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| Titolo | Moodle 2 for teaching 7-14 year olds : beginner's guide : effective e-learning for younger students, using Moodle as your classroom assistant // Mary Cooch |
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| ISBN | 1-280-67748-1 9786613654410 1-84951-833-5 |
| Edizione | [2nd ed.] |
| Descrizione fisica | 1 online resource (259 p.) |
| Collana | Open source : community experience distilled |
| Disciplina | 005.3 371.33/4 |
| Soggetti | Instructional systems - Design Computer-assisted instruction - Computer programs Open source software |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | On cover: Learn by doing : less theory, more results. Includes index. |
| Nota di contenuto | Cover; Copyright; Credits; About the Author; About the Reviewers; www.PacktPub.com; Table of Contents; Preface; Chapter 1: Getting Started; First impressions; Time for action - customizing 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 text editor; Brightening up the course page with images Time for action - uploading images to our Moodle page What if you don't have any good images on your computer?; Adding links to other websites in Moodle; Time for action - making a click here link to a website; Summary; Chapter 2: Adding Worksheets and Resources; Putting a worksheet on Moodle; Time for action - uploading a factsheet on to Moodle; What can you pick from the File picker?; Putting a week's worth of slideshows into Moodle; Time for action - getting a whole |

folder of work into Moodle in one go; Making a 'click here' type link to the River Thames website
Recap-where do we stand now? Making a multimedia 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 look 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; Why use Choice?; Announcing the winner; Writing creatively in Moodle; Time for action - setting up an online creative writing exercise; Time for action - 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 story; Summary; 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

Sommario/riassunto

Effective e-learning for younger students, using Moodle as your classroom assistant
