



MOODLE INSPIRATION GUIDE · PHD.MOODLE.AAU.DK

The course room as a learning space

Inspired by the Moodle use at: Writing and Reviewing Scientific Papers -A (2026) · Organizer: Jakob Stoustrup · Seminar days: 4 February, and 19 May 2026

Phase 0 to Phase 5 · For teachers and organisers · Updated 3 August 2026

Current use set against possible use, phase by phase

Every idea builds on a standard Moodle activity and changes neither the academic content of the course nor the form of assessment (pass/non-pass). Each one is marked with the effort it takes to set up.

Low

A quick win. Can be set up in about an hour.

Medium

Requires configuration before the course starts.

High

A larger effort, best planned for a coming run.

STARTING POINT

Current use of the room

- General information – welcome, objectives, key literature, dates
- News from secretary and teacher (news forum, one-way)
- Course certificate – 3,75 ECTS points on completion
- Background material – slides and files for day 1
- Templates for papers
- Paper submission and review (Workshop, separate groups)
- Slides for Workshop Day – material for day 2
- Final paper upload (assignment)

The pattern: the room is strong as an archive and a submission point.

The participants meet academically almost only on the two physical days. The periods before, between and after stand empty, and that is where the potential lies.

Phase 0 · Before the course

Enrolment to 4 February

USED NOW

The welcome text and the practical information are published as a static page.

COULD ALSO BE USED FOR

- **Aligning expectations** Low – a short Feedback questionnaire: research field, progress in the writing process, expectations for the course.
- **Read before you arrive** Low – the key literature as a Checklist the participants tick off.
- **Introduce yourself** Low – a Forum where each participant writes briefly about the topic of their paper.

Value: the group, its level and its needs are known before the first meeting, and seminar day 1 can start from a higher level.

Phase 1 · Literature study

Self-study

USED NOW

The literature is a list inside the information text, and the background material is available as files.

COULD ALSO BE USED FOR

- **A shared vocabulary** **Medium** — a Glossary of review terminology (novelty, rigour, reproducibility) that the participants extend themselves.
- **Guided reading** **Medium** — a Lesson or H5P activity with reflection questions along the key articles.
- **Self-check** **Low** — a short Quiz on the principles of peer review.

Value: the literature becomes active learning instead of a list, and what the group has understood is visible before the first seminar day.

Phase 2 · Seminar day 1

4 February 2026

USED NOW

Slides and background material are made available in the room.

COULD ALSO BE USED FOR

- **Registration of attendance** **Low** — an Attendance activity. Attendance is mandatory both dates in full, and it can be documented directly in the room.
- **Activation during teaching** **Low** — a Choice poll or a word cloud used in the lectures.
- **Summary of the day** **Low** — a shared Wiki or page collecting the points from the day.

Value: the mandatory attendance is handled without paper, and what is said on the day is retained in the room.

Phase 3 · Writing and review

February to May

USED NOW

Paper submission and review (a Workshop activity) handles submission and peer review in separate groups.

COULD ALSO BE USED FOR

- **A writing clinic** **Low** — a question-and-answer Forum for the long period between the two seminars.
- **Milestones and progression** **Medium** — Completion tracking and a Checklist: draft ready, review submitted, revision handed in.
- **A collection of examples** **Medium** — a Database of strong and weak passages and reviews.
- **Individual supervision** **Medium** — a Scheduler where the participants book a supervision slot themselves.

Value: the long period between the two days becomes an active community instead of silence, and it is visible who is on track.

Phase 4 · Workshop day 2

19 May 2026

USED NOW

Slides for Workshop Day are shared.

COULD ALSO BE USED FOR

- **Presentation slots** **Medium** — a Booking or Scheduler activity, so the participants choose the time for their own presentation.
- **Attendance on day 2** **Low** — the same Attendance activity as on day 1.
- **Peer feedback on presentations** **Low** — a simple Feedback form or ratings, so the audience gives structured responses.

Value: the workshop runs more independently, and the feedback is captured in writing instead of only spoken in the room.

Phase 5 · Submission and closing

Deadline 5 June 2026

USED NOW

Final paper upload (an assignment) and the course certificate, issued on completion of the course.

COULD ALSO BE USED FOR

- **Course evaluation** Low — a Feedback activity that closes the loop opened by the expectation survey in Phase 0.
- **A rubric on the submission** Medium — assessment criteria and PDF annotation inside the assignment.
- **Badges for partial milestones** Medium — Badges for "review submitted" and "paper handed in".
- **Reuse for the next group** Low — save the room as a template for the -B and -C runs.

Value: systematic evaluation for the next run, consistent assessment, and a reusable template across the A, B and C variants.

NOT TIED TO ONE PHASE

Possibilities across the phases

Community and communication

From one one-way news forum to dialogue: an academic discussion forum keeps the group connected between the physical days.

Progression and overview

Completion tracking and the course overview give the organiser and the participants a clear picture of how far each of them has come.

Feedback loops

Expectations in Phase 0, self-check in Phase 1 and evaluation in Phase 5 form one coherent arc through the course.

Documentation

Attendance and assessment rubrics make the mandatory attendance and the pass/non-pass decision traceable and auditable.

Catalogue of Moodle activities

All the possibilities mentioned, collected so that they are easy to prioritise.

Activity	Used for	Phase	Effort
Feedback	Aligning expectations and course evaluation	0 - 5	Low
Forum	Introduction round and writing clinic between the seminars	0 - 3	Low
Checklist	Key literature and milestones the participants tick off	1 - 3	Low
Attendance	Mandatory attendance on both seminar days	2 - 4	Low
Choice	Live polling and activation during the lectures	2	Low
Quiz	Self-check on the principles of peer review	1	Low
Glossary	Shared vocabulary of review terminology	1	Medium
Lesson or H5P	Guided reading with reflection questions	1	Medium
Wiki or page	Shared summary of the points from the seminar days	2	Medium
Database	Shared collection of strong and weak text and review examples	3	Medium
Scheduler or Booking	Individual supervision and presentation slots	3 - 4	Medium
Completion tracking	Progression and overview through the course	3	Medium
Assignment and rubric	Consistent assessment and PDF annotation of the final paper	5	Medium
Badges	Recognition of partial milestones	5	Medium
Course template	Reuse of the structure for the -B and -C runs	5	Low
Workshop	Peer review. Already in place, and can be extended with clearer criteria	3	High

RECOMMENDATION

Recommended next steps

Start here – the quick wins

Low effort, noticeable effect. The four together can be set up in a single morning.

1. **Attendance** for the two mandatory days.
2. **Feedback** for expectations before the start and evaluation at the end.
3. **A writing clinic forum** for the period between the seminars.
4. **Checklists** for the key literature and the milestones.

Build further once that works

A larger setup, but it lifts the course room considerably.

1. **Completion tracking** and progression through the whole course.
2. **A rubric** on the final submission, for consistent assessment.
3. **A database** of examples, together with the **glossary**.
4. **A course template**, so that -B and -C inherit the structure.

MOODLE INSPIRATION GUIDE · PHD.MOODLE.AAU.DK

From an archive to a learning space

All ideas build on standard Moodle activities and change neither the academic content of the course nor the form of assessment (pass/non-pass).

AAU PhD · phdcourses@adm.aau.dk

Kroghstræde 1, 9220 Aalborg Øst · phd.aau.dk

When contacting us please state the course title. Thank you.