

session 2

From Principles to Strategies to Practice : A Series on Online Course Design for Better Learning Experience

Using an Instructional Design Model to Enhance Moodle Learning Experience

10 Feb (Thu) 12:30 - 1:45pm via [zoom](#)



Speaker

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CETL, HKU



At the end of this workshop...

- List the different elements of a good instructional design
- Experience various Moodle layouts
- Identify the Moodle functions that will facilitate a good design

Some reminders...

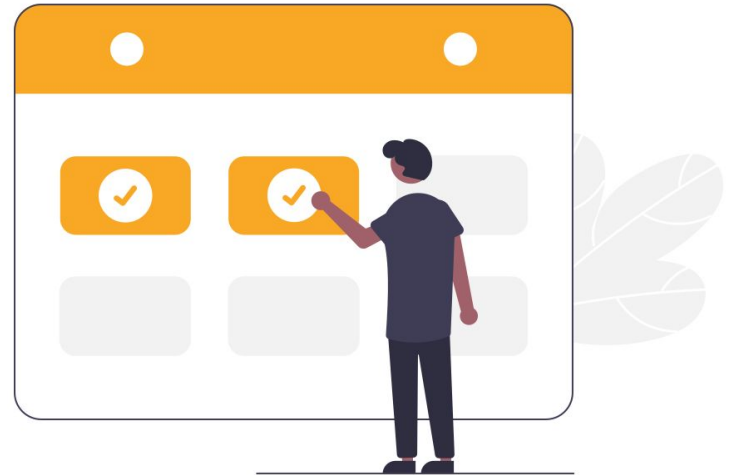
- Don't sit on the fence...
participate!
- I do not have all the answer...
but collectively, **we can find it together**
- If you have any questions, **raise your hand or post it in chat**

**In Zoom chat, can you let me know
if you like using (and why?) or
do not like using (any alternative?)**

moodle

5E model

Let's design a better
Moodle experience



5E Model

- Roger Bybee, 1987
- Biological Sciences Curriculum Study
- Originally for Science discipline
- Based on Atkins and Karplus learning cycle

Engage

- Activity that is place-based or problem-based
- **Promotes curiosity** and elicits current knowledge

**Video, Reading, Picture, with Forum*

Explore

- Activities which **connects prior with new knowledge**
- Use prior knowledge to **generate new ideas**
- This can serve as formative assessments

**Group activity, Miro, Forum*

Explain

- Focuses students' attention on particular aspects of their engagement and exploration
- **Guide learners toward a deeper understanding**

**PDF, explanatory/demonstration videos, peer and teacher feedback,*

Elaborate

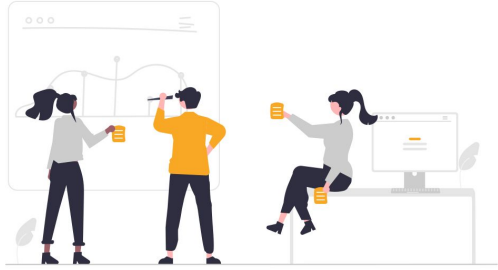
- Activities **challenge and extend students' understanding** and skills
- **Focus on knowledge and skill transfer**

**Summative assessment, group projects*

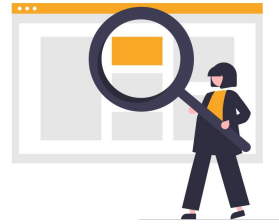
Evaluate

- **Assessing students understanding**
- Progress toward achieving the learning outcomes

