



KABALE
UNIVERSITY
“Knowledge is the future”

LECTURER eLEARNING USER GUIDE

Design, facilitate, assess and improve learning on KABVILE

DESIGN

Structure an accessible course

FACILITATE

Engage and support learners

ASSESS

Grade fairly and give feedback

elearning.kab.ac.ug

For Kabale University academic staff | Open & Distance eLearning Department

How to use this guide: Open a practice or assigned course and complete the “Apply it now” task on each page.

02 START WITH THE TEACHING WORKFLOW

Start with the teaching workflow

Move from an empty course shell to an active, well-supported learning experience.

KABVILE is Kabale University's Virtual Learning Environment for sharing course content, facilitating interaction, administering assessments, providing feedback and monitoring participation.

1	Confirm your account, assigned course units and student allocation.
2	Prepare the course structure, welcome information and learning outcomes.
3	Add accessible resources and purposeful learning activities.
4	Communicate expectations and facilitate participation.
5	Assess consistently, return feedback and monitor learner progress.
6	Review the course and prepare a clean copy for the next teaching period.

Self-help first: Visit esp.kab.ac.ug for lecturer tutorials and videos. Report unresolved technical problems at helpdesk.kab.ac.ug.

Role boundary: Lecturers normally edit courses assigned to them. Course creation, allocation and some enrolment actions may require eLearning administration.

The KABVILE teaching cycle

1 Prepare

Check shell, dates and learners

2 Teach

Share resources and facilitate

3 Assess

Collect evidence and grade

4 Improve

Review data and revise

03 ACCESS, PROFILE AND COURSE ALLOCATION

Access, profile and course allocation

Protect your account and confirm that you are teaching in the correct course shell.

1	Sign in Open elearning.kab.ac.ug and use your authorised KAB account.
2	Review your profile Confirm name, institutional email, department and an appropriate photograph or introduction.
3	Open My courses Check the official course code, title, academic year and semester.
4	Confirm your role Turn editing on should be available in a course where you have editing-teacher access.
5	Request correction If a course is missing, duplicated or assigned incorrectly, contact eLearning support before adding content.

Secure practice

Use a unique password, sign out on shared devices and verify unexpected requests.

Avoid

Sharing accounts, editing another lecturer's course shell or creating duplicate courses.

Apply it now Confirm your profile and make a list of every Semester I course shell assigned to you.

04 PREPARE A COURSE BEFORE STUDENTS ARRIVE

Prepare a course before students arrive

Set a clear structure, accurate dates and a welcoming starting point.

- **Course identity** Confirm code, full name, short name and teaching dates.
- **Course format** Use a consistent topic, weekly or other approved format that matches the teaching plan.
- **Opening section** Add lecturer contacts, course overview, learning outcomes, assessment summary and communication expectations.
- **Announcements** Use the course announcements forum for authoritative updates.
- **Sections** Name sections meaningfully; avoid “Topic 1” when a week or subject name is known.
- **Availability** Keep unfinished or restricted material hidden until it is ready.

Minimum readiness check

- Students are correctly enrolled or allocated.
- The course outline and first learning materials are available.
- Assessment dates match the approved plan.
- Links and files open on both computer and mobile.
- A student-view check shows no accidental hidden or inaccessible items.

Use Student role carefully Switch role or use a test student only through approved methods. Never use a real student’s credentials.

Illustrated course-page map

1 Start

Welcome and announcements

2 Learn

Resources in teaching order

3 Practise

Forums and learning activities

4 Assess

Assignments, quizzes and feedback

Interface illustration - the exact appearance may vary by course and device.

05 EDIT AND ORGANISE THE COURSE PAGE

Edit and organise the course page

Add, move, rename, duplicate, hide and restrict items without confusing learners.

1	Turn editing on Use the editing control at the top of the course.
2	Choose the destination Open the correct week, unit or topic before adding anything.
3	Add an activity or resource Use the activity chooser and read the description when uncertain.
4	Name for learners Use short action-oriented names such as “Read: Topic 2 guide” or “Submit: Assignment 1”.
5	Arrange deliberately Move items into teaching order and use indentation sparingly.
6	Control visibility Hide unfinished items or apply dates, groups, completion or grade restrictions.
7	Check and turn editing off Review the page as learners will encounter it.

Kabvile Activity pages present key information more clearly, but students still depend on meaningful names, instructions, dates and completion criteria from the lecturer.

06 ADD ACCESSIBLE LEARNING RESOURCES

Add accessible learning resources

Choose the lightest format that helps students learn, including those on mobile data.

