



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



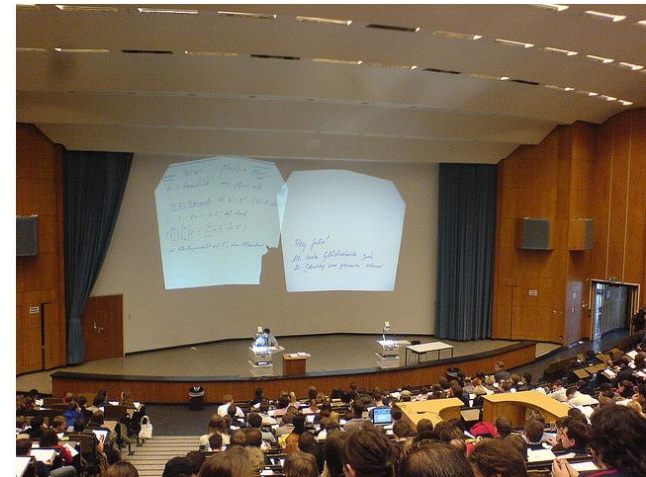
How to decide on a tool?



Two perspectives: Tool vs. context of use



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

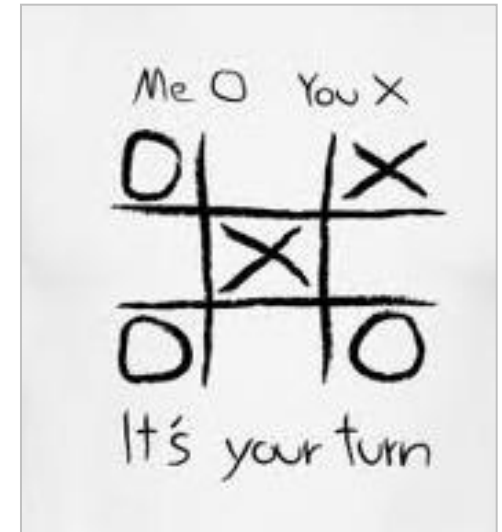


... decide which tool to use given a particular learning activity

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


Freie Universität  Berlin


The Origins of Utopian Thought (c) Maggie Rouse 2007


Image Credits
START
INTRODUCTION
PARADISE AND MILLENNIUM
ANCIENT GREEK ORIGINS
TASKS
2007
TASKS


Alanis 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.





„Utopian Literature“
Maggie Rouse
Dept. of Philosophy
and Humanities, FUB

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



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You are logged in as: **Brigitte Grote** (Logout)

Integrated Watershed Management

Start Information | Introduction to IWM | Interaction of Geospheres | **Landscape Sensitivity** | Field Research | Data Management | Soil & Water Conservation | Environmental Policy&Economy | Planning Cycle

Environmental Analyses

View • Discuss • Edit Page • Attachments (1) • Info •  • 

Environmental analyses are investigations of the environmental conditions on the basis of indicators. These include the recording and analysing of natural as well as man-made characteristics of the landscape. In the specific context, it is crucial to select indicators which reflect the environmental conditions. This should include the problems. The selected indicators are to be recorded. These assessments establish the basis for answering the [landscape sensitivity](#) issue and the development of resource management concepts (Beck et al. 2004; Thomas and Allison 1993).

Environmental Analyses in the Gina River catchment

In the Gina River Catchment an environmental analysis is necessary in order to assess [soil erosion](#) risk and water balance. This is done by an international project-seminar 'Landscape Sensitivity' managed by Prof. Dr. Schütt, Freie Universität Berlin.

For the assessment of soil erosion risk and water balance natural as well as man-made characteristics of the catchment are to be recorded in each defined [morphological unit](#). Special focus is given on indicators showing soil erosion damage and [indicators affecting soil erosion risk](#) in the Gina River catchment. Data are collected, prepared and analysed using several [methods](#).

On the basis of these data, soil erosion risk and water balance can be assessed and concepts for a sustainable management of limited water and soil resources can be developed (Beck et al. 2004).

The [methods used in the environmental analysis in the Gina River catchment](#) are presented next.

Figure: Possible indicators that are appropriate in environmental analyses - here in the Gina River catchment;
Source: Krause, J.

