ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
UNIVERSITY OF PATRAS

Best practices for using a campus LMS

Dr. Victoria Daskalou, Dept. of Economics
daskalou@upatras.gr
University of Patras, Greece, 20-24/11/2017

Erasmus+

About me

https://blogs.upatras.gr/daskalou/

Presentation scope

- Discuss methods for teaching with technology
- Highlight the importance of course design
- Present best practices for course implementation @ LMS
- Share experiences

Teaching with technology

Gradients within 3 broad categories (Siemens & Tittenberger, 2009):

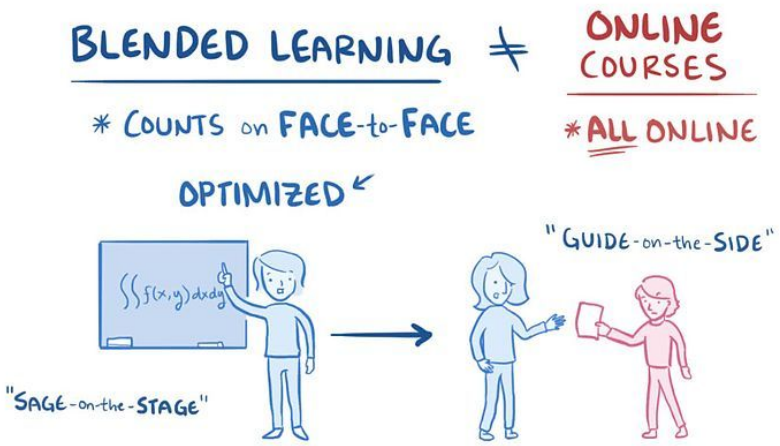
1. **augmented**, where we use technology to extend a physical classroom,
2. **blended**, where technology partly replaces in-classroom learning having one part of the course face-to-face and another part online
3. **online** where technology entirely replaces face-to-face classroom teaching

Upatras **standard** [under-graduate & graduate] courses

Upatras **special** courses

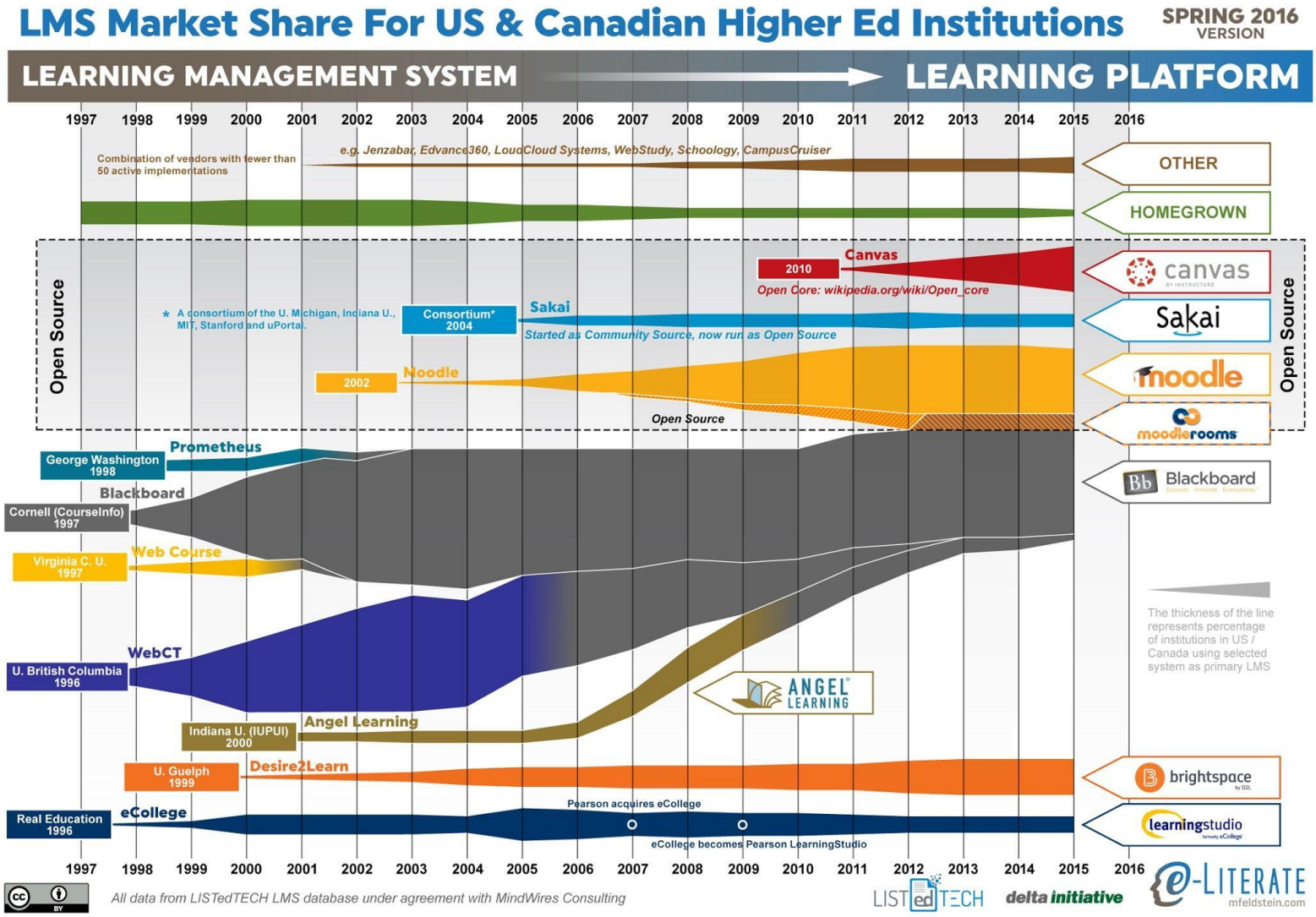
Blended learning in HE

- combines online digital media with traditional classroom methods
- requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace



What is blended learning? By Osmosis under CC Attribution-Share Alike 4.0 International, source https://en.wikipedia.org/wiki/File:Blended-learning.webm

