A Comparative Study of Strategies and Lessons Learned in Recent MOODLE Training in Tonga, Samoa, Papa New Guinea, Botswana and South Africa

Assoc Prof Philip Uys

Director, Learning Technologies
Acting Director, Learning Resources
Division of Learning and Teaching
Charles Sturt University   www.csu.edu.au
Senior International Educational Consultant

puys@csu.edu.au

Wednesday,3rd July 2019, MoodleMoot AU19

Slides available at https://www.slideshare.net/puys

Summary

1. Introduction

2. Background

3. Key Lessons Learned

4. Locating training within Institutional Transformation

1. Introduction

- Professional background: some years of IT; then 7 years senior lecturer in NZ in adult education and did Phd; then 18 years in Aus and Botswana as director of educational technologies and learning resources development; emerging consultant career since 2004 (in leave periods and desk-based as required)

www.globe-online.com/philip.uys

- Key lessons learned during MOODLE training in the context of open education in Tonga, Samoa, Papa New Guinea, Botswana and South Africa over the last two years (also done national and institutional policy work)

- Locating training within Institutional Transformation

Acknowledgements

*Mike Douse, freelance consultant*

"THE GLOBAL SCHOOL - Education in the Time of Digitisation"
by Mike Douse and Philip Uys

PDF for free:
globe-online.com/theglobalschool.pdf

Kindle and paperback: https://www.amazon.com/GLOBAL-SCHOOL-Education-Time-Digitisation-ebook/dp/B07Q11L6C1/ref=tmm_kin_title_0?_encoding=UTF8&qid=1553379593&sr=1-1

(unfortunately Amazon does not allow free Kindle and paperback versions - but we chose the minimum price possible!)

THE GLOBAL SCHOOL

Education in the Time of Digitisation

MIKE DOUSE AND PHILIP UYS
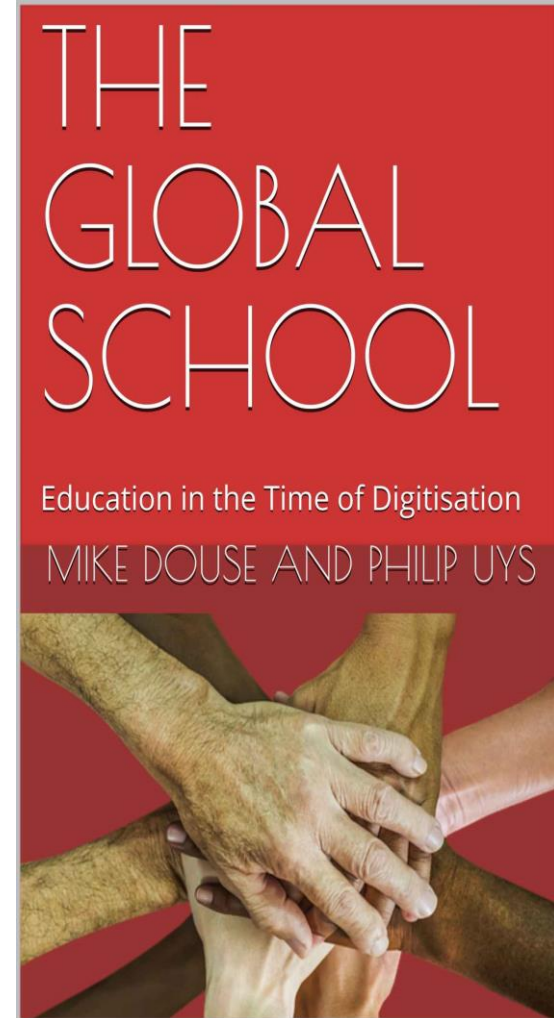
2. Background

MOODLE training in the context of open education in Tonga, Samoa, Papa New Guinea, Botswana and South Africa over the last two years

- Tonga (2 visits), Samoa (2 visits), Papa New Guinea (1 visit) through Commonwealth of Learning (COL)

- Botswana Open University (2 visits)

- DHET, Pretoria, South Africa as EU consultancy (10 visits)

Training characteristics

- pre-workshop work on learning design with email support
- physical Moodle workshop (3-5 days) working iteratively between learning designs and building of courses
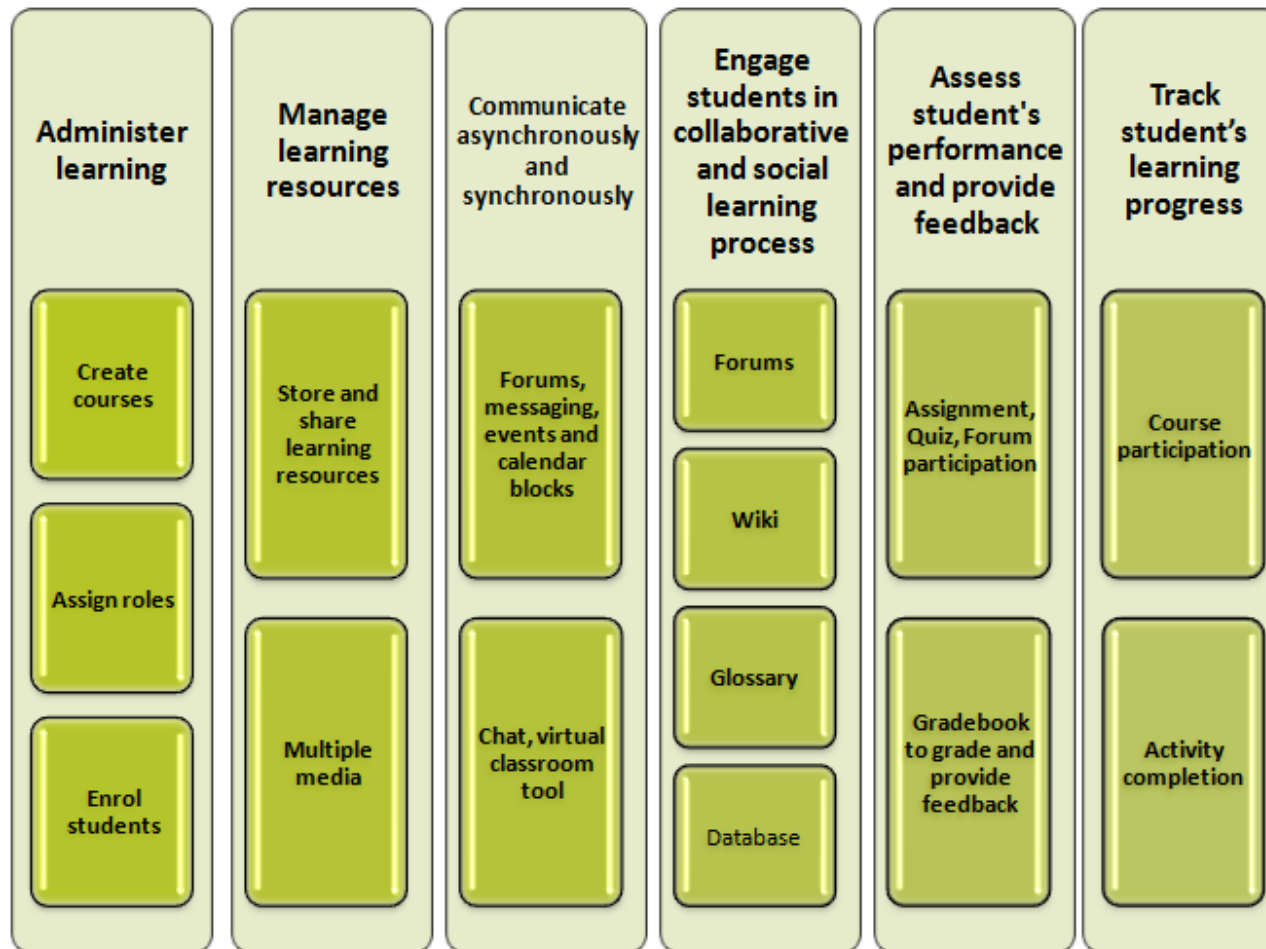- post-workshop work on learning designs with email support

