





 ERASMUS MUNDUS		EMA-4-MOODLE The TEMPLATE			
					

The six consortium members consider that in today's mobile world lack of foreign language skills and intercultural know-how represent the greatest difficulties that students encounter when confronting a new study environment.

The aim of this project is to facilitate international mobility for European and non-European students by offering them tools that will help them overcome these difficulties. These tools are specifically adapted on-line language courses and intercultural documents.

Courses will be made available to students, and other university users, via the "Moodle" platform. Moodle is a free, open source LMS which is easy to manage and use. Students can benefit from the courses and intercultural materials either at their home institution, before they leave, or after their arrival at the new establishment.

In order to help both teachers and course developers, as well as student users EMA-4-Moodle will also develop a Moodle language lesson template. This template will facilitate course creation and course use by offering a standardized lesson structure based on the large variety of didactic activities available within the Moodle system.

Greatest beneficiaries of our project output will be students coming to our institutions from abroad. Better language and cultural preparation will allow them to concentrate on their engineering curriculum. As well as students, other members of the institution could also benefit from the course materials, particularly staff in international relations and guest lecturers would find our materials useful. It would also help them to better understand the foreign culture where they might be sending their students.

Language teachers will also reap benefits in that they will be able to create on-line language courses more easily thanks to the template. The template will be useful for course development independent of the language.

With students spending ever more time outside the classroom, on-line courses are in growing demand. EMA-4-Moodle hopes to satisfy this demand, at least in part.

Our long range hopes are that our courses will serve as a model for course developers outside our institutions, that other teachers will create other language courses that in turn help other students to access other European institutions of higher learning.

<http://recherche.telecom-bretagne.eu/ema4moodle>

The EMA-4-Moodle Language Course Template

What is it ?

The EMA-4-Moodle Language Course Template is a language course structure within the Moodle platform. The structure is empty. You put your content into the structure.

The template structure offers you a general course introduction with communication tools for teachers and students. The introduction is followed by ten learning units, each containing the following elements :

Space for the Introduction to the Unit

Space for a video in various language versions, as well as its sound track and script.

Space for Language Resources (Grammar and Phonetics)

Spaces for Language Exercises (Reading Comprehension, Listening Comprehension, Writing and Speaking)

Spaces for Intercultural Communication (Intercultural Situations and Intercultural Activities)

Spaces for Unit Review (What did I learn in Unit x ?) including a crossword puzzle, 3 quizzes and a final test.

We thought that this was a fairly reasonable language course structure within the Moodle platform. You can use it as is or you can modify it, if you wish.

What can you do with it ?

The basic idea is that you fill the empty spaces with your media (text, audio, graphics/images and video). You can use all the spaces the template offers but you don't have to. You can shut off spaces by clicking on the eye beside the space when you're in the editing mode.

You can of course, also add more spaces according to your own ideas of what you want your course to look like. It's all very flexible.

Unfortunately, the template does not remove the planning phase. You have to plan your course, you have to think about how to organize it and what you want your students to do with it. That's part of your job as a teacher.

What do you have to know or be able to do to use it?

Please do not forget to find out how Moodle works. You cannot use the template if you do not know the basic functions of Moodle. That is the prerequisite, as it were. All the details about Moodle are on the Moodle.org website. Check it out.

Where can you get ?

The EMA-4-Moodle language course template is available in two versions: a ten unit version and a one unit version.

The URL for the ten unit version is:

<http://recherche.telecom-bretagne.eu/ema4moodle>

The URL for the one unit version is:

<http://recherche.telecom-bretagne.eu/ema4moodle>

The one unit version is for users who want to have fewer or more than 10 learning units in their course. The one unit can be reproduced as many times as you wish. Just...

Main sources of information and help for using MOODLE

On the Moodle.org website:

Using Moodle: <http://moodle.org/course/view.php?id=5>
"Using Moodle", the book <http://moodle.org/mod/data/view.php?d=55&rid=1940>

Moodle user forums

These forums deal with all technical and pedagogical problems that you might encounter. You can search the site via the search engine. If you cannot find the answer to your question, submit it to the community of Moodle users. You're bound to get an answer. In order to participate you have to open a free account on the Moodle.org website and register in the space you're interested in.

