Historic Savannah Riverfront Will Host February 10, 2006 Moodle Conference!

In the tradition of past Moodle (Moot) conferences the Savannah event promises to be even more informative than the last. The open source Moodle project will announce new e-learning additions to its feature set, and demonstrate how this popular learning management system (LMS) is connecting with other software available in the open source e-learning technology stack. If your school or business organization is currently planning an online learning initiative, or is using proprietary commercial software that has created vendor lock-in, don’t miss this event.

4 Unique Learning Tracks Offered

The Savannah Moodle Moot conference will offer participants with teaching, training and management responsibilities a chance to build new competencies in online learning technology. Presentations in each of the four Learning Tracks being offered are designed to deliver information in areas of e-learning needed by professionals coming different types of organizations. Learning Track presentations being offered include:

1. Using Moodle for Teachers & Trainers
2. Moodle Administrator Training
4. Building a Successful Corporate University

Keynote by Martin Dougiamas, Creator and Lead Developer of Moodle

Participants can get badges and enjoy a Continental Breakfast beginning at 8:00AM in the Hallway in front of Ballrooms D, E and F. The conference keynote speech will begin at 9:00 AM, to be delivered by Martin Dougiamas the creator and lead developer of Moodle. Martin’s depth of knowledge in technology and pedagogy never fails to inform and inspire his audience. Regional Moodle Moot conferences, held since 2004, are where significant e-learning and Moodle feature announcements are made. Martin’s keynote speech promises not to disappoint those in attendance.

Book Signing by Jason Cole

Jason Cole at Open University UK will be attending and presenting in Track III at the conference. Jason’s book, Using Moodle, was published last year by O’Reilly. Jason will surely continue to add his expertise to the community as project lead at OU (180,000 online students), which has announced adoption of Moodle as its platform of choice to deliver courses. Stop by Ballroom D between 5:00 - 5:30 PM to chat with Jason and pick up a copy of his book!

Welcome to Moodle!

Moodle is a course management system (CMS) - a free, open source software package based on sound pedagogical principles, to help education create effective online learning communities. You can download and use it on any computer you have handy (including handhelds), and it can scale from a single-teacher site to a 40,000-student University. This talk will be hosted on Moodle, to check out the Moodle learn zone, the Demonstration Course or meet the latest Moodle Buzz.

Moodle Community

Moodle has a large and diverse user community with over 75,000 registered users on this discussion forums, speaking in languages in 130 countries, the best places to start is Moodle.org, which is where most important discussions are held in English, but we have a variety of groups. Find out more here and in other associations.

Moodle Development

We have a big list of developers who contribute towards the development of Moodle. Start with our basic developer information as well as the coding, the coding guide and CV guide to access other source code. Visit Moodle can be found in Using Moodle, but we also have a bug tracker where you should report general bugs (and fixed!), sensitive security problems should be reported to the Moodle Security list, as we can deal with them appropriately.

Moodle Downloads

Moodle is available in a variety of download packages with different levels of capability, as well as via CVS from SourceForge.net. A number of additional modules and plugins language packs are also available.
Moodle Moot Savannah 2006
List of Attendees

Abramson, Tom - Delta-Schoolcraft Int'md School Dist.
Alexander, David - Alexedu.com
Allen, Jon - im+magic.com
Anderson, Gary - Seattle Academy
Barber, David - NITLE
Barton, Elizabeth - Noridian Administrative Services
Baston, George - Clemson University
Beckham, Jonathan - Florida Virtual School
Brand, Kim - Server Partners, LLC
Brew, Kathy - Pioneer RESA
Brincefield, Richard - Global Literacy, Inc.
Bromley, James - Leavenworth Public Schools
Brooks, Kent - Western Oklahoma State College
Buck, Irene - Malaspina University-College
Buck, Martin - Camosun College
Burnet, Mark - Middlesex County Public Schools
Burnett, Rein - Community Services Consortium
Busch, Chardelle - Life Workouts
Carpenter, Brian - Western Oklahoma State College
Charlson, Scott - Western Oklahoma State College
Chen, Art - Foundation for CA Comm. Colleges
Childs, Susan - Western Oklahoma State College
Chow, Jenny - IBM
Churchward, Mike - Open Knowledge Technologies
Clayes, Suzanne - Webmaster Sutton Middle School
Cole, Jason - Open University UK
Cooper, Sharee - Community Services Consortium
Cowan, Tracy - AirTran Airways
Davidson, Patti - West Shore Community College
De Jesus, Laurymar - Univ. of Puerto Rico at Arecibo
Dehlin, John - Utah State University
Delius, Gustav - University of York UK
Douglas, Martin - Moodle
Evans, Bob - SOS Inc.
Farmer, Jim - im+magic.com
Ficek, Rhonda - MSU Moorhead
Findlay, Kimball - Northrop Grumman
Flanders, Mike - DesignTec Media
Foster, Helen - Alton College UK
Freeman, Misty - Farmington R-7 Schools
Freeman, Misty - Farmington R-7 Schools
Ghiglione, Ernie - LAMS
Grann-Stahl, Lane - Central Piedmont Community College
Griffith, Edward - AirTran Airways
Guthrie, Kevin - ITHAKA
Habayeb, Camille - Recall Total Information
Hall, Elizabeth - independent
Hardy, Jean - Central Piedmont Community College
Harper, Eric - NITLE
Hartley, Pat - Hampshire Educational Collaborative
Helmes, Elvia - AirTran Airways
Herr-Hoyman, Dirk -
Hethcoat, Alyssa - USD 453, Leavenworth School Dist.
Hill, Marty - San Juan College
Hill, Mary - USD 453, Leavenworth School Dist.
Hilyard, Mike - Recall
Hollingsworth, Scarlett - Central Piedmont Community College
Holmes, Jay - AirTran Airways
Hood, Nicholas - Western Oklahoma State College
Hoyt, Treavor - Durham Academy
Inscoe, Steve - DesignTec Media
Jackson, Angela - Univ. of South Dakota School of Education
Johnson, Xavier - Med. Massage Inst. & Research Center
Kaplan, Mary - Aiken High School
Keeton, Cheryl - SAS InSchool
Keogh, Sean - pteppic, Inc. UK
Krile, Terry - Noridian Administrative Services, LLC
Kuo, Wendy - Butte Community College
Lader, Art - Aiken HS
Lewis, Julie - United Methodist Communications
Long, Bruce - Dallas Christian College
MacKinnon, Paul - Passkey International Inc.
Maselli, John - LearnMyWorld.org
McCombs, Valerie - Emageon
McLver, Russ - AirTran Airways
Meeks, Caroline - Solution Grove
Mendoza, Noelia - SFSU - Academic Technology
Menear, Steve - The GOLD Center
Moore, Michelle - remote-Learner.net LLC
Moore, Jonathan - remote-Learner.net LLC
Morrison, Brad - SPM
Murdock, Tom - Thinking Distance
Nissen, Barbara - United Methodid Communications
Orsini, Debbie - Aiken High School
Overton, Chrystal - Western Oklahoma State College
Paynter, Kenneth - Independent Consultant
Penney, Michael - Cal-State Humboldt
Petersen, Drew - Clemson
Piper, Tina - Florida Virtual School
Pitts, Kevin - Seneca College
Prater, Steve - Western Oklahoma State College
Quinn, Carol - Hire Authority
Quinn, Gene - Network Cafe.com
Quintana, Joseph - Foundation for CA. Comm. Colleges
Raulerson, Peter - Phovi.com
Reed, Erin - Central Piedmont Community College
Reed, Andrew - ILISA Lang. Institute, Panama
Reuter, Ben - California University of Penn.
Rhodes, Janet - LBC Middle School
Richards, Dan - IAC
Robeson, Kathie - Riverside School of Health Careers
Roman, Nelson - Univ. of Puerto Rico at Carolina
Rooney, Mike - Hampshire Educational Collaborative
Schaefer, Karl - Durham Academy
Schroeder, Tim - San Juan College
Schwartz, Don - CADLearning.com
Scott, Philippe - Univ. of Puerto Rico at Arecibo
Shrestha, Sandip - Savannah College of Art and Design
Sikes, Gary - HarvesRoad
Sipos, James - Regis University
Smith, Gale - AirTran Airways
Smith, Jamie - AirTran Airways
Sober, Heather - ILISA Lang. Institute, Panama
Sterle, Pat - Northeast Service Cooperative
Teicher, Jim - CyberSmart! Education Co.
Thornton, Todd - Thornton's Real Estate Academy
Tilton, Justin - im+magic.com
Timmons, Randy - Sigma Systems, Inc.
Tuminello, Michael - Horizon Wimba
Van Duzer, Joan - Cal-State Humboldt
VanEfflen, John - Delta-Schoolcraft Int’md School Dist.
Vu, Tran Minh - IOIT-HCM
Ward, Celese - Central Piedmont Community College
Waters, Connie - Farmington R-7 Schools
Westmaas, Thorwald - ILISA Lang. Institute, Panama
Whitmyer, Claude - Future U
Williams, Bryan - remote-Learner.net LLC
Wilson, Tom - Tom Wilson Counseling Centers, Inc.
Wilson, Scott - remote-Learner.net LLC
Zackrison, Michael - Unicon, Inc.
Zaharopoulos, John - Central Piedmont Community College
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<tr>
<th>Time</th>
<th>Description</th>
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<tr>
<td>7:30 AM</td>
<td><strong>Registration Opens</strong></td>
<td>In front of Ballrooms B/C</td>
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<td>9:00 AM</td>
<td><strong>Keynote Presentation</strong></td>
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<td>Martin Dougiamas</td>
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<td>10:30 AM</td>
<td><strong>Break</strong></td>
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<td>10:50 AM</td>
<td><strong>Breakout Session A</strong></td>
<td>Ballroom C</td>
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<td><em>Learning Track I</em>: Overview of Moodle’s Features with e-Learning Tips</td>
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<td><em>Learning Track II</em>: Hardware Review and Installation</td>
<td>Ballroom D</td>
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<td><em>Learning Track III</em>: Integration Facts</td>
<td>Ballroom E</td>
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<td><em>Learning Track IV</em>: Case Study AirTran Airways</td>
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<td><strong>Lunch Keynote</strong></td>
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<td>Jason Cole</td>
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<td>1:30 PM</td>
<td><strong>Breakout Session B</strong></td>
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<td><em>Learning Track I</em>: Adding Quality Resources</td>
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<td><em>Learning Track II</em>: User Authentication Schemes, Enrollments and Security Issues</td>
<td>Ballroom D</td>
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<td><em>Learning Track III</em>: Announcement of Open Source Eden Student Information System (SIS)</td>
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## Moodle Moot Program

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<tr>
<td>2:45PM</td>
<td><strong>Breakout Session C</strong></td>
<td>Ballroom C</td>
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<td>Learning Track I: Creating Quality Quiz Activities</td>
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<td>Learning Track II: Adding Modules and Blocks; Understanding Moodle’s API</td>
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<td>Learning Track III: The Story of Open University UK</td>
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<td>Learning Track IV: Creating The Learning Organization with Moodle</td>
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<td>3:55PM</td>
<td><strong>Breakout Session D</strong></td>
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<td>Learning Track I: Gradebook A-Z</td>
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<td>Learning Track II: User Support, Moodle Documentation and Moodle Styling</td>
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<td>Learning Track IV: Building Effective Learning Simulations</td>
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<td>5:00PM</td>
<td><strong>Using Moodle Book Signing</strong></td>
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<td>Jason Cole</td>
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<td>5:20PM</td>
<td><strong>Special Sessions</strong></td>
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<td>Moodle and Open Courseware</td>
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<td></td>
<td>LAMS: The Learning Activities Management System</td>
<td>Ballroom E</td>
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Learning Track I: Overview of Moodle’s Features With e-Learning Tips

Michelle Moore, Director of Training remoteLearner.net

Participants will be introduced to Moodle’s course creation features, including how to select a format for an online course. Michelle will demonstrate how to structure units of learning and adjust course Settings properties, which determine how students interact with course content. Moodle’s “editing permissions” and features for adding learning activities such as Assignments, Lessons, Forums, Glossaries, Quizzes, Wiki’s and Surveys will be demonstrated. Tips on best management practices for facilitating a quality online learning experience will be discussed.

Moore has an M.Ed. in Instructional design and has had over 10 years of experience in the K-12 classroom. She has conducted workshops on Moodle for hundreds of educators and business trainers since 2004, and has been a key presenter at NECC and other national educational conferences.

Learning Track II: Hardware Review and Installation

Sean Keogh, Owner pteppic.net a UK Moodle Partner company.

Participants completing Learning Track II can qualify for a Moodle Administrators Certificate, once an online exam and practicum are completed. In the first hour Sean will discuss hardware requirements for hosting Moodle and scaling online learning populations. Participants will learn what server requirements are needed to support Moodle (e.g. databases, server modules, optimizers etc.), and options for installing Moodle on the Linux or Windows platform. Moodle’s config.php file and GUI Admin area will be discussed, showing how they provide an administrator greater control over Moodle’s behavior.

Sean has extensive experience in network administration as the IT Systems Manager for Oxford Institute of Legal Practice in the UK. Through his Moodle Partner business he manages dozens of client Moodle sites.

Learning Track III: Integration Facts

Justin Tilton, CEO Nuerasoft (an open source higher education company).

This Learning Track was designed for K-12 State and School District Superintendents, College and University e-Learning and MIS Directors and Deans that need to understand elements that make up the e-learning technology stack. Justin will discuss existing and emerging options within the open source environment for managing online students including uPortal and Moodle LMS integration, and the Eden student information systems (SIS) being announced at this conference. Participants will learn how commercially supported open source solutions can help an organization save significant funding dollars, with the option of customizing a solution for unique organizational requirements.

Tilton was instrumental in development of uPortal, The Meteor Project and the California e-Transcript Initiative. He has presented on XML/XSLT and web services at several conferences including JA-SIG, and is active with the JISC Consortium. Justin was a two-term LucasArts Fellow studying and working at Skywalker Ranch in Marin CA in the 1990’s.

Learning Track IV: Case Study - AirTran Airways

Jamie Smith, AirTran Airways

Participants will get an inside look at how a modern successful airline company set up their e-Learning program to handle thousands of employees across all work assignment codes. Starting with a Moodle installation to take care of the needs of pilots and flight attendants (Boeing 717 and 737 aircraft), Smith was tasked with identifying how Moodle could satisfy his companies specific departmental needs. Jamie will demonstrate how using Moodle he was able to modify source code to create unique Moodle extensions that saved his company thousands of dollars. Participants responsible for setting up a corporate university at any level will get a checklist of items that should be considered at startup, including how to build crucial management buy-in across the organization. Smith will discuss tools he used for producing quality learning content within his Moodle courses.

Smith is a seasoned aviator with AirTran Airways; holding the rank of Captain he is qualified to fly all jets in the AirTran Airways fleet. His current assignment with the company is Manager of Technology Development and e-Learning.
Learning Track I: Adding Quality Resources
Joan Van Duzer, Humboldt State University

Participants will learn how to add quality HTML Resources within their course using Moodle's built in editor. Joan will discuss the importance of using rich media resources when creating course introduction and unit of learning objective documents, and when adding general learning content to the course. Moodle's HTML editor does not require coding experience and works much like a word processor. Many tips will be provided on how to make your course a rich learning experience for students.

Van Duzer completed her M.S. in Education with a specialization in Online Teaching and Learning from CSU East Bay in California, and is co-researcher of a study done at Humboldt State with Dr. Kathy Munoz titled “Blackboard vs. Moodle: A Comparison of Satisfaction of Online Teaching and Learning Tools.”

Learning Track II: User Authentication Schemes, Enrollments and Security Issues
Jonathan Moore, Director Network Operation remote-Learner.net

The second hour of the Moodle Administrators Learning Track examines the issue of user authentication, student enrollments and security issues. Moodle allows the administrator to use one of several user authentication schemes including connecting through an LDAP server. Student course enrollment can be handled several ways as well, including through a payment scheme. Finally, Jonathan will explain how to harden the server against typical intrusion techniques such as root kits and other threats effecting performance.

Moore has been a network operations professional since the early 1990's, and has had extensive experience with Linux and the Windows operating systems managing a K-12 district IT department.

Learning Track III: Announcement of Open Source Eden Student Information System (SIS)
Randy Timmons, CEO Sigma Systems, Inc.

The second hour in Learning Track III will announce and discuss the Eden-OA student information system. Eden-OA has been in operation on higher-ed campuses since 1996, and is undergoing a middleware rewrite for display within any WSRP compliant portal as it’s being released into the open source community. Randy will discuss which core modules are scheduled for release during 2006, and demonstrate all existing features within the Eden-OA environment. This announcement portends significant savings for both higher-ed and K-12 school districts on a significant element within the e-learning technology stack.

Timmons company has been providing student financial services applications in higher education since 1965, developing products and web services in Java, C, C++ and COBOL. Sigma Systems maintains the very active user group, the National Association of Sigma Users (NASU).

Learning Track IV: Using Learning Outcomes and Easy-to-Use Content Development Tools For Rapid Course Development
Scott Wilson, Ph.D, Chief Learning Officer remote-Learner.net

What’s apparent about many online courses being offered to employees today is that basic instructional design principles are not well understood (or are being ignored) by business trainers. Quality courseware begins with setting basic learning objectives which align with the purpose of training, and the needs of the learner. Scott will discuss the ABC’s of online instructional design for different types of courses, and explain how rich learning content can be produced in a reasonably short period using a few tools well suited to the task at hand. Programming or advanced computer skills are not required to use these tools, which are designed for rapid course development.

Dr. Wilson has actively served in the interactive and training professional communities. He co-founded the CBT Special Interest Group in the Atlanta Chapter of the American Society for Training and Development, where he also served in a V.P. position. Wilson is the instructional architect and co-author of each in a series of books published by OnWord Press / Thomson Learning. The series includes: Director 8, Flash 5, Dreamweaver 4, Authorware 6, Flash MX, Dreamweaver MX, and Fireworks MX.
Learning Track I: Creating Quality Quiz Activities

Gustav Delius, Ph.D. University of York, UK

In the third hour of Learning Track I Dr. Delius, whose team at York maintained the Quiz module during 2005, will explain how to create quality assessment activities in Moodle. Moodle’s Quiz module is versatile enough to allow creation of categories of questions that can be re-used across courses. Gustav will discuss how activities are created and weighted and given other special properties, and share user tips such as how he facilitates peer marking in his online classes. This session will offer participants a rare chance to ask questions and share assessment strategies.

Dr. Delius teaches in Department of Mathematics University of York, York YO10 5DD, United Kingdom. The Moodle community has been greatly enriched by his contributions to the program over the past 3 years.

Learning Track II: Adding Modules and Blocks; Understanding Moodle’s API

Mike Churchward, Owner Open Knowledge Technologies a Moodle Partner company.

In the third hour of Learning Track II administrators will learn how to add additional functions to Moodle, contributed from the diverse developer community, that are not included in the stable release version. Modules generally add new course content activity features, while Blocks add new context or learner management functions. Churchward will explain the basic API Moodle uses and give the administrator a working knowledge of error messages that may appear. Finally, Mike will explain what skills are need to create new functions in Moodle and fix/change existing files.

Mike has been a core contributor to Moodle over the past 3 years, having made significant contributions such as the Wiki and Questionnaire modules and marking of unread Forum posts in the latest version of Moodle.

Learning Track III: The Story of Open University UK

Jason Cole, Ph.D. Product Development Manager Open University UK

In the third hour of this Learning Track Dr. Cole will share insights into how the worlds largest online university (180,000 students) operates. OpenU recently decided to switch LMS platforms to Moodle and Jason will explain why and where the school is headed with its distance learning strategy. Participants will have a rare chance to engage a manager with large scale experience in e-learning technology stack systems.

Cole recently joined the educational technology staff at Open University UK, coming from the University of California San Francisco, to help in the transition to Moodle and planning for implementation of additional support technologies OpenU intends on using.

