Lecturer’s User Guide for Uploading Content to Semester 2 Subject Spaces on the Moodle LMS and Understanding the Template Design

Version: July 2026

Target Audience

Lecturers

What is this guide for?

This user guide introduces lecturers to the template layout employed for building Semester 2 subjects within the Moodle LMS. It also outlines the steps for modifying pages and inserting appropriate content. Further recommendations are included to enhance students’ online experience, simplifying access to essential resources and fostering digital engagement.

Contents

Introduction

This guide is divided into two complementary parts, each serving a different purpose and audience.

Part A – Pedagogical Framework and Design Principles addresses the why: structuring your Moodle subject for clarity, engagement, and accessibility—without getting lost in button-level detail. Written for all experience levels, it gives experienced users a concise refresher on best practices, allowing them to skip the novice-oriented content in Part B. Newer users gain the conceptual foundation they will need before tackling practical steps.

Part B – Technical Workflows and Step-by-Step Procedures addresses the how: exhaustive, visually supported instructions for every core task—uploading files, creating assignments, configuring gradebooks, and more. Written primarily for novices, it leaves no click unexplained. Experienced users should treat this as a reference manual: dip into specific subsections only when encountering unfamiliar features or troubleshooting.

We recommend that all readers start with Part A to anchor their design approach. From there, novices should proceed sequentially through Part B, while experienced users may jump directly to the procedure they need.

Every subject running this semester has been built on a common **Subject Template**. This guide explains the thinking behind that structure, shows you how to work with the sample Assignment and Quiz activities already built into it, and clarifies what you **must** do to prepare your subject for students.

Distance and full-time mode share the same foundational template, with slight variations in design to accommodate the distinct pacing and delivery needs of each study mode. Both templates use the same structure — particularly in the **About Subject**, **Assignments**, and **Online Test** sections — to give students a consistent experience regardless of their study mode. The **Learning Material and Resources** section, however, is structured differently between the two, to suit distance versus contact-based delivery. This guide covers the template as a whole, with notes where distance and full-time versions differ.

> **TIP — HOW TO READ THIS GUIDE**
>
> Treat this less as a rulebook and more as a short orientation to a tool designed to save you time, not box you in.

PART A: Pedagogical Framework and Design Principles

The why — structuring your Moodle subject for clarity, engagement, and accessibility, without getting lost in button-level detail.

A1. Why Use This Template?

A1.1 Built on What Already Works

Rather than starting from a blank Moodle page, your subject already has a tested structure, sample activities, and pre-written student-facing instructions in place. This gives you three concrete advantages:

- **Time saved** — the navigation, sections, and several activities are already built. Your main task is to populate and refine them, not invent them from scratch.
- **Consistency for students** — many students juggle two, three, or more subjects at once, often with different lecturers. When every subject shares a similar layout, students spend less time hunting for the assignment link or test rules, and more time engaged with your content.
- **Fewer routine queries** — pages such as the Assignment Guidelines & Rules page and the Guidelines & Rules for Online Test page pre-empt many of the questions lecturers are typically asked in the first weeks of term.

A1.2 What You Must Do

While the template provides a strong foundation, it cannot populate subject-specific information for you. You are required to:

- **Replace every placeholder** — anything shown in **[square brackets]** — with information specific to your subject. The sample text models the kind of clarity and tone we are aiming for; it is not a script to copy verbatim.
- **Complete the About Subject pages** — the Subject Learning Outcomes, Subject Welcome Video, About Subject Lecturer, and Prescribed Reading and Resources pages must be filled in before students can access the subject. These are covered in detail in Section B1.
- **Add, remove, or rename activities and resources** to suit your subject. A practical, lab-based subject may need additional resource folders; a seminar-style subject may need none.

- **Adjust the number of assignments, tests, or discussion forums** to match your own assessment plan. The best method is to duplicate an existing assignment or quiz activity and adjust the settings — due date, cut-off date, and so on. See Section B3 for guidance.
- **Adjust the tone, length, and detail** of any instructional text so it fits how you actually communicate with your students.

A1.3 What We Ask You to Keep

A few elements are worth preserving — mainly for your students' sake rather than ours:

- The overall section order and naming logic, so a student moving between your subject and a colleague's does not have to relearn the layout each time.
- The separation between administrative queries (forums) and content delivery (pages, folders, activities) — this is part of what keeps each section predictable.
- Clear instructions placed before any assessment activity, even if you shorten or rewrite them entirely.

A1.4 Distance vs Full-Time Templates

The key distinction between the two templates is the organisation of the **Learning Material and Resources** section:

- In the **distance** template, this area is designed for self-contained, weekly or topic-based study modules. Each module typically includes a structured study guide, recorded lectures, required readings, and self-check activities that students work through at their own pace.
- In the **full-time** template, the same section is oriented around lecture slides, tutorial activities, workshop notes, and in-class session plans that align with the on-campus timetable.

> **KEY POINT**
>
> Crucially, the assessment structures — Assignments, Online Tests, and their respective Guidelines & Rules pages — remain functionally identical across both templates. Students transitioning between distance and full-time modes, or studying across both, never have to relearn how to find submission links, test rules, or feedback surveys.

A2. Required Actions: What You Must Complete in Every Subject

Several tasks must be completed for every subject you teach, so students receive the information they need. The template provides the structure and placeholders; you supply the subject-specific content.

You Are Required To:

Action	Where to Complete	Section
Replace placeholder learning outcomes with official subject outcomes	Subject Learning Outcomes page	B1.1
Record and upload your welcome video	Subject Welcome Video page	B1.2
Add your contact details and consultation information	About Subject Lecturer page	B1.3
List prescribed and recommended readings	Prescribed Reading and Resources page	B1.4
Add your subject-specific submission rules	Assignment Guidelines & Rules page	B3.1
Add your subject-specific test rules	Guidelines & Rules for Online Test page	B3.2
Rename assignments and tests descriptively	Each Assignment and Quiz activity	B3.1, B3.2
Add your Lesson/Topic content	Learning Material and Resources section	B4
Upload subject-specific resources	Study Guide and Additional Resources folders	B1.4
Work through the Teacher Checklist	Sidebar block	B2

> **✓ TEACHER CHECKLIST**
>
> The **Teacher Checklist** block in your subject sidebar tracks these required actions and updates as you complete each one — use it as your guide during setup.

A3. Design Philosophy and Principles: Feedback, Engagement, and Reporting

This section explains the thinking behind the template's structure. It is divided into two complementary parts: **Design Philosophy** (the *why* — the overarching goals that guide every decision) and **Design Principles** (the *how* — the specific structural choices that implement those goals). Understanding both will help you use the template's tools as they are intended, rather than treating them as administrative extras.

A3.1 Design Philosophy: Feedback, Engagement, and Reporting

Three design ideas run underneath almost every feature in this template: **Feedback**, **Engagement**, and **Reporting**. These are the core goals the template is built to achieve.

Feedback

The template builds in active and continuous feedback activities to source input from students at several points across the semester, including:

- Pre-survey
- Assignment Feedback
- Online Test Feedback
- Post-Survey

This continuous feedback loop is useful in several ways:

- Assess the quality of assessment and the overall service offering.
- Incorporate feedback for improved teaching delivery.
- Revise online design and address common challenges.
- Update and add information to address challenges and questions students raise.

> **A NOTE ON FEEDBACK**
>
> Lecturers are advised to actively encourage students to complete these feedback activities. Response rates improve considerably when a lecturer mentions the survey or feedback form in an announcement, a welcome video, or a forum post, rather than leaving it to students to notice on their own.

Engagement

The template is designed to encourage online engagement — between students, and between students and their subject lecturer. Encouraging peer engagement specifically brings two benefits:

- Students can get clarity from fellow students on matters they do not understand, without needing to wait for a response from the lecturer or a college staff member.
- Students often gain a new perspective from a peer that a lecturer or staff member might not offer. Students sharing a similar learning environment can sometimes give more relevant or better-aligned answers to each other than staff can.

Encouraging use of the discussion forums, topic forums, and introductions area is therefore not just a courtesy feature — it is a deliberate part of how the subject is designed to function.

Reporting

The template also includes active reports designed to track online activity — mostly student activity, but lecturer activity too — so that issues can be addressed proactively.

REASSURANCE FOR LECTURERS

These reports are not intended for monitoring or performance policing. Their purpose is to proactively identify and act on challenges, in three ways:

- Make adjustments to the systems to address issues experienced by students or lecturers.
- Develop user guides — like this one — to help lecturers work with the template confidently.
- Arrange training sessions for lecturers to show how to perform specific actions in Moodle.

A3.2 Design Principles: The Structural Choices That Implement the Philosophy

While the philosophy describes the goals, the principles describe the specific structural decisions that bring those goals to life. Recognising these principles will help you extend the subject consistently as you add your own content.

- **Assessment sections exist for findability.** Assignments and Online Tests sit in their own top-level sections not because of strict chronological sequencing, but because these are the activities students access most urgently and most frequently. A student looking for a test link mid-semester should never have to search. Keep all assessment activities inside their respective sections, not scattered across topics or Learning Materials.
- **Name assessment activities clearly and specifically.** The template provides placeholder names such as “Assignment 1” and “Test 2”, but you should rename each activity to reflect what it actually assesses — for example, “Assignment 1: Literature Review — Topic 3: Research Methods” or “Online Test 2: Chapters 4–5 (Financial Statements)”. Descriptive names help students connect assessment tasks to the lessons they have studied, reduce misdirected queries, and make the Gradebook easier to read.
- **Logical sequencing within sections.** Within each section, items follow a learn-before-you-do logic. In the Assignments section, for example, the Guidelines & Rules page and the query forum appear before the assignment activities themselves. The same pattern holds in the Online Test section. Maintain this order as you add or adjust activities.
- **Learning Material structured as Lessons or Topics.** The Learning Material and Resources section is designed to grow with your subject. You are expected to add sub-sections beneath it — one per lesson or topic — each containing the relevant pages, files, or links for that unit of study, for example: Topic 1: Introduction to..., Topic 2: Principles of..., and so on.

