

Theme: Learning path, Page, List, Article and Frontpage

Fronter 82

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News in volume 82:

- It is now possible to upload images from your computer to a text container
(*Pages and Articles*)

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Introduction

The tools described in this documentation are similar with regards to how they are being used and produced. The tools described here are: *Page*, *List*, *Learning path*, *Article* and *Frontpage*.

Fronter is continually developing and improving. There may therefore be discrepancies between documentation and application. This guide is written for Fronter 82.

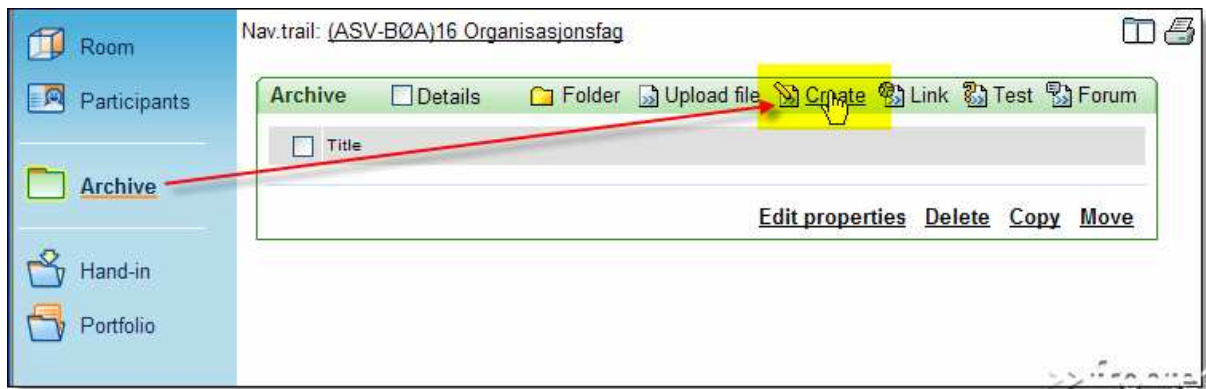
We hope you find this guide usefull.

Lillehammer, August 2008
Steinar Hov/Ingun Vaglid

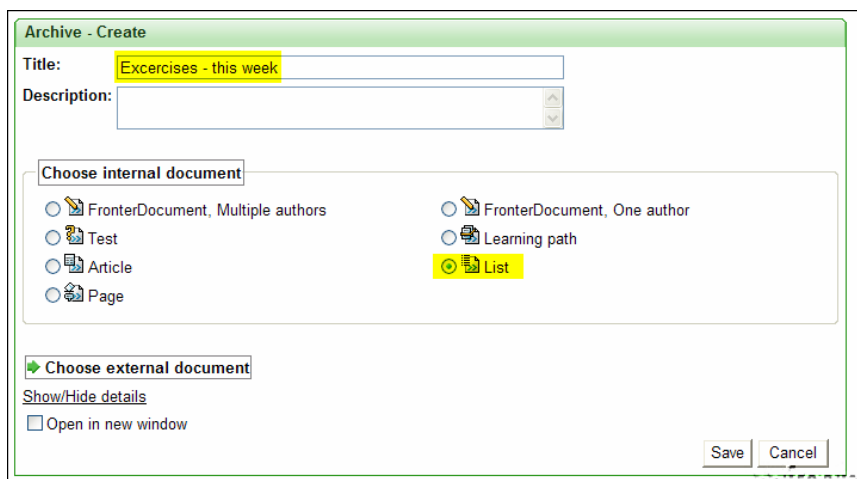
List

In Resources you may create *Lists*; they are a collection of internal and external links. This can be used as a collection of relevant resources on a specific theme. These *Lists* can be added to *Pages*, *Frontpages etc.*

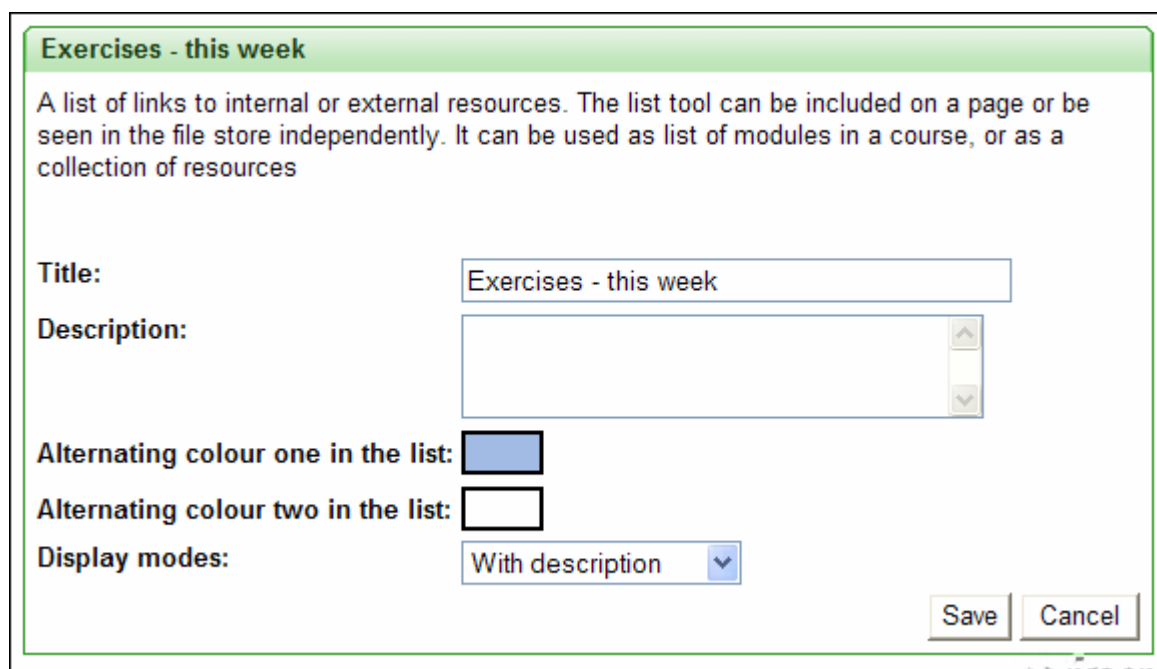
This is how to create a *List*:



Here you choose a title and mark the option *List*:



You may then choose colours that create zebra stripes to make it easier to read the lines:



Exercises - this week

A list of links to internal or external resources. The list tool can be included on a page or be seen in the file store independently. It can be used as list of modules in a course, or as a collection of resources

Title: Exercises - this week

Description:

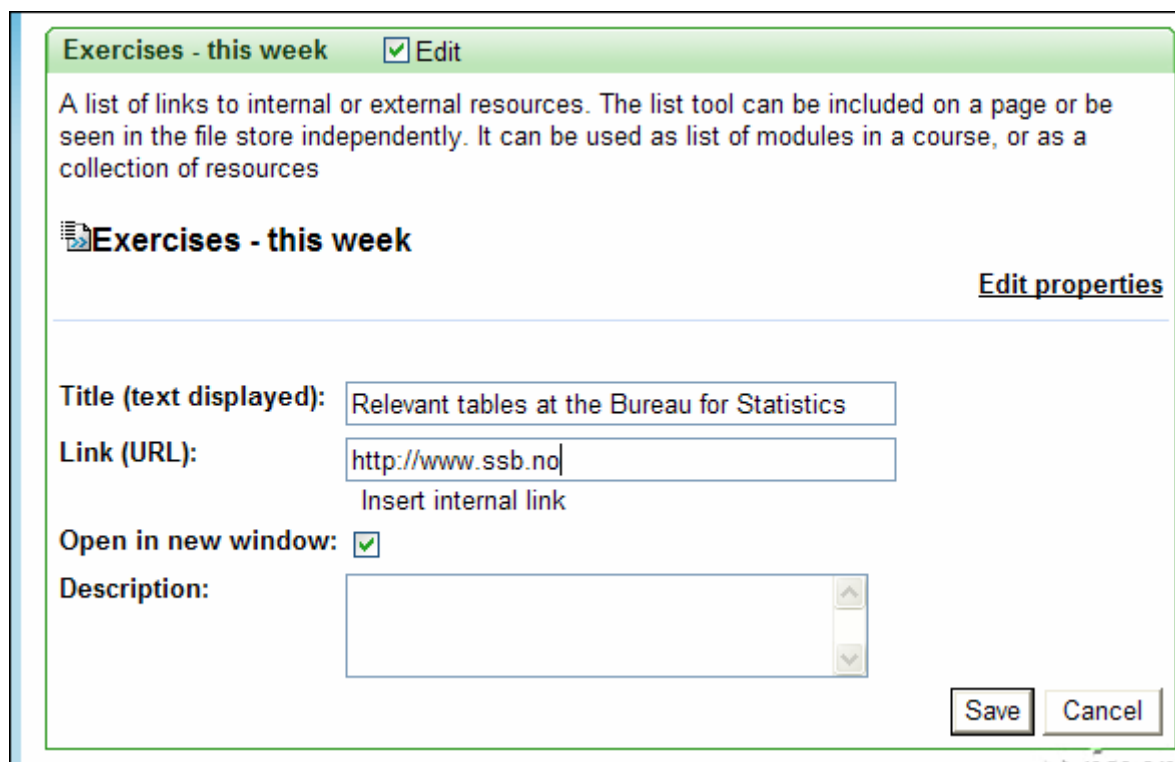
Alternating colour one in the list:

Alternating colour two in the list:

Display modes: With description


Save Cancel

You write a title and enter the URL for the external links you want to include in the list:



Exercises - this week Edit

A list of links to internal or external resources. The list tool can be included on a page or be seen in the file store independently. It can be used as list of modules in a course, or as a collection of resources

 **Exercises - this week** [Edit properties](#)

Title (text displayed): Relevant tables at the Bureau for Statistics

Link (URL): <http://www.ssb.no>
Insert internal link

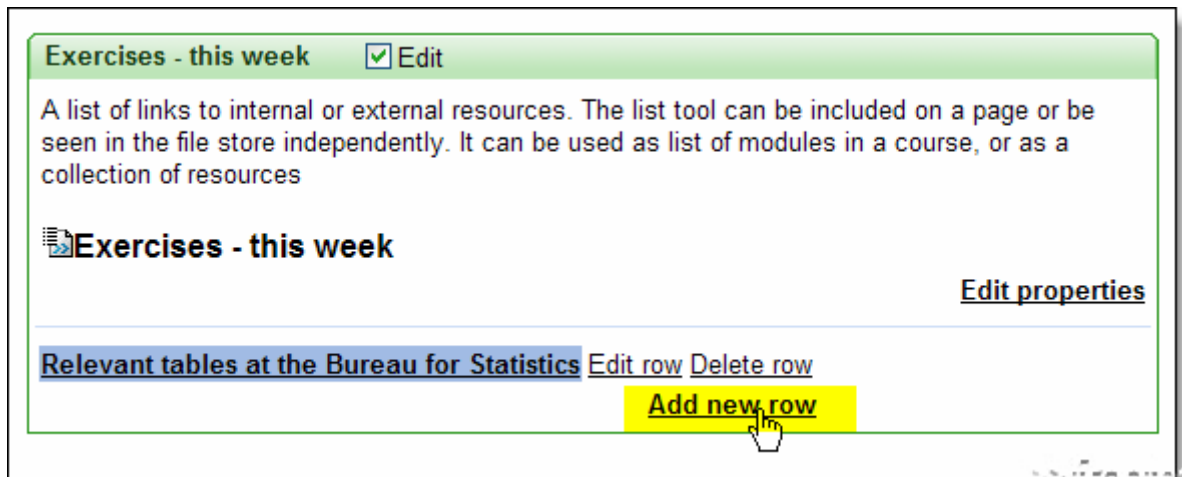
Open in new window:

Description:

Save Cancel

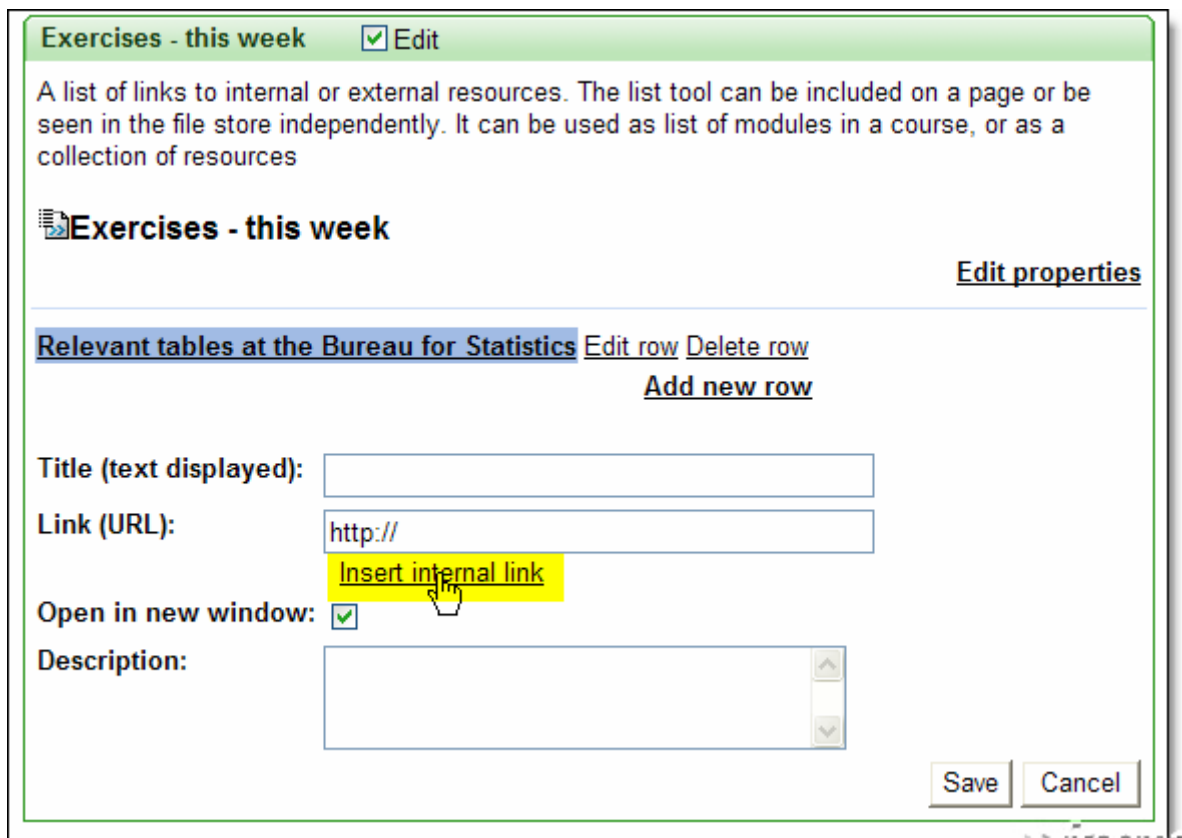
Hint: You can add a description; this will show up together with the title in the list.