**Summative assessments*



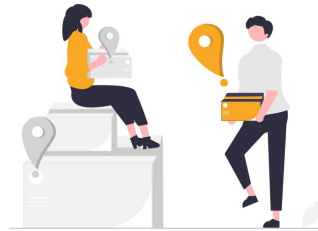
Engage



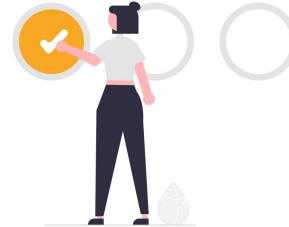
Explore



Explain

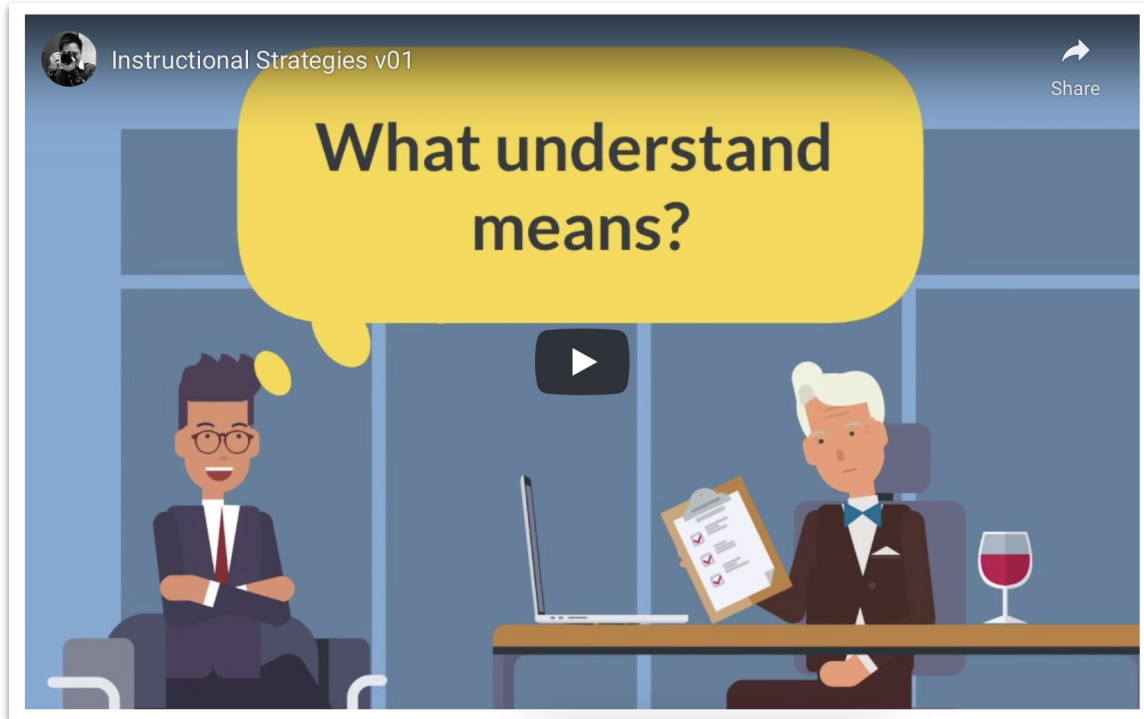


Elaborate



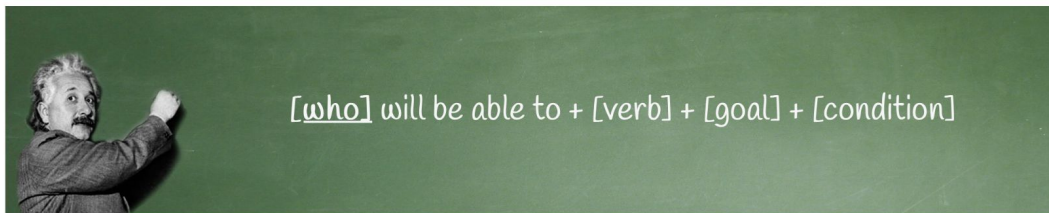
Evaluate

Engage (Scenario video + Forum)



Explore (Web-based activity)

Practice makes perfect! Try to create your own learning objective by using this simple Learning Objective Generator Tool.



