A Visual Introduction to moodle @FCTUNL

draft 1

. for Teachers and page Creators

ne http://moodle.fct.unl.pt



A Visual Introduction to moodle@FCTUNL



for Teachers and page Creators

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by João Pedro Soares Fernandes draft 1 - October 2005 Monte da Caparica/Portugal





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ABOUT



moodle

I ABOUT THE SYSTEM I

- . m.o.o.d.l.e. means "Modular Object-Oriented Dynamic Learning Environment" but, before that, the M meant "Martin's", the first name of its australian author
- . to moodle, a verb of unknown origins, "describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity" (WIKIPEDIA®)
- . if you use moodle, you're a moodler
- . moodle is a Course Management System (CMS) but is also known by other names, such as Learning Management System (LMS). It allows educators to create online courses, but can be used in collaborative work in general. Users only need an Internet browser
- . it has been evolving since 1999, supported by a global community, and has been translated into 61 different languages. The estimated sites using moodle figure in the thousands, and the final users over the hundreds of thousands!

* | ABOUT THE AUTHOR |

- . Martin Dougiamas (pronounce it Dou"gui"amas) lives in Perth, Australia and he is in his late 30's. He is married and has two children
- . some of his interests are education and computer science
- . he worked with WebCT, a commercial CMS, for some years
- . he defends a social constructionist epistemology of teaching and learning, and started moodle with that framework





| IMPORTANT |

. moodle is free and open source. This means that it can be redistributed, its source code modified or developed to suit specific needs

ABOUT





+ | FOR TEACHERS AND COURSE CREATORS |

. this guide pretends to help teachers and page creators to build and manage their pages in moodle FCTUNL, using a visual approach. Screen captures will be usual in this guide, and you should read it and practice at the same time with a browser connected to moodle@FCTUNL.

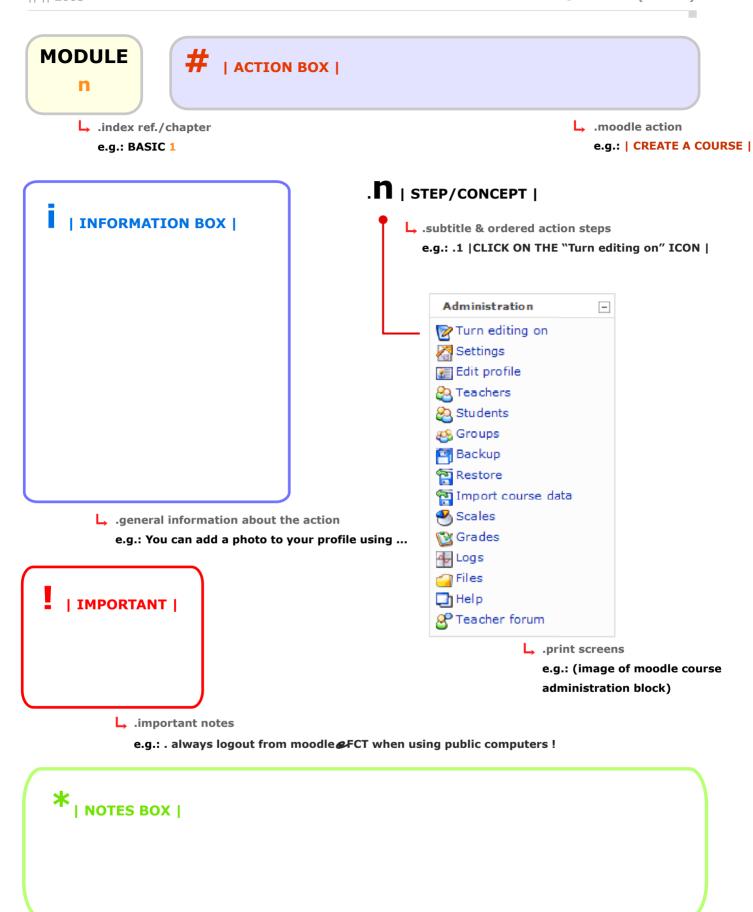
. this guide is organized in chapters and has styles regarding the type of information that is displayed on a page. In the next page, the text boxes styles are explained in detail. This is intended to make it easy for you to recognize visually the kind of information on a page and facilitate search.

| IMPORTANT |

. if you're using Acrobat Reader to read this guide, you can use the search button



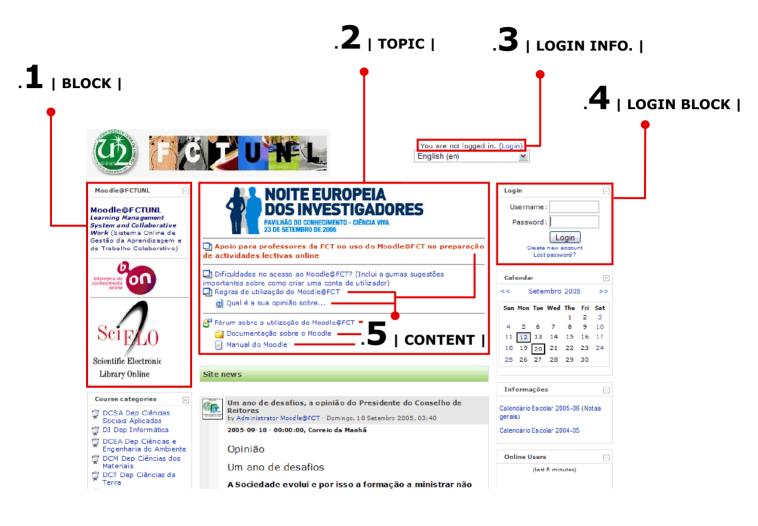
to easily find a particular subject inside the guide



.suggestions, comments, etc.
 e.g.: . you can use the glossary activity as a documents digital repository



| MOODLE GENERAL CONCEPTS |





.6 | NAVIGATION BAR |





. some browsers can give you problems with moodle property. FCTUNL, like Netscape or Safari

OVERVIEW

2

| CREATE NEW ACCOUNT |

| INFORMATION BOX |

. moodle uses a <u>workflow</u> to manage different levels of usability of the system. This hierarchy is, from the least to the most privileged:

Guest -> Student -> Teacher -> Creator -> Administrator,

where Guests are unregistered users.

. You should create a new account first, to start at a student level.

Login				
Username:				
Password:] . L	CLICK ON "Create new account"	' IN THE LOGIN BLOC	K
Login	•	_		
Create new account Lost password?		.2	 FILL THE USER INI	FO. FORM
		F C T U NEL	You are not logged in. (Login)	
	Moodle @ FC1	TUNL » Login » New account		
		Create a new username and n	accurate log in with	

| IMPORTANT |

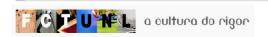
- use the first part of your e-mail (before the @) as your username, as it is harder to forget
- . use a valid e-mail address
- . the "First Name" an "Surname" can use Caps



.3 | CLICK ON THE "Create new account" BUTTON |

If you continue to have difficulty, contact the site administrator.

