

Creating a Professional Learning Community in



Instructional Technology Dallas Independent School District

Participants of this workshop should not use the content, applications, and/or skills taught through this workshop in ways that violate district policy, make available secure information (i.e.: student data) via means not provided by the District, or hinder the professional perception of the District to the community and its stakeholders.

Creating a Professional Learning Community in oodle AGENDA

Session Time: 4:30 pm – 7:30 pm

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|---------------------|--|
| Introduction | <ol style="list-style-type: none">1. Welcome and Introduction2. Workshop Overview |
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| Professional Learning
Communities | <ol style="list-style-type: none">1. About Professional Learning Communities<ol style="list-style-type: none">a. Why use Professional Learning Communities?b. Attributes of a Professional Learning Communityc. Principals of a Professional Learning Communityd. Professional Learning Community Roles2. Sample Professional Learning Communities3. Share |
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| Using Moodle as a
Professional Learning
Community | <ol style="list-style-type: none">1. About Moodle2. Overview of what Moodle can be used for3. Logging into Moodle PLC<ol style="list-style-type: none">a. http://plc.mydallasisonline.org4. Organization of Moodle Site<ol style="list-style-type: none">a. Navigationb. Blocksc. Content5. Navigating the Moodle Site<ol style="list-style-type: none">a. Breadcrumbsb. Editing Buttons6. Blocks<ol style="list-style-type: none">a. Removing/Adding Blocksb. Hide/Showc. Types of Blocks |
|--|--|
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Break

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|---|---|
| Activity: Article
Discussion | <ol style="list-style-type: none">1. Acquire Article from Ebsco2. Read Article: Technology-Enhanced Inquiry Tools in Science Education: An Emerging Pedagogical Framework for Classroom Practice |
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3. Discussion Forums
 - a. Uses/Types of Forums
 - b. Subscribing/Unsubscribing
 - c. Best Practices for Facilitation Online Discussion
 4. ACTIVITY: Post Article Reflections to Forum
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More Moodle Tools

1. Creating/Uploading Content
 - a. Editing Topic
 - b. Adding Resources
 - *Compose a Webpage
 - *Link to a file or web site
 - c. Adding Activities
 - *Assignment
 - *Chat
 - *Choice
 - *Questionnaire
 - *Quiz
 - *Wiki
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Time to Practice

1. Create or upload resources and activity that can be used in a professional learning community.
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Getting Started

1. Tips for Getting Started
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-

Reflect & Discuss

1. Final Reflections
 2. ACTIVITY: Reflect & Discuss (Forum)
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Closing

1. Moodle Tutorials and Help
 - a. Help/Moodle Resources
 - b. Moodle Training Course
 - c. Email Moodle: moodle@dallasisd.org
2. Workshop Evaluation



Correlations

Workshop Title	Creating a Professional Learning Community in Moodle
Audience	Teachers
Description	This workshop will introduce participants to the idea of using Moodle as a Professional Learning Community so that they may share knowledge, ask questions, and collaborate with other teachers in the district.
Objectives	<p>In this workshop, you will:</p> <ol style="list-style-type: none">1. Review Professional Learning Communities2. Learn how Moodle can be used as a PLC3. Discuss the implications for using PLCs as a learning tool4. Brainstorm activities for the Moodle Professional Learning Community5. Share a possible activity/lesson that can be included on the PLC
Technology Applications Standards for All Beginning Teachers	<p>Standard III</p> <p>All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.</p> <p>Standard IV</p> <p>All teachers communicate information in different formats and for diverse audiences.</p> <p>Standard V</p> <p>All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.</p>

**Technology
Applications Student
Learning Standards**

126.3. Technology Applications, Grades 3-5.

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems.

(B) use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia

**126.12. Technology Applications (Computer Literacy),
Grades 6-8.**

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems.

(D) demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics

126.12. Technology Applications, Multimedia.

8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge.

(C) integrate and use efficiently and effectively a variety of multimedia programs and tools including linear/non-linear authoring tools, image/video editing tools, compression programs, draw/paint/text creation tools

**International Society
of Technology
Educators (ISTE)
Standards**

- Teachers will demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
- Teachers will apply current research on teaching and learning with technology when planning learning environments and experiences.
- Teachers will plan for the management of technology resources within the context of learning activities.
- Teachers will facilitate technology-enhanced experiences that address content standards and student technology standards.
- Teachers will use technology to support learner-centered strategies that address the diverse needs of students.
- Teachers will apply technology to develop students' higher order skills and creativity.
- Teachers will manage student learning activities in a technology-enhanced environment.
- Teachers will apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Teachers will apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
- Teachers will use technology resources to engage in ongoing professional development and lifelong learning.
- Teachers will use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
- Teachers will model and teach legal and ethical practice related to technology use.
- Teachers will promote safe and healthy use of technology resources.



Professional Learning Communities



What is a Professional Learning Community?

A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups



Why use Professional Learning Communities?