Contents:

- Watershed Management
- Start Information
- Introduction to IWM
- Interaction of Geospheres
- Landscape Sensitivity
 - Key questions - Landscape Sensitivity
 - Concept of Landscape Sensitivity
 - Environmental Analyses**
 - Methods of assessment and data preparation
 - Results of the investigation
 - Discussion of the results
 - Soil erosion risk modelling
 - Scenarios
 - Traditional Knowledge
 - Landscape Sensitivity - Test Questions
- Field Research
- Data Management
- Soil & Water Conservation
- Environmental Policy&Economy
- Planning Cycle

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



The screenshot shows the website donaths-armee.podspot.de. The main content area features a podcast titled "Obamamania" by Maren Karls and Anke Henkel, discussing the German perspective on Obama's election. Below the title is a media player with play, pause, and stop buttons. To the right, there are links for "MP3 herunterladen (6,6MB)", "Über donaths-armee.podspot.de", and "Seite durchsuchen". A sidebar on the right lists "Aktuelle Beiträge" (latest posts) and "Aktuelle Kommentare" (latest comments).

Obamamania
A podcast by Maren Karls and Anke Henkel about the German perspective of Obama's election.
[MP3 herunterladen](#) (6,6MB)

| 03.03.09, 16:09:43 von Donaths-Armee | Kommentare (1)

Kommentare [RSS](#)

1. **dt sagt am Mar 15, 2009 @ 11:02 AM:**
Compliments, ladies, excellent work about quite a big topic. Sounds like you researched and digested a lot of information for this podcast, but you arranged and presented it in a convincing way, so it's a pleasure to listen to your podcast.
And yes, slips of the tongue have to occur with this topic and all the German names & terms in between but you managed to do all this bravely :-)

Über donaths-armee.podspot.de
[RSS Podcast \(RSS-Feed\)](#)
[RSS Alle Episoden](#)
[RSS OneClickSubscription](#)

Aktuelle Beiträge
Iela-Chaffar Hussain
Nadine S
Wal-Mart and its deeds of darkness - Venja
italian view of obama
Obamamania

Aktuelle Kommentare
mi (italian view of obama)
Annika (italian view of obama)
Annika (Nadine S)
Anke H (Youth Crime in Germany)
nadine d (Nadine S)

Teaching IWM: Forum

Obligatory posts (assignments)

Maggie Rouse, Dept. of Philosophy and Humanities, FU Berlin

[SURVEYING ENGLISH LITERATURES II: UTOPIAN LITERATURE \(PHILGEIST. AS. 17325_07S\)](#) > [DISCUSSION BOARD](#) > [FORUM FOR PART I \(INTRODUCTION\)](#) > [THREAD DETAIL](#)

Thread Detail

Collect
 Flag
 Clear Flag
 Mark Read
 Mark Unread
 Subscribe
 Search

Thread: [Morris on More](#) [Reply](#)

Total posts: 17 Unread posts: 16 [Previous Thread](#) | [Next Thread](#)

	Morris on More	Margitta Rouse	5/16/07 1:11 PM
	RE:Utopia- historical or future prophecy?	Cavana Lee Hazelton	5/19/07 2:41 PM
	Historic vs. prophetic	Claudia Mendelson	5/20/07 2:33 PM
	Utopia = criticism?	Annika Waegner	5/20/07 4:02 PM
	Utopia - "a charming literary exercise"	Sabrina Janine Walker	5/20/07 11:42 PM
	RE:Utopia - "a charming literary exercise"	Danijela Beslin	5/22/07 1:22 AM
	History and society	Jesko Langer	5/21/07 1:17 PM
	History: Socialiam and Communism- What does the reality look like?	Katharina Kopp	5/21/07 2:27 PM
	RE:History and society	Cavana Lee Hazelton	5/22/07 9:54 PM
	RE:RE:History and society	Felix Herfort	5/24/07 12:17 PM
	The contradictory character of Utopia	Sophie Fabricius	5/21/07 2:24 PM
	connection between Utopia and future	Julia Totzauer	5/21/07 2:48 PM
	history and failures?	Felix Herfort	5/21/07 3:04 PM
	RE:Morris on More	Damien Simonet	5/21/07 7:00 PM
	History? Or not.	Manja Milani	5/21/07 7:49 PM
	...it's all about politics...or is it?	Stephan Scheeder	5/28/07 7:58 PM
	RE:Morris on More	Veronica Lucas Jimenez	7/17/07 5:14 PM

