

Assignment 3.4 ONLINE SUPPORTED COURSES – PROTECTED WITH LOGINS

MASSONE was the Commonwealth of Massachusetts' attempt at providing us some online support.

Go to [Teachers](#) at the MassOne website. Summarize the answers to these questions:

1. What tools and services does MassONE offer? | How can MassONE Help Me in Class?

MassONE offers many services for teachers. These include workgroups, Virtual Hard Drives, a My Folder which gives you a personal storage space to store files remotely, Discussion Forums, SurveyTool, Teaching and Learning Resources, Curriculum Tools, and a Quick Search tool to find "lesson plans, primary sources, and other educational web sites."

[Administration](#) [Finance/Grants](#) [PK-16 Program Support](#) [Information Services](#)

Massachusetts Online Network for Education (MassONE)

MassONE Tools and Services

MassONE is becoming part of daily life in schools across the state. It consolidates the following tools into one statewide teaching and learning environment:

Workgroup
MassONE is structured around learning communities, called workgroups. Workgroup members can include educators, students, members of educational organizations, and Department of Elementary and Secondary Education staff. Each workgroup has its own "home page," where announcements can be posted.

Virtual Hard Drive (VHD)
Each workgroup has its own Virtual Hard Drive, where members can store and share documents. Educators can also set up a "dropbox," which allows students to securely submit homework while keeping it out of view from other students.

My Folder
Every MassONE user has a personal storage space, making it possible to store and access files from home, a local library, or any place with Internet access.

Discussion Forums
Each workgroup has its own discussion forum. Teachers can use forums to engage students in online discussion, while districts can use the forums to provide online professional development. MassONE also offers statewide forums for educators on specific topics.

Survey Tool
This tool makes it possible to quickly construct an online survey, offer it to members of a group, and then access survey results for the group. Teachers can also use this tool to create quizzes that students can complete online.

Teaching and Learning Resources (TLR)
MassONE offers links to thousands of online curriculum resources, standards-based lessons, multimedia, Internet safety activities, and past online professional development courses. The resources provided by Thinkfinity can be searched by key word, grade level and subject.

Curriculum Tools
These tools offer an easy way to create standards-based lesson plans. They include a template where users can enter information such as key concepts, activities, and assessment strategies. Also included is a standards database, which allows users to quickly identify the curriculum or vocational standard(s) that the lesson focuses on. Once completed, lesson plans are stored on MassONE, where the creators have the option of sharing them with others.

Technology Self-Assessment Tool (TSAT)
This online tool allows educators to quickly find out which skills they need to acquire in order to best help their students. The tool can aggregate teacher data (anonymously) for a school or district, allowing administrators to see where the need for professional development is greatest.

2. How can I register? | How can I get my students a MassONE account?

To get a MassONE login teachers can contact their District MassONE administrator and have them create an account, or if your district doesn't have an Admin, you can print out the Individual Authorization Form on your school's letterhead and print it out have your principal sign it and then mail or fax it to MassONE. They will then send you your username and a temp password. To get your students registered (in grades 5-12) you create a workgroup and add your students to the roster. Then the teacher can provide the students with their usernames and passwords.

Massachusetts Online Network for Education (MassONE)

Registration for Students in Grades 5-12

Students who wish to have a MassONE account must be attending a public school and be in grade 5 or higher. The student's teacher must first obtain a MassONE account from the school or district. This educator will need to administer the shared resources for the workgroup to which the student(s) will be assigned and supervise the students' activities in MassONE. For information on registration for adults, please refer to Teacher Registration.

Classroom teachers can create student accounts simply by rostering students into their classroom workgroup. The roster tool allows teachers to search for the names of students in their school, select the names, and then add them to the workgroup. The tool will also produce a list of students' usernames and passwords. To access the roster tool, log into MassONE, select the appropriate workgroup (your name classroom), click the "Admin" icon at the top of the page and then click "Roster Members into,,,"

If you need help registering your students please contact your MassONE Admin listed on the [MassONE Admin list](#). If your school or district does not have a MassONE Admin, please contact the Helpdesk at 781-338-3020 or MassONEHelp@doe.mass.edu.

3. What responsibilities do MassONE users have? .

In the Acceptable Use Policy (which, notably, was written in October 2005, a long time ago by internet tools standards) it states that each group of user has particular resources. Admins are for ensuring "that only educators and students in his/her district or organization are registered

users of MassONE.” They are also responsible for making sure that educators are following the acceptable use policy. If they suspect a teacher is not abiding by the rules they can request access to the account and check. They also have the responsibility of reporting any violations to MassONE. Educators are responsible for teaching “students about safe and responsible use of the Internet and MassONE.” They are also required to monitor student use and intervene if there are any issues. They are also responsible for educating students about the Acceptable Use Policy. Like an administrator, the teacher can request access to a Student’s MassONE account to verify that they are using MassONE appropriately. Students are responsible for learning about the Acceptable Use Policy as well as internet safety.

2. User Responsibilities

It is the responsibility of any person using Massachusetts Online Network for Education (MassONE) resources to read, understand, and follow these guidelines. In addition, users are expected to exercise reasonable judgment in interpreting these guidelines and in making decisions about the appropriate use of MassONE resources. Any person with questions regarding the application or meaning of these guidelines should seek clarification from his or her MassONE Admin or from MassONE, as appropriate. Use of MassONE resources shall constitute acceptance of the terms of these guidelines. Upon terminating employment or enrollment in a Massachusetts school district or educational organization, a user is required to notify his or her MassONE Admin or MassONE.

