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**Moodle Reference Guide for Instructors**

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**Moodle Reference Guide for Instructors**

**EDITING ICONS KEY**

|  |  |  |
| --- | --- | --- |
| Icon | Name | Description |
|  | Edit title | Allows you to quickly rename a topic, resource, or activity link. Edit the name in the test field and click enter. |
|  | Nav drawer | Open and closes the left-side menu to help you navigate the whole site or one course. |
|  | Move | Allows you to drag-and-drop an item to the desired location within a topic or between topics. An entire topic can be moved in this way as well. |
|  | Move right | Allows you to indent items to help organize a longer list of items in your topic. |
|  | Show/Hide | Opening or closing the eyeball icon makes an activity, resource or topic visible or unavailable to students. When a link is gray it is hidden. |
|  | Edit | Allows you to edit or update settings for an activity or resource. |
|  | Duplicate | Allows you to create a copy of an activity or resource Will ask you to confirm first. |
|  | Delete | Allows you to remove an activity or resource. Will ask you to confirm first. |
|  | Switch role to … | Allows you to switch your role to a student or other role you have access to. |
|  | Help | Provides a description of a setting and may include a link to more information. |
|  | Insert image | Appears within the text editor fields and allows you to add link to or search and add an image from your computer file into the text of a page. |
|  | Insert/edit and remove link | Appears within the text editor fields and allows you to create a link to direct students to URLs or files on the internet. |
|  | Sort | Allows you to sort a column in the participant list and in the gradebook by ascending or descending order. |
|  | Add file | Opens the File Picker to browse your computer and upload a file instead of using the drag-and-drop method. |
|  | Edit HTML source | Allows you to insert embed code for shareable videos in the file picker. |
|  | Advanced buttons | Opens the advanced buttons in the file picker. |

**How to . . .**

Well-designed course pages lessons, assignments, and rubrics are necessary for excellent online/hybrid courses. A carefully organized course is seamless for students to navigate and understand.

**Quick Start**

For video tutorials, go to the [Blackboard Open LMS YouTube channel](https://www.youtube.com/playlist?list=PLpv06Fh9R_Y3B_ZCw32PNmrYk6afmc_6V).

For online help, go to <https://help.blackboard.com/>

**Set or Reset Your Password**

Access Moodle from the Moodle Resources page via the LU home page under QuickLinks>Lincoln Online, or go directly to the Moodle log in page, <http://lincoln.mrooms.net/>.

Your username in Moodle is your Lincoln email username. For example, if your Lincoln email address is jsmith@lincoln.edu, your username is jsmith.

1. Go to Moodle Resources, <https://www.lincoln.edu/departments/blackboard-open-resources>
2. In the upper right corner, click “Log in”
3. Click “Forgotten your username or password?”
4. Next, you have two options. Type in your username or type in your Lincoln email address, click “Search”
5. You will receive an email with a link back to Moodle. Click the link and return to Moodle.
6. Create a password. Your new password must consist of a number, a character ($ # ! etc.), and at least one capital letter.

**Set Up the Mobile App**  
For an Android phone or tablet, go to

<https://play.google.com/store/apps/details?id=com.mrooms.bbopen&hl=en_US>

For an iPhone or iPad, go to the App Store and search for the Blackbboard Open LMS app, be sure to choose “Moodle LMS ” **not** “Moodle Mobile” or “Moodlerooms Mobile.”

**Use Your Dashboard**

After you log in the first page you see is your Dashboard. Under the Course Overview, your courses are organized in two tabs, the Timeline and Courses. The timeline sorts actionable items by date or by course. The courses tab lists all of your courses in progress, past and future. If you set your course end dates (below) your most current courses will appear at the top on the list.

**Navigate in Moodle**

In addition to the Dashboard, you can navigate using the Nav drawer, the main editing icon, and the horizontal menu under the course name.

1. Access the Nav drawer using the triple-bar icon in the upper left corner 
2. In the top right corner, find the edit icon - the Gear. In this menu you can edit and find information about your course, for example, edit settings, turn editing on, set up gradebook, review reports, etc.

**Create your Profile**

1. On any Moodle page, go to the User menu in the top right corner where you log in/out.
2. Click your name to expand the menu, click on “Profile”
3. Under User Details, click on “Edit profile”
4. Under Description you can type a brief description of yourself, if you desire
5. Upload a picture or avatar (strongly recommended). To upload, click the add-a-file icon or click the large blue arrow.
6. Click “Upload a file” and “Choose file” to search for the photo on your computer
7. Click “Upload this file”
8. Click “Add”

For more help, see MoodleDocs, Edit Profile, <https://docs.moodle.org/35/en/Edit_profile>

**Adjust the End Date of your Course**

The default course end date is one year after the start date (the start date is the date the course was created). Changing the end date moves it to the top on the dashboard. Remember, you will make the course hidden at the end of the semester so that students can no longer see it, so the end date will not affect students.

1. Go to the editing icon in the upper right corner, click “Edit settings”
2. Go to Course end date and check the Enable box. Change the end date for any date at least two weeks after the semester ends
3. Click “Save and display” at the bottom of the page

**Make your Course Visible to Students**

By default, students cannot see your courses until you make them visible. This allows you time to prepare your courses before making them available.

1. Go to the editing icon in the upper right of the content page, click “Edit settings”
2. Go to the 4th line, Course visibility, and change “Hide” to “Show”. The course name will change from gray to blue in your students’ dashboards.
3. Click “Save” at the bottom
4. Change the visibility of the course back to “Hide” at the end of the semester
5. Click “Save and display” at the bottom of the page

**Add or Edit Topics**

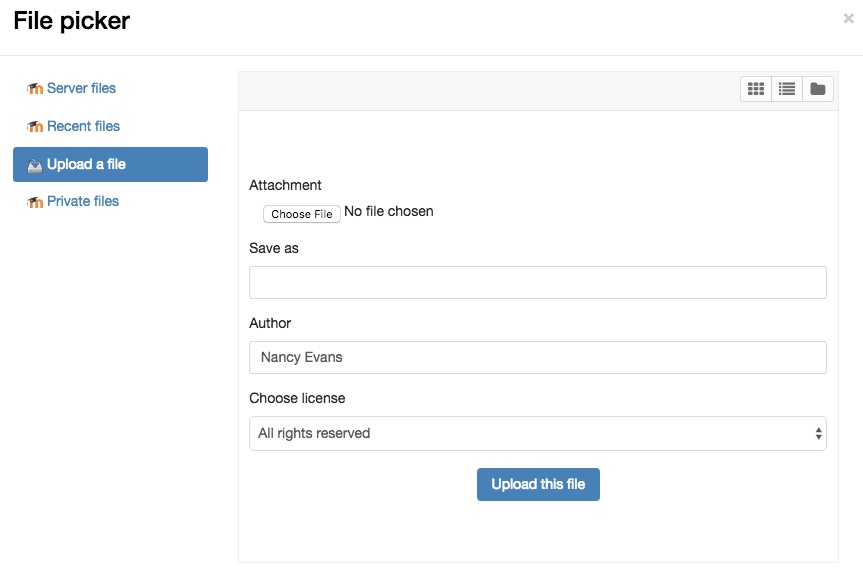
1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. Click the Edit icon next to Topic
3. Change the topic name and click Enter or Return
4. To edit or add to the topic, go to Edit to the right of the topic and click “Edit settings”
5. Add a description, which will appear under the topic on the course page, if desired
6. You may also “Hide” or “Show” the topic