Refresh
 Select All
 Go

Subject: Morris on More
 [Reply](#)
[Quote](#)
[Set Flag](#)

Author: [Margitta Rouse](#)

Posted 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

[Next Post](#)

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)

☐

Thread:	Tests and Surveys: Application scenarios	Posted Date:	January 25, 2011 11:04 AM
Post:	RE: Tests and Surveys: Application scenarios	Status:	Published
Author:	Adel Ryan Mohammed		

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 thrlds) for a general subject and ask the students to post their notes on this subject. Each thrld represent a case study,we will evaluate frist five students who send their e-mails which include the correct answers. they will get a bouns mark.
 3-A survey can be given to the students to know their opions about the subject deleivered:
 Read the following statements and tick the suitable answer:
 statements weak good v. good exlenent
 a- presentation
 b- cretivity
 c- depith
 d- critce

[Reply](#) [Quote](#) [Mark as Unread](#)

☐

Thread:	Tests and Surveys: Application scenarios	Posted Date:	January 25, 2011 11:42 AM
Post:	RE: Tests and Surveys: Application scenarios	Status:	Published
Author:	Adel Ryan Mohammed		

we can the following as new scenairos in testing and surveyes:
 4- make sure that the students are able to answer the questions elated 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 teachers performance

[Reply](#) [Quote](#) [Mark as Unread](#)

Select: [All](#) [None](#)

ard FAQs

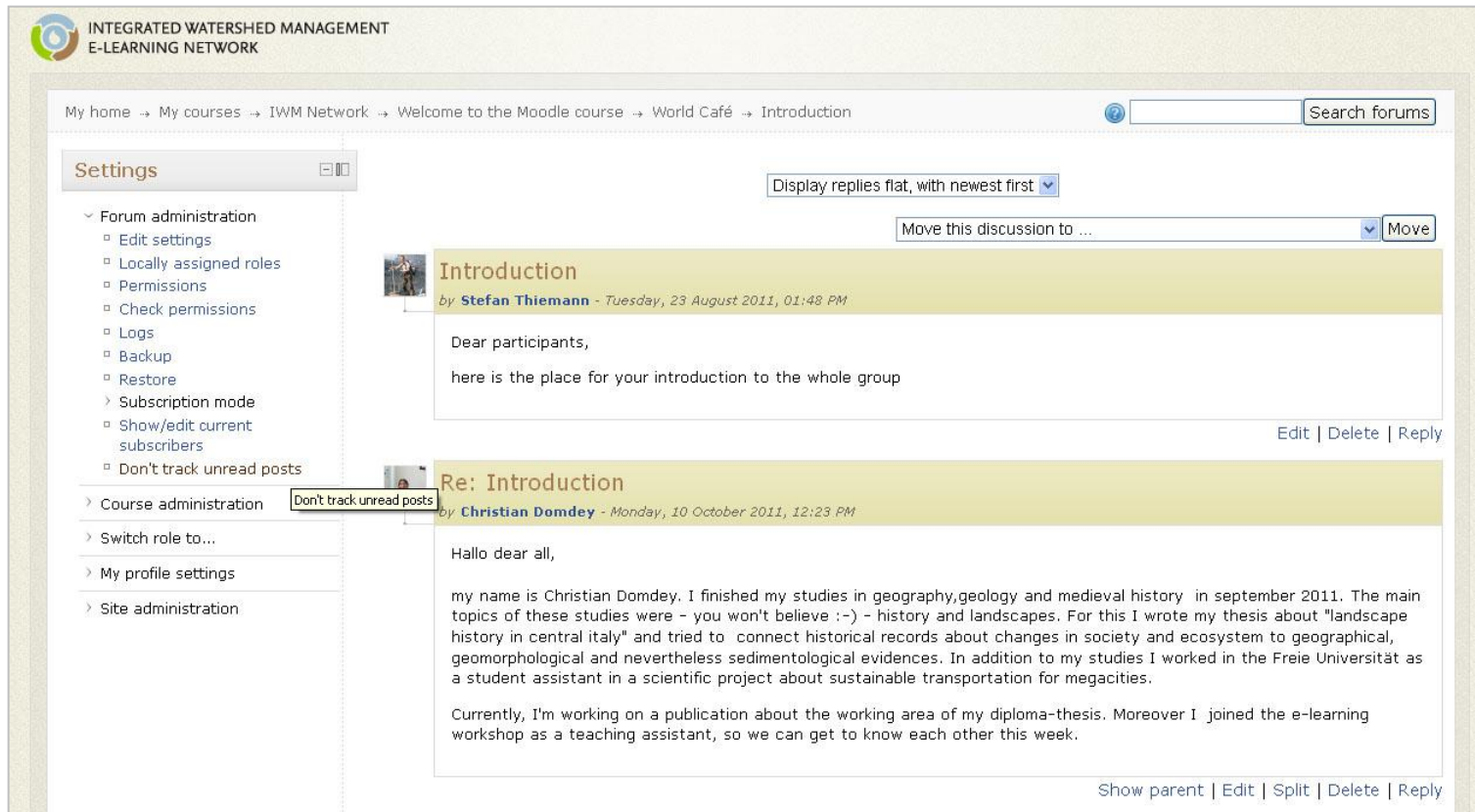
Mode is: ☒ ON ☐ ?

