CCT College Dublin

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Lecture Series

CCT Centre for Teaching and Learning

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Getting the Most Out of Moodle: A Workshop

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Getting the most out of Moodle

Who Am I?

Background in instructional design going back as far as the pre-Internet era!

Joined Hibernia College in 2002 – the start-up days

EdD Queen's University

Joined RCSI in 2018

Not a Moodle expert



Agenda

- 1.Planning for flipped/blended classroom
 - a. Acquisition
 - Panopto, screencast o matic, PDFs, H₅P
 - b. Discussion/Collaboration
 - Forum, chat, webinar
 - c. Practice
 - Quiz
 - d. Reflection
- 2. Activity completion
- 3. Monitoring engagement

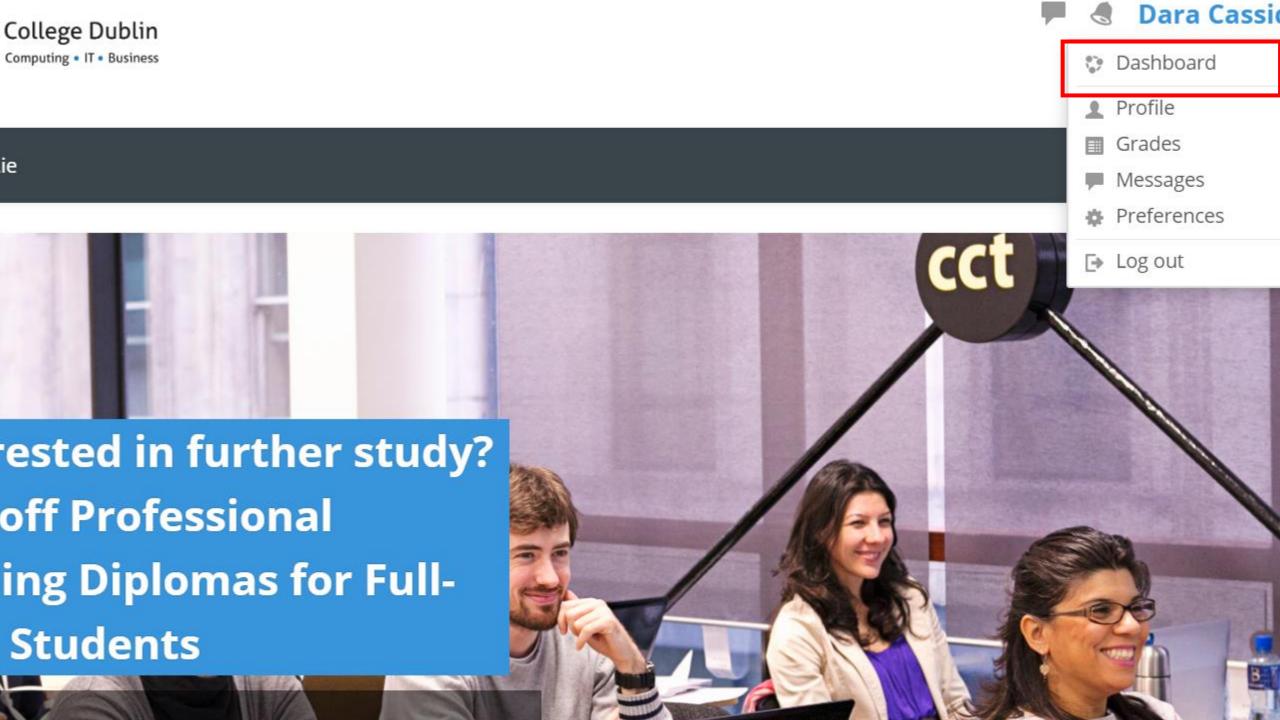




Flipped Classroom



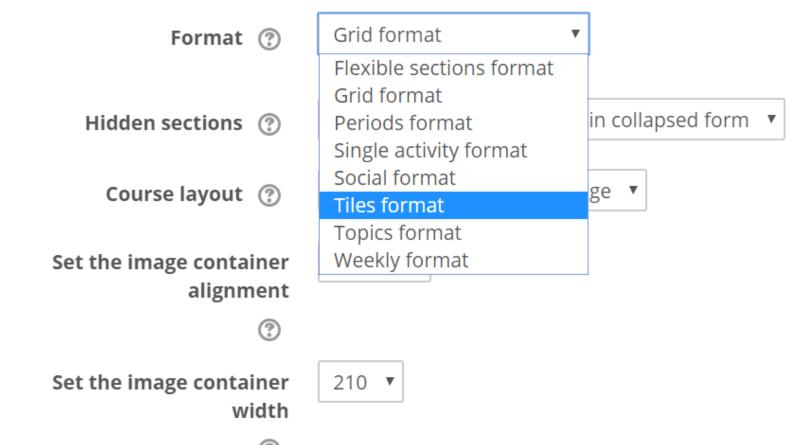
What is your experience of flipping the classroom?





- Course administration
 - # Edit settings
 - Turn editing off
 - Course completion
 - Users
 - **T** Filters
 - Reports
 - Gradebook setup

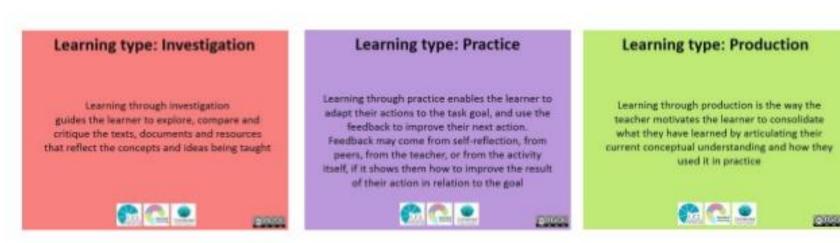
Course format



ABC curriculum design

Learning types cards (front)





learning activity types on one side and examples of activities on the other

Digital technology

- small group projects using online forums^{M08}, wikis^{M15}, chat^{M23} for discussing others' outputs.
- building joint digital outputs using databases^{M47}, glossaries^{M24}, wikis^{M15}.

Digital technology

- online tests using Quiz^{M12}, HotPot^{M38}
- case studies using lesson^{M21} pathways.
- virtual labs using lesson M21 questions.
- virtual field trips with embedded images M02a & videos M02b in lessons M21.
- embedded^{M02b} simulations and links^{M03} to virtual worlds.
- online presentations^{M46} by students.
