



Moodlemoot Edinburgh 2014

Draft Programme

Version: Apr 9th 10:00

This document is a draft schedule and book of abstracts for the Moodlemoot Edinburgh 2014. This is liable to change.

If your presentation details are incorrect or need alteration please contact info@moodlemoot.ie

This document contains the following:

- [Daily Schedules](#)
- [Venue information](#)
- [Workshop details](#)
- [Sponsor Sessions](#)
- [Panel Sessions](#)
- [Presentation and Posters Abstracts](#)



Schedule

Monday 14th April (Workshops) - Edinburgh Corn Exchange					
	A	B	C	D	E
	Badges/Gamification	Teaching with Moodle	Quiz	Developer	Add-ons/IMS LTI
08:00	Buses will leave the hotel pickup points at 8am and 8:30				
08:30	Registration				
09:30	Open Badges 101 Carla Casilli, Grainne Hamilton	Teaching Workshop Part 1a – Book Deneka MacDonald	Creating a quiz Tim Hunt, Mahmoud Kassaei, Mary Cooch	Developer Workshop Part 1a Howard Miller, Derick Turner	Moodle Add-ons Workshop Part 1 Gavin Henrick, Michael de Raadt
11:00	Coffee / Exhibitors				
11:30	Designing Open Badges systems to use in Moodle Carla Casilli, Grainne Hamilton	Teaching Workshop Part 1b – Glossary Deneka MacDonald	Creating questions – standard Moodle types Tim Hunt, Mahmoud Kassaei, Mary Cooch	Developer Workshop Part 1b Howard Miller, Derick Turner	Moodle Add-ons Workshop Part 2 Gavin Henrick, Michael de Raadt
13:00	Lunch				
14:00	Gamification 101 Gavin Henrick, Helen Foster	Teaching Workshop Part 2a – Lessons Deneka MacDonald	Creating drag-and-drop questions Tim Hunt, Mahmoud Kassaei, Mary Cooch	Developer Workshop Part 2a Howard Miller, Derick Turner	IMS LTI Extending Moodle for teaching Part 1 Simon Booth, Stephen Vickers
15:30	Coffee / Exhibitors				
16:00	Applying Gamification to Moodle Gavin Henrick, Helen Foster	Teaching Workshop Part 2b – Lessons Deneka MacDonald	Advanced question types Tim Hunt, Mahmoud Kassaei, Mary Cooch	Developer Workshop Part 2b Howard Miller, Derick Turner	IMS LTI Extending Moodle for teaching Part 2 Simon Booth, Stephen Vickers
17:30	Buses to Hotel Meeting points				
18:30	Drinks Reception at the Roxburghe Hotel				
20:00	Over to you..				



Tuesday 15th April - Edinburgh Corn Exchange

	Room A	Room B	Room C	Room D	Room E	
08:00	Buses will leave hotel based pickup points from 8am and 8:30am					
08:00	Registration					
09:00	Opening Session Moodlemoot Welcome					
09:25	Shuffle Time					
09:30	Collaboration: A pathway to empowerment through the PG Cert Blended and Online Education Julia Fotheringham, Keith Smyth Broadening the scope of a Maths module for student Technology teachers Sue Milne, Sarah Honeychurch, Niall Barr	Configuring Gradebook for BTec: Awarding Body Best Practice (works too for APT Access, NCFE, HE...) or Make Your EV Love You! Phineas Head The Moodle Gradebook as a tool inducing regular revisions in students' learning process. Piotr Jaworski	Timeline, our Moodle-Integrated Social Network Alex Walker Many a Mickle Makes a Muckle: A multitude of Moodle mods to enhance the student learning experience Roger Emery, Daran Price	What can students teach us? Placing User Experience at the heart of VLE design Dom Graveson Enabling offline learning with Moodle David Drummond	Gold Sponsor Presentation Kaltura Optimise learning with online video	
10:25	Refreshments and networking					



10:45	<p>Developing Confident Futures Online using Moodle Jenny Westwood, Gareth Peevers</p> <p>Enhancing Real-Time Learning in our University VLE Isobel Gordon, Jacqui Nicol</p> <p>Our (honest) experience of getting started with badges Rebecca Barrington</p>	<p>Using the Moodle Quiz for Formative and Summative Assessment: Safe Exam Browser and Laptops for Assessments Projects Mike Wilson</p> <p>Delivering online exams using Moodle Tim Hunt, Mahmoud Kassaei</p>	<p>Transforming a learning curriculum Gideon Williams</p> <p>Can Moodle be used to educate the masses in Africa? part 2 Janvier Nkurunziza</p> <p>Moving Moodle: "The journey is the reward" Laura Widger</p>	<p>The use of Moodle in STEM education, maker spaces and Fab Labs Pieter van der Hijden</p> <p>Using mobiles to support active learning with Moodle Mark Aberdour</p> <p>Mobile learning for students and tutors Stuart Lamour, Paolo Oprandi</p>	<p>Gold Sponsor Presentation</p> <p>Remote-Learner</p>
11:40	Shuffle Time				
11:45	<p>Pecha Kucha Session</p> <p>Check out Checklists! Rebecca Barrington</p> <p>20 ideas for mobile learning in Moodle Mark Aberdour</p> <p>Learner Entitlement – An Identical Experience of Accessing Teaching & Learning At All Times Ursula Bailey, Clare Georgeson</p> <p>World Café Discussion</p>	<p>Pecha Kucha Session</p> <p>All the OU's question types Tim Hunt</p> <p>Improving Edit quiz page Mahmoud Kassaei</p> <p>The growth of Mahara eportfolios through the Learning Technology Apprentices Rosie Douglas</p> <p>World Café Discussion</p>			<p>Gold Sponsor Presentation</p> <p>Moodlerooms</p> <p>Meet Moodlerooms; Enterprise Quality Moodle</p>
12:40	Lunch				
13:45	<p>A proposal for integrating Serious Games made with Unity3D into Moodle courses Frank Poschner, Dieter Wloka</p> <p>Utilising Moodle as a space for co-</p>	<p>Ways of tracking progress in Moodle Rebecca Barrington</p> <p>Surveys made easy with Moodle Mark Glynn, Gavin Henrick</p>	<p>Google Groups integration with Moodle to enhance communication and collaboration Richard Heath</p> <p>Mathematics in Moodle</p>	<p>Library Support & Enhancement of Moodle Keith Walker, Laurence Patterson</p> <p>Custom administration and navigation tools for large-scale</p>	<p>Gold Sponsor Presentation</p> <p>Equella</p> <p>Content is King</p>



	creative approaches to learning Julia Fotheringham, Keith Smyth Moodle Flashcard Application: An Development for Reference Guidance Anne Jamie, Karen Campbell, Iain Bruce, James Blair	Peer assessment in Moodle Leona Norris, Alison Sands, Helen Young, Caroline McNabb	Patrick Thibadeau, Donald Ipperciel I can smell your VLE : How is your learning Content Management System shaping the student experience you build? Stuart Lamour	Moodle 2.5 sites Ofra Haneman, Roy Yarkoni Three case studies of formative assessments in Moodle Paolo Oprandi	
14:40	Shuffle Time				
14:45	Using Moodle to familiarise prospective students with HE level learning Carolyne Jacobs Introduction to Teaching Online: Design and Development Anneliese Sheffield, Michelle Moore, Heather Robinson, Alana Phillips	Assessment Models Using Moodle Activities Phil Danby, Emily Webb, Chris Meadows Moodle & Open Badges - What should we consider? Gavin Henrick	Customising Moodle with Course Formats Alex Walker Improving student expectations of learning using course templates Jacqui Nicol, Isobel Gordon, Andrew Penman	Fostering a community of collaboration and discussion Mark Andrews The Open Science Laboratory - Cosmetic Surgery for Moodle Sam Marshall	Gold Sponsor Presentation E-Learn Design Introduction to Iomad
15:40	Refreshments and networking				
16:00	Mobile Moodling Panel	What's new in 2.6 Assignment	What's new in 2.6 for admins	MCQ Workshop	Gold Sponsor Presentation ULCC Activity use Workshop
16:55	Shuffle Time				
17:00	Martin Dougiamas – Moodle Keynote				
	Buses to Hotel Meeting points				
	Buses from Hotel Meeting points to Gala Dinner venue				
19:40	Drinks Reception at "Our Dynamic Earth"				



20:30	Moodlemoot Gala Dinner at “Our Dynamic Earth”
22:30	Buses from Gala Dinner venue to Hotel Meeting points at intervals
22:30	Live Music
00:30	Final Buses from Gala Dinner venue to Hotel Meeting points



Wednesday 16th April - Edinburgh Corn Exchange

Wednesday 16th April - Edinburgh Corn Exchange					
	Room A	Room B	Room C	Room D	Room E
08:00	Buses will leave hotel based pickup points from 8am and 8:30am				
08:30	Registration / Coffee				
09:00	Morning Session				
09:25	Shuffle Time				
09:30	Designing Active Learning in Moodle – a preview of the Learning Designer tools Eileen Kennedy, D. N. Dimakopoulos, Diana Laurillard Running a MOOC on Moodle Brian Mulligan, Gavin Henrick, Brian Coll, John Donovan	Innovate Design, assessment and practice using Moodle 2.5 Gideon Williams	Moodle Performance and Scalability Assurance Jonathan Moore Write once, read anywhere: A fresh, user friendly approach to integration of reading lists, lecture capture and online marking tools into Moodle Paolo Oprandi, Paul Pettit, Carol Shergold, Stuart Lamour	Driving Moodle the Lancastrian way: automation using student information Ruslan Kabalin, Philip Tubman Making Moodle Multi-device Friendly with Bootstrap Bas Brands	Gold Sponsor Presentation ULCC Ephorus & Moodle Workshop
10:25	Refreshments and networking				
10:45	Moodle Platform as a Means of Enhancing Learning Experience of Students and Encouraging Active Learning on the Example of the Faculty of Philology, University of Belgrade Ljiljana Markovic, Aleksandra Vranes	Selling Moodle courses with Magento e-commerce software Edwin Phillips "The cloud" - No longer a joke Simon Story Toolkit for Moodle course development Pieter van der Hijden	Student and tutor experiences of different teaching and learning strategies in online short courses Cherie Harrington, Alison Fordham Moodle Book: Simply a ‘resource’ or can it also be an ‘activity’? Anne Jamie	Using Moodle for Medical Education Delivery to Physicians Gabriel Gurley Moodle Possible integrations Wissam Nahas Transforming a new curriculum	Gold Sponsor Presentation E-Learn Design Introduction to Iomad



	Caboodle – bringing research to learning in a structured fashion Mark Melia, Lindsay King Workbook: Extending Active Learning in the Book Andrew James, Iain Bruce		Building modern, accessible forums for Moodle Stuart Lamour	with technology enhanced learning Gordon McLeod	
11:40	Shuffle Time				
11:45	Pecha Kucha Session	Pecha Kucha Session			Gold Sponsor Presentation
	Design approach and evaluation of Moodle 2.4 course to support induction of remote part-time students Cath Fenn Automatic functional testing easier than you thought Bartosz Cisek Moodle 'nder the hood Davo Smith World Café Discussion	Enhancing, Extending and Empowering your teaching through Moodle Mark Glynn, Keith Smyth Fill in the gaps question creation for mere mortals Marcus Green PoodLLing Justin Hunt World Café discussion			EQUELLA Content is King
12:40	Lunch				
13:45	Moodle is dead... Iain Bruce, James Blair, Michael O'Loughlin Demistifying Databases: Making the most of the Database Activity Dan Jeffries Moodle self-hosting - some things to	Enhancing the My home page to display news forum postings and more John Tutchings, Andy Syson Embarking on a journey as a Moodle Developer: from start to... Hittesh Ahuja Managing Moodle Performance Testing	Mobile access to educational resources in humanities and social sciences Jasmin Klindžić, Nadja Soldatic, Kemal Kacapor, Maja Perkovic Tracking Student Engagement in Moodle Emily Webb	Using clickers to improve student participation in class Mhakamuni Khoza (PRE RECORDED)	Gold Sponsor Presentation Moodlerooms Meet Moodlerooms; Enterprise Quality Moodle



	consider Mike Hughes, Amanda Doughty, Robert Zakrocki	Paul Stevens	Using the student voice to plan our Moodle Mark Glynn, Eamon Costello		
14:40	Shuffle Time				
14:45	Moodle.net Panel Martin Dougiamas & Others	“Moving Moodle Forward” Panel Michael de Raadt & Others			Gold Sponsor Presentation
					Remote-Learner
15:40	Refreshments and networking				
16:00	Moodle Practical Challenges Panel Names to be confirmed	Moodle Usability Panel Names to be confirmed			Gold Sponsor Presentation
					Kaltura
					Optimise learning with online video
	Shuffle Time				
17:00	Panel Discussion – Topic to be confirmed Dr Keith Smyth, Dr Mark Glynn, Dr David Walker, Martin Dougiamas				
	Buses to Hotel Meeting points				



Thursday 17th April (Developer only - Hackfest) – The Roxburghe Hotel

	The Roxburghe Hotel
09:00	Registration
09:30	Session 1
11:00	Refreshments
11:30	Session 2
13:00	Lunch
14:00	Session 3
15:30	Refreshments
16:00	Session 4
17:30	



Moodlemoot Venues

Workshops and Presentations 14th, 15th, 16th

The Edinburgh Moodlemoot 2014 will be based in the historic [Edinburgh Corn Exchange](#). The venue will host all the training workshops, presentations and keynotes on April 14th, 15th and 16th.



Gala Dinner – 15th

The eye catching contemporary [Our Dynamic Earth](#) will host the Gala Dinner of the Moodlemoot on April 15th 2014. The drinks will be served from 7pm and dinner at 8pm. Live Music will be in the “Ozone” room off the main dining area at 10pm.



Developer Hackfest – 17th

The developer-only hackfest session will be facilitated by Martin Dougiamas and Michael de Raadt. This will take place at the Roxburghe Hotel.





Workshop Details

Badge / Gamification Workshops

Open Badges Strategy (1/2 day)

Facilitators: Carla Casilli, Director (Badge System Design + Implementation, Mozilla Foundation) and Grainne Hamilton (Advisor: e-Assessment, Jisc RSC Scotland)

Open Badges are digital credentials that earners can display anywhere on the web. They are underpinned by an open accreditation infrastructure developed by Mozilla, which enables the issuing of Open Badges to recognise achievement and attributes that may not be picked up in formal qualifications.

The Designing Open Badge Systems workshop will focus on effective Open Badge system development, introducing Mozilla and Jisc tools to support badge system design and a strategic approach to implementing Open Badges in a formal education context.

In the first session, we explore the Open Badges Infrastructure developed by Mozilla and consider the rationale for issuing Open Badges

Session 1 (1.5 hours) – Open Badges 101

- What are Open Badges?
- How are they being used?
- Why issue Open Badges? What do you want to issue badges for?
- Issuing badges in Moodle – what do you need to consider?

Session 2 (1.5 hours) – Designing Open Badges systems to use in Moodle

- Explore Open Badge system design tools
- Develop the value proposition of an Open Badge and behaviours you want to encourage
- Create the criteria and consider evidence for an Open Badge
- Consider related badges
- Consider badge brand



Practical Gamification of Moodle Courses (1/2 day)

Facilitators: Gavin Henrick (Learning Technology Services) , Helen Foster (Moodle HQ)

This workshop will look gamification and the various techniques that are available to Moodle course developers to gamify their course. Participants will be taken through the range of techniques

Session 1 (1.5 hours) – Gamification 101

- What is Gamification?
- How is it used?
- Why use Gamification in E-learning?
- Examples of Moodle with Gamification
- An example Moodle course

Session 2 (1.5 hours) – Applying Gamification to Moodle

- The Moodle Gamification Toolkit
- Techniques you can use in Moodle by default
- Plugins that help gamification
- What next?