A. MassONE Admin Responsibilities

It is the responsibility of the person who has been designated as a MassONE Admin to ensure that only educators and students in his/her district or organization are registered users of MassONE. The administrator is responsible for making certain that the educators and students in the district or organization understand and abide by the Acceptable and Unacceptable Uses policy as stated in this document (Paragraph 3). If a MassONE Admin has reason to believe that a user (educator or student) is misusing the system, the administrator has the right to request that MassONE allow him/her to access to the user's account in order to review the use of MassONE tools by the user. It is also the responsibility of the administrator to report any misuse of the system to MassONE.

B. MassONE Educator Responsibilities

It is the responsibility of educators who are using MassONE tools with students to teach students about safe and responsible use of the Internet and MassONE. Educators are responsible for monitoring students' use of these resources, and to intervene if students are using them inappropriately. Educators should make sure that students understand and abide by the Acceptable and Unacceptable Uses policy as stated in this document (Paragraph 3). If an educator has reason to believe that a student is misusing the system, he or she has the right to request that MassONE allow him/her to access the student's account in order to review the use of MassONE tools by the student. It is also the responsibility of the teacher to report any misuse of the system to his/her MassONE Admin or directly to MassONE.

C. MassONE Student Responsibilities

It is the responsibility of students who are using MassONE tools to learn about safe and responsible use of the Internet and MassONE. They are responsible to use of these resources appropriately. They must abide by the Acceptable and Unacceptable Uses policy as stated in this document (Paragraph 3). If a student is misusing the system, educators in the district or the MassONE Admin must report it to MassONE, and MassONE has the right to discontinue his/her use of the system.

4. How can I learn more about MassONE?

To learn more about MassONE you can view the [Online MassONE Admin Training](#), or use the [Online Professional Development link](#) under Training and Professional Development on the MassONE site.

Massachusetts Online Network for Education (MassONE)

Training and Professional Development

To help districts fully benefit from MassONE's tools and resources, MassONE offers a variety of training and professional development opportunities.

➤ [Online MassONE Admin Training](#)

➤ [Online Professional Development](#)

last updated: November 23, 2009

5. Here's is an evaluation of MASSONE done in September of 2011. Scan the document and supply three items you learned. http://massone.mass.edu/0911wested_eval.doc I thought I saw something recently that MASSONE was being “retired” this summer. Please let me know if you see anything confirming this.

About MassONE’s discontinuation:

▼ MassONE Discontinuation

MassONE Sunset

For the last twelve years the Department has provided a set of online tools via the VES and MassONE portal to help districts extend teaching and learning opportunities. However, with the inception of new technologies, the Department will discontinue MassONE's operation on July 1, 2013 in order to support the new teaching and learning platform Edwin. At this time, Edwin will only be available to district **educators** and **administrators** that have "signed up" for it in the RTTT application.

Please take the necessary steps to retrieve your files out of MassONE prior to July 1st, 2013. The "Save archive" will allow the retrieval of files from the VHD and My Folder tools.

If you have questions or concerns regarding MassONE's discontinuation, please contact the Helpdesk at: <mailto:MassONEHelp@doe.mass.edu>

Start: Feb 2, 2013 12:17 AM

End: Aug 4, 2013 12:17 AM

1. *Rostering is difficult*- This is a significant issue. Many teachers said that, "Rostering was mentioned as the most burdensome part of using MassONE, as well as the component that can discourage many users." If the first step to using an application/service like MassONE is burdensome and discouraging that is very bad. It does not bode well for the continued use of the program and often indicates other issues down the road.
2. *Things Students Dislike About MassONE*- It was interesting to read this section to see what students thought were the challenges. I think in any service like MassONE the challenges faced by the end user are the most important. The fact that the system failed a few times is discouraging, a system like this should not fail or go down to the point where it is noticeable or impacts the use of the service. Requiring too many clicks or not being intuitive enough can be a huge downfall because students may just give up, or not be able to find exactly what they are looking for. In addition it causes the teacher to do more work creating step by step instructions on how to get to where the students need to get to. The last two were important because they indicated no record of completed work or ability to contact the teacher within the service. These are critical for students for the sake of accountability and seeking help if needed. Any service like this should include as much confirmation and record keeping as possible, as well as features to keep users in the service as much as possible. To have to go outside of MassONE to contact the teacher is silly.
3. *MassONE vs. Free Services*- The single statement in the "Reflections and Recommendations" section: "It is important to ask what is the added value of MassONE or some other system, compared to what is already available for free on the Internet." Summed up my thoughts on MassONE. Why are we dedicating precious education tax dollars to a system that contains tools that can be found for free on the internet which are MUCH simpler to use, and much more feature-rich. I think MassONE as a concept is great. But it was poorly designed and poorly implemented. It seems as if it didn't go through a pilot phase or any kind of audience testing. I agree with the report's suggestion that if any additional funding or investment is to go towards MassONE the DESE needs to look very critically at what is available for free online. Maybe MassONE turns into a recommendation engine that aggregates educational tools available online and recommends them to teachers based on what they are looking to accomplish.

Reflections and Recommendations

MassONE, as a portal for educators to collaborate, engage in professional development, and use with students, has many features that educators across the state value. MassONE has stayed relatively static in its offerings, except for the recent addition of Moodle for professional development that was required for those receiving Title II Technology Grants. At the same time, the landscape of educational technology and e-learning has changed dramatically in the past three to five years. The innovation that MassONE brought to educators for free now faces competition from commercial and open-source tools and programs. A frequently heard comment is that “You can do X (e.g., have a personal workspace, collaborate, host a discussion forum) with MassONE, but Y (e.g., Moodle, Blackboard, Google Apps, iTunesU) does it better.” Educators and their students are used to interactive uses of web-based technology, from wikis to social networking, and Web 2.0 features. Compared to these, MassONE is described as clunky and outdated.

