Moodle in Teaching – Part II

How to use Moodle for teaching “Integrated Watershed Management”?
Overview

1. Moodle activities: How to use different tools for teaching?

2. Planning a Blended Learning course

3. Moodle course design: Do’s and Don’ts
1. Moodle activities in teaching
E-Learning Tools in Moodle

Learning Management System

- online learning material (e-content)
- forum
- chat
- quiz and survey
- assignment
- wiki
- blog
- ...

for delivering content, online communication, online collaboration and (self-)assessment
How to decide on a tool?
Two perspectives: Tool vs. context of use

Need to know what a tool can be used for order to …

… decide which tool to use given a particular learning activity
Tools for E-Teaching

How can Moodle activities be used in teaching the IWM modules?

Think about how the different tools provided by Moodle can be used in teaching. Put down your ideas on the paper sheets provided.

Method: Brainstorming
Material: Paper & pen
Duration: 10 min + discussion
Teaching IWM: Learning modules

Before the course starts: introduce a topic and ensure that learners have the same knowledge level.

Alaris Morissette: Utopia

Bad Religion: 21st Century Digital Boy

John Lennon: Imagine

Aphrodite’s Child: Loud, Loud, Loud

Ton, Steine, Scherben: Keine Macht für Niemand

Goldfrapp: Utopia

Die Toten Hosen: Hier kommt Alex

Zager & Evans: in the Year 2525

R.E.M.: It’s the end of the world as we know it

Click on the images to enlarge them, then drag and drop the mouse cursor over the pictures to explore them.

Click on the song titles to read the lyrics, and click on the audio icon next to each title to listen to the songs.
Teaching IWM: Learning Modules

Further uses:
- prepare the seminar / lecture
- review content of seminar
- additional material for self-paced learning
- material for working on an assignment
- collaboratively extend modules

=> link from Moodle course to IWM learning module
Teaching IWM: Audio/Video

Teacher: deliver content
- podcast / vodcast a lecture
- provide instructional material before lecture
- part of assignment
- supply audio tutorial material

Students:
- record activities/ collect notes
- create podcast (instead of essay)
- document field work
Teaching IWM: Forum

Obligatory posts (assignments)
Maggie Rouse, Dept. of Philosophy and Humanities, FU Berlin

Subject: Morris on More
Author: Margitta Rouse
Post date: Wednesday, May 16, 2007 1:11:45 PM CEST
Last modified date: Wednesday, May 16, 2007 1:11:45 PM CEST
Total views: 163 Your views: 4

Post your 3rd major post here. Please remember to enter an appropriate subject heading!
Teaching IWM: Forum

present results from group work (DPPCR project, FU Berlin)

1. After finishing each subject, there should be a quiz to evaluate the student progress.
2. By using the discussion board, we can create a forum with many threads for a general subject and ask the students to post their notes on this subject. Each thread represents a case study we will evaluate first five students who send their e-mails which include the correct answers, they will get a bonus mark.
3. A survey can be given to the students to know their opinions about the subject delivered.

Read the following statements and tick the suitable answer:

- a. presentation
- b. creativity
- c. depth
- d. critique

we can follow the same new scenarios in testing and surveys:

4. Make sure that the students are able to answer the questions related to the learning objectives.
5. Ask the students to do a self-assessment test to know about their achievements.
6. Survey can be used to evaluate the teacher’s performance.
Teaching IWM: Forum

Informal meeting place for
- off-the-topic communication,
- round of introduction (IWM project)
Teaching IWM: Forum

Teaching
- structured and open discussion, e.g. pro-contra discussion brainstorming / brainwriting
- collect questions for next seminar
- sample questions and answers for exam
- one-minute paper (feedback to course)
- peer reviewing, peer-to-peer feedback
- group work

Tutoring
- student communication with instructor
- online office hour
- coordinating group work
- FAQ, course information
Teaching IWM: Chat

Use Moodle chat / skype for
- virtual office hour
- organizing group activities
- tutoring (1:1- oder 1:n)
- conducting expert interview
- discussing IWM topics (e.g. modules)
- brainstorming
- role plays
Teaching IWM: Quiz & Survey

