Moodlemoot Dublin 2013

Draft Programme

Version: Jan18

This document is a draft schedule and book of abstracts for the Moodlemoot Dublin 2013.

This document contains the following:

- Daily Schedules
- Workshop details
- Presentation and Infographic Abstracts6

This

Schedule

Monday 18th Feb 2013 (Workshops)

	A	B	C	D
	Admin	Teaching with Moodle	Assessment	Developer
08:30 09:00	Registration			
09:30	Admin Workshop Part 1a	Teaching with Moodle Workshop Part 1a	Moodle Assessment Workshop Part 1a	Developer Workshop Part 1a
11:00	Coffee / Exhibitors			
11:30	Admin Workshop Part 1b	Teaching with Moodle Workshop Part 1b	Moodle Assessment Workshop Part 1b	Developer Workshop Part 1b
13:00 13:30	Lunch			
14:00	Admin Workshop Part 2a	Teaching with Moodle Workshop Part 2a	Moodle Assessment Workshop Part 2a	Developer Workshop Part 2a
15:30	Coffee / Exhibitors			
16:00	Admin Workshop Part 2b	Teaching with Moodle Workshop Part 2b	Moodle Assessment Workshop Part 2b	Developer Workshop Part 2b
17:30				
19:00	Drinks Reception			
20:00	Quiz			

Tuesday 19th Feb

	Room A	Room B	Room C	Room D
08:30	Registration			
09:15	Opening Session			
10:15	Coffee / Exhibitors			
10:30	**Moodle and External Database Enrolments: integrating Moodle with a Student Records System** - Alex Walker **A framework for Moodle system management** Pieter van der Hijden	**A novell approach to language and literacy (using Moodle)** Alan Hess **My Moodle Course: An Experiment in Social Constructionism** Michelle Moore	**Using Files in Moodle 2 - How it helps** Gavin Henrick **SkyDrive and Moodle – integration and collaboration, Manchester Metropolitan University** Phil Danby	Sess1
11:30	**Adventures in delivering a high availability and performance Moodle 2 site** Cathal O'Riordan **ceLTIc II: sharing & developer** Stephen Vickers **Pedagogical & technical aspects of building a large scale solution for live video lectures in Moodle** Itay Ophir	**Any Suggestions? - Want Vs Need Vs What you get** Kyle Goslin **Help Me! – a Context Sensitive Support Block in Moodle** Lisbeth Juel Andersen **Using the activities in Moodle to present difficult concepts and new vocabulary.** Catherine Wasiuk	**Managing accounts the non-Moodle way** James Blair **Moodle Training: a Shift in Paradigm** Hossein Hamam **Promoting internal progression through Moodle and the XCRI-CAP feed** Elaine Garcia	Sess2
12:30	Lunch			
13:30	**Pecha Kucha** **Auto-Linking: Not Just for Glossaries!** - Michelle Moore **Can usability testing help make your Moodle better?** - Mike Hughes **ePortfolio options for Moodle** - Gavin Henrick **Evaluating scientific disciplines in Moodle 2**– Carles Aguiló Collado **Learning and Teaching at Mount Orange** - Mary Cooch **MidKent PLP - Charting Progress and Following the FlightPlan** - Rosie Douglas **Some Random Interesting Plugins for Moodle** - Gavin Henrick **Why Moodle?** – Michelle Moore			Sess3
15:00	Panel Session1			Sess4
16:00	Coffee / Exhibitors			
16:30	**Theming Moodle for Integration & Usability**	**The Question Creator Role: Many Hands Make Light Work**	**Informing design of feedback, assessment and**	Sess5

Alex Walker **Happy New Year with Moodle** Pieter van der Hijden	Michelle Moore **Pushing the boundaries of what can be automatically graded: The STACK and pattern-match question types** Tim Hunt	**learning through Moodle Analytics** Tom Dore **Integration of Khan Academy Resources into Moodle** Brian Mulligan	

Tuesday 19th Feb

19:00	Bus to Gala Dinner from Crowne Plaza Hotel to Clontarf Castle Hotel
20:00	Gala Dinner followed by Live Music (80s Cover)
23:45	Bus back to Crowne Plaza/Holiday Inn

Wednesday 20th Feb

	Room A	Room B	Room C	Room D
09:00	Opening Session2			
10:30	Coffee / Exhibitors			
11:00	**Theming Moodle: The Right Way** Alex Walker **Moodle and Gaming** Pieter van der Hijden	**Migrating to Moodle 2** Gary Mahon **Moving to Moodle 2.3 from 1.9 - Our experience bridging the gap** Kyle Goslin	**Best Practices in Moodle Administration** Jonathan Moore **Amplifying Moodle - Creating an architecture to handle 100,000+ logged in users** Paul Stevens	Sess1
12:00	**Developing Moodle Courses for Community Champions - What do users want?** Richard Sharples **Making the most of Mahara** Dan Jeffries **Moodle "IS" grown enough to go to Work....** David Newcomb	**After Drag and Drop - what next?** Davo Smith **Interface design for rich and beautiful Moodle courses** Paolo Oprandi **The Moodle Mash Up: Benefits and Challanges.** Catherine Wasiuk	**Using Moodle to support academic research for Wikimedia Foundation** Dr Chris Davies **Extending Moodle - Building Functionality into your Moodle site** Gavin Henrick **TBC**	Sess2
13:00	Lunch			
14:00	**Straight from the mouths of students - informing Moodle development through student-led research and discussions** Martin Rich **Surely that won't work with my subject....** Jono Carney **52: scaling up a VLE/blended and distance learning model for staff and student induction** Steve Wright	**A little knowledge is a dangerous thing: Supporting staff through the transition to Moodle when they've already been teaching online for years** Louise Drumm **Farewell WebCT, hello Moodle: Managing institutional change** Stephen Bruce **Moodle 2 - to move or not to move** Wissam Nahas	**IMS Learning Tools Interoperability (LTI): State of the Union** Stephen Vickers **Using LTI in Moodle to easily educate students in your local schools and promote your college** Mark Glynn **Using the LIS standard for data integration between Moodle and SISs.** Phil Nicholls	Sess3
15:00	Panel Session2			Sess4
16:00	Coffee / Exhibitors			
16:30	**Moodle as the Central Hub of**	**XML in Action: Scalable Course**	TBC	Sess5

Learning with Tools Plugged-in LTI in action Gavin Henrick **Understanding the Tin Can API** Mark Aberdour	**Development (and the answer to the 'Scroll of Death')** Ken Currie **Getting Engaged - Working with the community to get your bugs fixed** Mark Johnson		

Thur 21st Feb 2013

	LTI Dev Workshop	Moodle Hackfest
09:00 09:30 10:00 10:30	**LTI Workshop**	**Moodle Hackfest**
11:00	Coffee / Exhibitors	
11:30 **12:00** 12:30	**LTI Workshop**	**Moodle Hackfest**
13:00	Working Lunch	
13:30		
14:00 14:30 15:00		**Moodle Hackfest**
15:30		Coffee
16:00 16:30 17:00		**Moodle Hackfest**

Workshop Details

Teaching with Moodle 2 Workshops

Facilitators: Michelle Moore (Chief Evangelist, Remote-Learner.net), Helen Foster (Moodle Community Manager)

This workshop is aimed at teacher, lecturers, learning technologists and trainers who already have done some Moodle courses before and want to move beyond simple file storage to using more of the advanced tools in Moodle 2.

This will be structured as two distinct sessions.

Teaching with Moodle 2 Workshop 1 (morning session)
The first session will be focusing on best practice in usage of the following tools:
- Using the Glossary & Database for content storage and creation and searching
- Using Workshop for Peer review

Teaching with Moodle 2 workshop 2 (afternoon session)
This session will focus on some of the more advanced tools in Moodle including the new assignment tool
- How to plan and create a Lesson for case studies or path based learning
- Using the new Assignment tool
- Using Conditional Activities to create self-directed learning

It is preferable if you have a Moodle 2.4 running on your local machine with a number of specific plugins installed – details to be provided later, however access to a course area during the training will be provided. Any questions about your setup should be asked in the Moot forums for attendees before the workshop. No technical support of this nature will be provided during the workshop.

Course Assessment in Moodle 2 Workshops

Facilitators: Mary Cooch (Moodle.org Documentation Fairy and ICT trainer at Our Lady's Preston), Rebecca Barrington (Learning Technologies and Resources Manager – South Devon College).