Individuals interviewed for this evaluation, including teachers, professional developers, and staff at the ESE reported there is a need for some kind of virtual instructional portal for use with students and as a community of educators – for example, to share curriculum resources and materials – but whether this tool should be MassONE or something else is a question that remains. Prior to a major investment in MassONE or a decision to end a portal because so many tools are available for free on the Internet, the ESE needs to carefully consider the vision, purpose, and commitment to a state-wide portal for educators. It is important to ask what is the added value of MassONE or some other

One quick note when it comes to MassONE: As I mentioned a few times, it seems out of date. I haven't been a teacher for just a few weeks more than a whole year. But, I did an experiment to see just how good district administrators were, and found that my account is still active. I can still login and do anything a teacher can do using my old MassONE credentials. This tells me that MassONE needs more oversight and training to ensure that admins are regularly cleaning out old users and doing their best to adhere to the Acceptable Use Policy regarding who can and can't use MassONE. Hint: I should NOT be able to access MassONE anymore. But I also wasn't surprised that I still could. It fits with the whole mantra of MassONE.

MOODLE:

Moodle is a Learning Management System (LMS), Course Management System (CMS), and/or a Virtual Learning Environment (VLE). So is Blackboard Learn (which we are using) and Blackboard Engage (formerly Edline). Moodle is a direct competitor to Blackboard. Blackboard Learn has merged with WebCT. You have seen through this course what kinds of things can be done with Blackboard; Moodle supports features such as posting of documents, grading features, discussion forums, wikis etc. Moodle is “Open Source” so many people contribute to its development and it is free of licensing fees. One cost is the server than someone runs to host the Moodle course, but this is much cheaper than running a web server AND paying the licensing fees. There are free or low cost options for systems. You may want to check out Romeo Marquis' Learning Curve site: <http://www.thelearningcurve.org/> or <http://moodleshare.imgsoftware.com/>. Knowing a bit about Moodle is important as it can enhance your classroom in many ways. I found a site that said they'd host a Moodle course for teacher for free on a web server someplace in the world. This site helps pay for the administration by allowing Google ads: <http://webteachertools.com/>.

Read the play “ [The Good Teacher](#) ” and answer the questions as you go.

6. Act 1: Estimate the percentage of your colleagues are “Pretty Good Teachers?”

About 60% of my colleagues are “Pretty Good Teachers”

7. Act 2: How can an online course help in vocabulary development? How can a forum or discussion board be used with peer editing?

I find that when I write my thoughts down they are more intelligent and well thought-out. Forums and Discussion Boards force students to think about what they are writing instead of just spewing the first thing that comes to mind in an in-class discussion. They also have the ability (though some don’t take advantage of it) to review and revise before posting. A forum or discussion board is GREAT for peer editing because a student can post their writing, and then other students can read it at their leisure and comment and make suggestions on the same page. Then, the original student can see the comments and suggestions and take them into consideration for a second draft. And then the process repeats itself until a final draft is produced.

8. Act 3: How can a discussion board “equalize” the volume of a student’s voice?

In class, the louder, more vocal students tend to speak more and get to “have the mic” more often. Even if the teacher is diligent about calling on students so all get an equal chance to participate, it is hard to quiet the overly enthusiastic student. On a discussion board everyone has their own thread and it’s not like one thread shouts out more than the others. They all get equal playing time.

9. Act 5: How could an online course motivate your students (and/or parents)? How could it extend your classroom beyond class time?

Students like technology. They use the Internet and computers to interact regularly. So, if you put your course or some activities online, they are likely to be motivated more than just reading a textbook and writing answers in a notebook. Also, some students are really good at technology and might love the opportunity to show off their skills where reading a book and writing on paper might be less their forte. It also allows parents to join the fun. Parents can log in to the course and in real time see what students are doing. Additionally, since the Internet is available all of the time, students who are really interested in the work can even continue to work on their projects/assignments at home by simply logging into the site.

10. Act 6: What are options for students without Internet access at home?

This was a contentious issue when Hopkinton wanted to go 1:1. But a very creative solution was to do two things: One, to extend after school hours so that students could use the wi-fi connection after school to get their work done on their laptops. The other was to partner with the town library to add computers connected to the school network so that students could access everything they would access at the school any time that the library was open. In addition, students would have first priority with the computers so that others wouldn’t hog them.

11. Act 7: How can an online course help with school-to-home communication? Have you found computer-based drill and kill practice quizzes useful? What are some of the advantages and disadvantages of these types of programs?

