# LTDU

# Digital Future

**October 2004**

## The Newsletter of the Learning Technology Development Unit

## Contents

http://www.moodle.uce.ac.uk
http://www.ssdd.uce.ac.uk

**Welcome...** to the first Newsletter from the recently formed Learning Technology Development Unit in SSDD. Having spent years researching the appropriate uses of technology in teaching and learning, we are now, with the support of faculty secondees, hoping to help staff adopt learning technology as a mainstream activity at UCE.

This issue will focus on two major developments that are taking place at UCE in 2004 - Moodle, the new virtual learning environment for UCE, and Module Designer, a software tool to help staff design modules. But first here are two items of national news:

## Rising Star award for UCE Moodler

Paul Bartholomew
Senior Lecturer
School of Radiography

Health and Community Care Moodler Paul Bartholomew, a senior lecturer in the School of Radiography, has won a prestigious national teaching award worth £50,000 in recognition of his 'outstanding contribution to learning and teaching'. Paul is one of eleven winners of the Rising Stars category of National Teaching Fellowships (managed by the Higher Education Academy), chosen from 88 nominations submitted by higher education institutions across England and Northern Ireland. The project that Paul submitted seeks to use Moodle to expand the potential of the lecture theatre so as to foster active learning by transforming it into a networked, interactive, collaborative learning environment through the introduction of a fully portable wireless network of laptop computers.

## UCE Case Study on Effective Practice in e-learning

JISC (the Joint Information Systems Committee) has selected UCE for inclusion as a case study in their new publication, 'Effective Practice in e-learning'. Ten institutions nationwide in the post-16 educational sectors have been recognised, of which five have been promoted further as video case studies. We're pleased to say that UCE is one of the five!

http://www.jisc.ac.uk/elearning_pedagogy.html

# UCE Birmingham

# Module Designer

## Created by the Learning Technology Development Unit of the Staff & Student Development Department at UCE Birmingham

*'Fred, I realise that you're incredibly busy with teaching and marking at the moment, but I'd like you to knock out a couple of modules for the new degree. I'm afraid it's urgent. I'll need them by this coming Friday at the latest.'*

*Professor Bob Farmer*

Fred is not his real name, but not long ago his line manager said something similar to 'Fred' who is a UCE tutor new to teaching. Such a request would seem to suggest that module design is often left to the last minute and is sometimes a quick and dirty process. What Fred was being asked to do was to come up with some **content**, a syllabus, from which a list of outcomes, teaching methods and assessment methods would somehow emerge.

The idea behind Module Designer turns this approach on its head by suggesting that teaching and assessment should be determined by learning outcomes rather than the syllabus. At the core of the Module Designer process is the section on how to write learning outcomes using the method supported by the Quality Assurance Agency for Higher Education (QAA), whose guidelines encourage an approach based on four distinctive types of learning outcome.



*A video lecture from Dr David Green, Head of the Education and Staff Development Unit in SSDD, explaining the types of Learning outcome.*



*Adding a learning outcome to the database by first selecting a 'type' from the pull-down menu, and then entering text.*

The philosophy behind the approach is simple yet compelling, namely that outcomes stated in such a manner will provide tutors and learners with clear guidance as to what is expected of them, and will indicate in advance how students will learn and how performance will be assessed. By starting with the learning outcomes we make clear what students should be able to do in order to demonstrate that they have achieved the specified objectives. This approach lends itself to the many vocational/professional subjects taught in this university. It can also be argued that it benefits students when they come to present themselves to employers who are often more concerned with the capability of applying knowledge and skills than with knowledge itself.
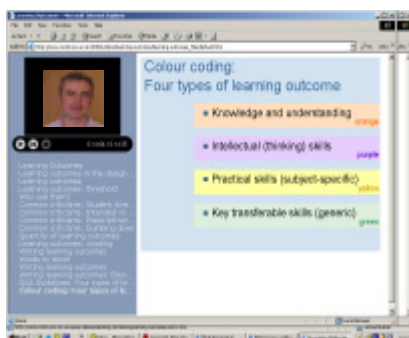
## Module Designer



*A new software tool to help you design modules*

It might appear from this description of Module Designer that progression from learning outcomes to methods of teaching, methods of assessment and assessment criteria is a simple, precise, linear process. In reality it is a complex, iterative process requiring many adjustments and much peer support from colleagues. A second possible concern is the time and intellectual effort that Module Designer demands. Such criticism is based on the belief that all so-called bureaucracy is a waste of time. However, we strongly suggest that the time and effort it will take you to use Module Designer will be more than made up for by the time and effort you save in trying to implement badly designed modules that, like poor Fred's, had to be cobbled together in a couple of days without much help from anyone.

Module Designer is still at a pilot stage, but if you and your colleagues would like to be involved in making use of the tools, say in preparation for a validation event some time in the future, then please contact Alan Staley.



*One of several matrices used in Module Designer to help staff achieve curriculum alignment in their modules.*

# moodle
## The University Of
## Central England In Birmingham

**UCE** Birmingham

### Moodle @ UCE >> Alan Staley
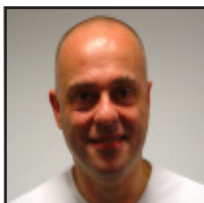
*Alan Staley*

Martin Dougiamas, the creator of Moodle, describes it as a 'Course Management System'. I think this is a much better term than the more commonly used 'Virtual Learning Environment' because everyone has courses, and they all need to be managed. Virtual learning implies that it is something different, not associated with face-to-face teaching, or a physical campus. Moodle is not necessarily about distance learning, e-learning, online learning, or any new trendy methods. It will help all staff to manage their course modules more professionally, and will benefit all of our students wherever they are studying.

So, I shall refrain from writing about the more radical methods of teaching and learning that Moodle might enable, such as collaborative learning and problem-based learning, and instead focus on the simple things that can make life better for our students. Firstly, Moodle makes it very easy for academic staff to provide flexible access to resources for students wherever they may be, 24 hours a day. The emphasis here is on ease of use – you don't need to be able to create WWW pages, you don't need to be a multimedia expert, you don't need to know how to get files onto servers, and you don't need to be dependent on a technical expert - just press the button marked 'Upload File'! Moodle puts you in control - I think you will find it a liberating experience.
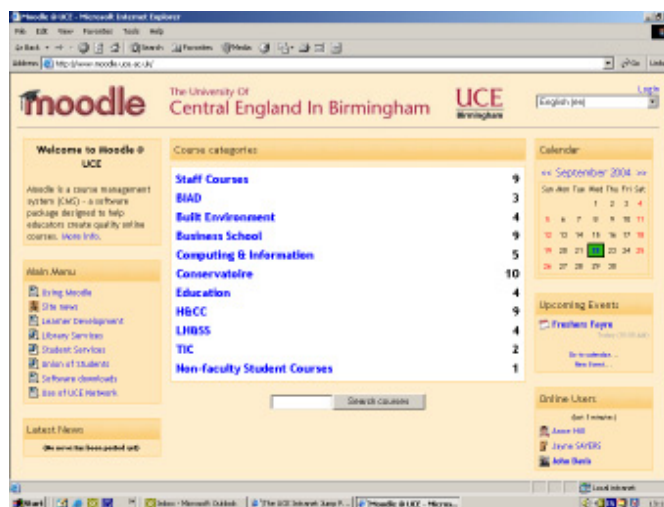
The screenshots on the right show some of the very simple features of Moodle that can make UCE more professional in carrying out our day-to-day business. Every module has a news forum. It is here that you can post messages to keep your students informed about what is happening. So if you are ill, you can post a message here to say 'class cancelled – please spend your time reading chapter 3 of the book'. Not rocket science, but it just might prevent students making an unnecessary journey to the campus to find an empty class.

