



Strengthening Teacher Training with
AI through Remote-learning Spaces

User Manual
for Digital Well-being and AI Plugins on
STTAIRS E-learning Platform

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sttairs.cafierasmus.gal

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Introduction

This manual provides a clear, practical overview of the AI and digital well-being plugins integrated into the STAIRS digital learning platform (sttairs.srce.hr), which is based on Moodle. It explains how each plugin supports learning activities and provides straightforward instructions and examples for adding, configuring, and using the plugins. The aim is to help teachers integrate these tools efficiently and enhance student engagement, reflection, and awareness of digital well-being.



1. Digital well-being tools

1.1. Calendar

The Calendar block shows upcoming activities and events (e.g., workshops, assignments, tests, etc.).

1.1.1. How to set up the tool in the course

In the course:

1. Open the target course and turn “Edit mode” on.

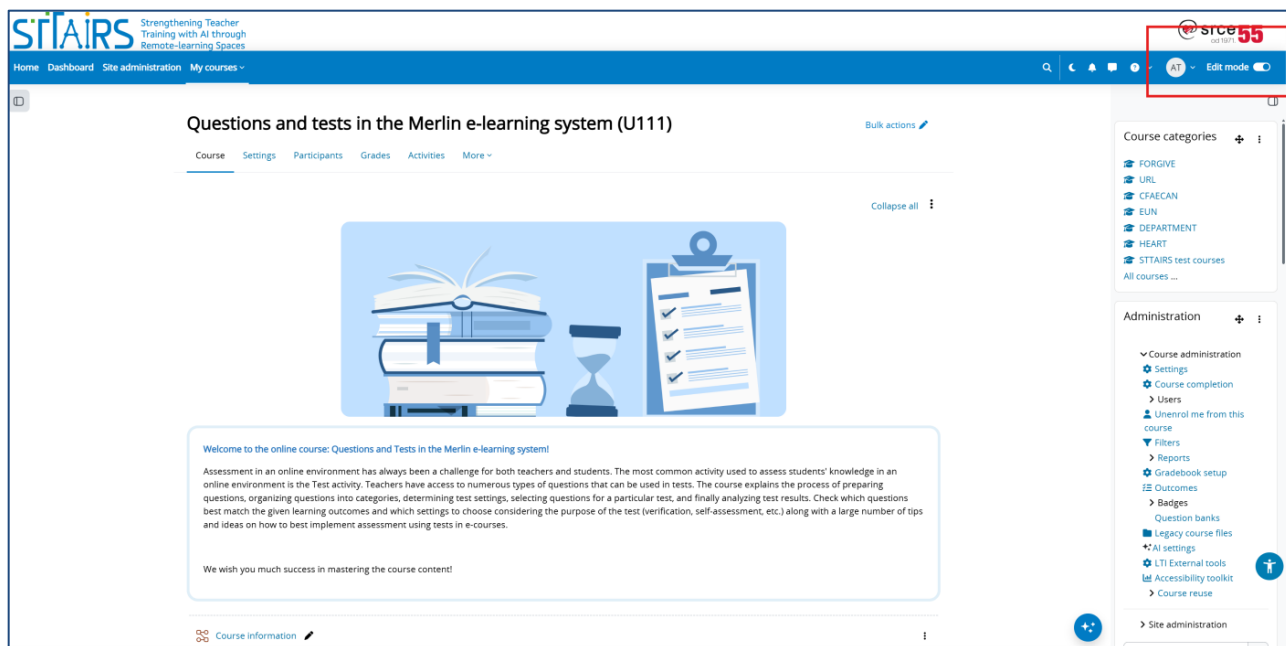


Figure 1: Turning on Editing mode

2. In the side panel, click “Add a block” and choose “Calendar”.

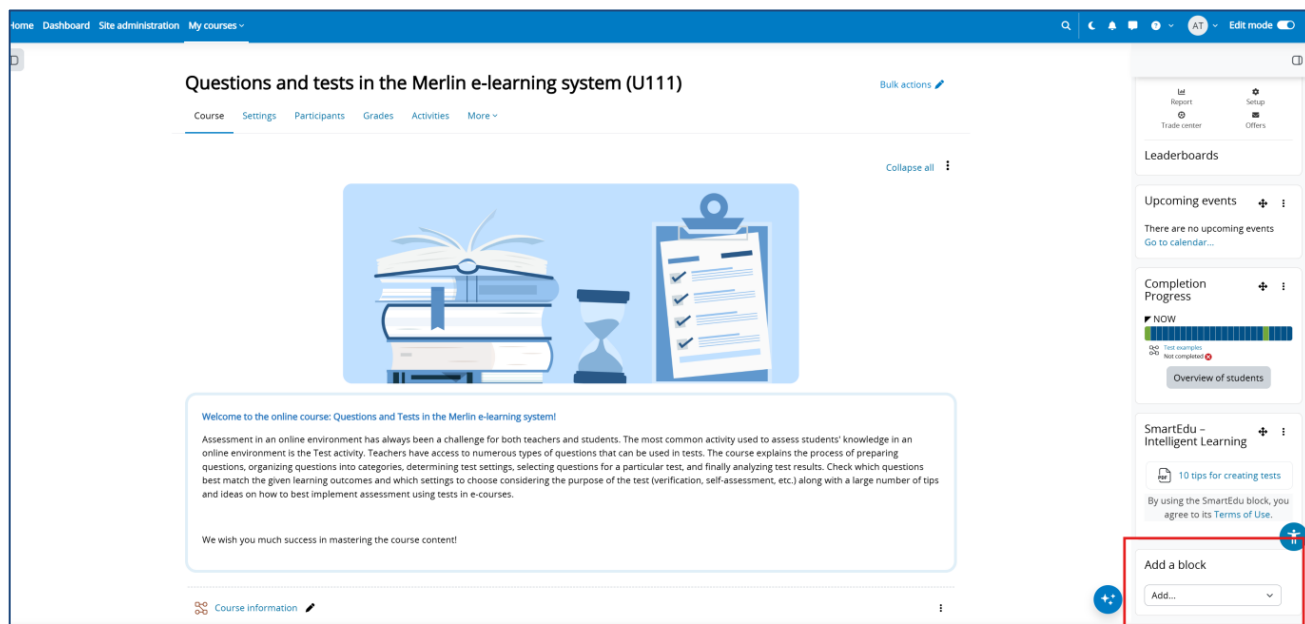


Figure 2: Adding a block

The Calendar block now appears in the course.

1.1.2. How teachers use the tool

The Calendar block shows the current month, with days that contain scheduled events highlighted by coloured circles. Selecting the “Course calendar” link opens the calendar in full-screen view and displays a legend in the right-hand column.

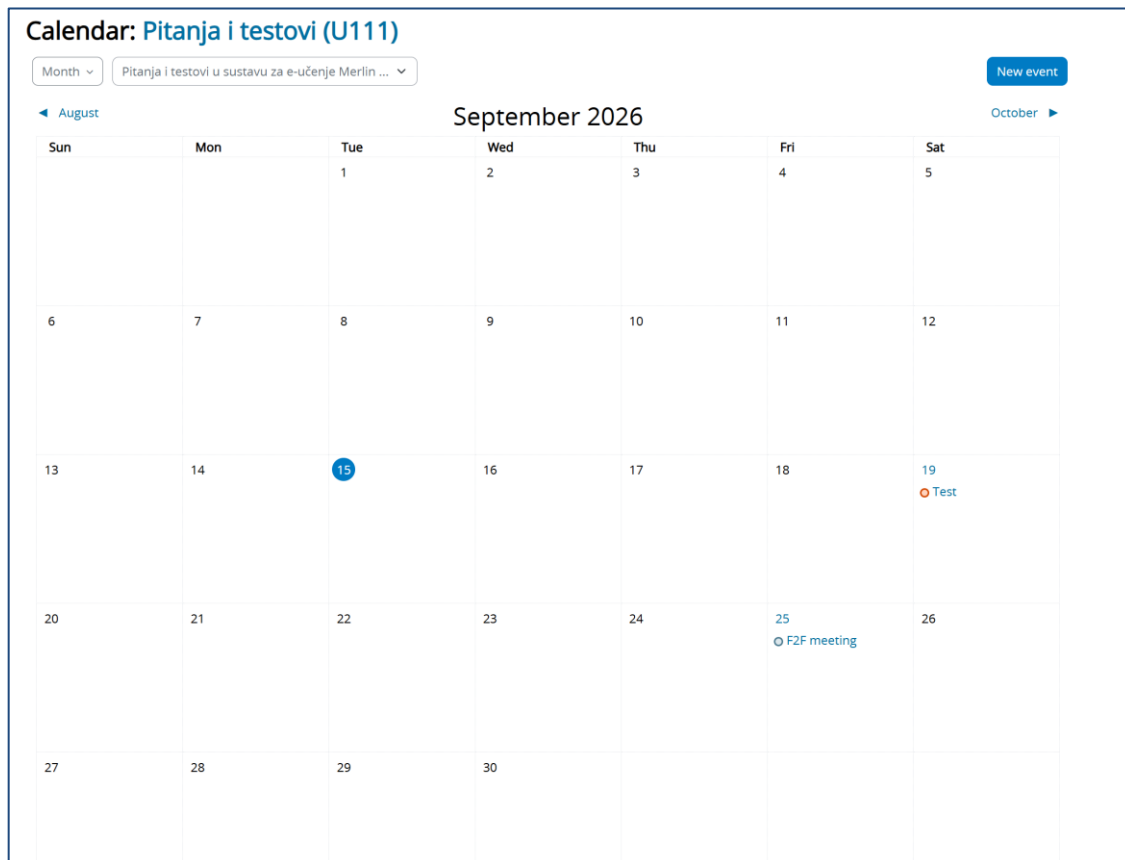


Figure 3: Calendar block

The calendar highlights the current date in blue. Selecting a listed event displays detailed information about that event.

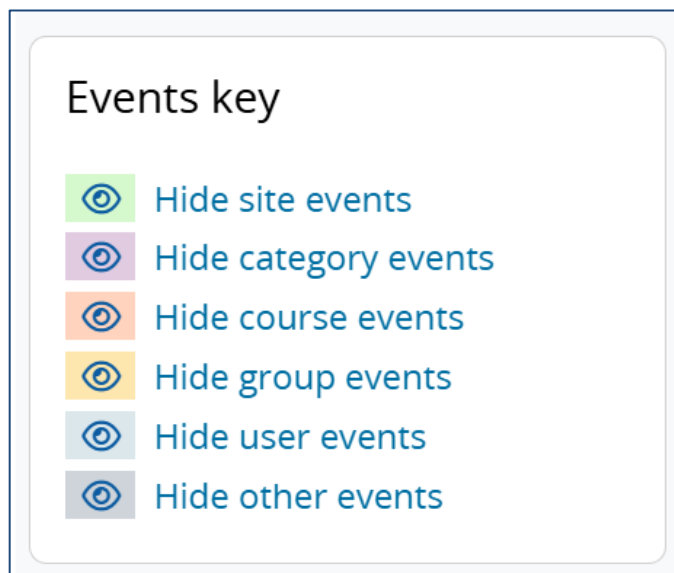


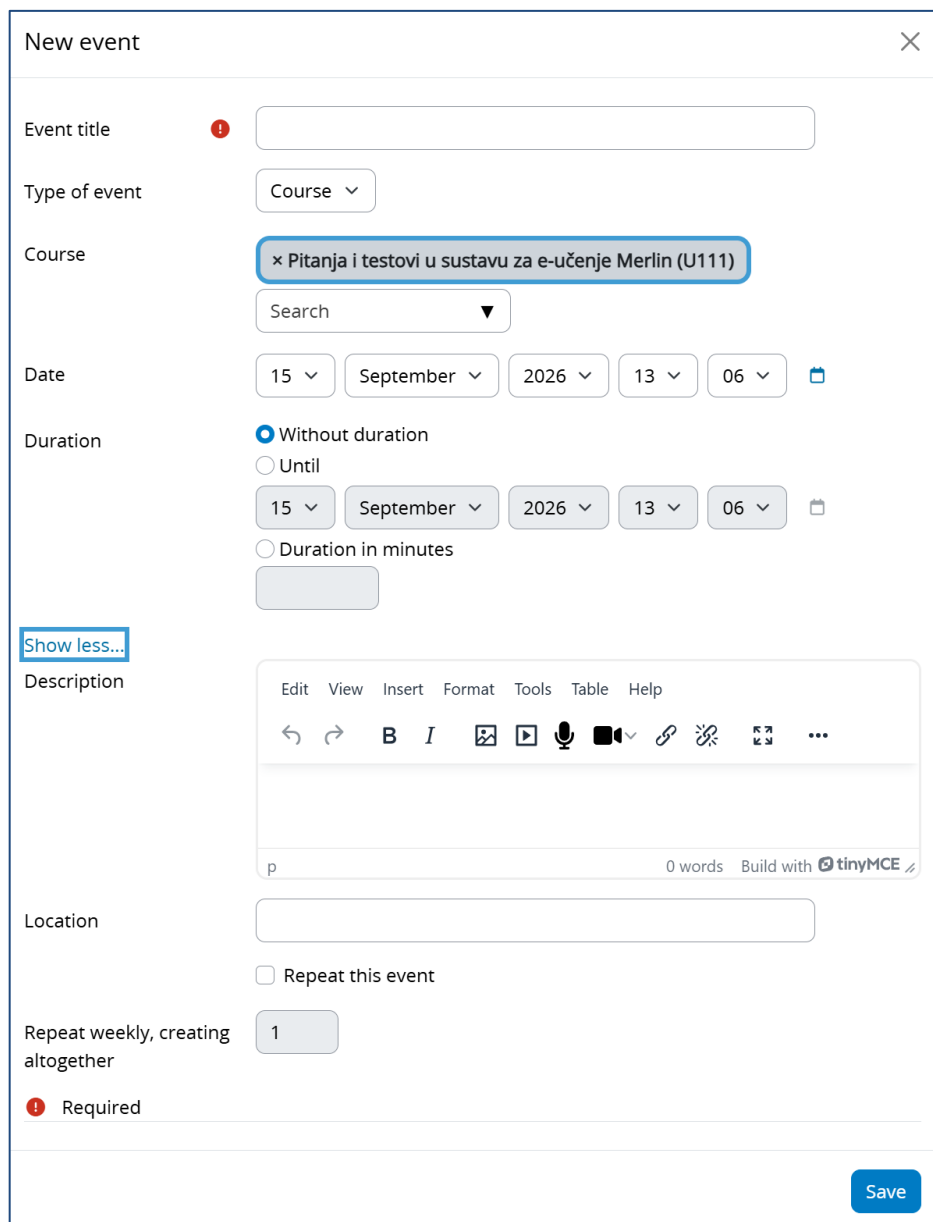
Figure 4: Events key legend

Teachers can hide specific event types by selecting the eye icon next to the event name. This provides a clear view of specific events within the calendar.

There are five types of events:

User events (light Blue)	Only the user who created them	Student / Teacher
Group events (yellow)	Specific groups (if formed)	Teacher
Global events (light green)	Everyone	Administrator
Course events (light orange)	Within a specific course	Teacher
Category events (light purple)	All course participants within that category and all subcategories	Administrator / Institutional administrator

To add an event, navigate to the desired month using the left and right arrows.  Selecting the "New event" button or a specific date in the calendar opens a pop-up window in which the user can define the event settings, including the name, description, event type, course, start date, and duration.



New event

Event title

Type of event

Course

Date

Duration

Show less...

Description

Location

Repeat this event

Repeat weekly, creating altogether

Required

Save

Figure 5: Adding a new event to the calendar

Calendar events can be moved from one date to another using drag-and-drop. If the date is changed for an activity with a deadline defined in its settings (e.g., an assignment submission deadline), the deadline is also updated in the activity settings. The drop-down menu allows calendar events to be viewed by month, by day, or as a list of upcoming events.

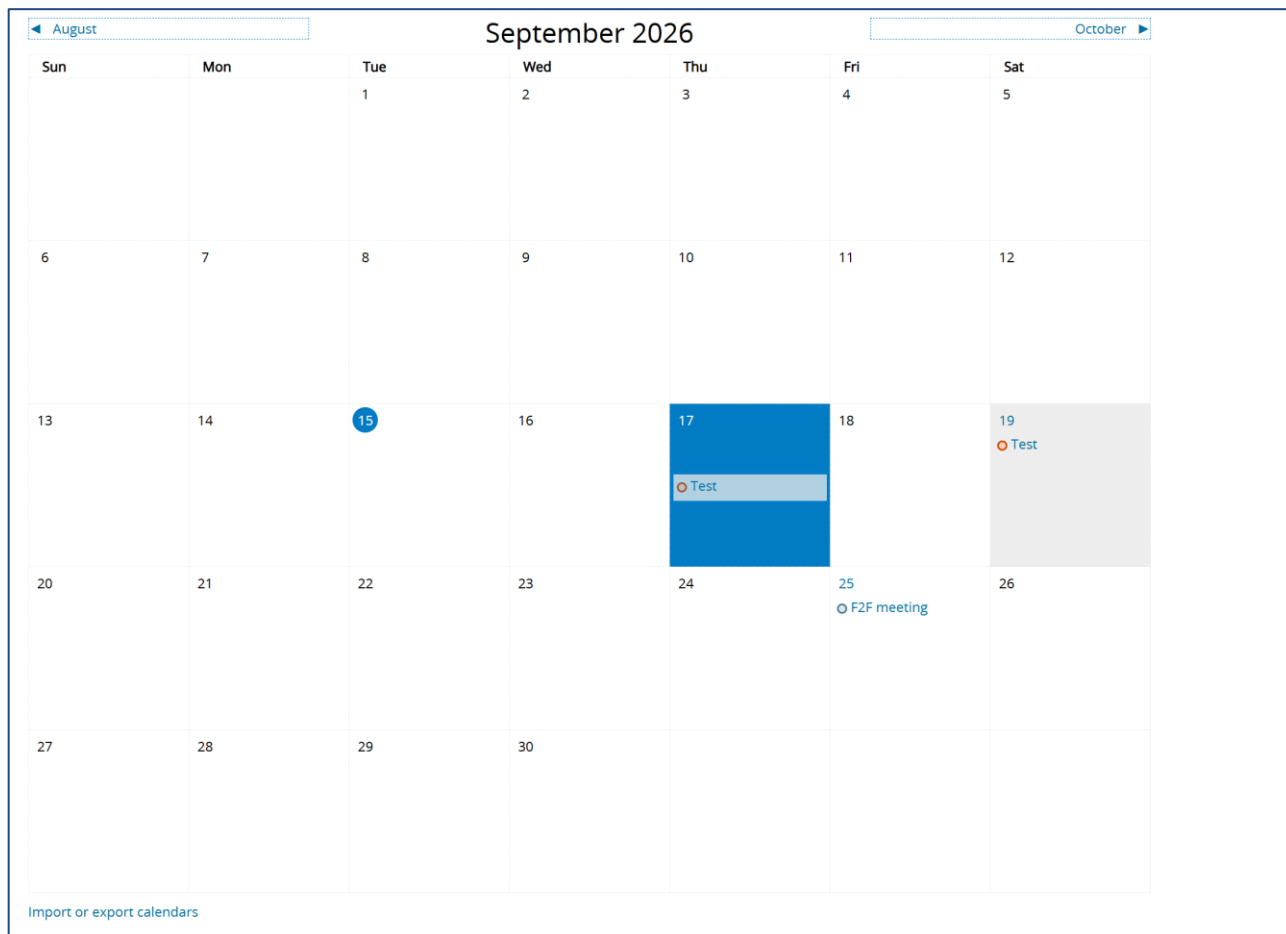


Figure 6: Moving an event in the calendar

1.1.3. How students use the tool

The calendar displays the current month, with days containing scheduled events highlighted in different colours. Selecting the "Course calendar" link expands the calendar to the full width

of the screen, displays detailed event information, and allows students to view the previous and next months.

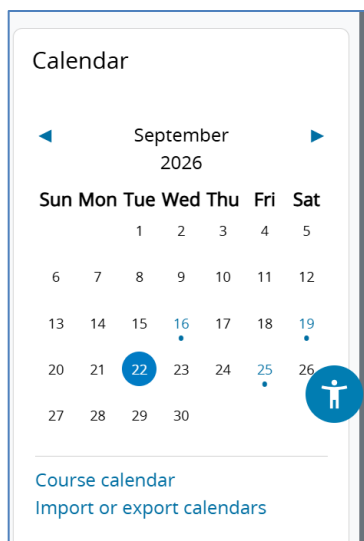


Figure 7: Calendar block

There are five types of events:

User events (light Blue)	Only the user who created them	Student / Teacher
Group events (yellow)	Specific groups (if formed)	Teacher
Site events (light green)	Everyone	Administrator
Course events (light orange)	Within a specific course	Teacher
Category events (light purple)	All course participants within that category and all subcategories	Administrator / Institutional administrator

Students can only create “User events”.

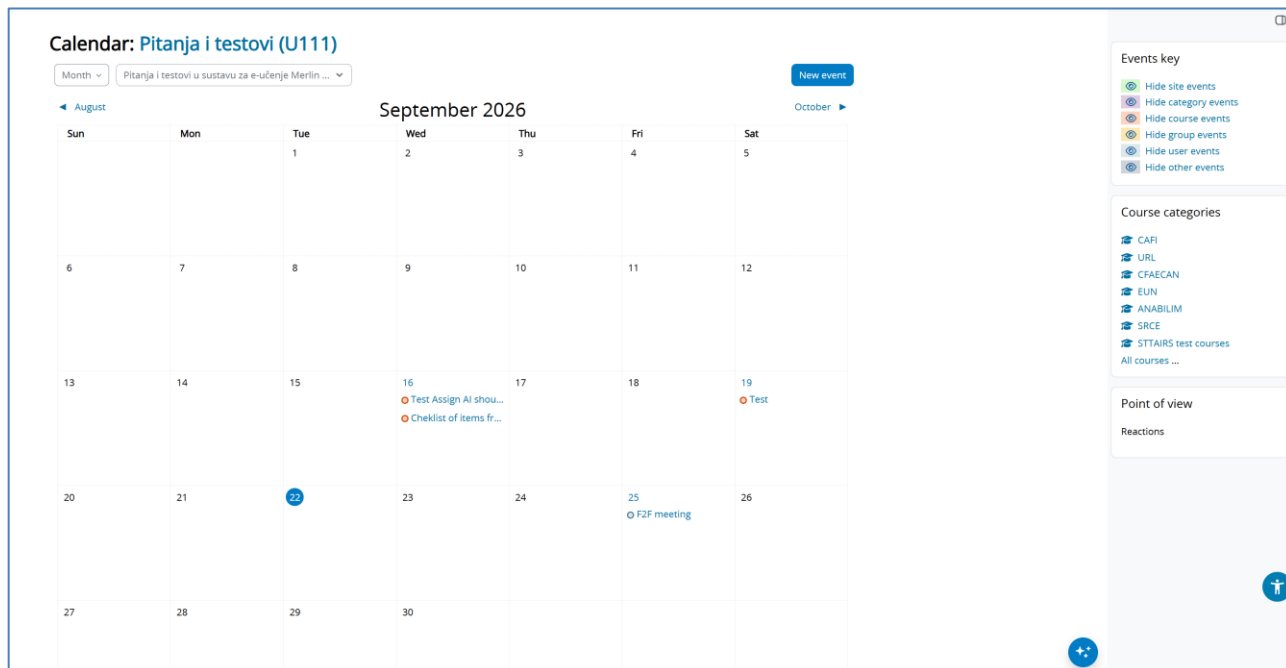


Figure 8: Display of events in the Calendar

Selecting a date displays information about the scheduled activities for that day.

Selecting the “New event” button or a specific date in the calendar opens a pop-up window in which the user can define the new event's settings, including the name, description, start date, and duration.

Events added to the calendar by the user can be moved from one date to another using the drag-and-drop function.

A drop-down menu allows calendar events to be displayed by month, by day, or as a list of upcoming events.

1.1.4. Example in the course

The following example demonstrates how a Quiz activity can be displayed as an upcoming event in the Calendar.

To create a Quiz activity within a course, the teacher must first turn on “Edit mode”. Once editing is enabled, select “Add an activity or resource” and choose “Quiz” from the list of available activities.

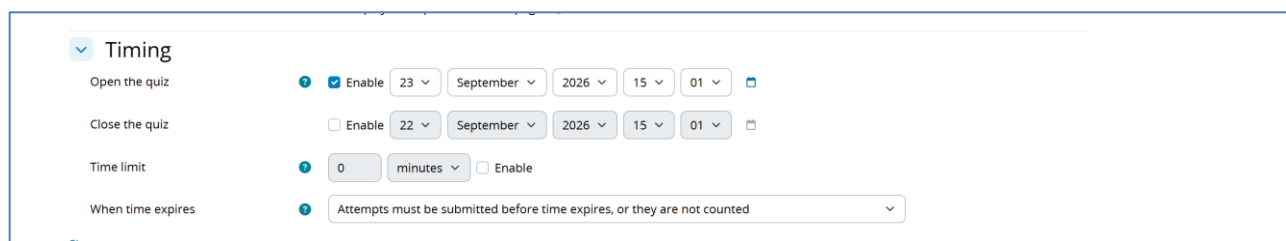
The screenshot shows the 'New Quiz' configuration page. At the top, there are tabs for Course, Settings, Participants, Grades, Reports, and More. The 'General' tab is active. The 'Name' field contains 'Quiz about Tesla'. The 'Description' field contains 'Short Quiz that will test knowledge about Nikola Tesla and his inventions.' Below the description, there is a checkbox for 'Display description on course page' which is checked. On the left side, there is a list of expandable sections: Timing, Grade, Layout, Question behaviour, Review options, Appearance, Extra restrictions on attempts, and Overall feedback. The 'Grade' section is currently expanded.

Figure 9: Adding a Quiz activity

After selecting the Quiz activity, the Quiz settings page will open. In the “General” section, the teacher should enter a meaningful “Name” for the Quiz and provide a brief “Description” explaining its purpose, instructions, or requirements for students.

The Quiz settings also include several additional sections, such as “Timing”, “Grade”, “Layout”, “Question behaviour”, “Review options”, “Appearance”, “Extra restrictions on attempts” and “Overall feedback”. These settings allow the teacher to configure when the Quiz is available, how it functions, the grading method, and other activity-specific options.

To ensure that the Quiz appears in the Calendar, configure the relevant settings in the “Timing” section. The teacher should define one or more dates, such as the “Open the quiz” and “Close the quiz” dates. Calendar events are generated automatically from these configured dates.



The screenshot shows the 'Timing' section of a Moodle Quiz configuration. It includes the following settings:

- Open the quiz:** Enabled (checked), Date: 23 September 2026, Time: 15:01.
- Close the quiz:** Disabled (unchecked), Date: 22 September 2026, Time: 15:01.
- Time limit:** 0 minutes, with an 'Enable' checkbox.
- When time expires:** A dropdown menu set to 'Attempts must be submitted before time expires, or they are not counted'.

A 'Show more' link is visible at the bottom left of the settings box.

Figure 10: Timing of the Quiz

Once all required settings have been configured, select “Save and display” to create the Quiz.

After the Quiz is saved, Moodle automatically creates a “Course event” associated with the activity. Course events are displayed in the Calendar in orange, making them easy to distinguish from other event types.

Students and teachers can access the Calendar through the Calendar block or the site-wide Calendar page. The Quiz event is displayed on the appropriate date, allowing users to identify upcoming assessments and deadlines quickly.

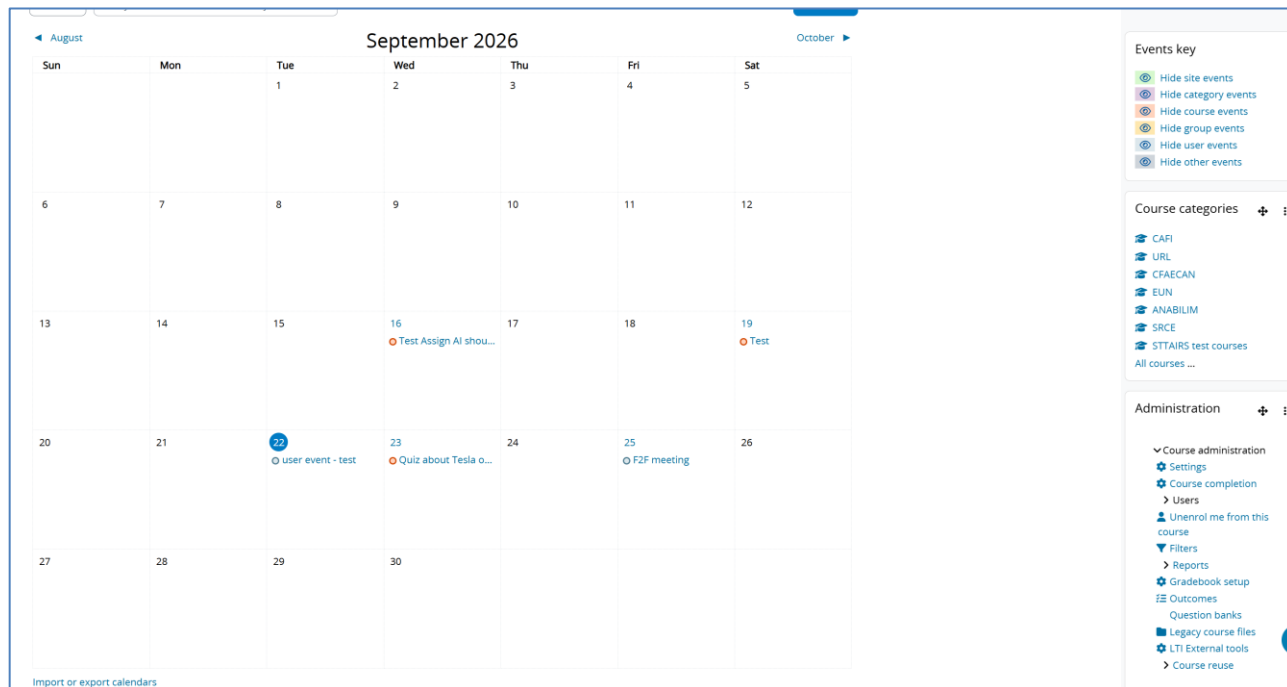


Figure 11: Quiz event displayed in the Calendar

Selecting the Quiz event in the Calendar opens a pop-up window with additional information. This window typically displays the event title, date and time, and a direct link to the associated Quiz activity.

