

# USING 2.3 IN A LEARNER-CENTRED CLASSROOM

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# Outline

**1. Introduction to Moodle 2.3 (cf. Moodle 1.+)**

**2. Moodle 2.3 in a learner-centred classroom**

**3. Questions & discussions**

# Moodle 1+ Interface

**APLI 601 2011/4** UNIVERSITE  
Concordia  
UNIVERSITY

courses ► APLI6014AA11

Switch role to... Turn editing on

**PEOPLE**

Participants

**ACTIVITIES**

- Assignments
- Chats
- Forums
- Glossaries
- Quizzes
- Resources
- Wikis

**SEARCH FORUMS**

Go

Advanced search ?

**ADMINISTRATION**

**TOPIC OUTLINE**

- APLI 601: General Forum
- APLI 601: Announcements & News (WC starts)
  - APLI 601: Glossary
  - APLI 601: Course Pack

**1 Class 1 [Jan 9]**

- Class 1: Summary of Activities
- Sample Quiz
- Sample Wiki

**2 Class 2 [Jan 16]**

- Class 2: Summary of Activities
- Quiz 1

**LATEST NEWS**

Add a new topic...

5 Apr, 09:42  
Walcir Cardoso  
Course evaluation due today! [more...](#)

4 Apr, 22:12  
Walcir Cardoso  
Thanks, proposal feedback, oral interview, have a great summer! [more...](#)

30 Mar, 10:25  
Walcir Cardoso  
Class 12: Summary and updates - IMPORTANT [more...](#)

23 Mar, 12:17  
Walcir Cardoso  
Class 11 (March 26) [more...](#)

12 Mar, 10:15  
Walcir Cardoso  
Class 9: Online - reminder [more...](#)  
[Older topics ...](#)

# Moodle 2.3: New Interface [1]

The screenshot displays the Moodle 2.3 user interface for a course page. The breadcrumb trail at the top reads "Home > My courses > APLI6014AA11e.Scape". A "Turn editing on" button is located in the top right corner.

**Navigation**

- Home
  - My home
  - Site pages
  - My profile
  - My courses
    - APLI6014AA11e.Scape**
    - TESL3302A12
    - TESL3302B12
    - APLI6042AA12
    - APLI6441AA12
    - APLI6042AA11
    - TESL3302A11
    - TESL3302B11

**Settings**

- Course administration
  - Turn editing on
  - Edit settings
  - Users
  - Filters
  - Grades
  - Backup
  - Restore
  - Import

**Course Content**

- APLI 601: General Forum
- APLI 601: Announcements & News (WC starts)
- APLI 601: Glossary
- APLI 601: Course Pack

**Topic 1**

- Class 1 [Jan 9]
  - Class 1: Summary of Activities
  - Sample Quiz
  - Sample Wiki

**Topic 2**

- Class 2 [Jan 16]
  - Class 2: Summary of Activities
  - Quiz 1

**Topic 3**

- Class 3 [Jan 23]

**Latest news**

- [Add a new topic...](#)
- 5 Apr, 09:42  
Walcir Cardoso  
Course evaluation due today!  
[more...](#)
- 4 Apr, 22:12  
Walcir Cardoso  
Thanks, proposal feedback, oral interview, have a great summer!  
[more...](#)
- 30 Mar, 10:25  
Walcir Cardoso  
Class 12: Summary and updates - IMPORTANT  
[more...](#)
- 23 Mar, 12:17  
Walcir Cardoso  
Class 11 (March 26) [more...](#)
- 12 Mar, 10:15  
Walcir Cardoso  
Class 9: Online - reminder  
[more...](#)  
[Older topics ...](#)

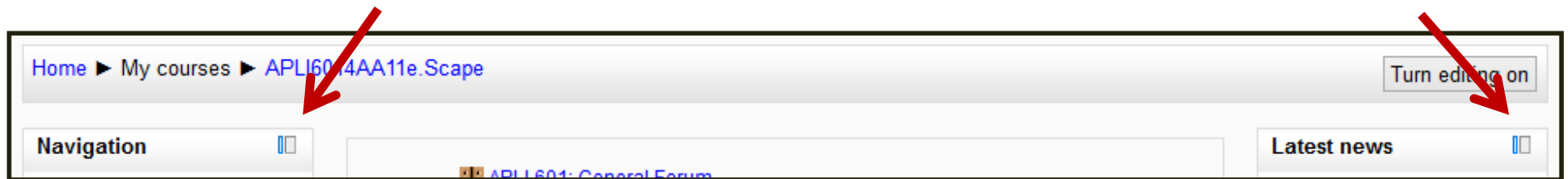
**Upcoming events**

There are no upcoming events  
[Go to calendar...](#)

Busier? Yes, but...

