

# Simple User Guide for Moodle Activity - 'HOT QUESTIONS'

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## Introduction

Are planning interactive lectures laborious and time-consuming? This simple yet effective Moodle activity called 'Hot Question' can make classes engaging for the students and is easy for lecturers to implement. It was designed so students could ask questions, but can as easily be used as a platform for students to comment and answer questions in real-time.

### How can Hot Question be used?

Hot Questions is a useful tool that can be used in multiple ways:

1. As a digital flipchart – lecturers can display a question/diagram/video and students can comment anonymously or otherwise.
2. As a voting medium – students can vote from the choices given by the lecturer by clicking the 'like' button and total likes can be viewed by lecturer and students.
3. As a discussion board – students can discuss a topic & debate their views.

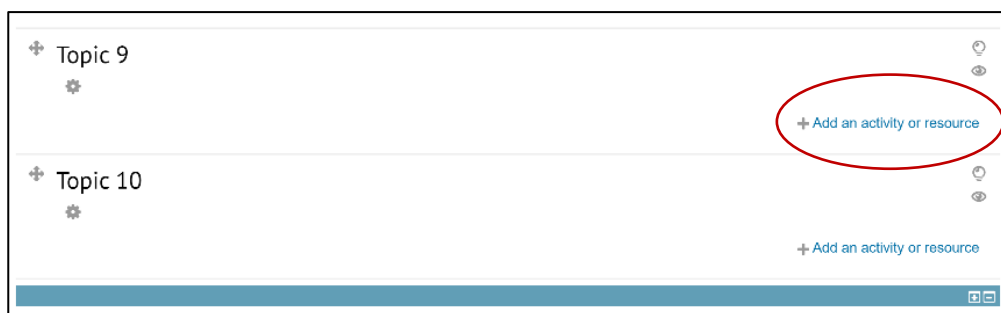
Once set up, a Hot Question activity can be used, and reused, for spontaneous as well as planned activities.

## How to Set-up Hot Questions

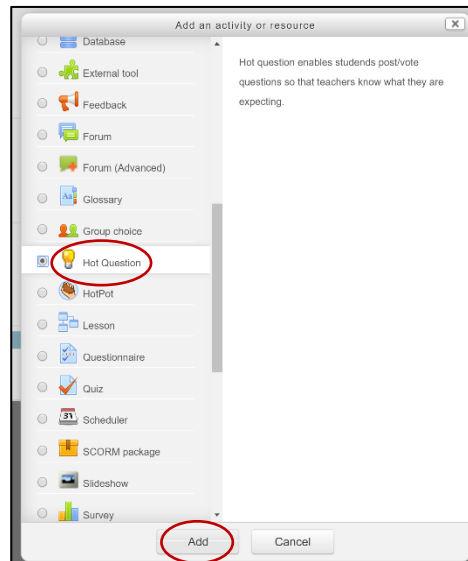
### Basic Format

Before you start, make sure you are on your course page, have clicked 'turn editing on' (top right hand corner), and are on the correct topic/section.

**Step 1:** Click on 'Add an activity or resource' located at the right-hand corner of each topic section, as shown below.



**Step 2:** A dialogue box appears: scroll down and 'Add' the 'Hot Question' activity from the list.



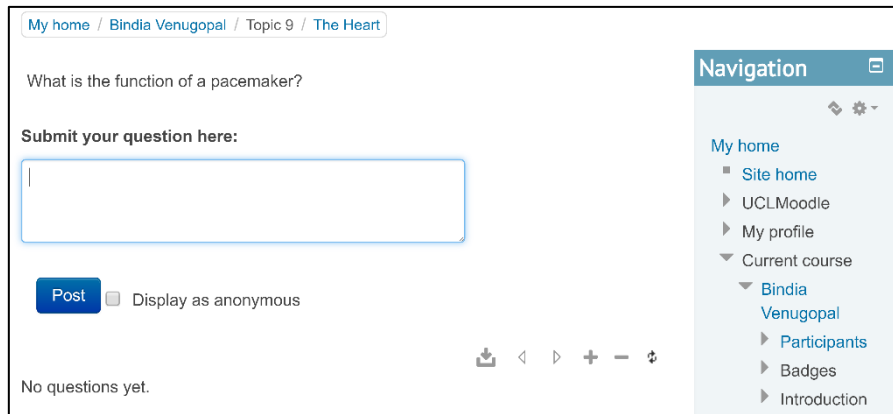
You should get a page that looks like the one below.

