Launching the Moodle e-Learning Platform
Agenda

- What is Moodle?
- Learning Theories
- Why Moodle?
- What’s in it for me, what’s in it for AARC?
- Sample from the SIRTFI module
- Moodle as the center for L&D – Training types
- Practice Session
- Questions and Feedback
Introduction

- Moodle is a complex, yet user-friendly open source Learning Management System
- It allows for interactive multi-media content, as well as for reading materials
- Users, trainers, and stakeholders can interact and collaborate
Introduction

- Different training formats – all in one place
  - Modular approaches
  - Competency based trainings
  - Social Learning
  - Flipped Classroom
Learning Theories

▪ ARCS Model

- **Attention**
  - Engage
  - Signpost
  - Activate

  Use real stories, branding and challenges

- **Relevance**
  - Signpost
  - Assumptions
  - Knowledge

  Identify clear benefits, relate to work situations

- **Confidence**
  - Guidance
  - Performance
  - Feedback

  Contextualize assessment exercises and scenarios

- **Satisfaction**
  - Reinforce
  - Acknowledge
  - Summarize

  Track completion of learning and praise performance
Learning Theories

- GAGNE’S Nine events of learning

1. Gain Attention
2. Inform Learner of Objectives
3. Stimulate Recall of Prior Learning
4. Elicit Performance
5. Provide Learner Guidance
6. Present Stimulus Material
7. Provide Feedback
8. Assess Performance
9. Enhance Retention and Transfer
Learning Theories

- KNOWLES Model

**KNOWLES’ 5 ASSUMPTIONS OF ADULT LEARNERS**

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, Knowles added the 5th assumption.

1. **SELF-CONCEPT**
   - As a person matures, his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. **ADULT LEARNER EXPERIENCE**
   - As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. **READINESS TO LEARN**
   - As a person matures, his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. **ORIENTATION TO LEARNING**
   - As a person matures, his/her perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. **MOTIVATION TO LEARN**
   - As a person matures, the motivation to learn is internal (Knowles 1984:12).
Inform

- Learning happens on three levels:
  - Cognitive
  - Affective
  - Behavioral

- If you need to inform people, you will mainly address the cognitive level

- The affective level plays a part in learner motivation, as well as in trainings that aim at behavior change

- The mix of different types of resources helps to motivate learners to engage with the topic
The quality of learning activities are what make or break the experience for the learner and the success of your instruction.

Here is a sample of what is possible:
Why Moodle?

Interact
- Humans are social beings
- Especially adult learners want to make sure that the content is relevant and directly applicable
- If they are unable to directly apply content, they need to be able to ask questions and exchange ideas and challenges with a community
- Here is a sample of what is possible:

Learning Activities in Moodle

Learning activities
Collaborate

- Building a community of practice
- Motivate learners
- Foster exchange and collaboration
- Here is a sample of what is possible:

Why Moodle?

Learning Activities in Moodle
e-Learning with Moodle

- Reach a broader audience
- Who is the audience?
  - Who is in?
  - Why are we in?

What’s in it for me, what’s in it for AARC?