## Moodle 2.3: Blocks customizable [2]

- Move blocks to the dock with a mere click  
(no *turn editing on* → *hide* or *delete*)



# Moodle 2.3: All blocks docked [2]

The screenshot shows the Moodle 2.3 interface for the course 'APLI 601 2011/4 e.Scape'. The user is logged in as 'Walcir Cardoso'. The interface features a vertical sidebar on the left with the following blocks: Navigation, Settings, Rich forums, Latest news, Upcoming events, Recent activity, Online users, and Calendar. The main content area displays a breadcrumb trail: Home > My courses > APLI6014AA11e.Scape. Below this, there is a 'Turn editing on' button and a list of course blocks: APLI 601: General Forum, APLI 601: Announcements & News (WC starts), APLI 601: Glossary, and APLI 601: Course Pack. A 'Latest news' block is also visible, showing a list of recent posts. At the bottom of the content area, there is a 'Topic 3' section. A box labeled 'Docked blocks' points to the sidebar. A box labeled 'Click to undock all' points to a button in the bottom right corner of the content area.

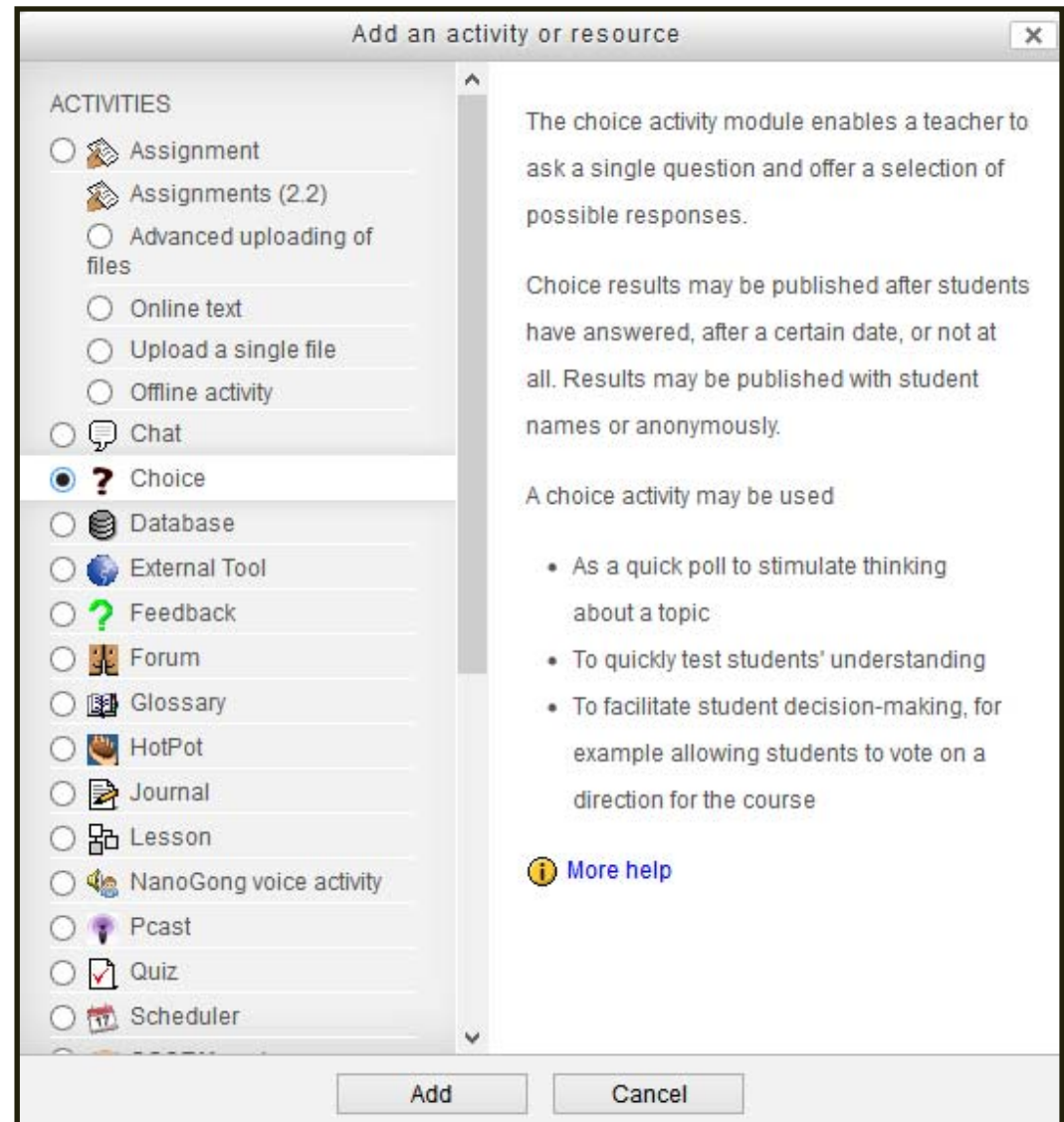
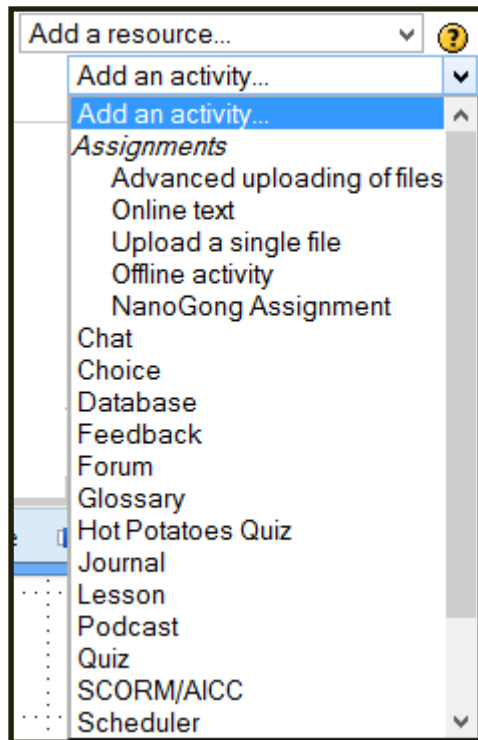
Docked blocks

