

OU Blog

OU Blog is a blogging activity developed by the Open University in the UK. It is surprisingly versatile. You can set up a single blog for an entire class, and separate individual blogs for your class that either are hermetically sealed off from other classmates or are visible. You can allow for comments and you can grade posts in a few ways. It is fairly intuitive, but there are a few settings to watch out for. Here are some uses for OU Blog.

1. Scavenger hunt / project display – *No (blog together or in groups) setting* -- that is all of the class is in one blog.

This shows how the **No (blog together or in groups)** setting looks like. Get ready to scroll. You get one long blog and to the far right at the top of the screen you have the prompt for the blog that you add in the Intro area. This type of blog is great for scavenger hunts – ask students to find images or videos that are examples of what you are talking about and post a paragraph or two on it.

The screenshot shows a web browser interface for an OU Blog. The main heading is "Invasive species in Indiana -- No individual blogs (all in one blog)". Below this is a navigation breadcrumb: "Dashboard / Courses / Resources / Faculty Resources / Demo classes / Plugin Demo / OU Blog / Invasive species in Indiana -- No individual blogs (all in one blog)".

The main content area features a "New blog post" section with a profile picture of a student and the title "Asian Carp - various species". The post is dated "Tuesday, 19 April 2022, 4:35 PM" and is by "Joe Student". It is marked as "Visible to participants on this course" and was edited by "Reiley Noe, Tuesday, 19 April 2022, 4:45 PM".

The post title is "Asian Carp". The text reads: "Asian carp is a kind of catch-all name for several species of invasive fish that have moved into waterways in the Midwest, including Indiana. These include bighead carp (*Hypophthalmichthys nobilis*), silver carp (*Hypophthalmichthys molitrix*), grass carp (*Ctenopharyngodon idella*), and black carp (*Mylopharyngodon piceus*). These fish have had a very negative effect on water ecosystems because they compete with native species for food." It continues: "I found a really interesting article from the Indiana Department of National Resources. It has several links, videos and special reports on Asian carp." Below the text is a large image of a blue sky over a green landscape.

On the right side of the screen, there is a sidebar with the title "Invasive species in Indiana -- No individual blogs (all in one blog)". Under "Activity --", it lists a task: "1) Write a few sentences about an aspect of an invasive species that has made its way into Indiana. Include the taxonomic name of the species." It then says "Then," followed by two sub-tasks: "a. Find a credible online article that discusses this topic and add a link to the entry. Explain the significance briefly. It need not be scholarly but from a relevant, credible organization." and "b. Find an image that fits this. Use the Creative Commons Search and use their attribution generator to attribute the image." Below this is a text box with a rich text editor toolbar.

At the bottom of the post you'll notice an opportunity for the author to **Edit** or **Delete**, a place for others to **comment** and a **permalink** that will link to a specific post.

The screenshot shows a web browser interface for an OU Blog. The main heading is "Asian Carp in the Wabash River". Below this is a navigation breadcrumb: "Dashboard / Courses / Resources / Faculty Resources / Demo classes / Plugin Demo / OU Blog / Asian Carp in the Wabash River".

The main content area features a profile picture of a student and the title "Asian Carp in the Wabash River". The post is dated "Tuesday, 19 April 2022, 4:07 PM" and is by "Reiley Noe". It is marked as "Visible to participants on this course" and was edited by "Reiley Noe, Wednesday, 20 April 2022, 10:38 AM".

The post title is "Asian Carp in the Wabash River". The text reads: "Asian Carp in the Wabash River" by LouisvilleUSACE is marked with CC BY 2.0. Below the text is a large image of a fish jumping out of the water in a river.

Below the image, there is a caption: "Asian Carp in the Wabash River" by LouisvilleUSACE is marked with CC BY 2.0. Below the caption, there is a permalink and edit/delete options: "Permalink Edit Delete 2 comments (latest comment by Susan Student, Thursday, 21 April 2022, 1:20 PM)".

Below the post, there is a section for "Armadillos in Indiana". The post is dated "Tuesday, 19 April 2022, 4:07 PM" and is by "Reiley Noe". It is marked as "Visible to participants on this course" and was edited by "Reiley Noe, Wednesday, 20 April 2022, 10:38 AM".

The post title is "Armadillos in Indiana". The text reads: "Believe it or not, the Nine-banded Armadillo (*Dasypus novemcinctus*) has been moving into Indiana and Illinois over the past several years. This

On the right side of the screen, there is a sidebar with the title "Blog usage". Under "My participation summary", it shows "1 posts" and a profile picture of a student. Below this, it says "View my participation". Under "Participation", it shows "Most commented posts".

Scrolling further down, we see the second entry.

 **Armadillos in Indiana**
Tuesday, 19 April 2022, 4:07 PM
by Reiley Noe
Visible to participants on this course
Edited by Reiley Noe, Wednesday, 20 April 2022, 10:38 AM

Armadillos in Indiana

Believe it or not, the Nine-banded Armadillo (*Dasypus novemcinctus*) has been moving into Indiana and Illinois over the past several years. This seems to be part of a larger migration northward.

