Designing and Developing a Blended Course using Moodle
Venue: University of Hyderabad
Dates: 31 January – 01 February, 2020

Organized by
Commonwealth Educational Media Centre for Asia (CEMCA)
In collaboration with
University of Hyderabad

Report
By
Dr. Indira Koneru
Workshop Facilitator

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Executive Summary

As a follow-up to the earlier two capacity building workshops, Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi and Central University of Hyderabad (UoH) organised a 3-Day capacity building workshop for teachers on "Designing and Developing a Blended Course using Moodle" from 31 January – 01 February, 2020.

The aim of the workshop was to equip the Moodling teachers of the University with the skills required to design and develop a blended course using Moodle advanced features. The workshop enabled the UoH teachers to: (i) gain an understanding of UOH's Online Education Policy and MHRD Policies on Online Education, (ii) crate/use videos (iii) design an outcome-based blended course using COL's blended learning course design template, (iv) explore Moodle advanced features for developing eCourses. Out of 14 participants, 4 were female and 10 were male.

Prof. J. Prabhakar Rao, Prof. Vasuki Belavadi, UoH facilitated Day 1 sessions and Dr. Indira Koneru, COL Consultant facilitated Day 2 and Day 3 sessions. Prof. Vasuki, delivered sessions on 'Using Videos for eLearning'. Dr. Indira introduced COL's blended learning course design template and its components. She engaged the participants in writing the course description, course objectives, unit-wise / week-wise / module-wise learning outcomes; designing assessments, learning activities and resources, including Open Educational Resources in alignment with the learning outcomes. She also made the participants choose preferred online facilitation strategies in order to provide beyond classroom learning support and improve student engagement.

Prof. Prabhakara Rao and Prof. Vasuki Belavadi, Director, e-Learning Centre conducted the valedictory session, sought feedback from the participants and addressed their queries. The sessions were concluded with awarding certificates to the participants.

Workshop Agenda

As a follow-up to the earlier two capacity building workshops, Commonwealth Educational Media Centre for Asia (CEMCA), New Delh and Central University of Hyderabad (UoH) organised a 3-Day capacity building workshop for teachers on "Designing and Developing a Blended Course using Moodle" from 31 January – 01 February, 2020.

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Workshop Participation

14 Faculty Members, including 4 female and 10 male participated in the workshop. (see Annex 1- List of Participants).

Day 1 Sessions

Day 1 started with the inaugural session, followed by the technical sessions. Prof. J. Prabhakar Rao, Prof. Vasuki Belavadi, UoH facilitated Day 1 sessions on Online Education Policy-UoH, MHRD Policies on Online Education in HEI's, using videos for eLearning. Prof. Vasuki, delivered sessions on 'Using Videos for eLearning'.

Day 2 Sessions

Dr. Indira Koneru facilitated the Day 2 sessions. Using her PPT, she explained how to plan and design a blended course. She introduced COL's blended learning course design template[1] and blended course learnability evaluation checklist[2]. She created a section January-February 2020 Workshop on her Moodle-enabled Blended Learning Course[3] on UoH Moodle and shared workshop reference material and course design worksheets etc. (*see* Screenshot)
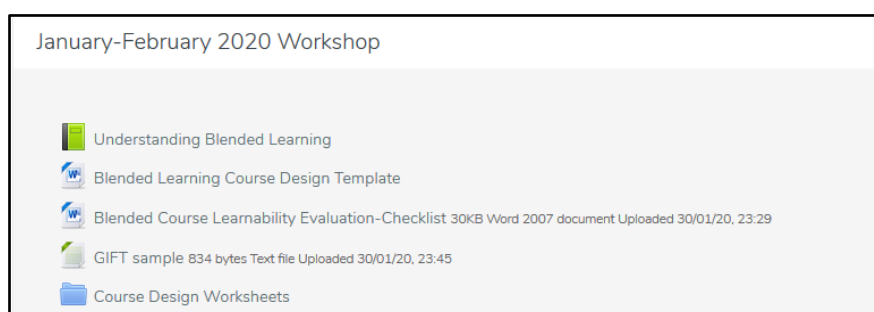
Blended Course Design

She engaged the participants in writing the course description, course objectives, unit-wise / week-wise / module-wise learning outcomes; designing assessments, learning activities and resources, including Open Educational Resources in alignment with the learning outcomes. She also made the participants choose preferred online facilitation strategies in order to provide beyond classroom learning support and improve student engagement (*see* Screenshot).