**Step 3:** Type your 'Activity Name' in the box provided.

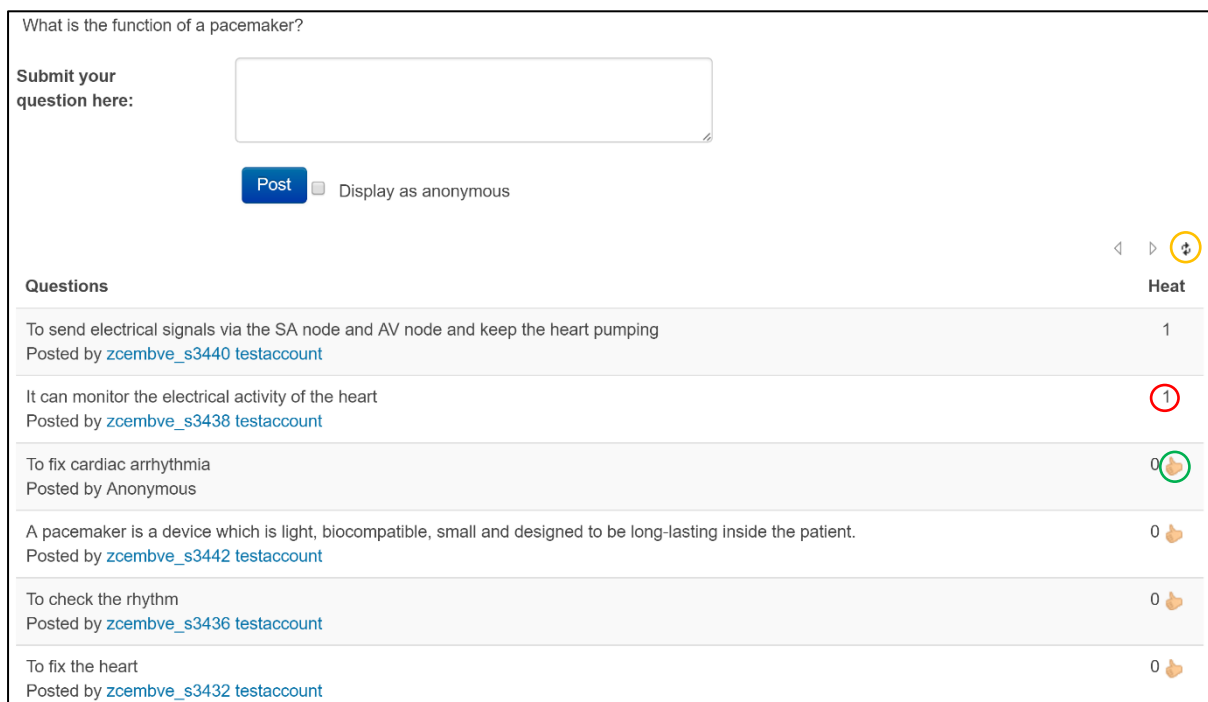
**Step 4:** In the description box add any relevant material (e.g. images and/or text to aid the activity), or leave blank.

**Step 5:** You can allow students to post their comment as anonymous by selecting 'Yes' (as circled in red). By clicking 'No' both lecturers and students can view who posted the comment.

**Step 6:** Press the 'save and display' button to finish (as circled in orange). You should have a page that looks like the one below.



**Step 7:** Students, and lectures, can type their comments in the ‘Submit your question here:’ box. They can choose to be anonymous by ticking the ‘Display as anonymous’ box. All students enrolled to the module course will be able to participate and also view other students’ comments (unless other restrictions are applied, see ‘further settings’ section). Below is a student view of the activity and shows what the page looks like after a few comments.



### Student View

**Step 8:** The ‘refresh’ symbol (circled in yellow) should be pressed periodically to view new comments.

**Step 9:** The above example shows how students can also ‘like’ each other’s comments by pressing the ‘thumbs up’ icon on the far right of the comment (circled in green). The number next to the ‘thumbs up’ shows how many other students have liked the comment. Once students give the comment a ‘thumbs up’ the total number of people who gave it ‘Heat’ (circled in red) appears and the ‘thumb’ disappears.

**Step 10:** Below is an example (as seen by the lecturer) which shows students' comments. The 'plus' and 'minus' signs circled in red allow you to introduce or take away another (blank) page for the same Activity.

What is the function of a pacemaker?

Submit your question here:

Display as anonymous

Questions

	Heat	Remove
To send electrical signals via the SA node and AV node and keep the heart pumping Posted by <a href="#">zcembve_s3440 testaccount</a>	1	✕
It can monitor the electrical activity of the heart Posted by <a href="#">zcembve_s3438 testaccount</a>	1	✕
To fix cardiac arrhythmia Posted by Anonymous	0	✕
A pacemaker is a device which is light, biocompatible, small and designed to be long-lasting inside the patient. Posted by <a href="#">zcembve_s3442 testaccount</a>	0	✕
To check the rhythm Posted by <a href="#">zcembve_s3436 testaccount</a>	0	✕
To fix the heart Posted by <a href="#">zcembve_s3432 testaccount</a>	0	✕

Blank pages can be used to start a new discussion. Starting a new page means the student can no longer comment on the old page, but may still view it.