- Ensure familiarity with all the central functionalities of Moodle plus a few extra plugins in intro and then advanced workshops
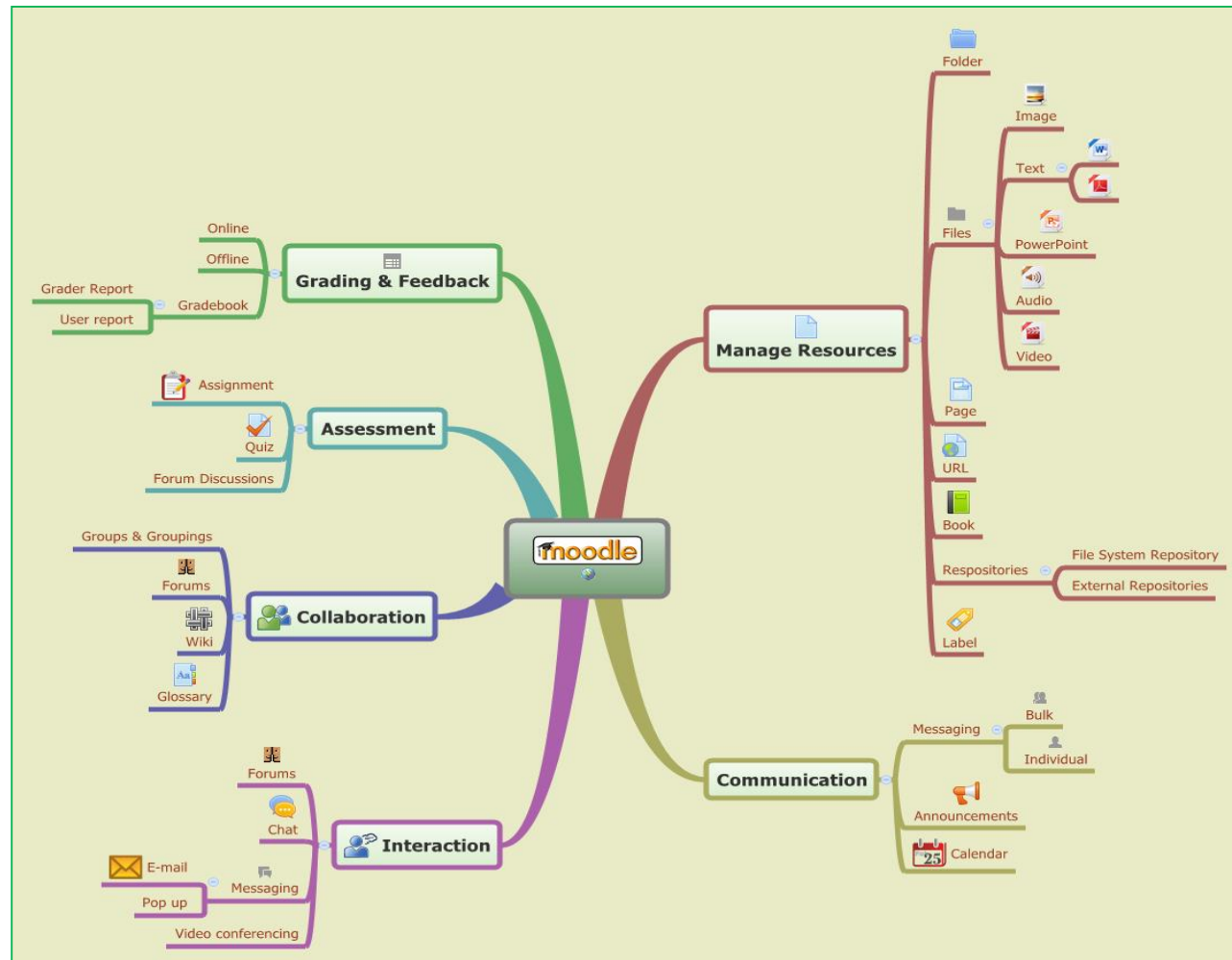
Dr. Indira Koneru

