

# Getting Started with Learning Technologies

Morag Munro

DCU Learning Innovation Unit



# Workshop outline

- What are learning technologies?
- Why use them?
- Examples
- Moodle demo
- Moodle hands-on tasks

# What are learning technologies?

*Application of technology to support/enhance learning, teaching and assessment*

Also known as:

- E-learning
- Computer-based learning
- Online learning ...



# Types of learning technology

- Multimedia/animations
- Virtual worlds (Second life)
- Video
- Audio (Podcasting)
- Games/simulations
- Mobile learning
- Virtual learning Environments (VLEs): Moodle, Blackboard
  - Course administration
  - Creating/linking to resources/content
  - Feedback/assessment
  - Communication/groupwork



# Why use learning technologies?

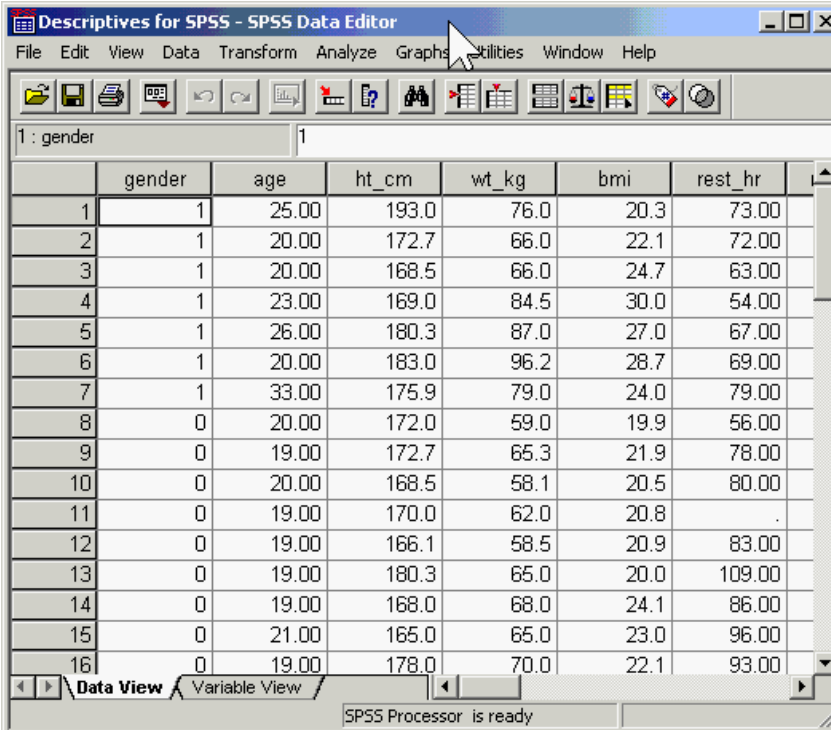
- Bebo/myspace/facebook generation
- Facilitate more flexible learning opportunities
- Provision of resources in alternative formats
- Provision assessment and feedback
- Enhance communications and collaboration
- More efficient use of time





