

creating & delivering  
online courses with  
**Dokeos 1.8**



## Trainer's manual

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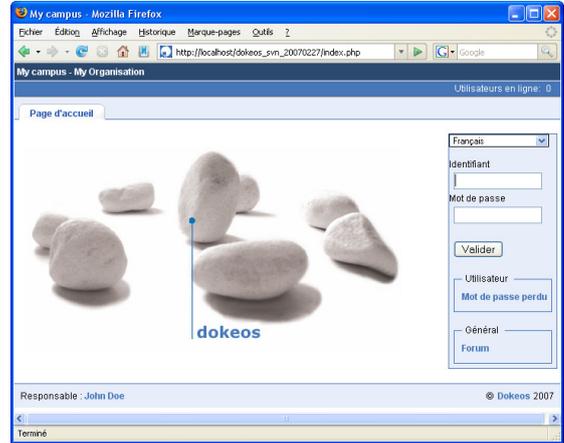
# Foreword

## What is Dokeos?

**Dokeos** is a web-based e-learning system, technically known as an LMS (Learning Management System) or CMS (Course Management System) or VLE (Virtual Learning Environment).

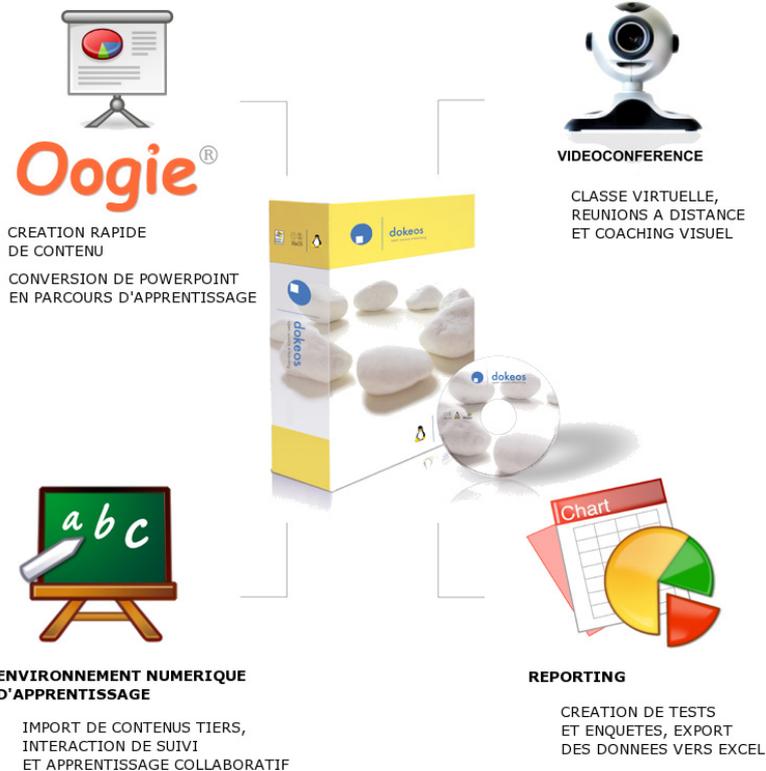
**Intuitive and easy to use for all its users** (teachers, trainers, students, continuing education providers, etc...), **Dokeos** offers a wide range of e-learning tools and provides abundant scope for creating and organizing interactive multimedia-rich training content and assessment (tests) in an engaging manner.

Apart from its ease of use **Dokeos** is free open source software. The **Dokeos** code is accessible to all and can be modified or adapted for specific requirements by anyone.



## What does Dokeos do?

**Dokeos** offers an efficient user friendly e-learning environment with online content and assessment creation tools, collaboration tools, as well as sophisticated tracking and reporting tools for monitoring user activity and progress.



## For whom is this manual intended?

This manual is meant for teachers, trainers and mentors who are keen to use tools that will help them deliver their courses to learners via the Internet. You will soon discover that **Dokeos** is a versatile platform capable of satisfying your most imaginative online teaching and training needs.

If you are convinced that delivering an online course is more than just transferring documents to a server and authorizing access to teachers and students, if you are keen to exploit the interactive multimedia aspects of digital educational content, if you think that collaborative exchanges between users also contribute to the development of competence and acquisition of knowledge - then **Dokeos** is made for you. It will satisfy your concerns as a teacher, instructor or trainer who expects and demands a genuine value-added tool for web-based distance education and training.

### Do you require specific technical competence to use Dokeos?

Technically speaking, to use Dokeos you only have to be familiar with your favorite web browser. You should be able to handle text and forms and click on icons and buttons (« OK », « Browse », etc...) and to prepare on your own digital documents to place in your courses. That is all. With such ease of use, you will be able to concentrate on what is most important for a creator of an online course - the content. And, of course, the excellent educational environment!

This manual is not concerned directly with the creation of instructional content. We expect that you are already familiar with editing text, and you know how to surf and browse and how to use a messaging/chat tool.

## A word about the author

Emmanuel Pecquet is a mechanical engineer. He has been teaching mechanical construction since 1997 at the Saint Joseph de Troyes School (France). Along with his teaching assignments he is also a trainer for Computer-aided concepts with many companies for continuing education and training programs. He has been using the **Dokeos** platform on a daily basis since 2004 and has written trainer/teacher manuals for Dokeos 1.6 and 1.8 with the intention of creating useful documentation for new users.

## Structure of the manual

Each section of this manual, illustrated with numerous screenshots, will guide you in learning the different tools offered by **Dokeos**. By following the steps shown by the author you will quickly discover new possibilities for online training and teaching.

This manual has four separate sections:

- The first section (page 7 onwards) presents the main new features of the 1.8 version – customizable interface (by the administrator of the platform), templates for creating online educational content, **Oogie** (conversion of Microsoft PowerPoint presentations into learning paths), videoconferencing, and advanced reporting tools.
- The second section (page 12 onwards) gives steps on how to proceed with your online registration, and how to create your first course structure.
- The third section (page 20 onwards) demonstrates how to use the different authoring and interaction tools you will need to build and deliver your course.
- The fourth section (page 70 onwards) covers the usage of one widely used tool - learning paths.

# Part 1

## New features of version 1.8

A few months of waiting since **Dokeos** 1.6.5...

By listening attentively to the requests made by users (you and me!)... A lot of reflection and work by the developer team.... Many tests, experiments, learning... And **Dokeos** 1.8 has arrived with new features!

Five of them are presented briefly in the following pages; just enough to stimulate you to explore. You will then proceed to the third part of the manual where the functions of this platform are explained in detail.

Let's get on with it and discover...

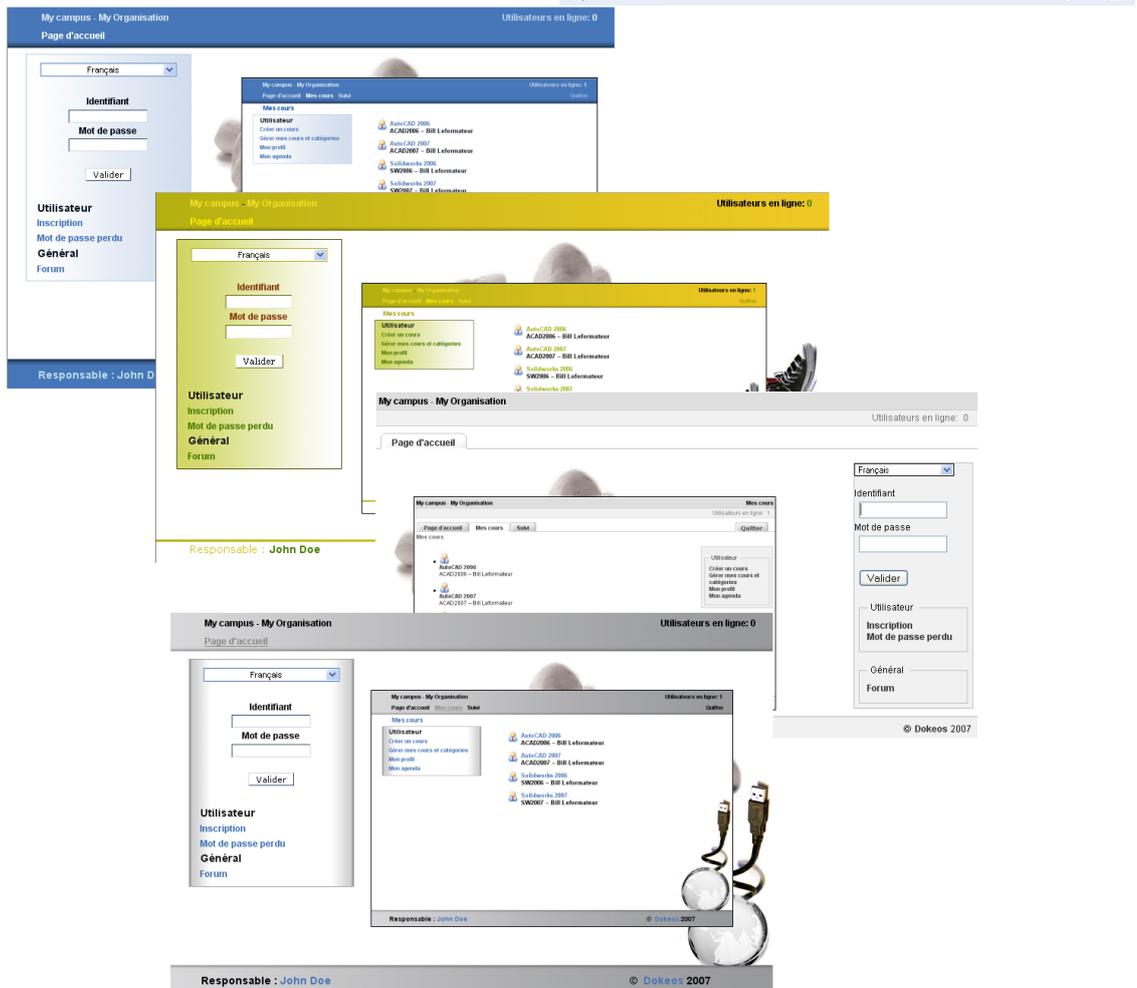
- The customizable interface, via the administration panel (accessible only to the administrator of the platform)
- Templates for creating online learning content
- **Oogie**, or how to convert your Ms-PowerPoint presentations into e-learning modules
- Videoconferencing
- Advanced reporting tools

## A customizable interface!

Regular users of the older versions of **Dokeos**, you are accustomed to the classic blue interface...

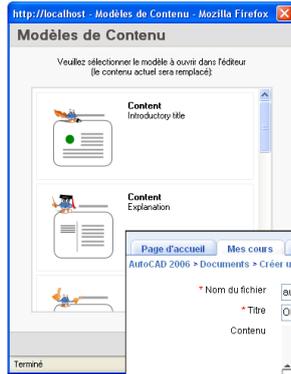
Just imagine... now in three clicks the administrator of the platform can radically change the sober blue look into something more...bright! You are not dreaming! **Dokeos** 1.8 has done it! (Excuse me if in my excitement I am overdoing the exclamations!)

Which **Dokeos** would you choose?



Perhaps you would be tempted to retain the familiar existing blue of **Dokeos**, while replacing the links on the top left of the screen with tabs? The screenshots used for illustrating the third part of the manual display this interface.

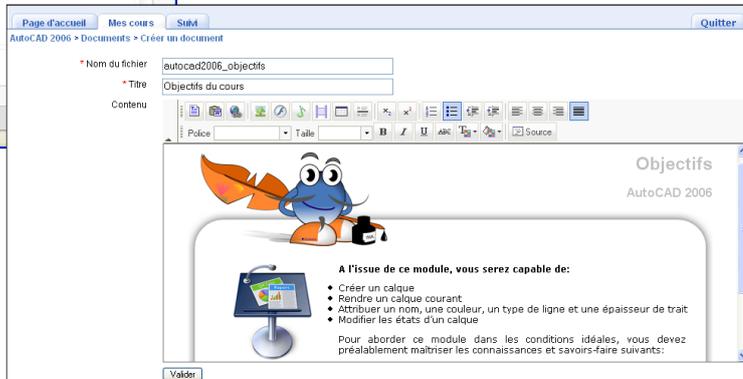
## Templates for creating online content



The creation of online content has been considerably simplified since **Dokeos 1.6.x**. And now **Dokeos 1.8** offers more... many content templates ready to receive your inputs.

Categorized by theme, these templates give you attractive formats for :

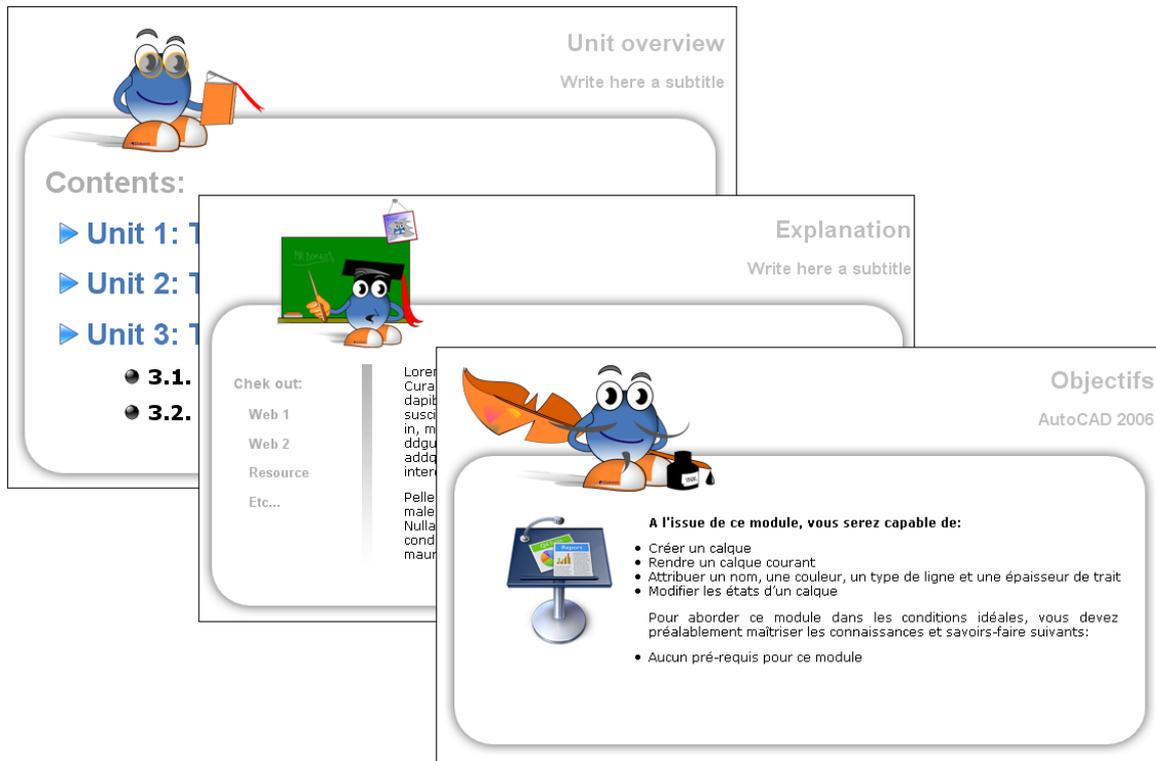
- Course objectives
- explanation
- synthesis, etc...



With great simplicity you can create and modify content directly online; the content templates offered have a pleasant appearance and are very readable.

The content templates allow you to concentrate on what you want to convey rather than spending time and effort on the look and feel of the screens. Additionally, you get a consistent looking flow of screens from one course to another.

Here are some examples:



## Oogie: conversion of Ms-PowerPoint presentations into e-learning modules

You have created innumerable lessons as Ms-PowerPoint presentations, but you have no idea how to use them online? **Dokeos** 1.8 comes to your rescue with **Oogie**. **Oogie** converts PowerPoint presentations into online lessons! This tool transforms your presentations into a series of slides which are directly integrated into your learning modules. You can also add narration and sound effects, and integrate tests and other training content with the learning path that is created when you convert your presentation!

The screenshot illustrates the workflow of Oogie. On the left, a Microsoft PowerPoint window displays a presentation with several slides. A red arrow indicates the selection of a slide. In the center, a Mozilla Firefox browser window shows the Oogie web interface. The interface includes a navigation menu with options like 'Page d'accueil', 'Mes cours', and 'Suivi'. Below the menu, there is a list of slides, and a section for editing a document with an audio recorder. A second red arrow points from the browser window to a larger view of a slide titled 'Une préoccupation ancienne'. This slide contains a bulleted list of educational objectives and references to historical figures like BOBBITT (1918), Tyler (1934), and LANDSHEERE (1978).

**Oogie**  
Un convertisseur de PowerPoint en parcours pédagogiques

Bienvenue dans le convertisseur de Power Point Oogie

1. Choisissez un fichier .ppt ou .odp
2. Envoyez ce fichier à Oogie. Il sera converti en parcours SCORM
3. Vous pourrez ensuite ajouter des commentaires audio sur chaque dia et insérer tests et activités entre les diapos

**Une préoccupation ancienne**

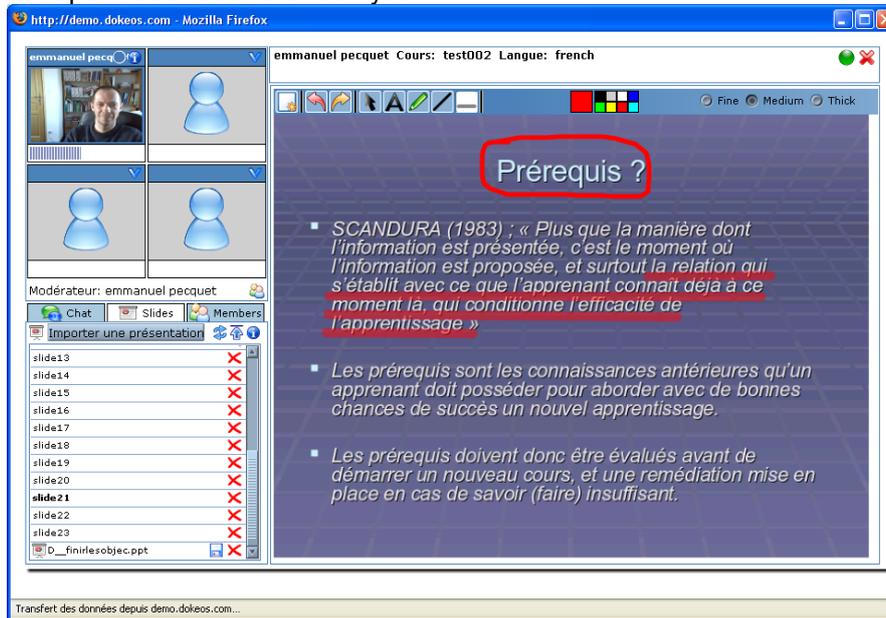
- Notions d'objectif pédagogique: 1918 (BOBBITT)
- Tyler (1934):
  - *Qu'on en finisse avec les généralités grandiloquentes et infécondes et qu'on en vienne à une formulation claire*
  - *La clarté désirée est celle qui permettra des épreuves de contrôle*
  - *La question n'est pas de savoir ce que le maître a exposé, mais ce que l'élève est capable de faire à la fin du cours*
  - *La formulation des objectifs doit inclure le comportement exact qu'on attend d'un élève, une description très concrète des réactions observables des personnes qui ont atteint l'objectif*
- De LANDSHEERE (1978):
  - *Pas d'évaluation correcte sans objectif clair. [...] Il est impossible de juger de l'adéquation d'une conduite, du degré d'efficacité d'une action, sans connaître l'effet ou le résultat recherché*

Responsable : Manager Dokeos © Dokeos 2007

Terminé

## Videoconferencing

Do you need to conduct both synchronous and asynchronous training? **Dokeos** 1.8 lets you do that! Tools such as « Documents » and learning paths confined **Dokeos** 1.6.x to asynchronous delivery. Now **Dokeos** 1.8 offers a powerful, simple to use videoconferencing tool – prepare a presentation as a support lesson, connect your webcam and microphone to your PC, and have a live dialogue with your students. Your students can respond at once and so can you!



**Important** - do remember to inform your students of the videoconferencing schedules... Being alone in a live classroom is no fun!

## Advanced reporting tools

The tracking and reporting tools have been redone and their functionality has been greatly expanded.. The individual user's report is more refined and detailed now, and can be exported to your spreadsheet (Excel etc.) for further analysis.

	Nom : Bill Leformateur	<table border="1"> <thead> <tr> <th>Action</th> </tr> </thead> <tbody> <tr> <td> &gt; Envoyer mail</td> </tr> <tr> <td> Rendez-vous agenda</td> </tr> <tr> <td> Vidéo-conférence</td> </tr> <tr> <td> Discuter</td> </tr> <tr> <td> Format Excel</td> </tr> </tbody> </table>	Action	> Envoyer mail	Rendez-vous agenda	Vidéo-conférence	Discuter	Format Excel
	Action							
	> Envoyer mail							
	Rendez-vous agenda							
Vidéo-conférence								
Discuter								
Format Excel								
E-mail : Pas d'adresse email								
Tél. Aucun numéro								
En ligne : Non								

Coach :					
Parcours pédagogique	Temps	Progrès	Dernière connexion		
Part A	12h34	100%	17/11/06		
Part B	08h26	100%	12/12/06		
Tests	Score	Détails	Essais	Correction	Corriger le test
Pas d'exercices					
Productions	Date limite	D'ate d'envoi	Commentaires	Annoter	
Pas de production					

# Part 2

## Creating the first course structure

**Dokeos** is accessible via Internet and/or via the intranet of your company/university. The URL address of the **Dokeos** home page is given to you by the platform administrator or the IT incharge. If you do not have the URL address, please contact the concerned persons to obtain this information.

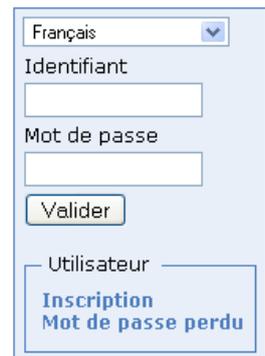
Apart from the home page address, the administrator has perhaps provided you with a user id and a password. The administrator has in fact to make multiple registrations, which helps in avoiding a series of individual registrations. The user id and the password allow you to be recognized by the Dokeos system as the course creator.

If you already have this information, you can directly move to chapter 2 of the second part, where you will create a first structure of a simple course. In chapter 1 you will learn how to register yourself as a course creator.

Chapter 3 will familiarize you with the home page of the first course you create, while chapter 4 gives you a quick tour of the properties related to each course. The course functionality will be discussed in detail in part 3 of the manual.

# Chapter 1 : Registering online

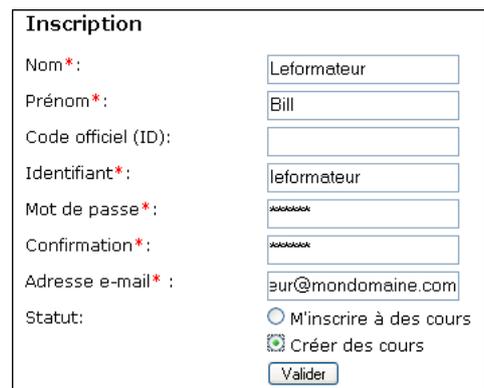
Once you have entered the home page address in the address bar of your browser you reach the landing page of the **Dokeos** platform. If no user id or password has been given to you, you can register yourself as a course creator by clicking on the link « **Registration** ».



Registration form snippet showing a language dropdown menu set to 'Français', input fields for 'Identifiant' and 'Mot de passe', a 'Valider' button, and a section for 'Utilisateur' with links for 'Inscription' and 'Mot de passe perdu'.

You immediately arrive at a simple form. Now you have to decide and fill in a user id and a password with which you wish to log in to **Dokeos** on your subsequent visits. Your user id and password should be kept confidential (they are your unique identifiers for **Dokeos**). We recommend that you keep them carefully and not communicate them to anyone else.

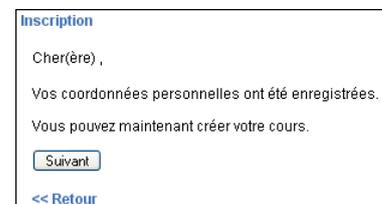
During this part of the registration, please check on the box marked « **Create course areas** », or else you will be assigned the status of a student and will not be able to create any courses!



Registration form titled 'Inscription'. Fields include: Nom\* (Leformateur), Prénom\* (Bill), Code officiel (ID) (empty), Identifiant\* (leformateur), Mot de passe\* (masked), Confirmation\* (masked), Adresse e-mail\* (eur@mondomaine.com). Statut:  M'inscrire à des cours,  Créer des cours. A 'Valider' button is at the bottom.