Click to *undock all*



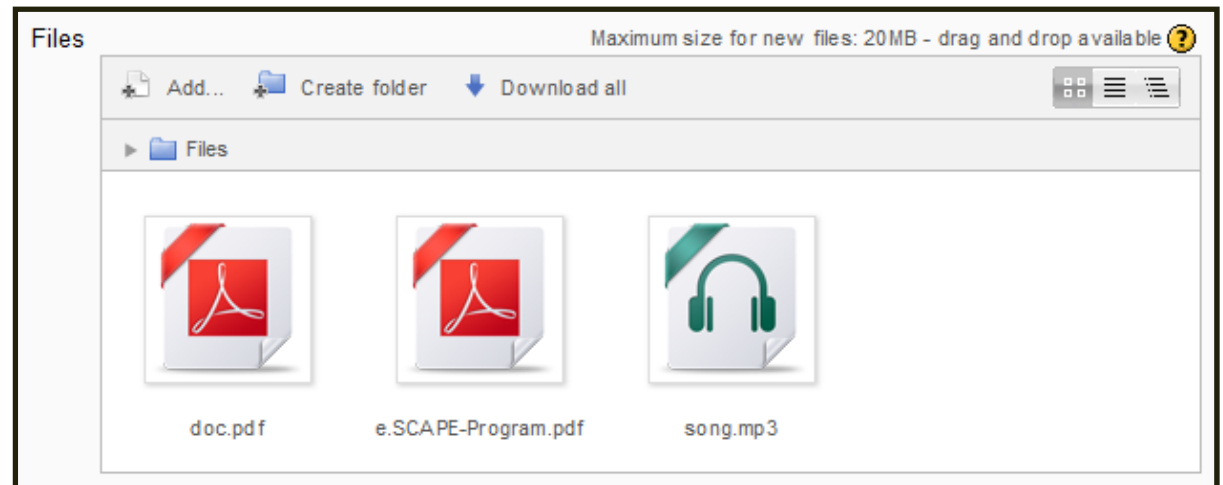
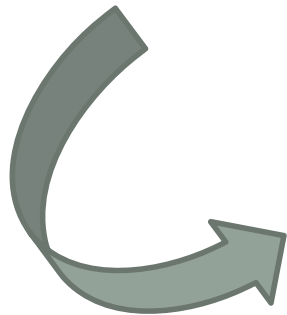
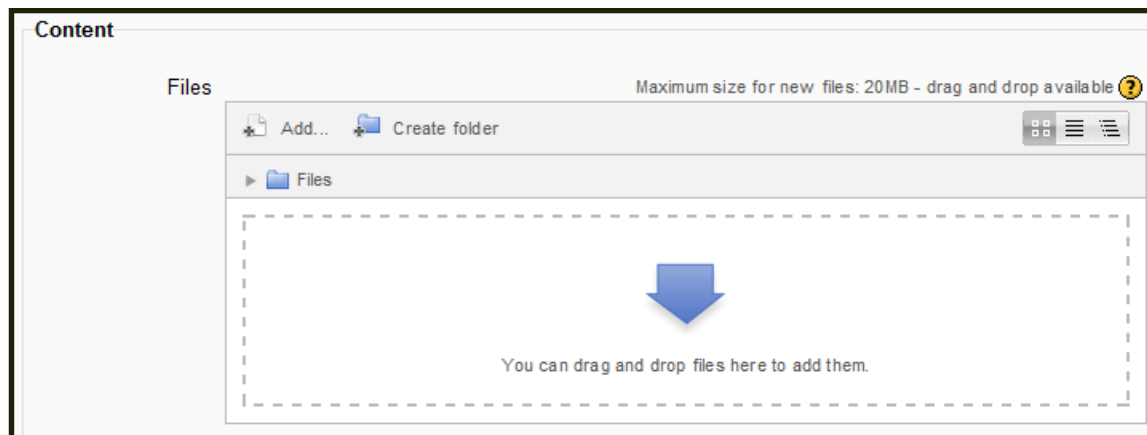
# Moodle 2.3: Activity chooser (*turn edit on*) [3]

## Moodle 1.+



## Moodle 2.3: Drag'n'drop files, text or link [4]

- **Example 1:** Turn editing on → Add an activity or resource → Resources: folder → Drag'n'drop files





## Moodle 2.3: Drag'n'drop files, text or link [4]

- **Example 2:** Drag'n'drop text (e.g., MS Word) or link
  - Turn editing on → Select file/text/link → drag'n'drop

### Word document

"Thrifty Samoans looking to take a trip may want to shed a few pounds before booking a flight with Samoan Air after the airline announced the implementation of a 'pay as you weigh' system. Unlike some other airlines that have courted controversy by forcing some obese passengers to purchase two seats, Samoa's national carrier will charge passengers based on their weight."

