Supporting socially distanced learning with Moodle
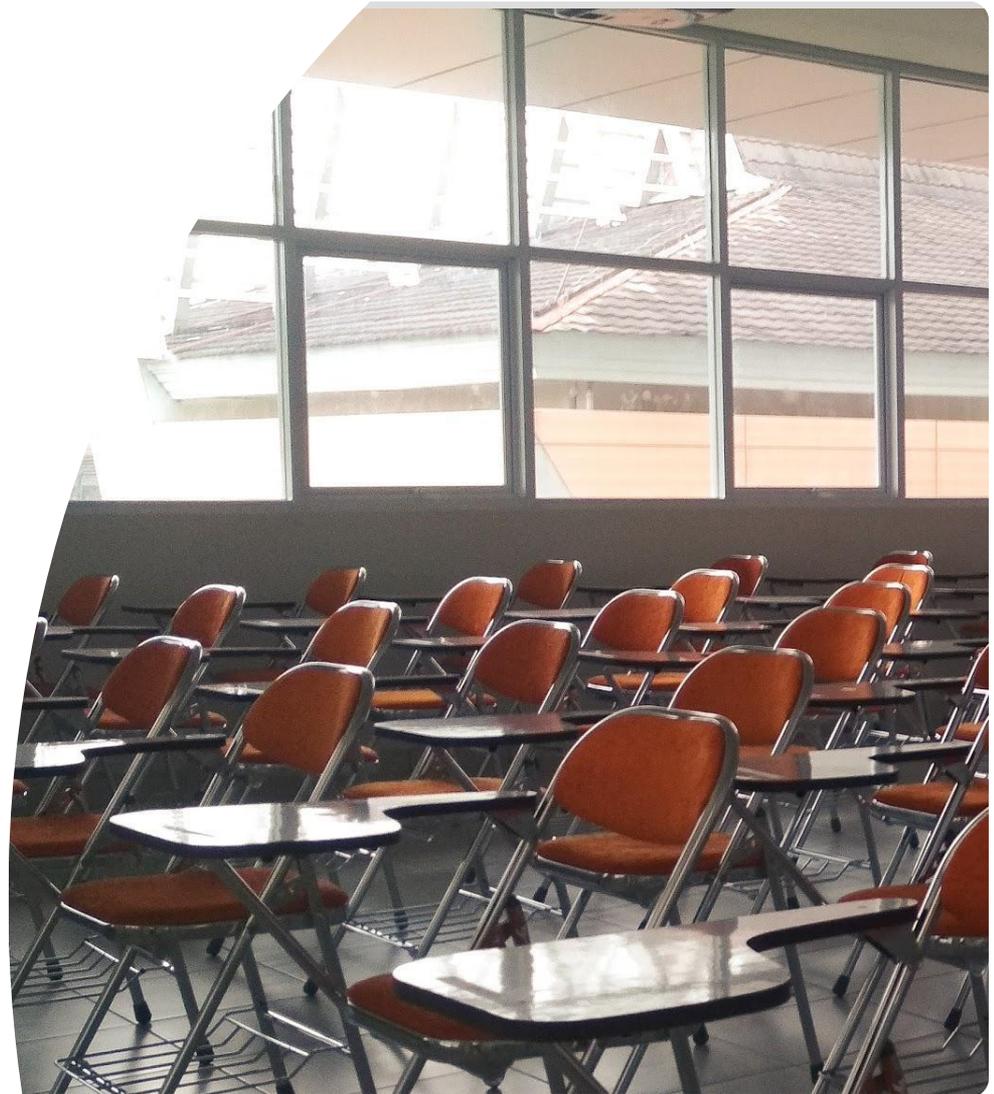
10 September 2020