Teaching with Moodle Strand

Moodle Masterclass for teachers (full day)

Facilitator: Deneka MacDonald (Director/Lead Instructional Designer, E-Learn Design),

A closer look at Book, Glossary, Lesson and Creative Formative Assessment



*** The first 2 sessions are distinct sessions with clear objectives for each. Sessions 3 and 4 build upon one another and attendance at both is required/recommended. **

Morning Sessions

- Session 1: Book: Explore creative ways to use the Book Module in Moodle to add value to your courses.
- Session 2: Glossary: Explore various ways in which the Glossary Module can add value to your courses.

Afternoon Sessions

- Session 3: Lessons: Bring along your content to this introductory session and begin to plan your advanced path based Lesson for your students.
- Session 4: Lessons: Building upon the previous session, we will continue to explore path based lessons, adding question clusters as well as illustrating how multi-media and formative learning can enhance the user experience. Users will leave with a practical finished Lesson at the end.

Moodle Quiz Workshops - Creating high-quality computer-marked assessment in Moodle

Facilitators: Tim Hunt (Open University), Mahmoud Kassaei (Open University), Mary Cooch (Moodle HQ)

This course is based on the open-access course Hands-on Moodle Quiz (<http://www.open.edu/openlearnworks/course/view.php?id=1643>) recently published by Phil Butcher of the Open University.

Morning Sessions

In the morning, we explore what can be done with the features that are available in the standard Moodle package.

Session 1 (1.5 hours) – Creating a quiz

- What do we mean by high-quality assessment?
- How much can be automatically marked by computer?
- Take “An interactive tour of the Moodle Quiz”
- Create your first quiz

Session 2 (1.5 hours) – Creating questions – standard Moodle types



- What make a good question?
- Create a Multiple choice question
- Create a Short-answer question
- Create a numerical question
- Update your quiz

Afternoon Sessions

In the afternoon, we explore the possibilities opened up by the Open University's question type add-ons.

Session 3 (1.5 hours) – Creating drag-and-drop questions

- Authenticity in assessment: what other question types do we need?
- Creating different types of drag-and-drop questions.

Session 4 (1.5 hours) – Advanced question types

Each participant may choose one of

- Creating pattern-match questions to automatically grade sentences.
- Creating variable numeric questions to grade numbers and units.
- Creating STACK questions, to assess mathematics.

You will be required to have a Moodle 2.4 running on your local machine with a number of specific plugins installed. Support related questions about your setup and how to get this ready should be asked in the Moot forums for attendees before the workshop. Limited technical support of this nature will be provided on the morning of the workshop.

Moodle 2 Developer Workshop

Developing Moodle features (full day)

Facilitators: Howard Miller (Lead Developer, E-Learn Design), Derick Turner (Director, E-Learn Design)



**** Each session builds upon the previous session. Continued attendance at all sessions is preferred. ****

This workshop is aimed at developers who already have done some minor Moodle changes and who understand how to set up the Moodle environment for testing. It will take attendees through developing a number of enhancements to Moodle. We will be working on Moodle 2.6 and participants will require their own development environment on their local machine or somewhere that they control remotely.

Morning Sessions

- Session 1 – Basic “hello world” type report creating plugin structures and default requirements and linking into the Moodle menus.
- Session 2 – Creation of the library functions which the report will use to obtain and process the data

Afternoon Sessions

- Session 3 – Form creation to handle sorting and searching which is then used to drive the gathering of data.
- Session 4 – Outputting the data onto the screen and handling output to various file formats for downloading.

At the end of the session the finished code will be made available.

You will be required to have a Moodle 2.6 running on your local machine with a number of specific plugins installed. No technical support of this nature will be provided during the workshop. Any questions about your setup should be asked in the Moot forums for attendee before the workshop.

Extending Moodle for Teaching Strand

Morning Workshop

Moodle Add-ons – the building blocks of Moodle. (1/2 day)

Facilitators: Gavin Henrick (Learning Technology Services), Michael de Raadt (Development Manager, Moodle HQ)

This workshop is for course creators and administrators although developers will be let in too!



Now there are literally hundreds of plugins available for the Moodle admin to include in their installation should they need to do so. This workshop will provide an overview of community and commercial add-ons for Moodle and it will look at installing plugins, testing plugins, managing plugins and also upgrading plugins.

- Participants will be brought through installing and testing many different types of plugins.
- Participants will then be grouped and asked to address governance, responsibility and management of plugins in an organisation.
- Participants groups will be given various tasks to complete related to researching plugins, testing them against a defined set of criteria.
- Participants will be challenged to come up with some requirements for new plugins that support pedagogy rather than an administrative function.
- Participants will co-create some content on the topic.

Afternoon Session

IMS LTI – Extending Moodle for teaching (1/2 day)

Facilitators: Simon Booth (University of Stirling), Stephen Vickers (IMS Global)

This half day workshop will provide you with hands-on experience of how Moodle can be extended using external LTI (Learning Tools Interoperability) tools. Even if you think you know all about LTI, we hope there will be something new for you to learn. For example, in the past year there have been proposed extensions for embedding content items, discoverable LTI services, accessing data for learning analytics. So, come along and find out more.

The topics we could cover are:

- What LTI is and what benefits it can provide for teaching
- How to use the core functionality available within Moodle to configure and enable LTI tools
- How to find tools which support LTI
- What to consider when evaluating LTI Tools
- The latest releases of LTI (1.2 and 2.0) and the current roadmap for LTI



Gold Sponsor Sessions

The fifth stream on Tuesday 15th and Wednesday 16th are sessions from our Sponsors.

E-Learn Design Session

In these sessions, E-Learn Design will walk the audience through Iomad (pronounced eemaw) a multi tenancy solution which sits on top of Moodle and offers a range of new tools including:

- Institution/Company hierarchies within Moodle;
- Licensing; custom reporting;
- course sharing across Moodle whilst keeping institutions/companies separate.

We will demo the main features, take questions and invite the audience to play with the software during the sessions.

EQUELLA Sessions

Content is King - EQUELLA

How much content does your institution have? Is it coming from multiple sources? Is it being used and managed effectively?

Many Moodle users are implementing new methods in how their institutions store, manage and share files with EQUELLA tools that enhance what Moodle achieves with its many users around the globe.

EQUELLA has an extensive history with the Moodle community, rich in user driven developments, which have contributed to the integration that continues to evolve. The latest integration includes a new user experience, which introduces drag-and-drop capabilities and incorporates Push to Moodle functionality to improve the user experience for course creation.

Attend either of the two EQUELLA workshops to find out how your institution can better organise and manage content within an integrated EQUELLA and Moodle solution.

Kaltura Sessions

Optimise learning with online video: how to create and publish video in Moodle with Kaltura



Video is key to any eLearning and distance education platform. Teachers are increasing their use of video, and students expect extensive use of rich-media within courses.

In this session you'll learn how you can easily integrate video in Moodle. Make more engaging content with easy lecture recording, screen capture, webcam recording and combine presentations with interactive video clips. You will also learn how you can create video assignments and let students easily upload their video content in Moodle. The reports and analytics will provide a perfect understanding for teachers of the usage (e.g. most viewed, drop-of rates, interactivity and student engagement) of video within the course level.

Every user in Moodle will have their own 'My Media' interface to upload and manage where their content is published in Moodle. All of this is powered by the Kaltura Application Framework (KAF), which is LTI compliant.

This session will end with an interactive Q&A, as well as information provided on where to trial this solution for yourself.

Moodlerooms Sessions

Meet Moodlerooms; Enterprise Quality Moodle

You know all the benefits of Moodle, but what if it was easier? What if hosting, maintenance and support were a breeze? Streamlined workflows for a normally time-consuming task in Moodle. Moodlerooms grader maximises on-screen space, giving you access to assignments, checklists and rubrics, and communication tools simultaneously.

Well with Moodlerooms, the cloud-based Moodle services platform, you can access all of these things and more.

Being in the cloud means no hardware, updates, or malfunctions to worry about – and no recurring costs for maintenance, repairs or replacement. It also frees up more capital budget for harder-to-identify costs around capacity and contingency strategies – because you won't need to plan for peaks or worst case scenarios, nor develop disaster recovery plans and allows you to focus on excellent teaching and learning.

During our sessions at this year's Moodlemoot please join us as we explore how Moodlerooms simplifies the most important components of Moodle allowing you to focus on what's important for your students.

Moodlerooms also offers new features that enable teachers to personalise learning for their students and elevate the education experience providing a new Moodle experience.



Remote-Learner Sessions

Enterprise Learning Intelligence System

More details to come.

University of London Computer Centre (ULCC) Sessions

Activity use Workshop (Tue 16:00)

This workshop, delivered by Steven Malikowski (St George's) and Richard Having (ULCC) is intended to encourage more critical thinking about the balance needed between technical issues and learning issues. You will get a chance to work in groups on identifying areas of best practice for a particular Moodle tool.

Ephorus & Moodle Workshop (Wed 09:30)

This workshop, delivered by Genevieve Bergeret (Ephorus) and Richard Having (ULCC) will give you an introduction to the plagiarism prevention software Ephorus and how it integrates with Moodle. You will get a chance to submit and see some examples of what text matching reports are being produced by Ephorus in Moodle.



Panel Sessions & Keynotes

The panel sessions on Tuesday 15th and Wednesday 16th are as follows.

Tuesday 9:00 Moodleboot Welcome

Beyond Brain Dead Innovation: Moodling Up From Cottage to Corporate

Professor Mark Brown, Director, National Institute for Digital Learning, Dublin City University

This presentation tells a disturbing story of brain dead innovation in the wider historical context of educational technologies. Set against the horrors of the past the presentation reflects on the tension between local cottage level innovation and developing larger more sustainable models of digital learning for corporate or enterprise-wide success. It tells a tale based on two innovative case studies, which are endeavouring to institutionalise disruptive innovation in uncertain times.

Key lessons of “moodling up” include the importance of strong leadership, a fresh script that inspires people to new heights, a highly talented cast selected in the rights roles, investment in infrastructure to harness the potential of the latest special effects, and strong institutional commitment to building a culture of quality enhancement.

Finally, people are minded of the importance of being critically in order to flip the current discourse from education in change to education for change.

Tuesday 15:45 - Mobile Moodling Panel

Martin Dougiamas, Bas Brands, David Scotson, Mark Aberdour

This panel will discuss the Moodle Mobile App, Responsive theming for mobile devices and content related issues when considering mobile.

Tuesday 15:45 - What's new in Assignment & Quiz

Michael de Raadt, Davo Smith, Mark Glynn

This panel will go through some of the latest features of the assignment and quiz from the 2.5 and 2.6 updates.

Tuesday 15:45 - What's new for admins

Michael de Raadt, Gavin Henrick



This panel will go through some of the latest functionality and features that benefit the admin from the 2.5 and 2.6 updates.

Tuesday 15:45 - MCQ Workshop

Dr Jane Holland, Anatomy, Royal College of Surgeons in Ireland

Writing single-best-answer Multiple Choice Questions: 30 minutes:

- Main principles of writing multiple choice questions.
 - Define stimulus and response formats
 - Describe the single-best-answer style of MCQs
 - Understand how “vignettes” may be added to test higher levels of knowledge
 - Identify the main item-writing flaws that exist, and how to avoid these

Item analysis of Multiple Choice Questions: 20 minutes:

- Principles of item analysis:
 - Appreciate the role of test & item analyses in the wider sphere of assessment quality assurance
 - List & describe the commonly used test & item metrics
 - Evaluate the results of a test and its component items using common metrics
 - Understand the limits of test & item analyses
- Presentation on item analysis metrics within Moodle:
 - Understand that Moodle allows for test “positions” in its item analysis code
 - List & describe the test & item metrics used within Moodle
 - Understand how to access and interpret test & item metrics within Moodle

Tuesday 17:00 - Keynote – Martin Dougiamas

Details to follow

Wednesday - 9:00 Morning Open Session

Details to follow



Wednesday - 14:45 Moodle.net Panel

Martin Dougiamas

This panel will focus on the use of Moodle.net as a global repository for sharing courses and parts of courses.

Wednesday - 14:45 Moving Moodle Forward

Details to follow

Wednesday 16:00 - Moodle Practical Challenges

Michelle Moore, invited sponsor 1, invited sponsor 2

Wednesday 16:00 - Moodle Usability

Gavin Henrick, Martin Dougiamas, Stuart

Wednesday 17:00 – Looking Forward Session

Details to follow





Presentation & Posters Abstracts

These are the abstracts as when the data was extracted from the Exordo Platform and will be subject to changes, corrections. If you want a correction made, please email info@moodlemoot.ie

"The cloud" - No longer a joke	Short Presentation
AUTHORS: Simon Story (Catalyst IT (Europe))	
<p>The sarcastic jibes are boring and the quote marks around the cloud are no longer funny. Customers are asking to run their core applications on services like Amazon Web Services right now. Catalyst want to share the different approaches we have taken, some of our experiences and the advantages gained from running Moodle on AWS.</p> <p>Covered will be:</p> <ul style="list-style-type: none"> * Unexpected negative and positive behaviours * Limitations and unlimitations * What does and does not live up to the hype * Embracing hedonistic computing * Managing costs * Regulatory issues * Client fear and/or acceptance * Should I switch off all my servers? * Real-life scenarios * Failure 	

20 ideas for mobile learning in Moodle	Pecha Kucha
AUTHORS: Mark Aberdour (Epic)	
This will showcase twenty ideas for implementing mobile learning interactions into your Moodle course. The ideas will cover mobile content delivery, collaborative activities, student assessment, assignment submission and social media integration.	

A proposal for integrating Serious Games made with Unity3D into Moodle courses	Short Presentation
AUTHORS: Frank Poschner (University of Kassel), Dieter Wloka (University of Kassel)	
Learning by playing on the computer recently experiences increased attention in the field of educational tools. Serious Games provide the opportunity for	



players to deal with realistic challenges in virtual environments. They offer an enriched learning experience and go far beyond the mere learning of rules and operation sequences.

Examples we work on are cycling lessons for children as possibility of supporting road safety education and firefighter training scenarios, in which the firefighter can prepare real world practising and operations. The use of Serious Games provides the particular advantage of experiencing scenarios which would be expensive or even impossible to be set up in reality.

As a bicycle simulation or firefighter training scenarios used for education should be based on the corresponding theory and can support theory courses, it has to be regarded as useful to integrate those Games into Learning Management Systems like Moodle. Moodle courses then can consist of a mix of theory lessons with tests and Serious Games, in which the learned theory has to be applied in the virtual world.

There are lots of different tools to support the development of Serious Games. In this presentation we concentrate on games built with the Game Engine Unity3D and point out a possibility of how to integrate such games into Moodle courses by using SCORM. Aspects like user administration and the assessment of users for the purpose of learning analytics will be presented as well. Furthermore a Moodle course with integrated Serious Games will be exemplified.

All the OU's question types	Pecha Kucha
AUTHORS: Tim Hunt (The Open University)	
The Open University has created 14 new question types that we have shared with the Moodle community through the add-ons database. Thus, it might be possible to describe them all in the 20 slides of a Pecha Kucha presentation. Shall we find out?	

Assessment Models Using Moodle Activities	Long Presentation
AUTHORS: Phil Danby (Manchester Metropolitan University), Emily Webb (Manchester Metropolitan University), Chris Meadows (Manchester Metropolitan University)	
This paper discusses the range of assessment strategies adopted within Moodle across various faculties at MMU. Various approaches include some of the following examples.	
Use of Forums in groups mode to facilitate Assemble - re-assemble project in Architecture	
This project comprises group assessment. Group's design and build a prototype. This is then dis-assembled and documented with assembly instructions before being circulated in Moodle via discussion forums. An alternative group then take the prototype with assembly instructions and re-assemble the device. The group then provide peer feedback and documentation back to the design group via the forum. The design group are then required to reflect in an assignment which is then submitted as a group assignment using group mode within Moodle.	



