

Reacti-VET

Teachers for Reactive and Responsive Vocational Education

Multilingual e-learning platform



CONTENT

Content.....	2
Moodle e-learning framework	3
Content editing in Moodle platform	3
How to handle topics.....	4
Adding a topic.....	4
Deleting a topic.....	4
Adding learning content	4
e-Book.....	4
Navigation in the book	5
Adding new BOOK to the course	5
Adding chapters / subchapters to the Book.....	6
Adding another chapter / subchapter to the Book	7
Editing Chapters	7
Using the text editor.....	7
Inserting pictures into the book	8
Embedding video into the book	9
Assignments.....	11
Guide for teachers to evaluate.....	12
Extension of submissions	16
Quiz.....	17
Adding new quiz activity to the course	17
Choose a question type to add.....	19
Handling users	21
List of enrolled users	22
Manual enrolments	22
Self-enrolments	23
Communication with the students.....	24
Forum	24
Adding a new Forum activity.....	24
Adding new topic to the forum	25
Enter the forum, read the posts.....	25
Answering a post	26
E-mail of the message	27

MOODLE E-LEARNING FRAMEWORK

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. It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one of your own computers or one at a web hosting company.

The focus of the Moodle project is always on giving educators the best tools to manage and promote learning, but there are many ways to use Moodle:

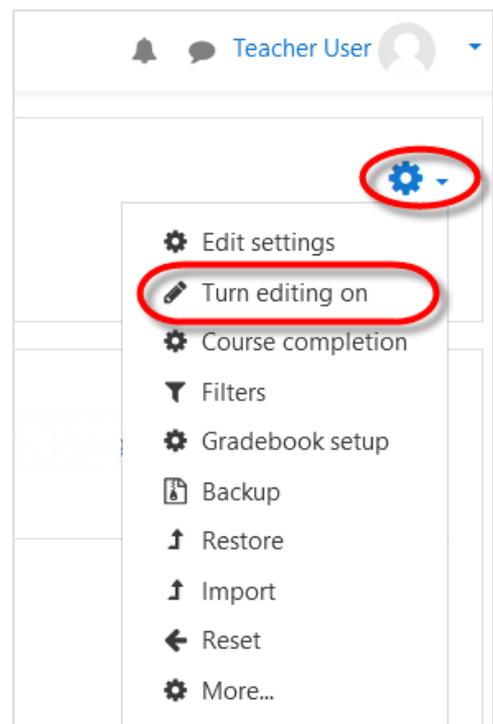
- Moodle has features that allow it to scale to very large deployments and hundreds of thousands of students, yet it can also be used for a primary school or an education hobbyist.
- Many institutions use it as their platform to conduct fully online courses, while some use it simply to augment face-to-face courses (known as blended learning).
- Many of our users love to use the activity modules (such as forums, databases and wikis) to build richly collaborative communities of learning around their subject matter (in the social constructionist tradition), while others prefer to use Moodle as a way to deliver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes.

CONTENT EDITING IN MOODLE PLATFORM

User with teacher role see a different version of the platform from what students can see. Teachers have access to more functions, and have more rights in course administration and content management. Course administration activities for user with teacher role can be accessed in the Administration menu on the upper right of the screen (this menu is not visible for students).

To be able to manage content and activities, teachers can switch to editing mode on the top of the screen. (This option isn't visible to students either.)

When turning editing on, all the icons (hidden before) appear next to the elements that can be edited.



Introduction | M1 - Identifying Labour Market Needs | M2 - Encouraging Active Learning
 M3 - Open Educational Resources | M4 - Understanding and Using Learning Environments
 M5 - Managing Educational Projects | M1 - OLD (Teaching methods) | M2 - OLD (Collaboration methods)
 M5 - OLD (Data collection and analysis) +

+ Introduction to the course
 + Announcements
 + Glossary

Edit
 Edit
 Edit
 + Add an activity or resource

M1 - Identifying Labour Market Needs ▶

Tabs edition utilities ▶

HOW TO HANDLE TOPICS

ADDING A TOPIC

Click on the + sign next to the last topic.

Introduction | Topic 1 | Topic 2 | Topic 3 | Topic 4 +

DELETING A TOPIC

Highlight the topic to be deleted, and select the Delete section option from the Edit menu in the top right corner.

Introduction | Topic 1 | Topic 2 | Topic 3 | Topic 4 +

← Topic 2

Tabs edition utilities ▶

Edit
 Edit section
 Highlight
 Hide topic
 Delete section

ADDING LEARNING CONTENT

E-BOOK

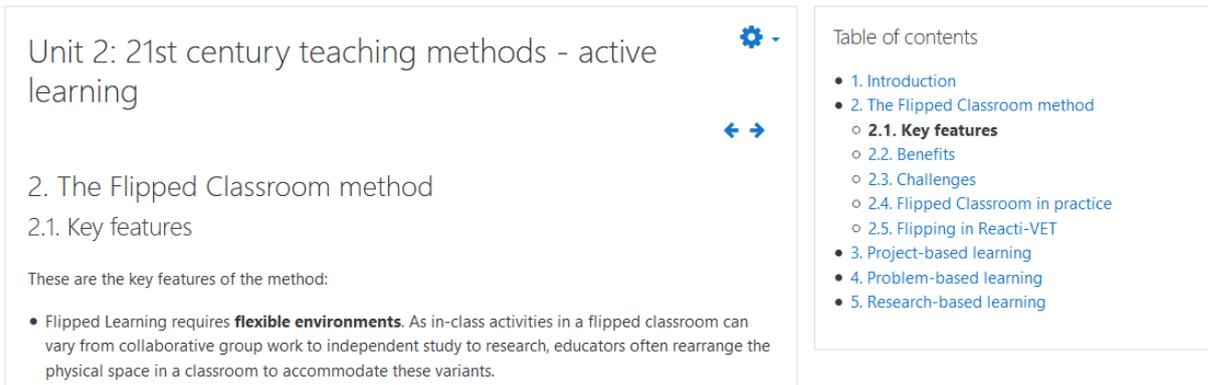
In the modules the most part of the learning materials is stored in **electronic book format**. This solution has advantages for the participants: they like it because all the reading materials are held in

a single place in a printable format. Books can contain media files as well, pictures, videos, animations can be embedded into the textual.

The book icon: 

NAVIGATION IN THE BOOK

The books have main chapters and sub chapters, and you can walk among the chapters by clicking the titles in the table of content.



