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## **Digital Internship Model for Higher Professional Studies**

Project Number:2020-1-RS01-KA226-HE-094527

Funding Scheme: ERASMUS+ KA226

## **THE TOOLKIT/GUIDE FOR THE IMPLEMENTATION OF VIRTUAL INTERNSHIPS**

**“DIPMS ON CHAMIGO”**

**PLATFORM GUIDE**

**FOR MENTORS, COMPANY SUPERVISORS AND TEACHERS**

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## PROJECT AND DOCUMENT INFORMATION

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Version	Date	Status	Partner (Person) Responsible
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v.02			



## INTRODUCTION

Work-based learning is a substantial part of professional education. For a vast majority of study programmes in Professional Higher Education Institutions (PHEIs), internship is mandatory for the programme accomplishment, with defined learning outcomes and ECTS-expressed workload. The | 9 internship concept is based on a planned period of experience in the workplace aimed at helping students develop particular skills, knowledge or understanding. Limited opportunities for students to physically approach the workplace have strongly affected and delayed the accomplishment of their studies.

A clear need for the development of an internship model that will rely on the virtual/remote format in response to the pandemic has been recognized. In addition, digital internship is a powerful tool for the inclusion of students who cannot participate in traditional internships due to financial, geographical reasons, or disabilities etc. The assignment of work-based tasks that can be performed digitally and remotely, with the development of adequate monitoring of student progress, can significantly facilitate student learning outcome achievement.

DIMPS project is introducing the specific virtual internship model and methodology for virtual internship (VI) with practical workflows and guidelines, which enable quality design of customized and flexible internship programs. In order to enable functioning of VIs, a specialized web software solution will be designed and developed. It will be based on the proposed VI lifecycle model and methodology, and it will connect all parties (students, schools, and companies) within a secure and collaborative web platform.

This toolkit/guide provides clear instructions for companies and PHEIs how to create a student internship working position in virtual space, how to delegate tasks to students, how to communicate with PHEI mentors, and how to monitor and validate students' work, is an innovative approach that will encourage companies to open student internship working positions.

**DIMPS Toolkit/guide is developed to follows the steps of the methodology for virtual internship in professional higher education.**

## DIGITAL INTERNSHIP MODEL IN PROFESSIONAL HIGHER EDUCATION

The digital/virtual internship model for professional higher education is directed at finding solutions to the problem of transferring field-specific formal requirements and learning outcomes into the digital format. Page | 10  
The focus is placed on the creation of the model suitable for the internship for different economy sectors, including technical sector and tourism.

The model supports the needs of the internship triangle: student-PHEI-world of work. It allows students to select and approach the digital internship position in the workplace; PHEIs to perform monitoring and validation of student progress, assessment of achieved learning outcomes, knowledge, skills and competences during the digital internship, support of companies in terms of training of internship mentors; and for the companies it will facilitate the internship implementation, which includes designing of complete or partial digital internship positions, selection and delegation of particular tasks to the students, monitoring of student progress and program accomplishment.

The implementation of the DIMPS requires a careful planning and envisioning of the whole virtual internship process. The DIMPS planning includes the necessary steps for each party involved (student, HEI, employer) during different stages of the internship implementation (prior, during and after internship).

The list of requirements for virtual internship development, requirements for internship implementation and criteria for academic credit assignment in professional higher education are given in document "Methodology for digital internship in professional higher education" that is open-accessible at [DOCUMENTS - DIMPS,ERASMUS+ \(dimps-erasmus.com\)](#).

Description of learning outcomes for the virtual internship in professional higher education are presented in the document "Learning outcomes: knowledge, skills and attitudes to be developed through a digital internship program" that is open-accessible at [DOCUMENTS - DIMPS,ERASMUS+ \(dimps-erasmus.com\)](#).

The methodology defines the activities that are required for the successful implementation of the virtual internship in professional higher education prior, during and after internship. This toolkit will give the instruction for the usage of Chamilo platform for each step of DIMPS methodology (DIMPS on Chamilo).

## CHAMILO PLATFORM



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

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

As presented on Chamilo web page <https://docs.chamilo.org/> this system allows to:

- import or create documents (audio, video, images) and publish them,
- build tests and exams with automated scores and feedback as required,
- build or import (SCORM and AICC) compliant courses,
- set and receive virtual assignments,
- describe the components of the course through description sections,
- communicate through forums or chat,
- publish announcements,
- add links,
- create work groups or laboratory groups,
- set up a virtual classroom (through the videoconference extension),
- manage scores through the assessments tool,
- create surveys,
- add a wiki to create documents collaboratively,
- use a glossary,
- use an agenda,

- manage a project (through the blog tool),
- enable tracking of learners in your courses,
- register attendances,
- elaborate a class diary (course progress).

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

Chamilo uses a set of common visual symbols that might stand alone representing an action, or be coupled with another symbol representing the object of the action.

	<p>The pencil tool allows the updating of a specific piece of information or content</p>
	<p>The cross tool allows for the deletion of a specific piece of information or content</p>
	<p>The eye tool allows you to change the visibility of a piece of information/ content</p>
	<p>The yellow star marker on any icon symbolizes the creation of a new resource</p>

	A blue right arrow generally means move things or insert things into others
	A blue left arrow generally means go back (like the back button in your browser).
	A blue arrow pointing down generally means download some file or data.
	A blue arrow pointing upwards generally means upload some file or data.



## DIMPS ON CHAMILO

DIMPS implementation relies on the usage of the Chamilo open standard software, a learning management system designed to support effective online education.

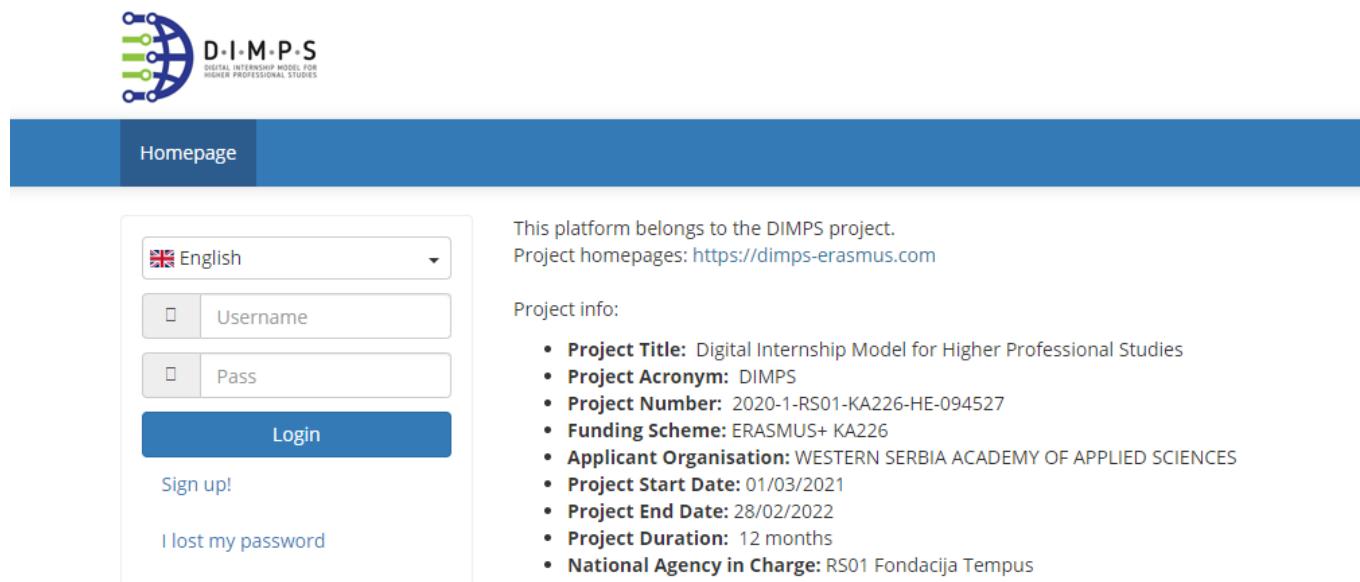
Using a specialized, secure and collaborative web software solution, DIMPS provides a more flexible, efficient, personalized, low-cost, and adapted solution for virtual internships. | Page 14

The DIMPS virtual internships software solution architecture is based on open standards, so it can be connected or integrated in both directions with other specialized e-learning platforms that complement virtual internships user experience. Interactions through online platforms enables early networking, direct contacts with employers, meeting new people with the same interests, and communication between peers within classes, schools, and cities.

Using DIMPS platform virtual internship may be conducted through live, virtual instruction from an internship supervisor (synchronous) or self-directed online assignments (asynchronous).

### DIMPS on Chamilo homepage

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



This platform belongs to the DIMPS project.  
Project homepages: <https://dimps-erasmus.com>

Project info:

- **Project Title:** Digital Internship Model for Higher Professional Studies
- **Project Acronym:** DIMPS
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- **Project Duration:** 12 months
- **National Agency in Charge:** RS01 Fondacija Tempus

On a DIMPS on Chamilo portal's homepage you may find:

- The logo of the project on the top left corner of the page and DIMPS project information.
- The blue bar that contains the first elements of menu.
- The login block allows you to login, a very straightforward process (the administrator assigns permissions to users depending on the platform configuration).
- It is possible to register on the platform using a simple form (Sign up! link).



- In case you lose your password, a new one can be generated easily (using the I lost my password link).
- A block with the most popular courses appears. This will be empty at the beginning (when no courses exist on the platform) or can later be removed by the administrator, in case you don't want the public to know about the courses available on the platform.

Page

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

## Registering on the platform

As for any web platform, users wishing to access the platform contents must register with their user name and password. This is simply done by following the Sign up! link on the homepage, or by an administrator pre-registering all users. Once registered, one can simply connect using your username and password.



**Profile**

- Inbox
- Compose
- Pending invitations
- Personal data
- Edit profile

**Courses**

- Create a course
- Add a training session
- Sort courses

Project info:

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Most popular courses



**NEW MED**

NEW MED

0 Votes | 18 Visits | Your vote [?]

Subscribe



Tourist Organisation of  
**Western Serbia**

Tourism organisation of Western Serbia

0 Votes | 14 Visits | Your vote [?]

Subscribe



**VISAN**

VISAN

0 Votes | 11 Visits | Your vote [?]

Subscribe



Courses

- Create a course
- Add a training session
- Sort courses
- Courses history
- Course catalog
- Last visited course
- Last visited learning path

Skills

- My certificates
- My skills
- Manage skills

**NEW MED**

NEW MED

0 Votes | 18 Visits | Your vote [?]

**Tourism organisation of Western Serbia**

Tourism organisation of Western Serbia

0 Votes | 14 Visits | Your vote [?]

**VISAN**

VISAN

0 Votes | 11 Visits | Your vote [?]

**travel point TRAVEL AGENCY**

Tourist agency "Travel point"  
Prijepolje

0 Votes | 6 Visits | Your vote [?]

**Zlatar Travel**

TOURIST AGENCY "ZLATAR TRAVEL"

0 Votes | 5 Visits | Your vote [?]

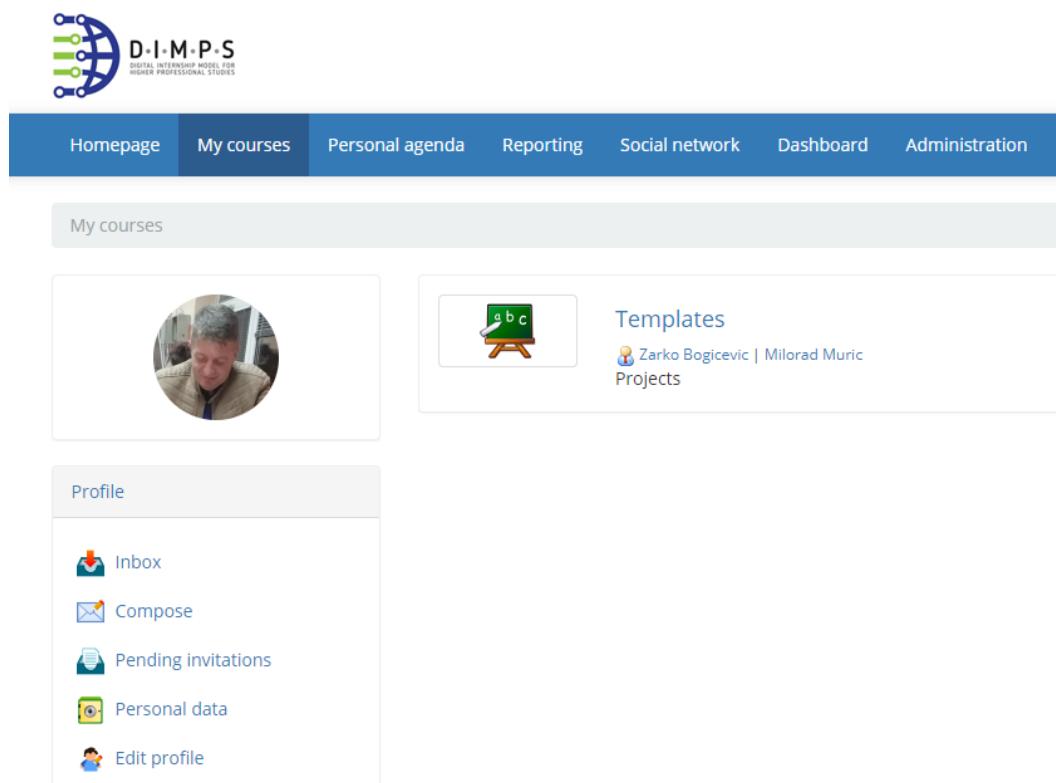
**Chamilo**  
E-Learning & Collaboration Software

Stručna\_praksa\_Heliant\_1

0 Votes | 5 Visits | Your vote [?]

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

- A list of courses to which the user is subscribed. A pencil will appear on the right of the courses boxes for which the current user is a teacher, allowing the teacher to directly go to the courses settings
- A link to the Social Network tool (which we will analyze in the Social network section)
- A (non-admin) teacher can create a course
- Teachers and learners can subscribe to more existing courses through a “Course catalogue”
- Teachers and learners have access to the history of their sessions through the “Courses history”. Sessions are a vast concept detailed in the Admin Guide



The screenshot shows the D.I.M.P.S platform interface. At the top, there is a navigation bar with links: Homepage, My courses, Personal agenda, Reporting, Social network, Dashboard, and Administration. The "My courses" link is highlighted. Below the navigation bar, the "My courses" section is displayed, featuring a user profile picture and a template icon. To the right, a sidebar titled "Profile" lists various options: Inbox, Compose, Pending invitations, Personal data, and Edit profile.

My courses

Homepage My courses Personal agenda Reporting Social network Dashboard Administration

Profile

- Inbox
- Compose
- Pending invitations
- Personal data
- Edit profile

Templates

Zarko Bogicevic | Milorad Muric Projects



## Finding your way in Chamilo

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

The “tabs” provide access to the homepage, the courses list, your agenda, the reporting/tracking page, Page the social network and to the dashboard and administration pages. The last tab shows the user's picture | 18 (so he can check he's not mistakenly using another user's account) and a drop-down menu lets the user go to his profile or log out at any time in just two clicks.



! Portal

! Course sessions

! System

! Skills

! Personal data protection

! Chamilo.org

! Version check

- [Configuration settings](#)
- [Languages](#)
- [Plugins](#)
- [Regions](#)
- [Portal news](#)
- [Global agenda](#)
- [Edit portal homepage](#)
- [Setting the registration page](#)
- [Statistics](#)
- [Reports](#)
- [Teachers time report](#)
- [Extra fields](#)

- [Training sessions list](#)
- [Add a training session](#)
- [Sessions categories list](#)
- [Import sessions list](#)
- [Import list of HR directors into sessions](#)
- [Export sessions list](#)
- [Copy from course in session to another session](#)
- [Careers and promotions](#)
- [Manage session fields](#)
- [Resources sequencing](#)

- [Cleanup of cache and temporary files](#)
- [Special exports](#)
- [System status](#)
- [Tickets](#)

- [Skills wheel](#)
- [Skills import](#)
- [Manage skills](#)
- [Manage skills levels](#)
- [Skills ranking](#)
- [Skills and assessments](#)

- [User list](#)

- [Chamilo homepage](#)
- [User guides](#)
- [Chamilo forum](#)
- [Installation guide](#)
- [Changes in last version](#)
- [Contributors list](#)
- [Security guide](#)
- [Optimization guide](#)
- [Chamilo extensions](#)
- [Chamilo official services providers](#)

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

! Templates / Settings

Switch to student view

! Templates / Settings

Switch to teacher view

## STEP BY STEP DIMPS METHODOLOGY ON CHAMILO

DIMPS methodology describes the steps of the virtual internship in professional higher education prior, during and after internship for HEI mentors, company supervisors and students.

Here we are providing step-by-step the instruction for DIMPS on Chamilo platform for HEI mentors and company supervisors, while there is a separate toolkit for students

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### “DIMPS on Chamilo” STEPS PRIOR TO THE DIMPS INTERNSHIP

Tasks to be done:

#### HIGHER EDUCATION INSTITUTION

- Determine the professional learning outcomes for the study program
- Securing / regulating internship places (positions)
- Publish an available internship list on the DIMPS platform
- Implement a training program for DIMPS virtual internship development for employers
- Negotiate learning agreement

#### COMPANY

- Create the virtual internship position
- Negotiate learning agreement
- Prepare thorough onboarding and orientation material and publish it at DIMPS platform
- Prepare the training material and upload it at DIMPS platform (if applicable)
- Prepare the tasks for the student in concordance with the learning agreement and publish it at DIMPS platform (if applicable)

#### Contractual documentation

The DIMPS methodology includes set of documents and form that should be filled during the virtual internship, in order to ensure the recognition of learning outcomes by HEI and ECTS award for the student. The proposed templates for these documents are uploaded on DIMPS platform, so they can be easily downloaded and modified for each specific internship.

It is advisable that filled and signed documents are uploaded and linked with the course/company/mentor as well as on student user space (when appropriate), to facilitate the monitoring of the complete internship.

## VIRTUAL INTERNSHIP COOPERATION AGREEMENT

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D.I.M.P.S.  
Digital Internship

Erasmus+ Programme  
of the European Union

D.I.M.P.S.  
Digital Internship

Erasmus+ Programme  
of the European Union

### VIRTUAL INTERNSHIP COOPERATION AGREEMENT

The present Cooperation Agreement, hereinafter referred to as "the Agreement", is made and entered into by and between:

1. Higher education institution (HEI)

And

2. Company

#### Subject of the agreement

##### Article 1.

The subject of this agreement is the establishment of business cooperation between the HEI and Company, in order to regulate mutual relations related to the implementation of the virtual internship as a part of the study program "study\_program\_name"

#### Rights and obligations of the contracting parties

##### Article 2.

The Company undertakes:

- to provide a person – internship supervisor, employed in the Company, with appropriate professional experience and personal qualities that will be included in the realization of the virtual internships aimed at preparing, organizing and controlling the implementation of virtual internships, monitors and directs the work of students, evaluates their performance and achieved results and prepares appropriate reports
- to ensure the implementation of the virtual internship according to the established plan and deadlines;
- prepare thorough onboarding and orientation material and publish it at DIMP.S platform in order to introduce the student to the techniques of work and business communication, as well as to the measures of work discipline and rules of conduct in the Company
- prepare the training material and upload it at DIMP.S platform (if applicable)
- prepare the tasks for the student in accordance with the learning agreement and publish it at DIMP.S platform (if applicable)
- provide a periodic review where students receive feedback on the implementation of the internship and where they can evaluate mentoring.
- provide adequate procedures that guarantee the fulfillment of all obligations under the contract.
- document student progress in achieving learning goals, using templates provided by the HEI.
- provide contact and problem-solving mechanism.

Page 1 of 2

#### The HEI undertakes:

- to provide virtual internship mentor, teacher at the HEI who, in cooperation with the supervisor of internship, performs all preparatory, organizational and control activities necessary for successful implementation of student internships. The Internship mentor performs a final evaluation of the achieved internship results.
- to prepare the Learning Agreement that should be signed by all parties involved. The HEI mentor is a person responsible for signing the Learning Agreement, amending it if needed and recognizing the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. Supervisor at the Receiving Organization is responsible for signing the Learning Agreement, amending it if needed, supervising the student during the internship and signing the Internship Certificate.
- prior to the beginning of the realization of the virtual internship, submit the student data: name and surname of the student, study program that student is enrolled, index number, semester, and other necessary data;
- to create a procedure for ensuring the quality of internship positions, taking into account random verification and creating a procedure for periodic examination of students and employer to monitor the progress of practical training.
- to provide a contact and a problem-solving mechanism
- to certify completed training with a description of acquired skills and ECTS assignment.
- to indicate the merits for the completed virtual internship

##### Article 4.

All virtual internship activities will be coordinated by the virtual internship mentor and virtual internship supervisor.

##### Conflict solving

##### Article 6.

The contracting parties agree to exclude any possibility of mutual financial or material receivables, as well as receivables between the student and the Company.

##### Article 8.

In the event of a dispute under this Agreement, the parties shall resolve the disputed issues amicably, otherwise the dispute will be resolved before the court with real and local jurisdiction.

