10 Things to Like About Moodle

Hans de Zwart

Stoas Learning

A promise in advance...

No interactivity and no time for any questions...

I like to talk about:

- The Internet Revolution
- Popular science writing
- (E-)Learning
- Philosophy
- Open source software (Linux!)
- Nintendo (DS)
- Juggling
- Civil rights in a digital sociecty
- Myself (as you are starting to notice…)

creative commons

Naamsvermelding-Niet-commercieel-Gelijk delen 3.0 Nederland

De gebruiker mag:

het werk kopiëren, verspreiden en doorgeven

Remixen - afgeleide werken maken

Onder de volgende voorwaarden:

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The title is a shameless ploy

The title is a shameless ploy

TheTopTens

TheTopTens - Top Ten Lists

TheTopTens was created as a place for people to view lists, add to lists or create entirely new lists for others to view. Check out our library of lists and add your input. The more people who add to the lists, the better our lists become.

Can't find a specific list? Then create a new one. Create your list, fill it with your top ten and make it available to all.

Featured Top Ten Lists

Top Ten Best American Idol Auditions

created by ilovekelly75

American Idol is back and the new crop is giving their all to impress the four judges. From Kelly to Clay to Melinda, check out which auditions voters think were the very best.

Top 10 NFL Games of 2008

Newest Lists	Most Popular	New Members

- Top Ten Best Online Trading Companies
- Top Ten Best Axe Sprays
- Best Blonde Female Singers
- Best Clothing Brands/Stores
- Best Faith No More Songs

Username

Password

Register or [Log In]

Top Contributers

1) hatcher234

I have been with Moodle for a quite a long time...

General problems -> Problem when I try to read a forum or look at quiz

by Hans de Zwart - Wednesday, 11 December 2002, 11:05 PM

I have installed Moodle on my hosting provider and have it running now.

I can add courses, users, teacher, forums, etc. I just don't seem to be able to add any content. For example when I click on the news forum I get the following message:

"Warning: open_basedir restriction in effect. File is in wrong directory in /var/www/vhosts/hansdezwart.info /httpdocs/osbelo/mod/forum/view.php on line 3

Fatal error: Failed opening required '../../config.php' (include_path='.:/usr/share/php/PEAR') in /var/www/vhosts /hansdezwart.info/httpdocs/osbelo/mod/forum/view.php on line 3"

I have already try copying the htaccess file and renaming it .htacces

What to do now? I have no idea!

See this post in context

Why did I stick with it?

Alternatively:
What makes Moodle so special?

10 (relatively arbitrary) reasons

More conceptual
than functional
&
More as a project
than as a piece of software

0. Moodle's philosophy

Constructivism, Constructionism and Social Constructivism

article | page comments | view source | history

Philosophy

The design and development of Moodle is guided by a "social constructionist pedagogy". This page attempts to unpack this concept in terms of four main, related concepts: constructivism, constructionism, social constructivism, and connnected and separate.

Contents [hide]
1 Constructivism
2 Constructionism
3 Social constructivism
4 Connected and separate
5 Conclusion
6 See also

About Moodle

- Background
- **Philosophy**
- License
- Features
- Release Notes
- Future
- Credits
- Case for Moodle
- Top 10 Moodle Myths

Constructivism

From a constructivist point of view, people actively **construct** new knowledge as they interact with their environments.

Everything you read, see, hear, feel, and touch is tested against your prior knowledge and if it is viable within your mental world, may form new knowledge you carry with you. Knowledge is strengthened if you can use it successfully in your wider environment. You are not just a memory bank passively absorbing information, nor can knowledge be "transmitted" to you just by reading something or listening to someone.

This is not to say you can't learn anything from reading a web page or watching a lecture, obviously you can, it's just pointing out that there is more interpretation going on than a transfer of information from one brain to another.

Constructionism

Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a spoken sentence or an internet posting, to more complex artifacts like a painting, a house or a software package.

For example, you might read this page several times and still forget it by tomorrow - but if you were to try and explain these ideas to someone else in your own words, or produce a slideshow that explained these concepts, then it's very likely you'd have a better understanding that is more integrated into your own ideas. This is why people take notes during lectures (even if they never read the notes again).

article | page comments | view source | history

Philosophy

About Moodle

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The teaching paradox

| article | page comments | | view source | history |

Philosophy

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Social constructivism extends constructivism into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels.