This workshop is aimed at teacher, lecturers, learning technologists and trainers who already have done some Moodle courses before and want to explore the options available for graded assessment in Moodle 2.

This will be structured as two distinct sessions.

Course Assessment in Moodle 2 – Workshop 1 (morning session)
The first session will focus on the following:
- Gradebook overview
- Custom Grading Scales

- Outcomes
- Grading forum posts
- Grading Glossaries
- Grading database entries

Course Assessment in Moodle 2 – workshop 2 (afternoon session)
The second session will focus on using the following:

- Quiz – beyond MCQs
- New assignment Tool
- Customising the Gradebook

You will be required to have a Moodle 2.4 running on your local machine with a number of specific plugins installed. Support related questions about your setup and how to get this ready should be asked in the Moot forums for attendees before the workshop. Limited technical support of this nature will be provided on the morning of the workshop.

Moodle Developer Workshop

Facilitators: Mark Melia (Learning Solutions Consultant,Enovation Solutions), Tomasz Muras (Technical Lead, Enovation Solutions)

This workshop is aimed at developers who already have done some minor Moodle changes and who understand how to set up the Moodle environment for testing. It will take attendees through developing a number of enhancements to Moodle.

First Session: (morning session)

- A new student block for MyMoodle
- A new media filter

Second Session: (afternoon session)

- A new admin report
- Another command line feature for the Moodle MOOSH Admin Tool

You will be required to have a Moodle 2.4 running on your local machine with a number of specific plugins installed. No technical support of this nature will be provided during the workshop. Any questions about your setup should be asked in the Moot forums for attendee before the workshop.

Moodle 2 Admin Workshops

Facilitators: Jonathan Moore (Chief Technical Officer, Remote-Learner.net), Koen Roggemans (IT Manager of Sint-Ritacollege; Moodle translation coordinator)

This workshop is aimed at Moodle admins who already have done some Moodle admin before and want to understand the changes that Moodle 2 brings to the Admin, and how also how to help optimise their Moodle site.

This will be structured as two distinct sessions.

Moodle 2 Admin Workshop 1 (morning session)
The first will be focusing on the new aspects of Moodle 2 covering:

- User Management
- Enrolment management
- Course management
- Plugin Management
- Backups management
- Security

Moodle 2 Admin workshop 2 (afternoon session)
This session will focus on performance related aspects of Moodle 2 including:

- The hosting application layer (Web server, Database)
- The different server options for hosting Moodle
- Performance testing
- Typical areas which affect performance
- Performance tweaking

You will be required to have a Moodle 2.4 running on your local machine with a number of specific plugins installed. No technical support of this nature will be provided during the workshop. Any questions about your setup should be asked in the Moot forums for attendee before the workshop.

Presentation & Infographic Abstracts

These are the abstracts as when the data was extracted from the Exordo Platform and will be subject to changes, corrections.

52: scaling up a VLE/blended and distance learning model for staff and student induction	**Short Presentation**
Steve Wright, Philip Tubman	
These activities are a structured series of activities to induct online learners into processes, roles and VLE activity types for online learning. The focus is on study and research skills with readings that are broadly relevant to social sciences but could easily be swapped for subject-specific papers or more generic papers. Likewise the wiki activities focus on study skills and critical thinking (again with a social science flavour to them). The activities draw on guidance from Gilly Salmon's model of e-learning in terms of activity structure and instructions and serve as potential templates for subject-specific adaptation in an online module. The activities and course could also be easily adapted to work as a staff induction to e-learning practices for example by introducing/substituting some of the activities and readings from Gilly Salmon's books on e-moderating. For example through maintaining the structure of the wiki activity but with participant tutors putting together guidance and resources for other online convenors (rather than the present format of study skills for students). The following online learning processes are introduced: • Working in groups and learning sets • Working in Learning Sets • Roles of précis writer, discussion contributor, summariser • Discussing a topic in advance of contributing to a wiki • Collaborative authoring • Making and sharing annotations on a piece of writing • The value of maintaining a reflective learning log The following VLE and e-Learning features are introduced: • Using Choice to select a learning set • Discussing in different forum formats (Q and A forum, Each person posts one discussion, blog-like format) • Editing a wiki page collaboratively • Using an individual wiki • Annotating a Wiki page • E-Portfolio System (Mahara) One of the guiding principles of this induction is that it should enable lecturers on programmes to use a greater variety of online learning activities in designing their modules rather than adopting a presentation or reading > discussion model which, while legitimate, can become repetitive, dry or inflexible across many weeks and modules. By inducting students (and staff) into these activities in advance it is hoped that the activities can then be confidently introduced into modules by staff and also contribute to building connections and community between learners.	

A framework for Moodle system management	**Long Presentation**
Pieter van der Hijden	
Although the technical hosting of Moodle systems more and more is outsourced to a dedicated	

Moodle service provider, managing the Moodle system is still a complex task. In this presentation we present a framework for Moodle system management that is understandable and applicable for educational professionals and management.

A little knowledge is a dangerous thing - Supporting staff through the transition to Moodle when they've already been teaching online for years	**Short Presentation**
Louise Drumm, Anne Jamie	

The two schools in the faculty of Health, Life and Social Sciences in Edinburgh Napier University have been using WebCT for teaching and learning extensively for over 7 years for blended and fully online modules. The adoption of Moodle 2.2 by the university in 2012 and subsequent migration of module materials from WebCT into Moodle posed challenges for the faculty's learning technologists on two fronts: how best to adapt learning materials and activities designed for another VLE, and, how to support, advise and train staff who are already competent in WebCT.

In this session we will explore our approach to re-designing course materials to make them suitable for use in Moodle while keeping in mind good pedagogical teaching and learning practices. Formal and just-in-time staff development was fundamental to creating sustainable skills in the faculty amongst lecturing staff. We will share the issues and unforeseen problems resulting from the move to Moodle and also the "game changers" which appeared to shift staff attitudes from reluctance to enthusiasm.

A novell approach to language and literacy (using Moodle)	**Long Presentation**
Alan Hess	

Abstract: - Can 'e-learning' for language and literacy offer an opportunity to use alternative "Functional Grammar".

'Wiki' functionality can be used to enable language learners to progressively construct and improve their own recount of events that they will have initially vaguely understood from a new but familiar context depicted in a teen soap-opera video. "Functional grammar" can potentially provide such learners with language choice and forms they can spontaneously and readily use during a combination of whole classroom, group and also individual activities.

E-learning, VLEs and Wikis are seen by many as the way forward and are also often backed by massive political funding in schools. Teachers in many developed countries are thus increasingly required by educational policy makers to use of such resources in their classroom teaching. But how exactly? Various theories of constructivist and collaborative learning substantially pre-date computer use in the educational debate (Grant, 2009 p.115) but an academic approach to the design of classroom and on-line activities may not have always received the close attention it deserves with the increasing use of VLEs in schools. Martin Dougiamas (2012) recently expressed his concern for the frequent implementation of Moodle as just a virtual container for otherwise fairly traditional learning materials whilst ignoring the constructivist ideology behind his original Moodle concept.

I will thus very briefly outline the use of Systemic Functional Language theory and demonstrate the downloadable example Moodle materials. I will also propose that an opportunity might exist to employ this alternative "functional grammar" in a constructional approach to the design of e-learning language modules. The demonstration materials have been successfully used with SEN students in a small Swiss foundation school for learners who have faced difficulties using more traditional approaches. Use or adaption of the materials does not require deep theoretical study and

the demos can be readily used as presented.

manxman.ch/moodle2/course/view.php?id=16

References:
Christie, F., 1991 - 'Functional Grammar: - "tools they can use rather than a set of rules about what not to do". http://anenglishpage.tripod.com/christie.html (Accessed 19.09.2012)
Grant L., 2009 - 'I don't care do ur own page!': A case study of using wikis for collaborative work, Learning, Media & Technology, 34(2), 105-117
Dougiamas, M., 2012 - 'Moodle-Moot' - Skype Interview with M Dougiamas - Münster, Germany, accessed 26 Feb. 2012.

A tale of discovery and disappointment – The quest for the best way of handling files in Moodle 2	**Pecha Kucha**
Leona Norris, Clive Holtham	

City University is moving from Moodle 1.9 to Moodle 2 in September 2013. One of the significant differences between these versions of Moodle is the way in which files are managed. This has provided us with an opportunity to investigate the most effective ways of storing, managing and displaying files in Moodle and to determine if an external repository solution was necessary to deal with the changes in file management.