School-to-home communication is very important and online courses can play a huge role in enhancing it. Many online courses include grading programs. So parents can log in and see grades and progress in real time as the teacher enters them. Also, the teacher can have a “Practice” section in the online course that parents can access with their students and have them work on practice drills to enhance what was taught in class. The advantages are clear, that students can get extra practice, parents are aware of what’s being taught and can have a role in enforcing learning at home. The disadvantages include students that don’t have internet at home, this may put them at a disadvantage if programs like the ones I mentioned above are not in place. Also, some parents are not tech-savvy and may not know how to access these practice drills or

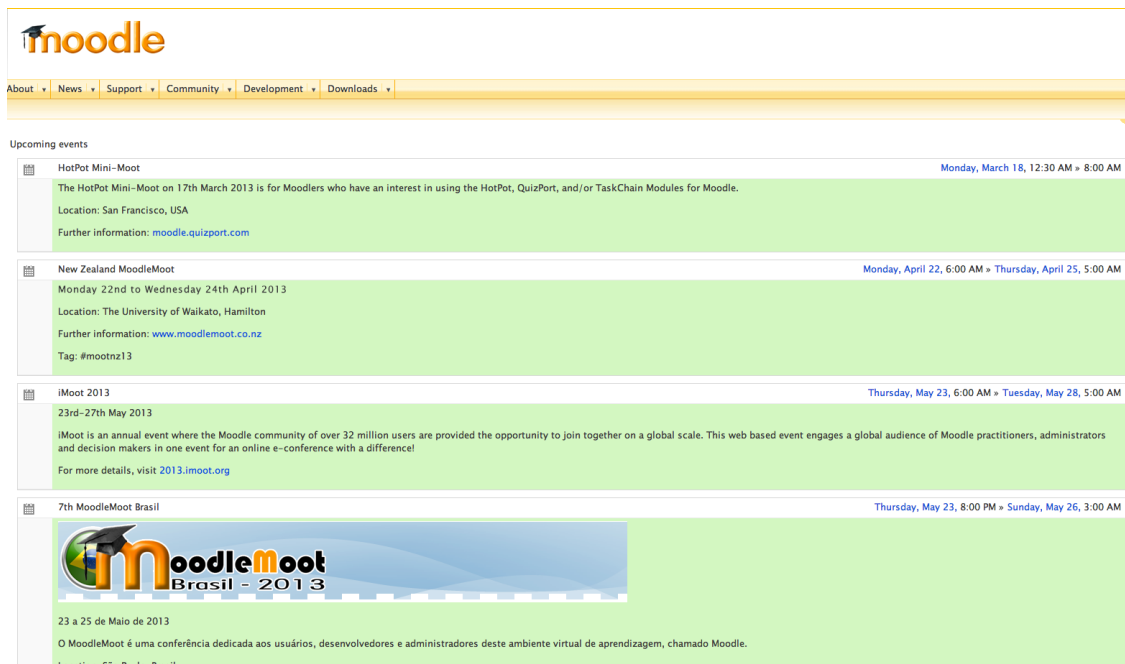
assignments.

12. Act 8: How could a podcast be used with your students?

Podcasts are really cool tools to use in a class. One of the best ways to use podcasts is to summarize the day's lesson by talking about key points and what students should review for a test or quiz. They are also helpful for parents to listen to with the students so that the parents know what is going on in class. The podcasts can be posted in the online course so they can be listened to any time. They can also be downloaded and listened to on an iPhone, iPod, or any Mp3 player.

13. Epilogue: What is a MoodleMoot? When and where is it this year?

A MoodleMoot is a conference for teachers, administrators, and other Moodle users to collaborate on Best Practices, tips and tricks, and other uses of Moodle. There are many MoodleMoot gatherings coming up all over the world. To find out exactly where they are close to you, you can go to: <https://moodle.org/calendar/view.php>. The next one in the US is a mini-moot in San Francisco on March 17, 2013.



The screenshot shows the Moodle.org website with a navigation bar at the top containing links for About, News, Support, Community, Development, and Downloads. Below the navigation bar, the 'Upcoming events' section lists four events:

- HotPot Mini-Moot**: Scheduled for Monday, March 18, 12:30 AM to 8:00 AM. Description: The HotPot Mini-Moot on 17th March 2013 is for Moodlers who have an interest in using the HotPot, QuizPort, and/or TaskChain Modules for Moodle. Location: San Francisco, USA. Further information: moodle.quizport.com.
- New Zealand MoodleMoot**: Scheduled for Monday, April 22, 6:00 AM to Thursday, April 25, 5:00 AM. Description: Monday 22nd to Wednesday 24th April 2013. Location: The University of Waikato, Hamilton. Further information: www.moodlemoot.co.nz. Tag: #mootnz13.
- iMoot 2013**: Scheduled for Thursday, May 23, 6:00 AM to Tuesday, May 28, 5:00 AM. Description: iMoot is an annual event where the Moodle community of over 32 million users are provided the opportunity to join together on a global scale. This web based event engages a global audience of Moodle practitioners, administrators and decision makers in one event for an online e-conference with a difference! For more details, visit 2013.imoot.org.
- 7th MoodleMoot Brasil**: Scheduled for Thursday, May 23, 8:00 PM to Sunday, May 26, 3:00 AM. Description: 23 a 25 de Maio de 2013. O MoodleMoot é uma conferência dedicada aos usuários, desenvolvedores e administradores deste ambiente virtual de aprendizagem, chamado Moodle. Location: São Paulo, Brasil.

Moodle has setup three demo sites: one for an administrator of a Moodle server, one for a teacher of a Moodle course and one for a student in a Moodle course. These sites are available for you to try and then the site gets reset. Go to <http://demo.moodle.org/> and login as a each of the roles to see the differences. Some key features of both Blackboard and Moodle include document management, posting of documents for general view, resource links, discussion forums/boards, chats, quizzes/tests and wikis. There is also the ability to monitor all the activity with course statistics or archiving options.

14. Go to http://docs.moodle.org/22/en/Standard_roles . Explain the current various roles within this LMS (e.g. administrator, teacher, student and the **others**).

