Sir Ken Robinson

CREATIVITY EXPERT

“

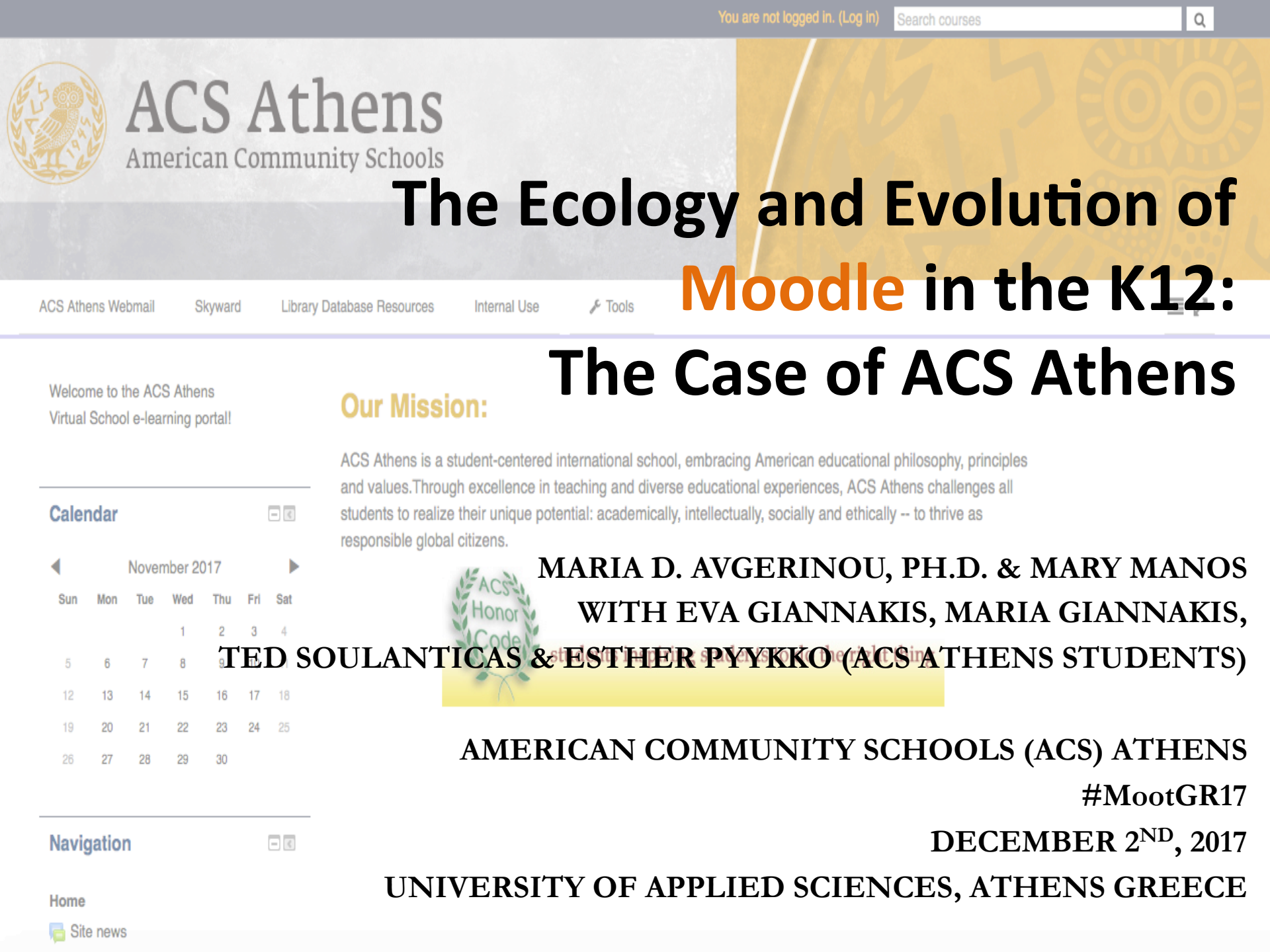
The gardener does not make a plant grow. The job of a gardener is to create optimal conditions.

#6

Moodle in the end is just a tool in the hands of people and it's not going to solve every educational problem on its own, but there are still a lot of things we can do to make Moodle more usable and accessible.

Martin Dougiamas (2015)

CEO & Founder of Moodle



The Ecology and Evolution of Moodle in the K12: The Case of ACS Athens

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AMERICAN COMMUNITY SCHOOLS (ACS) ATHENS

#MootGR17

DECEMBER 2ND, 2017

UNIVERSITY OF APPLIED SCIENCES, ATHENS GREECE

Session Overview

- Introduction
- i²Flex-ing with Moodle
- Developing the ACS Athens Moodle Template (QM, TPACK, CoI, Cognitive Psychology & Multimedia Research)
- Course Examples
- Q&A *with student input*

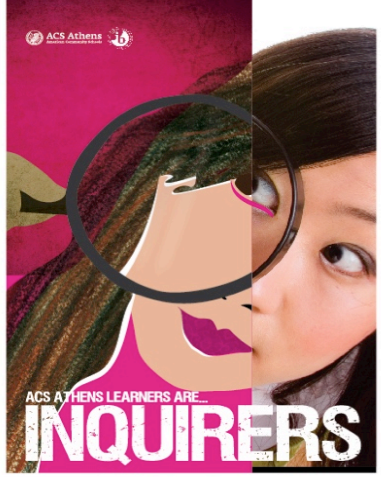
American Community Schools (ACS) Athens

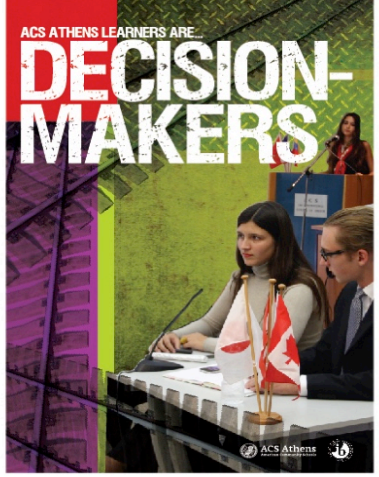
- Established in 1945, American Community Schools of Athens is a large (800+) private school offering international JK–12 education to local, national and international students in Greece. ACS Athens embraces American educational philosophy, principles and values.

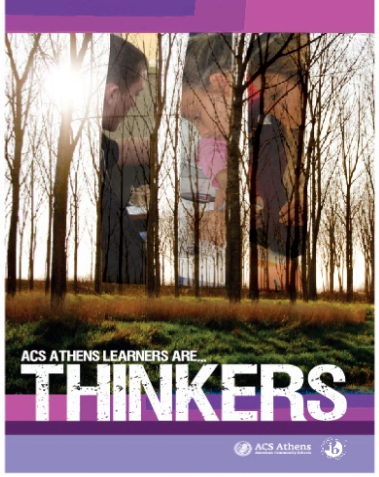
Education in the 21st Century

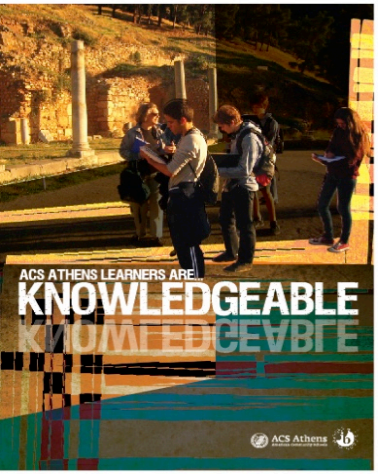
- purpose of education is to successfully prepare students for the future

- by implication, we cannot continue educating them in ways that address education and market needs of the past.