**Examples**

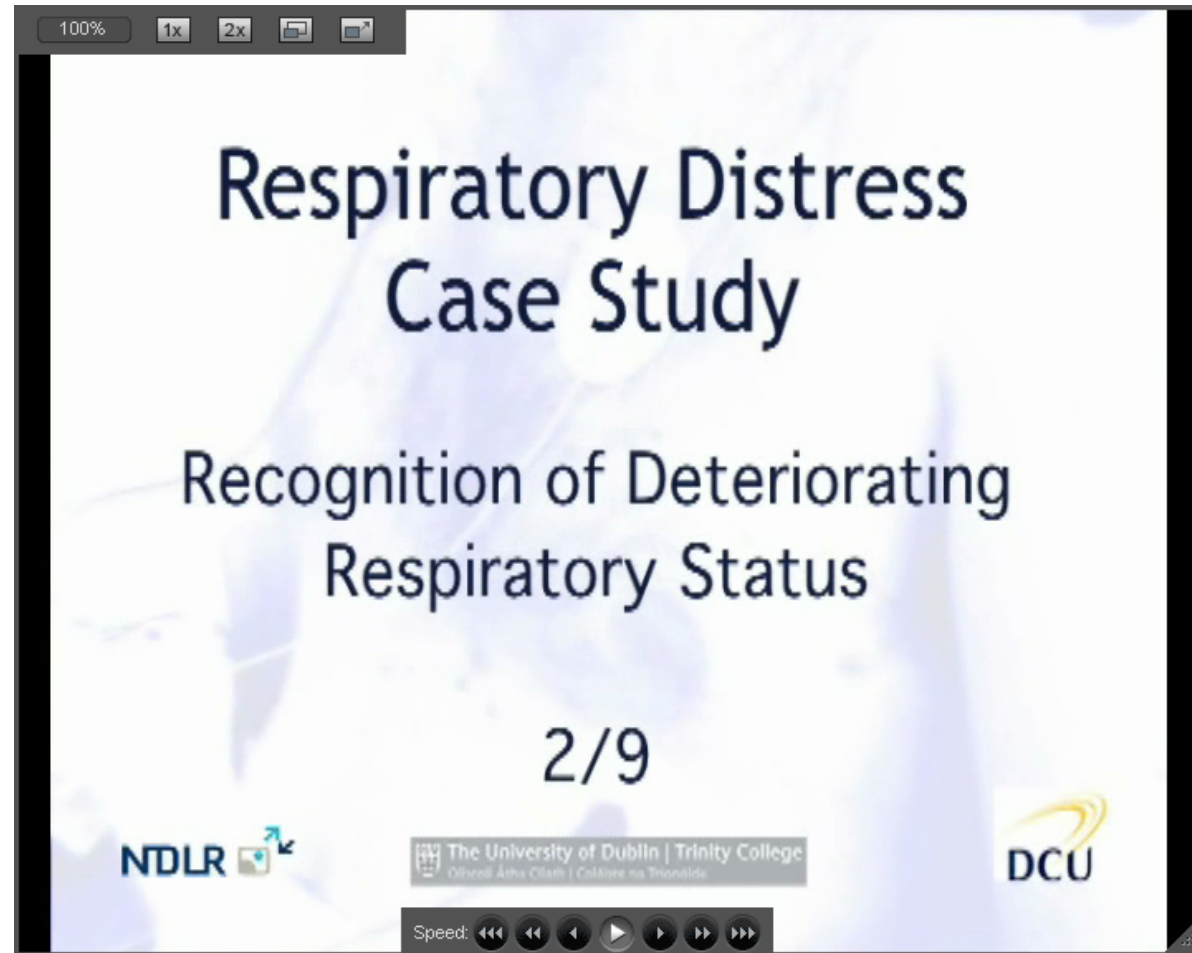
# Camtasia (screen capture, interactive tutorials)



The screenshot shows the SPSS Data Editor interface with a 'Descriptives for SPSS' window open. The window title is 'Descriptives for SPSS - SPSS Data Editor'. The menu bar includes File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Window, and Help. The toolbar contains various icons for file operations and analysis. The main area displays a table of data for the variable 'gender'. The table has columns for gender, age, ht\_cm, wt\_kg, bmi, and rest\_hr. The data is organized into 16 rows, with the first 7 rows having a gender value of 1 and the remaining 9 rows having a gender value of 0. The status bar at the bottom indicates 'SPSS Processor is ready'.

	gender	age	ht_cm	wt_kg	bmi	rest_hr
1	1	25.00	193.0	76.0	20.3	73.00
2	1	20.00	172.7	66.0	22.1	72.00
3	1	20.00	168.5	66.0	24.7	63.00
4	1	23.00	169.0	84.5	30.0	54.00
5	1	26.00	180.3	87.0	27.0	67.00
6	1	20.00	183.0	96.2	28.7	69.00
7	1	33.00	175.9	79.0	24.0	79.00
8	0	20.00	172.0	59.0	19.9	56.00
9	0	19.00	172.7	65.3	21.9	78.00
10	0	20.00	168.5	58.1	20.5	80.00
11	0	19.00	170.0	62.0	20.8	.
12	0	19.00	166.1	58.5	20.9	83.00
13	0	19.00	180.3	65.0	20.0	109.00
14	0	19.00	168.0	68.0	24.1	86.00
15	0	21.00	165.0	65.0	23.0	96.00
16	0	19.00	178.0	70.0	22.1	93.00

