



# E-Learning News

A Golden Gate University Newsletter  
Spring 2026

# E-Learning News: Spring 2026

Hello, from your instructional design team!

Teaching large online courses—particularly those with live Zoom sessions—can place significant demands on time and energy. Thoughtful course design, strategic grading practices, and intentional Zoom facilitation can significantly reduce workload while maintaining quality, rigor, and student engagement.

Below are **practical, scalable strategies with examples** designed specifically for large-enrollment online courses.

## Design for Efficiency

Design choices made early can significantly reduce time spent answering questions and grading.

- **Use fewer, higher-impact assignments**
  - *Example:* Replace weekly written reflections with three applied case analyses spaced throughout the term.
- **Standardize assignment formats**
  - *Example:* Require all written assignments to use the same headings (Introduction, Application, Reflection) and page length.
- **Maintain a consistent weekly structure**
  - *Example:* Every week follows the same flow:
    - Overview → Readings → Mini-lecture → Practice Activity → Assignment.
- **Provide weekly overviews**
  - *Example:* A short announcement outlining the week's focus, required tasks, and estimated time commitment.

### Week 4 — Marketing Research Essentials

Week 4 focuses on forming your Final Project team and applying marketing research and internal data to real-world strategic planning decisions.

#### Your Week at a Glance

- Review the Week 4 Learning Guide (learning outcomes & complete checklist)
- Watch the required video(s) and review the required reading(s)
- Complete the Week 4 Discussions
- Submit Team Agreement (Project Milestone 1)
- Week 4 Presenters - facilitate Current Events assignment

[Open Week 4 Learning Guide](#)

## Leverage Rubrics and Automation

Clear expectations and automation reduce grading time and student confusion.

- **Use concise rubrics (3–5 criteria)**
  - *Example:* Grade a discussion using criteria for relevance, application, interaction, and clarity rather than sentence-level mechanics.
    - *Instructions on the different ways to grade Forums: Please visit the [Moodle Faculty Training Course](#) and click on "Discussion Forums" then "Forum Grading Methods".*



### Discussion Forums

#### Discussion Forums

Although Moodle calls them "forums" you'll usually hear them referred to as "discussions" where students can communicate and share in online classes. Foster your students' engagement and participation.

**Did you know?:** Your chair receives a weekly report showing the proportion of student participation in discussions is a predictor of student satisfaction within a course.



Using Announcements



Single Topic Discussion Forum (Instructions + Video)



Multi-Topic Discussion Forum (Instructions + Video)



Q and A Discussion Forum (Instructions + Video)



Viewing All Posts By One Student



Assigning Groups to a Discussion Forum (Instructions + Video)



Making Permalinks (Instructions + Video)



Forum Grading Methods

- **Build rubrics into the LMS**
  - *Example:* Use point-and-click rubric grading instead of typing comments repeatedly.

<b>Style</b>	Very poor <i>0 points</i>	Some effort at consistent and appropriate style <i>1 points</i>	Good effort at consistent and appropriate style <i>2 points</i>
<b>Content</b>	No relevant content <i>0 points</i>	Limited content and of limited relevance <i>1 points</i>	Good content with suitable relevance <i>2 points</i>
<b>Late submission penalty</b>	Submitted late <i>-1 points</i>		Submitted on time <i>0 points</i>

\*Instructions for how to set these up are located at this [link](#) or in the [Moodle Faculty Training Course](#). (Make sure you are signed into eLearning to visit course)

- **Use auto-graded quizzes for low-stakes learning**

- Example: A 10-question quiz on readings that allows two attempts and provides feedback after submission.
  - Instructions on the different ways to grade Forums: Please visit the [Moodle Faculty Training Course](#) and click on "Quizzes" for more assistance.

**Quizzes**

Having frequent lower stakes quizzes from time to time helps students view their progress before it's too late in the term to recover. Quizzes in Moodle are also used to give high-value midterms and finals as well.

**Question Setup & Management**

**Quiz Setup**  
This training document focuses on setting up a quiz and editing quiz settings for a quiz that has already been created. To add questions to a quiz, review the [Adding Questions to a Quiz](#) resource.

**Adding and Editing Quiz Questions**  
This tutorial provides step-by-step instructions for **creating, editing, and managing quiz questions** in Moodle, including multiple-choice and essay types. It also shows how to **preview quizzes, adjust points, reorder questions, and edit quiz settings** with clear screenshots for each step.  
If you haven't created a quiz yet, see [Quiz Setup](#).

- **Use question banks**

- Example: Build a 50-question pool so each student receives a randomized quiz version.
  - Instructions for how to upload questions to a question bank, please visit the [Moodle Faculty Training Course](#) and look under "Quizzes" for "Uploading Questions into a Question Bank". (Make sure you

are signed into eLearning to visit course)

## Quizzes

Having frequent lower stakes quizzes from time to time helps students and finals as well.

### Question Setup & Management

#### Quiz Setup

This training document focuses on setting up a quiz and editing q  
**Quiz** resource.

#### Adding and Editing Quiz Questions

This tutorial provides step-by-step instructions for **creating, editi  
preview quizzes, adjust points, reorder questions, and edit qu**  
If you haven't created a quiz yet, see **Quiz Setup**.