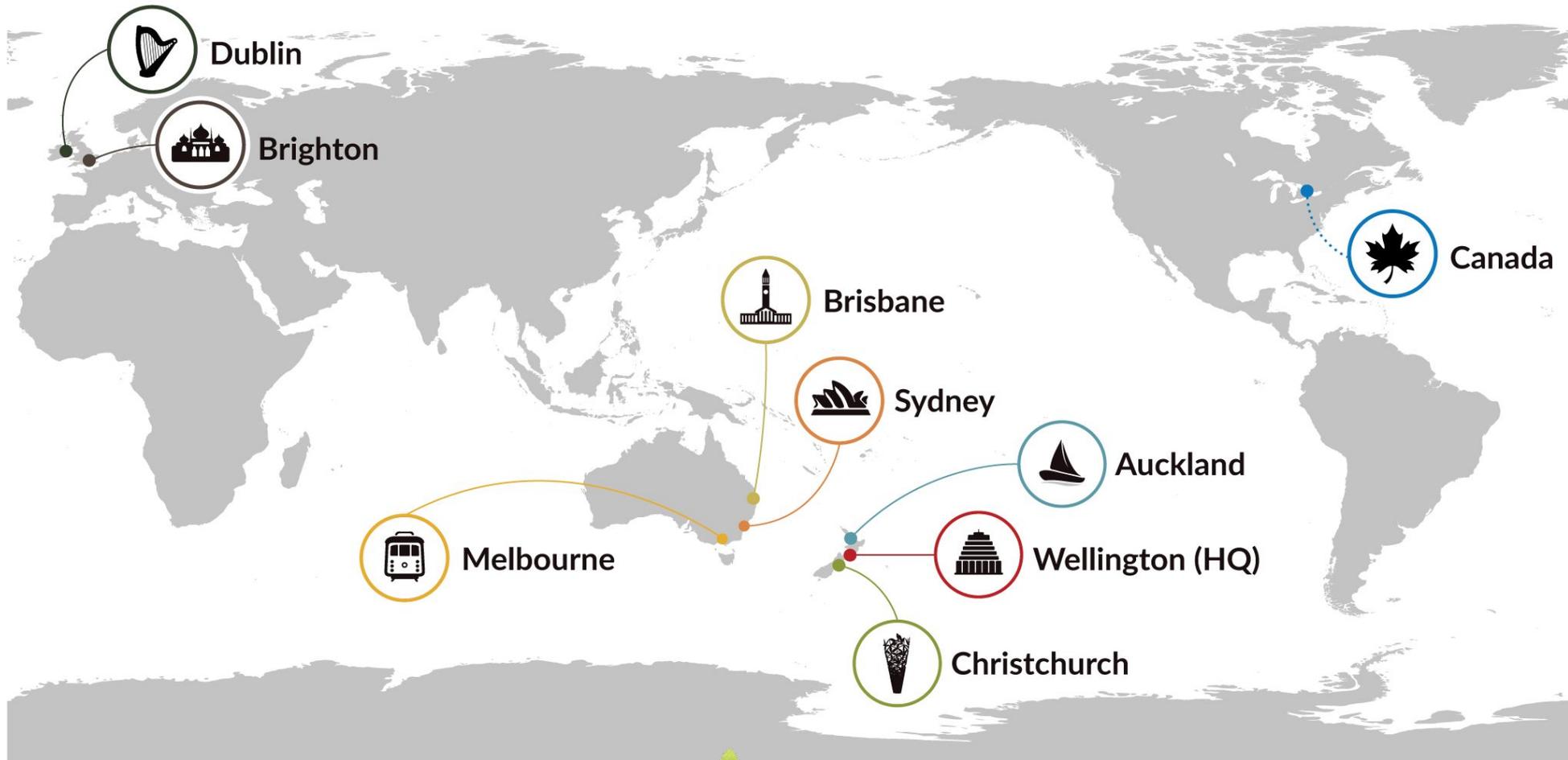**Aurélie Soulier** @edtechyogi
Sam Taylor @samwisefox

#catwebseries

catalyst
expert open source solutions

Dublin

Brighton

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Christchurch

moodle Partner
CERTIFIED SERVICES PROVIDER

totara lms
platinum partner

amazon web services | Partner Network
CONSULTING PARTNER

Catalyst IT Expertise

> 300 staff world wide
> 40 staff UK/EU

Expertise ranging from:

- Education/business training
- Pedagogy and learning design
- Site setup and configuration
- Project Management
- Solutions consultancy
- Theme design
- Development & System administration

Who are we?

