

# Instructors Guide to edu.GreenEcoLaw



GreenEcoLaw



MSc in Economic and Legal Aspects of the Green Transition

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# 1. Introduction

Moodle is a Learning Management System (LMS) widely used for creating and managing online courses, and it has been adopted as the platform for designing, developing, and delivering eLearning programs for the Center of Training and Lifelong Learning of AUEB. Its flexibility and adaptability make it an ideal tool for instructors wishing to integrate technology into their teaching. Below, we analyze the core elements a Moodle course can contain and how they can enhance the learning experience.

## 2. Accessibility and Inclusive Course Design

We are committed to providing an inclusive digital learning environment where every student has an equal opportunity to succeed. Our online campus operates on Moodle (edu.GreenEcoLaw), which natively aligns with global accessibility standards (WCAG 2.2 Level AA). However, maintaining an accessible ecosystem is a shared responsibility. While the core platform provides the accessible framework, the content, documents, and activities you upload directly impact whether a student can successfully navigate your course. More for customizing edu.GreenEcoLaw for People with Disabilities you can see in chapter 9.

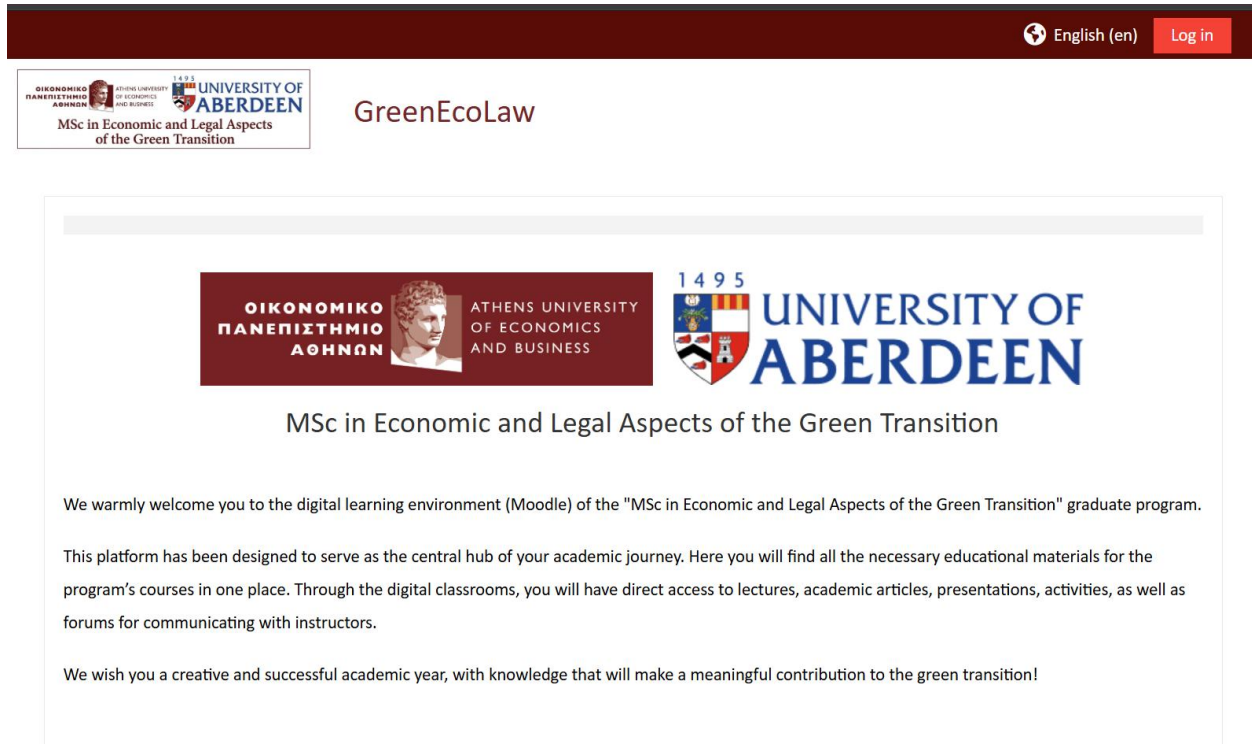
The AUEB Equal Access Unit is available to assist you in adapting your course materials and supporting students with registered disabilities.

