What’s **moodle**?
SHOW AND TELL
Classroom
COMPONENTS OF A 21st Century Classroom

Technology is undeniably changing the face of education, and it’s easy to see the impact already. Imagine what classrooms will be like in 20 years with the speed of technological innovation. Learn more about some of the key advancements in the 21st century classroom.

91% of teachers have computers in their classroom...

...but just 1 in 5 feel their classrooms have the right level of technology

INCREASING THE PRESENCE OF THE FOLLOWING TECHNOLOGIES COULD CHANGE THAT RATIO DRASTICALLY

Real World Education
Project-Based Learning (PBL) teaches concepts, but also organization, articulation, project management and collaboration

Integrating life skills into education can improve student engagement and retention and prepare them for 21st century careers

Online Courses
Almost a third of all college students take at least one online course

Over 65% of education institutions count online learning as critical for long-term educational success

Learning Analytics
Help teachers assess top concerns and achievements related to their students

Registration for the Learning Analytics and Knowledge conference doubled between 2011 and 2012

One system claims to predict whether a student’s likelihood of sufficient course completion with about 70% accuracy, highlighting risk factors for individual students

Top 3 Reasons for Teachers to Use Technology in the Classroom

76%
Adapt to diverse learning styles

77%
Boost student motivation

76%
Enhance the material being taught

Open Source Textbooks
In the next decade, open source textbooks are expected to grow to 20% of the textbook market

6 in 10 students have used a digital textbook - just 4 in 10 had in 2011

By 2013, e-textbooks may comprise 11% of textbook revenue

Integration of Social Networks
Engaging students with a tool they already use can help them learn in new ways, gain focus and increase participation

One social media pilot program assisted in a class’ 50% increase in grades

4 in 10 students believe integrating social networks into the classroom would benefit their education

81% of teachers believe tablets enrich classroom learning

86% of students believe they study more efficiently with tablets

1 in 5 students have used a mobile app to keep their coursework organized

23% of teachers use social media for coursework, compared to new 50% of college professors

59% of students would like to use their own mobile devices to enhance learning

Games and Gamification
In one study, games raised average test scores:

91.5%
With the use of digital games

79.1%
Without the use of digital games
Course Management Systems
IS TECHNOLOGY **CONNECTING** PEOPLE

...OR JUST **DISTRACTING** THEM?
Got Mooc?

Coursera  Google

edX  edX
Take the World's Best Courses, Online, For Free.

COURSES (195)

Functional Programming Principles in Scala
Ecole Polytechnique Federale de Lausanne
Started 8 days ago (7 weeks long)

Scientific Computing
University of Washington
Started 2 days ago (10 weeks long)

Compilers
Stanford University
Starts in 5 days (11 weeks long)

Human-Computer Interaction
Stanford University
Started 2 days ago (9 weeks long)

See all Courses

CATEGORIES (18)

Biology & Life Sciences
Computer Science: Programming & Software Engineering
Economics & Finance
Food and Nutrition

Business & Management
Computer Science: Systems, Security, Networking
Education
Health and Society & Medical Ethics

Computer Science: Artificial Intelligence, Robotics, Vision
Computer Science: Theory
Electrical and Materials Engineering
Humanities and Social Sciences
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Watch a Lecture  Earn a Degree

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Yale  Carnegie Mellon  Stanford University  MIT  Massachusetts Institute of Technology  Berkeley  Dartmouth College

Recently Added
Six degrees of separation
TECHNOLOGY CRITICAL TO SUCCESS

- 66% of students say they were prepared to use needed technology when they entered college.
- 75% of students say that technology helps them achieve their academic outcomes.

ENGAGING STUDENTS WITH TECHNOLOGY

- 74% of students say they have taken at least one course that includes online components.
- 54% of students say they are more actively involved in courses that use technology.
- 70% of students say they learn most in blended learning environments.
- 57% of students say they wish their instructors used more open educational resources.
- 16% of students say they skip classes when course lectures are available online.
- 55% of students say they wish their instructors used more simulations or educational games.