- **eLearning Consultants at Catalyst IT Europe**
  - Training and consultancy on 'ped/andr/heut agogy'
    - Moodle, Moodle Workplace and MEC
    - Totara (Learn, Engage, and Perform)
    - Mahara ePortfolio
    - BigBlueButton web conferencing tool

  - Backgrounds in teaching, assessment and course design in Higher and Further Education

How does your socially-distanced classroom work?

Source: @BantshireUni - Twitter: https://twitter.com/BantshireUni/status/1268642108170276866/photo/1

Possible situations

1. **Face to face with some physical distance between learners**

2. **Online learning:**
    a. With live interactions
    b. With asynchronous interactions

3. **Hybrid/Blended:**
    a. Face to face with some online learning for learning that can't be done due to social distance
    b. Online activities with some face-to-face learning for learning that can't be done solely online

The need of space to innovate
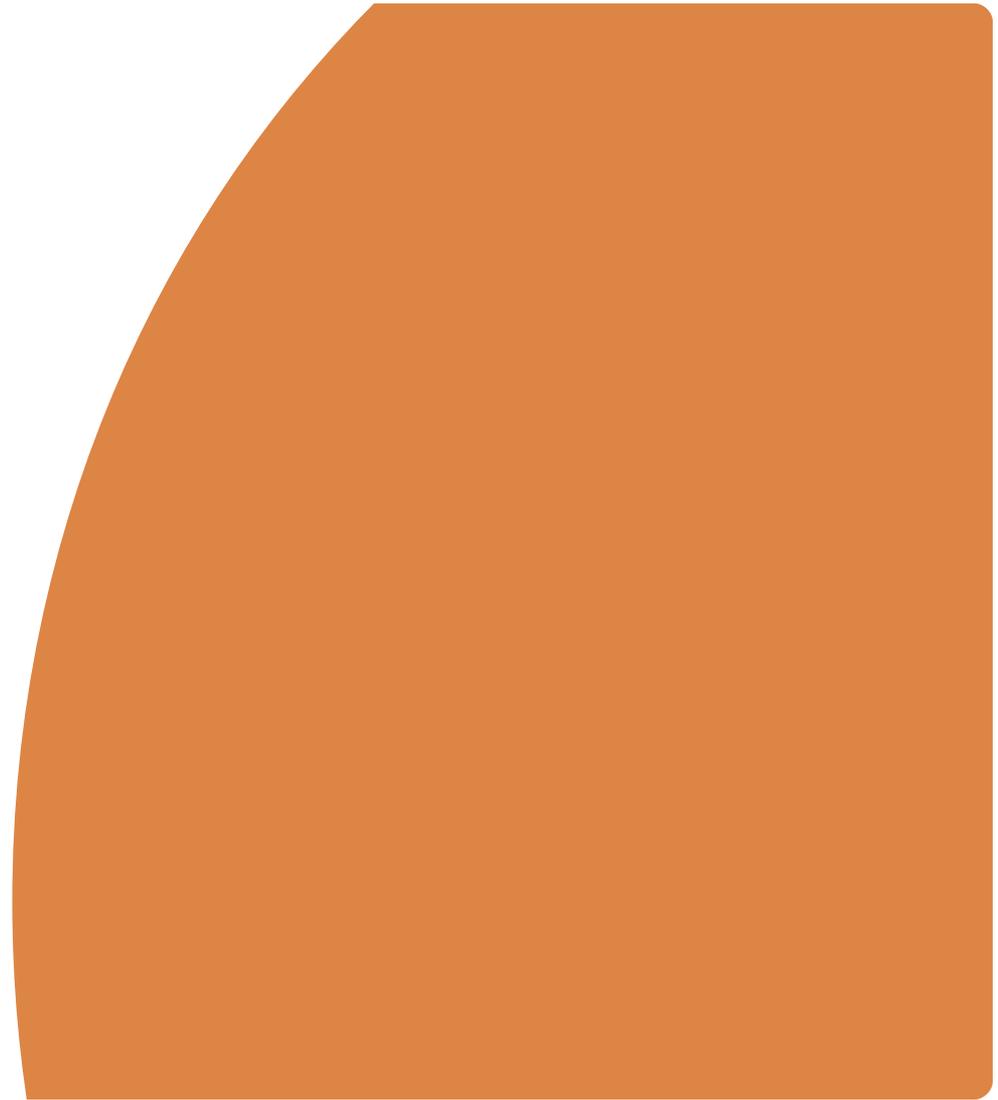
A new hybrid learning space