- Enhance Communication
 - Building Level
 - District Level
- Share Teacher Expertise
 - Add Resources
 - Discuss Topics



Attributes of a Professional Learning Community

- Shared vision/mission
- Core group of contributors
- Regular postings
- Supportive and shared leadership



Principals of a Professional Learning Community

- Focus on Learning, not just Teaching
 - This means being aware of how you respond--as a team of teachers--to these 3 questions:
 1. What do we want each person to learn?
 2. How will we know when each person has learned it?
 3. How will we respond when a person experiences difficulty in learning?
- Create a Collaborative Learning Structure

- This structure facilitates conversations about key areas: goals, strategies, materials, pacing, questions, concerns, result
- Avoid DRIP (Data Rich /Information Poor) Environments
 - Focus on Results
 - Turn the data into relevant and useful information



Professional Learning Community Roles



- Consumer - reads and explores
- Commenter - makes comments on others posts
- Contributor - initiates new threads on discussion forums; puts forth own ideas
- Commentator - analyzes and synthesizes the contribution of others



Examples of Professional Learning Communities

- Bismarck Public Schools
<http://moodle.bismarckschools.org/course/category.php?id=3>
- Model Schools Program
<http://galileo.dcboces.org/icampus/course/view.php?id=317>
- SW/WC Online Learning Community - Math Teacher Partnership
<http://moodle.swsc.org/course/view.php?id=147>



Useful Moodle Terminology

1. **Moodle** (Acronym for Modular Object-Oriented Dynamic Learning Environment) - An open source course management system (CMS) software package designed using

sound pedagogical principals, to help educators create effective online learning communities.

2. **Block** - An area of the Moodle screen that groups related functions. Blocks are usually placed in the right-hand column of the Moodle screen. Commonly used blocks may include People, Latest News, Administration, New InternalMail, Messages, Online Users, and Activities.
3. **Book** - Books are used to present content that is usually more than a page or two of text. Books have their own internal navigation and may be used to print single pages, multiple pages, or entire sections of the content.
4. **Breadcrumbs** - Text-based Web site navigation tools for Moodle
5. **Classroom Management System (CMS)** - a software system designed to help teachers by facilitating the management of educational courses for their students, especially by helping teachers and learners with course administration. Also referred to as a Virtual Learning Enviroment (VLE).
6. **Discussion Forum** - A discussion forum is where you can participate in threaded discussions with your tutor and/or other participants around course-specific topics. Discussion forums are asynchronous. That is, students may post or reply to messages any time. Posting is not dependent on other users being online at the time of posting. Your course may or may not use discussion forums.
7. **Enrol** - In moodle terminology, a user is "enrolled" for a course either by their tutor/school or in some cases a user can enrol them self onto a course. An enrolled user may fully participate in a course, such as join in with any forums discussions, submit exercises, and generally participate in any of the interactive moodle tools.
8. **Module** - The *M* in Moodle stands for *modular*. Moodle is constructed, and is being constantly revised, by a community of developers around the world. Building Moodle in modules allows for this sort of development, and it allows individual developers like Athabasca University to add functionality to Moodle by contributing or editing a particular module. Use of the Assignment Drop Box is a good example.
9. **Open-Source Software** - Open source software is developed by a community of users who contribute functionality to a core program based on their own needs. Development costs are then spread out across the community of users. Moodle is an example of open-source software.
10. **Wiki** - Some courses will include a wiki, which allows learners to collaborate on writing projects by all writing and editing in a single online document.



What Is Moodle?

Moodle is the learning management software we use to build and manage online courses or course materials. It is a flexible, scalable, open-source product that allows the administrators to easily add, remove, or develop components that enhance the teaching & learning experience.



Moodle at Dallas ISD

Dallas ISD currently has three Moodle sites. These serve District staff and students with a variety of services related to online learning, teaching and development with Moodle. Sites

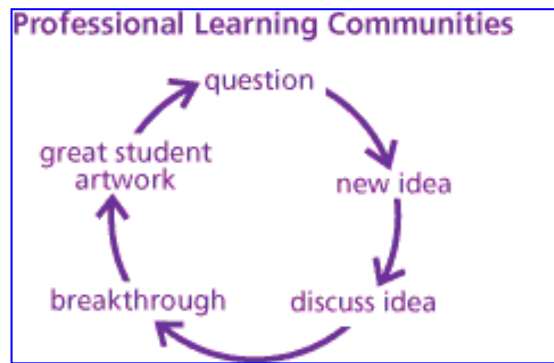
are maintained by Remote Learner and are supported by the Instructional Technology Department.

1. eClassroom - <http://schools.mydallasisdonline.org>
2. My Dallas ISD Online – <http://mydallasisdonline.org>
3. eDISD – <http://edisd.mydallasisdonline.org>
4. Professional Learning Community – <http://plc.mydallasisdonline.org>
5. Curriculum Central – <http://curriculum.mydallaisdonline.org>



Moodle Learning Activities

- Discussion Forum
- Chat
- Wiki
- Choice
- Assignment
- Questionnaire
- Quiz



Moodle Resources

- Compose a web page
- Link to a file
- Link to a website
- Insert a label



Logging into Dallas ISD Professional Learning Community

1. Go to <http://plc.mydallasisdonline.org>

2. Enter the **username and password** that has been provided to you.
 - a. USERNAME = employee ID number
 - b. PASSWORD = employee ID number

TIP:

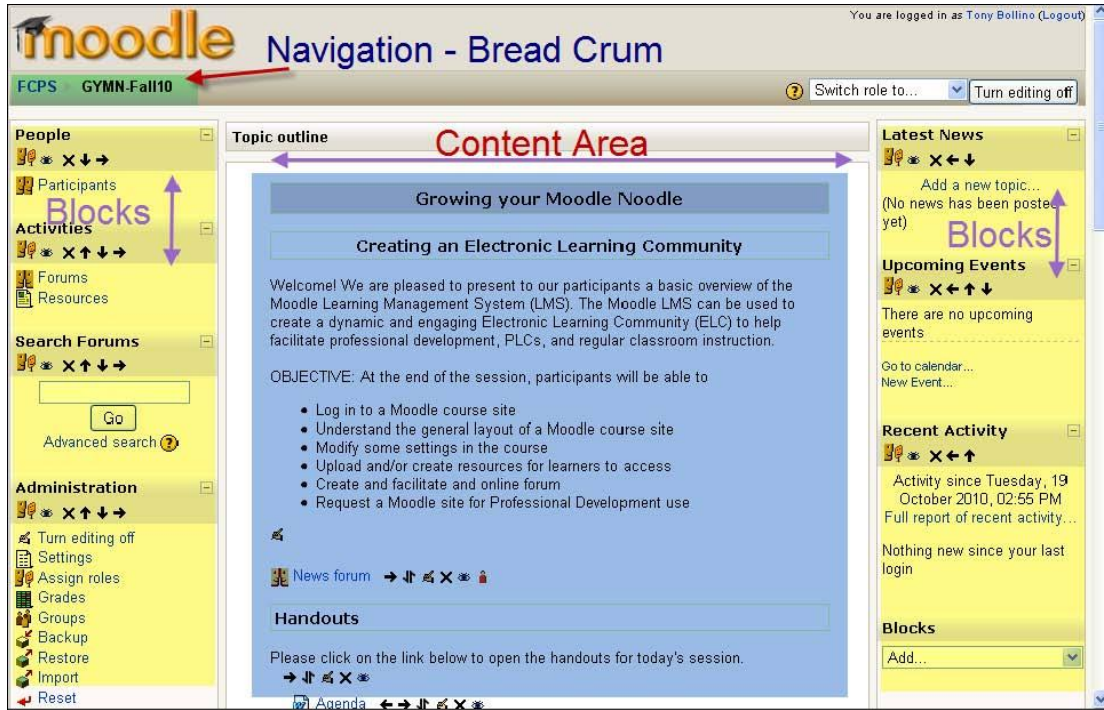
If you forget your password, click on the Lost Password link.

3. Click on the name of your course under the My Courses heading.

The screenshot shows the homepage of the Professional Learning Communities website. At the top right, it says "You are not logged in. (Login)" and "English (en)". The main title is "Professional Learning Communities" with the tagline "Engaging in Collective Inquiry" and a water drop graphic. Below the title, there is a welcome message: "Welcome to the online Professional Learning Community - a place where you can communicate, collaborate, and learn beyond the classroom or office walls. This space will allow you to:" followed by a bulleted list: "share values and vision," "focus on learning," "share personal practice, and" "focus on results." Below the list, it says "Categories are listed below." To the right, there is a login section with the text "Your initial **username** and **password** is your employee id." and a "Login" form with fields for "Username" (containing "admin") and "Password", a "Login" button, and a "Lost password?" link. Below the login section is an "Online Users" section showing "(last 5 minutes)" and "None". At the bottom left, there is a "Course categories" section with a link to "Middle School Science Professional Learning Community". The bottom right corner shows "Internet" in the browser's status bar.



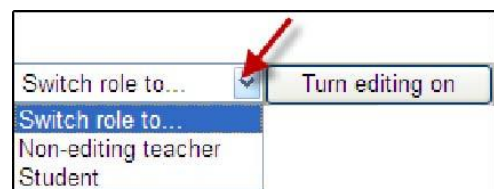
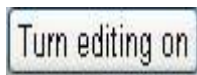
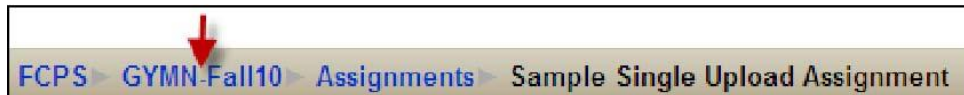
Organization of Moodle Class Site



- **Navigation Bread Crum** – Tells you where you are in the course and allows you to easily get back to the main course page
- **Blocks** – Adds features to the course. Blocks can be collapsed or expanded, hidden or added.
- **Content Area** – The content area is where you add your course content. It is typically organized by topic or weeks.

Navigating the Course

- **Bread Crum** – Click on the course name to get back to the main course page
- **Switching Rolls** – Click on the course name to get back to the main course page
- **Editing Buttons** – Turn editing on to access additional tools to edit your content and blocks



Blocks

Add features to the course such as Upcoming Events, Recent Activity, Calendars, etc. Be sure to turn editing on to be able to adjust blocks.

Turn editing on


a) Expand/Contract (+/-) - All participants can decide to expand or contract blocks.



b) Hide / Show - While in edit mode, instructors can hide or show blocks to participants.



c) Removing/Adding Blocks - Remove blocks from the course by clicking the

 in the block. Add additional blocks by selecting a block from the right hand side pull-down menu.



d) People - Click on Participants to see information about individuals in the course and when each individual last accessed the course. _____



e) **Activities** – Quick link to assignments, forums, and resources for the course



f) **Admin** – Access settings and files easily from this block.

g) **Latest News** – Announcements

h) **Recent Activity** – Shows recent uploads and additions to the course



Creating a Topic Summary on the PLC

One of the benefits of using a PLC is that it creates an electronic record of your session which can be referred back to at a later date. Most people lose handouts and forget what is said, but the PLC allows teachers to review your material if they choose to incorporate your session into a lesson/unit.

Topic Summary

1

Using a Professional Learning Community

An electronic learning community is a tool which educators can use to interact with each other, share ideas, and learn new skills. One of the many benefits of an ELC is that teachers can participate when it is convenient to them and not have to worry about scheduling themselves to be at a certain location at a certain time. These short tutorial will help you start taking advantage of the ELC.