On-line documents:

http://docs.moodle.org/en/Main_Page

Moodle publications:

<http://moodle.org/mod/data/view.php?id=7246>

EMA-4-MOODLE website:

<http://recherche.telecom-bretagne.eu>

Template loading zone:

Complete template with 10 Units:

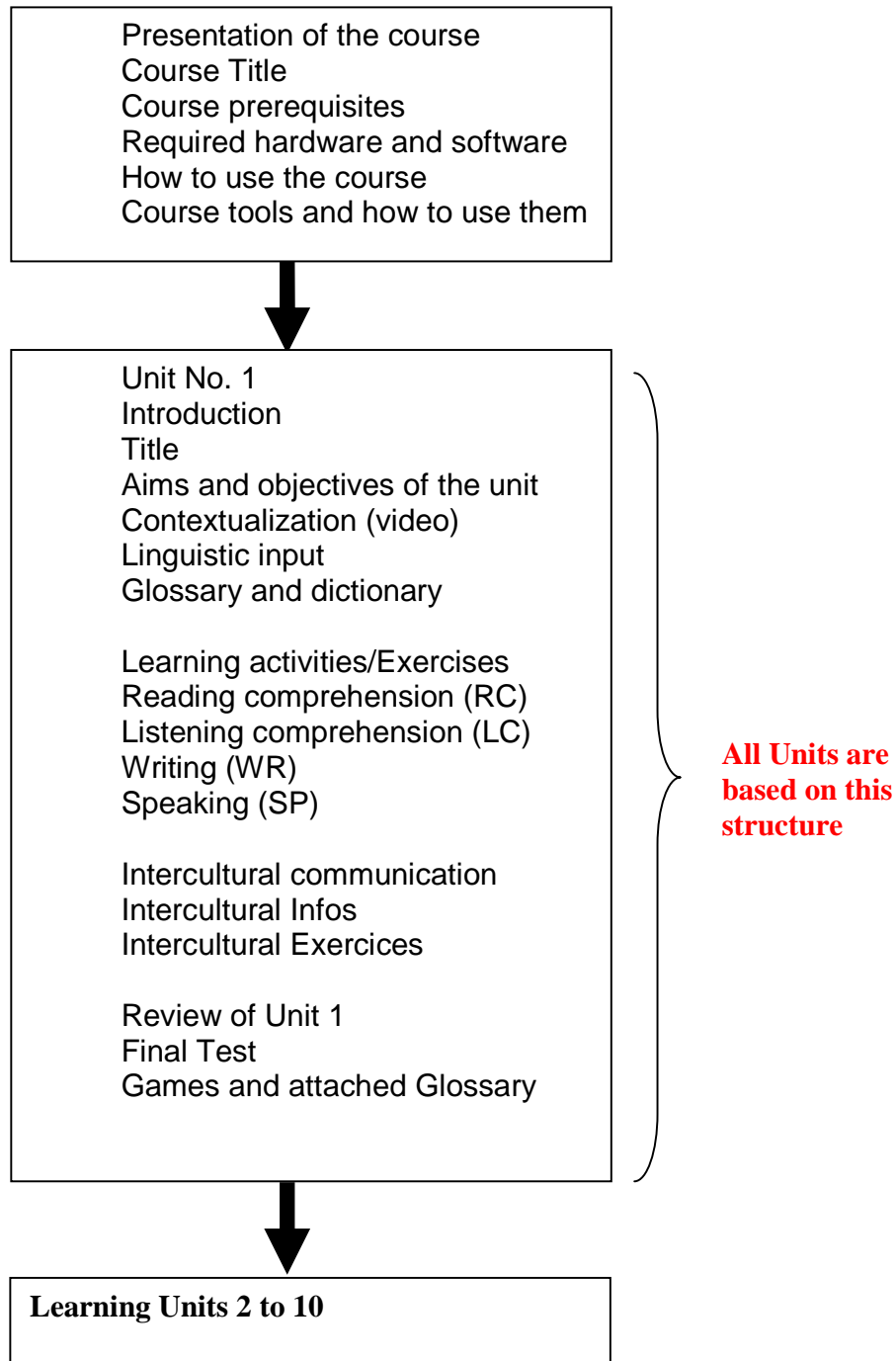
<http://recherche.telecom-bretagne.eu/ema4moodle>

Simplified Version with 1 Unit only:

<http://recherche.telecom-bretagne.eu/ema4moodle>

Description of the template

General Course structure



The numbering system for resources and activities in the Learning Units.

In order to help users keep track of the resources and activities in their course, we have developed the following numbering system, which we think is pretty straight forward.

Names of activities and resources begin with the two letters representing the type of activity, for example reading comprehension is RC, speaking is SP. These two letters are followed by the number of the Learning Unit (1 through 10). The last number represents the position of the activity or exercise in the learning unit. Thus an exercise called RC1.1 is the first reading comprehension exercise in Unit 1. It is also the first exercise in Unit 1.