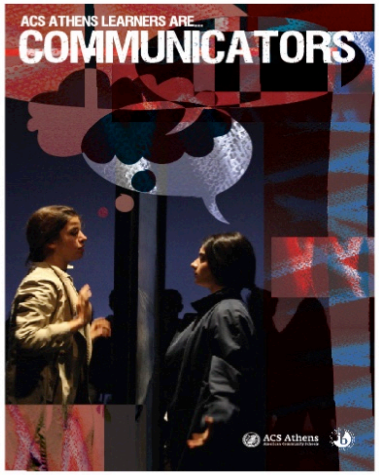


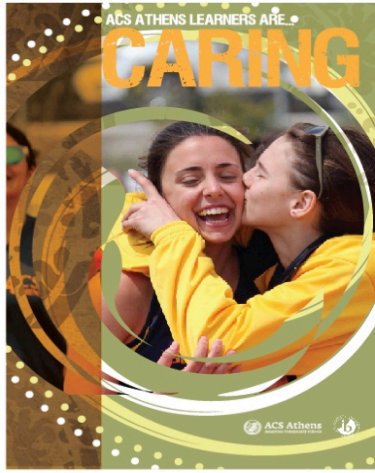


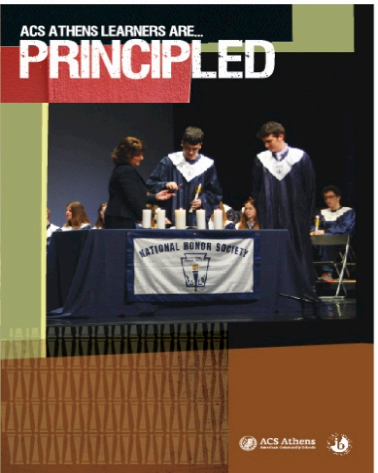
ACS Athens Learner Profile

INQUIRERS
KNOWLEDGEABLE
THINKERS
COMMUNICATORS
PRINCIPLED
OPEN-MINDED
CARING
RISK-TAKERS
BALANCED
REFLECTIVE
DECISION-MAKERS

This integrates the IB learner profile with traits and qualities which our community has identified as necessary adjuncts to the learner profile to create the most complete portrait of the person we want graduating from our school







OWN IT.
Accepting responsibility for the action

FIX IT.
Figuring out a plan for how to make the situation "right"

LEARN FROM IT.
Within every action and choice, we have an opportunity to learn how to better handle a situation differently in the future

MOVE ON.
We recognize that we are not the sum total of our mistakes, and once we own it, fix it, learn from it, we also have the opportunity to move on from it

ACS Athens

2016

Character traits of a typical ACS Athens Student

Blended learning

"Blended learning is the **thoughtful integration** of classroom face-to-face learning experiences with online learning experiences "

Kanuka, Heater and Garrison, Randy D. (2004)
«Blended learning: Uncovering its transformative potential in higher education», University of Calgary

The Components of i²Flex

*i*ndependent

*i*nquiry-based

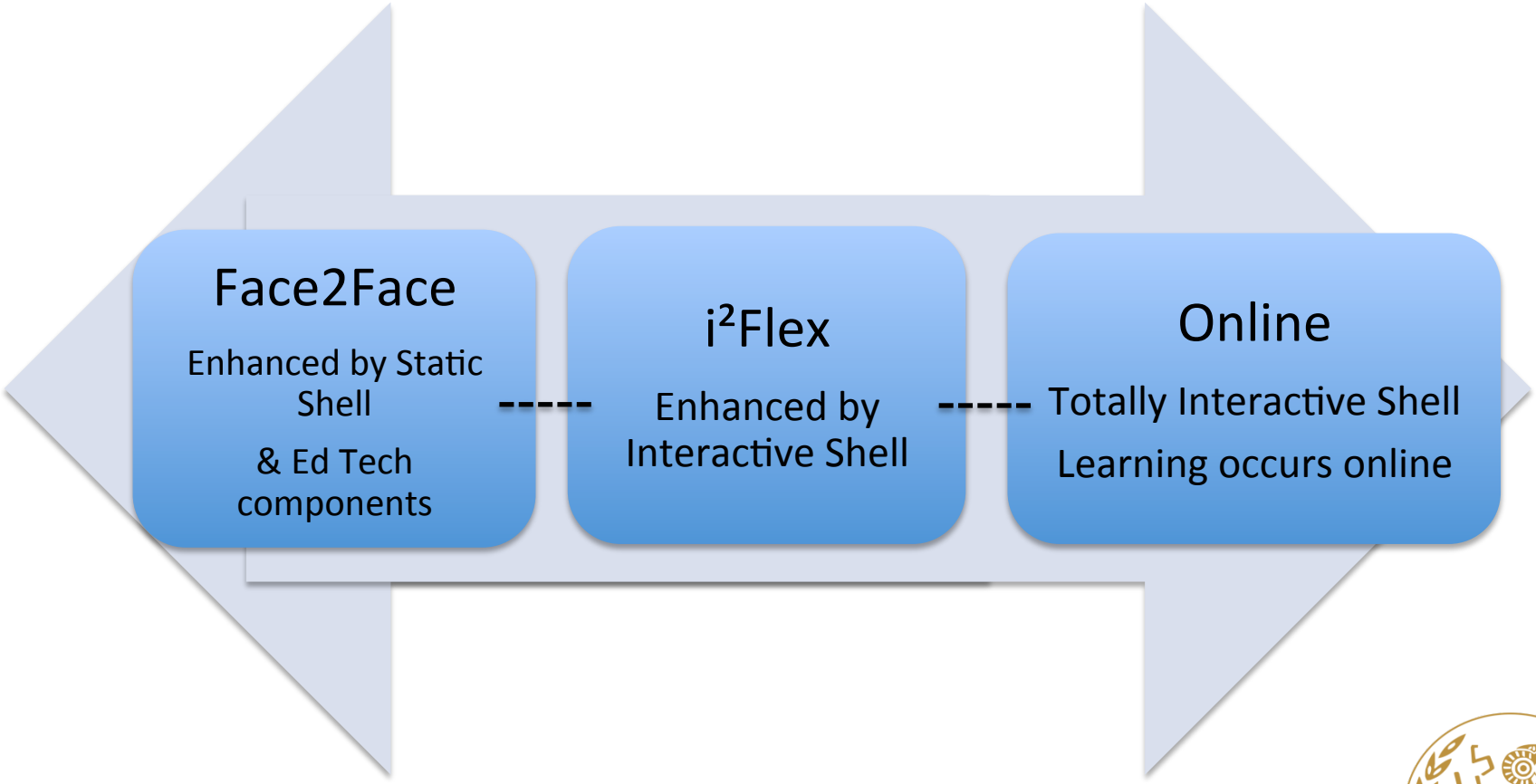
Guided

Face-to-Face

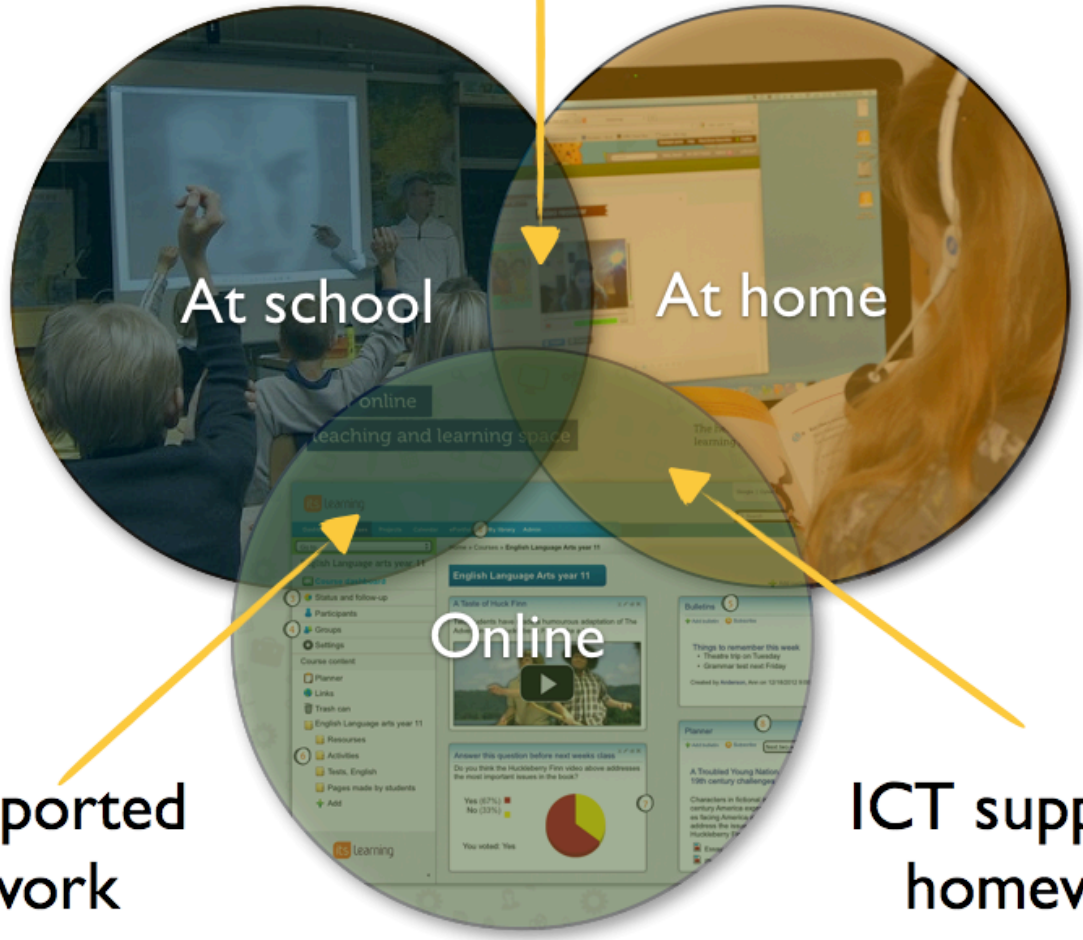
Flexible LEARNING

Supported by Instructional Media & Technology

From Face2Face to Online



The unified classroom



i²Flex: Facts & Figures

2013-2014 (Pilot i²Flex year)

