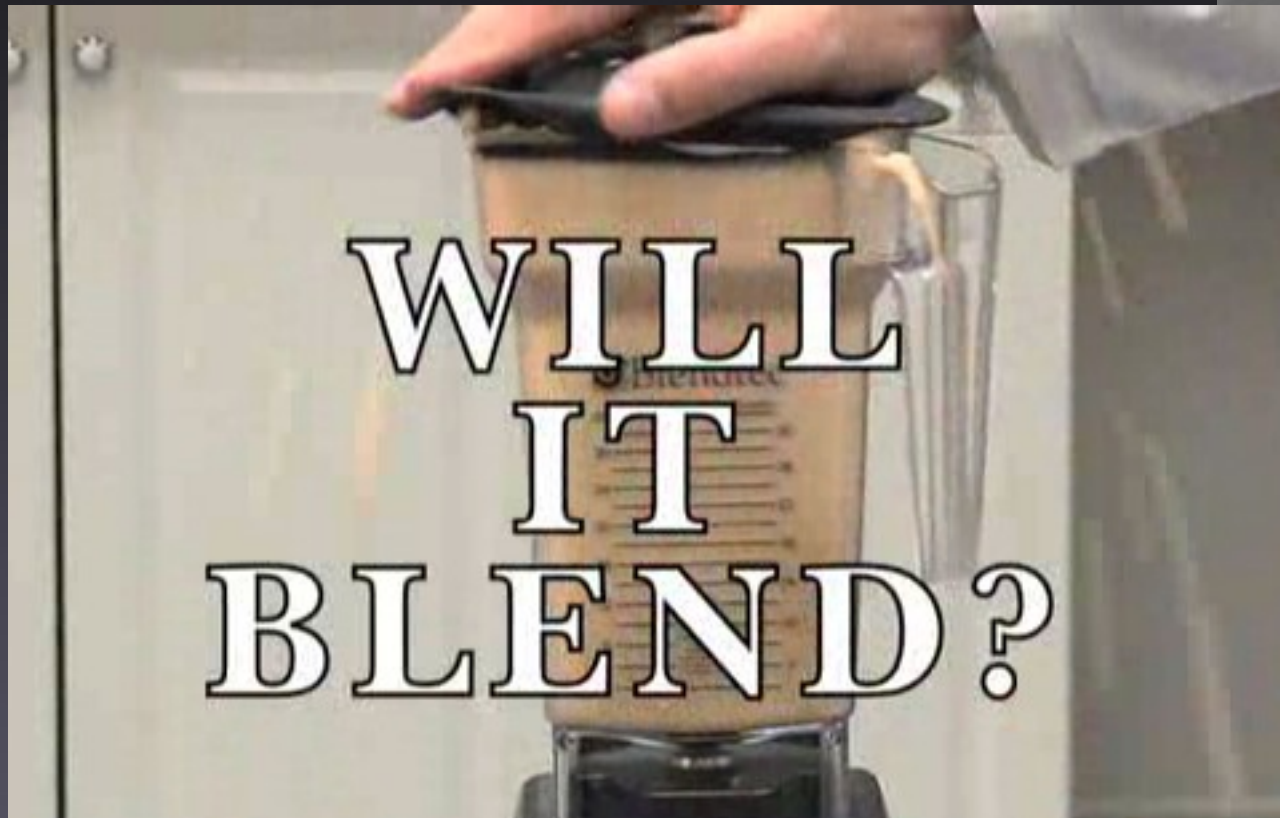


DON'T TRY THIS



AT HOME



Hans de Zwart

Blended Learning Adviser @ Shell (for now)

De gebruiker mag:



het werk kopiëren, verspreiden en doorgeven



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Onder de volgende voorwaarden:



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What are we going
to talk about?

Instructional principles...

(based on experience in the corporate world)

This talk really and truly does
not have much to do with
Moodle

This could also be interesting if you are a Blackboard user,
or even if you are not using a Virtual Learning Environment

I will talk about quality

So I would like to give you
a chance to join
a different session...

Full-day Events

- ▶ Educational Tools and Flexible Learning Environments for Teaching and Learning in Immersive Virtual Worlds
- ▶ Mobile Learning in Practice: How to Start with mLearning
- ▶ The Moodle Experience: Moodle in Practice and New Developments
- ▶ Learning, Innovation and ICT

Morning Events

- ▶ Advancing the Quality Landscape: The New International Quality Certifications for E-Learning
- ▶ Engage in Game-Based Learning

.... are you sure?

Who am I?



Hans de Zwart: Technology as a Solution...

A techno believer's path in learning...