I found, Armadillos finding their way to Indiana, an article from AgNews, put out by Purdue University. The article believes that this migration will be limited because of the cold weather in the Midwest. They mentioned that although they burrow underground, they don't hibernate and feed off insects. The article notes that there have been 11 sightings between 2003 and 2014 in Southwestern Indiana.



"Nine-banded Armadillo" by Jim Mullhaupt is marked with CC BY-NC-ND 2.0.

2. Private journal – *Separate Individual Blogs*

The **Separate Individual Blogs** setting allows you to have a direct student-to-teacher blog that acts as a private journal. There is no comment area because it is hermetically sealed away from other students. Here a student blogs about that fantastical American creature of the prairies, the Jackalope.

Separate individuals : Reiley Noe

New blog post



The curious Jackalope

Wednesday, 20 April 2022, 11:11 AM

by Reiley Noe

Edited by Reiley Noe, Wednesday, 20 April 2022, 11:12 AM

In investigating some mythological creatures that people today and in the distant past have imagined and mythologized, many are frightening and fearsome animals. Maybe they are some sort of human/animal hybrid, like the Centaur or something completely alien, like Bigfoot. But few are as patently silly and ridiculous as the Jackalope.

The Jackalope, according to The Smithsonian magazine article, "The World's Scariest Rabbit Lurks within the Smithsonian Collection," is a kind of Western bunny rabbit that supposedly has the antlers of a deer. This type of animal was basically created as a humorous amalgamation that has been largely attributed to Douglas Herrick (1920–2003) of Douglas, Wyoming. Herrick was a taxidermist and basically created this amalgamation for humorous effect in the 1930s. By the mid-century in the Western United States, the goofy curiosity of the Jackalope took off and sold a raft of replicas, and postcards of various Jackalopes at tourist traps off highways catering to city folk out enjoying the country.

Strangely enough, the article from the Smithsonian discusses a rabbit carcass in their collection that appears to have had short horns, but researchers have figured out that this odd feature was largely due to Shope Pampilloma Virus, a disease similar to Human Pampilloma Virus, that affects rabbits causes them to grow cancerous tumors that protrude from the skin similar to short horns. Very strange.

Although there might be some sort of sad truth in these creatures getting cancer, I prefer to reflect upon the goofy, tourist-trap Jackalope as being evidence of that strain of American culture that doesn't take itself too seriously.



Mythologica individual bl

Write a blog en mythological cr paragraphs.

Discuss the cre popular legend behind it? Why mythological cr the minds of pe Include other tt simply ridiculou contemporary r emotion in som

Add a link to at your mythologi hold on people

Blog usage

My partici

1 posts



The Wedr

No comme

View m

3. Shared blogs that other students can access and comment on - *Visible Individual Blogs*

In this example, a class is blogging about their May Term course in the South Pacific (we can dream, right).

They are to blog about the culture, history and geography of one island nation on the trip or nearby to teach their classmates. They are to add a link to a story, a map and a video to their blog. The drop down menu in the upper left corner allows students to access each other's blogs without having an infinite scroll. Joe blogs about Samoa.

Visible individuals: Joe Student

Samoa

Wednesday, 20 April 2022, 4:52 PM
by Joe Student
Edited by Reiley Noe, Thursday, 21 April 2022, 10:56 AM

The place that I'm most interested in seeing is Samoa. Samoa is an independent country located just across the international dateline from the American territory of American Samoa.

As we've talked about in our reading, Samoa's history is a fascinating tale of being fought over and shuffled between the US, Britain, Germany and New Zealand. It became independent in 1962 and joined the Commonwealth of Nations shortly afterward. From then until 1997, it was called Western Samoa, but at that time, it changed its name to Samoa.

The main part of the country are the two large islands of Upolu and Savai'i. The islands were created by volcanoes and can be quite hilly. About 60% of the economy is devoted to agriculture. The main agricultural products are coconut meat, coco beans and bananas. Samoa has a rich culture and mythology, music and dance are some of the most visible ways that it is expressed. The country has the National University of Samoa, branches of the University of the South Pacific and a medical school located there. Rugby is the national sport. American football is very popular in American Samoa, and also in Samoa, too.

I like this video about ten interesting facts about Samoa -- it was enlightening.

[History Of Samoa](#)

May term trip - Oceana
Make a post on the blog about one of the Island nations that we visit on the May Term trip to Polynesia and Micronesia.
Teach your peers about the country, but let's avoid rants about the 'tasty waves and beaches'. Let's dig into the country and its people. What makes this different from some beach town in Florida.
Talk about the country's natural resources -- fauna, flora, climate, geology, etc - as well as its population and culture, history.
Link to a map of the country.
Include a link to one article on the country from a credible source and also include a video. Cite your sources
Due on May 6th.