In the event of remote examinations, instructors must accommodate alternative testing arrangements that mirror in-person accommodations. This may include setting up extended time multipliers in Moodle quizzes, arranging oral examinations via teleconference, or permitting the use of specific digital aids and assistive software during the assessment.

### 3. Accessing the Platform

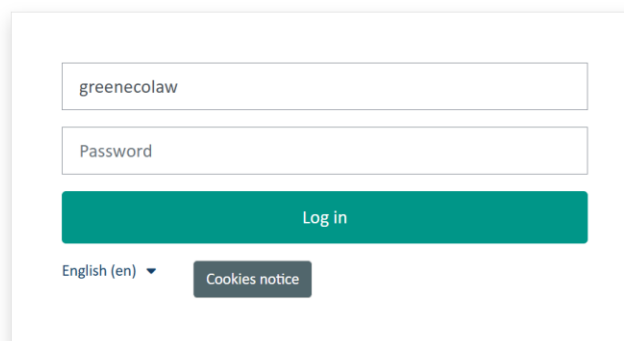
To access the **edu.GreenEcoLaw** platform, please visit the following URL:

<https://edu.greenecolaw.aueb.gr/>



and click "Log In". On the new page, enter your username and password, then click "Log In"

GreenEcoLaw



The screenshot shows the login form on the GreenEcoLaw platform. It features a white background with a light gray border. At the top, there is a text input field containing the username "greenecolaw". Below it is another text input field for the password. A prominent teal "Log in" button is centered below the password field. At the bottom left, there is a language dropdown menu currently set to "English (en)". To its right is a dark gray "Cookies notice" button.

[Forgotten your username or password?](#)

**Troubleshooting:** If you see a "Login failed" message, check if your Caps Lock is.

## 4. Educational Material

Educational material forms the foundation of every Moodle course. Instructors can upload various file types, such as texts, presentations, videos, and audio files.

Educational material can be organized into modules or weekly formats, making it easy for learners to follow the course flow. You can now use **Subsections** to further organize content hierarchically within these modules, and a **Course Index** (left sidebar) allows students to navigate instantly.

Furthermore, instructors can add descriptions and instructions for viewing and studying the material, providing clear guidance to learners. When designing a course, instructors can add various *resources* to organize the material, alongside educational *activities* to boost active participation.

## 5. Resources

Resources are static content elements used by instructors to support learning and provide study materials to learners. They can include files, web links (URLs), pages, and multimedia. They are designed to complement interactive activities, offering additional materials accessible at any time. Resources enrich the learning experience by supplying essential information, reference materials, and supplementary content.

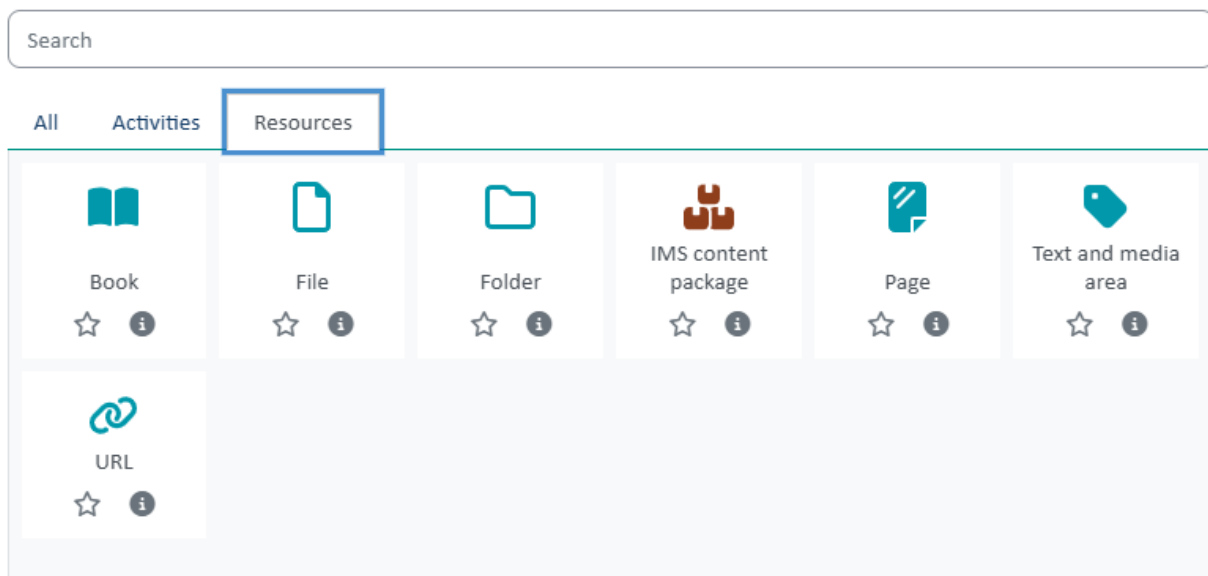
Moodle offers a variety of resources:

- **File:** Upload documents, presentations, spreadsheets, and other file types for learners to download and view.
- **URL:** Add links to external websites, articles, videos, or any online resource.
- **Page:** Create web pages directly within the course to present text, images, and multimedia.

- **Book:** Organize multiple pages into a structured, book-like format with chapters and subchapters.
- **Text and Media Area** (*formerly "Label" in older versions*): Add text and multimedia directly to the main course page to provide instructions or highlight important information.
- **IMS Content Package:** Include content from external sources that comply with the IMS standard.
- **Folder:** Organize multiple files into a single folder for easy access and navigation.
- **Embedded Media:** Embed audio, video, and other multimedia directly into your course.

## 5.1 Add an activity (or resource)

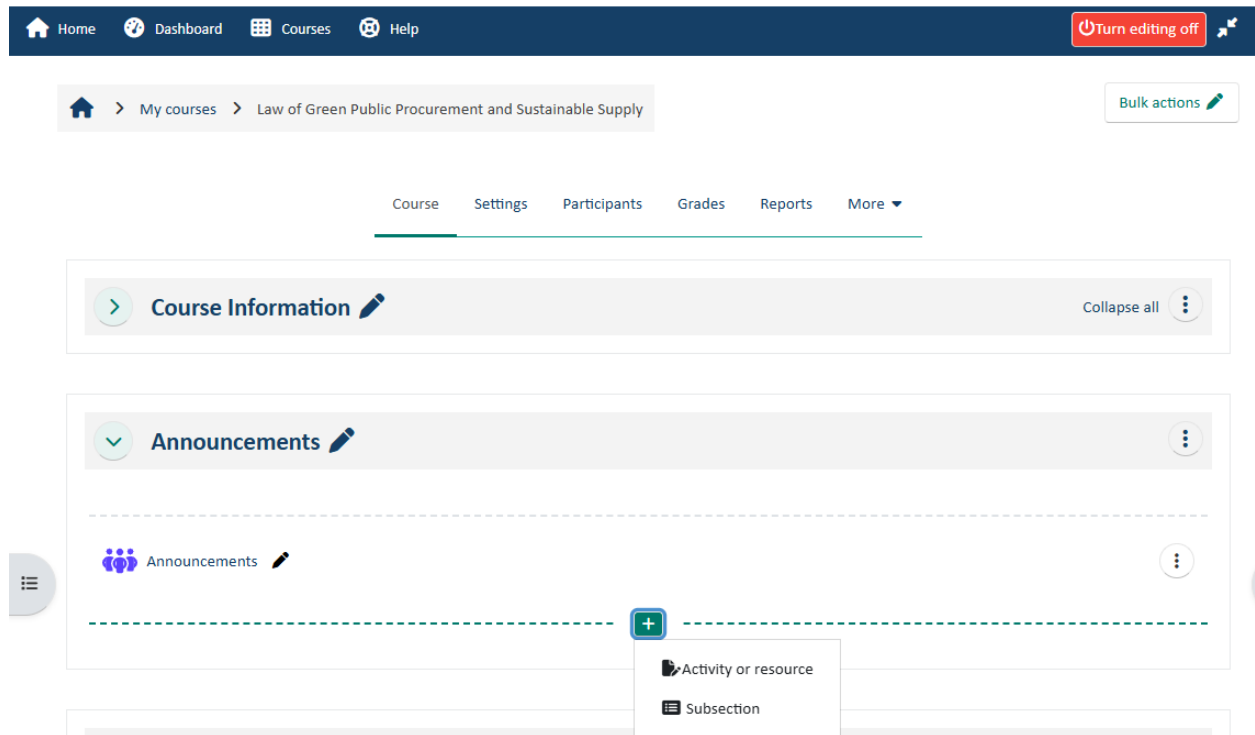
Add an activity or resource



To add a file or a URL in Moodle 4.5, the first and most important step is for the instructor to toggle the "Edit mode" switch in the upper-right corner of the screen.