A completed row looks like this:



The screenshot shows a user interface for a list tool. At the top, there is a green header bar with the text "Exercises - this week" and a checked "Edit" checkbox. Below the header, there is a descriptive paragraph: "A list of links to internal or external resources. The list tool can be included on a page or be seen in the file store independently. It can be used as list of modules in a course, or as a collection of resources". Underneath, there is a list icon followed by the text "Exercises - this week" and an "Edit properties" link. A horizontal line separates this from a table-like structure. The first row contains the text "Relevant tables at the Bureau for Statistics" followed by "Edit row" and "Delete row" links. Below this row is a yellow button labeled "Add new row" with a mouse cursor pointing at it.

You can quickly add more rows, and may also add an *internal link*:




The screenshot shows a dialog box for adding a new row. It has the same header as the previous screenshot: "Exercises - this week" and a checked "Edit" checkbox. The descriptive paragraph is also present. Below it, there is a list icon followed by "Exercises - this week" and an "Edit properties" link. A horizontal line separates this from a form. The form has a header row with "Relevant tables at the Bureau for Statistics" and "Edit row" and "Delete row" links. Below this is a yellow button labeled "Add new row" with a mouse cursor pointing at it. The form contains several fields: "Title (text displayed):" with an empty text box; "Link (URL):" with a text box containing "http://"; "Open in new window:" with a checked checkbox; and "Description:" with a text area. A yellow button labeled "Insert internal link" is positioned below the "Link (URL)" field with a mouse cursor pointing at it. At the bottom right of the dialog are "Save" and "Cancel" buttons.

Here you browse in the usual way (as described in the Teacher guide) and a new row is created:

Exercises - this week Edit

A list of links to internal or external resources. The list tool can be included on a page or be seen in the file store independently. It can be used as list of modules in a course, or as a collection of resources

 **Exercises - this week** [Edit properties](#)

Relevant tables at the Bureau for Statistics	Edit row	Delete row	▼
Information	Edit row	Delete row	▲

[Add new row](#)

The complete *List* can be found in the resources where it was created:

You are here: [Introduction to General chemistry](#) > [Learning resources](#)

Learning resources Details

Folder Upload file Create Link Test Forum

<input type="checkbox"/>	Title
<input checked="" type="checkbox"/>	Teachers resources (Hidden)
<input checked="" type="checkbox"/>	Resources (Hidden)
<input checked="" type="checkbox"/>	Links
<input checked="" type="checkbox"/>	Subject: The Elements
<input checked="" type="checkbox"/>	Theme 1 - Inert gases
<input checked="" type="checkbox"/>	Exercises - this week










[Comment](#) [Copy to final assessment](#) [Edit properties](#) [Delete](#) [Copy](#) [Move](#)

Such lists can, as previously mentioned, be added to a *Page*

Title: The Elements - Introduction [Edit title](#)

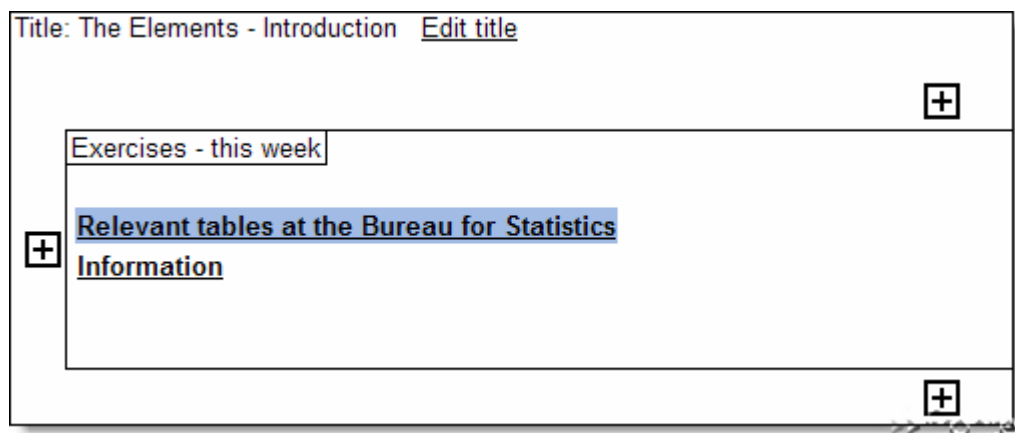
+

Click to add:

-  [Insert forum](#)
-  [Insert dynamic today element](#)
-  [Insert text](#)
-  [Insert image](#)
-  [Insert empty space](#)
-  [Insert line](#)
-  [Insert vote](#)
-  [Insert article](#)
-  **[Insert list](#)**

+

You must browse through to the *List* in the resources, and this is how the final result appears:



Page

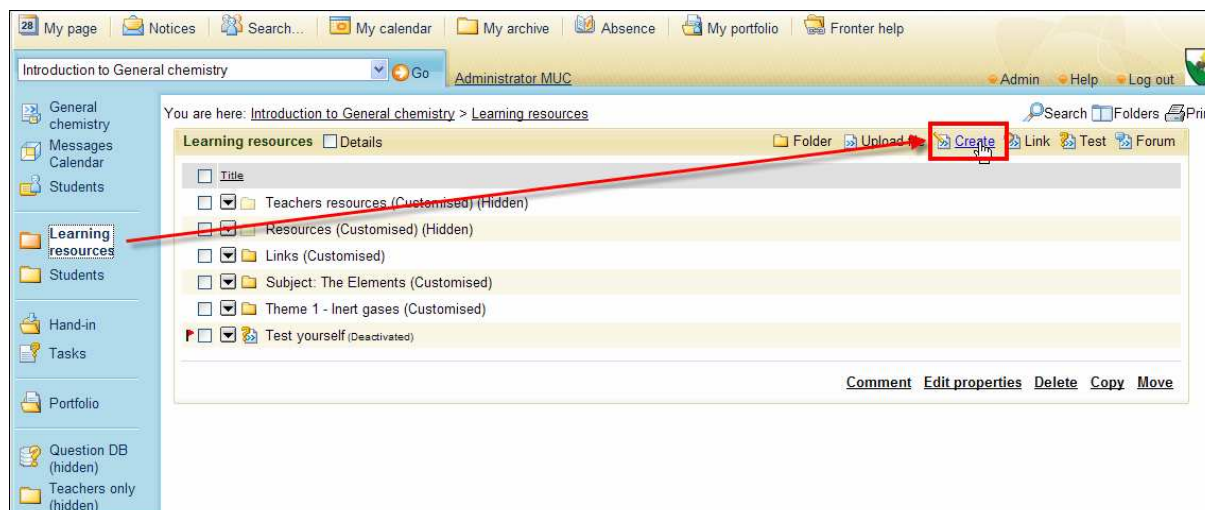
Page is a document in Fronter that may be used in several contexts, as mentioned above. You can look upon *Page* as a document where you can mix text, pictures, links etc. in a very simple way. In addition you can move the different elements as needed. New fields can be added, whilst others can be removed.

Depending on the situation it will pay to plan the layout, at least to have an idea or a rough sketch before you start.

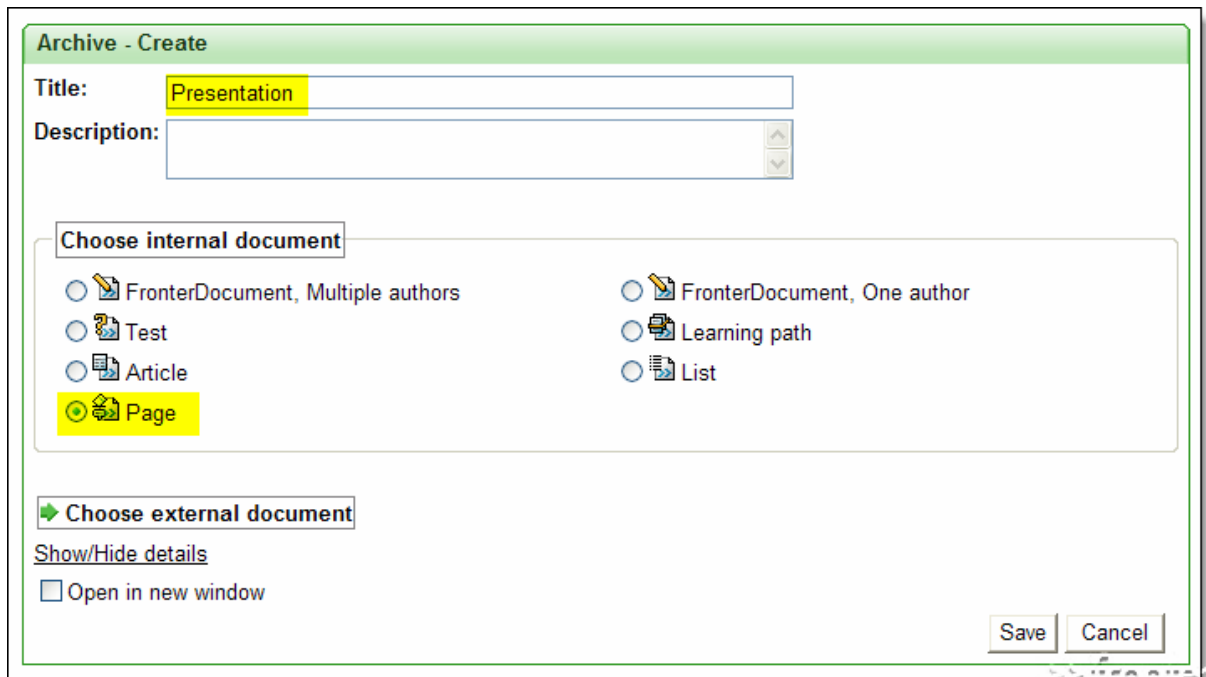
We start by roughly going through the use of a *Page*.

Create

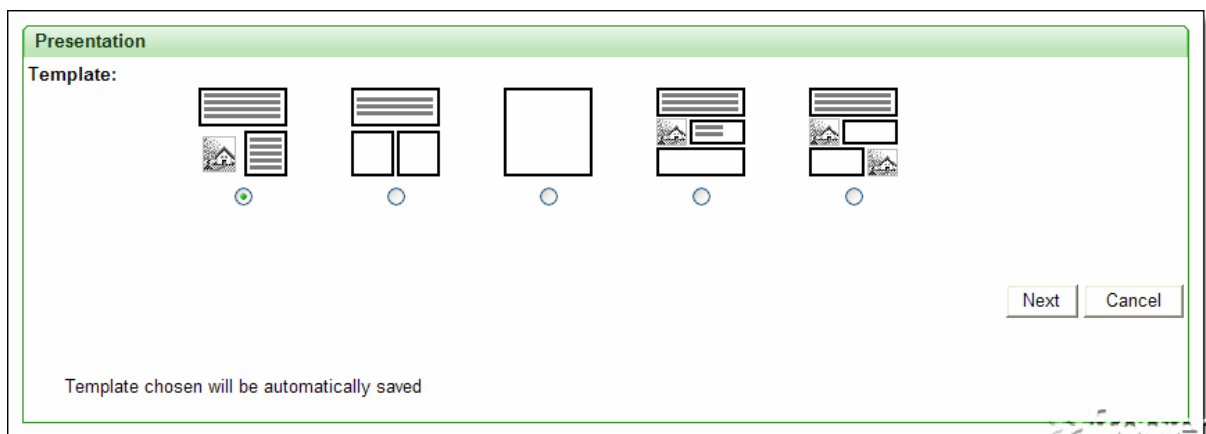
You can create a *Page* by choosing the option *Create* from the Resources-tool:



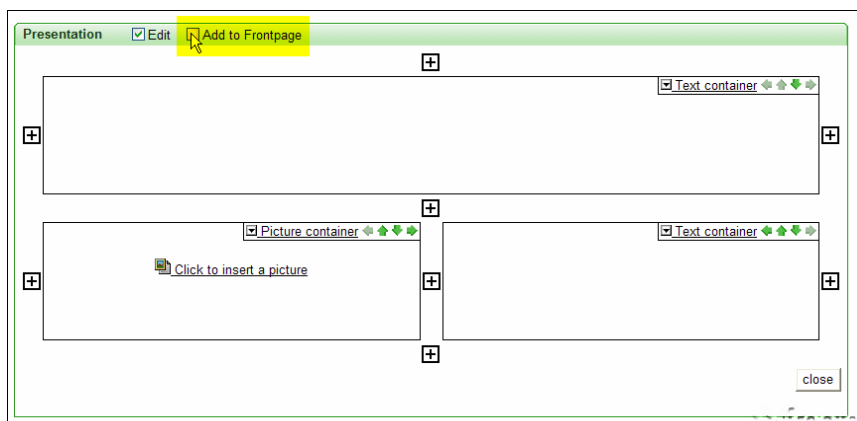
Under *Create* you will get several options. In this example we want to use the tool *Page* in a subject room instead of the room description on the Today-page. It gives us more flexibility than by for instance using the room description.