Site Administrator- This role has the ability to do anything in Moodle. They have the highest level of permissions and can do anything that any other role can do.

Manager- A manager is a more controlled Administrator. The Administrator can determine exactly what the Manager can and can't do. It is recommended that for normal everyday admin use, the Manager role be used so as not to mess anything up.

Course Creator- Typically for a department or curriculum head, the course creator can create courses and see hidden courses and interact with all courses as a "Teacher"

Teacher- Teachers have access to and can do anything in their course.

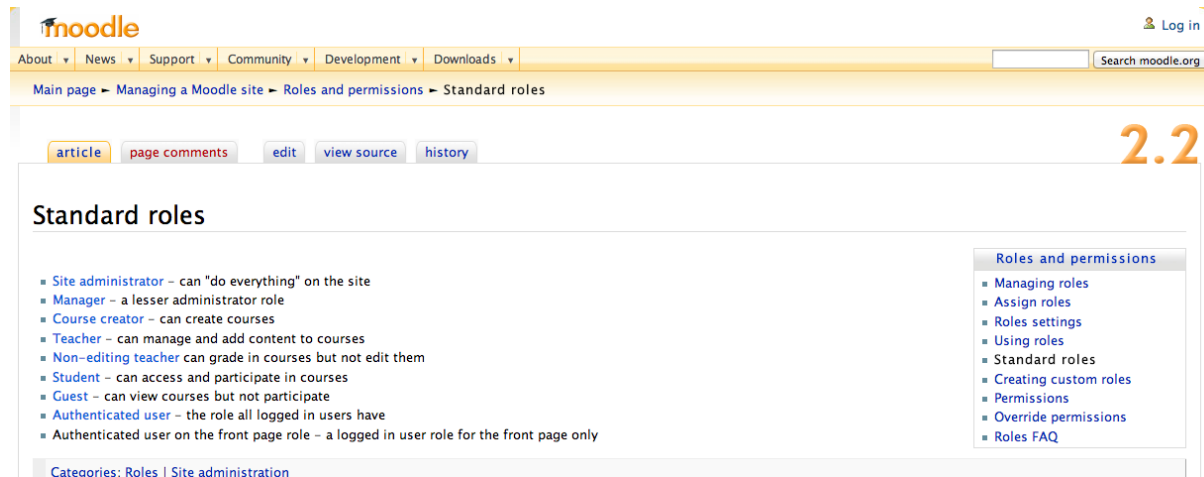
Non-Editing Teacher- Usually for a teaching assistant or a similar role, this person can see the course, open student submissions, but cannot delete or alter any part of the course.

Student- This role can access a course, read materials, and complete assignments, but this role cannot see the gradebook or make any changes to the content on the site.

Guest- This role has read-only access to a course. They cannot complete assignments, make discussion board posts, etc. But they can see the whole course.

Authenticated User- This role can edit their profile, send messages, blog and do anything outside of courses, but does not (with just this role) have access to courses.

Authenticated use on the front page- A user that can log in but can only see the front page and cannot interact with the site any other way. i.e. courses, messages, profile, etc.



The screenshot shows the Moodle website interface. At the top, there's a navigation bar with links like About, News, Support, Community, Development, and Downloads. Below this is a breadcrumb trail: Main page > Managing a Moodle site > Roles and permissions > Standard roles. The main content area is titled 'Standard roles' and contains a list of roles with their descriptions. On the right, there's a sidebar titled 'Roles and permissions' with a list of links. The page number '2.2' is displayed in the top right corner.

- **Site administrator** – can "do everything" on the site
- **Manager** – a lesser administrator role
- **Course creator** – can create courses
- **Teacher** – can manage and add content to courses
- **Non-editing teacher** can grade in courses but not edit them
- **Student** – can access and participate in courses
- **Guest** – can view courses but not participate
- **Authenticated user** – the role all logged in users have
- **Authenticated user on the front page role** – a logged in user role for the front page only

Categories: Roles | Site administration

15. Click on [course homepage](#) . Read this page. Click on [block areas](#). Explain the following three types of blocks including the (1) [Activities](#) block, (2) [Resources](#) block (additional information: [adding resources and activities](#) ; also scroll down on the [course homepage](#)) and (3) [Administration](#) block.

1. **Activities Block-** This is where students can see various interactive activities categorized by things like Assignments, Quizzes, Chats, Surveys, etc.

2. **Resources-** Resources are items that teachers can add to a course to support learning. Resources can include books, URLs, PDFs, Word documents, etc.

3. **Administration-** The Administration block is where students or teachers can do administrative things. For teachers, this is where they can backup/import/export their course, turn editing on, go to Settings, and more. For students, they can edit their profile, or see their grades.

moodle Log in

About | News | Support | Community | Development | Downloads

Home > Moodle Docs > English > Course administration block

1.9

article | page comments | edit | view source | history

Course administration block

Most of the links in the administration block in a course are only visible and available to teachers of the course. Students see a course administration block with just two links - [Profile](#) and [Grades](#) (assuming "Show grades" is set to yes in the [course settings](#)).

Please use the menu on the right to find more specifics about each course setting.

Features in the administration block allow teachers to manage [Course settings](#), [student](#) and [teacher](#) enrollments and their [groups](#), view the course [gradebook](#), create custom [grading scales](#) and access the Teacher forum. The teacher forum is a private forum only available to teachers of that course. It can be used to discuss the course content, the direction the course could take or even to attach files to that can be shared among the course teachers.

