



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/>

**COURSE JOURNAL**  
**Submitted as part of course work in**  
**FDP101x Foundation Program in ICT for Education**

Course journal for Week - 1

**LeD1.1**      **by**      **Dr. Jayakrishnan M**      **20.09.2018, 19.00**

**In Physical Classroom,**

**Elements :**      *Teacher, learner, Content.*

**Interactions:**      Teacher – Learner  
Teacher – Content  
Learner – Learner  
Learner – Content

**In Online Classroom,**

**Elements:**      *Facilitator, Learner, Content*

**Interactions:**      Facilitator – Content  
Learner – Content  
Learner – Learner  
Learner - Facilitator

Facilitator prepares videos, PPTs, Solution for problems,...  
Learners watch videos, take notes from PPTs, solve problems.  
Learners with Learners and Facilitator interact in discussion forums

In this online course teaching-learning experience is more learner-centric.

**LeD 1.2**      **by**      **Dr. Jayakrishnan M**      **21.09.2018, 7.00**

In a Physical Classroom, the conversation between teacher and student plays the role of video, PPTs, ...in online classroom.

The advantage in videos are

- Ⓢ Video can be played or paused by clicking on the play or pause button.
- Ⓢ Video can be moved to any portion of it either forward or backward.
- Ⓢ The playback speed can be varied from 0.5x to 2x.
- Ⓢ The volume can be controlled by adjusting the volume button
- Ⓢ The screen size can be changed to the full-screen button
- Ⓢ Transcript video can be seen.
- Ⓢ Timed transcript can be seen,ie., when speaking about something that portion will be highlighted on side of video.

### Reflection Spots

Reflection questions follows after the video.

- Ⓢ Learners cannot mere watch the video, but they have to be involved in that as the answers are graded.
- Ⓢ Detailed answers are provided by the facilitator
- Ⓢ This to check **whether learner understood the concept** of Learning Dialogues or LeDs.

### Reflection Spot & Answers:

- I. Advantages of videos
  - a. In classroom it may not be possible for learner to go back and listen first statement of teacher.
  - b. Notes taken in classroom may not be clear.

LeD1.3 by Dr. Jayakrishnan M

21.09.2018, 13.00

### Reflection Spot & Answer

- II. What advantage do you see in answering these questions immediately after watching LeDs?
  - a. It can be checked whether the concepts delivered in the video are understood by the learner.
  - b. Immediately answering ensures the understanding is strong.

## Learning-by-Doing Activities or LbDs explained by Dr.Jayakrishnan M

The pedagogic function of Reflection Spot within the Learning Dialogue Videos is **'Show Answer'**

For Questions in reflection spot there is explanation in 'Show Answer' gives the **reasoning** for correct answer as well for not correct answer or other options and the learner gets a **detailed feedback about the content**. Thus the **reinforcement of the key concepts is ensured**.

In online classroom, **each learner gets an opportunity to answer this question and get a detailed feedback**. So each learner enrolled, learns key concepts.

**LeD1.4 by Dr. Jayakrishnan M 21.09.2018, 18.00**

### **Reflection Spot & Answer**

Can you think about the function of assimilation quizzes?

- a. This may help to make the learner more attentive.
- b. This checks whether the learner fully understood and absorbed the concepts delivered.

## Learning exTension resources or LxTs explained by Dr.Jayakrishnan M

Advanced resources helps the learner in going deep in a particular content what they have already learnt. Web pages, Documents, Research Papers, Videos already available are examples for learning extension resources.

Here the highlight is **graded** assimilated quizzes. These help to test the learner whether she/he has assimilated the key concepts from those resources.

The learner has to go through the learning extension resources each week and do the graded assimilation quizzes.

**LeD1.4 by Dr. Jayakrishnan M 22.09.2018, 6.00**

### **Reflection Spot & Answer**

Can you think of advantages of having a structured group discussion like the one which I explained right now? there will be a focused question, specific instructions on the group discussion.