Tap the Add button: At the bottom of this section, you will now see a cross icon. Tap it and select "Add an activity or resource" from the menu. A new pop-up window (Activity Chooser) with colored icons will open. Click the "Resources" tab and then click "File" or "URL," depending on what you want to add.



## 5.2. Adding a File

The "File" resource allows instructors to upload documents, presentations, spreadsheets, and other types of files so that learners can download and view them. The quickest way is to use "Drag and Drop": select the file from your computer and drag it directly into the desired course section. Alternatively, click "Add an activity or resource." In the window that opens, select the "Resources" tab, click "File," enter the Name, upload the document to the designated box, and click "Save."

Course Settings Participants Grades Reports More ▾

## New File

[Expand all](#)

**General**

Name

Description

Edit View Insert Format Tools Table Help

↶ ↷ **B** *I*

0 words Build with tinyMCE

Display description on course page

Select files Maximum size for new files: 512 MB

Files

You can drag and drop files here to add them.

**Appearance**

**Common module settings**

**Restrict access**

**Completion conditions**

Send content change notification

[Save and return to course](#)
[Save and display](#)
[Cancel](#)

### 5.3. Adding a Link (URL)

The URL resource allows you to add a link to external websites, articles, videos, or any online resource. Click "Add Activity or Resource" again and select "URL." In the form that appears, enter a title in the "Name" field and paste the link into the "External URL" field. Optionally, in the "Appearance" settings, you can select "In pop-up" so that students do not leave Moodle. Finally, click "Save and return to the course."

## New URL

Expand all

### General

Name 1 2

External URL 1  [Choose a link...](#)

Description

Edit View Insert Format Tools Table Help

↶ ↷ **B** *I* **H-P** **>¶** ¶< ...

0 words Build with tinyMCE

Display description on course page 1

### > Appearance

### > URL variables

### > Common module settings

### > Restrict access

### > Completion conditions

Send content change notification 1

[Save and return to course](#) [Save and display](#) [Cancel](#)