- **File** Use PDF for stable handouts; provide editable formats only when students need them.
- **Page or Book** Use for structured reading that should open directly in Moodle.
- **Folder** Use only for a genuinely related set of files; too many folders hide the learning sequence.
- **URL** Link to trusted library, video or web resources and describe what students should do there.
- **Media** Compress video, add captions or transcripts, and provide a lower-bandwidth alternative.
- **H5P or interactive content** Use for practice and feedback, not decoration.

Accessible

Real headings, readable contrast, descriptive links, captions, alt text and selectable text.

Avoid

Scanned text-only images, unexplained file names, huge uploads and colour as the only meaning.

Copyright and privacy Use material you created, licensed resources or content permitted for teaching. Do not expose student information in examples or recordings.

07 CREATE AN ASSIGNMENT

Create an assignment

Align instructions, submission settings and grading before releasing the task.

1	Add Assignment Choose the correct section and select Assignment from the activity chooser.
2	Write complete instructions State the task, learning outcome, deliverable, format, naming convention and integrity requirements.
3	Set availability Configure allow submissions from, due date and cut-off date deliberately.
4	Choose submission types Enable file or online text submission and set accepted formats, size and number of files.
5	Configure grading Set maximum grade, grade category, workflow and feedback types as required.
6	Set completion and access Make requirements clear and avoid contradictory restrictions.
7	Test and announce Save, verify the student view and communicate the deadline.

Kabvile Assignments can support multiple markers where enabled. Agree the marking workflow and grade calculation method before grading begins.

Good assessment design: Publish the rubric or grading criteria early, allow realistic upload time and explain the process for extensions or technical incidents.

08 BUILD AND ADMINISTER A QUIZ

Build and administer a quiz

Separate quiz settings from question-bank work, then test the complete attempt.

1	Create the quiz activity Set name, description, opening and closing times, time limit, attempts and grade method.
2	Configure layout and behaviour Choose questions per page, navigation, shuffling and question behaviour appropriate to the assessment.
3	Set review options Decide what students may see during, immediately after and later after the attempt.
4	Build the question bank Use clear names or categories, meaningful names, feedback and bank descriptions.
5	Add questions Create questions, import a validated Aiken or other supported file, or draw random questions from a category if they exists.
6	Set marks and order Confirm total marks, question order and any section headings.
7	Preview and test Attempt every question, verify scoring, timing, navigation, feedback and accessibility before opening.

Aiken import Use plain UTF-8 text, options labelled A., B., C., D., and ANSWER: followed by the correct letter. Validate the import before adding questions to a live quiz.

09 FACILITATE FORUMS AND LIVE LEARNING

Facilitate forums and live learning

Design interaction with a purpose, visible expectations and active lecturer presence.

Forums

- **Purpose** Choose announcements, introductions, question-and-answer, debate, peer feedback or reflection.
- **Prompt** Ask a focused question that requires application, evidence or comparison.
- **Participation** State the number, quality and timing of posts or replies expected.
- **Groups** Use separate groups for very large classes where appropriate.
- **Moderation** Acknowledge contributions, correct misconceptions and enforce respectful conduct.

Live classes

- Post the meeting activity or approved link in the correct course section.
- Give the date, time, agenda, preparation and participation expectations.
- Use waiting-room, mute, chat and recording controls responsibly.
- Record only where permitted and tell participants how the recording will be used.
- Provide a follow-up summary or alternative where attendance or connectivity is constrained.

Large classes Break interaction into programme, tutorial or discussion groups and give teaching assistants or co-lecturers clearly defined roles.

10 MANAGE PARTICIPANTS, GROUPS AND COMMUNICATION

Manage participants, groups and communication

Use enrolment and grouping controls without compromising student records or privacy.

- **Participants** Use the participant list to confirm enrolment, roles, groups and recent access where permitted.
- **Enrolment** Do not manually add or remove large numbers of students when official allocation should handle it; report mismatches.
- **Groups** Create or use approved groups for tutorials, projects and separate activities.
- **Groupings** Use when an activity should be available to a selected collection of groups.
- **Messages** Use course-related communication, include the course code and avoid sensitive grade discussions in public spaces.
- **Announcements** Post early, use descriptive subjects and avoid duplicating contradictory instructions across channels.

Visible groups

Students may see and interact across groups, subject to activity settings.

Separate groups

Students normally interact only within their own group while lecturers can oversee all groups.

Privacy Download participant data only when necessary, store it securely and do not share class lists or grades through public links.

11 GRADE AND GIVE USEFUL FEEDBACK

Grade and give useful feedback

Make marking consistent, traceable and timely.