Practice Discussion Forums → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷

- Practice Discussion Forum ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷
- Another Practice Reflection ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷
- Practice Discussion ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷

Handouts → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷

- Logging on to the ELC ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷
- Creating and Facilitating Discussion Forums ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷
- Participating in an Online Discussion ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷

Web Links → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷

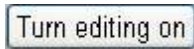
- Moodle Docs - Forums ← → ⏪ ⏩ ⏴ ⏵ ⏶ ⏷

ⓧ Add a resource... ⓧ Add an activity...

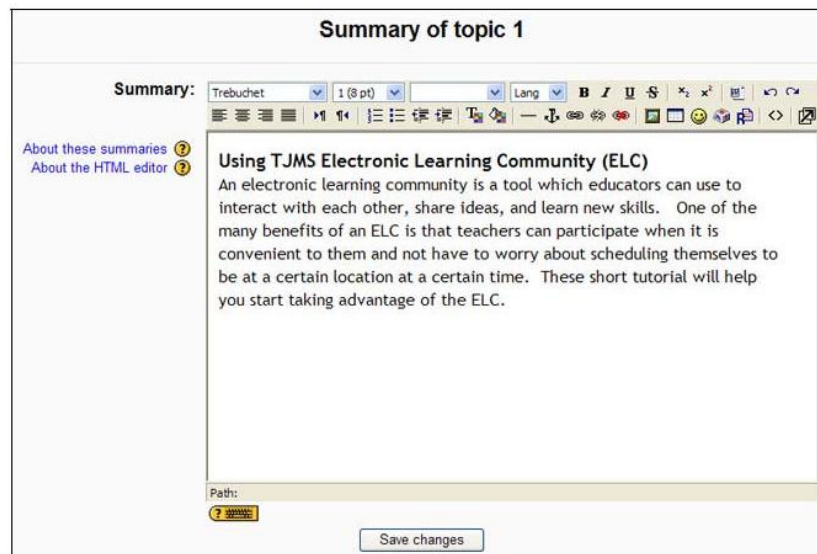
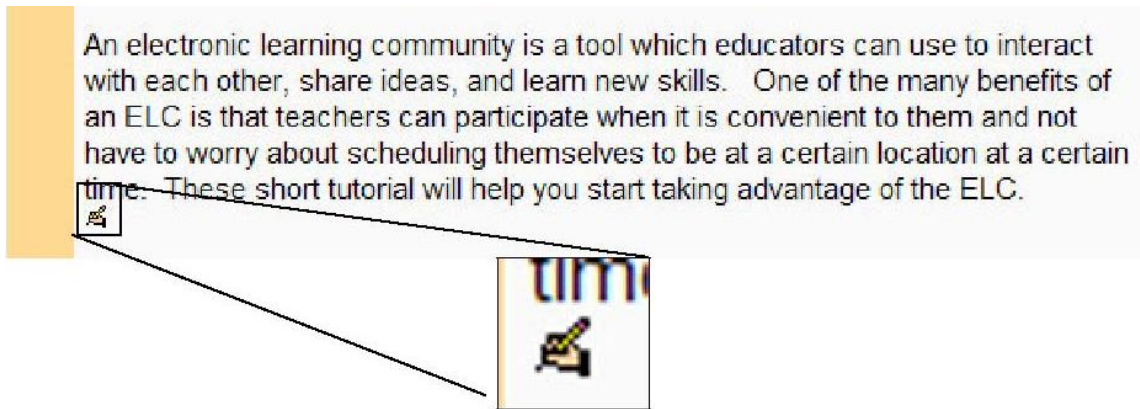
The topic summary tells the participants what they will be learning. Although it is obvious to the participant when it is the current month’s training, this summary is very important for future reference. The summary should indicate what the learner will take away from the session and some of the skills/concepts that will be learned.

Editing the Topic Description Text

To edit or create a summary, be sure to click the ‘Turn Editing On’ button.



You will see many different icons appear on the page. The Editing icon is the little hand with a pencil in it. Click on it to open the editor for the topic summary.






The topic summary editor is a large text area which can be formatted in a way similar to MS Word. You should use **bold** type and underline to emphasize your important information. Using a bulleted list to summarize key points is also a good idea.


Click “Save Changes” when you are done.


Moodle Icons


Below are some icons that you will see in Moodle.


 The face in profile means that Guests may enter a course


 or  The key means that users will have to know an enrollment key to enter a course.


 - the **edit icon** lets you edit whatever it is next to.




 - the **help icon** will provide you with a popup help window

 - the **open-eye icon** will let you hide something from students

 - the **closed-eye icon** will make a hidden item available

 - the **placement icons** will let you move the item

 - the **delete icon** will delete the item from this lesson

 **no**,  **visible**, and  **-separate group icons** control the level of group participation

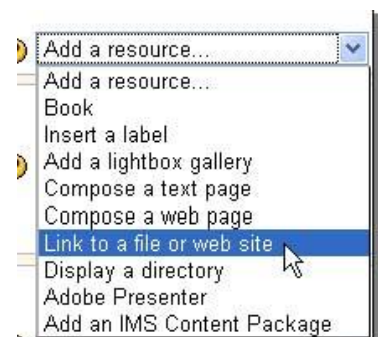
the **expand icon** will show all weeks in the course

the **compress icon** will show only the selected week

Uploading Handouts

Below are the steps for uploading a handout. Follow these same steps to upload any MS Word, PowerPoint, Excel, PDF, or any file you want in your topic. You can even upload video and audio – but there is a better way to present those to the learner. If you wish to add audio or video, let me know.