HEI legal representative

Company legal representative

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## LEARNING AGREEMENT FOR VIRTUAL INTERNSHIP

		Co-financed by the Erasmus+ Programme of the European Union											
<b>LEARNING AGREEMENT FOR VIRTUAL INTERNSHIP</b>													
<b>I. THE STUDENT</b> <table border="1"> <tr> <td>Last name (s)</td> <td>First name (s)</td> </tr> <tr> <td>Date of birth</td> <td>Academic year 20...-20...</td> </tr> <tr> <td>Sex (M/F)</td> <td>Study program</td> </tr> <tr> <td>E-mail</td> <td>Study cycle</td> </tr> <tr> <td>Phone</td> <td>Subject area</td> </tr> </table>				Last name (s)	First name (s)	Date of birth	Academic year 20...-20...	Sex (M/F)	Study program	E-mail	Study cycle	Phone	Subject area
Last name (s)	First name (s)												
Date of birth	Academic year 20...-20...												
Sex (M/F)	Study program												
E-mail	Study cycle												
Phone	Subject area												
<b>The sending institution - Higher Education Institution</b> <table border="1"> <tr> <td>Name</td> <td>Faculty/Department</td> </tr> <tr> <td>Erasmus code (if applicable)</td> <td>Mentor name</td> </tr> <tr> <td>Address</td> <td>Mentor e-mail</td> </tr> <tr> <td>Legal representative</td> <td>Mentor phone</td> </tr> </table>				Name	Faculty/Department	Erasmus code (if applicable)	Mentor name	Address	Mentor e-mail	Legal representative	Mentor phone		
Name	Faculty/Department												
Erasmus code (if applicable)	Mentor name												
Address	Mentor e-mail												
Legal representative	Mentor phone												
<b>The receiving Organization/Enterprise</b> <table border="1"> <tr> <td>Name</td> <td>Department</td> </tr> <tr> <td>Address, website</td> <td>Supervisor name / position</td> </tr> <tr> <td>Size of enterprise<sup>2</sup></td> <td>Supervisor e-mail</td> </tr> <tr> <td>Legal representative name / position</td> <td>Supervisor phone</td> </tr> <tr> <td>Sector</td> <td>Country</td> </tr> </table>				Name	Department	Address, website	Supervisor name / position	Size of enterprise <sup>2</sup>	Supervisor e-mail	Legal representative name / position	Supervisor phone	Sector	Country
Name	Department												
Address, website	Supervisor name / position												
Size of enterprise <sup>2</sup>	Supervisor e-mail												
Legal representative name / position	Supervisor phone												
Sector	Country												
<b>Section to be completed BEFORE THE VIRTUAL INTERNSHIP</b> <b>I. PROPOSED VIRTUAL INTERNSHIP PROGRAMME</b> <table border="1"> <tr> <td>Planned period of the virtual internship: from [month/year] ..... till [month/year] .....</td> </tr> <tr> <td>Number of working hours per week: ...</td> </tr> <tr> <td>Virtual internship title: ...</td> </tr> <tr> <td>Detailed programme of the virtual internship period: ...</td> </tr> <tr> <td>Knowledge, skills and competences to be acquired by the student at the end of the virtual internship: ...</td> </tr> <tr> <td>Monitoring plan: ...</td> </tr> <tr> <td>Evaluation plan: ...</td> </tr> <tr> <td><b>Language competence of the student:</b> The level of language competence<sup>3</sup> is: ..... (workplace native language) that the student already has or agrees to acquire by the start of the mobility period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/></td> </tr> </table>				Planned period of the virtual internship: from [month/year] ..... till [month/year] .....	Number of working hours per week: ...	Virtual internship title: ...	Detailed programme of the virtual internship period: ...	Knowledge, skills and competences to be acquired by the student at the end of the virtual internship: ...	Monitoring plan: ...	Evaluation plan: ...	<b>Language competence of the student:</b> The level of language competence <sup>3</sup> is: ..... (workplace native language) that the student already has or agrees to acquire by the start of the mobility period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/>		
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Number of working hours per week: ...													
Virtual internship title: ...													
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<b>The sending institution</b> <p>The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to internships.</p> <p>(Please tick only one of the following boxes depending on whether the internship is embedded in the curriculum or is a voluntary internship.)</p> <p>If the internship is <u>embedded in the curriculum</u> and upon satisfactory completion of the internship, the institution undertakes to:</p> <ul style="list-style-type: none"> <li>- Award ..... ECTS credits.</li> <li>- Give a grade based on: Internship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/></li> <li>- Record the internship in the student's Transcript of Records.</li> <li>- Record the internship in the student's Diploma Supplement (or equivalent).</li> <li>- Record the internship in the student's European Mobility Document Yes <input type="checkbox"/> No <input type="checkbox"/></li> </ul> <p>If the internship is <u>voluntary</u> and upon satisfactory completion of the internship, the institution undertakes to:</p> <ul style="list-style-type: none"> <li>- Award ECTS credits: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please indicate the number of ECTS credits: ....</li> <li>- Give a grade: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please indicate if this will be based on: Internship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/></li> </ul>													

		Co-financed by the Erasmus+ Programme of the European Union								
<ul style="list-style-type: none"> <li>- Record the internship in the student's Transcript of Records Yes <input type="checkbox"/> No <input type="checkbox"/></li> <li>- Record the internship in the student's Diploma Supplement (or equivalent), except if the student is a recent graduate.</li> <li>- Record the internship in the student's European Mobility Document Yes <input type="checkbox"/> No <input type="checkbox"/> This is recommended if the student will be a recent graduate.</li> </ul>										
<b>The receiving organization/enterprise</b> <p>The student will receive a financial support for his/her internship: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, an amount in EUR/month: ...</p> <p>The student will receive a contribution in kind for his/her internship: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify: ...</p> <p>Is the student covered by the accident insurance? Yes <input type="checkbox"/> No <input type="checkbox"/> If not, please specify whether the student is covered by an accident insurance provided by the sending institution: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>The accident insurance covers:</p> <ul style="list-style-type: none"> <li>- accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/></li> <li>- accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/></li> </ul> <p>Is the student covered by a liability insurance? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>The receiving organization/enterprise undertakes to ensure that appropriate equipment and support is available to the student.</p> <p>Upon completion of the internship, the organization/enterprise undertakes to issue a Internship Certificate by ... (maximum 5 weeks after the internship).</p>										
<b>II. RESPONSIBLE PERSONS</b> <table border="1"> <tr> <td>Responsible person<sup>4</sup> in the sending institution: Name: _____ Function: _____ Phone number: _____ E-mail: _____</td> </tr> <tr> <td>Responsible person<sup>4</sup> in the receiving organization/enterprise (supervisor): Name: _____ Function: _____ Phone number: _____ E-mail: _____</td> </tr> </table>				Responsible person <sup>4</sup> in the sending institution: Name: _____ Function: _____ Phone number: _____ E-mail: _____	Responsible person <sup>4</sup> in the receiving organization/enterprise (supervisor): Name: _____ Function: _____ Phone number: _____ E-mail: _____					
Responsible person <sup>4</sup> in the sending institution: Name: _____ Function: _____ Phone number: _____ E-mail: _____										
Responsible person <sup>4</sup> in the receiving organization/enterprise (supervisor): Name: _____ Function: _____ Phone number: _____ E-mail: _____										
<b>III. COMMITMENT OF THE THREE PARTIES</b> <p>By signing this document, the student, the sending institution and the receiving organisation/enterprise confirm that they approve the proposed Learning Agreement and that they will comply with all the arrangements agreed by all parties.</p> <p>The student and receiving organisation/enterprise will communicate to the sending institution any problem or changes regarding the internship period.</p> <table border="1"> <tr> <td>The student Student's signature: _____ Date: _____</td> </tr> <tr> <td>The sending institution Responsible person's signature: _____ Date: _____</td> </tr> <tr> <td>The receiving organization/enterprise Responsible person's signature: _____ Date: _____</td> </tr> </table>				The student Student's signature: _____ Date: _____	The sending institution Responsible person's signature: _____ Date: _____	The receiving organization/enterprise Responsible person's signature: _____ Date: _____				
The student Student's signature: _____ Date: _____										
The sending institution Responsible person's signature: _____ Date: _____										
The receiving organization/enterprise Responsible person's signature: _____ Date: _____										
<b>Section to be completed DURING THE MOBILITY</b> <b>EXCEPTIONAL MAJOR CHANGES TO THE ORIGINAL LEARNING AGREEMENT</b> <table border="1"> <tr> <td>Planned period of the mobility: from [month/year] ..... till [month/year] .....</td> </tr> <tr> <td>Number of working hours per week: ...</td> </tr> <tr> <td>Internship title: ...</td> </tr> <tr> <td>Detailed programme of the internship period: ...</td> </tr> <tr> <td>Knowledge, skills and competences to be acquired by the student at the end of the internship: ...</td> </tr> <tr> <td>Monitoring plan: ...</td> </tr> <tr> <td>Evaluation plan: ...</td> </tr> </table> <p>The student, the sending institution and the receiving organisation/enterprise confirm that the proposed amendments to the mobility programme are approved.</p> <p>Approval by e-mail or signature from the student, the responsible person in the sending institution and the responsible person in the receiving organisation/enterprise.</p>				Planned period of the mobility: from [month/year] ..... till [month/year] .....	Number of working hours per week: ...	Internship title: ...	Detailed programme of the internship period: ...	Knowledge, skills and competences to be acquired by the student at the end of the internship: ...	Monitoring plan: ...	Evaluation plan: ...
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Detailed programme of the internship period: ...										
Knowledge, skills and competences to be acquired by the student at the end of the internship: ...										
Monitoring plan: ...										
Evaluation plan: ...										
<b>IV. CHANGES IN THE RESPONSIBLE PERSON(S), if any:</b> <table border="1"> <tr> <td>New responsible person in the sending institution: Name: _____ Function: _____ Phone number: _____ E-mail: _____</td> </tr> <tr> <td>New responsible person in the receiving organization/enterprise: Name: _____ Function: _____ Phone number: _____ E-mail: _____</td> </tr> </table>				New responsible person in the sending institution: Name: _____ Function: _____ Phone number: _____ E-mail: _____	New responsible person in the receiving organization/enterprise: Name: _____ Function: _____ Phone number: _____ E-mail: _____					
New responsible person in the sending institution: Name: _____ Function: _____ Phone number: _____ E-mail: _____										
New responsible person in the receiving organization/enterprise: Name: _____ Function: _____ Phone number: _____ E-mail: _____										



## VIRTUAL INTERNSHIP CERTIFICATE



## VIRTUAL INTERNSHIP CERTIFICATE

Name of the student:

Name of the receiving organisation/enterprise:

Sector of the receiving organisation/enterprise:

Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:

Start and end of the internship:

from (day/month/year) ..... till (day/month/year) .....

Internship title:

Detailed programme of the internship period including tasks carried out by the student:

Knowledge, skills (intellectual and practical) and competences acquired (learning outcomes achieved):

Evaluation of the student:

Date:

Name and signature of the responsible person at the receiving organisation/enterprise



## VIRTUAL INTERNSHIP DIARY



## VIRTUAL INTERNSHIP DIARY

Name of the student:

Name of the receiving organisation/enterprise:

Sector of the receiving organisation/enterprise:

Address of the receiving organisation/enterprise [street, city, country, phone,  
e-mail address], website:

Start and end of the internship:

from [day/month/year] ..... till [day/month/year] .....

Internship title:



Task description	Due date	status	comment



Date:

Name and signature of the student

Name and signature of the responsible person at the receiving  
organisation/enterprise

## VIRTUAL INTERNSHIP REPORT



Name of the student:

Name of the receiving organisation/enterprise:

Sector of the receiving organisation/enterprise:

Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:

Start and end of the internship:  
from [day/month/year] ..... till [day/month/year] .....

Internship title:

Internship report:

Date:

Name and signature of the student



## VIRTUAL INTERNSHIP ASSESSMENT



## VIRTUAL INTERNSHIP ASSESSMENT

**Name of the student:**

**Name of the receiving organisation/enterprise:**

**Sector of the receiving organisation/enterprise:**

**Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:**

**Start and end of the internship:**

from (day/month/year) ..... till (day/month/year) .....

**Internship title:**

**Supervisor assessment:**

Comment:

Points (0-50) \_\_\_\_\_

Supervisor signature

date \_\_\_\_\_

**Mentor assessment:**

Comment:

Points (0-50) \_\_\_\_\_

Mentor signature

date \_\_\_\_\_

**Final assessment:**

Total points \_\_\_\_\_

Mentor signature

date \_\_\_\_\_



## Learning Agreement Student Mobility for Virtual internships

 <p>Co-funded by the Erasmus+ Programme of the European Union</p>		 <p>Co-funded by the Erasmus+ Programme of the European Union</p>																																	
<p align="center"><b>Learning Agreement</b> <b>Student Mobility for Virtual internships</b></p>																																			
<table border="1"> <tr> <td>Student</td> <td>Last name(s)</td> <td>First name(s)</td> <td>Date of birth</td> <td>Nationality</td> <td>Sex (M/F)</td> <td>Study system*</td> <td>Place of residence*</td> </tr> <tr> <td>Sending institution</td> <td>Name</td> <td>Faculty/Department</td> <td>Education level/field of application</td> <td>Address</td> <td>Country</td> <td>Contact person name**/email, phone</td> <td></td> </tr> <tr> <td>Receiving Organisation/Enterprise</td> <td>Name</td> <td>Department</td> <td>Address/ website</td> <td>Country</td> <td>Sex</td> <td>Position/ function/ title/ phone</td> <td>Position/ function/ e-mail/ phone</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				Student	Last name(s)	First name(s)	Date of birth	Nationality	Sex (M/F)	Study system*	Place of residence*	Sending institution	Name	Faculty/Department	Education level/field of application	Address	Country	Contact person name**/email, phone		Receiving Organisation/Enterprise	Name	Department	Address/ website	Country	Sex	Position/ function/ title/ phone	Position/ function/ e-mail/ phone								
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Receiving Organisation/Enterprise	Name	Department	Address/ website	Country	Sex	Position/ function/ title/ phone	Position/ function/ e-mail/ phone																												
<p align="center"><b>Before the mobility</b></p>																																			
<p>Table A - Internship Programme of the Receiving Organisation/Enterprise</p> <p>(Planned period of the mobility from [month/year] ..... to [month/year] .....</p> <table border="1"> <tr> <td>Intending from:</td> <td>Intending to start the mobility after [month/year]:</td> </tr> <tr> <td colspan="2">Mobility programme or assignment:</td> </tr> <tr> <td colspan="2">Knowledge, skills and competences to be acquired by the student during the learning experience being undertaken:</td> </tr> <tr> <td colspan="2">Intending place:</td> </tr> <tr> <td colspan="2">Intending period:</td> </tr> <tr> <td colspan="2">Language competence***: I declare that my language skills are sufficient to carry out my mobility tasks according to the agreed Learning Agreement. Any deficiencies will be addressed by my supervisor.</td> </tr> </table>				Intending from:	Intending to start the mobility after [month/year]:	Mobility programme or assignment:		Knowledge, skills and competences to be acquired by the student during the learning experience being undertaken:		Intending place:		Intending period:		Language competence***: I declare that my language skills are sufficient to carry out my mobility tasks according to the agreed Learning Agreement. Any deficiencies will be addressed by my supervisor.																					
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Language competence***: I declare that my language skills are sufficient to carry out my mobility tasks according to the agreed Learning Agreement. Any deficiencies will be addressed by my supervisor.																																			
<p>Table B - Learning objectives</p> <p>Please use only one of the following three boxes:</p> <ol style="list-style-type: none"> <li>The internship is intended for the student and upon satisfactory completion of the internship, the institution certifies to:</li> <ul style="list-style-type: none"> <li>Student is entitled to receive a certificate of completion (internship certificate) - International certificate - Erasmus code: _____</li> <li>Received the internship in the student's home country (internship certificate) - National certificate - Erasmus code: _____</li> <li>Received the internship in the student's foreign country (internship certificate) - International certificate - Erasmus code: _____</li> </ul> </ol> <ol style="list-style-type: none"> <li>The internship is voluntary and upon satisfactory completion of the internship, the institution certifies to:</li> <ul style="list-style-type: none"> <li>Student is entitled to receive a certificate of completion (internship certificate) - International certificate - Erasmus code: _____</li> <li>If no certificate: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, please indicate if this will be issued once: Internship certificate <input checked="" type="checkbox"/> Final report <input type="checkbox"/> Reference <input type="checkbox"/></li> <li>Received the internship in the student's home country - Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></li> <li>Received the internship in the student's foreign country - Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></li> </ul> </ol> <p>3. The internship is carried out by a master graduate and upon satisfactory completion of the internship, the institution certifies to:</p> <ul style="list-style-type: none"> <li>Student is entitled to receive a certificate of completion (internship certificate) - International certificate - Erasmus code: _____</li> <li>If no certificate: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></li> </ul> <p>4. Student signature for the student:</p> <p style="text-align: center;">_____</p>																																			
<p align="center"><b>During the Mobility</b></p>																																			
<p>Table C - Internship Certificate for the sending institution, the receiving institution and the responsible person of the Receiving Organisation/Enterprise</p> <p>(To be approved by written signature by the student, the responsible person of the sending institution and the responsible person of the Receiving Organisation/Enterprise)</p> <p>Planned period of the mobility from [month/year] ..... till [month/year] .....</p> <table border="1"> <tr> <td>Intending from:</td> <td>Intending to start the mobility after [month/year]:</td> </tr> <tr> <td colspan="2">Mobility programme or assignment:</td> </tr> <tr> <td colspan="2">Knowledge, skills and competences to be acquired by the end of the internship (predefined learning outcomes):</td> </tr> <tr> <td colspan="2">Intending place:</td> </tr> <tr> <td colspan="2">Intending period:</td> </tr> </table>				Intending from:	Intending to start the mobility after [month/year]:	Mobility programme or assignment:		Knowledge, skills and competences to be acquired by the end of the internship (predefined learning outcomes):		Intending place:		Intending period:																							
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 <p>Co-funded by the Erasmus+ Programme of the European Union</p>		 <p>Co-funded by the Erasmus+ Programme of the European Union</p>																	
<p align="center"><b>After the Mobility</b></p>																			
<p>Table D - Internship Certificate by the Receiving Organisation/Enterprise</p> <table border="1"> <tr> <td>Date of the student:</td> </tr> <tr> <td>Name of the Receiving Organisation/Enterprise:</td> </tr> <tr> <td>Name of the Receiving Organisation/Enterprise:</td> </tr> <tr> <td>Address of the Receiving Organisation/Enterprise (street, no., city, country, phone, e-mail address, website):</td> </tr> <tr> <td>Date and duration of internship - from [day/month/year] ..... to [day/month/year] .....</td> </tr> <tr> <td>Internship title:</td> </tr> <tr> <td colspan="2">Detailed programme of the internship period including tasks carried out by the student:</td> </tr> <tr> <td colspan="2">Knowledge, skills (mandatory or optional) and competences acquired (defined Learning Outcomes):</td> </tr> <tr> <td colspan="2">Evaluation of the student:</td> </tr> <tr> <td colspan="2">Date:</td> </tr> <tr> <td colspan="2">Name and signature of the supervisor at the Receiving Organisation/Enterprise:</td> </tr> </table>				Date of the student:	Name of the Receiving Organisation/Enterprise:	Name of the Receiving Organisation/Enterprise:	Address of the Receiving Organisation/Enterprise (street, no., city, country, phone, e-mail address, website):	Date and duration of internship - from [day/month/year] ..... to [day/month/year] .....	Internship title:	Detailed programme of the internship period including tasks carried out by the student:		Knowledge, skills (mandatory or optional) and competences acquired (defined Learning Outcomes):		Evaluation of the student:		Date:		Name and signature of the supervisor at the Receiving Organisation/Enterprise:	
Date of the student:																			
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Date and duration of internship - from [day/month/year] ..... to [day/month/year] .....																			
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Evaluation of the student:																			
Date:																			
Name and signature of the supervisor at the Receiving Organisation/Enterprise:																			



## VIRTUAL INTERNSHIP STUDENT SATISFACTION



Page

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# VIRTUAL INTERNSHIP STUDENT SATISFACTION

Name of the student:

Name of the receiving organisation/enterprise:

Sector of the receiving organisation/enterprise:

Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:

Start and end of the internship:  
from (day/month/year) ..... till (day/month/year) .....

Internship title:

Please circle the appropriate number below every statement, as that it depicts your agreement with the statement, where:

1 means – I disagree strongly;  
3 means – I neither agree or  
disagree; 114  
5 means – I agree strongly.

1. The knowledge acquired during the studies was useful to perform the virtual Internship

1    2    3    4    5

2. I reached expected learning outcomes during the virtual Internship

1    2    3    4    5

3. I received the assistance by the company supervisor during the virtual Internship

1    2    3    4    5

4. I received the assistance by the HEI mentor during the virtual Internship?

1    2    3    4    5

5. DIMPS platform was easy to use

1    2    3    4    5

Student signature



1

[Homepage](#) [My courses](#) [Personal agenda](#) [Reporting](#) [Social network](#) [Dashboard](#) [Administration](#)

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## DIMPS - Documents

Trainers Milorad Muric | Admin Platform | Tatjana Marinkovic | Zarko Bogicevic |

This toolkit/guide provides clear instructions for companies and PHEIs how to create a student internship working position in virtual space, how to delegate tasks to students, how to communicate with PHEI mentors, and how to monitor and validate students' work, is an innovative approach that will encourage companies to open student internship working positions.

<input type="checkbox"/>		Folders of users		0B	1 day ago 2021-06-28 19:29:24	
<input type="checkbox"/>		Form-2.-virtual-internship-cooperation-agreement.docx		802.35k	1 day ago 2021-06-28 19:35:18	
<input type="checkbox"/>		Form-3.-virtual-internship-learning-agreement.docx		814.6k	1 day ago 2021-06-28 19:35:19	
<input type="checkbox"/>		Form-4.-virtual-internship-certificate.docx		811.23k	1 day ago 2021-06-28 19:35:24	
<input type="checkbox"/>		Form-5.-virtual-internship-diary.docx		807.14k	1 day ago 2021-06-28 19:35:20	
<input type="checkbox"/>		Form-6.-virtual-internship-report.docx		809.39k	1 day ago 2021-06-28 19:35:19	
<input type="checkbox"/>		Form-7.-virtual-internship-assessment.docx		811.69k	1 day ago 2021-06-28 19:35:19	
<input type="checkbox"/>		Form-8.-virtual-internship-student-exchange-agreement.docx		845.23k	1 day ago 2021-06-28 19:35:19	
<input type="checkbox"/>		Form-9.-virtual-internship-student-satisfaction.docx		814.25k	1 day ago 2021-06-28 19:35:23	
<input type="checkbox"/>		IO1-Methodology-for-digital-internship.docx		982.13k	1 day ago 2021-06-28 19:35:24	
<input type="checkbox"/>		IO1-Methodology-for-digital-internship_v3.docx		987.18k	1 day ago 2021-06-28 19:35:24	



## COURSE CREATION

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

Courses
 Create a course
Page | 30

The course will be visible by the course creator and (later) by the users subscribed to it. By default, the person who creates the course is responsible for this course's administration. She is generally referred to as the Course owner or Course creator. To create the course, you need only enter a single element, i.e. a clear and detailed title.

D.I.M.P.S  
DIGITAL INTERNSHIP MODEL FOR HIGHER PROFESSIONAL STUDIES
1

[Homepage](#)
[My courses](#)
[Personal agenda](#)
[Reporting](#)
[Social network](#)
[Dashboard](#)
[Administration](#)

My courses / Add a new course

Once you click on "Create a course", a course is created with a section for Tests, Project based learning, Assessments, Courses, Dropbox, Agenda and much more. Logging in as teacher provides you with editing privileges for this course.

### Add a new course

\* Course name

e.g. Innovation management

\* Required field

Additional options (entirely optional) are available by clicking on the \_Advanced settings\_button:

- a category within the ones offered in the drop-down box (this is optional),
- a course code Pick a code that matches the course title associated with e.g. a numerical classification. (n.b. Even if entered in lowercase,
- the course code will be automatically uppercased and symbols like (-, and spaces\_ will be removed from the code), the course admin this option is automatically filled with your name and cannot be updated, the language used to display the course environment (nothing stops you from using e.g. French even if the platform is installed in English).
- the language choice doesn't influence the course content, only the course interface
- the course can be filled with some demo content to indicate to the new course administrator the sort of thing s/he can create inside the course (typically an exercise, forums and an introduction section). Alternatively, this can be left completely empty.



- finally, the course can be created from a template course that you have access to (you must be a teacher in the template course to see it appear in your list)

 D-I-M-P-S  
DIGITAL INTERNSHIP MODEL FOR  
HIGHER PROFESSIONAL STUDIES

Homepage My courses Personal agenda Reporting Social network Dashboard Administration



My courses / Add a new course

Once you click on "Create a course", a course is created with a section for Tests, Project based learning, Assessments, Courses, Dropbox, Agenda and much more. Logging in as teacher provides you with editing privileges for this course.

### Add a new course

**\* Course name**   
e.g. Innovation management

**Advanced settings**

**Category** none

**Course code**   
Only letters (a-z) and numbers (0-9)

**Language** English

Fill with demo content

**Template** Please select an option  
Pick a course as template for this new course

**+ Create this course**

\* Required field

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

MURA

Switch to student view



## Authoring



Course description



Documents



Learning path



Links



Tests



Announcements



Assessments



Glossary



Attendances



Course progress

## Interaction



Agenda



Forums



Dropbox



Users



Groups



Chat



Assignments



Surveys



Wiki



Notebook



## Control course access

During the creation of the course, it is recommended you don't allow learners access before it is ready so they don't see an incomplete course. In order to do this, access has to be restricted by going to the course Settings tool:

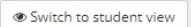
Administration

	Page
33	
	Projects
	Reporting
	Settings
	Backup

Trainer : Milorad Muric (Misko) Administrator :

A series of choices are available to the teacher.