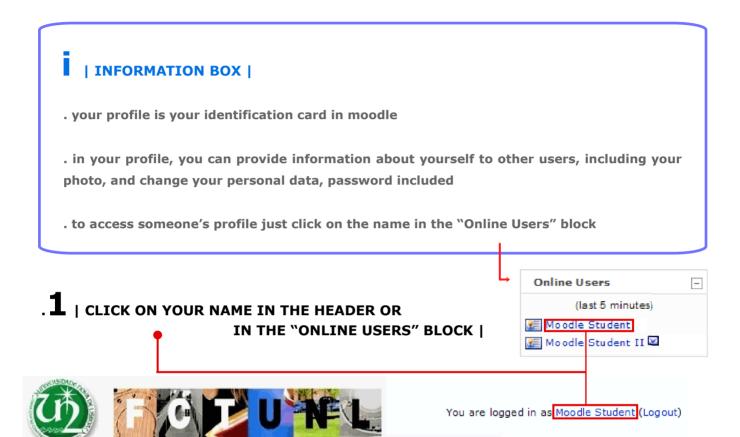
□ .4 |GO TO YOUR E-MAIL AND FOLLOW INSTRUCTIONS |



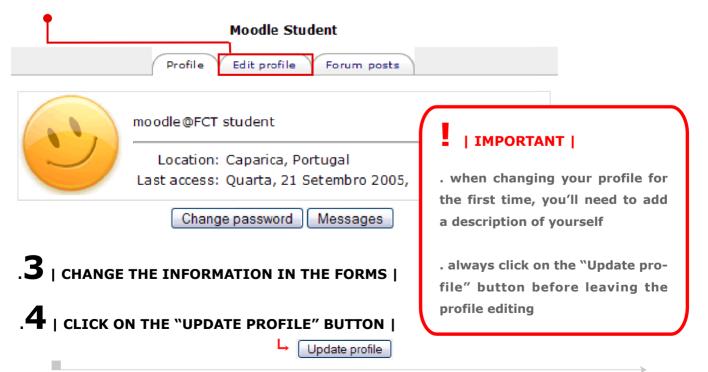
OVERVIEW

3





 $.\mathbf{2}$ | click on the "edit profile" tab |



| CREATE A PAGE |

| INFORMATION BOX |

- . only "creators" and "administrators" can create pages in moodle FCTUNL
- . you have 2 ways of creating a page:
 - 1. ask the administrator to create it for you and name you as a teacher on it
 - 2. ask the administrator to give you "creator" privileges and then create it



You are logged in as Moodle Creator (Logout)



| ASK THE ADMINISTRATOR FOR CREATOR **PRIVILEGES AND LOGIN |**

- . 2 | CLICK ON "PAGES" IN THE NEW ADMINISTRATION BLOCK ON THE BOTTOM LEFT OF MOODLE&FCTUNL PAGE |
- .3 | CLICK ON THE "ADD A NEW PAGE" BUTTON,

ON THE BOTTOM OF THE "PAGE CATEGORIES" PAGE |

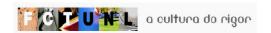
Add a new course



.4 | CONFIGURE YOUR PAGE ON THE "EDIT PAGE SETTINGS" PAGE |

Edit course settings

. you can create pages to support classes, make your portfolio, supervise M.A. and Ph.D thesis, or even work with colleagues on a project



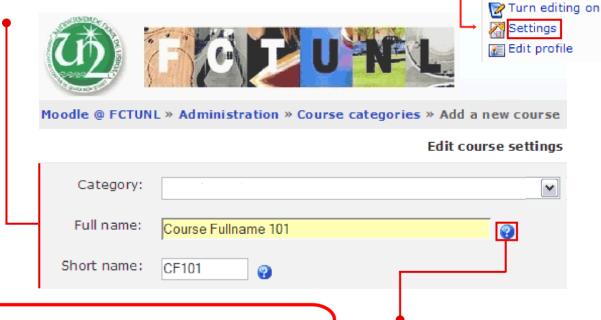
2

| EDIT PAGE SETTINGS |

| INFORMATION BOX |

- . the page settings allow you to define the basic characteristics of your page, e.g.: name, description, access permissions, format, themes, etc.
- . you can change your page settings anytime, by clicking on "Settings" in the Administration block inside your page

. 1 | IDENTIFY YOUR COURSE |



| IMPORTANT |

. when using the mouse scroll, notice that if a dropdown box is selected, the selection you made can be changed

.2 | USE THE HELP ICONS IF NEEDED |

Administration

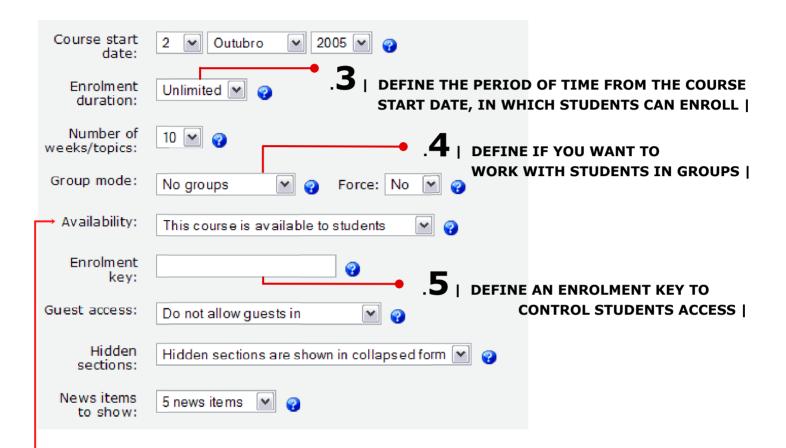
* | NOTES BOX |

- . if you need a new page category, ask the administrator to create you one
- . this guide will only comment some settings that are relevant or not obvious



2



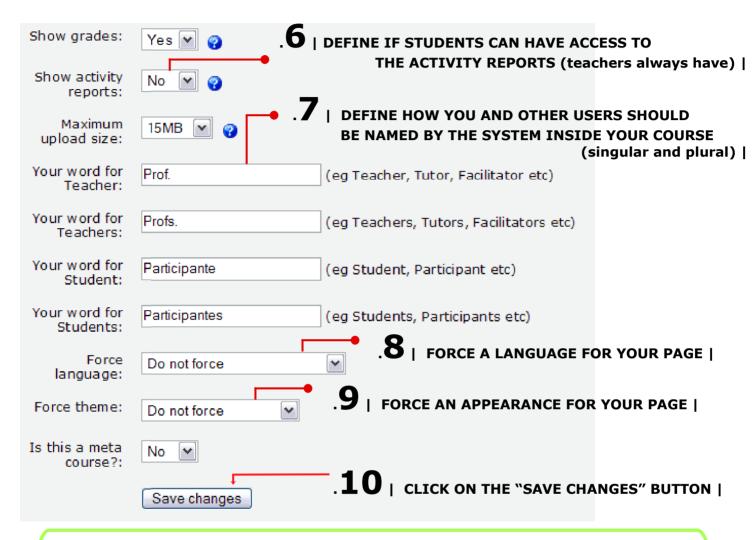


(| NOTES BOX |

- . we suggest you change the enrolment key 15 days after the course starts, to avoid late enrolments and key's sharing among other courses students
- . you can work with visible groups (every group can see each others assignments, discussions, etc.) or separate groups (with separate assignments, discussions, private for each group)
- . if you want to work only with colleagues, or are preparing the page, you can set the "Availability" to not allow students in. In this case, the page will be invisible for other users, not showing in the pages list

