



Chamilo 1.9
Teacher's Guide

Table of content

Chapter 1 Introduction.....	8
1.1 What is Chamilo?.....	8
1.2 About this guide.....	9
1.3 Who is this guide for?.....	9
1.4 How to use this guide.....	9
1.5 General usability.....	10
1.5.1 Terminology.....	11
Chapter 2 Why Chamilo?.....	13
2.1 Learning paradigm.....	13
2.2 Common interface elements.....	14
Chapter 3 The Chamilo homepage.....	15
Chapter 4 Register on the platform.....	16
Chapter 5 Finding your way in Chamilo.....	17
Chapter 6 Course creation.....	18
Chapter 7 Control course access.....	20
Chapter 8 Organizing courses.....	21
8.1 Personal categories.....	21
8.2 Subscribing to other courses.....	22
8.3 Courses management icons.....	23
Chapter 9 Course administration.....	24
Chapter 10 Course homepage.....	26
10.1 Introductory text.....	26
10.2 Authoring tools.....	27
10.2.1 Course description.....	27
10.2.2 Documents	27
10.2.3 Tests.....	28
10.2.4 Learning Paths.....	28
10.2.5 Assessments.....	28
10.2.6 Attendances	28
10.2.7 Links	28
10.2.8 Announcements	28
10.2.9 Glossary	29
10.2.10 Course progress.....	29
10.2.11 Blogs.....	29
10.2.12 Search.....	29
10.3 Interaction tools.....	30
10.3.1 Agenda	30
10.3.2 Dropbox	30
10.3.3 Groups	30
10.3.4 Assignments	30
10.3.5 Wiki	31
10.3.6 Forum	31
10.3.7 Users.....	31
10.3.8 Chat	31

10.3.9 Surveys	31
10.3.10 Notebook	31
10.3.11 Video-conference	31
10.4 Administration tools.....	32
10.4.1 Projects.....	32
10.4.2 Settings	32
10.4.3 Reporting.....	33
10.4.4 Backup.....	33
Chapter 11 First Steps: Documents.....	34
11.1 Create a directory.....	34
11.2 Quick-change of directory.....	35
11.3 Importing a document.....	36
11.4 Authoring content in Chamilo.....	37
11.5 Saving documents.....	40
11.6 Deleting a file or a directory.....	40
11.7 Watching course quotas.....	41
11.8 Slideshow.....	42
Chapter 12 Interactivity: Tests.....	43
12.1 Introduction.....	43
12.2 Creating a new test.....	44
12.3 Feedback, score and correct answers.....	46
12.3.1 Automated feedback.....	46
12.3.2 Scoring tests.....	46
12.3.3 Displaying correct answers.....	46
12.4 Test types.....	47
12.5 Adding questions to the test.....	49
12.5.1 Type 1 : Multiple choice – Single answer.....	51
12.5.2 Type 2 : Multiple choice – multiple answer.....	52
12.5.3 Type 3 : Fill the blanks.....	53
12.5.4 Type 4 : Matching.....	54
12.5.5 Type 5 : Open question.....	55
12.5.6 Type 6: Audio answer.....	56
12.5.7 Type 7 : Hot spot, or image area.....	58
12.5.8 Type 8 : Exact combination.....	60
12.5.9 Type 9 : Unique answer with unknown.....	61
12.5.10 Type 10 : Multiple answer True/False/Don't know.....	62
12.5.11 Type 11 : Combination True/false/don't know.....	63
12.5.12 Type 12 : Global multiple answer.....	64
12.6 Recycling existing questions.....	65
12.7 Importing: HotPotatoes, IMS/QTl2, Excel.....	66
12.8 Test results.....	67
Chapter 13 Communication : Forums.....	68
13.1 Using forum views.....	69
13.2 Add forum categories.....	69
13.3 Add forum.....	69
13.4 Manage forum categories.....	70

13.5 Manage forums.....	71
13.6 Start a new topic.....	71
13.7 Manage discussion threads.....	72
13.8 Manage messages.....	73
13.9 Give your learners a score.....	73
13.10 Give a score from a message.....	74
13.11 Add a message to a thread.....	74
13.12 Reply to a specific message.....	75
13.13 Quote a previous message.....	75
13.14 Reply or Reply to this topic.....	75
13.15 Search a forum element.....	75
Chapter 14 Structure: Learning paths.....	76
14.1 Introduction.....	76
14.2 Create a learning path.....	77
14.2.1 Learning path's settings.....	78
14.3 Add Learning Objects and Activities.....	79
14.3.1 Create a new document.....	79
14.3.2 Use existing resources.....	80
14.3.3 Add a new section.....	80
14.3.4 Display the learning path.....	81
14.4 Import AICC and SCORM	81
14.5 Managing learning paths.....	82
14.6 Prerequisites.....	83
14.7 Generating certificates.....	84
Chapter 15 Reporting.....	85
15.1 Tracking learners.....	85
15.2 Show individual learner's details.....	85
15.3 Course reporting.....	87
15.4 Resource Reporting.....	87
15.5 Test/exam Reporting.....	88
Chapter 16 Assignments.....	89
16.1 Assignment creation.....	90
16.2 Completion of assignments by students.....	90
16.3 Manage assignments.....	91
16.4 Setting up the assignment evaluation.....	92
16.5 Assignment expiry dates.....	93
16.6 Marking assignments.....	94
Chapter 17 Users.....	95
17.1 Subscribe users.....	95
17.1.1 Add teachers.....	96
17.1.2 Unsubscribe a user.....	96
17.1.3 Add/update a user's description.....	96
17.1.4 Search for a subscribed learner.....	96
17.1.5 Export the list of subscribed users.....	96
17.1.6 Display learners reporting.....	97
Chapter 18 Assessments.....	98

18.1 Assessments pre-configuration.....	99
18.1.1 Total weight and minimum certification score.....	99
18.1.2 Weights.....	100
18.1.3 Skills ranking.....	100
18.1.4 Certificate template.....	101
18.2 Add a classroom activity.....	102
18.3 Add an online activity.....	103
18.4 List view.....	104
18.5 Manage activities.....	105
Chapter 19 Wiki.....	106
19.1 Starting the wiki.....	106
19.2 Add a new linked page.....	106
19.3 Add a new orphan page.....	107
19.4 Commenting a page.....	107
19.5 Other wiki features.....	108
Chapter 20 Links.....	109
20.1 Links categories.....	109
20.2 Links.....	110
20.3 Manage links.....	110
20.4 Links checker.....	111
Chapter 21 Announcements.....	112
21.1 Add an announcement.....	112
21.2 Announcements management.....	113
Chapter 22 Glossary.....	114
22.1 New term.....	114
22.2 Glossary terms management.....	115
Chapter 23 Attendances.....	116
23.1 Create an attendance sheet.....	116
23.2 Recording attendances.....	117
Chapter 24 Course progress.....	119
24.1 Create a thematic section.....	120
24.2 Define the thematic plan.....	120
24.3 Create steps for the course progress.....	121
Chapter 25 Agenda.....	122
25.1 Adding an event to the course agenda.....	122
25.2 Import and export events.....	124
25.3 Adding an event to the personal Agenda.....	124
Chapter 26 Dropbox.....	125
26.1 Folders.....	125
26.2 Send a file to specific users.....	126
26.3 Managing dropbox files.....	127
26.4 Read and add comments on a file.....	127
Chapter 27 Groups.....	128
27.1 Create a group.....	128
27.2 Groups settings.....	128
27.3 Auto-filling a group.....	130

27.4 Fill a group manually.....	131
27.5 Getting into a group space.....	131
27.6 Overview /Export of group members.....	132
27.7 Groups management.....	133
Chapter 28 Chat.....	134
28.1 Send a message.....	134
28.2 Empty messages.....	134
Chapter 29 Survey.....	135
29.1 Survey creation.....	135
29.2 Add survey questions.....	136
29.3 Survey preview.....	137
29.4 Survey publication.....	137
29.5 Results.....	138
29.6 Surveys management.....	139
Chapter 30 Notebook.....	140
30.1 Notes creation.....	140
30.2 Sort notes.....	140
Chapter 31 Projects.....	141
31.1 Project creation.....	141
31.2 Subscribe learners to a project.....	142
31.3 New article/task.....	142
31.4 Roles management.....	143
31.5 Assign a role to a learner.....	144
31.6 Indicate the execution of a task.....	145
31.7 Learners' task management.....	146
Chapter 32 Course settings.....	147
32.1 Update general course settings.....	147
32.2 Visibility and access.....	148
32.3 E-mail notifications.....	149
32.4 User rights.....	149
32.5 Chat settings.....	150
32.6 Learning path settings.....	150
32.7 Thematic advance settings.....	151
Chapter 33 Backup.....	152
33.1 Create a backup.....	153
33.2 Import backup.....	153
33.3 Copy course.....	154
33.4 Empty this course.....	155
33.4.1 Delete the course area.....	155
Chapter 34 The Reporting tab.....	156
34.1 Own courses and sessions reporting.....	156
Chapter 35 Social network.....	157
35.1 Profile information.....	157
35.2 Internal messaging.....	159
35.3 “Friends”.....	159
35.4 Social groups.....	160

35.5 My files.....	162
Chapter 36 Session view.....	163
36.1 Courses tab.....	164
36.2 Learning paths tab.....	164
36.3 My MCQ tab.....	165
36.4 My statistics tab.....	166
Chapter 37 Appendix.....	168
37.1 Glossary.....	168
37.2 Frequently asked questions.....	168
37.2.1 How can I set a survey as a requirement to complete a course?.....	168
37.2.2 How can I create a crosswords-type question?.....	169
37.3 Document license.....	169
37.4 Illustrations index.....	170
37.5 Alphabetical index.....	174
37.6 Document history.....	176

Chapter 1 Introduction

1.1 What is Chamilo?

Chamilo LMS is a *learning management system* designed to support effective online education (often referred to as *e-learning*). It is “free” software which has been developed through the collaboration of various companies, organizations and individuals according to a model known as *open-source*, but with stricter ethical values.

This means that you are free to download and use Chamilo, provided you accept its license terms, (detailed under the GNU/GPLv3 license¹). As long as you undertake to maintain them, this confers four essential freedoms to you: the freedom to **use**, **study**, **modify** and **distribute** the software.



Illustration 1: Right to use, study and modify, share and distribute the software

In addition to having been developed collaboratively by dozens of people across the world ; Chamilo is also supported by *The Chamilo Association*, a non-profit organization whose key objective is to support the platform and ensure its continuity. Such guarantees of continuing open access make Chamilo LMS unique as an e-learning system.

Please feel free to contribute to Chamilo too! You can do this by promoting its use, reporting errors, suggesting improvements, translating it (or its manuals) into your native language, or even developing extensions or fixes by yourself.

¹ <http://www.gnu.org/licenses/quick-guide-gplv3.html>

1.2 About this guide

This guide has been written through the collaboration of various organizations and individuals who share a common goal to contribute to education around the world. You can contribute to the writing and improvement of this guide too. All you need to do is drop us an e-mail at info@chamilo.org with your suggestions for improvements – you could attach your own modified version of paragraphs, chapters, screen-shots or even the whole manual! It's that easy!

1.3 Who is this guide for?

This guide has been written with educators in mind: the many teachers, tutors, trainers, instructors and others involved in education who find themselves faced (through choice or necessity) with responsibility for managing an e-learning course.

Entering the world of e-learning can present a complex, even daunting, challenge, but we believe Chamilo LMS in itself provides a welcome solution for newcomers. Learning how to use Chamilo will take you a long way along the road to mastering many key aspects of e-learning.

If you are already an educator with experience in e-learning, you should find this guide a useful, detailed explanation of the workings of Chamilo, and will be able to use it to further your skills in using e-learning tools to develop your courses.

Chamilo has two key aims:

1. to support the teacher in better responding to their students' needs, and
2. to make it so easy to build and edit high quality digital learning materials that the teacher can not only create but be inspired to develop and continuously improve their courses' content.

1.4 How to use this guide.

This reference guide is designed to lead you smoothly through a clear learning path, introducing you first to the most commonly used tools, then guiding you progressively through more complex and/or seldom used features.

(The exception to this pattern is the description of the social network tool, which is explained separately at the end of the guide. We've placed it there to offer some light relief following the preceding three or four chapters, which are a little bit more challenging than the others!)

Following this, you'll find a description of alternative approaches to setting up Chamilo which you should find useful when organizing courses for your students, simplifying your tracking work and helping you easily identify and support “flagging” individuals while progressing with the course overall.

We recommend you take a quick look at the Glossary (section 37.1). It will give you an overview of the terms used throughout this guide and hopefully help avoid confusion in some sections.

If you already have a teacher account in a Chamilo portal, you can move directly to Chapter 5, which describes the Chamilo interface. If you are familiar with this, move on to Chapter 6 which explains how to create a course. If you are already a course administrator (i.e. a teacher who has also created courses), you should go directly to Chapter 9, which is the initial chapter explaining the course tools. For those who are familiar with the tools, much in this guide will already be familiar, though you may find it handy to explore updated features, such as chapter 36 *The Social Network*.

This guide can also serve as a handy quick reference, thanks to the *Alphabetical index*.

If you have further questions about using Chamilo. you can visit the Chamilo forum (<http://www.chamilo.org/forum>), where numerous other users, teachers, administrators and software developers will be happy to help you find the answers.

If you have more demanding requirements, you might consider hiring one of our official providers (<http://www.chamilo.org/en/providers>), a group of companies and institutions which offer professional services supporting Chamilo. The official providers have a record of tried and proven serious involvement in the project and are committed to sustaining its collaborative model. By hiring them, you already support the Chamilo project.

1.5 General usability

Chamilo has been designed to provide help and support within the application. The icons are intended to symbolize what they represent, independently of any particular language or culture. Furthermore, each icon has a “mouse-over” description. If you allow your mouse to “hover” over an icon for one second (without clicking), you will see a simple pop-up description of the icon's function (Illustration 2: Icons label).

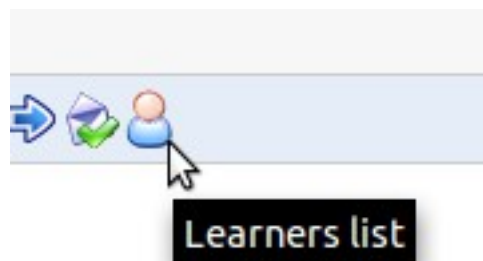


Illustration 2: Icons label

There is also an online *help* facility on most pages which appears as a partially hidden lifebuoy ring on the top right side of your screen (see Illustration 3: Folded help) and clicking it will open a window explaining the feature you're in and how to use it (see Illustration 4, Unfolded help).It remains in place when you scroll the screen so that it's constantly available and you can open and close it without affecting your current work. When you click the buoy, a small guide will open up, explaining the tool you're in and how to use it (see Illustration 5: Contextual help pop-up).



Illustration 3: Folded help

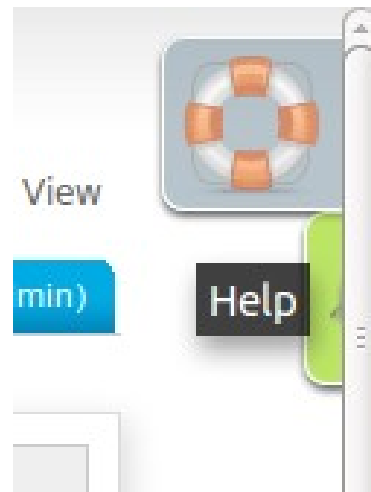


Illustration 4: Unfolded help

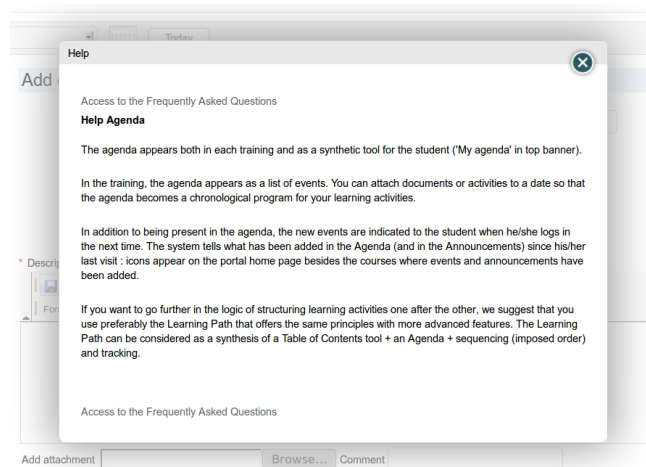


Illustration 5: Contextual help pop-up

1.5.1 Terminology

At the time of writing, Chamilo is being used by almost six thousand organizations around the world, in many different languages, including primary schools, colleges, higher education institutes, universities, NGOs, small, medium and large companies.

Obviously, all these bodies and institutions tend to use slightly differing terminologies. For example, some institutions will call their courses “Training sessions”, others will call them “Learning spaces” and others simply “Courses”. This presents challenges for the design of a

“one-size-fits-all” e-learning platform (or even user guide), so we have sought the middle road, and employ a simple, universal terminology which we trust will make sense to all our users.

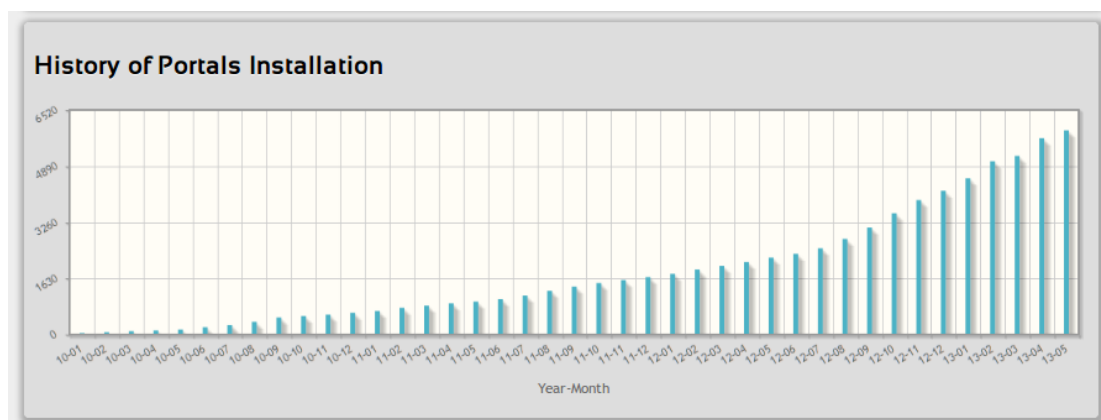


Illustration 6: History of Chamilo installations around the world, up to May 2013

Of course, because we understand your organization may prefer a specific terminology, we have equipped Chamilo with a way to edit any interface term from within the platform administration. (this requires administration skills and is thus described in the *Chamilo Administration Guide*). Should you urgently require a customization, you can ask one of our official providers² for a customized language pack to be imported into your platform.

In this guide, we have endeavored to employ a universal terminology so, for example, the common education term “**student**” has been replaced by more neutral terms like “**learner**” which applies equally well in the business world. When referring to all kinds of users collectively, we have decided to use the term “**user**”.

This manual is available in several formats, so you can always download it in editable format from our website³ and do a quick search & replace operation to make it fit your needs. Don't hesitate to send us the updated version back for sharing with others at info@chamilo.org. You'll be amazed at how this can benefit you in return, as other communities build up on your work to make things even better.

The somewhat ambivalent term “**training**” which had been employed in previous versions of the software has now been replaced by the more understandable term “**course**”, while the previously ousted term “**learning path**” has now been reinstated after a short and unpopular change to “**course**”. You will find all these terms defined and explained in the following guide. If in any doubt, make sure you check our Glossary on page 168. Don't forget: you can customize these terms with the help of your Chamilo administrator (if that's you, check the *Chamilo Administration Guide*).

² <http://www.chamilo.org/en/providers>

³ <http://www.chamilo.org/>, documentation tab

Chapter 2 Why Chamilo?

Chamilo is an e-learning and collaboration platform which comes bundled as open-source software (or as purists will say, *Free Software*) which can be adapted to educational or professional projects. It is distributed under the [GNU/GPLv3+](#) license, which you are bound to accept when using it.

A teacher using Chamilo can access a series of useful tools allowing them to easily and efficiently create an effective learning environment. On creating/editing a course he (or she) can:

- import or create **documents** (audio, video, images) and publish them,
- build **tests** and **exams** with **automated scores and feedback** as required,
- build or import ([SCORM](#) and [AICC](#)) compliant courses,
- set and receive **virtual assignments**,
- describe the components of the course through **description** sections,
- communicate through **forums** or **chat**,
- publish **announcements**,
- add **links**,
- create **work groups** or laboratory groups,
- set up a **virtual classroom** (through the videoconference extension),
- manage **scores** through the assessments tool,
- create **surveys**,
- add a **wiki** to create documents collaboratively,
- use a **glossary**,
- use an **agenda**,
- manage a **project** (through the **blog** tool),
- enable **tracking** of learners in your courses,
- register **attendances**,
- elaborate a **class diary (course progress)**.

The Chamilo platform is extremely **flexible**. All its tools can be customized according to the needs of each course. It provides a **friendly** and **intuitive** user interface which requires no special prior technical knowledge or skills.

2.1 Learning paradigm

Some learning management systems fall into the trap of attempting to support a specific learning/teaching methodology (e.g. social constructivism), perhaps in order to win some short-lived pedagogical credibility. While focusing on a single paradigm is appropriate, even desirable, on the part of individual teachers or organizations, Chamilo resists the temptation to limit the design of the platform to one specific approach in this way.

In our experience, the role of a Learning Management System is to provide a tool that can adapt to









the needs and wishes of the user. Providing “the right tool for the job” may be fine for single-purpose tools (a hammer, a fork or a pencil). For a complex tool such as a LMS, however, it is a combination of the platform's wide range of flexible and adaptable features and the teacher's creative use of those features that will, in time, result in courses which reflect an appropriate specific learning methodology, be it social constructivism, instructionalism, behaviorism, radical constructivism, symbolic interactionism, etc. Chamilo acknowledges the role of the teacher in choosing their own teaching approach, and strives to ensure that all of these educational paradigms can all be effectively implemented using various combinations of the flexible tools provided on its platform.

Chamilo LMS enables you to develop a course using whatever paradigm/approach/method you as a teacher (or your institution/company) feel comfortable with and, as such, makes sure you have the right tools for the job.

2.2 Common interface elements

Because we know that common conventions make things easier for everybody to remember and manipulate, we use a set of common visual symbols throughout Chamilo. These symbols might stand alone representing an action, or be coupled with another symbol representing the object of the action.

Below are listed some of the most commonly used symbols on the platform:

Icons	Features
	The pencil tool allows the updating of a specific piece of information or content
	The cross tool allows for the deletion of a specific piece of information or content
	The eye tool allows you to change the visibility of a piece of information/ content
	The yellow star marker on any icon symbolizes the creation of a new resource
	A blue right arrow generally means move things or insert things into others
	A blue left arrow generally means go back (like the back button in your browser).
	A blue arrow pointing down generally means download some file or data.
	A blue arrow pointing upwards generally means upload some file or data.

Chapter 3 The Chamilo homepage

The homepage is the first visible page. It contains the login form and a few other important elements:

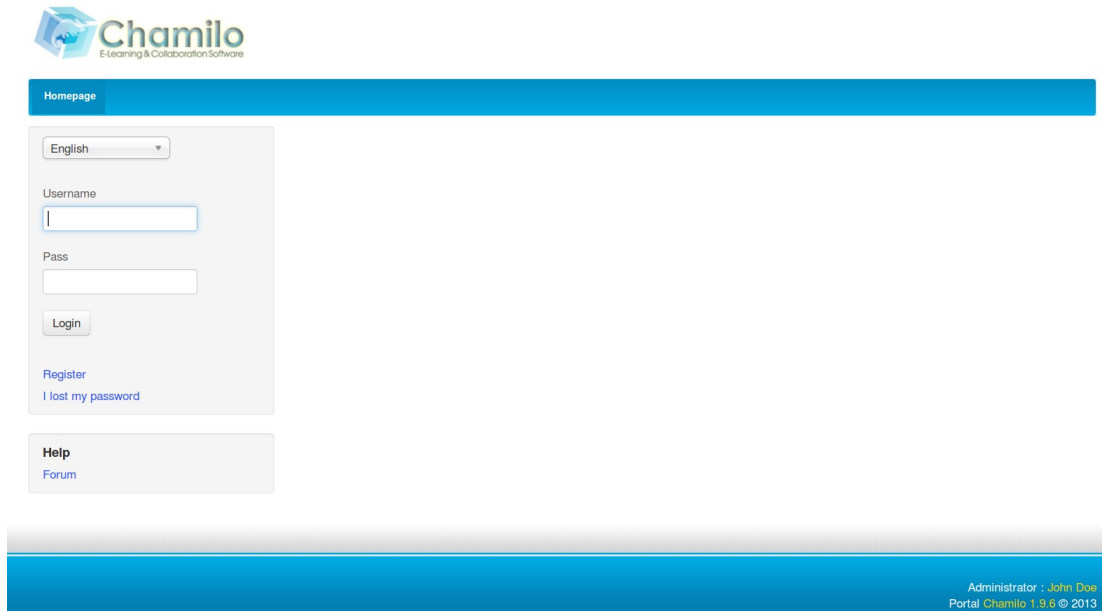


Illustration 7: Homepage

1. Once the login and password have been registered, connecting is straightforward (the administrator allocates permissions to users depending on the platform configuration).
2. It is possible to register on the platform using a simple form (*Register*).
3. In case you lose your password, a new one can be generated easily (using the link *I lost my password*).
4. Access to the Chamilo community's forum is provided through the *Forum* link in the *Help* box.

Note : *To view the courses with restricted access, you must be registered on the platform and must be subscribed by the course teacher, through the **course users** list.*

Chapter 4 Register on the platform

As for any web platform, users wishing to access the platform contents must register with their user name and password.

Once connected, the teacher has access to any courses on which (s)he is registered:

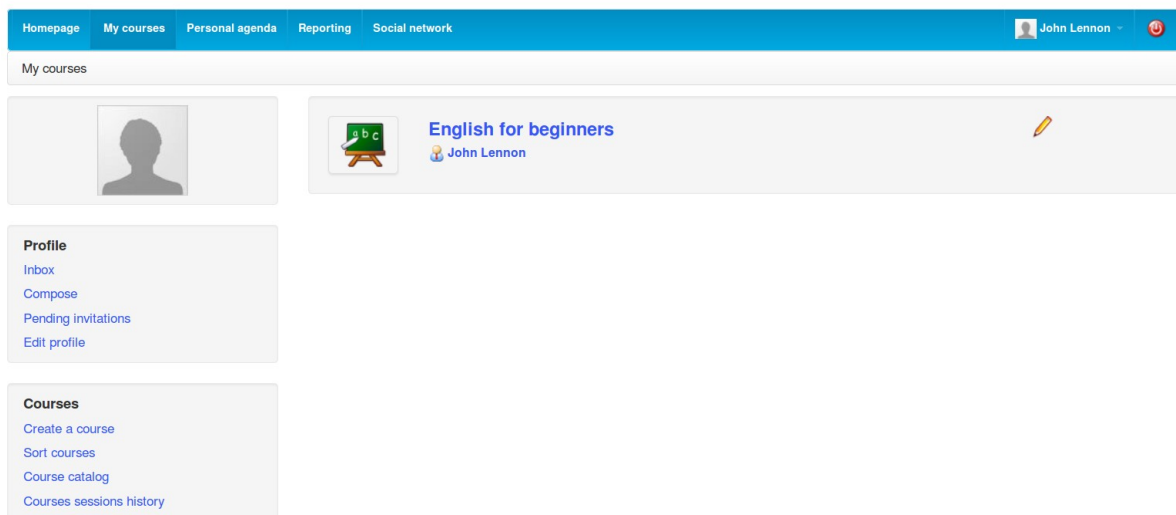


Illustration 8: "My courses" page

1. List of courses to which the user is subscribed. A pencil appears next to the courses for which the user has teacher permissions (and is thus allowed to update the course's settings)
2. Shortcut to the *Social Network* tool (which we will analyze in Social network, Social network)
3. A non-admin teacher can create a course⁴
4. Teachers and learners can subscribe to more existing courses
5. Teachers and learners have access to the history of their courses sessions.

Note : Although the help feature link has been replaced (since version 1.8.8) by a more dynamic, JavaScript-based box, it remains fully accessible to people with impaired vision, which might be navigating the platform through a text-based browser. Version 1.9 also offers a font resize feature for people with slightly impaired vision.


⁴ If the administrator didn't disable this option

Chapter 5 Finding your way in Chamilo

Most pages are quickly accessible via the tabs at the top of the page:



Illustration 9: Chamilo header

The “tabs” provide access to the homepage, the courses list, your agenda, the reporting/tracking page, the social network and (if you are is lucky enough to be a portal administrator) to the dashboard and administration pages. The last tab shows the user's name (so he can check he's not mistakenly using another user's account) and the red “power” button  lets the user log out at any time with a a single click.

Browsing through a course offers the same kind of navigation you will find on any computer software. In Chamilo, it is referred to as the *breadcrumb* navigation, (a reference to a popular folktale motif, as in *Little Thumbling*⁵ who saved the lives of his brothers by leaving a trail of breadcrumbs in a dark forest so they could find their way home.) This type of navigation allows the user to find its way back to his starting point.

The first “breadcrumb” link, on the left, displays the name of the course, and allows the user to return to the course homepage directly. The links to the right of this point directly to the elements of the course in which the user is currently located.

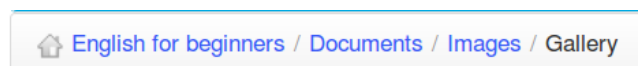


Illustration 10: Breadcrumb Navigation

Within a course, *Learner view* allows the teacher to view the course as a learner. The link then changes to *Teacher view*. Just click the new link to get back to the normal “teacher” view:

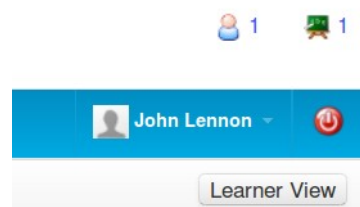


Illustration 11: Student view

⁵ Or “Le petit Poucet” in French, see http://fr.wikipedia.org/wiki/Le_Petit_Poucet

Chapter 6 Course creation

Creating a course is quick and easy, and can be done from the *My courses* page.

Note : on some portals, teachers might not have permission to create new courses and are simply assigned pre-created courses by the administrator.

Click on *Create course*. Fill the mandatory fields (see Illustration 13: Creating a course – short version) and click the button. That's it. The course will be visible by the course creator and (later) by the users subscribed to it. By default, the person who creates the course is responsible for this course's administration. She is generally referred to as the **Course owner** or **Course creator**.

To create the course, you need only enter a single element, i.e. a clear and detailed title.

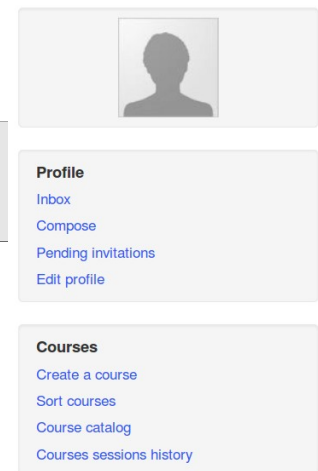


Illustration 12: Personal menu blocks

A screenshot of the 'Create a training' form. At the top, there is a breadcrumb 'My courses / Create a training' and a light blue informational box stating: 'Once you click on "Create a course", a course is created with a section for Tests, Project based learning, Assessments, Courses, Dropbox, Agenda and much more. Logging in as teacher provides you with editing privileges for this course.' Below this is the title 'Create a training'. The main form has a required field 'Course name' with a text input box and a hint 'e.g. Innovation management'. There is a link for 'Advanced settings' and a 'Create this course' button with a green plus icon. A 'Chat (Disconnected)' button is visible in the bottom right corner.

Illustration 13: Creating a course – short version

Additional options (entirely optional) are available by clicking on the *Advanced settings* link:

- **a category** within the ones offered in the drop-down box⁶ (this is optional),
- **a course code** Pick a code that matches the course title associated with e.g. a numerical classification. (n.b. Even if entered in lowercase, the course code will be automatically uppercased and symbols like (-, _ and spaces will be removed from the code),
- **the course admin** this option is automatically filled with your name and cannot be updated,
- **the language** used to display the course environment (nothing stops you from using e.g. French even if the platform is installed in English). The language choice doesn't influence the course content, only the course interface⁷


⁶ Only the administrator can redefine global courses categories

⁷ To one exception: if the demo content is enabled, this content is created in the language of the course. Modifying the course language afterwards will have as minor consequence to have the interface in one language and the contents in another.

- the course can be filled with some **demo content** to indicate to the new course administrator the sort of thing s/he can create inside the course (typically an exercise, forums and an introduction section). Alternatively, this can be left completely empty.

* Course name

e.g. *Innovation management*

 [Advanced settings](#)

Category

This is the department or any other category where the training is delivered

Code Only letters (a-z) and numbers (0-9)

Language

Fill with demo content

* required field

Illustration 14: Create a course – extended version

A course creation follow-up page is displayed, which suggests:

- going straight to the newly created course (through a link on the course title),
- going directly, by clicking on the relevant icon, to one of the most common course configuration steps:

You just created the training area [LibreOffice Writer](#)

Things to do next





 Course home	 Enroll users to course	 Add course description	 Settings
--	---	---	---

Illustration 15: Course creation follow-up page

This empty course structure created, the next step is to enrich this course through the addition of text, multimedia documents, audio tracks, links etc. etc.....)

Chapter 7 Control course access

During the creation of the course, it is recommended you don't allow learners access before it is ready so they don't see an incomplete course.

In order to do this, access has to be restricted by going to the course *Settings* tool:

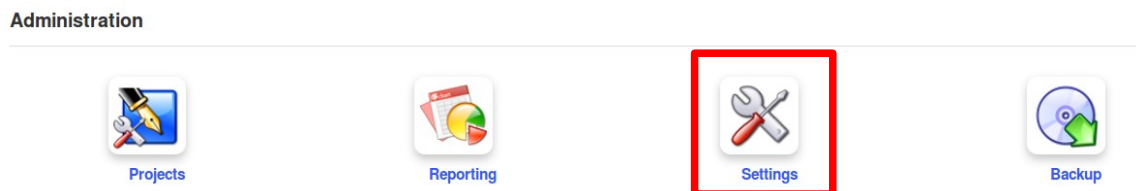


Illustration 16: Course administration tools

A series of choices are available to the teacher.

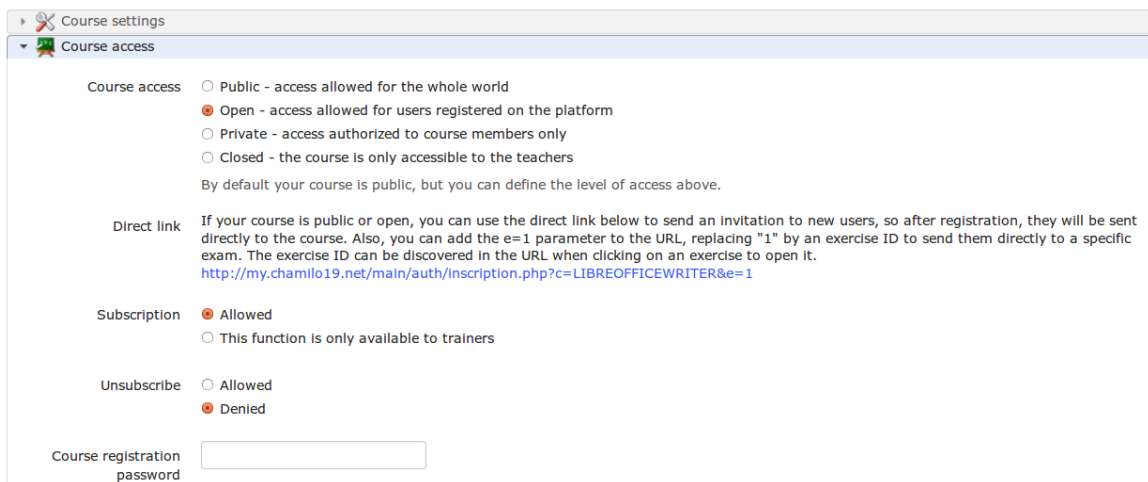


Illustration 17: Course settings - Visibility

1. **Public** : means it is accessible to any user, registered on this portal or not
2. **Open** : means all users *registered on the portal* can access the course as long as they have previously subscribed to it (they can do this through the courses catalog). This is the *default option*
3. **Private** : means the course is only available to students who have been subscribed to it by a teacher or administrator. Make sure the *Subscription* option is set to be only available to trainers, though, as otherwise students might be able to subscribe themselves.
4. **Closed** : means the course is *only available to its teacher or the administrator*. Other users cannot access it, even if they have previously been subscribed to it. This last option is recommended *during the building or maintenance periods of the course*.

Chapter 8 Organizing courses

With Chamilo, one can end up managing a large quantity of courses. In addition to *general* course categories, all course creators have an option to create *personal* categories, visible only to the user who created them, to help him organize his courses.

Note : This feature is not supported by the platform's developers anymore, and might be abandoned in the future. It can result in a conflict with the courses order on the My courses page when these are registered within sessions.

8.1 Personal categories

Go to *My courses*, option *Sort courses* in the menu, to get to the courses sorting tools page. Click on the *Create a personal course category*, and fill the name of the new personal category to be created. Finally, click the *Add category* icon.

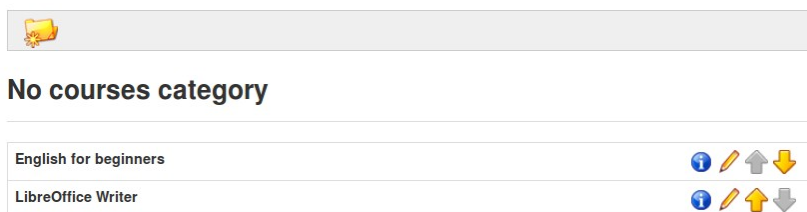


Illustration 18: Sort my courses

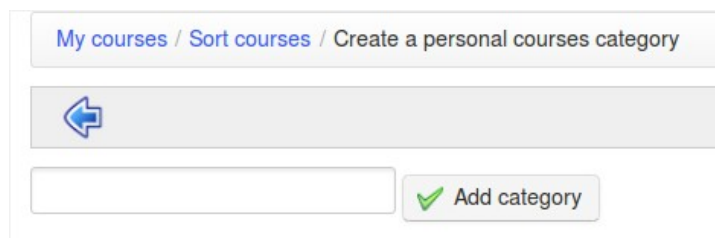
The screenshot shows a form for creating a personal category. At the top, there is a breadcrumb trail: "My courses / Sort courses / Create a personal courses category". Below this is a back arrow icon. The main part of the form consists of a text input field and a button labeled "Add category" with a green checkmark icon.

Illustration 19: Personal category creation form

The new personal category appears in a list at the top of the page. It is possible to create several personal course categories.

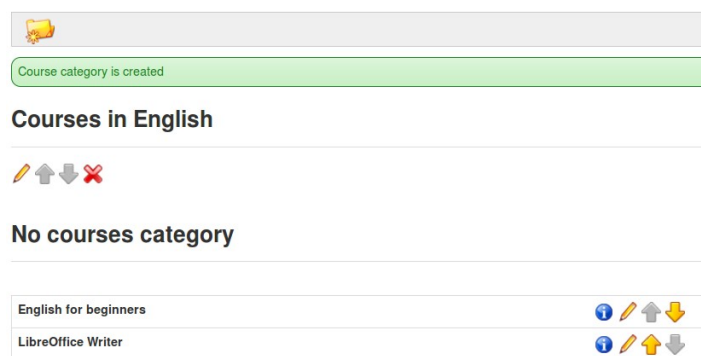


Illustration 20: Personal courses category created

Click the pencil icon next to each course to set a category for it. In the drop-down list, select the personal category with which the course will be associated, then click the confirmation button. With courses sorted and linked to personal categories, the courses homepage is more readable. Courses not associated with any personal category are shown at the top of the page.

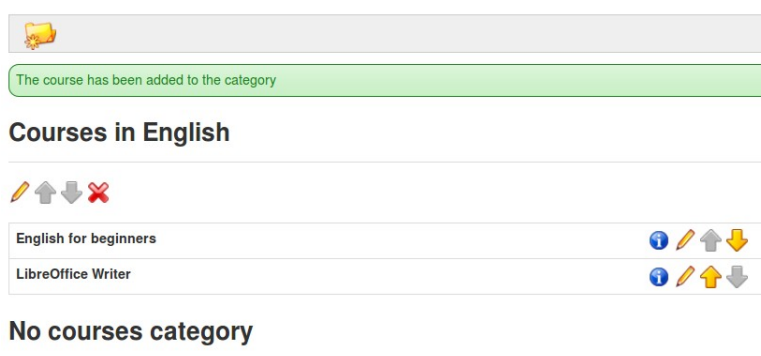


Illustration 21: Personal courses categories

To remove a category, click the red cross and confirm.

8.2 Subscribing to other courses

Teachers and students can subscribe to courses. When a teacher subscribes to another course by himself, he is considered student in this course, and will thus not have access to the normal teacher tools. If you want to register to be registered to someone else's course as a teacher, you will have to ask the current teacher of that course or the administrator to register you, as a teacher, to that course.

Clicking on the *Courses catalog* link, then on *Subscribe to a course*, and the general courses categories list appears. You can look for the course in the suggested categories, or find it by searching for all or part of the course title via the search box on the top-right part of the page.

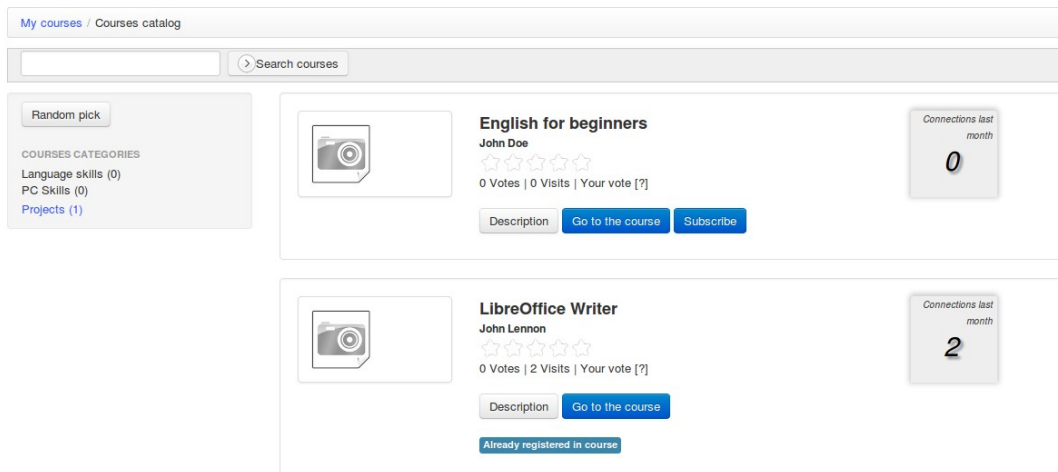



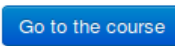



Illustration 22: Courses catalog

Once the course has been found, click on the *Subscribe* icon to subscribe to it. The subscription gives the user subscribing **learner** status.

8.3 Courses management icons

In the courses management interface, you will see the following common icons and buttons.

Icons	Features
	Update/edit a course
	Remove a course
	Read the course description
	Link to the course homepage (only available if public or open)
	Register on the course

Chapter 9 Course administration

The *My courses* tab the teacher to see a list of the courses which they can manage. (These display a pencil icon on the right side of the course's box, as opposed to courses on which they are subscribed as learners).

You just need to click on the course name to access its homepage. The various tools are arranged in three categories:

- **Authoring** : tools for creating course content,
- **Interaction** : tools for teacher-learner or learner-learner interaction within the course,
- **Administration** : tools for the management of course options.

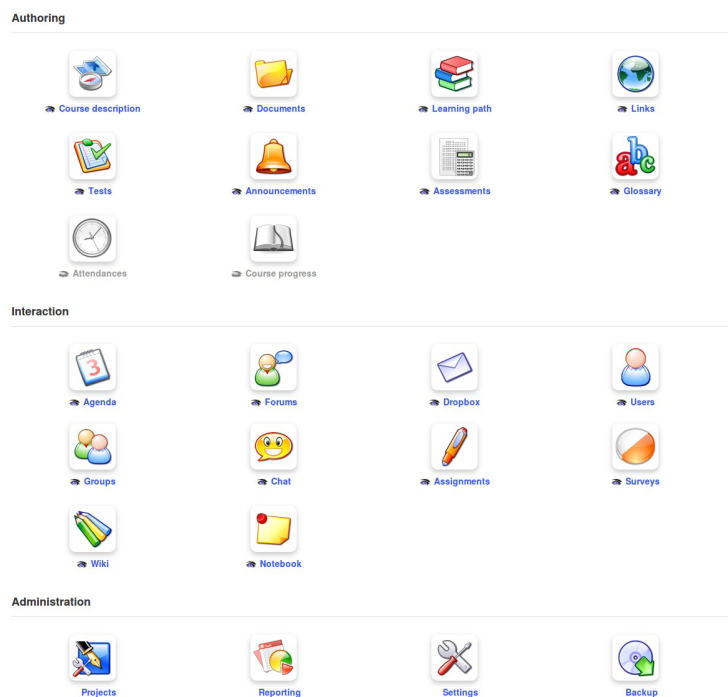



Illustration 23: Course tools – Classical option

The teacher can choose to hide or show distinct tools using the *eye* icon  under each tool, so that the course doesn't intimidate the new learner with too many options.