Homepage My courses Personal agenda Reporting Social network Dashboard Administration 

 MURA / Settings 

 Course settings

<b>* Title</b>	MURA
<b>Category</b>	(PC) PC Skills
<b>Language</b>	English
This language will be valid for every visitor of your courses portal	
<b>Show course in user's language</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Department</b>	
<b>Department URL</b>	
<b>Tags</b>	Start to type, then click on this bar to validate tag
<b>Video URL</b>	https://
<b>Add a picture</b>	<input type="button" value="Choose File"/> No file chosen
<input type="checkbox"/> Delete picture	
<b>Style sheets</b>	--
<b>Space Available</b>	95.37M
<input type="button" value="✓ Save settings"/>	



## Course settings

### Course access

- Course access**
- Public - access allowed for the whole world
  - Open - access allowed for users registered on the platform
  - Private access (access authorized to group members only)
  - Closed - the course is only accessible to the teachers
  - Hidden - Completely hidden to all users except the administrators
- By default, your course is public. But you can define the level of access above.
- Direct link**
- If your course is public or open, you can use the direct link below to send an invitation to new users, so after registration, they will be sent directly to the course. Also, you can add the e=1 parameter to the URL, replacing "1" by an exercise ID to send them directly to a specific exam. The exercise ID can be discovered in the URL when clicking on an exercise to open it.
- <https://platform.dimps-erasmus.com/main/auth/inscription.php?c=18&e=1>
- Subscription**
- Allowed
  - This function is only available to trainers
- Unsubscribe**
- Users are allowed to unsubscribe from this course
  - Users are not allowed to unsubscribe from this course

**Course registration password**

Enable legal terms

Show a legal notice when entering the course

**Legal agreement for this course**

 **Save settings**

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



## Documents

- Show system folders.**  Yes  No
- Auto-launch for documents**  Redirect to the document list  Deactivate

**✓ Save settings**

Page

| 35

## E-mail notifications

- E-mail teacher when a new user auto-subscribes**  E-mail the teacher when a new user auto-subscribes  E-mail teacher and tutors when new user auto-subscribes  Disable e-mail alert to teacher on auto-subscription
- E-mail students on assignment creation**  E-mail students on assignments creation  E-mail students and their Human Resources Manager on assignments creation  Disable e-mail notification on assignment creation
- E-mail on assignments submission by students**  E-mail students and teachers on new assignment submission  E-mail teachers only on new assignments submission by students  E-mail students only on new assignment submission (confirmation e-mail)  Disable e-mail alert on new assignment submission
- E-mail users on dropbox file reception**  E-mail users on dropbox files reception  Disable e-mail alert on dropbox files reception
- Tests**  Paranoid: E-mail teacher when a student starts an exercise  Aware: E-mail teacher when a student ends an exercise  Relaxed open: E-mail teacher when a student ends an exercise, only if an open question is answered  Relaxed audio: E-mail teacher when a student ends an exercise, only if an oral question is answered
- E-mail to teachers on new user's student publication feedback.**  Yes  No

**✓ Save settings**



## User rights

**Allow learners to edit the agenda**

- Activate course agenda edition by users
- Disable agenda editing by learners

**Allow learners to edit announcements**

- Enable edition by users
- Disable edition by users

**User picture in forum**

- Display users pictures in the forum
- Hide users pictures in the forum

**Allow user view user list**

- Enable user list
- Disable user list

 Save settings

Page

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## Chat settings

**Open chat in a new Window**

- Activate open the chat in a new window
- Deactivate open the chat in a new window

 Save settings

## Learning path settings

**Enable learning path auto-launch**

- Redirect to a selected learning path
- Redirect to the learning paths list
- Deactivate

**Enable course themes**

- Allowed
- Disallowed

**Learning path return link**

- Redirect to the learning paths list
- Redirect to Course home
- My courses
- Redirect to the platform home page

 Save settings



## Tests

### Limit of questions per day

If set to greater than 0, this option will prevent the learner from entering a test that has more than what remains for the daily allowance. For example, if the limit is 50 and the learner has already taken 2 tests of 20 questions, it will not let the learner enter another 20 questions test ( $20+20+20=60 > 50$ ). However, it will let the learner enter a 10 questions test ( $20+20+10=50$ ).

 Save settings

Page

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## Thematic advance configuration

### Information on thematic advance on course homepage

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

 Save settings

## Forum

### Enable forum auto-launch

- Redirect to forums list
- Disabled

### Hide forum notifications

- Yes
- No

### Subscribe automatically all users to all forum notifications

- Yes
- No

 Save settings



## Assignments

**Default setting for the visibility of newly posted files**

- New documents are visible for all users  
 New documents are only visible for the teacher(s)

**Allow learners to delete their own publications**

- Yes  
 No

 Save settings

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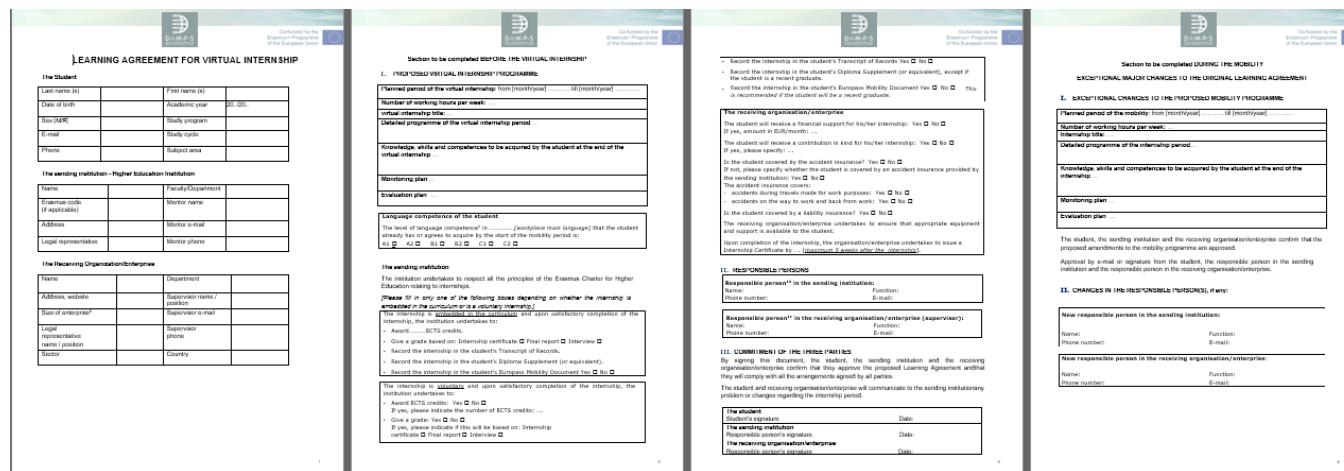
\* Required field



## DIMPS on Chamilo - STEPS TO BE PERFORMED AT THE BEGINING OF THE DIMPS INTERNSHIP

### Prepared and signed learning agreement

The template for the learning agreement is given in the folder DIMPS – Documents



**Learning Agreement for Virtual Internship**

**I. LEARNING AGREEMENT FOR VIRTUAL INTERNSHIP**

**The Student:**

Last name (S)	First name (F)
Date of birth	Academic year: 20-20
Sex (M/F)	Study program:
E-mail	Study code:
Phone	Subject area:

**The sending institution - Higher Education Institution**

Name	Faculty/Department
Academic code (if applicable)	Mentor name
Address	Mentor e-mail
Legal representative	Mentor phone

**The Receiving Organization/Enterprise**

Name	Department
Address, website	Supervisor name / position
Date of selection*	Supervisor e-mail
Legal representative name / position	Supervisor phone
Sector	Country

**II. INSTITUTIONAL VIRTUAL INTERNSHIP PROGRAMME**

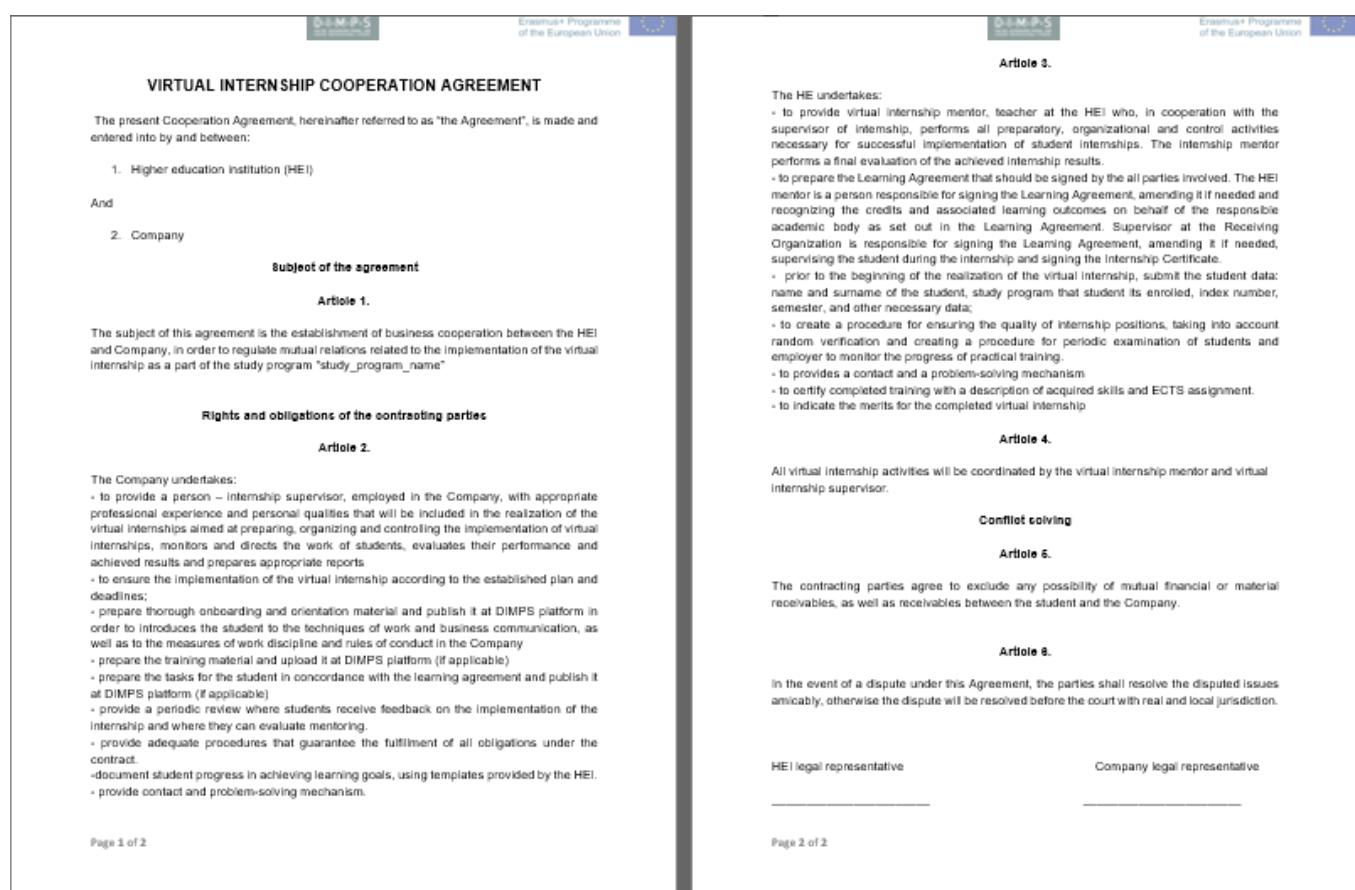
**Section to be completed before the virtual internship**

**III. EXCEPTIONAL MAJOR CHANGES TO THE ORIGINAL LEARNING AGREEMENT**

**Section to be completed during the mobility**

Once the Learning Agreement is signed by student, mentor and company supervisor, it should be scanned, uploaded and linked with the student user space

### Virtual internship cooperation agreement



**VIRTUAL INTERNSHIP COOPERATION AGREEMENT**

The present Cooperation Agreement, hereinafter referred to as "the Agreement", is made and entered into by and between:

- Higher education institution (HEI)
- And
- Company

**Subject of the agreement**

**Article 1.**

The subject of this agreement is the establishment of business cooperation between the HEI and Company, in order to regulate mutual relations related to the implementation of the virtual internship as a part of the study program "study\_program\_name"

**Rights and obligations of the contracting parties**

**Article 2.**

**The Company undertakes:**

- to provide a person – internship supervisor, employed in the Company, with appropriate professional experience and personal qualities that will be included in the realization of the virtual internships aimed at preparing, organizing and controlling the implementation of virtual internships, monitors and directs the work of students, evaluates their performance and achieved results and prepares appropriate reports
- to ensure the implementation of the virtual internship according to the established plan and deadlines;
- to prepare thorough onboarding and orientation material and publish it at DIMPS platform in order to introduce the student to the techniques of work and business communication, as well as to the measures of work discipline and rules of conduct in the Company
- to prepare the training material and upload it at DIMPS platform (if applicable)
- to prepare the tasks for the student in concordance with the learning agreement and publish it at DIMPS platform (if applicable)
- to provide a periodic review where students receive feedback on the implementation of the internship and where they can evaluate monitoring.
- to provide adequate procedures that guarantee the fulfillment of all obligations under the contract.
- document student progress in achieving learning goals, using templates provided by the HEI.
- provide contact and problem-solving mechanism.

**Article 3.**

**The HEI undertakes:**

- to provide virtual internship mentor, teacher at the HEI who, in cooperation with the supervisor of internship, performs all preparatory, organizational and control activities necessary for successful implementation of student internships. The internship mentor performs a final evaluation of the achieved internship results.
- to prepare the Learning Agreement that should be signed by the all parties involved. The HEI mentor is a person responsible for signing the Learning Agreement, amending it if needed and recognizing the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. Supervisor at the Receiving Organization is responsible for signing the Learning Agreement, amending it if needed, supervising the student during the internship and signing the Internship Certificate.
- prior to the beginning of the realization of the virtual internship, submit the student data: name and surname of the student, study program that student is enrolled, index number, semester, and other necessary data;
- to create a procedure for ensuring the quality of internship positions, taking into account random verification and creating a procedure for periodic examination of students and employer to monitor the progress of practical training.
- to provide a contact and a problem-solving mechanism
- to certify completed training with a description of acquired skills and ECTS assignment.
- to indicate the merits for the completed virtual internship.

**Article 4.**

All virtual internship activities will be coordinated by the virtual internship mentor and virtual internship supervisor.

**Conflict solving**

**Article 5.**

The contracting parties agree to exclude any possibility of mutual financial or material receivables, as well as receivables between the student and the Company.

**Article 6.**

In the event of a dispute under this Agreement, the parties shall resolve the disputed issues amicably, otherwise the dispute will be resolved before the court with real and local jurisdiction.

**HEI legal representative**

**Company legal representative**



## **Virtual internship student exchange agreement**



## **STEPS TO BE PERFORMED DURING THE DIMPS INTERNSHIP**

## HIGHER EDUCATION INSTITUTION

- Virtual internship monitoring

---

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## COMPANY

- Virtual internship implementation
  - Timely Feedback
  - Consistent Communication
  - Pre-arranged Schedules
  - Organizational involvement

## **Virtual internship diary**

	Co-funded by the Erasmus+ Programme of the European Union																																				
<h2 style="margin: 0;">VIRTUAL INTERNSHIP DIARY</h2>																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100%; padding: 5px;">Name of the student:</td> </tr> <tr> <td style="width: 100%; padding: 5px;">Name of the receiving organisation/enterprise:</td> </tr> <tr> <td style="width: 100%; padding: 5px;">Sector of the receiving organisation/enterprise:</td> </tr> <tr> <td style="width: 100%; padding: 5px;">Address of the receiving organisation/enterprise [street, city, country, phone, e-mail address], website:</td> </tr> <tr> <td style="width: 100%; padding: 5px;">Start and end of the internship: From [day/month/year] ..... till [day/month/year] .....</td> </tr> <tr> <td style="width: 100%; padding: 5px;">Internship title:</td> </tr> <tr> <td style="width: 100%; padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Task description</th> <th style="width: 25%;">Due date</th> <th style="width: 25%;">status</th> <th style="width: 25%;">comment</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> </td> </tr> </table>			Name of the student:	Name of the receiving organisation/enterprise:	Sector of the receiving organisation/enterprise:	Address of the receiving organisation/enterprise [street, city, country, phone, e-mail address], website:	Start and end of the internship: From [day/month/year] ..... till [day/month/year] .....	Internship title:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Task description</th> <th style="width: 25%;">Due date</th> <th style="width: 25%;">status</th> <th style="width: 25%;">comment</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Task description	Due date	status	comment																								
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<p>Date:</p> <p>Name and signature of the student</p> <p>Name and signature of the responsible person at the receiving organisation/enterprise</p>																																					



## Subscribing to courses

Teachers and students can subscribe to courses. When a teacher subscribes to another course by himself, he is considered student in this course, and will thus not have access to the normal teacher tools. If you want to register to be registered to someone else's course as a teacher, you will have to ask the current teacher of that course or the administrator to register you, as a teacher, to that course. Clicking | 42 on the Courses catalog link, and a list of courses will appear. You can look for the course in the suggested categories, or find it by searching for all or part of the course title via the search box on the top part of the page. If this portal uses sessions, a sessions catalog is also made available.

The screenshot shows a search interface for courses. At the top, there is a search bar with placeholder text "Title" and a dropdown menu for "Courses categories" with the option "Please select an option". Below the search bar are two dropdown menus: "Sort by" (set to "Nothing selected") and a search button with a magnifying glass icon. A note below the search bar states "Required field". Further down, it says "Total number of available courses : 9" and "Number of matching courses : 9". Three course cards are displayed:

- Demo**: PC SKILLS category. Rating: 5 stars (0 votes, 5 visits). Trainer: Slobodanka Stankov. Buttons: "Subscribe" (green) and "Go to the course".
- MURA**: PC SKILLS category. Rating: 5 stars (0 votes, 1 visit). Trainer: Mitorad Muric. Buttons: "Go to the course".
- NEW MED**: MEDICAL category. Rating: 5 stars (0 votes, 18 visits). Trainer: (no name listed). Buttons: "Subscribe" (green).

Once you've found your the course, click on the green Subscribe icon to subscribe to it. The subscription gives the user subscribing learner status.

## Courses management icons

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



## Icons

## Features



Update/edit a course



Remove a course

Description

Read the course description

Go to the course

Link to the course homepage (only available if public or open)

Subscribe

Register to the course

Page  
| 43



1

Homepage

My courses

Personal agenda

Reporting

Social network

Dashboard

Administration



Administration / Course list



Search courses

Please select an option ▾

Advanced search

Standard List

Management List

1 - 1 / 1

1 / 1

	Title	Course code	Language	Category	Registr. allowed	Unreg. allowed	Action
<input type="checkbox"/>	MURA	18	English	PC	Yes	No	    

Select all

Unselect all

Detail ▾

## Course administration

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

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

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

### Authoring



Course description



Documents



Learning path



Links



Tests



Announcements



Assessments



Glossary



Attendances



Course progress

### Interaction



Agenda



Forums



Dropbox



Users



Groups



Chat



Assignments



Surveys



Wiki



Notebook



## Administration



Projects



Reporting



Settings



Backup

Page

| 45

Trainer : Milorad Muric (Misko)

Administrator : Admin  
Powered by Chamilo © 2021

The teacher can choose to hide or show distinct tools using the eye icon under each tool, so that the course doesn't intimidate the new learner with too many options. Note : In some cases the administrator may make tools unavailable to course teachers or enable tools which depend on specific extensions (like the full-text search or the video conference), so what you see entering the course might not be the same as described here.

## Authoring

- Course description
- Learning path
- Tests
- Assessments
- Attendances

- Documents
- Links
- Announcements
- Glossary
- Course progress

## Interaction

- Agenda
- Dropbox
- Groups
- Assignments
- Wiki

- Forums
- Users
- Chat
- Surveys
- Notebook

## Administration

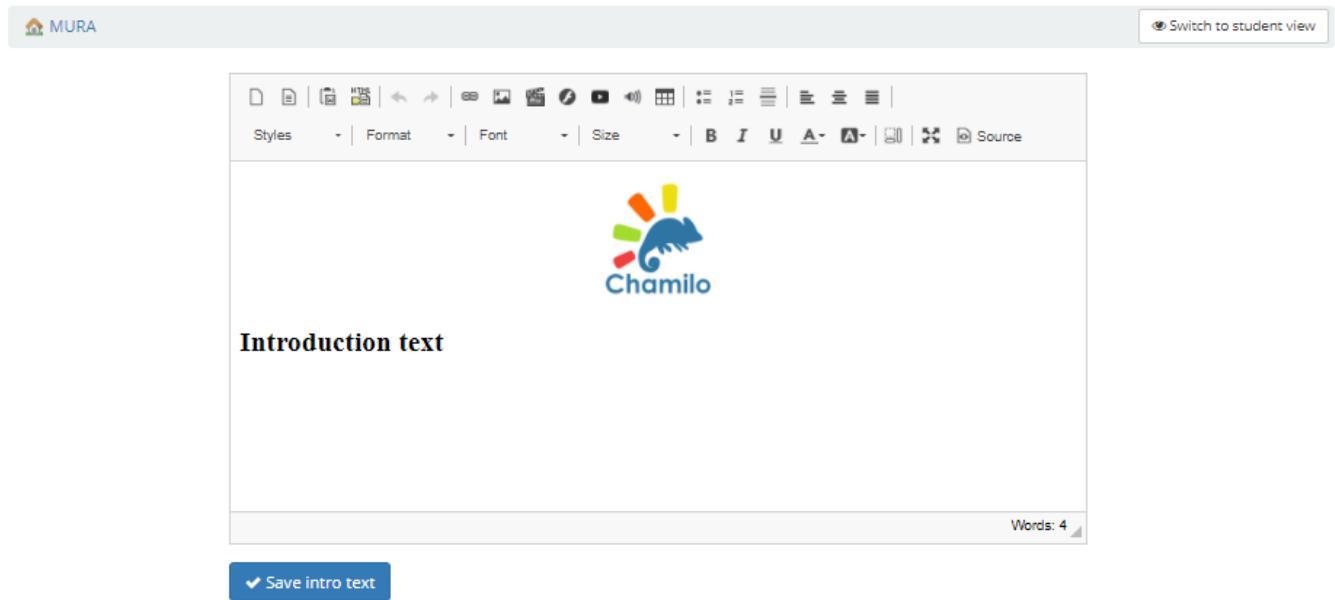
- Projects
- Settings

- Reporting
- Backup

## Course homepage

### Introductory text

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



The screenshot shows a text editor window titled 'MURA'. At the top, there's a toolbar with various icons for file operations, styles, format, font, size, and text styling (B, I, U, A+, A-). Below the toolbar, the main area contains the Chamilo logo and the text 'Introduction text'. In the bottom right corner of the editor, it says 'Words: 4'. At the bottom left, there's a blue button labeled 'Save intro text' with a checkmark icon.

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

To do this :

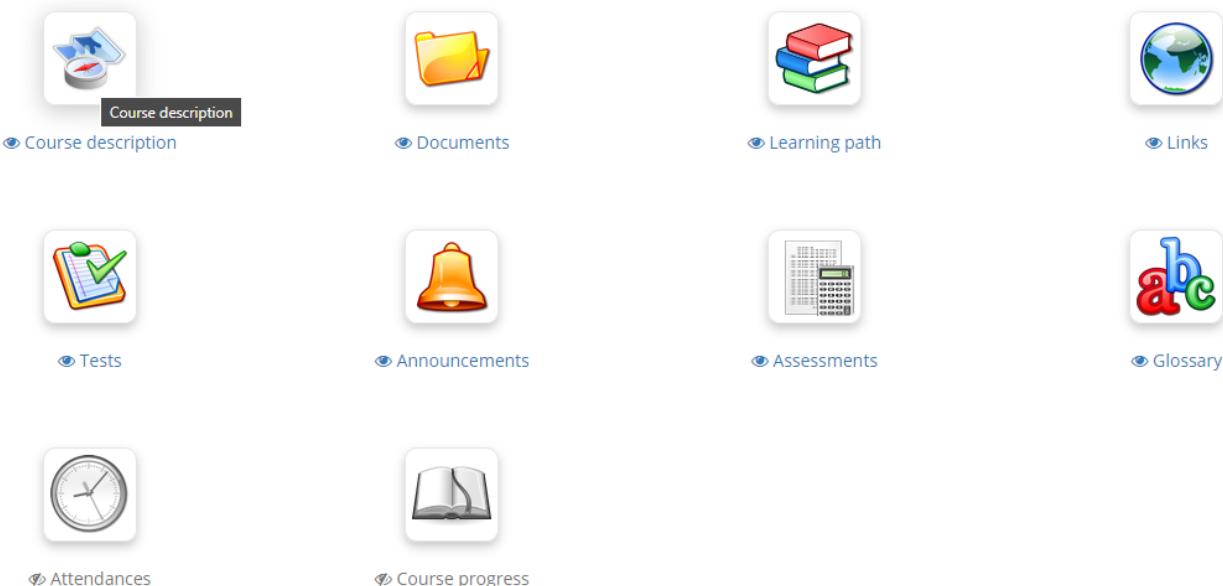
- hide all the tools (by clicking the eye, which must be closed and grayed)
- right-click on any tool to which the learners need access
- select Copy link location
- left-click on Add an introduction text
- place an introduction text (use the table tool , or an external HTML-editing tool if you wish,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

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

## Authoring tools

Page

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### Course description



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

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

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

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



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

MURA / Description / Description
Page | 48





### Description

\* Title

\* Content

Styles

Format

Font

Size

B

I

U

A-

A+

Source

Words: 0

+ Save

\* Required field



### Objectives

\* Title

\* Content

Styles

Format

Font

Size

B

I

U

A-

A+

Source

Words: 0

+ Save

\* Required field



#### Help

How does the course progress? Where should the learner pay special care? Are there identifiable problems in understanding different areas? How much time should one dedicate to the different areas of the course?



#### Topics

\* Title

\* Content

Styles    |    Format    |    Font    |    Size    |    B    I    U    A-    A+    Source

Words: 0

[+ Save](#)

#### Help

What methods and activities help achieve the objectives of the course? What would the schedule be?