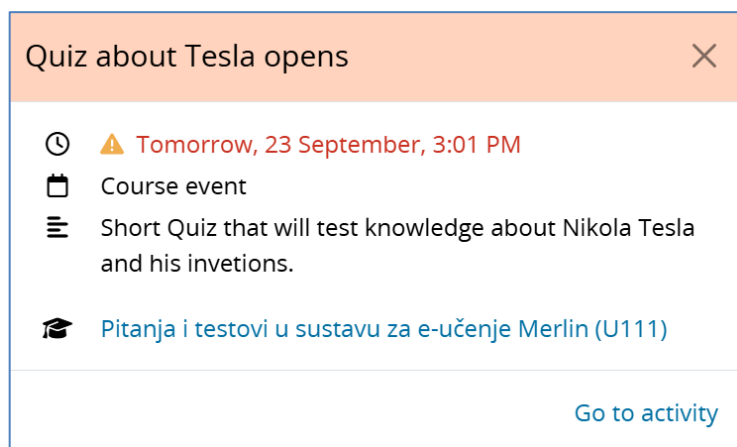


Figure 12: Quiz information displayed from the Calendar

The Calendar event provides convenient access to the Quiz, allowing users to open the activity directly from the Calendar without navigating through the course content.

In addition, Moodle can notify students about upcoming Quiz deadlines through platform notifications and, depending on their notification settings, by email. As the due date approaches, a notification with a warning indicator may be displayed, helping students stay informed about pending activities and submission deadlines. These reminders support time management and reduce the risk of missing important course assessments.



1.2. Checklist

The Checklist activity allows teachers to create lists of course activities and tasks. Teachers can mark specific items as complete or allow students to mark them themselves. Students can use the Checklist to track their progress through the course.

1.2.1. How to set up the tool in the course

To use the plugin, first access the course where the plugin will be set up.

In the course:

1. Open the target course and turn “Edit mode” on.

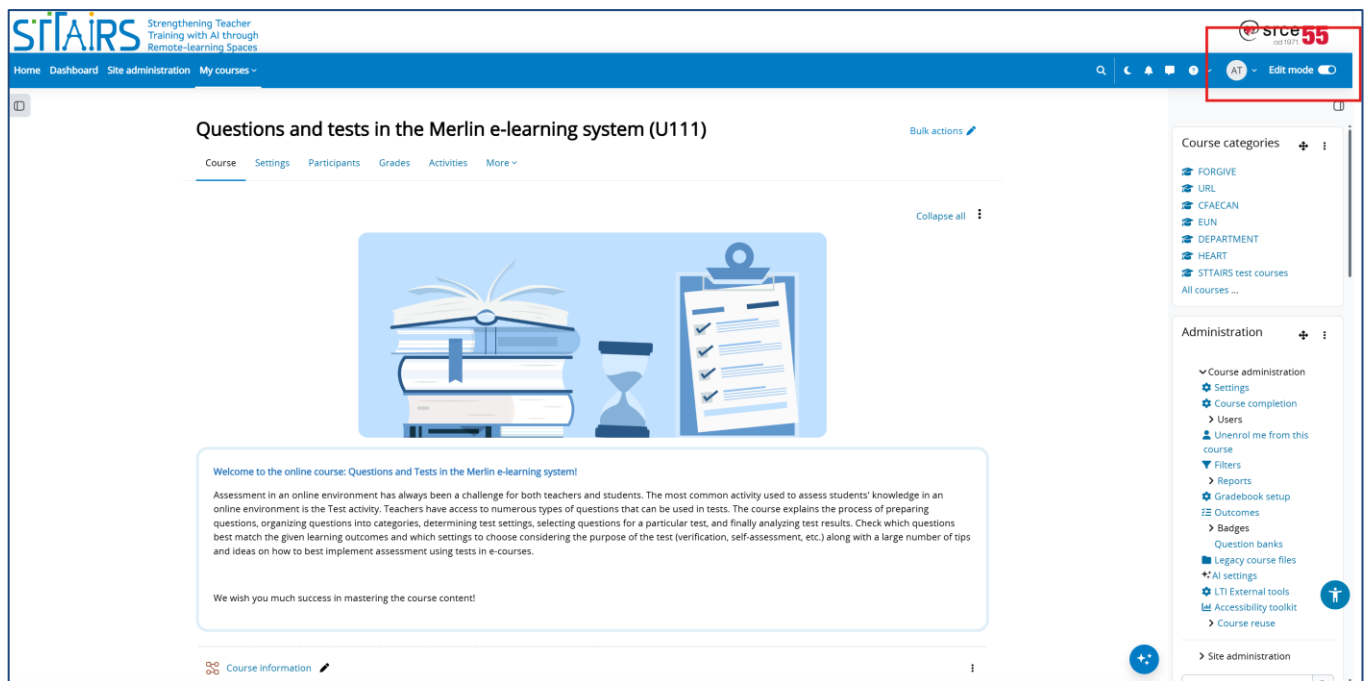


Figure 13: Turning Edit mode on

2. In the course, select “Add an activity or resource” and choose “Checklist”.

Welcome to the online course: Questions and Tests in the Merlin e-learning system!

Assessment in an online environment has always been a challenge for both teachers and students. The most common activity used to assess students' knowledge in an online environment is the Test activity. Teachers have access to numerous types of questions that can be used in tests. The course explains the process of preparing questions, organizing questions into categories, determining test settings, selecting questions for a particular test, and finally analyzing test results. Check which questions best match the given learning outcomes and which settings to choose considering the purpose of the test (verification, self-assessment, etc.) along with a large number of tips and ideas on how to best implement assessment using tests in e-courses.

We wish you much success in mastering the course content!

Course information

Imprint

List - test

Test Assign AI

Opened: Tuesday, 17 March 2026, 12:00 AM Due: Friday, 24 April 2026, 12:00 AM

Write an essay on AI in School

2026-01-21 EVAL MoodleCharbotTechnicalProposal v1.0

Questions for oral - example

+ Add an activity or resource

Add section

Question database

Course categories

- FORGIVE
- URL
- CFAECAN
- EUN
- DEPARTMENT
- HEART
- STAIRS test courses
- All courses ...

Administration

- Course administration
 - Settings
 - Course completion
 - Users
 - Unenrol me from this course
 - Filters
 - Reports
 - Gradebook setup
 - Outcomes
 - Badges
 - Question banks
 - Legacy course files
 - AI settings
 - LTI External tools
 - Accessibility toolkit
 - Course reuse
- Site administration
 - Search in settings

Figure 14: Adding an activity or resource

1.2.2. How teachers use the tool

The Checklist activity can be used to create a checklist containing all activities and resources in the course, or only those in the current topic or week.

Edit settings Expand all

☒ **General**

Checklist ! Checklist of items from first theme

Introduction

Edit View Insert Format Tools Table Help

↶ ↷ **B** *I*

Here is a checklist. You can refresh the checklist when you complete each theme.

p 14 words Build with tinyMCE

☐ Display description on course page ?

Figure 15: Creating a Checklist

When creating the Checklist, enter a name and a brief description explaining its purpose and how students should use it.

In the Checklist settings, the “Show course modules in checklist” field can automatically display activities and resources from the entire course or from the section in which the Checklist is located. To create a checklist containing only the existing activities and resources in the current section, select “Current section” from the “Show course modules in checklist” drop-down menu. This ensures that the Checklist displays all items in the section where it is placed. To allow students to mark a resource or activity as complete themselves, set the

"Updates by" field to "Students". If it is set to "Teachers", only teachers can mark an activity or resource as complete for each student.

To display the due dates assigned to activities in the current section in the Calendar, select "Yes" in the "Add due dates to calendar" field.

If completion tracking is enabled for the course and specific resources/activities, completion data in the checklist can update automatically by selecting the "Yes, can override" option in the "Check-off when modules complete" field.



Settings

User can add their own items

Yes

User can add their own comments to checklist items

No

Updates by

Student and teacher

Add due dates to calendar

No

Teachers can add comments

Yes

Maximum grade

100

Email when checklist is complete:

No

Show course modules in checklist

No

Check-off when modules complete

Yes, can override

Lock teacher marks

No

It is the 'student' mark that is automatically updated - no updates will be displayed for 'Teacher only' checklists

Figure 16: Checklist Settings

The checklist allows teachers to add comments and assign a grade or score.

The Checklist tab displays all activities and resources in the current topic. An icon next to each item provides direct access to the corresponding resource or activity.

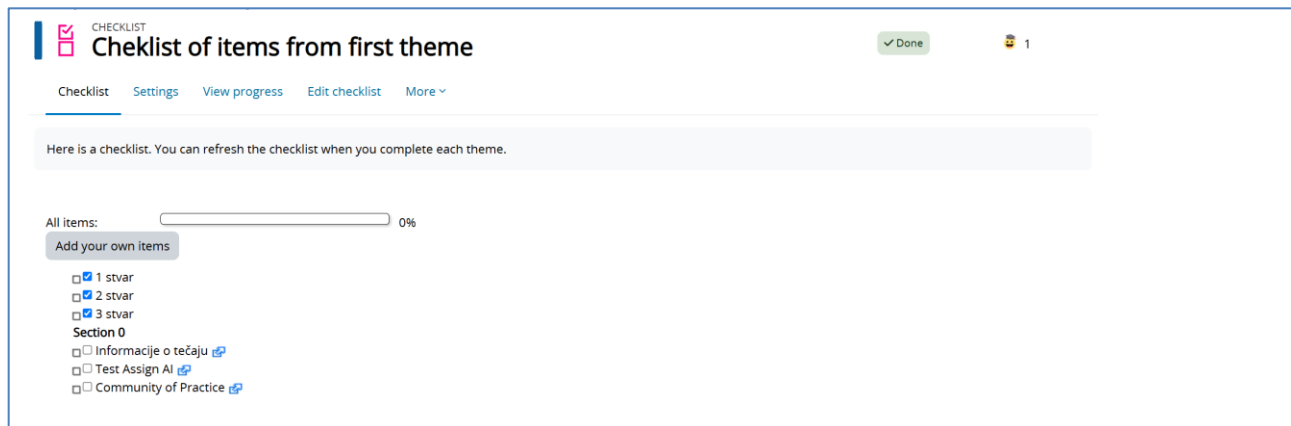


Figure 17: Checklist tab

Each student's progress can be tracked by selecting the "View progress" tab.

CHECKLIST

Cheklst of items from first theme

1

[Checklist](#)
[Settings](#)
[View progress](#)
[Edit checklist](#)
[More](#)

Here is a checklist. You can refresh the checklist when you complete each theme.

Hide optional items

Show progress bars

Edit checks

First name ↓ / Last name	1 stvar	2 stvar	3 stvar
Lourdes Costa Ferrer	☐	☐	☐
Tea Čičko	☐	☒	☐
Zvonko Martinović	☐	☐	☐
Zvonko Martinović	☒	☒	☐

Figure 18: View progress tab

Selecting “Show progress bars” displays the percentage and number of completed activities or resources out of the total number of items in the list.

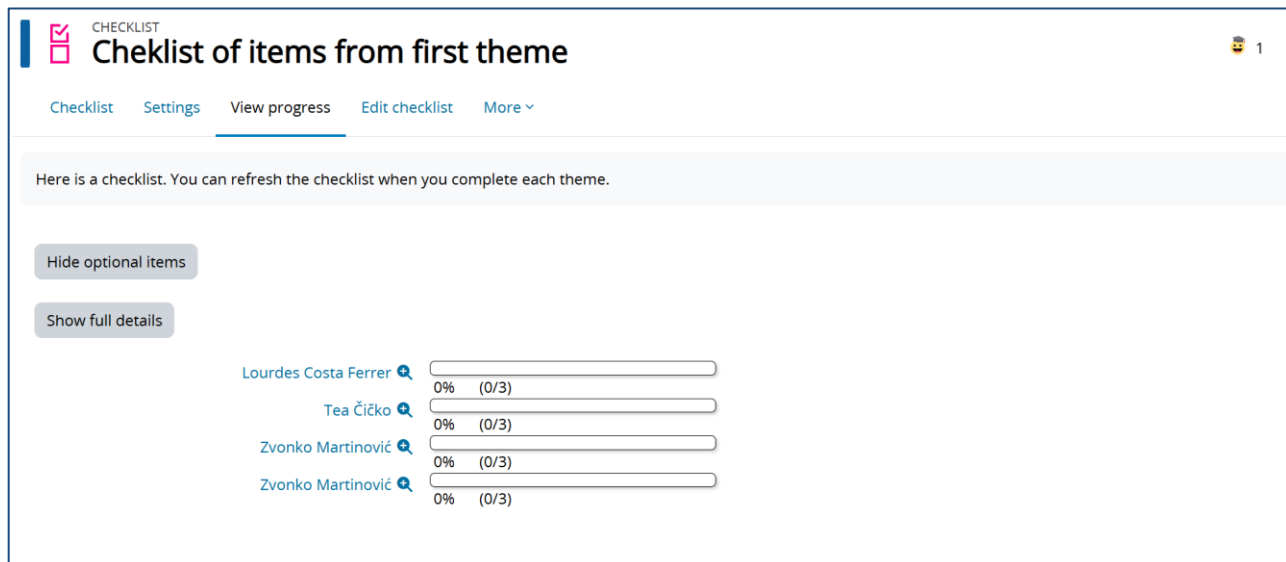


Figure 19: View progress bars

To view an individual student's progress, use the "View progress for this user" icon. 

The "Edit checklist" tab allows teachers to edit the list of activities and resources.

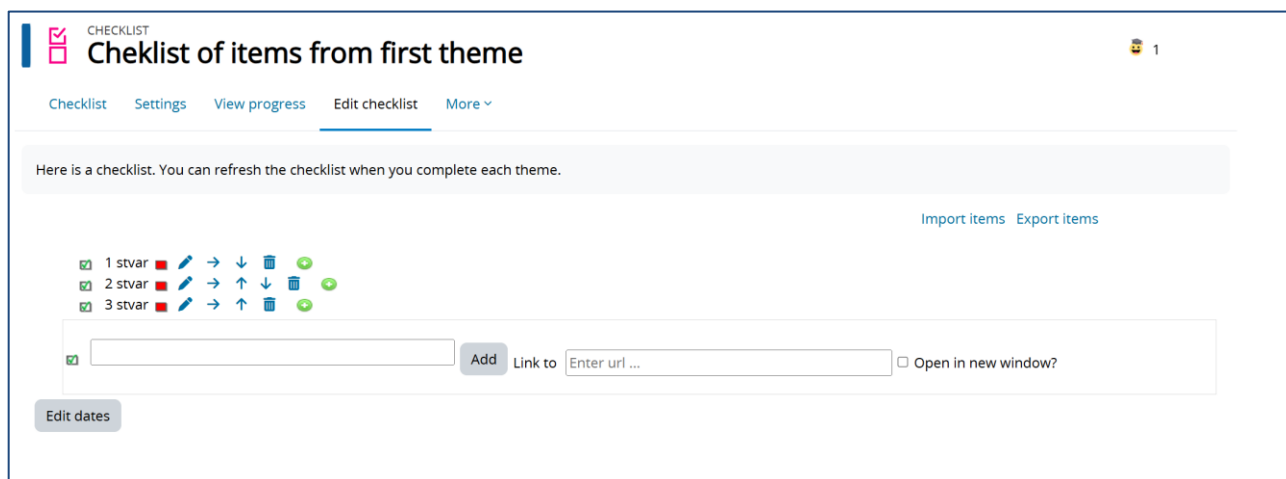


Figure 20: Example of Checklist activity

The checkbox above an item can be used to specify whether the item is mandatory, optional, or a heading that separates sections of the list.

Text can be formatted and its colour changed, while items can be indented or moved up and down the list. To add a new item immediately below the current one, select the “Add new item” icon.

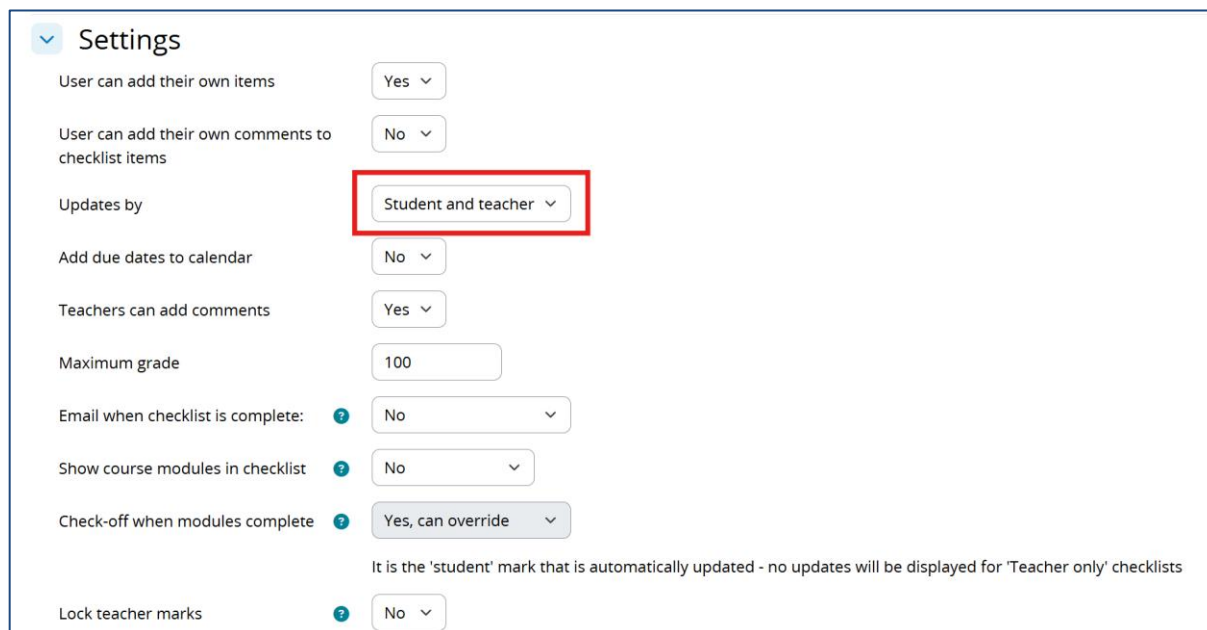
Selecting the “Edit dates” button allows a date to be assigned to each item and displayed in the Calendar.

The Checklist can also be used to sign up for time slots (including multiple slots), create collaborative lists, support joint project planning, and similar activities.

Items can be imported from or exported to a computer as an MS Excel spreadsheet (.xls).

Students can also add their own items to the Checklist. To enable this option, set the “User can add their own items” field to “Yes” in the activity settings. The “User can add their own comments to checklist items” option allows students to enter comments that are visible only to them; teachers cannot see these comments.





Settings

User can add their own items

User can add their own comments to checklist items

Updates by

Add due dates to calendar

Teachers can add comments

Maximum grade

Email when checklist is complete:

Show course modules in checklist

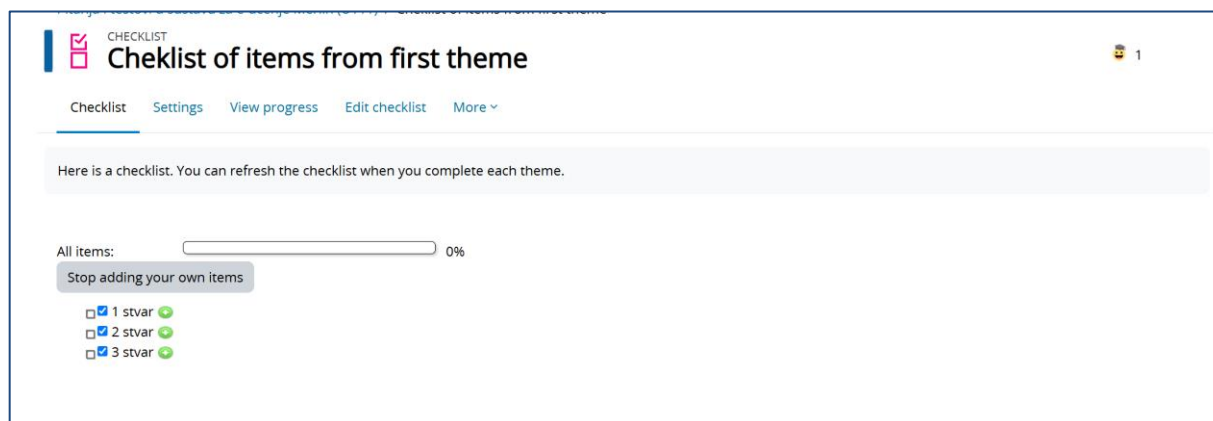
Check-off when modules complete

It is the 'student' mark that is automatically updated - no updates will be displayed for 'Teacher only' checklists

Lock teacher marks

Figure 21: Settings for adding items to the Checklist

The “Add your own items” button is then available to students. Selecting it allows them to add their own items to the list, for example, an item for submitting the content of a seminar paper to the teacher for review.



CHECKLIST

Checklist of items from first theme

1

Checklist Settings View progress Edit checklist More

Here is a checklist. You can refresh the checklist when you complete each theme.

All items:

- ☒ 1 stvar
- ☒ 2 stvar
- ☒ 3 stvar

Figure 22: Example of adding a student's own item

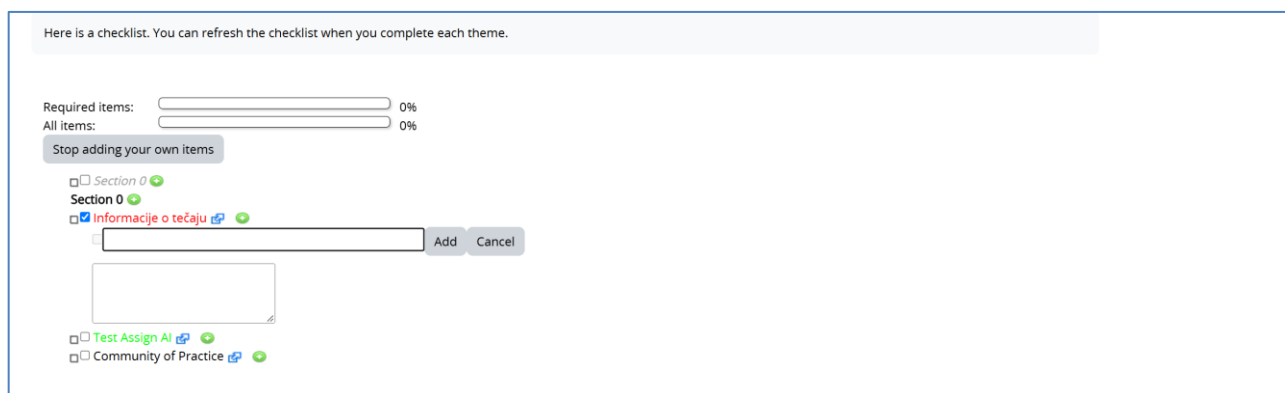
Teachers cannot see items added by individual students.

1.2.3. How students use the tool

The Checklist enables students to track activities within a course. Teachers can mark individual activities as complete or allow students to do so themselves. Students can mark each item as complete to monitor their progress.

If this option has been enabled, students can also add their own items to the list by selecting “Add your own items”. To insert a new item below the current one, select the “Add new item to list” icon.

Completion data in the Checklist can be updated automatically if completion tracking is enabled for the course and for the specific resources or activities displayed in the list.



Here is a checklist. You can refresh the checklist when you complete each theme.

Required items: 0%

All items: 0%

☐ Section 0

Section 0

☒ Informacije o tečaju

☐ Test Assign AI

☐ Community of Practice

Figure 23: Checklist

The Checklist can also be used to sign up for time slots (including multiple available slots), create collaborative lists, support joint project planning, and similar activities.

1.2.4. Example in the course

In this example, the teacher wants to monitor and guide student progress in a specific course section. You can add a Checklist activity to that section, allowing students and teachers to track completion of the activities and resources it contains.

First, navigate to the course and locate the section where student progress should be monitored.

Types of Questions

Ishodi učenja ove cjeline:

- Izraditi pitanje po jedno pitanje iz svake kategorije
- Definirati postavke pitanja
- Razlikovati vrste pitanja

Prije izrade aktivnosti Test potrebno je izraditi bazu pitanja iz koje će se moći birati pitanja za pojedini test (Baza pitanja).

U sustavu Moodle osim standardnih vrsta pitanja postoje i dodatna pitanja (*Third-party questions types*).

Simple Questions

U ovoj lekciji opisana su jednostavna i najčešće korištena pitanja: "Kratki odgovor", "Točno/Netočno", "Brojčano pitanje", "Redoslijed", "Esej", "Kratki odgovor s regularnim izrazom" i "Usporedba odgovora".

Algebra Questions

U ovoj lekciji opisana su pitanja: "Jednostavno računsko pitanje", "Računsko pitanje", "Računsko pitanje s višestrukim odgovorima" i "Formule".

What have I learned?

+ Add an activity or resource

Add section

Figure 24: Course section

Within the selected section, click "Add an activity or resource" and choose "Checklist" from the list of available activities.

Course Settings Participants Grades Activities More

New Checklist

Expand all

General

Checklist

Check in on Types on Questions

Introduction

Edit View Insert Format Tools Table Help

Short checklist

2 words Build with tinyMCE

☐ Display description on course page

Settings

User can add their own items: No

User can add their own comments to checklist items: No

Updates by: Student only

Add due dates to calendar: No

Teachers can add comments: Yes

Maximum grade: 100

Email when checklist is complete: No

Show course modules in checklist: No

Check-off when modules complete: Yes, can override

It is the 'student' mark that is automatically updated - no updates will be displayed for 'Teacher only' checklists

Lock teacher marks: No

> Common module settings

Figure 25: Adding a Checklist activity

After selecting the Checklist activity, the Checklist settings page opens. Configure the general settings, such as the Checklist name and description, so that students clearly understand the purpose of the activity.

The teacher can then configure the Checklist to display only the activities and resources in the section where it was added. This helps students focus on the required learning materials and tasks without being distracted by activities in other course sections.

Settings

User can add their own items: No

User can add their own comments to checklist items: No

Updates by: Teacher only

Add due dates to calendar: Yes

Teachers can add comments: Yes

Maximum grade: 100

Email when checklist is complete: No

Show course modules in checklist: Current section

Check-off when modules complete: Yes, can override

It is the 'student' mark that is automatically updated - no updates will be displayed for 'Teacher only' checklists

Lock teacher marks: No

Figure 26: Checklist settings

Once the settings have been configured, click "Save and display". The Checklist automatically generates a list of activities and resources from the selected course section.

CHECKLIST

Check in on Types on Questions

Checklist Settings View progress Edit checklist More

[Back to 'Types of Questions'](#)

Short checklist

All items: 0%

Types of Questions

- ☐ Simple Questions
- ☐ Algebra Questions
- ☐ What have I learned?

Figure 27: Activities displayed in the Checklist

The Checklist can be configured to track activity completion automatically. When a student completes an activity for which completion tracking is enabled, the corresponding Checklist item is automatically marked as complete. This gives students a clear visual overview of their progress and helps them stay organised throughout the learning process.

Types of Questions

Ishodi učenja ove cjeline:

- Izraditi pitanje po jedno pitanje iz svake kategorije
- Definirati postavke pitanja
- Razlikovati vrste pitanja

Prije izrade aktivnosti Test potrebno je izraditi bazu pitanja iz koje će se moći birati pitanja za pojedini test (Baza pitanja).

U sustavu Moodle osim standardnih vrsta pitanja postoje i dodatna pitanja (*Third-party questions types*).

Simple Questions ✓ Dovořeno

U ovoj lekciji opisana su jednostavna i najčešće korištena pitanja: "Kratki odgovor", "Točno/Netočno", "Brojčano pitanje", "Redoslijed", "Esej", "Kratki odgovor s regularnim izrazom" i "Usporedba odgovora".

Algebra Questions Potrebno napraviti

U ovoj lekciji opisana su pitanja: "Jednostavno računsko pitanje", "Računsko pitanje", "Računsko pitanje s višestrukim odgovorima" i "Formule".

What have I learned? Potrebno napraviti

Check in on Types on Questions

Figure 28: Completed task in the course

As students complete additional activities, the Checklist updates their progress accordingly. The Checklist serves as a convenient progress tracker, helping students identify both completed tasks and activities that still require attention.

Check in on Types on Questions

↑ Natrag na 'Types of Questions'

Short checklist

sve stavke: 33%

Types of Questions

- ☒ Simple Questions
- ☐ Algebra Questions
- ☐ What have I learned?

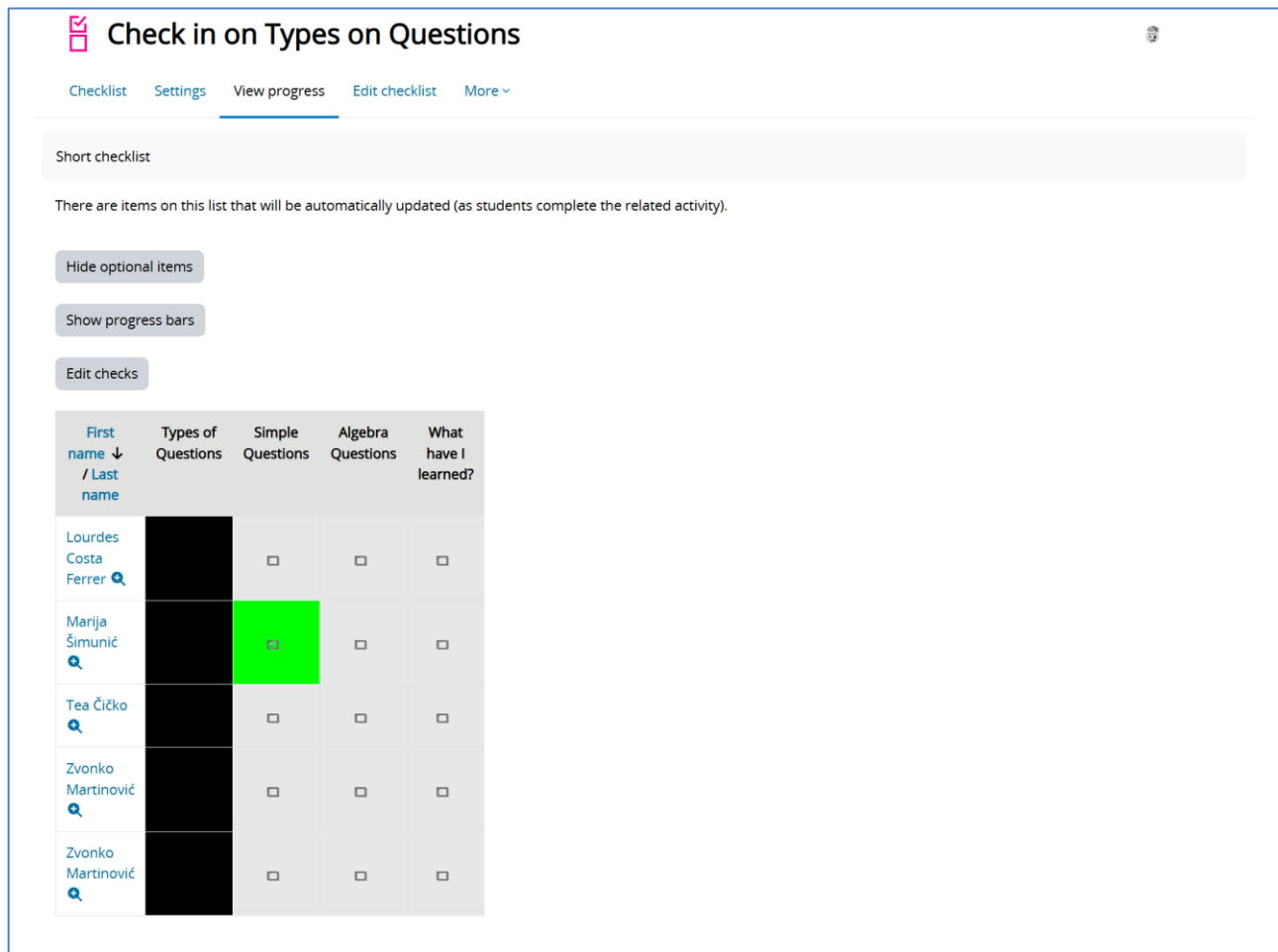
Figure 29: Automatically updated Checklist progress

Teachers can also manage completion status manually when necessary. By editing the Checklist, a teacher can review individual items and use the available drop-down options to indicate whether each task is complete.

