

Powerpoint tutorial

Evaluation of Moodle



Consortium

P.PORTO

[Instituto Politécnico do Porto](mailto:ipp@ipp.pt)
ipp@ipp.pt



POLITÉCNICA

[Universidad Politécnica de Madrid](mailto:secretaria.vinternacional@upm.es)
secretaria.vinternacional@upm.es



[Università Politecnica delle Marche](mailto:info@univpm.it)
info@univpm.it



[National Technical University of Athens](mailto:webmaster@ntua.gr)
webmaster@ntua.gr

INOVA+

[INOVA+](mailto:inova@inova.business)
inova@inova.business

up Universitatea
Politehnica
Timișoara

[Universitatea Politehnica Timișoara](mailto:rector@upt.ro)
rector@upt.ro



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

[Trinity College Dublin](mailto:academic.registry@tcd.ie)
academic.registry@tcd.ie



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. (Project N^o. 2020-1-PT01-KA226-HE-095042).

What is Moodle?

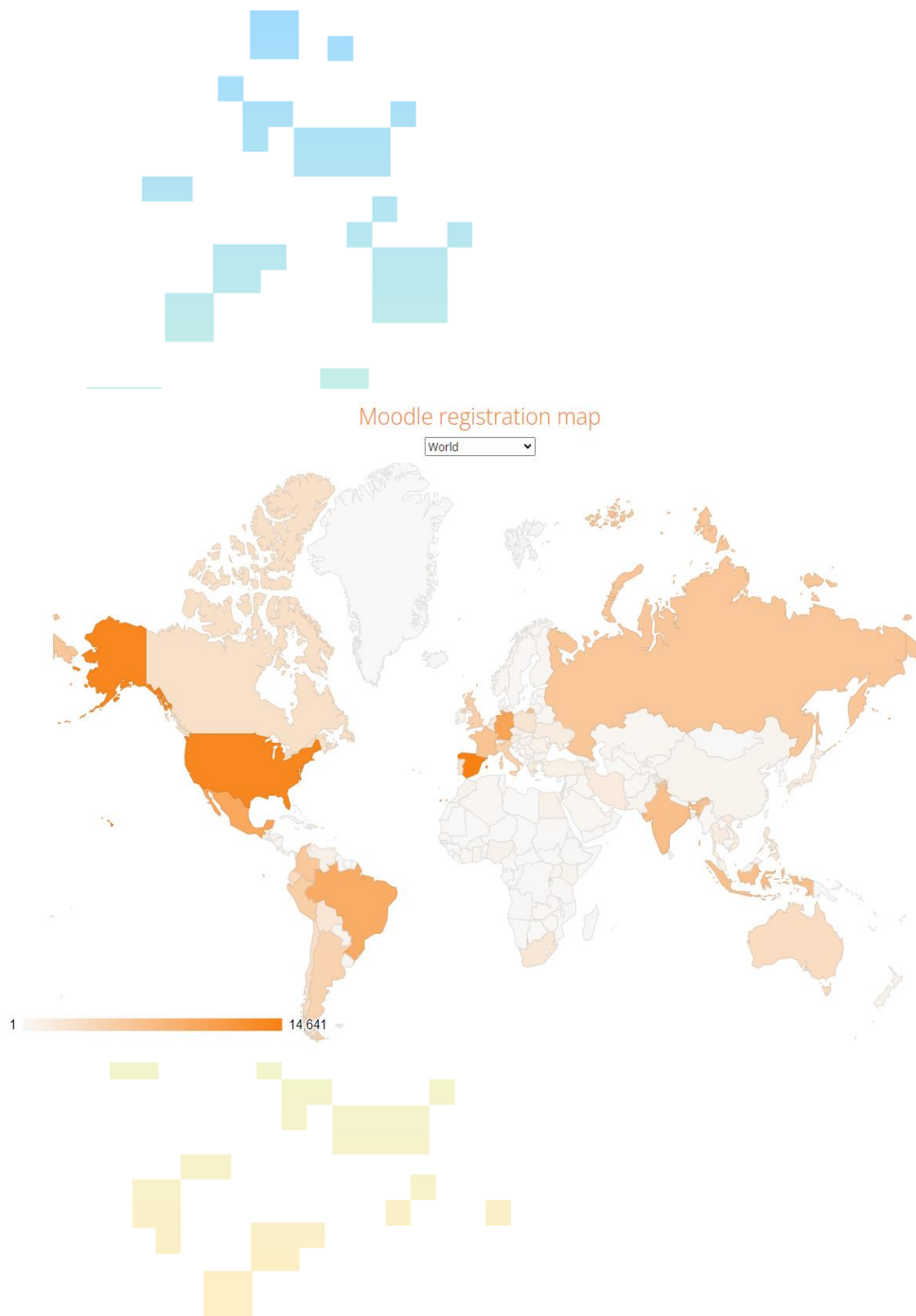


- **Moodle** is the most popular open-source Learning Management System. It provides the framework for conducting online teaching and learning
- First appearing in 2001, It is currently managed and developed by the Moodle HQ corporation
- With Moodle, teachers can create and organize course materials and activities, communicate with students, assess their activity and manage the whole pedagogical process.
- It is easily extendable through plugins either developed by the community, or custom designed and coded at the request of participants to the educational process

How we tested it?

