Moodle Layout Suggestions

In this document, you will find suggestions for the layout of the Moodle pages for your courses. Improving the layout of your Moodle pages may make it easier for your students to access materials and could result in greater academic outcomes. Moodle pages can be seperated into sections, which give students easy access to various components of the course and find the information they are looking for. The recommended sections for your Moodle page are listed in order from the top to the bottom of the page. These include:

- Housekeeping/General information
- Assignments
- Quizzes
- Week 1 (or Chapter 1)
- Week 2, 3, 4, etc. (or Chapter 2, 3, 4, etc.)
- Midterms
- Final Exams

It is important to note that within Moodle itself, there are detailed discriptions of how to use each function on the Moodle page. The following steps are designed to help you locate more information on the activity and resources:

1. Beginning on the "Home" page, click on the page that you would like to edit
2. On the right – and at the top, you will find the "Turn editing on" button
3. Once you turn on the editing feature, pick a section to work on and click the "Add an activity or resource" link
4. You should see the types of features that you can add to your Moodle page or sections
5. To find detailed descriptions and instructions for the resources/activities, click on the icon that can be found under each title

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Section 1: Housekeeping

The "Housekeeping" or General information section is found at the very top of the Moodle page. It should contain important information and announcements for the students. You might start this section by introducing the course and giving a description of material that will be found in it.

Forum:
- This type of activity could be used as a Q & A for students. They would have the option of asking a question regarding course material or questions about the class itself. Other students would be able to answer their peers' questions. The Q & A would be an opportunity to give participation points to students, if desired.
- The forum resource can also be used as a method of providing announcements for the students. It can be helpful to let students know during the first day of class that you will be using this resource and how frequently you will be posting (updating weekly, bi-weekly, etc.)

Attendance:
- By adding the "Attendance" activity to your Moodle page, you will be able to easily keep track of which students come to class. Students are also able to view their attendance.

File:
- It is important to provide your course syllabus as a file on your Moodle page to ensure students have easy access to it.

Scheduler:

- Student Help Hours (commonly referred to as "Office Hours") are a wonderful asset to students by allowing them to reach out to their professors and obtain academic guidance. It is possible to provide Student Help Hours in-person or online via Microsoft Teams. By adding the "Scheduler" activity to your Moodle page, you can allow the students to book a time to meet with you, based on your availability.

-you might explain to your students how/why/when to use these 'student help' hours. What sorts of question you can address (or are easier to address in person vs. email).

- you might also share with your students the types of questions that are appropriate for email as well as the limitations you may have around email - i.e., I will not respond to email past 6 p.m. on a weekday and may not reply on weekends.

Section 2: Assignments

Within the "Assignments" section, your students should be able to find the relevant information related to the assignments given throughout the term. This section might include:

- Assignment Outline
- Assignment Submission Link
- Feedback for Assignments

It is also helpful to include general information for assignments, like the number of assignments that students are responsible for, when the new assignments will be posted (you can restrict access for assignments until this date), and the weight/value of the assignments in the composition of their final grade.

Section 3: Quizzes

The "Quizzes" section can be used provide information related to the quizzes delivered in person or online.

In person. If the quiz will happen in person, <u>the following information might be included:</u>
- ·Time
- ·Date
- ·Review and/or Practice Questions and Answers

If the quiz is to be completed online, the above information as well as the link to access the Moodle quiz should be place here.

TIP: For Moodle quizzes, allow an extra 5-10 minutes of access time in case to allow for technical difficulties. These extra minutes do not give students extra time to do the quiz. For example, if you want the students to complete the quiz in 15 minutes, set the time limit for 15 minutes AND allow the quiz to be opened from 9:00am – 9:10 a.m. This is helpful to provide expanded access in case it takes students a couple minutes to log in or they are having other short-term internet issues.

Section 4: Weeks (or Chapters)

When providing information related to the course work, it is helpful to separate it by the week or by the chapter, depending on the layout of your course.

TIP: *Moodle has different activities and resources, including 'Crossword' that can be used as a study guide when accessing lecture notes.* In Moodle "Game – Crossword" can be used to learn the vocabulary (words used) of the class. It is simple to create! Begin by adding a "Glossary" as a new resource. When you click on "Glossary" you can add a name, description, and any other restrictions that are needed. Click "Save and display" and begin adding the terms / definitions that you want to include, under the "Add a new entry" tab. When you are done adding the vocabulary, you can return to the home page and add a new resource. Click on "Game – Crossword" to add a title and description. The most important step is to click on the options beside "Select glossary" and choose the glossary from which to make the crossword Finish by adding pertinent restrictions, then click "Save and display".

Providing students with the resources that help them to succeed is essential for their academic development. When these resources are stored in an easy-to-access format, it simplifies the process for students. The resources we might share with students include:

Lecture Notes
    - PowerPoint, Prezi, written documents, etc.
    - If possible, upload lecture notes the day before class to allow students to read them prior to class as a method of preparation
    - Lecture notes can be posted with access not granted to students until the day/week before class

Practice Questions
    - In classes where this is applicable, sharing practice questions can be an effective study tool for students
    - Where possible share the detailed solution to the practice questions in a separate document (somewhat like solutions in the 'back of the book')

Section 5: Midterm Exams

Midterms

All review material and relevant information related to each midterm exam can be found in this section.