SP10.19 is the 19th exercise in Unit 10. The name plus number 3.32 refers to a web resource in unit 3. Each unit offers spaces for 5 websites.

The Quiz activity is used in many of the exercises. The quiz is a collection of questions which you have to elaborate and store in the Moodle data base in various categories. We have maintained the same names for the question categories in each unit. Thus there are RC, LC, WR and RQ (Review Quiz) question categories in each unit. We highly recommend you do not change these names in the data base.

Colour Coding in the Template.

In the template you will see that certain labels or titles appear in red. This means that you must change the content (and the colour, if you don't want your title in red).

The names of exercises and resources are in blue. The colour cannot be changed but you can change the text by clicking on the edit button beside the activity or resource.

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Downloading and installing the EMA-4-Moodle Template

1a) Hardware and Software Requirements

The EMA-4-Moodle Template works on Moodle version 1.9.3. To find out which version of Moodle you have: Your administrator can check this by clicking on Server/Environment in the Administration section. If you do not have version 1.9.3 or later, get it installed.

Additional Moodle Modules: Games

You absolutely need this module to run the games at the end of each learning unit.

You can download it from

<http://moodle.org/mod/data/view.php?d=13&rid=1196&filter=1>

Additional information on the Game module is available under: http://docs.moodle.org/en/Game_module

Optional Module: Open Meetings (Highly recommended)

Open Meetings allows you to organize on-line video chats (similar to Skype)

Attention: Open Meetings requires a specific server. It's free. It is not a Moodle module although it works very well in Moodle.

You can download Open Meetings from

<http://moodle.org/mod/data/view.php?d=13&rid=1543&filter=1>

Documents & Information on Open Meetings are available at:

<http://code.google.com/p/openmeetings/wiki/MoodlePlugins>

1b) Download the EMA-4-Moodle Template Archive

There are two different Template archives available.

The complete version containing course introduction and the 10 learning units.

The second archive contains the course introduction and only 1 learning unit.

Depending on what you want to do choose one of the versions available. Keep in mind that the teacher can always add, delete or hide parts of his course, i.e. entire units or individual activities and resources.

Download the EMA-4-Moodle Template Archive from

<http://recherche.telecom-bretagne.eu/ema4moodle/>

Chapter N° 1 a, b

Concerns

Moodle Administrator;
Teacher-Course
Developer

Knowledge & Skills

Reminder The EMA-4-Moodle Template "weighs" 7MB. See Moodle Doc at http://docs.moodle.org/en/Course_restore

To Do

Administrator verification of your Moodle version

Examples

[EMA4Moodle](#) Access to the empty template and sample unit.

Helpful Hints

Check out your Moodle's maximum downloading capacity. Increase this value if necessary.

Downloading and installing the EMA-4-Moodle Template

1c) Installing the template

- Download the archive in the folder to your Moodle site or in the « files » of a course
- Open the Moodle folder that contains the archive
- Choose « Restore »
- Follow the restore procedure and reply to the questions asked by the procedure
- Restore in a new course or an existing space
- Choose the intended course type
- Give a full name and a short name for the course
- Select « Restore this course now »

1d) Designating the first teacher-administrator for the course

- When the restore process is finished, name the first editing teacher for the course
- In the course administration panel, select the « Assign roles » link
- This teacher will then be able to designate other editing teachers and register tutors and students

1e) Reminder about the notion of roles in Moodle

Roles determine the rights that different actors registered on the platform or in a class have.

These rights are organized in the following way:

- The administrator is in charge of the entire site and has all rights.
- The teacher who is responsible for the course is in charge of the course categories.
- The teacher can only administer and manage the part of the course in which s/he is registered.
- The tutor, who is in charge of keeping track of students, can view their work and progress, but cannot intervene in the structure of the course written by the teacher.
- The student can consult resources and participate in the activities proposed by the teacher.
- A guest has restricted rights. S/he can view resources but cannot participate in activities intended for students.

NB : All rights can be modified (added/removed). For more information, please refer to the Moodle documentation. (Roles and user capabilities)

Chapter N° 1 c - e

Concerns

Moodle Administrator;
Teacher responsible for courses

Knowledge & Skills

Importing files to file structure of the site or Moodle course. Restore a course
http://docs.moodle.org/en/Course_restore; Moodle Roles
<http://docs.moodle.org/en/roles>

Tools

Moodle Admin Panel

Helpful Hints

Verify the maximum uploading size on your Moodle site- Know where on your Moodle you want to restore your course. Think about the categories and the (long and short) names to give them.