A Design Concept For a Mobile Moodle Application

with 6 comments

[Arjen Vrielink](#) and I write a monthly series titled: [Parallax](#). We both agree on a title for the post and on some other arbitrary restrictions to induce our creative process. For this post we agreed to create a design concept for a mobile Moodle application. The concept should include screen mockups. You can read Arjen's post with the same title [here](#). This month we are delighted to have two guest writers writing about the same topic. [Marcel de Leeuwe](#) (read his post [here](#)) and [Job Bilsen](#) (his post can be found [here](#)).

Mobile applications have taken off. This is largely due to the trailblazing work that Apple has done with the iPhone and the App Store. If you have been watching [my Delicious feed](#), you will have noticed that I too have succumbed and will be part of the iPhone-toting crowd (I will write more about me losing my principles later).

Nearly every web service that I use has a mobile application. Examples are [Last.fm](#), [Flickr](#), [WordPress](#), [Dropbox](#), [NY times](#), [Paypal](#) and more, the list is endless. [Moodle](#), the web application that I use most often, does not have a mobile app yet. There have been a couple attempts at creating themes that display well on a mobile (such as [here](#)). These mobile themes usually try to deliver all of Moodle's functionality, which often limits their phone specific interaction and their user friendliness. Other applications use JAVA applications that gives people access to specific Moodle functionality (examples [here](#) and [here](#)).

It would be great to have a true mobile Moodle application. Here are some initial thoughts for a design.

Audience

The audience for this Moodle application would mainly be students/participants. I want the functionality to focus on things that are easily delivered on a mobile platform. I don't think grading and reporting interfaces lend themselves well to a smaller screen. The things that people like to do with a mobile device are usually: seeing what has happened/is happening, plan and communicate. This Moodle application will enable the users of a Moodle installation to do exactly those things.

Getting rid of the course paradigm

Moodle is extremely course centric. I have always thought that this has some great advantages, mainly that all the learning is very contextual. Students, however, often have to "multi-course" (doing multiple courses at the same time). A mobile application should make the most urgent or current events, actions and resources bubble to the top. This requires the application to get rid of the course paradigm and show a personal page per user.

People that have used Moodle for a while might know of the "My Moodle" page. This page also tried to pull up the most relevant information for a particular user, but would still display this information on a course by course basis.

This application will consist of four main screens. Each screen has its own icon at the bottom of the screen that stays

Hans de Zwart

I am a Blended Learning Adviser and Elearning Manager at [Shell](#).

This is my personal blog in which I write about things I have passion for: open technology (like [Moodle](#)) and learning.

[Contact me](#)

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[Presentations on Moodle 2.0 and on Moodle, Mahara and Elgg](#)

[My Top 10 Tools for Learning](#)

[Why Chromium is Now My Primary Browser](#)

[10 Things to Like About Moodle](#)

Some audience interaction:

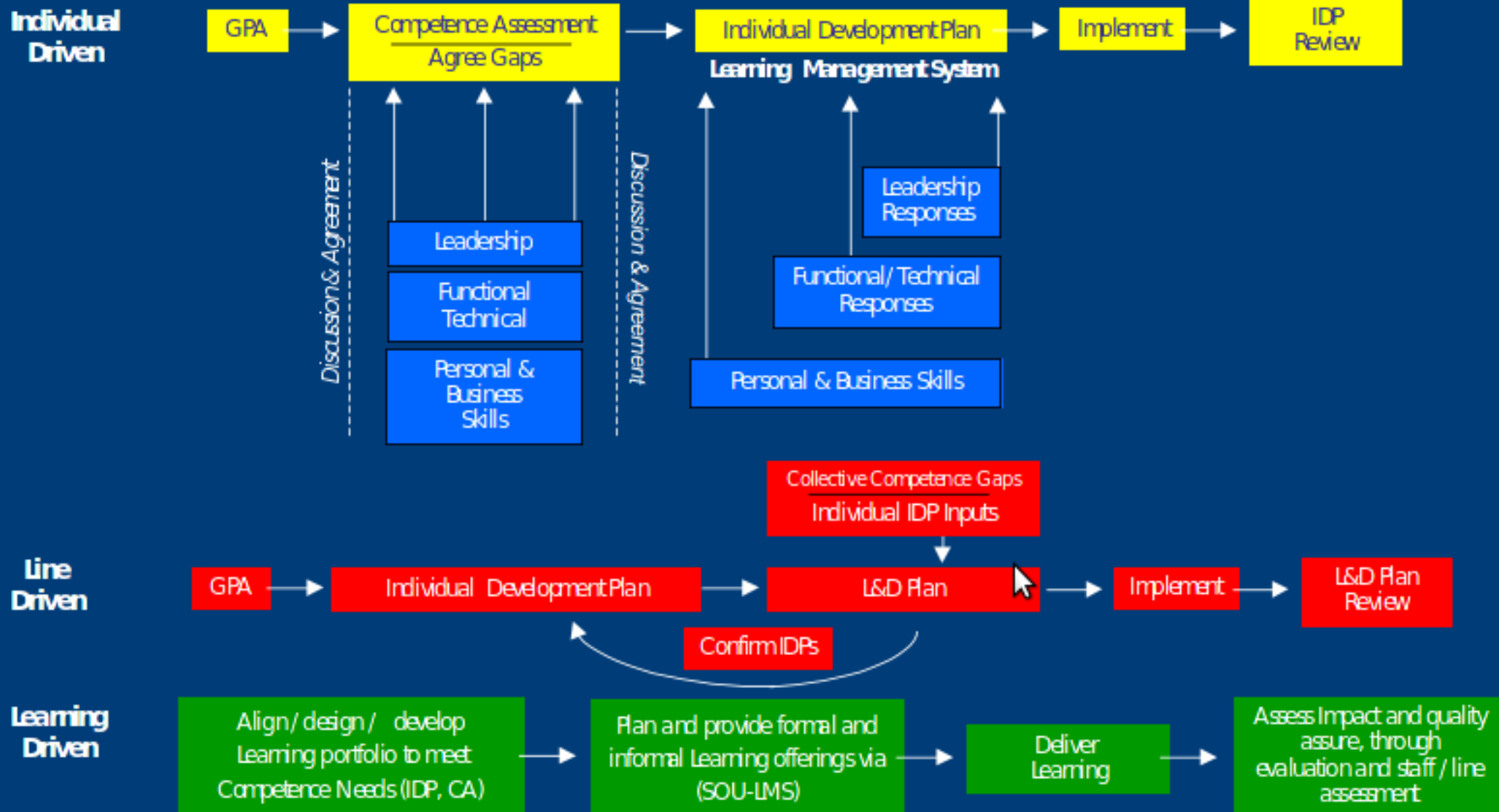
What is Blended Learning?