Administration

- Turn editing on
- Settings
- Assign roles
- Grades
- Outcomes
- Backup
- Restore
- Import
- Reset
- Reports
- Questions
- Files
- Profile

Common adjusted settings

There are many ways to set up a course. Here are a few ideas about course settings.

Under Edit settings, teachers can set the [course format](#), which changes how the [Course sections](#) in the center column will appear to the student. Here are 4 common settings:

- Weekly format** - Creates weekly sections based upon start dates. Thus activities and resources placed in a week, will be revealed when week starts.
- Topic format** - perhaps best for asynchronous enrolments.
- Social format**
- SCORM format** SCORM module can be loaded with this format.

The "Hide sections" will only show the student the name of the section but not the content with a section is hidden by the teacher or Moodle.

Another feature of the course administration block is the [Files](#) link. For Moodle 2.0 users, please see [Repositories](#). A teacher can upload any digital content for inclusion in an activity or as a resource for viewing or downloading. Files can be moved, renamed, or deleted. Some files can be edited directly. Teachers can also create a directory and display the whole contents of that directory to course students using the "add resource" drop down in any course section. Of course if your content resides out on the web then you don't need to upload the files at all by using the "add resource" menu or creating an HTML link on a content page.

Using the availability setting can hide the course from students but allow the teacher to work on it.

Course administration

- Settings
- Assign roles
- Grades
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reset
- Reports
- Questions
- Files
- Profile
-
- Teachers (pre-1.7)
- Students (pre-1.7)
- Grades (pre-1.9)

Moodle 1.9 course administration block

16. What is a **SCORM** ? Why is it important?

SCORM is a formatting standard for programmers to design online course materials. This way they will work on several learning management systems and be interoperable regardless of what program you are using. This is important because it ensures that as schools move between LMSs and online course systems that content is transferrable and does not need to be re-developed.

SCORM Explained

QUESTIONS ABOUT SCORM?

ASK AWAY! We are happy to help. No pressure, no hard sell, just friendly, informed advice.

Need to become
SCORM conformant?

>We can help



SCORM for LMSs

Creating a SCORM LMS is a *ton* of work. SCORM Engine makes it easy. **GET HELP**



SCORM Cloud

Test your SCORM content, deliver it anywhere, invite learners, and track it all. **TRY IT**



SCORM Authoring

Create SCORM conformant content easily with SCORM Driver. **LEARN MORE**

BUSINESS OF SCORM | TECHNICAL SCORM | SCORM RESOURCES | GLOSSARY

What is SCORM?

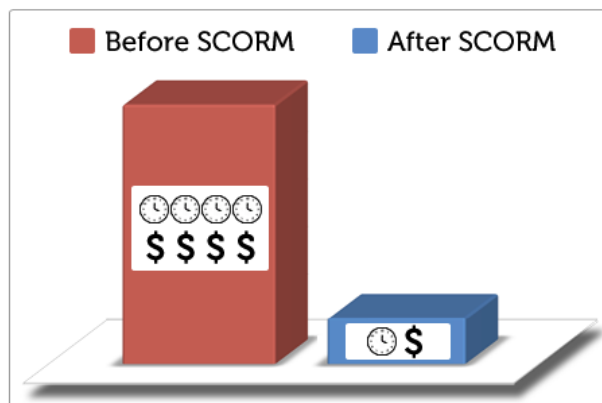
SCORM is a set of technical standards for e-learning software products. **SCORM tells programmers how to write their code so that it can "play well" with other e-learning software.** It is the de facto industry standard for e-learning interoperability. Specifically, SCORM governs how online learning content and Learning Management Systems (LMSs) communicate with each other. SCORM does *not* speak to instructional design or any other pedagogical concern, it is purely a technical standard.

Can you help me with an example or analogy?

Let's take DVDs for example. When you buy a new movie on DVD you don't need to check to see if it works with your brand of DVD player. A regular DVD will play on a Toshiba the same as it will on a Panasonic. **That's because DVD movies are produced using a set of standards.** Without these standards a studio releasing a new movie on DVD would have a big problem. They would need to make differently formatted DVDs for each brand of DVD player. This is how online learning used to be before SCORM was created.

The SCORM standard makes sure that all e-learning content and LMSs can work with each other, just like the DVD standard makes sure that all DVDs will play in all DVD players. If an LMS is SCORM conformant, it can play any content that is SCORM conformant, and any SCORM conformant content can play in any SCORM conformant LMS.

The Cost of Content Integration



17. Go to <http://demo.moodle.org/> and login as a **teacher/demo**. Review [Moodle Features Demo](#) (must be logged in for this to work). Explain at least two additional items learned about Moodle.

I took some time to look at the reports. I love the idea of being able to see data on what students are doing inside of a course. These kind of analytics can tell a teacher a lot about what is working and what is not in their course. It was interesting how you could drill down by role, activity, date, etc. Though there was no activity to look at, I can imagine how useful this tool would be. I used it a lot in Blackboard both for my own purposes and when showing professors the data they could see and how to use it. They were usually thrilled. The students, however, were not. I also played around with adding a Glossary. One thing that has always amazed me about Moodle is just how much customization options there are. There are TONS of drop downs to customize a Glossary. I was pretty impressed by the option to disable duplicate entries and to automatically link glossary entries. I'm working on a Glossary for a self-help site at work right now and the Moodle Glossary actually looks far better and far easier to work with than the one I am creating

in SharePoint.