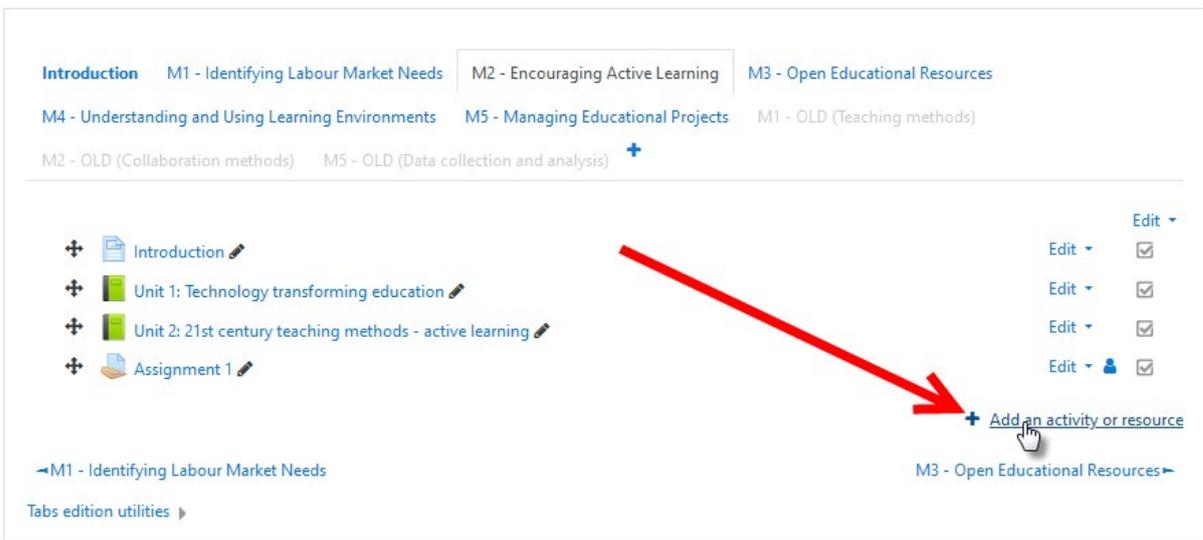
The screenshot shows a book interface. On the left, the main content area displays the title "Unit 2: 21st century teaching methods - active learning" with a gear icon and navigation arrows. Below the title, it shows "2. The Flipped Classroom method" and "2.1. Key features". A paragraph follows: "These are the key features of the method:" followed by a bullet point: "• Flipped Learning requires **flexible environments**. As in-class activities in a flipped classroom can vary from collaborative group work to independent study to research, educators often rearrange the physical space in a classroom to accommodate these variants."

On the right, a "Table of contents" sidebar lists:

- 1. Introduction
- 2. The Flipped Classroom method
 - 2.1. **Key features**
 - 2.2. Benefits
 - 2.3. Challenges
 - 2.4. Flipped Classroom in practice
 - 2.5. Flipping in Reacti-VET
- 3. Project-based learning
- 4. Problem-based learning
- 5. Research-based learning

You can move among the “book pages” by using the table of content at the left side, or by clicking one of the small rectangles at the right corner, if you want to go ahead or back page-by-page in the content.

ADDING NEW BOOK TO THE COURSE

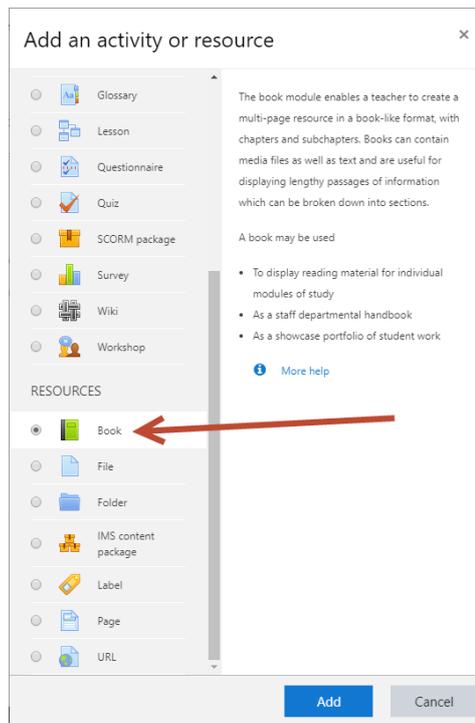


The screenshot shows a course editor interface. At the top, there are tabs for different units: "Introduction", "M1 - Identifying Labour Market Needs", "M2 - Encouraging Active Learning", "M3 - Open Educational Resources", "M4 - Understanding and Using Learning Environments", "M5 - Managing Educational Projects", "M1 - OLD (Teaching methods)", "M2 - OLD (Collaboration methods)", and "M5 - OLD (Data collection and analysis)".

Below the tabs, there is a list of activities:

- Introduction
- Unit 1: Technology transforming education
- Unit 2: 21st century teaching methods - active learning
- Assignment 1

Each activity has an "Edit" button and a checkmark. A red arrow points to a "+" button labeled "Add an activity or resource" at the bottom right of the list.



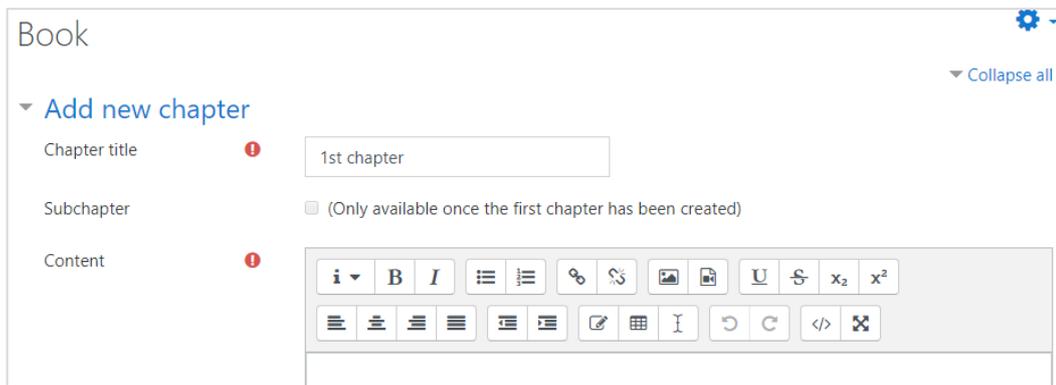
Fill the Book name and description fields

The screenshot shows the "General" settings for a Book. The "Name" field contains the text "Book". The "Description" field is empty and has a rich text editor toolbar above it. The toolbar includes icons for text formatting (bold, italic, underline, strikethrough, subscript, superscript), alignment (left, center, right, justified), list creation (bulleted, numbered), link, unlink, image, video, table, and code. There is also a red warning icon next to the Name field.

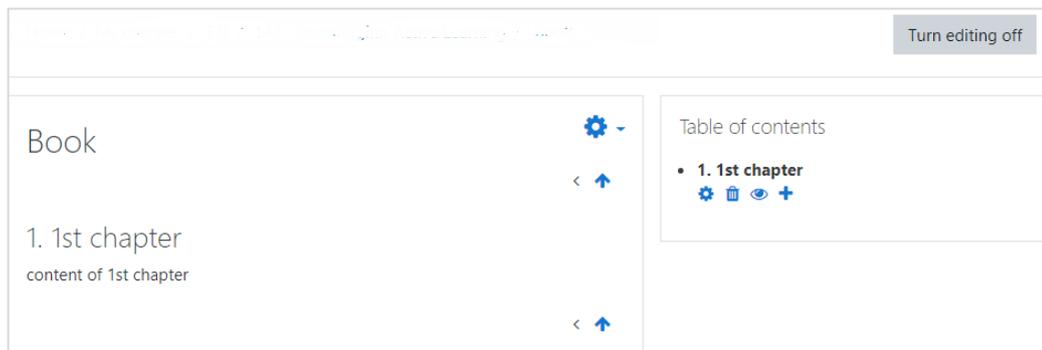
After the settings click the **Save and display** button.

ADDING CHAPTERS / SUBCHAPTERS TO THE BOOK

After creating book, we can make the first (main)chapter in the book. Fill the Chapter title field and write or paste the content of chapter.

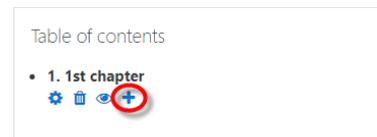


After the settings click the **Save changes** button. In the Book on the left side located the content of appointed chapter, on the right side the table of content of book.



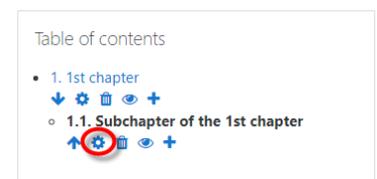
ADDING ANOTHER CHAPTER / SUBCHAPTER TO THE BOOK

Click the + icon next to the chapter title we can create a new chapter as above. If this chapter is a subchapter mark the subchapter square under chapter title field.



