Training Plan

MOODLE GRADING SYSTEM FOR SQUH NURSING EDUCATORS

Kawther AlNazwani

Table of Contents

Background

Training Scope

A training on the effective use of Moodle grading system in educational and training activities.
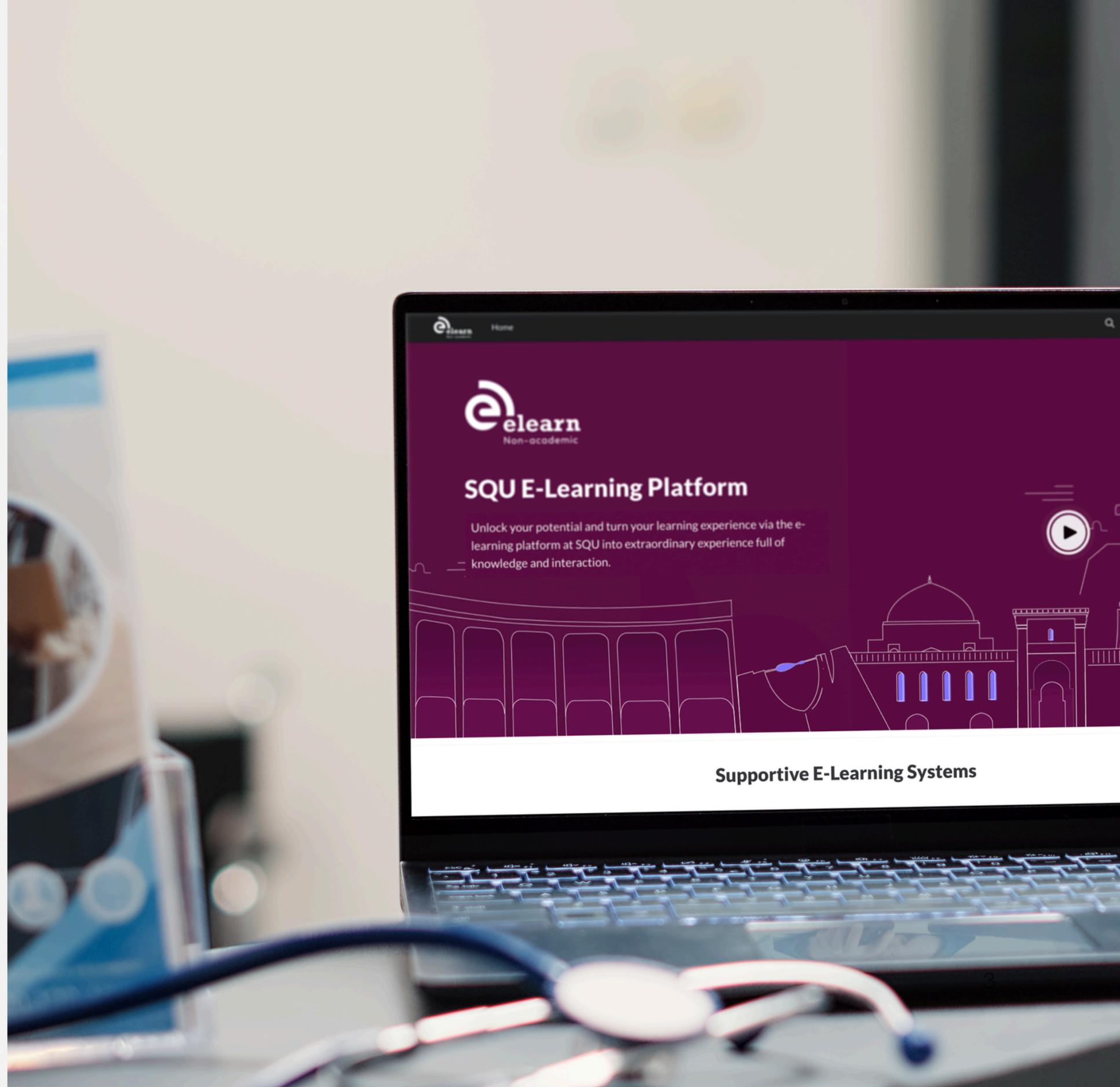
Targeted Group

A group of five nursing staff involved in educational and training activities at Sultan Qaboos University Hospital (SQUH).