Why would you do Blended Learning?

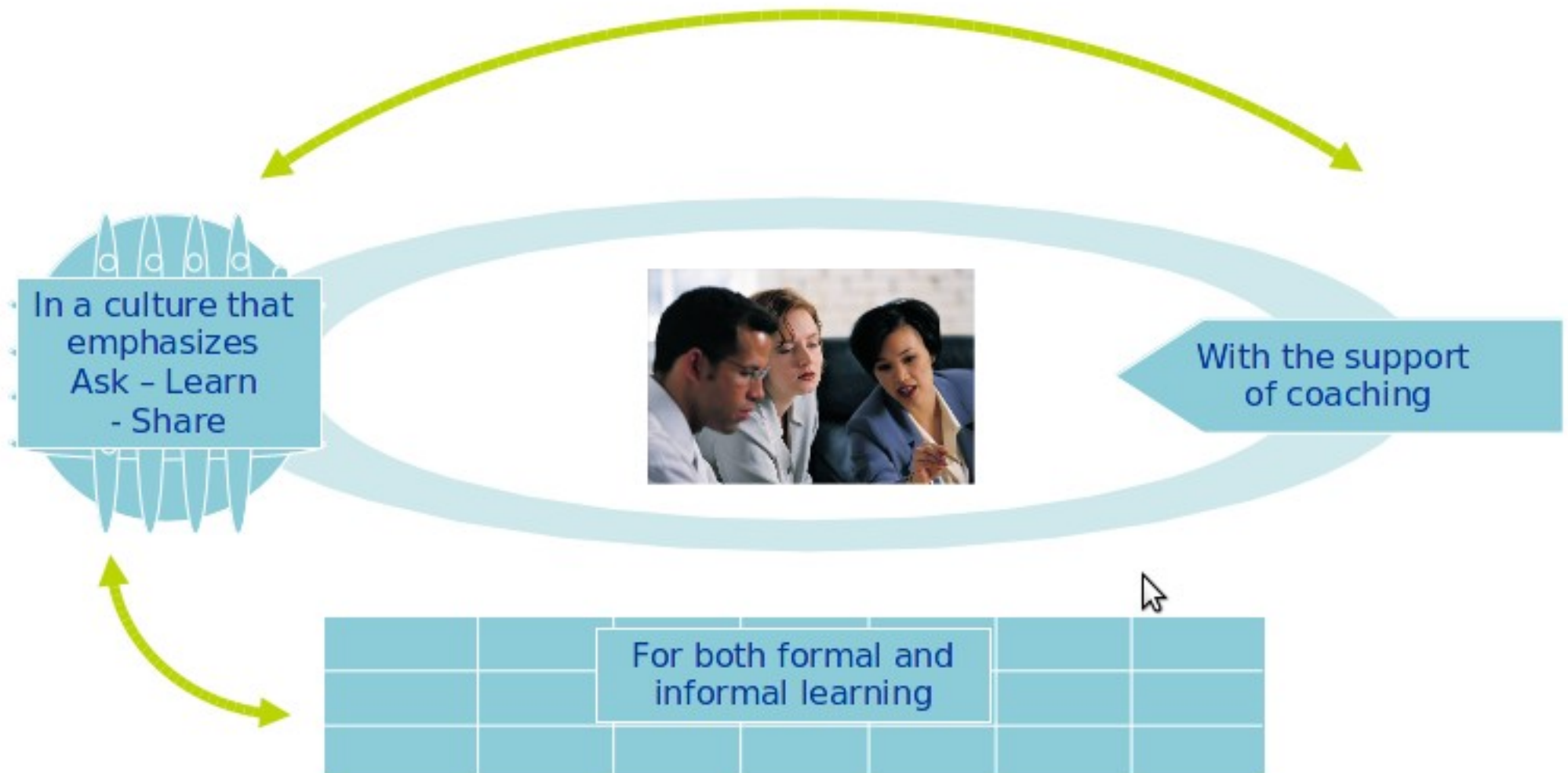
What would you like to know about Blended Learning?

