



Teaching with Moodle: a (very gentle) Introduction

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ACKNOWLEDGEMENTS

Ringrazio il personale del Polo Informatico 2 del SID,
in particolare Giovanni Mandorino,
per la loro sollecita e gentile collaborazione

MOODLE: AN INTRODUCTION

- **Moodle:** Modular Object-Oriented Dynamic Learning Environment
- Moodle from the point of view of the teacher and of the student
- Let us start....let'us consider the teacher view, to start
 - ask for an account to the people of Polo Informatico – SID 2
 - Login e password
 - For the moment being, temporary credentials, definitive credential at the end of september 2013
- Link to <https://moodle.cli.di.unipi.it/moodle>
 - Authenticate with the received credentials
 - You will see the list of your course and will be able to create new courses

MOODLE: AN INTRODUCTION

MOODLE DEL POLO INFORMATICO 2 DEL SID

SISTEMA INFORMATICO
DIPARTIMENTALE



Non sei collegato. ([Login](#))

italiano (it)

Login

Username

Password

Hai dimenticato la password?

This site is under development

If you need any info or to get an early site user account, please write to polo2@sid.unipi.it

Categorie di corso

▷ MISCELLANEOUS (4)

Minimizza tutto Espandi tutto

Navigazione

Home

- Site news
- ▼ Corsi
 - ▷ P2P

Notizie recenti

(Nessuna news è stata ancora spedita)

Calendario

◀ September 2013 ▶

Dom	Lun	Mar	Mer	Gio	Ven	Sab
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MOODLE: AN INTRODUCTION

MOODLE DEL POLO INFORMATICO 2 DEL SID

SISTEMA INFORMATICO
DIPARTIMENTALE



You are logged in as [Laura Ricci](#) ([Logout](#))

English (en) ▼

Navigation

Home

- My home
- Site pages
- My profile
- My courses

Administration

- My profile settings
- Site administration

This site is under development
If you need any info or to get an early site user account, please write to polo2@sid.unipi.it

Available courses

PEER TO PEER SYSTEMS

Teacher: Laura Ricci

Latest news

(No news has been posted yet)

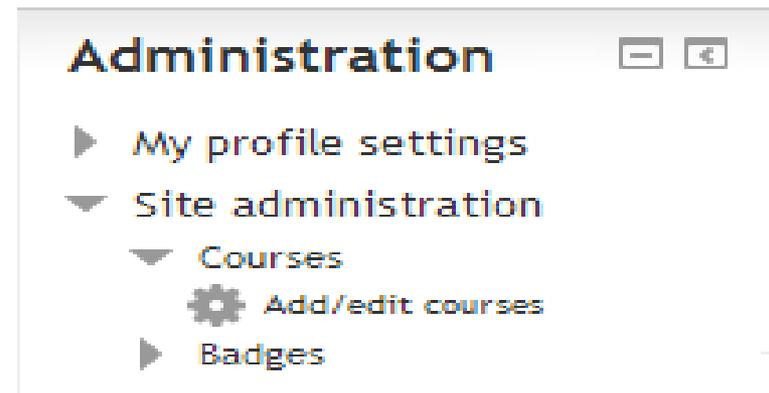
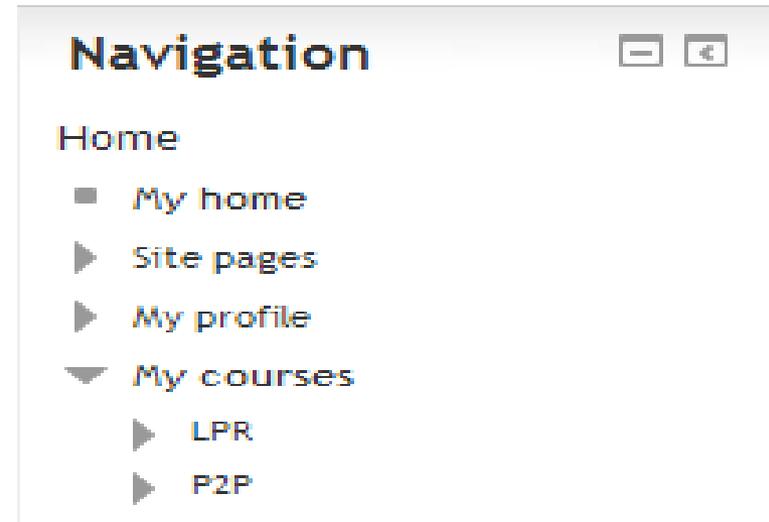
Calendar

September 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NEW COURSE CREATION AND SETTING

- In the Administration Panel
 - Profile Administration
 - Change password
 -
 - Site Administration
 - Courses
 - [Add/edit course](#)
- Configuring a new course:
 - Set course properties, most important ones
 - **Course format**
 - **Guest access**
 - **Groups,.....**
 - Set up content and activities
 - Enroll students



COURSE LAYOUT: WEEKLY FORMAT

- specify a course **start date** and the **number of weeks**.
- Moodle creates a section for each week of your course.
- you can add content and activities in the section for each week.

The screenshot displays the Moodle interface for a course titled "Learning PHP". The breadcrumb trail indicates the path: Home > Courses > Website Design > php 101. A red arrow points to the "18 October - 24 October" section in the main content area. The page is organized into three main sections: a left navigation menu, a central content area, and a right sidebar. The left navigation menu includes "Home", "Site pages", "My profile", and "Courses". Under "Courses", there are several sub-sections, including "Elementary Algebra", "Intermediate Algebra", "Geometry", "Trigonometry", "Statistics", "Miscellaneous", "Website Design", "css 101", "JS 101", and "php 101". The "php 101" section is expanded, showing "Participants", "Reports", "General", and a list of weekly sections: "18 October - 24 October", "25 October - 31 October", "1 November - 7 November", "8 November - 14 November", "15 November - 21 November", and "22 November - 28 November". The central content area shows a "News forum" at the top, followed by a list of weekly sections. Each section has a "+Add an activity or resource" button. The right sidebar contains several widgets: "Search forums", "Latest news", "Upcoming events", and "Recent activity".

