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Titolo	Moodle 1.9 for teaching 7-14 year olds [[electronic resource]] : beginner's guide : effective e-learning for younger students, using Moodle as your classroom assistant / / Mary Cooch
Pubbl/distr/stampa	Birmingham, U.K., : Packt Pub., 2009
ISBN	1-282-06331-6 9786612063312 1-84719-715-9
Descrizione fisica	1 online resource (236 p.)
Disciplina	371.334 372.1334
Soggetti	Computer-assisted instruction - Computer programs Open source software Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Cover; Table of Contents; Preface; Chapter 1: Getting started; First impressions; Time for action-customising our course page; Making changes on the course page; Getting the best out of the side blocks; Time for action-moving, adding, and deleting blocks; Useful (and less useful) blocks; Making our own side blocks in Moodle; Time for action-configuring an HTML block; Customizing the middle section; Using the HTML editor; Where does Moodle store our stuff?; Time for action-setting up the course files area; Brightening up the course page with images Time for action-uploading images to our Moodle page Adding links to other web sites in Moodle; Time for action-making a click here link to a web site; Summary; Chapter 2: Adding worksheets and resources; Putting a worksheet on Moodle; Time for action-uploading a factsheet on to Moodle; Time for action-displaying our factsheet on our course page; Putting a week's worth of slideshows into Moodle; Time for action-getting a whole folder of work into Moodle in one go; Time for action-displaying a whole folder on Moodle; Making a 'click here' type

link to the River Thames web site

Recap-where do we stand?Creating a worksheet about flooding, directly in Moodle; Time for action-typing our flooding worksheet straight into Moodle; Online worksheets-some ideas to consider; Making our page prettier; Time for action-improving the look of our course page; Summary; Chapter 3: Getting Interactive; How do we do all this?; Getting our class to reflect and discuss; Time for action-setting up a discussion forum on Moodle; How do we moderate the forum?; Why use a forum?; Carrying on the conversation in real time-outside of school; Time for action-setting up a chat room in Moodle
Why use Chat? (and why not?)Making our own class Glossary; Time for action-getting students to create their own Glossary; Showcasing the plans in a database; Time for action-setting up a database; How far have we come?; Giving our class a chance to vote; Time for action-giving students a chance to choose a winner; Finding out the students' choice; Why use Choice?; Announcing the winner; Writing creatively in Moodle; Time for action-setting up an online creative writing exercise; Marking students' work on Moodle; Other ways to set and mark work in Moodle; Collaborative story-telling
Time for action-getting our class to work together on an online storySummary; Chapter 4: Self-marking Quizzes; Forget the paper; Hot potatoes-cool learning; Time for action-getting a program to create our self-marking activities; Time for action-matching rivers to continents with the JMatch Hot Potato; Time for action-getting our matching activity into Moodle; Consolidating knowledge with Hot Potatoes activities; Time for action-creating a self-marking gap-fill exercise; Time for action-making a self-marking crossword exercise; Time for action-making a self-marking mixed up words exercise
Time for action-making a self-marking multiple-choice quiz

Sommario/riassunto

Effective e-learning for younger students using Moodle as your Classroom Assistant