Due to its popularity, Moodle has been widely used in many educational settings across the globe.

The Virtual Campus of the Politehnica University of Timisoara is one such platform. The authors' experience of more than 15 years working with Moodle, as well as the feedback from students who have successfully used it in full online or blended-learning settings have formed the basis for this report.



Functionalities supporting blended learning

1. Supporting Professional Engagement

- It provides a framework for **hosting the content** that users need to access in order to complete their training or learning process
- Actively contributes to teaching / learning / training by **providing the tools** for effective **communication** between users.
- Offers a wide array of **evaluation, analysis and management tools**
- **Moodle Workplace** is a special version of the base LMS, aiming to be a customizable **platform for corporations**, for streamlining onboarding, workplace learning, automation of common processes and compliance management

2. Supporting Digital Resources

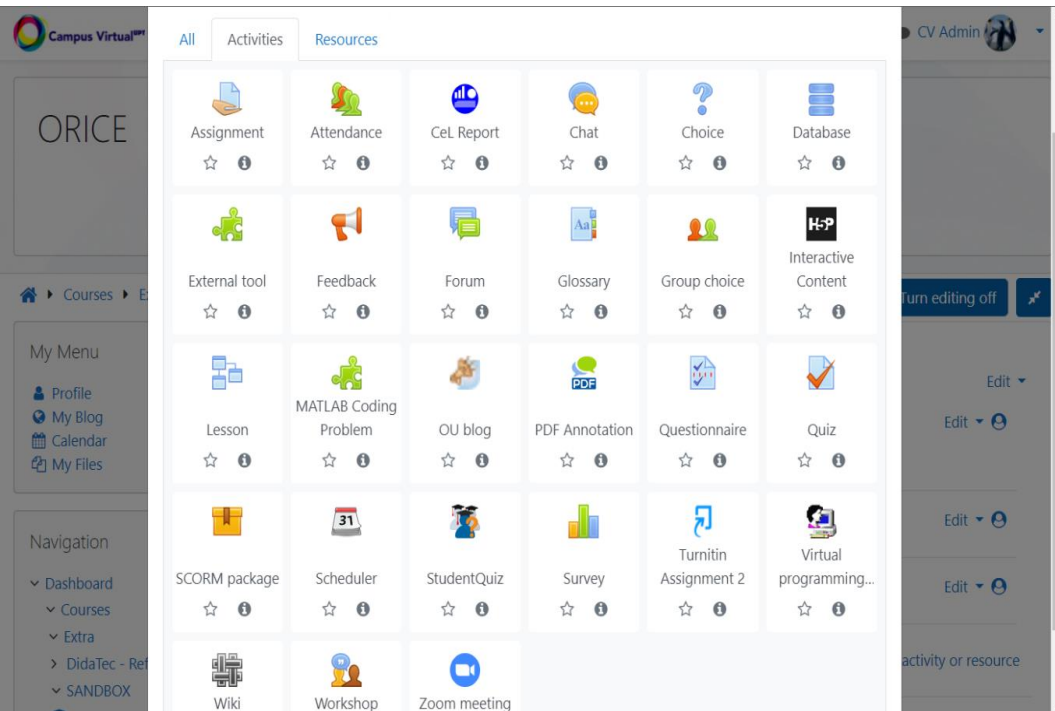
There are many types of course resources which can be used by educators to deliver learning content:

- Pages
- Files
- Folders
- Books
- URLs
- Labels
- IMS Content Packages

3. Supporting Teaching & Learning

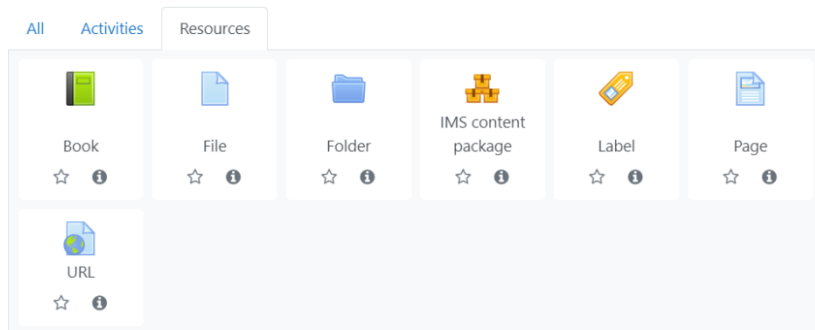
Moodle offers many tools to facilitate interaction between users, and between learners and course materials:

- **Communication tools:**
 - Discussion forums
 - Chats
 - Direct Messaging
 - Audio-Video conferencing
- **Collaborative activities:**
 - Workshops
 - Wikis
 - Glossaries
 - Databases
 - H5P activities
- **Management tools:**
 - Attendance
 - Gradebook
 - Activity reports



Main teaching and learning functionalities:

- **Course resources:** Teachers add course content in a large variety of formats.
- **Assignments:** Tutors configure learning activities, either collaboratively or individually.
- **Communication:** Users have many different communication channels at their disposal, either one-on-one, or one-to-many.
- **Announcements:** Teachers can give any updates about the course to the learners. Messages are automatically sent via email as well.
- **Evaluation:** Educators can evaluate the learners' progress and use many types of grading scales or systems.