- a. Focused Question : Avoids deviation from the topic
- b. Structured Group: Discussion will be in disciplined manner
- c. Specific instruction: Avoids awkward situation or hostile feelings.

### **Learning experience Interactions or LxIs.**

In a physical classroom the structured discussion is done by asking a **very focus question** to all the learners and also **suggesting specific points to be discussed**. The teacher also provides **specific instructions on how to conduct** this discussion.

The advantages of structured discussion are

- ⊙ There will not be digressing and the discussion is focused on the topic or question.
- ⊙ Discussions will be more engaging as the learners are familiar with the specific instructions on how the discussions have to be carried out.

In online classroom,

The learning experience interactions or LxIs consist of a focus discussion having specific instructions on **what to discuss and how to discuss**, followed by a **graded reflection quiz**. The quiz will be based on the discussions within the forum and will ensure that learners go through most of these discussions before trying to answer the quiz.

Advantage of this in FDP is, each and every participant interacts with other participants in the forum and so exposed to varying teaching learning contexts that are brought in by them and so promoting collaboration. This helps in providing better teaching – learning experience to students.

**Basics of ICT by Prof.Prabhakar T V**

**22.09.2018, 8.00**

What is ICT?, Information Technology and Communication Technology

Huge amount of data stored in servers are accessed and manipulated in fast.

Purchasing mobile in online store has been given as an example

### Hardware:

Information from Desktop Computer to e-commerce site  
e-commerce site to Server

Request passed through internet, http.

### Software:

Information from

Browser or App, running on client side connects client to e-commerce site, the message gets routed, it reaches server, it executes business logic

Business Logic is a generic term to cover aspects like information about the phone in this case.

ICT app involves accessing some services using hardware.

**LeD1.6 by Dr.Jayakrishnan M**

**22.09.2018, 11.00**

### Reflection Spot & Answer

Advantage about writing in the course journal.

- a. It is similar to notes taken by students in the physical classroom.
- b. Being attentive in class, grasping the concepts delivered and writing them in a note will help in effectively reviewing the material covered, determining key concepts, and getting new ideas to apply them. In future, journal aids in attending tests, exams, quizzes,...

Course Journal is continued series of writing by learner. It is a record for recollecting / sharing what we know, what we understood, what we think, and what we believe in the clearest possible terms.

**Process:** Writing course journal forces the writer to say what they know in a disciplined manner and it is a very good exercise to think.

**Record:** A course journal may include descriptions about various




- ② content, activities that writer have come across in this course,
- ② learners reflections on the content being discussed,
- ② emotions and understanding about them.

Course journal is a record of thinking. Learner can examine the process by which he approach the content and arrive at conclusions or inferences.

**LeD1.7 by Dr.Jayakrishnan M**

**22.09.2018, 13.00**

### How to maintain Course Journal

- ② Select an appropriate document editor
- ② Create an outline structure.
  -  week-wise or Day-wise or
  -  Modules, Topics wise or
  -  Based on the way in which the course content navigated.
- ② Every entry in the journal should have a date and time
- ② Pictures, Videos can be added to the journal
- ② Reflective questions should be asked to internally and answer in the course journal.

Few good reflective questions may be as below, it is good practice use this guidance.

1. What are the central or crucial points the instructor is trying to make?
2. What have I learned from this content or by following a specific discussion?
3. What have I been asked to think about that hadn't occurred to me this way before?
4. How does an activity or explanation help me to explain things that I have not previously understood?
5. Does this understanding contradict the previous knowledge?
6. What are these implications of these ideas?
7. Can I think of some examples from my own experience?

Finally, course journals are records of experiences and a clear path showing the direction of learner's growth during this course.

### Learning Experience Interaction 1

22.09.2018, 15.00



### Sharing the Experiences in



In this session,

- ④ Learners should introduce themselves
- ④ Share about the technologies they use in their classrooms
- ④ Share the challenges they faced in using ICT
- ④ Identify common technologies used by peers
- ④ Identify new/different technologies used by others and learn to work on them

By Clicking “ Show Discussion”, Learner enters in Discussion forum.