This pecha kucha encapsulates lessons learnt when it comes to deciding if an external file repository system is for you, the limitations of the file picker and areas for further consideration around the use of files in Moodle 2. This is a tale of discovery and disappointment in the quest for the best way of handling files in Moodle 2, which I hope will provide a clearer path for others if they plan to make the journey themselves.

Adventures in delivering a high availability and performant Moodle 2 site	**Short Presentation**
Cathal O'Riordan, Robert Gallagher	

Every Indiana Jones adventure has a few key ingredients; a priceless lost treasure, a relentless enemy, a map with many cryptic clues, lots of mishaps and capers, some friendly faces to lend a hand when things get tough and finally, the hero, who outwits his enemies, retrieves the glittering prize and saves the day for everyone.

Waterford Institute of Technology, with the help of HEAnet, had a similar adventure when constructing the server infrastructure to host its new Moodle 2 site during 2012. This short presentation will recount the intrepid journey which took us from a 'one server per application' model hosting the institute's Moodle 1.9 site to a fully virtualised, fault tolerant and high availability cluster hosting Moodle 2 - with the occasional Indiana Jones reference thrown in for good measure!

After Drag and Drop - what next?	**Short Presentation**
Davo Smith	

Drag and drop upload was pretty popular at last year's UK & Ireland Moodlemoot and, as a result, it has since been incorporated into Moodle core. Other usability improvements have been added to Moodle 2.3 in an ongoing quest to improve it further.

I would like to demonstrate more potential usability improvements, which have been developed as

part of project work carried out over the last 12 months. These include the course colours format and an updated Moodle 2.3 version of my online annotation assignment type, among others.

All the plugins demonstrated will be available to download from Moodle.org.

Amplifying Moodle – Creating an architecture to handle 100,000+ logged in users	**Long Presentation**
Paul Stevens, Meredith Henson	
Catalyst over the past 12 months has been working on several projects to push Moodle to be able to handle extremely high user loads. This presentation will be on developing a systems architecture so that Moodle can handle over 100,000 logged in users and over 3 million user logins per week.	

Any Suggestions? - Want Vs Need Vs What you get	**Short Presentation**
Kyle Goslin	
When working with open source software, some of the main difficulties that needs to be overcome is the limited amount of time and money that is available for development of new features and the lack of people to oversee the change. The open source world is a unique environment and poses issues when developing to the needs of a large user base such as the Moodle community. Over a period of time, feature sets evolve and the core of a system can change, but the wants and needs of people change also. Trying to stay ahead of the curve can be an issue that every community needs to address. Finding this balance between what users want, what they need and what they get can be a challenge. The short presentation outlines the channels which communities can voice their opinion and the downfalls that can arise during the development process of new features and possible solutions to prevent the end product being something that the average user is not happy with.	

Auto-Linking: Not Just for Glossaries!	**Pecha Kucha**
Michelle Moore	
You may have heard of the auto-linking feature for glossaries, but do you know that there's a filter for auto-linking activities too? In this session we'll talk about how these two filters can be used to improve access to information for your learners, simplify things for you as a course designer, and help ensure links within your course work when your course is duplicated. I'll show you how to enable auto-linking at the site level and within your course; talk about potential risks; and share a few pointers, such as how to make sure all of the answers aren't automatically linked in your quizzes!	

Best Practices in Moodle Administration	**Long Presentation**
Jonathan Moore	
Best Practices in Moodle Administration is a summary of the key points to consider when approaching this vital role.	

The content is based on best practices collected through experience of managing thousands of Moodle sites, with over 4,500,000 registered user accounts and over 9 years of community involvement. It will be of equal interest to the institutional technical administrator and someone looking after a smaller site.

It will cover many subjects including:

- performance tuning
- monitoring
- user authentication
- system security

Building a Collaboration tool for the Amsterdam School of Leadership, THNK, using Moodle	**Pecha Kucha**
Bas Brands	

This Pecha Kucha presentation shows the process, successes and mistakes made in developing a Collaboration tool for the Amsterdam school of creative leadership.

This year Bright Alley developed a new tool for groups of students that have management roles in their organisations. THNK organises meetings for these students and focusses on social learning and building a professional network. The tool is build on / into Moodle, it has been created to support classroom sessions and contains many custom features. Some of these features are:

- A group files plugin,
- Login with LinkedIn, (shared with community)
- Todo lists,
- Custom course formats
- Customized Wiki
- Improved moodle blogs
- and more ....

When we started the work on this project we were not sure Moodle would be the tool to use. Now after nearly a year of development the tool is being used and we are able to evaluate the results. The evaluation looks at the development process, project management, usability and design. We still are not sure Moodle was the tool to use.

Some of the lessons learnt are:

- Don't touch core!
- Manage expectations.
- Balance design / usability

The client Moodle site: http://thnklink.org
More about the client: http://Thnk.org

Can usability testing help make your Moodle better?	**Pecha Kucha**
Mike Hughes, Rajiv Arjan, Matthew Lingard	

As we plan the move from Moodle1 to Moodle2 here at City University London we decided to carry out some usability testing to help direct our efforts into building a new theme and customising the landing page. The first stage was determining test scenarios. Whilst test users were recruited we

carried out some competitor analysis. Testing was performed on 15 subjects over 3 days, all sessions being recorded in our interaction lab. Following an analysis of user testing, where issues are noted and solutions proposed, an interactive prototype was built. This prototype was then validated by a further 9 subjects. Output from the validation was used to refine the prototype wireframe which was then assessed by our educational technology community. The agreed wireframe was then passed on to a design team to build the theme. We will present the end results of this work here and share with you the process that we went through so that you may do the same.

ceLTIc II: sharing & developer	**Short Presentation**
Simon Booth, Stephen Vickers	
This presentation will provide an overview of the activities of the JISC-funded ceLTIc II project (www.celtic-project.org) which has two strands: ceLTIc:sharing and ceLTIc:developers. The original ceLTIc project explored the use of the IMS Learning Tools Interoperability (LTI) specification to integrate different learning applications with VLEs. One of the case studies used was WebPA - an on-line peer moderated marking tool helping academics provide individual grades for group projects. The LTI plugin developed allows WebPA modules to be created and populated with users when launched from within a VLE, and via an instructor option to synchronise enrolments, thereby removing the need for the application to be independently provisioned. This provides a very simple method for deploying new applications and making them available to teachers and learners, especially for those applications which may only be of interest to a minority of courses within an institution. Furthermore, since connections from each VLE are identified by a unique "consumer key", it also makes it possible for multiple institutions to share a single instance of the application. The ceLTIc:sharing project strand is exploring the use of LTI as a mechanism for providing shared services in a cost effective manner by providing supporting the use of a ULCC-hosted instance of WebPA by 8 institutions. The ceLTIc:developers project strand is supporting the adoption of the LTI specification through the provision of resources and workshops for developers	

Developing Moodle Courses for Community Champions – What do users want?	**Short Presentation**
Richard Sharples	
This presentation looks at work done in Rochdale to develop Moodle courses for Community Champions (volunteers) who support people in their area to access public services. Finding cost effective approaches to training small groups of volunteers dispersed over a large geographic area is vital if volunteering initiatives are to provide a consistent level of service and be sustainable. Involving volunteers in co-creating the content of their courses was a key part of our project. For almost all Community Champions this was the first time they had used an online learning environment and for some it was relatively early in their experience of using the web. Moodle offers huge flexibility in how courses are structured and designed. We worked with Community Champions to find out what features they wanted in their Moodle courses, which features they found difficult to use and how this shaped they way we structured the course content.	

You may find this presentation helpful if you are designing Moodle courses, working with users who are new to Moodle, are interetsed in delivering public services in new ways or are interested in pedagogy.

ePortfolio options for Moodle	**Pecha Kucha**
Gavin Henrick	
As the LMS usage in an organisation increases in depth, students are creating more and more content in the system. Students often want to take the content out later on, and store somewhere they can easily manage and access the content. ePortfolios have been getting more use recently, and with Moodle there are a number of options available including: • Mahara • Moodle itself • GoogleDocs / Sites • Exabis Portfolio plugin This presentation will provide an overview of the commonly used ePortfolio options available for Moodle, and demonstrate the way students can export their content out to take with them.	