**Upload a File**

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic you want to add a file, click Add an activity or resource and under Add a resource, click “File” and “Add” at the bottom
3. Give the file a name and description if you desire
4. To the right of Select files you can drag-and-drop a file from your computer or flash drive into or add a file.
5. Method 1:
   1. Drag the desired file from your computer and drop it in the box with on the large blue arrow
6. Method 2:
7. Click the large blue arrow or the add-a-file icon in the upper left corner of the box to open the File picker



1. In the File picker, click “Upload a file” then “Choose file” to search for the file (See illustration below)
2. Select your file and click “Open”
3. Click “Upload this file” and “Save and return to course” or “Save and display”



**Add a Resource**

1. Go to the editing icon in the upper right corner and click “Turn editing on”
2. In the topic where you want to add a resource, click Add an activity or resource. Go down the list to Add a resource and select the resource you want to add (Page, File, URL, etc.)
3. Click “Add” at the bottom

**Add an Assignment**

Using the assignment tool, students can submit assignments directly in. If your gradebook is set up, the grade will automatically be posted.

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic you want to add an assignment, click Add an activity or resource and under Add an activity, click “Assignment” and “Add” at the bottom
3. Give the assignment a name and add a description if desired. The assignment instructions may be added in the Description box or as an attachment
4. In the File picker, click “Upload a file” then “Choose file” to search for the file (See illustration above)
5. Select your file and click “Open”
6. Click “Upload this file” and “Save and return to course” or “Save and display”
7. Continuing on the assignment page, set the Availability dates and times. Note that Moodle uses a 24-hour clock. The default settings allow students to submit after the due date and they will be noted as late.
8. Set the cut-off date, if desired. This setting allows for a date after which students can not submit.
9. The remaining settings can be changed, if you like. Click on the Help icons for a brief description of each setting.



1. Click “Save and return to course” or “Save and display”

For more help, see MoodleDocs, Assignment Activity, <https://docs.moodle.org/35/en/Assignment_activity>

**Add a Turnitin Assignment**

Turnitin Feedback Studio reviews student papers and other written work for originality and allows for a variety of feedback types. View a [Turnitin Demo](http://turnitin.com/assets/en_us/media/feedback-studio-demo/).

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic where you want to add the assignment, click Add an activity or resource, and under Add an activity, click Turnitin Assignment 2 and click “Add” at the bottom
3. On the settings page, give the Turnitin assignment a name and add a summary
4. Set availability dates and times or use the default settings.
5. You can change other settings if desired. Click the Help icon for a brief description of each setting.
6. Under Originality Report Options, review each line carefully for appropriateness.
7. Click “Save and return to course” or “Save and display”

For more help, see Turnitin, <https://guides.turnitin.com/03_Integrations/Turnitin_Partner_Integrations/Moodle/01_Moodle_Direct_V1/03_Direct_V1_Integration_Instructor_User_Manual>

**Add a Discussion Forum**

There are several forum types to use in your course, the default forum and most commonly used is the Standard forum for general use. Click on Forum type Help for descriptions of all forums. Other forum types are include:

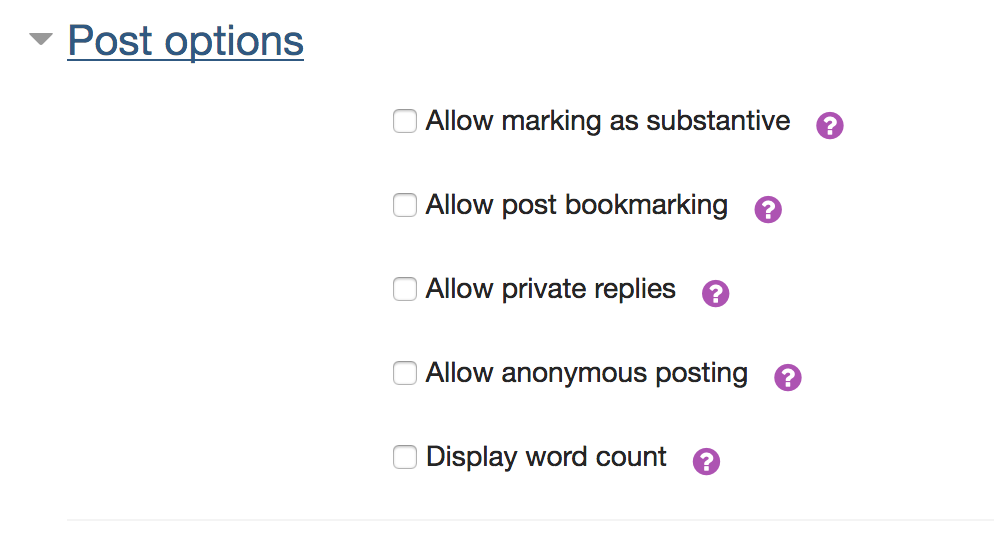
* Single, simple discussion
* Each person posts one discussion
* A forum where you can post only one discussion
* Question and answer forum
* Standard forum displayed in a blog-like format

To add a forum:

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic where you want to add the forum, click Add an activity or resource and under Add an activity, click “Forum”
3. Give the forum a name. Add a description, for example, instructions and the prompt or question.
4. Choose the forum type from the drop-down
5. Changes the forum settings if desired
6. Click “Save and return to course” or “Save and display”

To add an anonymous forum:

1. Choose the Open forum activity (rather than Forum under Activity)
2. Set the Post options to allow anonymous postings



For more help, see MoodleDocs, Forum Settings, <https://docs.moodle.org/35/en/Assignment_activity>

**Add a Quiz**

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic where you want to add the quiz, click Add an activity or resource and under Add an activity, click “Quiz” and click “Add” at the bottom
3. You will be taken to a screen that allows you to create the quiz activity and set its parameters.
4. When finished, click “Save and display”

For more help, see MoodleDocs, Quiz Settings, <https://docs.moodle.org/35/en/Quiz_settings>

**Set up your Gradebook**

You have two choices: (1) have assessments automatically add grades to the grader, or (2) add grades manually, and you can do both.