Blog usage
Participation
Recent posts
Samoa
Wednesday, 20 April 2022, 4:52 PM
No comments made.
[View all participation](#)
Most commented posts
Most posts

4. Joe picks out Reiley's blog by using the drop-down menu.

Visible individuals: Joe Student, View all users, Joe Student, **Reiley Noe**, Susan Student

May term trip - Oceana

Dashboard / Courses / Resources / Faculty Resources / Demo classes / Plugin Demo / OU Blog / May term trip - Oceana

Samoa

Wednesday, 20 April 2022, 4:52 PM
by Joe Student
Edited by Reiley Noe, Thursday, 21 April 2022, 10:56 AM

The place that I'm most interested in seeing is Samoa. Samoa is an independent country located just across the international dateline from the American territory of American Samoa.

As we've talked about in our reading, Samoa's history is a fascinating tale of being fought over and shuffled between the US, Britain, Germany and New Zealand. It became independent in 1962 and joined the Commonwealth of Nations shortly afterward. From then until 1997, it was called Western Samoa, but at that time, it changed its name to Samoa.

The main part of the country are the two large islands of Upolu and Savai'i. The islands were created by volcanoes and can be quite hilly. About 60% of the economy is devoted to agriculture. The main agricultural products are coconut meat, coco beans and bananas. Samoa has a rich culture and mythology, music and dance are some of the most visible ways that it is expressed. The country has the National University of Samoa, branches of the University of the South Pacific and a medical school located there. Rugby is the national sport. American football is very popular in American Samoa, and also in Samoa, too.

May term trip - Oceana
Make a post on the blog about one of the Island nations that we visit on the May Term trip to Polynesia and Micronesia.
Teach your peers about the country, but let's avoid rants about the 'tasty waves and beaches'. Let's dig into the country and its people. What makes this different from some beach town in Florida.
Talk about the country's natural resources -- fauna, flora, climate, geology, etc - as its population and culture, history.
Link to a map of the country.
Include a link to one article on the country from a credible source and also include a video. Cite your sources
Due on May 6th.

Blog usage
Participation
Recent posts

5. Joe reads Reiley’s blog about Tuvalu. Afterward he can pick out another student by using the drop-down menu and read that student’s blog

Visible individuals Reiley Noe

New blog post



Tuvalu
 Wednesday, 20 April 2022, 3:31 PM
 by Reiley Noe
 Edited by Reiley Noe, Thursday, 21 April 2022, 3:19 PM

Tuvalu

Of all of the countries that we are visiting this May Term, with Dr. Pickles, the one that I'm most interested in seeing is Tuvalu.



Tuvalu has only 26 sq km. of land on islands spanning hundreds of miles apart. It was populated during the early part of the first millenia A.D., from other Polynesians. It is located in a quite isolated area near where Polynesia, Micronesia and Melanesia meet. There are only 11,544 or so Tuvaluans, according to the CIA Factbook.

In the 1700s various European groups visited the Islands and by the 1860s, they had been Christianized by missionaries. In 1892, the British declared ownership of the islands and amalgamated them into a colony with the Gilbert Islands. They were then known as the Ellice Islands. During WWII, they were used as an airbase and a naval base for attacking Tarawa in the Gilbert Islands, (now know as Kiribati). In 1943, the principal city of Funafuti was bombed by the Japanese.

After some issues with the administration in the Gilbert Islands after the war, the colony was split off as its own colony in 1974. In 1978, it became an independent nation.

The low level of the country makes it very vulnerable to climate change. It's highest point is only 5m above Sea level, according to the CIA Factbook. Fish and coconuts are the main agricultural products from Tuvalu. The Tuvaluan Foreign gave a speech to the UN Climate Conference in Glasgow during 2021 standing in knee deep water to show the vulnerability of this country to sea level rise.

May term trip - Ocea

Make a post on the blog a Island nations that we visi trip to Polynesia and Micr

Teach your peers about th avoid rants about the 'last beaches'. Let's dig into the people. What makes this (beach town in Florida.

Talk about the country's n- fauna, flora, climate, geok its population and culture,

Link to a map of the count

Include a link to one articl from a credible source ar video. Cite your sources

Due on May 6th.

Blog usage

My participation su

1 posts



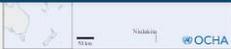
Tuvalu
Wednesday, 20 Ap

No comments made.

[View my parti](#)

Participation

At the bottom left side of the entry, you’ll see links that allow you to add a **permalink** that points back to a particular post, as well as, an **Edit** and a **Delete** link that gives you an opportunity to edit the posting or delete it, and finally an **“Add your comment”** link which lets a student comment on another student’s blog.



Tuvalu has only 26 sq km. of land on islands spanning hundreds of miles apart. It was populated during the early part of the first millenia A.D., from other Polynesians. It is located in a quite isolated area near where Polynesia, Micronesia and Melanesia meet. There are only 11,544 or so Tuvaluans, according to the CIA Factbook.

