Diversity in the Moodle Toolbox

Regional TAFE Alliance Project
Regional TAFE Alliance project
Shared resources
Platform Diversity
Platform Diversity

Create learning activity

Activities
- Assignment
- Checklist
- External tool
- Group self-selection
- OU blog
- Skype
- Workshop
- Attendance
- Choice
- Feedback
- OU wiki
- Survey
- Zoom meeting
- Certificate
- Database
- Forum
- Interactive Content
- Quiz
- Tm homophobic
- Help guide
- Chat
- Dialogue
- Glossary
- Lesson
- SCORM package
- Wiki

Image by the VTA
Delivery Diversity

Photo by rawpixel on Unsplash
Diversity is being invited to the party; inclusion is being asked to dance.
Goal – Moodle Education

“to provide educators with the best tools for teaching so they are empowered to use the Moodle software to the fullest extent in meeting their teaching and learning goals.”
Top 10

Each tool receives a rating/scale based on the following 10 areas:

1. Engagement - student
2. Interactive – tactile
3. Collaborative – social/group
4. Reflective – thought provoking/deep thinking/critical self reflection
5. Information transfer – transforming what is learnt into another format
6. Assessable/Gradable –
7. Replicable – repeatable over multiple instances
8. Integration – seamless integration into learning content/material
9. Analytics – extractable, meaningful data
10. Ease of use
The Quiz

Question 4

Drag and drop the following actions to their appropriate place in the flowchart sequence below.

Image source: VTA/RTA 13/6/2019
The eBook

Calculations and formulas eBook

Chapters
1. Method and formula
2. Perimeter
3. Ratios
4. Worksheet activity
5. Percentages
6. Worksheet activity
7. Calculating Area
   - Area of a rectangle and square
   - Area of a Triangle
   - Area of a parallelogram
   - Area of a Trapezium
   - Area of a Circle
   - Online activity
8. Worksheet activity
9. Calculating Volume
10. Volume of a cube and a cone
11. Volume of a pyramid and cylinder

Photo by
@chrisilverani on
Unsplash
The Assignment

Assessment 2 - project (CPCCCM1013A)

You will receive a project brief for a construction task from your trainer/asessor. For this assessment you are required to:

- consider the project proposal and create a list of questions to use for clarification at a pre project meeting with the clients
- list major elements of the project and sketch a design
- create a mind map or plan for the aspects of the project
- list specific details and requirements of the project
- create a detailed list of the work tasks in order, including materials, tools and safety
- create a work schedule for the project
- conduct and document a review of your planning process.

Upload completed documents for assessment.

The marking guide attached is used to guide you with the assessment. Results will be entered into the candidate’s Assessment feedback form. Each point in the marking guide needs to be deemed satisfactory for the assessment to be deemed satisfactory.
The Glossary

CPCCCM1013A: Plan and organise work (Dev)

CPCCCM1013A Glossary

Search

Add a new entry

Browse the glossary using this index

Special: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL

A

Active listening
A way of listening and responding to another person that improves mutual understanding

C

Closed Ended Question
A question format that limits respondents with a list of answer choices from which they must choose to answer the question, for example, ‘Yes’ or ‘No’

Communication
The process of exchanging information and ideas.

---

moodlemoot

---
Drag the words into the correct boxes

A [ ] disability means it is likely to be with you for life. A [ ] disability affects your ability to take part in [ ] activities. To [ ] funding from the NDIS, your disability must be [ ] permanent and significant.

everyday  permanent  receive
significant  both
Reflection Journal

Use this journal to record your reflections. Your teachers and you are the only ones that can view your comments.

You will be asked to write some sentences about what you have learnt on particular topics throughout the unit. The first page has been named and you will be asked to 'Create page' when you first open the Wiki. You will leave the setting as the HTML format. You are in the edit mode so write your reflections and save.

The next time you are required to add a reflection you will need to create a new page. This is done by going into edit of the Reflection page and using the two square brackets at the beginning and end of the title of the new page. Place this at the end of your reflection.

[[Reflection 2: Supporting an NDIS participant]]
# The Workshop

## Peer Assessment Test

**Submission phase**

<table>
<thead>
<tr>
<th>Setup phase</th>
<th>Submission phase</th>
<th>Assessment phase</th>
<th>Grading evaluation phase</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ for the workshop description</td>
<td>✓ Provide instructions for assessment</td>
<td>✓ Switch to the assessment phase</td>
<td>✓ Calculate submission grades</td>
<td>✓ Close workshop</td>
</tr>
<tr>
<td>✓ Provide instructions for submission</td>
<td>✓ Allocate submissions</td>
<td>✓ Switch to the next phase</td>
<td>✓ Calculate assessment grades</td>
<td></td>
</tr>
<tr>
<td>✓ Edit assessment form</td>
<td>✓ Submitted</td>
<td>✓ Calculate 0</td>
<td>✓ Calculated 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Late submissions are allowed</td>
<td>✓ Provide a conclusion of the activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructions for submission**

![Rating Stars](image_url)
The Forum

Activity 1.3 Personal stories

There are eleven (11) stories on the NDIS Victoria website. They highlight the aims of the ND following questions in mind then discuss three of them below in three (3) separate posts.

Discuss

1. What did you find most interesting?
2. Were you surprised by anything?
3. What are the barriers faced by the participants?
4. How did the NDIS participants enjoy more independence and social inclusion?
5. In the subject title of each post state the person’s name that the post refers to.
External resources

Make a presentation (1:33)

“It's all right to have butterflies in your stomach, just get them to fly in formation.” – Rob Gilbert
Promoting and supporting good health

2. Mental health

Mental and physical health should be viewed as related to each other.

Poor physical health can lead to an increased risk of developing mental health problems. Similarly, poor mental health can negatively impact on physical health, leading to an increased risk of some conditions.

The World Health Organization (WHO) defines health as:

“A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

— WHO | Constitution of WHO: principles

They go on to state that:

“there is no health without mental health.”

— WHO | Constitution of WHO: principles

What is mental health? (02:27)
Diversity: in what sense?

Please download the learner worksheet for this unit. As you work through each topic, you will be asked to complete specific activities in this worksheet.

Download the learner worksheet

Accessibility score: Perfect