Evaluating scientific disciplines in Moodle 2	**Pecha Kucha**
Carles Aguiló Collado	
TBC	

Extending Moodle - Building Functionality into your Moodle site	**Short Presentation**
Gavin Henrick	
Ever since I was introduced to Moodle, I have enjoyed seeing how people enhance it with integrations, customisations and added plugins. I believe one of the strongest reasons for using an Open Source GPL application is the freedom to bend it to your needs, to configure and customise it to your organisations business or process needs. In that time I have looked at and tested many plugins. There is a wide variety of types of plugins, some simple and some complex which I find applies to both installation and use. Some plugins have stood out as being outstanding in application to the problem that they solve. One of these outstanding plugins was the Book module which in Moodle 2.3 has entered into the core Moodle product. Some others were more simple and straight forward and delivered a neat piece of functionality. This presentation explains the different types of plugins available. It introduces the guidelines that developers should follow and looks at some of the motivation behind why people write 3rd party plugins to provide faces behind the code. It will also cover the key decision making points that an organisation should consider when contemplating using a plugin or not. Lastly, the presentation will challenge the audience to contribute one recommendation of a community created plugin and a simple review of usage to the Moot site.	

Farewell WebCT, hello Moodle: Managing institutional change	**Short Presentation**
James Blair, Stephen Bruce	
Making the switch from WebCT to Moodle touches many aspects of the University, and this presentation will be of interest to anyone involved in planning or supporting institution change. Covering a range of topics relating to IT development and governance, staff development and innovation, the presentation will include; • Developing a cooperative partnerships with IT Services (aka innovation prevention department) • From download to enterprise installation, on the job technical skills development • System enhancements, change management and governance, multiple moodle environments • Devolved administration and developing of account management & support tools • Migrating and preserving WebCT courses, and plug-ins to maintain feature continuity • Involving staff in the change through establishing local user groups and networks of cooperation • Value of learning technologists to support a staff development and engagement programme • Promoting innovation through a new institutional benchmark for technology enhanced learning • Evaluation plans and future of Edinburgh Napier University as a digital institution	

Getting Engaged - Working with the community to get your bugs fixed	**Long Presentation**
Mark Johnson	
Everyone has problems with Moodle not working exactly the way they'd like. If you're lucky enough to have a developer at your disposal you might be able to get these problems fixed in-house. But what if you don't, or what if you don't want to commit resources to maintaining these changes with each new Moodle release? Engaging with the Moodle community allows you to get your problems solved upstream, where changes can be reviewed, tested and properly maintained. The meritocratic nature of Open Source communities means these engagements are the first step to getting your voice heard and helping shape future Moodle developments. This talk, presented by a third-party Moodle developer, will take you through this process of community engagement. Using real examples of engagements with both core and third-party development teams, you'll be shown how Moodle issues are raised, how to make sure they are seen by the right people, and how you can help them get fixed.	

Happy New Year with Moodle	**Long Presentation**
Pieter van der Hijden	
What is really happening when you move to the next school year / academic year? In fact, you need to follow a kind of end-of-year procedure in order to reach a happy new year with your organization (and your Moodle system). Unfortunately, such a procedure often is very informal and ad hoc with many frustrations as result. Or it is very rational and not user-friendly. In our presentation we will identify the critical elements in year transition and ways to handle them.	

Help Me! – a Context Sensitive Support Block in Moodle	**Short Presentation**
Lisbeth Juel Andersen, Tom Hygom Gregersen, Brian Moeller, Lillian Buus	

In this presentation we will illustrate a support concept and plug-in developed by The E-learning Unit, Aalborg University to support users in Moodle related to their role in the learning environment. Moodle allows editing users a context-sensitive help related to different settings and resource activities. We believe that for roles like ”student” there are support issues that the help functions in Moodle and Moodle.org do not assist.

Looking into the subjects from support recurring questions about Moodle are in general technical issues as well as study-related administrative topics. These are, among others:

- How can I log into Moodle?
- How do I sign into Moodle courses that I lack in the course overview?
- How can I as a lecturer get write access to a course?

Our perspectives were: ”Where to address these kind of support-questions – and still keep the user within the learning environment?”

To allow all our user groups the best kind of support in the practical use of Moodle, we have developed various support materials and concepts. In addition to on-site workshops, e-mail support, screencasts and tutorials on our website, we have developed a plug-in for Moodle Support, named ”Help-Me”, which provides users with concise and contextual help directly in Moodle. In the setup pages of the plug-in the themes can be created with an HTML editor in different languages depending on which are installed. In addition, the support topics are divided into categories and their relations are set to different roles and pages.

Depending on the user role (eg, student or teacher) and the position in Moodle (e.g. Starting position prior to login, MyMoodle-course overview page or a Course page) users are in the Help-Me block presented to user-related issues within a structure of title, introduction, text, screenshots, links. By selection a pop-up window will appear. Finally, if the user can not solve the problem by himself using the Help-Me block, he can use our technical contact form at our website to describe the problem. This then passes the request to responsible Moodle supporters.

In summary, our contributions provide an insight into the Moodle Support concept of Aalborg University and present the plug-in. We believe this plugin may be relevant to other institutions in order to help users in their context using Moodle and answer initial questions himself and directly.

How can Learning Tools Interoperability (LTI) Benefit Me?	**Infographic**
Simon Booth, Stephen Vickers	
The IMS specification provides significant benefits for all parties involved in developing, deploying and utilising learning applications. It provides a standard mechanism for launching external tools which is supported by all major virtual learning environments (VLEs) as well as other educational software. LTI 1.1 adds the ability to pass grades back to the VLE and the IMS is continuing to develop the specification further. In the meantime some unofficial extensions have been widely adopted to give tools access to an enrolment list and a simple data store.	

IMS Learning Tools Interoperability (LTI): State of the Union	**Short Presentation**
Simon Booth, Stephen Vickers	
What is LTI and how is it developing? What LTI services are being made available to extend the functionality of LTI? What are the benefits of LTI 2? What would you like to see included in the specification? All these questions and more will be discussed in this IMS update.	

Informing design of feedback, assessment and learning through Moodle Analytics	**Long Presentation**
Andreas Konstantinidis, Jonathan San Diego	
"Learning Analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs" (Siemens, 2010). This project explores the potential of Moodle learning analytics to inform assessment, feedback and learning design by capturing, analysing and presenting logged actions of users and representing as a display that learning and tutors can easily interpret. The aim is to provide tutors and students some information about 'learning' behaviour that happens within the virtual learning environment and possibly offer some automatic feedback that may facilitate positive student behaviours and imbue a sense of progress. One recommendation gathered at the Moodle Research conference was to provide e.g. a 'push' notification which could be taken from students actions (e.g. when a fellow students taking the same module replies to forum posts, resource recommendations, deadlines, etc.) which may stimulate and encourage students to keep up with the learning activities given for a particular period. Another recommendation is to investigate how tutors can make informed decisions on the design, structure and content of a module, based on analytics around: periodic activities of students on resources and teaching methods and the typical learning paths. So, we will present a preliminary pilot study into the methodological examination of the logs and reports captured by Moodle and the design of comprehensive visualizations which can provide practical and meaningful feedback to tutors, students and institutions. We will also outline the plans to measure the expected impact through a qualitative survey of the perceived teaching and learning benefits of exploiting Moodle analytics. About 700 students and 160 tutors are expected to participate in this study.	

Integration of Khan Academy Resources into Moodle	**Long Presentation**
Brian Mulligan, Michael Mino	
Despite increasing availability of freely available Open Education Resources (OERs) related to Associate Degree level courses (U.S.A.) and the equivalent, Higher Certificate (Ireland), students still require structured guidance, support and assessment to ensure course completion. In addition to defining paths through learning materials, peer support, social tools and computer mediated assessment need to be built in, to lower the costs of delivery and increase the level of successful completion. 1 Recent developments in Massive Open Online Courses (MOOCs) have drawn public attention to the potential of open education to increase access to higher education, not only by facilitating remote access over the internet but also by reducing the cost of access and accreditation. It is now possible to build online courses with freely available open resources that learners can take on a self-enrollment, self-study basis as demonstrated by a number of successful MOOCs. 2 The Khan Academy is arguably one of the best known OER developments in the last few years. Although its popularity if often attributed to the quantity and quality of learning materials available publicly through Youtube, many believe that it is the "practice engine" available through the Khan Academy website, and the facility that allows teachers monitor student progress that constitute the real power of the service. However, many teachers who already use Moodle feel that the necessity to operate in two separate systems is a significant barrier to using the Khan Academy. This presentation will describe a research project currently being undertaken between Connecticut Community Colleges' College of Technology (USA) and the Institute of Technology Sligo (Ireland), that has integrated Moodle with the Khan Academy. this project is building an open learning	

environment which will allow teachers to assemble new courses from Khan Academy and other open learning materials by defining learning paths and through the materials and practice questions, and making these learning paths available within Moodle courses that students will be able to enrol in on a self-study basis. The system will allow students to enrol on the courses created on a self-study basis, as well as allow teachers to enrol and support specific groups of students.

