**University of Greenwich**

**Moodle Baseline Checklist**

This Checklist is designed to ensure a consistent and high-quality digital learning environment, guiding you through the process of designing Moodle Pages. It covers seven key areas, highlighting essential practices for each. To ensure your Moodle course content is effectively organised and fosters enhanced interaction within our Virtual Learning Environment (VLE), please take the time to complete the Checklist. By doing so, you will contribute to a predictable and intuitive experience for all users.

**1. Navigation and Course Orientation**

This is crucial for guiding students seamlessly through their course. It organises the course and content in clear structure. This clarity boosts engagement, reduces confusion, and supports effective learning, ensuring students can easily navigate their studies.

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| **To Check** | **Completed** |
| 1.1 In the “**Get Started**” section, include a section to explain **participation requirements** and the **layout** of the page. |  |
| 1.2 Set up a **course image** for easy recognition. |  |
| 1.3 Include **Moodle sidebar blocks**, such as Panopto, Digital Student Centre, Upcoming events, and Recent activity. These essential blocks have been added to the Moodle template, please double-check before releasing. |  |
| 1.4 Organise topics, sections, activities, tasks in a **clear structure**. |  |
| 1.5 Add **meaningful headings/titles**, sub-headings/sub-titles, and introductory descriptions, to each topic/section/sub-section. If it’s weekly format course, add week numbers and dates for easy navigation. |  |
| 1.6 **Number and label** all resources and activities clearly. |  |
| 1.7 Add **word counts and time estimates** to resources, *e.g. “Task 1.1 - Active Learning (10 min)”*. |  |
| 1.8 Add **navigation texts** to guide students from one task/section to the next. |  |
| 1.9 Enable **completion settings** (*e.g. Completion tracking,* [*Activity Completion*](https://docs.moodle.org/403/en/Activity_completion)) for the course resources and activities to enable students and Moodle to footprint tracking. |  |

**2. Introduction**

This is the gateway for students, outlining the course objectives, structure, and expectations. A clear and concise Introduction sets the stage for the learning journey, enhancing student engagement and providing the necessary context for them to navigate the course effectively and align their efforts with the learning outcomes.

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| **To Check** | **Completed** |
| 2.1 In the “**Get Started**” section, include an engaging introduction to the course, including **learning objectives** and a brief **module overview** in the Moodle course’s homepage opening/welcome section. |  |
| 2.2 In the “**Get Started**” section, include a link to the up-to-date [**Module Handbook**](https://docs.gre.ac.uk/rep/sas/module-handbook) on the homepage, detailing what information it contains, how it should be used, and clearly state the **learning outcomes** at the beginning of the course. |  |
| 2.3 In the “**Get Started**” section, include the **outline of learning activities**, clearly stating the **learning objectives**, **assessment methods**, and **instructional materials**. |  |
| 2.4 In the “**Communicate and Support Information**” section, include a section to display **staff contact information,** introduce the teaching team, and office hours. |  |
| 2.5 In the “**Communicate and Support Information**” section, to make students aware of all available support services, including links of **academic skills support, digital skills, and wellbeing services**. **Please note** these essential links have been added to the Moodle template, please double-check before releasing. |  |

**3. Communication and Interaction**

This is key to building a vibrant learning community. It establishes clear communication channels and interactive forums, enhancing student engagement and collaboration. This section supports a connected and active learning environment, where students can easily interact, exchange ideas, and seek feedback, enriching their overall learning experience.

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| **To Check** | **Completed** |
| 3.1 Include a **personal message** to students on the homepage, establishing a welcoming atmosphere. |  |
| 3.2 Activate the [**Microsoft Teams group**](https://www.gre.ac.uk/it-and-library/teach/moodle-teams-integration) linked to your Moodle course if available to ongoing communication. Please note Moodle is still the main platform to upload learning notes and materials. Please put file materials and resources in Moodle instead of Microsoft Teams. |  |
| 3.3 Include the [**Forum** activities](https://docs.moodle.org/36/en/Forum_activity) to offer opportunities for questions and discussions. Clearly outline the purpose of each communication channel and discussion forum. Remember to monitor the forums and provide feedback, *e.g. help forum, announcement forum, discussion forum etc.* |  |

**4. Learning Resources and Activities**

This enriches student engagement through diverse materials and interactive tasks. It caters to various learning preferences, fosters active participation, and deepens understanding, thereby enhancing the overall learning experience.

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| **To Check** | **Completed** |
| 4.1 In the “**Get Started**” section, compile **reading lists** (Reading List template is attached in the Moodle template) into a single document version. Before uploading to Moodle, use the [UoG online service](https://libguides.gre.ac.uk/library) and send this document to your **academic librarian** for review, rather than uploading individual papers. |  |
| 4.2 Provide **clear links** to online teaching events. |  |
| 4.3 Put **Lecture Capture recordings** in the Panopto **module folder** instead of My Folder. |  |
| 4.4 Add **Lecture Capture recordings** by [Panopto](https://www.gre.ac.uk/it-and-library/teach/panopto/remote-working) links. |  |
| 4.5 Ensure all the **resources** are set to be **visible** and **accessible**. |  |
| 4.6 Use **meaningful** file names and provide **clear** descriptions for lecture materials. |  |
| 4.7 Be mindful of file and **video sizes**, opting for internal or external links *(e.g., YouTube, Panopto)* and considering different file formats for accessibility. |  |
| 4.8 Choose **appropriate** [**Moodle activities**,](https://docs.moodle.org/36/en/Activities) *e.g., Forum for discussion, Quiz for knowledge checks, and Glossary for vocabulary building.* |  |
| 4.9 Use **meaningful** file names and provide **clear** descriptions for learning activities. |  |
| 4.10 Plan your **online session links** in Moodle in advance and provide guidance for students to participate. |  |
| 4.11 [**Embed link**](https://docs.moodle.org/403/en/Media_embedding) to external resources like case studies and multimedia. |  |
| 4.12 Use **embedded HTML or URL link** to embed videos in Moodle. |  |