4. Supporting Assessment

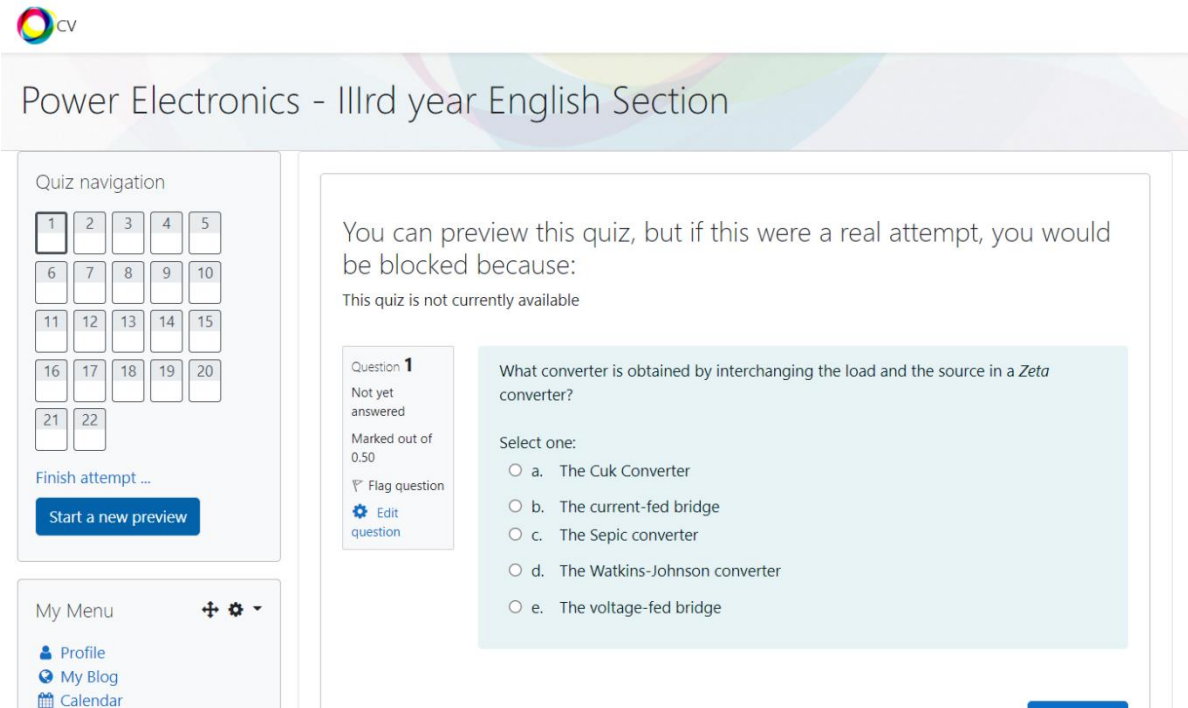
- Moodle facilitates assessment of students through **grade management, grading system, export of grades and rubrics**.
- There are self-grading activities (Quiz) or activities which require teacher monitoring
- Assessment of the users' activity inside a course can also be indicated by extensive reports that tutors can analyze and consider for grading
- Grading in Moodle is **private for every student**.

5. Supporting Learners Empowerment

- Moodle adheres to the **social constructivist** philosophy: learners actively contribute to the educational process.
- Students can customize their own learning experience: they learn at their own pace, in their own time, on their preferred devices.
- They can also provide **extensive feedback** to educators, in order to improve the overall quality of the learning experience.

6. Facilitating Learners' Digital Competence

- There are many ways of certifying a user's competence: numerical or letter-based grades, pass-fail scales, resource/activity completion statuses, course completion, competency frameworks.
- Moodle offers the possibility of awarding badges to users, as a certification of completing an activity or course, or as proof of having demonstrated a set of skills.
- Badges earned in Moodle can easily be used in social media, either directly or through the integration with Badgr



The screenshot shows a Moodle quiz interface. At the top left is the 'cv' logo. The page title is 'Power Electronics - IIIrd year English Section'. Below the title is a 'Quiz navigation' section with a grid of question numbers from 1 to 22. Question 1 is selected and highlighted. Below the grid are buttons for 'Finish attempt ...' and 'Start a new preview'. To the right of the navigation is a 'My Menu' section with links for 'Profile', 'My Blog', and 'Calendar'. The main content area displays 'Question 1' with the status 'Not yet answered' and 'Marked out of 0.50'. It includes options to 'Flag question', 'Edit question', and 'View question'. The question text is: 'What converter is obtained by interchanging the load and the source in a Zeta converter?'. Below the text is a 'Select one:' label followed by five radio button options: a. The Cuk Converter, b. The current-fed bridge, c. The Sepic converter, d. The Watkins-Johnson converter, and e. The voltage-fed bridge.



Acadigia



ACADIGIA