



Teacher guide

Chamilo 1.8.8.4

Table of contents

Chapter 1 Introduction.....	8
1.1 Chamilo, what is it ?.....	8
1.2 About this guide.....	8
1.3 Whom is this guide meant for?.....	8
1.4 How to read this guide?.....	9
1.5 General usability.....	9
1.5.1 Terminology.....	11
Chapter 2 Why Chamilo?.....	12
Chapter 3 The Chamilo homepage.....	13
Chapter 4 Register on the platform.....	14
Chapter 5 Finding one's way in Chamilo.....	15
Chapter 6 Course creation.....	16
Chapter 7 Control course access.....	18
Chapter 8 Courses organizing.....	19
8.1 Courses management icons.....	21
Chapter 9 Course administration.....	22
Chapter 10 Course homepage.....	23
10.1 Introduction text.....	23
10.2 Production tool.....	24
10.2.1 Course description.....	24
10.2.2 Documents.....	24
10.2.3 Exercises.....	24
10.2.4 Learning path.....	25
10.2.5 Assessments.....	25
10.2.6 Attendances.....	25
10.2.7 Links.....	25
10.2.8 Announcements.....	25
10.2.9 Glossary.....	25
10.2.10 Course progress.....	25
10.2.11 Blogs.....	25
10.2.12 Search.....	26
10.3 Interaction tools.....	27
10.3.1 Agenda.....	27
10.3.2 Dropbox.....	27
10.3.3 Groups.....	27
10.3.4 Assignments.....	27
10.3.5 Wiki.....	27
10.3.6 Forum.....	27
10.3.7 Users.....	27
10.3.8 Chat.....	27
10.3.9 Surveys.....	28
10.3.10 Personal notes.....	28
10.3.11 Videoconference.....	28
10.4 Administration tools.....	29
10.4.1 Blogs.....	29

10.4.2 Settings.....	29
10.4.3 Tracking.....	29
10.4.4 Maintenance.....	30
Chapter 11 First Steps: Documents.....	31
11.1 Create a directory.....	32
11.2 Quick-change of directory.....	32
11.3 Importing a document.....	34
11.4 Creating a new document.....	35
11.5 Saving documents.....	37
11.6 Deleting a file or a directory.....	37
11.7 Watching course quotas.....	38
Chapter 12 Interactivity: the exercises tool.....	39
12.1 Introduction.....	39
12.2 Feedback, score and correct answers.....	40
12.2.1 Feedback.....	40
12.2.2 Score.....	41
12.2.3 Correct answers.....	41
12.3 Test types.....	41
12.4 Creating an exercise.....	42
12.5 Creating a question.....	44
12.5.1 Type 1 : Multiple choice – Single answer.....	44
12.5.2 Type 2 : Multiple choice – multiple answer.....	45
12.5.3 Type 3 : Fill the blanks.....	45
12.5.4 Type 4 : Matching.....	46
12.5.5 Type 5 : Open questions.....	47
12.5.6 Type 6 : Hotspot, or image area.....	48
12.5.7 Type 7 : Exact combination.....	49
12.6 Recycling existing questions.....	49
12.7 Update a question belonging to several tests.....	50
12.8 HotPotatoes, IMS/QT2 or Excel imports.....	50
12.9 Exercises results.....	51
Chapter 13 Communication : Forum.....	52
13.1 Using forum views.....	53
13.2 Add forum categories.....	53
13.3 Add forum.....	53
13.4 Manage forum categories.....	54
13.5 Manage forums.....	55
13.6 Start a new topic.....	55
13.7 Manage discussion threads.....	56
13.8 Manage messages.....	57
13.9 Score a learner.....	57
13.10 Give a score from a message.....	58
13.11 Add a message to a thread.....	58
13.12 Reply to a specific message.....	59
13.13 Quote a previous message.....	59
13.14 Reply or Reply to this topic.....	59
13.15 Search a forum element.....	59
Chapter 14 Structure: Learning paths.....	60
14.1 Introduction.....	60

14.2 Create a learning path.....	60
14.2.1 Learning path's settings.....	61
14.2.2 Build.....	62
14.3 Add an activity / object / document.....	63
14.3.1 Create a new document.....	63
14.3.2 Use existing resources.....	64
14.3.3 Add a new section.....	64
14.3.4 Show.....	65
14.3.5 Organize.....	65
14.4 Add audio.....	66
14.5 Import AICC and SCORM.....	66
14.6 Update a learning path.....	67
14.7 Prerequisites.....	67
Chapter 15 Reporting.....	69
15.1 Tracking learners.....	69
15.2 Show synthetic data for learner.....	69
15.3 Show learner's detailed reporting.....	69
15.4 Course reporting.....	70
15.5 Notify an inactive student.....	71
Chapter 16 Assignments.....	72
16.1 Assignments creation.....	72
16.2 Manage assignments folders.....	73
16.3 Setting up the assignment evaluation.....	73
16.4 Expiration dates.....	74
16.4.1 Expiration date.....	74
16.4.2 End date.....	74
16.4.3 Sorting assignments.....	74
16.5 Marking assignments.....	75
16.6 Manage assignments.....	75
Chapter 17 Users.....	76
17.1 Subscribe users.....	76
17.1.1 Add teachers.....	76
17.1.2 Unsubscribe a user.....	77
17.1.3 Add/update a user's description.....	77
17.1.4 Search a subscribed learner.....	77
17.1.5 Export the list of subscribed users.....	77
17.1.6 Display learners reporting.....	77
Chapter 18 Assessments.....	79
18.1 Assessment pre-configuration.....	80
18.1.1 Total weight and minimum certification score.....	80
18.1.2 Weights.....	80
18.1.3 Skills ranking.....	81
18.1.4 Certificate template.....	82
18.2 Add classroom activity.....	83
18.3 Add online activity.....	84
18.4 List view.....	84
18.5 Manage activities.....	85
Chapter 19 Wiki.....	86
19.1 Start the wiki.....	86

19.2 Add a new linked page.....	86
19.3 Add a new orphan page.....	87
19.4 Commenting a page.....	87
19.5 Other wiki features.....	88
Chapter 20 Links.....	89
20.1 Links categories.....	89
20.2 Links.....	90
20.3 Manage links.....	90
20.4 Links checker.....	91
Chapter 21 Announcements.....	92
21.1 Add an announcement.....	92
21.2 Announcements management.....	93
Chapter 22 Glossary.....	95
22.1 New term.....	95
22.2 Glossary terms management.....	95
Chapter 23 Attendances.....	96
23.1 Create an attendance sheet.....	96
23.2 Taking note of attendances.....	98
Chapter 24 Course progress.....	100
24.1 Create a thematic section.....	100
24.2 Define the thematic plan.....	100
24.3 Create steps for the course progress.....	101
Chapter 25 Agenda.....	103
25.1 Add event to course agenda.....	103
25.2 Manage course agenda events.....	104
25.3 Personal agenda tab.....	105
Chapter 26 Dropbox.....	106
26.1 Create folders.....	106
26.2 Send a file to specific users.....	106
26.3 Manage dropbox files.....	107
26.4 Read and add comments attached to a file.....	108
Chapter 27 Groups.....	109
27.1 Create group.....	109
27.2 Groups settings.....	109
27.3 Let learners subscribe.....	110
27.4 Auto-filling a group.....	110
27.5 Manual filling.....	111
27.6 Getting into a group space.....	111
27.7 Overview / Export of group members.....	112
27.8 Groups management.....	112
27.8.1 Batch management.....	112
Chapter 28 Chat.....	113
28.1 Send a message.....	113
28.2 Empty messages.....	113
Chapter 29 Survey.....	115
29.1 Survey creation.....	115
29.2 Add survey questions.....	116
29.3 Survey preview.....	116
29.4 Survey publication.....	116

29.5 Results.....	117
29.6 Surveys management.....	118
Chapter 30 Notebook.....	119
30.1 Notes creation.....	119
30.2 Sort notes.....	119
Chapter 31 Projects.....	120
31.1 Project creation.....	120
31.2 Subscribe learners to a project.....	121
31.3 New article/task.....	121
31.4 Roles management.....	121
31.5 Assign a role to a learner.....	122
31.6 Indicate the execution of a task.....	123
31.7 Learners' task management report.....	124
Chapter 32 Course settings.....	125
32.1 Update general course settings.....	125
32.2 Visibility and access.....	126
32.3 E-mail notifications.....	126
32.4 User rights.....	127
32.5 Chat settings.....	128
32.6 Learning path settings.....	128
32.7 Thematic advance configuration.....	129
Chapter 33 Backup.....	131
33.1 Create backup.....	132
33.2 Import backup.....	132
33.3 Copy course.....	133
33.4 Empty this course.....	133
33.4.1 Delete the course area.....	134
Chapter 34 Reporting.....	135
34.1 Own courses and sessions reporting.....	135
Chapter 35 Social network.....	136
35.1 Update profile information.....	136
35.2 Internal messaging.....	137
35.3 "Friends".....	138
35.4 Social groups.....	139
Chapter 36 Session view.....	141
36.1 Courses tab.....	142
36.2 Learning paths tab.....	142
36.3 My MCQ tab.....	142
36.4 My statistics tab.....	143
Chapter 37 Appendix.....	145
37.1 Glossary.....	145
37.2 Frequently asked questions.....	145
37.2.1 How can I set a survey as a requirement to complete a course?.....	145
37.2.2 How can I create a crosswords-type question?.....	146
37.3 Document license.....	146
37.4 Illustrations index.....	147
37.5 Index alphabétique.....	150
37.6 Historique du document.....	151

Chapter 1 Introduction

1.1 Chamilo, what is it ?

Chamilo is an e-learning system (that is it manages learning) developed in a collaborative way by several companies, associations and people, through an open model called « free software » (as in *freedom*).

You can download and use Chamilo freely, given you accept its license (GNU/GPLv3) which gives you, in short, four essential freedoms, given your compromise to maintain those freedoms : the freedom to use, study, modify and distribute the software.

Chamilo is not only developed collaboratively by dozens of people in the world at large ; it is also supported by a non-profit association with the objective of promoting the platform and ensure its continuity. In this sense, Chamilo is the only free software e-learning platform that generates so many guarantees of open access.

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

1.2 About this guide

This guide has been written through the collaborative action of several companies which contribute, their own way, to the improvement of education around the world. See the Error: Reference source not found section on page Error: Reference source not found.

You can contribute to the writing and improving of this guide too. Just drop us an e-mail at info@chamilo.org and send us back the modified version. It's that easy!

1.3 Whom is this guide meant for?

This guide has been written in particular with, in mind, the numerous teachers or teaching-minded people who will have (by their own will or by necessity) to manage an e-learning coursee. Entering the e-learning world is a complex process, but we believe we've got a nice solution for you. By explaining to you how to use Chamilo, we'll actually sand you on a very easy road to ganding up and running with e-learning.

If you are already an e-learning-minded teacher, this guide will also be useful to you as it delves deeply into every Chamilo feature, and will allow you to extend the way you use the tool to develop your coursees further.

Chamilo has two main goals : increasing the teacher's availability for his students in need, and improving the quality of your coursee contents by making them so easy to create and update that you'll just love to come back to edit them to improve elements you didn't think about at first.

1.4 How to read this guide?

This guide has been written as a reference with a smooth learning path, guiding you through the most used tools first, and then into more and more complex or seldom used resources. You'll find that the social network tool guides a bit out this definition (defined at the very end of this guide). We've placed it there to give you extra motivation for the 3-4 last chapters which are a little bit more complex than the others.

Finally, you'll find a series of global or alternative courses which will be useful in the *distribution* of your course to your students, and will ease your tracking work so that you can do what's most important: guide to a higher level of teaching without leaving anyone behind.

We recommend you take a quick look at the glossary on page 141. It will give you an overview of the terms used within this guide and will probably avoid confusion in a certain number of sections of this guide.

If you already have a teacher account in a Chamilo portal, you can move directly to Chapter 5 on page 14, which will explain the interface of Chamilo. If you already know it, move to page 15 which explains how to create a course. If you are already course administrator (teacher of a course you create), you should go directly to Chapter 9 on page 21, which is the first chapter explaining the course tools. And if you already know the tools, there won't be much to learn from this guide, but maybe you'll find it useful to review its chapter Social network on page 133.

Additionally, you will find this guide can serve as a quick reference, thanks to its Alphabetical index on page 146.

If this guide doesn't answer your questions, you can use the Chamilo forum¹, where numerous other users, teachers or administrators, but also developers of the software, will be able to help you find the answers.

Finally, in the eventuality of having greater needs, you might also use the services of our official providers², a group of companies and institutions which provide professional services around Chamilo and have proven their involvement and seriousness in the project and are sustaining its collaborative model.

1.5 General usability

It is important to note that Chamilo has been designed so you can find help inside the application itself.

As such, icons have been worked out to try and symbolize what they represent in a culturally-agnostic way. Furthermore, all icons have a description. If you hold your mouse over an icon for just one second (without clicking), you will see the icon's label appear, which will make it clear which feature it provides, as shown in .

1 <http://www.chamilo.org/forum>

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

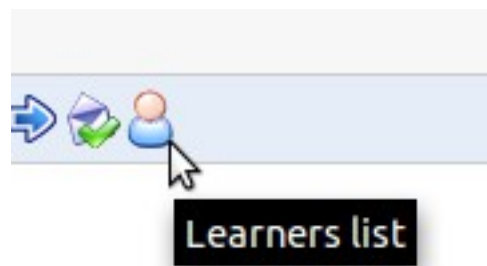


Illustration 1: Icons label

Finally, there is (although its content is slightly old now, it is this useful) an online help on most pages, which appears as a folded swimming buoy on the top-right side of your screen (see Illustration 2). It remains present when you scroll the screen so that you never loose your way, and it can open and close without affecting your current work. When you click the buoy, a small guide will appear explaining the tool you're in and how to use it (see Illustration 4).

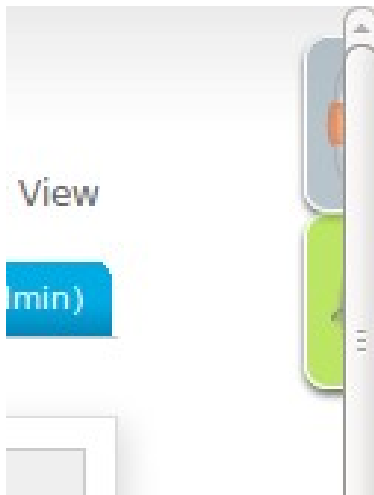


Illustration 2: Folded help

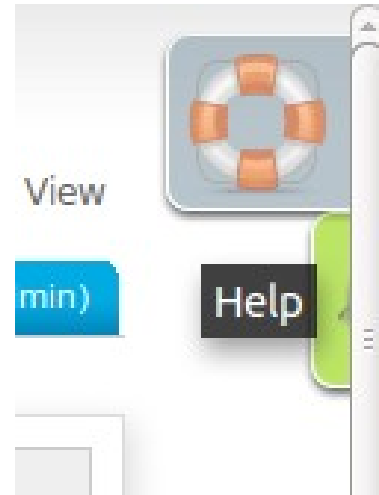


Illustration 3: Unfolded help

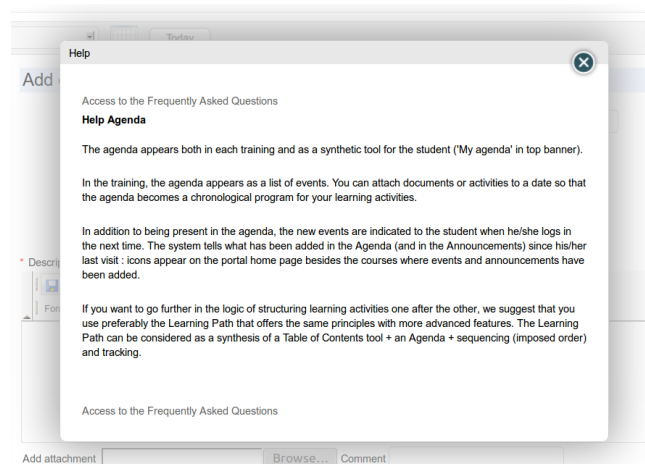


Illustration 4: Contextual help popup

1.5.1 Terminology

Chamilo is a tool used (at the time of writing) by almost a thousand organizations around the world, be them primary schools, colleges, higher education institutes, universities, SMEs, NGOs or large corporations.

Obviously, all of these have small language variations which makes it impossible to design a one-fits-all e-learning platform or even users guide, so we try to be neutral and provide the application with terms which will be OK for all our users as a base.

Of course, because we understand your organization has a specific terminology, we have equipped Chamilo with a way to redefine any interface term from inside the platform administration. Would you urgently require a customization, you can always ask one of our official providers³ for a customized language pack to be imported into your platform.

In this guide, we have tried to maintain neutrality of terms, so some terms like the common higher education term of “student” have been replaced by neutral terms like “learner” to also match the business world. When talking about all kinds of users together, we decided to use the term “users”.

This manual is available in several formats, so you can always download it in editable format from our website⁴ 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 on how this can benefit you in return.

The most conflictual term of *Training* which had been introduced in previous versions of the software has now been replaced by the more understandable term of *Course* and the previously replaced term of *Learning path* has been re-instated after a short and unsuccessful change to *Course*. You will find all these notions defined in the following guide. If you have any doubt, make sure you check our Glossary on page 141.

³ <http://www.chamilo.org/en/providers>

⁴ <http://www.chamilo.org/>, documentation tab

Chapter 2 Why Chamilo?





Chamilo is an e-learning and collaboration platform which comes bundled as an open-source software (or as purist 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.

The teacher using Chamilo benefits from a series of tools which allow him to create an efficient learning environment. During a course creation, he can:

- import or create **documents** (audio, video, images) and publish them,
- build **tests, exams** and **auto-evaluations**,
- elaborate or import ([SCORM](#) and [AICC](#)) learning paths,
- allow delivery of **virtual assignments**,
- describe the components of the course through **description sections**,
- communicate through **forums** or the **chat**,
- publish **announcements**,
- add **links**,
- create **work groups** or laboratory groups,
- participate to 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**,
- follow **tracking** of the course by learner and **save** the courses,
- register **attendances**,
- elaborate a **class diary (course progress)**.

Chamilo is a **flexible** platform. All its tools can be customized depending on the needs of each course. This system offers a **sober** and **intuitive** control of tools and administration spaces, as it doesn't require any advanced technical skill.

The three most generic buttons available on the platform are the following:

Icons	Features
	The pencil tool allows for the update of a specific piece of information or content
	The cross tool allows for the removal of a specific piece of information or content
	The eye tool allows for the change of visibility of a piece of information or content
	The yellow star marker on any icon symbolizes the creation of a new resource

Chapter 3 The Chamilo homepage

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

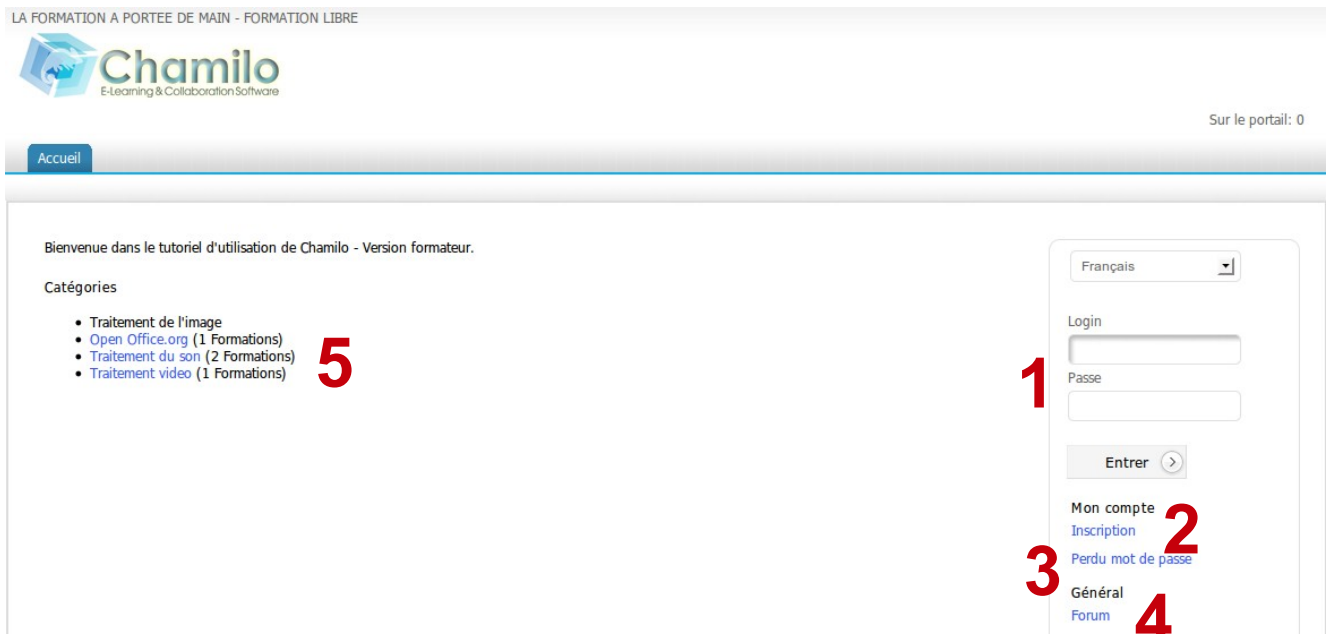


Illustration 5: Homepage

1. Once the login and password have been registered, connecting is easy. The administrator gives permissions to the users (depending on the platform configuration).
2. It is possible to register on the platform using a simple form (*Register*).
3. In case you loose your password, a new one can be generated easily.
4. Access to the Chamilo community's forum is provided through a link.
5. Distinct course categories can be shown for the unlogged user as well and, once logged-in, the user can subscribe to them clicking on the desired course (depending on the platform administration and courses settings).

Note : To view the restricted access courses, one must be registered on the platform and subscribe through the courses users list.

Chapter 4 Register on the platform

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

Once connected, the teacher has access to courses through which it is related:

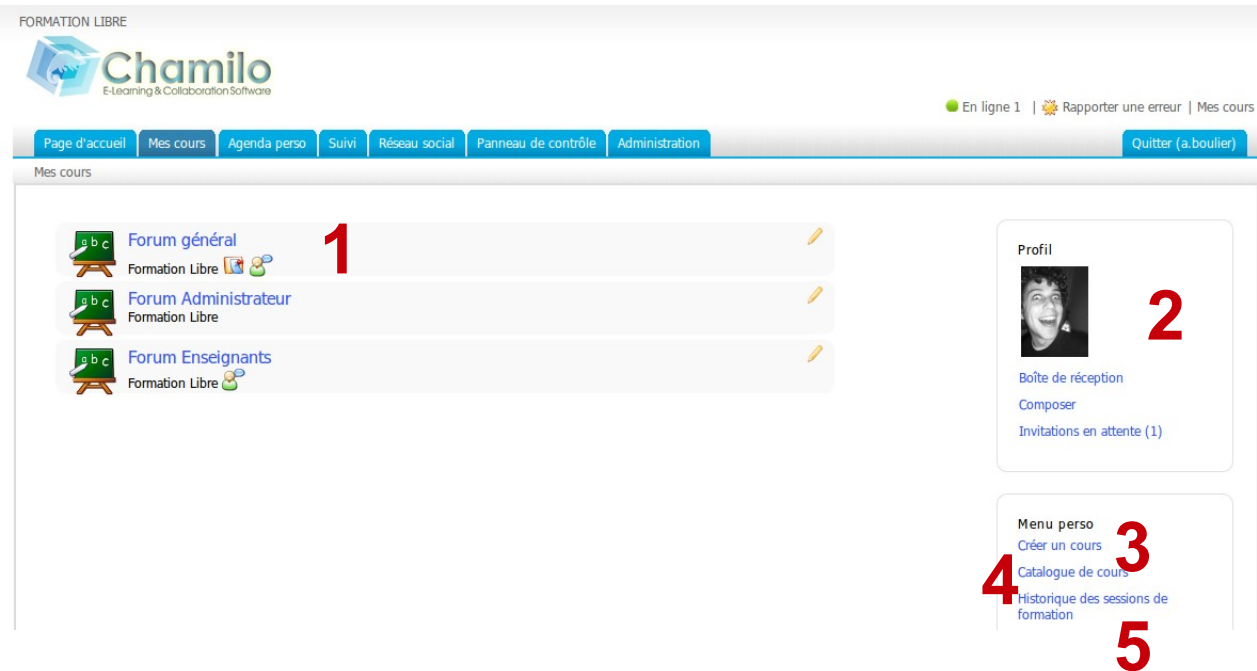


Illustration 6: "My courses" page

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 Chapter 35 , Social network)
3. The non-admin teacher can create a course.
4. Teachers and learners can subscribe to more existing courses
5. Teachers and learners have access to the history of their courses sessions.

The header has changed a little in Chamilo 1.8.8, and the help and bug-report links in the top-right corner have been replaced by two little half-hidden extensible boxes on the right side of the page, which unfold when hovered with the mouse cursor.

Note : Although the help feature link has been replaced 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 1.8.8 also offers a new font resize feature for people with slightly impaired vision.

Chapter 5 Finding one's way in Chamilo

Most of the pages are made quickly available through the tabulations on top of the page:



Illustration 7: Chamilo header

The tabs allow access to the homepage, the courses list, the agenda, the tracking page, the social network and, if one is lucky enough to be a portal administrator, to the dashboard and the administration pages. The last tab shows the username and allows a user to log out simply by clicking it.

Browsing through a course offers the same kind of navigation one would find on any computer. In Chamilo, it is called the *breadcrumb* navigation, in reference to the tale of *Hansel and Gretel*. This type of navigation allows the user to find its way back to his starting point.

The first link, on the left, yields the name of the course, and allows the user to get back to the course homepage directly. The following link (or links) points directly to the elements of the course in which the user is located.

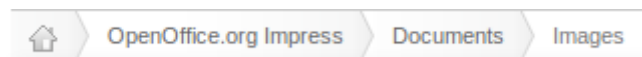


Illustration 8: Breadcrumb Navigation

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

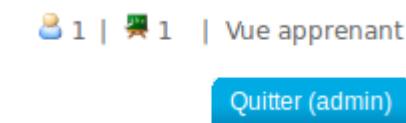


Illustration 9: Student view

Chapter 6 Course creation

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

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

Click on *Create course*. Fill the mandatory fields (see illustration below) and click the button. That's it.

The course will be visible by the course creator and the people subscribed to it. By default, the person who creates the course is responsible for this course's administration.

To create the course, you'll need :

- a clear and detailed title,
- a category within the ones offered in the drop-down box⁵,

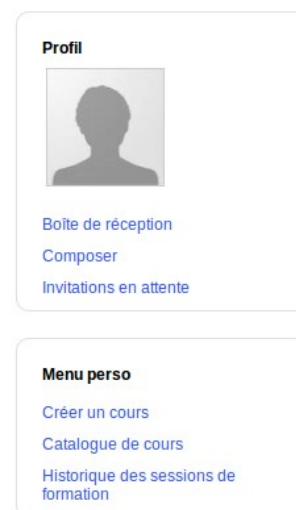


Illustration 10:
Personal menu blocks

Illustration 11: Creating a course – short version

Additional options (totally optional) are available clicking on the *Advanced settings* link

- a course code (pick a code that matches the course title associated with a numerical classification, for example). Even if entered in lowercase, the course code will be automatically uppercased (-, _ 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 prevents to choose French even if the platform is installed in English). The language choice doesn't influence the course content, only the course interface⁶,

⁵ Seul l'administrateur peut redéfinir les catégories globales de course

⁶ A une exception près : si l'on active la création de contenu d'exemple, ce contenu est créé dans la langue du cours. Modifier la langue du cours a posteriori aura donc comme conséquence mineure d'avoir l'interface dans une langue

- the course can be filled with some example content to show the way to the new course administrator as to what he can create inside the course (typically an exercise, forums and an introduction section) or left completely empty.

Une fois que vous aurez cliqué sur OK, un cours contenant Tests, Documents, Parcours d'Apprentissage SCORM... sera créé. Grâce à votre identifiant de responsable du cours vous pourrez en modifier le contenu

Créer un cours

* Nom du cours

p. ex. *Gestion de l'innovation*

Catégorie

Il s'agit du département ou de toute autre structure de votre organisation

[Paramètres avancés](#)

Code

Seulement lettres (a-z) et chiffres (0-9)

Responsable

Vous êtes considéré comme formateur pour l'instant. Vous pourrez modifier ce paramètre plus tard dans la page de configuration des paramètres du cours.

Langue

Remplir avec du contenu d'exemple ☐

[+ Créer cette formation](#)

* Information requise

Illustration 12: Create a course – extended version

A confirmation page is shown, which suggests:

- entering the newly created course directly (through a link on the course title),
- getting back to the courses list.

This empty course structure created, the next step is to enrich this course through text and multimedia documents, audio excerpts, ...).

and les contents dans une autre.

Chapter 7 Control course access

During the creation of the course, it is recommended not to let learners access the course until it is ready so they can't see an incomplete course.

In order to this, access has to be restricted by going to the course properties:

A series of choices are available to the teacher.

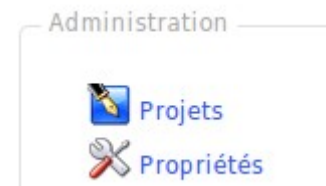


Illustration 13: Course admin tools

Illustration 14: Course settings - Visibility

1. **open to the world** : means it is accessible to any user, registered to this portal or not. It could also be called *Completely public*.
2. **open** : means all users **registered on the portal** can access the course as long as they have previously subscribed to it. 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.
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 course building.

Chapter 8 Courses organizing

With Chamilo, one can be brought to manage a large quantity of courses. Additionally to general course categories, common to all course creators, it is possible to create personal categories, only visible to the teacher who created them, so he can sort his courses.

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

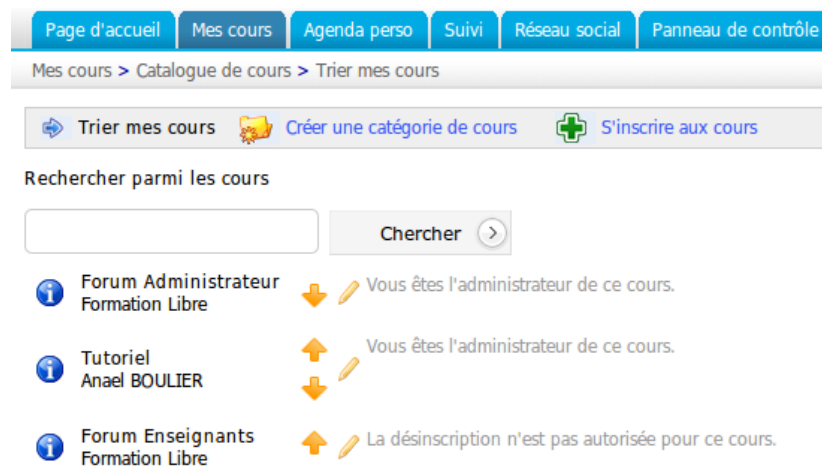


Illustration 15: Sort my courses

Go to *My courses*, *Courses catalog* to get to the courses sorting tools page. Click on the *Create a course category*, and fill the name of the new personal category to be created. Finally, click *OK*.