PM
4 AM
2 AM

Teaching IWM: Forum

Informal meeting place for

- off-the-topic communication,
- round of introduction (IWM project)



The screenshot shows the 'Introduction' forum page of the Integrated Watershed Management E-Learning Network. The page has a light beige background with a sidebar on the left containing navigation links and a main content area on the right. The sidebar includes a 'Settings' section with options like 'Forum administration', 'Course administration', and 'Switch role to...'. The main content area displays a forum thread titled 'Introduction' by Stefan Thiemann, dated Tuesday, 23 August 2011, 01:48 PM. The thread content includes a greeting and a brief introduction to the group. Below this, a reply titled 'Re: Introduction' by Christian Domdey, dated Monday, 10 October 2011, 12:23 PM, is visible. The reply content includes a greeting and a brief introduction to the user. The page also features a search bar at the top right and a 'Move this discussion to ...' dropdown menu.

INTEGRATED WATERSHED MANAGEMENT
E-LEARNING NETWORK

My home → My courses → IWM Network → Welcome to the Moodle course → World Café → Introduction

Search forums

Settings

Display replies flat, with newest first

Move this discussion to ... Move

Introduction
by **Stefan Thiemann** - Tuesday, 23 August 2011, 01:48 PM

Dear participants,
here is the place for your introduction to the whole group

Edit | Delete | Reply

Re: Introduction
by **Christian Domdey** - Monday, 10 October 2011, 12:23 PM

Hallo dear all,

my name is Christian Domdey. I finished my studies in geography, geology and medieval history in september 2011. The main topics of these studies were - you won't believe :-> - history and landscapes. For this I wrote my thesis about "landscape history in central Italy" and tried to connect historical records about changes in society and ecosystem to geographical, geomorphological and nevertheless sedimentological evidences. In addition to my studies I worked in the Freie Universität as a student assistant in a scientific project about sustainable transportation for megacities.

Currently, I'm working on a publication about the working area of my diploma-thesis. Moreover I joined the e-learning workshop as a teaching assistant, so we can get to know each other this week.

Show parent | Edit | Split | Delete | Reply

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

View All responses (16) Advanced settings Questions Preview

Evaluation of the first workshop

Please answer the following 21 questions. Questions marked with a red asterisk (*) are obligatory, questions without an asterisk are optional. Once you have answered all questions please submit your questionnaire by clicking the "Submit questionnaire" button at the bottom of this page. Your answers will be evaluated and stored anonymously.

*1 (Topics & Content) The content of this activity is relevant for my professional career.

☐ (1) I fully agree
☐ (2) I agree
☐ (3) I partially agree
☐ (4) I don't agree

*2 (Topics & Content) Selected topics were relevant for my country or region.

