



### Selecting iLearn Tools

- Each tool has a primary function but can be used to achieve a variety of learning and teaching strategies.
- An individual learning or teaching strategy can be achieved using a variety of tools.
- It depends on your curriculum goals, your content and what works best for you and your students.
- Moodle supports five broad categories of learning and teaching: information transfer, co-creating content, communicating & interacting, assessing learning, and managing learning

| Tool   | Function  | Learning and Teaching Strategies   |
|--|---|--|
| <b>File, Folder</b>                                | Store, Organise   | Information transfer   |
| <b>Book, Page, URL, IMS content package, Label</b> | Present   | Information transfer   |
| <b>Announcement Forum</b>                          | Notify  | Information transfer   |
| <b>SCORM package</b>                               | Present, Interact, Assess   | Information transfer, Assess learning  |
| <b>Wiki</b>  | Collaborate, Present  | Information transfer, Co-create content  |
| <b>Blog</b>  | Present, Reflect, Comment   | Information transfer, Communicate & interact                                     |
| <b>Glossary</b>                                    | Define, Build, Share, Search, Review, Rate                        | Information transfer, Co-create content, Communicate & interact, Assess learning |
| <b>Database</b>                                    | Collect, Build, Share, Search, Review, Rate                       | Information transfer, Co-create content, Communicate & interact, Assess learning |
| <b>H5P Interactive Content</b>                     | Present, Assess, Interact   | Information transfer, Communicate & interact, Assess learning                    |
| <b>Lesson</b>                                      | Guide, Present, Assess, Adaptive scenario, Role play              | Information transfer, Assess learning  |
| <b>External Tool, iShare</b>                       | Present, Interact   | Information transfer, Communicate and interact, Assess Learning                  |
| <b>Media Collection</b>                            | Store, Organise, Collaborate, Comment, Share                      | Co-create content, Communicate & interact, Assess learning, Information transfer |
| <b>Quiz</b>  | Assess, Evaluate, Critique, Feedback                              | Assess learning  |
| <b>Assignment</b>                                  | Complete, Submit, Marking guide, Rubric, Assess, Feedback         | Assess learning  |
| <b>Turnitin Assignment</b>                         | Submit, Plagiarism detection, Rubric, Assess, Feedback            | Assess learning  |
| <b>Workshop</b>                                    | Peer review, Assess, Critique                                     | Assess learning, Communicate & interact  |
| <b>VoiceThread</b>                                 | Discuss, Interact, Critique, Present, Collaborate, Comment, Share | Communicate & interact, Information transfer, Co-create content, Assess learning |
| <b>Forum</b>                                       | Discuss, Group work, Collaborate, Critique                        | Communicate & interact, Information transfer, Co-create content, Assess learning |
| <b>Chat</b>  | Real time chat, Discuss, Collaborate                              | Communicate & interact   |
| <b>Dialogue</b>                                    | Private communication   | Communicate & interact   |
| <b>Zoom</b>  | Present, Poll, Interact, Collaborate, Chat,                       | Communicate & interact, Information transfer, Co-create content, Assess learning |
| <b>Choice</b>                                      | Select, Poll, Vote, Decide  | Manage learning  |
| <b>Questionnaire</b>                               | Gather data, Survey, Evaluate                                     | Manage Learning  |
| <b>Group Self-selection</b>                        | Self-select group membership                                      | Manage learning  |
| <b>Gradebook</b>                                   | Store, Evaluate   | Manage learning  |
| <b>Calendar</b>                                    | Organise  | Manage learning  |
| <b>Attendance</b>                                  | Record attendance   | Manage learning  |
| <b>Activity Completion</b>                         | Track activity completion   | Manage learning  |
| <b>Conditional Activities</b>                      | Adaptive learning paths   | Manage learning  |
| <b>iLearn Insights</b>                             | Evaluate, Visualise, Communicate                                  | Manage learning  |