Similarly, the calendar and events manager help to keep the students informed. Many Moodle activities, if dated, automatically appear in the calendar. So in the example provided here, the assignment deadline appears in the calendar, and as this is not far away, Moodle automatically signposts this as an 'Upcoming Event'. The tutor had no work to do here at all.

easy to spot students that are in danger of dropping out, and to do something about it - rather than waiting for the end of module assessment to reveal another failed student. Have a guess which of the two students below did not submit their final piece of coursework?
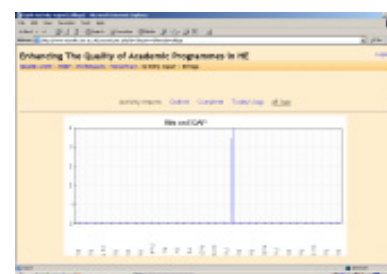
As a tutor, you will be able to see all of the students enrolled on your module, with their contact details, and pictures if provided. You can put them into groups, you can structure their learning, and you can provide many opportunities for communication and feedback. Throughout this newsletter, the faculty secondees will write about a feature of Moodle that they particularly like. I'll finish this opening feature by mentioning the 'tracking' facility. As a tutor you can easily see what activity the students have been doing, whether as a simple graph of 'hits' or in the detail of what files have been opened and when, together with statistics for journal entries, quizzes, conference contributions, and all the other Moodle activities. This might sound like 'big brother', but by tracking student activity, it becomes quite

Moodle, hosted by IT Services, is at an extended pilot stage. If you would like to consider the potential for using Moodle in your courses, please contact the secondees from your faculty.

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham

Moodle @ UCE >> Moodle @ BIAD >> Faye Davies

*Faye Davies*

Moodle is going to be extremely important to BIAD as a faculty. With ever growing numbers of students it is important to be able to communicate information through a wide variety of sources. It is also important that students feel valued and supported by the faculty. Moodle is an ideal answer to this; access is not limited by student or staff availability and ideas and common issues can be tackled and shared by a module cohort as a whole.

Students can be supported by both their peers and staff through such functions as the forums and journals that Moodle offers. I believe that this is an important attraction for potential students too. If they can see that their learning is to be developed in a supportive and constantly developing educational environment then this can only serve to better our position as a potential choice for their higher education provision.

We also need to consider the implications of more overseas students and franchised courses. With more distance learning courses being developed within the faculty (particularly at MA level) Moodle offers the opportunity for all students to share the same resources, learning opportunities and staff interaction. It also increases interaction between all students whether overseas or not. This experience and interaction can only be positive and creative in both an academic and personal sense.

Early Moodle modules in development for the faculty are very varied.

A number of modules will be presented to BIAD students from the UCE Progress Files Working Group.

These modules will aid a number of overseas MA students to be assessed and aid them in the completion of their courses.

Potential modules from Media and Communication include Popular Television, which is to incorporate a learning contract system and encourage students toward self learning and extensive group tasks in workshop and seminar sessions. Moodle will help to enhance this new approach. There are also potential modules in the pipeline with regard to Professional Studies (aiding students in their search for placements and industry experience), Radio Station, Music Industry and Academic Research.

In other areas of the faculty there is ongoing work and consideration with regard to modules and courses connected to User Lab, Art Health and Wellbeing for the MA Art and Education, Broadcast Journalism and more.

## What I love about Moodle is…Assignments

*The assignments option is really useful. Within my development for a second semester course, C2 Academic Research, I posted various weekly assignment briefs for students relating to lecture and workshop sessions. C2 is a developmental module; students consider and develop their potential area of study for dissertation at Level 3. The assignments option contributes to this developmental approach. This gives students a sense of continuation and that they are moving forward with their research ideas and can clearly see this development online. Also, as students can submit their assignments each week via Moodle, it gives the tutor space to view all the suggestions and work in plenty of time for the next teaching session. It also gives a continual overview of student progress.*

*The option to submit assignments is also useful as staff can give students direct feedback, which means that students receive feedback as soon as they next log onto the system and avoids the problems that can occur with paper based feedback.*
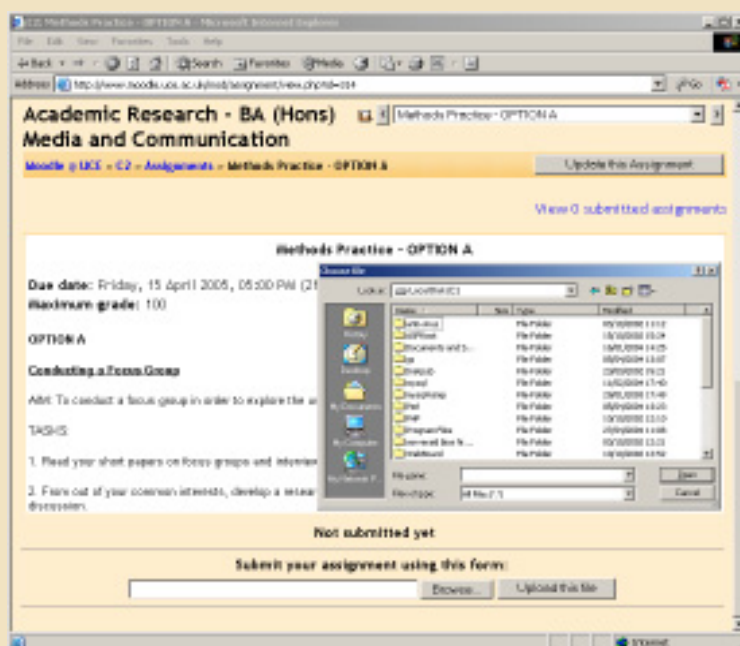


Overall, Moodle has been most insightful to work with and can only aid staff to consider and review their teaching and learning strategies. The functions it provides offer much more scope for communicating with students and I am certain its ease of use and accessibility will be welcomed by students and staff alike.

# moodle

## The University Of
## Central England In Birmingham

UCE
Birmingham

Moodle @ UCE >> Moodle @ Built Environment >> Nick Morton

*Nick Morton*

Here in Built Environment we have been busy exploring ideas for the use of Moodle across the full range of our teaching in Property and Construction, Architecture and Landscape, and Planning and Housing.

First and foremost, we believe Moodle is going to significantly enhance the learning experience for our students. Some of our teaching material has previously been made available on our internal website, but Moodle offers great potential to develop a much more dynamic, interactive and inclusive resource. In particular, we expect part-time

students to benefit from the accessibility of Moodle's enhanced content and, as a result, to feel more involved with their course.

