



Optimizing the Organization of a Moodle Course

Territorial Acknowledgement

The land we are on today is located in the Tk'emlups te Secwepemc territory within the unceded traditional lands of Secwépemc'ulucw.



- Land acknowledgement
- Describe picture

Hello!



Melanie Latham, M.Ed

Coordinator, Educational Technologies



Learning Technology &
Innovation Team

How are you feeling today?



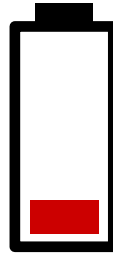
Great, I am energized!
(4)



Good, but a bit tired
(3)



Not bad, fairly tired
(2)



Okay, very tired
(1)

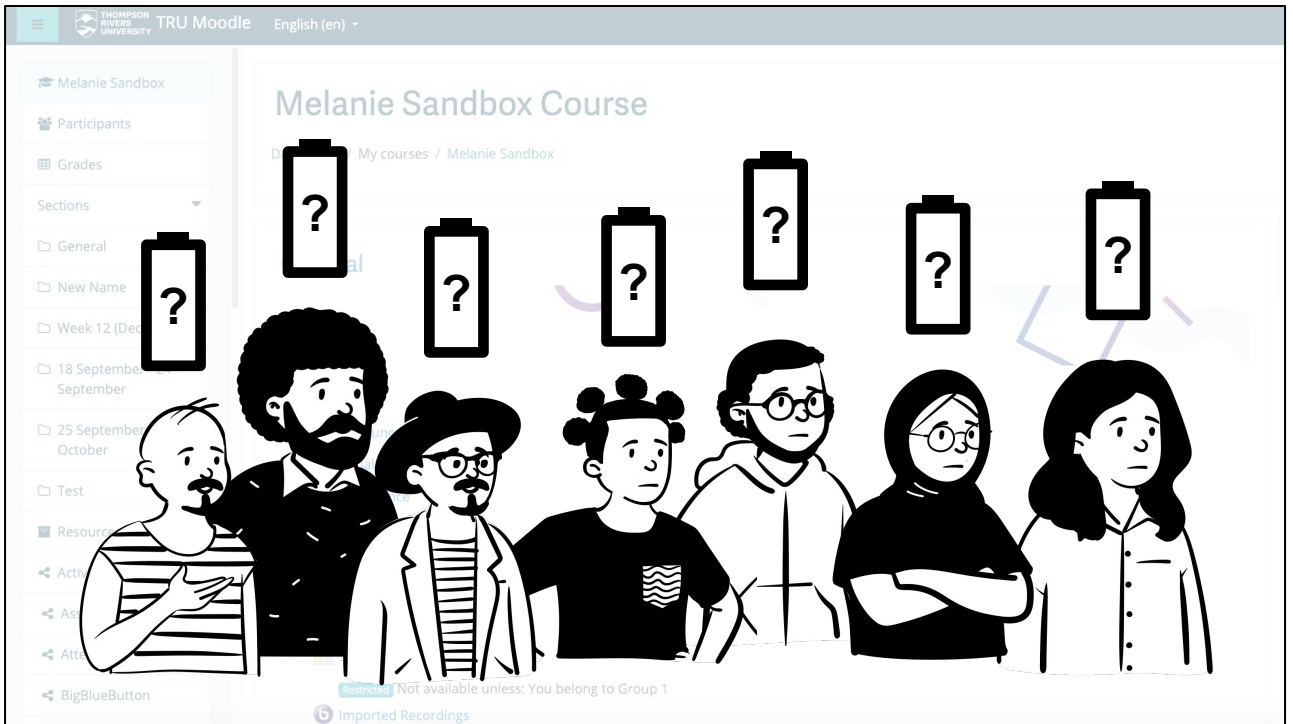
Check in after lunch to see how everyone is feeling/where their energy levels are at



Ideally, we want our students or learners come to the classroom fully charged and ready to learn!



