# Flexible Learning Workshop - *Learning to love the LMS!*

Peter Mellow 2012

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A PDF copy of these notes is available from:

## http:// www.petermellow.com/ Aoraki_Polytechnic/

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# Learning

- Up front learning

- Face to face (F2F) learning

- Distance learning

- Blended learning

- eLearning

- mLearning

Thursday, 5 July 2012

## Drury University

"Within my lifetime, refusal by a faculty member to use distance-learning technology will be considered professional malpractice."

Dr. Chris Dede
Professor of Learning Technologies
Harvard University

Quoted in the Chronicle of Higher Education, Oct. 14, '99.

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**"Overall, the largest benefit gained by technology has been the ability to get the information to students on their terms".**

What guides educational development: pedagogy or technology?
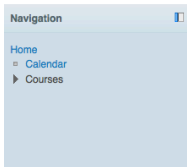Palmer & Devitt 2005 - AUC conference

**"...but it is observed that students will often embrace the use of technology in their learning even if it is only for the novelty value of such interventions."**

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# The LMS

## What is your experience with the LMS?

**AORAKI POLYTECHNIC**

Navigation
Home
  Calendar
  Courses

*your online campus*
*anywhere, anytime*

Guide to Online Study
Student FAQ
Support

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> "The proliferation of learning management systems suggests that no one system is sufficiently feature rich, or adequately flexible and extensible enough to meet everyone's needs or even most institutions' requirements."

Ira Fuchs, vice president for research in information technology, Mellon Foundation.

Fuchs, I. (2004, July) Learning Management Systems: Are we there yet?

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# Then    Now    When?

**Blackboard Learning Management System (LMS) - AUTonline**

**AUTonline**

| Now | When? |
|---|---|
| | 3D AV |
| | Twitter |
| Blogs | Educational Gaming |
| Wikis | Virtual Worlds |
| Podcasting - AV | Remote instrumentation |
| ePortfolio | Augmented reality |
| CMS | Mapping mashups |
| Wimba | Data visualisation |
| Scholar | Digital & convenient |
| Skype/iChatAV | Peer production |
| | Control & authority |
| Media Streaming | Learning spaces |
| Server | Changing mental models |

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# The LMS is <u>central</u> to 21st century learning

- Students like the 'one stop shop'/central place of learning resources that the LMS provides

- Tutors can easily develop a range of learning objects that will give students more opportunities to study in different ways

- A wider range of learning 'preferences' is accommodated within a LMS environment

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## Staff & Student eLearning survey

**Students would like:**

- more opportunities for feedback on their learning

**Formative quizzes**

- to be able to work in more active ways

**Wikis, blogs, presentations, projects**

- to have opportunities to create & collaborate

**Team work, wikis, presentations, projects**

- to have more engaging material

**Podcasts, multimedia, interactivity**

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## Staff & Student eLearning survey

**Tools used by Students**

✔ Lecture notes 70%

✔ Announcements 67%

✔ Tutor contact details 67%

✔ Discussion forums 62%

**Tools Students would like to use**

- Quizzes 50%
- Video 50%
- Self assesment & feedback 47%
- Tutor feedback 46%
- Audio 41%
- Opportunities to revisit work covered in lecturers and seminars 40%

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## Moodle

- Well established community within the educational sector

- **'Drag and drop'/easy to use**

- A range of tools available to use

- **What learning do you want to achieve?**

- What is the best tool for the job?

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# The LMS as a mixing panel for social learning

Joyce Seitzinger (Cat's Pyjamas)

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# Moodle Tool Guide for Teachers

