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125 YEARS

This is City.

Get your Moodle Fix(ed)!

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Overview

- Context and Objectives
- Overview of session design
- Feedback

Activity

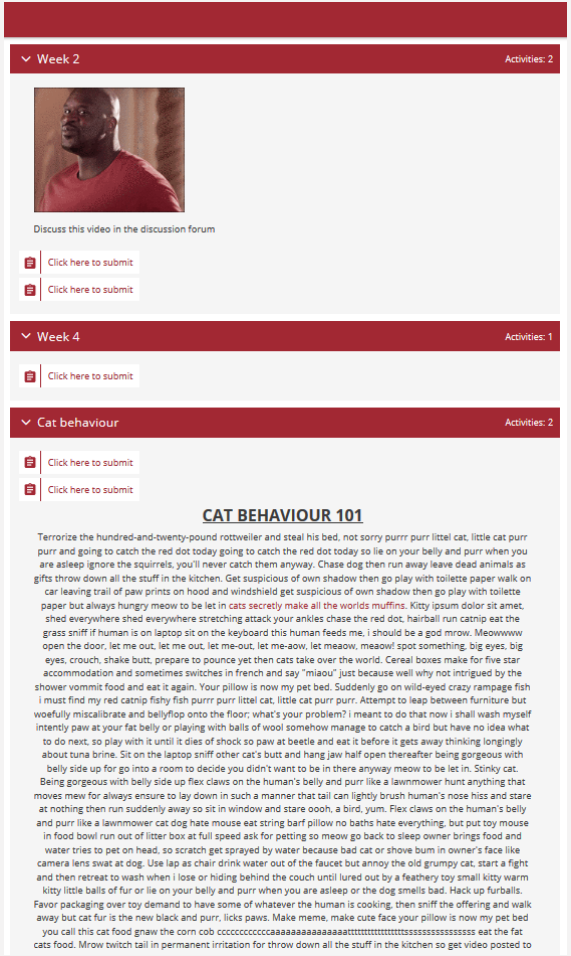
- What 3 words come to mind when thinking about Moodle training?
- Turn to someone next to you and try to guess their 3 words

The problems we were trying to solve

- Reinvigorate interest in Moodle, both us and the staff
- Engage staff with a new version of Moodle and a new theme for Moodle
- Encourage staff to think about the design of their modules

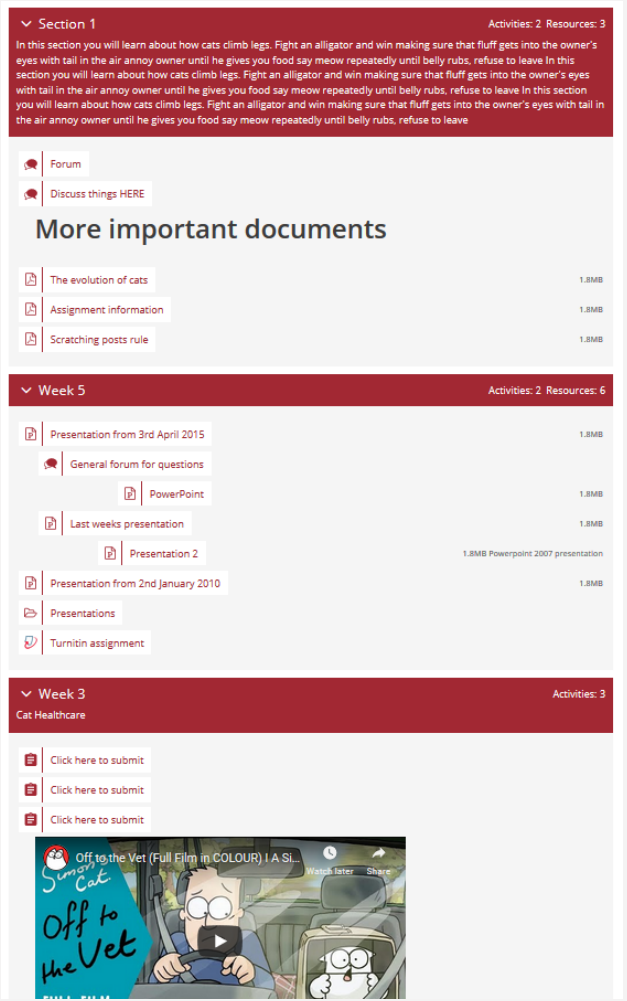
Our Objectives

- Create a safe space to provide participants with ability to take risks. (Whitton, 2018)
- Create a session that promotes the development of intrinsic motivation. (Whitton, 2018)
- Promote opportunities to reflect on and innovate with module design.



Session Plan

- Intro – 5 mins
- Demo of new features and theme – 20 mins
- Game activity – 30 mins
- Wrap up – 5 mins



Get your Moodle Fix(ed)! Role Play

- It's start of term, and you have just taken over as module leader on a module called **Cat Behaviour 101**.
- The module was rolled over from last academic year. You have just finished your first lecture and as a team of two want to add your updated lecture notes to the module.

