

The Moodle and joule 2 Teacher Toolkit

Moodlerooms Learning Solutions

The design and development of Moodle and joule continues to be guided by social constructionist pedagogy. This refers to the idea that we are all potential teachers as well as learners in a true collaborative environment, and that we learn best from interaction and collaboration with others. In a truly flexible and adaptable environment (such as Moodle and joule), teachers are able structure their course with the resources, activities and enhancements that will meet their pedagogical goals. Joyce Seitzinger first created a Moodle Tool Guide for teachers, and we've built on her framework to provide information about additional Moodle activities and enhanced joule functionality. We've also included a few helpful hints to make your instructional design a more fruitful experience.

Guidelines:

Are you new to Moodle/joule? Use this toolkit as a reference guide for all the resources and activities available to teachers. Do you already know the Moodle/joule tool that you want to use, but are curious about operability and other attributes? Follow the row across to see strengths and weakness for that particular tool type. Do you have a certain learning goal in mind? Pick one of the columns and follow down to see which tool is a "green light" for your pedagogical aim. What pedagogical goals do you have for your learning program?

Legend

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|  Easy to set up and use. |  Yes, excellent fit for this purpose. |
|  Medium complexity to set up and use. |  Possible, can work with some customization. |
|  Can be complex to learn how to setup and use. |  No, not the best fit or intended function. |

Pedagogical Goals:

Usability: How easy is this tool to set up and operate?

Mode of Transfer: How are you sharing information? Can students download and save this resource for later reference?

Learning Assessment: Can this tool allow you to assess your students' learning?
















Social Media: Does it support interactive communications amongst participants?
















Collaboration and Content Sharing: Can your students create content together? Can a student modify the teacher-shared content?
















Knowledge Taxonomy: What level of Bloom's Taxonomy can be addressed?











- Recall
- Comprehend
- Apply
- Analyze
- Synthesize
- Evaluate











Creative Uses and Helpful Tips: How can you employ this tool in an innovative manner in your virtual classroom? What are some best practice tips?



Resource/ Activity	Level of Usability	Modes of Transfer	Learning Assessment	Social Media Features	Collaboration and Content Sharing	Knowledge Taxonomy	Creative Uses & Helpful Tips
Page Provide small amount of content such as text, links, videos, and images.	 Easy to create and has a larger display area for providing content to students.	 Use to provide information to students in a non-printable format.				6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	Avoid long scrolling pages of content. Instead, chunk content into Books and Lessons.
File Share important files with students that are accessible from the course front page.	 Simply drag and drop or upload the file. If you drag and drop the file to the front page, make sure you configure the resource settings.	 Students can view and download the files.				4/6 Recall Comprehend Apply Analyze	To increase accessibility for users, open in the <i>Same window</i> , and select the Force download button. Use to add a Web site into a course by uploading a .zip file of the site files.
Book Organize content into Chapters and Subchapters for users to print easily.	 It requires a little more time to set up, but is easy to use.	 Students can view in the course or print for later reference. Teachers may disable printing if desired.				4/6 Recall Comprehend Apply Analyze	Use to create your course syllabus. Avoid using custom titles and make sure you define how chapters are numbered.











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URL Link directly to a Web site from the course front page.	 Teachers just enter the URL for the site and specify how they want it to display to students.	 Students can view the sites and bookmark them. Files can only be downloaded if the URL directs to a file location.		 It depends on the link.	 Only if linking to a collaborative tool (e.g., an online portfolio, wiki, blog).	6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	When linking to outside Web sites, open the site in a new window to increase usability. Configure the advanced options. Select how you want it to display to students, the size of the window (if opened in a new one), and if you want to display the URL name and description.
Folder Teachers can share multiple files at a time and organize them into subfolders.	 Simply drag and drop files into the resource or upload the files.	 Students can view and download multiple files at once.				2/6 Recall Comprehend	Create a hidden Folder to share files with co-facilitators. Use subfolders to organize files.
Label Display text, images, or video that you want to appear on the course front page.	 Easy to add and create. Increase the organization of a course topic by adding Labels to create subtopic titles.	 Use to display text or media to students. Text can be hyperlinks to files or Web sites.				2/6 Recall Comprehend	Use to provide instructions to students. Avoid placing too many videos on the front page as it can decrease page loading performance.