One of the most exciting opportunities afforded by Moodle is its application to distance learning. This will be central to the new MSc in International Real Estate, an initiative of the School of Property and Construction in conjunction with the China Central Normal University (CCNU) at Wuhan. Four modules utilising Moodle (covering aspects of Law, Valuation, Asset Management and Construction) will commence in January 2005 but will be introduced by a delegation from UCE which will visit CCNU in November of this year. Moodle will be an invaluable tool in demonstrating what this course can offer and in showcasing our teaching to prospective Chinese students.

Closer to home, Moodle is going to form an integral part of the student experience for the new intake this year. The School of Planning and
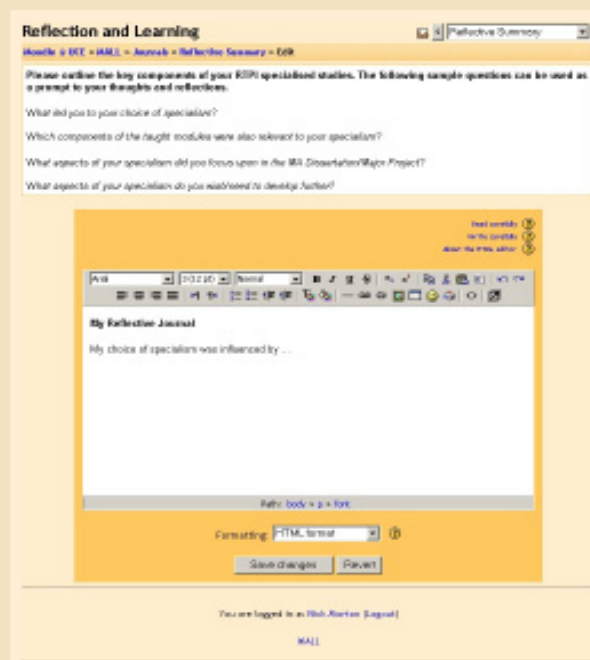
Housing, for example, has scheduled introductory sessions on using Moodle as part of the Induction Week for newcomers at both undergraduate and postgraduate levels. Therefore, although it will be some time before all modules are supported by Moodle, students will be familiar with the system from the outset and as they encounter it ever more widely during their time at UCE.

Each of our three Schools will be trialling modules using Moodle in the first Semester of 2004/5. Thus first-year undergraduates taking a degree in Geography and Environmental Planning will find Moodle already embedded into the delivery of the introductory modules *Evolution of Settlements* and *Approaches to Human Geography*. Furthermore, just as it is important to help students feel at ease with Moodle, so it is with our staff; there will be Faculty-wide lunchtime workshops for staff members to complement Moodle Week and further spread the word!

## What I love about Moodle is...The journal feature

*This feature allows students to type, edit and save an online journal, all safely located within the familiar Moodle environment. It has the great virtues of being simple to set up, simple to use, and simple to add rapid feedback if desired. This will benefit staff and students alike by offering a convenient way of managing and storing a reflective commentary, as well as satisfying the perennial call for more responsive feedback!*

*The School of Planning and Housing is using this facility as part of its new MA in Spatial Planning. The Learning Log, a framework that encourages students to maintain a reflective record of their academic experience, is intended to help them work towards their professional qualification, and will be trialled within Moodle this year.*

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham

*Tony Underhill*

I believe that Moodle offers enormous potential to enhance the educational experience that the Business School offers to a wide range of students both on and off campus. In addition to developing course-specific units for Moodle I have been working with colleagues to develop material to support some of the more centralised academic functions such as Placements, the International Office and Learner Support. The placements office will be going live first and will initially be using Moodle to publicise and co-ordinate placement opportunities as well as provide online assistance with preparation for interviews and the preparation of CV's. It is hoped that future developments will allow the learning logs to be undertaken online in order to better integrate the placement experience within the overall academic experience. Initial development of course modules has focused mainly, although not entirely, on part-time postgraduates, including some work-based students engaged in action research, and it is hoped that we can develop collaborative projects that arise out of these experiences.

## What I love about Moodle is…Surveys

*At first sight this appears one of the less interesting features in Moodle. The surveys are currently standardised and focused on approaches to learning. While such surveys are useful to encourage our students to think about their learning they are not adaptable to more general teaching situations. For me this lack of adaptability highlights one of the potential strengths of Moodle itself. Being an open source product Moodle offers scope to its community of users to play a part in its development, you could say putting us at the cutting edge in terms of developing this medium of teaching and learning, something that the proprietary platforms cannot offer.*

*The inflexibility of the current Surveys feature is something that the Moodle community worldwide [www.moodle.org] has been discussing for some time and more flexible, adaptable surveys are in development. The great thing is that you can download the developments, try them out and feedback into the process so that the final version is something that should fit in with the needs of the users (that's us!).*

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham
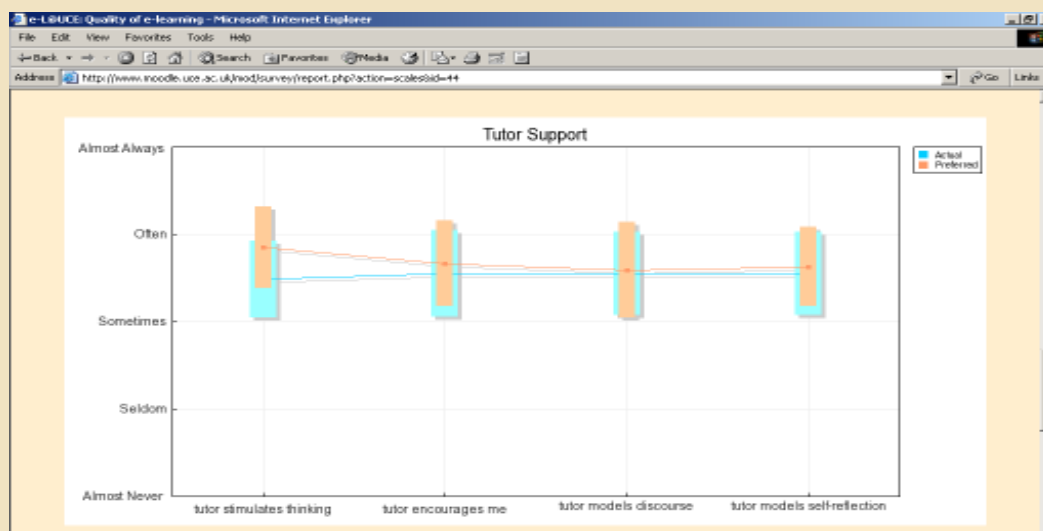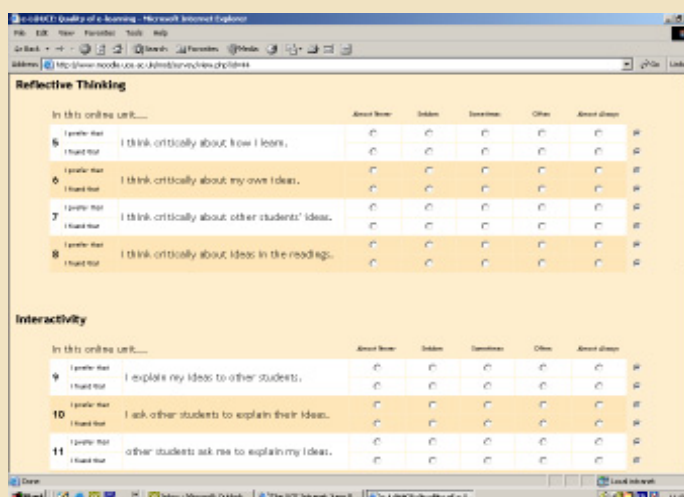
*Richard Midgley*

The School of Computing and Information (SCI) has well over a decade of experience in using electronic delivery methods to support the delivery of its teaching through the use of the **S**chool of **C**omputing **A**synchronous **N**etwork. This is primarily a document handling system and is used for module definitions, teaching schedules, resource lists, notices, assessment and teaching and learning resources. However it does not offer all of the options available in a full Virtual Learning Environment. It is therefore with great anticipation that the school welcomes the introduction of Moodle as a piece of appropriate software into its already comprehensive portfolio. It is eventually anticipated that staff will make use of all of the features of Moodle but for the initial delivery of modules the main focus from staff seems to be on the use of Discussion Forums.