WHO? >

WHAT? >

HOW? >

GET LO

Who is the learner? ⓘ

Describe your audience in as much detail as possible

Next >>



Example: Performance Consultant



Explain (In-class activity, Miro)

In-class Activity: Learning Objectives

G5

ABC'S METHOD

1. All staff will be able to use their customer
2. All staff will be able to use their customer
3. All staff will be able to use their customer

Task:
The staff will be able to list 5 types fake news by watching on the internet.

Concept:
Students can find out the truth behind the fake news.

Principle:
Students will be able to summarize the characteristics of fake news.

Procedure:
Students will be able to distinguish fake news by online searching.

Problem-solving:
Students will find solutions for fake news they have before using online services.

Skills:
Students will be able to identify the fake news and not blindly following it.

Creator

ABC'S METHOD

1. All staff will be able to use their customer
2. All staff will be able to use their customer
3. All staff will be able to use their customer

Task:
Students will be able to

Concept:
Students will be able to identify the fake news.

Principle:
Students will be able to

Procedure:
Students will be able to

Problem-solving:
Students will be able to

Skills:
Students will be able to

Minimalism

ABC'S METHOD

1. All staff will be able to use their customer
2. All staff will be able to use their customer
3. All staff will be able to use their customer

Task:
The staff will be able to list out the protocol steps to deal with the customer angry.

Concept:
The staff will be able to identify the suitable dealing method at once.

Principle:
The staff will be able to solve the problem by following the protocol step by step.

Procedure:
The staff will be able to solve the problem for customer using the protocol.

Skills:
The staff will follow the protocol every time when dealing with angry customers.

Group 4

ABC'S METHOD

1. All staff will be able to use their customer
2. All staff will be able to use their customer
3. All staff will be able to use their customer

Task:
The employees can point out 5 tips on how to handle anger by watching YouTube video and articulating them to his colleagues.

Concept:
Staff will be able to identify when the customer is angry and adapt techniques they learn to comfort the customer.

Principle:
Employees can conduct a small theater simulation among themselves by playing the role of an angry customer to gain experience.

Problem-solving:
Staff will be able to comfort angry customer with the negotiation techniques they learnt.

Skills:
Staff can comfort angry customers by speaking softly.

Group 5

ABC'S METHOD

1. All staff will be able to use their customer
2. All staff will be able to use their customer
3. All staff will be able to use their customer

Task:

Concept:

Principle:

Procedure:

Problem-solving:

Skills:

Group 6

ABC'S METHOD

1. All staff will be able to use their customer
2. All staff will be able to use their customer
3. All staff will be able to use their customer

Task:

Concept:

Principle:

Procedure:

Problem-solving:

Skills:

Elaborate (Google Docs)

Course Design Plan: Basic Information

Why do this: This activity will help conceptualize your final Moodle course project. However, it is worth noting that this document is not part of the official marking and will not be graded. Instead, your group will get feedback upon submission of this document. You can also use this document as a point of discussion during the consultation session or during your group meeting.

Read me: Kindly go through the [Moodle \(Student-led Teaching\) Details](#) and [Moodle \(Group Assessment, 40 points\)](#) documents before starting to work on this document.

Group Details:

Add your group details below

Group name:

Members:

- SURNAME, Name

Scenario:

Choose a scenario by marking an "X" in the box

Education Setting

Corporate Setting


Learning Outcomes and Objectives:

Fill in the box by identifying your course's outcomes and objectives. You may add or delete rows as needed. A sample is provided to guide you. You may also refer to our [slide SS-01](#) or watch the pre-class video on the [ABCD model](#).