#### Methodology

\* Title

\* Content

Styles    |    Format    |    Font    |    Size    |    B    I    U    A-    A+    Source

Words: 0

[+ Save](#)

Page

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### Help

Is there a course book, a collection of papers, a bibliography, a list of links on the internet?



Page

| 50

## Course material

\* Title

\* Content

Styles | Format | Font | Size | B I U A- A- | Source

Words: 0

 Save

### Help

Consider the cpires, coaches, a technical helpdesk, course managers, and/or materials available.



## Resources

\* Title

\* Content

Styles | Format | Font | Size | B I U A- A- | Source

Words: 0

 Save



Help

How will learners be assessed? Are there strategies to develop in order to master the topic?



---

Page

| 51

## Assessment

**\* Title**

---

**\* Content**

Styles | Format | Font | Size | **B** *I* U A- A+ | Source

---

Words: 0

Words: 0



 MURA / Description

 Switch to student view



### Other

\* Title

\* Content

Styles | Format | Font | Size | **B** *I* U [A-](#) [A+](#) [Source](#)

Words: 0

[Save](#)



## Documents



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

Search

	Type	Name ↓	Size	Date	Detail	
<input type="checkbox"/>		Audio		144.39k	about 1 hour ago 2021-06-24 17:26:35	
<input type="checkbox"/>		Chat conversations history		0B	about 1 hour ago 2021-06-24 17:26:35	
<input type="checkbox"/>		Flash		134.49k	about 1 hour ago 2021-06-24 17:26:36	
<input type="checkbox"/>		Folders of users		0B	about 1 hour ago 2021-06-24 17:26:35	
<input type="checkbox"/>		Images		5.75M	about 1 hour ago 2021-06-24 17:26:35	
<input type="checkbox"/>		Video		3.29M	about 1 hour ago 2021-06-24 17:26:36	

Select all
 Unselect all



## Learning Paths

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

[MURA](#) / Learning paths

Switch to student view

**Learning paths**

[Create new learning path](#)



## Links

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

MURA / Links | 53

[Switch to student view](#)

<a href="#">Google</a> Quick and powerful search engine		
<a href="#">Wikipedia</a> Free online encyclopedia		

---

## Tests

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

MURA / Tests | 53

[Switch to student view](#)

[Search](#)

--	--	--	--	--	--	--	--

1 - 1 / 1 | 1 / 1

Test name	Questions	Detail
<input type="checkbox"/> Sample test	1	

Select all | Unselect all | Detail ▾




---

## Announcements

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

MURA / Announcements | 53

[Switch to student view](#)

--	--

Announcements

Add an announcement



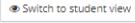
## Assessments

The assessments tool is very useful when a score has to be assigned for the whole course. It

allows for the creation of a gradebook incorporating the results of on-line or in-class evaluations. It also allows for the automatic generation of certificates (although this might not prove as intuitive as the rest of the platform tools due to the many parameters involved).

Page

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Total weight : 100 - Minimum certification score : 75 

1 - 1 / 1						1 / 1
	Type	Name	Description	Weight	Edit	
<input type="checkbox"/>		18		100	    	
-	-	Total	-	100 / 100 100		

Select all Unselect all Detail 

## Glossary

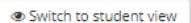


A course glossary can be an invaluable aid to students on some courses. This tool allows you

 add and view terms and definitions (including sound, graphics etc.) and to import and export text .csv lists or save the glossary as a .pdf file.

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## Attendances

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

Page

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1 - 1 / 1 1 / 1

Name	Description	# attended	Detail
<input type="checkbox"/> Attendances	Attendances	0	  

Select all Unselect all Detail 



## Course progress



[Course progress](#)

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

MURA / Thematic control [Switch to student view](#)

---

[New thematic section](#)

There is no thematic section

## Blogs



You may not see the Projects tool in the Authoring section, but if you create a

project using the tool in the Administration section, it will show up in the *Authoring* tools, where you can hide it from the learners' view if you wish. This tool allows for collaborative work to be organized.



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

## Search

## Interaction tools

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



[Agenda](#)



[Forums](#)



[Dropbox](#)



[Users](#)



[Groups](#)



[Chat](#)



[Assignments](#)



[Surveys](#)



[Wiki](#)



[Notebook](#)



## Agenda



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

Page

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## Forums



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



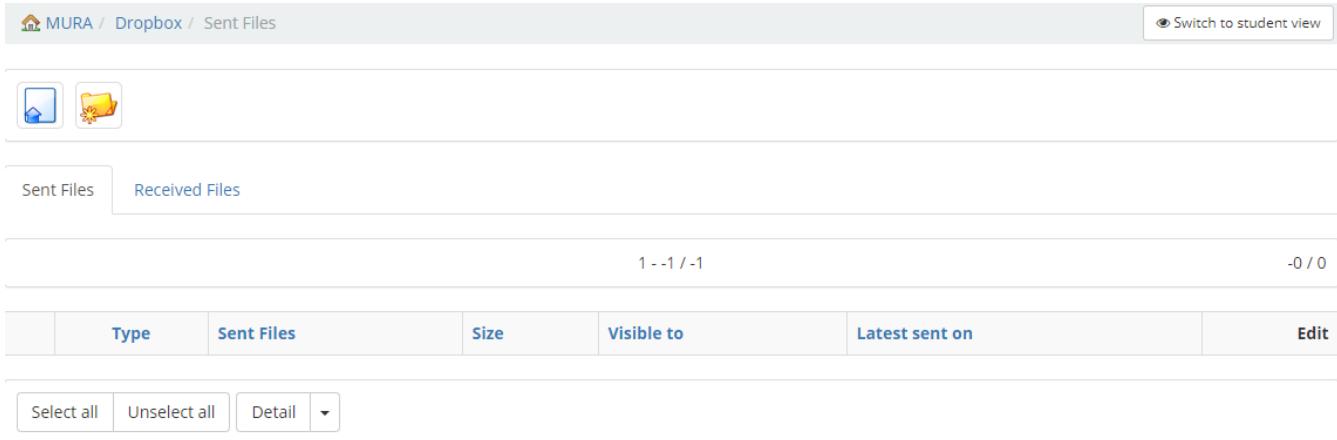
## Dropbox

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

 Dropbox

Page

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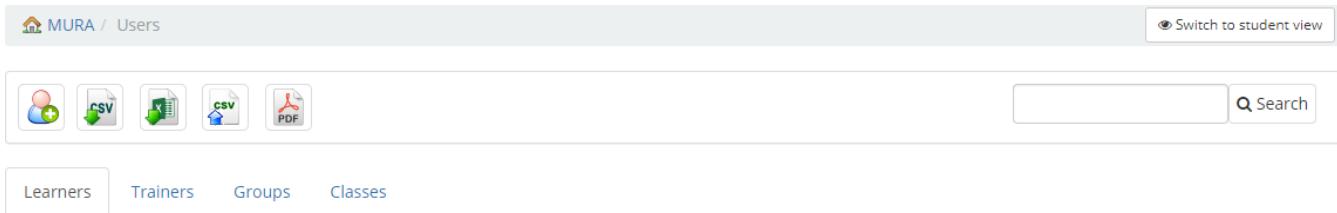


The screenshot shows the 'Sent Files' section of the course Dropbox. It includes a header with 'MURA / Dropbox / Sent Files' and a 'Switch to student view' link. Below the header are two icons: a blue folder for files and a yellow folder with a star for received files. The main area displays a table with columns: Type, Sent Files, Size, Visible to, Latest sent on, and Edit. At the bottom of the table are buttons for 'Select all', 'Unselect all', 'Detail', and a dropdown menu. Above the table, there are pagination controls showing '1 - 1 / -1' and a total count of '-0 / 0'.

## Users

 Users

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



The screenshot shows the 'Users' section of the course. It includes a header with 'MURA / Users' and a 'Switch to student view' link. Below the header are five icons: a person with a plus sign, CSV, CSV, CSV, and PDF. The main area displays a table with columns: Learners, Trainers, Groups, and Classes. At the bottom of the table are buttons for 'Search' and a dropdown menu.

## Groups

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

 Groups

Page

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[MURA / Groups](#) [Switch to student view](#)

[Search](#)

Learners Trainers Groups Classes

1 - 1 / -1 -0 / 0

Groups	Group tutor ↓	Registered	Edit
--------	---------------	------------	------

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## Chat



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

Milorad Muric  
Milko

All

[Clear the chat](#)

Write Preview 😊

[Send message](#)

## Assignments



[Assignments](#)

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

[MURA / Assignments](#) [Switch to student view](#)

Type	Title	Sent date	Deadline	Number submitted	Detail
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					No records to view



## Surveys

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

[MURA / Survey list](#) [Switch to student view](#)

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## Wiki

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

[MURA / Wiki](#) [Switch to student view](#)

To begin editing this page and remove this text



## Notebook

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

[MURA / Notebook](#) [Switch to student view](#)

## Video - conference



It is now relatively easy, using a local video-conference server, to install the

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



## Administration tools

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



Projects



Reporting



Settings



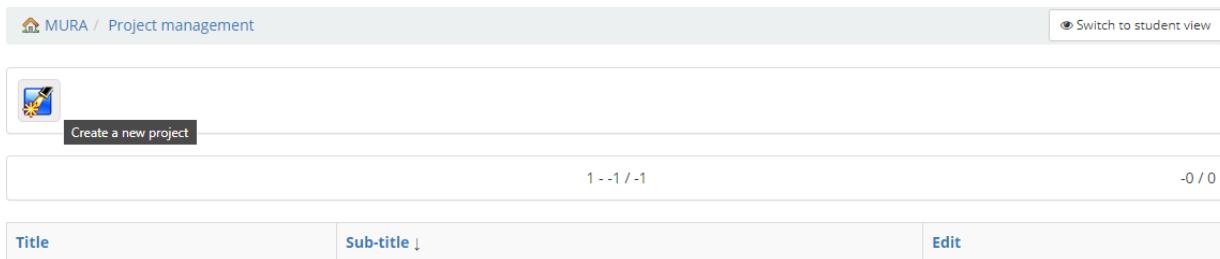
Backup

### Projects



Projects

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



MURA / Project management

Create a new project

1 - 1 / -1 -0 / 0

Title	Sub-title ↓	Edit
-------	-------------	------

### Reporting



Reporting

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



MURA / Reporting Switch to student view

Report on learners  CSV

MURA

Trainers

- Milorad Muric

Learners list

No users in course

Name	Time	Average time in the course	Progress	Exercise average
Total	2021-06-24 17:47:00		0 %	0

Page

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## Settings

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

[Settings](#)



### Course settings

Manage and update elements such as the course title, category, language, picture, etc.

Course settings

<p><b>Title</b> <input type="text" value="MURA"/></p> <p><b>Category</b> <input type="text" value="(PC) PC Skills"/></p> <p><b>Language</b> <input type="text" value="English"/></p> <p>This language will be valid for every visitor of your courses portal</p> <p><b>Show course in user's language</b> <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p><b>Department</b> <input type="text"/></p> <p><b>Department URL</b> <input type="text"/></p> <p><b>Tags</b> Start to type, then click on this bar to validate tag <input type="text"/></p> <p><b>Video URL</b> <input type="text" value="https://"/></p> <p><b>Add a picture</b> <input type="button" value="Choose File"/> No file chosen <input type="checkbox"/> Delete picture</p> <p><b>Style sheets</b> <input type="text"/></p> <p><b>Space Available</b> 95.37M</p> <p><b>Save settings</b> <input type="button" value="Save settings"/></p>
---



## Course access



Course access

Configure course access updates (visibility, subscription and other permissions)

**Course access**

**Course access**

- Public - access allowed for the whole world
- Open - access allowed for users registered on the platform
- Private access (access authorized to group members only)
- Closed - the course is only accessible to the teachers
- Hidden - Completely hidden to all users except the administrators

By default, your course is public. But you can define the level of access above.

**Direct link**

If your course is public or open, you can use the direct link below to send an invitation to new users. So after registration, they will be sent directly to the course. Also, you can add the `ex1` parameter to the URL, replacing "`1`" by an exercise ID to send them directly to a specific exam. The exercise ID can be discovered in the URL when clicking on an exercise to open it.  
<https://platform.dimps-erasmus.com/main/authn/insrcepon.php?ce1&ex1>

**Subscription**

- Allowed
- This function is only available to trainers

**Unsubscribe**

- Users are allowed to unsubscribe from this course
- Users are not allowed to unsubscribe from this course

**Course registration password**

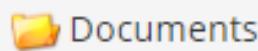
Enable legal terms  
Show a legal notice when entering the course

**Legal agreement for this course**

**Save settings**

Page

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Show system folders.

- Yes
- No

Auto-launch for documents

- Redirect to the document list
- Deactivate

**Save settings**

Documents

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### E-mail notifications

- E-mail teacher when a new user auto-subscribes**
- E-mail the teacher when a new user auto-subscribes
  - E-mail teacher and tutors when new user auto-subscribes
  - Disable e-mail alert to teacher on auto-subscription
- E-mail students on assignment creation**
- E-mail students on assignments creation
  - E-mail students and their Human Resources Manager on assignments creation
  - Disable e-mail notification on assignment creation
- E-mail on assignments submission by students**
- E-mail students and teachers on new assignment submission
  - E-mail teachers only on new assignments submission by students
  - E-mail students only on new assignment submission (confirmation e-mail)
  - Disable e-mail alert on new assignment submission
- E-mail users on dropbox file reception**
- E-mail users on dropbox files reception
  - Disable e-mail alert on dropbox files reception
- Tests**
- Paranoid: E-mail teacher when a student starts an exercise
  - Aware: E-mail teacher when a student ends an exercise
  - Relaxed open: E-mail teacher when a student ends an exercise, only if an open question is answered
  - Relaxed audio: E-mail teacher when a student ends an exercise, only if an oral question is answered
- E-mail to teachers on new user's student publication feedback.**
- Yes
  - No

Save settings

Page

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## User rights



### Users rights

Configure of the agenda, announcements or picture display inside the forum

### User rights

- Allow learners to edit the agenda**
- Activate course agenda edition by users
  - Disable agenda editing by learners
- Allow learners to edit announcements**
- Enable edition by users
  - Disable edition by users
- User picture in forum**
- Display users pictures in the forum
  - Hide users pictures in the forum
- Allow user view user list**
- Enable user list
  - Disable user list

Save settings



## Chat settings



Chat settings

Configure how the chat tool opens

Chat settings

**Open chat in a new Window**

Activate open the chat in a new window  
 Deactivate open the chat in a new window

**Save settings**

---

## Learning path settings



Learning paths  
settings

Enable the graphical theme of the learning path, as well as  
various other learning path settings

Learning path settings

**Enable learning path auto-launch**

Redirect to a selected learning path  
 Redirect to the learning paths list  
 Deactivate

**Enable course themes**

Allowed  
 Disallowed

**Learning path return link**

Redirect to the learning paths list  
 Redirect to Course home  
 My courses  
 Redirect to the platform home page

**Save settings**

---

## Tests

Tests

**Limit of questions per day**

If set to greater than 0, this option will prevent the learner from entering a test that has more than what remains for the daily allowance. For example, if the limit is 50 and the learner has already taken 2 tests of 20 questions, it will not let the learner enter another 20 questions test ( $20+20+20=60 > 50$ ). However, it will let the learner enter a 10 questions test ( $20+20+10=50$ ).

**Save settings**

---

## Thematic advance configuration



Thematic advance  
configuration

Decide whether course progress information should be  
shown on course homepage



### Thematic advance configuration

#### Information on thematic advance on course homepage

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

Save settings

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## Forum

### Forum

- |  |   |
|--|---|
| Enable forum auto-launch                                     | <input type="radio"/> Redirect to forums list |
|  | <input checked="" type="radio"/> Disabled     |
| Hide forum notifications                                     | <input type="radio"/> Yes                     |
|  | <input checked="" type="radio"/> No           |
| Subscribe automatically all users to all forum notifications | <input type="radio"/> Yes                     |
|  | <input checked="" type="radio"/> No           |

Save settings

## Assignments

### Assignments

#### Default setting for the visibility of newly posted files

- New documents are visible for all users
- New documents are only visible for the teacher(s)

#### Allow learners to delete their own publications

- Yes
- No

Save settings



## Reporting

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



The screenshot shows the 'Reporting' section of the MURA system. At the top, there are icons for Home, Reporting, and other tools. A search bar and a 'Switch to student view' link are also present. Below the header, the course name 'MURA' is displayed. Under 'Trainers', one user is listed: 'Milorad Muric'. Under 'Learners list', it says 'No users in course'. A table at the bottom provides detailed statistics:

Name	Time	Average time in the course	Progress	Exercise average
Total	2021-06-24 18:02:02		0 %	0

At the bottom of the page, it says 'Trainer: Milorad Muric (Misko)' and 'Administrator: Admin'. It also mentions 'Powered by Chamilo © 2021'.

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## Backup



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

The screenshot shows the 'Backup' section of the MURA system. At the top, there are icons for Home, Backup, and other tools. A search bar and a 'Switch to student view' link are also present. Below the header, the word 'Backup' is displayed. The main content area contains several options:

- Backup and import**
  - Create a backup**: Create a backup. You can select the learning objects to integrate in the backup file.
  - Import backup**: Import a backup. You will be able to upload a backup file from your local drive or you can use a backup file available on the server.
  - Import from Moodle**: Import a Moodle course backup file (.mbz) into this Chamilo course.
- Copy course**: Duplicate the course or some learning objects in another course. You need 2 courses to use this feature: an original course and a target course.
- Empty this course**: This tool empties the course. It removes documents, forums, links. And allows you to select what parts you want to remove or decide to remove the whole.
- Completely delete this course**: Click on this link for a full removal of the course from the server.

At the bottom, a note says 'Be carefull, there's no way back!'

---

## First Steps: Documents

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

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

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

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

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

---

### Create a directory

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





MURA / Documents Switch to student view

Search

Current folder: Documents

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Type	Name ↓	Size	Date	Detail
<input type="checkbox"/>	Audio	144.39k	17 hours ago 2021-06-24 17:26:35	
<input type="checkbox"/>	Chat conversations history	0B	14 hours ago 2021-06-24 19:30:20	
<input type="checkbox"/>	Flash	134.49k	17 hours ago 2021-06-24 17:26:36	
<input type="checkbox"/>	Folders of users	0B	17 hours ago 2021-06-24 17:26:35	
<input type="checkbox"/>	Images	5.75M	17 hours ago 2021-06-24 17:26:35	
<input type="checkbox"/>	Learning paths	0B	15 hours ago 2021-06-24 18:51:58	
<input type="checkbox"/>	Video	3.29M	17 hours ago 2021-06-24 17:26:36	

To create a directory:

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

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

MURA / Documents / Create folder Switch to student view

Search

Create folder

\* Name of the new folder:

**+ Create the folder**

\* Required field

Current folder: Documents



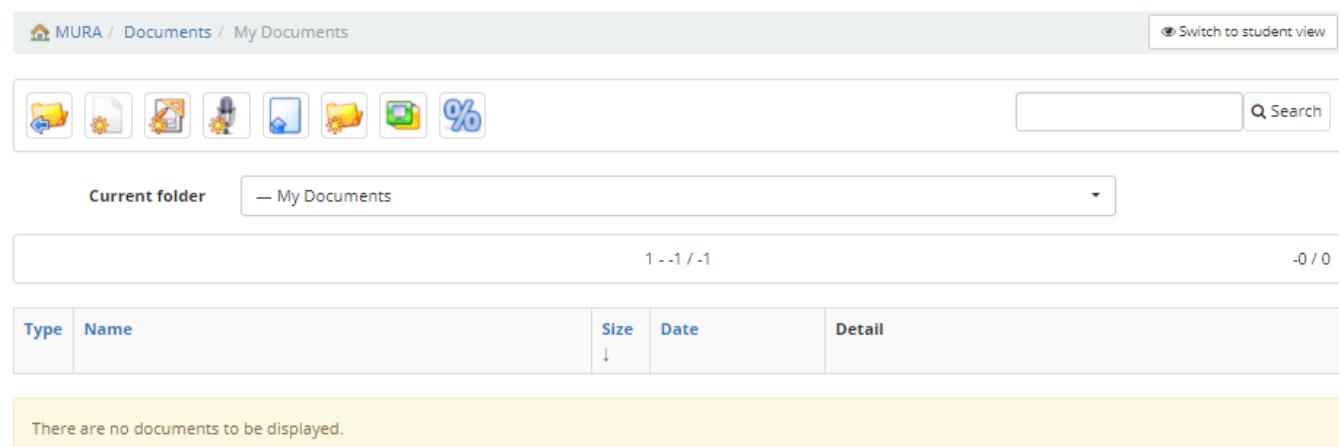
Type	Name ↓	Size	Date	Detail
	Audio	144.39k	17 hours ago 2021-06-24 17:26:35	
	Chat conversations history	0B	15 hours ago 2021-06-24 19:30:20	
	Flash	134.49k	17 hours ago 2021-06-24 17:26:36	
	Folders of users	0B	17 hours ago 2021-06-24 17:26:35	
	Images	5.75M	17 hours ago 2021-06-24 17:26:35	
	Learning paths	0B	16 hours ago 2021-06-24 18:51:58	
	My Documents	0B	less than a minute ago 2021-06-25 10:26:26	
	Video	3.29M	17 hours ago 2021-06-24 17:26:36	

### Quick-change of directory

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

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

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



The screenshot shows the Moodle Documents tool interface. At the top, there's a navigation bar with 'MURA / Documents / My Documents' and a 'Switch to student view' button. Below the navigation is a toolbar with icons for file operations like create, move, copy, delete, and refresh. To the right of the toolbar is a search bar with a magnifying glass icon. Underneath the toolbar, a dropdown menu labeled 'Current folder' shows 'My Documents'. At the bottom of the interface, a message box states 'There are no documents to be displayed.'

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



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

## Importing a document

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



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MURA / Documents / My Documents / Upload documents

Switch to student view

Current folder — My Documents

Upload Upload (Simple)

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

Click or drag and drop files here to upload them

**Open**

File name:  All files

Name	Date modified	Type
PMCP annexes	4/20/2021 09:25 PM	File folder
Quality Plan annexes	4/20/2021 09:25 PM	File folder
DIMPS Activity Plan	4/18/2021 10:45 PM	Microsoft Edge HTML
DIMPS Project Management and Comm...	4/18/2021 10:41 PM	Microsoft Edge HTML
DIMPS Quality Plan	4/18/2021 10:42 PM	Microsoft Edge HTML
DIMPS_Risk_Management_Plan_v1	4/18/2021 10:44 PM	Microsoft Edge HTML
TM1 decision PSC	4/20/2021 09:18 PM	Microsoft Word
TM1 decision QAMC	4/20/2021 09:21 PM	Microsoft Word



MURA / Documents / My Documents / Upload documents Switch to student view

[Current folder](#) — My Documents

[Upload](#) [Upload \(Simple\)](#)

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

Click or drag and drop files here to upload them

DIMPS-Activity-Plan.pdf File upload succeeded!

