

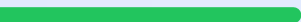
LMS SHOWCASE WITH moodle

Karen E. Ballengee



THE COURSE

INSTRUCTIONAL DESIGN FUNDAMENTALS



This is a 16 -week Instructional Design course for undergraduate students at Battlefield University. Take a tour and explore the design, layout, and navigation of the course. This course was built to be learner -centric and accessible to all.





Instructional Design Fundamentals

Category 1

0% complete

MOODLE NAVIGATION

The course is organized by weekly modules. Before learners explore the course, they review the instructor’s office hours, read the course syllabus, and consult the Start Here section for tips on using Moodle, seeking technical help, and being a successful online learner.

Instructional Design F...  

> General

> Office Hours and Instructor Bio...

> Syllabus and Resources

> Start Here

> General Discussions (Non-Grad...

> Week 1: Welcome to Instructio...

> Week 2: Analyzing Learners & ...

> Week 3: Writing Learning Obje...

> Week 4: Designing the Learnin...

> Week 5: Designing Assessments

> Week 6: Developing Instruction...

> Week 7: Graphic Design for Lea...

> Week 8: Copyright & Fair Use

> Week 9: Universal Design for Le...

> Week 10: Educational Technolo...

> Week 11: Implementing Instruc...

> Week 12 Evaluating Learning



MOODLE COURSE WELCOME



The Course Welcome is located in the announcements section of the course.

Welcome to the course!

Display replies in nested form

Settings

**Welcome to the course!**
by [Karen Ballengee](#) - Saturday, 18 July 2026, 9:51 AM

16-WEEK COURSE

ISD 210

Welcome to Instructional Design Fundamentals!

Designing learning experiences that make a difference.

Welcome!

I'm excited to welcome you to **Introduction to Instructional Design**. Over the next 16 weeks, you will explore the principles and practices that instructional designers use to create meaningful, engaging, accessible, and effective learning experiences.

Whether you are interested in higher education, corporate training, government, military instruction, or another learning environment, the skills you develop in this course can help you design instruction that supports real learners and achieves meaningful outcomes.

This course is designed to be hands-on. You won't just learn about instructional design—you'll **practice it**. By the end of the semester, you will have created an instructional design project that demonstrates your ability to move from identifying a learning need to designing and evaluating an instructional solution.

MOODLE

OFFICE HOURS & INSTRUCTOR BIOGRAPHY



STUDENT SUPPORT

Instructor Office Hours

Have a question? Let's connect!

Karen E. Ballengee, EdS

Course Instructor

Office hours are available each week to answer questions, discuss assignments, provide feedback, or help you navigate the course.

Weekly Office Hours

TUESDAYS

4:00–6:00 PM

Virtual Office Hours

THURSDAYS

4:00–6:00 PM

Virtual Office Hours

Join Office Hours

MEET YOUR INSTRUCTOR

Karen E. Ballengee, EdS

Instructional Designer • Educator • Lifelong Learner

Welcome!

Hello! I'm Karen Ballengee, and I'll be your instructor for Introduction to Instructional Design. I have spent my career exploring how people learn and how thoughtful instructional design can create meaningful learning experiences.

My goal for this course is to help you develop the knowledge, skills, and confidence you need to begin thinking and working like an instructional designer.

MOODLE SYLLABUS

Learners can view the Syllabus to find information on textbooks, grading, and course rules.



EDUC 330

Introduction to Instructional Design

Course Syllabus • 16-Week Semester • 3 Credit Hours

Course at a Glance

Course EDUC 330	Credits 3 Credit Hours	Length 16 Weeks
Format Online		

Instructor Information

MOODLE SEEKING ASSISTANCE

Learners have multiple ways of accessing help throughout the course.

ISD 210 / Start Here

Start Here

This is where you will find everything you need to get started including:

1. Directions for accessing Moodle

2. A course navigation video

3. Browser information

4. Contact information for school technology Services

5. Tips for success in an online Course

START HERE • STEP 1

Accessing Moodle

Learn how to access and navigate your online classroom

Welcome to Moodle

Moodle is the Learning Management System (LMS) used for ISD 210: Instructional Design Fundamentals. This is where you will access course content, complete learning activities, participate in discussions, submit assignments, and view your grades.

Contact Technology Services



Call Us

Speak directly with a Technology Services representative.

(555) 555-TECH

Monday–Friday
8:00 a.m.–5:00 p.m.



