Moodle and the southern Aegean Virtual Community of Teachers. Teacher training

Online courses of the Cyclades CENTER of INFORMATICS and NEW TECHNOLOGIES leveraging the Moodle platform

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The training

The purpose of the training – Framework

- Our goal is to educate teachers on objects that we choose (such as ICT) that can be used in education
- The training is continuous **(life-long)**, **from distance** (regardless of time and place), **synchronous** and **asynchronous**, based in **adult education**, in **learning in groups** and also on the creation of **learning communities** and **social networking** of teachers
- The tools can be used by **teachers of all specialties**, to organize the classroom and their lesson, as well as for producing digital educational material that is attractive for their students.

Target Group - Specifics

Teachers:

- Of all specialties
- Of all educational levels (K12)
- From all parts of Greece

With specifics:

- Adults
- Scarce free time
- Movement difficulty (teachers in Islands)

Why distance learning? (1 of 5)

- *Flexibility*

We understand that teachers do not have so much free time especially at specific periods due to school commitments. We give the possibility to carry out a large part or even the whole educational process whenever they select.

- *Regardless of position*

All teachers can participate from all over Greece. Especially in the Greece islands, movements are very difficult and expensive.

Why distance learning? (2 από 5)

- *Personalized learning*

  Teachers can, to a certain extent, learn at their own place with their own means and with material especially modified for their specialty.

- *More options.*

  Teachers can attend more classes without fear that the lesson hours will coincide.

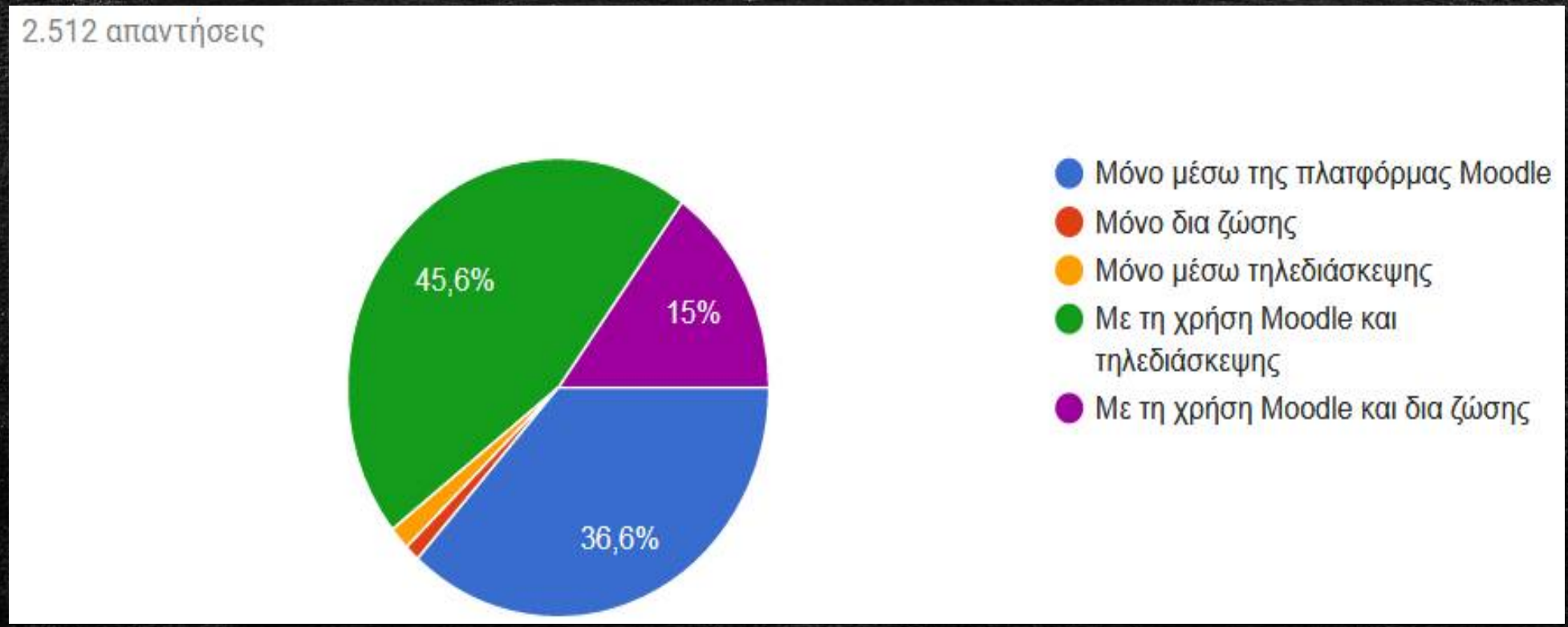
- *Less operating expenses*

  e.g. for traveling, classroom or lab use

Why distance learning? (3 από 5)

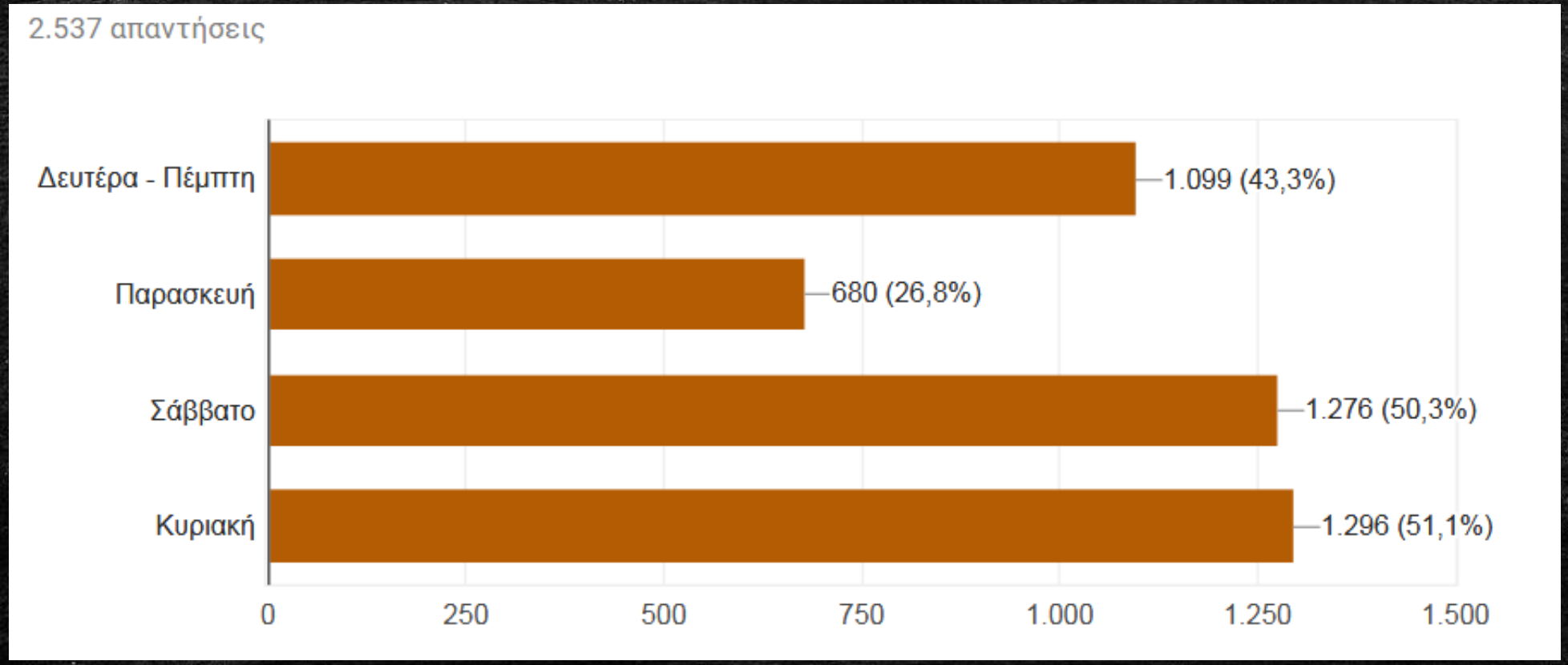
- *Why teachers prefer DL*

How would you prefer the courses?



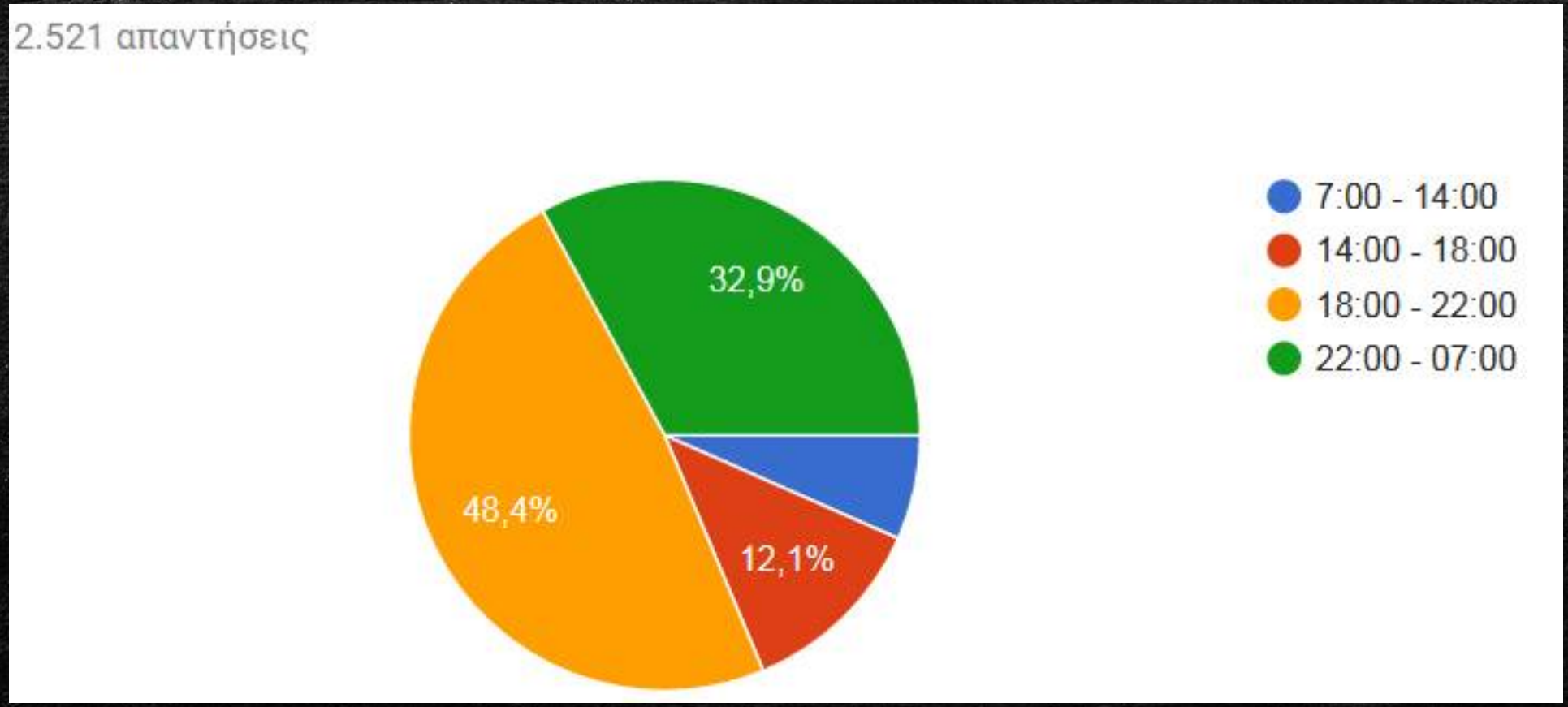
Why distance learning? (4 από 5)

Which days of the week you dealmostly with the activities of the course?



Why distance learning? (5 από 5)

What hours of the day you are dealing usually with the activities of the course?



Why Moodle;

- For all that Martin just said
- Because is the most prevalent Learning Management System(LMS)
- Because it is Open Source and Free
- Because it is based on the philosophy of social constructivist learning
- Because it is designed by teachers, based on specific pedagogical principles
- Because it has a large and active community.
- Because it is complete and modular
- Because 122 million users in 233 countries they really know something ….

Implementation

Who we are

We are the

Cyclades Center of ICT for education

For our online courses we cooperate with:

- eTwinning National support service
- Greek School Network
- University of the Aegean,
- Technological Institute of Western Greece
- Greek Union for the use of ICT in education

Organizing online courses (1 of 3)

- Courses are offered on annual educational circles. Each educational cycle has a duration of **120 hours (6 months),** begins in October and lasts until May.
- The trainees are divided into groups of **20 people according** to their specialty.
- On each segment is assigned a **tutor – grader**
- The support team produce, edit, post and format the educational material. It also creates and manages the user groups and solves problems of the trainees.