☐ (1) I fully agree
☐ (2) I agree
☐ (3) I partially agree
☐ (4) I don't agree

*3 (Topics & Content) Presentations were of high value.

☐ (1) I fully agree
☐ (2) I agree
☐ (3) I partially agree
☐ (4) I don't agree

*4 (Topics & Content) Topics were discussed interdisciplinary.

☐ (1) I fully agree

Teaching IWM: Wiki

Collaborative authoring: creating a shared link list

-- Choose Wiki Links --

?

Mathematica Examples

Add a brief description and a link to an example or reference you have found useful in working with *Mathematica*. Do not worry about the formatting at this point; Dr. Bowman will manage that as time goes by.

View

Edit

Links

History

Reload this page

Mathemtica Exmaples

Mathematica home page: <http://www.wolfram.com/>

<http://www.edtechbybowman.net/MoodleAssists/blogswikisforums.html>

Teaching IWM: Wiki

Collaborative authoring: encyclopedia

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

Wikihistoria Libre FU

Home Discussion Forum What's New Photo Gallery Members To-Dos Invite

»My Profile Settings

Search this site

Site pages

- El Primer Estatuto de Limpieza de Sangre
- Proliferación de los estatutos de limpieza de sangre
- Reconquista
- Reconquista II
- Los Reyes Católicos - definición
- Los Reyes Católicos y el

Add page

Top Contributors

EasyEdit Edit tags Email page Add a To-Do More tools (what's this?)

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 comienzo 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 castellana 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 inútil y que vendieron a Toledo en la ataque musulmana de 711. El discurso se convirtió en uno de fe 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 excluía a los conversos de cargos oficiales.



Fuentes:

Pietschmann, Horst (editor), *Handbuch der Geschichte Lateinamerikas. Mittel-, Südamerika und die Karibik bis 1760 (Band 1)*, Stuttgart: Klett-Cotta, 1994, S. 615 und 803.
<http://www.pachami.com/Inquisicion/LimpiezaSangre.html>

Teaching IWM: Wiki

Documenting results from group work

☆ Wiki

Bearbeiten

0

0

19

...

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
- School computing: <http://schoolcomputing.wikia.com/wiki/Wikis>
- 7 things you should know about wikis: <http://net.educause.edu/ir/library/pdf/ELI7004.pdf>
- Redecker 2009, p34: <http://ftp.jrc.es/EURdoc/JRC49108.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.



Would you mind telling me why you just spent the last day setting up a 'kiwi'?

Why dyslexics should not be in charge of an IT Department.