COURSE LAYOUT: TOPIC FORMAT

- specify a maximum number of topics
- Moodle creates a section for each topic
- each topic section consists of activities, resources
- objective based course, when a course may take different amounts of time to complete.

The screenshot displays the Moodle course interface for 'Learning HTML'. The breadcrumb trail is 'Home > Courses > Website Design > HTML 101'. A red arrow points to the 'HTML 101' folder in the left-hand navigation menu. The main content area shows a 'News forum' at the top, followed by five topic sections labeled 'Topic 1' through 'Topic 5'. Each topic section includes a plus icon, a lightbulb icon, and a '+Add an activity or resource' link. The right-hand sidebar contains several widgets: 'Search forums', 'Latest news' (with a link to 'Add a new topic...'), 'Upcoming events' (stating 'There are no upcoming events'), and 'Recent activity' (showing activity from Monday, 15 October 2012).

HOW TO ENROLL STUDENTS

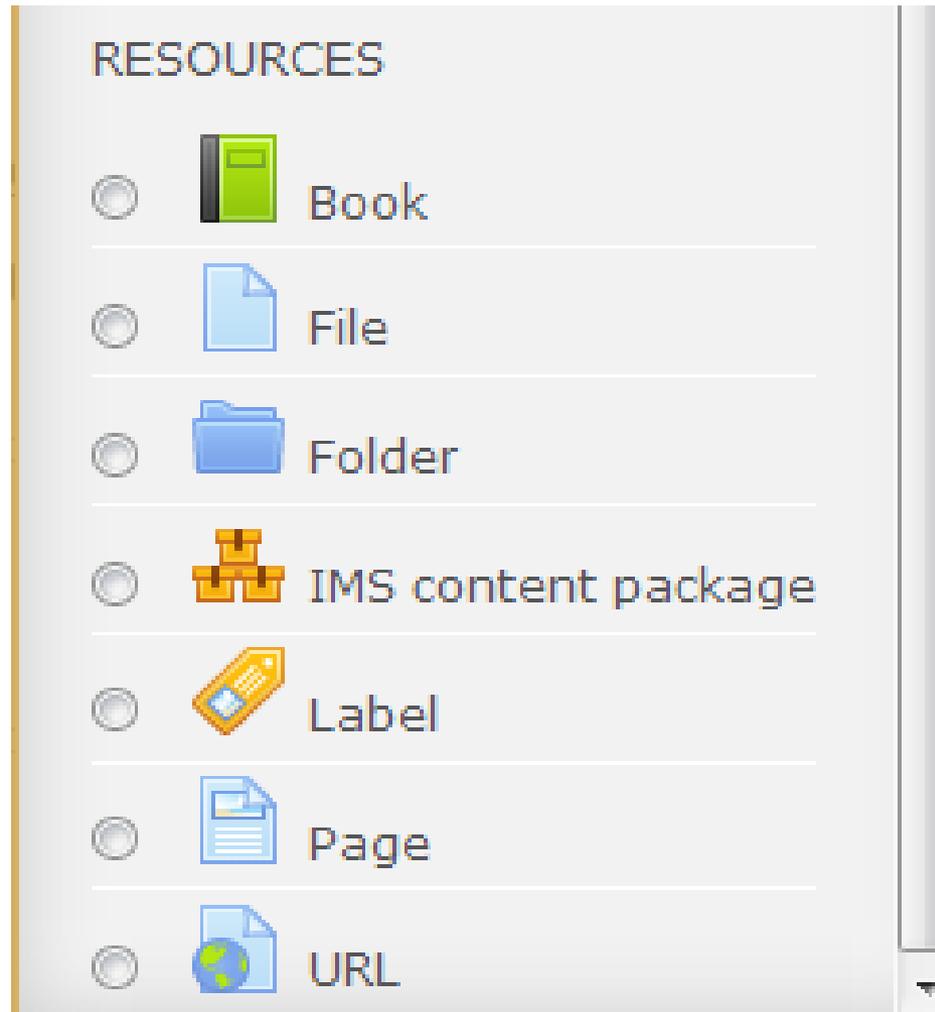
A possible procedure (the exact procedure will be fixed in the next week)

- Student require to be inserted in the course list to the Moodle administrator
- Teacher enroll them
- In the administrative panel of the course, click the [Users Button](#)
- choose manual enrollment
 - you will see a list of users
 - you can choose which users to enroll
 - you can give to each user a [role](#)
- You can allow also [guest access](#) by setting one of the course properties.