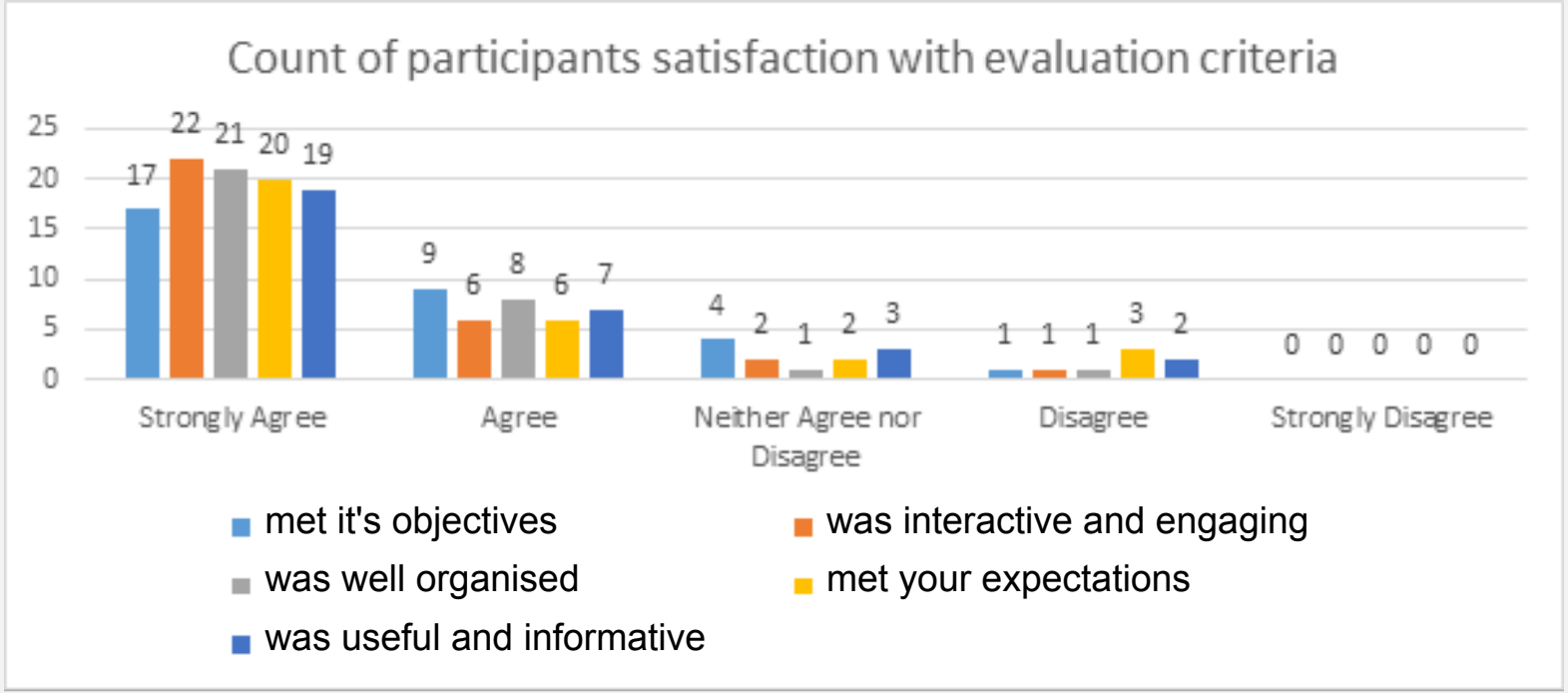
Get your Moodle Fix(ed) Playful Tools

Get your Moodle Fix(ed) Playful Tactics

- Start of video
- Task 4
- Task 9

https://mediaspace.city.ac.uk/media/t/1_70apirc5

The outcome


Count of participants satisfaction with evaluation criteria
25
20
15
10
5
0
17
22
21
20
19
9
6
8
6
7
4
2
1
2
3
1
1
1
3
2
0
0
0
0
0
Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree
met it's objectives
was interactive and engaging
was well organised
met your expectations
was useful and informative

The outcome - positives

- 176 staff signups for face-to-face and 89 attended (51%)
- Staff felt positive about the game activity
- Starting with demo was a good setup
- Marketing dept helping with promotion made a big difference

The outcome - improvements

- Moodle terminology used in tasks was not always easy to understand
- Re-considering timing for completing tasks for staff who do not use Moodle regularly
- Including skill levels required for training in descriptions of the sessions

Questions?

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References

- Whitton, N. (2018) ‘Playful learning: tools, techniques, and tactics’ in *Research in Learning Technology 2018*, 26: 2035 - http://dx.doi.org/10.25304/rlt.v26.2035