It is recommended that you set up categories based on your grading scheme in your syllabus.

1. Open your Moodle course and click “Grades” on the right-side menu under the nav drawer. You are on the Grader report page
2. Click “Turn editing” on in the upper right corner of the Grader report
3. Click “Setup” in the first menu under Grader report

To grade automatically:

1. To have assessments automatically add grades, click “Add category” at the bottom of the Gradebook setup page
2. Add the Category name (paper, quiz, etc.)
3. Choose the Aggregation method from the drop-down method.
   1. If you want the sum of all grades using a point-based system, including extra credit items, choose “Natural”. This method calculates weights using the total points of each item, which can be overridden if desired.
   2. If you want to add weight to each of the categories, choose “Weighted mean”
4. “Save changes” at the bottom
5. Repeat to add all categories

To grade manually:

As you add quizzes and assignments, you have the option to assign a grade category in activity settings.

1. On Gradebook setup, got the bottom and click “Add grade item”
2. On Grade item, type the Item name
3. Under Grade type, choose “Value” (points), “Scale”, or “Text”
4. If you choose Value, set the Maximum and Minimum grade points
5. Select Extra credit if desired
6. Select the Grade category and click “Save changes”

For more help:

See MoodleDocs, Grade Category Settings, <https://docs.moodle.org/35/en/Grade_category_settings>

See MoodleDocs, Grade Aggregation <https://docs.moodle.org/34/en/Grade_aggregation>

**Set up Chat**

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic where you want to add a chat room, click Add an activity or resource and under Add an activity, click “Chat” and click “Add” at the bottom

For more help, see MoodleDocs, Chat Activity, <https://docs.moodle.org/35/en/Chat_settings>

**Import from a Previous Course**

1. Open the course you want the content added to
2. Go to the editing icon in the upper right corner and scroll down the drop-down menu and click “Import” at the up-arrow  
   
3. You will be taken to Find a course to import data from:
4. Search for the course to import from at the bottom of the page and click “Continue”
5. By default, all content is selected
6. Click “Next”
7. By default, all activities and resources are selected. Deselect any you do not want to import
8. Click “Next”
9. Confirm that the correct content is selected to import
10. Click “Perform Import”
11. Once imported, click “Continue” All content should have appeared, edit your new course as usual

For more help, see MoodleDocs, Import Course Data, <https://docs.moodle.org/35/en/Import_course_data>

**Set up the Attendance Module**

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic where you want to add attendance, click Add an activity or resource and under Add an activity, click “Attendance” and click “Add” at the bottom
3. Add the name (Attendance) and a description, if desired
4. Set the grade or select “None”
5. Click “Save and return to course” or “Save and display”
6. To set up the parameters, click the “Attendance” module you just created on the course home page. You can set up the parameters for the length of the course (multiple sessions) or for one class session.
   1. Go to the tab Add session
   2. Under Add session, adjust the date to the first day you will take attendance
   3. Add the start and end time of the class (24-hour clock)
   4. Add a description, if desired
   5. Under Multiple session, to create multiple session beginning on the start date above, check the box, “Repeat the session above as follows”
   6. Select the days of the week you meet
   7. At Repeat until set the last date attendance will be taken
   8. By default, you will take attendance (it is advisable NOT to allow students to take their own attendance)
   9. Click “Add” at the bottom

Take Attendance

1. Click the Attendance module on the course home page
2. On the date you take attendance, click the right arrow



1. Select the appropriate radio button for each student:   
   P L E A = Present/Late/Excused/Absent
2. Leave any remarks, if desired
3. When finished, click “Save attendance”

For more help, see MoodleDocs Attendance Activity, <https://docs.moodle.org/35/en/Attendance_activity>

**View your course as a Student**

1. Click your name in the upper right corner where you log in
2. From the drop-down menu go to “Switch role to”
3. Select “Student”. You will see Student under your name
4. Remember to click “Return to my normal role” under your name in the upper right corner
5. Note: this does not always provide an accurate view of a specific student, especially with assignments

**Add a Real-time Meeting with Big Blue Button**

1. Go to the editing icon in the upper right corner, click “Turn editing on”
2. In the topic where you want to add Big Blue Button, click Add an activity or resource and under Add an activity, click “Big Blue Button” and click “Add” at the bottom
3. Under General settings, give the classroom a name and add a description, if desired
4. Under Activity/Room settings, add a welcome message. By default, the session is recorded
5. Under Participants, the default setting is All users enrolled, or set participants by name or role
6. For general uses, keep all users as Viewer.
7. Under Schedule for session, set the open and closed dates and times (24-hour clock)
8. Click “Save and return to course” of “Save and display”

To Begin a BigBlueButton Session

1. Click the Big Blue Button session name to enter the session and click “Join session”
2. Note that Adobe Flash must be enabled
3. Choose how you want to join, “Microphone” or “Listen only”. Complete the audio test. For best results all participants should use a headset, not the computer microphone/speaker. This will prevent audio feedback.
4. On Record Notification click “OK” to record, if desired. To record, click the record button in the upper right corner  
   
5. You will see a list of users on the left, webcams (if any) on the left, the chat line on the right and the moderator controls in the center.
6. For more help for to [bigbluebutton.org](https://bigbluebutton.org/) or call the Moodle Help Line

To Upload a Presentation or Run a Live Poll

1. Refer to BigBlueButton Overview on YouTube, <https://www.youtube.com/watch?v=758xaFdeoN0>

For more help, see BigBlueButton video tutorials, <https://bigbluebutton.org/videos/>

**GUIDELINES FOR MANAGING YOUR MOODLE COURSE**

Carefully designed course pages, lessons, assignments, and rubrics are necessary for excellent online/hybrid courses. An organized course feels like a “whole” and has a systematic format that eases navigation and understanding.

**Course Design**

**Course structure**

Organize the sequence of activities logically and be consistent and focus on outcomes. For example, weekly modules might all contain an introduction, readings and other content, a discussion forum, student activities and assignments, student reflection.