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IMS Content Package Upload IMS packages to reuse content from other resources or systems to display to students.	 Easy to upload into the system, but may be complex to create depending on the tool used to develop it.	 Students can view the content within the course but cannot download it unless the package includes files.	 n	 n	 n	6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	Use the SCORM activity if you want to track scores or grades.
Chat Add this activity to have synchronous discussions between class participants.	 Very easy to set up and use. Although not recommended as a learning tool, teachers can use it for scheduled Q&A sessions.	 Teachers can choose to allow students to see past chat logs. This activity is not a suggested method for providing critical course information.	 n	 Communication can occur in real-time.	 Students can collaborate and share information. It is not recommended for content creation.	1/6 Comprehend	Use for virtual office hours with students. The scheduled time will populate as an event into the Calendar block. Repeat sessions either weekly or daily.
Feedback A survey tool that allows teachers to create customized questions to gather data.	 It requires little more time investment to set up your own customized survey questions.	 Teachers can easily view an analysis of results, and export and save them for later reference.	 y Use to evaluate reactions and attitudes about the course.	 n	 n	N/A	Use the template feature for easy reusability of question sets.











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Choice Teachers can create to conduct a poll with a single question.	 Create a question with choices and make available to students.	 Yes, teachers can allow students to view class results after inputting their selection, but it can't be printed or downloaded.	 Yes, it is a quick way to assess reactions or knowledge. You can also use it to gain interest in future activities. It is not a graded activity, but you can use activity completion settings.	 Student complete the activity independently, but it may used for a real-time poll during a face-to-face class.		2/6 Recall Comprehend	Determine if posts will be anonymous or will have student names attached. Allow students to update their poll if you want to provide flexibility with their choices.
Glossary A dictionary style activity that can hyperlink to all applicable terms in the course.	 Easy, but it can take some time to input all glossary entries the first time. Glossaries can be main, secondary, or set to be site-wide (global).	 Use to present new or frequently used terminology for the course. Teachers can import and export entries and glossary backups.	 Set it up as a graded activity by using ratings. Teachers can permit students to grade each other's work.	 Students can read each other's entries, add comments, and rate entries. Only the original author can edit his or her own entries.	 Design activities where students can create glossaries as a class to collect and present content around a shared concept.	5/6 Comprehend Apply Analyze Create Evaluate	Export/import glossaries to save time. Set hyperlinks, if desired. Let students do the heavy lifting by creating glossary entries of new terms, concepts, or researching questions and compiling answers.

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Assignments Students can either type their submissions directly into the activity or upload attachments for teachers to review and grade.	 It is easy to use for both students and teachers.	 Teachers can share files or videos in the instruction area for users to read or view. The activity cannot be downloaded but support files can be made available. Students can upload files for teachers to download.	 Yes, teachers can grade assignments and use advanced grading methods for evaluation.	 If viewing in joule Grader, then student and teacher can have synchronous or asynchronous discussions.		6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	Use advanced grading to make grading criteria transparent to your students. Use joule Grader to grade assignments. Using this feature, you can view the assignment and input scores all on one page.
Database A tool for collaborative development of a collection of data within a course. It allows the teacher and/or participants to build, display, and search a bank of recorded entries about any conceivable topic.	 It requires teachers to create fields and templates for data entry, which may be complex to set up. Data entry is easy, but can be time-consuming.	 The teacher can add entries, but works best when students are building the content. Teachers can import and export entries. Students can export only their own database.	 Ratings are required to grade and assess student learning. Students can rate other students if the teacher modifies the activity's permissions.	 Students and teachers can add comments to entries, but only teachers can manage them. Students may be able to rate each other.	 Students can create joint collections of content and share information in a way that is easy to locate. Use for book and lab reports, gathering project data, and sharing student work.	5/6 Comprehend Apply Analyze Synthesize Evaluate	All fields require a name and description when you create them. Make field names unique, short, and sensible. Give students permission to rate entries and choose the <i>Average of ratings aggregate types</i> .

