

Moodle: Why? Where? When? How?

University of Minnesota

The University of Minnesota centrally supports WebCT Vista. This presentation will describe why we also chose to support Moodle. We will explain the initial Moodle implementation at the UMN Crookston campus, why Moodle is now being centrally supported, and how the process is going so far.

Scott Barnard, Learning Technology Coordinator, Digital Media Center,
University of Minnesota

Bruce Brorson, Associate Professor, Math, Science and Technology Department, University of
Minnesota-Crookston

Elena Ivanova, Information Technology Professional, University of Minnesota

Copyright University of Minnesota, 2007. This work is the intellectual property of the author. Permission is granted for this material to be shared for non-commercial, educational purposes, provided that this copyright statement appears on the reproduced materials and notice is given that the copying is by permission of the author. To disseminate otherwise or to republish requires written permission from the author.

Introduction

- WebCT Vista and Moodle
- Two course management systems for one university. Why?

Initial issues at Crookston

Student experience at UMC includes 100% of students and faculty carrying a notebook computer, about 80% of on campus classroom seats enabled with electricity to the seat, and 100% of the campus facilities Internet accessible with a wireless or wired connection. UMC began its commitment to a technology enriched learning environment with the delivery of ThinkPad notebook computers to faculty and students in 1992.

Declining use of WebCT after upgrade from campus edition to Vista:

- Course development interface – faculty did not find it to be intuitive – were discouraged by the migration of campus edition courses to Vista
- Client configuration support challenges (browser preparation) – was an issue in-the-classroom as well as in supporting the delivery of online courses
- Performance concerns of students (dial-up and minimal DSL)
- UMC's Instructional Technology Center Advisory Committee recommended a review of alternatives that could supplement WebCT Vista

Initial issues at main campus

- Acquisition of WebCT by Blackboard, and the subsequent patent claims made by Blackboard
- Facing renewal of the license from WebCT
- Number of faculty, who favored the active learning aspects of a social constructionist pedagogy, which Moodle supports
- Need to be responsive to the needs of faculty, since one side does not fit all. Multiple learning support systems help to facilitate a wide variety of learning activities and teaching strategies

Initial installation at Crookston

Started as a casual research project by faculty in:

- Information Technology Management
- Business
- Agriculture – non-credit Horticulture/Nursery Management certificate program

Technology of the platform was open source and we had staff with the necessary expertise to support a pilot:

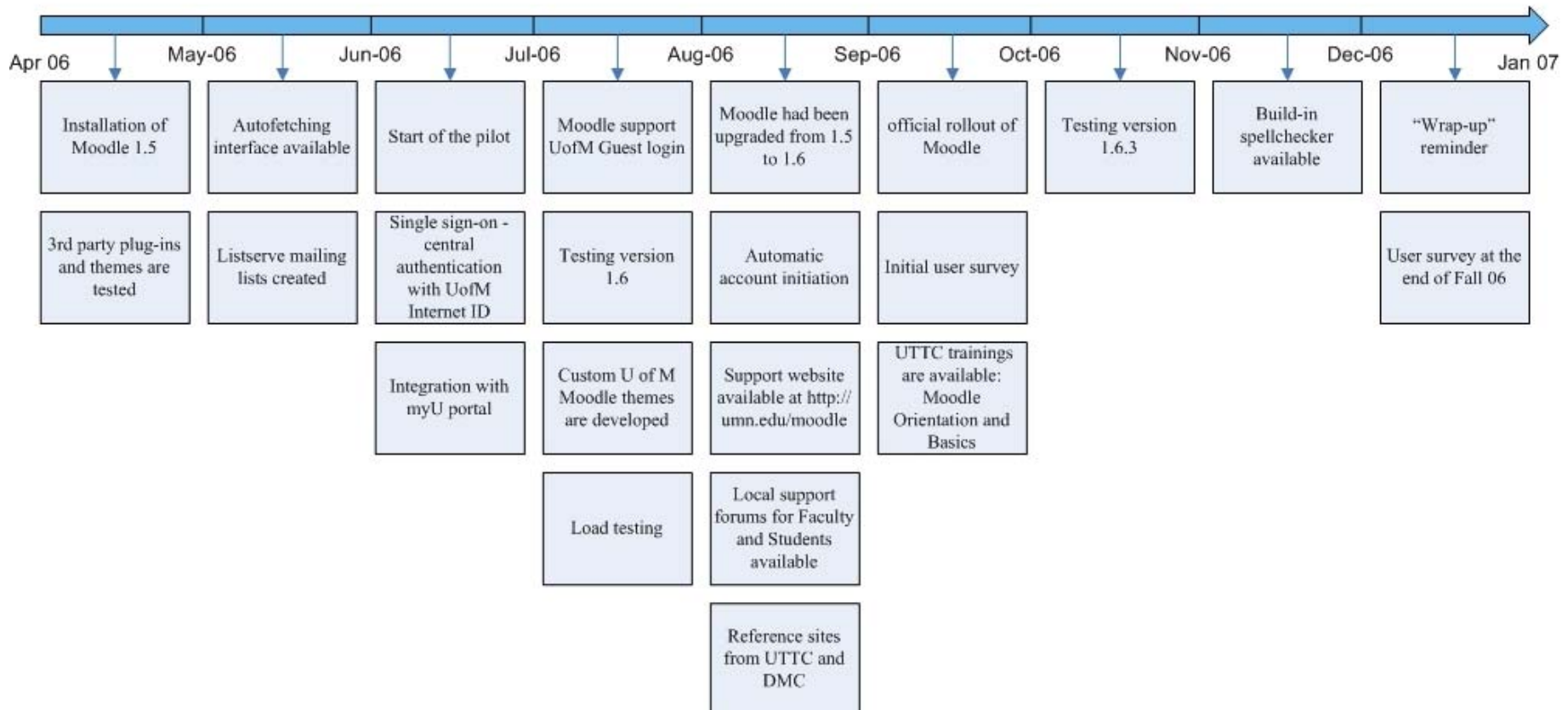
- Perl, PHP, MySQL, Apache, Linux running on a very entry level Dell Server hosed with UMC Computing Services using UMC's Active Directory Authentication
- Tested in Summer of 2005; supported delivery of 5 classes in Fall of 2005; expanded to 15 classes in the Spring of 2006 – 38 faculty completed training in the Spring and we were prepared to do a comprehensive campus roll-out for the Fall of 2006

Suggested to central campus

Why Moodle and not an alternative Open Source Platform?

- Ease of Use – for system admins, application developers, course designers, faculty, and students
- A rich set of resource and activity creation tools
- Availability of 3rd party modules to extend the student experience
- Cohesiveness of the design and implementation
- Growing international contributions to the platform

Central implementation process: 2006



What's inside

[About Moodle](#)

[Get started](#)

[Instructor support](#)

[Student support](#)

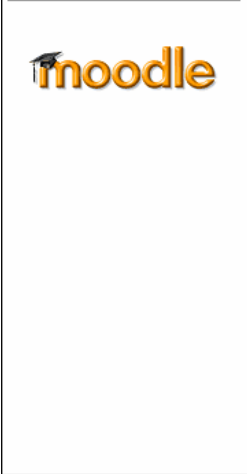
Home

[about moodle](#) [get started](#) [login](#)

- What is Moodle?
- What does it look like?
- Visit live demo course
- Moodle statistics
- News archive
- Roadmap

- [Login instructions](#)
- [Technical requirements](#)

- [Login to mvU](#)
- [Login to Moodle](#)



[instructor support](#) [student support](#) [more moodle](#)

- [Site request](#)
- [F2F training](#)
- [User guides](#)
- [Why Moodle?](#)
- [Privacy and ownership](#)
- [Help and FAQs](#)

- [User guides](#)
- [Help and FAQs](#)

- [moodle.org](#)
- [moodle.org support forums](#)

news

- [Code updates](#)
- [Take a Moodle](#)
- [Build-in spell](#)



Our Support Services:

Use Our Services

- Computations
- Development (Student Web Core)
- Evaluation and Research
- Facilities
- Short Courses
- Software (Faculty Toolkit)
- Technology Services
- TRI Seminar Series
- Video Production

Participate in Our Programs

- Digital Teaching Workshop
- DMC Faculty Fellowship Program
- Educational Technologists Forum
- Next Gen. of the Professionals
- TA Web Certification Program
- TRI Grant Program

Investigate Learning Technologies

- Breakout Meeting
- Success Presenter
- Crusader
- Moodle
- my Portfolio
- Portfolio
- UMChat
- Webinars

DMC Home : [Teach With Technology](#) : [Learning Activities](#) :

Mastering Course Vocabulary

[Print This Page](#)

On This Page:

- Activities
- Teaching Tips
- Technologies
- Examples
- Related Resources

Familiarity with the vocabulary used in a course is a fundamental pre-requisite for understanding and processing course content. How do students develop the language used by experts in a field? How can instructors facilitate the process?