- **23 faculty (**8 Middle School; 14 High School faculty; 1 Student Services)
- **20 courses (**3 online; 17 i²Flex)

2014-2015

- All Middle School and Academy classes integrated the ACS Athens Moodle Template into their daily teaching and learning activities
- 50% of Middle School and Academy faculty teach via the i²Flex methodology

2015-2017

- Pre-i²Flex in the 5th Grade
- ALL MS and Academy classes have used Moodle

2017

- Pre-i²Flex in the 4th Grade
- Student Services
- Master Library

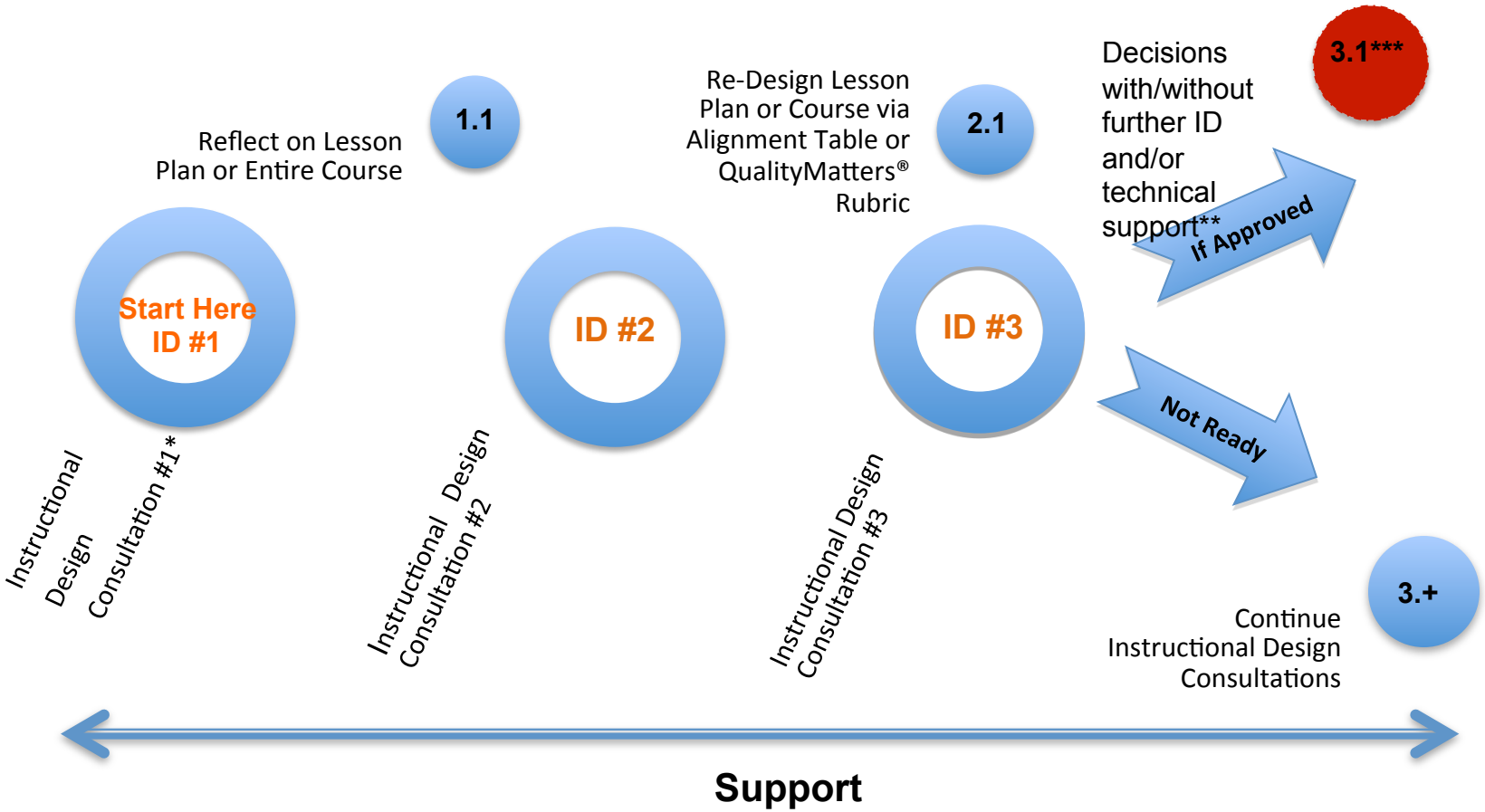
ID & IT: A Necessary Synergy

- Moodle use and usability is reviewed every summer (based on student and faculty feedback)
- Moodle system is updated every summer too

The Process for Faculty to Transform their Course into i²Flex

- Lesson Plan
- Instructional Activities
- Student Assessment
- Moodle training

i²Flex
Instructional Design & Development Process



* One-on-One Meetings with Educational Technology & eLearning Director
** Information Services, K-12 Technology Co-ordinators, i²Flex Faculty Champions
*** Formative evaluation and monitoring of Implementation (with Educational Technology Director, and students)

QualityMatters®

QUALITY MATTERS = A NATIONAL BENCHMARK FOR ONLINE COURSE DESIGN (US)

Quality Matters (QM) is a leader in quality assurance for online education and has received national recognition for its peer-based approach to continuous improvement in online education and student learning.

i²Flex Course Standards – QM®

- **General Standard 1:**
  The **overall design** of the course is made clear to the student at the beginning of the course
- **General Standard 2:**
  Learning objectives are clearly stated and explained. They assist students in focusing their effort in the course
- **General Standard 3**: **Assessment strategies** use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process
- **General Standard 4**:
  Instructional materials are authoritative, up-to-date and appropriately chosen for the level of the course
- **General Standard 5:**
  Meaningful interaction between the teacher and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development (learning activities)
- **General Standard 6**:
  Course navigation features and the technology employed in the course foster student engagement and ensure access to instructional materials and resources
- **General Standard 7:**
  The course facilitates student access to **institutional services** essential to student success
- **General Standard 8**:
  The face-to-face and online course components are **accessible to all students**
- **General Standard 9 — Compliance Standards:**
  This section of the rubric **is optional** and may be tailored to particular requirements or mandates at the state or local level. These requirements may deal with subject matter standards, inclusion of specific information in the course outline or syllabus, mandated communications, etc.

QM via Moodle:
Faculty Performance Evaluation

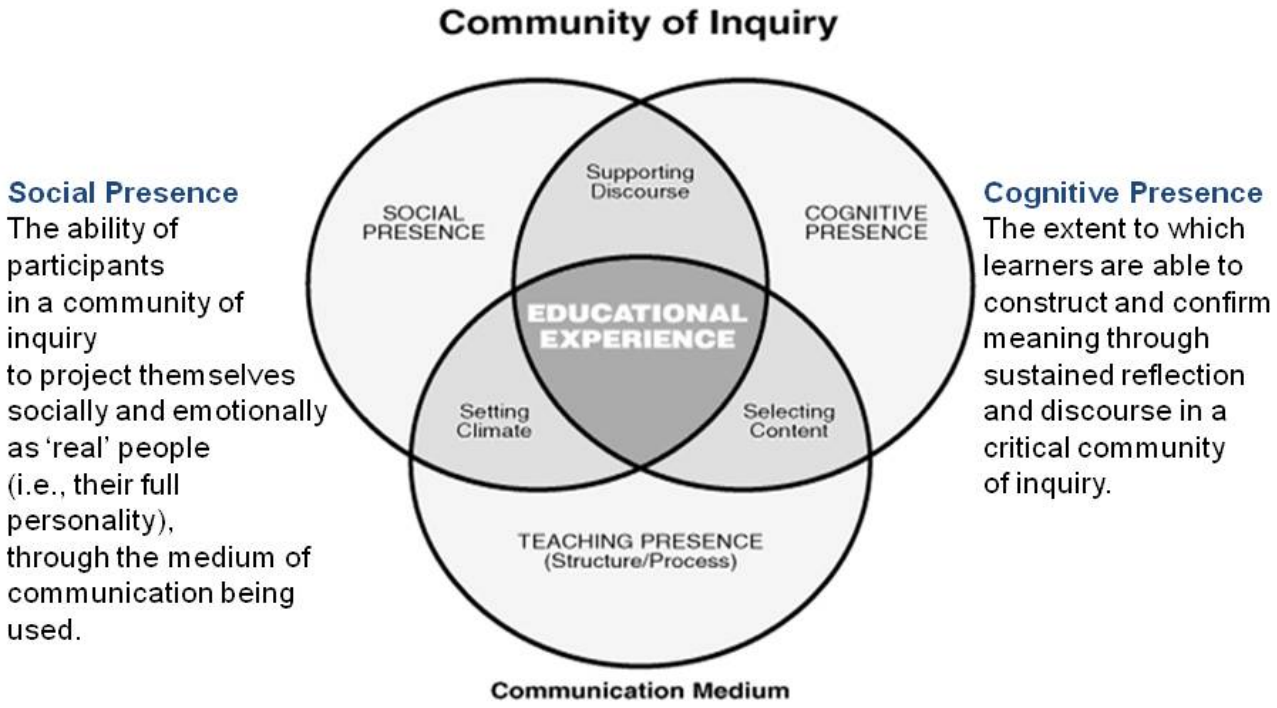
Faculty Performance Evaluation: i²Flex Criteria

1. DESIGN: The course is well-designed.
1.1. There is evidence of independent, inquiry-based, and flexible, face-to-face learning.
1.2. The overall design of the course follows the ACS Athens Template (mandatory sections are present and populated with the requisite content).

