



Fachhochschule Potsdam
University of
Applied Sciences

INTRODUCTION TO

Course Template Standard Moodle

**Course Template Blended Learning
Moodle**

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Lesson 01



Lesson 03



Lesson 02



Lesson 04



Agenda

01 Basic principles and approaches

02 Standard Moodle course template

- ▷ Simple course structure
- ▷ Activity: Directory

03 Course template Blended Learning Moodle

- ▷ Complex course structure
- ▷ Multimedia and multimodal learning and teaching, 16-1-3 E-lecture
- ▷ Complex course structure
- ▷ Sections in lessons
- ▷ Design pattern: a) Curriculum, b) E-lecture
- ▷ Optional: Activate students

04 Questions

Basic principles

- ▶ User-centered
- ▶ Robustness
- ▶ Interoperability
- ▶ Mobility
- ▶ Accessibility
- ▶ Specially designed for use during the semester at universities
- ▶ Can be used as an Open Educational Resource (OER)

Demo courses (ocampus)

- ▶ Also for external users on ocampus, public transfer platform
- ▶ Further development and feedback from the community
- ▶ Showroom for didactic design patterns
- ▶ Provision of templates as OER material in German and English
- ▶ Templates available for download as mbz-files in the demo course
 - ▷ <https://www.fh-potsdam.de/en/study-further-education/centre-teaching-and-learning/digital-teaching/help-lecturers/kursvorlage-standard-moodle>
 - ▷ <https://www.fh-potsdam.de/en/study-further-education/centre-teaching-and-learning/digital-teaching/help-lecturers/kursvorlage-blended-learning-moodle>

Course templates (ecampus)

- ▶ ecampus internal for teaching at FHP
- ▶ Create a new course on ecampus
- ▶ Send an email to the responsible person with a link to the new course and the mbz-file of the course template attached, requesting that the course be restored.

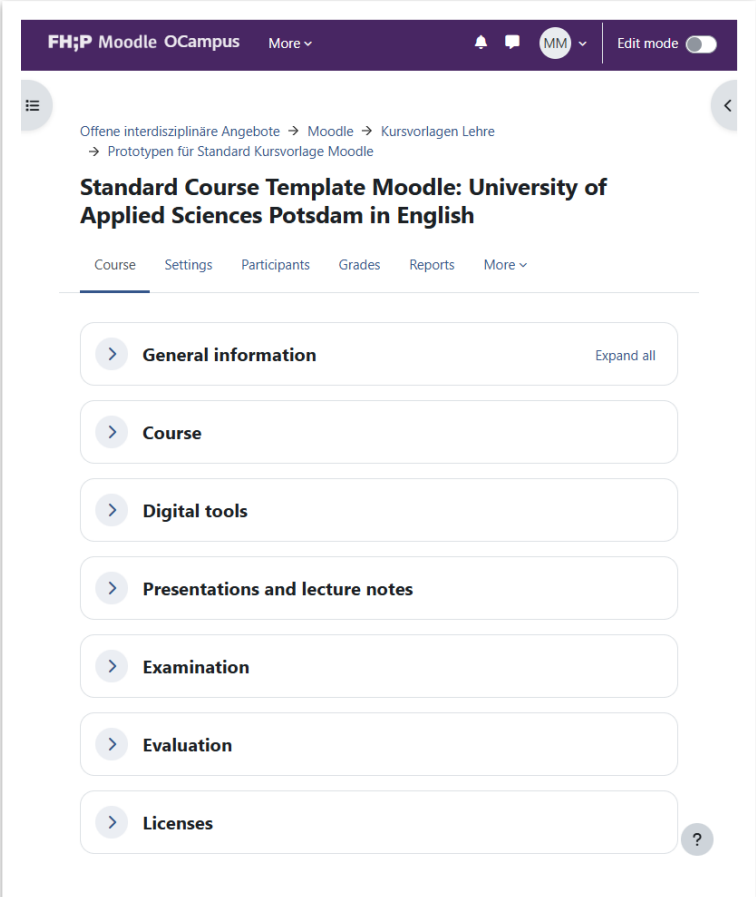
Responsible persons

- ▶ ecampus: Departments and FLEX > Email to decentralized Moodle administrators
- ▶ ecampus: Miscellaneous > Email to moodleadmin@fh-potsdam.de
- ▶ Add the Digital Teaching department at CC to the email: digitale-lehre@fh-potsdam.de

