Glocalization of Teaching: MOODLE
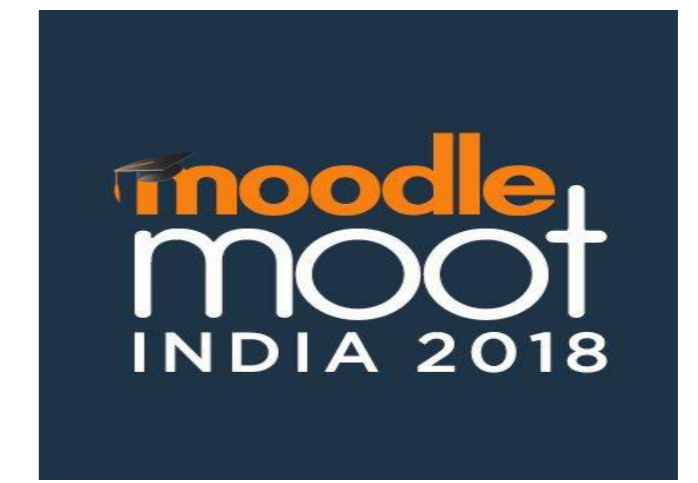
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Introduction

Learning is a key factor for society from the starting of civilization. Slowly, the concept of learning have been confined to classroom teaching, where the instructor/teacher have limited time as well as to share limited book knowledge. High growth in population and more complexity in social scientifical and environmental process, the learning through traditional process could not match the objectives. That is the reason where non- traditional teaching process have been introduced. MOODLE(Modular objective oriented Dynamic Learning Enviournment) is one of the suitable technique to resolve complexity in teaching. Martin Dougiamas concept has been developed on the basis of Social constructivism.

Traditional Vs. Non-Traditional Approach in teaching   Moodle Mode of Teaching
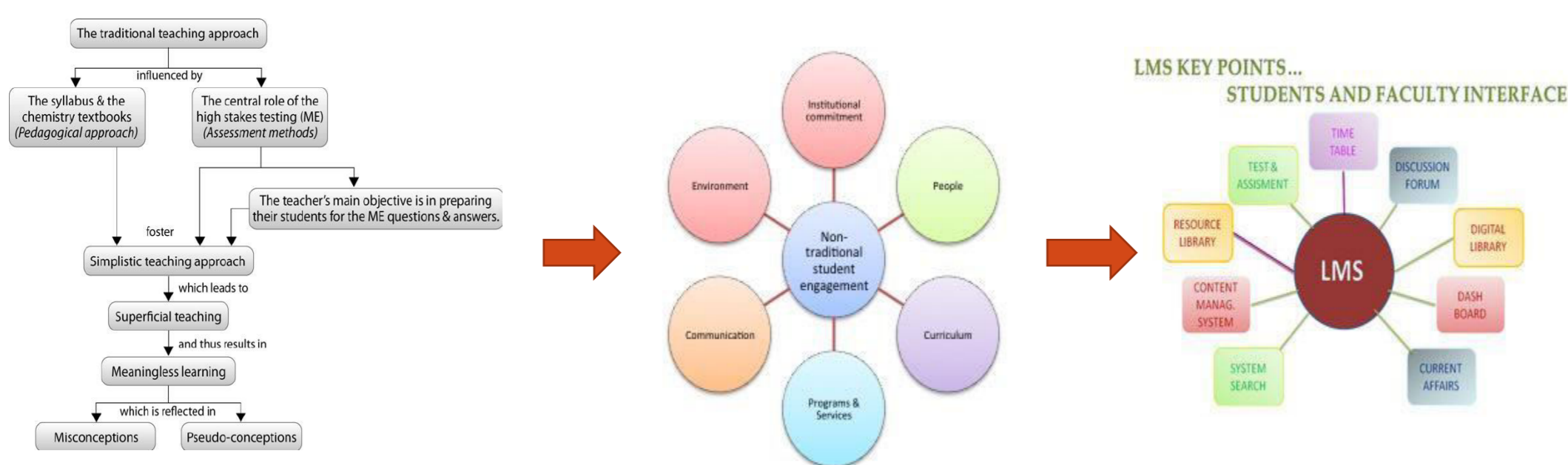
The basic idea of moodle is based on some basic question raised by complex teaching process And accessibility. Those are: Easy creation of courses from existing resources? Course content which can be re-used with different learners, including content from other vendors (Blackboard, WebCT etc.)?
Learner involvement? Enrolment and learner authentication which is simple yet secure? Intuitive online learner and teacher management features? An active support community to help solve problems and generate new ideas? Affordability?

Objectives of study

In this study multi process of exploring opportunity to accumulate knowledge about the subject been provided . So the objective is :
➤ To find out the impact of this mode of teaching on student.
➤ To find out the impact of LMS mode of teaching and adoptability of this mode for experienced teachers.
➤ To find other atributes, which had impactful change due to moodle implementation.