How does learning work
in our organisation?

End-to-End Learning and Development Process



Our strategy: Integrate learning and work



Learning is continuous and happens as part of daily life. Integrating learning in the workplace allow us to realize what we learn, apply it and build upon it to improve our knowledge, our skills and ability to deliver

Merrill Plus principles



http://www.youtube.com/watch?v=i_TKaO2-jXA

First Principles of Instruction

Submitted for publication to Educational Technology Research & Development

M. David Merrill¹

Utah State University

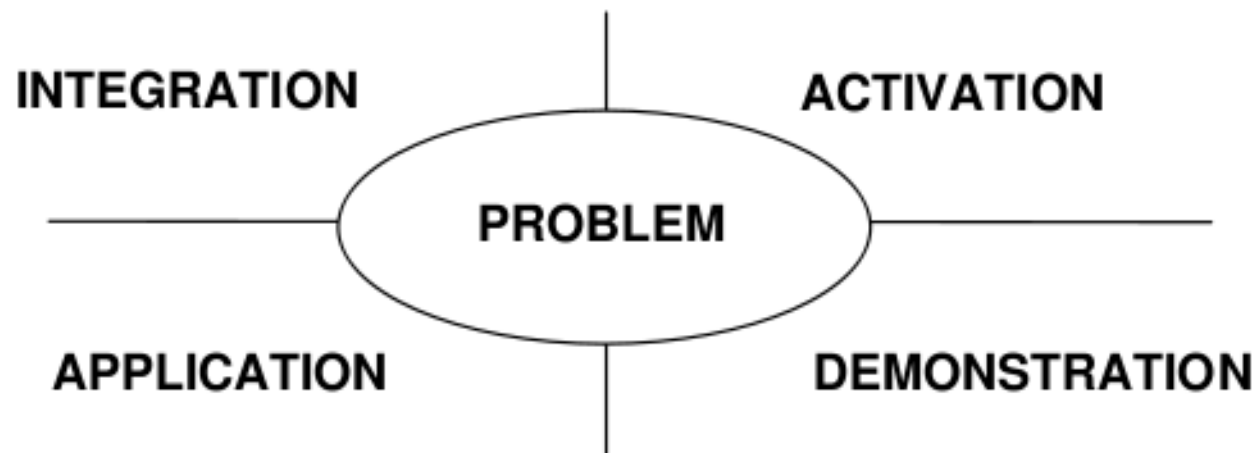


Figure 1 First Principles of Instruction Diagram

At the top level the instructional design prescriptions based on first principles are as follows:

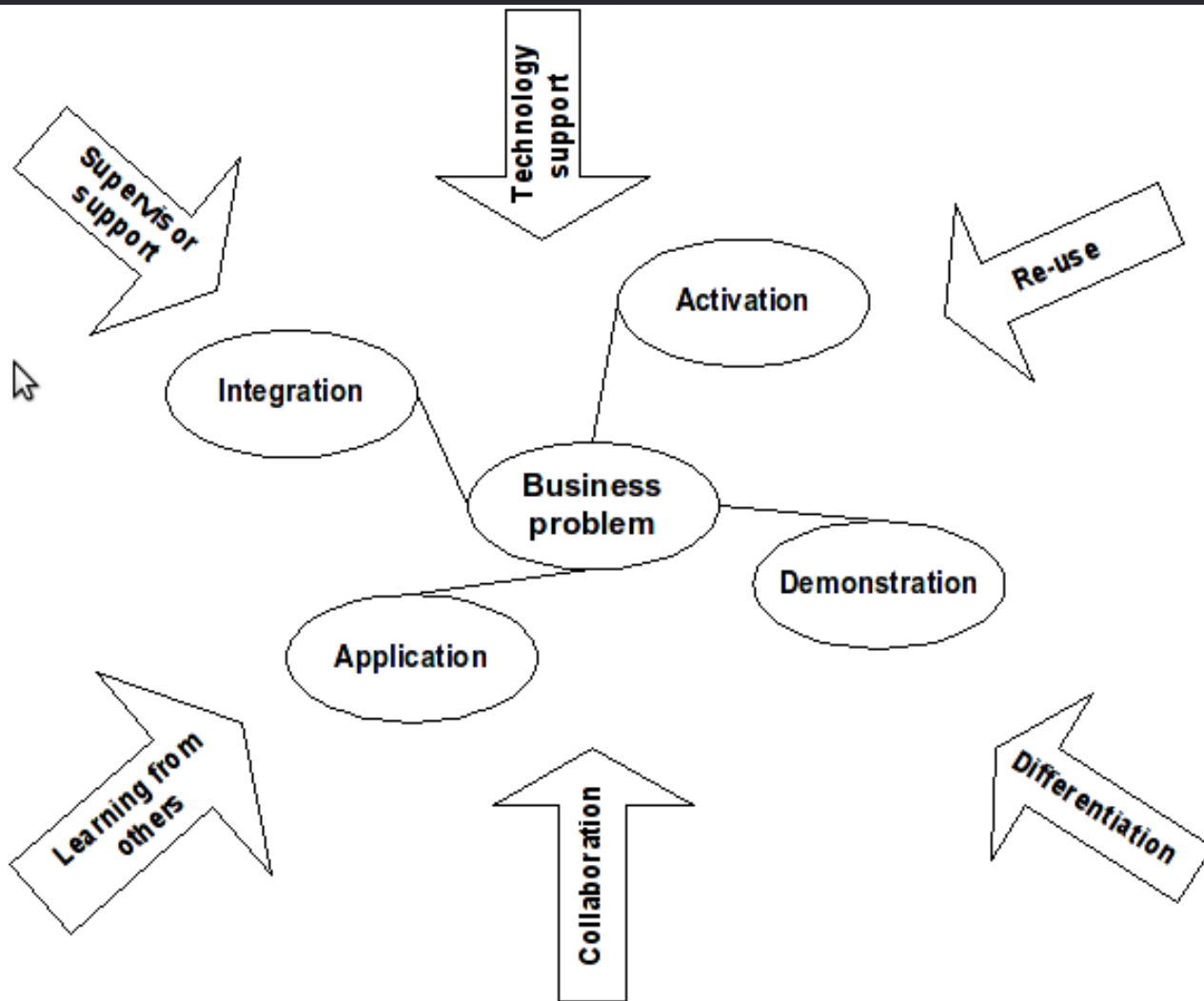
- Learning is facilitated when learners are engaged in solving real-world problems.
- Learning is facilitated when existing knowledge is activated as a foundation for new knowledge³.
- Learning is facilitated when new knowledge is demonstrated to the learner.
- Learning is facilitated when new knowledge is applied by the learner
- Learning is facilitated when new knowledge is integrated into the learner's world.