"Text" link on Moodle

Text

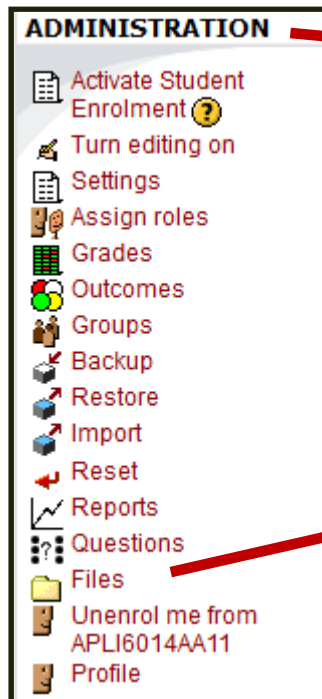
"Thrifty Samoans looking to take a trip may want to shed a few pounds before booking a flight with Samoan Air after the airline announced the implementation of a 'pay as you weigh' system. Unlike some other airlines that have courted controversy by forcing some obese passengers to purchase two seats, Samoa's national carrier will charge passengers based on their weight."

### Link

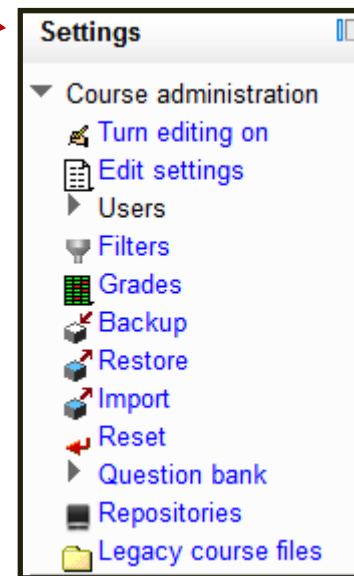
The screenshot shows a Moodle course page. At the top, there is a 'Topic 1' section containing a 'Class 1 [Jan 9]' activity. Below this, a list of activities is displayed: 'Class 1: Summary of Activities', 'Sample Quiz', 'Sample Wiki', and 'Text'. A red arrow points to the 'Text' activity. To the right of the 'Text' activity, there is a lightbulb icon. At the bottom right of the activity list, there is a link that says '+Add an activity or resource'. The background of the course page is a light yellow color.

# Moodle 2.3: File management [5]

Moodle 1+



Moodle 2.3



**(External) plugins to give users a Moodle 1+ feel:**

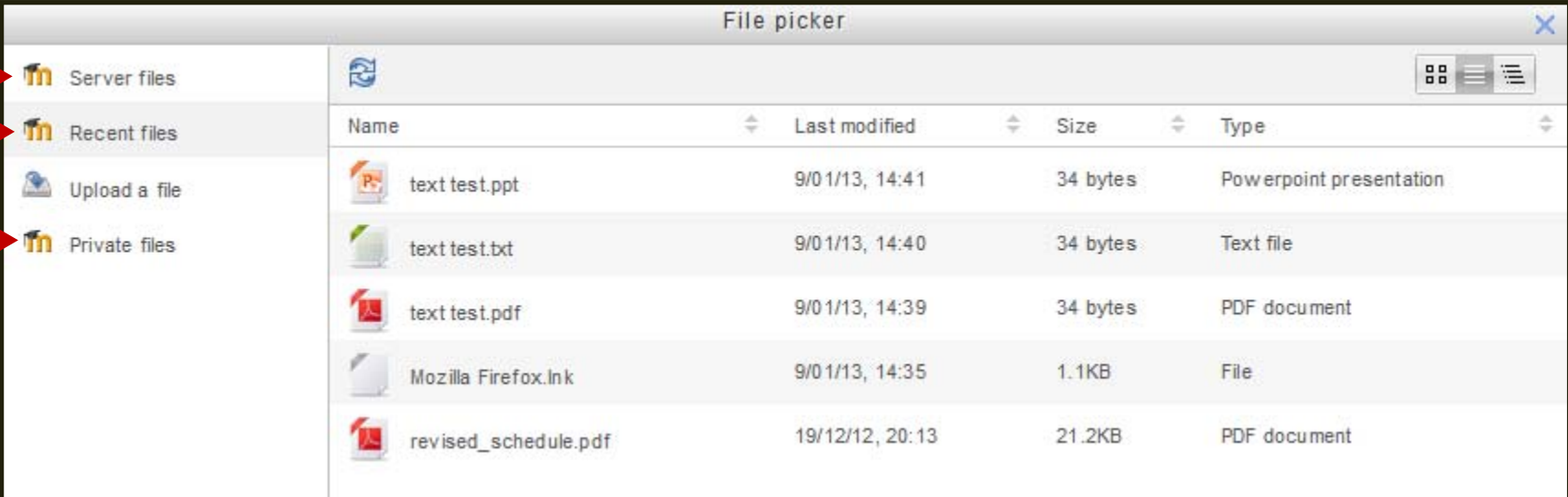
- (1) "Legacy Course files" (to store older course files; mostly for backup)
- (2) "Repositories" File Management Block  
(a development of the Moodle 1+ file manager)

