# Moodle Course Design for a Networked World

Keynote
Joyce Seitzinger
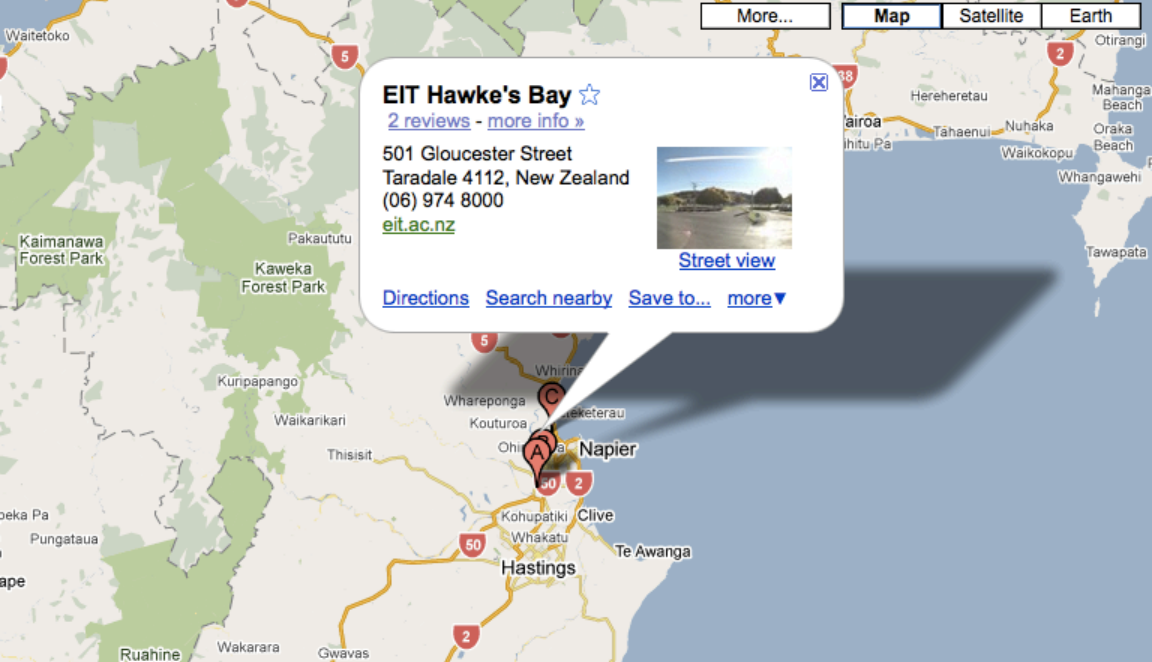#SMMXII
September 2012

# Joyce Seitzinger
# Deakin University

aka @catspyjamasnz
Say hi. Use tag #SMMXII

EIT Hawke's Bay ☆
2 reviews - more info »

501 Gloucester Street
Taradale 4112, New Zealand
(06) 974 8000
eit.ac.nz

Street view

Directions   Search nearby   Save to...   more▼

All pics cc license Flickr catspyjamasnz

Home    All Courses    Student Help    Staff Help

EIT Online ▶ 2011-MN9.490OL

Switch role to...

## People

Participants

## Activities

Assignments
Books
Forums
Glossaries
Resources
Wikis

## Search Forums

[            ]

Go
Advanced search

## Administration

Turn editing on
Settings
Assign roles
Grades
Groups
Backup
Restore

## Topic outline

Master of Nursing (Level 9)
# Masterate Research

Course announcements   59 unread posts
Help forum   19 unread posts
How to use EIT Online
Study guide
Facilitator notes
Carrel room   1 unread post
Research Progress Report

### 1

## Welcome

Welcome to **Masterate Research**. For some of you this course will be the final in your long journey to gain a Master of Nursing degree. Congratulations for getting this far! I trust you will enjoy this final step of the journey.

The course is divided into 6 modules and is likened to climbing a mountain (which the thesis feels like at times!). Thus Module 1 starts at Base Camp through to Module 6 Navigating down. I hope you enjoy working through the process of your thesis. I think the journey is as important as the destination so make the most of every aspect of the climb (the ups and the downs).

To introduce myself as course coordinator, I have recorded a short welcome

## Upcoming Eve

Finish Modul
Start Module
Finish Modul
Preparation f
Taradale campus
Start Module
Research pre

Go t
Ne

## Latest News

Add a
*8 Apr, 16:23*
Ruth Crawford
Module 5 is
Old

## Recent Activi

Activity since We

# EIT
### EASTERN INSTITUTE OF TECHNOLOGY

**Home**  **All Courses**  **Student Help**  **Staff Help**  **Webmail**

EIT Online ► BIO5.03OL2011

Switch role to...  ▼  Turn editi

## Latest News

Add a new topic...

*13 Apr, 09:28*
Cryn Russell
 mid-semester test results more...

*11 Apr, 09:24*
Cryn Russell
 mid-semester test tomorrow!
more...
Older topics ...

## People

🧑 Participants

## Online Users

(last 5 minutes)
📇 EIT Online Administrator

## Quickmail

✉ Compose Email ❓
Settings...

## Search Forums

Go
Advanced search ❓

## Weekly outline

# BIO5.03
# Microbiology

**Welcome to Microbiology!**
This course is a comprehensive one-semester introduction to microbiology. The content covers the scope of microbiology with emphasis on history, microscopy, microbial diversity, microbial nutrition and growth, control of microbial growth, and introductory wine microbiology.
Each week you should start with **What To Do This Week** to guide you on the activities for learning about the week's topic - you can print this guide.
If you have any queries relating to this course then contact me as soon as possible so that I can help you. To view my profile - and others in this course - go to **Participants** in the left menu.
Enjoy the course! Microbiology is fascinating and inspiring and relates so much to our world. I hope you will learn much about the mostly unseen world and the importance of microbes to our lives and to the production of wine.
Cryn

The following provides you with the details of this course - the Course Schedule and information about the Residential School. The Course Descriptor and Contact Details can be found at Vit & Wine Online.

🌐 Course Descriptor
📕 Course Delivery Schedule
💻 Residential School
📖 Meet your lecturer - Cryn Russell

We will be using the three forums listed below to communicate with each other throughout this course.

👥 Course Announcements          21 unread posts
👥 Course Helpline          5 unread posts
🌐 The Cellar

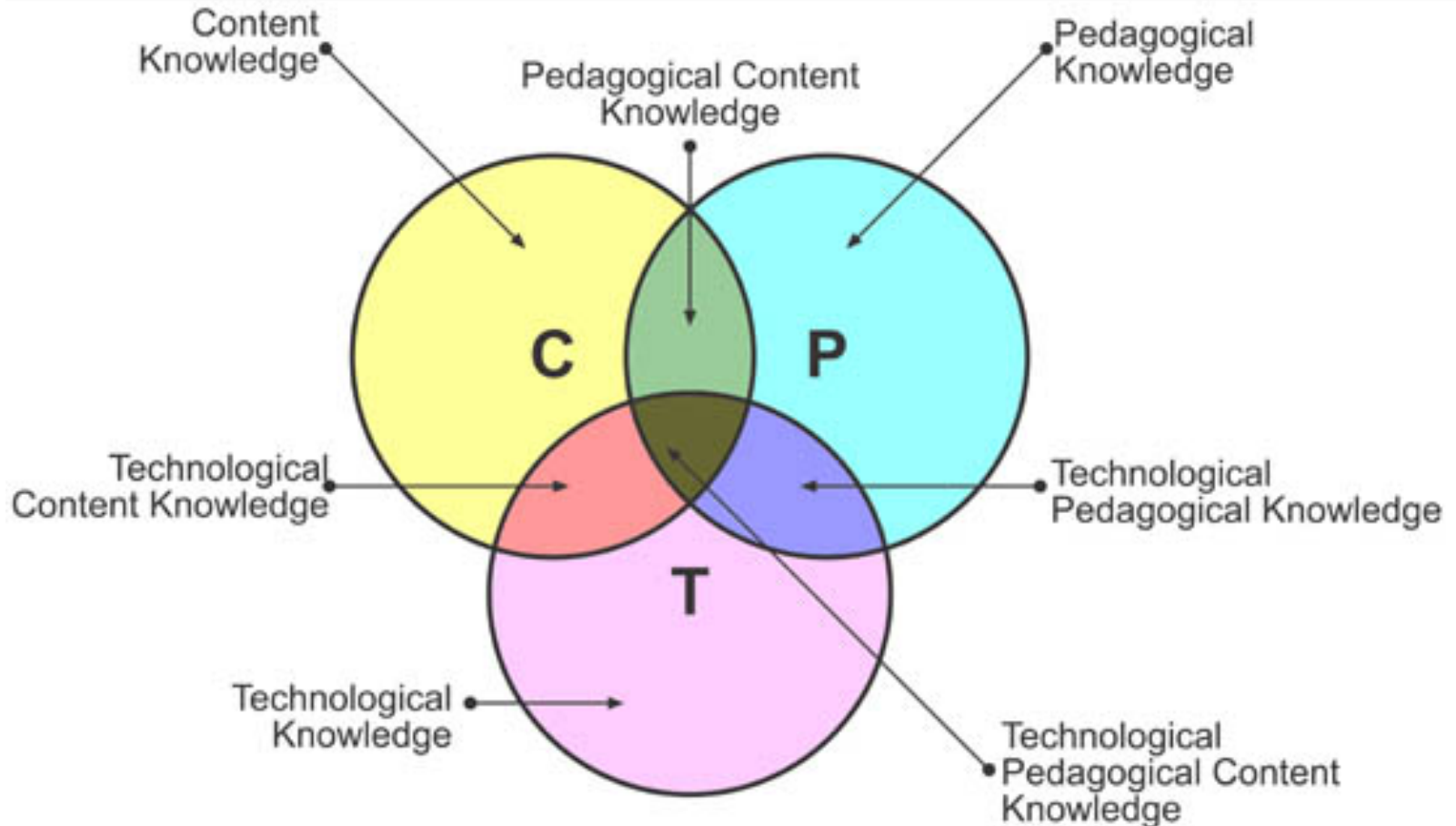# Confession: I loooove Moodle



Martin Dougiamas
(Moodle founder)

Me

"E-learning is just as good. But is that good enough?"