Self- selecting assignments (Cheshire)

This project uses group assessment and choice.

The choices are constructively aligned to provide a complete summative assessment. There are four blocks in the unit and the students must complete each assignment type twice. Within their group each student chooses which assessment they want to carry out and need to be proactive to secure the order in which they want to be assessed.

The choices are constructively aligned to provide a complete summative assessment. The two assessment types are: The creation and presentation of a collaborative text that utilises the strategies and concepts explored in that block, which will be supported by a group portfolio of the creative process. Or a critical reflection of the devising process in response to the practitioners and examples explored in that block.

Peer-assessment in Micro-team teaches (Education)

This project utilises a cluster of Moodle activities to provide the opportunity for formative, summative and peer assessment within a blended learning activity. The model comprises of forums and a Moodle assignment to support classroom and collaboration activities whilst also providing assessment milestones throughout.

The model scaffolds a team activity for trainee teachers to create a lesson plan and resources for a team teaching session for their peers. The session is followed by peer assessment and a reflective assignment which is summatively assessed.

The students are divided into teams and corresponding groups created within Moodle. A forum is created with separate groups to allow the teams to collaborate and develop the lesson plan and resources. The forum also provides the opportunity for formative assessment and to track engagement.

The forum activity is followed by the delivery of the team teach sessions. Following the sessions the students are asked to upload their lesson plans and resources into a whole class forum for peer review. The students are asked to constructively comment on at least two postings in the forum.

Following the forum activity the students are required to upload a reflective assignment on their experiences throughout the project and also include an appendix of evidence which would include the lesson plan and resources produced. This summative piece of work can only be completed if individual students have engaged with the formative activities throughout the project.

Assessment process of an undergraduate module in pharmacology.	Poster
AUTHORS: Anne Jamie (Edinburgh Napier University)	
The assessment process of this module would be the main focus of the poster – the students who could be anywhere in the world (4 or 5 countries at first run) – sat a short MCQ paper (randomised) midway for 30% of the marks and then (more problematically) a final short answer question paper	



choosing 5 questions from a selection (which they all needed to sit at the same time).

With the technologist's help we used the quiz format with appropriate boxes/weighting for answers and the work was marked on-line. Second marking, internal moderation and external examining were all carried out on-line and while various problems arose they were eventually and with thought overcome.

We also gave rapid feedback to the students for both assessments and then learnt how to merge the two results giving an overall module result for use with our University systems. The resulting statistics which were then available to me as Module Leader via Moodle were used in our quality reporting procedures.

The second run of this format will be in January 2014 and I am looking to further develop the assessment process within this module.

Automatic functional testing easier than you thought	Pecha Kucha
AUTHORS: Bartosz Cisek (Edu-Space.pl)	
Author will explain basics of functional testing for Moodle. Starting from elementary concepts, both benefits and costs will be shown. Further each of building blocks will be described leading to construction of simple but complete system. Finishing, author will try to encourage audience to explore this topic further by showing possible extensions of this technique and practical applications.	

Broadening the scope of a Maths module for student Technology teachers	Long Presentation
AUTHORS: Sue Milne (University of Glasgow), Sarah Honeychurch (University of Glasgow), Niall Barr (University of Glasgow)	
In this paper we will discuss the use of Moodle 2.4 Activities to enhance student learning in an undergraduate first year mathematics module. We begin by setting out the reasons for redesigning an existing course by using Moodle 2.4, and our reasons for selecting the activities that we added to the course. We present examples of student engagement with the course and end with time for questions from the audience.	
Over the last three sessions, we have redeveloped a Maths module for student Technology teachers to provide an experience that is more relevant to their intended career. The most recent version of this was written this year by using Moodle 2.4, forums, wikis, the "External Tool" facility and Mahara.	
Previously, the module was essentially a revision and levelling-up course, which was intended to ensure that students' mathematical capability was sufficient to cope with the rest of their course. Students were required to complete ten tests covering topics from numeracy to differentiation and complex numbers, and attendance was mandatory only until they had done so. This led to a "race to finish" attitude, which had the more able students leaving the class early in the second semester and the less able battling on with completing the tests as their only goal. Understandably, engagement was minimal, the module was regarded as a chore and its relevance to the remainder of their course was poorly understood.	



Realising that the students need to learn to take the teacher's viewpoint, we introduced a "topics wiki" in which groups of students collaborate to provide additional explanations and resources around the course content. The efforts so far are very worthwhile and will be of use to those with less experience of Maths and to future students. Students are encouraged to discuss the resources during class time, and beyond. Some of the more able students are helping their classmates already, and we are actively encouraging this. We are also encouraging students to use these group wikis to build personal e-portfolios using Mahara, and this will be reinforced next semester when students participate in group projects.

Students are more engaged this year than in previous years, and we believe that this is because we have made better use of the functionality of Moodle, and are scaffolding student learning as they progress through the course.

Building modern, accessible forums for Moodle	Short Presentation
AUTHORS: Stuart Lamour (University of Sussex & Moodlerooms)	
<p>Today on the web forums are no longer a just a place for geeks, nerds and special interest groups to communicate.</p> <p>Through Web 2.0 to Social Media platforms the internet forum model has grown and re-shaped to be a barrier free, addictive and user friendly format used by millions around the world.</p> <p>Sites like facebook, twitter and google plus have changed users perceptions of how creating and interacting with content should work - for most users these are the forums of today.</p> <p>This presentation will demo the work done by the Moodle Accessibility Group to create a modern forum experience for Moodle 2.7, focusing on the user centered design work with the Royal National Institute for the Blind (RNIB) and National Federation for the Blind (NFB) to build in accessibility from day one.</p>	

Caboodle – bringing research to learning in a structured fashion	Short Presentation
AUTHORS: Mark Melia (Enovation Solutions), Lindsay King (Sunderland College)	
<p>The Caboodle project is a JISC funded project that aims to look at how research publications can be brought closer to students in a structured and pedagogically sound manner. Through this project a Moodle block has been created that allows teachers to define search criteria for various research databases. Up-to-date search results are provided to students at the point of learning in the Course page. The teacher is empowered by being able to</p>	



specify at great detail what is, and is not, relevant to the teaching. They can also choose whether or not the student should be able to query for research artefacts themselves within the context of the course.

The Caboodle project was led by Sunderland College with partners from Oldham College, Worcester College, Stockport College and Wiltshire College. Moodle partner, Enovation Solutions, provided technical consultancy for the project. In this presentation we will outline our experience developing a complex Moodle block with a large distributed group. We will also outline the challenges faced when testing on college environments, which varied considerably. We are currently looking at next steps for the project and hope to release to the community in the near future.

Can Moodle be used to educate the masses in Africa?, part 2	Short Presentation
AUTHORS: Janvier Nkurunziza (City of Glasgow College)	
<p>Background information</p> <p>The author of this paper presented a case study (part 1) in the Mediterranean Moodle Moot Conference in Tunisia(2-3 October 2013).The paper argued that, to overcome the critical shortfalls in hardware, software,etc. and make progress in online teaching and learning in Africa(Rwanda), teachers need the support from their institution.</p> <p>In the second part, the paper aims to inform and persuade stakeholders in another African country, Burundi, so they meet teachers' basic needs.The paper is based on a piece of research which was carried out over three years(2010-2013). It will focus on the University of Burundi, where instructors have been trained on the design and development of online courses in Moodle but failed to implement Moodle.</p> <p>The study will first highlight a needs analysis that was carried out and found out that there was a great need to raise the effectiveness of instruction through Moodle. Also, the institution wanted to meet the professional development needs of a growing teaching and student population by developing and using online educational materials beyond the classroom. Afterwards, the paper will evaluate the training, based on the project's expected outcomes i.e. development of training materials,introduction and use of online learning materials via Moodle. It will draw on instructors' own Moodle experience, including opportunities to create courses online and challenges (hardware,software,etc) they have faced during the implementation process. It will then recommend Moodle because it is an open source , free, and can be customised to meet local contextual needs. Furthermore, though there may be low costs to bear, it has a lot of potential to reach out and educate everyone , develop learning and teaching beyond the classroom. Finally, it will make suggestions to stakeholders as to what needs to be done to support instructors and learners (administration,technology,etc) with a view to adopt Moodle, a growing online learning environment across the world.</p>	

Check out Checklists!	Pecha Kucha
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AUTHORS: Rebecca Barrington (South Devon College)

The 3rd party 'checklist' plugin has many uses for students to be independent in their learning. This Pecha Kucha will show at least 5 uses of checklists at South Devon College. The slides will show actual examples of checklists in action, highlight whether the benefits and use are largely for students and / or staff and how they have been set up.

By the end of the session delegates should have a few ideas that they can apply!

Examples uses include:

- Tracking progress for required elements of course (visual version of course completion)
- Student checklist to check criteria before submitting an assignment
- Students creating own checklists as a jobs list
- Keeping track on evidence submitted and verified (teacher and student sign-off)
- Unit criteria tracking

Collaboration: A pathway to empowerment through the PG Cert Blended and Online Education

Long Presentation

AUTHORS: Julia Fotheringham (Edinburgh Napier University), Keith Smyth (Edinburgh Napier University)

The Post Graduate Certificate (PG Cert) in Blended and Online Education is an online, practice-based programme for educators. The PG cert comprises 3 modules (which extends to a full MSc), which provide a structured learning experience that moves participants from exploring the domain into applying and refining the skills required for professional practice and continued professional development.. This progression is enabled by a curriculum model that is underpinned by the 3e framework (<http://staff.napier.ac.uk/services/vice-principal-academic/academic/TEL/TechBenchmark/Pages/home.aspx>) in which participants develop increasing autonomy as they engage with a range of individual and collaborative activities, ultimately empowering them to take an active part in their own choice of professional community.

The programme learning, teaching, assessment and student support activities are all hosted on Moodle and learning tasks make use of various collaborative tools, although participants make use of other institutional and open source tools at various points throughout their time on the course.

Collaborative working is a key assessed element of each of the three modules as listed below:

Module 1 - Tutor-led asynchronous 'Thought Discussions'

Module 2 - Participants design and facilitate online seminars for the rest of the module group

Module 3 - Participants identify and join a relevant online community, participate in its activities and share an evaluation of the community with the rest of the module group.

The presentation will provide an overview of the different assessed collaborative activities described above. The presenters will share strategies and techniques that have been deployed for securing a shared focus amongst group members and active participation from all participants



Configuring Gradebook for BTec: Awarding Body Best Practice (works too for APT Access, NCFE, HE...) or Make Your EV Love You!	Long Presentation
AUTHORS: Phineas Head (dBs Music)	
<p>Moodle's Gradebook, together with its various methods of awarding and aggregating marks, offer a range of options to calculate and display learners' grades. These in turn cater well for the various aggregation techniques used by different Awarding Bodies (for example, EdExcel BTec, APT Access, NCFE). However, they are not sufficient on their own to fulfil these bodies' criteria of Best Practice, specified over and above the 'mere maths' of their grade calculations.</p> <p>For example, EdExcel BTec stipulate that learners should receive written feedback specific to each learning outcome, and that the specific grading level descriptors for each should be made clear in tutor's feedback. Moodle's Gradebook and 'Outcomes' offer the necessary aggregation method to correctly display learners' Outcome grades, and the final Unit grade which results (computed as the lowest of the outcome marks). However, 'Outcomes' must be marked with drop-down 'Scales' which offer no ability to write individuated feedback, nor describe the outcome-specific level descriptor. Conversely, Moodle's 'Rubric' Advanced Grading Method offers the grading level description and feedback options, but can only return a standardised percentage score (i.e., cannot return the 'lowest grade' aggregation required by BTec).</p> <p>In short, it would appear that we cannot have our cake and eat it. Moreover, other Awarding Bodies such as APT Access split assessment and grading into distinct sections, marking first against Assessment Criteria (as Pass/Fail) and then, if passed, against distinct and independent Learning Outcomes (as Pass/Merit/Distinction) further complicating matters.</p> <p>We present work showing that, with some careful set up, clever maths, and a deal of low cunning, Moodle can indeed be configured out of the box, to permit all of this, can correctly display Pass/Refer status, and correctly calculate final course totals from these. That is, with no additional coding, Moodle can allow both the correct method of aggregation and permit per-outcome individuated feedback and level descriptors, as well as tracking and course aggregation, on BTec, NCFE, HE and APT courses.</p> <p>This means that you can configure your Moodle to conform to your Awarding Body's (or Bodies') Best Practice free of charge -- without the need for expensive bespoke plug-ins or any changes to Moodle core code (highly undesirable, since changes to core risk placing your installation out of the development path or, worse, breaking core functionality).</p> <p>It should be obvious that conforming to Best Practice has clear and valuable implications for the quality assessment of your courses since External Verifiers (EVs) will make a formal recommendation that their Body's Best Practices be adopted. Moreover, while not actually a grade-limiting factor, OFSTED will certainly view adherence to Awarding Body Best Practice as contributory to a Grade 1 observation, particularly with their current focus on</p>	



individual action planning. More generally, OFSTED also view positively the opportunity for learners to have ownership of their progress, as it clearly contextualises their work within the framework that it is assessed, allowing them to best maximise their own achievement.

Custom administration and navigation tools for large-scale Moodle 2.5 sites	Short Presentation
AUTHORS: Ofra Haneman (Open University Israel), Roy Yarkoni (Open University Israel)	
<p>In this presentation we will showcase the new admin and support tools that are being developed at the Open University of Israel.</p> <p>These tools are custom made for Moodle 2.5.</p> <p>Among the tools that will be presented are:</p> <ul style="list-style-type: none"> • Publishing messages to students inside Moodle based on different filters • Managing over 10,000 video lectures with cross platform players • Providing personalized support block based on user roles • Personalized forum notification • Improved "log-in as" features for student support center • Custom moving course content between semesters and handling copyrights issues 	

Customising Moodle with Course Formats	Long Presentation
AUTHORS: Alex Walker (City of Glasgow College)	
<p>When you create a Moodle course, you can choose from a number of "formats" that determine how the course is displayed to the user. The default is 'Topics', which displays the resources on the course under a number of headings. There's also 'Weeks' (which does the same but gives dates to each heading), and 'Social' (which creates a giant forum).</p> <p>You can also download a few course formats that other people have developed. For example, 'Grid' shows your topics as a grid of icons (like an iPhone home screen), with each topic opening in a pop-up as you click it.</p> <p>This talk covers:</p> <ul style="list-style-type: none"> - The basics of course formats, and how you can use them to make your course 'pop'. - Our custom course format (called 'City'), which makes it easier for lecturers and students to access the material most relevant to them. - The basics of developing your own course format, using 'Topics' as a starting point. - The answer to the question "How can I make my course display the course title at the top, instead of 'Topic Outline'?" 	