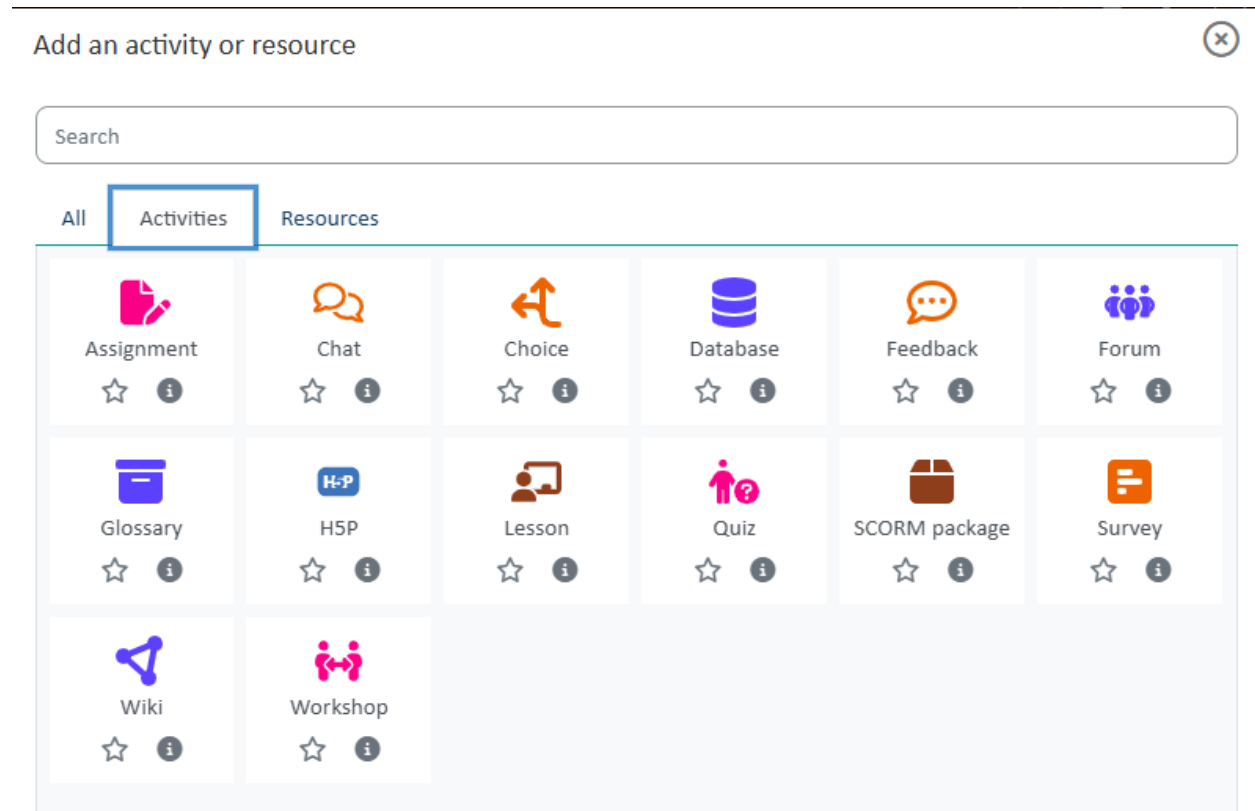
## 6. Activities

Activities in Moodle are interactive elements that facilitate learning and active participation. They allow instructors to create dynamic experiences by integrating tools for assessment, communication, collaboration, and assignment submission. These include assignments, quizzes, forums, and more, each designed to empower learners to actively engage in their education.

Effective ways to use Moodle activities include:

- **Assignment:** Used for students to submit work, and for instructors to provide feedback and grade submissions.
- **Quiz:** Create tests to assess comprehension using various question types (multiple choice, true/false, short answer) to make assessments engaging.
- **Forum:** Create discussion boards to encourage conversation among learners. This serves as a space to ask questions, share ideas, and collaborate.
- **Workshop:** Implement activities for peer-to-peer assessment. Learners submit their work and then review and provide feedback on their peers' submissions.
- **Glossary:** Help learners collaboratively build a repository of key terms and definitions. Learners can actively contribute entries.
- **Wiki:** Ideal for collaborative projects where learners jointly
- **Chat:** Set up chat sessions for real-time discussions. Useful for online office hours, study groups, or live Q&A sessions.
- **Survey:** Gather feedback regarding the course, teaching methods, or other aspects of the learning experience.
- **SCORM Package:** Integrate SCORM packages to include interactive content and track learner progress. Used for multimedia presentations and simulations.
- **Database:** Allows instructors and learners to build and manage information collections. Used for gathering data like bibliographies or project catalogs.

By integrating these activities, you build a rich, interactive environment that supports various teaching and learning styles.



## 6.1. Add and Configure an Assignment

Make sure the "Edit mode" (top right) is set to ON. Go to the week or section you want and click "Add an activity or resource". In the window that opens, go to the "Activities" tab and click the "Assignment" icon (a pink icon).

The Basic Settings You Need to Configure:

- General: Give the assignment a clear Title. In the Description field, write detailed instructions (exactly what you want students to do, how many words it should be, etc.).
  - Availability: Here you set the schedule and deadlines.
  - Allow submissions from: When the system opens.

- Due date: The official deadline. Assignments submitted after this date will be marked in red as late.
- Submission types: Select how you want the assignment to be submitted.
  - File submissions: Students upload a file (e.g., PDF, Word). It is recommended to set the maximum number of files and the file size.
  - Online text: Students write their response directly within Moodle.

Once you are finished, go to the bottom of the page and click "Save and return to course".