Note : In some cases the administrator may make tools unavailable to course teachers or enable tools which depend on specific extensions (like the full-text search or the video conference), so what you see entering the course might not be the same as described here.

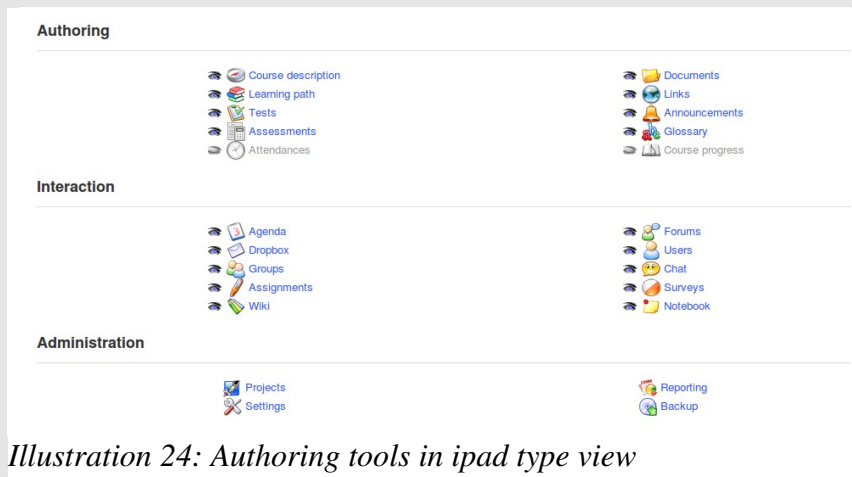



Illustration 24: Authoring tools in ipad type view

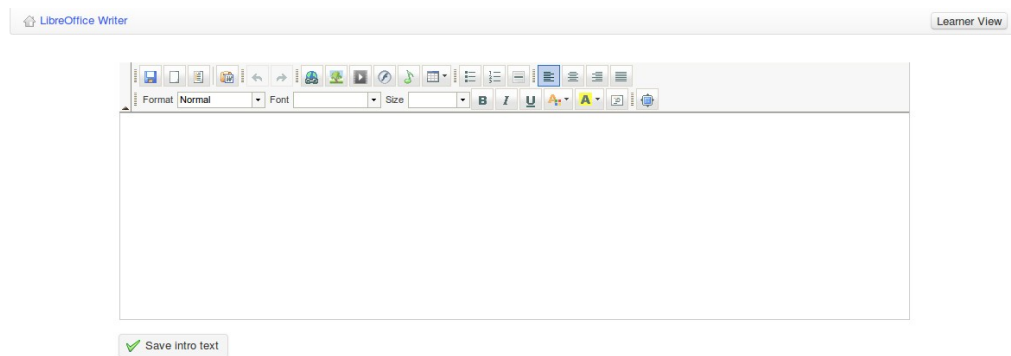
Note : The course interface can be presented in different ways depending on what the administrator's chooses. He might, for example, enable a view that was popular in previous versions of Chamilo, as in this illustration. This view is called the 2-columns activity view.

Chapter 10 Course homepage

In this chapter, we will present a brief overview of the various tools available. Each tool will be examined in more detail in later chapters.

10.1 Introductory text

Just before looking at any particular course tool, note that it is possible to present a welcome message to a course. Click on the *Add an introduction text* icon  below the *Learner View* button. A text editor appears...





Authoring

Illustration 25: Course homepage – Introduction text

This feature, although very simple to use, is also very powerful: it can simply present a few words of introduction, but it also enables you to redesign the entire course homepage simply by hiding all the course tools and writing a large introduction text/page including icons with links to the course tools' internal pages.

To do this :

- hide all the tools (by clicking the eye, which must be *closed* and grayed)
- right-click on any tool to which the learners need access
- select *Copy link location*
- left-click on *Add an introduction text*
- place an introduction text (use the table tool , or an external HTML-editing tool if you wish, to position elements precisely) and a new icon/graphic representing the tool requiring access
- click an icon to select it then click the link creation tool 
- « paste » the link that was saved a few steps before (CTRL-V should work just fine)
- click the *save intro text* button

You now have an entirely personalized course homepage! The only remaining other visual elements are the header and the footer.

10.2 Authoring tools

Authoring

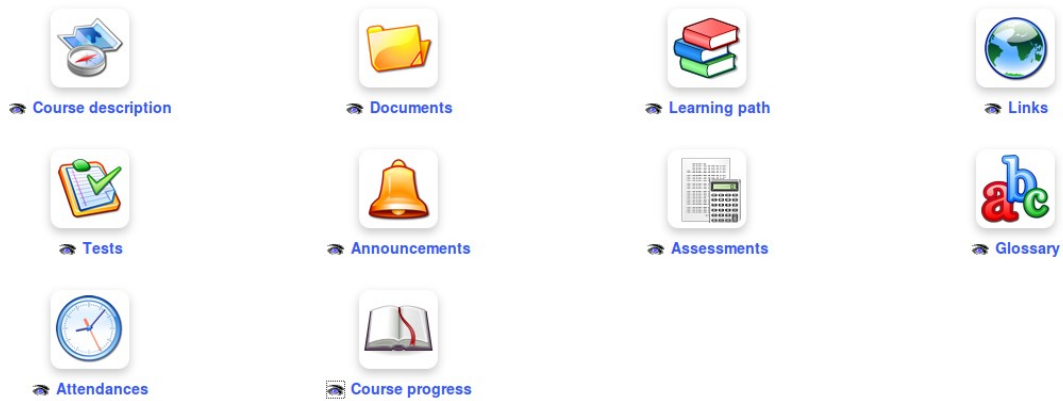


Illustration 26: Authoring tools


10.2.1 Course description



The course description is not at all mandatory, but it allows you to present a global summary of the course and to offer potential subscribers a flavour of the course.

The description tool presents several sections which provide the course author with a simple suggested structure for their course description. (The teacher doesn't have to use these, of course; if the proposed sections do not match requirements, other sections can be created with the preferred titles). The sections include:

- « Course description »,
- « Objectives »,
- « Topics »,
- « Methodology » etc,

At any time, a section can be removed by clicking on the *Delete* icon , or updated using the *update* icon .

The description is available to learners inside the course, but can also be viewed in the course catalog (via the *Description* button). This button opens a pop-up window showing the description provided by the teacher.

10.2.2 Documents



This is used to add and organize the documents or files (text, images, audio, video, HTML files etc.) used in the course. You can create directories/folders within this tool as required.

10.2.3 Tests



The tests tool is used to create, update or import tests, quizzes and exams in the course. It includes facilities to automatically or manually score and feedback to learners and to track and export learners' results. The tests tool can be used to develop quite sophisticated automated exercises which might in themselves form the core of the course.

10.2.4 Learning Paths



This organizational tool allows you to generate or update **learning paths** to help guide your students through a specific sequence of learning objects/experiences. It can be configured in various ways e.g. to require students to undertake tasks in a given order, or to allow the repetition of certain activities.

Note: If you come from a Moodle background, this feature can be compared to the ordering of blocks on your course homepage.

10.2.5 Assessments



The assessments tool is very useful when a score has to be assigned for the whole course. It allows for the creation of a gradebook incorporating the results of on-line or in-class evaluations. It also allows for the automatic generation of certificates (although this might not prove as intuitive as the rest of the platform tools due to the many parameters involved).

10.2.6 Attendances



This provides a means for the registration of attendance by learners, taking this into account in the scoring of assessments.

10.2.7 Links



You can use this tool to add links to external websites from within the course which be be of value to students during the course of their study. These links can be incorporated into a learning path.

10.2.8 Announcements



Use this fully featured tool to make announcements related to the course, which will be flagged up to users when they log in to the course. They can be be personalized and configured to be sent via email to relevant users. It is also possible to attach documents to announcements.

10.2.9 Glossary



A course glossary can be an invaluable aid to students on some courses. This tool allows you add and view terms and definitions (including sound, graphics etc.) and to import and export text .csv lists or save the glossary as a .pdf file.

10.2.10 Course progress



This planning and record keeping tool helps you to create, import, export or save *thematic sections* which can serve as a “course diary” to include topics and plans and indicate class progress.

Note : The learning paths created inside the course can also be made visible in the « Authoring » section, which could generate redundancy. It is possible to show or hide them using the double square icon in the learning paths list (« Make visible to learners »)

10.2.11 Blogs



You may not see the Projects tool in the Authoring section, but if you create a project using the tool in the Administration section, it will show up in the *Authoring* tools, where you can hide it from the learners' view if you wish. This tool allows for collaborative work to be organized.

10.2.12 Search



The search tool can only be enabled on the platform by the administrator, as it requires the installation of specific and advanced modules external to Chamilo itself. If enabled, the tool allows for searching within the text of most documents on the whole platform, including texts imported or created inside Chamilo.

10.3 Interaction tools

The objective of the interaction section is to group tools which facilitate communication between learners as well as between learner and teacher. Unlike the *Authoring* tools which are primarily for teacher use, The *Interaction* tools are provided mainly for use by other users also, to support their learning.

Interaction

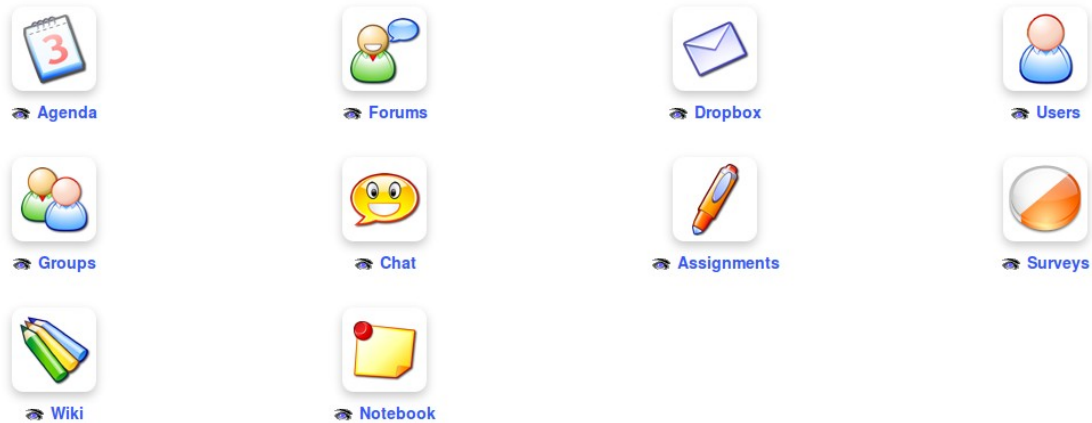


Illustration 27: Interaction tools

10.3.1 Agenda



This tool provides users with a comprehensive diary/calendar tool to which they can add events etc.

10.3.2 Dropbox



Users can use the course dropbox to share their own documents with others on the course.

10.3.3 Groups



Use this to create groups within in the course and manage access to course tools.

10.3.4 Assignments



Create assignments for learners to complete within the Chamilo platform, or to complete externally and upload for evaluation by the teacher. The assignments tool integrates fully with the reporting and assessments tools and allows for quick and easy monitoring of assignment submissions and results.

10.3.5 Wiki



The Wiki provides a handy tool for collaboration between users, be they teachers or learners, through providing a clear and simple interface for the joint production of a class document.

10.3.6 Forum



The very fully featured forum tool allows for the creation and management of forums for use by course members, and includes the facility to quote student posts to teaching forums and edit, mark or annotate their work in whatever way the teacher judges will best support students' learning.

10.3.7 Users



This tool allows learners to view who else is subscribed to the course, and teachers to manage course users, subscribing teachers and users, and importing and exporting course lists as required. The *users* tool also integrates with the *Groups* tool.

10.3.8 Chat



Chamilo provides a simple text-chat facility allowing users to chat with other users on-line in the platform.

10.3.9 Surveys



The fully featured survey tool a powerful means of inviting users on the platform to quickly and easily offer comment and feedback for the evaluation and development of courses. The tool also supports the analysis of results collected from participants.

10.3.10 Notebook



Sometimes a learner or teacher just wants to keep personal notes relevant to his or coursework. The notebook tool provides a simple means for users to write and store and organize such notes within the platform for their own use, using the on-line editor. Notes created by this tool are private: no user has access to the notes of another user.

10.3.11 Video-conference



It is now relatively easy, using a local video-conference server, to install the video-conference tool within a Chamilo course, although it remains an external extension which is not always available in a classic portal. Chamilo 1.9 supports BigBlueButton 0.8, open-source conferencing software which supports recording of the white board and audio from a conference. The video sessions can later be made available within Chamilo itself as a video library inside the course. From a teacher's point of view, it's worth lobbying your administrator to set it up!

10.4 Administration tools

The *administration* section groups tools that the learner never needs access to – there is therefore no option to hide or show the tools, which are designed for teacher use only.

Administration



Projects



Reporting



Settings



Backup

Illustration 28: Administration tools

10.4.1 Projects



This is where the teacher can create new *blogs* visible and available to learners in the *Authoring* section. A blog integrates tasks and users management via a calendar within the *Blogs* tool, supporting the effective management of collaborative projects.

10.4.2 Settings



Manage the course settings as a teacher. Settings are sorted in a few sections:

	Course settings	Manage and update elements such as the course title, category, language, picture, etc.
	Course access	Configure course access updates (visibility, subscription and other permissions)
	E-mail notifications	Set the behaviour of for e-mails alerts
	Users rights	Configure of the agenda, announcements or picture display inside the forum
	Chat settings	Configure how the chat tool opens
	Learning paths settings	Enable the graphical theme of the learning path, as well as various other learning path settings
	Thematic advance configuration	Decide whether course progress information should be shown on course homepage

10.4.3 Reporting




This important teacher tool tracks learners' use of learning paths, tests, forums etc., as well as time spent on the course, progress, scores, assignments, numbers of messages and last connection date. It is a powerful monitoring tool which can save the teacher a huge amount of time and dreary record keeping work.

10.4.4 Backup



This is where you can (and regularly should!) back up your course by exporting a copy of the course. You can also use it to import previously backed up courses and to delete all or part of the course content and data. You can also use it simply to delete the course – be careful, though – there's no way back!

Chapter 11 First Steps: Documents

The normal first step any teacher takes when needing content for a course is to go to the *Documents* tool  and upload existing content (in the form of PDFs, PowerPoints, etc).


Chamilo allows for the import of all types of documents (HTML, MS-Word®, MS-PowerPoint®, MS-Excel®, PDF, Flash, Quicktime®, OpenOffice.org, LibreOffice, MP3, OGG, AVI, etc.) and can first be used as a simple documents catalog while the teacher builds up a bank of materials (a few weeks, depending on the context).

You can rename documents at any time and arrange them in directories/folders. The only provision is that the user must, of course, have the requisite software installed on his computer to read the files at his disposal. We recommend the use of standard and open formats (see note below) to avoid the need for the learner to download or buy costly software which might be overly specific (i.e. with no other use) or prove difficult to maintain.

With regard to file storage, you do need to be sure to organize the *Documents* tool carefully to make it easy to find a document later on.

Note : The Chamilo community strives for a complete freedom in the distribution of (distance) learning material. From this perspective that a high priority is given to the support of open formats and applications, like LibreOffice® and its OASIS format rather than the Microsoft® Office® suite; OGG (and its variations) rather than MP3® or DivX®; etc. So we'd like to remind you that all features of Chamilo can be used with a simple, open spec. browser, the only exception to which is the video-conference and the hot spot exercises, which require the Flash® plug-in (which is free but not open). We are working on this last element to increase the availability of this type of exercise to devices that do not support Flash®.

11.1 Create a directory

To achieve a clearer storage structure, Chamilo lets you create directories (folders) and sub-directories by clicking on the folder icon with the yellow star symbol .

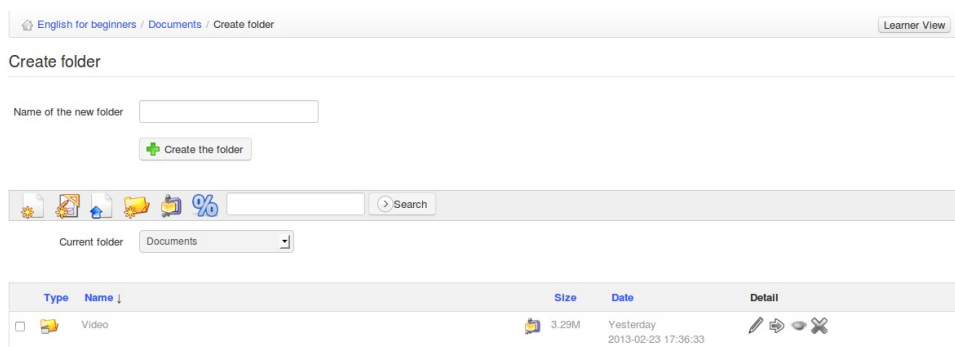


Illustration 29: Documents – creating directories

To create a directory:


- click on the *Create folder* icon,
- enter the directory name,
- click on the *Create the folder* button,
- The new directory has been created and can be used right away to store new documents.

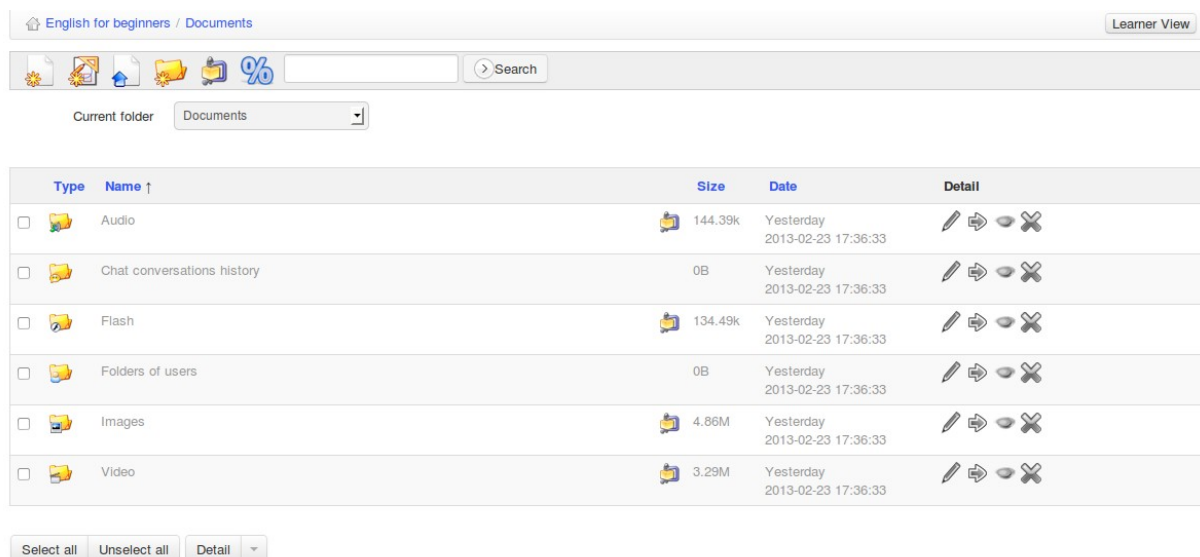
If you want to create a sub-directory, open the directory you want to create it in and follow the same procedure.

11.2 Quick-change of directory

When creating a new course with example content, the *Documents* tool contains several directories (*audio*, *flash*, *images*, etc) by default.

These directories are meant to provide additional help organizing resources inside the course. Once there are over twenty or so documents in the root directory, it becomes difficult to locate a document when needed, because you will have to scroll up and down to get to see all the files. Because of this, we recommend not having more than twenty files in a single directory - general good practice in file management anyway.

These directories are by default invisible to learners. It is up to the teacher to decide whether learners should see these directories' contents or not (by clicking on the *eye* icon ).



The screenshot shows the 'Documents' tool interface. At the top, there is a breadcrumb 'English for beginners / Documents' and a 'Learner View' button. Below this is a toolbar with icons for creating folders, files, and a search bar. A 'Current folder' dropdown menu is set to 'Documents'. The main area displays a table of directories:

Type	Name ↑	Size	Date	Detail
<input type="checkbox"/>	Audio	144.39k	Yesterday 2013-02-23 17:36:33	
<input type="checkbox"/>	Chat conversations history	0B	Yesterday 2013-02-23 17:36:33	
<input type="checkbox"/>	Flash	134.49k	Yesterday 2013-02-23 17:36:33	
<input type="checkbox"/>	Folders of users	0B	Yesterday 2013-02-23 17:36:33	
<input type="checkbox"/>	Images	4.86M	Yesterday 2013-02-23 17:36:33	
<input type="checkbox"/>	Video	3.29M	Yesterday 2013-02-23 17:36:33	

At the bottom of the table, there are buttons for 'Select all', 'Unselect all', and a 'Detail' dropdown menu.

You are currently using 8.83 MB (8.8%) of your 100 MB.

Illustration 30: Documents – List of default directories

Of course, it is possible to create several other directories using the folder creation icon. In order to navigate swiftly within the directories tree, a drop-down list called *Current folder* is available on the top left of the screen allowing any level of documents-directory to be readily accessed.

Once inside a directory, the “up a level” icon  lets the teacher get back up one directory level.

11.3 Importing a document


Import a new document by going to the desired destination folder and clicking the *Upload documents icon* .



Illustration 31: Documents - Icons - Upload

The following screen appears:

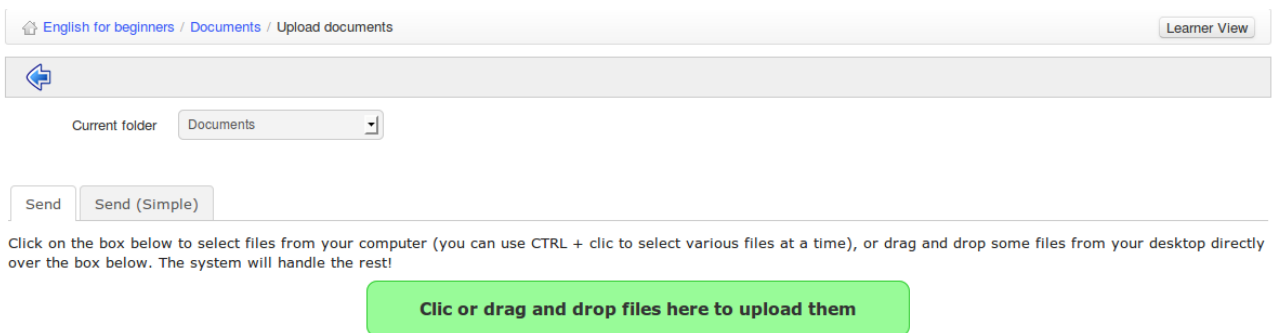


Illustration 32: Documents – Documents upload

Click on the green area to explore the files on your disk and select one(s)⁸ to upload. Inside the pop-up window, click the confirmation button. The documents upload starts. If you send several files at the same time, you will see their upload progress, live, as in the following illustration.

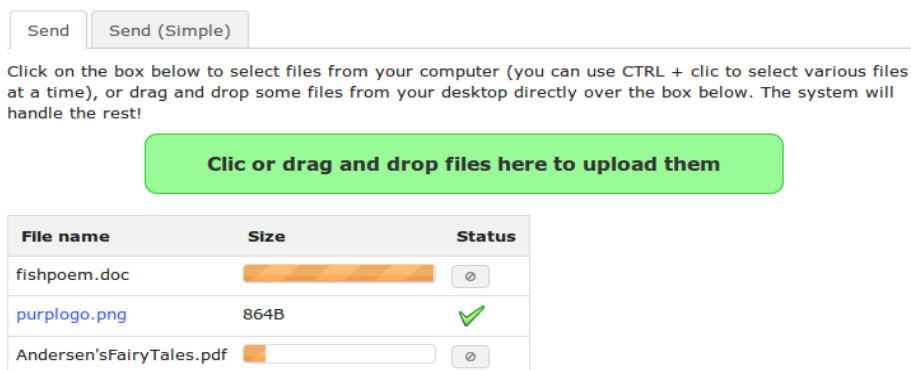


Illustration 33: Documents – Documents upload in progress

⁸ To select more than one file, use the CTRL key in combination with the left mouse button.

Once the upload is finished, the following validation list appears.

Send Send (Simple)

Click on the box below to select files from your computer (you can use CTRL + clic to select various files at a time), or drag and drop some files from your desktop directly over the box below. The system will handle the rest!

Click or drag and drop files here to upload them

File name	Size	Status
tests-list-exe.png	19.84k	✓
tests-list-one-extended.png	86.6k	✓
tests-lists-one.png	42.61k	✓
tests-mcq-full.png	37.49k	✓
tests-qcm-filled.png	80.83k	✓

Illustration 34: Documents – Document upload finished


The green ticks indicate that the documents have been sent to the course successfully. Click on the blue arrow icon pointing left to get back to the documents list.

*Note : The tab labeled Send (Simple) allows you to use the traditional “dialogue window” procedure to upload. We called it **Simple** because users are generally more used to this one, though it's really a bit more complicated to use! Document indexing options can only be found in the Simple form (in case your administrator has enabled the search feature) as well as an option to unzip a complete file hierarchy.*

11.4 Authoring content in Chamilo


A major advantage of Chamilo over other Learning Management Systems is that it provides a wide range of inbuilt features supporting the effective authoring of course content. The toolbar at the top of the documents page displays a range of tools to support authoring:

Learn English / Documents



Current folder Documents

Illustration 35: Documents - toolbar

The icons marked with an a yellow asterisk represent creation tools. First and foremost, the teacher can create new rich media documents directly via the documents tool, without any need for an external authoring system. Just click the *create rich media page/activity* icon  within the desired folder. A fully featured on-line editor appears.

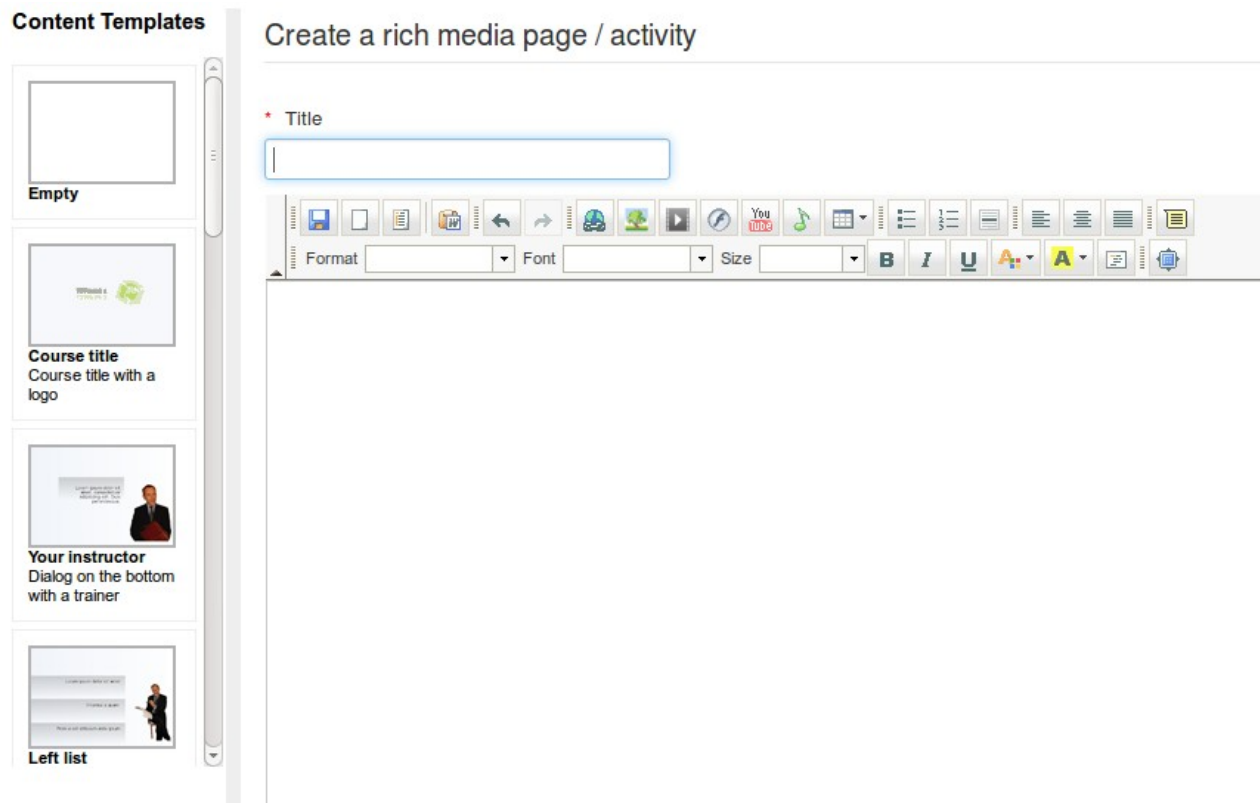


Illustration 36: Documents – Creating a new document

After naming the document, it is possible to use all the options in the embedded rich text editor to format them. The editor supports a wide range of elements, including tables, images, audio, video, flash, etc. It includes an html editor which means that, for those with some knowledge of scripting the sky's the limit in terms of rich content!)




You can also use a series of document templates, (available in the left column), or create and save your own templates for designing further pages.

Once the document has been created/edited, save it by clicking on the *Create document* button.


Other types of documents can be created depending on your browser and the portal configuration (ask your administrator to enable these extra features if you don't see them in the toolbar).

Icon	Feature
	The <i>draw</i> feature allows you to draw diagrams or schema in a vector format ⁹ , which can be re-edited or exported to the bitmap format.
	The <i>photo retouching</i> feature is very similar to the <i>Photoshop</i> ® tool and allows for the editing, cutting, colouring etc. of pictures or other bitmap images.

⁹ In all recent browsers except Internet Explorer 6, 7 and 8, where this feature is not implemented.

	The audio recording feature the recording of audio tracks right from your browser, using your microphone (on a laptop, the microphone is generally embedded). Flash® or Java® applet browser support is required for this one.
	The text-based voice generation feature allows you to have the computer speak for you. Try it. You'll be surprised by the quality of the generated voices.
	The web-cam clip feature allows you to record footage directly from your laptop's web-cam Flash® is required for this one.

11.5 Saving documents

Chamilo allows you to save all the documents, or a specific directory, simply by clicking on the *Save (ZIP)* icon  in the toolbar at the top of the page.

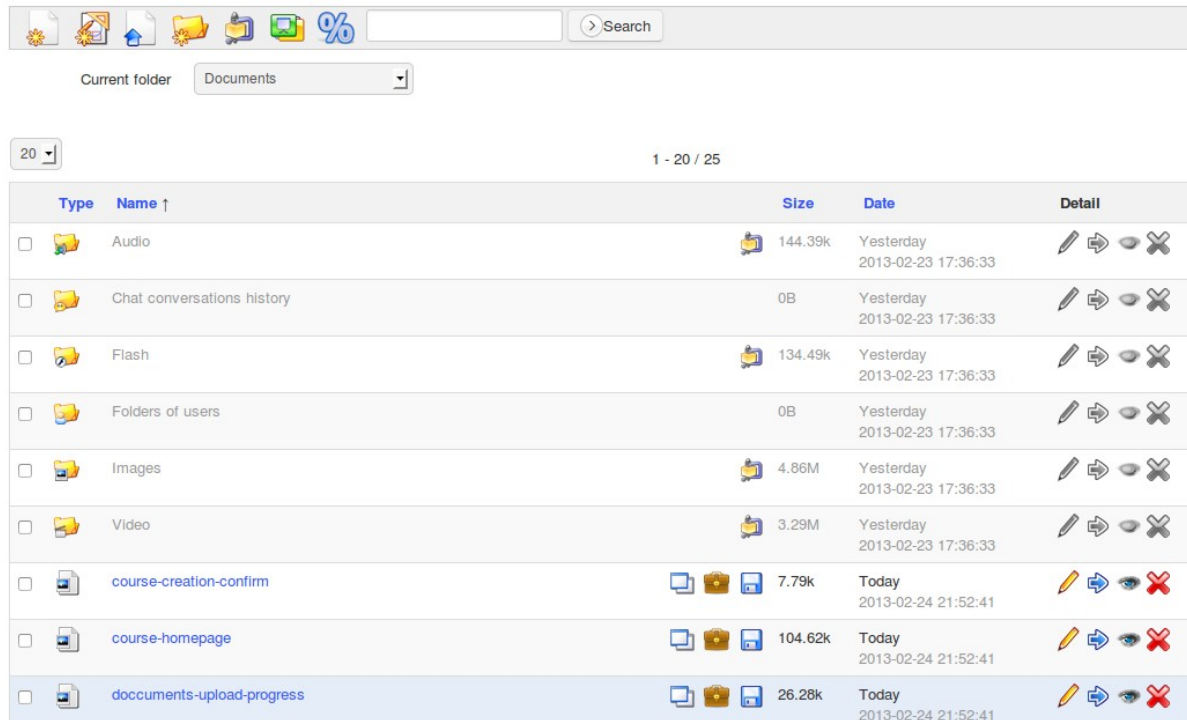





Illustration 37: Documents – Download a copy

It is also possible to save a single file by clicking on the *download* icon  to the right of the filename, or to download a specific directory by clicking on the *Save (ZIP)* icon  to the right of the directory listing. The briefcase icon  allows users to copy a shared file into their private file area in the *social networks* area (see chapter 35).

11.6 Deleting a file or a directory

To delete, update, hide or show a file or directory, use the options in the right hand column of the documents listing:

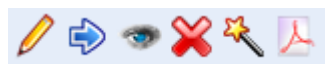


Illustration 38: Documents - Options

As you will realize yourself, the icons vary depending on the document type. HTML documents offer more possibilities.

The magic wand icon allows you to use the selected document as a template to create other

documents. It thus becomes very easy to ensure a consistent visual style for all documents in the same course.

The PDF icon allows you to export the document in a PDF format. This can be particularly useful if you wish to read your course in the train or the plane, where you don't have access to your e-learning platform.

11.7 Watching course quotas

By default, a course quota of 100Mb is set, but it is also possible for your administrator to increase it. To check the space usage, look at the indication at the bottom of your documents list. I will indicate the percentage of your course that is being used.

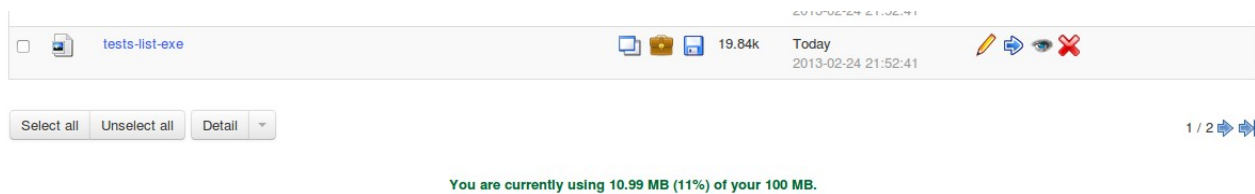



Illustration 39: Documents - Quota

If you think you might reach the course limit in a few days, contact your administrator to ask him if it is possible to increase the available space. Only the platform administrator has the power to use this feature.

If you want to get a clearer view of what is occupying space in your documents directory, click the percent icon . You'll see a chart like the one in Illustration 40 below.

Space Available

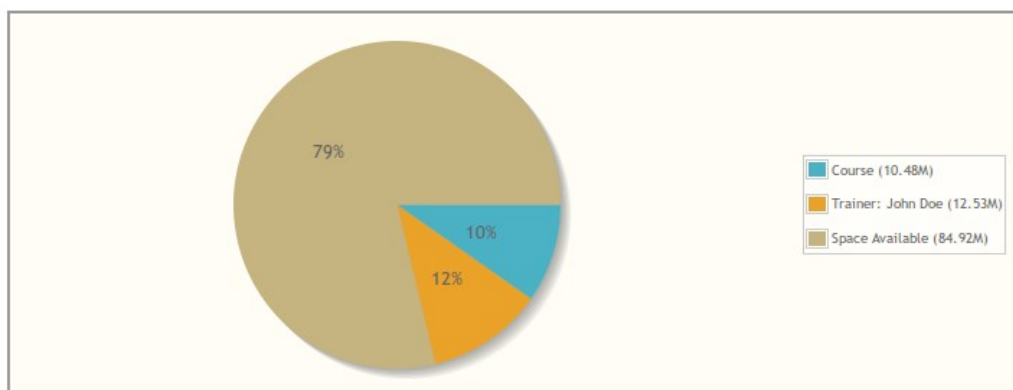



Illustration 40: Documents quota chart

Note : the space available in a course is only limited, in Chamilo 1.9, to the use of the documents tool. Users will be allowed to send numerous assignments without worrying about the space limit.

11.8 Slideshow

If you have a lot of images uploaded in your folders and want to see them all at once, you can use the slideshow feature. Click on the slideshow icon  to go to the folder where your images are located.

You'll be presented with a type of “slideshow” view of the images in that folder. Each image is captioned with its name, dimensions and size on disk.

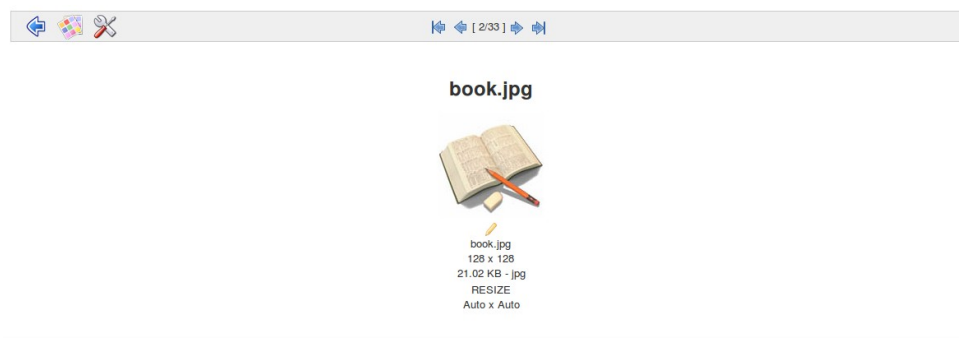



Illustration 41: Image gallery - Slideshow view

It may be more practical to select the small *show thumbnails* icon  in the slideshow toolbar to let you view all images at once (as thumbnails), as illustrated below:

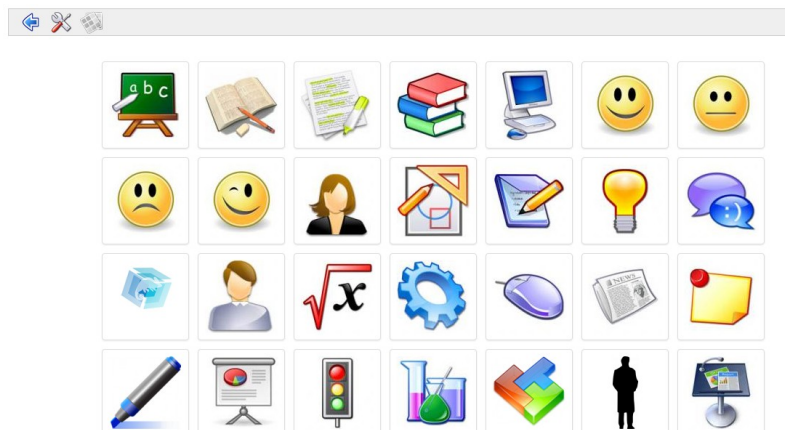



Illustration 42: Thumbnails view

A *settings* option  is available to further fine-tune the viewing of images.

Chapter 12 Interactivity: Tests

12.1 Introduction

The Tests tool  is generally the next main focus for teachers exploring the world of e-learning.

The value of this tool is evident : automatic scoring and feedback of learners' answers means not only major time-savings for the teacher, they also allow the learner to self-test repeatedly (without feeling self-conscious) -for example when needing to learn language vocabulary, or master difficult mathematical algorithms. They can enjoy immediate automated feedback without depending on the presence or availability of the teacher. Test scores can be automatically integrated in each student's grade-book, and data such as dates, number of attempts etc. forwarded to the reporting tool to assist the teacher in tracking and monitoring students' progress.


A well designed test can prove an invaluable motivational tool for the learner. The teacher can build in extensive and meaningful feedback and suggestions and design stimulating questions and feedback which can involve not only text but graphics, audio video, etc.

The “Tests” tool could equally be termed the “Exercises” tool, inasmuch as its use is not restricted to simple “summative” quizzes at the end of a chapter or module. For example, some teachers use the test tool as the main vehicle for presenting new material (rather than simply displaying a series of documents) in order to present materials in a more interactive way (e.g. requiring the learner to complete a question or two at the end of each page.) Using the test tool in this way to create interactive exercises (involving *formative* rather than *summative* assessment approaches) keeps learners alert and enriches their learning experience. It is also enjoyable and rewarding for the teacher, challenging him/her to develop ever richer and more stimulating course content.

Of course, there are times when the teacher simply wants to set a formal, timed “Exam” for students, withholding feedback and scores for sharing at a later date. The tests tool can be configured in this way, too.


Because the tests tool is very fully featured, it takes a little time to learn how to use. The following sections explain in detail how to make full use of the Tests tool in Chamilo.


12.2 Creating a new test

Creating a new test is very easy. Click the *create a test* icon  on the left and give your test a title, then click on the *proceed to questions* button.

Create a new test


* Test name

 Give a context to the test

 Advanced settings

* required field

Illustration 43: Exercises – Create a new test

If you opt to *give a context to the test*  you can use the on-line editor to compose an explanatory section which will be visible to learners when they undertake the test.

The test will be displayed on the main page of the test tool, listed along with other tests created in the course:

Cycling for beginners / Tests Learner View



Test name	Questions	Detail
 Cycling safety	0	
 Good cycling technique	0	
 Parts of a bicycle	0	

Illustration 44: Exercises - List

Because there are so many different ways the test tool can be used, there is a good chance the default options are not entirely suitable your needs. Be careful, therefore to consider the extensive *Advanced settings* section available in the *create/edit test* page:

The settings are fairly self evident:

- feedback can be provided either at the end of the test or withheld, e.g. for an exam
- questions can be presented either on a single page (e.g. for a brief text quiz) or on separate pages (e.g. when the question and answers are lengthy or incorporate media)
- scores and correct answers can be shown (e.g. for an interactive exercise) or hidden (e.g. for an exam).
- Questions and answers can follow a pre-determined sequence or be randomized and shuffled
- The relevant questions category can be displayed or hidden
- The number of attempts allowed can be limited to a given number - “infinite” attempts might suit a “practice” exercise
- Start and end times for the test can be set and the time allowed to complete the test can be limited;)a real-time counter will appear to the user¹⁰)
- Negative scores can be “zeroed” or carried forward to the next question
- Students can review their answers before submitting the test
- A pass percentage can be set to indicate success or failure to the student
- A closing message to be viewed on completion can be composed.

The screenshot shows the 'Create a new test' configuration page. The test name is 'Session A understanding exam'. There are several sections of settings:

- Feedback:** Radio buttons for 'At end of test' (selected) and 'Exam (no feedback)'.
- Questions per page:** Radio buttons for 'All questions on one page' and 'One question by page' (selected).
- Show score to learner:** Radio buttons for 'Auto-evaluation mode: show score and expected answers' (selected), 'Exam mode: Do not show score nor answers', and 'Practice mode: Show score only, by category if at least one is used'.
- Random questions:** A dropdown menu set to 'No'. Below it, a note says 'To randomize all questions choose 10. To disable randomization, choose "Do not randomize".'
- Shuffle answers:** Radio buttons for 'Yes' and 'No' (selected).
- Random questions by category:** Radio buttons for 'Yes, with categories shuffled', 'Yes, with categories ordered', and 'No' (selected).
- Display questions category:** Radio buttons for 'Yes' (selected) and 'No'.
- Max number of attempts:** A dropdown menu set to 'Infinite'.
- Time and Review Settings:** Checkboxes for 'Enable start time', 'Enable end time', 'Propagate negative results between questions', 'Review my answers', and 'Enable time control'.
- Pass percentage:** A text input field followed by a '%' sign.
- Text appearing at the end of the test:** A rich text editor with a toolbar and a text area.

At the bottom, there is a 'Proceed to questions' button and a note '* required field'.

