



What can you do with Moodle?

Selecting tools to promote active and engaged learning

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

Updated UNSW resource referencing: Tomaz Lasic <http://tomazlasic.net/2010/03/a-prezi/>, Gavin Henrick www.somerandomthoughts.com/, and Joyce Seitzinger 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
1. Introduce the topic or concept 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 Discovery learning via problems, case studies, exercises, games, simulations	File, Folder, Page, Book, Narrated ppt, Video, URL, Forum, Chat Conditional activities, Database, Lesson, H5P
2. Get to know more about it 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
3. Try it out 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
4. Get feedback 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 Constructive feedback linked to criteria for a good performance, review panels Comparison against expert performers or worked solutions	Forum, Chat, Groups, Workshop (peer review), Assignment, GradeMark, Turnitin, Rubric, Choice, Questionnaire, Quiz, Workshop, Media Collection, VoiceThread
5. Reflect and adjust 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
Repeat steps 2 to 5 until step 6 is accomplished		
6. Use it 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 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](#)