

Using Moodle Checklists for Improving Student Online Engagement



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Introduction

- **Why do we need a checklist? Scene setting and understanding**
- **What is a checklist?**
View from a student and staff perspective of checklists within VLE
- **Presentation of research findings** from
 - large cohort 2nd year mathematics modules,
 - mid sized 3rd year dissertation (SofE) cohort,
 - small cohort 4th year undergraduate WMG module.
- **Conclusion**
Invitation to participate in research, make plans for how to use checklists in their roles.

Why checklists

- Remote learning leading to confusion/anxiety
 - Sockalingam, N. and J. Liu (2020). Designing learning experiences for online teaching and learning
- Workload management and direction
 - Fukuzawa, R., et al. (2015). "Practice and experience of task management of university students: Case of University of Tsukuba, Japan." Education for Information 31(3): 109-124.
- Students wanting autonomy but needing guidance
 - Goldfarb, S. and G. Morrison (2014). "Continuous Curricular Feedback: A Formative Evaluation Approach to Curricular Improvement." Academic Medicine 89(2).

“ My suggestion is that maybe after we finish a chapter, we can manually tick it to show that we have done it so it would not cause so much confusion when we want to check our progress. ”
(student comment)

Checklists

- Ignoring Moodle...What ***IS*** a checklist?
 - When do we use them?
 - How do we use them?
 - Why do we use them?
-
- Can these benefits be recreated in a VLE?

Demo: student view

Teachers can add tasks that students may check off

Tasks can be **optional** or **compulsory**

Can add **links**

Can **allow students to add their own** optional sub-tasks

Can allow moodle to **automatically populate** with activities

Week 8: Check your progress

Required items:



37%

All items:



33%

Add your own items

- ☒ Week 8: Watch/attend Tuesday session [🔗](#)
- ☒ Week 8: Watch Asynchronous lecture 8.1 [🔗](#)
- ☒ Week 8: Watch Asynchronous lecture 8.2 [🔗](#)
- ☐ Week 8: Watch Asynchronous lecture 8.3 [🔗](#)
- ☐ Week 8: Watch Asynchronous lecture 8.4 [🔗](#)
- ☐ Week 8: Watch Asynchronous lecture 8.5 [🔗](#)
- ☐ Week 8: Watch/attend Friday session [🔗](#)
- ☐ Week 8: Try Q1-7 from exercise sheet 5 [🔗](#)
- ☐ Week 8: Mark your own attempt at Q1-5 and Q7 from exercise sheet 4. [🔗](#)

Demo: student view

Can be **formatted** to
add structure

Non-compulsory checklist of things students may wish to get finished in week 1.

Get started!

Read the module overview [🔗](#)

Watch the briefing videos [🔗](#)

Read the Tabula guidance [🔗](#)

Read the logbook assessment briefing [🔗](#)

Read the logbook set up guidance [🔗](#)

Set up your logbook [🔗](#)

Super Supervision!

Arrange and attend your first meeting with your supervisor

Record your project supervision meeting on Tabula [🔗](#)

Write your first logbook post (remember you need to record minutes/actions from you

Share at link to your logbook with your supervisor and module leader

Find at least one academic paper (maybe ask your supervisor what seminal works they

Engage!

Consider who your learning communities are. Who will you share the highs & lows of t
people too so you can all help and learn from each other.

Vote on preferred time for live text chat support [🔗](#)

Join in with the Just For Fun blog [🔗](#)

Share a concern or point of confusion in the week 1 forum [🔗](#)

Demo: student view:

Can be used with:

- **completion tracking**
- **grade book**
- **checklist block**

The screenshot displays a student's view of a course page. At the top, there is a search bar and a 'Student' label. The main content area features a video player with a dark background and a network diagram. Below the video player, there is a 'Report a problem' button. The sidebar on the right contains a 'Lecture Capture' section powered by 'echo360', a 'Reading Lists' section for 'MA260: Norms, Metrics & Topologies/ MA222: Metric Spaces' (11 items, last updated about a month ago), and a 'Checklist overview' section. The checklist overview shows progress bars for various weeks, with Week 8 and Week 6 having the most progress.

es

— R. Buckminster Fuller

term 2 of 2020-21.

enefit other students.

ncements

Report a problem

Lecture Capture

powered by echo360

Reading Lists

MA260: Norms, Metrics & Topologies/ MA222: Metric Spaces
(11 items), last updated about a month ago