**Communication**

One goal in any instructional setting is to provide students will multiple, varied opportunities to interact with the material, with each other and with you. An advantage of online learning is the increased potential for students, individually and in groups, to make meaning from course content. Faculty can make use of social media, such as Twitter, audio and video messages, collaborative online spaces, such as Diigo (collaborative research curation), Trello (online bulletin board), forums and blogs for posting and responding, online experts, and chat to help students connect and collaborate.

1. Communicate clearly with students when you will respond to emails, discussion posts and other communications. This allows you time off and gives them assurance of times you are available. Likewise, communicate your expectations of your students.
2. Include all course dates in the course calendar, under each module and in the syllabus. Remember, when you set up assignments, quizzes, forums, etc. with availability times, those activities will automatically appear in the calendar.

**Assessments**

Online assessments can provide greater flexibility in where, when, and how the assessment is done. Authentic assessment is based in the constructivist approach to learning that enables students to be in control of their learning by constructing meaning from active participation with the environment and others, while incorporating new information and existing knowledge.

Assessments may be conducted by the instructor, other students, oneself, or an outside person. In this vein, online assessments options include:

* Written assignments
* Online quizzes and questions
* Collaborative work
* Portfolios
* Online open-book exams
* Online discussion forums
* Publication or public online presentation of work
* Experiential activities
* Reviews
* Journals, blogs and reflection

**7-1-7 Courses**

Maintaining engagement with students without sacrificing academic rigor can be challenging and there may be less time for reflection and analysis and the intense workload necessitates that students keep up.

In additional to the guidelines here, certain techniques can help keep students engaged and motivated in an accelerated course.

1. Establish an inclusive community through introduction discussions, a purpose and rubric for each assignment, outline projects to scaffold learning by giving information, prompts, reminders and encouragement at the appropriate times and in small amounts.
2. Enhance content depth and meaning by breaking projects into smaller parts, provide assessment each part, vary teaching with case studies and real-life scenarios.
3. Encourage competence with assessments that mimic what students will do on the job and expect reflective journals.

**Before the Semester Begins**

1. Import and edit content from an older course to your current course.
2. Create new content and activities.
3. Review your course for broken links, images, etc. and update.
4. Update your syllabus.
5. Update the course calendar. The syllabus, course content and calendar should all match.
6. Include the course start and end dates, as well as midterm and final exam dates.
7. Update the gradebook as needed.
8. Prepare and send your students a Welcome letter to explain how the course will run:
   1. How to find the course (name, number and URL)
   2. How to log in to the course
   3. Where to find the syllabus on the course page
   4. What materials and texts they will need and where to purchase them
   5. Who to contact for technical help
   6. How to find a directory of university offices and services
9. When all content is prepared, make your course visible to students.
10. Hide topics, modules or content from student view as needed.
11. Provide any university policies and orientation materials to help your students prepare and get comfortable in an online or hybrid class.
12. Add a Welcome announcement on the course page.
13. Highlight important parts of the course page like Quickmail, the calendar, the dashboard.
14. Consider keeping a journal of your experiences in Moodle, particularly at the beginning.

**During the First Week of Class**

1. Explain how you will communicate – by email, phone, and/or text.
2. Communicate your availability and response time precisely as well as times you are not available.
3. Tell students how often you will check the class and that you are looking for their responses and participation. Plan to check the class at least once per day.
4. Communicate how students can expect feedback from you and when. For example, you may provide audio or video feedback or email feedback within 48 hours.
5. Clearly explain your expectations of your students – when they must complete activities, how often they should interact with you and their colleagues, and the tone of their public interactions (forums, chat, blogs).
6. Add a Course Introductions forum. Consider specific questions and an optional, unexpected question, such as, “What is your favorite state that you have visited and why?” or “What is your favorite holiday and why?”
7. Consider adding a social forum for students, a student lounge.

**In the First Two Weeks**

1. Repost the Welcome and orientation materials for late registering students.
2. Maintain close contact with students and keep them involved.
3. Contact any students who have not connected or are lagging.

**On a Daily Basis**

1. Check your email, discussion posts at least once per day.
2. Keep up with grading.
3. Contact students who are not engaged or consistently late.

**On a Weekly Basis**

1. Post a note wrapping up the week and reminding students of any late assignments.
2. Post a note to begin the new week on the first day of the week briefly introduction the topic and upcoming work.

**At Midterms**

1. Administer a midterm class evaluation, particularly in a new course, to gauge student responses to the material, pace, and work.
2. Update and show any hidden topics as needed.

**At the End of the Semester**

* Review your journal and make appropriate adjustments in the course.
* Identify what worked and what didn’t. It is recommended to make these notes when the course ends, with details. Consider how to rectify problems, what worked well and what did not, and what you would like to change.
* Look for documentation or videos which may address any problems you encountered.
* Go to the Moodlerooms community of practitioners for help (CoP).
* Review and revise your course.
* Contact ATS or CETL for help.

**Useful Links**

[Effective use of the Guerra Scale (of interactivity of activities)](http://muppetmasteruk.blogspot.com/2010/06/effective-use-of-guerra-scale-in-moodle.html)

[Hybrid Faculty Learning Community](http://blogs.oregonstate.edu/hybridflc/)

[MoodleDocs](https://docs.moodle.org/35/en/Main_page) – also available at the top of every Moodle page

[Revised Bloom’s Taxonomy](http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy) for digital courses

**TECHNICAL REQUIREMENTS / USER SKILLS**

You and your students will need a stable, fast Internet connection and access to a desktop or laptop computer. It is helpful to use a headset if you plan to include synchronous, online meetings using Big Blue Button.

**Computer**

A standard desktop or laptop computer that is reliable, fast and uses an up-to-date operating system and browser is needed, PC or Apple.

**Software**

Microsoft Office and Office 365 is preferred. If you use another word processing program or Google Docs, you must save your documents as PDFs or Word files. If you save in Rich Text Format (rtf) using Notepad or TextEdit, you can convert to a pdf or to a Microsoft product. You may need to read pdfs, BigBlueButton, or to access video files using the following:

Adobe Reader - [Free Download](https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html)

Flash Player - [Free Download](https://get.adobe.com/flashplayer/)

Java - [Free Download](https://java.com/en/download/)

**Internet**

The University provides Internet access through its dorms, labs, and offices. When off campus, users must provide their own internet access. Ideally, this access would enable broadband connectivity, such as DSL or FiOS.