Video



Access resource



Moodle

- Virtual Learning Environment (VLE)
- Tools for:
  - Course administration
  - Creating/linking to resources and content
  - Feedback/assessment
  - Communication/groupwork

# Course content

- Lecture materials
- Links to websites
- Links to journal articles
- Simple web page development
- Glossaries

The collage features three main educational resources:

- Journal Article:** A ScienceDirect article titled "Why hasn't technology disrupted academics' teaching practices? Understanding resistance to change through the lens of activity theory" by Françoise Blin and Mong Muan. The abstract discusses the Internet heralded predictions of e-learning transforming teaching practices, but notes that in many higher education institutions, most practices have remained in a virtual learning environment. It mentions a preliminary analysis based on Activity Theory and the institutional deployment of a VLE.
- Slide:** A slide titled "Introduction to Thermodynamics" with the date "21/08/07".
- Glossary:** A web-based glossary interface for a module. It includes a search bar, navigation buttons (Browse by alphabet, Browse by category, Browse by date, Browse by Author), and a list of terms with their definitions. Visible entries include:
  - avi:** File extension introduced by Microsoft. It stands for Audio Video Interleave. It is a file format for audio visual material. It stores both audio and video data in an interleaved structure. File sizes tend to be large, so it is not used much on the Internet. Files can be compressed using codecs such as MPEG or DivX.
  - css:** File extension used for cascading style sheets (CSS).
  - doc:** File extension used by Microsoft (MS) Word documents. The .doc extension lets the OS know it needs MS Word to open that particular file.

# Course administration

- Gradebook
- Logs
- Calendar
- Student profiles

View Grades Set Preferences Set Categories Set Weights Set

Download in ODS format Download in Excel format Dow

**All grades by category**

Student	Module Stats (100.00%)		Personal Website Stats (0.00%)		Ur
	points(100)	weighted % contribution	points(100)	weighted % contribution	
[blurred]	37	37%	0	0%	-
[blurred]	54	54%	-	0%	-
[blurred]	48	48%	-	0%	-
[blurred]	0	0%	-	0%	-
[blurred]	53	53%	-	0%	-
[blurred]	35	35%	-	0%	-
[blurred]	53	53%	-	0%	-
[blurred]	72	0%	-	-	-

**Calendar**

May 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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

CM110 05/06 Media Technology: All participants, All days (Server's local time)

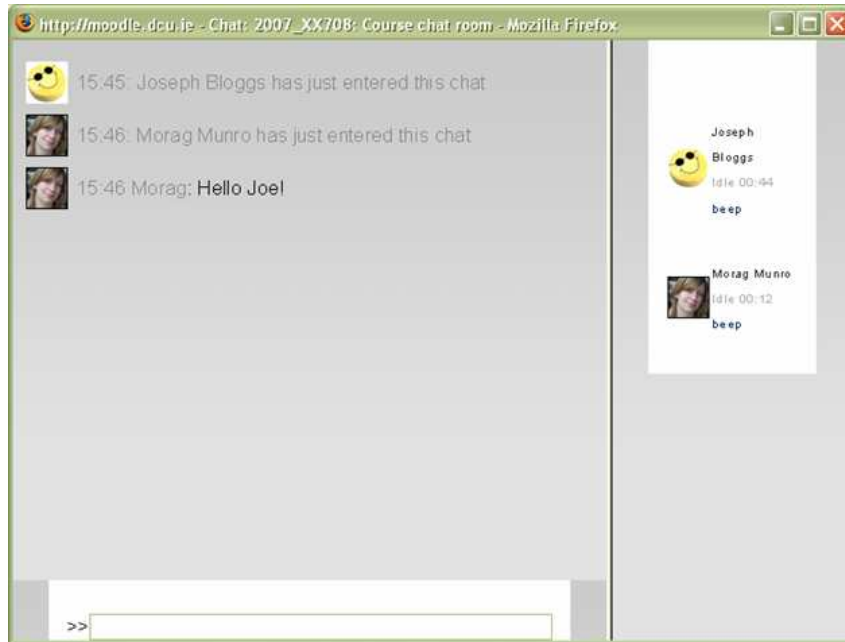
CM110 05/06 Media Technology [more] All participants All days