Click on the button  to confirm your registration as a course creator.

You will then see a confirmation screen. By clicking on the button , you will come to a new form authorizing the creation of your first course. You have to complete this form to create your new course.



Confirmation screen titled 'Inscription'. Text: 'Cher(ère), Vos coordonnées personnelles ont été enregistrées. Vous pouvez maintenant créer votre cours.' Buttons: , [<< Retour](#)

## Chapter 2 : Creating the first course structure

You have just self-registered online. After clicking on the button  the « Create a course area » form appears.

\* Titre   
p. ex. Gestion de l'innovation  
Catégorie   
Il s'agit du département ou de toute autre structure de votre organisation  
\* Code cours   
\* Responsables   
Langue   
  
\* Le contenu de ce champ est requis

By default, you are in-charge of this course.

Now you only have to provide :

- A clear and detailed course title
- A course category among those displaying in the drop-down list
- A code for your course (use alphanumeric format, matching the title of your course: *EPISTEMOL001* or *ENGLISH004* for example). Even if you type in lower case, the course code will automatically be changed to capital letters. Similarly, the spaces between letters and numbers will be eliminated
- The language used for publishing your course (you can use English for your course, even if **Dokeos** is installed in French). The choice of language will not influence the content of your course, only the text of the interface within which your content is published

Finally click on the button  . You will see a confirmation page, where you will be asked to return to your personal course space (My courses) by clicking on the link «**Back to my courses list**». Once this is done, you will come to your personal course list (My courses), displaying the courses you have created.

My campus - My Organisation Mes cours  
Utilisateurs en ligne: 1  
Page d'accueil Mes cours Suivi Quitter  
Mes cours  
• AutoCAD 2006  
ACAD2006  
Utilisateur  
Créer un cours  
Gérer mes cours et catégories  
Mon profil  
Mon agenda  
Responsable : John Doe © Dokeos 2007

### Do you already have a user ID and a password?

If you already have a user ID and password (which would be the case if you have registered earlier or if your administrator has provided these) you can directly reach your course after identifying yourself (logging in) on the home page.

On your first visit, this personal course space will not contain any course. By clicking on the link « **Create a course** », you will reach the course creation form and will be able to proceed to create your first course.

For your subsequent visits, you will proceed in the same way to create new courses.

The structure of your first course is now ready. By using the instructional material you have with you (text, images, flash, video, audio ...) you will be able to populate this structure which right now is just an empty area with many powerful tools, but no learning content whatsoever.

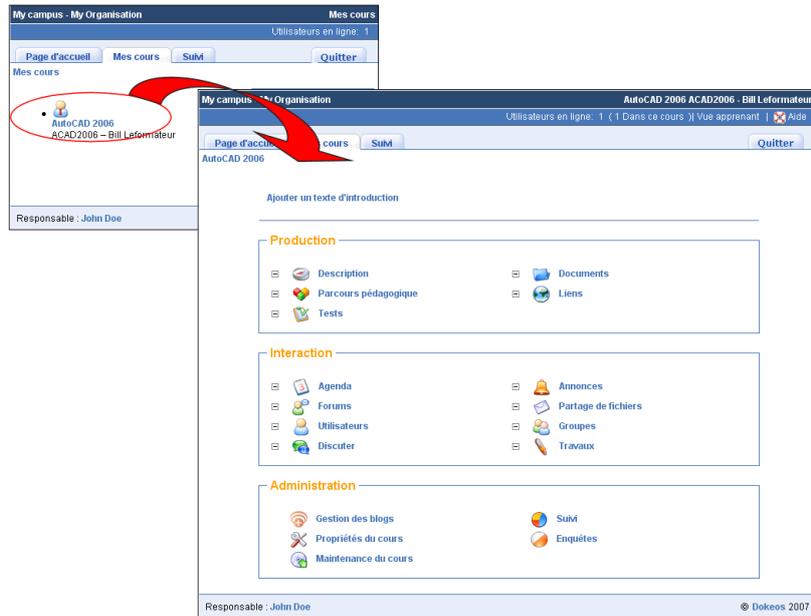
### What is new between two visits?

In the « My courses » area you are informed of the access by participants to certain tools by icons which appear to the right of the title of your course.

If you have to manage many courses, this information can be very useful – for example, you will get to know of new posts in the forum since your last visit, new documents received etc.

# Chapter 3 : The course home page

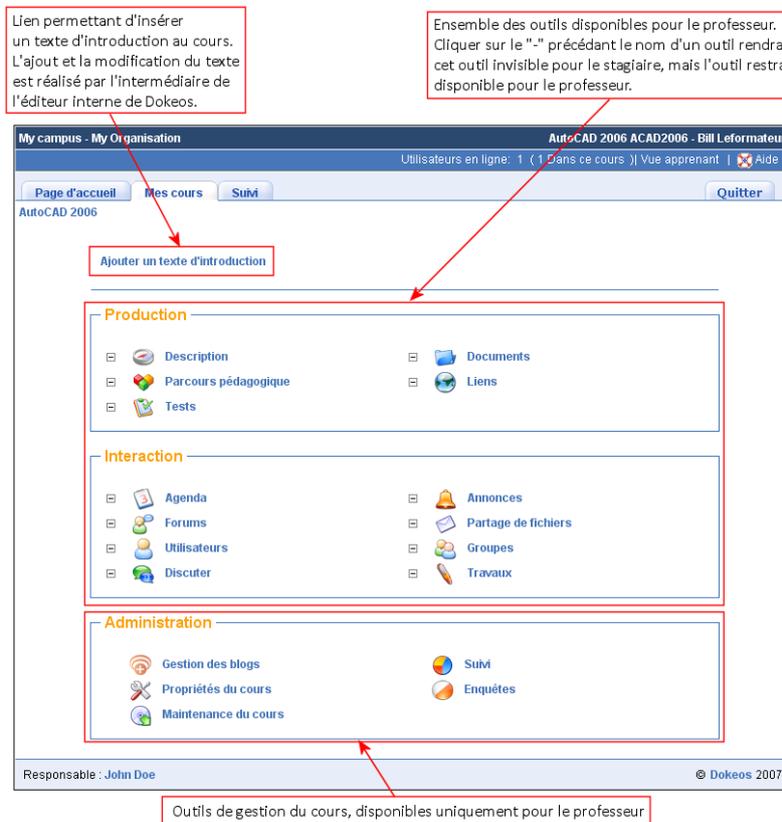
From your « My courses » page one click is enough to reach the course home page :



## Structure of the home page

The home page of the course is divided into four zones:

- The course heading present on all screens. This allows quick and efficient navigation,
- Customizable Introduction, which can be created/edited by using the **Dokeos** html editor
- The list of tools that are visible to students
- The section visible only to course creators – the Administration tools



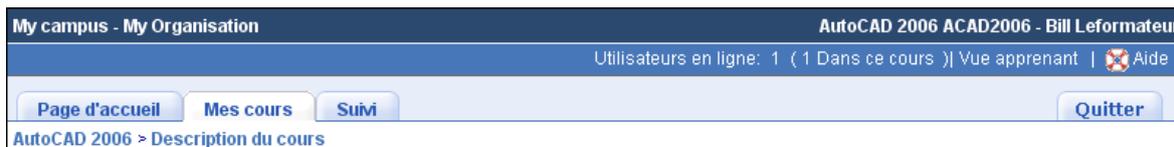
A course, as defined by **Dokeos**, is a set of tools visible to the user. An invisible tool is inaccessible to users who do not have the status of course creator.

The choice of tool visibility lies with the course creator. Based on the teaching strategy they devise, course creators can hide or show certain tools to learners.

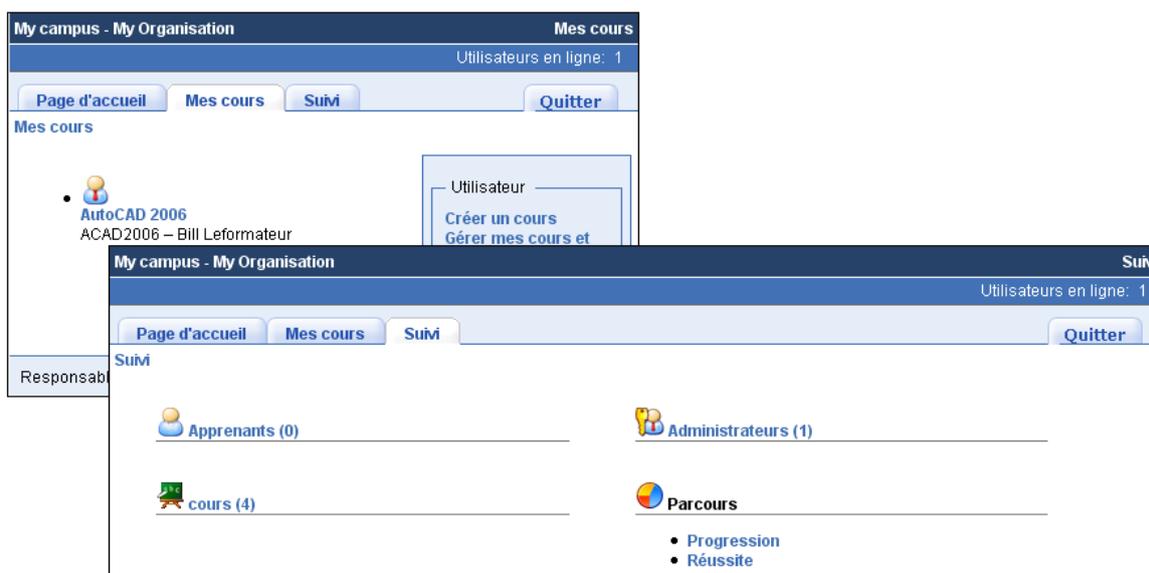
Drawing on their extensive training experience, the designers of the **Dokeos** platform have classified the tools meant for students into two groups : the Authoring tools, and the Interaction tools. If the administrator of the platform has not changed the options, by default all the Authoring and Interaction tools are visible when a new course is created. It is for you to decide, as per your teaching plan, which tools to show and which to hide.

## Navigating the Dokeos interface

The different pages of your course are quickly accessible from the navigation bar at the top of the screen :



The tabs give convenient access to the home page of the platform, to your list of courses, to the reporting section and log out (link « **Log out** ») :



Below the tabs there is a series of links for quick navigation :

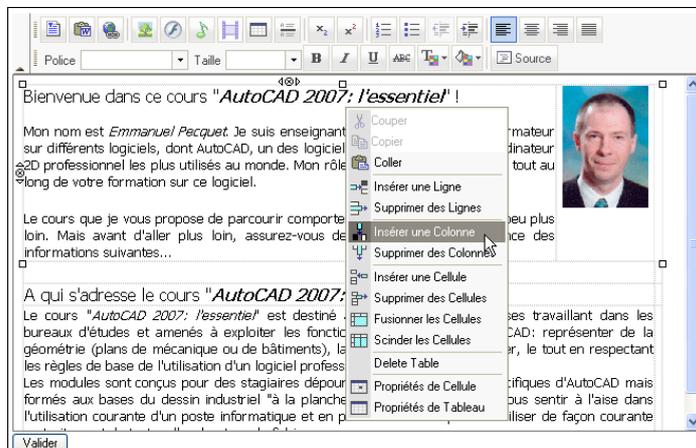
- The first link (on the left, the title of the course) lets you return directly to the home page of the course
- The following link/s allow navigation between different tools of the course (course description, documents, links, learning path etc.)
- You can also connect with online users on the platform by clicking on the link « **Users online** »

And finally, by clicking on the link « **Student View** », you get to see the interface your students will encounter when they log in to the course. Click on the link « **Teacher View** » to get back to the editing/configuration view of the course. **Note:** if it is not activated by the platform administrator you will not see the Student/Teacher View link.

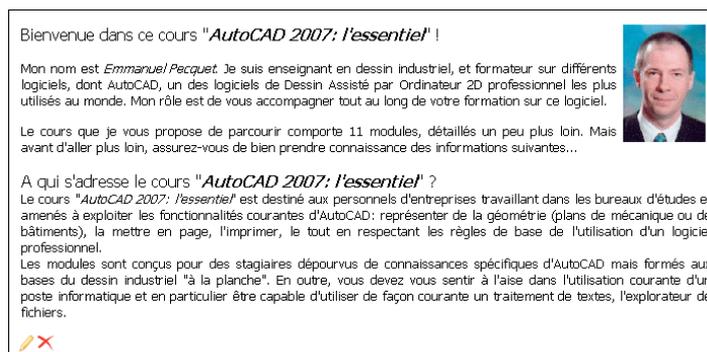
## Customizing the introduction text by using the internal editor

The introduction text can be changed by using the **Dokeos** internal html editor. The editor applet has been enhanced considerably since **Dokeos** 1.6.5. You will come across this editor in its more (or less) simplified form in many pages.

Using the editor it is possible to format text, add images and create hyperlinks without resorting to html coding. It is also possible to insert Flash, mp3, videos, tables... In addition, the editor gives you access to attractive templates for creating content - covered in the first part of this manual.



After placing and formatting all the necessary material in the editor click on the button  to preview the result :



Take advantage of the internal editor to lend impact to key content elements of your course. If activated by the administrator of the platform, the internal editor is available for creating introduction text content for most of the tools you provide to students.

To use the internal editor just click on the link « **Add introduction text** ». You will be able to use the internal editor to create *html* documents directly in **Dokeos**.



# Chapter 4 : Configuring course settings

While creating a course you fill in information such as: title and code of the course, the category to which it belongs, etc... All this information, and more, is accessible and modifiable through « **Course settings** ».



## Controlling access to the course

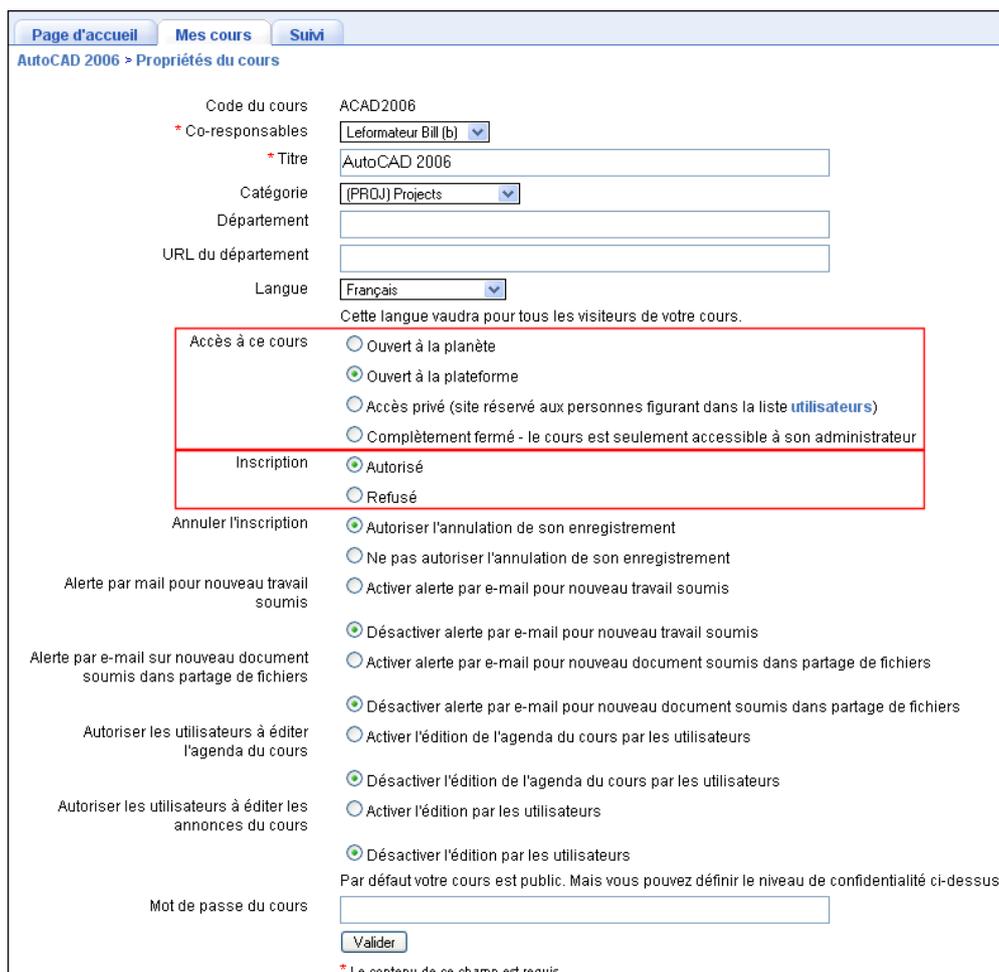
During the course building stage it is preferable not to allow participants to have access. Student users would be disappointed with incomplete content and hardly be motivated to return - even if in the meantime you have finished setting up the course.

You can control course access in « **Course settings** ».

When preparing courses a wise decision would be to prevent access by anyone except course creators, (check the radio buttons « **Completely closed** » under Course Access and « **This function is only available for course admins** » under Subscription. See screenshot below). Now, course access is restricted to the course creator, and no registration is possible by students. Another option - you can allow registration to the course but not allow access (leave the radio button « **Completely closed** » under Course Access checked and check « **Allowed** » under Subscription). In this case, students can enroll but can not access the course.

Eventually you can close registrations and allow access only to registered participants (check the radio buttons « **Private access** » under Course access and « **This function is only available for course admins** » under Subscription). Then, if you need to, from the « **Users list** » you can identify and unsubscribe intruders.

Some organizations do not allow self-registration by learners. They prefer a centralized enrollment approach. The above method is ideal in such situations because you as the course in-charge are in total control of student registration.



Page d'accueil Mes cours Suivi

AutoCAD 2006 > Propriétés du cours

Code du cours ACAD2006

\* Co-responsables Leformateur Bill (b)

\* Titre AutoCAD 2006

Catégorie ((PROJ) Projects)

Département

URL du département

Langue Français

Cette langue vaudra pour tous les visiteurs de votre cours.

Accès à ce cours

- Ouvert à la planète
- Ouvert à la plateforme
- Accès privé (site réservé aux personnes figurant dans la liste [utilisateurs](#))
- Complètement fermé - le cours est seulement accessible à son administrateur

Inscription

- Autorisé
- Refusé

Annuler l'inscription

- Autoriser l'annulation de son enregistrement
- Ne pas autoriser l'annulation de son enregistrement

Alerte par mail pour nouveau travail soumis

- Activer alerte par e-mail pour nouveau travail soumis
- Désactiver alerte par e-mail pour nouveau travail soumis

Alerte par e-mail sur nouveau document soumis dans partage de fichiers

- Activer alerte par e-mail pour nouveau document soumis dans partage de fichiers
- Désactiver alerte par e-mail pour nouveau document soumis dans partage de fichiers

Autoriser les utilisateurs à éditer l'agenda du cours

- Activer l'édition de l'agenda du cours par les utilisateurs
- Désactiver l'édition de l'agenda du cours par les utilisateurs

Autoriser les utilisateurs à éditer les annonces du cours

- Activer l'édition par les utilisateurs
- Désactiver l'édition par les utilisateurs

Mot de passe du cours

Par défaut votre cours est public. Mais vous pouvez définir le niveau de confidentialité ci-dessus.

Valider

\* Le contenu de ce champ est requis

You have created your first course and you know how to control access in « **Course settings** ». But the course is empty. It does not contain any learning material and the interaction tools are not set up. Part 3 will help you discover the functions of the different course tools.

**Your *Dokeos* course as an instructional offering to the whole world!**

If you wish to let the whole world benefit from your course, why not let everyone in? By checking the corresponding box, via a link (installed automatically) on the welcome page of your platform, you make the course accessible to anybody. Only restriction – interactive learner participation is not feasible - no posting of messages in the forum, no sending of documents, assignments etc.

# Part 3

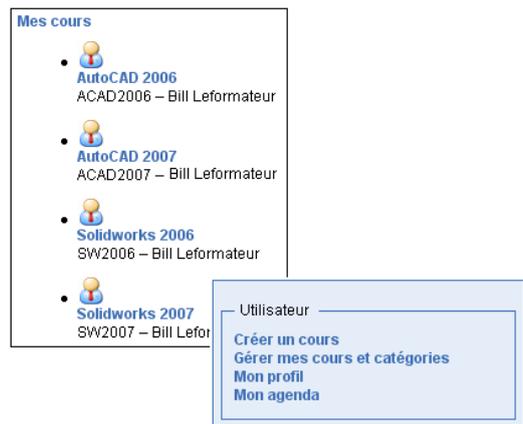
## Using Dokeos 1.8 course tools

In the second part of this manual you created an empty course structure. Right now, as mentioned earlier, there is no content in the course and the various course tools have not been set up.

To help you select which tools to use in your course we are going to look at the functions of each tool. Each chapter of the third part covers one tool in detail. In **Dokeos** 1.8 the organization of the tools has been changed. First, the Authoring tools, Then, the Interaction tools, and finally, the Administration tools. The « **learning path** » tool, owing to its powerful features, will be explained separately.

# Chapter 1 : Managing courses and categories

You will soon have to manage a large number of courses. In **Dokeos** 1.8 you can create personal course categories, visible only to you - to help you classify and arrange your courses the way you want in your « **My courses** » page. These categories are not linked to the global course categories created by the platform administrator.



In the « **User** » menu click on the link « **Course Management** » to reach the page with the course management tools. Click on the link « **Create a course category** », fill in the name of the new category and then click on the button

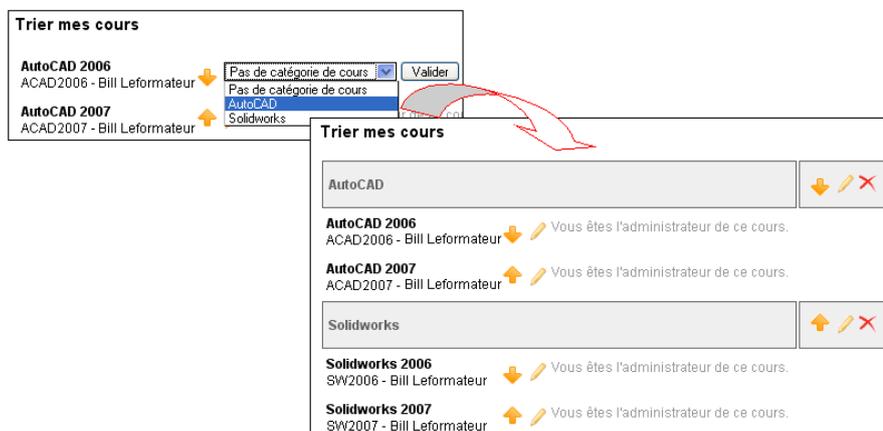


The category created appears in a list at the bottom of the page. You can at this stage create many personal categories.

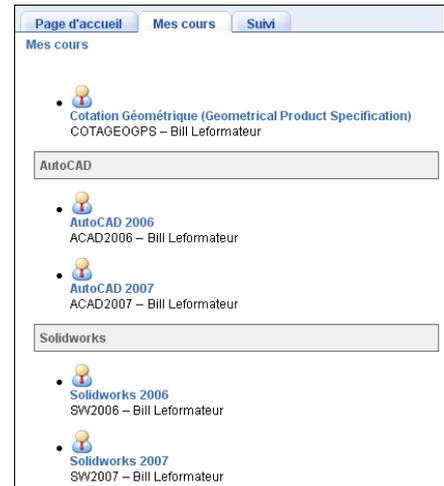
Once the categories are created, click on the link « **Sort my courses** ». The list of courses appears on top of the page, and of categories at the bottom of the page.



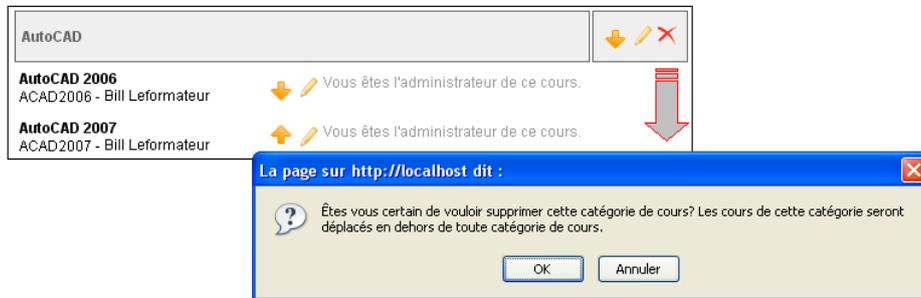
The link « **Sort my courses** » permits the up/down sequencing of courses with the help of the Up and Down arrows. To allocate a course to a personal category click on the icon « **Edit** » and then select the category from the drop down list. Click on the button  to confirm the allocation.



