

Are We Innovating or  
Digitizing Traditional Teaching?  
Using Moodle as a path to transform  
Elementary Education



Moodle cannot do Magic

What is our philosophy and vision of  
learning and teaching?

How does technology fit into this?

# Implementing Moodle

- Course Structure – Clarity in Objectives and Learning Outcomes
- Flow of course – critical
- Course Creator/Domain Expert/Teacher

# Implementing Moodle

- Learner at the centre of the experience
- Course should communicate directly to learner in simple, clear and crisp terms
- Draw the student into the sections and course material in an engaging manner

# Implementing Moodle

- Reasons to deploy a particular tool in the course – page, database, assignment, media gallery, survey, h5p
- Design and structure of tool

# Implementing Moodle

- Exploration of innovative offline and online tools - simulations, field assignments, hands on work
- Video Design - How do we build engagement with the learner?

# Implementing Moodle

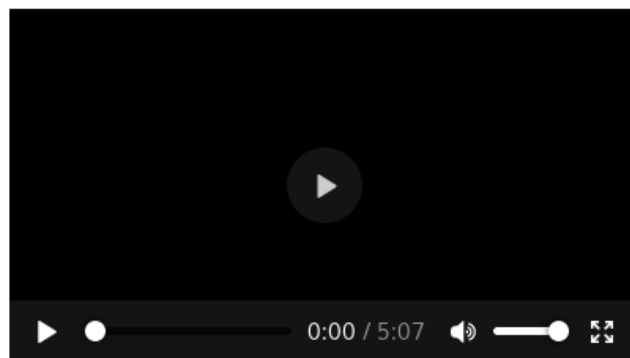
- Assessments – Designing Quizzes?  
Generating reflective data
- Assignments – Are assignments adding to the base knowledge given? Are they being used to test conceptual clarity? Design of Assignment



# Implementing Moodle

- Reproduction – is the learner reproducing after learning? What are the tools? Audio, video, text, simulation, animation

# Properties of Objects In Relation to Light



## KEY CONCEPTS:

1. **Luminous Objects** -- Luminous objects are those which emit light... In other words it has its own light.
2. **Non-Luminous Objects** -- These are objects which do not have its own light. It would only reflect the light
3. **Opaque Objects** -- Objects that would NOT let light pass through it.
4. **Translucent Objects** -- Objects that would let some amount of light pass through it
5. **Transparent Objects** -- Objects that would not stop the light. They would let the light pass through it.

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## Navigation

## Administration

### Page module administration

- [Edit settings](#)
- [Locally assigned roles](#)
- [Permissions](#)
- [Check permissions](#)
- [Filters](#)
- [Logs](#)
- [Backup](#)
- [Restore](#)

### Course administration

### Site administration

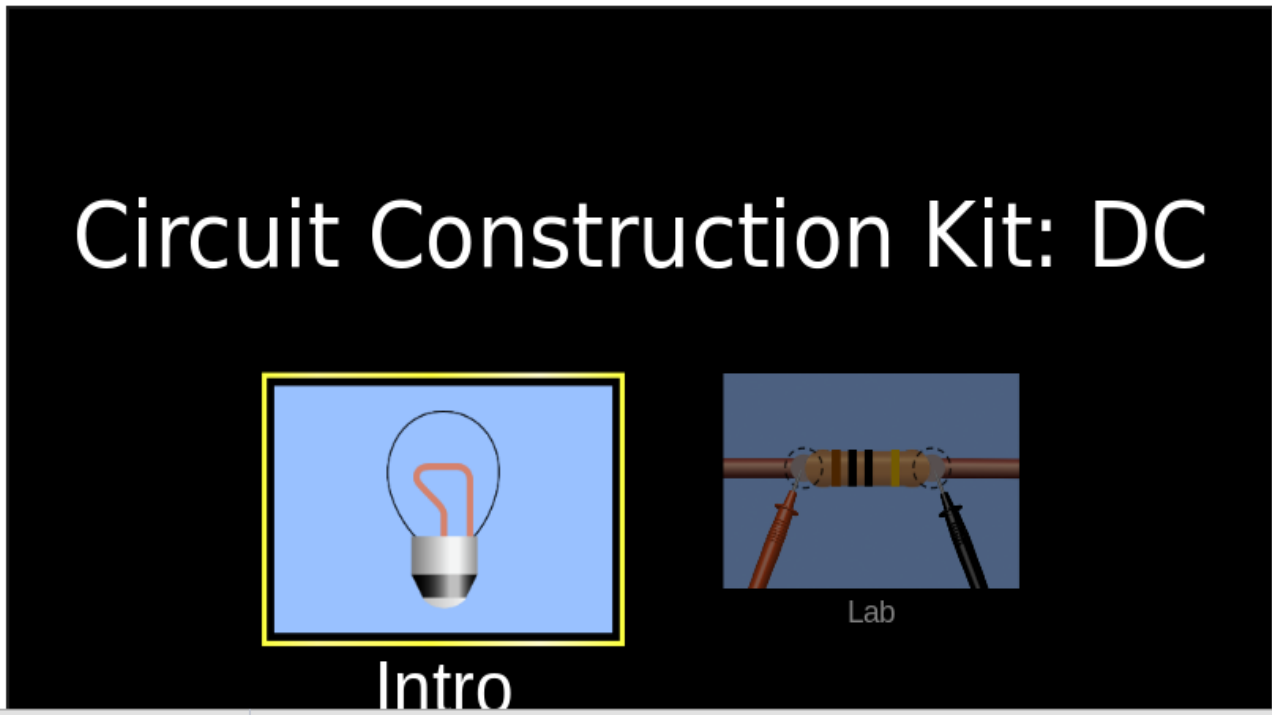
# (SIM) Build Your Own Circuit

Use this simulation to build your own circuit. You will click on Lab for building your circuit. Remember your purpose is to use electricity meaningfully. Also the circuit you build must be useful for people around you. Make a note on how your circuit can be used. Your circuit laboratory has many elements that you will not understand. But don't worry... your journey has just begun. Soon you will be a master

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The slide features a black background with the title "Circuit Construction Kit: DC" in large white font. Below the title are two images: a glowing lightbulb on the left and a resistor being tested with a multimeter on the right. The word "Intro" is centered at the bottom of the slide.



Courses > Grade 6-7-8/Intermediate Learner(IL) > Science > SCI 06 > Section 2: Components of Food (10 hours) (20 marks) > (OA2.1 New) Track your Diet for 7 Days > View list

# (OA2.1 New) Track your Diet for 7 Days

Assignment - 7 Day **DIET TRACKER**

Are you eating right? and healthy? Are you eating what your body needs to grow? Are you having a **balanced diet**?

Every day, open this database and enter what you have eaten for the previous day, and answer if you diet for the day is balanced or not. **RECORD ONLY WHAT YOU ARE EATING AT HOME.**

Do this for 7 days.

- View list
- View single
- Search
- Add entry
- Export
- Templates
- Fields
- Presets

Entries per page  Search  Sort by

Ascending  Advanced search

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