Constructivism

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Forums, forums, forums
& the humane interface

Activiteiten

- Bronnen
- Chats
- Databanken
- Forums
- Hot Potatoes-testen
- Keuzes
- Lessen
- Opdrachten
- SCORMS/AICCS
- Testen
- Wiki's
- Woordenlijsten
- Workshops

Yochai Benkler: „*Technology creates feasibility spaces for social practice. Some things become easier and cheaper, others become harder and more expensive to do or prevent under different technological conditions.*“

Course Facilitator:

This is by far the best online discussion we've had, in terms of participants responding to eachother. I think the most likely explanation is the overall appearance of the Moodle system (the Teletop facility wasn't that different, but somehow it didn't seem to encourage responses).

1. Moodle's Leadership

Martin Dougiamas

G'day!

He purposefully chose for and steered towards collaboration/shared effort

PHP
Community
General helpfulness
Internationizsation

Leading by example

Installation problems -> For gurus of Moodle. Can anyone offer a step by step list to configure e-mail confirmation?(GoDaddy host) -> Re: For gurus of Moodle. Can anyone offer a step by step list to configure e-mail confirmation?(GoDaddy host)

by Martin Dougiamas - Sunday, 8 March 2009, 07:32 AM

I don't think it's PHP5 ... moodle.org uses PHP5, for example.

Perhaps the services you are trying have some sort of spam control?

Try turning on all the debugging under Admin > Server > Debugging (especially debugsmtp) and then run cron.php from the command line ... you might see some useful feedback from Moodle about the error.

See this post in context   Show parent

General developer forum -> Time/date Functions -> Re: Time/date Functions

by Martin Dougiamas - Friday, 6 March 2009, 05:13 AM

I spent days nutting out times in Moodle originally and even then PJ rewrote a lot of it - they are a real headache to think about!

Most of the timestamps in Moodle are generated using time() which yes, is GMT. (ie the number of seconds since 1/1/1970 0:00 in England).

You'd use mktime() if you were generating a GMT timestamp from some arbitrary date/time (eg in the future) **expressed in your local time zone**.

See this post in context   Show parent

A recent favourite...

Concurrent Users

by Udit Sawhney - Tuesday, 10 March 2009, 04:19 AM

Hi,

I have loaded Moodle on Windows XP machine with Pentium D 3.40GHZ and 2GB RAM and 160 GB HDD.

I wanted to know how many concurrent users can this system handle without any speed loss?

Please let me know

Thanks
Udit

Rate... ⌄   Reply

Re: Concurrent Users
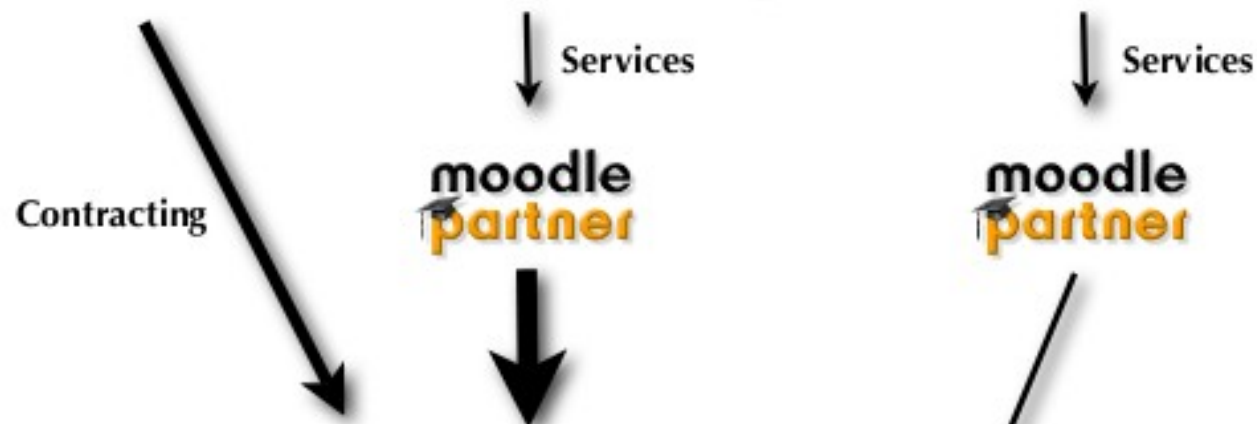by Martin Dougiamas - Tuesday, 10 March 2009, 06:19 AM

42

(Just kidding ... the real answer is dependent on how you have the **server** configured, how you have the **database** configured, how you have Moodle configured, how many courses/users you have, and what the users are doing on Moodle)

Rate... ⌄   Show parent | Reply

Partner network

2. Moodle's License

GNU General Public License
Version 2

GNU GENERAL PUBLIC LICENSE
Version 2, June 1991

Preamble

The licenses for most software are designed to take away your freedom to share and change it. By contrast, the GNU General Public License is intended to guarantee your freedom to share and change free software--to make sure the software is free for all its users. This General Public License applies to most of the Free Software Foundation's software and to any other program whose authors commit to using it. (Some other Free Software Foundation software is covered by the GNU Lesser General Public License instead.) You can apply it to your programs, too.