2

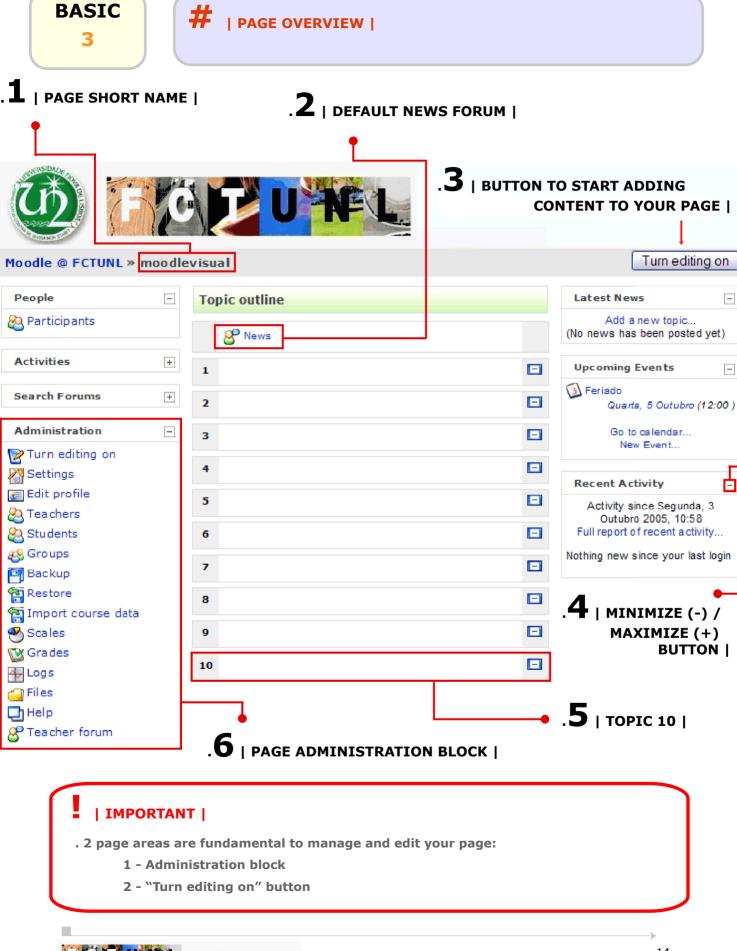
| EDIT PAGE SETTINGS | (cont.)



* | NOTES BOX |

- . you don't have a space limit for your page, but each file you or your students want to upload must be smaller than 15 MB. If you have a particular situation and need more than 15 MB please contact the administrator
- . the activity reports give you access to a report of all students activities inside your page. For example, you can see which students downloaded a specific file you made available, etc.
- . the page language will affect the calendar settings, specifically the 12/24 hours format. If you choose "Portuguese", the 24 hours format will be used. Despite this, the hours format can be changed in the calendar Preferences, on the time format dropdown box (1st one). You can access this preferences through the "Upcoming Events" block or the "Calendar" block





a cultura do rigor

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4

| ADD CONTENT TO TOPICS |

I INFORMATION BOX I

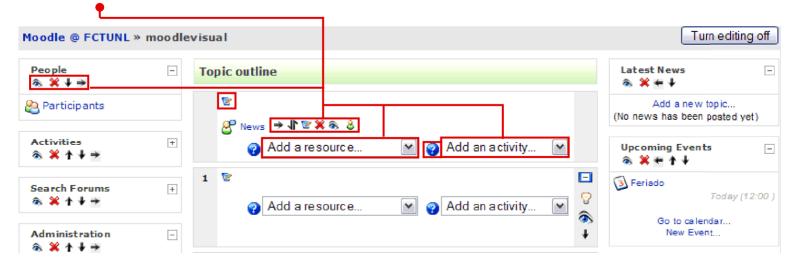
- . only "teachers" and creators can add content to the page
- . you can add 2 kinds of content to your page topics:
 - 1 RESOURCE mainly for information/data delivery

the resource can be a file of any type, a webpage made by yourself using moodle or on the internet (and integrating audio, vídeo, animations or applets, etc.), or a directory with several documents on your page's file area. You can even write inside the topics/blocks

2 - ACTIVITY - mainly for supporting collaborative work/communication

the activity can be a chat session, a forum for news or discussion, a glossary constructed by you and your students with links, concept definitions, biographies or even files, a students quiz made within moodle, and evaluated automatically by the system, an assignment that can be delivered or made by students/colleagues directly on your page, a choice of one or more options defined by you (e.g. voting, subscriptions), a dialogue between you and another participant (or between participants), a wiki document constructed collectively, among others..

.2 | USE THE ICONS AND DROPDOWN BOXES TO ADD/EDIT CONTENT IN EACH TOPIC |



| ADD CONTENT TO TOPICS | (cont.)

. 1 | INDENT PARAGRAPH |

.2 | MOVE TO ANOTHER POSITION IN THE SAME TOPIC OR IN ANOTHER ONE |

.4 | DELETE |

.5 | HIDE FROM STUDENTS (TEACHERS CAN SEE) |

.6 | GROUP CONFIGURATION FOR ACTIVITY|

Topic outline

.7 | Add a resource...

Add an activity...

.7 | ADD AN ACTIVITY (DROPDOWN BOX) |

.8 | ADD A RESOURCE (DROPDOWN BOX) |

.10 | EDIT TOPIC TITLE |

* | NOTES BOX |

. you can give each topic a different name, according to the kind of material inside of it

. to view the page in normal mode, click on the "Turn editing off" button

. you can add text, images, videos, links, etc inside topics, using the resource "Insert a label"

5

| ADD A RESOURCE - LINK TO A FILE |

I INFORMATION BOX |

- . you have a files area in your page. Imagine it as an hard drive just for you, where you can create, copy, move, delete files of any type, and the same for folders
- . you can deliver a document to the participants, sending the file from your computer to your page's files area and adding a link to it inside the page topics
- . to access your files area, go to the Administration block and click on "Files"

. $oldsymbol{1}$ | click on the "turn editing on" button | -

Turn editing on

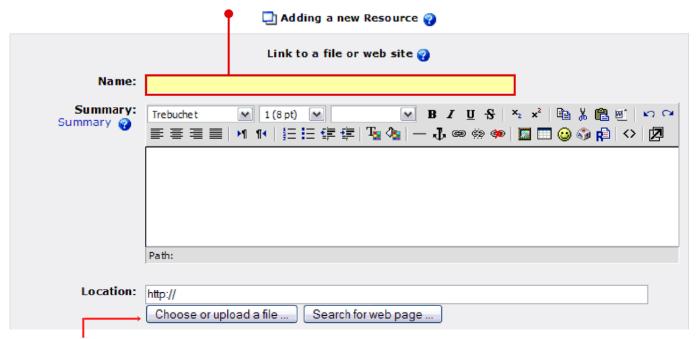
Add a resource...

Add a resource...