Delivering online exams using Moodle	Long Presentation
AUTHORS: Tim Hunt (The Open University), Mahmoud Kassaei (The Open University)	
<p>The Open University would like to offer students the option of typing rather than handwriting their exams. Over the last year the OU's Information Technology department has worked with the Exams and Assessment department to create an online exam system. This uses Moodle on the server-side, and Safe Exam Browser on Students' laptops which they bring to the exam room. This system has now been used to deliver the final exam on some modules to volunteer students (including, appropriately enough, one in Moodle's home, Perth, Australia).</p> <p>We would like to show you what we have done; how we built it using mostly standard Moodle features with a few add-ons; and some of the feedback from the volunteer students. We will also outline what we think are the next steps.</p> <p>The Open University is not the only institution thinking about online exams. If you know what is happening elsewhere, please come and talk to us during the conference or in the question session after our presentation. We would love to share ideas.</p>	

Demistifying Databases: Making the most of the Database Activity	Short Presentation
AUTHORS: Dan Jeffries (Access to Music)	
<p>Setting up a Database Activity can be a little bit scary.</p> <p>At Access to Music, we use databases for some core administration within our FE provision. We have created databases to manage the following:</p> <ul style="list-style-type: none"> Teaching and Learning Observations Internal Verification (IV) Internal Audit <p>This presentation will show some of the key features in setting up a Database, the pitfalls to be aware of and little tips and tricks to make them easier to use.</p> <p>I am by no means a CSS or HTML expert and have developed Databases purely through trial and error. For example, we can receive an email of any entries made to the Database which can be printed off as a PDF. I would be happy to share our templates for those FE organisations who may find them useful.</p>	

Design approach and evaluation of Moodle 2.4 course to support induction of remote part-time students	Pecha Kucha
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AUTHORS: Cath Fenn (University of Warwick)

Start of 2013/14 academic year saw introduction of Moodle 2.4 as VLE platform to support all Masters & CPD programmes at Warwick Medical School (WMS), University of Warwick.

This presentation aims to focus on our approach to designing the compulsory online induction course for delivery via Moodle. Online induction is a part of wider support provided for our 1500+ remote part-time students. Change always brings challenges, here I would like to explore some of the challenges in more detail. Evaluation data is continuously informing the ongoing development of this resource and the presentation will conclude with a look at where delivery of learning & teaching support via our new VLE platform now sits in the WMS landscape.

Designing Active Learning in Moodle – a preview of the Learning Designer tools

Long Presentation

AUTHORS: Eileen Kennedy (Institute of Education), D. N. Dimakopoulos (Birkbeck), Diana Laurillard (Institute of Education)

This paper will report on the development of the Learning Designer, a set of tools that acts as a pedagogical front-end to creating sound learning designs within Moodle. The aim is to make the learning design process explicit and to guide teachers' use of new technologies in creating effective learning experiences for students (Charlton et al, 2012). The Learning Designer does this by helping to shift thinking about learning in terms of content to thinking more about the learning experience. While learning outcomes are critical to any learning design, this alone does not indicate either for the teacher or the student the learning experience envisioned. Teachers need to make clear the learning results that students will achieve, and then make informed decisions about what subject content, learning activities and assessments will bring that about.

The Learning Designer provides the following functionality:

1. A library of learning designs indexed by learning outcome & topic.
2. Three different subject instances for each design to promote migration of good pedagogy across domains.
3. The teacher adopts a design and adapts it as needed, using edit tools and links to other resources – creating a computationally interpretable design.
4. Access to a repository of OERs for academics to link to from learning designs.
5. Feedback on the 'learning experience' created, including the total learning time, and the teacher preparation and contact time.
6. A prompt to include a 'production' activity for collecting learning analytics on learning outcomes.
7. The design is exported to Moodle to run and test with students, and to collect data on what they do in the learning activities.
8. Students can annotate the learning design, thus providing detailed evaluation feedback to the teaching designer.
9. The academic then redesigns it as needed – tests again – and eventually publishes their design to the Library.

These features enable teachers to build on each others' best pedagogic ideas, experiment with new forms of pedagogy, test them with students, and then share them with other teachers – emulating the process of building scientific knowledge through experimentation and publishing. As Laurillard et al.



(2013: 2) observed: “[t]here is as yet no well-structured body of knowledge about how to exploit fully the use of all the different kinds of learning technologies now available”. The development of these tools will help to build community knowledge about teaching with technology, enabling designs to be easily shared and adapted by teachers to suit their own context.

Our current project involves integrating the Learning Designer with Moodle so that teachers can work on the learning design either as a first step for planning an entire Moodle course, or for creating individual teaching and learning activities within it. We have made progress and achieved functional integration, and the presentation will provide a preview of the new tools and discuss their potential impact on creating better and more active learning experiences within Moodle.

More details about the Learning Designer tools can be found at the project website: <http://buildingcommunityknowledge.wordpress.com/learning-designer/>

Developing Confident Futures Online using Moodle	Short Presentation
AUTHORS: Jenny Westwood (Edinburgh Napier University), Gareth Peevers (Edinburgh Napier University)	
Confident Futures designed a suite of high quality interactive personal development workshops that are delivered within the professional context their skills, qualities and approaches will be used. Many Edinburgh Napier University programmes of study have effectively integrated some workshops as part of the their on-campus provision. Until recently we were unable to offer students working off-campus the same opportunities. Confident Futures Online is beginning to rectify this.	
During 2012 - 2013, the Confident Futures team developed four existing workshops online, using the Moodle delivery platform, to promote active learning by engaging students in a variety of activities, and – where possible – provide learners with constructive feedback. Some of the generic learning activities incorporated include: reading (text/information); visualising (graphics/photos/illustration; playing (listen to audio/watch video/animation); describing (short answer/multi-choice); classifying (drag & drop); scenario (multi-choice options); and identifying (mark image or diagram). They were designed using storyboards, wireframing and prototyping. Originally developed in Flash alongside video-editing and capturing software, non-Flash versions have now been developed.	
Prototypes of all four courses were tested with students and observed by moderators. The user experience was also measured with 2 questionnaires, using the Likert scale and open questions. Modifications – mainly around navigation – were made as a result of testing. Academic staff who were considering using the online courses with off-campus students also provided useful and positive feedback.	
Our presentation will share some of these activities with colleagues, identify lessons learned in the development of these Moodle online courses, and	



outline plans being made for the future delivery of these courses

Digital Creativity Lab - Vocational Competences in the Information Society	Poster
AUTHORS: Mike Hillman (Stafford College), Sarah Ashley (Stafford College)	
Using Moodle to share and develop resources for use within Vocational Education Teaching. The main aims of the project are; to improve the learners experience, increase teachers confidence and create learning materials that are transferrable across the curriculum. These are shared with our partners in Belgium and Poland, and distributed across their establishments.	

Driving Moodle the Lancastrian way: automation using student information	Long Presentation
AUTHORS: Ruslan Kabalin (Lancaster University), Philip Tubman (Lancaster University)	
Like all higher education institutions, Lancaster University has a Student Information System (LUSI) used by Student Registry and departmental offices. LUSI contains information about all modules, staff, students, enrolments, credit bearing assessments, and timetabling information on lectures and seminars for each academic year.	
We have developed a Moodle enrolment plugin that automates large proportion of administrative work in Moodle by syncing it with a web service provided by LUSI. This integration allows us to automatically control course creation and on-going updates to course categories, courses, enrolments and roles, groups and groupings, cohorts, summative (credit bearing) assignments (both standard assignments and turnitin). Each submission to an assignment will also write back to LUSI so departmental staff can run submission reports in the same system as they manage extensions, lates, intercalations etc.	
This integration enables faculty based learning technologists and course administrators to use their time more efficiently by eliminating necessity of doing routine tasks. The bonus features of our integration solution is automated course content roll-over for next academic year and somewhat special courses for postgraduate appraisals and applicants to PG programmes.	

Embarking on a journey as a Moodle Developer: from start to...	Short Presentation
AUTHORS: Hittesh Ahuja (University of Bath)	
As a software developer based in a top ten, research intensive Higher Educator Institution, it is difficult not to be pulled in a variety of directions. Being	



based in a Learning & Teaching Enhancement Office where development of the student learning experience is one of the key strategic priorities, one can often feel this to be far removed from one of the specific goals for software developers to make systems work.

From personal experience of having worked for two universities, it is clear that a software developer's role is rarely limited solely to Moodle. In fact, it often brings into consideration strategic and operational targets that also have impact on other systems around the university which are maintained by other units. Indeed, where we look to strike a balance between what needs to be done in theory – and what can in reality be achieved. This presentation aims to take the audience through a Moodle developer's journey within the Higher Education sector where the objective is the turn institutional goals to software based reality.

The discussion will look to impart good practice on our the internal processes - from logging user issues, issue tracking, robust monitoring of changes to core code as well as processes in place to monitor the effectiveness of third party integrations. Over the course of the discussion, we will also explore the whys and wherefores of contributing back to the Moodle community through the range of channels available as an inevitably key driver for the work we do. The opportunities of identifying similar individuals in the sector through the effective engagement in a wider network will also be explored

Finally, we will discuss our internal roadmap for on-going Moodle development, highlighting the benefits and challenges that such opportunities bring.

Enabling offline learning with Moodle	Long Presentation
AUTHORS: David Drummond (Catalyst IT (Europe))	
Traditional models of LMS usage tie learners to a web browser connected to an internet connection. Increasingly there is a need to provide e-learning in remote locations, or on the move, where internet connections are not always available or cost effective. This presentation reveals how Moodle, enhanced by modern technologies, can provide cross-platform offline learning.	
Catalyst and UNICEF are working together to extend Moodle to support UNICEF's globally distributed staff and provide e-learning to them in the field. Some of the scenarios that must be supported are:	
<ul style="list-style-type: none"> * I am in a remote office with poor and unreliable internet * I am at home or travelling with no internet connection * I am on shared satellite connection where learning content can not take bandwidth priority * I am assigned to an emergency operation where mandatory training and resources must be readily accessed 	
The presentation will explore the technologies now available to provide these solutions, including HTML5, jQuery, Tin Can API, HTTP acceleration and methods for globally distributed content delivery. The presentation will include an introduction to the first iteration of a new Offline Player plugin which	



will allow learners to download their e-learning from a centralised Moodle and continue their learning on the move.

The Player must maintain data synchronisation with the central Moodle when an internet connection is again available and will employ several strategies to ensure this is done correctly and consistently. The imperative being to create a seamless and intuitive experience for learners, allowing them to focus on the real learning needs rather than struggling with the tool.

We will also review and reflect on the trade-offs required to rapidly deliver a real, practical, solution like this to the field (the elimination of "Muda"), review and compare how these developments fit alongside other innovations, including Mobile Moodle, review the road map for future developments and finally invite involvement of the wider Moodle community and discuss ways to get involved.

Enhancing Real-Time Learning in our University VLE	Short Presentation
AUTHORS: Isobel Gordon (Robert Gordon University), Jacqui Nicol (Robert Gordon University)	
<p>Robert Gordon University, based in Aberdeen, has used Moodle as its sole VLE for six years. We have over 16000 students and about 30% of these are online distance learners.</p> <p>For the last 4 years increasing use has been made of virtual classrooms to interact with and engage our distance learners. Academic staff use the virtual classroom tool to deliver online presentations, facilitate tutorials, student collaboration and group work as well as to conduct one-to-one assessment and vivas.</p> <p>The virtual classroom used in RGU and integrated with Moodle was Wimba Classroom. With the end of our current licence agreement and discontinuation of that service, we were required to re-evaluate and select an alternative for the provision of real time learning in our VLE. After a university-wide evaluation of a number of options, Blackboard Collaborate was integrated into Moodle in July 2013 to replace the existing service and provide a range of more advanced tools.</p> <p>This presentation will cover the processes of evaluating, selecting and integrating Blackboard Collaborate with Moodle. And will also outline our rollout strategy to both existing virtual classroom users and for widening adoption in both learning and teaching and student services contexts.</p>	

Enhancing the My home page to display news forum postings and more	Short Presentation
AUTHORS: John Tutchings (Coventry University), Andy Syson (Coventry University)	
<p>This presentation will show how Moodle's My home page has been customised to focus on the students' current studies. At the heart of the page is a new block which reorganises the information that is normally displayed as an unstructured list as a highly structured compact display that enables students to see at a glance what is happening on their course.</p>	



The philosophy is to pull key information out of the students' several module webs and display it directly on the My home page. This is to emphasize that the student is on a coherent course not just a collection of modules. To reinforce this all students now have a course web which brings together all the students on the course and is managed by the Course Director.

The new 'course focused' block occupies the central area of the My home page and has three parts. The upper part displays a link to the students' course web together with the text of its course summary which has been edited by the Course Director. In the middle of the 'course focused' block there is a rolling display of unread news forum postings from all the students' modules. Only the first few lines of the news forum postings are shown but, if a posting is clicked on, the student is taken directly to the full posting in the module web. Having been read the posting is no longer shown on the rolling display.

The lower part of the block is a tabbed display that lists the students' current modules with each module indicating if any new activities, e.g. forum postings or assignments, have been added since the students' last login. Other tabs list previous year's modules, contact details of their tutors and a full list of all their assignments.

The blocks to the left and right of the My home page have been chosen to complement the course focused nature of the My home page and use site wide roles to target information at students, staff or to faculty members.

Enhancing, Extending and Empowering your teaching through Moodle	Pecha Kucha
AUTHORS: Mark Glynn (Dublin City University), Keith Smyth (Edinburgh Napier University)	
To assist staff with the practical implementation of technology into the classroom, a 3E Framework based on an Enhance-Extend-Empower continuum has been developed by Napier University.	
Recognising the iterative nature of adopting technology, the 3E Framework is based on a tried and tested Enhance-Extend-Empower continuum for using technology to effectively support learning, teaching and assessment across disciplines and levels of study. The three broad stages within the continuum are:	
Enhance: Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility.	
Extend: Further use of technology that facilitates key aspects of student's individual and collaborative learning and assessment through increasing their choice and control.	
Empower: Developed use of technology that requires higher order individual and collaborative learning that reflect how knowledge is created and used in professional environments.	



This paper highlights an adaptation of this framework where we highlight various features of Moodle that can be used to facilitate the different elements of the 3E Framework.

Fill in the gaps question creation for mere mortals	Pecha Kucha
AUTHORS: Marcus Green	
<p>The Cloze (embedded answers) question type in Moodle is complex, which may discourage teachers from using it. My contributed Gapfill question type is designed to be very easy for teachers to use. The core functionality can be described in one 7 word sentence. "Put square braces around the missing words". The example question uses the phrase The [cat] sat on the [mat].</p> <p>Since its release in November 2012 it has attracted significant interest and it has been improved without removing that central premise of simplicity of use for teachers. It can use regular expressions or plain string matching, it can display the answers with or without draggable prompts (including distractors) and it can display answer options in dropdown lists, or free text boxes with no draggable options.</p> <p>The simplicity of syntax makes it very suitable for exercises where students are creating questions (e.g. the qcreate module). It has obvious attractions for teaching languages. It offers alternatives to the square braces for topics where these have a special meaning such as programming languages. It is not a substitute for the awesome functionality of the core Cloze question type, but it can be used by mere mortals.</p>	

Fostering a community of collaboration and discussion	Long Presentation
AUTHORS: Mark Andrews (University of Cambridge, Judge Business School)	
<p>This session will take you through our experience of re-imagining the role that the VLE plays within an experiential, blended learning programme for a cohort of time-poor senior executives based world wide.</p> <p>Over a 6 month period we mapped out the programme ethos, delivery processes and future programme/curricula plans. From this we have developed new modules, re-configured moodle and re-utilised teaching resources to better support the teaching and learning on the programme.</p> <p>Hopefully this case study will show how we are bringing together programme support and development, academic goals along with technical partners, resulting in a more solid VLE offering that is better matched to our programme goals and outcomes.</p> <p>A mixture of show and tell: demonstrating custom moodle developments along with examples of how we've utilised standard moodle tools (particularly</p>	



discussion and collaboration tools), we will provide a critique as to what has worked and what has not, highlighting lessons we've learned and are learning now.

It's a hope that we may be able to collaborate on some of these items and experiences with other institutions, in order to further understand how VLE's and educational processes can work together to produce a better, more relevant and active learning experience for learners and faculty.