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[1] Guide to Blended Learning. http://oasis.col.org/handle/11599/3095
[2] Blended Course Learnability Evaluation Checklist. http://oasis.col.org/handle/11599/2941
[3] Moodle-enabled Blended Learning Course. http://elearning.uohyd.ac.in/course/view.php?id=59

Course Structure Unit-wise/Week-wise	Learning Outcomes	Assessments – F2F / Moodle-enabled (C / A / P)	Learning Activities – F2F / Moodle-enabled (C / A / P)	Learning Content – F2F / Moodle-enabled		Online Facilitation Strategies
				Self-created / Web resources	Supportive OER with TASL Attribution	
Unit 1 Structure of brain	LO 1: Should be able to identify brain regions LO 2: Should be able to locate different functional regions of brain LO 3: Should be able to correlate structure and functions	FA 1 (LO 1): Questions based on pictures FA 2 (LO 2): Questions based on pictures FA 3 (LO 3): Matching type questions	LO1: Arrange brain parts from different positions LO2: Discuss the major functions of brain	Neuron ppt (Google drive link) https://www.youtube.com/watch?v=hGDvvUNU-cw (How neurons work) https://mayfieldclinic.com/pe-anatbrain.htm	"Perinatal stress and human hippocampal volume: Findings from typically developing young adults" by Mareckova et al is licensed under CC BY-ND 4.0 "Structure of Neuron esp" by Sanu N is licensed under CC BY-SA 4.0	1. Create a Course introductory video 2. Share course handout / session plan / academic plan 3. Provide learning support through discussion forums 4. Track student progress – course participati

Source: Introduction to Neuroscience by Dr. Akash Gautam

Structuring Moodle Course

The Facilitator made the participants add titles and pre-defined learning outcomes to each week / module on their Moodle course (*see* Screenshot).

Week 10

After completing this week, students should be able to:
1. Explain the concept of Diaspora
2. Estimate the nature of Indian-Subcontinent
3. Discuss the stages of Diaspora
4. Examine the questions of representation raised in the narratives
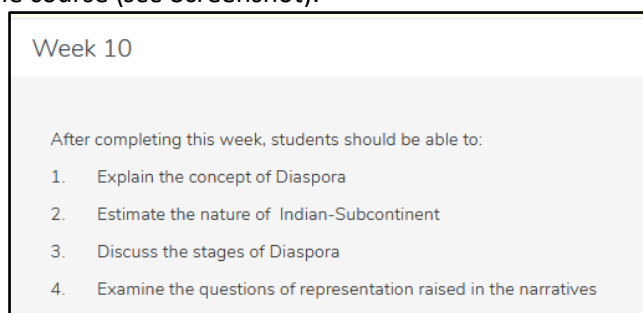
Open Educational Resources

The Facilitator demonstrated how to find OER and build the Creative Commons attribution using Open Attribution Builder[4] in order to enable the participants to find and add OERs to the blended course design document with TASL attribution. The participants used Moodle page module to compose a page by embedding OER in text, image and video.

Assessments

The participants explored how to explore Moodle assignment module for instructor assessment and H5P module for self-assessment.