In the 1700s various European groups visited the Islands and by the 1860s, they had been Christianized by missionaries. In 1892, the British declared ownership of the islands and amalgamated them into a coloy with the Gilbert Islands. The were then known as the Ellice Islands. During WWII, they were used as an airbase and a naval base for attacking Tarawa in the Gilbert Islands, (now know as Kiribati). In 1943, the principal city of Funafuti was bombed by the Japanese.

After some issues with the administration in the Gilbert Islands after the war, the colony was split off as its own colony in 1974. In 1978, it became an independent nation.

The low level of the country makes it very vulnerable to climate change. It's highest point is only 5m above Sea level, according to the CIA Factbook. Fish and coconuts are the main agricultural products from Tuvalu. The Tuvaluan Foreign gave a speech to the UN Climate Conference in Glasgow during 2021 standing in knee deep water to show the vulnerability of this country to sea level rise.

Permalink

Edit

Delete

Add a Comment





[Permalink](#)

[Edit](#)

[Delete](#)

[Add your comment](#)

Total visits to this blog: 5

Blog usage

My participation su

1 posts



Tuvalu
Wednesday, 20 Ap

No comments made.

[View my parti](#)

Participation

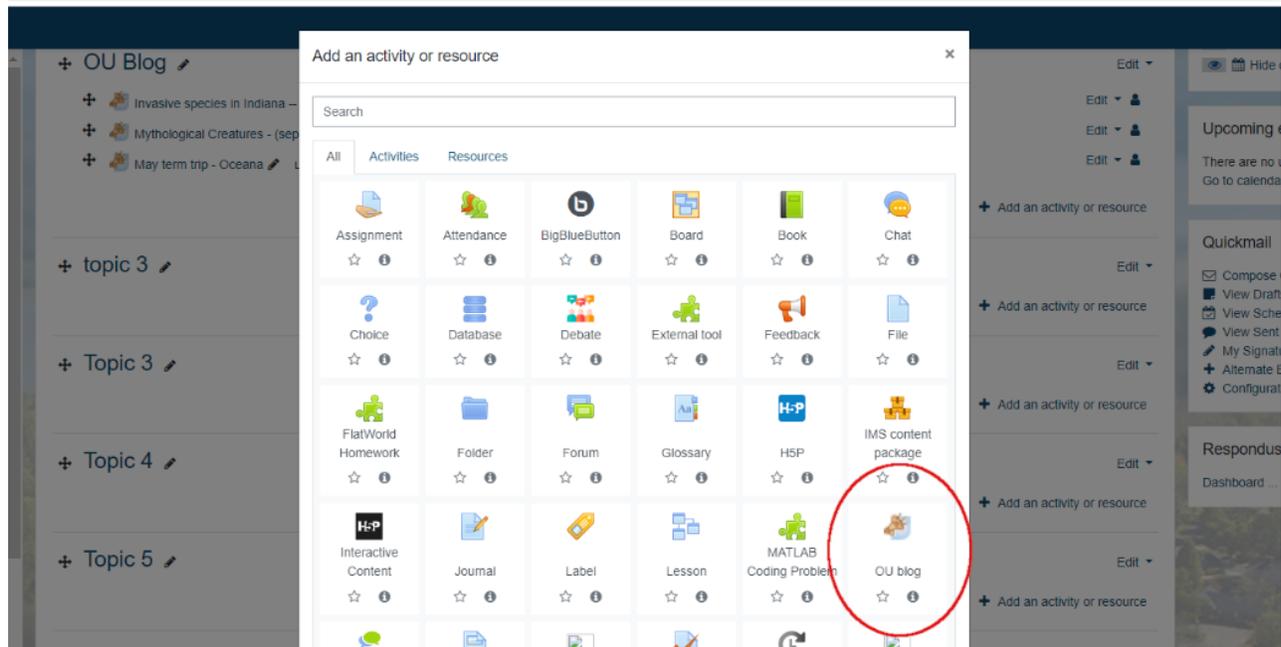
Most commented p

Most posts

Most comments

How to set up an OU Blog

1. On the course page, click on the button to **'turn editing on'** and then on the link for a particular week or topic to **'add an activity or resource'**. On the menu of activities and resources that appears, pick out OU blog.



2. Give a **name** to the blogging activity that you are assigning. In the **intro area**, add your prompt or description of what you want them to blog about. You have the full Moodle Atto editor, so feel free to add images, video, etc., if you need to. Leave the **'Allow Comments...'** setting to be **'Yes for logged-in users'**.