MOODLE RESOURCES AND ACTIVITIES

- Resources:
 - Static Content
 - Resources your learner can read, view and/or listen to, but do not interact with
- Activities:
 - A resource a student can use to interact with other students and or the teacher.
- Add an activity or resource: exploit the drop-down menu to add resources and activities
 - remember to turn editor on!
 - you may add activities/resources to the whole course or to a particular week/to a particular topic

RESOURCES IN MOODLE



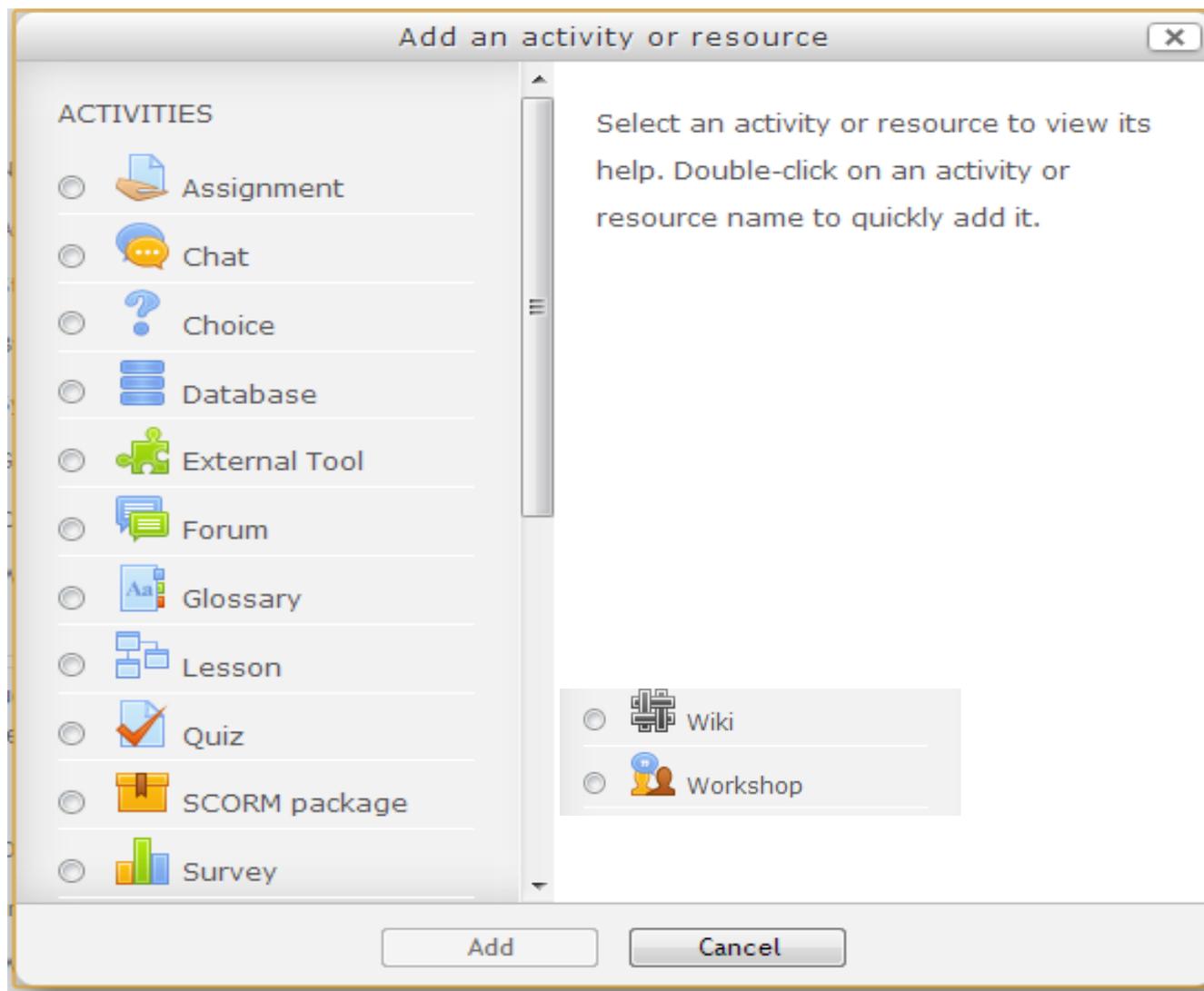
MOODLE RESOURCES

- **Label**
 - text/multimedia directly inserted on the **course start web page** by the standard Moodle editor box
 - may be exploited to
 - insert text and multimedia between other resources/links
 - add the description of a section (may include video/audio)
- **Page:** generates a link to a new web page
 - may include images/video and so on
 - video embedding, for instance from youtube
 - go to share this video option under the video in youtube
 - then take HTML code in the tab **code to embed**
 - select in the standard Moodle editor box the tab for HTML embedding
 - paste the HTML code selected from Moodle