Google Groups integration with Moodle to enhance communication and collaboration	Short Presentation
<p>AUTHORS: Richard Heath (University of Portsmouth)</p> <p>Google is central to our University IT policy at the University of Portsmouth and both staff and students make use of many of the tools available through Google, (Gmail, Google Apps etc.). This presentation looks at how we have integrated our Google Apps for Education domain with our Moodle site in order to provide simple integration with a wide range of Google's features using Google Groups.</p> <p>Groups are automatically created and maintained based upon Moodle enrolment, therefore making it easy for staff to provide powerful group collaboration features, share documents and communicate in a familiar way with groups of students.</p> <p>This presentation will examine the solution, both from a technical standpoint and by examining some of the use-cases, providing examples from around the University.</p>	

I can smell your VLE : How is your learning Content Management System shaping the student experience you build?	Short Presentation
<p>AUTHORS: Stuart Lamour (University of Sussex)</p> <p>A question we often get from tutors is what do learners want on the web?</p> <p>To try and answer this at Sussex we carried out research with a variety of learning materials displayed in different ways on a web pages, and ran focus groups and one to one interviews with students about their learning experience - both in Moodle and on the web in general.</p> <p>We shared this research with our Tutors, and the outcome was quite surprising.</p> <p>Even when you understand learners expectations, Tutors felt that trying to build what they wanted with a standard Moodle (any version number) just isn't as easy or intuitive as it should be.</p>	



At Sussex we don't believe that is the fault of education, training or bad or lazy teachers, we think the issues is the CMS, and how that affects tutors and students.

The vast majority of courses created with any version of Moodle (and many other education CMS) are unfortunately little more than a list of links which leads to tweets like this :

Sorry #moodle but Google Drive is much better. #SCASD could spend this money in better ways - 1:32 AM - 24 Oct 13

Moodle is commonly seen and used as a document repository, and our research found this is not a good online experience.

In this session we will be sharing :

1. Our learners perspectives on what they want from online learning
2. Our finding on why tutors think/use Moodle as a content repository
3. How you can transform your Moodle, or any learning CMS, to make it simple for tutors and staff to provide a richer, student focused learning experience

Improving Edit quiz page	Pecha Kucha
AUTHORS: Mahmoud Kassaei (The Open University)	
At the Open University we have improved the Edit quiz page for Moodle 2.7. The new interface is more intuitive, provides flexibility and added functionality. I would like to show you what we have done. You might like to, after the presentation, give us your feedback on the new interface.	

Improving student expectations of learning using course templates	Long Presentation
AUTHORS: Jacqui Nicol (Robert Gordon University), Isobel Gordon (Robert Gordon University), Andrew Penman (Robert Gordon University)	
Robert Gordon University, based in Aberdeen, has used Moodle as our sole VLE for six years. We have over 16000 students and about 30% of these are online distance learners.	
Feedback from our students showed a general concern about variability in the use of online learning and layout of Moodle courses by academic staff. Some distance learners in particular were unsure about what to expect from their course:	
<ul style="list-style-type: none"> • What learners can expect to experience on their modules and from support services. • The expectation of learners - what they are expected to do and engage with on their course. 	
The University embarked on a strategic implementation project to introduce more consistency across modules and courses, and to provide better	



information to our incoming students in a variety of ways.

Course welcome areas are released to incoming students before enrolment allowing them to meet each other and find out important information before they start their course.

Course Templates are now applied automatically to 2000 new Moodle courses during our annual summer 'rollover'. There is a University-wide standardised look and feel, and the templates include:

- A new resource type - a tabbed block at the head of each course called Learning Expectations. The resource contains 5 standard headings; Introduction, Learning and Teaching Methods, Resources, Assessment and Support to be completed by course teams.
- A new contacts block to display details of key academic and support staff to students.
- Specific customisations for each academic School.

This presentation will cover the drivers behind the Learning Expectations project, related Moodle development, technical implementation and the rollout across the University.

Innovate Design, assessment and practice using Moodle 2.5	Long Presentation
AUTHORS: Gideon Williams (Perins School)	
Perins School is an eLearning school, combining 1-1 notebook use, a mature VLE and Mahara ePortfolio. As such, it aims to embed eLearning within its everyday class teaching and learning.	
This presentation showcases work taking place in English, Maths and Science classes. It highlights a range of innovative design, assessment and practice using Moodle v2.5. The courses cover teaching being done at Key Stage 3 (11-14) and Key Stage 4/GCSE (15-16)	
In the design of these courses, we had four overarching principles:	
- To create personalised learning opportunities for our students which allow them to choose different activities	
- To develop digital activities that could be delivered alongside or in place of traditional in class activities	
- To engage and support teaching staff in the development of the courses	
- To focus on pedagogy and not simply an excuse to use a flashy tool!	
The presentation will cover a range of different aspects to this project including:	
- Planning for delivery	
- Digital taxonomy and higher order thinking skills	
- Assessment techniques	
- Students and staff experiences	



- Pros and cons of this model
- The next steps

Whilst the presentation highlights the approach that one school has taken, we believe the ideas and concepts suggested can be implemented in many establishments. There will be plenty of opportunity to ask questions and we hope to make available a range of resources to enable delegates to get started straight away.

Introduction to Teaching Online: Design and Development	Long Presentation
AUTHORS: Anneliese Sheffield (University of North Texas), Michelle Moore (University of North Texas), Heather Robinson (University of North Texas), Alana Phillips (University of North Texas)	
How did you learn to teach online? Self-taught? On the job? You and too many others. Only a fraction of teacher education programs report offering any formal training on the subject of online instruction. The growth in online course offerings makes it clear such training is needed, so then the question becomes how. If you were to design a course to prepare teachers to teach in an online or blended environment, what would it look like? What topics would be addressed?	
In this session, we will share our approach as we discuss the design and development of a course built to prepare pre-service teachers to teach online. The design of the course is based on the ideas of the constructivist instructional model known as Rich Environments for Active Learning (REAL). As supported by the REAL model, the online course incorporates a variety of hands-on, authentic, and collaborative activities.	
The course consists of three major projects with an emphasis on seven broad topics or issues related to online learning. These seven topics are drawn from research in the field and supported by educational technology standards. Topics include ideas such as access and equity online, online instructional design principles, and assessment online.	
Our course is, as most, a work in progress and though we are eager to share what has been developed, we are just as interested in feedback and stimulating a discussion of best practices and models for preparing teachers for the online environment.	

Learner Entitlement – An Identical Experience of Accessing Teaching & Learning At All Times	Pecha Kucha
AUTHORS: Ursula Bailey (Sparsholt College), Clare Georgeson (Sparsholt College)	
Our ILT Strategy sets out to support the achievement of the college's strategic priority of providing outstanding teaching and learning. We strive to encourage our learners to develop their digital literacy skills enhancing progression to employment or further study and in turn to use these skills to	



personalise their learning experience and learning journey.

Within our student cohort, we have 4 different profiles/categories of learners; FE, HE, Distance & Work Based Learning & Part Time/Short Courses. All students at Sparsholt College are offered the same learner entitlements. Entitlements include; access to learning and teaching from outside college at times to suit the learner and Electronic contact with a tutor for help between set agreed times. At the centre of our learner entitlements is the technology that helps to make it happen, namely our Moodle, Learner Tracker and eLP.

With a fully integrated and synchronised Moodle, Learner Tracker & eLP, every learner is offered a seamless, consistent IT experience, from first network log on to receipt of assignment grades, feedback and tutorial discussions.

This session will be a 'show and tell' demonstration that will give the audience an overview of the journey our learners take, regardless of which profile they fall in. Live examples of how our 3 systems are synchronised will be available, along with resources designed to support the learner journey.

Library Support & Enhancement of Moodle	Short Presentation
AUTHORS: Keith Walker (Edinburgh Napier University), Laurence Patterson (Edinburgh Napier University)	
<p>This presentation will demonstrate how and why Edinburgh Napier University's library has embraced Moodle to deliver a suite of services and information to students and staff. In recognising the importance of supporting the learning and teaching process via the VLE, the department integrates an evolving range of tools that, as the presentation will outline, includes:</p> <ul style="list-style-type: none"> • a library 'site' that introduces key information and services, now the most visited across the University's Moodle presence. • a full suite of Moodle-based subject guides - an up-to-date and live record of resources, created and facilitated by information professionals. • a Moodle library block, available on all University courses, and to all students, with links to important library services, news, and the catalogue search box. • a range of video, audio and multimedia learning objects - called library bites - which guide students through important aspects of working with resources, i.e. renewing materials, using the catalogue, finding an online article. • a Moodle-based digital literacy guide - a narrative, for students, through finding, evaluating, using and creating online information. • a research support area which discusses research in and beyond the University and looks at the international open access initiative. <p>The presentation will show how, in addition, professional library staff continue to actively liaise with academics and course designers to support online development, and offer training in integrating relevant content and electronic resources to Moodle courses across the University.</p>	

Managing Moodle Performance Testing	Short Presentation
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AUTHORS: Paul Stevens (Catalyst IT (Europe))

Deciding how to size and architect your Moodle hosting infrastructure is often a difficult decision and if you get it wrong it can be a costly one. Usually the way that you prove that your site is sized correctly for production is through load testing.

This talk is about managing the complexities of sizing your Moodle hosting infrastructure through load testing and then deciding what should be tested and interpreting the results of your load test.

It will also discuss the complexities of managing the stakeholder expectations from the results and balancing political pressure making good technical decisions so that the Moodle performs as required.

It will also touch on the effect New Cloud technologies such as Openstack and AWS are having on sizing of Moodle infrastructure, and the effect that these technologies have on our choices and what we expect from load tests.

Many a Mickle Makes a Muckle: A multitude of Moodle mods to enhance the student learning experience	Long Presentation
AUTHORS: Roger Emery (Southampton Solent University), Daran Price (Southampton Solent University)	
Southampton Solent University first looked at Moodle a decade ago in 2004 with full adoption running over 2006 -2007. Since then we have enjoyed seven years of tinkering, tampering and tweaking to enhance the student learning experience and streamline the workflow for teaching staff.	
This presentation will encompass a tour of the Solent "myCourse" platform highlighting the wide range of customisations, integrations and modifications we have carried out. Weaved amongst this will be discussion of our minimum unit content, quality course development, models of user support, end of year roll-over and development workflow.	
TAGS: Webcam Recorder; Reading Lists; Off-Air Video & Library Catalogue Search; Minimum Content; Solent Online Learning Standard; Help & Support; Custom URLs; Bookmarks; Unit Descriptor Document Delivery; SMS Text; TurnItIn Help; Data Scraping Help Form; Navigation Panel; Staff & Student Themes; Media Filter; Ad-Hoc Reports; Private Files; Activity Picker; Enrolment & Authentication; Hacks(!).	

Mathematics in Moodle	Short Presentation
AUTHORS: Patrick Thibaudeau (University of Alberta, Canada), Donald Ipperciel (University of Alberta, Canada)	
Communicating, presenting and assessing mathematics electronically pose a considerable technical and pedagogical challenge. As a result, the full benefits of the online and blended learning environment have not been realized in mathematics-using subjects and the task remains to integrate	



mathematical competency throughout a single LMS. This is precisely the objective of our project, which involves the creation of novel open-source tools for upgrading Moodle to full mathematical competency. The principle features of the project include:

1. integration into Moodle of a high-performance content generator and renderer especially designed for mathematical content;
2. development of a comprehensive math editor within Moodle;
3. creation of a rich math feedback, assessment and engagement Moodle plug-in;
4. integration into Moodle of powerful math execution and visualization software.

In this presentation, we will focus primarily on the seamless communication between a Moodle-based mathematical editor and mathematics software packages such as Sage, Mathematica or Maple. With this type of integration, Moodle is transformed into a powerful tool for teaching and learning mathematics.

Mobile access to educational resources in humanities and social sciences	Short Presentation
AUTHORS: Jasmin Klindžić (E-learning Support Center, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia), Nadja Soldatic (Faculty of Philology, University of Belgrade, Serbia), Kemal Kacapor (School of Economics and Business, University of Sarajevo, Bosnia and Herzegovina), Maja Perkovic (E-learning Support Center, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia)	
This paper will present the initial results of the long-term research that will be conducted on annual basis on three large higher education institutions in Bosnia and Herzegovina, Serbia and Croatia: School of Economics and Business, University of Sarajevo, the Faculty of Philology, University of Belgrade and the Faculty of Humanities and Social Sciences, University of Zagreb (with a combined teacher and student population of about 24.000). Primary focus will be on the use of mobile access and devices when accessing the learning management systems (primarily Moodle), online databases and library services as well as the user satisfaction with present level of those services. The degree of end users' engagement in creation, re-purposing and sharing of educational and research content in the mobile context will also be analyzed, as well as the social aspect of mobile access use for educational and research purposes. All institutions are in the same field of research (humanities and social sciences) and on the same educational level, approximately of the same size, working under the similar financial and organizational constraints, using the same LMS - Moodle, so the results gathered through this research will be easily comparable and possible technical solutions to end users' needs will be compatible in all cases. The research will be conducted through an anonymous online survey on a sample of teachers and students from all three institutions for a period of at least three years, starting December 2013. Two key objectives of this long-term research are to raise end users' awareness of mobile access and services available at their home institutions and to give ICT support staff an insight into what changes to the existing and future information and educational services are required in order to make them more accessible with mobile devices.	

Mobile learning for students and tutors	Short Presentation
AUTHORS: Stuart Lamour (Moodlerooms), Paolo Oprandi (University of Sussex)	



From a students perspective what we think of as (insert VLE acronym here) is just a website.
It is not a VLE/LMS (or even a MOOC) - and that is something we can all lose site of sometimes.
So can looking at the web today, and applying the best practices from it, help you build a better online learning experience?

Between 2010-2011 we saw a 450% rise in mobile use on our VLE at Sussex, and that number keeps growing. 43% of students say their mobile is their first/primary method to access information. Tomorrow we may be looking at similar figures for games consoles, watches or glasses.

This talk comes in two parts:

Part one - How can you design your course and content for todays mobile landscape?

Modern practice on the web tells us clear titles, navigation and easy access to content provide a much more engaging experience, for desktop or mobile, than pages full of distraction.

We will talk about some of the pitfalls to avoid in designing your course.

Part two - How does the VLE/LMS need to change to support this?

Since we no longer have the luxury of thinking all users are on 980px+ screens, what can we do about this?

We will look at some of the innovations at Sussex we feel all of Moodle could benefit from including :

- ~ The course dashboard - separating course admin from teaching and learning
- ~ Cross device simple site and course navigation - without the dreaded Moodle 2 nav block
- ~ Reducing and improving confusing options for tutors and students
- ~ Making it easy for tutors to create the best interactive textbook for their course on any device

Moodle & Open Badges - What should we consider?	Long Presentation
AUTHORS: Gavin Henrick (Learning Technology Services)	
<p>This presentation will deal with Open Badges, the challenges of implementing them in an organisation and their implementation with Moodle.</p> <p>The presentation will initially go through the what and the how of Open Badges in general looking at a number of implementations in the UK, Ireland and further afield in various sectors.</p> <p>We will also look at some of the research in the area and what it means to those considering implementing Open Badges.</p> <p>The presentation will then focus on the practicalities of implementing badges in an organisation with a suggested workflow that an organisation could</p>	



follow highlighted.

The presentation will finish with a look at how the Open Badges are set up in Moodle, and how they are used by teachers, students and will show two examples of best practice usage of Open Badges in Moodle.

Moodle Analytics - What can they tell us?	Poster
AUTHORS: Mike Hughes (City University London)	
At City University we have over 3 years worth of detailed analytics. These have been gathered from Google Analytics and by analysis of Moodle logs. The infographic will show what can be gleaned from this wealth of data about browser technology and user behaviour and how such information can be used to drive future VLE development - both pedagogic and technological.	