Background

The Trarining

A comprehensive instructional design plan guided by the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation).

Phase 1:

Analysis

Context

Current Situation

Most courses rely on manual tracking or simplified grading, which can result in mistakes, and incomplete records.
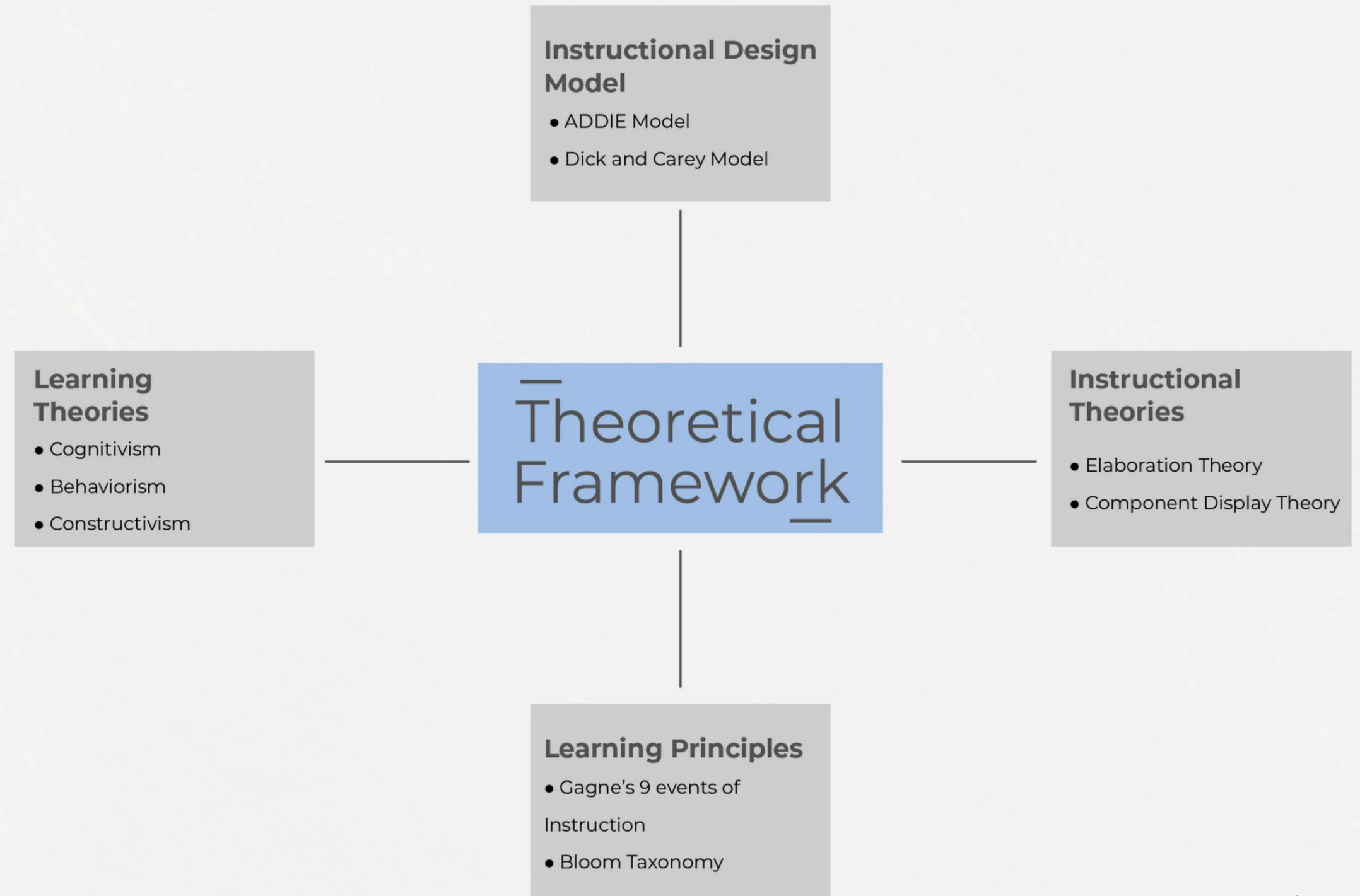
Gap

a need for structured upskilling in the effective use of Moodle's grading tools.