ECAR report, ECAR Study of Undergraduate Students and Information Technology, 2012.
3/5 of students say it’s important to have an online forum to communicate with other students.

2/5 of students say they are comfortable connecting on social networks with past professors.

57% of students say they like to keep academic and social lives separate.

Students wished their instructors communicated more using:

- Face-to-face interaction: 53%
- Course or learning management system: 53%
- E-mail: 45%
- Text messaging: 43%
- Instant messaging/online chatting: 37%
- Social studying sites: 36%
- Phone-like communication over the Internet: 33%
- Facebook: 29%
- Phone conversation: 28%

EDUCAUSE CENTER FOR APPLIED RESEARCH
44% of students at Lingnan wish to use social networking software (e.g. Facebook) on the web to communicate/collaborate with other students in the course.

41% of students would like to use instant messaging/chat on the web (e.g. MSN) to communicate with lecturing and administrative staff from the course.
What can I do with it?
The Liberal Arts University in Hong Kong

News
10 Aug 2012 Lingnan University confers honorary fellowship upon five distinguished individuals
5 Jul 2012 "Cultural July: Joyful Summer Reading - Seminar on Cantonese Opera and the Witty Maids"
20 Jun 2012 Asia Pacific Institute of Ageing Studies issues research results on elder neglect in Hong Kong

Events
31 Aug 2012 Seminar on "Scientific Inference and Ordinary Cognition: Fodor on Hales and Cognitive Architecture"
13 Sep 2012 Seminar on "Asian Bodies/Global Sounds: the International Circulation of Music"
2. PROFILE

Barack Obama

Detailed Info

Website:
http://www.barackobama.com
http://www.whitehouse.gov/

Relationship Status:
Married to Michelle Obama

Religious Views:
Christian

Interests:
Basketball, writing, spending time w/kids

Favorite Music:
Miles Davis, John Coltrane, Bob Dylan, Stevie Wonder, Johann Sebastian Bach (cello suites), and The Fugees

Favorite Movies:
Casablanca, Godfather I & II, Lawrence of Arabia and One Flew Over the Cuckoo's Nest

Favorite Books:
Song of Solomon (Toni Morrison), Moby Dick, Shakespeare's Tragedies, Parting the Waters, Glead (Robinson), Self-Reliance (Emerson), The Bible, Lincoln's Collected Writings

Favorite TV Shows:
Sportscenter

Favorite Quotations:
"The Arc of the moral universe is long, but it bends towards justice." (MLK)

Work Info

Position:
President of the United States

Time Period:
January 2009 to present

Employer:
United States Senate

Position:
Senator

Time Period:
January 2005 to November 2008
### Weekly outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 August - 22 August</td>
</tr>
<tr>
<td>2</td>
<td>23 August - 29 August</td>
</tr>
<tr>
<td>3</td>
<td>30 August - 5 September</td>
</tr>
<tr>
<td>4</td>
<td>6 September - 12 September</td>
</tr>
<tr>
<td>5</td>
<td>13 September - 19 September</td>
</tr>
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<td>6</td>
<td>20 September - 26 September</td>
</tr>
<tr>
<td>7</td>
<td>27 September - 3 October</td>
</tr>
<tr>
<td>8</td>
<td>4 October - 10 October</td>
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<tr>
<td>9</td>
<td>11 October - 17 October</td>
</tr>
<tr>
<td>10</td>
<td>18 October - 24 October</td>
</tr>
<tr>
<td>11</td>
<td>25 October - 31 October</td>
</tr>
<tr>
<td>12</td>
<td>1 November - 7 November</td>
</tr>
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</table>
3. EDIT COURSE SETTINGS
<table>
<thead>
<tr>
<th>Date Range</th>
</tr>
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<tbody>
<tr>
<td>27 September - 3 October</td>
</tr>
<tr>
<td>4 October - 10 October</td>
</tr>
<tr>
<td>11 October - 17 October</td>
</tr>
<tr>
<td>18 October - 24 October</td>
</tr>
<tr>
<td>25 October - 31 October</td>
</tr>
<tr>
<td>1 November - 7 November</td>
</tr>
<tr>
<td>8 November - 14 November</td>
</tr>
<tr>
<td>15 November - 21 November</td>
</tr>
</tbody>
</table>
Edit course settings