Send an Email

Email Technology Services with questions or technical issues.

techsupport@bfuniversity.edu

Include your name and student ID when requesting assistance.



Visit the Help Desk

Visit the campus Technology Services Help Desk for in-person support.

**Library Learning Commons
Room 120**

Monday–Friday
8:00 a.m.–5:00 p.m.

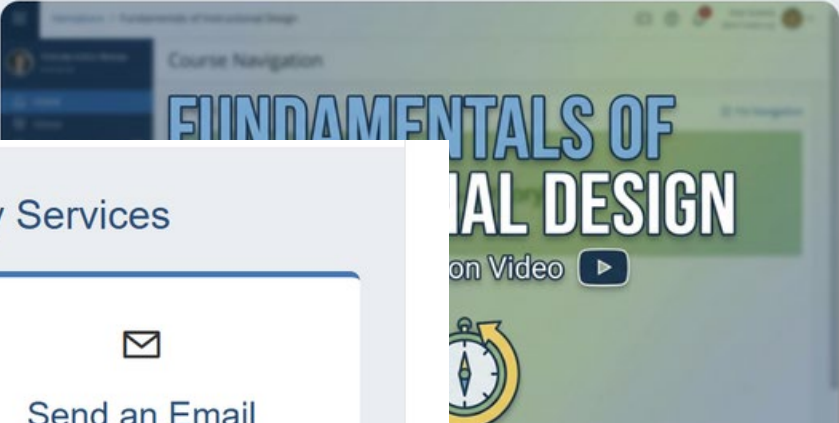
Let's Take a Tour

Now that you've accessed Moodle, let's take a closer look at how this course is organized. Knowing where to find important information and activities will help you navigate the course with confidence throughout the semester.

In the short video below, you'll explore the course homepage and learn where to find course materials, weekly modules, assignments, discussions, grades, and other important course resources.

Watch: Navigating Your Course

Watch the video below to learn how to navigate the ISD 210 Moodle course.



TIP 03

Start Early

Give yourself enough time to read instructions, review course materials, complete assignments, and address unexpected problems. Waiting until the last minute can make a manageable assignment feel overwhelming.

Try this: Aim to complete assignments at least one day before the deadline whenever possible.

TIP 04

Participate and Stay Engaged

Online learning is more than completing assignments. Participate in discussions, interact with your classmates, ask questions, and engage with the learning activities. Your participation can deepen your understanding of the material.

Try this: Contribute thoughtful ideas to discussions and respond respectfully to your classmates.

MOODLE

WEEKLY ACTIVITIES



These are the items to complete for Week 1.

Week 1: Welcome to Instructio...

Week 1: Welcome to Instructio...

Syllabus Quiz

Meet Your Classmates

ADDIE Flashcards

Required Reading

Week 1 Pulse Check

Week 1 Completion

MOODLE WEEKLY MATERIAL

This is the course content for week 1. All material was created using the Course Presentation in H5P Content. Each presentation has an introduction, course content, summary, resources, and a looking forward section.

Content

WHAT DO INSTRUCTIONAL DESIGNERS DO?

Instructional designers apply learning theory, technology, and creativity to **solve learning problems** and **create effective learning experiences**.

- ANALYZE NEEDS**
Identify learner needs, performance gaps, audience characteristics, and contextual factors.
- DEVELOP OBJECTIVES**
Write clear, measurable learning objectives that define what learners should know or be able to do.
- DESIGN LEARNING EXPERIENCES**
Plan engaging instructional strategies, learning activities, assessments, and content sequencing.
- DEVELOP CONTENT**
Create or curate learning materials, multimedia, activities, job aids, assessments, and other resources.
- SELECT TECHNOLOGY**
Choose and integrate appropriate tools and technologies to support teaching and learning.
- COLLABORATE**
Work with subject matter experts, instructors, SMEs, and other stakeholders to gather input and ensure accuracy.
- FACILITATE LEARNING**
Support instructors and learners through training, guidance, communication, and ongoing interaction.
- APPLY ACCESSIBILITY & UDL PRINCIPLES**
Design inclusive learning experiences that are accessible and usable by all learners.
- EVALUATE & IMPROVE**
Evaluate learner performance, gather feedback, and use data to improve instruction and learning outcomes.

Instructional designers don't just create content. They solve learning problems and make learning better.

WHERE DO INSTRUCTIONAL DESIGNERS WORK?