Organizing online courses(2 of 3)

- The material of a educational section is posted every week and the participants are obliged to submit tasks related to the corresponding section.

- By the successful completion of each online course, which consists in successfully submitting 70% of the work, the trainee can download or print his / her certificate of attendance through the Moodle platform.

Organizing online courses (3 of 3)

- The Syllabus of online courses takes shape together with the trainees community, through questionnaires.
- Some of the older trainees participate as trainers too.
- The training material remains available for all trainees

All participants take part voluntarily.

The role of the trainer

The role of trainers-graders is very important for the success of the training. Apart from the grading of activities of trainees and the feedback they:

- Work as animators
- Have frequent communication with their trainees through the platform
- Help to create a climate group which actively participates with reviews and comments on activities through forums
- In this way, the goal of creating a Community of Practice (CoP) with active members, is achieved

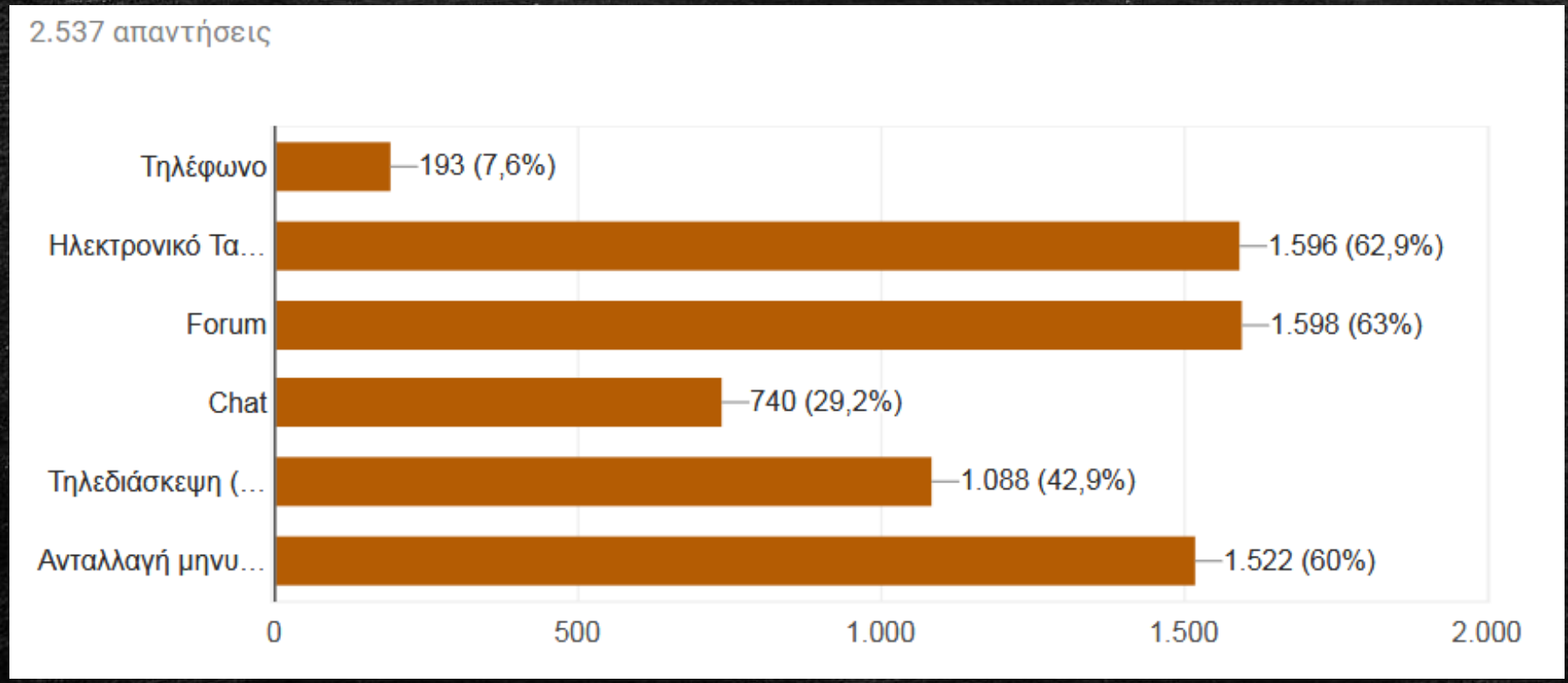
Communication methods (1 of 2)

For participants communication (trainees, evaluators, management team) are offered the options:

- Forum per online course
- Forum of trainers
- Messages through the Moodle
- Emails
  - Between trainees – trainers
  - With the management team (support)
- Teleconference
  - BigBlueButton
  - Appear.in room
- Phone (management team only)

Communication methods (2 of 2)

What do you think would be good ways of communication between us?



Training Models

Training models

At online courses that we offer, we have applied 3 different models, depending the course subject

- **Model A:** Distance education using **Moodle** and **BigBlueButton**
- **Model B:** Distance education using **Moodle** and **Virtual Machines**
- **Model Γ:** Distance education using **Moodle** and **Virtual Worlds (OpenSim)**

Model A: Moodle – BigBlueButton

Model A: Moodle – BigBlueButton (1 of 2)

It is our main model. This training model includes synchronous and asynchronous communication with supported by trainers-graders.

ASYNCHRONOUS PART

Use of Moodle LMS for educational material and asynchronous activities

- **Video tutorials,** which will show the process that must be followed by the trainees
- **Links to software or services,** which trainees will use
- **Extra material,** in pdf format, or presentation or website for further deepening of the subject
- **Activities,** to be implemented by the trainees and will be evaluated by the evaluators – trainers

Model A: Moodle – BigBlueButton (2 από 2)

SYNCHRONOUS PART

Teleconferences with use of the BigBlueButton (BBB) platform

- The teleconferences are not mandatory. Help in more personal contact with each of the trainees but also the trainers.
- Their purpose is to create the feeling of a group-community and getting feedback from the trainees.
- They are not used for the presentation of a particular teaching object but for debate on the activities of the course

Screenshots (1 of 3)

Εβδομάδα 3

Ηλεκτρονικό εμπόριο - eCommerce

13 November - 19 November

Ως ηλεκτρονικό εμπόριο ορίζεται το εμπόριο που πραγματοποιείται με ηλεκτρονικά μέσα, αποτελεί δηλαδή μια ολοκληρωμένη συναλλαγή που πραγματοποιείται μέσω διαδικτύου - internet χωρίς να είναι απαραίτητη η φυσική παρουσία των συμβαλλομένων μερών (δηλαδή του πωλητή και του αγοραστή). Για την πραγματοποίηση μιας τέτοιας συναλλαγής χρησιμοποιούνται πολύπλοκοι προγραμματιστικοί μηχανισμοί και το κατάλληλο λογισμικό, το οποίο επιτρέπει την Ηλεκτρονική Ανταλλαγή Δεδομένων (Electronic Data Interchange- EDI) μεταξύ των δύο αντισυμβαλλόμενων μερών.