## What I love about Moodle is...Discussion Forums

*The following features of Moodle forums make this option an excellent proposition for staff within the school:*

- *Different types of forums are available; teacher-only, course news, open-to-all, one-thread-per-user and announcement-only.*
- *Postings have the originator's photo available.*
- *Discussions can be viewed as nested, flat, threaded, oldest or newest first.*
- *Each person can subscribe to forums so that copies are forwarded via email, or the facilitator can force a subscription for all enrolled students.*
- *Threads can be easily moved between forums by the facilitator.*
- *If forum ratings are being used, these can be restricted to a range of dates.*

*At the time of writing, as no students have yet enrolled, no live discussion forums can be illustrated in this article. The following screenshot is taken from the e-learning course at UCE, which was created by SSDD to introduce 'virgin' moodlers to the VLE.*
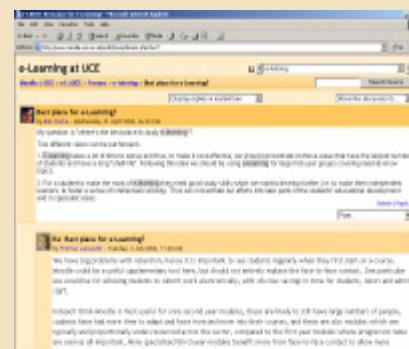
Faculty Moodlers Michael Bridgman and Richard Midgley will be using forums to augment the coursework in a first year undergraduate module to around 150 students. Students in consultancy teams get the opportunity to quiz selected experts to give them further knowledge and experience to help them complete an extensive case study. It is hoped that more horizontal discussion will take place amongst the consultancy teams than has taken place in previous deliveries, as detailed in Michael Bridgman's recent submission for his MA in Education.

In a research methods module, Dr Sharon Cox has identified that opportunities to critically analyse and discuss academic papers are an important aspect in research training. Feedback obtained from full-time students indicates that they enjoyed engaging in discussions and sharing ideas; however, part-time students arriving later in the day, tired after completing a full day's work, understandably found this rich debate difficult. Moodle will therefore provide a platform that will remove the divisions between full-time and part-time students; and provide an equal opportunity for students to fully participate in the module.

Sarah Rudge has also identified a distance-learning course where students will have little face-to-face contact. Moodle will add a new interesting dimension to their learning, offering them flexible access and providing them with a supportive and sharing environment in which to learn.

Andrew Hollyhead has found from a previous semester that from student feedback they are over-whelmingly in favour of the e-learning model over that of more traditional 'chalk and talk' lectures. Andy has also found that he was able to provide confidential and individual feedback to over 80 students quickly and easily, and also was able to track when students picked up this feedback.

In a new module, designed to prepare students to complete an advanced final year project on a relevant practical computing issue, Dr Thomas Lancaster intends to use video lectures, peer reviewed discussions and allow students to manage their project as a small group.

Darren Taylor, the Faculty Librarian will be using Moodle to create a new Library Induction.

Asha Chauhan, a software engineering graduate from 2004, used Moodle over the summer to create an online English course.

David King, a current MSc Student, also used Moodle over the summer to help him obtain information for his dissertation.

It can be seen from the work that has been done already that the School of Computing and Information has embraced the introduction of a University-wide VLE. Moodle will greatly further and enhance the delivery of its existing programmes at undergraduate and postgraduate level for both home and international students. As the momentum in the Moodle project increases, staff from the school will be able to bring to the project a diverse range of skills and experience that will allow the school to remain at the forefront of electronic delivery of teaching and learning within the University.

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham

Moodle @ UCE >> Moodle @ Conservatoire >> Steve Halfyard

*Steve Halfyard*

Like other faculties, Moodle offers the Conservatoire a variety of advantages, both from the point of view of administration of modules and in terms of offering improved resources to our students. One of the most valuable things that Moodle offers our courses in day-to-day delivery is the ability to put our formative assignments for academic work and study skills online so that students can work through them at their own pace, but we can still keep an eye on whether they're doing them or not and how they are getting on. Delivering the study skills "package" has been a fairly thankless task in the past, mainly because of the sheer amount of marking and feedback generated by work that isn't being formally assessed. The course team has always felt that it is very important that we deliver in this area, but at the same time we've been acutely aware that we are a very small group of people regularly marking formative assignments for year groups of nearly 100. Delivering these online:

(a) ensures that the material is always there for the students to access

and

(b) allows for a great deal of interactivity, to the extent that the various quizzes, lessons and other activities can generate automatic marks and feedback for the student to gauge their own achievement and progress, and for us to be able to track it in a quite "hands-off" way, but still be able to offer additional feedback and advice where it seems needed. My feeling is that the students are likely to find the on-line assignments rather more interesting and stimulating than sitting in a classroom looking at handouts, and at the same time turns the tutor's role into one of monitoring the student's progress, which is a more productive use of staff time than under the old system.

## What I love about Moodle is...Lessons

*One of the tools that really helps the formative assessment process is the Lesson feature. I'm using this to introduce students to the Harvard system of referencing, and to give them some hands-on experience. The lesson format lets you combine a few paragraphs of information with a question – so the referencing lesson explains the key features of doing a particular kind of reference (a single-authored book, a chapter in an edited book, a website etc) and then gives several examples of a reference for that kind of item, only one of which has been written according to the way it's just been described. The lesson gets progressively harder as it goes on, with the differences between the examples getting smaller and smaller, so they'll need to concentrate, but one of my colleagues tried it out and he really likes it! I think it's reasonably fun to do – the format of the lesson itself means that it's like a quiz or a puzzle, and that keeps you engaged. This is great as a formative assignment – the system lets them know if their answer is right or wrong, generates a mark at the end of the test, and they can retake it to improve their mark. The challenge for me is rethinking my materials so that they'll work in this kind of environment, but I think the benefits to students and staff are going to be enormous in both the short and long term.*
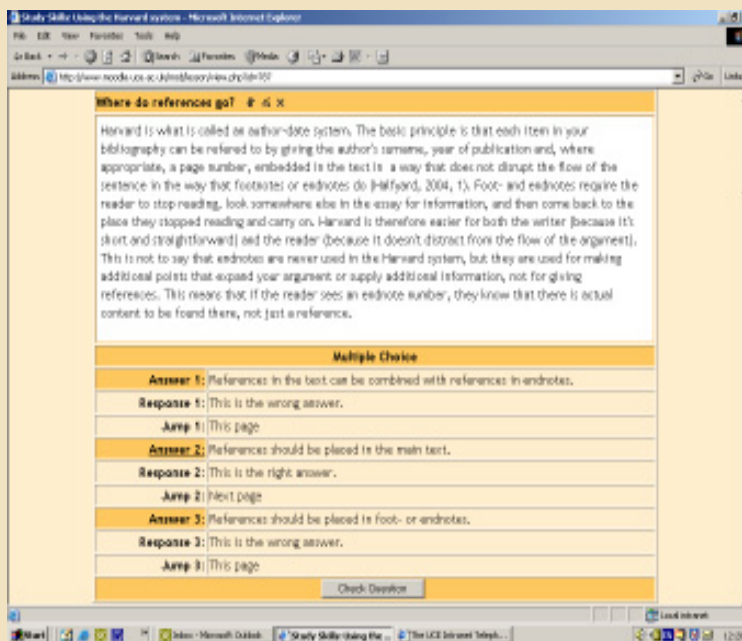


