

# IT6506 - e-Business Technologies

3 eBusiness Applications & Success Stories

Level III - Semester 6

# **Overview**

This section will discuss some eBusiness Applications that are immensely successful in local and foreign contexts. Ride-hailing or calling a taxi is a popular form of transportation as people are more concerned about traveling efficiently without the expense of owning an automobile. With the hectic lifestyle of the people, many tend to order food with delivery. There are many e-Business applications in the food delivery industry. With COVID-19, there was a massive surge in e-businesses. For example, the education, banking, and health sectors transformed most of their business functionalities online due to the necessities arising during COVID-19. We will discuss some case studies regarding the above.

# **Intended Learning Outcomes**

At the end of this lesson, you will be able to;

- Identify various eBusiness applications
- Discuss about applications of eBusiness in today's world
- Describe eBusiness applications in different contexts such as ride-hailing, online food ordering, online education and online banking.

# **List of sub topics**

**3.1 Ride-Hailing Apps**

**3.1.1 Uber**

**3.1.2 PickMe**

**3.2 Online Food Ordering**

**3.2.1 UberEats**

**3.2.2 PickMe Food**

**3.3 Online Education**

**3.4 Online Banking**

## 3.1 Ride-Hailing Apps

- Ride-hailing is the process of hiring a taxi to travel from your current location to your destination, usually done through an app. In the past, people had to wait by the roadsides to catch a three-wheeler or call a cab service.
- Today, people enjoy the convenience of having their ride whenever needed. They call/hail a taxi/rider using a ride-hailing app.
- There are two types of ride-hailing applications: Driver apps and rider apps

### **3.1.1 Uber**

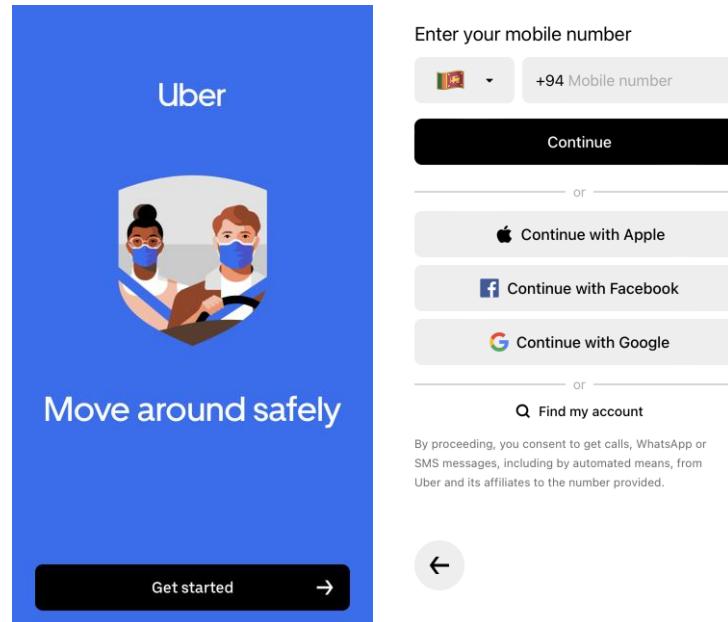
- Uber was born from an idea that Travis Kalanick and Garrett Camp got when they couldn't find a ride on a cold winter evening in Paris in December 2008.
- The first Uber rider requested a trip on July 5, 2010.
- In December 2011, Uber launched in Paris where the idea was born.
- Uber launched in Sri Lanka in January 2015.
- In April 2015, Uber moved into food delivery