- Prof Tom Reeves

# Finding right mix (teacher)



Technological Pedagogical Content Knowledge

# Finding right mix (course)

Technological Pedagogical Content Knowledge

Content Knowledge

Pedagogical Content Knowledge

Pedagogical Knowledge

C

P

Technological Content Knowledge

Technological Pedagogical Knowledge

T

Technological Knowledge

Technological Pedagogical Content Knowledge
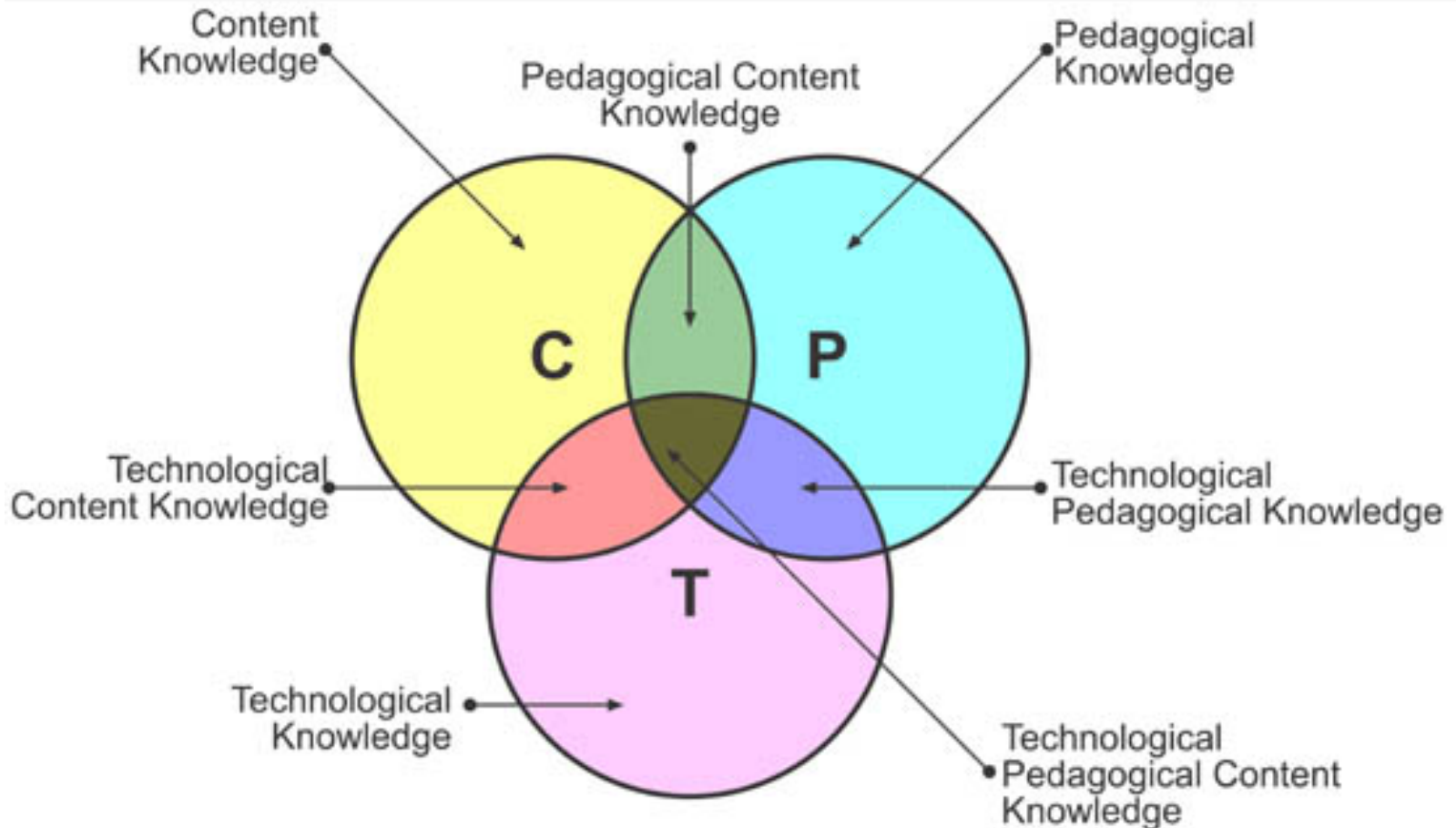
# Teacher Progression

1. Putting up the handouts (Resources, SCORM)
2. Providing a passive Forum (unfacilitated)
3. Using Quizzes and Assignments (less management)
4. Using the Wiki, Glossary and Database tools (interactive content)
5. Facilitate discussions in Forums, asking questions, guiding
6. Combining activities into sequences, where results feed later activities
7. Introduce external activities and games (internet resources)
8. Using the Survey module to study and reflect on course activity
9. Using peer-review modules like Workshop, giving students more control over grading and even structuring the course in some ways
10. Conducting active research on oneself, sharing ideas in a community of peers
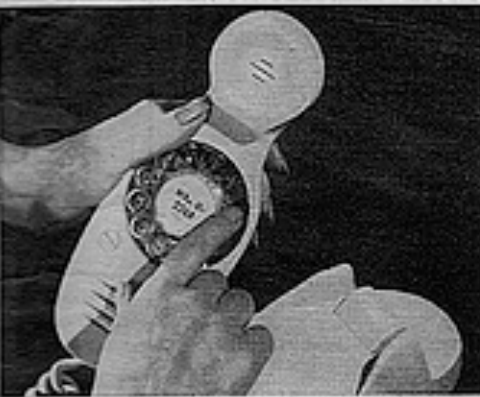
http://docs.moodle.org/20/en/Pedagogy

Wiring a place for technology is easy,

Wiring people for technology is hard.

-Tania Major at #converge10

# Why?

# The Content Trap
# and
# The Technology Trap

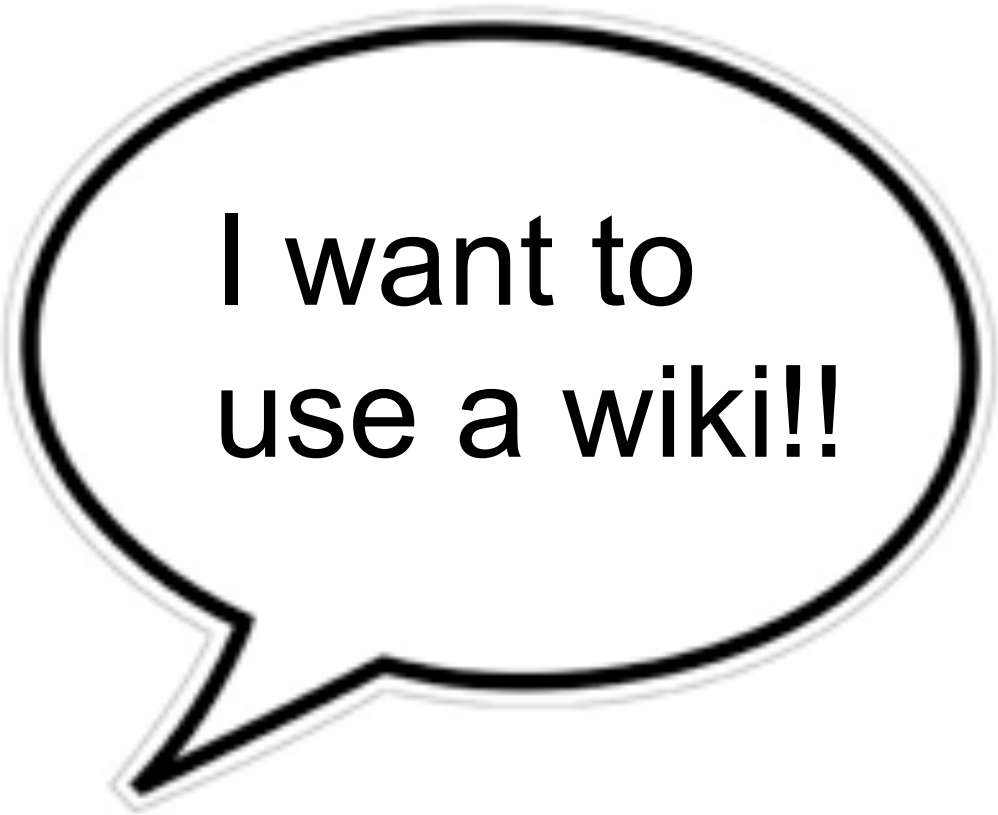# The Content Trap

## What a teacher does

- Content Provision
- Lead & stimulate discussion
- Conduct scenario's & roleplays
- Set up & guide project work
- Individual coaching
- Provide motivation
- Assess learning, formative & summative
- Collect, display & discuss student work
- Counselor
- …
- …
- …

## What they move online

- Content Provision

# The Technology Trap

I want to use a wiki!!

# Moodle Tool Guide for Teachers

| What you want to use (technology) ↓ | Ease of use — How easy can this be set up by you? | Information Transfer — Is it a tool for disseminating information from you to your students? | Assess learning — Will this tool allow you to assess your students' learning? | Communication & interaction — Can it be used for communication & interaction among participants (you & your students)? | Co-create content — Can you & your students collaborate & create content together? | Bloom's — Allows what thinking order? • Remember • Understand • Apply • Analyse • Evaluate • Create |
|---|---|---|---|---|---|---|
| **Add Resource** Upload a file (Word Document/ PowerPoint) | Easy, like an email attachment. But can your doc stand on its own? | Yes. Only teachers can upload files to course site. So definitely a push-tool. | Maybe. Use to give task. Collect student files through Forum or Assignment. | No. It's a distribution tool. No option for interaction or communication. | Maybe. Use to give task. Collect student files through Forum or Assignment. | None. This is not a learning activity, but information transfer. |
| **Add Resource** Link to a web page | Easy, find the web address (aka url – the bit that starts with http://), copy it, paste it. | Very easy way of leading students to information. Can link directly to database articles. | Not directly. Option is to link to external student e-portfolios or blogs. | Maybe. Link to external tools eg Google Calendar, groups, blogs or wikis. | Maybe. You can link to external collaborative sites e.g. Google Docs, wikis or blogs. | 6/6 Can do all of the above, depending on where you link to. |
| **News Forum** Use to send out course announcements | Easy. It's a standard forum, already set up in your course. | Yes. Include course updates, encouragement, timely links, etc. | No. The News Forum is limited. Students cannot post new topics. | You can start new topics. Students respond. Great for establishing course rhythm. | Limited because students cannot start new topics. Tip: Set up another Forum. | 2/6 Not strictly learning activity. Test readiness for next class? R & U |
| **Discussion Forum** Use for many types of learning activities * | Easy. Forum has usable default settings. A name & description is enough. | Share resources as links or files. High message volume? Risk of losing info. | Forum is versatile & allows this, e.g. design a formative assessment activity. | Yes. Students communicate with you & peers. Interact as a class or in groups. | Yes. Students can collaborate & explore topics, discuss them & write together. | 5/6 Understand, Apply, Analyse, Evaluate, Create |
| **Wiki** Use for many | Tricky. Decide on individual & group | Yes. Use as information site. | Wiki is versatile & allows this, e.g. | Not suited for discussions. Use in | Yes. Students can collaborate & | 5/6 Understand, |

# What do you want to use?

**What you want to use (technology)**

**Add Resource**
Upload a file
(Word Document/
PowerPoint)

**Add Resource**
Link to a web page

**News Forum**
Use to send out
course
announcements

**Discussion Forum**
Use for many
types of learning

---

Feedback

Add an activity...
*Assignments*
    Advanced uploading of files
    Online text
    Upload a single file
    Offline activity
Chat
Choice
Database
**Feedback**
Forum
Glossary
Hot Potatoes Quiz
Lesson
Quiz
SCORM/AICC
Survey
Wiki
Workshop
Add an activity
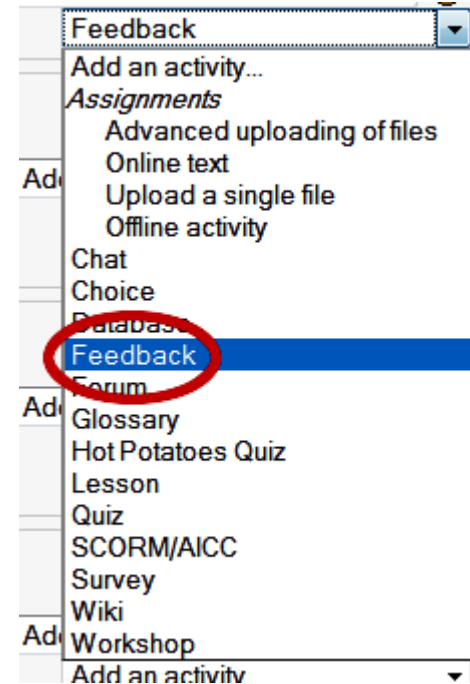
# What do you want to achieve?