*A lesson in edit mode showing the logic of 'branching'*

The modules that are going online initially are academic modules rather than the practice-based (e.g. instrumental) ones, which is purely because Moodle suits academic modules better (no-one is ever going to have a one-to-one violin lesson in Moodle!). We've got at least one module online for each of our year groups on the BMus for the start of the year, and being a relatively small faculty, we should have everything that can run in Moodle online well before 2007. If I have any kind of criticism, it's the wince-factor involved in having to describe myself as the "faculty Moodler" but at least I've had some practice for that, telling people I do research on Buffy the Vampire Slayer!

# moodle
## The University Of
## Central England In Birmingham

**UCE** Birmingham
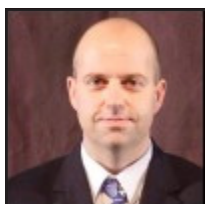
*Graham Lowe*

The great thing about Moodle is that it doesn't push its users in any particular direction. A lot of software tries to say to me, "This is what you need to do." Moodle says, "What do you need to do?" Moodle will improve what we already do rather than make us do different things. A big part of using Moodle will be improving the accessibility of basic information. We provide our students with lots of information from lots of sources. Moodle will allow the students to have one place to find everything they need to know. As we are training teachers, we do a lot of face-to-face teaching and this will continue to be a very important feature of our work. However, many of our traditional full-time routes are now being supplemented with flexible routes and Moodle is likely to have a big part to play in the development of these programs. Moodle will support students by allowing them to go back and review material in their own time. Integrating access to the library will also help our students make better use of sometimes limited resources. Perhaps the biggest innovation will be the use of the forums (I'm sure that should be fora you know...!). Teaching practice can be a very lonely experience for some of our students. They are used to seeing each other daily and being able to share concerns and ideas. Setting up a discussion forum will allow students to keep in touch with each other and with the faculty.

The first modules to go online will be two Science modules on the BA with Qualified Teacher Status (Primary). These will be for 1st and 3rd years. We are also hoping to be able to set up a module specifically for the 4th year Teaching Practice that will give them access to all the information and a forum (and possibly a chat room) for sharing ideas and concerns. We will evaluate this with the aim of setting up the same for all the teaching practices by the end of the academic year. Other modules from all parts of the faculty will come online through the year.

## What I love about Moodle is...Glossaries

*I remember when I was a student that there was a word that everyone used. I didn't know what it meant. Actually I wasn't even sure how to say it. That word was pedagogy. For the first few weeks I kept waiting for someone to explain it to me, but they never did. In the end I had to look it up in a dictionary. This didn't really help because the dictionary definition didn't seem to me to quite match the way it was being used. So I waited, hoping that one day some other poor soul would ask what it meant during a lecture. There was no way, of course, that I was going to admit that I didn't know what it meant. Guess what? No-one asked. To this day I don't know whether everyone else knew what it meant or they were also all sitting there hoping some other poor soul would ask (I hope it's the latter, but I suspect it's the former).*

*So, glossaries in Moodle. A student reads a paragraph with the word pedagogy in it. It's highlighted in grey. They click on the word and immediately find out what it means in that context. Sorted. Other education words that will appear in my glossary will include ipsative, Piaget, cognition and ebriection.*

*Now if only I can figure out what to put in that definition of pedagogy...*

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham
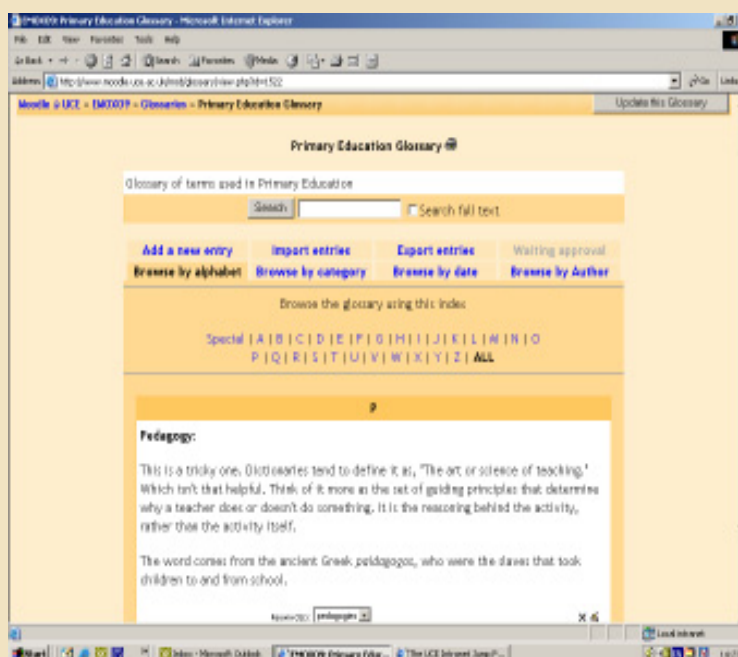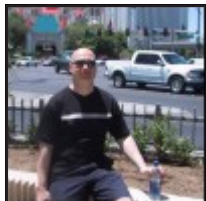
*Paul Bartholomew*

The adoption of Moodle as a managed virtual learning environment for UCE is a very significant development for us in HCC. Like other faculties we have students working within placement settings, often for extended periods of time, with a number of our pre-registration students being placed at a considerable geographical distance from Birmingham. We also have some newly validated Foundation Degree programmes where the vast majority of learning takes place away from the traditional campus setting.

Within our faculty it is our aim to realise a wider campus through greater integration of the placement and academic domains and I believe our adoption of Moodle is a great enabler of this ambition.