Checklist overview

Week 8: Check your progress

Week 6: Check your progress

Week 5: Check your progress

Week 2: Check your progress

Week 7: Check your progress

Week 9: Check your progress

Week 10: Check your progress

Week 1: Check your progress

Week 3: Check your progress

Week 4: Check your progress

Demo: staff view

Three tabs:

- **Preview**
- **View progress**
- **Edit checklist**

Week 1: Check your progress

Preview

View progress

Edit checklist

Week 1: Attend/watch live introductory lecture [🔗](#)

Week 1: Read the "Important Information" section of moodle page [🔗](#)

Week 1: Explore the moodle page, find forum, reading list, lecture material, lecture notes, e

Week 1: Watch Asynchronous lecture 1.1 [🔗](#)

Week 1: Watch Asynchronous lecture 1.2 [🔗](#)

Week 1: Watch Asynchronous lecture 1.3 [🔗](#)

Week 1: Try Q1-7 from exercise sheet 1 [🔗](#)

Demo: staff view

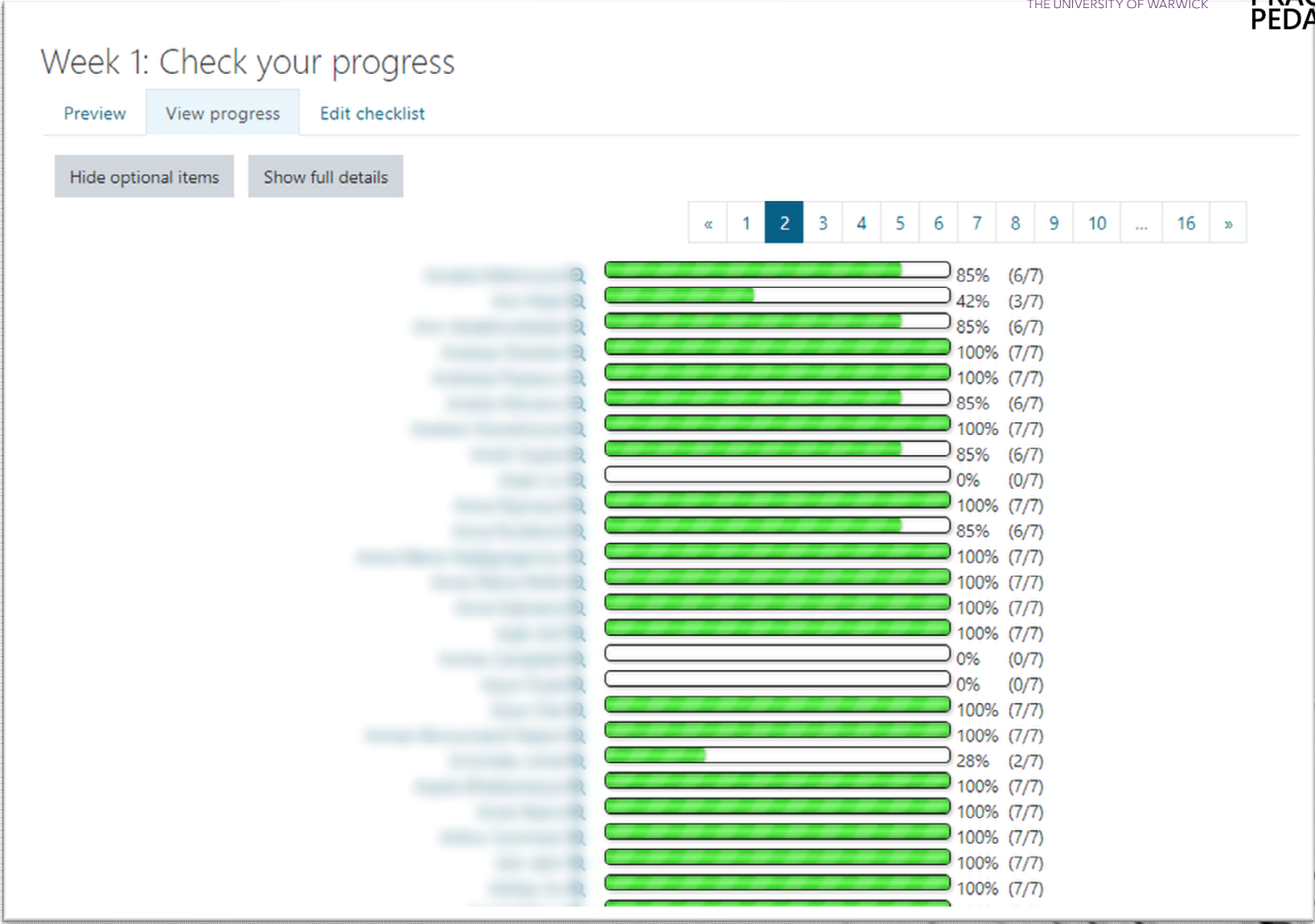
See **overview** of student progress

task-by-task

progress bars

See **individual** progress 🔍

Can add **personalized comments**



