TEACHER'S VIRTUAL CAFÉ REPORT

USING MOODLE FOR DISTANCE LEARNING
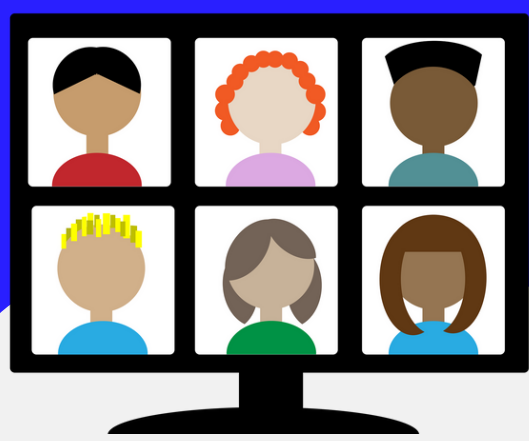
25 March 2022

EU CONEXUS

Our special guests

Similarities

- Language teachers in LRU
- Advanced use of Moodle for hybrid teaching
- Digital coordinators (new position)

- Lian teaches Chinese
- Her students are beginners
- H5P and flipped classroom

- Peter teaches English
- Advanced learners
- Uses many videos

How many participants?

5 teachers joined the Café:

- 1 of them teaches Geography in KU and works EU-CONEXUS (only EU-CONEXUS teacher participant for this café)

- 4 of them were invited by Peter and were language teachers from LRU
- 1 of them teaches Sports at UCV

What did we talk about?

Lian described her experience of flipped-class with Moodle, especially H5P:

*The H5P plugin with Moodle allows us to propose activities that promote interactivity. Students can complete the tasks **at their own pace** and **repeat each exercise** at will until they have mastered it completely, in a formative and no exam approach. This practical interest, combined with the variety of textual, audio and video supports, brings a **real bonus to the transmission of language and culture**.*

EU CONEXUS

What did we talk about?

Peter told us how he changed his teaching practices during the lockdown.

The lockdown was an opportunity to make my class better. I shortened my class to 30 minutes, instead of 1h30, and I added authentic videos. As I knew the students could work whenever they wanted, I said 'good morning, good afternoon or good evening, depending on when you're watching this video'. I also added authentic videos, and said 'now stop listening to me and go to the video'

He also presented an assessment method which can help when facing a large number of students. Indeed, he created a template which allowed him to grade the students without actually having to read their whole work.