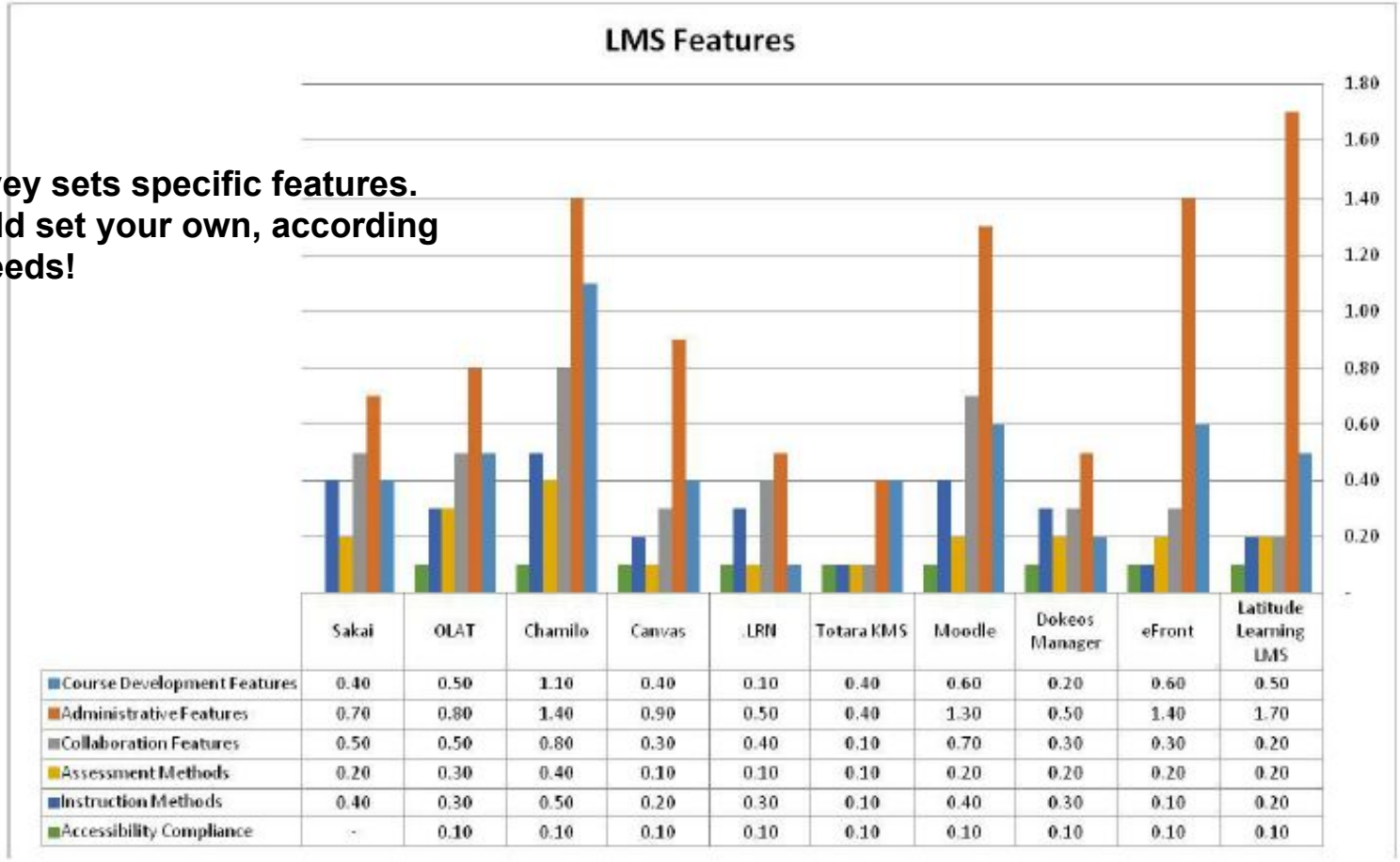
Main tool: Campus LMS



By Phil Hill [CC BY 3.0 (http://creativecommons.org/licenses/by/3.0)], via Wikimedia Commons

A Survey Of Top 10 Open Source Learning Management Systems

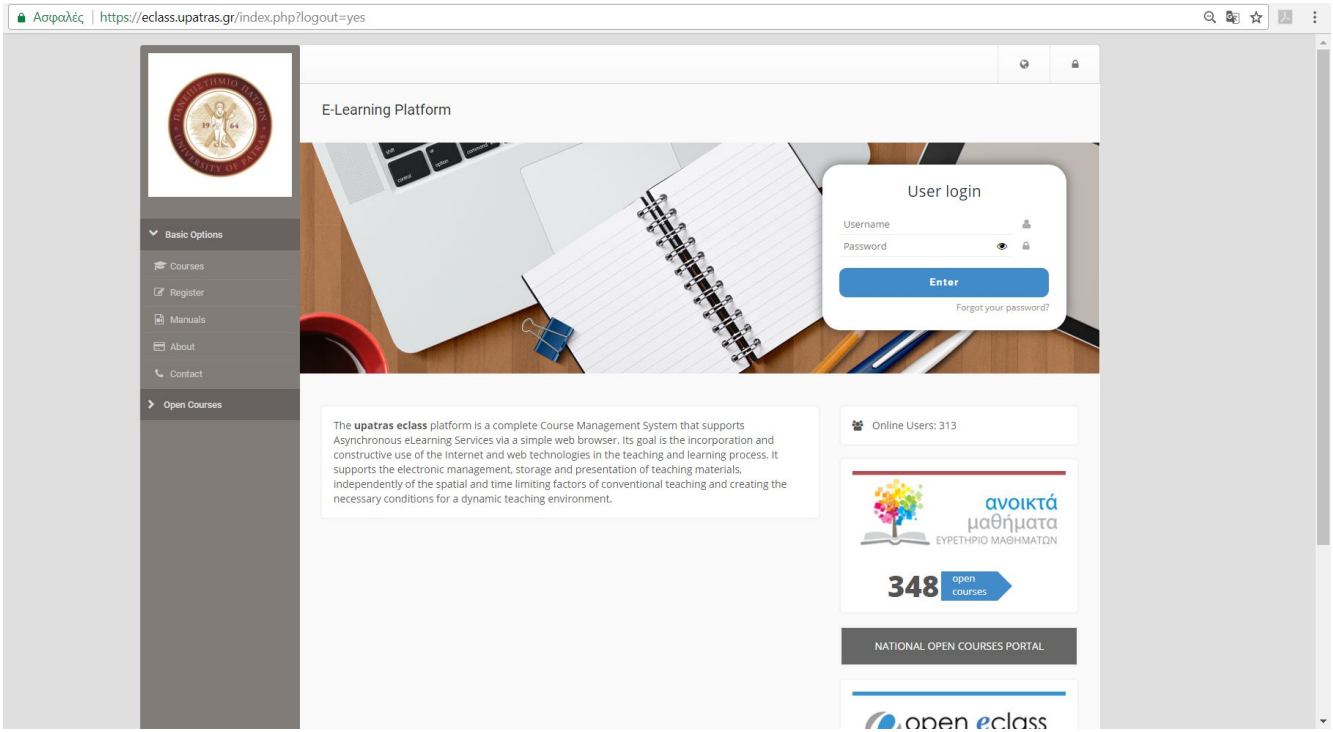
Each survey sets specific features. You should set your own, according to your needs!