<https://www.uber.com/en-LK/newsroom/history/>

## Uber ...contd.

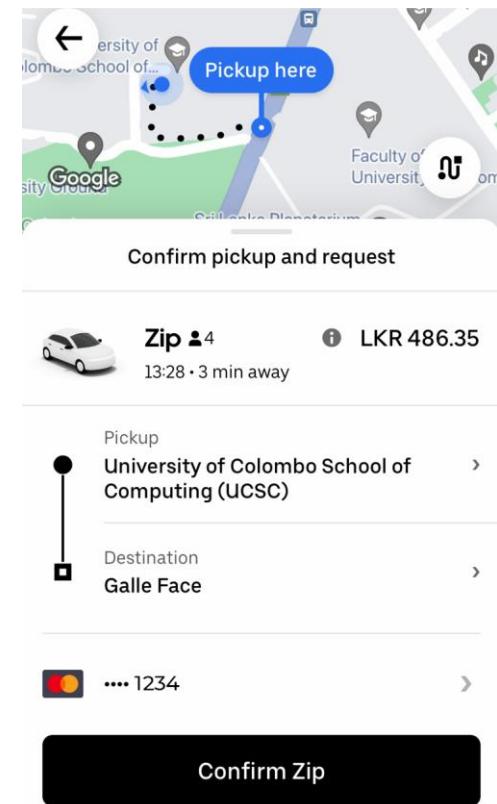
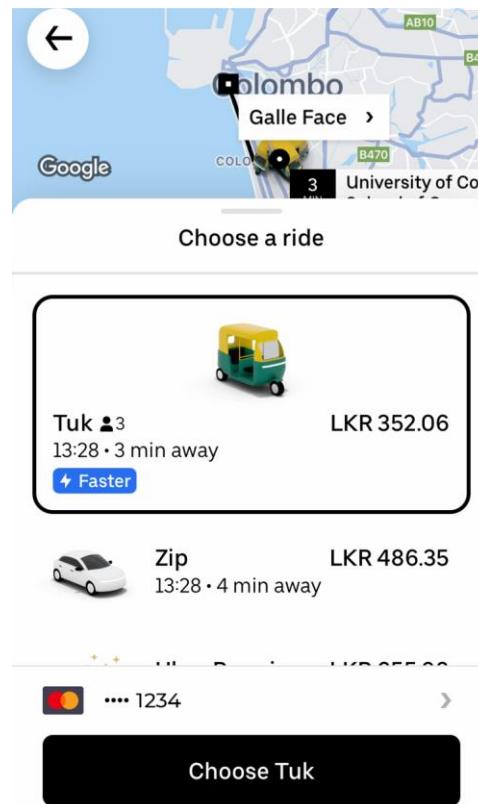
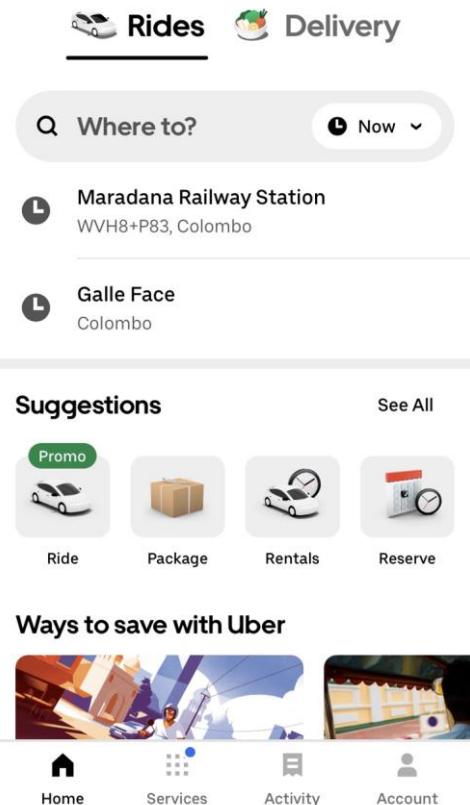
### Rider's App

- To use Uber, the customer needs to sign up using the web interface or the mobile app.
- The customer gets the option to sign in using
  - Phone number
  - Google account
  - Facebook account
  - Apple account



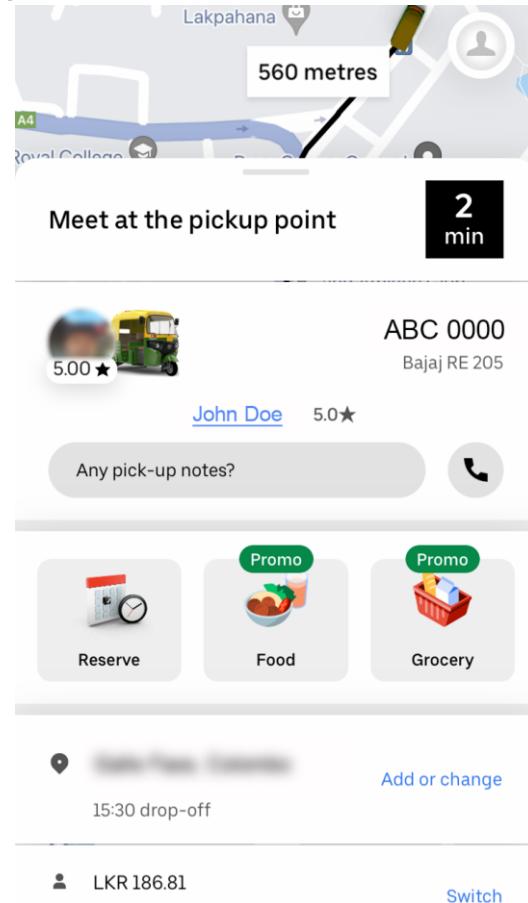
# Uber ...contd.

- Then the customer can enter their destination in the “Where to?” box.
- The app will show the available options and prices, and the customer can select the preferred option and confirm it.