The study

2nd year module (MA260 MA222)

- Cohort ~540
- Bachelors (BSc, MMath etc)
- Core
- Taught module
- 100% exam
- 12 CATS
- Checklists to ensure students cover all taught material

3rd year dissertation projects module (ES327)

- Cohort ~300
- Bachelors (BEng/MEng)
- Compulsory core
- Project based
- 100% coursework
- 30 CATS
- Checklists to give students confidence in how to progress and where to find information

4th year level 7 module (ES4C9)

- Cohort ~55
- Masters (MEng)
- Elective
- Taught module
- 100% coursework
- 15 CATS
- Checklists to ensure students cover all taught material

How we used checklists

▼ Week 1 (05/10)



Week 1 Suggested Tasks



Just For Fun Mass Blog - Share something fun / silly / entertaining from your summer

Last post: 6 October 20, 16:27

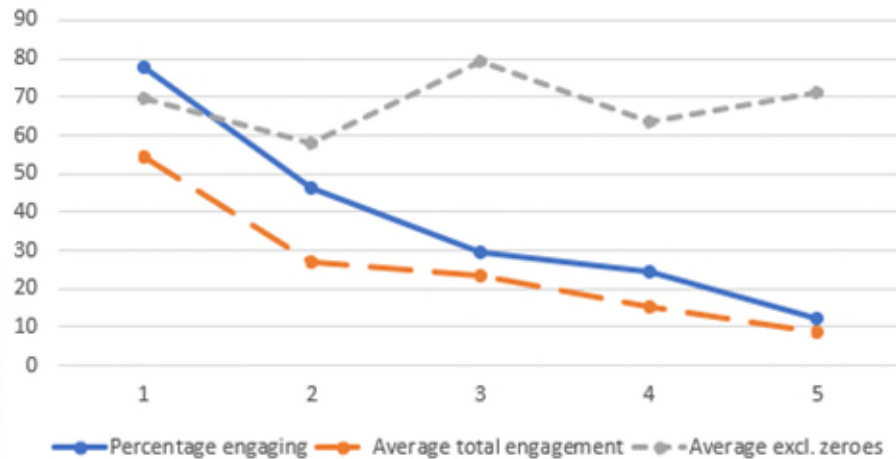


What are you most concerned about / confused by?

- All used weekly, could be:
 - Topic
 - Course
 - Submission
- Taught modules:
 - Covering content
- Project module:
 - Providing reassurance & guidance (Wellbeing focus)