Σκοπός - Στόχοι

Επιμορφωτικό Υλικό

Ηλεκτρονικό εμπόριο

Τι είναι τα Cookies

Τρόποι αναγνώρισης ψεύτικων ιστοτόπων Ηλεκτρονικού Εμπορίου

Paypal

Δραστηριότητες

Αξιολόγηση ηλεκτρονικών καταστημάτων

Αγορά από το διαδίκτυο

Διαγράψτε Cookies απο τον υπολογιστή σας

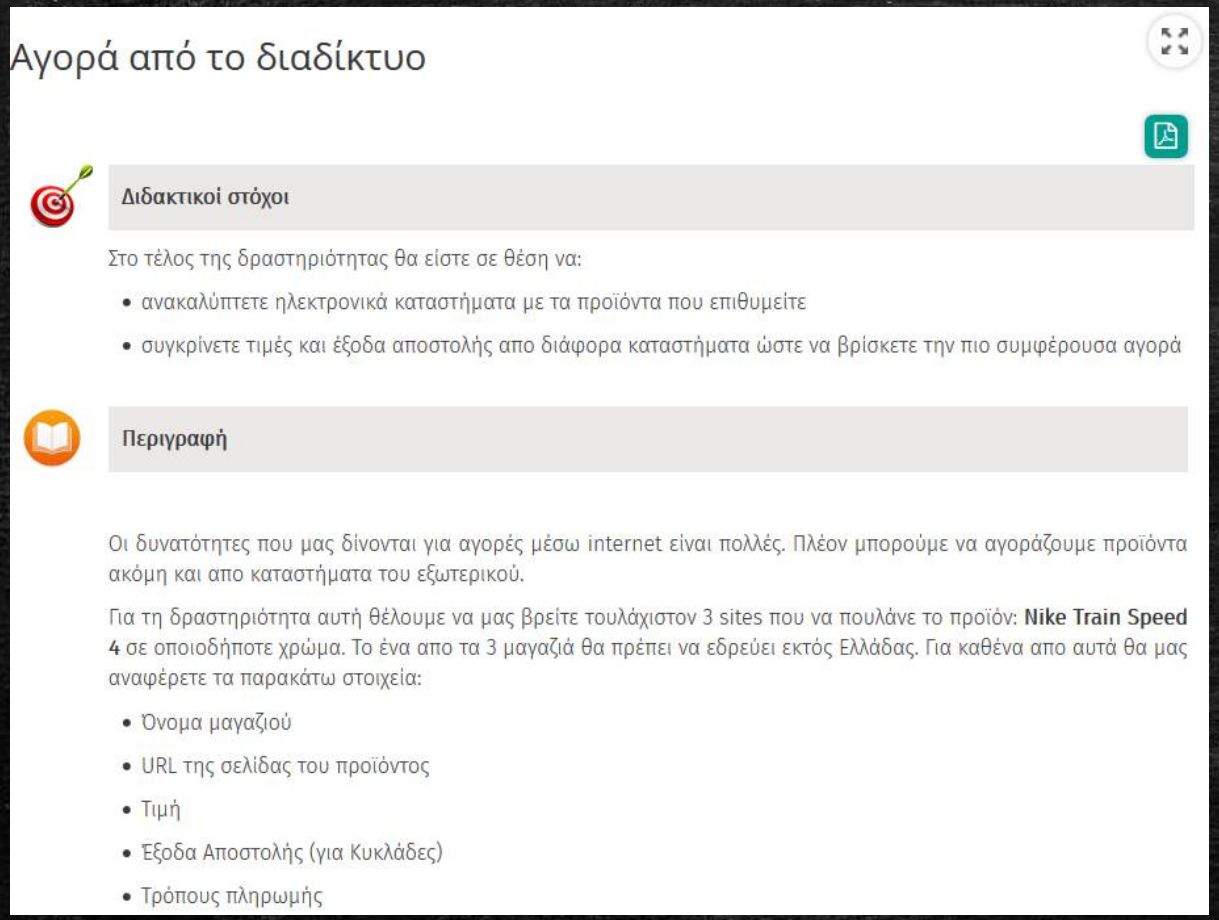
Αξιολόγηση

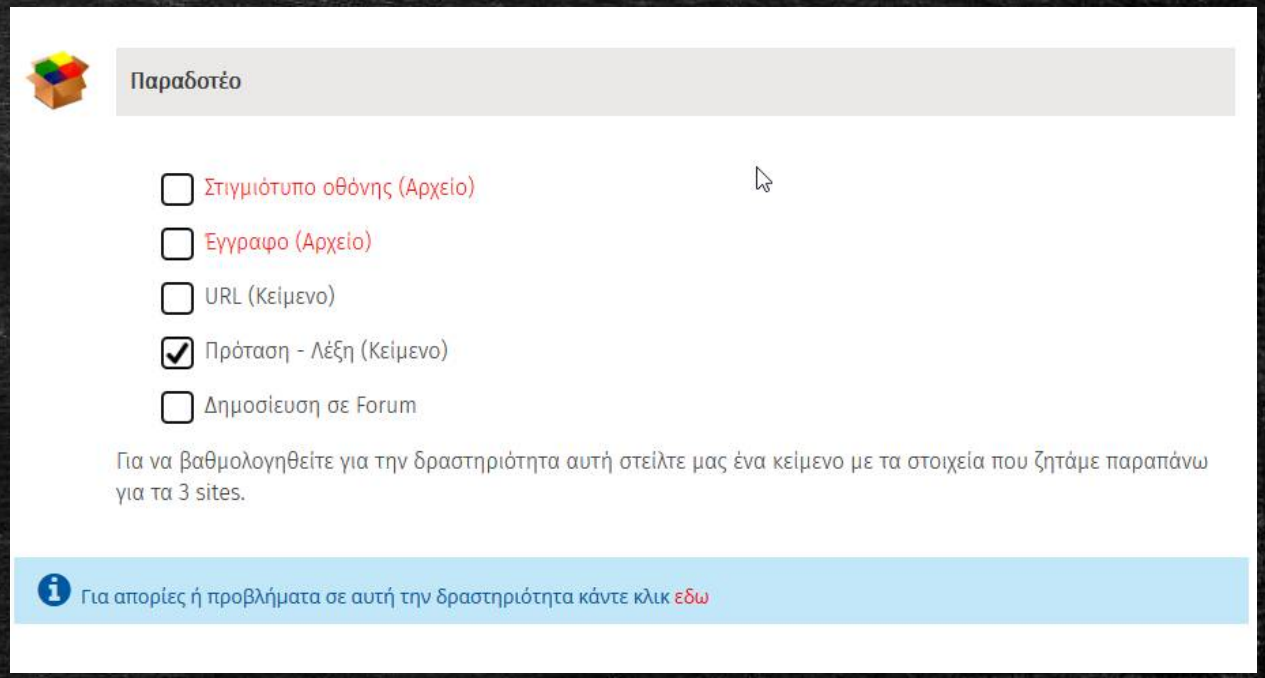
Αξιολόγηση ενότητας

Πόροι - Πηγές

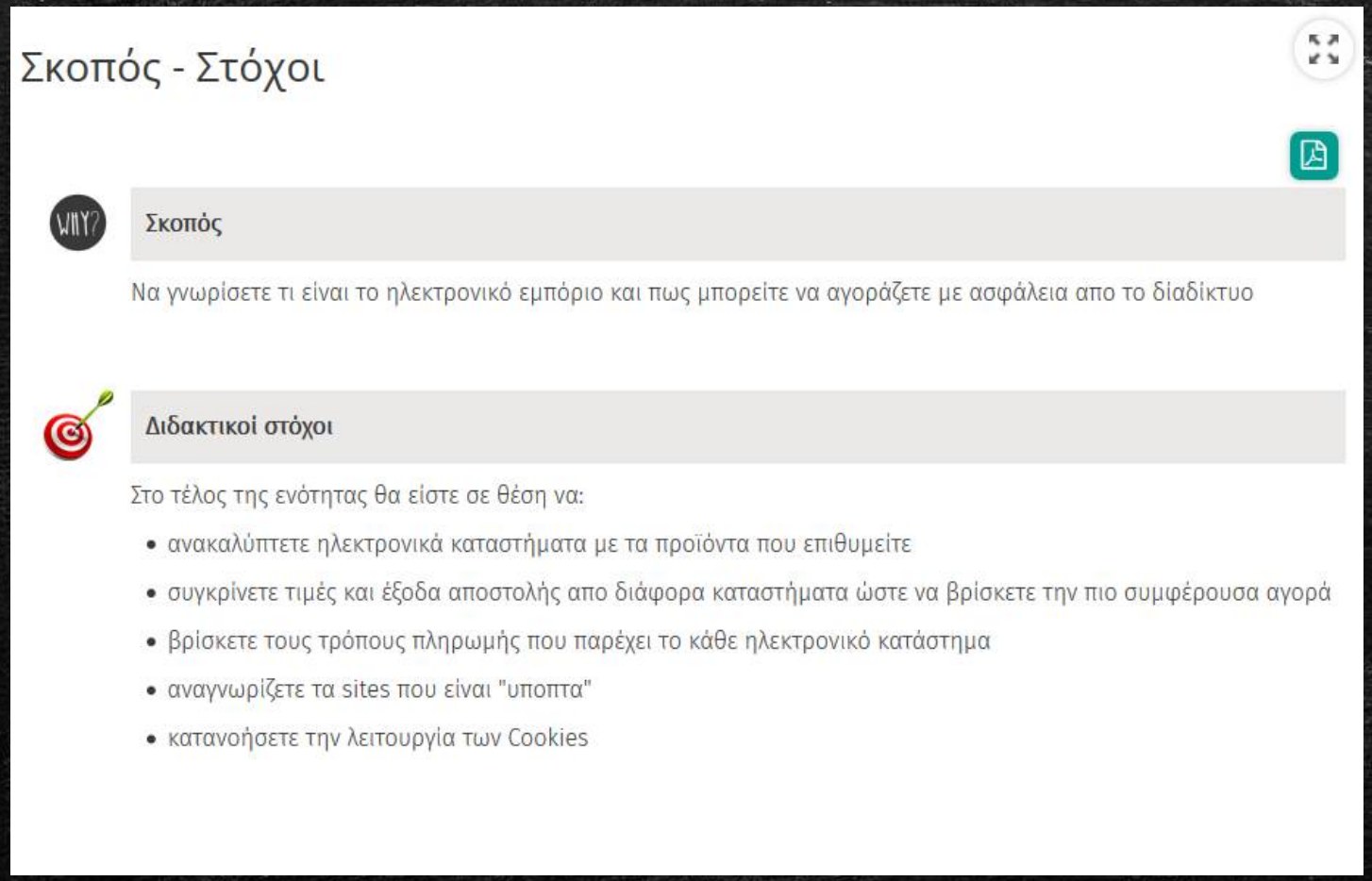
Χρήσιμα Links για το ηλεκτρονικό εμπόριο

Screenshots (2 of 3)





Screenshots (3 of 3)



ModelB: Moodle – VirtualMachines

ModelB: Moodle – VirtualMachines (1 of 4)

It is suitable for training courses on new technologies and specialized educational objects, such as training on OpenSource operating systems (e.g. Ubuntu), etc.

It is perhaps the only choice for distance training workshops in Informatics

The methods used are:

- **Moodle LMS** for posting of the material and the support of asynchronous activities in exactly the same way as in Model A
- **On line meetings** using the BigBlueButton (BBB) platform
- **Virtual Machines** for the implementation of the activities of trainees.

ModelB:Moodle – VirtualMachines (2 of 4)

With the use of Virtual Machines (VM) we have the following advantages:

- Each trainee is working on his own virtual PC
- We have the complete control of the virtual PC and we can provide different VM, for different educational subject. For example we can provide a PC full of malware programs
- All trainees start from a common basis, and we ‘re not dependent on the trainee’s hardware (computer)

ModelB: Moodle – VirtualMachines (3 of 4)

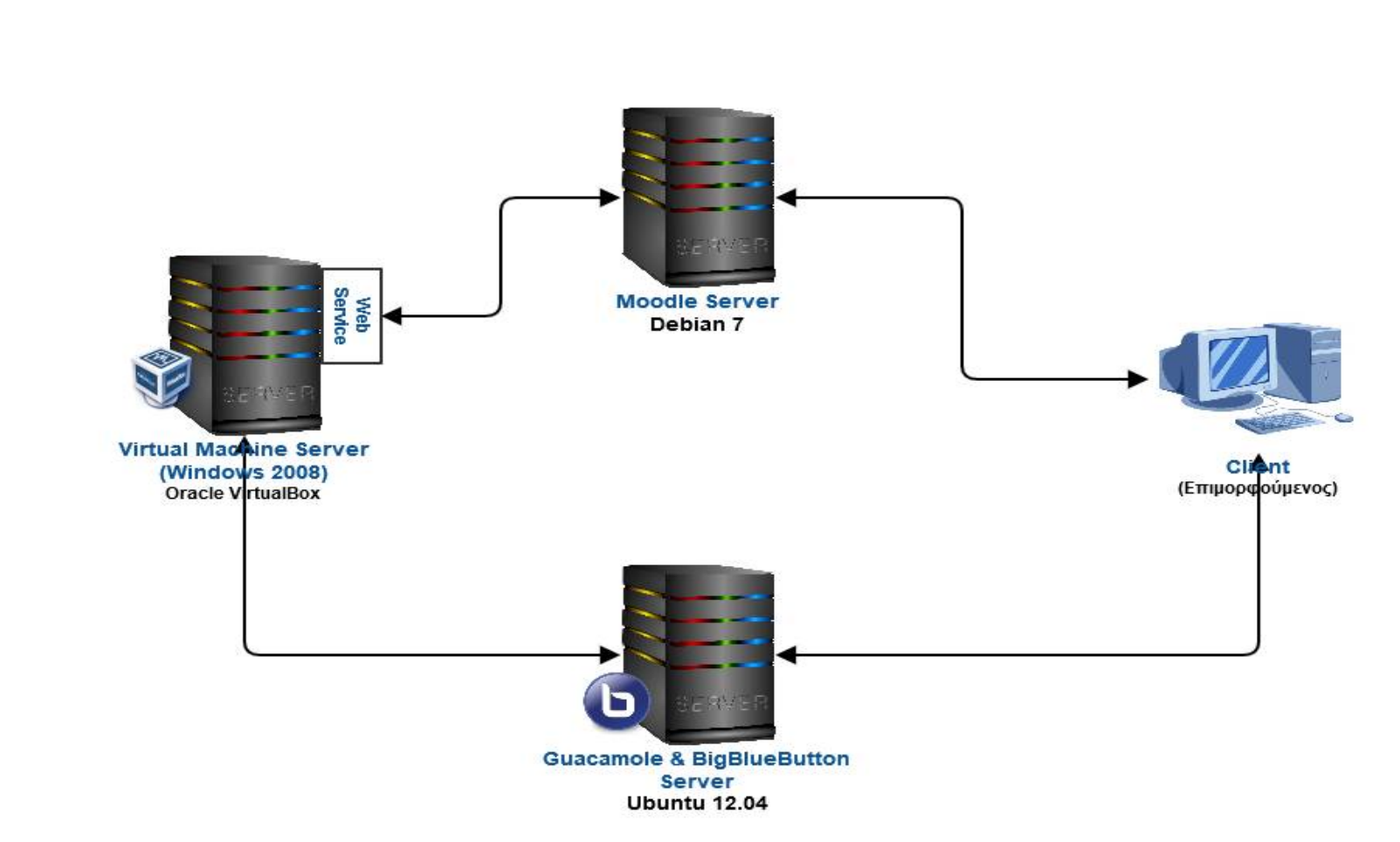
- Possibility to simulate the function of a school lab (with or without a domain controller), something that would be almost impossible otherwise

- Demonstration possibility of various operating systems (Windows, Ubuntu, Windows Server), as well as the installation process (format etc)

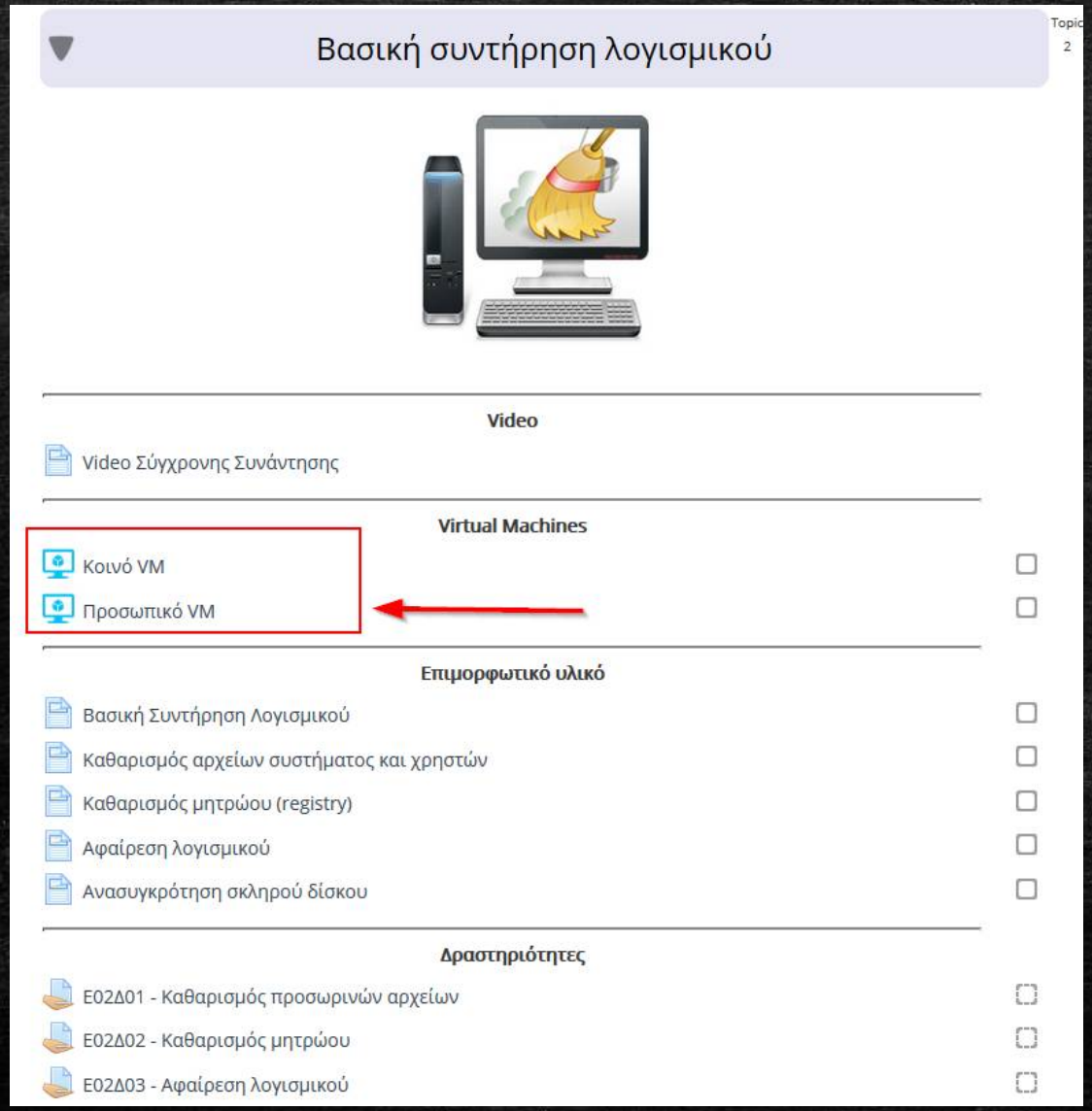
- Connection and management of the VM is done by the trainee **through Moodle environment**. The trainee can create, restore and connect his/her own VM from the course pages using a very simple Web Interface.