For example, if an activity has not been completed satisfactorily, the teacher can select “No” from the completion-status drop-down menu. This prevents the task from being marked as complete and clearly indicates to the student that further action is required.

This functionality helps ensure that students meet the learning requirements before a task is considered complete. Students can easily identify incomplete items and return to them to finish any outstanding work.

In addition to tracking existing course activities, teachers can enrich the Checklist by adding custom items through the “Edit checklist” tab. These items can include additional tasks, reminders, or supplementary learning resources.



Check in on Types on Questions

Checklist Settings View progress Edit checklist More ▾

Short checklist

There are items on this list that will be automatically updated (as students complete the related activity).

Hide optional items

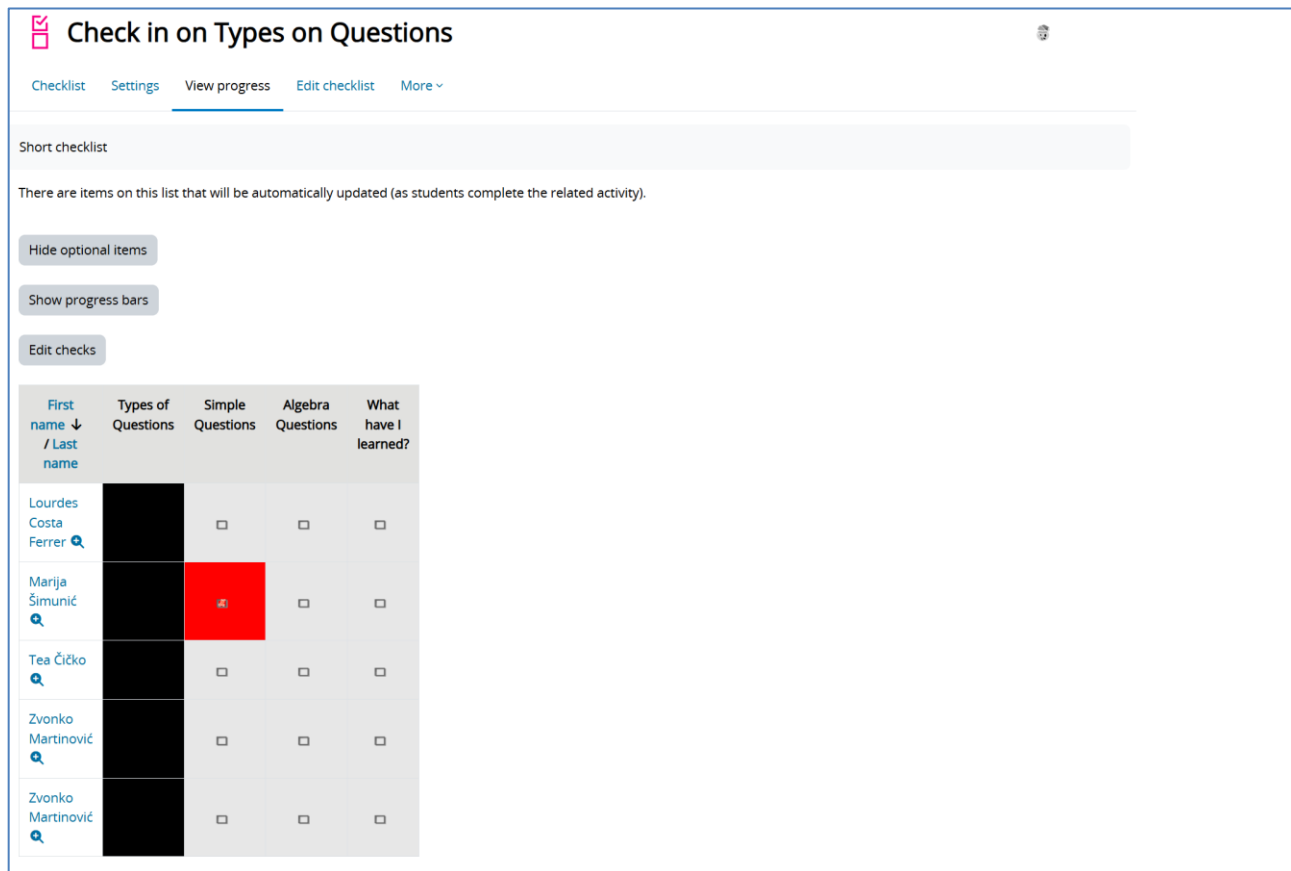
Show progress bars

Edit checks

First name ↓ / Last name	Types of Questions	Simple Questions	Algebra Questions	What have I learned?
Lourdes Costa Ferrer		☐	☐	☐
Marija Šimunić		☒	☐	☐
Tea Čičko		☐	☐	☐
Zvonko Martinović		☐	☐	☐
Zvonko Martinović		☐	☐	☐

Figure 30: Manual completion status management

Teachers can edit the completion status of Checklist items. If a task has not been completed, select “No” from the corresponding drop-down menu.



Check in on Types on Questions

Checklist Settings View progress Edit checklist More ▾

Short checklist

There are items on this list that will be automatically updated (as students complete the related activity).

Hide optional items

Show progress bars

Edit checks

First name ↓ / Last name	Types of Questions	Simple Questions	Algebra Questions	What have I learned?
Lourdes Costa Ferrer 🔍		☐	☐	☐
Marija Šimunić 🔍		☒	☐	☐
Tea Čičko 🔍		☐	☐	☐
Zvonko Martinović 🔍		☐	☐	☐
Zvonko Martinović 🔍		☐	☐	☐

Figure 31: Teacher marking the task incomplete

The student will then see that the task is incomplete and cannot yet be marked as complete.

If the teacher wants to add resources or additional tasks, they can do so from the “Edit checklist” tab.

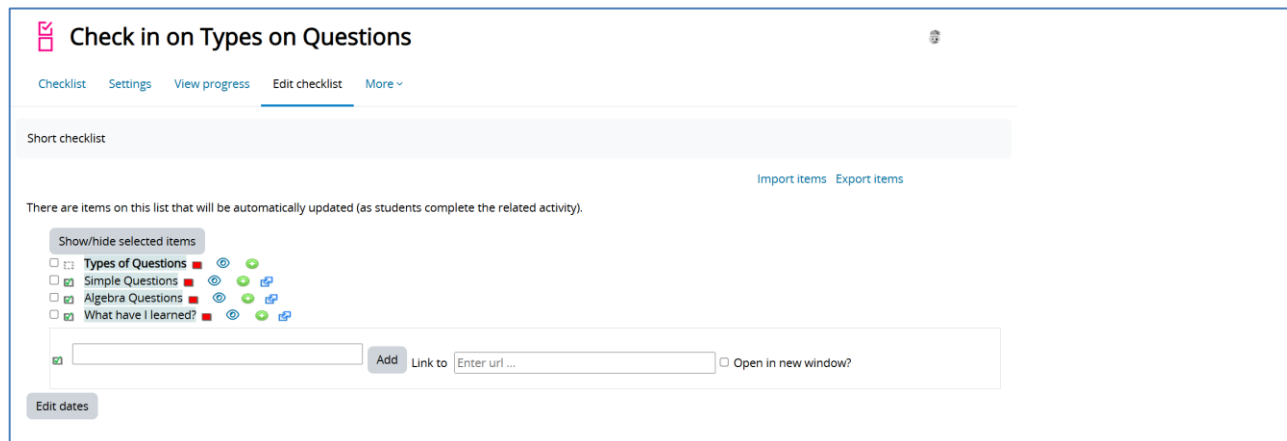


Figure 32: Editing Checklist items

When creating a custom Checklist item, the teacher can add a title, instructions, and a direct link to an internal or external resource. For example, the Checklist may include recommended articles, videos, documentation, or other materials for further reading and independent study.

Providing additional resources through the Checklist allows teachers to extend learning opportunities beyond mandatory course activities while maintaining a structured, easy-to-follow workflow for students.

The Checklist therefore serves not only as a progress-monitoring tool but also as a central place where students can track completed tasks, identify outstanding requirements, and access supplementary learning materials relevant to a specific course section.

1.3. Completion Progress

Activity and resource completion tracking helps students see which tasks they have completed during the semester.

1.3.1. How to set up the tool in the course

In the course:

1. Open the target course and turn “Edit mode” on.

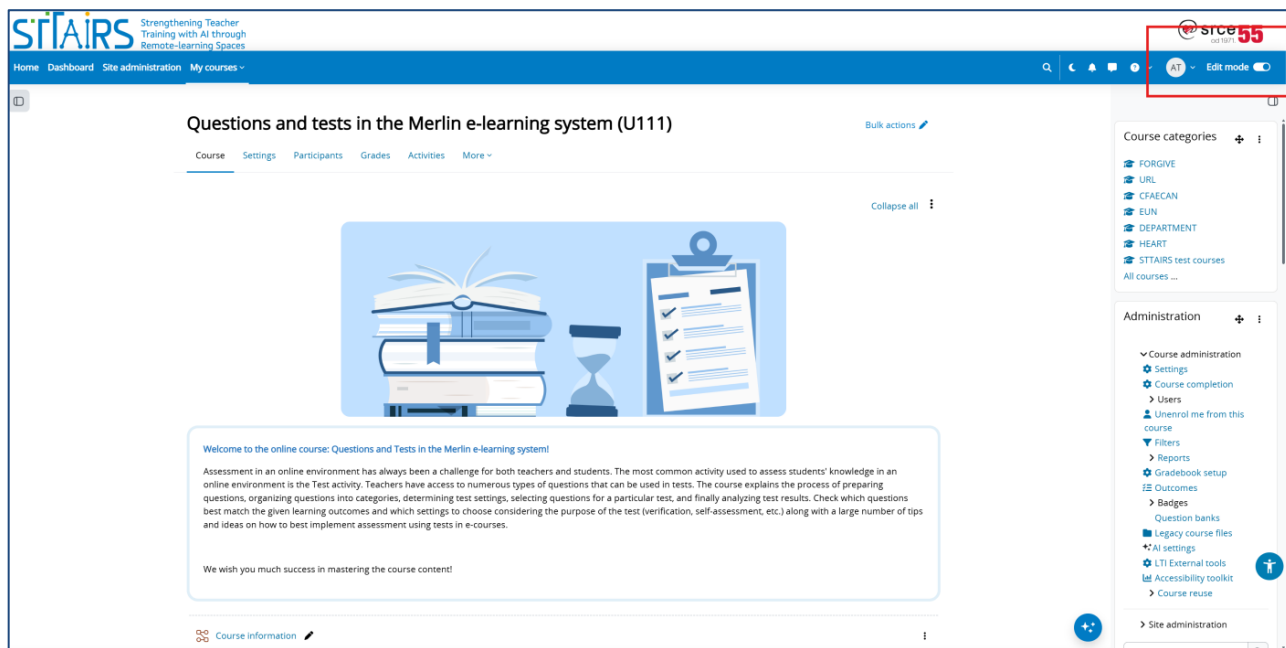


Figure 33: Turning on Editing mode

2. In the side panel, click “Add a block” and choose “Completion Progress”.

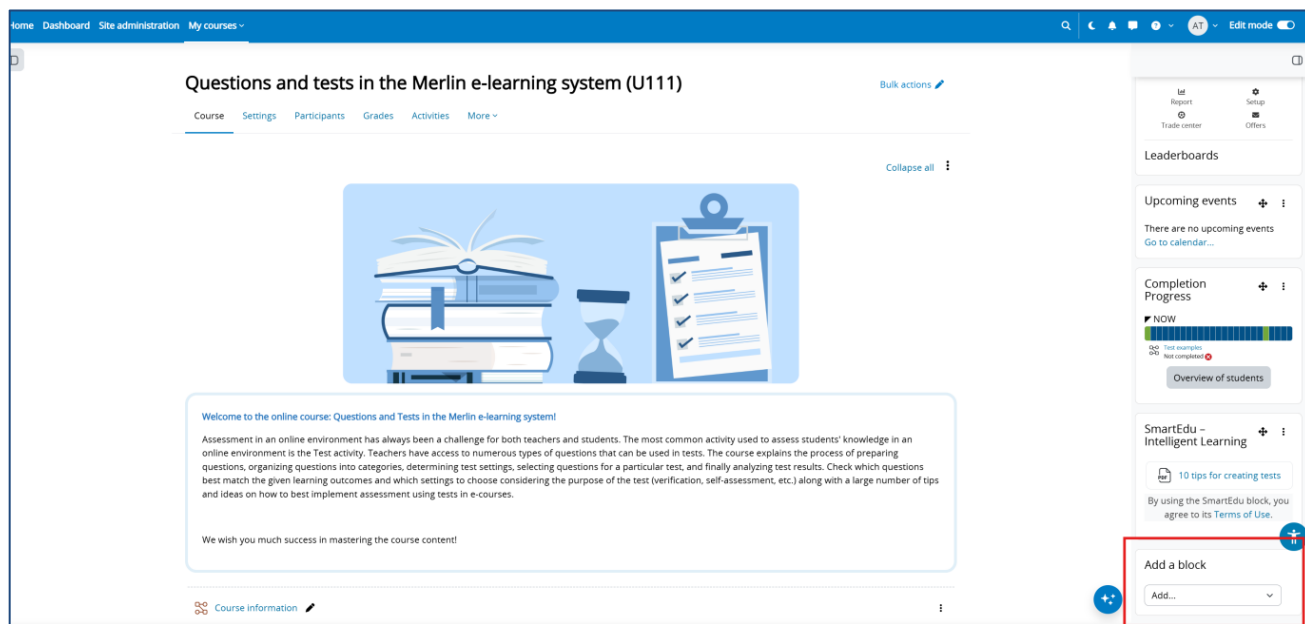


Figure 34: Adding a block

The Completion Progress block now appears in the course and can display the completion status of tracked activities.

1.3.2. How teachers use the tool

The Completion Progress tool gives teachers an overview of each student's completion status for course activities and resources.

Teachers can configure completion tracking for each activity or resource by setting specific conditions or allowing students to mark an item as complete manually.

In addition to configuring individual activities or resources, teachers can update completion settings for multiple items at once by selecting “Bulk edit activity completion” under Administration → Course administration → Course completion.

Activity completion settings allow teachers to:

1. Specify that completion is not required for a particular activity.
2. Allow an activity to be marked as complete manually.
3. Mark an activity as complete automatically when specified conditions are met.

Completion conditions vary by resource or activity type. Some examples of conditions include:

1. Students must view the activity to complete it.
2. The student must receive a grade to complete the activity.
3. The student must submit work to complete the activity.
4. The student must start a discussion, etc.

Completion conditions

☐ None

☐ Students must manually mark the activity as done

☒ Add requirements

Activity is completed when students do all the following:

☐ View the activity

☒ Make a submission

☒ Receive a grade

☒ Any grade

☐ Passing grade

Set reminder in Timeline ☐ Enable 15 September 2026 13:59

Figure 35: Settings for tracking completion of the Assignment activity

A completion deadline specifies the date by which an activity should be completed. Students cannot see this date. If the deadline has passed, students can still complete the activity or resource, but it will not be marked as completed by the deadline.

By default, activity completion deadlines and conditions are displayed within the activity itself. They can also be shown on the course page, beneath the activity title, to make progress tracking easier for students. To display these deadlines and conditions on the course page, set

“Enable completion tracking” and “Show activity completion conditions” in the course settings to “Yes”.

When “Edit mode” is enabled, an “Edit conditions” link appears below the completion conditions. Selecting this link takes teachers directly from the course page to the “Completion conditions” section of the selected activity or resource, where the conditions can be edited.

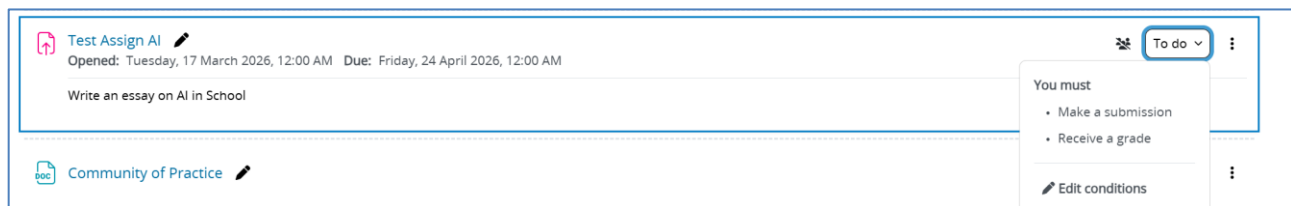


Figure 36: Access to the Activity Completion section directly from the course home page

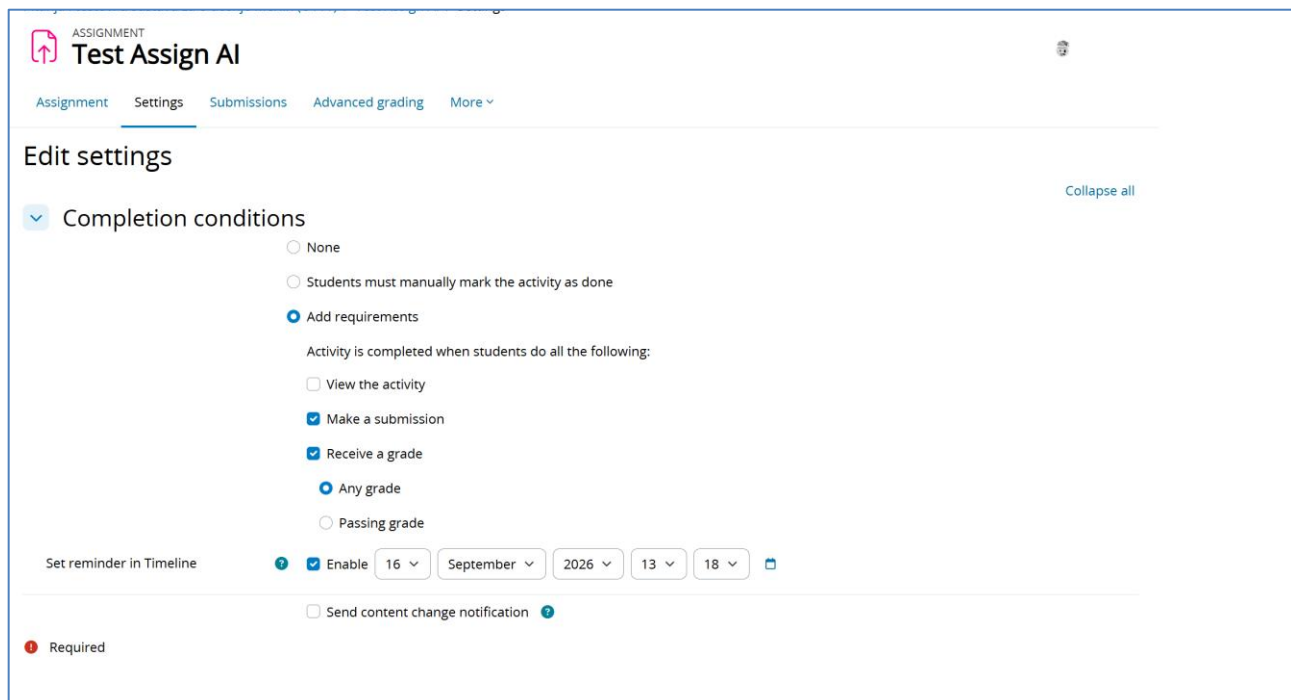
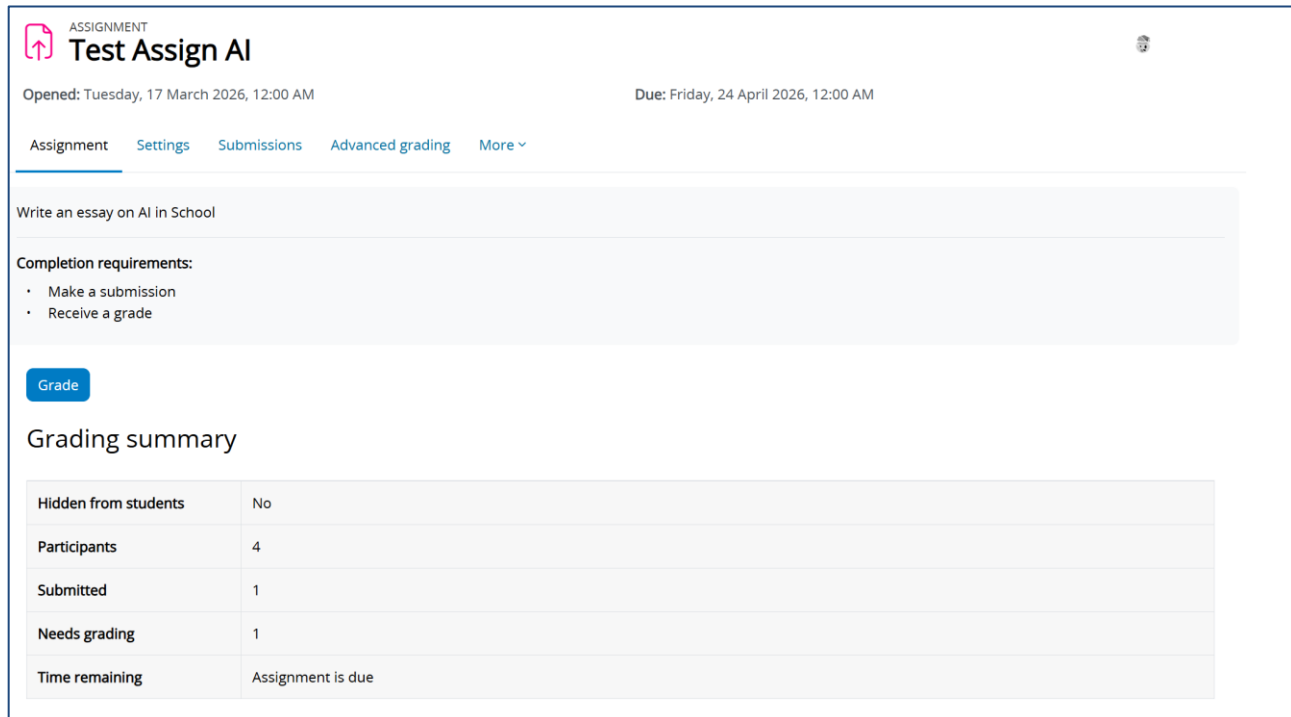


Figure 37: Activity Completion section with conditions



ASSIGNMENT
Test Assign AI

Opened: Tuesday, 17 March 2026, 12:00 AM Due: Friday, 24 April 2026, 12:00 AM

Assignment Settings Submissions Advanced grading More ▾

Write an essay on AI in School

Completion requirements:

- Make a submission
- Receive a grade

Grade

Grading summary

Hidden from students	No
Participants	4
Submitted	1
Needs grading	1
Time remaining	Assignment is due

Figure 38: Overview of deadlines and completion conditions within the activity

For activities that allow students to mark them as complete manually, a “Mark as complete” button is displayed within the activity. If the course settings are configured to show activity completion conditions on the course page, the button also appears there, to the right of the activity name. If completion conditions are not displayed on the course page, the “Mark as complete” button appears there only for the “Label” activity type; for other activities, it is available only within the activity itself.

Activity completion ▾

Include: All activities and resources ▾ Activity order: Order in course ▾ Section: Do not filter by section ▾

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Last name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name / Last name	Username	Email address	Checklist of items from ...	Test Assign AI	Uvodna lekcija	Što sam zapamtio/la?	Jednostavna pitanja	Matematička pitanja	Vrste pitanja - Višestruki ...	Vrste pitanja - Prenesi i ...	Vrste pitanja - Uparivanje	Vrste pitanja - Umetanje i ...	Vrsta pitanja - Ostalo	Što sam zapamtio/la?	Postavke testa	Dodavanje pitanja u test	Što sam zapamtio/la?	Primjeri testova	Primjer: Test za ocjenu	Primjer: Adaptivni test s ...	Primjer: Interaktivni test ...	Primjer: Sinkronizacija ...	Pregled rezultata
Tea Čičko	tcicko@srce.hr	Tea.Cicko@srce.hr, tcicko@srce.hr	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lourdes Costa Ferrer	lcosta	cafi.tic.recursos@edu.xunta.gal	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Zvonko Martinović	zvonem	zvonem@gmail.com	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Zvonko Martinović	zmartinovic@srce.hr	Zvonko.Martinovic@srce.hr	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐

Download table data as: Comma separated values (.csv) ▾ Download

Figure 39: Presentation of the report on the completion of the course activities

In the activity completion report, teachers can override a student's completion status by marking a specific activity as complete or incomplete on the student's behalf. Activities for which teachers have manually set the completion status are marked with a red square.

The activity completion report can also be sorted by activity name, activity order in the course, or section.

1.3.2.1. Completion Progress block

To make it easier to track student activity completion within a course, teachers can add the Completion Progress block.

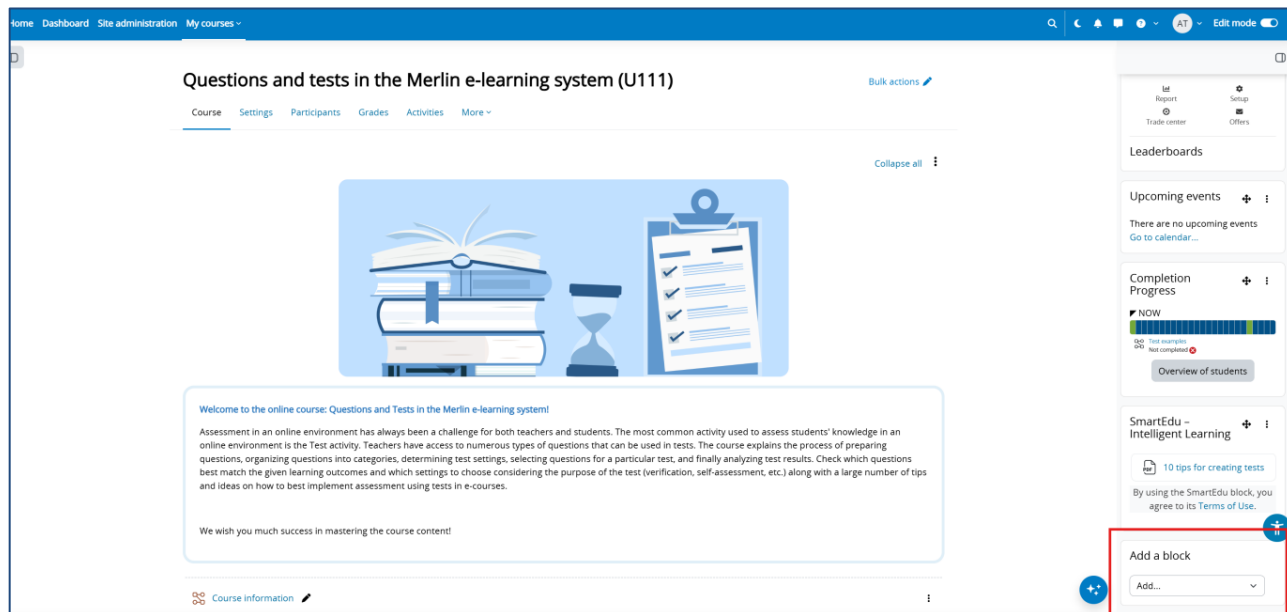


Figure 40: Adding a block

Once you add the Completion Progress block to the course, students can see it and use it as a visual overview of their activity completion status.

Each square in the block represents an activity for which completion criteria have been set. Hovering over a square displays the activity name and indicates whether it has been completed. Each square also links directly to the corresponding activity in the course.

The squares can appear in several colours:

- Blue – not completed, or the activity deadline has not yet arrived.
- Yellow – incomplete.
- Green – completed.
- Red – not completed or overdue.

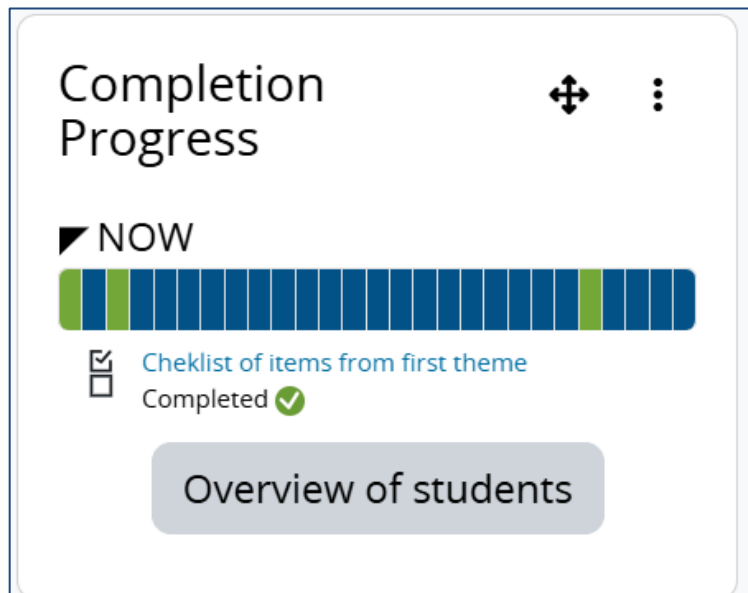


Figure 41: Completion Progress block

Selecting “Overview for students” opens a page where teachers can monitor the progress of all students in the course. If students are divided into groups, teachers can filter the list by group. From this page, teachers can also send a message or add a note to selected students.