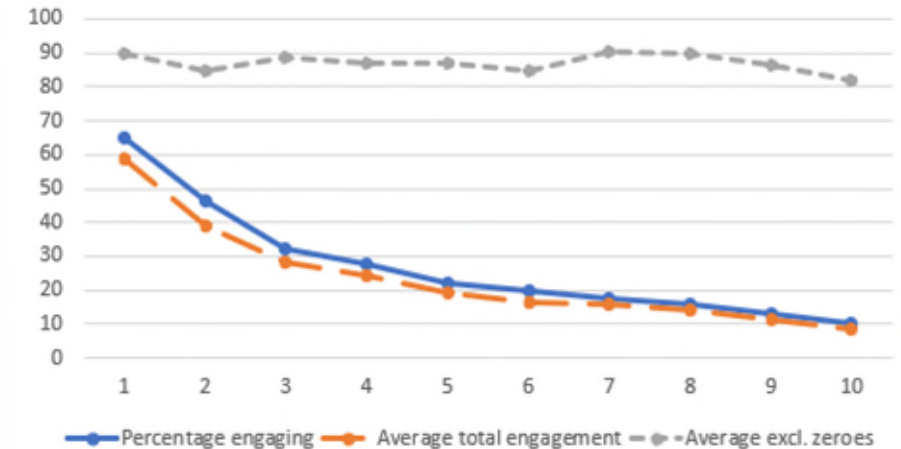
Comparing Outcomes

ES327



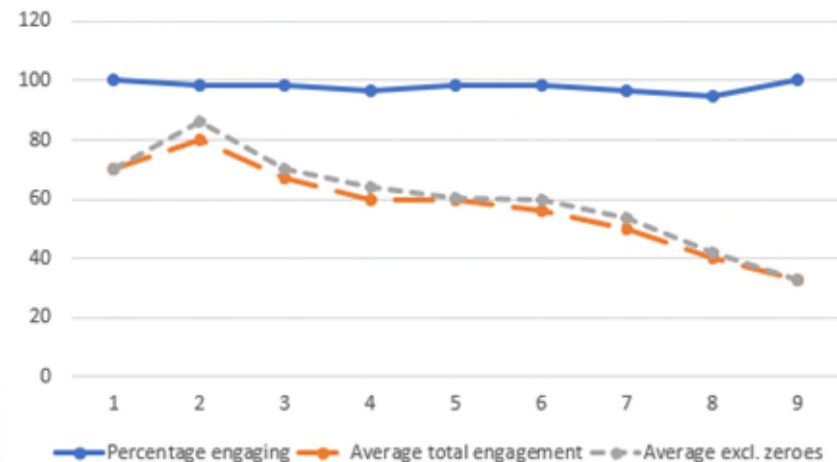
- Noticeable decline in users
- High (68% / 87%) average for those using them

MA260 MA222

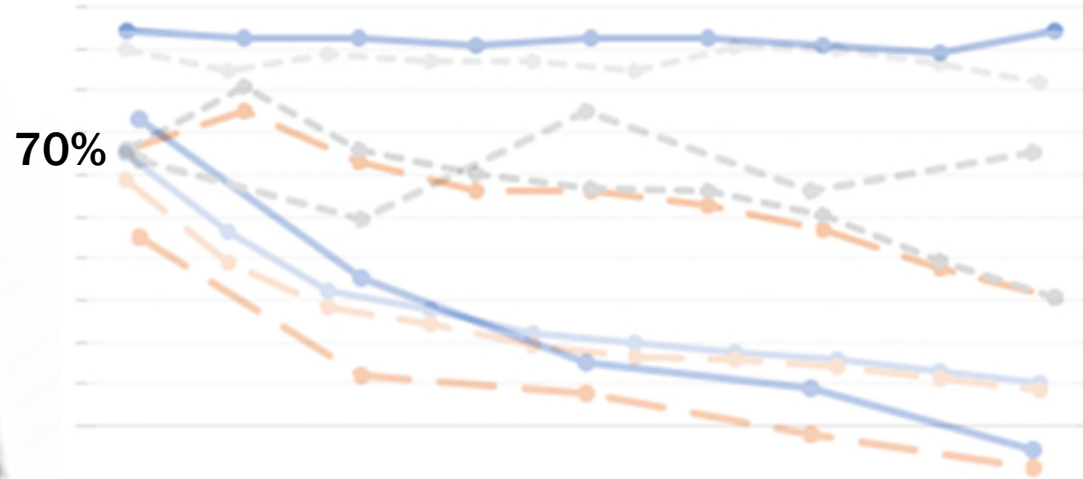


- Maintained engagement rate at a high level
- Declining average for regular users

ES4C9

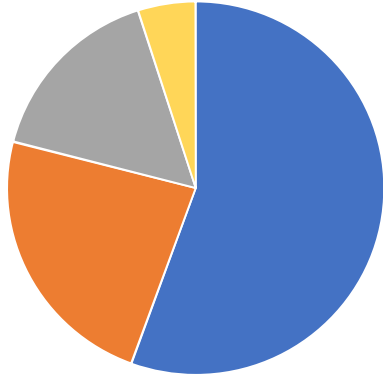


Discussion

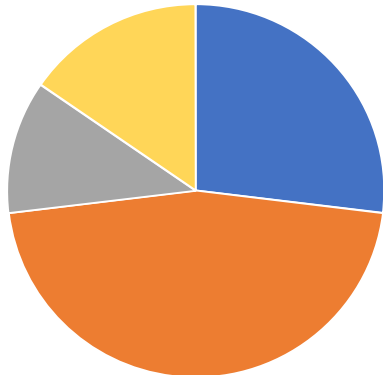


- High initial take-up; useful for getting things started
- Decline is also visible in other resources such as views of lecture recordings and drop-in sessions
- Decline because students have established a supervisor relationship & working routine/plan, or become familiar with module?
- Is the decline representative of other engagement or are checklists giving us a boost?
- Those engaged, remain engaged – beneficial for a set of students
- Smaller, masters level cohort differences
- New methodology – would on-going engagement increase with broader take up?
- Missing data – students who look but don't tick

How did you most use the Moodle checklists?