- 1 Uploading a file is considered adding a RESOURCE. So select *“Link to file or Web Site”*
- 2 You will need to fill out the Name for your file (i.e. 2008-2009 Syllabus)



3 Do not fill in the summary

Link to a file or web site

Location

4 In the Link to file or web site section, click the “Choose or upload file” button.

5 A new window will open. This is where you store your files. You can create folders to separate the files into units, lessons, or however you wish.

Name	Size	Modified	Action
<input type="button" value="Make a folder"/> <input type="button" value="Select all"/> <input type="button" value="Deselect all"/> <input type="button" value="Upload a file"/>			

6 Click Upload a file to upload your syllabus

Upload a file (Max size: 2MB) --> /

7 Click BROWSE to find your syllabus. Locate your file on your computer.

8 Click UPLOAD THIS FILE when you have selected your syllabus

Name	Size	Modified	Action
<input type="checkbox"/> Syllabus.doc	19.5KB	7 Aug 2008, 12:59 AM	<input type="button" value="Choose"/> <input type="button" value="Rename"/>

With chosen files...

9. Your file is now in your class site home directory. To select this file, click the CHOOSE link

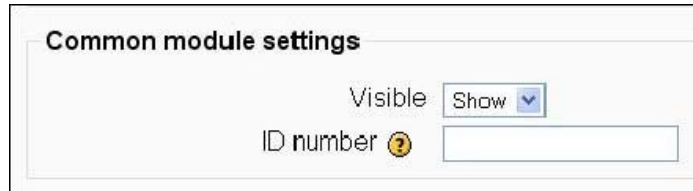
Link to a file or web site

Location

10. Your file name will show up in the Link to a file or web site section.



11. Choose “New Window” in the Window section. This makes it easier to print.



12. Make sure the file visibility is set to “Show” so people can see the link.

13. Click SAVE AND RETURN TO COURSE



Your syllabus is now ready for download! Notice that Moodle knows it is a MS Word file.

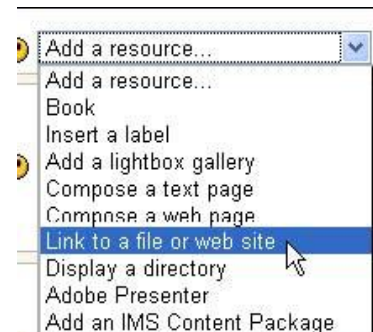


Adding Web Links to your Topic

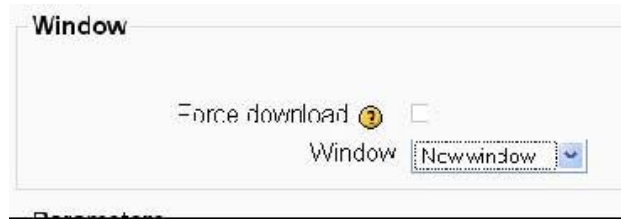
The procedure for adding web links is very similar to adding a resource file.

1. A web link is considered adding a RESOURCE. So select Link to file or Web Site from the Add Resource menu.

Scroll down to the “Location” box.
Enter the web address in the box.



2. The easiest way to create the link is to paste or type the web site address in the “Location” box.



3. Choose “New Window” in the Window section so the web site opens in a new window. This makes it easier to print the document and get back to the PLC.



4. Make sure the file visibility is set to “Show” so people can see the link.

5. Click SAVE AND RETURN TO COURSE



Adding an Assignment

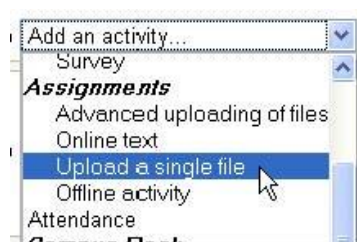
Moodle allows you to add assignments for participants to complete and turn in electronically through the course site.

There are two common types of assignments that you can create.

1. Upload a single file – Participants will do the assignment and upload a single file
2. Advanced Uploading of Files – Allows participants to upload multiple files as part of the assignment.

Single Upload Assignment

To add a single upload assignment, go to the Activities Menu, scroll down, and select *Upload a Single File* from the drop-down menu.



Assignment Settings

The screenshot shows the 'Assignment Settings' form. It includes the following fields and options:

- 1 Assignment name***: Text input field containing 'Sample Single Upload Assignment'.
- Description***: A rich text editor area with a toolbar and a text box containing 'This is where you write the assignment's directions.'
- 3 Grade**: Dropdown menu set to 'No grade'.
- 4 Available from / Due date**: Two sets of date pickers. The first set is for 'Available from' (22 October 2010 22:05) and the second for 'Due date' (27 October 2010 22:05). Each has a 'Disable' checkbox.
- 5 Prevent late submissions**: Dropdown menu set to 'No'.

1. **Assignment Name** – Give the assignment a name that is descriptive
2. **Description** – Write the assignment directions in this box.
3. **Grade** – Set it to No Grade unless you want to assign points
4. **Available From / Due Date** – set the dates the assignment is available
5. **Prevent Late Submissions** – Choose if you want to allow participants to be able to submit a late submission.

The 'Upload a single file' section includes the following settings:

- Allow resubmitting**: Dropdown menu set to 'No'.
- Email alerts to teachers**: Dropdown menu set to 'No'.
- Maximum size**: Dropdown menu set to '500MB'.

6. **Allow Resubmitting** – Select if you will allow students to submit an assignment after the initial submission.
7. **Email Alerts** – Select whether or not you want an email sent to the teacher(s) of the course when an assignment is submitted.
8. **Maximum Size**- Leave set at 500MB (the largest possible)

This section contains the following settings:

- Group mode**: Dropdown menu set to 'No groups'.
- Visible**: Dropdown menu set to 'Show'.
- ID number**: Empty text input field.
- Grade category**: Dropdown menu set to 'Uncategorised'.

