Moodle @ ISS

Hans de Zwart

Blended Learning Adviser

Institute of Social Studies
Europe's Leading Centre of Development Studies

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- Diplomas
- Seminars

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Important notices

- The PA Helpdesk has been launched as a pilot project with the intention of further improving the support provided by the Programme Administrators to students and teaching staff. Open Monday to Friday, 13h00 to 17h00 the PA Helpdesk is located in the Library next to the ILIAD Helpdesk. (Tel. ext: 700) For staff and students' questions relating to the Teaching Programme e.g. Calendar, VLE, Research Paper - we have the answers!
- Should you have any problems with Moodle please email iliad@iss.nl
- Course Outlines for Terms 1,2 and 3 (with no linked readings) can be found in MA 2008-2009

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Online Users

(last 5 minutes)

- Dyana Savina Hutadjulu
- Melanie Frances Newell
- Itthiphon Woranoot

Calendar

< May 2009 >

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Latest News From ISS

- 21-05: ILIAD closed
- Article by Arjun Bedi
- Passed away - Michael Faltas
- ISS Rector interviewed in Trouw newspaper
- Ben White publishes article on minimum age standards for children's work

Recent Activity

Activity since Sunday, 17 May 2009, 10:55 PM

Full report of recent activity...

Nothing new since your last login

I like to talk about:

- The Internet Revolution
- Popular science writing
- (E-)Learning and its future
- Philosophy
- Open technology (e.g. Linux)
- Nintendo (DS/Wii)
- Juggling
- Civil rights in a digital sociecty
- Thoughtful design

My expertise is in technology enhanced learning

creative commons

Naamsvermelding-Niet-commercieel-Gelijk delen 3.0 Nederland

De gebruiker mag:

het werk kopiëren, verspreiden en doorgeven

Remixen - afgeleide werken maken

Onder de volgende voorwaarden:

Naamsvermelding. De gebruiker dient bij het werk de door de maker of de licentiegever aangegeven naam te vermelden (maar niet zodanig dat de indruk gewekt wordt dat zij daarmee instemmen met uw werk of uw gebruik van het werk).

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- Bij hergebruik of verspreiding dient de gebruiker de licentievoorwaarden van dit werk kenbaar te maken aan derden. De beste manier om dit te doen is door middel van een link naar deze webpagina.
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- Niets in deze licentie strekt ertoe afbreuk te doen aan de morele rechten van de auteur, of deze te beperken.

A couple of warnings...

I am extremely biased when it comes to Moodle

That is why I was hired by ISS to do this talk!

I can't be bothered with political correctness

I might go too fast
and lose you

严禁嬉戏
Having Fun Prohibited
www.engrish.com

Also some promises...

Slides and audio will be available online

You will be
inspired and enthused
to try out something new

I try to only offend at the beginning of a presentation

A quick Moodle intro

10 things to like about Moodle

0. Philosophy
1. Leadership
2. License
3. Community
4. Adaptability
5. Accessibility and diversity
6. Support
7. Transparency
8. Modularity
9. Future

0. Philosophy
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Constructivism, Constructionism and Social Constructivism

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Philosophy

About Moodle

- Background
- **Philosophy**
- License
- Features
- Release Notes
- Future
- Credits
- Case for Moodle
- Top 10 Moodle Myths

The design and development of Moodle is guided by a "social constructionist pedagogy". This page attempts to unpack this concept in terms of four main, related concepts: constructivism, constructionism, social constructivism, and connnected and separate.

Contents [hide]

1 Constructivism
2 Constructionism
3 Social constructivism
4 Connected and separate
5 Conclusion
6 See also

Constructivism

From a constructivist point of view, people actively **construct** new knowledge as they interact with their environments.

Everything you read, see, hear, feel, and touch is tested against your prior knowledge and if it is viable within your mental world, may form new knowledge you carry with you. Knowledge is strengthened if you can use it successfully in your wider environment. You are not just a memory bank passively absorbing information, nor can knowledge be "transmitted" to you just by reading something or listening to someone.

This is not to say you can't learn anything from reading a web page or watching a lecture, obviously you can, it's just pointing out that there is more interpretation going on than a transfer of information from one brain to another.

Constructionism

Constructionism asserts that learning is particularly effective when constructing something for others to experience. This can be anything from a spoken sentence or an internet posting, to more complex artifacts like a painting, a house or a software package.

For example, you might read this page several times and still forget it by tomorrow - but if you were to try and explain these ideas to someone else in your own words, or produce a slideshow that explained these concepts, then it's very likely you'd have a better understanding that is more integrated into your own ideas. This is why people take notes during lectures (even if they never read the notes again).

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Philosophy

About Moodle
- Background
- **Philosophy**
- License
- Features

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The teaching paradox

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Social constructivism extends constructivism into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture like this, one is learning all the time about how to be a part of that culture, on many levels.

Constructivism

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Forums, forums, forums & the humane interface

CC-licensed photo by furryscaly

Yochai Benkler: *„Technology creates feasibility spaces for social practice. Some things become easier and cheaper, others become harder and more expensive to do or prevent under different technological conditions.“*

Image: http://en.wikipedia.org/wiki/File:YochaiBenklerJI6.jpg

Course Facilitator:

This is by far the best online discussion we've had, in terms of participants responding to eachother. I think the most likely explanation is the overall appearance of the Moodle system (the Teletop facility wasn't that different, but somehow it didn't seem to encourage responses).

0. Philosophy
1. Leadership
2. License
3. Community
4. Adaptability
5. Accessibility and diversity
6. Support
7. Transparency
8. Modularity
9. Future

GNU General Public License Version 2

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Version 2, June 1991

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Version 2, June 1991

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Preamble

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When we speak of free software, we are referring to freedom, not price. Our General Public Licenses are designed to make sure that you have the freedom to distribute copies of free software (and charge for this service if you wish), that you receive source code or can get it if you want it, that you can change the software or use pieces of it in new free programs; and that you know you can do these things.

To protect your rights, we need to make restrictions that forbid anyone to deny you these rights or to ask you to surrender the rights. These restrictions translate to certain responsibilities for you if you distribute copies of the software, or if you modify it.

Richard Stallman

Image: http://www.flickr.com/photos/chrys/5592200

Free software is a matter of the users' freedom to run, copy, distribute, study, change and improve the software. More precisely, it refers to four kinds of freedom, for the users of the software:

- The freedom to run the program, for any purpose (freedom 0).
- The freedom to study how the program works, and adapt it to your needs (freedom 1). Access to the source code is a precondition for this.
- The freedom to redistribute copies so you can help your neighbor (freedom 2).
- The freedom to improve the program, and release your improvements (and modified versions in general) to the public, so that the whole community benefits (freedom 3). Access to the source code is a precondition for this.

Ubuntu 9.04
Desktop Edition

Save time and boot faster
Get productive with the latest apps
Enjoy an improved user experience

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Ubuntu 9.04 Server Edition
Find out more...

Ubuntu 9.04 Netbook Remix
Find out more...

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Get Support

Free documentation and community support, or buy professional support

Get Involved

Share technical know-how with other users, or help to promote Ubuntu

Get Developing

Share your development expertise and help shape the future of Ubuntu

latest news (RSS feed)

About Ubuntu

Ubuntu is a community developed, Linux-based operating system that is perfect for laptops, desktops and servers. It contains all the applications you need - a web browser, presentation, document and spreadsheet software, instant messaging and much more.

