Enhancing & Embedding a Mission-Critical Open Source Virtual Learning Environment

Open Source & Sustainability, OSS Watch Conference University of Oxford, 11th April 2006

Niall Sclater
Director, VLE Programme, The Open University
Why Moodle?
Business Readiness Rating™ framework

[Carnegie Mellon West Center for Open Source Investigation, O'Reilly, CodeZoo, SpikeSource, & Intel]
<table>
<thead>
<tr>
<th>Category</th>
<th>Moodle</th>
<th>Sakai</th>
<th>ATutor</th>
<th>Boddington</th>
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</thead>
<tbody>
<tr>
<td>Functionality</td>
<td>.75</td>
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<td>Usability</td>
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<td>Adoption</td>
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<td><strong>Total Score</strong></td>
<td>4.467</td>
<td>3.225</td>
<td>2.468</td>
<td>2.439</td>
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</tbody>
</table>
Expert

- Can use a wide range of development tools
- Understand the entire application
- Are natural leaders
- Create code rapidly
- Insist on optimising performance
- Spot new requirements & fulfil them
Development
Social Things

culture. identity. social enterprise. technology. creativity.

A blog documenting my thoughts and research for "Social Software Affordances Fall/05" (graduate course exploring the impact of social technologies on society, education, technology -- offered at Columbia University's Teachers College.

TUESDAY, DECEMBER 20, 2005

Individual Analysis 3: Embodied Interaction and Digitized Culture

While reading Dourish's "Where The Action Is", I was reminded of cultural theorist Len Manovich's writings on cultural interfaces from his work "The Language of New Media" (which Jonah recently wrote about here; which I too have read in another class I'm taking). The main focus of Dourish's work is the notion of embodied interaction in HCI. I believe that Manovich's cultural interfaces (basically, the ways we approach culture through technology) are great examples of embodied interaction.

We all recognize that there is a complex and powerful interplay between modern culture and modern technology. As nearly all forms of
Blogs

Wikis

Forums
See who is first in the queue

Your audio level

Choose to view participants by a list of images or names

Hand indicating position in queue

Remaining time to the end of the meeting

The broadcast appears here

Click to interrupt the current broadcaster bypassing the queue

> Jon: What do you think of the new interface?
Peter: I think it is great.
Kevin: Things are much easier to get to using the new tabs.
Peter: Yes, and you can now have the chat window open and see the thumbnail views.
Jon: Yes that's a useful new feature
Kevin: It's now easier to organize the urls as well

The new url edit window makes using and sharing urls a lot easier

Choose the feature you require using the lower tabs

The Broadcast button - click to start, click again to stop (you will join the queue if someone else is already broadcasting)
00:15: Nicole: hey everyone
00:22: JustinWeg: hello
00:24: Vincent John: WOOOO!
00:27: Niem Tran: hi folks! :)
00:29: Mike Feil: yooo
00:29: Vincent John: So excited, Eric
00:38: Jocelyn: hey everyone
00:53: Jocelyn: I don't think I'm on the list
01:07: JeffKim Doing Showdown Now as He Listens to FrameGrabbers: Showdown is due TONIGHT so I am doing it while I'm listening in
01:09: Mike Feil: no vid/audio eric?
Blogs

Wikis

Forums

Chat

Presence

Audio conferencing

Video conferencing
Mountain Quiz

1. What are mountains in Scotland between 2,500 and 3,000 known as?
   Marks: \( \frac{-1}{1} \)
   Answer: 

2. What minimum height is a Marilyn?
   Marks: \( \frac{-1}{1} \)
   Answer: 

3. A Munro has to be 3000 feet with a re-ascent of 500 feet on all sides.
   Marks: \( \frac{-1}{1} \)
   Answer: True, False
If $L = 6.1 \times 10^{30}$ W and $F = 4.7 \times 10^{-10}$ W m$^{-2}$, find $d$ in the equation $d = \sqrt{\frac{L}{4\pi F}}$.

You should give your answer in scientific notation, with the correct number of significant figures and the correct SI base units.

(N.B. You do not need to understand the underlying science or the units used in order to answer this question.)

$$d = 3.21 \times 10^{19} \text{ m}^2$$

Your answer is incorrect. You have given your answer to an incorrect number of significant figures. In addition, the units you have given are incorrect.
Welcome to Moodle, the University of Glasgow's E-Learning Environment.

Links to Faculty, School and Department Moodle sites are listed in the directories via the menu to the left.

To access Moodle Courses and different Moodle environments at the University of Glasgow, always use your standard novell (desktop) login and password. Should you encounter any difficulties, contact the computing service helpdesk (ext. 4600).

Where can I get help with Moodle at the University of Glasgow?
Answers to Frequently Asked Questions for Students

Available Courses

Staff Resources
- Staff Moodle Community
- Tutor Support Course for Moodle

Student Resources
- Introduction to Moodle for Students
Example of Creating Learning Designs using LAMS Authoring
Existing roles

Student
Teacher
Course creator
Administrator
Non-editing teacher
Module based permissions
Permission overrides

Naughty boy

Course
- Blogs
- Forums

Post
Read
Possible new roles

Prisoner

Course

Read

Blogs

Read

Forums

Read
Possible new roles

- Parent
  - Course
    - ePortfolio
    - Blogs
    - Forums
  - Read
Adoption
Innovators
Early adopters
Early majority
Late majority
Traditionalists
Programme

Change

Desired outcomes

Side-effects

Benefits

Dis-benefits
<table>
<thead>
<tr>
<th>Benefit</th>
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<tbody>
<tr>
<td>Support a rich range of pedagogies</td>
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<tr>
<td>Streamline and personalise the student experience</td>
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<tr>
<td>Enhance student support and improve retention</td>
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<tr>
<td>Promote the uptake of elearning by course teams</td>
</tr>
<tr>
<td>Facilitate collaboration with partners and entry into new markets</td>
</tr>
<tr>
<td>Enhance our reputation and competitive position</td>
</tr>
</tbody>
</table>
Benefits

Risks

Programme Plan

Stakeholder Analysis

Staff Development Strategy

Communication Strategy

eLearning Policy

Policy