ModelB:Moodle – VirtualMachines (4 of 4)

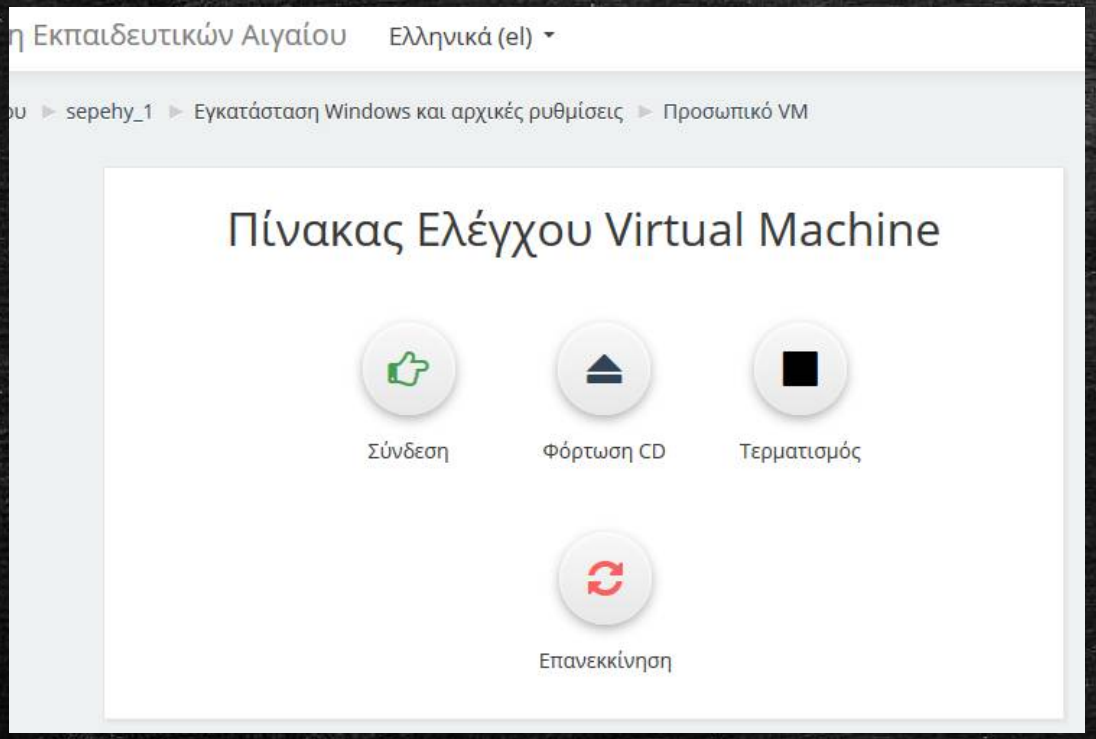
Infrastructure



Screenshots (1 of 2)



Screenshots (2 of 2)



ModelC:Moodle – VirtualWorlds

Model C: Moodle – Virtual Worlds (1 of 3)

The use of virtual worlds provides, modern approach to the distance teaching by using avatars to simulate real-life education

The methods used are:

- **Moodle LMS** for posting of the material and the support of asynchronous activities in exactly the same way as in Model A
- **Synchronous meetings in virtual world** by creating groups of teachers

Model C: Moodle – Virtual Worlds (2 of 3)

Advantages of Virtual World (OpenSim)

- Simulating real-life education.
- Facilitate collaboration among learners.
- Gaming techniques e.g., activities with **simulations, role-plays, brainstorming and discussion.**
- Users are not just spectators of the virtual space, but there are within this as avatars, and the movement and their actions are observable by others in real time.
- **Allows various forms of non-verbal communication**. The show, the movement and their expression can usually be altered to reflect the personality of the user

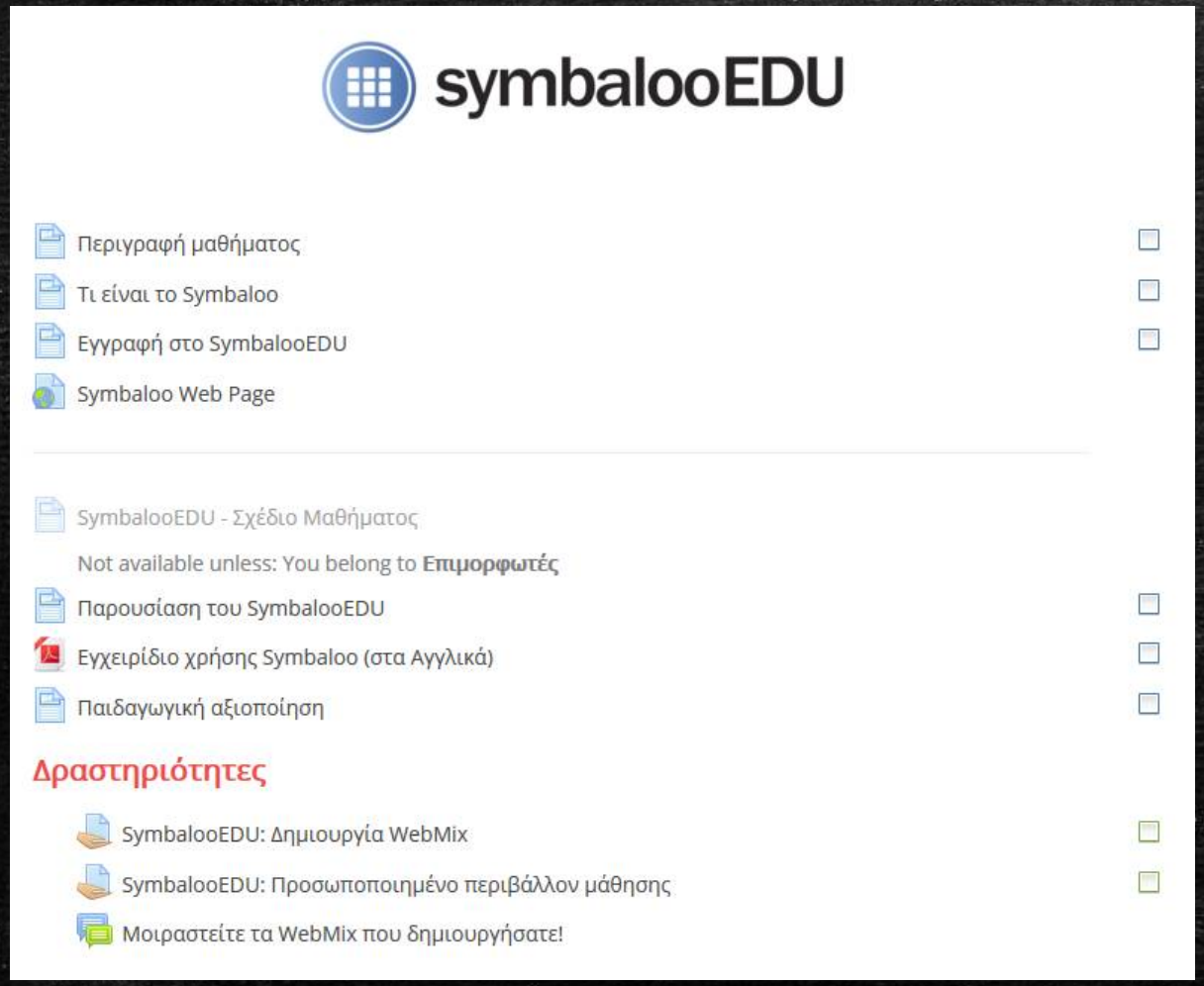
Model C: Moodle – Virtual Worlds (3 of 3)

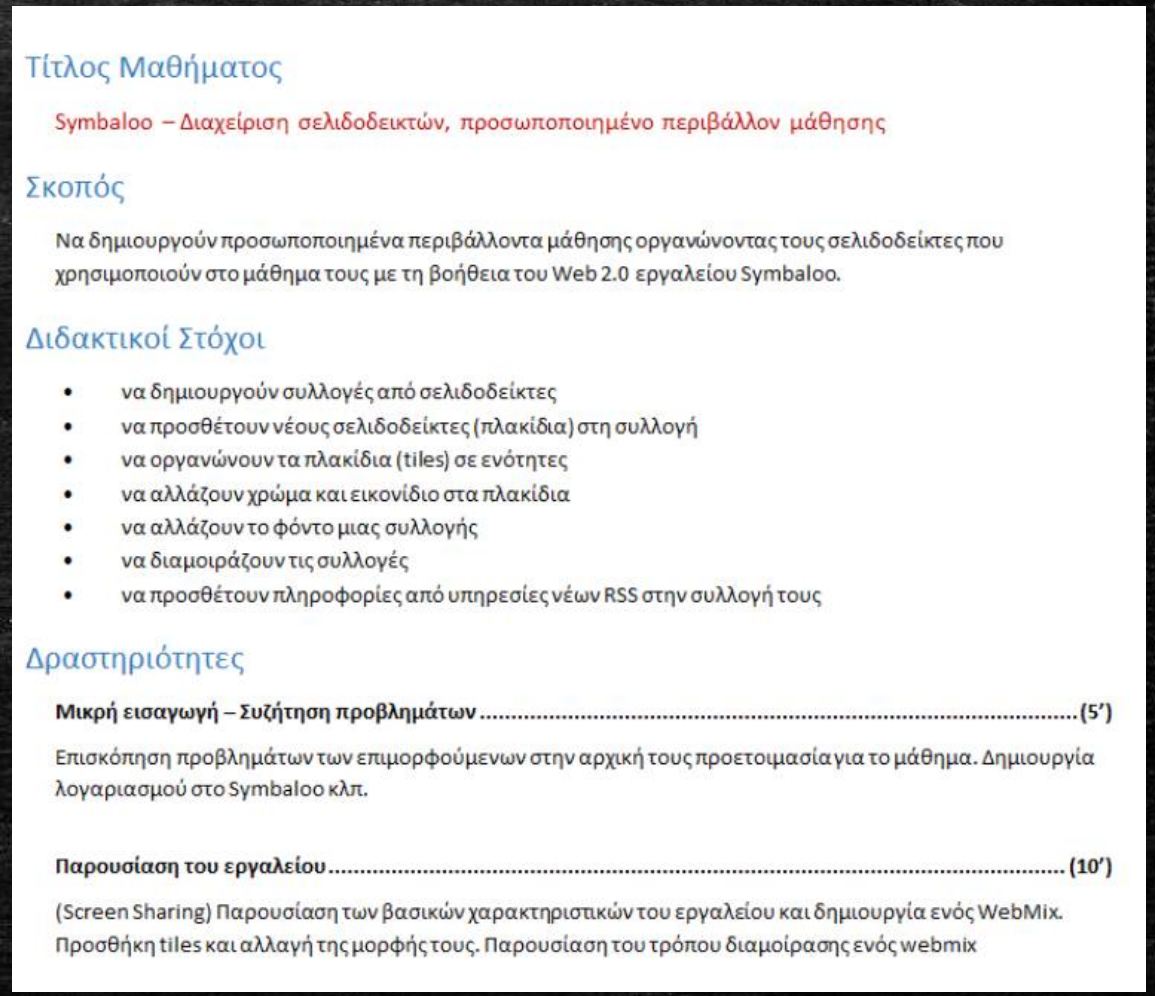
Training method

- The trainees are divided into groups and implement the tasks cooperating in virtual world.
- Each group meets in its own separate room
- The trainer switches in these rooms alternately and helps – coordinates the group.
- In the end, the results are presented in plenary.
- After each synchronous educational session on virtual world, trainees have to implement additional activities that were posted at **Moodle.**