**What you want to achieve (pedagogy)**

**Ease of use**
How easy can this be set up by you?

**Information Transfer**
Is it a tool for disseminating information from you to your students?

**Assess learning**
Will this tool allow you to assess your students' learning?

**Communication & interaction**
Can it be used for communication & interaction among participants (you & your students)?

**Co-create content**
Can you & your students collaborate & create content together?

**Bloom's**
Allows what thinking order?
•Remember
•Understand
•Apply
•Analyse
•Evaluate
•Create

# Creative Commons License

# Open Educational Resource IRL

# Suitable for own community

La base de données est polyvalente et permet l'évaluation. Concevoir une activité adéquate.

Pas adapté pour des discussions. Les élèves peuvent lire des fiches, les commenter ou évaluer.

Les élèves peuvent partager infos et fichiers sous forme structurée, gérer des collections, etc.

5/6
Comprendre, appliquer, analyser, évaluer, créer

**\*Soyez créatif avec les forums**
Ne les utilisez pas que pour des discussions de fond. D'autres activités sont possibles : débats, discussions en équipes, rapports hebdomadaires, découvertes de projets, jeux de piste sur le web, jeux de rôles, commentaire de ressources et analyses, fiches d'évaluation, soutien pour le cours, « Nouvelle Star » (et ses notes), magazine hebdomadaire, etc.

**Besoin de plus d'aide avec Moodle ?**
- Communauté Moodle sur www.moodle.org
- Vidéos «Moodle en 2 min» de @JulienMorice
- *Utiliser Moodle* http://tinyurl.com/276s2te
- *Le classeur virtuel* http://tinyurl.com/2wgc44z
- Tutoriels de Guy Labasse www.lyceedautet.fr
- Allez rendre visite à votre équipe e-learning ou votre équipe pédagogico-technique. Payez-leur un café !

fri-tic

*Traduction et adaptation Nicole Marchand? Centre fri-tic, Fribourg, Suisse, www.fri-tic.ch*

Translations

Hebrew
Spanish
German
Portuguese
Brazilian Portuguese
French
Norwegian
Catalan
Slovene

Also underway:

Maori
Dutch
Croatian

מדריך כלי מוודל למורים

מטרות פדגוגיות

כלי מוודל

| קלות השימוש<br>כמה קל יהיה לך ליצור כלי זה? | העברה<br>האם זהו כלי להעברת מידע ממך אל התלמיד? | הערכת למידה<br>האם יאפשר כלי זה להעריך את למידת התלמידים? | תק...<br>האם<br>לשמש<br>בין המ... | |
|---|---|---|---|---|
| **העלאת קובץ**<br>(doc,ppt) | קל, כמו צירוף קובץ לדואל. אך-האם יכול הקובץ שלך לעמוד בפני עצמו? | כן. רק מורים יכולים להעלות קבצים לקורס זהו בהחלט כלי להעלאת חומר. | אולי. נצל זאת כדי לתת משימה. אסוף את קבצי התלמידים דרך פורום או מטלה. | לא.<br>להעב...<br>ואין...<br>לתקשור... |
| **קישור לדף ברשת** | קל, מצא את כתובת הדף (מה שמתחיל ב //http) העתק והדבק. | דרך קלה מאוד להוביל תלמידים למידע. אפשר לקשר ישירות אל מאגרי מידע. | לא ישירות. ניתן לקשר אל פורטפוליו מקוון של התלמיד, או לבלוג. | אולי. קש...<br>חיצונ...<br>גוגל קלנ...<br>בלוגים |
| **פורום חדשות הקורס** | קל. זהו פורום סטנדרטי, כבר קיים בקורס שלך. | כן. כלול עדכונים לקורס, עידוד, קישורים מוגבלים בזמן, וכו'. | לא. פורום החדשות הוא מוגבל, והתלמידים לא יכולים להתחיל נושאים חדשים. | מורה יכ...<br>נושא...<br>התלמיד...<br>יעי...<br>לייצר מ... |
| **פורום דיון**<br>(לשימוש למטרות לימודיות רבות) | קל. לפורום יש הגדרות מחדל שימושיות. שם ותיאור מספיקים. | שתף מקורות כקישורים או קבצים. נפח תוכן גדול? | פורום הוא גמיש ומאפשר זאת, למשל, תכנן עילות הערכה מעצבת... | כן. ה...<br>מתקשרים...<br>עם חברי...<br>ככיתה א... |

# Moodle: Leitfaden für Lehrkräfte
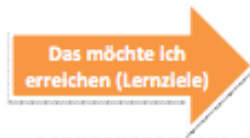
| Damit möchte ich arbeiten (Tool) | Das möchte ich erreichen (Lernziele) → Bedienkomfort Wie schwierig ist dies zu realsieren? | Informationen übermitteln Eignet sich das Tool um gezielt Informationen an die Studierenden zu übermitteln? | Lernerfolge messen Eignet sich das Tool um die Lernerfolge der Studierenden zu beurteilen? | Kommunikation & Austausch Eignet sich das Tool für die Kommunikation & den Austausch unter den Teilnehmern? | Gemeinsam Inhalte schaffen Eignet sich das Tool um gemeinsam Inhalte zu erarbeiten? | Bloom (BRT) Deckt es den folg. Denkprozess ab? • Erinnern • Verstehen • Anwenden • Analysieren • Evaluieren • Kreieren |
|---|---|---|---|---|---|---|
| **Arbeitsmaterial hinzufügen** Hochladen einer Datei (Dokument/ Präsentation) | Leicht, wie ein E-Mail Anhang. Aber kann ihr Dokument alleine stehen? | Ja. Nur Lehrkräfte können Dok. auf die Kursseite hochladen, also klar ein push-tool. | Nur bedingt. Wird benötigt für Auf-gabenverteilung. Einholen über Fo-ren o. Aufgaben. | Nein, weder Kommunikation noch Austausch möglich. Nur Distributionstool. | Nur bedingt. Wird benötigt für Auf-gabenverteilung. Einholen über Fo-ren o. Aufgaben. | Nein, da keine Lernaktivität, sondern reine Übermittlung von Informationen. |
| **Arbeitsmaterial hinzufügen** Mit einem Link auf eine Website verweisen | Leicht, die URL-Adresse (http://...) kopieren und einfügen. | Ja. Sehr einfacher Zugang zu Infos, direkte Links zu Datenbankeinträ-gen möglich. | Nicht direkt. Links zu externen E-Portfolios & Blogs der Studierenden jedoch möglich. | Nur bedingt. Links zu ext. Tools wie Google Calendar, Gruppen, Blogs & Wikis möglich. | Nur bedingt. Links zu ext. Tools wie Google Docs, Blogs & Wikis möglich (gem. Arbeiten). | 6/6 Erfüllt u.U. alle Kriterien, hängt jedoch davon ab, wohin die Links führen. |
| **Nachrichten-forum** Beiträge halten die Lernenden auf dem Laufenden | Leicht, da es sich um ein vorinstalliertes Forum handelt. | Ja. Sehr geeignet für Kurs-Updates, Anregungen, Motivierendes, Termine etc. | Nein, Funktionen sind beschränkt. Nur Lehrkräfte können neue Themen posten. | Sie starten neues Thema, Studierende antworten. Gut | Studierende können keine eigenen Themen starten. Abhilfe: | 2/6 Nur bedingt Lernaktivität. Sind alle bereit für die Klasse? Gelesen & Verstanden. |
| **Diskussionsforum** Kann für vielfältige Lernzwecke* genutzt werden | Leicht, dank nützlicher Vor-einstellung. Name & Beschreibung genügt. | Bezugsquelle via Link o. Dokument zur Verfügung stellen. Beiträge knapp halten. | Ja, e... ei... |  |  | ...tehen, ... |
| **Wiki** Kann für vielfältige Lernzwecke genutzt werden | Schwierig, Wahl zw. Einzel- & Gruppenwiki. Hat Macken, braucht etwas Übung. | Ja. Eignet sich als Infoseite. Bearbeitung der Wikis durch Lehrkraft o. alle. | Ja, einzeln... die Erstell... formativen Bewertungen. |  |  | ...nen, ...den, ...alysieren, Evaluieren, Kreieren |

> **Thank you Martin Voegeli!!**

# Moodle Tool Guide for you!

- Want one? Want to make your own?

- http://www.cats-pyjamas.net/moodle-tool-guide/

**@vnarayan**
Vickel Narayan

The key to using any technology effectively is underpinning it with right pedagogy ... #mootnz11

11 minutes ago via Twitter for iPhone    ☆ Favorite  ⇄ Retweet  ↩ Reply

Retweeted by anitsirk and others

# "Design for change"

- Thom Cochrane,
Wed 27 July 2011 MoodleMoot NZ

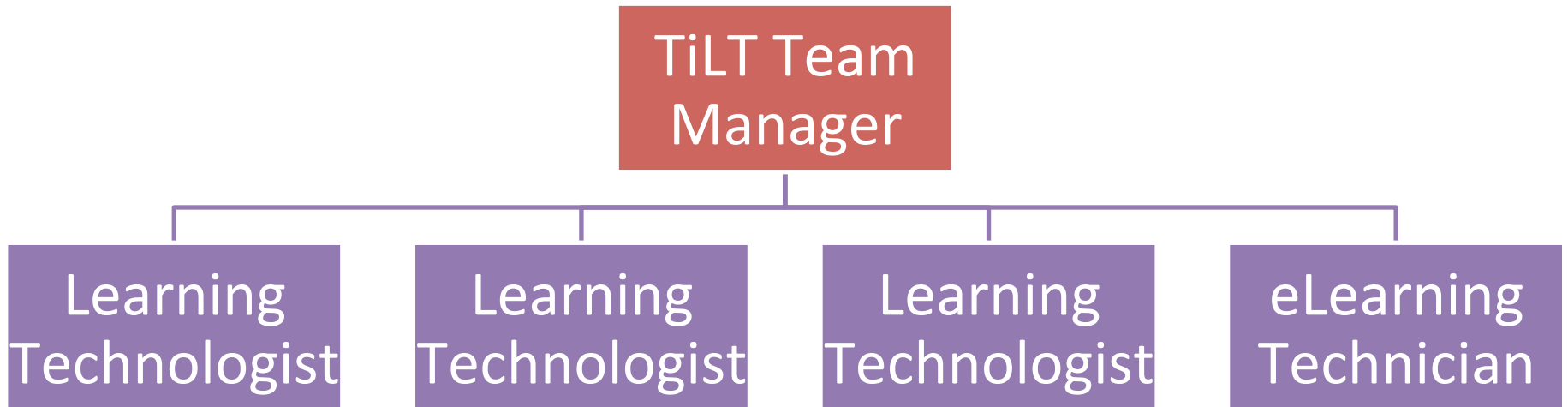# Why wait for every teacher to go through 10 steps?