## Creating a new document

MURA / Documents / My Documents / Create a rich media page / activity Switch to student view

[Blank template](#) [Course title](#)

**Create a rich media page / activity**

**\* Title**

**\* Content**

Styles Format Font Size **B** **I** **U** **A-** **A+** **Source**

Words: 2

**Destination folder** — My Documents

**+ Create a rich media page / activity**

Page

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

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

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

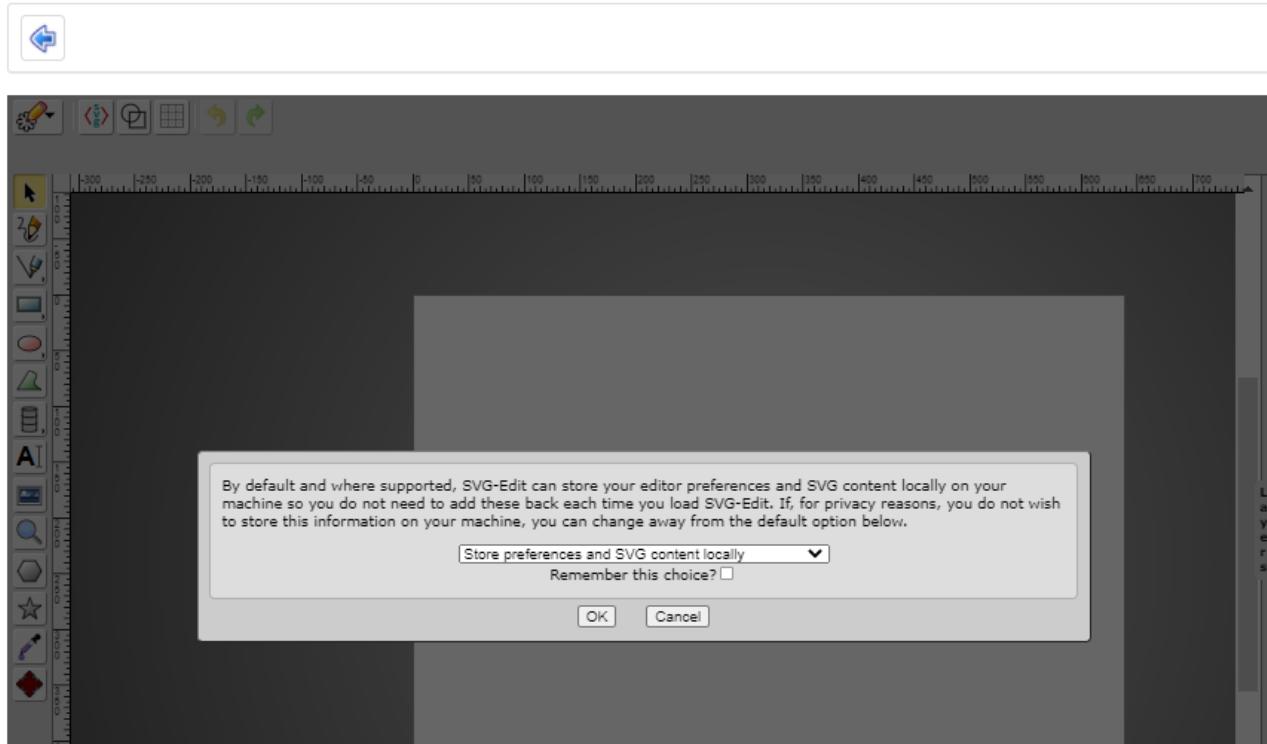
Other types of documents can be created depending on your browser and the portal configuration (ask your administrator to enable these extra features if you don't see them in the toolbar).

Icon	Feature
	The <i>draw</i> feature allows you to draw diagrams or schema in a vector format, which can be re-edited or exported to the bitmap format.
	The <i>photo retouching</i> feature is very similar to the <i>Photoshop®</i> tool and allows for the editing, cutting, colouring etc. of pictures or other bitmap images.
	The audio recording feature the recording of audio tracks right from your browser, using your microphone (on a laptop, the microphone is generally embedded). Flash® or Java® applet browser support is required for this one.
	The text-based voice generation feature allows you to have the computer speak for you. Try it. You'll be surprised by the quality of the generated voices.
	The web-cam clip feature allows you to record footage directly from your laptop's web-cam Flash® is required for this one.



MURA / Documents / My Documents / Draw

Switch to student view



By default and where supported, SVG-Edit can store your editor preferences and SVG content locally on your machine so you do not need to add these back each time you load SVG-Edit. If, for privacy reasons, you do not wish to store this information on your machine, you can change away from the default option below.

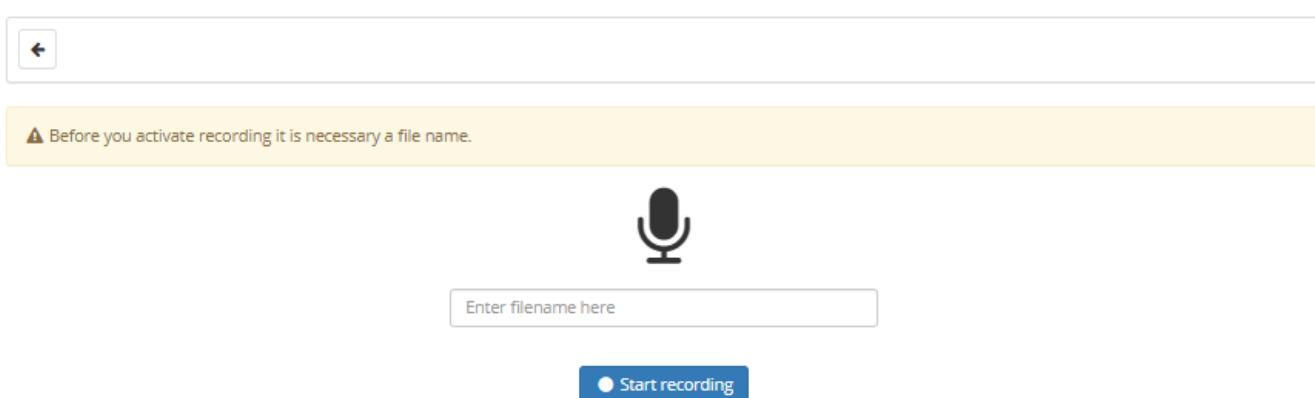
Store preferences and SVG content locally   
Remember this choice?

OK Cancel

Page  
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MURA / Documents / My Documents / Voice record

Switch to student view



⚠ Before you activate recording it is necessary a file name.

Enter filename here

● Start recording

## Saving a document

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



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

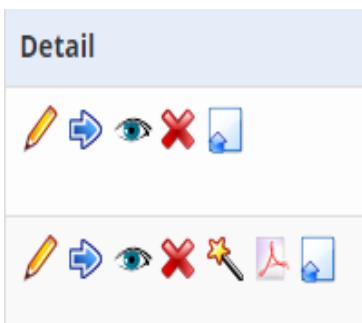


listing. The briefcase icon allows users to copy a shared file into their private file area in the social networks area.

	Type	Name ↓		Size	Date	Detail
<input type="checkbox"/>		DIMPS-Activity-Plan.pdf		668.93k	33 minutes ago 2021-06-25 19:19:33	
<input type="checkbox"/>		MURA		518B	19 minutes ago 2021-06-25 19:33:42	

## Deleting a file or a directory

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



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

The magic wand icon allows you to use the selected document as a template to create other documents. It thus becomes very easy to ensure a consistent visual style for all documents in the same course.

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

## Space Available

A course quota of 95 Mb is set, but it is also possible for your administrator to increase it. To check the space usage, look at the indication at the bottom of your documents list. I will indicate the percentage of your course that is being used.

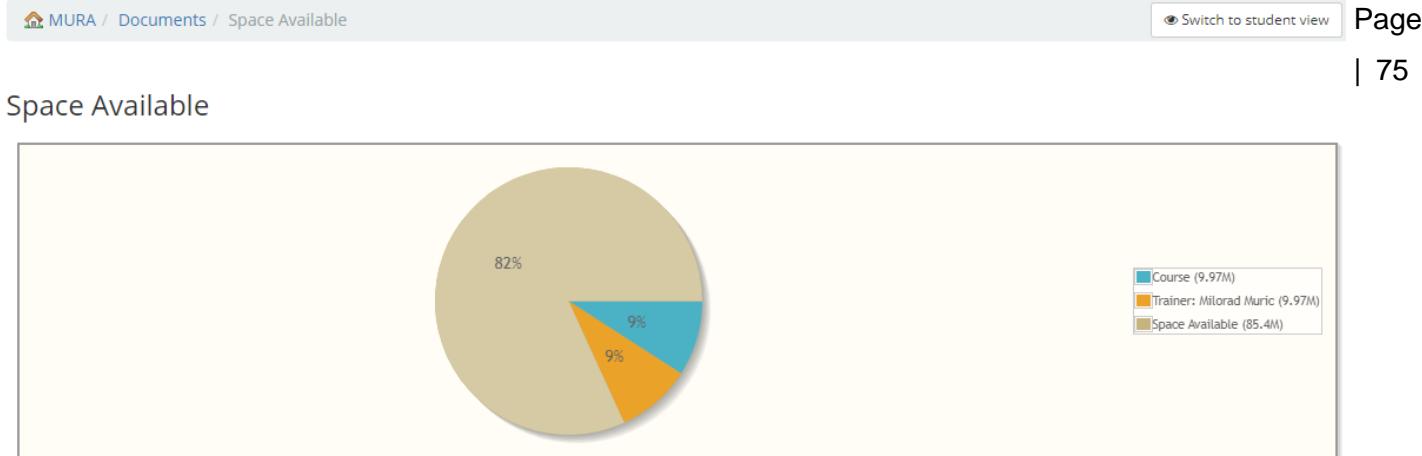
	Type	Name ↓		Size	Date	Detail
<input type="checkbox"/>		DIMPS-Activity-Plan.pdf		668.93k	about 1 hour ago 2021-06-25 19:19:33	
<input type="checkbox"/>		MURA		518B	about 1 hour ago 2021-06-25 19:33:42	

Select all   Unselect all   Detail ▾

You are currently using 9.97 MB (10.5%) of your 95 MB.



If you think you might reach the course limit in a few days, contact your administrator to ask him if it is possible to increase the available space. Only the platform administrator has the power to use this feature. If you want to get a clearer view of what is occupying space in your documents directory, click the percent icon

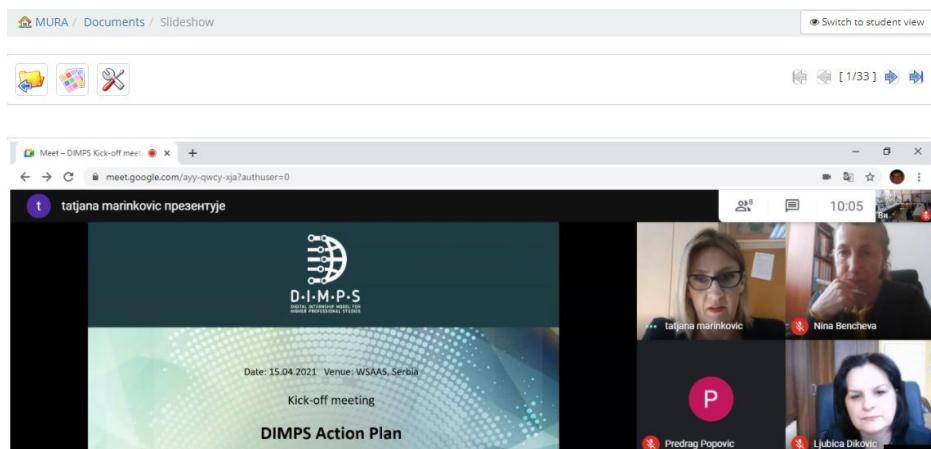


## Slideshow

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

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

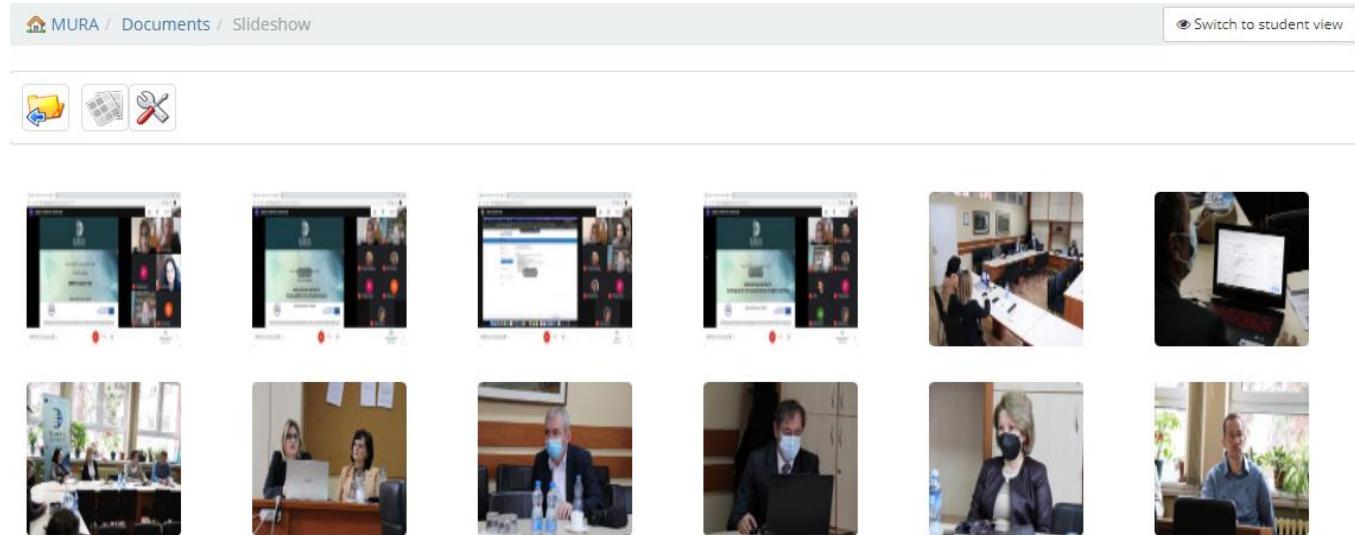
	Type	Name ↓		Size	Date	Detail
<input type="checkbox"/>		002.jpg		187.39k	6 minutes ago 2021-06-25 20:42:01	
<input type="checkbox"/>		009.jpg		178.63k	6 minutes ago 2021-06-25 20:42:02	
<input type="checkbox"/>		010.jpg		174.27k	6 minutes ago 2021-06-25 20:42:02	



The screenshot shows a Google Meet video call titled "Meet - DIMPS Kick-off meeting". The participants are Tatjana Marinkovic, Nina Bencheva, Predrag Popovic, and Ljubica Dikovic. The meeting is dated 15.04.2021 and took place at WSAAS, Serbia. The slide being presented is titled "DIMPS Action Plan".

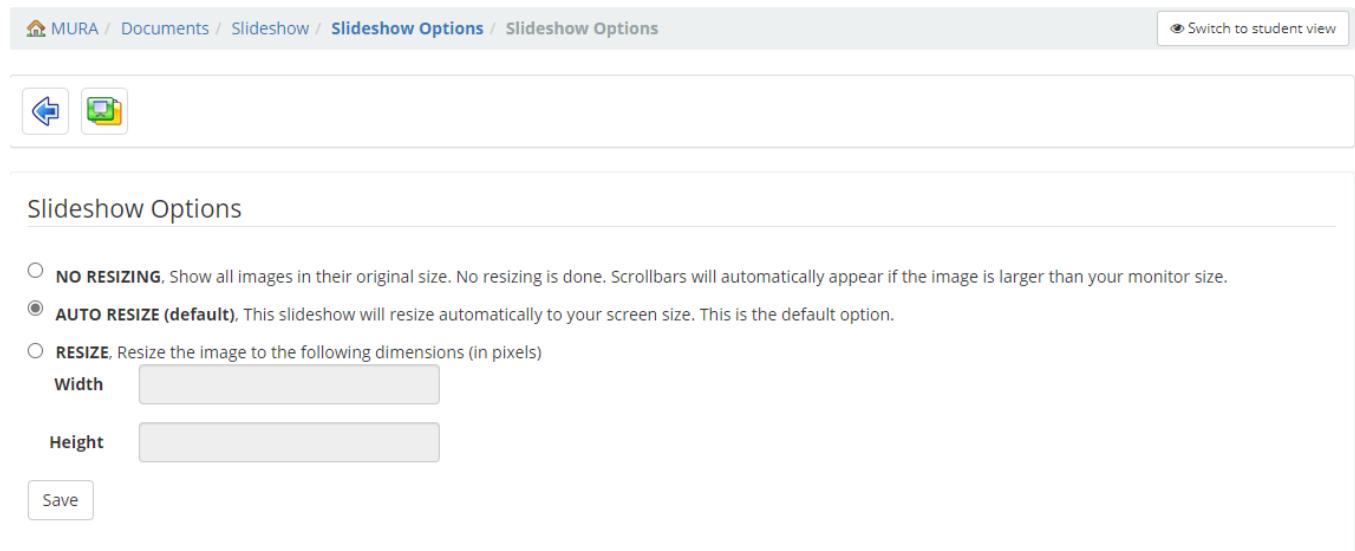


It may be more practical to select the small show thumbnails icon  in the slideshow toolbar to let you view all images at once (as thumbnails), as illustrated below:



A screenshot of a web browser window titled "MURA / Documents / Slideshow". The main content area displays a grid of 12 small image thumbnails. In the top right corner of the browser window, there is a "Page" button followed by the number "76". At the bottom of the browser window, there is a toolbar with three icons: a left arrow, a square with a grid, and a wrench.

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



A screenshot of a web browser window titled "MURA / Documents / Slideshow / Slideshow Options / Slideshow Options". The main content area is titled "Slideshow Options". It contains several radio button options for image resizing:

- NO RESIZING, Show all images in their original size. No resizing is done. Scrollbars will automatically appear if the image is larger than your monitor size.
- AUTO RESIZE (default), This slideshow will resize automatically to your screen size. This is the default option.
- RESIZE, Resize the image to the following dimensions (in pixels)
 

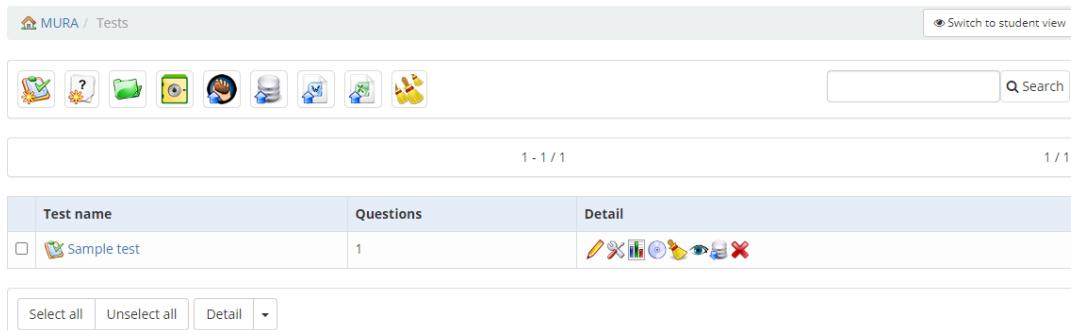
Width:

Height:

At the bottom left is a "Save" button.

## Creating a new test

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



A screenshot of a web browser window titled "MURA / Tests". The main content area shows a table for creating a new test:

Test name	Questions	Detail
<input type="checkbox"/> Sample test	1	      

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



## Create a new test

\* Test name

 Advanced settings

Give a context to the test



Styles | Format | Font | Size | B I U A- A+ | Source

Words: 0

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**Feedback**  At end of test

- Exam (no feedback)
- Adaptative test with immediate feedback
- Direct feedback as pop-up

How should we show the feedback/comment for each question? This option defines how it will be shown to the learner when taking the test. We recommend you try different options by editing your test options before having learners take it.

**Show score to learner**

- Auto-evaluation mode: show score and expected answers
- Exam mode: Do not show score nor answers
- Practice mode: Show score only, by category if at least one is used
- Show score on every attempt, show correct answers only on last attempt (only works with an attempts limit)
- Do not show the score (only when user finishes all attempts) but show feedback for each attempt.
- Ranking mode: Do not show results details question by question and show a table with the ranking of all other users.
- Show only global score (not question score) and show only the correct answers, do not show incorrect answers at all
- Auto-evaluation mode and ranking
- Only show a radar of scores by category, instead of a table of categories. Do not show individual scores or feedback.

**Questions per page**

- All questions on one page
- One question by page



<b>Question selection type</b> <input style="width: 100%; height: 25px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text" value="Ordered by user"/> <b>Shuffle answers</b> <input checked="" type="radio"/> Yes <input type="radio"/> No  <b>Display questions category</b> <input checked="" type="radio"/> Yes <input type="radio"/> No  <b>Hide question title</b> <input checked="" type="radio"/> Yes <input type="radio"/> No  <b>Max number of attempts</b> <input style="width: 100%; height: 25px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text" value="0"/>  <input type="checkbox"/> Enable start time <input type="checkbox"/> Enable end time <input type="checkbox"/> Propagate negative results between questions <input type="checkbox"/> Save the correct answer for the next attempt  <input type="checkbox"/> Review my answers <input type="checkbox"/> Enable time control  <b>Pass percentage</b> <input style="width: 100px; height: 25px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text"/> %  <b>Text appearing at the end of the test</b> <input style="width: 100%; height: 300px; border: 1px solid #ccc; border-radius: 5px; margin-bottom: 5px;" type="text"/>  <input type="checkbox"/> Update this title in learning paths 	<b>Page</b>   78
--	---------------------

Proceed to questions

\* Required field

The settings are fairly self evident:

- feedback can be provided either at the end of the test or withheld, e.g. for an exam
- questions can be presented either on a single page (e.g. for a brief text quiz) or on separate pages (e.g. when the question and answers are lengthy or incorporate media)
- scores and correct answers can be shown (e.g. for an interactive exercise) or hidden (e.g. for an exam).
- Questions and answers can follow a pre-determined sequence or be randomized and shuffled
- The relevant questions category can be displayed or hidden

- The number of attempts allowed can be limited to a given number - “infinite” attempts might suit a “practice” exercise
- Start and end times for the test can be set and the time allowed to complete the test can be limited; )a real-time counter will appear to the user)
- Negative scores can be “zeroed” or carried forward to the next question
- Students can review their answers before submitting the test
- A pass percentage can be set to indicate success or failure to the student
- A closing message to be viewed on completion can be composed.

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## Test types

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

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

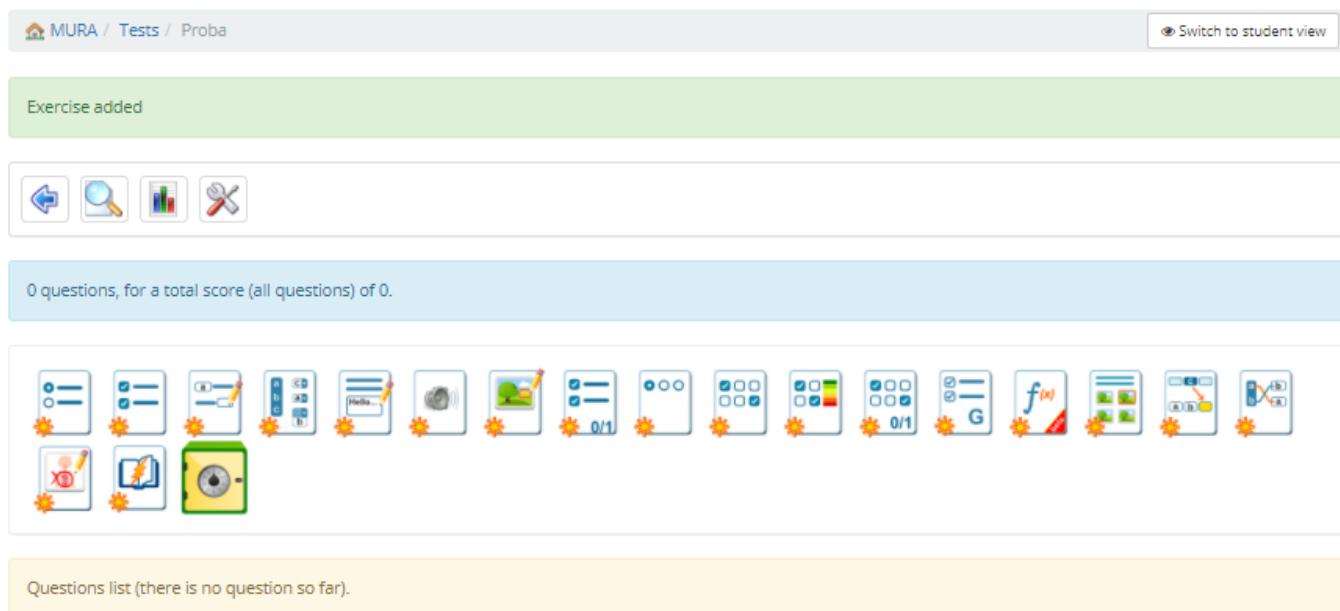


the student through a particular path of questioning. This type of activity can be achieved using Chamilo's Tests tool and can provide students with a very effective interactive on-line learning experience, but of course is by its very nature quite complex and demanding to set up.

The above descriptions demonstrate how the Tests tool can function depending on how it is configured Page by the teacher. The tool is designed to be as flexible as possible while remaining relatively easy to use, | 80 so variations on all the above "models" can be achieved to meet requirements.

### **Adding questions to the test**

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



In addition to the toolbar the page displays an array of different types of question. (The same page can be accessed at a later time using the edit icon for any given test listed in the Tests page.) It offers a range of question types from which to choose, which are described in this section. Each test can contain a combination of question types – this can prove handy for ensuring tests don't become monotonous. Questions are created using an on-line form which differs according to the question type. The following subsections describe each form in detail. Completion of the forms is quite intuitive. The following general points regarding the completion of the on-line forms apply to all or most types of question:

1. The "Comment" column will only be shown if you selected the show feedback\_option to in the \_advanced settings when you created the test (if you don't want to show any feedback, then there is little point in showing this column on the page.)
2. Any fields marked with a red asterisk \* must be completed.