- **Guidelines from the template; rules from you.** The Assignment Guidelines & Rules page and the Guidelines & Rules for Online Test page each contain two distinct parts. The template provides the standing guidelines that apply across all subjects; you add the specific rules for your subject — mark weightings, number of attempts, permitted materials, deadline extensions, and departmental policies. Do not remove the template guidelines; add your rules in the space provided below them.
- **Chunking by type, not just topic.** Content (pages, folders), conversation (forums), and assessment (assignments, quizzes) are kept in separate, predictable containers, so students learn where to look for each kind of task.
- **One source of truth.** Instructions that apply broadly — submission guidelines, test guidelines — live on a single page that other activities link back to, rather than being repeated and risking falling out of sync. Update the page once, and every linked activity stays current.
- **Conditional release for reflection.** Activities such as the Assignment Feedback survey only unlock once the related assignment is marked complete, prompting reflection at the right moment rather than letting students skip ahead.
- **Predictable naming.** Similar items share names across subjects — Assignment Guidelines & Rules, Online Test Queries — which is what makes the template recognisable to students even though every lecturer fills it with entirely different content.

A4. Layout at a Glance

The template organises a subject into seven sections, each with a single, clear job to do:

Section	Purpose	What's Inside
Announcements and General Discussions	Separates official notices from open conversation	Announcements forum; Subject Inquiries and Discussions forum
About Subject	Orients students to this specific subject before content begins	Subject Learning Outcomes, Subject Welcome Video, About Subject Lecturer, Prescribed Reading and Resources
Orientation and Self Introduction	Settles students in and gathers early feedback	Getting Started tour, Introductions forum, pre-subject survey, User Guides folder
Learning Material and Resources	Houses the academic content, structured into Lesson/Topic sub-sections you create	Lesson/Topic sub-sections (added by lecturer), Study Guide folder, Additional Resources folder
Assignments	Centralises written assessment so students can always find it quickly	Assignment Guidelines & Rules page (template guidelines + your rules), query forum, Assignment 1

Section	Purpose	What's Inside
		& 2 (with pre-submission checklist), feedback survey
Online Test	Centralises timed assessment so students can always find it quickly	Guidelines & Rules for Online Test page (template guidelines + your rules), query forum, Test 1–3 with general and test-specific instructions
eLibrary and Past Exams	Supports independent revision	eLibrary link, past examination papers folder

NOTE ON THE LEARNING MATERIAL AND RESOURCES SECTION

This is the primary area where the Distance template differs from the Full-Time template. In the distance version, this section is intended for self-paced weekly or topic-based study modules — each containing a Study Guide, recorded content, readings, and self-check activities. The structure is intentionally flexible, so you can organise it in whatever way best suits your discipline and teaching style. If you are preparing a full-time subject.

The **Assignments** and **Online Test** sections deliberately appear as their own dedicated areas rather than being buried inside Learning Material and Resources. Assessment activities are what students look for most urgently — due dates, submission links, test access — and having a fixed, predictable home for them reduces navigation errors and late-submission incidents. Keeping activities inside the section that matches their purpose is what makes the subject reliably easy to navigate.

A5. Why Descriptive, Guiding Text Matters

It can be tempting to trim the explanatory text down to the bare minimum and let the activity speak for itself. In practice, the small amount of extra writing in this template earns its place several times over:

- **Fewer repeated questions.** A clear Guidelines & Rules page answers the file-format question once, for everyone, instead of you answering it individually in fifteen emails.
- **Lower anxiety for learners.** Many students have no one beside them to ask “what do I do here?” — guiding text is often the only orientation they get.
- **Better submission compliance.** Telling students exactly what to check before they click Submit measurably reduces avoidable errors such as the wrong file format or wrong assignment number.

- **Clearer academic integrity expectations.** Stating plainly that test questions should not be discussed afterwards, right where students are about to sit the test, is more effective than a policy buried in a handbook.
- **Support for students reading in a second language**, or returning to study after time away. Plain, specific instructions help every student, but they help these students most.
- **Descriptive activity names reinforce the text.** When an activity is labelled “Assignment 1: Essay — Topic 1: The Colonial Period”, the name itself guides the student before they have read a single word of the instructions. Combine a descriptive name with concise guiding text, and you have addressed most navigation and comprehension problems before they arise.

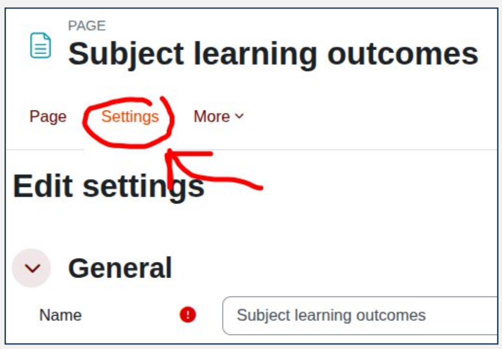
PART B: Technical Workflows and Step-by-Step Procedures

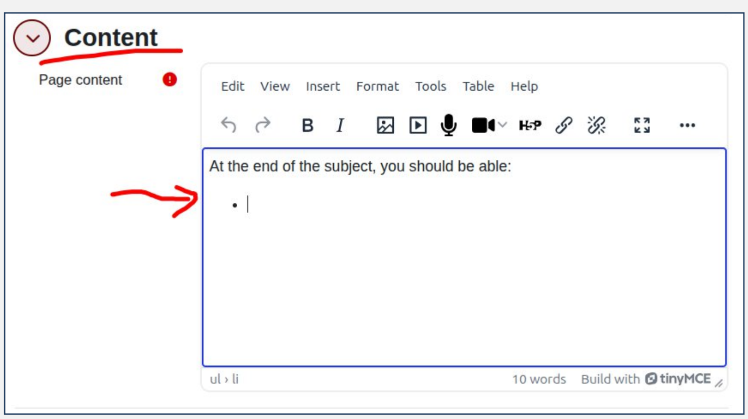
The how — exhaustive, visually supported instructions for every core task, from uploading files to configuring gradebooks.

📷 CORE STEPS TO EDIT CONTENT OF EXISTING PAGES

The following are the same steps you would follow to edit content pages in the template, such as Subject Learning Outcomes, Subject Lecturer Information, and Prescribed Reading. These can be done **without turning the editing mode on.**

After opening the page—e.g., the "Subject Learning Outcomes" page in this case—click the **Settings** page and scroll down to the **Content** section, then enter the list of learning outcomes. Make sure not to add content in the Description section when entering content to be displayed to the student.





B1. Required: Editing the About Subject Pages

The **About Subject** section is the first content students encounter after the Announcements area. It is the only place in the subject that is entirely specific to your subject — the template cannot pre-fill it for you. Leaving any of these four pages in their placeholder state means students begin the semester without the foundational information they need to study with confidence.

Each page is described below, along with what you need to add and why it matters.

B1.1 Subject Learning Outcomes

This page sets out what students will be able to do, know, or demonstrate by the end of the subject. It is the academic anchor for everything else in the subject — students use it to understand what is expected of them, and it implicitly connects the assessments, topics, and resources.

What to Do

- Replace the placeholder outcomes with the official outcomes from your subject descriptor or module guide, using clear, measurable language (e.g. “Apply the principles of...” or “Analyse and evaluate...” rather than vague verbs such as “understand” or “know about”).
- List the outcomes in the same order they appear in your department's approved documentation, so this page can serve as a reference point if a student queries marking criteria.
- Keep the language accessible — students often read these pages before they have any other study materials, so jargon-heavy academic phrasing can be alienating at the outset.

> 📷 **VISUAL GUIDE B6.1**
>
> Follow core steps above and add the list of relevant learning outcomes for the subject.

> **WHY IT MATTERS**
>
> Learning outcomes frame every activity that follows. When students can see what they are working toward, they are better placed to prioritise their reading, plan their assignments, and self-assess their progress.

B1.2 Subject Welcome Video

The welcome video is often the first time a student “meets” you. For students who never attend a physical campus, a short video from their lecturer is a significant signal that there is a real person on the other side of the subject, not just a folder of documents.

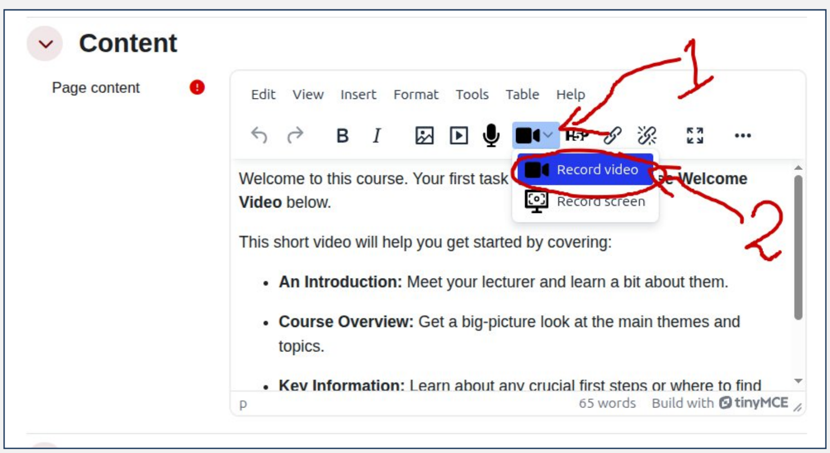
What to Do

- Record a brief video (three to five minutes is sufficient) introducing yourself by name, explaining what the subject covers and why it matters, and giving students a sense of the expected workload and how you will interact with them.
- Upload the recording to the institution's media platform (or Moodle's file manager), then replace the placeholder link or embedded video on this page with yours.
- Update the page text around the video to reflect your name and any specific access instructions (some devices need the browser rather than the app).

VISUAL GUIDE B6.2

This is the simplest method for recording a video, but it is **limited to only two minutes**. A more comprehensive system for video recording will be introduced within the next month or two, so **this method is not suitable for recording lessons or lectures**. If you do not which to have a video, you can opt to record an audio by selecting the Microphone icon instead.

In the content section of the page, click the record button that has a camera icon. From the drop-down options, select “**Record video.**”



After confirming that your camera works and you can see yourself on the screen, you can start recording when ready by clicking the “**Start recording**” button. The video is limited to two minutes.

Once you have stopped the recording, you have the option to “**Attach recording**” or redo the recording by clicking “**Record again**”.

Video would be displayed in the Content of the page.

Finally Save the the page by either clicking “Save and display” or “Save and return to course”.

An alternative method would be to record using video platform such as YouTube ot other and embed the video; see relevant section on how to embed a Youtube video.

WHY IT MATTERS

A welcome video significantly reduces early-semester anxiety for learners. Students who feel personally addressed by their lecturer are more likely to engage actively, ask questions through the correct channels, and persist when the work becomes difficult.

B1.3 About Subject Lecturer

This page tells students who is responsible for their learning this semester, how to reach you, and what response time to expect. Without it, students have no reliable point of contact and typically resort to emailing general administration or asking each other — both of which generate noise and delays for everyone.