Necessary, but not sufficient

Merrill Plus: Blending Corporate Strategy and Instructional Design

Betty Collis

Anoush Margaryan



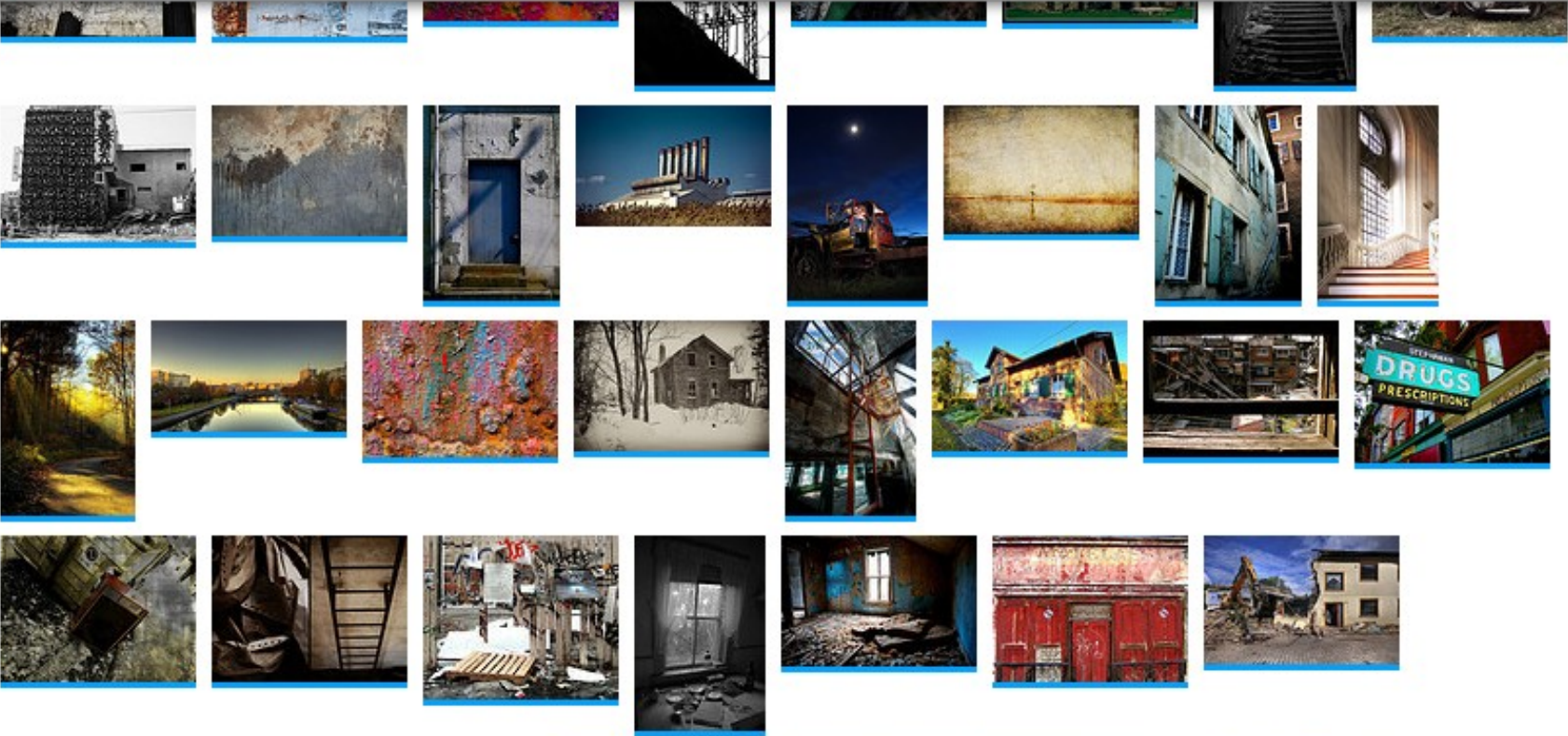
One by one

Visual challenge...

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2 months ago
amazing. <http://bit.ly/cf-volcano>