General
Course full name: Moodle 101 Training
Course short name: mood-101-training
Course ID number: mood-101-training
Course summary: "Moodle 101 Training Course"
Format: Weekly format
Number of weeks: 14
Course start date: 16 August 2012
Hidden sections: Hidden sections are shown in collapsed form
News items to show: 5
Show gradebook to students: Yes
Show activity reports: Yes
Maximum upload size: 300MB

Guest access
Allow guest access: No
Password: Unmask

Groups
Group mode: No groups
Force group mode: No
Default grouping: None

Availability
Availability: This course is available to students
4. EDIT COURSE CONTENT
5. ADD Resource Activity
- Add an activity -> Assignment
- 4 types of assignments
  - Upload a single file
    - Allow students to submit one single file
  - Advanced uploading of files
    - Allow students to submit multiple files
  - Online Text
    - Allow students to type their submission online
  - Offline activity
    - Provide instructions only
- Mahara Portfolio
News Forum

- Announcements
- Created by default
- Posted by teachers, students cannot reply
- Forced subscription by default
  - All teachers and students of the course receive an email copy when a new message is posted
- Once deleted, cannot be re-created by teachers

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Last post</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an announcement</td>
<td>Demo Instructor</td>
<td>0</td>
<td>Demo Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thu, 18 Aug 2011, 09:49 AM</td>
</tr>
<tr>
<td>Announcements are posted here</td>
<td>Demo Instructor</td>
<td>0</td>
<td>Demo Instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mon, 15 Aug 2011, 10:25 AM</td>
</tr>
</tbody>
</table>
Forum / discussion board

- Add an activity -> Forum
- 5 types of forums
  - A single simple discussion
  - Each person posts one discussion
  - Q and A forum
  - Standard forum displayed in a blog-like format
  - **Standard forum for general use:** used as discussion board
- Add an activity -> Choice
- Choices are available for participants to choose
- A quota may be imposed to each choice

Tutorial 1 will be held on 20/9/2011. Please register in one session of tutorial 1. Each session has a quota of 20 students.

- 10:00 - 11:00, MW T6
- 11:00 - 12:00, MW T6
- 12:00 - 13:00, MW T6

[Save my choice]

Responses

<table>
<thead>
<tr>
<th>10:00 - 11:00, MW T6</th>
<th>11:00 - 12:00, MW T6</th>
<th>12:00 - 13:00, MW T6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

Demo Student

Select all / Deselect all With selected
Choose an action …
Blog
EXAMPLE

TLC Weekly Outline
Excellence for All – a framework for monitoring and tracking

July 29, 2012 — Lee Dunn

I recently wrote an article which described the rationale and priorities behind my strategy – Excellence for All (EFA). The focus is to raise attainment and recognise achievement. The strategy is supported by a framework which builds capacity for whole school monitoring and tracking.

For simplicity, I have seperated the framework into three strands. I have assumed that each school implementing Excellence for All will have a designated Coordinator.

**Strand I – Improving the data landscape**

Specific engagement between the EFA Coordinator and key staff to facilitate data sharing as outlined in thematic priority 1. This will include mapping and identifying (with reasons) the minimum data necessary to improve the data landscape for young people which will lead to improved monitoring and tracking across the school.

**Strand II – dissemination of information**

Reviewing what and how management information is disseminated across Faculties and Pupil Support considering personal and aggregated data. This includes bi-directional data sharing.