N.B. Implicit in the ACS Athens Template are the QM Rubric Standards 1. Design; 2. Learning Objectives; 3. Assessment; 6. Course Navigation; and, 7. Student Support.

2. WELL-SUPPORTED BY RESOURCES: Resources and materials are authoritative, up-to-date and appropriately chosen for the level of the course.
2.1. The instructional resources and materials contribute to the achievement of the stated course and module/unit learning objectives.
2.2. The instructional resources and materials have sufficient breadth, depth, and currency.
2.3. All resources and materials used in the course are appropriately cited.

3. INTERACTIVITY: Meaningful interaction between the teacher and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development.
3.1. Learning activities foster teacher-student, content-student, and if appropriate to the course, student-student interaction.
3.2. Clear standards for teacher responsiveness and availability (turnaround time for email, grade posting, etc.) are communicated to the student.
3.3. The requirements for student interaction are clearly articulated.



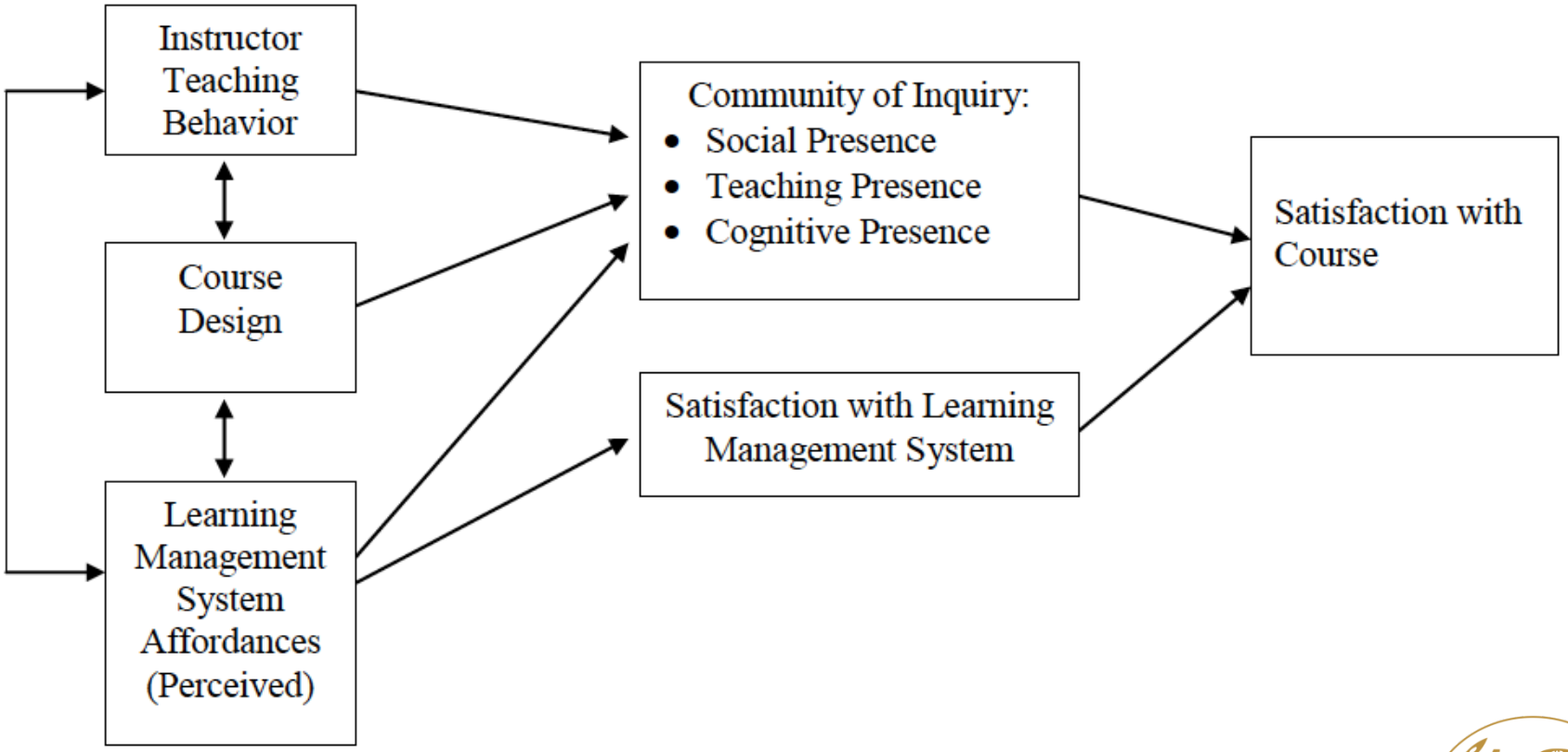
The Community of Inquiry Framework (CoI)

