Chapter 1: Setting Up Gamification in a Moodle Course
Course format

Format: Weekly format

Number of sections: 4

Hidden sections: Hidden sections are shown in collapsed form

Course layout: Show one section per page
### Grade category

- **Category name**: Week 1
- **Aggregation**: Natural

### Category total

### Parent category

- **Weight adjusted**: [ ]
- **Weight**: 0
- **Parent category**: Graded

---

### Categories and items

<table>
<thead>
<tr>
<th>Name</th>
<th>Weights</th>
<th>Max grade</th>
<th>Actions</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Impressionists</td>
<td></td>
<td></td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Ungraded</td>
<td></td>
<td></td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Choose your focus artist</td>
<td>10.00</td>
<td></td>
<td>Edit →</td>
<td></td>
</tr>
<tr>
<td>Graded</td>
<td></td>
<td></td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>0.00</td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Week 1 total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>0.00</td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Week 2 total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>0.00</td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Week 3 total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>0.00</td>
<td>Edit →</td>
<td>All / None</td>
</tr>
<tr>
<td>Week 4 total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting Analysis - Say what you see</td>
<td>100.00</td>
<td></td>
<td>Edit →</td>
<td></td>
</tr>
</tbody>
</table>
## Velvet Throne

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>37</td>
<td>58</td>
<td>100</td>
<td>0</td>
<td>28</td>
<td>-</td>
</tr>
<tr>
<td>96</td>
<td>16</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>-</td>
<td>100</td>
<td>0</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>0</td>
<td>27</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>-</td>
</tr>
<tr>
<td>80</td>
<td>24</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>-</td>
</tr>
</tbody>
</table>

### Edit categories and items: Simple view

<table>
<thead>
<tr>
<th>Name</th>
<th>Aggregation</th>
<th>Extra credit</th>
<th>Max grade</th>
<th>Actions</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle for Gamification of the Learning Journey</td>
<td>Sum of grades</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Sum of grades</td>
<td>-</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Discussion Forum</td>
<td>-</td>
<td>-</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category total</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Sum of grades</td>
<td>-</td>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cup of Fate</td>
<td>-</td>
<td>-</td>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category total</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grade display type

Real (percentage)
Chapter 2: Communication and Collaboration

(Labels and Forums)
Permissions in Forum: Online discussion forum

Select a role to be added to the list of allowed roles in context Forum: Online discussion forum, capability Rate posts (mod/forum.rate):

**Allow role:**

Select role: \[\text{Student} \]

---

Moodle can display a teacher's or a learner's profile as a block on your course page using the Moo Profile plugin. You could change this regularly in the first few weeks to help people to get to know each other's names. The block can be customized to include an unlimited number of users' profiles, a custom block title, and an optional summary. You can display or hide any user profile data:

- Show if a user is currently online or not
- Show a link to send a message
- Show the profile(s) of the course teacher(s)
- Show the profile of a quiz marker and link to support
- Show the profile of a winner of a competition or a highest achieve
Chapter 3: Challenges for Learners
(Self-Assessment and Choice)

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as artwork, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a grade. Final
<table>
<thead>
<tr>
<th>Surname</th>
<th>First name</th>
<th>Email address</th>
<th>Controls</th>
<th>Painting Analysis - Say</th>
<th>Task 1: Offline activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Banks</td>
<td></td>
<td><a href="mailto:francesbanks231@example.com">francesbanks231@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Ellis</td>
<td></td>
<td><a href="mailto:markellis267@example.com">markellis267@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian Franklin</td>
<td></td>
<td><a href="mailto:brianfranklin228@example.com">brianfranklin228@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Gardner</td>
<td></td>
<td><a href="mailto:barbaragardner249@example.com">barbaragardner249@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanda Hamilton</td>
<td></td>
<td><a href="mailto:amandahamilton295@example.com">amandahamilton295@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joshua Knight</td>
<td></td>
<td><a href="mailto:joshualknight196@example.com">joshualknight196@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donna Taylor</td>
<td></td>
<td><a href="mailto:donnataylor203@example.com">donnataylor203@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brenda Vasquez</td>
<td></td>
<td><a href="mailto:brandavasquez355@example.com">brandavasquez355@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gary Vasquez</td>
<td></td>
<td><a href="mailto:garyvasquez366@example.com">garyvasquez366@example.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall average</td>
<td>19.60</td>
<td>-</td>
<td></td>
<td></td>
<td>6.22</td>
</tr>
</tbody>
</table>

**Assessment for Learning**

*How well do you feel you understood this module?*

- ☐ I understood it perfectly.
- ☐ I feel fairly confident about it.
- ☐ I am not sure about it.
- ☐ I don't understand. Please help!