When we speak of free software, we are referring to freedom, not price. Our General Public Licenses are designed to make sure that you have the freedom to distribute copies of free software (and charge for this service if you wish), that you receive source code or can get it if you want it, that you can change the software or use pieces of it in new free programs; and that you know you can do these things.

To protect your rights, we need to make restrictions that forbid anyone to deny you these rights or to ask you to surrender the rights. These restrictions translate to certain responsibilities for you if you distribute copies of the software, or if you modify it.

GNU GENERAL PUBLIC LICENSE
Version 2, June 1991

Preamble

  The licenses for most software are designed to take away your
freedom to share and change it. By contrast, the GNU General Public
License is intended to guarantee your freedom to share and change free
software--to make sure the software is free for all its users. This
General Public License applies to most of the Free Software
Foundation's software and to any other program whose authors commit to
using it. (Some other Free Software Foundation software is covered by
the GNU Lesser General Public License instead.) You can apply it to
your programs, too.

  When we speak of free software, we are referring to freedom, not
price. Our General Public Licenses are designed to make sure that you
have the freedom to distribute copies of free software (and charge for
this service if you wish), that you receive source code or can get it
if you want it, that you can change the software or use pieces of it
in new free programs; and that you know you can do these things.

  To protect your rights, we need to make restrictions that forbid
anyone to deny you these rights or to ask you to surrender the rights.
These restrictions translate to certain responsibilities for you if you
distribute copies of the software, or if you modify it.

Richard Stallman

Image: http://www.flickr.com/photos/chrys/5592200

Free software is a matter of the users' freedom to run, copy, distribute, study, change and improve the software. More precisely, it refers to four kinds of freedom, for the users of the software:

- The freedom to run the program, for any purpose (freedom 0).

- The freedom to study how the program works, and adapt it to your needs (freedom 1). Access to the source code is a precondition for this.

- The freedom to redistribute copies so you can help your neighbor (freedom 2).

- The freedom to improve the program, and release your improvements (and modified versions in general) to the public, so that the whole community benefits (freedom 3). Access to the source code is a precondition for this.

3. Moodle's Community

Community Growth

Total Moodle.org users
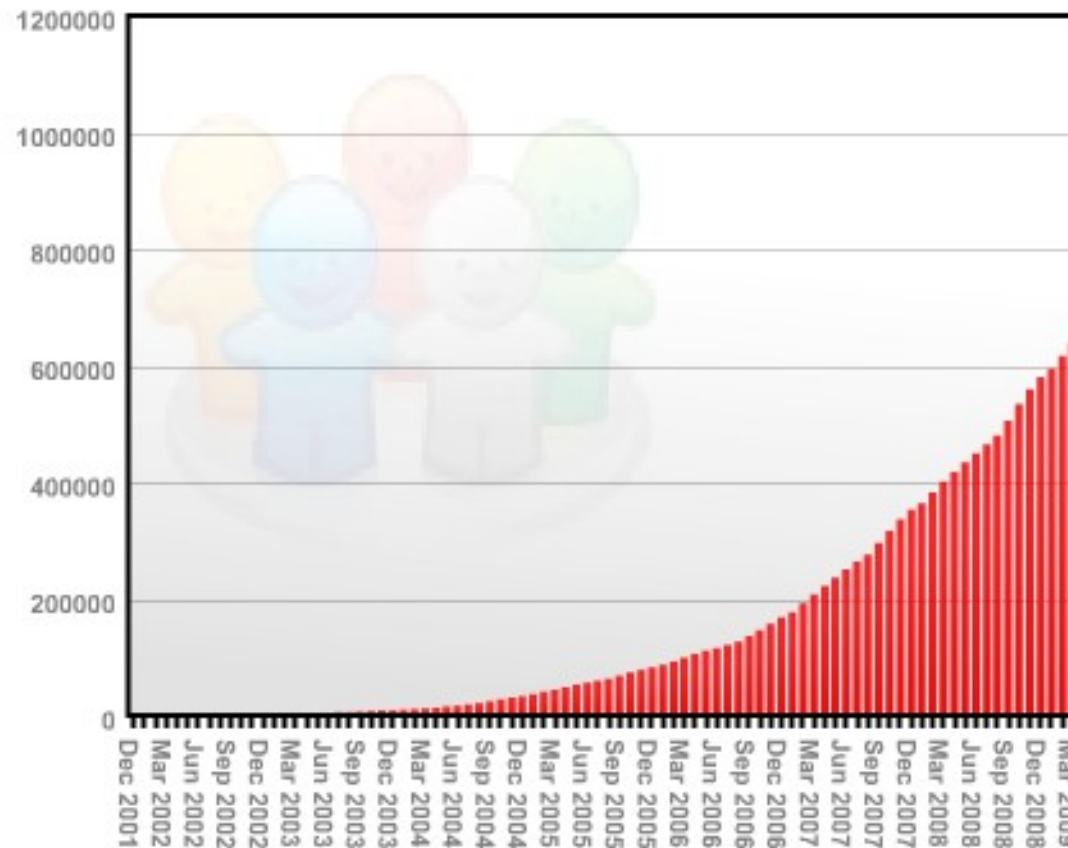
Registered users total:	661,929
New users in the past 24 hours:	940
Registered users accessed in past 24 hours:	3,261
Registered users accessed in past month:	41,189

