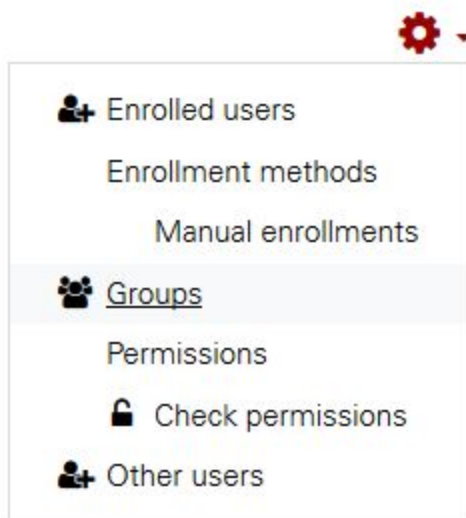# Groups in Moodle

To create groups, navigate to the participants link in the left menu of a moodle page. Note you may need to click the three line button on the top left of your moodle page to see the participants link.

Once you've navigated to the participants list, you'll now see a gear icon on the right. Click that and choose Groups.

It is often easiest to auto-create groups so we'll discuss that.

To auto-create groups, you can leave the default naming scheme and groups will be named Group A, Group B, etc. You can then create groups based on the number or groups or members per group. There are options for which members of your roster are included in the auto-created groups.

The last thing to note is the Grouping area. A new grouping should be selected and named.
This will be used in the creation of the discussion forum.

Auto-create groups

▾ General

Naming scheme	❗ ❓	Group @
Auto create based on		Number of groups ⬍
Group/member count	❗	

▾ Group members

Select members with role	All ⬍
Allocate members	Randomly ⬍

☐ Prevent last small group

☐ Ignore users in groups

☑ Include only active enrollments ❓

▾ Grouping

Grouping of auto-created groups	No grouping ⬍
	No grouping
	New grouping
Grouping name	

Preview   Submit   Cancel

Forums in Moodle

To add a discussion forum, turn editing on and add an activity or resource in the appropriate section of your course and select Forum (ForumNG dosen't have the Q&A setting we'll use below).

+ Add an activity or resource

⦿ 🗩 Forum

In editing the discussion forum you must give the activity a title. In the description section the prompt and any other information should be entered. Under "Forum type" it is recommended that a "Q and A forum" is chosen. This implies that students can't see other posts until they've posted something themselves.

General

| Forum name | ❗ | Quantitative Literacy Discussion Board - Initial post due... Follow-up post due... |

Description

> Instructions for post

☐ Display description on course page ❓

| Forum type | ❓ | Q and A forum ⬍ |

Lastly, it is often a good idea to initially subscribe everyone to the forum. This implies that an email will be sent to group members (and the faculty member and teaching assistant) any time a post is made. Once the forum is created you can unsubscribe if you do not wish to receive the emails. Choose the "Auto subscription" option under the Subscription and tracking section.

Subscription and tracking

| Subscription mode | ❓ | Auto subscription ⬍ |
| Read tracking | ❓ | Optional ⬍ |

Further down there is a ratings area. This is useful for allowing for grading of discussion posts. There is also a grade section that will allow different combinations of ratings to be used and sent to the gradebook.

Ratings

Roles with permission to rate	❓	Capability check not available until activity is saved
Aggregate type	❓	Sum of ratings ⬍
Scale	❓	Type Point ⬍ Scale Default competence scale ⬍ Maximum grade 8

Lastly, if you are using groups for the forum the common module settings section allows for the specification of a grouping to be used. The Group mode option sets whether only people within a group can view posts from their group (Separate groups) or whether everyone can view every group's posts (Visible groups).

Common module settings

Availability	❓	Show on course page ⬍
ID number	❓	
Group mode	❓	Separate groups ⬍
Grouping	❓	None ⬍

None
Groups   oing access restriction
Individuals

▶ Restrict access

Example Forum Prompt

Power posing is a technique in which people stand in a posture that they mentally associate with being powerful, in the hope of feeling and behaving more assertively (Wikipedia). The technique was first suggested in a 2010 paper here with important excerpts given below.

The study design given in the paper is provided here:

"Forty-two participants (26 females and 16 males) were randomly assigned to the high-power-pose or low-power-pose condition. Participants believed that the study was about the science of physiological recordings and was focused on how placement of electrocardiography electrodes above and below the heart could influence data collection. Participants' bodies were posed by an experimenter into high-power or low-power poses. Each participant held two poses for 1 min each. Participants' risk taking was measured with a gambling task; feelings of power were measured with self-reports. Saliva samples, which were

used to test cortisol and testosterone levels, were taken before and approximately 17 min after the power-pose Manipulation."

In analyzing the cortisol and testosterone the experimenters did the following:

"To control for sex differences in testosterone, we used participant's sex as a covariate in all analyses. All hormone analyses examined changes in hormones observed at Time 2, controlling for Time 1. Analyses with cortisol controlled for testosterone, and vice versa."

