Interactive Evaluation through the modules of Moodle
1991 - 1997: *Medie 1*, by correspondence Training programme for communication professionals

1997 - up to now: Open Web Site, [http://www.opengr.net/MEDIE1](http://www.opengr.net/MEDIE1)

2004 - UP TO NOW: With the LMS-MOODLE, 3 Modules in Media Studies for Tertiary Education, [http://www.opengr.net/medie](http://www.opengr.net/medie)

2014 - 2016: *Action Research Projects* within the context of blended education for the Faculty of Media and Communication of University of Athens
Action Research & Interactive Evaluation

- Action research and Interactive evaluation are interchangeable
- With AR we transform students into evaluators of e-learning technology
- By applying IE in the Content, Management and Communication model of an e-course we allow students to experience and evaluate the social process of e-learning in the context of blended education

Figure 1 Our theoretical approach
Figure 2:
The Model combines:

- **Theory of Change**
- **Field Theory**
- **Emancipatory Action Research in Organisational Theory**

The Dark Side: The Model for E-Learning in Blended Education

- **Reflection**
  - Adoption of critical & self-critical attitude
  - Conceptualization of what happened in 1-3 stages - Making decisions for the next cycle of action research

- **Observe**
  - Evaluation-Self evaluation: Content - Communication - Management
  - Advancing interactive evaluation through reflection, inquiry & action learning

- **Refreeze**
  - Institutionalization of Distance Education - institutional innovation

- **Start-up**
  - Diffusion of shared vision in all departments of the University

- **Unfreezing**
  - Developing a shared vision

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“Now we need to give teachers the time, the tools, and the trust to develop their use of digital technologies according to the needs of their learners, within the frame work of our highly ambitious education policy aims” (Laurillard, 2008, p.34).
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“...it is futile to try to achieve a significant improvement or change in an organisation unless it is fully backed by the chief executive officer and senior management” (p.11., Zubert 2015) of the institution.
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— Zuber (2015)
THREE PHASES OF THE PROJECT

Figure 3: How did we organise the projects

P1: Adaptation of PEM to blended learning
   - Implemented at: http://medie.opengr.net
   - Design & Development of PEM with Moodle

P2: Observation of E-learning & Reflections
   - Implementation of the learning environment
   - Strict Timetable & Interactive Evaluation

P3: Interactive Evaluation & ‘Experiment’
   - Investigation of the students-evaluators’ perceptions of the e-course
   - Without Time Schedule, as Case Study final evaluation of the e-course
Figure 4: EXPLORING MOODLE’S TOOLS & MODULES

**Main Blocks**
- **24 Resources**
- **8 written assignments**
- **Evaluating Rs**
- **Sharing**

**HTLM**
- Left & Right of MBs
- 150Ws- Studying Rs-Ideas
- 8 Moodle’s Quizzes
- Forums or Emails

**Emails to Facilitator**
- MB
- Interactive Multiple Choice Quizzes
- Again Sharing via Fs or Emails
- Adapting Planning

**Assessing W1**
- Sharing AW1 through Fs or Email until Students’ F.W2 are submitted to the Medie-Moodle Platform and assessed

‘True Collaboration’ in practice for the 8 WSs through assessment process and sharing amongst students and facilitator

Evaluating the E-course through AR
HAVE WE SUCCEEDED?

The ‘second-order evaluation methodology’ and the ‘built pedagogy’ that have been utilised, indexed and recorded in Medie-Moodle platform are ‘open action research texts’...