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[4] Open Attribution Builder. https://www.openwa.org/attrib-builder/

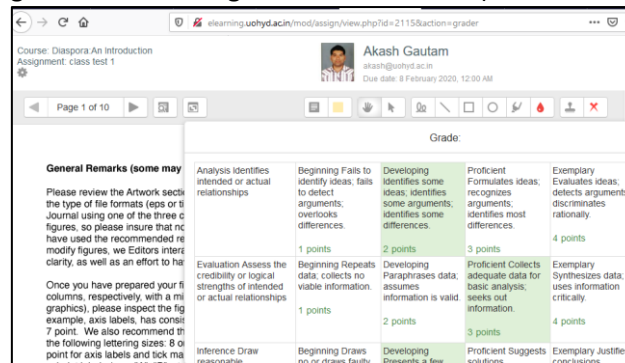## Assignment, Rubric and Feedback

The Facilitator engaged the participants in creating and grading an individual and group assignments (*see* Screenshot). This activity enabled the participants how to create groups. The participants explored how to download the assignments and grading worksheet for offline grading purpose and upload the grading worksheet with marks and feedback.
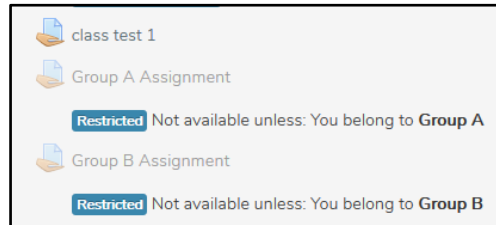
The Facilitator made them explore how to provide feedback in multiple ways - online feedback and annotation tools.

Rubric

The Facilitator explained how a rubric serves as a grading and feedback tool and demonstrated how to create a rubric using iRubric's[5] sample rubric on Critical Thinking. This enabled the participants to use Moodle assignment's advanced grading feature for creating a rubric with various criteria and performance levels and grade student assignment submissions (*see* Screenshot).

Interactive Video / H5P Module

The Facilitator made the participants watch a YouTube video and create MCQs and a summary question based on the video content and note down the time in M:SS format for inserting questions. She engaged the participants in creating the interactive videos using the H5P plugin by (i) embedding the YouTube video, (ii) embedding in-video MCQs for enabling the students to self-assess their knowledge, and (iii) adding summary statements at the end of the video (*see* Screenshot).


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[5] iRubric. https://www.rcampus.com/indexrubric.cfm

Day 3 Sessions

The Day 3 sessions focused on creating learning activities – forum and glossary; restricting access based on activity completion criteria; tracking student engagement and alerting non-participants and creating and awarding badges automatically.

Forum with Peer Rating

The Facilitator explained the different forum types available on Moodle and engaged the participants in creating a Q & A forum by sharing a journal article from Directory of Open Access Journals (*see* Screenshot). The participants also enabled and explored the peer rating feature.
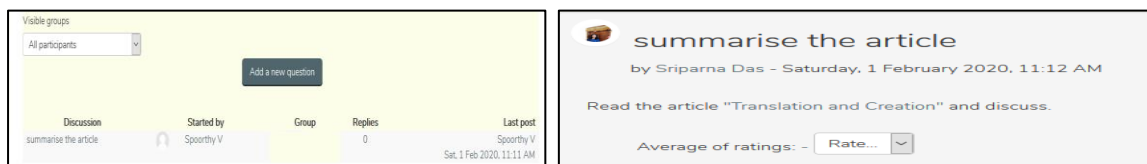
Glossary

The participants create a glossary with categories and explored how to add entries (*see* Screenshot).
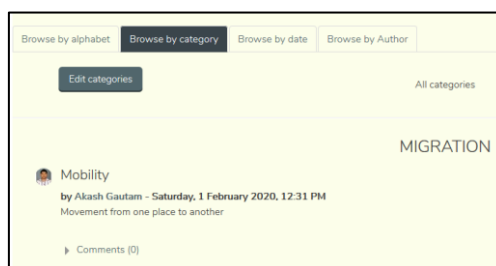
Activity Completion Criteria

The Facilitator made the participants set activity completion criteria, such as viewing a resource, creating discussions or posting replies, creating required glossary entries, submitting assignments, receiving a grade. This feature enabled the UoH teachers to track student activity completion, award badges and restrict progress through a course topic and access materials (*see* Screenshots).

Tracking Students' Learning Progress

The Facilitator demonstrated how to track student engagement using the 'Activity completion' and 'Course participation' reports. This demonstration helped the UoH Faculty in (i) tracking the students' learning progress and alerting the inactive students and reminding students of assignment and quiz due dates, (ii) download the activity completion report. The participants found the alerting feature useful, as it pushes the messages to students' Moodle mobile app.