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

The link *Sort my courses* allows the reorganization of the courses (through up and down arrows) and the assignment of a personal category to a specific course (click the pencil icon to select the category).

In the drop-down list, select the personal category to 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 affected to any personal category are shown on top of the page.

To remove a category, click the red cross *Delete*.

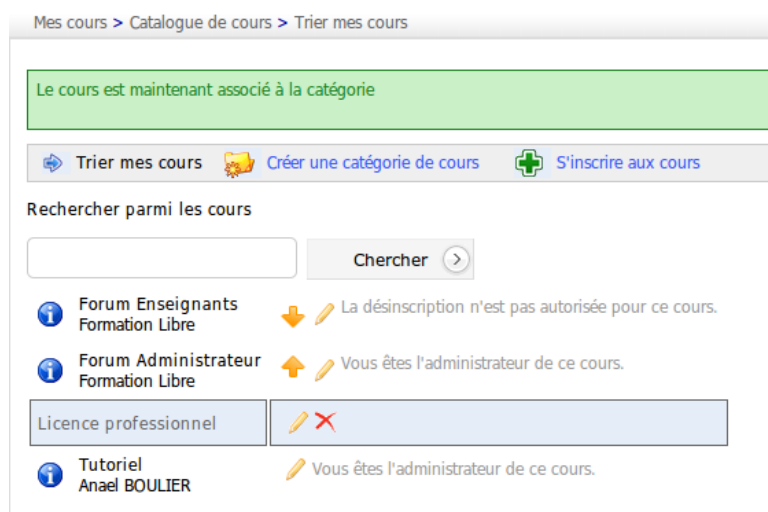


Illustration 16: Personal courses categories

A teacher can subscribe to other courses than the ones he manages. In this case, the subscription works as a student subscription, and the teacher will thus not have access to the teacher tools inside this course.

Clicking on the *Courses catalog* link, then on *Subscribe to a course*. The general courses categories list appears. It is possible to find the course in the suggested categories, or to find it searching for the course title or one of its sub-parts through the search box on the top-right part of the page.

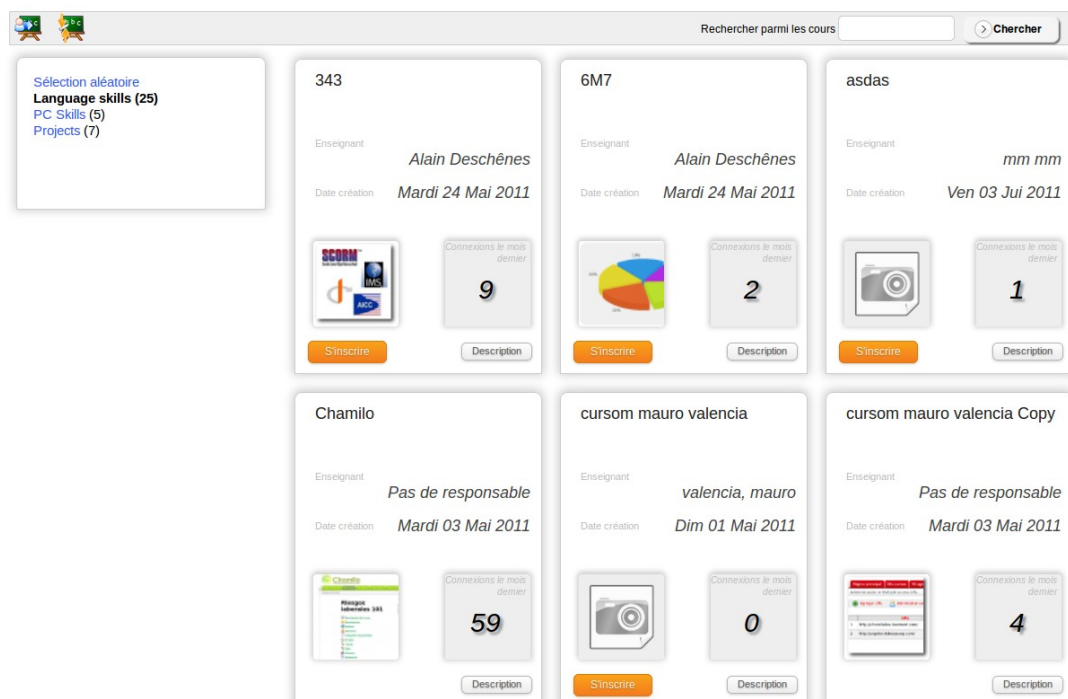






Illustration 17: Courses catalog

Once the course has been found, click on icon to subscribe to it. The subscription give a learner status to the user subscribing. To be teacher in this course, a course administrator has to register this

user as a teacher in the course.

8.1 Courses management icons

Icons	Features
	Update a course
	Remove a course
	Course description
	Course registration

Chapter 9 Course administration

The *My courses* icon allows the visualization of the courses which can be managed by the teacher (they display a pencil icon on the right side of the course's box).

One only needs clicking on the course name to access its homepage. Three tools categories appear

- Production : allows for course content creation,
- Interaction : allows for interaction teacher-learner or learner-learner within the course,
- Administration : allows for management of the course options.

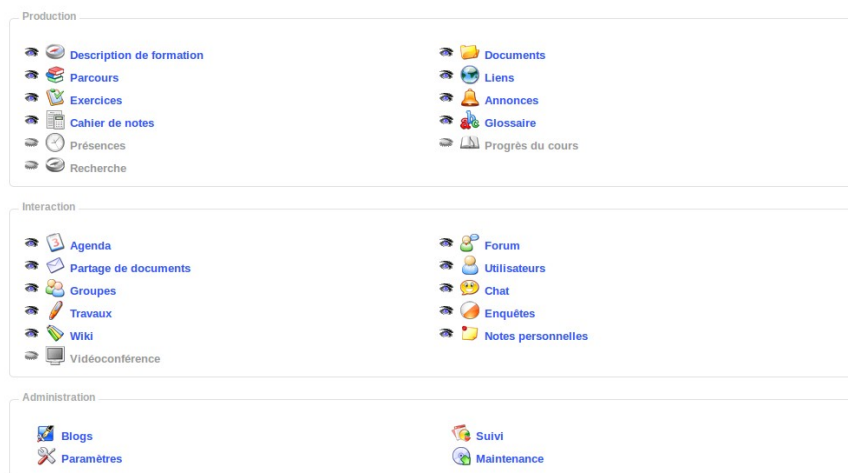


Illustration 18: Course tools – Classical option

The teacher can choose to select or show distinct tools thanks to the eye icon in from of each tool, so that the course doesn't intimidate the new learner with too many options.

Note : depending on the case, the administrator can make tools unavailable to course teachers or can enable tools which depend on specific extensions (like the full-text search or the videoconference).

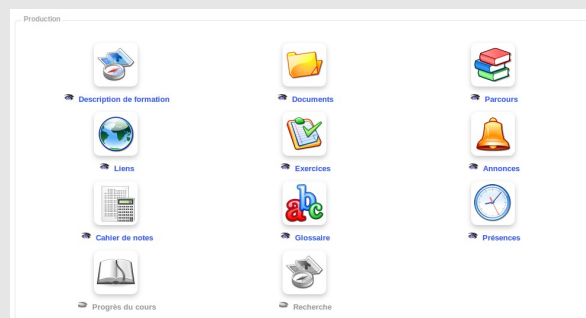


Illustration 19: Production tools in ipad type view

Note : The course interface can be shown in a different way depending on the administrator's choice. He could, for example and since version 1.8.8, enable a view more suited to mobile devices, as in this illustration.

Chapter 10 Course homepage

In this chapter, we will simply review briefly the distinct tools available. Note that each tool will be described more extensively in the following chapters.

10.1 Introduction text

Apart from any particular course tool, it is possible to set a welcome message to a course. Click on the *Add introduction text*, a text editor appears.

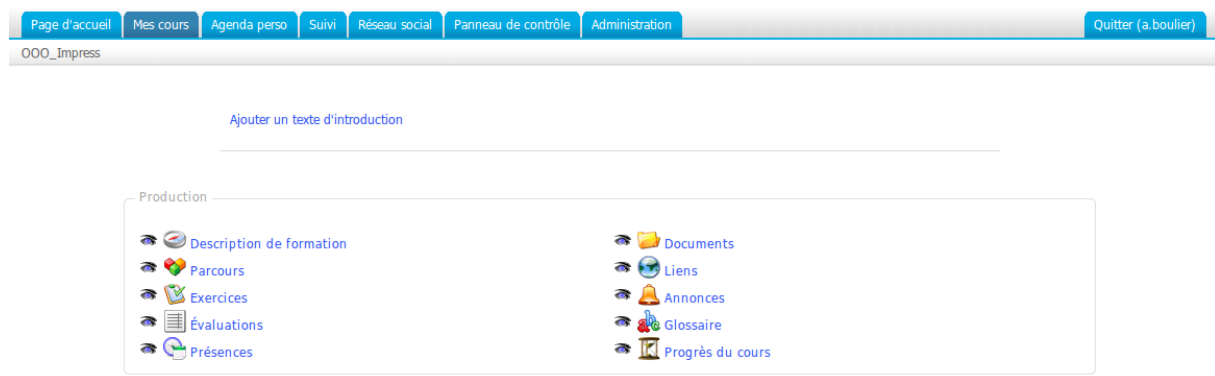


Illustration 20: Course homepage – Introduction text

This feature, although very simple, is also very powerful: it is possible to redesign the complete course homepage by

- hiding all course tools
- writing a large introduction text including icons with links to course tools' internal pages

To do this :

- hide all tools (by clicking the eye, which must be *closed* and gray)
- click-right on one tool to which the learners will be given access
- select *Copy link location*
- click-left on *Add an introduction text*
- place an introduction text (use the table tool or an external HTML-edition tool to place elements more exactly) and a new icon symbolizing the tool to which to grant access
- click an icon to select it then click the link creation tool (a chain icon with a globe image in the background)
- « paste » the link that was saved a few steps before (CTRL-V should work just fine)
- save the whole

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

10.2 Production tool

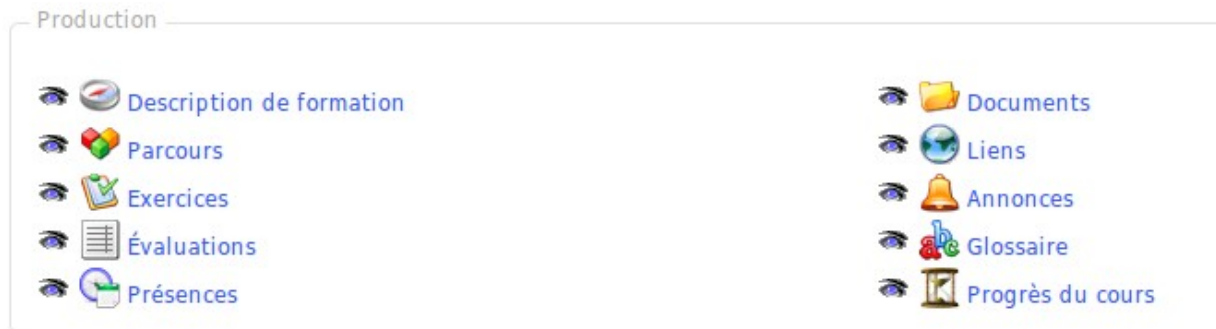


Illustration 21: Production tools

10.2.1 Course description

The course description is not at all mandatory, but allows for a synthetic and global way to describe the course and to give a previous taste of the course to future learners.

This description includes several sections of which none is particularly required. If the proposed sections do not match the requirements, other sections can be created with specific titles:

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

At any time, a section can be removed clicking on the *Delete* icon, or to update it with the *update* icon (pencil).

The description is available to the learners inside the course, but also through the course catalog (as the *Description* button). This button opens a popup window showing the description previously registered by the teacher.

10.2.2 Documents

Add documents, create directories for the course.

10.2.3 Exercises

Create, update, import exercises, but also track and export the learners' results and score them.

10.2.4 Learning path

To generate or update the learning path:

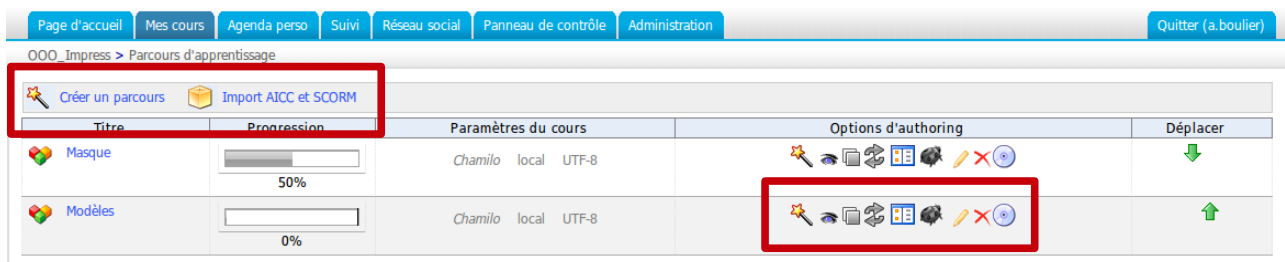


Illustration 22: Production tools – Learning paths

10.2.5 Assessments

This tool is very useful when a score has to be assigned for the whole course. It allows for the creation of an evaluation in the classroom or online. It also allows for the generation of certificates (much more intuitive in version 1.8.8.4).

10.2.6 Attendances

Allows for the registration of attendances of learners and to take them into account in the scoring of the assessments.

10.2.7 Links

Add links in relation to the course contents.

10.2.8 Announcements

Add an announcement linked to the course. It is also possible to add attached documents.

10.2.9 Glossary

Add specific terms to the course.

10.2.10 Course progress

Allows to create thematic sections or a “course diary” with themes, plans and progress.

Note : The learning paths created inside the course can also be made visible in the « Production » 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

The « Projects » tool in the « Administration » section will show in the « Production » tool. It is possible to hide them from the learners view.

10.2.12 Search

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

10.3 Interaction tools

The objective of the interaction section is to group tools which allow communication between learners and learners as well as between learners and teachers. Contrarily to the production tools, the teacher is not the only one to build what can be found in the interaction section.

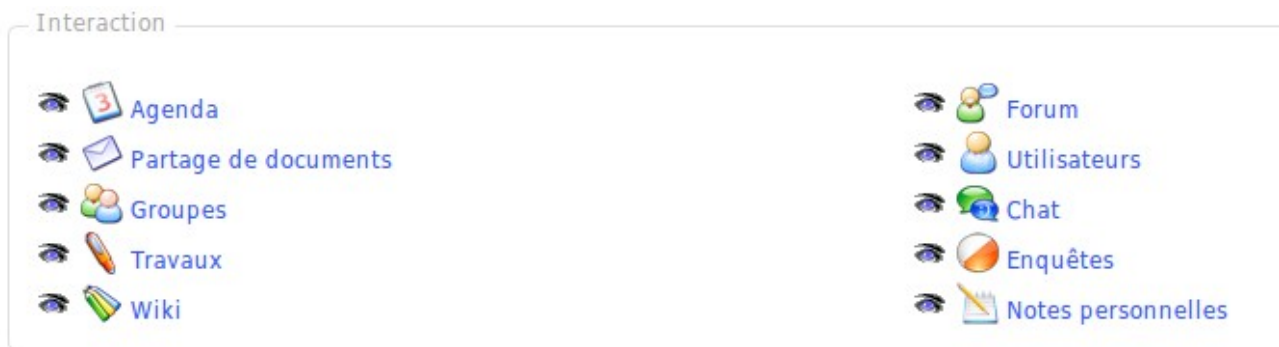


Illustration 23: Interaction tools

10.3.1 Agenda

Add events, choosing who it will be sent to.

10.3.2 Dropbox

Send documents to the platform users.

10.3.3 Groups

Create groups in the course and manage the course tools accesses.

10.3.4 Assignments

Group the assignments given to the learners and create assignment in the form of folders.

10.3.5 Wiki

Create a wiki for the course.

10.3.6 Forum

Create a new forum for the course in a few clicks.

10.3.7 Users

Manage course users: add/delete/export. Also links to the *Groups* tool.

10.3.8 Chat

Real-time chat rooms.

10.3.9 Surveys

Create surveys then send invitations to users of the platform. The tool also allows for results analysis, once collected.

10.3.10 Personal notes

This is a personal notebook. It is possible to create notes, then to order them through several criterias:

- per title,
- per update / creation time.

These notes are personal. No user has access to the notes of another user.

10.3.11 Videoconference

Since version 1.8.8, it is relatively easy, given a local videoconference server, to instal la videoconference tool within a Chamilo course but it is, however, an external extension which is not frequently available in a classical portal.

10.4 Administration tools

The administration section has the objective to group tools that the learner will not see (because it doesn't have any permission which allows him to see them).

– Administration –



Illustration 24: Administration tool

10.4.1 Blogs

Create new blogs which are visible by learners in the *Production* section. A blog includes tasks and users management through a calendar within the *Blogs* tool.

10.4.2 Settings

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

Course settings	Allows teachers management, update of course's title, category, language, picture, etc.
Course accesses	Allows course access updates (visibility and other permissions)
E-mail alerts	Allows setting the behaviour for e-mails alerts
Users permissions	Allows the configuration of the agenda, announcements or picture display inside the forum
Chat tool permissions	Updated the opening method of the chat tool
Learning paths configuration	Allows enabling the graphical theme per learning path, as well as a series of other learning path settings
Course progress configuration	Choose course progress information to be shown on course homepage

10.4.3 Tracking

Reports the use of the learning paths, exercises and other tools by the learners, as well as the time spent on the course, the progress, score, assignments, number of messages and his last connection date.

10.4.4 Maintenance

Allows for the execution of administrative tasks on the course, as its complete cleanup, its copy to another course, the import of previously exported course data or the (complete or partial) export itself.

Chapter 11 First Steps: Documents

The general first step of any teacher in the course content creation is to go to the documents tool and upload existing content (in the form of PDF, PowerPoint, etc.).

Chamilo allows 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 be used as a simple documents catalog during the first step of its adoption (a few weeks, depending on the context).

It is possible to rename the documents any time and to classify them in directories. The only constraint is that the user should possess, on his computer, the software that allows him to read the files put at his disposal. So it is recommended to use standard and open formats (see note below) to avoid the obligation for the learner to download or buy costly software, specific (= with no other use) or difficult to maintain.

As for the hard drive, it is necessary to organize the *Documents* tool carefully to make it easy to find a document.

Note : The Chamilo community strives for a complete freedom in the diffusion of (distant) learning material. It is in 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 specifications browser, to the only exception of the video-conference and the hotspot exercises, which require the Flash® plugin (free but not open).

This tool can be found in all courses, as it proves to be of a great popularity compared to other tools:

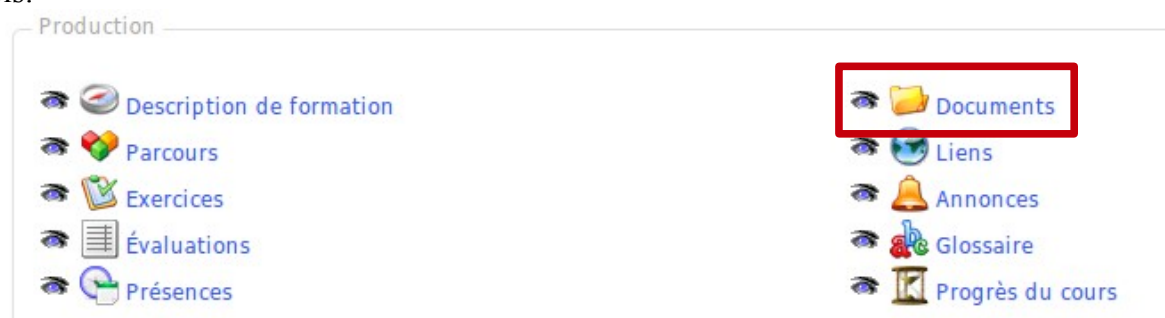


Illustration 25: Production tools

11.1 Create a directory

To obtain a clearer structure, Chamilo lets you create directories and sub-directories.

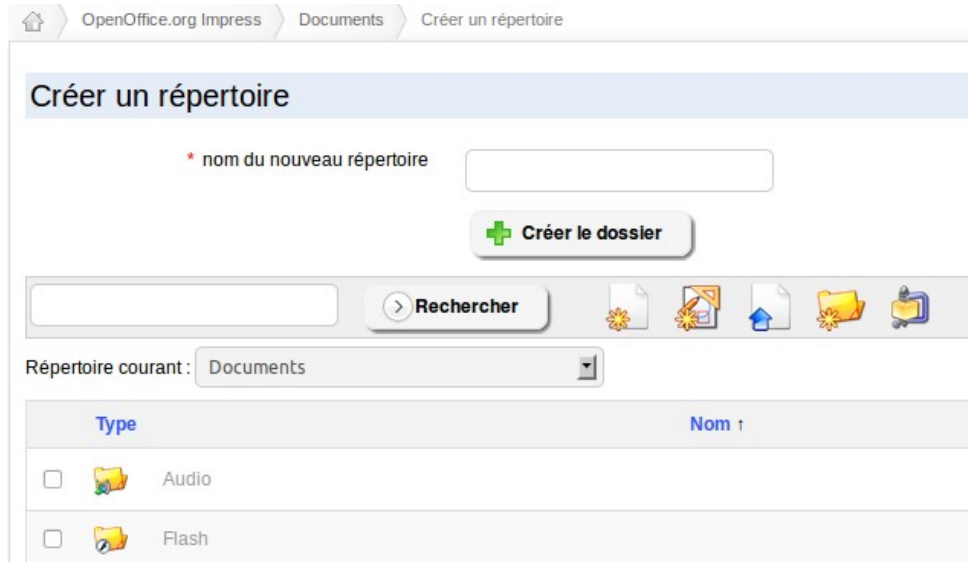


Illustration 26: Documents – Directories creation

To create a directory:

- click on the *Create folder* button,
- enter the directory name,
- use the existing directories drop-down list to create a sub-directory (« Root » represents the highest directory level) ,
- click on the *Create the folder* button.

Done. The new directory has been created and can be used right away to store new documents.

11.2 Quick-change of directory

When creating a new course, the *Documents* tool contains several directories (*audio*, *flash*, *images*, etc) by default (this can vary depending on how course creation options have been picked).

These directories are meant as an additional help organizing resources inside the course. Once passed the 20 first documents in the root directory, it becomes difficult to locate a document when needed.

These directories are initially created invisible to learners. It is up to the teacher to decide whether learners can see these directories' contents or not.





































<input type="text"/> <input type="button" value="Rechercher"/>				
Répertoire courant : Documents				
20	1 - 20 / 85			1 / 5
Type	Nom ↑	Taille	Date	Action
<input type="checkbox"/> Audio		0B	1 semaine, 1 jour	   
<input type="checkbox"/> Flash		0B	1 semaine, 1 jour	   
<input type="checkbox"/> Historique de conversations dans le chat		0B	1 semaine, 1 jour	   
<input type="checkbox"/> Images		2.42M	aujourd'hui	   
<input type="checkbox"/> Répertoires des utilisateurs		0B	1 semaine, 1 jour	   
<input type="checkbox"/> Vidéo		0B	1 semaine, 1 jour	   
<input type="checkbox"/> academic-hierarchy		22.97k	aujourd'hui	   
<input type="checkbox"/> academic-hierarchy		41.15k	aujourd'hui	   
<input type="checkbox"/> access-urls-list		25.96k	aujourd'hui	   

Illustration 27: Documents – List of default directories

For the requirements of the course, it is possible to create several other directories thanks to the folder creation icon. In order to navigate faster inside the directories tree, a drop-down list called *Current directory* is available on the left of the screen. Any level of course documents directory can be accessed simply by choosing it.

Once inside a directory, the (new) directory icon with a blue arrow pointing to the left lets the teacher get back up one directory level.

11.3 Importing a document

Import a new document by getting into the desired folder and clicking the up-pointing blue arrow icon (*Upload documents*).

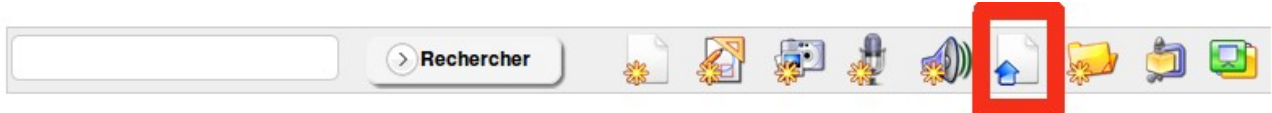


Illustration 28: Documents - Icons - Upload

The following screen appears:

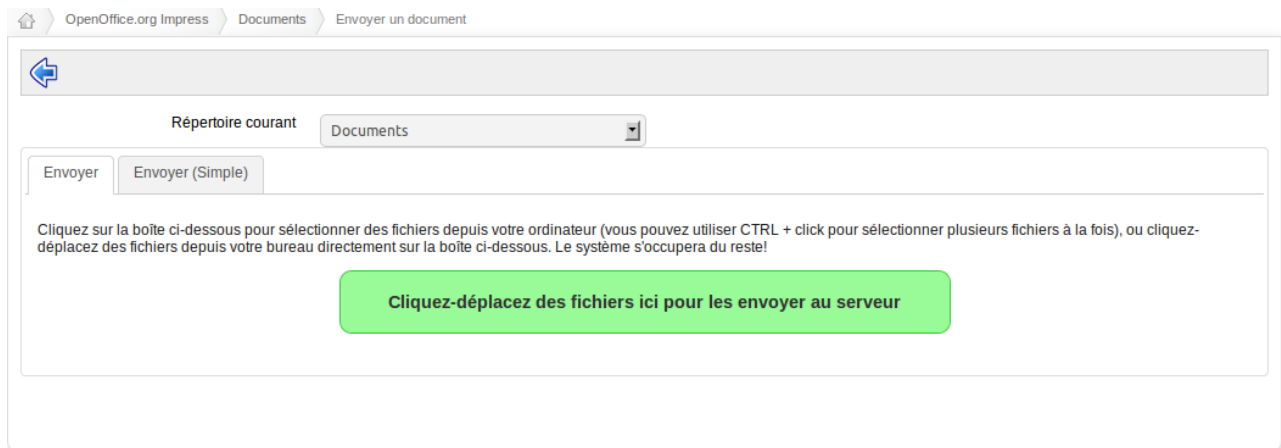


Illustration 29: Documents – Documents upload

Click on the green area to explore the files on your disk and select the one(s)⁷ to upload. Inside the popup 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.

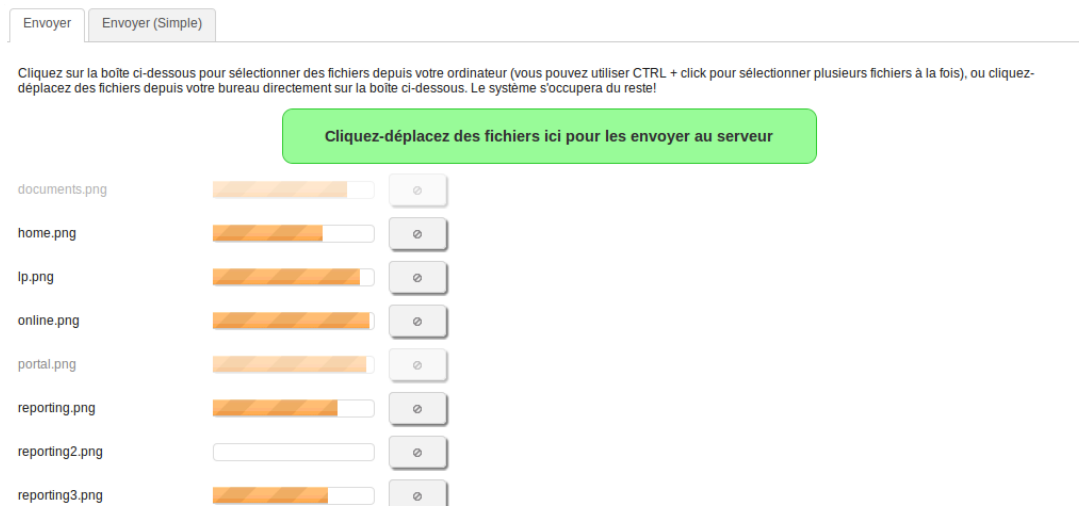


Illustration 30: Documents – Documents upload in progress

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

⁷ To select more than one file, use the CTRL key in combination with the mouse's left button.

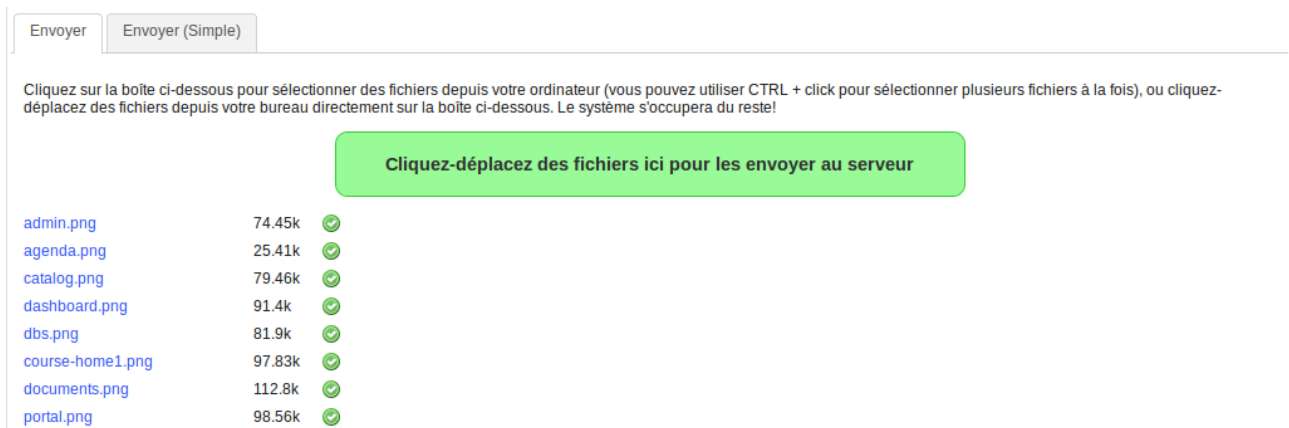


Illustration 31: Documents – Document upload finished

Done. The documents have been sent to the course successfully. Now click on the blue arrow icon pointing left to get back to the documents list.