- Higher Education
- K-12 Education
- Corporate Training
- Government & Military
- Healthcare
- Nonprofit Organizations
- Consulting & More

What does an Instructional Designer Do? 7 / 19

<> Embed H5P ?

MOODLE SYLLABUS QUIZ

After learners view the course content, they take the syllabus quiz to check their understanding.

ISD 210 / Week 1: Welcome to Instructional Design / Syllabus Quiz



Syllabus Quiz

Back

Question 1

Not yet answered

Marked out of 1.00

 Flag question

How can you contact the instructor?

☐ A. By email only

☐ B. By TEAMS and/or email

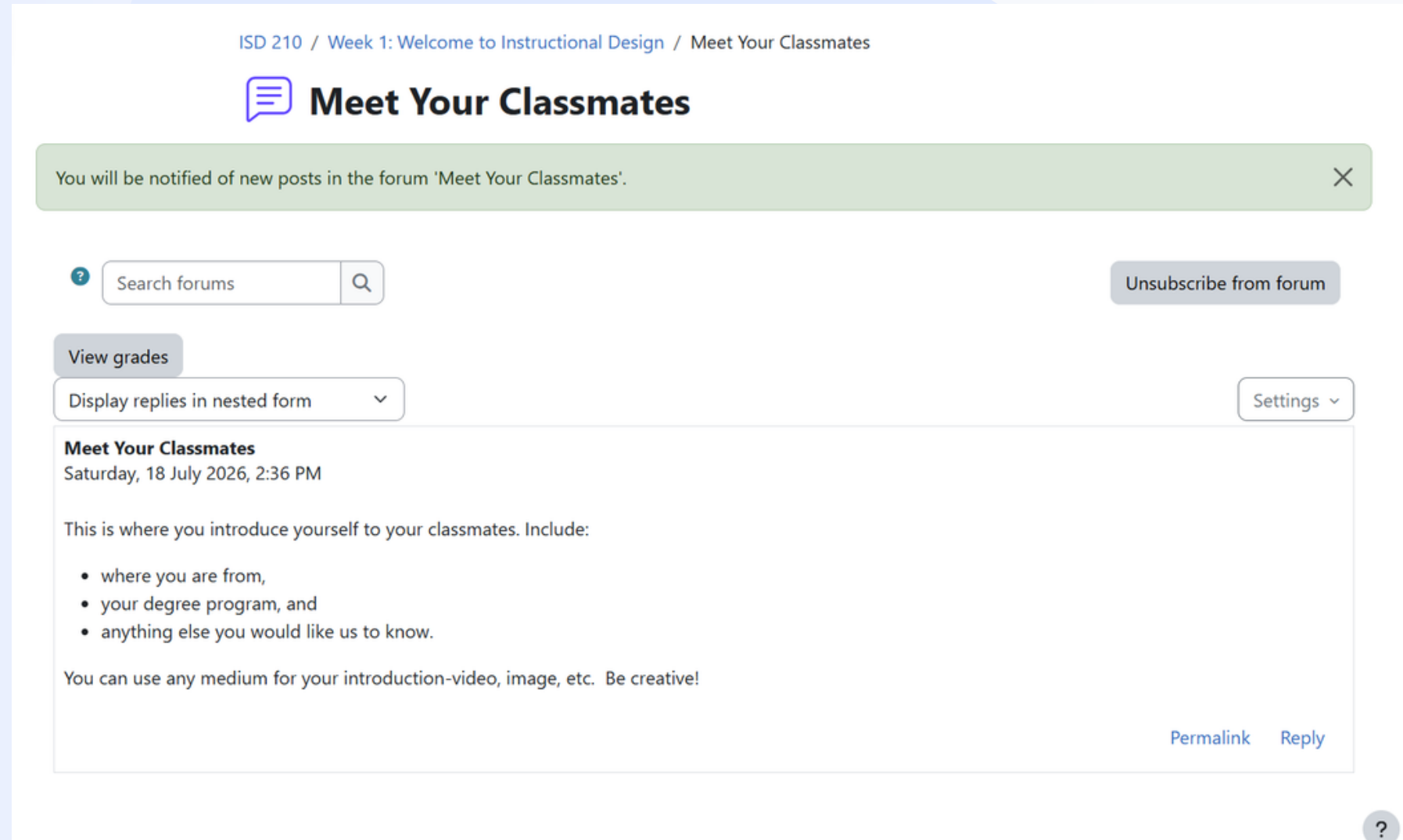
☐ C. By TEAMS only

☐ D. By text

Next page

MOODLE FORUM

Then students introduce themselves in the forum. They can use any mode (video, audio, etc.) to introduce themselves.