Illustration 45: Exercises – Creating an exercise – Advanced options

Note : The platform administrator may enable an additional option in the “Feedback” section of the advanced settings: *Self-evaluation (immediate feedback)*. This option, if checked, enables the “scenario” question types which allows teachers to devise quizzes based on multiple-choice or image mapping questions which, depending on the answer given, lead the learner to alternative subsequent questions. This is a powerful tool – however, be aware that once *self-evaluation* is checked, these advanced settings cannot be changed: you will instead have to create a new test not based on the *Self-evaluation (immediate feedback)* option.

¹⁰ If the learner disconnects from the exercise, his time will continue counting down until it is completely expired, but he will be able to reconnect and continue his exercise right where he left it. The time counter **only** works in *one question per page* mode.

12.3 Feedback, score and correct answers

This section describes some of the key educational concepts which have steered the design of the Tests feature in Chamilo. For teachers new to on-line teaching and learning, it is useful to consider some of the terminology Chamilo uses in relation to these concepts prior to developing the tests themselves.

12.3.1 Automated feedback

A major advantage in on-line learning is that it can offer the learner enormous flexibility in terms of where and when he/she chooses to study. A student can undertake a fully automated test if they wish anywhere and at any time and receive their score immediately. However, this freedom also means that there is no teacher to hand to explain why they have got a question wrong in a test or exercise, as there might be in a traditional classroom. In automated on-line tests, therefore, the teacher needs to pay particular attention to the provision of automated on-line feedback.

This means that as well as receiving a score, the student can receive a brief (pre-written) comment relating to their answer, whether it is right or wrong. Typically, if he gives the right answer, you might congratulate him: “Well done, I can see you have a good grasp of this concept!”. If he answers incorrectly, you can offer immediate feedback to encourage him to look beyond that demoralizing red “X”, and help make the error part of the learning process. This is the best time for him to learn where he went wrong and how to avoid the error next time. Use hints e.g : “Sorry, wrong answer! Have you read the *Open Standards* chapter deeply enough? A quick revision of Chapter 3 should help you out! Remember the example of OASIS and how it was designed?”. (This feedback could also contain a direct link to the “Chapter 3” example.)

Such feedback can “humanize” the test and is often really appreciated by students. It means a bit more work for the teacher when creating the test, but provides an important way of encouraging and correcting the learner during his auto-evaluation attempts.

12.3.2 Scoring tests

Assigning a score represents a “raw”, even crude way of evaluating a student's skills. Nevertheless, scores matter a lot to students even though they are of limited use in terms of formative assessment. You have a lot of flexibility in setting up scores, pass marks etc. in Chamilo, including assigning overall weightings to tests and the option to assign negative scores to individual answers. You should use these features with care, and avoid careless errors especially (a wrong score for a correct answer is incredibly frustrating for a student). If you give a automatically score to a learner, it can prove difficult to adjust it afterwards. Updating a score may be necessary under specific circumstances (e.g. where the test is complex), and this will require a manual revision by the teacher.

12.3.3 Displaying correct answers

The option to display correct answers is a simple and direct way of providing feedback by demonstrating to the learner what he should have answered. Sometimes displaying the answers in

this way is desirable, but given that the learner may wish to re-take the test without being given the answer, or that you may well want to re-use the test on a future occasion, it is recommended you don't display the any answers, but instead use feedback to let the learner know **how** (rather than **what**) he should have answered and set him on the right course to get it right next time through his own efforts.

12.4 Test types

You will have gathered by now that the term *Tests* used for this tool is a generic term used to describe a range of on-line learning activities which, along with assignments and forums, can be used to generate evaluative information which can guide students' further learning. A key aspect of the *Tests* tool is that it can be used to provide instant automated responses to student input without the need to wait for the teacher to respond. How such automated responses are delivered and used however can vary widely in the course of the student's journey through the course. Below are some suggested broad categories of evaluative activity which can be effectively set up using the *Tests* tool.

- **Exams** refers to (generally time-controlled) exercises for which no immediate feedback, nor any answer, is given to the learner : he will obtain his results when the teacher considers it right. This type of summative assessment is often undertaken at the end of a course and may carry a high weighting in the overall assessment of the student. Because of its significance scoring and feedback are generally withheld until the teacher has had the chance to go through at students' results with a “fine-tooth comb”.
- **Exercises** allow the teacher to assess the learner throughout the course e.g. at the end of a lesson, unit or module. Less formal than an exam, such tests might allow students three or more attempts and represent a more formative approach to assessment, involving plenty supportive feedback. Some elements of these tests might not be fully automated, requiring some level of direct assessment by the teacher. Most scoring would be immediately supplied, but feedback would tend to fall short of displaying the correct answer directly, challenging students to apply themselves to study revision and reflection to work out the correct answer for themselves.
- **Automated tests** can generally be available to take an unlimited number of times. Their key purpose would be to allow the learner to “drill” himself, e.g. to learn vocabulary in a language course, rehearse a particular mathematical algorithm or memorize a safety procedure. Such tests would be free of any time constraints and would be fully automated displaying scoring, feedback and even correct answers to encourage improvements through practice.
- **Scenarios** represent a more advanced form of interactive exercise where the teacher can pre-determine alternative next steps in the test predicated on student's response to a question, leading the student through a particular path of questioning. This type of activity can be achieved using Chamilo's *Tests* tool and can provide students with a very effective interactive on-line learning experience, but of course is by its very nature quite complex and

demanding to set up.

The above descriptions demonstrate how the Tests tool can function depending on how it is configured by the teacher. The tool is designed to be as flexible as possible while remaining relatively easy to use, so variations on all the above “models” can be achieved to meet requirements.

12.5 Adding questions to the test

On creating a test, click *Proceed to questions* you will be taken to the questions page:

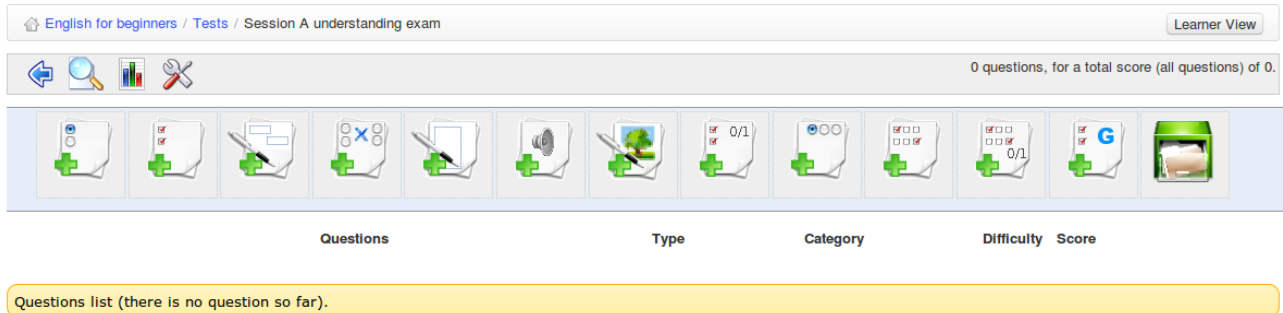


Illustration 46: First view of the questions list

In addition to the toolbar the page displays an array of different types of question. (The same page can be accessed at a later time using the edit icon for any given test listed in the *Tests* page.) It offers a range of question types from which to choose, which are described in this section. Each test can contain a combination of question types – this can prove handy for ensuring tests don't become monotonous.

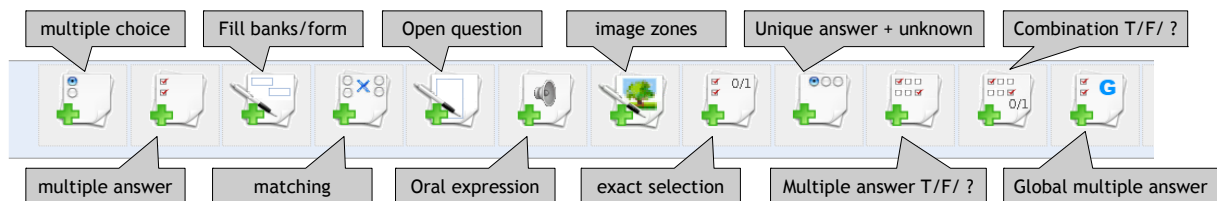




Illustration 47: Exercises – Question types

Questions are created using an on-line form which differs according to the question type. The following subsections describe each form in detail. Completion of the forms is quite intuitive. The following general points regarding the completion of the on-line forms apply to all or most types of question:

1. The “Comment” column will only be shown if you selected the *show feedback* option to in the *advanced settings* when you created the test (if you don't want to show any feedback, then there is little point in showing this column on the page.)
2. Any fields marked with a red asterisk * must be completed.
3. Every question has a title and an “enriched” description. We generally recommend putting a short title in the title box, and putting the **real** question in the *enrich question* box. This will allow you to present a much fuller, more meaning question, use images, and/or include audio or video.

4. All answer and comment boxes have editing tools which are hidden by default but can be viewed by clicking the small black arrow on the top-left corner of the text box. This will allow you also add images, links and audio to your answers or feedback comments.
5. Every question type involves the **allocation of scores**. In the case of questions requiring scoring later by a teacher, this will simply be a maximum score against which the teacher will mark the test. In the case of objective tests involving learners selecting an answer, the score for each right or wrong answer chosen can be set, and can include negative values. Teachers should give some thought, particularly in tests involving different question types, to what weighting within the overall test each question should carry.
6. Teachers should also consider the number of options they wish to offer in the case of multiple choice type questions – this can be determined using the red and green *remove/add answer option* buttons at the foot of the form.
7. If you have a lot of questions covering several topics, you may find it useful for organizational reasons to assign individual questions to categories in the *advanced options* – particularly if you plan to recycle questions. (You need to create the categories first of course, choosing the *create category* option  on the main test page. This allows to create a **category** with a description which will appear in a drop down list.) Using categories is optional but we would strongly advise you do so if you have any number of questions, for sake of future editing or recycling of questions.
8. You can also assign a **difficulty level** for each question in the *advanced options*. This can be handy for later fine-tuning the evaluation of students' work, or reviewing the test overall. It can also be very useful when it comes to recycling questions, allowing you filter questions by difficulty.

12.5.1 Type 1 : Multiple choice – Single answer

 The classic multiple choice question is one in which **only one answer** can be considered valid for scoring purposes. It is possible to make the test a little bit more challenging by assigning a negative score to a wrong answer. When this is highlighted (e.g. in the test introduction or the question itself), this encourages the learner to think more carefully before selecting an answer at random, and incurring a penalty.

Add this question to the test: Multiple choice

Question:

[Enrich question](#)

Enrich question

What is the function of the front derailleur mechanism?

[Advanced settings](#)

Answers

N	True	Answer	Comment	Score
1	<input type="radio"/>	<input type="text" value="To shift the chain onto a different chainring."/>	<input type="text" value="That's right - you need to adjust it carefully to ensure smooth gear changes."/>	<input type="text" value="2"/>
2	<input type="radio"/>	<input type="text" value="To shift the chain onto a different sprocket."/>	<input type="text" value="No - that's the function of the rear derailleur."/>	<input type="text" value="0"/>
3	<input type="radio"/>	<input type="text" value="To tighten the chain."/>	<input type="text" value="No - there is no mechanism intended to tighten the chain. Have you read the course materials?"/>	<input type="text" value="-1"/>
4	<input type="radio"/>	<input type="text" value="To loosen the chain."/>	<input type="text" value="No - there is no mechanism intended to loosen the chain."/>	<input type="text" value="-1"/>

Illustration 48: Tests – Multiple choice, single answer

12.5.2 Type 2 : Multiple choice – multiple answer



This question type is a variation of the previous simple multiple choice question. It allows you to assign more than one valid answer. Again, positive and negative scores are possible. This type of question can prove more challenging to students (you may wish to indicate in the question that there are two answers – so as not to “trick” them!

Add this question to the test: Multiple answer

• Question

Enrich question

Enrich question

Which of the following are part of the **drivetrain** on a modern bicycle?

Advanced settings

Answers

N	True	Answer	Comment	Score
1	<input checked="" type="checkbox"/>	<input type="text" value="The chain"/>	<input type="text" value="Correct! This is"/>	<input type="text" value="1"/>
2	<input type="checkbox"/>	<input type="text" value="The saddle"/>	<input type="text" value="Sorry, no! You maybe need to revise the 'drivetrain' chapter."/>	<input type="text" value="-1"/>
3	<input type="checkbox"/>	<input type="text" value="The rear derailleur"/>	<input type="text" value="Not really - this is connected but really part of the gearing system rather than the drivetrain."/>	<input type="text" value="0"/>
4	<input checked="" type="checkbox"/>	<input type="text" value="The chainrings"/>	<input type="text" value="Correct! there are hardly any bikes without at least one chainring!"/>	<input type="text" value="1"/>

Illustration 49: Tests – Multiple answer question

12.5.3 Type 3 : Fill the blanks



This question type can be used to produce the classic “cloze passage” exercise favoured by language teachers, in which certain words in a written passage can be selected to be displayed as a blank field for students to fill in. First, the teacher simply needs to type the passage (or list of sentences) and then add square brackets around the words to be “blanked”. (These words will be displayed to the learner as empty text fields, which will be marked as correct if the student enters the correct answer matching the word typed by the teacher.) As soon as the square brackets are added, the form will display a “score” field for each word to be corrected. To make the test a little easier, the teacher may choose to list the words to be chosen in the “enrich question” box. It's a handy test for checking key terminology or vocabulary.

Add this question to the test: Fill blanks or form

Question

Enrich question

Enrich question

Type in the correct kind of bicycle in the following passage. Choose from the following options:
fitness mountain hybrid road

[Advanced settings](#)

Please type your text below, and use square brackets [...] to define one or more blanks

What kind of bicycle you choose depends on various factors. If you want to take part in serious competitive events you will probably want a good [road] bike. If you like flat handlebars on a fast, sporty bike you can go for a [fitness] bike. If you enjoy going off-road, you may opt for a [mountain] bike. You may be a city commuter, and choose a [hybrid] bike instead.

Allow answers order switches

Score	[road]	2
	[fitness]	2
	[mountain]	2
	[hybrid]	2

Add this question to the test

Illustration 50: Tests - Fill the blanks

The question will appear like this to the learner, who simply needs to type the correct word in to the blank fields:

1. Types of Bicycle

Type in the correct kind of bicycle in the following passage. Choose from the following options:

fitness mountain hybrid road

What kind of bicycle you choose depends on various factors. If you want to take part in serious competitive events you will probably want a good bike. If you like flat handlebars on a fast, sporty bike you can go for a bike. If you enjoy going off-road, you may opt for a bike. You may be a city commuter, and choose a bike instead.

12.5.4 Type 4 : Matching



This type of question is designed to have the learner link together text elements from one list with text elements in another. An element might be a word, a sentence or part-sentence. It can also be used to ask a user to sort elements in a certain order.

Match the parts

Add this question to the test: Matching

Question: Match the parts

Enrich question

Which part of your bicycle is used for which manoeuvres?

Advanced settings

N°	Answer	Matches To	Score
1	brakes	B ▼	2
2	handlebars	A ▼	2
3	gears	C ▼	2

Add element Remove element

N°	Answer
A	used for steering the bike
B	used for slowing down and stopping
C	used for going up hills

Remove element Add element Add this question to the test

Illustration 51: Tests – Matching text elements

The learner will view the matching question like this:

1. Match the parts

Which part of your bicycle is used for which manoeuvres?

1.	brakes	.. ▼	A. used for steering the bike
2.	handlebars	.. ▼	B. used for slowing down and stopping
3.	gears	.. ▼	C. used for going up hills

or, from 1.9.6, a draggable circle will make it a little more appealing to students.


12.5.5 Type 5 : Open question



The open question type allows the learner to write whatever they wish as an answer (a kind of “mini-assignment”). As such an activity has no single give answer, it will **not** be automatically evaluated at the end of the test, but will have to be evaluated manually by the teacher before the final test result can be scored. As with assignment and marked forum posts, the teacher is able to do this via the *Recording* tool which will flag up open questions needing marked.


Add this question to the test: Open question

• Question


 Enrich question

Enrich question

Write 200 words about the Tour de France.

 Advanced settings

Score

 Add this question to the test

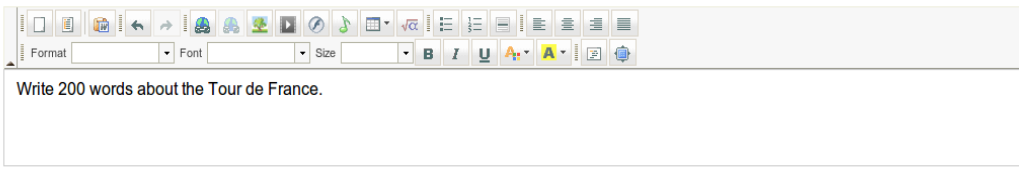
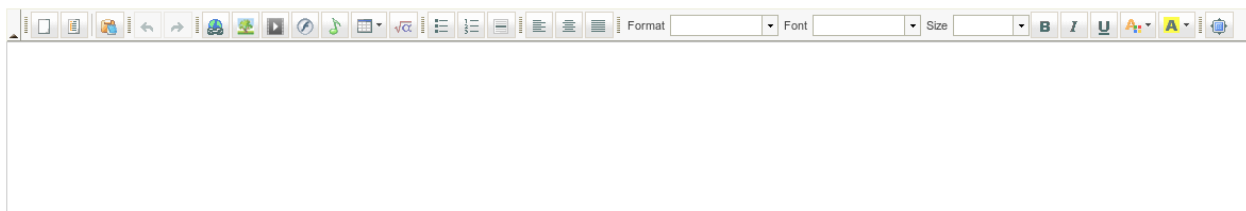


Illustration 52: Tests - Open questions

The learner will be presented with a text field in which to write. (He can use the small arrow on the left of the top border of the field to make use of a range of fields if he wishes to enrich his presentation. e.g. with heading or highlighted text.)

2. Cycling history

Write 200 words about the Tour de France.



12.5.6 Type 6: Audio answer




This new question type, available with Chamilo 1.9, will only appear only if your administrator has enabled the Nanogong audio recording feature. The question can be compared to “open question” type described above, requiring manual marking by the teacher, but instead of asking the learner to write a text passage, you ask him to record an audio answer. This has obvious uses for language courses, of for learners with particular access needs, but can provide a useful alternative in many study fields – encouraging learners to develop their oral presentation skills.

(note: This question type requires the learner to have Java applets supported in his browser. If this is not the case, he will need to record the audio separately and then upload it as an MP3 file to the server.)




Because of the additional requirements for this question type, you should make sure your learners are aware that the test will contain an audio question and that they have a more than one chance to try the test to check whether their browser supports it or not. (Bear in mind that taking a test is generally a stressful experience. You don't want to give your learners a nervous breakdown because they can't manage to record an audio answer!)

Add this question to the test: Oral expression


• Question

 Enrich question


Enrich question

Format Font Size **B** *I* U   

Explain how you would repair a puncture. give details about each stage, and reasons for what you would do.

 Advanced settings

Score

 Add this question to the test

• required field

Illustration 53: Tests – Oral expression

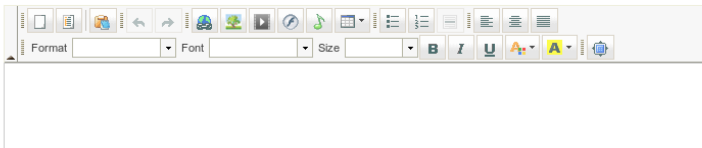
The learner simply needs to press the *Record answer* when he is ready to talk, and follow the instructions for the on-screen Nanogong recorder, which will automatically send his recording to the teacher for marking and scoring.

2. Mending a puncture

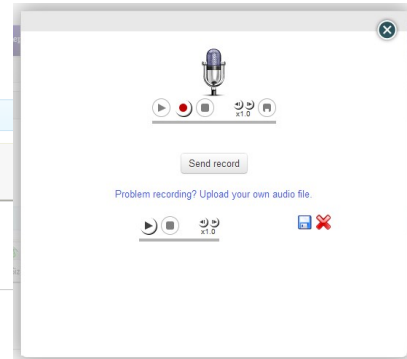
Explain how you would repair a puncture. give details about each stage, and reasons for what you would do.

Record answer

Use the message below to add a comment



A rich text editor toolbar with various icons for text formatting, alignment, and insertion. It includes options for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, and insert link. Below the toolbar are dropdown menus for 'Format', 'Font', and 'Size'.



12.5.7 Type 7 : Hot spot, or image area



In this type of question, the learner will be asked to identify areas within an image by clicking on them. These areas have been previously defined by the teacher. Building one of these questions require slightly more work than other types.

Now click on : (...)*	Comment	Score *
<input type="text" value="saddle"/>	<input type="text" value="this is for sitting on"/>	<input type="text" value="2"/>
<input type="text" value="handlebars"/>	<input type="text" value="these are for balance and steering"/>	<input type="text" value="2"/>
<input type="text" value="derailleur"/>	<input type="text" value="this is for changing gear"/>	<input type="text" value="2"/>
<input type="text" value="pedal"/>	<input type="text" value="the are for your feet"/>	<input type="text" value="2"/>

■ Ellipse ■ Ellipse ■ Ellipse ■ Ellipse



Illustration 54: Exercises - Hot spot question creation

Having uploaded your image and named your question, you can add or remove hotspots, and define the area using an ellipse, a rectangle or a polygon shape. As with other question types, you can add comments for feedback purposes and determine a score for each correctly identified area.

The learner needs to click on the picture to identify the areas listed – the numbers will appear on top of the areas on which he clicks:

4. Bicycle parts

Name the parts of the the bicycle

Now click on the button below to validate your answers.



Image zones

- 1.- saddle
- 2.- handlebars
- 3.- derailleur
- 4.- pedal

Previous question

End test

Illustration 55: Exercises - Hot spot learner view

12.5.8 Type 8 : Exact combination



This is a variation of the multiple answer type test looked at above. The only difference is that no partially-correct combination will be accepted. This means that if, between options A-B-C-D, only B and D are correct, you will have to mark both B **and** D in order to be given the points assigned to this question. There is therefore only one overall score field shown on the form.

Save the question: Exact answers combination

Question

Enrich question

Advanced settings

Answers


N	True	Answer	Comment
1	<input checked="" type="checkbox"/>	<input type="text" value="A helmet"/>	<input type="text" value="Yes - we would say so - not everyone agrees!"/>
2	<input type="checkbox"/>	<input type="text" value="Padded shorts"/>	<input type="text" value="Not really - these are more for comfort than safety."/>
3	<input type="checkbox"/>	<input type="text" value="Straight handlebars"/>	<input type="text" value="No - this is really a matter of preference."/>
4	<input checked="" type="checkbox"/>	<input type="text" value="Front and rear lights"/>	<input type="text" value="Yes - these are essential at night time or in poor visibility."/>

Score

* required field

Illustration 56: Tests - Exact combination

12.5.9 Type 9 : Unique answer with unknown

 Sometimes a teacher wants the student to indicate that they don't know the answer to a question, rather than just guess an answer. This question type is a single-answer multiple choice question, but reserves the last answer as a “Don't know” option, with an automatic score of zero. Students can be discouraged from guessing by penalizing a wrong answer with a negative score.

Save the question: Unique answer with unknown

Question:

[Enrich question](#)

[Advanced settings](#)


Answers

N	True	Answer	Comment	Score
1	<input type="radio"/>	All the time.	You need to look ahead sometimes!!	-1
2	<input type="radio"/>	Only when you want to manoeuvre.	Yes, but you need to be aware of traffic at all times.	-1
3	<input checked="" type="radio"/>	When you want to manoeuvre and occasionally at other times too.	Yes- you need to be alert at all times but especially when you wish to	2
-	<input type="radio"/>	Don't know	You should really look at this again - it's important!	0

[Remove answer option](#) [Add answer option](#) [Save the question](#)


Illustration 57: Tests – unique answer with unknown


12.5.10 Type 10 : Multiple answer True/False/Don't know


 This is another combination format which includes a zero-scored “don't know” option as with the above question option, but using true/false answers rather than multiple choice. Again, negative scores can be assigned to discourage guessing, and admit “honest” ignorance!

Add this question to the test: Multiple answer true/false/don't know

• Question

 Enrich question

 Advanced settings

Answers 

N°	True	False	Answer	Comment
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Always use the front break whenever possible."/>	<input type="text" value="Actually, the back brake is the preferred safety option."/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="Never use the front brake."/>	<input type="text" value="Sometimes you need to use the front brake for braking strength."/>
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="Use the back brake first, then the front brake for added braking strength."/>	<input type="text" value="Good. this is the safest procedure."/>
4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value="Using the front brake too hard when moving fast can be dangerous."/>	<input type="text" value="Yes- be careful with the front brake!"/>

• Score Correct Wrong Don't know

• required field

Illustration 58: Tests – Multiple answer true/false/don't know

12.5.11 Type 11 : Combination True/false/don't know



This option offers a single score covering one or more questions. The form looks similar to the “exact answer” form, but the test is displayed to the student differently, as illustrated below.

Gears

Add this question to the test: Combination true/false/don't-know

Question: Gears

Enrich question

Advanced settings

Answers

N	True	Answer	Comment
1	<input type="checkbox"/>	Most modern bikes have less than five gears.	This used to be true a few decades ago - not any more.
2	<input checked="" type="checkbox"/>	Some modern bikes have only one gear.	This is true - a certain trend to challenge very fit riders.
3	<input checked="" type="checkbox"/>	Most modern bikes have between eighteen and twenty seven gears.	Yes, most bikes have three chainrings and seven, eight or nine sprockets.

Score: 10

Remove answer option Add answer option Add this question to the test

Chat (Discon)

Illustration 59: Tests – Combination true/false/don't know

The learner will view the question(s) and use radio buttons like this:

2. Gears

Which statements are true?

Options	True	False	Don't know
Most modern bikes have less than five gears.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Some modern bikes have only one gear.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Most modern bikes have between eighteen and twenty seven gears.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Note: a “don't know” will generate a zero score, so this format might most fairly contain one or two questions – requiring prudent use from the teacher.)

12.5.12 Type 12 : Global multiple answer



This question format combines the multiple answer format with a single score , providing an option for ensuring that no negative score is accrued

Add this question to the test: Global multiple answer

• Question

Enrich question

Enrich question

Which of the following are considered good cycling etiquette?

Advanced settings

Answers

N	True	Answer	Comment
1	<input checked="" type="checkbox"/>	<input type="text" value="Indicating manoeuvres clearly and in good time."/>	<input type="text" value="Yes - this is not only safe but also polite, showing consideration for other users."/>
2	<input type="checkbox"/>	<input type="text" value="holding on to the tailgate of a lorry."/>	<input type="text" value="Death wish? (If not from a vehicle, from the lorry driver....)"/>
3	<input checked="" type="checkbox"/>	<input type="text" value="Nodding or waving to vehicle drivers who are trying to be helpful."/>	<input type="text" value="Yes - even though they might not actually manage, they are at least trying, and this should be acknowledged."/>
4	<input type="checkbox"/>	<input type="text" value="Cycling on the pavement to avoid stopping at a red light."/>	<input type="text" value="This is dangerous, annoying and even illegal in some places. It gives cyclists a bad name."/>

• Score

No negative score


Illustration 60: Tests – Global multiple answer

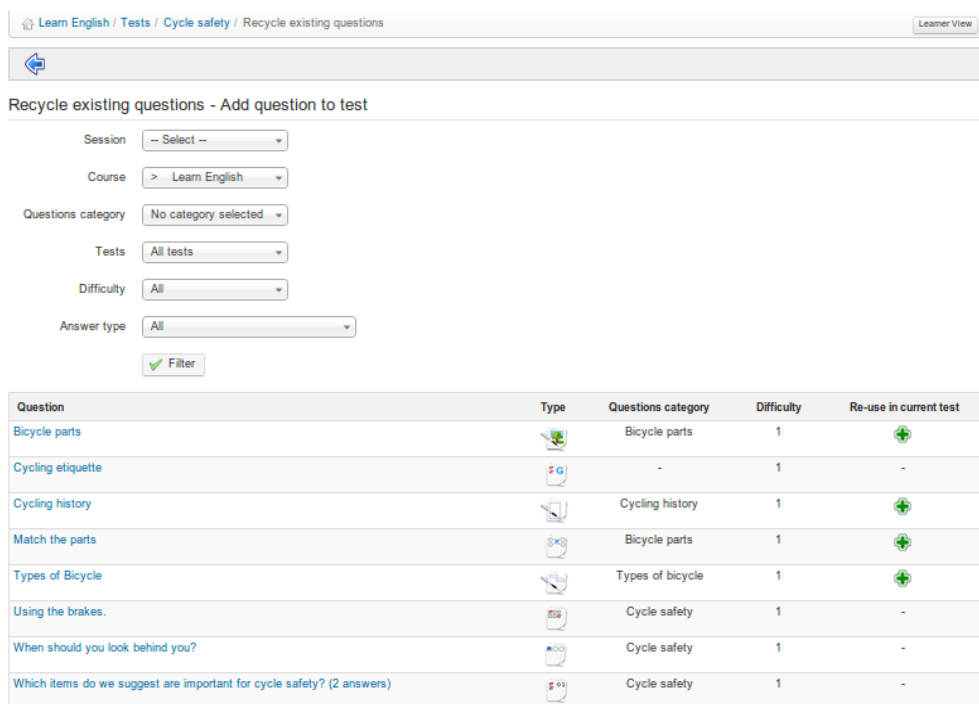
12.6 Recycling existing questions

Any question created, independently of the test or course to which it has been attached, feeds the questions database. This base can be very useful for teachers wanting to re-use questions that are very general or, needing questions to serve as “fillers” when you're short of a few questions in a new test.

During test creation, the database shows questions from other tests, as well as orphan questions (i.e. those questions which have belonged to a test which has been removed).

When the question database shows, it presents a list of all existing questions inside the course. This is where assigning questions to categories and adding a difficulty to tests can prove very useful for identifying individual questions: use the *Filter* and *Difficulty* drop-down lists to filter the questions accordingly.

To access the database, click on the *recycle existing questions* icon  as it is listed on the *Create a question* page alongside the various question types:
















Question	Type	Questions category	Difficulty	Re-use in current test
Bicycle parts		Bicycle parts	1	
Cycling etiquette		-	1	-
Cycling history		Cycling history	1	
Match the parts		Bicycle parts	1	
Types of Bicycle		Types of bicycle	1	
Using the brakes.		Cycle safety	1	-
When should you look behind you?		Cycle safety	1	-
Which items do we suggest are important for cycle safety? (2 answers)		Cycle safety	1	-

Illustration 61: Tests – Questions database

Click the *Re-use in current test* button  to include these questions in the current test. What actually happens (in Chamilo 1.9) is that a copy of the old test is included in the current test, so that it can be edited if necessary for the new test without its content or configuration being altered within the test in which it was originally created.

12.7 Importing: HotPotatoes, IMS/QT12, Excel

As well as allowing teachers to create their own tests as described above in sections 12.2 to 12.6, Chamilo enables teachers to easily upload and include tests created in external tools, in particular tests created using Hot Potatoes, Qti2 and Microsoft Excel. These are popular authoring tools which can produce tests in a standard format suitable for use in many, LMSes, including Chamilo. Details of how to use these software packages are obviously outwith the scope of this guide, but experienced online educators may well be familiar with one or all of them, and may have produced tests with them which they wish to upload to Chamilo.

To do so, the teacher need simply click on the relevant icon in the toolbar on the main *Tests* page and follow the dialogue box to locate and import the relevant file.



Illustration 62: Tests – import external tests from Tests page

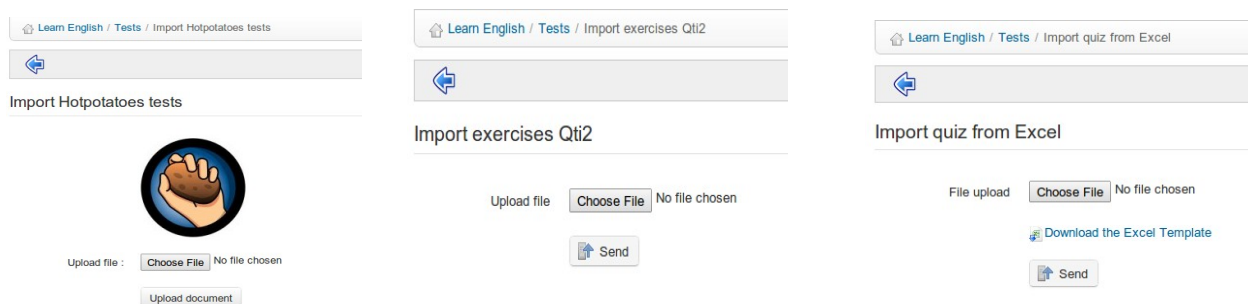



Illustration 63: Tests - Import HotPotatoes, Qti2 and Excel tests

12.8 Test results

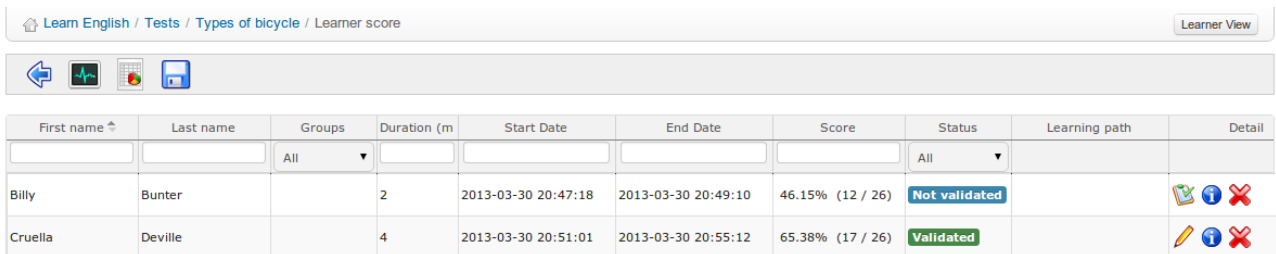
Chamilo offers handy support for analyzing test results simply by clicking on the *Results* icon , displayed to the right of each test listed in the main Tests page.



The screenshot shows the 'Learn English / Tests' page. A table lists three tests: 'Cycle safety' (4 questions), 'Parts of a bicycle' (1 question), and 'Types of bicycle' (3 questions). The 'Detail' column for each test contains several icons, including a bar chart icon (Results) which is highlighted with a red box.

Illustration 64: Exercises - List

This will display a page listing all the results for the relevant test.



The screenshot shows the 'Learn English / Tests / Types of bicycle / Learner score' page. A table displays learner results with columns for First name, Last name, Groups, Duration (m), Start Date, End Date, Score, Status, Learning path, and Detail.














First name	Last name	Groups	Duration (m)	Start Date	End Date	Score	Status	Learning path	Detail
		All					All		
Billy	Bunter		2	2013-03-30 20:47:18	2013-03-30 20:49:10	46.15% (12 / 26)	Not validated		  
Cruella	Deville		4	2013-03-30 20:51:01	2013-03-30 20:55:12	65.38% (17 / 26)	Validated		  


Illustration 65: Exercises – Results list

Here, the teacher can get an overview of learners' times and scores, and can score  or edit  open questions and offer feedback. He can also delete  a test attempt to allow the learner to do the test again (if there is a valid reason to do so e.g. there was an error in the test).

The menu bar of this page allows the teacher to navigate back  to the test, export test results in CSV or XLS format  (e.g. to sort them and generate graphical evaluation statistics), view statistics  about test questions undertaken or even monitor students taking the test “live”  to know how they are performing “during” the exam (particularly useful to monitored exam centers).

Chapter 13 Communication : Forums

Following on from the previous chapters you might be expecting to examine the *learning paths* tool at this juncture. However, we'll look at this later (see Structure: Learning paths on page 76). Instead, it actually makes more sense here to take a look at the next most commonly used tool on the platform.

The *Forum* tool  allows you to organize the exchange of ideas, opinions and information relating to courses and the learning paths. The tool has been conceived so that learners with questions about their course can readily find answers to their questions without having to sift through a massive amount of information by themselves.

The forum is an asynchronous discussion tool, i.e. the people involved in a conversation do not have to be connected simultaneously to participate. Email is also an asynchronous tool. However, a major difference from e-mail is that the forum is a public or semi-public space, where several people can see information (even if they were not part of the discussion initially), boosting support for learning by providing ready access to really useful information, inasmuch as a group of students and teachers can exchange ideas together in their specialist field.

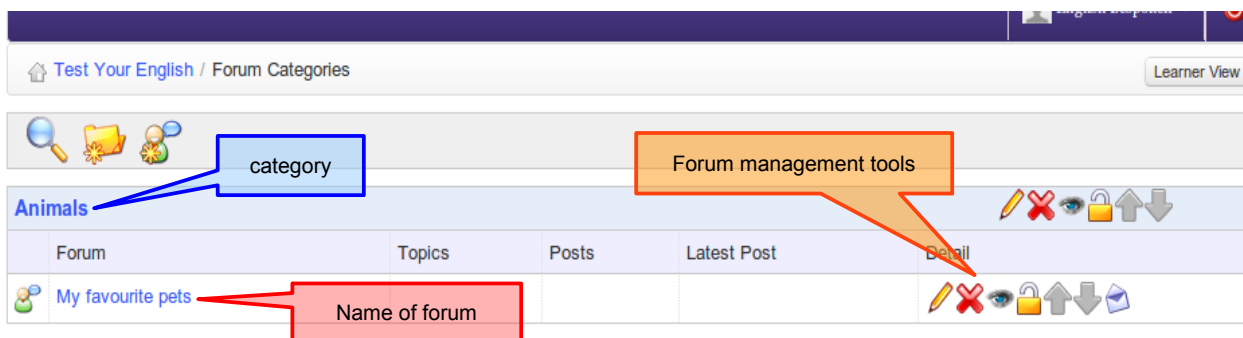


Illustration 66: Forum – Global view

Exchanges are organized hierarchically, as follows:

- *Forum category
 - Forum
 - → Discussion thread
 - → → message
 - → → → answer to the message
 - → → → answer to the message
 - → → message
 - → → → answer to the message
 - → → → → answer to the answer
- and so forth...

13.1 Using forum views

Depending on the complexity of exchanges on the forums, several display modes can be used to simplify reading and answering discussion threads.

- **List view** : simply shows messages in chronological order,
- **threaded view** : shows only one answer thread at a time,
- **nested view** : uses the threaded view but displays a complete subject.

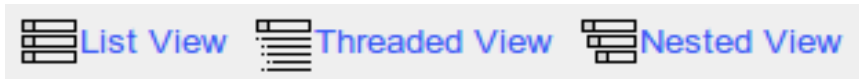


Illustration 67: Forum – Display modes

13.2 Add forum categories

In the *Forum* tool:

- click the *New category* link,
- give it a name,
- add a comment if needed,
- click *Create category*.

Illustration 68: Forum – New category

13.3 Add forum

From the *Forum* page:






- Click *New forum*,
- give it a name,
- add a description if necessary,
- in the advanced settings, it is possible to:
 - authorize learners to modify their own answers,

- authorize learners to create new discussion threads,
- set the default view,
- decide if the forum is the one of a group, if it is public or private,
- click the *Create forum* button.

Illustration 69: Forum – Forum creation form







13.4 Manage forum categories

Managing forum categories makes use of familiar icons:

Icons	Features
	Update forum category settings
	Delete the forum category and all its contents
	Control visibility of a forum category
	Lock / unlock a forum category to prevent editing
	Re-organize forum categories

13.5 Manage forums


Managing forums makes use of familiar icons:

Icons	Features
	Update forum settings
	Delete the forum and all its contents
	Control a forum's visibility
	Lock / unlock a forum to prevent its edition (but previous articles can still be accessed)
	Re-organize the forums position
	Ask to be kept up to date by e-mail when a message is added to the forum

13.6 Start a new topic

When the content of a forum is shown:

- click on the *New message* link,
- complete the *Name* and *Description* fields,
- advanced settings allow us to
 - score a discussion thread as a teacher and give it a maximum score. To do this:
 - select the “Mark this thread” box
 - set a maximum score to reflect the learners participation in a discussion thread,
 - enter or update the title of the corresponding column for the assessments tool,
 - give a weight to the participation in the discussions thread in comparison to the other components of the assessment tool.
 - receive e-mail alerts if an answer is added to the discussion thread,
 - set a discussion thread to appear on top of the threads list,
 - add an attachment to any message, together with a comment,
- Click *Create thread*

 [Advanced settings](#)

Edit thread score

Notify me by e-mail when somebody replies (steve@englishbespoken.com)

This is a sticky message (appears always on top and has a special sticky icon)

Add attachment

File name No file chosen








File comment

* required field

Illustration 70: Forum – Discussion thread

13.7 Manage discussion threads







The day-to-day administration of topics (also referred to as “discussion threads”) is identical to that of categories or forums. You may, however, move a topic from one forum to another better suited, one.

Icons	Features
	Change the settings (name, message and advanced settings: see previous page) of the topic
	Delete (after approval) the topic and all the messages it contained
	Control the visibility of a topic
	Lock / unlock a topic to forbid its modification (but its reading will still be authorized)
	Move a topic to another forum
	Ask to be sent a notification by e-mail when a new answer is added
	Visualize the topic's participants and score their contributions if the topic has been marked as scored

Moving a topic from one forum to another has to be done through a drop-down list. Select within that list the destination forum, then click on the “Move Thread” button to proceed. The effect is immediate.

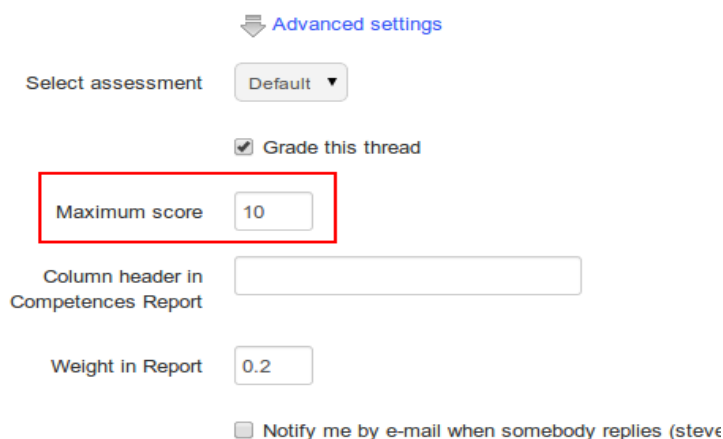
13.8 Manage messages

A message is an answer within one of the discussion threads.

Icons	Features
	Change the settings (name, text and advanced settings) of the message
	Delete the message (after approval)
	Control a message's visibility
	Reply to the message
	Move the message to another thread
	Quote this message (and answer on the basis of the quoted message)

13.9 Give your learners a score

If you choose to score/grade a topic/discussion thread, you will first need to assign a maximum score to this thread. This needs to be done when the thread is created. Go to *advanced settings* in the *create thread* page and check the *grade this thread* box. An option to enter a maximum score will appear:



Advanced settings

Select assessment

Grade this thread

Maximum score



Column header in Competences Report

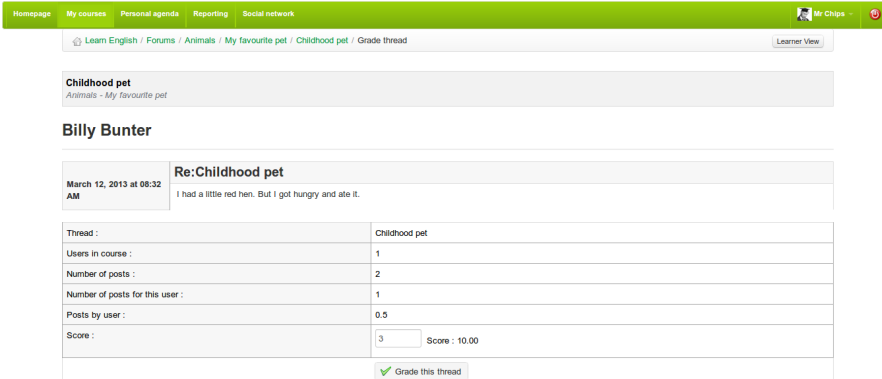
Weight in Report

Notify me by e-mail when somebody replies (steve)

Illustration 71: Assigning a maximum score to a discussion thread

To score a student's contribution to a thread:


- click on the *Learners list* icon 
- scroll down to see the list of learners,
- click on the *grade activity* icon  next to the learner's name
- on the new page, locate the list of all the contributions (messages) written by the learner scored as well as a statistical table based on these same contributions,
- enter the score you want to assign the learner: with the help of the list of contributions, choose a qualitative evaluation for these contributions. The statistical table allows a quantitative evaluation of the contributions,
- Click the *Grade this thread* button.



Thread :	Childhood pet
Users in course :	1
Number of posts :	2
Number of posts for this user :	1
Posts by user :	0.5
Score :	3 <input type="text"/> Score : 10.00

Illustration 72: Forum – Marking a thread

13.10 Give a score from a message

- Click on the *Grade activity* icon  under the user's picture,
- The new page gathers the list of all messages posted by the learner as well as a statistical table based on these messages,
- Click the *Grade this thread* button.