What to Do

- Replace all placeholder fields: your full name, academic title, email address, office number (if applicable), telephone or consultation line, student consultation hours, and your typical response time for Moodle messages or email.
- Add a brief professional bio of two to three sentences if your department requires it — this helps students understand your background in the subject area.
- If you are co-teaching, or a different lecturer handles marking, list those details clearly so students know who to contact for which type of query.

📷 VISUAL GUIDE B6.3

Follow the core steps and enter the appropriate information where indicated with square brackets “[ ]”.

WHY IT MATTERS

Clear contact information and realistic response expectations is one of the simplest ways to reduce the volume of repeat queries you receive. Students who know when to expect a reply, and which channel to use, are less likely to send multiple follow-up messages or escalate unnecessarily.

For issues you cannot personally assist with, refer students to the “Where to Get Help — Student Services Contacts” page under the About Subject section, where they can find a contact number for each type of issue. The Online Support (Ticketing) System is also available, with FAQ articles and the option to open a ticket.

B1.4 Prescribed Reading and Resources

This page lists the study materials students are expected to access before or during the subject — prescribed textbooks, recommended readings, required software, or other resources. In a distance learning context, students need to source these materials independently, often from the eLibrary or external suppliers, and they need time to do so.

What to Do

- List all prescribed and recommended texts using a consistent citation format (your department's programme guide is the appropriate default).
- Distinguish clearly between required materials (without which a student cannot complete assessments) and recommended materials (which support deeper understanding but are not compulsory).
- Where a text is available through the institutional eLibrary, include a direct link or reference so students do not have to search for it independently.
- If any topic or lesson has its own specific reading, note that here with a reference to the relevant sub-section in Learning Material and Resources, rather than duplicating the full list inside each topic.

📷 VISUAL GUIDE B6.4

Follow the core steps and add the list of the books and resources information.

WHY IT MATTERS

Students cannot walk into a library or catch a lecturer after class to ask what to buy. Publishing a complete, accurate reading list before semester begins removes a significant logistical barrier and signals that the subject is well-prepared and professionally managed.

✓ QUICK CHECK — ABOUT SUBJECT SECTION

Before you publish, confirm all four pages have been updated:

- **Subject Learning Outcomes** — official outcomes in clear, measurable language.
- **Subject Welcome Video** — your own recording uploaded and linked.
- **About Subject Lecturer** — your name, contact details, and response time.
- **Prescribed Reading and Resources** — complete reading list with required vs. recommended distinction.

B2. Using the Teacher Checklist Block

Every subject built on this template includes a block in the sidebar called **Teacher Checklist**. Its purpose is simple: it gives you a running, at-a-glance list of the actions you still need to complete to finish setting up your subject, so you do not have to remember or hunt for them yourself.

As you complete each item — for example, uploading the subject prospectus or recording your welcome video — the checklist updates to reflect your progress. This makes it a useful first stop each time you log in to your subject during setup, and a quick way to confirm you have not missed anything before publishing.

B2.1 What the Checklist Tracks

The items on the Teacher Checklist correspond to the required actions already described in this guide. Rather than repeating the detail here, the table below points you back to where each item is covered:

Checklist Item	Section Reference
Upload Prospectus to the “Subject Prospectus” folder	B1.4
Edit the “Subject Learning Outcomes” page	B1.1
Record a video in the “Subject Welcome Video” page	B1.2
Edit the “About Subject Lecturer” page	B1.3

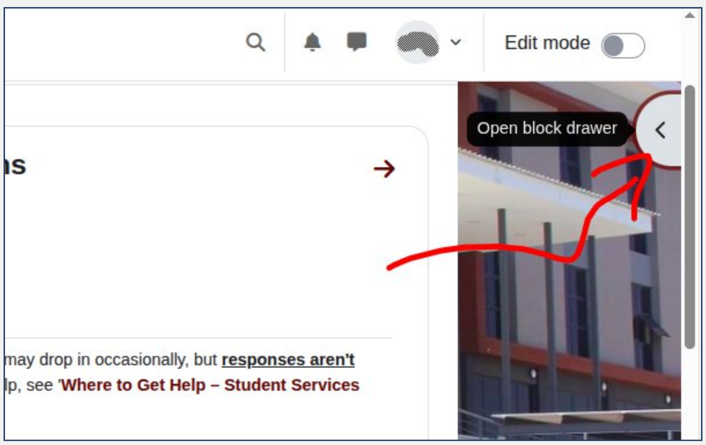
Additional checklist items follow the same pattern as your subject grows — each one maps to a specific page, folder, or activity elsewhere in the template, and this guide's section headings are named to match so you can find the relevant instructions quickly.

B2.2 Using the Checklist Day to Day

- Open your subject and locate the Teacher Checklist block in the sidebar (typically on the right-hand side of the subject page).
- Review the outstanding items — each one is a short, specific action rather than a vague task.
- Click through directly from the checklist item to the relevant page or activity where possible, make your edit, and return to the subject page to confirm the item has updated.
- Use the checklist as your final pass before publishing — an empty or fully-ticked checklist is a good practical sign that the About Subject section and related setup steps are complete.

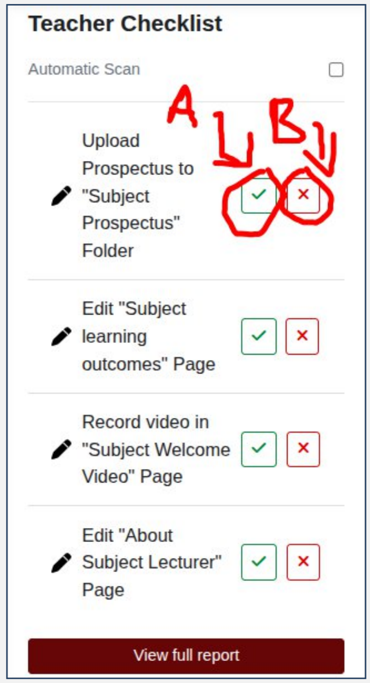
VISUAL GUIDE B6.5

To view the Teacher Checklist, open the block drawer on your right by clicking on the button indicated in the screenshot below.



You will then see the Teacher Checklist shown in screenshot below on top showing the list activities you as the lecturer has to complete. For each activity there are two option shown with a tick or cross indicated with A and B in the screenshot:

- A: Once you have completed by adding the information to the page.
- B: To ignore the activity in cases when its necessary.



✓ CALLOUT — TEACHER CHECKLIST

A running to-do list for setting up your subject, visible right in the sidebar:

- Upload Prospectus → Subject Prospectus folder (Section B1.4).
- Edit Subject Learning Outcomes page (Section B1.1).
- Record Subject Welcome Video (Section B1.2).
- Edit About Subject Lecturer page (Section B1.3).

B3. Working with the Sample Activities

B3.1 Assignment Activities

Each Assignment activity in the template opens with a short pre-submission checklist (correct file, correct subject, correct assignment number, correct file format). This single addition addresses a large share of the administrative errors that otherwise cost students marks and cost you time. When setting up your own assignments:

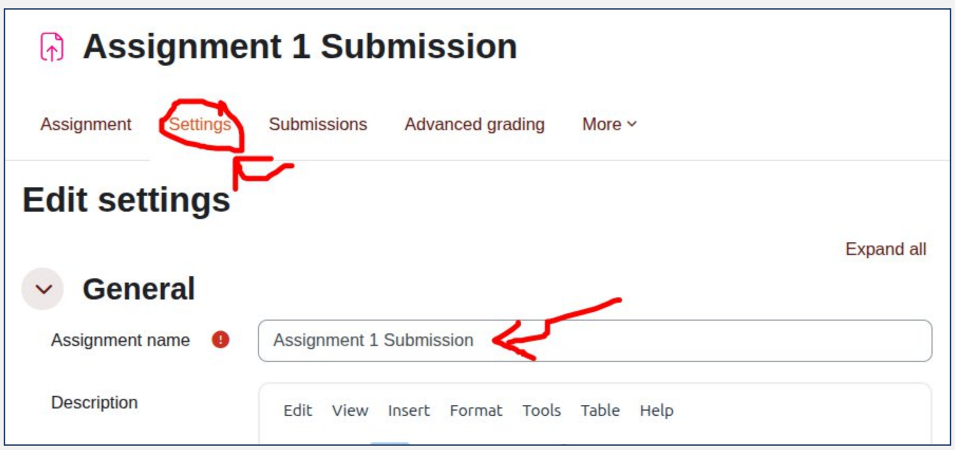
- **Name each assignment descriptively.** Rather than leaving the default “Assignment 1” label, rename it to reflect the topic and task type, for example: “Assignment 1: Case Study — Topic 2: Market Structures”. This naming is visible in the Gradebook, in student notifications, and in the subject navigation.

- Adjust the file-format requirement to suit the discipline — PDF is the sensible default, but a programming assignment may need a code file, and a design assignment may need an image format.
- Keep the checklist structure even if you reword it; it works because it is specific and sits right where students are about to act.
- Add your subject-specific submission rules to the Assignment Guidelines & Rules page, rather than duplicating them inside each individual assignment activity.
- Leave the Assignment Queries forum for administrative questions only, and redirect content questions to the relevant topic forum — this keeps both channels useful rather than mixed and noisy.
- Decide whether you want the Assignment Feedback survey conditionally released, as it is by default — this nudges students to reflect once their result is in, rather than asking them to evaluate feedback they have not received yet.

VISUAL GUIDE B6.6

Option 1: Edit and Use Existing Sample Assignment Activity

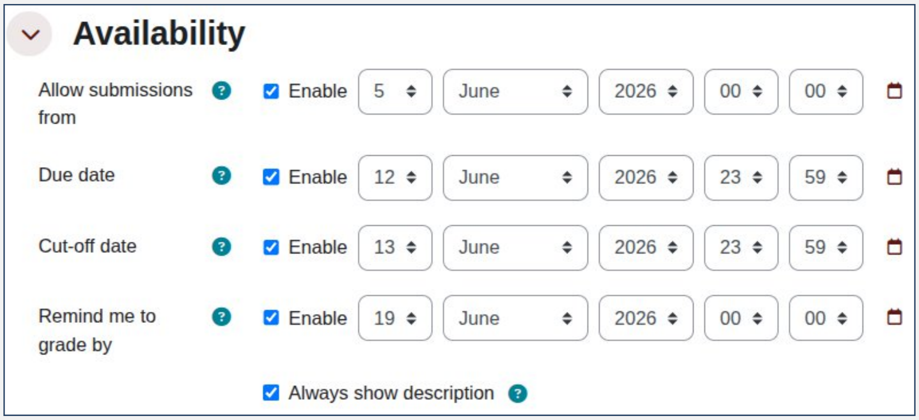
There are three assignment activities already created as part of the template. You can simply edit the settings and **unhide** the activity. Click the "**Settings"** option for the assignment, for example "Assignment 1 Submission," shown in the screenshot below. You can then make the assignment name more descriptive or leave it as is.