Learning Track IV: Creating The Learning Organization With Moodle

Charidelle Busch, Ph.D. Life WorkOuts, Inc.

Participants from small companies, startup training programs and large organizations will learn from Dr. Busch how an e-learning culture can be cultivated using Moodle. Chardelle will discuss approaches to creating a buy-in atmosphere among corporate managers and learning consumers who will use the site. She will explain how Moodle can be used in different modalities of training for adult learners in the workplace: from simple reference based learning that builds awareness to more extensive skills based programs that build new competencies. Chardelle will discuss how organizations can build legacy knowledge management systems in Moodle using features like Wiki and Glossaries.

Busch has been active within the Moodle community for the past 3 years, co-moderates the Business Uses forums and has helped answer hundreds of user questions ranging from how-do-I-do-this, to contributing customize code for specific functions. Her company specializes in creating and offering Wellness & Performance learning courseware.
Learning Track I: Grade Book A-Z
Michael Penney, Humboldt State University
In the final hour of Learning Track I Michael will cover the new Advance functions within Moodle’s Grade book, appearing in version 1.5 of the software. Penney’s team at Humboldt State University manage the Grades code base in Moodle, and seem to regularly surprise the community with new code contributions. Participants will have an opportunity to learn how to create custom scales and use Moodle’s grade book in unique ways. How to connect with offline and other grade book software will be discussed.

Michael Penney is the LMS Project Manager for California State University, Humboldt where he is a graduate student. Penney is quite active at Moodle.org answering user questions across many forums.

Learning Track II: User Support, Moodle Documentation and Moodle Styling
Helen Foster, Alton College, UK
In the last session for Moodle administrators, Helen will discuss ways of supporting and encouraging teachers and trainers, including making use of moodle.org forum discussions. Helen will also explain the philosophy behind MoodleDocs, the documentation wiki for Moodle, and will describe the vision for the future of help desk support. Finally, Helen will talk about web development at Alton College, and will demonstrate an innovative new Moodle theme for administrators and teachers to uniquely style their Moodle courses.

Helen is the Information and Learning Technology Manager at Alton College in the UK. In addition, Helen is a facilitator in the Using Moodle course on moodle.org and has recently been appointed as Moodle Documentation Steward.

Learning Track III: The Future of Moodle and Open Source e-Learning Technology
Martin Dougiamas, Moodle Creator and Lead Developer
In the final session of Learning Track III Martin will explain to school administrators where e-learning is headed in terms of learning design standards and supporting content development tools, and how organizations can store courses and learning activities for re-use. Martin will explain his plans for enabling Moodle sites to communicate with each other, and what Moodle is doing to provide a document management system for storage of student files. This session will encourage participants to pose questions on their e-learning plans and get factual answers.

Martin’s team of paid developers in Perth Australia work full time on Moodle development, and other projects connected with commercial support of the software.

Learning Track IV: Building Effective Learning Simulations
Steve Menear, Ph.D. Global Online Learning & Development Center
The Corporate University Learning Track concludes with a presentation by Dr. Menear on building effective employee learning activities within Moodle using Lesson and Workshop modules. Steve will discuss creating collaborative social networks of learners that enhance work group productivity and stimulate new ideas. Participants will learn best management practices for managing online learners in courses that are instructor lead and self direct.

Steve is the CEO of Global Online Learning & Development Center, an e-Learning company specializing in communications skills and management development courseware for employees of U.S. business organizations. He works in partnership with several major universities in an alliance to bring quality online learning to business professionals.
Two authorities have been invited to join the MoodleMoot. John Dehlin Director of Outreach, Center for Open and Sustainable Learning, from Utah State University’s open courseware project will describe the efforts and seek guidance on how open courseware could be used by Moodle users and what formats would be most useful. Learning activities management is available because of the LAMS/Moodle integration. LAMS Product Manager Ernie Ghiglione will provide a briefing and host a discussion.

Moodle and Open Courseware
John Dehlin, Director of Outreach, Center for Open and Sustainable Learning, Utah State University

Did you follow the Moodle postings on OpenCourseWare? Contributor John Dehlin, Director of Outreach for Utah State University's Center for Open and Sustainable Learning, will lead a roundtable on potential synergies between Moodle and OpenCourseWare. John is involved with OpenCourseWare on 3 fronts:

- He is one of the founding members of the newly formed "OpenCourseWare Consortium"--which works closely with MIT, Johns Hopkins, Tufts, and many other universities to promote OCW worldwide.
- His university (USU) has its own OpenCourseWare implementation (http://ocw.usu.edu)
- COSL, the research group for which he works, is funded by the Hewlett Foundation to create eduCommons--which is an open source, OpenCourseWare management system (see http://educommons.sourceforge.net). As he's promoted eduCommons, he's received consistent feedback from customers that eduCommons will benefit by much closer integration with CMSs/LMSs.

Because of these initiatives, John is interested in facilitating a discussion within the Moodle community to discover:

- How much interest there is within the Moodle community in OpenCourseWare generally?
- What progress can be made in supporting course/OpenCourseWare interoperability between systems (i.e. course migration between Moodle and eduCommons)?
- What progress can eventually be made in "baking" OpenCourseWare directly into Moodle?

LAMS The Learning Activities Management System
Ernie Ghiglione, LAMS Project Manager at the Macquarie E-learning Centre of Excellence at Macquarie Univeristy

You’ve heard about LAMS and Moodle Integration. Learning design has been defined and Moodle's implementation of the IMS Learning Design specification was described. Now Ernie will hold a special session following Jason Cole's book signing.

In this session Ernie will describe the underlying pedagogy, briefly demonstrate LAMS and show the LAMS/Moodle integration, and show how activity sequences are authored.
Today and Tomorrow

Martin Dougiamas
Lead Moodler
Executive Director, Moodle Pty Ltd
• Foundations
• Statistics
• Moodle Economics
• Future directions
• Moodle 1.6
• Moodle 2.0 and beyond!
• Questions
It is easy to get distracted by shiny stuff
My core goal is to enable profound and fun learning experiences (formal and informal) in the easiest way for all participants.
Social Constructionism as a referent

- All of us are potential teachers as well as learners – in a true collaborative environment we are both

- We learn particularly well from the act of creating or expressing something for others to see

- We learn a lot by just observing the activity of our peers

- By understanding the contexts of others, we can teach in a more transformational way (constructivism)

- A learning environment needs to be flexible and adaptable, so that it can quickly respond to the needs of the participants within it
Basic concept

People + Software Tools = Community

- Teaching
- Improving
There are over 90,000 registered participants in the Moodle Community at moodle.org

Source: Moodle Community 2005
Moodle is used in a wide variety of sectors

![Bar chart showing the distribution of Moodle usage across different sectors.]

- **Education Sector**: 74%
- **Independent teaching**: 9%
- **Primary School**: 3%
- **Secondary School**: 26%
- **University**: 36%
- **Company**: 12%
- **Other**: 14%

Source: Moodle Community 2005
Over **9000 registered sites** in 145 countries, eg:

- Open University (UK) 180,000 users (soon!)
- Open Polytechnic (NZ) 40,000 users
- Athabasca University (CA) 32,000 users
- Universiti Teknologi Malaysia (MY) 23,000 users

Moodle 1.5 already has over **2.5 million users** and **430,000 teachers**

Interface is translated into more than **70 languages**

Distributed via more than **1500 downloads** each day
Annual Moodle Conferences (MoodleMoots) are springing up everywhere!

- MoodleMoot US (February)
- MoodleMoot Canada (February)
- MoodleMoot Italy (June)
- MoodleMoot Thailand (June)
- MoodleMoot Boston (June)
- MoodleMoot France (June)
- MoodleMoot UK (July)
- MoodleMoot Sydney (September)
Moodle Economics

Clients (Institutions, Companies, Teachers)

<table>
<thead>
<tr>
<th>moodle.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing Community</td>
</tr>
<tr>
<td>Donations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>moodle.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing Developers</td>
</tr>
</tbody>
</table>

moodle.org

Software
Moodle.com is actually Moodle Pty Ltd based in Perth, Australia

Team of hired programmers working to:
- Integrate community contributions
- Promote consistency
- Develop core features
- Fix bugs
- Support Partners
Our roadmap is always evolving. The community has an increasing say over some of these directions, so the focus can change over time.

This is a good thing, as long the central code base supports modules and community standards.

What won’t change is that there will always be a wider variety of modules available for activities, tools and content.

Moodle is increasingly becoming an e-learning platform, like an operating system, that can be customised for almost any educational situation.
- Full Unicode support (including converting all old content!)
- Database module – general purpose tool like Filemaker Pro for collaborative data entry and display
- Blogs for every user, and synthesis of these into group blogs, course blogs, site blogs etc.
- Hive integration for course resources
- My Moodle – Dashboard overview for each user
- Learning Design Export
- Integration with LAMS (simple Learning Design)
- Better groups (one user can be in multiple groups)
- Better reporting and statistics
- Better online documentation (docs.moodle.org Wiki)
- IMS Learning Design Import
- Conditional Activities
- Roles
- Complete support for external object repositories
  - Complete integrated API for interfacing to external repository wherever files are used
- Support for distributed management
- Complete searching
- Better management of student career (SIS, Portfolios etc)
- Networking between Moodles
  - Portal to subject areas
  - Sharing of courses and content
Moodle Community Hubs are for groups of Moodle sites, allowing communication and sharing of resources between institutions.

Some hubs will be commercial, charging for access or content.
Use Your Noodle - Learn Moodle!

Michelle Moore
A Moodle Who's Who

- Primary Administrator
- Administrator
- Course Creator
- Teacher (editing and non-editing)
- Student/User
Creating a Course

- On the front page of the site:
  - Administration > Courses
- Add a new course
Course Settings

http://docs.moodle.org/en/course/edit#Category
Blocks

* Turn editing on
* Calendar
* Messages
* Online Users
* Remote RSS Feeds
* Random Glossary Entry
* Quiz Results
Activities and Resources

• Activity: for student to DO
• Resource: to present content
Exploring Moodle Modules

- http://lcmshost.com/mastery
- Overview of each activity module
- Discussion Forum for each module
- Example activities
Assignment Module

• Used to assign tasks
• Online or offline
• Allows electronic submission
• Due dates added to course calendar
Chat Module

- “Anytime, anywhere” communication
- Scheduled or spontaneous
- Chat transcripts available
Choice Module

- Informal survey tool
- Create questions and provide choices for participants
- Results can be posted with identities or anonymously
Forum Module

• Provides areas for group discussions
• Can be restricted
  – Only teacher can post
  – Student can only post once
  – Posts may only be allowed in a specific time frame
• Posts can be rated
Glossary Module

- Create course dictionaries
- Entries can be linked to use in course
- Glossary additions can be restricted
- Can allow comments or ratings
Lesson Module

- Provide content and assess learning in one activity
- Creates a series of linked pages
- Can create flash cards or lessons with multiple branches
Quiz Module

- Create and give online quizzes
- Variety of question formats
- Option for immediate feedback
- Questions and answers can be shuffled
- Can require password or specific network address
- Option to set time limit
- Variety of statistics provided for teacher
Resource Module

- Tool for bringing content into the course
- Text files
- HTML files
- Links to webpages
- Video and audio clips
- Directory feature available
SCORM Module

- SCORM refers to the standard for learning objects
  - Web pages
  - Javascript
  - Flash
- Allows incorporation of SCORM packages into course
Survey Module

- Research-based surveys to aid teachers in making classes more effective
- COLLES—Constructivist On-Line Learning Environment Survey
- ATTLS—Attitudes to Thinking and Learning Survey
Wiki Module

- Enables student collaboration
- Students work together to create web pages or resources
  - Students can add content or edit content submitted by others
- Wikipedia.com
Workshop Module

- Tool for peer editing
  - Students submit assignment online
  - Assignments are distributed to peers
  - Students assess with rubric supplied by teacher
Resources

- Michelle Moore
  - michelle@remote-learner.net

- Exploring Moodle Modules
  - http://lcmshost.com/mastery

- Moodle Community Site
  - http://moodle.org

- Moodle Documentation
  - http://docs.moodle.org
Proposed Integration of the Moodle Learning System and uPortal
An Opportunity for Open Standards

Justin Tilton

As presented at the moodle moot in Savannah, Georgia
on February 10th 2006
Overview

- Background
- Who is JA-SIG?
- What is uPortal?
- External Services
- Roles
- Collaboration & Expert Guidance
Background

- A meeting: October 2005

Some users are asking for a portal solution

Bryan Williams

Randy Timmons

Justin Tilton

Jon Allen

Jim Farmer
Outcome of Meeting

• Open standards based integration of uPortal and Moodle
  • JISC, DEST, SURF
  • Web Services
    • XML, XSLT, CSS
    • SOAP
    • WSRP
    • WS-Security with SAML attributes
  • Services-oriented architecture (uPortal)
    • Authentication
    • Authorization (or permissions) using Groups
    • Directory
The Recommended Approach

- Authentication and directory service for Moodle
- Moodle Block to provide data for Portlets
- Portlets using XSLT/uPortal (role-based, multi-page, single SOAP message)
  - List of courses, grades, and next assignments
- (Optionally) A WSRP portlet which could render Moodle within uPortal
- (Optionally) Extend interoperability
  - web services through a SOA
  - Interoperability through Java Business Integration
  - Enterprise Service Bus
JA-SIG & uPortal
• Java In Administration
  Special Interest Group
  • www.ja-sig.org
• Conferences biannually
• Clearing house
• Open Source Collaborative projects for Education
Some JA-SIG Participants

- Boston College
- Princeton
- UBC
- Delaware
- Florida State
- Cornell
- Boston
- Georgetown
- USC
- MIT
- Cal Poly
- Mississippi State
- Brown
- Yale
- Hawaii
- Columbia
- Cornell
- U Washington
- University of Washington
- UT Austin
- + 100s more...
Common goals/different technologies

• Nearly all portals have:
  • System Integration & Consistency
  • Single Sign-on & Security
  • Personalization
  • Collaboration
  • Component Reuse
  • Task Management & Workflow
  • Internationalization
  • Customer Relationship Management
  • Syndicated Content Subscription
Education Portals

• All of these features apply to Higher Education

• uPortal is bridging the gap between corporate portals and the needs of Higher Education Institutions

- System Integration & Consistency
- Single Sign-on & Security
- Personalization
- Collaboration
- Component Reuse
- Task Management & Workflow
- Internationalization
- Customer Relationship Management
- Syndicated Content Subscription
The education web world
Welcome to My VT

My VT is your one-stop location for accessing and managing your personal Virginia Tech information. In addition to having the information you need presented to you automatically, you can customize My VT to show other information that you find useful.

Inside My VT, you will find the following tabs:

- **Home**: Important, personalized announcements and an at-a-glance look at today's events.
- **Courses**: Information on taking, teaching, and registering for university courses, as well as grades, transcripts, and training opportunities.
- **Personal Info**: Manage your accounts, financial aid, benefits, and contact information such as addresses and e-mail.
- **Community**: Links to area news and event calendars, as well as discussion boards on university-related topics.
- **Services**: Links to information from select university service providers.

A "thank you" to our users:
The My VT redesign is a result of your taking the time to tell us what you loved and hated about My VT. It is also the result of our commitment to make it easier for you to manage your personal information at Virginia Tech.

We've got some big plans for My VT this semester and we think you'll be pleasantly surprised. If My VT doesn't do what you need now, it might next week or next month. Please check back often and tell us what it is you'd like to do with My VT.

Use the **Contact Us** link at the bottom of every tab to share your ideas and opinions.

Thank you,
The My VT Team
Nytt i Mitt universitet

Kurs- och studentuppföljning
För anställda introducerar vi tjänsten 'kurser och studenter' där man kan bli en kan ta ut olika typer av kurslistor och gruppadresser till kursdeltagare. Du som är anställd hittar den under den nya fliken 'Ladok', där tjänsten 'Tentamensadministration' nu också är placerad.
Läs mer om kurs- och studentuppföljning

Snabbar e-post
Tjänsten 'E-post' har fått ett antal förbättringar. Dessa inkluderar snabbar visning av innehåll i mapper som du redan har öppnat en gång.
Läs mer om e-post

Inloggning
Användarnamn och lösenord får du genom att aktivera ditt studentkonto (för studenter) eller SU-konto (för anställda).

Läs mer om hur du aktiverar ditt studentkonto
Läs mer om SU-konto (för anställda)

För att undvika varningsrutor, klicka här
För att Stockholms universitet ska kunna erbjuda säkra webbtjänster, använder vi certifikat på våra server, Certifikatet kan du installera i din webbläsare för att slippa märke av de varningsrutorna som annars dyker upp.

Hjälp att använda Mitt universitet
Vad är Mitt universitet? Hur använder jag olika funktioner? Svar på frågorna finns nära till hands.
Support IT

Stockholm
### uPortal Base Channel Types

**Channel Manager**

**Workflow:** 
- **Channel Type**
- **General Settings**
- **Channel Controls**
- **Category**
- **Groups**
- **Review**

**Channel Type:** Select the type of channel to add by clicking a selection in the option column.

<table>
<thead>
<tr>
<th>Option</th>
<th>Channel Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Custom</td>
<td>This channel type allows the publication of channels with no accompanying CFD (Channel Publishing Document). It is typically used to publish channels with only one corresponding channel definition.</td>
</tr>
<tr>
<td></td>
<td>Applet</td>
<td>Displays a Java applet.</td>
</tr>
<tr>
<td></td>
<td>Image</td>
<td>Displays an image with optional caption and sub-caption.</td>
</tr>
<tr>
<td></td>
<td>Inline Frame</td>
<td>Renders an HTML page within a frame. Not supported in browsers older than Internet Explorer 5 and Netscape 6.</td>
</tr>
<tr>
<td></td>
<td>Postlet</td>
<td>Adapter for J2EE Portlets.</td>
</tr>
<tr>
<td></td>
<td>RSS</td>
<td>Renders content provided in the popular RSS (Rich Site Summary) format.</td>
</tr>
<tr>
<td></td>
<td>Web Proxy</td>
<td>Incorporates a dynamic HTML or XML application.</td>
</tr>
<tr>
<td></td>
<td>WSRF Consumer</td>
<td>WSRF consumer implementation.</td>
</tr>
<tr>
<td></td>
<td>XML Transformation</td>
<td>Transforms an XML document into a fragment of markup language given a set of XSLT stylesheets specified in a uPortal stylesheet (.xsl) file.</td>
</tr>
</tbody>
</table>
The voicemail roulette wheel has landed on 'call abandoned'. If you would like to spin the wheel again, press 1.
Inline Frame

Channel Manager

Workflow:
- Channel Type
- General Settings
- Inline Frame Parameters
- Channel Controls
- Categories
- Groups
- Review

Inline Frame Parameters: Enter the URL of the page you want to render in an inline frame. Be aware that inline frames are not supported in some browsers. Page in a new window.

Options | User can Modify? | General Setting
--- | --- | ---
1 | No | URL: [example.html]
2 | Yes | Frame Height (pixels): 600

< Back | Next > | Review | Cancel

uPortal is a free, sharable portal under development by institutions of higher education. This group sees an institutional portal as an abridged and customized version of the institutional Web presence - a "pocket-sized" version of the campus Web. Portal technology adds "customization" and "community" to the campus Web presence. Customization allows each user to define a unique and personal view of the campus Web. Community tools, such as chat, forums, survey, and so on, build relationships among campus constituencies.

uPortal is an open-standard effort using Java, XML, JSP and J2EE. It is a collaborative development project with the effort shared among several of the JA-SIG member institutions. You may download uPortal and use it on your site at no cost.

NEWS

uPortal 2.1.1 is now available.

uPortal Training - upcoming classes from EBS:
- Duke - February 20, 2002
- Advanced University of Salford - March 11-13, 2003
- Advanced University of Nottingham - March 11-13, 2003

UNICON Merges with Interactive Business Solutions (IBS) See December 2, 2002 press release.