$$940/((24*60)/50) = 32.6$$

Truly exceptional
for the Internet

Example 1: Debian

A question...

The answer:

Issyer

Joined: 23 May 2007
Posts: 1069
Location: Khakassia

Back to top
[profile] [pm] [www]

Posted: 2008-01-18 22:36   Post subject:
[quote]

Code:

```
man xrandr
```

It means RTFM.

RTFM

From Wikipedia, the free encyclopedia
(Redirected from Rtfm)

RTFM is an acronym for the statement "**R**ead **T**he **F**ucking **M**anual". This instruction is sometimes given in response to a question when the person being asked believes that the question could be easily answered by reading the relevant "manual" or instructions. It is also used to tell someone to try to help himself/herself before seeking assistance from others. In clean texts, "**R**ead **T**he **F**ine **M**anual" is sometimes used.[1] On other occasions, the F is simply ignored.

More recent variants are:

- **STFW** ("**S**earch The Fucking **W**eb")
- **GIYF** ("**G**oogle **I**s **Y**our **F**riend")
- **JFGI** ("**J**ust **F**ucking **G**oogle **I**t")

Contents [hide]
1 Use and overuse
2 See also
3 References
4 External links

Use and overuse [edit]

An Internet forum where users read the FAQ before posting their questions is more likely to have a better signal to noise ratio than one that is filled with repetitive postings, and hence is more likely to attract continued participation. When evaluating whether it is acceptable to express sentiments like RTFM, one must consider the trade-off between maintaining the usability of an Internet forum for its existing users, and making a forum welcoming to newcomers.

Critics say that frequent users of the phrase (or similar variants) are simply expressing elitism, and that their attitude drives away newcomers without helping them. Their time could better be spent adding the question and answer to a FAQ, pointing the user to a helpful website, or simply not responding.[2] They point out that **RTFM** is often used when it is not even clear which manual their correspondent should be reading.[3] One of the most frequent criticisms of the open source community is lack of friendly support for newcomers. The Ubuntu Forums and LinuxQuestions.org, for instance, have instituted "no RTFM" policies to promote a welcoming atmosphere.[4][5].

RTFM [and] "Go look on google" are two inappropriate responses to a question. If you don't know the answer or don't wish to help, please say nothing instead of brushing off someone's question. Politely showing someone how you searched or obtained the answer to a question is acceptable, even encouraged. ... If you wish to remind a user to use search tools or other resources when they have asked a question you feel is basic or common, please be very polite. Any

Result:

Lavene
Site admin

Joined: 04 Jan 2006
Posts: 3353
Location: Oslo, Norway

Back to top

Posted: 2008-01-20 12:58   Post subject:

quote

Issyer wrote:

It means RTFM.

#¤@X¿Ø¬¢±#X!! 😾
_____
Debian Women
Need instant advice? Get BOFH's opinion

profile   pm   www

Not very constructive...

Example 2: Moodle.org

A question...