	Sakai	OLAT	Chamilo	Canvas	LRN	Totara KMS	Moodle	Dokeos Manager	eFront	Latitude Learning LMS
Course Development Features	0.40	0.50	1.10	0.40	0.10	0.40	0.60	0.20	0.60	0.50
Administrative Features	0.70	0.80	1.40	0.90	0.50	0.40	1.30	0.50	1.40	1.70
Collaboration Features	0.50	0.50	0.80	0.30	0.40	0.10	0.70	0.30	0.30	0.20
Assessment Methods	0.20	0.30	0.40	0.10	0.10	0.10	0.20	0.20	0.20	0.20
Instruction Methods	0.40	0.30	0.50	0.20	0.30	0.10	0.40	0.30	0.10	0.20
Accessibility Compliance	-	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.10

Open LMS features comparison chart, Source: (Elabnody, 2015)

Upatras campus LMS: http://eclass.upatras.gr/



Based on open-source platform:

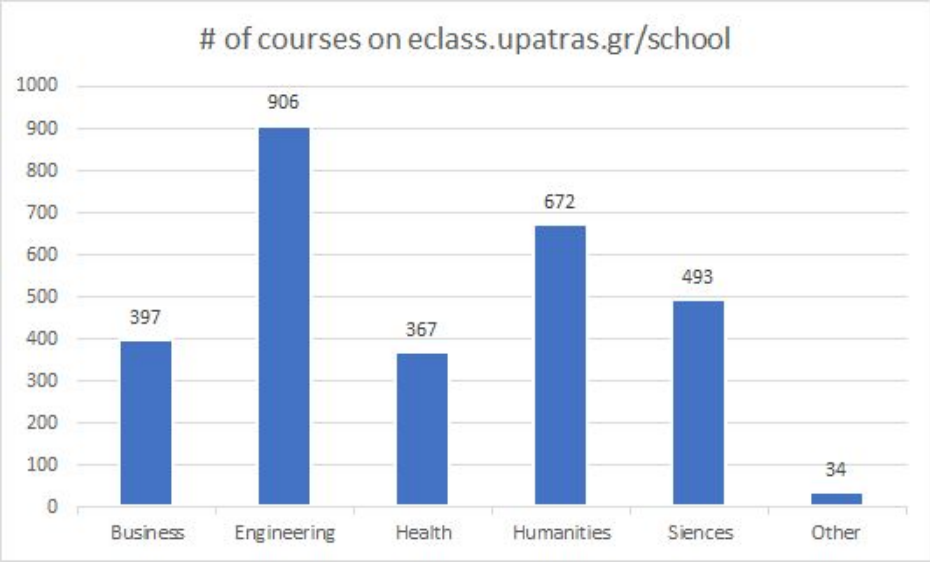
open eclass
e-learning platform

Upatras standard courses @ eclass

Only members of Upatras academic community (users having UPnet ID [username, password] in central LDAP) can become registered LMS users

- 3 types of eclass courses:
  a. **Open Access**: access without registration (open to everybody)
  b. **Registration required**: access only to Upatras registered users
  c. **Closed**: only the professor can permit to Upatras registered users to access the course

Some upatras eclass statistics



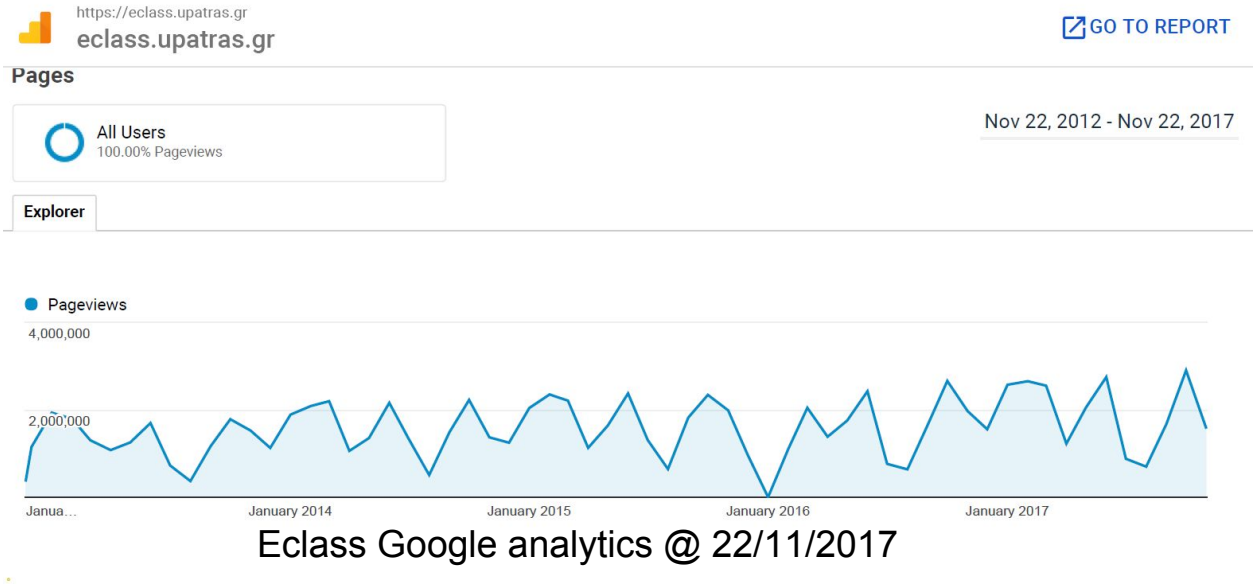
Courses: 2869*

- Open Access: 1375
- Registration required: 1160
- Closed: 334

*Eclass courses & users as of 11/2017, source: https://eclass.upatras.gr/info/about.php

Users: 54630*

- Teachers: 1057
- Students: 53395
- Guest users: 178



Eclass Google analytics @ 22/11/2017

Before creating the course @ LMS

Design your course (Fink, 2003)

INITIAL DESIGN PHASE: Build Strong Primary Components

Step 1. Identify important situational factors
Step 2. Identify important learning goals
Step 3. Formulate appropriate feedback and assessment procedures
Step 4. Select effective teaching/learning activities
Step 5. Make sure the primary components are integrated