Screenshots (1 of 2)

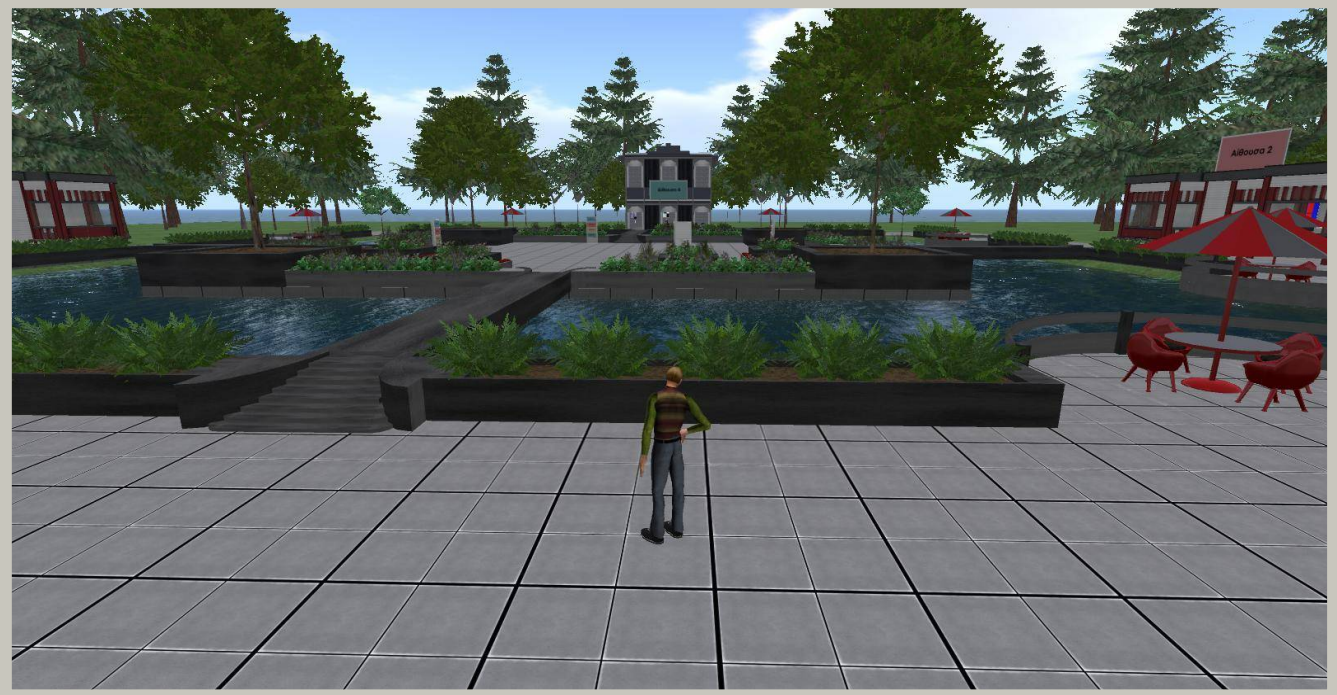
Moodle Sample Screenshot





Screenshots (2 of 2)

OpenSim screenshot



What we have implemented so far...

Implemented Courses

Training Model A

1. E-learning platforms-educational material production tools-communication tools
2. Multimedia processing tools-learning material production tools
3. Website creation tools-Collaborative and supportive tools
4. Online educational communities and exploiting learning objects
5. Creative and safe Internet-Evaluation and development of critical thinking for digital content
6. Utilization of ICT and Web 2.0 tools in teaching (**5 courses**)
7. Utilization of ICT and Web 2.0 tools in the teaching of computer science course (**3 courses**)
8. Gender relations and the virus HPV
9. School Violence Bullying (Bullying)
10. School network for the School Mediation
11. Teacher training Informatics in programming language Python
12. Create activities with educational platform LAMS

- Didactics of Science

Implemented Courses

Training Model A (Moodle – BBB)

13. Exploiting ICT tools for science educators
14. Training Of School Counsellors
15. Scratch
16. Tools for training by distance
17. Adult learning in ICT
18. Basic knowledge of PC use to second chance schools
19. Mathematics by distance in second chance schools

Training Model B (Moodle – Virtual Machines)

20. Informatics Teachers Training for managing ICT school labs

Training Model C (Moodle – Virtual Worlds)

21. Using Web 2.0 tools in teaching practice
22. Distance education of students on the safe use of the Internet – information assessment

Courses per year

2010-11 – 1 Course

2011-12 – 2 Courses

2012-13 – 3 Courses

2013-14 – 7 Courses

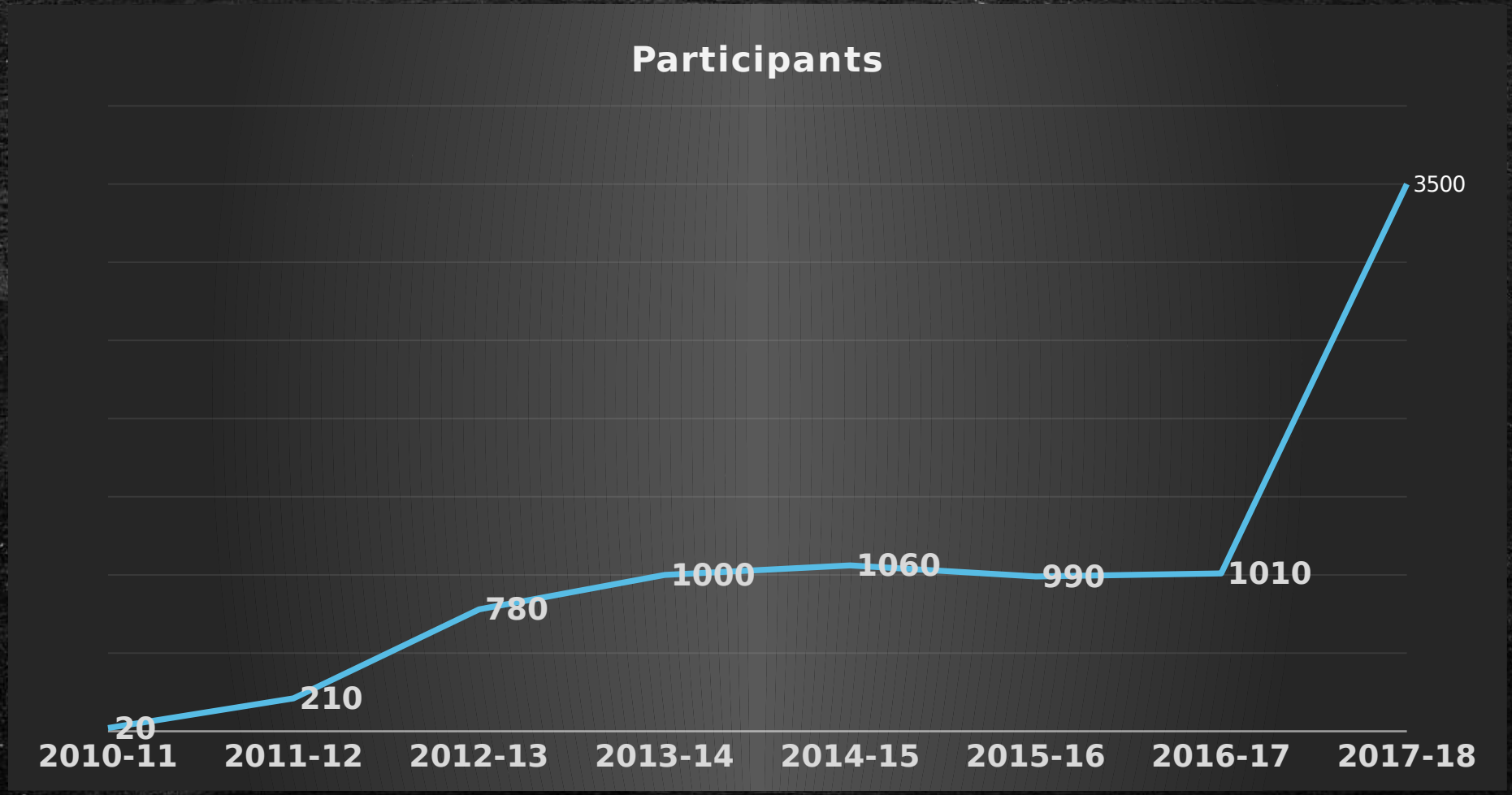
2014-15 – 7 Courses

2015-16 – 17 Courses

2016-17 – 9 Courses

2017-18 – 8 Courses

Participants per year



This year we implement

Courses

- 4 courses on ICT tools
- 1 course on Internet Content Evaluation and Internet Safety
- 3 courses on School Violence Bullying (Bullying)

Participants

- Aproximately 4000 trainees
- 200 trainers in 200 e - classrooms

How many people do you thing are behind all these?

3

How have we done this?

Because we are awesome!

well...that’s true, but also

Memorable Modules - Plugins

Using some very useful modules:

- Generico filter
  A life saver! Adds snippets on HTML and use template code
- Sharing cart
  Copy pages / assignments between courses
- Certificate
  Create custom certificates that participants can download or print
- BigBlueButtonBN
  Create BBB meeting rooms
- Questionnaire
  Create questionaries inside Moodle

Memorable Modules - Plugins

- Atto HTML Editor with the following plugins
  - HTMLPlus
  - Styles
  - Bootstrap Grid
- H5p

  Amazing module! Make many types of quiz – puzzles
- Auth Development tools

  When you have to login as user…… and return back

Database Scripts - Pages

We have also create some very useful database scripts to help us.

- "Open" (make visible) a week on several courses at once
- Reconfigure assignment dates (available/cut off, etc) for all course
  Because we change weeks order often
- Automatically create forums posts to be used for the assignments of current week
- Find graders which have delayed to grade assignments
- List of ungraded activities of a grader
- List of activities that need review from the student

