

# DISD Moodle Course Design Framework

## Moodle Course Design I: Simple Web Presence

### COURSE RESOURCES ONLINE + F2F DELIVERY

Web Supported Courses are courses in which basic material about the course or instructor is posted to a location on the web.

**Purpose:** to provide centralized, continuous access to course information, documents, site links, etc.

**LMS Benefits:** Although a common web page would often suffice, using an LMS (like Moodle) instead, offers a number of benefits:

- ability to control access (by enrollment key or firewall)
- ability to further develop course to a blended or fully online format
- No web designer or HTML programming experience necessary

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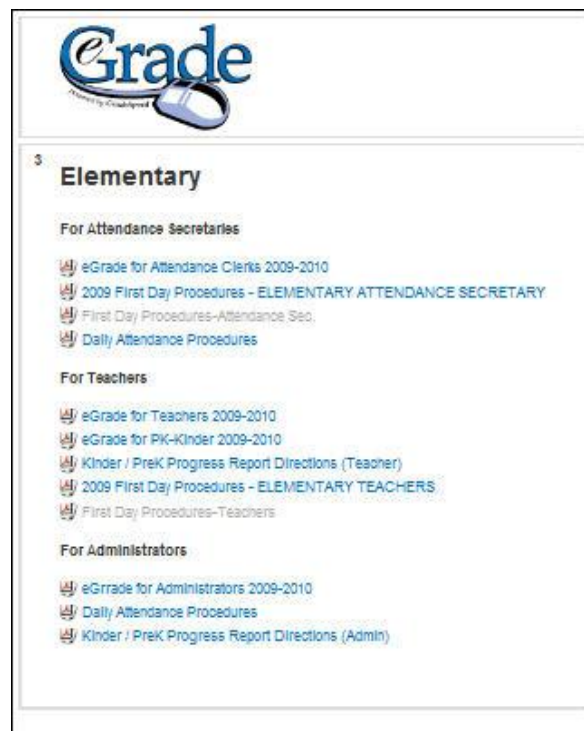
### SCENARIOS / EXAMPLES:

Classroom:

- *Mr. Smith's Lanugage Art's Class*

Professional Development:

- *Differentiated Instruction*



The screenshot shows the eGrade Moodle course page for Elementary. The page features the eGrade logo at the top, which includes the text "eGrade" and "Powered by Moodle". Below the logo, the page is titled "Elementary" and is organized into three sections: "For Attendance Secretaries", "For Teachers", and "For Administrators". Each section contains a list of links to various resources, such as "eGrade for Attendance Clerks 2009-2010", "2009 First Day Procedures - ELEMENTARY ATTENDANCE SECRETARY", "First Day Procedures-Attendance Sec.", "Daily Attendance Procedures", "eGrade for Teachers 2009-2010", "eGrade for PK-Kinder 2009-2010", "Kinder / PreK Progress Report Directions (Teacher)", "2009 First Day Procedures - ELEMENTARY TEACHERS", "First Day Procedures-Teachers", "eGrade for Administrators 2009-2010", "Daily Attendance Procedures", and "Kinder / PreK Progress Report Directions (Admin)".

# Moodle Course Design II: Web Enhanced Instruction

## COURSE RESOURCES ONLINE + SOME ACTIVITIES ONLINE + F2F DELIVERY

Web Enhanced courses follow traditional (face-to-face) curricular design, but incorporate various online activities to enhance learning and support class management and delivery. This model is often used for F2F presentations with multiple resources (handouts, web sites, etc.) and a few assignment submissions.

**PURPOSE:** Enhance a F2F learning experience with technology resources, communication tools, and varied assignment submission methods.

**CONTENT / MATERIALS:** Course Syllabus, Instructor information, handouts, document upload tools, grades, feedback

### COMMON ACTIVITIES:

- Email Correspondence – direct communications; Teacher and Student
- Document/Text Submissions – simple online submission by online text or document uploads for review & feedback/grade by teacher
- Discussions Forums – public; class activity; Teacher:Student:Student:Teacher...
- Journals – private; individual activity; Student:Teacher submission

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## SCENARIOS / EXAMPLES:

Classroom:

- *English I*
- *Fundamentals of*

Professional Development:

- *Differentiated Instruction*
- *Moodle Workshop*

AIM Online 2009-2010

eLearn > AIM 09-10

Agenda:

1. Introduction to Technology Services
  - a. Pre-assessment Activity
  - b. Website Investigation Activity
2. Technology Services Overview Presentation
3. Q & A and Discussion Time

Slideshow: Technology Services Overview Presentation

Technology Services Website

Article: One Laptop One Child (aka BYO Laptop)

NISD Resource: Student Laptops "Tips and Tricks" for the Teacher

Article: Schools Add Cell Phones to Curriculum Slowly

REFLECTION: Technology

# Moodle Course Design III: Hybrid / Blended Instruction

## FULL COURSE ONLINE + F2F DELIVERY

In Hybrid / Blended / Web-Centric Instruction, a significant portion of the learning activities have been moved online. Traditional class time is either reduced (but not limited) or modified to a different format of learning, extended by the online activities. This model requires deliberate instructional design that blends the best pedagogy of F2F with technology-enriched online experiences to meet learning objectives & promote active learning.

**CONTENT / MATERIALS:** Course Syllabus, Instructor information, handouts, online lectures, video demos, simulations, grades, etc.

**COMMON ACTIVITIES:** (in addition to previous models)

- Collaboration / Communication Activities
- Wikis, Blogs, Chats, Discussion forums, Dialogues, Role-Plays, MindMaps, etc.
- Online Readings
- Digital Textbooks, Web Articles, Digital Databases, etc.
- Online Demos, Simulations, Labs, or Manipulatives
- Online Assessments
- Surveys, Quizzes, Peer Reviews, e-Portfolios

## SCENARIOS / EXAMPLES:

Classroom:

- *Multimedia*
- *US History AP*
- *Pre-AP English I*

Professional Development:

- *Photoshop*

**Adobe Photoshop I**

WELCOME to Adobe Photoshop I - Basics of Image Editing

**GETTING STARTED:**

1. Access the Course: [https://moodle.org/learn](#)
2. Respond to the Participant Poll
3. Create a local Project Folder (on Desktop or storage area)
4. Download and unzip the Resource File Collection (inside your Project Folder)

**INTRO: What Can You Do With Photoshop?**

**ACTIVITY 1: Interface, Navigation, & Layers**

**ACTIVITY 2: Corny Combos**

**PRACTICE: Beetle Soup...Yum!**

**ACTIVITY 3: Fake Album Cover Design**

**PROJECT: Personality Poster**

**ADD LEARNING ACTIVITIES**

- Assignments
- Polls / Surveys
- Discussion Forums
- Photo Galleries
- Etc...

# Moodle Course Design IV: Virtual Classrooms

## FULL COURSE & ACTIVITIES ONLINE + ONLINE DELIVERY

In “Virtual Classrooms” or Web-based Courses, the majority of interaction and management occurs in the online environment. It may include synchronous and/or asynchronous learning activities and assessments. Some F2F interactions may also be required, such as a proctored final exam, hands-on training (i.e. CPR training/exam), or course orientations.

### FACILITATION:

- None – Self-paced instruction; Independent study; mostly auto-graded assessments
- Moderated – Self-paced, supported by an Instructor; few scheduled online class meetings or support time
- Facilitated – Learners & Instructor move through the course content together; participate in collaborative activities, peer-reviews, online presentations, webinars, etc.

**CONTENT / MATERIALS:** Course Syllabus, Instructor information, handouts, online lectures, demos, simulations, grades, etc.

### COMMON ACTIVITIES:

- All activities from a traditional classroom curriculum should be included, but modified for online participation.
- Informational
- Product submissions
- Communications / Collaboration
- Assessments
- Extensions & Accommodations

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## SCENARIOS / EXAMPLES:

Classrooms:

- *Health Online*
- *Web Mastering Online*
- *Music Appreciation Online*

Professional Development:

- *Ethics Training*



The screenshot displays a Moodle course interface for 'Interviewing Procedures (2009-2010)'. The user is logged in as 'Northside Wilson Student'. The course menu on the left includes sections for Training (with 13 lessons), Administration (with 2 items), and People (with 1 participant). The main content area features a 'Welcome' message from Northside's Human Resources, a photo of an interview, and sections for Training, Resources (including 'Federal and state employment Laws', 'HR Forms and Documents (library)', 'MSD Policy - BAA (Legal)', and 'MSD Policy - BAA (local)'), and Transcripts.