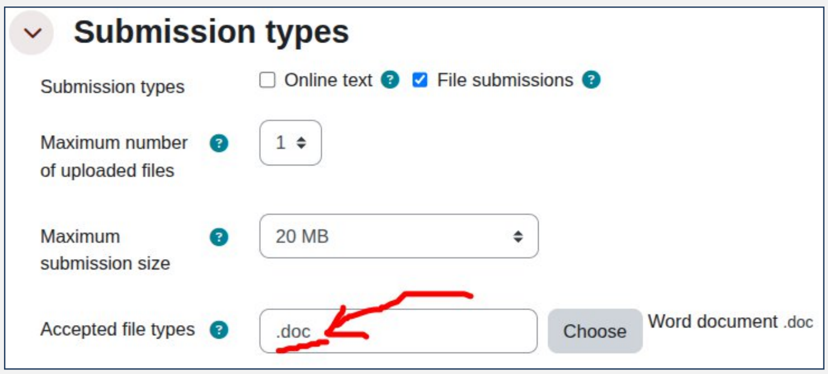
Edit and update the "**Due date**", "**Cut-off date**" and others for the assignment.

Quick Description:

- **Due Date**: The deadline set for the assignment. Submissions made after this time are still accepted, but they are clearly marked as "late" in the gradebook.
- **Cut-off Date**: The final, absolute barrier for submissions. After this date and time, the submit button is hidden, and no further submissions are accepted

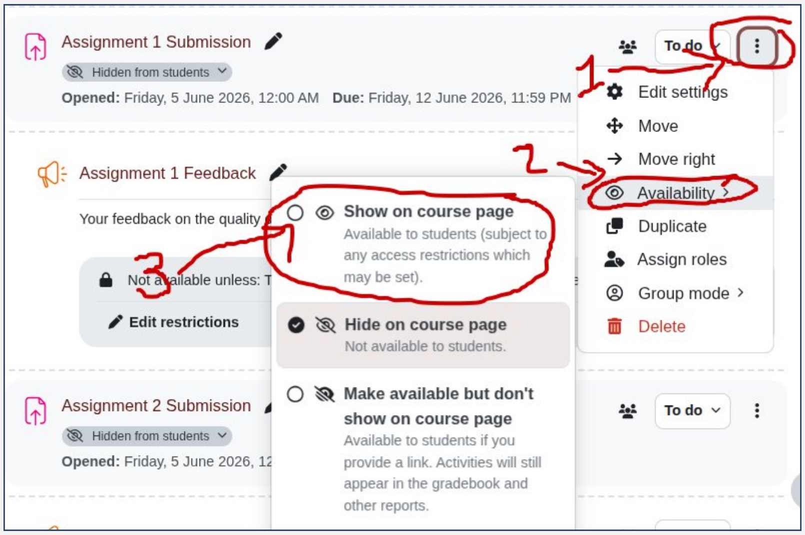


Check “**Accepted file types**” under “**Submission types**” and edit to accept PDF files (**.pdf)** instead of .doc. If you would like to accept other file types, enter the appropriate file extension, such as .xlsx for a Microsoft Excel workbook, for example.



Make sure to save your changes and updates.

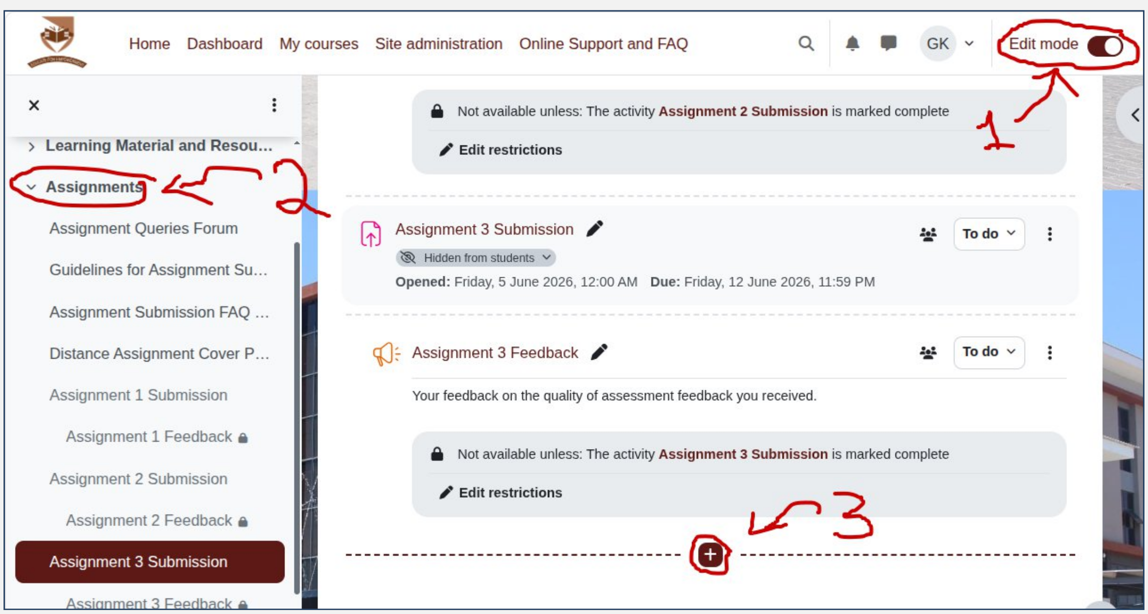
After you have saved the changes, you need to unhide the assignment activity so that students can see it, following the steps in the screenshot below. You should have turned editing on.

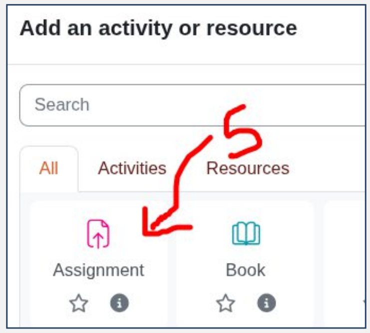


Option 2: Adding new assignment activity

You can still new assignment activity as usual. You just need to make sure you are adding the activity in the right section.

- 1: Turn Edit mode on
- 2: Select Assignment section
- 3: Add activity
- 4: Choose to Activity or resource
- 5: Choose the Assignment activity and set the setting and enter appropriate information such as giving it a name.





B3.2 Quiz (Online Test) Activities

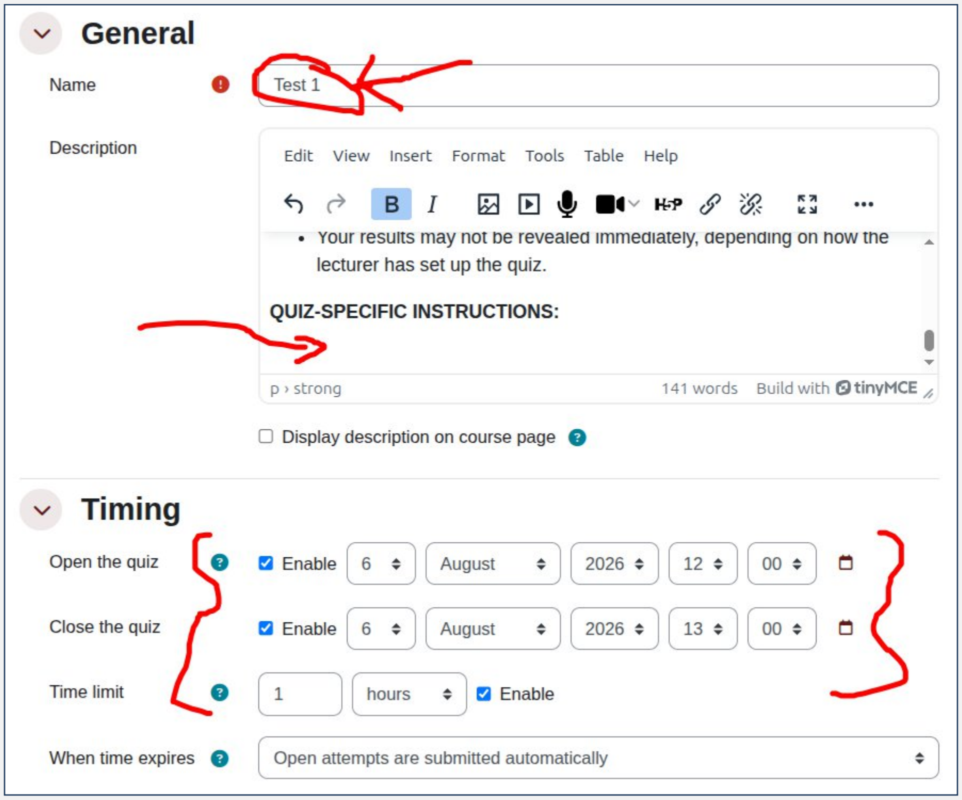
Each Quiz activity separates two layers of instruction: general instructions that apply to every test in the subject (network stability, device readiness, browser-versus-app warning, the auto-submit timer), and a quiz-specific section left for you to complete (number of attempts, time limit, permitted materials, weighting). When building your own tests:

- **Name each test to reflect its scope.** A name such as “Online Test 2: Chapters 4–5 — Financial Statements” is more useful to students preparing for the test than “Test 2”, and makes the Gradebook and activity log easier to interpret.
- Leave the general instructions as they are — they cover the same technical pitfalls regardless of subject, and having them in a consistent location means students always know where to find them.
- Add your subject-specific test rules — attempts allowed, time limit, materials permitted, weighting — to the Guidelines & Rules for Online Test page, not inside the quiz activity itself.
- Keep the before-the-test and during-the-test guidance distinct — students under time pressure need to know immediately whether their situation calls for emailing in advance or reporting a fault mid-test.
- Use the Online Test Queries forum for logistics, not academic content, and remind students — as the template already does — not to discuss actual test questions there.