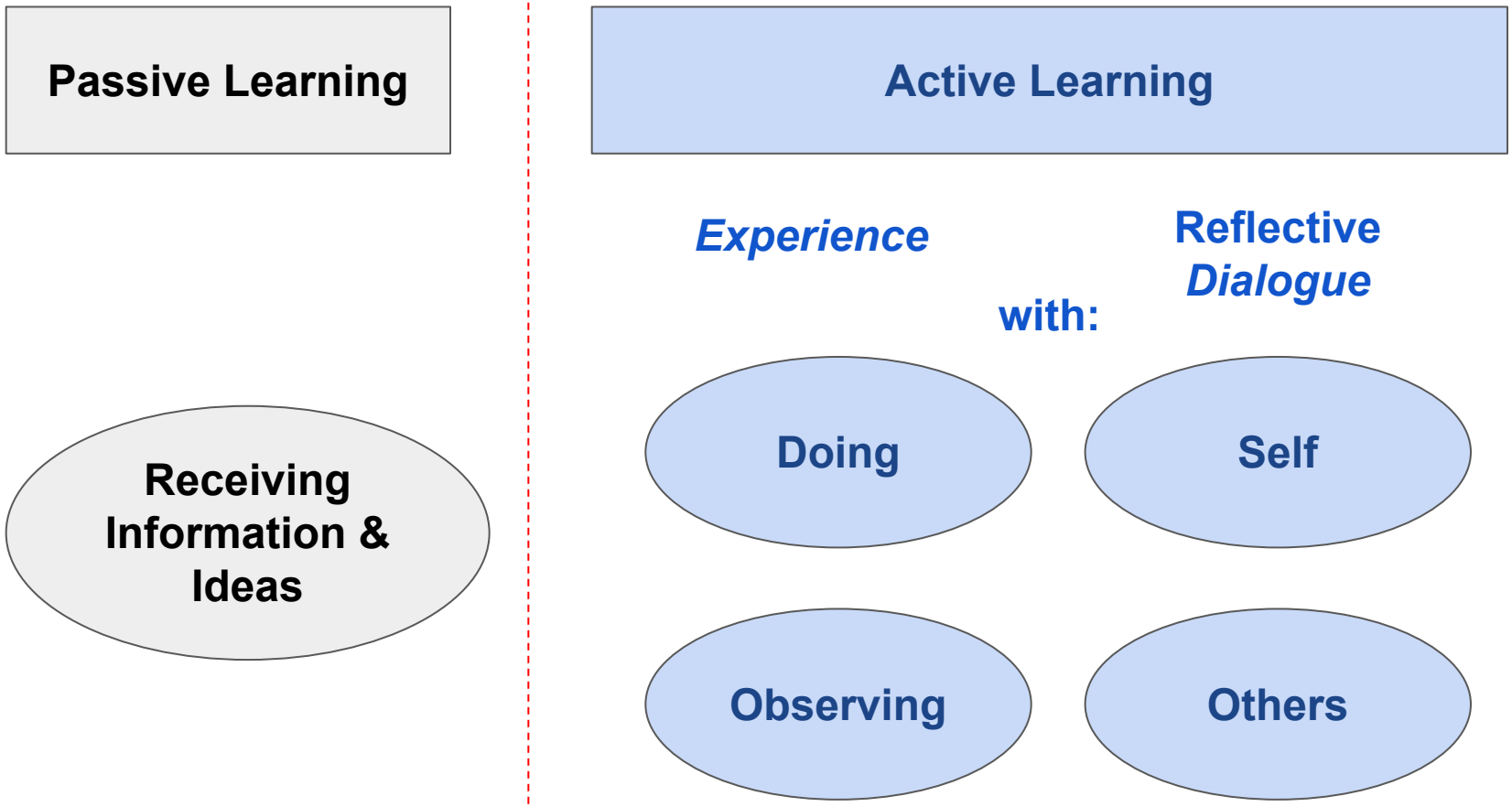
INTERMEDIATE DESIGN PHASE: Assemble the Components into a Coherent Whole

Step 6. Create a thematic structure for the course
Step 7. Select or create an instructional strategy
Step 8. Integrate the course structure and the instructional strategy to create an overall scheme of learning activities

FINAL DESIGN PHASE: Finish Important Remaining Tasks

Step 9. Develop the grading system
Step 10. De-Bug possible problems
Step 11. Write the course syllabus
Step 12. Plan an evaluation of the course and of your teaching

Design interesting learning activities



(Fink, 2003)

Ideas for active learning activities

	Getting Information & Ideas	**Experience**		**Reflective Dialogue with**	
		Doing	*Observing*	*Self*	*Others*
Direct	-Primary Data -Primary sources	Real doing in authentic setting	Direct observation of phenomena	- Reflective thinking - Journaling	Dialogue (in or out of class)
Indirect, Vicarious	-Secondary data & sources -Lecture, textbooks	-Case studies -Gaming, simulations -Role play	Stories (via film, oral history, literature)		
Online	-Course @LMS -Internet	-Teacher can assign students to “directly experience ___” - Students can engage in “indirect” kinds of experience online		Students can reflect using online tools and then engage in various kinds of dialogue online	

(Fink, 2003) [edited]

Guidelines for blended & online courses

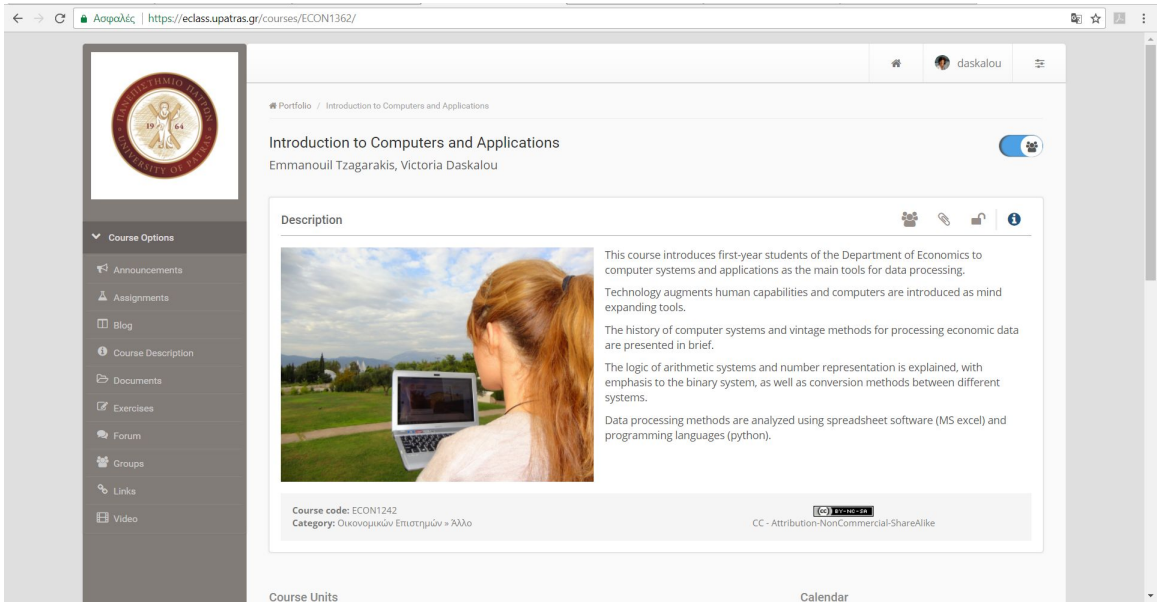
- Designing Your Online Course:
  - Know Your Learner
  - Develop Learning Goals
  - Have Clear Expectations
- Organizing Course Content:
  - Provide an obvious path through the material, and make sure guideposts are clear to the student
  - Organize the content in logical units, or modules, in which each module is organized around a major topic and contains relevant objectives, material, and associated activities.
- Facilitating Online Learning:
  - Promote metacognitive awareness.
  - Maintain a Social Presence
  - Promote Collaboration
  - Promote Active Learning
  - Incorporate Multiple Media
  - Provide Adequate Technical Support
  - Respect Copyright Rules