A screenshot of the Moodle 'Adding a new OU blog to Topic 4' configuration page. The page is titled 'Adding a new OU blog to Topic 4'. On the left, there is a 'General' section with various settings. The main area contains a form for configuring the blog. The 'Name your blogging activity' field is highlighted with a red box. Below it is the 'Intro' text area, which contains the text 'Add your prompt.' and is also highlighted with a red box. The 'Allow comments (if chosen for post)' dropdown is set to 'Yes, from logged-in users' and is highlighted with a red box. Other settings include 'Individual blogs' set to 'No (blog together or in groups)', 'Maximum visibility' set to 'Visible to participants on this course', and 'Maximum attachment size' set to '500KB'. The 'Show intro when posting' checkbox is unchecked.

3. What you pick for the **Individual blogs drop-down menu** determines which of the three blog styles shown above are used.

Basically using **'No'** gives you a single blog that you scroll vertically through. **'Separate individual blogs'** act as a private one-way blog between student and teacher. **'Visible individual blogs'** allow for students to comment on blogs but uses that drop-down menu to save real estate (and aggravating death scrolls for large classes).

Adding a new OU blog to Topic 4

General

Blog name:

Intro:

¶ Fr T A B I U S x₂ x² □ ↶ ↷ ☰ ☷

Allow comments (if chosen for post):

Individual blogs:

- No (blog together or in groups)
- Separate individual blogs
- Visible individual blogs

Shared blog:

Maximum visibility:

- Visible to participants on this course

 Show intro when posting

Maximum attachment size:

Maximum number of attachments:

Number of posts per page:

Individual Blogs is where you choose between
No (the long scrolling single blog)
Separate individual blogs
Visible individual blogs

4. Keep the **'Maximum Visibility'** selection set at **'Visible to participants in this course'**. If you pick another selection, you might be making a blog much more visible than you probably want. There is potential for other classes and other campuses to access the blog.

Adding a new OU blog to Topic 4

Allow comments (if chosen for post):

Individual blogs:

Shared blog:

Maximum visibility:

- Visible to participants on this course
- Visible to everyone who is logged in to the system
- Visible to anyone in the world

Maximum attachment size:

Maximum number of attachments:

Number of posts per page:

Please keep this default set to
'Visible to participants in this course'

Advanced options

Tags

Contribution time period

5. Tick the **‘Show intro when posting’** tick box. This allows the text in the introduction (just below the Name that you give to a blog to) to be visible a student when he or she posts their response to the blog prompt. Students will thank you.

General

Blog name

Intro

Whatever is in here is shown

Allow comments (if chosen for post)

Individual blogs

Shared blog

Maximum visibility

Maximum attachment size

Maximum number of attachments

Number of posts per page

Advanced options

Tags

Contribution time period

ENG 3:25 PM

6. Click on **Advanced Options**, I recommend clicking on the **‘Show blog usage extra statistics’**.

Individual blogs

Shared blog

Maximum visibility

Maximum attachment size

Maximum number of attachments

Number of posts per page

Advanced options

Alternate activity name (blank uses default)

Enable post import

Tags

Contribution time period

Grade

Ratings

Common module settings

Restrict access

Activity completion

ENG 3:37 PM

7. **Contribution time period** allows you granularly set posting and commenting times for the blog.

I recommend that you pick a consistent day of the week and time as the starting and ending times in your class. What seems to work best for students would be starting to allow posting when a day begins (00:00) and ending it at the stroke of midnight (23:59).

Contribution time period

Enable post import

Tags

Contribution time period

Posting only allowed from: 21 April 2022 00:00 Enable

Posting only allowed until: 28 April 2022 23:59 Enable

Commenting only allowed from: 21 April 2022 00:00 Enable

Commenting only allowed until: 1 May 2022 23:59 Enable

Grade: Set when posting and commenting is allowed.

Ratings

Common module settings: starting posting at 00:00 and ending it at 23:59 (that is right at the stroke of midnight) generally fits the lifestyle of most students.

Restrict access

Activity completion

Tags: Whatever you choose, just be consistent.

Competencies

Save and return to course Save and display Cancel

8. The **default for the blog activity is to have it ungraded**. You can grade it in one of two different ways, though, either by grading a blog activity by using Grade (where you make one grade for the entire activity) or Ratings (where the teacher rates each post). With ratings you can select from several choices for how the grades are added up, but more on that later. We are going to look at Grade first.

The **Grading drop-down menu is where you specify whether you are using the Grading method or the Ratings method**. We'll pick 'Teacher grades students' to show grading first, then ratings.

Contribution time period

Posting only allowed from: 21 April 2022 00:00 Enable

Posting only allowed until: 28 April 2022 23:59 Enable

Commenting only allowed from: 21 April 2022 00:00 Enable

Commenting only allowed until: 1 May 2022 23:59 Enable

Grade

Grading: No grade (default) Teacher grades students Use ratings

Grade: Maximum grade: 100

Ratings

Roles with permission to rate: Capability check not available until activity is saved

Aggregate type: No ratings

Common module settings

You can grade by either a Grade for the entire blog assignment or by rating individual posts.