All activities All actions Display on page Get these logs

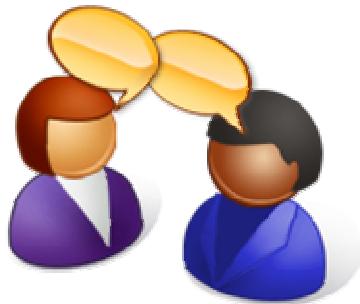
Displaying 27 records

Time	IP Address	Full name	Action	Information
Fri 9 May 2008, 09:17 AM	[blurred]	[blurred]	<a href="#">course report log</a>	CM110 05/06 Media Technology
Fri 9 May 2008, 09:17 AM	[blurred]	[blurred]	<a href="#">course report log</a>	CM110 05/06 Media Technology
Fri 9 May 2008, 09:14 AM	[blurred]	[blurred]	<a href="#">course view</a>	CM110 05/06 Media Technology
Tue 29 April 2008, 10:29 AM	[blurred]	[blurred]	<a href="#">course view</a>	CM110 05/06 Media Technology
Sun 20 April 2008, 09:11 PM	[blurred]	[blurred]	<a href="#">resource view</a>	Assignment Topics - Journalism
Sun 20 April 2008, 09:05 PM	[blurred]	[blurred]	<a href="#">resource view</a>	Lecture 08 - Evolution of the Computer
Sun 20 April 2008, 09:03 PM	[blurred]	[blurred]	<a href="#">resource view</a>	Lecture 03 - The Internet

# Communication and groupwork: Discussion fora/chat



Discussion	Started by	Group	Replies
<a href="#">Getting started with the group project</a>	 <a href="#">Training Student1</a>	<a href="#">Group 1</a>	<a href="#">1</a>



# Possible applications



Role  
play

Questions and  
answers

Group work

General class  
administration and  
communication

Online debate

# Communication and groupwork: Wiki

- Collaborative authoring

View Edit Links History

## Group wiki


**CelticTiger?** (*Irish: [Tiogar Ceilteach](#)*) is a name for the period of growth in the [Republic of Ireland](#) that began in the 1990s and slowed in 2001, only to pick up pace again in 2003 and then have slowed down once again by 2006. During this time, Ireland experienced a [boom](#) in which it was transformed from one of Europe's poorer countries into one of its wealthiest. The causes of Ireland's growth are the subject of some debate, but credit has been primarily given to [free market capitalism](#): low corporate taxation; decades of investment in domestic higher education; a low-cost labour market; a policy of restraint in government spending; and EU membership - which provided transfer payments and export access to the Single Market.

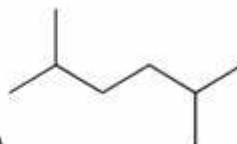
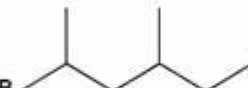
### History for: 'Group wiki'

Version: 2 ([Browse](#) [Fetch-back](#) [Diff](#))  
Author:  [Training Student2](#)  
Created: Thursday, 20 March 2008, 05:17 PM  
Last modification: Thursday, 20 March 2008, 05:18 PM  
References: [CelticTiger?](#), [McWilliams?](#), [1?](#), [2?](#), [http://en.wikipedia.org/wiki/Republic\\_of\\_Ireland](http://en.wikipedia.org/wiki/Republic_of_Ireland), <http://en.wikipedia.org/wiki/Capitalism>, [http://en.wikipedia.org/wiki/Celtic\\_tiger](http://en.wikipedia.org/wiki/Celtic_tiger), [http://en.wikipedia.org/wiki/East\\_Asian\\_Tiger](http://en.wikipedia.org/wiki/East_Asian_Tiger), <http://en.wikipedia.org/wiki/Singapore>, <http://en.wikipedia.org/wiki/Taiwan>, [http://en.wikipedia.org/wiki/Council\\_on\\_Foreign\\_Relations](http://en.wikipedia.org/wiki/Council_on_Foreign_Relations), [http://en.wikipedia.org/wiki/Alex\\_Salmond](http://en.wikipedia.org/wiki/Alex_Salmond), <http://en.wikipedia.org/wiki/Scotland>, [http://en.wikipedia.org/wiki/Royal\\_Standard\\_of\\_Scotland](http://en.wikipedia.org/wiki/Royal_Standard_of_Scotland)

Version: 1 ([Browse](#) [Fetch-back](#) [Diff](#))  
Author:  [Training Student1](#)  
Created: Thursday, 20 March 2008, 05:17 PM

# Assessment and feedback: Quizzes

20  What is the relationship between the two structures below?  
Marks: 1

A  B 

Choose one answer.