Best reference for describing a metacourse
by James Gates - Thursday, 9 February 2006, 12:59 PM

I'm trying to get my mind around the concept of a metacourse. I've created a course, stipulating that it was a metacourse, but I'm still missing the spark of understanding about what it is and what it will allow me to do. On the moodledocs page (http://docs.moodle.org/en/Metacourses) were the diagrams that showed a metacourse as being both the "parent" of a group of courses, and the "child" of some courses. Just when I thought I was "getting it".... <poof!> 🙂

Can anyone suggest some good reading that will help me to get a handle on the concept(s) of a metacourse? I think I'm going to LOVE the idea once I get my mind around it.

Thanks in advance.

Reply

Rate...

First answer:

Re: Best reference for describing a metacourse
by Darren Smith - Thursday, 9 February 2006, 03:01 PM

The mantra is *"Metacourses take their enrollments from other courses."*

You can use use this to populate many courses from one enrollment or one course from many enrollents – that's when is starts to get confusing I agree. I don't think the name helps and I begged for something more meaningful at the time of creation but it looks like we are stuck with it 😞

Darren

Show parent | Reply

Rate...

Another answer:

Re: Best reference for describing a metacourse
by Anthony Borrow - Monday, 5 March 2007, 09:48 PM

When you indicate that a course is a metacourse then generally it is the parent. You enroll other course into the metacourse using the child courses link in the administration block. I hope this helps to clarify. Peace.

Show parent | Reply

Rate...

More...

Re: Best reference for describing a metacourse
by Robin Mudge - Thursday, 17 January 2008, 02:36 AM

Hi Lucy,

I apologize for missing your reply! Even trying this method, the metacourse yes/no box does not allow me to change it. Anyhow, I have now gone through the tedious process of re-writing them, I won't make that mistake again.

Robin

Show parent | Reply

Rate...

Re: Best reference for describing a metacourse
by Lucy Brock - Thursday, 17 January 2008, 03:43 AM

Hi Robin,

Wow... so sorry for your trouble. I am still using 1.6 and the process worked for me. We are in the process of upgrading to 1.9 so maybe I should not count on this not working in the future.

Lucy

Show parent | Reply

Rate...

Re: Best reference for describing a metacourse

by John Isner - Tuesday, 6 March 2007, 02:54 PM

Good explanation. I just wanted to clarify the meaning of "available to" in your last sentence. This availability is not transparent. That is, the resources and activities of the metacourse do not magically appear in the child courses. Students must enter the metacourse to see metacourse resources. Metacourses give you automatic enrollment, nothing more.

Show parent | Reply

Rate...

Re: Best reference for describing a metacourse

by Amy Groshek - Tuesday, 6 March 2007, 03:55 PM

These two practical explanations are so helpful. Excellent!

Show parent | Reply

Rate...

Re: Best reference for describing a metacourse

by Randy Orwin - Thursday, 8 March 2007, 08:54 AM

True. I should have clarified that a bit better.

Show parent | Reply

Rate...

Very constructive!

It is a community of teachers!