UNICON and Data5to Offer Integrated Portal and Learning Management Solution for Higher Education

Live Sites
- Athabasca University - CCS
- California Polytechnic State University
- California Technology Assistance Project
- Columbia University
- Cornell University
- Denison University
- Illinois State University [SP Tour]
- Instructional media + magic
RSS Channel

Provide RSS URL and select stylesheet: URLs can optionally be specified relative to the classpath. For stylesheets, select use 0.9 for original 0.9 RSS files, use 0.9x or 1.0x for RDF documents.

RSS 0.9x Sample

Example of RSS 0.9x

- Google is the Best Search Engine
- Check out JA-SIG for Developer Help
- The Java in Administration Special Interest Group (JA-SIG) is an independent organization designed to increase the flow of information between educational institutions and companies involved in the development of administrative applications using Java technology.
- My Favorite Movie Reviews
- Mr. Cranly is the most reliable movie critic alive today...he hates every movie he's ever seen before you even go out to the box office, checkout Mr. Cranly's review and see why you should stay home instead.
- My Favorite Football Team
- I'm sure you already have this page bookmarked, so I won't talk about it.
- The im*rn eLibrary has Tons of useful Documents
- A collection of documents related to the development and deployment of information technology in colleges and universities. The collection is divided into general references, technical references, and standards and guidelines.

Enter your search keywords

Submit
**WSRP**

**Workflow:**
- Channel Type
- General Settings
- WSRP consumer info
- Channel Controls
- Categories
- Groups
- Review

**WSRP consumer info:** Enter the WSRP producer URL and portlet entity handle of the remote portlet.

**Options**
- **Modify?**
- **General Settings**
  - Service URL base: [example - http://localhost:8080/uPortal/services/]
  - Portlet handle (name in uPortal): [example]

**Announcements**

There are currently no announcements at this location.
im+m uPortal

is a contributor to the JA-SIG uPortal development effort. This site is a development site where several ideas are being implemented. As a demonstration, im+m is using RSS as a method of publishing information. Boston College's Bernie Gleason suggested a news feed focused on higher education developers. Two channels - Developer News Briefs and Events - use this approach.

Both channels use RSS 0.91 - fully supported by current uPortal implementations.

Continued
uPortal with external Authentication and Directory Service

Authentication and Directory Service

Georgetown University
Authentication and Directory Service

Authentication and Directory Service

Course Objectives
Upon completion of this course, students will:

- Expand upon their ability to analyze and critique literature independently.
- Understand and use the writing process.
- Continue to develop a fine understanding of grammar and mechanics in their own writing and speech.
- Respond to peers’ work orally and in writing.
- Develop vocabulary, acquiring an awareness and appreciation of words, how others use them, and how we can use them in our own writing and speech.
- Develop a variety of purposes.
- Annotate texts, learning to self-monitor comprehension and then revision as needed.
- Collaborate in various forms of literacy—class discussions, formal collaborative work with peers, Socratic seminars, integrative essays, etc.

moodle with internal Authentication and Directory Service
Authentication and Directory Service

- uPortal
- moodle
- SIS
- Library... etc.
Moodle Block - data for Portlets

A new moodle block
# Message Specifications

<table>
<thead>
<tr>
<th>PESC (US)</th>
<th>CDM (NO)</th>
<th>University of Illinois (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Identifier</strong></td>
<td></td>
<td>subject</td>
</tr>
<tr>
<td>CourseID</td>
<td>courseID</td>
<td>token</td>
</tr>
<tr>
<td>CourseSubjectAbbreviation</td>
<td>id</td>
<td>5</td>
</tr>
<tr>
<td>CourseNumber</td>
<td>year</td>
<td>4</td>
</tr>
<tr>
<td>CourseSectionNumber</td>
<td>termCode</td>
<td>value (6)</td>
</tr>
<tr>
<td></td>
<td>subjectcode</td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td></td>
<td>subjectDescription</td>
</tr>
<tr>
<td>CourseTitle</td>
<td>courseName</td>
<td>textType</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td><strong>Course Term or Session</strong></td>
<td></td>
<td>termCode</td>
</tr>
<tr>
<td>SessionName</td>
<td>teachingTerm</td>
<td>value (14)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>value (6)</td>
</tr>
<tr>
<td>CourseBeginDate</td>
<td>date</td>
<td></td>
</tr>
<tr>
<td>CourseEndDate</td>
<td>date</td>
<td></td>
</tr>
<tr>
<td>CourseAcademicGrade</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Moodle in uPortal

Course Objectives
Upon completion of this course, students will:

- Expand upon their ability to analyze and critique literature independently.
- Understand and use the writing process.
- Continue to develop a firm understanding of grammar and mechanics in their own writing and speech.
- Respond to peers’ work orally and in writing.
- Develop vocabulary, acquiring an awareness and appreciation of words, how others use them, and how we can use them in our own writing and speech.
- Write for a variety of purposes.
- Read actively and annotate texts, learning to self-monitor comprehension and to apply strategies when needed.
- Participate actively in various forms of oratory—class discussions, formal presentations, collaborative work with peers, Socratic seminars, interpretive reading of literature, etc.

Assessment
Final grades are based on:

- Tests, quizzes, and homework
- Projects and journal portfolio(s)
- Written work
- Oral work
- Involvement in and preparation for class (see attached rubric)
Hi Justin,

I've finally been able to give the document the time it deserves. I've included my thoughts and comments below.

See you in Feb!

The proposal you sent looks very promising. Integrating Moodle with uPortal would provide benefits for both communities.

I have a few suggestions which might make the proposal a bit more streamlined and more readily adoptable by the Moodle community.

1) The Moodle community is wedded to PHP for a number of (in my opinion very good)
The end

jet@immagic.com
justin@tilton.info
AirTran Airways
...a case study

e-Learning through open source and other inexpensive solutions
Why do we need an e-Learning web site?

- Replace classroom training
- Quality, self-paced learning modules available on demand from anyplace
- Additional benefits allowing real-time communication and collaboration of employees system wide
Cost vs. Return  
(Recovery on Investment)

- How can we justify the cost of an e-learning web site?
  - The bottom line
    - Defining the ROI
  - Priorities of implementation
    - Focusing on the ROI
- Picking the right tool
  - Don’t buy more than what you need
- Economies of scale
  - A single organized system to provide a company wide solution
What’s Next?

• Managing a multi-departmental tool
  – Choosing a tool that accommodates your needs and corporate structure
• Departmental autonomy
  – Providing departments with the ability to act as administrators over their own employees and e-Learning structure
• Top-level administration and maintenance requirements
  – Staffing requirements and on-site expertise
The AirTran Solution

- Our e-Learning requirements and how we met them
  - We’ll outline departmental and organizational needs that drove the pursuit for e-Learning
  - We’ll also look at how we fulfilled those needs
- Low cost tools used to provide low cost solutions
  - Useful tools we’ve run across that have become an integral part of achieving our e-Learning goals
- The final product
  - We’ll take a look at the pilot training web site as it looks today
- What’s next for AirTran
  - A short discussion of what we seen in the future regarding site additions and content improvement
Replacement of Classroom Training

*Is the e-Learning environment effective in recreating the classroom environment?*

- **Myth:**
  - E-Learning cannot replace classroom training because it lacks student-teacher and peer-to-peer interaction.

- **Fact:**
  - With adequate tools that facilitate two-way communication among teacher and students, e-Learning becomes a self-paced, tailored learning environment merged with collaborative interactions among students and teachers.

Why to we need e-Learning?
Replacement of Classroom Training

What type of courses can be taught with e-Learning?

• Regulatory courses that require time scheduled on the clock.
• Supplemental courses designed to better transfer knowledge that would otherwise be obtained through manuals and/or bulletins.
• General skills courses applicable to most work environments such as computer skills, personal interaction skills, managerial skills, etc.

Why to we need e-Learning?
Replacement of Classroom Training

**Potential Courses**
- Bloodborne Pathogens
- Body Mechanics / Ergonomics
- Life Safety
- Workplace Violence
- Fall Prevention
- Values and Integrity
- Orientation to Health
- Emergency Preparedness
- Safety in the Home Environment

**Pre-employment Modules**
- City Codes (CS and Reservations)
- Company Orientation (History)
- Departmental Education
- Policies and Procedures
- Drug and Alcohol Awareness
- Potential Courses (cont.)
- Advanced Business Communication
- Business Writing for Results
- Effective Business Communication
- Enhance Communication Skills

**STATION Courses**
- Upgrade Passengers
- Dealing with Irate Passengers
- Maintaining the Kiosks
- Flight Paperwork
- Load Reports
- FOD
- Ramp Safety
- Arrival Procedures
- Belt Loader Procedures
- Courses on each piece of equipment
- Stand by Listing
- Rebooking (IROP vs. Rebook)
- Air Carrier Access Act
- Loading Aircraft

**Why to we need e-Learning?**
Replacement of Classroom Training

Microsoft Office Applications
- Excel (fundamentals to advanced)
- Word
- PowerPoint
- Publisher
- Frontpage
- Project
- Visio
- Outlook
- InfoPath
- OneNote

Organizational Communication
- Communicating in the Workplace
- Managing Communication
- The Fundamentals
- Effective Managing Inbound & Outbound Calls

Telephone Skills
- Handling Difficult Calls
- Professionalism Through Basic Skills

Business Ethics
- Ethical Decision Making
- Managerial Business Ethics
- Organizational Ethics

Personal Growth/Security
- Basic Self-Defense

Effective Presentations - Essentials of Persuasion
- Planning a Presentation
- The Presentation Process
- Emotional Intelligence – Applying Emotional Intelligence in the workplace

Change Management
- Adapting to Change
- Managing Change

Interpersonal Communication
- Effective Communication
- Listening Skills
- Telephone Skills

E-mail Etiquette
- Using e-mail to communicate successfully
- Writing effective e-mail messages

Why to we need e-Learning?
Replacement of Classroom Training

Coaching
Applying the Coaching Process
Communicating with Employees
Conducting Meetings – Effective Meeting Communication
Managing the Meeting
The Meeting Process
Corrective Performance Problems:
Addressing Performance Problems
Disciplining Employees
Identifying Performance Problems

Employee Performance
Managing Difficult People
Providing Feedback
Resolving Conflict
Creating a Positive Workplace

Essentials of Management:
Maintaining a Productive Workforce
Negotiating Skills
Succeeding as a New Manager
Facilitating Challenging Situations
The Effective Facilitator
The Facilitation Process
Managing Yourself Through Change
Overcoming Change Obstacles
The Change Process

Managing Generations in the Workplace
Generations Working Together
Recruitment and Retention
Understanding the Generations

Managing Performance
Establishing a Performance Plan
Overcoming Performance Appraisal Challenges
The Performance Appraisal Process

Managing the Expert
Developing a Successful Environment
Managing the Unique Needs of Experts
Understanding Experts

Mentoring
Developing Your Mentoring Skills
Implementing a Formal Mentoring Program
Using a Mentor to Your Advantage

Team Building Curriculum
Cross-Functional Team Development
Goal Setting in a Cross-Functional Team
Selecting Cross-Functional Team Members

Why to we need e-Learning?
Additional Benefits of an e-Learning Site

Why do I need an entire web site just for e-Learning?

• Myth:
  – An e-Learning web site serves the sole purpose of delivering internet based training and nothing else.

• Fact:
  – A properly engineered e-Learning site can provide much more than simply internet based training. It can also be an invaluable tool providing a means for real-time collaboration and communication among employees and managers from all locations.

Why to we need e-Learning?
Cost Justification

How will I justify the cost of implementing and maintaining an e-Learning web site?

• Develop your ROI (Recovery on Investment)
  – Find the tangibles.
  – Hard cost savings include:
    • Instructor and classroom expense
    • Employee compensation during training
    • Employee travel to and from training
    • Employee utilization

• Focus on the ROI
  – Develop your initiative based on meeting your ROI goals.
  – Everything else is gravy.

Cost vs. Return (the ROI)
Picking the Right Tool

How do I know if I’m picking the right e-Learning site for our organization?

• Myth:
  – Bigger and more expensive means better.

• Fact:
  – More and more public use software is becoming available on a daily basis. If you are properly educated regarding your specific needs and remain forward thinking, an inexpensive solution is likely available.
  – Don’t buy more than you need!

Cost vs. Return (the ROI)
Economies of Scale

*Economies of scale at work*

- A single tool tends to be the best solution.
- Pick a solution that can meet the needs of your organization on a departmental and organizational level, even if it means multiple installations.
- Remember, public use software has very liberal licensing restrictions and will likely be the best choice if deciding to go with multiple site installations.
- Once the collaborative efforts of the entire organization are realized, you stand a lot to gain with little invested.

*Cost vs. Return (the ROI)*
The Multi-Departmental Tool

*Effectively managing a multi-departmental tool*

- To avoid increased staffing requirements, pick a tool that allows delegation of administrative roles to existing departments and employees.
- Administrative rights should be extended to individual department representatives allowing control of their own employee groups and content.
- Higher level administrative rights will have to be held by a single representative department who will also be tasked with steering site upgrades, maintenance and development.
Site Requirements

**Must be Scaleable**

- Must have the ability to accommodate multiple departments
- Should be tailored to fit our needs regarding user management and records access
Site Requirements

Solution

• We built a custom application that integrates with Moodle which allows construction of a multi-departmental organization utilizing multiple installations of Moodle and a single login portal.
• All of our user management and record keeping applications were custom built with common tools and tailored to AirTran’s needs.
Site Requirements

User Management - Segregation of the AirTran Organization

Users are defined by:
Department, Location, and Group

Additional user properties are used to specify administrator levels and records access levels.

The AirTran Solution
Site Requirements

Single Login Portal Connecting to Multiple Sites

Custom User Management Application provides authentication and directs user to the appropriate site.

- Pilot Site
- Inflight Site
- Customer Service Site
- Maintenance Site

The AirTran Solution
Site Requirements

Content Support
Requirements

- Compatible with standard e-Learning content format (SCORM/AICC)
- Ease of lesson/course upload utilizing .zip packages
- Ease of content updates
- Ability to track content changes
Site Requirements

Content Support
Solution

- Provided by integrated SCORM/AICC module within Moodle
- Forums only visible to developers are used to build historical records regarding content changes, updates and latest versions
Site Requirements

**SCORM/AICC Module**

*Uses .zip package upload*

Forums are used to provide *Maintenance and Update Tracking*

**Recurrent Ground Training Topics**
- Introduction to E-Learning
- Introduction to E-Learning Update Tracking
- Welcome and General Notes
- Welcome & General Notes Update Tracking

*The AirTran Solution*
Site Requirements

Permanent Record Keeping

- Must allow designated employees to access historical records
- Records must contain necessary information such as time in lesson/course and grade.
Site Requirements

Permanent Record Keeping Solution

- A record retrieval hierarchy was developed and used with a custom block within Moodle to determine which records are available to a given user and how they are filtered.
- Records are created within Moodle by a custom module while custom dynamic reports generated by PHPRunner software is used to provide viewing of the records.
## Site Requirements

**Permanent Record Keeping Solution**

The AirTran Solution

<table>
<thead>
<tr>
<th>User ID</th>
<th>Activity Name</th>
<th>Summary</th>
<th>Course</th>
<th>Course Group</th>
<th>Date</th>
<th>Grade</th>
<th>Time Spent</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>03723</td>
<td>ACARS Weight and Balance Presentation</td>
<td>This presentation is designed and introduction to and guide for using the ACARS More ...</td>
<td>E737 Training Presentations and Reference Material</td>
<td>E737 Recurrent Ground Training</td>
<td>1/27/2006</td>
<td>0</td>
<td>2 mins 7 secs</td>
<td>incomplete</td>
</tr>
<tr>
<td>68723</td>
<td>Air Conditioning &amp; Pressurization</td>
<td>717 RGA Air Conditioning &amp; Pressurization</td>
<td>E717 Recurrent Ground Training</td>
<td>E717 Recurrent Ground Training</td>
<td>1/23/2006</td>
<td>1</td>
<td>1 min 4 secs</td>
<td>complete</td>
</tr>
<tr>
<td>68723</td>
<td>Quiz Question Entry</td>
<td></td>
<td></td>
<td></td>
<td>1/23/2006</td>
<td>0</td>
<td>1 min 4 secs</td>
<td>incomplete</td>
</tr>
<tr>
<td>03723</td>
<td>Hazmat Training</td>
<td></td>
<td>Maintenance and Update Center</td>
<td></td>
<td>1/7/2006</td>
<td>0</td>
<td>1 min 13 secs</td>
<td>incomplete</td>
</tr>
</tbody>
</table>
Site Requirements

Permanent Record Keeping

- Should have the ability to search and filter records across the organization based on multiple criteria
  - Should be able to view records by user and/or by lesson/course
  - Should be able to restrict records based on a records access level which determines scope (department, location, group, etc.)

The AirTran Solution
Site Requirements

Permanent Record Keeping

Solution

• This is provided by a custom built block and custom records query. Records access levels determine the scope of records access through a custom application.
Site Requirements

Permanent Record Keeping

Records Access Scope

Level 0 - User’s own records only
Level 1 - Restricted to department, location and group
Level 2 - Restricted to department and location
Level 3 - Restricted to department
Level 4 - Can see all user records without restriction

The AirTran Solution
Site Requirements

Permanent Record Keeping

- Should be able to record individual lesson status and course status where the course consists of multiple lessons
- Completion requirements should be flexible and allow for the use of a structured learning path using prerequisites and minimum assessment performance.
Site Requirements

**Permanent Record Keeping**

4. Should be able to record individual lesson status and course status where the course consists of multiple lessons
   - completion requirements should be flexible and allow for the use of a structured learning paths using prerequisites and minimum assessment performance

**Solution**

- A custom module used within Moodle allows lesson and course record keeping based on any number of criteria including a prerequisite system where progress is restricted by participation and/or performance.
- Individual lesson records may be generated in conjunction with comprehensive course records which capture progress incrementally.
- Total time in course is captured from any module that reports time. (This includes the quiz module and the SCORM/AICC module.)

The AirTran Solution
## Site Requirements

### Permanent Record Keeping

**Custom Record Keeping Module**

**Record Keeping**

- *Create activity completion record:* No
- *Create course completion record:* Yes
- Total course grade required for completion: 80
- *Completion box is shown when selected to YES.
- Reset upon assignment: No
- *Reset Completion and Grades After:* 120 Days

If reset upon assignment is selected, status will be reset upon assignment. Else, completion status will be reset if a time is selected. If create course record is selected on any activity, the course record reset is overriding.
Site Requirements

Flexible User Management System

- Should allow departmental control over content and user accounts
- Should provide the user with a means to access the site with ease and recover password quickly
Site Requirements

Flexible User Management System Solution

- Special admin user levels were designed to allow designated administrators within each department to manage users in any number of specified departments.
- Password recovery is provided through a user specified question and answer system. (This eliminates the need for e-mail or admin involvement.)
Site Requirements

User Management

Administrator Levels

Level 1 - Super Administrator has rights to create, modify and remove all users as well as designate other administrators.

Level 2 - Restricted to department administrative functions. Multiple departments may be specified. May designate Level 3 administrators.

Level 3 - Restricted to lower level administrative functions such as password resets, assignment of courses, forced completion, etc.

Level 4 - Typical user with no administrative rights.

The AirTran Solution
Site Requirements

User Management
Administrator Levels

Department Admin Selection
Select a Level 2 Admin to Edit

Select Departments to assign 72423 as an administrator for user management AND/OR viewing records. All users must be held admin level 1, 2, or 3 to modify users.

Available Departments
- 001 - Ungrouped
- 512 - Pilots
- 550 - Inflight
- 002 - Incoming Pilots

Departments Selected
- 685 - Cust Serv
- 650 - Res
- 622 - Cust Serv/Ramp
- 627 - Baggage Service
- 681 - Human Resources

Back to Main Menu
Site Requirements

User Management
Password Recovery

ADD/CHANGE SECRET QUESTION

Enter a question no longer than 100 characters.