CF101

Home ► CF101

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - CF101**
 - Participants
 - Reports
 - General
 - 26 February - 4 March
 - 5 March - 11 March
 - 12 March - 18 March
 - 19 March - 25 March
 - 26 March - 1 April
 - 2 April - 8 April
 - 9 April - 15 April
 - 16 April - 22 April
 - 23 April - 29 April
 - 30 April - 6 May
 - My courses

Settings

- Course administration
 - Turn editing off
 - Activity chooser off
 - Edit settings
 - Users
 - Filters
 - Grades
 - Backup
 - Restore

Adding a new Glossary to 5 March - 11 March

General

Name*	<input type="text"/>
Description*	<div><div>Font familyFont sizeParagraph</div><div>B <i>I</i> <u>U</u> ABC X₁ x¹ [Rich text editor toolbar]</div><div></div></div>
	Path: p
Display description on course page ?	<input type="checkbox"/>
Entries shown per page*	<input type="text" value="10"/>
Glossary type ?	Secondary glossary
Duplicate entries allowed ?	No
Allow comments on entries ?	No
Allow print view ?	Yes
Automatically link glossary entries ?	Yes
Approved by default ?	Yes
Display format ?	Simple, dictionary style
Approval display format ?	Default to same as display format
Show 'Special' link ?	Yes
Show alphabet ?	Yes
Show 'ALL' link ?	Yes
Edit always ?	No

Grade

18. Go to: http://docs.moodle.org/en/Moodle_manuals , pick the manual in the language of your choice. Read through it and explain at least two additional items learned about how to use Moodle.

I looked at the [Moodle Tool Guide for Teachers](#). It was a great way to show teachers when to use which Moodle tool and when not to. It serves at least two very valuable purposes from what I can see. It shows teachers when they should use each tool, or when that particular Moodle tool would be a good fit for a particular objective. And it also shows teachers when they shouldn't use a Moodle tool. This is great because some teachers may use a Moodle tool for assignments or projects that don't exactly fit the assignment or project and this can throw off the learning objectives and just serve as a distraction. By looking at the posted I learned that using the database feature "Students can share info & files in searchable way. Create joint collections." I didn't know it was possible for students to share info and files that could then be searched. Additionally the idea of joint collections is really useful for group projects, or independent learning. I also learned that Assignments are not a good tool for interaction and communication, "Only allows very limited interaction between teacher & student."

Moodle Tool Guide for Teachers



	 What you want to use (technology)	 What you want to achieve (pedagogy)	Information Transfer Is it a tool for disseminating information from you to your students?	Assess learning Will this tool allow you to assess your students' learning?	Communication & interaction Can it be used for communication & interaction among participants (you & your students)?	Co-create content Can you & your students collaborate & create content together?	Bloom's Allows what thinking order? •Remember •Understand •Apply •Analyse •Evaluate •Create
	Ease of use How easy can this be set up by you?						
Add Resource Upload a file (Word Document/ PowerPoint)	Easy, like an email attachment. But can your doc stand on its own?	Yes. Only teachers can upload files to course site. So definitely a push-tool.	Maybe. Use to give task. Collect student files through Forum or Assignment.	No. It's a distribution tool. No option for interaction or communication.	Maybe. Use to give task. Collect student files through Forum or Assignment.	None. This is not a learning activity, but information transfer.	
Add Resource Link to a web page	Easy, find the web address (aka url – the bit that starts with http://), copy it, paste it.	Very easy way of leading students to information. Can link directly to database articles.	Not directly. Option is to link to external student e-portfolios or blogs.	Maybe. Link to external tools eg Google Calendar, groups, blogs or wikis.	Maybe. You can link to external collaborative sites e.g. Google Docs, wikis or blogs.	6/6 Can do all of the above, depending on where you link to.	
News Forum Use to send out course announcements	Easy. It's a standard forum, already set up in your course.	Yes. Include course updates, encouragement, timely links, etc.	No. The News Forum is limited. Students cannot post new topics.	You can start new topics. Students respond. Great for establishing course rhythm.	Limited because students cannot start new topics. Tip: Set up another Forum.	2/6 Not strictly learning activity. Test readiness for next class? R & U	
Discussion Forum Use for many types of learning activities *	Easy. Forum has usable default settings. A name & description is	Share resources as links or files. High message volume? Risk of	Forum is versatile & allows this, e.g. design a formative assessment	Yes. Students communicate with you & peers. Interact as a class	Yes. Students can collaborate & explore topics, discuss them &	5/6 Understand, Apply, Analyse, Evaluate, Create	

PROTECTED SITES:

19. What are the advantages and disadvantages of using a username and password to have access to your classroom resources online? Does using this type of resource have ramifications for copyright and fair use guidelines?

Password protected sites are great for protecting content. For example, if you teach a class over and over again, password protection is great so that future students can't see the class and get a head start or unfair advantage by seeing the content. Also, in terms of copyright and fair use, you can use the argument that you are not just openly distributing the content, but rather restricting its use to students with the password protection on your site. This will help make your case for Fair Use. The disadvantage of password protected sites is that it keeps out other teachers who may be interested in looking at what you're doing, or parents who want to see how/what their student is doing in class. Of course, this can be resolved by creating a new user or having the student share their password with their parents, but *sometimes* it would be nice if the content was open and available to anyone. Of course, with open content online comes FERPA and other privacy violations so it would need to be done with care.


20. Examine one of the following learning management systems.

[Blackboard Learn](#) | [Canvas](#) | [Its Learning](#) | [Blackboard Engage](#) | Or substitute one your school system uses. Explain functionality that you or your colleagues would use in your educational institution.