9. After selecting 'Teacher Grades Students', then popups appear to let you grade by **points** or a **scale** (like pass/fail). Click Save.

The screenshot shows the Moodle settings page for 'Teacher Grades Students'. The 'Grade' section is expanded, showing a dropdown menu with 'Teacher grades students' selected. Below this, there is a 'Type' dropdown set to 'Point' and a 'Maximum grade' input field set to '100'. A red arrow points to the 'Save' button at the bottom of the settings panel. Other settings visible include 'Maximum attachment size' (500KB), 'Maximum number of attachments' (9), and 'Number of posts per page' (25).

10. So HOW do you grade a blog?

First, I would advise Teachers to open a second browser and logging into Moodle, then the class and finally into the blog.

Having a second browser with the actual blog text available will help grading because you **can toggle between the blog text and the screen to grade**.

To access the screen for grading, Teachers will see a '**Participation by User**' button. Click on that button to grade the blog.

The screenshot shows a Moodle blog post titled 'May term trip - Oceana'. The post is by 'Joe Student' and was created on Wednesday, 20 April 2022, at 4:52 PM. The post content includes a map of the Samoa Islands and text describing the location of Samoa. A red circle highlights the 'Participation by user' button in the top right corner of the post. The right sidebar contains a 'May term trip - Oceana' section with instructions for grading the blog post.

11. Here is the interface that you'll use to grade. The students are arrayed vertically with the number of posts and comments available.

The final column, **Grades**, has a dropdown menu that allows you to grade the student. By default it is set up as a fraction of points attained / total points available.

Here, after toggling over to Joe's Blog about Samoa (and maybe consulting a rubric), I grade him at 92/100 points.

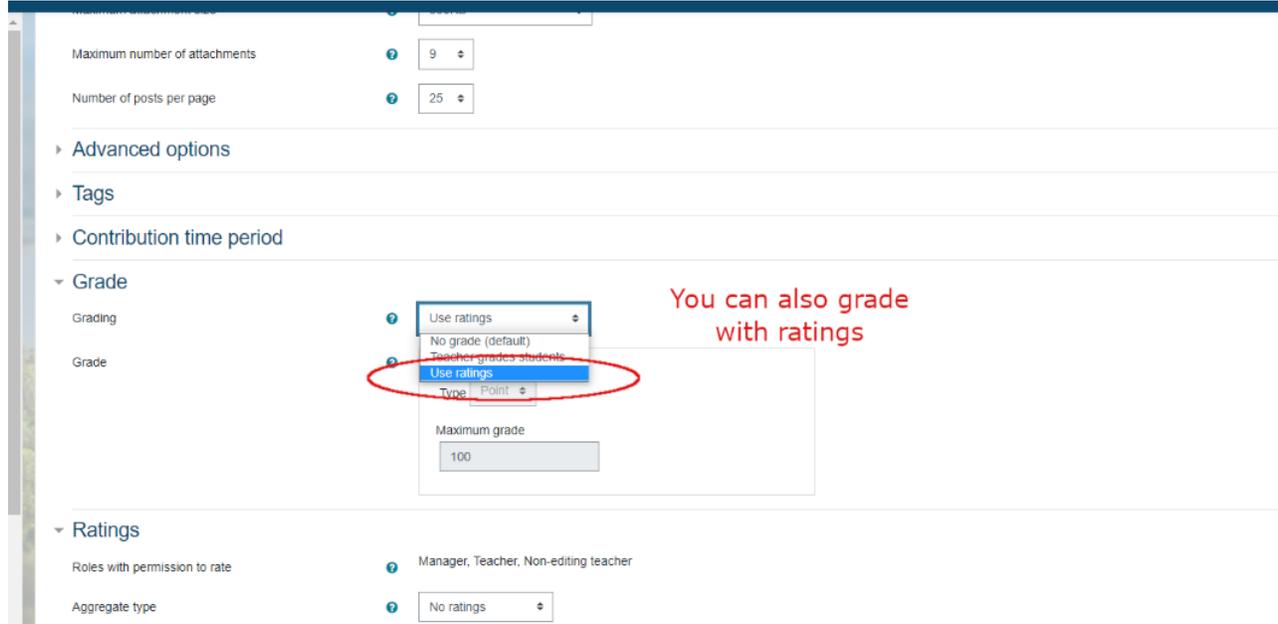
The screenshot shows the 'Participation - All time' interface. At the top, there are filters for 'From' and 'To' (both set to 21 April 2022) and an 'Update' button. Below the filters is a 'Download table data as' section with a dropdown set to 'Comma separated values (.csv)' and a 'Download' button. The main table has columns for 'User', 'Posts', 'Comments', and 'Grades'. Three students are listed: Joe Student (1 post, 0 comments), Rellie Noe (1 post, 0 comments), and Susan Student (1 post, 0 comments). A dropdown menu is open for the 'Grades' column of Joe Student, showing a list of grades from 'No grade' to '100 / 100'. The grade '92 / 100' is selected and circled in red. A red text annotation says 'Pick a grade from the dropdown corresponding to a student'. At the bottom left, there is a 'Save grades' button. The footer shows 'Moodle Docs for this page' and 'You are logged in as Rellie Noe - Teacher (Return to my normal role)'.