The score given to the learners will be shown in the assessment tool.

13.11 Add a message to a thread

In the list of tools for managing discussion threads, locate the *Reply to this thread* icon . This allows you to add a message at the same hierarchical level as the starting message.


- clicking the icon will give you access to the on-line editor to write your message. An area allowing you to read the other messages of the thread appear at the bottom of the page,
- give a short topic to your message,
- enter your message,
- choose whether you want to be notified by e-mail in case anybody answers your message,
- attach a document (optional) and, if you do, add a small comment describing the document,
- click on the *Reply to this thread* button.

13.12 Reply to a specific message

The *Reply to this message* icon (), located below the message author's picture allows you to give an answer which will be linked to the chosen message and will be hierarchically dependent on that message.

The reply procedure is the same as the previous one, except the message topic includes the initial message, prefixing it with a « Re : » indicating the two messages are related.

13.13 Quote a previous message

Inside a thread, within a forum, it is often most practical to be able to quote a whole or part of a message. This is the aim of this operation, triggered by the double quote icon. The  answer will be accompanied by the related message to which it is making reference (it will appear in another color in your answer). You can compose a comment etc. as well as edit the quoted text directly.

13.14 Reply or Reply to this topic

The main difference between those two options resides in the hierarchy of the different messages and their answers.

Reply creates new answers which will be deleted altogether when the initial message is removed, while *Reply to this thread* creates messages which will be kept, even if the starting message is removed.

13.15 Search a forum element

All the screens of the *Forum* tool include a search feature. The search can be executed in all the forums at once and you can combine search terms with the “+” sign. The results are sent in the form of a list indicating:

- the forum category,
- the forum title,
- the title of the thread in which the searched words have been found.

Chapter 14 Structure: Learning paths

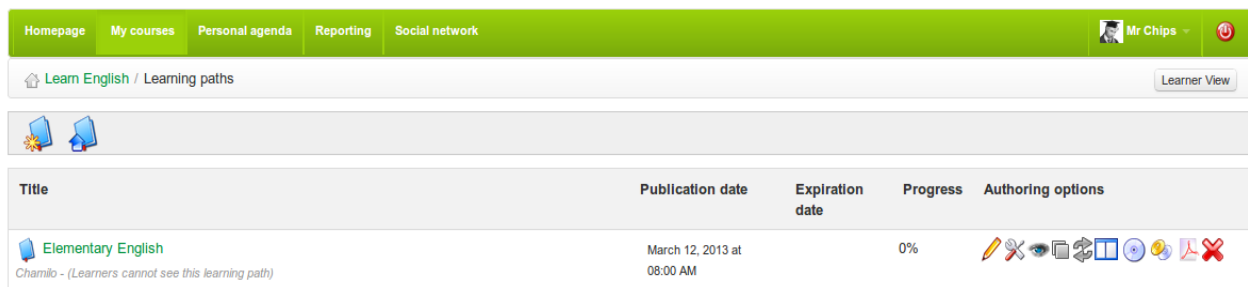
14.1 Introduction

A *learning path* in Chamilo is an organizational concept/tool which presents activities or learning objects from the course in an organized sequence to guide and support learning. It can be constructed in various ways appropriate to course content. At its simplest it constitutes a clear table of contents or, depending on the nature of the activities involved, it can provide the necessary agenda for the acquisition of a given area of knowledge, understanding or skill.

A learning path can be sequenced in a way which is *suggestive* (simply displaying sections one after another like a menu) or *prescriptive* (the learner is required to follow the sections in a given order). It is important to bear in mind that a learning path is more than just diced-up course content: it represents a pedagogical itinerary which might include tests, discussions, evaluations, experimentation etc. Structuring a path effectively to guide students through these learning experiences is a key factor in good course design.

On the course homepage, click on the *Learning path* link: 

Using the learning path tool, you can either import an existing AICC or SCORM course, create a new learning path within Chamilo or edit an existing learning path:





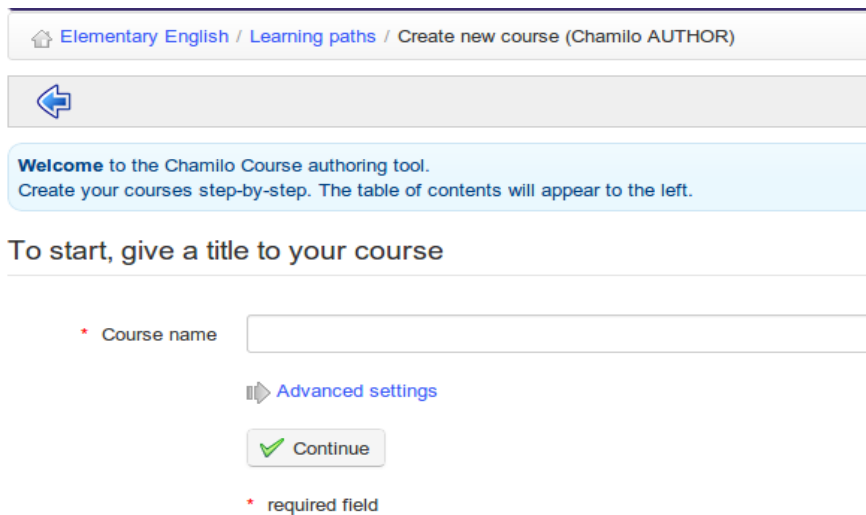
Title	Publication date	Expiration date	Progress	Authoring options
 Elementary English <small>Chamilo - (Learners cannot see this learning path)</small>	March 12, 2013 at 08:00 AM		0%	

Illustration 73: The learning path tool:

14.2 Create a learning path


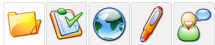


Click on the create new course* icon:



The screenshot shows the 'Create new course' page in Chamilo. At the top, there is a breadcrumb trail: 'Elementary English / Learning paths / Create new course (Chamilo AUTHOR)'. Below this is a back arrow button. A light blue message box says: 'Welcome to the Chamilo Course authoring tool. Create your courses step-by-step. The table of contents will appear to the left.' Underneath, the heading reads 'To start, give a title to your course'. There is a text input field for 'Course name' with a red asterisk indicating it is a required field. Below the input field is an 'Advanced settings' button with a double arrow icon. At the bottom of the form is a 'Continue' button with a green checkmark icon. A legend at the bottom indicates that the red asterisk denotes a 'required field'.

Illustration 74: Learning paths - Creating a new learning path

Give a name to your learning path and click *Continue*. The learning path is created immediately (without content for the time being). It will appear in the learning paths list. Once the learning path is created, you get access to a series of tools to:

1. update the learning path's settings 
2. add and order elements as you build the learning path
3. add an activity / object / document 
4. add a new section 
5. use a preview screen to check how it's going to look for learners 

Drag and drop an element here

*Note that Chamilo uses the simple term “course” here rather than “learning path”. Don't confuse this with the the term “course” as applied to the overall course (*Learn English* in the illustration)

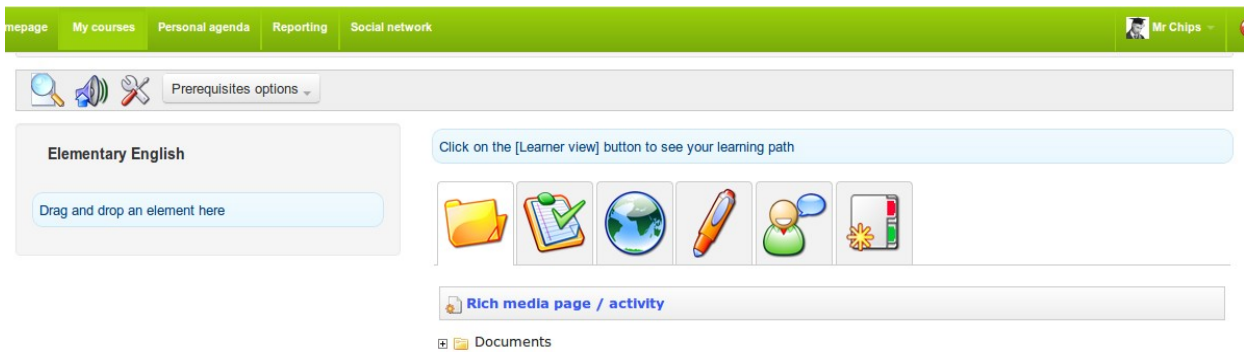



Illustration 75: Learning paths – Learning paths – Adding a learning object or activity

14.2.1 Learning path's settings

Clicking on the settings icon  will open the settings page. The example image on the right of the form represents what will be seen by the learner when using the learning path, depending on the options configured in the form.

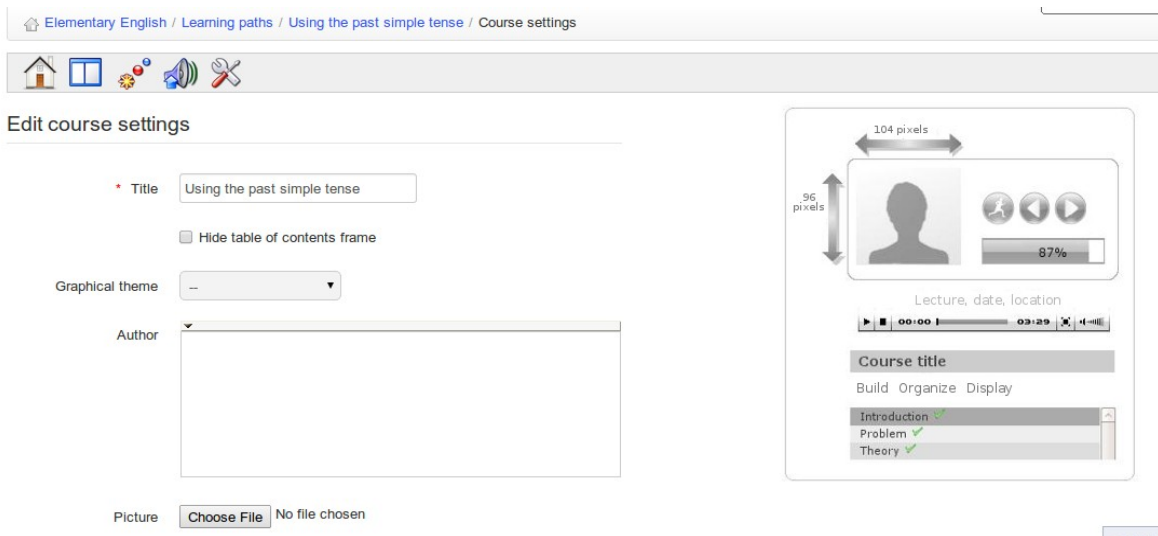


Illustration 76: Learning paths – Settings

14.3 Add Learning Objects and Activities

As you build your learning path/course, you have the option to include existing learning objects or activities or to create your own using Chamilo.

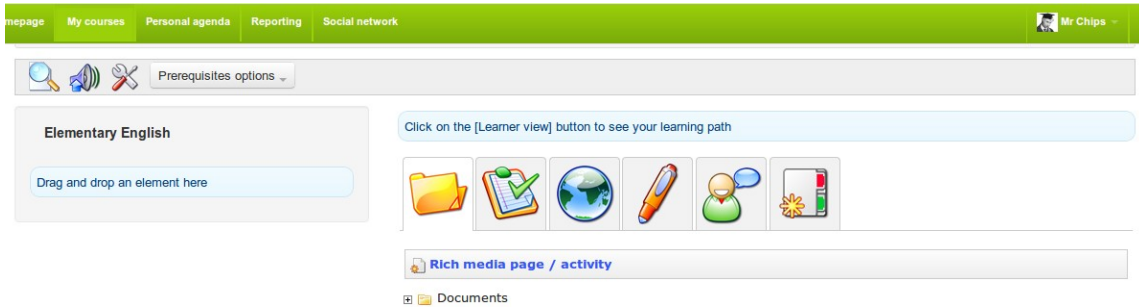


Illustration 77: Adding a learning object or activity to a course

14.3.1 Create a new document

This option allows you to generate a document which will be automatically added to the learning path and saved in *.html* format in the learning path documents.

In essence, it is possible to use the rich text editor to edit styles, add images, videos, etc. You can toggle between html and the WYSIWYG editor to produce whatever content you wish. In other words, Chamilo provides you with a complete learning path creation tool.

To begin, click the *Rich media page / activity* icon  to see the following page:

Validate

Title

Parent

In table of contents




Illustration 78: Learning paths – Rich media creation tool

14.3.2 Use existing resources

You can use any document you have previously imported or created in the documents tool of the course (e.g. a SCORM course, .html pages, videos, images, etc. - see *Authoring content in Chamilo*).





You can also add tests, links, assignments and forums by dragging them across to the learning paths list on the left of the page using the green “handle” . The chosen resource will appear in the wherever you choose in the learning path. Use the handle to re-order items, and the pencil  and cross  icons to edit/delete elements.



Illustration 79: Learning paths – Importing existing resources

Links, tests, assignments and forums can be created prior to building the learning path in the *Authoring* or *Interaction* sections on your course's homepage, and then added from these sections into your learning path via the relevant tab on the learning path page. (Alternatively, they can be created directly from within the tabs themselves as you build the learning path:)

14.3.3 Add a new section

The *Sections* tool  is a simple but effective tool allowing you to group activities in the the learning path under headings for clarity.

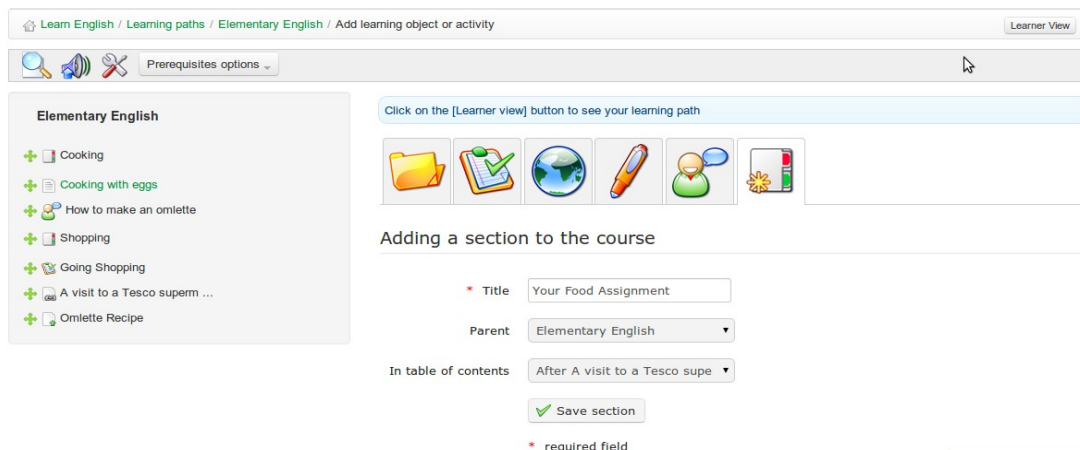


Illustration 80: Learning paths – New sections

14.3.4 Display the learning path

Display the results of the learning path you just built:

The screenshot shows the 'Learner's view' of a course. At the top, there is a breadcrumb trail: 'Learn English / Learning paths / Elementary English / Preview'. A 'Teacher View' button is in the top right. On the left, there is a 'Course home' section with a profile picture and a progress indicator at 40%. Below this is a list of course items under the heading 'Elementary English': 'Cooking', 'Cooking with eggs', 'How to make an omelette', 'Shopping', 'Going Shopping', 'A visit to a Tesco supermarket', 'Your Food Assignment', and 'Omelette Recipe'. The main content area displays a table with the following data:

Title	Replies	Views	Author	Latest post	Detail
Fillings	0	0	Mr Chips	March 12, 2013 at 10:34 PM By Mr Chips	

Illustration 81: Learning paths – Learner's view

You can toggle between the above teacher and learner views by clicking the teacher/learner view button **Teacher View** :

14.4 Import AICC and SCORM

Chamilo uses standards like [SCORM](#) and [AICC](#) for the exchange of contents. Importing such files couldn't be easier. Click the Learning Path icon  on the *Learning paths* page:


The screenshot shows the 'File upload' page. At the top, there is a breadcrumb trail: 'Learn English / Learning path / File upload'. A 'Learner View' button is in the top right. Below the breadcrumb, there is a blue box with the text: 'Scorm Authoring tools supported: Accent, Accenture, ADLNet, Articulate, ATutor, Blackboard, Calfat, Captivate, Chamilo, Chamilo 2, Claroline, Commest, Coursebuilder, Docent, Dokeos, Dreamweaver, Easyquiz, e-doceo, ENI Editions, Explo, Flash, HTML, HotPotatoes, Hyperoffice, Ingenatic, Instruxion, IProgress, Lectora, Microsoft, Onlineformapro, Opikanoba, Plantyn, Saba, Skillsoft, Speechi, Thomson-NETg, U&I Learning, Udutu, WebCT'. Below this, there is a 'File upload' section with a 'Choose File' button (labeled 'No file chosen') and a 'Send' button. A small asterisk indicates a required field.

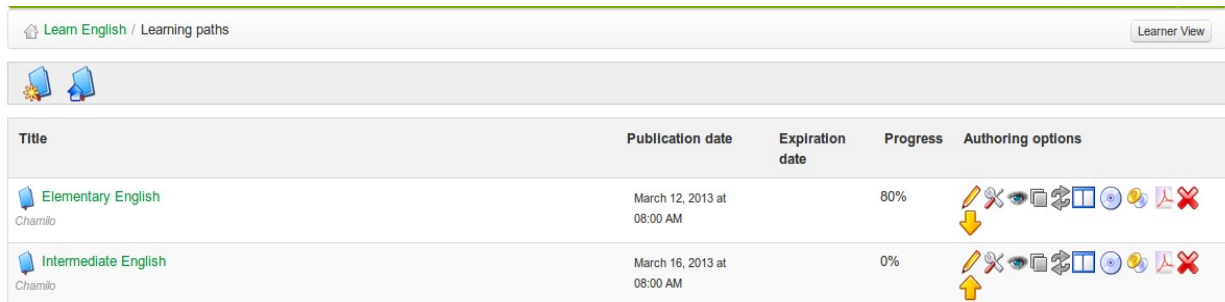
Illustration 82: Learning paths - Import SCORM

Click *choose file* to select the relevant document on your hard disk and *send* to upload it. That's it. Your imported course is ready to use.

Note : Chamilo 1.8 and all its derivations (including D0keos) only support SCORM in version 1.2.

14.5 Managing learning paths

Go to *My courses*, pick a course and click the *Learning paths icon*  :

































Title	Publication date	Expiration date	Progress	Authoring options
 Elementary English <small>Chamilo</small>	March 12, 2013 at 08:00 AM		80%	        
 Intermediate English <small>Chamilo</small>	March 16, 2013 at 08:00 AM		0%	        

Illustration 83: Learning paths – List

The right-side column, *Authoring options* includes tools to manage your learning paths:



Icons	Features
	Update the learning path's settings
	Delete the learning path
	Edit the learning path
	Show / hide the learning path to/from learners
	Show / hide the learning page on the course homepage
	Export the learning path in .zip format, to later use as SCORM content inside other tools
	Allow / prevent multiple attempts by learners
	Toggle between full-screen or normal (embedded) view
	Re-order the learning paths
	Export the complete learning path as a large multi-pages PDF document

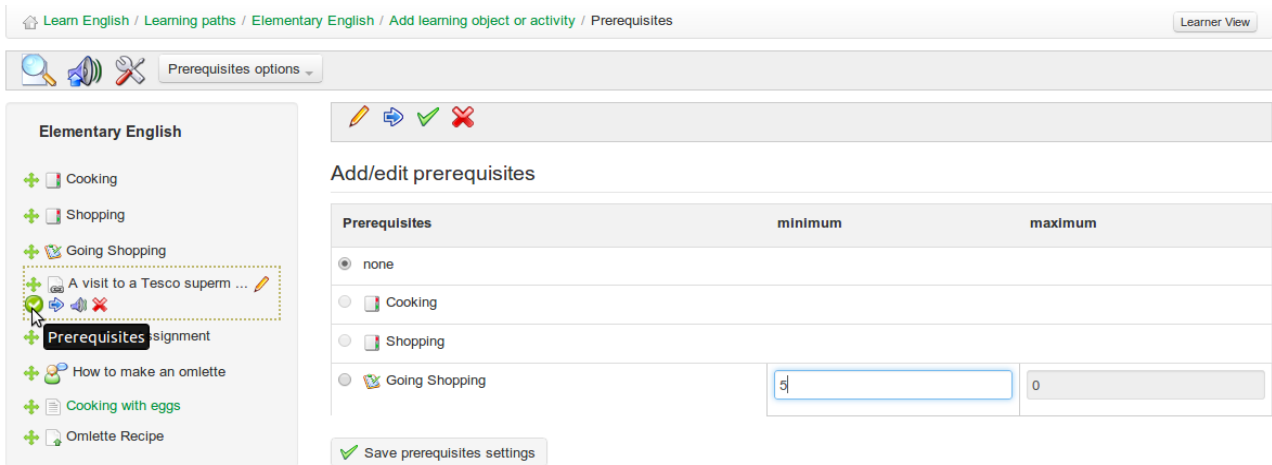


Copy learning path

14.6 Prerequisites

If a learning path contains several elements, it is possible to establish the completion of tasks and targets expected of learners following the learning path using the *prerequisites* feature.

Click on the *prerequisites* button  next to any element in the path (or  in edit view):



Prerequisites	minimum	maximum
<input checked="" type="radio"/> none		
<input type="radio"/> Cooking		
<input type="radio"/> Shopping		
<input type="radio"/> Going Shopping	5	0

Illustration 84: Learning paths – Prerequisites

This allows the teacher to require the learner to have completed another task in the learning path (e.g. the preceding task) before they can access this element, and also, e.g. in the case of a test or assessment, to have achieved a given minimum score.

Using the *prerequisite options* button in the toolbar, prerequisites to complete the preceding step can be set globally for all steps in the path, or alternatively all prerequisites can be cleared from the path.

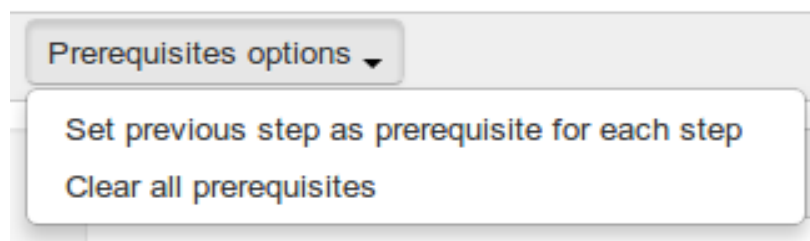



Illustration 85: Learning paths – Prerequisites options

14.7 Generating certificates

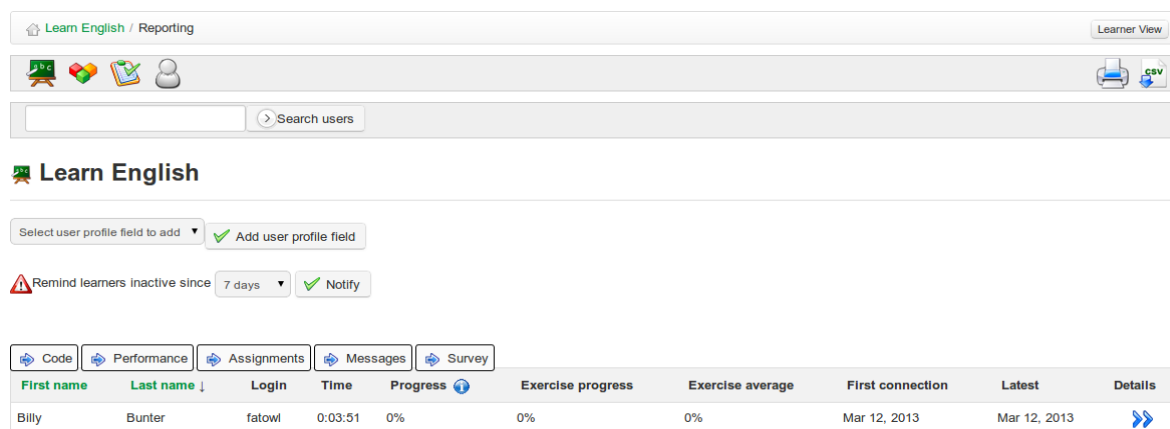
You can readily create a certificate for students successfully completing the course. To do so, just make the last step in your course a certificate which students can view or print off. You can upload an existing pre-made certificate to the course documents area (e.g. an image or .pdf file). Alternatively, Chamilo offers a tool for creating certificate templates, which allows for the automatic generation of a certificate detailing relevant data for each learner in the course (see Chapter 18).

Chapter 15 Reporting

Chamilo allows teachers to follow the progress of their learners using various tools, primarily via the *Reporting* tool  (accessed via the *Administration tools* section at the bottom of the course homepage) but also through the assignment of homework and tests/exercises during the course. The reporting tool allows teachers to monitor the activities and progress of individual learners, the overall progress of classes through courses, and the development of content and resources.

15.1 Tracking learners


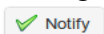


By default, clicking on the *Reporting* icon will display summary details for a list of learners on the course. It includes summary information about test scores, time spent on-line, login details etc.




The screenshot shows the 'Learn English / Reporting' page. At the top, there is a breadcrumb trail and a 'Learner View' button. Below that, there are icons for a course, a book, a document, and a user profile, along with a search bar and a 'Search users' button. The main heading is 'Learn English'. Below this, there are two buttons: 'Select user profile field to add' and 'Add user profile field'. There is also a warning icon and a button 'Remind learners inactive since 7 days' with a 'Notify' button. At the bottom, there are tabs for 'Code', 'Performance', 'Assignments', 'Messages', and 'Survey'. A table displays learner data with columns for 'First name', 'Last name', 'Login', 'Time', 'Progress', 'Exercise progress', 'Exercise average', 'First connection', 'Latest', and 'Details'. The table contains one row for 'Billy Bunter' with a 'Details' link.

First name	Last name ↓	Login	Time	Progress	Exercise progress	Exercise average	First connection	Latest	Details
Billy	Bunter	fatowl	0:03:51	0%	0%	0%	Mar 12, 2013	Mar 12, 2013	»»

Illustration 86: Reporting – Learners

On this page the teacher, as well as viewing a summary table of students' overall activity and progress, can easily add columns to the table drawing on students' profile information (country, date of birth) as well as data held elsewhere in the course (course code, performance data, assignments, messages, surveys). He/she can highlight  learners absent from the course for a specified length of time and at one click notify learners with an appropriate announcement using a configurable announcement tool (see chapter 21) accessed by clicking the notify button . The teacher can also print out the table  or export it as a csv file .

15.2 Show individual learner's details

On the *Reporting* page, click the *Details* icon  next to the name of the learner you want to check on. The new page shows the learner's details in summary, including profile information, photo, connection and summary progress details, but also detailed information about the student's progress through each learning path, results in tests, and potentially useful information about other

activities such as assignments, messages sent, links visited, documents uploaded and chat.

🇬🇧 English Level Tests

Learning paths	Time	Average score	Latest attempt average score	Progress	Latest login	Details	Reset Learning path
Reading Level Tests	0:01:21	60%	60%	100%	November 15, 2012 at 08:29 PM	🔗	🔔

Tests	Average score	Attempts	Latest attempt	All attempts
A1 Reading Comprehension - Copy	90%	1	📄	📊

OTI (Online Training Interaction) settings report	
Assignments	0
Messages	0
Links accessed	0
Documents downloaded	34
Uploaded documents	0
Latest chat connection	

Illustration 87: Reporting – individual student's details

The information can be printed 🖨️, exported as a csv file 📄 or mailed 📧 by clicking on the relevant toolbar icon at the top of the page. Further details about test attempts and scores and progress through learning paths can be accessed by clicking on the various icons on the page.

Clicking on the *Access Details* icon 📊 in the toolbar allows the teacher to see the course (times and dates). This general reporting screen gives a general idea of the participation of the learner, which is useful for judging of the involvement of the learner inside the course.

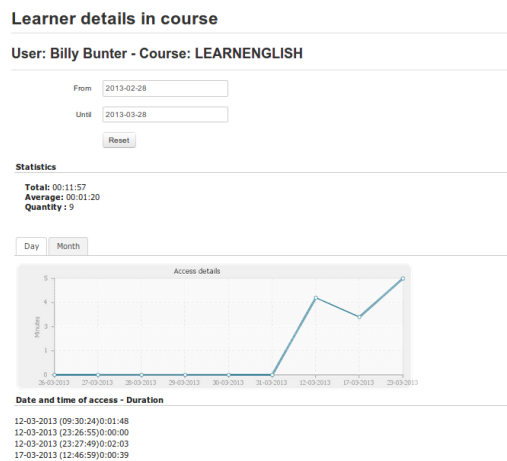




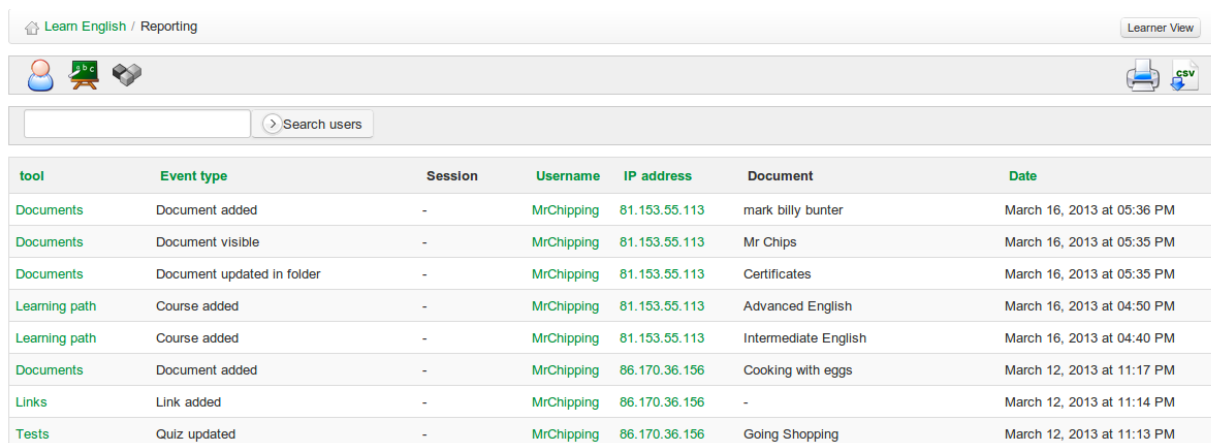
Illustration 88: Users – Access details

15.3 Course reporting

Clicking on the *course report* icon  on the Reporting page provides global information about the course as a whole that the teacher can use in evaluating or developing the course. This includes information such as general progress through learning paths, overall test scores, participation in forum and chats, tools used, documents downloaded and links visited. As with other reporting pages, information can be readily exported as csv files or printed by clicking the relevant tool bar icons.

15.4 Resource Reporting

To access details of resources used on the course, click on the *Report on resource* icon  on the main Reporting page. This will display a list of resources added and deleted to the course, including resources added by students.




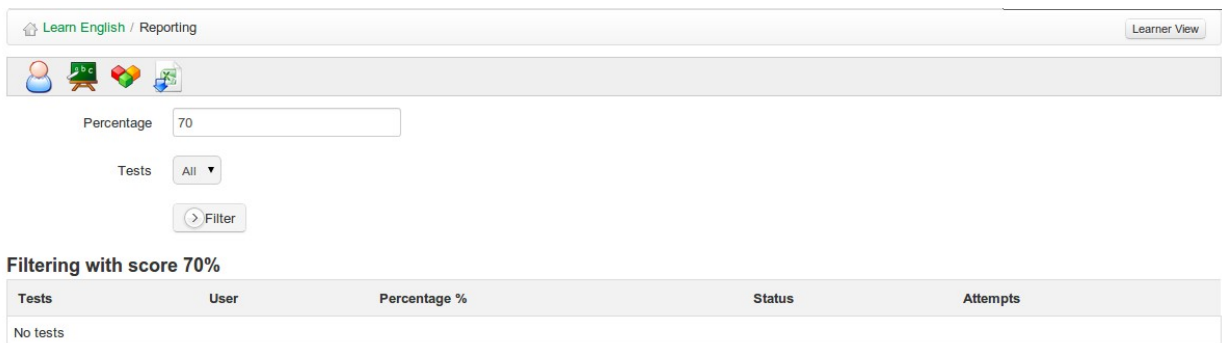
tool	Event type	Session	Username	IP address	Document	Date
Documents	Document added	-	MrChipping	81.153.55.113	mark billy bunter	March 16, 2013 at 05:36 PM
Documents	Document visible	-	MrChipping	81.153.55.113	Mr Chips	March 16, 2013 at 05:35 PM
Documents	Document updated in folder	-	MrChipping	81.153.55.113	Certificates	March 16, 2013 at 05:35 PM
Learning path	Course added	-	MrChipping	81.153.55.113	Advanced English	March 16, 2013 at 04:50 PM
Learning path	Course added	-	MrChipping	81.153.55.113	Intermediate English	March 16, 2013 at 04:40 PM
Documents	Document added	-	MrChipping	86.170.36.156	Cooking with eggs	March 12, 2013 at 11:17 PM
Links	Link added	-	MrChipping	86.170.36.156	-	March 12, 2013 at 11:14 PM
Tests	Quiz updated	-	MrChipping	86.170.36.156	Going Shopping	March 12, 2013 at 11:13 PM

Illustration 89: Report on resource

A search facility allows teachers to filter and find the resources they are interested in, and the links on the left allows him/her to navigate easily to the resource. There are also links to the user profile for the user adding each link, and even an IP address which can be used to indicate the location of users.

15.5 Test/exam Reporting

The exam tracking tool is useful for teachers wanting to focus on monitoring learners' performance in tests. By clicking on the *exam tracking* icon  on the main reporting page, the teacher is provided with a list of tests and students' scores/percentages, including number of attempts. They can select individual tests and filter results by a given percentage e.g. to display a list of students passing a course, or excelling in their score. This data can be exported as a standard MS-Excel file[®].





The screenshot shows a web interface for 'Learn English / Reporting'. At the top right is a 'Learner View' button. Below the header are icons for user profile, a green board, a red cube, and a document. A 'Percentage' input field is set to '70'. Below it is a 'Tests' dropdown menu set to 'All'. A 'Filter' button is located below the dropdown. The text 'Filtering with score 70%' is displayed above a table. The table has columns for 'Tests', 'User', 'Percentage %', 'Status', and 'Attempts'. The table content is empty, showing 'No tests'.


Tests	User	Percentage %	Status	Attempts
No tests				

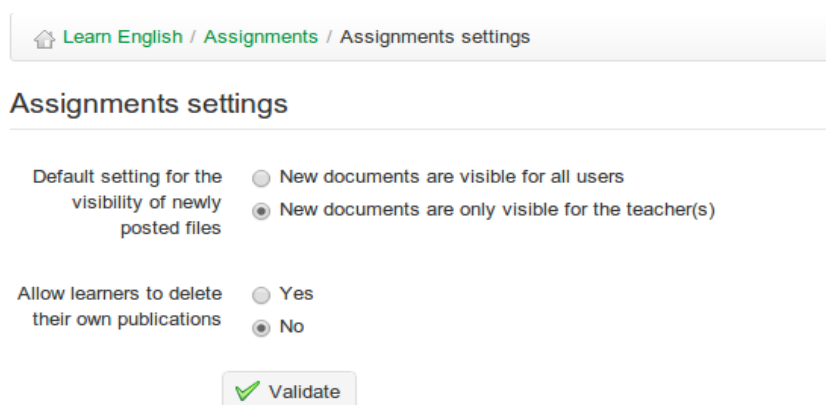
Illustration 90: Exam tracking

Chapter 16 Assignments

The assignments tool  (accessible from the home page) allows a learner or a group of learners to upload documents for the teacher to review. Assignments can be seen and downloaded by other learners unless configured as invisible () by the teacher.

Assignment documents are usually homework exercises set by the teacher, but they could also be files of interest to others which a learner may wish to share. The assignments tool can therefore be used to receive individual or collective reports, to collect answers to open questions, or indeed any other form of document developed by learners.

The tool also allows the teacher to modify the default visibility of the assignments sent/posted by learners. This ensures students can sent files (exercises, reports, written production, ...) in privacy to the course for evaluation by the teacher or course delegate. Click on *Assignment settings*  on the Assignments page:



Learn English / Assignments / Assignments settings

Assignments settings

Default setting for the visibility of newly posted files

New documents are visible for all users



New documents are only visible for the teacher(s)

Allow learners to delete their own publications

Yes

No

Illustration 91: Assignment settings

Making assignments visible by default to all users enables learners to check one another's assignments. This can be a valuable learning technique, as pupils can learn a lot through sharing each other's work, but it has of course to be used carefully; not all learners are not ready to be given so much freedom! The choice between *private* (only visible to the teachers) or *public* assignments (all learners can see assignments from others) can be made by clicking the appropriate visibility settings. The teacher can make any post visible or invisible to other learners by checking the  or  icon next to the relevant entry in the list of learner posts shown for any given assignment.

Note: A significant improvement in 1.9 is that assignments can also now be written and submitted directly within the assignments tool, instead of requiring to be uploaded as documents.

16.1 Assignment creation

To create a new assignment:


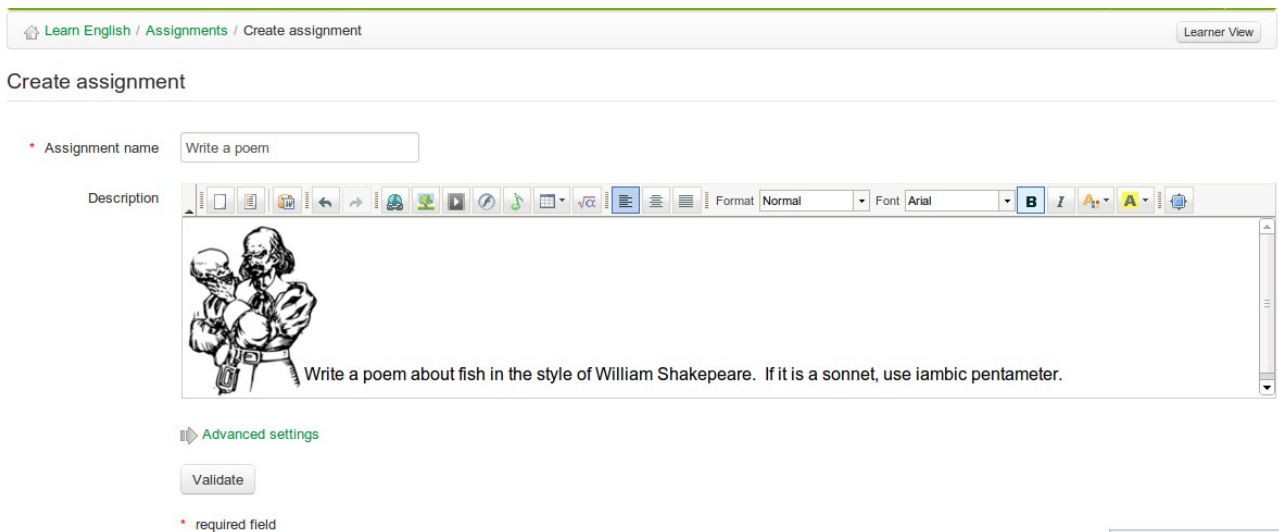
- click on the *Create assignment* tool  in the *Assignments* page:
- give your new assignment a name,
- add a description (optional),
- click the *Validate* button.

Illustration 92: Create a new assignment

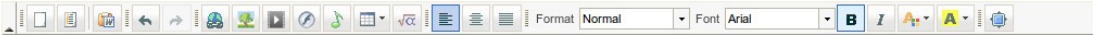









Learn English / Assignments / Create assignment Learner View

Create assignment

* Assignment name

Description

 Format Normal Font Arial **B** *I*      

 Write a poem about fish in the style of William Shakespeare. If it is a sonnet, use iambic pentameter.


[Advanced settings](#)

* required field

Advanced settings allow you to:

- Assign a maximum score for the assignment
- Include the assignment in the assessment/grade-book tool
- pick a deadline for the assignment to be completed and sent
- pick a final end date for the assignment (and hide it to students)
- Include the deadline in the course agenda/calendar.
- Allow students to hand in their assignment directly from the assignment editor

16.2 Completion of assignments by students


Students have the option either to do their assignment on-line or to upload a file or document they have chosen to complete outside of the Chamilo platform (n.b. to ensure students have this choice, the teacher will need to check the relevant box in the advanced settings options of the *Create assignment* page) The student simply needs to click on the assignment title and then the *submit paper* icon  to be taken to a page where they can upload a file using the relevant tool and/or write their assignment using Chamilo's rich text editor.

Submit paper

Submit paper No file chosen

Title

Description



If all the fish that swim in briny seas
Were brought to me upon a monstrous plate
Surely I'd love to fall down on my knees
And offer up a prayer for each I ate.....

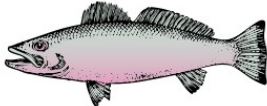




Illustration 93: Student's assignment paper

16.3 Manage assignments

If the number of learners in your course is significant, there will be plenty of assignments to mark..! Chamilo eases the burden a little by keeping an organized record of assignments set and student posts on the main page for each assignment set. It lists the assignments completed by learners as each is submitted, flags up clearly if they need to be marked, offers a record of dates , allows quick navigation to each assignment exercise for review and displays each learner's scores. Clicking on the column headings allows for the quick and easy re-ordering of entries e.g. according to date, students name, score etc. The toolbar includes listings  for “missing” submissions from students on the course (including an option to send a reminder), and the list can be downloaded as a .zip file.

[Learn English](#) / [Assignments](#) / [Write a poem](#)



Description:
Write a poem about fish in the style of a Shakespearian sonnet (14 lines of iambic pentameter, rhyming scheme ababcdcdee).

Type	First name	Last name	Login	Title	Score	Date	Status	Detail
<input type="checkbox"/>	Billy	Bunter	fatowl	Billy's Shakespearian Sonnet	0.00	Today March 17, 2013 at 12:34 PM	Not reviewed	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<input type="checkbox"/>	Mr	Chips	MrChipping	Shakespeare sonnet	12.00	Today March 17, 2013 at 11:36 AM	Revised	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

Page 1 of 1 20 View 1 - 2 of 2

Illustration 94: Main page for an assignment set by the teacher

16.4 Setting up the assignment evaluation

The teacher's evaluation of student assignments can be automatically included within the assessments tool. The marks assigned to corrected assignments will form part of the overall assessment, and a weighting assigned for each particular assignment.

To include assignments' evaluation in the assessments:

- click on the *Advanced settings* link in the *Create/edit assignment* page
- assign a *Maximum score* greater than 0
- check the *Add to grade-book* box
- choose the relevant assessment from the drop-down list
- assign a weighting within the assessment
- click on the *Validate* button.

The screenshot shows the 'Advanced settings' section of an assignment configuration page. At the top, there is a green link labeled 'Advanced settings' with a downward arrow icon. Below this, the form contains several fields and checkboxes:

- Maximum score:** A text input field containing the value '20.00'.
- Add to gradebook:** A checked checkbox.
- Select assessment:** A dropdown menu currently showing 'Default'.
- Weight inside assessment:** A text input field containing the value '3'.
- Enable handing over deadline (visible to learners):** An unchecked checkbox.
- Enable final acceptance date (invisible to learners):** An unchecked checkbox.
- Allow assignments handing through online editor:** A checked checkbox.
- Validate:** A button with a green checkmark icon and the text 'Validate'.

At the bottom of the form, there is a red asterisk followed by the text '* required field'.

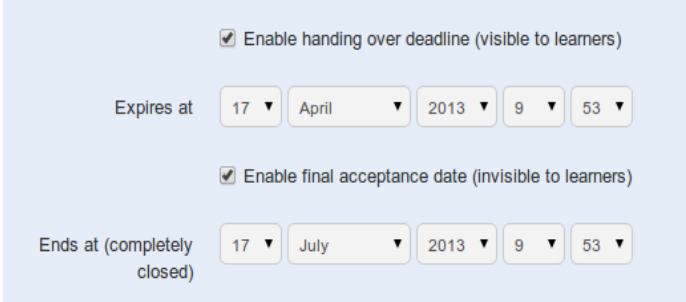
Illustration 95: Assignments – Advanced settings

16.5 Assignment expiry dates

Chamilo offers two time-based options for the assignments:

- a “handing over” deadline: the date past which all assignments sent by the learners to the platform are marked as expired in red in the list of assignments. Past this date, assignments can still be sent, but they are marked to indicate late delivery.
- a “final acceptance” date: this is the date past which it becomes impossible for the learners to send an assignment . It is the definitive date after which the teacher will not consider any more work sent.



To configure these, check the relevant boxes in the *advanced settings* of the *Create assignment* page.