# Teacher



# Learning technologist

# TiLT Team

```
                    ┌─────────────────┐
                    │   TiLT Team     │
                    │    Manager      │
                    └────────┬────────┘
         ┌───────────────┬───┴───┬───────────────┐
┌────────┴───────┐ ┌─────┴──────┐ ┌──────┴───────┐ ┌─────────┴──────┐
│   Learning     │ │  Learning  │ │   Learning   │ │   eLearning    │
│  Technologist  │ │ Technologist│ │ Technologist │ │   Technician   │
└────────────────┘ └────────────┘ └──────────────┘ └────────────────┘
```

# "Step away from the LMS!!!"

# How we work together?

- Programme decisions
- Course design decisions
  - 1-1 Teacher – Learning Technologist
  - 8-10 2 hour sessions
- Development work shared between teacher – learning technologist (dependent on skills, timeline, etc)
- Delivery & Maintenance
- Staff Development throughout

# TiLT Team tasks in Programme Cycle

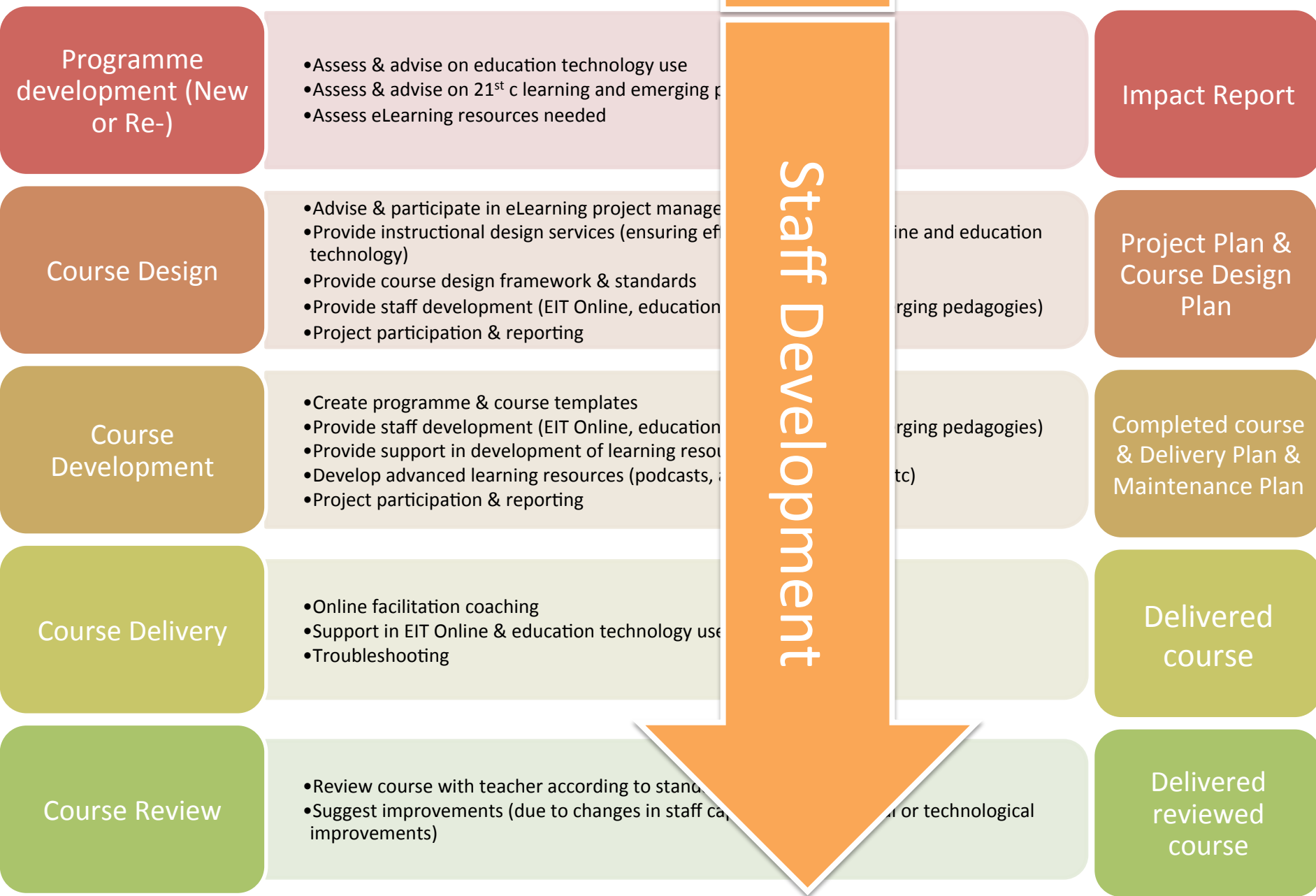| Programme development (New or Re-) | •Assess & advise on education technology use<br>•Assess & advise on 21st c learning and emerging pedagogies<br>•Assess eLearning resources needed | Impact Report |
|---|---|---|
| Course Design | •Advise & participate in eLearning project management<br>•Provide instructional design services (ensuring effective use of EIT Online and education technology)<br>•Provide course design framework & standards<br>•Provide staff development (EIT Online, education technology and emerging pedagogies)<br>•Project participation & reporting | Project Plan & Course Design Plan |
| Course Development | •Create programme & course templates<br>•Provide staff development (EIT Online, education technology and emerging pedagogies)<br>•Provide support in development of learning resources<br>•Develop advanced learning resources (podcasts, animations, videos, etc)<br>•Project participation & reporting | Completed course & Delivery Plan & Maintenance Plan |
| Course Delivery | •Online facilitation coaching<br>•Support in EIT Online & education technology use<br>•Troubleshooting | Delivered course |
| Course Review | •Review course with teacher according to standards<br>•Suggest improvements (due to changes in staff capability, pedagogical or technological improvements) | Delivered reviewed course |

# TiLT Team tasks in Programme Cycle

| Programme development (New or Re-) | • Assess & advise on education technology use<br>• Assess & advise on 21st c learning and emerging p[...]<br>• Assess eLearning resources needed | Impact Report |

| Course Design | • Advise & participate in eLearning project manage[...]<br>• Provide instructional design services (ensuring ef[...]ine and education technology)<br>• Provide course design framework & standards<br>• Provide staff development (EIT Online, education[...]rging pedagogies)<br>• Project participation & reporting | Project Plan & Course Design Plan |

| Course Development | • Create programme & course templates<br>• Provide staff development (EIT Online, education[...]rging pedagogies)<br>• Provide support in development of learning reso[...]<br>• Develop advanced learning resources (podcasts, [...]tc)<br>• Project participation & reporting | Completed course & Delivery Plan & Maintenance Plan |

| Course Delivery | • Online facilitation coaching<br>• Support in EIT Online & education technology use[...]<br>• Troubleshooting | Delivered course |

| Course Review | • Review course with teacher according to stand[...]<br>• Suggest improvements (due to changes in staff cap[...]l or technological improvements) | Delivered reviewed course |

Staff Development

# The TiLT Things

# Our course design process

Analyse what you have → Decide on a strategy → Create broad design → Create detailed design → Write your activities

# Course design aims - students

- Clear & consistent activities for students

- Course complete before start

- Collaborative learning

- Learning from experience of your own and peers

- Applied activities

- Learn in an enveloping learning community

# Course design aims - teachers

- Activities that are aligned with each other and learning objectives/assessment
- Course complete before roll-out
- Facilitation workload that is manageable
- Course teacher can maintain independently

# Our course design process

Analyse what you have → Decide on a strategy → Create broad design → Create detailed design → Write your activities

| Objectives | Themes | Activities | Resources | Assessment |
|---|---|---|---|---|
| The objective or learning goal may already be established in the course descriptor or be an element from a unit standard. | Scaffolding to provide clear expectations and instructions that will guide learners through the unit of work.<br><br>Themes link and explain resources, and fill any gaps that may not be covered by resources available elsewhere. | What the learners need to **DO** to bridge the gap between objectives and assessment.<br><br>May include<br>Discussion<br>• Expert interview<br>• Journaling<br>• Quizzes<br>• Experts<br>• Projects<br>• Web searches<br>• Case studies<br>• Scenarios<br>• Role play | What the learners need to build skills, knowledge and understanding to complete the activities and the assessment.<br><br>Subject support may include<br>• library<br>• Internet<br>• workplace<br>• fellow students<br>• tutor or facilitator<br>• subject specialists<br><br>Other support may include<br>• learning skills<br>• pastoral care | Identify the evidence that is needed to show that students have achieved the specified outcomes.<br>The assessment is derived from the objectives. May also be identified as the performance criteria of a unit standard. |