Once your courses are sorted and linked to personal categories, your « My Courses » space will be much better organized. Courses which you have not put in categories will show on top of the page :



To delete a personal category, click on the link « **Course Management** », then on the link « **Sort my courses** ». A click on the icon  permanently deletes (after asking for confirmation) the personal category. The courses within the category then show up on top of the page along with other non-categorized courses :

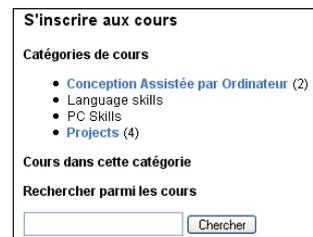


**Interaction between global course categories and personal categories**  
Whenever a course is created you have to link it to one of the existing global course categories visible to the users of the platform. The personal categories described in this section are only meant to help you organize your « My courses » space. The personal categories do not interact with the global course categories of the platform. Other users will not see your personal categories.

For supervision or other reasons you may wish to register as a student user (not as a course creator) in a course offered by a colleague.

By clicking on the link « **Subscribe to courses** », you will see the list of course categories. If you know to which category a course belongs, you can easily reach the course title.

Otherwise, you can search the whole or a part of the course title (search by full title, by keyword or by a part of the title, whichever works. If you are more precise in your search you will reach the course faster).



Once your colleague's course title appears, click on the icon « **Subscribe** »  to proceed with the registration. A confirmation message will appear immediately, indicating that the registration has taken place. You will then have a student user's status and be able to use only those tools enabled for students by your colleague.



Unsubscribing is equally easy. Start by clicking on the link « **Course Management** ». The course list appears. Proceed by clicking on the icon . A confirmation message will appear. Click « Ok » to unsubscribe. You cannot, of course, unsubscribe from a course you have created.

**Gérer mes cours et catégories**

- [Trier mes cours](#)
- [Créer une catégorie de cours](#)
- [S'inscrire aux cours](#)

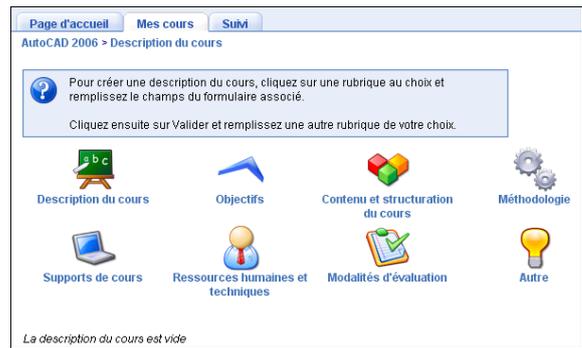
**Trier mes cours**

<b>Cotation Géométrique (Geometrical Product Specification)</b> COTAGEOGPS - b	 
<b>Cotation dimensionnelle</b> COATDIM - e	  

## Chapter 2 : Course description tool

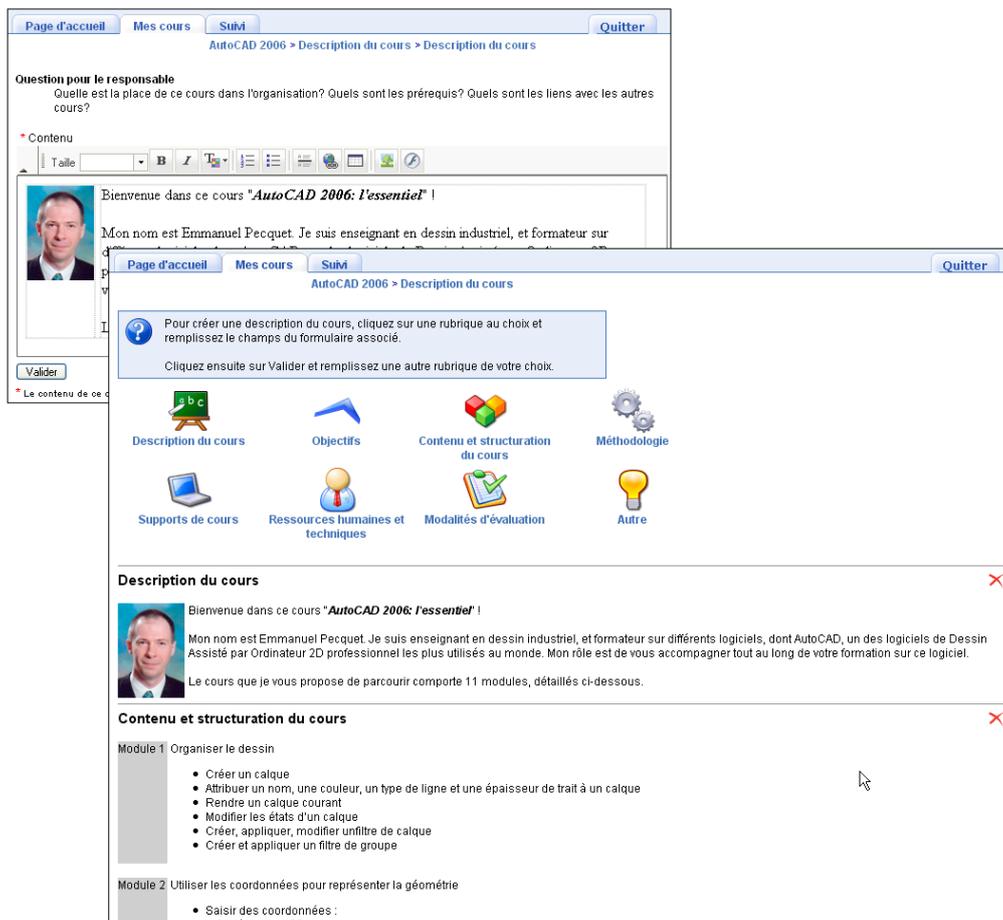
The « **Course description** » tool gives you formal course headings to help you describe the course to your learners, i.e. Objectives, Topics, Methodology, Assessment process etc. Your students will appreciate good, clear and detailed course descriptions for they will get a clear idea of what to expect.

The headings are offered as suggestions. If you need to add your own headings all you have to do is create these in the section « **Other** ».



To complete the course description :

- Click on one of the seven course description items, or on « **Other** », to create a new description item
- The internal editor appears. Fill in the details, highlighting important information.



You can delete an item by clicking on the icon **X**, or change the details via the internal editor by clicking again on the description title of the item.

# Chapter 3 : Documents tool

The « **Documents** » tool works like the file management system of your computer. You can transfer all types of documents (html, Word, PowerPoint, Excel, Acrobat, Flash, QuickTime, etc.), rename them, and place them in the folders you create. To view and use the documents, users need to have the related applications or viewers installed in their computers. For example, students will not be able to view .doc files if they do not have Microsoft Word or other compatible viewer or application installed in their PCs.

The « **Documents** » tool is probably one of the first tools you will be using. Just as you do with the files in your computer, it is advisable to organize the contents of the « **Documents** » tool with care, so that minimum time is spent searching.



## Creating a folder

For effective file organization **Dokeos** offers folder and sub-folder (directories and sub-directories) creation facility in the Documents tool.

To create a new folder, click on the link « **Create a folder** » , enter the name of the folder and click on the button .

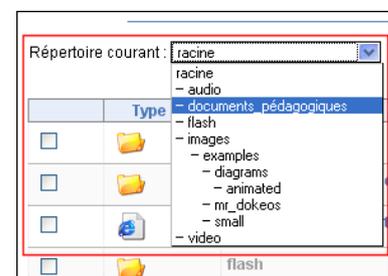


## Quick folder navigation

When you create a new course, the « **Documents** » tool contains many folders by default (audio, chat, flash, etc...) and an example document (example\_document.html). For quick navigation in the folder tree of your course, a drop down list called « **Current folder** » is present on the top left of the screen. With a click or two you can reach any level of the folder tree you have created for structuring your course.

When you reach a sub-folder, you can use the « **Up** »  button to reach an upper level of the tree.

For even quicker folder navigation you can use the drop down menu folders tree.

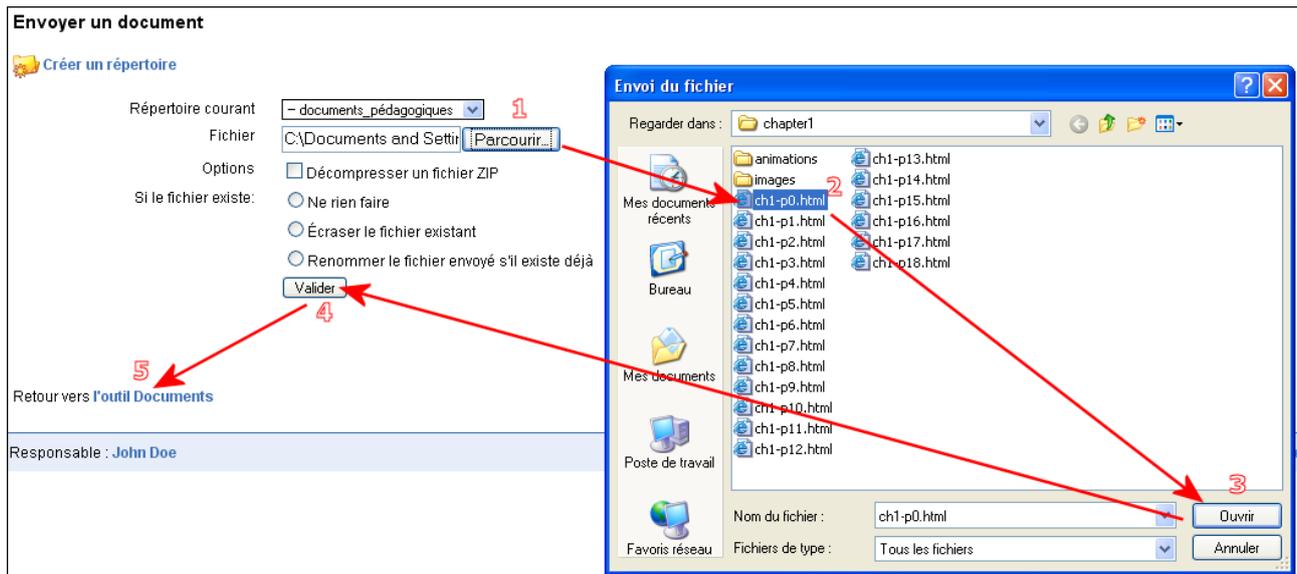


## Transferring a document from your work space to the platform

From drop down menu «**Current folder**», reach the folder where you wish to place the document. Click on the link «**Upload a document**» . On the page that appears, click on the button «**Browse**» . A dialogue box appears which allows you to explore your computer or network's hard disk(s) enabling you to choose the document to transfer. After selecting the document close the dialogue box by clicking on the button «**Open**»  (That's right!).

Be careful of files that have the same name as an already uploaded file in the selected folder. If this is the case (the existing file could, for example, be an older version of a document that has been modified), then :

- Ticking «**Do nothing**» will prevent the transfer and leave the older version of the file on the server.
- Ticking «**Overwrite the existing file**» replaces without confirmation the older file with the uploaded version
- Ticking «**Rename the uploaded file if it exists**» allows you to preserve the older version on the server. The new version will have an extension added to its name (\_1, then \_2, etc...).



### Several files to be transferred? Compress then uncompress!

It is not possible to upload multiple files. The work-around is to compress many files to upload into a zipped archive. This way, with a single upload, you can send not only text files but images, animations and audio as well. If the document to be transferred is a compressed document (a file with the « zip » extension) tick the box «**uncompress zip**» to inform the server that it has to uncompress the zip archive file.

## Adding comments to documents and folders

Click on the icon «**Edit**»  in the group of icons next to the file or folder to be modified, fill in the field «**Feedback**» then click on the button .

Editer: documents\_pédagogiques

* Nom du fichier	documents_pédagogiq
Méta-données	<a href="#">Visualiser/modifier métadonnées</a>
Commentaire	Dossier de stockage des documents de cours destinés aux stagiaires



\* Le contenu de ce champ est requis

## Viewing and modifying metadata

Metadata is data that describes files. Metadata can be compared to printed information on the label of a food can, and the content of the file to the food contained in the can.

When you set the properties of the document on which you are working, you can enter the title of the document, the subject, the author's name, the course in-charge... This information does not necessarily appear in the body of the document, but helps in describing the document without having to view it. Just like the information printed on the label of a food can which describes the content of the can, so that you do not have to open the can to check its contents (which would be messy...so many cans to open for choosing a few!). The metadata available in the « **Documents** » tool is based on Learning Object Metadata (LOM), proposed by the American consortium, IMS Global Learning. You can view/edit metadata for a document by following the editing procedure described above. Click on « **View/Edit Metadata** » link above Feedback.

## Changing the visibility of documents and folders

Click on the visibility icon  in the group of icons next to the name of the document. The name of a hidden document or folder appears in grey, a visual indication that the document is not visible to student users. The document (or the folder) still exists, but is visible only to the course creator. Click again on the visibility icon to unhide the document or folder. To see what students see click « **Student View** » on top right of the screen :

Type	Nom ↓	Taille	Date	
<input type="checkbox"/>	audio	144.39k	24.03.2007	  
<input type="checkbox"/>	documents_pédagogiques Dossier de stockage des documents de cours destinés aux stagiaires	42k	08.04.2007	  
<input type="checkbox"/>	example_document.html	3.29k	08.04.2007	  
<input type="checkbox"/>	flash	134.49k	24.03.2007	  
<input type="checkbox"/>	images	3.42M	24.03.2007	  
<input type="checkbox"/>	video	41.45k	24.03.2007	  

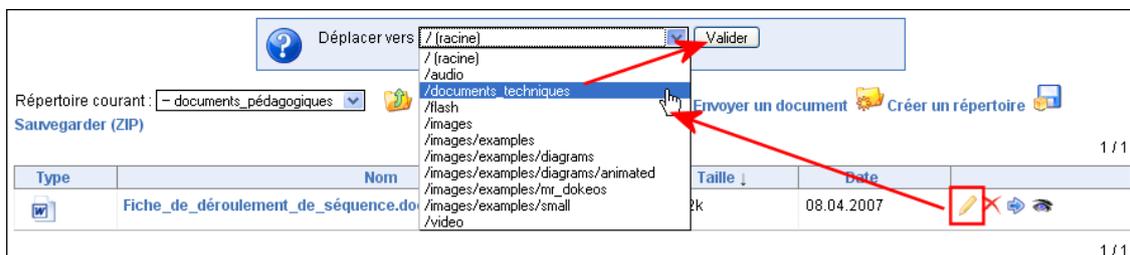
**"Vue prof"**

Type	Nom	Taille ↓	Date
	documents_pédagogiques Dossier de stockage des documents de cours destinés aux stagiaires	42k	08.04.2007

**"Vue apprenant"**

## Moving a document or a folder

Click on the icon « **Move** »  in the last column of the table listing the document. The « Move to » drop down list of the course folders appears. Select the folder/destination, then click on the button « **OK** » . The contents of the current folder are displayed below. To go back to the main/parent folder, click on the icon/link « **Up** » .



Déplacer vers: / (racine) [Valider]

Répertoire courant: - documents\_pédagogiques

Sauvegarder (ZIP)

Type	Nom	Taille ↓	Date
	Fiche_de_déroulement_de_séquence.do	2k	08.04.2007

1 / 1

## Sorting the documents

Just like in your PC's file explorer, the documents folders and sub-folders can be sorted by type, name, size and date.

Clicking on the heading of each of the columns allows sorting by ascending or descending order; sorting by name sorts alphabetically.

A small trick helps in controlling the order of folders and documents. Before the names of the files or folders you can put an index number 01\_, 02\_ etc. to get an ordered sequence.

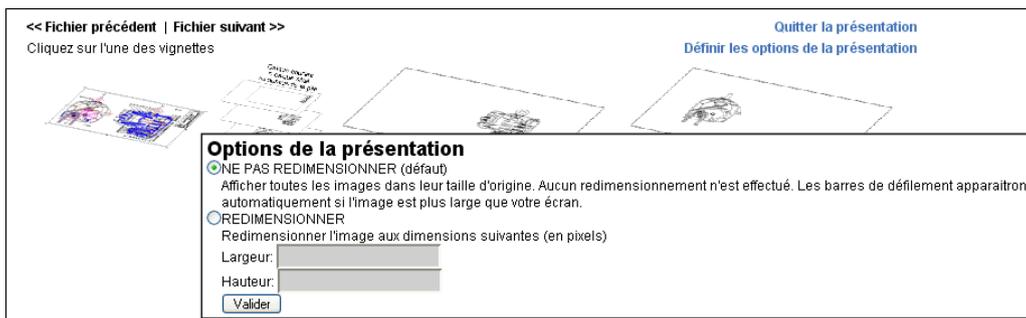
## The image gallery

The presence of images (in gif, jpeg or png format) in folders is detected by **Dokeos**. The link « **Images gallery** » appears when images with these extensions are stored in the folder.



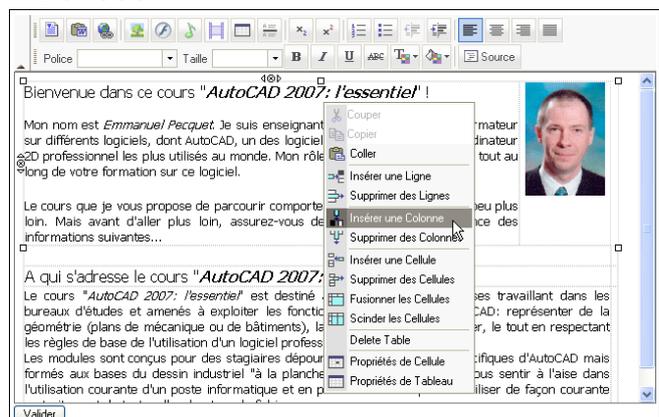
Type	Nom	Taille	Date
	assemblage_des_calques.gif	2.31k	08.04.2007
	calque_courant.png	70.77k	08.04.2007
	calque_vue1_a.png	49.85k	08.04.2007
	calque_vue2_a.png	47.07k	08.04.2007

A click on the link « **Images gallery** »  displays the image gallery, which is a simple manual slideshow displaying the images in actual size, as thumbnails, or resized if they are larger than the screen size. The gallery options can be configured via the link « **Set Slideshow Options** ».



## Creating a new document in *html* format in Dokeos

Click on the link « **Create a document** » . In the page displayed, start by naming the file. Avoid accented letters and spaces (as per the naming rules for files on the Internet). The extension *.html* is added by **Dokeos**. Use the inbuilt html editor to enter and format the information. You can add comments for the newly created document by following the procedure described above in **Adding comments to documents and folders**.



Do not forget that a web page is not a Word document and there are important limitations (file size, page layout constraints, changing display from one browser to another and from one computer to another). A quick way to produce content with the help of the inbuilt editor is to copy/paste the content of your Word pages (a command « **Paste from Word** » is available in the html editor of **Dokeos** 1.8). You may lose some elements from the page and at times the links to images, but you will get a quick result.

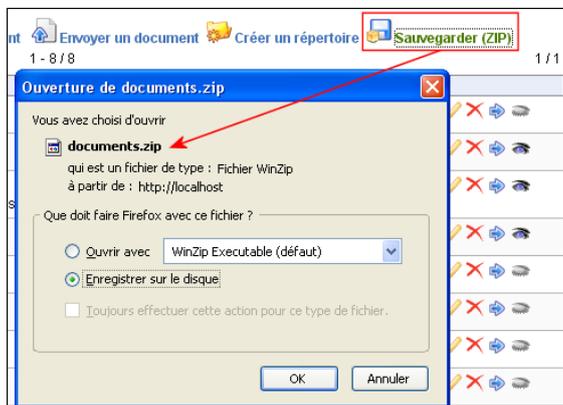
To create acceptable web pages, you have to learn three procedures - creating hyperlinks, inserting images

and manipulating tables in the inbuilt html editor.

## Downloading files, folder content, entire Documents content

You may need to edit and re-upload files, or you may need backups. You can download an individual file, a folder or the entire content of the Documents repository by using the following downloading options:

- For downloading a zipped archive (file compressed in zip format) containing all the files and folders in the Documents repository, click on the link/icon « **Save (ZIP)** » 

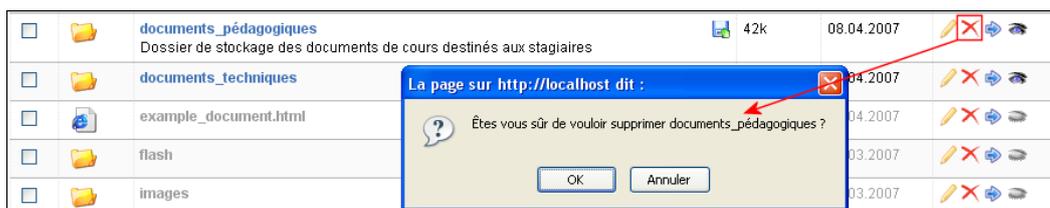


- For downloading an archive containing all the files and sub-folders of a folder, click on the icon located on the right of the folder name: 
- For simply downloading a file, click on the icon located on the right of the file name: 

Type	Nom ↓	Taille	Date	
<input type="checkbox"/>	audio	144.39k	24.03.2007	
<input type="checkbox"/>	catures_ecran	169.8k	08.04.2007	
<input type="checkbox"/>	documents_pédagogiques Dossier de stockage des documents de cours destinés aux stagiaires	42k	08.04.2007	
<input type="checkbox"/>	documents_techniques	0B	08.04.2007	
<input type="checkbox"/>	example_document.html	3.29k	08.04.2007	

## Deleting a file or a folder

To delete, simply click on the icon  located next to the file or folder name. You will be asked for a confirmation. The file or folder will be deleted from the « Documents » tool.



### Unknown folders in the Documents tool?

You will by default see Folders with the names *audio*, *flash*, *video* in the « **Documents** » tool - these folders are automatically created by Dokeos when a course is created or, while using other tools (discussion, test, ...). Do not worry about the content of these folders - they are *essential* for the correct functioning of certain tools. Please do not delete!

### Watching the course quota

By default the size quota of a course is limited to 50 MB. The platform administrator can decide to increase or decrease this amount. You can verify the space available by clicking on the link « **Show course quota** » at the bottom left of the Document tool's home page.

[Page d'accueil](#) [Mes cours](#) [Suivi](#)

[AutoCAD 2006](#) > [Parcours](#) > [Quota de documents autorisé](#)

#### Quota de documents autorisé

Ce cours utilise actuellement **4 megabyte**.  
Votre limite d'espace de stockage **50 megabyte**.  
Pourcentage de votre quota actuellement utilisé: **8%**.  
Pourcentage de votre quota libre: **92%**.



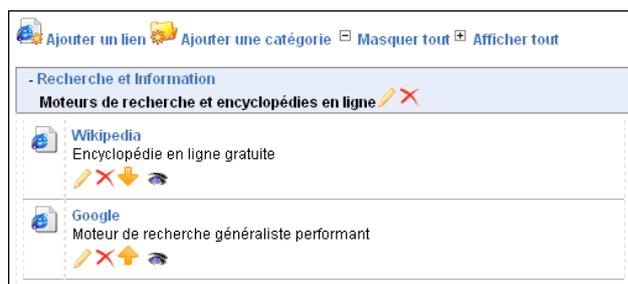
A horizontal progress bar with a green segment on the left representing 8% usage and a grey segment on the right representing 92% remaining. The number '8%' is displayed at the end of the green segment.

## Chapter 4 : Links tool

The « **Links** » tool allows you to create a library of hyperlinks to resources on the web.

When the list of links gets long it is useful to organize them in categories so that students can find them easily. You should verify often whether the links are active or not.

The « **Description** » field can be used effectively to add not just descriptions of documents or sites, but explanations of activities you expect from your students in relation to the resources. If you have pointed students to a page on Aristotle, for example, you can inform them that they should study the difference between synthesis and analysis.



### Adding a new link category

Click on the link « **Add a category** »  Fill in the field « **Category name** ». Then the « **Description** » and click the button  .

Ajouter une catégorie

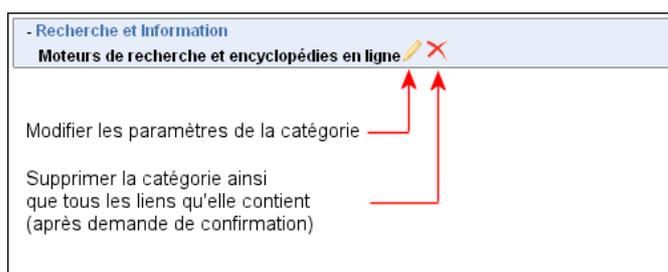
Nom de la catégorie\* : Recherche et Information

Description : Moteurs de recherche et encyclopédies en ligne



### Managing link categories

The current link management is very similar to the management of personal course categories. To display or hide links in a particular category, click on the category name. To see or hide all links in categories you can click « **Open all categories** » or « **Close all categories** ».