Table 2. Tools and methods applied to design COI

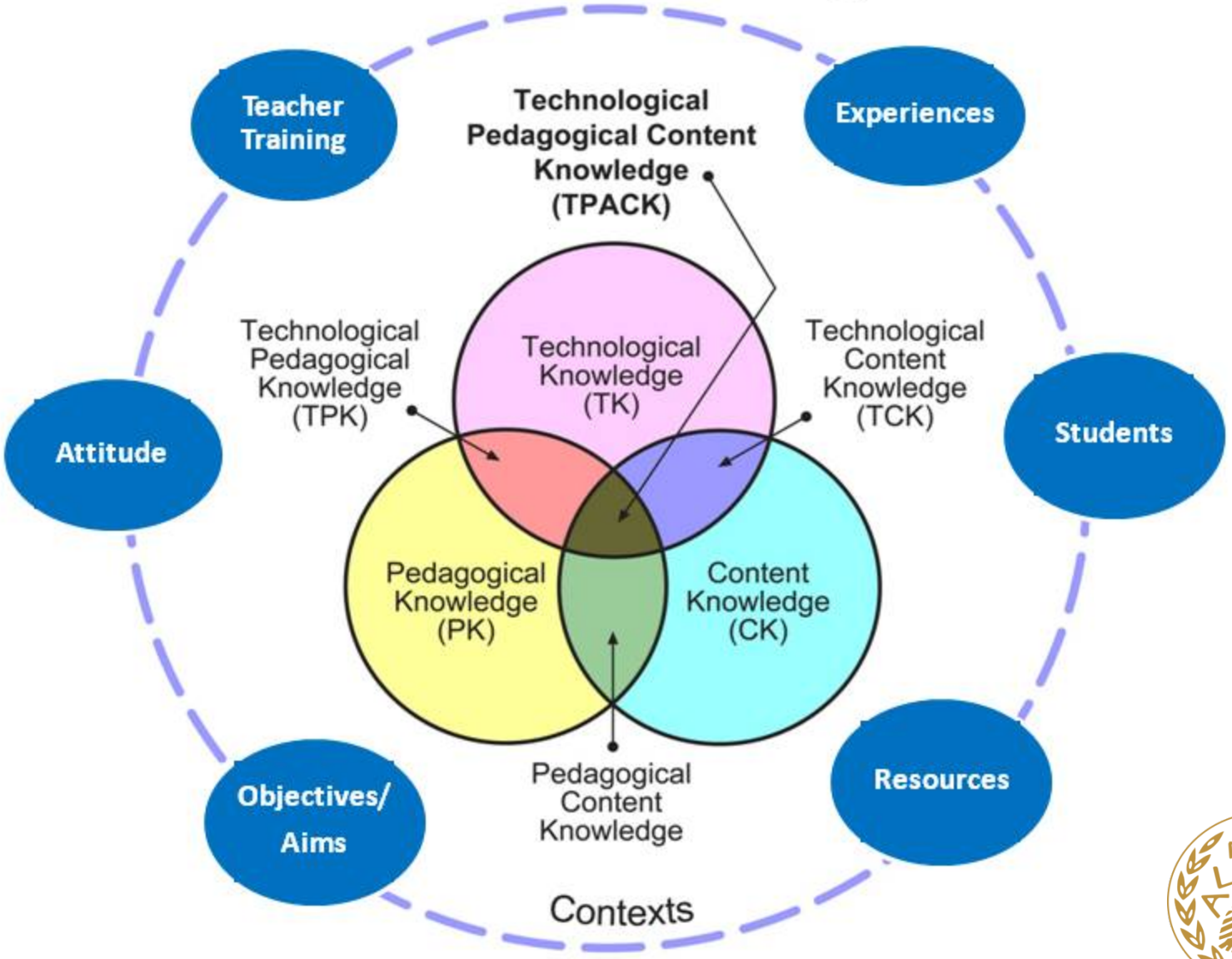
Elements of COI Framework	*Categories*	*Indicators*	*Examples of Realization*
Teaching (Instructor) Presence	Design & Organization	*Setting curriculum and methods*	*Time schedule posted on the forum in advance; students are welcome to comment, ask questions and make proposals re the schedule; netiquette criteria are clearly laid out; students are informed on what the plagiarism is and how to avoid it; each part of the course is provided with welcome video.*
			Special thread- entitled "How We Will Learn" is initiated in the forum where useful approaches to learning (mind mapping, etc.) are posted; students are welcome to apply the tools and discuss results
	Facilitation Discourse	*Shaping constructive exchange*	*Students are welcome to discuss ideas posted on the forum by the classmates; areas of disagreement are considered and ways to overcome disagreement are proposed*
	Direct Instruction	*Focusing and resolving ideas*	*Timely responding to students' concerns; PP presentations of key course concepts are posted on the forum; recordings of webinars are available to students to apply as extra learning resource; students get audio feedback to each written assignment*
Social presence	Open Communication	*Learning Climate (risk-free expression)*	*Instructor's Profile is comprehensive and carefully designed; all the instructor's comments are positive; students respond to each other in respectful manner*
	Group Cohesion	*Group Identity (collaboration)*	*Quizzes are posted on the forum aimed at revealing those who contributed much into learning; Honor Badge developed and posted on the forum as a highly desired award; students rewarded with Honor Badge get extra 5 marks for their written assignments; group community is created at the Google+ where audio and/or video resources can be posted; students are welcome to review tasks done by their peers and comment them*
	Personal/Affective	*Self Projection/ Expressing Emotions*	*Students share their experience of application the course concepts to their practice; peculiar cases from their managerial practice are posted on the forum; peculiar news are posted on the forum by students and instructor*
Cognitive Presence	Triggering Events	*Sense of Puzzlement*	*Before webinar, students are welcome to present their own experience to be discussed in terms of the course; application of each key model of the course is discussed; gamification is applied to stimulate leaning (Honor Badges are developed via Internet and attached to most valuable posts on the forum); funny texts and/or videos based on key concepts are posted on the forum; animated videos produced with Zapton were posted on the forum and Google+*
	Exploration	*Information Exchange*	*Students use textbooks, PP presentations used at webinars, papers and audio/video posted on the forum as extra resources; slides presenting key course concepts are created at VoiceTHread, students are welcome to comment them; list of valuable URLs is posted on the forum*
	Integration	*Connecting Ideas*	*Each webinar and key concepts discussed at the webinar are reflected on to deepen understanding and facilitate application*
	Resolution	*Applying new ideas*	*Students do written assignments where they apply concepts learned at the course*

Factors Influencing Community of Inquiry and Student Satisfaction

(Rubin, Fernandes, & Avgerinou, 2013)



Context Influence on TPACK Knowledge



Cognitive Psychology in the Design Mix!

- If learners can't see the real world applications, they won't see the value of the eLearning course.
- People have an inherent need to learn and experience new things.
- Positive reinforcement is a powerful tool.
- Learners gravitate toward collaborative experiences.
- Learners need to be able to relate to the information.

Multi-media Research too!

- Our brains do not have the capacity to multitask.
- Learning that is spread out over time drastically increases knowledge retention.
- Multimedia tools improve our brain's memory power.
- Pay attention to cognitive load!

Preliminary Results

As our school-wide Action Research on i²Flex illustrates, when this methodology is applied in a systematic, pedagogically sound way, it can:

- help promote and sustain the dynamic equilibrium of all **TPACK** elements;
- empower faculty to redefine their role as **21st century** educators;
- improve **instructio**n;
- improve **student satisfaction** with their school experiences- which is more likely to result in improved motivation and academic performance;
- serve as the vehicle for **educational transformation** in the school culture;
- empower students to take **ownership of their learning**