DATE:

TIME:

LOCATION (online or in-person):

CHAPTERS COVERED:

- Midterm 1 (IF ONLINE)
- Midterm 1 Review
- Midterm 1 Feedback

How did you feel before, during and after first midterm for HKIN 425?

Please feel free to let me know anonymously below.

*REMINDER: I am available to do a detailed review of your midterm with you during my study hours. Send me an email to set up an appointment.

NOTE
Insert "Midterm" Moodle section chronologically within the weeks, depending on when the test will take place.

The "Midterm" section is similar to the "Quiz" section. Depending on whether the midterm is in person or online, this section can be laid out differently. For both, it is important to include the date and time.

Online
- Provide a link to the Moodle quiz
- Refer to previously shared TIP

In Person
- Identify the location of the test (if different than the classroom)
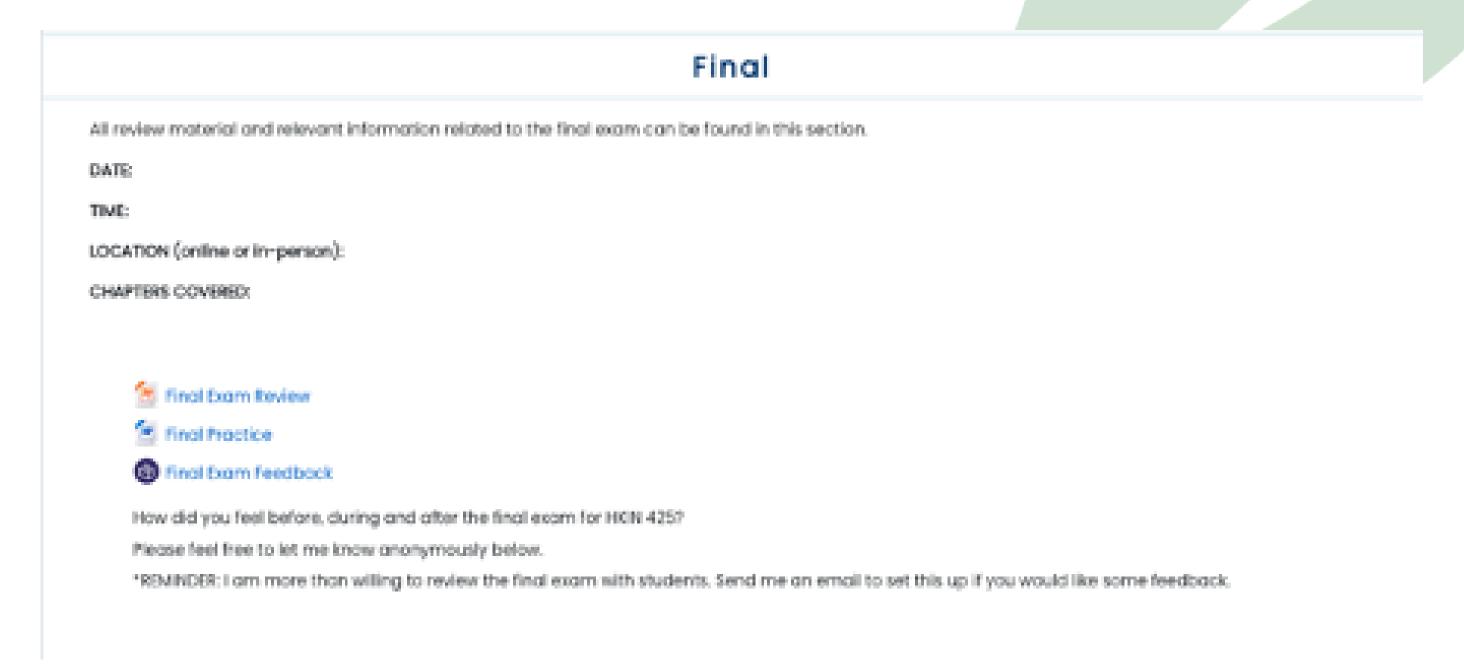
For both formats, including a review of what will be on the midterm is helpful (even if talked about in class). If possible, upload practice questions and solutions on Moodle a week before the exam as a study tool for the students. Where short and long answer formats are used, provide sample questions potentially with the value each might have.

TIP: Following the midterm, provide students with a "Feedback" activity on the Moodle page to allow them to express how they felt about the midterm and to communicate concerns that they may have. These concerns may include difficulty with the wording used, comments related to the time available, etc. This sort of feedback can be helpful for professors when creating the final exam and when preparing for next year's class. Depending upon the questions asked, it may also be helpful for students to reflect on their own preparation and what they need to do differently when preparing for the final exam. The 'feedback' activity allows students to post anonymous responses, which may help students feel more comfortable with providing honest feedback.

Section 6: Final Exams

The "Final Exam" section is like (the "Quiz" and "Midterms" sections. Depending on whether the exam is in person or online, this section can be laid out differently.

Online
- Provide a link to the Moodle quiz

In Person
- Describe the location of the test

It is encouraged to provide students with a thorough review prior to the final exam. If possible, upload practice questions and solutions (where relevant) on Moodle about two weeks before the final exam as a study tool for the students. Waiting until the last day of classes to share these materials may not give students sufficient time to prepare.
Be sure to clarify the date, time, and location of the final exam to avoid confusion or miscommunication. When/if possible, schedule your classes strategically and use the last class or two as a review/question event for your students

Consider creating a "'Feedback" activity as described in the TIP of the previous section.