[1] The Big Idea That Can Revolutionize Higher Education 'MOOC', Laura McKenna. The Atlantic May 11 2012. http://www.theatlantic.com/business/archive/2012/05/the-big-idea-that-can-revolutionize-higher-education-mooc/256926/#

Interface design for rich and beautiful Moodle courses	**Short Presentation**
Paolo Oprandi	
Most of our Moodle courses used to look like messy file repositories. The students' experience of using them was usually functional, but rarely pleasurable. The courses largely consisted of files for the students to download and open in non-web based, proprietary applications such as MS Word. We relatively quickly realised our tutors weren't doing this by chance. Our tutors are not web designers. They do what the technology they are using encourages them to do. In the case of Moodle this is to upload resources one after the other with the minimum of context. This usually results in the students' learning sites looking like their tutors' file directories. At Sussex University we have made an effort to encourage tutors to create rich, engaging and beautiful learning resources for their students. We did not do this by coercion or strict training programmes. We made focused modifications to the Moodle editing interface which changed the tutors' workflow and enticed them to add inline text, images and videos. This improved the look and feel of the sites and made them easier to use by their students. This, combined with a focused communications strategy, has made a considerable difference to the learning sites our students are using today. To find out more come to our presentation!!	

Learning and Teaching at Mount Orange	**Pecha Kucha**
Mary Cooch	
A pecha kucha overview of Mount Orange, the Moodle school demo site which hosts a wide variety of learning activities, staff areas and parent/community spaces. The aim is to highlight some of the interesting features and encourage people to log in, try out and download for their own use.	

Lesson or Book? Book or Lesson?	**Infographic**
Lynn Scarlet Clark	
Every so often a post in the Moodle.org forum will ask "Which is better – a book or a lesson?" These posts always get a good response from forumites and I've replied to some of these myself. Thinking about this, I realise that choosing between two seemingly similar resources could be seen as pointless, confusing or just plain tricky for those not fully used to them. So which is it? Which is better? The answer is ultimately going to be down to a mix of your learning environment style, your preferred method of delivery and your personal preference as an instructional designer. This may be fine for someone who is used to developing such content, but for someone new to it, this won't be much help at all.	

Thankfully, I think we can define which things are better done in a book and which in a lesson. Sometimes the answer will still be that it can be done in either – or perhaps there might even be a better, alternative option!

This infographic poster aims to lay out a quick and easy-to-use guide to choosing the right medium for your needs between the choice of Lesson or Book.

Your 'what if's?' and 'how do I?' questions can be checked off against the strengths and weaknesses of each. Plus, there will be some ideas to make the most of each resource that you may not have thought of – and possibly some out-of-the-box alternatives.

Making the most of Mahara	**Short Presentation**
Dan Jeffries	

In this presentation I would like to demonstrate how Access to Music has used Mahara over the past few months.

As well as students creating work and portfolios, we have also used it as an organisation to generate teaching resources, walkthrough guides, templates and more.

The presentation aims to show how Mahara and Moodle link effectively and why we felt the time was right to 'trial' it for submission of work and more. It will also demonstrate how Moodle's grading system links with Mahara for assessing pages.

At Access to Music we do not focus solely on music but also aim to develop skills in employment, self study, research and more. Our L3 and L4 learners have embraced Mahara as it offers the flexibility and ownership they are looking for. It also allows for the easy embedding of Soundcloud, YouTube, Vimeo and more.

Our work with Mahara has recently been the focus of a study by JISC who have completed an Online Report of our approach to using Mahara. You can find it here:
http://www.excellencegateway.org.uk/node/24800

We are still using Moodle 1.9 but are moving to Moodle 2 in September 2012. I feel there will be a lot of institutions still using M1.9 and this may help to allieviate any fears they may have, and consider Mahara as an effective method of assessment and delivery.

Thank you.

Managing accounts the non-Moodle way	**Short Presentation**
James Blair, Michael O'Loughlin	

Account management in Moodle works well if you follow the basic process, but what if you are doing and need more? This presentation will demonstrate the process Edinburgh Napier University has undergone to develop and manage their accounts with custom workflows, tools and plug-ins. The presentation will cover;

- 'Crosslisting' for shared courses.
- General purpose "Learning Spaces"
- Handling resit students
- Additional Enrolment (anything we could not cover!).

- Who are my students?
- Reporting tools
- Scheduling
- What's wrong with my account tool!

The presentations will cover the why, what and who of this deployment and give real examples of the tools in use, including the issues we faced and overcame and the ones we still have.

Maximum effect: using graphics, colour and images to enhance learning	**Infographic**
Lynn Scarlet Clark	

The aim of this poster is to help anyone gain maximum impact for your learning content, without having to use costly, time-consuming videos, interactivity or audio. You can create rich, engaging and vibrant learning with clever use of colour and graphics. Anyone can learn designer tricks to highlight key learning points and fake a 'designers' eye' for style and branding.

Sometimes online learning can end up with far too few visual items (or even none at all) because the person developing it is wary of using them. Sometimes, in comparison, others get carried away and far, far too many are added. Adding visual items can easily be impactful without being garish and they can enhance learning points rather than distract from them.

With clever use images, graphics and colour can engage learners and help you to build layered and coherent materials. They can also help you improve a learner's experience, by highlighting what's important and making the rest of the environment homely and consistent, freeing them up to concentrate on the important things.

- Use images cleverly
- Create a familiar, comforting environment for learners, so they can concentrate on learning
- Highlight and reinforce key points
- Create a themed relationship between resources
- Use colour in new ways
- Find online tools to help you

MidKent PLP - Charting Progress and Following the FlightPlan	**Pecha Kucha**
Rosie Douglas	

During MoodleMoot 2011 MidKent College presented their Personal Learning Plan (PLP) developed from the ULCC block. The presentation included visual images of the MidKent PLP which included the 'FlightPlan' which is designed to keep students on target and provide a tool to assist tutors in the 'stretch and challenge' process.

At this time there was a strong correlation between the use of the PLP along with motivational dialogue techniques and an increase in retention and success rates. In particular where the PLP was used in a postitive way students exceeded their target grades. To view this presentation follow this link: http://youtu.be/85vw_67EW_E

Since then the PLP has been further developed, staff have received further training in coaching dialogue and retention and success rates have improved even further. The PLP now incorporates an employability passport, especially designed to support the increase in student's employability skills.

In 2011 we were also able to demonstrate how the PLP was being used to provide tutors with personalised advice from the support teams. Students who need support with physical or learning difficulties can now be given relevant support in a timely fashion because of the information tutors receive early on in the academic year. This has now been extended to provide tutors with group information building an online group profile.

This presentation will provide an update on what has happened since MoodleMoot 2011, what Ofsted said about the tool and how staff are now embracing the PLP as integral to their role.

Migrating to Moodle 2	**Long Presentation**
Gary Mahon	

Migrating to Moodle2 represents a major challenge for institutions using Moodle1.9. Not only are there major technical hurdles to overcome but there are also significant changes to business process and the user interface meaning that it requires change management and ensuring the people aspect of the change is addressed.

During the Summer of 2012, a number of our clients migrated from Moodle 1.9.x to Moodle 2. Over the course of these migrations lessons were learned and efficiencies identified.

In this presentation we will firstly outline our experience and lessons learned at a general level. One of our clients will then present their experience of the migration project. From when the decision was made to move to Moodle 2.x including the criteria which informed the institutions move, right up to Go Live at the start of the new academic year. In between, the work of both project teams will be outlined. The details of change management within the institution will be outlined including the effort to create new learning resources for users to aid them in the use of Moodle in their course delivery. A “warts and all” experience from within an institution of their “Move to Moodle 2”

Moodle "IS" grown enough to go to Work....	**Short Presentation**
David Newcomb	

An investigation of how Moodle is being adopted and exploited in the Corporate landscape - and what Corporate sponsors are looking for.

Moodle is making its way past the boardroom and across the enterprise - and it is proving to be a valuable team member if it is used correctly.