By Clicking the broad domain to which learner belongs, and ‘Add response’, learner can post his introduction and experiences.

Then by clicking three other peers, share the experiences.

### **LxT Resource set 1**

In this session, it has been mentioned about the ‘Wikibook on ICT in Education’, which was edited collaboratively by six users.

And a video is posted, shows the journey of education.

ICT Education is one of the tools of Sustainable Development Goals, United Nations.

## **LxT Resource set 2**

### 1. Massive Open Online Courses (MOOCs) By Anant Agarwal

He says,

Development of Technology is large and application is less. Education has not been changed for the past 500 years, it was, is in text books and printing press. We should reimagine for transformation in education through online technology for improving accessibility, Quality of education, Scale. We need greater change in infrastructures, skills of teachers and everything.

He adds Classroom teaching like lectures should transform into online exercises, videos, interactive virtual labs, Gamification in education, online reading, discussion boards etc.,

He believes and gives case studies for the improvement in quality and increase in number of students enrolled.

MIT HARVARD introduced an online course in the electronics domain. The no. of students enrolled is 155000 from 163 countries. Even though it's a hard course 7200 students passed. This shows that ICT promotes the scale of education, ease the access.

Secondly, he recollects an incident in a high school at Mangolia. Two teachers in that school flip their classroom with online technology, ie., Interactive exercises and videos lectures. Students study their lessons and do their homework by watching Interactive videos, Interactive Exercises. Coming to classroom in-person they interact with each other and with teacher and they do physical laboratory works.

Thirdly, he says about a pilot study made at an institute in California. Again it is a hard course in electronic domain. Instructors flip the classroom with online technology.



The results are incredible. The failure rate has been reduced from 40 -41% to just 9%. It shows that Quality of education is improved tremendously.

This happens because, millennial generation communicate in digital form. Online technology is blended in their life. So, let them watch the videos online, do their exercises and let them come to classroom for in-person interactions and discuss lessons with teacher, classmates and solve problems among themselves.

### Key ideas

Active learning: Lessons are delivered through sequences of videos, interactive exercises, Learning and retention is related to depth of mental processing

Instant Feed Back: Reflection quizzes are in the interactive exercises, by answering them knowledge acquired by the students will immediately reflect. This helps the teacher as well students & Turns teaching moments into learning outcome.

Surf spacing : Learners visits various websites & collect information

Gamification: Learners design the online labs and online videos.

Peer Education: They discuss and find answers, learns & shares new technology among themselves

Problem faced by MOOCs is BUSINESS LICENSE.

## FDP101x Foundation Program in ICT for Education

### Course journal for Week - 2

#### General Instructions

This week contents

What is Internet  
Website Creation in word press  
Lxl activity  
Checklist, feed back

And has 3 sections, 11 subsections

## 1. THE INTERNET

### 1.1 What is Internet?

E - mail address enables one to register in website services. creating website, blogs, wikipages & social networks.

#### Reflection Spot

Do you know what is internet is? Do you know how it works?

Computers are connected to any other computer worldwide by a means. That is called internet. Here information are received & sent through fiber optic cables, routers & services to transform data.

Each country frames their own rules for using/managing internet traffic, but governments do not actually control internet. The internet is a collection of several independent networks. Thus internet can be thought of as controlled by everyone as well as no one.