## Moodle 2.3: Notes about file management [5]

- Files are stored only once (to save disk space)
- Files are owned by a resource activity, never by a course
  - Consequently, deleting a resource/activity will delete related files if they are not linked elsewhere
- **File picker:** To select a file from the 3 default repositories:
  - **Server files**
  - **Recent files**
  - **Private files** (*USB key in the cloud*; All users have a private files area for personal files: *Profile > My private files* (left block in profile))
- The **File picker** is accessed when one links a file:  
Insert link → Browse

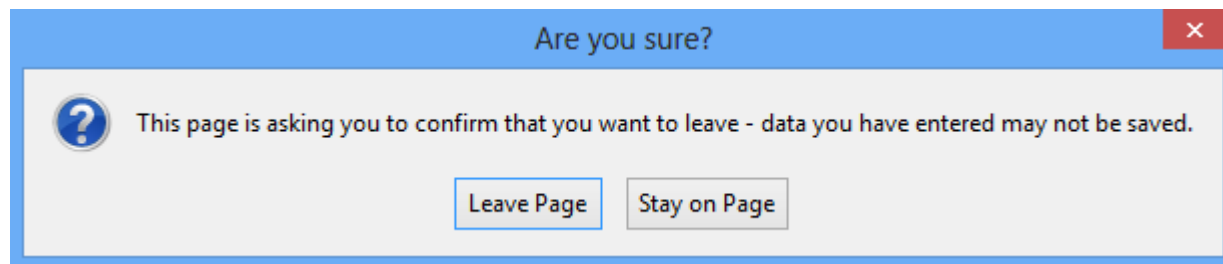
# Moodle 2.3: File management [5]

**The File Picker** (e.g., Insert link → Browse)



Name	Last modified	Size	Type
text test.ppt	9/01/13, 14:41	34 bytes	Powerpoint presentation
text test.txt	9/01/13, 14:40	34 bytes	Text file
text test.pdf	9/01/13, 14:39	34 bytes	PDF document
Mozilla Firefox.lnk	9/01/13, 14:35	1.1KB	File
revised_schedule.pdf	19/12/12, 20:13	21.2KB	PDF document

# Moodle 2.3: 'Force save' before leaving [6]



# Moodle 2.3: Activity Cloning [7]

- Turn editing on → Click on x2

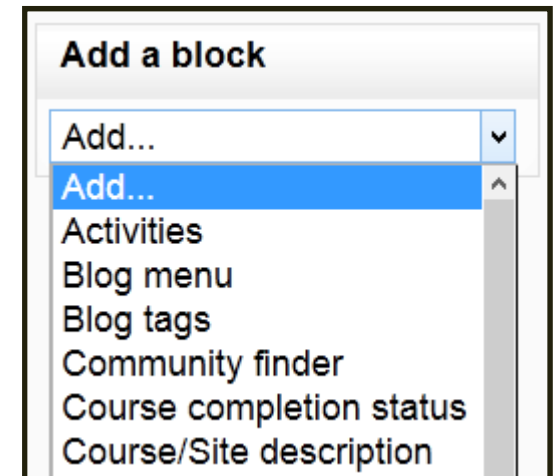


Note also: *Edit title* and new  
"drag'n'drop *move*"

## Moodle 2.3: Blocks [8]

### Some additions:

- **Comments** (main page, public)
- **My private files** (“USB in the cloud”)
- **Switch role to...** (Teacher, Student, Guest, TA, etc.)
- **Recent blog entries**





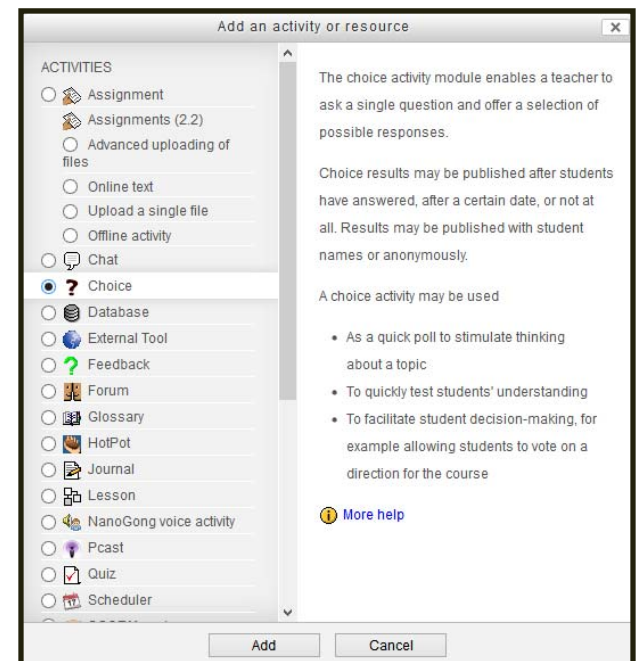
# Moodle 2.3: Activities & Resources [9]

**No major changes** (except Activity Picker):

- **Activities**: Quizzes; Survey, Choice, Assignment (offline, online, upload); Glossary; Lesson; Workshop; etc.
- **Resources**: Label; Page; URL; Folder; etc.