Moodle 2 - to move or not to move	**Short Presentation**
Wissam Nahas	

I would like to share with the community the main project which was assigned to the elearning team last year at our institution “To move or not to move to Moodle 2”. We were active users of WebCT since 2000 and we moved to Moodle in 2005. After the release of Moodle 2, we had different options. Either to move to Moodle 2, or to stay for a long period with Moodle 1.9 or search for a new LMS.

During this short presentation, I will be sharing with the community the process of moving to Moodle 2 including the time plan, road map, problems faced, alternatives we found, enhancement we did on our Moodle 2 version, transition period, training faculty, piloting period, course migration, features missing, integrations with 3rd party applications and all obstacles we faced during the move to Moodle 2 and finally our success story. I want to share these issues to encourage others who are

planning to move to Moodle 2 but still reluctant, to go for it on top of all these obstacles. Also to help them avoid the problems we faced.

Moodle 2.4 Administration Map	**Infographic**
Alex Büchner	
The Moodle Administration Map, now in its 4th iteration, has been popular among Moodle admins and users. The latest version of the map (attached) will build on the existing version, but add the following features: • Full Moodle 2.4 support • More visual icons will replace existing ones • Icons of external systems will be used • Map will be optimised • Map will be built from scratch to allow for easier translation in other languages • A new Mahara tram sub-map will be incorporated • Unless the right half of my brain starts producing lactic acid, some ideas will be borrowed from http://stickersonthecentralline.tumblr.com/page/2	

Moodle and External Database Enrolments: Integrating Moodle with a Student Records System	**Long Presentation**
Alex Walker	
The City of Glasgow College was formed when three of Glasgow's city centre colleges merged. Our new Moodle VLE launched at a time when every other IT system in the college was changing. This talk covers: • How we handle the course enrolments for 20,000 students and 1,000 teaching staff • How we automatically pull data from our student record system • How we manage this through Moodle's built-in "External Database Enrolment" plugin. • Pitfalls to watch out for when using external database enrolments. • Our 'Moodle Sidekick' front-end that allows Learning Technologists to manage enrolments, easily find courses and diagnose problems.	

Moodle and Gaming	**Long Presentation**
Pieter van der Hijden	
Moodle has evolved further during the last years, the importance of gaming/simulation and their underlying technology evolved as well. At two earlier Moodlemoots we presented the theme Moodle and Gaming. Time for an update. We will focus on what Moodle has to offer in genuine gaming functionality, in embedding existing games and in connecting to external gaming sites.	

Moodle as the Central Hub of Learning with Tools Plugged-in LTI in action	**Long Presentation**
Gavin Henrick	
At its core Moodle is a user management system, with course areas to which users are given roles and permissions, to access content, and activities and receive grades. These are the core aspects of learning management. However it would not be possible for the Moodle platform to include every possible feature inside the product – there are simply too many tools being created by specialists around the Globe.	

With the external tool in Moodle 2.2, it aims to bridge that gap – being able to reach out to those tools which others create and connect seamlessly to provide access to the users inside Moodle to an external tool or content.

This Presentation looks at which Platforms and Tools work with LTI and demonstrates some interesting options.

Moodle Training: a Shift in Paradigm	**Short Presentation**
Hossein Hamam	

Abstract: The American University of Beirut (AUB) has been using WebCT as the official Learning Management System as early as 2001. In 2005, Moodle was first introduced at AUB where dependence on it has grown ever since. In addition to coping with this change, the IT support staff at AUB had to deal with training educators on how to use Moodle. Back then, the focus was on "dry" and basic Moodle training; like how to create assignments, forums…etc. In addition, educators needed basic training on how to use PowerPoint, Excel and various other computer applications. During the academic year 2007-2008, 78 Moodle related training sessions were offered and were attended by 249 educators.

The number of participants in such training sessions, however, is in a drastic decrease. In the academic year 2010-2011, only 51 educators attended the 23 conventional training sessions that were offered. This drop in the number of participants, did not necessarily reflect decreased interest in using technology-based tools to enhance learning, since it was paralleled by an increase in training sessions (requested individually by educators) that focus on pedagogy and andragogy "like" training on web-enhanced, blended and online learning. It seems that more educators, including newly appointed ones, are now more focused towards the effective use of tools in education, rather than questioning how to use the tool in its simplest form.

This paper will focus on the progression in the use of Moodle and technology by educators at AUB, which seems to be calling for a paradigm shift in training strategies. A shift that should take into consideration that IT support and the Moodle application should be better tailored to the individual needs of educators. One example of many, would be adding an assessment tool based on the personal profile of each user in Moodle that will personalize the help tips for expert users who design blended course or ones for novice users who design face-to-face courses with little web-enhancement.

Moving to Moodle 2.3 from 1.9 - Our experience bridging the gap	**Long Presentation**
Kyle Goslin, Daniel McSweeney	

Over the last number of months, focus has been placed on Moodle Administrators to take the leap from Moodle 1.9 to Moodle 2.3. Theoretically the move could be seen as a logical simple process, but in reality when dealing with a large user base (2,000+) a number of different factors needed to be considered and addressed before the switch could be made.

A number of existing resources, user accounts and carefully constructed courses on the 1.9 installation would need to be migrated to the new server, but without non-necessary courses and redundant student data.

As a solution to this a custom migration process that was developed at the Institute of Technology Blanchardstown to migrate only the relevant courses from a long running Moodle 1.9 server to a

new Moodle 2.3 server with the aim of leaving older redundant courses and data behind.

During this process additional steps were followed to ensure that lecturing staff and students who were currently utilizing the older Moodle 1.9 server were not disrupted.

This paper / presentation outlines a the practical solution, pitfalls and problems encountered over a two month period during the migration to a Moodle 2.3 server for the looming deadline that is the start of the academic year in September 2012.

My Moodle Course: An Experiment in Social Constructionism	**Long Presentation**
Michelle Moore	
Dreaming of a learner-centered course? Like the idea of interactive, collaborative, engaging activities? Would you love to have students spending more time in your course than you expect? Have a hard time imagining what that course looks like? When I began using Moodle, the social constructionist philosophy behind its design really resonated with me. So, when I had the opportunity to teach a graduate level instructional design and technology course in (and about) Moodle, I immediately began thinking about how I could build a course around those same social constructionist ideas. Five years later, the course has evolved and improved with my students acting as faithful test subjects for new ideas and Moodle features. The feedback from students has been great and the results have been amazing! In this session, we'll walk through a typical semester where real work, communication, and collaboration play a large role. Attendees will learn how discussions, peer feedback, journaling, and weekly web conference sessions are used to provide support and a framework for the content students will produce. In addition, I'll discuss the evolution of the course; what was tried, what worked, and what didn't as well as areas that could still use improvement. I'll also share how the philosophy and ideas behind the design of this course has been applied in other settings. During the session, participants will have the opportunity to log in and explore the course. The course will also be available for download under a Creative Commons license as a Moodle backup file.	

Pedagogical & technical aspects of building a large scale solution for live video lectures in Moodle	**Short Presentation**
Itay Ophir, Roy Yarkoni	
This presentation will talk about new pedagogical and technical aspects of the large scale automatic integration of live video lectures and v.o.d recordings into the Moodle site of the Open University of Israel. The presentation will include live demonstrations and a breakdown of the entire workflow developed, including: recording of the lecture, uploading to the CastUp servers, automatic web service integration to moodle for detection of finished movies, automatic video publishing based on course and teacher role and a new interface that includes video and chat side by side. Demonstration will include: 1. New Moodle interface that includes video and chat side by side (pedagogy and technical) 2. New Moodle video recording activities and resources (pedagogy and technical) 3. Workflow diagrams of the entire process	

Participants of this lecture will be able to take from technical and pedagogical elements and adopt similar working models into their Moodle sites.

Promoting internal progression through Moodle and the XCRI-CAP feed	**Short Presentation**
Elaine Garcia	
Ensuring students are aware of, and able to access information relating to progression opportunities is becoming increasingly important and for institutions this is particularly an issue in relation to internal progression. In order to assist with ensuring students have this information in a convenient and timely manner Plymouth College of Art, working with the University of London Computing Centre (ULCC) and with funding from Joint Information Systems Committee (JISC), has developed a Moodle block which, using the XCRI-CAP feed (making the most of course information JISC programme), automatically identifies the most relevant learning opportunities available for study at the institution for each individual user within Moodle and presents these to them alongside a full course catalogue search facility for all courses the institution offers. This presentation will discuss the manner in which this development has been undertaken, how the developed Moodle block utilises the existing XCRI-CAP feed (currently being created by over 60 institutions across the UK) and presents the findings of a research project which tests the effectiveness of the Moodle block when compared to the advice and guidance given by a range of internal staff who may be approached by students seeking information about new learning opportunities. Finally the process by which other institutions may utilise this block will be discussed and feedback regarding the development and any improvements that could make the block more effective will be sought.	