### Adding a link

To add a link, click on « **Add a link** ». Enter the « **URL** » (by copying the link from the address field of the browser, for example), then the « **Link name** » (important – *this* is this name your users will click!), then the « **Description** » (optional information, explanation of what is on the site etc.). Finally, from the drop down menu select (if available) the category under which the link should belong.

**Modifier un lien**

URL :

Nom du lien :

Description :

Catégorie :

Sur la page d'accueil ?

You can decide if the link has to appear directly on the home page of the course by checking the box before « **Show link on homepage** », or if it is to be accessible only through the « **Links** » tool (do not do anything in this case, this is the default). Click on the button  to finish this process.

## Managing links

The management of links is exactly like the management of link categories.

Masquer tout  Afficher tout

- Recherche et Information

**Moteurs de recherche et encyclopédies en ligne** ✎ ✕

**Wikipedia**  
Encyclopédie en ligne gratuite  
✎ ✕ ⬇️ 👁️

**Google**  
Moteur de recherche généraliste performant  
✎ ✕ ⬆️ 👁️

Contrôle la visibilité du lien pour le stagiaire  
 Permet la réorganisation des liens entre eux  
 Supprime le lien  
 Edite les paramètres du lien (URL, nom, description)

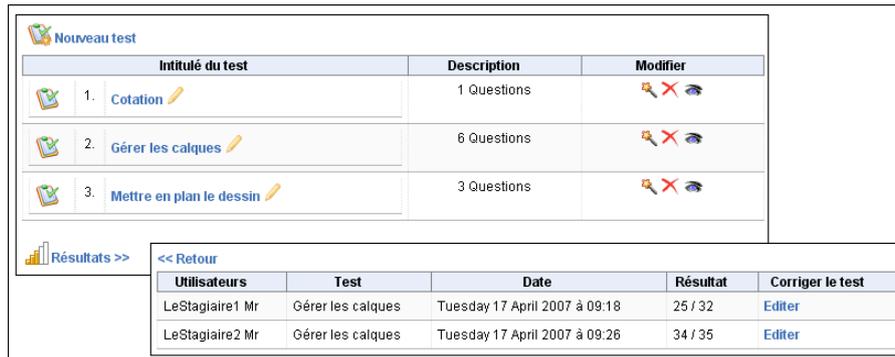
# Chapter 5 : Tests tool

The Tests tool is for creating tests/quiz (evaluation, assessment).

Types of questions :

- Multiple choice (one correct answer)
- Multiple answers (several correct answers)
- Fill in the blanks
- Matching
- Open question
- Image zones (hotspot)

A Test can contain any number of questions of different types.



The screenshot shows the 'Nouveau test' interface. It features a table with three rows of test entries:

Intitulé du test	Description	Modifier
1. Cotation	1 Questions	[Icons]
2. Gérer les calques	6 Questions	[Icons]
3. Mettre en plan le dessin	3 Questions	[Icons]

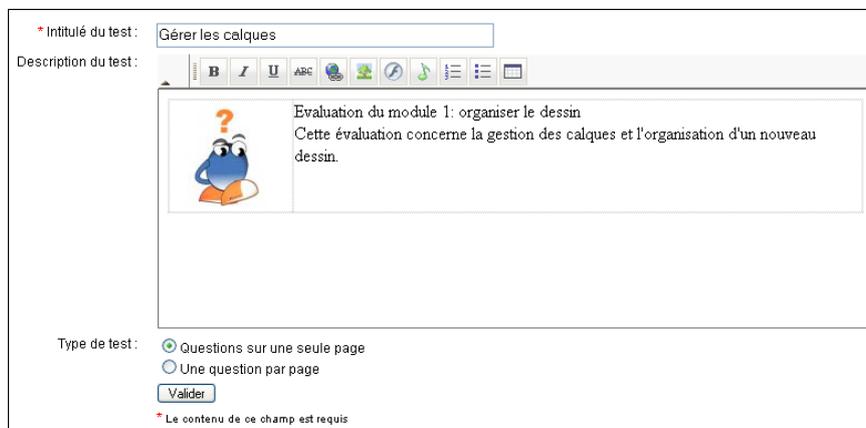
Below this table is a 'Résultats >>' section with a '<< Retour' button and a table of test results:

Utilisateurs	Test	Date	Résultat	Corriger le test
LeStagiaire1 Mr	Gérer les calques	Tuesday 17 April 2007 à 09:18	25 / 32	Editer
LeStagiaire2 Mr	Gérer les calques	Tuesday 17 April 2007 à 09:26	34 / 35	Editer

## Create a test

Click on the link « **New test** »  Fill in the field « **Test name** ». The description field is optional but can be used for providing instructions.

Choose a display mode for the test « **Test type** » - all the questions grouped in the same page; or one question per page. Click on the button « **OK** ». The test is created, but there are no questions in it.



The screenshot shows the 'Gérer les calques' test creation form. It includes a text input for the test name, a rich text editor for the description, and radio buttons for the test type.

\* Intitulé du test :

Description du test : 



Evaluation du module 1: organiser le dessin  
Cette évaluation concerne la gestion des calques et l'organisation d'un nouveau dessin.

Type de test :  Questions sur une seule page  Une question par page

\* Le contenu de ce champ est requis

### A page of questions or a question per page?

When creating a test you will have to choose between displaying the whole set of questions on one page or each question on its own page.

Each method has its advantages and disadvantages.

Just one page with the whole set of questions, from the point of view of students, helps them in returning to a question (to change the answers) anytime during the test. The disadvantage - the pages can get rather long and would need scrolling.

With one question per page the student cannot return to change a previous answer. But this method, with the creation of shorter pages, is a better option for viewing on the screen.

## Managing tests

The tests management interface uses icons you are already familiar with:

Edite l'intitulé et la description du test  
Modifie le type: 1 question par page  
ou toutes les questions sur une même page

	Intitulé du test	Description	Modifier
1.	Cotation	1 Questions	
2.	Gérer les calques	6 Questions	
3.	Mettre en plan le dessin	3 Questions	

Permet de modifier les questions existantes,  
ou d'en ajouter de nouvelles

Supprime le test et toutes ses questions  
(après demande de confirmation)

Contrôle la visibilité du test pour les stagiaires

## Add a question

Once the test is created you can choose questions from among the six types offered. Proceed by adding one or more questions. Fill in the field « **Question** » with the question. The additional text...etc. field is optional. Complete the question as per the type chosen. Each question type is detailed in the next part of this section. Finally click on the button **Valider**.

**Gérer les calques**  
Evaluation du module 1: organiser le dessin  
Cette évaluation concerne la gestion des calques et l'organisation d'un nouveau dessin.

Ajouter une question :

Choix multiple Réponses multiples Remplir les blancs Apparié

Question ouverte Zones sur image Base de questions

Question  
Commentaire facultatif

Quel est le nom du calque présent dans chaque nouveau dessin ?  
(une seule réponse autorisée)

Réponses

N°	Vrai	Réponse	Commentaire	Score
1	<input type="radio"/>	Le calque nul	Ce n'est pas le calque nul, mais le calque 0 !	2
2	<input checked="" type="radio"/>	Le calque 0	C'est exact, le calque 0 est présent dans tous les nouveau dessins !	5
3	<input type="radio"/>	Je ne sais pas	Le calque présent dans tous les nouveaux dessins est le calque 0 !	-2

\* Le contenu de ce champ est requis

**Gérer les calques**  
Evaluation du module 1: organiser le dessin  
Cette évaluation concerne la gestion des calques et l'organisation d'un nouveau dessin.

Ajouter une question :

Choix multiple Réponses multiples Remplir les blancs Apparié Question ouverte Zones sur image Base de questions

Question	Type	Modifier
1. Quel est le nom du calque présent dans chaque nouveau dessin ?	Choix multiple	
2. Peut-on dessiner sur le calque 0 ?	Réponses multiples	
3. Quelle est la caractéristique commune à la couleur et au type de ligne d'un calque ?	Remplir les blancs	
4. Associer les noms de calques et la géométrie d'un plan de bâtiment :	Apparié	
5. Décrivez l'organisation d'un nouveau dessin destiné à recevoir le RdC d'un pavillon.	Question ouverte	
6. Cliquer sur la commande permettant de rendre un calque courant.	Zones sur image	

### Six types of exercises for broader assessment scope

While creating a test you have six question types to choose from. Keep in mind that the same question can be put as any of these types. To break the monotony, and to cover a range of evaluation needs, you can use different question types.

#### Type 1 : Multiple choice (one correct answer)

This is the classic MCQ where one answer is correct. You can strengthen this by giving a negative score for an incorrect reply, which makes the participant think and prevents guessing.

#### Type 2 : Multiple answers (several correct answers)

A variant of the classic MCQ, allows several correct answers. In this case also you can enter positive and negative scores to give answers appropriate weights.

#### Type 3 : Matching

This type of answer can be chosen to create a question where the user will need to link/match elements from a series of propositions P1 with the elements of a second series of propositions P2. Matching can also be used to ask the user to sort elements in a certain order.

#### Type 4 : Fill in the blanks

These are text strings with blanks. The objective is to make the user fill in words that you have removed from the text. This is a common type of exercise used by language teachers.

#### Type 5: Open question

In this case the student will answer freely. This answer is not evaluated immediately as the evaluation requires the intervention of the teacher. The final score will be given by the teacher after corrections.

#### Type 6: Image zones (hotspot)

In this type of exercise the student will need to identify (by clicking) zones in an image as a reply to a question asked by the teacher.

## Multiple Choice (one correct answer)

By clicking on the buttons  or , at the bottom of the Answer and Feedback areas, you can add or reduce the number of answers you wish to display. By default there are two answer fields given in this type of question. Fill in the « **Answer** » fields but take care to give only one correct answer. Check « **True** » to indicate the correct answer.

Fill the « **Feedback** » fields. Remember that the feedback linked to a wrong answer can help the learner understand better why the answer is wrong, and the feedback linked to a correct reply can enhance the learner's knowledge. Next, you can assign a positive or a negative score for each answer. Click on the button  to save the question.

Question	Quel est le nom du calque présent dans chaque nouveau dessin				
Commentaire facultatif	<input type="text"/>				
	(une seule réponse autorisée)				
Réponses	N°	Vrai	Réponse	Commentaire	Score
	1	<input type="radio"/>	<input type="text"/> Le calque nul	<input type="text"/> Ce n'est pas le calque nul, mais le calque 0 !	<input type="text" value="2"/>
	2	<input checked="" type="radio"/>	<input type="text"/> Le calque 0	<input type="text"/> C'est exact, le calque 0 est présent dans tous les nouveau dessins !	<input type="text" value="5"/>
	3	<input type="radio"/>	<input type="text"/> Je ne sais pas	<input type="text"/> Le calque présent dans tous les nouveaux dessins est le calque 0 !	<input type="text" value="-2"/>
	<input type="button" value="- réponse"/> <input type="button" value="+ réponse"/>				
	<input type="button" value="Valider"/>				

## Multiple answers (several correct answers)

The steps for creating this kind of question are identical to the preceding question type. Make sure you check « True » multiple correct answers and allocate adequate weights to the answers by entering positive and negative scores.

Question: Peut-on dessiner sur le calque 0 ?

Commentaire facultatif: (Plusieurs réponses autorisées)

N°	Vrai	Réponse	Commentaire	Score
1	<input checked="" type="checkbox"/>	Oui, on doit créer les blocs sur le calque 0	En effet, le calque 0 ne peut contenir que les blocs, lors de leur création.	3
2	<input type="checkbox"/>	On peut utiliser le calque 0 pour créer le dessin complet, à condition de modifier les couleurs des entités	L'organisation des calques est la base d'un dessin bien pensé. Le calque 0 ne peut contenir que les blocs, lors de leur création.	-2
3	<input checked="" type="checkbox"/>	Non, on ne doit pas représenter de géométrie faisant partie du dessin	Le calque 0 ne peut contenir que les blocs, lors de leur création. Le reste de la géométrie doit être représenté sur d'autres calques.	3
4	<input type="checkbox"/>	Je ne sais pas	Le calque 0 ne peut contenir que les blocs, lors de leur création.	-2

- réponse + réponse

Valider

## Matching

By clicking on the buttons **+ élément** or **- élément** at the bottom of the page you can add or reduce possible matches. By default there are two given matches for this type of question. Fill in the appropriate fields, then the propositions above and the matches below, and with the help of the drop down menu in front of each proposition select the correct corresponding match.

Enter a score (positive or negative) for each possible match. Click on the button **Valider**.

Question: Associer les noms de calques et la géométrie d'un plan de bâtiment

Commentaire facultatif:

Réponses: Faites correspondre

N°	Réponse	Correspond à	Score
1	Le calque 0 doit contenir	B	2
2	Le calque "ouvrants" peut contenir	A	2
3	Le calque "doublage" peut contenir	C	2

- élément + élément

N°	Réponse
A	les portes
B	les blocs lors de leur création
C	l'isolation

- élément + élément

Valider

## Fill in the blanks

After filling in the field « **Question** », write the required answer in the « **Answer** » box by placing the word(s) that the user has to enter between two square brackets [...]. Allocate a score (positive or negative) to each blank to be filled. Click on the button . As per your need you can also add an introduction, images etc. by using the html editor.

The screenshot shows a question editor interface. The 'Question' field contains the text: 'Quelle est la caractéristique commune à la couleur et au type de'. Below it is a 'Commentaire facultatif' field with a rich text editor toolbar. The 'Réponse' field contains the text: 'La caractéristique commune est [ducalque]'. Below the answer field is a 'Score' field with the value '5' and a 'Valider' button.

## Open question

This type of question is easiest to create but tedious to correct! Fill in the field « **Question** » and some (optional) instructions in the « **Additional text..** » field, and that's it!

The screenshot shows a question editor interface. The 'Question' field contains the text: 'Décrivez l'organisation d'un nouveau dessin destiné à recevoir le'. Below it is a 'Commentaire facultatif' field with a rich text editor toolbar. The 'Score' field contains the value '10' and a 'Valider' button.

The rest of the work is to be done by the trainer during correction. You will then be asked to add a comment and to enter the score you feel the student deserves for the answer.

The screenshot shows a question correction interface. The 'Question 5' field contains the text: 'Décrivez l'organisation d'un nouveau dessin destiné à recevoir le RdC d'un pavillon.'. The 'Réponse' field contains a list of items: 'calque 0: création des blocs', 'calque fondations: fondations', 'calque murs: murs porteurs', 'calque ouvrants: portes, fenêtres', 'calque doublage: isolation', 'calque cloisons: murs de refend, cloisons brique ou placoplâtre', 'calque EC: circuit de distribution de l'eau chaude', 'calque EF: circuit de distribution de l'eau froide', 'calque EU: circuit d'évacuation des eaux usées', 'calque sanitaires: WC, baignoire, douche', 'calque électricité: circuit électrique'. The 'Commentaire' field contains the text: 'Très bonne organisation, à laquelle vous pouvez ajouter un calque VMC (ventilation mécanique contrôlée)'. The 'Score' field contains the value '9/10'.

## Image Zones (hotspot)

In this type of question, as an answer the student has to click on one or many zones (hotspots) in an image which you have earlier uploaded to the server.

Fill in the field « **Question** », click on the button  and browse for the image that you wish to display.

**Note!** Only a jpeg format image (jpg) is accepted for hotspots. Click on the button . A second screen appears, which lets you place one or many hotspots. Add hotspots with . Then give the appropriate description, feedback and score for each hotspot created.

Question: Cliquer sur la commande permettant de rendre un calque courant.

Commentaire facultatif

\* Envoi du fichier C:\Documents and Settings\ [Parcourir...] Valider

Question: Cliquer sur la commande permettant de rendre un calque courant:

- Pour créer une zone " hotspot": sélectionnez la forme à côté de la couleur, ensuite dessinez le hotspot.
- Pour déplacer un hotspot: sélectionnez la couleur, cliquez sur un autre endroit dans l'image et dessinez le hotspot.
- Pour ajouter un hotspot: cliquez le bouton [+hotspot].
- Pour fermer un polygone: clic-droit et sélectionnez "Fermer le polygone".

Rectangle

Gestionnaire des propriétés des calque

Etat	Nom	Actif	Geler	Ver
✓	0			
	COTATION			
	ISOLATION			
	MOBILIER			
	MURS			
	OUVRANTS			

Description*	Commentaire	Score'
bouton courant	Rend courant un calque déjà créé.	3

-hotspot +hotspot

Valider Annuler

\* Description et score sont obligatoires pour chaque hotspot. Commentaire est facultatif.

## Questions pool (question bank)

All questions created, irrespective of the tests to which they are linked, get stored in the « Questions pool ». This question bank can be very useful when you want to reuse or adapt questions.

The « Questions pool » page shows the list of all existing questions in your course. With the help of the drop down menu « Filter » and the button  , you can display questions related to a specific test.

Click on the button « Re-use »  to immediately reuse the question in your exercise. Easy!

Banque de questions

Filtre : [- Tous les exercices -] Valider

<< Retour au test

Question	Récupérer
Cliquer sur la commande permettant de rendre un calque courant:	
Cocher l'emploi de la commande "cotation linéaire"	
Comment pouvez-vous décrire les emplois respectifs de l'Espace Objet et de l'Espace de Présentation ?	
Quelle est la fonction de l'Espace de présentation	
Quelle est la fonction du zoom XP ?	

## Modifying a question related to many tests

We just saw that the questions pool facilitates reusing of questions from one test to another. In case modifications are made in questions that are part of many tests, all the tests in which the modified questions appear will be affected. Thus, you have to be very careful when you modify a reused question from the questions pool - the changes will be reflected in all the tests which carry this question!

## Managing questions

The management of questions is done through icons you are already familiar with :

Question	Type	Modifier
1. Quel est le nom du calque présent dans chaque nouveau dessin ?	Choix multiple	  
2. Quelle est la fonction du zoom XP ?	Choix multiple	   

Modifie les paramètres de la question (énoncé, commentaire, réponses, score) 

Supprime la question (après demande de confirmation) 

Réorganise l'ordre des questions dans le test 

## View test results, comment and correct

By clicking on the link « **Results** »  , you can display the results of the tests taken by all the students in your course.

One click on the link « **Edit** » in front of the test result displays the answer details. Here you can enter feedback for each question, plus you can also enter scores for answers to open questions. Students can see their scores for open questions only after you have entered them.

Utilisateurs	Test	Date	Résultat	Corriger le test
LeStagiaire1 Mr	Gérer les calques	Tuesday 17 April 2007 à 09:18	25 / 32	<a href="#">Editer</a>
LeStagiaire2 Mr	Gérer les calques	Tuesday 17 April 2007 à 09:26	34 / 35	<a href="#">Editer</a>

Question 4  
Associer les noms de calques et la géométrie d'un plan de bâtiment:

Commentaire: [Ajouter des commentaires](#)

Liste des éléments      Correspond à

Le calque 0 doit contenir      les blocs lors de leur création/**les blocs lors de leur création**

Le calque "ouvrants" peut contenir      les portes/**les portes**

Le calque "doublage" peut contenir      l'isolation/**l'isolation**

Score : 6/6

---

Question 5  
Décrivez l'organisation d'un nouveau dessin destiné à recevoir le RdC d'un pavillon.

Commentaire: [Editer les commentaires et les notes](#)

Réponse

Très bonne organisation, à laquelle vous pouvez ajouter un calque VMC (ventilation mécanique contrôlée).

**B** **I** **U** ABC

Très bonne organisation, à laquelle vous pouvez ajouter un calque VMC (ventilation mécanique contrôlée).

Assigner un score:

Score : 9/10

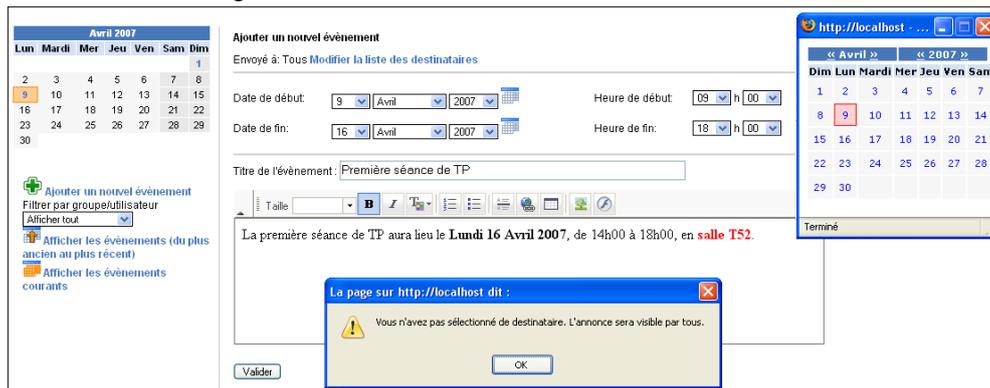
# Chapter 6 : Agenda tool

The Agenda tool is a part of each course and can be used for planning, coordination and scheduling. The agenda is also accessible from « **My courses** » page from the « **User** » menu on the right, « My agenda ». The agenda records course events. You can also make personal event item entries which will not show in students' courses.

In **Dokeos** 1.8, the agenda tool has been enhanced. It is now easier to use and has a better interface.

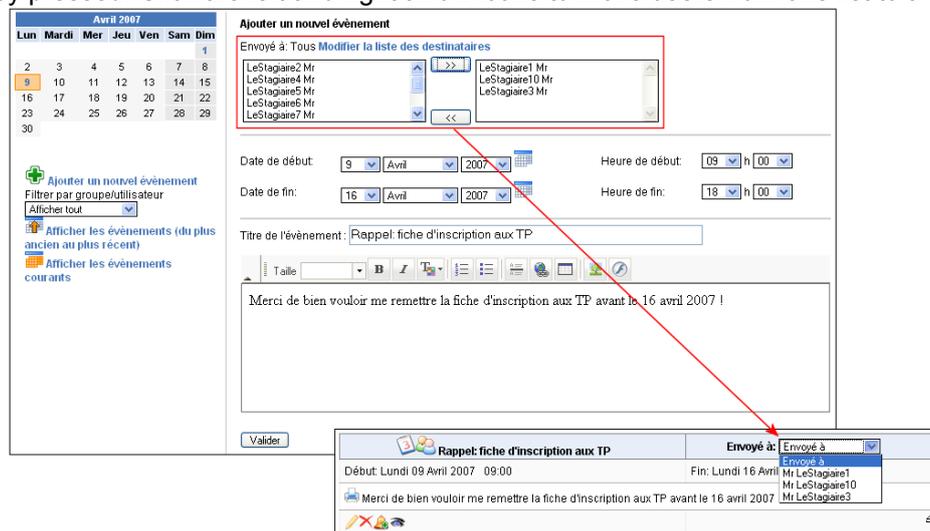
## Add an event item to the agenda (addressed to all course users)

Click on the link « **Add an Agenda item** » , then fill in the fields *Start Date and End Date*, *Starting Time and Ending Time*, *Title* of the event. Select the starting and finishing dates with the help of the calendar by clicking on the  icon. Finally click on the button  to add the event to the list. By default, the added event is visible to all who are registered for the course.



## Add an event item to the agenda (addressed to selected course users)

After clicking « **Add an Agenda item** » click on the link « **Modify recipient list** » to choose specific users. Two lists appear. The left list shows potential users, the right the users already selected. In each list multiple selections are possible. Keep the « **Ctrl** » key pressed to select non-sequentially. To select sequentially keep the « **Shift** » key pressed. Click the left and right arrow icons to move users from one list to the other.



## Managing agenda items

The management of agenda items is done with icons you are already familiar with. :

Avril 2007

Mise en ligne du résumé de cours      Envoyé à: Tous

Début: Lundi 09 Avril 2007 09:19      Fin: Lundi 09 Avril 2007 09:19

Dans l'outil "Documents", vous trouverez à compter de cette date, le résumé du cours téléchargeable au format PDF.

- Commande la visibilité de l'événement pour les destinataires
- Transforme l'événement en une annonce du cours
- Supprime l'événement de l'agenda
- Permet de modifier les paramètres ou le contenu de l'événement
- Imprime l'événement

Icons specific to the « **Agenda** » tool :

Icon	Action
	Sort Agenda chronologically (down)
	Sort Agenda chronologically (up)
	Show current Agenda items

## Managing the personal agenda

The personal agenda, « My agenda », not only displays all event items related to the course, but also personal event items you create for yourself. By default « My agenda » shows a monthly view. By clicking the icons below the calendar you can see daily as well as weekly views.