- a. identical structures
- b. constitutional isomers
- c. different compounds with different compositions
- d. resonance forms

6 

Marks:  
-/3

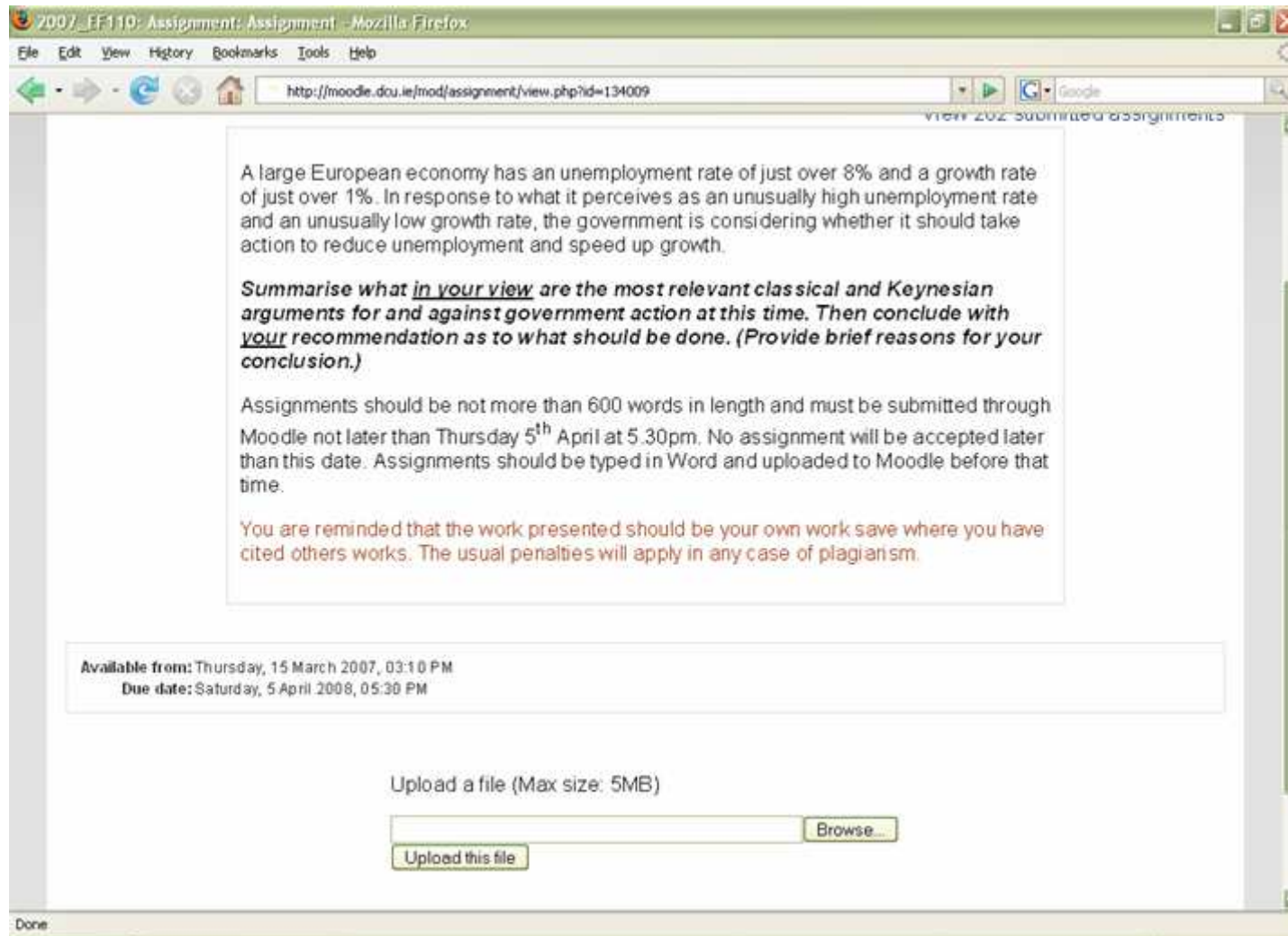


When composing a search strategy for your essay you should first decide which  to use. If you want to find articles which contain any of your keywords you should link them with the Boolean Operator . If you want to find articles that include ALL your keywords together you should link them with the Boolean Operator .