Course template Standard Moodle

- ▶ To support teachers in creating Moodle courses for face-to-face events
- ▶ Target group: Professors, teachers, and lecturers
- ▶ Course primarily for providing materials and communication
- ▶ Semester structure created
- ▶ Main advantage: quick onboarding

[To the demo course](#)



The screenshot shows the Moodle course template interface. At the top, there is a purple header with the text "FH;P Moodle OCampus" and a "More" dropdown menu. Below the header, there is a breadcrumb trail: "Offene interdisziplinäre Angebote → Moodle → Kursvorlagen Lehre → Prototypen für Standard Kursvorlage Moodle". The main title is "Standard Course Template Moodle: University of Applied Sciences Potsdam in English". Below the title, there is a navigation menu with options: "Course", "Settings", "Participants", "Grades", "Reports", and "More". The main content area consists of a list of expandable sections: "General information", "Course", "Digital tools", "Presentations and lecture notes", "Examination", "Evaluation", and "Licenses". Each section has a right arrow icon and an "Expand all" link. The "Licenses" section has a question mark icon in the bottom right corner.

Simple course structure

- ▶ Sections: General information, Course, Digital tools, Presentations and scripts, Examination, Evaluation
- ▶ All lectures stored in one section in directories
- ▶ Interactive table of contents
- ▶ Degree tracking

The screenshot displays a Moodle course interface. On the left is a sidebar menu with the following sections:

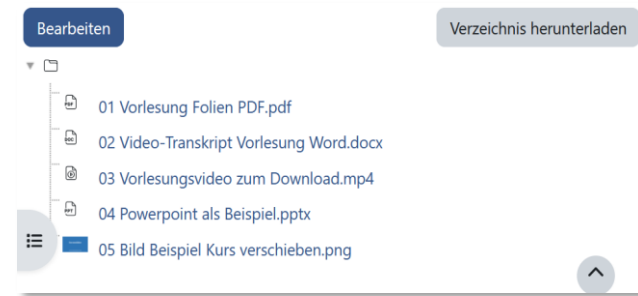
- General information
 - announcements
 - Teachers' own notes (hidden)
 - Moodle HelpDesk-Wiki for lect...
- Course** (highlighted)
 - important documents
 - zoom room (placeholder hidde...
- Digital tools
 - student forum
 - shared student folder
- Presentations and lecture not...
 - lecture 1
 - lecture 2
 - lecture 3
 - lecture 4
 - lecture 5
 - lecture 6
 - lecture 7
 - lecture 8
 - lecture 9
 - lecture 10
 - lecture 11
 - lecture 12
 - lecture 13
 - lecture 14

The main content area on the right is organized into three sections:

- Course**
 - lecture by Prof. Dr. [tba]**
 - contact E-Mail: [tba]
 - Digital response times via email: Every Monday during the semester for one hour
 - important documents**
 - Here you will find important documents relating to the course, e.g., the syllabus, module description, or organizational information.
 - You can download the documents to your device in a folder.
 - zoom room (placeholder hidden)**
 - Hidden from students
 - Office hours are held once a month via the online conferencing system Zoom.
 - The office hour dates can be found in the syllabus.
 - Meeting ID: [tba]
 - Code: [tba]k
- Digital tools**
 - student forum
 - shared student folder
- Presentations and lecture notes**
 - lecture 1
 - lecture 2
 - lecture 3

Activity: Directory

- ▶ One directory per week
- ▶ Various file formats (PDF, text, PP, video, image)
- ▶ Name materials in an accessible manner
- ▶ Do not create subfolders, as these are not accessible
- ▶ Directories are downloadable
- ▶ Clear storage on students' devices
- ▶ Create a ZIP file from the folder, upload it to the appropriate directory, and unzip it, i.e., provisioning can also be easily done via third parties
- ▶ Main advantage: Prioritization and categorization of basic materials