Dr. Indira Koneru

- Latest version of Moodle via Moodlecloud or gnomio.com
- open education including OERs
- group size from 9 – 37
- approx even mix of females and males
- age range approx 20 – 75 years old
- academics and professional staff (L&T centre, Open Schooling, Departmental, and IT staff)
- cultures: Pacific, European, African
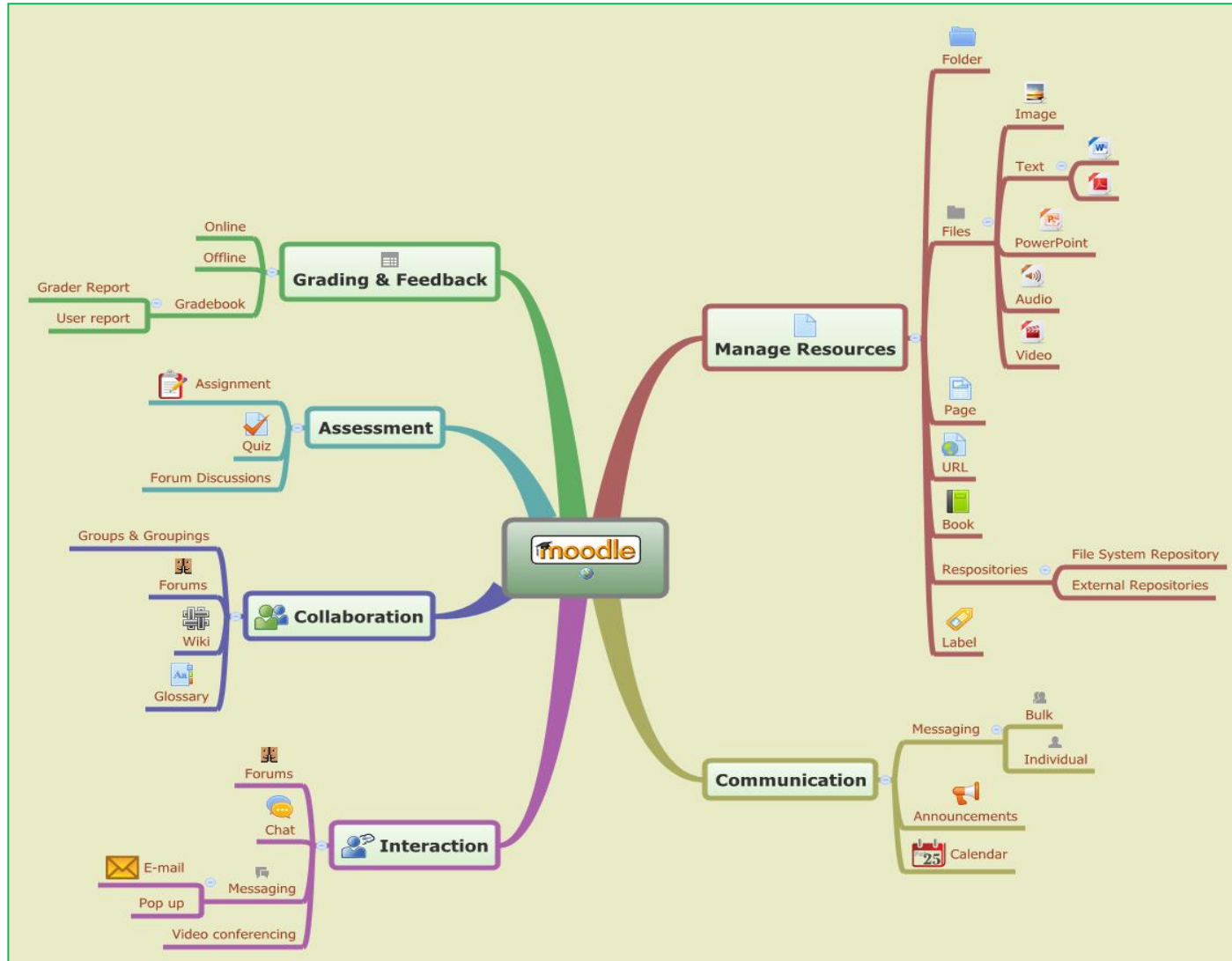
3. Strategies and lessons learned

A. "EdTech is not the big idea - it needs to enable and support big ideas"

Prof Mark Brown, National Institute for Digital Learning, Dublin City University. This week at Ed–Media Conference in Amsterdam

The functionality in Moodle plus the 1500 plugins (!) covers most everything about l&t

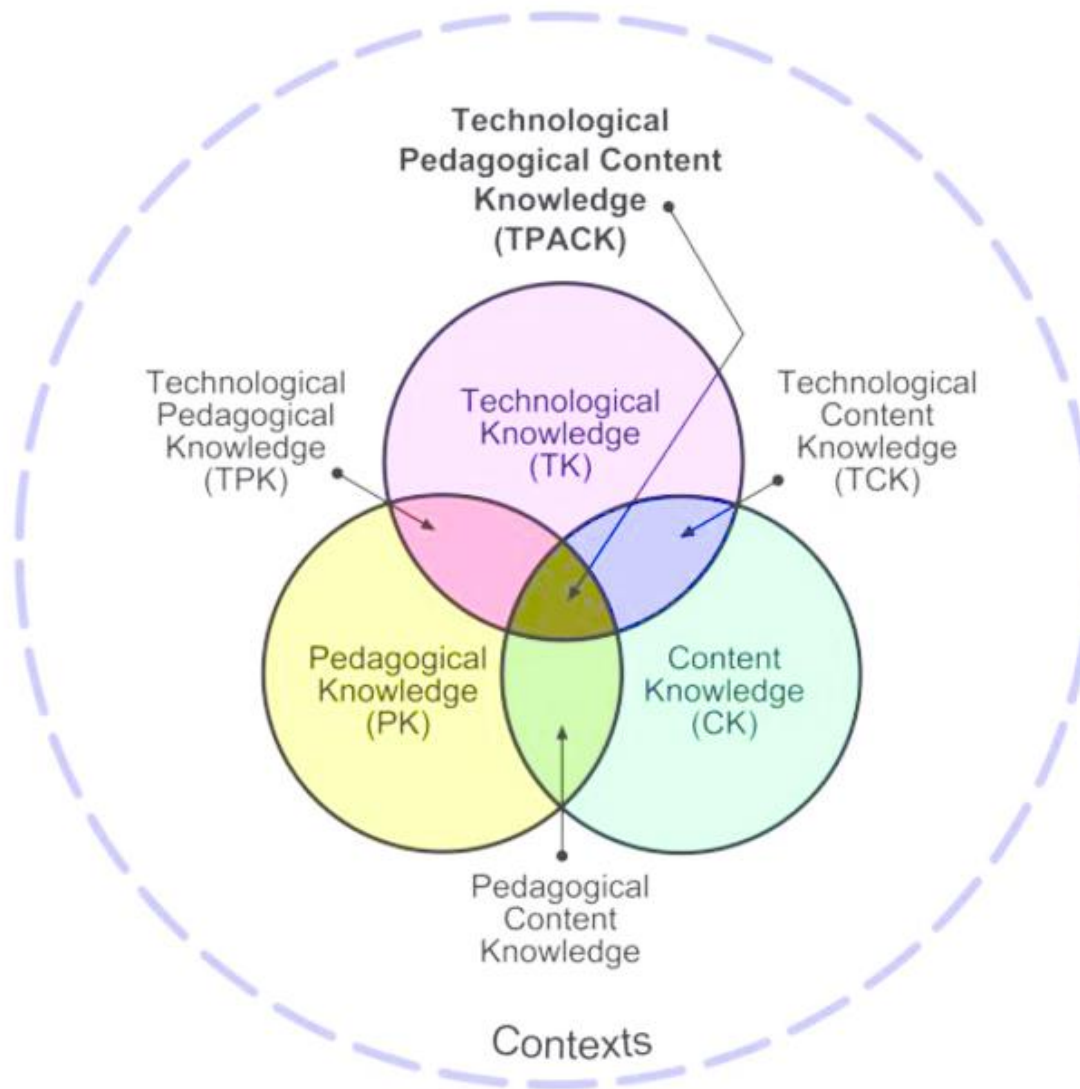*Dr. Indira Koneru*

Educational technology by itself is not "education's silver bullet" but should be located within "the essentials of teaching and learning: theory, pedagogy and emergent trends in the research."

Veletsianos and Moe (2017)

https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/

http://www.tpack.org/

B. Active learning is a key pedagogy

Learner engagement is a key contributor to effective learning and learner success

Active learning leads to learner engagement

Appropriate use of educational technology such as the Moodle activites and resources within thought-through learning designs

Driven by evidence-based Learning Strategies supported by educational technologies

Learning Activities

Active Learning

What is active learning?

