BEST PRACTICES
IN MOODLE COURSE DESIGN
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Chief Evangelist

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DISCLAIMER

- Best practices are still evolving
- Know and consider your audience
- Do what you can
Welcome to Moodle, your virtual learning environment!

Moodle is an open source course management system (CMS) similar to Blackboard. It is user-friendly for teachers and students.

This course is designed to walk you through the main features you will use as you build your first course.

Once you've taken a tour of what is available to you as a teacher to create a course, you will learn how to set up, personalize, and add content to your own course.

News forum: Remember, your Beuwolf project is due!

1. Wetlands, Louisiana's Future
   - Wetlands
     - Delta Wide Crevasses--link to a website
     - Resource: This is a website created within Moodle
     - Assignment--Online text page
     - upload a ppt

2. Thinking about today's Government
   - Government

DON'T use more than 3 font styles per page.
1. **Hardware Concepts**
   - Understand the term hardware
   - What type of computer do you own?
   - Understand what a personal computer is
   - Identify common handheld portable digital devices
   - Identify the main parts of a computer
   - Identify common input and output ports

2. **Computer Performance**
   - Know some of the factors that impact on a computer’s performance
     - The development of the PC exercise
   - Know that the speed (operating frequency) of the CPU is measured in megahertz (MHz) or gigahertz (GHz).
     - How fast is your computer...
   - General concepts - review questions (marked by a tutor)
   - Optional further reading
     - Choosing a computer - some tips

3. **Memory and Storage**
   - Know what computer memory is
     - How much memory does your computer have...
   - Know storage capacity measurements: bit, byte, KB, MB, GB, TB.

**DO maintain consistency.**

Screen capture from http://coolcourses.moodle.org/course/view.php?id=43
DO use topic summaries and labels.
Topic outline

This course provides practical strategies and pedagogical advice for instructors teaching in an online environment. The course includes advice about: preparing to teach in an online environment, managing the teaching of a course, and addressing larger issues surrounding online teaching.

News forum

Create a Warm Inviting Atmosphere

Why Do it?
"It is always important to remember that in the online environment, we present ourselves in text. Because it is a flat medium, we need to make an extra effort to humanize the environment. In the face-to-face classroom, students have the opportunity to get to know one another as people--before or after class, during classroom discussions, and in other campus locations such as the student lounge. In the online environment, we need to create these opportunities more purposefully" (Palloff & Pratt, 2001, p. 32).

How you do it?

- Within your first post
  - Welcome students
  - Introduce yourself
  - Provide strategies for successful course completion
- Write in an informal tone
- Provide lots of encouragement and support, especially in the beginning
- Incorporate the "human Touch"
- Commend students privately by email

Module 1 Required Reading
Module 1 Assignment

DON’T use the course page for content.
DO use the course page as a launchpad.
DO beware the bling!
DON’T be afraid of white space.
Welcome to Digital Photography

Your computer is your darkroom.
Your software is free.
The world is your gallery.

This lesson is a sample course written by Paul Nelson. The content and photographs are licensed under a Creative Commons Attribution-ShareAlike 2.5 License. That means that you can use it, improve it and share it.

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Digital Photo Discussion Forum
How to add links to your photos in assignments...
Photo wiki

Assignment:
The People In Your Life

This is your first photo assignment. We'll start with something important, the people in your life. During this course we'll learn about lighting, composition, camera options and photo editing but none of those skills alone can make a great photograph. It takes YOU to make a great photograph. Enjoy your first lesson!

DO use images to enhance your course.
DON’T force users to scroll and scroll and scroll.

I really like this picture at the top of the course, but I don’t like it enough to say that it’s worth having to scroll past every day to get to the content. :) A couple of suggestions worth mentioning here—keep images on the front page of your course small and secondary. If you need large pictures, link to them as a resource or add them to a webpage resource. If the picture is only for aesthetic purposes, make sure that they don’t dominate the content. For a nice example, check out the Topic format course sample—the images on the right I like—not necessary in every section in every course, but it works in that one.

Second suggestion, keep that top section (the zero section) of your course brief. Students can condense all other sections but will always be forced to look at and scroll past the zero section. I’ve seen some teachers paste their entire syllabus there—it’s important, but not that important.
DON’T overdo the activity names.
DO keep the activity names short and sweet.

explore, experiment, and be creative with Photoshop. It also challenges you to think as a graphic designer while trying to sell an idea.

Module 5 Objectives:

1. Learn to effectively use type in Photoshop.
2. Understand the difference between a layered and flattened Photoshop document.
3. Explore the issues involved when working on larger Photoshop documents.
4. Use Photoshop in a creative way.
5. Approach Photoshop as a graphic designer and the challenges of "selling an idea."

Review and complete the following tasks/assignments for Module 5:

- Module 5 Pretest
- Module 5 Resources
- Module 5 Examples
- Assignment 5 Research
- Assignment 5 - Movie Poster
- Module 5 Posttest

Suggested Start Date: Monday, October 25, 2010

**Attention: Multiple Due Dates for Module 6**

Due Date: Wednesday, October 27, 2010, 10:50AM CST (Research)
Due Date: Friday, November 5, 2010, 10:50AM CST (Assignment)

Classroom meetings for Module 6: Oct. 25, 27, and Nov. 1.

In Module 6, we will be creating a series of images based on a theme. As in Module 5, you will need to "sell the idea" with your
Welcome!

In this course, our primary goal is to help you learn to use the tools in Moodle to build courses. Our secondary goal is to help you leverage Moodle’s tools to develop quality online instruction.

To meet those goals, we’ve constructed this course so you’re not only reading about Moodle’s tools and building sample activities. We’ve constructed this course so you’re developing real Moodle courses to be delivered to real students by a real instructor. Honestly, we’re pretty excited about the possibilities!

As you begin the course, we ask you to read and review this course guide. Hopefully you will find that it answers many of your initial questions. If not, please let us know; you can post additional questions to the General Discussion & Questions forum.

Best wishes and happy Moodling!

Michelle Moore and Amy Kotwitz

Tip: If you wish to print this entire guide for reading offline, click the Print Complete Book icon to the top left of this page.

Use the forward arrow in the upper right corner to navigate to the next page or select the next item in the table of contents at the left.
DON'T be the one doing all the work!

4 Vectors
- Fly Away Home: Geometric Vectors
- I Think Therefore I am a Cartesian Vector
- Geometric to Cartesian and Back
- Linear Combinations: Working Backwards
- Finding a Spanning Set
- Vector Equations of the Line
- Scalar Form of the Line
- Welcome to the Third Dimension
- That's Just Plane Nice
- Dot...Dot...Dot...Product
- Scalar Equation of a Plane
- Intersections of Lines and Planes (beta)
- Lines, Planes and Automobiles
- Dot and Cross Product Properties

5 Final Exam and Review
- General Review One
- General Review Two
- General Review Three
DO let students participate and collaborate.
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DON’T forget about the logs.
DO let students see their logs.
DO give your learners completion tracking.
DON’T overdo the conditional activities.
DO work together.
QUESTIONS?

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