9. **Visible** – Leave it set to “Show” unless you are not ready to have participants see the assignment.

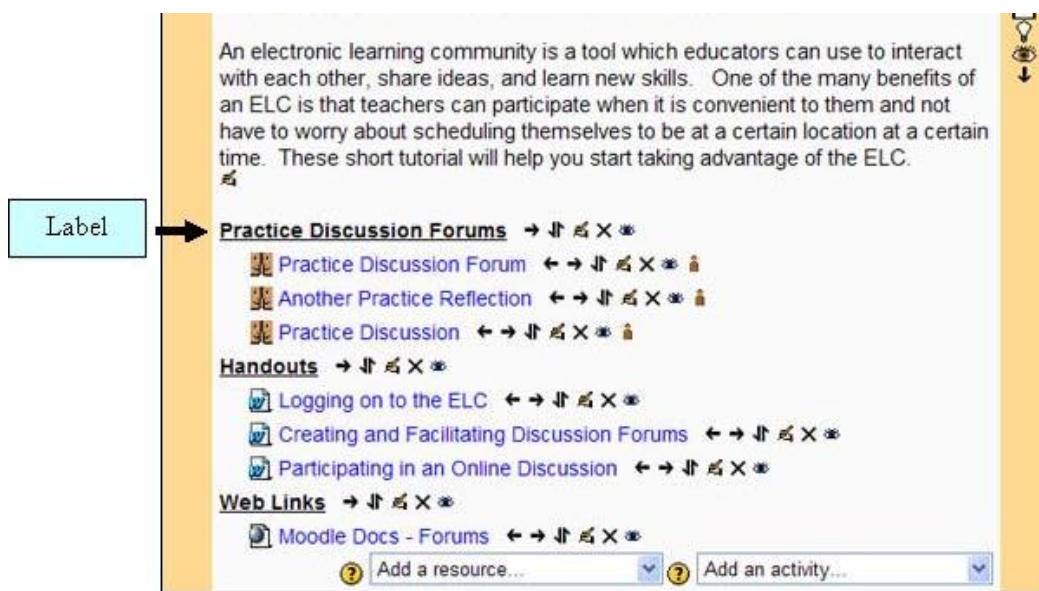
Advanced Uploading of Files

If you will want participants to upload multiple files, choose *Advanced Uploading of Files* from the Activities menu. The settings are mostly the same as the Single File Upload assignment. There is one part that has additional options for the upload of multiple files.

Advanced uploading of files	
Maximum size	500MB
Allow deleting ?	Yes
Maximum number of uploaded files ?	3
Allow notes ?	No
Hide description before available date ?	No
Email alerts to teachers ?	No
Enable Send for marking ?	Yes

1. **Allow Deleting** – This will allow participants to delete a file they have uploaded but have *not* submitted the assignment for scoring..
2. **Maximum Number** – Set the maximum number of files needed to complete the assignment
3. **Allow Notes** – Notes allows the students to “explain” what they have done for the assignment.
4. **Hide Description** – If set to “yes,” it will hide the description of the assignment before the official “available” date.
5. **Enable Send for Marking** – If set to “yes” will allow the students to submit files over time without being scored. When the assignment is finished, the participant ‘sends’ it to be scored at which time no more changes are permitted.

Organizing your Topic



An electronic learning community is a tool which educators can use to interact with each other, share ideas, and learn new skills. One of the many benefits of an ELC is that teachers can participate when it is convenient to them and not have to worry about scheduling themselves to be at a certain location at a certain time. These short tutorial will help you start taking advantage of the ELC.

Practice Discussion Forums → ⌵ ⌶ ⌷ ⌸ ⌹

- Practice Discussion Forum ← → ⌵ ⌶ ⌷ ⌸ ⌹
- Another Practice Reflection ← → ⌵ ⌶ ⌷ ⌸ ⌹
- Practice Discussion ← → ⌵ ⌶ ⌷ ⌸ ⌹

Handouts → ⌵ ⌶ ⌷ ⌸ ⌹

- Logging on to the ELC ← → ⌵ ⌶ ⌷ ⌸ ⌹
- Creating and Facilitating Discussion Forums ← → ⌵ ⌶ ⌷ ⌸ ⌹
- Participating in an Online Discussion ← → ⌵ ⌶ ⌷ ⌸ ⌹

Web Links → ⌵ ⌶ ⌷ ⌸ ⌹

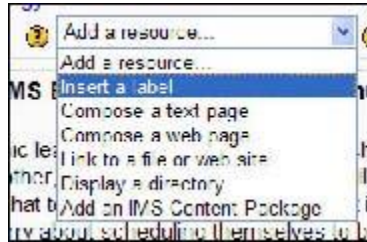
- Moodle Docs - Forums ← → ⌵ ⌶ ⌷ ⌸ ⌹

⊕ Add a resource... ⊕ Add an activity...

Moodle has some tools to help you organize your Topic to make easy to find your information and understand its purpose.