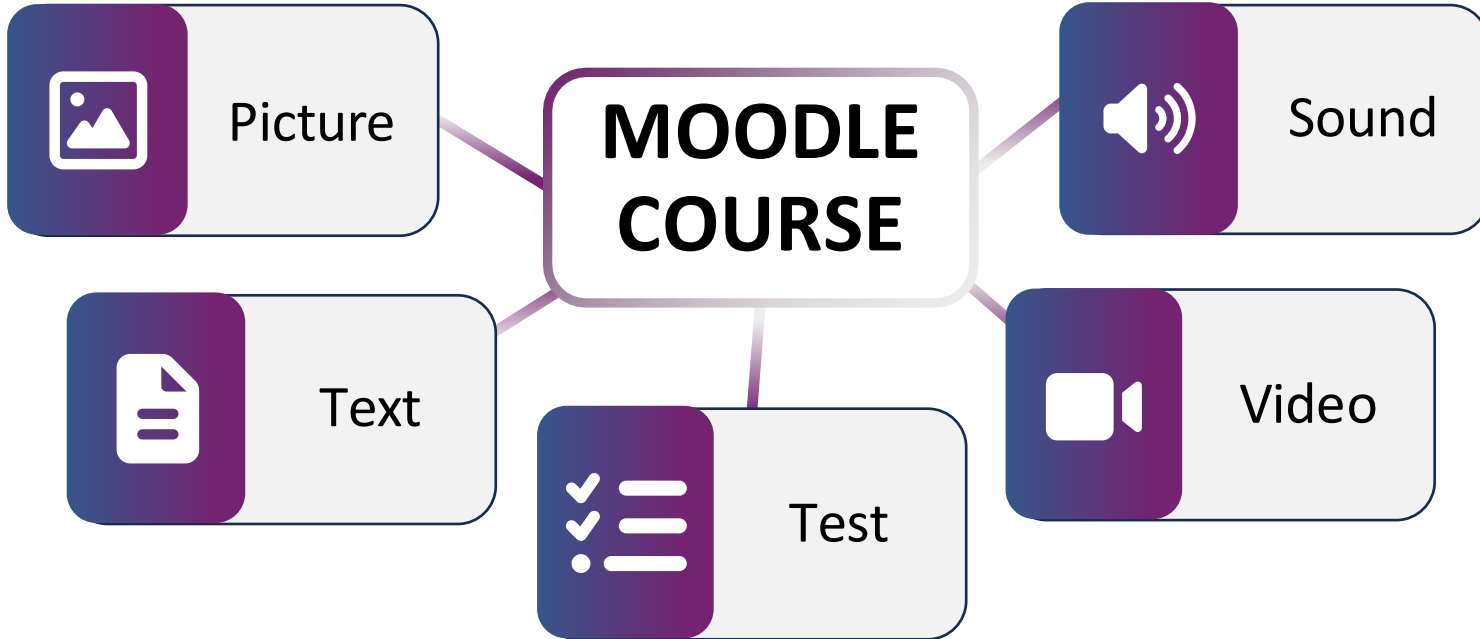


Blended Learning Moodle course template

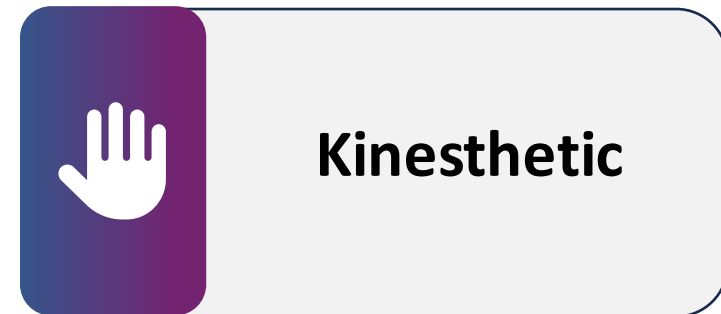
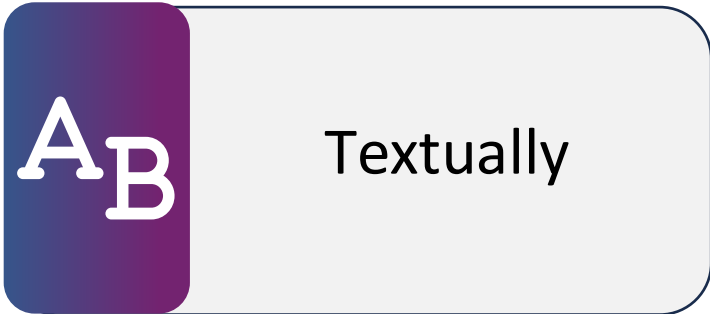
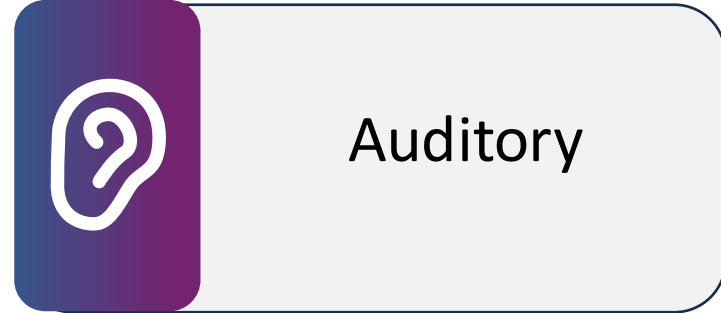
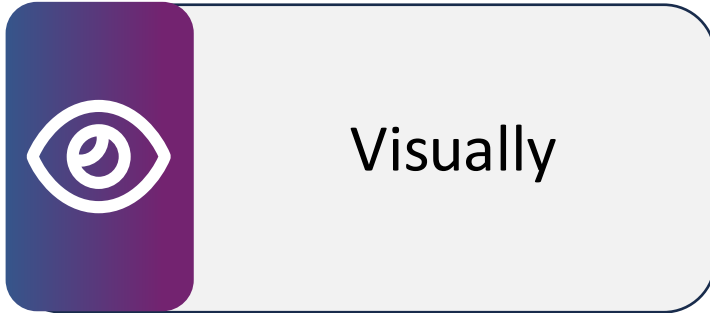
- ▶ To support teachers in creating Moodle courses for blended learning
- ▶ Target group: Professors, teachers, and lecturers who want to conduct more complex Moodle courses with synchronous and asynchronous phases
- ▶ Semester structure provided
- ▶ Main advantage: Implementation of didactic design patterns

[To the demo course](#)