You will then get into the first picture for selecting a template. You are free to change this at a later date, but one of these templates is the starting point for how you want it to appear:



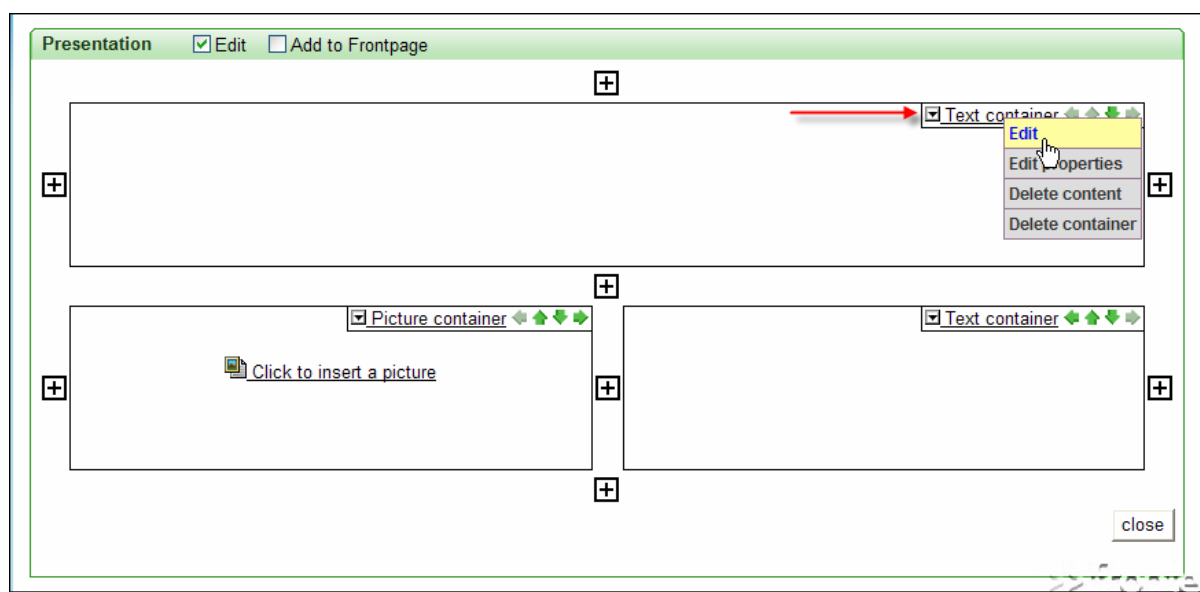
By clicking on *Next* you will get into the window that shows the various elements:



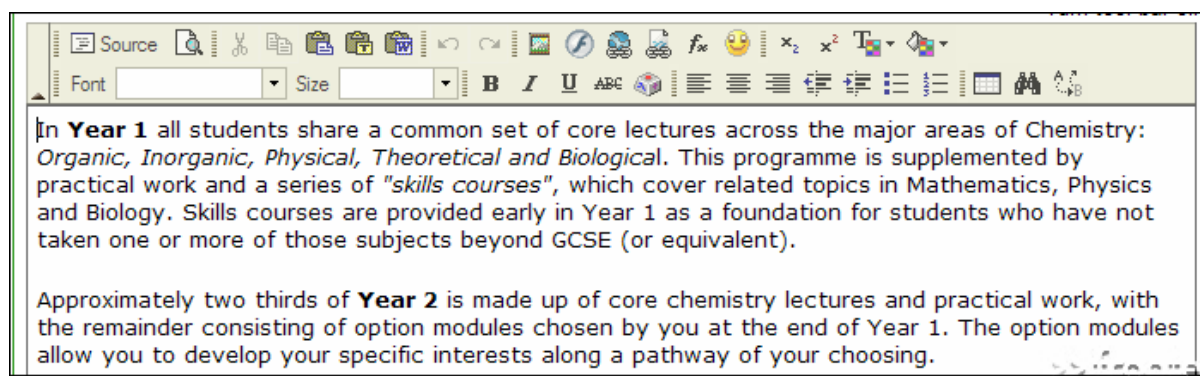
Important!

Notice that there is a tick for *Add to Frontpage*. This will have the effect that, later on, you may, amongst other things, attach this page to a separate button in the tool package.

The containers are here ready to be filled with contents – you choose *Edit* from the drop down menu in the relevant container:

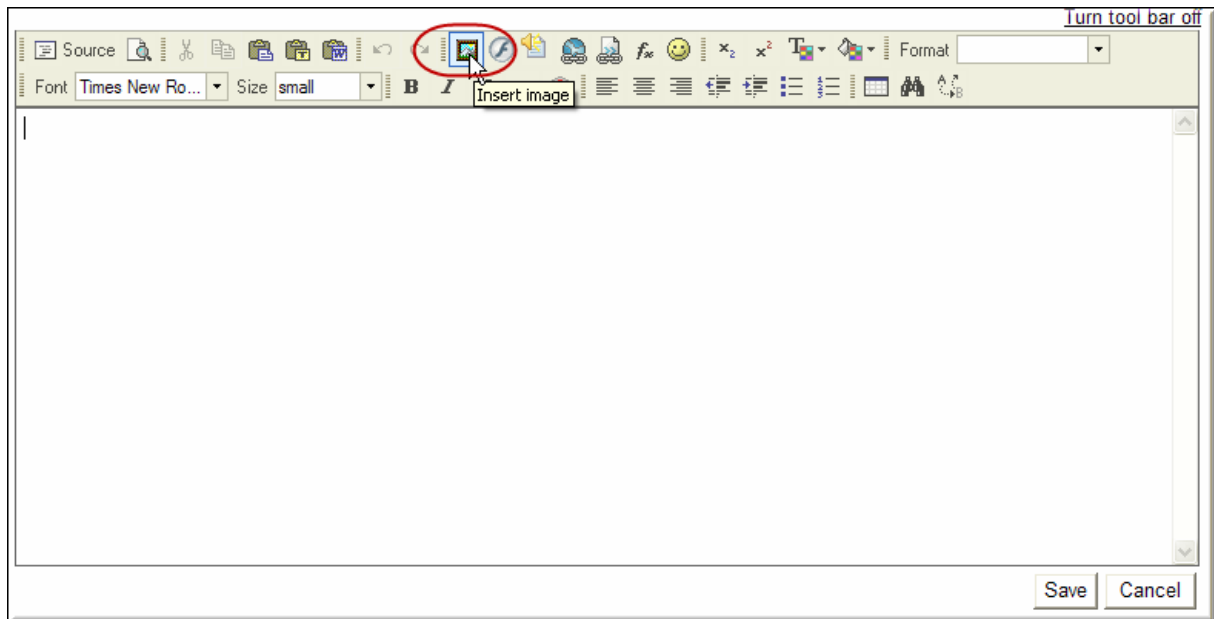


If, for instance, you are entering text, you select *Edit* as shown above and type directly in the *Editor* (which is also used elsewhere in Fronter):

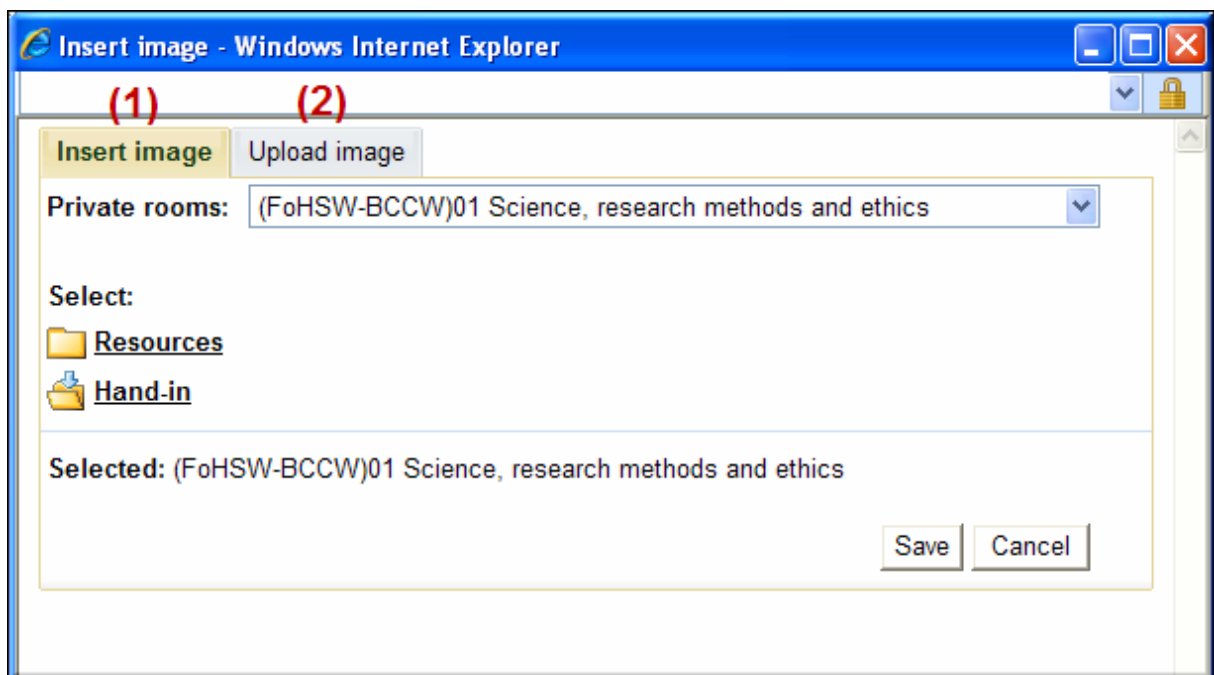


Add an image to a text container

By selecting the image icon in the text container you can add an image:

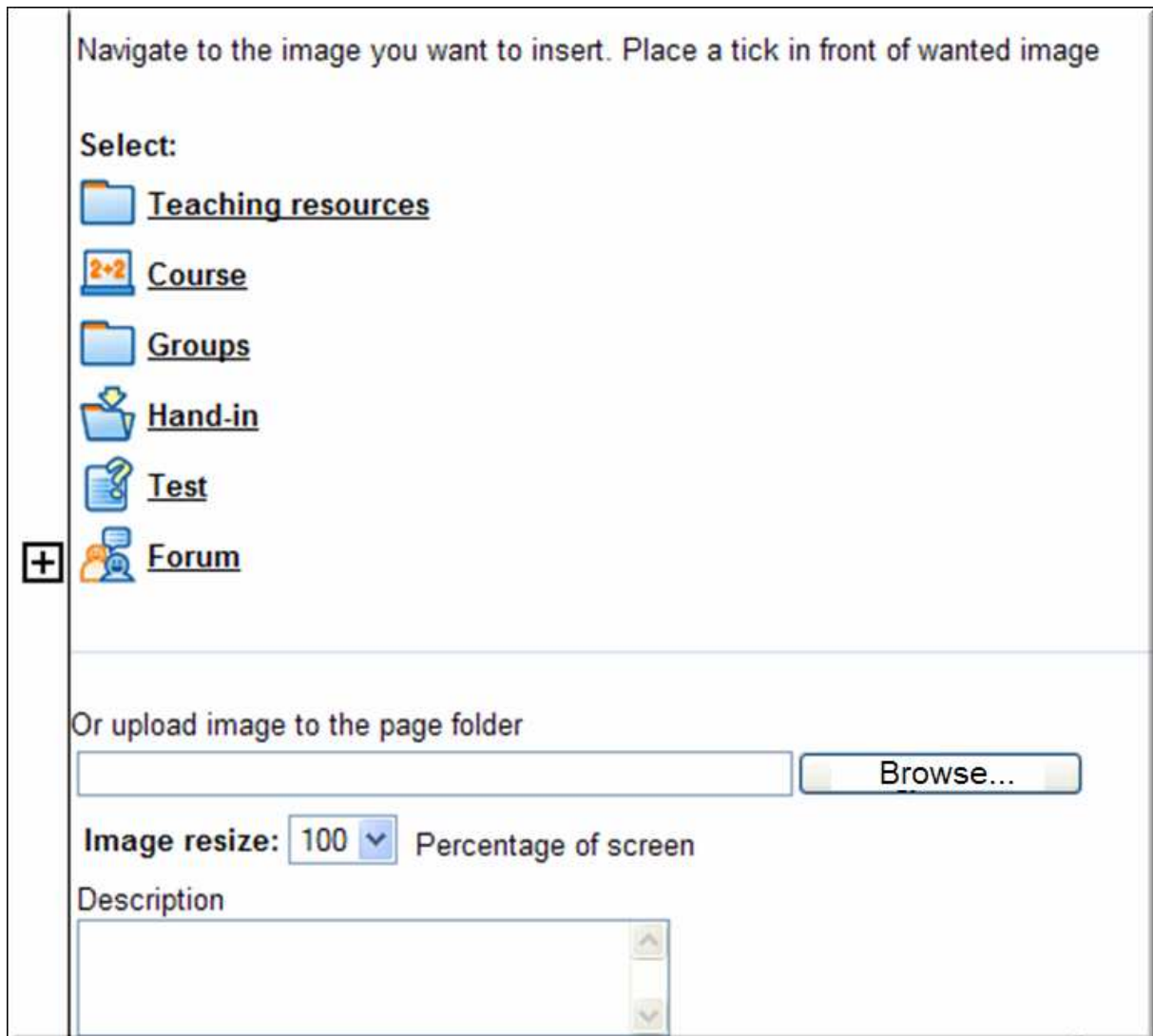


This can be done by either selecting an image from a resource folder (1) or by uploading from the computer (2):



Add an image to a picture container

One of the containers is made ready to insert an image (click on the link *Insert image*):

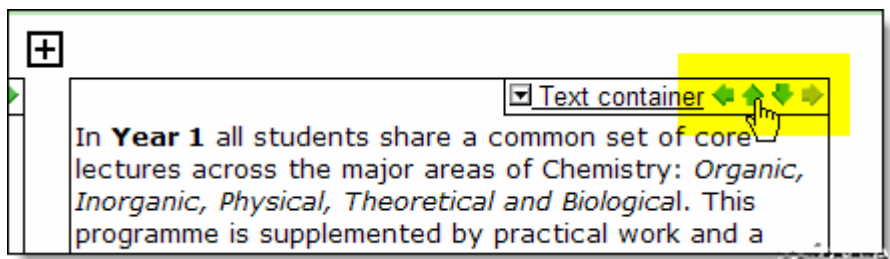


Here you will see that you can choose whether to fetch the image from your PC or from the Resources in Fronter (providing you have uploaded it prior to this).

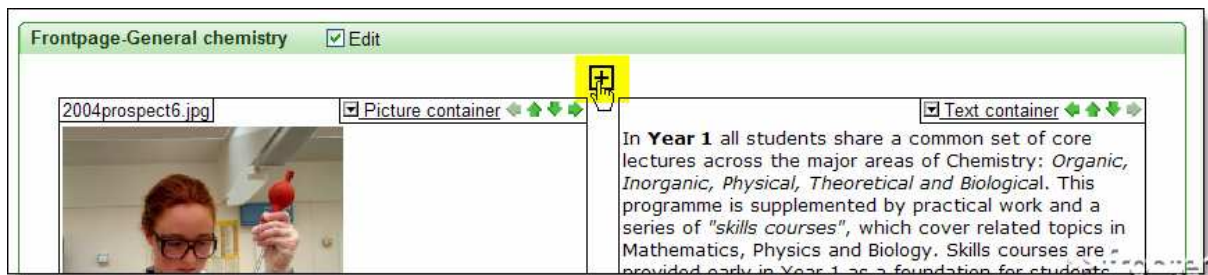
If a container is to be removed, you select it from the drop down menu:



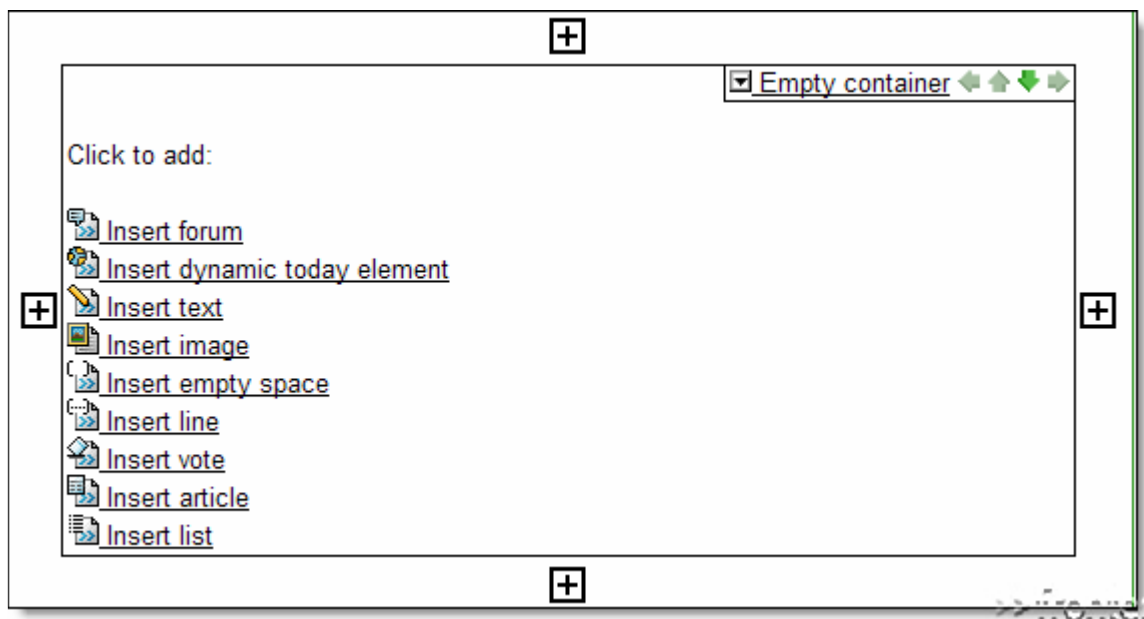
You can also move the various containers by clicking on the arrow keys (the grey ones are for obvious reasons inactive; moving in this direction is not possible):



And finally, you can add new containers by clicking on the + - symbol which fits best in the relevant situation:




You will then get the following options:



Most of these options are self explanatory, but two of them need to be mentioned specifically: *Insert list* is described in the first section of this guide and *Vote*, which you will find described later in this document under *Learning path*.

