Moodle Course & eLearning in 2015

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eLearning in 2015  (Laskaris 2014) (Spencer 2015)

- **Big user data to process** – Large number of users to process

**Need tools to:**

- **Analyze learning process** Statistics: completion time & rate
- **Track learner and group patterns** Clicks, navigation
- **Personalized courses** Behavior, pace, time
- **Analyze feedback**
eLearning in 2015

• Gamification
  ○ “Game-like work would be more productive”
  ○ “Online competition is fun”
eLearning in 2015

- Gamification eDrive (2015)
eLearning in 2015

- **Personalized Learning**
  
  Tailor pedagogy, curriculum & learning environments to meet the needs and aspirations of individual learners

  - **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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eLearning in 2015

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

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

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

- MOOCs
  - Initially used by top universities
  - Getting popular among companies and organizations
    - Employee training
    - Social Responsibility
      - Share knowledge with community,
      - Promote brand
What challenges our courses

- **Course data analysis** – learning process, learner and group patterns, Personalization, feedback

![Graph showing hits on LANG6200]
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What challenges our courses

• Attractive and competitive

• **Personalization** - Learning approach, pace, path, content...

• **Mobile learning support** – QR codes, GPS, augmented reality

• Efficient and effective

• **Portable** (exchangeable) & communication supported
How does Moodle engage students
(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
How does Moodle engage students

• **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

  - Group work requiring students to discuss the material

    -- constructs are made and peer checking and teaching takes place.
How does Moodle engage students

- **Behaviourism** – rewards and motivation

  - Learners require some reward for learning – reinforcement (Petty 2009)
  - Reinforcement as soon as possible
  - Divide long tasks into shorter tasks – Courses => module, module,...
    - 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
- Give feedback/rewards ASAP
- Use Moodle tools to analyze student data
- Use graphics, images, audios, videos
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References


Questions

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