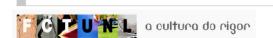
Compose a text page
Compose a web page
Link to a file or web site
Display a directory
Insert a label

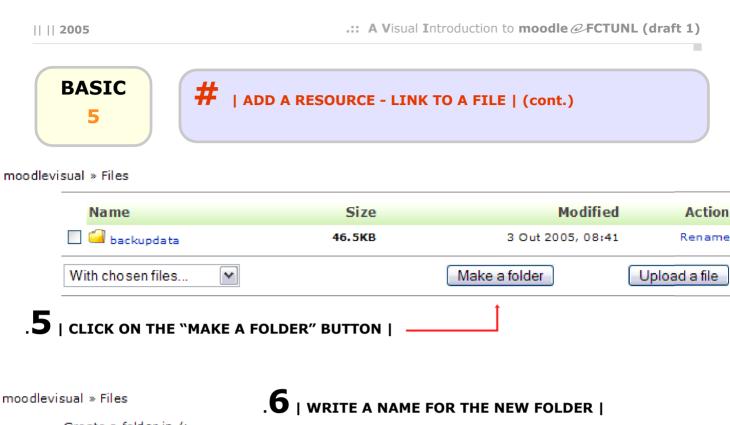
- .2 | CLICK ON "ADD A RESOURCE LINK TO A FILE OR WEBSITE"

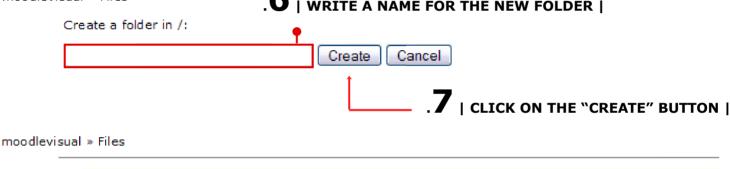
 INSIDE THE DESIRED TOPIC |
- $oldsymbol{3}$ | write a name for the file that will show in the topic |



.4 | click on the "choose or upload a file" button |









.8 | CLICK ON THE FOLDER NAME WHERE YOU WANT TO UPLOAD A FILE |



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moodlevisual » Files » new_folder

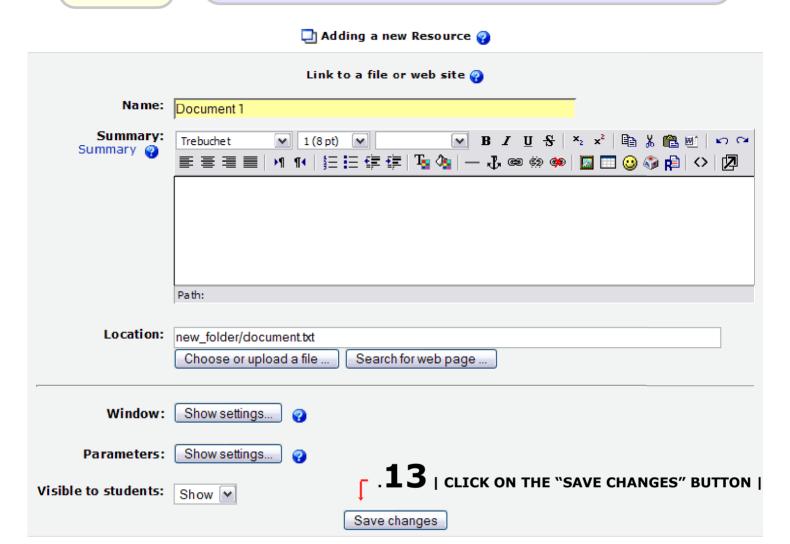
File uploaded successfully



.12 | CLICK ON "CHOOSE" |









* | NOTES BOX |

- . you can create a link to an external file (in another server), typing in the "Location" field the link to it. This also applies to websites (e.g. Location: http://www.fct.unl.pt)
- . it is strongly suggested to organize your materials in folders, to make it easy to find a file



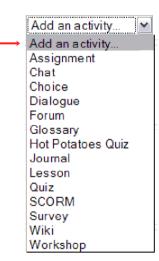
20





| INFORMATION BOX |

- . the activities are the most interesting approach to moodle as a collaborative platform
- . you should use activities to improve learning and teaching in your page
- . 1 | CLICK ON THE "TURN EDITING ON" BUTTON | ________ Turn editing on
- .2 | click on "add an activity" inside the desired topic and select one of the list |
- . $\bf 3$ | configure the activity to suit your needs |



* | NOTES BOX |

- . explore moodle activities as you like, reading the inline help in your page
- . the next extended manual and video tutorials will regard activities in more detail, as they are the most interesting part about moodle
- . feel free to contact the administration for presencial help regarding the use of activities inside your page

7



| INFORMATION BOX |

- . you can add new blocks to your page, such as a Calendar, RSS Feeds from other pages or sites (this includes dynamic information that when is changed on the referring site, it also changes in you page), Online users, HTML (it can have images, links, audio etc.), quiz results, among others
- . $oldsymbol{1}$ | click on the "turn editing on" button |

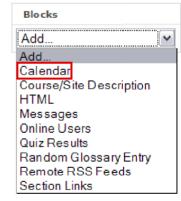
Turn editing on

 $.\mathbf{2}$ | click on the block you want to add |

.3 | FINAL RESULT (CALENDAR) |





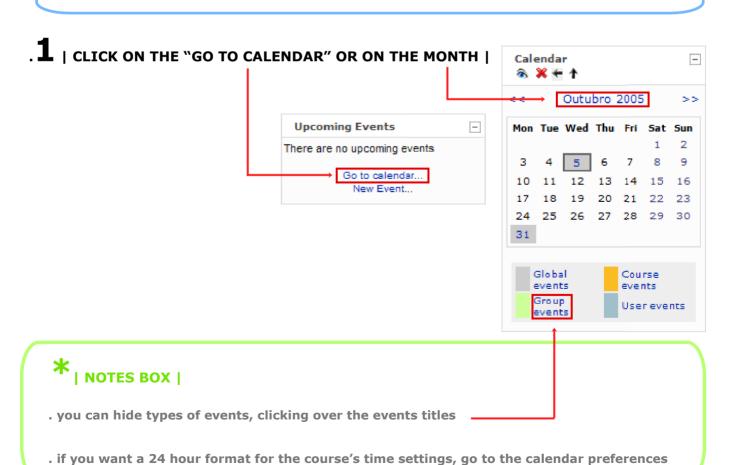


8



I | INFORMATION BOX |

- . you can use the default "Upcoming events" block or the added "Calendar" block to inform your page participants of some relevant events such as conferences, TV-shows, field trips, etc.
- . some moodle activities (quizzes, assignments, ...) are automatically added to the "Upcoming events" and "Calendar" blocks. The page events (including group events) can only be added by teachers
- . the global moodle@FCT events are also displayed in both blocks. This events can only be added by administrators
- . you and other page participants can use the calendar as a personal agenda, adding in this case user events.