The page is complete

A completed *Page* could (in editing mode) look like this, when text and images are in place:

2004prospect6.jpg	Picture container	Text container
		<p>In Year 1 all students share a common set of core lectures across the major areas of Chemistry: <i>Organic, Inorganic, Physical, Theoretical and Biological</i>. This programme is supplemented by practical work and a series of "<i>skills courses</i>", which cover related topics in Mathematics, Physics and Biology. Skills courses are provided early in Year 1 as a foundation for students who have not taken one or more of those subjects beyond GCSE (or equivalent).</p> <p>Approximately two thirds of Year 2 is made up of core chemistry lectures and practical work, with the remainder consisting of option modules chosen by you at the end of Year 1. The option modules allow you to develop your specific interests along a pathway of your choosing.</p> <p>In Year 3 the BSc and MChem courses diverge. All students still take the same series of core lectures and option modules (which are chosen at the end of Year 2). Students on the BSc programme carry out a research project, whereas MChem students take an "Advanced practical" course designed to further the skills needed in a research environment.</p>

And this is how the students will see the same page:


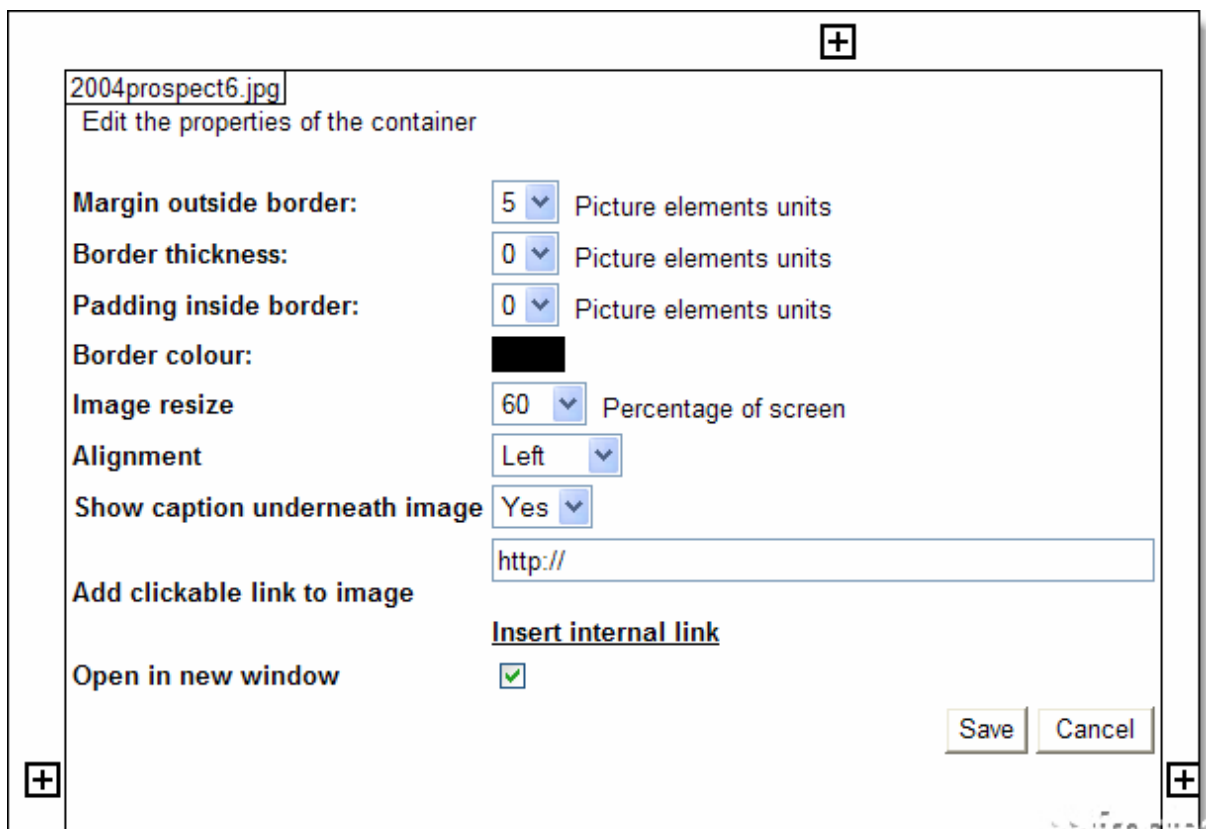
	<p>In Year 1 all students share a common set of core lectures across the major areas of Chemistry: <i>Organic, Inorganic, Physical, Theoretical and Biological</i>. This programme is supplemented by practical work and a series of "<i>skills courses</i>", which cover related topics in Mathematics, Physics and Biology. Skills courses are provided early in Year 1 as a foundation for students who have not taken one or more of those subjects beyond GCSE (or equivalent).</p> <p>Approximately two thirds of Year 2 is made up of core chemistry lectures and practical work, with the remainder consisting of option modules chosen by you at the end of Year 1. The option modules allow you to develop your specific interests along a pathway of your choosing.</p> <p>In Year 3 the BSc and MChem courses diverge. All students still take the same series of core lectures and option modules (which are chosen at the end of Year 2). Students on the BSc programme carry out a research project, whereas MChem students take an "Advanced practical" course designed to further the skills needed in a research environment.</p>
-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Image – change properties

You may wish to change the size of an image, move it within the container, add a frame etc. You then need to click on *Edit properties* from the drop down menu:



The options are self explanatory:



Note in particular that images can be made clickable by attaching them to an external or an internal link.

Frontpage

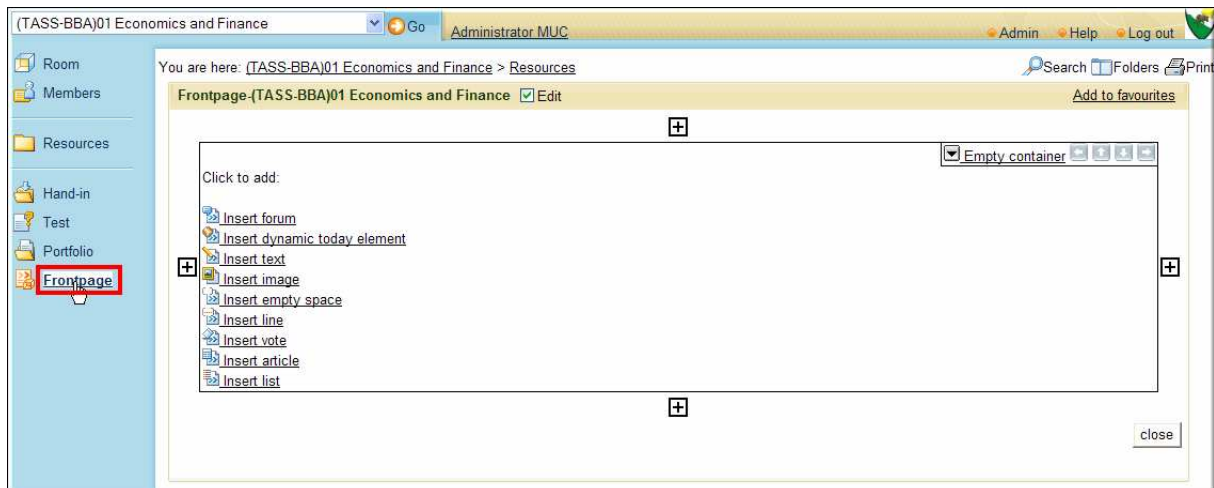
Frontpage is a separate tool aimed at introducing a subject, for instance, by attaching directly to a *Page*. The *Frontpage* tool can be positioned so it becomes the first tool in the room (the uppermost button in the tool package): then the users will get directly into the *Page*. You can attach a *Page* to this tool if you have ticked for *Add to Frontpage*. You can also create a *Page* directly from the *Frontpage* tool.

Frontpage – add the tool

You add the tool like any other tool (you have to be room owner):

The screenshot shows the 'New tool' interface in Fronter. On the left, a sidebar contains navigation options: Room, Participants, Blank, Archive, Blank, Hand-in, Portfolio, and 'New item' (highlighted in blue). A red arrow points from 'New item' to the 'Frontpage' tool option at the bottom of the main tool list. The main list includes: Archive, Blank, Chat, Classreports, Course, Documents, Forum, FronterDocument, Game, Hand-in, Links, News, Survey, Test, Video, Webfronter, and Whiteboard. Each tool has a checkbox and a brief description. The 'Frontpage' tool is highlighted with a yellow background and has a mouse cursor over its checkbox. Below the 'Frontpage' tool, a small text box reads: 'This tool allows you to use a page as the frontpage for the room'.

By clicking on the button you will now be able to create the frontpage directly; in the same way as a page, as shown above:

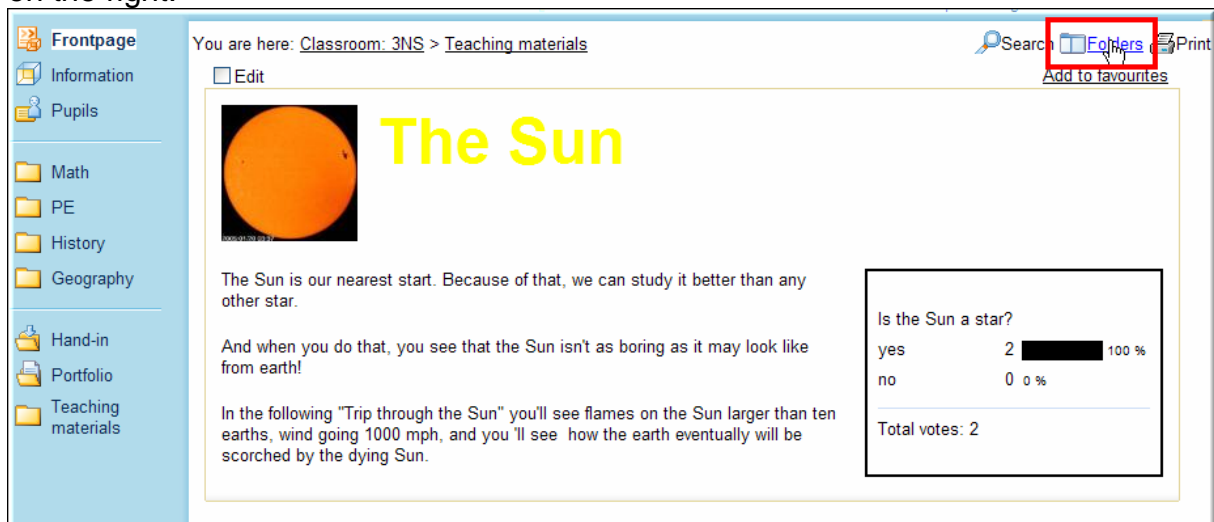


Attach a Page to a Frontpage

As mentioned above you can create a *Frontpage* directly, but you can also attach a random *Page* to this tool.

This is how you do it:

Make sure the resource tool is displayed with two columns by clicking on the button on the right:



Here you must tick for *Resources information*:

Nav.trail: Classroom: 3NS > Teaching materials

Search Folders Print

Resource information

Edit

Add to favourites

This Week: The Sun
Number of hits : 6

Community pages (3)

- This Week: The Sun main
- This Week: The Moon
- Frontpage-Classroom: 3NS


Object stickies (0)

Link: [Add internal link](#)
[Add external link](#)

Save Cancel

[New sticky](#) No stickies

Last Updated : 2008-01-28
Created by : [Steinar Hov](#) (2005-06-29)
My access : Change access



The Sun

The Sun is our nearest star. Because of that, we can study it better than any other star.

And when you do that, you see that the Sun isn't as boring as it may look like from earth!

In the following "Trip through the Sun" you'll see flames on the Sun larger than ten earths, wind going 1000 mph, and you'll see how the earth eventually will be scorched by the dying Sun.

Is the Sun a star?

yes	2	100 %
no	0	0 %

Total votes: 2

You will notice that there are three *Pages*, but for the moment the *Frontpage-Classroom...* is empty – it is only displayed because the tool *Frontpage* has been added to the furnishings:

Nav.trail: Classroom: 3NS > Teaching materials

Search Folders Print

Resource information

Edit

Add to favourites

This Week: The Sun
Number of hits : 6

Community pages (3)

- This Week: The Sun main
- This Week: The Moon
- Frontpage-Classroom: 3NS


Object stickies (0)

Link: [Add internal link](#)
[Add external link](#)

Save Cancel

[New sticky](#) No stickies

Last Updated : 2008-01-28
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The Sun

The Sun is our nearest star. Because of that, we can study it better than any other star.

And when you do that, you see that the Sun isn't as boring as it may look like from earth!