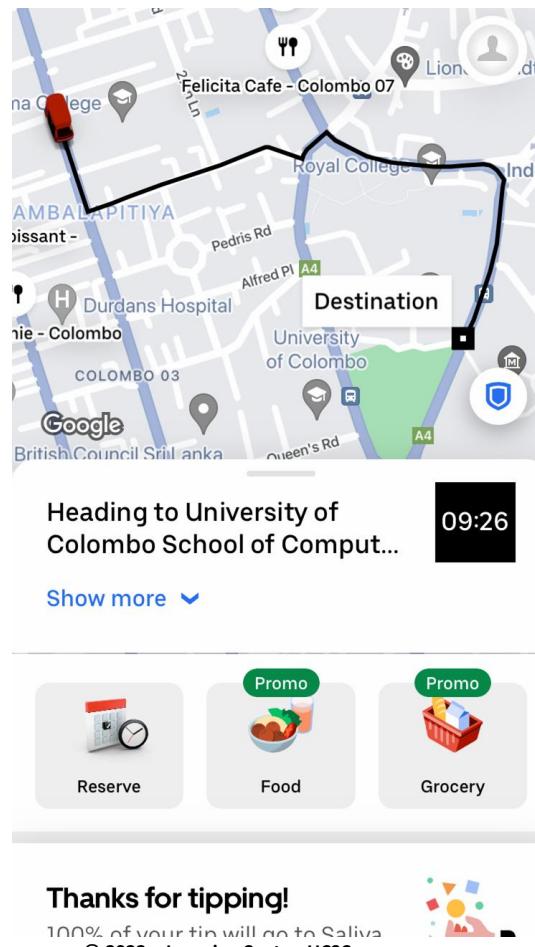
## Uber ...contd.

- Once the customer confirms the ride, Uber will assign a driver to the journey. The customer will be able to see the location of the driver in realtime.



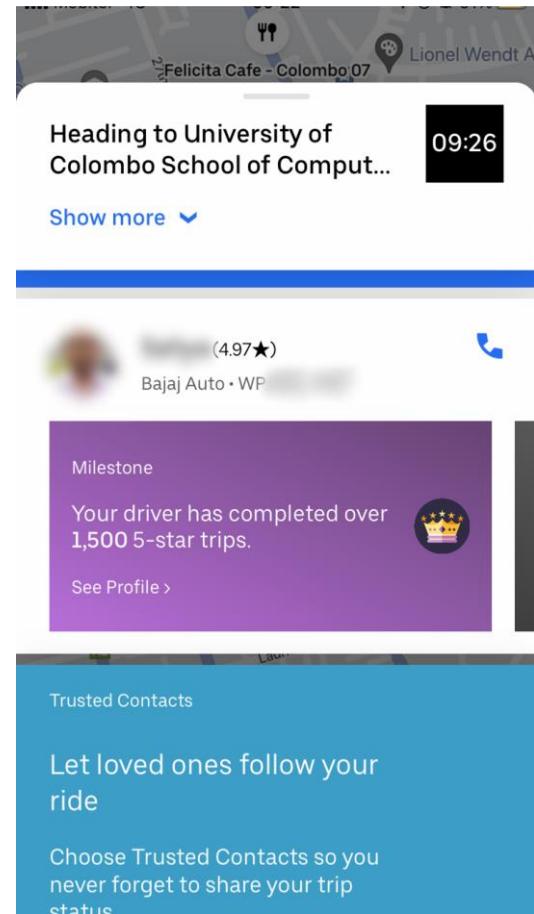
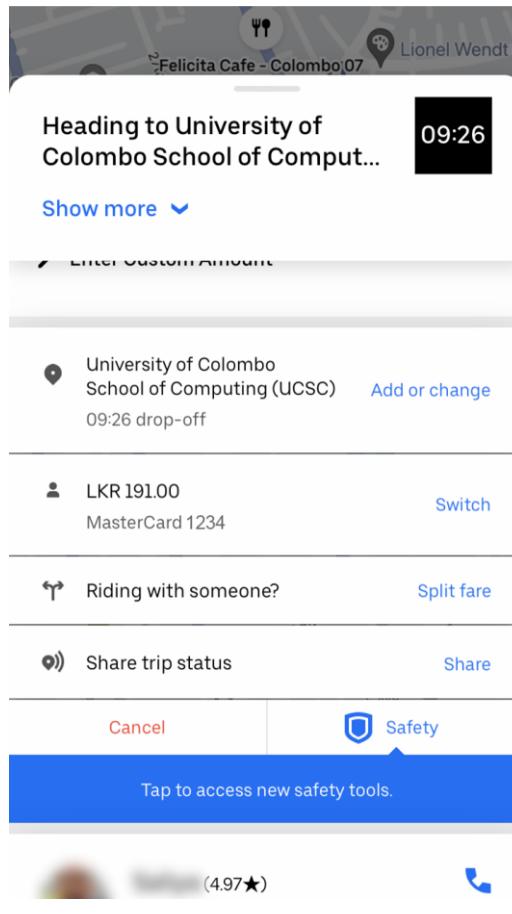
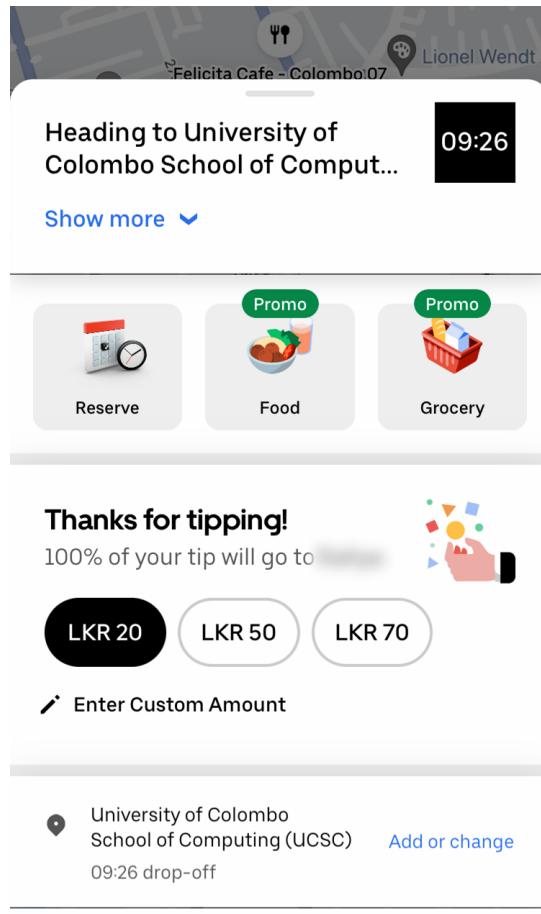
## Uber ...contd.