Save my choice
Water supply or water demand?

Choice is a great way to conduct quick polls. In this case, Teacher will use the results to assign course groups, according to the way course participants voted in this activity. In Choice activity, participants' answers can be shown or hidden before and/or after voting (great for sensitive issues).

OK, we have learned a few things already about our city's water problems.

Now, I ask you this question:

Is Orange City short of water more because of the small SUPPLY of water OR because of the (high) DEMAND for water?

Use the buttons below to choose the answer you agree more with (yes, we know that it is not so black-or-white sometimes ... we WILL talk about that!)

- The SUPPLY of water in Orange City is too small.
- The DEMAND for water in Orange City is too high.

Save my choice

---

A) $P = 100\%$

B) $P = 0\%$

C) $P = 50\%$

visual stimulus $\rightarrow$ reward

time $\rightarrow$
Plugin: PoodLL

This repository allows you to record audio or video directly into your Moodle HTML areas. It also allows students to draw pictures or take webcam "snaps." The widget repository allow students to add "PoodLL widgets" such as stopwatches and flashcards to Moodle activities.

Chapter 4: Passing the Gateway
(Conditional Activities)
The Impressionists

General

Sisley

Monet

Manet

Renoir

Pissarro

Morisot

This site will be reset in 36 mins 47 secs
Enable completion tracking

When enabled, this lets you turn on completion tracking (progress) features at course level.

Default completion tracking

The default setting for completion tracking when creating new activities.

Enable conditional access

When enabled, this lets you set conditions (based on date, grade, or completion) that control whether an activity or resource can be accessed.
Grade

Ratings

Common module settings

Restrict access

Activity completion

Activity completion

Completion tracking

Require view

Require grade

Require posts

Require discussions

Require replies

Expect completed on

Restrict access

Access restrictions

Student

Activity completion

Online Discussion Forum

must be marked complete

Add restriction

Save changes

Cancel
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 April - 7 April</td>
<td>Available</td>
</tr>
<tr>
<td>8 April - 14 April</td>
<td>Not available unless the activity “Online Discussion Forum” is marked complete</td>
</tr>
<tr>
<td>15 April - 21 April</td>
<td>Available</td>
</tr>
<tr>
<td>22 April - 28 April</td>
<td>Available</td>
</tr>
</tbody>
</table>
1: My Home, Messages and Profile Settings

If you would like to read instructions and background information tick the box on the right side

Show instructions for each activity

If you would like to do the 'Advanced mode', tick the box.

Show challenges to earn bonus points

General

Label text

Tick the box to show extra activities to earn bonus points

Common module settings

Restrict access

Activity completion

Completion tracking

Students can manually mark the activity as completed
Select one of the Artists to proceed

Not available unless: You get a particular score in Choose your focus artist
<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td>Architecture, Photography, Literature</td>
</tr>
<tr>
<td><strong>Business and Economy [Xtra!]</strong></td>
<td>Companies, Investing, Employment...</td>
</tr>
<tr>
<td><strong>Computers and Internet [Xtra!]</strong></td>
<td>Internet, WWW, Software, Multimedia...</td>
</tr>
<tr>
<td><strong>News and Media [Xtra!]</strong></td>
<td>Current Events, Magazines, TV, Newspapers...</td>
</tr>
<tr>
<td><strong>Recreation and Sports [Xtra!]</strong></td>
<td>Sports, Games, Travel, Autos, Outdoors...</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>Libraries, Dictionaries, Phone Numbers...</td>
</tr>
</tbody>
</table>
Chapter 5: Feedback on Progress

(Marking Guides and Scales)
Advanced grading: Essay: The Impressionists - Seeing things differently (Submissions)

Change active grading method to:

- Marking guide

Define new grading form from scratch
Create new grading form from a template

Please note: the advanced grading form is not ready at the moment. Simple grading method will be used until the form has a valid status.

Current marking guide status

Marking guide

- Context
  - Description for Students
    - Am you actually striking to the subject of bottled water?
  - Description for Markers
    - Is the content relevant?
    - Maximum mark

- Balance
  - Description for Students
    - Although you can have your own opinion you must show a balanced view by giving both sides of the argument.
  - Description for Markers
    - Does the student include points from both sides?
    - Maximum mark

Add criterion

Frequently used comments

- You have not kept to the subject matter.
- You have only covered one side of the argument.

