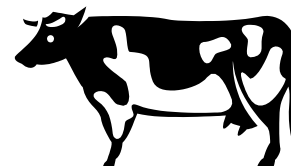


About the DACL Moodle

Ralph Cullimore, e-learning Co-ordinator, Devon ACL, Sept 08



Devon ACL has a password-protected 'Moodle' website to support teaching and learning. This sheet gives very brief info about what it is and why it might be useful.

1. What is Moodle?

Moodle is the name of a piece of software. It enables DACL to run a website where there are a number of separate areas, each related to one course or purpose. Moodle allows us to set up areas for individual tutors or subjects, so that:

- Tutors can **add things to**, and **change**, particular online area(s)
- Learners can **look at** and **contribute to** particular online area(s) - but not change them

The DACL Moodle site is not difficult to use – mainly requiring 'point & click' web skills. (and Moodle stands for **Modular Object-Oriented Dynamic Learning Environment**)

2. What can it offer?

- A. Areas for tutors (which learners can't get in to)
 - Areas relevant to all tutors – with information, links, downloads and 'forums'
 - Subject-specific areas for tutors teaching particular subjects eg Languages or Art – to allow sharing of ideas and dissemination of good practice
- B. Generic (county-wide) 'courses' for learners studying a subject eg French or Watercolour painting. These can be used as a place for team leaders, senior practitioners and others to put extension materials, links etc which may be useful for any learner in that subject.
- C. Specific 'courses' for particular groups of learners eg French Intermediate at Seaton. These courses can be used by individual tutors as a place to put materials for their particular group(s) of learners.

3. Why use it?

Tutors can use the tutors' areas (A above) to find resources for teaching, compare ideas, ask for help and share resources. Tutors can refer learners to the appropriate generic course – if one exists - for extension materials (B above) And, if keen, interested & moderately technically inclined, tutors can have their own area on the Moodle site to put things for their own particular groups of learners (C above).

Learners can have access to the materials in the appropriate county-wide course area (B above). This will allow them to look at items on-screen, download and print them, follow recommended web-links etc. Learners can also read and contribute to forums to share experiences and possibly upload their own items to the forum. If a tutor has their own area on the Moodle site, learners can get more group-specific material from there (C above).

If you would like a username and password to get in to the Moodle site, please contact Ralph Cullimore (via ralph.cullimore@devon.gov.uk). Please say what subject(s) you teach.

4. Possible ways to use Moodle

Here are some ideas:

4a) Things tutors could do fairly easily

1. Upload e-copies of own notes, handouts, plans, 'homework' etc for learners to view or download out of session time. Can include images, audio clips & videos.
2. Include a 'useful links' section for external resources (extension activities ?)
3. Set up a forum so learners can keep in touch, share & compare
4. Upload 'hidden' resources for their own future use (eg presentation by tutor, or class assessment) ready for tutor to access from eg the ACL centre at appropriate time.
5. Share ideas and resources with other tutors via a tutors-only 'course'

4b) Things tutors could do that require more input

6. Get learners to use individual-learner journals or individual-learner wikis to record initial self-assessment, on-course reflection and end-of-course statement
7. Upload evidence of progress and achievement eg digital photos, video, sound, documents. ICT-competent learners may be able to do this themselves.
8. Add interactive learning activities from elsewhere or (if justified) created by tutor eg quizzes or 'lessons' with reading content and required responses
9. Monitor learner activity by looking at the Moodle logs; track progress using Grades
10. Put promotional photos of learners' work, learner comments etc onto a separate, fully-public part of the Moodle to show to potential or actual new learners
11. Upload end-of-course evaluations & data to the tutors-only 'course' for Team Leader

4c) Learners can

1. Catch up on missed sessions, or read-up on next week's topics (take more control of own learning, higher-level engagement, improve retention)
2. Work through 'class-work' again at home, at their own pace, until happy with it
3. Follow links on the course page to expand their learning further
4. Upload coursework to the Moodle so tutor can look at (listen to) it and add comments
5. Share feelings, experiences or suggestions with others on the course via a forum
6. Review previous work (eg initial assessment, early photos, voice recordings etc) and so recognize their own progress & achievement
7. Leave a message for the tutor, and other learners, if going to miss a class

4d) Team Leaders could use tutors-only 'courses' to

- Encourage pooling of resources from tutors
- Spread good practice – eg through standardised advice or recording info
- Encourage communities of practice so tutors can 'network' ideas and problems
- Upload CPD modules relevant to their curriculum (eg equal opps in that area)
- Issue guidance on particular topics - or build up FAQ's
- Encourage electronic submission of end-of-course and related records

Interesting statistics

We don't have the figures for Devon, but in 2007 **Cornwall** Adult Education Service found that around **90%** of **learners** had access to the Internet (78% via broadband).

Of the 100+ **tutors** surveyed in **Devon** in 2007, **95%** used a computer at home in one way or another and 93% used email (11% 'sometimes' and 82% 'often').