| What you want to use (technology) → What you want to achieve (pedagogy) | Ease of use — How easy can this be set up by you? | Information Transfer — Is it a tool for disseminating information from you to your students? | Assess learning — Will this tool allow you to assess your students' learning? | Communication & interaction — Can it be used for communication & interaction among participants (you & your students)? | Co-create content — Can you & your students collaborate & create content together? | Bloom's — Allows what thinking order? •Remember •Understand •Apply •Analyse •Evaluate •Create |
|---|---|---|---|---|---|---|
| **Add Resource** Upload a file (Word Document/ PowerPoint) | Easy, like an email attachment. But can your doc stand on its own? | Yes. Only teachers can upload files to course site. So definitely a push-tool. | Maybe. Use to give task. Collect student files through Forum or Assignment. | No. It's a distribution tool. No option for interaction or communication. | Maybe. Use to give task. Collect student files through Forum or Assignment. | None. This is not a learning activity, but information transfer. |
| **Add Resource** Link to a web page | Easy, find the web address (aka url – the bit that starts with http://), copy it, paste it. | Very easy way of leading students to information. Can link directly to database articles. | Not directly. Option is to link to external student e-portfolios or blogs. | Maybe. Link to external tools eg Google Calendar, groups, blogs or wikis. | Maybe. You can link to external collaborative sites e.g. Google Docs, wikis or blogs. | 6/6 Can do all of the above, depending on where you link to. |
| **News Forum** Use to send out course announcements | Easy. It's a standard forum , already set up in your course. | Yes. Include course updates, encouragement, timely links, etc. | No. The News Forum is limited. Students cannot post new topics. | You can start new topics. Students respond. Great for establishing course rhythm. | Limited because students cannot start new topics. Tip: Set up another Forum. | 2/6 Not strictly learning activity. Test readiness for next class? R & U |
| **Discussion Forum** Use for many types of learning activities * | Easy. Forum has usable default settings. A name & description is enough. | Share resources as links or files. High message volume? Risk of losing info. | Forum is versatile & allows this, e.g. design a formative assessment activity. | Yes. Students communicate with you & peers. Interact as a class or in groups. | Yes. Students can collaborate & explore topics, discuss them & write together. | 5/6 Understand, Apply, Analyse, Evaluate, Create |
| **Wiki** Use for many types of learning activities | Tricky. Decide on individual & group settings. Has some quirks. Get some training. | Yes. Use as information site. Allow editing only by teachers or by any participant. | Wiki is versatile & allows this, e.g. design a formative assessment activity. | Not suited for discussions. Use in brainstorming, planning, collabo-rative writing,… | Yes. Students can collaborate & explore topics, discuss them & write together. | 5/6 Understand, Apply, Analyse, Evaluate, Create |
| **Glossary** Use for learning activities that gather resources… | Default settings are good. Try to set it so the author's name is… | Use glossary to define terms or present info. Better yet, let the… | Glossary is versatile & allows this. But you need to design the right… | Not suited for discussions. Students can read other entries &… | Only original author can edit an entry. Class can collect reviews… | 5/6 Understand, Apply, Analyse, Evaluate, Create |

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| | Ease of use | Information Transfer | Assess learning | Communication & interaction | Co-create content | Bloom's |
|---|---|---|---|---|---|---|
| **Wiki** Use for many types of learning activities | Tricky. Decide on individual & group settings. Has some quirks. Get some training. | Yes. Use as information site. Allow editing only by teachers or by any participant. | Wiki is versatile & allows this, e.g. design a formative assessment activity. | Not suited for discussions. Use in brainstorming, planning, collabo-rative writing,… | Yes. Students can collaborate & explore topics, discuss them & write together. | 5/6 Understand, Apply, Analyse, Evaluate, Create |
| **Glossary** Use for learning activities that gather resources or present info | Default settings are good. Try to set it so the author's name is shown. | Use glossary to define terms or present info. Better yet, let the students add to it. | Glossary is versatile & allows this. But you need to design the right learning activity. | Not suited for discussions. Students can read other entries & comment or rate. | Only original author can edit an entry. Class can collect reviews, resources, etc | 5/6 Understand, Apply, Analyse, Evaluate, Create |
| **Quiz** Use to assess learning, formative or summative | Tricky & takes time. Set up quiz, then questions. Consider your categories. | The quiz is aimed at assessment, not as distribution channel. Tip: use as self-test. | Quiz can be timed & secure. Has essay, mc, true/false, matching, & other questions. | No. Tip: Use forums instead. | No. Tip: Use forums or wikis instead. | Can test all 6 but this requires you to be creative in your assessment. |
| **Lesson** Use for presenting branched info or testing | It can be tricky to set up, make sure you plan the lesson first. Worth the effort. | Great for presenting information in a branched, guided way. | Yes, allows grading. Use as branched quiz, scenario, case study, role play. | No this is an individual activity, not a group activity. | No this is an individual activity, not a group activity. | Can test all 6 but this requires you to be creative in your assessment. |
| **Assignment** Use to collect, assess & provide feedback on assignments | Easy. Choose from 4 types. Both online & offline assignments are possible. | No. The assignment tool is not a distribution channel. | Yes. Set due dates & maximum grades. Collect assignments and provide feedback. | No. Only allows very limited interaction between teacher & student. | No. Currently it does not allow group assignments. Use forum or wiki. | 6/6 Indirectly. Depends on your assessment design. |
| **Database** Allow students to collect, share & search created artifacts | Tricky to set up. Know what you want before you build. Get some training. | Can be used for teacher to present info, but better to let the students add to it. | Database is versatile & allows this. But you need to design the right learning activity. | Not suited for discussions. Students can read other entries & comment or rate. | Students can share info & files in searchable way. Create joint collections. | 5/6 Understand, Apply, Analyse, Evaluate, Create |