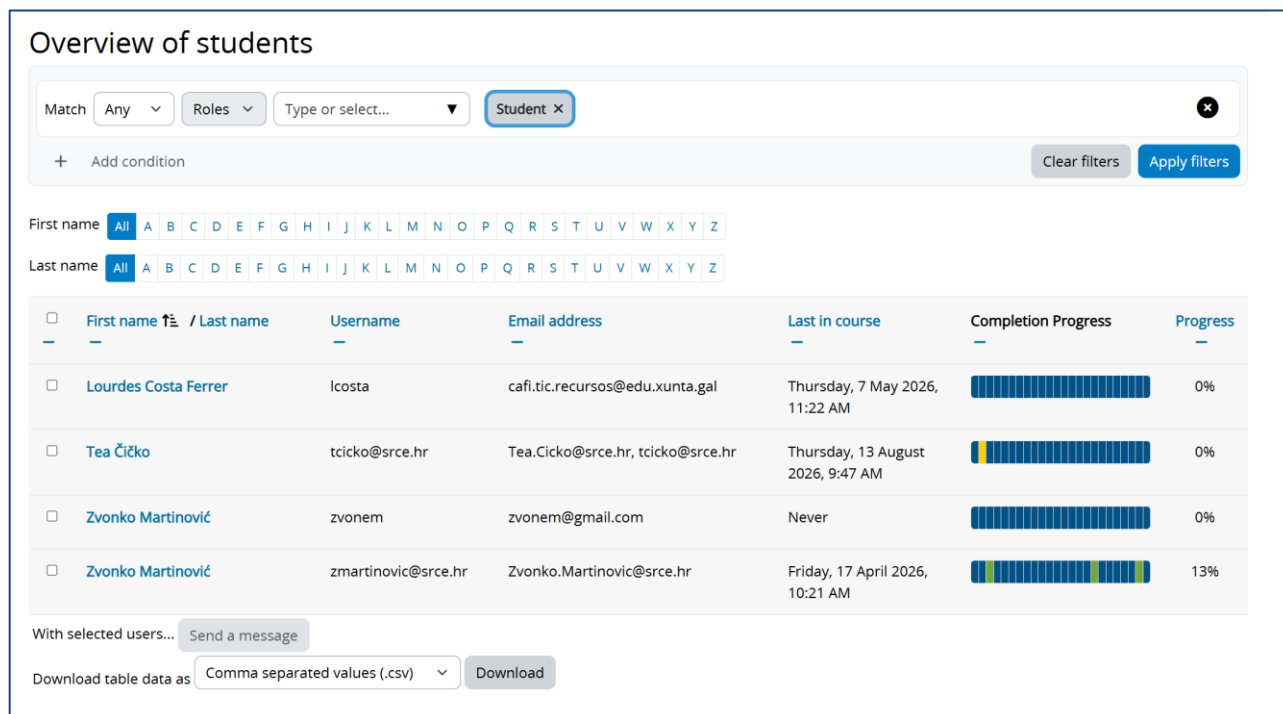


Figure 42: Tracking student progress

1.3.3. How students use the tool

Depending on the activity settings, students progress through the course by completing activities or marking them as complete manually.

The colours in the Completion Progress bar change automatically as tasks are completed. The block helps students identify outstanding tasks and upcoming due dates, making it easier to see what remains to be completed.

- Blue – not completed, or the activity deadline has not yet arrived.
- Yellow – incomplete.
- Green – completed.
- Red – not completed or overdue.

1.3.4. Example in the course

In this example, a student wants to quickly identify which activities still need to be completed to finish the course successfully. Instead of scrolling through all course sections and checking activities manually, the student can use the Completion Progress block, which provides a clear visual overview of their progress.

After opening the course, the student can locate the Completion Progress block, typically displayed in the right-hand column of the course page. The block shows a series of coloured squares, each representing an activity or resource with completion tracking enabled.

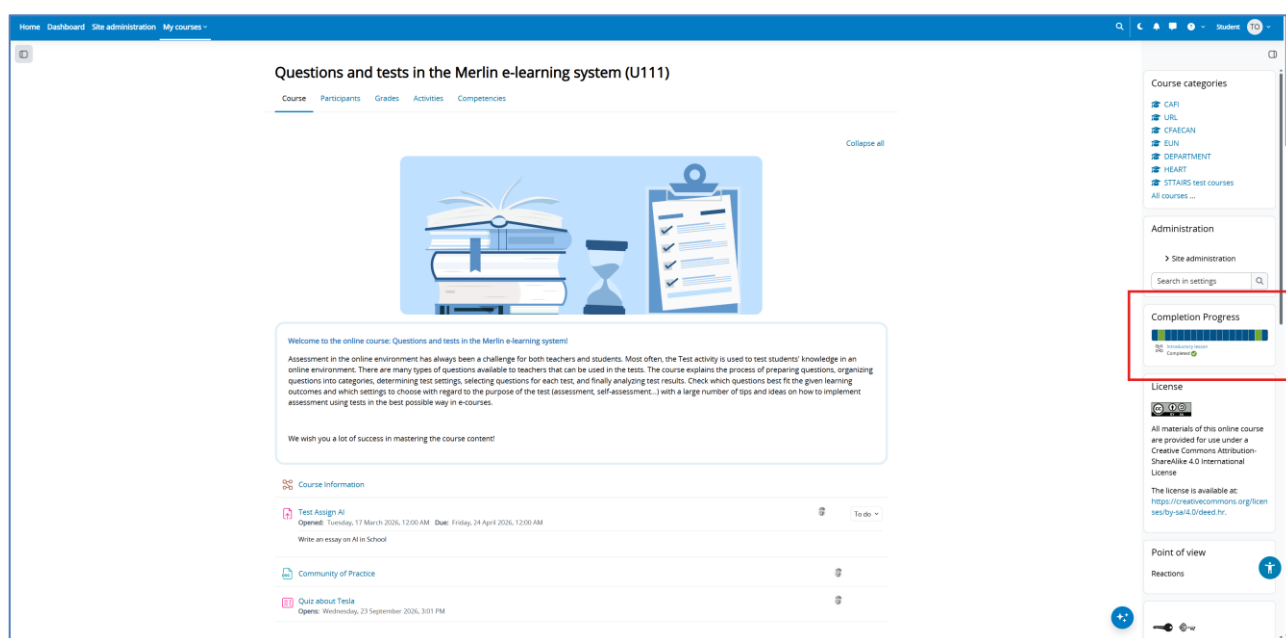


Figure 43: Completion Progress block

The colours of the squares indicate each activity's completion status. Completed activities appear in one colour, while activities that still require action appear in another. This lets students immediately identify which tasks are complete and which remain outstanding.

In the example shown, the student can see that only two activities have been completed: the second activity in the course and the second-to-last activity. The student still needs to complete all other activities to meet the course requirements.

By moving the pointer over a square, the student can view additional information about the corresponding activity. A tooltip displays the activity name and its current completion status, helping the student identify the task without searching through the course content.

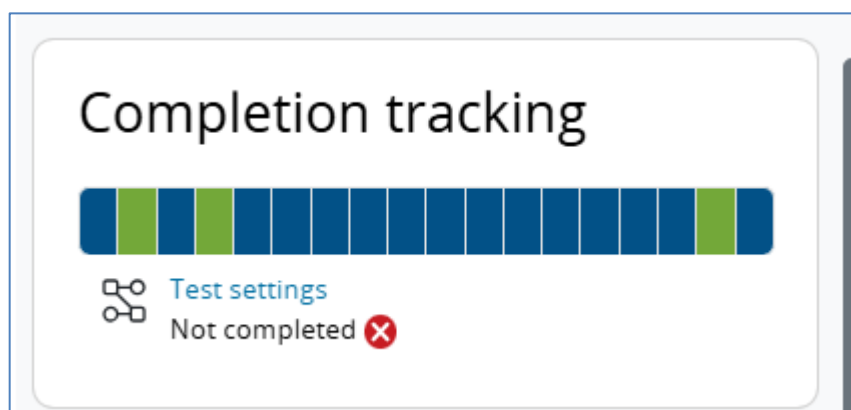


Figure 44. Viewing activity information in Completion Progress

The “Completion Progress” block is interactive and provides direct navigation to course activities. For example, to begin the first incomplete activity, the student can select the first coloured square in the progress bar. Moodle then opens the associated activity so that the student can start or continue working on it.

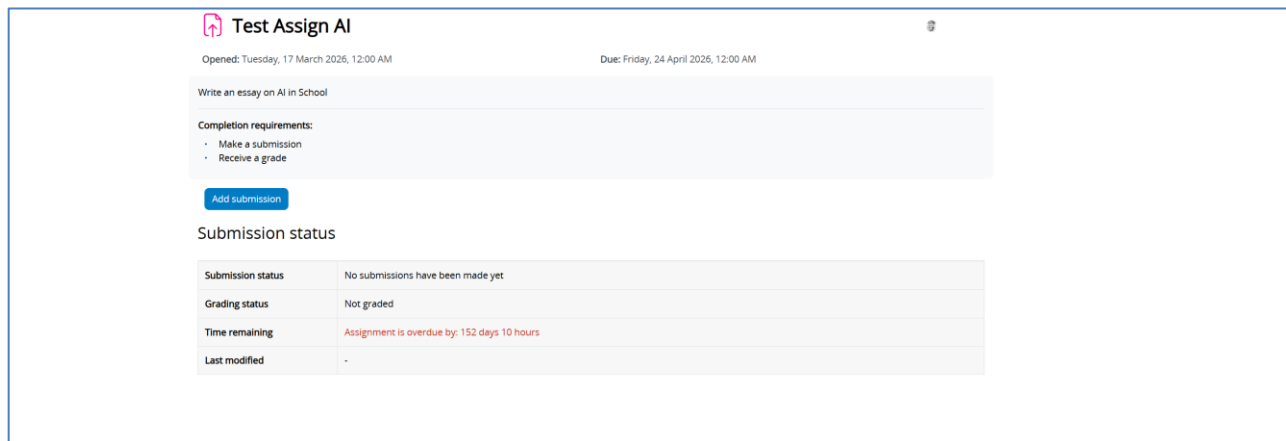


Figure 45: Opening a course activity from the Completion Progress block

For this activity, students are required to submit a paper as part of the course requirements. Once the paper has been submitted successfully, the activity completion status is updated automatically. The Completion Progress block reflects this change by marking the activity as completed, allowing students to monitor their overall course progress more effectively.

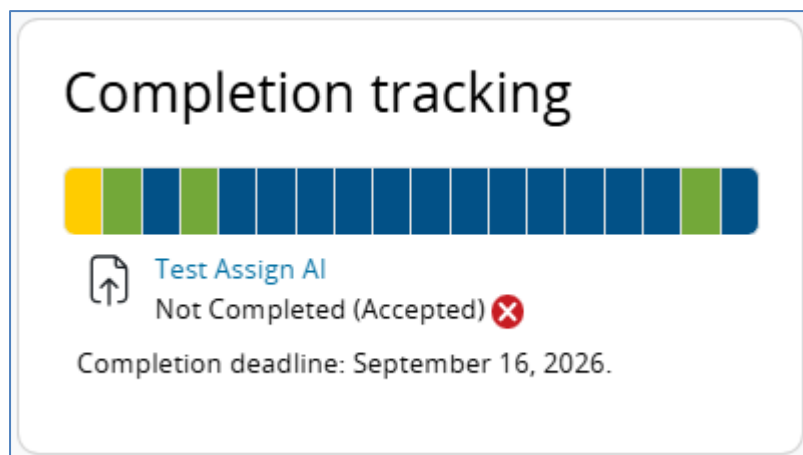


Figure 46. Updated Completion Progress after submitting a paper

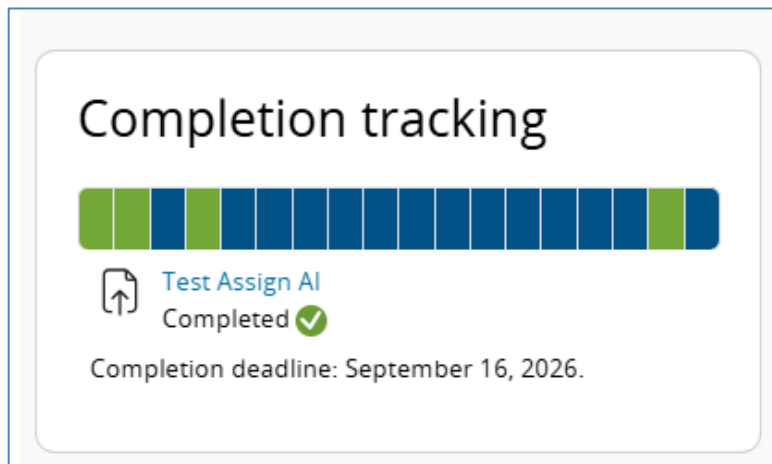


Figure 47: Completion progress bar after teacher graded the task complete

As more activities are completed, the progress bar gradually fills, providing students with a clear visual indication of how close they are to completing all course requirements.

1.4. Good Habits Activity

This plugin helps students track their habits over time. In an e-learning context, it can support behaviours that improve learning outcomes. A flexible calendar can be customised to track activities by day, by week, or over a selected range of days. The entry system encourages students to reflect on online learning activities and can reveal trends over time that may influence their attitudes and motivation.

With the Good Habits Activity plugin, teachers can create habits or activities visible to all plugin users. Teachers and students can also create personal habits that are visible only to them. Both teachers and students can add breaks for holidays or other planned absences.

The Good Habits Activity plugin also allows teachers and peers to review tracked habits, supporting comparison and providing insight into individual students' learning patterns.

1.4.1. How to set up the plugin in the course

In order to use this plugin in Moodle, a user with administrator permissions must install and configure it on the platform. Once this is complete, teachers can access and use its features in their courses.

To set up the plugin, first open the course in which it will be used.

In the course:

1. Open the target course and turn “Edit mode” on.



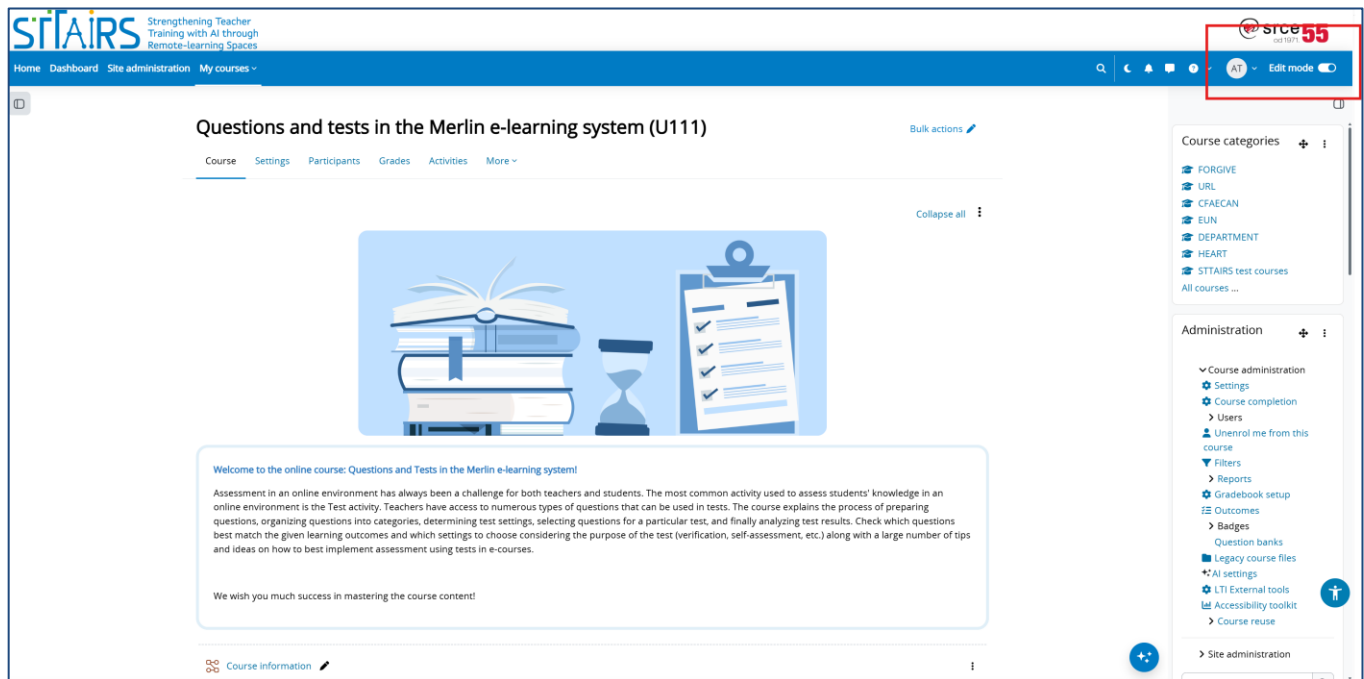


Figure 48: Turning Edit mode on

2. In the course, click "Add an activity or resource" and select the "Good Habits Activity" plugin

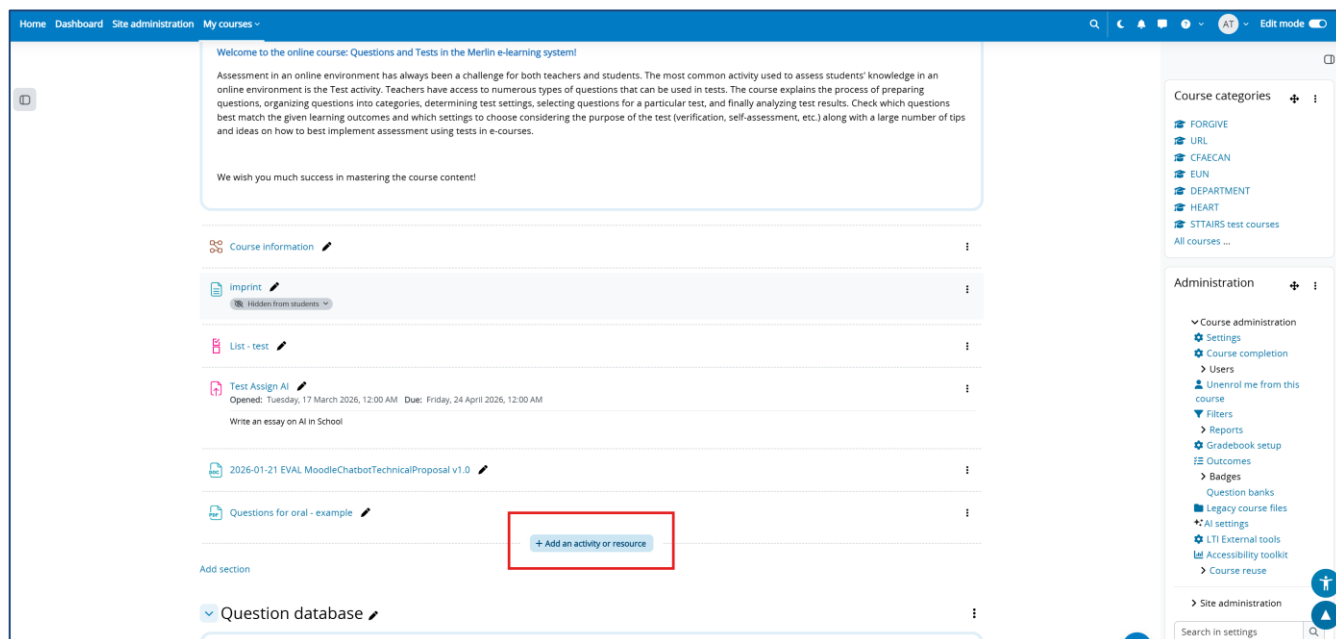


Figure 49: Adding an activity or resource

After adding the plugin in the course, the settings page of the plugin will open:

- Name and Description – Add an explanation of the type or theme of the habits' students will track.
- Frequency – Specify how often the habits will be tracked.
- Reviews – Configure the review of users' habit data.
- Common module settings – Configure the visibility of the activity in the course.
- Restrict access – Specify whether access to the activity should be restricted based on certain conditions or users.
- Completion condition – Define how the activity can be marked as complete, if required.
- Tags – Add tags for the activity.

- SRCE AI Chatbot – Configure the availability of the chatbot plugin.

General

Name: Tracking Activities for chapter: Skeletal System

Description: Tracking activities for studying: Bones, cartilage, and joints that support the body.

Frequency: By day

Reviews

Admin reviews: Optional [default: Allow]

Peer reviews: Optional [default: Don't allow]

Common module settings

Availability: Show on course page

ID number:

Force language: Do not force

Include in course content download: Yes

Restrict access

Access restrictions: None

Completion conditions

☒ None

☐ Students must manually mark the activity as done

☐ Add requirements

Restrict access

Access restrictions: None

Completion conditions

☒ None

☐ Students must manually mark the activity as done

☐ Add requirements

Tags

Tags: No selection

SRCE AI chatbot

☒ Enable chatbot in this activity

☐ Send content change notification

Required

Figure 50: Settings page of the plugin

After setting up the plugin, it is ready to use.

1.4.2. How teachers use the plugin

1.4.2.1. Prepare students to use the plugins

Before using the plugin, teachers need to define the following:

1. Tracking period (by day, week, or custom range).
2. Standardise the scale for effort and outcome.

1.4.2.2. Tracking period:

- Configure availability and activity completion (e.g., based on number of entries or days/weeks completed) through Settings → Completion conditions.

Completion conditions

☐ None

☐ Students must manually mark the activity as done

☒ Add requirements

Activity is completed when students do all the following:

☐ View the activity

Completion entries

☐ Student must track at least the following number of habits: 0

☐ Student must make the following number of entries: 0

☐ Student must complete the following number of days/weeks: 0

Set reminder in Timeline

☒ Enable 31 July 2026 12 25

> Tags

> SRCE AI chatbot

> Competencies

☐ Send content change notification

Save and return to course Save and display Cancel

Figure 51: General settings for the completion condition of the habits

1.4.2.3. Standardise the effort and outcome

Teachers should explain the scale and what each value represents. For example, the outcome could be the percentage of correct answers on a quiz, while effort could be the number of hours spent reading and studying for that quiz.

Alternatively, effort and outcome can be based on self-assessment, with students rating both on a scale from 1 to 9 and responding to a short reflection prompt. Students should clearly understand what is expected of them, when to check in, and how often to evaluate their habits or tasks.

Example of the scale for effort:

The amount of focused work, persistence, and responsibility the student invests.

- 1–3 — Minimal effort.
- 4–6 — Moderate, consistent effort.
- 7–9 — High, sustained effort.

Example of the scale for outcomes:

The quality of the final result in relation to the task goals.

- 1–3 — Very limited outcome.
- 4–6 — Adequate outcome with room for improvement.
- 7–9 — Strong, high-quality outcome.

Breaks:

Teachers can add breaks for holidays or periods when tracking should pause, so entries aren't expected or counted.

If some users cannot manage habits, check Capabilities/Permissions in Site administration → Users → Permissions → Define roles.



1.4.2.4. Main activities in the plugin

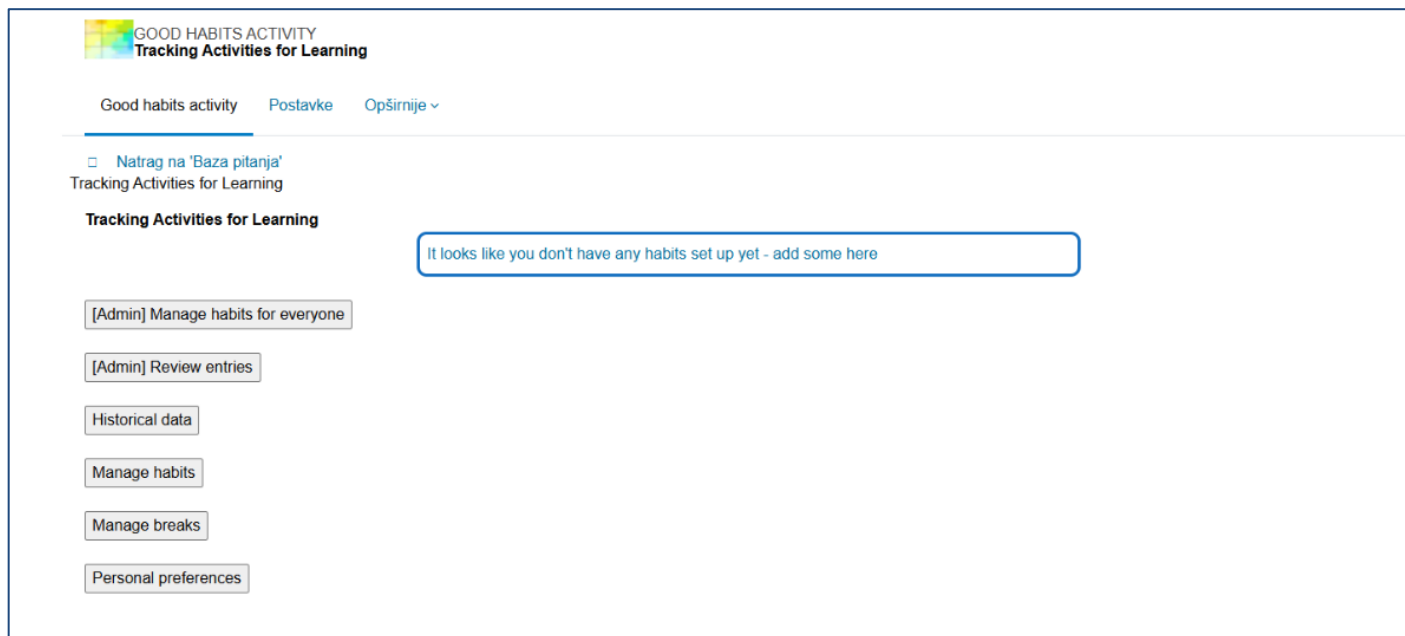
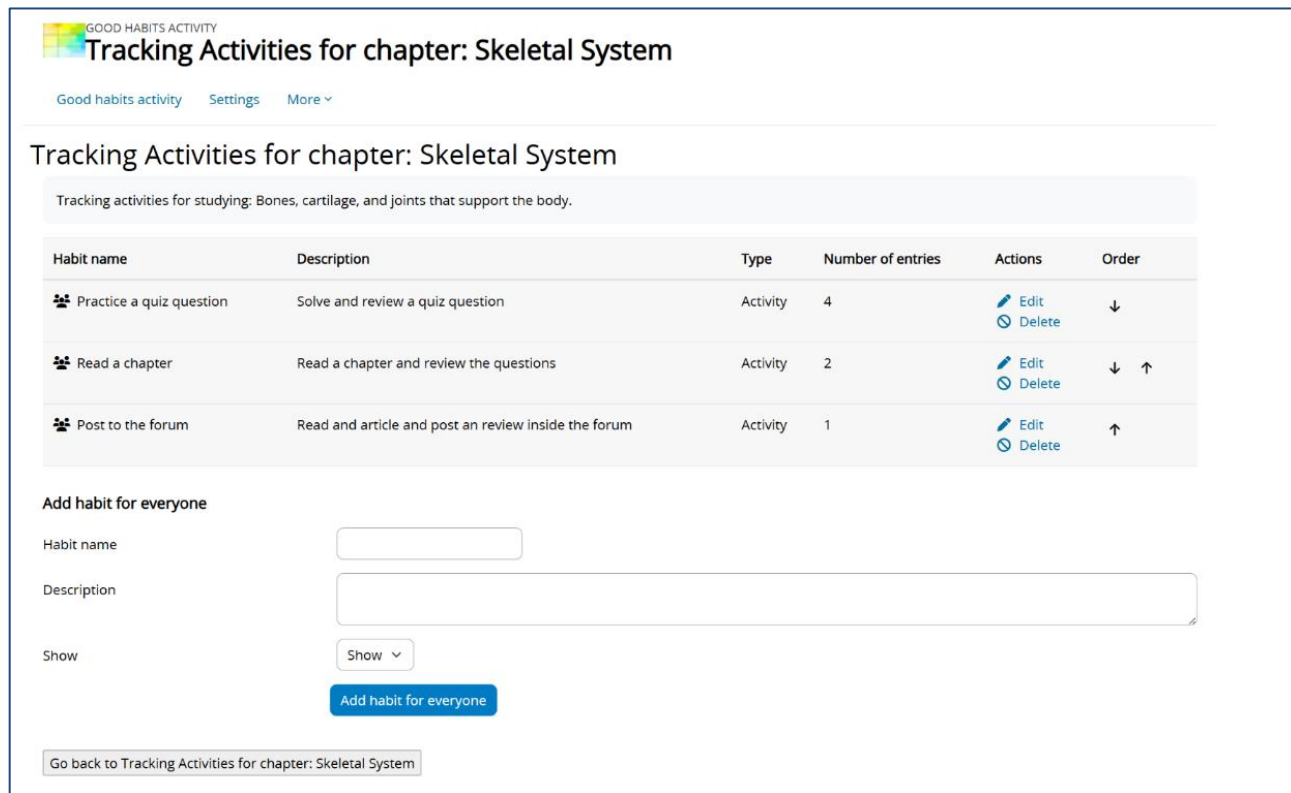


Figure 52: Good Habits Activity home page

The plugin home page displays all main activities. Clicking the first button, “[Admin] Manage habits for everyone”, opens a page that displays a table of habits and a form for adding new habits.

This page contains a table of habits and a form for adding new habits that are visible to all users.



GOOD HABITS ACTIVITY
Tracking Activities for chapter: Skeletal System

Good habits activity Settings More ▾

Tracking Activities for chapter: Skeletal System

Tracking activities for studying: Bones, cartilage, and joints that support the body.

Habit name	Description	Type	Number of entries	Actions	Order
Practice a quiz question	Solve and review a quiz question	Activity	4	Edit Delete	↓
Read a chapter	Read a chapter and review the questions	Activity	2	Edit Delete	↓ ↑
Post to the forum	Read an article and post a review inside the forum	Activity	1	Edit Delete	↑

Add habit for everyone

Habit name

Description

Show

[Go back to Tracking Activities for chapter: Skeletal System](#)

Figure 53: Adding habits/tasks for everyone

The table lists all added habits, including the “Habit name” and “Description”. The “Type” column indicates whether a habit is an activity (visible to everyone and shown in purple in the calendar) or personal (visible only to the user who added it and shown in yellow). In the “Actions” column, teachers can edit the habit's name and description or delete the habit.

Teachers can reorder habits based on their priorities or preferences.

When adding a new habit, enter the habit name in the “Habit name” field and provide brief instructions in the “Description” field explaining how students should carry out the task. For example:

1. “Daily study review”.
2. “Post in forum”.

3. “Watch lecture recording”.

In the “Show” section in the dropdown menu, teachers state whether the habit will be shown or hidden from students.

After a habit is added, it appears in the table and in the calendar on the main page.