#### Moodle Quiz Question Types

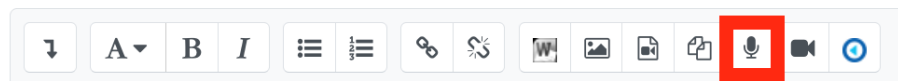
#### **Uploading Questions into a Question Bank**

## Rethink Feedback for Scale

Feedback is most effective when it is timely and targeted—not necessarily lengthy.

- **Use brief audio or video feedback**
  - *Example:* A 45-second audio comment highlighting one strength and one area for improvement.
    - Audio Recordings can be added as feedback in the comments section by clicking on the microphone button. (*Make sure you have permissions set to on for your browser to access your computer microphone.*)

Feedback comments



- **Provide global feedback**

- *Example:* Post an announcement summarizing common strengths and issues after grading a major assignment.
- **Focus feedback on learning outcomes**
  - *Example:* Comment primarily on analysis and application rather than every formatting error.

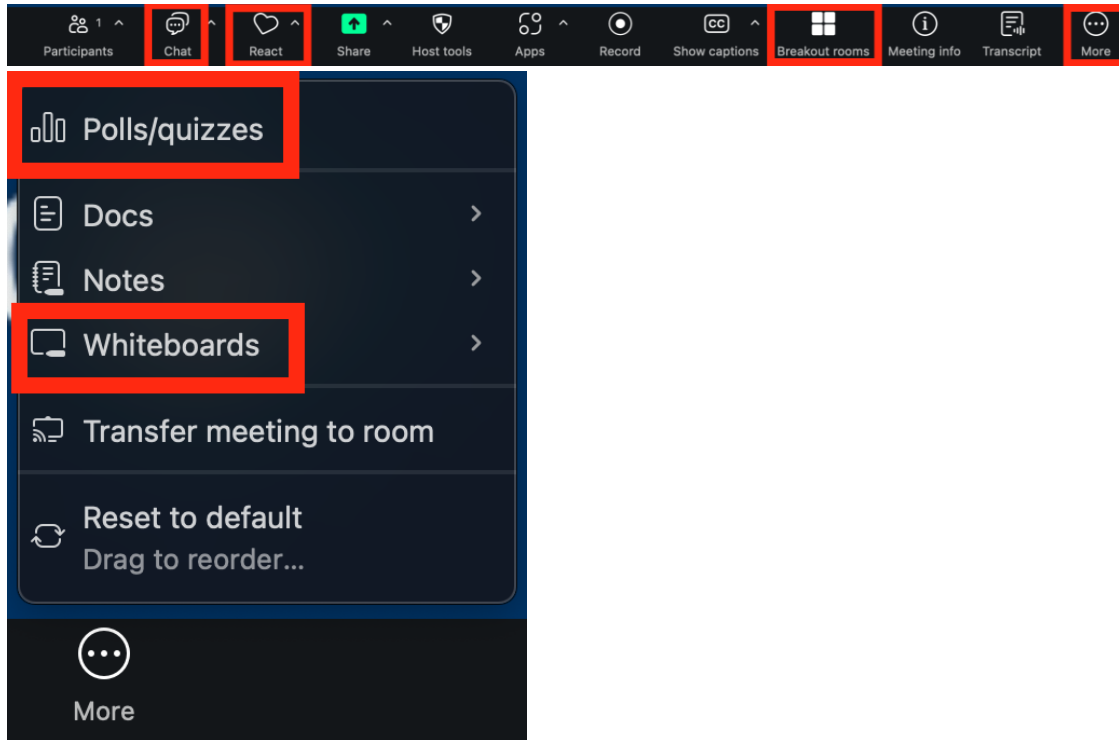
## Use Peer and Self-Assessment Strategically

Structured peer and self-assessment improves learning while reducing instructor workload.

- **Guide peer review with prompts**
  - *Example:* "Identify one strength related to Criterion 2 and one suggestion for improvement."
- **Grade the quality of peer feedback**
  - *Example:* Award points for specific, rubric-aligned comments rather than length.
- **Require self-assessment**
  - *Example:* Ask students to identify which rubric criterion they met best and which needs improvement before submitting.

## Teaching Large Classes on Zoom

Intentional facilitation strategies help manage large groups while maintaining engagement.



- **Set participation norms early**
  - *Example:* "Use chat for questions, raise your hand for comments, and reactions for quick check-ins"
- **Chunk instruction**
  - *Example:* A 10-minute mini-lecture followed by a poll or chat prompt before moving on.
- **Use structured breakout rooms**
  - *Example:* Groups of 4 with roles (facilitator, recorder, reporter) and a shared Google Doc to complete.
- **Monitor without visiting every room**
  - *Example:* Review shared documents in real time instead of rotating through all breakout rooms.
- **Record and timestamp sessions**
  - *Example:* Post recordings labeled by topic (e.g., "Assignment Overview – 12:15") to reduce repeat questions.

## Quick Takeaways

- Course design saves more time than grading shortcuts.
- Rubrics reduce grading time and follow-up emails.

- Not all feedback needs to be individualized.
- Structured Zoom sessions improve engagement without increasing prep time.
- Sustainable teaching practices benefit both instructors and students.

Small design and facilitation choices can lead to meaningful time savings and a more sustainable teaching experience—especially in large online courses.

If you would like support implementing any of these strategies or adapting them for your course, instructional design assistance is available.

[Visit The Moodle Faculty Training Course](#)

[Visit Resources for Teaching & Learning](#)

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