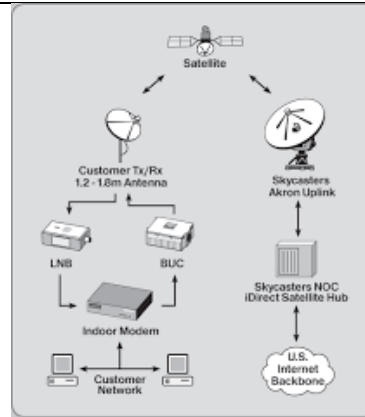
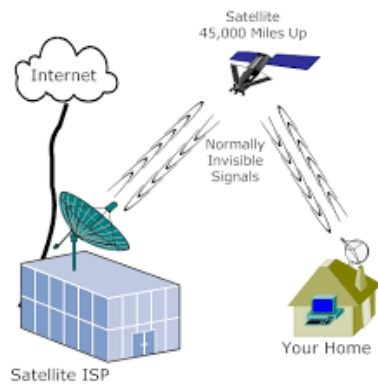
### 1.2 How internet works

Education, money transactions, pay bills and online shopping and in entertainment where you can watch videos, movies and stream live events, all these activities involve the transmission of information from one computer to the other.

#### Reflection Spot

Do you know how information travels from your computer to other networks?

Information are received & sent through fiber optic cables, routers & services to transform data.



These pictures shows how internet works.

Analogously, computers generally encode all information as series of 0s and 1s. In network communication, they must encode the 0s and 1s as electric signals using two voltage levels. It would be intuitive if a 1 were represented by a high voltage and 0 by a low voltage, in what is known as non-return to zero (NRZ) encoding.

### 1.3 Some Internet Protocols

#### Reflection Spot

Think of what happens when you write and send an email to your friend. What do you think are the activities/processes taking place from the time you send it to the time you receive a response?

1. The email is transferred to the Email server, e.g. Yahoo/ gmail
2. Email server delivers the email to the destination server
3. The destination server holds the recipients mailbox
4. Destination server finds the email server responsible for the recipient mailbox.

In this session it has been explained how computers communicate with server via HTTP - Hyper Text Transfer Protocol. Information are got by "GET" request

**HTML** - Hyper Text Markup Language- is the language used to tell web browser how to make page look.

HTML tags has been explained a little.

**HTTPS** : For Preventing hackers to snoop on any personal information sent over the internet some web browsers use Secure sockets Layer (SSL)and Transport Layer Security (TLS) which are the layer of security wrapped around communications to protect them from snooping or tampering. HTTPS protocols ensure that HTTP requests are secure and protected.

**Digital certificate**: When a website asks the browser to engage in a secure connection, it first provides a digital certificate, an ID card proving it is the website claims to be. Digital certificates are published by certificate authorities which are trusted entities that verify the identities of the websites& issue certificates for them.

HTTP & DNS manage sending and receiving of HTML, media files, or anything on the web. What make this possible under the hood are TCP/IP and router networks that breakdown and transport information in small pockets. These pockets themselves are made up of binary, sequence of 1s and 0s that are physically sent through electric wires, fiber optic cables, and wireless networks.

## 2. WORD PRESS FOR WEB SITE CREATION

### 2.1. TOOLS FOR WEB CREATION

Websites - broad classification

#### 1. Simple Website- wordpress (open Source & freely available)

- may have just a few pages
- may have a very simple menu
- may have periodic pages called blogs

#### 2. Multifunctional Website - Drupal (open Source & freely available)

have much more deeper structured content  
may have pages linked to each other

### Structured Content:

Eg.1 :List of publications & each publication has got multiple fields like the title, author, journal, year etc.

Eg.2 : Research topic could list only those publications which are related to that research topic and only those people working on that topic etc. So these are independent pages but are linked to each other

Eg.3: Complex examples

**Department websites:** lot of people, a lot of research areas, posting of curriculum & so on.

**Conference websites:** Not only information passed on but there is also an interaction from the user: - registration, abstract submission, fee payment etc

## 2.2. Basic Customisation in Wordpress

I created a website in word press with user name: pooranam42517304.wordpress.com  
But that is in old version. Here it is guided to customise the website created.

### Basic Customisation

- Changing site name
- Creating tagline (but in my site tag line is not visible)
- Changing colour
- Changing font Headings & Base font
- Changing Header image are done here.

**Widgets** - Small application that runs within website.

- 🌀 text widgets
- 🌀 search widget

Use side bar to add other widgets

Introducing a widget called contact information, I added contact details.