The screenshot shows the advanced settings for an assignment. It features two checked checkboxes: "Enable handing over deadline (visible to learners)" and "Enable final acceptance date (invisible to learners)". Below the first checkbox, the "Expires at" date is set to 17 April 2013 9:53. Below the second checkbox, the "Ends at (completely closed)" date is set to 17 July 2013 9:53. Each date is represented by a series of dropdown menus for day, month, year, hour, and minute.

Illustration 96: Assignments – setting expiry dates


16.6 Marking assignments

To mark a document uploaded by a learner, go to the main page for the relevant assignment. In the right hand column headed *Detail*, click on the *Save* icon  to download and view a file the student has submitted, then click the *Correct and rate* icon  to add feedback/comments and a score. If the student has not uploaded a file, but submitted their assignment using the on-line editor, the save icon will not show – instead the student's assignment will be automatically shown in the editor to which the teacher can add feedback etc when scoring the work.


Edit

Title

Description



Shall I compare thee to a **smelly** fish? *(would Shakespeare use this word, Billy?)*
Thou are more tasty and more succulent.....




Score / 20.00

Illustration 97: Marking students' assignments

To save the score/feedback, click the *Update this task* button.

Chapter 17 Users

The *Users* tool  gathers all learners and teachers subscribed to the course. It allows you to manage a list of subscribed users, register new learners and assign specific roles and responsibilities. It also allows you to monitor the activities of all users subscribed to the course.

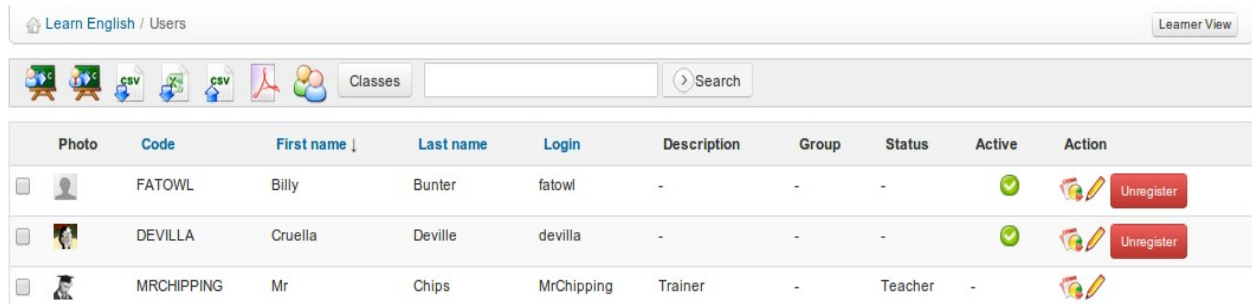



Illustration 98: Users – Main screen

17.1 Subscribe users

Let's look first at how to subscribe new users as learners to the course. On the main *Users* page toolbar, click on the *Enroll users to course* icon . This will display a list of users registered on the platform not subscribed to the course:

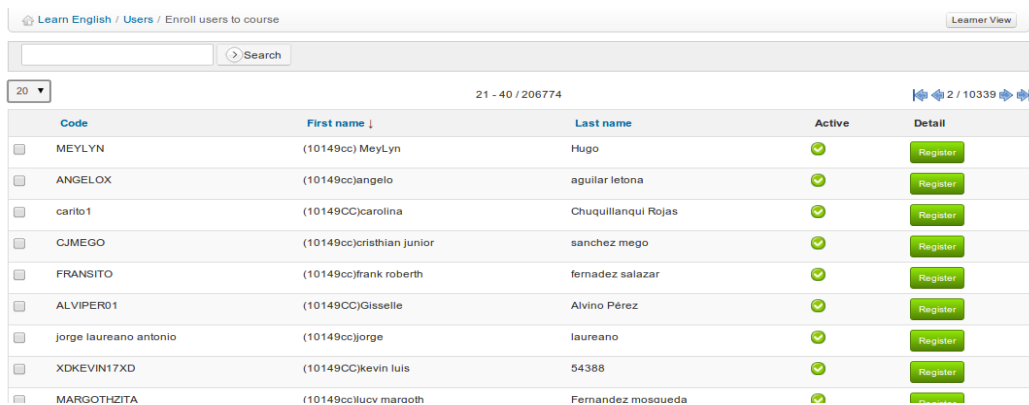




Illustration 99: Users – Action buttons


To subscribe a single learner, just click the *Register* link  to the right of their listing. To subscribe several learners at once, check the relevant boxes on the left hand side, then select the *Register* option in the drop-down list headed *Detail* at the bottom of the table (a confirmation window appears to ensure you want to subscribe them: once confirmed, a confirmation list appears indicating which learners have been subscribed.)

17.1.1 Add teachers

You can also subscribe another user as teacher in your course. Just click the second *Enroll teacher* icon  (he's wearing a tie!) and repeat the process as for learners. Users subscribed using this link will have the status of *Teacher* on the course.

17.1.2 Unsubscribe a user


You can unsubscribe users individually or as a group from a course.

To unsubscribe a single user, click the *Unregister* button  next to the corresponding user and confirm your choice.

To unsubscribe a group of users, check the relevant boxes on the left side of the table and select *Unregister* in the drop-down list headed *Detail* at the bottom of the table, then click *Unregister*.

Note : *As a teacher you cannot remove the main teacher of a course (by default described in the listing as Trainer) from this screen. Only the platform administrator can do that.*

17.1.3 Add/update a user's description

- Click the *Edit* icon  to the right of the relevant user's entry to view the user's basic details;
- Complete/update the *Description* field to inform other users of the role played by this user;
- Save changes.




The *Assistant* box (previously titled *Tutor*) allows the teacher to assign a special *Course assistant* role with its corresponding permissions. These permissions allow the assistant to view test and assignments results from other learners in the course, to help him assist the teacher in this role.

17.1.4 Search for a subscribed learner

If the teacher needs to find a specific learner in the list of users subscribed to the course, the search feature will allow him to find one or several users from all or part of his first name or last name.


Just fill in the search field with the relevant characters and click the *Search* button. A list of matching users will be displayed.

17.1.5 Export the list of subscribed users


You might want, (independently of the backup copies taken by your careful administrator!) to keep a separate copy of your users list. To do so, from the main *Users* page, click one of the export icons in the toolbar (*CSV export*  *Excel export*  or *.pdf export* ) to download the list of users in the corresponding format.

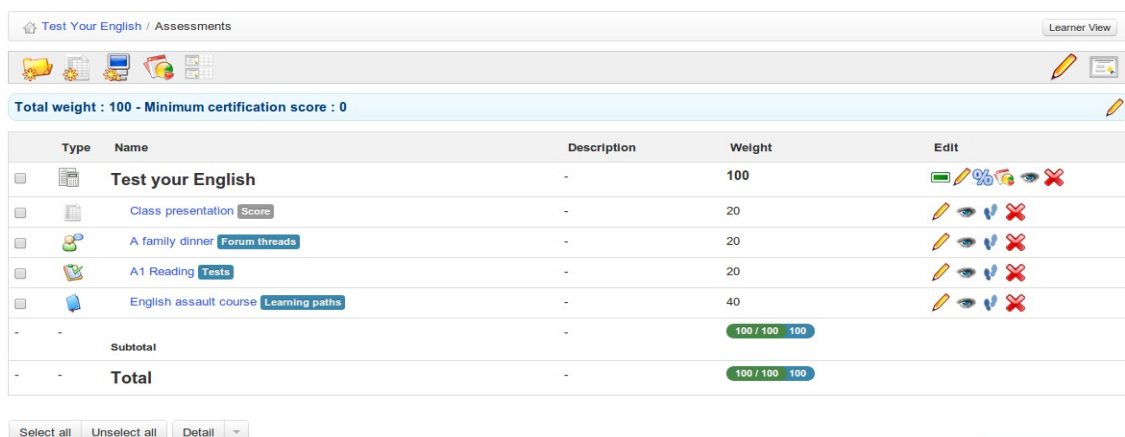
Note: *not all users details are exported through this feature (their passwords, for example, are confidential information not available to other users, not even to the teacher).*

17.1.6 Display learners reporting

The teacher can directly access details from the main *Users* page about each learner's participation in the course by clicking on the *Reporting* icon  next to the user's listing. This will link to the *Learners details in course* page, described more fully in chapter 15 above.

Chapter 18 Assessments

The *Assessments* tool  is where you, as teacher, can establish success criteria for the course (i.e. the pass-mark, merit rankings etc.), involving the allocation of weightings to various activities, tests etc. You can also use the assessments tool to generate and issue certificates to learners on successful completion of the course. Click on the tool to display the main *Assessments* page which may (once set up for the course) look like this to the teacher.




























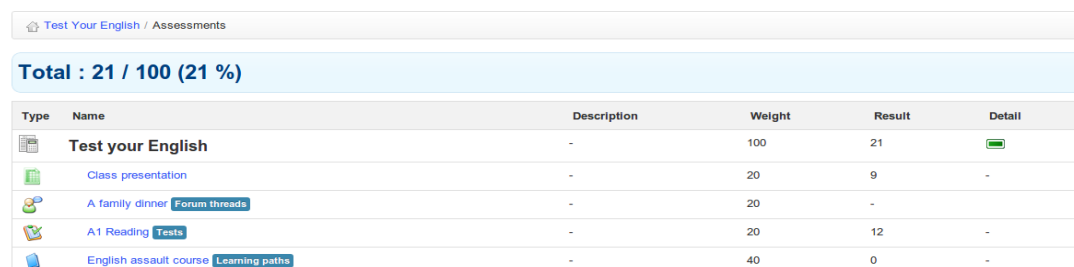
Type	Name	Description	Weight	Edit
	Test your English	-	100	    
	Class presentation Score	-	20	    
	A family dinner Forum threads	-	20	    
	A1 Reading Tests	-	20	    
	English assault course Learning paths	-	40	    
-	Subtotal	-	100 / 100 100	
-	Total	-	100 / 100 100	

Illustration 100: Assessments – Example teacher view

It allows you to prepare an overview report compiling learners' achievements in the course overall, drawing on the results of activities undertaken in virtually every part of the online course, but also including “external” activities undertaken in your classroom, outside of the online course.

The learner can use the assessments tool as a “grade-book” to monitor his own progress, and will see a simpler, personalized view when he clicks on the *Assessments* tool which will look something like this:




Type	Name	Description	Weight	Result	Detail
	Test your English	-	100	21	
	Class presentation	-	20	9	-
	A family dinner Forum threads	-	20	-	-
	A1 Reading Tests	-	20	12	-
	English assault course Learning paths	-	40	0	-

Illustration 101: Assessments – Example learner view

(Note: Before looking further into the assessments tool, make sure you have at least one learner subscribed to your course. (This is why we cleverly put the *Users* chapter before this one!). In this chapter, it will be much easier to follow the examples if you already have learners subscribed and a series of activities created. Don't forget – until you choose to allow it, the user will not be able to see the course anyway, as long as is configured as closed.)

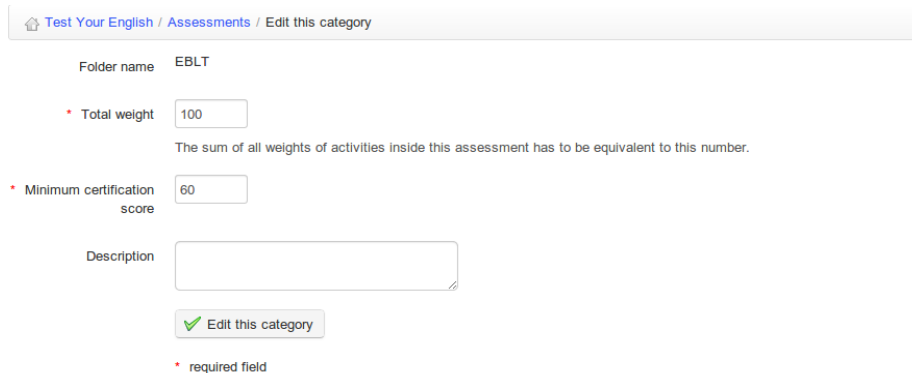
18.1 Assessments pre-configuration

The assessment tool, in order to work perfectly, requires several settings to be correctly configured: the activities weighting, a minimum certification score (pass-mark), skills rankings and a certificate template. If these are not set correctly, an orange alert will be displayed on the main *Assessments* page e.g.

The sum of all weights of activities must be 100

18.1.1 Total weight and minimum certification score

To view and edit this basic configuration, click on the edit icon  on the right side of the toolbar:




The screenshot shows a web interface for editing an assessment category. At the top, there is a breadcrumb trail: [Test Your English](#) / [Assessments](#) / [Edit this category](#). Below this, the form contains the following fields and controls:

- Folder name:** EBLT
- Total weight:** A text input field containing the value '100'. A red asterisk is to its left. Below the field, a note reads: "The sum of all weights of activities inside this assessment has to be equivalent to this number."
- Minimum certification score:** A text input field containing the value '60'. A red asterisk is to its left.
- Description:** A large empty text area with a small edit icon in the bottom right corner.
- Buttons:** A green button with a checkmark icon and the text "Edit this category".
- Footnote:** A red asterisk followed by the text "required field" is located at the bottom of the form.





Illustration 102: Assessments – General settings

The *Total weight* of the course is important for assigning individual weightings to activities (see below). The *Minimum certification score* defines the pass-mark for the course.

18.1.2 Weights

The weights allow you to define the relative importance of each of the activities (from the platform or in-person) within the assessment. Click on the *Weight in report* icon  to go the general weights page. (If you don't have any activity registered at this point, come back to this section a bit later.)

The sum of all weights of activities must be 100


Type	Assessment	Weight
	1 Tests	<input type="text" value="20"/>
	2 Forum	<input type="text" value="20"/>
	1 Courses	<input type="text" value="40"/>
	Class presentation <small>Score</small>	<input type="text" value="20"/>

Save weights in report

Illustration 103: Assessments - Weights

It is strongly recommended that you define the total of the weights as 100 (or the equivalent total value for the course defined in the previous section), otherwise it becomes really complicated to understand all the possible relative scoring issues.

18.1.3 Skills ranking

Skills ranking allow you to define ranks for the scores, so that they can be more easily represented literally and graphically. Click on the podium icon :

Cycling for beginners / Assessments / Skills ranking

Skills ranking

Competence thresholds colouring

Below %
The mark will be coloured in red



Skills ranking

Score info

Between %

and % =

and % =




and % =  

Validate

Illustration 104: Assessments – Skills ranking

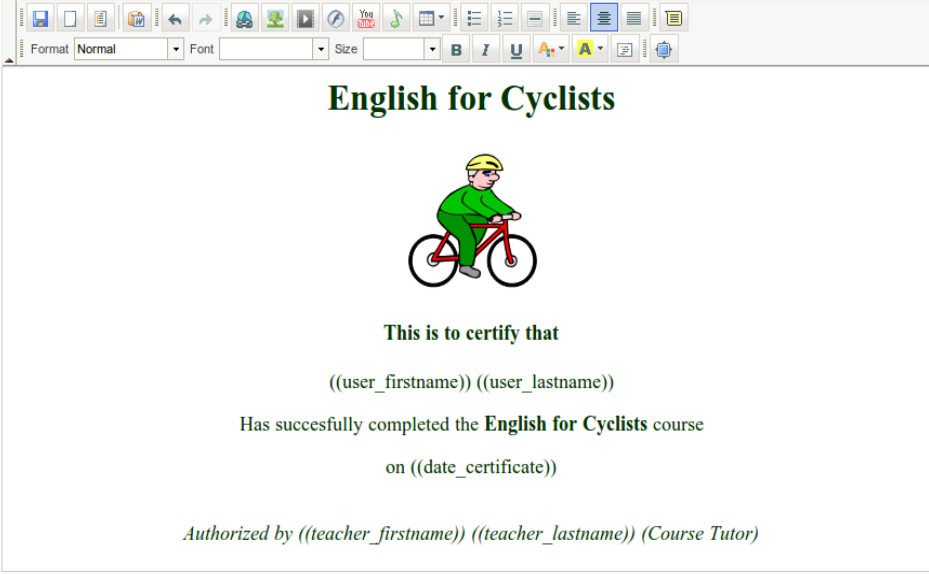
As well as a pass-mark, you can add additional options: e.g. the names you want to give to any score band to make it faster to read generic reports.

18.1.4 Certificate template


Finally, it is possible to create a certificate generated automatically using the learner's data stored in the platform. To set this up, click the large certificate icon  on the toolbar. This will bring up a screen displaying a list of existing certificates, with tool-bar options to import  or create certificates. Click the *Create certificate* icon  to go to a page similar to the document creation tool, which allows you to design a certificate:

Create certificate

* Certificate name
English for Cyclists



English for Cyclists



This is to certify that

((user_firstname)) ((user_lastname))

Has successfully completed the **English for Cyclists** course

on ((date_certificate))

Authorized by ((teacher_firstname)) ((teacher_lastname)) (Course Tutor)

Illustration 105: Assessments – Certificate template creation

Create certificate with this tags:

```
((user_firstname))  
((user_lastname))  
((gradebook_institution))  
((gradebook_sitename))  
((teacher_firstname))  
((teacher_lastname))  
((official_code))  
((date_certificate))  
((date_certificate_no_time))  
((course_code))  
((course_title))  
((gradebook_grade))  
((certificate_link))  
((certificate_link_html))  
((certificate_barcode))
```

Note that above the main online editor, the page also displays a list of tags which can be used to generate a certificate template displaying the appropriate data for any given learner once he/she finally fulfills all the assessment objectives.

*Illustration 106: Tags for use
in the certificate template*

The main Certificate page lists the certificates that have been uploaded or created.

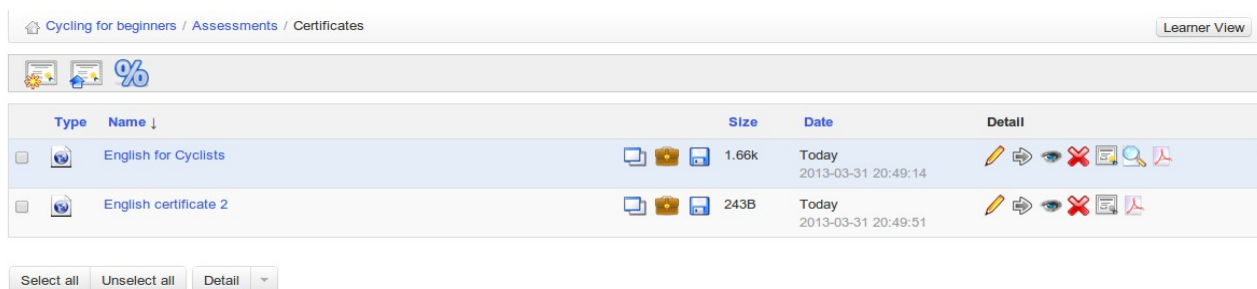



Illustration 107: Assessments – Certificates templates list

Click on the  icon to select this document as the default certificate template (It will turn coloured when selected). This is the certificate which will be issued to students. You can return to the assessments screen through the breadcrumb navigation (click *Assessments*).

18.2 Add a classroom activity



A “classroom” activity refers to any component of the overall assessment not undertaken inside the Chamilo platform. Any assessed activity can be added a *classroom activity* and therefore become part of your overall course assessment. As such, you will of course need to add the relevant details manually to the Assessments. To do this, in the main assessment page, click on the *Add classroom assessment* icon  in the tool-bar.

Illustration 108: Assessments – Classroom activity

The name, weighting and maximum score for the activity need to be entered, and the teacher can also choose whether to make the activity visible and whether to grade learners.


You will only be able to add results for classroom activities for learners subscribed to your course. Scoring the Classroom activity is straightforward – click the relevant activity listed in the main

Assessments page and then the *edit* icon  either next to the learner's listing or (to score a list of learners) in the toolbar:

Learn English / Assessments / Assessment details / Grade learners Learner View

Presentation to class

Course : Learn English
Maximum score : 100
Average : 60 %




Code	Username	First name	Last name	Grade activity
FATOWL	fatowl	Billy	Bunter	<input type="text" value="45"/> / 100
DEVILLA	devilla	Cruella	Deville	<input type="text" value="75"/> / 100
STEPHANIBUS	stephanibus	Steve	Miller	<input type="text"/> / 100
YANNICK5	yannick5	Yannick	Warnier	<input type="text"/> / 100

Illustration 109: Assessments – Classroom activities – Filling in results

The scores will be added to the assessment data and included in each student's grade-book.

18.3 Add an online activity

Within the Chamilo course, not only tests but a whole range of activities can be scored and added to the *Assessments* tool for consideration in the overall grading of students. The *Add an online activity* tool  allows you to create a link from the assessment to one of the following types of resources in your course (these resources already have scoring capabilities):

- Tests,
- Assignments,
- Learning paths,
- Forum threads,
- Attendances,
- Surveys

Learn English / Assessments / Add online activity

Add online activity

Choose type of activity to assess:

Choose activity to assess:

Select assessment:

Weight: [0 .. 100]

Visible


Add this learning activity to the assessment

* required field

Illustration 110: Assessments – Add online activity

Work through the drop-down lists to locate the activity visible in the list of activities for this assessment, and click to include the activity in the assessments so that it counts towards the learners' overall grade.

18.4 List view

The list view  view in the *Assessments* tool allows you to list all learners and their results at any point through the course, as well as charts illustrating students' achievements overall for each assessment and a combined chart for all resources. (This resource is obviously more useful at the end of a course – when students have completed all the assessed activities). The view can be printed or exported in various formats (.xml, .doc, .pdf, .csv) using the relevant tool-bar icons.

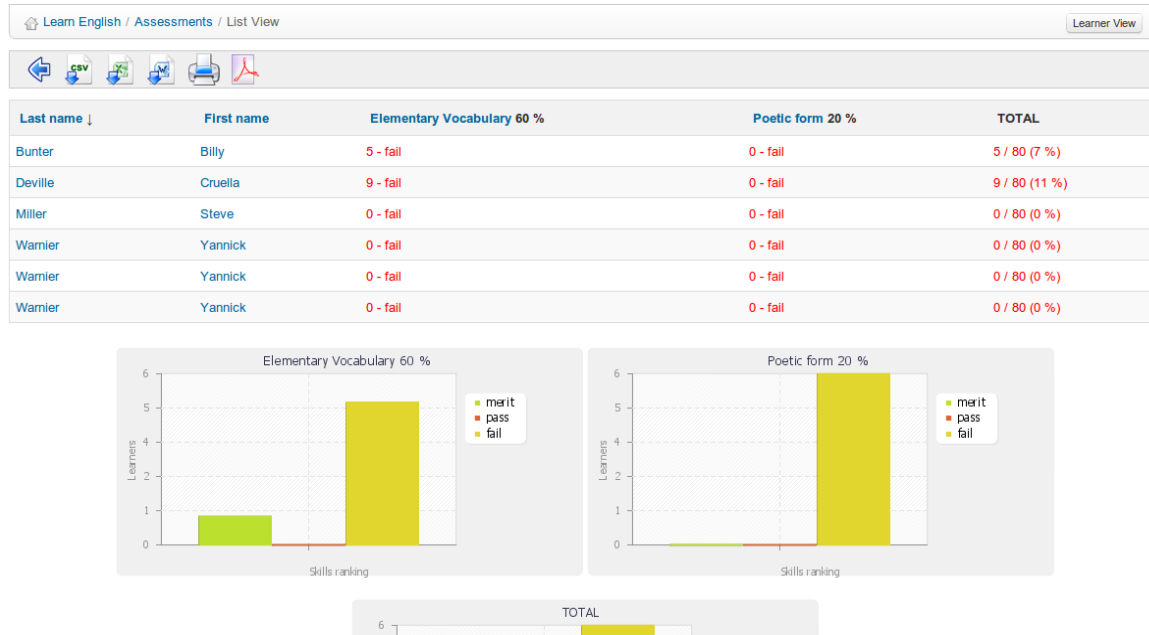







Illustration 111: Assessments – List view

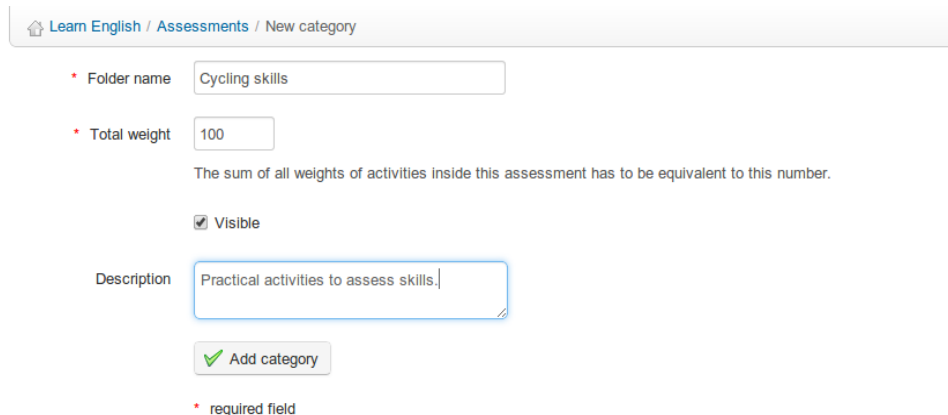
Note: This view only works if skills ranking rules have been fully defined.

18.5 Manage activities

It is possible to manage activities listed in the *Assessments* page quickly and efficiently using the icons found next to each individual activity:

Icons	Features
	Update the activity's settings (title, weight, etc)
	Remove an activity from the assessment. Classroom activities will be deleted, online activities detached from the assessment
	Change the visibility of the results of the activity in the learners' "gradebook" view.
	Show the history of changes of this activity's settings

It is also possible to group assessment activities within several “categories” within the overall assessment for the course. Be careful when you do this about assigning total scores and weightings for the overall course and for “categories” within the course – it can get your head in a spin! To create a category folder, click the *Create Assessment* icon  in the tool-bar and complete the required details:



Learn English / Assessments / New category

* Folder name

* Total weight



The sum of all weights of activities inside this assessment has to be equivalent to this number.

Visible


Description

* required field

Illustration 112: Assessments – creating categories

Assessment activities can be added to the various categories through the drop down list in the creation/editing form for each activity. Quick navigation is also possible from categories in the list to the *weightings* page  and to the *list view* .

Chapter 19 Wiki

The *Wiki* tool  is a collective or collaborative redaction tool. It allows users to work together on a single document, and to follow the history of modifications. It also allows you to save time and be more efficient during a group task. In many ways, it **complements** the forum tool.

A wiki page can contain many links to other pages, which may or may not (yet) have existing content. Wiki pages can be updated; each contributor sharing the same rights to write and edit content. Originally designed to support collaboration between learners, the wiki may, at the beginning of a course, consist only of a list of links inserted by the teacher, pointing to empty pages which each learner will have to build using one another's ideas, views and experiences.

19.1 Starting the wiki

The main page is the entry point of the wiki. It can initially be edited only by the teacher, who unlocks it through this initial action. Until he does this, learners cannot access it.

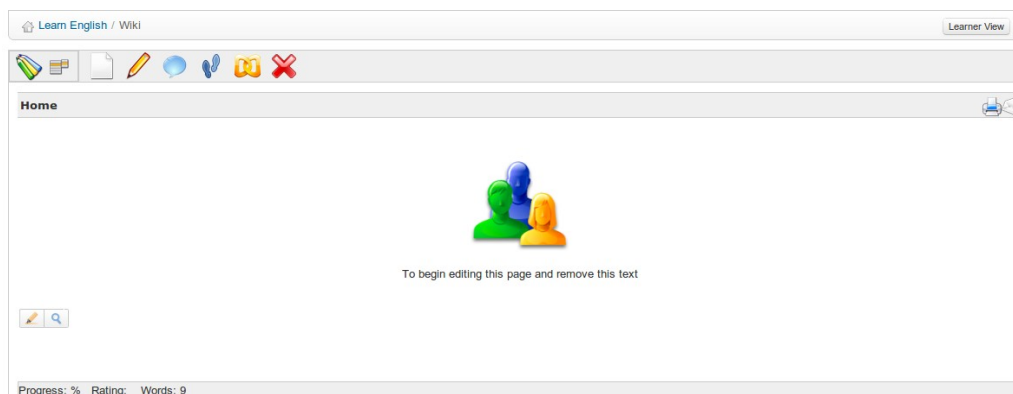



Illustration 113: Wiki – Main page

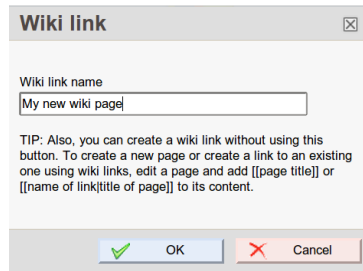
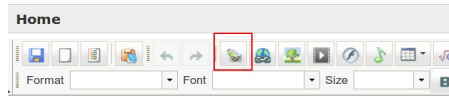
- Click the *Edit this page* icon ,
- Remove the existing content and replace it by new content (for example, a list of links pointing to other pages of the wiki),
- Add a comment explaining your contribution,
- Click *Save*.

19.2 Add a new linked page

From the page you're going to add the link to:


- click the *Edit this page* icon,
- click the line you want to add the link on, then **either**:
- add the text between double square brackets `[[link to the page to be created]]`. Once saved, the text entered between brackets will be transformed into a link to a new empty page,

–or click the *Insert/Edit Wiki Link* icon in the editor to indicate the name of the new page to be created,




–click *Save*.









19.3 Add a new orphan page

By clicking the *Add new page* link inside the drop-down menu icon , you create a new page, unrelated to the rest of the wiki. This is one way of preparing a page which will temporarily not be visible to users (at least not in the usual way).

Note : *Orphan pages can be listed from the All pages link in the drop-down menu.*

19.4 Commenting a page

By clicking the *Discuss this page* icon , you get access to a form to add/see comments. This area is visible and can be updated by any user. Other actions which can be executed on wiki pages are:


Icons	Features
	Check the history of changes of a page
	Show a list of pages linked to the current page
	Delete the current page
	Export the page as an HTML document
	Export the page as a PDF document
	Get an e-mail notification of all changes made to this page
	Make a page visible/invisible to learners
	Lock / Unlock a page for edition by learners

19.5 Other wiki features

The menu located in the top left corner (drop-down menu) gives access to other wiki features, regardless of the current page:

- search titles or contents of pages,
- display a list of all the pages,
- list only the latest modifications,
- remove the whole wiki (be careful with this command!),
- see the most active users,
- see the most visited pages,
- see the most updated pages,
- see all orphan pages,
- see all empty pages (wanted pages) created as such in order to invite somebody else to add content on a given topic.

Chapter 20 Links

The *Links* tool  allows you to create a library of internal and external links which learners can use in a course as they work their way through the learning path.

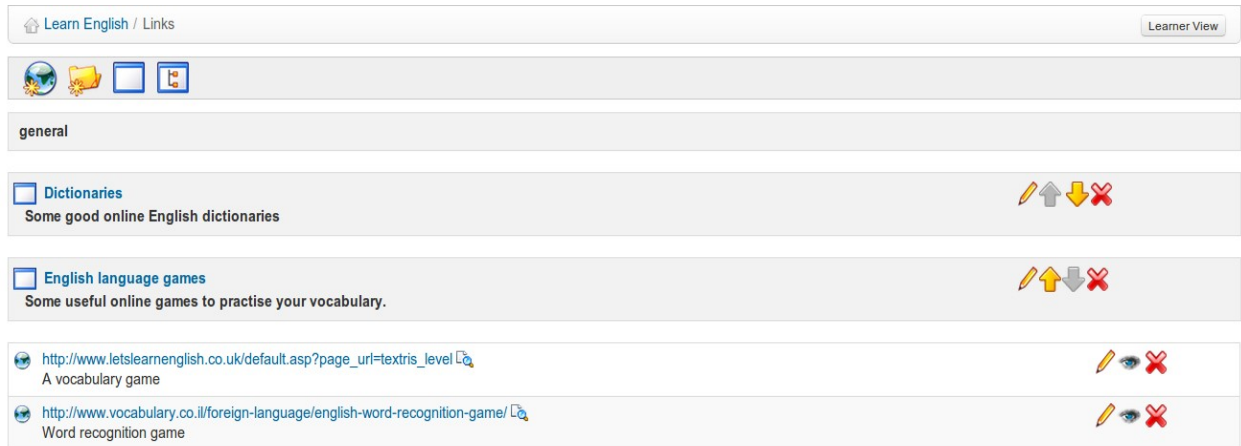


Illustration 114: The Links page

20.1 Links categories

You can create links categories in Chamilo, allowing for a better organizational structure when your library contains a lot of links.


- Click the *Add a category* icon ,
- Give a clear name to your category,
- Add a description if needed,
- Click the *Add a category* button.

Illustration 115: Links - Add a category

20.2 Links


A link can be added in a category or at the root level:

The screenshot shows a web interface for adding a link. At the top, there is a breadcrumb trail: "Learn English / Links / Add a link". Below this is the title "Add a link". The form contains the following fields and options:

- URL:** A text input field containing "http://www.vocabulary.co.il/foreign-language/english-word-recognition-game/".
- Text of Link:** A text input field containing "Word recognition game".
- Metadata:** A link labeled "View/Edit Metadata".
- Description:** A text area containing "A simple fun game for learning vocabulary." with a small icon in the bottom right corner.
- Category:** A dropdown menu currently showing "English language games".
- Show link on training homepage?:** A checkbox that is currently unchecked.
- Link target:** A dropdown menu currently showing "Open blank". Below it is a note: "Select the 'target' which shows the link on the homepage of the course".
- Save link:** A button with a green checkmark icon.





Illustration 116: Links - Add link

To add a link:




- Click the *Add a link* icon 
- Add the link's URL,
- Give it a label,
- Add a description of what is on the other side of the link, if desired,
- Select a category if desired,
- Choose whether to show the link on the course homepage or not,
- Click the *Save link* button.

20.3 Manage links

Links management uses the usual action icons:

Icons	Features
	Edit links or categories
	Remove links or categories
	Re-organize links and categories order
	Show/Hide a link

20.4 Links checker

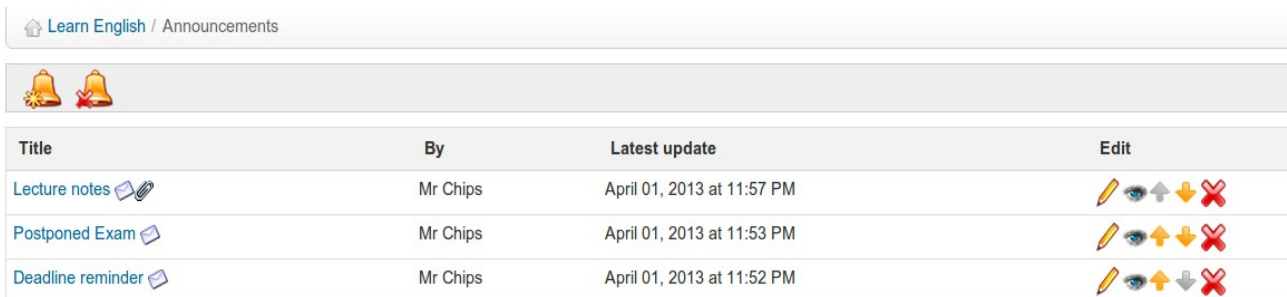
Since version 1.8.8.4, you can (manually) check whether a link is alive. To do this, click the small magnifier icon  on the right side of the link as it is listed in the Links page. After a few seconds (or less), an icon appears. A green tick  means the link is valid. A red sign  means the link is broken.

***Note:** the links checker effectively tries to connect to the given link **from the server**. As such, a link that works for you might not work for the server, and vice-versa. This will require the server to be equipped with the CURL library. Check with your admin if this is the case.*

Chapter 21 Announcements

The *Announcements* tool  lets you send a message by e-mail to your learners and/or publish an message directly to the course.

These announcements can be used, for example, to inform learners of the recent availability of a document, of the deadline for an assignment or any news or information related to the course.






















Title	By	Latest update	Edit
Lecture notes 	Mr Chips	April 01, 2013 at 11:57 PM	    
Postponed Exam 	Mr Chips	April 01, 2013 at 11:53 PM	    
Deadline reminder 	Mr Chips	April 01, 2013 at 11:52 PM	    

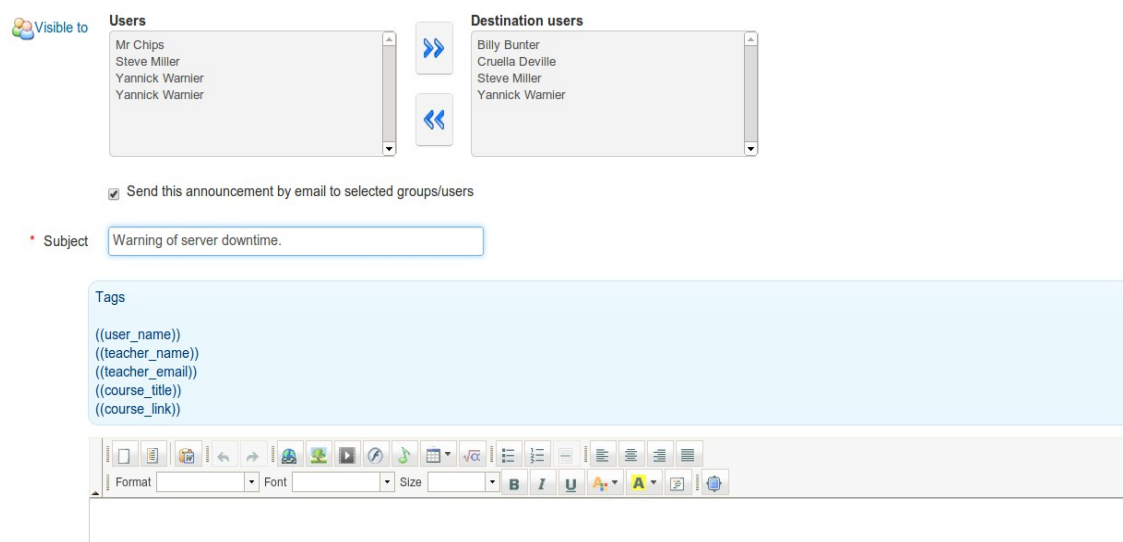
Illustration 117: Announcements page

21.1 Add an announcement

From the main Announcement page:

– click the *Add an announcement* icon ,

Add an announcement



Visible to **Users**

Mr Chips
Steve Miller
Yannick Wamler
Yannick Wamler

Destination users

Billy Bunter
Cruella Deville
Steve Miller
Yannick Wamler

Send this announcement by email to selected groups/users

* Subject: Warning of server downtime.

Tags

((user_name))
((teacher_name))
((teacher_email))
((course_title))
((course_link))





Format: [dropdown] Font: [dropdown] Size: [dropdown] **B** **I** **U**   

Illustration 118: Add an announcement

- by default, the announcement will be sent to all users, but it is possible to edit the list of recipients by clicking on the *visible to* link 
- the announcement can be sent by e-mail to the course users (check the *Send this announcement by email to selected groups/users* box),
- add an announcement subject,
- write the main announcement using the editor,
- add an attachment if desired,
- click *Send announcement*.

Note: since version 1.8.8.4, you can use tags inside your announcements (just copy-paste them). These tags will be automatically replaced by the corresponding value when sent by e-mail or displayed on the platform to users.

Announcements will appear to recipients like this on the platform:

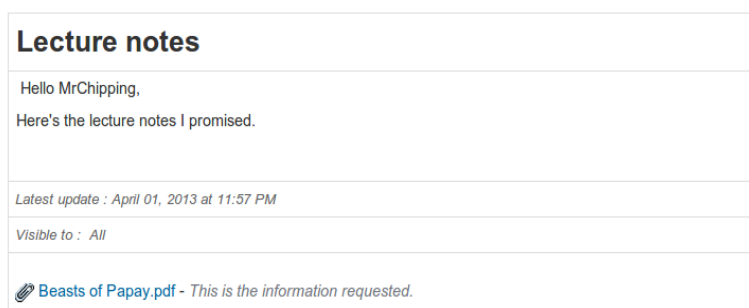








Illustration 119: Announcements – learner view

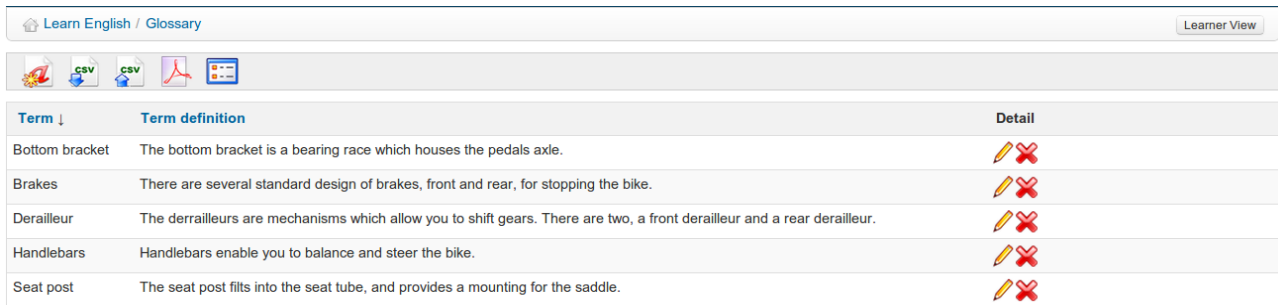
21.2 Announcements management

Announcements can be managed through the familiar action icons:

Icons	Features
	Update the title, body or settings of the announcement
	Re-order announcements position
	Show / Hide announcement to learners
	Indicates the announcement has been sent by e-mail
	Indicates the announcement includes an attachment

Chapter 22 Glossary

Chamilo integrates a glossary tool  to allow the teacher to define terms or expressions in the same way as a dictionary. No term is defined by default - it is the teacher's responsibility to define important terms.














Term ↓	Term definition	Detail
Bottom bracket	The bottom bracket is a bearing race which houses the pedals axle.	 
Brakes	There are several standard design of brakes, front and rear, for stopping the bike.	 
Deraillieur	The derrailleurs are mechanisms which allow you to shift gears. There are two, a front deraillieur and a rear deraillieur.	 
Handlebars	Handlebars enable you to balance and steer the bike.	 
Seat post	The seat post fits into the seat tube, and provides a mounting for the saddle.	 

Illustration 120: Glossary – Table view

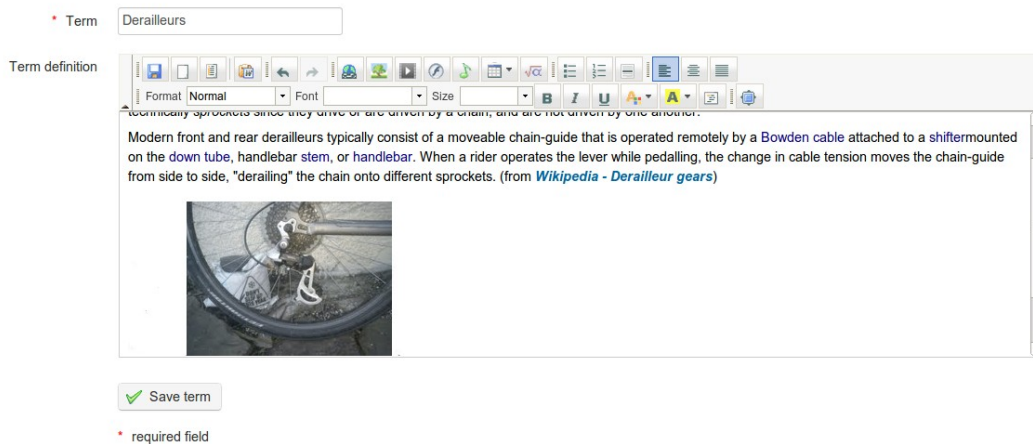
22.1 New term

To add a new term:

- click on *Add new glossary term* ,
- enter the term in the first field,
- give the term's definition,
- click the *Save term* button.
















A definition can be enriched by images and links:

Add new glossary term




• Term

Term definition

Format Normal Font Size B I U               

technically sprockets since they drive or are driven by a chain, and are not driven by one another.



Modern front and rear deraillieurs typically consist of a moveable chain-guide that is operated remotely by a Bowden cable attached to a shifter mounted on the down tube, handlebar stem, or handlebar. When a rider operates the lever while pedalling, the change in cable tension moves the chain-guide from side to side, "derailing" the chain onto different sprockets. (from [Wikipedia - Deraillieur gears](#))



Save term


• required field

Illustration 121: Glossary – add a term

By default terms are displayed in *Table view*  – suitable for a large number of terms with a brief definition. For a smaller list of fuller definitions, both teacher and learner may wish to choose the more attractive *List view*  :

Derailleurs

Derailleur gears are a variable-ratio transmission system commonly used on bicycles, consisting of a chain, multiple sprockets of different sizes, and a mechanism to move the chain from one sprocket to another.^[1] Although referred to as *gears* in the bike world, these bicycle gears are technically *sprockets* since they drive or are driven by a chain, and are not driven by one another. Modern front and rear derailleurs typically consist of a moveable chain-guide that is operated remotely by a Bowden cable attached to a shifter mounted on the down tube, handlebar stem, or handlebar. When a rider operates the lever while pedalling, the change in cable tension moves the chain-guide from side to side, "derailing" the chain onto different sprockets. (from [Wikipedia - Derailleur gears](#))









Handlebars

Handlebars enable you to balance and steer the bike.


