



YOU GOT TO FIGHT, FOR YOU RIGHT, TO MODERATE
A PLEA TO MAKE STUDENTS MORE ENGAGED BY GIVING FULL TEACHER
RIGHTS IN MOODLE COURSES.

Swiss MoodleMoot 2013, Luzern

INTRODUCTION

- Stefan van der Vlies
- Wissenschaftlicher Mitarbeiter PH FHNW
- Fachstelle Digitales Lehren und Lernen in der Hochschule (digitallernen.ch)
- Leader Special Interested Group *Student Voice* (eduhub.ch)

18 MONTHS AGO...

- I came from the Netherlands to Switzerland to work at the PH FHNW
- I looked at Moodle and how it was being used
- and I found....



MOODLE

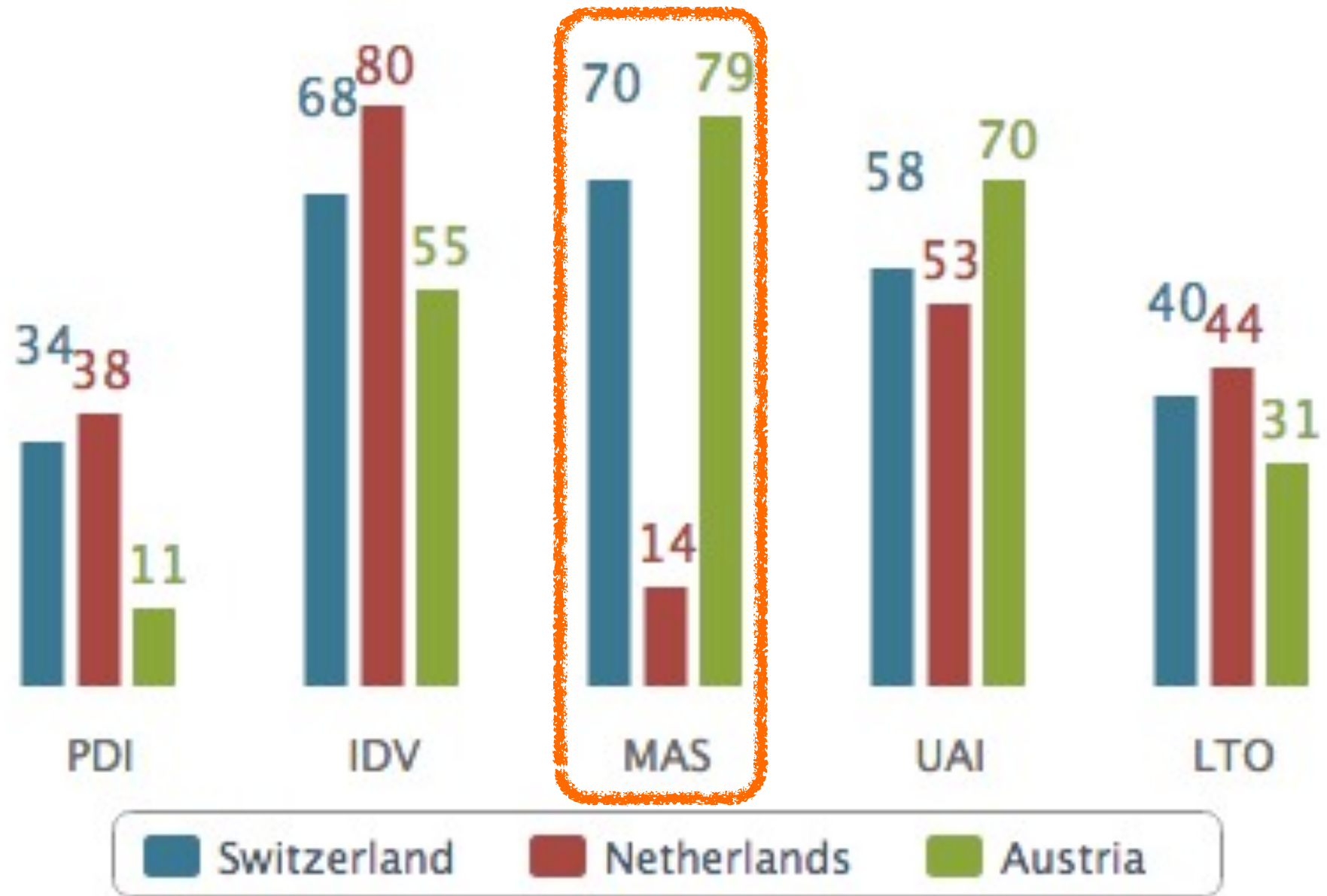
- Big differences to what I had seen in the Netherlands
- Passive students
- Hardly any forum activities
- Hardly any student generated material
- Frustrated educators

WHAT CAUSED THIS?

- Moodle skills students?
- Moodle skills teachers?
- Culture?

HOFSTEDE DIMENSIONS

- Power Distance (PDI)
- Individualism versus collectivism (IDV)
- Masculinity versus femininity (MAS)
- Uncertainty avoidance (UAI)
- Long-term versus short-term orientation (LTO)
- (Indulgence versus Restraint (IVR))
- <http://geert-hofstede.com>



MASCULINITY VS. FEMININITY

- Preference in society for:
 - achievement,
 - heroism,
 - assertiveness, and
 - material reward for success
- Society at large is more competitive.
- Failing is a disaster
- Live to work



MASCULINITY VS. FEMININITY

- Preference in society for:
 - cooperation,
 - modesty,
 - caring for the weak, and
 - quality of life.
- Society at large is more consensus-oriented.
- Failing a minor accident
- Work to live



PHILOSOPHY OF MOODLE

- Martin Dougiamas
- Constructionism asserts that learning is particularly effective when constructing something for others to experience.
- Social constructivism extends constructivism into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings.
- <http://docs.moodle.org/24/en/Philosophy>

WHICH ACTIVITIES ON MOODLE MIGHT BE INFLUENCED BY ♂ VS ♀?

- Tests - summative vs formative assessment
- Forums

MY PLEA

- From Kindergarten on we continue to give students more responsibility in the classroom, this should not stop on Moodle or in higher education
- Change student role: students get similar rights as teachers
- Make students the forum moderators and content creators
- Educators share the room with students, not host
- Involve students in the implementation of Moodle

CONSEQUENCES

- Students will become more active
- Students will be able to take full advantage of a constructivist learning environment
- Some activities might get different uses - what to do with tests and grades?
- A new role needs to be defined: the active student
- Educators have a better overview of learning activities → everything is now possible within Moodle
- Students need more Moodle education

PUBLICATION



Eva-Christina Edinger, Julia Klammer & Stefan van der Vlies (2013) Lehren und Lernen mit Wiki, Facebook, Twitter und Co.? *Education Permanente (EP)* 2013/2: "Social Media", p13-15.
<http://goo.gl/duMMM4>

E-LABOR

- E-Labor on November 13, 2013 “Speedlabor – Mobile Learning” with international guests
- Date: 13. November 2013
- Time: 17:00-20:00, followed by an Apéro
- Location: College of Education FHNW, Campus Brugg-Windisch
- Room: 6.0 D13 – Building 6, EC

THANK YOU

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