Pushing the boundaries of what can be automatically graded: The STACK and pattern-match question types	**Long Presentation**
Tim Hunt	
STACK is a system assessing and teaching mathematics. It was originally created as a stand-alone system at the University of Birmingham, but is now (STACK 3.0) a Moodle question type. The student answers the question by typing in a mathematical expression which STACK analyses (using the computer algebra system Maxima) to establish whether it has the desired properties. This analysis leads to the grade and targeted feedback that can help the student understand any mistakes they made. The pattern-match question type was created at the Open University for grading student responses up to about 20 words in length. Research by Jordan, Butcher et al shows that for suitable questions, grading is more accurate and consistent than grading by human tutors. Authoring such sophisticated questions is a non-trivial task, but the power of these tools makes the effort worthwhile. This presentation will demonstrate these question types from a student's point of view, and give a brief explanation of the authoring process. We will then discuss some of the issues when including such questions in your course design - issues that are relevant to any online computer-marked assessment.	

SkyDrive and Moodle – integration and collaboration, Manchester Metropolitan University	**Long Presentation**
Phil Danby, Hannah Crumbleholme, Chris Meadows	

This paper discusses various uses of "Windows live" and "Moodle" integration to support collaborative learning as an innovative strategy across various faculties in Manchester Metropolitan University. The integration is used in various ways by faculties to promote collaborative learning within studio activities and beyond the physical landscape of the university by practitioner's operating within the community.

As the tools in the MLE (Moodle 1.9) did not address the pedagogical requirements of various delivery strategies across faculties we needed to explore cloud based tools as an alternative vehicle. Primarily the MLE integration with "Windows Live" meant collaborative spaces across programmes was now possible. All students at MMU have a digital identity and workspace, which includes a "Windows Live" account incorporating SkyDrive, Office WebApps and their MMU email addresses within a SSO environment incorporating the MLE and Mahara.
Key areas of activity:

- Easy student-student collaboration, sharing and peer assessment activities using Moodle as the hub.
- Student-tutor file sharing – e.g. digital journals in OneNote for summative/formative assessment.
- Staff-staff file sharing in Moodle staff faculty areas.
- MLE - Cross-unit collaboration and cross fertilisation using embedded SkyDrive assets such as docs, folders and rich-media.
- Technology assisted formative feedback – delivered directly to Student's SkyDrive folders – video/ annotated imagery/verbal crits/proforma feedback sheets.
- Hub and Spoke relational interactions between MLE and Portable devices allowing greater and faster communication between field-practitioners and University based tutors.
- "Office WebApp Documents" updated live and embedded within the MLE and shared across multiple units and unit instances. Simple editing/updating point for common resources etc.
- Synchronous updating of documents in the MLE from any location without the need for proprietary software installed on a machine.
- Integration of "Windows Live" account as the student workspace allows the efficient re-use of digital assets as portfolio and employment related material, extending beyond the students time at university.

The paper outlines the scope of OneNote, SkyDrive, Office WebApps and their integration with Moodle, to allow cross-disciplinary work, remote access and support, peer-to-peer integration and flexible pedagogic approaches.

Some Random Interesting Plugins for Moodle	**Pecha Kucha**
Gavin Henrick	

There are a lot of plugins available for Moodle now. I have done many presentations on the top 10 essential plugins for Moodle (as have others) but that does leave newly released ones out in the cold as they have not stood the test of time.

This presentation will focus on the recent releases and how to keep up to date with new developments of Moodle plugins!

One example of a plugin to be covered would be the Evernote integration which has been getting a lot of comments recently.

Straight from the mouths of students - informing Moodle development through student-led research and discussions	**Short Presentation**
Leona Norris , Martin Rich	
A short presentation exploring the outcomes of a student-led research activity and further student discussions around exploring and understanding the 3rd year Undergraduate student perspective on how they have used and would have liked to have used Moodle 1.9 throughout their three years of study. These activities will then determine recommendations for enhancing and extending the upcoming implementation of Moodle 2 in the following academic year and impact on future students. The presentation will encapsulate the process involved, final recommendations and the impact these have on our future Moodle.	

Surely that won't work with my subject....	**Short Presentation**
Jono Carney	
A look at how moodle has been used in Bishop Barrington School to deliver art and design lessons and enhance out of school learning with use of video, galleries and assignments.	

The Moodle Mash Up: Benefits and Challanges.	**Short Presentation**
Navdeep Hundal, Catherine Wasiuk	
Students at MMU receive more than just their teaching specific content through the VLE. Over the last 18 months students have been able to access a range of personalised information including assessment information, timetables and library resources. Whilst this seamless integration has offered many benefits to students, it has also resulted in a change in working practices for staff across the institution. This presentation will give an overview of the institutional systems which are integrated with MMU's VLE Moodle. We will discuss the benefits this 'mash up' has had on the student experience as well as the benefits a fully integrated system offers to staff. We will also address the challenges that staff and learning technologists have had to overcome in order to deliver this change.	

The Power of Moodle - how end users can influence the Moodle eco-system	**Infographic**
Leona Norris, Amanda Doughty	
This will be an infographic of how one university (City University) has influenced the continuing growth of Moodle (in our own small way) and hopefully encourage others to do the same. This will be a visual map of how end users can directly impact on the Moodle eco-system locally and globally and give back to the community. It will illustrate how small improvements, direct from the end users themselves, that are fed back into moodle.org can produce tangible results. It will include statistics from the university, the Moodle community and tracker and offer guidance for others also wanting similar results. It will also highlight the importance of others involvement in moodle.org and tracker and recommend areas for further improvement.	

The Question Creator Role: Many Hands Make Light Work	**Long Presentation**
Michelle Moore	
What's one of the best ways to increase quiz security? Create a large question bank and use randomly selected questions on the quiz.	

What's the biggest barrier to a large question bank? Instructors without the time to create large numbers of questions.

Solution: Let the students do it! With the question creator role, students can be tasked with adding questions to Moodle so you don't have to.

Bonus: Students learn more in the process!

In this session, we'll walk through the set up and implementation of the question creator role from the administrator and teacher's perspectives. We'll then demonstrate how students can use their new role to add questions directly to the question bank that you can then use on practice tests, actual exams, or in other review activities. During the session, we'll also discuss possible variations on the role as well as ideas for managing all of your newly created questions.

Theming Moodle for Integration & Usability	**Long Presentation**
Alex Walker	
This presentation is intended to follow on from the "Theming Moodle: The Right Way" session and will cover the decisions we took in theming our Moodle at a higher level, and how we monitor its performance, including: • How the themed the City of Glasgow College Moodle • Where we got our ideas and inspiration from (look and feel, usability) • Creating a consistent look and feel ('Common Visual Language') across our college services. • Increasing engagement using custom course types. • How we monitor the effectiveness of our Moodle using metrics, analytics and heatmaps	

Theming Moodle: The Right Way	**Long Presentation**
Alex Walker	
Many colleges and universities keep the standard Moodle theme, simply adding their logo to the top left. This presentation is aimed at novice developers and Learning Technologists with moderate web skills (such as CSS), and covers: • Don't reinvent the wheel: using Moodle's "parent theme" framework to build on top of the base theme. • Customising CSS: knowing what to change, and how to change it. • Customising page layouts with Moodle's 'layouts' framework. • Customising icons (Moodle interface, activities and file types) using only your theme. • Building 'Accessible' themes and letting the users choose between your standard themes and accessible themes. • Common pitfalls: things you might miss if you're having problems and are new to theming Moodle, such as theme developer mode, clearing caches, CSS specificity and !important. • Tips for cross-browser testing with tools like Firebug and WebKit Inspector, online screenshot tools like Browsershots, and virtual machines.	

Timeline of Moodle Move from Blackboard to Moodle	**Infographic**
Carolyne Jacobs	
This infographic will chart the institution-wide move from Blackboard to Moodle and feature activities designed to familiarise academic and non-academic colleagues with the new VLE as well as those which focused on moving over or re-creating over 2,500 course units in Moodle. In addition, reference will be made to the approach used to set up and configure Moodle as well as constructing	

the underpinning infrastructure. The infographic will take the form of a timeline over two and a half year period and highlight the activities, colleagues involved and communication channels using media graphics and text.

