

Moodle Course Structure Template

for Faculty

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Guidelines for Creating a Course Template or Shell on Moodle

The course template also known as “course shell” ensures an easy and consistent experience for faculty. To create the template:

1. Log in to your Moodle admin account and navigate to the course management area where you can create and manage courses.
2. Begin by creating a new course that will serve as the template for other courses. Click on the “Add a new course” button and provide a relevant course name, short name, and other basic details.
3. Set up the course settings to align with the common structure you want to establish in your course template including the course gradebook.
4. Divide the course into sections based on your preferred structure. These sections can include topics, weeks, or any other organizational units that make sense for your courses.
5. Populate each section with the common resources and activities that you want to include in every course. This may involve adding resources like files, links, and folders, as well as activities like assignments, quizzes, and forums. ***You can find attached a template with a sample course format.***
6. Save the Course as a Template: Once the template course is fully set up, save it as a template.
7. Copy and Re-use: Select “Copy” or “Re use” to the saved shell course. The copied course will be an exact replica of your template. You can now customize and update the content as needed for the specific course. Edit the course name, description, due dates, and any other relevant details.

Department	
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Course name	
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Cover page

**[*COURSE
DEVELOPMENT
TEMPLATE*]**

COURSE PRELIMINARIES

[This is a section that appears at the beginning of every Course. It is meant to provide the learners basic information about the course they are about to study. It has the following information]

Section 1: Course prerequisite and corequisite information

A **prerequisite** means a course or other requirement that a student must have taken prior to enrolling in a specific course or program while a **corequisite** means a course or other requirement that a student must take at the same time as another course or requirement.

Type here

[e.g., For you to undertake this course, you must have:

- *Laptop*
- *Stable internet connection*
- *Moodle installed and configured on a server.*
- *A computer with Internet access.*
- *A web browser.*
- *Instructor access to a course on Moodle]*

Section 2: About the Course

a) Course Introduction

Give a welcoming message, course overview, identify the general objective the course addresses, number of modules/units, activities and certification information (It's best if you record a video)

(Type here)

[e.g., Welcome to Moodle Course for instructors! By accessing this course, you have just taken a major step toward helping you develop your skills in using Moodle—congratulations! To get started you need to read the course overview...]

b) Course Competency and Course outline

This section describes what the course will cover and achieve. You can attach the course outline.

(Type here)

[e.g., *This course is unusual. On most courses, if someone asks you what the course is about, they would be expect you to say something like “just normal steps on using Moodle” or “just Moodle.” But on this course, the answer would be more like “learning by doing” or “change from the norm.” Another possible answer would be “it’s about me and Moodle...”*]

c) Course Learning Outcomes

Outline the skills and competencies that the learner must acquire

(Type here)

[Describe in bulleted form the desired learning outcome, e.g.

By the end of this course, you will have gained sufficient skills to:

1. Create a storyboard and blueprint for your course
2. Upload all types of content in Moodle
3. Use of proper communication channels in Moodle]

d) Learning Support

Facilitator details; LMS; technical and administrative support details

(Type here)
or use this one and insert necessary information in []

In case of any queries related to the course, you can write an email to the instructor through [email address]. However, if you have a technical problem relating to interacting with the platform, you can write an email to [learner support email address] or call this number. Someone will respond to you as soon as possible.

[Provide details of the instructor and how the learner can access him/her for queries related to the content.

Also indicate how else the students and staff can get support. For example, technical issues like uploading assignment, locating various features within the platform, etc.]

e) Learning Activities

Main and sub tasks to be undertaken before completion of the course

(Type here)

or use/modify this one

Within the various modules in the course, there are tasks that you are supposed to attempt and submit for grading...

These tasks are divided into two as follows:

- (i) Main Tasks that comprise of quizzes and written assignment
- (ii) Sub tasks that comprise group discussion and forums]

[This course has tasks that you are supposed to undertake before its completion. These tasks are broken down into:

- (i) Main Tasks that comprise of quizzes and written assignment*
- (ii) Sub tasks that comprise group discussion and clinical logs.*

f) Course Learning Requirements

Requirements that a student must meet to obtain a certificate or attain course completion

(Type here)

e.g

To obtain a certificate upon completion, it is expected you:-

1. Obtain 70% of the course total
2. Participate in discussion forums as and when they are scheduled.
3. Participate in chat sessions as and when they are scheduled.

