

Date: Sat, 16 Jul 2005 11:46:18 -0700
To: Charles Severance <csev@umich.edu>, <hardin@umich.edu>, Charles kerns <charles.kerns@stanford.edu>
From: charles kerns <charles.kerns@stanford.edu>
Subject: Re: why is moodle pedagogy friendly???
Cc: Phillip Long <longpd@MIT.EDU>, "Malcolm B. Brown" <malcolm.B.Brown@Dartmouth.EDU>, lois Brooks <lbrooks@stanford.edu>

At 7/16/2005 10:06 AM, Charles Severance wrote:

I agree here - the nice thing about your omments Charles is that it gives us something to work on.

Parts of what you describe are merely doing a much better job in contextualizing existing capabilities into the teaching context.

Other parts are indeed new features which move toward a LD approach. Those will take more time to get to.

It would be nice to see a couple of screenshots which demonstrate some of these concepts.

some screen grabs with explanations. linked to my earlier list.

>>
>> *1. Creating a site is creating course activities: ("super malete")

Here is area from main entry page called weekly outline (one of the three types of course sites) for displaying course activities (this area is centered top and biggest) from the "teachers hands on playground site". I have toggled from view as student (default mode) to view editing mode (it adds the icons to the right of each activity.) I opened the pull down menu for adding an activity. Also note that this is a demo site that has an admin login that anyone can use (as we do in nightly) but the login name is teacher and the password is teacher. (more context stuff)

Note: The context is focused on marketing to instructors to adopt or push adoption as individuals.

In the core schools we have left that type of marketing to our the local schools who already have set up demo sites for their previous cms and will take responsibility for making one for their own faculty. Because of this we have positioned Sakai as an institutional solution; moodle is a teachers' solution. That means that we have not focused on the teacher, but the support staff who help instructors. Not a bad idea for schools like us who have staffs to customize documentation, but we should also have a version for the rest of the schools.

(see moodle main screen-edit mode)

Weekly outline





To use this demo course from a teacher perspective, login to the site as


username: **teacher**


password: **teacher**

Please keep it tidy - this is a public space. Every now and then this course will get restored from a clean backup to clean it up, so don't rely on anything you put in here.




For a full demo of Moodle from an admin perspective, see <http://demo.moodle.com>


-  [News forum](#) → ⌵ 🔊 ✕ 🌐 👤
-  [bongochat](#) → ⌵ 🔊 ✕ 🌐 👤
-  [the weather](#) → ⌵ 🔊 ✕ 🌐 👤
-  [when do we adopt](#) → ⌵ 🔊 ✕ 🌐 👤

 Add a resource... ▾

 Add an activity... ▾

1 16 January - 22 January

-  [text page](#) → ⌵ 🔊 ✕ 🌐
-  [A web page](#) → ⌵ 🔊 ✕ 🌐
-  [a wiki test](#) → ⌵ 🔊 ✕ 🌐 👤

 Add a resource... ▾

- Add an activity...
- Assignment
- Chat
- Choice
- Dialogue
- Exercise
- Forum
- Glossary
- Hot Potatoes Quiz
- Lesson
- Quiz
- SCORM
- Survey
- Wiki
- ...