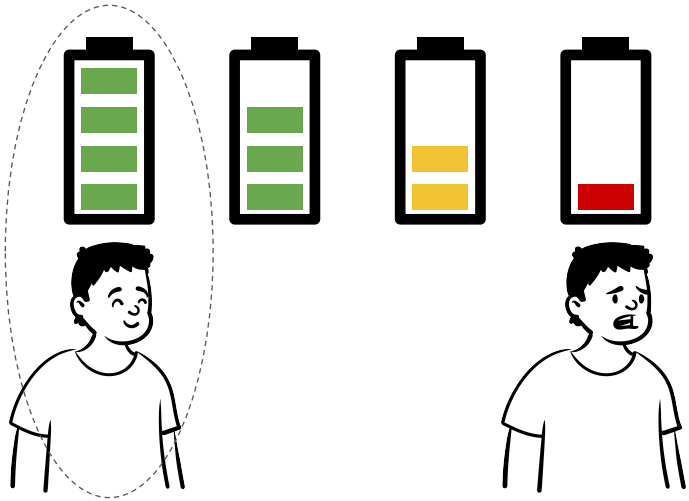
- Reality: students come to class with varying levels of readiness to learn
- In F2F classroom you can pick up on this (body language, facial expressions)
- Easier to know how to support them



- Online, you lose that sense of where they are at.
- Harder to support them

Session Objective

Describe organizational strategies that help students efficiently navigate Moodle courses



- Objective - by the end of this session, you will be able to describe organizational strategies that help students efficiently navigate Moodle courses.
- Goal - create experiences that reflect student on the left