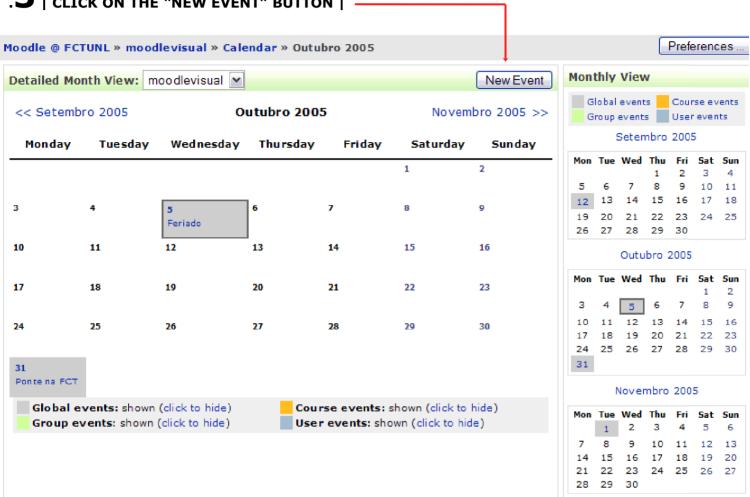








.3 | CLICK ON THE "NEW EVENT" BUTTON |



.4 | DEFINE THE TYPE OF EVENT |

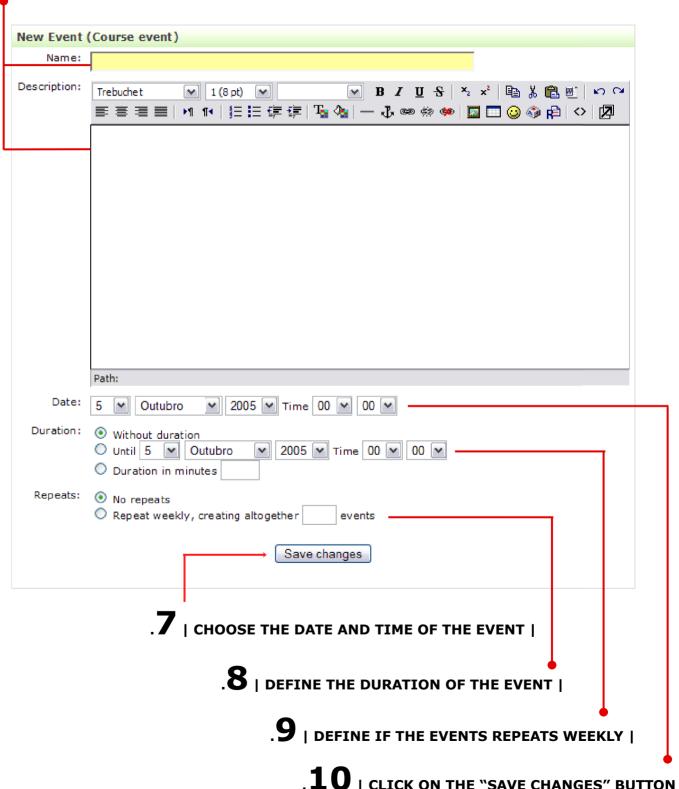


.5 | CLICK ON THE "OK" BUTTON |



BASIC # | ADD NEW EVENT | 8

.6 | FILL IN THE FIELDS WITH THE EVENT NAME AND DESCRIPTION|



. 10 | CLICK ON THE "SAVE CHANGES" BUTTON |

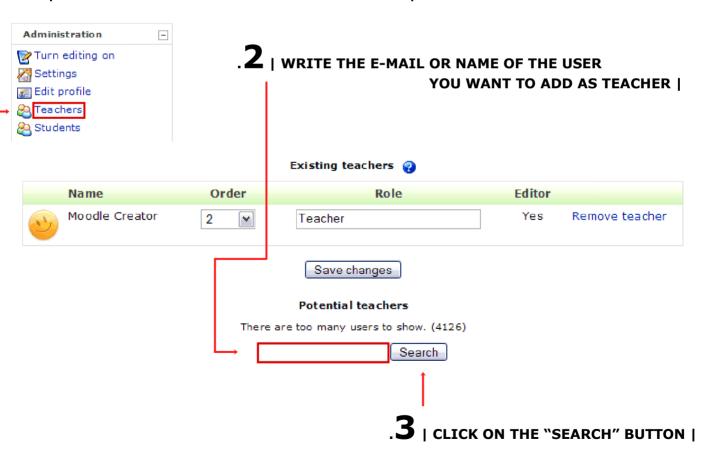
9



| INFORMATION BOX |

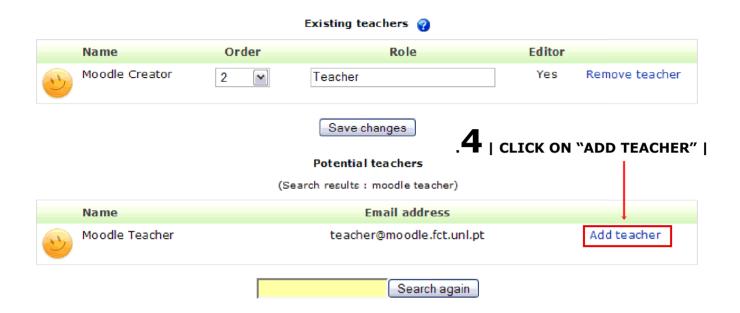
- . as a page creator, you can add other teachers to the page
- . you can define different titles/roles for each teacher, such as monitor, assistant, etc.
- . you can also define if the teacher can edit or not your page content
- . to start adding teachers, go to the Administration block and click on "Teachers" (or the name you defined for teachers in the page settings)

. 1 | CLICK ON "TEACHERS" IN THE ADMIN. BLOCK |

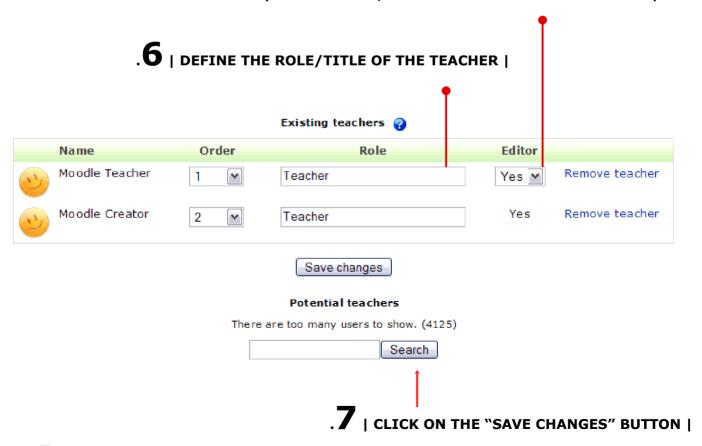








.5 | DEFINE IF HE/SHE CAN EDIT THE PAGE CONTENT |



10

| ADD STUDENT TO PAGE |

I | INFORMATION BOX |

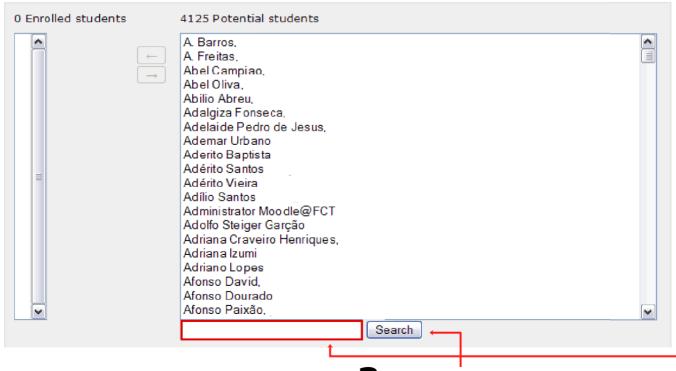
- . there are 2 ways of enrolling a student in your page:
 - 1 giving the student the enrolment key you defined for the page
 - 2 enrolling the student yourself
- . to start adding students, go to the Administration block and click on "Students" (or the name you defined for students in the page settings)