OTARA Model by Kate Hunt & Maurice Moore
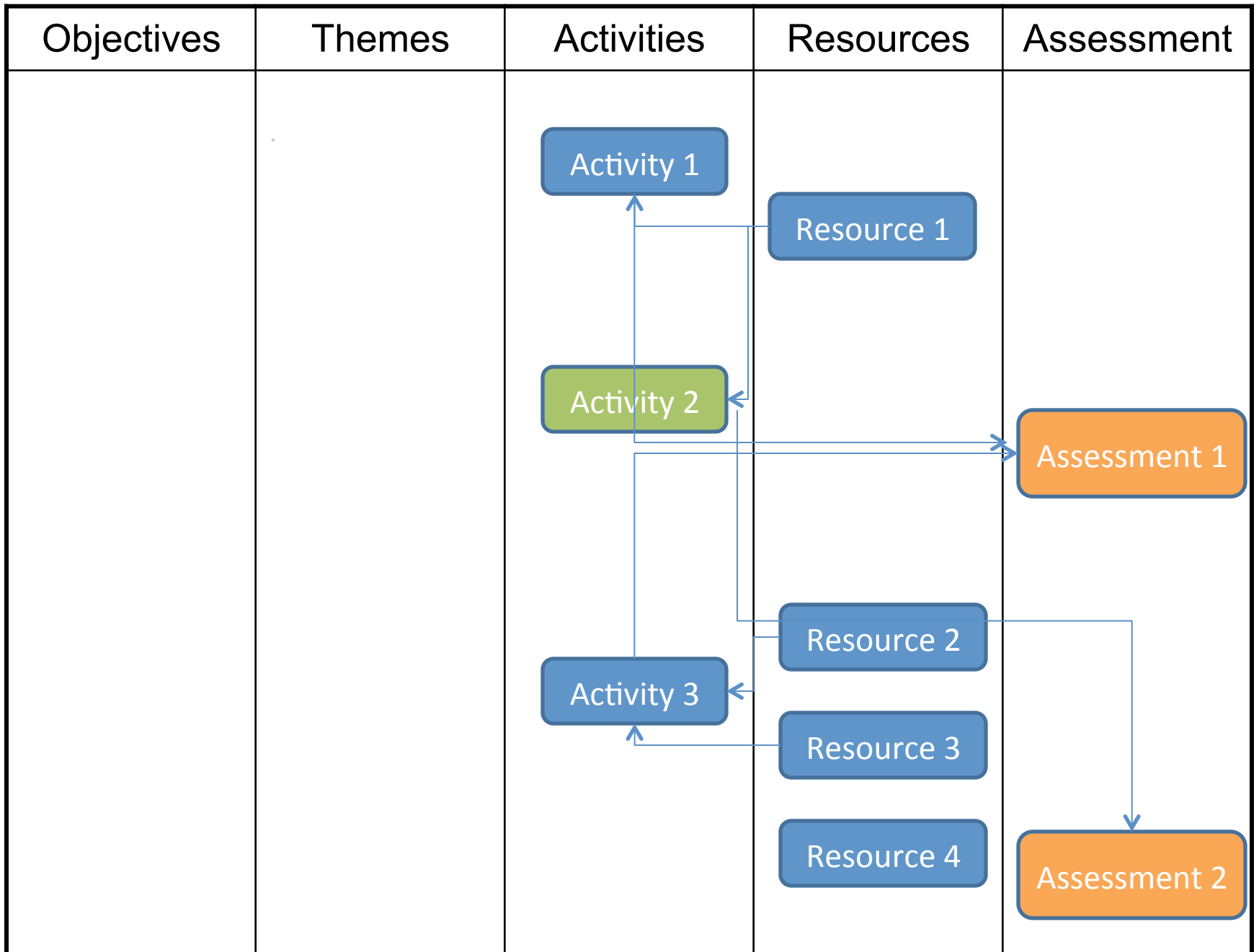
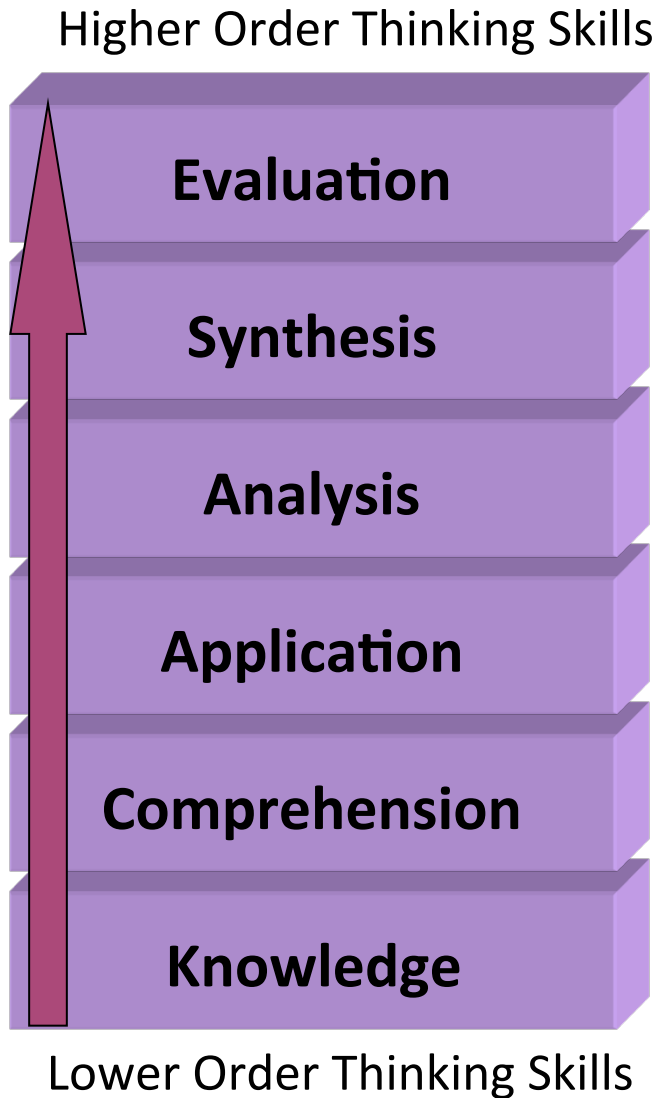| Objectives | Themes | Activities | Resources | Assessment |
|---|---|---|---|---|
| | | Activity 1 | Resource 1 | |
| | | Activity 2 | | Assessment 1 |
| | | Activity 3 | Resource 2 | |
| | | | Resource 3 | |
| | | | Resource 4 | Assessment 2 |

| Objectives | Topics/Themes | Activities (include student hours, facilitation hours, G or I) | Resources | Assessment |
|---|---|---|---|---|
| Student introduction | Getting Started (1) | A01_01 Introduce Yourself students introduce themselves, share link to nursing research website, say hello to 2 others S: 1hr, F: 2 hr, G | Introduction Yourself Forum [C] | Students are engage online activities |
| Check students have access to course | Getting Started (2) Ensure that students are able to access on line, and can use links | A01_02 BrainstormNursing Research S: 10 hr, F: 2 hr, G | Brainstorm Nursing research | Students are engage online activities |
| Check students have access to course | Getting Started (3) Nursing Research: definitions, glossary of terms | A01_03 Create a glossary to run throughout course S: 1hr, F: 30mins, G | Glossary (C) | Student can submit t glossary |
| Research traditions & paradigms/overview of research process | Research traditions Research process | AO1_04 Exploring research traditions and your research issues S: 5 hr, F: 6hrs, G/I | Research traditions and process podcast(C) Questions for discussion forum (NW) Links to articles (NW) Request virtual classroom (including practice time for students) Virtual classroom manual | Actively participate in discussion forum and virtual classroom exploring research traditions and your research issues |

# Perfect mix for an activity

- Spark
- Purpose
- Task
- Interaction/Response
- Time indication
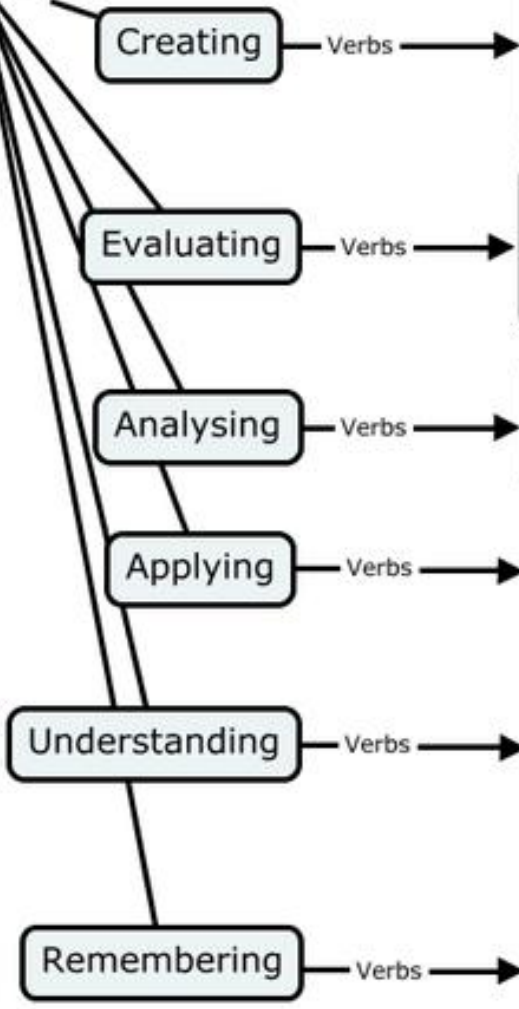- Resources or previous work
- Feedback

# Bloom's Taxonomy For the Digital Age

Higher Order Thinking Skills

Higher Order Thinking Skills

**Evaluation**

**Synthesis**

**Analysis**

**Application**

**Comprehension**

**Knowledge**

**Creating**

**Evaluating**

**Analysing**

**Applying**

**Understanding**

**Remembering**

Lower Order Thinking Skills

Lower Order Thinking Skills
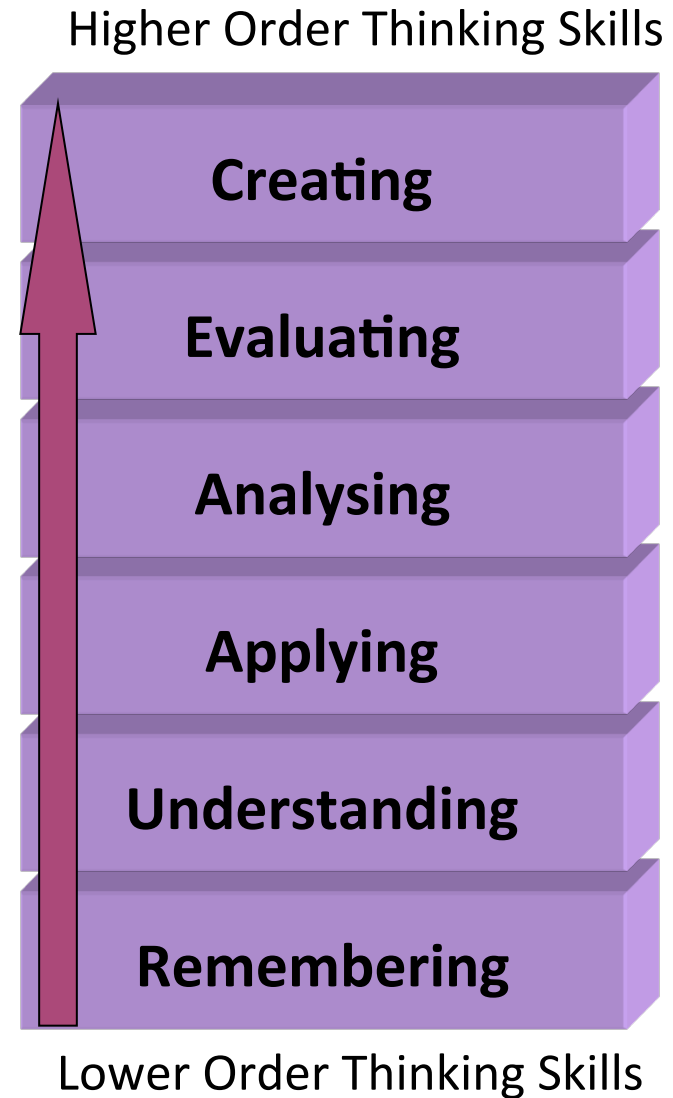
# Bloom's Digital Taxonomy

**HOTS**
## Higher Order Thinking Skills

Key Terms

**Creating** — Verbs →

**Designing, constructing, planning, producing, inventing, devising, making,** programming, filming, animating, blogging video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

**Evaluating** — Verbs →

**Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring,** blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

**Analysing** — Verbs →

**Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating,** mashing, linking, validating, reverse engineering, cracking, media clipping

**Applying** — Verbs →

**Implementing, carrying out, using, executing,** running, loading, playing operating, hacking, uploading, sharing, editing

**Understanding** — Verbs →

**Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying,** advanced searches, Boolean searches, blog journaling, twittering, catergorising, tagging, commenting, annotating subscribing.