At Harvard Business School we use [Desire2Learn](#). It is a relatively new player in the LMS space and strives to be on the cutting edge of educational technology, particularly in the area of software. What separates Desire2Learn from its competitors is its willingness to customize a solution for your particular use case. At HBS we have countless customizations in place because the pedagogy and teaching is so unique from other Higher Ed schools. Desire2Learn has worked with us to implement these smoothly and then support them. They also strive to update every year to a new version. At HBS we are about to go up to version 9.4.2 in our MBA program, and very close to revealing version 10.1 to our Executive Education program (a project on which I am creating and supervising the training efforts for). Desire2Learn incorporates some very innovative tools like participation tracking, and HTML5. While Blackboard is still on WebCT, Desire2Learn is already moving forward to incorporate the latest web technologies so that it can grow and adapt in the future. Desire2Learn really strives to be a partner in the educational process as opposed to just giving you their product and telling you how you should use it.

My Home > Authentic Leadership ...
Samuel Dowd

Authentic Leadership Development


HARVARD | BUSINESS | SCHOOL
Executive Education **Learning Nexus**

Program Home | Checklist | Schedule & Assignments | Program Materials | People | Resources
Edit Course

Announcements

Welcome to Authentic Leadership Development!

On behalf of the faculty and administrative team, we are delighted to welcome you to the program website. To prepare for the program, please complete the **Preparation Checklists** by clicking the "Checklist" link above. Early preparation is essential to ensure you are best equipped to take advantage of this unique learning opportunity.

As a reminder, registration will take place on Sunday, February 22nd from 11:00am - 4:00pm in **Baker Hall**. The program will conclude on Friday, February 27th at 12:00pm. Please note, you have a single-occupancy room reserved in **Mellon Hall** from Sunday until 5:00pm on Friday.

Getting Started With Learning Nexus

Harvard Business School Executive Education is proud to introduce our new learning platform, Learning Nexus. Please take a moment to look through some resources to help you get started using the new system:

- [Intro to Learning Nexus Video](#)
- [Quick Reference Guide](#)

Learning Development Groups

In preparation for your arrival to campus and more information regarding the Learning Development Groups, please read this [letter from the Faculty Chair, Professor Bill George](#) and reference the documents in the "Learning Development Group Materials" folder under the **Program Materials** link above.


Connect With Colleagues

Please take note of the Social Media buttons at the bottom of this page. These will link you to the HBS Executive Education pages on Facebook, Twitter and LinkedIn. Here are some Social Media Guidelines:

- If you would like to tweet about your program experience, please use the hashtag #HBSEE. Please do not tweet in class.
- Please recommend your program on our LinkedIn Company Page. You will be invited early next month to join the official HBS Executive Education LinkedIn group. As a member of this group, you can connect with more than 12,000 Executive Education participants to share your experiences, ask questions, and gain access to faculty insights and thought leadership.
- If you plan to create and manage your own program-specific LinkedIn or Facebook group, please reference [HBS Guidelines](#) in order to create the group.

[Show All Announcements](#)

Campus Photo



SAVE AS <LAST NAME> ASSIGNMENT 3_4 and submit through the assignment link by due date AND complete the summary section below.

Summary:

Lesson: Introduction to the Learning Management System

Learning Objectives:

1. Capable of define what a Learning Management System is and its role in education.
2. Ability to compare and contrast various Learning Management Systems by looking at their features and capabilities and matching them with the student's needs.
3. Ability to explain at least one particular use case for a Learning Management System as it relates to the individual student.

Learning Management Systems Lesson

I. What is a Learning Management System

- a. Review the definition of a Learning Management System according to [EduTech Wiki](#).
- b. Introduce students to the concept of a LMS.
 - i. 24/7 Interaction with students.
 - ii. Anytime/Anywhere Learning
 - iii. Online education, and lessons.
 - iv. Classroom supplement.
- c. Have a discussion about what a LMS is, and why it is important to education.
 - i. 21st Century classroom.
 - ii. Making students the “CEOs of their own learning”.
 - iii. Preparing students for the future.

II. Learning Management System Options

- a. Introduce Blackboard Learn
- b. Introduce Desire2Learn
- c. Introduce ItsLearning
- d. Introduce Moodle
- e. Discuss what makes a LMS good, and what makes a LMS bad.
 - i. Things to think about when evaluating a LMS
 1. Is it future-proof?
 - a. Not just the product, but the company as well.
 2. Is the interface intuitive for ALL Audiences?
 - a. Including Administrators, Teachers, Students, and maybe even parents.
 3. Is the LMS reliable in the sense that it does not crash often, produce unnecessary errors, or have significant bugs or glitches?
 4. Can the LMS be scaled in the event of growth in your organization?
 5. Can the LMS be changed, or modified to fit particular use cases in your organization?
 6. Is the LMS secure? How is content protected? How granular are controls so that administrators have full control over who sees what, and when?

III. Use Cases for a Learning Management System

- a. Discuss what is better as well as pros and cons for in-class, or LMS for the following activities:
 - i. Quizzes/Tests
 - ii. Discussion Forums
 - iii. Live Conversations
 - iv. Assignment submission
 - v. Research
 - vi. Specific subjects
 1. Math

2. Science
3. History
4. English
5. Etc.

- b. Discuss actual real-world uses for a LMS.
- c. Have students suggest specific cases when it might NOT be appropriate to use a LMS.
- d. Using the concepts of a generic LMS, ask students to come up with a project that can be done completely on a LMS regardless of which LMS they are on.