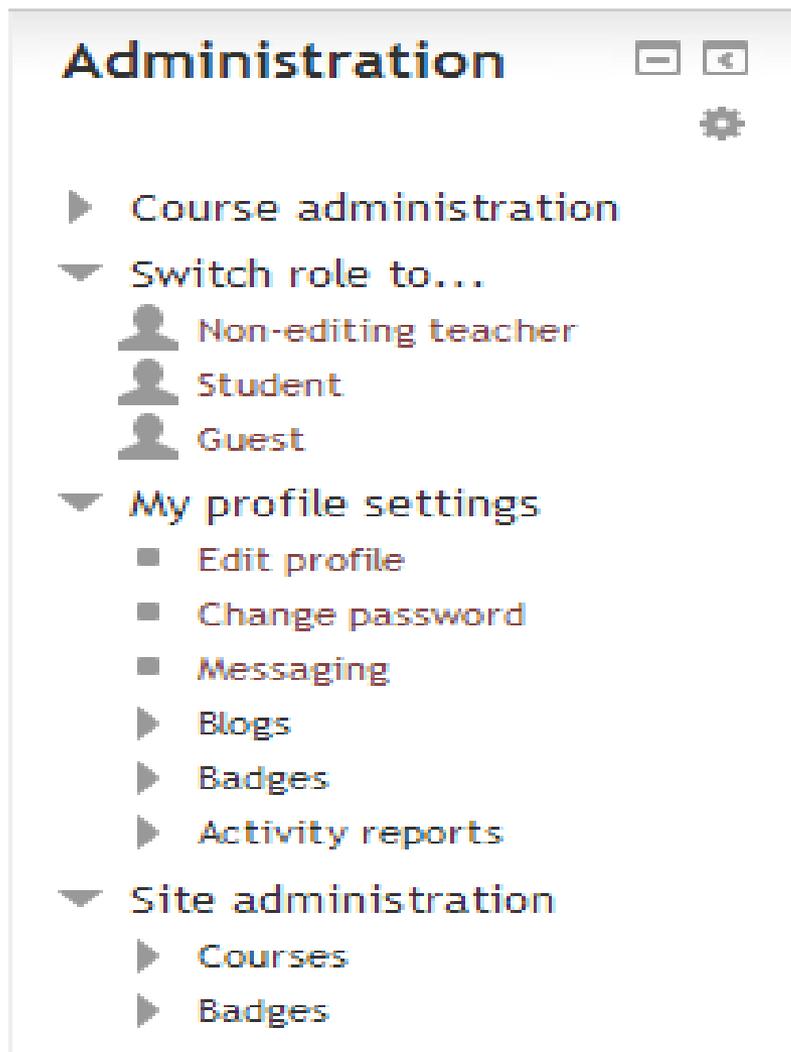
MOODLE RESOURCES

- URL
 - Link to an external web page
- File
 - The link to the file is embedded in the page
- IMS Content Page
 - a standard for e-learning material
 - makes it possible to store chunks of material in a standard format which can be re-used in different systems, without having to convert the material into new formats.

ACTIVITIES IN MOODLE



SWITCHING ACTIVITY ROLES



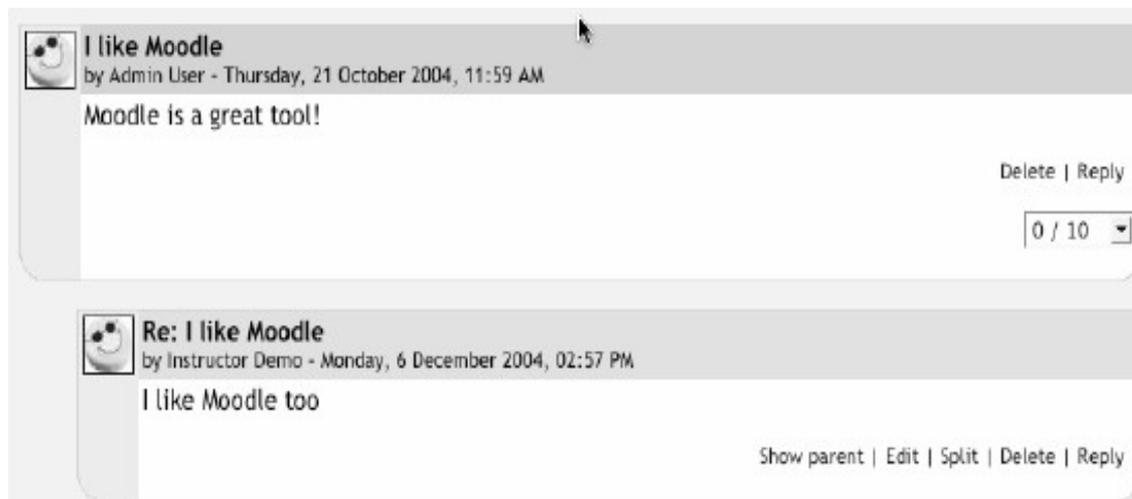
- Use **switch role** to see how an activity is seen by different users (for instance teachers and students)
- For instance, post something on a blog, then see how your students will see your blog
- Useful as a “sand-box” to test the activities

COMMON FEATURES: GROUPINGS

- Some activities may be performed either in groups or all together
- To set up a set of groups, in the administrative block
 - Name and description of the group
 - Add registered students
- When adding an activity you may define its group setting
 - **No group:** There are no sub groups, everyone is part of one big community. They can see other peoples activity and interact with them.
 - **Visible groups:** each group works in their own group, but can also see other groups. The other groups' work is read-only.
 - **Separate groups:** each group can only see their own group, others are invisible.

MOODLE ACTIVITIES: FORUM

- Asynchronous communication
 - one or more discussions which are comprised of one or more posts and replies
- allow subscriptions. When a user subscribes to a forum, all new posts are automatically sent to the email address stored in his user profile.
- easy to keep track of what's happening in the forums without constantly logging in.



BENEFITS OF EXPLOITING FORUM

- Asynchronous communication
- Lot of research indicates more students are willing to participate in asynchronous forum rather than speaking in class
 - non native learners
 - people with disabilities
 - just plain shy
- offer a chance to take as much time as they need to formulate a reasonable reply.
- feedback to students shows that the instructor is active in their learning
- share ideas: encourage critical thinking
- learn collaboratively
- exposure to a variety of perspectives
- promote cohesion

FORUM SET UP

Creating a Forum:

- Adding a Forum Activity to your course as a whole, or to a topic of your course or to a week of your course
- Setting proper forum properties
- Forum Types:
 - A Single Simple Discussion
 - Standard Forum for General Use
 - Each person posts one discussion
 - Q & A Forum

A SINGLE SIMPLE DISCUSSION

- Instructor posts one topic
- Direct the discussion on one forum that the instructor begins
- One single thread
- Students are not able to start a new topic: they can reply to the initial post or make follow-up reply to posts of other students
- Good for a focused discussion because it helps to stay on topic

A STANDARD FORUM FOR GENERAL USE

- Instructors can set up a number of topics
- Student can post a new topic
- Multiple threads going on simultaneously

EACH PERSON POSTS ONE DISCUSSION

- Each student starts one discussion, but they can only begin one
- Allows the instructor to initiate a thought by posting a paper, a video, and have each student develop a discussion topic
- Minimal amount of threads may be easier to manage

QUESTION AND ANSWER FORUM

- Student will not see other responses until they post their own response
- Eliminate copying of ideas
- Note: students have 30 minutes to edit their posts: a Moodle bug?