Add frequently used comment

Marking guide options

- Show guide definition to students
- Show marks per criterion to students
Chapter 6: Mastery Achieved
(Badges and Motivation)

<table>
<thead>
<tr>
<th>Highest</th>
<th>Lowest</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00 %</td>
<td>30.00 %</td>
<td>Master</td>
</tr>
<tr>
<td>29.99 %</td>
<td>10.00 %</td>
<td>Problem solver</td>
</tr>
<tr>
<td>9.99 %</td>
<td>0.00 %</td>
<td>Observer</td>
</tr>
</tbody>
</table>

**Plugin: My Grades**

The My Grades block provides a display of all enrolled courses, overall grades and links to grade reports from the My Home page. If you use "Scales" as your Course Total these will display on the My Home Page to indicate progress in the course so far. (You don't need this block if you have the latest Moodle 2.9 version with the new Grades page).
Chapter 7: Leveling Up (Rubrics)

**Plugin: Social Wall Format**

The Moodle Social Wall will transform your Moodle course into a social learning platform. This includes a familiar post interface, timeline of posts, filtering of the timeline, and integration with Moodle's activities and resources. A social learning format allows teachers to pick up the activity and begin using it right away.
<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moodle for Gamification of the Learning Journey</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Discussion Forum</td>
<td>6.00</td>
<td>0-10</td>
<td>60.00 %</td>
</tr>
<tr>
<td>Group Description and Icon</td>
<td>4.00</td>
<td>0-10</td>
<td>40.00 %</td>
</tr>
<tr>
<td>Sample Quiz</td>
<td>7.00</td>
<td>0-10</td>
<td>70.00 %</td>
</tr>
<tr>
<td><strong>Σ Category total</strong></td>
<td>17.00</td>
<td>0-30</td>
<td>56.67 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade item</th>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moodle for Gamification of the Learning Journey</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Discussion Forum</td>
<td>6.00</td>
<td>0-10</td>
<td>60.00 %</td>
</tr>
<tr>
<td>Group Description and Icon</td>
<td>3.00</td>
<td>0-10</td>
<td>20.00 %</td>
</tr>
<tr>
<td>Sample Quiz</td>
<td>9.00</td>
<td>0-10</td>
<td>90.00 %</td>
</tr>
<tr>
<td><strong>Σ Category total</strong></td>
<td>15.00</td>
<td>0-20</td>
<td>75.00 %</td>
</tr>
<tr>
<td>Grade Item</td>
<td>Grade</td>
<td>Range</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Category total</strong></td>
<td>11.33</td>
<td>0–20</td>
<td>56.67 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category total</strong></td>
<td>6.00</td>
<td>0–30</td>
<td>20.00 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category total</strong></td>
<td>27.00</td>
<td>0–30</td>
<td>90.00 %</td>
</tr>
</tbody>
</table>
Plugin: Level Up

The Level Up Plugin offers a much quicker ways to configure moving up through levels.

- Automatically captures and attributes experience points to learners' actions
- Block that displays current level and progress towards next level
- Report for teachers to get an overview of their learners' levels
- Notifications to congratulate learners as they level up
- A ladder to display the ranking of the learners

- Ability to set the number of levels and the experience required to get to them
- Images can be uploaded to customize for the appearance of the levels
- The amount of experience points earned per event is customizable
- Page to display the list of levels and a description
- Experience points are earned per course
- An event is fired when a learner levels up (for developers)

Chapter 8: Completing the Quest
(Reporting Activities)
Congratulations! You finished
(successful completion requires a total course score of at least 70%)

Common module settings
Restrict access

Access restrictions

Student must

Grade Course total

70 %

% must be ≥%

% must be ≤%

Add restriction...

Activity completion

On successful completion of this course you will receive an 'Orange Brick Road' Digital Badge that you can add to your academic resume. If you choose to complete the bonus level you will also receive the 'Orange Brick Road' bonus level badge.

Select the first topic below: "My Home, Messaging, and Profile Settings" to begin your journey. Other topics will be unlocked as you build up your Moodle Skills.