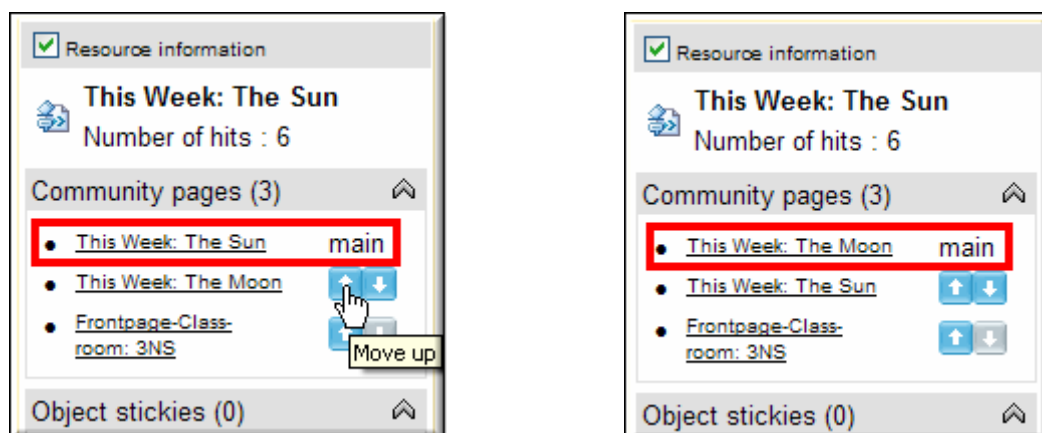
In the following "Trip through the Sun" you'll see flames on the Sun larger than ten earths, wind going 1000 mph, and you'll see how the earth eventually will be scorched by the dying Sun.

Is the Sun a star?

yes	2	100 %
no	0	0 %

Total votes: 2

You will see *This Week - The Sun* and *This Week – The Moon*. These *Pages* were created in the resources. In order to get a particular one displayed in *Frontpage* you must make sure that it is placed *on top of all Pages* by clicking on the arrow key:



If you now click on *Frontpage* (the button in the left margin) you will see that it has been given the correct content. In addition you can move the button upwards so it becomes *the uppermost button in the tool package*; then, as you know(?) what you will achieve is that the presentation is automatically displayed when somebody selects the room. In this way *Frontpage* takes over, and expands, the options previously used in the room description. The button can be given a new name if you so wish.

Note

The room description can still be used in the same way as before. However, the tool *Frontpage* gives you more flexibility with regards to the design. If you use *Frontpage* you can remove the *Room description* (choose *Customise room today* and remove the tick for *Display room description*) and rename the tool *Room* to, for instance *Messages*.

Here you see an example of such a room:

You are here: [Introduction to General chemistry](#) > [Learning resources](#) > [Resources](#) > [Frontpage-General chemistry_files](#) Search Folders Print

Edit [Add to favourites](#)

In Year 1 all students share a common set of core lectures across the major areas of Chemistry: *Organic, Inorganic, Physical, Theoretical and Biological*. This programme is supplemented by practical work and a series of *skills courses*, which cover related topics in Mathematics, Physics and Biology. Skills courses are provided early in Year 1 as a foundation for students who have not taken one or more of those subjects beyond GCSE (or equivalent).

Approximately two thirds of **Year 2** is made up of core chemistry lectures and practical work, with the remainder consisting of option modules chosen by you at the end of Year 1. The option modules allow you to develop your specific interests along a pathway of your choosing.

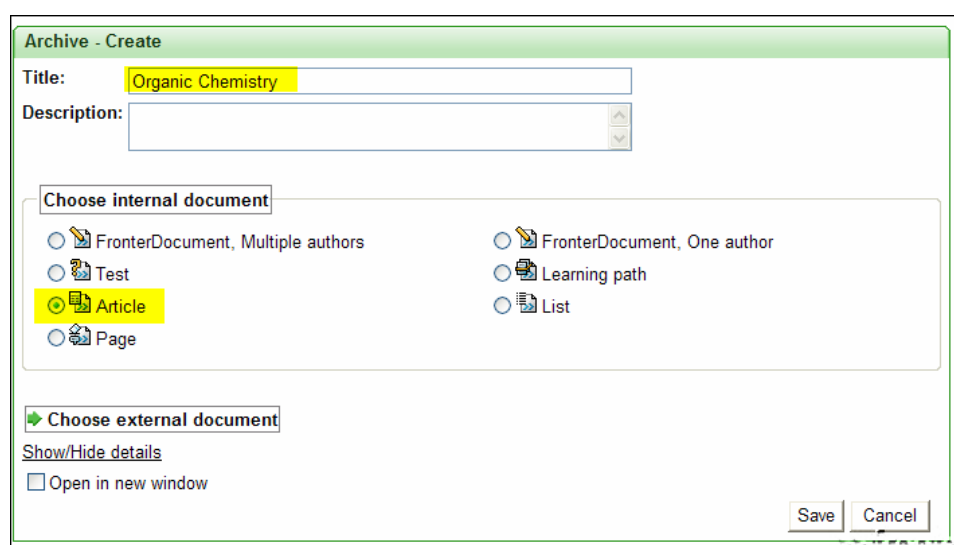
In Year 3 the BSc and MChem courses diverge. All students still take the same series of core lectures and option modules (which are chosen at the end of Year 2). Students on the BSc programme carry out a research project, whereas MChem students take an "Advanced practical" course designed to further the skills needed in a research environment.

The *Frontpage* has been renamed *General Chemistry*, whilst the *Room* tool is called *Messages Calendar*. In the *Today-page* the room description has therefore been removed so that *Messages* and *Calendar* get as high up as possible.

Article

An *Article* may almost be regarded as a slightly simpler version of *Page*, since *Articles* may only contain text and pictures. You may of course use the options available in the editor, like links etc, but some of the other options are not accessible. In addition such *Articles* may be reused, by for instance being inserted into a *Learning path* or a *Page*.

You create an *Article* by selecting *Create*:



Archive - Create

Title:

Description:

Choose internal document

FronterDocument, Multiple authors

FronterDocument, One author

Test

Learning path

Article

List

Page

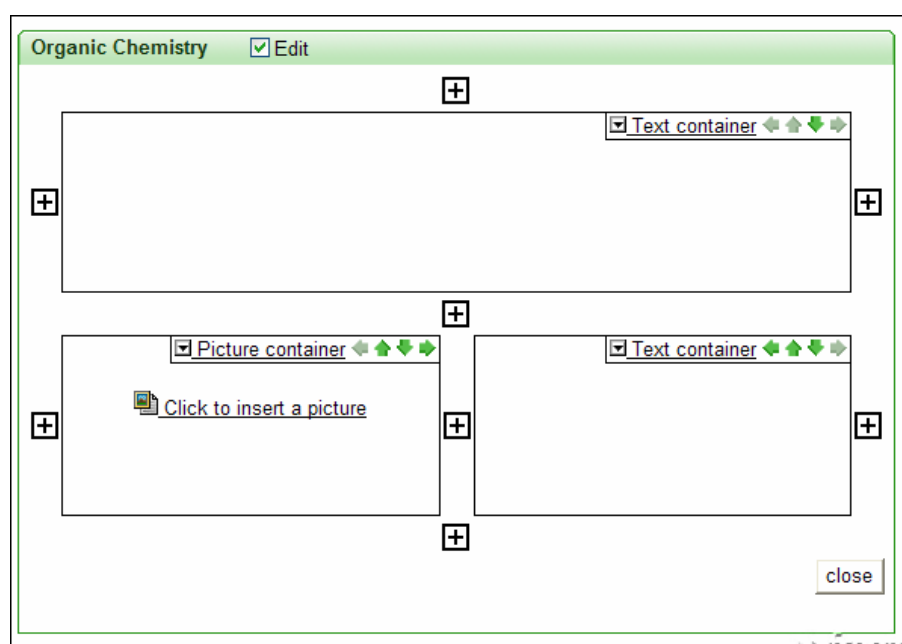
Choose external document

Show/Hide details

Open in new window

Save Cancel

Here you see the creation of such an *Article*:



Organic Chemistry Edit

+ Text container

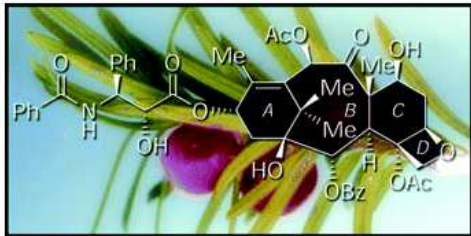
+ Picture container Click to insert a picture

+ Text container

close

By positioning pictures and text, and moving the containers it may look like this:

The Journal of Organic Chemistry



[ACS Family of Organic Chemistry](#) journals are the most significant journals in the field of Organic Chemistry.

The Journal of Organic Chemistry is recognized as "Most Requested" in [2004 CAS Science Spotlightsm](#).

Read the perspective: [Personal Reflections on Receiving the Roger Adams Award in Organic Chemistry](#) by Dr. Jerrold Meinwald and "[Crossing Conventional Boundaries in Half a Century of Research](#)" —by George Olah.

JOC Authors inducted into the [CAS Science Spotlight Hall of Fame](#).

JOC remains #1 in total citations in Organic Chemistry with 74,650 total citations. [ISI® Journal Citation Reports®](#)

Visit the ACS Publications Booth at the [230th ACS National Meeting](#), August 28-31, in Washington, DC.

As of January 1, 2005, Manuscripts must be submitted through the [ACS Paragon System](#).

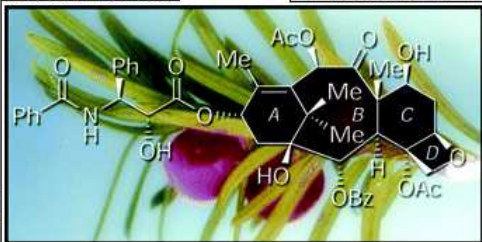
And in editing mode we get this view:

Organic Chemistry Edit

joceahlogo_740.jpg Picture container

The Journal of Organic Chemistry

jo050963mn00001.gif Picture container



Text container

[ACS Family of Organic Chemistry](#) journals are the most significant journals in the field of Organic Chemistry.

The Journal of Organic Chemistry is recognized as "Most Requested" in [2004 CAS Science Spotlightsm](#).

Read the perspective: [Personal Reflections on Receiving the Roger Adams Award in Organic Chemistry](#) by Dr. Jerrold Meinwald and "[Crossing Conventional Boundaries in Half a Century of Research](#)" —by George Olah.

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Visit the ACS Publications Booth at the [230th ACS National Meeting](#), August 28-31, in Washington, DC.

As of January 1, 2005, Manuscripts must be submitted through the [ACS Paragon System](#).

Hint: You can also insert an image in a text container as described in the section Page.

Learning path – introduction

By *Learning path* we mean a collection of *Pages* put together in a system which reflects a pedagogical thought or idea. We can create a *straight* learning course where the students are following a teaching structure, by entering a path consisting of a number of *Pages* positioned in a row. In such a course we can also add requests to take tests before the student is allowed to proceed. Such a test can lead to one or more branches, also called *junctions*, where the students can select different routes (learning courses), depending on interests/ wishes or knowledge.

The idea about the learning path is to challenge the students to use their own initiative by adding various exercises. The example below shows a *Learning path* where there are several *test yourself* – exercises.

Learning path – example of a straight learning course

The example shows a teaching set up in mathematics with a particular theme. The idea is that there are challenges along the way, as well as a request to evaluate your own level within the theme, both before and after certain exercises have been done.

Creation

Creation of the *Learning path* itself takes place as above, via *Create* in the Resources tool:

Archive - Create

Title:

Description:

Choose internal document

- FronterDocument, Multiple authors
- FronterDocument, One author
- Learning path
- Test
- Article
- Page
- List

Choose external document

[Show/Hide details](#)

Open in new window

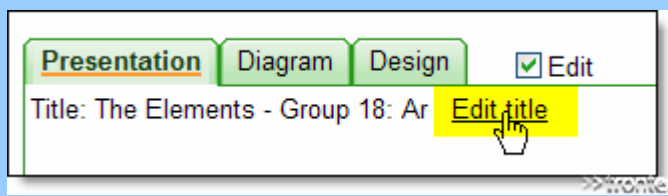
Save Cancel

Next step is to make the first page, which is done in the same way as mentioned in the first part, under *Pages*. An example of a finished *Page* looks like this:



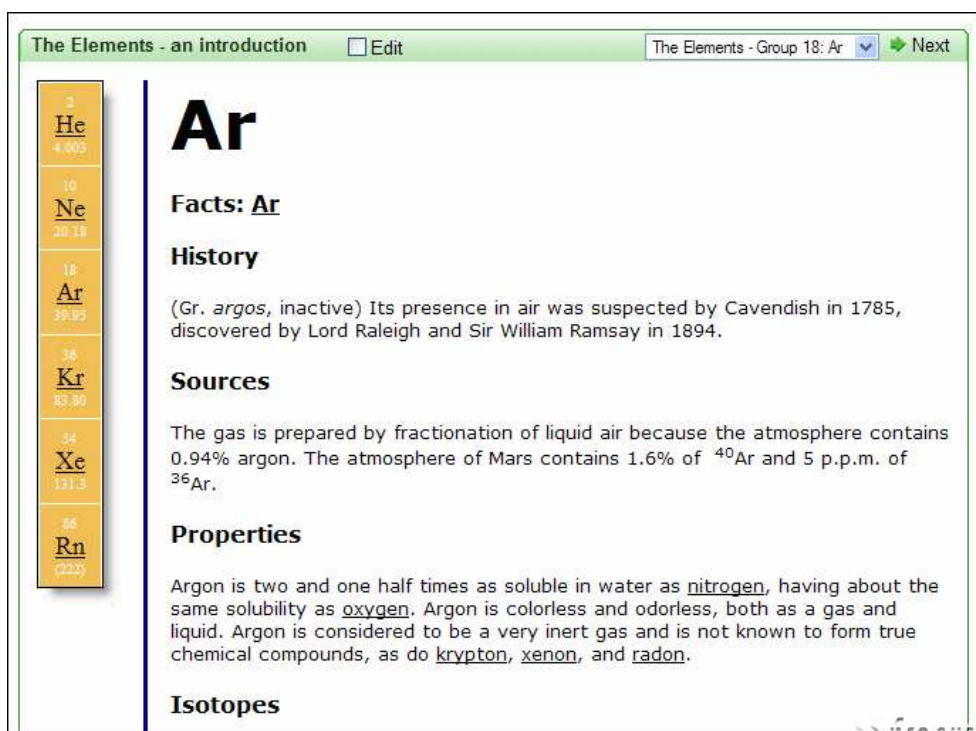
Tip!

You can also change the title of this page:

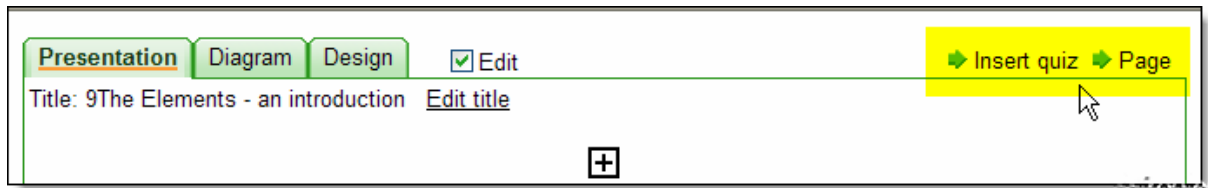


Here three containers have been used; one for introductory text, one for picture and one a line. The picture has been uploaded directly from the PC.