What we are planning to implement

Scheduled Courses

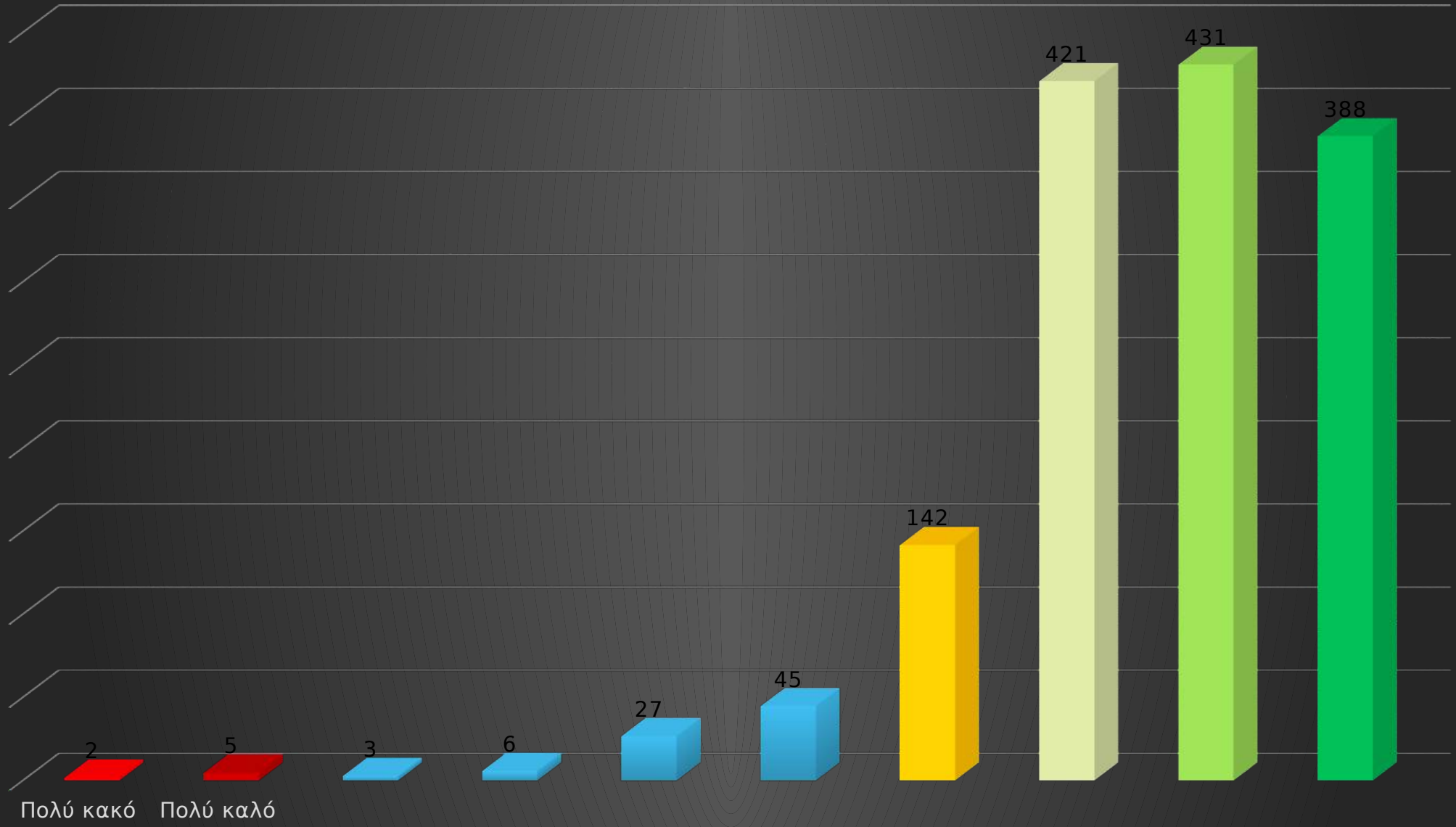
- Educational Apps for Tablets
- Open Sankore (Interactive Whiteboard Software)

- Using UBUNTU & Apps ΕΛ/ΛΑΚ

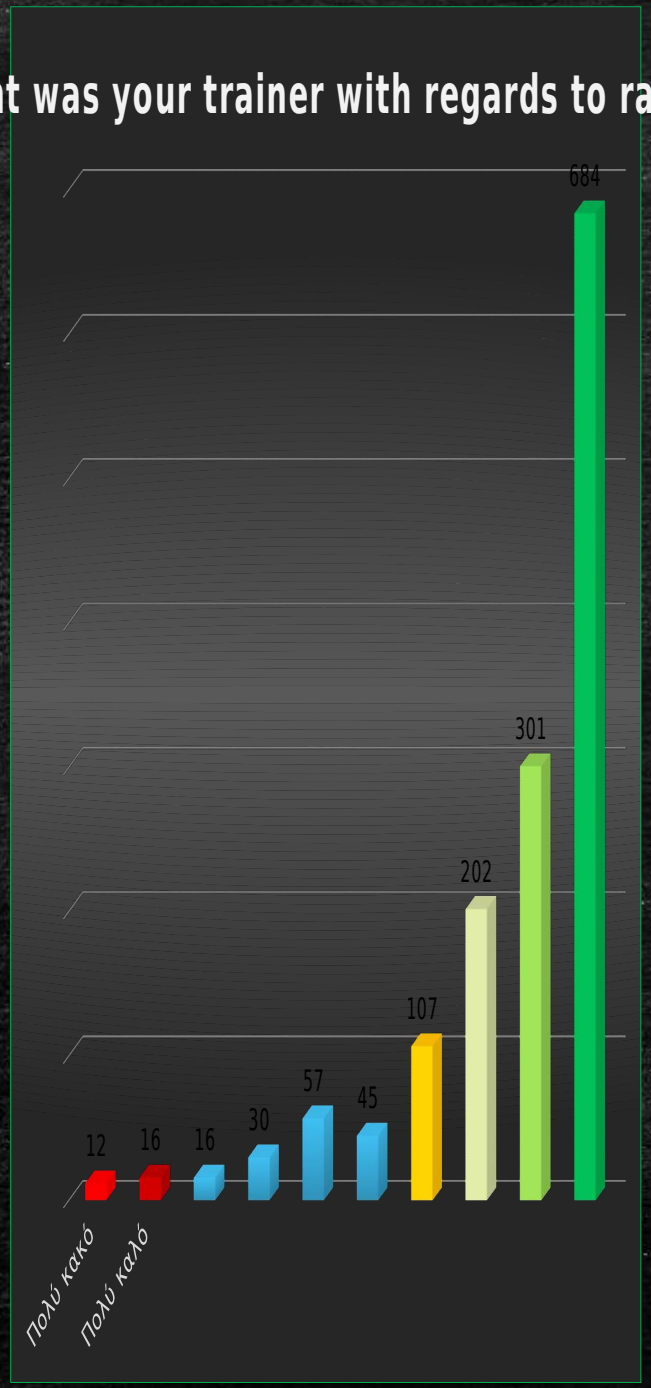
- Educational Robotics

Statistics - Evaluation

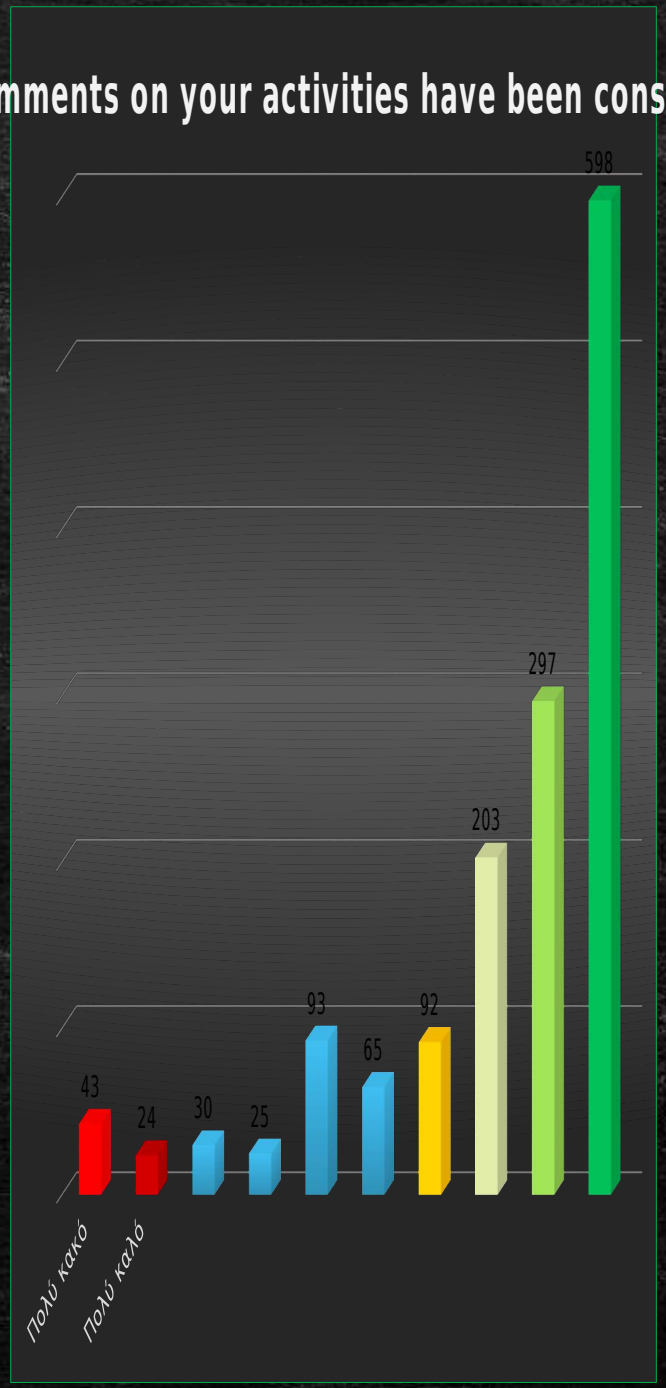
How do you evaluate the course?



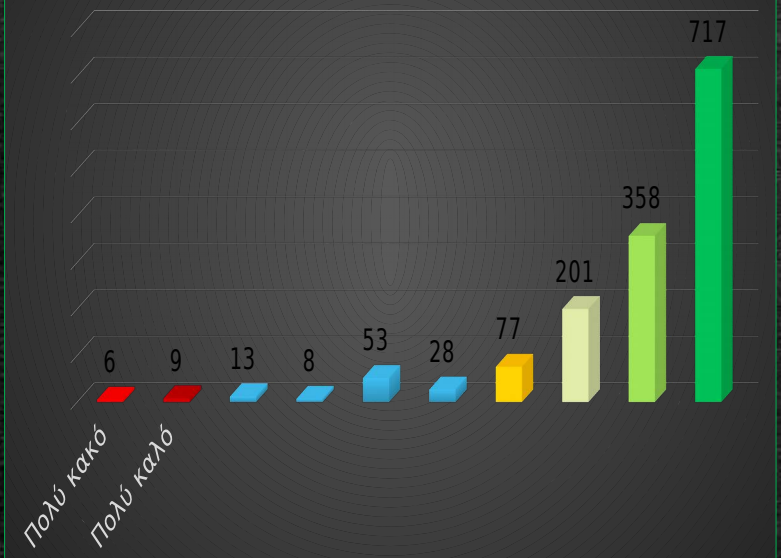
How consistent was your trainer with regards to rating activities



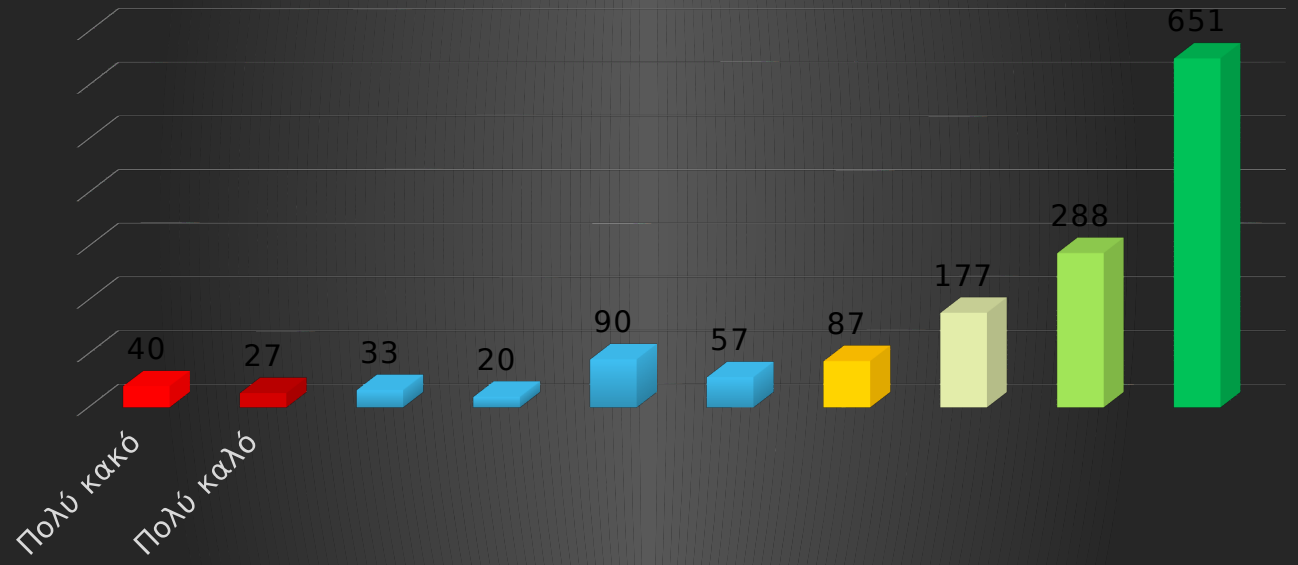
Did the teacher's comments on your activities have been constructive (feedback)?