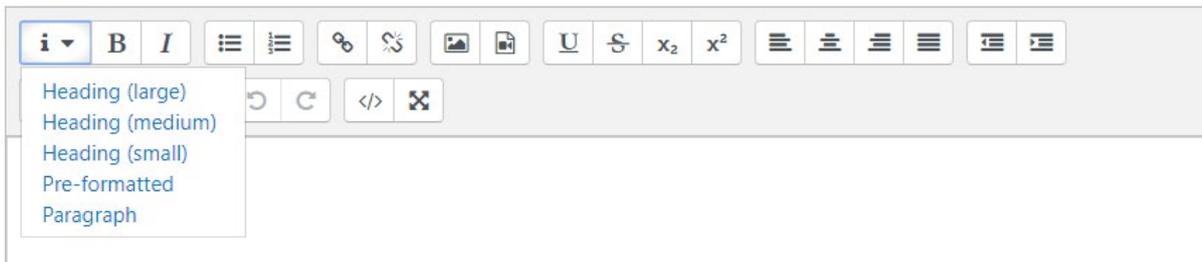
EDITING CHAPTERS

Click the Editing (gear wheel) icon next to the chapter title.



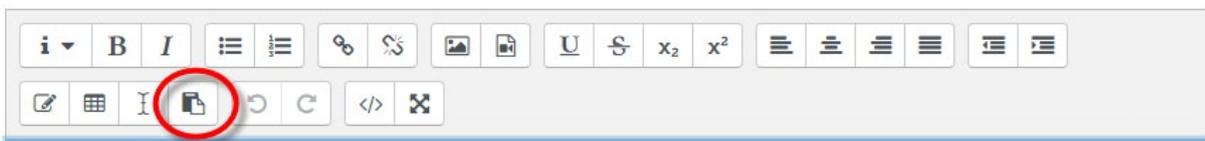
USING THE TEXT EDITOR

In the Moodle text editor, there are some basic text handling tools which might be already familiar from Word or any other text processing software. You might be familiar with the basic formatting icons, like below for giving special Heading 1, 2, 3 styles to the selected paragraph.

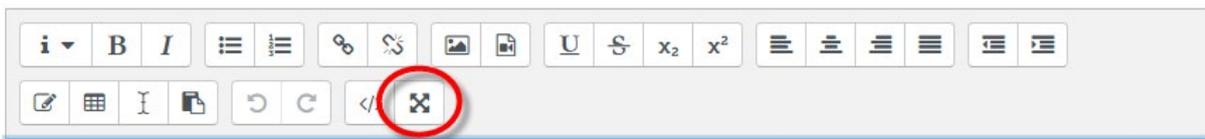


In the first row find the typical formatting icons for changing the style of the fonts to bold, italic, ..., creating numbered or bulleted lists, inserting hyperlinks, pictures.

When creating course content, **don't copy text from a Microsoft Word file and paste it directly** into the Moodle text editor box. Word text contains formatting code that can create problems in your course display. Please **use the Paste special** icon on the toolbar.



You can switch to a FULL SCREEN for easier text editing. (Exit the full screen view, use the same icon)



INSERTING PICTURES INTO THE BOOK

To insert an image click at the beginning of the paragraph where you would like to place the image, then click on the **Insert or edit image** icon of the toolbar.

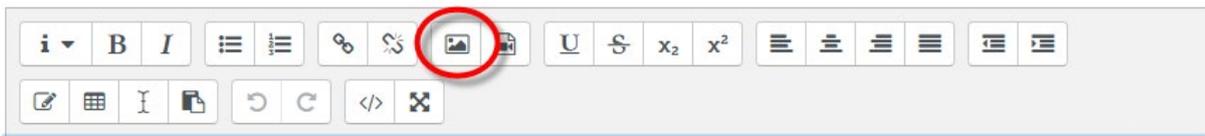


Image properties

Enter URL
 1 Browse repositories...

Describe this image for someone who cannot see it 2

 Description not necessary

Size 3
 x Auto size

Alignment 4 Left

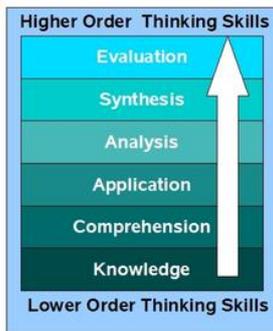


Save image

1. Browse for and upload the image.
2. Add the alternative text describing the image for people with impaired vision.
3. Adjust the size of the image if needed.
4. Set the place of the image within the paragraph.

Click on the **Save image** button.

Although definitions vary slightly, largely depending on the exact nature of the activities undertaken by students, the flipped classroom is ultimately a more **student-centred approach** to learning whereby **students receive lecture materials before class** - generally in some digital format - and spend the actual class time undertaking more active, collaborative activities. This approach allows students to learn about the topics outside of class, at their **own pace**, and come to class informed and more prepared to engage in discussions on the topic and apply their knowledge through **active learning** (Musallam, 2011; Hamdan & McKnight, 2013). This active learning within the classroom seeks to focus on higher level skills, such as creating, analysing, evaluating.



Bloom's taxonomy (Bloom et al., 1956) serves as the backbone to move the teaching process towards **developing skills rather than delivering content**. The emphasis on higher-order thinking is based on the topmost levels of the taxonomy, including analysis, evaluation, synthesis and creation. Bloom's taxonomy can therefore be used as a teaching tool to help balance assessment, and to evaluative questions in class, in assignments and in texts to ensure all orders of thinking are exercised in the students' learning. This should also include aspects of information searching.

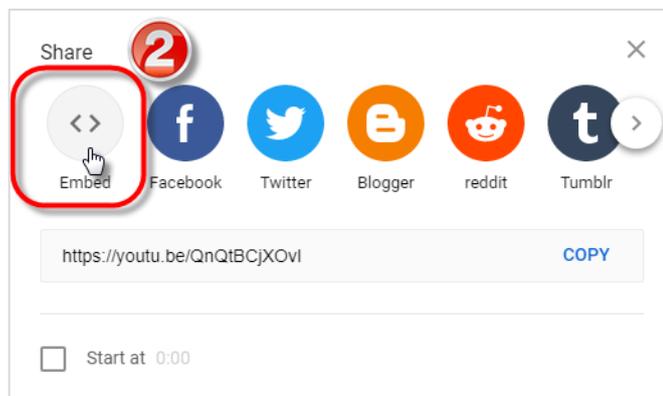
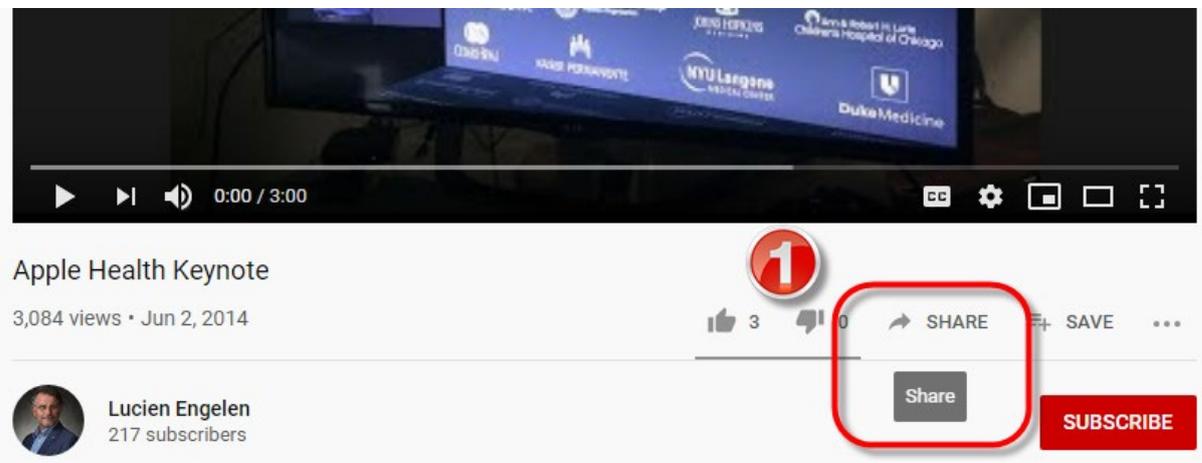
Moving from a teacher-led, traditional lecture structure to a student-centred, more active pedagogical approach can help students to analyse and reflect on learning and facilitates the development of **higher order skills** (Mazur 2009; Westermann 2014; Hutchings & Quinney, 2015). Strayer (2012) suggests the **regular and structured use of technology** in this more student-centred approach is what differentiates a flipped classroom from a regular classroom where additional, supplementary resources are used.