Question:
What is my dog's name?

Provide a one-word answer no longer than 12 characters.

Answer:

Save Changes | Reset Fields
Site Requirements

Flexible User Management System

• Should allow multiple roles/identities should exist so that designated users may act as a student, developer, instructor, or administrator on the same site and within the same course.

• *Moodle does not inherently allow this.*
Site Requirements

Flexible User Management System

Solution

• Moodle customizes views based on user roles (i.e. - a teacher cannot be a student in the same course)
• A custom application was designed that allows the development of additional identities including “instructor” and “administrator” roles.
• A different identity may be selected without re-entering user ID and password. (one step process)
Site Requirements

Add Instructor or Admin Identity

Select the type of operation: Add an instructor identity

Search for a user

Select a department: 512 - Pilots

Select a group: 0 - Ungrouped

Select users:

- 104401 - PETER ABIUSO
- 101642 - CHARLES ACKLEY
- 104224 - FREDERIC AFRIAT
- 63704 - JOHN ALESI
- 101115 - CHARLES ALEY
- 102678 - Jimmy Alford
- 68828 - Sonny Alsop
- 102379 - RICARDO AMOROSO
- 102166 - ERIC ANDERSON
- 66874 - JESPER ANDERSSON
- 68477 - JOHN ARCHER
- earena - Ernie Arena
- 69285 - EVAN ARNETH
- 60950 - DAVID ASCHE
- 67684 - GREGG ASELAGE

Make Instructor

Back to Main Menu

The AirTran Solution
Site Requirements

The AirTran Solution
Site Requirements

Flexible User Management System

• Should accommodate the need for periodic reassignment of single or multiple users to different department, location or group when necessary

The AirTran Solution
Site Requirements

Flexible User Management System Solution

- A custom user management system allows for multiple processes regarding user modification and bulk operation.
- These processes can be performed through a bulk entry method or a wizard interface.
Site Requirements

**Change User Group**

Select a department: 512 - Pilots

Select a group: 0 - Ungrouped

Select users:
- 104481 - PETER ABIUSO
- 101642 - CHARLES ACKLEY
- 104224 - FREDERIC AFRIAT
- 63704 - JOHN ALESI
- 101115 - CHARLES ALEY
- 102678 - Jimmy Alford
- 68828 - Sonny Alsop

Select a group: Select

Change Group

Back to Main Menu

The AirTran Solution
Site Requirements

Flexible User Management System

• Should allow for bulk input of operations (e.g., should be able to upload users in bulk or modify multiple users with a single process)
Site Requirements

Flexible User Management System

Solution

- A custom user management application allows for a bulk entry method where a list of process can be entered/pasted into a text area and processed in one step.
- Logic checking and error reporting are provided for each operation.
### Site Requirements

**Flexible User Management System**  
**Bulk Entry Form**

---

<table>
<thead>
<tr>
<th><strong>Generic Password:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'ADD' rows with passwords left blank will use this password.</td>
<td></td>
</tr>
<tr>
<td>'MODIFY' rows will not be affected.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Enter Task List Here:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>changegroup;1;68729</td>
<td></td>
</tr>
<tr>
<td>view;68722</td>
<td></td>
</tr>
</tbody>
</table>

---

*The AirTran Solution*
Site Requirements

*Flexible User Management System*

*Bulk Entry Form*

*Confirmation of Operation*

---

**Confirm entry of the following data.**

*Review the tasks below carefully before confirming.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change user 68723 to the 717 Pilots group.</td>
<td></td>
</tr>
</tbody>
</table>

[Confirm] [Make a Change]
Site Requirements

Flexible User Management System

Bulk Entry Form - Results/Error Report

Generic Password:
'ADD' rows with passwords left blank will use this password.
'MODIFY' rows will not be affected.

Enter Task List Here:

changegroup;1;68723
view;68722

Information / Report:

Errors: 1
Error rows:

view;68722

Modify These Rows

row 1
User 68723 is already in the 717 Pilots group.

row 2
68722
A user account could not be found.

The AirTran Solution
Site Requirements

Longevity and Stability

• Should demonstrate longevity and stability through a large user base and strong support network.

Solution

• Moodle has a very large user base which also serves as the support network.
• Plans include implementing an additional installation of Moodle where departmental developers will communicate and collaborate within our organization.
Site Requirements

Cost of Modifications and Updates

- Cost of modifications should not be prohibitive.

Solution

- Open source provides us with the ability to create our own custom applications and modifications.
- Outsourced modifications can be accomplished by anyone with knowledge of PHP and Moodle at a reasonable rate.
Site Requirements

Communication Support

• Should provide integrated support for communication in the form of e-mail, forums and chat rooms.

Solution

• Moodle has excellent tools for communication where forums provide e-mail notification of new postings.
• Moodle’s messenger has also proved to be very useful when employees do not have access to their personal e-mail account while away from home or using a company computer.

The AirTran Solution
Site Requirements

Training Facilitators

• Should allow existing instructors and other designated employees to act as facilitators which provide assistance and guide to users participating in an e-Learning course.

Solution

• The teacher role in conjunction with the groups function in Moodle allows us to accomplish this so that small groups of users can be monitored by trained and designated instructors or other employees who are considered “subject matter experts”.

• This method helps to “unload” the administrators of the site with regards to questions involving use of the site and specific questions regarding content and subject matter.
Site Requirements

*Lesson/Course Review*

- Should allow users to review lesson/course content after completion.
- Learning content should be available even after the lesson or course is completed, preferably from the same location so that it’s easy to find.

*Solution*

- Moodle and its SCORM/AICC module in conjunction with our custom record keeping module allow for this. A new record is only written when a change to the status occurs.
Site Requirements

Recurring Course Support

• Should allow users to repeat a lesson/course based on recurring requirements.

Solution

• Our custom record keeping module allows for lesson or course “reset”.
• “Reset” simply means that all record of progress within the lesson or course is removed and the user status is set to the beginning of the lesson/course again.
• “Reset” may be initiated after a certain amount of time has elapsed after initial enrolment in a course or completion of a lesson. “Reset” may also be initiated upon re-assignment of the lesson/course.

The AirTran Solution
Site Requirements

Recurring Course Support

Lesson/Course Reset and Assignment Functionality

The AirTran Solution
Content Requirements

**Dynamic Content**

- Content should be dynamic in nature so as to retain the attention of the user.

**Solution**

- We produce audio/video content containing captivating animation through the use of video production tools such as Camtasia and Articulate Presenter.
Content Requirements

**Inexpensive and Efficient Tools**

- Should be inexpensive and allow for on-site development and rapid deployment and updates.

**Solution**

- Camtasia and the Articulate Presenter are both cost effective tools that are not overly complex. They provide the most expeditious means for content development and updates.

The AirTran Solution
Content Requirements

*Take Advantage of Existing Tools and Content*

- Should utilize existing methods and content such as PowerPoint.

**Solution**

- Camtasia allows for screen capture of PowerPoint along with audio.
- Articulate Presenter allows for the output of PowerPoint shows into a SCORM or AICC learning content packages which can be uploaded and processed as a .zip file or uploaded directly to the site via FTP.
Content Requirements

Subject Matter Experts and Content Development

• Should allow for initial drafting to be accomplished by the subject matter expert.

Solution

• All of our organization’s computers have PowerPoint installed and available for use by our instructors and staff.
• PowerPoint templates designed for the production of e-Learning content can be used by subject matter experts in building initial storyboards at no additional licensing costs.

The AirTran Solution
Content Requirements

**Web-ready Package Production**

- Should produce standard e-Learning format packages ready for upload to web (.zip files in SCORM or AICC format).

**Solution**

- Both Camtasia and Articulate Presenter have this ability.
- We primarily use Articulate Presenter to develop the final content package.
Content Requirements

**PORTABILITY, PORTABILITY, PORTABILITY**

- All content should be portable. If a change of e-Learning sites is necessary, efforts and expense should be minimal regarding content migration.

**Solution**

- By using Moodle and content that conforms to an industry standard (SCORM/AICC) our learning content is highly portable as well as our e-Learning site.

*The AirTran Solution*
Content Requirements

**Adequate Assessment Capabilities**

- Should provide adequate means for assessment utilizing categorized question banks where assessments are randomly generated and presented in a secure environment.

**Solution**

- The Quiz module included with Moodle provides an excellent means for assessment exceeding all of our requirements.
Content Requirements

**Ability to Maintain Assessments**

- Assessment application should provide the ability to revise questions in an expeditious manner.

**Solution**

- Questions within the Moodle Quiz module may be updated through the developer interface.
- Changes are instantaneously available to the students.
- If a question is modified with a different answer, previous attempts may be re-graded if desired.
Content Requirements

Ability to Reach Broad Range of Users

- Should be able to reach ALL users regardless of connection speeds with rich media content.

Solution

- A portion of our video media is produced in Camtasia and provided on a CD as an option.
- Within the learning content, the user may choose whether to view the content from the web or from the CD.
- CD media is named according to version preventing the user from viewing obsolete content.

The AirTran Solution
Content Requirements

**Ability to Reach Broad Range of Users**

- Should be accessible from multiple types of browsers and operating systems.
- No special software that would incur expense on the part of the user should be required.

**Solution**

- Moodle and our content is tested regularly for compatibility.
- Our content consists primarily of Shockwave video requiring a player provided at no cost by Macromedia.

The AirTran Solution
Staffing Requirements

Staffing Increase and Budgetary Concerns

- The e-Learning site and content development system should be structured so as not to place undue burden on departmental staffing and budgets.

Solution

- Content development and user management tools are designed to be simple and user friendly so as not to require extensive training and/or expertise. This allows integration of the system with minimal impact on staffing requirements.
- The tools we use are inexpensive and have no recurring costs.

The AirTran Solution
Staffing Requirements

**Staffing Increase and Budgetary Concerns**

- Current staffing should be adequate to accomplish the development and maintenance of e-Learning content.

**Solution**

- Since our primary development tool has been PowerPoint, the current staff is already familiar with its use.
- We are able to use existing PowerPoint content to produce our e-Learning content.

The AirTran Solution
Staffing Requirements

Staffing Increase and Budgetary Concerns

- Record keeping and retrieval systems should be simple and efficient so that additional staffing is not required to accomplish these tasks.

Solution

- Our custom applications were designed around the current needs and existing methods of AirTran and each individual department.
- The transition to using the e-Learning tools is minimal with little or no increase in staffing.

The AirTran Solution
Staffing Requirements

Staffing Increase and Budgetary Concerns

• Administrative responsibilities should be shared to minimize the need for a full-time administrator within each department.

Solution

• Existing instructors or employees may be utilized to act as class facilitators on a part time basis to provide assistance and guidance to users while participating in an e-Learning course.
• This will take a tremendous burden off of the e-Learning administrators when it comes to issues such as site usage, content viewing problems and general questions regarding subject matter.
What’s in the future for AirTran?

**Improved Interactive Content**

- Once we begin to realize our ROI goals, I envision resources becoming available that will allow us to produce more effective and interactive on-line learning content.
- Departmental collaboration is key!

**AirTran Airways Moodle Developer Site**

- A separate installation of Moodle will host our developer web-site where developers from participating departments will be allowed to communicate and collaborate on new ideas for e-Learning.
- This will be vital in the continued growth and evolution of our e-Learning system.
Closing Comments and Questions

Remember…

- The examples given were based on the specific needs of AirTran.
- However, most corporations face very similar challenges in finding a flexible cost-effective e-Learning solution.
- Be sure to closely consider your specific needs, both current and future before choosing and committing to a product.
Remixing Higher Ed

Designing Learning Systems as if the Web Really Mattered

Jason Cole

Opinions contained herein reflect those of the author and not his employer.
Why?

- When I want to learn something...why do I use Google and not a University?
- Do I have to wait until September to learn French?
- Why is higher ed so expensive?
- Are we wasting the capability of most of the human population?
The Current Model

- Access through subsidy
- Scale with lecture
- Courses as products
- Focus on content
- Web as an add-on
The Hard Reality

- Grandma's medicine vs Jane's tuition
- Part-time or full-time employment
- Changing student expectations

Source: U.S. Census Bureau, International Data Base.
Private Competition

- Apollo group
  - $550m revenue
  - $6 bn market cap
- Changing funding rules
- Funding cycle / price control
The Opportunities

- Global Market
- Democratization of Content
- Continuous Skill Development
Time For A New Model?
Remixing Education

The New Enablers

RSS

Blogging

Open Content

Broadband

Tagging

Social Networking

Mass Amateurization

Podcasting

Wikipedia

Reputation Management
New Web Models

DoubleClick --------> Google AdSense
Ofoto ---------> Flickr
Akamai ---------> BitTorrent
mp3.com ---------> Napster
Britannica Online -----> Wikipedia
personal websites ---> Blogging
publishing -------> Participation
content management --> Wikis
Directories --> tagging ("folksonomy")
Martin's 5 Laws

- All of us are potential teachers as well as learners
- We learn particularly well from the act of creating or expressing something for others to see
- We learn a lot by just observing the activity of our peers
- By understanding the contexts of others we can teach in a more transformational way
- Learning environment needs to be flexible and adaptable so it can respond to the needs of participants
New University Model

- Service oriented
- Based on peer 2 peer and participation
- Content becomes commodity
- Serves the long tail
- Fast, flexible, frugal
Services vs Products

Services
- Continuous
- Customizable
- Disaggregated
- Fast and Frugal
- Hard to scale

Products
- Periodized
- Efficiency of scale
- High capital cost
- One time
Google Learning Service?

- Search is so highly personal. It is the antithesis of being told or taught. It is about self-empowerment; it is empowering individuals to do what they think best with the information they want. - Eric Schmidt, CEO of Google
Social Networking

- By-product of social tools (email, blog, tagging)
- Resource discovery and filtering
- Study buddy / mentor
Social Network Effects

- Leverage implicit metadata
  - What do the most successful students do?
  - Which content is most useful?

- Scale with peer to peer
  - mylanguageexchange.com
  - Google answers
  - eBay reputation management
<table>
<thead>
<tr>
<th>Name</th>
<th>Country/City</th>
<th>Native Language</th>
<th>Practicing Language</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachir</td>
<td>Morocco (ouda)</td>
<td>French</td>
<td>English, French</td>
<td>i speak english and french and willing to improve my spanish</td>
</tr>
<tr>
<td>Thibaud</td>
<td>France (Sens)</td>
<td>French</td>
<td>English, Spanish, Japanese</td>
<td>Français ^: Bonjour à tous ! J’aimerais beaucoup apprendre l’anglais, car je risque de bientôt partir aux États-Unis et parce que j’adore pratiquer des langues étrangères ! Je suis quelqu’un de très ouvert et assez sympa, donc si quelqu’un est motivé pour m’apprendre sa langue et que moi je lui apprendre aussi, nous ne serions pas de problème ^! Pour plus d’info, envoie un message English : Hello ! I would like to learn english because i love practica foreign language, and i will go in United states soon . So, i am really impatient to speak with you ^! For more information, send me a message !</td>
</tr>
<tr>
<td>Thierry</td>
<td>France (Paris)</td>
<td>French</td>
<td>English</td>
<td>I used to speak English very often, it is more the case and i would to practice my skills in this language</td>
</tr>
<tr>
<td>Igor</td>
<td>Switzerland (geneve)</td>
<td>French</td>
<td>English</td>
<td>I speak french i want to learn good english i am interesting to do conversation !</td>
</tr>
<tr>
<td>Namouna</td>
<td>France (cherbourg)</td>
<td>French</td>
<td>English, Italian, Spanish</td>
<td>Hi my name is florence and i'm a very bad student in english but i speak italian and i would like to meet some people who speak Italian to help me ! Can help in french! pleaseee help mee !</td>
</tr>
<tr>
<td>Laurie</td>
<td>France (cherbourg)</td>
<td>French</td>
<td>English</td>
<td>Hi My name is Laurie, I'm 18. I'm french, i speak english, and i would like study Nordic langage next year. Ne mon messanger !</td>
</tr>
<tr>
<td>Stephan</td>
<td>France (toulouse)</td>
<td>French</td>
<td>English, Spanish</td>
<td>Salut, j'ai 18 ans et je suis lycéen, je vie à Toulouse, je suis intéresser par l'espagnole et l'anglais, j'aimerais augmenter mes capacités d'écrire de ces langues</td>
</tr>
<tr>
<td>Laurant</td>
<td>Germany (Pfullingen)</td>
<td>French</td>
<td>Romanian, German</td>
<td>J’simerais apprendre le Roumain dans l’éventualité de travailler quelque mois en Roumanie.</td>
</tr>
</tbody>
</table>
Member Profile: jason (1114 ★)

Feedback Score: 1114
Positive Feedback: 99.9%

Members who left a positive: 1116
Members who left a negative: 1
All positive feedback received: 1203

Recent Ratings:

<table>
<thead>
<tr>
<th></th>
<th>Past Month</th>
<th>Past 6 Months</th>
<th>Past 12 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive</td>
<td>16</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>neutral</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>negative</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Eid Retractions (Past 6 months): 0

Feedback Received

1206 feedback received by jason (0 ratings mutually withdrawn)

<table>
<thead>
<tr>
<th>Comment</th>
<th>From</th>
<th>Date / Time</th>
<th>Item #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast payment. Great Ebayer!</td>
<td>Seller e31if7 (916 ★)</td>
<td>Feb-06-06 04:52</td>
<td>8374219530</td>
</tr>
<tr>
<td>Fast payment, a great ebayer A+++ Come again</td>
<td>Seller usunlimited (261 ★)</td>
<td>Feb-06-06 05:37</td>
<td>8377537797</td>
</tr>
<tr>
<td>Good buyer, prompt payment, valued customer, highly recommended.</td>
<td>Seller silverstarsurplus (3943 ★)</td>
<td>Feb-04-06 16:48</td>
<td>6600096549</td>
</tr>
<tr>
<td>Thank you for an easy, pleasant transaction. Excellent buyer. A++++++.</td>
<td>Seller rupecowboy4u (1326 ★)</td>
<td>Feb-03-06 17:25</td>
<td>7214421835</td>
</tr>
<tr>
<td>Fast payment and great sale</td>
<td>Seller pklmb (229 ★)</td>
<td>Feb-02-06 13:11</td>
<td>6598795616</td>
</tr>
<tr>
<td>A+++++ Great Ebayer! Thank you..2 thumbs UP...!!!</td>
<td>Seller blackeyeshop (1414 ★)</td>
<td>Jan-31-06 20:10</td>
<td>5246813872</td>
</tr>
<tr>
<td>great ebayer... quick to respond and fast pay...future business welcome!!</td>
<td>Seller itsmyión (276 ★)</td>
<td>Jan-29-06 10:46</td>
<td>8373501065</td>
</tr>
<tr>
<td>Quick response and fast payment. Perfect! THANKS!</td>
<td>Seller silverstarsurplus (3943 ★)</td>
<td>Jan-27-06 16:48</td>
<td>6598422691</td>
</tr>
</tbody>
</table>
### Science - Physics
- **subject:** Science - Physics
- **status:** 29 days left
- **price:** $2.50

- **subject:** commercial electrical wiring
- **status:** 29 days left
- **price:** $25.00

- **subject:** Indoor Air Quality
- **status:** 29 days left
- **price:** $50.00

- **subject:** Physiology of the Baroreceptor
- **status:** 28 days left
- **price:** $15.00

- **subject:** a&p
- **status:** 28 days left
- **price:** $10.00

- **subject:** How to get Parafin wax into "dispersion" in White Spirit?
- **status:** 28 days left
- **price:** $20.00

- **subject:** Genetics
- **status:** 26 days left
- **price:** $2.00

- **subject:** formatted data from NASA or anywhere else?
- **status:** 24 days left
- **price:** $5.00

- **subject:** Electricity
- **status:** Answered
- **price:** $5.00

- **subject:** Electroluminescent and the effect on the human eye
- **status:** 22 days left
- **price:** $75.00
Content is Dead...