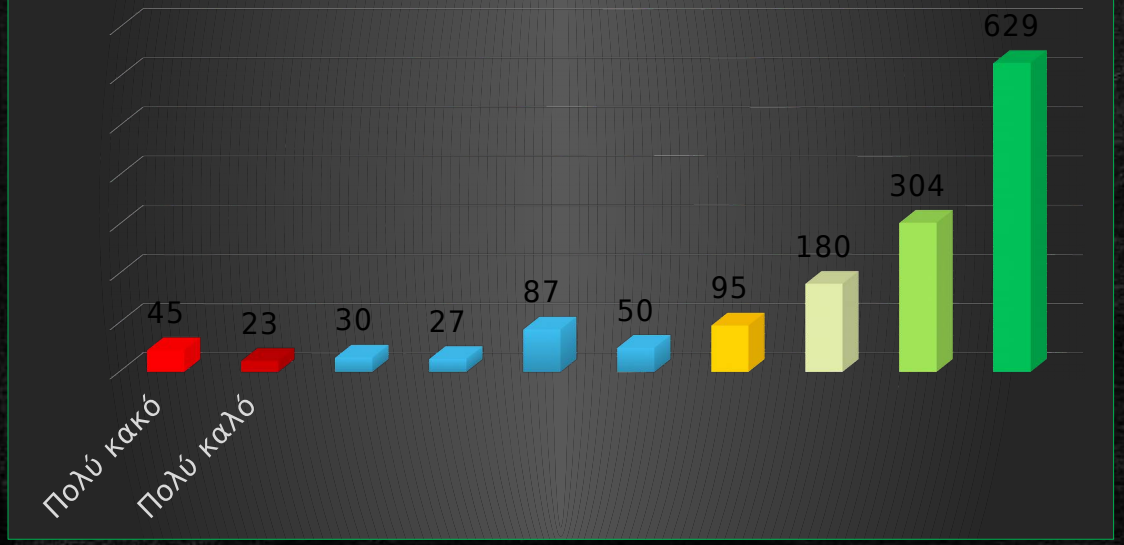
Evaluate your trainer as: [Knowledge of the subject]



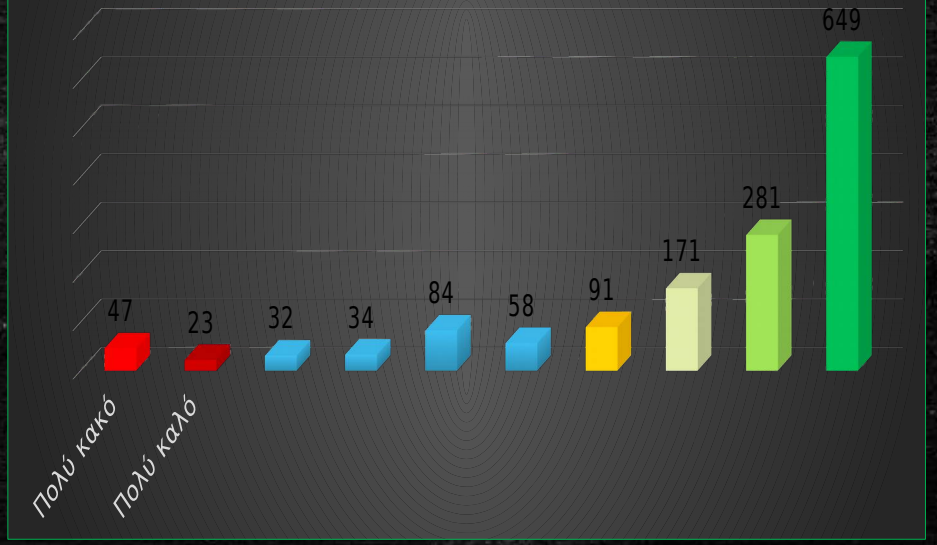
Rate Your Trainer with: [Encouragement]



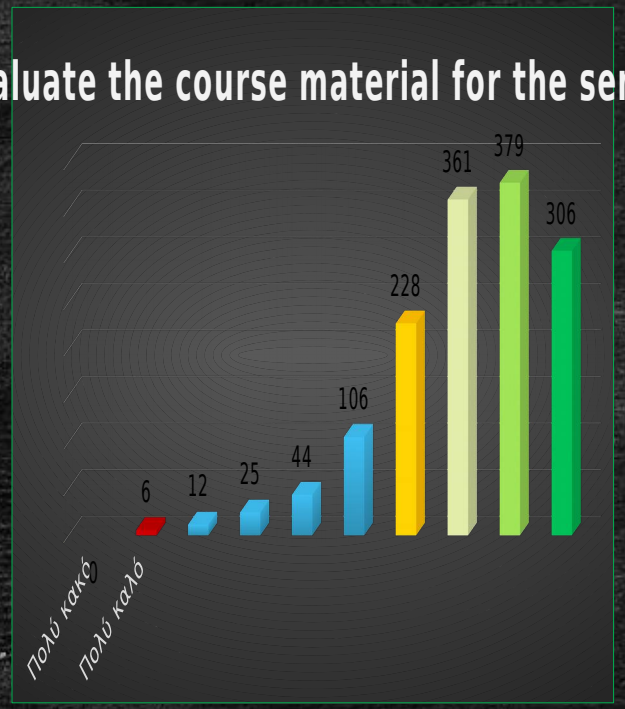
Evaluate your trainer as: [Guidance]



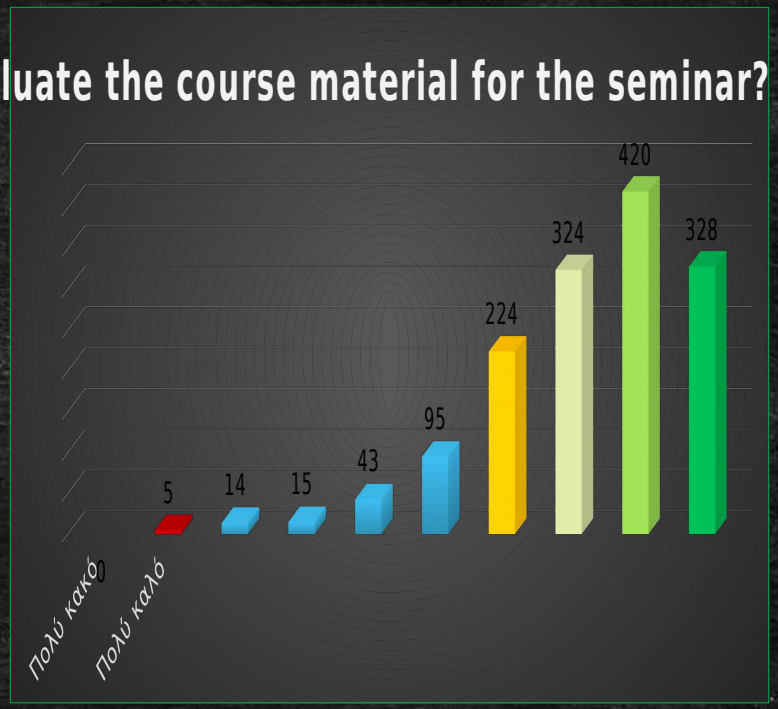
Evaluate your trainer as to: [Communication Encouragement]



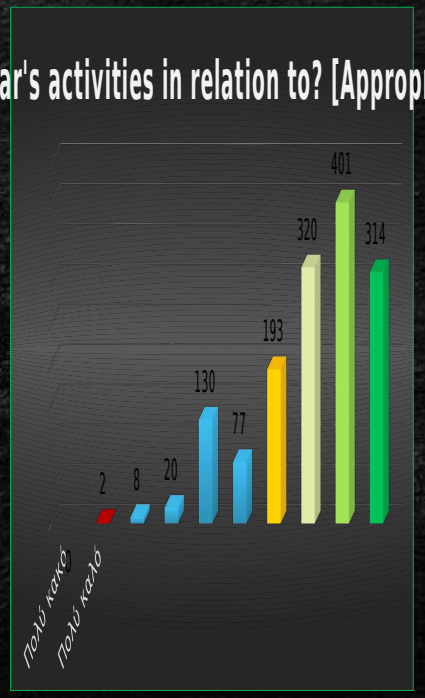
How do you evaluate the course material for the seminar? [Clarity]



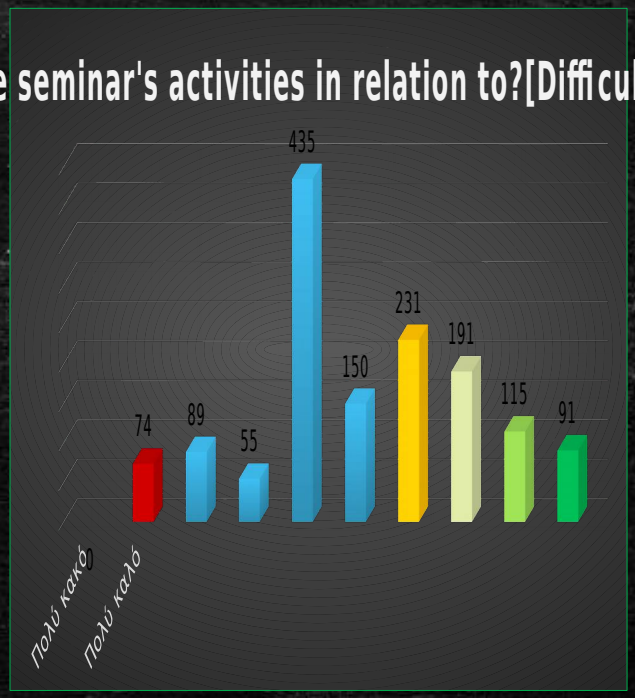
How do you evaluate the course material for the seminar? [Completeness]



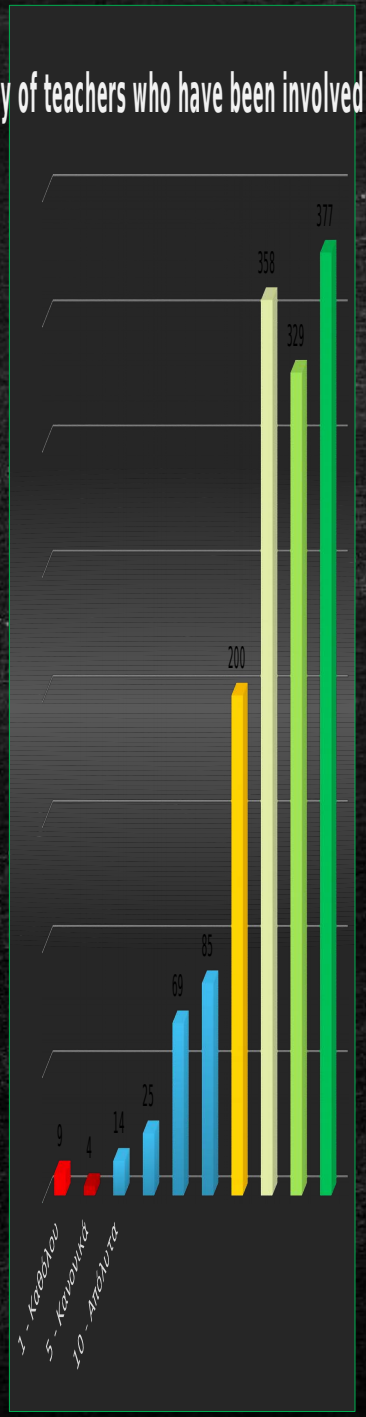
How do you evaluate the seminar's activities in relation to? [Appropriate to Understand the Object]