📷 **VISUAL GUIDE B6.7**

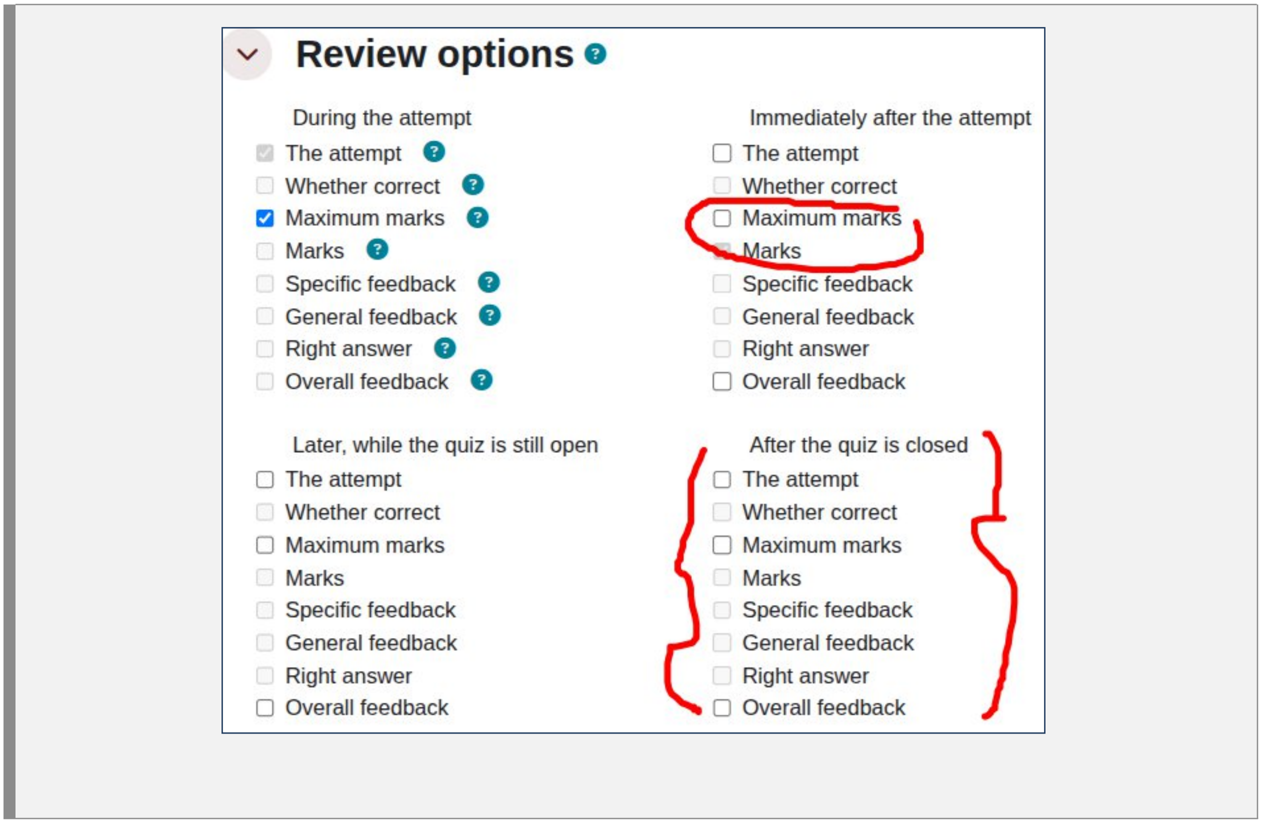
Option 1: Edit and Use Existing Sample Assignment Activity

The steps are similar to those in the assignment activity in Visual Guide B6.6, where you would also click on “Settings” to update and edit the settings. You would then change the name as guided previously in this document, add specific instructions to the test in the Description as indicated below, and adjust the Timing settings.



Some import settings that are different from the assignment activity are the “**Review options**” shown in the screenshot below. The highlighted main settings determine what information should be displayed to the student and at which stage of the online test/quiz. In brief, the settings are as follows:

- The option under “**Immediately after the attempt**” is what to show when the student is done with the test and have clicked to Submit. You should ideally only tick the following for students to see the marks but Not the correct answers:
  - Maximum marks
  - Marks
- Under “**After the quiz is closed**” you can probably select most options to also provide the right answers, but the main ones are:
  - The attempt
  - Whether correct
  - Maximum marks
  - Marks
  - Right answer



B4. Adding Content the Right Way: Pages, Hyperlinks, Folders, Files, and Descriptions

This section is a practical how-to for the most common ways you will add content to your subject — Page resources, Hyperlinks, Folders, and Files — and clarifies a setting that is frequently used incorrectly: the Description field.

The resources discussed here are not the only ones available in Moodle, but they are the most commonly used for content sharing. Understanding how to use each one appropriately will help you build a subject that is easy for students to navigate and for you to maintain.

B4.1 Issues Observed in Previous Online Subject Spaces

In reviewing previous online subject spaces, the eLearning team has identified several recurring issues in how content was uploaded. These issues are worth naming explicitly, because they are avoidable and often stem from small misunderstandings about how Moodle's tools work.

⚠ COMMON PITFALLS TO AVOID

1. **Content placed in the Description field instead of the main Content area** — the most frequent and consequential error. When actual teaching material (instructions, embedded video, written content) is entered into the small Description box rather than the main editor, students either cannot see it at all, or see it displayed in a truncated, broken, or oddly formatted way.

2. **Embedded videos displayed alongside text in a way that breaks formatting** — videos embedded without attention to the surrounding text layout often overlap with other content, push text into unexpected positions, or fail to display on mobile devices.

3. **Files uploaded without descriptive naming or context** — generic file names (e.g. “Lecture1.pptx” or “Notes.pdf”) give students no indication of what the file contains or how it relates to their studies.

4. **Large files uploaded directly to the subject page rather than organised into Folders** — this clutters the subject page and makes it harder for students to find what they need.

5. **Hyperlinks added without clear descriptions** — students are presented with a URL or a generic “Click here” link without being told where it goes or why they should click it.

These issues are addressed in the sections that follow.

B4.1.1 Description Field vs. Content Field

Every resource and activity in Moodle — Pages, Assignments, Quizzes, Folders, URLs — has a **Description** field in its settings, separate from the resource's main content. Understanding the difference between these two areas is essential:

- **Description** — a short, optional note about the resource or activity, for example a one-line summary shown in the subject page listing if you choose to display it. It is *not* the place for the actual material students are meant to read, watch, or complete. The field is often collapsed by default, hidden from view, or displayed only as a short preview — think of it as a label or subtitle.
- **Content** — the main body of the resource. For a Page, this is the large content editor where your written material, embedded video, or images belong. For an Assignment or Quiz, this is the activity's own instructions field, separate again from the Description. This is what students see when they actually open the resource.

⚠ GOLDEN RULE

If you want students to read it, it goes in the Content/Instructions area — not the Description field. The Description field is for brief notes to help you and students identify the resource; the Content area is for the actual substance of what you are teaching.

✓ **CORRECT USE OF THE DESCRIPTION FIELD**

Page name: “Topic 1: Introduction to Research Methods”

Description: “An overview of key research methodologies and their applications.” (visible as a brief note beneath the link)

Content: The full text, images, and embedded video explaining research methods (visible when students click the page).

⚠ **INCORRECT USE OF THE DESCRIPTION FIELD**

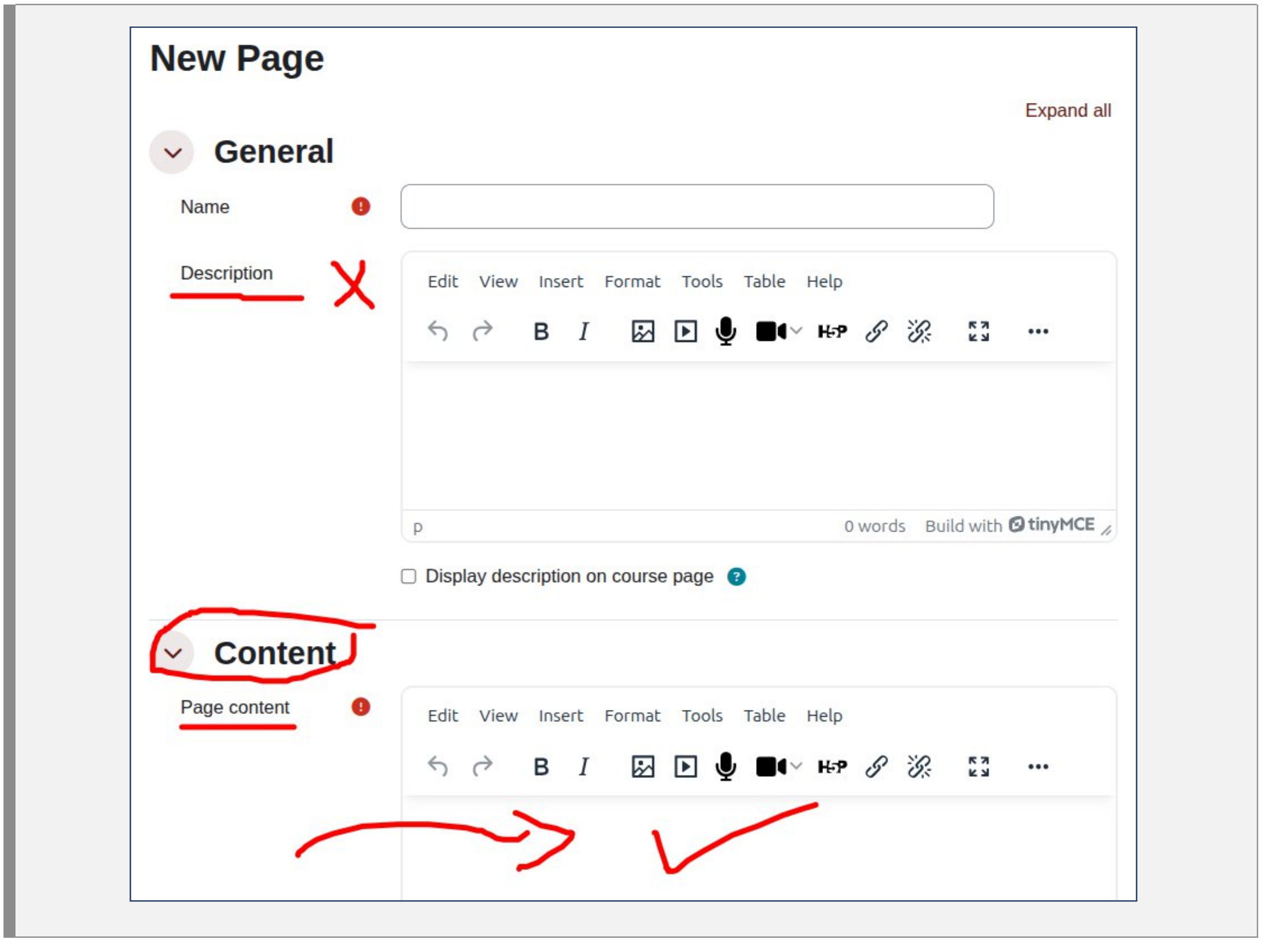
Page name: “Topic 1: Introduction to Research Methods”

Description: “Research methods include qualitative, quantitative, and mixed methods... [full lecture content]”

Content: Empty, or contains only a few words.

