

# Moodle Course Design Guide 2018

*This is a brief document explaining the different design decisions around the current NMIT Moodle Course design. This is a suggested style guide and not an official or enforced document.*

## Home page

*This page is usually only visited once at the start or when there is a problem where they may need support links or documents.*

## Introduction

This is the NZQA approved course aim mixed in with any inspiring activities and assessments. It also includes an introduction from the tutor, including why they enjoy teaching this subject. These two short sections help set the mood for the course.

## Learning outcomes

The NZQA approved learning outcomes are modified to be written in *second person* with keywords/points highlighted. These should have been backward-designed from “real-world” based assessments.

## Assessments

NZQA approved. The graph helps show the scale and weight attached to each assignment.

## Course Resources

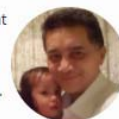
The minimal amount of general course and programme wide links including our official Programme Regulations and Descriptors PDFs.



In this course you will be building an introductory knowledge of how arts and design projects are conceived and are influenced by history and culture.

### About your Tutor

Hello! My background is in Industrial Design and for many years I have taught design and technology-related courses. I hope you will be super excited to start working on design projects - they are all fun and practical stuff that you see every day on mobile phones, TVs, magazines and when you go shopping. Welcome to NMIT and all the best.



**Azhar Mohamed**

Creative Industries Tutor

[Message](#)

### Learning Outcomes

On successful completion of this course you will be expected to be able to:

- |      |  |
|------|--|
| tahi | Use fundamental <b>research skills</b> to locate, select and collect information related to arts and design work.  |
| rua  | Explore the <b>evolution of arts and design</b> in selected cultural and historical contexts.  |
| toru | <b>Present researched information</b> in an organised manner to appropriate academic standards.  |
| whā  | <b>Investigate, document and analyse</b> arts and design work from set range of styles, cultures and historical contexts including <b>Aotearoa New Zealand</b> . |

### Assessments

In order to pass this course you must attempt all assessments, meet all the above learning outcomes and gain a course result of C (50%) or higher.



### Course Resources

The [Student Hub](#) provides links to the library and for IT support. If you need some extra support contact the friendly Learning and Study support team [here](#).

General Resources can be found below.

[NZCDAAD Programme Regulations 2018](#) 751.8KB

[NZCDAAD Course Descriptors 2018](#) 447.1KB

## Sidebar

*The sidebar can be seen on almost all pages in the course. The titles can be changed.*

### Latest Announcements

This contains news for students, anything posted here will also be emailed to students. The messages are wiped every new delivery of the course.

### Workbook/Progress

This helps show course progression and becomes a shortcut to activities and grading for tutors. Hidden assessments are also hidden here. The activities need to be manually associated to the bar

## Menu

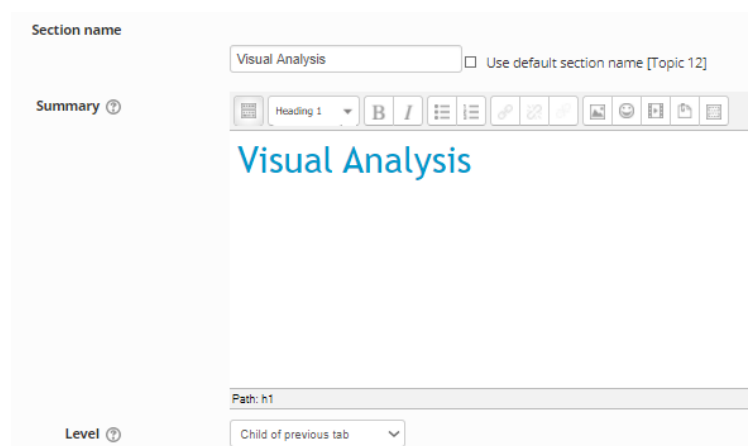
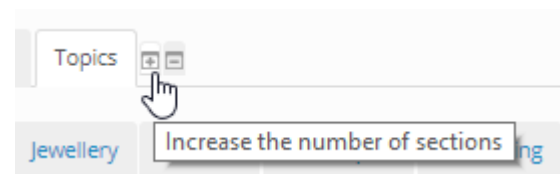
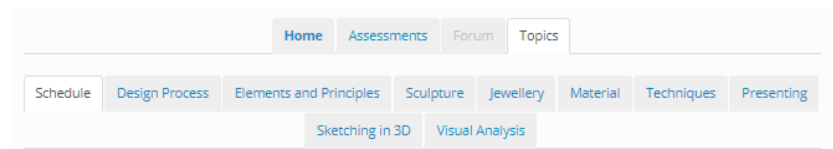
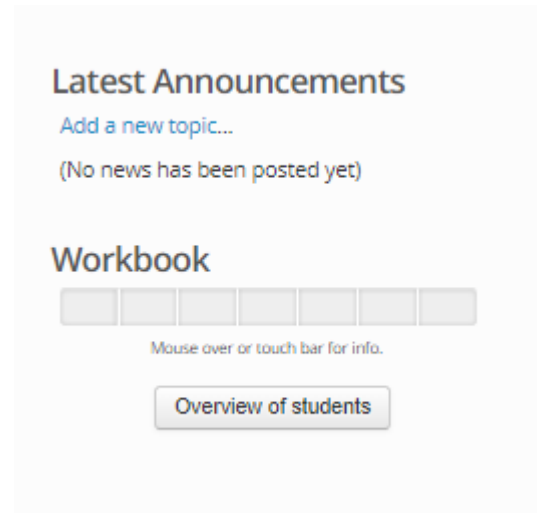
*Assessments are accessible on the second tab. Topics are always the last main top tab. To make it quicker when adding new topics.*

### Adding Topics

To add a topic, press the + icon next to Topics. Then edit the new topic giving it a section name and title (Heading 1) in the summary.