Agenda

Parts of a Moodle Course

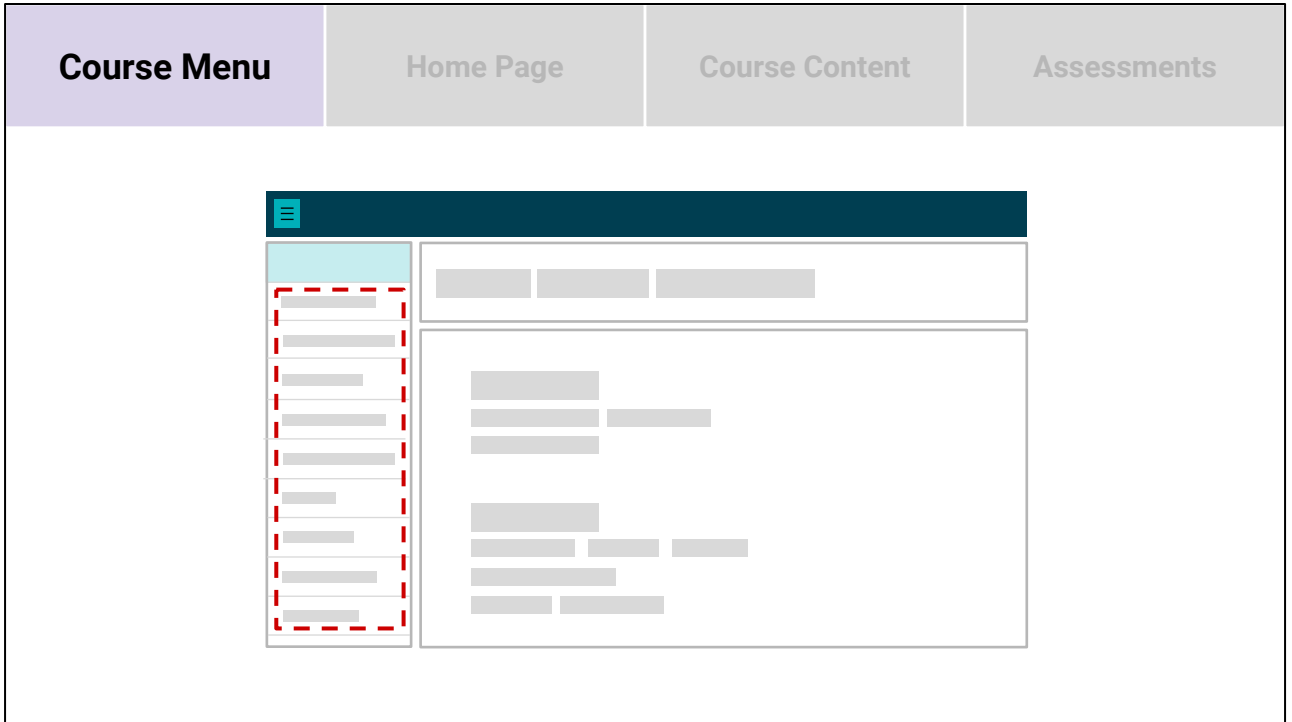
1 Course Menu

2 Home Page

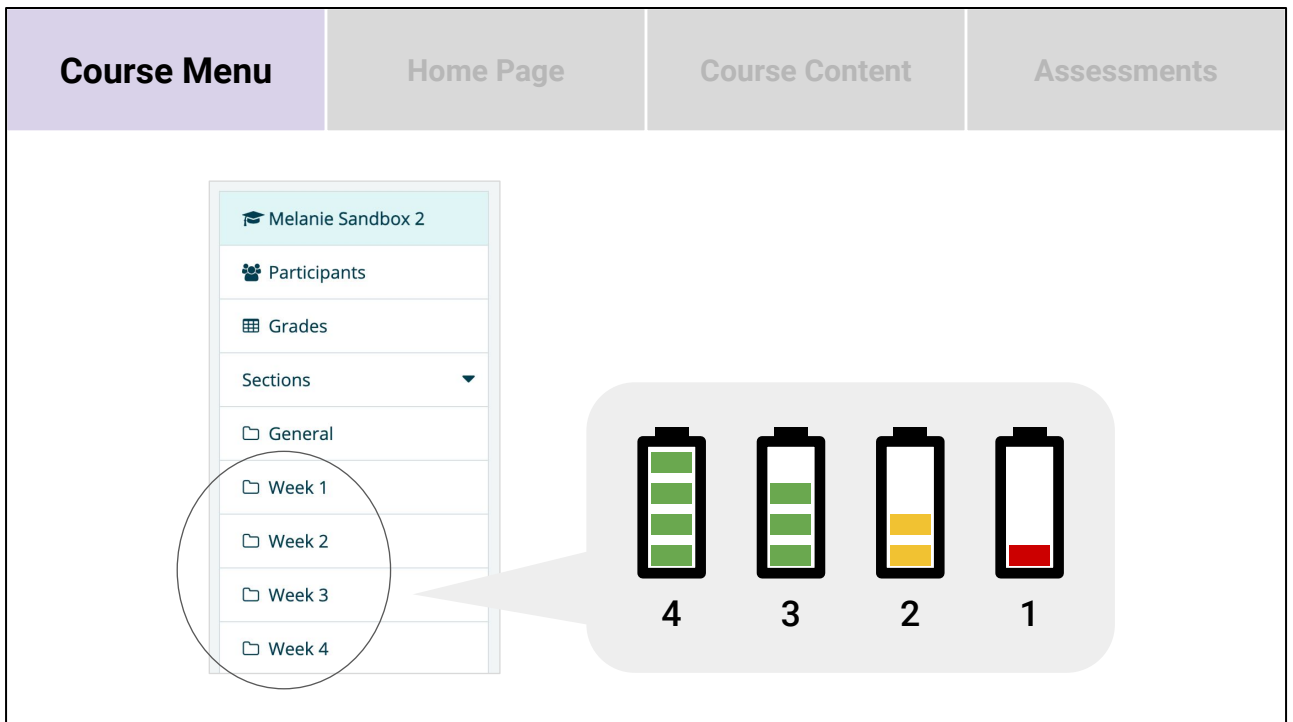
3 Course Content

4 Assessments

- Learner-centered practices around 4 parts of a Moodle course: Course Menu, Home Page, Course Content, Assessments
- Go through the practices and then open it up for discussion at the end.



- Agenda at the top, guide through session
- Illustration = Moodle to guide each section
- Start with course menu



- Example of a course structure/naming convention (W1,2,3).
- From the student perspective, if they had to navigate to their course content using this structure, how would you rate it?
 - 4 - keeping their battery charged, easy to get to the content (you know where you are going)
 - 1 - draining their battery - difficult to get to the content (you don't know where you are going)

Course Menu

Home Page

Course Content

Assessments

Week 1

Week 2

Week 3



Sequence

- Sequence provides progression - they know week 3 comes after week 2.
- But you would need a calendar to identify dates

Course Menu

Home Page

Course Content

Assessments

Week 1: The Solar System

Week 2: The Sun

Week 3: Mercury & Venus



Sequence

Topic

- Adding topic provides another way to navigate

Course Menu

Home Page

Course Content

Assessments

Week 1: The Solar System (Feb 1-7)

Week 2: The Sun (Feb 8-14)

Week 3: Mercury & Venus (Feb 15-21)