Moodle Book: Simply a 'resource' or can it also be an 'activity'?	Short Presentation
AUTHORS: Anne Jamie (Edinburgh Napier University)	
At Edinburgh Napier University we made the transition from WebCT to Moodle 2.2 in 2012 with a subsequent upgrade to Moodle 2.4 in 2013. The WebCT/Moodle migration required us to adapt many of our existing learning materials and activities for the new VLE.	
<p>Within the Faculty of Health, Life and Social Sciences we have made extensive use of Moodle's book tool to redesign materials and create new content for our blended and online courses. The logical, hierarchical structure of the book enables students to navigate through content more efficiently and easily. This interconnected content facilitates better signposting of activities, course materials and improves the online learning journey for our students. Furthermore, a well designed book which includes a rich variety of digital objects can be much more dynamic than a simple textual 'resource' and this enables us to promote a more active learning experience.</p> <p>A book can be a cohesive 'resource' which unites diverse digital objects which might otherwise be a long list of disparate content on a course home page ... the latter situation being something we were keen to avoid. Consequently, the book tool has proved popular with lecturers in our Faculty and has been well received by students studying modules that use this online delivery format. As outlined above many staff in our Faculty consider the book an invaluable tool for delivering content on blended and online courses when underpinned by sound pedagogical teaching and learning practices.</p> <p>In this session we touch on the traditional view of the book tool and consider how it can transcend its status as a 'resource' and be considered as an active learning experience when well designed. Moreover, the session explores the potential for more innovative uses in authentic learning activities such as permitting a student to adapt an 'empty' book and use it as an individual learning portfolio. Or, using a book in a peer to peer teaching exercise</p>	



where students are challenged to design a learning object and populate it with content for peer feedback/assessment. This presentation will highlight the challenges and benefits of using the book in more creative ways.

Moodle course design in the mobile world	Poster
AUTHORS: Mark Aberdour (Epic)	
A graphical guide to help learning designers build courses in Moodle that will make the most of the mobile devices that have become such an important part of learners' daily lives.	

Moodle Flashcard Application: An Development for Reference Guidance	Short Presentation
AUTHORS: Karen Campbell (Edinburgh Napier University), Anne Jamie (Edinburgh Napier University), Iain Bruce (Edinburgh Napier University), James Blair (Edinburgh Napier University)	
<p>Edinburgh Napier University used to provide 'referencing guidance' through a PDF format but the student population felt this did not promote active learning. A student group in consultation with staff believed this could be improved and simplified for the School of Nursing Midwifery and Social Care improving the student experience and promoting active learning. One of the solutions that the partnership raised was a mobile application based on a 'flash card' action. Information Services was approached to develop a mobile application, which could be embedded in the university site. In addition, the 'app' could be developed as a general University 'flash-card' application that staff could populate with content, as the course, module and/or student need required in terms of promoting active learning.</p> <p>Work done to date was based on Norman's theory 'principles of good design' 'everyday designs' vis-à-vis: visibility, mappings, affordances, constraints and mental models (Norman 2002). These principles form the basis of a conceptual model on how individuals interact with devices. Initially the idea was paper based generating flash cards for categories of reference. Then this idea extended to a Flashcards mobile application, which led to a further exploration of using a mobile device for the dissemination of referencing guidance.</p> <p>Thus, the project required the simple functionality of 'tapping' to turn over the card, or 'flicking' for the next card as it was felt that this was a natural signal for those who use mobile applications. As you would have to flick through a series of cards to pinpoint the category required; it would be useful to have a category / contact list in order to find the particular reference guide required. Another important feature of the mobile flashcards would be that they are downloadable to the mobile device and therefore available when there is a no mobile signal or wireless connection.</p> <p>The main reason for developing an 'in house' application was to avoid problems that could occur when the student has to initially locate the 'app' from the store; as students may experience problems uploading or accessing the appropriate application, with no support being given by the university IT staff when difficulties occur.</p>	



This presentation will highlight the benefits and challenges in developing the specification and Moodle flashcard application for the 'referencing guidance', Moodle site and mobile application, with development and technical difficulties discussed.
Norman, D. (2002). The Design of Everyday Things, Basic Books.

Moodle is dead...	Short Presentation
AUTHORS: Iain Bruce (Edinburgh Napier University), James Blair (Edinburgh Napier University), Michael O'Loughlin (Edinburgh Napier University)	
One morning in July 2013 the Web, VLE and Network teams of Information Services at Edinburgh Napier University were called to an emergency meeting where we were informed that all University systems had been shut down due to a full power failure which had affected all of our campuses; this also meant that there was no external internet access from inside the university. As Moodle was deemed a most critical system at this time of the year it was essential that it was back on-line to allow students access to their current course work. With access only to backups, we were tasked with recovering the system without using any University hardware, our own workstations or even access to University buildings.	
Thankfully, this was only a simulation but the pressure was still really on. This presentation is a candid look at the process we went through to have a fully working clone of our Moodle installation in the cloud and an unreserved review of the lessons learned.	

Moodle 'nder the hood	Pecha Kucha
AUTHORS: Davo Smith (Synergy Learning)	
You use Moodle every day - but have you ever wondered what is going on behind the scenes? If so, then watch in wonder as I take apart and then (hopefully) reassemble a typical Moodle page in just over six and a half minutes.	

Moodle Performance and Scalability Assurance	Long Presentation
AUTHORS: Jonathan Moore (Moodle Community)	
Have you experienced a Moodle site failure during a critical time? Are you worried that your Moodle service won't be able to meet your needs at the busiest times? This session will cover a variety of methods to ensure optimal performance of Moodle under peak load. The session will address general resource guidelines for expected concurrency and help administrators determine the correct sizing of IT resources for an expected Moodle load. The session will also cover benchmarking techniques that can be used to measure the actual performance of your Moodle infrastructure.	

Moodle Platform as a Means of Enhancing Learning Experience of	Short Presentation
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Students and Encouraging Active Learning on the Example of the Faculty of Philology, University of Belgrade	
AUTHORS: Prof. Ljiljana Markovic (Faculty of Philology, University of Belgrade), Prof. Aleksandra Vranes (Faculty of Philology, University of Belgrade)	
<p>Bearing in mind that the Moodle platform was primarily conceived as an open source Course Management System, it represents above all, within the university framework, a tool for dissemination of information to students regarding undergraduate and postgraduate courses. This user friendly system aims at enhancing the learning experience of students, while allowing them to access course information and material at any time and place. In addition to non interactive tools and activities, such as uploading coursework and accessing lecture notes and finally grades, universities should insist more on interactive tools in the form of forums, personal messages video links and audio recordings. This kind of virtual learning environment has become indispensable for blended and distance type of learning and teaching.</p> <p>Faculty of Philology of the University of Belgrade is using successfully Moodle platform for programs on both undergraduate and postgraduate levels of studies. We fully believe that the learning process of our students is facilitated to a great extent throughout this resource that enables easy organization and access to course materials, especially through knowledge sharing, considering that this e-learning system can be used for communication and interaction amongst course participants (whether there is an interaction between professor and students or between students themselves). Faculty of Philology strives to provide extensive academic and technological support by making all of our courses material available for students on our Moodle platform and by giving them an opportunity to share and receive feedback. We have also made possible for guests to visit and explore Moodle platform, as no password is required to obtain basic information regarding available courses. However, our main aim is to encourage active learning by giving our students not only full access to course material, but also to additional learning tools. It is our intention to add value to traditional “face to face” types of lectures through incorporating interactive tools in the teaching and learning process.</p> <p>In addition to several courses at the undergraduate level, fully available for course participants on our Moodle platform, a large number of courses are an integral part of interdisciplinary postgraduate studies under the name of Language, Literature, Culture (LLC). We have developed and organized this specific study program in order to follow up with European Higher Education Area and the Europe 2020 strategy, aiming at educating autonomous, motivated students, who can become highly qualified, globally oriented professionals and humanists by giving our students an opportunity to grasp the multidisciplinary approach to studying, which has, as a result of the technological and cultural progress, became inevitable way of dealing with any aspect of social sciences. This study program is designed as a platform that enables more than 1000 students to choose from more than 30 different languages, literatures and cultures. Throughout this presentation, we intend to convey the experience of our students in using Moodle platform, which we developed for the purpose of this complex and multidisciplinary study program in order to encourage active learning and improve learning experience of our students.</p>	

Moodle Possible integrations	Short Presentation
AUTHORS: Wissam Nahas (American University of Beirut - AUB)	



In this short presentation I will be sharing our experiences with Moodle and other open source applications. I will be mainly talking about the integrations we did with Mahara, Turnitin and Banner the registration system and the benefits we are getting from them. Especially that the integrations we did are beyond “single sign on” to reach exchanging data and grades from both directions.

I will be also talking about the ongoing integrations projects such as course final grades, course description, student profile image and clickers.

Presentation Outline:

Successful integrations with:

- Mahara – eportfolio
- Turnitin – plagiarism prevention system
- Banner - registration system

Integrations undergoing:

- ID center – Student profile image (very useful in quiz activity)
- Course description (same description for same sections)
- Course final grades – Banner (avoid human error in manually filling the grades)
- Clickers (new field in the profile database)

Moodle self-hosting - some things to consider	Short Presentation
AUTHORS: Mike Hughes (City University London), Amanda Doughty (City University London), Robert Zakrocki (City University London)	
All organisations using Moodle face the choice - to use an external host or self-host. Both have their advantages and disadvantages. From the perspective of a large HE institute with many years' experience of self-hosting VLE and other systems this presentation will look at the considerations for self-hosting including personnel, platform, architecture, code management, service delivery and support models. A third, emerging, model for Moodle also exists - self-hosted in the cloud - and this will be introduced and explored.	

Moving Moodle: “The journey is the reward”	Short Presentation
AUTHORS: Laura Widger (Waterford Institute of Technology)	
This presentation reflects on the journey of migrating from version 1.9 to 2.4 of Moodle for a third level academic institution and the associated embedding of several new innovative features.	
Interestingly, the same academic institution successfully negotiated the move from WebCT four years previously cautiously accepting Moodle as a central pillar of the teaching and learning environment. The associated community, which exceeds eight thousand students studying on a range of programmes	



in full time and distance modes, heavily relied on Moodle to facilitate their learning experiences. This presented a range of challenges in migrating all content and associated users with minimum disruption or loss of data.

In addition, Moodle was heavily integrated with a range of institutional silos of information including student registration, module catalogue and user authentication systems. This integration was extended as part of the migration to include central timetabling, library repositories and associated module reading lists. All content was also migrated to facilitate the introduction of multiple 'academic years' within the one Moodle instance. This allowed academic staff to easily access and review all content from the previous academic year and import into the current academic year module area if necessary.

This presentation will highlight key challenges providing an overview of some of the new innovations that were introduced as part of this process and possible future directions. The presenter will also reflect on the journey and the real reward.

Our (honest) experience of getting started with badges	Short Presentation
AUTHORS: Rebecca Barrington (South Devon College)	
<p>We have implemented badges into a Study Skills programme (as well as in some other Moodle courses). This is our honest experience of getting started with badges and general views from staff and students on their use (and the practicalities of creating badges).</p> <p>The session will cover:</p> <ul style="list-style-type: none"> - Initial training and response from teaching staff - Implementation into study skills programme - Development of badge icons. (This will include how we 'were' going to do badges, how we 'did' end up creating most of the badges, how we 'are' developing badges and our plans for future development of badges. (Not all of this is 'best' practice - it is honest practice that is improving)). - Feedback from students on their view of badges <p>The session will end with our future use (or recent developments) in using badges.</p>	

Peer assessment in Moodle	Short Presentation
AUTHORS: Leona Norris (City University London), Alison Sands (City University London), Helen Young (City University London), Caroline McNabb (City University London)	
<p>Group work can be one of the most rewarding, but also most problematic tools for teaching and learning; it demands substantial organisational resource and is often cited by students as a point of difficulty with the risk of collaborators being slow, difficult or even entirely absent. Mechanisms such as peer assessment, where students rate each other on their contribution to group work, are therefore essential for students to truly benefit and ensure that</p>	



group work and marks are fair and transparent. In this way students get real value out of group work, reflecting on their contribution and ways of working together, and staff are able to get a real sense of the groups' dynamics and their impact on work submitted. For Cass, previous peer assessment support meant using a variety of complicated and time consuming processes cobbled together, with room for error and very demanding in terms of resource. With the decommissioning of one of the key systems used, finding a new way to run this part of group work became essential, and the Peer assessment tool was therefore developed as a plugin for Moodle at Cass Business School's request. We have started using this tool already, but feel that this newly developed functionality could provide substantial benefits to other institutions, giving students a more positive experience of group work without being prohibitively difficult in terms of administration. We therefore look forward to further review and evaluation to feed in to the next round of improvements, as well as seeking to share the tool itself and any other experiences.

PoodLLing	Recording
AUTHORS: Justin Hunt (Nagasaki Commercial High School)	
PoodLL is a set of add-ons which add audio / video recording, whiteboards, flashcards and other interactive widgets to Moodle. In this presentation the PoodLL Guy, Justin Hunt will introduce the various parts of PoodLL and explain how he uses them to get his students talking. This is a pre-recorded Pecha Kucha. The presenter will not be present.	

Running a MOOC on Moodle	Long Presentation
AUTHORS: Brian Mulligan (Institute of Technology Sligo), Gavin Henrick (Learning Technology Services), Brian Coll (Institute of Technology Sligo), John Donovan (Institute of Technology Sligo)	
In the last few years we have seen MOOCs being ran increasingly on dedicated MOOC platforms. However 2013 has seen a number of MOOCs delivered on a standard Moodle installation.	
<p>This presentation will focus on four areas of a recent MOOC delivery using Moodle:</p> <ol style="list-style-type: none"> 1. Infrastructure 2. Site Design and Information Architecture 3. Course Design 4. Some statistics. <p>On infrastructure we will deal with the challenges in coming up with a solution that will meet the needs of the MOOC numbers and the approaches that can be taken with this.</p> <p>How site design and information architecture can be addressed when considering a MOOC depends on a number of things including whether the site is a dedicated site, shared site with other courses and of course the type of course that is planned. We will look at a number of MOOCs on Moodle in this</p>	



area.

Course design is a key area to consider in developing and delivering a MOOC. We will look at the type of decisions that need to be considered and the choices that MOOCs have taken and examine the reasons behind this.

Lastly we will look at the type of information that Moodle can enable those running a MOOC generate from within the standard interface and going behind the scenes into the database.

Selling Moodle courses with Magento e-commerce software	Short Presentation
AUTHORS: Edwin Phillips (Catalyst IT (Europe))	
<p>Catalyst IT will present a solution to facilitate enrolment into Moodle courses via ecommerce.</p> <p>Using the Open Source ecommerce software Magento, the session will introduce participants to the benefits of having a connection between Moodle and an ecommerce platform.</p> <p>The session will include a brief introduction to Magento, an outline of the potential benefits that connecting these two pieces of software can have and a demonstration of the process whilst avoiding technical jargon.</p> <p>The session will be aimed at Moodle site owners and administrators of all experience levels as well as those with a general interest in the subject and will cover from the ground up the requirements, the process and what developments to expect in the future.</p> <p>All those who attend this session will be able to take away everything they need in order to start offering enrolments to their Moodle courses via ecommerce.</p>	

Simple uses of conditional activities	Poster
AUTHORS: Rebecca Barrington (South Devon College)	
<p>An interactive infographic poster showing some practical and easy to apply uses of conditional activities. Examples on the poster will include:</p> <ul style="list-style-type: none"> - Answer release (students complete work, submit it, releases answer) - Read instructions before can do task - Release each step of training as skills are evidenced - Stretch and challenge – move on when core completed 	



The poster will include augmented reality links (probably using layar or aurasma) so that delegates can see images or video examples of conditional activities in practice. A white space will also be added for delegates to add their own ideas. An updated version will then be shared after the event with more ideas (hopefully!)