Advantages
<table>
<thead>
<tr>
<th>Who</th>
<th>SP</th>
<th>IdP</th>
<th>Federation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td>I provide services to researchers, with identities historically controlled by providers I know and trust</td>
<td>I give my researchers an identity to grant access to services</td>
<td>Allow SPs and IdPs to interoperate</td>
</tr>
<tr>
<td><strong>Impact of eduGAIN</strong></td>
<td>eduGAIN provides a pool of identities from providers that I may not know, and over whom I have no influence/authority</td>
<td>EduGAIN lets my researchers access services that I may not know or trust</td>
<td>EduGAIN allows my SPs/IdPs to interact with entities outside my control</td>
</tr>
<tr>
<td><strong>Sirtfi</strong></td>
<td>I can use Sirtfi to ensure that (encourage) my users to access secure services, and establish a channel of communication with those services in case of a security incident</td>
<td>I can use Sirtfi to ensure that (encourage) my users to access secure services, and establish a channel of communication with those services in case of a security incident</td>
<td>I can use Sirtfi to protect my members</td>
</tr>
<tr>
<td>SP</td>
<td>IdP</td>
<td>Federation</td>
<td>eduGAIN</td>
</tr>
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</tr>
<tr>
<td>I should adopt Sirtfi to advertise that I am a secure service (encourage IdPs to trust me), and to broadcast my security contact information.</td>
<td>I would like IdPs to adopt Sirtfi so that I can identify trustworthy sources of identity to grant access to my critical infrastructure, and to provide a contact point for incident handling.</td>
<td>I would like IdPs in my federation to adopt Sirtfi to reflect the level of security provided by my identity providers and to enable me to handle security incidents efficiently and effectively.</td>
<td>We want security incident response to work, to maintain the trust that eduGAIN participants have in eduGAIN.</td>
</tr>
</tbody>
</table>
e-Learning with Moodle

- Reach a broader audience
- Allow everyone to have an excellent learning experience
- Find all the training materials in one place, at a glance
- Create a community of practice
- Tackle knowledge management issues
- Unify the communication and distribution strategy of courses offered
- Save time and money, because there is less travelling and less time spent in face-to-face settings

What’s in it for me, what’s in it for AARC?
Taking SIRIFI into an online learning environment

- Are you ready for SIRIFI?
Taking SIRIFI into an online learning environment

- Challenges
- Steps: inform, interact, collaborate

Sample from the SIRTFI Module

Source: https://technical.edugain.org/status
Taking SIRTFI into an online learning environment – Inform

- Resources that are used as references
- Give a quick overview
- Contain a checklist that helps people see if they are SIRTFI compliant
- Give them the contact details and help them to join the project
Taking SIRTFI into an online learning environment – Interact

- Help people to check if they reached their learning goal
- Interactive materials with supporting audio
- Allow learners to ask questions and receive answers everyone benefits from
Taking SIRTFI into an online learning environment – Collaborate

- Creating a community of practice
- Foster exchange of best practice examples and challenges solved
- Run online live webinars for deep learning and discussions in real time
- Allow learners to meet online to discuss
Delivering Training – SIRTFI

- Short Live Demo of Moodle
Hands-on approach for global projects

- Moodle allows for different types of training and delivery:

- Modular approaches for
  - ✓ SIRTFI
  - ✓ Blue Print Architecture
  - ✓ Attribute Release
  - ✓ Data Protection

- Competency based approaches for
  - ✓ Complex topics that require mastering different skills
  - ✓ Soft Skills trainings
  - ✓ Leadership skills trainings
  - ✓ Intercultural training
Hands-on approach for global projects

- Moodle allows for different types of training and delivery:
  - Flipped Classroom:
    - ✓ Trainings that require learners to enter a webinar/video conference well prepared
    - ✓ Meetings of the community that require in depth preparation
  - Social learning
    - ✓ Can and should be included in any training to increase learner motivation
    - ✓ Helps the community to connect
    - ✓ Increases the level of reflection and self-reflection
    - ✓ Allows for better collaboration and communication
Hands-on approach for global projects

- Moodle allows for different types of training and delivery:
  - MOOCS
    ✓ There is (almost) no limit with regard to the number of participants
    ✓ Mix of asynchronous and synchronous elements is possible
  - Webinars
    ✓ It is possible to run webinars through an open source plugin
    ✓ Video Conferencing allows for:
      • Use of a whiteboard
      • Live Videoconferencing / recording
      • Audioconferencing / recording
      • Note taking
      • Chat
Delivering Training – SIRTFI

- Practice session

Sample from the SIRTFI Module

Activities
SIRTFI – Taking learning online

Please go to:

https://devbs-geant.bilingualsolutions.de

Log on with:

Username: demo-geant01-25
Password: DemoGe@nT+2017
Questions and Feedback

Open Discussion