CCT College Dublin

ARC (Academic Research Collection)

5-5-2019

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

I wouldn't start from here...

moodle

RoboSchro on Flickr

Monday, 21 October 13

What is your experience of flipping the classroom?

Dara Cassi

Dashboard

Profile

Grades

Messages

Preferences

Log out

cct

rested in further study?

off Professional

ing Diplomas for Full-

Students

Administration

Course administration
  Edit settings
  Turn editing off
  Course completion
  ▶ Users
  Filters
  ▶ Reports
  Gradebook setup

▼ Course format

Format ⑦ | Grid format ▼

Flexible sections format
Grid format
Periods format   in collapsed form ▼
Single activity format
Social format
Tiles format
Topics format
Weekly format

Hidden sections ⑦

Course layout ⑦   ge ▼

Set the image container alignment ⑦

Set the image container width ⑦ | 210 ▼

ABC curriculum design

Learning types cards (front)

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos

Learning type: Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself

Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers

Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

Learning type: Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal

Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice

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-o-matic, PDFs, H5P
2. Discussion/Collaboration
   - Forum, chat, webinar
3. Practice
   - Quiz
4. Reflection
5. Activity completion
6. Monitoring engagement

In summary

Thank you!