4. Moodle's Adaptability
(scalability/range/one pair of sox fits all/etc)

Moodle site sizes
Number of users per site
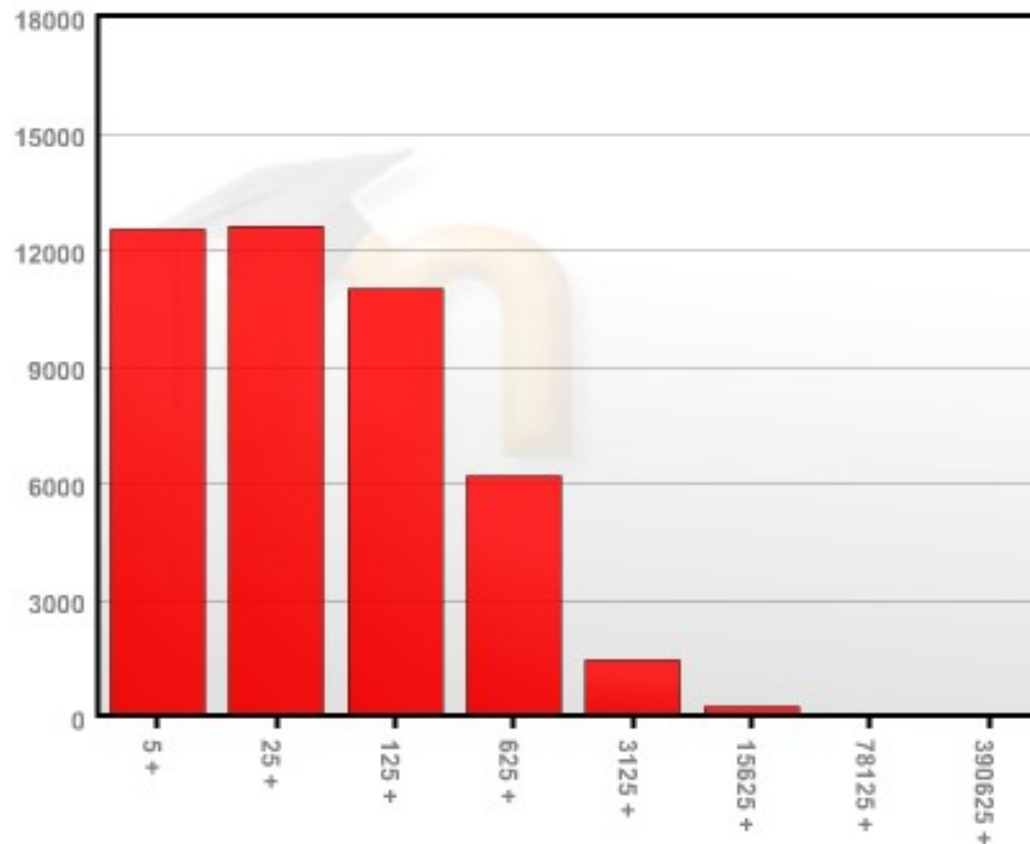
There are 453 sites with more than 10,000 users. The site with the most users is Moodle.org with 61 courses and 661,929 users. The site with the most courses is ATENEA - Campus Virtual de la UPC with 21,948 courses and 70,474 users.

One man band

Every level of education:

Prenatal
Primary
Secondary
Tertiary
Adult

Multinational corporations:

e.g. Shell, Google, Cisco

Large user base means
a lot of problems
have been solved already

5. Moodle's Accessibility and Diversity

A measure of civilisation

Moodle Accessibility Specification

Introduction

This accessibility specification has been developed by accessibility experts and Moodle developers at the Open University (OU), UK. The OU has adopted Moodle as a core component of its VLE and is contributing to the continued Open Source (OS) development of Moodle. Accessibility is an important for the OU because: it currently has over 9,300 disabled students; it has long standing aspirations to promote widening participation in higher education; and because of its legal obligations. Further it is important for the whole Moodle community as further discussed under "Rationale" below.

Accessibility is a term that has particular meanings in different contexts; here it refers to design qualities that endeavour to make online learning available to all by ensuring that the way it is implemented does not create unnecessary barriers however the student may interact with their computer. Virtually anyone, irrespective of any disability, can be enabled to interact effectively with a computer. Some people with disabilities interact with the computer using methods other than the conventional monitor, keyboard and mouse, some require special tools, usually referred to as "assistive technology", and some need the way content is presented to them by the computer to be appropriate to their needs (for example in terms of font sizes and/or colour contrast).

There are well established design principles for accessibility in software design and electronic content. These promote compatibility with assistive technology and ensure that different ways of interacting with the computer can be accommodated. This specification highlights further development work required in Moodle if these principles are to be considered effectively implemented across its various tools and modules.

How do people who cannot see „view" a web page?

Orca Preferences

General | **Speech** | Braille | Key Echo | Magnifier | Key Bindings | Pronunciation | Text Attributes

☑ Enable speech

Speech system: | GNOME Speech Services ▾
Speech synthesizer: | eSpeak GNOME Speech Driver ▾
Voice settings: | Default ▾
Person: | default (en) ▾

Rate: ———————————————[�III]———————— 50
Pitch: ————————————————[III]————— 5.0
Volume: ———————————————————————[III]9.0

Punctuation Level   **Verbosity**   **Table Row Speech**

○ None   ○ Brief   ○ Speak current cell

○ Some   ● Verbose   ● Speak current row

● Most

○ All

☑ Speak progress bar updates   Update interval: [10 ⌄] seconds

☐ Speak indentation and justification

☑ Speak blank lines

☐ Speak tutorial messages

Say All By: [Sentence ▾]

❓ Help   ✔ Apply   ❌ Cancel   ⏎ OK

Screen reader* Yes

Search moodle.org

Moodle UTF-8 language packs

There are currently a total of 78 language packs.

These zip files are generated daily from the latest files checked into Moodle's CVS archive, and may be incomplete translations. The date beside each one shows when they were last updated.

For further information, please refer to the Translation documentation. Contact details for language pack maintainers are listed in the Translation credits.