Editing the Course Introduction (Topic Outline)

Chapter N° 2 a - c

2a) What to put in the Course Introduction

- Course title
- The student should also find information here related to the use of the course and the goals proposed.
- The presentation of course objectives and a proposed work method
- In order to aid comprehension, resources use a variety of format: text, audio and video.
- A question-and-answer forum should be a part of the available resources.
- Student log where the student can write thoughts, progress in the course, and the learning strategies used. This personal journal or notebook is accessible to the student and the teacher or tutor. It is not accessible to other students.

2b) My Personal Communication Tools

Everyone registered in the **Forum** can post questions and answers. Student registration can be voluntary or obligatory. Registered members automatically receive an e-mail notice of postings to the forum. The teacher set these Forum parameters.

Chat rooms allow for synchronous written communication among participants. Depending on the optional modules you have installed, you can also have a video chat or video conference via **Open Meetings**. The tutor chat is reserved for communication between student and tutor. These chats have to be planned in advance to work. The **student chat** is for communication among students of the course. Standard written chats can be archived for later use if you wish. See chat parameters.

The **Glossary** is useful for course vocabulary, which will be linked automatically to the words in any document edited in Moodle. (Not in linked files)

The **RSS feed** will automatically show the student information from specific sites chosen by the teacher .

2c. Number Buttons

These buttons link to the learning units. Do not change them.

Concerns

Teacher

Knowledge & Skills

Editing a Moodle course; positioning resources and activities in your course. See http://docs.moodle.org/en/Getting_started_for_teachers

Tools

Moodle in editing mode

Helpful Hints

Before starting to edit your course in Moodle write up a detailed course script, indicating the resources and activities you want to include. The RSS feed is in fact placed in the right side block. It can be edited.

Editing Unit Contents

3a) Editing Introduction to Unit x

Resource: Title

To change Title click on the edit button and change text and picture to your needs.

Resource: Introduction to Unit x

To change Title click on the edit button and change text . Include all information about this learning unit which is pertinent to the student. This would include prerequisites, aims and objectives, time required to do the unit etc. Use various media to communicate this information (Text, Audio, Video). Variety of presentation makes your course more attractive. If you are linking to a file, don't forget to upload it to the Moodle data base.

Resource: Unit Video

Videos can be presented in three different versions, which you have to make before hand, of course: original language version without subtitles, original language version with original language subtitles, original language version with English language subtitles. You can also include the sound track (mp3) and the film script (rtf or pdf).

You will probably want to store your videos on a separate streaming server and just include a link to that server in your course. Uploading large videos to Moodle might not be allowed by your administration and it will slow down your Moodle course.

Resource: Language Learning Resources - Grammar and Phonetic Points

Click on the edit button and establish a link to the file or web site you want the student to study. The Language Learning Resources are the basis for the Language Exercises later in the Unit.

Resource: Additional Web Sites

Each unit offers the student 5 web sites to enjoy (numbers x.31 to X.35 in each unit). Edit these links to your needs. We use these links to connect to television or radio, to cultural or language sites that complement the unit activities. We do not use information from these sites in the exercises or the unit review.

Chapter N° 3 a

Concerns

Teachers

Knowledge & Skills

Editing a Moodle course; editing resources and activities:
http://docs.moodle.org/en/Teacher_documentation

Tools

Moodle in the editing mode

Helpful Hints

Carefully prepare a course script, detailing contents of activities, media files and suggestions for navigation before you start putting things into Moodle. Use student compatible file formats such as .pdf, .rtf, .mp3, .mov, .mpeg in order to avoid technical problems.

Editing Unit Contents

3b) Editing Language Exercises

Activities: **Reading Comprehension** (5 exercises in every unit), **Listening Comprehension** (5 exercises in every unit), **Writing** (5 exercises in every unit). These three types of exercises are based on Moodle's "Quiz" activity.

How does it work?

In our template the quiz structure with the basic parameters already exists. What you have to do is add the questions you want in the quiz. Different types of questions are available:

- multiple choice
- short answers
- number questions
- true-false
- descriptions (not a question type but a useful space for inserting instructions or other important information for the student.)

Question Categories

We have already created the question categories in the template. The categories correspond to the different kinds of exercises i.e. reading comprehension, listening comprehension and writing. They are numbered according to the units, thus U2-Writing is the category for writing questions in Unit 2. All you have to do is put the questions in the right categories and then transfer them to the quiz.

Activity: **Speaking Exercises** (5 in every unit)

How does it work?