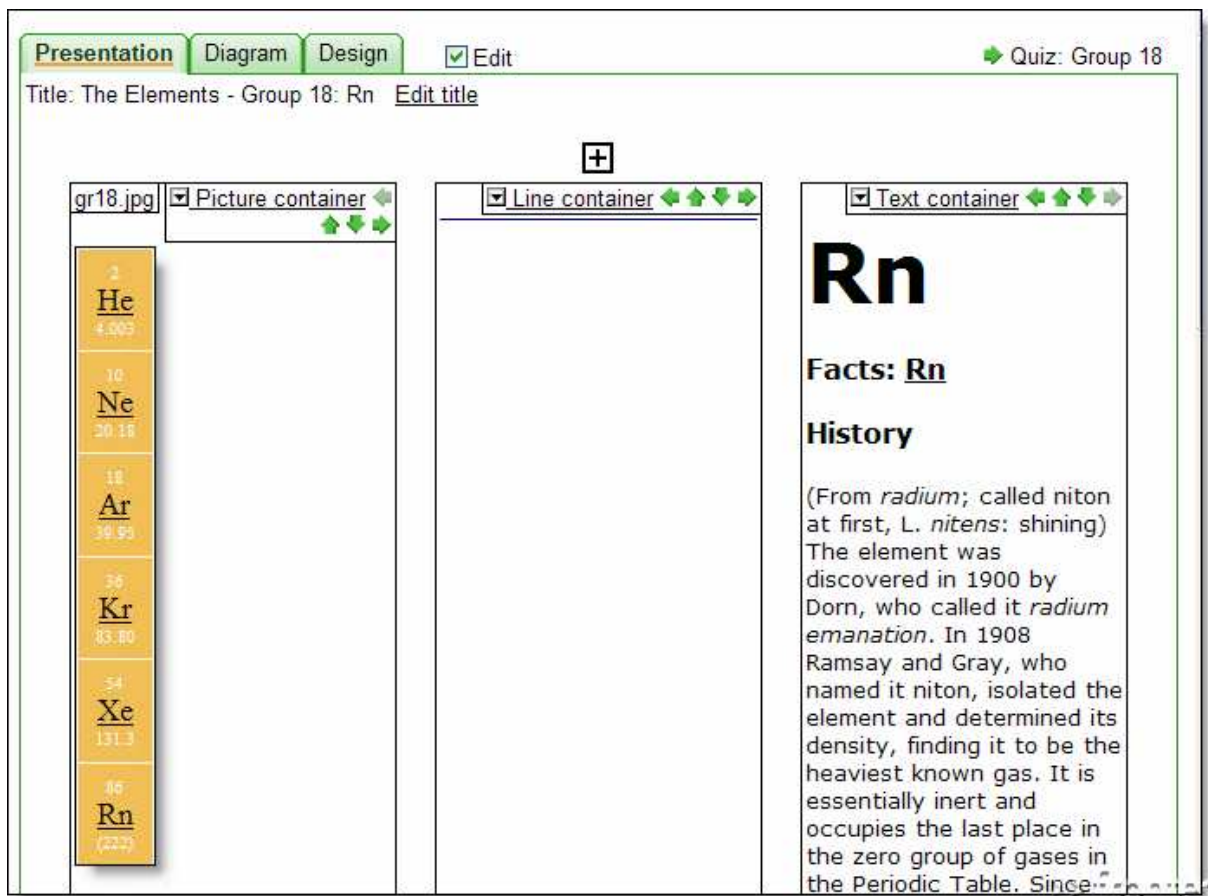
This is how the students will see this page:



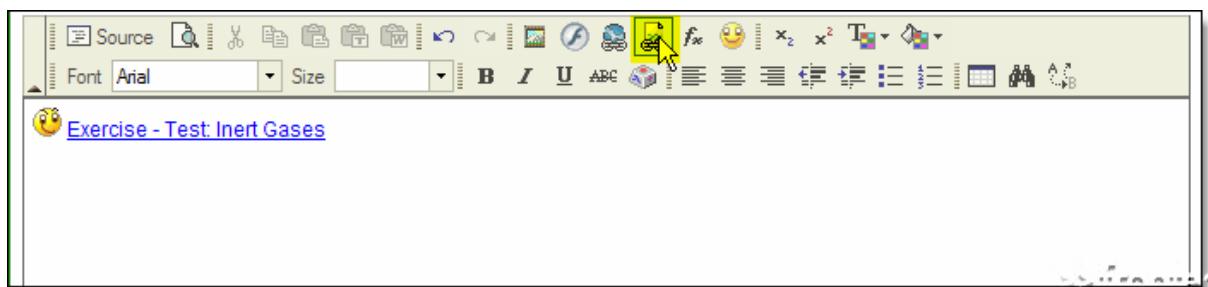
In the top right hand corner you will find the options *Insert quiz* and *Page*:



For now we will concentrate on "regular" pages and create the next one in the same way:



In a container a *Test-yourself*- exercise has been added:

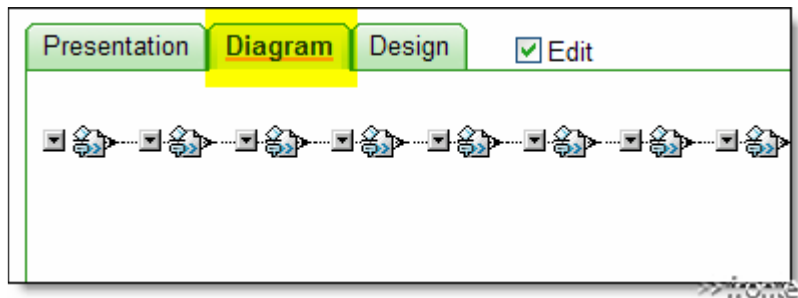


This one can be an Excel- exercise. It is a file that has been uploaded previously in *Resources* and is displayed here by using an internal link.

Other uses could be to add various tests by using the *Test*-tool. These tests must have been prepared beforehand so you can link directly to them.

Diagram

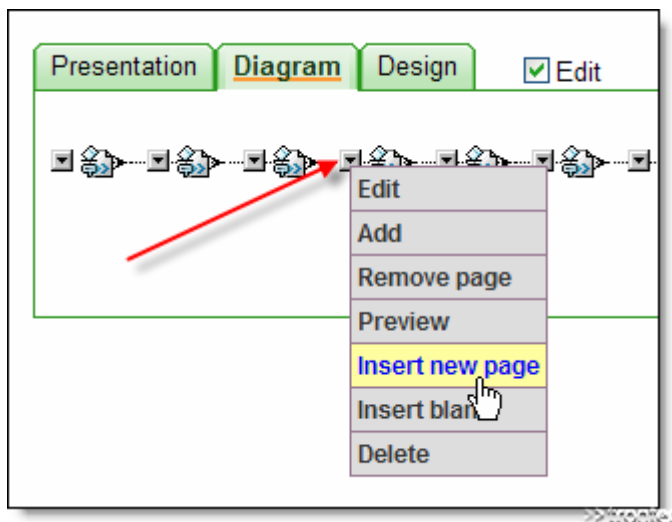
You will get a quick overview as well as access to, the different pages in the *Learning path* by clicking on the tab *Diagram*:



Tip!

If you hold the cursor over a page in the diagram, the name of that page will come up.

Here you will get the option of changing each element – click on the quick menu to get the options:



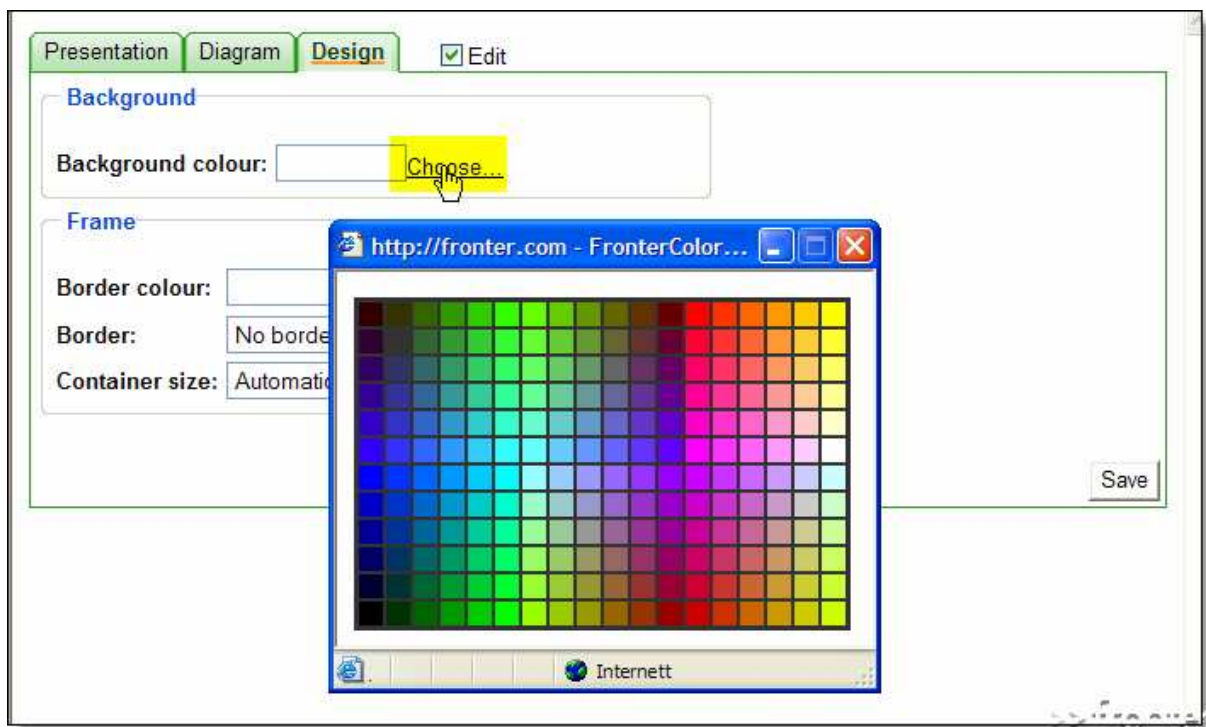
This is also where you add a new page in the *Learning path* – it will come *after* (to the right of) the page where you access the quick menu.

Design

You can also change the background colours; choose frames etc from this tab:



By clicking on *Choose...* you will get a colour palette where you can choose your background colour:

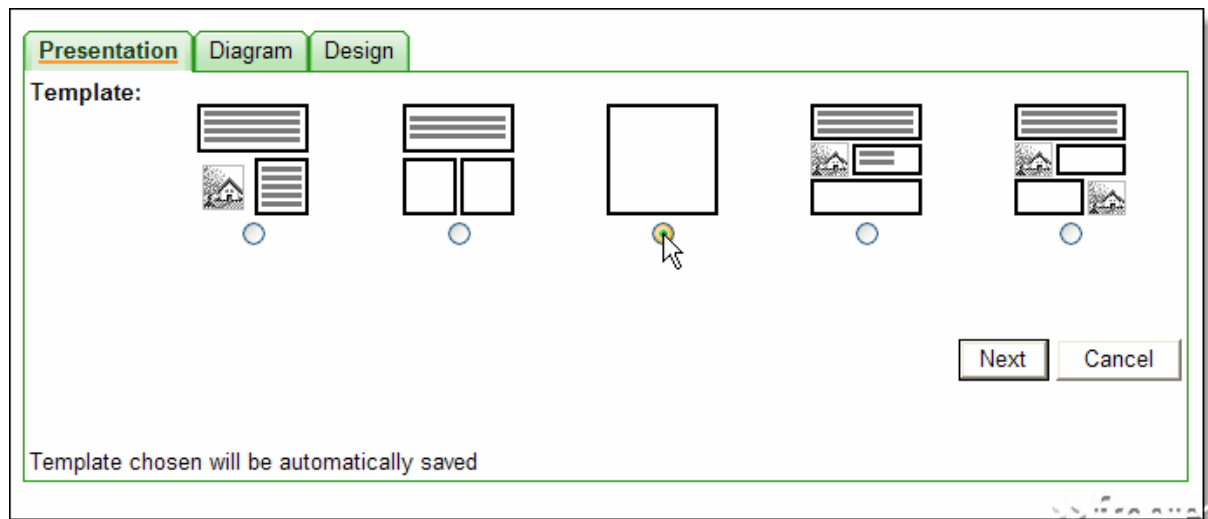


Click on the colour you want, but remember that not all combinations are as easy to read on screen, even though they may look "cool"! (black font on dark blue background is not my favourite...)

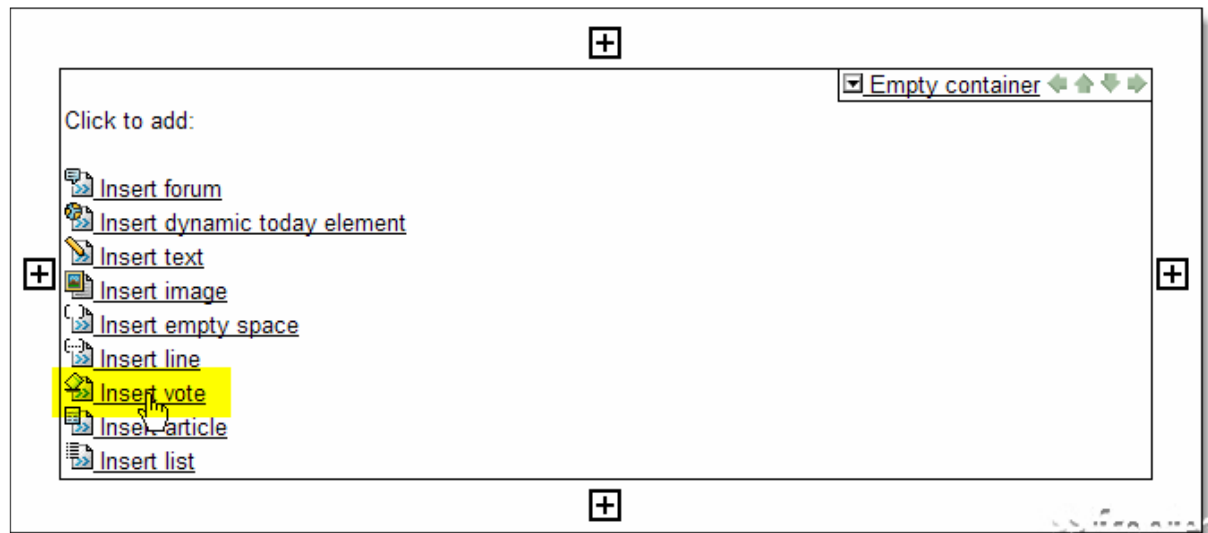
Learning path – add a Vote

When you work with *Learning paths* it may be relevant to have some kind of vote. In Fronter this is created as a separate tool that can only be used here. The example below shows how two *Votes* have been added to a learning course, where students themselves are evaluating what they have learned.