Sequence

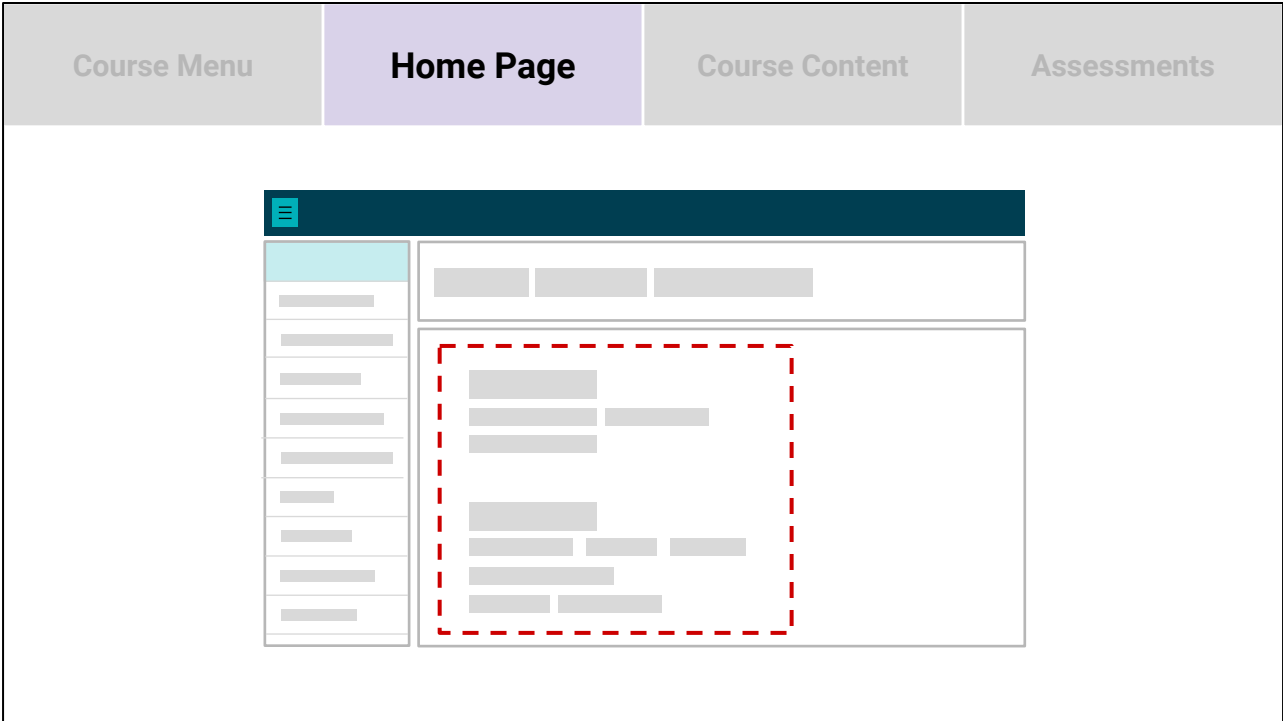
Topic

Time Frame

- Third addition - A time frame
- We are naturally time bound
- It's easier for humans to **recognize information** than it is to **recall it from memory**.

Course Menu	Home Page	Course Content	Assessments
<h3>Weekly Format</h3> <p>Dashboard / Courses / Test Courses / Weekly Format</p> <hr/> <p>Announcements</p> <hr/> <p>Week 1: What are rubrics? (Sept 5-11)</p>	<h3>Onetopic Format</h3> <p>Dashboard / Courses / Test Courses / Onetopic Format</p> <hr/> <p>General Module 1: What are rubrics? Module 2</p> <hr/> <p>September 5-11</p>	<h3>Grid Format</h3> <p>Dashboard / Courses / Test Courses / Grid Format</p> <hr/> <p>General</p> <p>Announcements</p> <div style="border: 2px solid orange; padding: 5px; display: inline-block;"> <p>What are rubrics? (Sept 5-11)</p> </div>	
<h3>Collapsed Topics Format</h3> <p>Dashboard / Courses / Test Courses / Collapsed Topics Format</p> <hr/> <p>Announcements</p> <p>▶ Open all ▼ Close all</p> <p>Instructions: Clicking on the section name will show / hide the section.</p> <p>1 ▶ Week 1: What are rubrics? (Sept 5-11) - Toggle ▶ Topic 1</p>			

- Do all three elements need to be included in course menu titles?
- Depends on your students, your context, and your course content, and the format you choose in Moodle
- Go over examples



- Home page
- First impression of the Moodle course

Course Menu
Home Page
Course Content
Assessments

THOMPSON RIVERS UNIVERSITY TRU Moodle English (en) ▾
🔍 🔔 💬 Student1 Test 👤

Melanie Sandbox 2

Participants

Announcements

Welcome!
Welcome to Course XYZ! My name is ... and my background is.... I'm excited to explore

Course Outline
All course details can be found in the course outline and are included throughout the course content, where applicable.