Pedagogical approaches and Moodle tools

Clean and simple formats

Opportunity to enrich the learning experience

A new learning space

How physical space is affected

Moving your learning online: practical advice

1. Structure your course page

2. Choose your 'lecture/seminar' tools

3. Create opportunities for learning

4. Be present

5. Seek support
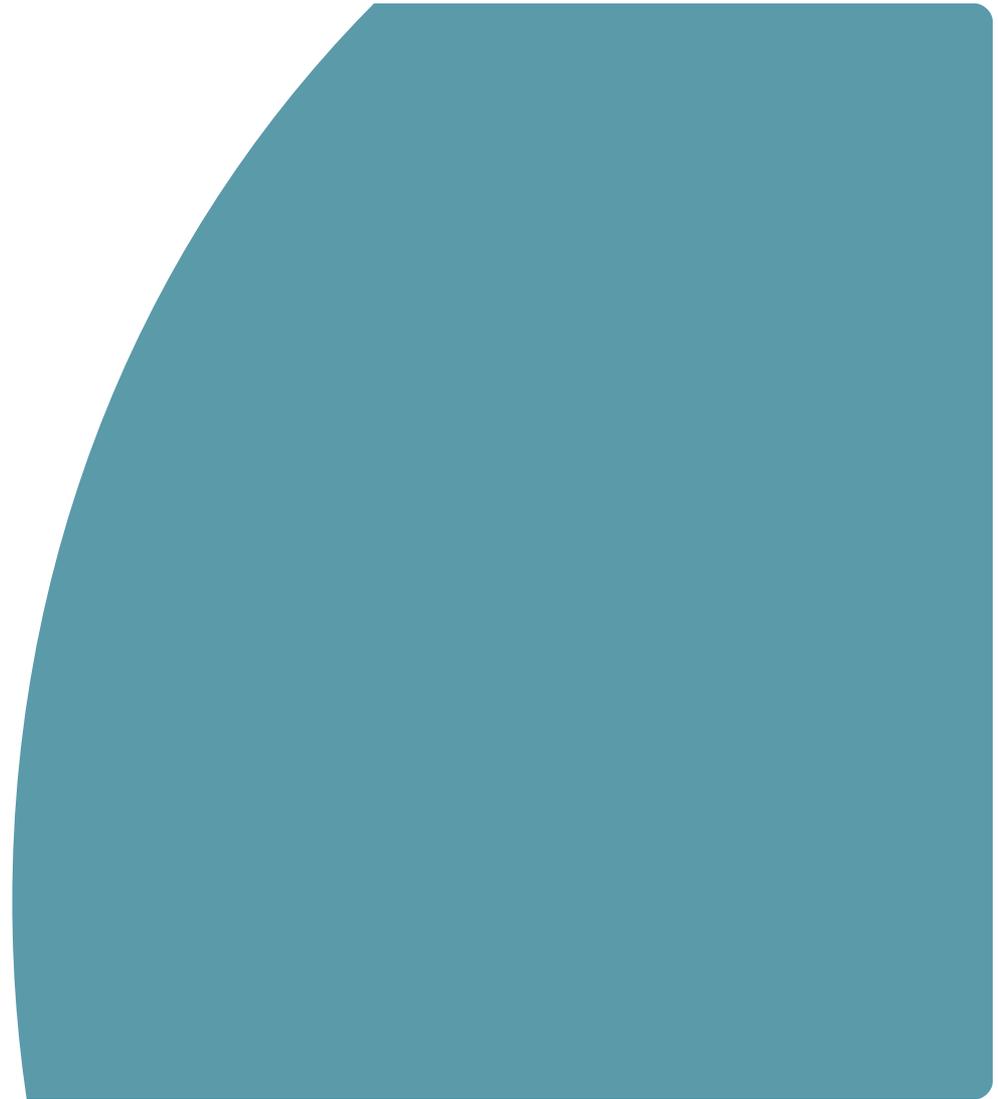
Challenges

Photo by [Erik Mclean](#) on [Unsplash](#)