Wiki Home

Projects

Pages and Files

Mitglieder

Letzte Änderungen

Wiki verwalten

Search Wiki

All Pages

home

Blog

Forum or discussion board

Microblogging

Open content and Multimedia

file sharing

Podcast and Vodcast

Social networks

Social bookmarking

Wiki

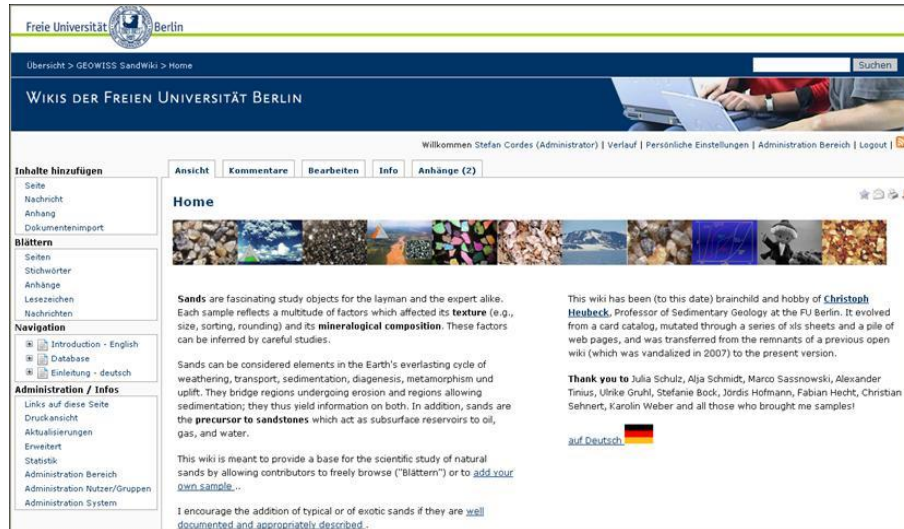
Tests, quizzes and surveys

reading material

Navigation Options

Navigationsbereich bearbeiten

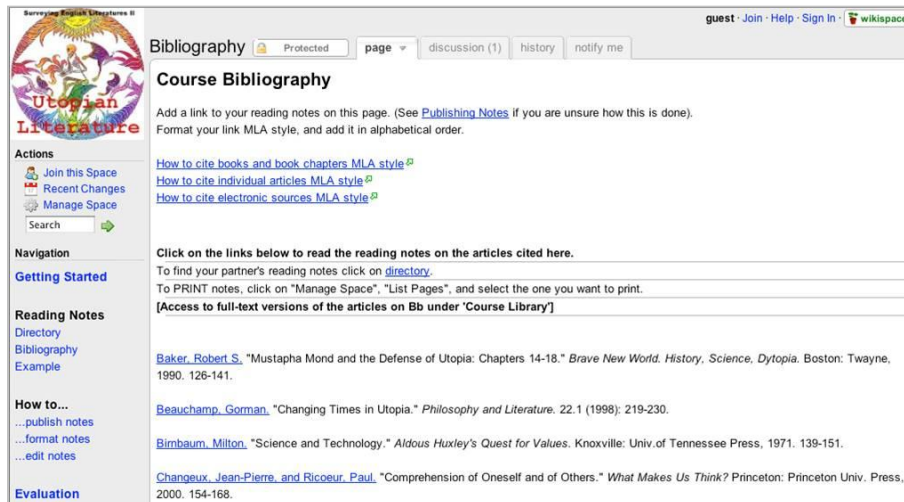
Teaching IWM: Wiki



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


Teaching IWM: Blog

HOME KONTAKT

Big in China


Reisebericht Huangshan
 Geschrieben von Daniel am 7. Juni 2010 | Abgelegt unter Das gibt's nur in China!, Reisen

Liebe Leser,
 endlich komme ich dazu, etwas zu unserem Ausflug zum Huangshan zu schreiben. Der Huangshan an sich ist zwar nicht heilig, aber es gibt wohl ein Sprichwort, welches besagt, dass man das Interesse an anderen Bergen verlieren wird, wenn man den Huangshan bestiegen hat. Meines wurde erst geweckt und so habe ich schnell die fünf bzw. vier heiligen Berge des Daoismus bzw. Buddhismus auf meine Reiseliste gesetzt. Nach unserer Anfahrt im Nachtzug (Sieben Stunden) kamen wir in Huangshanshi an (5:00 Uhr), nahmen einen Minibus nach Tunxi und frühstückten dort (7:00 Uhr). Eine Frau, die uns nicht in Ruhe lassen wollte, überredete uns, uns zum Beginn der Neun Drachen Wasserfälle zu fahren. Von dort aus wären es zwei Stunden Aufstieg zum Start der östlichen Treppen auf den Huangshan. Da dachten wir noch, zwei Stunden mehr oder weniger Aufstieg, kein Ding!
 Falsch gedacht!



HERZLICH WILLKOMMEN!

 Hier berichte ich meine Erfahrungen rund um meinen Chinaaufenthalt von September 2009 bis September 2010.

KONTAKT

 Meine Adresse und Telefonnummern findet ihr über den Aktenreiter "kontakt" oben rechts auf dieser Seite.

LETZTE ARTIKEL

 Umgezogen!
 Der Blog ist voll!
 2010等你来!
 Reisebericht Huangshan EXPO!

Suche nach:

KATEGORIEN

- Allgemein
- Das gibt's nur in China!