[Course XYZ: Course Outline \(Winter 2023\)](#)

Class Communication
Important class messages and reminders that are shared in person will be shared here as well. You will receive a copy to your email but all messages can be viewed in this forum.

[Announcements](#)

Classroom Details

- Room: OL 347
- Days/times: Tuesdays and Thursdays from 10:00 am - 11:30am

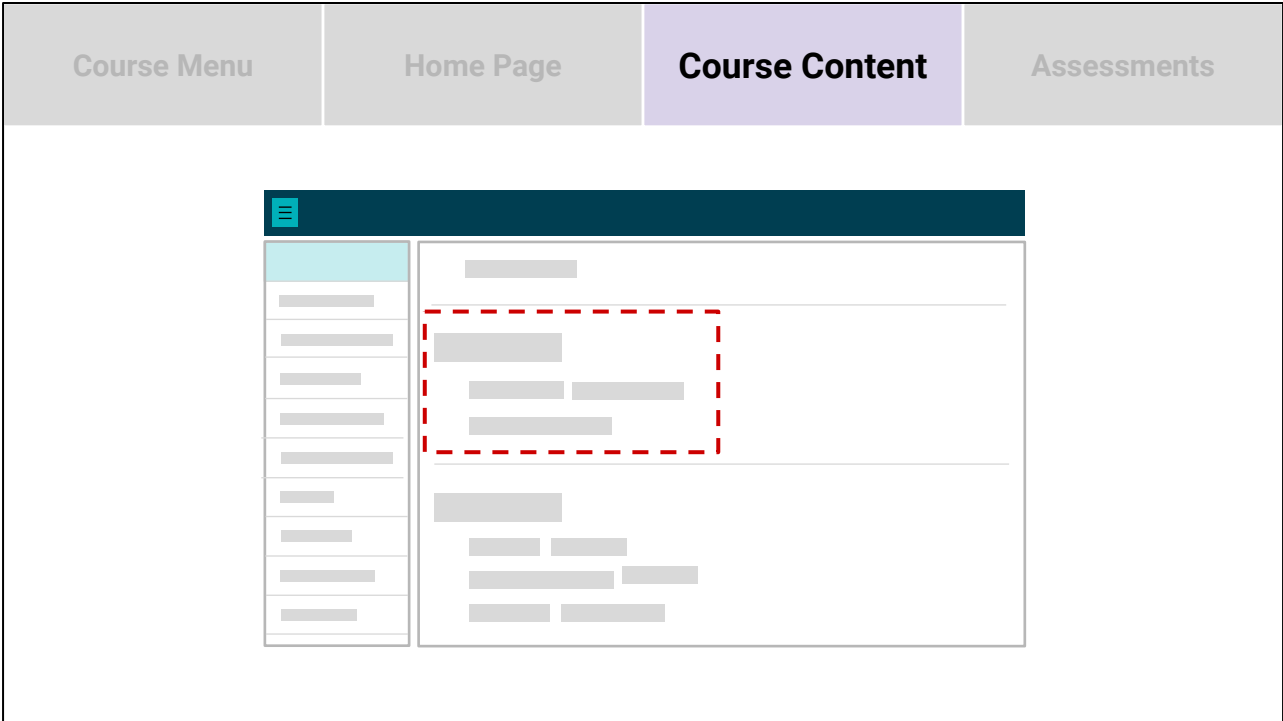
Virtual Classroom (only when needed)
If I am ill or we need to meet online this term, this is the space we will use to meet. Meeting dates and times would be communicated through the Announcement board as well as your email.

[Click here to access the virtual classroom \(only when needed\)](#)

What do students see when they enter your Moodle course? And does that reflect who you are as an instructor?





Home page elements:


- **Welcome message:** tone, instructor presence
- **Course outline:** quick access
- **Class communication:** carry messages from in-person to online, plans for when you're away
- **Classroom details:** helpful for new students, can hide/delete afterwards
- **Virtual classroom:** virtual communication option



Course content









Course Menu Home Page **Course Content** Assessments

-  [Analytic Rubrics \(PDF\)](#)
-  [CBC News Video](#)
-  [Holistic rubric vs. analytic rubric for measuring clinical performance levels in medical students](#)
-  [UDL Guidelines](#)











4 3 2 1

- Common example of resources in a week of a course.
- From the student perspective, how would you rate the current naming conventions of these resources?
 - 4 - keeping their battery charged, easy to get to the content (know what you are clicking on)
 - 1 - draining their battery - difficult to get to the content (don't know what you are clicking on)