SURVEY AND CHOICES

- Survey and choices: the student may chose among a set of choices
- Survey: pre-fixed choices
 - Types of surveys:
 - Attitude Toward Thinking and Learning
 - Colles: The Constructive On-Line Learning Environment Survey provides feedback on the effectiveness of certain aspects of on-line learning.
 - other predefined types are available...
- Choices: the instructor defines the possible choices
 - possible to limit the maximum number of subscriptions for each choice (for instance, useful for letting students join groups)
 - useful to make poll on problems related to the course



AN EXAMPLE OF CHOICE: ELECTING A REPRESENTATIVE

? Adding a new Choice ?

General

Choice name*

Introduction text*

Font family - Font size - Paragraph

B *I* U ABC x₂ x'

Over the past few weeks we have been following the campaigns of five students in the class to become the next class representative. This role requires a responsible, organised, confident student who will represent our class proudly. The candidates have given their promises, action plans, and reasons for choosing them. Now is final voting time.

Remember to base your vote on the student's campaign, not general popularity.

Who should be our next class representative?

Path: p

HTML format

AN EXAMPLE OF CHOICE: ELECTING A REPRESENTATIVE

Option 3

Option ?

Limit

Option 4

Option ?

Limit

Option 5

Option ?

Limit

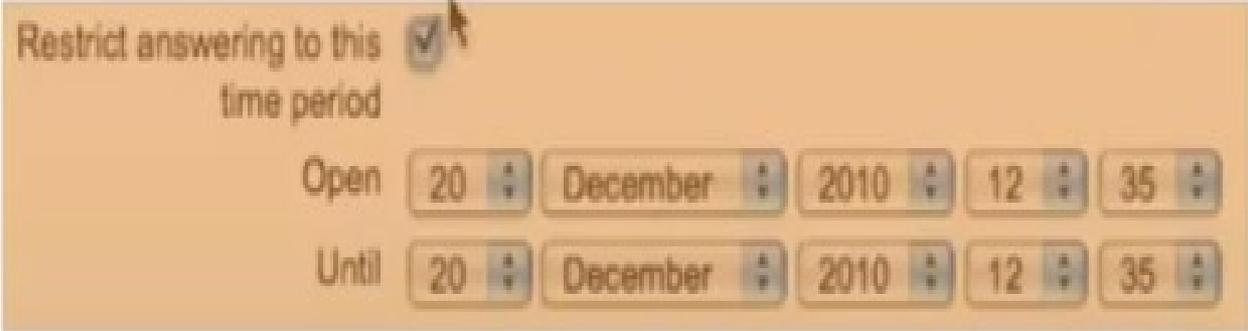
CHOICE: RESTRICT ANSWERING TIME

Restrict answering to this time period

Restrict answering to this time period

Open 20 December 2010 12 35

Until 20 December 2010 12 35

The image shows a Moodle question editor interface. At the top, there is a section titled "Restrict answering to this time period". Below this title is a checkbox with the same text, which is currently checked. A mouse cursor is hovering over the checkbox. Below the checkbox are two rows of date and time pickers. The first row is labeled "Open" and the second row is labeled "Until". Each row contains five dropdown menus for selecting the day, month, year, hour, and minute. Both rows are set to "20", "December", "2010", "12", and "35".

WIKI

- Wiki: web page that can be edited by many people, a co-created web pages.
- Wikiwiki: hawainian word which means “very quicky”, shuttle bus at the airport of Honolulu
- A wiki is open and collaborative.
 - Collective editing
 - Asynchronous
 - Flexibility and dynamicity
- Difference with forum, chats
 - Possibility to modify contents inserted by other users

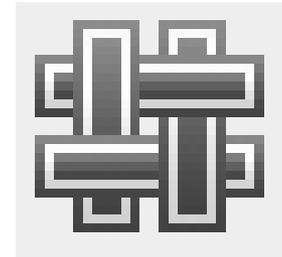
WIKI IN MOODLE

- Main idea: open collaborative environment
- A resource to favour student collaboration
- P2P interaction
- Wiki: collaborative web spaces
- Several types of wikies:
 - Individual wiki
 - collective wiki: incentive to the cooperation



WIKI SET UP

- Activate editing, turn editing on
- Add an activity: wiki
- Add meta-information on wiki
 - name and summary of the wiki
 - possible to insert video and images to set up instructions for the wiki
 - Wiki type:
 - **Collaborative wiki:** a wiki that everyone can edit. Only one person can edit page at any moment. **Parallel updates possible on different pages**
 - **Individual wiki:** each student does her/his own work and views her/his own page. The teacher can edit the page
 - Groups: for collaborative wikies:
 - No group, separate groups, visible groups
 - Moodle management of groups



WIKI GROUPS

- **No groups**
 - There are no sub groups, everyone is part of one big community
- **Separate groups**
 - Each group can only see their own group, others are invisible.
- **Visible groups**
 - Each group works in their own group, but can also see other groups. (The other groups' work is read-only.)
- Groups may be used when different student are working on different parts of the document

ADDING CONTENT TO A WIKI

- Functionalities: page creation and management
 - Add a new page
 - Page editing similar to that of dida-wiki
 - possibility of creating sub-pages [[]]: different student may be updating at the same time each sub-page
 - attach files
- Wiki management tools:
 - History
 - Map: allows users to view areas of the wiki such as a list of pages , updated or orphaned pages etc. (orphaned pages are pages not linked to anywhere.)
 - Other Administration tools

INDIVIDUAL WIKI: TEACHER AND ONE STUDENT

Adding a new Wiki

General

Wiki name* Let's Work on our Term Paper!