Installation for Moodle 1.6 onwards:

In Moodle 1.6 and later you usually never need to use this manual page. In your Moodle admin menu under "Languages" you will find a utility that allows you to select, download and install these language packs directly from within Moodle.

If this doesn't work, you can install these languages manually into any recent version of Moodle by downloading the zip file below to a directory called *lang* in your *moodledata* directory and unzipping it there.

Installation for Moodle 1.5 and earlier:

Don't use the language packs on this page unless you really know what you're doing!. Older language packs are available for download on the Pre-Moodle 1.6 language packs page.

Language	Download	Modified	CVS	Forum
Afrikaans	**af_utf8.zip** (83.2KB)	2008-05-26	cvs	
Albanian	**sq_utf8.zip** (308.8KB)	2008-09-26	cvs	
Arabic	**ar_utf8.zip** (187.8KB)	2008-09-26	cvs	forum
Armenian	**hy_utf8.zip** (250.9KB)	2008-11-14	cvs	
Basque	**eu_utf8.zip** (640.2KB)	**2009-04-05**	cvs	forum

moodle

درسهای من ▾ Downloads ▾ Development ▾ Community ▾ Support ▾ News ▾ About

Search moodle.org

ورود به سایت

نام کاربر

رمز ورود

ورود به سایت

هم اکنون با ایجاد یک حساب کاربری جدید شروع کنید!

Lost password?

آخرین اخبار

31 مارس، 21:55
Helen Foster
Proposed Moodle 1.9.5
gradebook usability
improvements بیشتر...

28 مارس، 16:57
Helen Foster
Google Summer of Code
2009 بیشتر...

موضوعات مورد بحث قدیمی‌تر
...

Welcome to the Moodle community!

Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.

Moodle.org is our community site where Moodle is made and discussed. Please use the menus to explore and join in!

Support

News

About Moodle

Downloads

Development

Community

Official Moodle Partner:

OSI certified ™

6. Moodle's Support

article | page comments | view source | history

Main Page

Welcome

Welcome to **Moodle Docs**, the documentation for Moodle that everyone may contribute to. In this English version, officially launched on 26 January 2006, we are currently working on 1,635 articles, including the documentation of new features in Moodle 1.9.

It's easy to edit pages - have a play in our sandbox!

Please help us expand our frequently asked questions - see **Category:FAQ**.

Moodle documentation

- About Moodle
- Teacher documentation
- Administrator documentation
- Developer documentation

Featured pages

- For teachers: Grades and Notes
- For administrators: Upgrading to Moodle 1.9 and Bulk user actions
- For developers: Roadmap and Guidelines for contributed code

Moodle - the open-source software for collaborative learning

4 Using Moodle for teaching   ☐

   📖 Teaching strategies   20 unread posts
   📖 Teaching tips and tricks   5 unread posts
   📖 Building learning communities   1 unread post
   📖 Moodle stories   1 unread post
   📖 Links to interesting resources
   📖 Moodle in K-12 Schools   25 unread posts

7. Moodle's Transparency

article | page comments | view source | history

Roadmap

This roadmap collects the best information about upcoming features in Moodle. It is not 100% certain - features may change according to available funding and developers.

Version 2.0

Expected mid-2009 or so. You can track our current progress on the Moodle 2.0 Planning document 🔗. Please remember that this document is frequently updated and details can change a lot!

Major features

Requirements

- Moodle 2.0 will require PHP 5.2.8 as a minimum, allowing us to clean up the code in some areas and avoid some serious PHP bugs. For more info see: gophp5.org 🔗.

File handling improvements

- File API - Moodle.com
  maintains an internal repository of files and governs access to them

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Moodle 2.0 Planning (constantly revised) : Data