Illustration 122: Glossary – List view

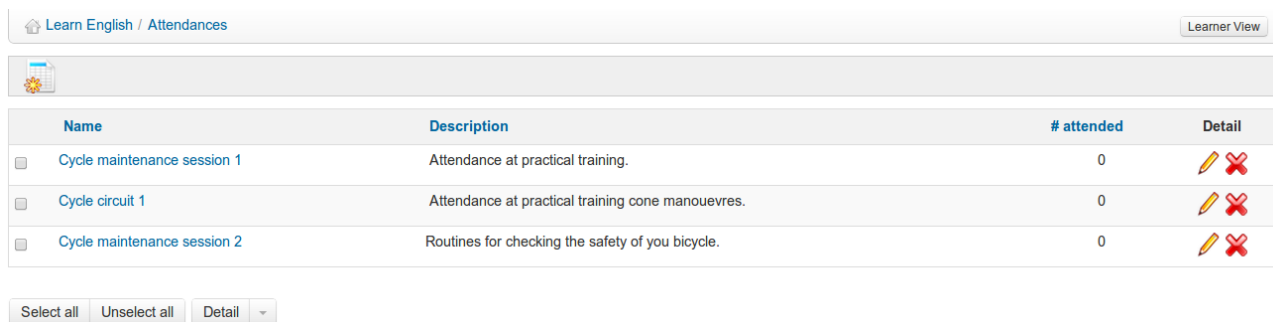
22.2 Glossary terms management







Glossary terms management is done through the usual action icons:

Icons	Features
	Edit term
	Delete term
	Show the list view
	Show the table view
	Export/import glossary as a .csv file
	Export to .pdf

Chapter 23 Attendances

In 2010, an academical institution co-financed the development of the *Attendances* tool  as well as the *course progress* tool (see next chapter) with a set of basic specifications. Over time it has evolved, thanks to the many suggestions from community users and the financial support of some customers. Today it's a more advanced tool, but it is still very young, which explains why its interface still leaves room for improvement.




Name	Description	# attended	Detail
<input type="checkbox"/> Cycle maintenance session 1	Attendance at practical training.	0	 
<input type="checkbox"/> Cycle circuit 1	Attendance at practical training cone manoeuvres.	0	 
<input type="checkbox"/> Cycle maintenance session 2	Routines for checking the safety of you bicycle.	0	 

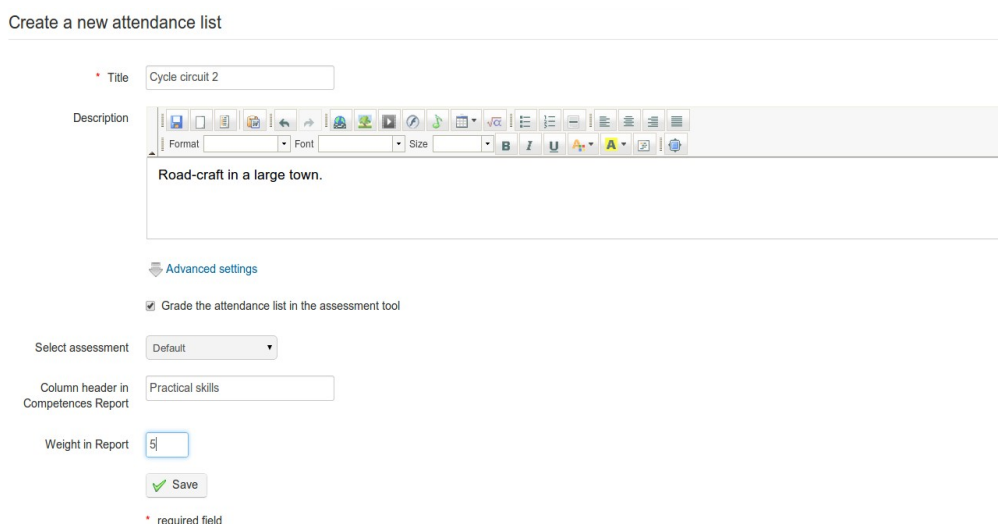
Select all Unselect all Detail ▾

Illustration 123: Attendances – main page

Before you go further with this chapter, do make sure you have learners subscribed to your course, otherwise your attempts to use it will not work. If need be, review the Users chapter on page 95. Without learners subscribed, it is practically impossible to make sense of the attendances tool.


23.1 Create an attendance sheet

To get started, click the *Create a new attendance list* icon  :



Create a new attendance list

* Title

Description 

Advanced settings

Grade the attendance list in the assessment tool

Select assessment

Column header in Competences Report

Weight in Report

* required field

Illustration 124: Attendances – New attendances form

Fill in the main title/description fields and tick if you wish to grade the attendances. If you do so you can select an assessment to link attendances to, write a column header for the report and add a weighting to activities. Finally, click *save* and you will be prompted to add a time and date:

Add a time and date

02 April 2013 22 h 00

Repeat date

Repeat type: Weekly

Repeat end date: 14 April 2013

Save

Illustration 125: Attendances – Intermediary step for dates creation

Selecting *repeat date* allows to you quickly generate a series dates and time for regular sessions e.g. weekly at 22.00 hrs. Click *Save* again to view a list of the dates chosen:

Calendar list of attendances




















 2013-03-02 14:00	 
 2013-03-09 14:00	 
 2013-03-16 14:00	 
 2013-04-02 22:00	 
 2013-04-09 22:00	 

Illustration 126: Attendances calendar

These are fully editable (e.g. if one week is a holiday, delete) and, equally, you can add to the dates/times using the *add a date and time* icon  in the toolbar. You can also clear the entire list of dates and times using the *clear the calendar of all lists* icon . To view the attendance sheet for the relevant activity click the *Attendance sheet* icon 

23.2 Recording attendances

Having set up your course sessions, you'll need to start recording your learners' attendances. You do this using the *Attendances sheet*, which you can access from the main *Attendances* page by clicking on the relevant listing. You'll see a list of learners' names in the first column, then one column for each attendance date. Generally, the default column enabled will be the first one that hasn't been modified yet.

The *Attendance sheet* displays a table with columns listing users, their attendance and dates/times. What dates you view is controlled by the *Filter* drop down menu in the toolbar (choose “all” and click *filter* to see them all). To enable editing of each date column, click the “padlock”  in the column heading.

Learn English / Attendances / Cycle circuit 2 Learner View

Filter All Filter

Information
Attendance sheets allow you to gather all your courses attendances by groups. For example, you might want to take attendances to theory lessons separately from attendances to practical lessons. Each of them will show all learners as attending by default. It is up to you to register the missing learners by clicking the corresponding checkbox.

#	Photo	Last name	First name	Not attended	Mar 02, 2013 02:00 PM	Mar 09, 2013 02:00 PM	Mar 16, 2013 02:00 PM	Apr 02, 2013 10:00 PM	Apr 09, 2013 10:00 PM
1		Bunter	Billy	1/5 (20%)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2		Deville	Cruella	1/5 (20%)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3		Miller	Steve	2/5 (40%)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4		Warnier	Yannick	2/5 (40%)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>


Illustration 127: Attendances sheet

By default, the system assumes all learners are attending the course session, so **only** take note of **missing** learners, by **unchecking** the learner's box to mark his absence.

A learner missing more than 10% of the total number of sessions will be marked by an orange background. A learner missing more than 25% of the sessions will be marked by a red background. (These colourings are fixed parameters which cannot, at this point in time, be modified inside the platform.)

An attendance sheet can be included in the assessments tool as a marked resource, to count towards a students overall grades for the course.

Chapter 24 Course progress

The *Course progress* tool  (or perhaps *Course diary* - the name of this tool is still under consideration) allows the teacher to build a course program to be shown (optionally) on the course homepage to include a progress status relative to the current teachers and learners' progress in the scheduled topic preparation.

Progress: 67 %





Thematic	Thematic plan	Thematic advance
The Tour de France A short course introducing the greatest cycle race in the world. 	Objectives An introduction to the history, workings and tradition of the Tour de France Skills to acquire Understanding of the traditions and rules of the Tour Methodology text images video Infrastructure lessons and tests Assessment Chamilo objective tests and an essay assignment Others some links	Wednesday April 03, 2013 10 h class sessions Wednesday April 10, 2013 10 h Wednesday April 17, 2013 10 h

Illustration 128: Course progress – Learner view



This tool is only useful in the case of “synchronous” courses, in which the teacher and the learners progress through the course concurrently. Configuring *Course progress* is quite easy, although quite a lengthy process.

Learn English / Thematic control Learner View

Information
 Details of topics and their respective plan and progress. To indicate a topic as completed, select its date following the chronological order and the system will display all previous dates as completed.

Progress: 67 %

Thematic	Thematic plan	Thematic advance												
The Tour de France A short course introducing the greatest cycle race in the world. 	Objectives An introduction to the history, workings and tradition of the Tour de France Skills to acquire Understanding of the traditions and rules of the Tour Methodology text Images video Infrastructure lessons and tests Assessment Chamilo objective tests and an essay assignment Others some links	 <table border="1"> <tr> <td>Wednesday April 03, 2013</td> <td><input type="radio"/></td> </tr> <tr> <td>10 h class sessions</td> <td></td> </tr> <tr> <td>Wednesday April 10, 2013</td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>10 h</td> <td></td> </tr> <tr> <td>Wednesday April 17, 2013</td> <td><input type="radio"/></td> </tr> <tr> <td>10 h</td> <td></td> </tr> </table>	Wednesday April 03, 2013	<input type="radio"/>	10 h class sessions		Wednesday April 10, 2013	<input checked="" type="radio"/>	10 h		Wednesday April 17, 2013	<input type="radio"/>	10 h	
Wednesday April 03, 2013	<input type="radio"/>													
10 h class sessions														
Wednesday April 10, 2013	<input checked="" type="radio"/>													
10 h														
Wednesday April 17, 2013	<input type="radio"/>													
10 h														



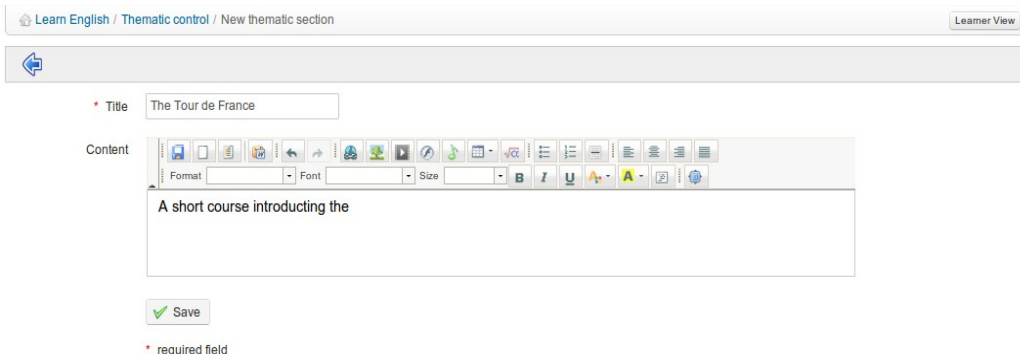


Illustration 129: Course progress – Teacher view

24.1 Create a thematic section

The thematic sections represent the highest level in the course progress' structure. You need to create sections in order to be able to create other levels of the structure.

To create the first section, create the *New thematic section* icon  and complete the relevant fields using text, images etc.



Learn English / Thematic control / New thematic section Learner View

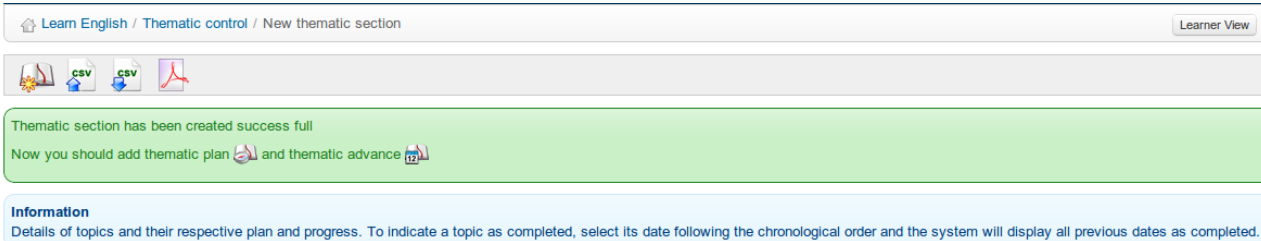
Content

A short course introducing the



* required field

Illustration 130: Course progress – invitation to create a thematic plan

On clicking *Save* you will be invited to create new thematic plan:




Learn English / Thematic control / New thematic section Learner View

Thematic section has been created success full
Now you should add thematic plan  and thematic advance 

Information
Details of topics and their respective plan and progress. To indicate a topic as completed, select its date following the chronological order and the system will display all previous dates as completed.

Illustration 131: Course progress – invitation to create a thematic plan/advance

24.2 Define the thematic plan

Once the thematic section has been created, you can edit its entry in the *Thematic plan* column. The *Thematic plan* is the definition of the objectives, methodology and other details of the newly created thematic section. Click on the *Thematic plan* icon  to show a form containing several fields in each of which you can enter a title and description which will be displayed on the main *Course progress* page. By default, the fields are titled: *Objectives*, *skills to acquire*, *Methodology*, *Infrastructure*, *Assessment* and *Other*, although these can be edited as appropriate. Fields with no description added will not be displayed.

• Title


Objectives

Description

An introduction to the history, workings and tradition of the Tour de France

Illustration 132: Course progress – example title and description fields

24.3 Create steps for the course progress

The steps (termed *Thematic advance*) are the dates on which you will teach the specific content of the relevant *Thematic section*. Having saved the *thematic plan*, return to the main *course progress* page using the breadcrumb navigation and click on the *New thematic advance* icon  in the relevant section.

New thematic advance

Start date options

Start date taken from an attendance date

Custom start date


Start Date

05 April 2013 14 h 00

Duration in hours

1

Content



Lecture :


- Origins: the Dreyfus affair
- First race - 1903

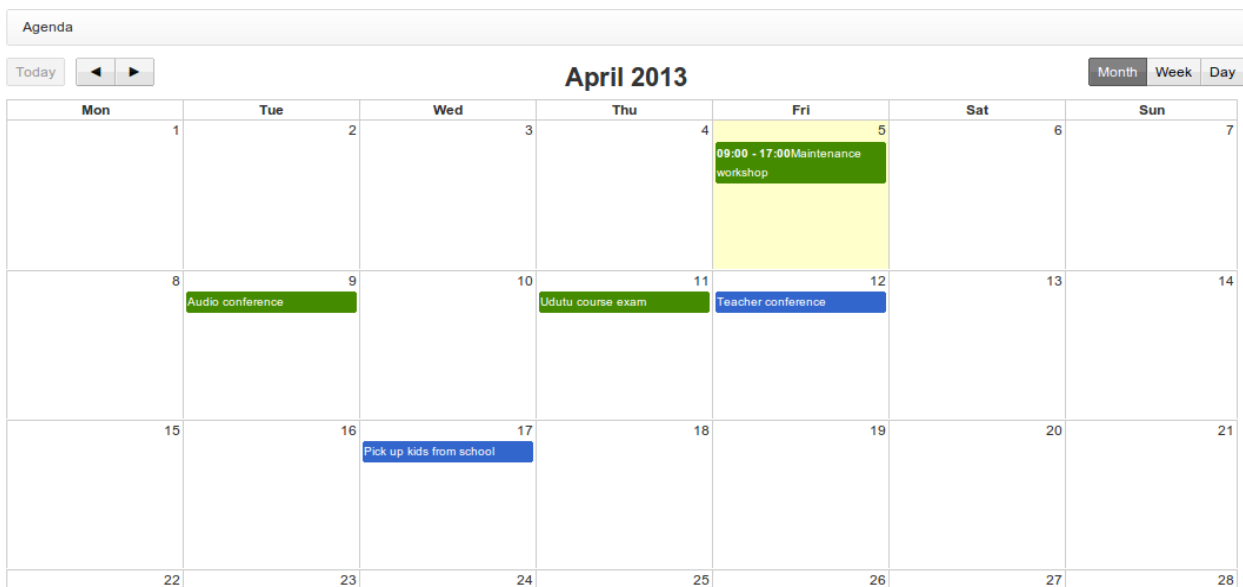
Illustration 133: Course progress – Steps creation

Here you can, enter the date for each teaching session and the contents of what is to be covered specifically in that session. You can either enter dates and times manually or link to dates previously defined in the *attendance sheets* (see Attendances-Attendances on page 116). Where the Course progress tool is used, progress through the course will be displayed on the main course page:



Chapter 25 Agenda

The *Agenda* tool  allows the teacher to manage a course calendar/diary which integrates with the personal *Agenda* tool available to each individual user. In Chamilo 1.9 the user interface of the tool is very different (and more up-to-date) than in previous versions, though the underlying functionality remains essentially the same. Each course has its own *Agenda*, while a “global” view (i.e. a view of events from all the courses to which the user is subscribed) is also available via the *Personal Agenda* tab. The *Personal Agenda* tab displays course events in green, and also allows users to add “personal” events, displayed in blue, which will not appear in other users' agendas. A teacher can view and edit course and personal events, while learners will have the same view, but will only be able to edit their own personal events.



Agenda						
Today						
April 2013						
Month	Week	Day				
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5 09:00 - 17:00 Maintenance workshop	6	7
8	9 Audio conference	10	11 Udutu course exam	12 Teacher conference	13	14
15	16	17 Pick up kids from school	18	19	20	21
22	23	24	25	26	27	28

Illustration 134: Personal Agenda

Viewing and navigating the course *Agenda* and *Personal Agenda* is straightforward and intuitive. The user can choose a *month*, *week* or *day* view using the buttons on the top right of the page, move forward and backwards through the months/weeks/days using the left and right arrows, and return to “today”’s view using the button on the left. Details of each event can be viewed simply by hovering over or clicking on the event title in the calendar.

25.1 Adding an event to the course agenda

Events can be added to the course *Agenda* in two ways. The simplest and quickest way is simply to click on the relevant date/day/time in the course *Agenda* (choose week or day view to select a specific time or timescale). You can select users who can see the event, add a title and a brief verbal description, and decide whether to also send the event as an announcement/email:

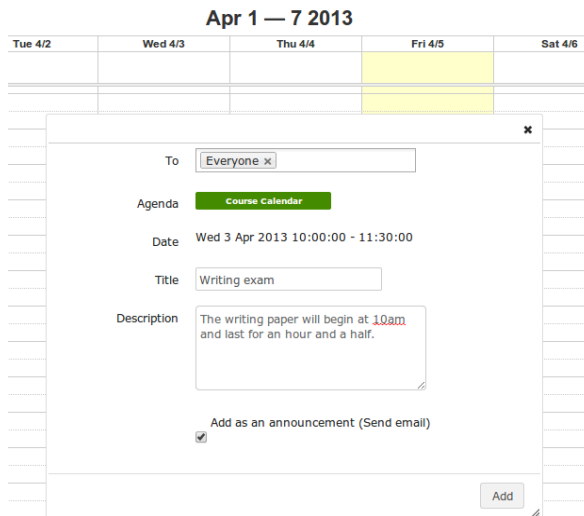




Illustration 135: Adding an event directly to the calendar

For a more fully configured event entry, however, click the *Add event* icon  in the tool-bar. This will open a dialogue page allowing entry of a title and the selection of users, but also a richer description (e.g. using graphics), automatic repeat configuration (daily, weekly, monthly, yearly) and the option to add an attachment (to accompany email announcements).


Add event to agenda

* Event name

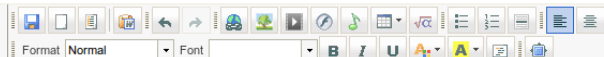
To 


Start Date

End Date

 Repeat event
 Repeat event
 Repeat type
 Repeat end date

* Description



Format Font **B** *I* U A A 

 Bring your bike - lots to learn but in a fun way!

Add attachment Comment

Illustration 136: Adding an event using the Add event tool

25.2 Import and export events

The Chamilo Agenda tool supports the import and export of standard calendar files (Outlook, iCal). To import an Outlook file, click the *Import Outlook* icon  in the tool-bar in the course *Agenda* and upload the relevant file as prompted. Then return to the *Agenda* using the *Agenda* icon .

Users can export events as iCal from the pop-up window that appears when they click on an event to view details. They can select the appropriate iCal format (*confidential*, *private*, *public*) for the export at the bottom of the pop-up window, and teachers can edit or delete the event using the appropriate button in the pop-up window:

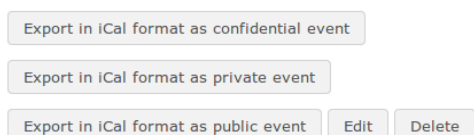



Illustration 137: Export, edit or delete an event

(Note: Teachers only have access to the delete/edit buttons via the course Agenda from the course homepage – not via the Personal Agenda tab, where, like learners, they can only view/export events).

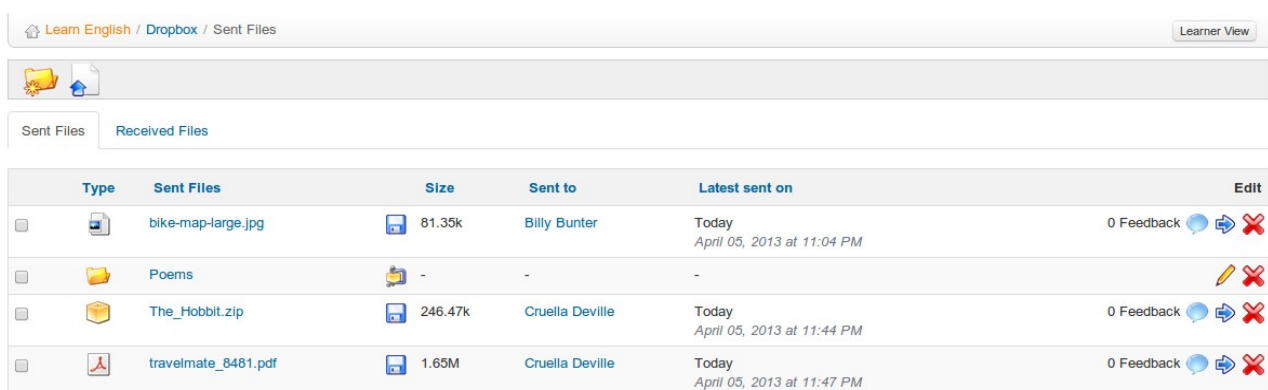
25.3 Adding an event to the personal Agenda

The Personal Agenda, available at any point while navigating Chamilo via the relevant tab, works in exactly the same way as the course Agenda, except that options to create events are limited to the “direct” method (i.e. clicking/dragging on the relevant date/times to open a simple pop-up dialogue window (see above). Deleting, editing and exporting options for “personal” events can also be effected (as with the course *Agenda*) simply by clicking on an event to display a pop-up dialogue box. Teachers and learners need to bear in mind that the (blue) personal events cannot be viewed by anyone other than themselves.

Chapter 26 Dropbox

The *Dropbox* (document-sharing) tool  provide a place where users can leave files for each other, to be downloaded as convenient, avoiding heavy e-mail downloads. Files can be “dropped” there by the teacher for learners to collect, by a learner for other learners (if allowed by the platform administrator) or by a learner for the teacher (although it is not really intended for the delivery of homework or assignments, for which the *Assignments* tool should be used.)

While the basic concept of this tool is similar to popular tools such as Dropbox or Google Drive, it actually predates these modern tools and doesn't work in quite the same way. For example, when working collaboratively on one document, rather than open the “shared” file to view and edit it directly users simply download the shared file, work on it, and upload it again to the dropbox (e.g. with changes). By default, altered files won't over-write the original version even though the filename is the same, effectively making it easy to manage “versions” of a document differentiated by date/time of upload. All users have the option to add a comment within the dropbox window to a shared document, again a useful device for serious collaborative work. For example, it allows a teacher to make a brief note about each student's contribution.



The screenshot shows the Dropbox interface for a user named 'Learn English'. The breadcrumb path is 'Learn English / Dropbox / Sent Files'. There are two tabs: 'Sent Files' (active) and 'Received Files'. A table lists the following files:

















Type	Sent Files	Size	Sent to	Latest sent on	Edit
	bike-map-large.jpg	81.35k	Billy Bunter	Today April 05, 2013 at 11:04 PM	0 Feedback   
	Poems	-	-	-	 
	The_Hobbit.zip	246.47k	Cruella Deville	Today April 05, 2013 at 11:44 PM	0 Feedback   
	travelmate_8481.pdf	1.65M	Cruella Deville	Today April 05, 2013 at 11:47 PM	0 Feedback   


Illustration 138: Dropbox – sent files

26.1 Folders

The teacher can add folders to categorize his files a bit more clearly. The shared folders (be they sent or received) are invisible to learners and are only there for organizational purposes.

To create a new folder, click on the *Add a new folder* icon , enter a name for it in the field that appears at the top of the screen and click the *Create category* button.

26.2 Send a file to specific users

- click the *Share a new file* icon 
- click the *choose file* button and select the file on your computer,
- decide whether to overwrite other files with the same name
- in the *Send to* list, select the people to share the document with (groups can also be selected by holding the CTRL key pressed while clicking the names)
- click the *Upload* button.

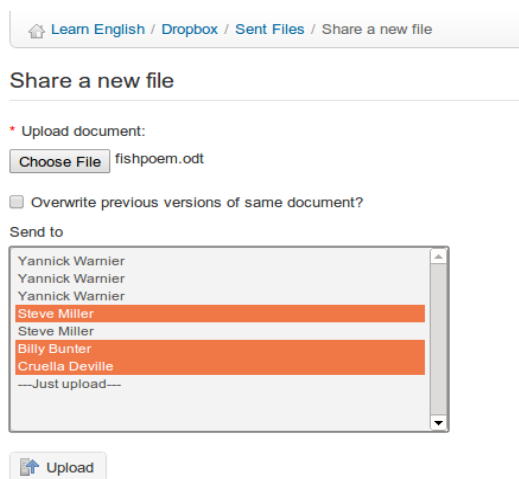









Illustration 139: Dropbox – Sending a file

Files will be listed under the “sent files” tab if they have been uploaded by the user, and under the “received file” tab if the file was uploaded by someone else all files can be instantly accessed by the recipient as well as the sender.

26.3 Managing dropbox files

As well as the familiar icons, the dropbox tool offers a series of new management icons:

Icons	Features
	Edit the name of a folder
	Delete a folder
	Add a comment to the shared file
	Shows next to the name of any new file
	Move the file to another folder
	Save on your computer a compressed archive of all the files in the folder
	Save a copy of the corresponding file on your computer

Note : When a learner deletes a file sent to the system, this file is still available to the teacher

26.4 Read and add comments on a file



-  click the *Comment* icon next to the file's name,
- read the existing comments,
- add a feedback comment in the text area available,
- click the *Save feedback* button.




illustration 140: Dropbox - Comments

Chapter 27 Groups

The *Groups* tool  allows a teacher to create and manage working groups of learners. This is a simple organizational tool allowing for the automatic or manual grouping of learners, yet from a pedagogical point of view this can be a very powerful tool for online learning. Group work encourages peer support and interaction, helping a student overcome that sense of isolation which is one of the main challenges he/she may face in online study. In conjunction with other tools, the use of the *Groups* tool can help to develop team-work skills, providing opportunities for task leadership and for mutual reflection and feedback between learners. As such, it can help students keep on task and enrich their online study experience considerably.

The *Groups* tool allows a teacher to assign a range of Chamilo tools (documents, agenda, assignments, announcements, forum, wiki and chat) to a group which can be configured as private to the group, effectively providing students with secure online workspaces which cannot be viewed by other learners or groups.

27.1 Create a group

On the main *Groups* page, click the *Create new group(s)* icon . You will be prompted to enter the number of groups to create (this will speed up the process if you want to create more than one group) and click the *Proceed to create group(s)* button:




Learn English / Groups / New groups creation


New groups creation

Group name seats (optional)

Illustration 141: Create a group

Give it a name, enter the number of empty seats you want in the group, and click *Create group(s)*. The new group will appear in the listings in the main *Groups* page. It can be deleted using the usual *Delete* icon .

27.2 Groups settings

A teacher can access settings for the group from the toolbar in the main *Groups* page. Clicking the *Edit settings* icon  takes you to a page which allows you to limit the number of groups an individual user can belong to, and to make default settings for all groups including maximum group size, self registration and access privileges for all the associated tools (documents, agenda, assignments, announcements, forum, wiki and chat):

Edit settings

Edit settings

Limit A user can be member of maximum groups

Default settings for new groups

Limit No limitation

Maximum number of members

seats (optional)

Registration Learners are allowed to self-register in groups

Learners are allowed to unregister themselves from groups

Documents Not available


Public access (access authorized to any member of the course)

Private access (access authorized to group members only)



Assignments Not available

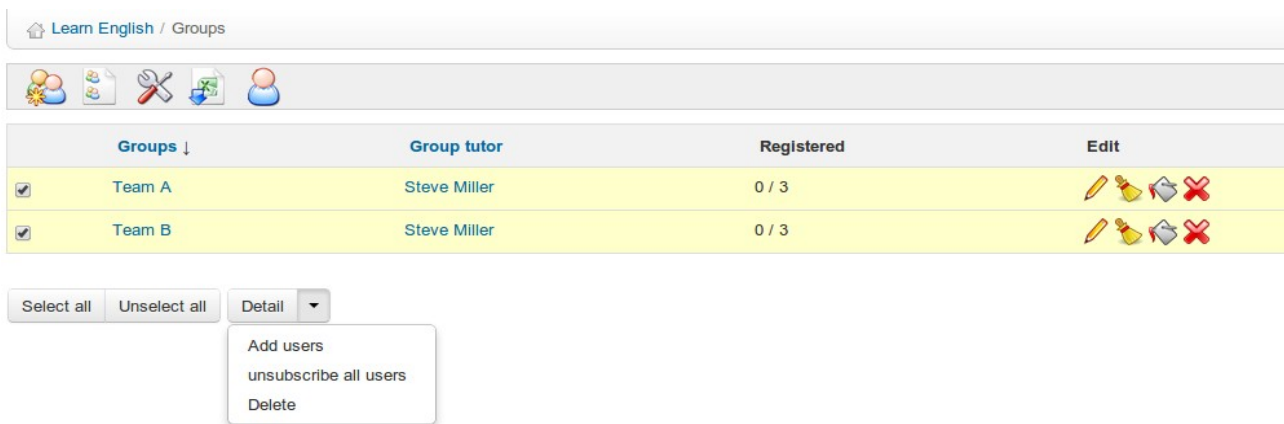
Public access (access authorized to any member of the course)

Illustration 142: Groups- settings









Remember to click the *Save settings* button at the bottom of the page. These default settings can be edited by the teacher for each group using the *Edit this group* icon  to the right of each group listing in the main page.

27.3 Auto-filling a group

To quickly add course members to a group, click the *Add users* icon  on the right of the group listing on the main *Groups* page. Use the batch processing (drop-down list at the bottom) to automatically fill several groups. You can't set parameters for filling groups (e.g. alphabetical, random etc), but you can always edit the group membership manually afterwards. You can clear all members from a group by clicking the *Unsubscribe all users* icon  in the listing. If you have a long list of groups to manage, use the check boxes on the left and the batch processing option (i.e. the drop-down list at the bottom) to automatically fill several groups:



The screenshot shows the 'Learn English / Groups' page. At the top, there are navigation icons for home, groups, add users, edit, and unsubscribe. Below is a table with columns: Groups (with a dropdown arrow), Group tutor, Registered, and Edit. The table contains two rows: 'Team A' and 'Team B', both with 'Steve Miller' as the group tutor and '0 / 3' registered users. The 'Edit' column for each row contains icons for edit, unsubscribe all users, add users, and delete. Below the table, there are buttons for 'Select all', 'Unselect all', and a 'Detail' dropdown menu. The 'Detail' menu is open, showing options: 'Add users', 'unsubscribe all users', and 'Delete'.


Groups ↓	Group tutor	Registered	Edit
<input checked="" type="checkbox"/> Team A	Steve Miller	0 / 3	   
<input checked="" type="checkbox"/> Team B	Steve Miller	0 / 3	   

Select all Unselect all Detail ▾

- Add users
- unsubscribe all users
- Delete

Illustration 143: Groups – Auto-fill groups

27.4 Fill a group manually



For a variety of reasons, a teacher may want to select group members manually, i.e. choose which learners will work together, e.g. learners with similar interests or goal, or an experienced learner with a latecomer to the course. To do this, (whether or not the groups have already been auto-filled) click the *Edit this group* icon  to add users manually:

Edit this group

Group name

Description

Coaches

Billy Bunter (fatowl) Cruella Deville (devilla) Steve Miller (stephanibus) Yannick Warnier (yannick5) Steve Miller (besproken)	 	Mr Chips (MrChipping)
--	--	-----------------------

Group members



Mr Chips (MrChipping) Steve Miller (stephanibus) Yannick Warnier (yannick5) Cruella Deville (devilla)	 	Steve Miller (besproken) Billy Bunter (fatowl)
--	--	---

Illustration 144: Groups – Filling a group manually

Select and add/remove users as required using the arrows. Any user can be added as a *coach* (i.e. group leader, tutor etc.) or as a *Group member* – this will be shown in the listing.

27.5 Getting into a group space

Group members can access the group's “workspace” simply by clicking the name of the relevant group in the listing on the main *Groups* page. The page will display the group description (e.g. a list of aims and objectives) and details of membership, as well as its own “toolbar” of links to the group's various tools (*Forums*, *Documents*, *Agenda*, *Assignments*, *Announcements*, *Wiki* and *chat*) which link to the various (private) group workspaces:

Team A

This is your Team workspace. Use it to plan your strategy to win the race. It should include (at least): A route map Cyclists roles Troubleshooting strategies Time targets for each step The plan must be submitted as an assignment before the race.

Modules



Coaches





Group members

	First name ↓	Last name
	Billy	Bunter
	Steve	Miller
	Yannick	Wamier

Illustration 145: Groups – Group space





From the group space, you can query a learner's information sheet by simply clicking on her name in the list of members in the lower part of the page.

27.6 Overview /Export of group members

A teacher can quickly view a list of group members by clicking on the *Groups overview* icon  on the main Groups page. From here, you can use the export feature, which is described more fully in the chapter dedicated to the *Users* tool. Just click on the *Excel export* icon  then open or save the file on your computer.

27.7 Groups management

A teacher can manage groups in two ways – using the icons on the right of each listing in the main Groups page (listed below) to manage individual groups, and using the “batch management” feature (tick boxes, buttons and drop-down lists) displayed on the same page, which allows the teacher to apply the same functions to several or all groups at once. Using these methods together can save the teacher a lot of time consuming organization.

Icons	Features
	Update a group's settings
	Delete a group (confirmation pop-up) and all its contents
	Fill a group with users automatically
	Empty the group

Chapter 28 Chat

The *Chat* tool 🗨️ is an instant messaging tool which allows users in a course to exchange ideas, questions and answers in “live”, written conversation.

While it may seem rather slow (three seconds per post) and limited in features to today's online users, the big advantage of this tool compared to e.g. *Skype*, *Facebook* chat tools is it works as part of the platform and, as such, does not require any external tool, being guaranteed to work on all computers with the capability to use Chamilo.

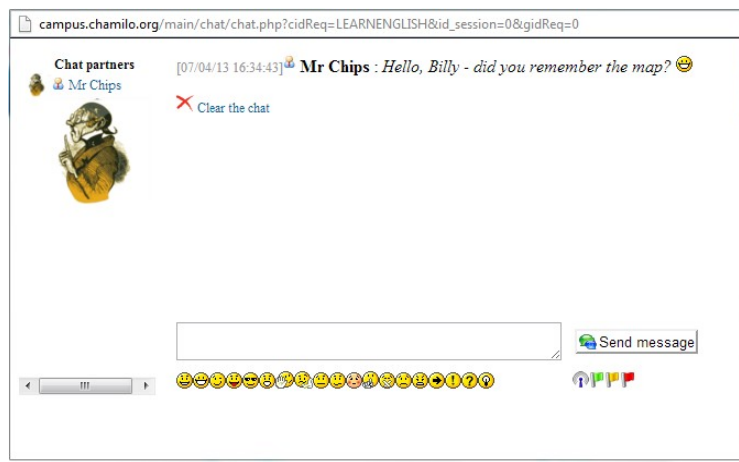


Illustration 146: The chat window

If users have configured their picture in the *Social network* (or *Profile*) tab, it will appear next to their name. It's up to the teacher to delete previous messages when he considers it necessary.

28.1 Send a message

Enter the text inside the field located at the bottom of the page, then click the *Send message* button. Inside the messages list, the messages from the teacher appear with a corresponding icon in front of the user's name.


28.2 Empty messages

You can disconnect from the platform and still have access to previous messages, providing you reconnect the same day.


To delete a conversation before starting a new one, click the *Clear the chat* link.

Note: Chat history logs are normally saved inside the documents tool, in a hidden folder called *Chat history*. Clearing the chat will also delete the history of the chat for this whole date.

Chapter 29 Survey

The *Survey* tool  allows the teacher to collect information, views and opinions from course participants. It might typically be used during or at the end of a course as an aid to overall course evaluation, or it may be used at the beginning of a course to gather information about learners' interests, aspirations, previous achievements etc. in order to help the teacher tailor aspects of the course content to suit his learners.



29.1 Survey creation

To create a survey, click the *Create survey* icon  on the main *Survey* page:

Create survey


• Code


• Survey title

Survey subtitle

Student evaluation of the course.

Start Date 07 April 2013 

End Date 17 April 2013 

Anonymous

Survey introduction

Please complete this survey as honestly as you can,so that we can use it to improve the course for other in the future.

Final thanks

Many thanks - we really value your views.

[Advanced settings](#)

Illustration 147: Surveys – Creation form

Complete the fields, giving your survey a *Code*, a *Title*, and a *Subtitle* (description). Optionally, you can set a start and end date so the survey is only available for a limited time. You can choose whether your survey will be anonymous (users' answers will not be identifiable) by checking the relevant box. Finally, write a survey introduction (this is a text that will appear just before the user starts the survey) and a *Final thanks* message (this will appear when the users finish the survey, to thank them and maybe inform them of when the results will be compiled and used).

In the *Advanced settings*, you can choose whether you want this survey to be considered an essential element of the *Assessments (Gradebook)* tool, whether you want it to be attached to a parent survey (not documented in this guide yet), whether you want to have one question per page or whether you want to shuffle questions.

Remember to click the *Create survey* button.

29.2 Add survey questions


Once the shell of your survey has been created, you'll have to define a series of questions using a few pre-defined types (similar in many ways to the *Tests* tool): *Yes/No*, *Multiple Choice*, *Multiple Answer*, *Open*, *Dropdown*, *Percentage*, *Performance*, *Comment*.

N°	Title	Type	Options	Edit
1	Did you enjoy the course?	Yes / No	2	
2	What did you most enjoy about it?	Open	0	
3	Which part did you enjoy the most?	Dropdown	3	

Illustration 148: Surveys – Questions creation

To create questions, click the relevant icon and fill in the relevant fields as required.

29.3 Survey preview

Once the questions have been created, you can preview your survey before publishing it. Click the *Preview* icon  and the preview screen leads you through the questions as if you were a learner:

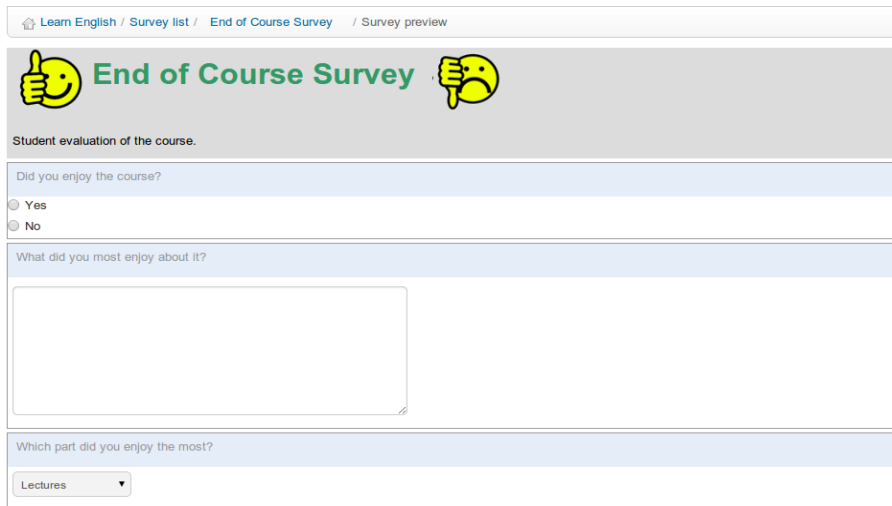


Illustration 149: Surveys – Preview survey

29.4 Survey publication

If you are satisfied with the survey, you just need to publish it (make sure you don't contradict yourself with the start date, sending the invitation by e-mail for a survey which is not yet available!)

Click the *Publish* icon . Select the course users to send the survey invitation to:

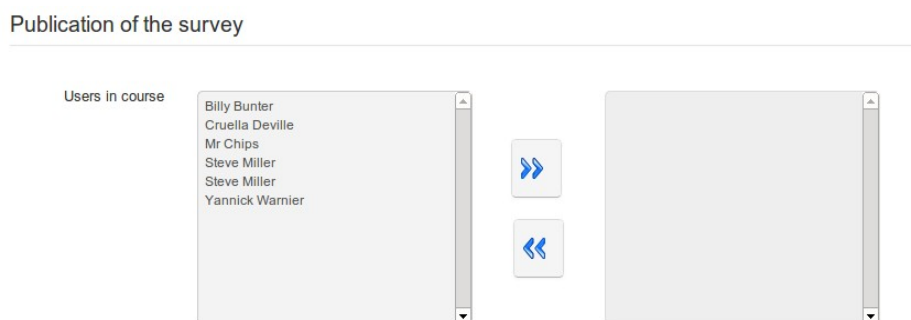


Illustration 150: Surveys – Publication: select course members

In addition/alternatively, send invitations using the same form directly by e-mail (separate email addresses using semi-colons). Invitations can be sent to people who are not registered users on the platform (e.g. you may wish to send the invitation to potential customers, or to parents of learners):

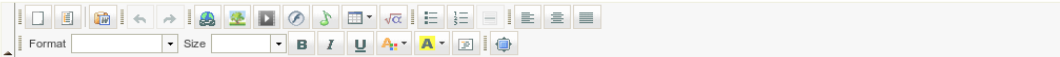
Additional users

You can invite additional users to fill the survey. To do so you can type their email addresses here separated by , or ;

Send mail

Mail subject

Email message



The selected users will receive an email with the text above and a unique link that they have to click to fill the survey. If you want to put the link somewhere in your text you have to put the following text wherever you want in your text: ****link**** (star star link star star). This will then automatically be replaced by the unique link. If you do not add ****link**** to your text then the email link will be added to the end of the mail

Remind only users who didn't answer


Remind all users of the survey. If you do not check this checkbox only the newly added users will receive an email.

Users who are not invited can use this link to take the survey:


<http://campus.chamilo.org/main/survey/fillsurvey.php?course=LEARNENGLISH&invitationcode=auto&score=cycend1>

Illustration 151: Surveys – Publication: email additional recipients


Once you have completed the fields, remember to click the *Publish survey* button.


Note: you can also invite anonymous individuals without requiring an email address (e.g. visitors to a web page) using the *Generate access link icon*  in the survey listings.

29.5 Results


Analyzing survey results can be an exhausting process. The tools provided in this section should be of great assistance. Click the *Reporting icon*  to view a menu of automatically generated statistical and graphical reports, each of which will present a complete report which can be exported as a .csv or .xml file.

[Learn English / Survey list / ... / Reporting](#) [Learner View](#)




 **Detailed report by question**


In this report you see the results question by question. Basic statistical analysis and graphics are provided

 **Detailed report by user**

In this report you can see all the answers a specific user has given..

 **Comparative report**

In this report you can compare two questions..









 **Complete report**

In this report you get an overview of all the answers of all users on all questions. You also have the option to see only a selection of questions. You can export the results in CSV format and use this for processing in a statistical application


Illustration 152: Surveys - Results

29.6 Surveys management

A series of common icons are made available for the management of surveys, as well as a few specific icons.

Icons	Features
	Edit survey settings
	Delete surveys
	Empty survey results
	Survey preview
	Publish survey
	Generate survey access link
	Access report features
	Change the order of the questions inside the survey

Chapter 30 Notebook

The *Personal notes* (or *Notebook*) tool  is a kind of notepad attached to each course. It allows the users to take note of things they would otherwise write on a piece of paper.