Discussion

In this part , discussion will be based on two paper from two different country Australia and Africa.
First, is L. Lawler (2011) regarding the implementation of moodle in University of Ballarat, and its revolutionary impact on its staff and students in terms of improvising their ability..
Second, one is based on j. Nkurunziza (2013) regarding the technicality and practical problems associated with the base teacher's training as well as implementation in terms of online accessibility.
* Note: Implementation of moodle in RGUKT is under process so deriving any sort of outcome might be biased. So, above two paper been selected for discussion

Major findings

▪Moodle with voluntary nature been adopted by UOB in 2010, had gained a noticeable success. However, implementation part, had faces management changes, which also prove its efficiency.
▪Satisfying the need of user may cause problem on behalf of implementation, which is highly associated with cost efficiency.
▪This study reviles the local decision making, staff ownership had greater impact on modern model.
▪This study shows the group ideology and adoptability of staffs had mixed view regarding this LMS model.
▪Here ,the management had adopted laissez faire approach to project management , which is having much important LMS staff was almost equally as important as the specifics of the technology and that emergent change appears to have a place in LMS implementations.
▪ findings says that the life of a traditional project management became more easier after implementation of this model, which leads to a better decision making capability.
▪ among all positive features of moodle, the author had find out some practical issues lie communication and download quotas. It shows that, project management division have to take more right and multi useable implementation decision to get rid of this sort of genuine problems.
▪In the second article, which has discuss about the practical and most common problems face by any of the user either it's an instructor or a student.
▪ The stakeholders in Africa support instructors by meeting their online basic needs.
▪online instruction cannot be carried out in isolation. Here the instructors are been instructed how to create, develop and manage online moodle course.
▪The study found that still there is a necessity of ICT based learning in research area, where as the availability of online material and study materials are not sufficient compare to the student population.

Benefits of moodle

▪Many of multimedia can be embedded.
▪Student can access and answer from any device.
▪Learning materials are mostly user generated.
▪All student collaborate one space, creating one shared product between them.
▪Retrieve facilities available.
▪Gives competitive attitude to instructor.
▪It promotes teachers to enhance and explore their inner capability.
▪It activate all 7 type of observational capability of a student .
▪It s feedback, forum, grades system makes its more unique.
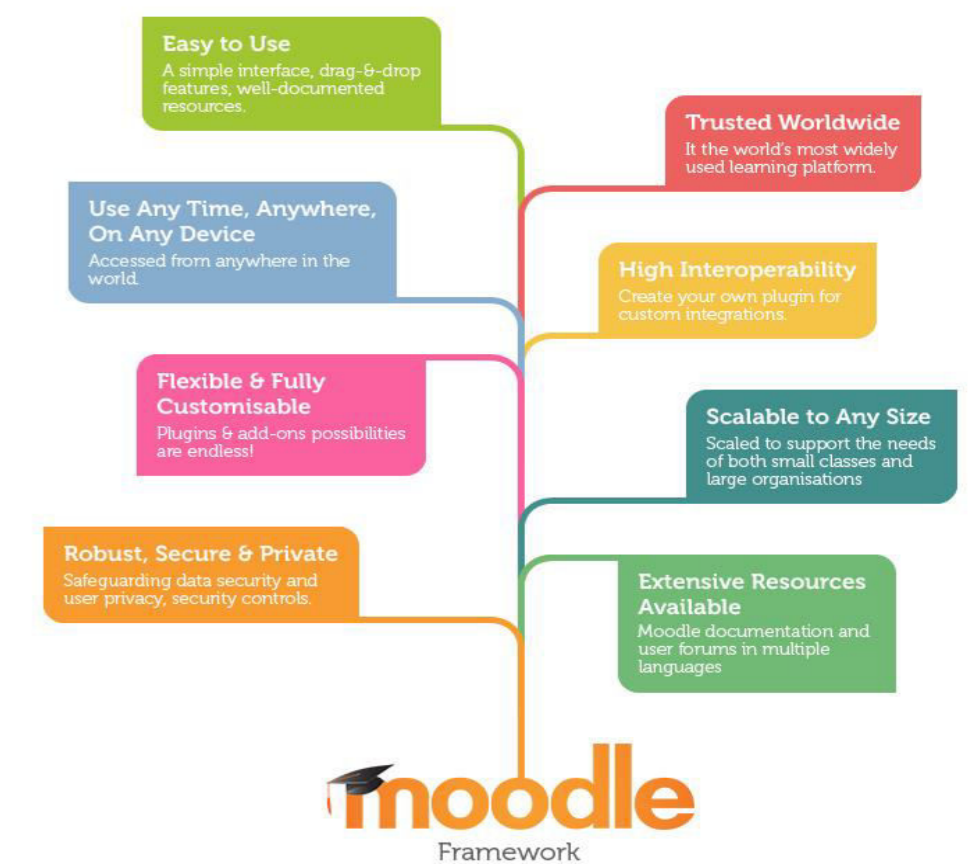
Limitations of moodle