*Note : A tab labelled Send (**Simple**) allows you to use the previous upload form. We called it **Simple** because users are generally more used to this one, but it is really a bit more complicated to use. Document indexing options can only be found in the previous form (in case your administrator would have enabled the search feature) as well as an option to unzip a complete files hierarchy.*

11.4 Creating a new document

The teacher can create new documents directly through the documents tool. No need to use a separate text processing system. Just click the creation icon inside the desired folder. A full-blown online editor appears.

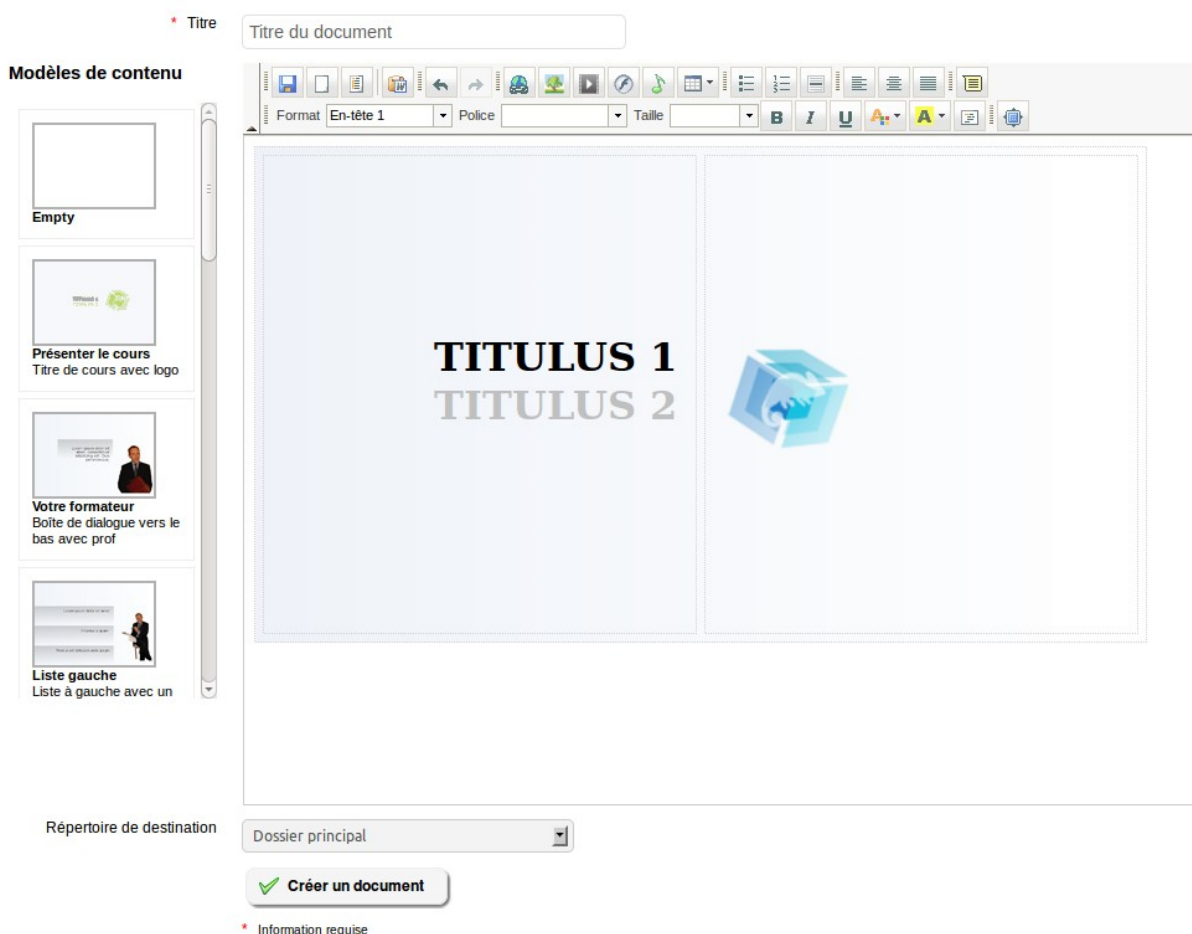


Illustration 32: Documents - Icons – Creation

Note all icons marked with a small yellow star represent creation features. We will review them a bit later.

After naming the document, it is possible to use all the options of the embedded editor to format them. You can also use a series of document templates, available inside the left column.

Créer un document



* Information requise

Illustration 33: Documents – Creating a new document

Once the document has been edited, save it clicking on the *Create document*. Other types of documents can be created depending on your browser and the portal configuration.

Icon	Feature
	The <i>draw</i> feature allows you to draw diagrams or schemas in a vectorial format ⁸ , which can be re-edited or exported to the bitmap format.
	The image edition feature is very similar to the <i>Photoshop</i> ® tool and allows for the edition, cutting, coloring, the combination of pictures or other bitmap images.
	The audio recording feature allows you to record audio tracks right from your browser, using your microphone (on a laptop, the microphone is generally embedded)
	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.

⁸ Dans tous les navigateurs récents sauf dans Internet Explorer 6, 7 and 8 où cette fonctionnalité n'est pas implémentée.

11.5 Saving documents

Saving all the documents, or a specific directory, is made possible by Chamilo, clicking on the *Save (ZIP)* icon in the icons bar:

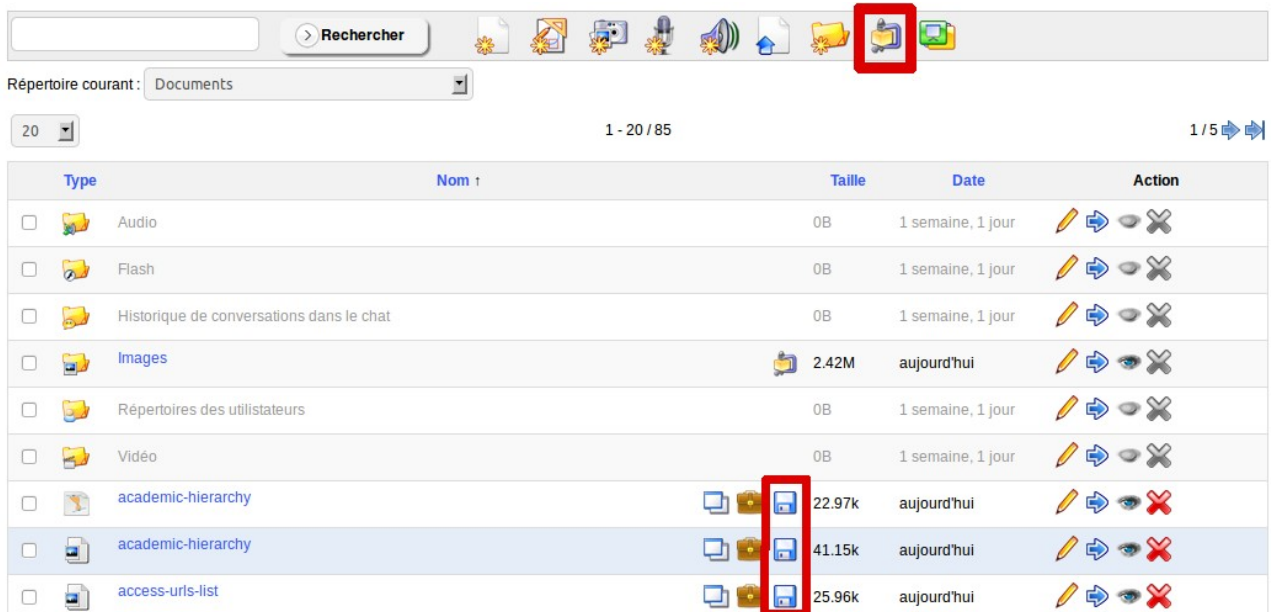


Illustration 34: Documents – Download a copy

It is also possible to save only one file by clicking on the right of the filename, or to download a specific directory by clicking on the *Save (ZIP)* icon on the right of the directory line.

11.6 Deleting a file or a directory

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


















<input type="checkbox"/>		agenda				25.41k	aujourd'hui						
<input type="checkbox"/>		au début				1.52k	aujourd'hui						
<input type="checkbox"/>		breadcrumb				3.87k	aujourd'hui						

Illustration 35: Documents - Options

As you can realize by yourself, the icons are different 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 then becomes very easy to follow the same visual style for all documents of 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 100Mo is set, but it is also possible to update it through the administration panel. 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 36: Documents - Quota

If you think you can reach the course limit in the following 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.

Note : the space available in a course is only limited, in Chamilo 1.8.8.4, to the use of the documents tool. Users will be allowed to send numerous assignments without worrying about the space limit.

Chapter 12 Interactivity: the exercises tool

12.1 Introduction

The exercises tool is generally the second teacher's attempt into the e-learning world.

The goal is clear : automatic correction of the learners' answers (resulting in time savings for the teacher who can then focus on the quality of the questions) represent a possibility for the learner to auto-qualify himself repeatedly, without depending on the availability of the teacher (his results can be shown to him immediately and automatically), to re-use the course questions from one course to another, etc.

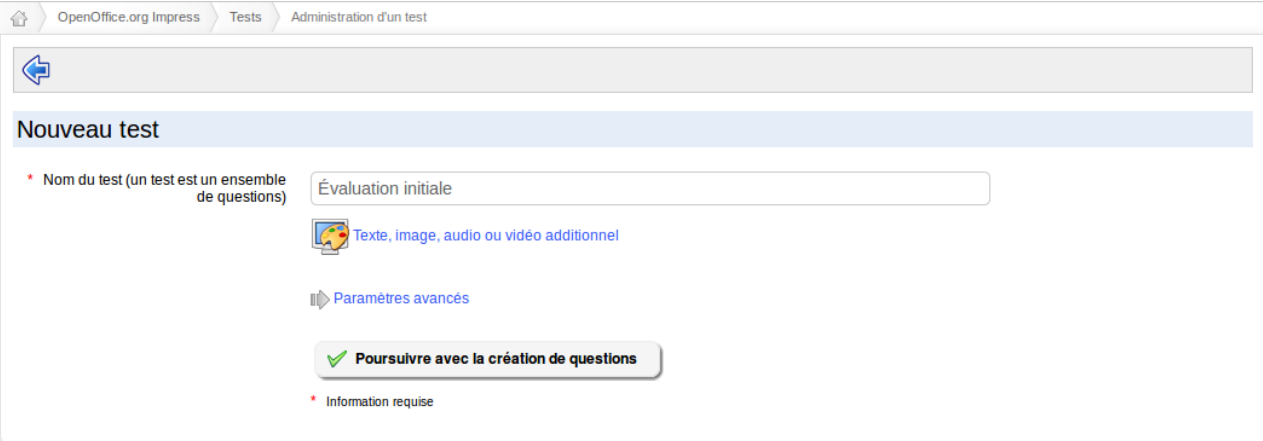
The tool allows you to create or import a questionnaire (in formats like [HotPotatoes](#), IMS/QTII2 or XLS).




Nom du test (un test est un ensemble de questions)	Nbre de questions	Action
 Évaluation initiale	4 questions	     

Illustration 37: Exercises - List

Creating a new test is very easy. Click the first icon on the left and give your test a title, then click on the confirmation button.





OpenOffice.org Impress Tests Administration d'un test




Nouveau test

* Nom du test (un test est un ensemble de questions)

 Texte, image, audio ou vidéo additionnel

 Paramètres avancés

 **Poursuivre avec la création de questions**

* Information requise

Illustration 38: Exercises – Simple creation

As there exist many types of different exercises, you might think the default options are not entirely good for what you want to obtain. That is why we have made the *Advanced settings* section available (see Illustration 39 below).

This form gives you many options. During the creation of the test (and also during its edition), you may choose :

- whether the time is limited to answer the test – a realtime counter will appear to the user⁹,
- the number of attempts allowed for each student, undefined or limited,
- whether all the questions show on one single page, or only one question per page (last option recommended for tracking purposes),
- the questions order (random or not),
- etc.

The questions asked might be of different types:

- multiple choice, single answer,
- multiple choice, multiple answers,
- fill in the blanks or fill in the form (or even crosswords if you use it in combination with the table feature of the online editor),
- match,
- open question,
- hotspot,
- exact combination

... as well as variations of these types of questions.

The answers to each question are given during its creation, and the results can be seen in the *Reporting* tab when learners have answered them. This tab also allows you to leave a comment, then to export the results found.

An exercise groups together a number of questions, not necessarily of the same type, under a common topic.

12.2 Feedback, score and correct answers

In order to fully understand the exercises feature, it is necessary to get a good grip of what specific terms mean in Chamilo.

12.2.1 Feedback

The feedback is a way to automate the learner's answer commenting. Typically, if he gives the right answer, you congratulate him: “Well done, I can see you have a good grasp on this concept!”.

If he answers incorrectly, obviously you can use this opportunity to tell him so, but it is also an opportunity to go far beyond that and make the feedback part of the learning process. The learner might be wrong, but this is the best time for him to learn *why* and *how* to avoid that, next time. Use hints : “This is incorrect. Probably, you haven't 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 example “Chapter 3”.

In short, it is a way to encourage and correct the learner during his auto-evaluation attempts.

12.2.2 Score

The score is a “raw” way of giving an evaluation of his skills to the learner. If you give a direct score to a learner, it becomes more difficult to fine-tune it afterwards. Updating a score can be

⁹ 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.

necessary under specific circumstances where the exercise is complex and requires a manual review from the teacher.

12.2.3 Correct answers

The correct answers are a short and direct way to explain to the learner what he should have answered. Sometimes you might want to show these answers, but in the interest of the possibility to re-use tests, it is recommended you don't show any answer, and rather use the feedback to let the learner know **how** he should have answered and set him on the right course to get it right next time through his own efforts.

12.3 Test types

We gather a series of test types under the *exercises* label:


- exams are exercises (generally time-controlled) for which no feedback, nor any answer, is given to the learner : he will obtain his results when the teacher considers it right.
- the exercises allow you to evaluate the learner during the course, and are generally limited to one to three attempts. The results (score) are shown to the learner, but not the correct answers.
- the auto-evaluation tests can generally be taken an unlimited number of times. They are generally not limited in time but display feedback, score and sometimes the correct answers to the user so he can improve through practice.


12.4 Creating an exercise

Click on *New test* and give your test a name.

Nouveau test

* Nom du test (un test est un ensemble de questions)

 Texte, image, audio ou vidéo additionnel

 Paramètres avancés

Feedback ☒ À la fin du test ☐ Pas de feedback

Questions par page ☐ Questions sur une seule page ☒ Une question par page

Montrer le résultat à l'apprenant ☒ Mode auto-évaluation: afficher le score et les réponses attendues sur la page finale
☐ Mode examen: ne rien divulguer (ni score, ni réponses)
☐ Mode exercice: montrer le score uniquement

Ordre des questions aléatoire Nombre de questions qui seront tirées aléatoirement parmi les questions du test. Choisissez "non" pour ne pas les tirer aléatoirement. Choisissez le nombre total de questions pour les désordonner toutes.

Désordonner les réponses ☐ oui ☒ Non


Tentatives maximum

Utiliser une date de début ☐

Utiliser une date de fin ☐

Propager les résultats négatifs entre les questions ☐

Activer le contrôle du temps ☐

 Poursuivre avec la création de questions

* Information requise

Illustration 39: Exercises – Creating an exercise – Advanced options

The other settings are optional, but they allow you to indicate a few options:

- the *Give a context to the test* icon allows you to associate media (text, sound, images, etc) through the online editor. This information will appear at the beginning of the test,
- give a *Feedback* to a learner,
- the way it will appear: either *all questions on one page* or *one question per page*,
- whether you want to show the score obtained to the student or not,
- whether you want to use random questions order or not,
- whether you want to shuffle the answers within the multiple choice questions,
- whether you want to limit the number of attempts,
- whether you want to limit the availability of the exercise between two dates (it then will disappear to the user),
- whether to propagate negative results from one question to another, or to limit the negative impact to a minimum score of zero,
- whether to enable *time control*, which will limit the time allowed in the test, and show a reverse seconds counter during the test taking,
- **if** the text indexing feature has been enabled by the administrator, you will be offered a set of options to index the exercise description too.

Click *Proceed to questions* to add the first question to your test.

Note : the combination of the **immediate feedback** option with the **auto-evaluation** gives access to an adaptive exercise type relatively different from the other types, which is not covered in this

guide.

12.5 Creating a question

Once the test has been created, choose the type of the first question within the different types proposed. If the test already exists and you need to add one or more questions, you can proceed the same way. It is possible to make the test harder to do by assigning a negative score to a wrong answer, which makes the learner think more. The exercise can be composed of several types of answers in order to break the monotony of an exercise and fill its evaluation requirements.



Illustration 40: Exercises – Question types

12.5.1 Type 1 : Multiple choice – Single answer

The classical multiple choice question is the one where only one proposal will be considered valid. It is possible to make the test a little bit more complicated by assigning a negative score to a wrong answer. When well indicated (either in the test introduction or the question itself), this ensures the learner will think more deeply before giving a *random* answer.

Ajouter la question au test: Choix multiple

1 * Question Sélectionnez le bon raisonnement

Difficulté 1 2 3 4 5 2

3 Enrichir la question

Réponses	N°	Vrai	Réponse	Commentaire	Score
1	1	<input checked="" type="radio"/>	A puis B puis C 5	7	10 8
2	2	<input type="radio"/>	A puis C puis B		0

6 4 - réponses + réponses 9 Ajouter la question au test

Illustration 41: Exercises - Multiple answer question creation form

- give the question a title (1) – note that this is **not** the question itself (see 3),
- enter the difficulty of the test (2),
- click on the *Give a context to the test* link to add the question in itself, illustrated by images, audio, etc (audio can be used for listening comprehension questions), through the internal editor (3),
- add or reduce the number of answers proposed by clicking the *Add answer option* or *Remove answer option* (4),
- enter the answers proposed to the learners (a little bit of visual formatting and adding media

- elements can be done through the tiny black arrow on top of the answer zone) (5)
- select the right answer (6),
- enter a comment (feedback) associated to each answer. Keep in mind the comment associated to a wrong answer can be the start of a better learning and a reinforcement of the notions learned (7),
- assign a score (positive, negative or null) to each proposed answer (8),
- click on the *Add this question to the test* button to save the question (9).


12.5.2 Type 2 : Multiple choice – multiple answer


This question type is a variation of the first one. It allows you to assign several valid answers. Again, positive and negative scores are possible.

Ajouter la question au test: Réponses multiples

* Question

Difficulté ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

 [Enrichir la question](#)

Réponses	N°	Vrai	Réponse	Commentaire	Score
	1	<input checked="" type="checkbox"/>	<div>▼ Carence en vitamine A</div>	<div>▼ La vitamine A intervient dans la production de ...</div>	<input type="text" value="10"/>
	2	<input type="checkbox"/>	<div>▼ Manque de calcium</div>	<div>▼ Le calcium permet de...</div>	<input type="text" value="-5"/>

* Information requise

- Complete the question label,
- enter the difficulty level for the question,
- click on the *Enrich question* link to add media through the online editor,
- add or reduce the number of answers proposed by clicking the *Add answer option* or *Remove answer option*,
- enter the answers proposed to the learners (a little bit of visual formatting and adding media elements can be done through the tiny black arrow on top of the answer zone),
- select the right answer(s),
- enter a comment (feedback) associated to each answer. Keep in mind the comment associated to a wrong answer can be the start of a better learning and a reinforcement of the notions learned,
- assign a score (positive, negative or null) to each proposed answer,
- click on the *Add this question to the test* button to save the question (9).

12.5.3 Type 3 : Fill the blanks

It is a text with holes question type. Its objective is to get learners to write words that have been previously removed from a text. This is the type of exercise generally used by language teachers at the beginning of their courses.

Ajouter la question au test: Remplir les blancs ou le formulaire

* Question

Difficulté ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

 [Enrichir la question](#)

Médias associés

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, link, unlink, list, indent, outdent, and a text area below.

Veillez introduire votre texte lacunaire ci-dessous, et utilisez des crochets [...] pour créer un ou des blancs



Rich text editor toolbar with icons for undo, redo, bold, italic, underline, link, unlink, list, indent, outdent, and a text area below.

Exemple de Remplir le formulaire : calculer l'Indice de Masse Corporelle

Age	[25] ans
Sexe	[M] (M ou F)

Illustration 42: Exercises - Fill the blanks

- Complete the title for the question,
- enter the difficulty of the question,
- click on the *Enrich question* link to add media through the online editor,
- enter the text to fill, by placing the expected words or expressions inside brackets,
- affect a score (positive, negative or null) to each proposed answer,
- click on the *Add question to the test* button to save the question.

12.5.4 Type 4 : Matching

This type of question can be selected to have the learner link elements as a set of P1 proposals with a second P2 set of proposals. It can also be used to ask a user to sort elements in a certain order.

Ajouter la question au test: Appariement

* Question

Difficulté ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5


 [Enrichir la question](#)


Réponses

Faites correspondre





N°	Réponse	Correspond à	Score
1	<input type="text" value="Premièrement"/>	<input type="text" value="A"/>	<input type="text" value="10"/>
2	<input type="text" value="Deuxièmement"/>	<input type="text" value="B"/>	<input type="text" value="10"/>


 - élément

 + élément

N°	Réponse
A	<input type="text" value="Prendre note de l'adresse"/>
B	<input type="text" value="Contacter les services d'urgence"/>

 - élément

 + élément

 Ajouter la question au test

* Information requise

- Complete the question title,
- enter the difficulty level,
- click the *Enrich question* to add media using the online editor,
- add or remove proposed elements (numerical) and matches (literal) clicking on the *Add element* or *Remove element*,
- enter the proposed elements details (as well as their matches),
- complete the *Matches to* column to show the relation between proposed elements,
- give a score (positive, negative or null) to each answer proposed,
- click on the *Add this question to the test* to save the question

12.5.5 Type 5 : Open questions

Here, the learner's answer will be freely written. This answer will **not** be automatically evaluated at the end of the test, but will have to be evaluated by the teacher before the final test result can be scored.

The screenshot shows the 'Ajouter la question au test' interface for 'Question ouverte'. At the top, there are three links: 'Prévisualiser' (with a magnifying glass icon), 'Modifier le test' (with a pencil icon), and 'Retour à la liste des questions' (with a green arrow icon). Below this, the title 'Ajouter la question au test: Question ouverte' is displayed. The main form includes a 'Question' field with the text 'Quelles sont, selon vous, les 10 qualités d'un bon gestionnaire de projet?'. Below the question field is a 'Difficulté' section with radio buttons for levels 1, 2, 3, 4, and 5, where level 1 is selected. There is an 'Enrichir la question' button with a media editor icon. A 'Score' field contains the value '10'. At the bottom, there is a green '+ Ajouter la question au test' button. A red asterisk and the text '* Information requise' are located at the bottom left of the form.

Illustration 43: Exercises - Open questions

- complete the question title (short version of the question),
- enter the difficulty level,
- click on the *Enrich question* link to add media through the online editor,
- assign a score (positive, negative or null) to the question,
- click on the *Add this question to the test* to save the question

12.5.6 Type 6 : Hotspot, 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.

Ajouter la question au test: Remplir les blancs ou le formulaire

Question: Calculer l'Indice de Masse Corporelle

Difficulté: 1 2 3 4 5

Enrichir la question

Médias associés

Style Format Normal Police Taille B I U

Prévisualiser Modifier le test Retour à la liste des questions

Question: tutoriel

Veuillez introduire v Supprimer zone Ajouter zone Ajouter la question au test

	Cliquez maintenant sur : (...)*	Commentaire	Score*
Exemple de			10
			10

Rectangle Rectangle

Chamilo

Illustration 44: Exercises - Hotspot question creation

- fill the question title,
- enter the level of difficulty,
- click the *Enrich question* to add media using the online editor,
- click the *Browse* button to import an image (in .jpg, .png or .gif format) from your computer,
- click on the *Go to question* button,
- describe the first area the learner will have to identify and add a comment (feedback),
- select one of the shapes available (rectangle, ellipse, polygon or delineation for adaptive tests), whichever is the most adapted to the area to identify. To close a polygon or delineation, click-right and select the *Close polygon* option,
- assign a score (positive, negative or null) to the first area to identify,
- click on the *Add hotspot* button if the learner has to identify more than one area, and repeat the previous steps
- Click *Add this question to the test* to save it.


12.5.7 Type 7 : Exact combination


This is a variation of the multiple answer type test we've seen previously. The only difference is that no partially-correct combination will be accepted. This means that if you have possibilities A-B-C-D and 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.

Ajouter la question au test: Combinaison exacte

* Question

Difficulté ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

 Enrichir la question

Réponses	N°	Vrai	Réponse	Commentaire
	1	<input checked="" type="checkbox"/>	Carence en vitamine A	La vitamine A intervient dans la production de ...
	2	<input type="checkbox"/>	Manque de calcium	Le calcium permet de...

Score

Illustration 45: Exercises - Exact combination

- complete the question title,
- enter the difficulty level of the question,
- click the *Enrich question* to add media using the online editor,
- add or remove answers by clicking the *Add answer option* or *Remove answer option* buttons,
- enter the possible answers that will be given to the learners,
- check the right answers' checkboxes,
- enter comments (feedback),
- assign a total score (positive, negative ou null) for the whole question. This score will only be given if the learner selects the right combination of answers (no variation is allowed),
- click the *Add this question to the test* button to save the question.

12.6 Recycling existing questions

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

During the test creation, the database shows questions from other tests, as well as orphan 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. Use the *Filter* and *Difficulty* drop-down lists to filter the questions accordingly.

Banque de questions

Session: -- Sélectionnez --

Cours: -- Sélectionnez --

Tests: Tous les tests

Difficulté: 0

Type de réponse: -- Sélectionnez --

question	Niveau	Récupérer
Il n'y a aucune question actuellement		

Illustration 46: Exercises – Questions database

Click the *Re-use in current test* button to include these questions in the current test.

It is only since version 1.8.8 of Chamilo that it is possible to re-use questions from other courses you teach.

12.7 Update a question belonging to several tests

The questions database allows you to recover questions from another exercise inside the current exercise. In case of updating a question belonging to other tests, the change was previously affecting all tests, which made it a very dangerous option.

In recent versions, we have updated the process so the question is “copied” instead of re-used. This effectively makes it impossible to simultaneously update in several questions at a time, but it is a much safer option.

12.8 HotPotatoes, IMS/QT12 or Excel imports

It is also possible to import exercises built separately with *HotPotatoes* in the specific *HotPotatoes* format (which is just a combination of HTML and JavaScript), or in the *IMS/QT12* or *XLS* formats.

- click on the corresponding icon above the tests list (they all show a representative icon),
- click the *Browse* button and select the document on your computer,
- import the document.

Accueil Formations Profil Agenda Suivi Administration

Cinellera > Tests > Importer des tests HotPotatoes

Importer des tests HotPotatoes

* Importer un test HP (html ou zip) :

Illustration 47: Exercises - Import HotPotatoes

000_Impress > Tests

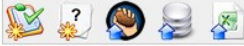
Importer exercices QT12

* Charger le fichier :

Illustration 48: Exercises - Import IMS/QT12

12.9 Exercises results

Chamilo lets you analyse exercises results by clicking on the *Results* icon (chart icon, marked in the following illustration), which will give you all the results for the corresponding exercise.









Nom du test (un test est un ensemble de questions)	Nbre de questions	Action
Évaluation initiale	4 questions	     

Illustration 49: Exercises - List













Prénom	Nom :	Test	Durée	Date	Score	Corriger le test
Élève	Élève	Évaluation initiale	1 minute	2011-07-10 12:59:31 / 2011-07-10 12:59:43	20% (10 / 50)	 
Élève	Élève	Évaluation initiale	1 minute	2011-07-10 13:00:18 / 2011-07-10 13:00:38	80% (40 / 50)	 
Élève	Élève	Évaluation initiale	1 minute	2011-07-10 12:59:49 / 2011-07-10 13:00:13	60% (30 / 50)	 
Yannick	Warnier	Évaluation initiale	1 minute	2011-07-10 13:01:40 / 2011-07-10 13:01:54	80% (40 / 50)	 
Yannick	Warnier	Évaluation initiale	1 minute	2011-07-10 13:01:16 / 2011-07-10 13:01:35	60% (30 / 50)	 

Illustration 50: Exercises – Results list

Right side column options:

- click on *Details* icon to review and comment learners' answers (opened questions can be scored),
- click on the *Delete* icon (red x) to delete this learner's attempt (because it is not representative of the learner's level, for example, or because the exercise was flawed at the time of the attempt).

Upper menu bar options:

- the *Back to test* icon allows you to get back to the test
- the *Export* icon (floppy) allows you to export the results in CSV or XLS formats to sort them and generate graphical evaluation statistics,
- the *With individual feedback* icon (“list of marks” icon) allows you to filter the results and see only the ones which have already been reviewed (the default view shows only the ones to be reviewed)

Chapter 13 Communication : Forum

Although the natural order for this next chapter would be to delve into the *learning paths* tool (see Chapter 14 on page 59), it makes more sense to review the next most used tool on the platform.

The *Forum* tool allows you to organize the exchange of ideas, opinions and information on the course and the learning paths. The tool has been conceived so that learners with many questions about the course can easily find the information they are looking for without having to look through a massive amount of information.

The forum is an asynchronous discussion tool (it means the people involved in a conversation do not have to be connected simultaneously to participate), just as e-mail. As a major difference from e-mail, though, 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, which boosts access to highly valuable information when a group of students and teachers exchange ideas in their specialization field.

The structure of the forum page is as follows:

Forum	Sujets	Articles	Dernier article	Action
cinelerra				
Cinelerra	1	1	2010-05-11 17:28:03 Par eleve eleve	
Exemple				
OpenOffice.org				
Test				
Forum	Sujets	Articles	Dernier article	Action
OpenOffice.org				
Forum	Sujets	Articles	Dernier article	Action

Illustration 51: Forum – Global view

In blue : the name of the forum *Categories* (or previously *Folders*),

In red : the name of the forums,

In orange : forum management tools.

Exchanges are organized in a hierarchical way, in the following example architecture :

*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 the answers to discussion threads.

- **Flat view** : simply shows messages in chronological order,
- **thematic view** : shows only one answers thread at a time,
- **hierarchical view** : uses the thematic view but displays a complete subject.

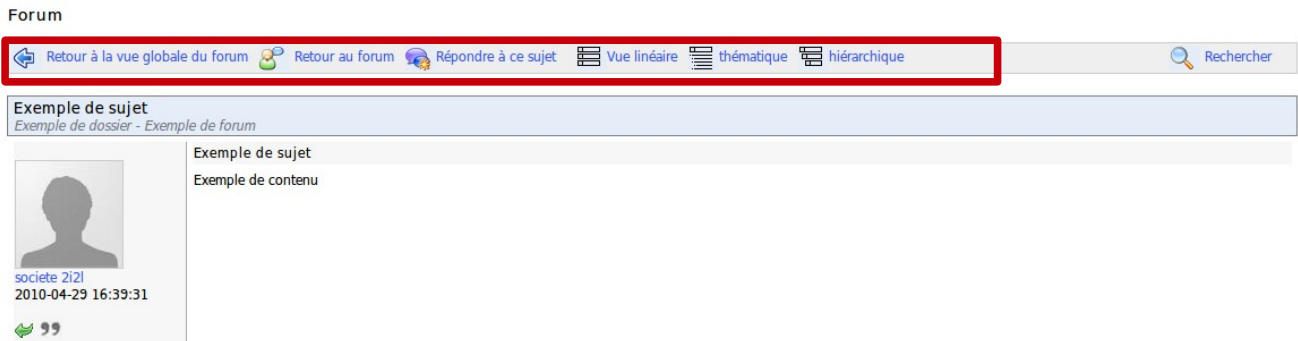


Illustration 52: Forum – Display modes

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*.