- Control and copyright
- Publishers revenge
- Information glut
Long Live Content!

- Project Gutenberg
- The Internet Archive
- Amazon Search Inside the Book
- Google Print, Google Library
- OpenCourseware, OU Open Content Initiative
- Safari, SafariU
The Long Tail
Long Tail Drivers

- Democratizing the tools of production (PC, Mobile)
- Lowering the transaction costs of consumption (the Internet)
- Connecting consumers to drive demand to niches (Google)
- Increasing opportunities to reuse content/product/service in new and more convenient contexts. (Tivo)
What Is Machinima?
Welcome to the revolution.

2001-01-20

At some time or another everyone’s had an idea for a movie – probably an epic inspired by something like Star Wars or The Matrix. But, unless you happen to be a Hollywood mogul in your spare time, it’s unlikely you’ll have had the spare $20 million or so to make your dream into reality.

But now there’s a new kid on the block of independent filmmaking, and it’s offering everyone who wants to try the chance to make their own Matrix: a thing called ‘Machinima’.

Machinima’s a new form of filmmaking that uses computer games technology to shoot films in the virtual reality of a game engine. Rather than picking up expensive camera equipment, or spending months painstakingly tweaking even more expensive 3D packages, Machinima creators act out their movies within a computer game. We treat the viewpoint the game gives them as a camera - "Shooting Film in a Virtual Reality", as we’ve been known to put it in their more slogan-high moments – and record and edit that viewpoint into any film we can imagine.

You don’t need any special equipment to make Machinima movies. In fact, if you’ve got a computer capable of playing Half-Life 2, Unreal Tournament 2004 or even Quake, you’ve already got virtually everything you need to set up your own movie studio inside your PC. You can produce films on your own, or you can hook up with a bunch of friends to act out your scripts live over a network. And once you’ve done, you can upload the films to this site and a potential audience of millions.

But surely, you might say, these films will look amateurish, made inside games? Not at all. Machinima movies like “Hardly Workin’” and “Red vs Blue” have already won awards at film festivals across the world. Machinima has been shown on television. And several...
The best way to record music on a Mac is now the best way to record podcasts. Podcasting in GarageBand 3 puts you in the control room of your own full-featured radio station. And new iWeb integration gets your voice on the Internet in minutes.

**Podcast Artwork Track**
Now you can add a podcast artwork track just by dragging in images from your iLife Media Browser.
Serving the Long Tail

- Bridging the Digital Divide is all about serving the longest tail - by driving down price, and driving up access and interoperability. - Jonathan Schwartz, President of Sun Microsystems

- Access through low cost – not subsidy
Go Mobile

- 85% of small black businesses in South Africa
- In Tanzania, 97% could access a mobile phone while only 27% had access to a fixed line phone.
Mass Amateurization

- “From astronomy to computing, networks of amateurs are displacing the pros and spawning some of the greatest innovations.” - Charles Leadbeater, “Amateur Revolution,” Fast Company


- DIY-IT: “Really powerful things happen when the demand side starts to supply itself.” - Doc Searls, “DIY-IT,” ITConversations
University 2.0

- University as a web platform
- Radically reduced cost structure
- Distributed learning and teaching model
- Assessment and accreditation
- Monetize research
Day in the Life of Uni 2.0

- Join a network / community; NOT an institution.
- Find / filter learning experiences for MY goals.
- Find / hire a mentor based on reputation and style.
Mentors / Tutors

- Mass amateurization
- Peer network based on reputation
- Mentors earn a living on top of university platform
- University enables community, moderates and monitors
Interaction

- Teach from the beach, learn while you earn
- Mobile, recordable, remixable
- Disaggregated
- Peer interaction / observing peers
EDEN 2.0 Student Services System

MoodleMoot Savannah
Savannah, Georgia USA | 10 February 2006

Jim Farmer and Justin E. Tilton
instructional media + magic, inc.

Randy Timmons
Sigma Systems Inc.
In the beginning
Objectives

- Provide administrative services—Eden modules—to support Moodle as an enterprise learning system. (Moodle partner Bryan Williams)
- Enable Moodle to also interoperate with library systems and information services, and other commercial software.
- And, through open standards, reduce enterprise software maintenance costs.

“And facilitate the ability to use remote services—“Software as a service”—for any combination of remote and local services.”

Mark Resmer, eCollege 2002
Strategy

- Rewrite needed “modules” of Eden using emerging industry architecture.
  - “Loosely coupled” using messaging with XML and SOAP.
  - Use DSML directory, Shibboleth and SAML authentication, XACML authorization from the Georgetown University Interoperability Center
- Comply with higher education data standards.
  - JISC UK, DEST AU, SURF NL; PESC, SIF
- Release those modules as open source
- Provide Level 3 technical support
Background

- A meeting: October 2005

Customers are asking for an administrative solution

Bryan Williams

Randy Timmons

Justin Tilton

Jon Allen

Jim Farmer
Some Eden background

- Designed in the 1990s—20 years later than contemporary designs—using course, not term, as the design metaphor.
- Designed for on-line use by faculty and administrators, but not, at that time, students.
- High performance – sub-second response for the 141,000 student Los Rios Community College District.
- Implemented in nine universities and colleges.
History

- Developed by Bill Collard at Wyndgate Ltd.
- Software and servicing acquired by Sigma Systems Inc. in 1993 when Wyndgate itself was acquired by venture capitalists because of its blood center support software.
- Support discontinued in 2005 as many of the users implemented suites.
- One of the few systems to have supported open standards during this period. im+m provided technical specification support during development.
Context for the Learning Environment

Student Services System

MIS
General Logistic
Support

LE/LMS
Library
Portal

Enrollment
Results

Scott Wilson, Joint Information Systems Council, 18 Nov 2002
How it would look now

incorporating current technology from
instructional media + magic, inc.
and Sigma Systems inc.
Presentations

- View of the same data—text from the message—would depend upon “role.”
- Ability to add, change, or delete depends upon authorization.
- Access to a module or a collection of modules—a “tab”—depends upon authorization (by group).
## Student view of grades

### Johnny Sparks

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Last Grade</th>
<th>Cumulative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChemH</td>
<td>Chemistry/Honors</td>
<td>10/10</td>
<td>B+</td>
</tr>
<tr>
<td>BioAP</td>
<td>AP Biology</td>
<td>75/100</td>
<td>B</td>
</tr>
<tr>
<td>AHAP</td>
<td>AP Art History</td>
<td>8/10</td>
<td>A</td>
</tr>
<tr>
<td>WDI</td>
<td>Web Design I</td>
<td>20/25</td>
<td>A-</td>
</tr>
</tbody>
</table>
### English I Honors

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Last Grade</th>
<th>Cumulative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>B76</td>
<td>Aaron Barrows</td>
<td>43/50</td>
<td>B+</td>
</tr>
<tr>
<td>C13</td>
<td>James Christian</td>
<td>90/100</td>
<td>A-</td>
</tr>
<tr>
<td>D45</td>
<td>Kevin Dingleburg</td>
<td>40/50</td>
<td>B</td>
</tr>
<tr>
<td>F35</td>
<td>Karen Farmer</td>
<td>50/50</td>
<td>A</td>
</tr>
<tr>
<td>H53</td>
<td>Tomas Harrington</td>
<td>7/10</td>
<td>C+</td>
</tr>
<tr>
<td>K27</td>
<td>Julie Kensington</td>
<td>10/10</td>
<td>A</td>
</tr>
<tr>
<td>S135</td>
<td>Jenny Sparks</td>
<td>85/100</td>
<td>B</td>
</tr>
<tr>
<td>T57</td>
<td>Erik Thompson</td>
<td>40/50</td>
<td>B+</td>
</tr>
</tbody>
</table>

### English III Honors

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Last Grade</th>
<th>Cumulative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>B78</td>
<td>Alan Buckner</td>
<td>9/10</td>
<td>B</td>
</tr>
<tr>
<td>D115</td>
<td>Charles Davis</td>
<td>10/10</td>
<td>A</td>
</tr>
<tr>
<td>J88</td>
<td>Sarah Johnson</td>
<td>27/35</td>
<td>B-</td>
</tr>
<tr>
<td>M65</td>
<td>Terrance Matthews</td>
<td>83/100</td>
<td>B</td>
</tr>
<tr>
<td>R143</td>
<td>Jessica Roberts</td>
<td>90/100</td>
<td>B</td>
</tr>
</tbody>
</table>

### AP English Literature

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Last Grade</th>
<th>Cumulative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A23</td>
<td>Chris Adams</td>
<td>95/100</td>
<td>A</td>
</tr>
<tr>
<td>D44</td>
<td>Jake Delhomme</td>
<td>9/10</td>
<td>A-</td>
</tr>
<tr>
<td>E13</td>
<td>Katrina Evans</td>
<td>8/10</td>
<td>B-</td>
</tr>
<tr>
<td>K37</td>
<td>Michael Kwasniewski</td>
<td>85/100</td>
<td>B</td>
</tr>
<tr>
<td>L88</td>
<td>David Lewis</td>
<td>46/50</td>
<td>A</td>
</tr>
<tr>
<td>N16</td>
<td>William Noel</td>
<td>78/100</td>
<td>B</td>
</tr>
<tr>
<td>R145</td>
<td>Kathy Robinson</td>
<td>47/50</td>
<td>B+</td>
</tr>
<tr>
<td>S56</td>
<td>Eric Staal</td>
<td>43/50</td>
<td>A-</td>
</tr>
</tbody>
</table>
Student Services System

**Parent view of grades**

In the U.S. for students under 18 or with student permission

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Last Grade</th>
<th>Cumulative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChemH</td>
<td>Chemistry/Honors</td>
<td>10/10</td>
<td>B+</td>
</tr>
<tr>
<td>BioAP</td>
<td>AP Biology</td>
<td>75/100</td>
<td>B</td>
</tr>
<tr>
<td>AHAP</td>
<td>AP Art History</td>
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</tr>
<tr>
<td>WDI</td>
<td>Web Design I</td>
<td>20/25</td>
<td>A-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Last Grade</th>
<th>Cumulative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EngIH</td>
<td>English I /Honors</td>
<td>45/50</td>
<td>B</td>
</tr>
<tr>
<td>CalcAP</td>
<td>AP Calculus AB</td>
<td>10/10</td>
<td>A</td>
</tr>
<tr>
<td>WHAP</td>
<td>AP World History</td>
<td>7/10</td>
<td>B-</td>
</tr>
<tr>
<td>SpanI</td>
<td>Spanish I</td>
<td>85/100</td>
<td>B</td>
</tr>
</tbody>
</table>
How it will be developed with other projects
Enterprise information services

Student Services System

Portal Interface

Directory
Authentication
Authorization
Administration (ERP)
Virtual Learning Environment (Learning Management System)
Library
Eden and Eden Design

Current

- Bio
- Admissions
- Student Records
  - Transcript
- Student Accounts Receivable
- Financial Aid
- Attendance
- Housing

Redesigned

- Directory
- Bio Supplement
- Authentication
- Groups and Permissions
- eBusiness logging
- Recruiting
- Admissions
- Registration
- Academic Record
- Transcript
- Academic Services
- Student Accounts Receivable
- Payment Application
- Financial Aid
- Institutional Loans
- Attendance
- Housing
# Eden and Eden 2.0

## Proposed Project
- Bio Supplement
- Recruiting
- Admissions
- Registration
- Academic Record
- Transcript

## From Other Projects
- Directory
- Authentication
- Groups and Permissions
- eBusiness logging
- Academic Services
**Expected partners**

<table>
<thead>
<tr>
<th>From Other Projects</th>
<th>Project Lead</th>
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</thead>
<tbody>
<tr>
<td>Directory</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Authentication</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Groups and Permissions</td>
<td>Columbia University</td>
</tr>
<tr>
<td>eBusiness logging</td>
<td>ESUP Portail</td>
</tr>
<tr>
<td>Academic Services</td>
<td>Oxford University</td>
</tr>
</tbody>
</table>
### Development sequence

<table>
<thead>
<tr>
<th>Proposed Project</th>
<th>From Other Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio Supplement</td>
<td>Directory</td>
</tr>
<tr>
<td>Recruiting</td>
<td>Authentication</td>
</tr>
<tr>
<td>Admissions</td>
<td>Groups and Permissions</td>
</tr>
<tr>
<td>Registration</td>
<td>eBusiness logging</td>
</tr>
<tr>
<td>Academic Record</td>
<td></td>
</tr>
<tr>
<td>Transcript</td>
<td>Academic Services</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interoperability

- To meet service level criteria: Real-time exchange of data
- To improve data management (and reduce “reconciliation”), have a single authoritative store and set of edit rules, but multiple presentations according to process and context (e.g. role).
- To reduce the effect of changing one system on another – “Loose coupling” using Web Services messages with common data model.
**Messaging**

- Based on Apache Software Foundation’s Axis implementation in Java and Web Services implementation in PHP 5 (University of Wisconsin experience)
- Incorporating levels of security depending upon
  - Whether all modules are installed in a secure network
  - Whether federation is required because of consortia or contractual requirements for access to services
Open Source Administrative Initiatives

- Financial systems – Kuali, Indiana University, University of Hawaii, Michigan State University
- Electronic portfolios – OSP, Indiana University
- Student Services System – Indiana University, University of British Columbia, Georgetown University, San Joaquin Delta Community College (California) [Planning project]
- Interoperability – Georgetown University, University of Hull (UK)
Enterprise portals
# CalPoly San Luis Obispo

Student Services System

![My Cal Poly](https://my.calpoly.edu/layout.js?fake=1)

### My Grades

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade for Spring 2003 will be available Wed, Jun 18 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stavros, Christopher</td>
<td></td>
</tr>
</tbody>
</table>

### Personal Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Chris Stavros</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:cstauros@calpoly.edu">cstauros@calpoly.edu</a></td>
</tr>
<tr>
<td>E-mail Delivery Address</td>
<td><a href="mailto:Stavros_Christ_Chilipole_employees1@polymail.agents">Stavros_Christ_Chilipole_employees1@polymail.agents</a>@calpoly.edu</td>
</tr>
<tr>
<td>Local Address</td>
<td></td>
</tr>
<tr>
<td>Permanent Address</td>
<td></td>
</tr>
<tr>
<td>Diploma Mailing Address</td>
<td></td>
</tr>
<tr>
<td>Billing Address</td>
<td></td>
</tr>
</tbody>
</table>

### Cal Poly Password Manager

To change your Cal Poly Password, enter your current password and then your new password twice.

- **Old Password:**
- **New Password:**
- **New Password (for verification):**

### Student Account Transactions

No records found within the Student Accounts System.

### Student Accounts

Contact Student Accounts
- Phone: (805) 756-1428
- E-mail: [Website](#)
Jon’s Sakai-like layout

Resources
- Announcements
- Calendar
- Calculator
- email
- Chat

The lunch room will be open from 10AM-2PM this Thursday. It will be closed after 2PM for a staff wide OSHA training course.
The enterprise portal

Enterprise Portal
(aggregation and presentation)

Finance
Learning and Research Environment
Eden
Security
Workflow

Enterprise Integration Bus
Available portlets
With portlets

Portlet Framework

- Regional library
- College announcements
- Administration
- Learning system

WSRP

JSR 168

Portal database
RSS version 1.0 channel

RSS 1.0 Test Channel

Information and stuff that matters

3rd Annual Modernization Conference
Instructional media + magic, Inc.
[PDF: 0.96MB | 51 pages]
Slides from a presentation at the Modernization Conference sponsored by Higher Education Washington, Inc. and American Association of Collegiate Registrars and Admissions Officers, October 18, 2000 in Arlington, Virginia. Prepared for business executives, the presentation focused on the motivation for and use of the Meteor Project software and the need for convergence of the standards efforts.[October 09, 2002]

FSA CIO-Technology Update
The Department of Education
[Conference | Washington, DC | September 18-21, 2001]
Slides from a presentation at the Modernization Conference sponsored by Higher Education Washington, Inc. and American Association of Collegiate Registrars and Admissions Officers.[October 09, 2002]

Cliff Clevenger Presents COD
Sigma Systems, Inc.
[realplayer | Audio | 00:14:43]
Cliff Clevenger gives a power point presentation describing the COD implementation between Sigma Systems, Inc. and the Department of Education at the CIO Update.[October 08, 2002]

Steven Hawald at the FSA CIO Conference
The Department of Education
[realplayer | Video | 00:12:53]
Video from a presentation at the Modernization Conference sponsored by Higher Education Washington, Inc. and American Association of Collegiate Registrars and Admissions Officers. Prepared for business executives, the presentation focused on the motivation for and use of the Meteor Project software and the need for convergence of the standards efforts.[October 06, 2002]

Search the im+m elibrary

Submit
Library search portlets – Roles

The interface changes according to the ‘role’ of the current account.

Student

Administrator
**uPortal and MIT Open Courseware**

**Massachusetts Institute of Technology OCW**

View the OCW usage license.

About MIT OCW

MIT OCW is a large-scale, Web-based electronic publishing initiative funded jointly by the William and Flora Hewlett Foundation, the Andrew W. Mellon Foundation, and MIT. Its goals are to:

1. Provide free, searchable, coherent access to MIT's course materials for educators in the non-profit sector, students, and individual learners around the world.
2. Create an efficient, standards-based model that other universities may emulate to publish their own course materials.

We expect MIT OCW to reach a steady-state by summer 2003. Between now and then we will be publishing more MIT courses, adding features such as extensive metadata tagging, launching a comprehensive ongoing evaluation process, developing and enhancing our content management and publishing technologies, and evolving our internal staffing and workflow. In this early pilot stage, we will benefit enormously from your feedback as we strive to make MIT OCW as rich and useful as possible.

**Biology 7.012**

*Syllabus*

**Prerequisites**

There are no formal prerequisites for this course, but familiarity with high school level biology and chemistry (especially familiarity with the fundamental aspects of chemical structure) is expected.

**Texts**


**Calendar**

<table>
<thead>
<tr>
<th>LEC</th>
<th>LECTURER</th>
<th>TOPIC</th>
<th>READING</th>
<th>IMPORTANT DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RAW</td>
<td>Introduction</td>
<td>Ch 4, pp54-76</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAW</td>
<td>Biochemistry I</td>
<td>Ch 2, pp17-32</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>RAW</td>
<td>Biochemistry II</td>
<td>Ch 3, pp34-46</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>RAW</td>
<td>Biochemistry III</td>
<td>Ch 3, pp49-61</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ESL</td>
<td>Biochemistry IV</td>
<td>Course Reader Article 1, 2G and 2E</td>
<td></td>
</tr>
</tbody>
</table>

**Assignments**

**Problem Sets**

- [PDF] 1 (PDF)
- [PDF] 2 (PDF)
- [PDF] 3 (PDF)
- [PDF] 4 (PDF)
- [PDF] 5 (PDF)
- [PDF] 6 (PDF)
- [PDF] 7 (PDF)

**Exams**

- [PDF] Fall 2001 Exams & Solutions
- [PDF] Exam 1
- [PDF] Exam 2
- [PDF] Exam 3

**Notes**

- Mendel, Mitosis and Meiosis
- Linkage and the Chromosomal Theory
- Human Genetics

**TOC NOTES**

- HTML
- PDF
Massachusetts Institute of Technology OCW

view the OCW usage license

About MIT OCW
MIT OCW is a large-scale, Web-based electronic publishing initiative funded jointly by the William and Flora Hewlett Foundation, the Andrew W. Mellon Foundation, and MIT. Its goals are to 1. Provide free, searchable, coherent access to MIT's course materials for educators in the non-profit sector, students, and individual learners around the world. 2. Create an efficient, standards-based model that other universities may conclude to publish their own course materials. We expect MIT OCW to reach a steady—though never static—state by summer 2003. Between now and then, we will be publishing more MIT courses, adding features such as extensive metadata tagging, launching a comprehensive ongoing evaluation process, developing and enhancing our content management and publishing technologies, and evolving our internal staffing and workflow. In this early pilot stage, we will benefit enormously from your feedback, as we strive to make MIT OCW as rich and useful as possible.