Evaluate

EDU Moodle English (en) GONDA Donn Emmanuel Ventura

Administrative



How to deal with **ANGRY CUTOMERS** at the counter

Online Moodle Course for Front-line staff at a corporate bank

PATHFINDER

News Announcement

Onboarding Session: Welcome

Welcoming Message

About

Welcome to our course:
How to deal with angry customers at the counter

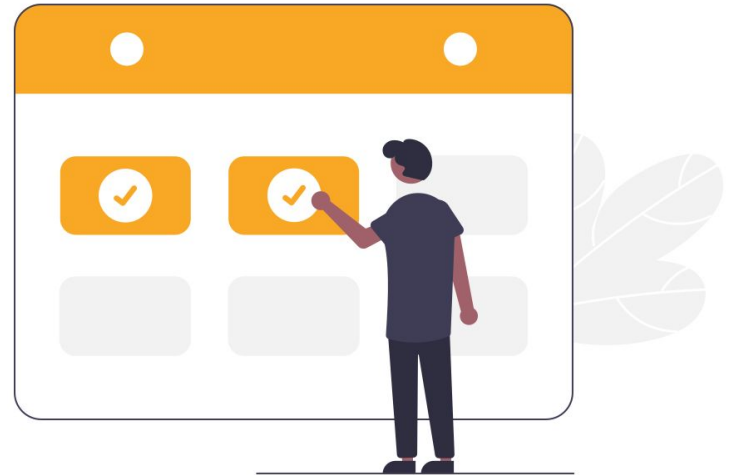
This course will show you, as a front-line staff, how to deal with angry customers by (1) knowing the customers' needs, (2) identifying the angry customer type, and (3) handling the case with the procedures at the counter in a corporate bank.

How will you use 5E model in your Moodle course?

| | | |
|--|--|----------------------|
| Instructions: 1. Think of the course that you teach or suggest. 2. Identify some activities that will help you facilitate the 5E model. 3. Use sticky notes to input your answers. | Name/s (Optional): _____ Course Title/ Topic: _____ | |
| Engage <ul style="list-style-type: none"> + Activity that is place-based or problem based + Promotes curiosity and elicits current knowledge *Tools: Realist.g, Pictures, web Pages | Activity/ies: _____ | Tool/s: _____ |
| Explore <ul style="list-style-type: none"> + Activities which connects prior with new knowledge + Use prior knowledge to generate new ideas + This can serve as formative assessments *Group activity, Mini Forum | Activity/ies: _____ | Tool/s: _____ |
| Explain <ul style="list-style-type: none"> + Focuses students' attention on particular aspects of their engagement and knowledge + Guide learners toward a deeper understanding *Tool: asynchronous discussion videos, peer and teacher feedback | Activity/ies: _____ | Tool/s: _____ |
| Elaborate <ul style="list-style-type: none"> + Activities challenge and extend students' understanding and skills + Focus on knowledge and skill transfer *Summative assessment, group projects | Activity/ies: _____ | Tool/s: _____ |
| Evaluate <ul style="list-style-type: none"> + Assessing students understanding + Progress toward achieving the learning outcomes *Formative assessments | Activity/ies: _____ | Tool/s: _____ |