Where it says Level choose “Child of previous tab to move it under the topics tab”.

Pressing – will hide (not delete) the furthest right topic.



## Schedule of Topics

The first topic tab is used as either:

- A list of pre-planned weekly topics (with longer titles or descriptions)
- A calendar of key dates (holidays, submission dates etc)
- A combination of both

Unfortunately, this can't be used as a menu, as the links to the pages change when the course is copied or moved.

If you move the topics around after making this table, it is suggested that this only be used to show key dates unless your subject is thoroughly planned out.

## Duplicating and moving topics

It can be quicker to create a basic template of a page and then duplicate it, then it is to create a new topic page.

On the bottom of the page select Tabs edition utilities. Then Duplicate current topic. You will need to give it a new topic name.

To **move a topic**, go to the same location then select the tab you wish to leap-frog over.

To **move items** to another topic takes a few steps. It might be quicker to cut and paste or re-write the item

1. Click on Tabs edition utilities
2. Select Asynchronous edit actions
3. Click the arrow symbol next to the item
4. Go to the new location
5. Click box target where you want it

Repeat step 3 to 5 until complete and then make sure to disable the Asynchronous edit.

Schedule	Design Process	Elements and Principles	Sculpture	Jewellery	Material	Techniques	Presenting
			Sketching in 3D	Visual Analysis			

Schedule of Topics		
Week	Topic	Assessment
1	Introduction	
2	Cold Joining and Jewellery techniques	
3	Soldering	
4	Workshop Competencies	
5	Transformation Process	
6	Sculpture Material	
7	Visual Analysis	
8	Long topic name	
9	Break	
10	Break	

### Tabs edition utilities

Click to expand or collapse

Duplicate current topic

Duplicate

Used to duplicate the resources of current topic in a new topic

### Tabs edition utilities ▼

Move current topic to left/right of:

- Assessments
- Forum
- Topics
- Design Process
- Elements and Principles
- Sculpture
- Jewellery
- Material
- Techniques
- Presenting
- Sketching in 3D
- Visual Analysis

Move current topic to left/right of selected topic

Asynchronous edit actions

Disable

Use this action in ord asynchronous action:



# Assessments

Assessments are accessible on the second tab. If assessments are scattered within the topics, then make note of it and list them here or in the sidebar workbook/progress graph.

Individual assessments can be hidden before course starts and made visible when needed.

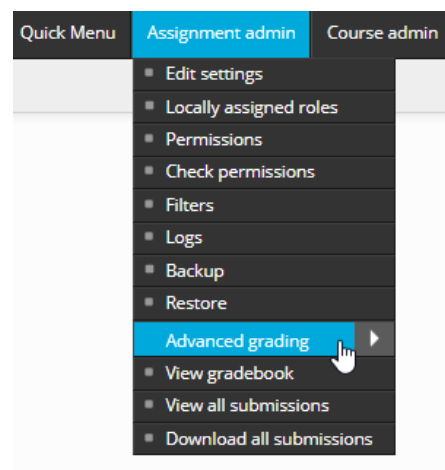
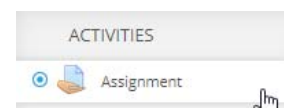
While Moodle can incorporate tests (multiple choice etc) in most scenarios we use assignments. These can be:

- A file submission (pdf, word, photo, video etc)
- Text field submission

To add or edit a marking rubric,

1. click on the assignment.
2. click on Assignment admin in the top menu
3. select Advanced grading

We recommend not being too specific in the rubric (ie material, medium, deadlines. etc). Put that detail in the assignment description. This way the rubrics will be re-usable in the future, if the assignment details change.



## Topic Design

Moodle is one tool among many to deliver content within a blended teaching environment. Before writing content, it is important to know what type of Moodle course you are making. In general, it is either:

1. a supplemental resource for in-class learning
2. an online equivalent or replacement of in-class learning

## Supplementary resource

This may include documents, links and online videos that prepare or reinforce what has been taught in-class. When designing for this scenario each topic is discrete and modular. Allowing for topics to be shuffled around or even made visible from the start. Descriptions and explanation of content is very important to prevent it becoming a confusing “link-dump”.

## Online equivalent or replacement

This takes a lot of planning and is usually linear in progression. Open-ended questions within forums are key to making this work. And a clear repeated structure like:

- |                      |  |
|----------------------|--|
| • Topic Introduction | • Introduction to 3D Modelling   |
| • Sub-topic          | <i>This week we will be learning about the history, techniques and tools of 3D modelling.</i>  |
| • Sub-topic          | • History  |
| • Sub-topic          | • Tools  |
| • Activity           | • Techniques   |
| • Summary            | • Forum  |
|                      | <i>Share a 3D image that you like and explain why you like it.</i>   |
|                      | • Summary  |
|                      | <i>This week we learnt about the history, techniques and tools of 3D modelling, during the week think about the technique of 3D modelling you would like to try.</i> |

## Other Design Considerations

These are some suggestions on how to make your pages more readable and accessible for the web:

- Only use a list for more than 2 items, and make sure they fit within the same set.
- One topic per page, at most 4 sub-topics per page, one idea per paragraph. 3 or 4 sentences per paragraph.
- Have a consistent voice but a varying tone.
- Consider the journey/quest the student is taking through the course.
- **Bold** for keywords, *italic* for titles (not headings), never underline (they look like links)
- Use pronouns. The learner is “you.” This creates cleaner sentence structure and more approachable content.
- Use active voice. “The board proposed the legislation” not “The regulation was proposed by the board.”
- Only have what is essential to cover the learning outcomes. Interesting non-core information can be put in emails, news forums or side-notes.