Active learning is "**students doing things and thinking about what they are doing**" (Bonwell and Eison, 1991).

ACTIVE LEARNING

What I hear, I forget

What I see, I remember

What I do, I understand

It involves and engages learners in the learning processes which is **opposed to a transmission approach** (Freire, 1970) and provides **greater agency to learners** but also require thought and reflection about the learning taking place (Horton & Freire, 1990).

Why active learning?

Michael (2006) reviewed the evidence from a large volume of literature and various fields (exceeding 100 sources) indicating that "**active learning works**" and is more effective than more passive approaches.

Furthermore, **learner engagement leads to learning and learner success** (Kahu & Nelson, 2018; Nelson, Readman & Stoodley, 2018).

Kahu and Nelson (2018) depict it as follows:
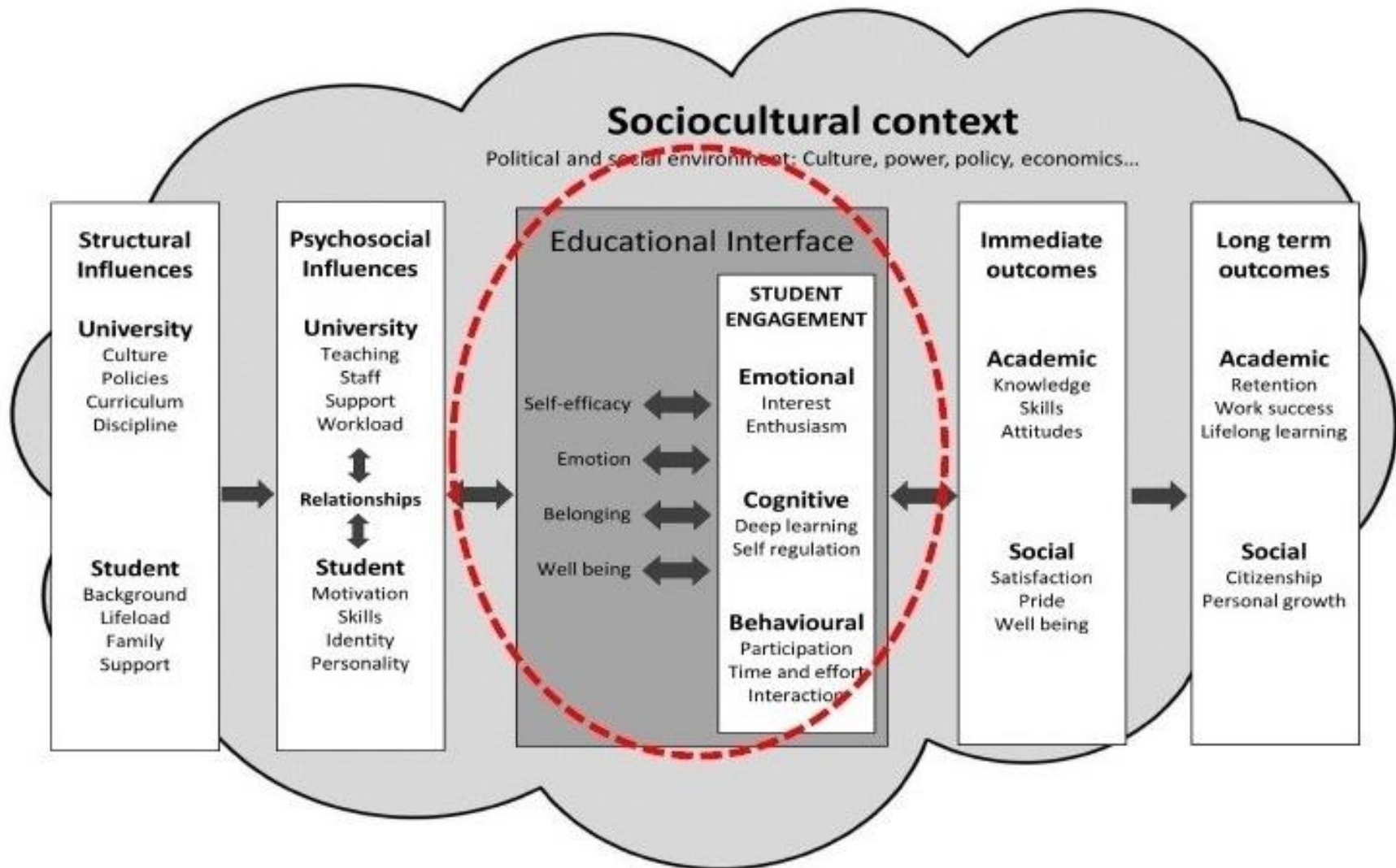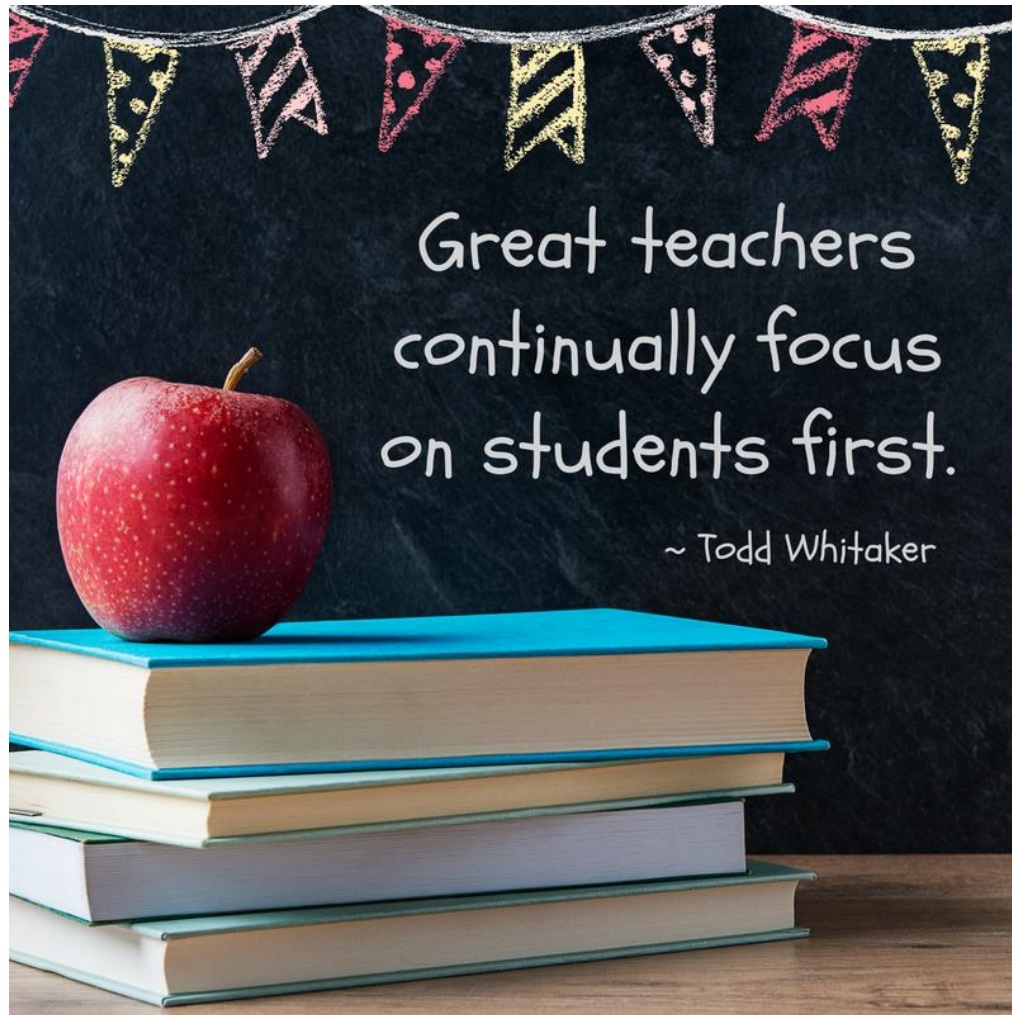
Great teachers continually focus on students first.