The screenshot shows a Moodle forum interface. At the top, the breadcrumb trail reads "ISD 210 / Week 1: Welcome to Instructional Design / Meet Your Classmates". The forum title "Meet Your Classmates" is displayed with a speech bubble icon. A green notification bar states: "You will be notified of new posts in the forum 'Meet Your Classmates'." Below this, there is a search bar labeled "Search forums" with a magnifying glass icon, and a button labeled "Unsubscribe from forum". A "View grades" button is also visible. A dropdown menu shows "Display replies in nested form" with a downward arrow, and a "Settings" button with a dropdown arrow. The main content area shows a post titled "Meet Your Classmates" dated "Saturday, 18 July 2026, 2:36 PM". The post text reads: "This is where you introduce yourself to your classmates. Include:" followed by a bulleted list: "• where you are from," "• your degree program, and" "• anything else you would like us to know." Below the list, it says: "You can use any medium for your introduction-video, image, etc. Be creative!". At the bottom right of the post, there are links for "Permalink" and "Reply". A small question mark icon is visible in the bottom right corner of the forum area.

MOODLE HTML FLASHCARDS



Next, the learners practice what they have learned with ADDIE flashcards. This activity isn't graded, but learners do have to mark it as complete so the instructor knows that they finished the activity.

The screenshot displays a Moodle HTML Flashcards activity interface. It consists of two vertically stacked cards, each with a light gray background and rounded corners. The first card, labeled 'FLASH CARD 01', contains the question 'What does the "A" in ADDIE stand for?' and a dark blue button with a right-pointing triangle and the text 'Reveal Answer'. The second card, labeled 'FLASH CARD 02', contains the question 'What does the first "D" in ADDIE stand for?' and a similar dark blue button. The entire activity is framed by a white border, and the background features large, light blue abstract shapes.

FLASH CARD 01

What does the "A" in ADDIE stand for?

► Reveal Answer

FLASH CARD 02

What does the first "D" in ADDIE stand for?

► Reveal Answer

MOODLE PULSE CHECK

The Moodle Pulse Check lets the instructor know if learners understand the material. It's completely anonymous, and instructors can use the results to review material for learners.

ISD 210 / Week 1: Welcome to Instructional Design / Week 1 Pulse Check

Week 1 Pulse Check

Mark as done

How confident do you feel with this week's materials (What is ID?, What does an ID do?, ADDIE)? These answers are anonymous and help me to understand where I may need to review.

Anonymous results will be published after you answer. X

☐ Not at all confident
☐ Somewhat unconfident
☐ Neutral
☐ Somewhat confident
☒ Very confident

Save my choice

Week 1 Pulse Check

Mark as done

How confident do you feel with this week's materials (What is ID?, What does an ID do?, ADDIE)? These answers are anonymous and help me to understand where I may need to review.

Your choice has been saved X

Your selection: Very confident

Responses

Confidence Level	Percentage of Responses
Not at all confident	0%
Somewhat unconfident	0%
Neutral	0%
Somewhat confident	0%
Very confident	100%

Show chart data

MOODLE CHECKLIST

The final task is to complete the checklist, letting the instructor know learners have completed all the tasks for the week. There is even a progress bar, so learners know where they are in the process.

ISD 210 / Week 1: Welcome to Instructional Design / Week 1 Completion

 **Week 1 Completion**

Completion requirements:

- Check-off items: 100%

All items:  75%

- ☒ Read Start Here Section
- ☒ Read Syllabus
- ☒ Read Ch. 1 and Ch.2
- ☒ View Week 1 Lesson Content
- ☒ Take the Syllabus Quiz
- ☒ Practice With ADDIE Flashcards
- ☐ Week 1 Pulse Check
- ☐ Introduce Yourself to Your Classmates

MOODLE SUMMARY

This course was built with the following in mind.

- 01**  **Is Fully Accessible**
This course was built with accessibility in mind.
- 02**  **Is Learner -Centric**
This course provides the support and help that students may need.
- 03**  **User Experience & Usability**
Learners are able to easily access the content of the course.
- 04**  **Interactive and Engaging Content**
Learners are provided with multiple forms of course content to engage all types of learning preferences.
- 05**  **Provides Collaboration**
Learners can connect, communicate, and collaborate with peers and instructors easily.





THANK
YOU!

FOR TAKING THE TOUR