One way is through the use of instructor- or student-created course glossaries. At its basic level a glossary can be used as a word list for the class. When the glossary is created by the instructor, the student's role is reduced to memorization and recall. To invoke students' higher-order thinking skills, the instructor can ask students to create their own glossaries, and/or to comment on glossary entries.

Activities

| | | | | |
|---------------|---------------|-----------|-----------------|------------------|
| short courses | free training | tutorials | custom training | classroom rental |
|---------------|---------------|-----------|-----------------|------------------|

moodle

[print view](#)

software description

a course management system for online and web-enhanced courses, with tools that emphasize group work, collaboration, communication, sharing, activities, and critical reflection

moodle spring 2007 courses

- [Moodle 1.6 Orientation](#)
- [Moodle 1.6: Creating Basic Course Web Sites](#)

more resources

download course materials and demo site

Not able to attend a moodle course? You can download the course handouts and use them for self learning.

Note: these materials are intended for personal use. If you plan to use them for group training, please let us know in advance.

- [moodle overview \(pdf\)](#)
- [moodle basics handbook \(pdf\)](#)
- [moodle basics class files \(zip\)](#)

To access the demo site used in our courses:

- go to <http://moodle.umn.edu>
- Login with your Internet/Guest ID and password
- click on the course named Demo course: Moodle Features to self enroll

useful links

u of mn moodle support site
<http://umn.edu/moodle/>
resources for instructors and course developers working with Moodle sites, as well as for students using these sites

moodle support email
moodle@umn.edu
help for instructors and course developers is available from the Moodle support team via e-mail

documentation from the international moodle community
http://docs.moodle.org/en/Main_Page
the documentation everyone can contribute to

tips & tricks

which browser should I use?

Firefox is the recommended browser for both the Macintosh and Windows platforms. More information on technical requirements is available from the Moodle Support Site at <http://www.umn.edu/moodle/start/technical.html>

how do I request a site?

To request a Moodle site, send e-mail to moodle@umn.edu. Specify whether the site is for an academic course, or for non-academic or development

books

Using Moodle: Teaching with the Popular Open Source Course Management System
Jason Cole. O'Reilly Media; ISBN: 0596008635

Moodle E-learning Course Development
William Rice. Packt Publishing; ISBN: 1904811299

CROOKSTON UNIVERSITY OF MINNESOTA CROOKSTON You are logged in as Moodle Support (Logout)

Moodle Home > MGMT3900_1S7CR Turn editing on Turn student view on

Administration

- Turn editing on
- Settings
- Edit profile
- Professors

Topic outline

Mgmt 3900 - Internship in Business Management
- a cooperative work experience class -
Spring Semester 2007

During the academic term of this class students are employed as interns in a business firm, institution, or agency to gain an in-depth understanding of their field of study.

MYU UNIVERSITY OF MINNESOTA You are logged in as Dunkle Schokolade (Logout)

Demo Course: Cooking with Chocolate


Moodle Home > DemoChocolate Turn editing on Turn student view on

Administration

- Turn editing on
- Settings
- Edit profile
- Teachers
- Students
- Automatic Enrollment
- Groups
- Backup
- Restore
- Import
- Reset
- Reports
- Questions
- Scales
- Grades
- Files
- Help
- Teacher forum

Weekly outline

FSCN6001: Cooking with Chocolate
University of Minnesota
Twin Cities Campus
University Technology Training Center



Syllabus
About your Instructor
Class News and Announcements
Class Private Discussions/Mail (Dialogue)
Class Glossary

7 August - 13 August

History of Chocolate and Industry Overview

Materials

- The History of Chocolate (from fieldmuseum.org)
- Chocolate manufacturers
- State of the Confectionery Industry (ppt)

Activities

- Small talk
- Self-Reflection Journal Entry
- Written Assignment 1
- Chat Session

14 August - 20 August

Types of Chocolate and Production

Materials

- Types of Chocolate (html)
- Types of Eating Chocolate (word file)
- Types of Eating Chocolate (pdf file)
- Week 2 Matorilas

Activities

- Vote
- Chocolate Knowledge Quiz
- Lesson on Chocolate
- Chocolate Recipes

People

- Participants

Activities

- Assignments
- Chats
- Choices
- Databases
- Dialogues
- Forums
- Glossaries
- Lessons
- Quizzes
- Resources
- Surveys
- Wikis

Messages

- No messages waiting
- Messages...