~ Todd Whitaker

Learner engagement is a key contributor to effective learning and learner success

Active learning leads to learner engagement

Appropriate use of educational technology such as the Moodle activites and resources within thought-through learning designs

C. Constructive alignment (Biggs, 2014) can be used to integrate MOODLE capabilities in malleable, and contextualised, active learning course designs

Constructive alignment

Biggs (2003, p.27) focuses the attention on the active involvement of the learner, and defines constructive alignment as **"the 'constructive' aspect refers to what the learner does,** which is to construct meaning through relevant learning activities.

The **'alignment' aspect refers to what the teacher does, which is to set up a learning environment with educational technologies that supports the learning activities** appropriate to achieving the desired learning outcomes
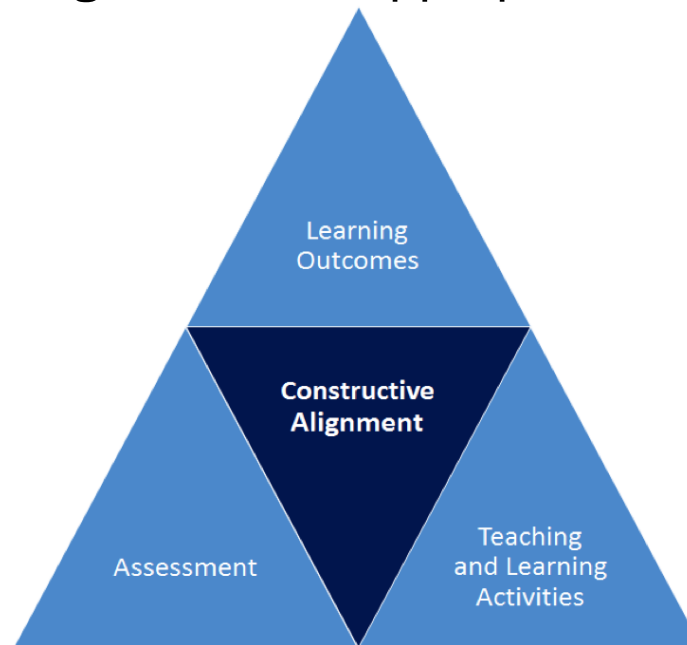
Course and assessment design

1. **Learning Outcomes** are defined

2. Decide on **Assessments**

3. Select **Learning/teaching Activities** to engage learners

Learning/ Teaching Activities   Assessment   Learning Outcomes

CONSTRUCTIVE ALIGNMENT

By Deborah Murdoch and Alison Matthews
Source: https://doms.csu.edu.au/csu/file/4d17c665-56cf-4071-a1d7-8b6946dbc992/1/Assessment%20basics_V4.pptx

I used constructive alignment to guide workshop **participants to define learning activities** based on learning outcomes and assessment, and only thereafter consider educational technologies and content delivery/content creation – the **focus being on actions by the learner**

Course structure:

Course Structure by Unit	Learning Outcomes	Assessments: F2F/Moodle-enabled	Learning Activities: F2F/Moodle-enabled	Learning Content: F2F/Moodle-enabled		Facilitating Online (which is learning instructions)
				Self-created/ Web Resources	Supportive OER with TASL Attribution	
Unit 1	LO 1 LO 2 LO 3 LO 4	FA 1 (LO 1) FA2(L01) SA 1 (LO 1 & 2) FA 3 LO 3 FA4 LO 4 SA2 (LO 3 & 4)				
Unit 2	LO 5					
Unit 3						

Notes:

1. Learning outcomes: Statements that specify what learners will be able to do as a result of learning

2. Assessments: Formative assessment (FA), Summative Assessment (SA), Peer Assessment or Self-assessment and Tools (MCQ, essay-type questions, project work, etc.)

3. Learning activities: active learning, collaborative learning, constructive learning, social learning

4. Learning content: Print- textbooks, downloadable PDF/PPT/Word documents; Multimedia-lecture videos, animations, images, YouTube/Vimeo/Khan Academy videos, OER, etc.

5. Facilitating online:

   a) Create a course introductory video (about this course, learning outcomes, course outline, learning activities and assessments, grading policy, expected participation) and a unit introductory video, if required.

   b) Share course handout/session plan/academic plan.

   c) Send introductory email to students one week prior to course start date with pre-course preparatory activities.

   d) Share your contact details and times, channels of communication and turnaround times for grading assignments and responding to students' queries.

   e) Provide contact details of technical support staff for troubleshooting login issues.

   f) Create FAQ on how to access and navigate the course site and learning resources, and how to submit learning activities and assessments.

   g) Send weekly email communication to students to wrap up a unit/topic and introduce the next unit/topic.

   h) Engage learners in interaction with peers and faculty, either synchronous or asynchronous. i) Provide learning support through discussion forums. Create forums for:

   - introductions
   - course announcements (to establish online course presence)
   - posting general queries and seeking learning support (encourage students to provide peer support)
   - posting learning reflections (encourage students to rate their peers' reflections)

   j) Engage learners in self-reflection, knowledge sharing and co-creation, recognising learners' contributions with badges.

   k) Track student progress-course participation, completion of activities and assessments- and alert non-participants.

   l) Create rubrics for maintaining transparency in grading.

   m) Provide timely and constructive feedback/feed-forward to improve learning.

   n) Seek students' feedback on course and self.