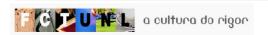
- . 1 | CLICK ON "STUDENTS" IN THE ADMIN. BLOCK |
- .2 | WRITE THE E-MAIL OR NAME OF THE USER
 YOU WANT TO ADD AS STUDENT |

Moodle @ FCTUNL » moodlevisual » Enrol students

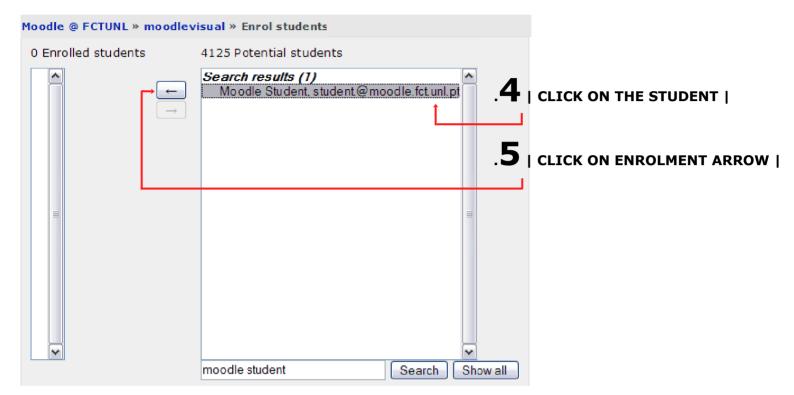
Note: it may not be necessary to use this page, since it is possible for students to enrol themselves in this course.

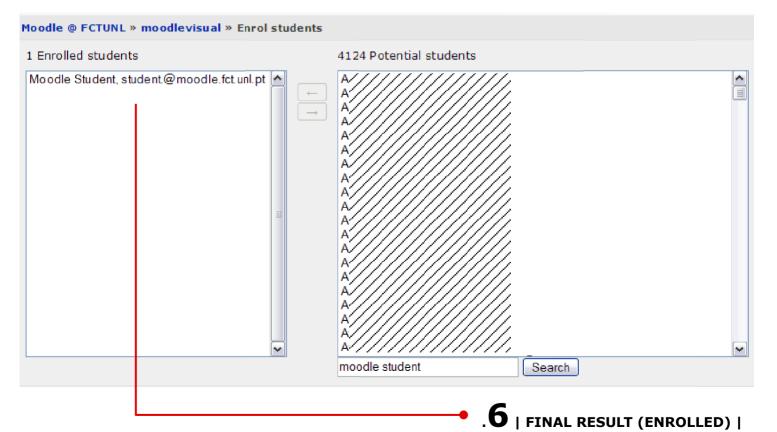


.3 | CLICK ON THE "SEARCH" BUTTON |



| ADD STUDENT TO COURSE | (cont.)





11

| LOG IN AS STUDENT |

| INFORMATION BOX |

Moodle @ FCTUNL » moodlevisual » Participants

- . you can login as a student already enrolled in your page
- . login as a student can be particularly interesting to test your page
- . to login as a student, click on "Participants" in the "People" block





1 Student (Accounts unused for more than 365 days are automatically unenrolled)

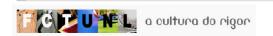
	First name / Surname	City/town	Country	Last access ↑
0	Moodle Student	mt	Portugal	Never

.2 | CLICK ON THE STUDENT NAME |

Moodle Student



.3 | CLICK ON THE "LOGIN AS" BUTTON |



11





[Moodle Creator] You are logged in as Moodle Student (Logout)

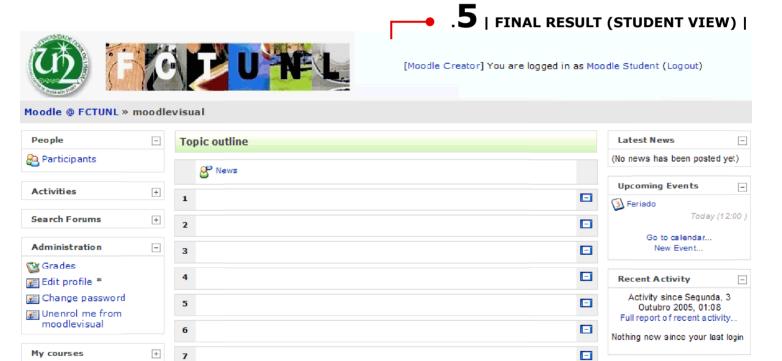
-

Moodle @ FCTUNL » moodlevisual » Login as Moodle Student

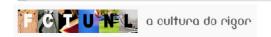
You are logged in as Moodle Student

Continue

.4 | CLICK ON THE "CONTINUE" BUTTON |



[Moodle Creator] You are logged in as Moodle Student (Logout)



8

9

10

12

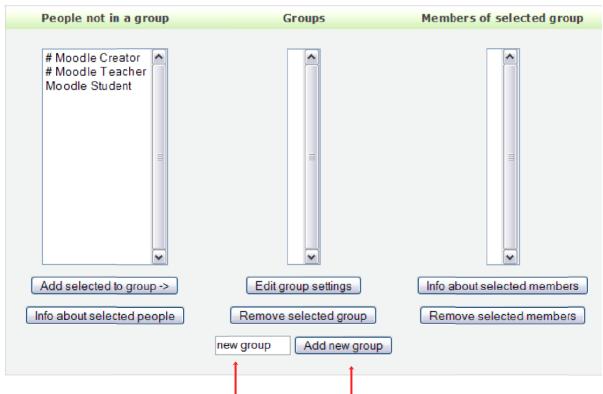
| CREATE GROUPS OF PARTICIPANTS |

I | INFORMATION BOX |

- . you can work with groups inside your page, creating group activities and exploring collaborative work
- . to work with groups, don't forget to allow it in the page settings