The **Dashboard (wp-admin)** is the first screen you see when you log into the administration

area of your blog. The main idea of the dashboard is to give you a place where you can get an at-a-glance overview of what's happening with your blog. You can catch up on news, view your draft posts, see who's linking to you or how popular your content's been, quickly put out a no-frills post, or check out and moderate your latest comments. It's like a bird's eye view of operations, from which you can swoop down into the particular details.

**My Site** (or My Sites) will take to the Stats page, and main menu for primary site. From there one can create posts, pages, manage settings, and switch to the same options for other sites, if have more than one.

The **Reader** button takes to WordPress.com Reader where one can see the latest posts from any sites that you follow, browse topics (tags), or peruse Discover.

## 2.3 Adding Content in Wordpress -LeD 2.3

Simple content types in Wordpress

### 1. **Blog** - short form for web-log

- is like your diary on the web.
- could be a commentary,
- could be a collection of pictures
- or any other review and so on.
- periodic or occasionally unperiodic
- time bound release (every month, every day,...)
- are categorised by the date of release and keywords

### 2. **Page**

- is a generic web-page
- could be a static page
- could appear in the front page/ in menu items,...
- no time bound
- can have tables, lists, images, attachments,...

It has been guided to Create Simple Blog & Simple Page

Pages are typically some standard web pages which are usually static, could be an About page, could be Research Topic, it could be Teaching or General information. Pages are organised in a hierarchical way, unlike blogs in which the categories are **organised in a hierarchical way, here the pages themselves can be a parent-child relation.**

## 2.4 Managing Content in Wordpress - LeD2.4

How to manage various contents: blogs, pages, comments in wordpress site.

Control Panel: Mysite - Wp-admin leads to dashboard, administrative user dashboard.

In this interface much more complicated interactions can be done. On the left side of the dashboard we can see posts, media, links, pages, comments, etc.,

### Posts:

Sticky post	- appears always on the top of all the lists
Draft posts	- not published but saved
Published post	- published one.

From this interface quick actions can be taken, Eg. converting draft post as published post, it can be done from here itself , Controlling posts on **quick edit**.

Blog posts appear in descending order. but it can be made some post sticky if we want. Go To Quick Edit, uncheck sticky post.

**Edit link:** allows to go back to interface and add content or edit content, & update. By refreshing the website added content can be seen.

**Bulk actions:** To delete posts & move to trash, select posts go to bulk action and apply.

**Search based on keywords** is also possible.

All these can be applied for Pages also.

## 2.5 Advanced Customisation in Wordpress - LeD2.5

Watched the video

1. I created a free website with help of LeDs in IITBombayX, with name pooranam42517304.wordpress.com. In tamil "pooranam" means "COMPLETE". But I don't know how that numerals "42517304" came into picture.
2. I posted a blog "My Experience with this FDP" on 1.10.2018
3. I posted "About me " page on 02.10.2018 and added to menu.
4. Widget Contact info was added.
5. "Research" page with my research interest is created and added to the main navigation menu
6. I created a page with title "Friction" and posted on 02.10.2018

**FDP101x Foundation Program in ICT for Education  
Course journal for Week – 3**

**LeD3.1 VISUAL PRESENTATION SKILLS 1 by DR. SAMEER SAHASRABUDHE 03.10.2018,11.00**

**REFLECTION SPOT**

**Top three visual parameters that will be considered while creating OER.  
Colours,  
Pictures / Images  
Graphical representations**

'Visual Presentation Skills' involves the processes,

- I. Planning
  - a. Brainstorming
  - b. Discussions
  - c. Analyzing
  - d. Organizing the content wanted.
- II. Executing - flow of the whole presentation
  - a. Creating an outline
  - b. Adding bulleted details
  - c. Graphics
- III. Impress users – Overall appeal
  - a. Colour schemes
  - b. Choice of fonts - Typographics



c. Visual Effects

**EXECUTION :**

**Static Graphics**

Drawing/ Illustrations  
Photographs  
Charts/Tables/Graphs  
Screen shots

**Motion Graphics**

Animations  
Videos

Decorative graphics – to attract viewers – aesthetic or humor  
Representational graphics – depict an object in a realistic fashion  
Mnemonic graphics – converting a graphic in a form that the brain remembers it better  
Organisational graphics – Showing Qualitative relation within two entities (Map)  
Quantitative graphics – Graphs, Pie Charts, Charts  
Transformational graphics – show changes over time & space  
Interpretive graphics – Structure illustrate theory or a principle use of arrows, Colours , Labels