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Forums Exchange ideas through the posting of comments in a discussion thread.	 Easy to create and manage, but longer threads may be more difficult to track. There are many available types.	 Share information by making posts. Students and teachers can view posts and attachments, but cannot download or export forum posts. Disable attachments if you do not want students to upload them.	 Use a rating scale to assess learning and award grades. Teachers can permit students to grade each other's work.	 Students interact with both the teacher and their peers in forum discussions, particularly if posting replies to each other is encouraged and graded.	 Students explore subjects of forums collaboratively, and can build knowledge from and with each other. Students cannot modify teacher content.	5/6 Comprehend Apply Analyze Synthesize Evaluate	Use the Q&A type to encourage original responses. Post your question as a discussion topic. Use completion tracking settings to require a certain number of posts and/or replies. Use Advanced forums if you want to grade.
Advanced Forums Teachers can add enhanced forums into their courses with additional functionality such as grading with advanced grading methods and allow for anonymous submissions.	 Very similar to creating Forums, but offers more control to users for subscribing to threads rather than entire forums.	 Teachers and students can post information and upload attachments to posts.	 Yes, if you use a ratings scale OR if you grade manually using joule Grader. Mark posts as substantive for students who make a solid contribution.	 Students interact with both the teacher and their peers in forum discussions, particularly if posting replies to each other is encouraged and graded.	 Students explore subjects of forums collaboratively, and can build knowledge from and with each other. Students cannot modify teacher content.	5/6 Comprehend Apply Analyze Synthesize Evaluate	Create anonymous interactions to receive feedback from students in an open dialogue. Attached advanced grading methods and grade with joule Grader.

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News Forum A general forum for course announcements that pushes e-mails to all enrolled students e-mail accounts based on their profile digest settings.	 It is easy for teachers and students. It is automatically added to new courses. Teachers just need to post a new topic to the forum.	 Teachers may include attachments in their posts. Users who are subscribed will receive e-mails.		 Students can't post in the forum or reply. Teachers may change permissions to allow students to reply to their posts. Posts appear in the Latest News block.		2/6 Recall and Comprehend	Permit students to reply to this forum to make it interactive. If urgent, select the "Mail now" checkbox to send the message immediately.
Lesson Presents information in a linear or branched flow that adapts based on user responses.	 Takes longer to set up, but is easy for students to navigate through.	 Students cannot download information unless a file is provided as a media link or hyperlink on a page.	 It can be graded or set as a practice activity. Teachers can view results in a report. Teachers can display the ongoing score and attempts to users. If graded and using multiple attempts, teachers must select the desired aggregation method.			6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	Reinforce key points by inserted question pages. Then, remediate or accelerate learning by using the Jump feature. Essay questions require manual grading. Create interactive scenarios based solely on questions and answers.

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Quiz Create quizzes with a variety of question types that can be used in courses and reused between courses.	 It takes longer to setup because of the number of options available and the need to create questions. It is easy for students to use.	 Teachers can view results in the system and can download the data as a file by going to the Results link within the Navigation block.	 It is an excellent tool for assessment. Quiz can be set up to allow for retakes, and works best as a combination or pre- and post-assessments.			6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	First, create all the questions in the question bank. Then, create the activity and add questions from your bank. Use categories to organize your questions. Essays require manual grading. Set review options to control when students view various information about the quiz attempt.
SCORM Upload SCORM packages into your course as an activity or a course format. To re-use content from other platforms or content developed using other tools.	 Easy to upload into the system, but may be complex to create depending on the tool used to develop it.	 Students can view the content within the course but cannot download it unless the package includes files for download.	 It is a graded activity. The maximum grade should match the possible points in the package if scoring is based on points.			6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	Packages must be SCORM 1.2 conformant. Create assets that add more interactivity, such as simulations or complex scenarios with branching.

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Wiki A tool for creating content collaboratively.	 A bit trickier to set up. Teachers can track history with a mapping tool, and see how students are contributing.	 Teachers can transfer information to students, and both can build content as a class. Students and teachers can print the wiki content.	 Quite useful for group work that also allows the teacher to track individual contributions. This activity type is not a graded item, but you could create a manual item in the gradebook.	 Students can comment, edit, and add to each other's work.	 Anyone can add pages, edit, or comment on the content. Exploration of topics, discussion, and shared writing are an important component of wikis.	5/6 Comprehend Apply Analyze Synthesize Evaluate	To add a new page in the activity, enter the title between double brackets (e.g., [[New Page]]). Create a manual item in the gradebook to award participation points or grade contributions. Create a wiki for group lecture notes with the entire class or for brainstorming activities.
Workshop Provides a process for students to receive both teacher and peer feedback on open-ended assignments, such as essays and research papers.	 A bit tricky to set up and operate – requires several steps. Great tool for allowing students to write, revise, and finalize a longer piece of written work.	 	 It supports several types of grading schemes. It may include two grades for a student: personal work and a peer assessment of other student work.	 Comments can be shared among peers and graded by teachers.	 Teachers can allow students to view selected submissions and conduct peer reviews. Share the top scoring assignments with the class to review.	6/6 Recall Comprehend Apply Analyze Synthesize Evaluate	This activity may make several days or weeks to complete through the process. Teachers can require self-assessment.