Table of Contents

| Preface | _1 |
|---|----------|
| Chapter 1: Preparing to Build an Exemplary Moodle Course The advantages of Moodle | 7 8 |
| | 9 |
| Getting started with Moodle | 11 |
| Preparing your Moodle workspace | 11 |
| Creating user accounts | 12 |
| Creating a new course shell Assigning course roles | 13 |
| Site settings for course designers | 14 |
| Course format | 14 |
| Activating filters | 16 |
| Enabling completion tracking | 17 |
| Enabling conditional activities | 18 |
| Designing an effective course for student success | 19 |
| Summary | 19 |
| Chapter 2: Planning Your Course | 21 |
| Learning outcomes | 22 |
| Cognitive psychology as applied to learning | 24 |
| Bloom's taxonomy | 26 |
| 📂 Universal design for learning | 29 |
| Multiple means of representation | 30 |
| Multiple means of access and expression | 31 |
| Multiple means of engagement | 31 |
| Selecting resources and activities | 31 |
| Types of assessment | 33 |
| Summary | 35 |
| Chapter 3: Organizing Your Course | 37 |
| Looking at your course goals and the big picture | 38 |
| Aligning your course with your learning objectives | 39 |
| Course settings | 40 |
| General | 42 |
| Description | 43 |
| Course format | 43 44 |
| Structuring your instructional material using a format | 44 |
| The number of sections in the course Hidden sections | 45 |
| Course layout | 45 |
| Appearance | 46 |

| Taking an inventory of tools and applications – Media players | 47 |
|--|----------|
| Matching content and tools with student success strategies | 49 |
| Time management strategies | 49 |
| Mapping workflows for student success | 50 |
| Files and uploads | 52 |
| Completion tracking | 52 |
| Guest access | 52 |
| Groups | 53 |
| Role renaming | 53 |
| Customizing your course page | 53 |
| The Calendar block | 54 |
| Instructor/institution links | 55 |
| Student success links | 55 |
| Additional elements to customize the appearance of your course | 56 |
| Fonts | 56 |
| Images | 56 |
| Theme considerations | 57 |
| Summary | 57 |
| | 5/ |
| Chapter 4: Best Practices in Content Delivery | 59 |
| Managing types of content and activities | 60 |
| Adding resources to our course | 60 |
| Adding course materials via Book | 60 |
| Adding files | 62 |
| Adding folders | 62 |
| Adding pages | 63 |
| Embedding presentations | 63 |
| Adding activities | 64 |
| Assignment module Choice | 64 |
| Forum | 65 67 |
| Lesson | 67 |
| Quiz | 69 |
| Wiki | 71 |
| Using assessments to deliver content | 71 |
| Incorporating collaborative learning | 73 |
| Incorporating productivity and collaboration apps | 73 |
| Backing up and reusing content | 74 |
| Summary | |
| • | 76 |
| Chapter 5: Designing Self-Paced Independent Study Courses | 77 |
| Self-paced independent study | 78 |
| Configuring your course – Global settings | 80 |
| Theme selection | 80 |
| Activities | 81 |
| Quiz | 81 |
| Book | 82 |

| | Badges | | 83 |
|----|--|------|--|
| | Calendar | | 85 |
| | Course-level configuration | | 86 |
| | Course settings | | 86 |
| | Course completion | | 87 |
| | Resources | | 88 |
| | Book | | 88 |
| | Resources | | 89 |
| | Resources – File | | 89 |
| | Resources – URL | | 89 |
| | Recording webcasts/presentations | | 90 |
| | Producing and sharing presentations | | 91 91 |
| | Audio only Presentation only | | 92 |
| | Activities and assessments | | 92 |
| | Choice | | 93 |
| | Quiz | | 93 |
| | Certificates | | 94 |
| | Achievement and motivation | | 94 |
| | Summary | | 95 |
| | hapter 6: Developing Cohort-Based Courses with Teacher-Studenteraction Characteristics of instructor-led, cohort-based courses Benefits and limitations of cohort-based courses in Moodle Setting up your instructor-led course – Global settings Theme selection Collaborative and guided webinars for cohorts Configuring the plugins Forum | uent | 97 98 99 100 101 104 105 |
| | Calendar | | 106 |
| | Course-level configuration | | 106 |
| | Course settings | | 106 |
| | Resources | | 107 |
| | Folder | | 107 |
| | Student-created files | | 108 |
| | Word processing, spreadsheet, and presentation tools | | 108 |
| | Activities and assessments | | 108 |
| | Assignment | | 109 |
| | Grades | | 109 |
| | Course backups for cohort-based courses | | 110 |
| | Summary | | 110 |
| CI | hapter 7: Creating Student-Centered Project-Based Courses Characteristics of student-centered project-based courses Setting up your project-based course – Global settings | | 111 112 113 |

| Calendar | 113 |
|--|------------|
| Competency-based education | 114 |
| Theme selection | 117 |
| Configuring the workshop settings | 117 |
| Calendar | 117 |
| Goal setting and motivation | 118 |
| Course-level configuration | 120 |
| Course settings | 120 |
| Providing resources for the course | 121 |
| Links to applications for projects | 121 |
| Audio, video, and geographical information tools | 122 |
| Selecting activities | 122 |
| Activities and assessments | 123 |
| Workshop | 123 |
| Configuring wiki | 125 |
| Summary | 127 |
| Chapter 8: Moodle for Online Communities | 129 |
| Moodle and online communities | 130 |
| Building a knowledge-based online community | 131 |
| Choosing the best theme for your knowledge-based Moodle online | |
| communities | 131 |
| Using the best settings for knowledge-based Moodle online communities | 132 |
| Selecting resources and activities for a knowledge-based Moodle online | 100 |
| community | 133 |
| Building a task-based online community | 133 134 |
| Choosing the best activity for your task-based Moodle online communities Using the best settings for task-based Moodle online communities | 135 |
| Selecting resources and activities for a task-based Moodle online community | 136 |
| Building an online community based on learning and achievement | 137 |
| Creating a certificate course | 137 |
| Creating badge-generating courses | 138 |
| Creating a MOOC | 139 |
| Creating a question bank for a quiz | 139 |
| Building your quiz | 144 |
| Summary | 144 |
| Other Books You May Enjoy | 145 |
| Index | 149 |