Modules scheduled for first semester delivery include anatomy and physiology modules at both BSc and MSc level; Methods of Research and Evaluation; Care of the Child and Their Family in the Primary Care Setting; Paediatric Nephro-urology Nursing and my own Clinical Imaging, with many other modules currently in development.
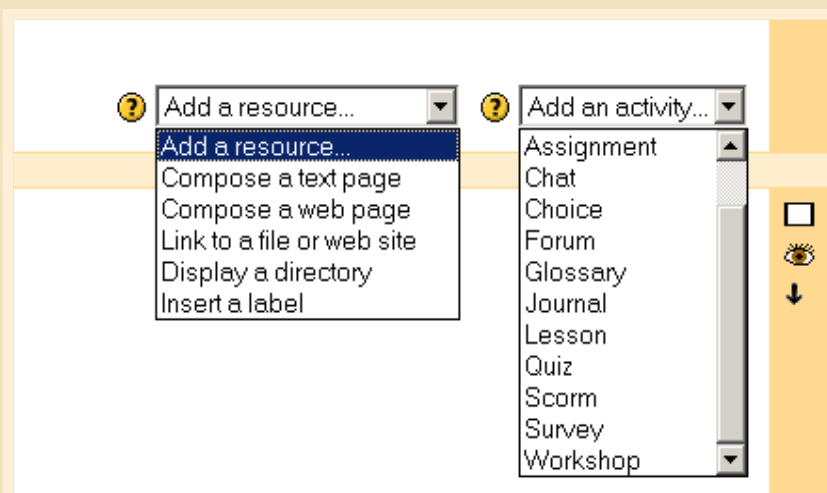
Many of the modules going online are using a blended approach, using Moodle to prepare students for face to face sessions or to facilitate post session debate, support and formative quizzes. By taking a blended approach I believe it is possible to actually **enrich the classroom contact time** as well as offering greater levels of support for student self-study.

Such an approach offers us an opportunity to push aside the physical and geographical limits of learning and allows learners to engage with a truly coherent programme of learning that spans multiple learning spaces, helping us to realise our ambition of a wider campus and indeed a wider faculty.

## *What I love about Moodle is...Resources*

*Pre-existing material such as PowerPoint presentations, 'video' lectures and web pages can be imported with great ease. This doesn't mean that Moodle acts as a mere repository for such resources though - the other features of Moodle allow for pre-existing materials to be woven into a **designed** learning experience of your making with as much flexibility or structure as you feel is appropriate for your learner groups.*

*The 'Resources' facility of Moodle allows you to upload a variety of materials, as shown in the image to the right. Personally, I have found this very useful as I can import the 'video' multimedia lectures that radiography students are already using by linking Moodle to the learner's CD ROM drive. You can just as easily link to resources that you have already placed on the online directory browsing facility (HOMER) that many of us are already using to good effect by selecting the 'Web Link' option.*

| Add a resource... ▾ | Add an activity... ▾ |
|---|---|
| Add a resource... | Assignment |
| Compose a text page | Chat |
| Compose a web page | Choice |
| Link to a file or web site | Forum |
| Display a directory | Glossary |
| Insert a label | Journal |
| | Lesson |
| | Quiz |
| | Scorm |
| | Survey |
| | Workshop |

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham

Moodle @ UCE >> Moodle @ Law, Humanities & Social Sciences >> Sarah King

*Sarah King*

### *What I love about Moodle is...Quizzes*



**Property Law & Practice, (LPC)**                                   Logout

Moodle @ UCE » PL&P » Quizzes » Quiz » Attempt 1

**Quiz**

**Attempt 1**

temporary quiz on moodle

1    *What is so good about Moodle? Is it that:*

Answer:    ○ a. It is incredibly easy to use?

○ b. It is quick to use - you can set up a basic page in an afternoon?

○ c. It gives added value to learning and teaching?

○ d. All of the above?

Save my answers

You are logged in as Alan Staley [Logout]

PL&P

*To check the answer read to the end of this article ....*

In the meantime ...

I confess that I am slightly reluctant to speak on behalf of the Faculty on IT matters. I play only a small role in a large and expanding Faculty which embraces a diverse range of courses. I hope, though, that most of my colleagues would support my view that IT generally has an important role to play in terms of learning and teaching, innovation, reputation and recruitment, student support and widening access and participation within the Faculty. Moodle really can support our work in these areas and enable us to use IT in a consistent way.

That does not mean that Moodle is a "one size fits all" online management system. The great thing about Moodle is that you can pick and choose the features that best suit your course. As you may have noticed, one of the things I love about Moodle is the facility to set up online quizzes. The Legal Practice Course team has been looking at ways of diversifying assessment for some time and the use of multiple choice questions in exam papers allows us to demonstrate coverage of the course to the Law Society, which regulates us. In preparing students for exams we have set weekly online self assessment questions, which come with the answers attached and we have encouraged students to answer the questions and only afterwards check their progress by reviewing the answers. We have been crying out for a means of setting online, self marking multiple choice questions and through the facility to set up quizzes using Moodle we can now achieve this.

Moodle enables you to set up a database of multiple choice, true or false or short answer questions which you can draw on to use and re-use either within your own course or between courses. The best thing about quizzes in Moodle is that they are automatically marked and, depending on how you set them up, will give instant feedback or show the correct answers to students. There is, inevitably, some work to be done up front to build up your database of questions but, having done that, to create a quiz is incredibly quick and easy and, once done, the quiz can be adapted for use year on year.

...so back to the Moodle Quiz Question. Well of course the answer is (d) all of the above – but don't take my word for it. Check out the Moodle website and get quizzing!

# moodle

**Moodle @ UCE >> Moodle @ Library >> Peter Ebrey**

*Peter Ebrey*

The Library is delighted to be an important part of UCE's institutional Moodle and e-learning infrastructure. We are looking forward to adapting our already extensive range of resources and introducing a range of new services designed to enhance the learning experience, ensuring equality of access to all students, particularly for the growing number of part-time and distance learners. The Library believes that Moodle will deliver added value to Library Services because (amongst many other things) it:

- Overcomes limitations of time and location.
- Can help support, engage and motivate learners.
- Allows for shared ownership and participation in the course delivery.
- Allows for course content which is relevant, novel and up-to-date.
- Encourages students to adopt new approaches to learning.
- Can be used to develop information retrieval and critical analysis skills.
- Encourages collaboration between the library, academic and IT staff both in course planning and input into resource selection.
- Helps to promote the wide range of electronic and other resources currently provided by the university.

Moodle will enable users to develop their information seeking skills via self assessment at a time and pace that suits them, not confined by the availability of Library staff, time within the curriculum or opening hours. Moodle is also intuitive, easy to use and this is why Library staff like it!

As a first step, we envisage the production of a suite of Moodle-based information skills materials, based on one generic tutorial, likely to be called *UcefulLibSkills Online*. This will, in the initial phase at least, essentially provide an alternative to face-to-face teaching, taking advantage of the interactivity offered by the Moodle medium by including exercises, quizzes, live links etc. As the project progresses, we will adapt and develop material linked to the particular needs of individual courses. This is obviously an organic process and over time, material and resources will evolve as a result of close collaboration between Faculty Librarians and academic staff to provide a tailor-made range of resources that combine the specialist knowledge of both.

