

documents) and do all tables have a header row / column?

- Are any documents/resources that you have created been written appropriately for reading online (e.g. avoiding long blocks of on screen text)?

## Interactivity

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- Where interactive activities (e.g. discussion forums, quizzes, assessments, chat tools etc.) are used, are explicit instructions provided and clear expectations set?
- Is it clear to students how and when they will receive feedback on interactive/formative activities (e.g. quizzes and in-course assessments) or responses in discussion forums?
- Is it clear to students how any communication, collaboration and social interaction tools should be used and will be supported by tutors? (It is important to remember that Moodle is not an 'email' system and should not be used as such).



## Formats

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- Are lecture notes and handouts provided in an appropriate electronic format, so that they can be downloaded, printed, annotated and edited as required and do students have the appropriate software to access these documents?
- Is the format of specific file types clear to users (e.g. MS Word, PowerPoint, .exe files etc). Consider using Moodle pages rather than uploading Word or pdf documents as these are easily accessible on mobile devices.
- Are documents which support face-to-face sessions made available to students in advance of the session in an appropriate time frame?
- Are files of an appropriate size that they can be easily and quickly be viewed and/or downloaded off campus?
- Where audio/video files have been used, are text based alternatives/transcripts available if required by students? (In some cases a written summary of the content may be more beneficial than a full transcript).



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# Moodle

## Course Checklist

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## Things to think about

*“Clutter is a failure of design, not an attribute of information. There is no such thing as information overload, just bad design. If something is cluttered and/or confusing, fix your design”.*

Professor Edward Tufte

## Instructions & Expectations

- Do students know how to access your Moodle course(s)? Have your students had an induction on using Moodle? (Remember, not all students are campus-based and not all are confident in interacting online).
- Have the expectations and responsibilities associated with your online provision been articulated to, and understood by the students? Have you highlighted what you expect from the

students but also what they can expect from the teaching staff, have you made it clear how you will make use of the Moodle course to support teaching, learning and assessment?

- Have the benefits associated with your use of Moodle been explained to the students?

## Organisation & Structure

- Are key information, instructions and support structures clearly visible at the top of your course site? (Locating important information at the top of your Moodle course is useful for all students but particularly so for those using assistive technologies such as a screen-reader).
- Have you made effective use of the Navigation block to display the weekly/topic headings? Is this use consistent across courses as well as within a single course?
- Are weekly/topic sections consistently named and structured using headings and labels that are appropriately formatted?
- Have efforts been made to avoid excessive vertical scrolling? Think about organising related materials in Moodle folders or books or consider adopting an alternative course format (e.g. 'display one topic per page').
- Has meaningful text been used to indicate the content of a linked file or website (i.e. avoid the use of unhelpful text like “click here” for links) and have you indicated where the file or website will open (i.e. in a new window)?
- Are all links to files and websites still valid (you need to check regularly that links are still current and either

update or remove accordingly)?

## Readability

- Are consistent and appropriate text sizes and fonts used for headings and the main text?
- Does the use of any background colours, background images and font styles/colours aid understanding and/or add value to the content?
- Where background colours, background images and font styles/colours are used, are the colour combinations appropriate and is the text legible to all course participants?
- Is the use of underlined, bold or italicised text contributing to the understanding and readability of the text?
- Are paragraph breaks, indents and white space used appropriately to aid the readability of the page?
- Have all images/graphics been given appropriate 'alt' text (including those embedded within