Learn more about Ubuntu » - Take the desktop tour »

Desktop Edition

Learn more »

Server Edition

Learn more »

The Ubuntu promise

Press Room

Manage Ubuntu Server Edition on Amazon EC2
14th May, 2009

Canonical Announces Availability of Ubuntu 9.04 Desktop Edition
20th Apr, 2009

Canonical Announces Availability of Ubuntu 9.04 Server Edition

Community

Ubuntu Cloud Computing
Learn More»

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- Report a Problem
- The Ubuntu Story
  - Our Philosophy
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Get Support

Get Involved

Get Developing

Home

Our Philosophy

Our work is driven by a philosophy on software freedom that aims to spread and bring the benefits of software to all parts of the world. At the core of the Ubuntu Philosophy are these core philosophical ideals:

1. Every computer user should have the freedom to download, run, copy, distribute, study, share, change and improve their software for any purpose, without paying licensing fees.
2. Every computer user should be able to use their software in the language of their choice.
3. Every computer user should be given every opportunity to use software, even if they work under a disability.

Our philosophy is reflected in the software we produce and included in our distribution. As a result, the licensing terms of the software we distribute are measured against our philosophy, using the Ubuntu License Policy.

When you install Ubuntu almost all of the software installed already meets these ideals, and we are working to ensure that every single piece of software you need is available under a license that gives you those freedoms.

Currently, we make a specific exception for some "drivers" which are only available in binary form, without which many computers will not complete the Ubuntu installation. We place these in a restricted section of your system which makes them easy to remove if you do not need them.

More about components>>

Free software

For Ubuntu, the 'free' in 'free software' is used primarily in reference to freedom, and not to price - although we are committed to not charging for Ubuntu. The most important thing about Ubuntu is that it confers rights of software freedom on the people who install and use it. It is these freedoms that enable the Ubuntu community to grow, continue to share its collective experience and expertise to improve Ubuntu and make it suitable for use in new countries and new

Accessibility is a measure of civilisation

Moodle Accessibility Specification

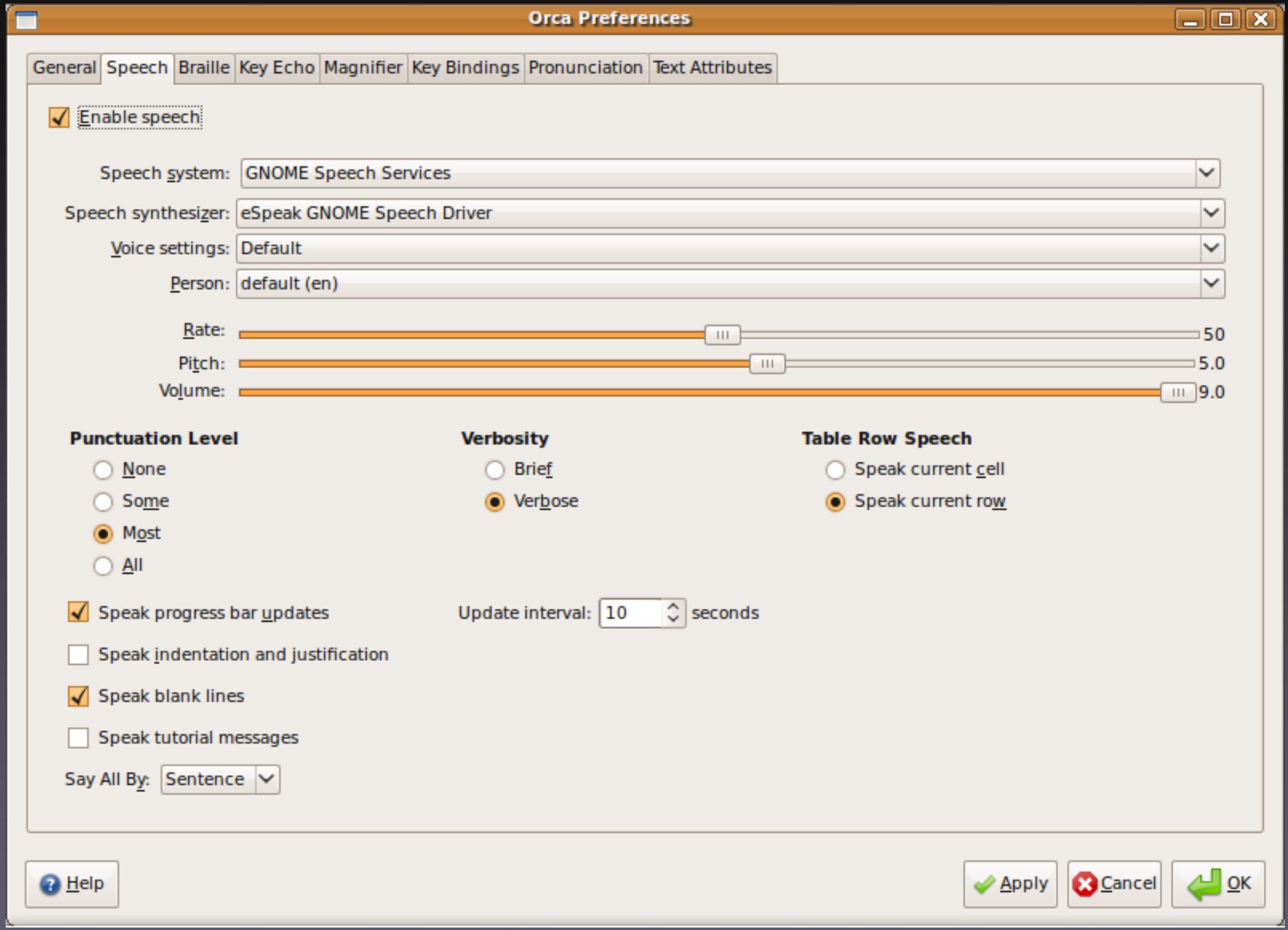
Introduction

This accessibility specification has been developed by accessibility experts and Moodle developers at the Open University (OU), UK. The OU has adopted Moodle as a core component of its VLE and is contributing to the continued Open Source (OS) development of Moodle. Accessibility is an important for the OU because: it currently has over 9,300 disabled students; it has long standing aspirations to promote widening participation in higher education; and because of its legal obligations. Further it is important for the whole Moodle community as further discussed under “Rationale” below.

Accessibility is a term that has particular meanings in different contexts; here it refers to design qualities that endeavour to make online learning available to all by ensuring that the way it is implemented does not create unnecessary barriers however the student may interact with their computer. Virtually anyone, irrespective of any disability, can be enabled to interact effectively with a computer. Some people with disabilities interact with the computer using methods other than the conventional monitor, keyboard and mouse, some require special tools, usually referred to as “assistive technology”, and some need the way content is presented to them by the computer to be appropriate to their needs (for example in terms of font sizes and/or colour contrast).

There are well established design principles for accessibility in software design and electronic content. These promote compatibility with assistive technology and ensure that different ways of interacting with the computer can be accommodated. This specification highlights further development work required in Moodle if these principles are to be considered effectively implemented across its various tools and modules.

How do people who cannot see „view“ a web page?


Orca Preferences
General
Speech
Braille
Key Echo
Magnifier
Key Bindings
Pronunciation
Text Attributes
Enable speech
Speech system:
GNOME Speech Services
Speech synthesizer:
eSpeak GNOME Speech Driver
Voice settings:
Default
Person:
default (en)
Rate:
50
Pitch:
5.0
Volume:
9.0
Punctuation Level
None
Some
Most
All
Verbosity
Brief
Verbose
Table Row Speech
Speak current cell
Speak current row
Speak progress bar updates
Update interval:
10
seconds
Speak indentation and justification
Speak blank lines
Speak tutorial messages
Say All By:
Sentence
Help
Apply
Cancel
OK

Screen reader*
Yes

Malaria, perfect skin & proprietary software – a story about languages

Moodle UTF-8 language packs

There are currently a total of 78 language packs.