The procedure for creating a personal agenda item is the same as that for a course agenda item. Please note in the screenshot below that the two types of event items are displayed differently. Clicking on the event displays the full list of events, both course-wide and personal.

Avril 2007

09 Avril 2007 10:25

**Créer la page d'accès à la documentation**

Créer une page d'accès (page perso) pour donner accès à la dernière version du manuel mis à jour.  
destinataires: traducteurs de la documentation

09 Avril 2007 10:24

**Mettre à jour la section "Agenda"**

Terminer la mise à jour de la section "Agenda"

**Affichage des événements de l'agenda personnel**

Avril 2007

Lun 9 Avril 2007

5 h 00

5 h 30

6 h 00 **Mise en évidence des événements liés aux cours et des événements personnels, dans l'agenda personnel (vue par jour)**

6 h 30

7 h 00

7 h 30

8 h 00

8 h 30

9 h 00 09:00 ACAD2006 Première séance de TP  
09:19 ACAD2006 Mise en ligne du résumé de cours

9 h 30

10 h 00 10:24 Mettre à jour la section "Agenda"  
10:25 Créer la page d'accès à la documentation

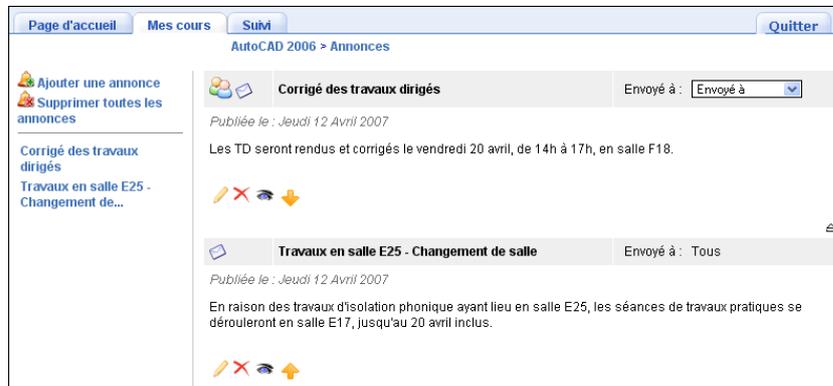
10 h 30

11 h 00

# Chapter 7 : Announcements tool

The « **Announcements** » tool allows you to send messages to students by email and/or publish important information directly in your course. You can inform learners that you have inserted new documents, or announce dates for submitting reports/assignments, or praise a student for good work.

The functioning of the « **Announcement** » tool is much the same as the functioning of the « **Agenda** » tool. Many of the screenshots will be similar.



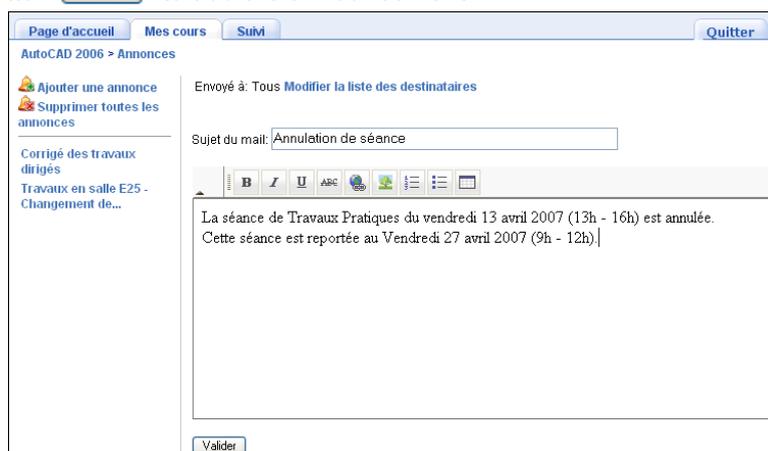
## Adding an announcement (and sending it by email to one or many users)

Click on the link « **Add announcement** » , then fill in the field « **Subject for this mail** », then the content of the announcement in the html editor. By default an announcement is visible to all users registered for the course. You can select specific recipients (individual participants or groups of participants) by clicking on the link « **Modify recipient list** ».



Two lists appear. The left list shows potential users, the right the users already selected. In each list multiple selections are possible. Keep the « **Ctrl** » key pressed to select non-sequentially. To select sequentially keep the « **Shift** » key pressed. Click the left and right arrow icons to move users from one list to the other.

Finally click on the button  to add the announcement.



## Managing announcements

The management of announcements is done with more or less the same icons as the agenda tool.

Indique que l'annonce n'a été adressée qu'à quelques destinataires ou groupes et non à l'ensemble des inscrits au cours

Liste des destinataires de l'annonce

Corrigé des travaux dirigés

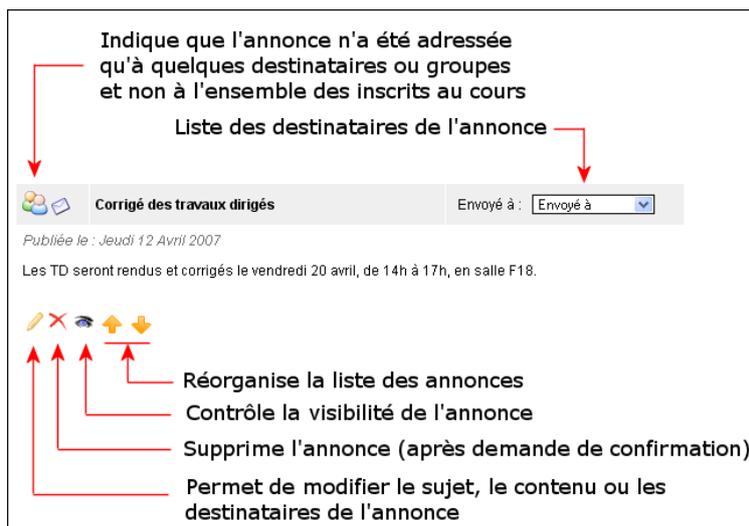
Envoyé à : Envoyé à

Publiée le : Jeudi 12 Avril 2007

Les TD seront rendus et corrigés le vendredi 20 avril, de 14h à 17h, en salle F18.

✏ ✖ 👁 ⬆ ⬇

- Réorganise la liste des annonces
- Contrôle la visibilité de l'annonce
- Supprime l'annonce (après demande de confirmation)
- Permet de modifier le sujet, le contenu ou les destinataires de l'annonce



## Deleting all course announcements

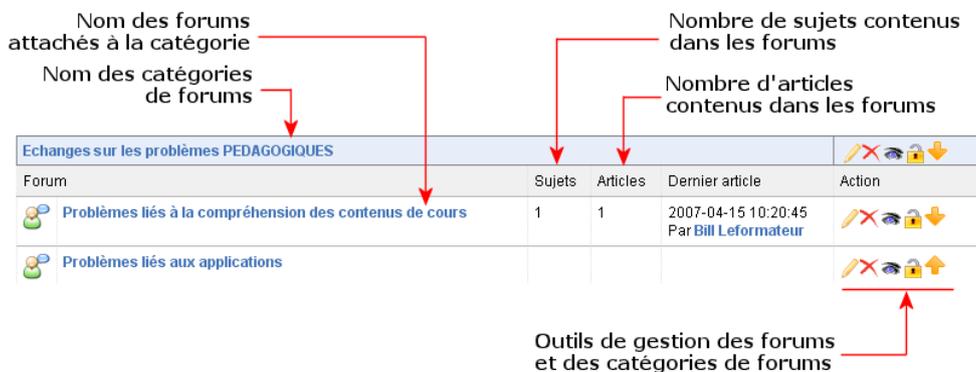
During the final cleaning up of your course you would probably like to delete all announcements instead of deleting them one by one. Use the link « **Clear up list of announcements** » 🗑 .

# Chapter 8 : Forums tool

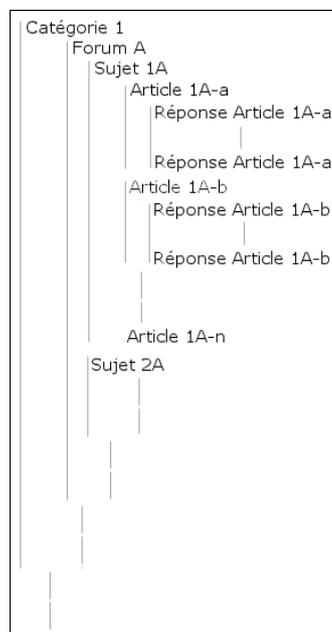
The forum is an asynchronous discussion tool. Unlike email, forum discussions take place in a public or semi-public space with several participants.

To use the « **Forums** » tool provided by **Dokeos** users only need a web browser (Firefox, Opera, Internet Explorer, ...), and not an email application (Thunderbird, Eudora, Outlook...).

The structure of the forum pages is as follows:



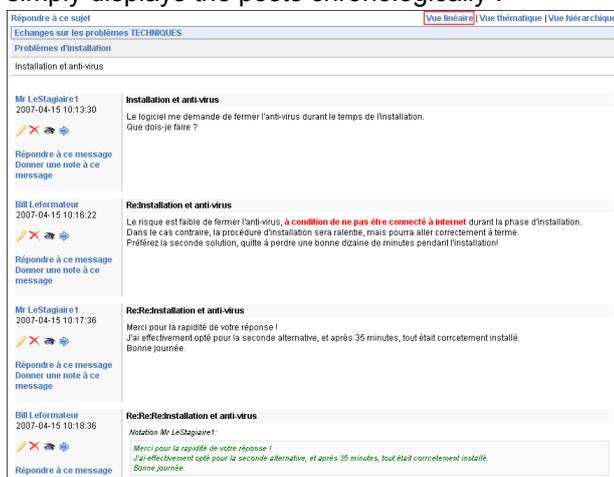
Forum exchanges are organized in a hierarchical manner as follows: *Categories > Forums > Topics > Posts*.



## Forum views

For browsing discussion posts effectively three different forum views can be invoked.

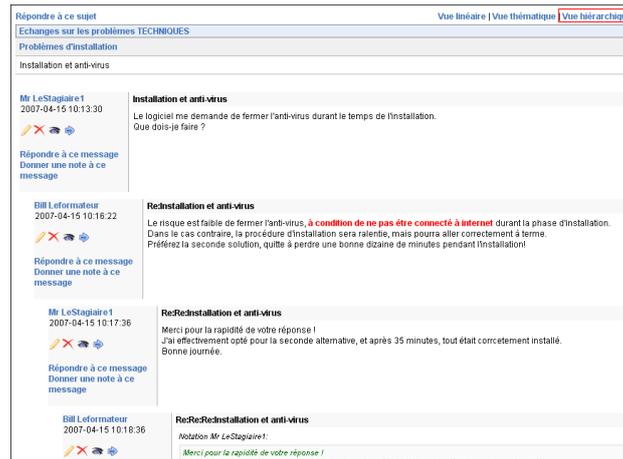
The **Flat** view simply displays the posts chronologically :



The **Threaded** view shows only one post at a time:

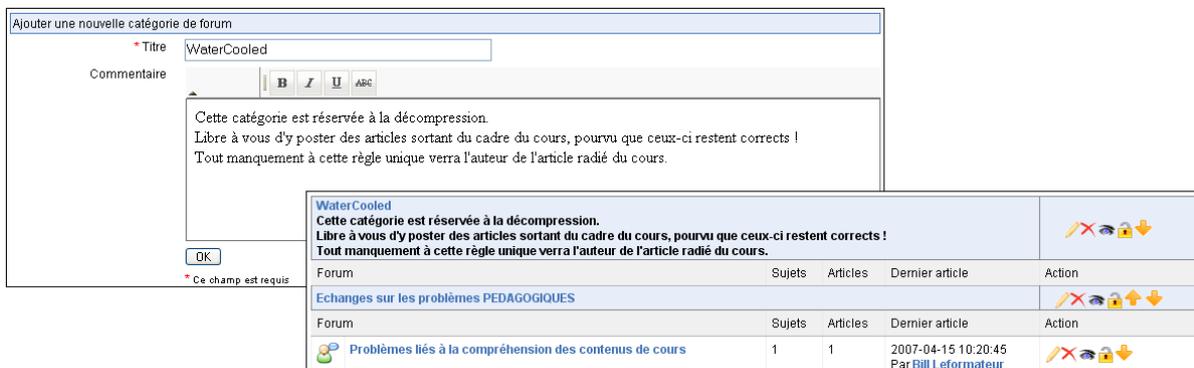


The **Nested** view nests posts related to a topic:



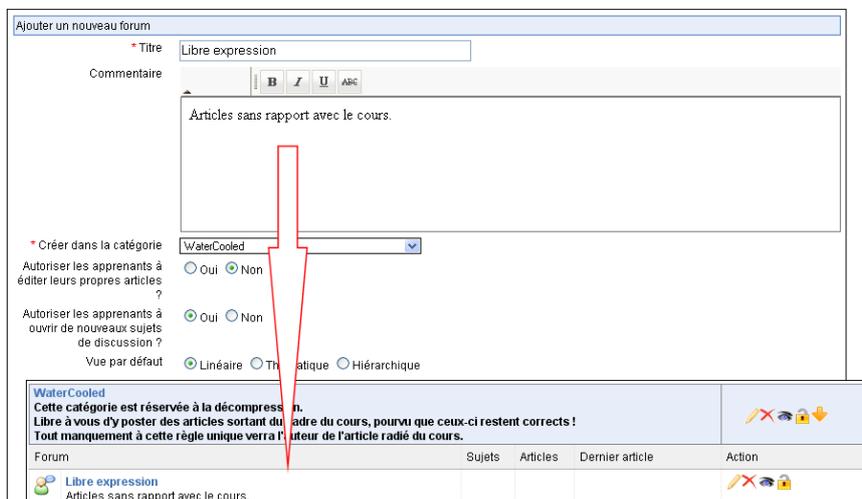
### Adding a category to the forum

Click on the link « **Add a new forum category** » . Fill in the field « **Title** » on top of the page, put in a description for the category in « **Feedback** », then click on the button **OK** .



### Adding a forum

In the forum home page click on the link « **Add a new forum** » . Fill in the field « **Title** » on top of the page and then the field « **Feedback** ». Then choose a category from the drop down list, if applicable. You can decide to allow or prevent students from editing their own posts. It is recommended that you allow them; at least they can correct spelling mistakes! It is also recommended that you allow them to start new discussion threads to bring in more richness to the exchanges. Finally, you choose the default view for the new forum. Click on the button **OK** .



## Managing categories and forums

The management of categories and forums is identical to that of agenda and announcements tools and uses the same icons :

Echanges sur les problèmes PEDAGOGIQUES									
Forum	Sujets	Articles	Dernier article	Action					
Problèmes liés à la compréhension des contenus de cours	1	1	2007-04-15 10:20:45 Par <b>Bill Leformateur</b>						
Problèmes liés aux applications									

Permet la modification du titre, de la description ou des catégories et des forums associés  
 Permet aussi de modifier la catégorie de référence d'un forum, ainsi que les paramètres du forum  
 Supprime (après demande de confirmation) les catégories ou forums  
 Contrôle la visibilité des catégories et forums: une catégorie invisible rend invisibles tous les forums associés  
 Contrôle la modification du contenu des forums: une catégorie verrouillée rend inaccessible le contenu de tous les forums associés  
 Contrôle l'ordre d'affichage des catégories et forums

## Starting a new thread

When the content of a forum is displayed, click on the link « **New Thread** » . Fill in the fields « **Title** » and « **Text** ».

Before clicking on the button « **OK** »  , you can consider the option of being notified by email if someone replies, and the option of making the thread sticky - it will always appear on top of the threads list with a sticky icon. You can check the boxes next to these options to enable them.

Forum

Nouveau sujet

Echanges sur les problèmes TECHNIQUES

Problèmes d'installation

Titre: Indicences de l'OS sur l'installation

Texte: Merci de bien vouloir reporter ici les éventuels problèmes rencontrés pendant l'installation du logiciel de CAO, avec vos différents systèmes d'exploitation. Les expériences des uns pourront ainsi servir aux autres (et inversement !).

Forum

Répondre à ce sujet

Echanges sur les problèmes TECHNIQUES

Problèmes d'installation

Indicences de l'OS sur l'installation

Bill Leformateur  
2007-04-15 14:32:19

Indicences de l'OS sur l'installation

Merci de bien vouloir reporter ici les éventuels problèmes rencontrés pendant l'installation du logiciel de CAO, avec vos différents systèmes d'exploitation. Les expériences des uns pourront ainsi servir aux autres (et inversement !).

Répondre à ce message  
Donner une note à ce message

## Managing threads

The management of threads is identical to that of categories or forums, with the additional feature that you can move a thread from one forum to another, i.e. where the context is more appropriate :

Echanges sur les problèmes TECHNIQUES						
Problèmes d'installation						
	Titre	Réponses	Auteur	Vues	Dernier article	Action
	Indicences de l'OS sur l'installation	2	Bill Leformateur	8	2007-04-15 14:48:42 Par Mr LeStagiaire1	
	Installation et anti-virus	3	Mr LeStagiaire1	18	2007-04-15 10:18:36 Par Bill Leformateur	
	ouverture du forum	0	Bill Leformateur	11	2007-04-15 10:13:30 Par Bill Leformateur	

Supprime (après demande de confirmation)  
le sujet ainsi que tous les articles qu'il contient

Contrôle la visibilité d'un sujet  
et de tous les articles qu'il contient

Clôture un sujet, celui-ci n'étant alors  
plus accessible qu'en lecture seule

Permet de déplacer un sujet, ainsi que tous les  
articles qu'il contient, d'un forum à un autre

To move a thread, first click the arrow icon in the group of icons in the Action column of the thread. Then select the destination forum from the « Move Thread » drop down list. Click on the  button to shift the thread to the new forum.

## Replying to a message

To the left of every message there is a link « Reply to this message ». Clicking on this link will open a page with the internal html editor where you can enter your reply. Below the editor you can re-read the messages related to the same subject. Click on the button « OK »  to submit your reply.

Mr LeStagiaire1  
2007-04-15 10:17:36

Répondre à ce message  
Donner une note à ce message

**Re:Re:Installation et anti-virus**

Merci pour la rapidité de votre réponse !  
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé.  
Bonne journée.

Echanges sur les problèmes TECHNIQUES

Problèmes d'installation

\* Titre: Re:Re:Re:Installation et anti-virus

Texte

Taille: [dropdown] [bold] [italic] [underline] [list] [link] [img] [video] [table]

Parfait, vous êtes maintenant à même de pouvoir commencer les TP !  
Bon courage !

Me prévenir par mail si quelqu'un répond à ce message (bill.leformateur@formateur.net)

\* Champ réservé

\* Dans le cas contraire, la procédure d'installation sera lancée, mais pour aller correctement à terme. Préférez la seconde solution, quitte à perdre une bonne dizaine de minutes pendant l'installation!

Mr LeStagiaire1  
2007-04-15 10:17:36

**Re:Re:Installation et anti-virus**

Merci pour la rapidité de votre réponse !  
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé.  
Bonne journée.

Zone permettant de relire les articles appartenant au même sujet

Mr LeStagiaire1  
2007-04-15 10:17:36

Répondre à ce message  
Donner une note à ce message

**Re:Re:Installation et anti-virus**

Merci pour la rapidité de votre réponse !  
J'ai effectivement opté pour la seconde alternative, et après 35 minutes, tout était correctement installé.  
Bonne journée.

Bill Leformateur  
2007-04-15 15:09:27

Répondre à ce message  
Donner une note à ce message

**Re:Re:Installation et anti-virus**

Parfait, vous êtes maintenant à même de pouvoir commencer les TP !  
Bon courage !



# Chapter 9 : Dropbox tool

The « **Dropbox** » facilitates file exchange between course participants. The course creator can send files to one or many students; students can send files to the course creator; students can also send files to each other (if the administrator of the platform has enabled this option). Apart from this, the files sent can contain comments; thus, the trainer can annotate the personal work of a student, or the student can inform the trainer that the sent document is perhaps not very clear!

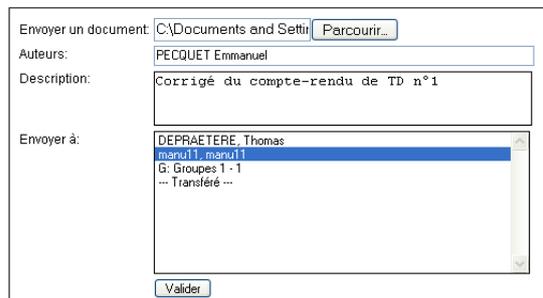
## Creating categories

The Dropbox has two sections, Sent Files and Received Files. As the dropbox fills up you will find this basic division very useful. Categories are also easy to create, using the same procedures as in the « **Documents** » tool. Click on the link « **Add a new category** » , assign a name to the category and click on the button « **OK** »  .



## Sending a file to selected recipients

Click on the button « **Send a new file** »  to browse and locate the file to be sent/shared. Select the file and click on the button « **Open** ». Then, fill in the field « **Remarks** » to add instructions/comments. In the « **Send to** » list, by using the keystrokes « **Ctrl+click** », select one or many recipients for the file. One or many groups can also be recipients. Finally click on the button  . The « **Sent Files** » list now shows the file you just sent and the recipient can immediately access the file. The area « **Received Files** » contains files sent by other users of the course.



Type	Titre	Auteurs	Description	Taille	Renvoyé pour la dernière fois le	Envoyé à	Modifier
-	 Fiches de synthèse	-	-	-	-	-	 
-	 Compte-rendu de TD	-	-	-	-	-	 
-	 Compte-rendu de TP	-	-	-	-	-	 
<input type="checkbox"/>	 Compte-rendu_TD_1.doc	PECQUET Emmanuel	Corrigé du compte-rendu de TD n°1	22 Kb	2007-04-26 07:24:42	manu11 manu11,	0 Feedback   

## Managing sent and received files (save, move, delete)

Apart from the common administration icons you are familiar with, you will find some specific ones for managing sent/received files.

Type	Titre	Auteurs	Description	Taille	Renvoyé pour la dernière fois le	Envoyé à	Modifier
-	Fiches de synthèse	-	-	-	-	-	
-	Compte-rendu de TP	-	-	-	-	-	
<input type="checkbox"/>	Compte-rendu_TD_1.doc	PECQUET Emmanuel	Corrigé du compte-rendu de TD n°1	22 Kb	2007-04-26 07:24:42	manu11 manu11,	0 Feedback

Modifie le nom de la catégorie  
 Sauvegarde le fichier partagé ou le dossier complet  
 Ajoute un feedback au fichier partagé  
 Déplace le fichier vers la racine ou vers une autre catégorie  
 Supprime (après demande de confirmation) le fichier partagé ou la catégorie

In the « **Dropbox** » tool when a student deletes a file sent to her/him, the same is not deleted at the trainer's end.

## Creating and accessing feedback attached to a sent or received file

By clicking on the icon « **Feedback** », you can add and read comments attached to a sent or received file. The comments with their creation date appear in the lower half of the screen.

Type	Titre	Auteurs	Description	Taille	Renvoyé pour la dernière fois le	Envoyé à	Modifier
<input type="checkbox"/>	application_1.dwg	manu11 manu11	Fichier AutoCAD - Plan de pavillon	30 Kb	2007-04-26 07:32:51		0 Feedback

Fermer feedback  
 Ajouter nouveau feedback  
 Bien, vous pourrez poursuivre votre travail en insérant les ouvrants sur le plan.  
 Feedback écrit coté professeur  
 Submit

Type	Titre	Auteurs	Description	Taille	Renvoyé pour la dernière fois le	Envoyé à	Modifier
<input type="checkbox"/>	application_1.dwg	manu11 manu11	Fichier AutoCAD - Plan de pavillon	30 Kb	2007-04-26 07:32:51	PECQUET Emmanuel,	1 Feedback

Fermer feedback  
 Date: 2007-04-26 07:34:53  
 Auteur: Emmanuel PECQUET  
 Texte: Bien, vous pourrez poursuivre votre travail en insérant les ouvrants sur le plan.  
 Feedback vu coté participant  
 Ajouter nouveau feedback  
 Submit

# Chapter 10 : Users tool

The « **Users** » tool displays the users list, the list of participants registered for the course. You use this tool for managing users, like adding new students and allocating roles. The « **Users** » tool also gives you access to reports of user activities.