**Remembering** — Verbs →

**Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding,** bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

**LOTS**
## Lower Order Thinking Skills

### COMMUNICATION SPECTRUM

Collaborating

Moderating

Negotiating

Debating

Commenting

Net meeting
Skyping
video conferencing

Reviewing

Questioning

Replying

Posting & Blogging

Networking

Contributing

Chatting

e-mailing

Twittering/Microblogging

Instant messaging

Texting

Andrew Churches
http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy

# Avoid the fall...

# Those who plan, finish.

# Balancing Tips: Project Manager

- Clarify role definitions
- Have enough time (minimum 1 semester)
- Ensure everyone is aware of timeline
- Check in with all project members often
- Have sign-off points for each phase

# Balancing Tips: Teacher

- Get release time
- Use technology/tools for own learning
- Design first!
- Focus on learning activities
- Participate in staff development
- Share experiences with programme team
- Complete development before delivery
- Make use of your learning technologist

# Balancing Tips: Learning Technologist

- Research learning innovations in subject area

- Provide some early wins

- Do staff development in groups

- Design first!

- Focus on learning activities

- Listen

- Make use of your subject matter expert

- Report early, report often

# Preparing for the Networked World

The socially powered web is exploding, and is the new baseline for all our internet and technology empowered interactions.

cc licensed ( BY SD ) flickr photo by See-ming Lee 李思明 SML: http://flickr.com/photos/seeminglee/3983055366/

# What are you doing in Moodle to instill skills for socially powered web?

- Forums
- Databases
- Wikis
- Chats
- More...

# What are you doing in Moodle to instill skills for socially powered web?

- Forums (student-led? Group work?)
- Databases (open, undirected?)
- Wikis (design your own project? Assessment?)
- Chats (open chat room for use?)
- More student-led activities...

# One other shortfall...



Course A
Sem 1 11

Course B
Sem 1 11

Course C
Sem 2 11

Course D
Sem 2 11
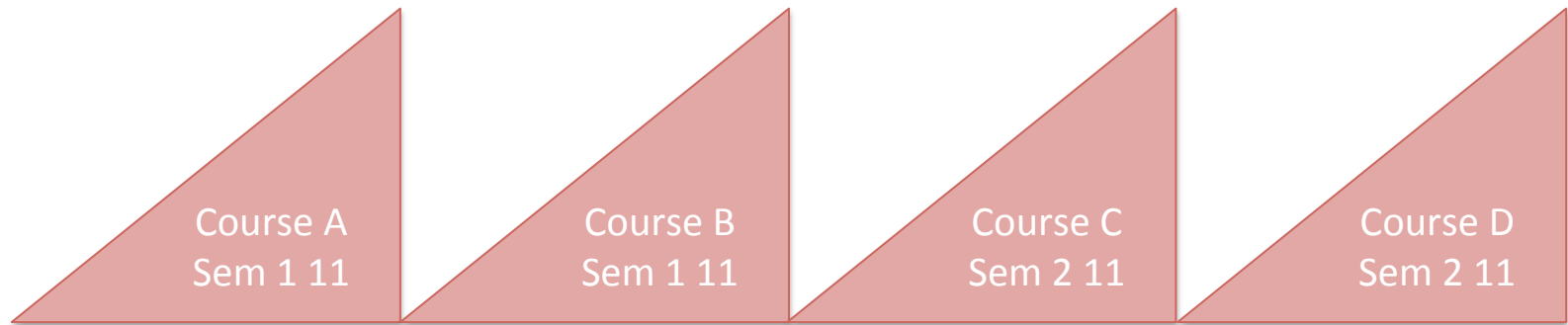
# Easy start: Programme or School wide Moodle site

- Different forums

- Ex: book buy/sell

- Generic information

- Student communities

- ...

- Prepare for networked workplace/world

Image: http://www.thefiveliteracies.org/var/ezwebin_site/storage/images/media/images/network-people-planet/1044-1-eng-GB/network-people-planet_medium.png

# File picker

**View as icons** | View as list

- **Server files**
- **Recent files**
- **Flickr public**
- **Flickr**
- **Picasa web album**
- **URL downloader**
- **Dropbox**
- **Wikimedia**
- **Private files**

Search    Refresh

(dog).JPG    Canaan Dog.jpg    DOG Football.jpg    DOG Jimbo.jpg

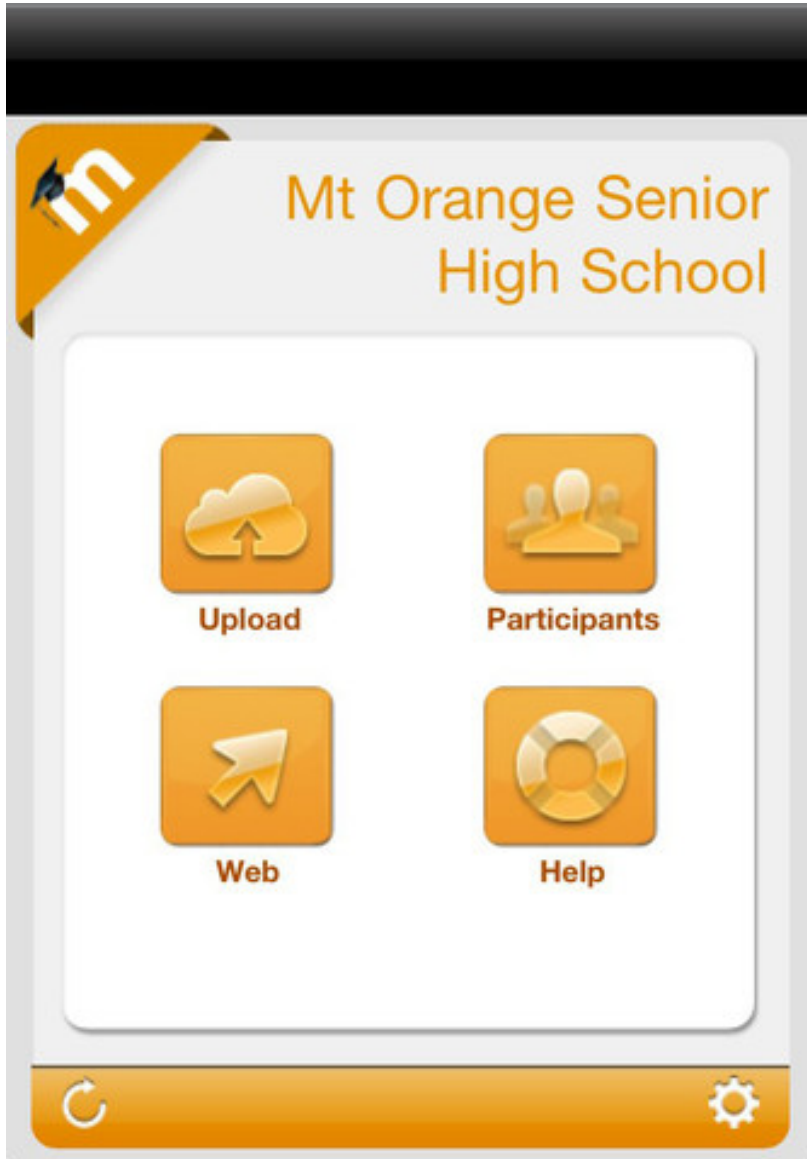Dog's Love.jpg    Dog 2536.jpg    Dog Barnstar.JPG    Dog Food.jpg

# Benefits of OER

- Saves time

- Open to the world

- Students have continued access after leaving your institution

# We graze on information
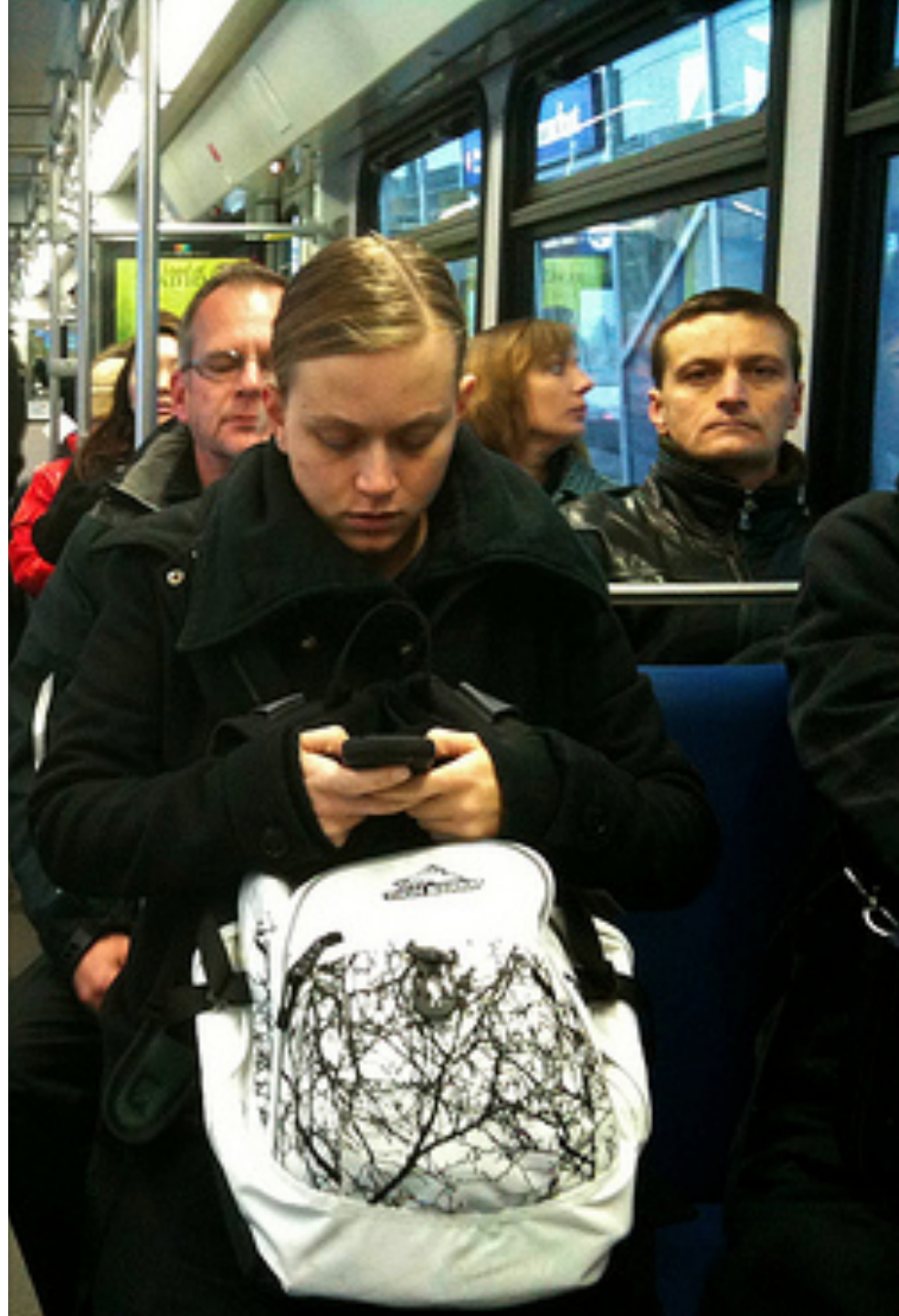
# My Moodle – Mobile app
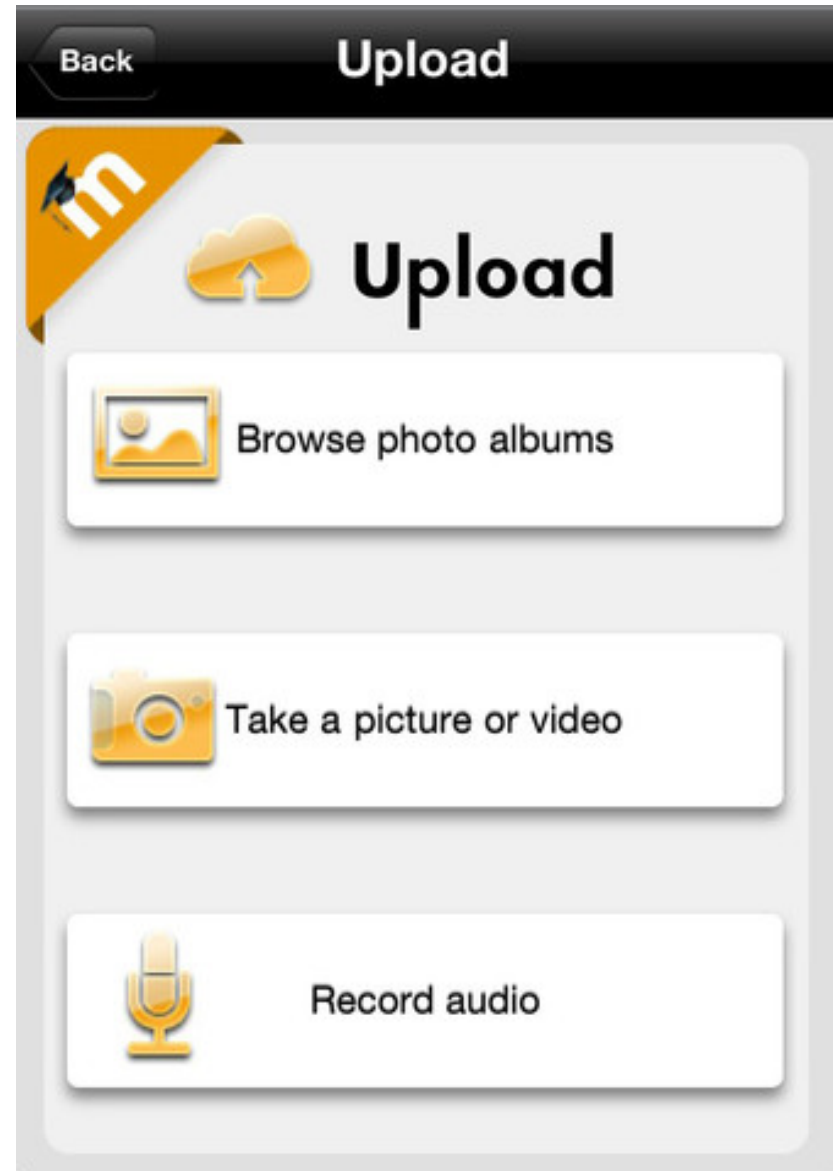
# Manage curation of resources