**User Skills**

To successfully use a hybrid or web-enhanced course, you need basic computer skills. For example, you should be able to:

* + Create, save, find, open, and close documents
  + Copy and paste text
  + Copy and paste URLs
  + Add attachments to emails or discussion board posts
  + Download attachments from emails or discussion board posts
  + Navigate to designated web pages

**STUDENT ASSISTANCE**

As an online professor, you are accepting the commitment to help your students to learn online and to use Moodle. If you have questions, you may contact ATS.

It may help you to switch your role to Student to see the student view. Go to your name in the upper right corner of any Moodle page (where you log in), click and scroll down the menu to “Switch role to” at the bottom.

The following resources are also available for students on the Moodle Resources page of the university website.

* [Welcome to Moodle](http://www.lincoln.edu/sites/default/files/ats/StudentWelcomeLetterFall2018.docx)
* Students Quick Guide to Moodle
* [Student Guide to Using BigBlueButton](https://www.lincoln.edu/sites/default/files/ats/MoodleStudentGuideBBB-2018-19.docx)
* Additional help online, [Moodle LMS](https://help.blackboard.com/Blackboard_Open_LMS)
* [MoodleDocs](https://docs.moodle.org/35/en/Main_page), which is also is located in the black menu bar at the top-left of every Moodle page.

**Student Tutorials**

Free self-paced tutorials are available for students to learn how to use Moodle tools to communicate and complete assignments. They are available here: <https://docs.moodle.org/20/en/Student_tutorials>

**FINDING HELP**

**Forgotten Passwords**

If you (or a student) forget your Moodle password, you can request a new password at the Moodle log-in site. Click “Forgotten your username or password?” and follow the instructions carefully.

**Technical Support**

You and your students will also have access to 24/7 technical assistance beginning in the fall semester, 2019.

For help with your email or WebAdvisor, contact Information Technology, 484-365-8134. See the [Blackboard Resources](http://www.lincoln.edu/departments/moodle-lincoln-online) web page for more information.

**Information Technology Helpline**

Help with E-Mail and WebAdvisor

1-484-365-8134, Information Technology

8:30 a.m. - 5:00 p.m., Monday – Friday

As an online instructor, you will need to be able to answer some technical questions from your students about how to use Moodle. Become familiar with the operations of your computer and the student view of Moodle.

**User Support**

**Moodle Helpline**  
1-800-340-5462 or ext. 1-484-365-7840   
8:30 a.m. - 5:00 p.m., Monday – Friday

**Moodle Support Team**

The Moodle Support Team is comprised of staff from Academic Technology Support (ATS) and Information Technology (IT). ATS handles the Moodle Helpline and IT handles e-mail, WebAdvisor and technical questions.

**Moodle Support**

[The Moodle support page](https://help.blackboard.com/Blackboard_Open_LMS/Teacher) provides access to descriptions of activities, grading, course design, etc. and tutorial videos.

For video tutorials, go to the [Moodle LMS YouTube channel](https://www.youtube.com/playlist?list=PLpv06Fh9R_Y3B_ZCw32PNmrYk6afmc_6V).

**LEARN MOODLE**

**Moodle Training Center**

**For more information see Appendix E.**

Self-paced, online courses are available for all faculty. To set up your training account,

* Go to <https://train.blackboardopenlms.com/>
* Click Log in, in the upper right corner
* Type user name, which is your complete Lincoln email address
* Type password:  changeme.now
* Click courses in the right corner
* Enroll in courses

**Live Workshops and Assistance**

Moodle workshops are held on main campus in August and January. Announcements and reminders will be in the Daily Bulletin.

**One-on-One Assistance and Small Group Workshops**

Available by appointment. Contact ATS, 484-365-7888 or [ats@lincoln.edu](mailto:ats@lincoln.edu)

Academic departments or other small groups may request a workshop for their faculty.

**Help When No One is Available**

Additional help for faculty and students is always available online at <https://help.blackboard.com/Blackboard_Open_LMS> and [MoodleDocs](https://docs.moodle.org/36/en/Main_page) which is available at the top of every page in Moodle with instructions and help with immediate questions

**APPENDICES**

**APPENDIX A**

**Guidelines and Discussion Etiquette**

**1. Guidelines for Online Discussions**

Netiquette is a set of rules for Internet communication. There are many different cultures in this world and cyberspace is one of them. As with any culture, there are some things that we do in our culture that is not appropriate in another culture.

Online discussion can be used for several different purposes, such as student seminars, role-playing, reviewing classmates’ assignments, or answering a question.

**When to Post and Reply**

* Respond as directed by your instructor. You may be asked to respond to a question or prompt before reading other posts, or to read all posts first.
* Follow your instructor’s rubric for your responses. Expect exemplary work from yourself and others.
* Use academic writing in your posts.
* Reference your sources.

**Add Substance to the Discussion**

* Expand on the ideas of the post to which you are responding; ask questions; include a personal experience; refer to a reading.
* Brevity is appreciated. Keep your answers clear and concise. Write your answers in Text Edit or MS Word, re-read and edit before posting.
* Short replies, such as “I agree,” or “Good point” are not acceptable replies. They do not add depth and clutter up the discussion board.
* When replying to a post, remove the extraneous information from previous posts. Instead, summarize, refer to, or quote the part of the post to which you are responding.

**Tone and Courtesy**

* Humor is difficult to convey online and can be misinterpreted.
* Be nice and respectful. Refrain from inappropriate language and personal attacks.
* Disagree with ideas and avoid challenges that may be interpreted as a personal attack.
* Assume the best intentions of others and expect the best from yourself.

**2. Discussion Etiquette and Adding Value**

**Discussion Etiquette**

1. Respond to those who respond to you.
2. Avoid short "Me too" or "I agree" posts. Make your posts substantial.
3. Add value to the discussion (see below).
4. Post early in the week. You'll get more response and be more engaged in conversation.
5. Respond throughout the week. You help sustain the dialogue.
6. Use direct quotations from your text or online source. Cite the source so your colleagues can find it.

**Add Value to Discussions**

1. Ask a specific question (but avoid prompting "yes" or "no" answers)
2. Ask an open ended (on topic) question that invites a response.
3. Expand on a specific element of the post.
4. Provide a teaching story that illustrates a main idea.
5. Offer a different perspective on an essential idea in the post.
6. Provide an online resource relevant to the topic (include a hyperlink).
7. Describe a method you use in your practice.
8. Provide a summary of the ideas posted so far (good when you come late to the conversation).

