

# Instructor's Guide to Moodle Course Page Authoring



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This guideline gives the structure of a standard Moodle page for a subject. The contents, tools or any other resource with detailed description is included in order to keep a standard in all the pages.

## Section 1: Subject Information

The initial section should contain the general information about the subject. It includes:

- Welcome message
- Subject Code and Subject Name
- Subject introduction: Brief overview of the subject including what the subject will cover.
- Course coordinator Information: Course coordinator's full name, email and office contact
- Lecturer's Information: Lecturer(s) full name, email and office contact
- Picture (optional): A picture related to the subject may be included
- Announcement forum: All the subject related announcements (Handover of activities, assignments, forums and chat session, Change in assessment submission dates, Amendments in time tables, Exam related information, etc.)
- Social Forum: A forum for Student- Student Communication regarding the subject like clearing doubts.



- Face to Face class Schedule
- APA referencing
- Academic Writing guide
- Moodle Guide
- Turnitin Guide

### Useful Course Documents



Figure 2: Sample of a Useful Course Documents Section

## Section 3: Assessment Details

The assessments section should contain all the necessary information regarding the assessment tasks for the subject which will be taken to final aggregate of the student.

These include:

- Plagiarism Declaration Page for Student's
- Assessment Policy- link to MNU main page
- Plagiarism Policy-- link to MNU main page
- Assignment Details Sheet
- Assignment Rubrics
- Assignment submission links

Details of the assessments for the subject with the due dates should be visible to the students. It can be put as a table, as a picture or as a label.

## Assessment Details

Assessment task	Due date	% Grade
Data Analysis	Block 2	Formative
Presentation of identified research topic	Will be informed	50%
Critiquing Report on quantitative studies	14 <sup>th</sup> week	50%
Total		100%

In order to pass from the module, students need to attain the following:

- Need to complete **minimum 80% of the online exercises** to be eligible to sit for Final Exam
- Must obtain **at least 50% of all the controlled assessments** (Presentation) **AND**
- Must obtain **at least 50% of the final aggregate**

### Assessment Details

Details of all the assessments including the online learning activities

Figure 3: Sample of Assessment Details Section

## Course Content Arrangement

From the fourth section of the page, content for the subject needs to be presented. The content of the subject needs to be distributed to 14 weeks. A separate section for each week needs to be created with the following details:

- Week number
- Topic for the week
- Duration of the week (date)
- Learning objectives for the week
- Weekly Instructions
- Content for the student to interact (readings, video, Moodle Book lesson, urls, etc.)
- Learning activities for the week (Discussion forums, chat and quizzes)
- Tutorial activity for the week

## Week 1: Introduction to quantitative research

[24 Feb - 2 Mar]

By the end of this lesson, students will be able to

- Explain the characteristics of a quantitative research
- Define the major terms relevant to the quantitative research process
- Identify the common steps of the quantitative research process
- Describe when quantitative research methods should be used to examine a research problem

 [INSTRUCTION FOR THE WEEK](#)

 [Lesson 1: Introduction to quantitative research](#)

Participate in lesson 1 through this book. Click ► to turn the pages

 [Tutorial 1 \(Due: February 28, 2019, 23:55\)](#)

Figure 4: Sample Weekly Content Structure

## Appendix A – Sample Netiquette Statement

### NETIQUETTE STATEMENT

In an online learning environment, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your “listener,” it is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

**1. Be respectful.** While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. *If you wouldn't say it to someone's face, don't say it online either.*

**2. Be aware of strong language, all caps, and exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. *Tip: Read everything out loud before you send it.*

**3. Be careful with humor and sarcasm.** Certainly you shouldn't avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers.

**4. Yes, grammar and spelling matter.** While texting, textspeak can be great for your friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must, but follow grammar rules for school.

**5. Cite your sources.** Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

**6. Don't post or share (even privately) inappropriate material.** Enough said there. Nothing is truly private online.

**7. Be forgiving.** Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different than simply talking to a person face-to-face.

## Appendix B – Sample Weekly Instruction

### WEEK 4

In Week 4 you will study about Conceptualization, Operationalization and Measurement

#### Tasks for Week 4:

- You need to take part in two lessons:
  - Lesson 6 will let you understand the concepts of conceptualization and operationalization in quantitative research. You have to watch videos, read and discuss ideas and concepts by posting comments as you go through the Lesson 6 Book
  - Lesson 7 will be about the types of measurements in quantitative research. You have to watch videos, read and discuss ideas and concepts by posting comments as you go through the Lesson 7 Book
- Complete two learning activities:
  - Tutorial 3 which will be an exercise of applying conceptualization and operationalization for a given research question
  - Forum 2: Level of measurement: Participate in discussion on choosing the best type of measurement for the given variables in the research question provided.

**Remember to complete the work on time.**