Course Team - Moodle Design Plan

**Course:** [Add course name] **Director of Studies:** [Add DoS name]

**Course Moodle spaces:**

Course hub (if relevant): [add url] Responsibility for upkeep: [Add name(s)]

Unit spaces: [add more rows as needed]

|  |  |  |  |
| --- | --- | --- | --- |
| Year/Semester(e.g. Y1/S1) | Moodle space URL | Unit Convenor (overall responsibility) | Other Designated Tutor(s) |
|  | [Add url] | [Add name] | [Add name(s)] |
|  | [Add url] | [Add name] | [Add name(s)] |
|  | [Add url] | [Add name] | [Add name(s)] |
|  | [Add url] | [Add name] | [Add name(s)] |

**Moodle consideration/decisions:**

|  |  |  |
| --- | --- | --- |
| Factors | Considerations | Decisions |
| Enrolments | SAMIS default mapping – auto enrolments (for students/UC)  SAMIS manual mapping – for additional cohorts (students)  Manual enrolment – for all non-UC staff (incl. external staff)  Self-enrolment – for non-SAMIS spaces (staff/students)  Course-meta links – for parent/child links (staff/students) |  |
| Layout | Have you consulted the [Bath Blend Baseline?](https://teachinghub.bath.ac.uk/moodle/bath-blend-baseline/)  Have you considered using a [Moodle template](https://teachinghub.bath.ac.uk/moodle/moodle-templates/)?  What structure will be used – topics or weeks?  What heading /section names will be used? |  |
| Content / quality | Who will ensure course/unit info is up to date?  Who will provide welcome message/video?  What file formats will be used (e.g. lecture notes/video links)?  What file naming convention will be used?  Who will check accessibility of content/uploads? |  |
| Communication | What methods will be used for communicating with students?  Where will these be explained? |  |
| Activities  (where used) | Groups / groupings – how will they be created / named?  Discussion forums – who will monitor / respond?  Self-paced (Board, Quiz, Feedback, H5P etc.) – who will create and monitor? |  |
| Assessment | Assignments (coursework submissions) – who will add/tag, mark, and release feedback?  Quiz (MCQ tests) – who will create (and [inform TEL of details](https://forms.office.com/Pages/ResponsePage.aspx?id=Ij1-N6FOLUKwrY_MiUBrntrAUXSc05pMgTYzqKetmvFUQkc5NVlaNzVLNU8yU0lDVUM3V0c0Q1FYVC4u))?  Marking approach – will it be online or offline?  Feedback approach – will it be inline comments or files?  Grade transfer to SAMIS – will it be direct, or .csv upload? |  |

# A CASE review to check some key elements of your Moodle design:

The [Bath Blend Baseline](https://teachinghub.bath.ac.uk/wp-content/uploads/2023/09/Bath-Blend-Baseline_2223_v5.pdf) provides a checklist of good practice principles to follow in the digital environment. The following are a sample of key elements to check when designing Moodle spaces and follow the CASE model for effective delivery.

# Consistency

|  |  |
| --- | --- |
| Are topic/week summaries added consistently throughout? | **o** |
| Is key information presented consistently (in line with wider course/departmental approach)? | **o** |
| Has a consistent naming convention been agreed and used for uploaded files? | **o** |

# Accessibility

|  |  |
| --- | --- |
| Have errors displayed in the Accessibility+ heat map been corrected? | **o** |
| Are uploaded documents (e.g. lecture slides etc.) accessible according to Ally’s gauge report? | **o** |
| Has a Moodle induction been planned to show students around? | **o** |

# Scaffolding

|  |  |
| --- | --- |
| Is there a clear, easily navigable structure? | **o** |
| Are resources such as 'key reading' and 'additional reading' clearly identified? | **o** |
| Are resources accompanied by instructional guidance? | **o** |

# Engagement

|  |  |
| --- | --- |
| Is it clear to students how and when they are expected to engage with the Moodle content? | **o** |
| Is it clear how staff and students will communicate (i.e. contact information/preferences)? | **o** |
| Are there resources for students to read/listen to/watch/interact with? | **o** |