- dynamic external content via Twitter^{M02c}, RSS feeds^{M05f.}
- □ **visual models** (e.g. Jmol^{M33}).
- assessments submitted for peer feedback^{M37} or marking by tutors^{M09}.

Digital technology

- reading digital documents, resources
 via the UCL Reading List^{M10}.
- reading websites, watching multimedia via URL^{M03}.
- watching animations, videos by embedding video^{M02b}.
- listening to podcasts, webcasts by embedding audio^{M02b}.

Digital technology

- online search via the Library Search block^{M05}.
- analysing ideas and information from digital resources accessed via the UCL Reading List^{M10}.
- sharing & analysing digital texts with peers in a database^{M47}.
- raising queries about concepts using hot question^{M18}.
- comparing digital texts in an online discussion^{M08}.

Digital technology

- **online tutorials, seminars** with Blackboard Collaborate^{M46}.
- synchronous chats^{M23}.
- asynchronous discussion forums^{M08}.
- student presentations & discussion with Blackboard Collaborate^{M46}.

Digital technology

- producing shared digital documents in wikis^{M15}, discussion forums^{M08}.
- performances captured on video (via Lecturecast^{M27}).
- final assessments submitted for peer marking^{M37} or marking by tutors^{M09}.
- photos shared in Lightbox Gallery^{M54}.
- images, videos, animations, other artefacts shared in databases^{M47}.
- □ blogs^{M16}.
- e-portfolios using MyPortfolio.

Moodle tools

- 1. Acquisition
 - Panopto, Screencast-omatic, PDFs, H₅P
- 2. Discussion/Collaboration
 - Forum, chat, webinar
- 3. Practice
 - Quiz
- 4. Reflection
- 5. Activity completion
- 6.Monitoring engagement



In summary

Make Moodle visually attractive

Adopt a consistent structure

Think about your purpose

Design linked activities that require action Enable completion settings and monitor engagement

Thank you!

