Using Moodle in the Traditional Classroom (Stage 1)

Spring 2012
Nathan Pedretti & Greg Lippe

You work with students in your classes daily. You don't always have access to computers in your room. This traditional classroom can still benefit from the use of Moodle. Moodle can help you prepare, assemble, and post your materials online. In addition, Moodle helps you keep these materials organized, shareable with colleagues, and easily editable in the future.

You must complete the activities in this stage before moving on to any additional stages.

1. **Complete a Beginning Moodle training session** – Learn about the tools and structures available to organize course materials and content.
2. **Organize your course materials** – Your first goal is to get all of your course materials in one place on your computer, separated into units. Once you have them in one place, organize them by giving them recognizable name that correspond to the sequence in which you teach them like *1-homework.doc, 2-info-civil-war.doc, etc*
3. **Group your course materials into labeled Packets**– As much as possible, combine all of your course handouts into one packet. For instance, if you have 15 word handouts for your course, copy and paste all 15 handouts into one word document. Label each of your handouts with a name that you can connect to your file arrangement above. If you cannot put a file into your packet, but it's important, create a place holder in your packet so you remember to look for it elsewhere:
4. **Setup your Moodle Environment** with course blocks (activities, calendar, recent updates, and people), topic blocks (units), and labels for each units. Zip your course materials, upload the file Moodle, and unzip so that all of your unit folders and materials are now online.
5. **Create resource links** by focusing on providing links to your packet and supporting materials. Your goal is to have all of your materials online in some form. This allows you and your students to be freed from relying on you for their ability to complete work.

Key Benefits:
o   All of your course materials will be in one place, organized.
o   Easier to update materials when they are organized
o   Students appreciate the organization in print and online.
o   Save trees by redirecting students online for missing directions and homework prompts

Working in a Hybrid Classroom (Stage 2)

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Hybrid classrooms feature teachers who deliver instruction typically 2 or more days a week, and allow the students open work time the remaining periods of the week. These types of classes are common in the arts, computer science, and lab-based sciences like chemistry, biology, and physics.

School-based hybrid settings might have two days of lecture / interactive activities, and three days of work with net books in the classroom, lab, or media center. Students might participate in a Bring Your Own Device program. Home-based hybrid might have the same two days in school, with the three days occurring at home.

Stage 1 must be in place before moving to Stage 2. Here are your key Moodle strategies for moving to a hybrid learning approach:

1. **Daily Unit Summaries** – Build a numbered, daily outline in each topic block so that students can see the topics and main objectives for each day of a course. Start by working a week or so ahead of your class. Build the daily title and objectives in a label resource, and format the titles consistently. You do not need to follow this timeline exactly, but this would be the best-case progression through the course materials.
2. **Daily Work on the Calendar** – Use the calendar block to add a daily, course level announcement (or group level, if appropriate) about your objectives for the day, course materials to review, and/or assignments for the day—both assigned and due. Every time you meet in class, point out future activities on the calendar.
3. **Move and update resource links** – Begin moving specific resources to specific days in your Moodle class. For example, you might have uploaded your packet, but you may want to PDF the individual worksheet on day 5 and place a file link to it on day 5. Try to move the materials to the days they are used.
4. **Single File Uploads** – Any simple file that students would print out and turn in is a good candidate to be turned in electronically using the single file upload activity. Look over your course assignments and begin having the students turn in as many files electronically as possible.
5. **Simple Online Grading** - Learn to use the Single File Upload grading tool to quickly move through the student files, read, provide feedback, and grade.

Key Benefits
o   Allows collaboration between colleagues of the same course.
o   Provide support for students working from home, sick, or absent due to extra-curricular conflicts
o   Allows students to turn in work from home
o   Allows teacher to grade from school or home without extra papers

Teaching Online (Stage 3)

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Online courses feature learning environments primarily online. Students and teachers can communicate via forums, scheduled chat sessions, video conferencing, and traditional phone and email. Online versions of courses should cover the same content, but the instruction components typically need more development in the form of additional hand-outs, videos, screen casts, and scheduled chat sessions.

All activities from stages 1 and 2 need to be completed before beginning working on this final stage of development:

1. **Get certified** – Take the state's 30 hour certification course and learn the details about fostering discussion in online forums and other key methods of working online.
2. **Request Funding for Summer Curriculum Writing Hours** – Take additional time during the summer to prepare with the remaining steps.
3. **Take an Advanced Moodle Technical Course** – Learn how to create online quizzes, manage forums, and perform other advanced essential operations.
4. **Finalize Online Instruction components** – You must have formal online instruction activities now that your course is online. Many of these materials are already in place from stage 2, however, you may want to add in additional readings or videos (Use Jing for basic videos).
5. **Define Summative "Authentic" Assessments** – Consider methods of placing your existing authentic assessments online. Use the Online text or Upload a single file to capture student writing examples. Consider using a more project-based approached and have the students share their final projects with the class via a forum (class) or file upload (teacher).
6. **Define Formative "Objective" Assessments –** Break up your course studies into small formative assessment quizzes. Use a tool like Hot Potatoes to rapidly develop objective style questions, write corrective feedback, and import your questions to a Moodle quiz. Consider having the students take the quiz twice, taking the higher of the scores. You can use the first score for your own informal, longitudinal assessment, but allow the higher score on the grade book.
7. **Edit assessments AFTER delivery –** Use the quiz reporting tools to clean the data. Look for errors in your testing process like poorly written questions (edit), incorrect answers (change), additional answers (add), and confusing feedback (rewrite). With your edits made, have the computer re-grade the questions. Manually grade and provide feedback for any text or essay questions.

Key Benefits
o   Freedom to learn from anywhere
o   Class can be taught in an asynchronous manner – students can fit learning around other activities, you can fit grading around other personal life commitments
o   Superior way to analyze student data and provide data-drive feedback to students, teachers, parents, and administrators