Photo by [Sigmund](#) on [Unsplash](#)

Photo by [Brooke Cagle](#) on [Unsplash](#)
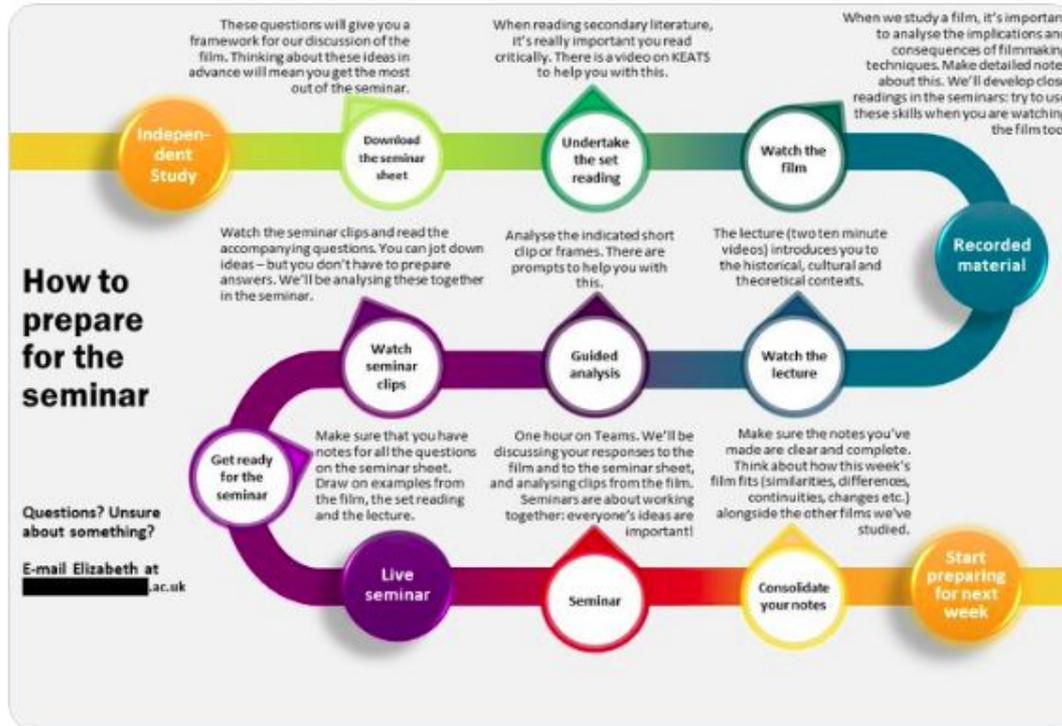
Pedagogical approaches and Moodle tools

Scaffolding

I've been thinking about ways to make implicit expectations explicit for incoming first-year students when teaching in an online environment. It's a first draft, but this is where I am at the moment.

These questions will give you a framework for our discussion of the film. Thinking about these ideas in advance will mean you get the most out of the seminar.

When reading secondary literature, it's really important you read critically. There is a video on KEATS to help you with this.

When we study a film, it's important to analyse the implications and consequences of filmmaking techniques. Make detailed notes about this. We'll develop close readings in the seminars: try to use these skills when you are watching the film too.

Independent Study

Download the seminar sheet

Undertake the set reading

Watch the film

Recorded material

How to prepare for the seminar

Watch the seminar clips and read the accompanying questions. You can jot down ideas – but you don't have to prepare answers. We'll be analysing these together in the seminar.

Analyse the indicated short clip or frames. There are prompts to help you with this.

The lecture (two ten minute videos) introduces you to the historical, cultural and theoretical contexts.

Watch seminar clips

Guided analysis

Watch the lecture

Make sure that you have notes for all the questions on the seminar sheet. Draw on examples from the film, the set reading and the lecture.

