

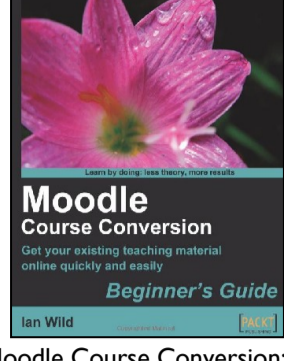
# Creating Exceptional Courses in Moodle

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## Overview

This session will guide participants in developing and teaching online courses. The participant will be lead through the steps of course development, online teaching, and online assessment. The session will emphasize principals of course design which are outcome-based, performance-based, and collaborative.



Moodle Course Conversion: Beginner's Guide by Ian Wild

## Online Course Components

When our district started creating courses, we found ourselves wondering, "Where are the templates for designing an online course? What are the standards?"

Like any teacher developing a lesson, we wanted some type of framework to follow.

Therefore, we set out to develop our own online course template so that our new courses would have a set of internal standards to adhere to.

Techniques to maximize student motivation and to assess student learning are woven throughout the course.

- (1) Course Title and Logo (Image)**  
Include the Name of the Course and an image that is representative of the course. Include a welcome message below this, along with a brief description and the goals of the course.
- (2) Announcement & Support Center**  
Include Facilitator Contact Information. Include an Important Announcements Forum. Include a Support Forum for student's questions. Include an Introduce Yourself Forum so that everyone can get to know each other.
- (3) Course Information**  
Include an Orientation to the Course – Tell student how to navigate through the course. Include a detailed Syllabus and Assignment Checklist. Include Assessment Rubrics so that the students know how they are being graded. Include a Pre-Assessment so that you can check for participant's prior knowledge.
- (4) Parts of the Course**  
Divide the course into different Parts. Insert a Book and use the different chapters to add your content. Add an Activity such as a Discussion Forum.
- (5) Final Reflections**  
Include End of Course Reflections in order to know what students thought about online learning. Include an Online Learning Self-Assessment in order to know how students thought about themselves as an online learner. Include a Course Improvements section in order to know what to improve upon the next time the course is offered.
- (6) Resources**  
Include Useful Link and any other resources that might be useful for the student to view.
- (7) Copyright**  
Include Copyright and/or Creative Commons Notice.

Course Design	Interaction and Collaboration	Assessment	Learner Support
<ul style="list-style-type: none"> <li>• Objectives</li> <li>• Content Presentation</li> <li>• Learner Engagement</li> <li>• Technology Use</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Strategies</li> <li>• Learning Community</li> <li>• Interaction Logistics</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations</li> <li>• Assessment Design</li> <li>• Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation</li> <li>• Software</li> <li>• Instructor role</li> <li>• Policies and Support</li> <li>• Accessibility</li> <li>• Accommodations</li> <li>• Feedback</li> </ul>

## Facilitator

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## Sample Moodle Course Template

## Online Course Evaluation Checklist

### A COURSE EVALUATION

	Item	Status	Comments/ Plan to Revise
<b>1</b>	<b>Course Title</b>		
1.1	<b>Welcome</b>		
	Make everyone feel welcome.		
	Provide for introductions.		
1.2	<b>Course Description</b>		
	A brief description of course is provided.		
<b>2</b>	<b>Announcements &amp; Support Center</b>		
2.1	<b>Important Announcements Forum</b>		
	Course goals and objectives are clearly stated and measurable. Participants know what is expected of them.		
2.2	<b>Support Forum</b>		
	Inform students where help with course can be obtained.		
	Inform students where technical support can be obtained.		
<b>3</b>	<b>Course Information</b>		
3.1	<b>Orientation to Course</b>		
	Navigation Instructions:		
	Outline of format of course is provided.		
	How to move around the course is clearly stated.		
	Where to go next instructions are provided.		
3.2	<b>Syllabus</b>		
	Goals & Objectives:		
	Course goals and objectives are clearly stated and measurable. Participants know what is expected of them.		
	Standards:		

The focus of Online Course Evaluation is on the presentation of the content and the pedagogical aspects of online courses.

A good example of a course evaluation rubric addresses all aspects of the course.

There are many rubrics available for assessing online courses. However, you need to develop a rubric that works for you and your staff.

A Sample Online Course Evaluation Checklist can be found at the following website:  
<http://dbenner.org>