## Activities: Some additions

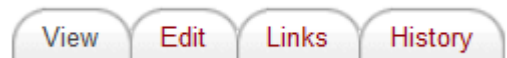
- Scheduler
- NanoGong voice activity



## Moodle 2.3: Social media (Activities) [10]

- **Journal** → No longer available
- **Blog** → *New*, replaces journal (but public, via profile)
- **Forum** → Minor changes (max. file size: 20MB)
- **Chat** → Minor, aesthetical (*More accessible interface*)
- **Wiki** → Minor changes (e.g., “Comments”, “Files”)

Moodle 1+



Moodle 2.3



# Outline

**1. Introduction to Moodle 2.3 (cf. Moodle 1.+)**

**2. Moodle 2.3 in a learner-centred classroom**

**3. Questions & discussions**

## Moodle 2.3 & wiki: A definition

- A **collaborative** web application that allows anyone to add, delete or modify content in an *easy* and *quick* way (*wiki wiki* in Hawaiian)
- **Key words:**
  - Fast & easy editing abilities
  - Collaborative
  - Democratic (cf. blogs, web sites)
  - Potential to be problem-centred

## Moodle 2.3 & wiki: Modus operandi

- To access/edit a wiki:



Go to a *wiki activity* → Click *edit* → Type content

- To create a link/page: `[[...]]` \ e.g., `[[ word or text ]]`

→ *word or text* (new link/blank page; before editing)



→ *word of text* (after content has been added and saved)

# Moodle 2.3 & wiki: What it looks like

A wiki is a web-based document that is authored collaboratively. The most famous example of a wiki is Wikipedia [<http://www.wikipedia.org>], "a portmanteau of the words wiki (a technology for creating collaborative websites, from the Hawaiian word wiki, meaning "quick") and encyclopedia" [From wikipedia.org].

To use our APLI 601 wiki, which has been designed so that we can add questions and answer related to the course, do the following:

### To write a question:

1. Click on the question mark (?) next to your name below and write your TWO questions in the space provided
2. Save your questions by clicking on the "Save" button

### To answer a question or to edit a question or answer:

1. Click on the person's name below to go to his/her page (if you do not see a link, do NOT click on the question mark - the question mark indicates that the wiki page has not been created yet)
2. Click on the "Edit" tab and answer your question/s or make the appropriate changes
3. Add your initials to the end of your answer (e.g., "WC")
4. Click on the "Save" button to save your changes

**Note:** You may create other links from ANY page on a wiki by simply putting the key word between square brackets (e.g., [walcir]).

[View](#) [Edit](#) [Comments](#) [History](#) [Map](#) [Files](#) [Administration](#)

Wiki 2

- [Patricia 1](#)
- [Kamran 1](#)
- [Mehdi 1](#)
- [Jordan 1](#)
- [Sabrina 1](#)

An intro,  
explanation  
of activity

Students'  
personal  
wikis



## Moodle 2.3 & wiki: Main goals – To encourage...

- A more learner-centred environment (Weimer, 2002)
  - Increase student's **motivation** and **involvement** in the course
  - Give students a concrete **reason** to do the readings/homework
- Learning **outside** and **inside** the classroom (McCombs, 2000)
- **Peer teaching** (Mazur, 2009)

Promote a learning environment that is *responsive, collaborative, problem-centred, and democratic* in which both students and teacher decide **HOW, WHAT** and **WHEN** learning occurs



# Moodle 2.3 & wiki: A wiki-based activity [1]

1. Read and complete required coursework



2. Elaborate 2 related but personalized (“beyond the readings”) essay questions

## Moodle 2.3 & wiki: A wiki-based activity [2]

### 3. Post the 2 questions on their own wikis

**1) Considering two languages with very different parameters (L1 ≠ L2). What level of difficulty would the L2 learner face in acquiring the target language?**

**2) How accessible is Universal Grammar to adult second or foreign language learners? There seems to be some controversy. What do you think based on your teaching and learning experiences?**

### 4. Visit other students' wikis and *address/answer* 1 of the available questions, in writing, on the wiki

**2) How accessible is Universal Grammar to adult second or foreign language learners? There seems to be some controversy. What do you think based on your teaching and learning experiences?**