**Quiz**

- pre-test to judge knowledge of students
- post-test so that instructors can judge what learners have understood
- self test to close IWM learning unit
- self test for individual learning, repetition
- have students create exam questions as preparation for exam

**Survey**

- pre-test (anonymous)
- evaluation of class
- self-test when doing individual study
Teaching IWM: Wiki

Collaborative authoring: creating a shared link list

http://www.edtechbybowman.net/MoodleAssists/blogwikisforums.html
Teaching IWM: Wiki

Collaborative authoring: encyclopedia

M.J. Beltran, Dept. of Philosophy and Humanities, FU Berlin

El Primer Estatuto de Limpieza de Sangre

Introducción
Durante el siglo XV aparecieron en España ideas de Limpieza de Sangre de forma aislada pero con cada siglo más importante. En el siglo XVI los estatutos de Limpieza de Sangre fueron puestos en vigencia por todas las congregaciones religiosas, militares y civiles. Impedían, a los judíos conversos al cristianismo y a sus descendientes, ocupar puestos y cargos en diversas instituciones, que pueden ser de carácter religioso, universitario, militar, civil o gremial. Más tarde los Estatutos se extendieron a los moros y luego también a los protestantes y a los procesados por la Inquisición. Son estatutos raciales porque dependen del origen y de la ascendencia de una persona. Los Estatutos no representaban leyes oficiales. Al comenzar los Reyes y el Papa se opusieron a ellos.

La Sentencia Estatuto y el primer Estatuto oficial
El primer Estatuto se hizo en Toledo en 1449 durante la guerra castillana contra Aragón. Había un movimiento de resistencia en Toledo guiado por un converso. El 5 de julio de 1449 el alcalde de Toledo, Pedro Sarmiento, proclamó la "Sentencia Estatuto" que permitía expulsar a todos los conversos de los puestos importantes de Toledo. Los argumentos eran que los conversos adoraban al mismo sexo, que comían cordero, que fueron enemigos de Toledo porque ayudaron al Rey en una guerra mítúl y que vendieron a Toledo en la ataque musulmana de 711. El discurso se convirtió en uno de fú y cuestionaba la institución de la Iglesia católica. La pregunta más importante era si los conversos fueron cristianos verdaderos o no. Esta discusión en 1449 también llegó al Papa quien decidió que todos los cristianos, sean ellos de origen judío o gentil, tenían los mismos derechos. Pero continuaba la opinión antisemita que resultó en la Inquisición en la que incluso se quemaba a los conversos quienes "judaizaban en secreto". En la bula del año 1696 el nuevo Papa Alejandro VI aprobó el primer Estatuto de Limpieza de Sangre que excultaba a los conversos de cargos oficiales.

Fuentes:
http://www.pachamal.com/inquisicion/LimpiezaSangre.html
Teaching IWM: Wiki

Documenting results from group work

How can wikis be used in legal education (or research)?

What are prototypical usages of wikis
in higher education in general and in legal education (and research) in particular?
What kind of learning/teaching situation can be supported/realized by wikis

1. Resources
Here are some links that might be helpful to you. Please check this links and add your own ideas.

- ELBA e-learning Kit, Uni Zürich: [http://www.elba.ethz.ch/services/wiki/index_EN](http://www.elba.ethz.ch/services/wiki/index_EN)
- 7 things you should know about wikis: [http://net.educause.edu/ir/library/pdf/ELI7004.pdf](http://net.educause.edu/ir/library/pdf/ELI7004.pdf)

2. Your summary of the application scenarios

Lecture notes
For each session, determine a person responsible for note taking and for publishing them on the wiki. The session’s summary is visible for all and can be completed by anybody. If there are uncertainties, people can ask questions.