Course Examples

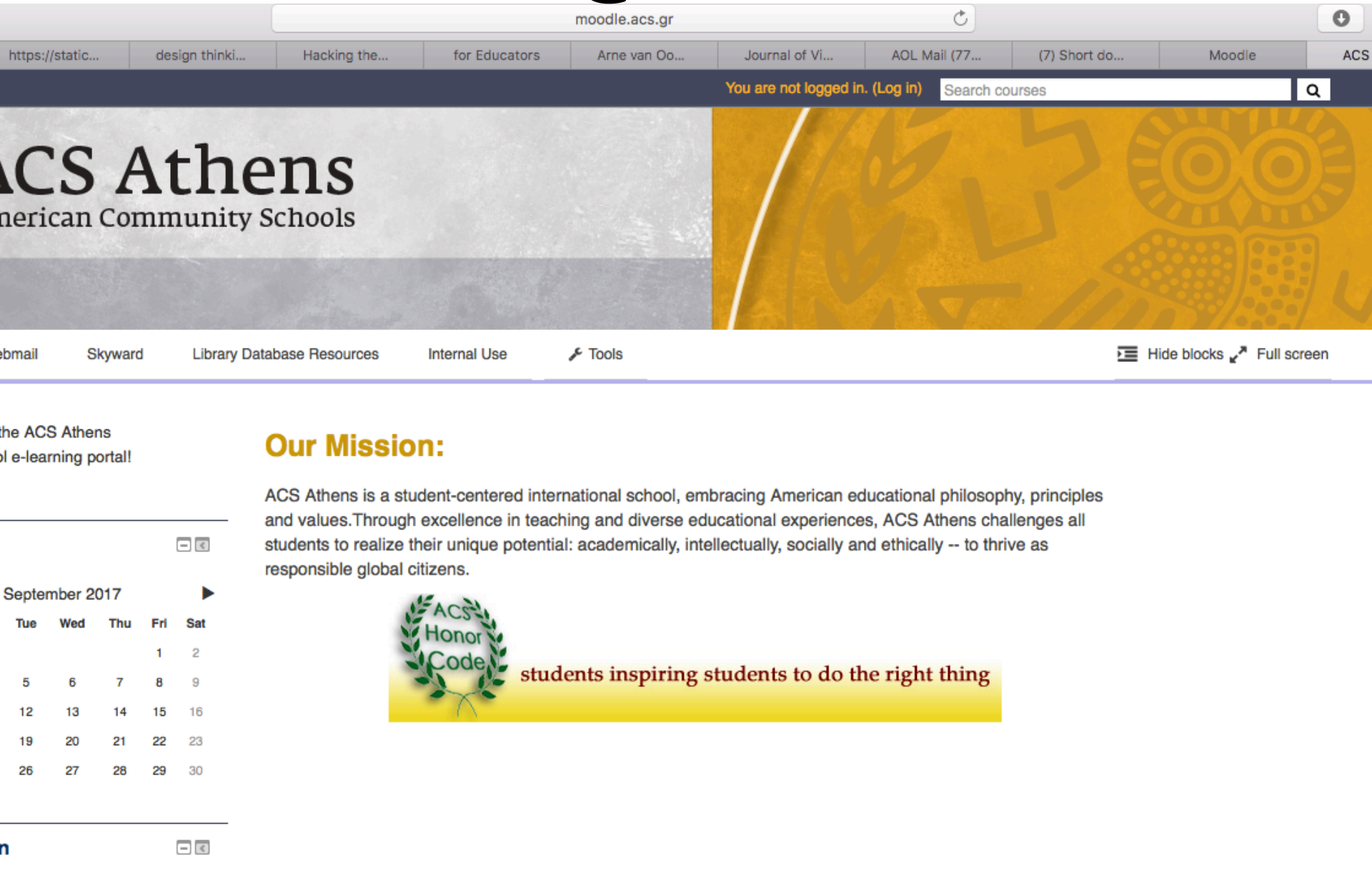
Pre-i²Flex

- 5th Grade

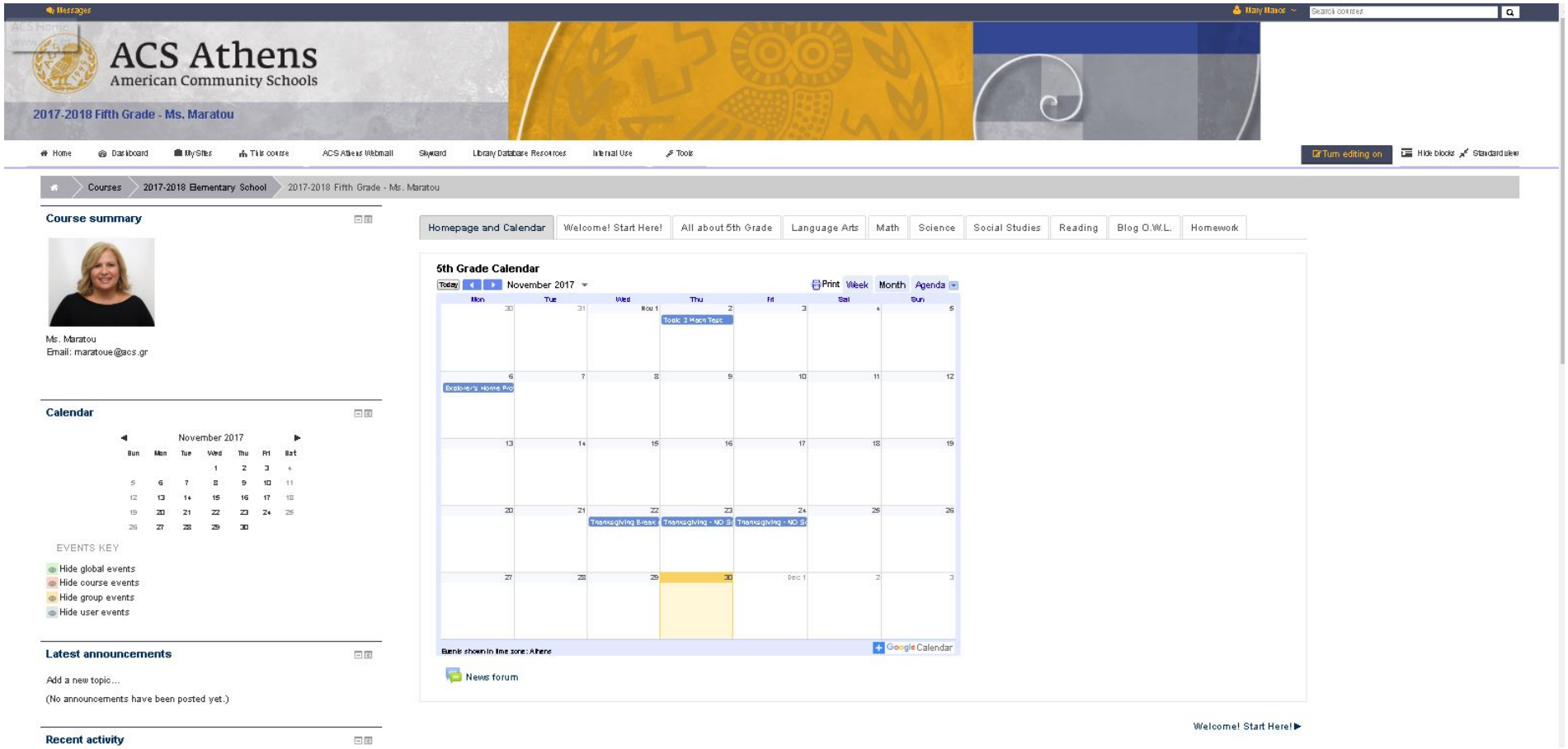
i²Flex

- High School Math
- i²Flex Greek
- IB Psychology
- New Faculty Orientation Program