[If the course taught online are examined, then there are some requirements that a student must meet. For example, timely submission of assignments, participation in discussion forums, and chat sessions, completing some lab activities, etc

g) Discussion Forum: Meet and greet

This section welcomes participants and provide an open floor for socialization. It's best to provide room for such discussions to build lasting relations among peers.

[end of course preliminary section]

[Subject matter. This section has the following subsections]

You can use either units/Modules/Lectures/Topics

a) Module One:

[Module name, e.g., Introduction to Moodle]

Unit Name	(Type here)
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b) Introduction

(Type here)

[Introduce the module. Inform the learner what this unit is generally about]

c) Learning Outcomes

[By the end of the unit, what will the learner have achieved?]

(Type here)

..... Topics for the module/unit/lecture begin here.....

d) Topic One

Topic name	
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e) Topic Content

[description of the topic content until the end]

[while uploading this section, it is broken down into small chunks such that the student does not have to scroll so much. Navigation, images, links, videos, question banks and case studies are included therein]

Insert all topic 1 content as described above

f) Topic Summary

(Type here)

[Summary of the topic content that guides the learner to know what he ought to have understood during the topic coverage]

g) Further Reading

[These are links, lists of books meant for the learner to get more reading content. This section can optionally be subdivided into mandatory reading material and optional reading material]

[end of the first topic. Subsequent topics follow the same prose]

h) Module/Unit Activities

Review Questions	(Type here)
Performance task-	Quiz/assignment etc. (Type here)
Handout/complimentary material	(Insert here)
Discussion	(Type discussion here)
Chat	(Indicate time here)

[This is a section that is related to the module/Unit's content. This section contains review questions, performance tasks, discussion forums, and/or Chat tools in relation to the concluded unit. It houses the following subsections:

- (i)* **Review Questions** – These are questions that are meant to help the learner reflect on the content studied in the whole unit and self-assess level understanding including case studies and scenario-based activities.
- (ii)* **Performance Tasks** – These are tasks the learner can attempt based on the whole unit. They could either be
 - a.** Main Tasks - These are assignments and quizzes and/or
 - b.** Sub Tasks – These could be group assignments or forums
- (iii)* **Handout** – A relevant additional text that the Subject Matter Expert feels would add value to the contents of the Unit, could be appended here. Maybe it could be case studies, research papers, etc
- (iv)* **Discussion forum tool** – This is a relevant tool that the instructor can use to pose questions, give them a few days to research, and share feedback from which they learn from one another's responses.
- (v)* **Chat tool** – To help the students and tutor hold a real-time online Q & A session.]

[end of the first unit. Subsequent units follow the same prose]

NOTE:

- a) For each course, it is essential to begin with the initial section titled "Course Introduction", "About the Course" or [Course Overview]. This foundational segment sets the tone for the course, offering a comprehensive overview. Subsequently, the development process proceeds with the creation of individual modules or topics, incorporating the designated sections as outlined in the course structure.
- b) Provide clear and concise instructions for each activity and assessment. Ensure learners know what is expected of them.
- c) Develop quality content that aligns with your learning objectives. Use a variety of resources such as text, videos, images, interactive simulations, and external links guided by the Multimedia principles.
- d) Include interactive activities to promote active learning. Quizzes, discussions, group projects, and case studies can enhance engagement and comprehension.
- e) You might want to determine whether there should be a minimum number of modules or topics therein for every module for uniformity's sake.
- f) Ensure your course is accessible to all learners, including those with disabilities. Use readable fonts, captions for videos, and alt text for images.
- g) Use a consistent layout, color scheme, and navigation throughout the course. Consistency enhances user experience and helps learners focus on content.
- h) Encourage collaboration among learners. Use discussion forums, group projects, and peer assessments to foster a sense of community.
- i) Consider having feedback tool/survey to evaluate your course, the information will help in making improvements for future iterations.