Student and tutor experiences of different teaching and learning strategies in online short courses.	Short Presentation
AUTHORS: Cherie Harrington (University of Cambridge, Institute of Continuing Education), Alison Fordham (University of Cambridge, Institute of Continuing Education)	
<p>In July 2012 the University of Cambridge Institute of Continuing Education launched a new portfolio of online short courses. In this paper we will present data obtained from student and tutor feedback from all of our online courses over the past 18 months, particularly looking at the impact that different teaching and learning approaches have had upon the student experience. We will examine whether different teaching and learning approaches are more suited to particular subject areas and to different types of student groups.</p>	
<p>Our online courses run for seven weeks and cover a wide range of topics (at the time of writing, there are 27 courses offered, with an additional 6 in development). Each course is tutor led, with an emphasis on independent study and active and reflective learning. Participation and interaction is expected and encouraged and, while there is no formal credit gained from taking one of these courses, a Certificate of Participation is awarded to those students who contribute constructively to weekly discussions and activities.</p>	
<p>Students are expected to progress through weekly units together to maintain the cohesive nature of the cohort. Class sizes are small (no more than 15 – 20 students depending on the course) to promote interaction online, and manage the demands upon the time of the tutor, while offering an individual experience to each student.</p>	
<p>In the final week of the course all students are asked to complete an online feedback questionnaire, which collects both quantitative and qualitative data across 4 dimensions:</p>	
<ul style="list-style-type: none"> • Course content • The Moodle VLE interface • The tutor • Suggestions for improvements 	
<p>Tutors are also asked to complete an online feedback questionnaire, where we look at their perceptions of:</p>	
<ul style="list-style-type: none"> • Course development and delivery 	



- The Moodle VLE interface
- The efficacy of teaching methods used
- Suggestions for improvements

Groups of courses run in tranches, and at the end of each tranche there is a review process which considers all student and tutor feedback. This review process informs both revisions to existing courses and subsequent new course development.

Our presentation will look at the various teaching and learning strategies used on our courses, use student and tutor feedback to examine which strategies appear to have been more successful, and suggest reasons as to why we think this is the case.

Surveys made easy with Moodle	Short Presentation
AUTHORS: Mark Glynn (Dublin City University), Gavin Henrick (LTS)	
The questionnaire plugin for Moodle is an excellent feature allowing you to manage surveys within a course. This paper will outline the customized development work that DCU commissioned to allow easy roll out of a survey(s) across a range of specified modules through the push of a button. In addition to facilitating the easy distribution of the survey, this development also facilitates the controlled release of survey data to relevant stakeholders.	

The Computer Driving License - an introductory unit at Perins School	Poster
AUTHORS: Gideon Williams (Perins School)	
Perins School is an eLearning school, combining 1-1 notebook use, a mature VLE and Mahara ePortfolio. As such, it aims to embed eLearning within its everyday class teaching and learning. All students in Year 7 IT & Computing classes take an introductory unit called "The Computer Driving License". Its aim is to familiarise students with different systems and processes they will encounter at Perins and equip them with a range of key eLearning skills that they will use in different lessons. The presentation will showcase the work in this unit highlighting the range of Moodle assignment and assessment activities used to encourage students to become more independent learners. These activities, resources and assignments include: - Self-marking quizzes using 10 different quiz types - Rubric Assignment grids - PoodLL for audio feedback - SkyDrive and Moodle - Questionnaires and Forums	



- Moodle Badges
- Progress blocks and checklists
- The Moodle Gradebook
- Course design and layout

The presentation will share with delegates how the courses were planned and conceived. There will also be an opportunity to hear the opinions of those who have taken the courses and the pros and cons of developing this type of training model. We hope to make the course available as a download for those delegates attending the presentation

The Development of Confident Futures Online using Moodle	Poster
AUTHORS: Jenny Westwood (Edinburgh Napier University), Gareth Peevers (Edinburgh Napier University)	
<p>Confident Futures designed a suite of high quality interactive personal development workshops that are delivered within the professional context their skills, qualities and approaches will be used. Many Edinburgh Napier University programmes of study have effectively integrated some workshops as part of the their on-campus provision. Until recently we were unable to offer students working off-campus the same opportunities. Confident Futures Online is beginning to rectify this.</p>	
<p>During 2012 - 2013, the Confident Futures team developed four existing workshops online, using the Moodle delivery platform, to promote active learning by engaging students in a variety of activities, and – where possible – provide learners with constructive feedback. Some of the generic learning activities incorporated include: reading (text/information); visualising (graphics/photos/illustration); playing (listen to audio/watch video/animation); describing (short answer/multi-choice); classifying (drag & drop); scenario (multi-choice options); and identifying (mark image or diagram). They were designed using storyboards, wireframing and prototyping. Originally developed in Flash alongside video-editing and capturing software, non-Flash versions have now been developed.</p>	
<p>Prototypes of all four courses were tested with students and observed by moderators. The user experience was also measured with 2 questionnaires, using the Likert scale and open questions. Modifications – mainly around navigation – were made as a result of testing. Academic staff who were considering using the online courses with off-campus students also provided useful and positive feedback.</p>	
<p>Our poster will share screen shots with colleagues, identify lessons learned in the development of these Moodle online courses, and outline plans being made for the future delivery of these courses.</p>	

The growth of Mahara eportfolios through the Learning Technology	Pecha Kucha
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Apprentices	
AUTHORS: Rosie Douglas (MidKent)	
<p>MidKent College has been keen to see the development and use of Mahara eportfolios, but until recently without much success.</p> <p>Amongst many other short term very positive impacts the growth in the use of eportfolios increased dramatically over one year. There was particular success in the areas of media and music technology, which is now being extended to art and design. There was also success in the area of initial teacher education qualifications, which is now past the pilot phase and embedded as a natural part of the assessment process.</p> <p>This presentation will take delegates through our eportfolio experience, from the buy in of staff through to student take up and implementation. There will be an opportunity to speak with one learning technologist apprentice who was at the heart of the success of this growth.</p>	

The Moodle Gradebook as a tool inducing regular revisions in students' learning process.	Long Presentation
AUTHORS: Piotr Jaworski (Edinburgh Napier University)	
<p>The paper describes the process and impact on student learning of a Moodle assisted continuous assessment scheme used in Principles of Economics first year undergraduate module delivered at Edinburgh Napier University Business School. This experience could serve as a good practice example for any undergraduate module assessment scheme, which could use the Moodle.</p> <p>It starts with detailed presentation of assessment regime design. This part will describe the rationale behind the assessment regime together with theory, on which the regime is based. It also sketches students' performance induced.</p> <p>Next part presents translation of the design into practical solutions on the Moodle. In particular the roles of Gradebook and conditionality access are described. Furthermore, the issue of quiz building and relating it to Gradebook are presented.</p> <p>This is followed by description of practical problems resulting from Moodle design. The invented techniques to overcome such problems are presented in details highlighting issues, which still pose real problems and difficulties. Finally, recommendations, which could improve the functionality of the Moodle, are formulated.</p> <p>Due to the both aspects presented in the paper: the design of assessment regime and its practical implementation within Moodle environment, it could be beneficial for both Moodle developers as well Moodle users.</p>	



The Open Science Laboratory - Cosmetic Surgery for Moodle	Long Presentation
AUTHORS: Sam Marshall (The Open University)	
<p>The Open Science Laboratory (which anyone can visit at https://learn5.open.ac.uk/) is a Moodle-based platform that brings together the Open University's public science projects, containing some activities directly within the platform and also acting as a portal to other sites.</p> <p>The system is built on the same codebase as other OU Moodle servers, but looks and feels radically different. A key requirement was that it should be pretty! But there's also a substantially different navigational structure to allow the use of custom metadata relating to each experiment.</p> <p>As the lead developer for the site, I'll demonstrate the site and discuss how it was developed. This talk is about development but will only include light technical detail; it's intended both for developers, and for those who might be interested to see what is possible (with a little development work) to create a highly custom Moodle site. It will also, of course, provide a quick look at this interesting OU public science initiative.</p> <p>Key points:</p> <ol style="list-style-type: none"> 1. What the site does: a portal, categorisation and metadata, hosted activities, analytics, student and public access. 2. How the site was built: a single Moodle course divided into sections; new interface is a combination of plugins (theme, course format, and a couple of blocks). 3. Reuse: other plugins built for this site have been reused as part of the OU's standard module websites Moodle system. 4. Administration: the system uses exactly the same code base as our other Moodle systems, meaning that patching (for instance) can be automated. 	

The use of Moodle in STEM education, maker spaces and Fab Labs	Short Presentation
AUTHORS: Pieter van der Hijden (Sofos Consultancy, Amsterdam, The Netherlands and ECOIS, Center of Expertise on Education and ICT Suriname)	
<p>In the fifties, in many western countries hobby clubs emerged, that shared tools and knowledge. In the eighties, the same happened with computer clubs, sharing a matrix printer or a telephone modem. Now they have a new successor: MILK (made-in-Limerick) labs, Happy Lab Vienna, Protospace Utrecht, Buda Lab Kortrijk, and more generically the Fab Labs, Maker spaces, repair cafés, and hacker spaces. They all focus on making, learning, sharing and empowering.</p> <p>The popularity of the maker concept has its impact on more and more educational institutes. To motivate their students, to improve their STE(A)M education, many school organise tours to the nearest Fab Lab, promote project activities there or set-up their own Fab Lab embedded in their school. In fact, it is a new trend in social constructivism.</p> <p>We will shortly introduce you to this new world and reflect on its opportunities and threats for Moodle.</p>	

Making Moodle Multi-device Friendly with Bootstrap	Long Presentation
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AUTHORS: Bas Brands (Sonsbeek media)

Webdesign and development for mobile devices has become an important aspect of modern Moodle themes.

During the Ireland & UK Moodle Moot 2013 Hackfest the Bootstrap framework was discussed and the integration of a Moodle Bootstrap theme into Moodle core started. Since Moodle version 2.5 the Bootstrap framework is part of Moodle core and can be used for creating themes, plugins and content.

The first part of this presentation will show some examples of Bootstrap themes with different approaches to multi-device support.

The second part will show how the bootstrap framework can be used when creating plugins.

The last part will show how teachers and course creators with some basic html knowledge can create interactive and attractive content using Bootstrap markup.

Three case studies of formative assessments in Moodle

Short Presentation

AUTHORS: Paolo Oprandi (University of Sussex)

Formative assessments aim to support student learning rather than simply assess students for administrative purposes. They can be informal assessments, such as during a classroom discussion, or can be formal assessments, such as midterm tests with feedback. The assessments might be performed by the students themselves, their peers or the tutor. In order to be formative they must contribute to the students' learning. They may also affect the content or activities in future teaching as a result of tutor-to-student feedback about the students' level of understanding.

Technology can facilitate some formative assessments. For example, online fora can provide a platform for formative discussions, online quizzes can give formative feedback to students about their progress and peer assessment tools can distribute peer work for peer review and comment.

Many university modules have been using Moodle to implement formative assessments in their teaching. Five years ago I started to research the objectives and effectiveness of these implementations in supporting traditional face-to-face teaching, whilst studying towards a Professional Doctorate in Education. I used case study research to get a systems' view of the endeavours and a qualitative understanding of the challenges they posed to both tutors and the students.

The research found that all the tutors had used formative assessments to support student coverage of the curriculum. However, the difference in the endeavours was the extent to which the activities supported learning autonomy. Some of the activities promoted students finding their own interests and ways of learning whilst other activities constrained students to only learn the curriculum through set methods.

The case studies found that disciplinary influences and teacher preferences influenced the reason for using Moodle and the types of activities that they set. Within the modules studied many different Moodle activities were used including the quiz, forum, journal, lesson, workshop and assignment. Student engagement in the activities depended in part on the expectations of the tutors and the extent to which their participation in the activities aligned with or



contributed to their summative assessments.

Other factors that Moodle developers and manager should be of aware of were also at play. The research found the technology not a passive tool, but an active message to:

~Tutors about what they could be creating to support their teaching and

~Students about their importance to their learning.

Moodle tools can be either addictive interfaces which the students (and tutors) feel compelled to return to, often as a result of social interactions as they do Facebook, or they can be dead zones which students only visit because they contribute to their summative assessment. Creating addictive interfaces could mean making peer engagement highly visible and easy to respond to or could use methods which create vibrancy and fun. Some Moodle tools are better at supporting this than others, but all can be improved upon.

This talk will cover the research process, the findings and recommendations to teachers and the Moodle community concerning online formative assessments.

Timeline, our Moodle-Integrated Social Network	Long Presentation
AUTHORS: Alex Walker (City of Glasgow College)	
<p>The City of Glasgow College is one of Scotland's biggest colleges, with over 1,000 staff and over 30,000 students. Communication has always been an issue in a college this size, especially with the large number of college departments and academic schools. We also run a lot of initiatives to help students, such as our Scholars restaurant to train hospitality students, bakers shops that sell work by our catering students, and beauty salons that give beauty therapies students a change to work on real clients.</p>	
<p>A lot of information about these events was sent to everybody in the college via all-staff and all-student emails. But staff complained that their mailboxes were getting cluttered, and uptake of the student email service (through Microsoft's Live@EDU) has been slow, despite our extensive advertising.</p>	
<p>Focusing on our students, this has caused problems for lecturers wanting to communicate effectively with students. We decided to fix this by building a page in our VLE that would show every 'News Forum' post from all a user's courses, all on one page. We called this feature 'Timeline', a name that users of Facebook and Twitter would be familiar with.</p>	
<p>The idea was to make it like a 'turbo-charged' My Moodle page. Our initial pilot was a page that lived inside a Moodle block, that ran (extensive) database queries to pull information from Moodle's underlying database. It wasn't very efficient and it didn't scale well, but the idea proved popular. In summer 2013 we greatly expanded Timeline and it became a separate web application, linked with Moodle through single sign-on. Timeline is now</p>	



capable of showing:

- News forum posts on any course a user belongs to.
- Normal forum posts from all courses a user belongs to, respecting 'separate groups' so a user only sees forum posts targeted at their group.
- User-to-user Moodle messages.
- Friend requests and group memberships from Mahara, our ePortfolio service.

In addition, departments in the college can have 'pages' they can post updates to. Users can follow these pages to get updates. Users also have their own profile pages that are similar, but are set to 'private' by default.

This talk will cover how and why we built Timeline, what it looks like under the hood, how we integrated it with Moodle, how our users have taken to it, and the challenges we faced.

Toolkit for Moodle course development	Short Presentation
AUTHORS: Pieter van der Hijden (Sofos Consultancy, Amsterdam, The Netherlands and ECOIS, Center of Expertise on Education and ICT Suriname)	
Moodle offers valuable support to content creation, content management, learning management, teaching and learning. As such it almost covers the whole educational production process. What is absent so far, however, is support for the course design process. Large "educational enterprises" will organize their design and production like the multimedia industry. For the average school where courses are developed by their teachers, this is not a realistic option. For them we developed a toolkit for Moodle course development.	
The first component is a tabletop exercise for global course design, we presented earlier already. The resulting global design is input for the detailed design, which is the base for the realization and integration of learning materials and activities. During the years and despite changing visions, methods and technologies, we found one "invariant relation": mindmapping. We will illustrate how we use it both for top-down design as well as bottom-up realization of Moodle courses.	

Tracking Student Engagement in Moodle	Short Presentation
AUTHORS: Emily Webb (Manchester Metropolitan University)	
Moodle is used to support staff more widely in terms of monitoring and supporting student engagement with the programme. The new engagement tracker block and Moodle logs indicate student interaction with Moodle.	
The engagement tracker can be added to the programme or unit area allowing staff to set and measure student clicks in the area. The students are visually flagged in a traffic light system of red and green - red not hitting click target, green hitting set click target.	
The assessment information quickly allows staff to see how many (and which) students have or have not submitted work via coursework receipting and	



we are going to extend that to cover online submission.

The engagement tracker will be further developed into a dashboard showing further indices eg coursework submission, meeting with personal tutor.