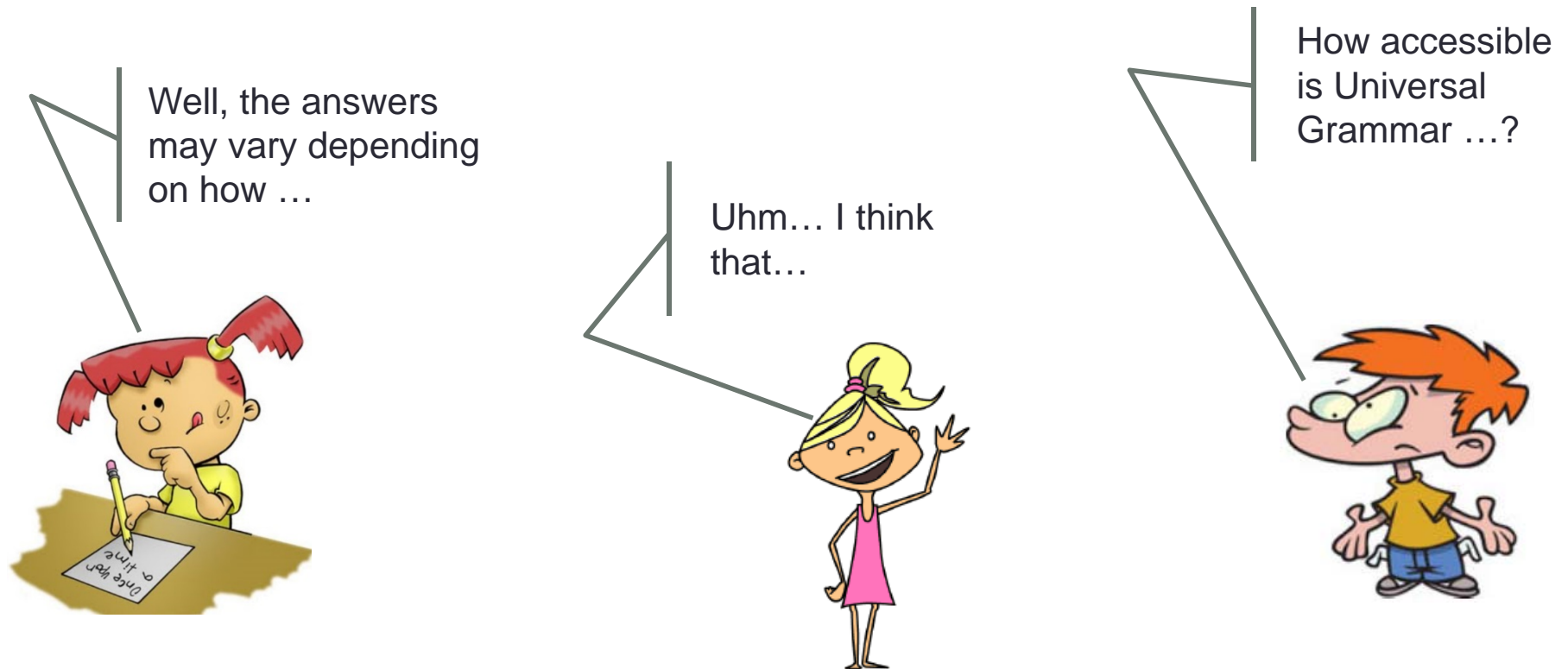
**Answer:** Well, answers vary significantly ranging from researchers who posit the full-access to UG to the ones who claim UG plays no role at all in adult SLA. According to Sauter (2002), there are 6 positions which take into account the roles played by L1 transfer and UG accessibility:

1. No transfer/no access; 2. No transfer/full access; 3. Partial transfer/no access; 4. Partial transfer/full access; 5. Full transfer/no access; and 6. Full transfer/full access.

The positions above depend on the languages (L1 & L2) and the parameters under investigation. **(JC)**

## Moodle 2.3 & wiki: A wiki-based activity [3]

5. Prepare for in-class discussion of 2 questions + 1 answer
6. Discuss key questions and topics in class  
[At least two experts: the Q-er and the A-er]



## Moodle 2.3 & wiki: An example [1]

**pronunciation accuracy tests:** On page 20 (chapter 1), Major (2001) states that the measurement of global foreign accent is important in order to provide a base for which stages of development can be assessed. The author goes on to explain that numerous standardized tests exist (e.g., the TOEFL) that measure various aspects of syntactic competence but not pronunciation accuracy. In your opinion, considering the rarity of pronunciation accuracy tests, what are the major factors that hinder designing of such tests?

**Answer:** There are various issues with regard to evaluating the pronunciation skills of L2 learners such as the number of pronunciation features. Considering that such tests need to provide criterion-related validity evidence for their use (e.g. TOEFL iBT) in evaluating speaking for various purposes such as being admitted to a university, it becomes challenging task. When examining the relationship between such Speaking scores and criterion measure scores, issues such as the choice of good criterion measures and the reliability of the criterion measures arise. So the challenges that may arise may be related to the procedures used for the tests such as not including adequate amount of oral communication to provide enough data for judging their effectiveness. In other words, the true relationship between the examinees' pronunciation skills and the examiners' rating of their oral production can only be achieved by having access to adequate amount of their production. It is also noteworthy that the subjectivity of such tests can be mentioned as another hindering factor to designing of such tests. It is important for both the test center and the examinee that standard criteria exist for their evaluation. All in all, measurement errors can be a major hindering element in designing such tests. (AK)

## Moodle 2.3 & wiki: An example [2]

2) A kind, sensitive, and very polite Chinese-speaking engineer that I tutored was surprised to learn that many teachers in the school had the general impression that he was an angry young man. I noticed that his voice took on a loud, determined, and rather nasal quality when he was called on to respond in class. How would you address this problem?