3. Every question has a title and an “enriched” description. We generally recommend putting a short title in the title box, and putting the real question in the enrich question box. This will allow you to present a much fuller, more meaningful question, use images, and/or include audio or video.
4. All answer and comment boxes have editing tools which are hidden by default but can be viewed by clicking the small black arrow on the top-left corner of the text box. This will allow you also add images, Page links and audio to your answers or feedback comments. | 81
5. Every question type involves the allocation of scores. In the case of questions requiring scoring later by a teacher, this will simply be a maximum score against which the teacher will mark the test. In the case of objective tests involving learners selecting an answer, the score for each right or wrong answer chosen can be set, and can include negative values. Teachers should give some thought, particularly in tests involving different question types, to what weighting within the overall test each question should carry.
6. Teachers should also consider the number of options they wish to offer in the case of multiple choice type questions – this can be determined using the red and green remove/add answer option buttons at the foot of the form
7. If you have a lot of questions covering several topics, you may find it useful for organizational reasons to assign individual questions to categories in the advanced options – particularly if you plan to recycle questions. (You need to create the categories first of course, choosing the create category option  on the main test page. This allows to create a category with a description which will appear in a drop down list.) Using categories is optional but we would strongly advise you do so if you have any number of questions, for sake of future editing or recycling of questions.
8. You can also assign a difficulty level for each question in the advanced options. This can be handy for later fine-tuning the evaluation of students' work, or reviewing the test overall. It can also be very useful when it comes to recycling questions, allowing you filter questions by difficulty.

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#### Type 1 : Multiple choice – Single answer



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



Add this question to the test: Multiple choice

\* Question

Enrich question

Enrich question

What is the function of the front derailleur mechanism?

Advanced settings

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

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

Add this question to the test: Multiple choice

\* Question

Advanced settings

Enrich question

Words: 0

Difficulty

Category

Add this question to the test Convert to multiple answer



## Answers

N°	True	Answer	Comment	Score
1	<input checked="" type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Words: 0	Words: 0	
2	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Words: 0	Words: 0	
3	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Words: 0	Words: 0	
4	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Words: 0	Words: 0	

\* Required field

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

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Add this question to the test: Multiple answer

\* Question

Enrich question

Enrich question

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

Advanced settings

N°	True	Answer	Comment	Score
1	<input checked="" type="checkbox"/>	The chain	Correct! This is	1
2	<input type="checkbox"/>	The saddle	Sorry, not! You maybe need to revise the "drivetrain" chapter.	-1
3	<input type="checkbox"/>	The rear derailleur	Not really - this is connected but really part of the gearing system rather than the drivetrain.	0
4	<input checked="" type="checkbox"/>	The chainrings	Correct! there are hardly any bikes without at least one chainring!	1

Add this question to the test: Multiple answer

\* Question

Advanced settings

Answers

N°	True	Answer	Comment	Score
1	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	0
2	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	0
3	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	0
4	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	0



### Type 3 : Fill the blanks



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

Add this question to the test: Fill blanks or form

\* Question

Enrich question

Enrich question

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

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

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

Allow answers order switches

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



Add this question to the test: Fill blanks or form

**\* Question**

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

**Word to find**      **Score**      **Input size of box to fill**

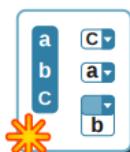
**Select a blanks marker**    [...]    Refresh terms

**Please define at least one blank with the selected marker**

**✓ Add this question to the test**

\* Required field

## Type 4 : Matching



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

Add this question to the test: Matching

**\* Question** Match the parts

**Enrich question**

Which part of your bicycle is used for which manoeuvres?

**Advanced settings**

N°	Answer	Matches To	Score
1	brakes	B	2
2	handbrakes	A	2
3	goons	C	2

**Match them**

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

**Add element**   **Remove element**   **Add this question to the test**



The learner will view the matching question like this:

### 1. Match the parts

Which part of your bicycle is used for which manoeuvres?

- |               |                                    |                                       |
|---------------|------------------------------------|---------------------------------------|
| 1. brakes     | <input type="button" value="..."/> | A. used for steering the bike         |
| 2. handlebars | <input type="button" value="..."/> | B. used for slowing down and stopping |
| 3. gears      | <input type="button" value="..."/> | C. used for going up hills            |

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Add this question to the test: Matching

\* Question

[Advanced settings]

Match them

Nº	Answer	Matches To	Score
1	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="border: 1px solid #ccc; padding: 2px;">A</span> <span style="border: 1px solid #ccc; padding: 2px;">B</span> <span style="border: 1px solid #ccc; padding: 2px;">C</span> <span style="border: 1px solid #ccc; padding: 2px;">D</span> <span style="border: 1px solid #ccc; padding: 2px;">E</span> <span style="border: 1px solid #ccc; padding: 2px;">F</span> <span style="border: 1px solid #ccc; padding: 2px;">G</span> <span style="border: 1px solid #ccc; padding: 2px;">H</span> <span style="border: 1px solid #ccc; padding: 2px;">I</span> <span style="border: 1px solid #ccc; padding: 2px;">J</span> <span style="border: 1px solid #ccc; padding: 2px;">K</span> <span style="border: 1px solid #ccc; padding: 2px;">L</span> <span style="border: 1px solid #ccc; padding: 2px;">M</span> <span style="border: 1px solid #ccc; padding: 2px;">N</span> <span style="border: 1px solid #ccc; padding: 2px;">O</span> <span style="border: 1px solid #ccc; padding: 2px;">P</span> <span style="border: 1px solid #ccc; padding: 2px;">Q</span> <span style="border: 1px solid #ccc; padding: 2px;">R</span> <span style="border: 1px solid #ccc; padding: 2px;">S</span> <span style="border: 1px solid #ccc; padding: 2px;">T</span> <span style="border: 1px solid #ccc; padding: 2px;">U</span> <span style="border: 1px solid #ccc; padding: 2px;">V</span> <span style="border: 1px solid #ccc; padding: 2px;">W</span> <span style="border: 1px solid #ccc; padding: 2px;">X</span> <span style="border: 1px solid #ccc; padding: 2px;">Y</span> <span style="border: 1px solid #ccc; padding: 2px;">Z</span> </div> <div style="margin-top: 5px;">Format: <input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="D"/> <input type="button" value="E"/> <input type="button" value="F"/> <input type="button" value="G"/> <input type="button" value="H"/> <input type="button" value="I"/> <input type="button" value="J"/> <input type="button" value="K"/> <input type="button" value="L"/> <input type="button" value="M"/> <input type="button" value="N"/> <input type="button" value="O"/> <input type="button" value="P"/> <input type="button" value="Q"/> <input type="button" value="R"/> <input type="button" value="S"/> <input type="button" value="T"/> <input type="button" value="U"/> <input type="button" value="V"/> <input type="button" value="W"/> <input type="button" value="X"/> <input type="button" value="Y"/> <input type="button" value="Z"/></div>	<input type="button" value="A"/>	10
2	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="border: 1px solid #ccc; padding: 2px;">A</span> <span style="border: 1px solid #ccc; padding: 2px;">B</span> <span style="border: 1px solid #ccc; padding: 2px;">C</span> <span style="border: 1px solid #ccc; padding: 2px;">D</span> <span style="border: 1px solid #ccc; padding: 2px;">E</span> <span style="border: 1px solid #ccc; padding: 2px;">F</span> <span style="border: 1px solid #ccc; padding: 2px;">G</span> <span style="border: 1px solid #ccc; padding: 2px;">H</span> <span style="border: 1px solid #ccc; padding: 2px;">I</span> <span style="border: 1px solid #ccc; padding: 2px;">J</span> <span style="border: 1px solid #ccc; padding: 2px;">K</span> <span style="border: 1px solid #ccc; padding: 2px;">L</span> <span style="border: 1px solid #ccc; padding: 2px;">M</span> <span style="border: 1px solid #ccc; padding: 2px;">N</span> <span style="border: 1px solid #ccc; padding: 2px;">O</span> <span style="border: 1px solid #ccc; padding: 2px;">P</span> <span style="border: 1px solid #ccc; padding: 2px;">Q</span> <span style="border: 1px solid #ccc; padding: 2px;">R</span> <span style="border: 1px solid #ccc; padding: 2px;">S</span> <span style="border: 1px solid #ccc; padding: 2px;">T</span> <span style="border: 1px solid #ccc; padding: 2px;">U</span> <span style="border: 1px solid #ccc; padding: 2px;">V</span> <span style="border: 1px solid #ccc; padding: 2px;">W</span> <span style="border: 1px solid #ccc; padding: 2px;">X</span> <span style="border: 1px solid #ccc; padding: 2px;">Y</span> <span style="border: 1px solid #ccc; padding: 2px;">Z</span> </div> <div style="margin-top: 5px;">Format: <input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="D"/> <input type="button" value="E"/> <input type="button" value="F"/> <input type="button" value="G"/> <input type="button" value="H"/> <input type="button" value="I"/> <input type="button" value="J"/> <input type="button" value="K"/> <input type="button" value="L"/> <input type="button" value="M"/> <input type="button" value="N"/> <input type="button" value="O"/> <input type="button" value="P"/> <input type="button" value="Q"/> <input type="button" value="R"/> <input type="button" value="S"/> <input type="button" value="T"/> <input type="button" value="U"/> <input type="button" value="V"/> <input type="button" value="W"/> <input type="button" value="X"/> <input type="button" value="Y"/> <input type="button" value="Z"/></div>	<input type="button" value="A"/>	10
A	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="border: 1px solid #ccc; padding: 2px;">A</span> <span style="border: 1px solid #ccc; padding: 2px;">B</span> <span style="border: 1px solid #ccc; padding: 2px;">C</span> <span style="border: 1px solid #ccc; padding: 2px;">D</span> <span style="border: 1px solid #ccc; padding: 2px;">E</span> <span style="border: 1px solid #ccc; padding: 2px;">F</span> <span style="border: 1px solid #ccc; padding: 2px;">G</span> <span style="border: 1px solid #ccc; padding: 2px;">H</span> <span style="border: 1px solid #ccc; padding: 2px;">I</span> <span style="border: 1px solid #ccc; padding: 2px;">J</span> <span style="border: 1px solid #ccc; padding: 2px;">K</span> <span style="border: 1px solid #ccc; padding: 2px;">L</span> <span style="border: 1px solid #ccc; padding: 2px;">M</span> <span style="border: 1px solid #ccc; padding: 2px;">N</span> <span style="border: 1px solid #ccc; padding: 2px;">O</span> <span style="border: 1px solid #ccc; padding: 2px;">P</span> <span style="border: 1px solid #ccc; padding: 2px;">Q</span> <span style="border: 1px solid #ccc; padding: 2px;">R</span> <span style="border: 1px solid #ccc; padding: 2px;">S</span> <span style="border: 1px solid #ccc; padding: 2px;">T</span> <span style="border: 1px solid #ccc; padding: 2px;">U</span> <span style="border: 1px solid #ccc; padding: 2px;">V</span> <span style="border: 1px solid #ccc; padding: 2px;">W</span> <span style="border: 1px solid #ccc; padding: 2px;">X</span> <span style="border: 1px solid #ccc; padding: 2px;">Y</span> <span style="border: 1px solid #ccc; padding: 2px;">Z</span> </div> <div style="margin-top: 5px;">Format: <input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="D"/> <input type="button" value="E"/> <input type="button" value="F"/> <input type="button" value="G"/> <input type="button" value="H"/> <input type="button" value="I"/> <input type="button" value="J"/> <input type="button" value="K"/> <input type="button" value="L"/> <input type="button" value="M"/> <input type="button" value="N"/> <input type="button" value="O"/> <input type="button" value="P"/> <input type="button" value="Q"/> <input type="button" value="R"/> <input type="button" value="S"/> <input type="button" value="T"/> <input type="button" value="U"/> <input type="button" value="V"/> <input type="button" value="W"/> <input type="button" value="X"/> <input type="button" value="Y"/> <input type="button" value="Z"/></div>	<input type="button" value="A"/>	10
B	<div style="border: 1px solid #ccc; padding: 5px;"> <span style="border: 1px solid #ccc; padding: 2px;">A</span> <span style="border: 1px solid #ccc; padding: 2px;">B</span> <span style="border: 1px solid #ccc; padding: 2px;">C</span> <span style="border: 1px solid #ccc; padding: 2px;">D</span> <span style="border: 1px solid #ccc; padding: 2px;">E</span> <span style="border: 1px solid #ccc; padding: 2px;">F</span> <span style="border: 1px solid #ccc; padding: 2px;">G</span> <span style="border: 1px solid #ccc; padding: 2px;">H</span> <span style="border: 1px solid #ccc; padding: 2px;">I</span> <span style="border: 1px solid #ccc; padding: 2px;">J</span> <span style="border: 1px solid #ccc; padding: 2px;">K</span> <span style="border: 1px solid #ccc; padding: 2px;">L</span> <span style="border: 1px solid #ccc; padding: 2px;">M</span> <span style="border: 1px solid #ccc; padding: 2px;">N</span> <span style="border: 1px solid #ccc; padding: 2px;">O</span> <span style="border: 1px solid #ccc; padding: 2px;">P</span> <span style="border: 1px solid #ccc; padding: 2px;">Q</span> <span style="border: 1px solid #ccc; padding: 2px;">R</span> <span style="border: 1px solid #ccc; padding: 2px;">S</span> <span style="border: 1px solid #ccc; padding: 2px;">T</span> <span style="border: 1px solid #ccc; padding: 2px;">U</span> <span style="border: 1px solid #ccc; padding: 2px;">V</span> <span style="border: 1px solid #ccc; padding: 2px;">W</span> <span style="border: 1px solid #ccc; padding: 2px;">X</span> <span style="border: 1px solid #ccc; padding: 2px;">Y</span> <span style="border: 1px solid #ccc; padding: 2px;">Z</span> </div> <div style="margin-top: 5px;">Format: <input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="D"/> <input type="button" value="E"/> <input type="button" value="F"/> <input type="button" value="G"/> <input type="button" value="H"/> <input type="button" value="I"/> <input type="button" value="J"/> <input type="button" value="K"/> <input type="button" value="L"/> <input type="button" value="M"/> <input type="button" value="N"/> <input type="button" value="O"/> <input type="button" value="P"/> <input type="button" value="Q"/> <input type="button" value="R"/> <input type="button" value="S"/> <input type="button" value="T"/> <input type="button" value="U"/> <input type="button" value="V"/> <input type="button" value="W"/> <input type="button" value="X"/> <input type="button" value="Y"/> <input type="button" value="Z"/></div>	<input type="button" value="A"/>	10

\* Required field

### Type 5 : Open question



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



Add this question to the test: Open question

\* Question

 Enrich question

Enrich question   
  
Format Font Size B I U A- A+

 Advanced settings

Score

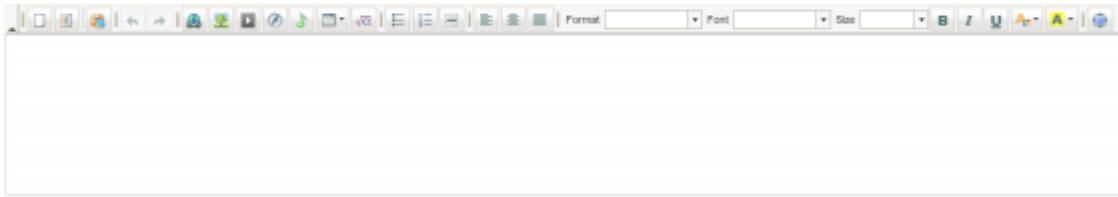
 Add this question to the test

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

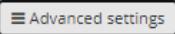
## 2. Cycling history

Write 200 words about the Tour de France.



Add this question to the test: Open question

\* Question

 Advanced settings

Enrich question   
  
Styles Format Font Size B I U A- A+ Source

Difficulty

Category  1

Score

 Add this question to the test

\* Required field

## Type 6: Audio answer



This new question type, available with Chamilo 1.9, will only appear only if your administrator has enabled the Nanogong audio recording feature. The question can be compared to “open question” type described above, requiring manual marking by the teacher, but instead of asking the learner to write a text passage, you ask him to record an audio answer. This has obvious uses for language courses, or for learners with particular access needs, but can provide a useful alternative in many study fields – encouraging learners to develop their oral presentation skills. (note: This question type requires the learner to have Java applets supported in his browser. If this is not the case, he will need to record the audio separately and then upload it as an MP3 file to the server.) Because of the additional requirements for this question type, you should make sure your learners are aware that the test will contain an audio question and that they have a more than one chance to try the test to check whether their browser supports it or not. (Bear in mind that taking a test is generally a stressful experience. You don't want to give your learners a nervous breakdown because they can't manage to record an audio answer!).

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### 2. Mending a puncture

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

Record answer

Use the message below to add a comment

Send record

Problem recording? Upload your own audio file.



Add this question to the test: Oral expression

\* Question

Enrich question

Styles | Format | Font | Size | B I U A- A+ Source

Words: 0

Difficulty

Category

\* Score

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| 90

### Type 7 : Hot spot, or image area



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

Now click on the image below to validate your answers.	Comment	Score
<input type="text" value="saddle"/>	<input type="text" value="this is for sitting on"/>	<input type="text" value="2"/>
<input type="text" value="handlebars"/>	<input type="text" value="these are for balance and steering"/>	<input type="text" value="3"/>
<input type="text" value="derailleur"/>	<input type="text" value="this is for changing gear"/>	<input type="text" value="4"/>
<input type="text" value="pedal"/>	<input type="text" value="the are for your feet"/>	<input type="text" value="5"/>



Name the parts of the bicycle

Now click on the button below to validate your answers.



Image zones

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



Add this question to the test: Image zones

\* Question

\* Choose File No file chosen  
Upload image (jpg, png or gif) to apply hotspots.

\* Required field

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### Type 8 : Exact combination



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

Save the question: Exact answers combination

\* Question Which items do we suggest are important for cycle safety? (2 answers)

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

Score

\* required field



Add this question to the test: Exact answers combination

	<b>* Question</b>	<input type="text"/>	
		<b>Advanced settings</b>	
<b>Answers</b>			
Nº	True	Answer	Comment
1	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
		Words: 0	Words: 0
2	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
		Words: 0	Words: 0
<b>Score</b>		10	
<input type="button" value="Remove answer option"/> <input type="button" value="Add answer option"/> <input type="button" value="Add this question to the test"/>			
<small>* Required field</small>			

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## Type 9 : Unique answer with unknown



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

Save the question: Unique answer with unknown

<b>* Question</b>	<input type="text" value="When should you look behind you?"/>			
	<input type="button" value="Enrich question"/>			
<b>Advanced settings</b>				
<b>Answers</b>				
Nº	True	Answer	Comment	Score
1	<input checked="" type="radio"/>	<input type="text" value="All the time."/>	<input type="text" value="You need to look ahead sometimes!"/>	-1
2	<input checked="" type="radio"/>	<input type="text" value="Only when you want to manouevre."/>	<input type="text" value="Yes, but you need to be aware of traffic at all times."/>	-1
3	<input checked="" type="radio"/>	<input type="text" value="When you want to manouevre and occasionally at other times too."/>	<input type="text" value="Yes - you need to be alert at all times but especially when you wish to"/>	2
	<input checked="" type="radio"/>	<input type="text" value="Don't know"/>	<input type="text" value="You should really look at this again - it's important!"/>	0
<input type="button" value="Remove answer option"/> <input type="button" value="Add answer option"/> <input type="button" value="Save the question"/>				

Add this question to the test: Unique answer with unknown

\* Question

Advanced settings

#### Answers

N*	True	Answer	Comment	Score
1	<input checked="" type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="button"/>
				Words: 0
				Words: 0
2	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="button"/>
				Words: 0
				Words: 0
3	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="button"/>
				Words: 0
				Words: 0
-	<input type="radio"/>	Don't know	<input type="text"/>	<input type="text"/>
				Words: 2
				Words: 0

Remove answer option

Add answer option

Add this question to the test

\* Required field

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



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



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

\* Question

Enrich question

Advanced settings

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

\* Score

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

\* required field

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

\* Question

Advanced settings

**Answers**

N°	True	False	Answer	Comment
1	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Words: 0
2	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Words: 0
3	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Words: 0
4	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Words: 0

\* Score

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

\* Required field



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



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

Gears

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

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\* Question Gears

Enrich question

Advanced settings

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

Score 10

Remove answer option Add answer option Add this question to the test Chat (Discord)

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

### 2. Gears

Which statements are true?

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

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



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

\* Question

[ Advanced settings ]

#### Answers

N°	True	Answer	Comment
1	<input type="checkbox"/>	<input type="text"/>	<input type="text"/> Words: 0
2	<input type="checkbox"/>	<input type="text"/>	<input type="text"/> Words: 0

Score

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

\* Required field

---

#### Type 12 : Multiple answer true/false/degree of certainty

Add this question to the test: Multiple answer true/false/degree of certainty

\* Question

[ Advanced settings ]

#### Answers

N°	True	False	Answer	Comment
1	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> Words: 0
2	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> Words: 0
3	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> Words: 0
4	<input type="radio"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/> Words: 0

\* Correct

\* Wrong

[ Remove answer option ]

[ Add answer option ]

[ Add this question to the test ]



## Type 13 : Global multiple answer



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

Add this question to the test: Global multiple answer

\* Question

Enrich question 

Enrich question 

Which of the following are considered good cycling etiquette?

Advanced settings

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

\* Score:

No negative score

Add this question to the test: Global multiple answer

\* Question

Advanced settings

Answers

Answers	N*	True	Answer	Comment
	1	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
	2	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
	3	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
	4	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

\* Score:

No negative score



## Type 14 : Calculated question

Add this question to the test: Calculated question

\* Question

Advanced settings

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



Rich text editor interface with various toolbar buttons for styling, font, size, and alignment.

Words: 0

If you want only integer values write both limits without decimals

Variable ranges

Formula notation

\* Formula

Formula sample:  $\sqrt{x} / y * e^{\ln(\pi)}$

Score

 10

\* Question variations

 1

Add this question to the test

\* Required field



## Type 15 : Unique answer image

Add this question to the test: Unique answer image

<b>* Question</b>	<input type="text"/>	<input type="button" value="Advanced settings"/>		
<b>Answers</b>				
Images will be resized (up or down) to 200x150 pixels. For a better rendering of the question, we recommend you upload only images of this size.				
N*	True	Answer	Comment	Score
1	<input checked="" type="radio"/>	<input type="file"/>	<input type="text"/>	<input type="button" value="0"/>
2	<input type="radio"/>	<input type="file"/>	<input type="text"/>	<input type="button" value="0"/>
3	<input type="radio"/>	<input type="file"/>	<input type="text"/>	<input type="button" value="0"/>
4	<input type="radio"/>	<input type="file"/>	<input type="text"/>	<input type="button" value="0"/>

## Type 16 : Sequence ordering

MURA / Tests / Proba / Question / Answer management

0 questions, for a total score (all questions) of 0.

Add this question to the test: Sequence ordering

<b>* Question</b>	<input type="text"/>	
<input type="button" value="Advanced settings"/>		
Choose orientation	<input checked="" type="radio"/> Horizontal <input type="radio"/> Vertical	
<b>Match them</b>		
Answer	Matches To	Score
<input type="text"/>	<input type="button" value="1"/>	<input type="button" value="10"/>
<input type="text"/>	<input type="button" value="1"/>	<input type="button" value="10"/>

\* Required field



## Type 17 : Match by dragging

Add this question to the test: Match by dragging

\* Question

Advanced settings

### Match them

---

Page

A screenshot of a Microsoft Word ribbon interface. The ribbon is divided into several tabs: Home, Insert, Page Layout, References, Mailings, Review, and View. The 'Home' tab is currently selected, indicated by a blue background. Below the ribbon, there is a toolbar with various icons for text selection, font, size, bold, italic, underline, and alignment. A status bar at the bottom shows 'Characters: 0, Words: 0'.

N\*

Answer

A

A rich text editor toolbar with various icons for bold, italic, underline, font color, size, alignment, and other styling options.

Format - | Font - | Size - | B I U A- A+ | Source

Characters: 0, Words: 0

B

Formal - | Font - | Size - | B I U A-  Source  

Character: 0, Words: 0

 Remove element  Add element  Add this question to the test

\* This is required field



## Type 18 : Annotation

Add this question to the test: Annotation

\* Question

Enrich question

Difficulty

Category

Score

No file chosen  
Upload image (jpg, png or gif) to apply hotspots.

