Is Your Moodle Course Out of Date?

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Teaching & learning in 2015 (Laskaris 2014) (Spencer 2015)

- **Big user data to process** – Large number of users to process
  - Needs tools to:
    - Analyze learning process
    - Track learner and group patterns
    - Personalized courses
    - Analyze feedback
Teaching & learning in 2015

- Gamification
  - “Game-like work would be more productive”
  - “Online competitions fun”
Teaching & learning in 2015

- **Personalized Learning**
  - Instruction pace – more individualized
  - Learning approach – differentiated instructions
  - Users to choose learning path
  - Content presentation type – text, audio, video
  - Student interests and experiences
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Teaching & learning in 2015

- **Mobile Learning**
  - Easy access – anywhere, anytime
  - Contextual learning
  - Digestible content – smaller screens, smaller chunks
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Teaching & learning in 2015

- **ROI** – Return-on-Investment
  - **Costs** – Personnel, technology, content, other
  - **Benefits** – Less travels, less trainers, less training logistics
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Teaching & learning in 2015

- **APIs** – Application Programming Interface (SCORM, Tin Can)
  - Portable course contents
  - **Communication** – Students, instructors, course notices, feedback, Registrations, plug-ins
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Teaching & learning in 2015

- **MOOCs**
  - Initially used by top universities
  - Getting popular among companies and organizations
    - Employee training
    - Social Responsibility
      - Share knowledge with community,
      - Promote brand
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Challenge of the current courses

- **Course data analysis** – learning process, learner and group patterns, Personalization, feedback
- **Attractive and competitive**
- **Personalization** - Learning approach, pace, path, content...
Challenge of the current courses

- **Mobile learning support** – QR codes, GPS, augmented reality
- **Efficient and effective**
- **Portable (exchangeable) and communication supported**
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Moodle philosophy (Dougiamas 2006) (Rush 2007)

- Constructivism

  People learn best when (Rice 2008)
  - Interact with the learning material,
  - Construct new material for others,
  - Interact with other students about the material
Moodle philosophy

- **How**

  - “Teaching by asking” or guided discovery – Let students construct (Petty 2009).
  - Requiring students to express their understanding to each other or to the teacher
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Moodle philosophy

- How
  - Group work requiring students to discuss the material -- constructs are made and peer checking and teaching takes place.
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Moodle philosophy

- **Behaviourism** – rewards and motivation
  - Learners require some reward for learning – reinforcement (Petty 2009)
  - Reinforcement as soon as possible.
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Moodle philosophy

- **Behaviourism** – rewards and motivation
  - Divide long tasks into a number of shorter tasks – Courses => modules
    - Never successful => give up.
    - Stress key points at the beginning and at the end
Conclusion

• Implement constructivism and behaviorism throughout your Moodle course
• Fully use Moodle activities/interactions
• Divide course into short modules
Conclusion

- Give feedback/rewards ASAP
- Use Moodle tools to analyze student data
- Use graphics, images, audios, videos
Questions

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http://www.slideshare.net/yong_liu/is-your-moodle-course-out-of-date