- document field trip / stay abroad
- journal: document and reflect learning progress
- set assignments
- present and save results

Fotos aus Uvs von Steffi, Linda und Lene

26. August 2007 von Paul Schroeder



Kategorie Allgemein | 0 Kommentare »

Steffis Kommentare zu den Fotos

26. August 2007 von Paul Schroeder

INTERVIEWS IN DER STEPPE

Unser zweiter spannender Auftrag soll eine Befragung mehrerer Nomadenfamilien ueber ihre Viehwirtschaft sein. Lange vor Sonnenaufgang klingelt unerbittlich der Wecker, aber der Fahrer ist so lieb, seine Ankunft selbststaendig hinauszuzoegern, so dass wir die Sonne vor unserer gemeinsamen Jurte in Ulaangom geniessen koennen.

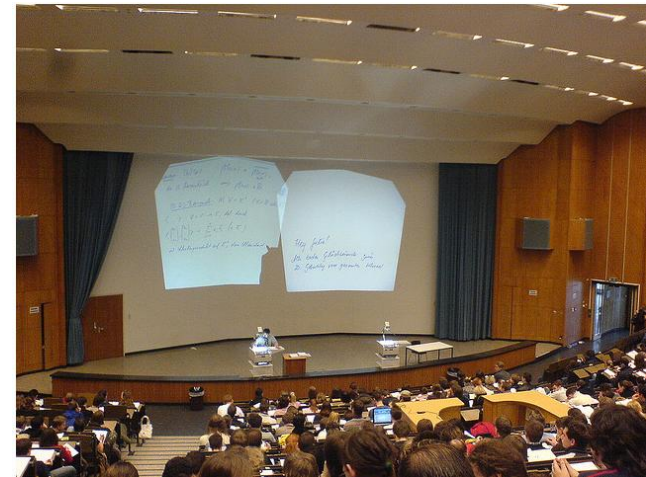
Foto 1

Ab der Station unseres Praktikumstierarztes im etwa 50 km entfernten Sum-Center Taarialan ist der Tierarzt aufgrund einer Fortbildung in der Hauptstadt abkoemmlich. So begleitet uns seine taffe Frau Tsendjav, die als Tierarztgattin beste Kenntnisse besitzt, zusammen mit ihrem Sohn, selbst Tiermedizinstudent, auf einem

Two perspectives: Tool vs. context of use



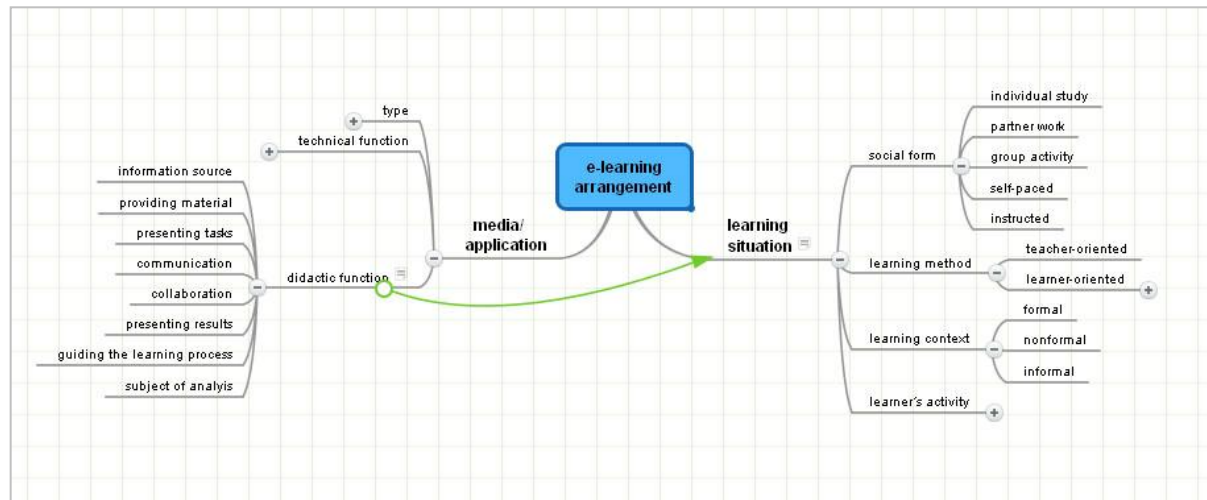
Need to know what a tool can be used for order to ...