Badges

The Facilitator engaged the participating creating a badge and set 'Activity completion' as the criteria to award the badge automatically (*see* Screenshots).

Communicating with Students

The Facilitator engaged the participants use the Moodle messaging functionality for sending bulk messages through their online Moodle course and sending individual messages using the Moodle mobile app. She also made them check the messages and reply to the messages on the mobile app.

Managing Gradebook

The Facilitator introduced the gradebook features and engaged the participants in: adding offline grade items; exporting the gradebook with the offline grade items; adding the grades and feedback in the exported / downloaded excel file and saving the file; and importing the same to the course gradebook for updating the gradebook with the imported offline items' grades. This activity enabled the participants display all items' (both online and offline) grades on their course gradebook for each student. She also demonstrated how to create a scale and add the pre-defined outcomes to the gradebook.

Scales and Outcomes

Moodle outcomes are rated by a scale. The Facilitator engaged the participants to create the 'Proficiency Level' scale and add the pre-defined outcomes to the gradebook. She also made the participants edit an activity and assign the pre-defined outcomes to it. Participants also explored how to rate the outcomes using the 'Proficiency Level' scale (*see* Screenshots).

Custom scales

Scale	Used
Proficiency Level Beginning, Developing, Proficient, Exemplary	Yes

Custom outcomes

Full name	Short name	Scale	Items
Concept of Diaspora	CD	Proficiency Level	2
Estimate the nature of Indian-Subcontinent	NIS	Proficiency Level	2

Importing Content and Backing up Course

The Facilitator made the Participants import content from one course to the other and back up and download their courses and demonstrated how to restore the course for the next batch of students.

Valedictory

Prof. Prabhakara Rao and Prof. Vasuki Belavadi, Director, e-Learning Centre conducted the valedictory session, sought feedback from the participants and addressed their queries. Dr. Indira Koneru suggested to self-nominate / identify resource persons among the participants in order to conduct in-house training to UoH Faculty and organise Moodle-enabled Blended Learning workshops at the UoH eLearning Centre and at various HIEs across India. She recommended to build a Community of Practice (CoP) and meet at regular intervals for sharing blended learning knowledge and experience and innovative practices. She insisted on hosting an event during the open education week March 2-6, 2020 and promote OER. The workshop was concluded with awarding certificates to the participants.

Annex-1: Workshop 3 - List of Participants[6]

#	Name	Designation	School/ Department / Centre	Email	Gender
1.	Akash Gautam	Assistant Professor	Centre for Neural and Cognitive Sciences	akash@uohyd.ac.in	M
2.	Arulmozi S	Assistant Professor	CALTS, School of Humanities	arulmozi@uohyd.ac.in	M
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9.	Alok Pandey	Assistant Professor	Dept. of Anthropology, School of Social Sciences	emailcontactalok@gmail.com	M
10.	Perikala Chiranjeevi	Assistant Professor	School of Mathematics & Statistics	chiru.hcu@gmail.com	M
11.	<mark>J. Prabhakar Rao</mark>	Professor	CALTS, School of Humanities	pjandhyala1@uohyd.ac.in	M
12.	<mark>R. Siva Prasad</mark>	Honorary Professor	e-Learning Centre	sivaprasad53@gmail.com	M
13.	<mark>Vasuki Belavadi</mark>	Professor	Dept. of Communication, S.N.School	vb@uohyd.ac.in	M

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[6] Highlighted names are from the eLearning Centre, not participated in hands-on training.

14.	G.Manoj Kumar	Assistant Professor	Dept. of Plant Sciences, School of Life Sciences	manoj@uohyd.ac.in	M
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16.	Ms. Spoorthy	Representative	IFCAI	spoorthyv.6325@gmail.com	F
17.	Dr. Madhuusan J V	Associate Professor	Dept. of Education, Education Technology	madhusudanjv@yahoo.co.in	M
18.	Dr. Mendem Bapuji	Guest Faculty	CALTS, School of Humanities	mendembapuji@gmail.com	M