# **University of Greenwich**

# **Moodle Baseline Checklist**

This Checklist is designed to support a consistent and high-quality digital learning environment by guiding you through the essential practices that all staff are expected to meet, as outlined in the Moodle Baseline. It covers seven key areas, ensuring your Moodle course is well-structured, accessible, and engaging. By completing this Checklist, you will contribute to a more predictable and intuitive experience for students within our Virtual Learning Environment (VLE).

**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.

| **To Check** | **Completed** |
| --- | --- |
| 1.1 In the section/area that serves the “**Get Started**” purpose, include a brief introduction 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 Support Information and Links. 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. |  |

**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.

| **To Check** | **Completed** |
| --- | --- |
| 2.1 In the section/area that serves the **“Get Started”** purpose, provide a short, **welcoming introduction** to orient students to the module. This may include a brief overview, key learning objectives, and an outline of what to expect from the course. |  |
| 2.2 In the section/area that serves the **“Get Started”** purpose, include a clear link to the most recent version of the **Module Handbook**. You may also highlight or signpost **key information** within the handbook to support student success. |  |
| 2.3 In the section/area that serves the “**Communicate and Support Information**” purpose, include staff contact details, an introduction to the teaching team, and office hours. Adding profile images is optional. |  |
| 2.4 Ensure students are aware of all **available support services**, including academic skills, digital skills, and wellbeing resources. These essential links have been added to the sidebar of the Moodle template—please double-check they are visible before releasing your course. |  |

**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.

| **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 Use [**Forum**](https://docs.moodle.org/36/en/Forum_activity) activities to support questions and discussions. The **Announcements and Module News forum** is already available on the homepage for key updates, and students can use the **Post Questions to the Module Teaching Team forum** for queries. |  |
| 3.4 Use **clear and consistent titles** to help students recognise importance updates in the Forum. |  |
| 3.5 **Clearly outline the purpose** of each communication channel. **Monitor forums regularly** and provide timely responses and feedback to support engagement. |  |

**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.

| **To Check** | **Completed** |
| --- | --- |
| 4.1 In the section/area that serves the “**Get Started**” purpose, 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.

| **To Check** | **Completed** |
| --- | --- |
| 5.1 In the section/area that serves the **“Submission Guidance and Grading Criteria for Assessments”** purpose, 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 Provide students with opportunities to engage in formative assessments using **appropriate Moodle activities**, such as quizzes, forums, or assignments. Ensure **submission points** are clearly structured and consistent 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.

| **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 Use the [**library scanning service**](https://libguides.gre.ac.uk/copyright/academicguidelines) to ensure the accessibility of scanned documents. |  |
| 6.11 Ensure that learning materials are **uploaded in advance** to give all students, especially neurodivergent learners, sufficient time to process and prepare before scheduled classes. |  |
| 6.12 Please use Moodle's [**Ally**](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/Quick_Start)(Accessibility Checker and Report) to review the accessibility of all documents uploaded to Moodle. |  |
| 6.13 Employ Moodle's [**Ally**](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/Quick_Start)(Accessibility Checker and Report) to ensure your course design are accessible. |  |
| 6.14 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.* |  |
| 6.15 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.

| **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 everything is **updated**. |  |
| 7.3 Ensure all headings/titles, files, and links have **meaningful** names and descriptions. |  |
| 7.4 Test all learning activities are **working as expected**, *e.g., quizzes, multimedia files*. |  |
| 7.5 Switch to **Student Role** to check the Moodle course. |  |
| 7.6 Ensure the Moodle course is **visible** for students. |  |