**APPENDIX B**

**Sample Rubrics**

**1. Simple Rubric for Online Discussions**

|  |  |
| --- | --- |
| Full points (10) | 1. Answer the main question in a required discussion area 2. Have your initial posting on the board no later than Wednesday for each module 3. Respond to at least two others in this same discussion area 4. Post on at least two different days of the week in each required discussion area 5. Monitor your personal posted topic, if appropriate and required |
| Partial or no points | 1. Quality or length of post is too short 2. Post does not stimulate learning or questions of others 3. Posted fewer than two days of the week 4. Did not respond to the posts of others 5. Did not provide a response to the main discussion topic |

**2. Rubric for Online Discussions – Upperclass/Graduate Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Exemplary | Advanced | Developing | Unsatisfactory | Possible Points | Score |
| Quality of First Post | Shows excellent understanding of readings, concepts, terminology, includes references and supporting evidence from readings, or shows a connection to relevant experiences | Shows good understanding of readings, concepts, terminology, and includes some supporting evidence from readings or connection to personal experience | Shows some understanding of readings, concepts, terminology, and includes little supporting evidence from readings or connection to personal experience | Shows no evidence of preparation or reading, primarily personal opinion, and includes no evidence from readings or connection to personal experience | 12 |  |
| Quality of Responses | Stimulates and sustains discussion, asks new or related question, supports statements with personal experience or research | Contributes to the ongoing discussion, provides some support for statements with personal experience or research | Minimal contribution to the ongoing discussion, adds nothing new, provides little support from personal experience or research | Personal opinions, lack of relevance to experience or substance (i.e., “I agree”) | 10 |  |
| Quality of Writing | Very well-organized, clear, complex thinking is evident, references some evidence from readings, outside resources, or personal experience, no errors | Organized, generally clear thinking is evident, references some evidence from readings, outside resources, or personal experience, very few errors | Mostly organized, somewhat clear thinking is evident, no references to readings, outside resources, or personal experience, some errors | Disorganized, unclear, many grammatical no references to readings, outside resources, or personal experience, spelling mistakes | 8 |  |
| Responses to Others | Responded to more than 2 others | Responded to 2 others | --- | Did not respond to 2 others | 6 |  |
| Timeliness | First post by 12:00 p.m. Wednesday and posted on more than 2 days | First post by 12:00 p.m. Wednesday and posted on 2 different days | First post after 12:00 p.m. Thursday or did not post on 2 different days | First post after 12:00 p.m. Thursday and did not post on 2 different days | 4 |  |
| Grading: A=36—40; B=31—35; C=26—30 | | | | | Total Points=40 |  |

**3. Rubric for Student Reflections**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Above  Expectations | Meets  Expectations | Approaching  Expectations | Below  Expectations | Score/ Points |
|  | 4 | 3 | 2 | 1 |  |
| Reflective  Thinking | The reflection explains the student’s own thinking and learning processes, as well as implications for future learning. | The reflection explains the student’s thinking about his/her own learning processes. | The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process. | The reflection does not address the student’s thinking and/or learning. | /4 |
| Analysis | The reflection is an in-depth analysis of the learning experience, the value of the  derived learning to self or others, and the enhancement  of the student’s  appreciation for the discipline. | The reflection is an analysis of the learning  experience and  the value of the  derived learning to self or others. | The reflection attempts to analyze the learning experience but the value of the learning to the  student or others is vague and/or unclear. | The reflection does not move beyond a description of the learning experience. | /4 |
| Making  Connections | The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. | The reflection articulates connections between this learning experience and content from other courses, past learning  experiences, and/or future goals. | The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or  personal goals, but the connection is  vague and/or unclear. | The reflection does not articulate any connection to other learning or experiences. | /4 |
|  |  |  |  |  | Score  /12 |

**APPENDIX C**

**Ideas for Building Community**

**Garrison’s Community of Inquiry**

Social

Cognitive

Educational Experience

Teaching

**Combine influential aspects of students’ lives:**

* Social Presence: “the ability to project one’s self and establish personal and purposeful relationships”
* Cognitive Presence: “exploration, construction and confirmation of understanding through collaboration and reflection in a community”
* Teaching Presence: “design, facilitation and direct instruction” “It is a significant determinate of student satisfaction, perceived learning, and sense of community.”

Garrison, R. (2007, April). Online community of inquiry review: Social, cognitive, and teaching presence issues. Journal of Asynchronous Learning Networks, 11(1), 61-72. Retrieved from http://jaln.sloanconsortium.org/index.php/jaln

Garrison, R. (2007, April). Online community of inquiry review: Social, cognitive, and teaching presence issues. Journal of Asynchronous Learning Networks, 11(1), 61-72. Retrieved from http://jaln.sloanconsortium.org/index.php/jaln

**Why**

* Creates a class identity
* Builds a support system
* Personalizes learning
* Provides students with motivation and encouragement to complete the class successfully
* Supports retention

**Ideas for Building Community**

* Ice breaker as first forum
* Community map of everyone’s location
* Peer assessments
* Student teaching
* Digital multimedia, such as H5P (see <https://h5p.org/>)
* Discussion forums
* Online sharing spaces, such as Trello, Padlet, Popplet, Diigo
* Group wiki
* Group glossary
* Interviews
* Small group assignments
* Study groups
* Real-time meetings in chat or BigBlueButton
* Assignments tied to college or work life
* Formative assessments
* Collaborative games
* Blogs

**APPENDIX D**

**Checklist for Online Instructors**

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**Before the online course begins**

**Technical Expectations**

**Learning Management System**

­­\_\_\_\_ Get acquainted with the learning management system and access workshops and tutorials showing how to use specific features including:

* set up gradebook
* create activities and assignments
* set up quizzes
* set up discussion prompts
* create announcements
* add discussion prompts on the discussion board
* create video and audio introductions

**Course Maintenance**

\_\_\_\_ Review all course Internet links to readings and supplementary resources and update broken links and remove dead links. Nothing says stale or outdated faster than a dead link. Links can disappear overnight.

\_\_\_\_ Review your links for obsolete information or data. Keep resources fresh and current each term.

**Reference Citations**

\_\_\_\_ Verify that all referenced sources are properly cited. Model how to cite sources and images ethically and legally for students.

**Course Multimedia Accessibility**

\_\_\_\_ Test course navigation and correct to solve accessibility issues.

\_\_\_\_ Contact technical and academic support staff for assistance in adding enhancements such as podcasts, video introductions, and video lectures to the online course and verify that all multimedia meets disability accommodation requirements such as closed captions on videos, transcripts of all audio and videos including YouTube videos, proper use of heading tags in news announcements.

\_\_\_\_ Check all media for proper display, video playback, and create alt tags for all images.