	Code Officiel	Prénom	Nom	Descriptif	groupe	Coach	Responsable	
<input type="checkbox"/>	-	Bill	Leformateur	Professor	-	Coach	Responsable	
<input type="checkbox"/>	-	Mr	LeStagiaire1	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire2	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire3	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire4	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire5	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire6	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire7	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire8	-	-	-	-	
<input type="checkbox"/>	-	Mr	LeStagiaire9	-	-	-	-	

## Seeking additional information from users

You can add new sections (headings) in the user information areas of your course participants. The users will then have access to one or many additional fields permitting them to add more details about themselves. Click on the button **Définir les intitulés** at the bottom right of the users list (you will see the « **Define Headings** » button only if it is enabled by the platform administrator). In the new page that appears scroll down and click on the button **Ajouter un intitulé**, at least fill in the field « **Title** », which will become a heading for the section that is added in the user information area of each course participant. The field « **Feedback** » is optional; you can add instructions/comments to help the user. Finally, from the drop down menu choose the number of lines of text that you wish to allocate to the added section.

Click on the button **Valider** to display the supplementary sections (headings) page.

AutoCAD 2006 > utilisateurs > utilisateurs

utilisateurs

Ajouter un intitulé

Retour à la liste des membres

utilisateurs

\* Titre: Compétences informatic

Commentaire

Nombre de lignes: 3 lignes

Valider

\* Le contenu de

utilisateurs

Retour à la liste des membres

Compétences informatiques

Logiciels maîtrisés

Compétences linguistiques

Ajouter un intitulé

Retour à la liste des membres

You can manage the headings by using the usual icons for editing, deleting etc.

## Subscribing users to the course

On the users list page, click on the link « **Subscribe users to this course** ». A list of users appears. These are the registered users of the platform, but they are not yet registered for your course.

If you wish to register only one person for your course, click on the link « **Register** » to the right of the student's name.

If you wish to register many participants in one go, tick the boxes in the first column of each user's information. Then from the actions drop down at bottom select « **Register** » and the click the button .

Inscrire des utilisateurs					
<input type="text"/> <input type="button" value="Rechercher"/>					
1 - 17 / 17					1 / 1
<input type="checkbox"/>	Code Officiel ↓	Nom	Prénom	E-mail	Inscrire
<input type="checkbox"/>	-	LeStagiaire15	Mr	15	<a href="#">Inscrire</a>
<input type="checkbox"/>	-	LeStagiaire14	Mr	14	<a href="#">Inscrire</a>
<input type="checkbox"/>	-	LeStagiaire13	Mr	13	<a href="#">Inscrire</a>
<input type="checkbox"/>	-	LeStagiaire12	Mr	12	<a href="#">Inscrire</a>
<input type="checkbox"/>	-	LeStagiaire11	Mr	11	<a href="#">Inscrire</a>
<input type="checkbox"/>	-	LeStagiaire10	Mr	10	<a href="#">Inscrire</a>
<input type="checkbox"/>	-	LeStagiaire16	Mr	16	<a href="#">Inscrire</a>

Tout sélectionner - annuler toutes les sélections   1 / 1

## Managing groups from the « Users » tool

You will see the link « **Group management** » above the users list. Group management is discussed exhaustively in the next chapter. To know all about groups, simply turn the page!

## Unsubscribing users

Even in this case you have the choice of individual or group action.

If you wish to unsubscribe one user, click on the icon  in the icons column next to the user's name. Once you click « **OK** » in the confirmation alert message box the selected user is deleted from the list.

If you wish to unsubscribe several users in one go, tick the boxes next to the names of the users to be unsubscribed, select « **Unsubscribe** » from the actions drop down, and click « **OK** »

<input type="checkbox"/>	Code Officiel ↓	Prénom	Nom	Descriptif	groupe	Coach	Responsable	
<input type="checkbox"/>	-	Mr	LeStagiaire7	-	-	-	-	   
<input type="checkbox"/>	-	Mr	LeStagiaire8	-	-	-	-	   
<input checked="" type="checkbox"/>	-	Mr	LeStagiaire9	-	-	-	-	   
<input type="checkbox"/>	-	Bill	Leformateur	Professor	-	Coach	Responsable	  
<input type="checkbox"/>	-	Mr	LeStagiaire6	-	-	-	-	   
<input type="checkbox"/>	-	Mr	LeStagiaire5	-	-	-	-	   
<input type="checkbox"/>	-	Mr	LeStagiaire2	-	-	-	-	   
<input checked="" type="checkbox"/>	-	Mr	LeStagiaire3	-	-	-	-	   
<input checked="" type="checkbox"/>	-	Mr	LeStagiaire4	-	-	-	-	   
<input checked="" type="checkbox"/>	-	Mr	LeStagiaire1	-	-	-	-	   

Tout sélectionner - annuler toutes les sélections   1 / 1

## Add/change the role of a user

In the users list, click on the icon « **Edit** » . Fill in or change the entry in the « **Role** » field to inform other participants of the role played by one of them in the training schedule. Tick the box « **Coach** » (coach) or the box « **Teacher** » to assign the level of responsibility you wish to give to a participant.

<input type="checkbox"/>	Code Officiel	Prénom	Nom ↓	Descriptif	groupe	Coach	Responsable	
<input type="checkbox"/>	-	Bill	Leformateur	Professor	-	Coach	Responsable	  
<input type="checkbox"/>	-	Mr	LeStagiaire1	-	-	-	-	   

**utilisateurs**

Nom: Mr LeStagiaire1

rôle/statut:

Tuteur:  Responsable:

[Retour à la liste des membres](#)

<input type="checkbox"/>	Code Officiel	Prénom	Nom ↓	Descriptif	groupe	Coach	Responsable	
<input type="checkbox"/>	-	Bill	Leformateur	Professor	-	Coach	Responsable	  
<input type="checkbox"/>	-	Mr	LeStagiaire1	-	-	Coach	-	   

## Roles - Coach or Teacher?

The role of a Coach would amount to giving the user the permission to moderate a group forum. The 'coach' student will be able to delete and change users' messages in a group forum.

Assigning the role of Teacher will give a student exactly the privileges you have as the course creator! Displaying/hiding tools, populating the « Documents » repository, adding and deleting users to the course... This can be useful if there is a co-incharge for a course.

However, ticking the box « **Teacher** » will not display the name of the new teacher in the course title. For this, you will have to use the « **Course settings** » tool and select the name of the new teacher from the « Teachers » drop down list.

## Subscribing/deleting Classes

A class is a group of learners created by the platform administrator. If you wish to register only one class for your course click on the link « **Register** » on the extreme right of the name of the class.

If you wish to register many classes in one go, tick on the boxes in the first column of the list, then select « **Register** » and click on the button  .

	Nom de la classe ↓	Nombre d'utilisateurs	Inscrire
<input checked="" type="checkbox"/>	Classe CAO	7	Inscrire

	Nom de la classe ↓	Nombre d'utilisateurs	
<input type="checkbox"/>	Classe CAO	7	✗

To delete a class, click on the icon ✗ .

## Searching the users list

When you have many registrations in a course you will at times need to use the search function to locate a user.

The search function will help you find one or many users from a part or whole of the first name or last name.

Just enter in the search field the name information you have and click on the button  .

A list of learners with similar names will appear almost immediately.

	Code Officiel ↓	Prénom	Nom
<input checked="" type="checkbox"/>	-	Bill	Leformateur

## Exporting the users list

On the users list page, click on the link « **Export as CSV file** »  to download a file containing the list of users registered in your course. You can import this file's contents into your spreadsheet application. It is advisable to take a CSV snapshot of your users list at regular intervals.

	A	B	C	D
1		Bill	Leformateur	bill.leformateur@myorganisation.com
2		Mr	LeStagiaire1	
3		Mr	LeStagiaire10	
4		Mr	LeStagiaire11	
5		Mr	LeStagiaire12	
6		Mr	LeStagiaire13	
7		Mr	LeStagiaire14	
8		Mr	LeStagiaire15	
9		Mr	LeStagiaire16	

## Displaying the Tracking report of a student

On the users list page, click on the icon « **Tracking** »  next to the student's name. A comprehensive user activity report will be displayed. The user's activity in each tool is shown in detail - downloaded documents, work submitted to teacher, discussion forum posts...

You can correct tests by clicking on the button , and obtain learning path details by clicking on the  icon in front of each learning path.

The students' tracking reports put within quick and easy reach their complete course activity information, you will find these very useful when evaluating individual performance.

 Imprimer  Export CSV

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Informations</th> </tr> <tr> <td>Nom : Mr LeStagiaire1</td> </tr> <tr> <td>E-mail : <a href="mailto:1.2@start.com">1.2@start.com</a></td> </tr> <tr> <td>Tél. Aucun numéro</td> </tr> <tr> <td>En ligne : Non</td> </tr> </table>	Informations	Nom : Mr LeStagiaire1	E-mail : <a href="mailto:1.2@start.com">1.2@start.com</a>	Tél. Aucun numéro	En ligne : Non	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Suivi</th> </tr> <tr> <td>Dernière connexion : 21 Avril 2007</td> </tr> <tr> <td>Temps passé sur la plateforme</td> </tr> <tr> <td>Progression : 0 %</td> </tr> <tr> <td>Score : 0 %</td> </tr> </table>	Suivi	Dernière connexion : 21 Avril 2007	Temps passé sur la plateforme	Progression : 0 %	Score : 0 %	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Action</th> </tr> <tr> <td> Envoyer mail</td> </tr> </table>	Action	 Envoyer mail
Informations															
Nom : Mr LeStagiaire1															
E-mail : <a href="mailto:1.2@start.com">1.2@start.com</a>															
Tél. Aucun numéro															
En ligne : Non															
Suivi															
Dernière connexion : 21 Avril 2007															
Temps passé sur la plateforme															
Progression : 0 %															
Score : 0 %															
Action															
 Envoyer mail															

AutoCAD 2006   Coach : Bill Leformateur					
Parcours pédagogiques	Temps	Score	Progression	Dernière connexion	Détails
acad2006_welcome12e	0:00:06	0	80%	18 Avril 2007	

Tests	Score	Tentatives	Corriger le test
Gérer les calques	68 %	1	
Mettre en plan le dessin	50 %	1	
Cotation	0 %	1	

Autres outils	
Travaux	7
Messages	21
Liens visités	0
Documents téléchargés	9

AutoCAD 2006 - acad2006_welcome12e - LeStagiaire1 Mr			
Titre de la leçon	Statut	Points	Temps
Bienvenue dans ce cours !	Complété(e)	-	0:00:00
De quoi avez-vous besoin ?	Complété(e)	-	0:00:01
Pour accéder aux informations essentielles...	Complété(e)	-	0:00:01
Comment le cours est-il structuré ?	Complété(e)	-	0:00:02
Découvrir l'interface d'AutoCAD	Complété(e)	-	0:00:02
<i>Total des étapes accomplies</i>		-	0:00:06

You can see in this screen that you can export the tracking report in CSV format, unless you prefer to print it. If you notice that a learner is slowing down do not hesitate to send her a motivational message!

# Chapter 11 : Groups tool

The « **Groups** » tool allows trainers to create and manage workgroups. When a course is created there are no groups and thus no users assigned to groups. After groups are created, users can be added automatically or manually. You can also allocate documents, agenda, assignments, announcements and forums tools specifically to each group :

Créer nouveau(x) groupe(x) Modifier les propriétés Aperçu du groupe 1 - 3 / 3 1 / 1

	Groupes ↑	Inscrits	maximum	Modérateur	Modifier
<input type="checkbox"/>	Groupe 3	3	4	-	  
<input type="checkbox"/>	Groupe 2	3	4	-	  
<input type="checkbox"/>	Groupe 1	3	4	-	  

Tout sélectionner - annuler toutes les sélections Effacer [dropdown] Valider 1 / 1

## Configuring group settings

On the Groups home page, click on the link « **Modify settings** ». Decide if a learner can belong to many groups, set the maximum limit of the number of learners in each group, permit or prevent learners from self-registering/unregistering.

You can decide on the availability and the public or private character of the tools provided to each group (**public** : all learners of the course will have access to the tools of the group, even if they are not a part; **private** : only the learners registered to a group will have access to the tools of the group). Finally click on the button « **OK** ».

**Modifier les propriétés**

Limite Un membre peut être inscrit dans 1 groupes

Paramètres par défaut pour les nouveaux groupes

Limite  Sans limite  maximum 8 places (facultatif)

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

Documents  Non disponible  public  privé

Travaux  Non disponible  public  privé

Agenda  Non disponible  public  privé

Annonces  Non disponible  public  privé

Valider

## Creating new groups

On the Groups home page, click on the link « **Create new group(s)** ». Enter the number of groups to be created and click on the button « **OK** » [Valider]. On the page that appears change, if required, the names of the groups to be created and set, if you need to, the maximum number of learners allowed in a group. Click on the button « **OK** » [Valider].

The new groups appear. At this stage they are still empty.

**Création de groupes**

nouveau(x) groupe(s)

créer 3 nouveau(x) groupe(s) Valider

**Création de groupes**

Nom du groupe places (facultatif)

Même chose pour tous

Groupe 1 4

Groupe 2

Groupe 3

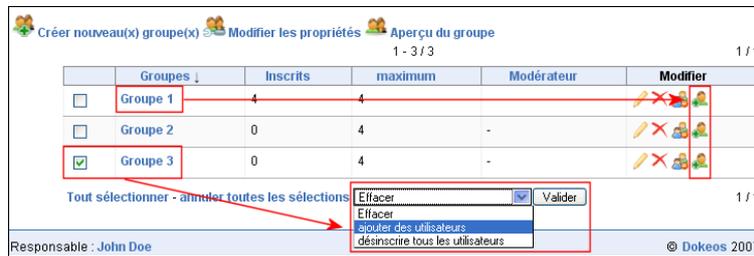
Valider

	Groupes ↓	Inscrits	maximum	Modérateur	Modifier
<input type="checkbox"/>	Groupe 1	0	4	-	  
<input type="checkbox"/>	Groupe 2	0	4	-	  
<input type="checkbox"/>	Groupe 3	0	4	-	  

Tout sélectionner - annuler toutes les sélections Effacer [dropdown] Valider 1 / 1

## Assigning users (automatically)

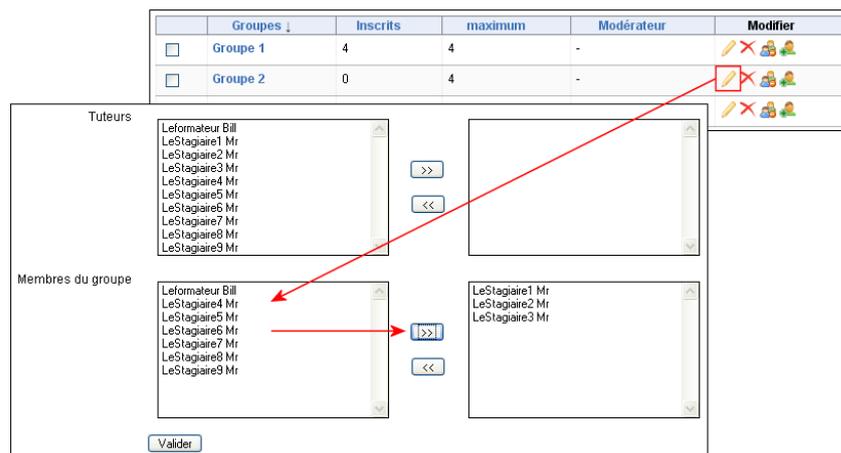
On the Groups home page, click on the icon « **Add users** »  to automatically assign users to a group. If you wish to automatically assign users to several groups, tick the boxes before the groups names, then from the drop down list select « **Add users** » and click on the « **OK** » button. The groups are assigned registered learners who are not yet allocated to any group. The names are added randomly, you do not control the user composition of the groups. But, you can do that manually whenever you want to.



## Assigning users (manually)

On the Groups home page, click on the name of the group you want to add users to. You come to the « Group area » of the group. Click on the button « **Edit this group** ». At the bottom of the page that appears, on the left are the names of learners who have registered in the course but are not yet part of a group. Use the button  to transfer the learners to the area on the right which shows the list of learners registered to the group. You can make multiple selections by using the following key combination « **Ctrl + click** ». Click on the button  to return to the « Group area » of the group.

This method is definitely more tedious, but you get full control of group composition and can comprehensively configure the group's properties as well.



## Self-Registration in groups (registration by learners)

This facility is offered to course participants provided you have selected self-register in the group's property settings page (check the group properties options described earlier). By using this method, you partially control the initial composition of the groups, and can fine-tune manually when needed.

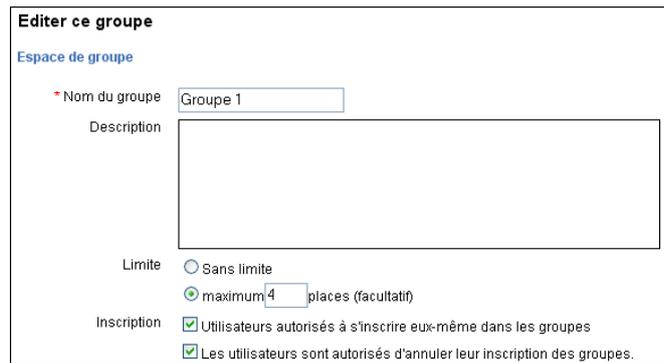


Gestion des groupes coté professeur



## Modifying the properties of a group

On the Groups home page, click on the button « **Edit this group** »  in the « Modify » column next to the group name. You now have direct access to the group's properties.



The screenshot shows the 'Editer ce groupe' form. It includes a title 'Espace de groupe', a text input for 'Nom du groupe' (Group 1), a large text area for 'Description', a 'Limite' section with radio buttons for 'Sans limite' and 'maximum 4 places (facultatif)', and an 'Inscription' section with checkboxes for 'Utilisateurs autorisés à s'inscrire eux-même dans les groupes' and 'Les utilisateurs sont autorisés d'annuler leur inscription des groupes'.

## Reaching the Group area

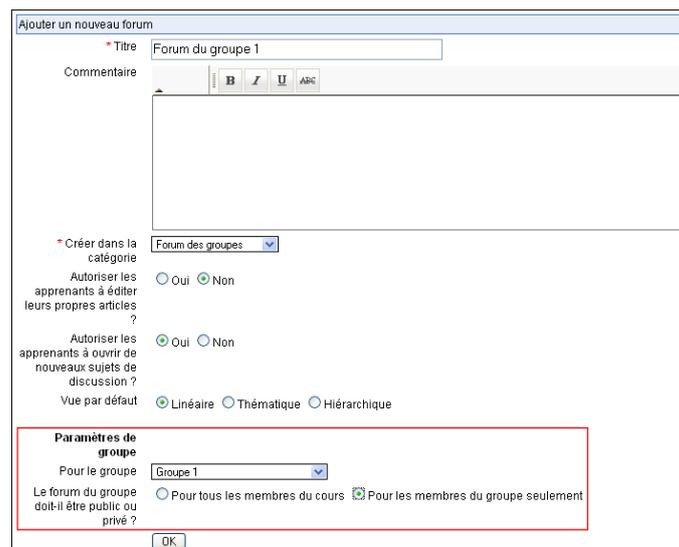
On the Groups home page, click on the group's name. You reach the « Group area » of the group. The links « **Documents** », « **Agenda** », « **Assignments** », and « **Announcements** » are specific to a group (see « Modifying group properties » above).

You can also, from the group area, look up information on a learner. Click on a learner's name which appears at the bottom of the screen in the list of members of the group.

**Note:** In *Dokeos* 1.8, the group forums are not directly managed from group areas. A group's forum is created through the « **Forums** » tool, using the « public » or « private » options (see the screenshot below).



The screenshot shows the 'Espace de groupe' for 'Groupe 1'. It lists tools: Documents, Agenda, Travaux, and Annonces. It also shows 'Tuteurs: (aucun)' and a list of members: Mr LeStagiaire6, Mr LeStagiaire7, Mr LeStagiaire8, and Mr LeStagiaire9.



The screenshot shows the 'Ajouter un nouveau forum' form. It includes a title 'Forum du groupe 1', a 'Commentaire' section with a rich text editor, a 'Créer dans la catégorie' dropdown menu, and several radio button options for permissions and view settings. A red box highlights the 'Paramètres de groupe' section, which includes a dropdown for 'Pour le groupe' (Group 1) and radio buttons for 'Pour tous les membres du cours' and 'Pour les membres du groupe seulement'.

## Emptying a group

To delete all learners assigned to a group, click on the icon « **unsubscribe all users** »  in the « Modify » column next to the group's name.

## Deleting a group

To delete a group, click on the button « **Delete** »  in the « Modify » column next to the group's name. After a request for confirmation the group is deleted.

## Managing many groups together

By ticking one or many groups and by using the drop down menu below the list of groups you can manage two or several groups together – the lot actions are limited to automatic deletion/assigning/unassigning of users.

	Groupes ↓	Inscrits	maximum	Modérateur	Modifier
<input checked="" type="checkbox"/>	Groupe 1	4	4	-	
<input checked="" type="checkbox"/>	Groupe 2	0	4	-	
<input type="checkbox"/>	Groupe 3	0	4	-	

Tout sélectionner - annuler toutes les sélections

1 / 1

## Group overview/Exporting group user lists

By clicking on the link « **Group overview** », you get the list of groups and the learners registered in them.

The export CSV or XLS file functionality described in the Chapter on « **Users** » tools is also available here.

**Aperçu du groupe**

Export CSV | Export Excel

- Groupe 1
  - Mr LeStagiaire1
  - Mr LeStagiaire2
  - Mr LeStagiaire3
- Groupe 2
  - Mr LeStagiaire4
  - Mr LeStagiaire5
  - Mr LeStagiaire6
- Groupe 3
  - Mr LeStagiaire7
  - Mr LeStagiaire8
  - Mr LeStagiaire9

**Ouverture de export.csv**

Vous avez choisi d'ouvrir  
 export.csv  
 qui est un fichier de type : Fichier CSV Microsoft Office Excel  
 à partir de : http://localhost

Que doit faire Firefox avec ce fichier ?

Ouvrir avec Microsoft Office Excel (défaut)
   
 Enregistrer sur le disque
   
 Toujours effectuer cette action pour ce type de fichier.

OK Annuller

	A	B	C	D
1	Groupe 1		LeStagiaire1	Mr
2	Groupe 1		LeStagiaire2	Mr
3	Groupe 1		LeStagiaire3	Mr
4	Groupe 2		LeStagiaire4	Mr
5	Groupe 2		LeStagiaire5	Mr
6	Groupe 2		LeStagiaire6	Mr
7	Groupe 3		LeStagiaire7	Mr
8	Groupe 3		LeStagiaire8	Mr
9	Groupe 3		LeStagiaire9	Mr

## Creating group categories (with the authorization of the administrator)

You can create group categories if the platform administrator has activated this feature.

If activated, the groups home page looks a little different from the standard groups home page : a link « **Add a category** » appears, and you will have to click on another link « **Default groups** » to see the list of regular groups.

Créer nouveau(x) groupe(x) Ajouter une catégorie Aperçu du groupe Groupes par défaut (3 Groupes)

1 - 3 / 3 1 / 1

	Groupes ↓	Inscrits	maximum	Modérateur	Modifier
<input type="checkbox"/>	Groupe 1	3	4	-	
<input type="checkbox"/>	Groupe 2	3	4	-	
<input type="checkbox"/>	Groupe 3	3	4	-	

Tout sélectionner - annuler toutes les sélections

1 / 1

When you add a new category for the groups you have to name the category, describe it, and then configure properties for the new groups that will fall in the category, just as you did for default groups.

**Ajouter une catégorie**

\* Titre Groupe Option CAO

Description

Limite Un membre peut être inscrit dans 1 groupes

Paramètres par défaut pour les nouveaux groupes

Limite  Sans limite  maximum  places (facultatif)

Inscription  Utilisateurs autorisés à s'inscrire eux-mêmes dans les groupes  Les utilisateurs sont autorisés d'annuler leur inscription des groupes.

Documents  Non disponible  public  privé

Travaux  Non disponible  public  privé

Agenda  Non disponible  public  privé

Annonces  Non disponible  public  privé

Valider

Créer nouveau(x) groupe(x) Ajouter une catégorie Aperçu du groupe

Afficher tout

Groupes par défaut (3 Groupes)

Groupe Option CAO (0 Groupes)

One of the advantages of creating new group categories is that you can create groups from existing classes (classes have to be created by the platform administrator). Thus, you can allocate group tools to one or many classes, without having to recreate a new course just for these classes.