In *A Review of Flipped Learning* (Hamdan & McKnight, 2013) the authors acknowledge that flipped classrooms can differ in methods and strategies, largely due to the fact that "learning focuses on meeting individual student learning needs as opposed to a set methodology with a clear set of rules". As such, the authors suggest the

following are the key features that foster learning:

EMBEDDING VIDEO INTO THE BOOK

1. Find the embed code of the video in the application (e.g. Youtube).



2. Copy the code.

In recent years, Apple has been conquering new areas, and today has become an important player in the music industry, the automotive industry, and the energy sector. As for the largest technology companies - e.g. Amazon, Microsoft, Alphabet (Google) - **innovative presence in the healthcare sector** is more and more important to Apple, so they do not miss out on the data-driven revolutionary change currently happening in the healthcare sector all around the world.



ASSIGNMENTS

The assignment provides a space into which participants can submit work for teachers to grade and give feedback on. This saves on paper and is more efficient than email. It can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content.

Student submissions are together on one screen of your course. You can require them to submit one or several files and/or to type text essays. It is possible to have them submit work as a group and you can also choose as a teacher to grade their work 'blind' in other words not to see the identities of those who have submitted assignments. Assignments can have deadlines and cut off dates - which you can also extend if necessary.

The assignment icon:



An example:

Assignment 1



Description of the task

After reading the content of this module, share your first ideas and impressions about applying active learning methods in your classroom.

Before answering the following questions, give a short introduction about your teaching environment (your school, your subject/s, the grades of your students).

1. What are your impression about the Flipped Classroom model? Have you heard of it before? Do you feel like trying it out?
2. Please share your earlier experiences with any of the active learning methods you have applied in your classroom lessons.
3. What special pedagogical (didactic) goals could be reached more effectively by active learning methods than by traditional ones?
4. How could you apply these methods in the very near future? What changes do you plan to implement in your teaching practice to be able to apply active learning methods?
5. Give a detailed description of how you are planning to engage your students in active learning when teaching the topic you selected in Module 1.

Submission

Use the attached Word template (answer the questions). Size: 1-2 A4 pages

The students can solve the assignments on different method, defined by the teacher. They can be asked to upload a document, or to answer the questions online by using the same editor what you use for forum messages. When the participants submitted the assignments, the teachers can evaluate them one-by-one, and the student will receive an e-mail with the credits and the textual evaluation of the teacher.

In Moodle all activities can be scored. The teachers can set the maximum score when you define the activities. The tests' evaluation and scoring are done automatically; for other activities there is a need for the teacher or the tutor to do the assessment. Points awarded for each activity are shown in a table.

GUIDE FOR TEACHERS TO EVALUATE

Enter the Assignment you would like to evaluate. In a teacher role you will find the **Grading Summary**. Click on the *View all submissions* button to proceed.

Assignment 1



Description of the task

After reading the content of this module, share your first ideas and impressions about applying active learning methods in your classroom.

Before answering the following questions, give a short introduction about your teaching environment (your school, your subject/s, the grades of your students).

1. What are your impression about the Flipped Classroom model? Have you heard of it before? Do you feel like trying it out?
2. Please share your earlier experiences with any of the active learning methods you have applied in your classroom lessons.
3. What special pedagogical (didactic) goals could be reached more effectively by active learning methods than by traditional ones?
4. How could you apply these methods in the very near future? What changes do you plan to implement in your teaching practice to be able to apply active learning methods?
5. Give a detailed description of how you are planning to engage your students in active learning when teaching the topic you selected in Module 1.

Submission

Use the attached Word template (answer the questions). Size: 1-2 A4 pages

Grading summary

Hidden from students	No
Participants	1
Submitted	0
Needs grading	0
Due date	Wednesday, 16 October 2019, 11:00 AM
Time remaining	Assignment is due

[View all submissions](#) [Grade](#)

It is worth to sort the records by Status so that you see those course participants on the top who already submitted their assignments for grading.

Assignment 1

Grading action

[Reset table preferences](#)

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions
<input type="checkbox"/>		Student User	gabor.lajtos@gmail.com	Submitted for grading 12 days 13 hours late	Grade	Edit ▾	Monday, 28 October 2019, 12:58 PM	 What_is_Moodle.doc 28 October 2019
<input type="checkbox"/>		Merje Vaide	merje.vaide@gmail.com	No submission Assignment is overdue by: 12 days 13 hours	Grade	Edit ▾	-	-

Open the file next to the name, read through and evaluate it according to the pre-defined and published criteria. By clicking on GRADE button, you can enter the grade, and you can add written feedback as well. We suggest doing that in each case.

<input type="checkbox"/>		Student User	gabor.lajtos@gmail.com	Submitted for grading 12 days 13 hours late	Grade	Edit ▾	Monday, 28 October 2019, 12:58 PM	 What_is_Moodle.doc 28 October 2019
--------------------------	---	--------------	------------------------	--	-----------------------	--------	-----------------------------------	---

The student is notified about the grading, if you tick the relevant box at the bottom. Save changes, and you are ready.

Submission

Submitted for grading

Not graded

Assignment was submitted 12 days 13 hours late

Student can edit this submission

 What_is_Moodle.doc 28 October 2019, 12:58 PM

 Comments (0)