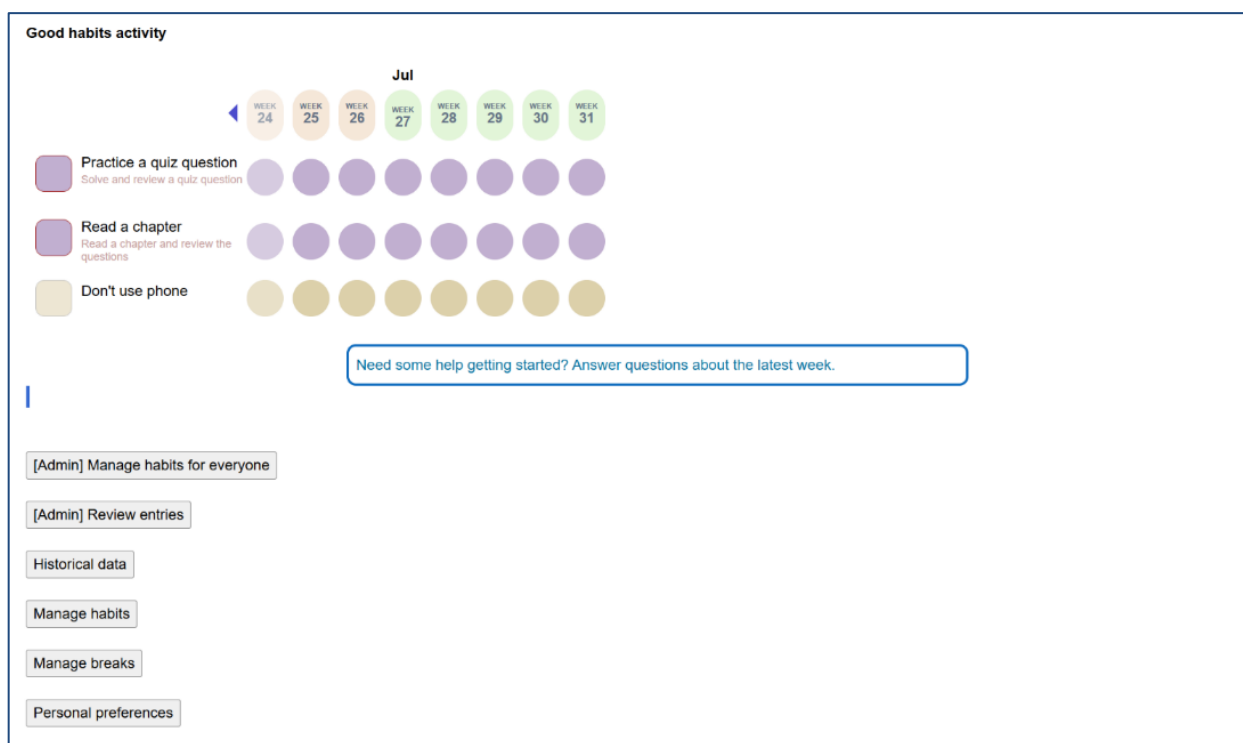
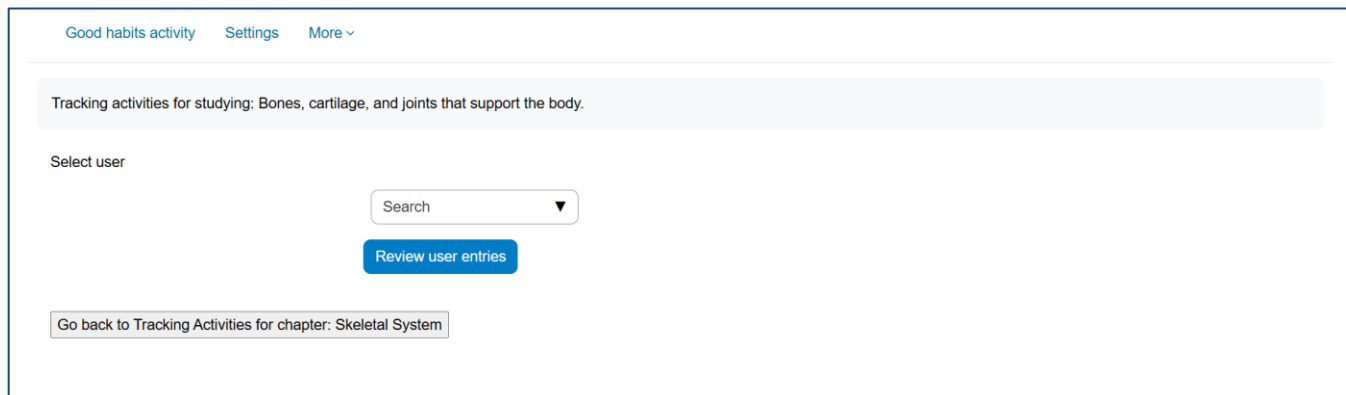


Figure 54: Main page with habits and navigation

From the home page, teachers can access the “Review entries” page to review students' entries. They can use the search function to locate individual students.



The screenshot shows a web interface for the STAIRS application. At the top, there is a navigation bar with links for 'Good habits activity', 'Settings', and 'More'. Below this, a header section states 'Tracking activities for studying: Bones, cartilage, and joints that support the body.' The main content area is titled 'Select user' and contains a search input field with a dropdown arrow. Below the search field is a blue button labeled 'Review user entries'. At the bottom of the page, there is a link that says 'Go back to Tracking Activities for chapter: Skeletal System'.

Figure 55: Review user entries page

Selecting “Historical data” displays a graph of effort and outcome over time, allowing teachers to identify trends in students' habits.

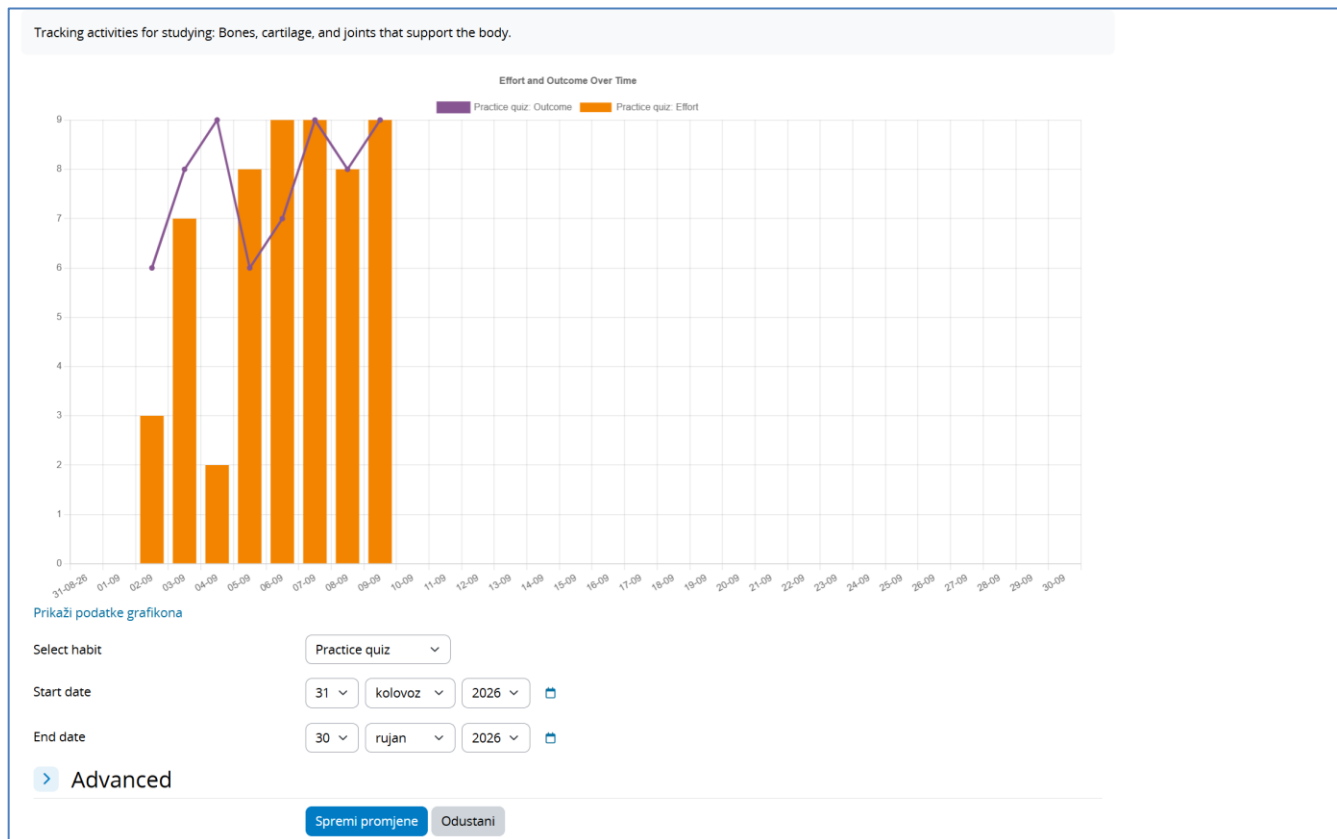


Figure 56: Historical data page

On the “Manage habits” page, teachers can add personal habits that are visible only to them.

For example:

- Read a chapter a day.
- Don't use phone.

Pitanja i testovi u sustavu za e-učenje Merlin (U111) / Good habits activity / Manage habits

Good habits activity

[Good habits activity](#) [Settings](#) [More ▾](#)

Good habits activity

Habit name	Description	Type	Number of entries	Actions	Order
Practice a quiz question	Solve and review a quiz question	Activity	4	Delete entries	
Read a chapter	Read a chapter and review the questions	Activity	2	Delete entries	
Post to the forum	Read an article and post a review inside the forum	Activity	1	Delete entries	
Don't use phone		Personal	2	Edit Delete Delete entries	

Add habit

Habit name

Description

Show

Figure 57: Adding habits for personal use

The page displays a table of habits and a form for adding personal habits. In the Type column, a personal habit is labelled "Personal".

In addition to managing their personal habits, teachers can delete individual entries associated with each habit on this page.

1.4.3. How students use the plugin

When students open the Good Habits Activity in the course, they first see basic guidance on using the plugin.

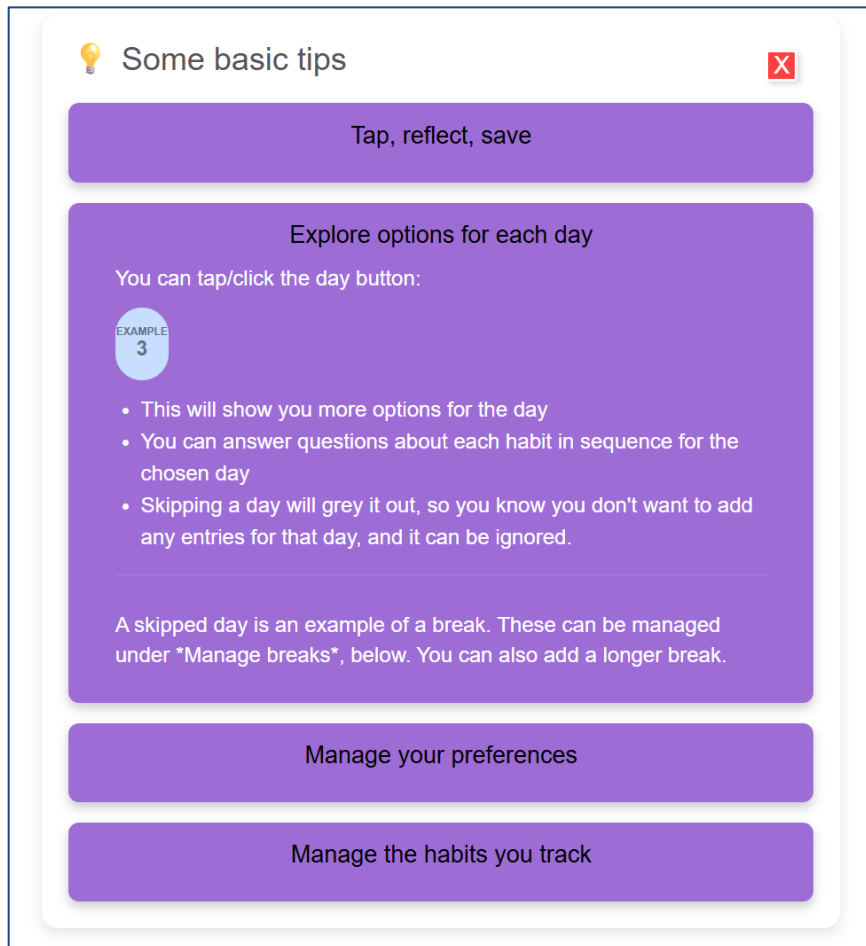


Figure 58: Basic introductory tips

After reviewing the introductory tips, students can:

1. View global habits created by a teacher or administrator, as well as any personal habits they have added.

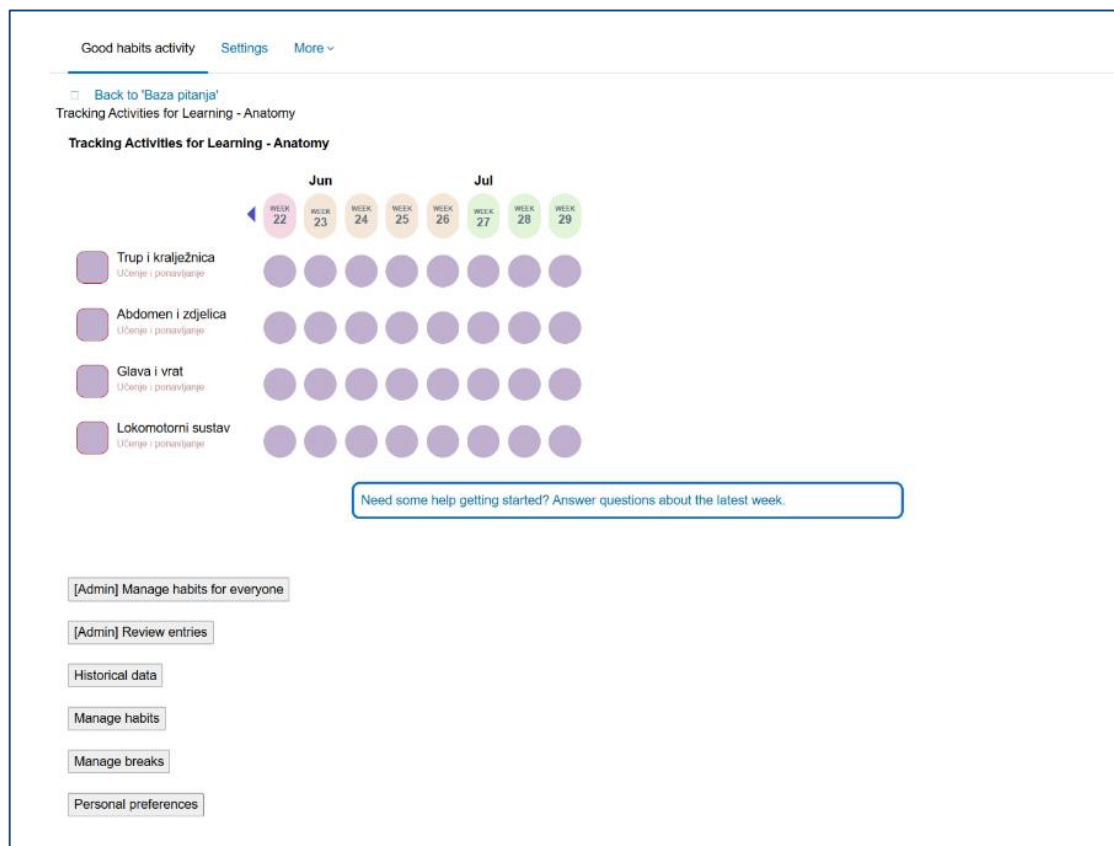


Figure 59: Habit tracking calendar view

2. Open the calendar view:
 - Choose a day, a week, or a custom date range.

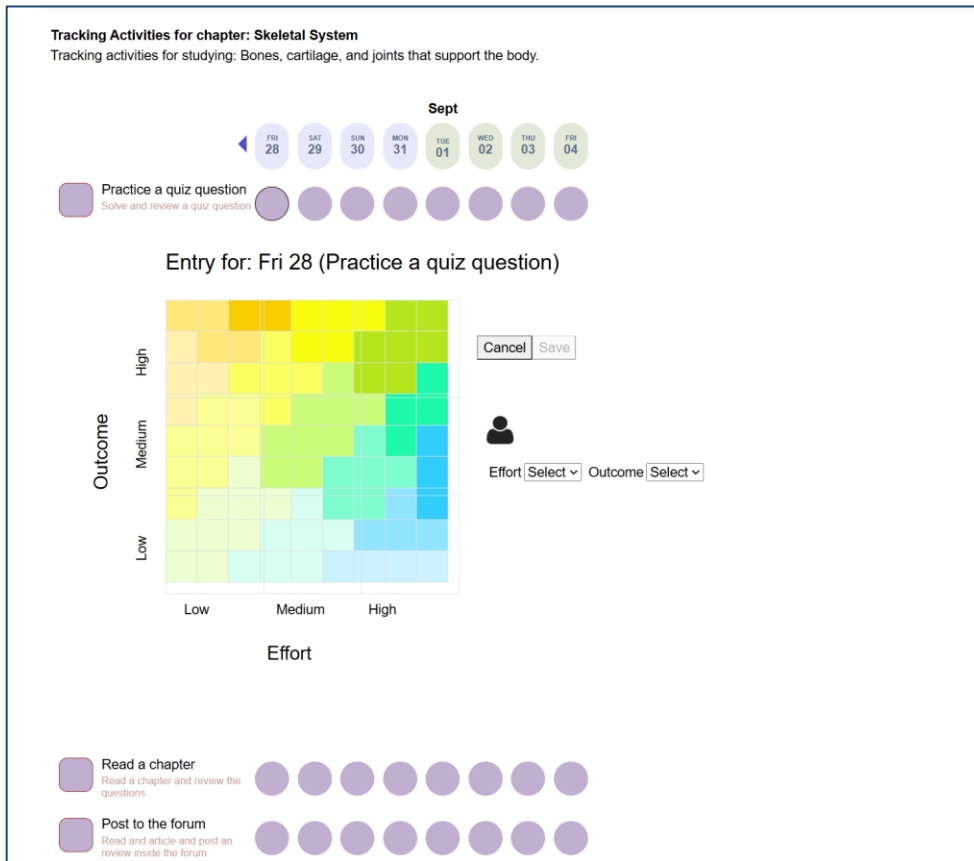


Figure 60: Calendar view for entering the effort and outcome

3. Rate each entry:

- For each habit and date, students record their effort or dedication and the outcome using the rating interface in the calendar.

If students need help getting started with the rating, they can select the “Need some help getting started?” link and reflect on each task from the previous week using the provided scale.

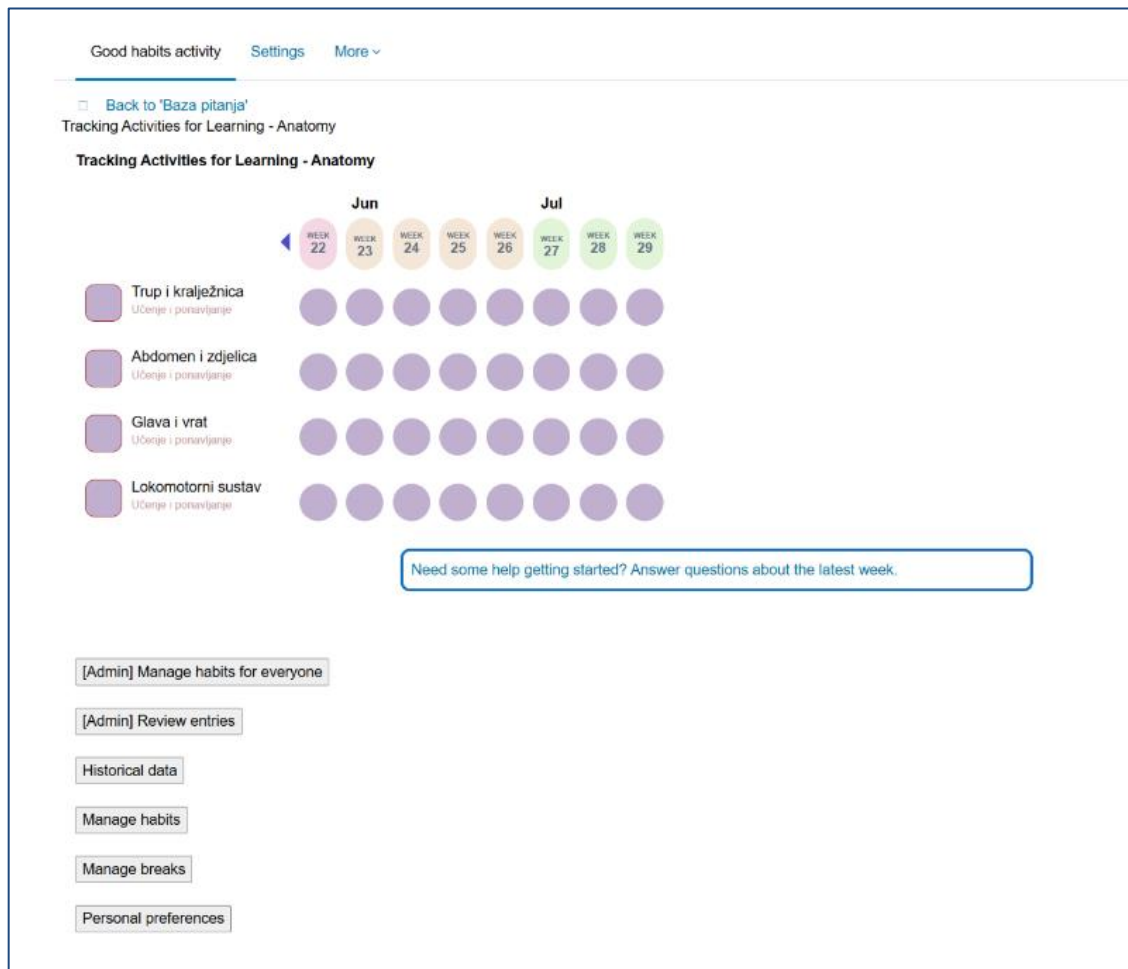


Figure 61: Habit tracking calendar view with link: „Need some help getting started “

The scale allows students to see how much effort they recorded for a habit and how they evaluated the outcome.

The screenshot shows a web interface for a self-assessment activity. At the top, there are navigation links: "Good habits activity", "Postavke", and "Opširnije". Below this is the title "Tracking Activities for Learning - Anatomy". The main heading is "WEEK 24 - starting petak, 12 lipnja, 2026". The activity is titled "Trup i kralježnica" with the subtitle "Učenje i ponavljanje". The instructions are: "Using the sliding scale, how much effort would you say you put in - go with a gut feel:". There is a blue sliding scale bar. Below it, the text asks: "What benefit did this bring? Were any goals achieved? Go with whatever makes intuitive sense:". There is an orange sliding scale bar. A blue "Back" button is centered below the scales. On the right side, there is a grey circular button with a right-pointing arrow. At the bottom, there is a red line, followed by the text "Izjava o pristupačnosti" and the logo for "srce55 od 1971.".

Figure 62: Display of the short weekly self-assessment option

On the "Historical Data" page, students can review their historical data, see colour-coded effort/outcome patterns, and adjust habits accordingly.

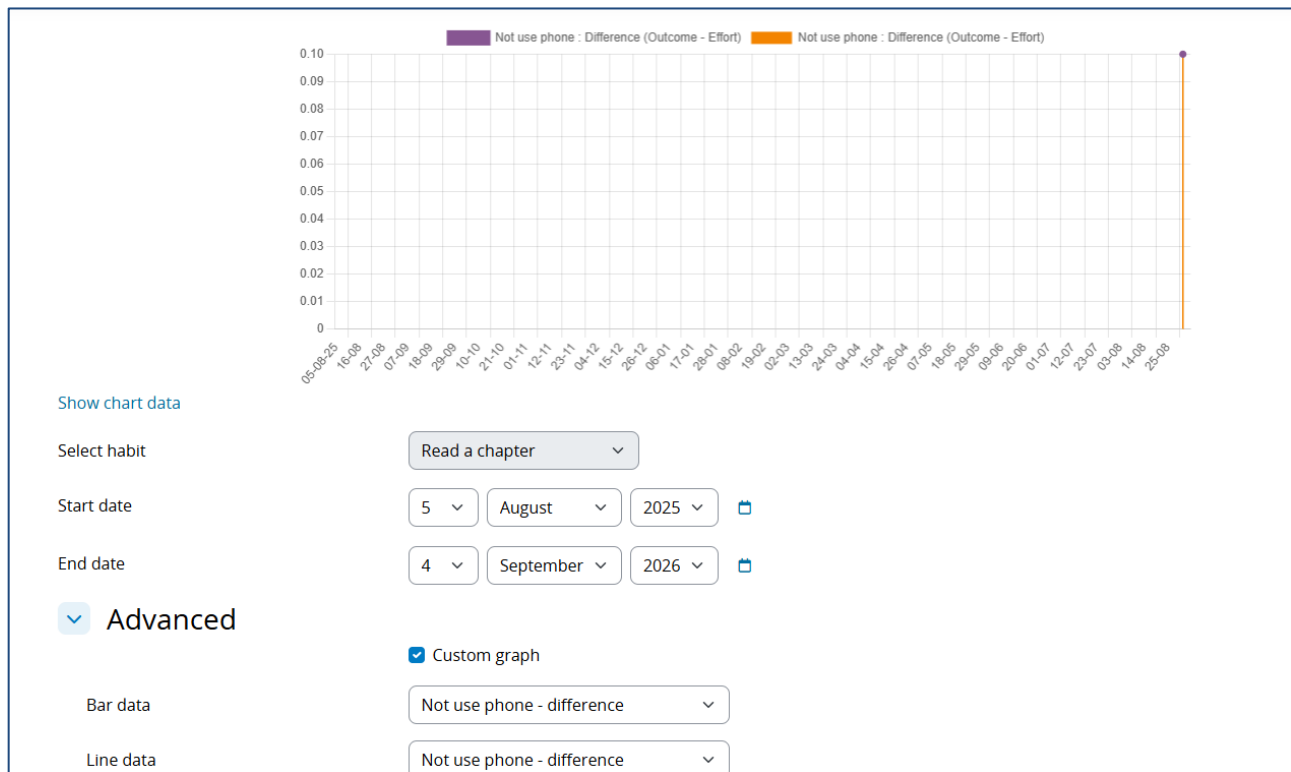


Figure 63: Historical data page

On the “Review Peers” page, students can view their peers' effort and outcome data. The relevant privacy settings can be used to control whether peers or administrators can see other users' reflections on tasks.

Students can enable or disable this option on the “Personal preferences” page.

Tracking activities for studying: Bones, cartilage, and joints that support the body.

Select user

Review entries [Admin User]
Peer review

Sept

	SAT 29	SUN 30	MON 31	TUE 01	WED 02	THU 03	FRI 04	SAT 05
☐ Practice a quiz question Solve and review a quiz question	☐	☐	☐	☐	☐	☐	☐	☐
☐ Read a chapter Read a chapter and review the questions	☐	☐	☐	☐	☐	☐	☐	☐
☐ Post to the forum Read and article and post an review inside the forum	☐	☐	☐	☐	☐	☐	☐	☐
☐ Don't use phone	☐	☐	☐	☐	☐	☐	☐	☐

Figure 64: Reviewing user entries page

On the “Manage breaks” page, students can add breaks for holidays or other periods when tracking should pause, so entries are not expected or counted.

Tracking Activities for chapter: Skeletal System

Tracking activities for studying: Bones, cartilage, and joints that support the body.

From date	To date	Actions
Friday 23 Jan, 2026	Thursday 29 Jan, 2026	Delete

Add break

From date

To date

[Go back to Tracking Activities for chapter: Skeletal System](#)

Figure 65: Manage breaks page

Good habits activity Postavke Opširnije ▾

Tracking Activities for Learning - Anatomy

Sažmi sve

☒ Tracker privacy

☒ Allow admin to review your tracker data ⓘ

☐ Allow peers to review your tracker data (and you to see theirs) ⓘ

☒ Appearance

☒ Enable help ⓘ

☒ Show numbers in the tracker ⓘ

You can customise this text:

Stars align	Doing more with less	Going far with effort
Enjoy easy gains	Going places at a solid pace	Overcoming challenges
Every step counts	Sticking at it	Persevering with a challenge

[Spremi promjene](#) [Odustani](#)

[Go back to Tracking Activities for Learning - Anatomy](#)

Figure 66: Habit tracking privacy settings to check who can see the tracked habits

1.4.4. Example in the course

In this example, students assess how much time they spend studying each chapter and compare it with their quiz results. This can help them determine whether their study habits lead to better or worse outcomes over time and encourage them to adjust their learning strategies. At the same time, teachers can identify trends in students' habits and provide additional materials or support where needed.

For a daily quiz scenario, set the tracking period to “By day”.

This activity gives students insight into the time they spend studying and provides a clearer view of their effort. They can also compare their effort and outcomes with their peers and better understand their own learning patterns.

“By day” tracking gives students and teachers a clear picture of study habits over a short period.

GOOD HABITS ACTIVITY
Tracking Activities for chapter: Skeletal System

[Good habits activity](#) [Settings](#) [More](#) ▾

Habit edited

Tracking activities for studying: Bones, cartilage, and joints that support the body.

Habit name	Description	Type	Number of entries	Actions	Order
Practice quiz	Read a chapter on Skeletal System and solve quiz	Activity	4	Edit Delete	

Add habit for everyone

Habit name

Description

Show

[Add habit for everyone](#)

[Go back to Tracking Activities for chapter: Skeletal System](#)

Figure 67: Adding a habit for everyone

At the end of the week, teachers can review data showing how much effort students invested in studying and how well they performed on the quiz.