**Step 12:** Both students and lecturers can use the arrows (circled in green) to scroll through all pages in the activity.

### Further Settings

You can add further settings, such as restrictions to allow only certain students to participate in the activity, or at certain times.

For example, it is possible to add restrictions based on what year of study the student is in, how their grades look based on previous quizzes, or simply control the date which the activity may become 'live' and visible to the students. See also Moodle guide on setting up and using [student groups](#) Below is an example of how restrictions can be applied.

Allow post question as anonymous  Yes

▼ Common module settings

Visible

ID number

▼ Restrict access

Access restrictions Student  match  of the following

User profile field Year level  3

and

Grade Revision Quizz  must be ≥ 65 %  must be <  %

and

Date from  July   :

▶ Tags

In the 'Common module settings' section there is a box that says 'Visible' and provides options 'Hide' which means the activity can be hidden from students on the course page or choosing 'Show' means it will be displayed and available to access for the students. The 'ID number' box gives an option that allows you to reference this activity with a number. This will be useful if you wish to include the activity in calculation of grades, etc.

▼ Common module settings

Visible

ID number

▶ Restrict access

▶ Tags

▶ Competencies

## Limitations

- This activity requires good Wi-Fi access within the lecture theatre and that all students have access to a web enabled device (Smart phone, tablet, laptop).
- With large groups, the number of comments generated could be too large to read and summarize during the lecture, or overload the server.

The following strategies can be used, singly or together to mitigate these effects:

- Students discuss in small groups and submit a joint answer

- Students encouraged to 'like' an existing answer rather than submitting a new one
- Moodle group functions used to create parallel discussions, possibly monitored by different staff members/PGTAs, or lecturer only comment on the 'hottest' comment from each group.

## Advantages

- It is quick and simple to use
- More responses can be recorded in the same time, relative to a hand written brain storm, without issues of mishearing (and misspelling) student answers
- It encourages the whole class to actively participate in the discussion as everyone is free to contribute and share ideas at the same time (and anonymously).
- The discussion pages are logged so students are able to refer back to them when revising etc.
- Can be adapted to use in many different scenarios
- Does not require additional software to be downloaded by students or lecturers
- Requires no additional login/username or activation code
- Students enrolment is handled by Moodle so changing settings/restrictions, etc. is simple and hassle free

## Case Studies

### **Scenario 1:** Hot Question as a fantastic tool in a revision lectures!

An example exam question was distributed (electronically) to the students, and displayed on the white board. For each part of the question in turn, students submitted their answers via the Hot Question activity. The lecture reviewed the responses, commenting on which (combination) of answers would have got full marks, and the main things that were missing or wrong in the others.

A new 'page' was added and the process repeated for the next part of the question. Students received immediate feedback on their current understanding of the subject, and what was expected of them in the exam, and the Lecture could spot common gaps/misunderstandings, and offer remedial teaching.

At the end of the session the students had a log of all their answers and were be able to refer to it during their revision.

**Scenario 2:** Hot Question can stimulate group discussions and brainstorm! It can engage group discussions and allows everyone to participate and share their views.

The image below shows the answers students provided when asked the question – 'How do you write for different users ?'

Making level of writing appropriate to reading age for children Posted by <a href="#">Edward James</a>	0 👍
Written transcripts for deaf; audio recording for blind Posted by Anonymous	0 👍
Symbols universally understood by different languages Posted by <a href="#">Serafina De Piro D'Amico Inguanez</a>	0 👍
Use illustration, (children and illiterate people) Simple clear language that is easily understood. Translate text into braille or audio if possible. Posted by <a href="#">Magdy Saleh</a>	0 👍
Braille writing blind/visually impaired Posted by Anonymous	0 👍
Dyslexic - colour overlays/ page colours Posted by Anonymous	0 👍
children: short sentences, pictures, limited words Posted by Anonymous	0 👍
Simple language, include images, - writing for children Posted by Anonymous	0 👍
Blind - braille, audio, large font, different colour contrast Posted by <a href="#">Edward James</a>	0 👍
Spaced paragraphs for easier reading Posted by Anonymous	0 👍
For children: short words and sentences, pictures with clear layout Posted by <a href="#">Olivia Wright</a>	0 👍
Large fonts for people who have difficulty reading/seeing Posted by Anonymous	0 👍

## Student View