You create a *Vote* by first creating an empty page where you want it:



After clicking *Next* you will get the picture where the *Vote* can be added:



Now you can design the content of the vote itself. In this example we look at the students' self evaluation of the subject:

+

Edit the title, the questions and the alternatives of the vote.

Title

Question

Display result

Alternative 1

Alternative 2

Alternative 3

Alternative 4

Alternative 5

+

And this is how it will appear for the students when they get to this point in the *Learning path*:

The Elements - an introduction Edit Choose... ▾

How interesting was this subject?

Very interesting, indeed!

Fairly interesting.

Boring!

I have no opinion,

If you ticked for *Display results* the student will see a simple statistic of the answers:

The Elements - an introduction Edit

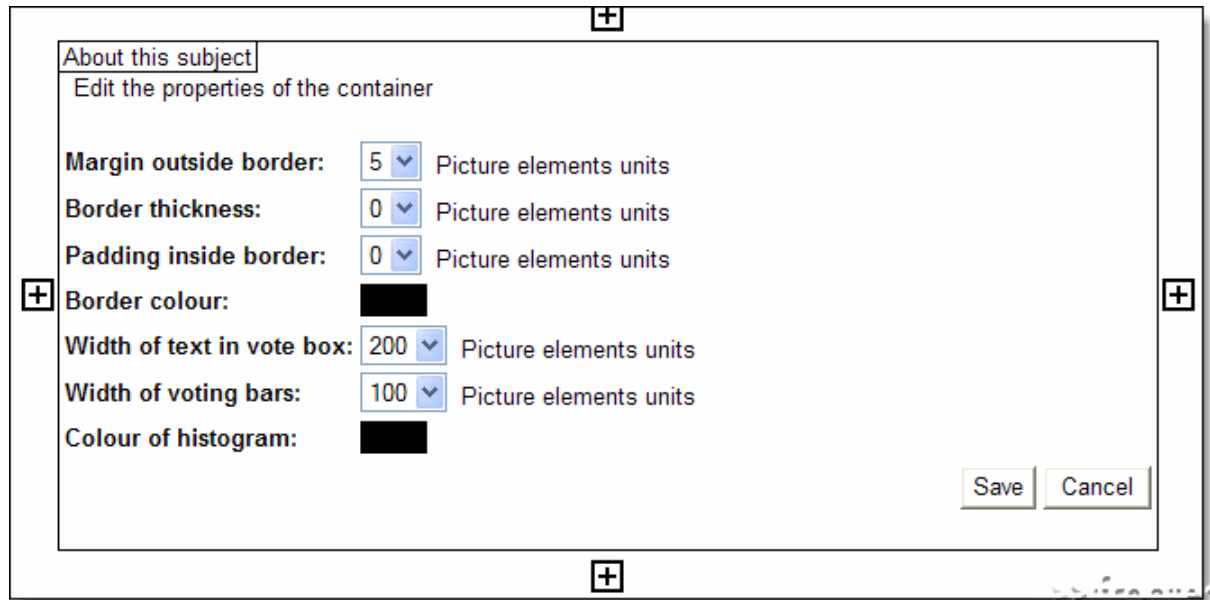
How interesting was this subject?

Very interesting, indeed!	1	<div style="width: 50%; background-color: #000080; height: 10px;"></div>	50 %
Fairly interesting.	0	<div style="width: 0%; background-color: #000080; height: 10px;"></div>	0 %
Boring!	1	<div style="width: 50%; background-color: #000080; height: 10px;"></div>	50 %
I have no opinion,	0	<div style="width: 0%; background-color: #000080; height: 10px;"></div>	0 %

Total votes: 2

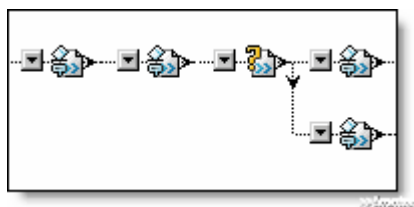
You can *not* change anything on the *Vote* itself after the students have started to answer; it would not be right if this was possible, would it? If you want to change a question you must create the *Vote* from scratch again.

However, you can change qualities with regards to the design:



Learning path – examples with *junctions*

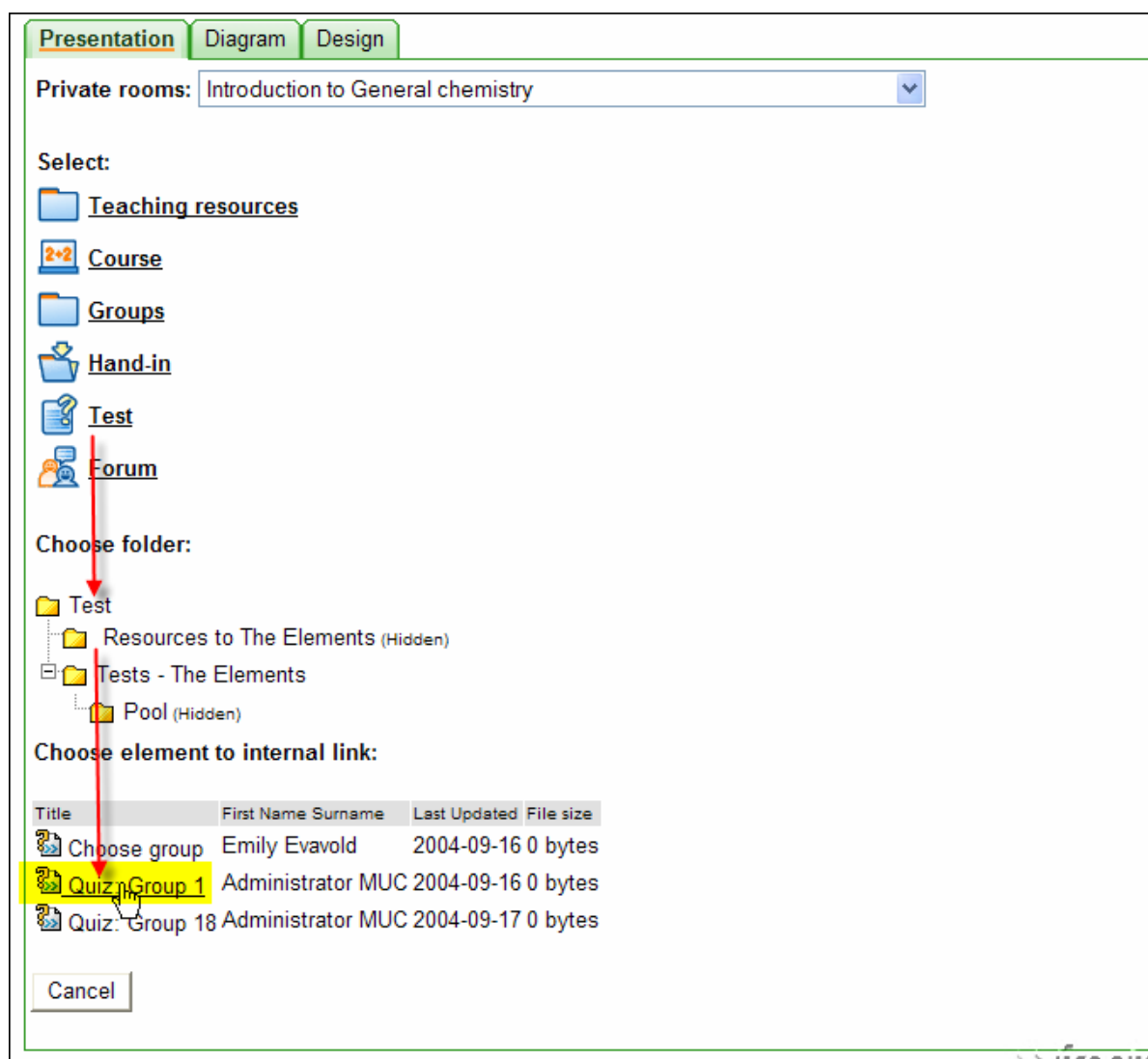
The *junction* is where the learning path branches off and you have to make some choices before proceeding. There are two basic *junctions*: the student either makes a choice that leads onto the desired course, or he/she must pass a test in order to go any further. In both cases it is about the student making a choice in the form of a *Test*. The teacher must have created this test *before* it can become part of the learning path. The picture below shows the start of a learning path where the junction comes as page 2. You will notice that straight after the junction the learning path divides into two branches for the next route:



To create such a *junction* you must add a *Insert quiz*:



You have to browse through to the test, which has had to be prepared before-hand:



This is an example of a test that the students must complete before being allowed to proceed further:

Wich atom har Electron configuration [Ar]4s¹

Answer types: Radiobuttons

Alternative answers	Correct	Score	
H	<input type="checkbox"/>	0	Delete
Li	<input type="checkbox"/>	0	Delete
Na	<input type="checkbox"/>	0	Delete
K	<input checked="" type="checkbox"/>	1	Delete
Rb	<input type="checkbox"/>	0	Delete

[Add more answer alternatives](#)

Save Save and new Save and preview Cancel

Here the students have to answer (correctly) all the questions before being able to proceed. Each question has been awarded points, something that will be used later in the learning path:

This is how it will look for the student:

Quiz: Group 1 Preview test

Name: Steinar Hov

- *1. Electron configuration:**
Which atom has Electron configuration: [Ar]4s¹
 H Li Na K Rb Cs Fr
- *2. Isotopes:**
Which element has most isotopes?
 H Li Na K Rb Cs Fr
- *3. Which element:**
Which element is vital in the manufacture of esters
 H Li Na K Rb Cs Fr

Submit answer Save and postpone submission

In the next picture we see the details of the junction where you must choose what is to happen for each of the reply alternatives. *Rule* means that you choose whether to branch off based on a percentage result or a point result:

Test title: Quiz: Group 1
Description:

Rule	Threshold	Title	Priority
Above number of correct answers	2	The Elements - Group 1: Perfect quiz!	▲▼
Above number of correct answers	0	The Elements - Group 1: Bad quiz!	▼▲

Above percentage of correct answers ▼

Insert

Back

Furthermore, you have to enter both *Threshold value* and *Priority* for the various branches (you can have more than two). Remember that the priority decides how the branching off is done. An empty page will automatically be created for each branch, pages that you later on change the title of, and add contents to.

Some details:

Notice that in the creation of the test we have the following points:

- Correct answers: $3 \times 1 = 3$
- Wrong answers: 0

In the picture above this displays rules and border values, the choice of route works in this way:

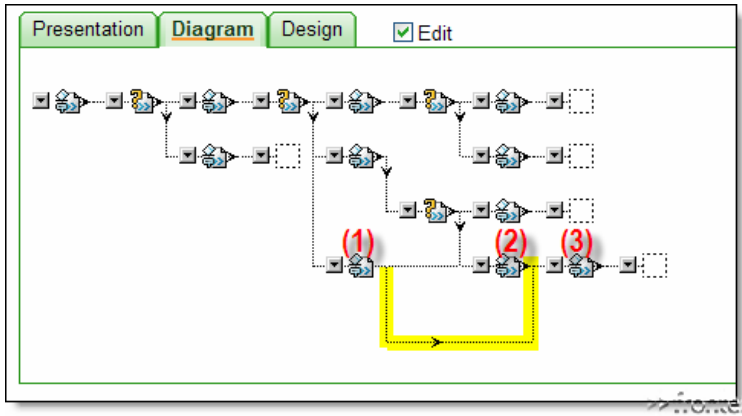
- The first test to complete is at the top.
- The first test applies if the points achieved are *above 2* – in our case only if the student have all three questions correct.
- The second test applies if the first test *does not*, i.e. if the points achieved are 2 or lower.

[Tips!](#)

You can edit the priority order by clicking on the arrows.

Join pages after a cut

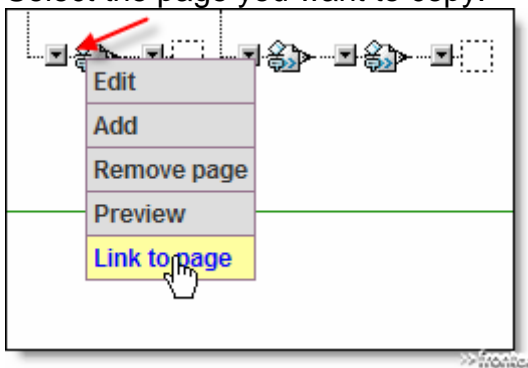
In some situations it can be appropriate to join pages after a test has been completed. An example is shown here:



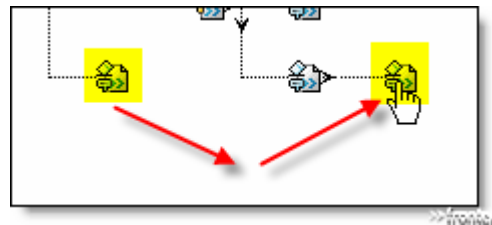
This learning path is a specially developed assistance system for the study administration, relating to the lack of access to Fronter for students. Depending on the answers to the individual control questions, the user is led further along the path, and in one area two branches are joined together, as shown in yellow. The pages (1) and (2) have got the same continuation – page (3).

You can create the branch itself (highlighted in yellow) by making a selection from the shortcut menu:

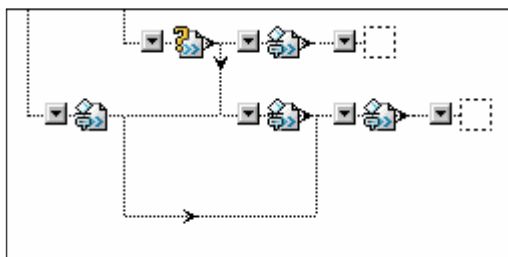
Select the page you want to copy:



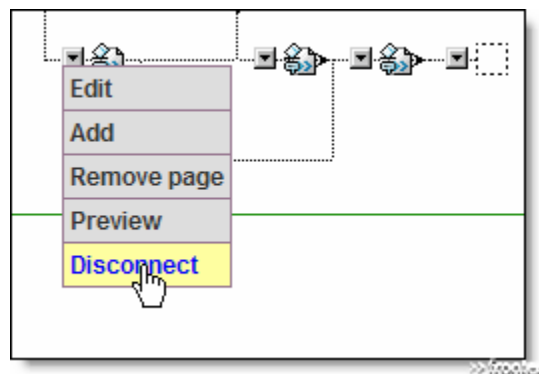
Point to the page you want to copy to:



The connection has been created:



A connection can be removed:



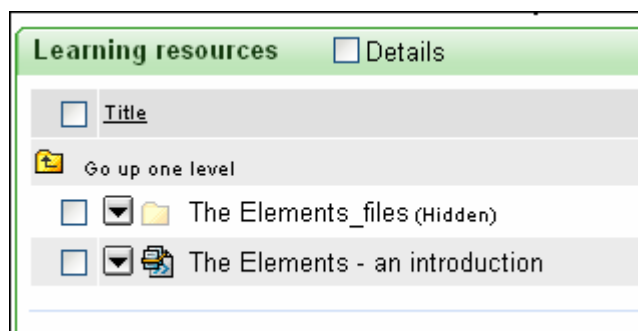
Remember you *cannot* connect to the left, only to pages that are placed to the right of the relevant page. The pages you can connect to appear when the cursor changes into a hand with a straight pointed finger. If you try to connect to a page that is not accessible for this, the cursor will appear as an ordinary arrow.