▪First and most direct disadvantage is the increased workload that assessment implies on teaching staff.
▪Be active and active participation in preparation of activities are must for a instructor.
▪It is only suitable for a small group of student because there may be chances of mis management and proxy.
▪To completion of activity takes more time.
▪Sometimes teacher is more involve in activities rather then instruction, that need balance goal set for subject.
▪Editing might be more difficult for a user as it need more advance technical knowledge.
▪Embedded multimedia requires more technical knowledge in student to access.
▪Editing don't have auto save accessibility.
▪It is little more complicated due to too much management part involved.
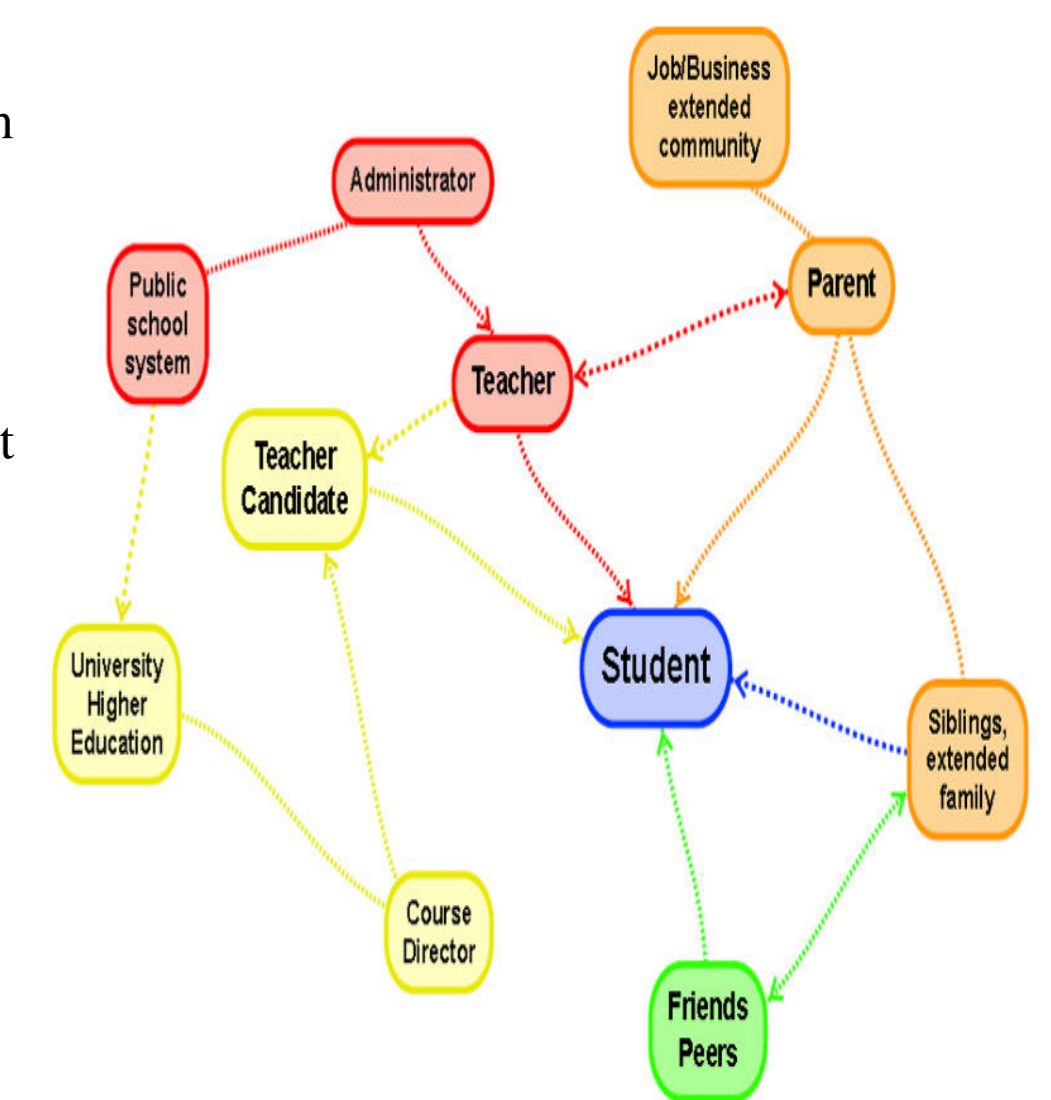
Conclusion

Moodle, no doubt have impact on educational area, where the technology plays a significant role. So, the contribution of moodle to teaching patern can be defined as:
•Moodle, overall giving a platform to global students as well as teacher to practice their capability with a easy access.
•It has a vast sources of resources in the form of multimedia.
•It partially solve the problem of huge requirement of teaching group.
•Any one can enroll and leave the platform at any time. There is no restriction.
•One can choose his/her own instructor among group of teacher for the same subject.
•In operational part, there is little more interference of administration may limit the enthusiasm of a student as well as teacher.

References

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Using Moodle: http://moodle.org/course/category.php?id=1
Moodle For Language Teaching: http://moodle.org/course/category.php?id=1
What is Open Source Software: http://moodle.org/course/category.php?id=2
Teachers Playground Demo: http://moodle.org/course/category.php?id=2
Online user guide:http://www.itservices.hku.hk/lms/moodle
Moodle official documentation: http://docs.moodle.org/20/en/Main_Page
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Acknowledgement

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