Understanding the Tin Can API	**Long Presentation**
Mark Aberdour	

Tin Can API is the next generation learning standard that the LMS world is starting to adopt. It aims to replace the widely used SCORM standard and offers a number of significant benefits to organisations over this older standard:

- It looks beyond the simple launching and tracking of e-learning modules towards tracking a wider range of learning activities
- Learning activities could range from tutor-led events or seminars to informal learning activities such as reading, watching videos and forum discussions
- Learning activities can be managed across multiple systems so organisations are no longer confined to their single LMS
- Data from many different systems is aggregated into a Learning Record Store which presents a single learning activity stream to the learner
- Aggregated data in the LRS can provide a rich data set for learning analytics solutions

Tin Can API allows systems to send simple tracking statements to an external Learning Record Store (LRS) and also defines the standard for the LRS itself to send and receive data about learning activities. This presents a decision for the Moodle community to make: whether to build an LRS into Moodle or whether to just send tracking statements from Moodle to an external LRS, or both.

This presentation, aimed at learning practitioners as much as developers, will explain what the Tin Can API is, what it can be used for, and the options for how it could be implemented in Moodle. The presentation will include an up to date overview of where the discussion and development work on Tin Can API integration is within the Moodle community and will take a look at what other LMS products have implemented the standard and the approach they took.

The Tin Can API standard should be finalised a month after Moodlemoot Dublin finishes, at which point hopefully it will be all hands on deck to get this implemented into Moodle.

Using Files in Moodle 2 - How it helps	**Long Presentation**
Gavin Henrick	

The new file system in Moodle has had a lot of things said about it. It is different to Moodle 1.9 yes, but also it provides some key usage options which Moodle 1.9 never provided in a scalable robust way.

This hands-on session (presentation for those without devices) will show users a few specific use cases of how the new system can work

- adding files, one by one, or by bulk, by upload and from a repository
- linking to a file in a repository
- linking to files in other courses
- creating a collaborative faculty space for teachers in different courses
- creating a collaborative place for file sharing for teachers in the same course
- renaming files
- updating files

- deleting files

Using LTI in Moodle to easily educate students in your local schools and promote your college	**Short Presentation**
Mark Glynn	

The national strategy for higher education in Ireland (HUNT, C., 2011) made numerous recommendations specifically oriented around teaching and learning. Several specific elements of the strategy such as transition into higher education, collaborative provision of courses, a national student survey, and cross curricular assessment are just some of the aspects that can be addressed by an area of technology referred to as Learner Tool Interoperability (LTI). LTI is freely available through Moodle 2 and Blackboard 9, therefore is part of the college's existing e-infrastructure and involves no additional investment. LTI within a learning management system allows seamless integration of activities (e.g. assignments) from one module with another within the same college. It is also possible to integrate activities and entire modules from one learning management system to another (i.e. in a separate college), without the complications of setting up new passwords and user Ids, student registrations and security concerns etc.

This paper will present an example illustrating the application of LTI where a higher education institution can create a short online course for second level students. The options for the courses and their potential are limitless. These courses once created involve minimal work for the college while providing an excellent "community outreach" activity and branding opportunity for the college.

Works Cited

HUNT, C. 2011. 'National Strategy for Higher Education to 2030'. Dublin: HEA.

Using Moodle to support academic research for Wikimedia Foundation	**Short Presentation**
Mark Aberdour, Dr Chris Davies	

In 2012 the Wikimedia Foundation funded a research study to determine a sound research methodology for analysing the accuracy and quality of Wikipedia articles compared to other popular online encyclopaedias across many languages and subjects. The study would aim to propose a methodology that could be applied to large-scale research projects in future. Moodle was used as the distributed research platform on which researchers from around the world were able to conduct their research efforts.

Moodle was used to:

- register postgraduate students and academic experts as researchers
- provide personalised access to articles relevant to each researcher's specialist subject
- gather qualitative and quantitative feedback on pairs of anonymised articles for each subject
- monitor the progress of the researchers
- export the research data in CSV format for detailed analysis.

The results of the study, carried out by Oxford University and Epic, are freely available online. "Assessing the accuracy and quality of Wikipedia entries compared to popular online encyclopaedias: A comparative preliminary study across disciplines in English, Spanish and Arabic" is available under Creative Commons at http://commons.wikimedia.org/wiki/File:EPIC_Oxford_report.pdf.

In order to help future Wikipedia or other distributed, academic research projects the Moodle platform configuration is published as a Moodle 2.1 Flavour (a downloadable package of modules and configuration settings) and an associated Course backup file under Creative Commons via commons.wikimedia.org.

Using the activities in Moodle to present difficult concepts and new vocabulary.	**Short Presentation**
Navdeep Hundal, Catherine Wasiuk	
In this presentation, we will explore some ideas of how to use a range of Moodle's activities to present difficult concepts and new vocabulary to your students. Part of becoming a new student in HE requires learning new concepts and vocabulary quickly. Often experts in a field can talk and write in acronyms, abbreviations and shorthand and sometimes forget that some concepts are completely alien to students new to a subject or topic. In the past, it was likely that new vocabulary and concepts were introduced via lectures, seminars or just plain Word documents. However, within Moodle, there is a great opportunity to introduce new vocabulary and concepts using its inbuilt activities so that students can learn these new skills in a variety of ways. We will be specifically focussing on glossaries, quizzes, and forums to demonstrate how well designed activities in Moodle can support students in acquiring new vocabulary and understanding new concepts. We will also provide our audience with some examples of how this has been embedded within the curriculum at Manchester Metropolitan University.	

Using the LIS standard for data integration between Moodle and SISs.	**Short Presentation**
Phil Nicholls	
This presentation will look at how taking an approach based on the Learning Information Services standard (IMS Global, LIS 2.0) can help overcome the problem of data integration between Moodle and student information systems. Phil will discuss the pros and cons of taking a standards-based approach and will talk through how to get to grips with a services-based standard and how to avoid potential pitfalls. He will draw on his experience of working with IMS Global on the LIS standard and will be able to provide examples from real life.	

Why Moodle?	**Pecha Kucha**
Michelle Moore	
If you compare a list of Moodle's features against those of other learning management systems, it can be difficult to see what sets Moodle apart. Assignments - check. Forums - check. Quizzes - check. Unfortunately, more often than not, these feature lists are where the comparisons end. Many Moodle users know Moodle only by what they see on the screen when, in fact, there's so much more to it. Moodle is exceptional in very important ways. If you'll give me six minutes and forty seconds, I'll tell you how and, more importantly, how these differences benefit you. ---------- (For the reviewers--the key points I intend to address are: • How Moodle is open source in name and in spirit and how that philosophy gives us ownership, flexibility, and opportunities that are not always true of other "open source" software • How Moodle is driven by the social constructionist pedagogy which translates into some very cool features and, furthermore, opens the door to possibilities for effecting real change	

- Moodle's diverse and powerful feature set beyond what's seen in the activity and resource drop-down menus; here I'll talk about things like the roles and permissions system and how that makes it possible for teachers to implement ideas not often possible in other learning management systems.)

XML in Action: Scalable Course Development (and the answer to the 'Scroll of Death')	**Long Presentation**
Ken Currie	

Coursera, Udacity and EdX have fired a warning shot across the bows of UK higher education (Edinburgh University excepted). The response from the rest of the UK must be a good one.

However this is going to be difficult if our current efforts persist in falling foul of the 'Scroll of Death'. Our collective response must embrace the issues raised in the recent HEFCE Online Learning Task Force report (Collaborate to Compete), and counter with altogether better offerings. We have time, as the business case and possible models for Coursera et all and today's MOOCs are uncertain, but we do have to be 'better' if the world is going to notice and want our future online education. One option for being 'better' is by design, something that also conveniently eliminates the 'SoD' problem.

Another option is to have smarter and more agile content which, inescapably we think, involves a rich semantic mark-up (XML) and very smart semantic interpretations of that content.

The best option is to include both design and smarter, more agile, content.

With design, smartness and agility in place we can be more than a match for the commercialisation of US higher education. We will present a full edit/publish/deliver cycle for a massively integrated and complex Moodle course (one 20 credit course from a UK Masters programme) live during a presentation of XML in action.

You can judge the quality of the output, and the SoD issue solution here:
http://globalonline.napier.ac.uk/learn/ (enuguest/enuguest)
You can begin to think what form of customisation you might wish us to incorporate during the presentation.