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Naziv prezentacije: Customised Workshops and Didactical Support in the Moodle for University Teachers

Sažetak:

In education, ICT is used in many different areas, but mostly in developing course materials, delivering and sharing presentations and lectures, in communication between students and teachers. On the other hand, the use of ICT and Modern Teaching Practices (MTPs), e.g., flipped and blended learning, can increase the efficiency of teaching and learning, facilitate greater collaboration on global and local level, and encourage the development of competences required on the labour market. However, ICT does not bring success by itself nor do MTPs enhanced by ICT. They have to be used didactically appropriate. These approaches should follow the fundamental didactic principles (e.g., active work, clearness, teamwork, adaptability, structurality and systemity, individualization, differentiation, openness, and economy). These didactic guidelines for the use of ICT can be understood as starting points, arising from the generalization of learning experiences using ICT and from the didactic principles.

For effective implementation of ICT and MTPs in study programmes, higher education institutions are establishing professional support teams that are usually organised as central or separate units of particular faculties. An example of such an institutional support is the Centre for Teaching Support of the University of Maribor in Slovenia (CTSUM), which has been established in the framework of the Didakt.UM project (<https://didakt.um.si/>). The CTSUM is a centralised solution for all existing faculties of the UM (i.e., 17 faculties and approx. 600 HE teachers, 320 members of HE staff, and 14000 students altogether).

The CTSUM provides support through individual consultations (e.g., via e-mail, telephone, and meetings) or workshops, meaning that CTSUM tailors their supporting activities to HE teachers' needs. Currently, the CTSUM provides three customised Face-to-Face workshops: "*Project based learning supported by Asana*", "*Organizing references with Mendeley*" and "*The use of Mentimeter to provide effective feedback*". Furthermore, MTPs can be supported by an e-learning environment, the Moodle UM, a learning management system used at the UM as a centralised solution for all its faculties (<https://studij.um.si/>). The CTSUM has already provided individual didactical and technical support, related to the Moodle. The examples of the provided support are: uploading of study materials with resources File and Folder; performing assessments with Workshop, Quiz, Assignments; making or generating comments directly on students' uploaded assignments; organizing the work by using groups and groupings; motivating students and providing feedback with gamification (e.g., using badges), and embedding external apps (e.g., Edpuzzle, Educaplay). Based on these examples, the CTSUM has prepared two online workshops in the Moodle UM: "*Didactically organized learning unit in the Moodle UM*" and "*Gamifying the learning unit in the Moodle UM.*" Workshops include theoretical (reading activities and video materials) and practice-based activities (assignments, collaboration in forums etc.). Participants are awarded with a Moodle badge and a certificate when badge criteria are met. A very important feature of online workshops is that, while being active, workshop activities are available at any time.

The workshop “*Didactically organized learning unit in the Moodle UM*” is focused on how to prepare well organized and visually appealing learning units according to didactical guidelines. With a large number of activities, the orderliness is often lost, which makes the work for students and HE teachers more difficult. By systematically arranged, appropriately structured and visually attractive learning unit in the learning e-environment, we encourage students' satisfaction with the subject and, consequently, their enthusiasm for work. The workshop introduces different ways of achieving that. For example, recommendations on how to prepare a description of the learning unit and of the activities; ways of arranging the central side of the learning unit for creating parallelism between what is happening in the Moodle and in the lecture room; innovative use of the Module Label source; recommendations on how to properly name activities; tips on the appropriate use of colours, fonts and so called "white space"; innovative use of the HTML block, Calendar block and Random glossary block; embedding external elements (e.g., GeoGebra interactive applet) and so on.

Gamification does not mean playing games. It is defined as using game elements and game techniques (e.g., leaderboards, badges, points, achievements, levels, challenges, progression, rewards, avatars) in Non-game contexts, which do not include games (e.g., app for counting steps that rewards achievements with badges). Gamification in the Moodle UM can help HE teachers to motivate students and provide students with real-time feedback about their current study achievements and improvement. The workshop “*Gamifying the learning unit in the Moodle UM*” includes the following content: theoretical background about gamification in education, practical examples and guidelines of selected options of the Moodle UM for implementing the gamification in a pedagogical process (time limited activities, leaderboards of success, levels, badges, the plug-in Level up!) and various tips (e.g., creating the avatar).

Finally, participants can evaluate the workshops. The data is collected through anonymous web forms created in Microsoft Forms and the results are later also presented on the CTSUM's web page (*didakt.um.si*). Participants were very satisfied, above average, with the performance of the first online workshop “*Didactically organized learning unit in the Moodle UM*”. From the high number of participating HE teachers (n = 58) we can conclude that the online “type” of workshops is an effective way. The time flexibility for completion of the activities could be the main reason for such a large participation. In evaluation forms, HE teachers can also suggest new topics of interest that they wish to be covered in the following custom made workshops. Based on these interests, the previously mentioned workshops were prepared.

The aim of this presentation is to present the insight in the process of didactical support at the UM to HE teachers and two custom made workshops that are currently held in the Moodle UM. In the evaluation, HE teachers have expressed that they are keen to the custom made workshops, because they are well organised, include practical examples for fast integration in the teaching process while saving them time. Based on evaluations, the CTSUM will continue with the development of online workshops in the Moodle UM also in other main topics, such as flipped classroom, blended learning etc.