In this example, students may not see the lecture content at all, depending on how the subject is displayed.

📷 **VISUAL GUIDE B6.10**



B4.1.2 Embedded Videos Displayed with Text Resources

Embedded videos are a powerful tool for distance and flexible learning, but they need to be displayed thoughtfully. When a video is embedded directly into a Page resource alongside text, the results can be inconsistent if the embedding is not handled carefully. The most common issues are:

- **Video overlapping with surrounding text** — particularly on smaller screens or when the video is embedded using the wrong size settings.
- **Broken or missing video** — if the embed code is copied incorrectly or the file path changes.
- **Slow page loading** — if large video files are uploaded directly into the Page rather than hosted on a media platform.

Best Practice for Embedding Videos

- **Host your video on a media platform** — use the institution's media platform (e.g. Panopto, Kaltura) or a service such as YouTube (unlisted) rather than uploading large video files directly into Moodle. This ensures reliable playback and does not bloat Moodle file storage.

- **Use the media embed button in the Moodle editor** — rather than pasting raw HTML, use the media/embed tool (the filmstrip icon). This ensures the code is correctly formatted and responsive.
- **Place the video in a predictable location on the page** — embed it *after* the introductory text and *before* any follow-up questions or activities, giving students context first, then the video, then a chance to reflect or act.
- **Provide a text alternative or transcript** — for accessibility and for students with limited bandwidth, include a brief summary or link to a transcript.
- **Use the correct dimensions** — set the video width to 100% or 800px maximum so it scales appropriately on different devices. Avoid fixed pixel widths that are too large for small screens.

✓ GOOD EMBEDDING PRACTICE

Introductory paragraph (“Watch the video below for an overview of Topic 1...”) → video embedded, centred and responsive → reflection question (“After watching, consider how you might apply these concepts to your own context...”).

⚠ POOR EMBEDDING PRACTICE

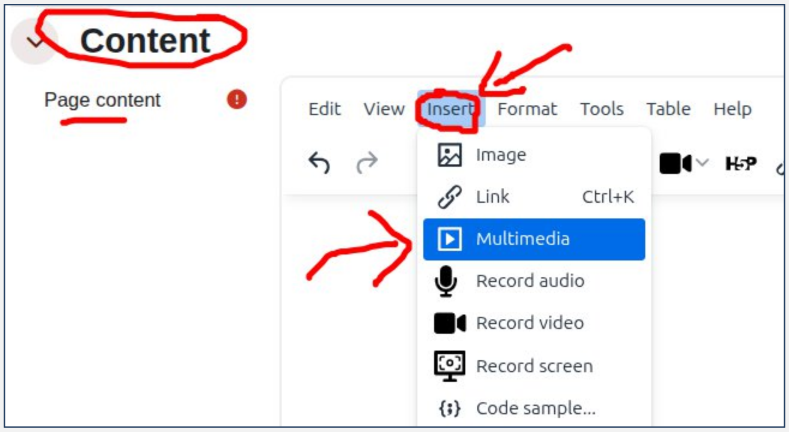
Video embedded at the top of the page with no introduction → long text starting below the video, but the video is too wide and overlaps the right margin → no indication of what to do after watching.

WHY IT MATTERS

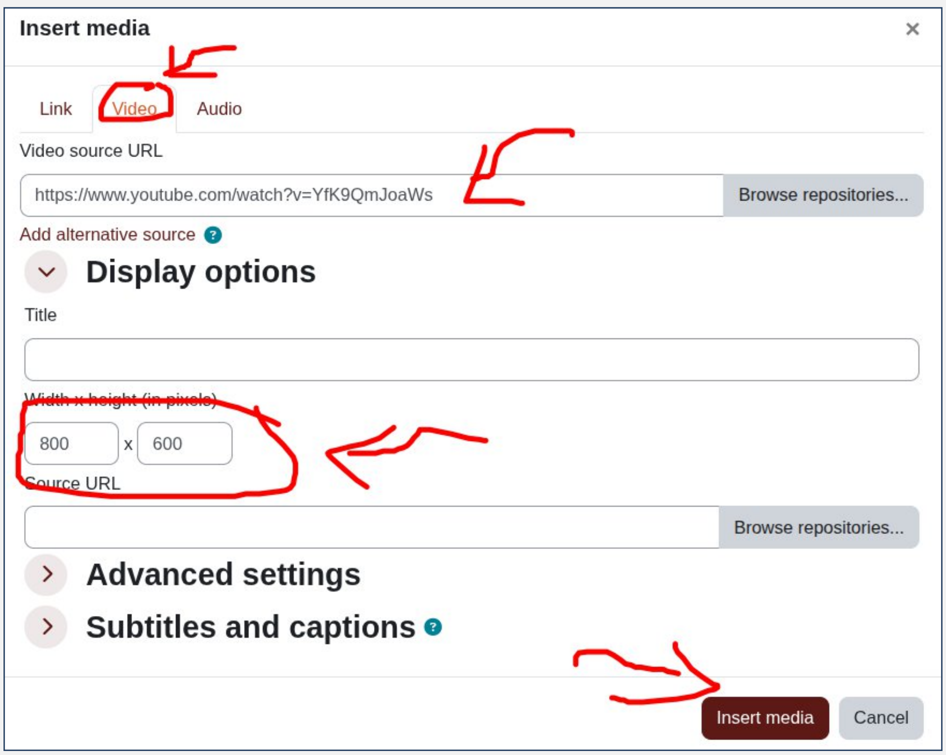
A well-placed video with clear surrounding text guides the student through the material in a logical sequence. A poorly placed or badly sized video creates confusion and may cause students to miss the content entirely.

📷 VISUAL GUIDE B6.11

To add a You Tube, copy the URL from You tube and follow the steps below. In the Content are of the page, click on “Insert” menu, select “Multimedia”.



Select “Video” and paste the URL you have copied from You Tube. Optionally, open display settings and set the width and height to be 800x600. Make sure to click the button “Insert Media” at the bottom.



B4.2 Adding a Page Resource

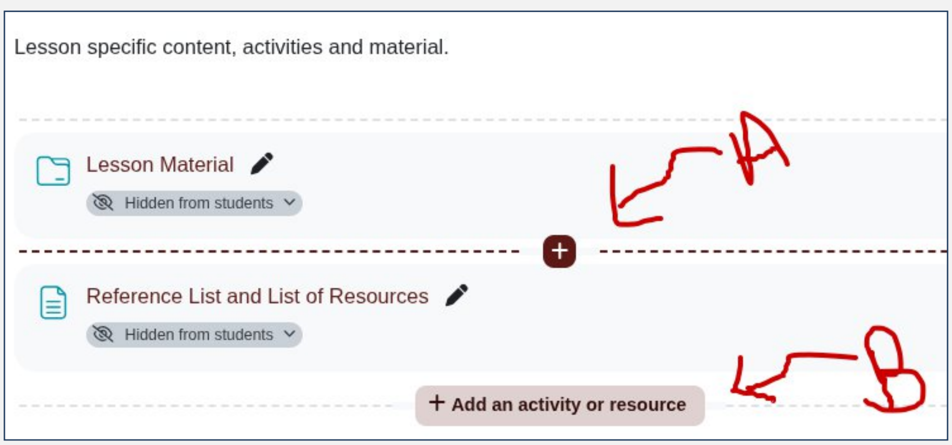
A Page resource is the standard way to present written content, embedded video, or images directly inside Moodle, without requiring students to open or download a separate file. Most of the About Subject pages (Learning Outcomes, Welcome Video, About Subject Lecturer) are Page resources.

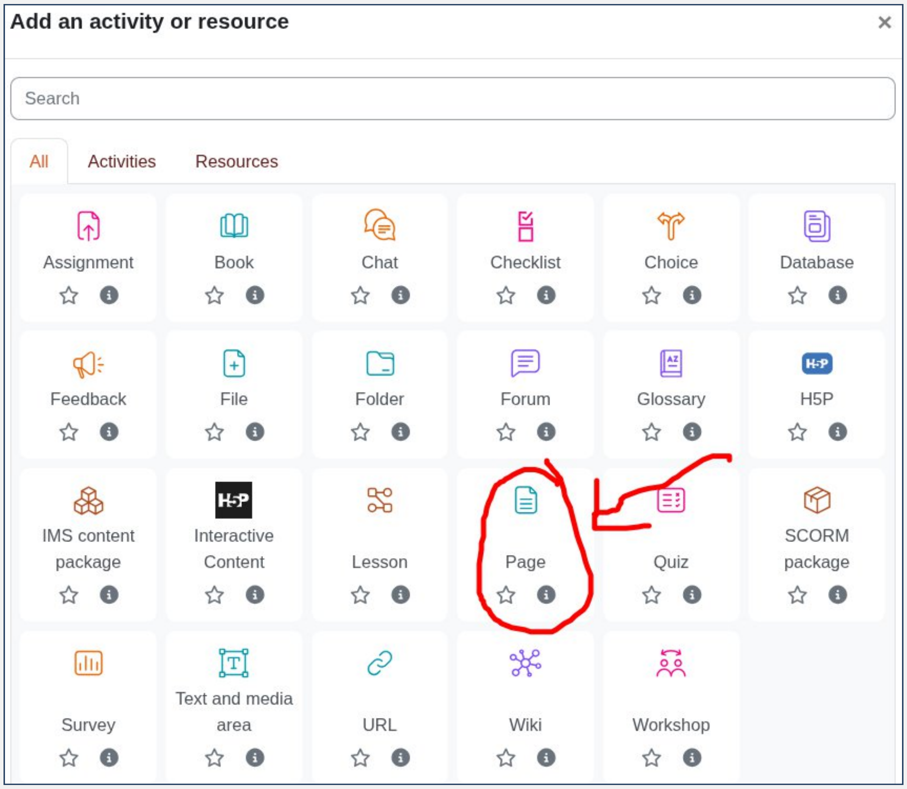
How to Add or Edit a Page

- Turn editing on in your subject, then locate the section where you want to add the Page.
- Click “Add an activity or resource” and select **Page** (if creating a new one), or click directly on an existing Page's name and choose “Edit settings”.
- Give the page a clear, descriptive **Name** — students see this name in the subject navigation, so it should say what the page contains, not just “Page 1”.
- Add your written content, images, embedded video, or formatted text into the **Page content** editor (the large content box, not the Description field below it — see Section B4.1.1).
- Save and return to the subject to confirm the page displays and reads as intended.