Transforming a learning curriculum	Short Presentation
AUTHORS: Gideon Williams (Perins School)	
<p>Perins School is an eLearning school, combining 1-1 notebook use, a mature VLE and Mahara ePortfolio. As such, it aims to embed eLearning within its everyday class teaching and learning.</p> <p>This presentation showcases work carried out in our Transformational Learning curriculum. Four periods per week are set aside for students in Year 7 (11-12yrs) to carry out a range of project based learning activities which are delivered via our Moodle VLE, assessed through the PLTS (personal learning and thinking skills) framework and presented via Mahara ePortfolios</p> <p>The presentation will give delegates the opportunity to look at a number of different project tasks that use a wide range of Moodle activities, resources, blocks and features. These projects include:</p> <ul style="list-style-type: none"> - An introduction to eLearning (linked to Moodle badges and Conditional activities) - Web 2.0 tools for teachers (Students creating their own Moodle courses) - Making a list and checking it twice (innovative course design and a Xmas challenge) - Create a Nation (use of glossaries, Web 2 tools and other fabulous features) <p>If there is suitable interest then there will also be further opportunities to look at the role Mahara plays in supporting this project with examples of students work, commentaries and help guides.</p>	

Transforming a new curriculum with technology enhanced learning	Short Presentation
AUTHORS: Gordon McLeod (University of Glasgow)	
<p>This presentation will look at how the School of Veterinary Medicine at Glasgow University took the opportunity to embed Moodle and Mahara directly within the design of the new curriculum rolled out in 2013.</p> <p>Key to embedding technology was a move to Moodle 2, enabling a rethink of how materials were presented to students, making course use more intuitive, aesthetically pleasing and less of a scroll of death 'knowledge dump'. Mahara was closely integrated to deliver student self-directed learning resources and activities, and conditional settings were used extensively to facilitate recap on topics covered and ensure critical student feedback on the delivery of the new curriculum. The culture of communication by e-mail and queues of students at the administrative offices was challenged, leading to a</p>	



more productive facilitated communication and a reduction in paperwork and bureaucracy.

The presentation will also illustrate how student progression through a professional course was considered in order to enable access to information, resources and collaborative work in ways that could span multiple course years.

Using checklists to add value to student outcomes	Poster
AUTHORS: Rosie Douglas (MidKent College)	
Value added has been an issue for some BTEC National qualificitons, particularly at Level 3 at MidKent College. One tutor has been actively using the checklist module in Moodle to engage students in planning their work to reach higher grades.	
The checklist has provided this vehicle for change and has been used collaboratively with the students to firstly identify the overall tasks for completion in order to achieve. The students have then taken ownership to provide a breakdown of activities required in order to achieve the highest standard possible.	
Progress has been completed both in and out of class time but visually monitored in the classroom. The introduction of these checklists has been simple but effective and produced some significant improvements in acheivement.	

USING CLICKERS TO IMPROVE STUDENT PARTICIPATION IN CLASS	Long Presentation - RECORDED
AUTHORS: Mhakamuni Khoza(Military Academy/Stellenbosch University), Bontle Monnanyane(Military Academy/Stellenbosch University), Mkhonto van Zyl (Military Academy/Stellenbosch University)	
One of the most common problems is that student under-preparedness is well documented, while institutional preparedness to meet needs of such students is less recognised. The advancement of technologies provides opportunities to rethink of ways and strategies of providing student support services.	
Literature indicates that a large number of students at tertiary institutions across the world have inadequate language skills. In developing countries, lack of exposure to spoken and written language, lack of financial resources, socio-cultural backgrounds and educational background from under-resourced and low-performing schools contribute to students' under-preparedness. Lack of general and academic competence in the language of tuition (English) possibly explains why students make different interpretations of educational text than the one intended by the educator. Students from non-English speaking educational backgrounds appear to have unique stress in an academic setting in which the code of communication is a barrier per se, apart from the regular stresses associated with exposure to new and higher order knowledge. These barriers limit their active participation in class and thus their performance in most subjects. This paper argues that anonymous participation can improve students' participation in class.	



Without fitting and extensive support these students do not only become dropout statistics, but also have to deal with a general sense of failure. South African universities are no exception, particularly, that the student body is comprised predominantly of non-English speakers.

This paper uses the case of one higher education institution to improve students' participation in class by using Clickers. In this institution, Moodle is commonly used for text based content such as slides and notes and announcements. Since Clickers are integrated with Moodle, it is envisaged that anonymous participation will be enable English Studies lecturing staff to determine first year students' language skills at an early stage. This will enable English Studies lecturing staff to provide appropriate language literacy support.

The paper concludes that the use of Clickers can improve students' participation in the teaching and learning setting, which in turn should raise the bar of performance in general at this institution in which English is the language of tuition.

Using mobiles to support active learning with Moodle	Short Presentation
AUTHORS: Mark Aberdour (Epic)	
The session will explore how mobile devices can be used with Moodle in support of active learning. Now that Moodle's mobile-friendly interface and official mobile app have come of age, you can take full advantage of the mobile devices that have become such an important part of your learners daily lives. The session will start with a brief overview of mobile device capabilities and what we know about mobile device usage and how this knowledge should influence your course design. The bulk of the session will then demonstrate a range of mobile-friendly activities that can be using for active learning, from capturing learning experiences on a mobile device, sharing them directly into Moodle using database and forum activities where they can be openly discussed with other learners, creating reflective logs to reflect and discuss and integrating with social networks to continue the conversation. The session will focus largely on the student mobile experience, however additional activity setup notes will be provided in the slidepack.	

Using Moodle for Medical Education Delivery to Physicians	Short Presentation
AUTHORS: Gabriel Gurley (Crouse Hospital, Syracuse New York USA)	
Moodle System Administrator Gabriel Gurley recently deployed a Moodle installation for a 500-bed, acute care hospital in New York State, United States to deliver timely information and Continuing Medical Education (CME) course delivery for its network of 700+ physicians. Moodle has been able to successfully resolve many issues the hospital faced with prior delivery of medical staff education and notifications to its 16 medical departments. Topics to be discussed include design considerations for the target user base, security considerations in the design and deployment, system administration and end-user feedback of the deployment.	



Using Moodle to familiarise prospective students with HE level learning	Long Presentation
AUTHORS: Carolynne Jacobs (University of Portsmouth)	
<p>Research has shown that there is a gap between students' expectations and experiences of university life (Tinto, 1987; Harvey and Drew, 2006; Jacobs, 2013). In other words- life at university is not always what students expected it will be.</p> <p>Two of the greatest gaps are understanding the level of responsibility that a student needs to take for their own learning and what they will actually be doing during a typical week. As well as a lack of understanding about these (and other) fundamental areas, prospective students also have concerns about their ability to cope academically, whether they will make friends and how they will manage living away from home. These uncertainties can impact on their early experiences of university life and on decisions whether to stay or leave their course.</p> <p>The University of Portsmouth has gone some way towards addressing these issues and concerns by setting up a pre-entry Moodle site, entitled 'PrepUP'. PrepUP is designed to help familiarise students with HE level learning, and to allay some of their concerns; it has been operational for six years and has had positive feedback from students. On average approximately 2,000 prospective students sign up for PrepUP each year.</p> <p>This presentation discusses the underpinning rationale in more detail, takes a quick tour round PrepUP and reviews the research on its effectiveness.</p> <p>References Harvey, L and Drew, S. (2006). The First-Year experience: A Review of the Literature for the Higher Education Academy. York: Higher Education Academy Jacobs, C. (2013). Preparing students for learning at the University of Portsmouth (PrepUP) using social media. In Morgan, M (Ed.), Supporting student diversity in higher education. Borge, J. L. (2004). The translators of The One Thousand and One Nights (E. Allen, Trans.). In L. Venuti (Ed.), The translation studies reader (2nd ed., pp. 94-108). Routledge: London. Tinto, V. (1987). Leaving college: Rethinking the causes and cure of student attrition. 2nd edn. Chicago: University of Chicago Press</p>	

Using the Moodle Quiz for Formative and Summative Assessment: Safe Exam Browser and Laptops for Assessments Projects	Short Presentation
AUTHORS: Mike Wilson (University of Portsmouth)	
<p>The University of Portsmouth have used Question Mark Perception for a number of years to deliver on-line assessments. After moving from Blackboard to Moodle during 2011-12 academic year, we trialled using the Moodle quiz for formative and summative assessment (in conjunction with the Safe Exam browser). Recently we have also conducted a project to look at the technical specifications and feasibility of using Google Chromebooks to provide flexible exam spaces in previously unused areas.</p>	



This presentation explores the steps we took to provide a cohesive work-flow for students, lecturers and admin staff when using the Moodle quiz and the Safe Exam Browser. In this session, we will also cover our work to date in the laptops for assessment project.

Using the student voice to plan our Moodle	Short Presentation
AUTHORS: Mark Glynn (Dublin City University), Eamon Costello (Dublin City University)	
On three separate occasions (2009, 2011 and 2013) DCU conducted a student survey on "usage of Moodle". This survey was part of a national VLE survey that was conducted across all of the publicly funded higher education institutions in Ireland. The paper presents the combined results over the three years tracking the progress from DCU's point of view. This paper highlights how we used the results from this survey to influence the design and roll out of Moodle 2 across the university.	
The paper outlines our next steps in the process including the invitation for any other higher education institution to participate in this research.	

Utilising Moodle as a space for co-creative approaches to learning	Short Presentation
AUTHORS: Julia Fotheringham (Edinburgh Napier University), Keith Smyth (Edinburgh Napier University)	
The continued development of read/write and participative web technologies, coupled with an increased understanding of the potential benefits of learners being engaged in the co-creation of their own educational experiences and resources, has led in some quarters to a questioning of the role institutional Virtual Learning Environments can play in creative online educational approaches.	
This short presentation session starts from the perspective that while institutional VLEs are often placed by default in the hands of the academic, and that opportunities for collaborative learning can be restricted through the link between the student records system and the VLE, there is in fact much that we can do within the VLE to allow student to take creative control of their own learning.	
Specifically, this session will explore a range of ways in which Moodle has been utilised at Edinburgh Napier University to facilitate learning experiences that allow students to create, co-create, and lead on the design and development of educational activities and resources, and to be active curators of digital content and artefacts to support their own learning as well as that of subsequent cohorts.	
In exploring the above, two important aims of this session will be to underline the potential of Moodle as an empowering space for learners, and to illustrate a range of ways to harness Moodle that will hopefully be of interest to the academic colleagues we are seeking to engage with Moodle.	

Ways of tracking progress in Moodle	Short Presentation
AUTHORS: Rebecca Barrington (South Devon College)	
A short presentation showcasing the ways in which the tools within Moodle 2, plus a 3rd party plugin (checklist) can be used to track student progress in	



Moodle. The session will show some practical examples of student and teacher progress tracking using:

Activity completion

Course completion for tracking required elements of a course

Using the 'grade to pass' option in the gradebook to use course completion as a tracker and / or improve gradebook use.

Checklists (and progress bar) as a visual representation of course completion and for students to check own criteria

Could be a longer version (25 minutes) if including demos of how to add the functions would be of benefit.

What can students teach us? Placing User Experience at the heart of VLE design	Long Presentation
AUTHORS: Dom Graveson (The Open University)	
<p>'We need to think about who are students are, before we think about who we want them to be' Anon</p> <p>With technology underpinning learning and teaching more than ever before, we as educational technologists, need to realise that the way we design our virtual learning environments (VLEs) has a profound effect upon the experience and outcomes of the students that use them. With the social and mobile web shaping how we interact across the commercial and leisure sectors, how are we learning lessons for the educational arena?</p> <p>Understanding how learning is changing and becoming intertwined with on-line communities, entertainment and self directed investigation is crucial in capturing the imaginations and attentions of the learners of the future. With the VLE rapidly becoming the primary route to learning for many students, we should be giving the design and user experience of our learning platforms the same attention we give the design and development of the school buildings and pedagogy itself.</p> <p>Dom Graveson, Head of Learning Technology at the Open University has 20 years experience in User Experience research and design across the sectors of education, social media, financial and commercial sectors and organisational learning and will share some of the challenges, methods and results that a clear approach to user research and user centred design can bring. Including:</p> <ul style="list-style-type: none"> The importance of placing the user at the heart of everything we do - from the outset Developing personae and understanding the 'digital culture' of our student body Tips and tasks for 'co-creation' Creating a social presence inside and outside your VLE How your students can become your greatest teachers Building a partnership with users that benefits all <p>For more on presentations like this by Dom Graveson, check out http://dombles.wordpress.com/2013/05/18/sirikt-2013-the-outputs/</p>	



Workbook: Extending Active Learning in the Book	Short Presentation
AUTHORS: Andrew James (Edinburgh Napier University)	
<p>The simplicity of Moodle's Book module provides a sleek way of presenting information with clear navigation and book-like interaction. While this already provides an element of Active Learning, this can be extended by incorporating questions into the Book. These allow reflection on the material just read or encourage students to check their understanding before moving on. Questions should exist within the same Book chapter as the learning material to help the learner to engage with it.</p> <p>The powerful Lesson module already provides this functionality and much more, but with the cost of increased complexity. There can be a steep learning curve for some teachers when first using the module.</p> <p>Edinburgh Napier University has developed a new module called Workbook as an easy-to-use way to improve Active Learning within the Book. Teachers can choose to add Moodle question types to any chapter or subchapter, where they will appear after the content. Students can submit questions for immediate feedback (if allowed by the question type) or the whole workbook can be submitted for grading. The Book module's simple navigation structure is retained, and makes it straightforward to resume study or review past learning.</p> <p>This presentation will introduce the Workbook and seek to engage the Moodle community in further development.</p>	

Write once, read anywhere: A fresh, user friendly approach to integration of reading lists, lecture capture and online marking tools into Moodle	Long Presentation
AUTHORS: Paolo Oprandi (University of Sussex), Paul Pettit (University of Sussex), Carol Shergold (University of Sussex), Stuart Lamour (Moodlerooms)	
<p>Technological innovations have purported to reduce our workloads but in many cases, particularly in organisations, they have failed to live up to their promise.</p> <p>At Sussex we strive to use technology to make the administrative tasks easier and involve less duplication. We believe the technology should support the maxim "write once, read anywhere". In this presentation we will talk about three integrations that might be of interest to the Moodle and technology-enhanced learning community.</p> <p>Reading lists:</p> <p>At Sussex university, like many others, the library have purchased the Talis Aspire reading list system. It allows tutors to make a reading list for their students through a system which will also inform the library about what books they may need to purchase. The reading lists can be put in sections either according to the week or topic to which they relate. The problem with the solution is that students do not know where to look for their reading list as it is not integrated with the rest of their learning materials.</p>	



At Sussex we created a Moodle mod which consumes the reading list either in its entire form or independent sections. The reading list is added via an easy-to-use system by the lecturer. This manual intervention is important so that the list is put into the context of their Moodle course. In this talk we will show you the technical and design principles behind our implementation.

Lecture capture recordings:

At our university we have a lecture capture system which tutors can use to record their talking head, audio and slides as they deliver them. This gets transcoded and is made available on our Moodle install. They are available to the tutor who started the recording and are also discoverable by filtering by room and time it was recorded. Tutors can add the recordings to their Moodle courses through a module we have developed. Like the reading list, this manual intervention is important so that the recording is put into the right context within the Moodle course. We used to use Echo360 to deliver this service but have recently moved to Matterhorn. We will be presenting our solution to this integration.

Grademark and Turnitin:

At our university a limited number of departments are able to use Grademark for marking assignments. The assignments are uploaded using the Moodle “Assignments” tool. The file gets passed to Grademark (and Turnitin) and tutors can access to it, grade it and write feedback directly on the file through Grademark.

Tutors come to the assignment via our Moodle install. They can sync grades with Grademark and they can set a release date for grade and feedback through the system. In this talk we will be talking about implementation of this solution.