**News and Announcements**

\_\_\_\_ Create an audio or video welcome in the first module or post a photo and brief biography in the news area of the course for the opening day of the class. Enter the release dates for news announcements copied forward from a previous term.

\_\_\_\_ Maintain an announcements page throughout the term.

**Gradebook Set Up**

\_\_\_\_ Confirm online gradebook settings are accurate for total assessment and reflect your syllabus accurately.

**Virus Protection**

\_\_\_\_ Update virus protection on your computer because files will be coming from many sources and students may not be as careful with anti-virus updates.

**Course Organization Expectations**

**Course Calendar**

\_\_\_\_ Create or use an embedded course calendar that clearly outlines due dates for readings and assignments. If the course involves group work and student-to-student feedback, clearly communicate time parameters and stay on schedule to keep pace with the course. Students need to be able to access the calendar from any page of the course.

**Syllabus**

\_\_\_\_ In addition to required information on your syllabus, include all contact information, preferred communication method, expected response times to email messages and questions (preferably 24 hours), and expected response time for timely feedback on tool or the online gradebook.

\_\_\_\_ Include your Online Office Hours in several places on the course as well as in the syllabus.

\_\_\_\_ Articulate the course "late policy" clearly.

\_\_\_\_ Identify specific expectations for frequency of responses/postings on the discussion board.

\_\_\_\_ Include links to the academic honesty policy.

**Welcome Email**

\_\_\_\_ Send a welcome message to students including the required textbooks and/or software and other material needed, how to purchase, rent or download the material in ample time for them to acquire them prior to the first day of class. If possible, arrange for a linked excerpt or PDF copy of Week 1 readings for students who are waiting for delivery of materials on Day 1 of the course.

\_\_\_\_ Include information about whom to contact for technical assistance with logging into email or the course management system.

\_\_\_\_ Include information about disability accommodation.

\_\_\_\_ Include information about what date the course will open for pre-class orientation to reduce anxiety, provide preview time and resolve technical issues before the course begins.

\_\_\_\_ Announce your office hours and/or email response timing. Students need to know how soon they can expect to get a reply from you.

**Pre-course Survey**

\_\_\_\_ Create a pre-course survey to learn more about each student. Verify contact information and discover students' specific learning goals and background.

**Student Orientation**

\_\_\_\_ Create an orientation page explaining the school's course management system, or provide a link to existing tutorials that the school's technical department has created.

\_\_\_\_ Use a scavenger hunt activity to get students acclimated to the Discussion Board, Content, Dropbox, etc., and read the course requirements in the syllabus and course calendar.

\_\_\_\_ Start the pre-class time with a Module Zero that consists of information on procedures, links to tutorials, screen captures of various course tools, etc.

**Pedagogical / Instructional Design Expectations**

**Course Goals and Learning Outcomes**

\_\_\_\_ Communicate important course goals and list student learning outcomes clearly.

**Netiquette Guidelines**

\_\_\_\_ Establish netiquette rules or course ground rules emphasizing how to participate in online discussion forums, behaviors acceptable in the online learning environment, and polite forms of online interaction. (For example, a friendly positive tone is required in all postings on the discussion board, students are encouraged to ask questions in the Q &A topic within each module, students are encouraged to connect with others in the course.)

\_\_\_\_ Provide a group activity to develop course ground rules in a wiki, or a scavenger hunt activity for students to review information provided in the syllabus, course calendar, and netiquette guidelines.

**Discussion Prompts**

\_\_\_\_ Set up or revise the course discussion prompts to encourage critical thinking on the discussion board.

**Past Course Evaluations**

\_\_\_\_ Review past course evaluations to determine enhancement for instructional strategies.

**Course Assignments**

\_\_\_\_ Review and revise assignments to emphasize a high level of Bloom's Taxonomy and help avoid the possibility of plagiarism.

**During the first week of the course**

**Managerial Expectations**

**Contact Missing Students and Draw in Participants**

\_\_\_\_ Watch out for non-participants during the first week of class and contact them by phone to see if they have login/access difficulties.

**Inform Students about Withdrawal Timeline**

\_\_\_\_ Be acutely aware of the refund policy and withdrawal deadlines. If the student is unable to gain access to course materials or decides this is not the right class, inform the student about the deadline and how to contact the registrar, as the decision needs to be made promptly.

**Minimize Delays**

\_\_\_\_ If students are added to the class late, contact them promptly with support information about how to gain access to course materials, login to the course management system.

**Social Expectations**

**Set the Climate for Learning**

\_\_\_\_ Communicate regularly through announcement or news area. Nothing makes an online student feel more isolated or alienated than the sense that the instructor is rarely present.

**Create an Icebreaker to Build the Sense of Community**

\_\_\_\_ Facilitate an icebreaker activity related to a course key objective or content and give your students the opportunity to show their human side as well as their academic prowess.

\_\_\_\_ Encourage students to share background info, personal interests, perhaps a "what makes me unique," to encourage participation as three-dimensional people.

\_\_\_\_ Encourage students to post a photo or other representation (avatar) on their student profile.

**Invite Students to the Student Lounge**

\_\_\_\_ Create a "student lounge" discussion area. This gives students a forum to exchange ideas casually and off-topic. Such a discussion area can be designated to eliminate casual chat out in the academic discussions.

**Pedagogical / Instructional Design Expectations**

**Communicate with Students Daily to Build a Positive Rapport**

\_\_\_\_ Model discussion response behavior and tone. Use a conversational tone that is inviting, personal, friendly, and encouraging.

\_\_\_\_ Monitor the discussion area daily. Reinforce student discussion board contributions and provide positive explanatory feedback (personally) to those who make the discussion area a better place through their participation. Watch for laggards who sit out the forum and flamers who use personal put-downs or attacks to impress or sound authoritative. Intervene, reference the discussion rubric, and provide a safe learning environment before it poisons the discussion area for all.

**Contact Non-participants**

\_\_\_\_ Watch for laggards who sit out the forum, and contact them privately to see if they need help or encouragement to participate.

**Ask the Class Questions**

\_\_\_\_ Challenge your students by asking questions that apply to the readings and communicate high expectations.

**Throughout the course**

**Managerial Expectations**

**Provide Reminders about the Course Rubrics**

\_\_\_\_ Utilize rubrics to make expectations clear and set criteria for excellent achievement.

**Open and Close Course Materials**

\_\_\_\_ Open and close content or discussion forums to optimize student learning and avoid confusion.

**Update the Online Gradebook Promptly**

\_\_\_\_ Keep the online gradebook current after assignment due dates. Use comments and narrative feedback as often as possible to support or explain assessments and maintain privacy of student grades and feedback.

