<table>
<thead>
<tr>
<th>Tool</th>
<th>What you want to do</th>
<th>Ease of use</th>
<th>Information Transfer</th>
<th>Assess learning</th>
<th>Communication &amp; Interaction</th>
<th>Co-create content</th>
<th>Bloom’s</th>
<th>Tool Guide for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add FILE</td>
<td>Upload a file (Word Document/ PowerPoint)</td>
<td>Easy, like an email attachment. But can your doc stand on its own?</td>
<td>Yes. Only teachers can upload files to course site. So definitely a push-tool.</td>
<td>May use to give task. Collect student files through Forum or Assignment.</td>
<td>No. It’s a distribution tool. No option for interaction or communication.</td>
<td>May use to give task. Collect student files through Forum or Assignment.</td>
<td>None.</td>
<td>None.</td>
</tr>
<tr>
<td>Add Folder</td>
<td>Upload a group of files</td>
<td>Easy, like email attachments. But can your docs stand on their own?</td>
<td>Yes. Only teachers can upload a folder of files. So definitely a push-tool.</td>
<td>May use to give task. Collect student files through Forum or Assignment.</td>
<td>No. It’s a distribution tool. No option for interaction or communication.</td>
<td>May use to give task. Collect student files through Forum or Assignment.</td>
<td>None.</td>
<td>None.</td>
</tr>
<tr>
<td>Add Page</td>
<td>Create a webpage in Moodle</td>
<td>Easy just create the page using the HTML editor, adding multimedia if needed.</td>
<td>Yes. Only teachers can create the page. So definitely a push-tool.</td>
<td>May use to give task. Collect student files through Forum or Assignment.</td>
<td>May embed or link to interactive web2.0 widgets into the page eg VoiceThread.</td>
<td>May use to give task. Collect student files through Forum or Assignment.</td>
<td>None.</td>
<td>None.</td>
</tr>
<tr>
<td>Add Book</td>
<td>Create a series of webpages <em>This is a custom Moodle Plugin</em></td>
<td>Easy, just create a set of pages using the editor. Embed media if required.</td>
<td>A way to present information to students. Can be printed by chapter or as full book.</td>
<td>No. Not directly. Option is to link to external activities such as student e-portfolios &amp; blogs.</td>
<td>May link to external tools eg Google Calendar, groups, blogs or wiki.</td>
<td>May use to link to external collaborative sites eg Google Docs, wikis or blogs.</td>
<td>None.</td>
<td>None.</td>
</tr>
<tr>
<td>Add URL</td>
<td>Link to a web page</td>
<td>Easy. Find the web address (aka url – the bit that starts with http://), copy it, paste it.</td>
<td>Very easy way of directing students to information outside of Moodle.</td>
<td>Not directly. Option is to link to external activities such as student e-portfolios &amp; blogs.</td>
<td>Not suited for discussions. Use in brainstorming, planning, collaborative writing.</td>
<td>Not suited for discussions. Students can read other entries &amp; comment or rate.</td>
<td>6/6</td>
<td>Can do all of the above, depending on where you link to.</td>
</tr>
<tr>
<td>Wiki</td>
<td>Use to enable collaborative page creation.</td>
<td>Tricky. Decide on individual &amp; group settings. Can be hard to master. Get some training.</td>
<td>Yes. Use as information site. Allow editing only by teachers or by any participant.</td>
<td>May embed or link to interactive web2.0 widgets into the page eg VoiceThread.</td>
<td>Yes. Students can collaborate &amp; explore topics, discuss them &amp; write together.</td>
<td>Yes. Students can add an entry, class collect reviews, resources, etc.</td>
<td>5/6</td>
<td>Understand, Apply, Analyse, Evaluate, Create</td>
</tr>
<tr>
<td>Glossary</td>
<td>Use for learning activities that gather resources or present info</td>
<td>Default settings are good. Try to set it so the author’s name is shown.</td>
<td>Use glossary to define terms or present info. Better yet, let the students add to it.</td>
<td>Not suited for discussions. Students can read other entries &amp; comment or rate.</td>
<td>Although original author can edit an entry, class can collect reviews, resources, etc.</td>
<td></td>
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</tr>
<tr>
<td>Survey</td>
<td>Use to gather data from students about teaching of the course</td>
<td>Easy. Choose from 3 types to assess Attitudes, Incidents and Constructivism.</td>
<td>No. The survey tool is not a distribution channel.</td>
<td>Not directly. Used for gathering feedback to help improve the course.</td>
<td>No. Only allows one way communication from student to teacher.</td>
<td>No this is an individual activity, not a group activity.</td>
<td>2/6</td>
<td>Indirectly helps student analyze and evaluate the learning.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Use to gather data from students on any topic.</td>
<td>Easy but takes time. Configure and then add questions.</td>
<td>No. The Feedback tool is not a distribution channel.</td>
<td>Yes. Use to have students self-assess their understanding before and after.</td>
<td>No. Only allows one way communication from student to teacher.</td>
<td>No this is an individual activity, not a group activity.</td>
<td>6/6</td>
<td>Can do all 6 but this requires you to be creative in your approach.</td>
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**How to use this guide**

- Are you a teacher new to Moodle? Use this guide to pick the right tool for the job.
- Know which tool you want to use? Follow its row across to see its strengths & weaknesses.
- Know what you want to achieve? Pick a column and follow it to see which tool will help you do it.

**Tweeters to Follow**

@catspyjamamsz  
@ghenrick  
@markdrehschließen  
@michelledmoore  
@moodiefairy  
@moodieman

**For additional PolyLearn support, please visit our support site at http://polylearnsupport.calpoly.edu**

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http://www.somarandomthoughts.com

Joyce Seitzinger (@catspyjamamsz)  
www.cats-pyjamas.net / www.eit.ac.nz
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- @catspyjamasnz
- @ghanick
- @markdreichler
- @michelledmoore
- @mooldiefairy
- @moodleman

Need more Moodle help?
- Community Forums at http://www.moodle.org
- Documentation at http://docs.moodle.org
- Follow #moodle on Twitter!
- Blogs to follow:
  - http://www.cats-pyjamas.net
  - http://planet.moodle.org
  - http://www.somerandomthoughts.com
  - http://www.markdreichler.com

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