Course Settings Participants Grades Reports More ▾

## New Assignment Expand all

**General**

**Availability**

Allow submissions from  Enable 30 ▾ March ▾ 2026 ▾ 00 ▾ 00 ▾

Due date  Enable 6 ▾ April ▾ 2026 ▾ 00 ▾ 00 ▾

Cut-off date  Enable 30 ▾ March ▾ 2026 ▾ 11 ▾ 43 ▾

Remind me to grade by  Enable 13 ▾ April ▾ 2026 ▾ 00 ▾ 00 ▾

Always show description

**Submission types**

Submission types  Online text  File submissions

Maximum number of uploaded files

Maximum submission size

Accepted file types   No selection

**Feedback types**

**Submission settings**

**Group submission settings**

**Notifications**

**Grade**

**Common module settings**

**Restrict access**

**Completion conditions**

Send content change notification

## 6.2. Add and Configure a quiz

Adding a quiz to Moodle is a two-step process. First, you create the quiz "shell" (its settings), and then you add the questions.

First of all make sure the "Edit mode" switch in the top right corner is turned on. Go to the desired course section and click "Add an activity or resource. In the "Activities" tab, click the "Quiz" icon (often pink).

Quizzes are a flexible way to assess learners' understanding. They can include various question types (from the Question Bank), such as multiple choice, true/false, matching, and numerical questions.

**Basic Settings:** On the settings page that opens, enter a Name (e.g., "Midterm Assessment") and configure the following key fields:

**Timing:** Set when the quiz opens and when it closes. Additionally, you can set a strict time limit (e.g., 30 minutes) so that learners must complete the quiz within a specific time frame.

**Grade (& Attempts):** Here you select the number of attempts. Students may have multiple attempts to improve their score, or only one (for final exams).

**Review options:** This menu controls what the student sees after submission. Instructors can provide feedback for each question or for the entire quiz. If it is a formal exam, we usually uncheck the option to show "Correct answers" immediately after submission to prevent cheating.

Once you have configured these settings, click "Save and display" at the bottom.

Once you save, Moodle will notify you that "No questions have been added yet." Click the "Edit quiz" or "Add question" button. Click "Add" on the right and choose whether you want to create a "New question" from scratch or select a ready-made question "From the question bank".

## New Quiz

Expand all

> General

⌵ Timing

Open the quiz  Enable 30 ▾ March ▾ 2026 ▾ 12 ▾ 21 ▾ 

Close the quiz  Enable 30 ▾ March ▾ 2026 ▾ 12 ▾ 21 ▾ 

Time limit  0 minutes ▾  Enable

When time expires  Open attempts are submitted automatically ▾

> Grade

> Layout

> Question behaviour

> Review options

> Appearance

> Safe Exam Browser

> Extra restrictions on attempts

> Overall feedback

> Common module settings

> Restrict access

> Completion conditions

Send content change notification

Save and return to course

Save and display

Cancel

## 7. Question Bank

The Moodle Question Bank is a powerful tool allowing instructors to create and store various question types for use in quizzes and tests.

















Main question types include:

1. **Multiple Choice:** Learners select one or more correct answers from a list. Ideal for assessing specific concepts.
2. **True/False:** Learners choose whether a statement is true or false. Quick to answer and grade.
3. **Short Answer:** Learners provide a short text response (a word or a few words) which is graded against standard answers. Assesses detailed comprehension.
4. **Matching:** Learners match items between two lists; useful for assessing relationships between concepts.
5. **Calculated:** Involves numerical calculations and can generate random values, making it perfect for math and science.
6. **Essay:** Learners write a short essay, allowing assessment of critical thinking and writing skills.
7. **Cloze (Embedded Answers):** A text passage with blanks for learners to fill in. Can include multiple choice, short answers, or numerical values.
8. **Description:** Not an actual question, but used to insert information or instructions within a quiz.
9. **Subjective:** Requires manual grading by the instructor; useful for in-depth analysis.
10. **Drag and Drop:** Interactive and visually appealing questions where learners drag items to correct spots on a diagram or image.
11. **Numerical:** Requires numerical answers and can include accepted tolerance margins.


12. **Ordering:** Learners drag and drop items (text or images) into the correct sequential order.