End

Physics 8.02 Syllabus

Syllabus


Section 1
Introduction
Study Guides: I.A. Scalar Fields and I.B. Vector Fields
Problem Set 1: Handed Out

Section 2
Study Guides: I.A. Scalar Fields and I.B. Vector Fields
Experiment: I.B.1 Bar Magnet
Review Modules: A.1.1 Vectors
Problem Set 1: Handed Out

Section 3
Textbook: Chapter 23.1-23.4, pp. 705-722
Study Guides: I.A. H.D. Coulomb's Law
Experiment: I.B.2.2 Electric Dipole
Review Modules: C.0.3 Spherical Coordinates
Problem Set 2: Due

Section 4
Study Guides: I.B. H.L. Electric Dipole
Experiment: I.B.3 Electromagnetic Induction
Review Modules: B.1.1 Cross Product and B.1.4 Torque

Continued

OCW Physics 8.02 Introduction

Highlights of this Course

A new educational initiative of the Department of Physics at MIT teaches introductory physics in the studio format. The effort is known as the TEAL/Studio Physics Project—With TEAL standing for Technology Enabled Active Learning. Part of this effort involves the development of media-rich interactive software for simulation and visualization of electromagnetic phenomena. We present here a sampling of some of the visualizations that have been developed in this project. A broader range of this material will be released at the beginning of 2003.

This effort is supported by the d'Arbeloff Fund for Excellence in MIT Education, the Kapor Alliance between MIT and Microsoft Research, and the National Science Foundation. The content contained herein can be freely used and redistributed for non-profit educational purposes, as long as an acknowledgement is given to the MIT TEAL/Studio Physics Project for use.

Continued

Shockwave 3D Visualizations

3D Visualizations for the Physics 8.02 OWC Course

Molecules 2D
Massachusetts Institute of Technology

Molecule 2D simulates the interaction of charged particles in a two dimensional plane. The particles interact via the classical Coulomb force, as well as the repulsive quantum-mechanical Pauli force, which acts at close distances (accounting for the "ultralight" between them). Additionally, the motion of the particles is damped by a term proportional to their velocity, allowing them to "settle down" into stable (or metastable) states.

[97, 2603]

The Electrostatic Trap
Massachusetts Institute of Technology

The Electrostatic Trap simulates the interaction of charged particles in a potential well. The particles

Continued

Images for the Physics 8.02 OWC Course

Images
The Meteor channel

- MAIN
  - MozillaZine
  - StockCharts.com
  - Bookmarks
  - XML.com
- STUDENT FINANCIAL AID
  - Meteor
- FIN AID PROFESSIONAL
  - Meteor
- OTHER
  - uPortal-Powered Sites
  - IBS News
  - uPortal Developers Reference
  - Salon.com
  - telnet

Meteor

George Likens  158482387

Oklahoma Student Loan Authority
[More information]

Federal Direct Loan Servicing Center, Utica
[More information]

Return
Lessons from Meteor

- Using SOAP messaging over the Internet, the average transaction—query, database lookup, response—is from 20 to 80 milliseconds.
- Using Shibboleth and encryption, there has been no security breach since it began.
- Traffic has been growing since 2001 implementation to several hundred thousands of transactions a day.
- Meteor is in use at hundreds of installations each day, most not knowing how it works.

im+m developed the prototype.
eBusiness Web services architecture

- XML “tagged” data content
  eXtensible Markup Language
- SOAP data transport
  Simple Object Access Protocol
- XSL transformations for presentation
  eXtensible stylesheet language
- XML Digital Signature
  for Server Authentication
- UDDI/WSDL directory services
  Universal Description, Discovery, and Integration, and Web Services Description Language
The End

Jim Farmer

JXF @ immagic.com
JXF @ UMich.edu
More on portals
With portlets

Portlet A
Portlet B
Portlet C
Portlet D

uPortal Framework
uPortal database

Student Services System
**Historical progression of use**

- Aggregation of publicly available information
  - +
- Integration with administrative systems (as portlets)
  - +
- Integration with library systems (as portlets)
  - +
- Integration with learning systems?
The lunch room will be open from 10AM-2PM this Thursday. It will be closed after 2PM for a staff wide OSHA training course.
Why uPortal?

- Differentiation for higher education
  - Industry and higher education (JISC), services
  - Multimedia-rich portlets
  - Internationalization of portal and content
  - Distributed, aggregated layout (with priorities)
  - Definition and implementation of portlet “context”
- Cost/performance
More on architecture
JA-SIG Web Services model

**Scenario**

- **User:** Student, staff, or faculty
- **Access Provider:** University Portal
- **Data Provider:** Agency Web Server
Meteor XML Request message

>>(Tue Jan 09 11:50:58 EST 2001) Processing SOAP request...

<SOAP-ENV:Envelope
    xmlns:xsd="http://www.w3.org/1999/XMLSchema"
    xmlns:xsi="http://www.w3.org/1999/XMLSchema-instance">
    <SOAP-ENV:Body> <ns1:getLoanHistory
        SOAP-ENV:encodingStyle="http://xml.apache.org/xml-soap/literalxml"
        xmlns:ns1="urn:ifx-loan-server"> <IFXRequestEl> <IFX>
        <SaisSvcRq>
            <RqUID/>
            <SPName>gov.studentclearinghouse</SPName>
            <LoanHistoryRq>
                <CustId>
                    <SPName>gov.ssa</SPName>
                    <CustPermId>448377707</CustPermId>
                </CustId>
                <DateOfBirth>1980-09-03</DateOfBirth>
            </LoanHistoryRq>
        </SaisSvcRq>
    </IFX>
</IFXRequestEl> </ns1:getLoanHistory>
</SOAP-ENV:Body>
</SOAP-ENV:Envelope>
Meteor XML Response message [1]

Launching query ...

>>>(Tue Jan 09 11:50:59 EST 2001) Sending SOAP response...

<SOAP-ENV:Envelope
    xmlns:SOAP-ENV="http://schemas.xmlsoap.org/soap/envelope/"
    xmlns:xsd="http://www.w3.org/1999/XMLSchema"
    xmlns:xsi="http://www.w3.org/1999/XMLSchema-instance">
    <SOAP-ENV:Body>
        <ns1:getLoanHistoryResponse
            SOAP-ENV:encodingStyle="http://xml.apache.org/xml-soap/literalxml"
            xmlns:ns1="urn:ifx-loan-server">
            <return>
                <IFX>
                    <SaisSvcRs>
                        <Status>
                            <StatusCode>0</StatusCode>
                            <Severity>Info</Severity>
                            <StatusDesc>Successfull Retrieval</StatusDesc>
                        </Status>
                    </SaisSvcRs>
                </IFX>
                <RqUID/>
                <SPName>gov.studentclearinghouse</SPName>
                <LoanHistoryRs>
                    <CustId>
                        <SPName>gov.ssa</SPName>
                        <CustPermId>448377707</CustPermId>
                    </CustId>
                    <CustName>
                        <FirstName>Sue</FirstName>
                        <MiddleName>B</MiddleName>
                        <LastName>Smith</LastName>
                    </CustName>
                </LoanHistoryRs>
            </return>
        </ns1:getLoanHistoryResponse>
    </SOAP-ENV:Body>
</SOAP-ENV:Envelope>
Meteor XML Response message [2]