## What I love about Moodle is...the Seamless Integration with the Library

*Library services such as the TalisList Reading List module can be directly integrated into a course structure providing both the academic staff and students with a level of interactivity that will enhance both the teaching and learning experience.*

*This means that learners can have a "live" reading list within Moodle where they can check the availability of texts on their course and their exact location in the library.*

*Multimedia material can also be listed, as can external resources, so the reading list can be kept current with the very latest resources available on the web.*
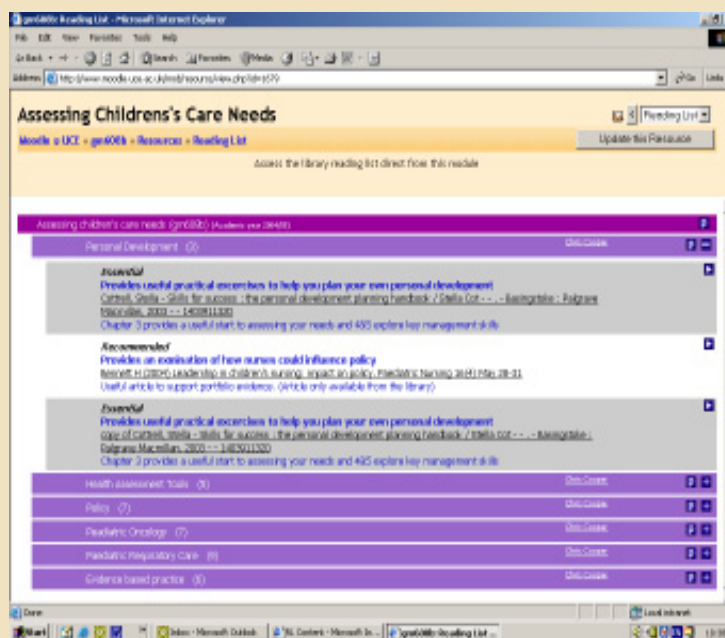


Library staff expect that Moodle will provide us with many of the tools we need to achieve a quality service for our users. We often don't have time to develop ideas with a class in a one hour library induction or at a busy enquiry desk - but if the discussion continues online, we have a starting-point for further development!

Come and see us at the Moodle Day on Wednesday November 17th in the Hall, Baker Building, Perry Barr campus. We'll be pleased to discuss what we've been doing.

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham

Moodle @ UCE >> Moodle on the Move >> Alan Staley

### *Any time, any place, anywhere - that's Martini education*

The old television advertisements for Martini were often used in academic conferences as a light-hearted way of introducing the concept of learning online, now referred to as e-learning. Such attempts usually had the effect of irritating me enormously (it doesn't take much!) as whenever I tried to get online there was seldom a network point in sight – especially in the conference building where the presentation was being given.

In the last couple of years things have changed, the technologies have matured, and the enthusiast's dreams are becoming a reality. There are two developments to keep an eye on – wireless networks, and the new generation of mobile phones.

## Wireless Networks

Wireless networks eliminate the need for a network point, which frees you to access the web from anywhere in a range that the receiver is effective. For those of you with a broadband connection at home, this is great news as you can now have as many PCs as you want all sharing the same broadband line, and from anywhere in the house or garden, or in my case the pub at the top of the road and the pub at the bottom of the road (sad!).



Wireless receiver

*Broadband generation: accessing Moodle at half-time in the back garden*

## Mobile Phones

The new generation of mobile phones go one step further in that wherever you are, as long as you can get a signal for your phone, you can now access the web. In the picture below I'm in a very remote location, with a long night ahead of me waiting for the catfish to pounce – time to log in to Moodle and check what's going on in the discussion forums.
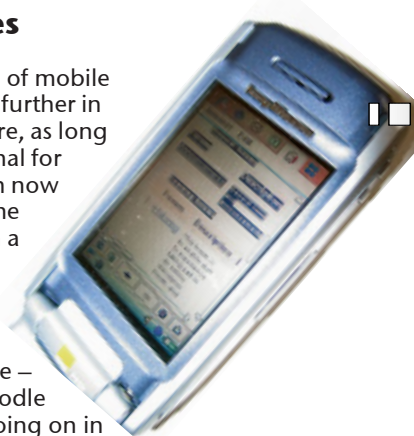


*Middle of the night, Middle of nowhere, Middle of Moodle*

## The Future

It's only been about 12 years since the advent of the World Wide Web, and look how rapidly our lives have changed. Many of us now bank online, shop online, check the news online, book holidays online, and communicate with friends online. The pace of change is accelerating rapidly, and the broadband generation take to this technology with ease. It's no longer a tool – it's a way of life.

The opportunities for supplementing face-to-face teaching with online learning are enormous. The opportunities for changing the way in which we work are equally great. **But...do you see this new technology as an intrusion into your private life, or as a form of empowerment that can enable you to fit work around your life?** Well, when I'm grid-locked on the Coventry Road, or flashed by the speed camera on the Walsall Road (trying to make up time), or confronted by a moron in the Perry Barr sub-way, I'm very clear about this - I want to be back by the lake with Moodle on my mobile.

# moodle

## The University Of
## Central England In Birmingham

**UCE** Birmingham

### Moodle @ UCE >> Content Development >> Niall MacKenzie

*Niall MacKenzie*

One of the major criticisms of Virtual Learning Environments, and online learning in general, is the huge effort needed to create visually appealing content and then publish it online. The processes involved tend to be prohibitive for the majority of staff in terms of both time and cost and in the end only a handful of specialist staff manage to achieve their aims. Even then, the time taken is often hard to justify in terms of cost efficiency, unless the resource is subsequently used numerous times by numerous people.

In the past, the skills set needed to go beyond putting lecture notes online has been too large for the majority of teaching staff ....until now. One of the great benefits of Moodle is that almost all of the processes involved are intuitive and can be picked up quickly and easily with a minimum amount of training. Staff with even just basic computer skills are getting good-looking courses online quickly.

All singing and dancing multimedia courses are still a little way off for some staff but with a pinch of **SALT** we may be able to help...! The **S**tudent **A**gency for **L**earning **T**echnology is being set up to enable staff and students to collaborate on projects to produce some eye-catching content and ultimately make the learning process more fulfilling.

Through SALT we will be paying UCE multimedia students to do the development.
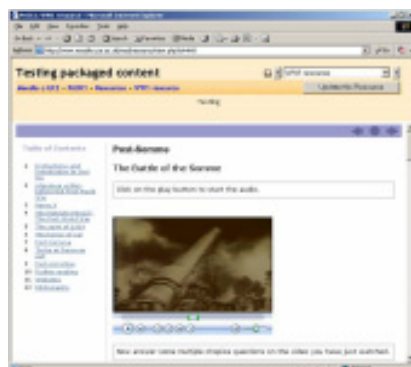

*A Multimedia course sitting in Moodle*

To use the cliché, we hope this will be a win-win scenario for staff and students – staff have time freed up to concentrate on the content of the course and the learning processes, while students gain valuable experience, have something to put on their CVs and a bit of cash to keep the bank manager at bay. It's got to be better than pulling pints or serving burgers!

Members of staff will submit project ideas and once approved, the skills required will be matched up with those available in SALT. In my new role as Tutor for Learning Technology Development I will liaise between staff and students and put forward a SALT team to get the job done. It will be my responsibility to make sure that each project is tightly framed and is completed within an agreed time period.

We hope to have a pool of skills available in SALT as soon as possible and we'll be working with the Careers Service to recruit students with the appropriate skills. We would also be keen to hear from staff who can recommend students with multimedia and web production skills.