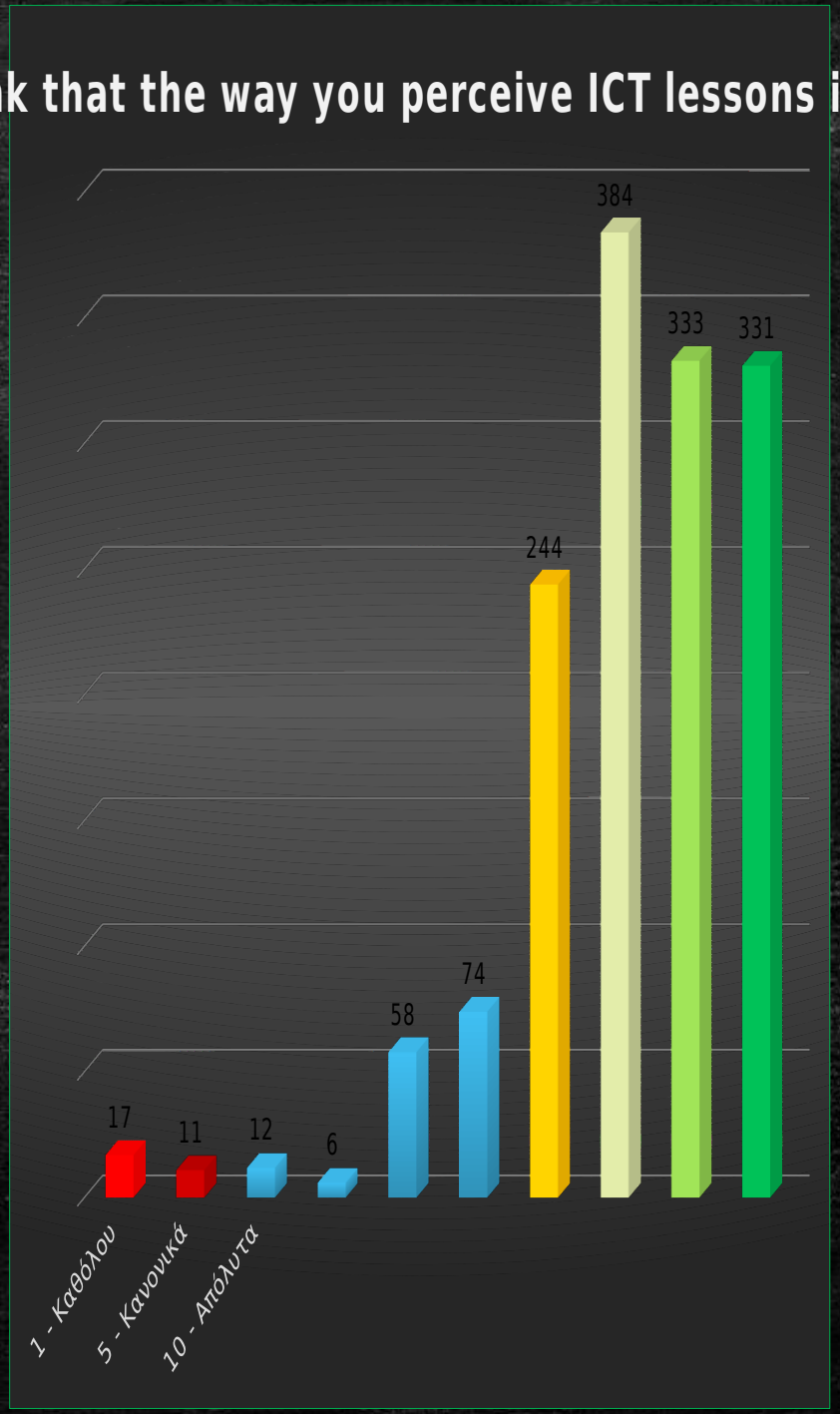
How do you evaluate the seminar's activities in relation to?[Difficulty (1-Easy, 10-Difficult)]



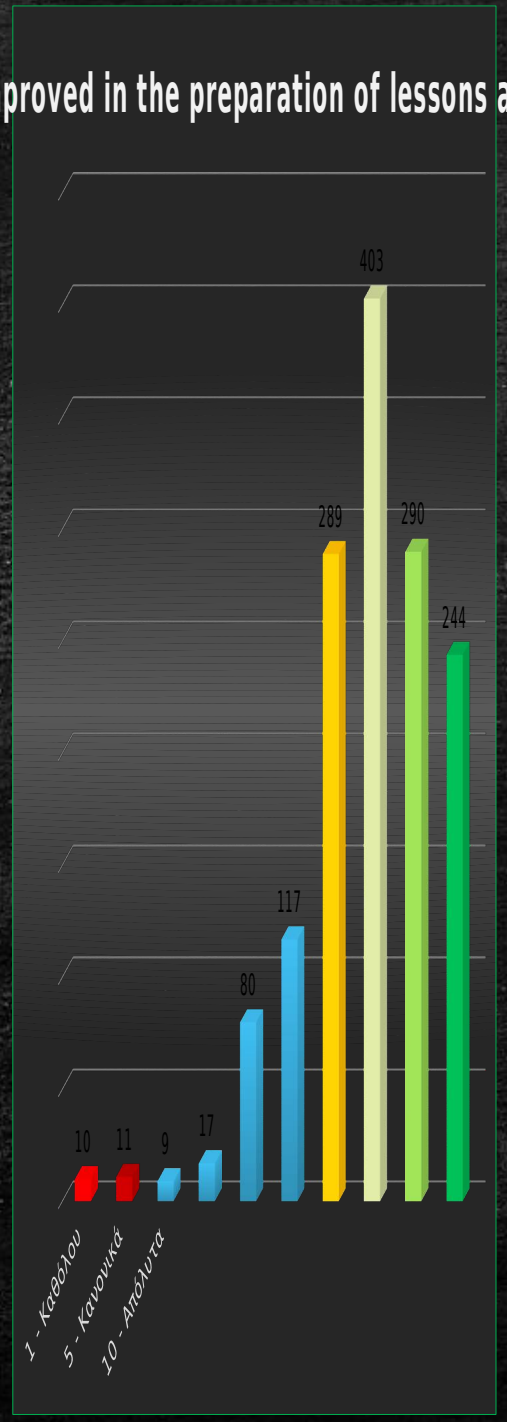
Do you feel like you belong to a community of teachers who have been involved in the use of ICT in the teaching process?



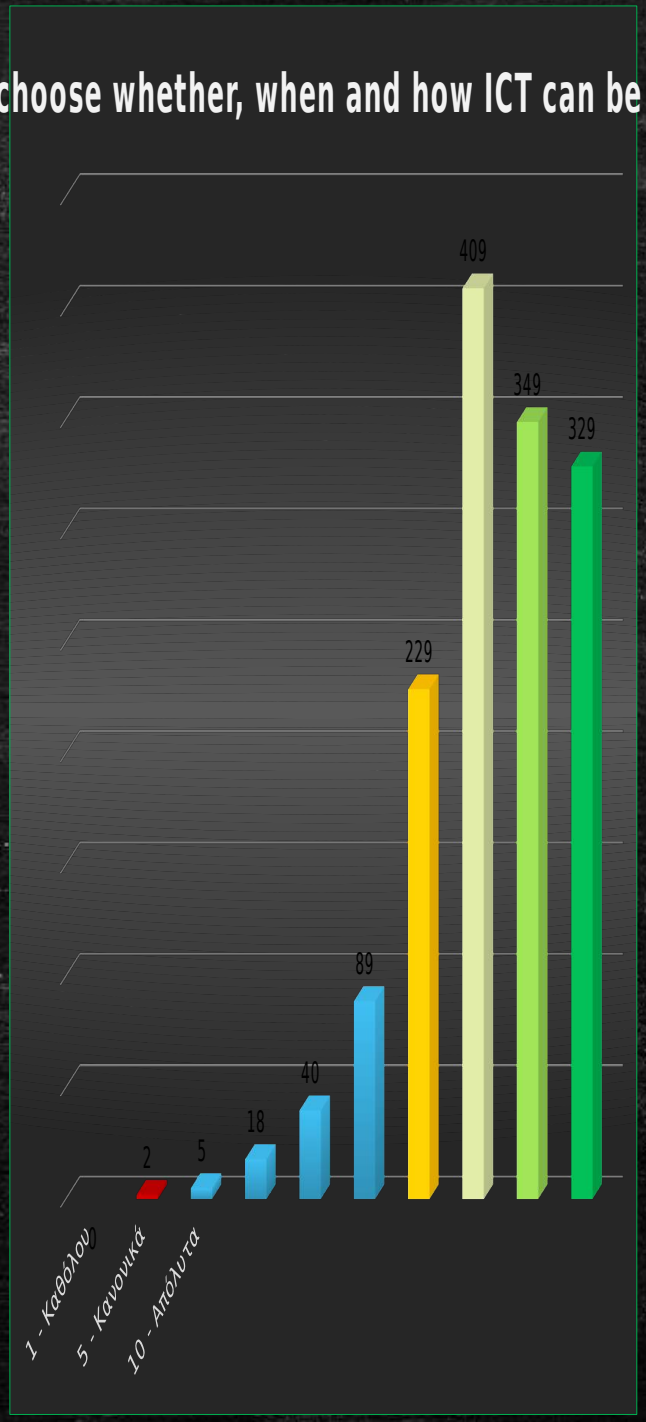
Do you think that the way you perceive ICT lessons is changed?

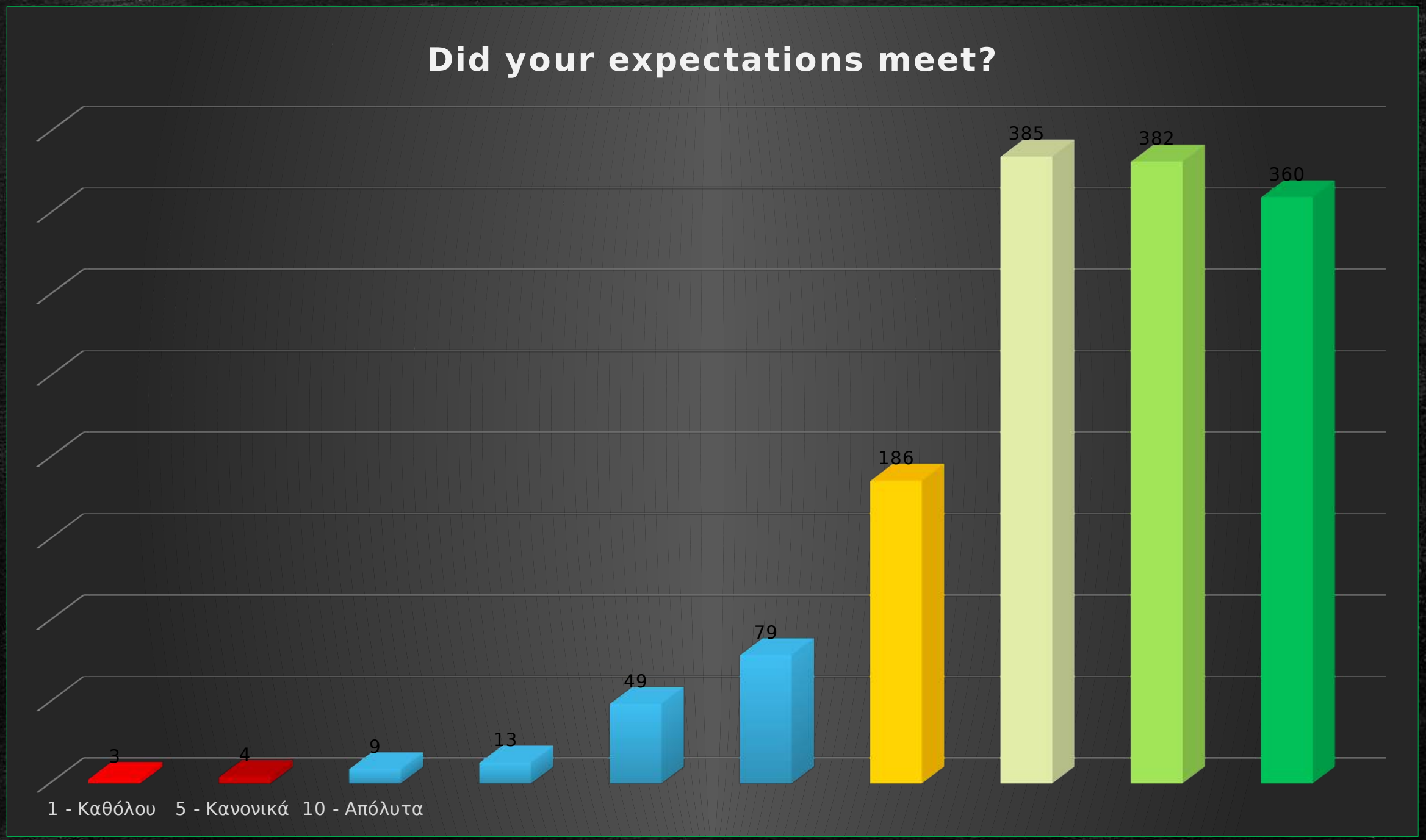


Do you think you have improved in the preparation of lessons and in your daily teaching



Do you think you can choose whether, when and how ICT can be used in your teaching




Did your expectations meet?
3
4
9
13
49
79
186
385
382
360
1 - Καθόλου
5 - Κανονικά
10 - Απόλυτα

Conclusion

Conclusion

As questionnaires have shown, **Moodle** can handle very well, large scale training courses with great results.

Using Moodle platform:

- We can implement (life-long), distance learning with success
- A small team can support/manage large scale training programs
- Communicate – Integrate with other platforms/systems to support different educational models
- Provide low cost training courses

Moodle works!

...and rocks!!

We Thank You