One hour on Teams. We'll be discussing your responses to the film and to the seminar sheet, and analysing clips from the film. Seminars are about working together: everyone's ideas are important!

Make sure the notes you've made are clear and complete. Think about how this week's film fits (similarities, differences, continuities, changes etc.) alongside the other films we've studied.

Get ready for the seminar

Questions? Unsure about something?

E-mail Elizabeth at ████████ .ac.uk

Live seminar

Seminar

Consolidate your notes

Start preparing for next week

catalyst

2:19 pm · 9 Sep 2020 · Twitter Web App

Communication

Human touch

Peer instruction

Group work

source: https://answergarden.ch/

Dance Injuries (DAN308)

Note taking

Sam Taylor + 56 · 2yr   ♡ ⇄ REMAKE ↗ SHARE ⤢
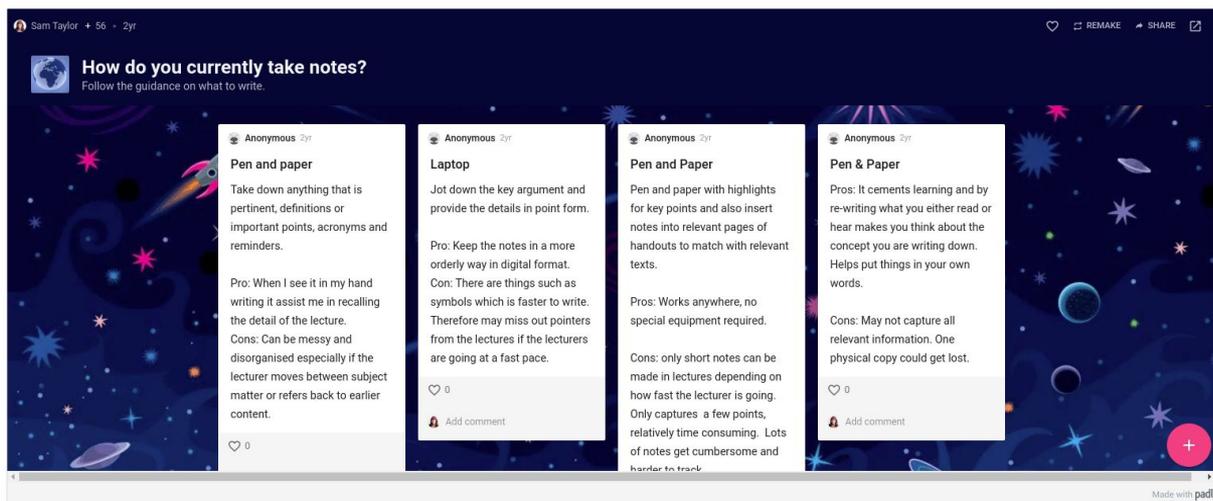
🌐 **How do you currently take notes?**
Follow the guidance on what to write.

Pen and paper

Take down anything that is pertinent, definitions or important points, acronyms and reminders.

Pro: When I see it in my hand writing it assist me in recalling the detail of the lecture.
Cons: Can be messy and disorganised especially if the lecturer moves between subject matter or refers back to earlier content.

♡ 0

Laptop

Jot down the key argument and provide the details in point form.

Pro: Keep the notes in a more orderly way in digital format. Con: There are things such as symbols which is faster to write. Therefore may miss out pointers from the lectures if the lecturers are going at a fast pace.

♡ 0

👤 Add comment

Pen and Paper

Pen and paper with highlights for key points and also insert notes into relevant pages of handouts to match with relevant texts.

Pros: Works anywhere, no special equipment required.

Cons: only short notes can be made in lectures depending on how fast the lecturer is going. Only captures a few points, relatively time consuming. Lots of notes get cumbersome and harder to track

Pen & Paper

Pros: It cements learning and by re-writing what you either read or hear makes you think about the concept you are writing down. Helps put things in your own words.

Cons: May not capture all relevant information. One physical copy could get lost.