Adding Labels

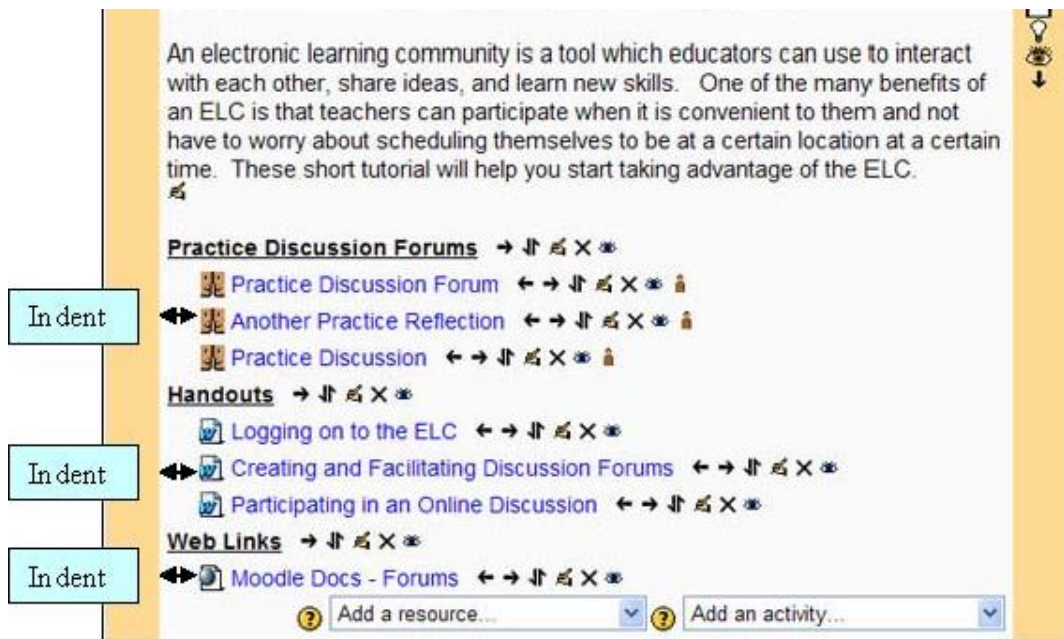
Labels allow you to group similar resources/activities or add additional information about the resources/activities.



Select "Insert a Label" from the Add a resource drop down menu. This will bring up the Add New Label editor.



This editor is like the other editors. You can format the text similar to MS Word. You can create a single line of text to act as a subheading or you can create a new set of instructions for the learner.



An electronic learning community is a tool which educators can use to interact with each other, share ideas, and learn new skills. One of the many benefits of an ELC is that teachers can participate when it is convenient to them and not have to worry about scheduling themselves to be at a certain location at a certain time. These short tutorial will help you start taking advantage of the ELC.

Practice Discussion Forums → ⏪ ⏩ ✖ ✎

- Practice Discussion Forum ← → ⏪ ⏩ ✖ ✎
- Another Practice Reflection ← → ⏪ ⏩ ✖ ✎
- Practice Discussion ← → ⏪ ⏩ ✖ ✎

Handouts → ⏪ ⏩ ✖ ✎

- Logging on to the ELC ← → ⏪ ⏩ ✖ ✎
- Creating and Facilitating Discussion Forums ← → ⏪ ⏩ ✖ ✎
- Participating in an Online Discussion ← → ⏪ ⏩ ✖ ✎

Web Links → ⏪ ⏩ ✖ ✎

- Moodle Docs - Forums ← → ⏪ ⏩ ✖ ✎

At the bottom, there are two dropdown menus: 'Add a resource...' and 'Add an activity...'.

When you're done creating your label, be sure it is set to "SHOW" and click "Save and Return to Course."

Clicking the Right Arrow icon or the Left Arrow icon will increase or decrease the indent space for that resource/activity. This helps the learner find your information quickly and easily.

Moving a Resource/Activity

Moving a link to a resource to the left or right is pretty straight forward. Moodle also allows you to move them up and down in a few clicks of a mouse.

Click on the Move icon (Up/Down arrows) next to the resource/activity you wish to move.



The page will reload and you will see a series of "place holders" represented by rectangular boxes with dashed lines.

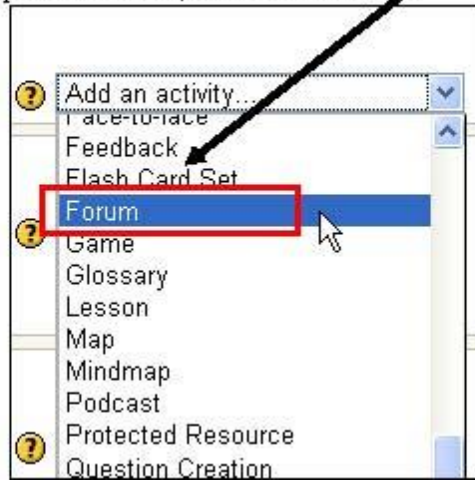


Click on the place holder where you wish to move the resource/activity. The page will reload and the resource/activity will be in the position you chose



Creating and Facilitating a Discussion Forum

Scroll down to the section of your site where you want to add the discussion forum. In the “Add an Activity” drop down menu, choose FORUM.



You will now be able to create the discussion forum.

Creating the discussion forum

A discussion forum allows user to participate in an asynchronous (not at the same time) chat. For the purposes of the ELC, we will want to allow the teachers to create discussion topics and reply to each other's discussion threads. There are many options to use for this but we will want to use the default options in our discussions.

There are several different types of forum to choose from:

A single simple discussion - is just a single topic, all on one page. Useful for short, focussed discussions.

Standard forum for general use - is an open forum where any one can start a new topic at any time. This is the best general-purpose forum.

Each person posts one discussion - Each person can post exactly one new discussion topic (everyone can reply to them though). This is useful when you want each student to start a discussion about, say, their reflections on the week's topic, and everyone else responds to these.

Q And A Forum - The Q & A forum requires students to post their perspectives before viewing other students' postings. After the initial posting, students can view and respond to others' postings. This feature allows equal initial posting opportunity among all students, thus encouraging original and independent thinking.