Source: https://cft.vanderbilt.edu//cft/guides-sub-pages/blended-and-online-learning/

Best practices when creating course @ LMS

Best practices for standard courses @ eclass

Test drive with teacher & student role using https://eclass.upatras.gr/courses/ECON1362/

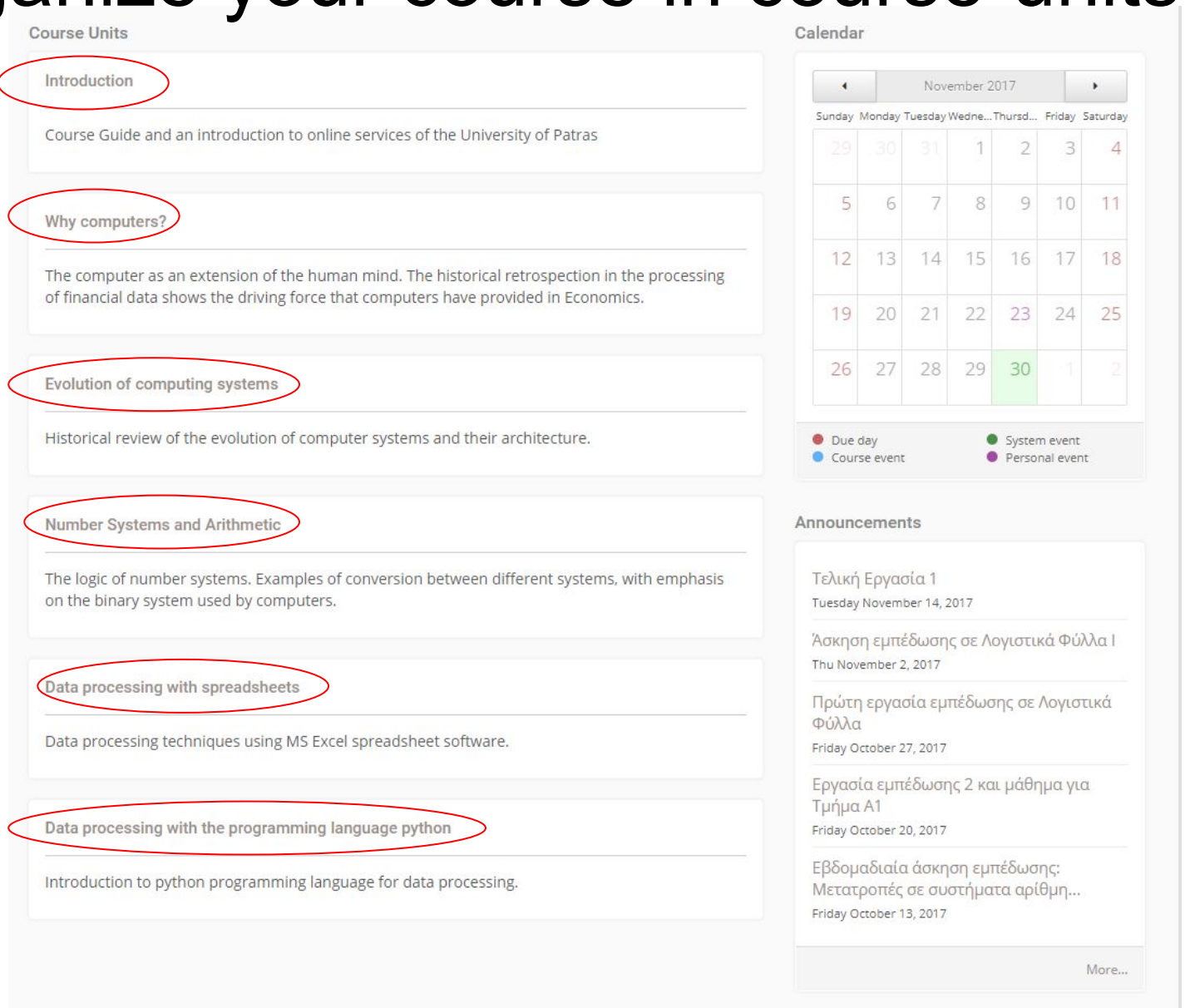


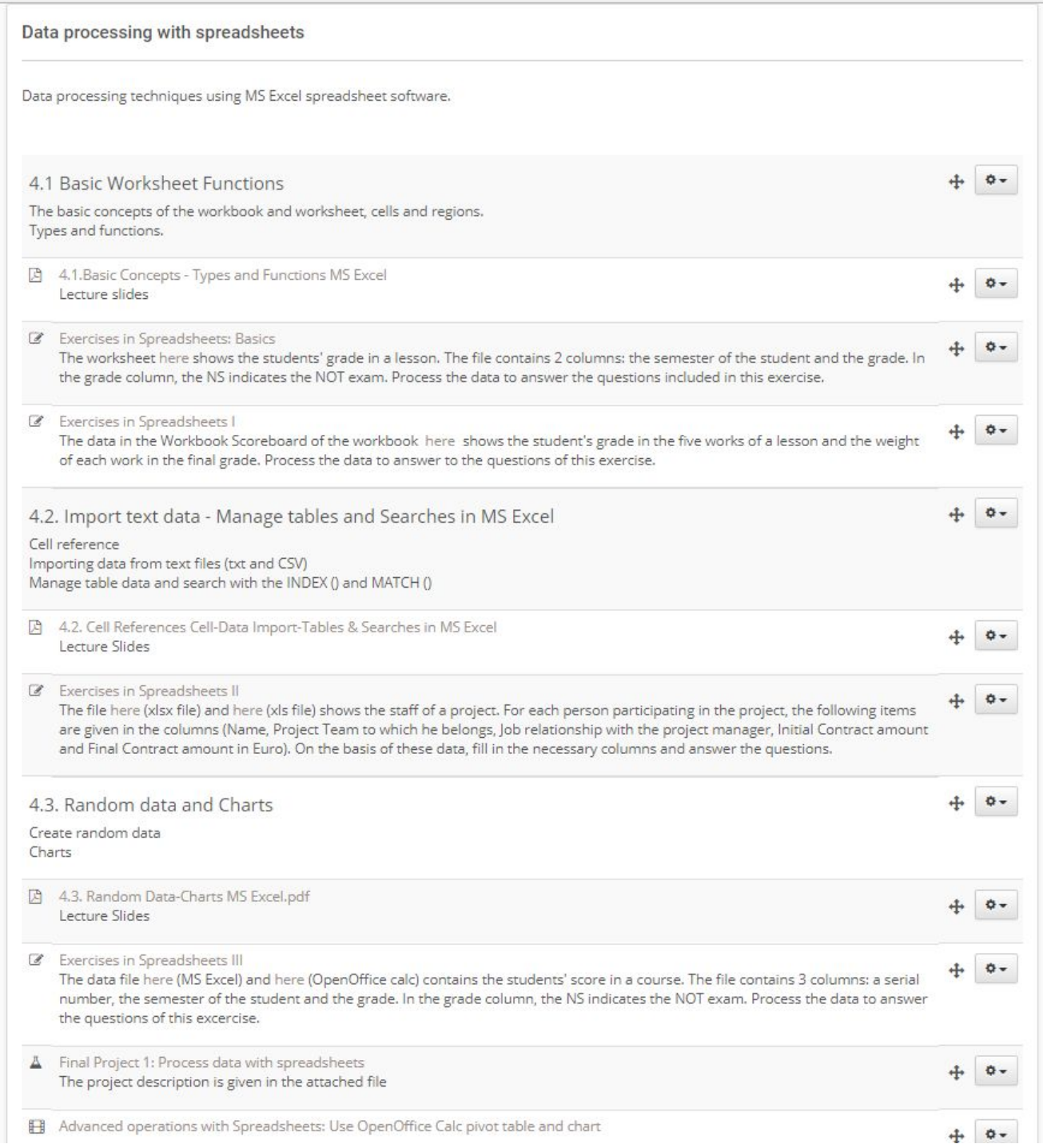
Introduction to Computers & Applications (student view), translated from the [Greek undergraduate open course](#) offered to 1st year students, Dept. of Economics