**5. Assessment and Feedback**

This outlines clear criteria and methods for assignments, coursework, exam, and feedback, guiding students through their learning achievements. This section ensures assessments are fair, transparent, and aligned with learning objectives, providing students with valuable insights into their development and areas for improvement.

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| **To Check** | **Completed** |
| 5.1 In the **“Assessment and Coursework Submission Guidance”** section, please offer a clear, accessible **overview** of module assessments, including points, types, weightings, and due dates. [Assessment and Feedback Policy | Documents | University of Greenwich](https://docs.gre.ac.uk/rep/information-and-library-services/assessment-and-feedback-policy). |  |
| 5.2 Provide clear **assessment criteria**, descriptions, and instructions with **detailed deadlines**. |  |
| 5.3 Include **submission guidelines**, **grading rubric or marking guide** to clearly detail exactly what is required of students, *e.g. file types, feedback mechanism etc.* |  |
| 5.4 Include a generic **feedback** section after marking has been completed. |  |
| 5.5 Use [**assignment settings**](https://docs.moodle.org/403/en/Assignment_activity) for clarity, *e.g. due date, submission types, group submission settings,* [*restrict access*](https://docs.moodle.org/403/en/Restrict_access_settings)*.* |  |
| 5.6 Provide **resources** for avoiding plagiarism, along with links to relevant policies and support services. Such as [Writing with authority and avoiding plagiarism | Articles | University of Greenwich](https://www.gre.ac.uk/articles/ils/credibility-and-avoiding-plagiarism). |  |
| 5.7 Include clear **guidelines** and expectations to encourage student’s academic honesty. |  |
| 5.8 Using [**Turnitin**](https://www.gre.ac.uk/it-and-library/a-z/it-for-teaching-and-learning/activity-content/turnitin) integration to ensure the integrity of student’s submission. |  |
| 5.9 Give students the chance to engage in practice assessments through [**Moodle quiz**](https://docs.moodle.org/403/en/Quiz_activity) activities, setting up consistent submission points across the programme. |  |

**6. Accessibility and Copyright**

This ensures content and materials in Moodle are [accessible](https://www.gre.ac.uk/about-us/governance/accessibility-compliance/accessibility-statement-guidance) to all and comply with copyright. This focus promotes an inclusive learning environment and respects intellectual property, essential for a fair and respectful learning experience.

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| **To Check** | **Completed** |
| 6.1 Ensure **fonts** are consistent and large enough with appropriate spacing. |  |
| 6.2 Ensure clear **heading/title** and content structure. |  |
| 6.3 Use **plain and clear** language. |  |
| 6.4 Ensure coloured text has appropriate **contrast**. |  |
| 6.5 Ensure **links** are **descriptive**. |  |
| 6.6 Ensure **multimedia** content has accurate **captions/transcripts** and **descriptive texts**. |  |
| 6.7 **Avoid looping animations**, slide transitions or other persistent movement effects. |  |
| 6.8 Always add **alt text** descriptions for **images**. |  |
| 6.9 Provide **accessible file formats,** *e.g. PDF, PowerPoint, Word***.** |  |
| 6.10 Ensure your page is **responsible** to different devices with different sizes. |  |
| 6.11 Use the [**library scanning service**](https://libguides.gre.ac.uk/copyright/academicguidelines) to ensure the accessibility of scanned documents. |  |
| 6.12 Employ Moodle's [**Ally** (Accessibility Checker and Report)](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/Quick_Start) to ensure your course design are accessible. |  |
| 6.13 Employ [**Accessibility Checker**](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f)**s** to ensure your documents are accessible**,** *e.g. Microsoft PowerPoint, Word and Adobe Acrobat.* |  |
| 6.14 Address [**copyright**](https://libguides.gre.ac.uk/copyright/moodleandcopyright) issues and ensure all content is legally compliant and usable within your course. |  |

**7. Implementation Tips Before Releasing**

Before releasing a Moodle course, it's crucial to follow key implementation tips to ensure a smooth and effective learning experience. Pre-release checks and adjustments based on these insights can significantly enhance course quality and student satisfaction.

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| **To Check** | **Completed** |
| 7.1 Ensure that all tutors and colleagues who require access to Moodle are **enrolled** with the appropriate Moodle role. |  |
| 7.2 Ensure **Teams group** (if available) have been activated and students added to the Teams group. |  |
| 7.3 Ensure everything is **updated**. |  |
| 7.4 Ensure all headings/titles, files, and links have **meaningful** names and descriptions. |  |
| 7.5 Test all learning activities are **working as expected**, *e.g., quizzes, multimedia files*. |  |
| 7.6 Switch to **Student Role** to check the Moodle course. |  |
| 7.7 Ensure the Moodle course is **visible** for students. |  |