Wiki description*

Font family - Font size - Paragraph -

B *I* U ABC x, x'                         

TEACHER AND ONE STUDENT: STUDENT VIEW

Paste your term paper first draft in the space below. I will gradually edit and make comments on your paper; you can compare the differences in the History tab.

[View](#)[Edit](#)[Comments](#)[History](#)[Map](#)[Files](#)[Administration](#)[Printer-fr](#)

My First Draft

Harper Lee's novel **To Kill a Mockingbird** traces a young girl's awareness of the adult world. The novel revolves around the young girl Louise Finch who goes by the nickname "Scout". Scout experiences different events in her life that dramatically change it. Spending her years living in the "tired old town" of Maycomb, there were many role-model figures that brought upon new and different experiences than the girl she was, and the woman she grows to be.

Scout and her older brother Jem are being raised by their father Atticus Finch. Atticus is a smart, conservative lawyer, a man of position and reputation in the town and has a close relationship with his children. He helps Scout tackle certain problems and squeezes her out of tight spots. Atticus has a great, positive impact on Scout's life; When she learns several lessons that Atticus says will help her "get along better with

TEACHER AND ONE STUDENT: HISTORY

Paste your term paper first draft in the space below. I will gradually edit and make comments on your paper; you can compare the differences in the History tab.

[View](#)[Edit](#)[Comments](#)[History](#)[Map](#)[Files](#)[Administration](#)

My First Draft

Created: Sunday, 4 March 2012, 05:27 PM by Moodle Administrator

Diff 	Version	User	Modified	
<input type="radio"/> <input checked="" type="radio"/>	2	 Moodle Administrator	05:28 PM	4 March 2012
<input checked="" type="radio"/> <input type="radio"/>	1	 Moodle Administrator	05:27 PM	4 March 2012

Compare selected

 Moodle Docs for this page

You are logged in as Moodle Administrator (Logout)

TEACHER AND ONE STUDENT: COMPARING VERSIONS

The screenshot shows a YouTube video player with the title "Comparing version 1 with version 2". The video content is split into two columns, "Version 1" and "Version 2", both by "Moodle Administrator".

Version 1 (4 March 2012, 05:27 PM):

Harper Lee's novel *To Kill a Mockingbird* traces a young girl's awareness of the adult world. The novel revolves around the young girl named Jean Louise Finch who goes by the nickname "Scout". Scout experiences different events in her life that dramatically change it. **Spending her childhood years living in the "sired old town" of Maycomb, there were many role-model figures that brought upon new and different experiences that affected the girl she was, and the woman she grows to be.**

Scout and her older brother Jem are being raised by their father Atticus Finch. Atticus is a smart, conservative lawyer, a man of position and good reputation in the town and has close relationship with his children. He helps Scout tackle certain problems and squeezes her out of tight situations. Atticus has a great, positive impact on Scout's life; When she learns several lessons that Atticus says will help her "get along better with all kinds of folk". He tells her she has to think of how another person feels in order to relate to them better. His advice and teachings

Version 2 (4 March 2012, 05:28 PM):

Harper Lee's novel *To Kill a Mockingbird* traces a young girl's awareness of the adult world. The novel revolves around t young girl named Jean Louise Finch who goes by the nick "Scout". Scout experiences different events in her life that dramatically change it. **More information is needed here; b describing some of Scout's features, like the author does i early chapters.**

Scout and her older brother Jem are being raised by their Atticus Finch. Atticus is a smart, conservative lawyer, a m position and good reputation in the town and has close relationship with his children. He helps Scout tackle certain problems and squeezes her out of tight situations. Atticus great, positive impact on Scout's life; When she learns sev lessons that Atticus says will help her "get along better wit kinds of folk". He tells her she has to think of how another feels in order to relate to them better. His advice and teach help her to deal with any arising difficulties that come acro

The video player shows a progress bar at 2:59 / 4:24. Below the video, the title "Learn Moodle 2.0: Using an Individual Wiki" is visible. The right sidebar contains several video recommendations:

- OpenLearn - Rationale for the new Moodle 2.1 Quiz (51:12)
- Creating Groups with Moodle 2/Joule 2 (11:14)
- Moodle wikis for students (5:37)
- How to Use a Moodle Wiki (3:09)
- Moodle Wiki_Part I (11:48)
- Video teste sobre o wiki do Moodle

The Windows taskbar at the bottom shows several open applications: MSC_Certificate_Eng..., MSc_Transcript_Eng..., rgiolo_2007.ppt, and verb-colloquio.doc. The system tray shows the date 18/09/2013 and time 01:34.

INDIVIDUAL WIKI; COMMENTING

Paste your term paper first draft in the space below. I will gradually edit and make comments on your paper; you can compare the differences in the History tab.

[View](#)[Edit](#)[Comments](#)[History](#)[Map](#)[Files](#)[Administration](#)

My First Draft

Comment*

Font family - Font size - Paragraph -     

B *I* U ABC x₁ x'¹                                    <

CHANGE ROLE: STUDENT VIEW

[View](#) [Edit](#) **Comments** [History](#) [Map](#) [Files](#) [Administration](#)

My First Draft

[Add comment](#)

	by Moodle Administrator - Sunday, 4 March 2012, 05:30 PM
	I think this paper is ready to submit - great job!
	