Include course description

- **Instructor (s)**
- **Course title**
- **Course language**
- **Target Group**
- **More about instructor**
  Link to CV or short biography (up to 10 lines)
  Photo of Instructor.
- **Course Overview / Description /Synopsis**
- **Course Contents (Syllabus)**
- **Course Objectives/Goals**
  Course outline and topics/ Overall Aims /Objectives Course Goals)/ Expectations (What We Will Learn to Do) /Learning Outcomes/Learning Objectives
- **Keywords**
- **Photo recommended for the course**
- **Bibliography**
  Recommended verbal description that includes the following: Bibliography, Online readings, Sources on the Internet, Other relevant open courses, Articles, Films
- **Instructional methods**
  Verbal description of teaching and learning methods used.
- **Assessment methods**
  Verbal description of evaluation methods and evaluation criteria used.
- **Prerequisites/Prior knowledge**
  Recommended verbal description that may include general prerequisites and possible preparation for completion of the course, prerequisite courses codes and links
- **Textbooks**

Organize your course in course-units



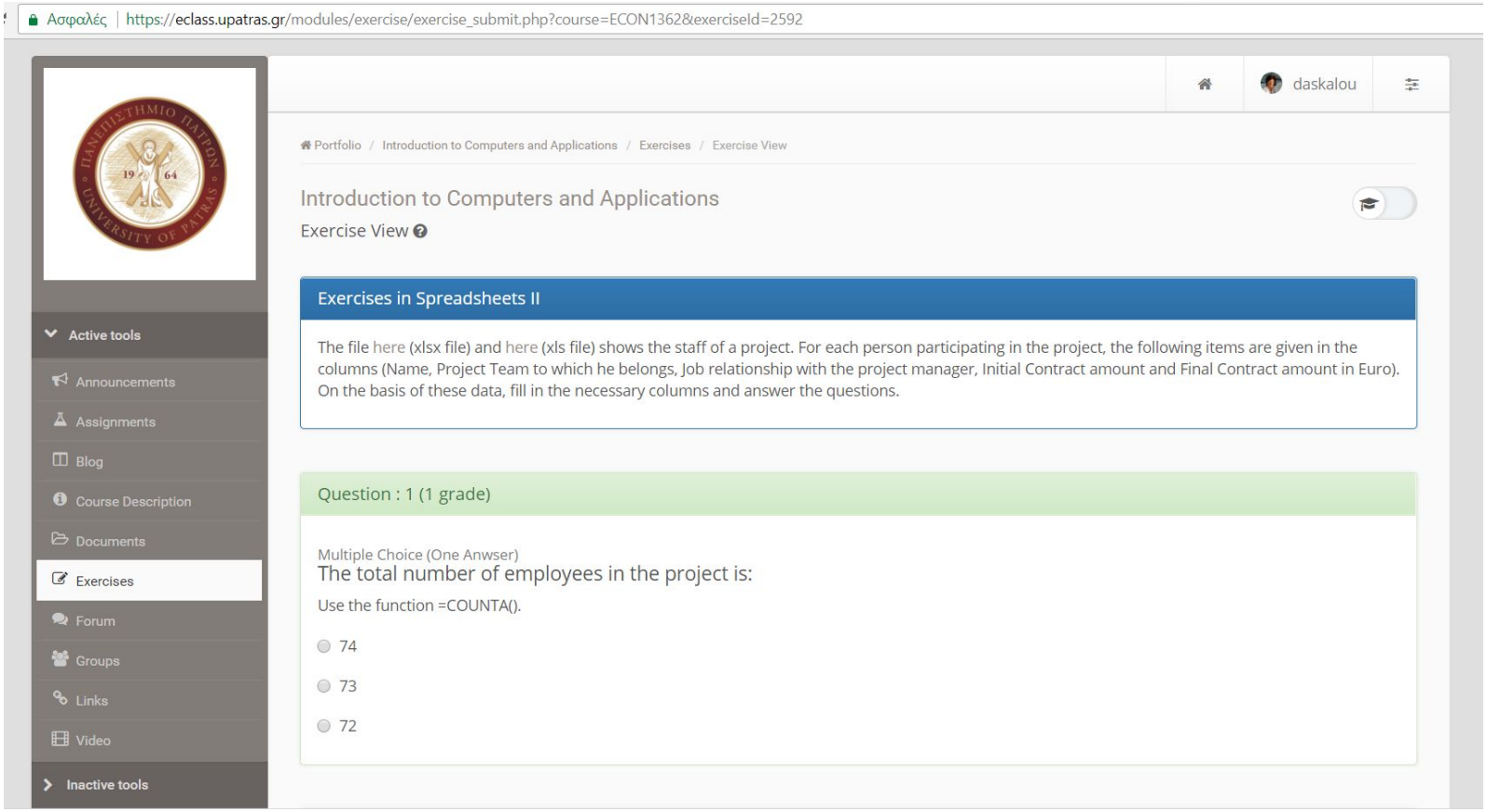


Mix training activities

In each course-unit mix different training activities with specific learning objectives:

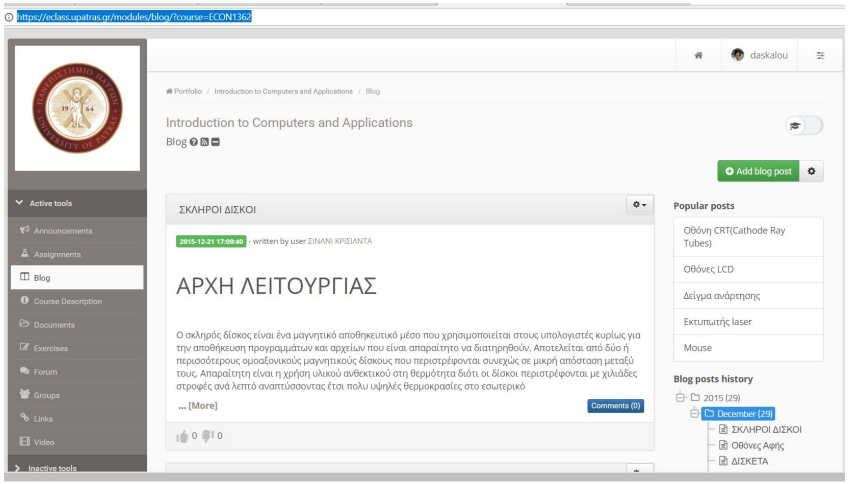
- Lectures (slides, audio, video)
- Reading material
- Exercises (self-assessment quizzes)
- Assignments (projects)
- Links to additional info
- etc.

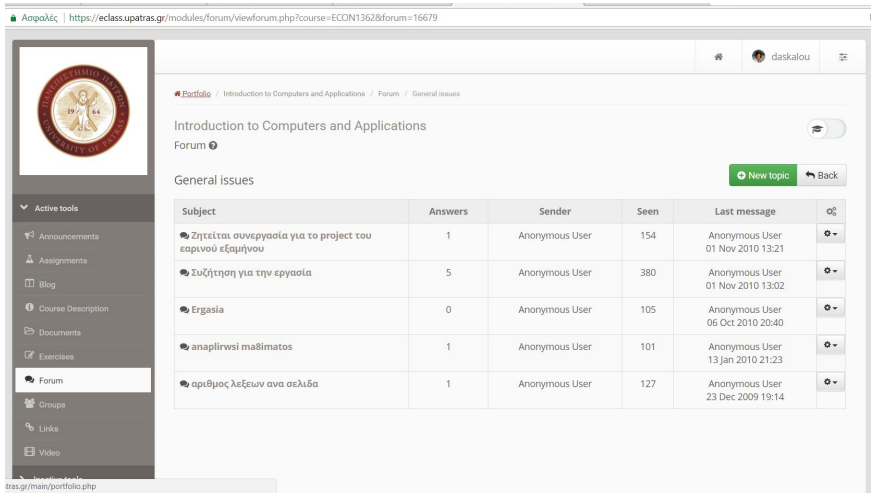
Online assessment tools for metacognitive awareness



Weekly self-assessment exercises, i.e. quizzes (e.g. multi-choice, etc.) help students' metacognitive awareness

Use online tools for reflective activities





Blog or wiki for:

- Reflective thinking
- Journaling

Forum or social media for:

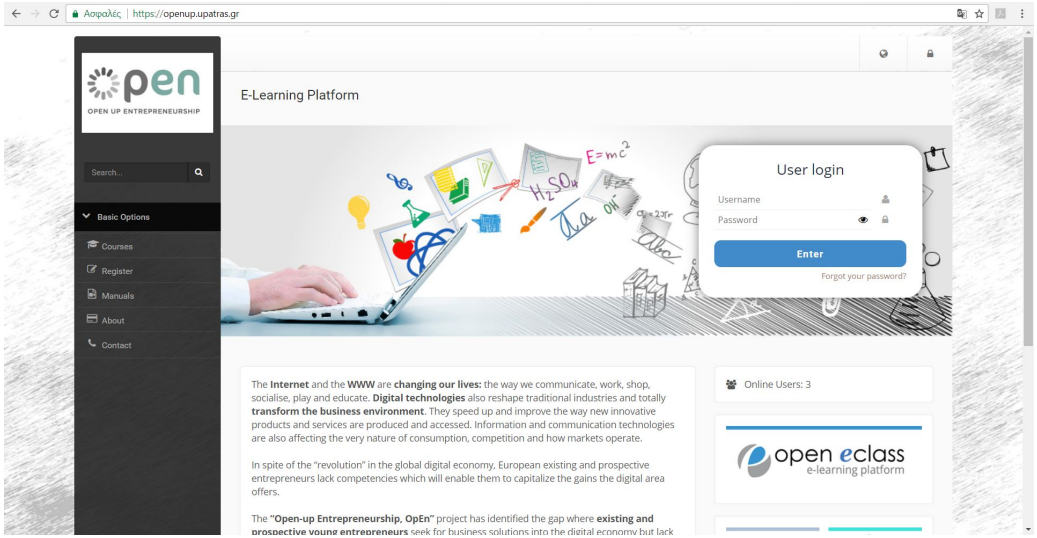
- Reflective dialogue between (you and) your students

Best practices from Upatras special courses

Online on special platforms and for special purposes.
Different course design.

An example: Erasmus+ OpEn:[OPen-up ENtrepreneurship](http://openup.upatras.gr/)

http://openup.upatras.gr/



Test drive openup!

Teacher role + student role using the course-unit https://openup.upatras.gr/modules/units/?course=ENG102&id=12