**Strand III – strategic use of information**

Production of a policy and practice framework with recommendations on those data – and wider intelligence – which the school should collect and scrutinise regularly and why. The framework will address; the key data, current data use, data and analytical requirements (including the type of reports staff would find most helpful) and data commitments – it will also address the questions within implementation and evaluation.

There are limited dependencies between the strands and it is envisaged that each strand can run concurrently. The implementation of the framework will adopt a development cycle and will borrow heavily from the structures of a recognised project management methodology. The framework will be underpinned by a core set of guiding principles.
ALMOST THERE!

FRUSTRATION AHEAD!
6. ASSESSMENT
OUTCOMES
GRADING
CRITERIA
RUBRICS
TURNITIN
7. ASSESSMENT

TURNITIN

GRADING

RUBRICS

CRITERIA

OUTCOMES
Weekly outline

16 August - 22 August

23 August - 29 August

30 August - 5 September

Add a resource...  Add an activity...
Assignments
Advanced uploading of files
Online text
Upload a single file

Glossary
Group choice
Group selection
Lesson
OU blog
OU wiki
Assignment name
Description

Display description on course page
Available from: 6 September 2012
Due date: 13 September 2012
Prevent late submissions: No

Grade
Grade: 100
Graded method: Simple direct grading
Grade category: Uncategorised

Advanced grading
No attempts have been made on this assignment
Edit my submission

Please note: the advanced grading form is not ready at the moment. Simple grading method will be used until the form has a valid status.
A rubric consists of a set of criteria, each with several levels. A grade is calculated based on the levels selected.

<table>
<thead>
<tr>
<th></th>
<th>very poor; many basic errors</th>
<th>can understand but with a few errors</th>
<th>mainly correct; near native accuracy</th>
<th>Don't be afraid of using a dictionary!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of language</td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>Relevance of content</td>
<td>no relevant content</td>
<td>a few points relating to the title</td>
<td>covers most of all of the points required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>Appropriateness of style</td>
<td>poor or inappropriate style</td>
<td>acceptable style</td>
<td>very appropriate near professional style</td>
<td>Good effort!</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td></td>
</tr>
</tbody>
</table>
8. ASSESSMENT
OUTCOMES
GRADING
CRITERIA
RUBRICS
TURNITIN
A 63-year-old hunger striker passed the 108-hour mark on Thursday morning, as the protest against national education continued outside the government headquarters in Admiralty.

In a deal that could intensify pressure on international airlines to deepen commercial alliances, Dubai-based Emirates Airline and Qantas Airways said they will align ticket prices and flight schedules.

Former President Bill Clinton gave a rousing defense of President Barack Obama’s handling of the weak economy and issued a detailed attack on Republican Mitt Romney in a speech that electrified the Democratic National Convention.
Dear David SANTANDREU,

You have successfully submitted the paper, "Moi" to the assignment "assignment 1 - Part 1 (Moodle 16898373)" in the class "Moodle 101 Training (Moodle 5492119)" on 06-Sep-2012 02:20PM. Your paper id is 265493889. Your full digital receipt can be downloaded from the download button in your class assignment list in Turnitin or from the print/download button in the document viewer.

Thank you for using Turnitin,

The Turnitin Team
<table>
<thead>
<tr>
<th>Submission</th>
<th>Submitted</th>
<th>Similarity</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moi</td>
<td>6/09/12, 14:20</td>
<td>43%</td>
<td>500</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**Add Submission**

- **Submission Title**: Moi
- **Submission Part**: Part 1
- **File to Submit**: 
- **Confirm**: By checking this box, I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission.

**Add Submission**
"Everything is difficult before it becomes EASY"  
Unknown
Need Help?

http://study.ln.edu.hk/tlc/
再见

David Santandreu Calonge

教学與学习中心
Teaching and Learning Centre