These zip files are generated daily from the latest files checked into Moodle's CVS archive, and may be incomplete translations. The date beside each one shows when they were last updated.

For further information, please refer to the Translation documentation. Contact details for language pack maintainers are listed in the Translation credits.

Installation for Moodle 1.6 onwards:

In Moodle 1.6 and later you usually never need to use this manual page. In your Moodle admin menu under "Languages" you will find a utility that allows you to select, download and install these language packs directly from within Moodle.

If this doesn't work, you can install these languages manually into any recent version of Moodle by downloading the zip file below to a directory called *lang* in your *moodledata* directory and unzipping it there.

Installation for Moodle 1.5 and earlier:

Don't use the language packs on this page unless you really know what you're doing!. Older language packs are available for download on the Pre-Moodle 1.6 language packs page.

Language	Download	Modified	CVS	Forum
Afrikaans	**af_utf8.zip** (83.2KB)	2008-05-26	cvs	
Albanian	**sq_utf8.zip** (308.8KB)	2008-09-26	cvs	
Arabic	**ar_utf8.zip** (187.8KB)	2008-09-26	cvs	forum
Armenian	**hy_utf8.zip** (250.9KB)	2008-11-14	cvs	
Basque	**eu_utf8.zip** (640.2KB)	**2009-04-05**	cvs	forum

هنوز وارد سایت نشده اید (ورود به سایت)

فارسی (fa)

moodle

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Search moodle.org

ورود به سایت

نام کاربر

رمز ورود

ورود به سایت

هم اکنون با ایجاد یک حساب کاربری جدید شروع کنید!

Lost password?

آخرین اخبار

31 مارس، 21:55
Helen Foster
Proposed Moodle 1.9.5 gradebook usability improvements
بیشتر...

28 مارس، 16:57
Helen Foster
Google Summer of Code 2009
بیشتر...

موضوعات مورد بحث قدیمی‌تر ...

Official Moodle Partner:

Welcome to the Moodle community!

Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.

Moodle.org is our community site where Moodle is made and discussed. Please use the menus to explore and join in!

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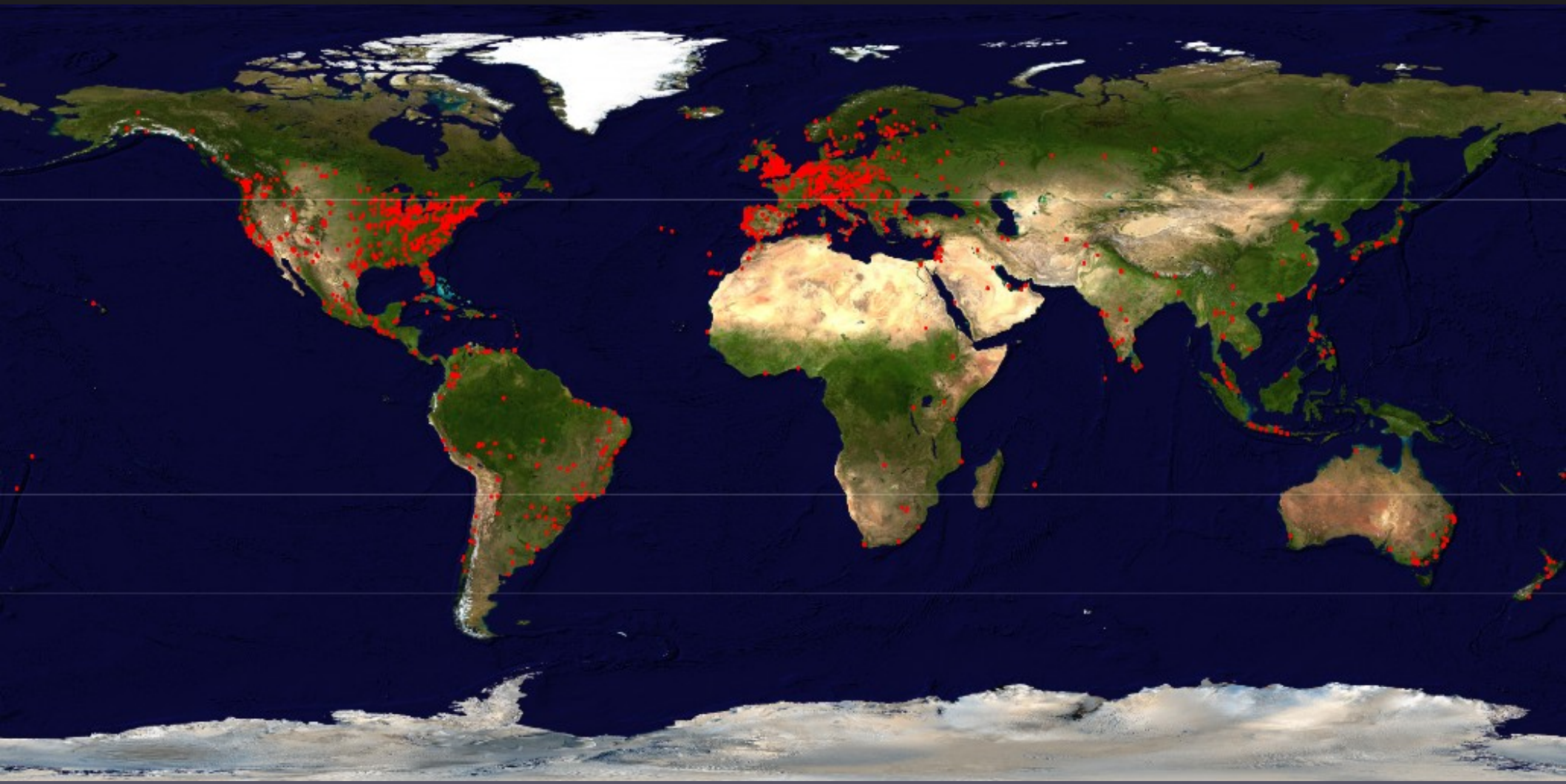
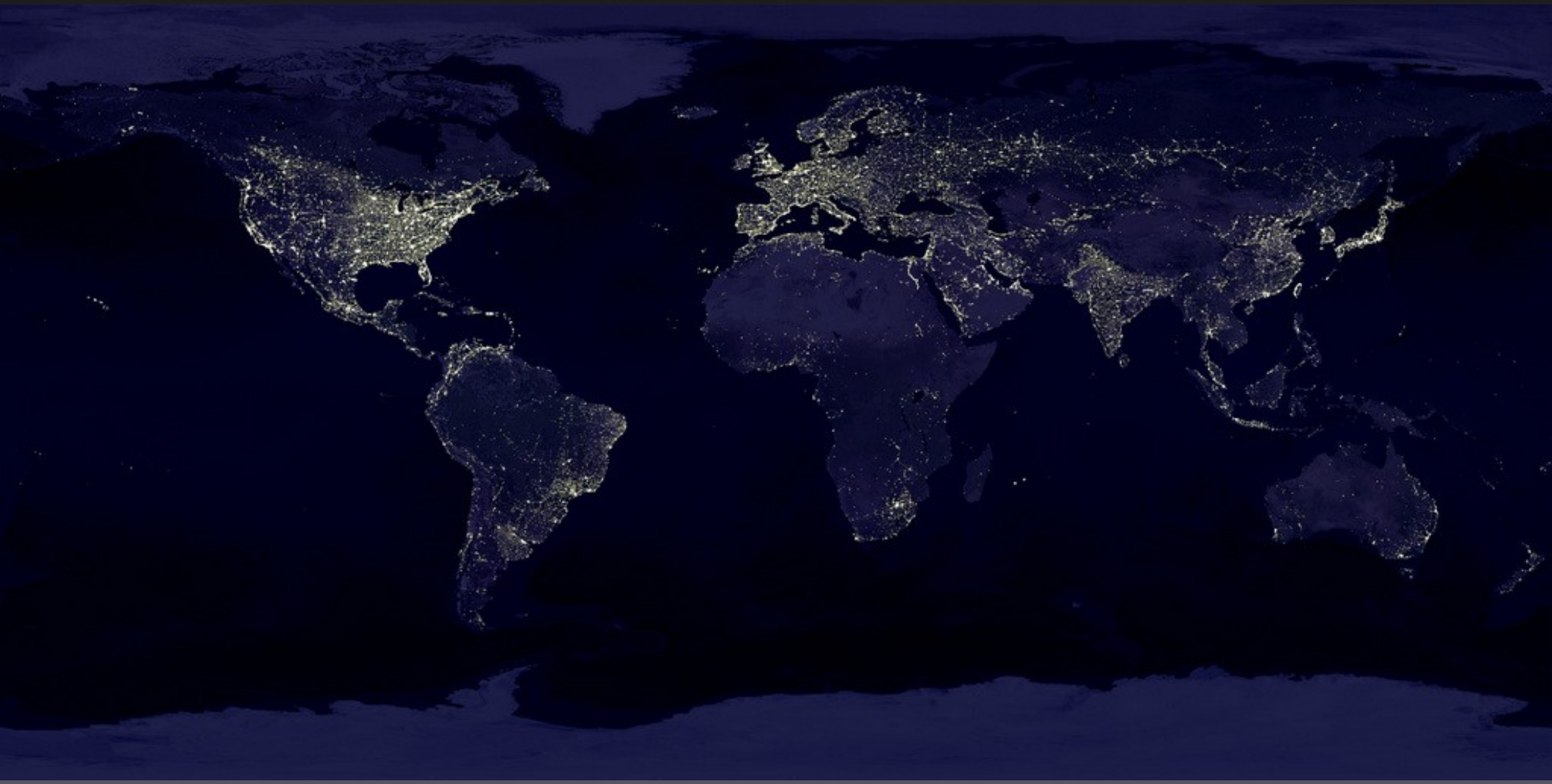
Community