Commented link collection
Let your students collect informative links to a topic and let them publish these on the wiki. The link collections is particularly useful if links are commented briefly.
Teaching IWM: Wiki

Further uses

Collaborative authoring
- data base
- glossary
- annotated reading list / link list
- minutes/summary of lectures
- exam questions/central questions from lecture

Brainstorming
Peer feedback / review
Documenting group projects

IWM E-Learning Network – Second E-School – Almaty, 28.05.-02.06.2012
- document field trip / stay abroad
- journal: document and reflect learning progress
- set assignments
- present and save results
Two perspectives: Tool vs. context of use

Need to know what a tool can be used for order to …

… decide which tool to use given a particular learning / research activity
Context: Learning activities

How can specific learning activities be enhanced or supported by using learning technologies?

⇒ The adequacy and effectiveness of a particular medium results from the context of usage and the characteristics of the learning situation.
2. Planning a blended learning course
Planning a Blended Learning course

Why use e-learning tools and methods for teaching the IWM modules?

- new requirements wrt knowledge transfer and learners
- support self-paced, individual learning
- support collaboration and communication
- independence of place
- ...

Integrating e-learning into in-class teaching

- Which parts of the course are online?
- Which tools are used?
- How are in-class and online-instruction related?
Blended Learning course

Week 1

- e-learning activity
- in class activity
- e-learning activity
- in class activity
- in class activity

Week 2

- in-class activity
- in-class activity
- e-learning activity
- in class activity
- e-learning activity

Week 3

...
Blended Learning: Example

Department of History and cultural studies Dr. Stefan Suhrbier

Tutorial for the lecture „Bronze Age“

material information presenting tasks and assignments assessing learning success communication
# Blending in-class and online-instruction

<table>
<thead>
<tr>
<th>Classroom sessions – online activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>in class</td>
</tr>
<tr>
<td>0. Einführung/Blackboard</td>
</tr>
<tr>
<td>I. Diskussion</td>
</tr>
<tr>
<td>II. Diskussion</td>
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<tr>
<td>III. Besprechung Selbsttest</td>
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<tr>
<td>IV. Diskussion</td>
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<tr>
<td>V. Diskussion</td>
</tr>
<tr>
<td>IV. Besprechung Selbsttest</td>
</tr>
</tbody>
</table>

**LMS:**
- learning material
- CBT
- forum
- self tests
How to proceed when planning a course?

Basic data
- Topic of course
- type of course => teaching scenario
- degree programme, year => target group

General conditions
- room equipment
- personal resources
- prior knowledge of students, characteristics of target group
- your time budget
- your teaching preferences (methods, media, …)
- …
How to proceed when planning a course?

Learning objective
Learning content
Target group
General conditions
Didactic approach

methods <-> media
Blended Learning in action …

What are the main differences as compared to a „traditional“ course?

- material needs to be transformed into new formats
- requires technical infrastructure (technologies, support, …)
- wider range of methods and media available
- requires additional skills of teachers and students (media literacy, learning methods, social skills, legal knowledge)
- more learner-oriented approach => changes to role of teacher
- tutoring tasks and methods (e-moderation, monitoring online activities)
- increased complexity in planning the entire teaching/learning arrangement (schedule, blend, use of media, ...), importance of time management
Developing a Blended Learning scenario

"Development of a virtual or hybrid teaching/learning scenario requires a (even more) reflected and explicit didactical planning and didactic concept."

Egon Bloh 2005:17; my translation
3. Moodle course design
TODO: Moodle course design

DOs
- small number of menu items
- well arranged course menu
- well structured content areas
- unambiguous naming
- short description for every item
- include only tools that you actually want to use
- observe legal requirements
- in general: KISS
- ...
TODO: Good Practice examples

TODO: Moodle Good Practice
Simple advice!

In the beginning Keep It Small and Simple (KISS) but above all:
Use Appropriate Technology Appropriately

"It's the only way he'll read a book"
Teaching IWM using Moodle

How can e-learning be integrated into teaching IWM?

1. **Design a blended learning scenario for your module.**
   In groups, discuss which e-learning elements can be used for teaching the different IWM modules. Sketch a blended learning scenario for the module that can be realized in Moodle.

2. **Outline the Moodle course for your module.**
   Based on the blended learning scenario, now outline the Moodle course that is used to teach the content of the module: Overall structure of your course, content areas and tools included, structure of the content areas.

Method: group activity
Material: paper & pen
Duration: 60 min + presentation
Thank you!

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