

BaL Moodle site checklist (for modules)

Agreed by Faculty Executive and Education and Student Experience Committee

This version - July 2023

Site wide elements:

1	"Blended and Connected" weekly template OR block template (for non-standard delivery) has been applied, with dates shown for each week where relevant.	
2	Staff availability and contact details are made clear to students (in the contacts block on the right hand side).	
3	Top "general" static section (the first section on your site) should only contain Zoom LTI links, general forums/announcements, library Talis reading list and mid term feedback links (when appropriate). Large labels and blocks of text should be avoided (see point 6). All other welcome information/friendly chat/video is put within the induction week section.	
4	Outline of assessment task and specific submission date is provided within the section titled " <i>Assessment and Support Materials</i> " (which should come before the weekly sections, for consistency). Marking criteria should also be provided.	
5	Housekeeping: if site content is rolled over, any hidden content/sections and template text are kept hidden to minimise unnecessary scrolling for students (even at the bottom of the site), and all resources and hyperlinks are working.	
6	Large blocks of text (e.g. 250+ words) or tables are put on a separate Moodle Page via a link, to avoid excess scrolling for students.	
7	The site's Ally Accessibility Report (available under "more" and then "reports") has been used to ensure content is accessible.	

Block or weekly section elements:

8	Reading, lectures and activities for the block/week are placed under <i>weekly introduction and tasks</i> .	
9	An order of completion for <i>weekly tasks</i> is provided, and clear instructions for how to access and engage with the tasks are provided throughout, with the relevance of all resources explained clearly.	
10	Block/Weekly reading has been linked correctly (Hannah Porter (PBS librarian) or Mystery Beck (Law librarian) will help link to Talis/resources appropriately).	
11	All video or audio content is hosted on Panopto, with closed captions and accompanying PowerPoint slides (or other format) provided, and content capture policy adhered to (providing replacement material for those who cannot attend).	
12	Further reading/resources are linked appropriately (Hannah Porter (PBS librarian) or Mystery Beck (Law librarian) will help link to Talis/resources appropriately).	

Any questions? Please email baldigital@port.ac.uk for on-demand training, or for help designing and developing your sites.

Supporting information and examples

- | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | “Blended and Connected” weekly template OR block template (for non-standard delivery) has been applied, with dates shown for each week where relevant. |
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“Using the template” means that the weekly format has been applied with dates shown for each week, and the assessments section located clearly after the general section. The expectation is that the visual styles (i.e. multicoloured titles) are also used. You can find the module site template [here](#)

Please do not add “custom” section titles. Moodle automatically calculates and names weeks. Instead, use the summary box formatted as “heading(small)”. Eg.

Custom

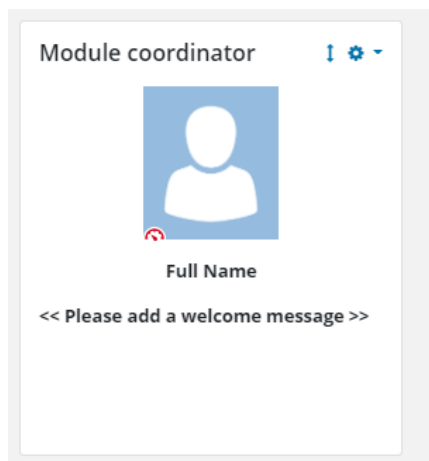
15 November - 21 November



Description here

- | | |
|---|-------------------------------------------------------------------------------------------------------------------|
| 2 | Staff availability and contact details are made clear to students (in the contacts block on the right hand side). |
|---|-------------------------------------------------------------------------------------------------------------------|

This information can be shared in a block on the right hand side of the page:



- | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Top “general” static section (the first section on your site) should only contain Zoom LTI links, general forums/announcements, library Talis reading list and mid term feedback links (when appropriate). Large labels and blocks of text should be avoided (see point 6). All other welcome information/friendly chat/video is put within the induction week section. |
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Minimising the information in this section equates to minimal scrolling for students.