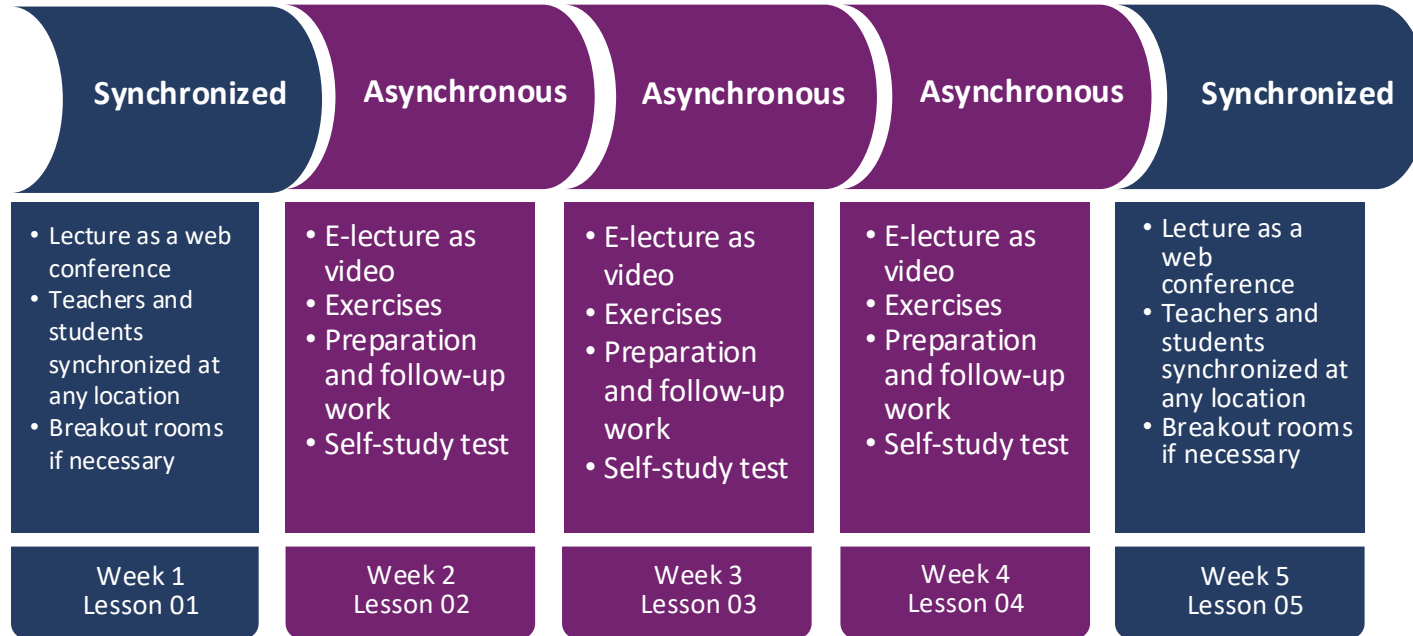
Multimedia learning



Multimedia learning

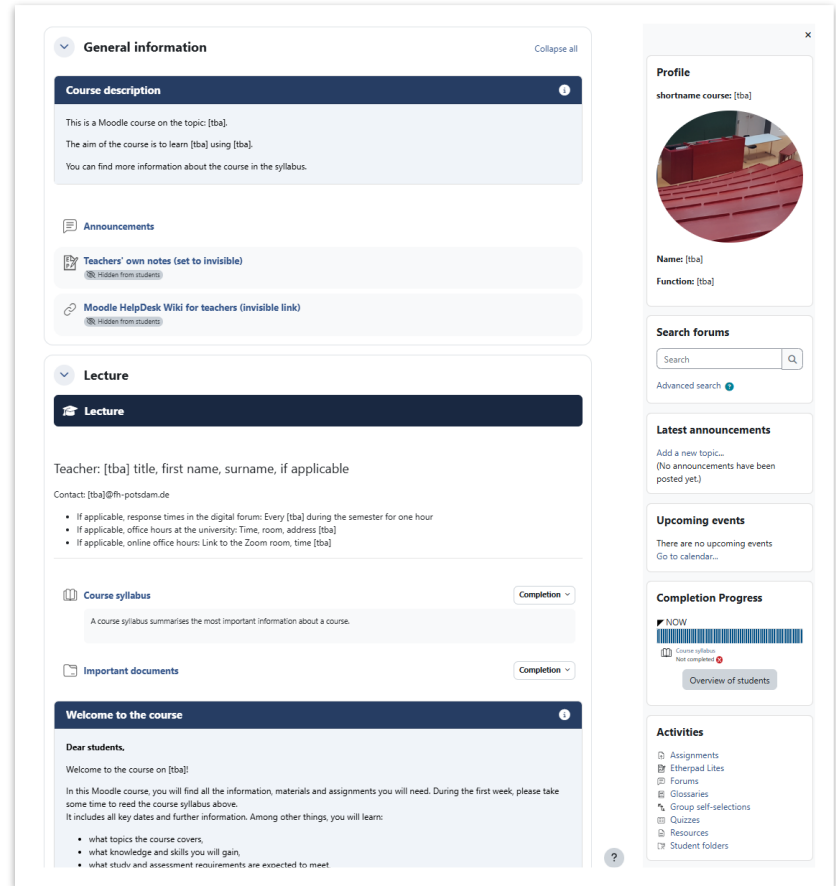


Didactic Design Pattern 16-1-3- E-Lecture Format



Complex course structure

- ▶ Sections: General information, Course, Collaboration, Lessons, Resources, Examination, Transfer, Evaluation
- ▶ Interactive table of contents
- ▶ Completion tracking
- ▶ Similar basic elements on the main page in the standard version
- ▶ More complex structure, especially at the sublevel in activities



The screenshot displays a Moodle course page with a complex structure. The main content area is divided into several sections:

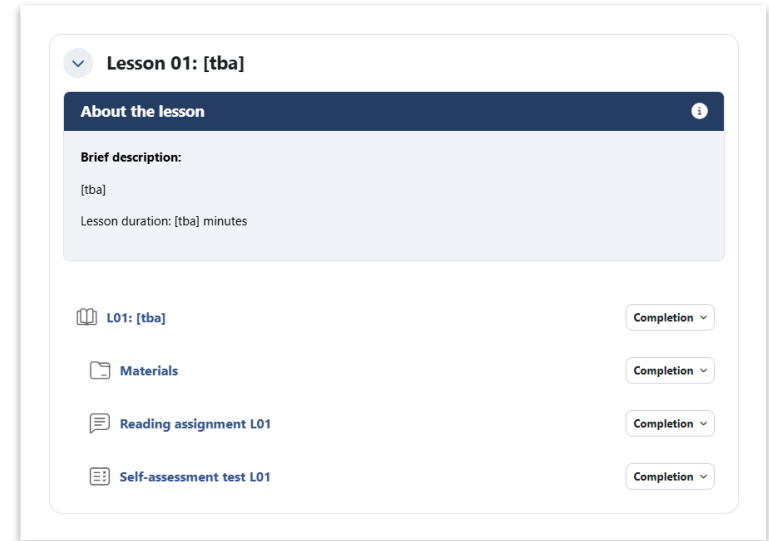
- General information**: Includes a course description, announcements, teachers' own notes (set to invisible), and Moodle HelpDesk Wiki for teachers (invisible link).
- Lecture**: Features a teacher profile, contact information, and a list of office hours (digital, university, and online).
- Course syllabus**: A section for summarizing the most important information about the course.
- Important documents**: A section for listing key documents.
- Welcome to the course**: A section for addressing students, including a welcome message and a list of topics to be covered.

The right sidebar contains several widgets:

- Profile**: Shows the user's name, function, and a profile picture.
- Search forums**: A search box for finding forum posts.
- Latest announcements**: A section for displaying recent announcements.
- Upcoming events**: A section for displaying upcoming events.
- Completion Progress**: A section for displaying the user's completion progress, including a progress bar and an overview of students.
- Activities**: A list of activities available in the course, such as assignments, forums, glossaries, group self-selections, quizzes, resources, and student folders.

Sections in lessons

- ▶ Content divided into sections, e.g., weekly
- ▶ Lessons in the form of the activity "Book" with approx. 1 week of learning and teaching material
- ▶ Each week includes a list of materials and a self-study test, plus additional activities such as reading assignments
- ▶ Several lessons possible in a thematic section, e.g., with the 16-1-3 format E-lecture



Design pattern: Curriculum

Demo course show&tell

- ▶ Books have their own interactive tables of contents
- ▶ Books can be printed as PDF files
- ▶ Books can be imported from Word files

Course syllabus

Book Settings Import chapter Import from Microsoft Word Export book to Microsoft Word More ▾

Mark as done

A course syllabus summarises the most important information about a course.

1. Syllabus

General information about the course

The curriculum or syllabus summarizes all the important information about the course for you.

Blended learning course

The blended learning course format combines synchronous and asynchronous teaching and learning phases. Overall, the course consists of:

- [tba] lessons
- [tba] synchronous sessions
- as well as additional optional material.

Sections

The teaching and learning units are divided into sections. The sections are made visible one after the other. The content is structured as follows:

1. Lesson, two to four lessons if necessary
2. Video series if necessary
3. Material
4. Tasks and activities if necessary
5. Self-study test; if there are several lessons with their own self-study tests, these are offered in direct succession.

General sections

- At the top of the course, you will find a section on collaboration that runs throughout the entire course.
- Important information on coursework and exam performance can be found in the syllabus.
- On the first page of each lesson, you will find detailed information on what is relevant for the exam.
- At the bottom of the course, sections on evaluation and, if applicable, the exam will be activated at the end of the course.

Synchronous phases

The synchronous phases take place in the following cycle:

[tba].