A constructivist pedagogical approach of learning

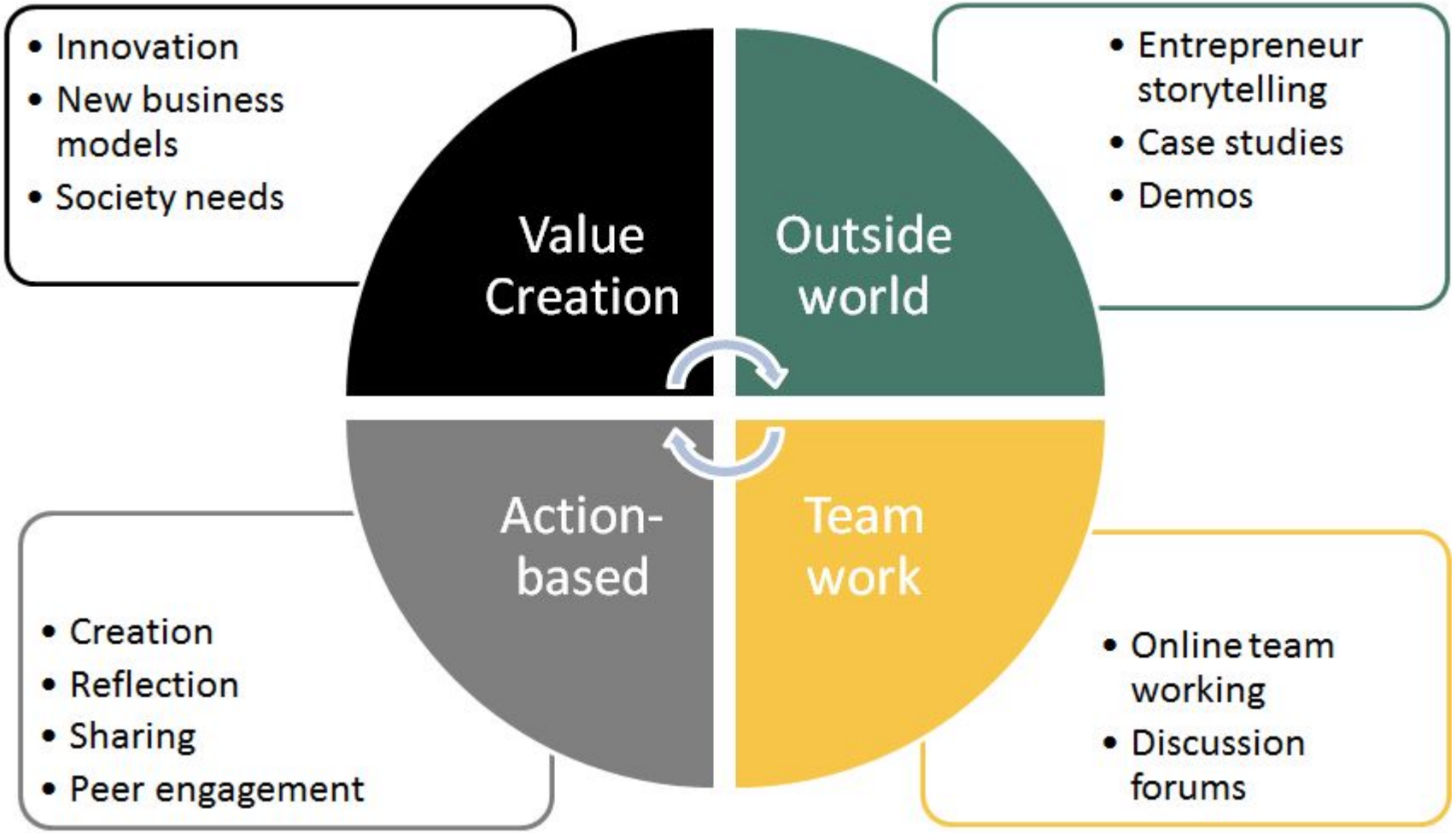
Constructivists *consider learning as an active process; knowledge is not received from external sources, it is rather the outcome of the learner's interpretation and active participation in the learning process.*

Constructivisms' implications for the **online learning**:

- Learning should be an active process
- Learners should construct their own knowledge, rather than accepting that given by the instructor
- Collaborative and cooperative learning should be encouraged
- Learners should be given control of the learning process
- Learners should be given time and the opportunity to reflect
- Learning should be made meaningful
- Learning should be interactive.

(Ally, 2004)

The OpEn “How”


• Innovation
• New business models
• Society needs
Value Creation
Outside world
• Entrepreneur storytelling
• Case studies
• Demos
Action-based
Team work
• Creation
• Reflection
• Sharing
• Peer engagement
• Online team working
• Discussion forums

Example of Course-unit plan for online course

3.3. Title: *Online sales*

3.3.1. Participant's Time: 1,5 h

3.3.2. Structure (list of activities):

Description of Participant's activity	Learning Objective	Technique	Eclass tool	Format of open material	Assessment	Preparation actions for educator	Original Language	Transcripts
Online sales Listen to stories of young entrepreneurs using online sales	Become familiar with online sales	Entrepreneur Storytelling	Video	Video, 1 x 3 mins	Quiz, 5 min	Arrange video interviews with young entrepreneurs or find CC video Prepare quiz	Greek	EN, ES, IT
Ways of selling online	Identify ways of using technology to sell online	Lecture Glossary	Video, Glossary	Animated slides podcasting, 5 min	Quiz, 5 min	Prepare material Prepare quiz	Greek	EN, ES, IT
Online sales in practice	View practical example of selling online	Demonstration	Video	Podcast & screen capture, 5 min	Quiz, 5 min	Prepare podcast based on existing case (shopify or jamjar)	Greek	EN, ES, IT
Online sales technology	Become familiar with technology for online sales	Team work	Documents for instructions & data Team tools (forums, etc) to discuss Blog (to share your experience)	Text to give instructions for work	Peer review through blog likes and comments	Prepare instructions Find sites of reference for technologies used in online sales	English	GR, ES, IT

Example plan for thematic unit "Online sales" of Erasmus+ "Open-up entrepreneurship" project. Source: (Daskalou et al., 2017)

Thank you!

daskalou@upatras.gr

Funding

- This educational material is developed within the project "OPATEL: Online Platform for Academic TEaching and Learning in Iraq and Iran", under the contract 573915-EEP-1-2016-1-DE-EPPKA2-CBHE-JP.
- The OPATEL project is funded by the Erasmus+ programme of the European Union.
- *The European Commission support for the production of this material does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsi-ble for any use which may be made of the information contained therein.*

Notes

Note on History of Published Version

The present work is the edition 1.0

Reference Notes

Ally, M. (2004). Foundations of educational theory for online learning. *Theory and practice of online learning*, 2, 15-44. Retrieved on 20/6/2016 from http://www.aupress.ca/books/120146/ebook/01_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf

Daskalou V., Komninou M. and Tsekouras K. (eds.) (2017),"Open-up Entrepreneurship, OpEn", E-module design and service set-up: design and implementation issues, Report of IO2, Retreived on 30/10/2017 from http://www.openup-project.eu/images/files/Deliverable-IO2_Final.pdf

Elabnody, M. R. (2015). A Survey Of Top 10 Open Source Learning Management Systems. *International Journal of Scientific & Technology Research*, 4(8), 7-11. Retrieved on 28/10/2017 from http://www.ijstr.org/final-print/sep2016/A-Survey-Of-Top-10-Open-Source-Learning-Management-Systems.pdf

Fink, L. D. (2003). *A self-directed guide to designing courses for significant learning*. University of Oklahoma, 27, p11. Retrieved on 12/1/2016 from https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf

Smith B. and Brame C. Blended and Online Learning, Center for Teaching, Vanderbilt University. Retrieved on 28/10/2017 from https://cft.vanderbilt.edu//cft/guides-sub-pages/blended-and-online-learning/

License Notes

Preservation Notices

- Any reproduction or adaptation of the material should include:
  - the Reference Note,
  - the Licensing Note,
  - the declaration of Notices Preservation,
  - the Use of Third Parties Work Note (if available), together with the accompanied URLs.

Note of use of third parties work

This work makes use of the following works:

Pictures/Shapes/Charts/Photos

What is blended learning? Video by Osmosis under CC Attribution-Share Alike 4.0 International, URL: https://en.wikipedia.org/wiki/File:Blended-learning.webm

LMS market share graphic 2016, by Phil Hill, CC BY 3.0, via Wikimedia Commons, URL: https://commons.wikimedia.org/wiki/File%3ALMS_market_share_graphic_2016.jpg

Open LMS features comparison chart, Copyright IJSTR