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still inspiring nearly 2
years later,
<http://vimeo.com/191309>

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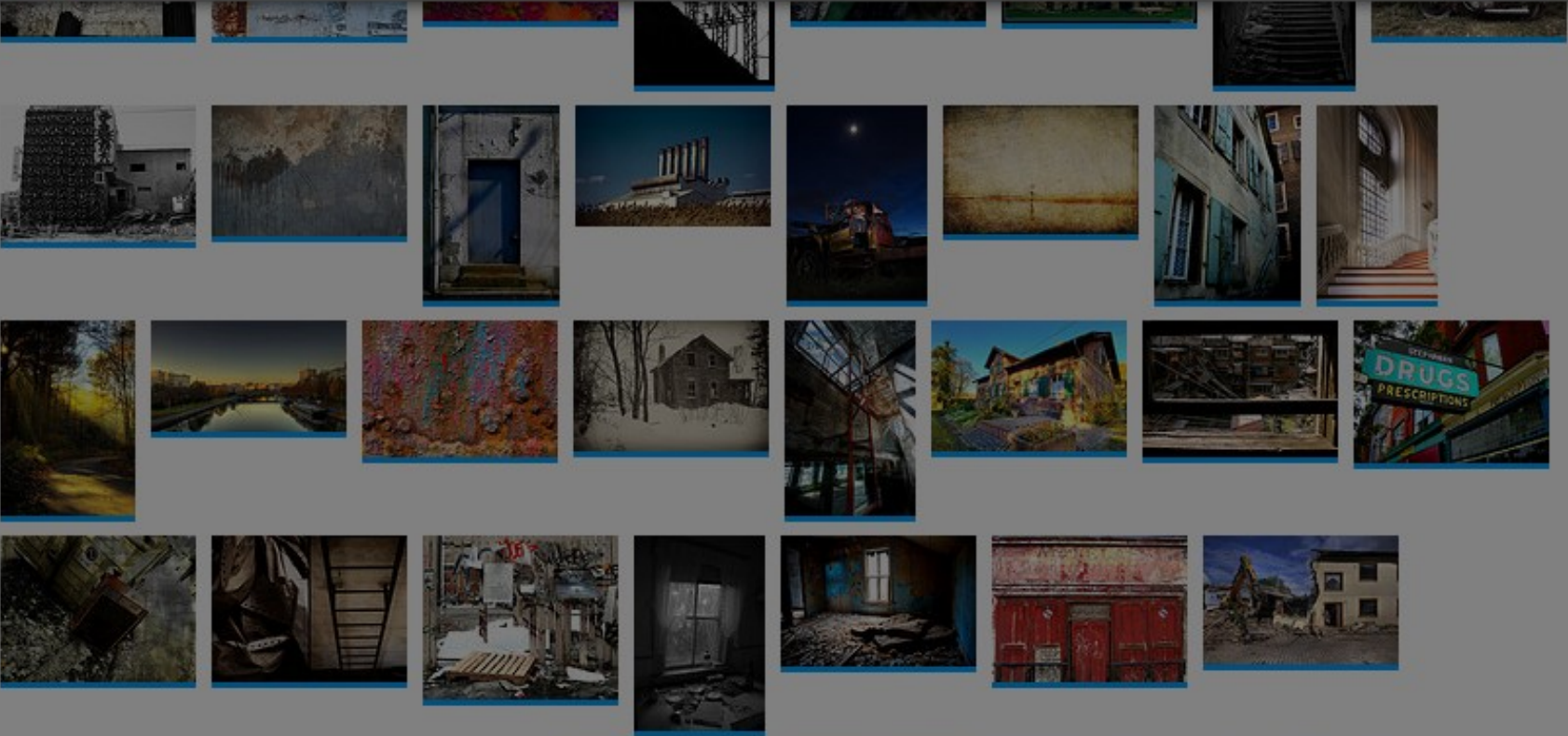
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amazing. <http://bit.ly/cf-volcano>