Discussion

So what are advantages and drawbacks of using Moodle for distance learning? One of the biggest advantages is that 'the student has the teacher's instructions available 24/7'. But there are many different ways of using Moodle.
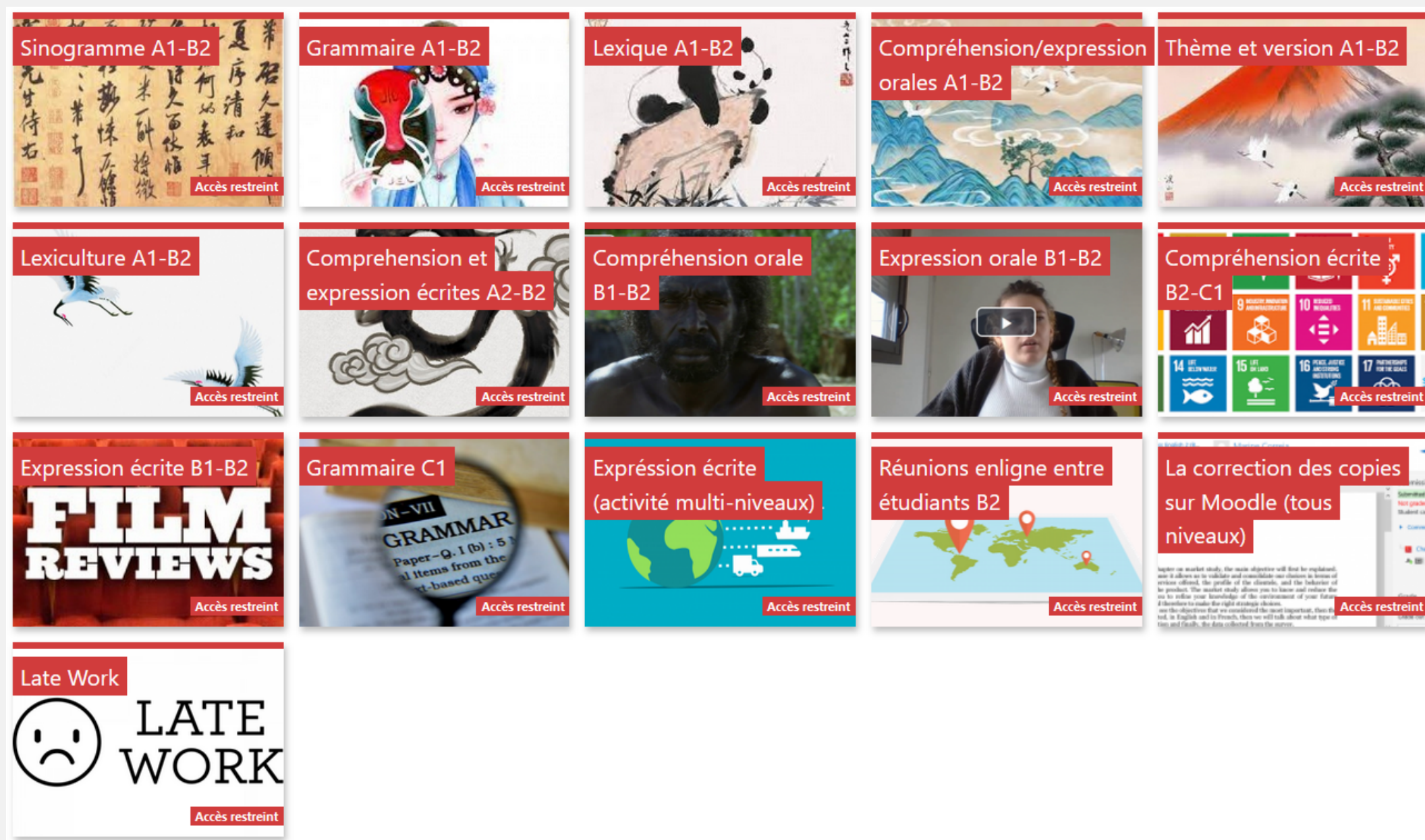Indeed Lian's use of H5P plug in is different from what Peter does. Also, using videos when learning a language is not same as using videos to learn Geography: Peter admitted that when students listen to videos, they improved their English. For him, a-synchronous works better for advanced learners.

In any case:
- some students are well-organized and some are 'last minute'
- it always gets difficult to face a large number of students, especialy when it comes to assessment
- it's hard to keep in touch with some students once they have left the synchronous class

For viewing pleasure...

This is an screenshot of Lian and Peter's work on Moodle, as 'digital coordinators'. They organised their Moodle course by linguisitic themes. In each theme, they present a new functionality of Moodle, to inspire their peers.

Sinogramme A1-B2	Grammaire A1-B2	Lexique A1-B2	Compréhension/expression orales A1-B2	Thème et version A1-B2
Lexiculture A1-B2	Comprehension et expression écrites A2-B2	Compréhension orale B1-B2	Expression orale B1-B2	Compréhension écrite B2-C1
Expréssion écrite B1-B2 FILM REVIEWS	Grammaire C1	Expréssion écrite (activité multi-niveaux)	Réunions enligne entre étudiants B2	La correction des copies sur Moodle (tous niveaux)
Late Work LATE WORK				

What's next?

Data protection and GDPR has become an important topic to consider when it comes to distance or blended learning. However we always have many questions regarding this issue and we don't know what to do.

Renata Cabas (LRU), PhD in Information Science and Communication, will be our guest. How to best deal with the General Data Protection Regulation (GDPR) in our daily university activities?
Renata will present her work and give you tips.
So let's save the date!

Wednesday 4th May 2022, 11am to 12am (UCT+1)

EU CONEXUS