Pandemic Pedagogy!
Designing and Reviewing Moodle pages

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Introduction
Introduction
The Pandemic effect
The Pandemic effect

We need Help!

Where do we start?

We want to review

We want to improve our Moodle pages

ERT transition online

Intentionally planned online Learning

Engagement

Interaction
Moodle page Design and Review

1. Acquisition
2. Collaboration
3. Practice
4. Discussion
5. Investigation
6. Production

Instructional Design Principals

The ABC toolkit

UDL Principals

Application and use of Technology
Teaching and Learning and UDL overlap
## Non-UDL vs. UDL Design

### Multiple Means of Engagement

<table>
<thead>
<tr>
<th>Principle</th>
<th>Non-UDL Example</th>
<th>UDL Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Means of Engagement</td>
<td>Students engage in <strong>rote learning</strong> of information that has been provided to prove memory mastery during quizzes and exams.</td>
<td><strong>Students write or record a self-reflection</strong> of a course concept so that they can personally apply, evaluate, and synthesize their own learning by considering how the content relates to their own life experiences and context.</td>
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### Multiple Means of Representation

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<td>Multiple Means of Representation</td>
<td>Important course concepts are provided to students through <strong>one primary mode</strong>. For example, the majority of content is provided via the course textbook.</td>
<td>Important course concepts are available to students through various sources/avenues. Images, audio, video and text, and lecture with voice and closed-captioning are used to provide content information to students that they need to meet the course learning objectives.</td>
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### Multiple Means of Action and Expression

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<td>Multiple Means of Action and Expression</td>
<td>One large assignment is due at the end of the semester. The instructor provides feedback after the paper is turned in. Students did not receive feedback during the assignment construction process. The grade and assessment is a one-time snapshot judgment of students’ work.</td>
<td>Smaller sections of a paper or project are due throughout the semester and faculty provide feedback along the way, providing scaffolding for students as they complete a cumulative assignment due at the end of the semester. The final assessment of the assignment reflects the student’s application of feedback and development of knowledge, skills, and/or competencies.</td>
</tr>
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Designing and Improving in detail

Basic

Description

Question

Implementation

Moodle Tools

Training

Examples Needed!
Retain and Build upon