Choose a question type to add ✕

QUESTIONS

-  Multiple choice
-  True/False
-  Matching
-  Short answer
-  Numerical
-  Essay
-  Calculated
-  Calculated multichoice
-  Calculated simple
-  Drag and drop into text
-  Drag and drop markers
-  Drag and drop onto image
-  Embedded answers (Cloze)
-  Ordering
-  Random short-answer matching
-  Select missing words

OTHER

-  Description

Select a question type to see its description.

## 8. Assessment

Assessment is a crucial part of the educational process, and Moodle provides various tools to evaluate progress. Assessment methods include:

1. **Assignments:** Allow learners to submit written texts, files, or other formats for grading. Instructors provide feedback and scores. They can be individual or group-based , allow multiple submission attempts , and enforce deadlines.

2. **Quizzes:** A flexible method to evaluate understanding. They utilize the Question Bank and can be configured with time limits , multiple attempts , and automated feedback. *(Note: In Moodle 4.5, quiz progress is auto-saved every minute).*
3. **Tests:** Similar to quizzes but generally used for more formal evaluations. They can have stricter rules and time constraints.
4. **Closed-Ended Questions:** Used for quick evaluations (e.g., multiple choice, true/false).
5. **Open-Ended Questions:** Allow learners to provide detailed responses, assessing critical thinking.
6. **Self-Assessment:** Learners evaluate their own work, developing self-critique skills.
7. **Peer Assessment:** Promotes collaboration by having learners evaluate each other's work, developing critical analysis skills.
8. **Gradebook:** Moodle's comprehensive grading system where instructors record and manage all grades. Learners can view their progress and feedback. *(Note: Moodle 4.5 introduces a sticky footer in the grading interface for faster navigation).*
9. **Surveys:** Used to collect feedback from learners about the program or instruction. They can include multiple choice, Likert scales, and open-ended questions.

## 9. Accessibility and Support for People with Disabilities

The edu.GreenEcoLaw platform has been designed with inclusion in mind, ensuring that all learners have equal access to educational materials. It is fully compliant with the international WCAG 2.2 (Level AA) accessibility standards, offering a user-friendly environment for users with diverse needs.

As instructors, it is important to know that your students can take advantage of the following built-in features:

**Full Keyboard Navigation:** Users who cannot use a mouse can navigate the entire course and interact with activities using only the keyboard.

**Compatibility with Screen Readers:** edu.GreenEcoLaw fully supports software such as NVDA, JAWS, and VoiceOver. Proper heading hierarchy and link descriptions allow people with visual impairments to easily understand the page structure.

**Flexible Zoom:** The platform allows content to be zoomed in up to 300% via the browser. The design ensures that text automatically reflows, eliminating the need for horizontal scrolling.

**Voice Command Support:** The environment is compatible with voice recognition software (e.g., Dragon Naturally Speaking), allowing for navigation and text input via voice dictation.

**Visual Customization:** Users can adjust colors, contrast (high contrast), and font sizes to improve readability according to their personal needs.

Tip for Instructors: To ensure your course materials remain inclusive and legally compliant, please integrate the following practices into your course design:

- **Accessible Document Formats:** When uploading PDFs, Word documents, or PowerPoint presentations, ensure they are structured with proper heading styles (\$H1\$, \$H2\$, \$H3\$) rather than just bold text. Avoid uploading scanned PDFs that are flat images, as screen readers cannot read them; ensure all PDFs have selectable, searchable text.
- **Alternative Text for Images:** Provide descriptive alternative text (alt text) for any images, charts, or diagrams embedded in your course pages, allowing visually impaired students using screen readers to understand the visual context.
- **Media and Video:** Any pre-recorded video or audio materials used for instruction must include accurate captions or a text transcript.
- **Meaningful Hyperlinks:** Avoid using vague link text like "click here" or "read more." Instead, use descriptive text that explains the destination (e.g., "Review the Week 3 Reading Syllabus").

To enhance the accessibility of your course, be sure to always add "alternative text" (alt text) to the images you upload and use the predefined headings (Heading 1, 2, etc.) in the Moodle text editor.

## 10. Conclusion

Moodle offers a comprehensive, flexible learning environment adaptable to any program's needs. By leveraging the platform's diverse tools and resources, instructors can build enriched, interactive courses. With effective use of Moodle, instructors significantly enhance the learning experience and support their learners' success.