. 1 | CLICK ON "GROUPS" IN THE ADMIN. BLOCK |



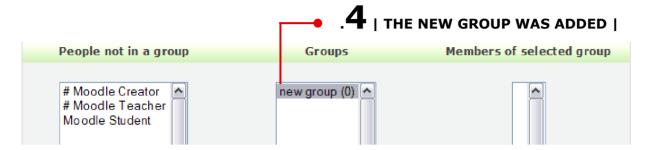
.2 | WRITE THE NAME OF THE GROUP |

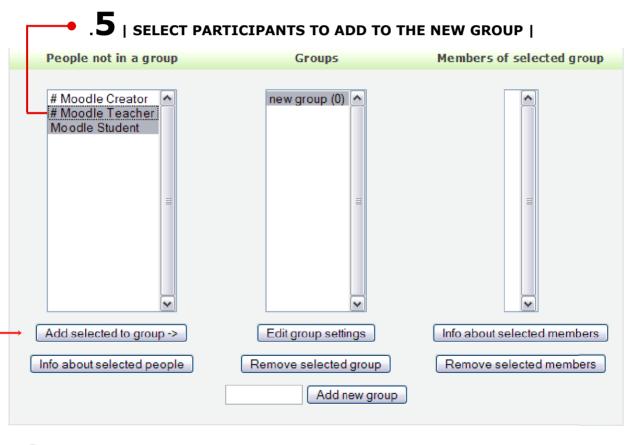
.3 | CLICK ON THE "ADD NEW GROUP" BUTTON |



12

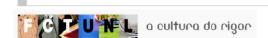






.6 | CLICK ON THE "ADD SELECTED TO GROUP" BUTTON |



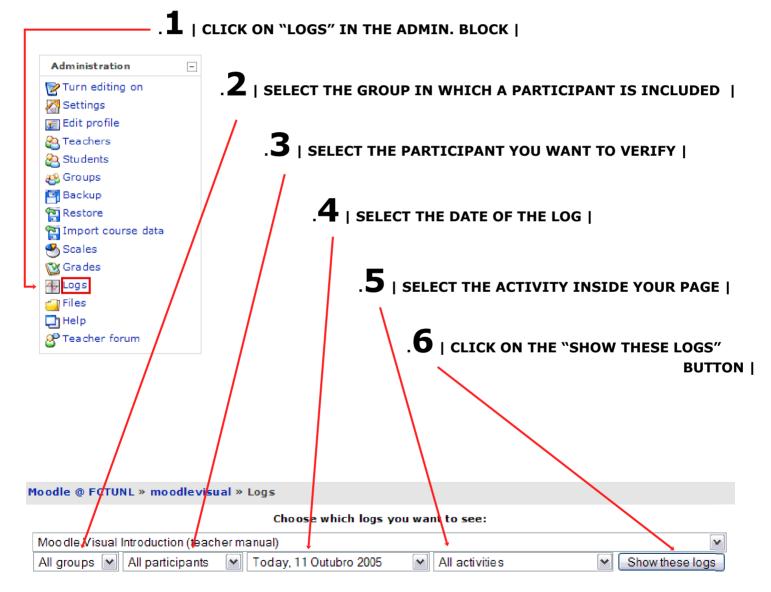


13

| CONSULT ACTIVITY REPORTS (LOGS) |

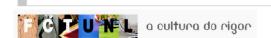
| INFORMATION BOX |

- . you can access activity reports regarding any actions inside your page, such as the users that downloaded a certain document, or daily or hourly accesses to the page
- . students can also access activity reports, if in the page settings you allow them to



Or watch current activity:

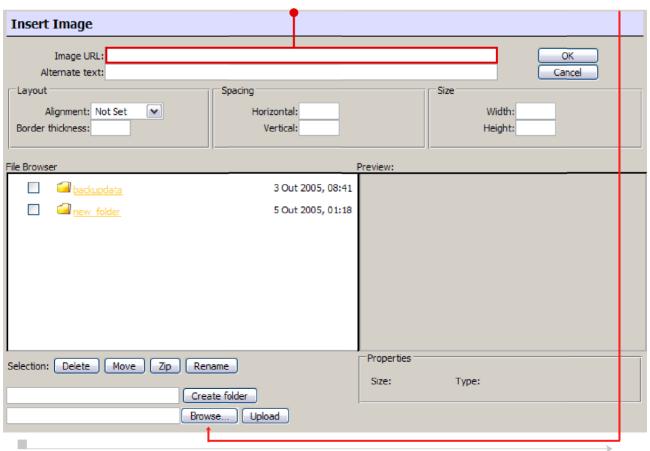
Live logs from the past hour



| INSERT IMAGE WITH THE HTML EDITOR (WYSIWYG) |

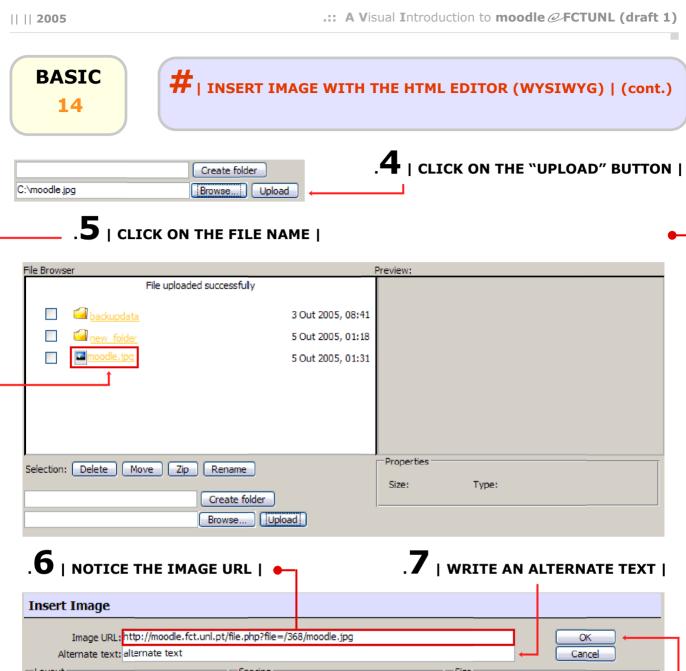
| INFORMATION BOX |

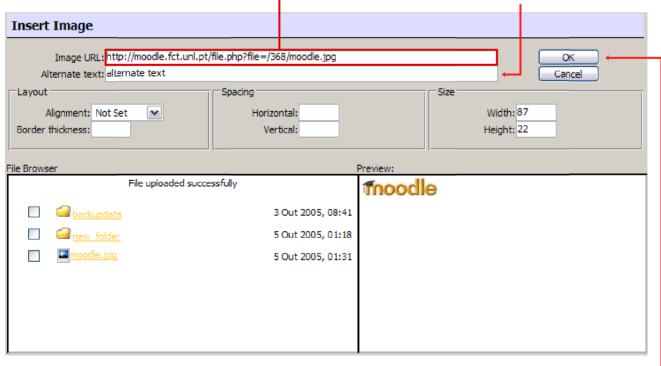
- . you can insert images on several moodle resources and activities (webpage, label, forums, quizzes, assignments, etc.) using the insert image icon on the html editor (wysiwyg what you see is what you get)
- . the images inserted can be anywhere on the internet or can be uploaded to the page files
- .3 | INSERT THE IMAGE URL (INTERNET IMAGE) OR CLICK ON THE "BROWSE" BUTTON |



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35





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.8 | CLICK ON THE "OK" BUTTON |

15

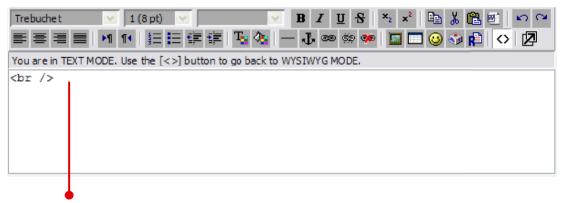
| INSERT MULTIMEDIA CONTENT |

| INFORMATION BOX |

- . you can insert multimedia content to your page, such as audio, video, animations or applets. This can be added wherever there is a html editor (wysiwyg)
- . there isn't a specific icon to insert multimedia content, so you will have to edit the html code and insert a simple line of code



. $oldsymbol{1}$ | CLICK ON THE "TOGGLE HTML SOURCE" ICON | -



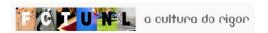
.2 | INSERT THE HTML CODE: <EMBED SRC="link to file" width="xxx" height="xxx" /> |

e.g. <embed src="http://www.fct.unl.pt/video/video.wmv" width="640" height="480" />