# Use external tools

Core resources

Live curated
resources

Ambient
resources
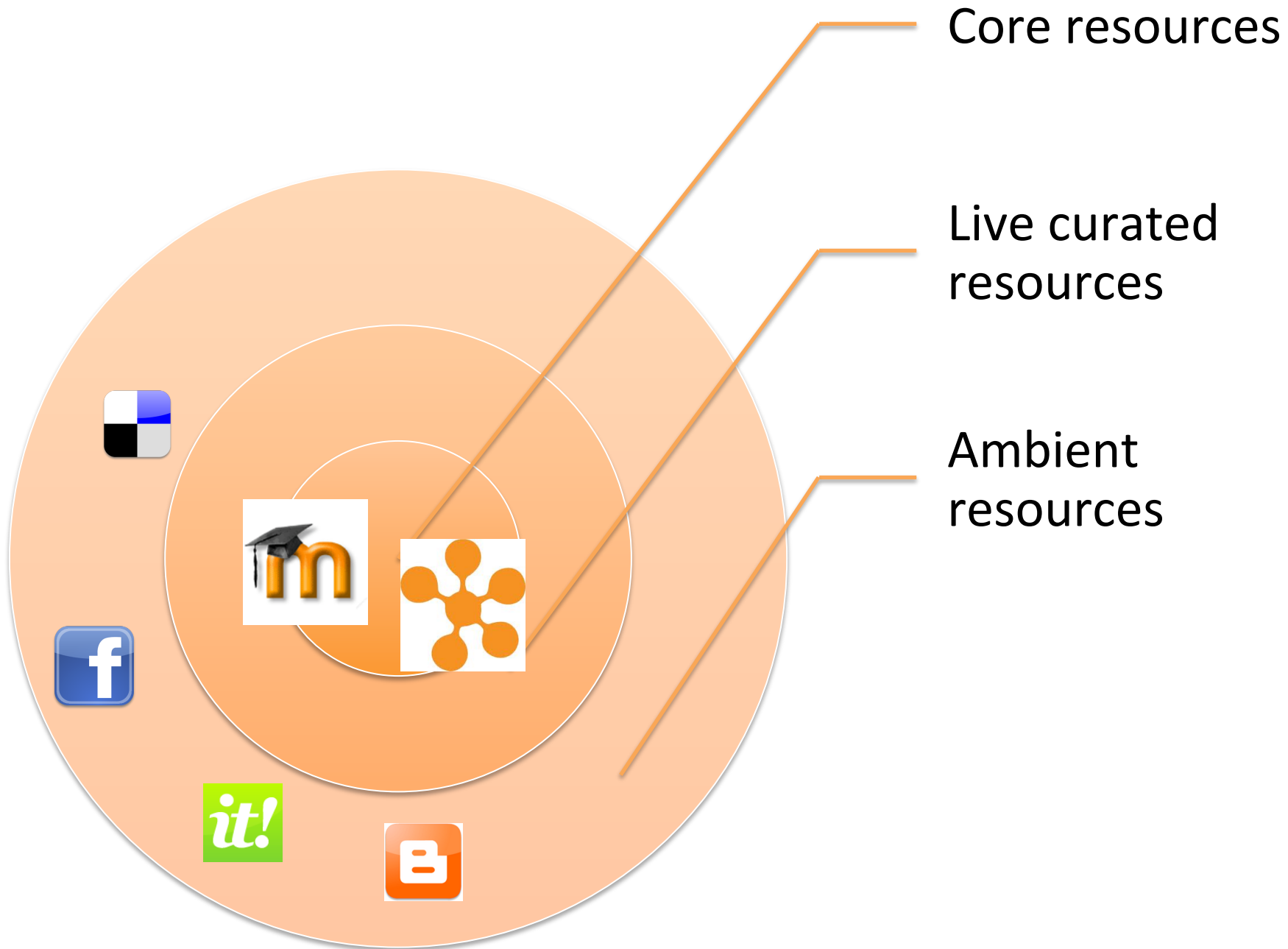
# Integration with LMS/CMS

remote news feed

digital moves for the newly unemployed.

AUDIO: Racers rev-up for slot car fest

PM's Chris Vallance visits the UK Slot Car Festival 2012

VIDEO: Ultra-orthodox Jews rally over web fears

In New York, 60,000 ultra-orthodox Jews rallied to discuss the dangers of the web - as protesters urged them to look closer to home for causes of bad behaviour.

VIDEO: Serving China's app

**\<embed\>**

**page
book
wiki
side block**

# Questions?



Website: www.deakin.edu.au

Blog: www.cats-pyjamas.net

Twitter: @catspyjamasnz

Email: joyces@deakin.edu.au



DEAKIN
UNIVERSITY AUSTRALIA
Worldly

# Examples

# Master of Nursing

File   Edit   View   Favorites   Tools   Help        Convert   ▾   Select

Blackboard Collaborate | Ses...   |   SugarSync - Presentations   |   Course: 2011-MN9.490 ...   ✕

Education

Engineering & Technology

English Language

Grapegrowing & Winemaking

Hair & Beauty

Māori Studies

Nursing

Health & Sport Science

Science

Social Sciences

Tourism & Hospitality

EIT Staff

Uncategorised

All courses ...

**Programme site**        ⊟

MN/PG Nursing Online: Programme Site

Assignment extension sheet

Course resources

## 2   Module 1: Base camp

Welcome to Module 1 – this is your official starting point for the course, specifically designed to help you get navigating your way around the online environment, as well as start you thinking about a research topic (it is camp!).

We start the module with an opportunity for you to introduce yourself to others in the course, introduce you glossary that we will use throughout the course, then lead you into some of the thoughts and ideas that und nursing research in Research traditions and paradigms. From there the rest of the module helps you explore se strategies with the library and e-learning staff, and finally using mindmapping to reflect on your research que

I hope you enjoy working your way through the module.

Module 1 Learning activities
   Introduce yourself          1 unread post
   Brainstorm nursing research
   Glossary
   The research processes
        Twelve steps for success in the nursing research journey
   Research traditions and paradigms
   Setting up your research hub
        Twist library tutorials
        How to start your virtual research hub
        Question and answer forum
        My research hub
   Research issue mindmap
        Mindmap room

**Virtual Classroom**

Virtual Classroom 1 - 22 Feb 11-1pm - room open from 10.15

Blackboard Collaborate | Ses...      SugarSync - Presentations      2011-MN9.490OL: Brains...   ✕



EIT
EASTERN INSTITUTE OF TECHNOLOGY

## Brainstorm nursing research

To get you thinking about nursing research, brainstorm any ideas you have about research you are interested in
ideas to the literature in this initial posting, but some relationship/connection to your own clinical practice may b

- To begin your post, click on **Add a new discussion topic**.
- Type in your brainstorm (if you have more than 1 idea consider using bullet points or paragraphs
- Type in a descriptive subject line
- Click on **Post to forum**.

Read others postings and comment on at least two others.

Post your initial brainstorm by end of week 1, and comment on others by end of week 2.

Add a new discussion topic

| Discussion | | Started by |
|---|---|---|
| The message is simplify! | | |
| Smokefree | | |
| Barriers faced by RUN to accessing education | | |

# Mindmap room

Attach or paste a link your mindmap here, and comment on at least one other student's mindmap.

Add a new discussion topic

| Discussion | | Started by |
|---|---|---|
| Barriers to accessing education for Rural health Nurses | | |
| Narrowed down map Attempt 2 | | |
| Workplace Health Promotion | | |
| integrated Theory for Practice Mind Map | | |
| mind map take 2 | | |
| Kellys MindMap | | |
| My mindmap | | |
| my mindmap | | |
| Mindmap | | |
| mind map | | |
| My mindmap in progress | | |

Search Wiki: [                    ]

-- Choose Wiki Links -- ▼

# Which research design will you use?

Create your own wiki page by **editing** the wiki below, and typing your name with [] square brackets around it eg page, go back into the page and you will see a question mark after your name, click on the question mark, whic page.