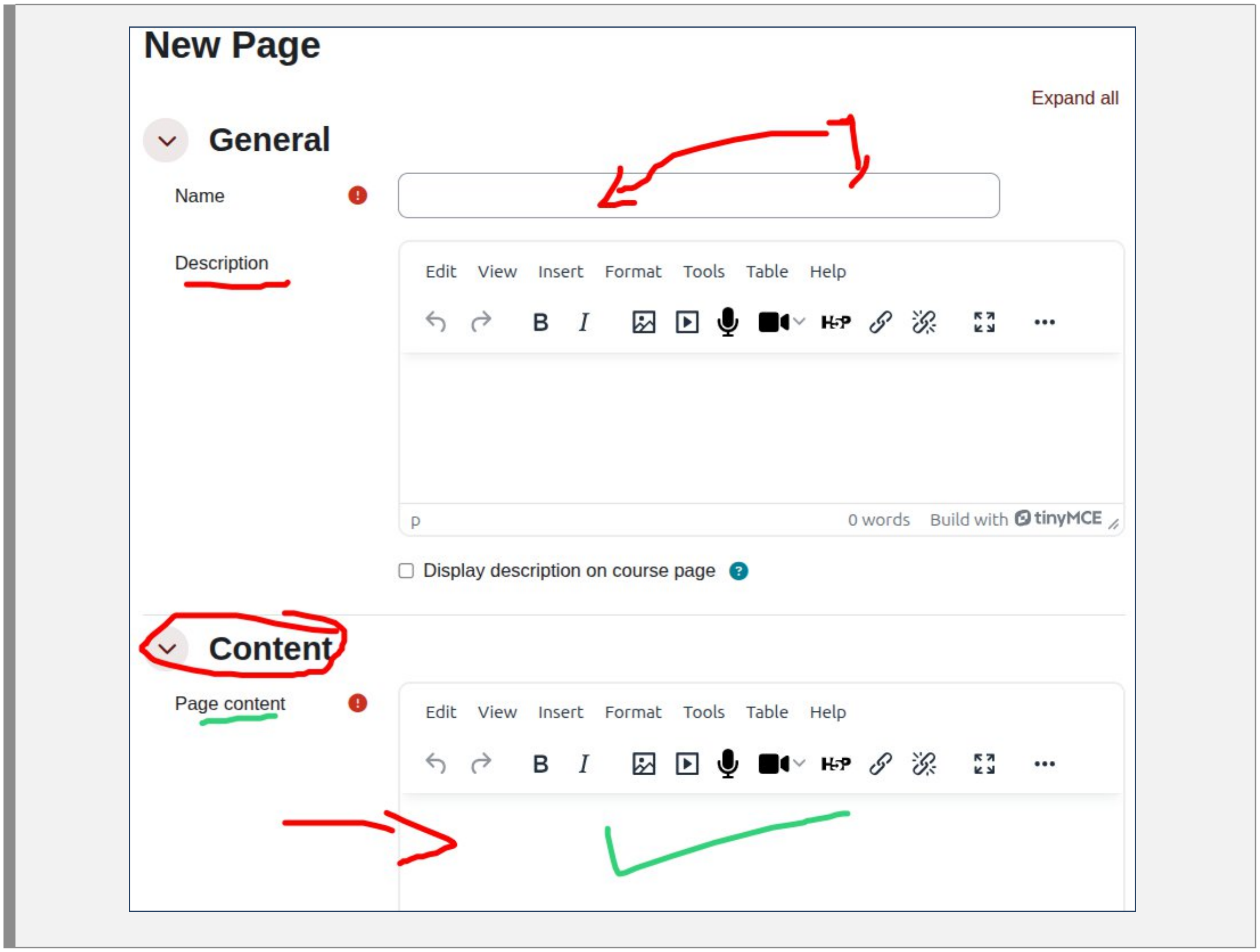
What to put in a Page: content students should read or watch directly in Moodle — study notes, topic introductions, case studies, illustrated explanations, a single assignment brief, or a summary of key concepts.

What not to put in a Page: large files (use a Folder or File resource), links to an external website (use a URL resource), or student submissions (use an Assignment activity).

> 📷 **VISUAL GUIDE B6.8**
>
> Adding a page follows the same steps as adding any other resource or activity. The one thing you have to be mindful of is where to add the activity or resource. As you move your cursor over the page or section, a dotted line with a plus will appear at the location where the page can be added. In the screenshot below:
>
> – A indicate adding the page below the “Lesson Material” folder, above the Reference List.
>
> – B indicate adding the page at the end of the section.
>
> 
>
>
> You would then select the Page resource. This step would be the same for another activity or resource by simply selecting the appropriate one.



Enter the page name and add the content in the “**Content**” area, not in the description area.



B4.3 Adding a Hyperlink (URL) Resource

A Hyperlink (URL) resource is the appropriate tool when you want to send students to an external website, an eLibrary record, or another online resource, rather than embedding content directly in Moodle.

How to Add a Hyperlink

- Turn editing on, then click “Add an activity or resource” and select **URL**.
- Give it a clear **Name** that tells students where the link goes and why (e.g. “eLibrary — Prescribed Textbook, Chapter 3” rather than just “Link”).
- Paste the full, correct web address into the **External URL** field, and test the link after saving to confirm it opens correctly.
- Use the Description field only for a short note about the link (see Section B4.1.1) — the destination itself belongs in the External URL field, not typed into the description.

What to put in a URL resource: academic articles, eLibrary records, supplementary websites, institutional policies, or online tools and platforms.

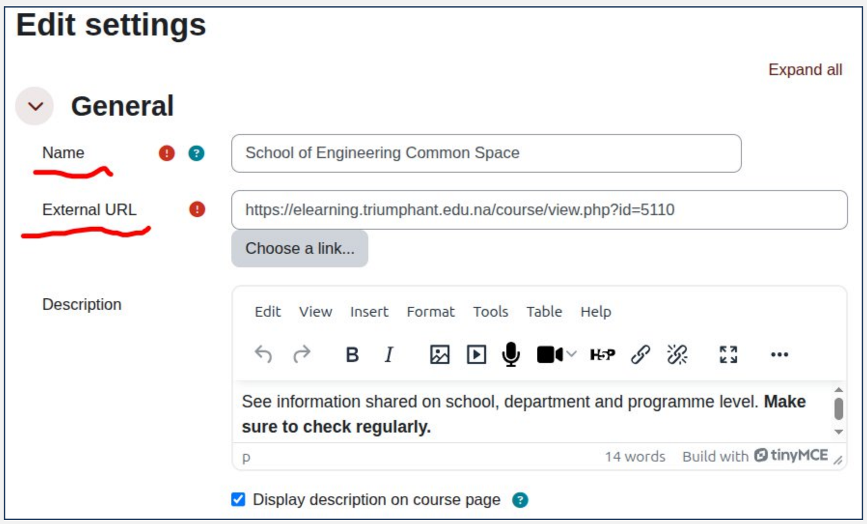
What not to put in a URL resource: content you have written yourself (use a Page), files (use a Folder or File), or student submissions.

QUICK TIP

Always test your links after saving. A broken link is frustrating for students and undermines confidence in the subject's preparation.

VISUAL GUIDE B6.9

Follow the same steps shown above to add a URL resource to the page. Then enter the name that will be displayed to the students and the URL that will open when the student clicks the name.



Below is an example of a URL resource from the settings above. It is also what is seen in every Semester 2 subject space on Moodle, as per the template.

B4.4 Adding a Folder Resource

A Folder is the right tool when you need to group multiple files together in one place. Rather than scattering individual files across a section — which creates a long, cluttered list — a Folder keeps related materials organised and easy to browse.

When to Use a Folder

- You have multiple files that belong to the same topic, week, or activity (e.g. Topic 1 readings, case study files, supplementary resources).

- You want to present a set of files without displaying each one individually on the subject page.
- You are providing students with a collection of templates, forms, or reference documents.

How to Add a Folder

- Turn editing on, then click “Add an activity or resource” and select **Folder**.
- Give the Folder a clear **Name** that reflects its contents (e.g. “Topic 3 Readings” or “Assignment 2 Supporting Materials”).
- Upload files using the file picker — you can upload multiple files at once, or drag and drop them into the upload area.
- Use the **Description** field for a brief note about the folder's contents (optional) — remember, this is just a label, not the content itself.
- Choose whether to display the folder contents in a hierarchical list or a simple list of files (the default is usually fine).

What to put in a Folder: subject readings (PDFs), supplementary articles, template documents, forms, past exam papers (in the Past Exams folder), images, or any other file type students need to download or view.

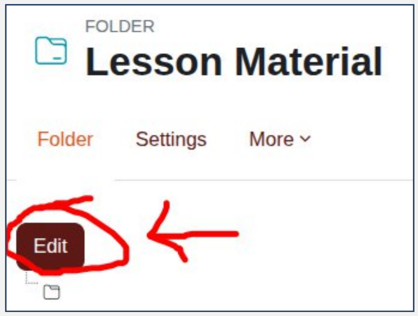
What not to put in a Folder: content that should be displayed directly in Moodle (use a Page), a single file (use a File resource — Section B4.5), or assessment submissions (use an Assignment activity).

BEST PRACTICE FOR FOLDER ORGANISATION

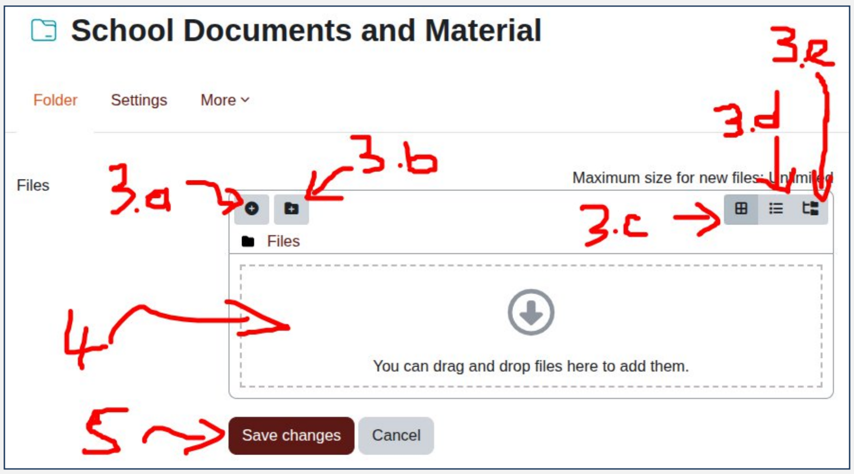
- Name files clearly before uploading — “Topic3_CaseStudy.pdf” is more helpful than “Document1.pdf”.
- Keep related files together in the same Folder.
- Avoid deeply nested sub-folders unless absolutely necessary — students should be able to find what they need within two clicks.