.3 | FILE LOCATION | .4 | CONTENT SIZE IN PIXELS |

* | NOTES BOX |

. you can upload multimedia content to your page files area and then embed it. Just click on the file name in your files area with the right mouse button and then on "copy link location". When embedding in a html editor, click on the right mouse button on "paste" in the link to file place



16

| END OF SEMESTER ROUTINES |

| INFORMATION BOX |

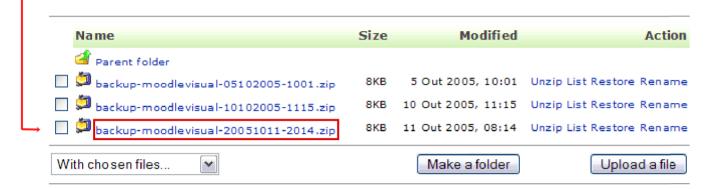
- . when the semester ends, there are certain steps you should take to archive your page and create a backup for further use or data protection
- . you can restore from the page backup certain (or all) contents to your other courses, or even to the next year's identical page



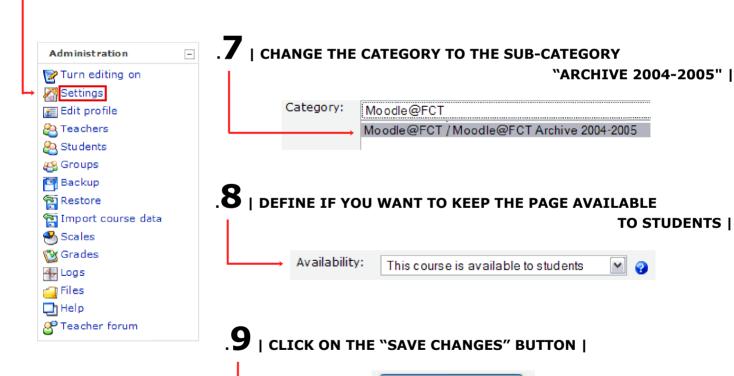
16



.5 | CLICK ON THE BACKUP FILENAME AND SAVE IT TO YOUR COMPUTER |



.6 | GO TO THE ADMINISTRATION BLOCK AND CLICK ON "SETTINGS" |



Save changes

STUDENTS

1



| INFORMATION BOX |

. on the first week of the beginning of semester, you should give some information to students, specially the new ones, regarding the use of moodle FCTUNL

- . $oldsymbol{1}$ | students that are new to moodle of ctunl should create a new account |
- $.\mathbf{2}$ | inform students of the category where the page is in |
- .3 | GIVE STUDENTS THE PAGE ENROLMENT KEY |
- .4 | INFORM STUDENTS THAT THEY SHOULD HAVE THEIR MAIL CHECKED AND NOT FULL AS SOME INFORMATION ON THE PAGE WILL BE SENT BY E-MAIL |
- .5 | REVEAL YOUR PARTICIPATION EXPECTATIONS AND DEFINE OTHER RULES |
- .6 | give a quick overview of the major activities |

* | NOTES BOX |

- . in some moodle FCTUNL activities, such as online assignments, when you want a group of participants to submit the assignment, inform students that only one group element should do the submission
- . you can also inform students of the existence of activity reports, regarding their activities inside your page

END

1





"The design and development of Moodle is guided by a particular philosophy of learning, a way of thinking that you may see referred to in shorthand as a "social constructionist pedagogy". This (...) [two pages try] to explain in simple terms what that phrase means by unpacking four main concepts behind it. (...)

1. Constructivism

- . This point of view maintains that people actively construct new knowledge as they interact with their environment. Everything you read, see, hear, feel, and touch is tested against your prior knowledge and if it is viable within your mental world, may form new knowledge you carry with you. Knowledge is strengthened if you can use it successfully in your wider environment. You are not just a memory bank passively absorbing information, nor can knowledge be "transmitted" to you just by reading something or listening to someone.
- . This is not to say you can't learn anything from reading a web page or watching a lecture, obviously you can, it's just pointing out that there is more interpretation going on than a transfer of information from one brain to another.

2. Constructionism

. Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a spoken sentence or an internet posting, to more complex artifacts like a painting, a house or a software package. For example, you might read this page several times and still forget it by tomorrow - but if you were to try and explain these ideas to someone else in your own words, or produce a slideshow that explained these concepts, then I can guarantee you'd have a better understanding that is more integrated into your own ideas. This is why people take notes during lectures, even if they never read the notes again.

3. Social Constructivism

. This extends the above ideas into a social group constructing things for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels. A very simple example is an object like a cup. The object can be used for many things, but its shape does suggest some "knowledge" about carrying liquids. A more complex example is an online course - not only do the "shapes" of the software tools indicate certain things about the way online courses should work, but the activities and texts produced within the group as a whole will help shape how each person behaves within that group.

END

1



| MOODLE DESIGN PHILOSOPHY | (cont.)

4. Connected and Separate

This idea looks deeper into the motivations of individuals within a discussion. Separate behavior is when someone tries to remain 'objective' and 'factual', and tends to defend their own ideas using logic to find holes in their opponent's ideas. Connected behavior is a more empathic approach that accepts subjectivity, trying to listen and ask questions in an effort to understand the other point of view. Constructed behavior is when a person is sensitive to both of these approaches and is able to choose either of them as appropriate to the current situation. In general, a healthy amount of connected behavior within a learning community is a very powerful stimulant for learning, not only bringing people closer together but promoting deeper reflection and re-examination of their existing beliefs.

Once you are thinking about all these issues, it helps you to focus on the experiences that would be best for learning from the learner's point of view, rather than just publishing and assessing the information you think they need to know. It can also help you realize how each participant in a course can be a teacher as well as a learner. Your job as a 'teacher' can change from being 'the source of knowledge' to being an influencer and role model of class culture, connecting with students in a personal way that addresses their own learning needs, and moderating discussions and activities in a way that collectively leads students towards the learning goals of the class.

Obviously moodle doesn't force this style of behavior, but this is what it is best at supporting. In future, as the technical infrastructure of moodle stabilizes, further improvements in pedagogical support will be a major direction for moodle development. You are invited to be a part of this future by contributing your ideas and experiences using moodle with your students." (WILLIAMS et al, 2005:4-5)

| IMPORTANT |

. moodle design philosophy defends constructivism, constructionism, social constructivism and cooperative behaviour. Keep that in mind when planning you're course.

END

3



+ | REFERENCES |

- . WILLIAMS, Brian C, RIORDAN, Matt & Dougiamas, Martin; "Moodle For Teachers, Trainers And Administrators"; version 1.4.3; January 2005
- . RIORDAN, Matt; "Moodle an electronic classroom"; version 1.4.1; 2004
- . TEODORO, Vítor Duarte; "Modellus Interactive Modelling with Mathematics"; FCTUNL; version 2.01; 2000

Some data on moodle FCTUNL (October 2005)

Address: http://moodle.fct.unl.pt

Born: January 2004

Version: 1.5.2

Users: aprox. 5000

Professors: over 200

Pages: aprox. 500

MB used: 15000

Average daily clicks: aprox. 18000

Max. online users: aprox. 60