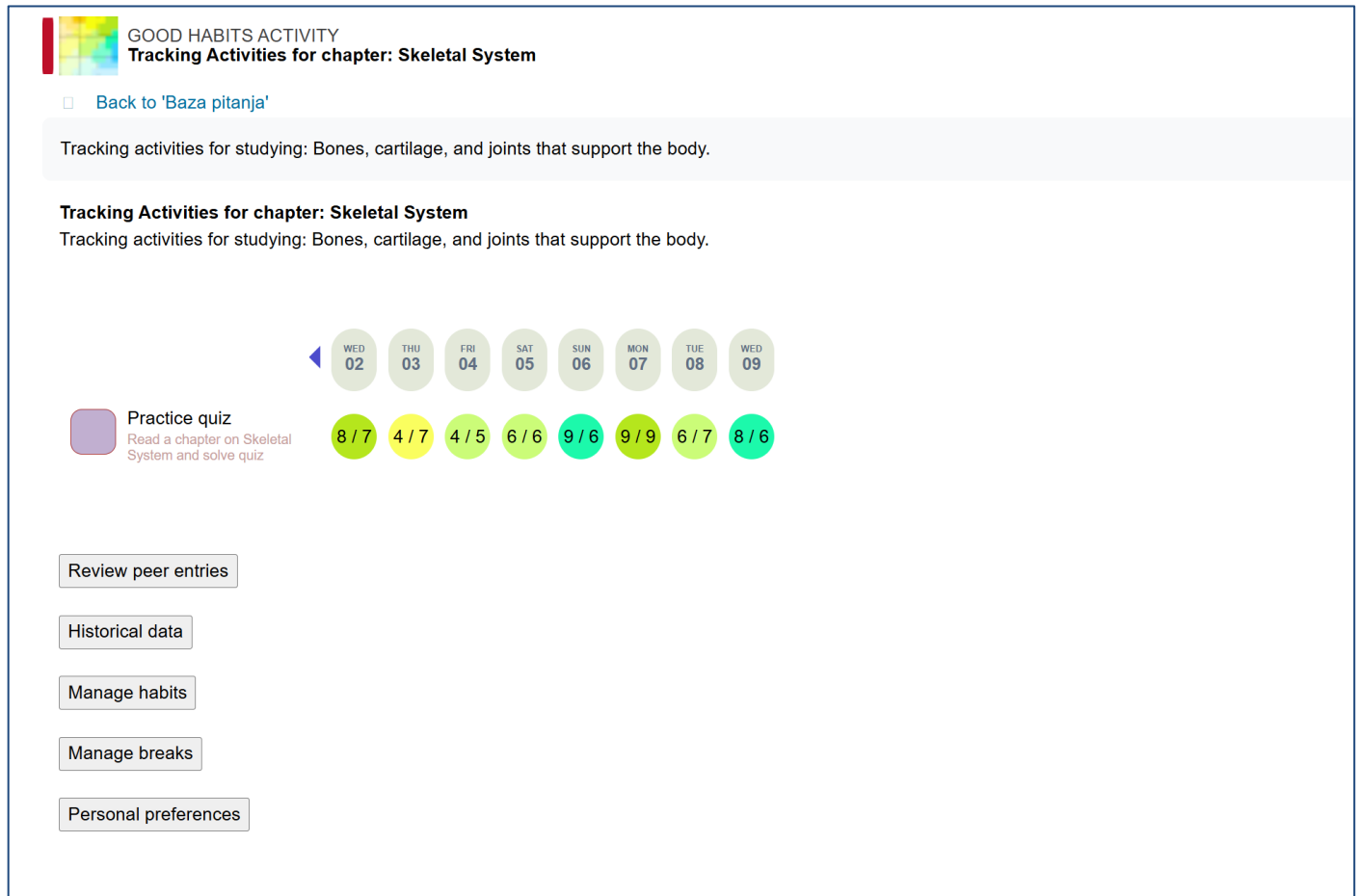


Figure 68: Data of a student daily at the end of a week

The graph allows teachers to examine the relationship between students' effort and outcomes and identify discrepancies. For example, if effort is consistently high but outcomes are low, teachers may need to review the assessment or study materials.

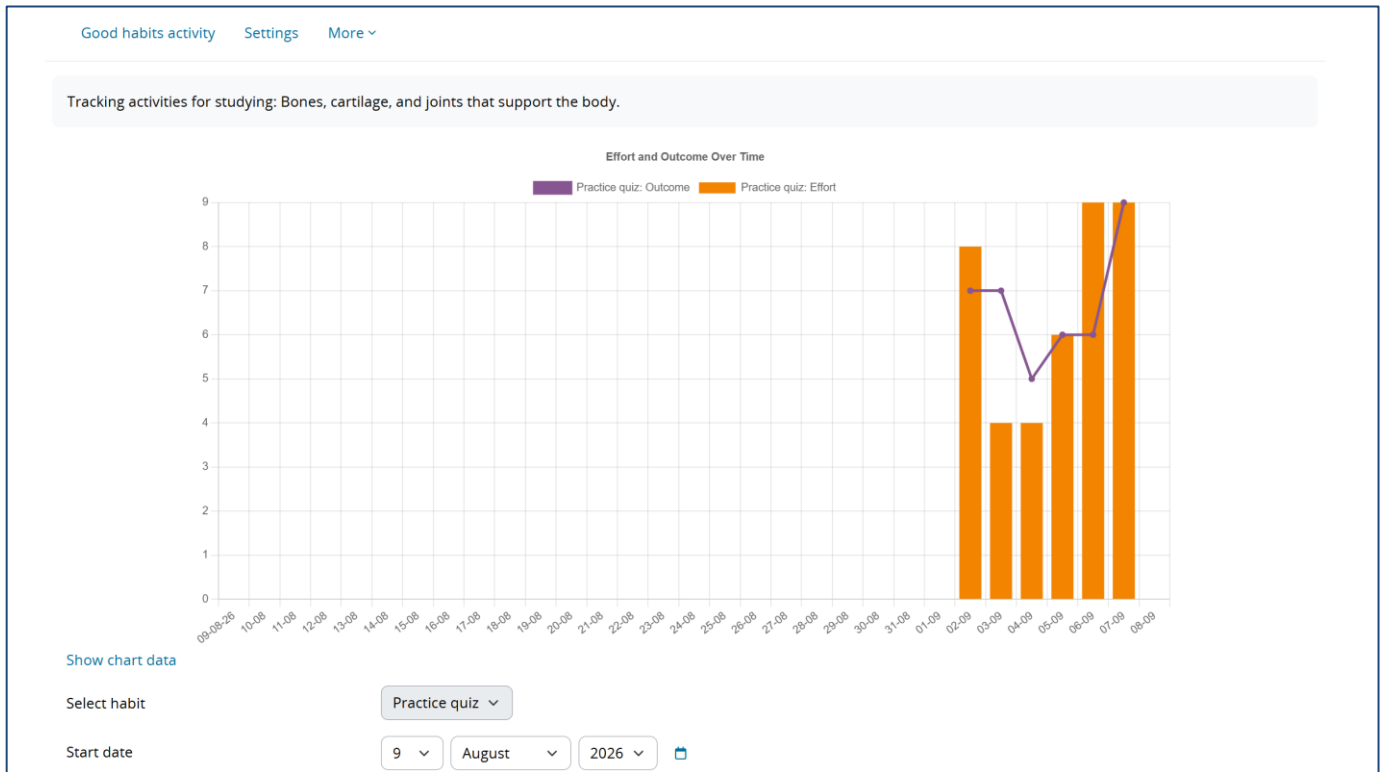


Figure 69: Historical Data

1.5. Point of View - Feedback

The Point of View plugin uses emoji-based reactions to let students rate activities and share their experience. It can support social interaction and gamification by making student reactions visible in the course. Teachers can add customisable reaction buttons to Moodle activities, display the number and type of reactions, and indicate activity difficulty using colour-coded tracks.

1.5.1. How to set up the plugin in the course

Before this plugin can be used in Moodle, a user with administrator permissions must install and configure it on the platform. Once this is complete, teachers can access and use its features in their courses.

In a course:

1. Open the target course and turn “Edit mode” on.



Figure 70: Turning on Editing mode

2. In the side panel, click “Add a block” and choose “Point of View”.

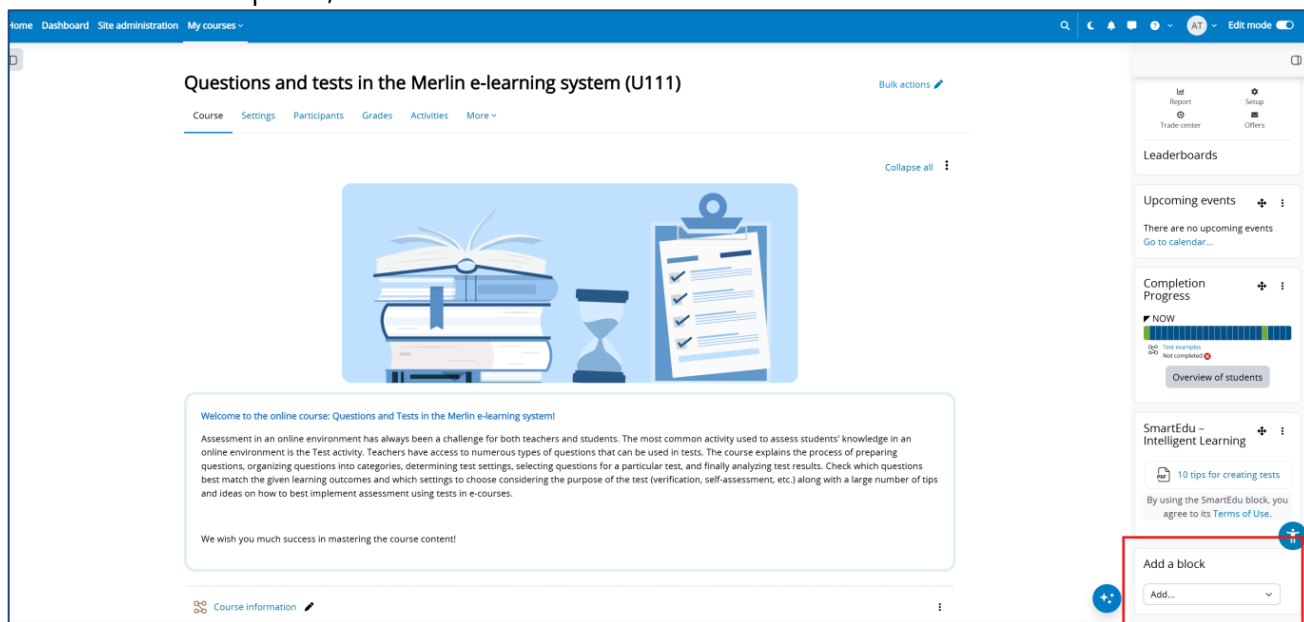


Figure 71: Adding a block

The Point of View block appears in the course and enables reactions and difficulty tracks for course activities.

1.5.1.1. Configure the block (difficulty tracks & reactions)

1. Open the configuration
 - With editing on, click the gear icon (⚙️) on the Point of View block → Configure Point of View block.

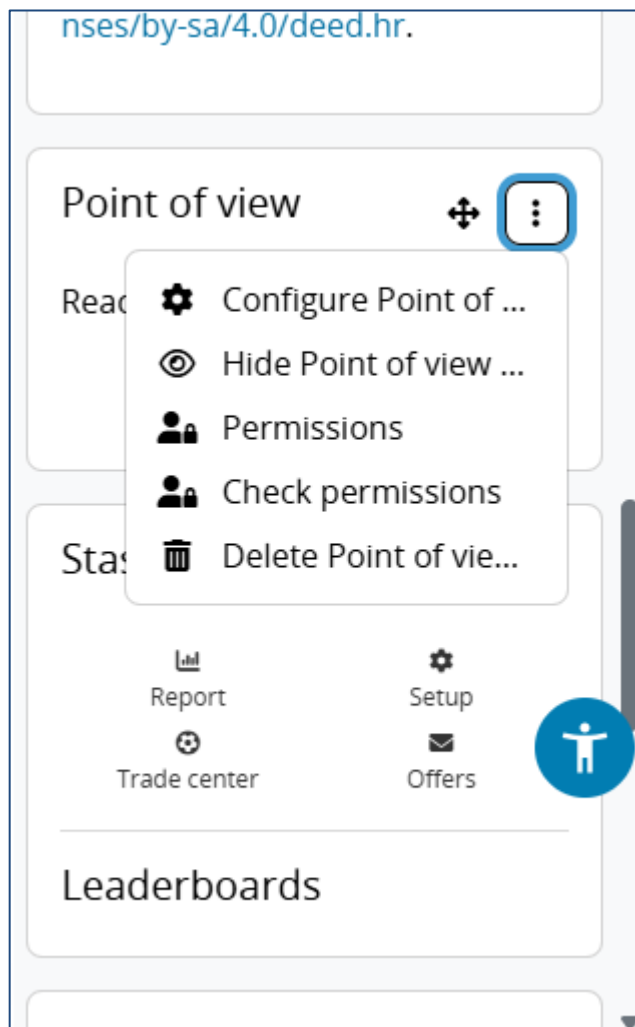


Figure 72: Point of view block in the course

Configure Point of view block

Expand all

Block settings

Block Content

Edit View Insert Format Tools Table Help

Reactions

p 1 words Build with tinyMCE

Enable Reactions Yes

☒ Enable for future modules
☒ Show other users reactions
☒ Highlight activity rows on course page

Enable Difficulty tracks Yes

> Configuration of Reaction and Difficulty tracks
 > Emojis configuration
 > Cleanup or reset reactions

Cancel Save changes

Figure 73: Configure Point of View block

2. In the Reaction and Difficulty Track configuration:
 - Define which activities to set up a difficulty level (e.g., green track – easy, blue track – medium, red track – difficult, black – very difficult).
 - Define which activities students can give their reaction to.
 - These coloured tracks will appear to the left of each activity name.

Configure Point of view block

Configuration of Reaction and Difficulty tracks

Enable reactions for all Lessons

Disable reactions for all Lessons

Enable reactions for all Pages

Disable reactions for all Pages

Enable reactions for all Question banks

Disable reactions for all Question banks

Enable reactions for all Checklists

Disable reactions for all Checklists

Enable reactions for all Assignments

Disable reactions for all Assignments

Enable reactions for all Files

Disable reactions for all Files

Enable reactions for all Quizzes

Disable reactions for all Quizzes

Enable reactions for all Text and media areas

Disable reactions for all Text and media areas

Enable reactions for all Good habits activities

Disable reactions for all Good habits activities

Enable reactions for all Books

Disable reactions for all Books

Enable reactions for all H5P

Disable reactions for all H5P

Cancel

Save changes

Configure Point of view block

Disable reactions for all Forums

Enable reactions for all in Disable reactions for all in

Informacije o tečaju	☐ Reactions	No track
Impressum	☐ Reactions	No track
PIT-3 shared question bank	☐ Reactions	No track
Popis - test	☒ Reactions	Blue track
Test Assign	☒ Reactions	No track
2026-01-21 EVAL MoodleChatbotTec hnicalProposal v1.0	☒ Reactions	No track
Pitanja za usmeni - primjer	☒ Reactions	No track

Cancel Save changes

Figure 74: Configuration of Reaction and Difficulty tracks

3. Configure reactions (emojis):

- Choose or customise the emojis and labels (e.g., "Easy!", "I'm getting better!", "So hard...").
- A maximum of three reactions can be configured per activity, and their labels can be renamed to match the language and tone of the course.

The screenshot shows a 'Configure Point of view block' dialog box. At the top, it says 'Sto sam zapamtio/la?' with a 'Reactions' checkbox checked and a 'No track' dropdown menu. Below this is the 'Emojis configuration' section, which is expanded. It has two radio buttons: 'Default' (selected) and 'Custom'. Under 'Default', there are three emoji icons. Under 'Custom', there is a large empty box for uploading a custom emoji, with a note 'Accepted file types: Image (PNG) .png'. Below the upload box, there are three rows, each with an emoji icon, a 'description' label, and a text input field. The first row has a '😄' emoji and the text 'Easy!'. The second row has a '😊' emoji and the text 'I'm getting better!'. The third row has a '😓' emoji and the text 'So hard...'. At the bottom of the dialog, there are three expandable sections: 'Cleanup or reset reactions', 'Where this block appears', and 'On this page'. At the very bottom, there are 'Cancel' and 'Save changes' buttons.

Figure 75: Configuration of Emoji Reaction

4. Check permissions:
 - Ensure the capability `block/point_view: add reaction` is allowed for students (and any other roles).

1.5.2. How teachers use the plugin

Teachers can assign difficulty tracks to course activities based on their level of difficulty.

In the plugin configuration, teachers can specify which activities they want to collect student reactions for.

To make the plugin clear to students, explain the difficulty levels represented by the colour tracks and what each reaction means. This helps both students and teachers use the plugin effectively.

1.5.3. How students use the plugin

Students can see an activity's difficulty level and prepare accordingly. After completing the activity, they can use an emoji to indicate how difficult they found it.

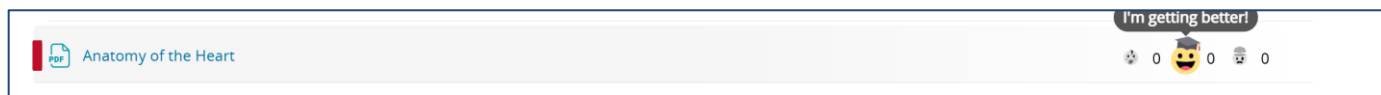


Figure 76: Student giving a reaction to an activity within the course

Students are encouraged to respond honestly. Reactions are anonymous and can help teachers adapt learning materials.

Students should avoid overthinking the reaction counts or comparing themselves with others; they should choose the reaction that best reflects their own experience.

1.5.4. Example in the course

In this example, the aim is to gather feedback on the document and its content. The reactions indicate whether students find the activity easy or too difficult.

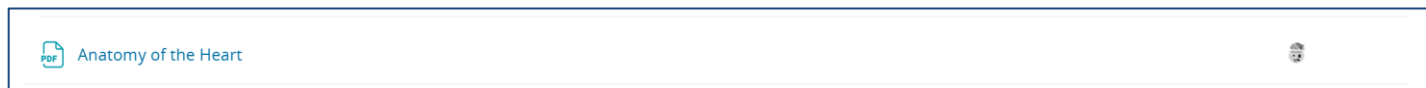


Figure 77: Uploaded document in the course

To enable reactions for the document, teachers must first configure its difficulty level and available reactions.

Disable reactions for all in Test Settings and Editing

Test settings

Reactions No track

Adding questions to a test

Reactions No track

What did I remember?

Reactions No track

Anatomy of the Heart

Reactions No track

Test examples

Enable reactions for all in Primjeri testova

Disable reactions for all in Primjeri testova

Test examples

Reactions No track

Example: Assessment test

Reactions No track

Example: Adaptive test with penalty points

Reactions No track

Cancel Save changes

Figure 78: Configuration of the document in the settings page of the plugin

1. Set the difficulty for each activity:
 - In editing mode, for each course module, choose the appropriate difficulty track (colour). If the material is difficult, set the colour track to red. Students then see a coloured bar next to the activity name indicating difficulty.

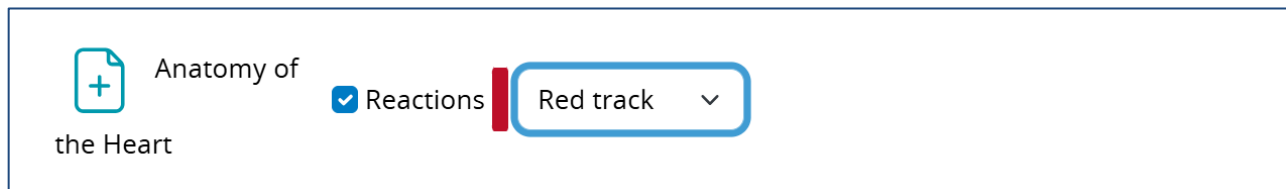


Figure 79: Setting the difficulty track

Select the checkbox next to the document so that students can react to this activity.

2. Students react using emojis:
 - On the right side of each activity line, students see the reaction zone (emoji group).
 - Hovering or clicking shows all available reactions; they click an emoji to vote. A green dot indicates they have reacted.

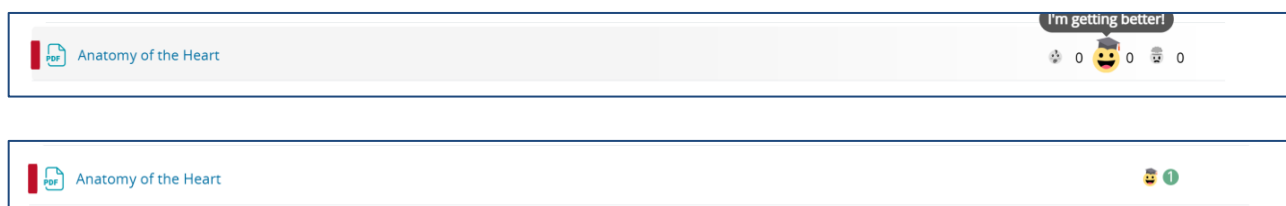


Figure 80: Display of reactions for certain resources and activities within the course

3. View reaction details:
 - Teachers can see reactions on the Reactions details page and, if needed, adjust the material or teaching accordingly.

Reactions details

Section	Module	Reactions			Total	
	Course information	0%	100%	0%	1	▶
	List - test	0%	100%	0%	1	▶
Question database	Introductory lesson	0%	100%	0%	1	▶
Test Settings and Editing	Anatomy of the Heart	0%	100%	0%	1	▼
AT Admin User						

Download table data as

Comma separated values (.csv)

Download

Figure 81: Data on the Reactions within the course

1.5.4.1. Practical tips for good use

- Start small: Enable Point of View on one or two key activities first (e.g., a complex quiz or assignment).
- Explain the emojis: Tell students what each reaction means and clarify that the reactions reflect their experience rather than a grade.
- Review regularly: After a week or topic, review the reactions and difficulty patterns, then respond as appropriate, for example by providing additional examples, holding a Q&A session, or revising the instructions.

2. AI tools

2.1. SmartEdu - Intelligent Learning

SmartEdu-Intelligent Learning is an AI-enhanced Moodle plugin that helps teachers turn their course materials into adaptive, more engaging learning resources that can enhance students' learning experience. The plugin integrates intelligent content analysis, personalised feedback, and automated enrichment tools directly into Moodle, helping teachers create high-quality digital learning resources with less manual effort.

When using the plugin, it is recommended to carefully review and, if necessary, adjust any AI-generated content before incorporating it into your course to ensure its accuracy, pedagogical suitability, and alignment with your learning objectives.

2.1.1. How to set up the plugin in the course

In order to use this plugin in Moodle, a user with administrator permissions must install and configure it on the platform. Once this is complete, teachers can access and use its features in their courses.

To set up the plugin, first open the course in which it will be used.

In a course:

1. Open the target course and turn "Edit mode" on.

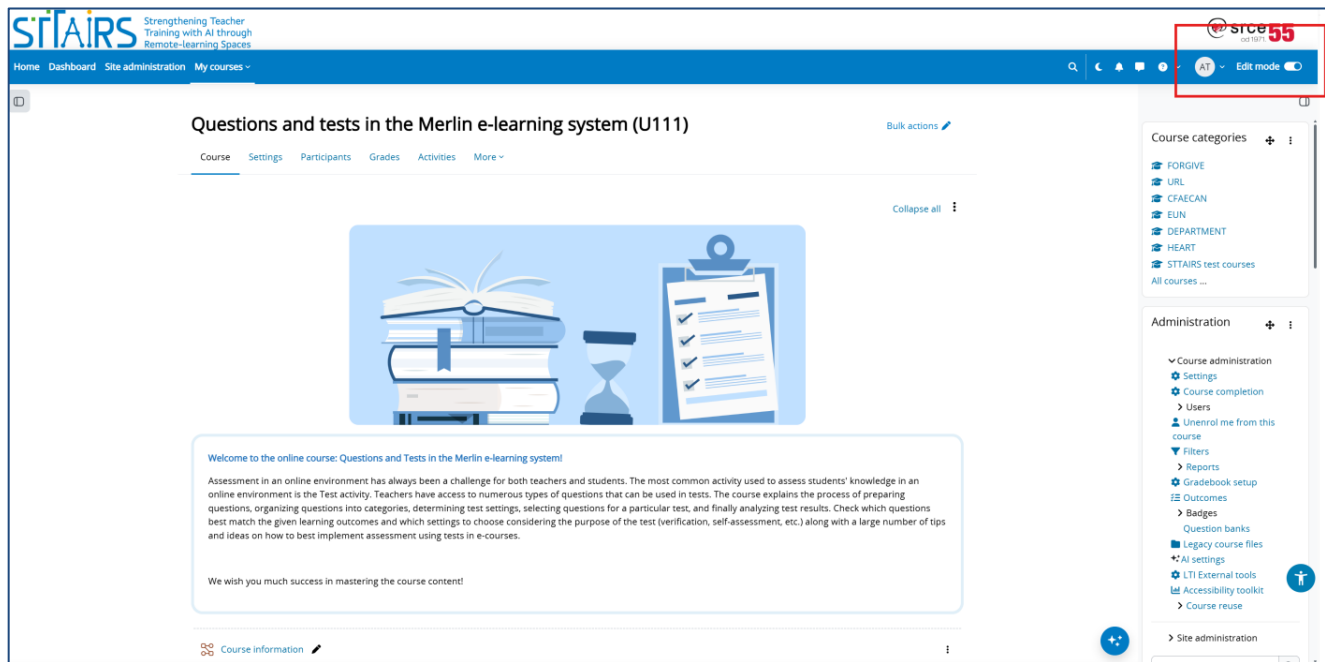


Figure 82: Turn on editing mode

2. In the side panel, click “Add a block” and select “SmartEdu – Intelligent Learning”.

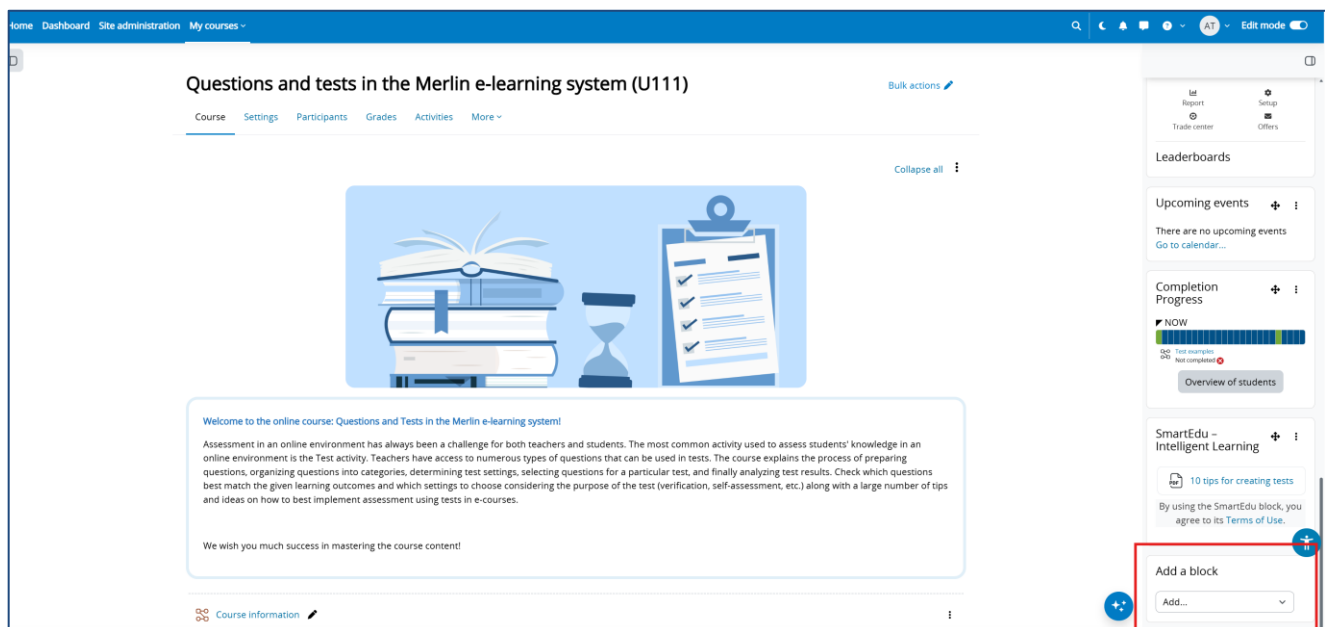


Figure 83: Adding a block

3. Confirm the block appears (usually on the right side of the course page).
4. Adjust block settings if needed (visibility, context) via the block's configuration icon.

Configure SmartEdu – Intelligent Learning block

Collapse all

Summary type (for forums and resources)

Simple

Number of questions

5

☒ Generate study guide (for resources)

☒ Generate mind map (for resources)

Where this block appears

Original block location

Course: Questions and Tests in the Merlin e-learning system (U111)

Display on page types

Any type of course main page

Default region

Right

Default weight

-10 (first)

On this page

Visible

Yes

Region

Right

Weight

14 (last)

Cancel

Save changes

Figure 84: Addition and display settings of the SmartEdu block in the course

2.1.2. How teachers use the plugin

To use the plugin, teachers need to upload or create content that SmartEdu can process into summaries, quizzes, mind maps, and study guides.

1. Add lecture notes (PDF, DOCX, etc.) as resources in the course via Add activity or resource

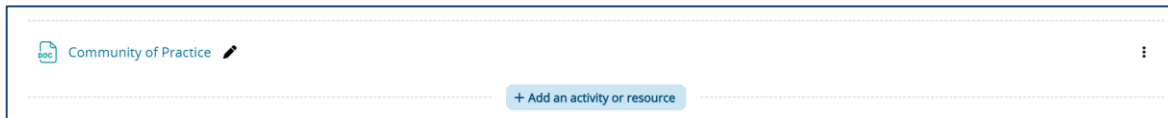


Figure 85: Added document in the course

2. Ensure filenames and activity names clearly describe the topic to get better AI outputs.

2.1.2.1. Generate summaries and learning materials

Navigate to the SmartEdu block (right column of the course).

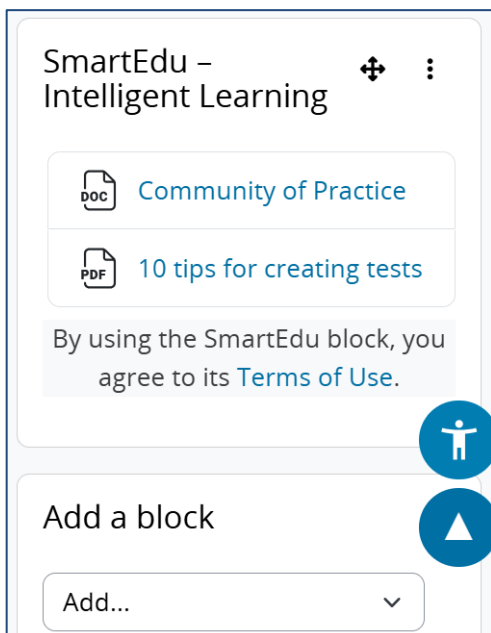


Figure 86: SmartEdu block with the resources from the course

1. In the SmartEdu block, select the resource listed in the block.
2. Wait for the AI to process the content and review the generated material.

3. Save or copy the output into appropriate Moodle activities (e.g., add quizzes to Quiz activities, study guides as Pages or Books).
4. If teachers want to hide a specific resource from SmartEdu, they can add the Moodle tag “smartedu-hide” in the resource settings.