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still inspiring nearly 2 years later,
<http://vimeo.com/191309>

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Application



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Reuse



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Differentiation

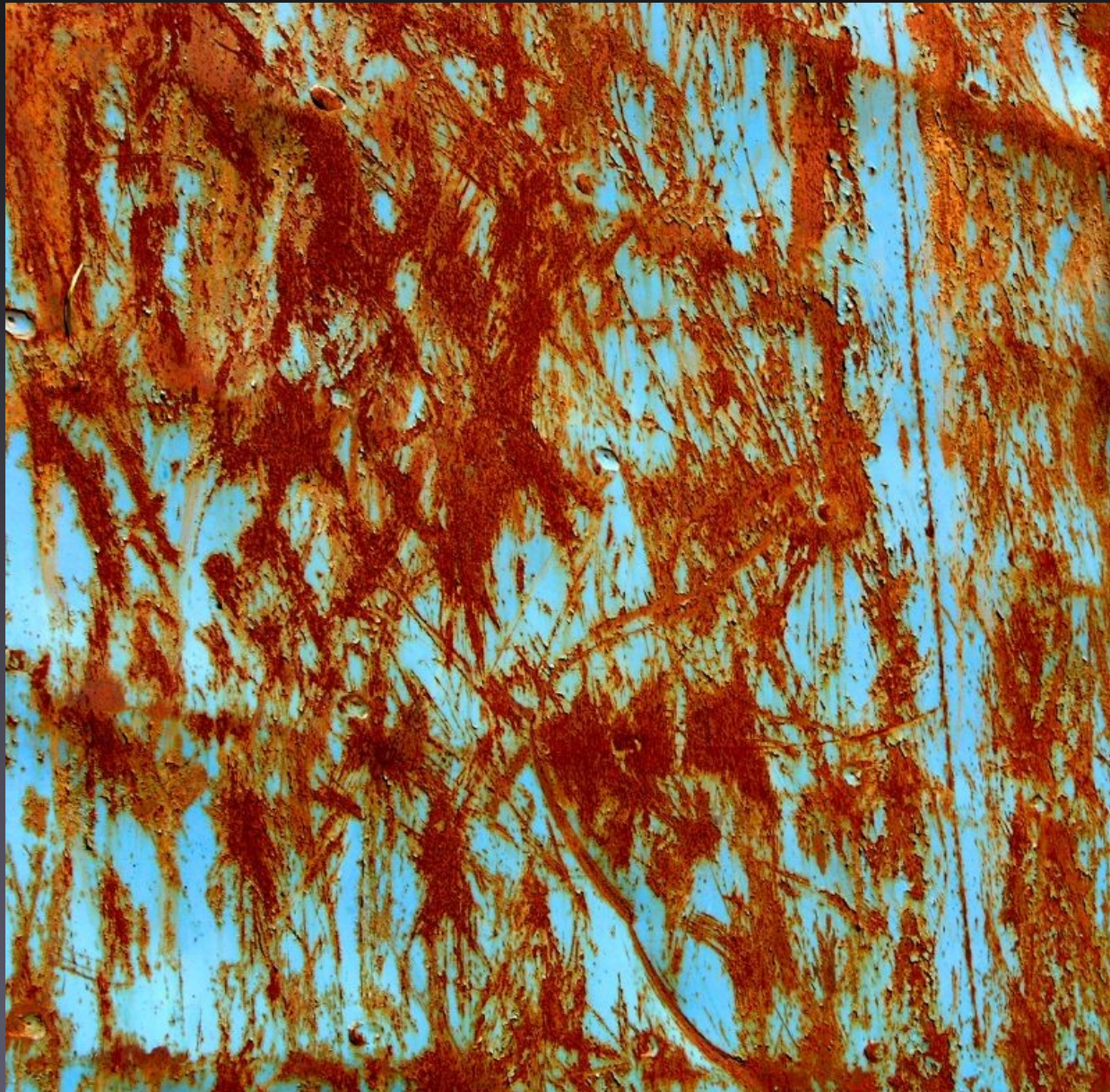


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Supervisor Involvement



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Technology Design



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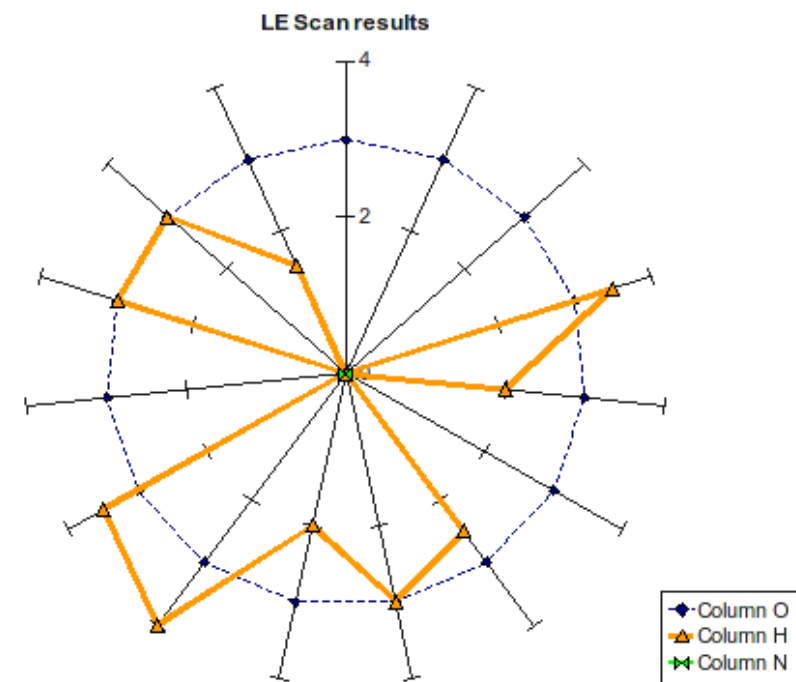
Assessment



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	A	B	C	D	E	F
1	Learning Intervention Scan Questionnaire					
2		Scan 1				
3		None	A little	Some	Much	Very much
13	Application					
14	To what extent do participants have an opportunity to practice and apply their newly acquired knowledge or skill?					
15	To what extent do the activities involve both "how-to" practice (carrying out a procedure, applying tools and processes to solve a problem, acting, practicing, thinking, trying, extending) and "what-if" practice (predicting a consequence of a solution and planning for contingency, refining, integrating, adapting)?					
16	Integration					
17	To what extent are there techniques provided that encourage participants to integrate the new knowledge or skill into their everyday work?					
18	To what extent do the activities allow participants to reflect on the lessons learned?					
19	Collaboration					
20	To what extent do the activities provide opportunities for participants to collaborate?					
21	To what extent do the activities provide opportunities for peer feedback?					
22	Knowledge sharing					
23	To what extent do activities make use of Global Networks (SIGN), Wiki, Metis, Centres of Excellence, Shell Libraries and other knowledge sharing resources?					
24	To what extent do the activities require the participants to be coached, or be a coach during the learning event?					
25	Reuse					
26	To what extent do the activities involve re-use of participants' submissions from an earlier activity?					
27	To what extent are the participants encouraged to find their own learning materials?					
28	Differentiation					
29	To what extent is the feedback tailored to individual participant needs and/or workplace situation?					
30	To what extent do the activities encourage inclusion to leverage participant differences (such as pre-knowledge, learning style, culture, learning needs)?					



A measure of quality

Questions/remarks/
brutal criticisms?

LMS
SumTotal

LCMS
Force10

VLE
Moodle

Our Moodle use cases

- As „pre-work“ for Face2Face
- As a non-facilitated e-learning course
(an alternative to the LCMS)
 - As a classroom tool:
assessments/forum discussions
- The mythical true online course

Finally, stay in touch:

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

Twitter: [hansdezwart](#)

Blog: <http://blog.hansdezwart.info>

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