Grade

Grade out of 100

85

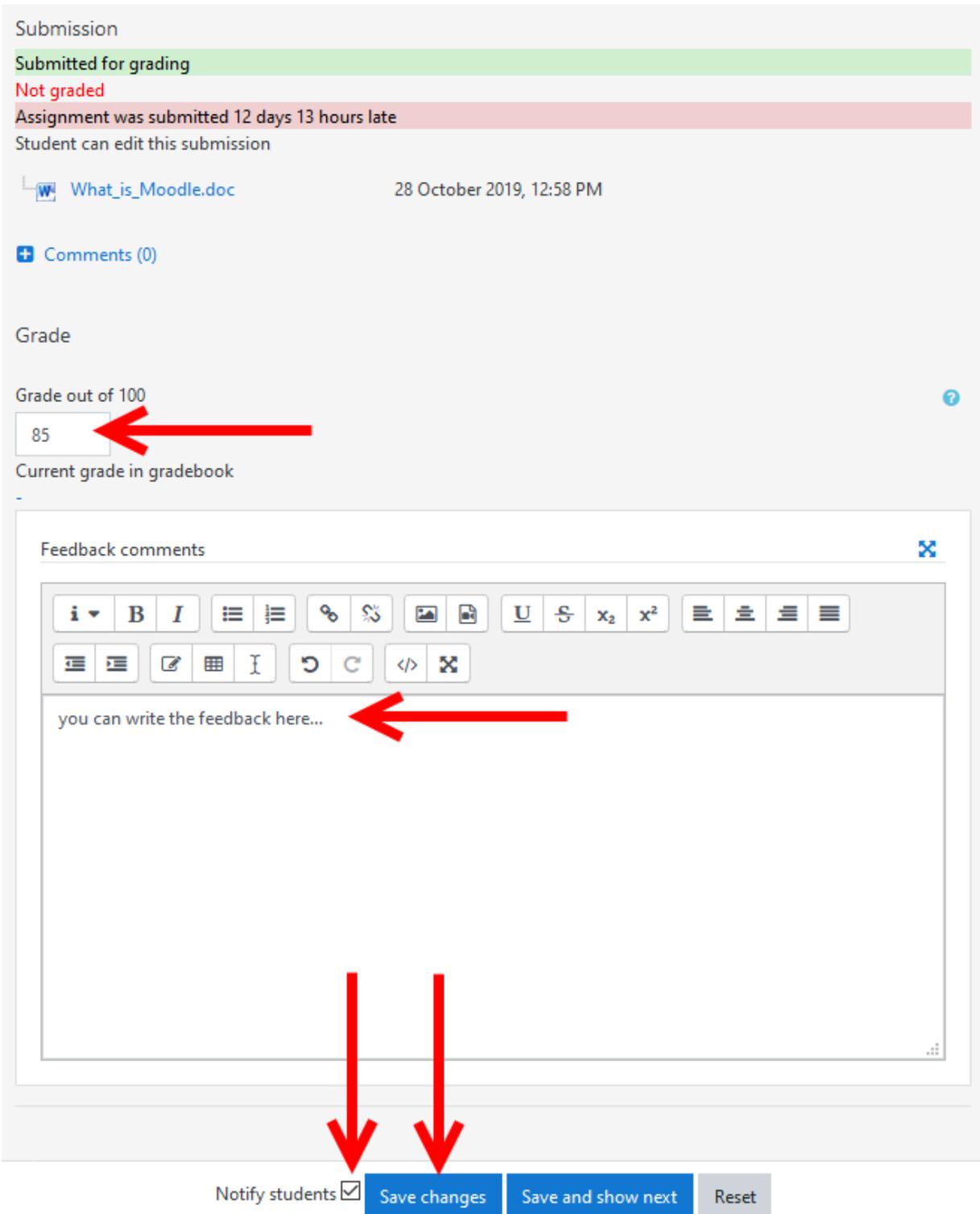
Current grade in gradebook

Feedback comments



you can write the feedback here...

Notify students Save changes Save and show next Reset



The student will receive an e-mail like this about the grading:

[EN](#) ->[Assignment](#) ->[Assignment 1](#)

Teacher User has posted some feedback on your assignment submission for 'Assignment 1'

You can see it appended to your [assignment submission](#).

If the student enters the platform, he/she will see the feedback and grade:

Submission status

Submission status	Submitted for grading
Grading status	Graded
Due date	Wednesday, 16 October 2019, 12:00 AM
Time remaining	Assignment was submitted 12 days 13 hours late
Last modified	Monday, 28 October 2019, 12:58 PM

File submissions

 What_is_Moodle.doc 28 October 2019, 12:58 PM

Submission comments

 Comments (0)

Edit submission

You can still make changes to your submission

Feedback

Grade	85.00 / 100.00
Graded on	Monday, 28 October 2019, 1:05 PM
Graded by	 Teacher User
Feedback comments	you can write the feedback here...

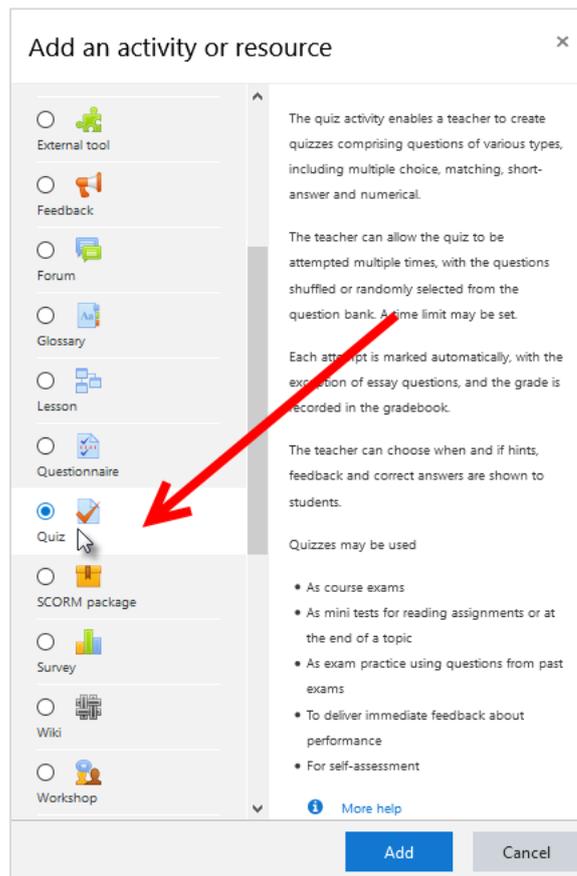
EXTENSION OF SUBMISSIONS

If an extension for submission is approved, we enter the assignment whose submission date we want to prolong for selected students. Next to the name we click on Edit, and from the drop-down menu we choose: *Grant extension*.

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions
<input type="checkbox"/>		Student User	gabor.lajtos@gmail.com	Submitted	Grade	Edit	Monday, 28 October 2019, 12:58 PM	 What_is_Moodle.doc 28 October

Note: The 'Edit' dropdown menu is open, showing options: Update grade, Prevent submission changes, and Grant extension. Red arrows point to the 'Edit' button and the 'Grant extension' option.

We set the new deadline for submission:



Fill in a quiz name and description

The screenshot shows the "General" settings panel for a quiz. The "Name" field contains the text "Quiz". The "Description" field is empty. Above the description field is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, strikethrough, subscript, superscript), list creation, indentation, link, unlink, image, and other editing functions. Below the description field, there is a checkbox labeled "Display description on course page" with a question mark icon.

After the settings click the **Save and display** button.

Add a question to the quiz, click the **Edit quiz** button

Editing quiz: Quiz 

Questions: 0 | This quiz is open

Maximum grade

Total of marks: 0.00

 Shuffle 

- + a new question
- + from question bank
- + a random question

[← Assignment 1](#) [Forum ▶](#)

CHOOSE A QUESTION TYPE TO ADD

(The first two options are most often chosen)

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

Select a question type to see its description.