Table of contents

1. Syllabus

- 1.1. Module description
- 1.2. Study and examination performance

2. Course schedule

- 2.1. Synchronere Präsenz-Termine
- 2.2. Deadlines Tasks

3. Tutorial

4. Reading

5. Code of Conduct

- 5.1. Netiquette für Video-Konferenzen
- 5.2. Rules for using AI in a course

Design pattern: E-lecture

Demo course show&tell

Outline:

- ▶ About the lesson (brief description, learning objectives, relevant for the exam, notes)
- ▶ E-lecture (video)
- ▶ Self-study test
- ▶ Further reading

Course Template Blended Learning FHP English → Lesson 01: [tba] → L01: [tba]

L01: [tba]

Book Settings Import chapter Import from Microsoft Word Export book to Microsoft Word More ▾

Mark as done

In dieser Vorlage müssen die Schaltflächen manuell verlinkt werden mit Hilfe des HTML-Editors.

1. Lesson overview

Brief description

[tba] Brief introduction to the topic and the objective of the lesson.

Learning objectives

Upon completion of the lesson, students will be able to:

- Structure complex content from an e-lecture in a mind map.
- Structure complex texts in your own words.
- Identify, compare, and contrast different theoretical approaches to a topic.
- Evaluate the impact of [tba] on [tba].
- Formulate precise, open-ended questions that are suitable for academic discussion.

Relevant for exams

The following is relevant for the exam:

- E-lecture on the next page of the book
- Assignment on the e-lecture
- Presentation slide, page [tba]
- Reading assignment

Notes

Important information about the lesson:

- [tba] Date for synchronous online conference session during the week
- [tba] Present the added value of the supplementary materials for students, even if they are not relevant to the exam

← Technical aids Jump to... Materials →

Table of contents

1. Lesson overview
2. E-lecture (video)
3. Reading assignment
4. Self-study test
5. Further information

Engage students

Demo course show&tell

- ▶ Collaboration section (e.g., learning groups, Etherpad, student folder, student forum)
- ▶ External tools throughout the course, e.g., an interactive board
- ▶ Resources section (e.g., glossary or collaborative bibliography)
- ▶ Formulate didactic tasks and interlink them across the various phases, e.g., for the development of e-lectures

2. E-lecture (video)

E-lecture (video)

- Input: Learning new things
- Deepening: Deepening understanding

Approximately 30–90 minutes

Title of e-lecture and brief description of content
[tba]

Video length: max. 30-45 minutes

[Video]

Topics

- [tba]
- [tba]
- [tba]
- [tba]

[Download presentation](#)

Task 1

- Watch the video.
- As you watch, make a note of the key terms, concepts, examples, and connections.

Task 2

Create a mind map for yourself on a DIN A4 page that contains the following elements:

- Main topic (central node)
- Subtopics from the e-lecture
- Connections and relationships between the subtopics
- Keywords or short sentences summarizing the most important points

3. Reading assignment

Reading assignment

- **Introduction to the topic:** Getting to know the methods used in the field
- **Exploring content:** Analyzing, organizing, and categorizing texts or media
- **Reflection:** Reflecting on what you have learned, determining the added value for your own understanding

approx. 120 - 180 minutes

Task 1:

1. Read both texts below carefully.
2. Make a list of key points summarizing the authors' main arguments (max. 1 page).

Task 2:

Answer the following questions for yourself (approx. 300 words):

1. What are the similarities and differences between [last name 1] and [last name 2] in their views on [topic]?
2. To what extent do the authors see risks and opportunities in relation to [topic]?

Task 3:

Formulate two discussion questions for the next seminar in the Forum activity for this lesson.

[Forum for this lesson](#)

Required reading:

Last name1, First name1 (year). Title (edition, page - page).

Name2, First name2 (year). Title. In First name Last name & First name Last name (eds.), Title Volume: Subtitle (edition, page - page).

4. Self-study test

Self-study test

- **Evaluation:** Summarize exam-relevant material, test what you have learned, ensure learning success

Approximately 10 - 30 minutes

Successful completion of the self-study test is a prerequisite for earning ECTS credits.

Notes:

- The link opens in a new tab in your browser.

[Start self-study test](#)

Combine asynchronous and synchronous phases

Asynchronous

1. Watch the e-lecture as a video.
2. Explore the video content with guiding questions and a mind map.
3. Reading assignment:
 - a) Take notes.
 - b) Compare content.
4. Questions:
 - a) Ask two questions in the forum.
 - b) Comment on two questions from others.
5. Check your own learning progress with a self-study test.