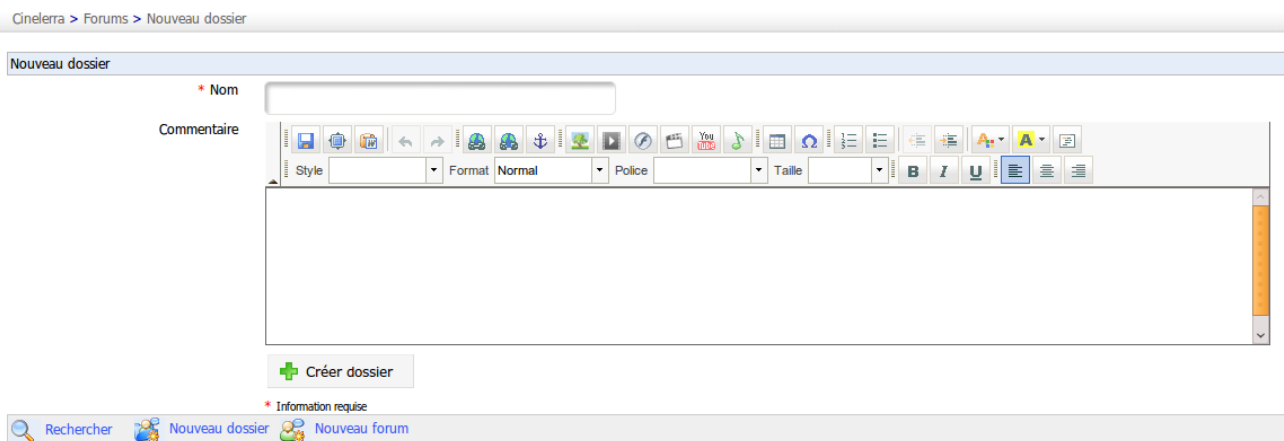


Illustration 53: Forum – New category

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 54: Forum – Forum creation form










13.4 Manage forum categories

Managing forum categories makes use of familiar icons:

Icons	Features
	Update settings of a forum category
	Delete the forum category and all its contents
	Control visibility of a forum category
	Lock / unlock a forum category to prevent its edition
	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.

Paramètres avancés

Changer la cotation du fil de discussion

- ☐ Noter ce fil de discussion dans le rapport de compétences
- ☐ Me prévenir par mail si quelqu'un répond à ce message (anael.boulier@2i2l.fr)
- ☐ C'est un message "Post_it" (il apparaît toujours au premier plan)

Annexe

Nom de document

Parcourir...








Remarques

Illustration 55: Forum – Discussion thread

- 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*

13.7 Manage discussion threads







The day-to-day administration of topics (also called “discussion threads”) is identical to the one 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 Score a learner

If you chose to score a topic (or discussion thread), you will have assigned a maximum score to this thread. A new item will appear in the assessments and a ponderation is assigned to this element.

From the threads list in a forum:

- click on the *Learners list* icon,
- scroll down to see the list of learners,
- click on the *Mark 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: helping yourself with the list of contributions, choose a qualitative evaluation for these contributions. The statistical table allows a quantitative evaluation of the contributions,
- Click the *Mark this thread* button.

Cinelerra > Forum > cinelerra > Cinelerra > Cinelerra > Coter le fil de discussion

Forum


Cinelerra
cinelerra - Cinelerra

eleve eleve

2010-05-20 13:27:48
[Voir les commentaires sur ce message](#)

oui
Je test

Utilisateurs :	eleve eleve
Fil de discussion :	Cinelerra
Utilisateurs du cours :	4
Nombre de messages :	2
Nombre de messages de l'utilisateur :	1
Moyenne messages par utilisateur :	0.5
Évaluation :	<input type="text"/> Score max : 20.00

 Coter ce fil

Non modifié

Illustration 56: Forum – Marking a thread

13.10 Give a score from a message

- Click on the *Mark 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 *Mark 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 available to manage the discussion threads, locate the *Reply to this thread* icon. It allows you to add a message at the same hierarchical level as the starting message.


- clicking the icon will give you access to the online 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 colour in your answer).

13.14 Reply or Reply to this topic

The main difference between those two options reside 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 is a learning sequence split into sections which contain activities or learning objects. It can be organized depending on the content. It will constitute a table of contents or, depending on the activities, it will be used as an agenda of *things to do* to acquire a knowledge, a skill.

A learning path can also be sequenced. This means some activities can be set as prerequisites for other activities (e.g. you can't access to activity B before you finish activity A).

The sequence can be suggestive (show sections one after another) or restrictive (the learner is forced to follow the sections in a preset order). It is important to understand that a learning path is more than just the diced-up course content: it is an itinerary through knowledge which might include tests, discussions, evaluations, experimentation, ...

In a course space, click on the *Learning paths* link:

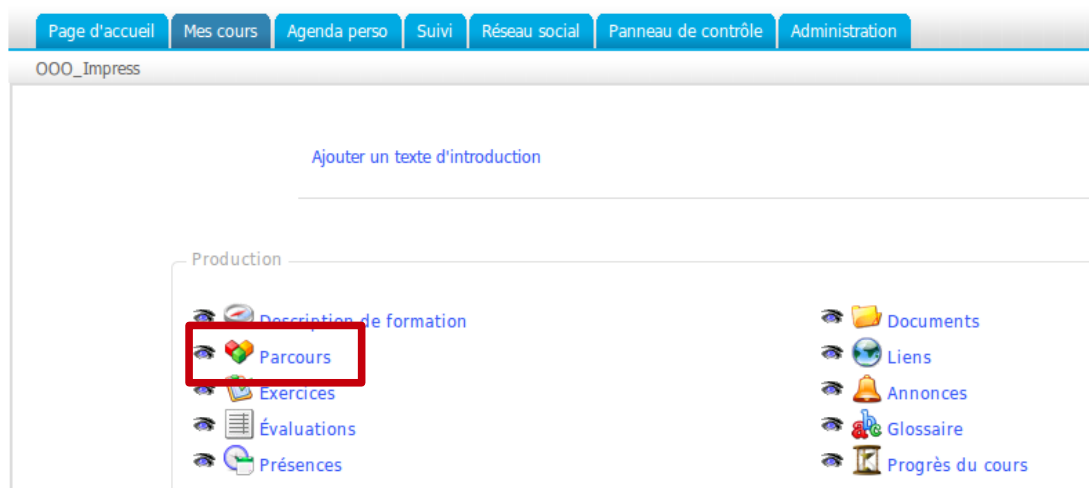


Illustration 57: Learning paths – Access through course's homepage

Once inside the learning path tool, you are offered the possibility to import an AICC or SCORM content, but you can also create or edit a learning path:

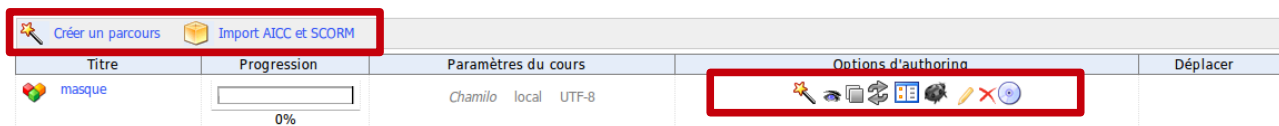



Illustration 58: Learning paths - List

14.2 Create a learning path


Click on the creation icon (icon with yellow star): *Create a new course*

 [Retour aux parcours](#)

Bienvenue dans l'outil de création de parcours de Chamilo.
Vous pourrez créer votre parcours étape par étape. La structure de votre parcours apparaîtra dans le menu sur la gauche

Pour commencer, choisissez un titre pour votre parcours

* Nom du cours

 Continuer

* Information requise

Illustration 59: Learning paths - Creation

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

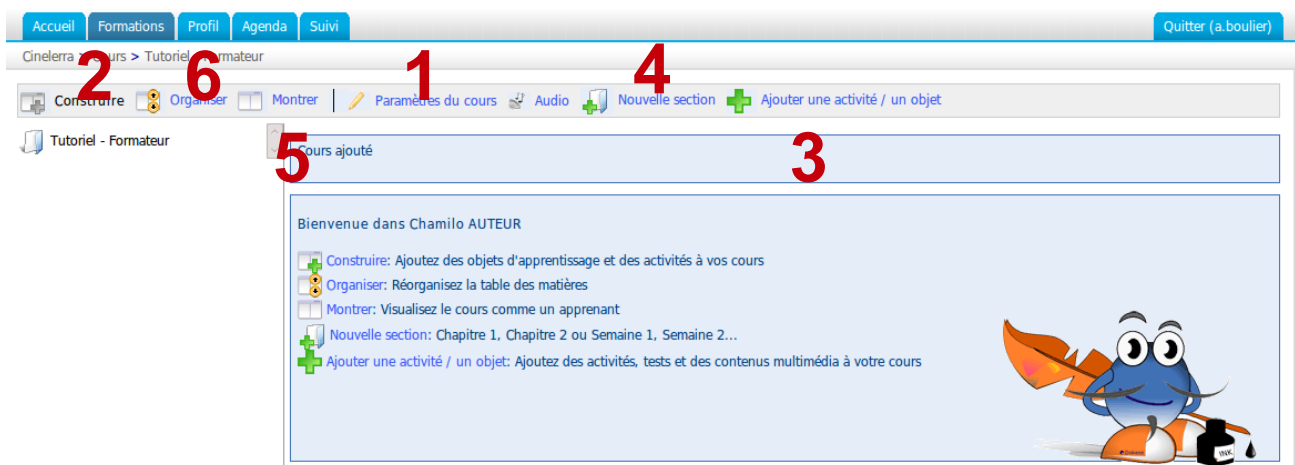


Illustration 60: Learning paths – Elements edition page

1. update the learning path's settings,
2. use a view prepared for building 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,
6. organize this course.

14.2.1 Learning path's settings

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.

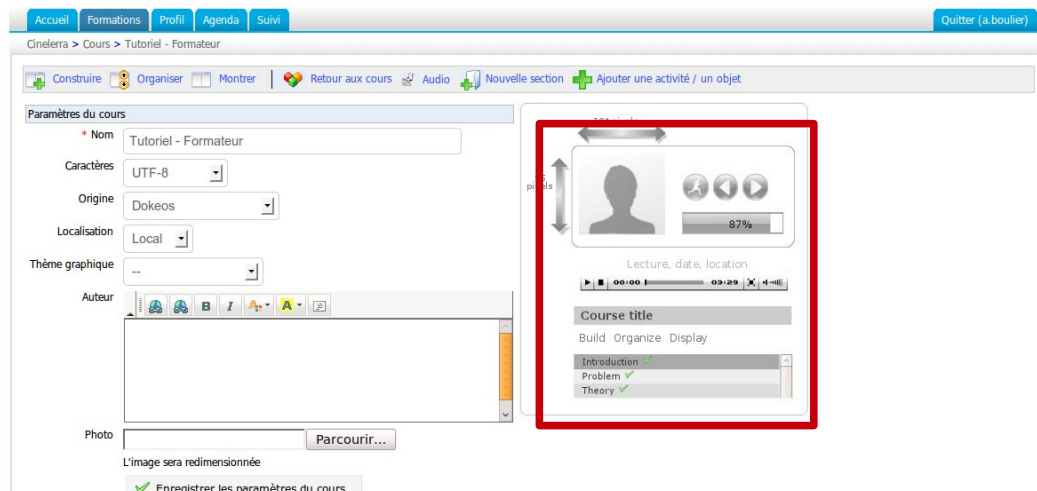
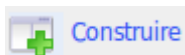


Illustration 61: Learning paths - Settings

14.2.2 Build



Construire

The *Build* tab allows you to come back to the main menu of the learning path creation screen.

14.3 Add an activity / object / document

This tab is composed of two parts. One allows you to create a learning path from Chamilo, the other allows you to add resources which can come from external sources:

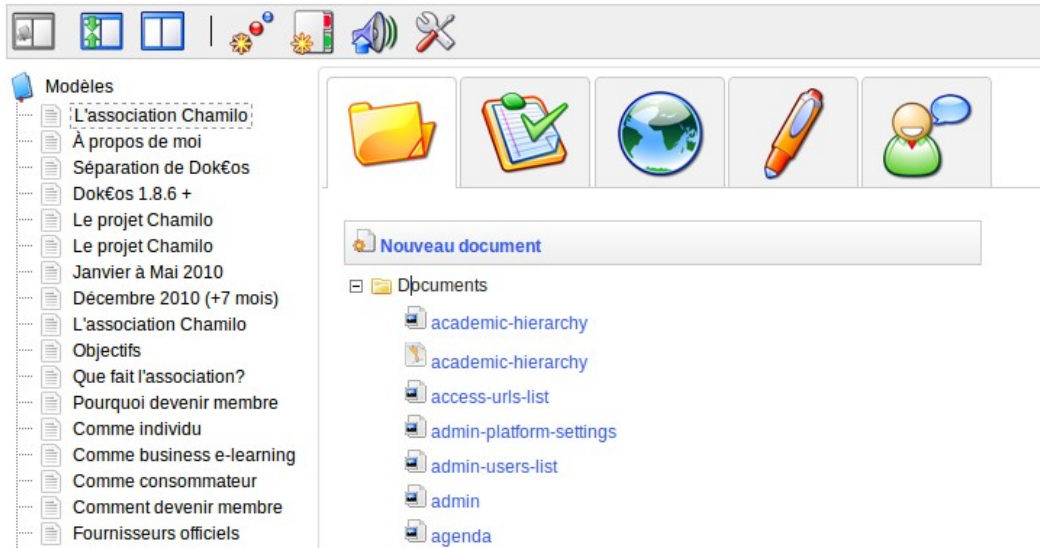


Illustration 62: Learning paths – Components edition

14.3.1 Create a new document

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

It is possible to use styles, add images, videos, etc. In other words, a complete learning path creation tool:

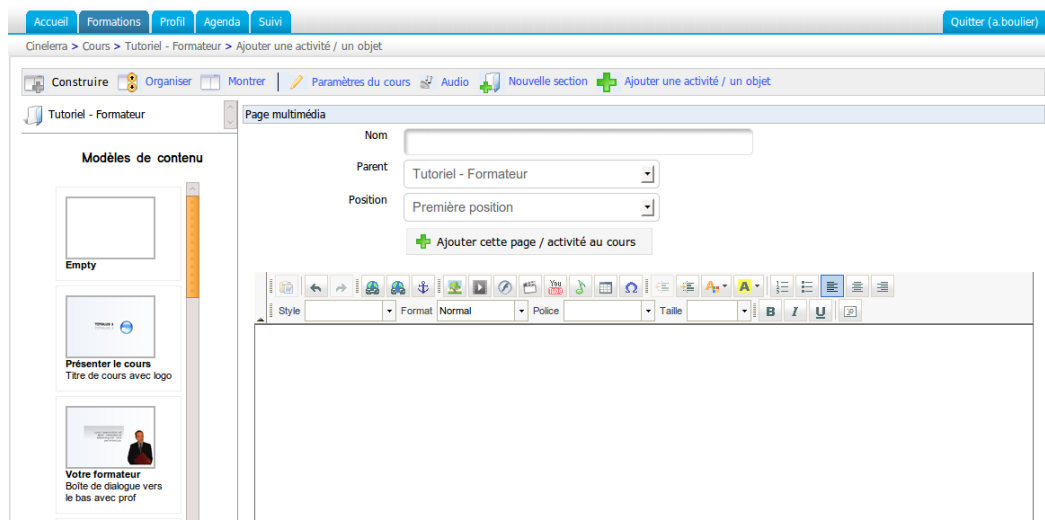


Illustration 63: Learning paths – Online creation

14.3.2 Use existing resources

You can import a document previously imported into the documents tool of the course (e.g. a SCORM course, .html pages, videos, images, etc. - see

On peut importer un document qui a été préalablement importé dans les documents du course (par exemple, un course SCORM, des pages en .html, des vidéos, des images, andc. : cf *Creating a new document*).

You can add tests, links, assignments and forums. The resource then appears inside the learning path, inside the list of other elements.

Links, tests, assignments an forums can be created previously in the *Production* or *Interaction* sections inside your course's homepage, then added from these sections into your learning path, or they can be created directly from the edition section:

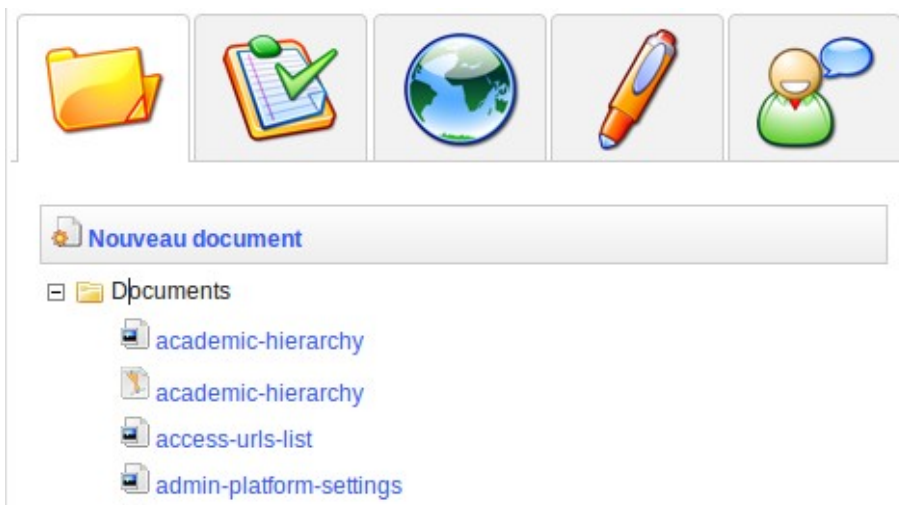


Illustration 64: Learning paths – Importing existing resources

14.3.3 Add a new section

Allows to separate learning paths to make the difference between several categories, chapters, etc inside the learning path.

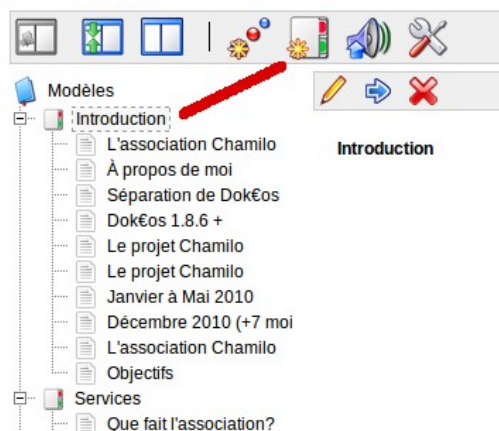


Illustration 65: Learning paths – New section

14.3.4 Show

Show the results of the learning path you just built:

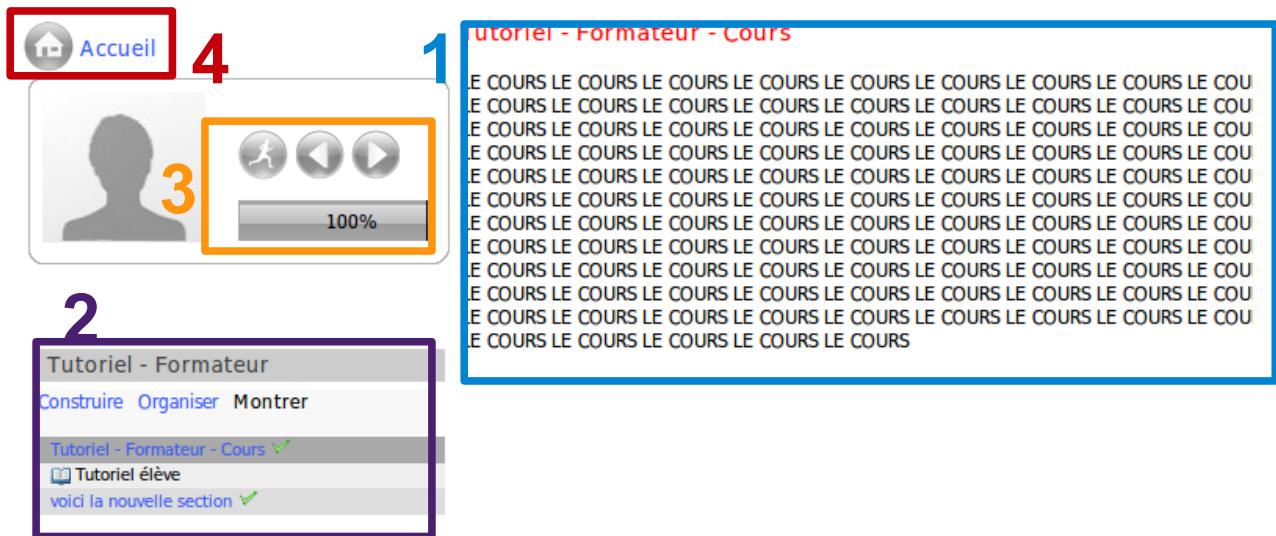


Illustration 66: Learning paths – Learner's view

1. See a learning path
2. Through the small teacher's menu, get back to the list of learning paths or the edition screen,
3. Progress of the learner inside the current learning path and buttons to move back and forward,
4. Get back to the course's homepage

14.3.5 Organize

Shape your learning path, change the order of elements, update or remove any element and add audio files:

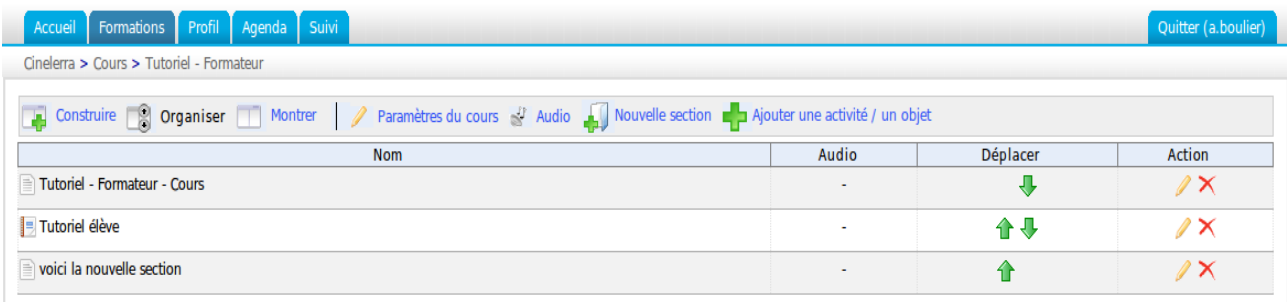


Illustration 67: Learning paths – Organize view

14.4 Add audio

To increase the impact of a learning path, you can add audio to each document inside it. The audio file will have to be created in parallel (you could do it through the *Documents* tool, for example) and then attached to any step inside your path.

To attach an audio file to a step:

- click on the *Audio* icon,
- click on the *Browse* button located in front of the document name to which we want to attach the audio,
- once the file is associated to the document, click on the *Save audio and organization*.

Note : The screen which allows you to attach an audio to a document also lets you organize sections and learning paths steps, as well as edit the names (and contents) of sections (or documents).

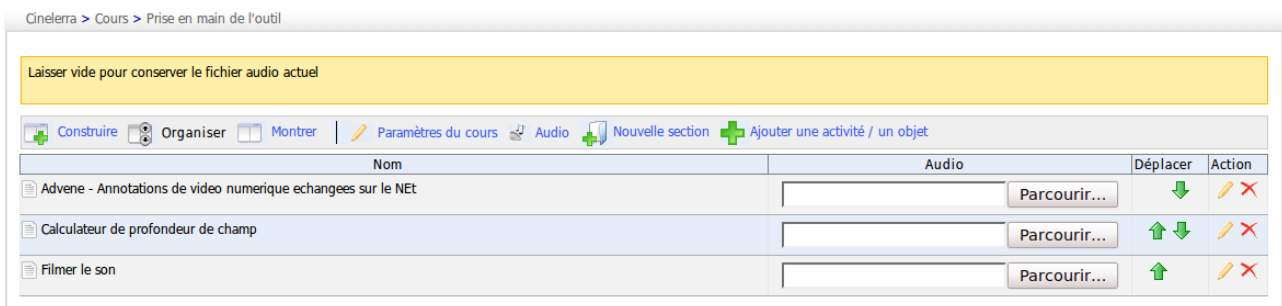


Illustration 68: Learning paths – Organize view – Upload audios

14.5 Import AICC and SCORM

Chamilo uses standards like [SCORM](#) and [AICC](#) for the exchange of contents. It's easy to import documents using this tool:

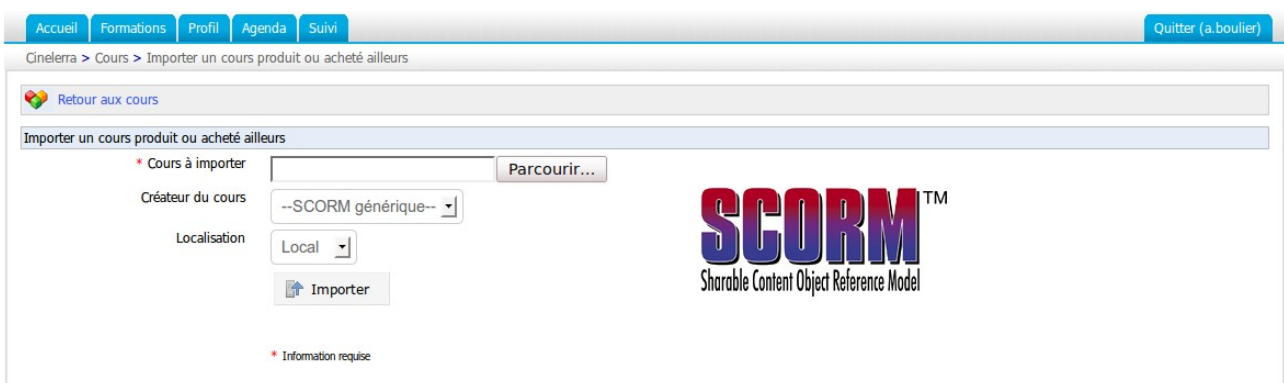


Illustration 69: Learning paths - Import SCORM

You can simply select the corresponding format document on your hard disk and click the *Import* button and that's it, your learning path is ready.

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
















14.6 Update a learning path

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

Titre	Date de publication	Date d'expiration	Progression	Options d'autouring
 Modèles Chamilo local	vendredi 1 juillet 2011 22:00		0%	        
 Masques Chamilo local	vendredi 1 juillet 2011 22:00		0%	        

Illustration 70: Learning paths - List

The right-side column includes tools to update your paths:

Icons	Features
	Update the learning path settings
	Delete the learning path
	Enter the edition screen to update the learning path
 	Display / hide the learning path
 	Show / hide the learning page on / from the course homepage
	Export the learning path in the .zip format, which can then used as SCORM content inside other tools
 	Allow / prevent multiple attempts to learners
 	Set the learning path in full-screen or normal view
 	Re-organize the learning paths
	Export the complete learning path as a large multi-pages PDF document

14.7 Prerequisites

If a learning path contains several documents, it is possible to indicate the goal and the use we expect the learner to do of the learning path through prerequisites.
This tool is accessible through the learning path construction:

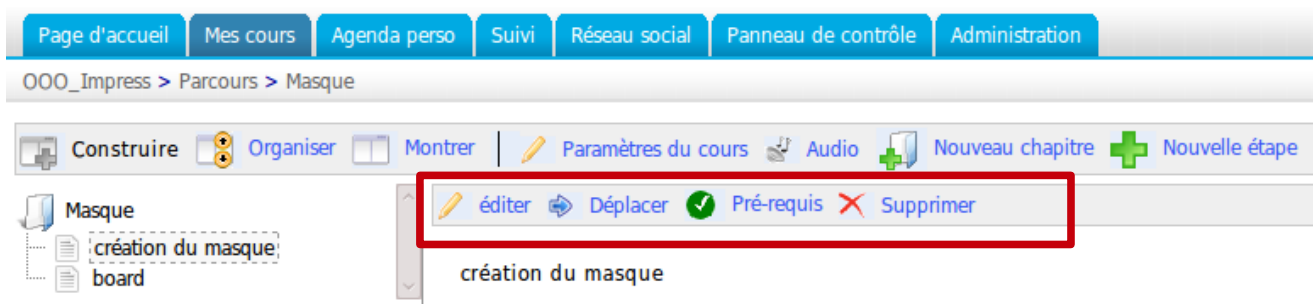


Illustration 71: Learning paths - Prerequisites

It allows the teacher to force the learner to read a specific document in the learning path to access the next step, or to pass an exercise to continue, etc.

To use it, click on any document and action icons will appear in the menu, which allow you to select, between others, a green check representing prerequisites. The only step left is to pick the prerequisite step (the step which you want to be seen before seeing the current step).

Ajouter/éditer les pré-requis

Pré-requis	Minimum	maximum
<input checked="" type="radio"/> rien		
<input type="radio"/> Introduction		
<input type="radio"/> L'association Chamilo		
<input type="radio"/> À propos de moi		
<input type="radio"/> Séparation de Dokéos		
<input type="radio"/> Le projet Chamilo		
<input type="radio"/> Janvier à Mai 2010		
<input type="radio"/> Décembre 2010 (+7 mois)		
<input type="radio"/> L'association Chamilo		
<input type="radio"/> Objectifs		
<input type="radio"/> Évaluation initiale	<input type="text" value="0"/>	<input type="text" value="50"/>
<input type="radio"/> Services		

Modifier les prérequis

Illustration 72: Learning paths – Selecting prerequisites

Chapter 15 Reporting

Several tools let teachers follow the progress of their learners, either through the *tracking* tool, or through the assignment of homeworks and exercises during the course. This way, learners as well as course's resources can be tracked:

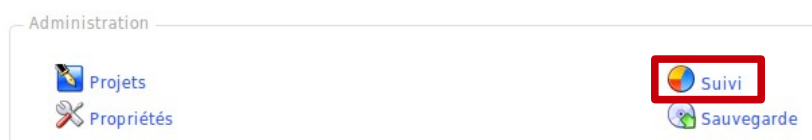


Illustration 73: Courses – Administration tools

15.1 Tracking learners

This tracking shows the way in which a learner uses the course thanks to several criteria like the *Time* corresponding to the total time spent in the course, or *Details* which include more information about the learner.

15.2 Show synthetic data for learner

Click on the *Reporting* tool leads you to a learners list. It is possible to use it as a synthesis table to find learners whose activity is too low or null (you can define a number of days between 2 and 30, or *Never*) by clicking the drop-down list located on top of the page.