Submit

Moodle Example

# Assessment and feedback: Assignment



The screenshot shows a Mozilla Firefox browser window with the title "2007\_FF110: Assignment: Assignment". The address bar displays the URL "http://moodle.dcu.ie/mod/assignment/view.php?id=134009". The page content includes a paragraph about the European economy, a bolded instruction to summarize classical and Keynesian arguments, submission details (600 words, deadline 5th April 2008), and a warning about plagiarism. At the bottom, there is a file upload section with a "Browse..." button and an "Upload this file" button.

2007\_FF110: Assignment: Assignment - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://moodle.dcu.ie/mod/assignment/view.php?id=134009

view 202 submitted assignments

A large European economy has an unemployment rate of just over 8% and a growth rate of just over 1%. In response to what it perceives as an unusually high unemployment rate and an unusually low growth rate, the government is considering whether it should take action to reduce unemployment and speed up growth.

**Summarise what in your view are the most relevant classical and Keynesian arguments for and against government action at this time. Then conclude with your recommendation as to what should be done. (Provide brief reasons for your conclusion.)**

Assignments should be not more than 600 words in length and must be submitted through Moodle not later than Thursday 5<sup>th</sup> April at 5.30pm. No assignment will be accepted later than this date. Assignments should be typed in Word and uploaded to Moodle before that time.

You are reminded that the work presented should be your own work save where you have cited others works. The usual penalties will apply in any case of plagiarism.

Available from: Thursday, 15 March 2007, 03:10 PM  
Due date: Saturday, 5 April 2008, 05:30 PM

Upload a file (Max size: 5MB)

Browse...