(Source: The first version of this template was prepared by Dr Indira Koneru.) From: © 2018 by the Commonwealth of Learning. Guide to Blended Learning is made available under a Creative Commons Attribution-ShareAlike

Example 1

Course Structure by Unit	Learning Objectives	Assessments: F2F/Moodle-enabled	Learning Activities: F2F/Moodle-enabled	Learning Content: F2F/Moodle-enabled		Facilitating Online (which is learning instructions)
				Self-created/ Web Resources	Supportive OER with TASL Attribution	
Module1 The concept of leadership and characteristics of leaders	LO 1 Students to examine the concept of school effectiveness and its relevance to the PNG education system. LO 2 Students to examine the concept of leadership in the context of PNG schools LO 3 Students to discuss the characteristics of leaders in the context of PNG schools	FA 1 (LO 1) critical reflection and feedback - forum - Discussion - Quiz SA 1 (LO 1, 2 & 3) Article Review – critical review of an article based on personal reflection and assessment of instructional leadership as per discussed in the article.	For this course content to use the open-source LMS, Moodle. Set activities of questions and answers on content presented. - Forum - Quiz - Discussion Activities will be performed in a more collaborative, exploratory and interactive manner. Activities will be problem based, and generative.	For this course content to use the open-source LMS, Moodle. A self-disclosure activity – post something personal about themselves online discussion forum along with a picture – 'three truths and a lie' as a ice-breaking activity Exchange email, Facebook Twitter, or The Blogger addresses to encourage a community of learners		Let us start the course with a self-disclosure activity – post something personal about themselves online discussion forum along with a picture – 'three truths and a lie' as a ice-breaking activity All participants are encouraged to exchange email, Facebook Twitter, or The Blogger addresses to encourage a community of learners Learner Activities: 1. Pre-reading Quiz 2. Forum and or Discussion All participants are encouraged to identify areas of agreement and disagreement when commenting on someone's views. As the facilitator I will provide direct instruction when needed. As a participant, you are encouraged to interact with each other freely. As the facilitator I will make an attempt to maintain teaching visibility by providing encouragement and feedback. I will respond if required to each participant. Module ends with a quiz.

Example 2

Course structure:

Course Structure by Unit	Learning Outcomes	Assessments: F2F/Moodle-enabled	Learning Activities: F2F/Moodle- enabled	Learning Content: F2F/Moodle-enabled		Facilitating Online (which is learning instructions)
				Self-created/ Web Resources	Supportive OER with TASL Attribution	
Unit 1 Week 5 The PRECEDE Portion (1)	LO 1 Define the structure & composition of phases 1 & 2 of the PRECEDE portion LO 2 Propose data collection plans for phases 1 & 2 of the PRECEDE portion LO3 LO 4 LO 5	FA 1 (LO 1) FA 2 (LO 2) FA 3 (LO 3) SA 1 (LO 3 & 5) SA 1 (LO 1&2) FA 3 LO3 FA4 LO 4 SA2 (LO 3&4)	• Summarise the key processes involved in phases 1&2 of the PRECEDE portion (F2F) • This is a 'brain teaser' exercise that requires each student to use the forum space in Moodle to post one answer to this question. "Is homosexuality caused by a genetic factor?" The answers will be compiled and further discussed in the next F2F session (Moodle-enabled) • Propose data collection plans for phases 1&2 of the PRECEDE portion (F2F) • Answer the following multiple choice quiz questions on data collection plans on the forum space in Moodle (Moodle-enabled) • Propose data collection plans with clearly defined categories & specific types of data for phases 1 & 2 of the PRECEDE portion	Course textbook "Health Behavior & Health Education. Theory, Research & Practice" Video – The PRECEDE-PROCEED Model Useful Pages https://www.researchgate.net https://www.sagepub.com/sites/default/files/upm-binaries/64453_Chen_Chapter_3.pdf	John Hopkins OCW Title Community & Community Interventions http://ocw.jhsph.edu/courses/HealthBehaviorChange/PDFs/C12_2011.pdf Author: Peter Winch License Creative Commons Attribution-NonCommercial-ShareAlike License.	The activities for this week will be executed in the following manner 1. The first task will be for you to summarise in bullet points the key processes that are involved in phases 1 & 2 of the PRECEDE portion 2. In the second task you will go into Moodle and on the forum space you will see a question on 'genetic factors.' Here you will provide just one answer to that question 3. In the third task you will propose data collection plans for phases 1 & 2 of the PRECEDE portion 4. For the last task, you will answer the short quiz that is posted on Moodle

The fundamental precondition is that educational technologies like Moodle activities and resources are employed within an active, constructively aligned learning framework i.e. DESIGNED so it leads to learner engagement and ultimately to learner success

Comments & Questions?

4. Locating training within Institutional Transformation

Institutional transformation requires integration, synergies and holistical thinking

i. Integration and synergies

Free book

Mike Douse and Philip Uys

"THE GLOBAL SCHOOL - Education in the Time of Digitisation"
by Mike Douse and Philip Uys

PDF for free:
globe-online.com/theglobalschool.pdf

Kindle and paperback: https://www.amazon.com/GLOBAL-SCHOOL-Education-Time-Digitisation-ebook/dp/B07Q11L6C1/ref=tmm_kin_title_0?_encoding=UTF8&qid=1553379593&sr=1-1

(unfortunately Amazon does not allow free Kindle and paperback versions - but we chose the minimum price possible!)

THE GLOBAL SCHOOL
Education in the Time of Digitisation
MIKE DOUSE AND PHILIP UYS

PRINCIPLES

1. Piecemeal technological 'add-ons' have become dysfunctional distractions: isolated ICT is not the answer.
2. Digitisation makes necessary and feasible a fundamental reshaping of the entirety of education.
3. Universal connectivity and worldwide inter-dependence are creating The Global School.
4. Reflecting learners of all ages' essential e-lived existence, The Global School embodies the perpetual duality of contemporary consciousness.
5. The Global School offers an escape route away from education as indoctrination.
6. Education is entirely distinct from and utterly unrelated to the world of work.
7. Education must be enjoyable of itself.
8. Test-obsessed, performance-comparison-driven schooling must be relegated to the dark (i.e. pre-digital) ages.

9. Over the pre-primary and primary phases, children should be helped to become active and educationally self-directed learners.

10. At the secondary and lifelong education levels, the learners 'own' the curriculum and operate, by default, as active learners.