**Answer:** In my opinion, such students may not be aware of two components of their speech, namely loudness and highness of their pitch range. In order to help them with such issues, it would be a good idea to record them and play it back to them or even videotape them. These recordings should be carried out while other students talk as well so that s/he feels the difference. By making them aware of their voice quality, we can then move on to help them adjust their tone of voice. Again, we can ask them to either do role plays or even read texts and record them. I believe after several times, they will be able to adjust their voice with that of others. In other words, the process of helping such students should be in the form of raising awareness toward their voice quality. There are some softwares that can help in making such recordings for the students and compare their voice productions to native speakers. Please watch this to see one such tools(MH):





## Moodle 2.3 & wiki: A wiki-based MCQ activity

### **A variation, for larger classes:**

Students write **two multiple-choice, True/False** questions from the required readings

### **Note:**

Creating MCQ requires some training (see Burton et al, 1991)

- <http://testing.byu.edu/info/handbooks/betteritems.pdf>

## Moodle 2.3 & wiki: A MCQ example [1]

2.) The Internet has been a catalyst for transforming the way language is used. The website failblog.org is a great example of this. They host images like the one below, which are called "fails" or "epic fails."



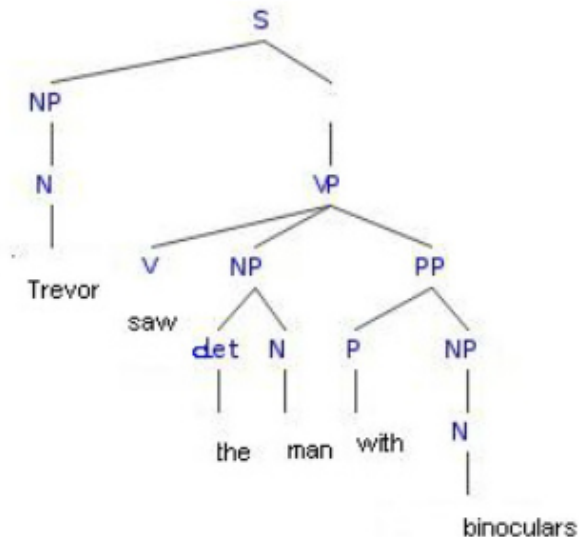
Failblog.org has helped to popularize a change in the way the verb "to fail" is now used. What morphological process best describes this change?

- A) Blends
- B) Cliticization
- C) Conversion (SM)
- D) Suppletion



## Moodle 2.3 & wiki: A MCQ example [2]

II - In the following ambiguous sentence, which explanation best represents the situation where “binoculars” are being used as an instrument by Trevor:

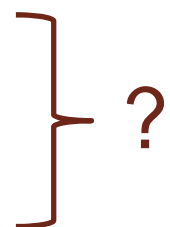


- Since the PP is mother to the NP (binoculars), we know that it modifies the N.
- Since the PP is mother to the P, we know that it modifies the NP (the man)
- Since the PP is sister to the NP (the man), we know that binoculars modifies the N.
- Since the PP is daughter to the VP, we know that binoculars modifies the V.

## Moodle 2.3 & wiki: Some benefits

- Exposes Ss to a **wider variety of views**
- Provides **multiple exposure** to relevant concept
- **Complements** (and varies) class discussions
- **Learner-centered:** How, What, When
  
- Easy compilation of a **question bank** (tests, clicker-Qs):  
**S-created**, with their own words and examples

## Moodle 2.3 & wiki: Students' perceptions

- Survey (1-5 likert scale) + oral interviews (n=78; MA students)
    - Overall positive experience: 1.8 (Robertson, 2008)
    - Contributes to learning: 1.5 (Ma & Yuen, 2007)
    - Collaboration & participation: 1.0 (Rick & Guzdial, 2006)
    - [...]
    - Use it in own classes **as Ts**: 1.5
    - Use it in other classes **as Ss**: 3.6
- 

## Moodle 2.3 & wiki: Pleasure-pain principle?

- Had to **work considerably more** to:  
(1) understand the content on their own, (2) Conceptualize and share their questions, (3) Research and answer questions, (4) Prepare for oral discussion
  - Thus “alleviating” the teacher’s workload

*“whenever there’s a higher order cognitive engagement, it’s **not as easy** to develop... and when you’re the teacher implementing it, you know that it’s going to be **a struggle**, but the offset is that **there’s going to be greater leaning** [...] As a student, you prefer not to engage in the process as much as possible ... **we’re lazy**. [...] And this also makes you **work less** [laugh]”.*

- An indication of a learning environment that is inherently **learner-centred?** (e.g., Dupin-Bryant, 2004)

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