 Moodle Docs for this page

You are logged in as Moodle Administrator (Logout)

WIKI FOR TEACHING

- **Group lecture notes:**
 - gives students a chance to combine all their notes. Those that missed information can get it from their peers.
 - the group can also decide what information is critical and give it proper emphasis.
 - could be done with the entire class or with small working groups.
 - groups can also compare notes for further discussion and refinement.
- **Group Project Management**
 - give students a place to work by creating a wiki with the group mode enabled.
 - each group has its own space to record research, to develop outlines and to create the final product.

WIKI FOR TEACHING

- **Contribute to other wikis:**
 - a teacher might assign his or her class the task of contributing to other wikis on the Web, on any class topic,
 - assigning students to groups and challenging them to collaboratively create an article they would feel confident posting to a public-information space.
 - students will use the course wiki to create drafts of the article they will eventually publish to the community at the end of the semester.
- **Brainstorming**
 - a teacher can ask people to submit ideas around a brainstorming topic. People can add ideas as they occur and link to other pages for elaboration.

ADDING A GLOSSARY

- The Glossary option adds a flexible way to present definitions (and more) that can be linked through your entire class site.
- the glossary module provides instructors the ability to develop shared vocabulary lists of words, field-related terms, concepts, or processes which can be enhanced with pictures, audio, video, reader comments, internal and external resources.
- Example: if you define the term “cloud” and the word “cloud” comes up in a forum discussion, the word cloud will appear as a link that [will take the user to the definition.](#)

MOODLE GLOSSARY

- This feature allows you to create a main glossary and multiple secondary glossaries.
- Instructors have the option to allow students to add entries to the secondary glossaries.
- Entries can be anonymous or identifiable,
- Students can upload files into the glossary using the attachment options and download files from peers.

SETTING UP MOODLE GLOSSARY

Adding a new Glossary

General

Name* Web Design Terms

Description*

Trebuchet 1 (8 pt) Lang

B I U S **x² x³**    

SETTING UP MOODLE GLOSSARY

The screenshot shows the Moodle Glossary interface for a glossary titled "Web Design Terms". The "General" tab is selected. The "Concept*" field contains the text "FTP". The "Definition*" field contains the text "File Transfer Protocol". A rich text editor toolbar is visible above the definition text, showing options for font face (Trebuchet), size (1 (8 pt)), language (Lang), bold (B), italic (I), underline (U), strikethrough (ABC), link (x), unlink (x), list (bulleted), list (numbered), indent (left), indent (right), outdent (left), outdent (right), undo, redo, and a help icon.

GLOSSARY AS A DICTIONARY

GLOSSARY AS DICTIONARY

Browse the glossary using this index

Special | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [ALL](#)

A

Assignment

Teachers can use the "Assignment" area to give students tasks to complete online or offline.



C

Chat Rooms

Chat Rooms can be created to allow students and teachers to communicate "anytime, anywhere."

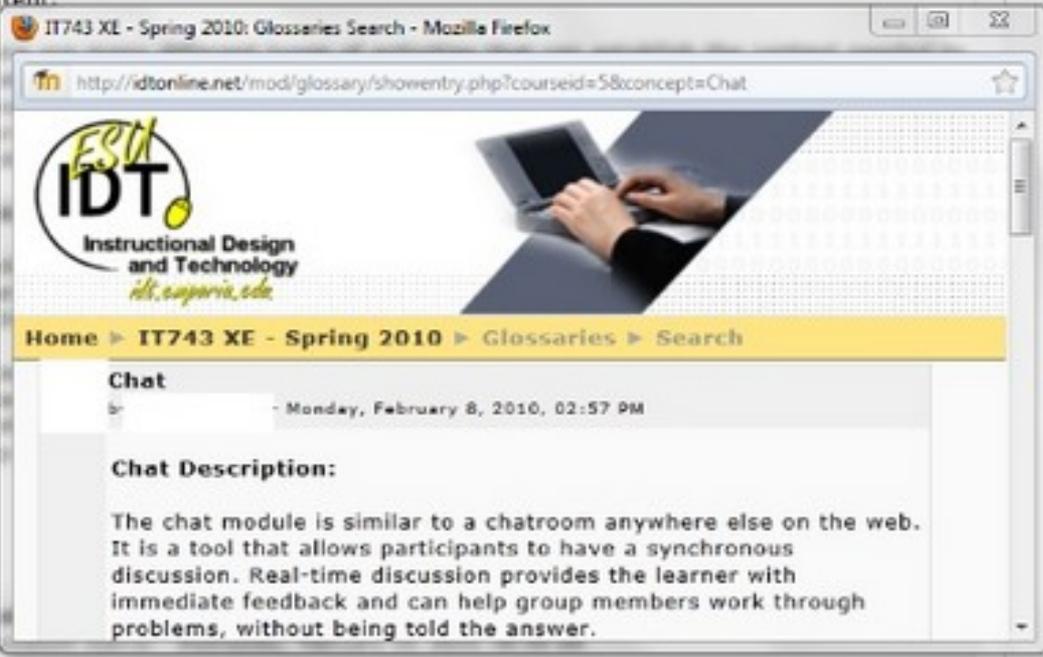


Choices

GLOSSARY FOR AUTO-LINKING

AUTO-LINKING

When teaching an online course, it is not valid to assume that just by having discussion forums or chat tools available that there will be effective collaboration and discussion occurring between the students. In order to create collaboration, you have to design online activities that actually set the context for collaboration to occur. Create a purpose for the collaboration to occur that means something to the students and has them actively collaborating with their classmates and the learning content.