---

### What I love about Moodle is...SCORM

*One of the nice new features of the latest release of Moodle is that resources can be added using SCORM. What on earth does that mean? Good question! Avoiding the use of any technical jargon, SCORM is an agreed standard that enables existing packaged content to be picked up and imported into other systems, like VLEs such as Moodle.*

*In other words, a package that works on a CD, for example, can be put onto Moodle without having to be unpicked and recreated. As long as the original package is "SCORM compliant" then the package will work in Moodle.This means that the original structure of the document is maintained and Moodle can track visits to each component of the package.*





*The even better news is that resources are beginning to be freely exchanged through initiatives such as JORUM and X4L (Exchange for Learning). Moodle Exchange has also been set up for creators to share their resources with other academics across the globe.*
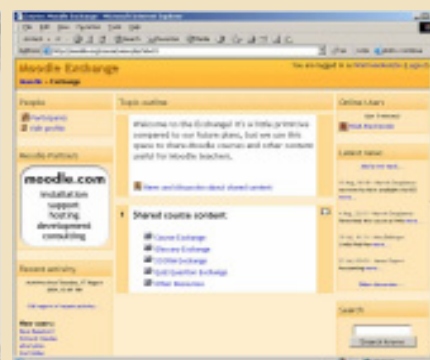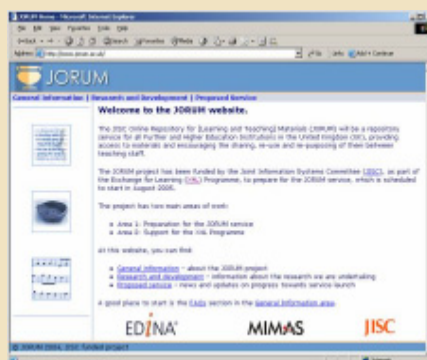
*(JORUM) http://www.jorum.ac.uk/ (X4L) http://www.jisc.ac.uk/index.cfm?name=programme_x4l (Moodle Exchange) http://moodle.org/course/view.php?id=15*
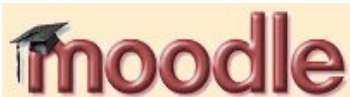
# moodle

## The University Of
## Central England In Birmingham

UCE Birmingham

### Moodle @ UCE >> Learning Technology Events 2004-2005

**October 19-22**
EDUCAUSE 2004 Annual Conference,
Denver, Colorado.
http://www.educause.educonference/annual/2004/

**November 30 - December 3**
ICCE2004 - International Conference on Computers in Education
Melbourne Exhibition Centre, Melbourne, Australia.
http://www.icms.com.au/icce2004/

**October 20-24**
Association for Educational Communications and Technology (AECT) Annual International Convention – All ThatJazz, Chicago, Illinois.
http://www.aect.org/

**December 1-3**
Online Educa Berlin: 10th International Conference on Technology Supported Learning and Training, Hotel InterContinental Berlin.
http://www.online-educa.com/en/

### 2005

**October 27-29**
eChallenges e-2004 Conference. Vienna, Austria.
http://www.echallenges.org/2004/

**January 12 - July 6 (M1/M69) Event**
Enhancing Your Course With A VLE (Virtual Learning Environment)
http://www.ssdd.uce.ac.uk

**November 1-5**
E-Learn 2004, World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education,Washington, D.C. http://www.aace.org/conf/eLearn/default.htm

**February 18-20**
New Learning Technologies Orlando Conference, Orlando Florida.
http://www.salt.orgsalt.asp?ss=l&pn=orlando

**November 10-13**
Western Cooperative for Educational Telecommunications (WCET ) 16th Annual Conference: Beyond Boundaries– Weaving into the Higher Education Mainstream, San Antonio, Texas.
www.conference.wcet.info

Westin Riverwalk Hotel

**June 1-4**
Computer Support for Collaborative Learning, National Central University of Taiwan, Taipei, Taiwan.
http://www.isls.org/cscl/

**June 20-23**
European Distance and E-learning Network, Helsinki University of Technology Lifelong Learning Institute Dipoli, Otaniemi Science Park, Finnish High-Tech, Espoo. *http://www.eden-online.org/eden.php?menuId=7&contentId=290*

**November 25-26**
ECEL 2004: The 3rd European Conference on eLearning Université Paris Dauphine, Paris, France.

http://www.academic-conferences.org/ecel2004/ecel04-home.htm

**June 27-July 2**
Ed-Media: World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal, Quebec.
http://www.aace.org/conf

# Moodle Week - Monday 15 November - Friday 19 November 2004

| Monday 15 November | Tuesday 16 November | Wednesday 17 November | Thursday 18 November | Friday 19 November |
|---|---|---|---|---|
| **BIAD Presentation** *Faye Davies* <br><br> B208   12-1pm | **Education Drop-in Day** *Graham Lowe* <br><br> A212   9.30-4.30pm | **Open Day** <br><br> Drop in any time to see what's happening in **ALL** of the Faculties and the Library. <br><br> Informal demonstrations, exhibitions, questions and answers | **TalisList Workshop** *Peter Ebrey* <br><br> **Max 8 Staff** - Book in advance <br><br> A038   9.45-10.45am | **TalisList Workshop** *Peter Ebrey* <br><br> **Max 8 Staff** - Book in advance <br><br> A038   9.45-10.45am |
| **Opening Address** *Phil Walkling Pro-Vice-Chancellor* | **Business School Drop-in Day** *Tony Underhill* <br><br> G321   10.00-4.30pm | | **Moodle Workshop** *Niall MacKenzie* An Introduction to Creating Courses in Moodle <br><br> **Max 8 Staff** - Book in advance <br><br> A038  11.00-12.00noon | **Moodle Workshop** *Niall MacKenzie* An Introduction to Creating Courses in Moodle <br><br> **Max 8 Staff** - Book in advance <br><br> A038  11.00-12.00noon |
| **Moodle @ UCE: Presentation and demonstration** | **Law, Humanities and Social Sciences Presentation/Q&A** *Sarah King* <br><br> C114   12.00-1.00pm | | **TalisList Workshop** *Peter Ebrey* <br><br> **Max 8 Staff** - Book in advance <br><br> A038   12.30-1.30pm | **TalisList Workshop** *Peter Ebrey* <br><br> **Max 8 Staff** - Book in advance <br><br> A038   12.30-1.30pm |
| *Alan Staley* Learning Technology Development Unit | **Built Environment Drop-in Workshop** *Nick Morton* <br><br> E421  1.00pm onwards | **Baker Hall** **Perry Barr** **Any time between 10.00-4.00pm** | **Conservatoire Workshop** Steve Halfyard <br><br> 1.00-3.30pm Conservatoire Library Computer Suite | |
| E114     2-4.00pm | **Health & Community Care** *Please contact Paul Bartholomew* | | **Moodle Workshop** *Niall MacKenzie* An Introduction to Creating Courses in Moodle <br><br> **Max 8 Staff** - Book in advance <br><br> A038   2.00-3.00pm | **Moodle Workshop** *Niall MacKenzie* An Introduction to Creating Courses in Moodle <br><br> **Max 8 Staff** - Book in advance <br><br> A038   2.00-3.00pm |

**Faculty Only Event**

**Central Event - All Welcome**

**Central Bookable Event**

The central bookable events are limited to **8 staff members only** - so please book early! E-mail to: balbir.sagoo@uce.ac.uk