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, screencastomatic, 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...
What is your experience of flipping the classroom?
ABC Toolkit: https://blogs.ucl.ac.uk/abc-ld/home/abc-ld-toolkit/

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, wikis, chat for discussing others’ outputs.
- building joint digital outputs using databases, glossaries, wikis.

Digital technology

- online tests using Quiz, HotPot.
- case studies using lesson pathways.
- virtual labs using lesson questions.
- virtual field trips with embedded images & videos in lessons.
- embedded simulations and links to virtual worlds.
- online presentations by students.
- dynamic external content via Twitter, RSS feeds.
- visual models (e.g. Jmol).
- assessments submitted for peer feedback or marking by tutors.

Digital technology

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

Digital technology

- online tutorials, seminars with Blackboard Collaborate.
- synchronous chats.
- asynchronous discussion forums.
- student presentations & discussion with Blackboard Collaborate.

Digital technology

- producing shared digital documents in wikis, discussion forums.
- performances captured on video (via Lecturecast).
- final assessments submitted for peer marking or marking by tutors.
- photos shared in Lightbox Gallery.
- images, videos, animations, other artefacts shared in databases.
- blogs.
- 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

- 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!