**Création de groupes**

**nouveau(x) groupe(s)**  
 créer  nouveau(x) groupe(s)

**Créer des sous-groupes**  
 Cette option vous permet de créer de nouveaux groupes basés sur un groupe existant. Indiquez le nombre de groupes et choisissez un groupe existant. Le nombre de groupes désirés sera créé et tous les membres du groupe existant seront inscrits dans ces nouveaux groupes. Le groupe existant ne sera pas modifié.  
 Créer  groupes avec des membres de Groupe 1 (3 utilisateurs)

**Groupes dans classes**  
 En utilisant cette option, vous pouvez créer des groupes basés sur les classes inscrites dans le cours.  
 • Classe Option CAO (7 utilisateurs)  
Groupe Option CAO

**Groupes par défaut (4 Groupes)** 1 - 4 / 4 1 / 1

	Groupes	Inscrits	maximum	Modérateur	Modifier
<input type="checkbox"/>	Classe Option CAO	7	7	-	
<input type="checkbox"/>	Groupe 1	3	4	-	
<input type="checkbox"/>	Groupe 2	3	4	-	
<input type="checkbox"/>	Groupe 3	3	4	-	

Tout sélectionner - annuler toutes les sélections

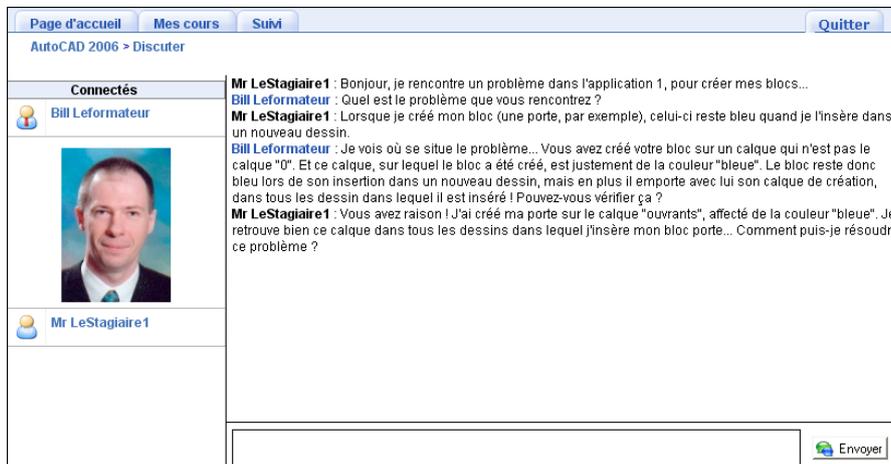
**Groupe Option CAO (1 Groupes)** 1 - 1 / 1 1 / 1

	Groupes	Inscrits	maximum	Modérateur	Modifier
	Classe Option CAO	7	7	-	

# Chapter 12 : Chat tool

The « **Chat** » tool helps you interact live with the learners of the course. Unlike the different chat tools available online, this one functions within Dokeos in the browser and does not need installation of an additional application (like Microsoft Messenger®, Yahoo! Messenger® etc). The advantages of this solution are Dokeos integration and immediate availability. The shortcoming - the list of messages does not refresh immediately; it can take 5 to 10 seconds.

If a learner has uploaded his photo from the « **My profile** » area, this will appear when you click on the name of the learner. Only the trainer can clear (delete) the chat list (messages) when the discussion is over.

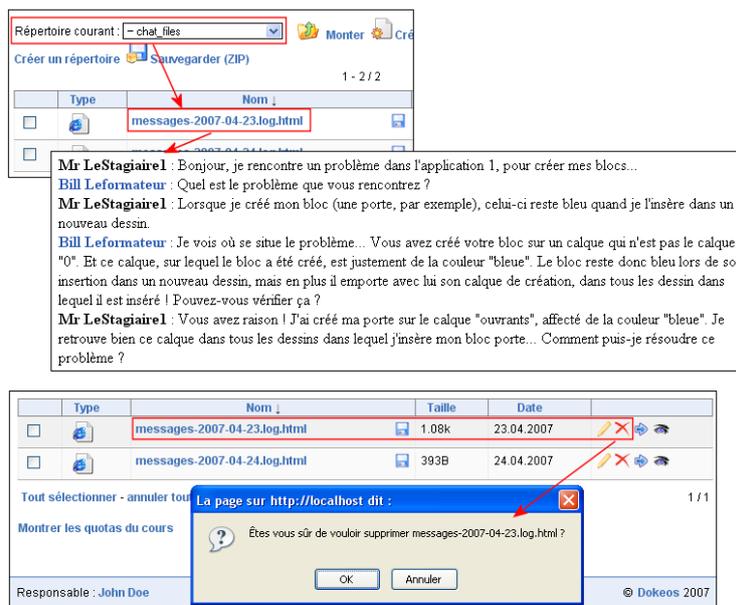


## Sending a message

Simply type your text in the field located at the bottom of the page and click on the button « **Send** ». In the message display the name of the trainer has a different color from the learners'.

## Revisiting and Deleting Chats

Message exchanges from Chats are available date wise in the folder « chat\_files » which is located in the « **Documents** » tool. You can revisit past chat exchanges and delete the file(s) as you would do for any other type of document: by clicking on the icon « **Delete** » .



# Chapter 13 : Assignments tool

The « **Assignments** » tool is a very simple tool allowing all learners to send documents to trainers. It can be used to receive individual and collective homework assignments, answers to open questions and all other forms of documents.

## Adding introduction text

Click on the icon « **Edit** »  to use the inbuilt html editor to format the content of your introduction. Click on the icon « **Delete** »  to delete the introduction - a link « **Add introduction text** » will replace it. You can then add the introduction later.

**Note:** the Introduction text functionality has to be activated by the platform administrator. You will not see the « **Edit** » and « **Delete** » icons if this functionality has not been activated.

## Configuring the Assignments tool

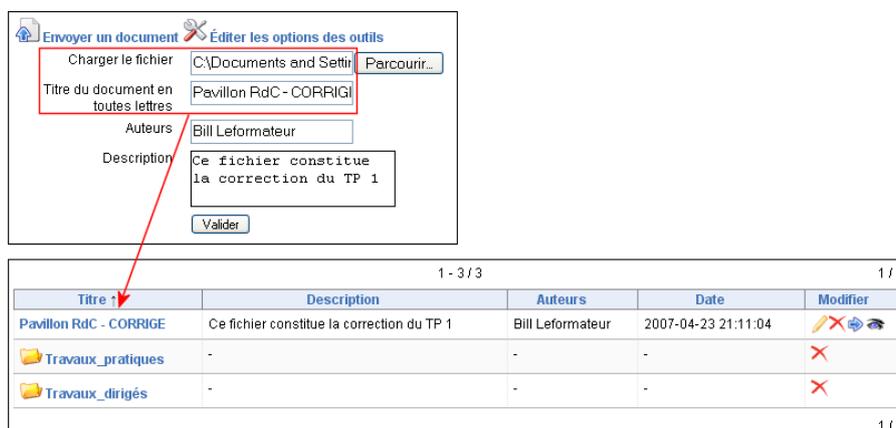
The essential function of the « **Assignments** » tool is to make it possible for learners to send files (exercises, reports, written work...) to trainers. Then it is up to the trainer to make corrections etc.. Another useful function the tool serves is to allow all learners registered in a course to enrich their learning by consulting each others' work/assignments.

The choice between private (solely meant for the trainer) or public assignments (all learners can consult each other's assignments) can be configured by clicking on the icon/link « **Edit Tool Options** » . Trainers can choose to show or hide the entire lot of assignments sent. You decide on the public or private character of the learners assignments by checking the corresponding radio button.



## Sending an assignment file

Click on the link « **Upload a document** », then click on the button « **Browse** » to locate the file on your hard disk or on the network. Give a title to this document. It is this name which will be the link allowing access to the file. By default, the name of the file is the title. Finally fill in the fields « **Author** » and « **Description** ». Click on the button « **OK** ». The document is added to the list at the bottom of the page.



Titre	Description	Auteurs	Date	Modifier
Pavillon RdC - CORRIGE	Ce fichier constitue la correction du TP 1	Bill Leformateur	2007-04-23 21:11:04	  
Travaux_pratiques	-	-	-	
Travaux_dirigés	-	-	-	

**Note:** The procedure described above is exactly the one which learners will follow to send you their assignments.

## Creating folders for organizing assignments

If the number of learners in your course is large, you will undoubtedly receive a large number of assignments to be corrected....To help you with grading assignments, **Dokeos** 1.8 now lets you create folders. The procedure is very simple, but you must know that these folders are totally invisible to the learner. Moving assignment files from the root to a folder (or from one folder to another) is only for the trainer's convenience. Students do not see any change in their Assignment areas.

To create a new folder, click on the link « **Edit Tool Options** », then on the link « **Create a folder** ». Give a name to the new folder, click on the button « **OK** ». The folder is created.

Titre ↓	Description	Auteurs	Date	Modifier
Compte-rendus_divers	-	-	-	✖
Travaux_dirigés	-	-	-	✖
Travaux_pratiques	-	-	-	✖
Pavillon RdC - CORRIGE	Ce fichier constitue la correction du TP 1	Bill Leformateur	2007-04-23 21:11:04	✏️ ✖️ 👁️

## Managing assignments

For managing assignments you use the same icons as for managing documents :

Titre	Description	Auteurs	Date ↑	Modifier
Pavillon RdC - CORRIGE	Ce fichier constitue la correction du TP 1	Bill Leformateur	2007-04-23 21:11:04	✏️ ✖️ 👁️
CR TP 2	Compte-rendu du TP n°2	Mr Lestagiaire2	2007-04-23 18:41:41	✏️ ✖️ 👁️
CR TP 1	-	Mr Lestagiaire2	2007-04-23 18:41:10	✏️ ✖️ 👁️
Travaux_dirigés	-	-	-	✖️
Travaux_pratiques	-	-	-	✖️

- Permet de modifier les titre, auteur ou description du document
- Supprime (après demande de confirmation) le document coté professeur, mais pas coté utilisateur
- Déplace le document vers la racine (emplacement le plus haut) ou vers un dossier préalablement créé
- Contrôle la visibilité du document pour le(s) stagiaire(s)

# Chapter 14 : Reporting tool

The «Reporting» tool allows you to track course activity in two ways:

- **Globally:** by clicking on the « Reporting » tab (or the link « Reporting »). You will get access to course-wide statistics of the courses you are in charge of. From here, you can also access the reports of individual learners.

The screenshot shows the 'Suivi' interface. At the top, there are tabs for 'Page d'accueil', 'Mes cours', and 'Suivi' (highlighted with a red box). Below the tabs, there are links for 'Imprimer' and 'Export CSV'. The main content area displays 'Votre liste de cours' with a table of course statistics. A red arrow points from the 'Suivi' tab to the table. Another red arrow points from a 'Détails' link in the table to a second, more detailed table below.

Titre du cours	Nombre d'apprenants	Temps passé sur le cours	Progression moyenne des apprenants	Score moyen des apprenants	Messages par apprenant	Travaux par apprenant	Détails
AutoCAD 2006	16	0:00:56	4.53 %	0 %	0	0.19	»»
AutoCAD 2007	7	0:00:04	0 %	0 %	0	0.29	»»
Solidworks 2006	40	0:00:00	0 %	0 %	0	0.00	»»
Solidworks 2007	10	0:00:00	0 %	0 %	0	0.00	»»

Nom	Prénom	Temps	Progression	Score	Travaux	Messages	Dernière connexion	Détails
LeStagiaire1	Mr	0:09:29	57.5 %	0 %	1	0	24 Avril 2007	»»
LeStagiaire2	Mr	0:01:28	15 %	0 %	2	0	24 Avril 2007	»»

- **By User:** by accessing the « Reporting » tool of the course , on the course home page, you can keep track of how much time a particular learner has spent on a course, what results she has obtained in the exercises, how many assignments she has sent, how many documents she has downloaded etc.?

The screenshot shows the 'Suivi' interface for a specific learner. It is divided into three main sections: 'Informations', 'Suivi', and 'Action'. Below these, there is a table for 'Parcours pédagogiques' and a 'Tests' section. A red arrow points from the 'Détails' link in the 'Parcours pédagogiques' table to a detailed table of lessons.

Informations	Suivi	Action
Nom : Mr LeStagiaire1 E-mail : 1 Tél. Aucun numéro En ligne : Non	Dernière connexion 24 Avril 2007 Temps passé sur la plateforme 0:13:16 Progression 0 % Score 0 %	Envoyer mail

Parcours pédagogiques	Temps	Score	Progression	Dernière connexion	Détails
acad2006_welcome12e	0:00:10	0	100%	24 Avril 2007	»»
acad2006_ch1a	0:00:35	0	100%	24 Avril 2007	»»
acad2006_ch2a	0:00:04	0	30%	24 Avril 2007	»»
acad2006_ch3b	0:00:00	0	0%	-	»»

Tests	Score	Tentatives	Corriger le test
Gérer les calques	0 %	0	
Mettre en plan le dessin			
Cotation			

Titre de la leçon	Statut	Points	Temps
Bienvenue dans ce cours !	Complété(e)	-	0:00:05
De quoi avez-vous besoin ?	Complété(e)	-	0:00:01
Pour accéder aux informations essentielles...	Complété(e)	-	0:00:01
Comment le cours est-il structuré ?	Complété(e)	-	0:00:02
Découvrir l'interface d'AutoCAD	Complété(e)	-	0:00:01
Total des étapes accomplies		-	0:00:10

# Chapter 15 : Course Maintenance tool

**Dokeos** 1.8 simplifies the maintenance of courses by separating the maintenance tool from the properties (settings) tool. Deleting a course, copying all or part of a course to another course, saving or re-importing a course which is already saved... All these procedures can be performed very quickly.

**Maintenance**

- Supprimer ce cours**  
Cliquez sur ce lien afin d'éliminer toute trace du cours sur le serveur.  
Cette fonctionnalité est à manier avec une extrême précaution !
- Sauvegarder et importer**
  - Créer une sauvegarde : Créer un fichier de sauvegarde de ce cours. Vous pouvez sélectionner les sections du cours que vous voulez sauvegarder dans ce fichier.
  - Importer les informations de sauvegarde : Importer un cours existant. Vous pouvez charger un fichier de sauvegarde depuis votre ordinateur ou choisir un des fichiers de sauvegarde qui se trouve sur le serveur.
- Vider ce cours**  
Cet outil vide le cours des éléments sélectionnés, ou de l'ensemble des éléments qu'il contient. Il supprime les documents, les forums, liens... Cette procédure peut être mise en oeuvre à l'issue d'une formation, ou d'une année universitaire. Bien entendu, avant de vider le cours, vous aurez pris soin d'effectuer une sauvegarde complète !
- Copier un cours**  
Dokeos introduit la possibilité de dupliquer tout ou partie d'un cours existant vers un autre cours, qui peut être initialement vide. Le seul préalable à cette manipulation est de disposer d'un cours contenant des documents, annonces, forums... et d'un second cours ne contenant pas les éléments du premier !

## Deleting a course

Click on the link « **Delete the whole course area** » to remove all traces of the course on the server. Given the irreversible character of this step, a warning will appear before the course vanishes! The delete function is to be used cautiously.

**Supprimer ce cours**  
Cliquez sur ce lien afin d'éliminer toute trace du cours sur le serveur.  
Cette fonctionnalité est à manier avec une extrême précaution !

⚠ "Solidworks 2007" (SW2007)  
En supprimant ce cours, vous supprimerez tous les documents qu'il contient et désinscrivez tous les membres qui y sont inscrits.  
Voulez-vous réellement supprimer ce cours  
NON | OUI

⚠ Le cours "Solidworks 2007" (SW2007) a été supprimé  
Retour à la page d'accueil de My campus

## Emptying a course

This tool empties the course of selected or of all the components it contains. It deletes documents, forums, links... This procedure can be put in practice at the end of a training program, or at the end of a university year. Of course, before emptying the course you should ensure that you have saved all that is necessary and recyclable!

To empty the course of its content, click on the link « **Empty this course** »  . In the page that appears next, you can choose to recycle the whole course, or certain components (choose in the following screen). Click finally on the button « **Recycle course** » to launch the cleaning process.

**Vider ce cours**  
Cet outil vide le cours des éléments sélectionnés, ou de l'ensemble des éléments qu'il contient. Il supprime les documents, les forums, liens... Cette procédure peut être mise en oeuvre à l'issue d'une formation, ou d'une année universitaire. Bien entendu, avant de vider le cours, vous aurez pris soin d'effectuer une sauvegarde complète !

## Copying a course

On the Maintenance page, click on the link « **Copy course** » . The screen that appears allows the choice of a destination course to which the course or components of it have to be copied. In case there are certain components (files) that already exist in the destination course, you have the choice of not doing anything (skip same file name), renaming files or overwriting the files which are in the destination course. Finally click on the button « **Copy course** ».

If you wish to select parts of the course to copy, the next screen helps you choose. Select the components you need, then click on the button « **OK** ».

A message will appear confirming the duplication.

**Copier un cours**  
Dokeos introduit la possibilité de dupliquer tout ou partie d'un cours existant vers un autre cours, qui peut être initialement vide. Le seul préalable à cette manipulation est de disposer d'un cours contenant des documents, annonces, forums... et d'un second cours ne contenant pas les éléments du premier !

Sélectionnez un cours de destination : AutocAD 2007

Copier toutes les sections de ce cours  
 Me laisser sélectionner les sections de cours.

Que faire des fichiers importés qui ont le même nom que des fichiers existants ?

Sauter les fichiers  
 Renommer les fichiers (ex: fichier.pdf)  
 Écraser les fichiers

Copier un cours

Sélectionnez la section de cours désirée

- Activités
- Annonces
- Liens
- Introduction
- Documents
- Description du cours
- Tests
- Parcours d'apprentissage
  - [tous - rien]
  - acad2006\_welcome12e
  - acad2006\_ch1a
  - acad2006\_ch2a
  - acad2006\_ch3b
- SCORM

Valider

## Creating a backup

As a security measure, as well as for record and reusability, it is safer to create a backup of the complete content of the course. This process is automated. It offers the choice between creating a backup of the entire course, or of components you have selected by a process similar to the one which allows the copying of components of one course to another course. This process has been described earlier.

To start the backup click on the link, « **Create a backup** ». In the page that appears, choose to backup the whole course, or some of its components (choose in the next screen). Finally Click on the button « **create a backup** » to launch the backup process. Backups are compressed files (zip) which are downloadable to your hard disk and ready for saving in a secure place.

 Sauvegarder et importer

- **Créer une sauvegarde**  
Créer un fichier de sauvegarde de ce cours. Vous pouvez sélectionner les sections du cours que vous voulez sauvegarder dans ce fichier.
- **Importer les informations de sauvegarde**  
Importer un cours existant. Vous pouvez charger un fichier de sauvegarde depuis votre ordinateur ou choisir un des fichiers de sauvegarde qui se trouve sur le serveur.

**Créer une sauvegarde**

Veuillez sélectionner une option de sauvegarde.

Faire une sauvegarde complète de ce cours

Me laisser sélectionner les sections de cours.

 La sauvegarde (backup) de ce cours a été effectuée. Le téléchargement de ce fichier démarrera dans quelques instants. Si rien ne se produit, veuillez cliquer sur le lien suivant.

[2\\_ACAD2006\\_20070424211923.zip](#)

## Importing a course backup

Each backup creates a date specific compressed file. This Zip file is stored on the server (in the folder « **archive** »). You can also download it to your own workstation.

If you create a new empty course, *Dokeos lets* you import the content of a backed-up course to the new empty course.

To start importing, click on the link « **Import backup** ». In the page that appears, choose the importing source : either a zip file stored in your hard disk (or on the network), or a zip file stored on the server. Then choose to import the whole course, or some components (choose in the next screen). Then, decide what to do with the files that may be overwritten during the importing process. Finally, click on the button « **Import backup** » to start importing. A message will inform you if the backup is successful or not.

 Sauvegarder et importer

- **Créer une sauvegarde**  
Créer un fichier de sauvegarde de ce cours. Vous pouvez sélectionner les sections du cours que vous voulez sauvegarder dans ce fichier.
- **Importer les informations de sauvegarde**  
Importer un cours existant. Vous pouvez charger un fichier de sauvegarde depuis votre ordinateur ou choisir un des fichiers de sauvegarde qui se trouve sur le serveur.

**Importer les informations de sauvegarde**

Sélectionnez un fichier de sauvegarde

Charger un fichier depuis votre ordinateur

Utiliser un fichier de sauvegarde qui se trouve sur le serveur

Importer toutes les sections contenues dans le fichier de sauvegarde

Me laisser sélectionner les sections de cours.

Que faire des fichiers importés qui ont le même nom que des fichiers existants?

Sauter les fichiers

Renommer les fichiers (ex: fichier.pdf devient fichier\_1.pdf)

Ecraser les fichiers

# Chapter 16 : The Survey tool

Getting proper feedback on your courses is always a major concern, isn't it? You will appreciate the dedicated **Survey** tool which you can use to effectively seek feedback from users.

Créer nouvelle enquête   Rechercher										
					1 - 1 / 1		1 / 1			
	Nom de l'enquête	Code de l'enquête	Nombre de questions	Auteur	Langue	Partagée	Disponible à partir de	Valable jusqu'au	Invités	Modifier
<input type="checkbox"/>	Enquête de satisfaction	satisfaction_2007042	6	Emmanuel PECQUET	french	-	2007-04-23	2007-04-30	0 / 1	
Tout sélectionner - annuler toutes les sélections										
Supprimer enquête Valider										
1 / 1										

## Creating a new survey

Click on the link « **Create a new survey** » and fill in the field « **Survey code** » and « **Survey title** ». With the help of the calendar, you can control the duration of your survey. No need to keep it on for a whole year; at most for some days at the conclusion of the training program. Filling up the text fields « **Survey introduction** » and « **Survey thanks** » is also good practice; you will add some clarity and warmth to your survey.

\* Code de l'enquête: satisfaction\_20070424\_1

\* Titre de l'enquête: Enquête de satisfaction

Sous-titre de l'enquête:

Langue: Français

Date de début: 23 Avril 2007 00 h 00

Date de fin: 30 Janvier 2007 00 h 00

Partager l'enquête:  Oui  Non

Introduction de l'enquête: Cette enquête est destinée à mieux cerner votre satisfaction à l'issue de la formation.

## Adding questions to the survey

Once the survey outline is created, it is for you to create the questions. The « **Survey** » tool has many question types: open/closed questions, percentage, QCM, multiple responses... You will definitely find what you need for your (ever increasing) feedback needs.

Enquête:

Où/Non Choix multiple Réponses multiples ouverte Liste déroulante Pourcentage Score 9/10 Commentaire Séparateur de page

Numéro de question	Titre	Type	Nombre d'options	Modifier
1	Avez-vous déjà suivi une formation à distance au préalable ?	Oui / Non	2	
2	Vous diriez de la formation suivie, qu'elle est.	Choix multiple	3	
3	Quelle est la durée totale passée sur la formation ?	Réponses multiples	4	
4	Pourriez-vous citer les deux principaux inconvénients rencontrés dans le cours			
5	Si vous aviez à appliquer une note à la formation suivie, quelle serait cette note			
6	Quel pourcentage de temps avez-vous passé sur la formation, hors temps de tr			

**Question**

Avez-vous déjà suivi une formation à distance au préalable ?

**Attacher**

Horizontal  Vertical

**Réponses possibles**

1 Oui

2 Non

Enregistrer la question

## Previewing the survey

Now that the questions have been created, you would perhaps like to preview what the survey looks like to learners.

Click on the « **Preview** » icon  and the preview screen will show you what the survey will look like to end users.

## Publishing the survey

Happy with the preview? Any modifications to be made? No? Then click on the icon « **Publish survey** »  to send the survey to the selected list of receivers.

Just like in creating groups, use the list « Users of this course » on the left and the one for receivers on its right to sort out the samplers. Next, you fill in the email subject « Title of the email » and the content, « Text of the email ». The future samplers will be alerted by email of the availability of a survey. Give good thought to the email content for it will play a big part in motivating users to take the survey.

## Survey reports

Analyzing surveys is a tedious task. The survey Reporting tool will help with analysis as it sorts reports by question, by user, comparative etc...

- Rapport détaillé par question**  
Dans ce rapport, vous pouvez voir les résultats question par question.
- Rapport détaillé par utilisateur**  
Dans ce rapport, vous pouvez voir toutes les réponses spécifiques à un utilisateur.
- Reporting comparatif**  
Dans ce rapport, vous pouvez comparer deux questions.
- Rapport complet**  
Dans ce rapport, vous pouvez obtenir une vue d'ensemble de tous les utilisateurs sur toutes les questions. Vous avez aussi la possibilité de voir une sélection de question, et d'exporter les résultats au format CSV.