\* Required field

---

## Type 19 : Reading comprehension

Add this question to the test: Reading comprehension

Category

Difficulty

Text

\* Question



## Answers

N°	True	Answer	Comment	Score
1	<input checked="" type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

\* Required field

## Type 20 : Recycle existing questions

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

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

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



### Recycle existing questions - Add question to test

Session
Select

Course
> MURA

Questions category
No category selected

Test
All tests

Difficulty
All

Answer type
All

Id

Description

▼ Filter

	Question	Type	Questions category	Difficulty	Re-use in current test
<input type="checkbox"/>	Socratic irony is...			1	

Select all
Unselect all
Detail
▼

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

---

### Importing: HotPotatoes, IMS/QTI2, Excel

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

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



[MURA / Tests](#) [Switch to student view](#)

---

Search

---

1 - 2 / 2      1 / 1

Test name	Questions	Detail
<input type="checkbox"/> Proba	-	
<input type="checkbox"/> Sample test	1	

[Select all](#) [Unselect all](#) [Detail](#) ▼

---

[Learn English / Tests / Import exercises Qti2](#)



## Import exercises Qti2

Upload file Choose File No file chosen



[Learn English / Tests / Import Hotpotatoes tests](#)



## Import Hotpotatoes tests



Upload file : Choose File No file chosen



Page

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[Learn English / Tests / Import quiz from Excel](#)



## Import quiz from Excel

File upload Choose File No file chosen

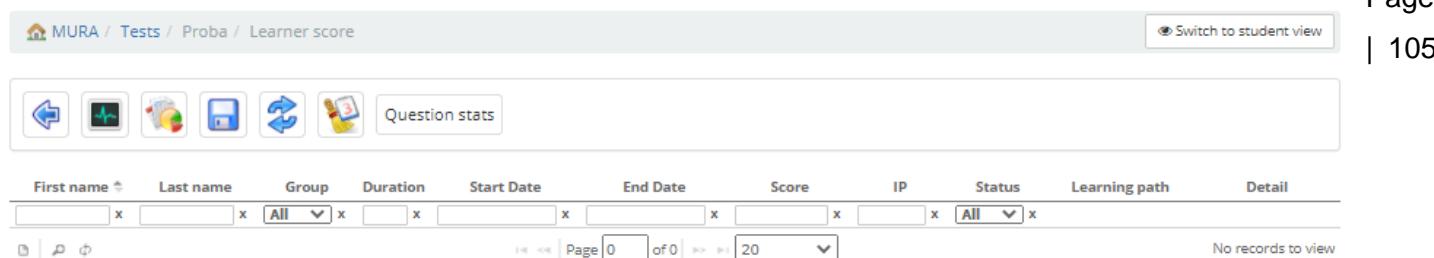
[Download the Excel Template](#)





## Test results

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



First name	Last name	Group	Duration	Start Date	End Date	Score	IP	Status	Learning path	Detail
x	x	All	x	x	x	x	x	x	All	x

Page 0 of 0 | 20 | No records to view

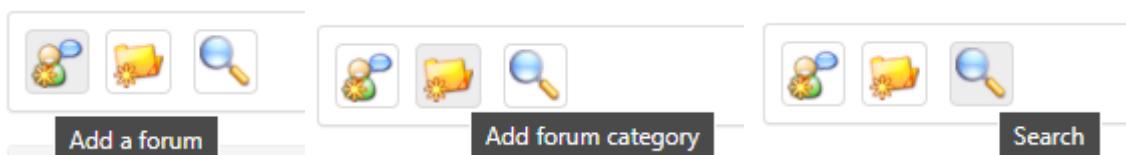
Here, the teacher can get an overview of learners' times and scores, and can score  or edit  open questions and offer feedback. He can also delete  a test attempt to allow the learner to do the test again (if there is a valid reason to do so e.g. there was an error in the test).

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

## Communication : Forums

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

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



Add a forum      Add forum category      Search



[MURA](#) / Forum Categories / Forums [Switch to student view](#)

Example Forum Category

Example Forum

June 24, 2021 at 05:26 PM « Example Thread » By Milorad Muric  
Example content

Forum threads: 1

[MURA](#) / Forum Categories / Example Forum Category / Example Forum [Switch to student view](#)

Example Forum

Example Thread  
By Milorad Muric  
Example content  
1 day ago

0 Replies 0 Views 1 day ago  
By Milorad Muric

## Using forum views

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

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




---

## Add forum categories

In the Forum tool:

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



## Add forum category

\* Title

Description   
 Just relax

body p Words: 2

**+ Create category**

\* Required field

 Proba      

Just relax

## Add forum

From the Forum page:

- Click New forum,
- give it a name,
- add a description if necessary,
- in the advanced settings, it is possible to:
  - authorize learners to modify their own answers,
  - authorize learners to create new discussion threads,
  - set the default view,
  - decide if the forum is the one of a group, if it is public or private,
- click the Create forum button.



## Add a forum

**\* Title**

**Description**   
 Test  
 Normal | Font | Size | B I U A- Source |

**\* Create in category** Example Forum Category

**Publication date** The forum will be visible starting from this date

**Closing date** Once this date has passed, the forum will be closed

**Moderated forum**  Yes  No

**Can learners edit their own posts?**  Yes  No

**Allow users to start new threads**  Yes  No

**Default view type**  Flat  Nested

**For Group** Not a group forum

**Public or private group forum?**  Public access (access authorized to any member of the course)  Private access (access authorized to group members only)

**Add image**  No file chosen

**+ Create forum**

\* Required field



My forum  
Test





## Manage forum categories

Managing forum categories makes use of familiar icons:

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

---

## Manage forums

Managing forums makes use of familiar icons:

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



## Start a new topic

The screenshot shows a 'Create thread' form within a forum interface. The form includes fields for 'Title' (marked with a red asterisk), 'Text' (with a rich text editor toolbar), 'Advanced settings', 'Select assessment' (set to 'Default'), and an 'Attachment' field ('Choose File' button). A large blue 'Create thread' button is at the bottom. A note at the bottom indicates that 'Grade this thread' and 'This is a sticky message' are optional checkboxes.

## Manage discussion threads

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

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



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

## Manage messages

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

Page

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

## Give your learners a score

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



### Advanced settings

Select assessment

Default ▾

Grade this thread

Page

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Maximum score

10

Column header in  
Competences Report

Weight in Report

0.2

Notify me by e-mail when somebody replies

To score a student's contribution to a thread:

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

The screenshot shows a web interface for managing learner contributions. At the top, there's a navigation bar with links like 'Home', 'My courses', 'Personal profile', 'Learning', and 'Assessments'. Below that is a sub-navigation bar with links for 'Childhood.pdf' and 'Grade Thread'. The main area displays a list of learners, with 'Billy Bunter' selected. A detailed view of his contributions is shown in a modal window titled 'Re: Childhood.pdf'. The modal includes a text message from 'Billy Bunter' and a table with the following data:

Thread:	Childhood.pdf
Posts by user:	1
Number of posts:	2
Number of posts for this user:	1
Posts by user:	0.0
Score:	0 / 1000

At the bottom of the modal, there's a button labeled 'Grade this thread'.



## Give a score from a message

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

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

## ADD A MESSAGE TO A THREAD

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

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

## Example Forum

<b>* Title</b>	<input type="text"/>						
<b>* Text</b>	<div style="border: 1px solid #ccc; padding: 5px;"> <span>Format</span>   <span>Font</span>   <span>Size</span>   <span>B</span> <span>I</span> <span>U</span> <span>A-</span> <span>A+</span> <span>Source</span>   <span>¶</span> </div> <div style="border: 1px solid #ccc; height: 400px; margin-top: 10px;"></div> <p style="margin-top: 10px;">Words: 0</p>						
<b>Thread</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Milorad Muric</td> <td style="width: 80%;"><b>Example Thread</b></td> </tr> <tr> <td>June 24, 2021 at 05:26</td> <td>Example content</td> </tr> <tr> <td>PM</td> <td></td> </tr> </table>	Milorad Muric	<b>Example Thread</b>	June 24, 2021 at 05:26	Example content	PM	
Milorad Muric	<b>Example Thread</b>						
June 24, 2021 at 05:26	Example content						
PM							
<b>Attachment</b>	<input type="button" value="Choose File"/> No file chosen						
<a href="#">+ Reply to this thread</a>							

## Reply to a specific message

The Reply to this message icon , located below the message author's picture allows you to give an answer which will be linked to the chosen message and will be hierarchically dependent on that message. The reply procedure is the same as the previous one, except the message topic includes the initial message, prefixing it with a « Re : » indicating the two messages are related.

---

## Quote a previous message

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

---

## Reply or Reply to this topic

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

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

---

## Search a forum element

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

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

## Structure: Learning paths

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

Page

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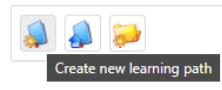
A learning path can be sequenced in a way which is suggestive (simply displaying sections one after another like a menu) or prescriptive (the learner is required to follow the sections in a given order). It is important to bear in mind that a learning path is more than just dicedup course content: it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

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



### Create a learning path

Click on the create new course icon:



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

- update the learning path's settings



- add and order elements as you build the learning path

Drag and drop an element here



- add an activity / object / document



- add a new section



- use a preview screen to check how it's going to look for learners





Welcome to the Chamilo Course authoring tool.  
Create your courses step-by-step. The table of contents will appear to the left.

## To start, give a title to your course

\* Learning path name

Category

[Advanced settings](#)

Accumulate SCORM session time

When enabled, the session time for SCORM Learning Paths will be cumulative, otherwise, it will only be counted from the last update time.

Enable start time

Publication date

 June 26, 2021 at 11:23  

Enable end time

Subscribe users to learning path

[+ Continue](#)

\* Required field



Prerequisites options ▾

Test

Drag and drop an element here

Click on the [Learner view] button to see your learning path



Files

[Create a new document](#)

[Create read-out text](#)

[Upload](#)

- [Documents](#)
- [Audio](#)
- [Certificates](#)
- [Chat conversations history](#)
- [Flash](#)
- [Folders of users](#)
- [Images](#)
- [Learning paths](#)
- [My Documents](#)
- [Video](#)

Page

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Prerequisites options ▾

Test

Drag and drop an element here

Blank template

Course title

Course title with a logo

Click on the [Learner view] button to see your learning path

Files Create a new document Create read-out text Upload

Create a new document

Current folder — Test

\* Title

Parent Test

Position First position

Add this document to the course

Test

Drag and drop an element here

Click on the [Learner view] button to see your learning path

Files Create a new document Create read-out text Upload

### Create a new document

You need attach a audio file according to the text, clicking on the  icon.

Current folder	— Test
* Title	
Parent	Test
Position	First position
Content	

Add this document to the course



**Test**

Drag and drop an element here

Click on the [Learner view] button to see your learning path

[Files](#)   [Create a new document](#)   [Create read-out text](#)   [Upload](#)

---

**Current folder**   [Documents](#)

**If file exists:**

- Do nothing
- Overwrite the existing file
- Rename the uploaded file if it exists

**Options**    Uncompress zip

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

Click or drag and drop files here to upload them

## Learning path's settings

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

**Edit**

<b>* Title</b>	<input type="text" value="Test"/>
<b>Category</b>	<input type="button" value="Select a category"/>
<input type="checkbox"/> Hide table of contents frame	
<b>Graphical theme</b>	<input type="button" value="..."/>
<b>Author</b>	
<b>Add image</b>	
<input type="button" value="Choose File"/> No file chosen <small>Trainer picture will resize if needed</small>	

max 105px

any height

Here you can place a descriptive text about the author, the lesson or some general indication about the learning path itself. It will appear next to the image you uploaded.

92%

00:00 03:25

**Course Title**

Introduction	<input checked="" type="checkbox"/>
Problem	<input checked="" type="checkbox"/>
Theory	<input checked="" type="checkbox"/>

course\_setting\_layout.png



**Prerequisites**

none

Selecting another learning path as a prerequisite will hide the current prerequisite until the one in prerequisite is fully completed (100%)

Enable start time

**Publication date**



June 26, 2021 at 11:23



Enable end time

Use default maximum score of 100

Subscribe users to learning path

Accumulate SCORM session time

When enabled, the session time for SCORM Learning Paths will be cumulative, otherwise, it will only be counted from the last update time.

**Icon**

Please select an option

 **Save course settings**

\* Required field

---

## Add Learning Objects and Activities

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



---

## Create a new document

This option allows you to generate a document which will be automatically added to the learning path and saved in .html format in the learning path documents. In essence, it is possible to use the rich text editor to edit styles, add images, videos, etc. You can toggle between html and the WYSIWYG editor to produce whatever content you wish. In other words, Chamilo provides you with a complete learning path creation tool.



Drag and drop an element here

Blank template
Files
Create a new document
Create read-out text
Upload

Create a new document

Current folder: — Test

\* Title:

Parent: Test

Position: First position

Add this document to the course

Page

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## Use existing resources

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

Click on the [Learner view] button to see your learning path

Create a new forum

Example Forum

My forum

## Add a new section

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



### Adding a section to the course

* Title <input type="text"/>	Page   121
Parent <input type="text" value="Test"/>	
Position <input type="text" value="First position"/>	
<input type="button" value="✓ Save section"/>	

\* Required field

## Managing learning paths

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

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

Icons	Features
	Edit the learning path
	Update the learning path's settings
	Show / hide the learning path to/from learners
	Results and feedback
	Publish on course homepage
	Allow / prevent multiple attempts by learners
	Current mode view : embedded
	Show debug
	Export the learning path in .zip format, to later use as SCORM content inside other tools
	Copy learning path
	Delete the learning path

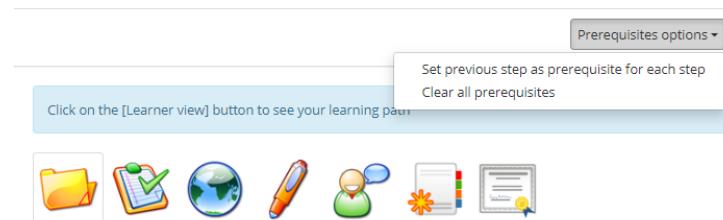


## Prerequisites

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

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

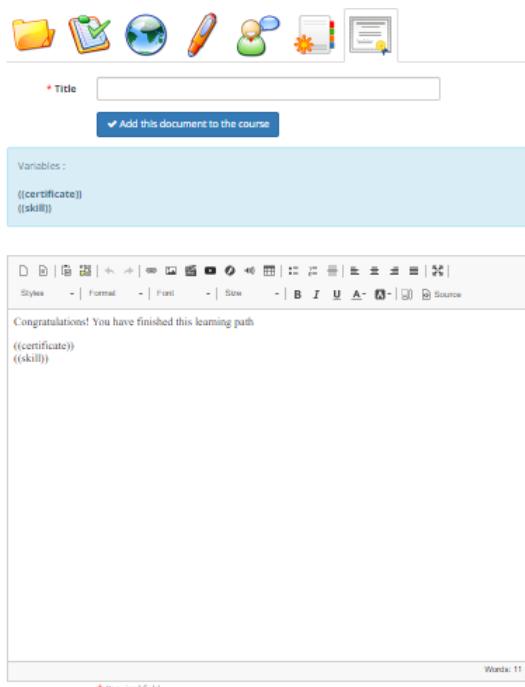
Using the prerequisite options button in the toolbar, prerequisites to complete the preceding step can be set globally for all steps in the path, or alternatively all prerequisites can be cleared from the path.




---

## Generating certificates

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




---

## Reporting



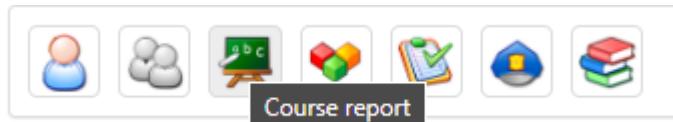
Chamilo allows teachers to follow the progress of their learners using various tools, primarily via the Reporting tool (accessed via the Administration tools section at the bottom of the course homepage) but also through the assignment of homework and tests/exercises during the course. The reporting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

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Name	Time	Average time in the course	Progress	Exercise average
Total	2021-06-26 12:23:23		0 %	0

## Course report

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





[MURA / Reporting](#) [Switch to student view](#)

**Progress in courses**

Test	0%
------	----

**Tests score**

Sample test	0%
Proba	0%

**Forum - See detail**

Forums Number	2
Threads number	1
Posts number	1

**Chat**

Connections to the chat during last 7 days	0
--	---

**Tools most used**

Document	2 clicks
Tests	1 clicks
Description	1 clicks

**Documents most downloaded - See detail**

/My-Documents/Pictures/.thumbs/.IMG_7534.JPG	2 clicks
/My-Documents/Pictures/.thumbs/.partners8.jpg	2 clicks
/My-Documents/Pictures/.thumbs/.011.jpg	2 clicks

**Links most visited**

No link visited
-----------------

## Resource Reporting

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

[MURA / Reporting](#) [Switch to student view](#)

20 1 - 20 / 276 1 / 14

tool	Event type	Session	Username	IP address	Document	Date ↓
Documents	Document added	-	Misko	87.116.166.41	reading.png	June 24, 2021 at 05:26 PM
Documents	Document added	-	Misko	87.116.166.41	redlight.jpg	June 24, 2021 at 05:26 PM
Documents	Document added	-	Misko	87.116.166.41	homework.jpg	June 24, 2021 at 05:26 PM
Documents	Document added	-	Misko	87.116.166.41	navigate_computer.png	June 24, 2021 at 05:26 PM
Documents	Document added	-	Misko	87.116.166.41	search.jpg	June 24, 2021 at 05:26 PM
Documents	Document added	-	Misko	87.116.166.41	mouse.jpg	June 24, 2021 at 05:26 PM
Documents	Document added	-	Misko	87.116.166.41	-	June 24, 2021 at 05:26 PM

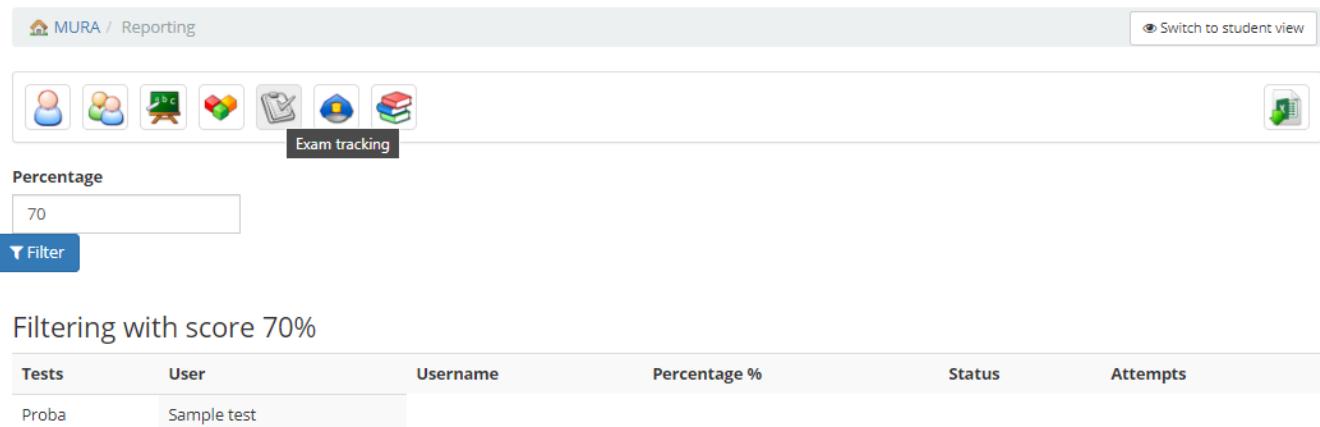


A search facility allows teachers to filter and find the resources they are interested in, and the links on the left allows him/her to navigate easily to the resource. There are also links to the user profile for the user adding each link, and even an IP address which can be used to indicate the location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

## Test/exam Reporting

Page  
| 125

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



Tests	User	Username	Percentage %	Status	Attempts
Proba	Sample test				

## Assignments

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

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

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

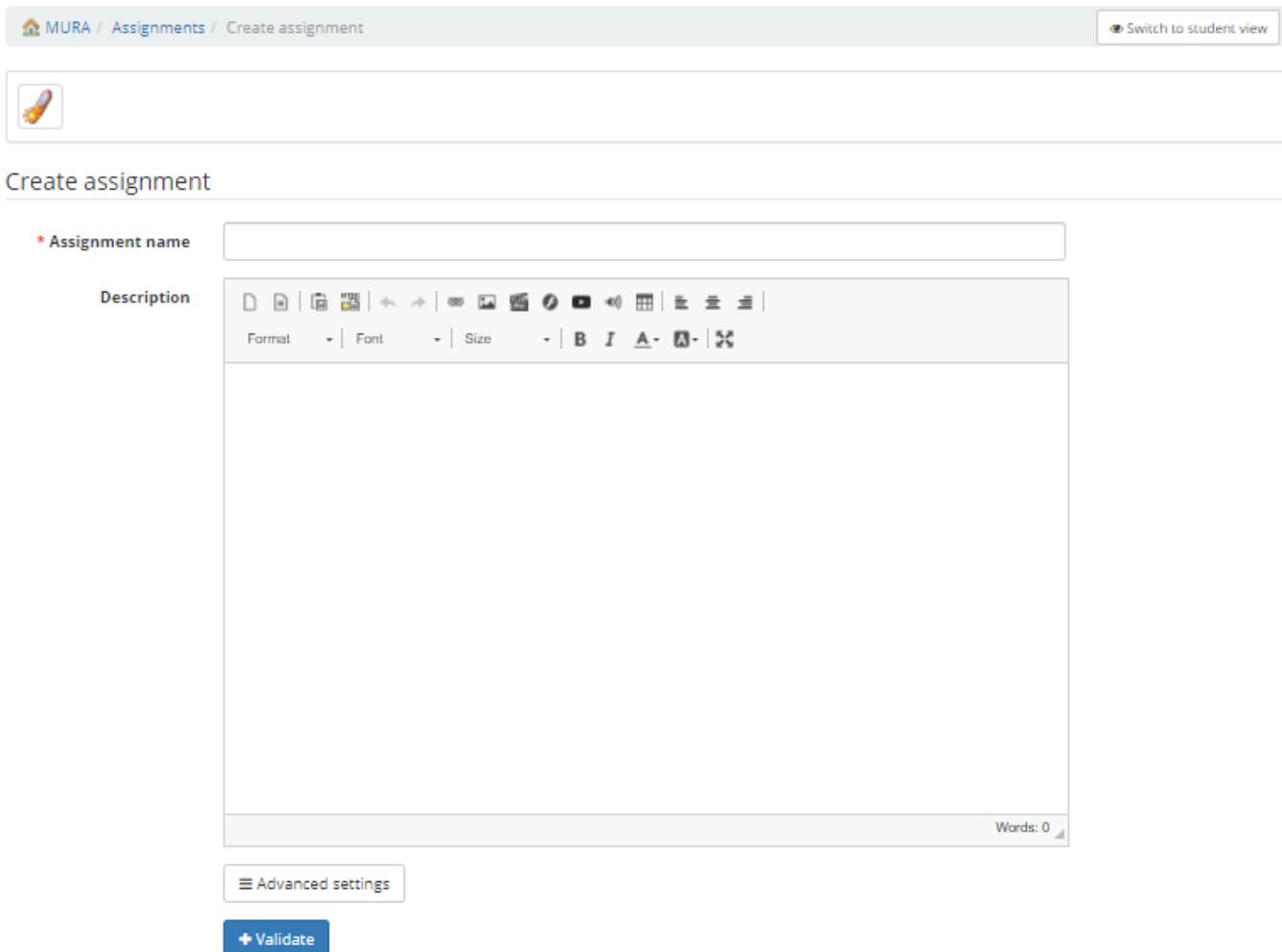


## Assignment creation

To create a new assignment:

- click on the Create assignment\_tool  in the \_Assignments page
- give your new assignment a name,
- add a description (optional),
- click the Validate button.