A Moodle web page presents a model sound recording, and a text if you wish. The page should also contain instructions for the student on how to use the recording device on his computer so that he can record his own voice. Instructions on how to pronounce the specific sounds should also be included. These of course might also be found in the Phonetics sections of the Language Learning Resources.

From a student point of view the speaking exercise consists of listening to a model recording and attempting to imitate as well as possible.

Chapter N° 3 b

Concerns

Teachers

Knowledge & Skills

Writing and importing quiz questions. Editing questions in GIFT or CLOZE format.
Editing a Moodle web page

Tools

Google YouTube: Moodle Quiz

Helpful Hints

Prepare questions carefully before putting them on to the Moodle data base. Importing questions "en masse" using the GIFT or CLOZE format reduces work time considerably.

Editing Unit Contents

3c) Editing Intercultural Communication

Activity: IC Exercises (5 in each unit).

How does it work?:

Using the Moodle activity called "lesson" you can develop a series of pages containing various media (text, sound, graphics, videos). Typically, each page finishes with a question for the student. Depending on the student's answer s/he will be directed to different pages. The non-linear navigation system in this activity is very powerful but it requires good, solid exercise planning. Be sure to put your exercise contents and the navigation system on paper before entering them in Moodle. Determining access conditions or dependencies to the "lesson" activity.

As of Moodle platform version 1.8 you can attach the following access conditions or dependencies to the "lesson" activity

Time Spent: specify student time spent on another lesson

Completed: Student has to have completed activity

Grade better than x%: Student needs specified grade to access activity.

In our template we have not made use of these conditions but you may do so if you feel it is useful for your students.

IC Exercise contents

The difference between the ic exercises and other quizzes in the template lies in the fact that there is no right or wrong answer to the questions concerning intercultural activities. Students will choose a possible reaction to a given situation. Each reaction will generate a specific feedback containing cultural explanations that should stimulate the student's reflexion on the intercultural aspect of the situation. These feedback pages may contain any kind of media and can refer back to other activities in the unit.

Chapter N° 3 c

Concerns

Teacher

Knowledge & Skills

Editing the Moodle "lesson" activity
Editing a web page in Moodle; uploading a game module

<http://moodle.org/mod/data/view.php?id=13&rid=1196&filter=1>

Tools

Examples

Sample	Lesson
http://docs.moodle.org/en/Lesson_examples	Revue ALSIC : http://alsic.revues.org/index137.html

Helpful Hints

YouTube tutorial on Moodle "lesson"
http://www.youtube.com/results?search_query=moodle+lesson&aq=f

Game Documents Module at
http://docs.moodle.org/en/Game_module

Editing Unit Contents

3d) Editing "What did I learn in Unit x?"

Activity: "Unit x Final Test"

How does it work?: See Chapter 3c) Editing IC Exercises.

Contents: This is a review exercise which gives the student an opportunity to check on what s/he has learned in the unit. The tree structure of this activity allow the student to navigate through the contents of the activity according to her/his answers to the questions.

This complex navigation option requires the teacher seriously plan both content and navigation through the content. But this complexity also makes the activity more attractive and interesting for the student.

Activity: Unit x Crossword

How does it work?: The Games modules can be uploaded from the Moodle.org. There are six games available. After some testing we chose to use the Crossword only.. The words and definitions used for the crossword puzzle have to be entered into the accompanying glossary called "Game Glossary Unit x".

Game Settings:

Source of the questions: Glossary

Select Glossary: indicate the name of your glossary

Maximum number of columns in crossword: indicate a reasonable number so that Moodle can generate the grid

Maximum number of words in crossword: ditto

Layout: allows you to position grid and definitions on the page the student will see.

Activity : "What did I learn in Unit x?" Quiz

See Chapter 3b Editing Language Exercises

Chapter N° 3 d

Concerns

Teacher

Knowledge & Skills

Editing a web page in Moodle; uploading a game module

<http://moodle.org/mod/data/view.php?id=13&rid=1196&filter=1>

How to edit a Moodle

Examples

Sample Lesson

http://docs.moodle.org/en/Lesson_samples_Revue_Alsic

<http://alsic.revues.org/index137.html>

Game module at

http://www.youtube.com/watch?v=kAksDBYR20&feature=Playlist&p=1EA59383DEBEA8B6&playnext_f

Helpful Hints

Before entering all your content into the Moodle activity, put the structure of your "Final Test" on paper in order to verify the contents and the navigation structure. Game Module Documents at http://docs.moodle.org/en/Game_module