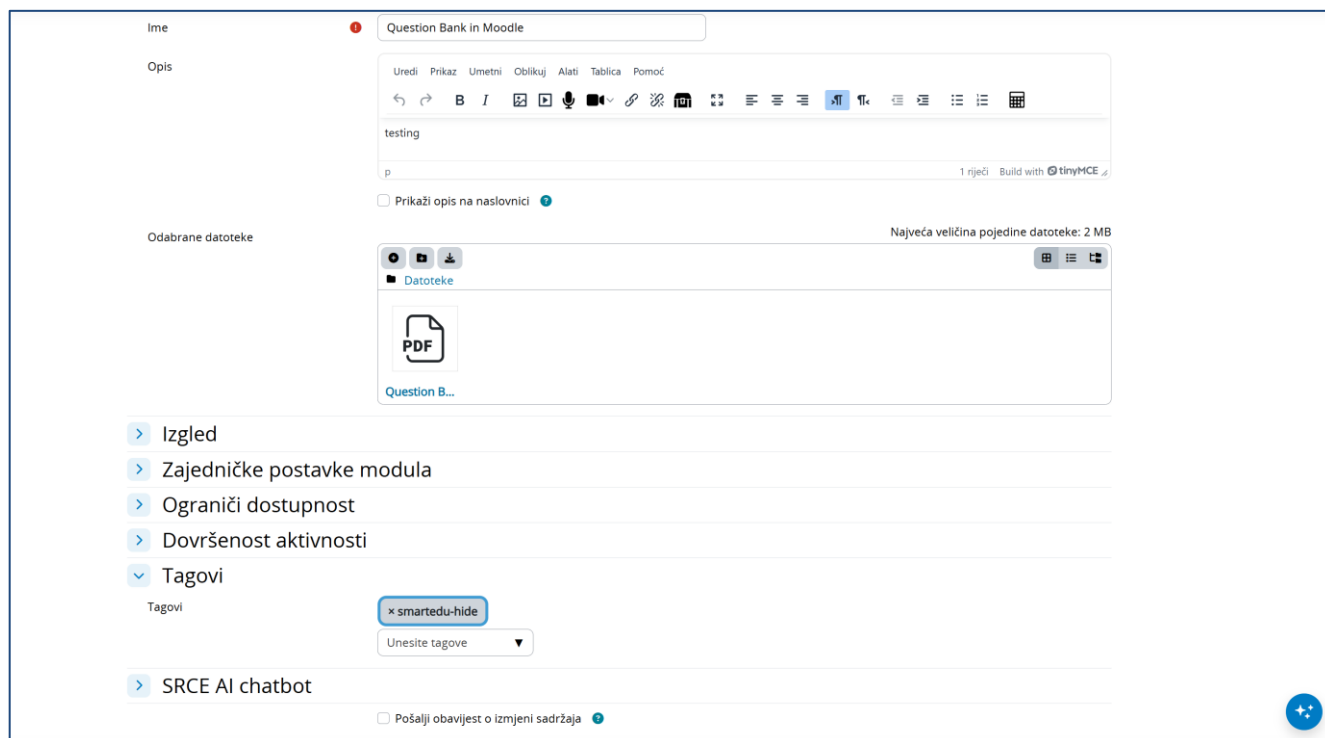


Figure 87: Hiding generated content from students

2.1.2.2. Guide students on how to use SmartEdu outputs

To integrate the generated materials into the course, teachers can:

1. Link AI-generated summaries and study guides from weekly sections.
2. Use generated quizzes for formative self-checks or low-stakes assessments.
3. Share mind maps to help students visualise complex topics.

4. Explain to students that “SmartEdu” works from course content, so engaging with notes and forums improves the quality of AI support.



2.1.3. How students use the plugin

Students can use the SmartEdu block to access course learning resources made available by their teachers.

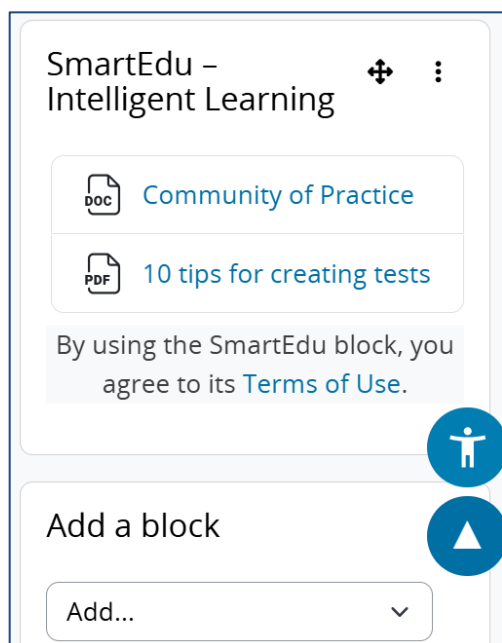
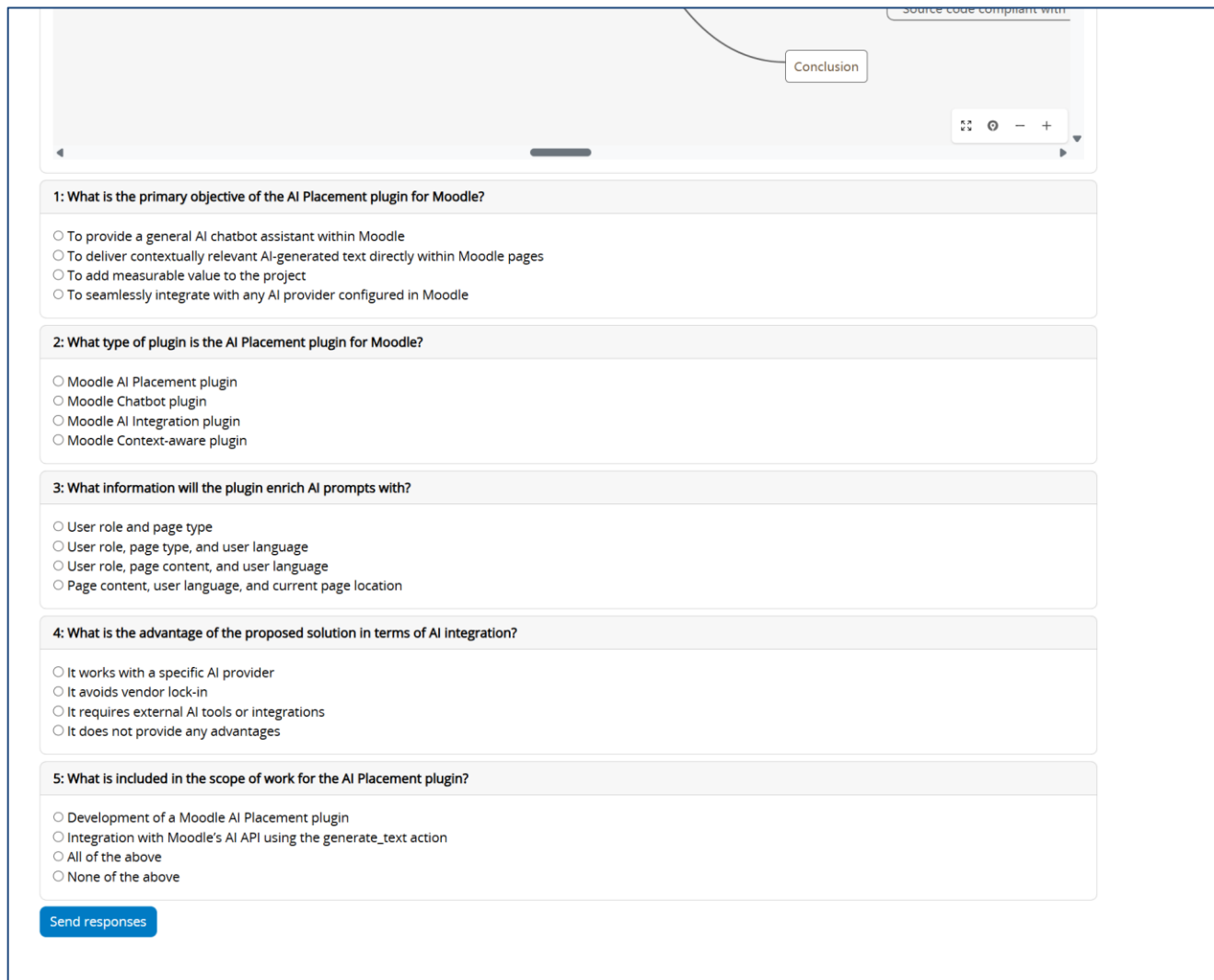


Figure 88: SmartEdu block with the resources from the course

Within the block, students can select resources from the list, open different document types, and review AI-generated summaries of the required study material.

After completing their study activities, students can use the submission function to provide responses and evaluate whether they have achieved the intended learning outcomes.



Source code compliant with

Conclusion

1: What is the primary objective of the AI Placement plugin for Moodle?

- ☐ To provide a general AI chatbot assistant within Moodle
- ☐ To deliver contextually relevant AI-generated text directly within Moodle pages
- ☐ To add measurable value to the project
- ☐ To seamlessly integrate with any AI provider configured in Moodle

2: What type of plugin is the AI Placement plugin for Moodle?

- ☐ Moodle AI Placement plugin
- ☐ Moodle Chatbot plugin
- ☐ Moodle AI Integration plugin
- ☐ Moodle Context-aware plugin

3: What information will the plugin enrich AI prompts with?

- ☐ User role and page type
- ☐ User role, page type, and user language
- ☐ User role, page content, and user language
- ☐ Page content, user language, and current page location

4: What is the advantage of the proposed solution in terms of AI integration?

- ☐ It works with a specific AI provider
- ☐ It avoids vendor lock-in
- ☐ It requires external AI tools or integrations
- ☐ It does not provide any advantages

5: What is included in the scope of work for the AI Placement plugin?

- ☐ Development of a Moodle AI Placement plugin
- ☐ Integration with Moodle's AI API using the generate_text action
- ☐ All of the above
- ☐ None of the above

Send responses

Figure 89: Generated content in SmartEdu plugin

2.1.4. Example in the course

In this example, SmartEdu generates practice materials that students can use after reading a chapter.

To add the PDF resource to the Moodle course, teachers select “Add an activity or resource” and then choose “File”.



Figure 90: Uploaded file

Generated materials appear in the SmartEdu block if set to be accessible to students.

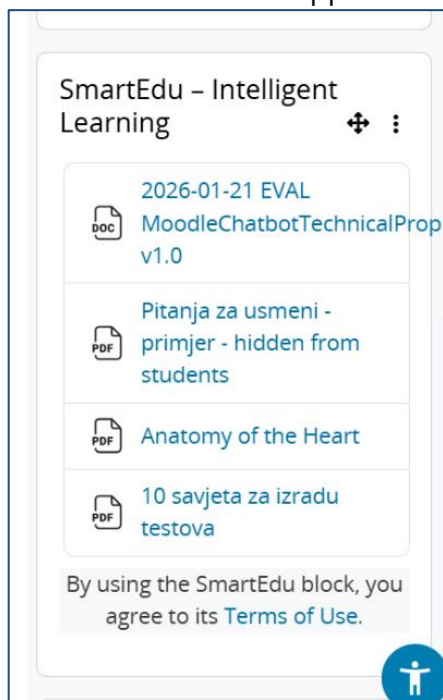


Figure 91: Block SmartEdu plugin in Moodle with the uploaded resource

When accessing the file from the SmartEdu block, the plugin generates the following content based on the file:

1. Short introduction to the material.
2. Study guide.
3. Mind map.
4. Questions for review.

Anatomy of the Heart

Anatomy of the Heart

The human heart is located in the thorax, behind the rib cage and lungs, slightly left of the midline, and is roughly the size of a closed fist. Blood returns to the heart from the body through the superior and inferior vena cava and enters the right atrium. From the right atrium it passes through the tricuspid valve into the right ventricle, which pumps blood through the pulmonary valve into the pulmonary artery and toward the lungs for oxygenation. Oxygen-rich blood returns via the pulmonary veins to the left atrium, then through the mitral (bicuspid) valve into the left ventricle. The left ventricle ejects blood through the aortic valve into the aorta, delivering it to the systemic circulation. The heart's chambers are separated by two types of valves: atrioventricular valves (tricuspid and mitral) and semilunar valves (pulmonary and aortic). Specialized muscular structures, such as the trabeculae carneae and chordae tendineae attached to papillary muscles, help keep the valves closed during contraction. The cardiac cycle produces two audible sounds: "lub" (S1) when the atrioventricular valves close during systole, and "dub" (S2) when the semilunar valves close during diastole. Together, these structures and the coordinated flow of blood enable the heart to maintain continuous circulation throughout the body.

Study guide

Main Theme

- Understanding the structure and function of the human heart, including its location, chambers, valves, muscular components, and role in blood circulation.

Learning Objectives

- Identify where the heart is located within the thoracic cavity.
- Describe the pathway of blood through the heart and the major vessels involved.
- Name and locate the four chambers of the heart.
- Recognize the four major heart valves and differentiate between atrioventricular and semilunar valves.
- Explain the purpose of the trabeculae carneae and chordae tendineae.
- Interpret the sounds of the heart beat (S1 "lub" and S2 "dub") in relation to cardiac cycles (systole and diastole).

Key Subjects to Study

- **Heart Location** – thorax, behind rib cage, slightly left of mid-line, size of a fist.
- **Blood Circulation Pathway**
 - Superior & inferior vena cava → right atrium → right ventricle → pulmonary artery → lungs.
 - Pulmonary veins → left atrium → left ventricle → aorta → systemic circulation.
- **Heart Chambers**
 - Right atrium & right ventricle.
 - Left atrium & left ventricle.
 - Septum dividing left and right sides.
- **Heart Valves**
 - Atrioventricular valves: Tricuspid (right) and Mitral/Bicuspid (left).
 - Semilunar valves: Pulmonic (right) and Aortic (left).
- **Cardiac Muscles & Supporting Structures**
 - Trabeculae carneae – irregular muscular ridges inside ventricles.
 - Chordae tendineae – tendinous cords attaching valve leaflets to papillary muscles.
- **Heart Beat Sounds**
 - S1 ("lub"): closure of AV valves – systole (blood ejection).
 - S2 ("dub"): closure of semilunar valves – diastole (heart filling).

What You Should Be Able to Know After Reading

- Describe the exact anatomical position of the heart within the body.
- Trace the complete circuit of blood flow, naming each vessel and chamber encountered.
- Identify each chamber and valve on a diagram and explain its functional role.
- Explain how the trabeculae carneae and chordae tendineae contribute to proper valve operation.

Figure 92: Generated content (1)

Mind map

Heart Anatomy

- Chambers of the Heart
 - Right Side
 - Right Atrium
 - Right Ventricle
 - Left Side
 - Left Atrium (to)
 - Left Ventricle (to)
- Valves of the Heart
 - Atrioventricular Valves
 - Tricuspid
 - Mitral
 - Semilunar Valves
 - Aortic valve
 - Pulmonary valve
- Muscles of the Heart
 - Trabeculae Carneae – irregular
 - Chordae Tendineae

1: Where is the human heart located within the body?

- ☐ In the upper abdomen, just below the diaphragm
- ☐ In the thorax, behind the rib cage and slightly left of center
- ☐ In the cervical region, near the throat
- ☐ In the lower pelvis, between the hips

2: Which sequence correctly describes the pathway of blood through the major vessels of the heart during one complete circuit?

- ☐ Aorta → Superior vena cava → Pulmonary artery → Pulmonary vein
- ☐ Pulmonary vein → Left atrium → Aorta → Inferior vena cava
- ☐ Superior vena cava → Right atrium → Pulmonary artery → Aorta
- ☐ Superior vena cava → Right atrium → Pulmonary artery → Pulmonary vein → Left atrium → Aorta

3: Which valve separates the left atrium from the left ventricle?

- ☐ Tricuspid valve
- ☐ Pulmonary valve
- ☐ Mitral (bicuspid) valve
- ☐ Aortic valve

4: What are trabeculae carneae?

- ☐ Thin membranous folds that line the atria
- ☐ Irregular muscular ridges on the inner surface of the ventricles
- ☐ Elastic fibers that form the heart valves

Figure 93: Generated content (2)

Students can view the generated content through the SmartEdu block. They can use the summary, study guide, and mind map to support their learning and then take the quiz to check their understanding of the material.

3. Gamification tool

3.1. Stash

Stash is a Moodle plugin that encourages interaction with course activities and helps teachers introduce gamification into their courses.

The plugin adds a block that displays items students have collected throughout the course. Teachers can create items and place them in activities and resources for students to find.

Items can be configured for one-time collection, encouraging students to explore the course material.

An item can also be configured with an unlimited supply at a particular location, encouraging students to revisit specific parts of the course.

3.1.1. How to set up the plugin in the course

Before this plugin can be used in Moodle, a user with administrator permissions must install and configure it on the platform. Once this is complete, teachers can access and use its features in their courses.

In a course:

1. Open the target course and turn “Edit mode” on.



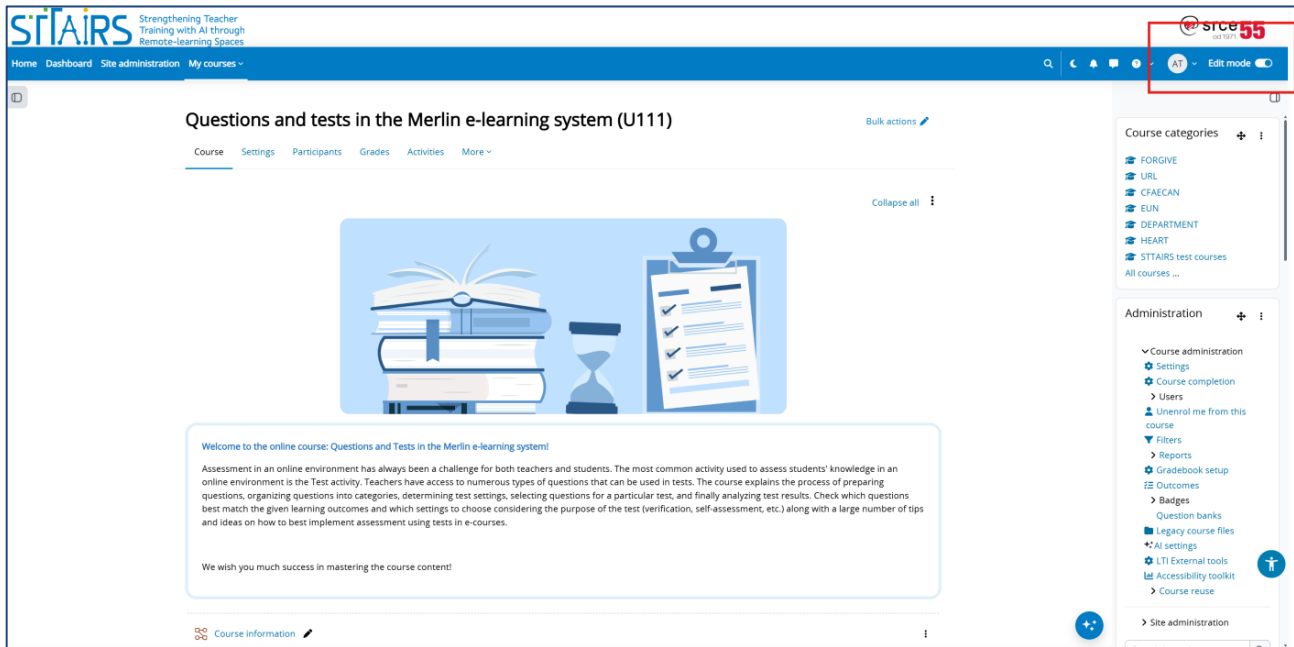


Figure 94: Turn on editing mode

2. In the side panel, click "Add a block" and select "Stash".

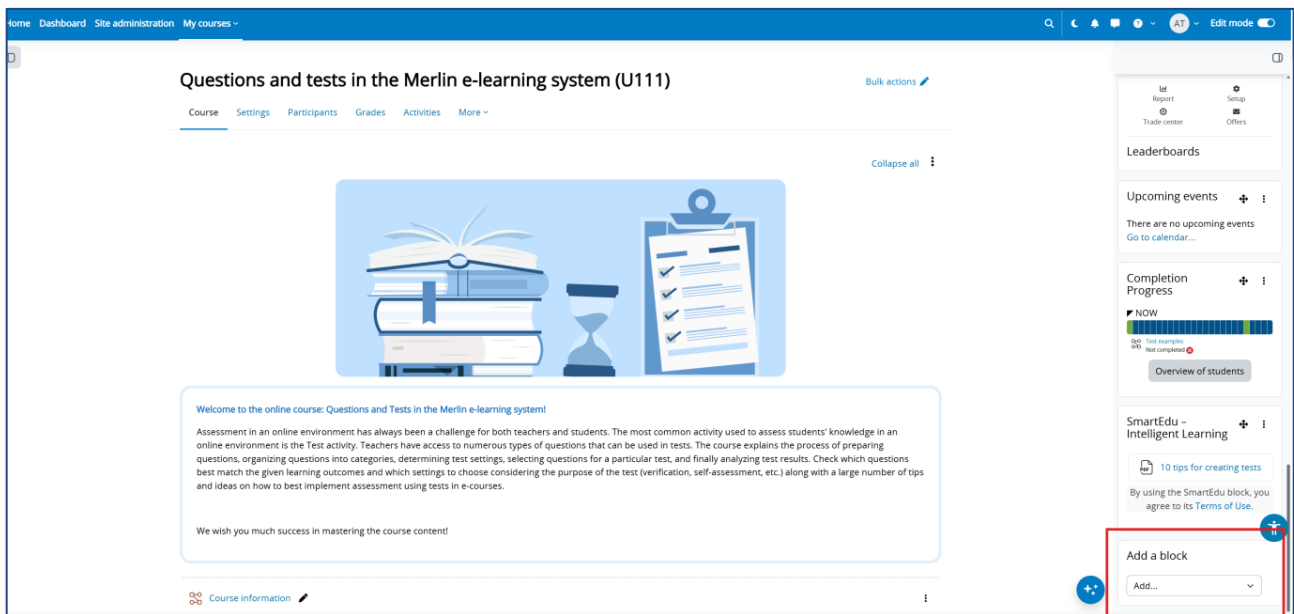


Figure 68: Adding a block

3. The Stash block appears in the right column in the block drawer of the course.

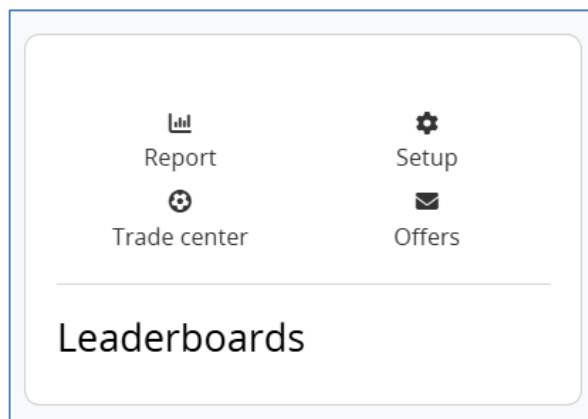


Figure 95: Block Stash in the course

3.1.2. How teachers use the plugin

3.1.2.1. Create items (the “objects” students will collect)

1. In the Stash block, select “Setup” or “Settings” to open the management page.
2. Click “Add an item”:
 - Item name – Use a clear, meaningful name (e.g., “Golden key” and “Secret clue”).
 - Image – Add a small icon, for example, approximately 100×100 px.
 - Optional description – Add a description that is shown when students select the item.
3. Save the item, and then define where and how it appears.

Items

Items Trade Removals Report Leader board settings Settings

Add an item

General

Item name 1 ? Key to Opening the Docu...

Scarce item ☐ Enabled ?

Amount limit ?

Image 1 ? Maximum file size: Unlimited, maximum number of files: 1

Details ?

Edit View Insert Format Tools Table Help

50 years of SRCE

4 words Build with tinyMCE

Save and next Save changes Cancel

1 Required

Figure 96. Adding items using the Stash plugin

3.1.2.2. Define item locations (where and how items are collected)

1. After saving an item, the location page of that item opens.
2. Create a location:
 - Specify how many times a student can collect the item from that location (once, an unlimited number of times, etc.).
3. For each location, click its link to open the snippet window:
 - A snippet (shortcode/JavaScript) is displayed that represents the item at the defined location.
 - Copy the snippet; it must be pasted into the relevant course content.

Items / Add new location

Course: Questions and Tests in the Merlin e-learning system (U111)

Course Settings Participants Grades Activities More ▾

Items

Items Trade Removals Report Leader board settings Settings

Add new location ⓘ

What's this? A location is a place where you intend to display your item.

General

Item Key to Opening the Document

Location ⓘ 1 Main page

Supplies ⓘ 1 ☐ Unlimited

Collection interval ⓘ 1 hours ▾

Save and next Save changes Cancel

ⓘ Required

Figure 97: Setting the locations of Stash items within the course

3.1.2.3. Embed items in activities/resources

1. Choose an activity or resource in which to “hide” the item (e.g., a “Page”, “Lesson”, etc.).
2. Open the text editor for that content:
 - Use the toolbar icon for inserting a Stash item.

Questions and tests in the Merlin e-learning system (U111) / Settings

TEXT AND MEDIA AREA

Stash item

Course Settings More ▾

Edit settings

Expand all

General

Title in course index Stash item

Text

Edit View Insert Format Tools Table Help

0 words Build with tinyMCE

Common module settings

Restrict access

Completion conditions

Tags

HEART AI chatbot

Figure 98: Adding a Stash item within the Survey activity

Stash code helper

Select an item or trade to insert a code

Drops Trades Help

Drop configuration and insertion Add item Add drop

Drops

Key to Opening the Document (Main page) ▾

Appearance

Image and button

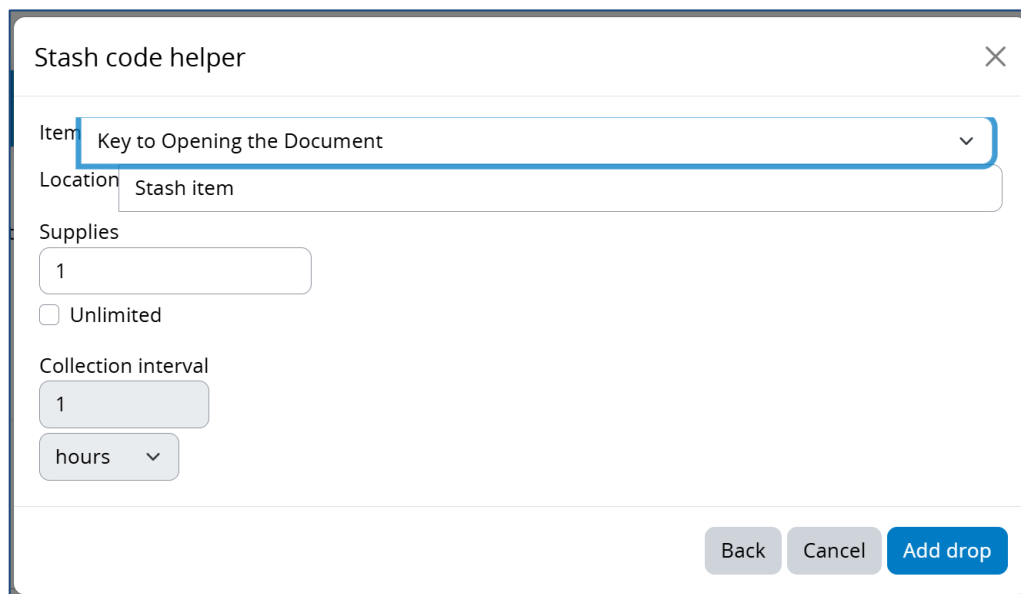
Button text

Pick up!

Cancel Save changes

Figure 99: Selection of previously placed Stash items to locations

3. Drop and select the item for the location



Stash code helper

Item: Key to Opening the Document

Location: Stash item

Supplies

1

☐ Unlimited

Collection interval

1

hours

Back Cancel Add drop

Figure 100: Adding a stash item inside a text field (1)

TEXT AND MEDIA AREA

Stash item

Course Settings More ▾

Edit settings

Expand all

General

Title in course index Stash item

Text

30 words Build with [tinyMCE](#)

- > Common module settings
- > Restrict access
- > Completion conditions
- > Tags
- > SRCE AI chatbot
- > Competencies

☐ Send content change notification

Figure 101: Adding a stash item inside a text field (2)

4. Save the activity/resource.
5. When students view the content, the item appears. Selecting it adds the item to their Stash inventory.

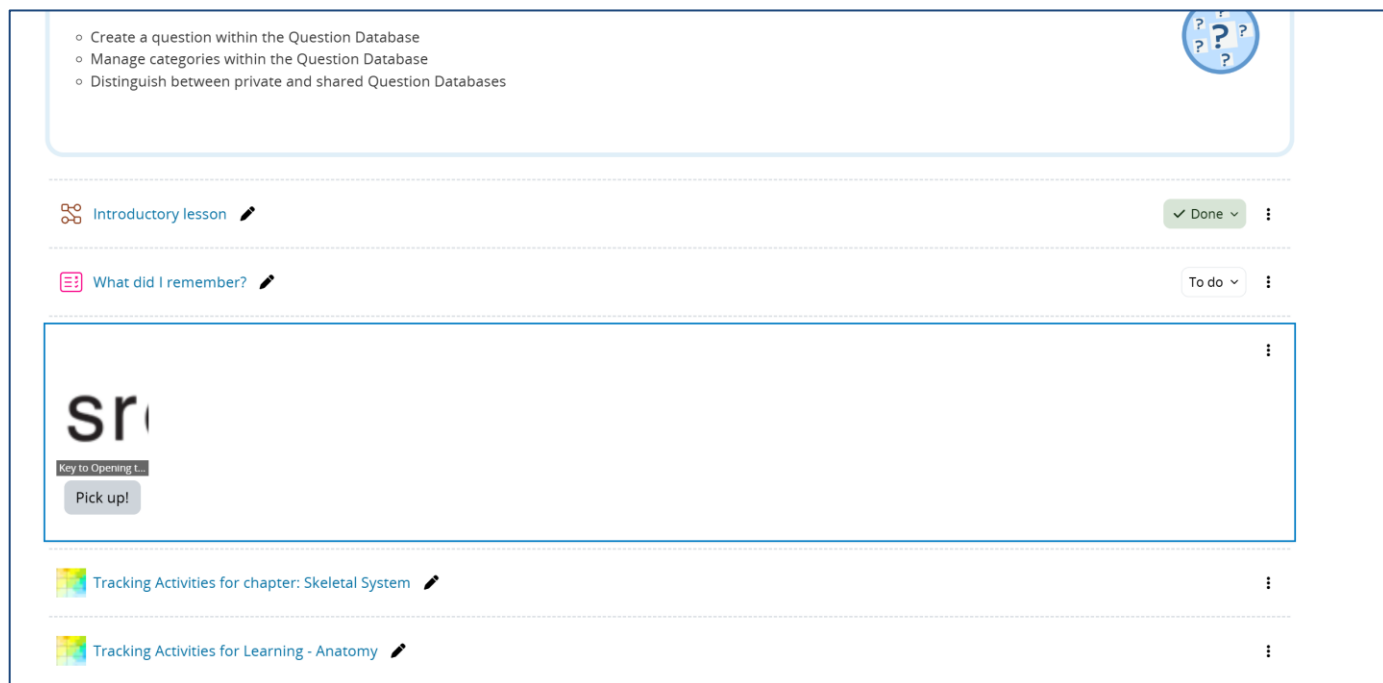


Figure 102: Stash item in the course

3.1.2.4. Optional: Use trades and access restrictions

a) Create trades (item exchanges)

1. On the Stash setup page, select "Create trade widget" (or the corresponding option).
2. Define:
 - Items to gain (left side).
 - Items to lose (right side).
3. Save the trade, then select its name to obtain the trade snippet (e.g. `[stashtrade secret="123"]`).
4. Paste the snippet into the desired editor location. Students can then exchange items there.