Page | 126



MURA / Assignments / Create assignment Switch to student view

Create assignment

**\* Assignment name**

**Description**   
 Format Font Size **B** *I* A ~~A~~

Words: 0

Advanced settings

Validate

Advanced settings allow you to:

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



Maximum score

- Add to gradebook
- Enable handing over deadline (visible to learners)
- Enable final acceptance date (invisible to learners)
- Add to calendar

Document type

**+ Validate**

\* Required field

Page

| 127

## Subscribe users



On the main Users pagetoolbar, click on the  icon. This will display a list of users registered on the platform not subscribed to the course:

	Code	First name	Last name	e-mail	active	Detail
<input type="checkbox"/>	ADMIN	Admin	Platform	admin@dimps-erasmus.com		<b>Register</b>
<input type="checkbox"/>	MILOSVUKAJLOVIC	Milos	Vukajovic	milos00017@gmail.com		<b>Register</b>
<input type="checkbox"/>	-	Miroslava	Jordovic Pavlovic	miroslavajp@gmail.com		<b>Register</b>
<input type="checkbox"/>	NENAD	Nenad	Stamenic	stamenicnenad06@gmail.com		<b>Register</b>
<input type="checkbox"/>	-	Radomir	Stojanovic	tanja.rade@mts.rs		<b>Register</b>
<input type="checkbox"/>	SASALOJPUR	Saša	Lojpur	sasa99lojpur@gmail.com		<b>Register</b>
<input type="checkbox"/>	-	Slobodanka	Stankov	markovicssllobodanka@gmail.com		<b>Register</b>
<input type="checkbox"/>	-	Tatjana	Marinkovic	tatjana.marinkovic@hotmail.com		<b>Register</b>
<input type="checkbox"/>	-	Zarko	Bogicevic	zarko1993@hotmail.com		<b>Register</b>

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



## Assessments



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

[MURA / Assessments](#) [Switch to student view](#)

Total weight : 100 - Minimum certification score : 75

Type	Name	Description	Weight	Edit
<input type="checkbox"/>	18		100	
-	<b>Total</b>	-	<b>100 / 100</b>	

Select all Unselect all Detail ▾

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

---

## Configuration of assessments



To view and edit this basic configuration , click to icons

Add classroom activity

Total weight : 100 - Minimum certification score : 75

Type	Name	Description	Weight	Edit
<input type="checkbox"/>	18		100	
-	<b>Total</b>	-	<b>100 / 100</b>	

Select all Unselect all Detail ▾



## Add classroom activity

<p>* Assessment <input type="text"/></p> <p>* Select assessment <input type="button" value="Default"/></p> <p>* Weight <input type="text" value="0"/> [0 .. 100]</p> <p>* Maximum score <input type="text" value="100"/></p> <p>Description <input type="text"/></p> <p><input checked="" type="checkbox"/> Visible</p> <p><input type="checkbox"/> Grade learners</p>	<p><b>+ Add this classroom activity to the assessment</b></p>
--	---

\* Required field

Warning: It is possible to use, in the gradebook, tests that are part of learning paths. If the learning path itself is already included, this test might be part of the gradebook already. The learning paths evaluation is made on the basis of a progress percentage, while the evaluation on tests is made on the basis of a score. Survey evaluation is based on whether the user has answered (1) or not (0). Make sure you test your combinations of gradebook evaluations to avoid mind-boggling situations.

## Add online activity

<p><b>Choose type of activity to assess</b></p> <p></p> <p><a href="#">Homepage</a>   <a href="#">My courses</a></p> <p></p> <p>Warning: It is possible to use, in the gradebook, tests that are part of learning paths. If the learning path itself is already included, this test might be part of the gradebook already. The learning paths evaluation is made on the basis of a progress percentage, while the evaluation on tests is made on the basis of a score. Survey evaluation is based on whether the user has answered (1) or not (0). Make sure you test your combinations of gradebook evaluations to avoid mind-boggling situations.</p>	<p>[Choose type of activity to assess]</p> <p><b>[Choose type of activity to assess]</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>HotPotatoes</li> <li>Assignments</li> <li>Learning paths</li> <li>Forum threads</li> <li>Attendance</li> <li>Survey</li> </ul>	<p> </p> <p> </p> <p></p> <p>Warning: It is possible to use, in the gradebook, tests that are part of learning paths. If the learning path itself is already included, this test might be part of the gradebook already. The learning paths evaluation is made on the basis of a progress percentage, while the evaluation on tests is made on the basis of a score. Survey evaluation is based on whether the user has answered (1) or not (0). Make sure you test your combinations of gradebook evaluations to avoid mind-boggling situations.</p>
<p><b>Add online activity</b></p> <p><b>Choose type of activity to assess</b></p> <p>[Choose type of activity to assess]</p>		



<p>* Category name <input type="text"/></p> <p>* Total weight <input type="text" value="0"/> The sum of all weights of activities inside this assessment has to be equivalent to this number.</p> <p>Skills <input type="text" value="Please select an option"/> Skills obtained when achieving this assessment</p> <p><input checked="" type="checkbox"/> Visible</p> <p>Description <input type="text"/></p> <p><input type="checkbox"/> Is requirement Consider this gradebook as a requirement to complete the course (influences the sessions sequences)</p>	<span style="font-size: 1.5em;">Page</span> <span style="font-size: 1.2em;">  130</span>
---	---

[+ Add category](#)

\* Required field



To view graph score rule must be enabled

## Wiki

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

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

## Starting the wiki



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

MURA / Wiki Switch to student view

Page | 131

Home

To begin editing this page and remove this text

Progress: 0% Rating: Words: 9

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

Home

Content

Styles Format Font Size B I U A- A+ Source

To begin editing this page and remove this text

Comments

Progress: Nothing selected

Words: 11

Save

## Links



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

MURA / Links | Page 132

**Links categories**

- Google
- Wikipedia

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

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

MURA / Links / Add category | Page 132

Add a category

\* Category name:

Description:

**✓ Add a category**

\* Required field

## Announcements



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

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



## Announcements



[Add an announcement](#)

Page

| 133

### Add an announcement

#### Add an announcement

[Choose recipients](#)

Send this announcement by email to selected groups/users

\* Subject

[Tags](#)

\* Description

Word count: 0

Styles | Format | Font | Size | B I U A- A+ Source

Rich text editor area.

Add attachment

[Choose File](#) No file chosen

File comment

Send to users in all sessions of this course

Send a copy to HR managers of selected students

Send a copy by email to myself.

[Preview](#)



## Glossary



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

[MURA](#) / [Glossary](#) / [List](#) Switch to student view



### Add new glossary term

\* Term

Term definition



Words: 0

[+ Save term](#)

\* Required field

## Attendances

[MURA](#) / [Attendances](#) Switch to student view



1 - 1 / 1

1 / 1

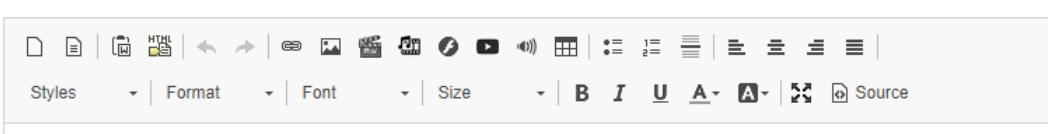
Name	Description	# attended	Detail
<input type="checkbox"/> Attendances	Attendances	0	

[Select all](#) [Unselect all](#) [Detail](#) ▾



## Create a new attendance list

\* Title

Description 

Grade the attendance list in the assessment tool

**+ Save**

Page

| 135

Words: 0

 Advanced settings

## Dropbox

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

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



[MURA](#) / [Dropbox](#) / [Sent Files](#)

[Switch to student view](#)



[Sent Files](#) [Received Files](#)

1 - - 1 / -1 -0 / 0

**Page** | 136

Type	Sent Files	Size	Visible to	Latest sent on	Edit
<a href="#">Select all</a>	<a href="#">Unselect all</a>	<a href="#">Detail</a> ▾			

## Groups

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

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

[MURA](#) / [Groups](#)

[Switch to student view](#)



[Search](#)

[Learners](#) [Trainers](#) [Groups](#) [Classes](#)

1 - - 1 / -1 -0 / 0

Groups	Group tutor ↓	Registered	Edit
--------	---------------	------------	------

## Create a group



## New groups creation

Number of groups to create

1

Proceed to create group(s)

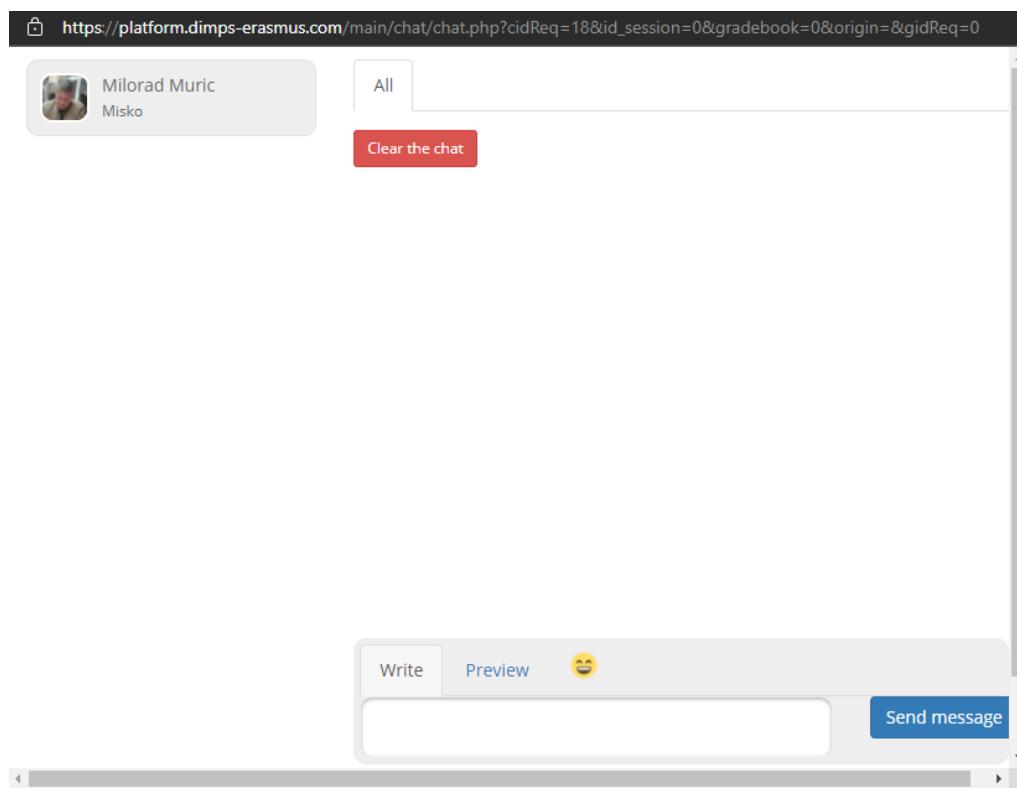
Page

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## Chat

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

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



The screenshot shows a web-based chat interface. At the top, there is a header bar with a lock icon and the URL [https://platform.dimps-erasmus.com/main/chat/chat.php?cidReq=18&id\\_session=0&gradebook=0&origin=&gidReq=0](https://platform.dimps-erasmus.com/main/chat/chat.php?cidReq=18&id_session=0&gradebook=0&origin=&gidReq=0). Below the header, on the left, is a user profile box for 'Milorad Muric' (Misko), showing a small thumbnail photo. To the right of the profile box is a search bar with the word 'All'. Below these are two buttons: 'Clear the chat' (in red) and a large, mostly empty scrollable chat area. At the bottom of the interface is a toolbar with tabs for 'Write' (selected), 'Preview', and an emoji icon. It also contains a text input field and a blue 'Send message' button.

## Survey

The Survey tool  allows the teacher to collect information, views and opinions from course participants. It might typically be used during or at the end of a course as an aid to overall course evaluation, or it may be used at the beginning of a course to gather information about learners' interests,



aspirations, previous achievements etc. in order to help the teacher tailor aspects of the course content to suit his learners.

MURA / Survey list Switch to student view

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### Create survey

**\* Code**

**\* Survey title**  Words: 0

**Survey subtitle**  Words: 0

**\* Start Date**  

**\* End Date**  

Anonymous

**Results visibility**  ▼



## Survey introduction

Survey introduction

Format | Size | **B** *I* **U** **A-** **A+** | 

Page | 139

Words: 0

## Final thanks

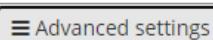
Final thanks

Format | Size | **B** ***I*** **U** **A-** **A+** | 

Italic (Ctrl+I)

Page | 139

Words: 0

 Advanced settings

Grade in the assessment tool

### Parent Survey

Nothing selected

One question per page

Enable shuffle mode

 + Create survey

\* Required field

## Notebook

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





Add new note in my personal notebook

\* Note title

Note details

Styles | Format | Font | Size | **B** *I* U A A  Source

Words: 0

**+ Create note**

Page

| 140

## Projects

 MURA / Project management  Switch to student view

MURA / Project management

 Create a new project

Title

Sub-title

 Save blog

1 -- 1 / -1 -0 / 0

Title	Sub-title ↓	Edit
-------	-------------	------



## Course settings

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

Page | 141

MURA / Settings Switch to student view

### Course settings

<b>* Title</b>	MURA
<b>Category</b>	(PC) PC Skills
<b>Language</b>	English
This language will be valid for every visitor of your courses portal	
<b>Show course in user's language</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Department</b>	
<b>Department URL</b>	
<b>Tags</b>	Start to type, then click on this bar to validate tag
<b>Video URL</b>	https://
<b>Add a picture</b>	<input type="button" value="Choose File"/> No file chosen <input type="checkbox"/> Delete picture
<b>Style sheets</b>	-
<b>Space Available</b>	95.37M
<input type="button" value="✓ Save settings"/>	



## Course access

- Course access**
- Public - access allowed for the whole world
  - Open - access allowed for users registered on the platform
  - Private access (access authorized to group members only)
  - Closed - the course is only accessible to the teachers
  - Hidden - Completely hidden to all users except the administrators
- By default, your course is public. But you can define the level of access above.

**Direct link**

If your course is public or open, you can use the direct link below to send an invitation to new users, so after registration, they will be sent directly to the course. Also, you can add the e=1 parameter to the URL, replacing "1" by an exercise ID to send them directly to a specific exam. The exercise ID can be discovered in the URL when clicking on an exercise to open it.

<https://platform.dimps-erasmus.com/main/auth/inscription.php?c=18&e=1>

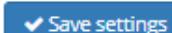
- Subscription**
- Allowed
  - This function is only available to trainers

- Unsubscribe**
- Users are allowed to unsubscribe from this course
  - Users are not allowed to unsubscribe from this course

**Course registration password**

Enable legal terms  
Show a legal notice when entering the course

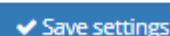
**Legal agreement for this course**

 Save settings

## Documents

- Show system folders.**
- Yes
  - No

- Auto-launch for documents**
- Redirect to the document list
  - Deactivate

 Save settings



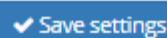
## E-mail notifications

- |  |   |
|--|---|
| <b>E-mail teacher when a new user auto-subscribes</b> <ul style="list-style-type: none"> <li><input type="radio"/> E-mail the teacher when a new user auto-subscribes</li> <li><input type="radio"/> E-mail teacher and tutors when new user auto-subscribes</li> <li><input checked="" type="radio"/> Disable e-mail alert to teacher on auto-subscription</li> </ul><br><b>E-mail students on assignment creation</b> <ul style="list-style-type: none"> <li><input type="radio"/> E-mail students on assignments creation</li> <li><input type="radio"/> E-mail students and their Human Resources Manager on assignments creation</li> <li><input checked="" type="radio"/> Disable e-mail notification on assignment creation</li> </ul><br><b>E-mail on assignments submission by students</b> <ul style="list-style-type: none"> <li><input type="radio"/> E-mail students and teachers on new assignment submission</li> <li><input type="radio"/> E-mail teachers only on new assignments submission by students</li> <li><input type="radio"/> E-mail students only on new assignment submission (confirmation e-mail)</li> <li><input checked="" type="radio"/> Disable e-mail alert on new assignment submission</li> </ul><br><b>E-mail users on dropbox file reception</b> <ul style="list-style-type: none"> <li><input type="radio"/> E-mail users on dropbox files reception</li> <li><input checked="" type="radio"/> Disable e-mail alert on dropbox files reception</li> </ul><br><b>Tests</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paranoid: E-mail teacher when a student starts an exercise</li> <li><input checked="" type="checkbox"/> Aware: E-mail teacher when a student ends an exercise</li> <li><input type="checkbox"/> Relaxed open: E-mail teacher when a student ends an exercise, only if an open question is answered</li> <li><input type="checkbox"/> Relaxed audio: E-mail teacher when a student ends an exercise, only if an oral question is answered</li> </ul><br><b>E-mail to teachers on new user's student publication feedback.</b> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul> | <span style="font-size: 1.5em;">Page</span><br><span style="font-size: 1.2em;">  143</span> |
|--|---|

 Save settings

## User rights

- |   |
|---|
| <b>Allow learners to edit the agenda</b> <ul style="list-style-type: none"> <li><input type="radio"/> Activate course agenda edition by users</li> <li><input checked="" type="radio"/> Disable agenda editing by learners</li> </ul><br><b>Allow learners to edit announcements</b> <ul style="list-style-type: none"> <li><input type="radio"/> Enable edition by users</li> <li><input checked="" type="radio"/> Disable edition by users</li> </ul><br><b>User picture in forum</b> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Display users pictures in the forum</li> <li><input type="radio"/> Hide users pictures in the forum</li> </ul><br><b>Allow user view user list</b> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Enable user list</li> <li><input type="radio"/> Disable user list</li> </ul> |
|---|

 Save settings



### Chat settings

#### Open chat in a new Window

- Activate open the chat in a new window
- Deactivate open the chat in a new window

 Save settings

Page

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### Learning path settings

#### Enable learning path auto-launch

- Redirect to a selected learning path
- Redirect to the learning paths list
- Deactivate

#### Enable course themes

- Allowed
- Disallowed

#### Learning path return link

- Redirect to the learning paths list
- Redirect to Course home
- My courses
- Redirect to the platform home page

 Save settings

### Tests

#### Limit of questions per day

If set to greater than 0, this option will prevent the learner from entering a test that has more than what remains for the daily allowance. For example, if the limit is 50 and the learner has already taken 2 tests of 20 questions, it will not let the learner enter another 20 questions test ( $20+20+20=60 > 50$ ). However, it will let the learner enter a 10 questions test ( $20+20+10=50$ ).

 Save settings

### Thematic advance configuration

#### Information on thematic advance on course homepage

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

 Save settings

Page

| 144



## Forum

**Enable forum auto-launch**  Redirect to forums list  Disabled

**Hide forum notifications**  Yes  No

**Subscribe automatically all users to all forum notifications**  Yes  No

**✓ Save settings**

Page  
| 145

## Assignments

**Default setting for the visibility of newly posted files**  New documents are visible for all users  New documents are only visible for the teacher(s)

**Allow learners to delete their own publications**  Yes  No

**✓ Save settings**

\* Required field

---

## Backup

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

MURA / Backup

Switch to student view

### Backup

#### Backup and import

- [Create a backup](#)  
Create a backup. You can select the learning objects to integrate in the backup file.
- [Import backup](#)  
Import a backup. You will be able to upload a backup file from your local drive or you can use a backup file available on the server.
- [Import from Moodle](#)  
Import a Moodle course backup file (.mbz) into this Chamilo course

#### Copy course

Duplicate the course or some learning objects in another course. You need 2 courses to use this feature: an original course and a target course.

#### Empty this course

This tool empties the course. It removes documents, forums, links. And allows you to select what parts you want to remove or decide to remove the whole.

#### Completely delete this course

Click on this link for a full removal of the course from the server.

Be careful, there's no way back!



## Create a backup

Please select a backup option

Create a complete backup of this course

Let me select learning objects

 **Create a backup**

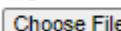
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## Import backup

### Select a backup file

local file

 **Choose File** No file chosen

*No backup is available*

Import full backup

Let me select learning objects

What should be done with imported files with the same file name as existing files?

Skip same file name

Rename file (eg file.pdf becomes file\_1.pdf)

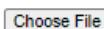
Overwrite file

 **Import backup**

## Import from Moodle

The Moodle import feature might not support all content types from Moodle, given the fact that not all features are the same, and that Moodle and Chamilo both evolve continuously and rapidly. This import feature should be considered a work in progress. Please check [https://support.chamilo.org/projects/chamilo-18/wiki/Moodle\\_import](https://support.chamilo.org/projects/chamilo-18/wiki/Moodle_import) for more information.

Moodle course file

 **Choose File** No file chosen

 **Import**

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## Copy course

Select target course

Templates (TEMPLATES)



Please select a backup option

- Full copy
- Let me select learning objects

What should be done  
with imported files  
with the same file  
name as existing files?

- Skip same file name
- Rename file (eg file.pdf becomes file\_1.pdf)
- Overwrite file

 Copy course

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## Empty this course

Warning: using this tool, you will delete learning objects in your course. There is no UNDO possible. We advise you to create a [backup](#) before.

Please select a backup option

- Delete everything
- Let me select learning objects

 Empty this course

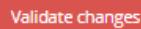
Course title : MURA

Code : 18

Deleting this area will permanently delete all the content (documents, links...) it contains and unregister all its members (not remove them from other courses).

Do you really want to delete the course?

\*Course code confirmation

 Validate changes

 No

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## DIMPS on Chamilo - STEPS TO BE PERFORMED AFTER THE DIMPS INTERNSHIP

### HIGHER EDUCATION INSTITUTION

- Internship assessment

### COMPANY

- Internship assessment

Internship assessment by HEI mentor and company supervisor is set of actions where student is provided with a fair and transparent assessment with an explanation of the assessment, including the achieved level of internship learning goals, based on a written report (with oral explanation) on internship from the student and company supervisor.

All templates for this stage are offered at the DIMPS platform. Filled and signed forms should be uploaded at particular internship user space

At the end, student is certified for completed training with a description of acquired skills and ECTS assignment.

It is advisable to perform the student satisfaction survey, using modified template that is given on the DIMPS on Chamilo platform.

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## Virtual internship certificate



### VIRTUAL INTERNSHIP CERTIFICATE

Name of the student:
Name of the receiving organisation/enterprise:
Sector of the receiving organisation/enterprise:
Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:
Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....
Internship title:
Detailed programme of the internship period including tasks carried out by the student:
Knowledge, skills (intellectual and practical) and competences acquired (learning outcomes achieved):
Evaluation of the student:

Date:

Name and signature of the responsible person at the receiving organisation/enterprise

## Virtual internship report



### VIRTUAL INTERNSHIP REPORT

Name of the student:
Name of the receiving organisation/enterprise:
Sector of the receiving organisation/enterprise:
Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:
Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....
Internship title:
Internship report:

Date:

Name and signature of the student

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## Virtual internship assessment



### VIRTUAL INTERNSHIP ASSESSMENT

Name of the student:
Name of the receiving organisation/enterprise:
Sector of the receiving organisation/enterprise:
Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:
Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....
Internship title:
<b>Supervisor assessment:</b> Comment: Supervisor signature Points (0-50) _____ date _____
<b>Mentor assessment:</b> Comment: Mentor signature Points (0-50) _____ date _____
<b>Final assessment:</b> Total points _____ Mentor signature date _____

## Virtual internship student satisfaction



### VIRTUAL INTERNSHIP STUDENT SATISFACTION

Name of the student:
Name of the receiving organisation/enterprise:
Sector of the receiving organisation/enterprise:
Address of the receiving organisation/enterprise (street, city, country, phone, e-mail address), website:
Start and end of the internship: from [day/month/year] ..... till [day/month/year] .....
Internship title:
<small>Please circle the appropriate number below every statement, as that it depicts your agreement with the statement.</small> 1 means - I disagree strongly; 3 means - I neither agree or disagree; 5 means - I agree strongly.
1    2    3    4    5
1. The knowledge acquired during the studies was useful to perform the virtual internship
1    2    3    4    5
2. I reached expected learning outcomes during the virtual Internship
1    2    3    4    5
3. I received the assistance by the company supervisor during the virtual Internship
1    2    3    4    5
4. I received the assistance by the HEI mentor during the virtual Internship?
1    2    3    4    5
5. DIMPS platform was easy to use
1    2    3    4    5

Student signature

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## REFERENCES

1. [ABOUT PROJECT - DIMPS,ERASMUS+ \(dimps-erasmus.com\)](#)
2. [DIMPS - Dimps platform \(dimps-erasmus.com\)](#)
3. [Introduction - Chamilo](#)
4. [GitHub - chamilo/docs: General documentation repo for Chamilo LMS](#)
5. [Chamilo Installation Guide \(radiotallercepra.org\)](#)