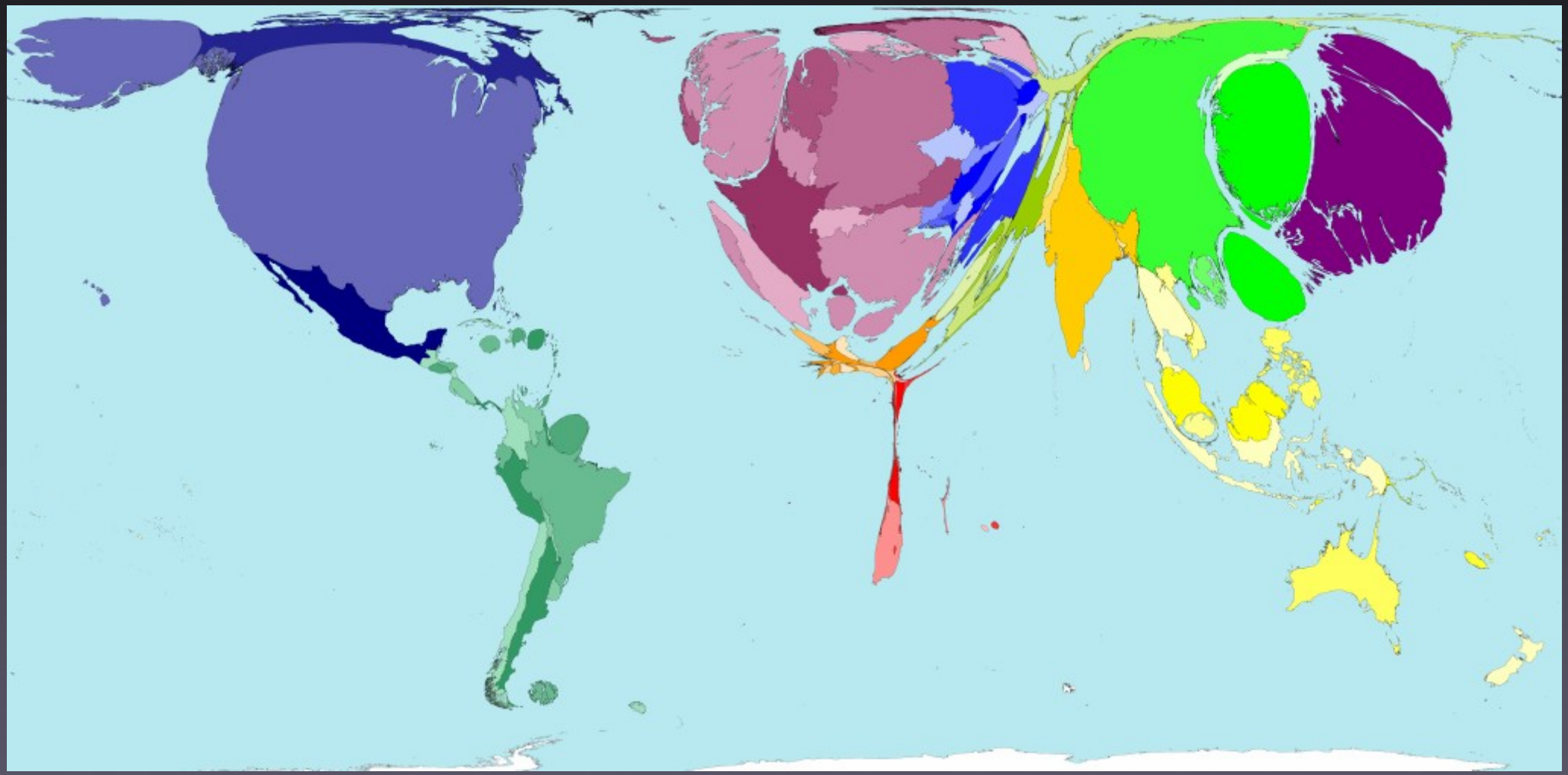
OSI certified





http://www.nasaimages.org

Internet users per country:



Worldmapper
http://www.worldmapper.org

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4. Adaptability
5. Accessibility and diversity
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7. Transparency
8. Modularity
9. Future

We'll get to that...

On to the practical

Please fill in a
little questionnaire

What should you do with Moodle?

First of all:
a service to your students

Notice board

News and Announcements is the bulletin board of the course staff. Here you can find their news bulletins and announcements. New postings are sent to you by e-mail automatically.