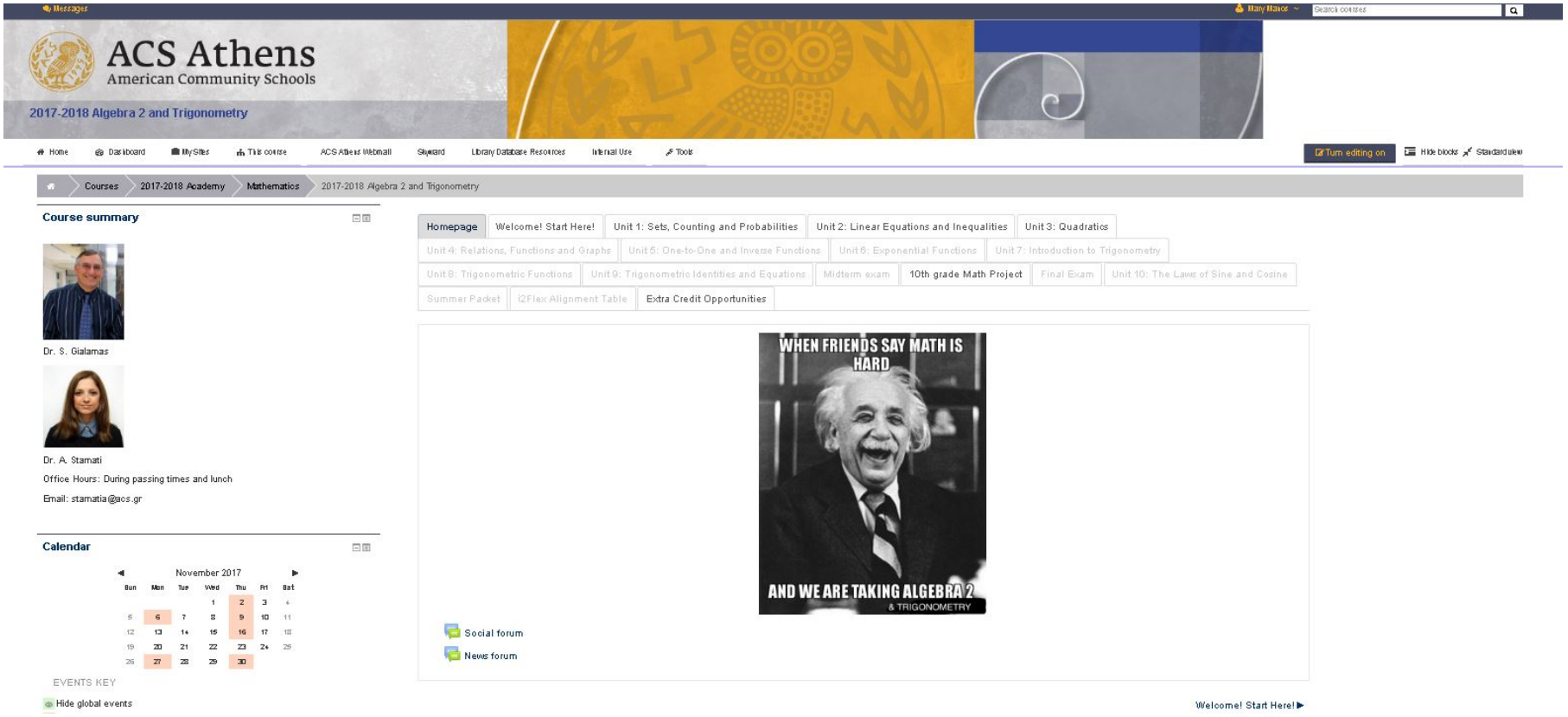
Moodle@ ACS Athens



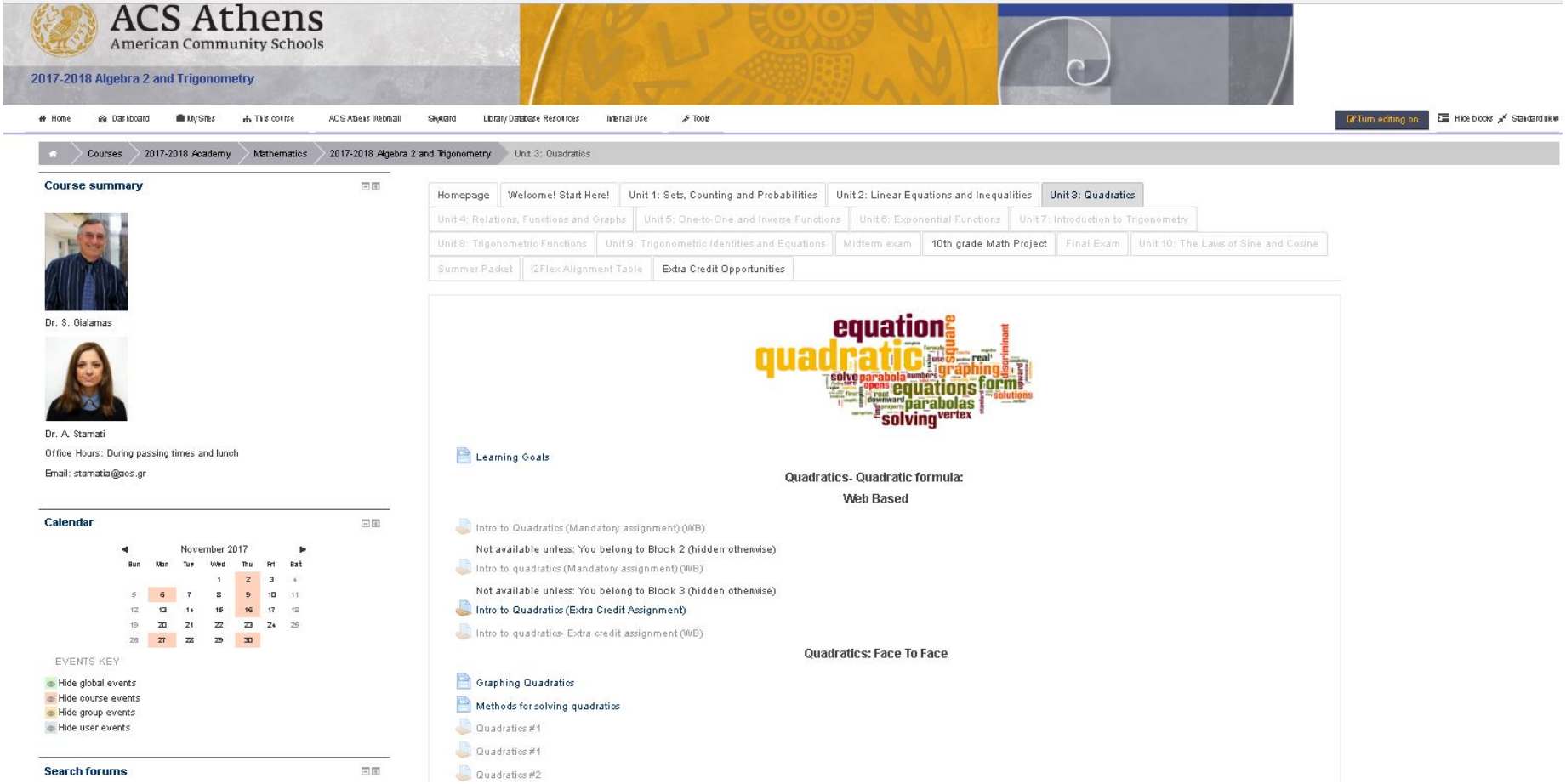
5th Grade (pre-i²Flex)



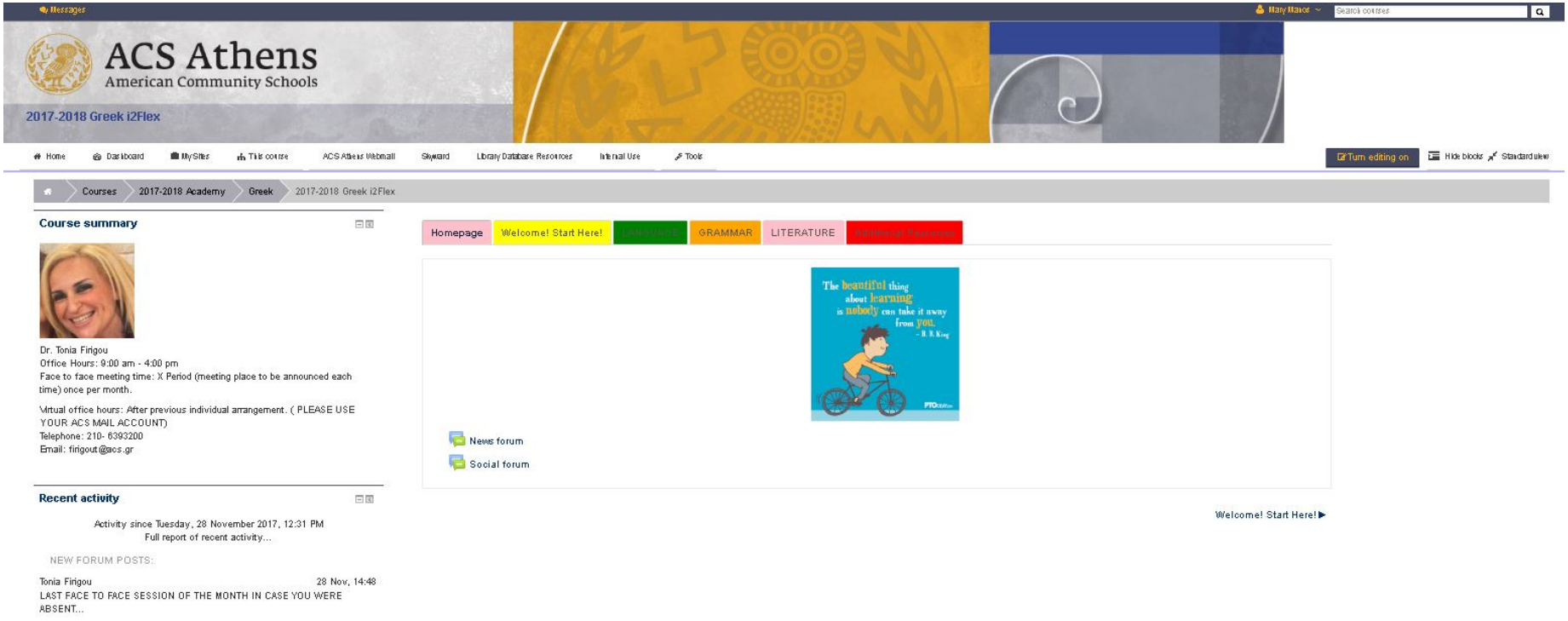
High School Math (cont.)



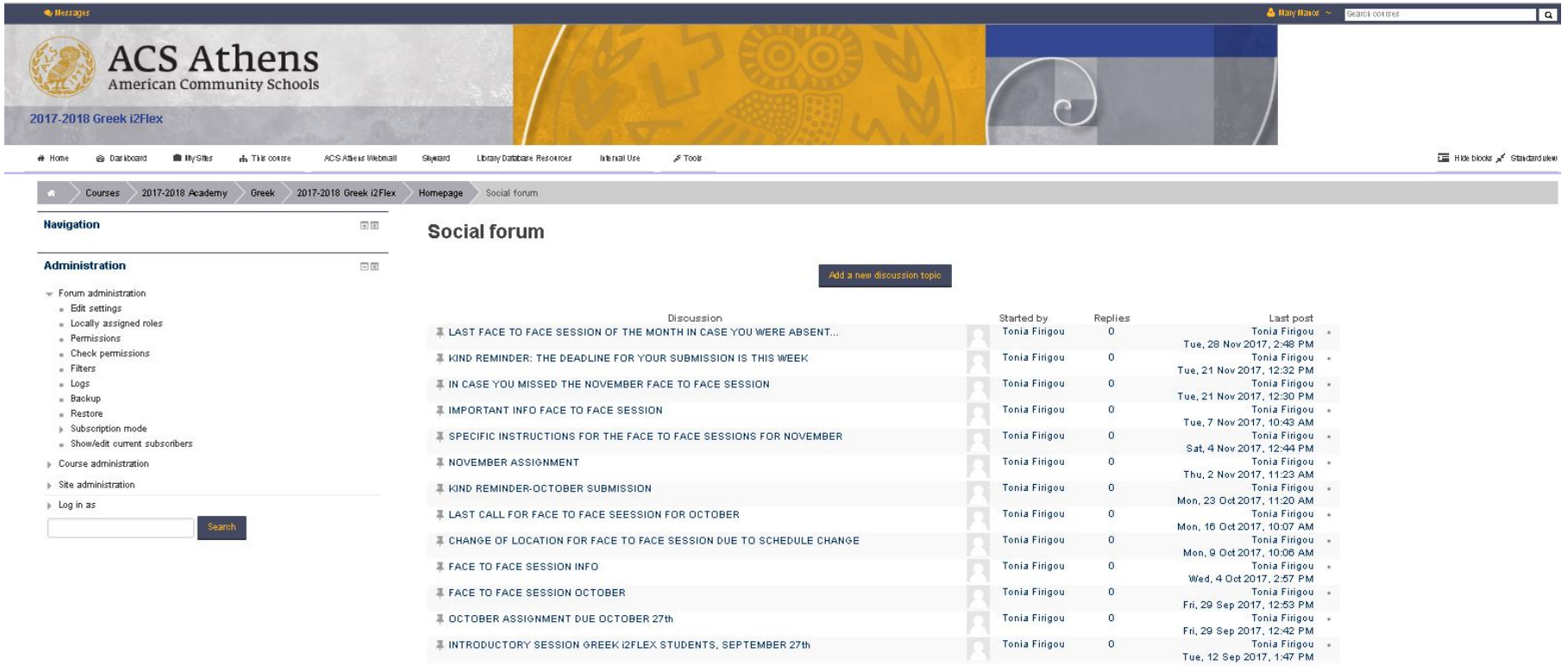
High School Math



i²Flex Greek (cont.)