Online Users

- (last 5 minutes)
- Dunkle Schokolade

This faux course is a study of chocolate. It satisfies no specific requirement other than to be used for training purposes related to the Moodle Orientation and Moodle Basics course offered through the University Technology Training Center

Note that this course will be reset on a weekly basis.

You may self-enroll into this course.

How you will find links to critical...
s. If you have questions, please...
me a call at 218-281-8186.

Calendar

March 2007

| Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Global events Course events
Group events User events

- Choice of course formats: weekly, topic, social
- Flexible array of course activities - Forums, Quizzes, Glossaries, Resources, Choices, Surveys, Assignments, Chats, Workshops
- Ability to publish any kind of digital content
- Built-in WYSIWYG HTML editor
- Self- and peer-evaluation of submitted work
- Online weekly journals
- Student/group wikis
- Discussion forums with multiple settings and ratings
- Glossaries that can allow student entries, evaluation and commenting
- Custom grading scales - instructors can define their own scales to be used for grading forums and assignments
- SCORM support
- Full user logging and tracking

Outcomes from central support

- Our campus administrative leadership was pleased that we were contributing as a team player and not investing in an independent “rogue” application service
- Access to a facilities and human resources infrastructure that had the capacity to scale
- Integration with the <http://MyU.umn.edu> portal as a single point of access to authentication and information services for students and faculty

Current state

Quiet rollout, slow and steady growth

- Fall 2006: 60 instructors, 64 course sites with 1100 students
- Spring 2007: 111 instructors, 112 course sites, 2386 students
- WebCT Vista has over 2100 course site sections, serving over 45,000 students.

Challenges

- new versions/patches available daily
- need for local functionality testing
- change to the mindset of a member of a community

Pleasant surprises

- ability to modify source code
- small costs / no license fees
- sense of shared progress
- faculty feel energized and empowered

Moodle community

Moodle has a large and diverse user community with over 150,000 registered users on moodle.org alone, speaking over 75 languages in over 160 countries

<http://moodle.org/stats>

The screenshot shows the Moodle.org website homepage. The browser address bar displays "http://moodle.org/". The page features a yellow header with the Moodle logo and a navigation menu. The main content area is divided into several sections:

- Welcome to Moodle!**: A central message stating that Moodle is a free, Open Source course management system (CMS) designed using sound pedagogical principles. It mentions that the site itself is created using Moodle and provides links to Moodle Demonstration Courses and the latest Moodle Buzz.
- Moodle Community**: A section highlighting the large and diverse user community, with over 150,000 registered users on the site alone, speaking over 75 languages in over 160 countries. It encourages users to use Moodle for international discussions and provides links to other topics and languages.
- Moodle Development**: A section for developers, mentioning a long list of contributors and providing links to developer information, roadmap, coding guide, and CVS guide. It also mentions a Tracker for reporting bugs and feature requests.
- Latest news**: A sidebar section with recent updates, including "Moodle.org is running Moodle 1.8 Beta more..." and "Moodle 1.7 is released! more...".
- Main menu**: A sidebar menu with links to Free Support, Documentation, Issue Tracker, Donations, Download Moodle, Modules and plugins, Themes, Moodle Buzz, Moodle Sites, Moodle Statistics, and Moodle News.
- Search**: A search bar with the text "Search this site".
- Login**: A login form with fields for Username (filled with "elenaivanova") and Password, and a "Login" button. Below the form are links for "Create new account" and "Lost password?".
- Official Moodle Partner:** A section for HarvestRoad, featuring Learning Object Repository, Rapid Publishing & Discovery, Collaboration Tools/Workflow, and Digital Rights Capability.
- Course categories**: A section with links to "Community Discussion (in English)" and "Community Discussion".

Thank you!

Questions?

Resources:

- Moodle community: <http://moodle.org>
- U of M Moodle support site: <http://umn.edu/moodle>
- U of M Moodle server: <http://moodle.umn.edu>
- Contact email: moodle@umn.edu