Discussion	Started by	Group	Replies	Last post
Message for Louk	Tanya Kingdon		0	Tanya Kingdon Sat, 28 Feb 2009, 04:03 PM
Exam Results Office Hours	Rosalba Icaza		0	Rosalba Icaza Thu, 26 Feb 2009, 08:27 PM
exams/results	Josée Haanappel		0	Josée Haanappel Wed, 25 Feb 2009, 11:01 AM
Your own original questions for January's Exam	Rosalba Icaza		0	Rosalba Icaza Fri, 26 Dec 2008, 06:46 PM
Exam Date in January	Rosalba Icaza		0	Rosalba Icaza Wed, 17 Dec 2008, 05:40 PM
Q&A Session Today at 5pm	Rosalba Icaza		0	Rosalba Icaza Wed, 10 Dec 2008, 11:37 AM
Change in Time for Q&A	Tanya Kingdon		0	Tanya Kingdon Fri, 5 Dec 2008, 02:08 PM
EXAM IN JANUARY	Rosalba Icaza		0	Rosalba Icaza Tue, 2 Dec 2008, 02:19 PM
Extra Q&A Session, Monday Dec 1st.	Rosalba Icaza		0	Rosalba Icaza Tue, 25 Nov 2008, 10:03 AM

Missed a lecture?

Missed the Lecture???...or Want to Listen Again

(don't forget to put your speakers on)

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- Session 2 Lecture
- Session 3 Lecture
- Session 4 Lecture
- Session 5 Lecture
- Session 6 Lecture
- Session 7 Lecture
- Session 8 Lecture
- Session 9 Lecture
- Session 10 Lecture
- Session 11 Lecture
- Session 12 Lecture

Downloadable Audio Files

Course outline/syllabus

Socialist Models, Dependency Theory and New Dependency

The objective of this session is to explain the central elements of the dependency and world-system approaches, which were developed in the 1960s and 1970s in response to the Western-dominated theory of development, and challenged the idea of unilinear development. The contemporary relevance of the concept of dependence will be assessed by focusing on the analysis of the 'new dependency'.

Required readings:

Manuel Castells and Roberto Laserna, 'The New Dependency: Technological Change and Socioeconomic Restructuring in Latin America ', in: A. Douglas Kincaid and Alejandro Portes (eds.), *Comparative National Development: Society and Economy in the New Global Order* (Chapel Hill: University of North Carolina Press, 1994), pp. 57-82.

Tom Hewitt, 'Half a century of development' in: Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century* **Link to ISS Library Catalogue**

Andrew Kilmister, 'Socialist models of Development' in: Tim Allen and Alan Thomas (eds.), *Poverty and Development into the 21st Century* Oxford University Press/The Open University, 2000), pp. 309-324 **Link to ISS Library Catalogue**

Recommended readings:

Andre Gunder Frank, *placeLatin America : Underdevelopment or Revolution. Essays on the Development of Underdevelopment and the Immediate Enemy* (New York: Monthly Review Press, 1969), pp. 3-17 (Chapter 1: 'The Development of Under-development').

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in placeLatin America* (Berkeley: University of California Press, 1979).

James M. Cypher and James L. Dietz, *The Process of Economic Development*, 2nd. ed. London: Routledge, 2004), pp. 158-171 and 177-185 (Chapter 6: 'Heterodox Theories of Economic Development').

D.Harvey (2003) *The New Imperialism*, Oxford: Clarendon, excerpted at pp.183-199, in Sharad Chari and Stuart Corbridge (2008). *The Development* Reader, London : Routledge .

Immanuel Wallerstein, *The Modern World-System* (New York: Academic Press, 1974).

Capturing as you go along

10 Capturing what passes by

I will use this topic to link to any web pages that have been mentioned or demo-ed during the course. This way you do not have to be scared to lose any information: you should always be able to find it back.

- Hans de Zwart's Blog
- Hans de Zwart on LinkedIn
- LinkedIn professional network
- Creative Commons - New way to license content
- Flickr - photo site
- Worldmapper - The world as you have never seen it before
- Dropbox - Online backup and Sync
- Google Docs - Online office suite
- Mindmeister - Online Mindmapping
- Blip.tv - Place to upload higher quality video
- Phoenix Wright - Attorney game for Nintendo DS
- Mediatouch - Italian Moodle partner
- Google Apps Authentication Module
- Google Apps for Moodle

First steps on the pedagogical ladder

Progression

1. Put up the handouts (Resource, SCORM)
2. Have a passive Forum
3. Use Quizzes/Assignments (less management)
4. Use Wiki, Glossary, Database (better content)
5. Use the Forum seriously and actively
6. **Combine the activities into sequences**
7. Think deeper about learning activities
8. Use the Survey module to study / reflect
9. Use peer-review modules like Workshop
10. Sharing ideas, active research, self-study

Death to forums for „general use“

they should be called „forums for general non-use“

This forum allows everyone to choose whether to subscribe or not

Everyone can now choose to be subscribed

Unsubscribe from this forum

This is a social forum where you can discuss any topic you like. All students and staff can read the postings and all may post a new item or discuss an existing one. You receive each posting by e-mail as well. You can "unsubscribe" yourself from the e-mail notification service for this forum if you like.

Add a new discussion topic

(There are no discussion topics yet in this forum)

Forums are the most powerful functionality from a pedagogical perspective

They require design

We will use this forum to get to know each other. Please do the following:

1. Think of a question you would like to ask all your fellow participants. It can be a personal or a professional question.
2. Click on the "Add a new discussion topic" button below and type your question in the "Subject" field. If your question needs any further explanation, you can do this in the "Message" field. If it doesn't, just repeat the question in the "Message" field.
3. Once you have asked your question, you can spend some time answering other people's questions. You should answer each and every question that is out there.
4. Spend some time reading the answers of other people.

About 10-15 minutes of activity...

Add a new discussion topic

Discussion	Started by	Replies	Unread ✓	Last post
Food	Hermine Masmeyer	5	0	Veiko Laanjarv Thu, 27 Nov 2008, 12:04 PM
Strasbourg	Johannes Windisch	6	0	Kati Kivisto Thu, 27 Nov 2008, 10:47 AM
E- learning materials	Kati Kivisto	3	0	Yanislava Andreeva Thu, 27 Nov 2008, 10:39 AM
What are the good side of moodle software?	Yanislava Andreeva	3	0	Stoas Admin Thu, 27 Nov 2008, 10:38 AM
What was the best learning experience you ever had?	Stoas Admin	8	0	Johannes Windisch Thu, 27 Nov 2008, 10:32 AM
Near which bigger city do you live?	Jaroslav Opravil	9	0	Giovanna Ichino Thu, 27 Nov 2008, 10:30 AM
Your lost occasions	Nicola Russo	6	0	Artyom Geghamyan Thu, 27 Nov 2008, 10:30 AM
Have you brough your matterials for preparing an e-learning course?	Vít Peštuka	10	0	Johannes Windisch Thu, 27 Nov 2008, 10:28 AM
Have you ever made a e-learning materials?	Yanislava Andreeva	14	0	Veiko Laanjarv Thu, 27 Nov 2008, 10:25 AM
How was your trip to Strasbourg?	Martin Zucker	10	0	Artyom Geghamyan Thu, 27 Nov 2008, 10:24 AM
E-Learning 1108 ?	Veiko Laanjarv	3	0	Stoas Admin Thu, 27 Nov 2008, 10:20 AM

What do you need to know about me so that you have confidence in this course?

Please think of at least one question that you would like to ask me, so that you can be sure that this course is worthwile. Add it as a discussion topic.

Once everybody is done, I will answer the questions.

Don't forget:
It can be a classroom teaching tool

Forums can enlarge the classroom, by pulling the outside in

Get an expert (don't forget her profile picture) and let her participate in the online discussion: independent of time and place.