12. On the page, you can pick a certain period of time to view for the blog. The grade, however, reflects the entire grade item. You can **download** grades for the class with the button.

But whatever you do, **make sure to save the grades** by clicking the Save button in the lower left of the screen. This will save the grades that you've given to students for the blog.

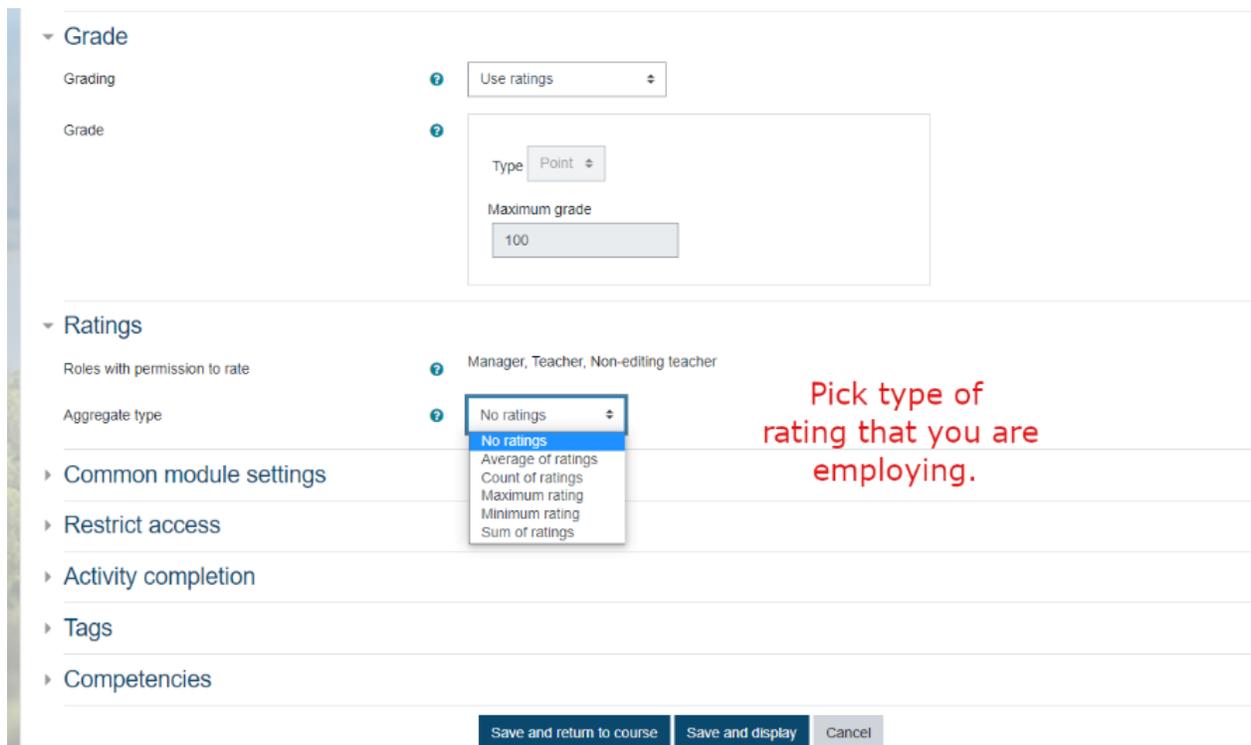
The screenshot shows the 'Participation - All time' interface for the 'May term trip - Oceana' course. The filters for 'From' and 'To' are set to 21 April 2022. The 'Download table data as' section is set to 'Comma separated values (.csv)' with a 'Download' button. The table shows three students: Joe Student (1 post, 0 comments, grade 92 / 100), Rellie Noe (1 post, 0 comments, grade 79 / 100), and Susan Student (1 post, 0 comments, grade No grade). A red text annotation says 'Display a certain period of time' above the filters and 'Download grades' above the 'Download' button. A red arrow points to the 'Save grades' button with the text 'Save the grades with the button'. The footer shows 'Moodle Docs for this page' and 'You are logged in as Rellie Noe - Teacher (Return to my normal role)'.