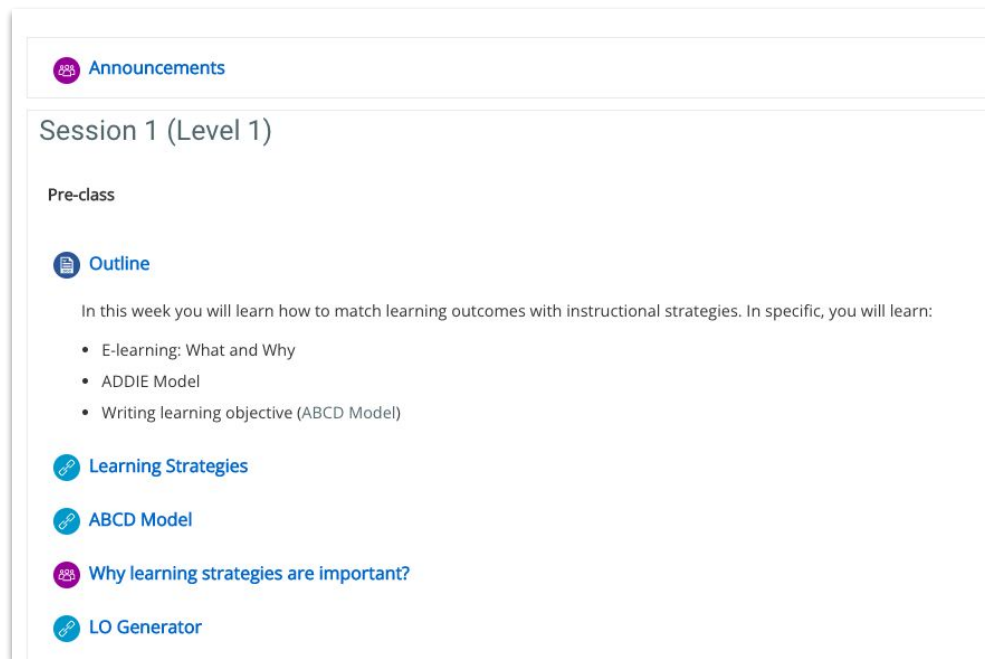
Moodle Functions

Improving our Moodle
learning environment
one item at a time



Level 1: Labels, Descriptions, and Indent

- No code
- Easiest to do
- Can be applied directly to your current format



The screenshot displays a course interface with the following elements:

- Announcements**: A purple icon with a megaphone.
- Session 1 (Level 1)**: The main title of the session.
- Pre-class**: A sub-section header.
- Outline**: A blue icon with a document, followed by the text: "In this week you will learn how to match learning outcomes with instructional strategies. In specific, you will learn:"
 - E-learning: What and Why
 - ADDIE Model
 - Writing learning objective (ABCD Model)
- Learning Strategies**: A blue icon with a link.
- ABCD Model**: A blue icon with a link.
- Why learning strategies are important?**: A purple icon with a megaphone.
- LO Generator**: A blue icon with a link.

Level 2:

Book resource and Embedding

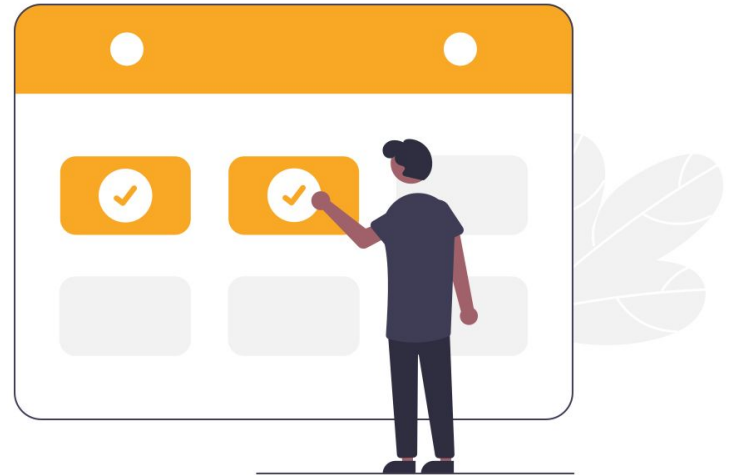
- No code (Book Resource)
- Low code/ Copy and paste (Embedding)
- Need slight modification and rearrangement

Table of contents

1. Pre-class
 - 1.1. Learning Strategies**
 - 1.2. ABCD Model
 - 1.3. LO Generator
2. In-class
 - 2.1. Session Slides
 - 2.2. Food
 - 2.3. Action Verbs
3. Post-class
 - 3.1. Food Activity

What's next?

After updating your Moodle course, how can we further improve?



Level 3: Bootstrap and HTML Editing

- Low code
- Best to do during summer/ holidays

Gamification

- No/ Low code
- Can increase engagement

Thanks!

Any questions?

You can find me at:

- dgonda@hku.hk