♡ 0

👤 Add comment

Made with **padlet**

Last modified: Monday, 29 June 2020, 11:47 AM

◄ Self assessment and course evaluation

Jump to... ⇕

catalyst

Data retention summary
Get the mobile app
Purge all caches

f t in

Ongoing communication

✔ Forum (including announcements and group work)
✔ Group work (forum/wiki):
- communication with geographically distant groups
- organisation
- individual responses review
- peer assessment

Week 4 Workshop 2 - Toggle

Pre-workshop activities:

?   Pre Workshop activity 1: Choose your group (5mins)

   Pre-Workshop activity 2: Basic concepts of RICE (30mins)

Workshop activities:

ⓑ   Live Webinar (10-11am)

  Workshop activity brief (2hrs)

    Group portfolio spaces:

     Group 1 portfolio

      ⓑ   Group 1 meeting room

     Group 2 portfolio

      ⓑ   Group 2 meeting room

     Group 3 portfolio

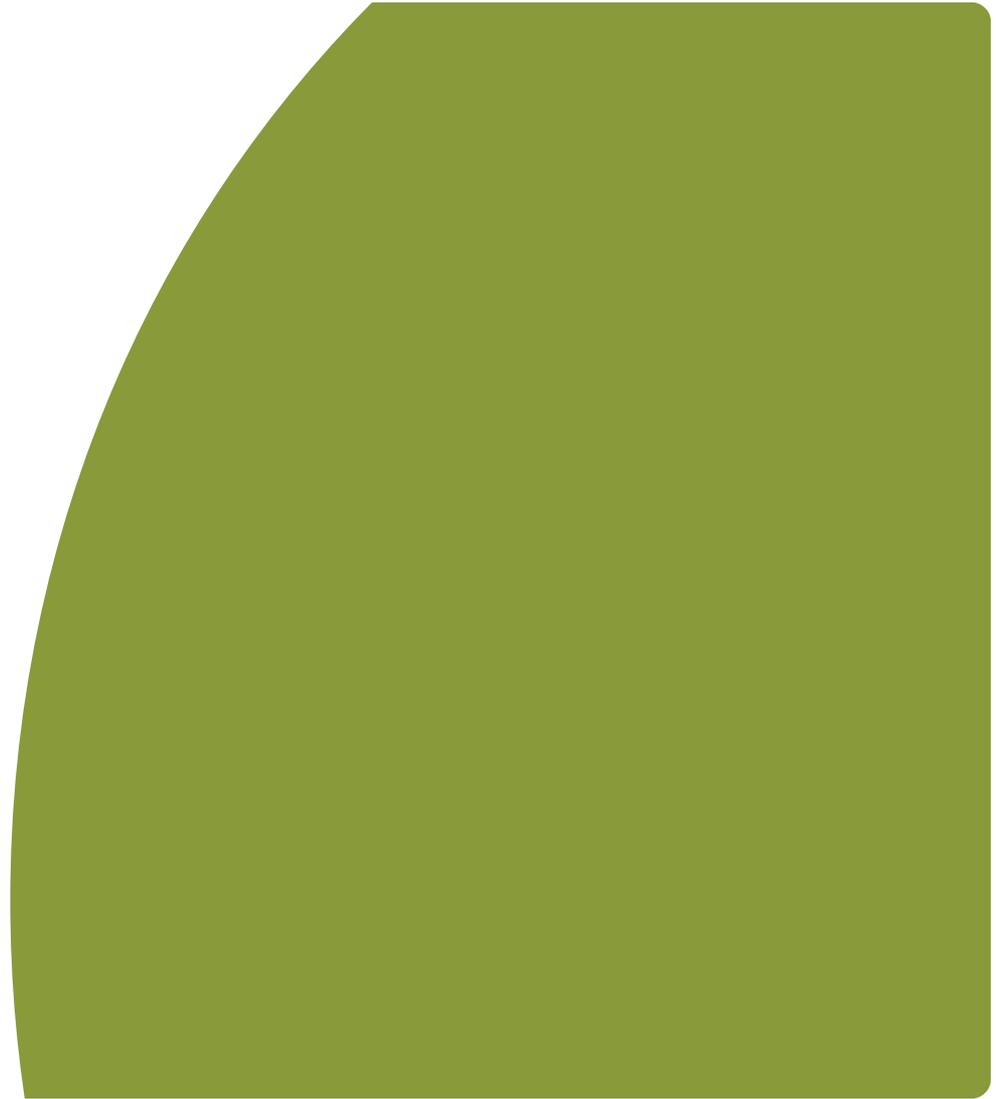   ⓑ   Group 3 meeting room

Post-workshop activity:

  Post-Workshop activity: Reflection task (1hr)

Clean and simple formats

The importance of experience

Accessibility

Structure

Clear instructions

Simplicity

Topic 1: Psychology of dance injuries

FORUM

Topic 1 discussion forum

Please post all questions for this topic here.