Then, in your own wiki page:

1. Write a paragraph about the design you have chosen.
2. Write a paragraph about the reasons for your choice.
3. Set up a list of links to more information about that design approach (your research hub should be of use

Then **save** your changes.

View | Edit | Links | History

**gina blaize chaffey-aupouri**?

**Helen Garton**?

Mariet kersjes-Laverty

**Helen Riden**?

Kelly Burn

terry buckingham

# Module 4: Hillary step

Welcome to Module 4. This is a big step, probably not the biggest you will take in t thesis but nevertheless you will be a lot closer to the top once you have taken it.

This module focuses on some of the details of doing qualitative research. We start review paradigm foundations of qualitative research and common data sources. Lat different methods that are commonly used to collect qualitative data and you will b using qualitative methods and share your findings.

Also in this module we will do a couple of fun activities designed to give you practic qualitative data. For the analysis exercise you will generate the data yourselves fr come up with your own results.

For this module you should read chapters 7, 8 and 9 of your text, Schneider et al. will also find useful.

---

Module 4 Learning activities
- Introducing qualitative research
  - Qualitative research methods
- Exploring qualitative research tools
  - Data collection methods
  - Sampling
  - Qualitative research article
- Asking research questions activity
  - Asking research questions
  - Asking research questions wiki
- Data analysis exercise: Memory work
  - Part A – A Near Miss
  - Part B - Analytical discussion          1 unread post
  - Part B – Analysis results wiki
- Ascertaining credibility

👥 Class discussion: Reflection on clinical decision making          `13 unread posts`

---

## Module 4: Inter-professional collaboration

This module builds on the work you have done in Module 3 - clinical decision making - and focuses on inter-professional collaboration. Clinical decisions are often made by multi-disciplinary teams. In this module we will model and discuss interdisciplinary communication, collaboration and decision making.

Module objectives:

- Develop strategies that will foster intra- and inter- professional collaboration.
- Demonstrate strong collaboration, networking and decision making skills.
- Reflect on opportunities and barriers to clinical decision making in context with working in a multidisciplinary team.

**Continue** with Module 4 by reviewing the Learning activities below.

---

🖥 Module 4 Learning activities

    ◇ Learning resources

*Group work (Not assessed):*

   🖥 Collaborative multi-disciplinary team work - Activity 3

     🔧 Work group: Discipline report (Roleplay)

     👥 Work group: Discipline report discussion (Roleplay)          `74 unread posts`

     💬 Work group: Discipline report chat room (Roleplay)

👥 *Virtual Classroom:*

🔄 Virtual Classroom link (Thursday 19 May, open from 9.30am for start at 10.00)

🔄 Recording of Virtual Classroom Session 3

🖥 Podcast: Discussion and overview of the case of Mr Sorensen

    🔊 Podcast: Part 1

    🔊 Podcast: Part 2

    🔊 Podcast: Part 3

👥 Class discussion: Reflecting on working with multi-disciplinary teams          `2 unread posts`

---

## Module 5: Leadership

Within healthcare you will work alongside many leaders with as many leadership styles and may also find plenty of leadership opportunities. This module is designed to provide you with the resources to increase your knowledge and

File    Edit    View    Favorites    Tools    Help

Convert    Select

Blackboard Collaborate | Ses...    SugarSync - Presentations    2011-MN8.410OL: MN8....

# EIT
### EASTERN INSTITUTE OF TECHNOLOGY

Student Wiki for Joyce Seitzinger:

Other Wi

Search Wiki:

-- Choose Wiki Links --

Self assessment tool for participating in discussion forums and chatrooms. To add your self assessment, click
total, then click **Save**.

View    Edit    Links    History

## Participation in course activities
## Self Assessment Tool

Complete your self assessment of participation, by giving yourself a mark in the last column and add up the total. **Submi**
facilitator at the end of Module 2b and at the completion of the course. (Refer to your Study guide for the **due dates**). Y
evidence provided by you and this will inform the total assigned mark for Assignment 3.

Include links to evidence of your work under each criterion (copy & paste the link, url or web address, to a specific forum
pieces of evidence for each criterion is expected.

| Criteria | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Critical thinking** | Rudimentary and superficial. No analysis or insight is | | Some information, thought, insight and | Ri Fu |

| | | | | | | |
|---|---|---|---|---|---|---|
| | displayed. | | | | | |
| **Your evidence:** | | | | | | |
| **Stimulating class and group discussion** | Does not stimulate further class and group discussion. | | Stimulates some further class and group discussion. | | Frequently stimulates further class and group discussion. | |
| **Your evidence:** | | | | | | |
| **Small group work** | Passive participant. | | Active participant some of the time, occasionally takes initiative. | | Active participant, often takes initiative. | |
| **Your evidence:** | | | | | | |
| **Connections** | No connections are made. Clinical experiences discussed are off topic. | | New ideas or connections lack depth or detail. | | Clear connections to previous or current information and clinical experiences. | |
| **Your evidence:** | | | | | | |
| **Uniqueness** | No new ideas. Rehash or summarise other postings. | | Some ideas, lack depth and detail. | | New ideas. New connections made with depth and detail. | |
| **Your evidence:** | | | | | | |
| **Timeliness** | Comments few and only at beginning / end of discussion. | | Some not in time for others to respond to. | | Comments early and throughout discussion. | |
| **Your evidence:** | | | | | | |
| **Support of others** | Few supportive comments Class collaboration minimal. | | Some support offered. Class collaboration intermittent. | | Supportive and inclusive comments. Collaborative class member. | |
| **Your evidence:** | | | | | | |
| **Student interim total** | | | | | | |
| **Facilitator comments** | | | | | | |
| **Final student total** | | | | | | |
| **Final facilitator comments** | | | | | | |

# Viticulture & Wine Science

EIT
EASTERN INSTITUTE OF TECHNOLOGY

Home        All Courses

EIT Online ▶ BIO5.03OL2011

### Latest News

Add a new topic...

*20 Jun, 12:54*
Cryn Russell
        Exam finished more...

*19 Jun, 14:35*
Cryn Russell
        exam tomorrow more...
        Older topics ...

### People

👤 Participants

### Online Users

(last 5 minutes)
👤 Joyce Seitzinger

### Quickmail

✉ Compose Email ❓
        Settings...

### Search Forums

[        ] Go

Advanced search ❓

### Activities

👥 Forums
🅰 Glossaries
✎ Quizzes
📁 Resources

## Weekly outline

### BIO5.03
## Microbiology

**Welcome to Microbiology!**
This course is a comprehensive one-semester introduction to microbiology. The content covers the scope of microbiology with emphasis on history, microscopy, growth, control of microbial growth, and introductory wine microbiology.
Each week you should start with **What To Do This Week** to guide you on the activities for learning about the week's topic - you can print this guide.
If you have any queries relating to this course then contact me as soon as possible so that I can help you. To view my profile - and others in this course - go to Par
Enjoy the course! Microbiology is fascinating and inspiring and relates so much to our world. I hope you will learn much about the mostly unseen world and the im
production of wine.
Cryn

The following provides you with the details of this course - the Course Schedule and information about the Residential School. The Course Descriptor and Conta

🌐 Course Descriptor
📄 Course Delivery Schedule
💻 Residential School
📇 Meet your lecturer - Cryn Russell
We will be using the three forums listed below to communicate with each other throughout this course.

👥 Course Announcements        9 unread posts
👥 Course Helpline
🌐 The Cellar
The cellar takes you to a place to hang out, chat and virtually sniff wine with other students in your Vit & Wine Online Programme site.

💻 Announcements from 2008
💻 Forum discussion topics from 2008
⚗ Changes for 2011
📄 BIO5.03 Microbiology Final Exam 2010

Blackboard Collaborate | Ses...   |   SugarSync - Presentations   |   Course: BIO5.03 Microbi...   ✕



Home          All Courses

EIT Online ▶ BIO5.03OL2011

## Weekly outline

### Latest News                                    [−]
Add a new topic...

*20 Jun, 12:54*
Cryn Russell
    Exam finished more...

*19 Jun, 14:35*
Cryn Russell
    exam tomorrow more...
    Older topics ...

### People                                          [−]
👥  Participants

### Online Users                                    [−]
(last 5 minutes)
👤  Joyce Seitzinger

### Quickmail                                        [−]
✉  Compose Email  ❓
Settings...

### Search Forums                                   [−]
[                    ]  Go
Advanced search ❓

### Activities                                      [−]
👥  Forums
A  Glossaries
📝  Quizzes
📄  Resources

## BIO5.03
## Microbiology



**Welcome to Microbiology!**
This course is a comprehensive one-semester introduction to microbiology. The content covers the scope of microbiology with emphasis on history, microscopy,
growth, control of microbial growth, and introductory wine microbiology.
Each week you should start with **What To Do This Week** to guide you on the activities for learning about the week's topic - you can print this guide.
If you have any queries relating to this course then contact me as soon as possible so that I can help you. To view my profile - and others in this course - go to **Par**
Enjoy the course! Microbiology is fascinating and inspiring and relates so much to our world. I hope you will learn much about the mostly unseen world and the im
production of wine.
Cryn

The following provides you with the details of this course - the Course Schedule and information about the Residential School. The Course Descriptor and Contac

🌐  Course Descriptor
📕  Course Delivery Schedule
💻  Residential School
📇  Meet your lecturer - Cryn Russell
We will be using the three forums listed below to communicate with each other throughout this course.

👥  Course Announcements          9 unread posts
👥  Course Helpline
🌐  The Cellar
The cellar takes you to a place to hang out, chat and virtually sniff wine with other students in your Vit & Wine Online Programme site.

💻  Announcements from 2008
💻  Forum discussion topics from 2008
⚗  Changes for 2011
📕  BIO5.03 Microbiology Final Exam 2010

This glossary is for you to **publish your review** of your selected microorganism for Part C of the Microbiology Assignment. You are required to select a microorganism for the glossary by following the steps listed in the assignment. The knowledge you gain about the selected microorganism will be **shared with the microbiology class** through this glossary. Note *Thiomargarita* as an example.

You must finalise your report in the Glossary of Microorganisms on the BIO5.03 Microbiology Online site by **Monday 28 March 2010**. Related to this you will also be required to take part in the Microbiology Questions Forum for Week 6.

You should include the following in your report (word limit: 200 words):

- provide an **overview** of the selected microorganism
- highlight the aspect(s) that makes that particular organism **interesting**
- give the **derivation of the name** of the microorganism
- insert a **photo** of the microscopic appearance of the microorganism and note the source of the photo
- list at least one **relevant website**
- use correct **APA referencing**.

| Search | | ☑ Search full text |

**Add a new entry**

| Browse by alphabet | Browse by category | Browse by date | Browse by Author |

Browse the glossary using this index

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O
P | Q | R | S | T | U | V | W | X | Y | Z | **ALL**

Page: (Previous)  1  **2**
ALL

**R**

**Rhizobium:**                                                                      🖼 27T-03a-Rhizobium.jpg