15.3 Show learner's detailed reporting

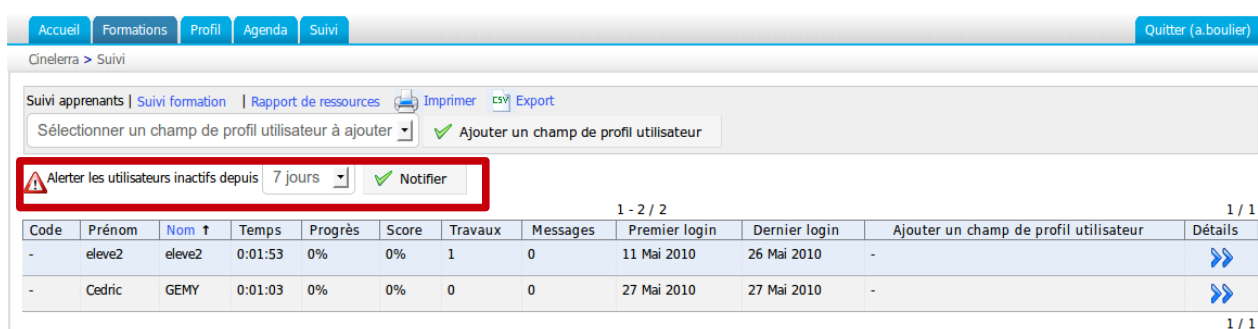
The image shows the 'Suivi' (Tracking) page in the Cinelerra application. The page has a navigation bar with 'Accueil', 'Formations', 'Profil', 'Agenda', and 'Suivi'. The 'Suivi' tab is selected. Below the navigation bar, there is a section titled 'Suivi apprenants' with links for 'Suivi formation', 'Rapport de ressources', 'Imprimer', 'CSV', and 'Export'. There is a dropdown menu for 'Sélectionner un champ de profil utilisateur à ajouter' and a button 'Ajouter un champ de profil utilisateur'. A red rectangle highlights the 'Alerter les utilisateurs inactifs depuis 7 jours' button and the 'Notifier' checkbox. Below this, there is a table with the following columns: Code, Prénom, Nom, Temps, Progrès, Score, Travaux, Messages, Premier login, Dernier login, Ajouter un champ de profil utilisateur, and Détails. The table contains two rows of data. The first row is for 'eleve2' and the second row is for 'Cedric GEMY'. The 'Détails' column contains double arrows. The page number '1 / 1' is displayed in the bottom right corner.

Illustration 74: Reporting - Learners

From the synthetic table:

- click the *Details* icon next to the name of the learner you want to check upon. The new page shows the complete learner's activity inside the course, by tool or by activity type,
- click the *Access details* icon on top of the page to show the list of logins and connection times of the learner,
- if necessary, it is possible to print the detailed reporting sheet or to export them in the MS-Excel® format (.xls).

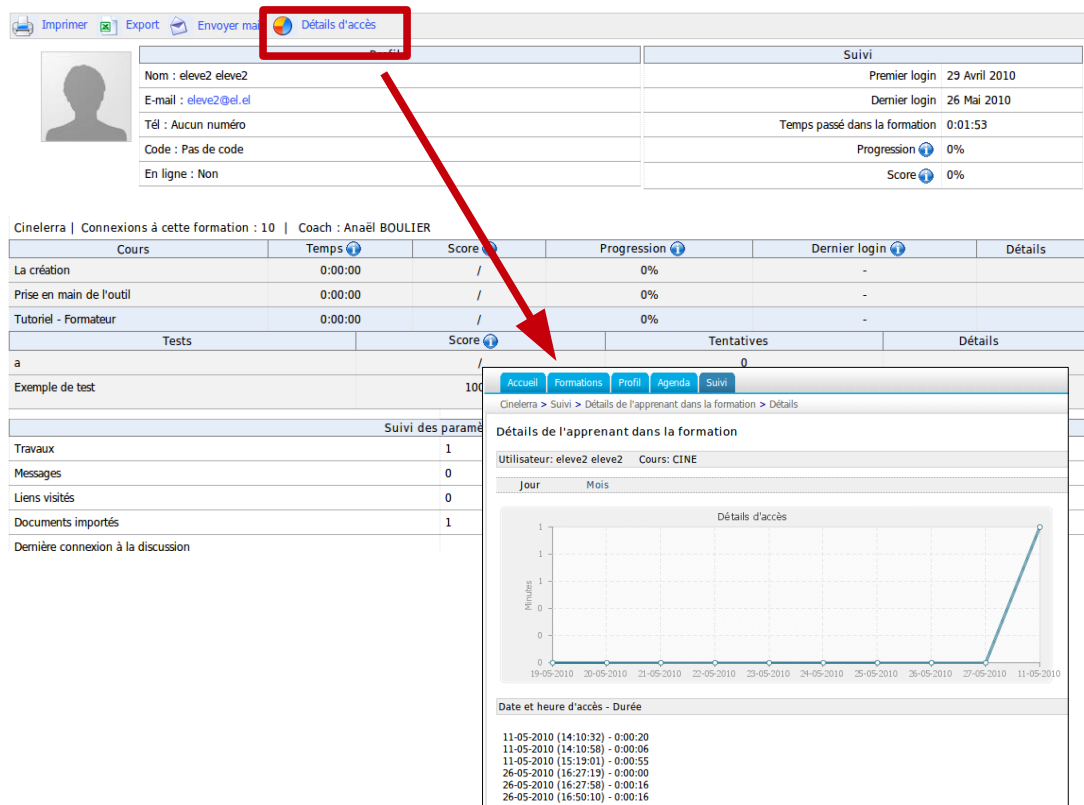


Illustration 75: Reporting – Details

15.4 Course reporting

This particular tracking type is based on the use of the course by the learners, globally.

Suivi des apprenants Suivi du cours Rapport de ressources		Imprimer	Export CSV
Progression moyenne dans les parcours			
Masque			0%
Modèles			0%
Score moyen aux tests - Voir détail			
Exemple de test			0%
Forums - Voir détail			
Nombre de forums			1
Nombre de fils de discussion			1
Nombre de messages			1

Illustration 76: Reporting – Course reporting

The synthetic table of learners and the tools usage details can both be printed or exported to the .xls format (MS-Excel®).

15.5 Notify an inactive student

From the synthetic table of learners, using the drop-down list on top of the screen, the teacher will be able to choose an inactivity period above which it will be necessary to “wake the learner up”.


Suivi des apprenants Suivi du cours Rapport de ressources Imprimer Export CSV											
Sélectionner un champ de profil utilisateur à ajouter <input type="button" value="Ajouter un champ de profil utilisateur"/>											
<div>  Alerter les utilisateurs inactifs depuis <input type="text" value="7 jours"/> <input type="button" value="Notifier"/> </div>											
1 - 1 / 1						1 / 1					
Code Officiel	Prénom	Nom	Temps	Progrès	Score	Travaux	Messages	First connexion	Dernière connexion	Ajouter un champ de profil utilisateur	Détails
2121	Delphine	Boisselier	0:13:14	0%	-	-	-	Ven 11 Jui 10	Ven 11 Jui 10 	-	

Illustration 77: Reporting – Notify inactive students

The period can be chosen between 2 and 30 days. An icon representing a warning road sign shows next to the learners who match this criteria.

To send an e-mail notification to the inactive learners:

- click on the *Remind inactive users* icon,
- on the new screen, create an announcement. The destinations have already been pre-selected and you are offered a template e-mail to be updated and sent,
- in the announcement publication screen, if the box *Send this announcement by email to selected groups/users* is checked, then the announcement will be added to the normal announcements of the course (destinations of the announcement will only be the ones related to the inactivity) and the inactive learners will receive the mail you just wrote.

Ajouter une annonce  Supprimer toutes les annonces

Création de cette formation
essaie2
Nouveau document

Ajouter une annonce

Envoyé à

Utilisateurs


- G: Groupe 0001 - 1 Utilisateur
- G: Groupe 0002 - 0 Utilisateur
- G: SUBGROUP 1 - 1 Utilisateur

Utilisateurs de destination

☒ Envoyer cette annonce par email

Sujet

Style
Format
Police
Taille



Cher utilisateur,
vous êtes inactif sur LA FORMATION A PORTEE DE MAIN depuis plus de > jours.

Illustration 78: Reporting – Reminder announcement

Chapter 16 Assignments

This tool allows a learner or a group of learners to upload documents for the teacher to review. These assignments can be seen and downloaded by other learner if not configured otherwise (if the teacher checked this box in *Visibility*).

These documents can be homeworks required by the teacher or interesting files to share with others (we are generally speaking about the first case). It can be used to receive individual or collective reports, answers to open questions or any other form of document elaborated by the learners.

The tool also allows for the modification of the visibility of the assignments sent by the learners. They get the possibility to send files (exercises, reports, written production, ...) to the course inside which the course delegate will evaluate them.

It also allows learners to check the assignments of one another. It is a way, for them, to learn more by benefiting from other's work, but it has to be used carefully as some 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 right visibility option.

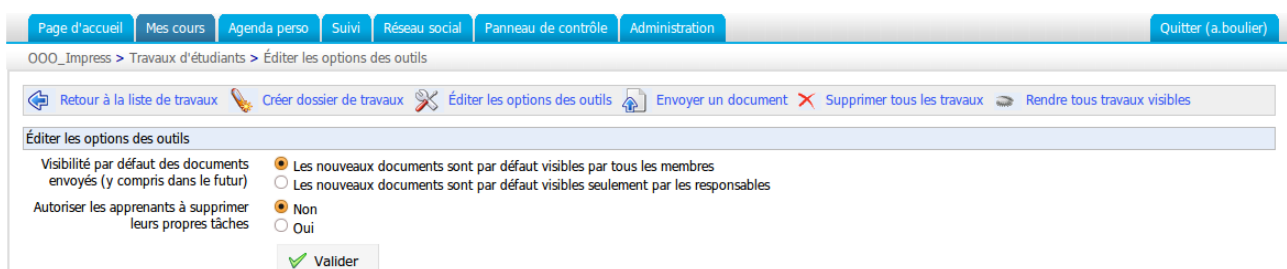


Illustration 79: Assignments - Options






16.1 Assignments creation

If the number of learners in your course is important, there will be many assignments to mark...

To ease the classification up a little and prepare their correction, Chamilo requires the creation of assignments in the form of “folders”. Each folder represents an assignment to be delivered and all learners will have to place their assignment in the same folder.

To create a new assignment:

- click on the *Create assignment* link,
- give your new assignment a name,
- add a description (optional),
- click the *Create assignment* button.

 Créer dossier de travaux
  Éditer les options des outils
  Envoyer un document
  Supprimer tous les travaux
  Rendre tous travaux visibles

Créer dossier de travaux

* Nom du travail

Description

Paramètres avancés

Évaluation de la tâche

Qualification numérique sur

☐ Activer l'évaluation

Dates disponibles

☐ Activer la date d'expiration

☐ Date de fin

Agenda

☐ Ajouter au calendrier


 Créer



Illustration 80: Assignment - Creation

The advanced settings allow you to:

- define whether the work will be marked inside the assessments tool
- pick an expiration date for the assignment to be handed out (official date, see further)
- pick an end date for the assignment (hidden, see further)
- decide whether the expiration date should be added to the course agenda. If you didn't select an expiration date, the assignment's creation date will appear in the agenda

16.2 Manage assignments folders

The assignments folders management re-uses a series of known icons:

Icons	Features
	Update the name of an assignment folder
	Delete a folder and all the assignments it contains (confirmation popup)

16.3 Setting up the assignment evaluation

You can include assignments' evaluation inside the assessments. The marks assigned to the corrected assignments will be part of the assessment, with an importance depending on the weight defined for this assignment.

To include assignments' evaluation in the assessments:

- click on the *Advanced settings* link
- add a *Maximum score* greater than 0
- check the *Add to gradebook* box
- click on the *Create assignment* button.

Illustration 81: Assignments – Advanced settings

16.4 Expiration dates

Chamilo offers two time-based options for the assignments:

- an expiration date,
- an end date.

16.4.1 Expiration date

The date past which all assignments sent by the learners to the platform are marked “Expired” in red in the list of assignments. Past this date, assignments can still be sent, but they are marked to indicate late delivery.

16.4.2 End date

The date past which it becomes impossible for the learners to send an assignment in the corresponding folder. It is the definitive date after which the teacher will not consider any more work sent.

16.4.3 Sorting assignments

Inside the folder, it is possible to sort assignments:

- by clicking on the column headers (*Type*, *Title* and *Date*)
- by clicking on the filtering options in the actions bar above the list, which allow you to show :
 - assignments already marked,

- assignments still to be marked.

16.5 Marking assignments





To mark a document uploaded by a learner:

- click on the *Correct and rate* icon (green check) on the right side of the document's line,
- in the following screen, you can:
 - open or download the document by clicking the corresponding link,
 - enter the score in the *Score*.

To save the note, click the *Update this task* button.

16.6 Manage assignments

Assignments management uses familiar options:

Icons	Features
	Update the document title, description or score.
	Delete the document
	Move an assignment to another assignments folder
	Show/hide the document from the learners

Chapter 17 Users

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

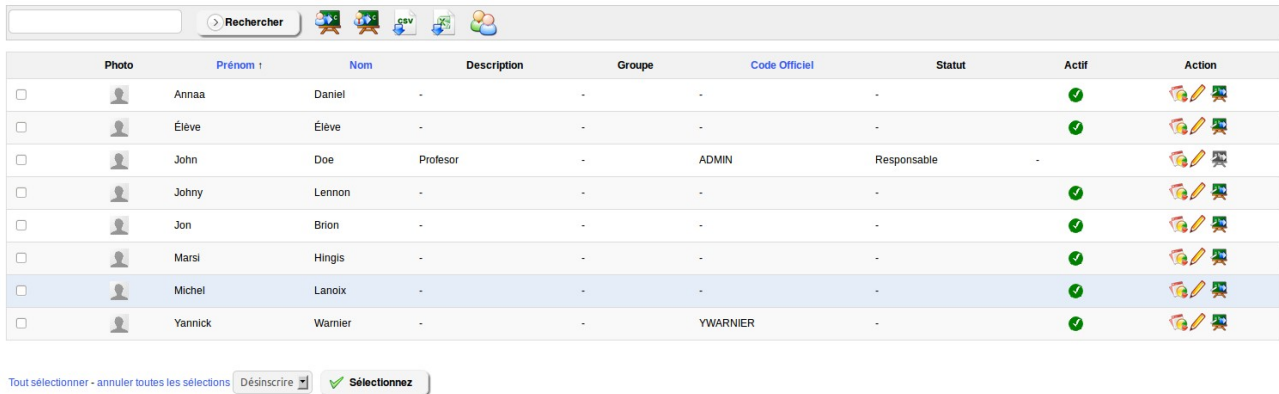


Photo	Prénom	Nom	Description	Groupe	Code Officiel	Statut	Actif	Action
<input type="checkbox"/>	Annaa	Daniel	-	-	-	-	✓	
<input type="checkbox"/>	Élève	Élève	-	-	-	-	✓	
<input type="checkbox"/>	John	Doe	Profesor	-	ADMIN	Responsable	-	
<input type="checkbox"/>	Johnny	Lennon	-	-	-	-	✓	
<input type="checkbox"/>	Jon	Brion	-	-	-	-	✓	
<input type="checkbox"/>	Marsi	Hingis	-	-	-	-	✓	
<input type="checkbox"/>	Michel	Lanoix	-	-	-	-	✓	
<input type="checkbox"/>	Yannick	Warnier	-	-	YWARNIER	-	✓	

Tout sélectionner - annuler toutes les sélections

Illustration 82: Users – Main screen

17.1 Subscribe users

Let's see how to subscribe new users...

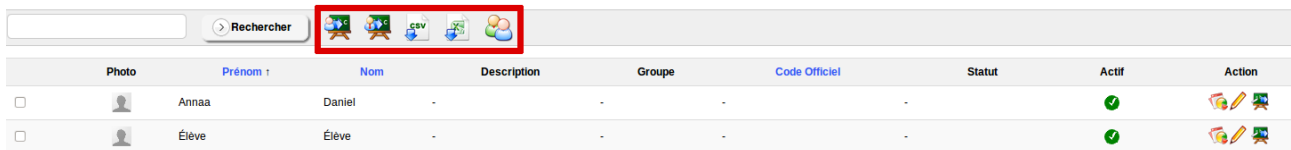


Photo	Prénom	Nom	Description	Groupe	Code Officiel	Statut	Actif	Action
<input type="checkbox"/>	Annaa	Daniel	-	-	-	-	✓	
<input type="checkbox"/>	Élève	Élève	-	-	-	-	✓	

Illustration 83: Users – Action buttons

- from the *Users* tool, click on the *Enroll users to course* icon. The list of users not subscribed appears,
- to subscribe only one person, click the *Register* link on the right side of the corresponding line,
- to subscribe several people at once, check the users with the boxes on the left side of the table, select the *Register* option in the drop-down list at the bottom of the table and click *Validate*,
- a confirmation window appears to ensure you want to subscribe them,
- once confirmed, a confirmation list appears indicating which users have been subscribed.

17.1.1 Add teachers

You can also subscribe another user as teacher in your course. Just click the *Enroll teacher* icon (second icon) and repeat the subscription process.

17.1.2 Unsubscribe a user

You can unsubscribe any user individually or in group.

To unsubscribe a unique user, click the *Unregister* icon (last icon) next to the corresponding user and confirm your choice.

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

Note : *You cannot remove the main teacher of a course from this screen. Only the platform administrator can do that.*

17.1.3 Add/update a user's description

- Click the *Edit* icon on the right side of a user's entry,
- the user's details appear,
- complete or 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 assignment of a special *Course assistant* role and its corresponding permissions. These permissions will allow the user to see exercises and assignments results from other learners in the course, so he can assist the teacher in his fulfillment of his assistant role.

17.1.4 Search 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 firstname or lastname.

Just fill the search field with the corresponding characters and click the *Search* button. The matching users appear.

17.1.5 Export the list of subscribed users

From the subscribed users list:

- click one of the export icons (*CSV export* or *Excel export*) to download the list of users in the corresponding format,
- you might want, independently from the backup copies taken by your careful administrator, to keep a separate copy of your users list.

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

Once in the users list:

- click the *Reporting* icon next to the user's name
- the detailed course accesses report appears.

Within the extensive data available,

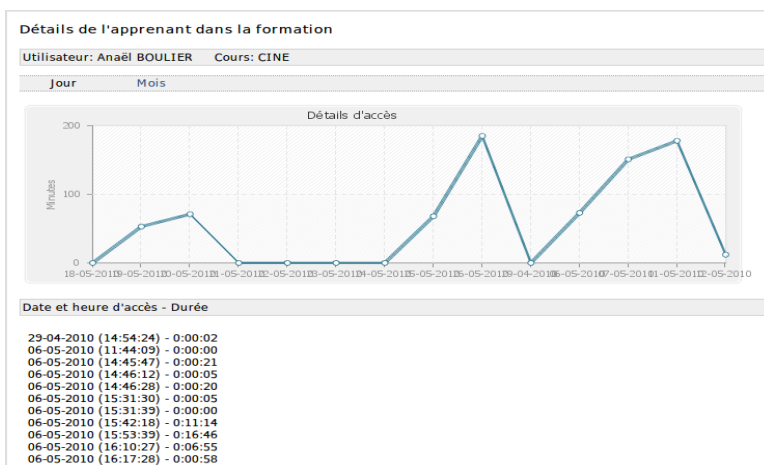


Illustration 84: Users – Access details





you'll find options to review all exercises or learning paths results, see their details, or see the detail of accesses to the course (times and dates) through the *Access details* icon in the action bar on top of the screen. This general reporting screen gives a general idea of the participation of the learner, which is generally useful to judge of the involvement of the learner inside the course.








From this screen, you can:












- export a reporting sheet,
- send a reminder e-mail to the student,
- print the report,
- see the access details.

Chapter 18 Assessments

This tool allows you to define pedagogical objectives as well as the rules for the generation of digital certificates.

 **Poids total:** 100 **Score minimum:** 0 **Description du bulletin:** rien   

Type	Nom	Description	Pondération	Date	modifier
<input type="checkbox"/>	 Examen en classe [Score de l'activité]	-	50	dimanche 10 juillet 2011 23:44	    
<input type="checkbox"/>	 Évaluation initiale [Exercices]	-	50	dimanche 10 juillet 2011 23:44	   



[Tout sélectionner - annuler toutes les sélections](#)  Supprimer sélection  Sélectionnez

Illustration 85: Assessments - Example

It allows you to prepare a skills report which will show a synthetic view of the results obtained by users in the course. These results are shown through the combination of activities coming from almost all parts of the course (or from your classroom).

Before we go further in the assessments tool, make sure you have at least one learner subscribed to your course. This is why we (smartly) put Chapter 17 : Users before this chapter. In this chapter, it will be much easier to go along the examples if you already have learners subscribed and a series of activities created. Don't forget the user will not be able to see the course anyway, if it is configured as closed.

18.1 Assessment pre-configuration

The assessment tool, in order to work perfectly, requires a few elements (reminded by corresponding orange warning messages) to be set: activities weighting, a minimum certification score, skills ranking and a certificate template.

18.1.1 Total weight and minimum certification score

Have a look at the general settings icons on the top-right side of the screen.

Editer cette catégorie

* Nom de la catégorie


* Poids total

La somme des poids de toutes les évaluations de ce cahier de notes doit être égale à ce nombre.

Score minimum

Description

Visible/invisible ☒

 **Editer cette catégorie**

* Information requise

Illustration 86: Assessments – General settings

The total weight is important for weighting of the activities (see further). The minimum certification score defines when the learner reaches the pedagogical objectives of 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 percentage icon (*Weight in report*) to go the general ponderations page. If you don't have any activity registered at this point, come back to this section a bit later.



Type	Ressource	Pondération
 [Tests] Évaluation initiale		<input type="text" value="50"/>
 [Score de l'activité] Examen en classe		<input type="text" value="50"/>

 **Enregistrer la pondération**

Illustration 87: Assessments - Weights

It is always recommended to define the total of weights to be 100 (or the value 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 represented literally and graphically more easily.

Click on the podium icon (last icon).

The screenshot shows the 'Édition des règles de cotation' (Editing grading rules) form. It has two main sections: 'Couleur des cotes' (Grading colors) and 'Système de cotation' (Grading system). In the 'Couleur des cotes' section, there is a checkbox 'Activer la coloration des cotes' which is checked. Below it, a text input 'en dessous de' is set to '50', followed by the text '% sera affiché en rouge'. In the 'Système de cotation' section, there is a checkbox 'Activer le système de cotation' which is also checked. At the bottom right of the form is a green 'Valider' button with a checkmark icon.

Illustration 88: Assessments – Skills ranking

On the resulting screen, check the two boxes, write 50 in the text box and click *Validate*.

This screenshot shows the same 'Édition des règles de cotation' form but with more options visible. In the 'Couleur des cotes' section, the 'Activer la coloration des cotes' checkbox is checked, and the 'en dessous de' value is 50. In the 'Système de cotation' section, the 'Activer le système de cotation' checkbox is checked, and the 'Inclure la limite supérieure' checkbox is unchecked. Below these is the 'Informations sur la cotation' section. It starts with 'entre' followed by a value of 0 and a '%' sign. Then there are several rows, each starting with 'et' followed by a percentage value and a text input for a label: 50 % = Suffisant, 60 % = Satisfaisant, 70 % = Distinction, 80 % = Grande distinction, 90 % = Grande dis et fél. du jury, and 100 % = Parfait. The '100 % = Parfait' row has a red 'X' and a green checkmark icon to its right. At the bottom is a green 'Valider' button with a checkmark icon.

Illustration 89: Assessments – Skills ranking - Advanced

The same screen now lets you add additional options: the names you want to give to any score span to make it faster to read generic reports.

Get inspiration, if you like, from Illustration 89. We'll see further what this is used for.

18.1.4 Certificate template

Finally, it is possible to create a certificate generated automatically with the learner's data. To set this up, click the large certificate icon. You'll get to a screen similar to the document creation tool.

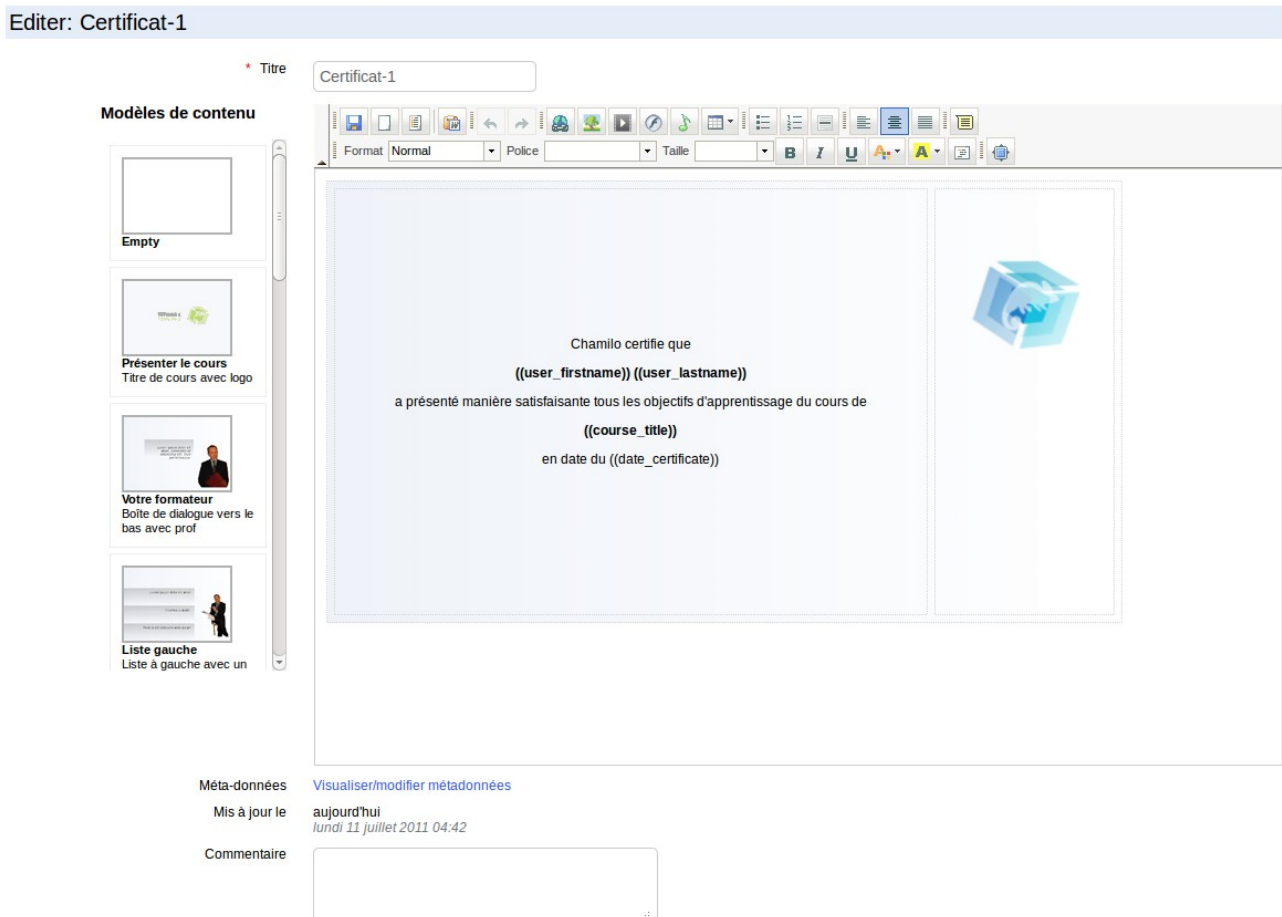


Illustration 90: Assessments – Certificate template creation

You'll find a few tokens above the edition area. These tokens, if placed (as is) in the certificate template, will auto-fill with the learner's data when he finally fulfills all the assessment's objectives. Create your own *Certificate model* or send one in HTML format.

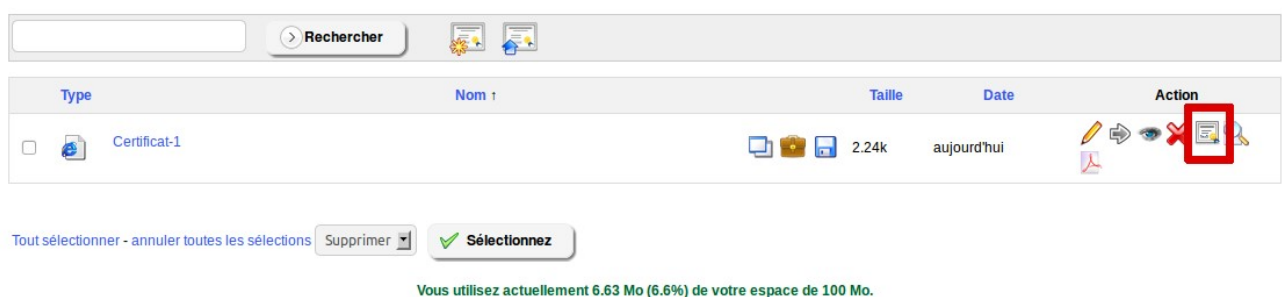


Illustration 91: Assessments – Certificates templates list

Click on the icon to select this document as the default certificate template (small certificate icon, get colored when selected). Finally, come back to the assessments screen through the breadcrumb

navigation (click *Assessments*).

18.2 Add classroom activity

A classroom activity is a component of the global assessment that you didn't organize inside the Chamilo platform. As such, it cannot be included in the platform except if you add it manually. This is what this element is about... Take an in-class exam, then add a classroom activity and make it part of your course assessment. Import learners' results and get going!

In the assessment tool, click on the *Add classroom assessment* icon (first icon on the left).

Page d'accueil Mes cours Agenda perso Suivi Réseau social Panneau de contrôle Administration

000_Impress > Cahier de notes > Nouvelle évaluation

Nouvelle évaluation

* Nom de l'évaluation

* Pondération

* Qualification numérique sur

Description

Visible/invisible ☐

Ajouter des résultats ☐

+ Ajouter cette activité en salle à l'Evaluation

* Information requise

Illustration 92: Assessments – Classroom activity

You must

- give your activity a title,
- give a weight and a maximum score (20, for example),
- give a description (optional),
- choose whether you want the results of this activity to be visible to learners,
- choose whether you'll add the scores immediately or you just want to create the activity.

You will only be able to add results for classroom activities if there are learners subscribed to your course.