**Encourage Use of Library Online Databases**

\_\_\_\_ Provide links to the school's academic support, online tutorial for library online databases, library and help desk. Encourage students to research relevant issues and find answers to content questions.

**Monitor Attendance**

\_\_\_\_ Check number of postings and frequency and follow up with missing students.

**Announce Your Absence to Students**

\_\_\_\_ If the instructor must be offline for a day or more, announce the absence to students with guidance of whom to contact during the absence.

**Provide Deadline Reminders**

\_\_\_\_ Remind students of upcoming deadlines. Conduct course according to the designated calendar with any deviations communicated to students in advance.

**Social Expectations**

**Organize Collaborative Projects**

\_\_\_\_ Assign small groups, dyads to achieve strong social interaction or create a method for students to select groups before beginning group projects. Invite and encourage students to complete a peer review of individual and group projects.

\_\_\_\_ Create areas for group members to work on group projects on the discussion board.

\_\_\_\_ Post group rosters in the news announcements before group projects begin.

**Monitor Discussions for Civil Behavior**

\_\_\_\_ Enforce netiquette standards and school behavior policies. Immediately contact students with inappropriate posts for explanation and clarification.

\_\_\_\_ Make disrespectful postings unavailable to the class at large.

**Use Announcements to Keep Class Current**

\_\_\_\_ Post reminders about important due dates, holiday wishes, and new-found resources.

**Maintain a Daily Presence in Discussion Forums**

\_\_\_\_ Provide positive feedback for exemplary postings. Refocus the discussion when students go off topic.

\_\_\_\_ Send an email or post on the discussion board words of encouragement. Respect and facilitate diverse talents and ways of learning.

**Pedagogical / Instructional Design Expectations**

**Provide Supportive Information to Supplement Course Content**

\_\_\_\_ Inject knowledge from diverse sources to assign student learning (references to articles, textbooks, personal experiences, or links to relevant external websites.) Use illustrations and examples to clearly explain important concepts.

**Respond to Student Questions within 24 hours**

\_\_\_\_ Provide timely feedback and practical suggestions for student to complete their work on time.

**Summarize Discussions and Seek to Reach Consensus**

\_\_\_\_ Participate in discussions when appropriate. Know when to be the "guide on the side" and when to step in and redirect or supplement or summarize student participation. You're the authority, but take care to avoid stifling student expression by dominating the discussion.

**Diagnose Misconceptions in Discussion Postings**

\_\_\_\_ Help students revise their thinking in a way that helps to learn by correcting misunderstandings and presenting critical thinking questions.

**Create Transitions**

\_\_\_\_ Post news announcements that transition from one topic or module to the next to help students recognize time on task.

**Use the Chat Feature for Explanatory Feedback**

\_\_\_\_ Use a scheduled chat room or Skype discussion so that students can hear the instructor’s voice and those of their classmates, if appropriate. When students have questions about the final paper, for example, a live discussion can save a lot of repetition of common questions. The course management system’s chat feature may be used and archived for students who are unable to participate and want to review the discussion at a later time.

**Provide Meaningful and Timely Feedback**

\_\_\_\_ Evaluate student work promptly and provide meaningful feedback. Rubrics can be very effective in making expectations clear and setting criteria for excellent achievement.

**Encourage learning strategies which promote self-directed learning**

\_\_\_\_ Provide alternative assignments and assessments to accommodate students' individual needs when possible.

**Keep a Teaching Journal**

\_\_\_\_ Each week enter journal entries as the course progresses. What worked well? What needs adjustment or replacement? Are the assessments measuring the learning outcomes? Get permission and save examples of exemplary student work to use as models in future terms.

**Technical Expectations**

**Provide technical updates as you receive them from the university.**

\_\_\_\_ Announce information related to interruptions of access to servers delivering course materials in advance.

\_\_\_\_ Direct students to the Help Desk for technical support with email and the courseware management system.

**Consistently address universal accessibility.**

\_\_\_\_ Create an accessible online course where individuals with disabilities have an equal opportunity to participate fully in all aspects of the educational environment.

**During the last week of the online course**

**Managerial Expectations**

\_\_\_\_ Report Final Grades Promptly

\_\_\_\_ Encourage Students to Complete the End-of-course Survey

**Review Your Teaching Journal**

\_\_\_\_ List technical aspects that worked well and those that need improvement.

\_\_\_\_ Analyze your personal observations and list what worked well and what needs modification next term.

\_\_\_\_ Identify areas of emerging technology to add for the next term, such as a wiki, blog, podcast, or YouTube video.

\_\_\_\_ Use students' honest feedback on the course to hone your teaching skills and course contents.

**Social Expectations**

**Use the News and Discussion Tools to End the Course on a Cordial Note**

\_\_\_\_ Post an announcement with a closing personal message to students.

\_\_\_\_ Encourage students to share their class experiences and say good bye in a closing discussion forum.

**Pedagogical / Instructional Design Expectations**

**Provide Feedback on Final Projects**

\_\_\_\_ Employ a variety of feedback methods, such as audio files and videos, in addition to written responses.

**References**

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Online Facilitation Assessment: A TIGERS Project, CSU Community of Academic Technology Staff (CATS), Rohnert Park, CA. (2008) Updated: Thursday, December 14, 2012.

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Adapted from Checklist for Online Instructor, part of an orientation for online instructors, University of Wisconsin-Stout, Stout WI. <https://www2.uwstout.edu/content/profdev/teachingonline/before.html>

**APPENDIX E**

**Accessing Self-paced Moodle Courses**

All faculty, full-time and adjuncts, have access to five courses on using. You can refer to the content in the courses as often as you like.

You will learn how to use the Moodle tools to increase both the use and the effectiveness of your courses. The courses provide in-depth training on the core capabilities and uses of Moodle features and functionality.

Access the online Moodle LMS Training Center:

1. Go to the Moodlerooms Training Center where you will log in and enroll in courses and access additional useful information, <https://train.blackboardopenlms.com/>
2. Follow the instructions on the website. You will need the following information to enroll:

Enrollment Key: MR\_LU

Username: your complete Lincoln email address, i.e., [rjohnson@lincoln.edu](mailto:rjohnson@lincoln.edu)

Password: changeme.now

1. When you have completed enrollment, the courses will show up on your Training Center My Courses page for easy access.

Available training courses include:

* Introduction to Moodle
* Moodle Course Building for New Users
* Moodle Course Building for Intermediate Users
* Moodle Course Building for Advanced Users
* Mastering the Gradebook in Moodle