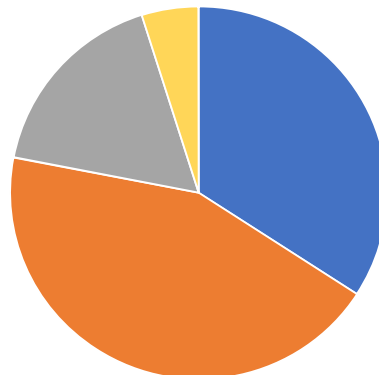
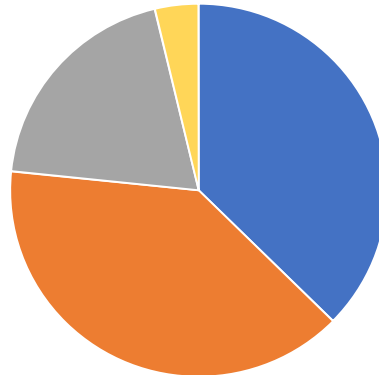
2nd year module
(MA260 MA222)



3rd year
dissertation
projects module
(ES327)

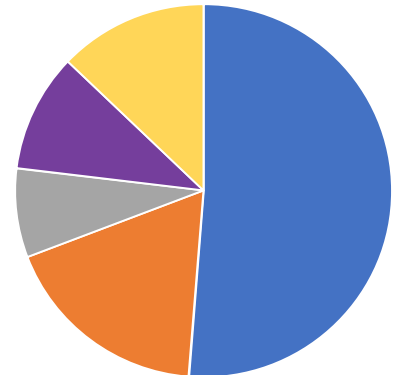
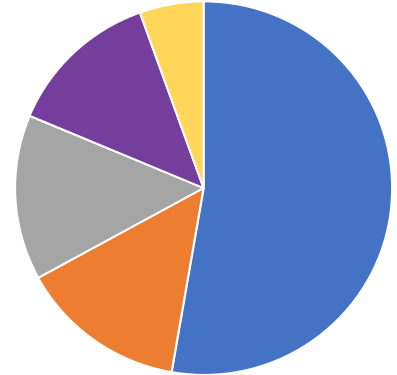
- I checked off tasks as I did them
- I looked at the list but didn't check off the tasks
- I didn't look at the checklists
- other

How did you most use the Moodle checklists?



- they helped me ensure I covered the taught content
- they gave me reassurance I was doing the right thing
- they helped me plan my time
- other

Future use of checklists
(select all which you agree with).



- I would like to see moodle checklists provided in future modules
- I have been inspired to make my own checklists
- I plan to reset the checklists and use them for revision
- I don't wish to use checklists
- other

Student Voice:

quotes from free text questions in student questionnaires

“The weekly checklists posted on Moodle **gives an idea of how far along I should be** with my project.”

“Weekly checklist/timeline **keeps me on track**”

“The checklist is **GREAT**, it's honestly such an **amazing feature I wish all my modules used it**, it'd help”

“The weekly checklist on Moodle is **useful**.”

“The moodle page is really well designed and easy to navigate. All the information is available, along with a checklist to **help organise my time**”

“**Love** the progress bar!”