Nom de l'activité : Examen en classe (dimanche 10 juillet 2011 23:44)
Cours : OpenOffice.org Impress
Pondération : 50
Qualification numérique sur : 20
Visible/invisible : oui
Aucune note actuellement pour cette activité

Code Officiel	Nom d'utilisateur	Prénom	Nom	Évaluer
	adaniel	Annaa	Daniel	<input type="text"/> / 20
	eleve	Élève	Élève	<input type="text"/> / 20
	jlennon	Johny	Lennon	<input type="text"/> / 20
	jbrion	Jon	Brion	<input type="text"/> / 20
	mhingis	Marsi	Hingis	<input type="text"/> / 20
	mlanoix	Michel	Lanoix	<input type="text"/> / 20
YWARNIER	ywarnier	Yannick	Warnier	<input type="text"/> / 20

✓ Ajouter des résultats

Illustration 93: Assessments – Classroom activities – Filling results

18.3 Add online activity

This 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):

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

Créer un lien

Sélectionnez le type de lien: Parcours d'apprentissage

Sélectionner élément: Masque

* Pondération: 0

Visible/invisible: ☒

☒ Sélectionner

* Information requise

It is then visible in the list of activities for this assessment, and can be used as one of the pedagogical objectives.

Illustration 94: Assessments – Add online activity

18.4 List view

This view allows you to list all learners and their results, as well as specific results-repartition charts for each resource and a combined chart for all resources.

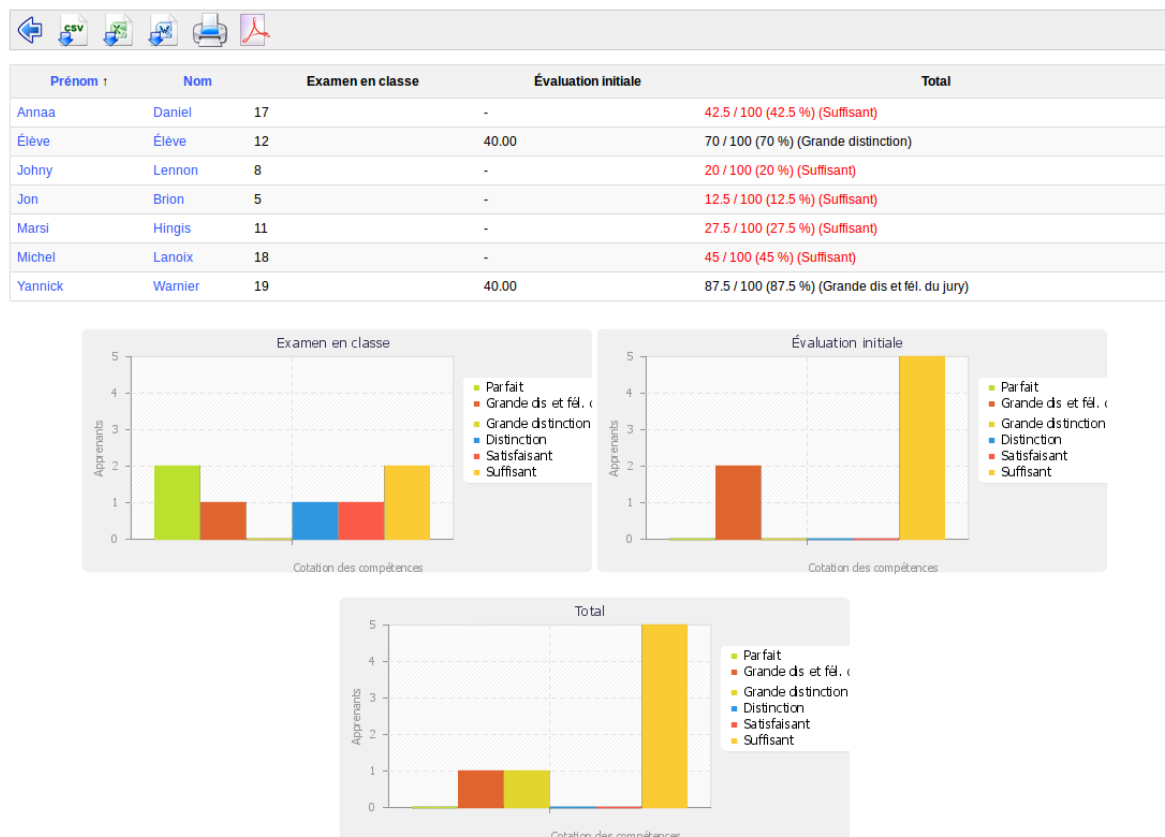






Illustration 95: Assessments – List view

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

18.5 Manage activities

It is possible to manage activities swiftly thanks to the icons found next to each of them:

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 for the learner
	Show the history of changes of this activity's settings

Chapter 19 Wiki

The wiki tool is a collective or collaborative redaction tool. It allows users to work together on one single document, as well as to follow the history of modifications. It also allows you to save time and be more efficient during a group task. It can complete the forum tool in many ways.

The wiki pages can contain many links to other pages, of which the content exist or is still to be created. The wiki pages can be updated. Each contributor possesses the same rights to write and edit content. Originally thought to favor the collaboration between learners, the wii can, at the beginning of a course, be composed only of a list of links inserted by the teacher, pointing to empty pages which each learner will haveto build thanks to the ideas, points of view and experiences of one another.

19.1 Start the wiki

The main page is the entry point of the wiki. It can be updated only by the teacher, which unlocks it that way. While he hasn't done it, learners cannot access it.

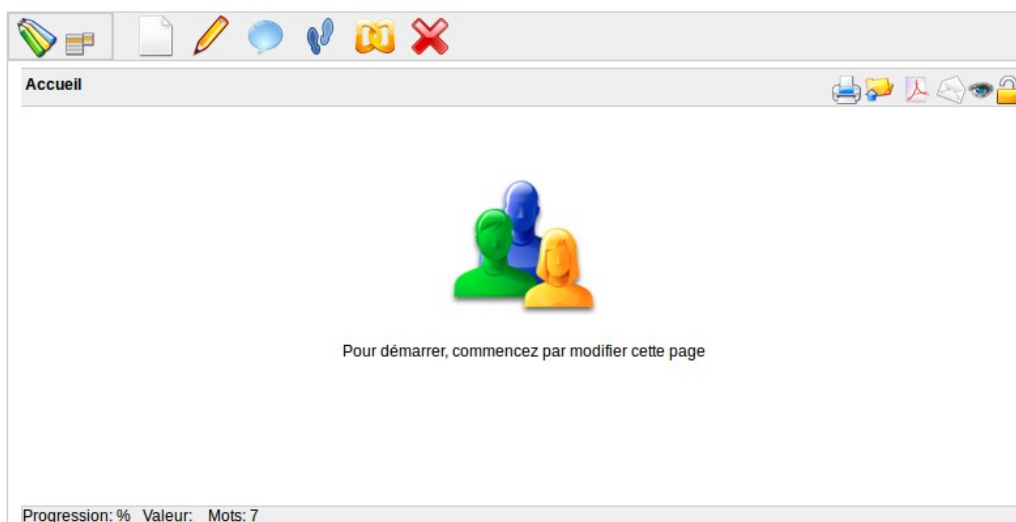


Illustration 96: Wiki – Main page

- 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 choose:
- whether to add the text between 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 to 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 a way to prepare a page which will temporarily not be visible to users (at least not through usual ways).

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 and see comments. This area is visible and can be updated by any user.

Other actions can be executed on wiki pages:

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, whatever the current page is:

- search titles or contents of pages,
- display a list of all the pages,
- list only the last 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 that way as a way to suggest somebody else to add content on that topic.

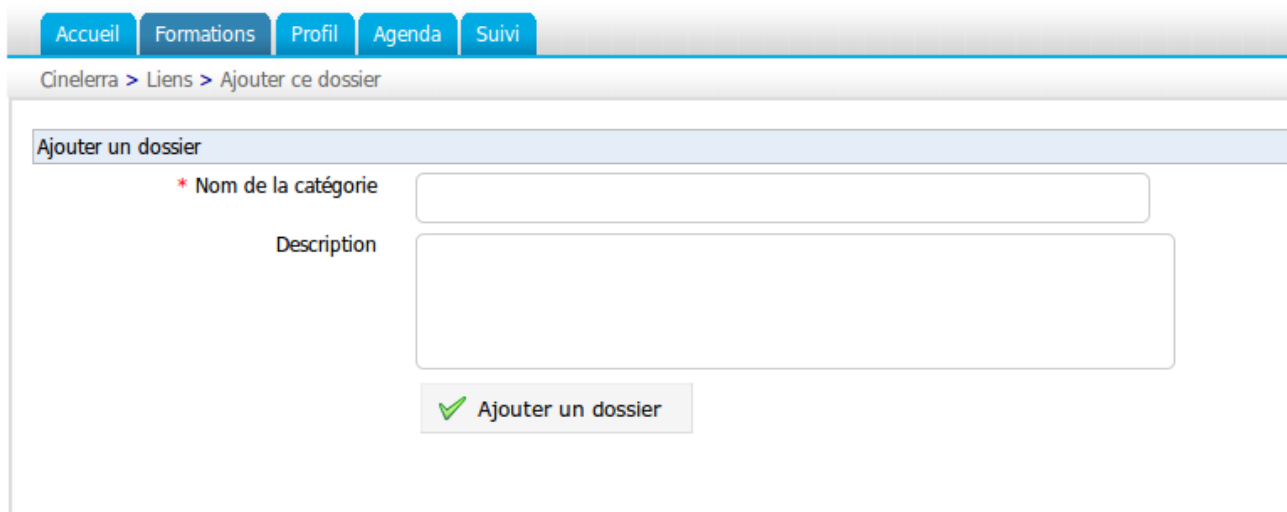
Chapter 20 Links

This tool allows you to create a library of internal and external links to complete a course or learning path.

20.1 Links categories

Chamilo allows the creation of links categories, which allows for a better links structure when you have many of them.

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



The screenshot shows the 'Ajouter un dossier' (Add a folder) form in the Chamilo interface. At the top, there is a navigation bar with tabs: Accueil, Formations, Profil, Agenda, and Suivi. Below the navigation bar, the breadcrumb trail reads 'Cinelerra > Liens > Ajouter ce dossier'. The form itself has a title bar 'Ajouter un dossier'. It contains two input fields: 'Nom de la catégorie' (Category name) with a red asterisk indicating it is required, and 'Description'. Below these fields is a button with a green checkmark icon and the text 'Ajouter un dossier'.

Illustration 97: Links - Add category

20.2 Links

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

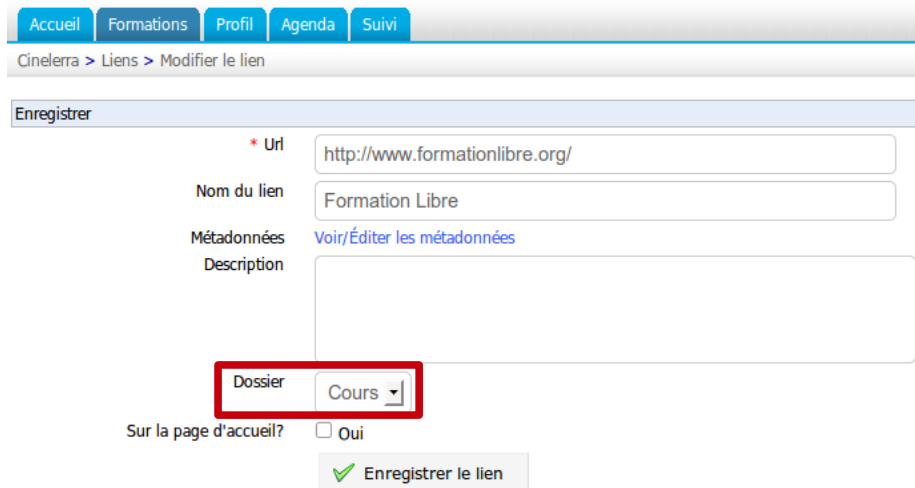






Illustration 98: Links - Add link

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 same action icons as usual:

Icons	Features
	Update 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. After a few seconds (or less), an icon appears. A green icon means the link is valid. A red icon 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 could not work for the server, and vice-versa.*

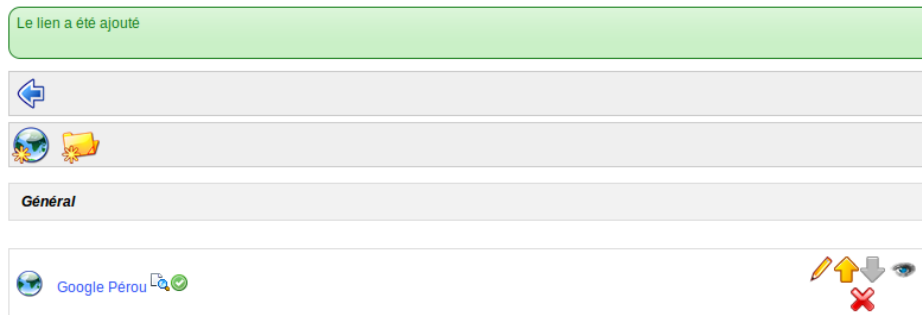


Illustration 99: Links – Link checker

Chapter 21 Announcements

This tool lets you send a message by e-mail to your learners and/or to publish an information directly in the course.

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

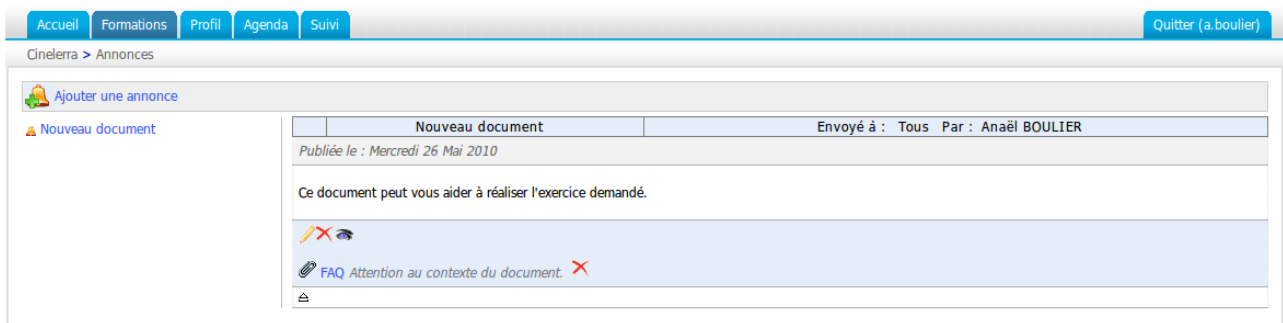


Illustration 100: Announcements - List

21.1 Add an announcement

Once inside the tool:

- click the *Add an announcement* icon,
- by default, the announcement will be sent to all users. It is possible to update the list of destinations:

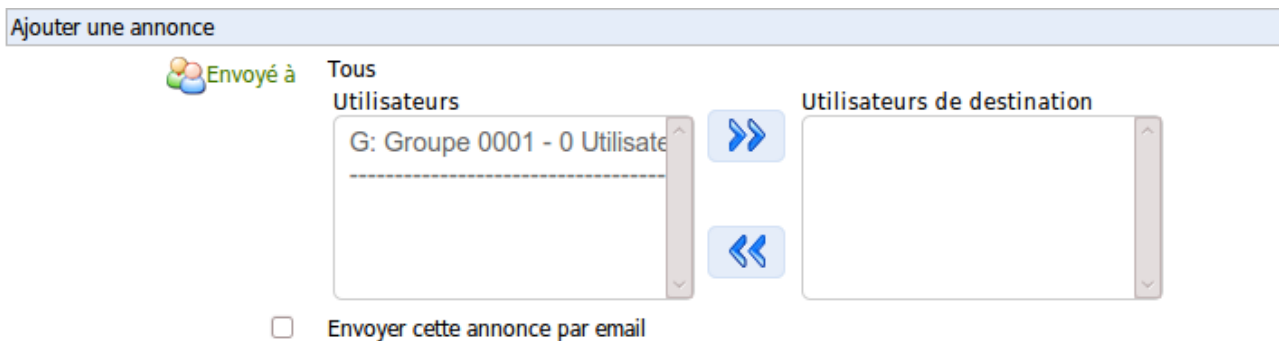



Illustration 101: Announcements – Choose destinations

- 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 topic,
- add a main announcement text,
- add an attachment if desired,
- click *Send announcement*.

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

shown (on the platform) to the users.

Ajouter comme une annonce

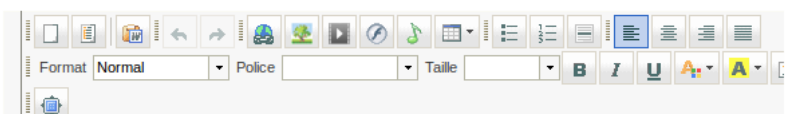
 Envoyé à **Tous**


☒ Envoyer cette annonce par mail aux groupes/utilisateurs sélectionnés

* Sujet du mail

Tags

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








 Annexe

☒ Publier annonce

Illustration 102: Announcements - Creation

21.2 Announcements management

Announcements can be managed through common action icons:

Icons	Features
	Update the title, body or settings of the announcement
	Delete the announcement
	Re-order announcements position
	Show / Hide announcement to learners
	Indicates the announcement has been published in the platform as well as sent by e-mail



Indicates the announcement has been sent to some users of the course
(if the announcement is sent to all users, this icon does not appear)

Chapter 22 Glossary

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






		
Terme ↑	Définition	Action
coloriser	Modoifier la couleur d'un élément graphique sans altérer sa forme.	 
cadrer	Dans le domaine audiovisuel et en photographie, ce terme,étendu au cadrage, désigne ce que l'artiste capture durant la prise de vue.	 

Illustration 103: Glossary – Terms list

22.1 New term





To add a new term:

- click on *Add new glossary term*,
- give the term's name,
- give the term's definition,
- click the *Save term* button.

A definition can be enriched by images and links.

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

Chapter 23 Attendances

In 2010, a famous institute in Lima co-financed the development of the attendances tool as well as the *course progress* tool (see corresponding chapter) with a set of basic specifications. Later, the tool got improved progressively thanks to community users (through many suggestions) and some customers (through financing). Today, it's a more advanced tool, but it is still very young, which explains its interface which leaves space for improvement.

The tool is structured at two levels: attendance sheets, which allow for the definition of several types of attendances, or maybe several teachers taking note of attendances, for example one sheet for laboratory sessions and one sheet for theoretical courses, and attendance dates, which are the dates of sessions to attend to, in any specific sheet.

Before you get deeper into this chapter, make sure you have learners subscribed to your course, as otherwise your tests will be all but realistic or complete. If you need, review the Users chapter on page 75. Without learners subscribed, it is practically impossible to make sense of the attendances tool.

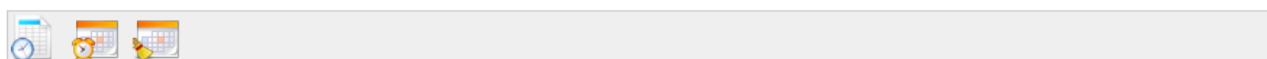
23.1 Create an attendance sheet

The process to create a complete attendance sheet is long enough but it is scheduled for improvements in next versions of Chamilo. In short, you will have to:

- fill a short form
- see the current list of dates (the first time, there are no dates)
- create dates (generally with a specific repetition frequency)
- get back to the list of dates

The screenshot shows a web form titled "Create a new attendance list". It includes a "Title" field with a red asterisk indicating it is required. Below it is a "Description" field with a rich text editor toolbar. Further down, there is a link for "Advanced settings". A checkbox labeled "Qualify the attendance list in the gradebook" is checked. Below this are two input fields: "Column header in Competences Report" and "Weight in Report" (with a value of 0.00). At the bottom is a "Save" button with a green checkmark icon. A red asterisk and the text "required field" are visible at the bottom of the form.

Illustration 104: Attendances – New attendances form



Informations

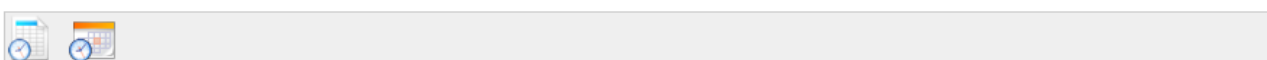
Le calendrier de présences vous permet d'enregistrer des listes de présences (une par session présentielle à laquelle les apprenants doivent assister). Ajoutez de nouvelles listes de présences ici.

Liste calendrier des assistances

Il n'y a aucune date/heure enregistrée pour le moment

Illustration 105: Attendances – Intermediary step for dates creation

In Illustration 105, click on the clock icon to access the screen to register dates and times for the sessions to be attended.



Informations

Le calendrier de présences vous permet d'enregistrer des listes de présences (une par session présentielle à laquelle les apprenants doivent assister). Ajoutez de nouvelles listes de présences ici.

Ajouter une date/heure

15 Juillet 2011 17 h 00

Répéter la date ☒

Cycle

Chaque semaine

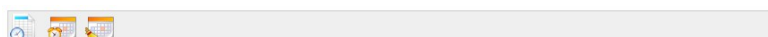
Fin de la répétition

30 Septembre 2011

Enregistrer

Illustration 106: Attendances – Creating dates to be attended

Select the date of the first course session. If you want to indicate a weekly repetition, check the *Repeat date* box and select the *Weekly* option from the drop-down box. Then indicate the last repetition date for this weekly sequence.



Informations

Le calendrier de présences vous permet d'enregistrer des listes de présences (une par session présentielle à laquelle les apprenants doivent assister). Ajoutez de nouvelles listes de présences ici.

Liste calendrier des assistances

	2011-07-15 17:00:00		
	2011-07-22 17:00:00		
	2011-07-29 17:00:00		
	2011-08-05 17:00:00		
	2011-08-12 17:00:00		
	2011-08-19 17:00:00		
	2011-08-26 17:00:00		
	2011-09-02 17:00:00		
	2011-09-09 17:00:00		
	2011-09-16 17:00:00		
	2011-09-23 17:00:00		
	2011-09-30 17:00:00		

Illustration 107: Attendances – List of created dates

The generated dates list appears. You can update or remove any of these dates in case of exception (there might be a holiday precisely on one of the selected dates). Click the first icon to go back to the attendances screen.

By default, all attendances will appear. You can change the filter in the drop-down list to see only today's attendances, only the ones that remain or a specific date.

Filtre tout

Filtre

#	Photo	Nom	Prénom	Absences	29 juillet 2011 17:00	5 août 2011 17:00	12 août 2011 17:00	19 août 2011 17:00	26 août 2011 17:00
1		Brion	Jon	4/12 (33%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2		Daniel	Annaa	2/12 (17%)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3		Élève	Élève	0/12 (0%)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4		Hingis	Marsi	0/12 (0%)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Illustration 108: Attendances – List of all dates

23.2 Taking note of attendances

Once you get your course sessions all setup, you'll need to start taking note of your learners' attendances. To do that, get inside your attendances sheet (Illustration 108). 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.

By default, the system assumes all learners are attending the course session, so you **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 are specific rates which cannot, at this point in time, be modified inside the platform.

An attendance sheet can be used in the assessments tool as a marked resource, to be part of the pedagogical objectives.

Chapter 24 Course progress

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

This tool is only useful in the case of synchronous courses, in which the teacher progresses inside the course at the same rhythm than the learners.

The course progress configuration is quite easy, although quite a long process.

24.1 Create a thematic section

The thematic sections are the uppermost unit in the course progress' creation. You need to create sections in order to be able to create other levels of the structure.



Informations

Détail des thèmes et leurs plans et progrès respectifs. Pour indiquer un thème comme terminé, sélectionnez la date selon l'ordre chronologique et le système affichera les dates antérieures comme complétées.

Illustration 109: Course progress - Buttons

To create the first section, create the *New thematic section* icon.

The screenshot shows a web interface for creating a course section. At the top, there is a title field labeled 'Titre' containing the text 'Interface'. Below this is a content area labeled 'Contenu' which contains a rich text editor with various formatting tools (bold, italic, underline, text color, background color, etc.) and a text area. The text area contains the text 'Apprentissage de l'interface de OpenOffice.org Impress'. At the bottom of the content area, there is a green button with a checkmark and the text 'Enregistrer'.

Illustration 110: Course progress - Creation

24.2 Define the thematic plan

Once the section is created, you can edit its entry inside the *Thematic plan* column. The *Thematic plan* is the definition of the objectives, methodology and other details of the previously created

course program section.

* Titre: Objectifs

Description: Reconnaitre l'interface de l'application

* Titre: Compétences à acquérir

Description: Maîtriser les menus et clics-droits

Illustration 111: Course progress – Thematic plan

24.3 Create steps for the course progress

The steps (or thematic advance) are dates on which you will teach (in particular the content of the section previously defined)

Nouvel avancement thématique

Options de date de début: ☒ Date de début à partir d'une date de présence ☐ Date de début manuelle

Présences: Séances pratiques

Date de début: 2011-07-22 17:00:00, 2011-08-05 17:00:00, 2011-08-12 17:00:00, 2011-08-19 17:00:00, 2011-08-26 17:00:00

Durée en nombre d'heures: 2

Contenu: Révisions des notions d'interface

Enregistrer

Illustration 112: Course progress – Steps creation

You can, for the definition of course sessions dates, recover dates previously defined in the *attendance sheets* (see Chapter 23 -Attendances on page 95).

Chapter 25 Agenda


The agenda is a tool present both inside each course and as a personal too for each user. An agenda is attached to each course.

The global agenda is also available from the *Agenda* tab. The agenda tab (global agenda) gathers all events of courses go which the user is subscribed and can be enriched with personal events which will not appear in other users' agendas. Teachers will see global events, courses events and personal events, and will be able to edit events from their courses or personal events. Learners will see the same but will only be able to edit their own personal events.

The screenshot displays the 'Agenda - List' interface. At the top, there's a header with a clock icon, a home icon, and a dropdown menu set to 'Envoyé à Tous les utilisateurs'. Below this is a mini-calendar for 'Juillet 2011' with days of the week (Lun to Dim) and dates (1 to 31). To the right of the calendar is a table of events. The table has columns for 'Titre', 'Début', 'Fin', and 'modifier'. The first event is 'Cours pratique en labo' on 'mercredi 13 juillet 2011' from '09:00' to '17:00'. The second event is 'Remise des travaux - Création de document' on 'lundi 11 juillet 2011' from '09:00' to '17:00'. Each event row has a 'modifier' button with icons for edit, delete, and print. Below the calendar, there's a section for 'Prochain événement' showing '2011-07-13 09:00:00 - Cours pratique en labo'.

Illustration 113: Agenda - List

25.1 Add event to course agenda

- click on the *Add event* link,
- click on the *Visible to* link to choose whom this agenda event will be visible to. In each list (left column are potential destinations, right column are designated destinations), you can multiple-select people. Just hold the CTRL key pressed while selecting the users,
- complete the *Start date* and *End date* fields: you can use the mini-calendar to select these by clicking the *Select* icon ,
- if the event will be repeated over time, open the *Repeat event* section (clicking the *Repeat event* link), check the *Repeat event* box and indicate the type of periodic repetition (day, month, year),
- give the event a name,
- add a description to the event (you can add an image, a video, a link, ...),
- add an attachment (optional),
- click the *Add event* link.

Envoyé à Tous les utilisateurs aujourd'hui

Juliet 2011

Lun	Mardi	Mer	Jeu	Ven	Sam	Dim
			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	31

Prochain événement
2011-07-13 09:00:00 - Cours pratique en labo

Ajouter un événement

Envoyé à Tous utilisateurs

Utilisateurs de destination

Date de début 12 Juillet 2011 Heure de début: 09 00
 Date de fin 12 Juillet 2011 Heure de fin: 17 00

* Titre de l'événement

* Description

Format Normal Police B I U A

Annexe Examiner... Commentaire

Évènement répétitif



Ajouter un événement

Illustration 114: Agenda - Creation

25.2 Manage course agenda events

Day-to-day administration of events in the agenda re-uses icons you've seen before (for most):

Icons	Features
	Update the settings or data of an event (note that updating an event doesn't update its repetitions)
	Delete an event (doesn't delete its repetitions)
	Control an event's visibility
	Add an event
	Print the event
	Display the view by month (grid)
	Display the events as a list
	The event is meant for a selected group of users, not all of them

	Copy the event to the announcement tool (in case you want to send it by e-mail)
	Import an event (or several events) in iCal format

25.3 Personal agenda tab

The personal agenda groups all events related to the user:

<div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> <div></div> </div> </div>						
<div> <div> <div>←</div> </div> <div> <div> <div> <div> <div> <div></div> <div></div> </div> </div> </div> </div> </div> </div>						
<div> <div> <div> <div> <div> <div></div> <div></div> </div> </div> </div> </div> </div>						
Lun	Mardi	Mer	Jeu	Ven	Sam	Dim
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
<div> <div>09:00</div> <div>Remise des travaux - Création de documen...</div> <div></div> </div>		<div> <div>09:00</div> <div>Cours pratique en labo</div> <div></div> </div>		<div> <div>16:10</div> <div>Visite medecin</div> <div></div> </div>		
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Illustration 115: Agenda – Personal view

You can filter events by day, week or month (as in Illustration 115). Just click the event's name to get more details.

If allowed by the administrator, users can add their own personal events to their agenda. These events will only be visible to them.

Chapter 26 Dropbox

The dropbox (or *Documents sharing*) allows users to leave files for each other, to be downloaded later and avoid heavy e-mail downloads. Files can be “dropped” there from a teacher for the learners, from a learner to other learners (if the platform administrator enabled it) or from a learner to the teacher (although it is not meant for delivery of homeworks or assignments, for which the *Assignments* tool is the best option).

The tool is similar to sites like *dropbox.io*, feature-wise, although the feature pre-dates the site considerably and is now suffering from its old age.

Fichiers envoyés

Fichiers reçus




Type	Titre	Taille	Auteurs	Renvoyé pour la dernière fois le	modifier
<input type="checkbox"/>	<div><div></div><div>reporting.png</div></div>	<div><div></div><div>79.81k</div></div>	John Doe	aujourd'hui mardi 12 juillet 2011 16:22	2 Feedback <div><div></div><div></div><div></div></div>

Illustration 116: Dropbox – Files received

Shared work on a specific document can be much simplified for students and the tool manages versions very easily (see below).

Files sent by a user can be commented by the people who receive it. This allows the course teacher to take note of the contribution of each student.

26.1 Create folders

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

To create a new folder:

- click on the *Add a new folder* icon,
- give it a name,
- click the *Create category* button

26.2 Send a file to specific users

- click the *Share a new file* icon (blue arrow)
- click the *browse* button and select the file on your computer,
- in the *Send to* list, select the destination people (groups can also be selected) holding the CTRL key pressed while clicking the names,
- click the *Upload* button.

Envoyer un nouveau fichier

* Importer le document

Examiner...

☐ Ecraser la version précédente du même fichier ?

Destinataire(s)

John Doe

Yannick Warnier

Michel Lanoix

Jon Brion

Annaa Daniel

Marsi Hingis

Importer le fichier

Illustration 117: Dropbox – Sending a file







- 1 The *Sent to* column indicates whom the file has been sent to, and the destination users can immediately have access to the file.
- 2 The *Received files* tab will contain the files received from other users (or yourself).