Copying a learning path

A learning path may have been created in a resource room, library or similar so it may be desirable to copy it to another room. Such a copying may mean that a number of pictures, links, discussions etc also need to be copied.

A copying function has been created particularly for this purpose, but it has to be activated by Fronter on request by each individual installation.

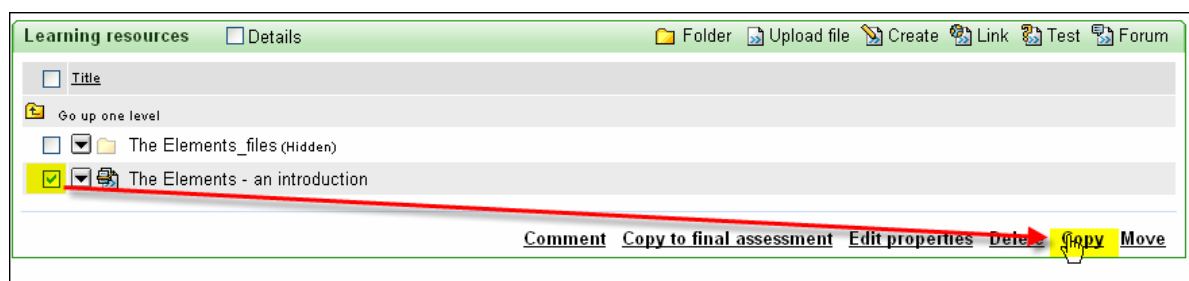
We imagine that resources belonging to the learning path are organised into relevant folders:



The folder *The Elements_files* will automatically be created. Here you will find pictures, tests, discussions etc that are linked to this learning path.

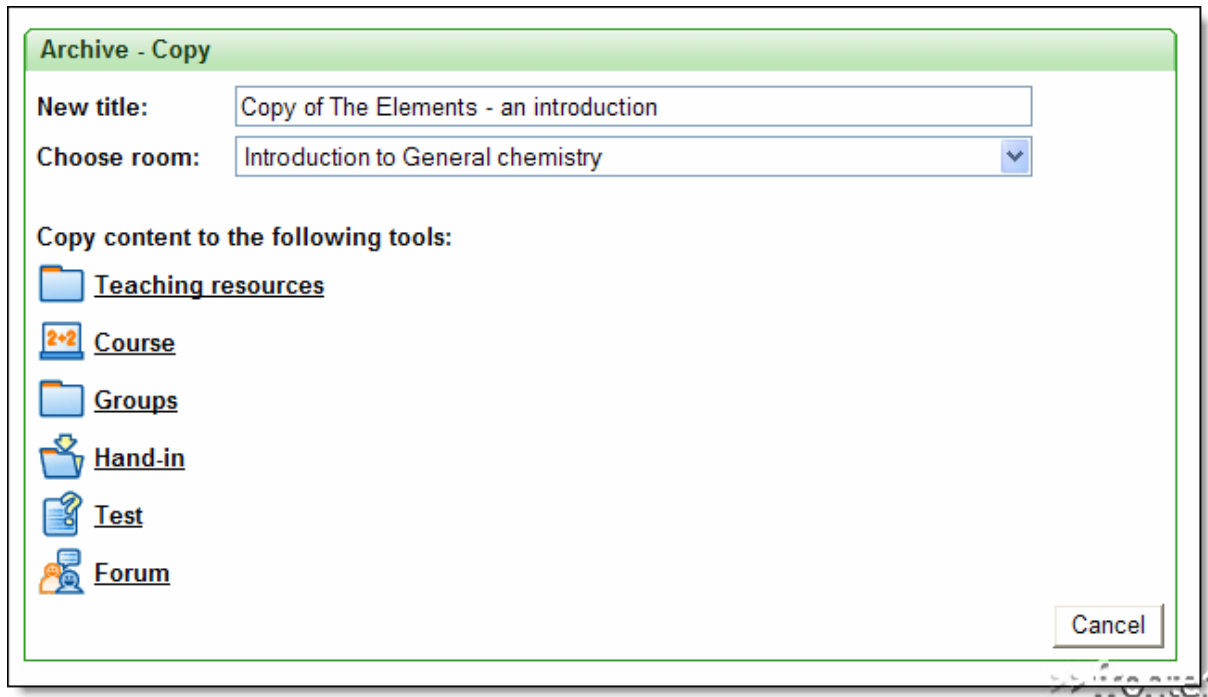
When copying a learning path it is very difficult (if not impossible) to recreate this folder structure because the links are pointing to *files* without relevance to where the folder belongs. Let us look at how this is solved by giving a copying example.

We will copy the highlighted learning path (together with the attached resources):



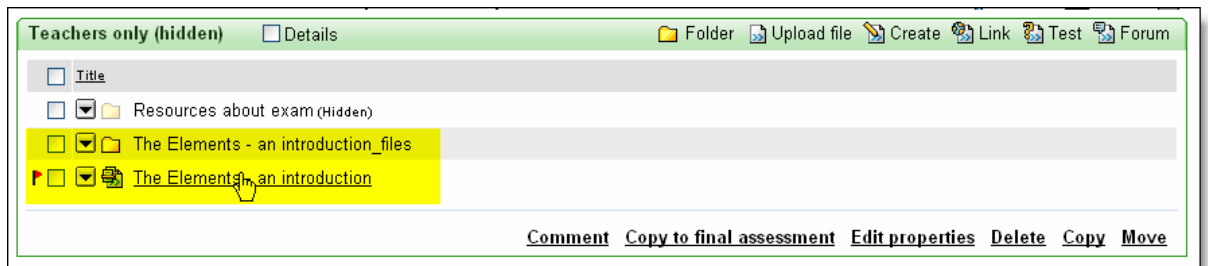
Note that we only mark the learning path for copying – no resource files or extra files should be marked!

The option *Copy* gives us the following:



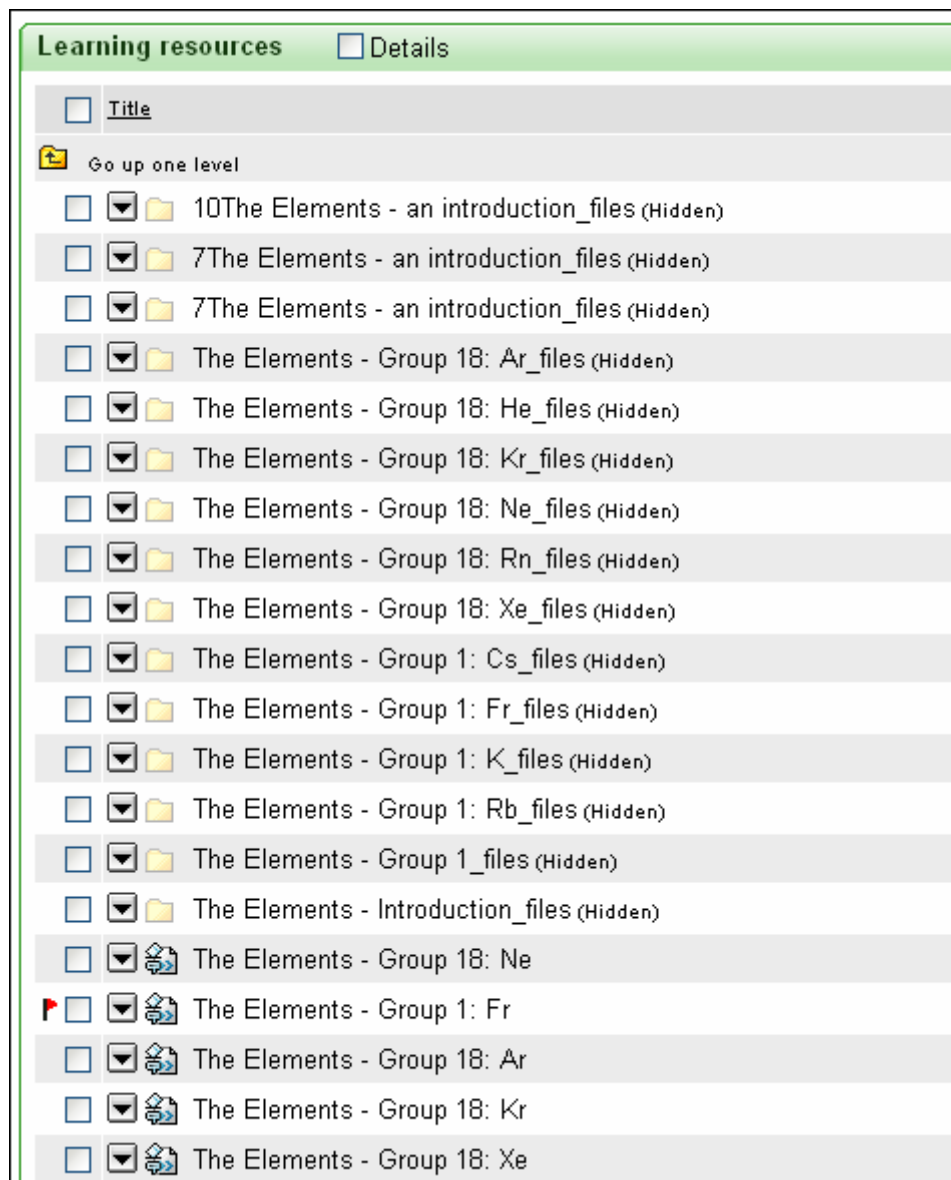
We may alter the title of the copied learning path (it will automatically be given *Copied from* and the original title as a suggested new title). We also choose which *room* the learning path should be copied to. The resources tools and relevant folder structure will then be displayed so you can choose the target folder for the copied learning path.

The result is the following display:

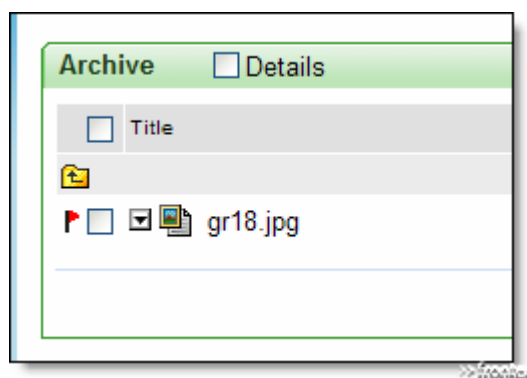


Here we see that both the learning path itself and the automatically generated folder (*_files*) are in place.

But what about our own resource folder containing pictures, tests, discussions etc? We open the automatically generated folder (*_files*) and the following structure is displayed:



Those resources that have been linked to or are built into the individual pages in the learning path have now been copied to the folder by the same name as the actual page (followed by `_files`):



Here is a display of the contents of one of these folders: a picture.

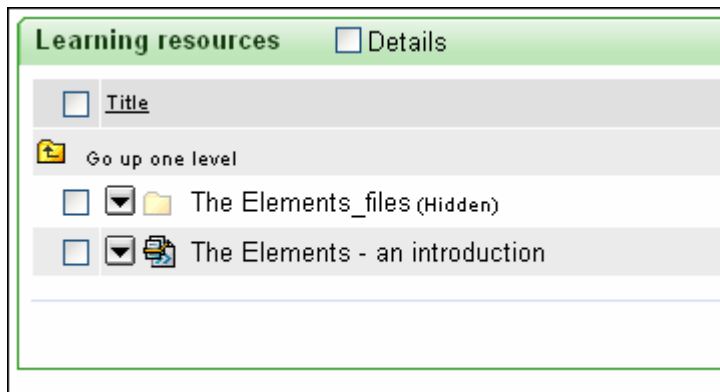
In this way the resources are part of the copying and are directly attached to the relevant page in the learning path.

Tip: Make it simple!

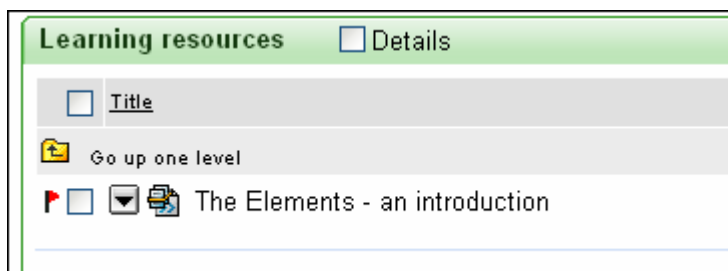
When you are working with *Pages* in one form or other you will see that in addition to *Learning path*, *Article*, *Page* or *Frontpage* there will be a folder created which contains the resources you have been using; amongst other things all the pictures you have used can be found there. The folder gets the same name as the one you have given it, followed by *_files*.

These are files that the students will not need to see (they have access to the resources anyway) so they need to be hidden. This is a setting that administrator can set as automatic. Alternatively, the folder can be hidden for students, by the teacher selecting the option *Hidden*.

For the teacher it could look like this:



As you can see, the resource folder is set to hidden so the students will have this view:



Version control

Version	Date	Description	Responsible
51.1	18.02.05	Document: Learning paths, Pages, Articles and Frontpage – Higher education	Steinar Hov
52.1	29.08.05	Added more information	Steinar Hov
61.1	08.12.05	Updated to Fronter 61	Steinar Hov
62.1	08.09.06	No changes	Steinar Hov
71.1	30.01.07	No changes	Steinar Hov
81.1	28.01.08	No changes	Steinar Hov
82.1	18.08.08	Image uploading in text container	Steinar Hov

QA Revision

Date	Verified by	Comments
19.02.05	Ingun Vaglid	Checked, corrected and translated to the English version
04.09.05	Ingun Vaglid	Added new information
07.12.05	Ingun Vaglid	Add new information
09.12.05	Ingun Vaglid	Add new information
08.09.06	Ingun Vaglid	Approved
30.01.07	Ingun Vaglid	Approved
28.01.08	Georg Ranhoff	Approved
18.08.08	Ingun Vaglid	Approved