Zoom sessions can be included using the Zoom LTI, which avoids the need for multiple separate links. See [this video](#) for more guidance.

Other information can be put in the induction week section, which is the first weekly section prior to the start of teaching. Weekly sections are collapsible and so unlike information in the

“welcome” tab or initial static section, don't need to be scrolled through each time a student visits the site.

Best practice guidelines cover the type of information that can be included in this about the module, what it covers, how it is delivered etc

4	Outline of assessment task and specific submission date is provided within the section titled “ <i>Assessment and Support Materials</i> ” (which should come before the weekly sections, for consistency). Marking criteria should also be provided.
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Any explanatory text, supporting information or tables detailing assessment weightings should be placed within the *Assessment and Supporting Materials* section.

The assessments in this unit are subdivided in 2 elements; a group presentation and a learning log.

Learning Log (60%):
There are 4 activities to continue for the Learning Log. There are suggested dates for each activity to be submitted. There is a great advantage from submitting the activities on time. You will get some feedback for each activity, and this will help you in improving your answer for the next activity. Learning from the feedback and applying it in your following activities will lead you to gain more marks for time management and improvement (up to 10 marks).
This is how the marks are distributed:

Learning Log Components	Marks
Activity 1 (Marketing Campaign and Lifestyle)	5
Activity 2 (Attitude Theory and Ethical Consumption)	15
Activity3 (Transcription and Analysis)	20
Activity 4 (Reflection and Limitations)	10
Time Management and Improvement	10
Total	60

Presentation (40%):
You are required to give a 20 minutes presentation with your group to present your research. When submitting your presentation, please ensure you submit the following with your presentation slides:

- At least 3 copies of group meeting reports.
- Coding tables - show the themes, codes and illustrative quotes in more detail
- Coded transcripts
- Presentation mark calculator

Assessments on Moodle need to be tagged in order for them to appear in the assessment tab at the top of the page.

When setting up your assessment, there is an option to apply appropriate tags:

▼ **General**

Refresh all Grades from Turnitin

Turnitin Assignment Name ⓘ Assessment 2 - Challenger submission dropdown

Summary

• Use your student number as your file name, e.g. UP123456
• Don't leave your work to the last minute to submit. Ensure you accept any statements to confirm your submission. The dropbox will close at the time of the deadline, and you will receive a digital receipt as confirmation of your submission.
• Draft submissions can be made multiple times to this dropbox to check your similarity score. After the first draft submission is made, subsequent submissions may take longer to generate. Please be aware that each new draft submission will overwrite the previous submission.

Assessment Type ⓘ ⓘ Summative ▾

Assessment Weighting ⓘ ⓘ 50 ▾

Tagging

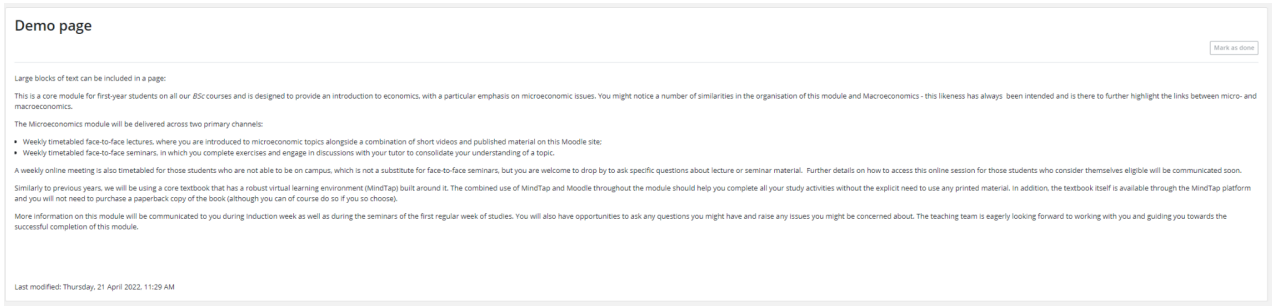
For more help with this, please contact baldigital@port.ac.uk.