Great fit

Can work w/ some learning design

Not best tool for the job

**How to use this guide**
Are you a teacher new to Moodle? Use this guide to pick the right tool for the job.
•Know which tool you want to use? Follow its row across to see its strengths & weaknesses.
•Know what you want to achieve? Pick a column and follow it to see which tool will help you do it.

**\*Be creative with Discussion Forums**
It doesn't always have to be an in-depth class discussion. Other activity ideas: class debate, team discussions, report weekly project findings, web quests, role play & feedback, gather resources & reviews, assessment support, Helpline, NZ's Got Talent (use the rating), rotated student-led discussions, weekly magazine,…

**Need more Moodle help?**
•Moodle community at www.moodle.org
•Download **Using Moodle** book (it's free!)
•@lasic's 2 Minute Moodles videos
•@moodleman blog: www.moodleman.com
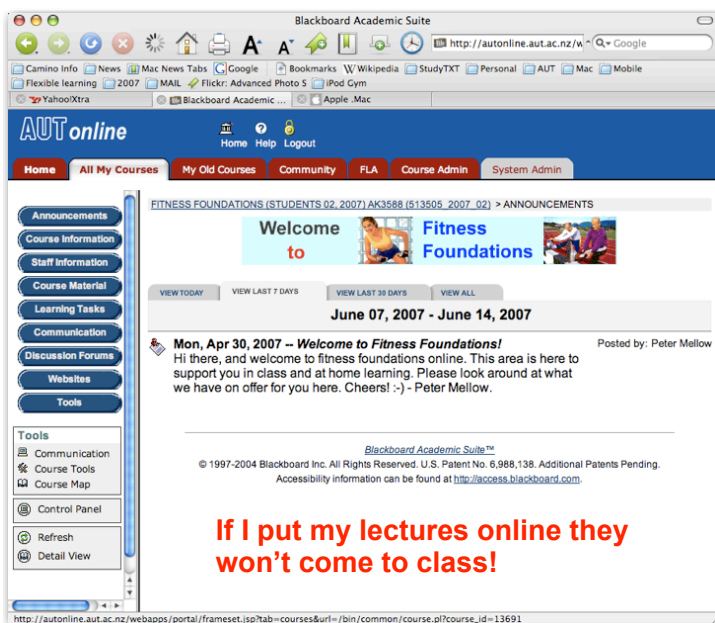•Go meet your friendly e-learning, flexible learning or educational technology team. Buy them a coffee!

www.eit.ac.nz     EIT

"It is virtually impossible to engage students in purposeful and meaningful inquiry without the Internet and communication technologies to precipitate and sustain discourse that is central to higher order learning. Well-designed blended learning can be a much more engaged and meaningful learning experience than sitting passively in a lecture hall."

- Dr. Randy Garrison and Norman Vaughan, academics authors of "Blended Learning in Higher Education: Framework, Principles, and Guidelines"

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**If I put my lectures online they won't come to class!**

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## Does it work?

- "...contrasting blends of online and face-to- face instruction with conventional face-to-face classes, blended instruction has been more effective..."

- "Even when used by itself, online learning appears to offer a modest advantage over conventional classroom instruction."

**Evaluation of Evidence-Based Practices in Online Learning**
**A Meta-Analysis and Review of Online Learning Studies**



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Time to explore
your Moodle!

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# Think - Pair - Share

From what you have seen
today, what could you do with
your Moodle course to help
your student's learning?

00 : 07 : 03

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