Updated UNSW resource referencing: Tomaz Lasic <http://tomazlasic.net/2010/03/a-prezi/>, Gavin Henrick [www.somerandomthoughts.com/](http://www.somerandomthoughts.com/), and Joyce Seitzinger [www.cats-pyjamas.net](http://www.cats-pyjamas.net)

# How does Moodle support active learning?

*It has the potential to shift the focus from what the teacher does, and from the transmission of content, to what the student does (learning activities)*

| Steps in the Learning Process   | Learning Activities  | Moodle and Other Tools   |
|---|--|--|
| <b>1. Introduce the topic or concept</b><br>Is it interesting? Do I want to learn it? What might be involved? How does this relate to what I already know and can do? How might it be of use to me? How will it change me?  | Overviews, Readings, Presentations, Websites, Discussion, Experience, Digital media<br>Discovery learning via problems, case studies, exercises, games, simulations  | File, Folder, Page, Book, Narrated ppt, Video, URL, Forum, Chat<br>Conditional activities, Database, Lesson, H5P   |
| <b>2. Get to know more about it</b><br>What exactly is involved? What are the concepts? How do the new concepts change the ones I already have? What is the scope and range? How is it applied? How do I understand it?   | Lectures, Readings, Group discussion, Demonstrations, Asking questions, Being challenged to relate to earlier learning and experience, Interactive websites, Research projects, Digital media  | File, Folder, Page, Book, Video, URL, Forum, Chat, Dialogue, Groups, Wiki, Glossary, Database, SCORM, Lesson, Narrated PowerPoint, Echo360, H5P recording, External Tool |
| <b>3. Try it out</b><br>Can I do it? Who is watching? Do I understand it? What am I doing/understanding correctly? How can I improve my performance/understanding?  | Discussions among peers and with facilitators, Tasks, Projects, Constructing knowledge representations, Practical activities, Skills laboratories, Structured experiences, Role plays  | Forum, Chat, Groups, Group Selection, Assignment, OU wiki, OU Blog, Glossary, Database, Lesson, External Tool, SCORM, Choice, Workshop, H5P                              |
| <b>4. Get feedback</b><br>What do my peers think? What does my teacher think? Did my performance meet expectations? Would my performance be acceptable in the real world? What do I think?  | From: self, peers, facilitators and teachers, clients, patients, friends, equipment or materials<br>Constructive feedback linked to criteria for a good performance, review panels<br>Comparison against expert performers or worked solutions | Forum, Chat, Groups, Workshop (peer review), Assignment, GradeMark, Turnitin, Rubric, Choice, Questionnaire, Quiz, Workshop, Media Collection, VoiceThread               |
| <b>5. Reflect and adjust</b><br>Do I trust the feedback I got? Does the feedback match my own evaluation? Do I need to learn more? Do I need to try again? What do I need to focus on? Do I want to continue with this learning?  | Reflect and adjust through: writing, discussion, contemplation, self-evaluation  | OU Blog, Forum, Questionnaire, Glossary  |
| <b>Repeat steps 2 to 5 until step 6 is accomplished</b>   |  |  |
| <b>6. Use it</b><br>I have to use it in a real life situation or gradually lose it. Using it is like going back to the 'try it out' stage. Lifelong learning. Apply it in projects and review it in exams. Consolidation. Confirms learning has been relevant and useful. | Use it in: later activities, later courses, at work, small group sessions, capstone projects, simulations, role plays, labs, exams<br>Use it to interpret, control, predict, in different situations   | Project based assignments, Groups, Group Selection, Forums, Wikis, Database, Quiz, Assignment, Workshop, Media Collection, Turnitin, VoiceThread                         |

Updated UNSW Resource (Adapted from the learning model outlined in Hughes, C., Toohey, S. and Hatherley, S. (1992). Developing learning-centred trainers and tutors. *Studies in Continuing Education*, 14(1), 14-27])

## Macquarie University Technology platforms: features and functions

See the following links for descriptions and documentation on the Macquarie technology platforms:

- [iLearn Quick Guides for Staff](#)
- [Zoom Guides](#)
- [Learning Resource repository \(iShare\) Guides](#)
- [Echo360 Active Learning Platform](#)