13. Ratings – to enable grading by ratings rather than by grade, pick **Use ratings** on the drop-down menu under Grade.



14. For Aggregate type, pick one of the types of aggregations that appear in the drop down menu.

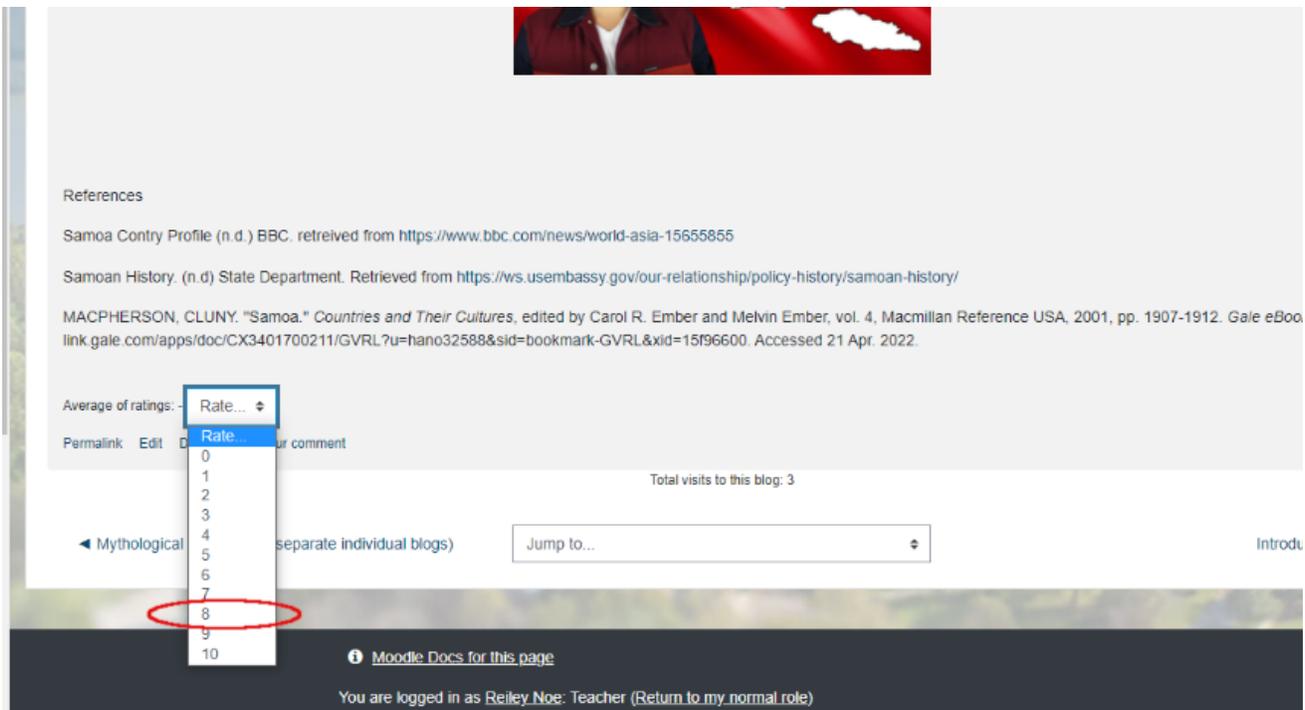
For more information on how it compiles ratings for each post, look at the question mark in the blue circle, or looking at the [explanation in Moodle docs under Aggregate Type](#). We'll use average of ratings here in this example. It will average ratings for multiple posts in this particular blog grade item on Oceana.



15. After selecting an **Aggregate type**, you get drop downs for under **Type** for a scale (where you can enable pass/fail or other scale) or points or none. Select a maximum point amount for the grade **for each post**. You can restrict the time for ratings by date or time. **Click Save** to save your choices.

The screenshot shows the 'Ratings' configuration page in Moodle. The 'Aggregate type' is set to 'Average of ratings'. Under the 'Scale' section, the 'Type' is set to 'Point', and the 'Maximum grade' is set to '10'. A red arrow points to the 'Maximum grade' field with the text 'Max points per post'. The 'Restrict ratings to items with dates in this range' checkbox is checked, and the date range is set from '21 April 2022 00:00' to '28 April 2022 23:59'. A red arrow points to the date range with the text 'Restrict time of ratings'. At the bottom of the page, a red arrow points to the 'Save' button with the text 'Click Save'.

16. Click on the **Rate** drop-down menu near the bottom left side of the post and select the value you want to give for the post. Note that you cannot rate comments, just posts. We'll give Joe an 8 for the blog post.



17. The **OU blog automatically populates in the gradebook** when you add it to the course page, so you don't need to add it manually to the gradebook when you are setting up activities for the term.

The 8.0 that we grade him for his post shows up in the grader report. If we had this set up as the average of ratings, it will average the ratings for this particular blog grade item.

First name / Surname	Free hand drawing quiz	Freehand drawing	Cities in Italy quiz	Test -- Visible individual bl...	Blog test - No (blog toget...	May term trip - Oceana	Course total
Reiley Noe	-	-	-	-	-	-	-
Joe Student	-	-	-	-	-	8.00	-
Susan Student	-	-	-	-	-	-	-
Overall average	-	-	-	-	-	8.00	-

More information:

[OU Blog](#) – Moodle Docs

[Using the OU Blog for Student Dialogue](#) – University of Glasgow College of Arts Learning Technology.