11. The 'Education in the context of Digitisation' conceptualisation supersedes all notions of 'ICT' as something separate

12. Professional, Technical and Vocational Training is inevitable and vital – but it is not Education.

13. It is in The Global School that Teachers come into their own.

14. The well-informed debate is the basic Global School methodology.

15. The Global School's existence will contribute to equity of outcomes worldwide.

16. The Global School necessitates a fresh approach to international cooperation and development support.

17. Nothing educationally will ever be the same again.

The GS's essential, integrated and mutually-supportive components comprise:

- **Learners:** active, engaged, for life, committed to personal development, self-directed, information and digitally literate, research-capable, mobile, collaborating, sharing their learning globally;
- **Connectivity:** easy, rapid, reliable, uninterrupted and affordable (i.e. free) access worldwide utilising appropriate mobile appliances for every learner [unspecifiable here, as there will be rapid changes in handling, versatility, on-line support methodologies and cost minimisation];
- **Teachers:** well-prepared and well-led professional educators, delivering, facilitating and assessing digitally-delivered learning, at ease with the technology, guiding, supporting and counselling the learners, sharing their learning materials globally;
- **Curriculum:** responding to learners' well-informed preferences, attractive, contemporary and proven learning modules (with teachers' guides) at all levels in all subjects, in every relevant language, plus background materials, further reading, in ineffable variety;
- **Pedagogy:** geared to supporting learners whether face-to-face or at a distance, far from test-obsessed, encouraging enjoyment and the thrill of exploration and discovery, engendering a lifetime love of learning;
- **Inclusion:** all learners worldwide, full- and part-time, on-campus and distant, irrespective of age, gender, beliefs, abilities or disabilities, are welcomed equitably and individually catered for; and
- **System:** geared to optimising enjoyable learning through, for example, exemplary educational institutional leadership, the continuous professional development of teachers, participation of family and community, and stimulating extra-curricular activities.

Mike Douse and Philip Uys

"THE GLOBAL SCHOOL - Education in the Time of Digitisation"
by Mike Douse and Philip Uys

Now available for download
PDF for free:

globe-online.com/theglobalschool.pdf

Kindle and paperback: https://www.amazon.com/GLOBAL-SCHOOL-Education-Time-Digitisation-ebook/dp/B07Q11L6C1/ref=tmm_kin_title_0?_encoding=UTF8&qid=1553379593&sr=1-1

(unfortunately Amazon does not allow free Kindle and paperback versions - but we chose the minimum price possible!)

THE GLOBAL SCHOOL
Education in the Time of Digitisation
MIKE DOUSE AND PHILIP UYS
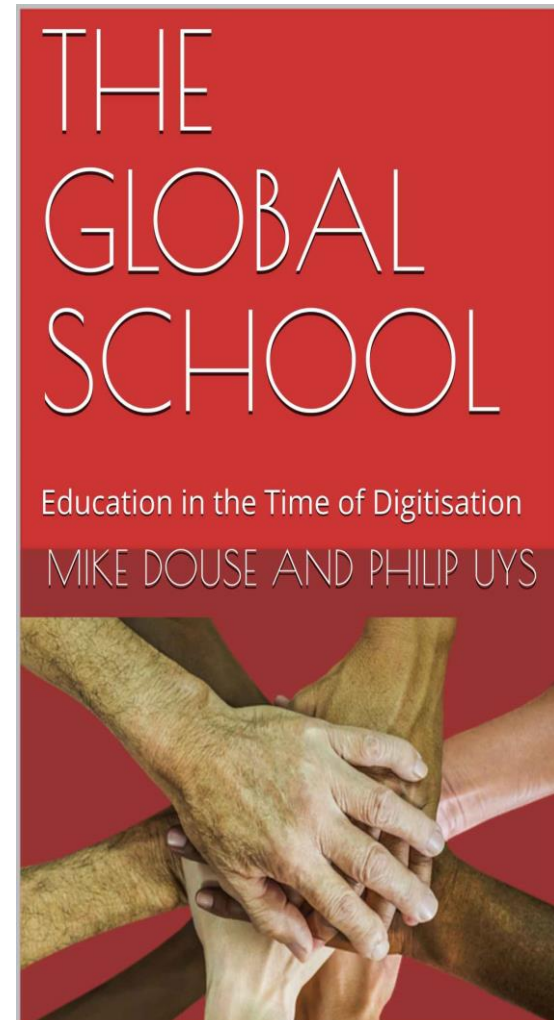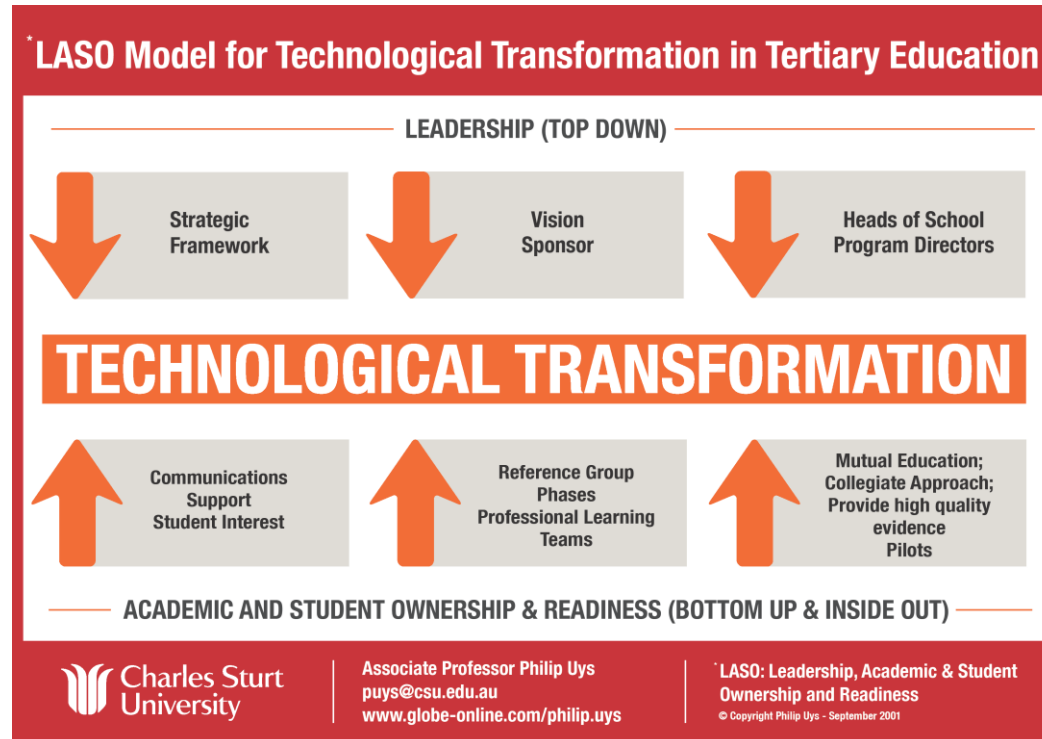
ii. Holistical thinking

LASO Model frames training as a key bottom-up consideration

Leadership, Academic and Student Ownership (LASO) model

Top down, bottom up and inside-out strategies need to be synchronised to ensure positive and effective change i.e. transformation

(Uys, 2007).

LASO Model for Technological Transformation in Tertiary Education

LEADERSHIP (TOP DOWN)

Strategic Framework — Vision Sponsor — Heads of School Program Directors

TECHNOLOGICAL TRANSFORMATION

Communications Support Student Interest — Reference Group Phases Professional Learning Teams — Mutual Education; Collegiate Approach; Provide high quality evidence Pilots

ACADEMIC AND STUDENT OWNERSHIP & READINESS (BOTTOM UP & INSIDE OUT)

Charles Sturt University

Associate Professor Philip Uys
puys@csu.edu.au
www.globe-online.com/philip.uys

*LASO: Leadership, Academic & Student Ownership and Readiness
© Copyright Philip Uys – September 2001

Uys, P.M. (2007). Enterprise-Wide Technological Transformation in Higher Education: The LASO Model. International Journal of Educational Management (ISSN: 0951-354X), Emerald, UK.