i²Flex Greek



IB Psychology

Course summary

Angela Chamosfakidis, MEd
Meeting Hours: 8:30 am - 9:00 am (room 211)
Virtual Office Hours: Monday, 4:00-4:30 (via Gmail chat)
Telephone: 210- 6393200
Email: chamosfakidisa@acs.gr

Messages

Tonia Firigou 1
Andreas Tsokos 3
Messages

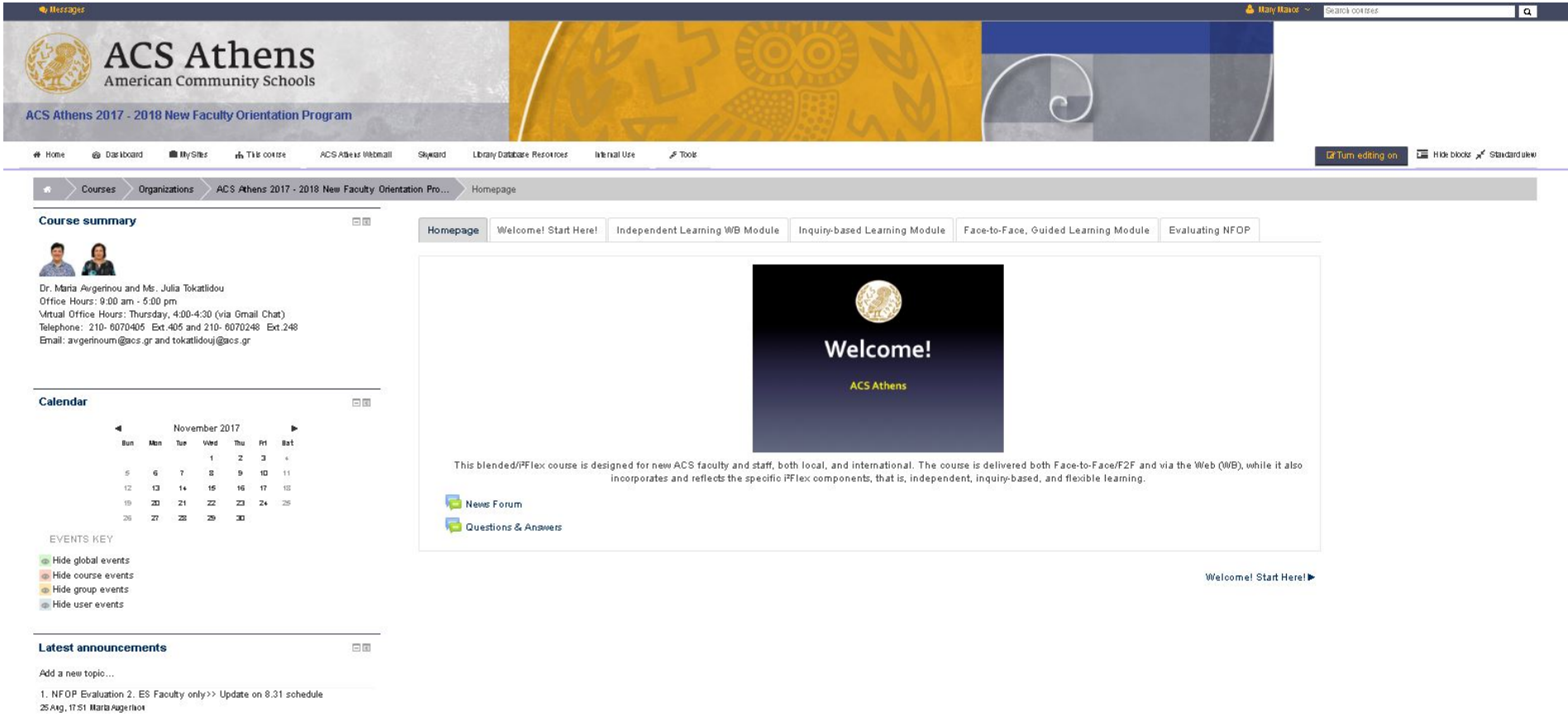
Administration

- Course administration
  - Edit settings
  - Turn editing on
  - Users
  - Filters
  - Reports
  - Gradebook setup

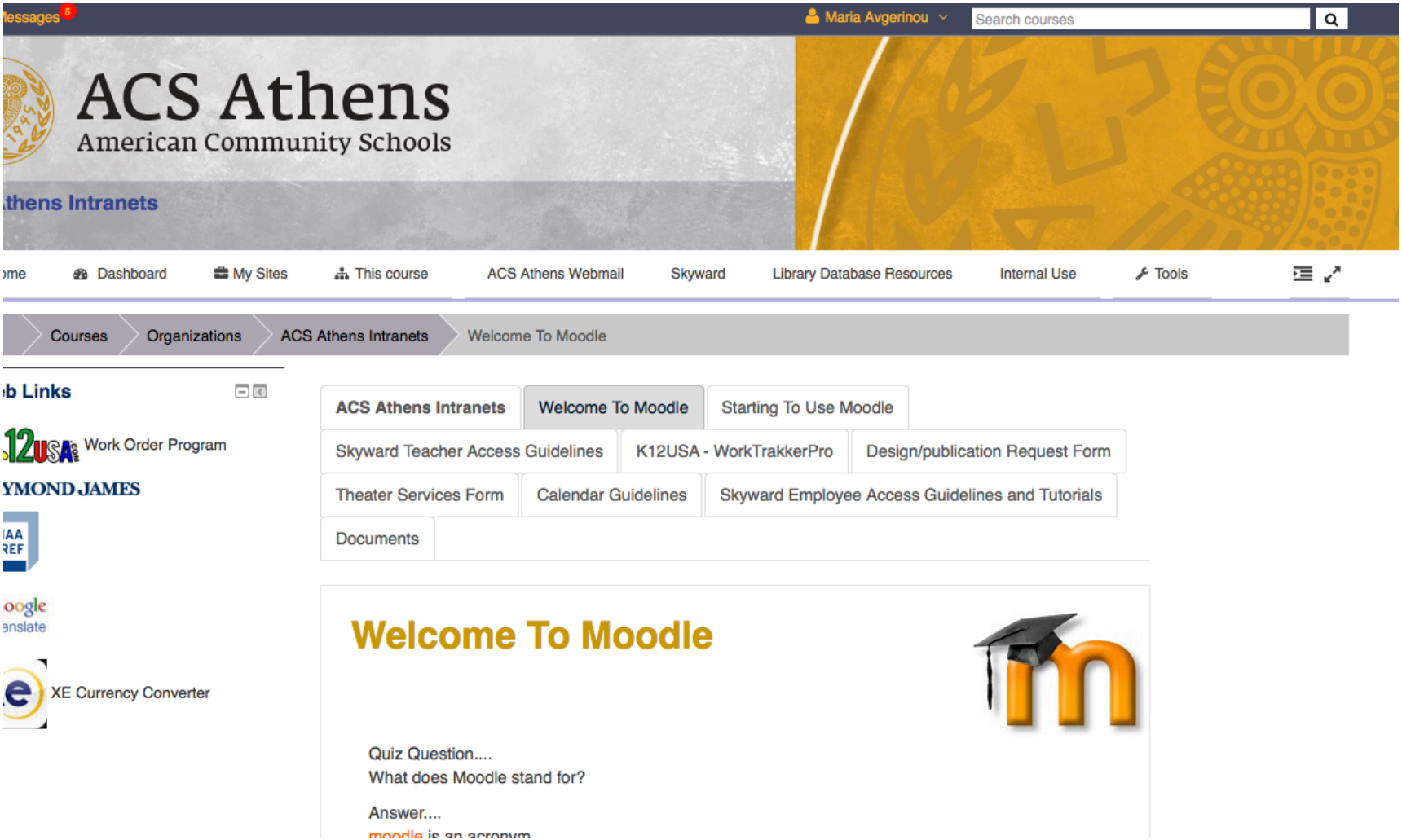
Homepage | Welcome! Start Here! | P1: Biological Level of Analysis | P2: Health Psychology (HL) | P3: Qualitative Research (HL) | Assessment | Additional Resources | i2Flex Course Sheet

- Course Curriculum
  - Mandatory and Research-based Assignments
- IB Learner Profile
- Textbook Information and Related Links
- Meet The Instructor
- How to Navigate this Course Site!
- Communication and Feedback
- Technical and Other Student Support

New Faculty Orientation Program



Moodle PD & Resources for Teachers



Relevant Resources

- New Moodle template
  https://www.youtube.com/watch?v=2qLDGbs9a_A

  Creating Assignments in Moodle
  https://www.youtube.com/watch?v=7-nQHGuJUJw

  i²Flex and You
  https://www.youtube.com/watch?v=CJGUAin3SQE

Additional resources:

http://www.isquaredflex.gr

http://www.igi-global.com/book/revolutionizing-blended-learning-through-flex/143643

QUESTIONS? SUGGESTIONS? IDEAS?

THANK YOU!