2 23 January - 29 January



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>> *2. The Discussion tool is viewed as most
important *(this is stated in the documentation)
and has features that make it especially useful
for teaching and online courses
```

It does your basic stuff like polling, having groups and sections, grading, three types (one type for a single require post from every student)--this works in conjunction with dialogue tool to do much of what is listed about facilitator support for a learning community as described in

courses on how to run an online course. (the rss is a bit much for most faculty, but is all over the early adopter blogs like steven downes.)

(see add forum screen)

Adding a new Forum

Forum name:

Forum type: (dropdown menu open with options: A single simple discussion, Each person posts one discussion, Standard forum for general use)

Forum introduction:
Standard forum for general use

Write carefully ⓘ
Ask good questions ⓘ
About the HTML editor ⓘ

Can a student post to this forum?: ⓘ

Force everyone to be subscribed?: ⓘ

Read tracking for this forum?: ⓘ

Maximum attachment size: ⓘ

RSS feed for this activity: ⓘ

Number of RSS recent articles: ⓘ

Allow posts to be rated?: Use ratings:
Users: ⓘ
View: ⓘ
Grade: ⓘ
 Restrict ratings to posts with dates in this range:
From: ⓘ ⓘ
To: ⓘ ⓘ

Group mode: ⓘ

Visible to students: ⓘ

>>
>> 3. It Has Teaching and Learning Help, i.e.,
"Why would I do this in my course";@-not just
"what button to push" help
>> *
>> As you edit an activity there is item
specific help that relates to the teaching or
learning implications of that item (not just how
to do set the setting)-

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>>>> *4. Pedagogically relevant options in tools
>> *5. Some Tools that are especially for
teaching (dialog, glossary, workshop)
>> *6. Php tools that were developed elsewhere
for teaching and learning and then added to
Moodle (Hot potatoes, workshop)
>>> -----
>> *7. The teacher focus in the documentation*.
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Here is the one-on-one or group limited time async discussion especially good for contacting students, a nice feature that is similar (in teaching functionality) to way we dealt with instructor-student communication (but by email) in the CourseWork assessment tool but was dropped from Samigo. This is a customization to fit a teaching and learning need--probably will continue to evolve based on feedback to users. I could be done with a forum or email--but this saves much time

(see dialog and whats a dialog help screens)

Dialogues

This module provides a simple communication method between pairs of users. A teacher can open an dialogue with a student, a student can open a dialogue with a teacher, and (optionally) a student can open a dialogue with another student. A teacher or student can be involved in many on-going dialogues at any time.

A dialogue can have an unlimited number of entries, normally the "conversation" takes place as a set of interleaved replies. This format is not enforced and either party can add to the dialogue at any time.