Course Menu	Home Page	Course Content	Assessments
<p style="text-align: center;">Before</p> <div data-bbox="158 403 565 647" style="border: 1px solid gray; padding: 10px;"> <ul style="list-style-type: none">  Analytic Rubrics (PDF)  CBC News Video  Holistic rubric vs. analytic rubric for measuring clinical performance levels in medical students  UDL Guidelines </div>		<p style="text-align: center;">After (Enhance the Title)</p> <div data-bbox="725 403 1275 745" style="border: 1px solid gray; padding: 10px;"> <ul style="list-style-type: none">  Lecture Slides: Analytic Rubrics (PDF)  Video: CBC News- Student Evaluation (4:31) (weblink)  Article: Holistic rubric vs. analytic rubric for measuring clinical performance levels in medical students (PDF) Specifically, focus on the section on analytic rubrics (p. 3-5)  Optional Additional Resource: UDL Guidelines Website (weblink) This link takes you to CAST's Universal Design for Learning (UDL) Guidelines. Explore each category to learn more. </div>	

Let's take those 4 resources and introduce a few additional strategies for organizing them (before/after)

- PDF - what is it, an article? PPT slides? (add slides)
- Video - what it's about or how long it is (difficult to manage time) (add topic and length)
- Article - not sure what the resource is (an article?) (add file type, context, format)
- Guidelines - don't know much about them, book? article? Website? (add optional, type, format, additional context)

Course Menu	Home Page	Course Content	Assessments
<p style="text-align: center;">Before</p> <div data-bbox="158 407 565 649" style="border: 1px solid gray; padding: 10px;"> <ul style="list-style-type: none">  Analytic Rubrics (PDF)  CBC News Video  Holistic rubric vs. analytic rubric for measuring clinical performance levels in medical students  UDL Guidelines </div>		<p style="text-align: center;">After (Add Headings)</p> <div data-bbox="725 407 1275 826" style="border: 1px solid gray; padding: 10px;"> <p>Lecture Slides</p> <ul style="list-style-type: none">  Analytic Rubrics (PDF) <p>Weekly Readings & Videos</p> <ul style="list-style-type: none">  CBC News Video - Student Evaluation (4:31) (weblink)  Holistic rubric vs. analytic rubric for measuring clinical performance levels in medical students article (PDF) <p>Specifically, focus on the section on analytic rubrics (p. 3-5)</p> <p>Additional Readings & Resources (optional)</p> <ul style="list-style-type: none">  UDL Guidelines Website (weblink) <p>This link takes you to CAST's Universal Design for Learning (UDL) Guidelines. Explore each category to learn more.</p> </div>	

Another way to organize is using headings.

Either strategy used (headings or enhancing the title), students can easily identify:

- **What type of resource it is** (slides, reading, video)
- **What that resource is about**
- **What format it is** so they know how it will open (PDF so open in a new tab whereas if it was a PPT they would need Microsoft PPT or similar to open it).
- Any **additional context** (information, video length, etc.)

The image shows a course interface with a sidebar and a main content area. The sidebar on the left has a teal header with a menu icon and several grey items. The main content area on the right has a dark teal header with a menu icon and several sections of grey placeholder text. A red dashed box highlights two items in the bottom section of the main content area.

Assessments

Course Menu

Home Page

Course Content

Assessments



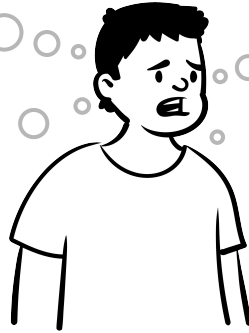
- Mix of both in person and online assessments- there is a lot of extra information students need to keep straight.
- For one assignment, students might have to think about details such as...