Projects [1]	Estimated Days Work	Estimated Completion	Days left	Main Developers	TODO	More
Database API	100	90%	14	Petr, Eloy	oracle and mssql support only	http://
File API	150	80%	30	Petr, Dongsheng	Resource, file manager, form elements, mod conversions	http://
Repository API	180	92%	14.4	Dongsheng, Jerome	Polishing, testing, clarify linking policy	http://
Portfolio API	80	95%	4	Penny, Nicolas	GUI polishing	http://
Community Hub interfaces	100	10%	90	Jerome, Martin	No code yet	http://
Conditional Activities	30	90%	3	Sam	more testing, possibly overview settings page	http://
Course Completion	10	5%	9.5	Catalyst	Develop the spec with community feedback	http://
Progress Tracking	30	5%	28.5	Catalyst	Refine and then implement spec	http://
Wiki 2.0	30	0%	30	UPC, Petr	Depends on many other parts - text formats, comments, gradebook reports	http://
Feedback module	100	95%	5	Andreas	Just needs some polishing	http://
HTML Editor 2.0	40	95%	2	Mat, Petr, Dongsheng	Possibly some cleanups for better support of multiple editors	
Blog 2.0	40	60%	16	Jerome, Mat, Joey	Merge code, then implement commenting and external blog support	http:// main 1 http://
Messaging 2.0	40	90%	4	Martin, Luis	Needs firm documenting and more message events	http://
Secure RSS Feeds	20	30%	14	Petr, Askar	Needs to be merged into head and converted to new File API	http://
Backup 2.0	40	5%	38	Eloy	Needs a spec	http://
IMS CC	10	0%	10	Eloy	Needs a spec to implement import/export	http://
Site-wide groups	10	10%	9	Petr	Depends heavily on enrolment improvements	http://
Gradebook improvements	60	45%	33	Nicolas, Helen, Petr	Publicise http://docs.moodle.org/en/Development:Gradebook_improvements_i	http://
Roles usability improvements	40	90%	4	Tim	Just minor items where there is no clear consensus. None are release blockers.	http://
Web Services	90	50%	45	Jerome, UPC	Implement API functions for all parts of Moodle, plus SOAP interface with WSDL, access control	http://
Enrolment improvements	25	0%	25	Petr	Petr is researching this now and coming up with a proposal	http://
Navigation/Blocks/Pagelib 2.0	100	10%	90	Tim + ???	A specification is emerging …	http://
SCORM 1.2 Certification	60	98%	1.2		Just needs to be submitted.	
Privacy enhancements	25	95%	1.25	Petr	backup/restore improvements	http://
Upgrade and install improvements	20	95%	1	Petr	Petr's pet elephant	http://
Question bank improvements	15	50%	7.5	Tim	A few weeks …?	http://
New quiz interface	60	98%	1.2	Olli, Tim		http://
Move grading to gradebook plugins	10	0%	10		Needs a meeting	http://
Text formats as plugins	15	0%	15	Eloy	Needs a spec	
Commenting 2.0	10	0%	10		Needs a spec	
JavaScript cleanup	30	20%	24	Tim	Finish infrastructure, clean as much as possible	http://
Lesson 2.0	50	0%	50	Moodlerooms?	Use questions database, usability, modernise code	http://
decide minimal moodle 2.0 requirements	1	10%	0.9	All	PHP version and extensions, databases, memory use, etc.	
			640.45			

Unstable development builds

Version	Information	.tgz	.zip
Moodle 2.0 dev HEAD Built Daily 17 hours 10 mins ago	The development version is UNSTABLE and should not be used for production sites. For developers, testers and any other people who love helping us create the next generation of Moodle. • Roadmap • Bug fixes and improvements • Upgrading notes • Requires: **PHP 5.2.8**, MySQL 4.1.16 or Postgres 8.0 or MSSQL 9.0 or Oracle 9.0	Download 22.2MB 36 today	Download 25.1MB 45 today

8. Moodle's Modularity

Modules and plugins

| View list | View single | Search | Add entry |

Name:

Long Description:

Type:

Summary:

Screenshot:

Download:

Author:

Discussion:

Documentation:

Status:

Requirement:

CVS:

Changelog:

Tracker:

Download16:

Download17:

Download18:

Download19:

Author first name:

Author surname:

Activity Module
Admin Report
Assignment Type
Authentication Method
Block
Course Format
Course Report
Database Field
Enrolment Method
Filter
Grade Report
Integration
Question Import/Export Format
Question Type
Quiz Report
Resource Type
SSO Plugin
Major Patch
Small Hack

„Hooks" for adding functionality

hook

In programming, a hook is a place and usually an interface provided in packaged code that allows a programmer to insert customized programming. For example, a programmer might want to provide code that analyzed how often a particular logic path was taken within a program. Or a progammer might want to insert an additional capability. Typically, hooks are provided for a stated purpose and are documented for the programmer.

How many can you think of?
(not meant as an interactive exercise, purely to make you think...
I am keeping my promise)

Modules
Question types
Blocks
Filters
Glossary types
Database fields
Capabilities
Resource types
Grade reports
Admin reports
Cron
Course formats
Themes
Database presets
Quiz reports
Languages

9. Moodle's Future?

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