PAGE

1) Review resources (1hr)

Please spend up to 1hr reviewing these materials, making notes on what you feel are the key concepts. These will be used in our webinar.

BIGBLUEBUTTONBN

2) Attend/review webinar - 20th April 11am (1.5hrs)

If you are able to, please attend this 90min online session. This session will be recorded for those who are unable to attend or want to review what was covered in the lecture.

QUIZ

3) Test yourself! (30mins)

This quiz is for you to see how much you understood of the pre-lecture materials and doesn't count towards your final grade. You have 1 attempt.

ASSIGN

4) Reflect on your own injuries and create a self-assessment questionnaire (5hrs)

I want you to spend 2hrs thinking about your past injuries, how they happened, how they affected you emotionally. I have provided a template for you to follow. Next I want you to spend 3hrs creating a self-assessment questionnaire you would give to dancers who are injured in order to get an insight into their progress and mental state.

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Moodle Advent Calendar 2019

Countdown to Christmas with Catalyst
one gift a day for your Moodle

1 Restricted	2 Restricted	3 Restricted	4 Restricted	5 Restricted
6 Restricted	7 Restricted	8 Restricted	9 Restricted	10 Restricted
11 Restricted	12 Restricted	13 Restricted	14 Restricted	15 Restricted
16 Restricted	17 Restricted	18 Restricted	19 Restricted	20 Restricted
21 Restricted	22 Restricted	23 Restricted	24 Restricted	25 Restricted

https://moodle.org/plugins/block_multiblock

Opportunity to enrich
the learning experience

A space to innovate

- ✔ *Quiz*
- ✔ *Assessment: marking and rubrics*
- ✔ *Mahara ePortfolio*
- ✔ *Activity/course completion*
- ✔ *Badges*
- ✔ *Gamification*

Improve engagement through sharing human experiences

✔ *Discussions*

✔ *ePortfolios (with or without templates)*

✔ *Authentic assessment (bonus : may reduce plagiarism!)*

Next webinar:
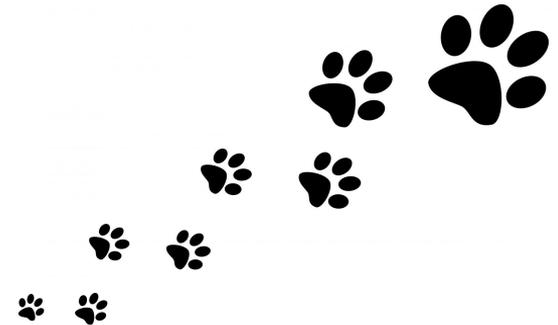## Moving from Remote delivery to Online learning

- **When:** Thursday 15th October, 2pm (BST)

- **Who:** Andrew Field, eLearning Manager,
  Cambridge Assessment International Examination

- **Sign-up form:**

Catalyst in the wild!

- **MoodleMoot UK & Ireland**
  28-30 September 2020, Online
  - Aurelie Soulier
  - Richard Oelmann
  - Peter Spicer

- **MoodleMoot US Online**
  6-8 October 2020
  - Sam Taylor

Need our services?

- We offer formal training for your teams on themes covered during our webinars

- We offer consultancy and analysis/recommendation services to help you build strategies in your internal teams/biz

- We offer our services to build out courses and content if your teams are unable to free up time and space to do so

Contact us:

- https://www.catalyst.net.nz/content/contact-us-catalyst-europe
- 01273 929450
- info@catalyst-eu.net

Thank you

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🌐 https://www.catalyst-eu.net/

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