**Suggestions to create slide appearance**

**Content Type**

**Graph Type**

Fact	Representational
Concept	Representational/ Organisational
Principle	Multimedia Dynamic Visuals
Process	Organisational/ Interpretive
Procedure	Dynamic Visuals

Green dot on slides implies the slide has guidelines

**VISUAL PRESENTATION SKILLS 2 by DR. SAMEER SAHASRABUDHE 04.10.2018,15.00**

**IMPRESS USERS:**

Factors considered while Preparing Presentations for audience

- Colors
- Typography

- General rule of thumb

### REFLECTION SPOT

**Top three visual parameters that will be considered while creating OER.**

**1. Font types, 2. Font sizes 3. Colours**

**Font Type : Two or Three (normal, Bold, Italic)**

**Font Size: Two Sizes**

**Font Colors : Two or Three**

Colours communicate Moods/ meanings at times. Colours may have same meaning in certain cultures and it can be change in other places. So use standard convention.

#### Thumb Rule:

##### Colours

More the contrast, more the readability.

Title: Grey, Content: Black Background is White.

Dimlight Room/ dark room: Black back ground, White Text

Bright Light Room: White BackGround, Black Text

Vivid colours - Very jarring to Eyes

Pale colors - Poor readability

Neutral Colours ,  
(Grey/Brown or blue grey ) - Ideal for Academic contents.

##### Typography

Emphise with Bold / Italic/Underline/different colours.

Overemphising should not be used.

Emphasizing should be consistent in all slides

Two Sizes of Font: 1. Heading 2. Body

Left Alignment is preferable for eyes.

Use Grid for aligning.

Inadequate attention to either leads to ineffective communication

Excess attention to either leads to chaos

**Guidelines :** Not more than 6 lines on a slide  
Not more than 6 words in a line

Choose a template which promotes readability  
Use phrases or abbreviated sentences, rather than full sentences  
Select Sans serif font and use them 24pt or larger.  
Always test before publishing  
Incorporate high quality graphics that reinforce your message  
Provide reference to any artifact that you use from some else's presentations websites, paper, lecture etc.,  
Use animations, Slide transitions, audio, and Videos sparingly.  
Highlight most important information  
Create handouts to accompany the presentation.

## **LEARNING EXPERIENCE INTERACTION**

**05.10.2018,11.00**

Lxl/Lxl-Week3-1: In this session, one scenario has been given and it is assigned to

1. Prepare a Power Point Presentation (Title Slide, Course Objectives, Course Outline, Assessment Strategy.)
2. List design considerations in PPT preparation
3. Post it in forum
4. To visit 2 peers, observe the design considerations, comment about clarity.

CREATIVE COMMON LICENSING –Creative Commons is a set of licenses that enable lawful collaboration to do things like “COPY, SHARE and REMIX”

Creative Common is a way to give permission to everyone to freely use the creative works

Creative Common Chooser Demo has been given in a video.

## **LeD3.3 SPOKEN TUTORIAL PROJECT by PROF. KANNAN MOUDGALYA**

**05.10.2018,17.00**

In this session Screencasting has been explained in a detailed way

Open Educational Resources-OER are offered by Khan Academy, NPTEL, OCW, MOOCs, edX accessible at any time.

### **Spoken Tutorial.**

URL, 'spoken-tutorial.org', initiative of NMEICT, MHRD Government of India. It teaches open source software through audio-video tutorials. It is released under CC BY-SA, Creative Commons Attribution- ShareAlike.

