

Good Moodle Guide 2020/21

This guide is provided to assist academic staff in creating well-designed Moodle modules and to offer more consistency in the student experience of Moodle. It considers Moodle as the online work space where students access:

- Teaching content such as lecture notes/slides, KentPlayer recordings, core reading, Copyright Licensing Agency (CLA) articles, web links and media files.
- Quizzes (formative and summative) and e-submission of coursework.
- The relevant online Module Evaluation Surveys (EvaSys).
- Links to relevant school-level information, for reference.
- A copy of the Module Guide/Handbook.
- Assessment preparation resources, including one or more exemplars of past assessments (exams and/or coursework) alongside answer keys for exams and feedback providing a rationale for the mark achieved.

The [module summary](#), [assessment submission and assessment good practice](#) sections are common, followed by three alternate layouts for [teaching content](#).

Module Summary

Module title with module code, followed by synopsis.

Key information includes anything specific to the module.

Module specific resources.

Posts made in **Announcements** will be emailed to all students on the module.

Module Guide / Handbook is consistently named.

Contact details for convenor and teaching staff, office hours may include times you can be contacted virtually (via Teams).

Lecture recording in this module page should be edited to list which lectures will be recorded, including any online teaching sessions.

UE201 - Example Moodle module





This module explores broad issues of site and context, planning and place making. Students will become familiar with relevant planning documents and learn to work as part of a team in developing design strategies and making planning proposals. Precedent studies play an important role in shaping strategic and tactical development. Communication skills are enhanced through classes including computing, and project presentations.



Key information

Please ensure you read the Module guide (below) as it contains important information. Lecture notes will be added weekly, usually two hours before the lecture itself. Seminar groups will be allocated specific tasks during week... and you will be notified by the course announcements.

About this module

-  [Announcements](#)
-  [Module Guide / Handbook](#)
-  [Staff contact details and office hours](#)
-  [Lecture recording in this module](#)

Assessment submission

Assessment submission information is found within a dedicated section.

Refer students to the [how-to guides on the e-learning website](#).

Coursework tasks with due dates, where to submit and how feedback will be given.

Ensure Turnitin inbox settings and information provided to students is in line with the University's [Turnitin Policy](#)

Assessment submission

You will be assessed on two pieces of coursework, a quiz and an exam. Each piece of coursework contributes 20% of the total, the quiz 10% and the exam the other 50% of your total mark. Each piece of coursework is submitted through this module and student guides on submitting your assignment and accessing your feedback can be found [here](#) (hyperlink).



Coursework 1: 2,000 word essay

This assignment can be submitted via this Turnitin inbox at any point from the 14th June up to the deadline, the **20th June at 13:00**. Please try to submit well before this time! You can resubmit your assignment to this inbox as many times as you like, up to the deadline. You are permitted to see the [Turnitin Originality Report](#) (hyperlink) after each submission.



Coursework 2: Lab report to be submitted via Moodle assignment

Your lab report can be submitted here at any point from the 1st July up to the deadline, the **8th July at 13:00**. Please try to submit well before the deadline!

Your mark and feedback will be available from 2 weeks after the due date.



Coursework 3: Assessed quiz

This quiz forms 10% of your final mark. It will be available on the 8th June from midday until 5pm. You have one hour to complete it before it closes, so you must start your attempt by 4pm. You will receive your final mark on June 10th.

On your Faculty Moodle page/ [Student Handbook](#) (hyperlink) you also find information on: Citation style, Word count policy, Plagiarism, Special adjustments (if applicable), Late submission (if applicable).

You can find further resources to familiarise yourself and prepare for your assessment in the section 'Assessment good practice resources' below.

Good practice resources

Information on how the good practice resources will be used in the module.

Information on how the assessment examples relate to the assessment for the module.

Instructions on how to access and complete the past paper, including links to marking rubrics.

Anonymised example of a marked essay uploaded into the module, where applicable.

Assessment resources

Please find here exemplars of past exams and/or coursework that will help you familiarise yourself with and be prepared for your assessment. Take the time to explore these resources and contact your Module Convenor(s)/or Seminar Leader for further questions.

The exemplars provided are illustrative only and may not match precisely the assessment(s) on the module in the current academic year. They are designed to guide you in identifying the content, knowledge and skills required for a particular assessment and to enhance your understanding of quality in the marking of assessment to specified criteria and standards.

Exemplar of Past Exam Paper

Click on the 'Past Exam Paper' button on the left hand side column of this page and download the paper ABCD1 2016. Attempt to complete the paper under exam conditions whenever possible (not consulting your notes and coursebook). It is important that you identify and understand the [examination rubrics](#). Contact your Module Convenor(s) for questions.

(OPTIONAL) Exemplar of coursework from 2016

Below you find an essay from 2016 on the topic of XYZ and the relevant marking criteria.

[Exemplar of essay](#)

[Marking criteria](#)

Teaching Section

Content by week: each week has its own section

Each week's section has a short introduction.

Use the [reading list system](#). You can link to the whole list or individual items.

Use the [CLA scanning tool](#) to request scanned articles, allowing 6 weeks' notice.

Check lecture slides and notes for [copyright issues](#).


When creating new Word documents or PowerPoint presentations, use [the accessibility guidelines](#) and act upon any feedback provided by [Blackboard Ally](#).