Week 2
Lesson 02

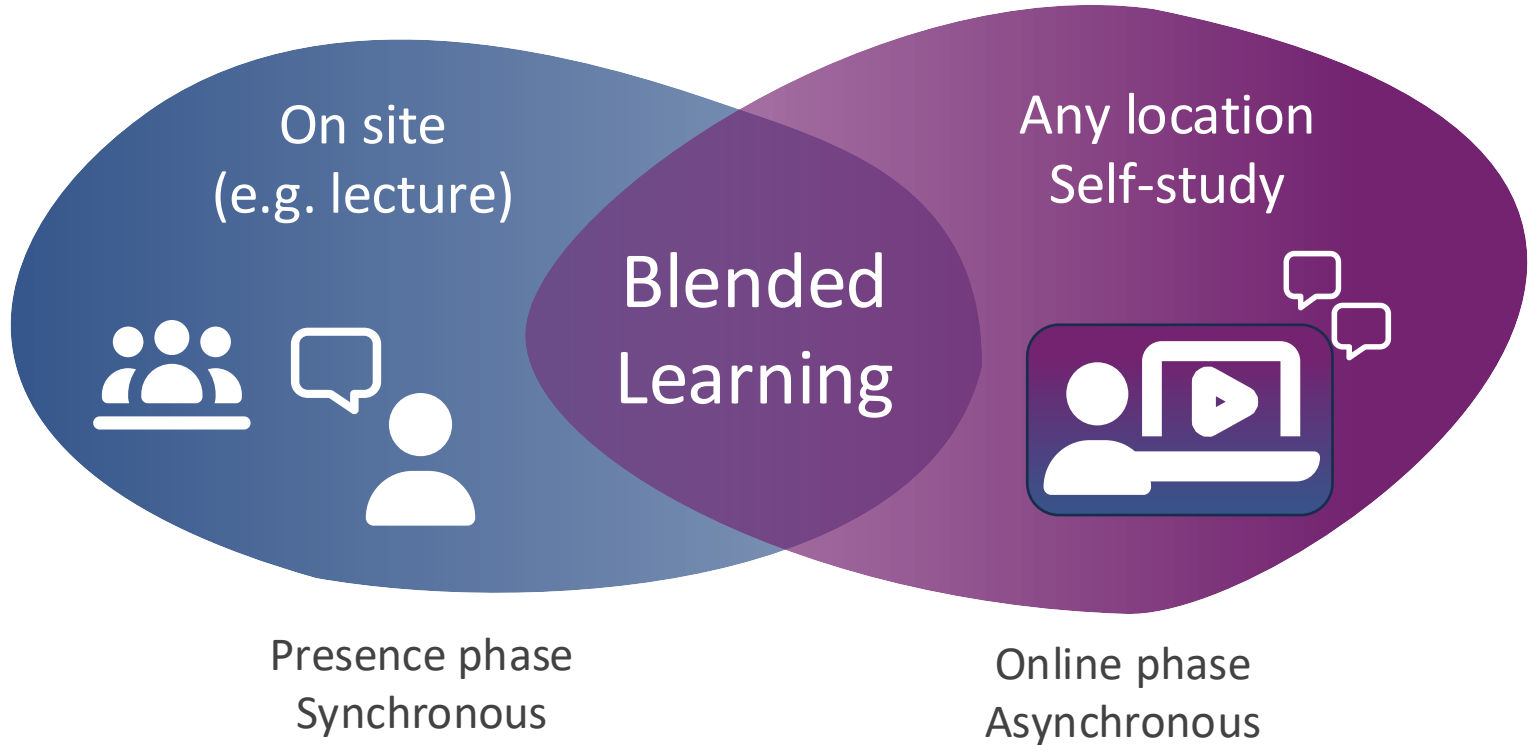
Synchronized

1. Evaluate short test on the video on site or self-study test from asynchronous phase
2. Clarification of questions from the forum in the asynchronous phase
3. Lecture
Apply knowledge learned directly to case studies (without repeating the basics from the video)

Week 3
Lesson 03

Conclusion

Blended learning combines synchronous and asynchronous teaching and learning phases in a didactically meaningful way.



Thank you for your attention!

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