5	Housekeeping: if site content is rolled over, any hidden content/sections and template text are kept hidden to minimise unnecessary scrolling for students (even at the bottom of the site), and all resources and hyperlinks are working.
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> **Tutor Area** Hidden from students

6	Large blocks of text (e.g. 250+ words) or tables are put on a separate Moodle Page via a link, to avoid excess scrolling for students.
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This avoids too much scrolling on the main site, and reduces cognitive load. Example Page:



7	The site's Accessibility Report (available under “more” and then “reports”) has been used to ensure content is accessible.
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Having accessible Moodle modules means that your content is available to be consumed by all users, regardless of their ability. For help accessing this, select “more” and then “reports”. Then select “Accessibility report”.

- Reports**
- Accessibility report ●
- Logs
- Live logs
- Activity report
- Course participation
- Statistics
- Course submissions

Using this, you can identify resources with good accessibility, as well as specific areas to develop. More information can be found [here](#).

Links to central IS training sessions on creating accessible documents can be found [here](#).

8	Reading, lectures and activities for the week are placed under <i>weekly introduction and tasks</i> .
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▼ 11 October - 17 October

Induction Week

☰ Weekly introduction and tasks

The learning outcomes for this week are:

- 1) Understand what this module is about and what I will learn
- 2) Know what is expected of me during my time on this module
- 3) Understand the assessment requirements
- 4) Be clear on who my tutors are and how I can contact them

Please watch the recordings on the introduction to digital marketing, in addition to reading Chapter 1 of the Digital Marketing Textbook by Chaffey & Ellis Chadwick.

 URL
Week 1 Reading: Chapter One of Digital Marketing by Chaffey & Ellis-Chadwick 02 hours Mark as done

9 An order of completion for *weekly tasks* is provided, and clear instructions for how to access and engage with the tasks are provided throughout, with the relevance of all resources explained clearly.

☰ Weekly introduction and tasks

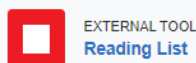
The learning outcomes for this week are:

- 1) Understand what is meant by 'digital marketing'
- 2) Be clear on how to create correct and relevant SMART objectives
- 3) Understand the importance of personas
- 4) Be able to conduct good quality research to set objectives and build personas

Please watch the recordings before your seminar. This week you also have a few small extension activities to complete. Please ensure that you;

1. Watch the lecture videos
2. Complete the short activity
3. Complete the knowledge review quiz

10 Block/Weekly reading has been linked correctly ([Hannah Porter \(PBS librarian\)](#) or [Mystery Beck \(Law librarian\)](#) will help link to Talis/resources appropriately).



To request support with Law reading lists, please complete the [law reading list form](#).

11 All video or audio content is hosted on Panopto, with closed captions and accompanying PowerPoint slides (or other format) provided, and [content capture policy](#) adhered to (providing replacement material for those who cannot attend).

We have a statutory obligation to provide accessible content. Videos and audio should not be uploaded directly to Moodle, as this will not provide auto-generated closed captions.

12 Further reading/resources are linked appropriately ([Hannah Porter \(PBS librarian\)](#) or [Mystery Beck \(Law librarian\)](#) will help link to Talis/resources appropriately).

Further reading / extension activity

This week you have a few small further reading and watching to complete. Although this is not compulsory it will greatly develop your understanding and help to further prepare you for the assessments within this module. The two activities are;

1. Watch the video
2. Read the article

This should take no longer than 15 minutes in total to complete.



URL

VIDEO: What is Digital Marketing - Hubspot 5 mins

Mark as done

This video will further explain digital marketing, this is particularly useful if you are struggling to understand what is meant by digital marketing.

To request support with Law reading lists, please complete the [law reading list form](#).