How to: PDF Guide

- Add a checklist
- Add items to a checklist
- Editing and formatting checklist items
- Add checklist block
- View student progress
- Checklist settings
- Other useful guides

Note: This is based on the Warwick Moodle template

How to: Moodle Checklists

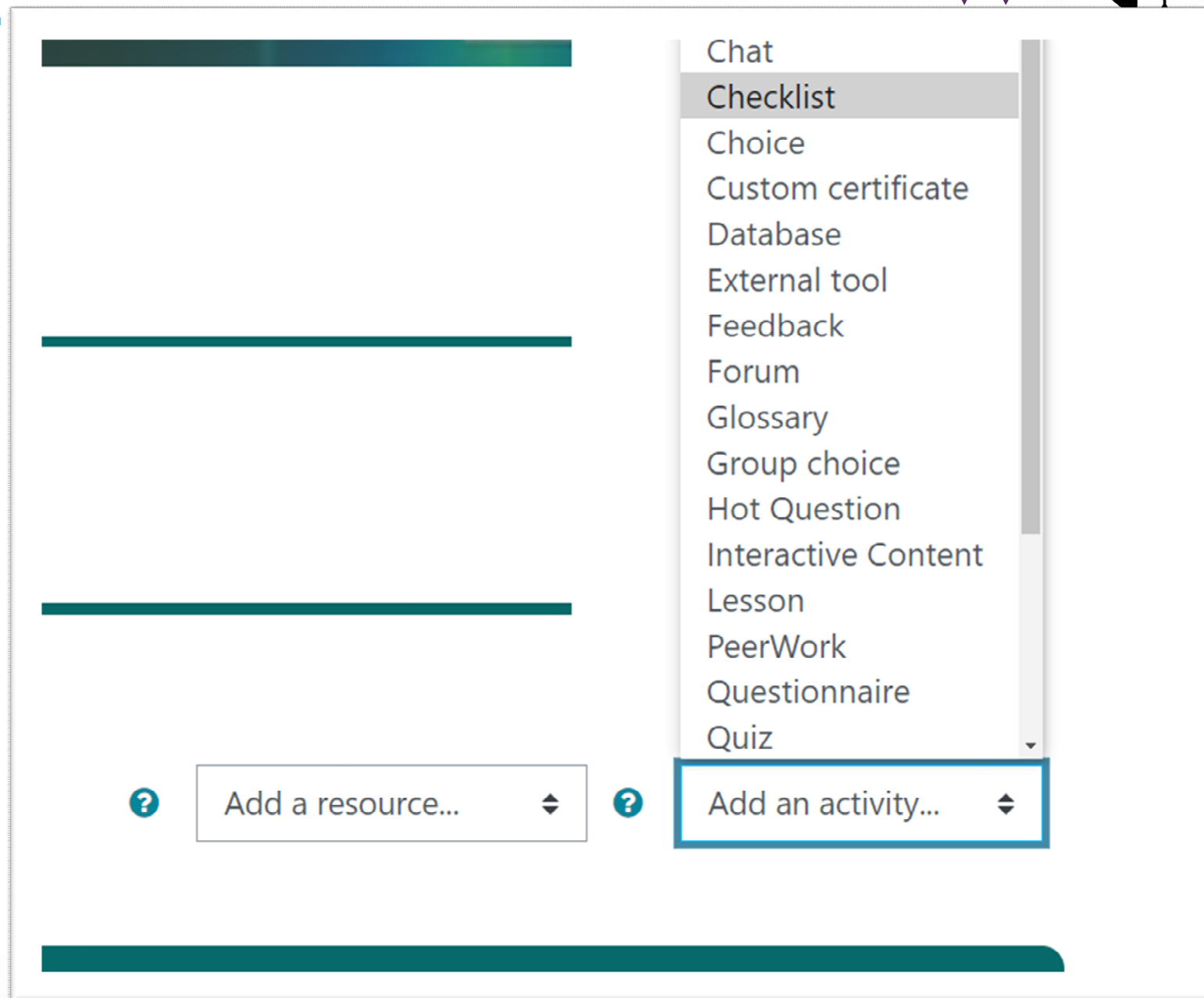
Add a checklist

1. Click the **actions menu** (cog icon, top right)
2. Click **Turn editing on**
3. In the section you want to add the checklist, click **Add an activity**
4. Choose **Checklist** from the list of options
5. **Add a title** and (optional) description
6. Choose the **settings** you prefer
7. Click **Save and display**

The screenshot shows the Moodle 'Adding a new Checklist' form. The form is divided into several sections: General, Settings, Common module settings, Restrict access, and Tags. The 'General' section includes a title field, a description field, and a 'Display description on course page' checkbox. The 'Settings' section includes options for 'User can add their own items', 'Updates by', 'Add due dates to calendar', 'Teachers can add comments', 'Maximum grade', 'Email when checklist is complete', 'Show course modules in checklist', 'Check off when modules complete', and 'Lock teacher marks'. The 'Common module settings' section includes 'Restrict access' and 'Tags'. The 'Save and display' button is at the bottom right. Red numbered annotations are placed on the form: 1 points to the 'Actions' menu (cog icon) in the top right; 2 points to the 'Turn editing on' button; 3 points to the 'Add an activity...' button; 4 points to the 'Checklist' option in the activity list; 5 points to the title field; 6 points to the 'Settings' section; and 7 points to the 'Save and display' button.