Quick way to get to know your students

How web 2.0 are you?

This is a short questionnaire trying to find out how web 2.0 you are? Don't worry there are now correct or wrong answers. It is just meant to get a better picture of who is in the room...

Overview | Edit questions | Templates | Analysis | Show responses

Export to Excel

Submitted answers: 13
Questions: 21

1.) RSS Reader

- I use an RSS reader daily: 0
- I use an RSS reader regularly: 1 (7.69 %)
- I know what RSS is, but I don't use it (yet): 5 (38.46 %)
- I don't know what RSS is: 7 (53.85 %)

2.) Youtube

- I have uploaded my own movie(s): 0
- I use it often: 5 (38.46 %)
- I use it regularly: 6 (46.15 %)
- I know it, but haven't used it: 1 (7.69 %)
- I don't know it: 1 (7.69 %)

Back to our questionnaire

The results...

Wouldn't it have been nice?

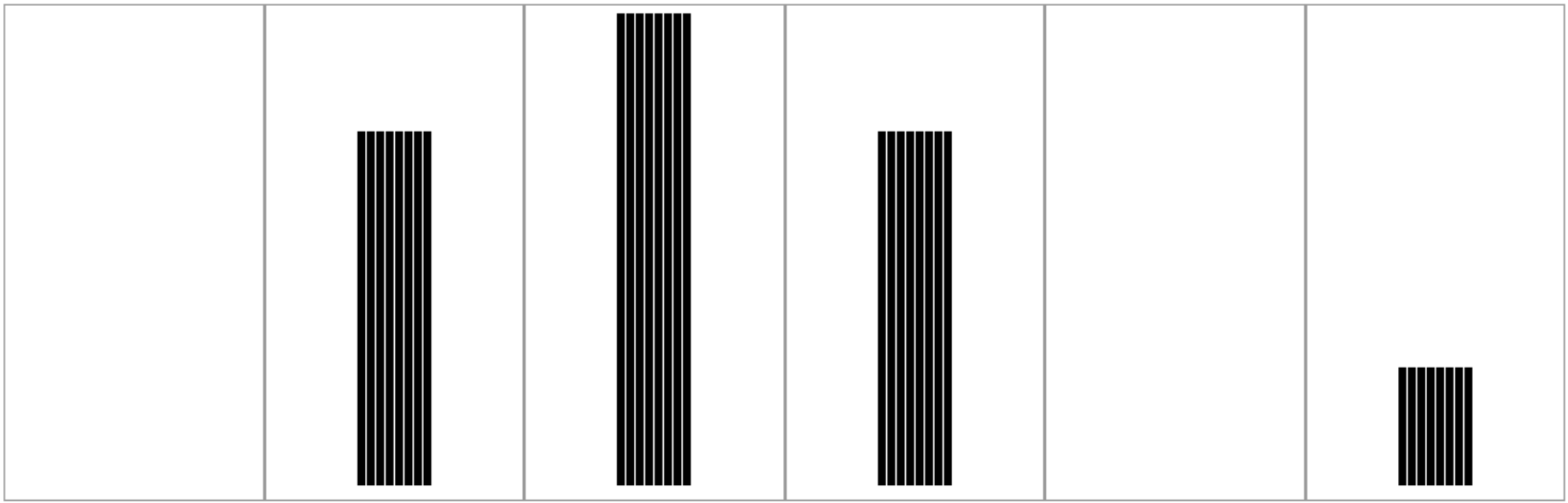
Often people confuse Wikipedia with Wikis in general.
Please read the following two webpages and then answer this question:
Wiki
Wikipedia

Wiki is to Wikipedia as...

- ○ Bert is to Ernie
- ○ A camera is to a picture
- ○ A mammal is to a cow
- ○ The Platonic idea of a chair is to the chair you are sitting on
- ○ Hollywood is to Brad Pitt
- ○ A blackboard is to chalk

Save my choice

Responses


Bert is to Ernie
A camera is to a picture
A mammal is to a cow
The Platonic idea of a chair is to the chair you are sitting on
Hollywood is to Brad Pitt
A blackboard is to chalk
0
3
4
3
0
1

A Free classroom voting machine/response system

PRODUCTS:

Assessment
- Classroom Performance System
- ExamView® Assessment Suite
- INTERWRITE® Cricket
- INTERWRITE® PRS
- CPS vClicker
- INTERWRITE® Response
- REAP

Interactive Teaching

Content

Related Documents
- Chossing an Assessment Solution
- FAQ

CONTACT SALES

Home > Products > Assessment > INTERWRITE® Cricket

INTERWRITE® Cricket

Assessment Made Simple

Interwrite Cricket is a powerful yet simple to use clicker for students of all ages. From kindergarten to higher education, Cricket clickers offer robust RF (radio frequency) technology to make real-time student assessment practical for any classroom setting. Students can respond to your questions, while INTERWRITE® Response software captures their responses. Control how you want to display and use the information. Whether used in the smallest of classrooms or in lecture halls with 2,000 students, Cricket is your most cost-effective and affordable student response system solution.

Keeping it simple.
Cricket keeps it simple. From setting it up to uploading your grades, every aspect of Cricket has been designed to simplify assessment for both the instructor and students. You can focus on teaching and not on operating your assessment system.

PowerPoint...and Beyond!
Cricket works with virtually any instructional resource in any format. A PowerPoint plug-in makes PowerPoint an ideal companion for Cricket. If you have existing slides you'd like to "response-enable", no problem. It literally takes just seconds per slide. Cricket is the only system to offer a mode whereby ANY material that you show on your computer can become a Cricket-compatible response question.

Features & Accessories | Specifications | Configurations

Operating System Support
Windows, Mac and Linux

Question Types Supported
Multiple Choice (lettered/numbered), True/False, Survey (lettered/numbered).

INTERWRITE™ Cricket. Click to enlarge.

Case Study

Bruno Kazenas, a music teacher, attended FETC and was introduced to the Interwrite Interactive Classroom including the: Interwrite Board, Pad and Software. After watching a demonstration on the products, Kazenas was interested in seeing if he could use this technology in his classes.

View Case Study »

Bruno Kazenas
Brooker Elementary School
Brandon, FL

Let's talk about assignments

Hands up: who lets students hand in work using email?

Not allowed anymore!

Notice that I am not even talking about handing it in on paper...

A couple of problems:

Who is lover14_XXX@hotmail.com?

What assignment is being handed in exactly?