Optimal Situation

Staff should be capable of using Moodle grading system accurately across all courses.

Theoretical Framework

Instructional Design Model
- ADDIE Model
- Dick and Carey Model

Learning Theories
- Cognitivism
- Behaviorism
- Constructivism

Theoretical Framework

Instructional Theories
- Elaboration Theory
- Component Display Theory

Learning Principles
- Gagne's 9 events of Instruction
- Bloom Taxonomy

Questionnaire

Designed to further understand where our targeted audience members stand in relation to this particular topic.

1. Understanding Moodle grading system

✅ Purpose of Moodle grading system
✅ Major categories of grading elements
❌ Aggregation methods are

2. Confidence and skill level

✅ Creating graded items and assign grades
❌ Modifying maximum grades or scales
❌ Creating categories to organize activities
❌ Generating and interpreting reports

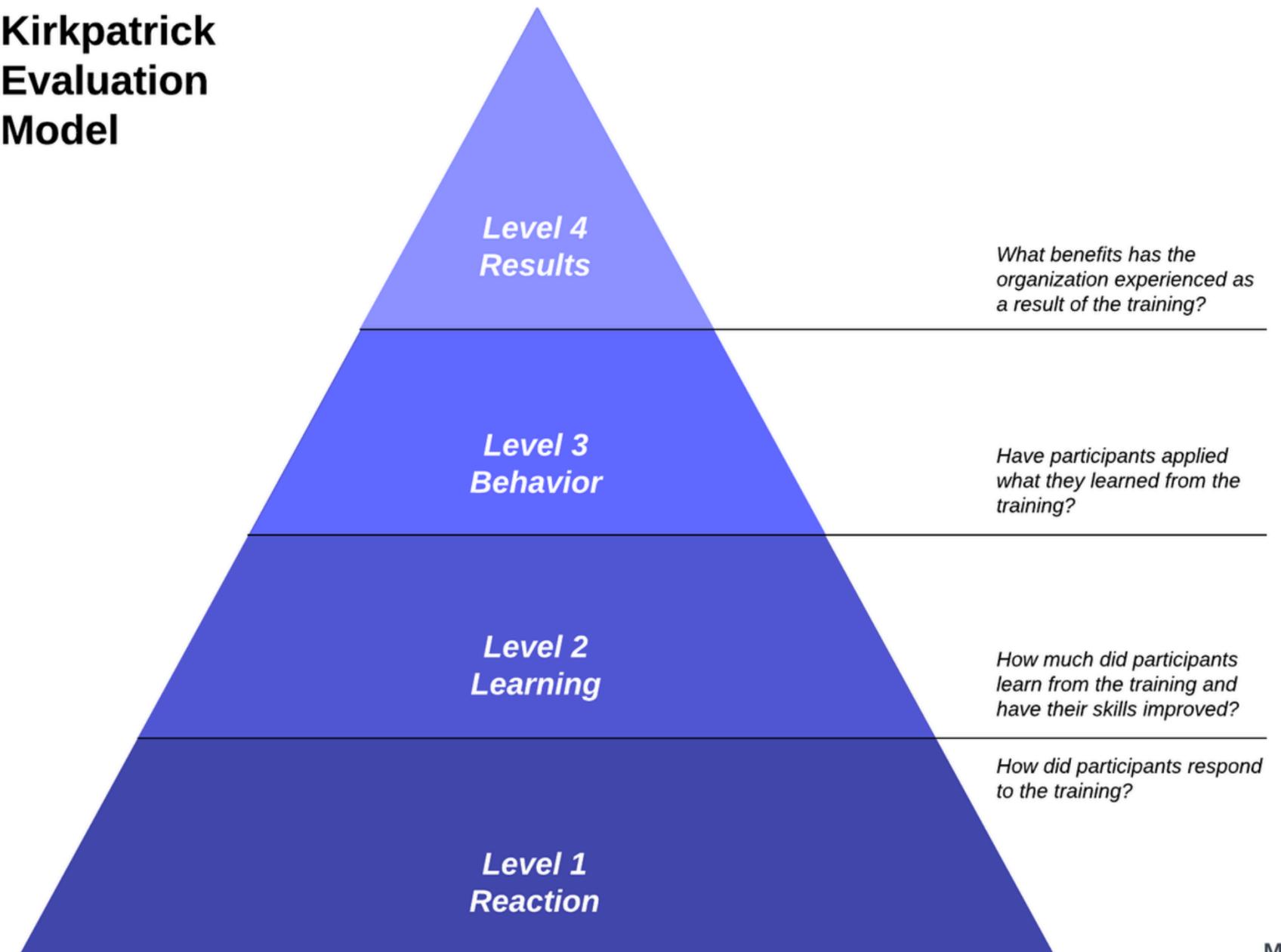## 3. Challenges

✅ Interface convenience
❌ Assigning grades and aggregations
❌ Interpreting grade reports

Performance Analysis

Fish bone analysis and Kirkpatrick's model

Kirkpatrick Evaluation Model

Level 4 Results — What benefits has the organization experienced as a result of the training?

Level 3 Behavior — Have participants applied what they learned from the training?

Level 2 Learning — How much did participants learn from the training and have their skills improved?

Level 1 Reaction — How did participants respond to the training?

Made in Lucidchart

Learners

A group of five nursing staff involved in educa- tional and training activities at Sultan Qaboos University Hospital (SQUH).

Entry behaviour

- familiarity with Moodle activities and resources,
- Able to view participants' lists and reports.

Learning Preferences

this group of learners is already familiar with virtual learning environments and basic digital navigation. However, this course will take place in a computer lab at SQUH.