## Managing surveys

When managing surveys you will see some new icons apart from the usual « **Edit** » and « **Delete** » :

Publie l'enquête

Supprime l'enquête (après demande de confirmation)

Valable jusqu'au	Invités	Modifiée
2007-04-30	0 / 1	1 / 1

Modifie les paramètres de l'enquête (nom, dates, nombre et type des questions)

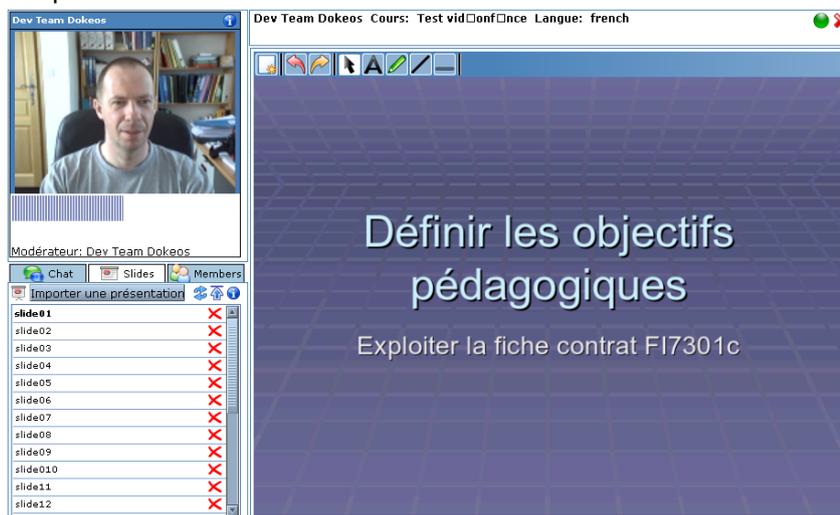
Affiche la prévisualisation de l'enquête

Affiche le suivi des enquêtes

# Chapter 17 : Videoconferencing

The videoconferencing application has to be configured by the administrator of the platform before it is available in each course.

Once configured, two new tools become available in the home page of every course : « **virtual meeting** » and « **virtual class** ». These two tools point to the same videoconferencing environment. One of them is demonstrative (virtual class). The other is participative (virtual meeting) as it allows three learners to have exchanges with the professor.

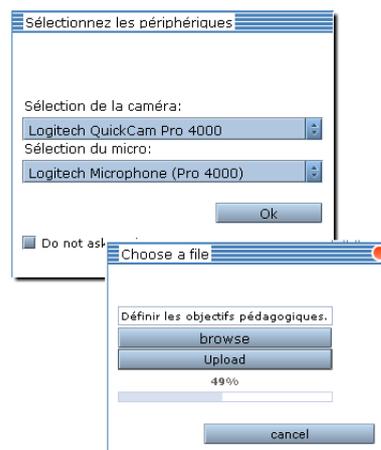


## Preparing a virtual class

When you launch a virtual class, **Dokeos** detects the video inputs in your system and also allows you to select them.

You may then choose to upload a PowerPoint presentation to the server. Like **Oogie**, the videoconferencing tool converts the presentation slides into a succession of screens that can be accessed independently. Each screen is named « slide ». Extra screens can be deleted before you start your show.

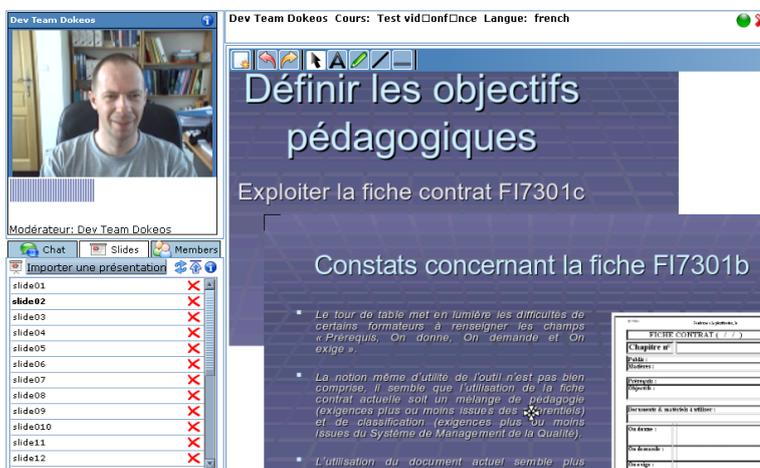
Once the presentation is converted, your virtual class is ready to roll!



## Conducting a virtual class

Three tools are available to you for conducting a virtual class: « Chat », the presentation converter « Slides », and « Members » listing the attendees.

The functioning of the « chat » is as simple as using the standard **Dokeos** « Chat » tool. The presentation will be displayed slide by slide. You can start your lecture, as your webcam and your microphone have already been detected by **Dokeos**. Using the whiteboard widgets you can also add annotations on each screen and underline important elements.



Please note here that an optional setting allows the superimposition of screens, hence you can move the slide on top of the pile to make way for the slide below; also, you can highlight a particular point : practical isn't it?

A little effort may be required to take control of the system, but once you are comfortable you will have a fan following among your learners, and you may become the subject of envious praise among your colleagues!

## Conducting a virtual meeting

The principle of the virtual meeting is identical, but also allows three participants apart from you.

It is possible that in a virtual meeting you will get to use the « Chat » tool more often than in a virtual class.

The screenshot displays a virtual meeting window titled "Dev Team Dokeos Cours: Test vidConfOnce Langue: french". The main area shows a presentation slide titled "Et la fiche contrat FI7301c ?". The slide content includes a table with columns for "Pré requis", "Compétences", "Séances associées", "De savoir", "De savoir-faire", and "De savoir-être". Below the table are three boxes labeled "Exigence 3", "Exigence 1 et 2", and "Exigence 4".

Pré requis :	Compétences :
et	
Séances associées :	
De savoir (conditions de réussite)	De savoir-faire (performances attendues)
et	De savoir-être (profil d'apprenant)

Exigence 3: Mentionner les conditions dans lesquelles le comportement souhaité doit se manifester

Exigence 1 et 2: Décrire de façon univoque le contenu de l'intention pédagogique. Décrire une activité de l'apprenant identifiable par un comportement observable (commence par un verbe d'action)

Exigence 4: Indiquer à quel niveau doit se situer l'activité terminale de l'apprenant et quels critères serviront à évaluer le résultat.

On the left side, there is a "Modérateur: Dev Team Dokeos" section with "Chat", "Slides", and "Members" tabs. Below it is a list of slides from slide13 to slide23, with "slide22" highlighted. At the bottom, there is a file named "D:\_fniiteobjec.ppt".

# Part 4

## Learning Paths

A Learning Path is a structured instructional sequence divided into **chapters**, which are then further divided into **steps**. You can organize a learning path as per your content's existing structure. You can also combine tests and discussions (forums) in learning path sequences. You have the flexibility of naming successive chapters as « weeks », « topics », « modules » etc...the choice is yours.

The learner's progress through a learning path's sequence can be controlled by pre-requisites. This means that the learner has to complete certain steps before moving on to others.

Your learning path sequence can be *suggestive* - you show the steps one after the other, and it is up to the learner to follow the sequence; or *binding* - the learner has to follow the steps in the order given.

Learning Paths offer you the potential for creating a journey through a knowledge base that can include resources, tests, assignments, discussions, evaluation, experimentation, cross-examination... The **Dokeos** Learning Path tool allows you to put most of Dokeos's pedagogical functionality in sequences learners can choose to follow, or have to follow.

Chapter 1 describes the creation of learning paths step-by-step, starting with the creation of an empty navigation, then adding a chapter, many steps, and a test. Finally, we will touch upon the export and import functionality of Learning Paths.

The second chapter is about importing courses created outside the **Dokeos** platform - **SCORM** course packages.

The third chapter will touch upon the new features in **Dokeos** 1.8 - **Oogie**, or how to convert PowerPoint or Impress presentations into learning paths.

# Chapter 1 : Working with learning paths

## Creating a Learning Path

From your course home page, click on the link «**Learning path**», then on the link «**Add a learning path**» on the next screen. Give a name to the path, then click on the button «**OK**» .

The path is created, and although empty, appears in the navigation list.

Nom	Progression	Description	Export SCORM	Modifier
acad2006_ch1a	0% (0/19)	-Autre- local UTF-8	+	[Icons]
acad2006_ch2a	0% (0/20)	-Autre- local UTF-8	+	[Icons]
acad2006_ch3b	0% (0/20)	-Autre- local UTF-8	+	[Icons]
acad2006_welcome				
Introduction à la				

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

Pour commencer, choisissez un titre pour votre parcours :

Titre :

**Important point** : a learning path tracks the learner's progress. Thus, a learner signing out of **Dokeos** at stage 3 of the path will land at that stage (stages 1, 2 and 3 completed, other stages incomplete) on his next visit.

## Adding the first chapter

Once the empty path is created, you can create the first chapter. Click on «**New chapter**» Give it a name in the «**Title**» field and then click on the button «**OK**» .

Saisissez les informations de ce nouveau chapitre

Parent :

Position :

Titre :

Editer ce chapitre

Le nouveau chapitre a bien été créé. Vous pouvez maintenant ajouter un nouveau chapitre ou une nouvelle étape dans celui-ci.

## Adding a step to the chapter

After the chapter, create the first step in it by clicking on «**New step**». You then reach a page listing all the resources that can be integrated in a path.

**Important:** please note that the resources have to be present in the server to be integrated in a path. You will first have to upload to the server via the «**Documents**» tool the files (doc, pdf, html, swf...) that you wish to include in your learning path.

Select a resource from the right side of the screen for including in your first chapter. Each integrated resource constitutes a step that the learner can access freely, or has to go through to get to the next step (you decide by setting the pre-requisites).

Click on the button «**OK**» to continue building the path. At this stage, you can add other steps to the first chapter, or add other chapters.

Créer une nouvelle étape :

Nouveau document

Ou utiliser une ressource existante :

Documents

- Audio
- chat\_files
- documents\_techniques
- Flash
- Images
- ressources
- chapter2
- animations
- ch2-p0.html

Créer le document :

Parent :

Position :

Titre :

Pré-requis :

Utiliser les coordonnées pour représenter la géométrie

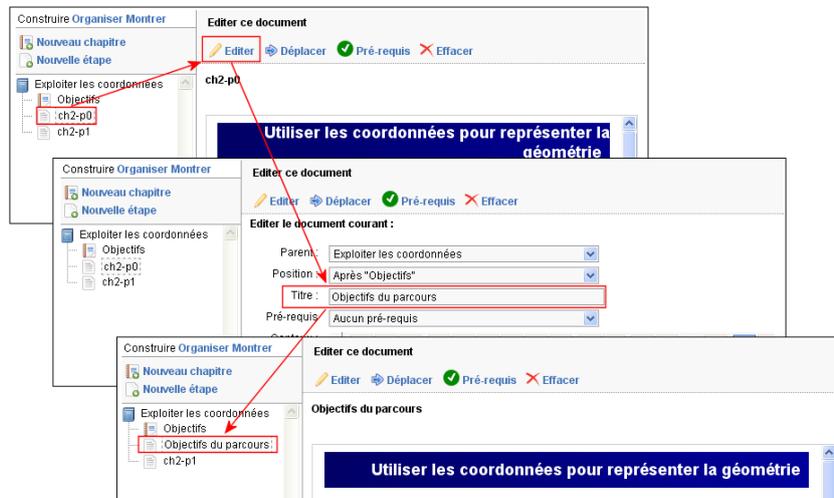
L'espace de dessin d'AutoCAD (appelé **Espace Objet**) est un espace à **trois dimensions**. Cet espace, historiquement infini, est **matérialisé par un repère orthonormé direct fixe (O,x,y,z) appelé Système de Coordonnées Général (SCG)**. Ce système de coordonnées, le SCG, possède en particulier sa propre origine, de coordonnées (0, 0, 0).

Nous verrons plus tard, qu'il est possible de personnaliser le système de coordonnées d'AutoCAD, en créant des **Systèmes de Coordonnées Utilisateur (SCU)**. Pour le moment, intéressons-nous à la façon d'utiliser le **Système de Coordonnées Général**.

## Changing the names of the steps

When you add a document (file) as a step, it retains its file name as the step's title. This is hardly satisfying : the names of the files may not be meaningful in the new context.

Click on the step title you wish to change (on the left side) to select it, then click on the icon « **Edit** » on top right-side to edit the title of the step. Change the « Title » in the input field to make it more contextual. Click on the button « OK » to save the changes.

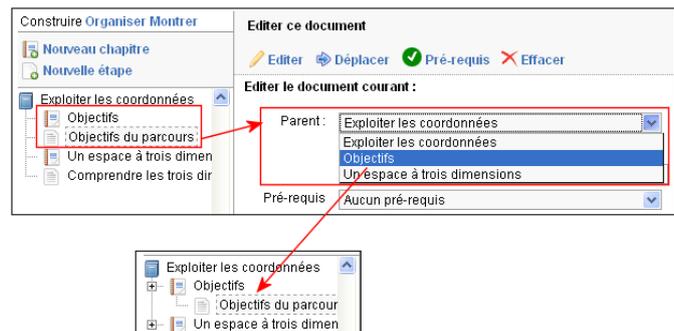


## Structuring the navigation tree

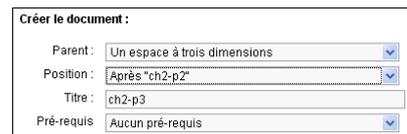
While creating the path we have placed the chapters and steps at the same level.

For instance, « Objectives of the path » should be under the chapter « Objectives » and not under the path title, as it is now. In other words, the chapter « Objectives » should be the parent of the step « Objectives of the path ».

To correct this problem, select the step to be moved, click on the button « **Edit** » and change the Parent chapter of this stage from the drop-down list.



Perhaps you have noticed that this action (allotting a parent chapter to a step) can be performed directly when you add a step: you then have access to the drop down list « Parent » described above.



## Reordering chapters and steps

Click on the link « **Organize** » on the top left of your learning path navigation to see the table with the chapters and the steps in the order that you have placed them. To reorder the path, use the arrow icons « Up » ↑ and « Down » ↓ to position the chapters and steps exactly where you want them to be.

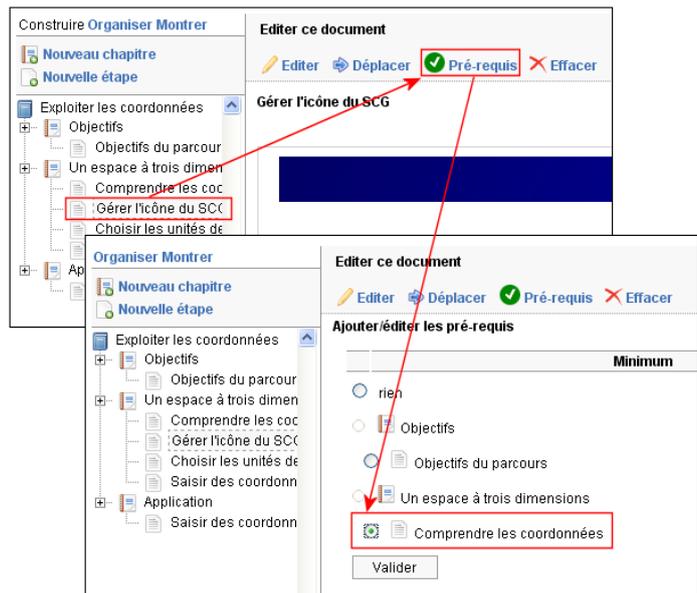


## Defining pre-requisites

By defining pre-requisites you can control access between steps. For example, you may want the learners to go through a knowledge resource before they access a case-study resource. You can define the knowledge resource as a pre-requisite for the case-study resource.

First select the step which needs to have a pre-requisite, then click « **Prerequisites** » on top right.

Then choose the step that has to be the pre-requisite. Of course, only the earlier steps appear in the list.



## Adding narration (audio) to a step

To reinforce the impact of your learning path, **Dokeos 1.8** offers you the possibility of adding sound to each of your learning path steps.

When your microphone is connected, click on the record button (red circle) of the « **Audiorecorder** » and record your narration.

Each step will display to the learners a lecture zone on top left of the learning path. You can imagine the benefits!



## Testing the path

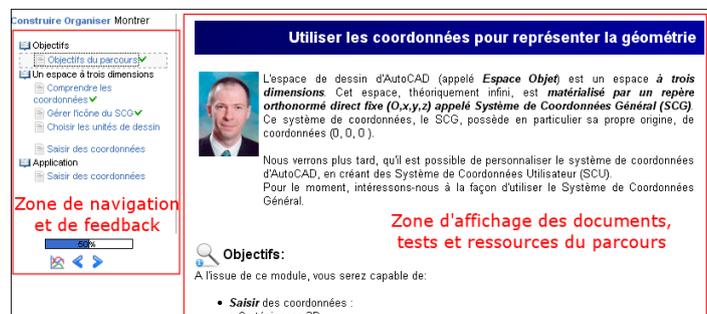
Click on the link « **Display** » (on the top left of the screen, above the path navigation) to see how the learning path appears to a learner.



## The learning path display area

A learning path has :

- A navigation and feedback zone on the left
- A display zone for resources and documents on the right

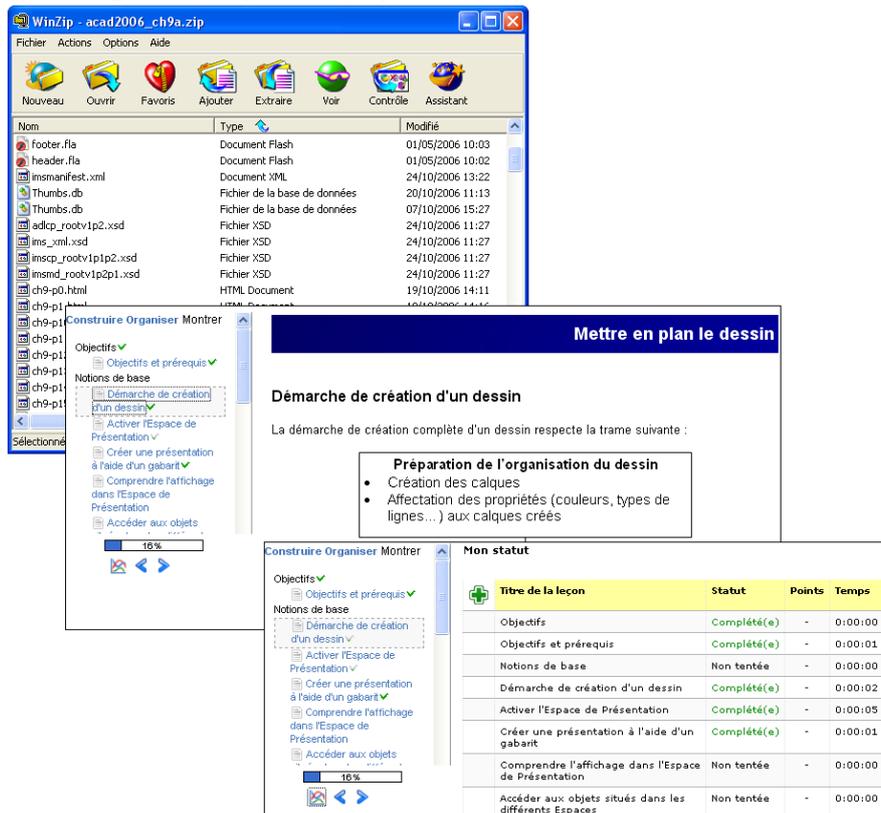




## Chapter 2 : Managing SCORM format courses

The « **Learning path** » tool can display and track content which conforms to the **SCORM** (Sharable Content Object Reference Model) standard. Once imported, a **SCORM** course looks exactly like a learning path created in **Dokeos**.

Packaged as a Zip file, a **SCORM** course not only contains all the course resources (documents, media, images...), but also information related to the structure of the course, like the definition of the different steps, pre-requisites etc... In addition, a **SCORM** course can « talk » to the LMS platform on which it is imported. This communication can be basic (such as informing the platform if a step has been completed or not) or can be more involved (deciding which steps to display based on test results, etc...).



### Importing a SCORM course

As explained earlier, courses packaged in the **SCORM** format are available as compressed files (Zip). On the learning path home page, click on « **SCORM and AICC import** »  to browse for the Zip file in your hard disk or on your network. Once you locate the file, choose from the « Course origin » list the name of the authoring tool which was used to create the content (or the name of the publisher), then click on the button « Send ».

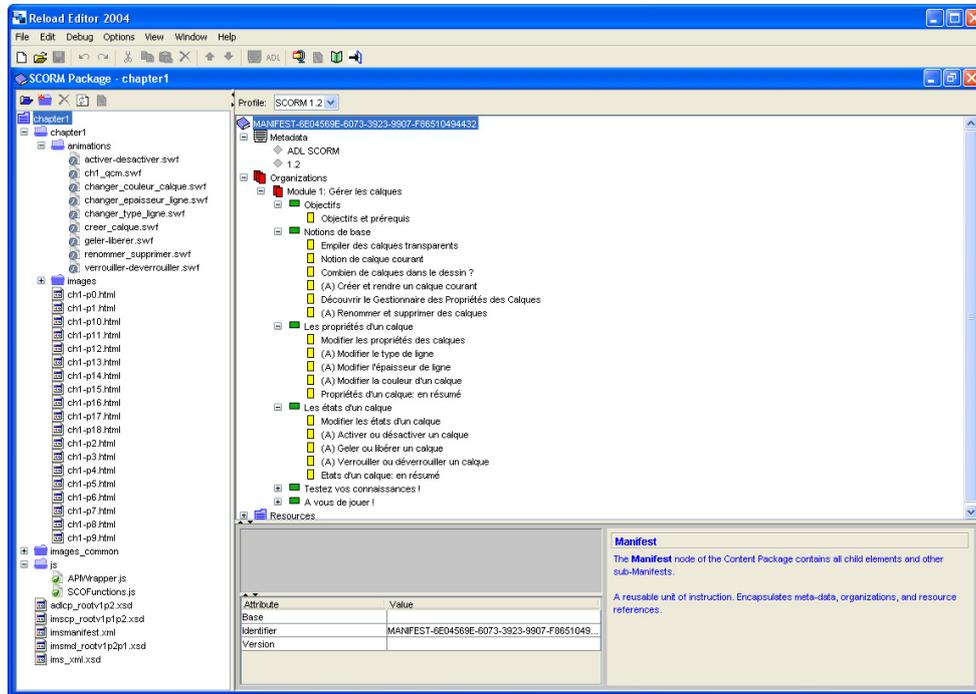
When the **SCORM** format is recognized by **Dokeos**, it will appear in the learning path stack as another learning path. A **SCORM** course looks exactly like a **Dokeos** learning path when displayed (see part 4, chapter 1).



## How to create a SCORM course

You can simply export a **Dokeos** learning path as a **SCORM** package (covered earlier). The navigation structure and resources of the path will be preserved in the package.

Among existing resources there are free tools for generating courses conforming to the **SCORM** standard. Among these is the **RELOAD Editor**, which is an excellent application for creating **SCORM** packages and for editing the **metadata** that defines the contained resources and navigation structure. **RELOAD** was developed by the Bolton Institute and the University of Strathclyde, in England. A French translation of the interface is available, along with the software at the URL : <http://www.reload.ac.uk>.



# Chapter 3 : Oogie : PowerPoint conversion

**Oogie** is a tool that converts PowerPoint or Impress presentations to learning paths. Each screen of your presentation becomes a learning path screen (animation and effects of the presentation are not converted). Apart from simple conversion, **Oogie** lets you :

- record narration for each screen
- insert tests or other resources between screens
- track student activity and progress just as in a normal learning path

## Converting a presentation to a learning path

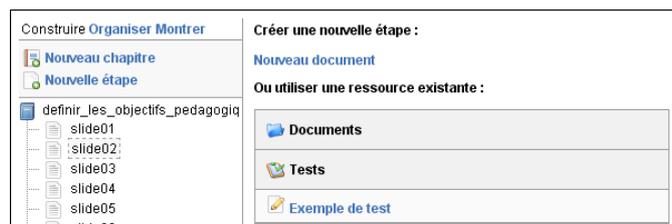
You import your presentations from the learning path home page. Click on the link « **PowerPoint Conversion** », browse your hard disk or network to locate and select the file to convert, then click on the button « **Convert to Learning Path** ».

Depending on the size of your file, the conversion may take some time. A little patience may be required!

Once converted, each screen of the presentation becomes a learning path screen to which you can add narration by using the procedure described in chapter 1 of this section – Creating a learning path (Adding sound to a step).



Now that you have a learning path, take advantage of its possibilities. Insert diverse elements to make your presentation sequence interactive and engaging. For example, just as you can insert documents by adding new steps, you can also insert tests in the beginning, at the end or in any part of your path!



# Annexe 1

## Resources

### Useful links

**Dokeos** Platform : <http://www.dokeos.com>

**SCORM** Standard: <http://www.adlnet.gov>

Metadata : <http://www.imsglobal.org>

**SCORM** package generator and Metadata editor - **RELOAD Editor** : <http://www.reload.ac.uk>