How to: add checklist

1. Click the **actions menu** (**cog icon**, top right)
2. Click **Turn editing on**
3. In the section you want to add the checklist, click **Add an activity**
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5. Add a **title** and (optional) description
6. Choose the **settings** you prefer
7. Click **Save and display**



How to: add items

1. Open the checklist activity and click on the **Edit checklist** tab
2. Choose where you want the new item to go, click the **green "+" icon** to insert item immediately after an existing one
3. Write the **item description**.
4. Optional: add a **weblink** (URL) to the item
5. Click **Add**
6. Optional: add a **due date** to the item
7. Alternatively, if you have pre-existing checklists, you can **export** them and **import** copies to create new checklists.

The screenshot shows the 'Edit checklist' interface. At the top, there are three tabs: 'Preview', 'View progress', and 'Edit checklist' (which is active). Below the tabs, a message states: 'There are items on this list that will be automatically updated (as students complete the related activity)'. A button labeled 'Show/hide selected items' is present. The main list of items includes:

- 'Before the live lecture' with a red square icon, a gear icon, a right arrow, a down arrow, a trash icon, and a green plus icon.
- A text input field with a green checkmark icon, an 'Add' button, a 'Cancel' button, a 'Link to' label, and a text box for 'Enter url ...'.
- 'Watch introductory video 1.2' with a green checkmark icon, a red square icon, a gear icon, a right arrow, an up arrow, a down arrow, a trash icon, and a green plus icon.
- 'Read chapter 3.4 of Smith' with a red square icon, a gear icon, a left arrow, an up arrow, a down arrow, a trash icon, a green plus icon, and a link icon.
- 'Try exercises 3.4.1-3.1.5' with a green checkmark icon, a red square icon, a gear icon, a left arrow, a right arrow, an up arrow, a down arrow, a trash icon, and a green plus icon.
- 'Examples' with a red square icon, an eye icon, and a green plus icon.
- 'Forum' with a green checkmark icon, a red square icon, an eye icon, a green plus icon, and a link icon.
- 'Quiz' with a green checkmark icon, a red square icon, an eye icon, a green plus icon, and a link icon.
- 'test' with a green checkmark icon, a red square icon, an eye icon, a green plus icon, and a link icon.
- 'Example checklist (NJJ)' with a green checkmark icon, a red square icon, an eye icon, a green plus icon, and a link icon.

An 'Edit dates' button is located at the bottom left of the list.

How to: edit/format items



To **toggle checkbox** to change the **status** of an item



To **show/hide** an (automatically added) activity or resource



To change the **text colour** of an item (cycles through 5 pre-set colours)



To **edit the name and URL** for a manually-added item



To **indent the item or move it up and down** the list



To **delete** a manually-added item



To **insert** a new item immediately below the current item

☒ *required*

☐ *optional*

☐ *a heading*

There are items on this list that will be automatically updated (as students complete the

Show/hide selected items

- ☐ ☐ **Before the live lecture** ☐
- ☒ Watch introductory video 1.2 ☐
 - ☐ *Read chapter 3.4 of Smith* ☐
 - ☒ Try exercises 3.4.1-3.1.5 ☐
- ☐ ☐ **Examples** ☐
- ☐ ☒ Forum ☐
- ☐ ☒ Quiz ☐
- ☐ ☒ test ☐
- ☐ ☒ Example checklist (NJJ) ☐



Add

Link to

Ent

Edit dates

What next?

For us

- Did checklists provide an engagement boost, with the decline taking us to “normal” engagement levels?
- How does student led progress measurement compare to ‘course completion’ as measured by Moodle with staff set conditions?
- Does familiarity increase usage?

For you

- Consider where a checklist could help your module (early weeks recommended)
- Try making one on your own Moodle
- Let us know your experiences for a greater data set for comparison!
- Support from Moodle here:

https://docs.moodle.org/310/en/Checklist_quick_guide