(This introduction will not be shown after you complete the first activity)

Not available unless: The activity can only be started if your course is complete (otherwise)

Not available unless: The activity must be completed within the given time limit (otherwise)

Congratulations!
The journey is over You can now return to your world, and take those new skills with you. The Wizard of Oz has returned to life in the stories he long travelled. Scarecrow will receive his "very own Brain!" For his courage, the Lion will receive a bottle of Oil to give him some courage, and Tin Woodman will receive a heart and be riter onto the land of Oz. And Dorothy, you are ready to go home. There is a navigation link near the top of this page with a link to HOME (on the left). You used the power ofeling and don't realise it.

Not available unless: You achieve a required score in "Online Quiz" (otherwise)
### Focus on Pissarro

- **So why Pissarro**
  - 2
  - Thursday, 25 September 2014, 9:52 AM (249 days 19 hours)

- **Introduction to Pissarro**
  - 1
  - Thursday, 25 September 2014, 9:52 AM (249 days 19 hours)

- **YouTube: The Great Artists - Pissarro**
  - 2
  - Thursday, 25 September 2014, 9:53 AM (249 days 19 hours)

- **Pissarro on Wikimedia Commons**
  - -

### Assessment and Feedback

- **Painting Analysis - Say what you see**
  - 3
  - Wednesday, 24 September 2014, 4:52 PM (249 days 12 hours)

- **Essay: The Impressionists - Seeing things differently**
  - 13
  - Thursday, 25 September 2014, 12:08 PM (248 days 16 hours)

- **Course evaluation**
  - -

### Groups, All participants

- **Forum Views**
- **Forum Posts**

<table>
<thead>
<tr>
<th>First name / Surname</th>
<th>All actions</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Vasquez</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Gary Vasquez</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Donna Taylor</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Joshua Knight</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Amanda Hamilton</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Barbara Gardner</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Gina Frazan</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Mark Ellis</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Frances Eisen</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

With selected users...

- [ ] Send a message
- [ ] OK
<table>
<thead>
<tr>
<th>Relevance</th>
<th>How relevant is on-line learning to learners' professional practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>Does on-line learning stimulate learners' critical reflective thinking?</td>
</tr>
<tr>
<td>Interactivity</td>
<td>To what extent do learners engage on-line in rich educative dialogue?</td>
</tr>
<tr>
<td>Tutor Support</td>
<td>How well do tutors enable learners to participate in on-line learning?</td>
</tr>
<tr>
<td>Peer Support</td>
<td>Is sensitive and encouraging support provided on-line by fellow learners?</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Do learners and tutors make good sense of each other's on-line communications?</td>
</tr>
</tbody>
</table>

**Plugin: Engagement Analytics**

The Engagement Analytics block provides information about student progress against a range of indicators. As the name suggests, the block provides feedback on the level of "engagement" of a student. In this plugin, "engagement" refers to the activities that have been identified by current research to have an impact on student success in an online course.

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Chapter 9: Super-boost Gamification with Social Elements (Groups)
Gamification Groups

Groups:
- Dwarves (0)
- Eagles (0)
- Elves (0)
- Humans (0)
- Whips (0)

Add/remove users: Dwarves

Group members

Potential members
- Student [15]
  - Natalie Dinnoodles (0)
  - Lelouch Lamprnidge (0)
  - Nat Lee (0)
  - Nat a Lee (0)
  - Nyindii Mdeen (0)
  - Mr Muntor (0)
  - Ms Muntor (0)
  - test moodle (0)
  - Metro Str (0)
  - Test Student (0)
  - Test Student (0)
  - Test teach (0)
  - Admin User (0)
  - John Vanhuh (0)

Search

Clear
### Groups

- **Group mode**: Visible groups
- **Force group mode**: No
- **Default grouping**: Teams

### Role renaming

- **Save changes**
- **Cancel**

### Grader report

**Visible groups**

- **Eagles**

**Eagles: 3/3**

First name: All 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: All 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

<table>
<thead>
<tr>
<th>Surname</th>
<th>First name</th>
<th>Department</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Course total</th>
</tr>
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<tbody>
<tr>
<td>Litchfield</td>
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<tr>
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</tr>
<tr>
<td>Host</td>
<td>E.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

| Group average | - | - | - | - |
| Overall average | - | - | - | - |
Group submission settings

- Students submit in groups: Yes
- Require all group members submit: No
- Grouping for student groups: Teams

Notifications

Grade

Common module settings

- Visible: Show
- ID number:
- Group mode: Visible groups
- Grouping: None