When sending the same file multiple times, the dropbox tool keeps all versions of the file, without renaming them but differentiating them through their upload time. This is, in a way, a management of the different files versions.

To maintain a single version of a file, check the *Overwrite previous versions of same document?* box.

26.3 Manage dropbox files

The dropbox tool offers a series of new management icons:

Icons	Features
	Update 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 attached to a file

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



Fichiers envoyés

Fichiers reçus







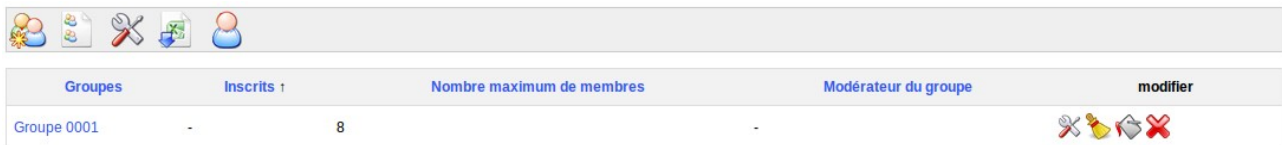
Type	Titre	Taille	Auteurs	Renvoyé pour la dernière fois le	modifier
<input type="checkbox"/>	 reporting.png	 79.81k	John Doe	aujourd'hui mardi 12 juillet 2011 16:22	2 Feedback   
<div><div>John Doe mardi 12 juillet 2011 16:21 Première version</div><div>Élève Élève mardi 12 juillet 2011 16:23 Merci!</div></div>					
<div><div>Fermer feedback</div><div>Ajouter nouveau feedback</div><div></div><div> Enregistrer le commentaire</div></div>					

Illustration 118: Dropbox - Comments

Chapter 27 Groups

The *Groups* tool allows you to create and manage working groups (by pair for laboratory practices, by four for more elaborate group work, etc).

A freshly created group is always empty. You can fill them automatically or manually, then assign different tools to a group (documents, agenda, assignments, announcements, forum and wiki). If you configure them correctly, these tools can be set as private spaces for the groups themselves (no outside group or learner will be able to see their contents).







Groupes	Inscrits ↑	Nombre maximum de membres	Modérateur du groupe	modifier
Groupe 0001	-	8	-	   

Illustration 119: Groups - List

27.1 Create group

From the groups homepage:

- click the *Create new group(s)* icon,
- give a number of groups to create (this will speed up the process if you want to create more than one),
- click the *Proceed to groups creation* button,
- give a name and a number of empty seats in the group,
- click *Create group(s)*.



OpenOffice.org Impress > Groupes > Création de groupes

Création de groupes

Nom du groupe: places (facultatif):

 **Créer groupe(s)**

Illustration 120: Groups - Creation

27.2 Groups settings

From the groups homepage:

- click the *Edit settings* (tools) icon,
- update the group's name or number of seats,
- choose whether users can subscribe to the groups or not,
- choose the type of access for each tool (public/private),
- define group tutors and members,

– click *Edit settings*.

27.3 Let learners subscribe

This mode lets learners subscribe to the groups by themselves, but it is only available if you updated the group properties correspondingly. Using this method, the teacher only partially controls the initial composition of groups, but he will still be able to update this composition later on.

Inscription ☒ Utilisateurs autorisés à s'inscrire eux-même dans les groupes
☐ Les utilisateurs sont autorisés à annuler leur inscription dans les groupes.

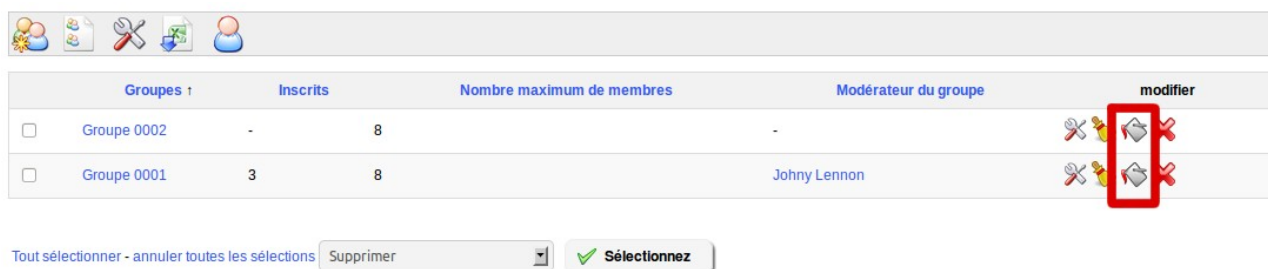
Illustration 121: Groups- Registration







27.4 Auto-filling a group

From the groups homepage:

– click the *Add users* icon (represented by a bucket) to fill a group automatically. Use the batch processing (drop-down list at the bottom) to automatically fill several groups.

The groups composition is not controlled directly, but you can always update it afterward by editing the groups.



Groupes ↑	Inscrits	Nombre maximum de membres	Modérateur du groupe	modifier
<input type="checkbox"/> Groupe 0002	-	8	-	  
<input type="checkbox"/> Groupe 0001	3	8	Johny Lennon	  

Tout sélectionner - annuler toutes les sélections

Illustration 122: Groups - Auto-fill

27.5 Manual filling

In the groups homepage, click the settings icon (tools) and add tutors and users manually:

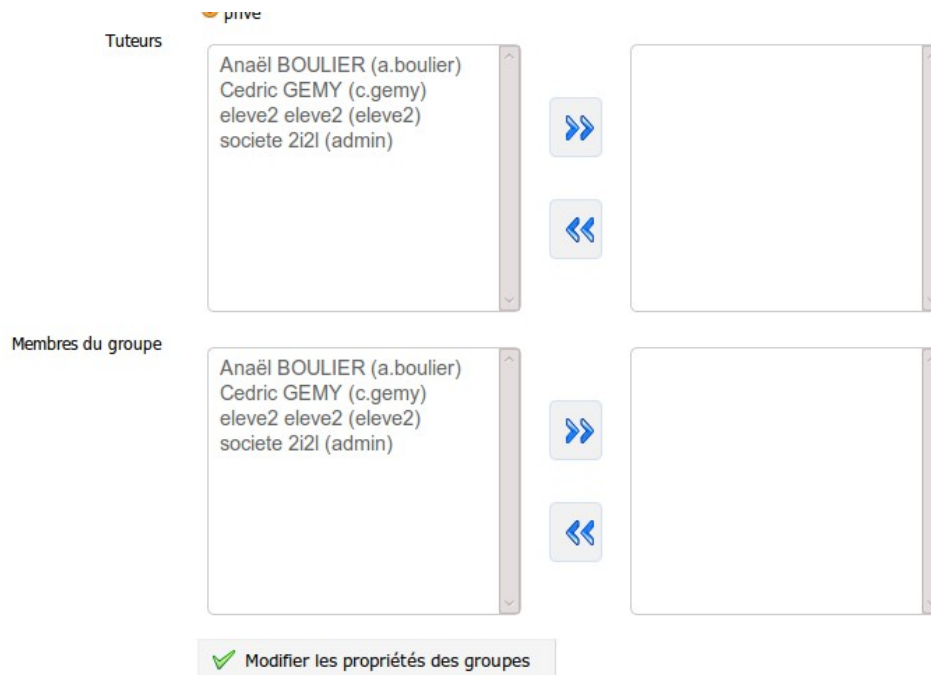


Illustration 123: Groups – Manual filling

27.6 Getting into a group space

From the groups homepage:

- click the name of a group.

The *Forums*, *Documents*, *Agenda*, *Assignments*, *Announcements*, *Wiki* and *chat* links all point to the private tool space of these groups.

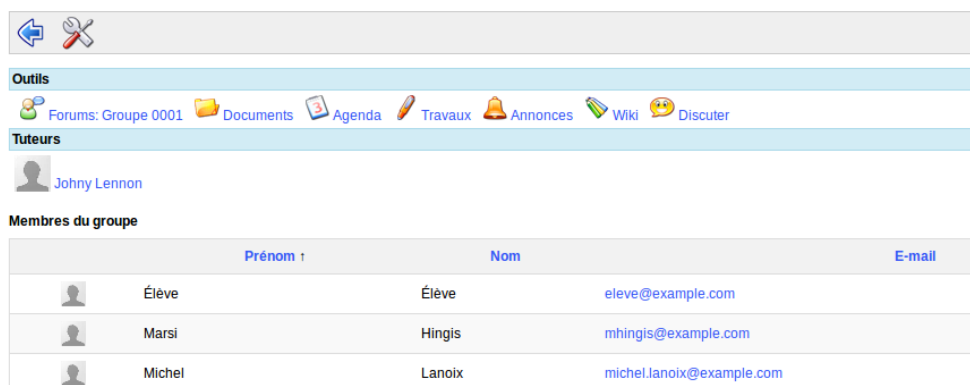


Illustration 124: Groups – Group space

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.





27.7 Overview / Export of group members

In the groups overview, you can see the list of groups and subscribed members. The export feature, which is described in the chapter dedicated to the *Users* tool is also available here:

- click on the *Excel export* icon,
- open or save the file on your computer.

27.8 Groups management

The individual management of groups re-uses common icons and a few new ones:

Icons	Features
	Update a group's settings
	Delete a group (confirmation popup) and all its contents
	Fill a group with users, randomly
	Empty the group

27.8.1 Batch management

Batches management allows you to select several groups at once and use the dropdown list at the bottom of the table to:

- delete or,
 - add users or,
 - unsubscribe users
- ... from all groups at once.

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.

The big advantage of this tool compared to *Messenger* or other types of external chatting tools is it works as part of the platform and, as such, does not require any external tool to use it. It is thus guaranteed to work on all computers with the capability to use Chamilo.

The only disadvantage is it might take a little longer than normal chat tools to update and have less “advanced”, more complex features. The time between two updates of the chat is generally of 3 seconds. This can only be modified by a developer.



Illustration 125: Chat – Teacher-Learner conversation

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 your 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

This tool allows you to query the opinion of learners through surveys.

29.1 Survey creation

- click the *Create survey* icon,
- give your survey a *Code*, a *Title*, a *Subtitle* (description),
- optionally set a start and end date so the survey is only available for a limited time,
- decide whether your survey will be anonymous (users' answers will not be identifiable),
- give a survey introduction (this is a text that will appear just before the user starts the survey),
- give 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*, choose whether you want this survey to be considered an essential element of the assessments tool (*Gradebook*), 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 and whether you want to shuffle questions.
- click the *Create survey* button.

Nouvelle enquête

* Code

* Nom de l'enquête

Description

Début 27 Mai 2010

Fin 06 Juin 2010

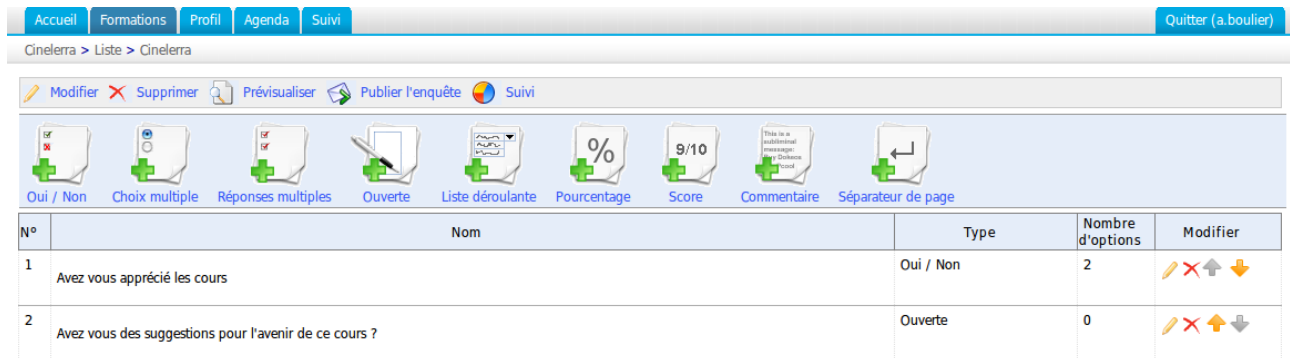
Anonyme ☐

Texte d'intro

Illustration 126: Surveys – Creation form

29.2 Add survey questions

Once the skeleton of your survey has been created, you'll have to define a series of questions from a few pre-defined types: open questions, percentage selection, multiple answers, etc.











N°	Nom	Type	Nombre d'options	Modifier
1	Avez vous apprécié les cours	Oui / Non	2	   
2	Avez vous des suggestions pour l'avenir de ce cours ?	Ouverte	0	   

Illustration 127: Surveys – Questions creation

29.3 Survey preview

Once the questions have been created, you can preview your survey before publishing it:

- click the *Preview* icon,
- the preview screen drives you through the questions as if you were a learner:

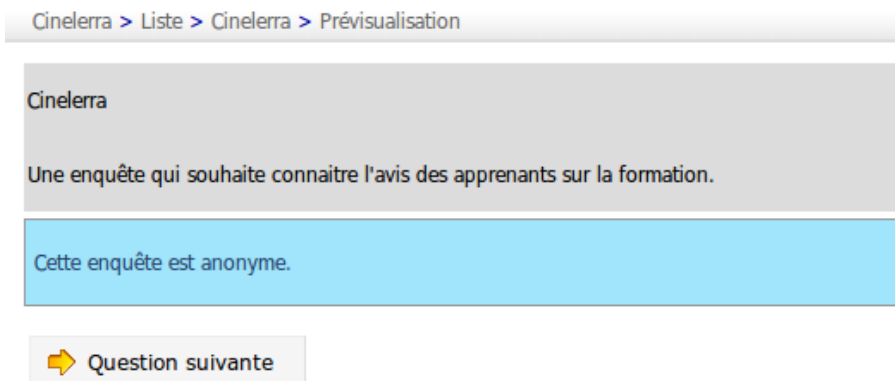


Illustration 128: Surveys – Preview survey

29.4 Survey publication

If you are satisfied with the survey, you just need to publish it (make sure you are not contradicting 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 users you'll send the survey invitation to
- add additional invitations through e-mail addresses directly (semi-column separation). These invitations can be sent to people who are not registered as users of the platform (to maybe send the invitation to potential customers, or to parents of learners)

- add an e-mail topic and invitation message
- choose whether this is a first invitation message, a reminder to users who didn't answer yet, or a reminder to all users
- click the *Publish survey* button.

Publication de l'enquête

Utilisateurs du cours

Anaël BOULIER
Cedric GEMY
eleve2 eleve2
societe 2i2i

Utilisateurs additionnels

* Sujet du mail

* Texte du mail

Les utilisateurs sélectionnés recevront un mail avec le texte ci-dessus et un lien unique sur lequel ils pourront cliquer pour répondre à l'enquête. Si vous voulez placer ce lien quelque part dans la page, ajoutez le texte suivant : ****link**** (étoile étoile link étoile étoile). Si vous ne le faites pas, le lien unique apparaîtra à la fin du mail

☒ Envoyer mail

☐ Envoyer un e-mail à tous les utilisateurs de l'enquête. Si vous ne cochez pas cette case, seuls les nouveaux utilisateurs vont recevoir un e-mail.

Illustration 129: Surveys – Publication options

29.5 Results

Analyzing survey results can be an exhausting process. The tools provided in this section will probably be of great assistance.

Cinelerra > Liste > Cinelerra > Suivi

[Retour à enquête](#)

[Rapport détaillé par question](#)

Dans ce rapport, vous pouvez voir les résultats question par question.

[Rapport détaillé par utilisateur](#)

Dans ce rapport, vous pouvez voir toutes les réponses spécifiques à un utilisateur..

[Reporting comparatif](#)

Dans ce rapport, vous pouvez comparer deux questions.

[Rapport complet](#)

Dans ce rapport, vous pouvez obtenir une vue d'ensemble de tous les utilisateurs sur toutes les questions. Vous avez aussi la possibilité de voir une sélection de question, et d'exporter les résultats au format CSV.

Illustration 130: Surveys - Results








These tools allow you to see:

- a detailed report by question,
- a detailed report by user,
- a comparative table,

— a complete and exportable .csv or .xls report.

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
	Update the survey settings
	Delete surveys
	Empty survey results
	Survey preview
	Publish survey
	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 131: Notebook - List

Notes can be updated as needed and dates of creation and of last 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*.

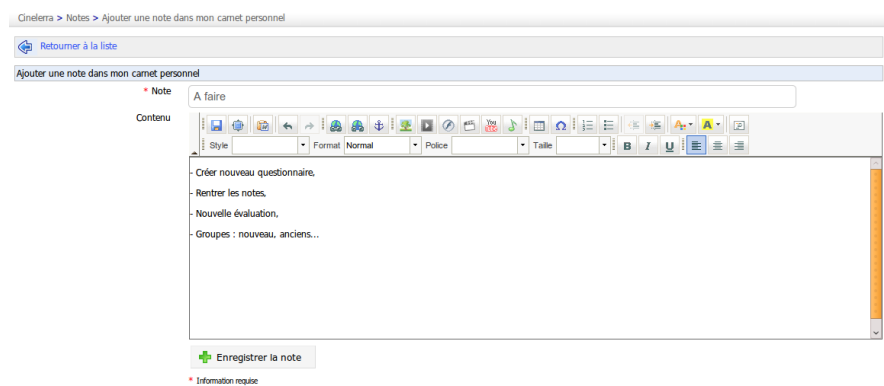


Illustration 132: Notebook – Creation form

30.2 Sort notes

Notes can be sorted by creation date, last update or by title.

Chapter 31 Projects

The *Projects* or *Blogs* tool was developed in 2006 at the request of a large Belgian telecom 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 the responsibility to choose 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 classical blog.

Note : When a new project is created, it appears in the list of course production tools on the course homepage. Its visibility can be controlled as the one of other tools. As a main difference with other tools, one can create several blogs in the same course. They will appear as multiple entries in the production tool in much the same way as what can be done with links and learning paths.

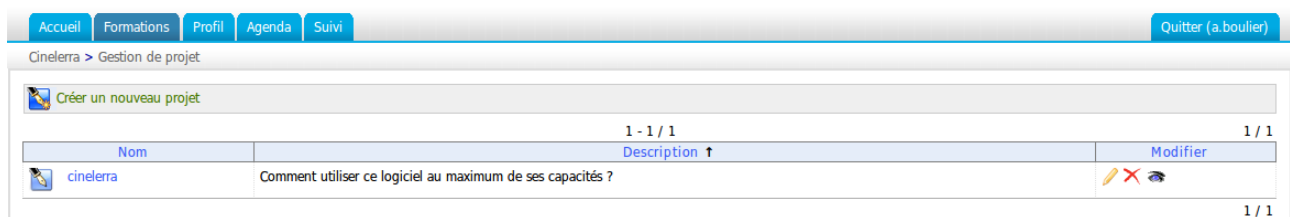


Illustration 133: Projects - List

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*.

The screenshot shows the 'Créer un nouveau blog' (Create a new blog) form. At the top, there is a 'Créer un nouveau blog' button with a pencil icon. Below this is a form with two input fields: 'Titre' (Title) and 'Sous-titre' (Subtitle). The 'Titre' field is marked with a red asterisk. Below the input fields is a green button with a checkmark and the text 'Enregistrer le projet' (Save project).

Illustration 134: Blogs – Blog creation

31.2 Subscribe learners to a project

You can manage several projects inside a same course. You can thus select the learners who will contribute to each project individually.

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 to this project,
- click the *Validate* button.

Accueil Nouvel article Gestion des tâches Gestion des utilisateurs

« Juin 2010 »

Lun	Mardi	Mer	Jeu	Ven	Sam	Dim
	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				

Rechercher

Rechercher

Mes tâches

pas de tâches

Inscrire des utilisateurs 1 - 5 / 5 1 / 1

	Prénom	Nom	E-mail	Inscrire
<input type="checkbox"/>	essai	essai	xxx@nnn.com	Inscrire
<input type="checkbox"/>	Yannick	Wamier	yannick.wamier@testdokeos.com	Inscrire
<input type="checkbox"/>	student	student	student@example.com	Inscrire
<input type="checkbox"/>	student	1	annafo@gmail.com	Inscrire
<input type="checkbox"/>	Delphine	Boisselier	delphine.boisselier@2i2l.fr	Inscrire

Tout sélectionner - annuler toutes les sélections avec les sélections : Inscrire Valider

Désinscrire des utilisateurs 1 - 1 / 1 1 / 1

	Prénom	Nom	E-mail	Gestion des tâches	Désinscrire
<input type="checkbox"/>	anael	boulier	anael.boulier@gmail.com	Lecteur	-

Tout sélectionner - annuler toutes les sélections avec les sélections : Désinscrire Valider

Illustration 135: 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.

31.4 Roles management

The *Roles management* icon can be used to create detailed tasks of a project step or to assign roles to the members of a project.

To create a new task (or role):

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

→ The new role appears in the roles list.

The screenshot shows the Moodle interface with the 'Gestion des utilisateurs' menu item highlighted in red. The interface includes a calendar for June 2010, a search bar, and two tables: 'Tâches dans ce blog' and 'Tâches assignées'.

Titre	Description	Couleur	modifier
Tutoriel	Faire un tutoriel	Blue	
Tutoriel version administrateur		Yellow	

Utilisateur	Tâche	Description	Date	modifier
anael boulier	Tutoriel	Faire un tutoriel	2010-06-28	

Illustration 136: Projects – New role

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 roles to be assigned,
- select a date to achieve the objective of the role,
- click the *Validate* button.

The screenshot shows the 'Assigner une tâche' form in Moodle. The form includes fields for 'Utilisateur' (Anaël BOULIER), 'Tâche' (Créer un premier document), and 'Date' (27 Mai 2010). A 'Valider' button is at the bottom.

Illustration 137: 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 shows the 'cinelerra' interface. At the top, there's a header with the name 'cinelerra'. Below it, a navigation bar contains the text 'Comment utiliser ce logiciel au maximum de ses capacités ?'. The main content area is divided into two columns. The left column features a calendar for May 2010, with the 27th highlighted. Below the calendar is a search bar labeled 'Rechercher' with a 'Rechercher' button. Further down is a section titled 'Mes tâches' (My tasks) with a link 'Créer un premier document'. The right column displays a task execution report. The report title is 'Terminé !' (Finished!) with a timestamp 'Vendredi 07 Mai 2010 (09:05)'. It includes a document icon and the filename 'exo_argouml.odt'. Below this, it shows 'Auteur: Anaël BOULIER - Commentaires: 1 - Valeur: 0 - Noter cet article:'. The 'Commentaires' (Comments) section shows a comment from 'Re: Terminé !' dated 'Jeudi 27 Mai 2010 (14:19)' with the text 'Le premier document est réalisé...'. It also includes a document icon and the filename 'exo_argouml.odt', and a line for 'Auteur: Anaël BOULIER - Valeur: 0 - Noter cet article:'.

Illustration 138: Projects – Tasks comments

31.7 Learners' task management report

By clicking the *Users management*, you get a list of users to be subscribed to the project and a list of users already subscribed.

Accueil Nouvel article Gestion des tâches **Gestion des utilisateurs**

OOO_Impress

« Juin 2010 »

Lun	Mardi	Mer	Jeu	Ven	Sam	Dim
	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				

Inscrire des utilisateurs 1 - 2 / 2 1 / 1

	Prénom	Nom	E-mail	Inscrire
<input type="checkbox"/>	student	student	student@example.com	Inscrire
<input type="checkbox"/>	student	1	annafo@gmail.com	Inscrire

Tout sélectionner - annuler toutes les sélections avec les sélections : Inscrire ✓ Valider

Rechercher

Rechercher >

Mes tâches

- Tutoriel

Désinscrire des utilisateurs 1 - 4 / 4 1 / 1

	Prénom	Nom	E-mail	Gestion des tâches	Désinscrire
<input type="checkbox"/>	essai	essai	xxx@nnn.com	Lecteur	Désinscrire
<input type="checkbox"/>	Yannick	Wamier	yannick.wamier@testdokeos.com	Lecteur	Désinscrire
<input type="checkbox"/>	anael	boulter	anael.boulter@gmail.com	Tutoriel	-
<input type="checkbox"/>	Delphine	Boisselier	delphine.boisselier@2i2l.fr	Tutoriel version administrateur	Désinscrire

Tout sélectionner - annuler toutes les sélections avec les sélections : Désinscrire ✓ Valider

Illustration 139: Projects – Users management

Chapter 32 Course settings

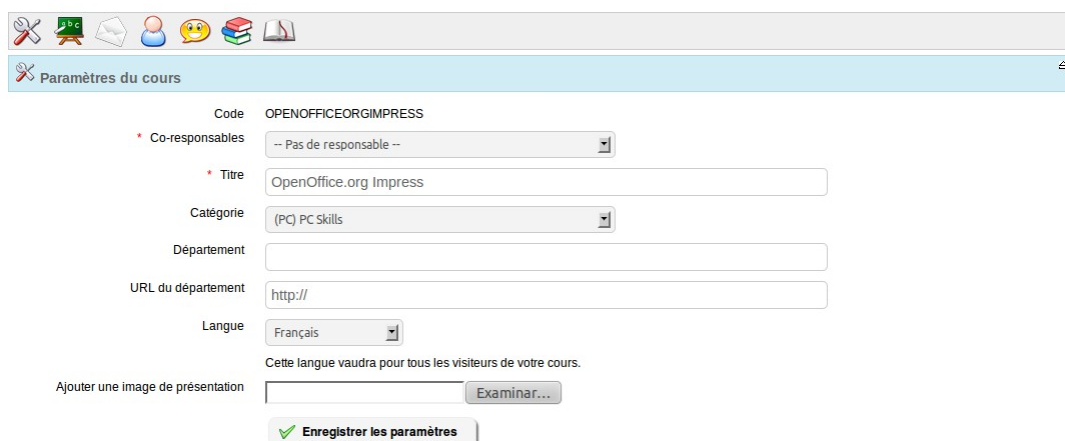
The settings tool allows you to update the behaviour of the course (most options affect several tools). Although it is placed in a remote location at the bottom of the page (and at the end of this manual), it is generally a good idea to use it at the beginning of your course to manage subscription settings and course accesses (see further 32.2 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

In this section, you can always:

- update teachers and the course title,
- update the general category to which the course belongs,
- update the language in which the course interface is set (it can be set to another language than the one of the platform, which is particularly useful for immersive language course).



The screenshot shows the 'Paramètres du cours' (Course Settings) form. At the top, there is a header bar with icons for various tools. Below the header, the form is titled 'Paramètres du cours'. The form contains several fields and buttons:

- Code:** OPENOFFICEORGIMPRESS
- * Co-responsables:** A dropdown menu with the option '-- Pas de responsable --'.
- * Titre:** A text input field containing 'OpenOffice.org Impress'.
- Catégorie:** A dropdown menu with the option '(PC) PC Skills'.
- Département:** A text input field.
- URL du département:** A text input field containing 'http://'.
- Langue:** A dropdown menu with the option 'Français'.
- Ajouter une image de présentation:** A text input field with an 'Examiner...' button next to it.
- Enregistrer les paramètres:** A green button with a checkmark icon.

Illustration 140: Course settings - General

Since version 1.8.8, you can also upload an image that will represent your course. It will appear in the course catalog. It is an easy way to motivate learners to subscribe to your course (this should be combined with a nice course description, as shortly described in 10.2.1 Course description on page 23)

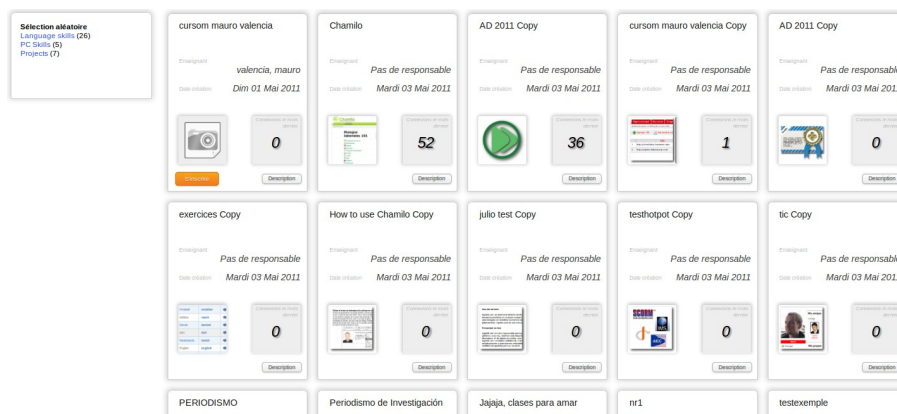


Illustration 141: Courses catalog – Example of courses illustrations

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 the access to your course will be through the *Course visibility* settings (already defined in Chapter 7 on page 17).

The additional options allow you to slightly alter these settings.

Finally, the course password is a simple word or sentence which (if set to anything other than empty) will be required to subscribe to the course. Once subscribed, it is not necessary to give the password anymore.

32.3 E-mail notifications

E-mail notifications are a good way to keep the teacher informed, in real time, of certain events happening in his course.

Illustration 142: 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.

Furthermore, it is possible to set an e-mail notification to all users when a new assignment is created.

32.4 User rights

This section allows you to give special permissions to users in the limited context of your course:

- add events to the course agenda,
- add announcements in the course.

It also allows you to hide personal user pictures in the forums, as well as decide whether users have access to the users list. 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 to enter the tool if they know the URL).

Illustration 143: Configuration settings – Users permissions

32.5 Chat settings

By selecting the corresponding option, choose whether the chat opens in the page or in a new window.

Illustration 144: Course settings – Chat settings

32.6 Learning path settings

Chamilo includes several graphical packages for the platform. These styles can be selected to

display the course differently, independently for the global platform style.

Illustration 145: Course settings – Learning path settings

If the platform administrator enabled this feature, the teacher can change the graphical style of his course. Another option allows the change of style per learning path, which is yet another level of control.

A learner could theoretically enter his Chamilo campus, see the platform in a particular visual style, 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 if they are not justified by a real pedagogical reason.

The auto-launch feature has been added in Chamilo 1.8.8.4 and 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
- save
- open the learning paths list
- click on the rocket icon which represents the auto-launch of one of the learning paths

Titre	Date de publication	Date d'expiration	Progression	Options d'autoring
Modèles Chamilo local	vendredi 1 juillet 2011 22:00		0%	
Masques Chamilo local	vendredi 1 juillet 2011 22:00		0%	

Illustration 146: 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.

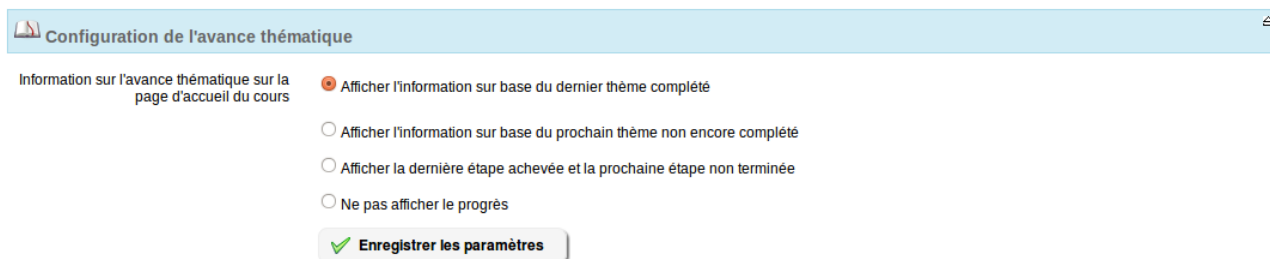
To test the effect of this option, you'll have to connect as a learner as it has been disabled for teachers for practical reasons.