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<CustInformation>
  <DateOfBirth>1980-09-03</DateOfBirth>
  <PreviousPermId> </PreviousPermId>
  <FormerLastName/>
</CustInformation>
<StudentStatus>
  <CurrentlyEnrolled>Y</CurrentlyEnrolled>
</StudentStatus>
<LoanInformation>
  <LenderIdType>OPEID</LenderIdType>
  <LenderId>824607</LenderId>
  <LenderName>Oklahoma Student Loan Authority</LenderName>
  <SchoolIdType>OPEID</SchoolIdType>
  <SchoolId>003152</SchoolId>
  <SchoolBranch>00</SchoolBranch>
  <SchoolName>University of Central Oklahoma</SchoolName>
  <InformationSourceIdType>OPEID</InformationSourceIdType>
  <InformationSourceId>824607</InformationSourceId>
  <InformationSourceName>Oklahoma Student Loan Authority</InformationSourceName>
  <InformationSourceDate>2000-09-30</InformationSourceDate>
</LoanInformation>
```
<LoanInformation>
  <LenderIdType>OPEID</LenderIdType>
  <LenderId>809063</LenderId>
  <LenderName>Bank of Oklahoma</LenderName>
  <SchoolIdType>OPEID</SchoolIdType>
  <SchoolId>003152</SchoolId>
  <SchoolBranch>00</SchoolBranch>
  <SchoolName>University of Central Oklahoma</SchoolName>
  <InformationSourceIdType>OPEID</InformationSourceIdType>
  <InformationSourceId>809063</InformationSourceId>
  <InformationSourceName>Bank of Oklahoma</InformationSourceName>
  <InformationSourceDate>2000-11-12</InformationSourceDate>
</LoanInformation>

<LoanInformation>
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  <LenderId>831163</LenderId>
  <LenderName>First Oklahoma Bank & Trust</LenderName>
  <SchoolIdType>OPEID</SchoolIdType>
  <SchoolId>003152</SchoolId>
  <SchoolBranch>00</SchoolBranch>
  <SchoolName>University of Central Oklahoma</SchoolName>
  <InformationSourceIdType>OPEID</InformationSourceIdType>
  <InformationSourceId>831163</InformationSourceId>
  <InformationSourceName>First Oklahoma Bank & Trust</InformationSourceName>
  <InformationSourceDate>2000-10-16</InformationSourceDate>
</LoanInformation>

</LoanHistoryRs>
</SaisSvcRs>
</IFX> </return> </ns1:getLoanHistoryResponse>
</SOAP-ENV:Body>
</SOAP-ENV:Envelope>
Managed Learning Environment

Student Services System

MIS
General Logistic
Support

LE/LMS
Library
Portal

Enrollment
Results

WSRP

Scott Wilson, Joint Information Systems Council, 18 Nov 2002
Enterprise information standards

Student Services System

WSRP, RSS

Portal Interface

Directory
Authentication
Authorization
Administration (ERP)
Virtual Learning Environment (Learning Management System)
Library

EduPerson, HR-XML
SAML, Shibboleth
XACML
HR-XML, PESC
NISO
IMS
"Software has become so big that no company can do everything alone anymore." "... the industry must adopt standards that would enable a variety of different software vendors to provide the parts needed to quickly build a sophisticated software system."

Hasso Plattner, CEO SAP AG at the JavaOne Conference in San Francisco, March 2002, as reported by Reuters, “Software's future is in components, SAP chief says,” March 27, 2002
Decomposition of legacy systems

Student Services System

Authentication Service
Authorization Service
ERP
Library
Learning Management
Reconstructed legacy systems

Student Services System

Authentication Service

Authorization Service

ERP

Library

Learning Management
A Web service is

- An exchange of XML business messages
- using SOAP compliant data transport,
- described by WSDL,
- listed in a UDDI directory of services,
- for a remotely authenticated user (using WS-Security and SAML),

and, for most,

- presented using XSL transformations (XSLT)
Request, response model

Application
M
Service 1

Request

Response

Application
E
Service 1

Application
M
Service 2

Alternative response using WS-Addressing (e.g. errors requiring special handling)
Select Transcript View

California Colleges Transcript Demo

There are two ways to view a transcript: Select a preformatted transcript, or build a custom view of only the information that you want.

Student
John M Smart
Date of Birth: 1971-01-01
SSN: 992-87-7747

Select a View

- **Student View**
  - Description: A view containing useful information for students wanting to review their transcript

- **IGETC**
  - Description: The IGETC view

- PDF Page view (not available at this time)
  - Description: A printable, letter size version of the transcript. This view requires Adobe Acrobat Reader software.
### Student Services System

#### eTranscript

**California Colleges Transcript Demo**

Unofficial Transcript of Academic Record

**Student:** John M. Smith
Date of Birth: 1971-01-01
ISSN: 000-00-007

**Recipient:** Career Development
**Human Resources:** Attn: Human Resources
441 Railroad Street
Torrance, CA 90503

**Issuing Institution:** Alpha College
441 Railroad Street
Torrance, CA 90503

**Coursework at Alpha College**

#### Fall 1993

<table>
<thead>
<tr>
<th>Course Subject/No.</th>
<th>Course Title</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1A</td>
<td>English Comp/Read</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>HSTH 1</td>
<td>Health Education</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>AMST 2</td>
<td>U.S. History</td>
<td>3.00</td>
<td>2.00</td>
<td>A</td>
<td>2.00</td>
</tr>
<tr>
<td>POL3 3</td>
<td>Am. Political Liter</td>
<td>3.00</td>
<td>2.00</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>HST 1</td>
<td>Intro To Psychology</td>
<td>3.00</td>
<td>3.00</td>
<td>B</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total Credits:** 12.00

**Fall 1993 Grade Point Average:** 3.50

#### Spring 1994

<table>
<thead>
<tr>
<th>Course Subject/No.</th>
<th>Course Title</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 2</td>
<td>U.S. History</td>
<td>3.00</td>
<td>2.00</td>
<td>A</td>
<td>2.00</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>English Comp/Read</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 1</td>
<td>Beginning Spanish</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total Credits:** 6.00

**Spring 1994 Grade Point Average:** 3.00

#### Fall 1994

<table>
<thead>
<tr>
<th>Course Subject/No.</th>
<th>Course Title</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1</td>
<td>Spanish</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>3.00</td>
</tr>
<tr>
<td>HST 1</td>
<td>Intro To History</td>
<td>3.00</td>
<td>3.00</td>
<td>B</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total Credits:** 6.00

**Fall 1994 Grade Point Average:** 3.00

#### Spring 1995

<table>
<thead>
<tr>
<th>Course Subject/No.</th>
<th>Course Title</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 1</td>
<td>Intro To History</td>
<td>3.00</td>
<td>3.00</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>English Comp/Read</td>
<td>3.00</td>
<td>3.00</td>
<td>A</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total Credits:** 6.00

**Spring 1995 Grade Point Average:** 3.00

---

**Total Institution:**

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.00</td>
<td>24.00</td>
<td>3.67</td>
</tr>
</tbody>
</table>

**Total Transfer:**

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.00</td>
<td>24.00</td>
<td>3.67</td>
</tr>
</tbody>
</table>

**Overall:**

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.00</td>
<td>48.00</td>
<td>3.67</td>
</tr>
</tbody>
</table>
Or Build Custom View

Build a View

**Custom View**

- **Description:** Select the checkboxes below to build a custom view of the requested transcript data.

  - **Institution and transcript information (required)**
    - Institution name, Address, ID, Transcript type, etc.

  - **Student information (required)**
    - Name, Date of Birth, Student ID, etc.

  - **Intersessional Institutions Information**
    - High School Attended, CSU GE Completion, CSU IGETC Completion, etc.

  - **Transfer/Military/Test Credits Awarded**
    - Subjects, Courses, Total credits, etc.

  - **Coursework at Alpha College**
    - Detailed view of Courses, Units, Grades, GPA, etc.

  - **Transcript Totals**
    - Consolidated view of Units Attempted, Earned, Grade Points, GPA, etc.

  - **Grading and Notation Legends and Notes**
    - Detailed descriptions of Grades, Codes, and Notes, etc.

[Buttons: View Transcript, Cancel]
Prototype protocol

Student Services System

Request transcript using descriptive information

List of students or error

Request transcript using identifier

Transcript (XML message + local XSLT)

Request printable transcript using identifier

PDF file + (official only) digital signature

School staff or authorized student

Data Provider
SOAP message format

As proposed HTTPS

- WS-Security
- SAML Assertions

Header

Body

With SMTP

- WS-Routing
- WS-Reliability
- WS-Security
- SAML Assertions
- XML Encryption

XML Transcript

With California extension

XML Transcript

With California extension

XML Encryption
Higher Education IT: Context

- IT budgets typically reduced 10 to 20% for the second consecutive year.
- Sharp increases in software licenses
- Three new federally mandated systems using different architectures.
- Increasingly heterogeneous hardware/software
- Student expectations driving priorities: portals, wireless, broadband, on-line administrative systems
Directory standards

- EDUCAUSE EduPerson **Objects** + “Best practices” representations
- Explicit in OASIS xNAL, xAL, xCIL, xCRL
- Implicit in Common Record, SEVIS, Meteor, and CommonLine; PESC transcript and admissions
- Explicit in HR-XML (implementation confirmed by key ERP vendors)
- Implicit in IMS Enterprise
- Implicit in SIF (K-12)
Use of SAML Assertions

- Internet 2 Shibboleth (journal access)
- Meteor (student loan data)
- eTranscript (student records)
- Liberty Alliance (federated authentication)

Shouldn’t the assertions be standardized for higher education?
<xml version="1.0" ?>
  <SAML>
    <AssertionID>AEO221</AssertionID>
    <ValidityInterval>
      <NotBefore>2002-05-16T12:34:00Z</NotBefore>
      <NotOnOrAfter>2002-05-16T13:34:00Z</NotOnOrAfter>
    </ValidityInterval>
    <Conditions>
      <Audience>http://www.CREN.test/school_list.html</Audience>
    </Conditions>
    <Subject>
      <Account>K4356783</Account>
    </Subject>
    <Resources>
      <string>http://www.elsevier.com/Journal_X/</string>
      <string>https://www.Alpha College.edu/SIS/</string>
    </Resources>
  </SAML>
University of British Columbia

Student Services System

Welcome to myUBC
The best way to get connected at UBC!

Welcome! Please log in...

Derrick Greenwood has a good sense of security.

New Feature Alert!
myUBC Web Mail has two great new features:
- In the "Options" menu you'll find a section for customizing your electronic signature;
- And on the main Web Mail menu, you'll find an active link to your Address Book, which is a great way to keep track of your contacts, create e-mail groups, and address messages using nicknames you create.

More information / related links

As a graduate of the UBC Continuing Studies' Internet and Technology Security program, Derrick has learned how to help companies keep their information secure from hackers and cyber criminals. He's also learned related skills that range from forensic data recovery to corporate security policy. For Derrick and his company, NetLogix Information Technologies, it's knowledge and training he can't get anywhere else in the lower mainland.

The University of British Columbia invites you to join us in celebrating the opening of our new downtown campus, UBC at Robson Square. This two-day Open House, on November 30 (12 pm - 8 pm) & December 1 (9 am - 5 pm), will feature notable UBC speakers, entertainment, exhibits and presentations from many faculties and departments, and much more. Don't miss this history UBC event - it's your university!
Using Online Learning Principles and Easy to Use Tools

Scott J. Wilson, Ph.D.
Chief Learning Officer
remote-Learner.net

Scott@remote-Learner.net
Presentation Agenda

• **Typical problems / guiding principles**
  – Skill sets
  – Learning outcomes
  – “Chunking”
  – Online characteristics
  – User interface
  – Content display area – screen design
  – Instructional strategies - engage the learner
  – Standards
  – Design & development process
  – Authoring tool

• **Content development tools**
  – Traditional tools
  – Easy-to-use tools
  – “Next generation” tools
Context – Launched From Moodle

Welcome

News forum

1. Book Templates

2. The Apparel Industry
   This topic includes an overview of the Apparel Industry and a variety of instructional activities to further your learning.
   Click on an activity below to select it.
   a. The Apparel Industry

3. Learning Styles
   - Show Me
   - Launch Flash file - Layering Pasties
   - Let Me Try
   - Simulation - Flash file
Context – Share My Perspective

• Instructional designer & content developer

• Previous owner of Macromedia training center

• Co-author 8 books
Principle – Online “Skill Sets”

- Subject Matter Expert
- “Trainer” – Instructional Designer
- Online Developer
Case Study – Developer “Skill Set”

Subject Matter Experts
Case Study – Learner “Skill Set”

• Target audience
  – High school graduates
    • Read / write
    • Keyboard / mouse
  – Learning to become
    • Machinery operators
Principle – Learning Outcome

Explicit Learning
- Structured & Basic Information
  - CD Rom
  - Computer Based Training
  - Web Sites
  - Books & Articles

Applied Learning
- Applying techniques & strategies
  - Case Studies
  - Simulations
  - Practicums
  - Assessment

Tacit Learning
- Expert
  - Competent
    - Functional
      - Conceptual
        - Aware

Competency Proficiency Level
- Time to Competency
Principle – Learning Hierarchy

Bloom’s Taxonomy

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge
Principle – Enabling Objectives

• They better define learning target

• Provide means to evaluate “success”
Case Study - Learning Outcome

Competency

“Apply it”    

“Got it”     

“Aware of it”
Viscosity or Mobility of Liquids
Fluids offer very little opposition to changes in shape. A certain amount of difference in the resistance of different fluids to changes in flow particularly in liquids exists. The resistance of a fluid to flow varies with the kind of fluid and also with the temperature of the fluid. Viscosity is a characteristic of a liquid that denotes the opposition to change in liquid flow or shape.

Viscosity, of liquids, is an important factor when moved in confined or narrow channels such as pipes, bearing clearances, etc. For example, it requires more work to pump lubricating oil than water under similar operation conditions.

Oil is more viscous, has a higher viscosity, than water. Oil offers a greater opposition to shearing action between flowing molecules. Viscosity of fluids must be taken into account when fluids are moved since it affects the total force required to cause fluid flow.
**Static Pressure or Force per Unit Area**

If a block of water in the form of a cube having a dimension of one foot, on each side, exerts a downward force of 62.4 pounds due to the pull of gravity. This force is evenly distributed over the 144 square inch area in contact with the base of the cube, and each square inch of area in contact with the base will receive 62.4 divided by 144 or 0.433 pounds of force.

If the height of the cube is doubled, the total force downward, per unit area, is doubled and the pounds of force per square inch, is 2 times 0.433 or 0.866 pounds. Pressure per square inch equals the height in feet times the specific weight per cubic foot divided by 144. A cubic foot of mercury exerts a force of 848 divided by 144 or 5.902 pounds on each square inch of base area and each inch in the height of the mercury column exerts 5.902 divided by 12 or 0.491 psi.
Mismatched Learning Outcome

Another Course

\[ q = 450A \text{ times the square root of: } \frac{2gH}{0.5 + 1 + \frac{fL}{d}} \]

When \( q \) = gallons per minute
\( A \) = area in sq. ft.
\( H \) = the effective head during flow conditions
\( g, fL, \) and \( D \) are as given in the preceding equation
\( 450 \) = constant to change cu ft/sec to gal/min
\( 0.5 + 1 \) = combined loss value from experimental tables for square-edge entry

For example: Calculate the flow rate through the interconnecting pipe, having a square-edged entry. Assume a clean steel pipe, 1 foot diameter, coefficient \( f = 0.02 \), 1000 feet long. The two reservoirs have surface elevations of 200 and 250 feet.

\[ q = 450A \text{ times the square root of: } \frac{2gH(0.5+1+(fL/d))}{0.5 + 1+ 0.02X1000} \]

Principle – Organization

• How to divide up the course?
  – Course / module / topic / screen
  – Module / topic / screen

• Divide into manageable “chunks”

• What intra-topic structure?
  – Introductory screen
  – Objectives
  – Summary

• Screen
  – How much stuff per screen?
Principle – “Chunking”

• Relatively consistent “chunk” size
• “Big Chunks”
  – Between 3 to 8
• “Medium Chunks”
  – Between 3 to 8
• “Small Chunks”
  – A screen
    • 1 subject per
Case Study – Uneven “Chunks”

• 17 modules
• Uneven module size
  – Some had 2 screens
  – Some had 30 screens
• “Small Chunks” – screen level
  – No logical break points
    • Copy / paste what “fit”
Principle – Online Characteristics

Theory & research & “real-world” practice
Example Of Full Text

Today's West Highland White Terriers differ little in personality from their working ancestors. They are highly intelligent, inquisitive, busy dogs - a lot of dog in a small package.

They should never be confused with or compared to such lap dog breeds as the Maltese or the Bichon Frise. Nor are they like small children in fur coats.

Westies are terriers, still retaining all their natural keen hunting instincts and should be reared with respect to their canine needs.
Principle – Use “Text-on-Screen”

- Display of “text-on-screen”
  - Text body
  - Text “headlines”
  - Text “sub-heads”
  - Text captions

- Style
  - Narrative text
  - Bullets or brief phrases
  - Format
  - Fonts / sizes / colors
Principle – Use “Text-on-Screen”

- Generally use casual, conversational style

Casual

Instead of

Formal
Principle – Use Graphics
Principle – Use Graphics

• Use graphics in addition to text

Picture

= 1000 words
Guidelines For Graphics

• Place corresponding words and graphics near each other on same screen

Example:

When taking a picture:
• Hold camera with both hands
• “Plant” feet firmly
Principle – Details Of Graphics

- Use visual cues

As you can see, we are now back at the original Resource window. Looking in the Location field, you should be able to see that you have linked to the PDF file that is now located in a folder you created in the Moodle directory for this course. See illustration below.
Principle – Use Narration

• Use of narration advised
Guidelines For Narration

• Generally narration contains the details

• On-screen text highlights narration

• Narration should not be an exact duplicate of text-on-screen

• On-screen text is an abbreviated version
  – Bullet points
  – Short phrases
Principle – Narrate Movement

• With on-screen animation or series of changing still graphics ... use narration rather than on-screen text

Pay attention to what?

Animation

Text-on-screen
An authorized person shall request a clearance from the Senior Operator stating: the desired time for the clearance to be scheduled, the name and number of the line or equipment, the kind of work to be done (Fig. 6), the time required to do the work, and the required time to release the line or equipment for service in the event of an emergency.

The proper technique in applying a clearance is to establish a perimeter by encircling the equipment to be worked on with a line of protection as close to the equipment as possible. This is accomplished by operating the minimum number of energy isolating devices necessary to provide adequate worker safety. These devices shall be tagged. The equipment to be worked on should be free of clearance tags, as far as possible, so as not to impede the work to be accomplished, and permit component parts to be moved.

Clearance tags attached to equipment that is removed from service (physically removed) shall be removed and destroyed. If the equipment is returned to service and is required as a part of the clearance perimeter, new clearance tags will be issued. The clearance holder will initiate the procedure for removing and destroying clearance tags attached to equipment that is to be removed from service.
Principle – Learner Controls

- Intuitive and logical
- Simple access to menus, controls
- Consistent location
  - Information
  - Buttons / controls
- Consistent functionality
Case Study – Learner Controls

Several of the more frequently used one-line symbols are illustrated in Fig. 6 and Fig. 7. The reader will want to become familiar with these standard symbols and their modifications. The many different applications of these symbols can be learned as the operator or maintenance electrician progresses through a study of the circuit diagrams used at his assigned work area.

**Schematic Diagrams**

An **electrical schematic diagram** shows the scheme of operation of a circuit in much greater detail than the one-line diagram. It is made as simple as possible and no attempt is made to arrange the symbols to show their actual physical relation to the different parts of the equipment or circuit. They do show the electrical relationship of power and control devices in a circuit. Also, unlike wiring diagrams, which are concerned with the physical arrangement of components and their parts, **schematic diagrams emphasize the function of each of the devices and sequence of operation of the parts**.

A schematic diagram usually consists of a power portion drawn with heavy lines and a control portion drawn with lighter lines. In many cases, the power and control circuits are shown separated, or on completely separate drawings. In some cases, where low voltage power is required, the power and control are illustrated in the same schematic as shown in **Fig. 4**. The power portion applies and regulates power to an electrical load, such as a motor; and the control portion controls the devices in the power circuit. In addition, the control portion often includes protective devices for machine and operator. Regardless of specific details, however, the orderly step-by-step approach to schematic diagram presentation described and illustrated in this section increases comprehension and utility of the completed drawings.
Principle – Reusable Screen Layouts

Within this area, how are we going to arrange the content …

• Headlines
• Text
• Graphics
Principle – Screen “Layouts”

• Newspapers and magazines create a number of standard “layouts” for pages

Consistent placement of

- Headlines
- Text
- Graphics
- Graphic captions
Principle – Screen Layout 1

Pet And Watch Dog

He IS Watching You!
Caring For Your Westie Puppy

Feeding Your Puppy

Walking Your Puppy

Training Your Puppy

Ensuring Your Puppy’s Health

Caring For Your Puppy

CLICK IMAGE TO ENLARGE
Caring For Your Puppy

- Walking Your Puppy
- Training Your Puppy
- Ensuring Your Puppy's Health
- Feeding Your Puppy

Feeding Your Puppy
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Principle – Engage The Learner

• Interactive learning activities
  – Drag & drop objects
  – Drag & label images
  – Matching
  – Order tasks
  – Click on correct answer
  – Multiple choice

• Practice activities

• Simulations

• Problem-solving

• Case scenarios

• Moodle collaborative activities
Case Study – No Learning Activities
Principle – Project Standards

- Content organization
- User interface
- Screen design ("layout")
- Writing Styles
- Text elements
- "Art" elements
- Audio elements
- Instructional activities
- "Programming"
Principle – Process Standards

Define learning outcome → Develop content

Evaluate results
## Principle – Process Standards

<table>
<thead>
<tr>
<th>Process Definition</th>
<th>Party Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present process standards</td>
<td>Developer</td>
</tr>
<tr>
<td>2. Review / modify processes</td>
<td>Client and developer</td>
</tr>
<tr>
<td>3. Sign-off on process standards</td>
<td>Client and developer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Definition</th>
<th>Party Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Define project parameters</td>
<td>Client and developer</td>
</tr>
<tr>
<td>5. Review / modify project parameters</td>
<td>Client and developer</td>
</tr>
<tr>
<td>6. Sign-off project parameters</td>
<td>Client and developer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Document</th>
<th>Party Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Develop Design Document</td>
<td>Developer</td>
</tr>
<tr>
<td>8. Review Design Document</td>
<td>Client</td>
</tr>
<tr>
<td>9. Revise Design Document</td>
<td>Developer</td>
</tr>
<tr>
<td>10. Sign-off Design Document</td>
<td>Client</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Prototype</th>
<th>Party Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Develop Design Prototype</td>
<td>Developer</td>
</tr>
<tr>
<td>12. Review Prototype</td>
<td>Client</td>
</tr>
<tr>
<td>13. Revise Prototype</td>
<td>Developer</td>
</tr>
<tr>
<td>14. Sign-off Prototype</td>
<td>Client</td>
</tr>
</tbody>
</table>
# Principle – Process Standards

<table>
<thead>
<tr>
<th><strong>Storyboard Development</strong></th>
<th><strong>Team Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Write Scripts</td>
<td>Developer</td>
</tr>
<tr>
<td>16. Develop Graphic Concepts</td>
<td>Developer</td>
</tr>
<tr>
<td>17. Create Storyboard</td>
<td>Developer</td>
</tr>
<tr>
<td>18. Review Storyboard</td>
<td>Customer</td>
</tr>
<tr>
<td>19. Revise Storyboard</td>
<td>Developer</td>
</tr>
<tr>
<td>20. Sign-off Storyboard</td>
<td>Client</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Media Development</strong></th>
<th><strong>Team Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Create Graphics</td>
<td>Developer</td>
</tr>
<tr>
<td>22. Record &amp; Digitize Audio</td>
<td>Developer</td>
</tr>
<tr>
<td>23. Record &amp; Digitize Video</td>
<td>Developer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Running Draft</strong></th>
<th><strong>Team Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Program Running Draft</td>
<td>Developer</td>
</tr>
<tr>
<td>25. Quality Check Running Draft</td>
<td>Developer</td>
</tr>
<tr>
<td>26. Review Running Draft</td>
<td>Client</td>
</tr>
<tr>
<td>27. Revise Running Draft</td>
<td>Developer</td>
</tr>
<tr>
<td>28. Sign-off Running Draft</td>
<td>Client</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Final Version</strong></th>
<th><strong>Team Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Prepare Final Version</td>
<td>Developer</td>
</tr>
<tr>
<td>30. Quality Check Final Version</td>
<td>Developer</td>
</tr>
<tr>
<td>31. Deliver Final Version</td>
<td>Developer</td>
</tr>
<tr>
<td>32. Sign-off Final Version</td>
<td>Client</td>
</tr>
</tbody>
</table>
Case Study – No Standards
Principle – Appropriate Tools
Traditional Authoring Tools

typical course development

media designer

subject matter expert

course author

desktop authoring tool

QA process

server side deployment

deployable course

IT expert

subject matter expert, field expert
Traditional Authoring Tools
Traditional Authoring Tools

“Glue together” ... 
... media elements 
... and structures
Authorware Example
Difficult to Re-use Elements

- Graphics
- Text
- Narration
- Structures
Difficult to Make Modifications

• Departments want to modify on own

• Typically requires expert user, which means
  – Using software regularly
  – Continue learning and practicing with software

• Expert user
  – Dedicated staff
  – Outside vendor
Traditional Tools For “Experts”

• Most courseware applications require use of programming / scripting for functionality

• “Code” easily “broken” by non-experts

• Long learning curve to become proficient
Case Study – Authorware
Simple Content Development Tools

- Moodle’s resources & activities
- Word
- PowerPoint
- Publisher
- Etc.
Moodle’s Book Activity

Apparel Industry
- Retail stores located in mall or strip shopping center
- Store size ranges from very small (10,000 sq ft) to very large (100,000+ sq ft)
- Apparel product mix consists of...
  - Men's, women's, boy's and girl's clothes
  - Accessories, shoes and costume jewelry
- Typical apparel stores include...
  - Kohl's Department Store
  - Macy's
  - Mervyn's
  - Dillard's
- Some apparel retailers have found niche between discounters and department stores
- Number of apparel stores is growing
Easy-to-Use Outside Tool: Word

Can use normal text or text boxes

Insert and arrange graphics

Save as ...
- formatted text document
- plain text document
- html document
- with plug-in - PDF document
Easy-to-Use Tools: PowerPoint

Click to edit Master title style

- Click to edit Master text styles
  - Second level
    - Third level
      - Fourth level
      - Fifth level
Convert PowerPoint Into Flash

• Several software programs
  – Swish Presenter
  – Articulate Presenter

• Flash
  – Small footprint
  – Fast download
  – Most browsers have it
Step Into …

"Next Generation"

Authoring Technology
We Need - “Click & Type” Tools

- Authoring interface – easy to use

- No special skills needed