Upload this file

Done

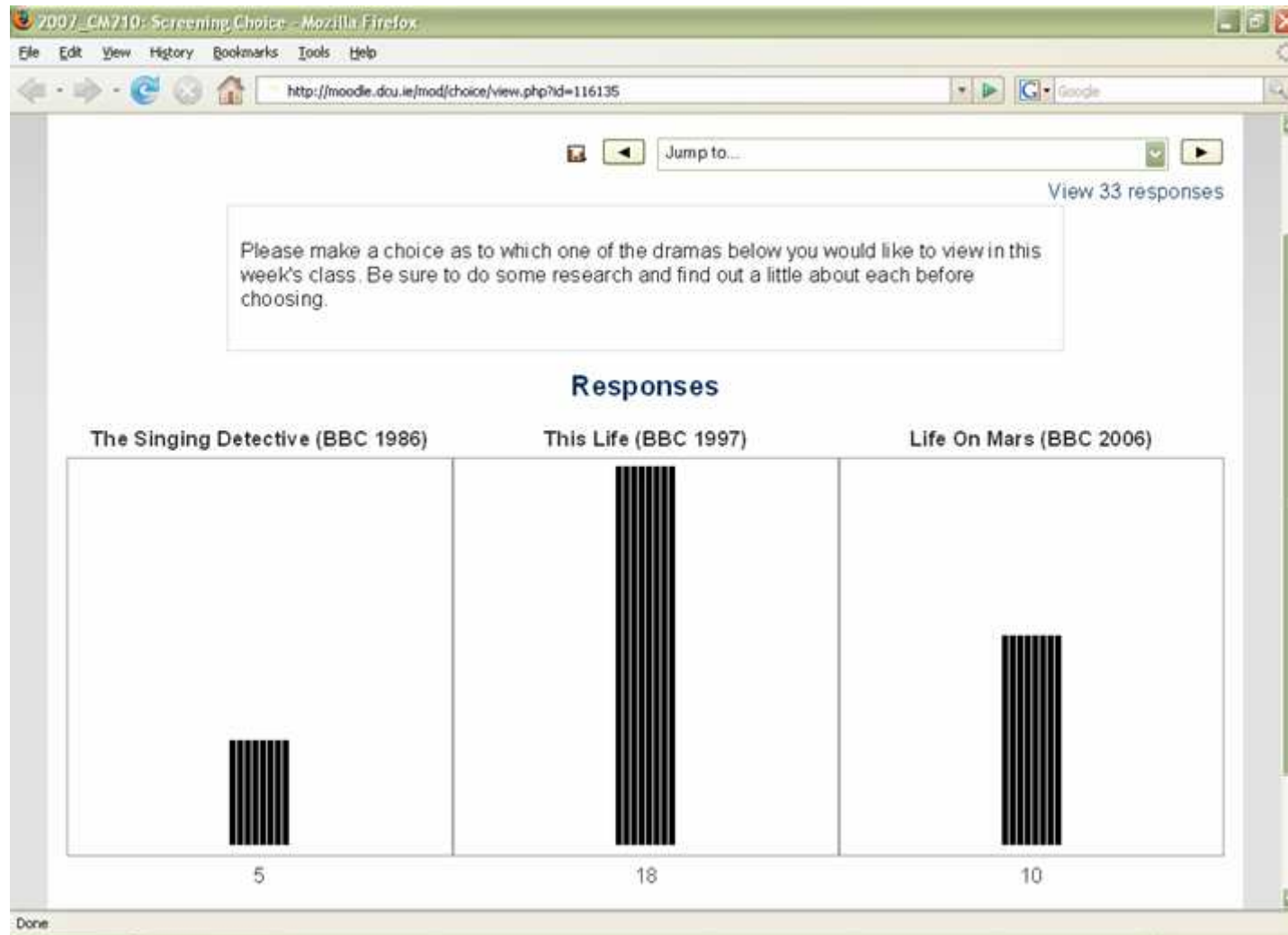
# Assessment and feedback: Assignment

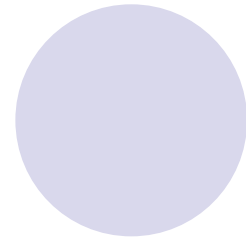
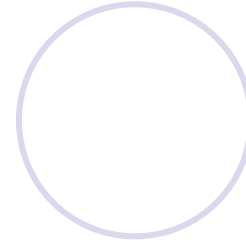
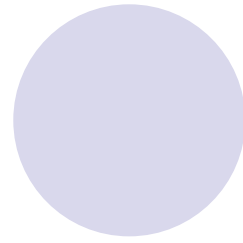
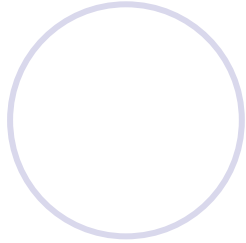
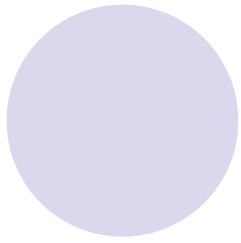
Page: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 ...33 (Next)

First name / Surname ↓	Grade	Comment	Last modified (User)	Last modified
[Redacted]	59 / 100		Economics_Assignment.doc Wednesday, 4 April 2007, 10:38 PM	
[Redacted]	No grade			
[Redacted]	54 / 100		Keynesian_and_classical_argument.doc Thursday, 5 April 2007, 03:38 PM	
[Redacted]	59 / 100		BS1_Economics_Assignment.doc Wednesday, 4 April 2007, 01:22 PM	
[Redacted]	83 / 100		ASSIGNMENT.doc Wednesday, 4 April 2007, 07:21 PM	
[Redacted]	86 / 100		Economic_Theory_Arguments.doc Thursday, 5 April 2007, 03:39 PM	
[Redacted]	No grade			
[Redacted]	49 / 100		[Redacted].docx Thursday, 5 April 2007, 11:43 AM	
[Redacted]	86 / 100		economics_.rtf Tuesday, 3 April 2007, 10:39 PM	
[Redacted]				

Done

# Assessment and feedback: Choice





**Break**



# Moodle

- Tour from a student's perspective
- Tour from an instructor's perspective
- Hands-on tasks



# Next steps

- Next steps

- What learning outcomes do you wish to achieve?
- How might learning technology help?
- Start small
- Don't be afraid to experiment!
- Attend further workshops
- Contact me:

[moodlehelp@dcu.ie](mailto:moodlehelp@dcu.ie)