Uys, P.M. (2015). Using the LASO model to review a learning management system implementation to enhance distance e-learning. Proceedings of the 26th ICDE (International Council for Distance Education) World Conference. Sun City, South Africa: ICDE
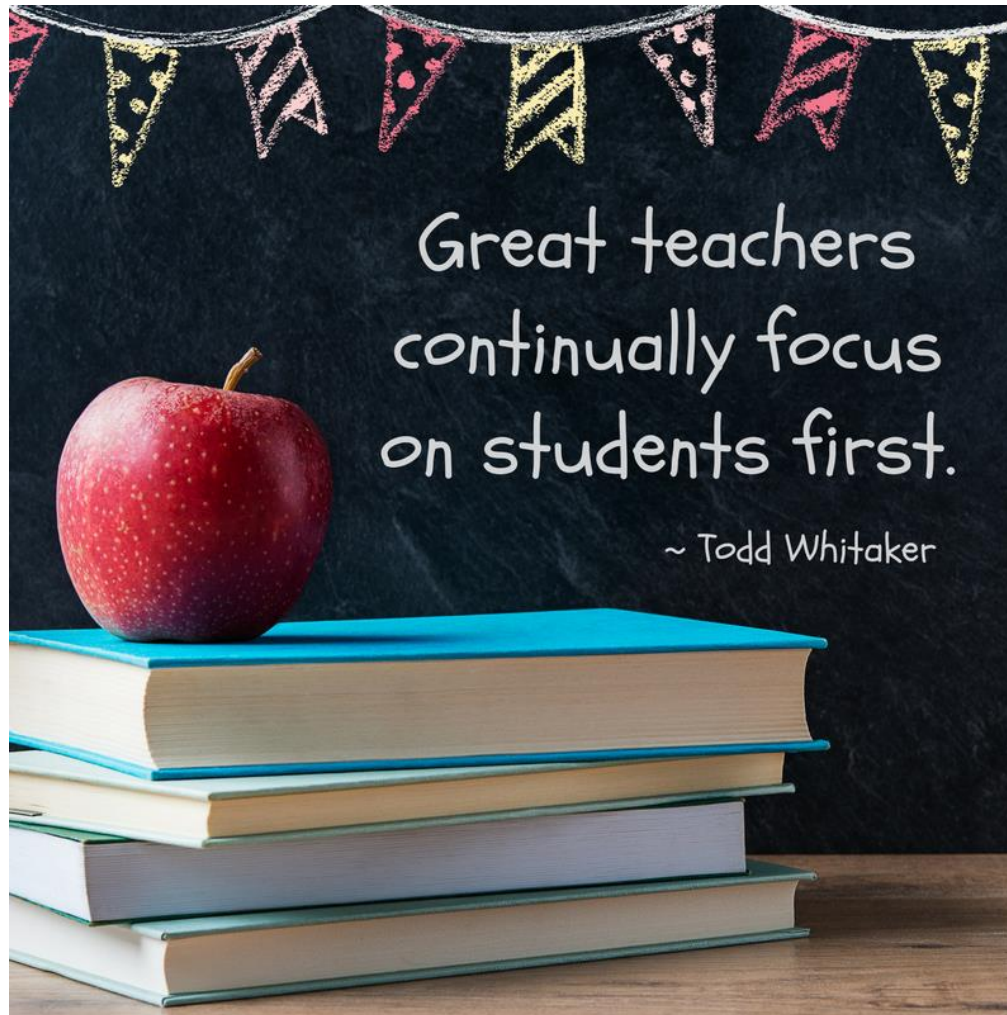
"*All is never said*"

Nigerian proverb

A Comparative Study of Strategies and Lessons Learned in Recent MOODLE Training in Tonga, Samoa, Papa New Guinea, Botswana and South Africa

Thank You

Assoc Prof Philip Uys

Director, Learning Technologies
Acting Director, Learning Resources
Division of Learning and Teaching
Charles Sturt University   www.csu.edu.au
Senior International Educational Consultant

puys@csu.edu.au

Wednesday,3rd July 2019, MoodleMoot AU19

Slides available at https://www.slideshare.net/puys

Comments & Questions?

References

Biggs, J.B. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press/Society for Research into Higher Education. (Second edition)

Bonwell, C., & Eison, J. (1991). *Active learning: Creating excitement in the classroom* (ASHE-ERIC Higher Education Report No. 1). Washington, DC: George Washington University.

Bridgland, A. & Blanchard, P. (2001). "Flexible delivery/flexible learning ... does it make a difference?" Australian Academic & Research Libraries September: 177-191

Douse, M. & Uys, P.M. (2019, March). THE GLOBAL SCHOOL - Education in the Time of Digitisation. Online: self-published. ISBN-10: 1091325065; ISBN-13: 978-1091325067; ASIN: B07Q11L6C1. Available http://www.globe-online.com/theglobalschool.pdf; Kindle and paperback https://www.amazon.com/GLOBAL-SCHOOL-Education-Time-Digitisation-ebook/dp/B07Q11L6C1/ref=tmm_kin_title_0?_encoding=UTF8&qid=1553379593&sr=1-1

Freire, P. (1970). *Pedagogy of the Oppressed.* New York: Herder and Herder.

Kahu & Nelson (2018) Student engagement in the educational interface: understanding the mechanisms of student success. *Higher Education and Development.* Retrieved from http://www.tandfonline.com/doi/full/10.1080/07294360.2017.1344197

Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education,* 30:159-167, 2006.

.Nelson, K., Readman, K., & Stoodley, I. (2018) Shaping the 21st century student experience at regional universities, Canberra, ACT. Final report. Retrieved from http://shapingtheregionalstudentexperience.com.au/wp-content/uploads/2018/06/SP14-4602_NelsonandReadman_Report_2018.pdf

Uys, P.M. (2015). Using the LASO model to review a learning management system implementation to enhance distance e-learning. Proceedings of the 26th ICDE (International Council for Distance Education) World Conference. Sun City, South Africa: ICDE

Uys, P.M. (2007). Enterprise-Wide Technological Transformation in Higher Education: The LASO Model. International Journal of Educational Management (ISSN: 0951-354X), Emerald, UK

Veletsianos, G. & Moe, R. (2017). The Rise of Educational Technology as a Sociocultural and Ideological Phenomenon. *EDUCAUSE Review*. Retrieved from https://er.educause.edu/articles/2017/4/the-rise-of-educational-technology-as-a-sociocultural-and-ideological-phenomenon?lipi=urn%3Ali%3Apage%3Ad_flagship3_feed%3BgTGfmuchTny2kpDc2AjtlA%3D%3D