5

Description of Instruction

Mode of Instruction

face-to-face instruction in a computer lab to ensure di- rect interaction and immediate access to the Moodle platform.

Duration

An 8-hour instructional block.

Available Resources

- A fully equipped computer lab
- Internet connection
- A Moodle sandbox course
- Training handouts and guides
- Sample course activities, grade items, and scenarios for practice

Suggested Solutions

1. Providing targeted hands-on training on the essential functions of the Gradebook.

2. The second solution will involve the development of standardized grading templates, clear workflow guidelines, and quick-reference materials.

Phase 2:

Design

Course Goals & Objectives

Goal 1:

Enable nursing staff to understand the structure and core components of the Moodle grading system.

Objectives:

1. Identify key elements of the Moodle Gradebook, including grade items, categories, and reports.
2. Describe the purpose and function of each grading component within a training course.
3. Recognize common mistakes that occur when using the Gradebook and explain how to avoid them.

Course Goals & Objectives

Goal 2:

Develop the skills required to set up, customize, and manage grade items and categories in Moodle.

Objectives:

1. Create and edit grade items manually and through activity settings.
2. Organize grade items into categories and apply appropriate aggregation methods.
3. Configure Gradebook settings to align with the hospital's training requirements.

Course Goals & Objectives

Goal 3:

Train staff on how to generate and interpret grading reports.

Objectives:

1. Generate user reports, overview reports, and grade history for monitoring trainee progress.
2. Export and import grades while maintaining data accuracy and consistency.

Design Document Matrix

Displayed from the Project Document

Phase 3:

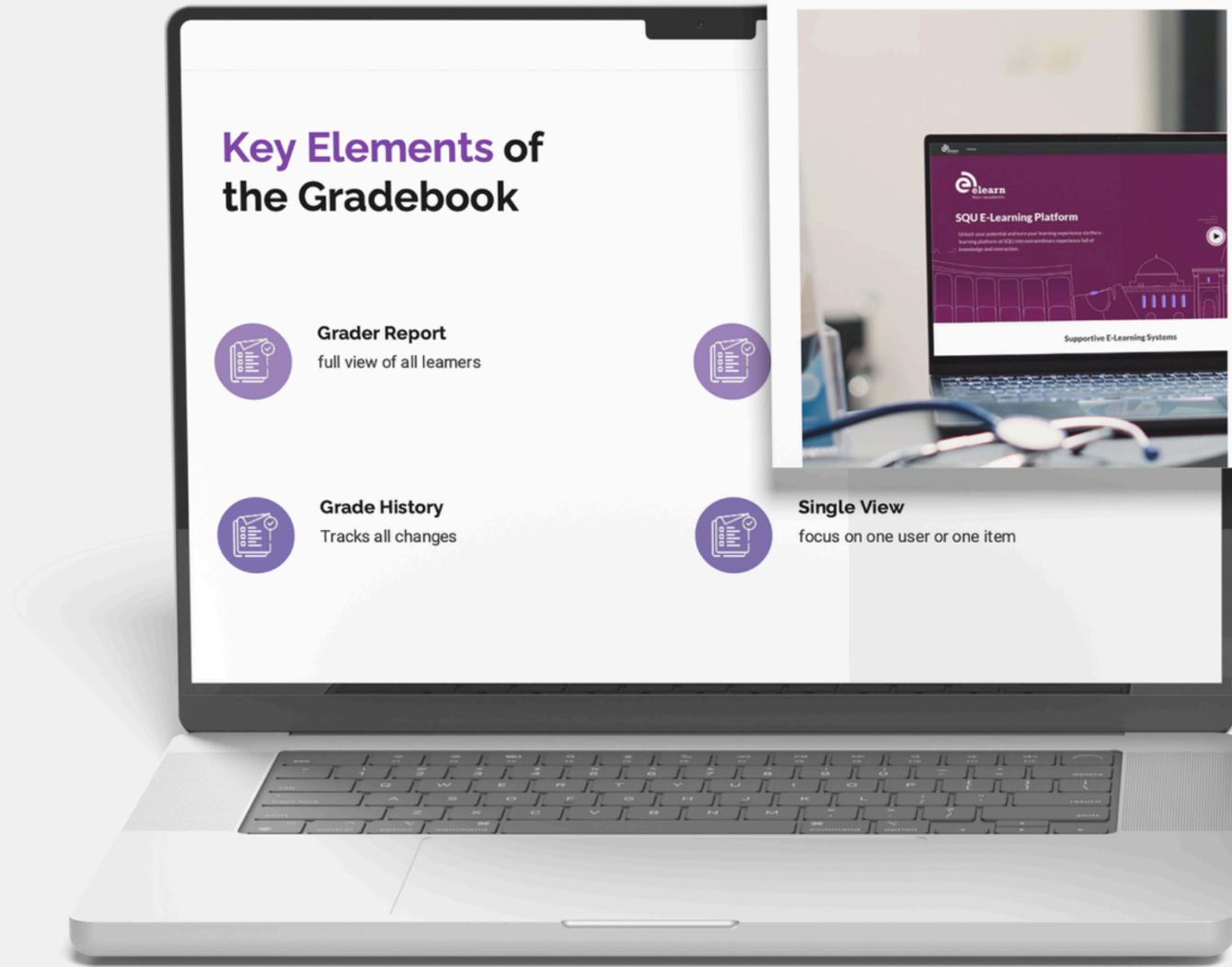# Development

Delivery Mode

Onsite Training

Location:
A computer lab
at SQUH

All modules are
face-to-face

Hands-on
practice on
Moodle
environment

Effective skill
development

live
demonstratio
ns &
direct support

Used tools
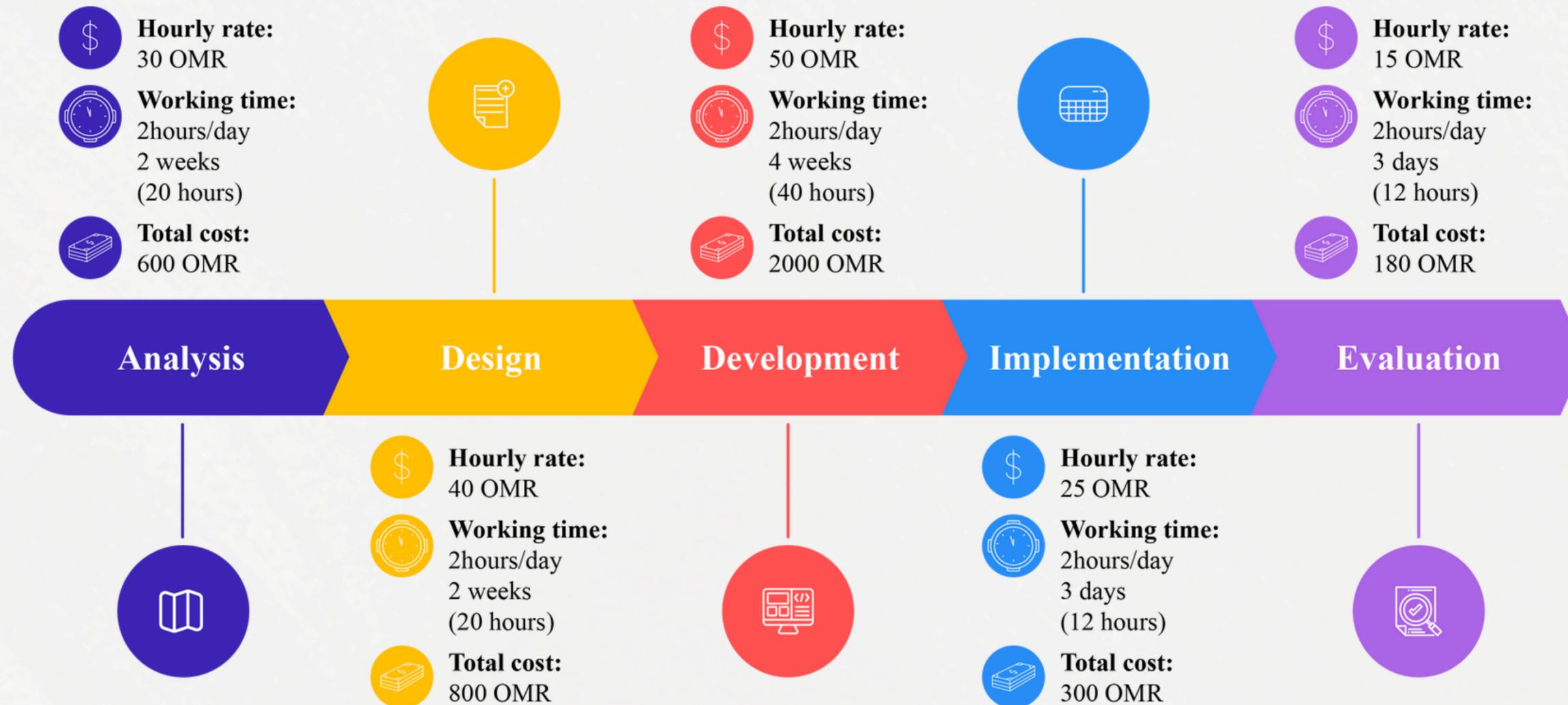
1. Moodle LMS (Sandbox Course)

2. Presentation

3. CSV Files

4. Digital E-Guides & Handouts

Development Timeline & Cost

Hourly rate:
30 OMR

Working time:
2hours/day
2 weeks
(20 hours)

Total cost:
600 OMR

Hourly rate:
50 OMR

Working time:
2hours/day
4 weeks
(40 hours)

Total cost:
2000 OMR

Hourly rate:
15 OMR

Working time:
2hours/day
3 days
(12 hours)

Total cost:
180 OMR

Analysis	Design	Development	Implementation	Evaluation

Hourly rate:
40 OMR

Working time:
2hours/day
2 weeks
(20 hours)

Total cost:
800 OMR

Hourly rate:
25 OMR

Working time:
2hours/day
3 days
(12 hours)

Total cost:
300 OMR

Phase 4:

Implementation

Implementation Plan

Displayed from the Project Document

Phase 5:

Evaluation

Evaluation

Learner Assessment	Course Evaluation	Training Impact Evaluation
Formative: Hands-on Moodle tasks with immediate feedback.	**Ongoing Feedback:** Questions encouraged; instructor monitors progress	Improved grading accuracy for certification and follow-up
Summative: Post-training practical task, short quiz, and checklist evaluation.	**Workshop Evaluation:** Measures satisfaction, material clarity, instructor effectiveness, relevance, confidence, and informs improvements.	Greater standardization of grading practices across departments
Follow-up: Review of real course gradebooks to assess skill transfer.		Increased confidence and independence of training staff

The End!

Any Question ?