📷 VISUAL GUIDE B6.12

To upload files into the Folder resource, you would the folder and click the “Edit” button. You do not have be in Editing mode edit and upload files.



After clicking the Edit button, the screen below will be displayed.



Descriptions for each of the indicated buttons are provided below. Buttons 3(a) and 3(b) are for adding files and folders; 3(c) through 3(e) change the view of how files and folders are displayed.

- 3.a: Add or upload a file.
- 3.b: Add a sub-folder. Please note to always check the current folder when adding new folder.
- 3.c: Display as icons.
- 3.d: Display details.
- 3.e: Display as tree.

To complete upload or addition of files and folders, make sure to click the Save changes (5) button.

B4.5 Adding a File Resource

A File resource is the simplest way to share a single document, presentation, spreadsheet, or other file with students. Unlike a Folder (which groups multiple files), a File is for a standalone resource.

When to Use a File

- You have a single document that students need to download or view — for example, a lecture slide deck, a reading in PDF format, or a single template.

- You want to share a file that is too large to embed in a Page.
- You are providing a resource that students might want to download for offline access.

How to Add a File

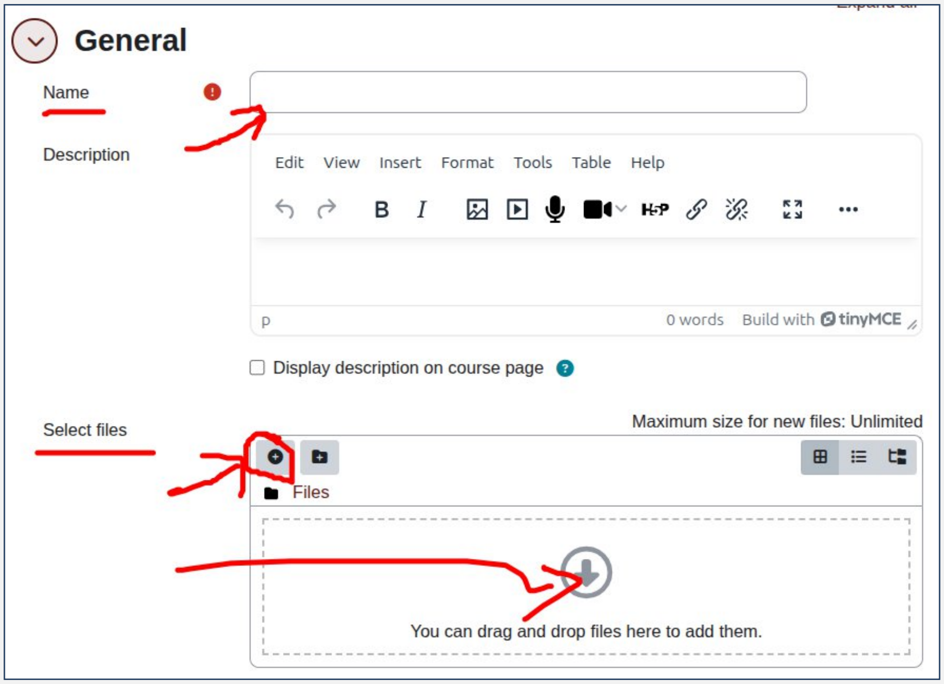
- Turn editing on, then click “Add an activity or resource” and select **File**.
- Give the file a clear **Name** that tells students what it is (e.g. “Lecture Slides — Topic 1” rather than “Slides.pptx”).
- Upload the file using the file picker — drag and drop it into the upload area or select it from your device.
- Choose whether to **Display the file** as a link on the subject page, or open it directly in the browser. The default is usually a link, which students can click to view or download.
- Use the **Description** field for a brief note about the file (optional) — but remember, the file itself is the resource, not the description.

What to put in a File: lecture slides, scanned readings, template documents, spreadsheet data files, image files, audio files, or any other file type students need to access.

What not to put in a File: a resource better displayed as a Page (e.g. a short set of instructions), multiple related files (use a Folder), or assignment submissions (use an Assignment activity).

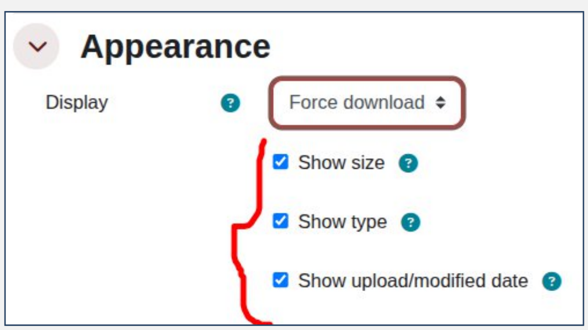
> **⚠ IMPORTANT — FILE NAMING**
>
> Students often download files to their own devices for offline reading. A file named “Lecture1.pptx” is hard to identify later, while “Topic1_Introduction_to_Research_Methods.pptx” is immediately clear. Take the extra moment to give files descriptive, meaningful names before uploading.

> **📷 VISUAL GUIDE B6.13**
>
> After adding the “File” resource, following the same steps as the previous resource, you will see the form below to enter the filename that will be displayed to the student and to specify where to upload, either by simply dragging and dropping or by clicking the plus sign.



Before you save the page, it would be helpful for the student to make some setting adjustments under the “**Appearance**” section. One setting would be to change the “Display” setting to “**Force download**”.

Still, as part of the Display settings, tick each of the options to show the file size, file type, and last uploaded/modified date.



Now make sure to save the page.

B5. Final Customisation Checklist

Before you publish your subject to students, work through this checklist from top to bottom:

About Subject Section

✓ CHECKLIST

- **Subject Learning Outcomes** — replace placeholders with official outcomes in clear, measurable language.
- **Subject Welcome Video** — record and upload your own video, then update the link on the page.
- **About Subject Lecturer** — replace all contact detail placeholders: name, email, office, consultation hours, response time.
- **Prescribed Reading and Resources** — add the complete reading list, distinguishing required from recommended, with eLibrary links where available.

Learning Material and Resources Section

✓ CHECKLIST

- Add a sub-section for each Lesson or Topic in your subject.
- Place the relevant pages, files, and links inside each Lesson/Topic sub-section.
- Upload the Study Guide and populate the Additional Resources folder.

Assignments Section

✓ CHECKLIST

- Rename each assignment activity to reflect the topic and task type.
- Add your subject-specific submission rules to the Assignment Guidelines & Rules page.
- Set the correct file-format requirement on each Assignment activity.
- Confirm the number of assignment activities matches your assessment plan; add or remove as needed.
- Decide whether conditional release on the Feedback survey suits your workflow.

Online Test Section

✓ CHECKLIST

- Rename each test activity to reflect the topics or chapters it covers.
- Add your subject-specific test rules to the Guidelines & Rules for Online Test page: attempts, time limit, materials permitted, weighting.

- Confirm the number of test activities matches your assessment plan; add or remove as needed.

Teacher Checklist and Content Placement

✓ CHECKLIST

- Work through the Teacher Checklist block in the sidebar until no outstanding items remain (Section B2).
- Confirm subject-specific content has been entered into the Content/Instructions area of each Page or activity, not the Description field (Section B4.1.1).

Final Review

⚠ FINAL REVIEW

- Replace every remaining **[bracketed placeholder]** anywhere in the subject.
- Read through the whole subject once as if you were a new student seeing it for the first time.
- Check that no section or activity is still showing placeholder or sample text.

B6. Visual Step-by-Step Guides (Screenshot Placeholders)

To support you in completing the required actions outlined in this guide, the following visual step-by-step guides are to be inserted alongside their corresponding procedures. Each entry specifies the action, the location in this guide where it applies, and the screenshots required.

Item	Action / Procedure	Location	Screenshot Requirements
B6.1	Editing Subject Learning Outcomes	B1.1	Page in edit mode with the content editor highlighted; callout showing placeholder text vs. official outcomes.
B6.2	Recording and embedding the Welcome Video	B1.2	Media embed button in the editor; file picker for uploading video; final embedded video on the page.
B6.3	Updating About Subject Lecturer details	B1.3	Page content editor with all contact fields clearly marked and filled with sample text.
B6.4	Adding hyperlinks to eLibrary resources	B1.4	URL resource settings page; pasting the link into the External URL field.

Item	Action / Procedure	Location	Screenshot Requirements
B6.5	Locating and using the Teacher Checklist	B2	Annotated screenshot of the sidebar showing the Teacher Checklist block, with a callout on how to click an item.
B6.6	Renaming and configuring an Assignment	B3.1	Clicking the pencil icon to rename the activity; adjusting the file submission settings.
B6.7	Renaming and configuring a Quiz (Online Test)	B3.2	Clicking the pencil icon to rename the test; adjusting the time limit/attempts in quiz settings.
B6.8	Adding a new Page resource	B4.2	“Add an activity or resource” menu; selecting “Page”; filling in the Name and Content editor.
B6.9	Adding a new URL / Hyperlink resource	B4.3	“Add an activity or resource” menu; selecting “URL”; pasting the address into the External URL field.
B6.10	Differentiating Description vs. Content fields	B4.1.1	Annotated comparative screenshot highlighting the small Description box alongside the larger Content/Instructions editor.
B6.11	Correct and incorrect video embedding	B4.1.2	Correctly embedded video with surrounding text; poorly embedded video overlapping text.
B6.12	Adding a new Folder resource	B4.4	“Add an activity or resource” menu; selecting “Folder”; uploading files into the folder.
B6.13	Adding a new File resource	B4.5	“Add an activity or resource” menu; selecting “File”; uploading a file and saving.

B7. Getting Support

WE'RE HERE TO HELP

If you would like a hand adapting the template, reviewing your finished subject, or building an activity that is not in the sample structure, the eLearning team is here to help — reach out directly, or check the User Guides folder inside your subject for step-by-step instructions on specific Moodle features.