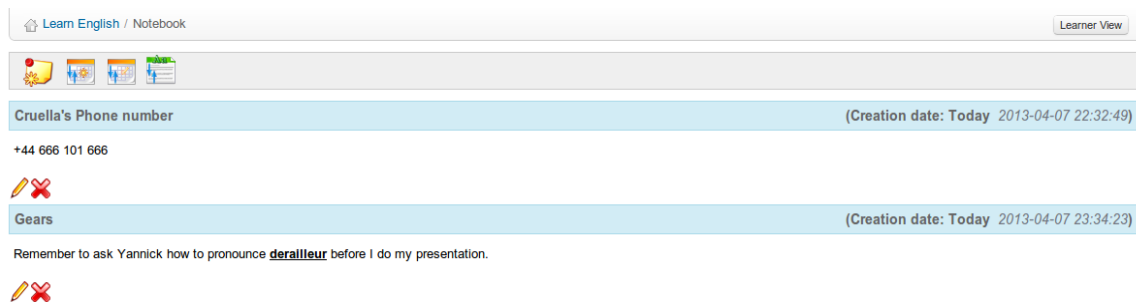



Illustration 153: Notebook - List

Notes can be updated as needed and dates of creation and latest update are saved. Notes taken by a user are not visible by other users. In this sense, they are, indeed, personal.

30.1 Notes creation

- click on the *Add new note in my personal notebook* icon ,
- give your note a short title,
- write down your note,
- click *Create note*.

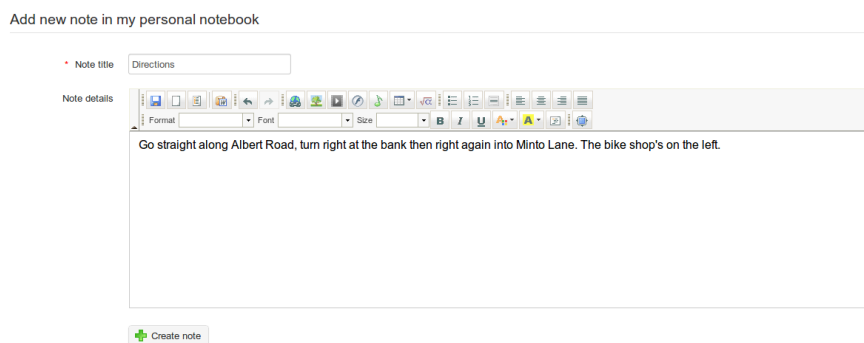






Illustration 154: Notebook – Creation form

30.2 Sort notes

Using the tools in the toolbar on the *Notes* page, notes can be sorted by date created , date last modified  or by title .

Chapter 31 Projects

The *Projects* or *Blogs* tool  was developed in 2006 at the request of a large Belgian telecoms company. The idea behind it was to implement a blog with lightweight project management features, which was tagged under the name of *Smart blogs*. Its philosophy is to allow for the assignment of tasks to the learners in order to write the contents of a story-telling type blog.

The teacher takes responsibility for choosing learners who will contribute to the blog, and defines the project and the assignment of tasks (or roles taken by the learners). The creation of articles is shared between the teacher and the learners.

The tool can, however, be used as a classic blog.

Note : When a new project is created, it appears in the list of course Authoring tools on the course homepage. Its visibility can be controlled like that of other tools. One main difference by comparison to other tools is that one can create several blogs in the same course. They will appear as multiple entries in the Authoring tools in much the same way as with links and learning paths.

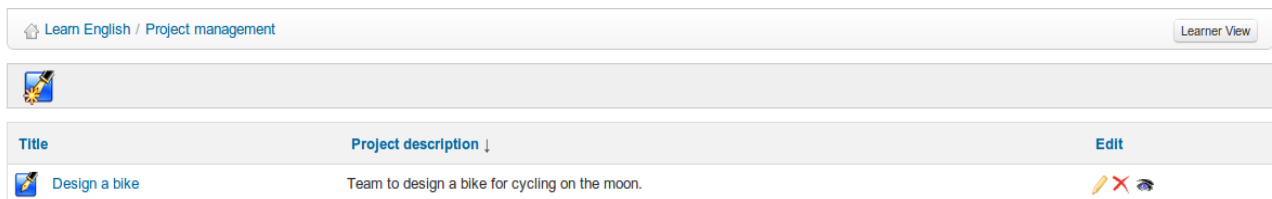


Illustration 155: Projects - List

31.1 Project creation

From the projects homepage:

- click the *Create a new project* icon ,
- give your project a name and a short description,
- click *Save blog*.

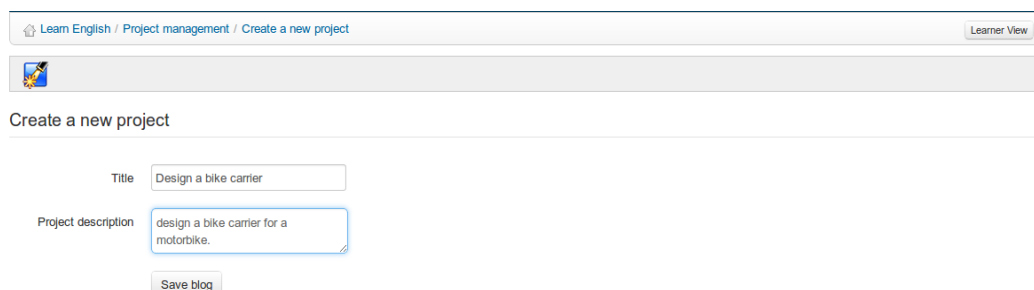



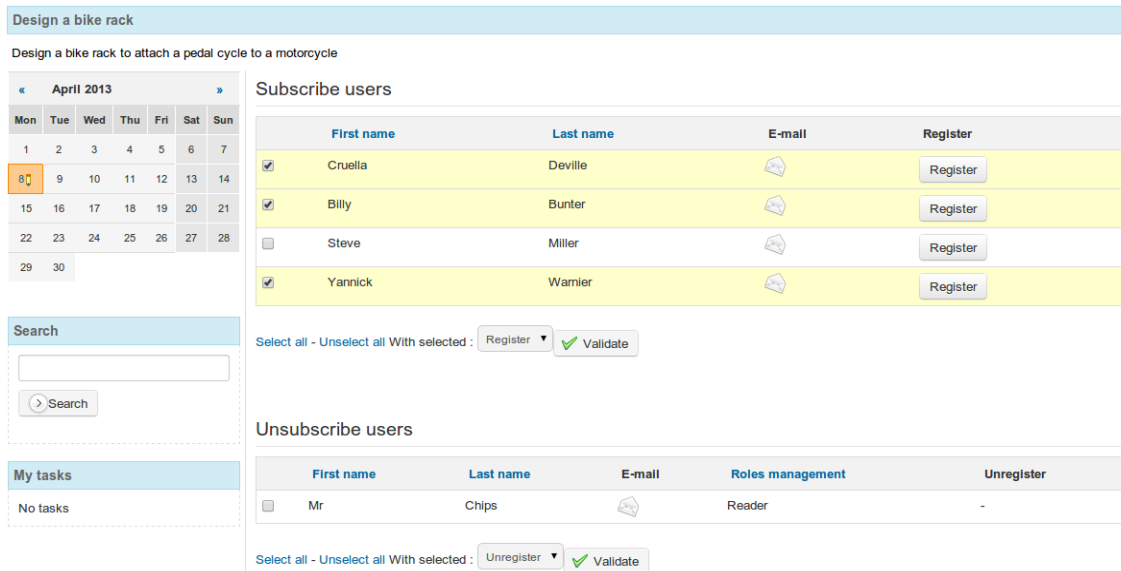
Illustration 156: Blogs – Blog creation

31.2 Subscribe learners to a project

You can manage several projects within the same course, and therefore select individual learners to contribute to each project.

To subscribe learners to a project from the homepage of this project:

- click the *Users management* icon ,
- check the boxes next to the learners you want to associate with this project,
- click the *Validate* button.




The screenshot shows the 'Design a bike rack' project page. On the left, there is a calendar for April 2013 and a search box. The main content area is titled 'Subscribe users' and contains a table with columns for 'First name', 'Last name', 'E-mail', and 'Register'. The table lists four users: Cruella Deville, Billy Bunter, Steve Miller, and Yannick Warnier. The first three users have their 'Register' buttons highlighted in yellow, and their selection checkboxes are checked. Below the table, there are buttons for 'Select all - Unselect all With selected', a dropdown menu set to 'Register', and a 'Validate' button with a green checkmark. Below this, there is an 'Unsubscribe users' section with a table listing one user, Mr Chips, with a role of 'Reader'. This table also has a 'Unregister' button and a 'Validate' button.

Illustration 157: Projects – Users management

31.3 New article/task

From the project's homepage:

- click the *New task* icon  :
- give the article a name,
- write down the real article,
- attach a document (optional),
- click the *Save* button.

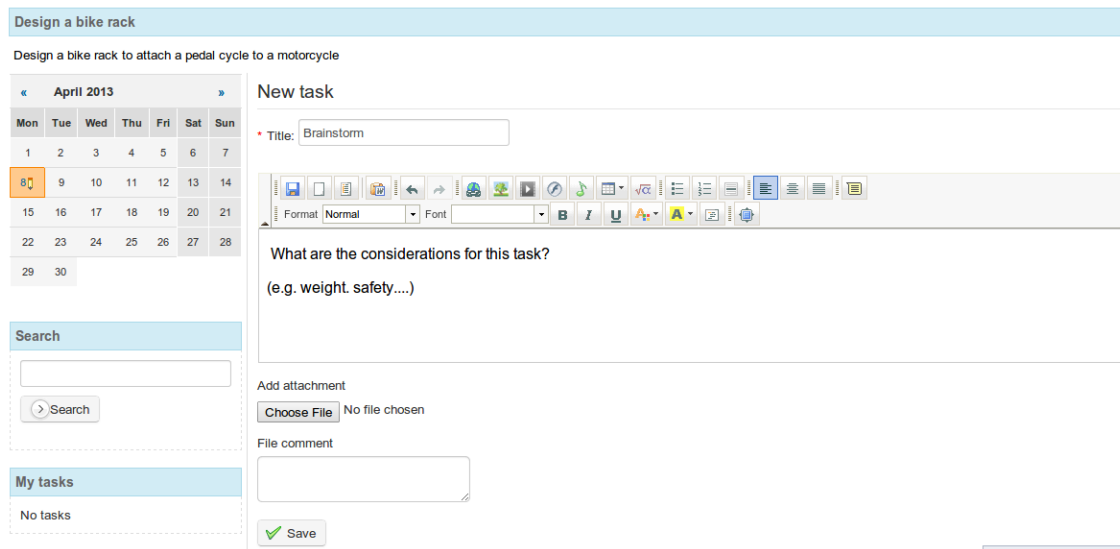



Illustration 158: Projects – New task

31.4 Roles management

The *Roles management* icon  displays a page listing the roles/tasks created and assigned to users:

Learn English / Design a bike / Roles management Leamer View



Design a bike

Team to design a bike for cycling on the moon.

[Add a new role](#) [Assign roles](#) [Users rights management](#)

Roles in this project

Title	Description	Colour	Edit
Artist	produce blueprints, diagrams, drawings etc		
Engineer	Quantify alterations to standard parts		
field worker	investigate and report on aspects of the lunar environment		
Project Leader			


Assigned tasks

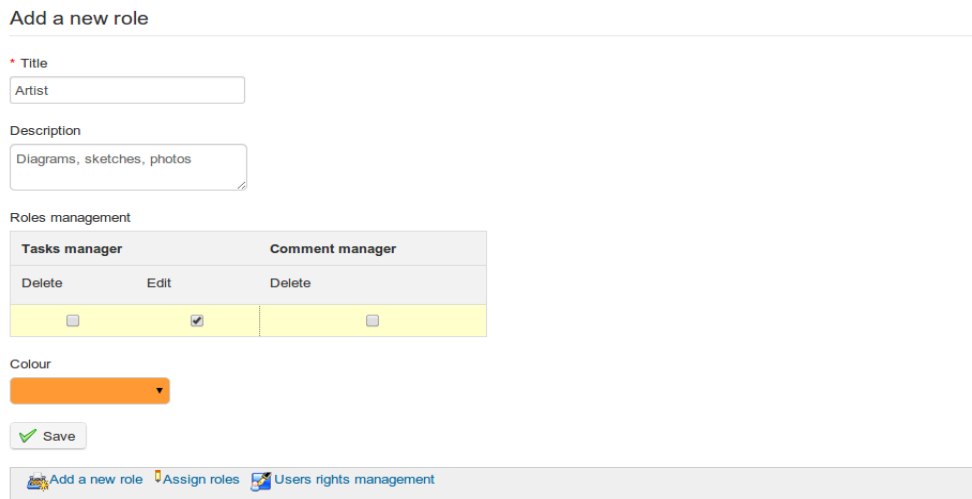
Member	Task	Description	Date	Edit
Yannick Warnier	Engineer	Quantify alterations to standard parts	2013-04-08	
Mr Chips	Project Leader		2013-04-08	
Billy Bunter	field worker	investigate and report on aspects of the lunar environment	2013-04-08	
Cruella Deville	Artist	produce blueprints, diagrams, drawings etc	2013-04-08	

Illustration 159: Projects - Roles management

From the *Roles management* page you can create detailed tasks of a project step or assign roles to the members of a project.

To create a new task/role:

- click the *Add a new role* icon ,
- give the role a title, description and assign permissions,
- choose a color using to the drop-down bar,
- click *Save*.



Add a new role

* Title
Artist

Description
Diagrams, sketches, photos

Roles management

Tasks manager		Comment manager
Delete	Edit	Delete
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Colour
Orange

Save


[Add a new role](#) [Assign roles](#) [Users rights management](#)


Illustration 161: Projects – New role

→ The new role appears in the roles list.

31.5 Assign a role to a learner

Once the role has been created, you must assign it to a learner:

- click on the *Assign roles* link ,
- select a learner to assign the role to,
- select the task to be assigned,
- select a date to achieve the objective of the role,
- click the *Validate* button.



Assign a role

* User
Cruella Deville

* Task
Artist

* Date
8 June 2013

Validate

[Add a new role](#) [Assign roles](#) [Users rights management](#)

Roles in this project


Title	Description	Colour	Edit
Artist	Diagrams, sketches, photos	Orange	 

Illustration 162: Projects – Assign a role

31.6 Indicate the execution of a task

Whether for a teacher or a learner, tasks assigned to any user are shown at the bottom left of the projects page under section *My tasks*.

To indicate the successful execution of a task:




- click on an executed task,
- in the project steps list, select the article you want to attach the task to,
- in the resulting screen, fill the task name, a comment and optionally a document,
- click *Save*.


The execution report of the task appears as a comment to the article.

The screenshot displays a project page for "Design a bike rack". On the left, there is a calendar for April 2013 with the 8th highlighted. Below the calendar are sections for "Search" and "My tasks" (showing "No tasks"). The main content area features a task titled "Design Sketches" from April 08, 2013, at 03:20 PM. The task text asks for sketches based on previous ideas. A comment from "Mr Chips" is shown below the task, including a file attachment "bikerack sketches.jpg" and a rating of 1. A second comment from "Cruella Deville" is shown below, also with a file attachment "bikerack sketches.jpg" and a rating of 0.

Illustration 163: Projects – Tasks comments

31.7 Learners' task management

By clicking the *Users rights management* icon  in the *roles management* page, you get a table describing users rights within the project which can be edited as appropriate. Click on the red *hasn't rights* icons  or the green *has rights* ticks  to toggle between them.



Design a bike




Team to design a bike for cycling on the moon.

« April 2013 »

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Users rights management

Module	Tasks manager				Comment manager			Project manager		
	Add	Delete	Edit	Rate	Add	Delete	Rate	Tasks	Members	Roles
Yannick Warnier	✓	✓	✓	✓	✓	✓	⊖	⊖	⊖	⊖
Steve Miller	⊖	⊖	⊖	⊖	⊖	⊖	✓	✓	✓	✓
Billy Bunter	✓	✓	✓	⊖	✓	⊖	⊖	⊖	⊖	⊖
Cruella Deville	✓	✓	✓	⊖	✓	⊖	⊖	⊖	⊖	⊖

Legend
 The user hasn't rights
 The user has rights
 The user has rights of its group


Search

My tasks

- Project Leader

Illustration 164: Projects – Users management

Chapter 32 Course settings

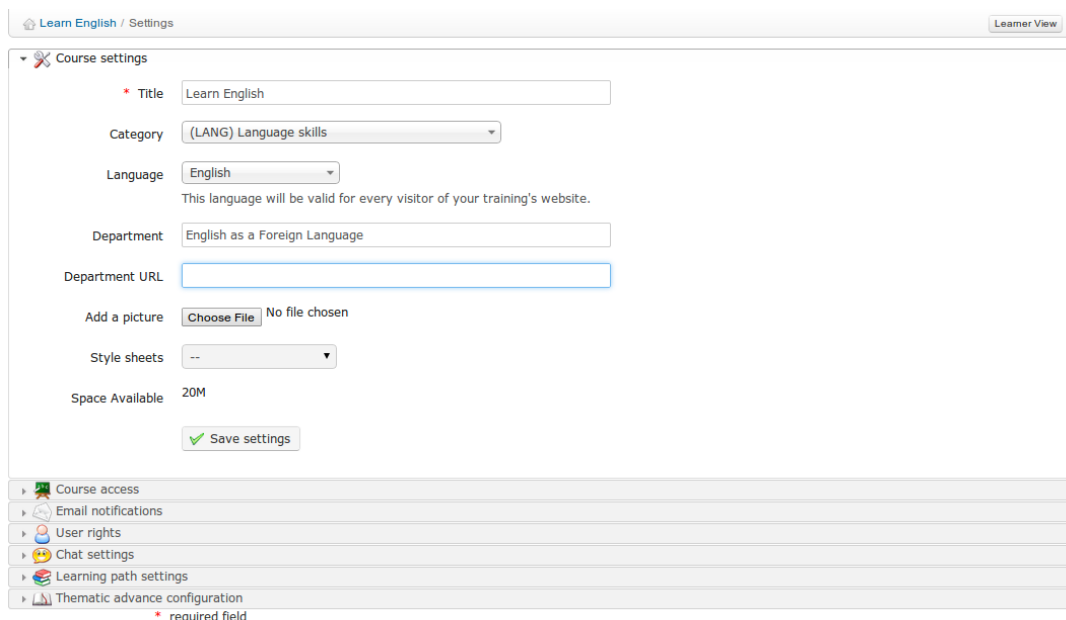
The *Settings* tool  in the *Administration* section of the course homepage allows you to edit the overall behaviour of the course (most options will affect several tools). Although it is placed in a remote location at the bottom of the page (and at the end of this manual), it is generally a good idea to use it at the beginning of your course to manage subscription settings and course access (see later: Visibility and access Visibility and access section).

Note: *Course tutors using the course inside the session will not have access to this tool as configuration changes might affect other sessions.*

32.1 Update general course settings

By default, this page (a series of vertical tabs) displays the main *Course settings* where you can:

- enter or edit the course title,
- enter/edit the general category to which the course belongs,
- choose the language in which the course interface is set (this can be set to language other than that of the platform, - particularly useful for a “total immersion” language course).
- enter a Department name and/or web address
- add a picture to be displayed in the course catalogue (important for “marketing” your course)
- choose a stylesheet for this course from a drop down menu (by default that of the platform)



The screenshot shows the 'Course settings' page for a course titled 'Learn English'. The page is organized into vertical tabs, with 'Course settings' currently selected. The settings include:

- Title:** Learn English (marked as a required field with a red asterisk)
- Category:** (LANG) Language skills (dropdown menu)
- Language:** English (dropdown menu) with a note: "This language will be valid for every visitor of your training's website."
- Department:** English as a Foreign Language
- Department URL:** (empty text field)
- Add a picture:** Choose File button, No file chosen
- Style sheets:** -- (dropdown menu)
- Space Available:** 20M

At the bottom of the settings section is a green 'Save settings' button. Below the settings section are other tabs: Course access, Email notifications, User rights, Chat settings, Learning path settings, and Thematic advance configuration (marked as a required field).

Illustration 165: Course settings - General

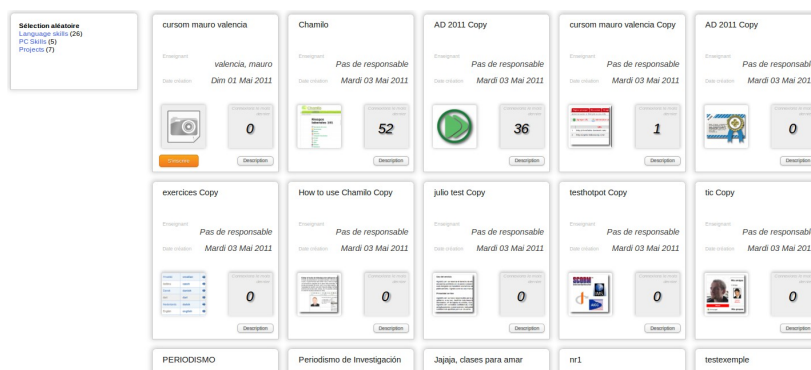



Illustration 166: Courses catalog – Example of courses illustrations


Note : the **Department** is a feature for which support has been dropped so far. Depending on visual styles, the department might appear as a link in the campus header (for old, deprecated styles). This is all a department will change. In more recent version of Chamilo 1.8, if you need to manage courses by departments inside a university, we recommend you use the multi-url feature, described in the administrator's guide, little brother of this guide.

32.2 Visibility and access

The *Course access* section  allows you to define how open access to your course will be by selecting the *Course visibility* settings (already described in Control course access on page 20). These settings (*public*, *open*, *private* or *closed*) are fully defined on the page. On this page you can also:

- obtain a *direct link* to send e.g. via email or a web page to invite registration to this course
- allow self-subscription and unsubscription
- provide a registration password to allow access by unsubscribed users
- establish legal terms to be displayed on entry to the course

32.3 E-mail notifications

E-mail notifications  are an effective way to ensure the teacher is aware, through immediate alerts, of key events in his course as they happen. The various settings are fully described on the section:

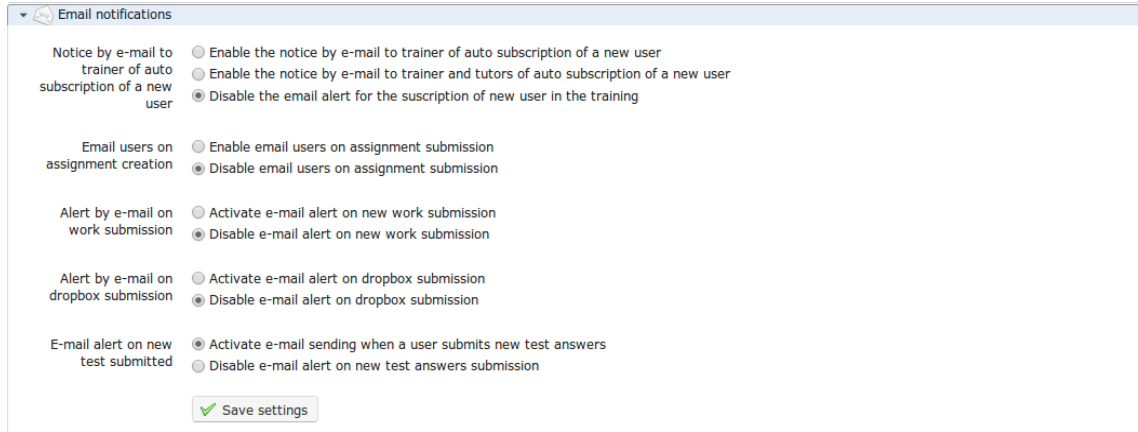



Illustration 167: Course settings – E-mail notifications

In this section, you can choose to receive an e-mail notification if:

- a user subscribed to your course (this feature has to be enabled by the platform admin),
- a new file is submitted in the *Assignments* or the *Dropbox* tools,
- a test is passed by a learner.

It is also possible to set an e-mail notification to all users when a new assignment is created.

32.4 User rights

The *User rights* section  allows you to set particular permissions for users in this course, including the right to add events to the *Agenda*, to add *Announcements*. It also allows you to hide personal user pictures in the *Forums*, as well as decide whether users have access to the *Users* list. (*Note: This is independent of the visibility of the tool in the course homepage and is a real access change (the visibility of tools is only a homepage setting and does not prevent users entering the tool if they know the URL).*)

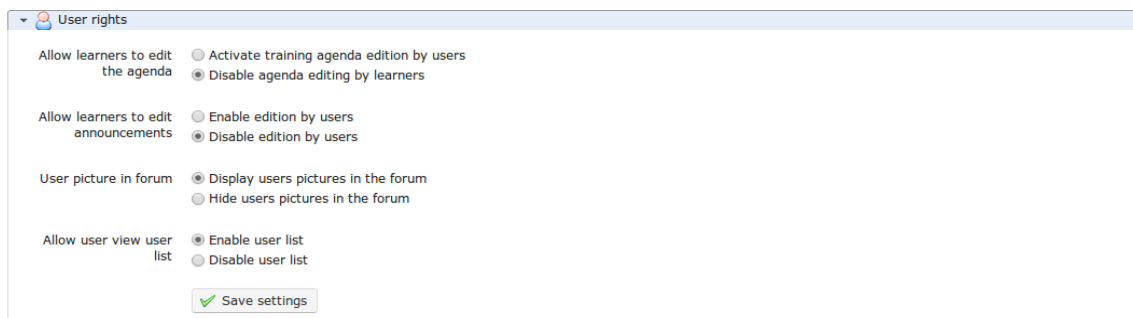


Illustration 168: Course settings – Users rights

32.5 Chat settings

In the *Chat* section 🗨️, selecting the appropriate option allows you to choose whether the chat opens within in the page or in a new window:



Illustration 169: Course settings – Chat settings

32.6 Learning path settings

The *Learning path* section 📖 can be used to enable the *auto-launch* of learning paths and the style (or graphical theme) for the course.



Illustration 170: Course settings – Learning path settings

The auto-launch feature allows the teacher to select one specific learning path to auto-start when the user enters the course homepage. In order to use this feature, you'll need to enable the option in the course settings (remembering to save the changes) then go to the learning paths list and click on the rocket icon which represents the auto-launch of one of the learning paths:


Title	Publication date	Expiration date	Progress	Authoring options
 Elementary English <small>Chamilo</small>	March 12, 2013 at 08:00 AM		80%	
 Intermediate English <small>Chamilo</small>	March 16, 2013 at 08:00 AM		0%	
 Advanced English <small>Chamilo - (Learners cannot see this learning path)</small>	March 16, 2013 at 08:00 AM	April 18, 2013 at 12:00 PM	0%	
 Beginner English <small>Chamilo</small>	March 17, 2013 at 08:00 AM		0%	

Illustration 171: Learning paths - Auto-launch


Only one learning path can be set as auto-launch at a time, and it will start as soon as the learner enters the course homepage. Other learning paths show a gray rocket icon. To test this option, you'll have to connect as a learner as it has been disabled for teachers for practical reasons.

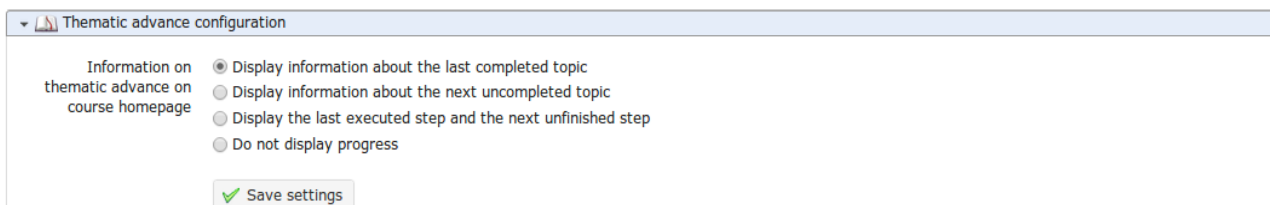
As long as the platform administrator has enabled this feature, the teacher can select the *Allow training theme option* to choose the graphical style of his course. It is also possible to select a

separate theme for an individual Learning Path. This means that a learner might theoretically enter his Chamilo campus, see the platform in a particular visual style, (e.g. mostly blue), enter a course and see the style change to red, then enter a learning path and see the style mostly green... For visual comfort, it is recommended, however, to avoid style changes unless they are justified for real pedagogical reasons.

Note : a learner will be able to return to the course homepage from the left menu inside the learning path. The idea here is not to disable or hide the course homepage, but rather to speed access to the course content.

32.7 Thematic advance settings

This *Thematic advance* section  allows you to choose which options for the *Course progress* will be visible on the course homepage (on the right-hand side of the introduction section).



Thematic advance configuration

Information on thematic advance on course homepage

- Display information about the last completed topic
- Display information about the next uncompleted topic
- Display the last executed step and the next unfinished step
- Do not display progress

Illustration 172: Courses settings - Course progress

These options require a proper understanding of the course progress tool. The results of the third option, for example, will be similar to the ones show in the illustration below).

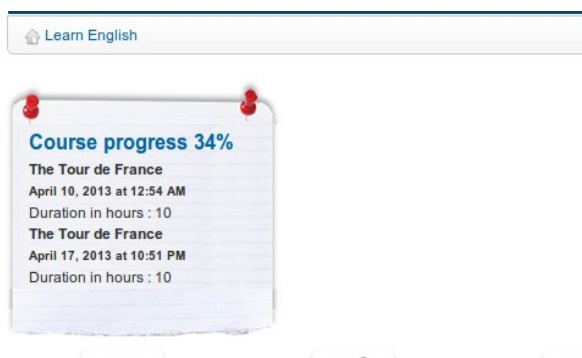

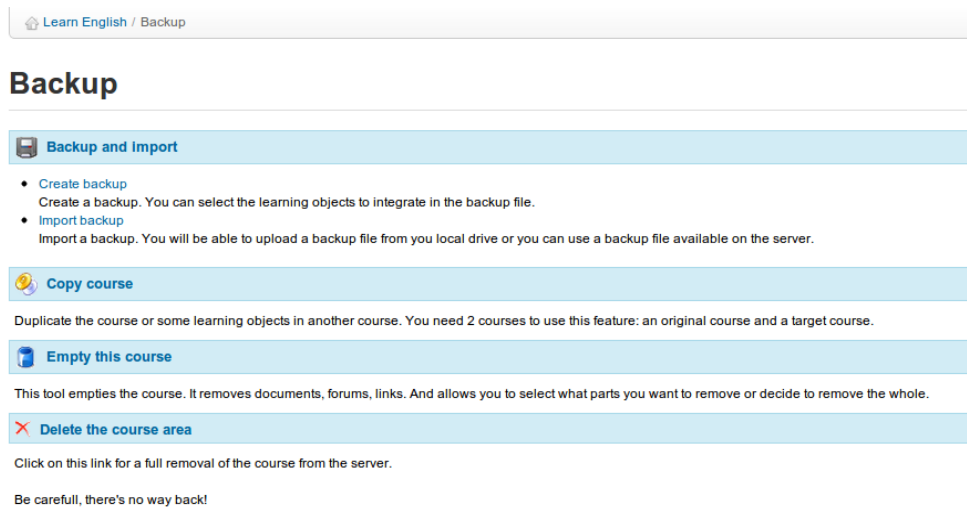


Illustration 173: Course progress – Display on course homepage

Chapter 33 Backup

Chamilo makes a distinction between maintenance tools and course settings to simplify course maintenance and backup. Deleting, emptying, copying, saving or recovering the contents of a course (partly or completely) can be executed quickly and efficiently using the *Backup* tool :



The screenshot shows the 'Backup' tool interface in Chamilo. At the top, there is a breadcrumb trail: 'Learn English / Backup'. Below this, the main heading is 'Backup'. The interface is divided into several sections, each with a blue header bar and a light blue background:


- Backup and Import**: Contains two bullet points:
 - Create backup**: Create a backup. You can select the learning objects to integrate in the backup file.
 - Import backup**: Import a backup. You will be able to upload a backup file from your local drive or you can use a backup file available on the server.
- Copy course**: Duplicate the course or some learning objects in another course. You need 2 courses to use this feature: an original course and a target course.
- Empty this course**: This tool empties the course. It removes documents, forums, links. And allows you to select what parts you want to remove or decide to remove the whole.
- Delete the course area**: Click on this link for a full removal of the course from the server.
Be careful, there's no way back!

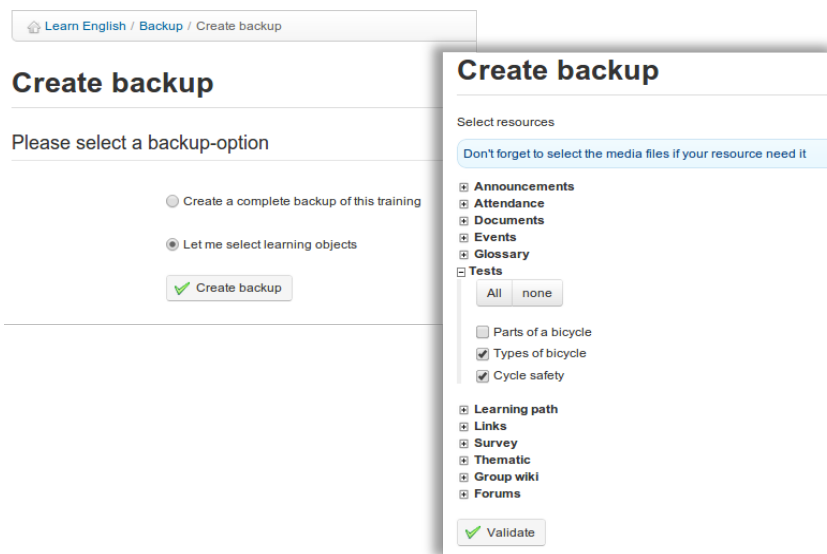
Illustration 174: Backup - General

Note : Features for saving, copying, recovering etc. have been developed with the intention of managing **content**. For this reason, interactions with or between users are not saved. To save them, you'll have to ask your platform administrator to do a full backup of the portal. If you are the administrator, this procedure is described in the admin guide.

33.1 Create a backup

For security and procedural reasons, it is recommended that you create a backup copy of the complete contents of your course. This procedure is automated. It allows you to create either a complete backup or a partial backup, based on your selection of what to save, using a few simple clicks. To begin backup:

- click on the *Create backup* link in the *Backup and import* section ,
- on the next page, select whether you want a full copy or just a selection of elements (in which case you will have to select them on the next page and click *Validate*),
- click the *Create backup* button to launch the procedure.



Learn English / Backup / Create backup

Create backup

Please select a backup-option

Create a complete backup of this training

Let me select learning objects

Create backup

Create backup

Select resources

Don't forget to select the media files if your resource need it

- Announcements
- Attendance
- Documents
- Events
- Glossary
- Tests
 - All none
 - Parts of a bicycle
 - Types of bicycle
 - Cycle safety
- Learning path
- Links
- Survey
- Thematic
- Group wiki
- Forums

Validate

Illustration 175: Maintenance – Backup creation


The backup is made available in the form of a compressed file which you can download on your computer. It is also stored on the server for quick restoration if needed.

33.2 Import backup

Each backup is a compressed file (a Zip file) which is stored on the server (in the *archive/* directory). It can also be downloaded to your computer.

Chamilo also allows you to import the contents of a backup copy inside a new empty course. This can be useful for a teacher creating a new course.

To start the import:

- click the *Import backup* link in the *Backup and import* section 

- choose the source of backup: either a .zip file on your computer or one stored on the server,
- choose whether you want to import the whole course or only specific sections (to be selected in the next screen),
- decide whether to duplicate specific files during the importation operation or to replace them,
- click *Import backup* to start the import.

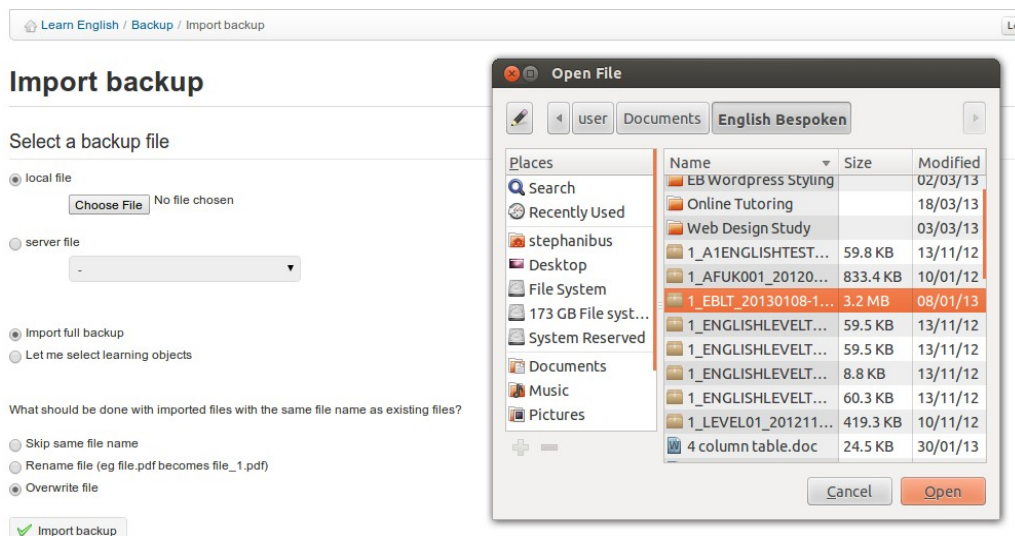



Illustration 176: Backup - Import

Note : A message will confirm the backup restoration executed successfully

33.3 Copy course


The *Copy course* feature  allows you to copy all or part of a course to another (empty) course. To use it, you first need to have another course available to copy it to.

From the Backup page:

- click *Copy course*,
- select the destination course
- select the elements to copy (all or part of the origin course)
- select what to do when the files in the destination course already exist (rename or overwrite),
- click the *Copy course* button.

Note : A message will confirm if the course was successfully copied

33.4 Empty this course

The *Empty this course* feature  empties (“recycles”) either the whole course or selected elements. It deletes documents, forums, links, etc. This procedure can be executed after a course has ended and when you want to start anew in the same space. Of course, it is generally recommended that you keep a history of these courses.

Warning: Before you empty the course, make sure you take a backup copy, just in case!

To empty a course:

- click on the *Empty this course* link,
- select whether you want to empty the whole course or just specific tools,
- click the *Empty this course* button to proceed.

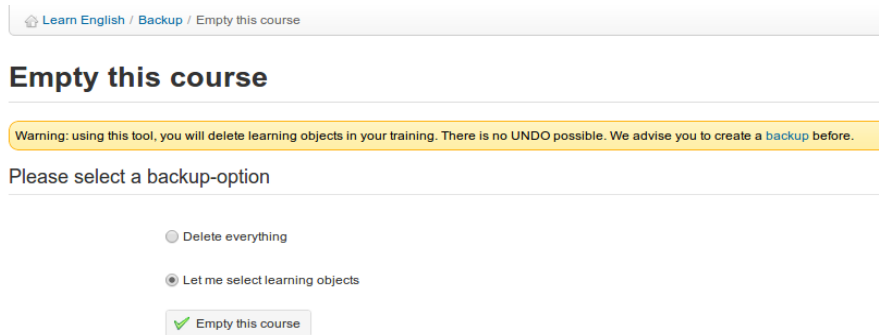



Illustration 177: Maintenance – Empty course

33.4.1 Delete the course area

Click the *Delete the course area*  link to delete the course completely from the server. Given the fact there's no way back from this, we highly recommend you consider this twice before confirming it.

 Warning: This feature should be used with extreme caution! 

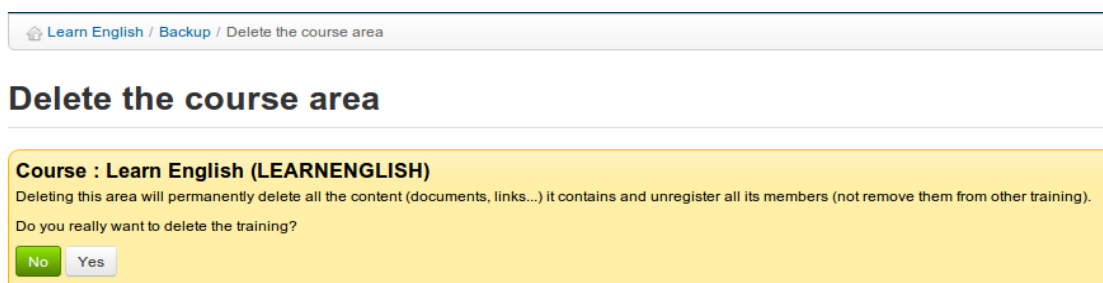


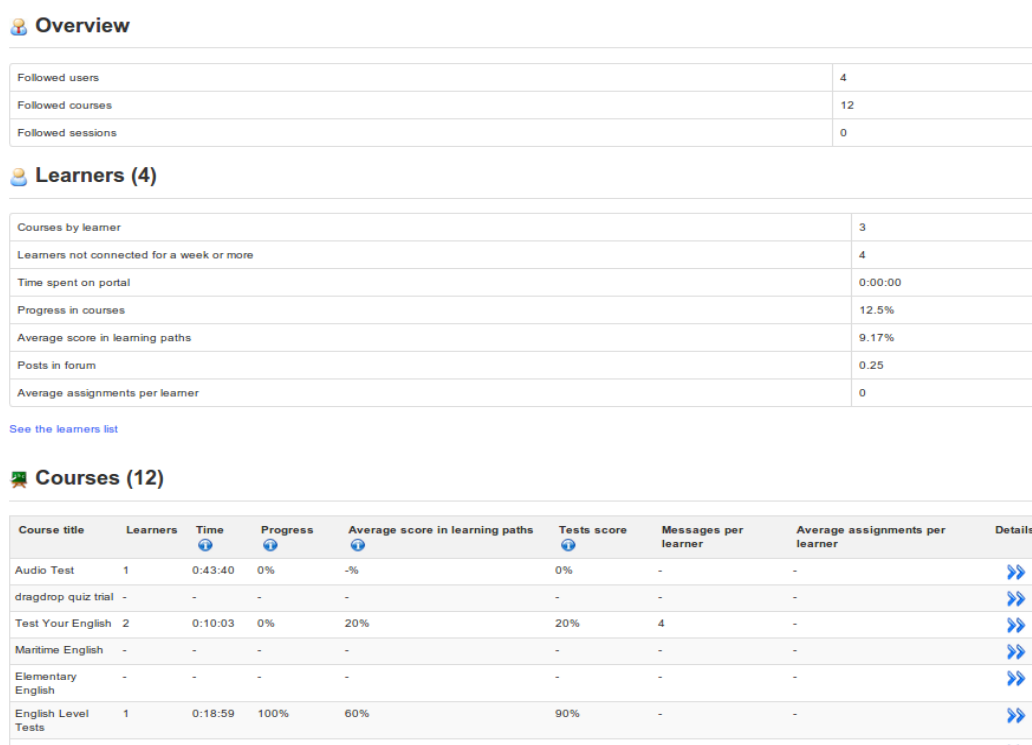
Illustration 178: Maintenance – Course deleting

Chapter 34 The Reporting tab

This chapter related to *Reporting tab* as opposed to the reporting *tool* discussed in earlier chapters which is accessed from the course home page and relates only to that specific course. The *Reporting tab* allows you to get an overview of what's happening inside **all** your courses or sessions. The *Reporting* link inside a course is essentially just a filtered version of the following and has been described in detail in chapter 15, so you can refer to that chapter as regards the details of the reporting pages.

34.1 Own courses and sessions reporting

The main page of the *Reporting* tab displays summary tables offering a general overview, some statistics relating to users on your courses (each entry shows some statistical data which allows you to track the progress and the results of all learners as an average value) , and a list of courses and sessions for which you are responsible:



Overview

Followed users	4
Followed courses	12
Followed sessions	0

Learners (4)

Courses by learner	3
Learners not connected for a week or more	4
Time spent on portal	0:00:00
Progress in courses	12.5%
Average score in learning paths	9.17%
Posts in forum	0.25
Average assignments per learner	0

[See the learners list](#)

Courses (12)

Course title	Learners	Time	Progress	Average score in learning paths	Tests score	Messages per learner	Average assignments per learner	Details
Audio Test	1	0:43:40	0%	-%	0%	-	-	»»
dragdrop quiz trial	-	-	-	-	-	-	-	»»
Test Your English	2	0:10:03	0%	20%	20%	4	-	»»
Maritime English	-	-	-	-	-	-	-	»»
Elementary English	-	-	-	-	-	-	-	»»
English Level Tests	1	0:18:59	100%	60%	90%	-	-	»»

Illustration 179: Reporting tab – main page

Clicking the *Details* icon **»»** will show you a more detailed list for that specific course or session. Clicking on further *Details* icon in any of those screens will show you a deeper level of detail. There are about 4-5 levels of detail and this guide does not cover them all. We recommend you take some time to have a look through all the options and see which report best meets your needs.