... 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



Week 2



Week 3

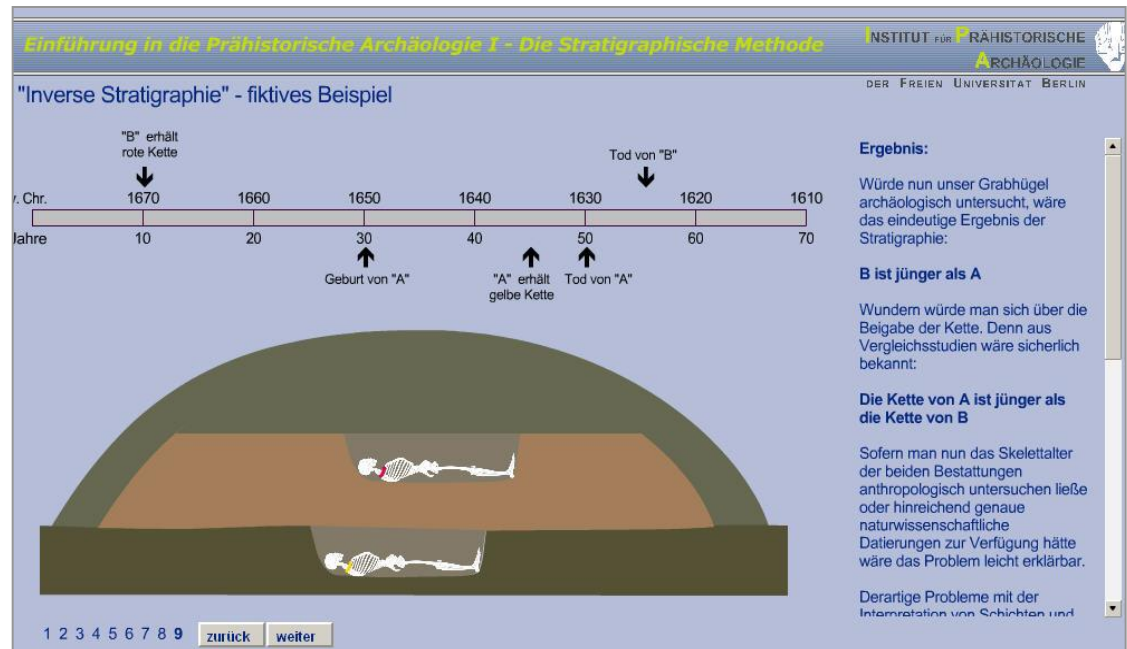
...

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

Classroom sessions – online activities

in class	online	homework	CBT
0. Einführung/ Blackboard	Test Bb: Umfrage/ Forum	Aufsatz lesen	
I. Diskussion	Forum: Diskussion	Aufsatz lesen	
II. Diskussion	Selbsttest I		Lernmodul I
III. Besprechung Selbsttest	Forum: Diskussion	Aufsatz lesen	
IV. Diskussion		Aufsatz lesen	
V. Diskussion			Lernmodul II
IV. Besprechung Selbsttest	Selbsttest I		
	Umfrage/ Evaluation		

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

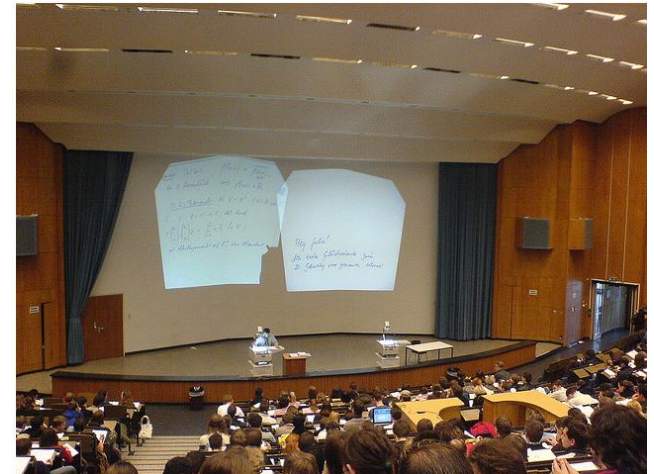
Learning content

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



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<http://www2.le.ac.uk/institution/lts/talent/elearning>

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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