The results on hormone differences were statistically significant:

"One-way analyses of variance examined the effect of power pose on postmanipulation hormones (Time 2), controlling for baseline hormones (Time 1). As hypothesized, high-power poses caused an increase in testosterone compared with low-power poses, which caused a decrease in testosterone, $F(1, 39) = 4.29$, $p < .05$; $r = .34$ (Fig. 3). Also as hypothesized, high-power poses caused a decrease in cortisol compared with low-power poses, which caused an increase in cortisol, $F(1, 38) = 7.45$, $p < .02$; $r = .43$ (Fig. 4)."

The authors also looked at risk taking and a self-rating of how powerful the participants felt after posing:

"After they finished posing, participants were presented with the gambling task. They were endowed with $2 and told they could keep the money—the safe bet—or roll a die and risk losing the $2 for a payoff of $4 (a risky but rational bet; odds of winning were 50/50). Participants indicated how "powerful" and "in charge" they felt on a scale from 1 (not at all) to 4 (a lot)."

The statistical results on this aspect were:

"Also consistent with predictions, high-power posers were more likely than low-power posers to focus on rewards— 86.36% took the gambling risk (only 13.63% were risk averse). In contrast, only 60% of the low-power posers took the risk (and 40% were risk averse), $\chi2(1, N = 42) = 3.86$, $p < .05$; $\Phi = .30$. Finally, high-power posers reported feeling significantly more "powerful" and "in charge" (M = 2.57, SD = 0.81) than low-power posers did (M = 1.83, SD = 0.81), $F(1, 41) = 9.53$, $p < .01$; $r = .44$. Thus, a simple 2-min power-pose manipulation was enough to significantly alter the physiological, mental, and feeling states of our participants. The implications of these results for everyday life are substantial."

Their final conclusions were summed up as follows:

"By simply changing physical posture, an individual prepares his or her mental and physiological systems to endure difficult and stressful situations, and perhaps to actually improve confidence and performance in situations such as interviewing for jobs, speaking in public, disagreeing with a boss, or taking potentially profitable risks. These findings suggest that, in some situations

requiring power, people have the ability to "fake it 'til they make it." Over time and in aggregate, these minimal postural changes and their outcomes potentially could improve a person's general health and well-being. This potential benefit is particularly important when considering people who are or who feel chronically powerless because of lack of resources, low hierarchical rank in an organization, or membership in a low-power social group"

Your assignment!

Consider the "worry questions" below.
1. Where did the data come from? What kind of study was it? Is this kind of study reasonable in this context?
2. Was a sample used? How were participants selected? Did the sample include people/units that are representative of the population? Overall, could this sample reasonably lead to valid inferences about the target population?
3. Are the reported statistics appropriate for this kind of data? For example, was an average used to summarize ordinal data. Could outliers cause this summary statistic to misrepresent the true picture?
4. Is a given graph drawn appropriately, or does it distort trends in the data?
5. Overall, are the claims made here sensible and supported by the data? For example, is correlation confused with causation? Is a practically meaningless difference made to loom large?
6. Should additional information or procedures be made available to enable me to evaluate the sensibility of these arguments? For example, did the writer "conveniently forget" to specify the base of a reported percent-of-change, or the actual sample size?
7. Are there alternative interpretations for the meaning of the findings or different explanations for what caused them? Are there additional implications that are not mentioned?
8. How reliable or accurate were the instruments or measures (tests, questionnaires, interviews) used to generate the reported data?
9. How was this probabilistic statement derived? Are the authors making poor assumptions that make the statement invalid?

You will make (at least) two posts for this assignment. Your first post should be a critique of the study relating to one of the questions above. To obtain full credit your post should be based on logical reasoning grounded in quantitatively sound ideas and it should ***present questions or comments that open the discussion for debate.***

You will be working in groups for this assignment. Once you've done your initial post you will then be able to see and respond to your classmates' posts.

You should respond to (at least) one of your classmates' posts. A good response should challenge a classmates' thinking, ask insightful and thought provoking questions, AND responded to questions or comments that were made by the original post.

Your initial post should be **completed by...** and your response post should be **completed by…** The posts will be graded with the following rubric.

Grade	Posting Rubric	Response Rubric	Points
Exemplary (A)	Post is based on logical reasoning grounded in quantitatively sound ideas. Draws from multiple sources. ***Presents questions or comments that open the discussion for debate.***	Challenged a classmates' thinking, asked insightful and thought provoking questions to a classmate, AND responded to questions or comments that were made by a classmate's post.	4
Above Average (B)	Post is based on logical reasoning rooted in quantitatively sound ideas. Few opinions exist in post. Draws from credible sources and/or demonstrates sound reasoning.	Agreed or Disagreed with a classmate with justification but did not challenge the ideas presented. Asked insightful questions but did not respond to questions asked by classmates or engage in a back and forth.	3
Average (C)	Post demonstrated some quantitatively sound connections; perhaps a mixture of reason and opinion. Justifications were not detailed.	Response attends to quantitatively sound ideas generally with perhaps a mixture of reason and opinion. Justifications were not detailed.	2
Fair (D)	Post lacked connections to quantitatively sound ideas and/or relied on opinions without justification.	Response lacks focus or clarity. Response heavily depends on opinion. Response does not refer to quantitatively sound ideas and/or credible sources	1
Unsatisfactory (F)	Did not post.	Did not respond.	0