LIST OF ENROLLED USERS

Settings → More → Users → Enrolled users

Number of participants: 18

First name A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

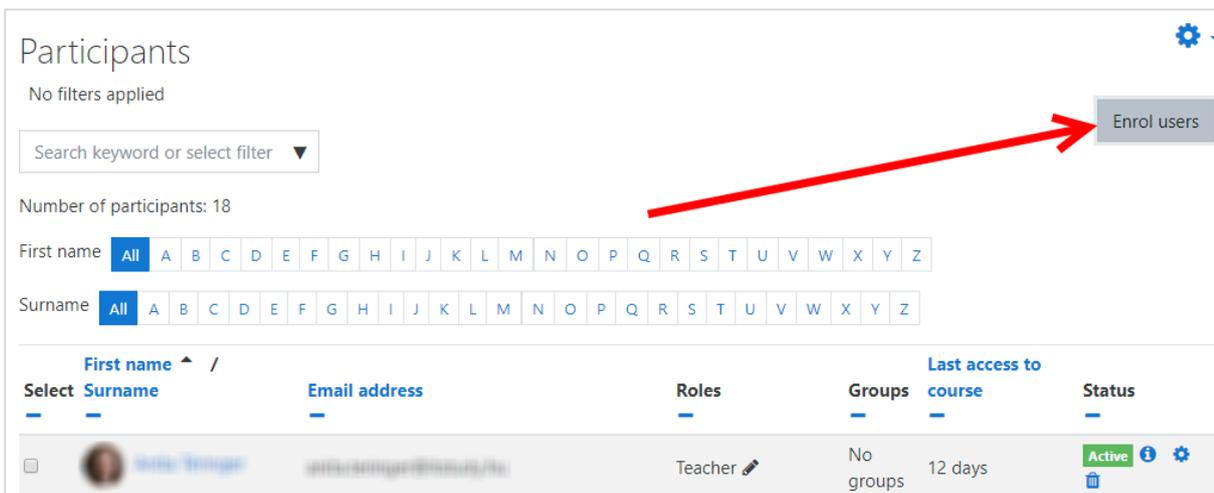
Select	First name Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	 John Tennant	john.tennant@unsw.edu.au	Teacher 	No groups	12 days	Active  
<input type="checkbox"/>	 John Tennant	john.tennant@unsw.edu.au	Non-editing teacher 	No groups	Never	Active  
<input type="checkbox"/>	 John Tennant	john.tennant@unsw.edu.au	Teacher 	No groups	68 days	Active  

MANUAL ENROLMENTS

If manual enrolment is chosen, the teacher can add users one by one to the course. This method involves more work, but makes the process more controllable.

Above the list of users, click on **Enrol users**, then

1. search for the user;
2. select a role;
3. click on **Enrol users**.



Participants

No filters applied

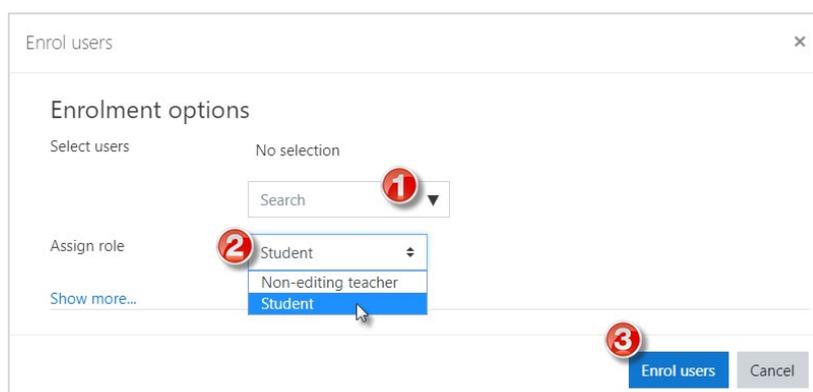
Search keyword or select filter

Number of participants: 18

First name A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	First name Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	 John Tennant	john.tennant@unsw.edu.au	Teacher 	No groups	12 days	Active  



Enrol users

Enrolment options

Select users

Search

Assign role

Show more...

Enrol users Cancel

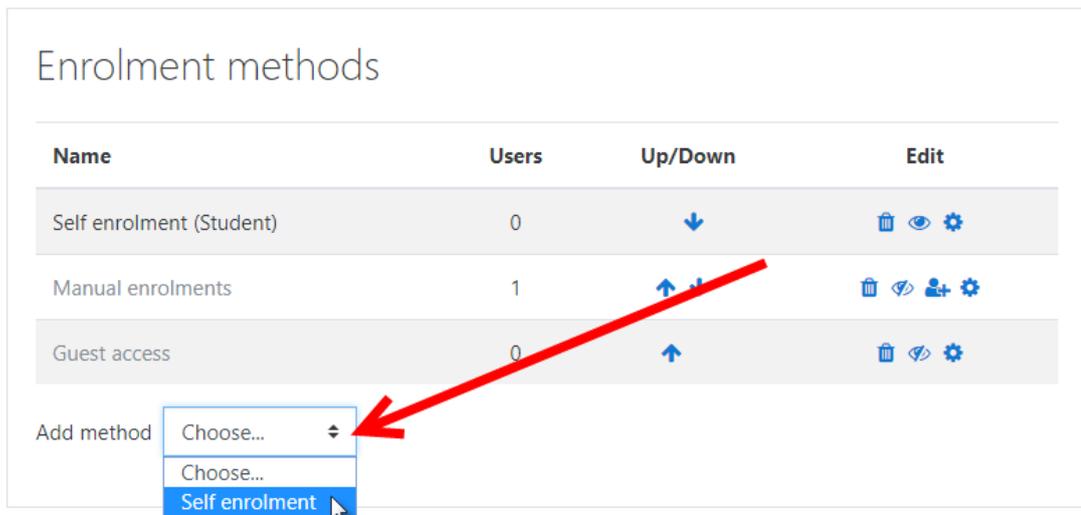
We can repeat the process in case of more users, without having to close the window.

SELF-ENROLMENTS

In case of self-enrolment, we allow users to join the course themselves. This method requires less effort, but controlling the process is more difficult.

Settings → More → Users → Enrolment methods

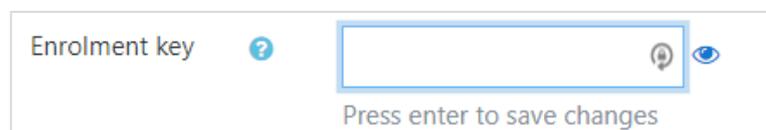
1. From the **Add method** list, select the **Self-enrolment** option;



Name	Users	Up/Down	Edit
Self enrolment (Student)	0	↓	🗑️ 👁️ ⚙️
Manual enrolments	1	↑ ↓	🗑️ 👁️ 👤 ⚙️
Guest access	0	↑	🗑️ 👁️ ⚙️

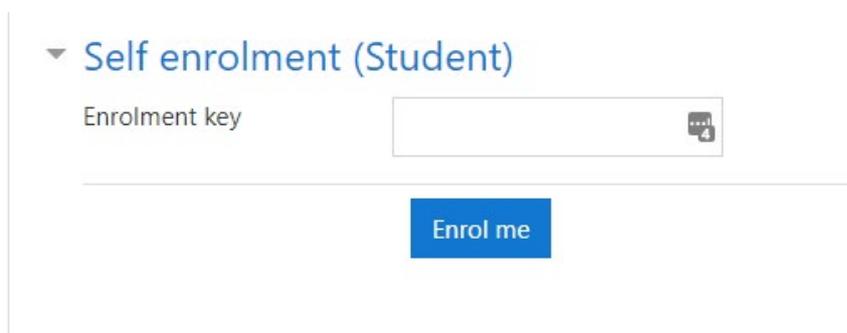
Add method: Choose...
Choose...
Self enrolment

2. Specify an enrolment key.



Enrolment key ? 🗑️ 👁️
Press enter to save changes

The system will require the users to provide the enrolment key when they first log in to the course.