There are two important menu bars here.

1. Topics on which spoken tutorials are available
2. Language ( 22 languages)

I have already opened this. This method is called **Side-by-Side** method, let me play this.

In the Side-by-Side method, what you have to do is to open the video on half the screen.

One can select topic , and watch the video in language he prefers.

### **LeD3.4 CREATING SPOKEN TUTORIALS BY PROF. KANNAN MOUDGALYA 06.10.2018,19.00**

In this creating Screencasting has been explained in a detailed way

#### **OTHER SOFTWARES**

The softwares marked with GPL (GNU General Public License) in this list come under the Copyleft, allowing users to freely distribute and modify the original program.

The following non-GPL softwares are also popularly used.

1. Screencast-O-Matic
2. Techsmith Jing (for Windows and OSX)
3. Techsmith Camtasia (for Windows)
4. Quicktime (for OSX)

#### **RESOURCE CREATION IN VARIOUS LOCAL LANGUAGES**

**Assignment:** To create a screencast on "How to create a webpage using WordPress?" with audio narration in your local vernacular language and publish this in YouTube by keeping the video in Creative Commons. To Share the experience in the discussion forum below by answering the focus questions.

1. What all guidelines did you follow while creating your own screencast?
2. What were the challenges that you faced while creating the screencast?

Lxl /Lxl- Week3-2

## **MULTIMEDIA PRINCIPLES**

Prof. Richard E Mayer was the person who is chief contributor behind the "Multimedia Principles". He is an American educational psychologist and has contributed in the general areas of cognition and learning. Here videos by Prof. Richard E. Mayer gives important considerations you can consider when developing teaching-learning resources such as the screencasting activity.

In these videos, Prof. Mayer is answering the questions:

"How might we best design video to achieve its learning objectives in a higher education setting?"

"What do teachers or lecturers need to know in order to be able to use video and/or multimedia effectively?"

"How should we produce video in order to increase the odds of it achieving its learning objectives for those who use it?"

in videos.

## **ABOUT PEER REVIEW OF RESOURCES CREATED**

Here it was instructed to watch the two learning dialogues that explain the idea of Peer Review in an online learning platform. And it provides an example of how "Peer Review" is conducted in IITBombayX platform.

## **PEER REVIEW PROCESS: WHAT, WHY AND HOW**

Significance of peer review: Practice for building quality resources and extensively used in scientific publications.

**FDP101x Foundation Program in ICT for Education**

**Course journal for Week - 1**

## **CONTENTS**

## Exploring MOODLE

Learning Management Systems

Exploring MOODLE as a Student

Lxl Discussion Forum Etiquettes

## MOODLE in IIT Bombay

Exploring Course Settings Inside Moodle

Editing Sections in a Course

Creating Assignments in Moodle

Discussion Forums in Moodle

Creating a quiz in MOODLE

Creating Assignments in Moodle

Learning Extension Resource in MOODLE : More in MOODLE

## LEARNING MANAGEMENT SYSTEMS (LMS)

- helps to deliver and manage online courses
- helps to train intended audience
- helps to organize and manage courses, activities, results andp
- provides feedback to audience. One of the most

Commonly used LMS is called Modular Object-Oriented Dynamic Learning Environment

**MOODLE**, open source learning platform, forums, quizzes, chats, glossary, peer assessment assignments.

- **MoodleCloud** with a limitation of up to 50 participants only.
- **Gnomio** which does not have any user limitations but also no guarantees

### Exploring MOODLE as a “student”

In this session learners are instructed to access the MOODLE Demo Site with user name ‘student’ & password ‘moodle’. And to do all activities in the Course “Digital Literacy” & to learn features available in MOODLE. It has been insisted to do the activity with care “Forum Netiquette”.