Formative quizzes – state they are formative and how they should be used. Quiz guidance is [available on the e-learning website](#).

Week 1 - Introduction and orientation

Please read the core readings before the lecture and be prepared to discuss both during the seminar. The additional reading material will give more context but is not essential.

Core reading

 Reading list - week 1

This week you should read Djokovic's 1996 article and the Wantage chapter, as in the reading list.

 Wantage, James - Skimming the Load (CLA resource)

This week's lecture

 Week 1 - Introduction and scene setting - Lecture recording

 Week 1 - Introduction and scene setting - lecture slides

 Week 1 - Introduction and scene setting - lecture notes

Quiz

 Key concepts in financial regulation

Please ensure you take this 20 question quiz before week 2. Your score does not count towards your module mark, it is for self assessment. You may have 2 attempts at the quiz, which has a 40 minute time limit.

Content by topic: each topic has its own section

Descriptive file names and labels help students navigate.






Consider the [use of KentPlayer](#).
Recordings can be audio only and can be added as resources to individual sections.

Videos from [Box of Broadcasts](#) can be linked to individually.



European Law: topic covered in weeks 1-3

The first session will begin with an introduction to this module's assessment & structure. You will form groups of two and select a project.




Lectures

-  Lecture 1 - The European Commission
-  Lecture 2 - moodle and the stylesheet
-  Handout: The use of metaphor in university lectures
-  Lecture 3 - Trespass to the person
-  Trespass to the Person slides for lecture 3



Reading

-  Reading list - week 1 & 2
-  Reading list - week 3

Lecture recordings

-  Lecture 1, orienting yourself on the module
-  Lecture 2 - outward bound
-  Lecture 3 - European history

Useful websites and online articles











-  Canterbury Cathedral, BBC, episode 2
-  Communication, Culture & Critique Journal

Content by type. All lectures, readings, links have their own section.

Any file or other content below a heading is indented to show the hierarchy.

Headings need not be the same in each section, but should be clear.

Lecture notes and presentations

-  Week 1 - Introduction and orientation
-  Week 2 - Cells of the Nervous System, Electrical Properties of Neurons
-  Week 3 - EU Politics in Context: the historical perspective
-  Week 4 - How competition strengthens start-ups
-  Week 5 - looking forward to reading week
-  Week 7 - Quantitative research methods and sampling
-  Week 8 - The case of ancient Olympia
-  Week 9 - Incorruptible milk
-  Week 10 - Denotation and truth, word relations
-  Week 11 - Motivation for advanced control

Key Reading

Week 1

 Reading list - week 1

All the core readings are listed in the reading list for this module. You should complete the reading for each week before the lecture, and be ready to discuss the works in the seminar.

Week 2

 Reading list - week 2

Additional reading

This list is not exhaustive, but a starting point for your wider research.

Appalachia in the Classroom: Teaching the Region. Ohio University Press, 2013. <http://www.jstor.org/stable/j.ctt3fgwxc>.

Improving Assessment in Higher Education: A Whole Institution Approach. UNSW Press, 2013. <http://www.jstor.org/stable/j.ctt5vkq31>.

Martinez, Monica. "How a New Generation of Teachers Will Change Schools." *The Phi Delta Kappan* 91, no. 7 (April 1, 2010): 74-75.

Guidance: Taught Modules

For consistency and ease of navigation the following are considered best practice.

Top section: include general module information here.

- Ensure accurate module title, code and brief synopsis.
- **Key information:** note any specific requirements students should be aware of.
- **Upload Module Guide/Handbook.** Complete, accurate module level information for the student should be here. Select only those elements to display on the Moodle page itself which provide context and ease of navigation to the student when engaging with the content.
- Consider using **Announcements** to communicate information to your students. If doing so, ensure students are aware.
- **Contact details for convenor and teaching staff** (to be agreed with those staff), including how students can contact you online.
- A link to the **Reading List** for the module will be added automatically.
- Information on how **lecture recordings** will be used in the module.

Assessment section: make assessment requirements clear and accessible in one place.

- **Coursework tasks** with due dates, place to e-submit (Turnitin or Moodle Assignment) and how feedback will be given (e.g. if using Feedback Studio).
- **Assessed Quiz** – only put summative assessment in this section.
- Submission inbox settings and information provided to students is in line with the University's [Turnitin Policy](#)
- Link to/upload any relevant module docs e.g. marking/assessment criteria (if required).
- Refer students to 'How to guides' in News and Support on the front page of Moodle.

Teaching section: Make your design clear. Organise by either weeks, topics, or content type.

- Use descriptive file names and labels to help students navigate easily.
- Use the Reading List system, and design it to fit with the organisation of your Moodle module. You can link to the whole list, to sections or to individual items.
- Use the CLA scanning tool to request scanned articles and allow at least 6 weeks' notice.
- Check your lecture slides/notes for copyright compliance.
- When creating new Word documents or PowerPoint presentations, use [the accessibility guidelines](#) and act upon any feedback provided by [Blackboard Ally](#).
- Consider use of KentPlayer. Full video or audio and slides only, for key lectures or revision sessions. Each module has a specific page in the top section to explain to students which lectures will be recorded.

Links to other files e.g. You Tube, Box of Broadcasts (BoB) or media files can be included.

If you require any further help, please refer to the guides on the e-learning site or contact your Faculty Learning Technologist (FLT) using the [contact details on our website](#).