▼ **Self enrolment (Student)**

Enrolment key 🗑️ 👁️

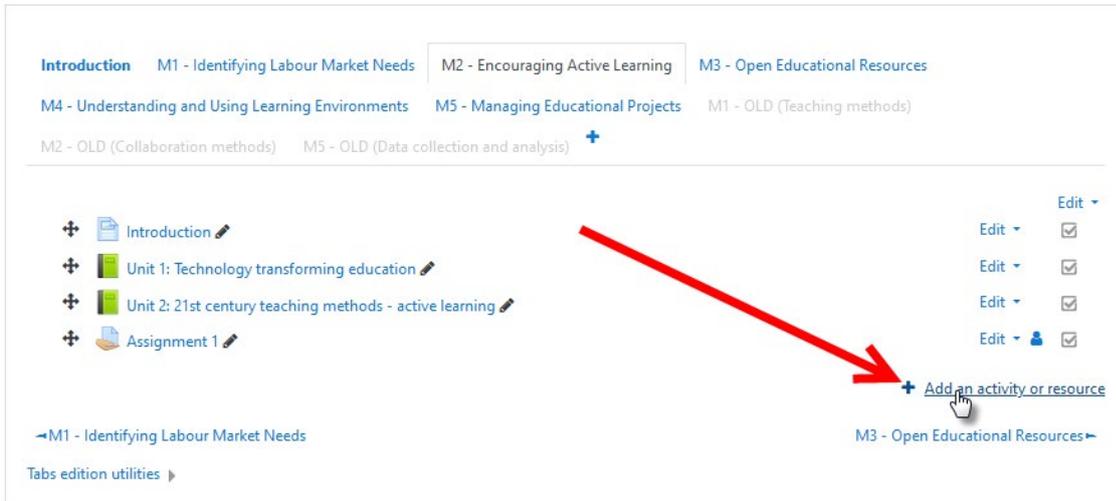
Enrol me

COMMUNICATION WITH THE STUDENTS

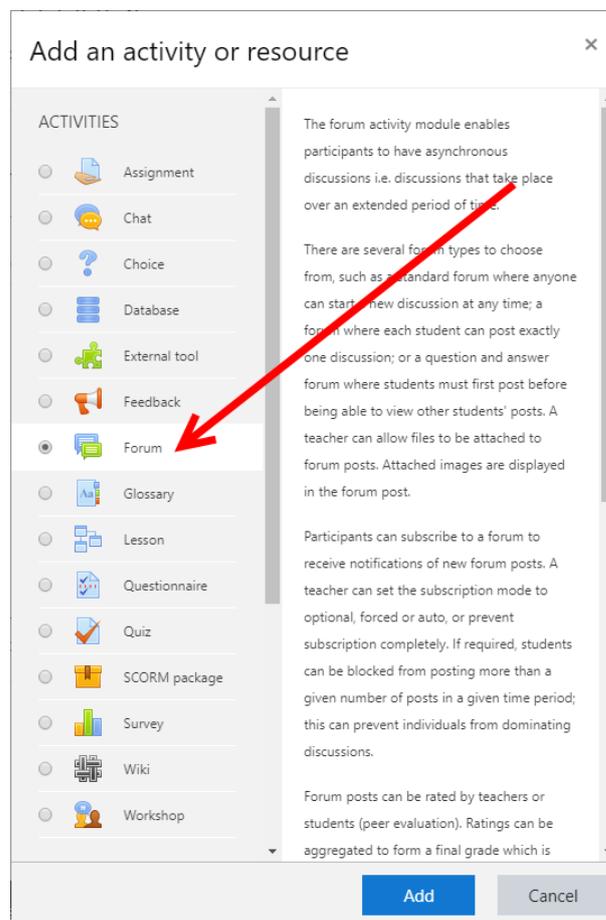
FORUM

The forum activity allows students and teachers to exchange ideas by posting comments as part of a 'thread'. Files such as images and media maybe included in forum posts. The teacher can choose to rate forum posts and it is also possible to give students permission to rate each other's posts.

ADDING A NEW FORUM ACTIVITY



The screenshot shows a course management interface with a list of activities. The activities listed are: Introduction, Unit 1: Technology transforming education, Unit 2: 21st century teaching methods - active learning, and Assignment 1. To the right of each activity is an 'Edit' button and a checkmark. A red arrow points to the '+ Add an activity or resource' button at the bottom right of the list.

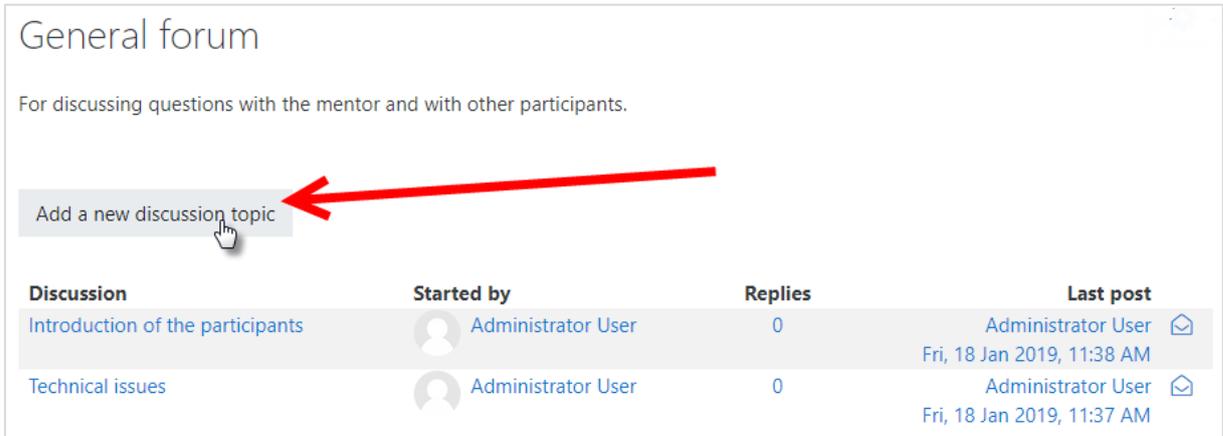


The screenshot shows the 'Add an activity or resource' dialog box. The 'ACTIVITIES' list on the left includes: Assignment, Chat, Choice, Database, External tool, Feedback, Forum, Glossary, Lesson, Questionnaire, Quiz, SCORM package, Survey, Wiki, and Workshop. The 'Forum' option is selected. A red arrow points to the 'Forum' option. The right side of the dialog box contains a description of the forum activity: 'The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time. There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post. Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions. Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is'.

Fill in a Forum name and description, then click the **Save and display** button.

ADDING NEW TOPIC TO THE FORUM

You can start a new forum topic, if you want, by clicking the button at the top of the forum. However, please pay attention: do it only if there aren't similar topic opened before! Otherwise the discussion will be too fragmented, and it will be very difficult to follow the stream.



General forum

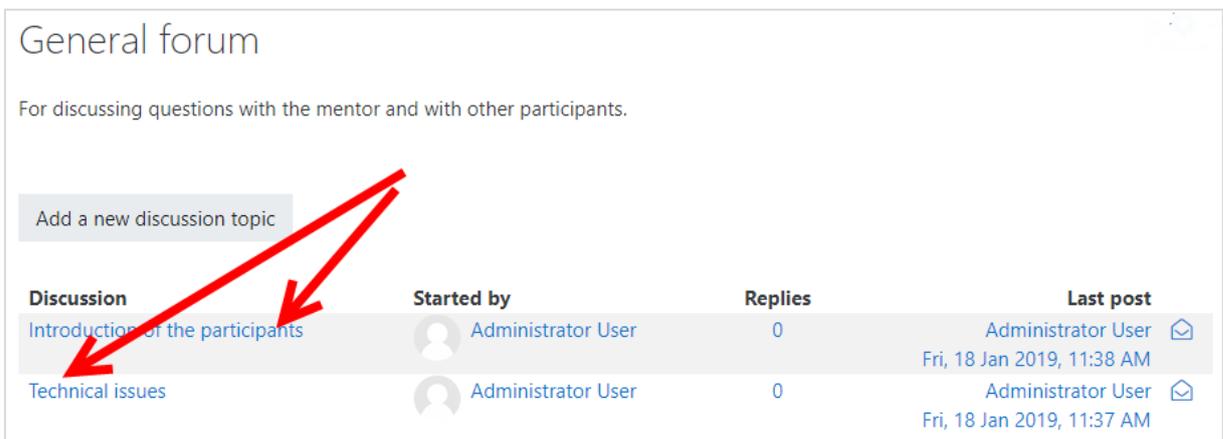
For discussing questions with the mentor and with other participants.