- The grading details are in the course outline on page 3

I present in person but
submit the PPT in
Moodle

The grading details
are in the course
outline on page 3

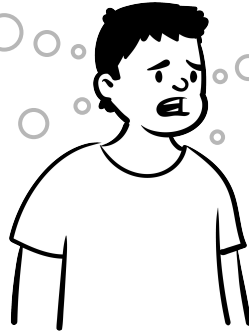


- I present in person but submit the PPT in Moodle

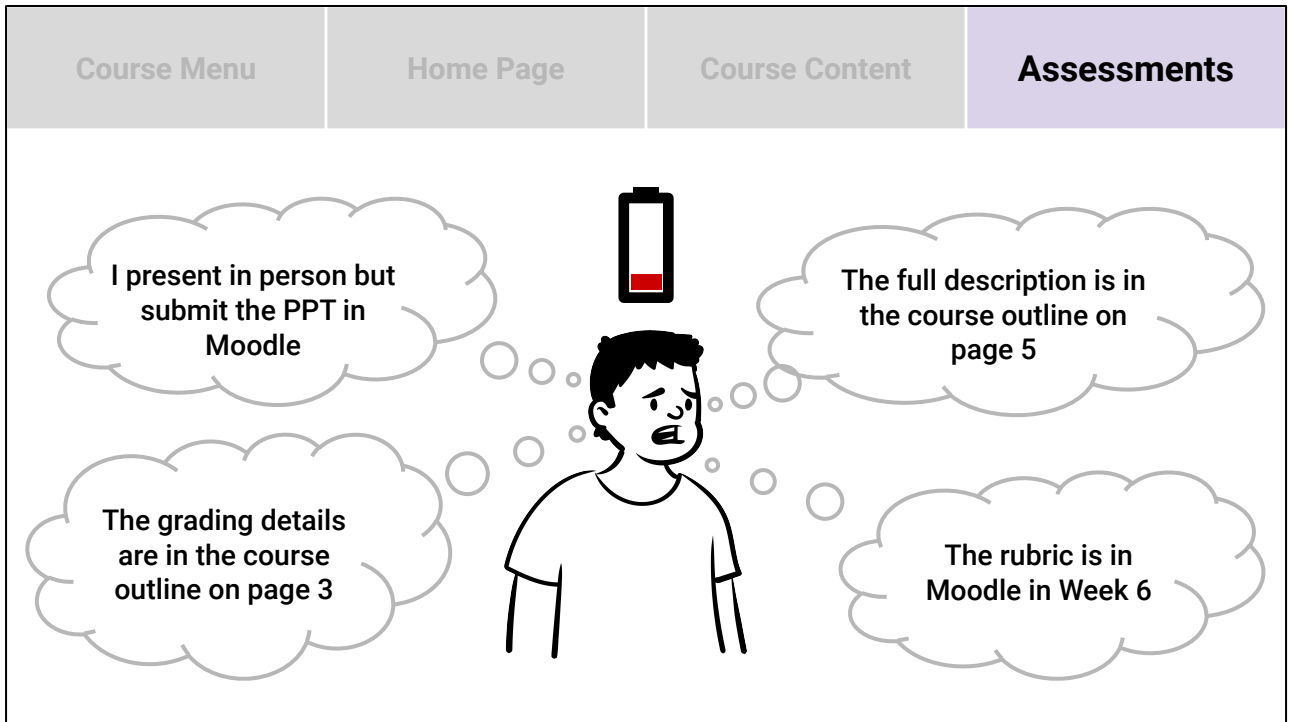
I present in person but
submit the PPT in
Moodle

The full description is in
the course outline on
page 5

The grading details
are in the course
outline on page 3



- The full description is in the course outline on page 5



- The rubric is in Moodle in Week 6
- A lot of mental processing before even beginning the assignment!
- This may be true for multiple courses they are in

 **Assignment 1: Multimedia Product**

This assignment will help you critically evaluate and synthesize information from an article and display it in a creative way for others to understand.

Assignment Instructions

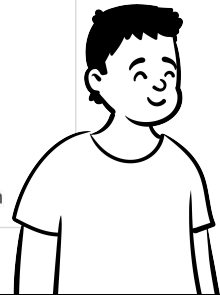
1. Research an article
2. Create a multimedia product summarizing the main points
3. Present to the class

Grading Criteria

- Marked out of 50 points (40 points multimedia product, 10 points presentation)
- See attached rubric for a breakdown of the marks
- Worth 15% of your overall grade

Submission Instructions

- Upload your multimedia work to this assignment dropbox before or after your presentation