1	Confirm the grading setup Check points, scale, category, weighting, rubric and passing grade before marking.
2	Open submissions or attempts Filter status and groups carefully; confirm the correct student and activity.
3	Apply criteria consistently Use the rubric or marking guide and follow moderation requirements.
4	Give actionable feedback Identify what was achieved, what needs improvement and the next action.
5	Save the correct state Distinguish draft, in review and released grades where workflow is enabled.
6	Review the gradebook Check totals, exclusions, overrides and category calculations before release.
7	Release and notify Make grades visible only when ready and tell students where to find feedback.

Grade overrides A manual gradebook override may stop later activity grades from updating automatically. Use overrides sparingly and document the reason.

12 MONITOR PARTICIPATION AND SUPPORT LEARNERS

Monitor participation and support learners

Use evidence to intervene early, not to make assumptions about motivation.

- **Activity completion** Configure meaningful completion rules so students and lecturers can see progress.
- **Course reports** Review logs, activity reports, participation and completion reports where your role permits.
- **Assessment status** Track missing, late, draft and ungraded submissions.
- **Engagement patterns** Look for repeated absence, unopened essentials or incomplete sequences.
- **Intervention** Send a supportive, specific message and point to the next required action or support service.
- **Documentation** Keep appropriate records of extensions, accommodations and assessment incidents.

Evidence can show

What was accessed, submitted or completed and when the system recorded it.

Evidence cannot prove

Attention, comprehension or the reason a learner is struggling without further conversation.

Inclusive support Apply approved accommodations and use assignment or quiz overrides only through authorised processes. In Moodle 5.2, an override reason may be recorded where enabled.

13 DESIGN FOR ACCESSIBILITY AND INTEGRITY

Design for accessibility and integrity

Remove unnecessary barriers while maintaining trustworthy assessment.

Accessibility

- Use real headings, concise paragraphs and descriptive link text.
- Add alternative text to informative images and captions or transcripts to media.
- Ensure sufficient contrast and do not depend on colour alone.
- Provide accessible document formats and check keyboard navigation.
- Allow approved accommodations without publicly identifying the student.

Academic integrity

- State permitted collaboration, sources, tools and AI use for every assessment.
- Design authentic tasks that require application, explanation or reflection.
- Use question categories, randomisation and time limits proportionately.
- Use originality or proctoring tools only under University policy and with appropriate privacy safeguards.
- Investigate evidence fairly; do not treat a similarity score or automated signal as a verdict.

Generative AI Specify whether AI is prohibited, permitted for defined tasks or must be acknowledged. Align the instruction with University policy and the learning outcomes.

14 REVIEW, REUSE AND PROTECT THE COURSE

Review, reuse and protect the course

Close the teaching period cleanly and prepare trustworthy material for the next cohort.

1	Complete grading Resolve missing grades, moderation and approved extensions.
2	Communicate closure Tell students when feedback and final course grades are available.
3	Review evidence Note which resources, activities and assessments worked or need revision.
4	Remove temporary exposure Hide obsolete links, answer keys or draft materials as appropriate.
5	Use approved course reuse Request or use an authorised backup, restore, import or course-copy process.
6	Reset cohort-specific data Do not carry student submissions, forum posts or personal data into a new cohort unless formally required.
7	Update dates and links Check every deadline, restriction, meeting link and external resource before reopening.

Backups Do not treat a downloaded course backup as an ordinary shareable file. It may contain user data depending on settings; store and transfer it securely.

15 TROUBLESHOOT AND GET HELP

Troubleshoot and get help

Try safe checks, preserve evidence and use the right support destination.

- **Cannot edit** Confirm you are in the correct course and have the editing-teacher role.
- **Students cannot see an item** Check course visibility, item visibility, dates, groups, restrictions and completion dependencies.
- **Quiz issue** Record the question, attempt, time and exact behaviour before changing anything.
- **Grades look wrong** Check maximum grade, category, weighting, exclusions, overrides and hidden status.
- **Upload fails** Check file type, size, filename, connection and available course storage.
- **Page error** Record the URL, time, browser, screenshot and steps that produced the error.

When requesting support, include

- Your name, department and KAB email
- Course full name, code, academic year and semester
- Activity name and direct page address
- Device, browser or app version
- Exact error message, time and a screenshot with private information hidden
- What you expected, what happened and what you already tried

TUTORIALS & VIDEOS esp.kab.ac.ug

REPORT A TECHNICAL PROBLEM helpdesk.kab.ac.ug | elarningsupport@kab.ac.ug

Lecturer readiness check

- The correct students can access the correct course.
- The course has a clear structure, welcome and learning outcomes.
- Resources are accessible and suitable for mobile data.
- Activities have instructions, dates and completion requirements.
- Assessments are tested and the gradebook is correct.
- Communication, feedback and learner monitoring are planned.
- I know where to find tutorials and where to report a problem.

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