Note : the learner will be able to get back to the course homepage from the left menu inside the learning path. The idea is not to disable or hide the course homepage, but rather to speed his

access to the course content.

32.7 Thematic advance configuration

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



Configuration de l'avance thématique

Information sur l'avance thématique sur la page d'accueil du cours

- ☒ Afficher l'information sur base du dernier thème complété
- ☐ Afficher l'information sur base du prochain thème non encore complété
- ☐ Afficher la dernière étape achevée et la prochaine étape non terminée
- ☐ Ne pas afficher le progrès

✓ Enregistrer les paramètres

Illustration 147: Courses settings - Course progress

These options require a good understanding of the course progress tool. The results of the third option, for example, will be similar to the ones show in Illustration 148 below).



Cours de maîtrise de OpenOffice.org Impress



Illustration 148: Course progress – Display on course homepage

Chapter 33 Backup

Chamilo simplifies the course maintenance tasks by splitting maintenance tools from the course settings. Deleting, emptying, copying, saving or recovering the contents of a course (party or completely) can be executed quickly.

The screenshot shows the 'Maintenance' section of the Chamilo interface. At the top, there is a navigation bar with links: Page d'accueil, Mes cours, Agenda perso, Suivi, Réseau social, Panneau de contrôle, Administration, and Quitter (a.boulier). Below this, a breadcrumb trail reads 'Tutoriel > Maintenance'. The main heading is 'Maintenance'. There are four main sections, each with a light blue header bar:

- Sauvegarder et importer**: Contains two bullet points: 'Générer backup' (Créer un fichier de sauvegarde de ce cours. Vous pouvez sélectionner les sections du cours que vous voulez sauver dans ce fichier.) and 'Importer les informations de sauvegarde' (Importer un cours existant. Vous pouvez charger un fichier de sauvegarde depuis votre ordinateur ou choisir un des fichiers de sauvegarde qui se trouve sur le serveur.)
- Copier un cours**: A paragraph explaining that Chamilo allows duplicating all or part of an existing course into another empty course. It notes that the only prerequisite is having a source course with documents, announcements, forums, etc., and that the target course must be empty.
- Vider ce cours**: A paragraph explaining that this tool empties the course of selected elements or the entire content. It states that documents, forums, and links are removed. It advises that this procedure should be used for course completion or annual university clearing, and that a full backup should be performed before.
- Supprimer ce cours**: A paragraph with a warning icon stating that clicking the link will delete all traces of the course from the server and that this function must be handled with extreme caution.

Illustration 149: 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 backup

For security or procedural reasons, it is recommended to create a backup copy of the complete contents of your course. This procedure is automated. It allows you to create a complete backup or a partial backup, based on your selection of elements to save, through a few simple clicks.

To start the backup:

- click on the *Create backup* link,
- on the page that shows, select whether you want a full copy or just a few elements (in this case you will have to pick them on the next page),
- click the *Create backup* button to launch the procedure.

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.

Illustration 150: Maintenance – Backup creation

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 on 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,
- 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 151: Maintenance - Import

Note : A message will confirm the backup restoration executed successfully

33.3 Copy course

This feature allows you to duplicate whole 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 maintenance page:

- click *Copy course*,
- select the destination course
- select the elements to copy (whole or parts of the origin course)
- select what to do in case the files in the destination course already exist,
- click the *Copy course* button.

Note : A message will confirm if the course copy was successful

33.4 Empty this course

This tool empties (“recycles”) the whole course (or only a few elements). It deletes the documents, forums, links, etc. This procedure can be executed after a course has ended and you want to start anew in the same space. Of course, it is generally recommended to 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.

Tutoriel > Maintenance > Vider ce cours

Vider ce cours

Avertissement: en utilisant cette fonctionnalité, vous allez supprimer certaines sections de votre cours. Cette suppression ne pourra pas être annulée. Nous vous conseillons fortement de commencer par [faire une sauvegarde](#).

- ☒ Vider toutes les sections du cours
☐ Me laisser sélectionner les sections de cours.

 Vider ce cours

Illustration 152: 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!

Tutoriel > Maintenance > Supprimer ce cours

Supprimer ce cours

"Tutoriel" (TUTORIEL)

En supprimant ce cours, vous supprimerez tous les documents qu'il contient et désinscrirez tous les membres qui y sont inscrits.

Voulez-vous réellement supprimer ce cours ?

[Non](#) | [Oui](#)

Illustration 153: Maintenance – Course deleting



Chapter 34 Reporting

The reporting tool, also available through the tab of the same name) is only specific to a course if you use the reporting link from inside the course to get to it. It allows you to get an overview of what's happening inside the course, while the Reporting tab allows you to get an overview of what's happening inside **all** your courses or sessions. In this chapter, we'll analyze the *Reporting* tab. Just know that the *Reporting* link inside a course is just a filtered version of the following and has been analyzed in details in Chapter 15 Reporting on page 68.

34.1 Own courses and sessions reporting






The first synthesis table shows the list of courses and sessions of which you are responsible. Each entry shows some statistical data which allows you to track the progress and the results of all learners as an average value.

Suivi

 Imprimer  Mon parcours

Votre liste de cours



1 - 1 / 1

Titre du cours	Nombre d'apprenants	Temps moyen passé dans le cours 	Progression moyenne des apprenants 	Score moyen des apprenants 	Score aux tests 	Messages par apprenant	Travaux par apprenant	Détails
OpenOffice.org Calc	1	0:15:09	0%	-	0%	1	-	

1 / 1

Sessions

1 - 2 / 2

Titre	Date ↑	Nombre de cours par session	Détails
Formation bibliothèques	De Mardi 15 Jui 10 Jusqu'au Dim 15 Aou 10	2	
librairies	-	3	

1 / 1

Illustration 154: Reporting – General courses and sessions reporting

By clicking the *Details* icon (double blue arrow), you'll get access to a more detailed list for this specific course or specific session. Clicking on any *Details* icon in any of those screens will get you at a deeper level of details. There are about 4-5 levels of details 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 is the most suited to your needs.

Chapter 35 Social network

Chamilo allows teachers and learners to use simple profile and social network features. An internal messaging system is available to users and it is possible to create groups of interest. Note that some of these features need to be enabled by the platform administrator.

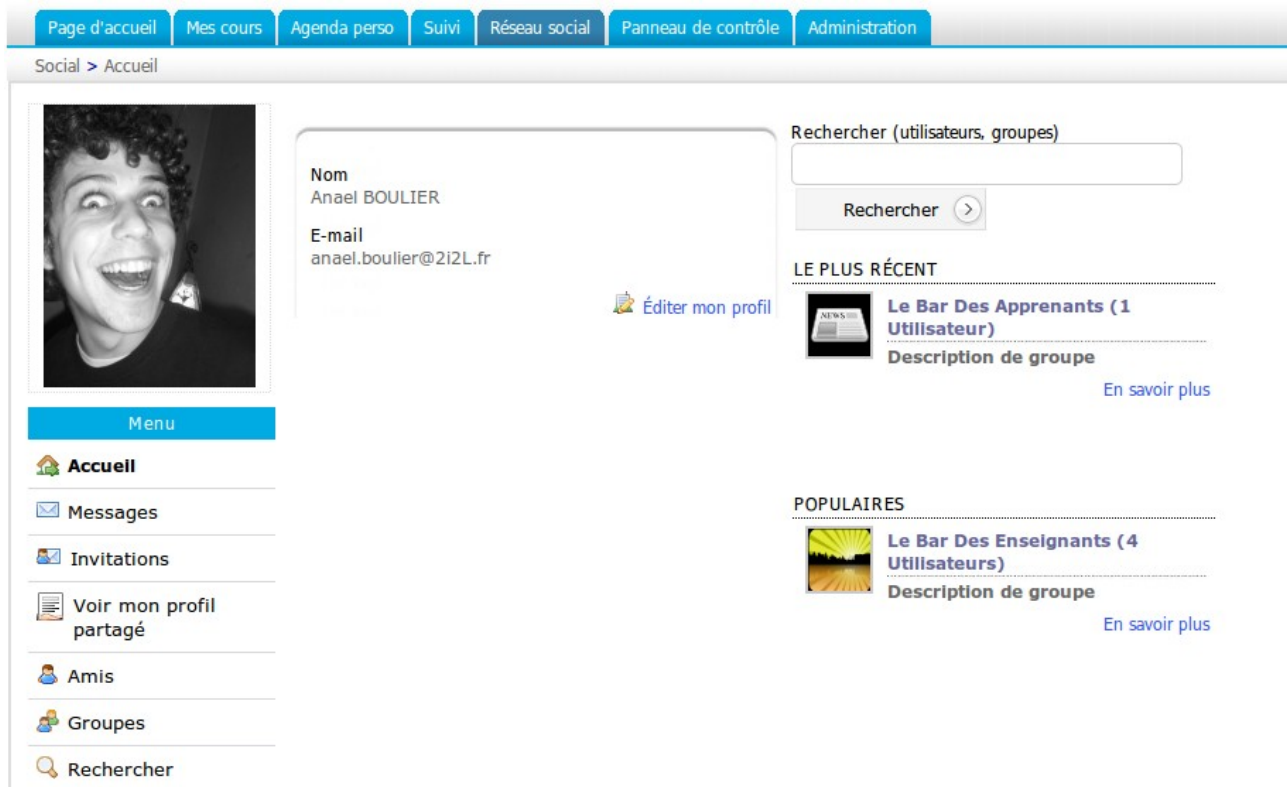


Illustration 155: Social network - Home

35.1 Update profile information

To update your personal details, go to the *Social network* tab:

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

Simple profile options allow you to update your picture and language. The extended profile (if enabled by the administrator) allow you to add:

- *My competences*,
- *My diplomas*,
- *What I am able to teach*,
- *My productions*,
- *My personal open area*.

Modifier le profil normal

Prénom Anael
 Nom BOULIER
 Nom d'utilisateur a.boulier
 Code Officiel a.boulier
 * E-mail

Téléphone
 Changer de photo
☐ Supprimer la photo

Langue

Champs optionnels
 Mes compétences
 Mes diplômes

Illustration 156: Social network – Extended profile update

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.

Social > Boîte de réception

1 - 1 / 1

	De	Titre	Date ↑	Action
<input type="checkbox"/>	user user	Tutoriel	2010-06-29 09:29:30	

Tout sélectionner - annuler toutes les sélections 1 / 1

Menu

- Accueil
- Messages (1)
- Boîte de réception**
- Composer message
- Envoyés

Illustration 157: 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,
- start writing the first letters of the name of the user to write to and Chamilo will auto-complete it,
- enter the topic and message (optionally you can add an attached file),
- click the *Send message* button.

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* (which is a liberal notion of the friend title). You can search people through :

- clicking the *Invitations* link in the left menu,
- search for friends' names,
- click *Search*.

By simply entering a few characters of the user firstname or lastname, 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.

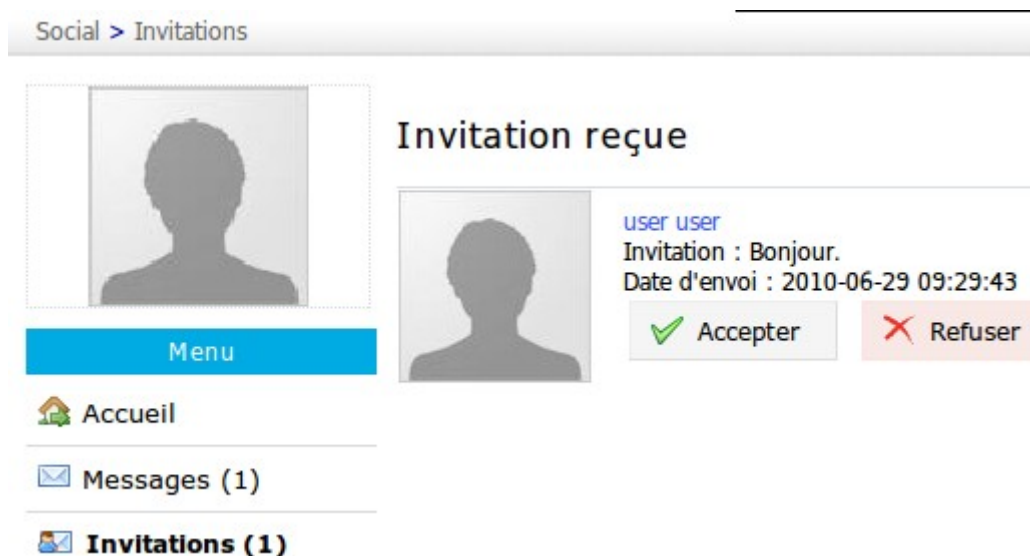


Illustration 158: Social network – Invitation received

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 159: Social network – Shared profile

35.4 Social groups

This tab gathers all groups that exist on the platform. These groups can only be created by administrators, unless they have enabled this option to all users.

There are two groups access types:

- public, everybody can join,
- private, the group admin must authorize the membership request.



Illustration 160: Social network – Social groups

The *My groups* entry gathers 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 161: Social network – Social groups interface

Chapter 36 Session view

Since Chamilo 1.8.8, a new view type is available from the *My courses* tab when your platform makes use of course sessions. It is a special sessions screen, in which you can find a different (to say the least) way of presenting courses and their resources (learning paths and exercises, mostly).

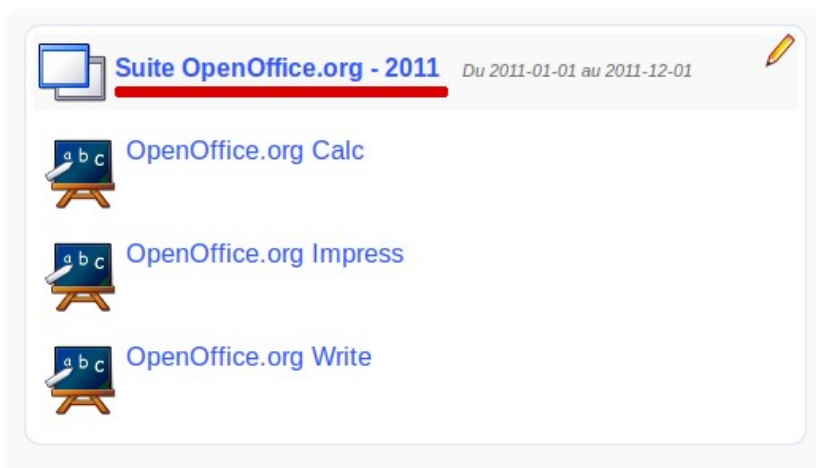


Illustration 162: My courses - Sessions

As a main difference from previous versions of Chamilo, the session title is now a link which leads directly to a page of which the presentation differs in many aspects from the rest of Chamilo. It is a new way to present things that we will study during the next months, thanks to your help and feedback. Let us know what you think on the Chamilo forum: <http://www.chamilo.org/>

This new concept depends highly on a new time-based programming of exercises and learning paths. As such, it is not well suited to asynchronous teaching (purely remote e-learning): by making sure each exercise and learning path has a start and end date, the data shown in these screens take much more sense.



Illustration 163: Sessions – New sessions screen

There are 4 main options on the first screen: Courses, Learning paths, My MCQ (Multiple Choice Questions), and My statistics

36.1 Courses tab

The courses tab gives a list of courses available inside the sessions. Click on one of these courses to filter the rest of the tabs and 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 (the learning paths tab will show all learning paths of the session, all courses mixed, unless you previously clicked one specific course in the first tab).

36.2 Learning paths tab

This tab give a list of learning paths from the session, filtered on the course if you clicked a course in the first tab.



cours	Parcours	Mes QCM	Mes statistiques
Tous les parcours	Par semaine	Par cours	
Date de publication	Cours	Parcours d'apprentissage	
2011-07-02	OpenOffice.org Impress	Modèles 	
2011-07-02	OpenOffice.org Impress	Masques 	
Page 1 sur 1 Enregistrements 1 - 2 sur 2			

Illustration 164: Sessions – Learning paths

The publication date of each learning paths gives you an idea of the learning paths chronology. In case you have several simultaneous courses (which might be the cas in a session) which all offer several learning paths, organizing the right learning paths schedule will give a clear indication to the learner of the expected order in which we expect him to follow them.

From this screen, the learner can enter directly the learning paths by simply clicking their 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

This tab contains all exercises of all courses in the session, sorted by publication date. Given the results of these exercises are given in a comparative fashion (in comparison to other learners' results) and in a chronological order, it is twice as important to define publication dates for all your exercises.

cours

Parcours

Mes QCM

Mes statistiques

Statut	Date publication	Cours	Tests	Tentatives	Résultat	Meilleur résultat cours	Position
★	2011-07-13 07:00:00	OpenOffice.org Calc	Évaluation initiale	-	-	-	-
📋	2011-07-10 07:00:00	OpenOffice.org Impress	Évaluation initiale	1	80% (40 / 50)	80% (40 / 50)	1/10

Illustration 165: Sessions – My QCM tab

Exercises which remain without attempts are indicated by a yellow star. The number of attempts is indicated as well as the exercises results and the best results obtained by whichever learner of the session. Finally, the position shows his results' position as a learner within this session.

By clicking the test title, the learner gets directly into the test or, in case all attempts have been used, into the test results screen.

36.4 My statistics tab

The *My statistics* tab brings an innovative set of features if publication dates have been used for exercises. Learners will then be able to see a visual result of their scores as a comparison with other learners.

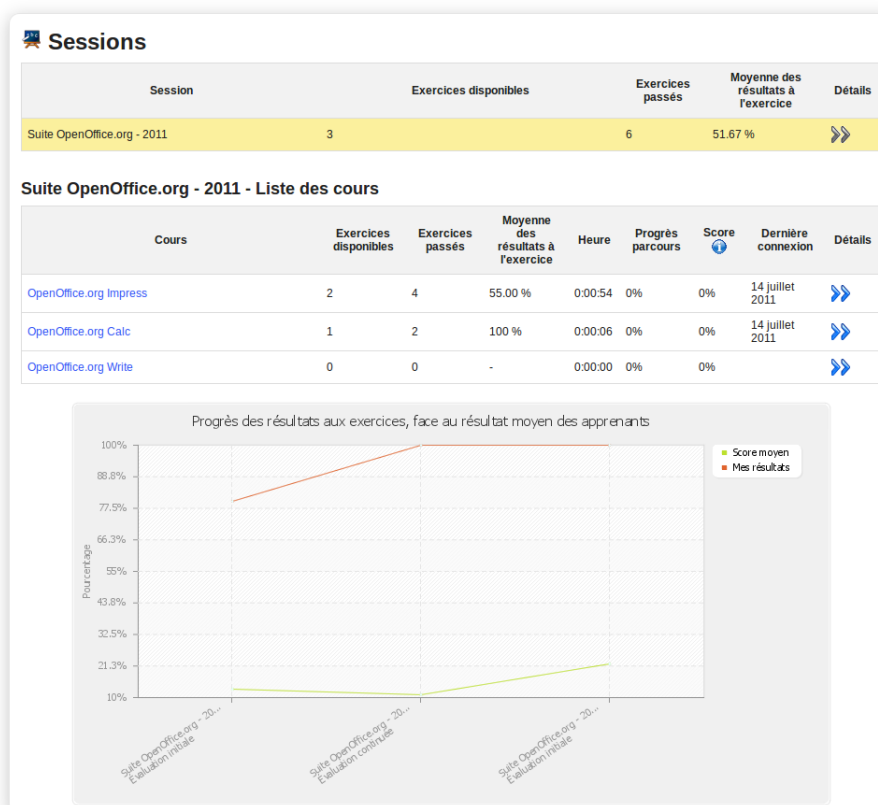


Illustration 166: Sessions – My statistics tab

By clicking the double blue arrow for any course, you'll get a series of more detailed results.

OpenOffice.org Impress

Parcours pédagogiques	Heure	Progression	Dernière connexion
Modèles	0:00:00	0%	-
Masques	0:00:00	0%	-




Tests	Tentatives	Meilleure tentative	Position	Meilleur résultat cours	Statistiques 
Évaluation initiale	1	80% (40 / 50)	1/9	80% (40 / 50)	
Évaluation continuée	1	100% (10 / 10)	1/9	100% (10 / 10)	

Illustration 167: Sessions – Statistical details

The detailed view allow us to have 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 have a greater version of this chart.

Chapter 37 Appendix

37.1 Glossary

- **Administrator** : The user who controls and manages the Chamilo portal globally.
- **Course administrator** : See *teacher*
- **Student** : See *learner*
- **Assistant de course** : a *learner* who received additional rights inside the limited scope of a course: he can track other learners' results and check their assignments and answers to their exercises
- **Coach** : teacher of a course inside the context of a session
- **Course** : a course area, or course space, including its 20-or-so tools
- **Learner** : The 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*, which lead to an awful lot of confusion, not only in English, but also in other languages which depended on English for translations. The term can be redefined on each portal depending on the needs through the portal administration interface, but *Course* is used globally now.
- **Teacher** : The user who creates and/or controls a course (out of the session context)
- Tutor : See *Coach*
- **User** : Any user who has an access to your Chamilo portal, independent 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 *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 to get his certificate, by not being able to 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 edition box (online media editor), click the *Table* icon and choose how many rows and columns you want your crosswords to be. Now will 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>

and

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

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: Icons label.....	10
Illustration 2: Folded help.....	10
Illustration 3: Unfolded help.....	10
Illustration 4: Contextual help popup.....	10
Illustration 5: Homepage.....	13
Illustration 6: "My courses" page.....	14
Illustration 7: Chamilo header.....	15
Illustration 8: Breadcrumb Navigation.....	15
Illustration 9: Student view.....	15
Illustration 10: Personal menu blocks.....	16
Illustration 11: Creating a course – short version.....	16
Illustration 12: Create a course – extended version.....	17
Illustration 13: Course admin tools.....	18
Illustration 14: Course settings - Visibility.....	18
Illustration 15: Sort my courses.....	19
Illustration 16: Personal courses categories.....	20
Illustration 17: Courses catalog.....	20
Illustration 18: Course tools – Classical option.....	22
Illustration 19: Production tools in ipad type view.....	22
Illustration 20: Course homepage – Introduction text.....	23
Illustration 21: Production tools.....	24
Illustration 22: Production tools – Learning paths.....	25
Illustration 23: Interaction tools.....	27
Illustration 24: Administration tool.....	29
Illustration 25: Production tools.....	31
Illustration 26: Documents – Directories creation.....	32
Illustration 27: Documents – List of default directories.....	33
Illustration 28: Documents - Icons - Upload.....	34
Illustration 29: Documents – Documents upload.....	34
Illustration 30: Documents – Documents upload in progress.....	34
Illustration 31: Documents – Document upload finished.....	35
Illustration 32: Documents - Icons – Creation.....	35
Illustration 33: Documents – Creating a new document.....	36
Illustration 34: Documents – Download a copy.....	37
Illustration 35: Documents - Options.....	37
Illustration 36: Documents - Quota.....	38
Illustration 37: Exercises - List.....	39
Illustration 38: Exercises – Simple creation.....	39
Illustration 39: Exercises – Creating an exercise – Advanced options.....	42
Illustration 40: Exercises – Question types.....	44
Illustration 41: Exercises - Multiple answer question creation form.....	44
Illustration 42: Exercises - Fill the blanks.....	46
Illustration 43: Exercises - Open questions.....	47
Illustration 44: Exercises - Hotspot question creation.....	48
Illustration 45: Exercises - Exact combination.....	49
Illustration 46: Exercises – Questions database.....	50

Illustration 47: Exercises - Import HotPotatoes.....	51
Illustration 48: Exercises - Import IMS/QTII2.....	51
Illustration 49: Exercises - List.....	51
Illustration 50: Exercises – Results list.....	51
Illustration 51: Forum – Global view.....	52
Illustration 52: Forum – Display modes.....	53
Illustration 53: Forum – New category.....	53
Illustration 54: Forum – Forum creation form.....	54
Illustration 55: Forum – Discussion thread.....	56
Illustration 56: Forum – Marking a thread.....	58
Illustration 57: Learning paths – Access through course's homepage.....	60
Illustration 58: Learning paths - List.....	60
Illustration 59: Learning paths - Creation.....	61
Illustration 60: Learning paths – Elements edition page.....	61
Illustration 61: Learning paths - Settings.....	62
Illustration 62: Learning paths – Components edition.....	63
Illustration 63: Learning paths – Online creation.....	63
Illustration 64: Learning paths – Importing existing resources.....	64
Illustration 65: Learning path – New section.....	64
Illustration 66: Learning paths – Learner's view.....	65
Illustration 67: Learning paths – Organize view.....	65
Illustration 68: Learning paths – Organize view – Upload audios.....	66
Illustration 69: Learning paths - Import SCORM.....	66
Illustration 70: Learning paths - List.....	67
Illustration 71: Learning paths - Prerequisites.....	68
Illustration 72: Learning paths – Selecting prerequisites.....	68
Illustration 73: Courses – Administration tools.....	69
Illustration 74: Reporting - Learners.....	69
Illustration 75: Reporting – Details.....	70
Illustration 76: Reporting – Course reporting.....	70
Illustration 77: Reporting – Notify inactive students.....	71
Illustration 78: Reporting – Reminder announcement.....	71
Illustration 79: Assignments - Options.....	72
Illustration 80: Assignment - Creation.....	73
Illustration 81: Assignments – Advanced settings.....	74
Illustration 82: Users – Main screen.....	76
Illustration 83: Users – Action buttons.....	76
Illustration 84: Users – Access details.....	78
Illustration 85: Assessments - Example.....	79
Illustration 86: Assessments – General settings.....	80
Illustration 87: Assessments - Weights.....	80
Illustration 88: Assessments – Skills ranking.....	81
Illustration 89: Assessments – Skills ranking - Advanced.....	81
Illustration 90: Assessments – Certificate template creation.....	82
Illustration 91: Assessments – Certificates templates list.....	82
Illustration 92: Assessments – Classroom activity.....	83
Illustration 93: Assessments – Classroom activities – Filling results.....	84
Illustration 94: Assessments – Add online activity.....	84
Illustration 95: Assessments – List view.....	85

Illustration 96: Wiki – Main page.....	86
Illustration 97: Links - Add category.....	89
Illustration 98: Links - Add link.....	90
Illustration 99: Links – Link checker.....	91
Illustration 100: Announcements - List.....	92
Illustration 101: Announcements – Choose destinations.....	92
Illustration 102: Announcements - Creation.....	93
Illustration 103: Glossary – Terms list.....	95
Illustration 104: Attendances – New attendances form.....	96
Illustration 105: Attendances – Intermediary step for dates creation.....	97
Illustration 106: Attendances – Creating dates to be attended.....	97
Illustration 107: Attendances – List of created dates.....	98
Illustration 108: Attendances – List of all dates.....	98
Illustration 109: Course progress - Buttons.....	100
Illustration 110: Course progress - Creation.....	100
Illustration 111: Course progress – Thematic plan.....	101
Illustration 112: Course progress – Steps creation.....	101
Illustration 113: Agenda - List.....	103
Illustration 114: Agenda - Creation.....	104
Illustration 115: Agenda – Personal view.....	105
Illustration 116: Dropbox – Files received.....	106
Illustration 117: Dropbox – Sending a file.....	107
Illustration 118: Dropbox - Comments.....	108
Illustration 119: Groups - List.....	109
Illustration 120: Groups - Creation.....	109
Illustration 121: Groups- Registration.....	110
Illustration 122: Groups - Auto-fill.....	110
Illustration 123: Groups – Manual filling.....	111
Illustration 124: Groups – Group space.....	111
Illustration 125: Chat – Teacher-Learner conversation.....	113
Illustration 126: Surveys – Creation form.....	115
Illustration 127: Surveys – Questions creation.....	116
Illustration 128: Surveys – Preview survey.....	116
Illustration 129: Surveys – Publication options.....	117
Illustration 130: Surveys - Results.....	117
Illustration 131: Notebook - List.....	119
Illustration 132: Notebook – Creation form.....	119
Illustration 133: Projects - List.....	120
Illustration 134: Blogs – Blog creation.....	120
Illustration 135: Projects – Users management.....	121
Illustration 136: Projects – New role.....	122
Illustration 137: Projects – Assign a role.....	122
Illustration 138: Projects – Tasks comments.....	123
Illustration 139: Projects – Users management.....	124
Illustration 140: Course settings - General.....	125
Illustration 141: Courses catalog – Example of courses illustrations.....	126
Illustration 142: Course settings – E-mail notifications.....	126
Illustration 143: Configuration settings – Users permissions.....	127
Illustration 144: Course settings – Chat settings.....	127

Illustration 145: Course settings – Learning path settings.....	128
Illustration 146: Learning paths - Auto-launch.....	128
Illustration 147: Courses settings - Course progress.....	129
Illustration 148: Course progress – Display on course homepage.....	129
Illustration 149: Backup - General.....	130
Illustration 150: Maintenance – Backup creation.....	131
Illustration 151: Maintenance - Import.....	132
Illustration 152: Maintenance – Empty course.....	133
Illustration 153: Maintenance – Course deleting.....	133
Illustration 154: Reporting – General courses and sessions reporting.....	134
Illustration 155: Social network - Home.....	135
Illustration 156: Social network – Extended profile update.....	136
Illustration 157: Social network – Internal messaging - Inbox.....	136
Illustration 158: Social network – Invitation received.....	137
Illustration 159: Social network – Shared profile.....	138
Illustration 160: Social network – Social groups.....	138
Illustration 161: Social network – Social groups interface.....	139
Illustration 162: My courses - Sessions.....	140
Illustration 163: Sessions – New sessions screen.....	140
Illustration 164: Sessions – Learning paths.....	141
Illustration 165: Sessions – My QCM tab.....	142
Illustration 166: Sessions – My statistics tab.....	142
Illustration 167: Sessions – Statistical details.....	143

37.5 Alphabetical index

AICC.....	60, 66
AVI.....	31
feedback.....	40
fill in the blanks.....	40
Flash.....	31
forum.....	9
HotPotatoes.....	39
HTML.....	31
IMS/QT12.....	39
LibreOffice.....	31
MP3.....	31
MS-Excel®.....	31
MS-Excel®	69
MS-PowerPoint®.....	31
MS-Word.....	31
MS-Word®.....	31
OGG.....	31
OpenOffice.org.....	31
PDF.....	31, 37
Photoshop®.....	36
Quicktime®.....	31
score.....	41

SCORM.....	60, 64, 66
XLS.....	39, 70

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.