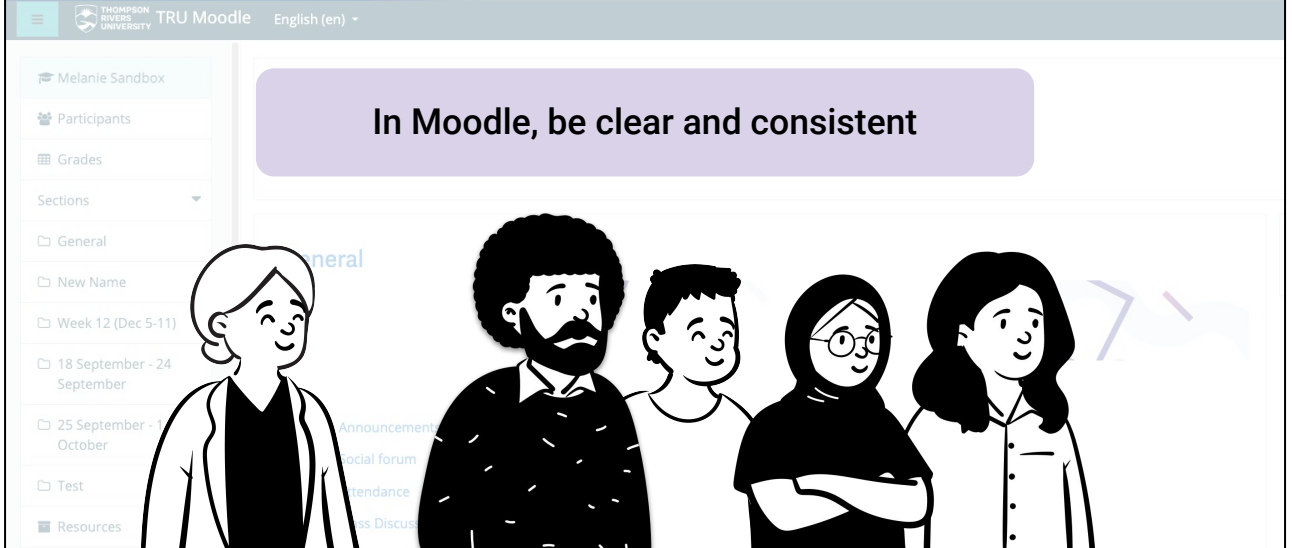


- All information in one place
- Know where to access that information

What to include?

- Overview- why am I doing this assignment.
- Headings to organize your information (scan)
 - Assessment instructions (number them!)
 - Marking criteria (rubrics, performance criteria, checklists, etc.)
 - Grading details (marks it's out of, how it's weighted in the overall course, etc.)
 - Submission instructions

Takeaway Message



The image shows a screenshot of a Moodle course page. At the top, the header includes the Thompson Rivers University logo, 'TRU Moodle', and 'English (en)'. On the left, a sidebar menu lists items like 'Melanie Sandbox', 'Participants', 'Grades', 'Sections', 'General', 'New Name', 'Week 12 (Dec 5-11)', '18 September - 24 September', '25 September - 1 October', 'Test', and 'Resources'. A purple callout box in the center contains the text 'In Moodle, be clear and consistent'. Below the callout box is an illustration of five diverse people: a woman with short blonde hair, a man with a beard and curly hair, a man with short dark hair, a woman wearing a hijab and glasses, and a woman with long dark hair. The background of the illustration shows faint text from the Moodle page, including 'neral', 'Announcement', 'social forum', 'Attendance', and 'Class Discus'.

Remember two things when working in Moodle - be clear and consistent:

- **Clear:** think about how things are named, how they are introduced, what details they need
- **Consistent:** when you set something up once (course menu, resources, assessments, etc.), continue that consistently so students can expect the same thing week after week

Upcoming Program!

**Inclusive Digital Design Program
from the Learning Technology Team**

Brad Forsyth, Brenna Clarke Gray, Jamie Drozda, Jon Fulton, Melanie Latham

LT&i Thompson Rivers University's Learning Technology & Innovation (LT&i) team complements the Centre for Excellence in Learning and Teaching (CELT), Open Learning (OL), and TRU Information Technology Services (ITS), supporting teaching and learning, as well as selected research, service and community initiatives.

Inclusive Digital Design Certificate

Core Module	Core Module	Core Module	Core Module	Core Module	Bonus Optional Module
Optimizing the Organization of a Moodle Course	Formatting Course Content so It's Accessible	Formatting Course Media so It's Accessible	Designing PowerPoint Presentations for All	Using Wordpress in Your Course	Connecting Students with Support Services Across Campus

Connect with us

learningtech@tru.ca
moodlesupport@tru.ca



- Poster session (on campus)
- QR code (virtual handout)
- New Inclusive Digital Design program from LT&i
- Certificate - 4/5 modules (today's session - optimizing the organization of a moodle course - is one of the modules!)

Questions? Comments?

What is one strategy you learned about and want to try implementing in your course?

What is one strategy you currently implement that is successful?