**Digital literacies** are an absolutely essential component of anyone's preparedness for the workplace. It's going beyond just the 5 nuts and bolts of how to use a computer but is understanding when to use it, what's appropriate how to be efficient and effective in using the technology, making an effective search, knowing how to understand search results so that you can pick the best sources from those search results. We've got to be able to use the technology everywhere to support what we do workwise so helping students understand how to use the

technologies understanding the backgrounds of the technologies will help prepare them to be more productive and efficient, effective in the workplace.

**'digital literacy' model:** Dr Doug Belshaw, who proposes 8 elements, which are Cognitive, Constructive, Communicative, Civic, Critical, Creative, Confident, Cultural.

**Common terms used in Digital Literacy:** Accessibility, Blend Learning, Digital Divide, Flipped Classroom, Hash Tag, Informal Learning, Meme, Social media, Troll.

After completing learner has to participate in LxI

### [LxI Discussion Forum Etiquettes](#)

#### **Forum etiquette**

- Rule 1 : Don't Shout online
- Rule 2 : Be discerning with emojis and emoticons
- Rule 3 : Use meaningful titles
- Rule 4 : Use 'granny test' –mind the language and pictures
- Rule 5 : Don't argue – Respect the decision of moderators
- Rule 6 : Don't steal – get permission before reuse

### **FOCUS QUESTIONS**

#### **Forum netiquette**

Q1: Can you identify the pedagogic feature that has been used in the animation video on Forum Etiquette?

Pedagogic feature here is LbD. But we cannot view them when replay the video.

Q2: What is one new thing that you learnt about discussion forum etiquette?

Posted the answers for focus questions, participated in discussion.

**LeD 4.1 MOODLE in IIT Bombay BY DR.JEYAKRISHNAN**

**LeD4.2 EXPLORING COURSE SETTINGS IN MOODLE BY PROF. UPANDRA BHATKAR.**

Here Demo In Exploring Course Settings in MOODLE has been given by Prof. Upandra Bhatkar. Practiced in Demo site of MOODLE, as 'teacher' & password ' moodle'.

'New staff induction' , 'Edit settings', did made any change, just viewed.

#### **LeD4.3 EDITING SECTIONS IN A COURSE BY PROF. UPANDRA BHATKAR.**

Here Demo in Editing Sections in a Course has been given by Prof. Upandra Bhatkar. Practiced in Demo site of MOODLE, as 'teacher' & password ' moodle'.

'New staff induction' , 'Turn Editing On', visited settings of one section. Added new section "My Course Journal", wrote in description. Saved & displayed.

#### **LeD4.4 CREATING ASSIGNMENTS IN MOODLE BY PROF. UPANDRA BHATKAR.**

Here Demo in Creating Assignments in MOODLE has been given by Prof. Upandra Bhatkar. Practiced in Demo site of MOODLE, as 'teacher' & password ' moodle'.

'New staff induction' , 'Turn Editing On', Added an activity in the section "My Course Journal", selected 'assignments' added. Named the activity as 'Course Journal Assignment1' wrote in description. Saved & displayed.

#### **LeD4.5 DISCUSSION FORUMS IN MOODLE BY PROF. UPANDRA BHATKAR.**

Here Demo in Discussion Forums in MOODLE has been given by Prof. Upandra Bhatkar. Practiced in Demo site of MOODLE, as 'teacher' & password ' moodle'.

'New staff induction' , 'Turn Editing On', Added an activity in the section "My Course Journal", selected 'forum' added. Named the activity as 'Course Journal Forum' wrote in description. Saved & displayed.

#### **LeD4.6 CREATING QUIZ IN MOODLE BY PROF. UPANDRA BHATKAR.**

Here Demo in Creating Quiz in MOODLE has been given by Prof. Upandra Bhatkar. Practiced in Demo site of MOODLE, as 'teacher' & password ' moodle'.

'New staff induction' , 'Turn Editing On', Added an activity in the section "My Course Journal", selected 'quiz' added. Named the activity as 'Course Journal Quiz1' wrote in description. Saved & displayed.

So practised in creating new course, uploading resource material, creating forum and creating quiz in MOODLE.

Here ends the week4 sessions.