Trade / Edit trade widget 'Trade name'

Course: Questions and Tests in the Merlin e-learning system (U111)

Course Settings Participants Grades Activities More ▾

Trade

Items Trade Removals Report Leader board settings Settings

Edit trade widget 'Trade name' ⓘ

Trade name ⓘ

Gain

Title ⓘ

Items

+

What did I remember?	1	
----------------------	---	--

Save changes

Loss

Title ⓘ

Items

+

ST logo	1	
---------	---	--

Figure 103: Trading page

Configure Stash block

Collapse all

Block settings

Stash title

☒ Allow students to trade items with each other.

☐ Only allow trades between students in their groups.

☒ Show leaderboard.

☐ Show only users from my groups in the leaderboard.

Where this block appears

Original block location
? Course: Pitanja i testovi u sustavu za e-učenje Merlin (U111)

Display on page types

Default region
?

Default weight
?

On this page

Visible

Region

Weight

Cancel Save changes

Figure 104: Configuration block of the Stash plugin

b) Restrict access based on items (availability stash)

1. Edit an activity/resource and open Restrict access.
2. Add a restriction using Stash availability, for example, "Student must have collected 'Golden key'".
3. Save the changes. The activity will then be available only to students who have the required item or items.

Edit settings

Expand all

General

Journal name

Journal question

Days available

Journal

Edit View Insert Format Tools Table Help

B *I*

What is a question?

p 4 words Build with tinyMCE

☐ Display description on course page

Always open

☐ Notify teachers

☐ Notify students

> Grade

> Common module settings

Restrict access

Access restrictions

Student must match the following

Their stash contains exactly 1 Baza pitanja

Add restriction...

> Completion conditions

> SRCE AI chatbot

> Competencies

Figure 105: Adding a restriction of the availability of the activity

The screenshot displays the STAIRS interface. At the top, under 'Learning outcomes of this unit', there are three bullet points: 'Create a question within the Question Database', 'Manage categories within the Question Database', and 'Distinguish between private and shared Question Databases'. Below this, there are two activity cards: 'Introductory lesson' with a 'Done' button and 'What did I remember?' with a 'To do' button. A large central box contains a 'sr' logo, a 'Key to Opening L...' label, and a 'Pick up!' button. Below this box are two more activity cards: 'Tracking Activities for chapter: Skeletal System' and 'Tracking Activities for Learning - Anatomy'. At the bottom, a message states 'Not available unless: You have got 'Key to Opening the Document'' with an 'Edit restrictions' link. A '+ Add an activity or resource' button is at the very bottom.

Figure 106: Restriction to the document depending on the Stash items

3.1.2.5 Practical tips for good use

Start with a simple quest:

- Create 2–3 items and hide them in key readings or quizzes. Unlock a bonus activity when all items have been collected, for example, a useful presentation or a lecture for the next chapter.

Use reappearing items:

- Set some locations to provide an unlimited supply, encouraging students to revisit specific activities.

Combine with narrative:

- Use items as “keys”, “clues”, or “treasures” in a story that spans the course. This can make exploration feel more purposeful.

To review collected items, open the “Report” page from the Stash block by selecting Stash block -> Report.

Course: Questions and Tests in the Merlin e-learning system (U111)

Course Settings Participants Grades Activities More ▾

Report

Items Trade Removals **Report** Leader board settings Settings

	First name ↑ / Last name	Stash	Actions
AT	Admin User		
LC	Lourdes Costa Ferrer	-	
ndergarten	Marija Simunic		
TC	Tea Cicko	-	
ZM	Zvonko Martinovic		
ZM	Zvonko Martinovic	-	

[Accessibility statement](#)

srce55
od 1971.

Figure 107: Report page of collected Stash items according to course participants

3.1.3. How students use the plugin

As students move through course pages, lessons, and activities, they may see small icons or images representing collectable items.

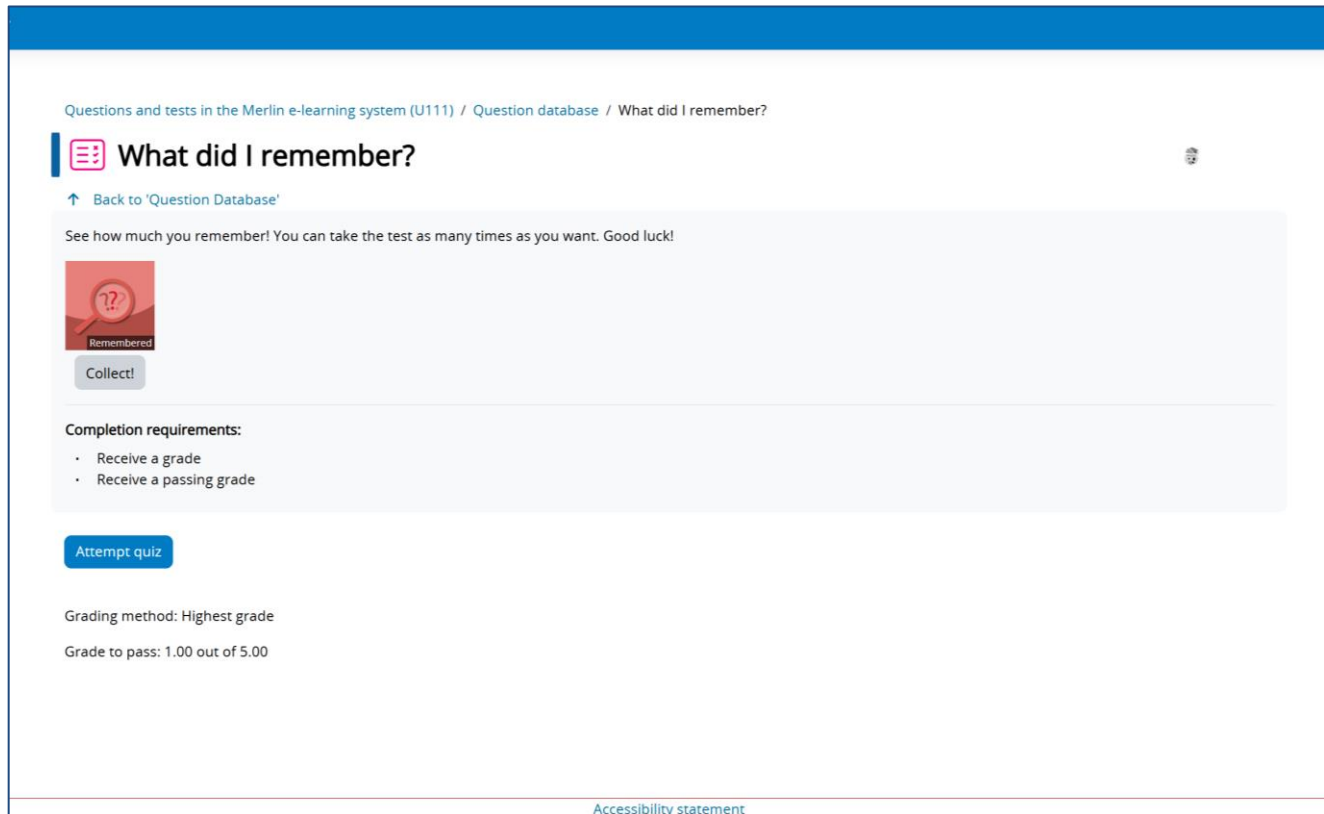


Figure 108: Stash item inside the activity

Examples include a key, a coin, a badge, or a book.

When students encounter a Stash item, a button prompts them to collect it.

After an item is collected, it is automatically added to the student's personal Stash inventory and appears in the Stash block.

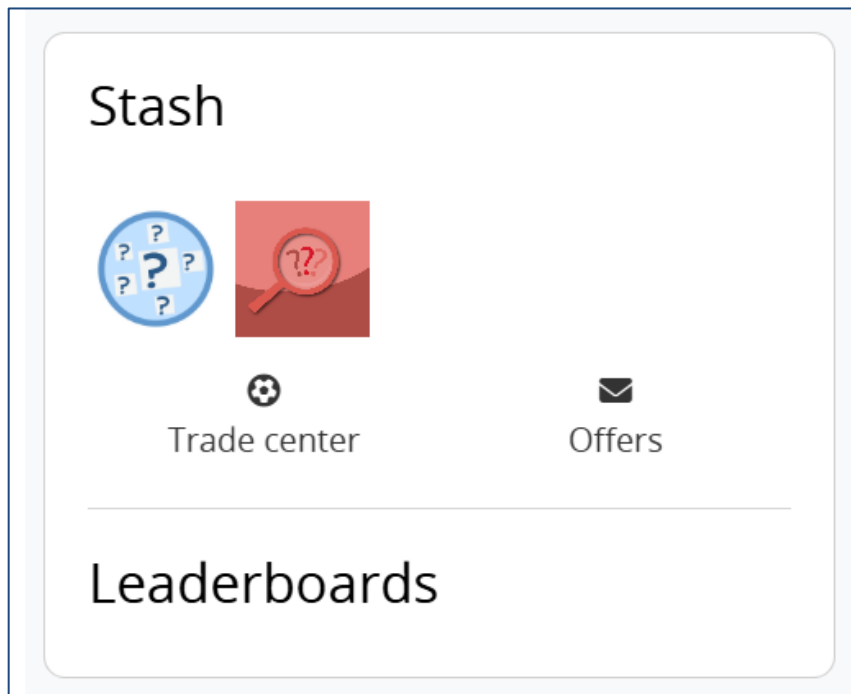


Figure 109: Collected stash items inside the block

In the block, students can see the items they have collected and where they collected them.

Some items can unlock other activities in the course.

Depending on the settings configured by the teacher, students can also trade Stash items with one another from the Stash block.

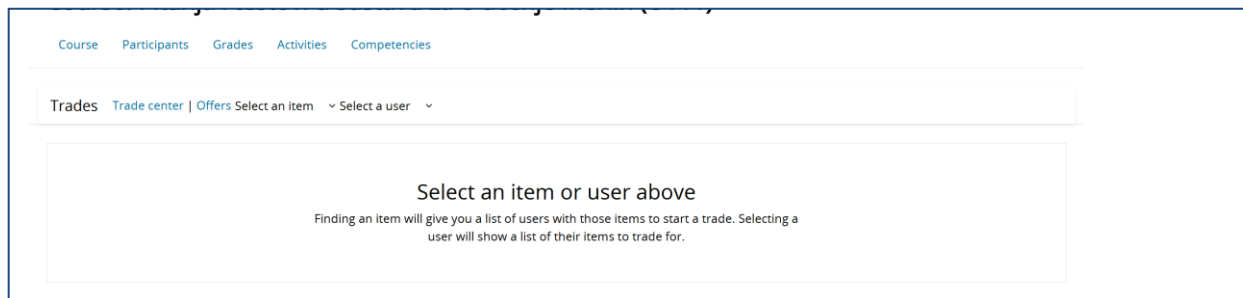


Figure 110: Trading page to make an offer to the user (2)

On the same page, students can also view offers from other students to exchange or receive an item. This can be useful, for example, when only a limited number of “Stash” items are available to unlock an activity or complete a quest or challenge.

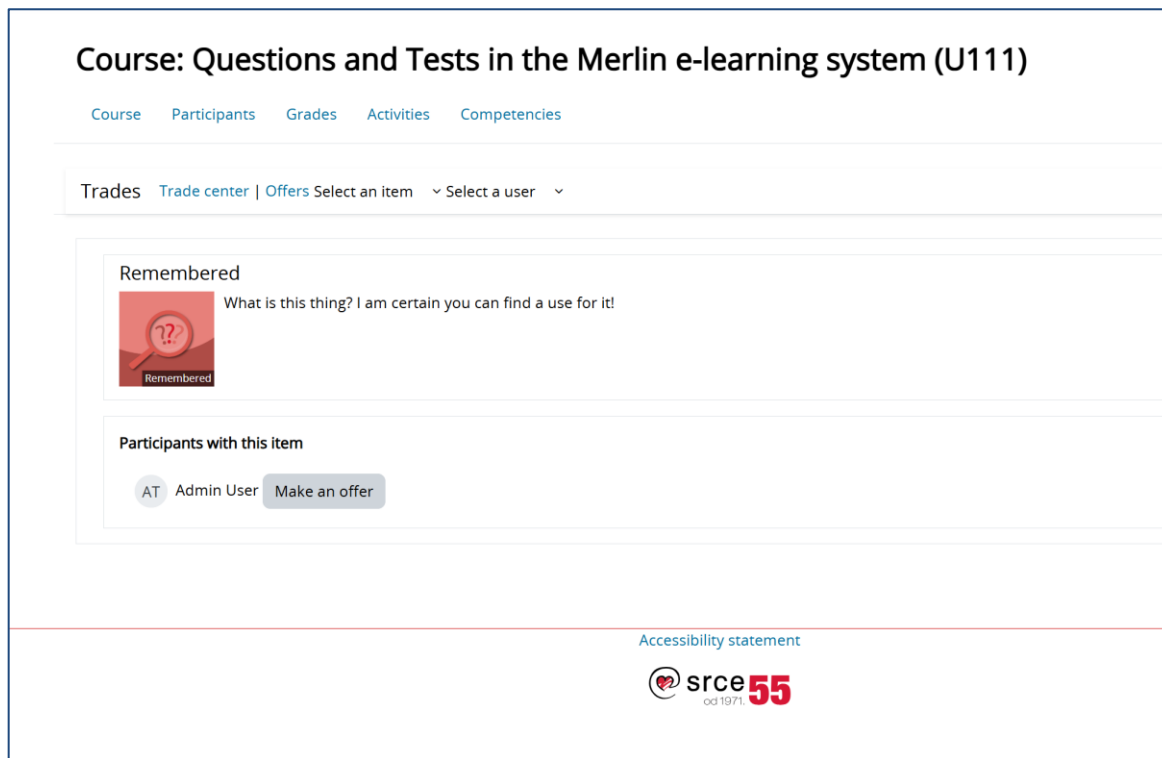


Figure 111: Trading page to make an offer to the user (2)

3.1.3.1. Tips for students

Students are encouraged to explore every page, as items can be hidden anywhere.

Read item descriptions; they often explain how to use them.

If students cannot access an activity, they should check whether it requires a Stash item.

Some items appear only once, while others can be collected multiple times.

3.1.4. Example in the course

In this example, the student needs to collect two 'Keys' in the course to access the Quiz activity.

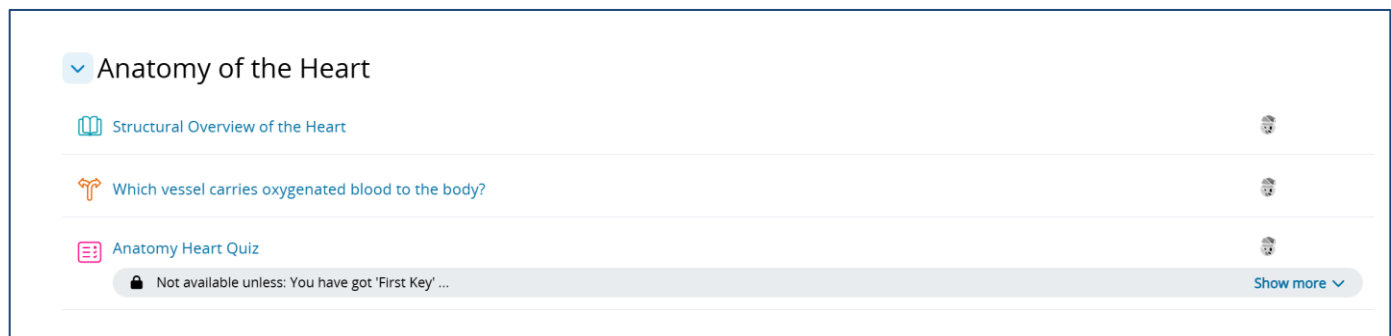
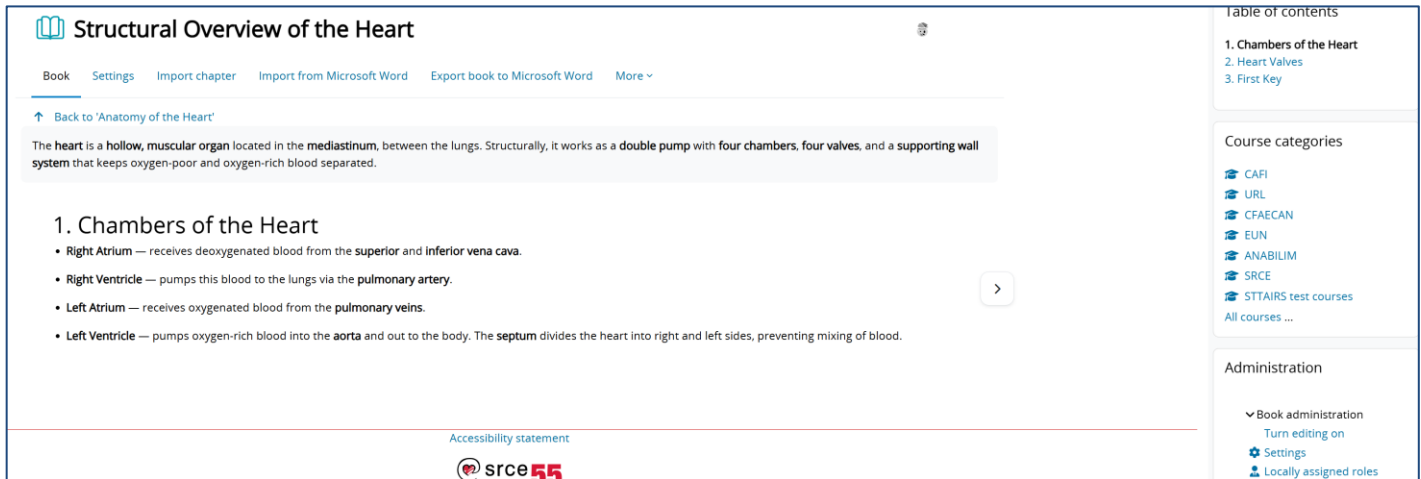


Figure 112: Topic with activities in the course

To access the Quiz, the student needs to complete two activities in the course:

- Read a chapter on the topic.
- Complete the multiple-choice questions associated with the chapter to obtain the required keys.

At the end of the first activity ("Book"), the student can collect the "First Key".



Structural Overview of the Heart

Book Settings Import chapter Import from Microsoft Word Export book to Microsoft Word More ▾

↑ Back to 'Anatomy of the Heart'

The heart is a **hollow, muscular organ** located in the **mediastinum**, between the lungs. Structurally, it works as a **double pump** with **four chambers**, **four valves**, and a **supporting wall system** that keeps oxygen-poor and oxygen-rich blood separated.

1. Chambers of the Heart

- **Right Atrium** — receives deoxygenated blood from the **superior** and **inferior vena cava**.
- **Right Ventricle** — pumps this blood to the lungs via the **pulmonary artery**.
- **Left Atrium** — receives oxygenated blood from the **pulmonary veins**.
- **Left Ventricle** — pumps oxygen-rich blood into the **aorta** and out to the body. The **septum** divides the heart into right and left sides, preventing mixing of blood.

Accessibility statement

srce55

Table of contents

1. Chambers of the Heart
2. Heart Valves
3. First Key

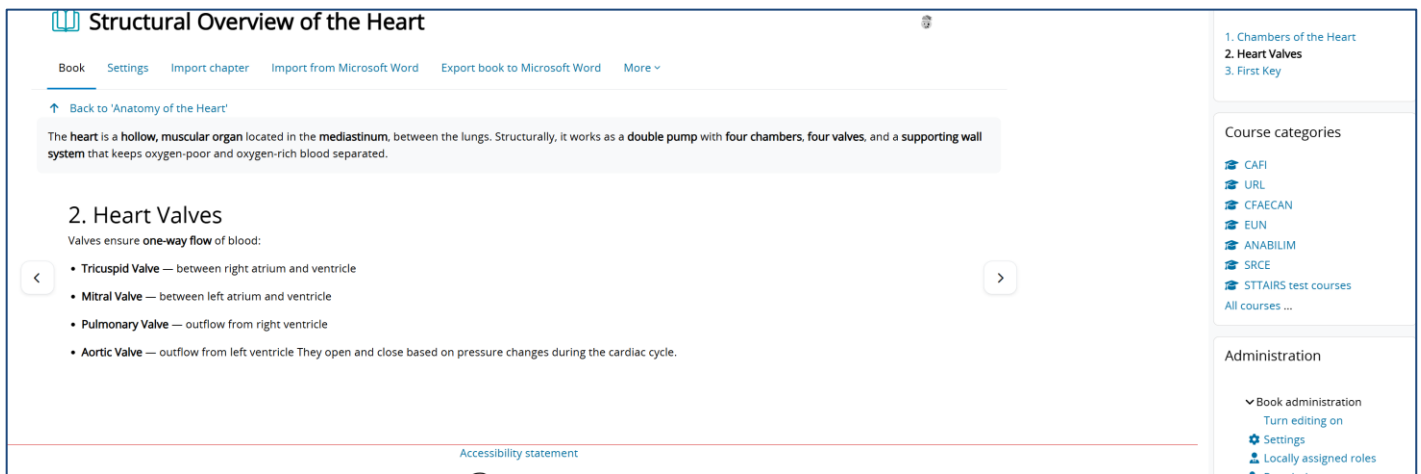
Course categories

- CAF
- URL
- CFAECAN
- EUN
- ANABILIM
- SRCE
- STTAIRS test courses
- All courses ...

Administration

- Book administration
 - Turn editing on
 - Settings
 - Locally assigned roles

Figure 113: First activity (1)



Structural Overview of the Heart

Book Settings Import chapter Import from Microsoft Word Export book to Microsoft Word More ▾

↑ Back to 'Anatomy of the Heart'

The heart is a **hollow, muscular organ** located in the **mediastinum**, between the lungs. Structurally, it works as a **double pump** with **four chambers**, **four valves**, and a **supporting wall system** that keeps oxygen-poor and oxygen-rich blood separated.

2. Heart Valves

Valves ensure **one-way flow** of blood:

- **Tricuspid Valve** — between right atrium and ventricle
- **Mitral Valve** — between left atrium and ventricle
- **Pulmonary Valve** — outflow from right ventricle
- **Aortic Valve** — outflow from left ventricle They open and close based on pressure changes during the cardiac cycle.

Accessibility statement

Table of contents

1. Chambers of the Heart
2. Heart Valves
3. First Key

Course categories

- CAF
- URL
- CFAECAN
- EUN
- ANABILIM
- SRCE
- STTAIRS test courses
- All courses ...

Administration

- Book administration
 - Turn editing on
 - Settings
 - Locally assigned roles

Figure 114: First activity (2)

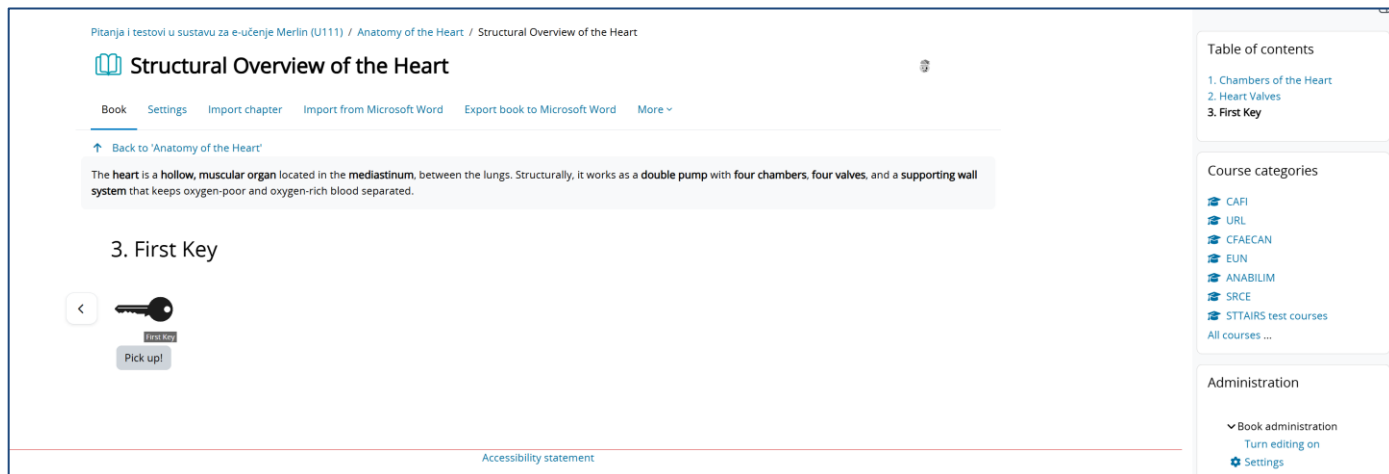


Figure 115: Stash item “First Key” at the end of first activity

In the second activity (“Choice”), students can find and collect the “Second Key”.

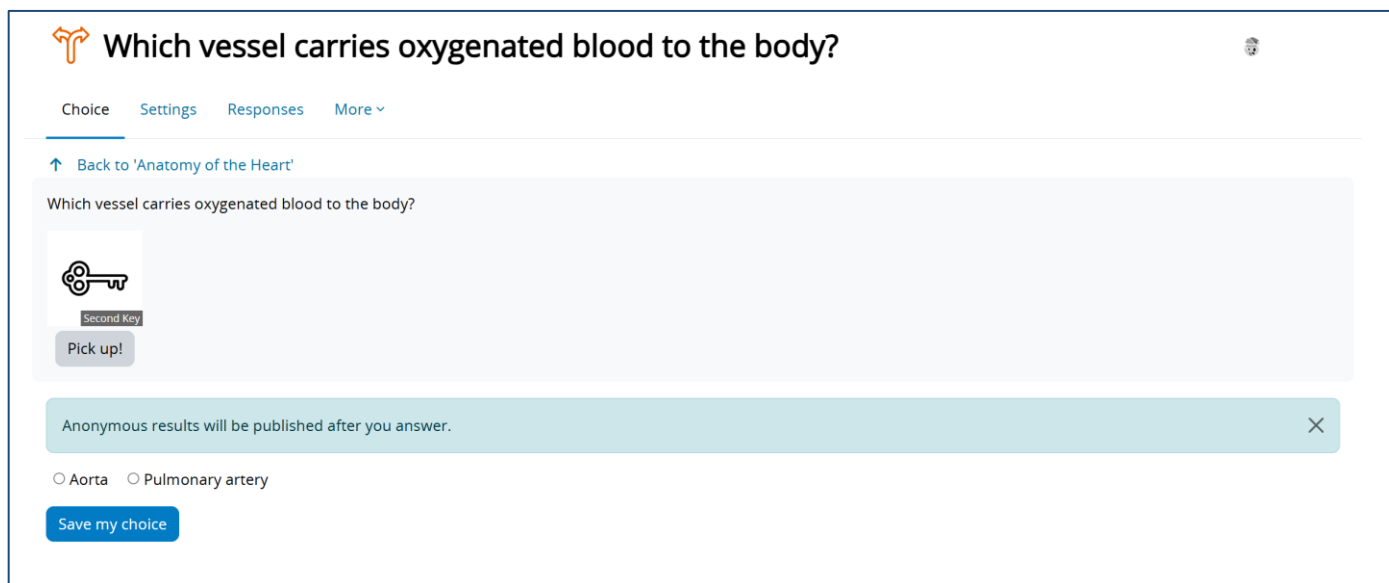


Figure 116: Second activity with the Stash item “Second Key”

By checking the Stash block, students can see the two collected keys:

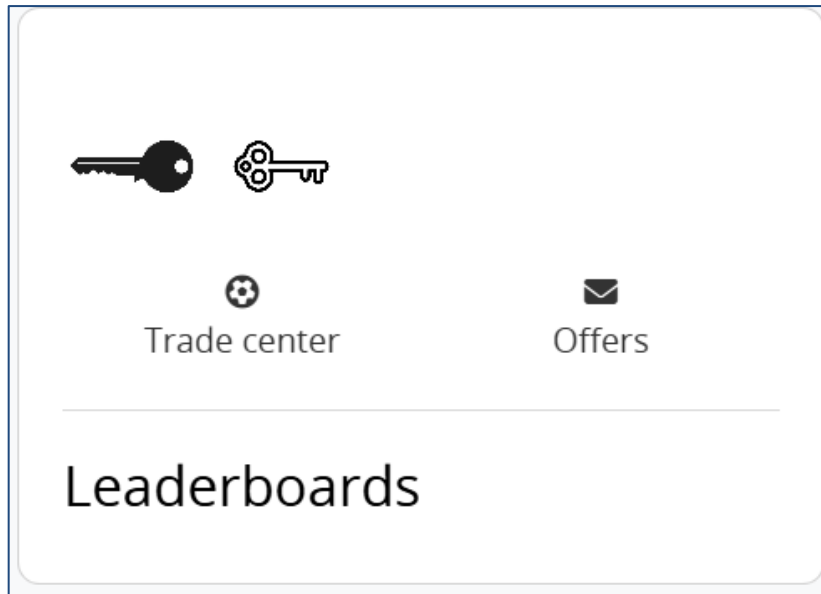


Figure 117: Stash inventory with the collected Stash items

The collected keys now enable the student to access the Quiz and reach the end of the course.

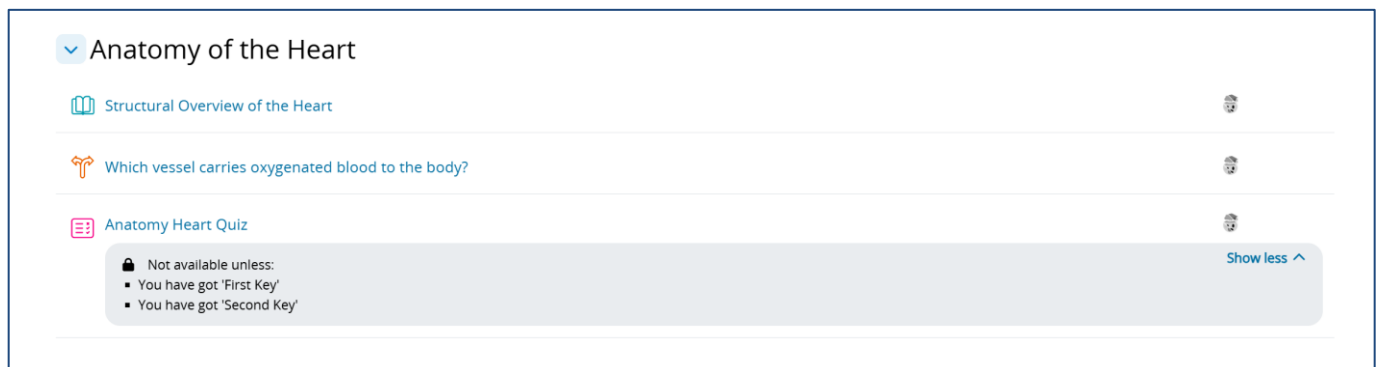


Figure 118: Enabled quiz after collecting all the Stash items