You: *„You haven't handed in your assignment“*

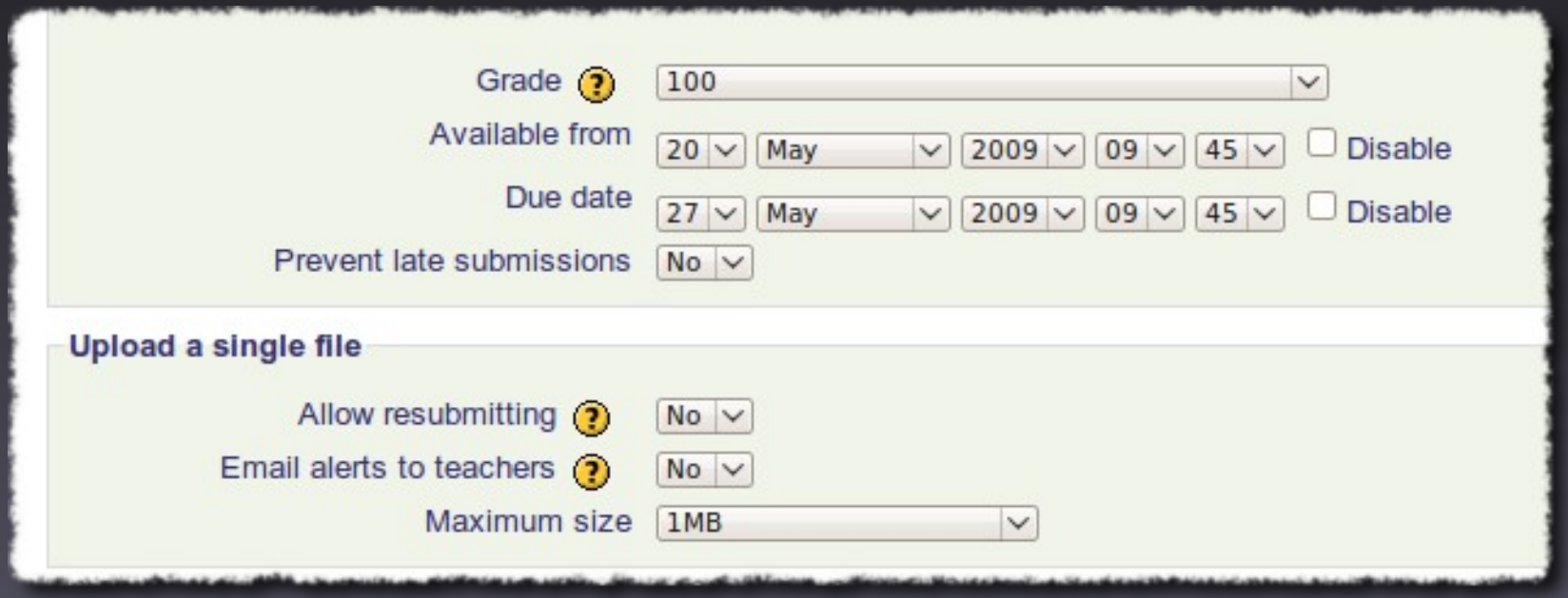
They: *„Yes I did, I sent it to your email address!“*

You: *„I didn't get it“*

They: *„I did sent it“*

Who hasn't submitted their assignment?

Keeping track of multiple submissions and grades


Grade
100
Available from
20 May 2009 09 45
Disable
Due date
27 May 2009 09 45
Disable
Prevent late submissions
No
Upload a single file
Allow resubmitting
No
Email alerts to teachers
No
Maximum size
1MB

Council of Europe
www.coe.int

Human Rights Education
for Legal Professionals

Update this Assignment

Home > E-Learning 1108 > Assignments > Assignment: an "U vraagt, wij draaien" course > Submissions

Jump to...

Save all my feedback

First name : **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Surname : **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Page: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 ...100 (Next)

	First name / Surname	Grade	Comment	Last modified (Student)	Last modified (Teacher)	Status
	Kati Kivisto	No grade	Maastricht is nice...!	U vraagt, wij draaien.... Thursday, 27 November 2008, 11:10 AM	Thursday, 27 November 2008, 11:12 AM	Update
	David Tomadze	No grade	That much is correct...	A well-known dutch ... Thursday, 27 November 2008, 11:06 AM	Thursday, 27 November 2008, 11:12 AM	Update
	Nicola Russo	No grade	How did you know?	Ithink it means: ... Thursday, 27 November 2008, 11:04 AM	Thursday, 27 November 2008, 11:12 AM	Update
	Vít Peštuka	No grade	Excellent!	I think that you ... Thursday, 27 November	Thursday, 27 November 2008, 11:12 AM	Update

The age of the embed

Youtube – videos

Slideshare – slides (with audio)

Scribd – documents/texts

Teachertube – educational videos

TED – worldchanging videos?

People
Participants

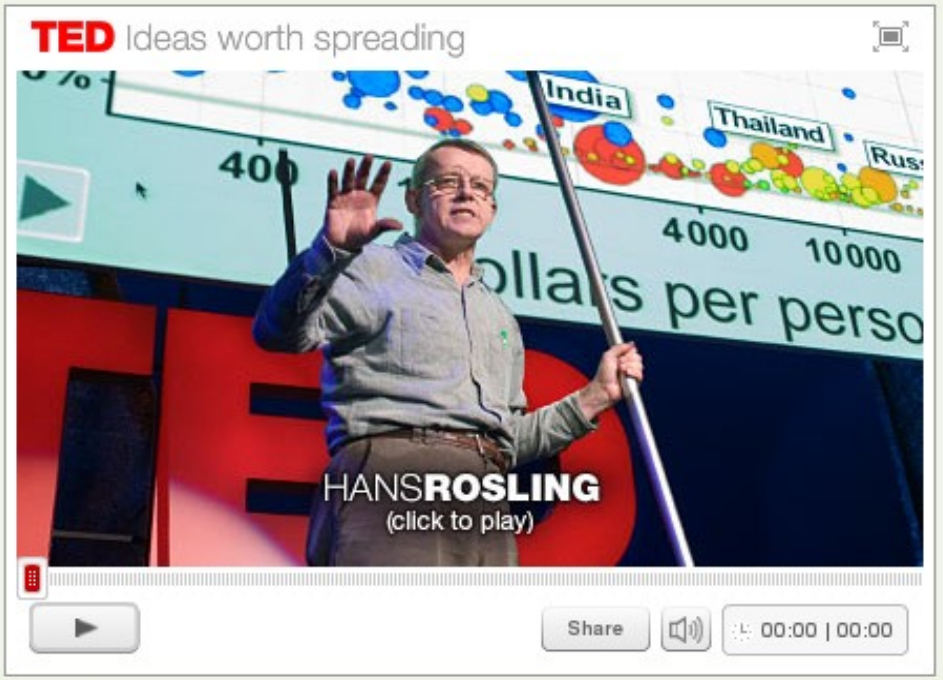
Activities
Forums

Search Forums
Go
Advanced search

Administration
Turn editing on
Settings
Assign roles
Grades
Groups
Backup
Restore
Import
Reset
Reports
Questions
Files
Profile

Courses
Course Fullname 101
All courses ...

Topic outline



News forum

1		
2		
3		
4		
5		
6		
7		

Latest News
Add a new topic...
(No news has been posted yet)

Upcoming Events
There are no upcoming events

Go to calendar...
New Event...

Recent Activity
Activity since Tuesday, 19 May 2009, 11:51 PM
Full report of recent activity...

Nothing new since your last login

The magic word is: *embed*

A demo...

Open Educational Resources (OER)

OER Materials

Subject Areas

Arts (1443)
Business (593)
Humanities (3993)
Mathematics & Statistics (1975)
Science & Technology (10433)
Social Sciences (4518)

Grade Levels

Primary (4342)
Secondary (6157)
Post-secondary (13271)

Browse All Materials

News & Events

07.05.09

California Free Textbook Initiative

Governor Arnold Schwarzenegger today (May 7, 2009) launched an initiative to make California the first ...

Continue reading »

Open Educational Resources are all about sharing.

In a brave new world of learning, OER content is made free to use or share, and in some cases, to change and share again, made possible through licensing, so that both teachers and learners can share what they know.

Browse and search OER Commons to find curriculum, and tag, rate, and review it for others.

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Search

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Click here to start »

Conditions of Use

No Strings Attached

Collaborative data gathering

The magic of RSS

RSS?

Learn more about using Wikipedia for research.