  - Basic computer functions (save, open, etc.)
  - Computer keyboard
  - Computer mouse

- Anyone can modify content and course
“Next Generation” Authoring Process

My "New Tool" course development

- subject matter expert
- media designer
- course author
- field expert
- end user
- deployable course
What Is The Technology?

- Web-based authoring system
- Easy-to-use (click & type)
- Re-usable ...
  - All content elements
  - Course structures
  - Interactive structures
- Content database library
- Copy courses, modules or topics
- AICC/SCORM conformant
Pet And Watch Dog

Scott
A Dog Is A Friend In Deed

Always Wearing A Smile

Always Showing Affection
Caring For Your Westie Puppy

Feeding Your Puppy

Walking Your Puppy

Training Your Puppy

Essential Your Puppy’s Health

CLICK IMAGE TO ENLARGE
Caring For Your Puppy

1. Walking Your Puppy
2. Training Your Puppy
3. Ensuring Your Puppy's Health
4. Feeding Your Puppy

More Information

Click on each link listed on the left – additional information or images about the topic will be displayed in this window.

Once you have finished viewing all the links, click on the 'next' button.
“Authoring”
Click To Select Template

Authoring View

- Click on template you want

- Currently 13
Click To Add Graphic

Authoring View

Click button To “Browse” Graphic files On local PC

Click button To select Graphic From library

Copyright 2006 Scott J. Wilson, Ph.D. Slide 71 of 95
Create Text Or From Library

Authoring View

Click button To open Text Editor

Click button To select Text object From library
Type Into Text Editor

Authoring View

Headline: Pet And Watch Dog

Share this content with everyone? Yes

Scott

Keywords:reaking 2

Owner: Administrator, cedar (A)

Save Cancel
Select Text From Library

Authoring View

Search Library Content:

Description: [ ]
Keyword: [ ]
- My Content Only
- Include Shared Content
- Everyone's Content

Select Library Content:

1 2 3 4 5

Advance Charges To Consolidator
- Text
  - Select

Airfreight Overcharge
- Text
  - Select

Advance Charges To Consolidator
- Text
  - Select

Airfreight Overcharge
- Apparel Shipments
  - Select

Auditing Apparel Industry
- Text
  - Select
Same Options For Narration

Authoring View

Click button To select Narration file From library

Click button To “Browse” Narration files On local PC
Interactive Learning Activities

Student View
Drag a label and place it under the appropriate dog.

Labels for Photos

- Monsieur Map
- Monsieur Happy Face
- Mademoiselle Fluffy
- Mademoiselle Gray
- Monsieur Tuff Guy
- Monsieur NastyBite
- Monsieur Grumpy
- Mademoiselle Big Eyes
Which dogs would probably make the best guard dogs? Drag and drop the appropriate dogs over to the boxes on the left.
What’s Wrong In This Picture?

Student View

Click on the part of the dog that best answers the question.

SITUATION
Which part of this guard dog is the most dangerous?
“Authoring”
Click To Select Interaction

Authoring View

• Click on template

• Currently 10, including the Scenario Builder
Author “Clicks or Types”

Authoring View

PREPARE THE WORKSPACE INTERACTION:
Instructions:

FEEDBACK MESSAGES:
Correct: That is correct
Incorrect: That is incorrect
Reset: Press reset to start again
Partial: That is partially correct
Button: Click “I’m Done” to check your answers
Show Me: Here are the correct answers
Compared to Authorware
Compared to Traditional Tools

Must be expert to
... find the right location
... open icon
... make changes
... save
... without breaking it
Problem Solving

Applied Knowledge

Case Studies

Applying techniques & strategies

Assessment

Practicums

Simulations
Traditional Problem-based Learning

- Considerable time to develop
- Difficult to re-use
- Outcomes easily predictable
- Requires expert user to create or modify
- Limited use as assessment tool
Today's West Highland White Terriers differ little in personality from their working ancestors. They are highly intelligent, inquisitive, busy dogs – a lot of dog in a small package.

They should never be confused with or compared to such lap dog breeds as the Maltese or the Bichon Frise. Nor are they like small children in fur coats.

Westies are terriers, still retaining all their natural keen hunting instincts and should be reared with respect to their canine needs.

**Question and Answers**

During a training session, your Westie puppy has stopped, set his front feet in place and is staring you down. What should you do now?

1. Pick him up - the training session is over.
2. Get on all fours and then stare him down.
3. Signal with your voice that he is to come to you.

**Indicators**
Click & Type™ Interface

Authoring View

[Image of a software interface with various components such as information, scenario map, media, text, Q&A, feedback, objectives, and indicators.]
Menu To Select Screen Type

Authoring View
Button To Add Screens/Branching

Authoring View
Today's West Highland White Terriers differ little in personality from their working ancestors. They are highly intelligent, inquisitive, busy dogs - a lot of dog in a small package.

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Mouse To Add Media

Authoring View
Type & Click To Add Q/A

Authoring View

Question
During a training session, your Westie puppy has stopped, set his

Options
Each answer to be selected: 
- once only
- multiple times

Answers
Add Answer | Delete Answer
---|---
Pick him up - the training session is over. | ✓ | ✓ | ✗ | 0 | Scene4
Get on all fours and then stare him down. | ✓ | ✗ | ✗ | 0 | Scene4
Signal with your voice that he is to come to you. | ✓ | ✗ | ✗ | 0 | Scene4
"Click & Type" Scenario Builder

- Easy "click & type" interface
- Anyone can modify content and structure
- Structures are re-useable
- Content is re-usable
- Can be used for learning
- Can be used for assessment
Questions - Contact Info

Scott J. Wilson, Ph.D.
Scott@remote-Learner.net
(404) 531-9000

Moodle hosting, training & development services
www.remote-Learner.net

“Next generation” technology
www.UDuTu.com
Creating Quiz Activities

Dr Gustav W Delius
University of York
United Kingdom

Lecturer in Mathematics
Moodle developer
JISC project manager
Plan for the presentation

➲ A Brief Tour of the Quiz Module
➲ Managing Question Banks
➲ Different Uses for Quizzes
➲ Features for Achievement Tests
➲ Diagnostic Tools: Report plug-ins
➲ Quizzes as a Learning Tool
➲ Questions
Brief Tour of the Quiz module

➲ Creating a quiz
➲ Taking a quiz
➲ Reviewing a quiz
Managing Question Banks

- Question authoring interface
- Question Categories
- Import/Export
- Published Categories
- Correcting Questions
Different Uses for Quizzes

- Achievement Tests
- Diagnostic Tests
- Learning Activities
Features for Achievement Tests

➲ Grades
➲ Avoid Cheating
  ● Access control by IP number
  ● Shuffling of answers and questions
  ● Random questions
  ● “Secure” window
➲ Time limit
Diagnostic Tools: report plug-ins

- Overview report
- Item analysis
- Detailed responses
- Exporting reports
Quizzes as a Learning Tool

- Repeated attempts
- Adaptive mode
- Subject-specific question type
  plug-ins
- Remote questions
OU VLE Programme

Moodle in the Core of the OU

10 February 2006

Jason Cole
Learning & Teaching Solutions
Covered……

- What is the OU?
- The OU VLE Programme
- Our Targets for 2006, 2007 and 2008
- Our Moodle development priorities
- Questions
The Open University

- Europe’s largest distance learning provider (and one of the largest universities)
- Certificates, Undergrad, Masters and Ph.D.
- 180,000 students - 1 million alumni
- 280 courses
- Current provision – print based (lots and lots of print) with some online conferencing bolted on
The OU Courses

- From 6 weeks to 10 months
- Courses start 1 – 4 times a year (most 1 or 2)
- Cohorts are important
- Individual students with Associate Lecturer (AL) support
- AL’s responsible for assessment and some support
Course Production Process

- Academic course team proposes a course
- Approval of new course by committee
- Course team designs and writes the course
- Learning and Teaching Solutions provides production support (editing, graphics, interactive media)
- Production can take 3 years and cost £2-3 m
- Courses run for 7-8 years
Present eLearning Capacity

- Email, computer-conferencing (student-tutor, student-student)
- Digital resources from OU Library online
- Websites (personal, course-based)
- eBooks, simulations, A/V materials
- Specialist learning systems: computer-enhanced audio conferencing
- Computer-based assessment; secure online assignment handling
- Student Record System - CRM
Types of eLearning Facility

- Commercial product: FirstClass, Questionmark, Siebel
- Legacy systems: CIRCE
- Home-grown pedagogic products: eTMA, Lyceum, Buddyspace.

OU runs a blended learning environment – still lots of print and students want it
Only special markets for total online delivery.
OU VLE Programme

- £4 m programme
- Started in 2004
- Spent 18 months thinking about it
- Project ends early 2008
- Originally a web services based integration project
Phase 1 - conclusions

We should implement a VLE which:

- builds on & integrates our existing systems
- based on open, service oriented architecture
- uses appropriate international learning technology standards
- supports the 50 areas of functionality identified in the report (via a mix of current systems and new tools bought in or developed in-house)
The Moodle Decision

• I wasn’t hired for Moodle stuff
• Assigned to VLE programme by accident
• Key decision points
  – Avoid reinventing the wheel
  – Look outside ourselves
  – Simpler architecture
  – Started evaluation in July, final decision in October
We like process

Programme team:

Programme Director
Niall Sclater

Technical Managers
Jason Cole (LTS)
Sheila Coupe (AACS)

Academic Advisers
Martin Weller, Troy Cooper, Shailey Minocha

Programme Manager
Dean Taylor

Business Project Leaders
Rachel Hawkins (ePortfolios)
Ian Roddis (Portals)
Non Scantlebury (Library)
Jason Cole (Architecture)
Anne Ramsden (Federated Search)
Joan Stewart (eAssessment)

Programme Secretary
Bernie D’Souza

Projects Administrator
Jo Barclay

Consultants Ad hoc
Methodology – lots and lots of process

Each project area led by a Business Project Leader
↓
Given a brief based on OU VLE Business Case
↓
Consultation/feasibility stage (interviews, workshops, reviews etc)
↓
Business Case approval by OU VLE Programme Board
↓
Piloting and Development
↓
Phased Implementation
For 2006 - on going development projects

February
- FirstClass – bugs fixes/improvements to the web interface;
- an online interface for submitting CMA answers;
- ePortfolio tools for piloting by (limited no. of) CTs.

May
- convergence of eDesktop and OUBS platforms (Moodle?);
- improved functionality of online calendars.
- limited course website archiving & course level statistics.
- improved FirstClass web interface;
- convergence of StudentHome and TutorHome interfaces.
For 2007 - 70% of Priority 1 functionality

- Portalized bits of Moodle
- Improved asynchronous conferencing tools (based on FirstClass / Forums + blogging, wikis etc)
- Improved synchronous conferencing/instant messaging/audio-conferencing/whiteboard/presence tools (browser)
- Student tracking & reporting integrated with CRM
- Development and integration of online eAssessment tools
- Enhanced ePortfolio and PDP tools
- Integration with Documentum ECM (Hive on steroids)
For 2008 - 100% of Priority 1 functionality

- Further improvement of 2007 functionality
- Addition of personalisation features
- Extension of reporting and student tracking
- Development of Learning Design/Learning Activity tools
- Further online eAssessment tools (e.g. automated marking?)
So what does this mean for Moodle?

- Moodle is now the core of our eLearning Strategy
- 9 full time developers working on Moodle – with more to come
- Scalability is important to us...
Mapping to the Roadmap

• Our May release will use 1.6 with some customization

• Getting to May
  – Data and authentication integration
  – Testing framework
  – Resource pages and migration from existing systems
  – Research ePortfolios and forum improvements
  – Accessibility improvements (we don’t wanna get sued)
Stuff we want to develop / commission

- Roles and Permissions – define capabilities down to the module instance level
- Hierarchical groups – Group leader can create sub-groups
- Group specific activities and resources
- ePortfolio – full-blooded ePortfolio for a large number of use cases
Moodle Projects

- Three levels of interest:
  - Driver: We are dedicating a lot of resource and/or will become maintainers of a feature
  - Booster: We’ll dedicate some resource and watch and adopt
  - Consumer: Thanks! We love you guys too.
Driver Projects

- Quiz Module / eAssessment – lots of formative assessment stuff
- Forums
- Site Administration (roles, groups, etc)
- Performance / Scalability
- ePortfolio
- Synchronous collaboration
- Calendars – iCal!
- Federated Search – Moodle search + external library resources
- Community building tools (social bookmarks, tagging, buddy finder)
Booster Projects – Go Moodle! Go Moodle!

- Wiki
- Blog
- Accessibility
- Conditional activities
- Learning Design
- Math typesetting
- Object repositories
- Database
- MyMoodle
- Web Services API
Consumer – We love you guys

- Lesson
- Glossary
- SCORM player
- Metadata
Other Projects – We’re gonna be busy

Learning & Teaching Strategy Implementation
Enterprise Content Management System
OpenContentInitiative
eProduction and structured authoring
Course Models Review
CETLs
If you want to build a ship, don't herd people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.

Antoine-Marie-Roger de Saint-Exupery
1900-1944
<table>
<thead>
<tr>
<th>Focused On</th>
<th>The Results: Learning organizations [are] … where people continually expand their capacity to create the results they truly desire… (Senge, 1990)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vision: The Learning Company is a vision of what might be possible. (Pedler <em>et. al.</em>, 1991)</td>
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<tr>
<td>The Process: Learning organizations are characterized by total employee involvement in a process of … change… (Watkins and Marsick, 1992)</td>
<td></td>
</tr>
</tbody>
</table>
What it Feels Like

To Senior Management

- Innovative
- Resilient
- Profitable
- Meets Goals
What it Feels Like

To Line Managers

- High Performance
- Productive
- Competitive
- Delivers
What it Feels Like

To Employees

- Purposeful
- Fun
- Creative
- Open
Moodle

A Powerful Tool

“The concept of social constructivism extends ... into a social group constructing things for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels.”
A Strategy

- Based on performance
- Aligned with business goals
- Embedded into a supportive environment
Danisco competencies

We develop new knowledge, new skills and new attitudes in order to constantly improve our company.

We have a challenging working environment where continuous learning and development are part of everyday life.

At Danisco, we know that qualified and committed employees, specialists and managers are of key importance in our efforts to sustain the growth of the organisation. We recognise your potential and encourage you to develop to your full potential. By doing so we create value for you as an individual by maintaining and improving your employability while at the same time creating value for Danisco.

We also invest considerable resources in training and development activities for Danisco employees at all levels in the organisation. You can participate in a wide range of internal training and development programmes and use external training programmes.
Program Name

The Winning Edge
Drive for Success
On-Time Performance
Performance Goal

To allow teams to own and resolve their own problems through knowledge-sharing within a supportive environment.

To have a customer-oriented culture where exceptional customer service is a way of business.
Target Performance/Competencies

- being welcoming – using eye contact and positive body language
- actively helping customers and colleagues
- listening to customers and colleagues
- looking for how to say yes
Performance Criteria

- Cycle time
- Employee turnover rate
- Customer satisfaction ratings
- Percentage of employees with certificates
- Baseline Data
Performance Gap

Baseline: In 2004, the turnover rate was 18%
Target: Reduce the turnover rate to 16% in 2006
Your Target Audience

- Needs
- Demographics
- Learner Profiles
Training Strategies

- Individual Development Plans
- Communities
- Reflection
- Coaching
Promotion

Just build it and…

- Branding
- Communications
- Incentives
Sources of Support

- Senior Managers
- Line Managers
- Employees
- Recognition
Evaluate

- Learning
- Reaction
- ROI
- Reflect and Renew
Get Started

- Start Small
- Flexible
- Scaleable
Learn More…

Please join me in learning more, discussing your challenges, and developing resources at:

www.ProEmployees.com

Enrollment key: WP48295L3
<table>
<thead>
<tr>
<th>Learning Strategy Worksheet</th>
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<tbody>
<tr>
<td><strong>Program Name</strong></td>
</tr>
<tr>
<td><strong>Performance Goal</strong></td>
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<tr>
<td><strong>Target Performance or Competencies</strong></td>
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<tr>
<td><strong>Performance Criteria</strong></td>
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<td><strong>Performance Gap</strong></td>
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<tr>
<td><strong>Audience/Participants</strong></td>
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<tr>
<td><strong>Estimated Costs/Budget</strong></td>
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<tr>
<td><strong>Timeframe</strong></td>
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<td><strong>Training Strategies</strong></td>
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<td><strong>Promotion</strong></td>
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<tr>
<td><strong>Support and Recognition</strong></td>
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<td><strong>Results</strong></td>
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<tr>
<td><strong>Reflect and Renew</strong></td>
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</tbody>
</table>
Are you a Learning Organization?

It is essential that organizations continuously learn in order to respond to and anticipate changes in their operating environment and remain competitive. The questions below provide a health check for your organization. Use your answers to determine which areas deserve closer investigation, support and training.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Some-</th>
<th>Regularly</th>
<th>Often</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>Communication flows 360 degrees within the organization.</td>
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<td>Financial information is clearly available to enable departments to know their current operating performance.</td>
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<td>Honesty and openness are rewarded.</td>
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<tr>
<td>Employees have access to all the information necessary to work effectively.</td>
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<tr>
<td>Organizational knowledge, learning and ways of working are captured and stored in an accessible way.</td>
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<td>Employees regularly meet to reflect, share and act on their own and team work practices.</td>
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<td>People feel free to experiment, take risks, and openly assess the results of their actions.</td>
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<td>There is room for alternative / lateral thinkers in the organization.</td>
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<td>Ideas from all employees are listened to even if they challenge senior managers’ views.</td>
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<td>New ideas, services or products are regularly put into practice.</td>
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<tr>
<td>There are wide and varied opportunities for employees to learn in the organization.</td>
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<tr>
<td>There are coaching and mentoring systems available for all staff.</td>
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<tr>
<td>Managers view themselves as teachers and facilitators of the learning process.</td>
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<tr>
<td>Personal Development Plans are produced for each employee.</td>
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<td>Teams are routinely used for creative problem solving.</td>
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<tr>
<td>Cross-functional teams are used to accomplish tasks that cut across work areas or departments.</td>
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<tr>
<td>There are effective, informal learning networks where people from different levels within the organization exchange ideas.</td>
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<tr>
<td>Staff members treat each other with mutual respect regardless of what positions they hold.</td>
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</tbody>
</table>
Michael Penney
LMS Project Manager
California State University, Humboldt
mmp5@humboldt.edu
Courseware Development Center

- Blackboard
- Moodle
- Websites/Multimedia
- Faculty technology support
- Custom programming
Why?

- HSU faculty identified Moodle gradebook as needing work
Looked at various options

- SFSU “Gradebook2”
  - Code non-standard
  - Required modifications to all modules
  - Hard to share, test, etc.
Started work

- Identified features with HSU faculty
  - Weighting, categories, letter grades
  - Exclusions
  - Extra credit
  - Drop ‘X’ lowest
  - Speed
Make it ‘Moodley’

- Posted alpha screenshots in Gradebook forum
Make it ‘Moodley’

- Posted alpha screenshots in Gradebook forum

![Gradebook screenshot](image-url)
Much discussion ensued
Gradebook Tutorial

- Start from simple prefs.
- Walk through steps of setting up gradebook
Future directions

- Faculty (at Cal State)
  - Like ability to edit all grades, any time
  - Want to create graded items in gradebook
  - Send grades to SIS (transcripts)
Requested features we didn’t get to

- Editing grades in gradebook
  - Have this now, has some scaling issues
- Central Grades Table
  - Would allow easier activity linking
  - Cross course grade reporting
  - Per student assessment
Direct grade editing

![Image of a web page showing a learning management system with grades for different students and problems.](image-url)
Direct grade editing

- Show HSU version
- Problems:
  - Scalability (large courses)
  - Module particulars (lesson, forum, etc.)
Future?

- Central tables:
  - Make it easier to add features like
  - uploading grades
  - Download/upload of categorization
  - SIS integration/transcripts/tracking
  - Activity linking/locking

- Need funding for this
Michael Penney
LMS Project Manager
California State University, Humboldt
mmp5@humboldt.edu
The Future of Moodle and Open Source e-Learning Technology
Martin Dougiamas, Moodle Pty, Ltd.

This presentation was given over the web using the following URLs:

http://www.moodle.org/
http://docs.moodle.org/en/Roadmap
Savannah, February 10, 2006

Building Effective Learning Simulations

Dr. Steve Menear
President and Cofounder
The GOLD Center
Main Messages

• Moodle is a great tool for employee learning
• Moodle is a means to an end, not the end itself
• The most important design principle is KISS
• Interaction is the key to effective learning
The GOLD Center Story

• A tale of two (mature?) MBA students
• Making best practices even better
• An extensive, international beta trial
• Applying our principles to the corporate world
• Our unique concept arrives in the summer
Why We Chose Moodle

- Features that rival commercial products
- Some excellent ideas put into practice
- The flexibility to adapt to our learning paradigm
- The benefits of an open source community

To supplement the Moodle environment:
- We use instant messaging and Skype extensively
A Design Imperative: Course Template

- It’s important to be consistent
- The environment should enhance, not confuse
- It’s tempting to try everything
- The more simple the template, the better
Introduction

Purpose: to create slides that bring clarity and focus to your message.

In this course, you’ll learn about the importance of context, what makes a good slide, when to include graphics and animation, and how to ensure a logical flow. With your team, you’ll create a set of slides suitable for a 45-minute presentation.

We hope you enjoy this course!

- News forum
- Q&A forum
- Private team forum
- Private journal
- User's Manual
An Example Template: Weekly Lesson

2 Creating an Effective Slide

This week, we will consider Ten principles for creating an effective slide. Please read through the lesson material and then join us in Forum #2 for a discussion of these principles.

For Workshop #2, you are asked to review and comment on actual slides presented at industry conferences. Improve the sample material, and then upload your PowerPoint file for peer review. Take advantage of peer feedback to improve your work before submitting your final version to Drop box #2.

For Project #2, you and your teammates are asked to put together a draft sequence of slides based on the template and outline you created last week.
The Key to Effective Learning: Interaction

Tell me and I will forget.
Show me and I may remember.
Involve me and I will understand.
- Confucius

• A team approach: valuable but risky
• Forums are the heart of any course
• The importance of an “ego-free zone”
The Basic Elements of a Workshop

- The instructor can provide sample material
- Students review the work of the instructor
- Students upload a draft version of their work
- The instructor and students provide feedback
- Students submit a final version of their work
How We Design a Workshop

• Use a basic set of options only
• Link instructor material separately
• Prepare students for review questions
• Use open-ended questions where possible
• Use a ‘drop box’ to avoid grading confusion
• Provide model answers to the class
The Basic Elements of a Forum

• The designer can specify access privileges
• The instructor and students can interact
• The instructor and students can grade messages
• The designer can specify time limits
How We Use the Forum

• Define seed messages ahead of time
• Use a binary scale: acceptable or not
• Tally the number of acceptable messages
• Penalize students who post too many messages
• Make use of ‘aliases’ for simulations
The Basic Elements of a Quiz

• The designer can specify different types of question
• There can be more than one correct answer
• Questions can be selected at random
• The quiz can be timed
• Upon completion, students can see correct answers
How We Design a Quiz

• Use multiple-choice questions only
• Offer a practice quiz with a large test bank
• Students can take the practice quiz many times
• Offer a graded quiz to be taken just once
• Provide a set of model answers and explanations
Using Other Moodle Features

- Team assignments and forums
- The lesson activity
- The use of PDF files
- A consistent approach to grading
Some Additional Words of Advice

- Use only what you really need
- Be sensitive to time requirements
- Validate Internet links frequently
- Bring discussions to completion
- Interact frequently with students
Conclusions

• Moodle can be used for employee learning
• You must adapt Moodle to your needs
• Always Keep It Simple, Stupid
• Interaction is the key to effective learning
• Learn from others in the Moodle community
LAMS

Learning Activity Management System

Ernie Ghiglione
LAMS Project Manager
Macquarie University, Sydney Australia
LAMS & Moodle integrated since 20-Sept-2005 as a request from the New Zealand Department of Education.

LAMS is integrated in Moodle as an Activity as well as a Course Format.

All integration information is available at:

http://lamsfoundation.org/integration/moodle

Testing Site:

http://lamscommunity.org/moodle
LAMS & Moodle

Animations and Demostration:

🔗 http://lamsfoundation.org/integration/moodle

Integration Support and case studies available at the LAMS Community:

🔗 http://lamscommunity.org
External Tool Wrapper

External tool can be used as normal LAMS Tools using the tool wrapper. Effectively, Moodle, .LRN or Sakai tools can be used as native LAMS tools (including advanced features as groupings, branching, define in monitor, etc)
The LAMS/Moodle wrapper provides another level of abstraction to bundle Moodle activities as LAMS native tools that you can drag and drop to create learning sequences just like any other tool.
Where/How do I start developing a LAMS Tool?

The LAMS Wiki
http://lamsfoundation.org/wiki

The LAMS Tech Community
http://lamscommunity.org