[Add a new discussion topic](#)

Discussion	Started by	Replies	Last post
Introduction of the participants	Administrator User	0	Administrator User Fri, 18 Jan 2019, 11:38 AM
Technical issues	Administrator User	0	Administrator User Fri, 18 Jan 2019, 11:37 AM

ENTER THE FORUM, READ THE POSTS

Before entering the forum, some information is visible about the forum. On the left side the forum name is visible, which is clickable and forwards the user to the forum. The second column displays how many topics were posted in this forum. The Posts column shows the number of total posts in this forum. The last column displays the author of the latest post and when it was posted



General forum

For discussing questions with the mentor and with other participants.

[Add a new discussion topic](#)

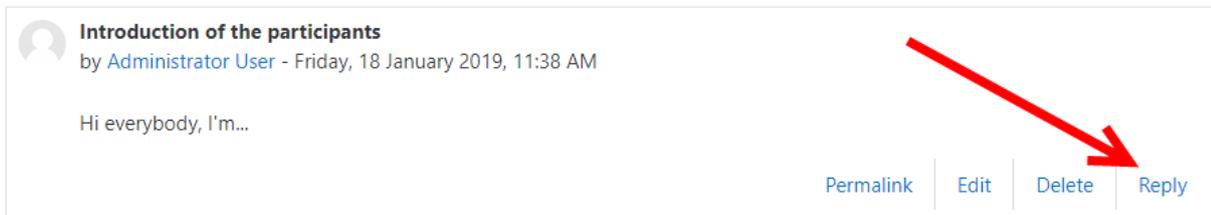
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Introduction of the participants	Administrator User	0	Administrator User Fri, 18 Jan 2019, 11:38 AM
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By clicking the name of the forum, you will see the topics and after clicking a topic you will be able to read the posts, you can add a new post as well.

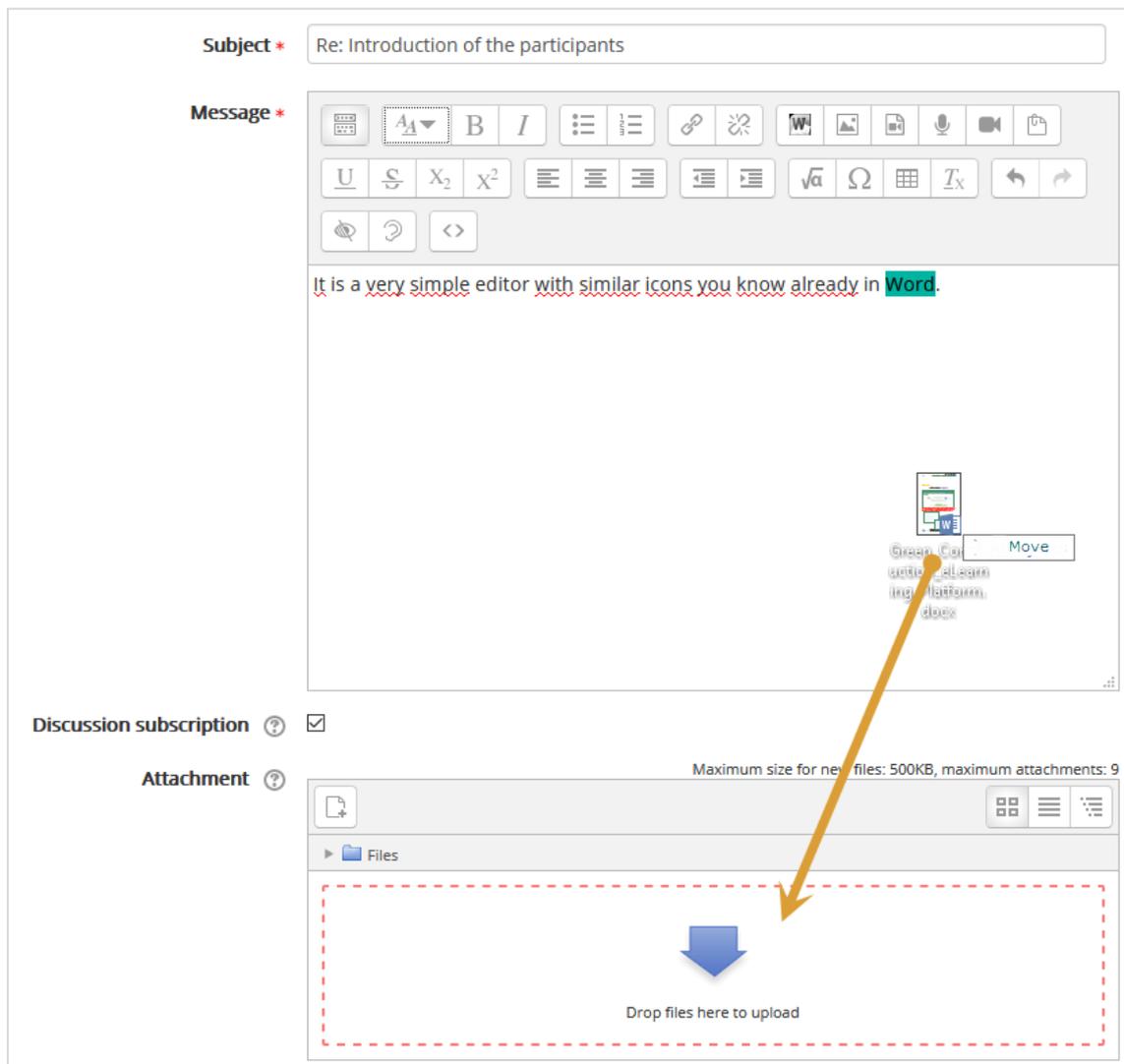
The forum topic is the place where the communication takes place. After entering a topic, the title will appear. Below it there is the date when it was published and the author. The text below the date is description about the topic. Underneath there are some links "forums", "tags" and "subscription". You can attach documents or any digital content to your posts.

ANSWERING A POST

If you want to answer a post of other participant, you have to click the **Reply** button below the description of the topic.



The forum posts are similar to the structure of the e-mail, but here it is obligatory to fill in the **Subject** and **Message**, while to attach a document is optional.



When you click the **Post to forum** button below the message, then you will see at once your completed text message, but you have **30 minutes** to correct, to modify your text, then the system will send an e-mail automatically to all participants who are subscribed to this forum.

Your post was successfully added.

You have 30 mins to edit it if you want to make any changes.

Administrator will be notified of new posts in 'Introduction of the participants' of 'Forum'



E-MAIL OF THE MESSAGE

Why will you get e-mail about the forum messages? This is a setting in the e-learning system, chosen by our system administrator because we think that option is useful. If this option is checked, you need not to visit the site to see whether there are new messages or not. You can read the messages in your e-mail. However, if the e-mails would bother you, you can unsubscribe from the forum on the upper right side of the screen.

General forum

For discussing questions with the mentor and with other participants.

[Add a new discussion topic](#)

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Optional subscription

[Unsubscribe from this forum](#)