RSS

From Wikipedia, the free encyclopedia

(Redirected from Rss)

For other meanings of RSS, see RSS (disambiguation).
For RSS feeds from Wikipedia, see Wikipedia:Syndication.

RSS (most commonly translated as "Really Simple Syndication") is a family of web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video—in a standardized format.[2] An RSS document (which is called a "feed", "web feed",[3] or "channel") includes full or summarized text, plus metadata such as publishing dates and authorship. Web feeds benefit publishers by letting them syndicate content automatically. They benefit readers who want to subscribe to timely updates from favored websites or to aggregate feeds from many sites into one place. RSS feeds can be read using software called an "RSS reader", "feed reader", or "aggregator", which can be web-based, desktop-based, or mobile-device-based. A standardized XML file format allows the information to be published once and viewed by many different programs. The user subscribes to a feed by entering into the reader the feed's URI – often referred to informally as a "URL" (uniform resource locator), although technically the two terms are not exactly synonymous – or by clicking an RSS icon in a browser that initiates the subscription process. The RSS reader checks the user's subscribed feeds regularly for new work, downloads any updates that it finds, and provides a user interface to monitor and read the feeds.

RSS formats are specified using XML, a generic specification for the creation of data formats. Although RSS formats have evolved since March 1999,[4] the RSS icon ("") first gained widespread use between 2005 and 2006.[5]

RSS

The RSS logo

Filename extension	.rss, .xml
Internet media type	application/rss+xml (Registration Being Prepared)[1]
Type of format	Web syndication
Extended from	XML

Contents [hide]

1 History
2 Variants
3 Modules
4 BitTorrent and RSS
5 Examples
  5.1 RSS 1.0
  5.2 RSS 2.0
  5.3 Including in XHTML
6 See also
7 References

WIKIPEDIA
The Free Encyclopedia

navigation
- Main page
- Contents
- Featured content
- Current events
- Random article

search
Go Search

interaction
- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

toolbox
- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link
- Cite this page

languages
- العربية
- Asturianu
- Bân-lâm-gú
- Беларуская (тарашкевіца)
- Български

Gmail Calendar Documents Photos Reader
An update for the Google Reader offline feature is available. Refresh.
ail.com | Settings | My Account | Help | Sign out
Google Reader
All items
Search
Add a subscription
All items (187)
Friends' shared items
Subscriptions
Stephen's Web ~ by St... (5)
TrainingZONE.co.uk News (1)
Wilfred Rubens: techn... (6)
ZaidLearn (1)
other (107)
Boing Boing (37)
D66 (4)
EFF: Breaking News (1)
Lifehacker (22)
Official Google Blog (1)
O'Reilly Radar (6)
passiveaggressivenote... (1)
xkcd.com (1)
Cool Tools (1)
Criggo (2)
Manage subscriptions »
Boing Boing »
Show: Expanded - List
Show: 37 new items - all items
Mark all as read
Refresh
Feed settings...
show details
Bush cronies land jobs charging for advice on not getting eaten by the monsters they created
8:28 AM (1 hour ago)
by Cory Doctorow
From USA Today: "More than one in four members of President George W. Bush's Cabinet have landed jobs with consulting or lobbying firms in which they can help clients navigate the departments they once oversaw." Michael "DHS" Chertoff is now charging for advice on how not to get screwed by the DHS (the former director of the CIA is working for him); Ashcroft is working for companies that his own DoJ brought anti-trust charges against. Nice work if you can get it.
Several Bush officials work in areas related to former jobs
Add star
Share
Share with note
Email
Keep unread
Edit tags: other
Silent, low-power ionic cooling for laptops -- Boing Boing Gadgets
7:35 AM (2 hours ago)
Previous item
Next item
more than 20 items

Email newsletter 2.0 (no unsubscribe)

Two parts to it:
server / client
creation / reading

Websites create RSS feeds: items in reverse chronological order

Feedreaders (there are many)
pick up the feeds
and display them

Moodle does both...

Forums and other modules can create feeds

Fresh course content with the remote RSS block

again enlarging the classroom

Recent Activity

Activity since Tuesday, 19 May 2009, 11:51 PM

Full report of recent activity...

Nothing new since your last login

Guardian Africa

Add/Edit Feeds

- Wiwa v Shell: the day of truth? | Kevin Smith
- UK medics go on hunger strike after being refused entry into Gaza
- Letter from Africa: America's cousin on the continent
- Excited at the thought of a game
- The high cost of microfinance in Uganda

Creative use of Delicious a social bookmarking site

Home

See what's hot on Delicious, or go to **your Bookmarks**

Save a new bookmark
Go to a user
Explore a tag
Look up a URL

Popular Bookmarks | Explore Tags

The most popular bookmarks on Delicious right now

See more Popular bookmarks

New bookmarks saved in the last minute 189

In the Woods - Simulate Gravity with jQuery SAVE 115

jquery animation tutorial

List of Really Useful Free Tools For JavaScript Developers | W3Avenue 142

SAVE

javascript tools resources webdev programming

Lifehacker - Move Your iTunes Library to an External Hard Drive - iTunes Tip 131

SAVE

itunes howto music lifehacker tutorial

Maybe you shouldn't buy that SAVE 117

blog humor

16 Great Graphic Design Blogs and Sites - Psdtuts+ SAVE 136

design inspiration blogs showcase webdesign

シゴタノ！ — 「人生をEvernoteに詰め込みたい！」というあなたのためのアウトプット収集法まとめ SAVE 112

evernote japan howto

窓の杜 - 【REVIEW】フォルダを同期させるMS純正の高機能コマンド“robocopy”をGUIで「RichCopy」 SAVE 110

windows software microsoft backup tool

8 Tools to Find Someone Online - Stepcase Lifehack SAVE 156

Popular Tags

design
blog
video
software
tools
music
programming
webdesign
reference
tutorial
art
web
howto
javascript
free
linux
web2.0
development
google
inspiration
photography
news
food
flash
css
blogs
education

Create a tag
for your course
e.g. *iss_4329_0899*

Students use the tag to tag pages that they find interesting

Moodle shows these pages in the external RSS block

Demo?

Other collaborative data gathering...

Glossary

Wiki

Database module

(I have so much more to say)

Please experiment with letting students blog

Why limit the reflective writing to the student-teacher interaction?

Let students find a public voice

The technology is there

blogs.mu

Start Your Own Blogging Community

Name your community: My Awesome Blog Community

Enter the URL you'd like: awesomeblogs .blogs.mu

GET STARTED FOR FREE

Start your own blog network or community for free!

Run your very own Blogger.com / WordPress.com style site

SO, WHAT IS BLOGS.MU?

Blogs.mu is a site that allows you to setup your own WordPress based blog community or network - with the minimum of fuss. Set up blogs yourself or let users come to you.

WHY MIGHT YOU USE US?

You can use Blogs.mu to provide blogs for people in your area, start a local news site or manage your own publishing empire... the possibilities are endless!

HOW DOES BLOGS.MU WORK?

You get your own blog hosting site at you.blogs.mu and then can set up blogs (or let your users set up blogs) at subdirectories like you.blogs.mu/blog1/, you.blogs.mu/blog2/ etc.

ISS is doing a good job...

But you should push for more!

1. Every student a laptop
(a requirement like a book)

2. Wifi throughout the building

(and don't forget the power outlets!)

Invitation: please be in touch!

Slides: http://www.slideshare.net/hansdezwart

Twitter: hansdezwart

LinkedIn: http://www.linkedin.com/in/hansdezwart

Blog: http://blog.hansdezwart.info