Updating Forum in topic 5

General

Forum name*

Forum type

Forum introduction*

Trebuchet 1 (8 pt) Lang **B** **I** **U** **S** x_2 x^2

Practice Reflection

We will practice posting a reflection and attaching a file to the posted reflection. You will create a discussion, reply to another teacher's post, and attach a file to one of your posts.

Path:



Force everyone to be subscribed?



Read tracking for this forum?

Maximum attachment size






1. **Forum Name** – Type a name for your forum
2. **Forum Type** – Usually leave as default, “Standard forum for general use.” Click the yellow help bubble for a description of the other types.
3. **Forum Introduction** – This is a “Rich Text Editor” box that is similar to MS Word. Here you will type the question/topic you wish the teachers to discuss. It is good practice to utilize the **BOLD** face type, create **bulleted lists** and to break up the information into chunks if you have a lengthy question.
4. **Force everyone to be subscribed?** – When a person is subscribed to a forum it means that they will be sent email copies of every post in that forum (posts are sent about 30 minutes after the post was first written). Keep this set at NO but request the teachers choose to subscribe to this forum when they post a discussion topic.
5. **Read tracking for this forum?** – Leave this as the default, “Optional.” It will display the unread postings for the teacher to help find the new messages faster.
6. **Maximum attachment size** – Teachers can attach a copy of a lesson plan they make or any other file they want to share. This is a great way to encourage the sharing of information. The file size can be changed to a maximum of 20 MB. The default is 500KB which is ok for most Word documents without a lot of pictures. If you know you’ll need larger than 500KB, you can choose a larger size.






Grade

Aggregate type  No ratings 



Grade  Scale: Satisfactory 


Restrict ratings to posts with dates in this range:


From 19  October  2010  23  20 


To 19  October  2010  23  20 



Post threshold for blocking



Time period for blocking  Don't block 


Post threshold for blocking 



Post threshold for warning 

Common module settings  Show Advanced

Group mode  No groups 

Visible  Show 

ID number 

Grade category  Uncategorized 

There are required fields in this form marked*.

1. **Grade** -Leave it as the default
2. **Post threshold for warning / blocking** – This will set a limit on how many posts a teacher can submit. The warning level will give the teacher a message they are getting close to the blocking point. The blocking point will prevent further discussion in this forum
3. **Time period for blocking:** Will set how long the teacher will be blocked. Leave at 0
4. **Group Mode:** Leave as no groups unless you know what “Groups” are and how to manage them.
5. **Visible:** This will SHOW the teachers the forum. You can choose to HIDE the forum if you don’t want them to see it yet.
6. **ID Number** - Leave it blank

Click SAVE AND RETURN TO COURSE when you are done.

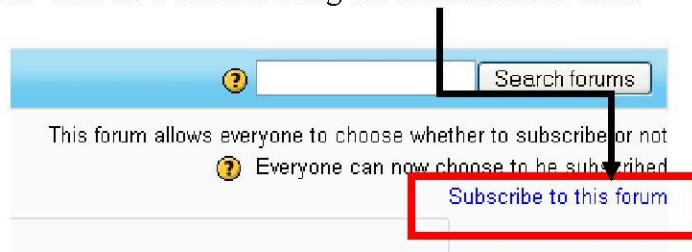


Tips on Facilitation Online Discussion

The success of any online discussion lies in the quality of the responses. Facilitating an online discussion requires the teacher leader to be more active in the discussion and encourage participation.

- Provide a discussion prompt that is open-ended and will require some thought.
- When appropriate, ask the participants to share specific classroom experiences of the concept being discussed or upload a lesson plan, an outline, or an example of the new skill which incorporates the ideas of the lesson on which they are reflecting.
- Require participants to post a message and reply to **at least two** other participants.
- Have the participants choose to subscribe to the forum so they will be emailed when people post responses.

- Click on the blue link when reading the forum introduction



- Model your expectations by posting a response to your own discussion question.
- Encourage participation and deeper reflection by asking follow up questions. We want to avoid the “one sentence response.” You can use some of the following examples.
 - *“I like your example of XXX. How would you apply that in your classroom?”*
 - *“When you say, ‘XXX,’ what do you mean?”*
 - *“Can you share with the other participants some ways you have used this strategy in your classroom?”*
 - *“It’s good that you agree with that point. Can you provide some details about what aspect(s) are most important to you?”*



Reflect & Discuss

Discuss how you would incorporate a classroom management system into your own classroom or professional learning course. Use the following questions as guidelines to discuss what you have learned for this workshop.

1. What are some ways in which Moodle can help you build a professional learning community?
2. What is a topic that you would like to incorporate into Moodle for your professional learning community?



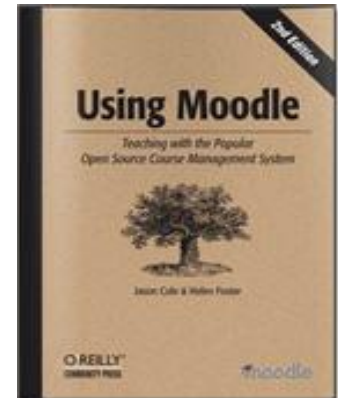
Moodle Training Guides & Resources

Using Moodle eBook and Resources

There's a lot of great tutorials, presentations, videos and discussions on using Moodle. The Using Moodle eBook at right is very nice. You can also download the whole file.

Download book here (for free):

http://download.moodle.org/download.php/docs/en/using_moodle_2e.zip



Logging Out of Moodle

When you are done with Moodle, please remember to logout using the selection next to your log in name. It is important that you log off of Moodle when using any public computer.