A dialogue can be closed by either party at any time. Closed dialogues cannot be reopened. However, a closed dialogue can be viewed by either party provided it is still in existence...

...The module deletes closed dialogues and all their entries after a certain time. That time is set here when the Dialogue is created.

If the course has groups the following points apply.

- When opening a new dialogue the teacher is shown the group mode of the dialogue and their current group. This information is displayed immediately below the Tab Bar.
- A teacher can start dialogues with all the students in their current group by choosing the group name in the drop-down list of names. Once started the dialogues operate in the normal way, that is, they are one-to-one dialogues between the teacher and individual students.
- If the dialogue is in SEPARATE GROUPS mode then students only see other students in their own group (assuming the dialogue allows student-to-student dialogues). In this mode students who are not in any group do not see any other students.

Close this window

Adding a new Dialogue

Further Information

Dialogue name:

Dialogue Introduction:
Trebuchet | 1 (0 pt) | B / U
+ | ← | → | ↶ | ↷ | ↵ | ↶ | ↷ | ↵ | ↶ | ↷ | ↵ | ↶ | ↷ | ↵

View as HTML ⓘ
Export as PDF ☹️

Path:

Delete Closed Dialogues after (Days): ⓘ

Type of Dialogue: ⓘ

Allow more than one Dialogue with the same person: ⓘ

Mail Notification: ⓘ

Group mode: ⓘ

Visible to students:



Here is shot of the peer review admin tool. Lots of features that came from teaching experience in doing peer review. With help so granular it makes it much easier to have lotsa features without confusing the teacher.

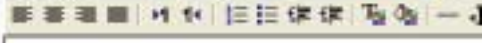
(see workshop-peer review screen)

Adding a new Workshop


Submission Title:


Description: 1 (8pt)


Watermark 
Use the HTML editor 





Path:


Grade for Assessments: 


Grade for Submission: 


Grading Strategy: 


Number of Comments, Assessment Elements, Grade Bands, Criterion Statements or Categories in a Rubric: 


Number of Attachments expected on Submissions: 


Allow Resubmissions: 


Number of Assessments of Examples from Teacher: 


Comparison of Assessments: 


Number of Assessments of Student Submissions: 


Weight for Teacher Assessments: 

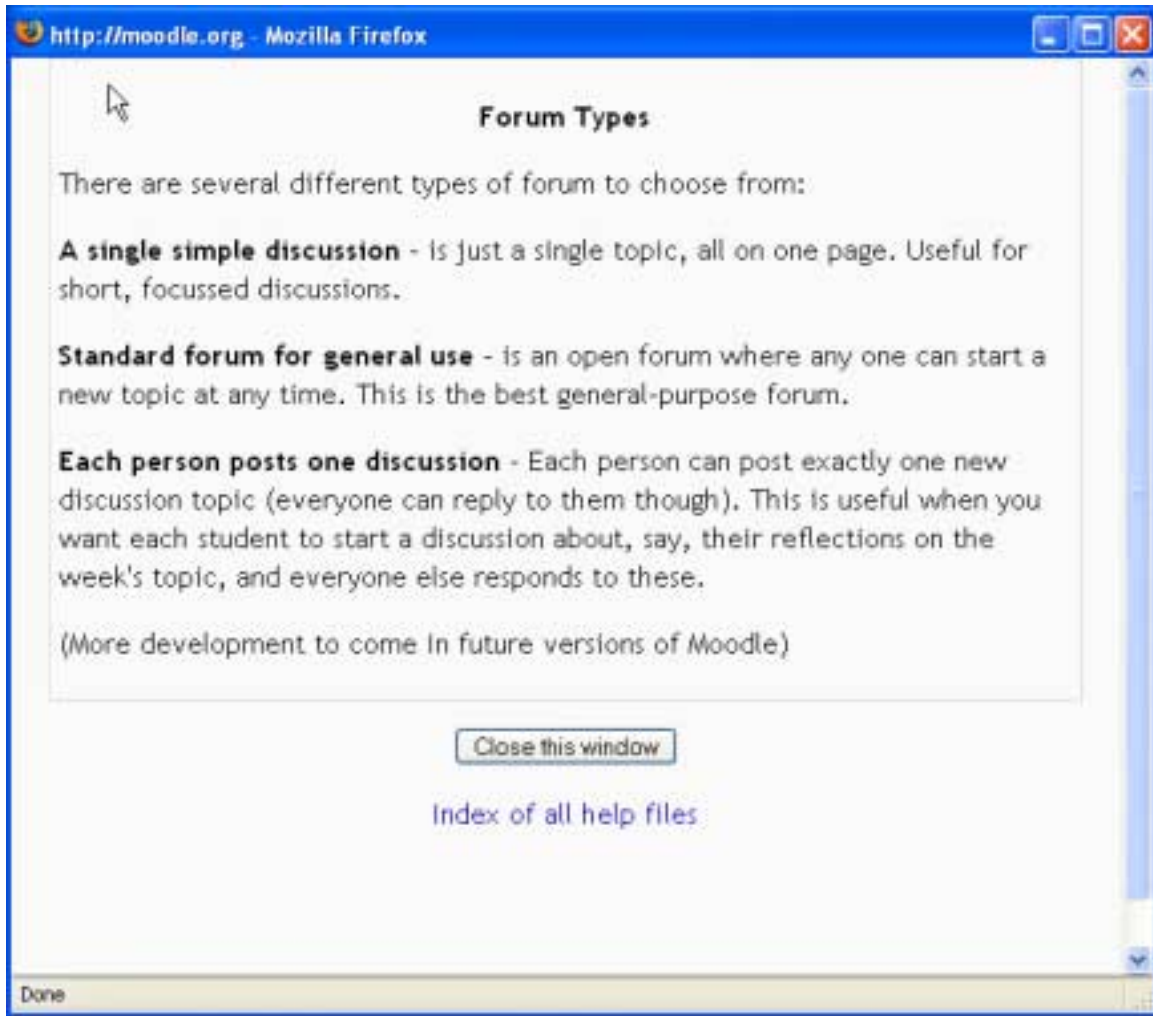
Over Allocation: 

Self Assessment: 

Assessments must be agreed: 

Hide Grades before Agreement: 

League Table of Submitted Work: 



Attachments:

moodle main screen-edit.png

<http://collab.sakaiproject.org/access/content/attachment/6aa7c825-033d-406f-0068-fb699295a730/moodle%20main%20screen-edit.png>

add forum.png

<http://collab.sakaiproject.org/access/content/attachment/2a06d60b-1196-459a-805b-fedda52a686f/add%20forum.png>

whats a dialog help.png

<http://collab.sakaiproject.org/access/content/attachment/fb053f0b-4d9c-4d18-8007-53895d2edcf8/whats%20a%20dialog%20help.png>

dialog.png

<http://collab.sakaiproject.org/access/content/attachment/44ced52a-f0c8-44ea-000d-dd1fdc08ffed/dialog.png>

workshop--peer review.png

<http://collab.sakaiproject.org/access/content/attachment/af1e6fb4-2da2-479d-8035-7bb638502be0/workshop--peer%20review.png>

forum help.png

<http://collab.sakaiproject.org/access/content/attachment/40863478-b926-40ef-00d2-664da4092f47/forum%20help.png>