The screenshot shows a web browser window titled "IT743 XE - Spring 2010: Glossaries Search - Mozilla Firefox". The address bar shows the URL: <http://idtonline.net/mod/glossary/showentry.php?courseid=58&concept=Chat>. The page features a logo for "ESU IDT Instructional Design and Technology idt.esu.pavia.edu" and a navigation bar with the path: Home > IT743 XE - Spring 2010 > Glossaries > Search. The main content area displays the glossary entry for "Chat", dated Monday, February 8, 2010, 02:57 PM. The "Chat Description:" section states: "The chat module is similar to a chatroom anywhere else on the web. It is a tool that allows participants to have a synchronous discussion. Real-time discussion provides the learner with immediate feedback and can help group members work through problems, without being told the answer."

GLOSSARY FOR TEACHING

- Assign individuals to research and define specific words, concepts or processes for the course using pictures and other resources
- Assign students to create a chapter vocabulary list of words, concepts
- Create a list of abbreviations for the course or field
- Assign students articles, journals or book reviews and require multimedia to support the review
- Create a FAQs or murkiest point glossary and have students post to it anonymously, these posts can be used to begin each lesson
- Aggregate the most influential websites or resources and use it as a bibliography for research

GLOSSARY FOR TEACHING

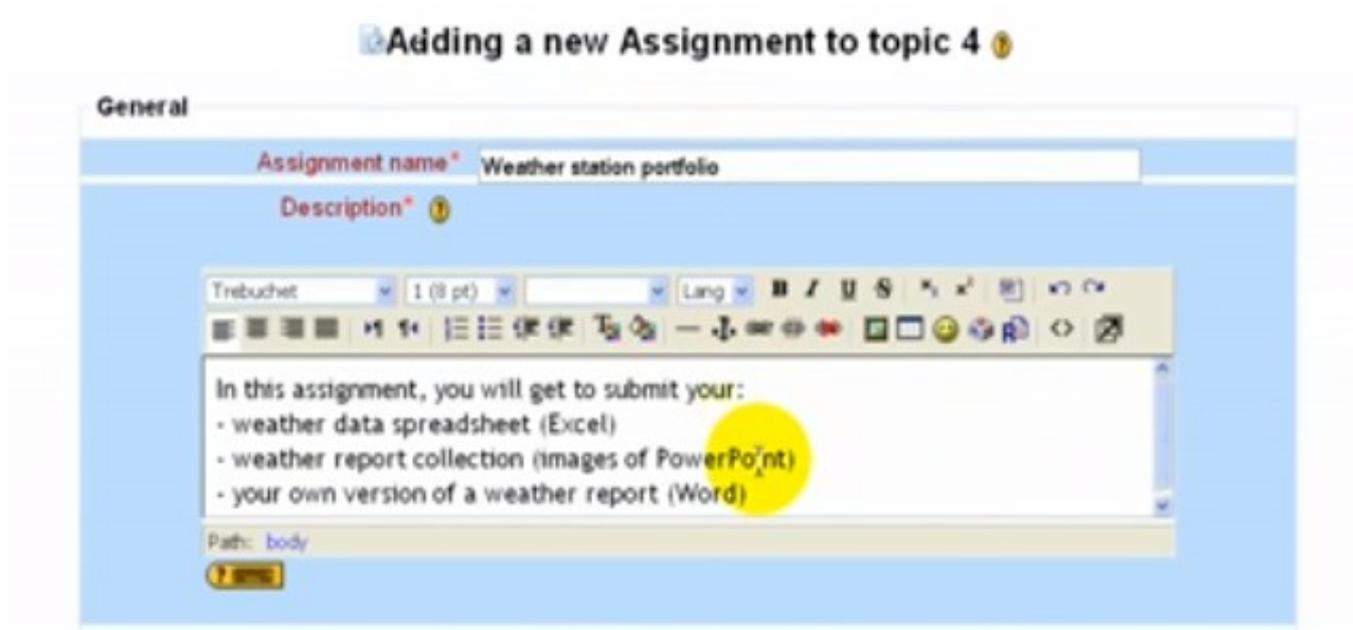
- Feature student work as a compilation of exemplary efforts
- Produce a tip of the day glossary to help students be successful in the course
- Develop a motivational quote glossary collected from student assignments, journals, or reading reviews which can be used to begin each lesson
- Generate a recipe archive
- Assign students to create a glossary entry where they define themselves using text, images and videos

ASSIGNMENTS

- An evaluation activity
- Flexible management of assignments
- Different types according to the upload of the assignment
 - online text, single file,....
 - e-mail alert to the teacher
- Availability dates of the assignment
- Possibility to
 - give feedback to the students
 - grade the assignments
 - attach a response file,....

ASSIGNMENTS

- An evaluation activity
- Different types according to the upload of the assignment
 - online text, single file,....



ASSIGNMENTS

CAE1010: Submit your Task 1 for grading - final products ONLY - Moodle Firefox

http://moodle.belmontcc.edu/mod/assignment/view.php?id=101

BELMONT CITY COLLEGE

BCCStudent > Vocational Education > CAE1010 > Assignments > Submit your Task 1 for grading - final products ONLY > Submissions

Jump to...

First name : All A B C D E F G H I
Surname : All A B C D E F G H I J

First name / Surname	Grade	Comment	Last modified (Student)
Azwan Abdul-Rahman	-		
Jennifer Addie	-	Hi ...	
Lance Anderson	-		
Christopher Antartis	-		
Konnar Beck	-		
Blake Bagnall	-	Task_1_ME_Mat.doc	Wednesday, 5 March 2008, 10:44 PM
James Bales	-		
Brian BCLUBB	-		

1:14

CONCLUSIONS

- Further activities:
 - Chat
 - DataBase
 - Lesson
 - Quiz
 - Survey
 - Workshop

will be shown later on