Reflection of using Moodle for Teacher Training: From Surviving to Thriving

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MoodleMoot Africa 2018
11 – 12 October 2018
CTICC, Cape Town
Own Background

• Trained Intermediate Phase teacher
• Teaching experience
  • No technology use in the classroom
• Lecturer experience
  • Default PowerPoint use in the classroom
  • Use of Blackboard during #FeesMustFall
• Website content management
  • Basic skills, e.g. how to create hyperlinks and how to embedded coding for videos
• Started to work at new private higher education institution on 1 July 2017
• First intake of students at the end of July 2017 (three modules)

<table>
<thead>
<tr>
<th>First intake</th>
<th>Second intake</th>
<th>Third intake</th>
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<tr>
<td>July – December 2018</td>
<td>January – July 2018</td>
<td>August – December 2018</td>
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• Necessary knowledge and skills fields:

- Intermediate Phase Teaching (Grade 4 – 6/7)
- Tertiary Education (B.Ed degree)
- Content of three modules
- Online learning; use of technology, including Moodle
“Raiding the wave”
Make sure a unit is ready before the students must start with it.
Two modules:
  • Foundations of Education (5 units)
  • History of Education (5 units)
27 participants (No distance students)
Each unit about three weeks long
<table>
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<th>Unit no.</th>
<th>Content</th>
<th>Assessment</th>
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| **Unit 1** | • What is education?  
   • What is the purpose of education? (webpage, video and external links)  
   • What is the Foundations of Education? (webpage)  
   • What is the rational and purpose of Foundations of Education? (webpages and video) | Assignment Reflection Forum (Discussion) |
| **Unit 2** | • Introduction to Philosophy of Education (webpage and videos)  
   • Develop you own Philosophy of Education (questionnaires)  
   • Teacher-centered philosophies  
   • Learner-centered philosophies  
   • Extra resources (PDF documents)  
   • Introduction to Psychology of Education (Webpages and video) | Reflection Questionnaire Forum (Discussion) |
| **Unit 3** | • Introduction to Sociology of Education (Webpages and video)  
   • Introduction to Social Pedagogy (Webpages)  
   • Introduction to Research in Education (Webpage) | Reflection Questionnaire Quiz Forum (Discussion) |
| **Unit 4** | • Norms and Standards: The seven roles of the teacher (Resource guide) | Reflection Forum (Discussion) |
| **Unit 5** | • Value-Based Education (VBE) (Search own information)  
   • The purpose, exit level outcomes and Two Oceans Graduate Institute graduate attributes (Resource guide) | Assignment Reflection Forum (Discussion) |
Unit 1
This unit consists of the following:
• What is the History of Education? (Complete before the first contact session)
• What is the purpose for studying the History of Education? (Complete before the first contact session)
• Ancient Civilizations (Ancient Egypt, Ancient China, etc.)
Available from 31 July 2017
Forum: Forum for Unit 1
Available until 1 December 2017, 11:55 PM

What is the History of Education and what is the purpose for studying the History of Education?
• Page: What is History?
• Page: What is the purpose of studying History of Education?
• Folder: Additional resources for this module: History of Education (broad)
Contact Session 1 (Saturday, 12 August 2017)
• Page: History, O History (and History of Education)
• File: Quotes for CLASSWORK 1 during first contact session
Education in Ancient Egypt
• Page: The History of Education in Ancient Egypt
Education in Ancient China
• Page: The History of Education in Ancient China
• Page: Confucius
• Assignment: Critical response on education in ancient civilizations
• File: Slides for HIOE Contact Session 2
Challenges

• Improper lecturer training about Moodle
  • “Sandpit” approach
  • “Trail and error”
• Alongside module development and other responsibilities
• Students:
  • Not properly “taught” how to use Moodle
  • Jump from assessment to assessment
  • Relied on contact sessions; not in online mode
  • No enough data/Wi-Fi to be online
  • Poor time management
  • Could not trace their progress; did not understand the grade book
Enrolled and completed Massive Open Online Course (MOOC) on “Introduction to Technology-Enabled Learning” offered jointly by the Commonwealth of Learning and Athabasca University, Canada

Advantages

• Meet students during contact sessions
• Build personal relationships
Second intake: January - July 2018

- 67 participants (x 17 distance students)
- History and Foundations of Education (10 Units)
- Each unit about two weeks long
Improvements made:

- Better student orientation at the beginning of the cluster
- More detailed teaching/unit plan
- More detailed description in the beginning of each unit (time spend)
- Own Grade Book in Word format
- Bigger assignments also given in PDF format
- Frequent online Zoom meetings for distance students
- Resource Guides instead of pages
- Internal review and Quality Improvement Plan (QIP)
Challenges

• Poor lecturer training and no support
  • Change over of IT support
  • New IT does not know Moodle.
• Students:
  • Orientation was not practical enough
  • Jump from assessment to assessment
  • Rely on contact sessions (better than first intake)
• Miss big assignments
• No enough data/Wi-Fi to be online
• Still poor time management, but it is improving
• Some could not trace their progress; did not understand the grade book
• Pure distance students
  • Online Zoom meetings not well attended
Third intake: August – December 2014

- History and Foundations of Education (9 units)
- 49 participants (x 21 distance students)
- Each unit two weeks long
Improvements made:

• Better practical student orientation at the beginning of the cluster
• More detailed description in the beginning of each unit
• Break big assignments into smaller assessments
• Own Grade Book in Excel
• Badges
• Create own videos
• Record and upload online Zoom meetings
• More examples for assignments
• Rename contact sessions to tutorials
• Internal review and Quality Improvement Plan (QIP) (Oct. 2018)
• Create Moodle101 guide for new lecturers
Examples of own videos
Pollination (example of another lecturer’s work)

1 Video clip of student reading a book - Copy URL link HERE so fellow students can see your video - 16 Aug - Click on the pink + icon in the bottom right hand corner. Put your name where it says Title. At a 'link' add your URL hyperlink.
Challenges

• Became the Moodle lecturer trainer
  • Support of all lecturers, especially about the grade book
• 24/7
• Students:
  • No enough data/Wi-Fi to be online
  • Poor time management (better than previous intakes)
• Improvements to be made:
  • Students orientation
  • More own videos and local content
  • More student interaction, etc.
Thank you for attending this session

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