Chapter 35 Social network

Chamilo recognizes that effective online social interaction is an important element in successful online learning. The Social Network facility offered on the platform is designed to optimize support, within the platform, for teachers and learners wanting to make use of various social network features as an integral part of their online learning (and teaching) experience. These include simple profiling, an internal messaging system available to users and the facility to create interest groups. (Note that some of these features need to be enabled by the platform administrator.)

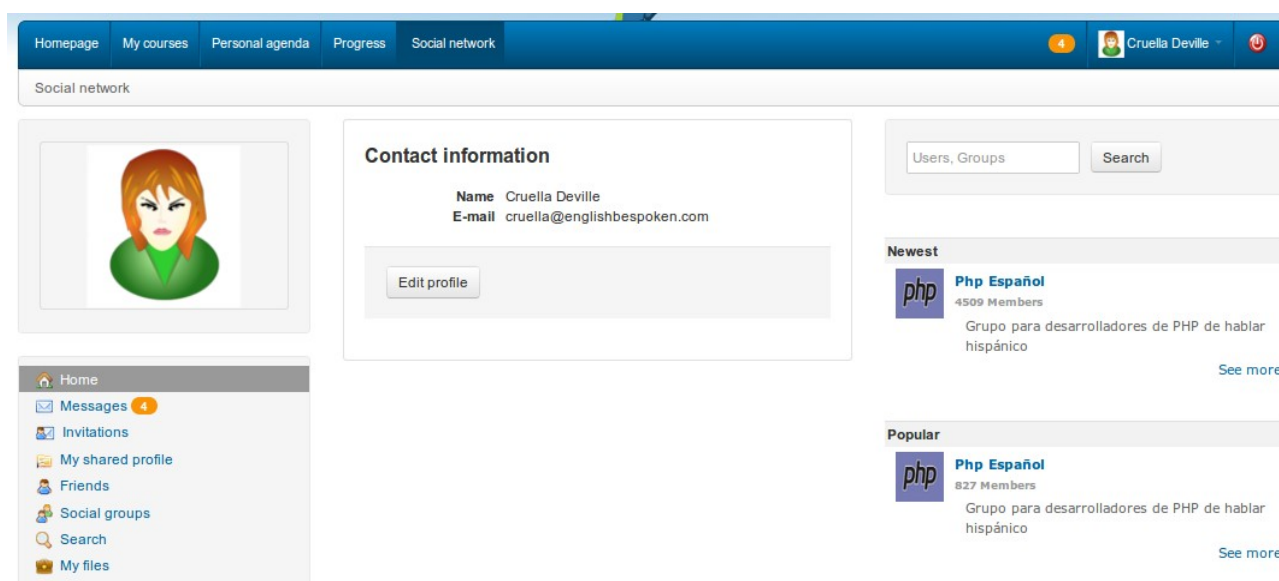


Illustration 180: Social network - Home

35.1 Profile information

To enter/edit your personal details, go to the *Social network* tab:

- click the *Edit profile* link,
- update the fields,
- click *Save settings*.

Profile options allow you to edit your *name*, your Chamilo *code*, your *email* and your *phone* number, as well as a profile *picture* and preferred *language*. Other fields (if enabled by the administrator) allow you to choose a *graphical theme* and enter details of personal *competences*, *diplomas* (qualifications), and *what you are able to teach*. You can upload any relevant file using *productions*, and write any other relevant information in my *personal open area*. More recent versions of Chamilo also invite you to enter/edit your *password*, *tags*, *rss feeds*, *timezone*, *email notifications*, your *Google calendar URL*, your *country*, your *birthday* and even a range of personal social networking links:

* First name
 * Last name
 Username
 Code
 * E-mail
 Phone
 Change picture No file chosen
 Remove picture
 Language
 Graphical theme

My competences
 My diplomas
 What I am able to teach
 My productions No file chosen
 My personal open area

Pass
 To change your password, enter your current password in the field above and your new password in both fields below. To maintain the current password, leave the three fields empty.
 New password
 Confirm password
 tags
 RSS
 Timezone
 Notify by mail on new invitation received
 Notify by mail on new personal message received
 Notify by mail on new message received in group

Google Calendar URL
 Country
 Birthday
 Facebook
 LinkedIn
 Twitter
 Google+
 Hi5

Illustration 181: Social network – Extended profile update

Remember to click the *save* button when you've completed entering/editing your profile details!

35.2 Internal messaging

From the *Social network* tab (left menu) the *Messages* entry allows you to send or receive messages. It is similar to most messaging tools.

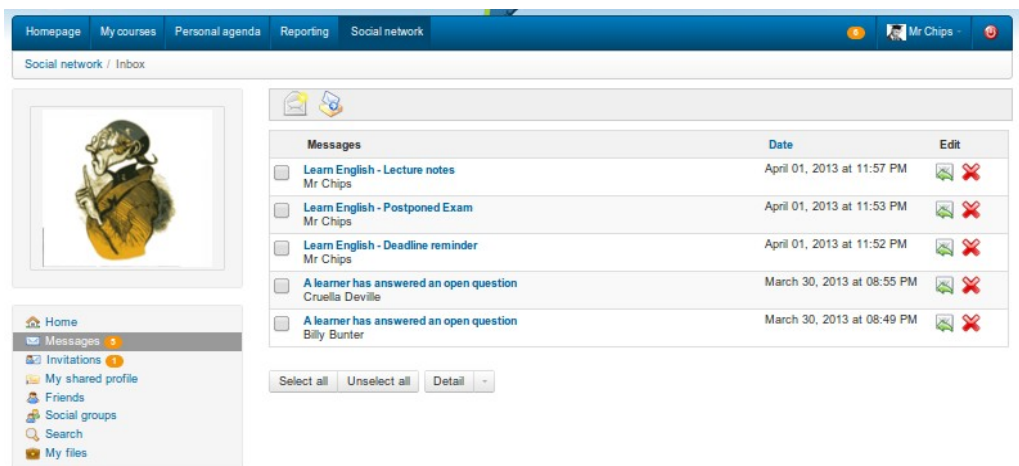



Illustration 182: Social network – Internal messaging - Inbox

To write a message to another user (or a friend) subscribed to the platform:


- click the *Messages* link below your picture,
- click the *Compose message* icon ,
- Chamilo will auto-complete the send-to field with known contacts,
- enter the subject and message (optionally you can add an attached file),
- click the *Send message* button.

If the recipient has entered their email in their profile, the message will also go automatically go to their email address.

Note: *If the other user has chosen to, the message will also be sent to his e-mail as a notification of internal message. However, he will have to enter the platform to answer you.*

35.3 “Friends”

In the *Social network* tab, you can make contacts and invite them as *Friends* (a rather free use of the term *friend!*). You can search for people by:

- clicking the *Invitations* link in the left menu ,
- click *Search*.

By simply entering a few characters of the user's first or last name, Chamilo will help by proposing a list of users matching these characters. The invitation can then be sent to the user, who can choose whether to accept or refuse it.

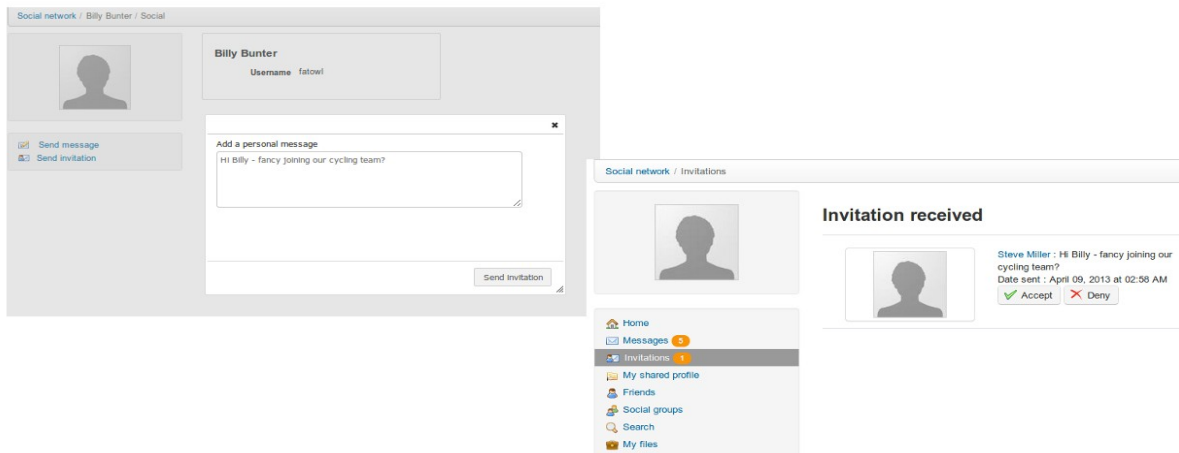



Illustration 183: Social network – send and receive invitations

The *Friends* link  gathers all friends you have linked to on the platform. It allows you to see the shared profile of the user and send him a message with a click on his name.

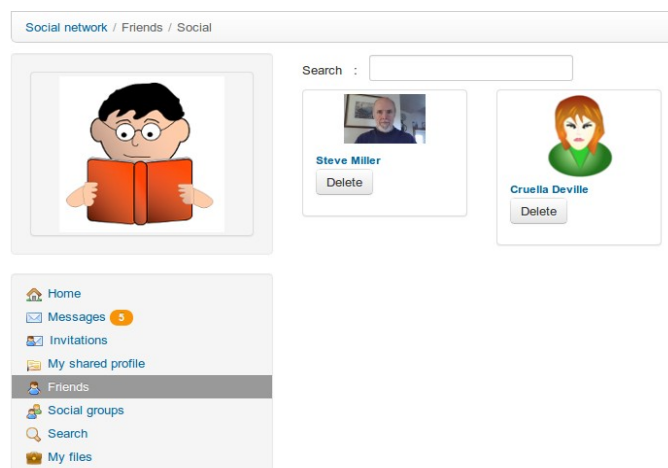



Illustration 184: Social network – Shared profile

35.4 Social groups

The *Social groups* link  compiles together all groups that exist on the platform. These groups can only be created by administrators, unless they have enabled this option for all users.

There are two types of groups, depending on access:

- public (everybody can join)
- private (the group administrator must authorize the membership request)

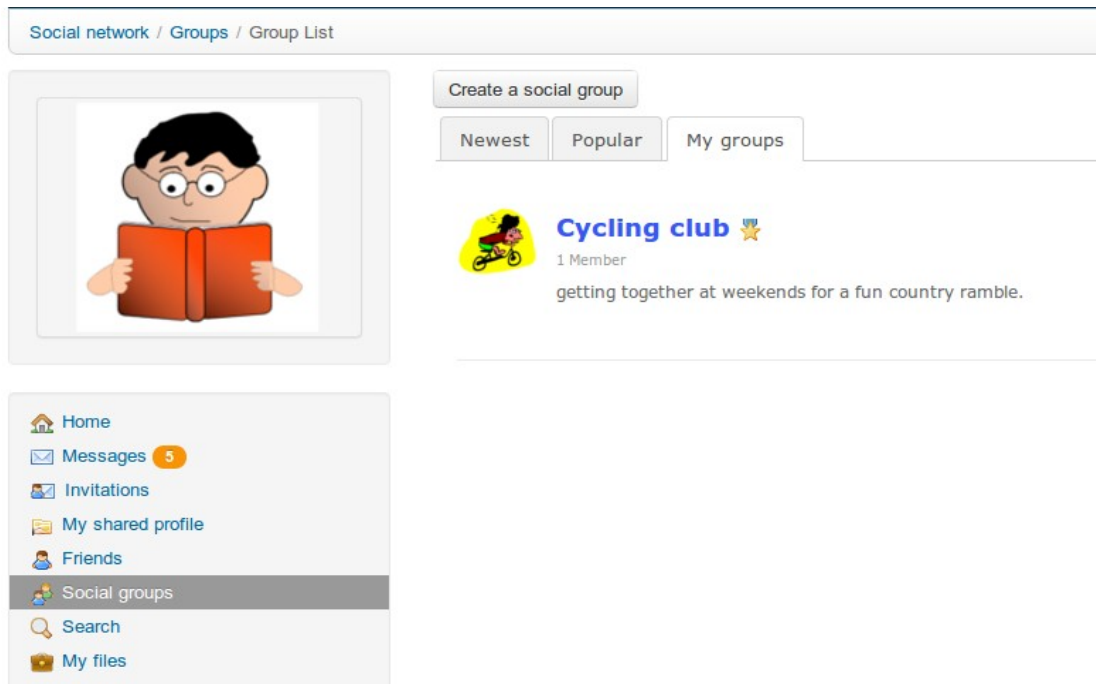


Illustration 185: Social network – Social groups

The *My groups tab* lists the groups of which you are a member. These groups work as a forum. The administrator (or moderator) creates discussion topics and users start contributing.

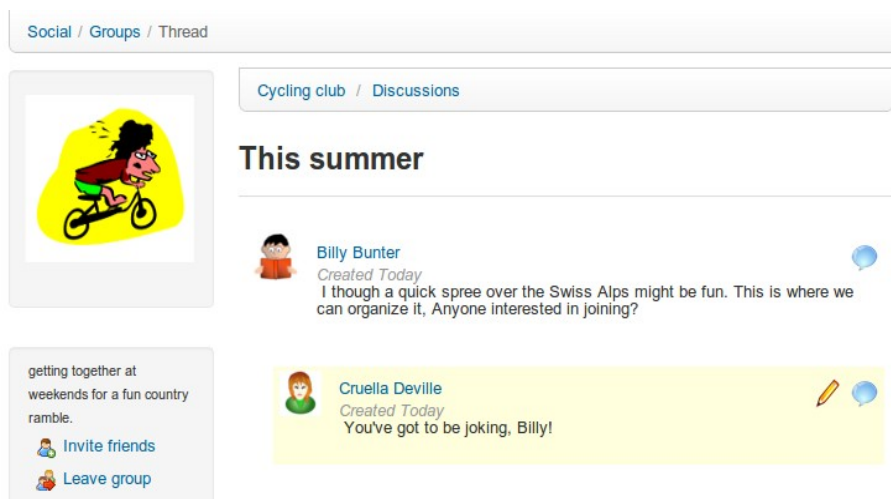



Illustration 186: Social network – Social groups interface

35.5 My files

A user can use the *My files* link  in the social network to upload and store personal files (e.g. profile pictures, notes, assignment documents etc.). The link brings up an interface where the user can upload and organize files on the server:

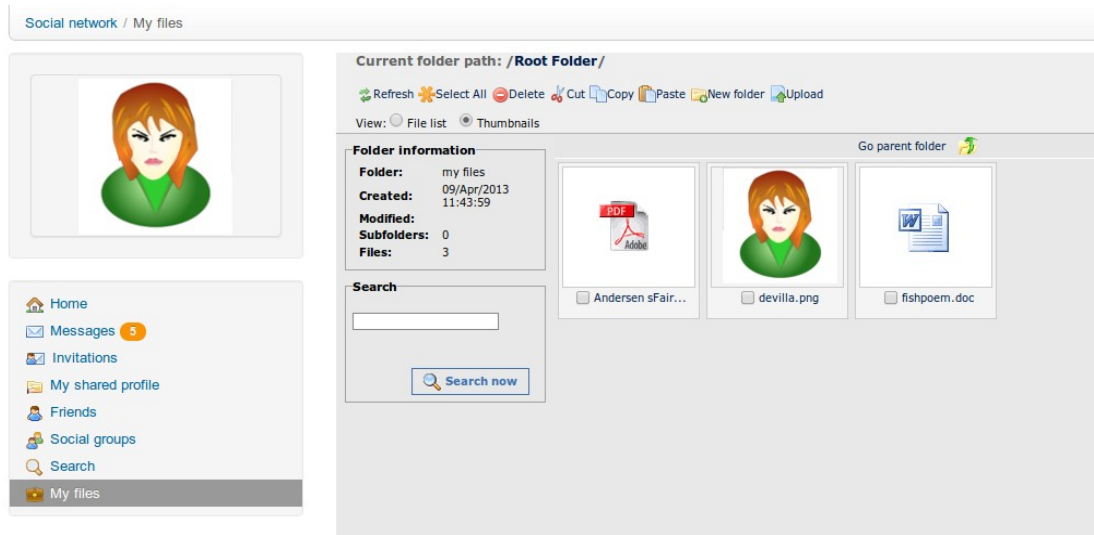


Illustration 187: Social network – My files

Files can be viewed or downloaded by clicking on them.

Chapter 36 Session view

From Chamilo 1.8.8 platforms onwards, if your platform uses *Course sessions* a new view type has become available from the *My courses* tab. This is a special “sessions” view, which you will find is a very different way of presenting courses and tools (specifically learning paths and tests).

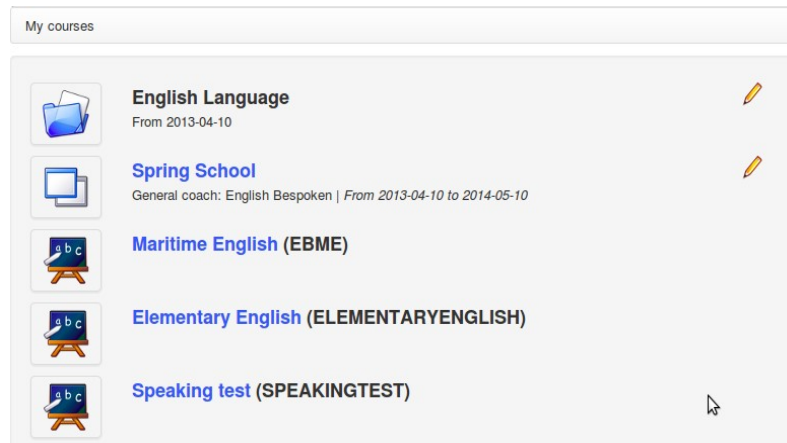


Illustration 188: My courses - Sessions

One main difference from previous versions of Chamilo is that the session title is now a link which leads directly to a page whose appearance differs in many ways from the rest of Chamilo. (This is a new format of presentation that we will be studying over the next few months, and we're counting on your help and feedback. Do let us know what you think on the Chamilo forum: <http://www.chamilo.org/>)

This new concept relies essentially on a new way of setting up tests and learning paths based on timescales. By making sure each exercise and learning path has a start and end date, the data shown in these screens make far more sense. (As such, it is not well suited to asynchronous teaching i.e. purely remote e-learning, with its relatively free timescales.)

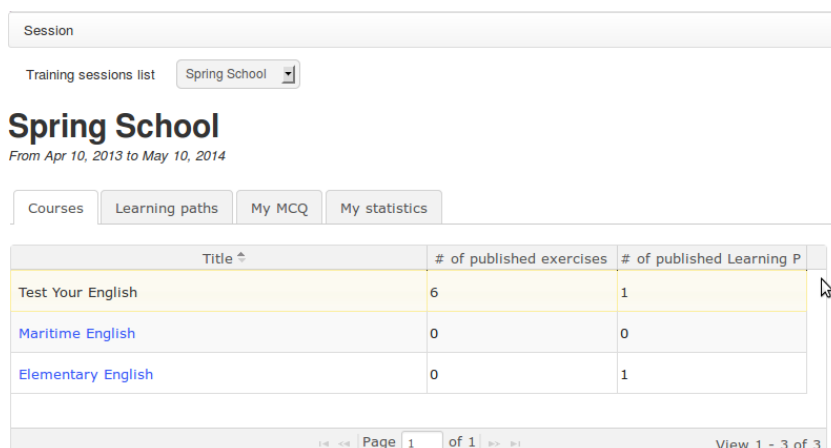



Illustration 189: Sessions – New session screen

Click on the relevant session icon  displayed in the *My courses* page. The main screen displays four tabs: *Courses*, *Learning paths*, *My MCQ (Multiple Choice Questions)*, and *My statistics*.

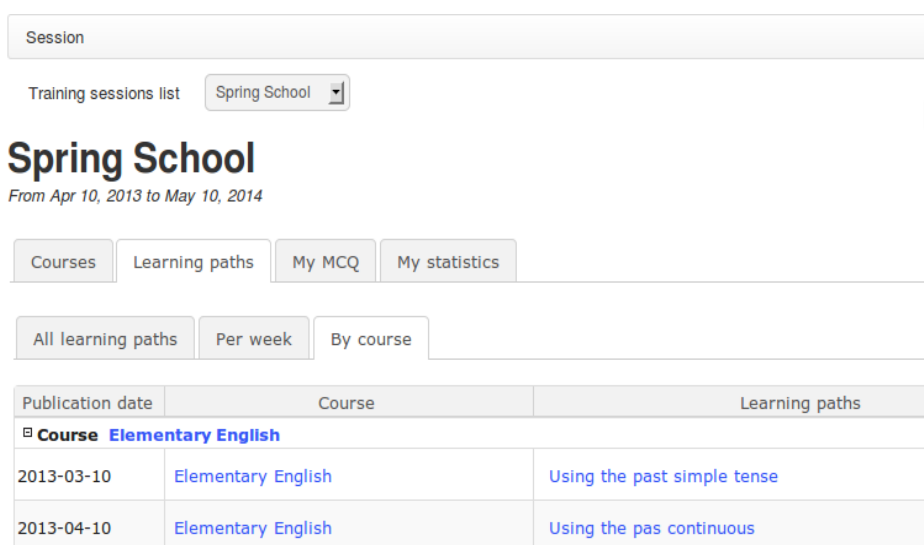
36.1 Courses tab

The *Courses* tab shows a list of courses available inside the sessions. Click on one of these courses (the text will turn black) to filter the rest of the tabs to show only items from this course.

Clicking directly on one of the tabs will show a complete list of all corresponding resources in the session (if you don't click on one specific course in the first tab, the *Learning paths* tab will show all learning paths in the session, all courses mixed up).

36.2 Learning paths tab

The *Learning paths* tab shows a list of learning paths in the session, filtered according to course (as long as you clicked a course in the first tab).



The screenshot shows the 'Spring School' interface. At the top, there is a 'Session' dropdown menu and a 'Training sessions list' with a 'Spring School' dropdown. Below this, the title 'Spring School' is displayed with the dates 'From Apr 10, 2013 to May 10, 2014'. There are four tabs: 'Courses', 'Learning paths', 'My MCQ', and 'My statistics'. Below the tabs, there are three view options: 'All learning paths', 'Per week', and 'By course'. A table displays learning paths for the 'Elementary English' course.

Publication date	Course	Learning paths
▣ Course Elementary English		
2013-03-10	Elementary English	Using the past simple tense
2013-04-10	Elementary English	Using the pas continuous

Illustration 190: Sessions – Learning paths

The publication date of each learning path gives you an idea of the chronological order of the learning paths. Where you have several simultaneous courses (which might be the case in a session) all offering several learning paths, organizing the right learning paths schedule will provide the learner with a clear indication of the order in which we expect him to follow them. The learner can enter a learning path directly from this screen, simply by clicking its name.

Note : there are three view types for learning paths: *All*, *Per week*, *By course*. They do not affect the way contents are ordered, so don't hesitate to try them out.

36.3 My MCQ tab

The *My MCQ* tab contains all tests pertaining to courses in the session, sorted by publication date. Because the display of these test is relative (comparing results to those of other learners) and is in a chronological order, it is doubly critical to establish publication dates for all your tests.

Statu	Publication date	Course	Tests	Attempts	Result	Best result in course	Ranking
★	-	Test Your English	A2 Writing	-	-	-	-
★	-	Test Your English	A2 Reading	-	-	-	-
★	-	Test Your English	A1 Writing	-	-	-	-
★	-	Test Your English	A1 Talking	-	-	-	-

Illustration 191: Sessions – My QCM tab

Exercises which have not yet been attempted are indicated by a yellow star ★. The number of attempts is indicated as well as the exercise results, and also the highest scores obtained by any learner in the session. Finally, the position in the table reflects a learner's relative results within this session. By clicking the test title, the learner goes directly to the test or, once all attempts have been exhausted, directly to the test results screen.

36.4 My statistics tab

The *My statistics* tab offers teachers and learners an innovative set of features, provided publication dates have been established for exercises. Learners will then be able to see a visual result of their scores in comparison with those of other learners.

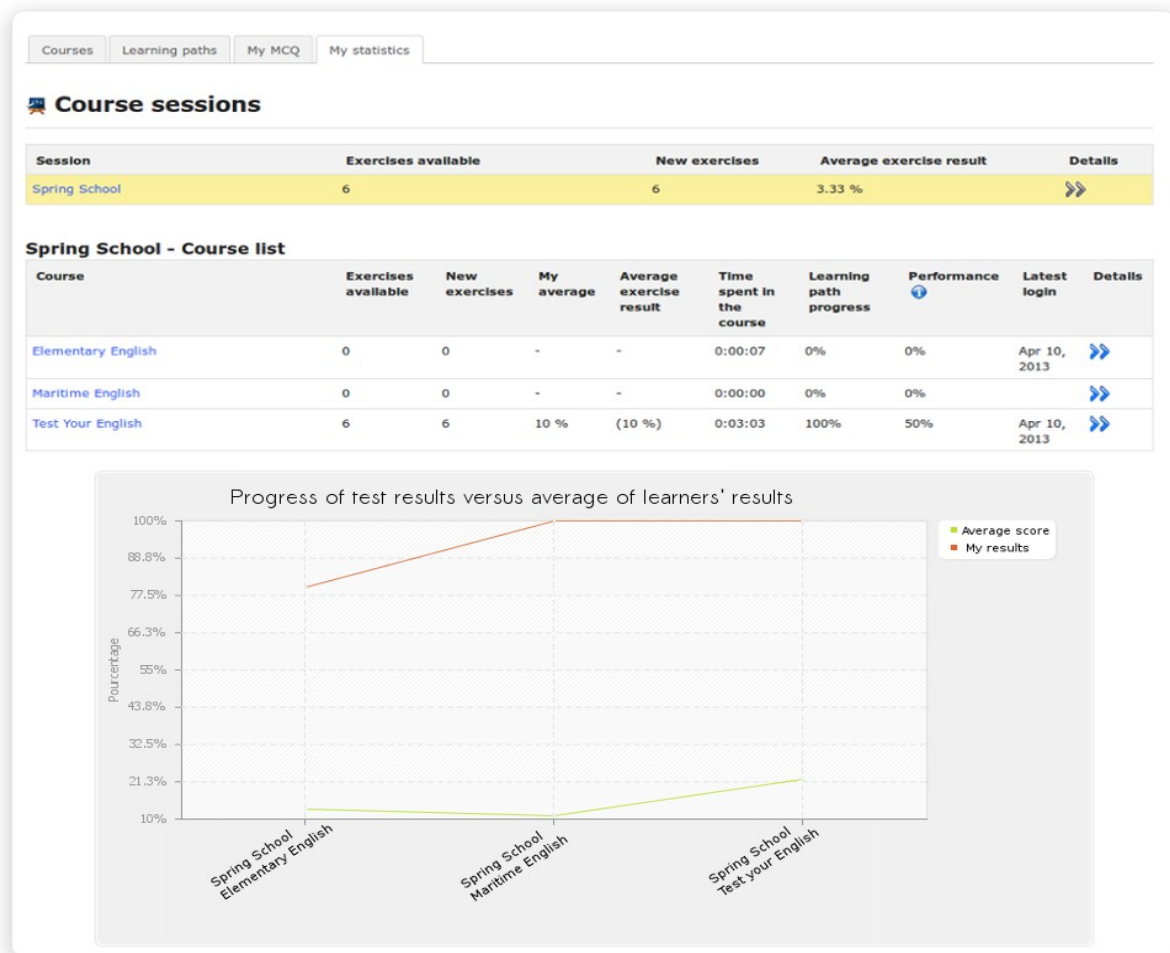


Illustration 192: Sessions – My statistics tab

By clicking the double blue arrow for any course, you'll be able to view a series of more detailed result information:

Test Your English




Tests	Attempts	Best attempt	Ranking	Best result in course	Statistics 
A2 Writing	1	80% (40 / 50)	1/9	80% (40 / 50)	
A2 Reading	1	100% (10 / 10)	1/9	100% (10 / 10)	
A1 Talking	0	-	-	-	-
A1 Reading	0	-	-	-	-
A1 Listening	0	-	-	-	-
Learning paths	Time spent	Progress	Performance	Latest login	
English assault course	0:00:38	100%	50%	April 10, 2013 at 05:24 PM	

Illustration 193: Sessions – Statistical details

This detailed view presents a graphical visualization of the scores repartition. Each bar represents a rank of results (0-20%, 21-40%, 41-60%, 61-80%, 81-100%). The global chart represents the repartition of all students' results for this exercise. The orange bar is the bar in which the current user's results are located. You can click the chart to get an exploded view.

Chapter 37 Appendix

37.1 Glossary

- **Administrator** : The “master” user who controls and manages the Chamilo portal globally.
- **Course administrator** : See *teacher*
- **Student** : See *learner*
- **Course assistant** : a learner with additional rights limited to a specific course: he can track other learners' results, check their assignments and their test results
- **Coach** : a teacher of a course in the context of a *Session*
- **Course** : a course area, or course space, with its 20-odd tools
- **Learner** : A user who has the right, within a course, to access resources as the teacher prepared them
- **Trainer** : See *teacher*
- **Training** : See *course*. In versions 1.8.5 to 1.8.8 of Chamilo, the term *Training* replaced the term *Course*, resulting in an awful lot of confusion, not only in English, but also in other languages which depended on English for translations. The term can be of course be redefined on each portal depending on needs through the portal administration interface, but *Course* is the term used globally now.
- **Teacher** : The user who creates and/or controls a course (outwith the *Session* context)
- **Tutor** : See *Coach*
- **User** : Any user who has an access to your Chamilo portal, regardless of his role

37.2 Frequently asked questions

This list of short questions and answers might help you sort out how to do specific things with Chamilo which are not explicitly explained in the previous chapters.

37.2.1 How can I set a survey as a requirement to complete a course?

The notion of “completing a course” can only be built upon the *Assessments* tool, by setting up a certificate that will only be generated when achieving a certain set of learning objectives (exercises, learning paths, assignments, etc). Surveys can then be configured as a “locking” mechanism where a student cannot get a certificate if he doesn't complete the survey.

To do this, go to the survey tool and create your survey. In the *Advanced settings*, check the *Qualify in gradebook* box and select a weight of 50 (yes, 50, that's usually quite large).

Now go to the *Assessments* tool and click the percentage icon (*Weight in report*). Whatever the total weight has been set to, ensure that the survey is worth half of it (if the total weight is 100, the survey must weight 50, but you can also set the total weight to 200 and make the survey weigh

100). The other objectives, combined, will be worth half the weight. This means that, even if the learner has the best results, he will only ever be able to achieve a 50% score, which shouldn't be enough to get the certificate. Because the survey is just a yes/no type of result (answered or not answered), there is no other easy way to make the survey be a required element.

Once the learner has completed the survey, his results will jump up to the sufficient result to get his certificate.

Just make sure that the availability dates for your survey do not prevent completely a user getting his certificate, just because he can't take the validation survey.

37.2.2 How can I create a crosswords-type question?

In any exercise, create a new *Fill the blanks* type question. In the question editing box (online media editor), click the *Table* icon and choose how many rows and columns you want your crosswords to be. Now fill the crosswords with letters. Once you're done, select the letters you want users to find out and replace them with the same letter with brackets around it. These letters will now disappear from the student view and they'll be able to complete the table that way.

37.3 Document license

All right reserved.

Rights given by the copyleft licenses are indicated below.

Copyright (c) 2007 2i2L Sarl. Permission is granted to copy, distribute and/or modify this document under the terms of the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation ; with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled "GNU Free Documentation License".

The contents of this tutorial are available under a double **copyleft** license:

[GNU FDL](http://www.gnu.org/licenses/fdl.txt) : <http://www.gnu.org/licenses/fdl.txt>

and

[CC-BY-SA](http://creativecommons.org/licenses/by-sa/2.0/fr/) : <http://creativecommons.org/licenses/by-sa/2.0/fr/>

A small amount of illustrations have been borrowed from the OpenClipart library.

In the true spirit of software freedom, all fixes and updates to this tutorial are welcome at this e-mail address: info@chamilo.org

37.4 Illustrations index

Illustration 1: Right to use, study and modify, share and distribute the software.....	8
Illustration 2: Icons label.....	10
Illustration 3: Folded help.....	11
Illustration 4: Unfolded help.....	11
Illustration 5: Contextual help pop-up.....	11
Illustration 6: History of Chamilo installations around the world, up to May 2013.....	12
Illustration 7: Homepage.....	15
Illustration 8: "My courses" page.....	16
Illustration 9: Chamilo header.....	17
Illustration 10: Breadcrumb Navigation.....	17
Illustration 11: Student view.....	17
Illustration 12: Personal menu blocks.....	18
Illustration 13: Creating a course – short version.....	18
Illustration 14: Create a course – extended version.....	19
Illustration 15: Course creation follow-up page.....	19
Illustration 16: Course administration tools.....	20
Illustration 17: Course settings - Visibility.....	20
Illustration 18: Sort my courses.....	21
Illustration 19: Personal category creation form.....	21
Illustration 20: Personal courses category created.....	21
Illustration 21: Personal courses categories.....	22
Illustration 22: Courses catalog.....	22
Illustration 23: Course tools – Classical option.....	24
Illustration 24: Authoring tools in ipad type view.....	25
Illustration 25: Course homepage – Introduction text.....	26
Illustration 26: Authoring tools.....	27
Illustration 27: Interaction tools.....	30
Illustration 28: Administration tools.....	32
Illustration 29: Documents – creating directories.....	34
Illustration 30: Documents – List of default directories.....	35
Illustration 31: Documents - Icons - Upload.....	36
Illustration 32: Documents – Documents upload.....	36
Illustration 33: Documents – Documents upload in progress.....	36
Illustration 34: Documents – Document upload finished.....	37
Illustration 35: Documents - toolbar.....	37
Illustration 36: Documents – Creating a new document.....	38
Illustration 37: Documents – Download a copy.....	40
Illustration 38: Documents - Options.....	40
Illustration 39: Documents - Quota.....	41
Illustration 40: Documents quota chart.....	41
Illustration 41: Image gallery - Slideshow view.....	42
Illustration 42: Thumbnails view.....	42
Illustration 43: Exercises – Create a new test.....	44
Illustration 44: Exercises - List.....	44

Illustration 45: Exercises – Creating an exercise – Advanced options.....	44
Illustration 46: First view of the questions list.....	48
Illustration 47: Exercises – Question types.....	48
Illustration 48: Tests – Multiple choice, single answer.....	50
Illustration 49: Tests – Multiple answer question.....	51
Illustration 50: Tests - Fill the blanks.....	52
Illustration 51: Tests – Matching text elements.....	53
Illustration 52: Tests - Open questions.....	54
Illustration 53: Tests – Oral expression.....	55
Illustration 54: Exercises - Hot spot question creation.....	57
Illustration 55: Exercises - Hot spot learner view.....	58
Illustration 56: Tests - Exact combination.....	59
Illustration 57: Tests – unique answer with unknown.....	60
Illustration 58: Tests – Multiple answer true/false/don't know.....	61
Illustration 59: Tests – Combination true/false/don't know.....	62
Illustration 60: Tests – Global multiple answer.....	63
Illustration 61: Tests – Questions database.....	64
Illustration 62: Tests – import external tests from Tests page.....	65
Illustration 63: Tests - Import HotPotatoes, Qti2 and Excel tests.....	65
Illustration 64: Exercises - List.....	66
Illustration 65: Exercises – Results list.....	66
Illustration 66: Forum – Global view.....	67
Illustration 67: Forum – Display modes.....	68
Illustration 68: Forum – New category.....	68
Illustration 69: Forum – Forum creation form.....	69
Illustration 70: Forum – Discussion thread.....	71
Illustration 71: Assigning a maximum score to a discussion thread.....	72
Illustration 72: Forum – Marking a thread.....	73
Illustration 73: The learning path tool:.....	75
Illustration 74: Learning paths - Creating a new learning path.....	76
Illustration 75: Learning paths – Learning paths – Adding a learning object or activity.....	77
Illustration 76: Learning paths – Settings.....	77
Illustration 77: Adding a learning object or activity to a course.....	78
Illustration 78: Learning paths – Rich media creation tool.....	78
Illustration 79: Learning paths – Importing existing resources.....	79
Illustration 80: Learning paths – New sections.....	79
Illustration 81: Learning paths – Learner's view.....	80
Illustration 82: Learning paths - Import SCORM.....	80
Illustration 83: Learning paths – List.....	81
Illustration 84: Learning paths – Prerequisites.....	82
Illustration 85: Learning paths – Prerequisites options.....	82
Illustration 86: Reporting – Learners.....	84
Illustration 87: Reporting – individual student's details.....	85
Illustration 88: Users – Access details.....	85
Illustration 89: Report on resource.....	86
Illustration 90: Exam tracking.....	87

Illustration 91: Assignment settings.....	88
Illustration 92: Create a new assignment.....	89
Illustration 93: Student's assignment paper.....	90
Illustration 94: Main page for an assignment set by the teacher.....	90
Illustration 95: Assignments – Advanced settings.....	91
Illustration 96: Assignments – setting expiry dates.....	92
Illustration 97: Marking students' assignments.....	93
Illustration 98: Users – Main screen.....	94
Illustration 99: Users – Action buttons.....	94
Illustration 100: Assessments – Example teacher view.....	97
Illustration 101: Assessments – Example learner view.....	97
Illustration 102: Assessments – General settings.....	98
Illustration 103: Assessments - Weights.....	99
Illustration 104: Assessments – Skills ranking.....	99
Illustration 105: Assessments – Certificate template creation.....	100
Illustration 106: Tags for use	100
Illustration 107: Assessments – Certificates templates list.....	101
Illustration 108: Assessments – Classroom activity.....	101
Illustration 109: Assessments – Classroom activities – Filling in results.....	102
Illustration 110: Assessments – Add online activity.....	102
Illustration 111: Assessments – List view.....	103
Illustration 112: Assessments – creating categories.....	104
Illustration 113: Wiki – Main page.....	105
Illustration 114: The Links page.....	108
Illustration 115: Links - Add a category.....	108
Illustration 116: Links - Add link.....	109
Illustration 117: Announcements page.....	111
Illustration 118: Add an announcement.....	111
Illustration 119: Announcements – learner view.....	112
Illustration 120: Glossary – Table view.....	113
Illustration 121: Glossary – add a term.....	113
Illustration 122: Glossary – List view.....	114
Illustration 123: Attendances – main page.....	115
Illustration 124: Attendances – New attendances form.....	115
Illustration 125: Attendances – Intermediary step for dates creation.....	116
Illustration 126: Attendances calendar.....	116
Illustration 127: Attendances sheet.....	117
Illustration 128: Course progress – Learner view.....	118
Illustration 129: Course progress – Teacher view.....	118
Illustration 130: Course progress – invitation to create a thematic plan.....	119
Illustration 131: Course progress – invitation to create a thematic plan/advance.....	119
Illustration 132: Course progress – example title and description fields.....	120
Illustration 133: Course progress – Steps creation.....	120
Illustration 134: Personal Agenda.....	121
Illustration 135: Adding an event directly to the calendar.....	122
Illustration 136: Adding an event using the Add event tool.....	122

Illustration 137: Export, edit or delete an event.....	123
Illustration 138: Dropbox – sent files.....	124
Illustration 139: Dropbox – Sending a file.....	125
illustration 140: Dropbox - Comments.....	126
Illustration 141: Create a group.....	127
Illustration 142: Groups- settings.....	128
Illustration 143: Groups – Auto-fill groups.....	129
Illustration 144: Groups – Filling a group manually.....	130
Illustration 145: Groups – Group space.....	131
Illustration 146: The chat window.....	133
Illustration 147: Surveys – Creation form.....	134
Illustration 148: Surveys – Questions creation.....	135
Illustration 149: Surveys – Preview survey.....	136
Illustration 150: Surveys – Publication: select course members.....	136
Illustration 151: Surveys – Publication: email additional recipients.....	137
Illustration 152: Surveys - Results.....	137
Illustration 153: Notebook - List.....	139
Illustration 154: Notebook – Creation form.....	139
Illustration 155: Projects - List.....	140
Illustration 156: Blogs – Blog creation.....	140
Illustration 157: Projects – Users management.....	141
Illustration 158: Projects – New task.....	142
Illustration 159: Projects - Roles management.....	142
Illustration 160: Projects – Roles management page.....	142
Illustration 161: Projects – New role.....	143
Illustration 162: Projects – Assign a role.....	143
Illustration 163: Projects – Tasks comments.....	144
Illustration 164: Projects – Users management.....	145
Illustration 165: Course settings - General.....	146
Illustration 166: Courses catalog – Example of courses illustrations.....	147
Illustration 167: Course settings – E-mail notifications.....	148
Illustration 168: Course settings – Users rights.....	148
Illustration 169: Course settings – Chat settings.....	149
Illustration 170: Course settings – Learning path settings.....	149
Illustration 171: Learning paths - Auto-launch.....	149
Illustration 172: Courses settings - Course progress.....	150
Illustration 173: Course progress – Display on course homepage.....	150
Illustration 174: Backup - General.....	151
Illustration 175: Maintenance – Backup creation.....	152
Illustration 176: Backup - Import.....	153
Illustration 177: Maintenance – Empty course.....	154
Illustration 178: Maintenance – Course deleting.....	154
Illustration 179: Reporting tab – main page.....	155
Illustration 180: Social network - Home.....	156
Illustration 181: Social network – Extended profile update.....	157
Illustration 182: Social network – Internal messaging - Inbox.....	158

Illustration 183: Social network – send and receive invitations.....	159
Illustration 184: Social network – Shared profile.....	159
Illustration 185: Social network – Social groups.....	160
Illustration 186: Social network – Social groups interface.....	160
Illustration 187: Social network – My files.....	161
Illustration 188: My courses - Sessions.....	162
Illustration 189: Sessions – New session screen.....	162
Illustration 190: Sessions – Learning paths.....	163
Illustration 191: Sessions – My QCM tab.....	164
Illustration 192: Sessions – My statistics tab.....	165
Illustration 193: Sessions – Statistical details.....	166

37.5 Alphabetical index

activity view.....	25
AICC.....	76, 81
Audio answer.....	56
available space.....	41
AVI.....	34
certificates.....	84
certification score.....	99
Chat settings.....	32
Clear the chat.....	134
Course access.....	32
course admin.....	18
course catalog.....	27
course category.....	18
course code.....	18
course description.....	27
Course settings.....	32
Create assignment.....	90
Create folder.....	35
create forum thread.....	73
CURL.....	111
demo content.....	19
difficulty level.....	50
E-mail notifications.....	32
enrich question.....	49
Excel.....	66
feedback.....	49, 94
Fill the blanks.....	53
Flash.....	34
Forum creation.....	70
grade a topic.....	73
gradebook.....	28
Groups.....	128

Hot spot.....	58
HTML.....	34
image area.....	58
IMS/QTI.....	66
introduction text.....	26
IP address.....	87
language.....	18
Learner view.....	17
Learning paths settings.....	32
LibreOffice.....	34
maintenance.....	20
Matching answers.....	54
Moodle.....	28
MP3.....	34
MS-Excel®.....	34
MS-PowerPoint®.....	34
MS-Word.....	34
MS-Word®.....	34
multiple answer.....	52
Multiple answer.....	62
multiple choice.....	50
OGG.....	34
Open question.....	55
OpenOffice.org.....	34
opinions.....	135
PDF.....	34, 41
personal course category.....	21
Photoshop®.....	38
private assignments.....	89
public assignments.....	89
questions category.....	50
questions database.....	65
Quicktime®.....	34
Recycling questions.....	65
Report on resource.....	87
Reporting.....	87
score.....	46
SCORM.....	76, 81
Send message.....	134
show feedback.....	49
Single answer.....	51
Teacher view.....	17
template.....	40
Thematic advance.....	32
True/False/Don't know.....	62
Unique answer.....	61

Users permissions.....	32
working groups.....	128

37.6 Document history

Date	Collaborator	Contact	Updated
2010	2i2l.fr, Anaël Boulier	info@2i2l.fr	Rédaction du manuel pour Chamilo 1.8.7.
Avril 2011	BeezNest Belgium SPRL, Yannick Warnier	info@beeznest.com	Mise à jour pour 1.8.8, correctifs, mise on page, ajouts de détails.
Juillet 2011	BeezNest Belgium SPRL, Yannick Warnier	info@beeznest.com	Mise à jour pour 1.8.8.4 and réorganisation des chapitres ; réécriture de l'introduction, listing des options, ajout des nouvelles fonctionnalités, révision du texte. À revoir : outils Suivi and Réseau social.
August 2011	BeezNest Belgium SPRL, Yannick Warnier	info@beeznest.com	Added FAQ, fixes and details. Basic translation to English.
March 2013	BeezNest Belgium SPRL, Yannick Warnier	info@beeznest.com	Updated to 1.9.6.
April 2013	Steve Miller	stephanibus@gmail.com	Complete revision and update of English text and screenshots based on 1.9.4. Icons added inline to text for clarity. Some additional paragraphs on pedagogical use.