



E-Learning News

Hello, from your instructional design team! Our goal with this newsletter is to provide you with tips and updates on how to best design and facilitate your courses. Each newsletter will showcase a pedagogical tip and accompanying technical tool. This month's pedagogical tip is Using Backward Design to Set Up Your Moodle Gradebook and this month's Moodle tip showcases the Moodle Gradebook, which is a powerful tool for tracking student progress, providing feedback, and managing grades efficiently.

Using Backward Design to Set Up Your Moodle Gradebook

Backward Design is a **pedagogical framework** that starts with the **end goals (learning outcomes)** and then works backward to align assessments and instructional activities. When setting up a **Gradebook** in Moodle, this approach ensures that grading structures reflect the most important learning objectives.

Step 1: Identify Desired Learning Outcomes

- What should students **know** and **be able to do** by the end of the course?
- Align these outcomes with your course's **learning objectives**.
- Consider Bloom's Taxonomy to categorize different levels of learning (e.g., **remembering, applying, analyzing**).
 - Examples: define terminology, analyze case studies, create presentation

Example: If the course aims to develop **critical thinking in problem-solving**, then assessments should prioritize higher-order thinking skills rather than rote memorization.

Step 2: Determine Acceptable Evidence (Assessments & Weighting)

- Decide **between Formative and Summative assessments best measure each learning outcome**:
 - Formative and summative assessments are crucial in online higher education to support learning and measure achievement. **Formative assessments** (e.g., quizzes, discussions, and feedback) provide ongoing guidance, keeping students engaged and helping instructors adjust teaching

strategies. **Summative assessments** (e.g., exams, final projects) evaluate overall understanding and mastery. Together, they ensure students receive the support they need while maintaining academic rigor.

- **Weight assessments appropriately** based on their importance in measuring learning.

Step 3: Plan Learning Experiences and Set Up the Gradebook

Now that you know the **goals and assessments**, structure the Gradebook to reflect them:

1. **Set up categories based on assessment types** (e.g., Exams, Projects, Discussions).
2. **Choose appropriate aggregation methods:**
 - a. In a gradebook, aggregation refers to the process of combining individual grades, such as assignments, quizzes, and exams, into a final overall grade using methods like averaging, weighted scoring, or total points.
 - i. Simple Weighted Mean.
 1. **Simple Weighted Mean of Grades** is an aggregation method where each grade is averaged, but higher-point value items have a greater impact on the final grade
 - ii. Natural Grading
 1. **Natural Grading** is an aggregation method where grades are summed up based on their actual point values.
3. **Align grading rubrics** with outcomes:
 - a. Use **custom grade scales** to match mastery levels.
 - b. Define **Grade to Pass** where applicable.

Example:

If **critical analysis** is a key learning objective, grading rubrics should reward depth of thought rather than just correctness.

Step 4: Ensure Transparency & Student Understanding

- Enable the **User Report** so students can track their progress.
 - Instructor View (Instructors are automatically directed to the grade book by clicking the “Grades” tab at the top of the page.)
 - Student View (Students can view their grader report by clicking on the “Grades” tab at the top of the page.)

User report ▾

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
▾ Copy of ACGT 200.SF1 Financial Accounting for Accounting Majors with auto graded quiz demo						
▾ Quizzes						
FORUM Paul Test whole forum	0.00 % (Empty)	-	0-100	-		0.00 %
ASSIGNMENT Grading Methods: Grading Guide	50.00 %	✓ 100.00 (100.00 %)	0-100	100.00 %		50.00 %
ASSIGNMENT Week 1 Summary Statement	0.00 % (Empty)	-	0-100	-		0.00 %
INTERACTIVE CONTENT Quiz 1	50.00 %	100.00 (100.00 %)	0-100	100.00 %		50.00 %
AGGREGATION Quizzes total Simple weighted mean of grades.	100.00 %	100.00 (100.00 %)	0-100	100.00 %		-
▾ Test						

Provide **grading rubrics** and clear descriptions of expectations.

- Offer **low-stakes practice opportunities** before major assessments.

Why This Works

Backward Design ensures that:

- The Gradebook reflects **meaningful learning**, not just point accumulation.
- Assessments align with **course objectives**, making grading **fair and purposeful**.
- Students understand **how their grades contribute to their learning journey**.

Don't hesitate to reach out to your instructional designer if you would like to learn more or need assistance.

[Click here to meet the GGU Instructional Design team.](#)

If you would like to see a specific topic covered, please fill out the survey below. [Click here to complete the E-Learning Survey.](#)

Sincerely,
Your GGU ID Team