- After the customer gets into the vehicle, the driver will confirm the pickup. Then the driver can see the route to the destination. The customer can also view it.



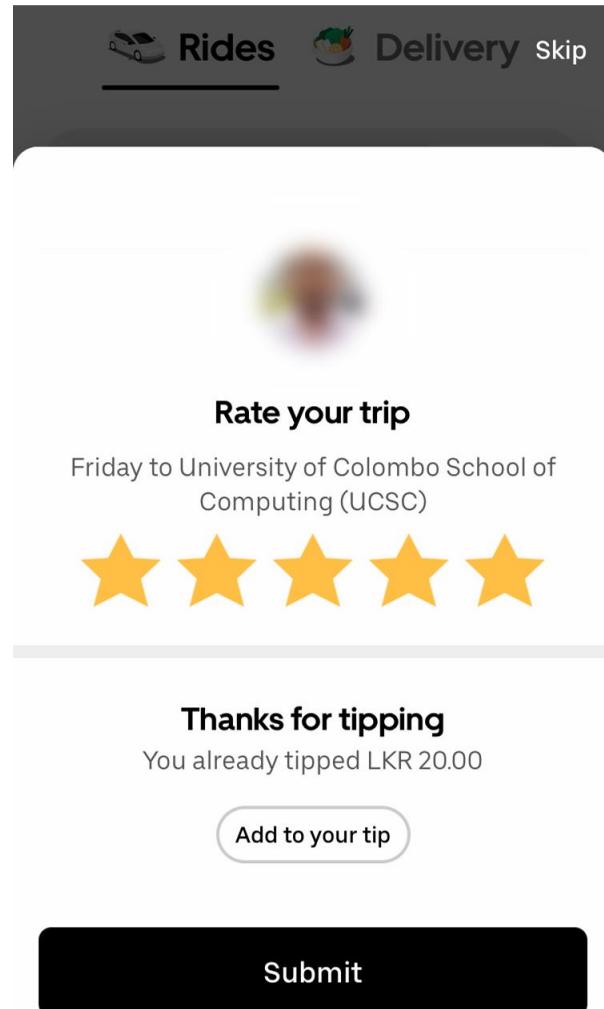
# Uber ...contd.

- The customer can add a tip, view the driver's details, and share the status of the trip with someone else.



## Uber ...contd.

Once the trip is finished, the customer can rate the driver.



## **Uber ...contd.**

### **Uber's Value Proposition to the Passenger**

- Lower wait time
- Lower Price
- Ease of Access
- Safety

### **Uber's Value Proposition to the Driver**

- Flexible working hours
- Extra income
- Ability to choose the rides
- Connect with a pool of passengers

## **Uber ...contd.**

### **Costs for Uber**

- Infrastructure cost
- Salaries of the Employees

### **Revenues for Uber**

- Commissions from Rides
- Surge pricing
- Premium Rides

## **Uber ...contd.**

### **Surge Pricing in Uber**

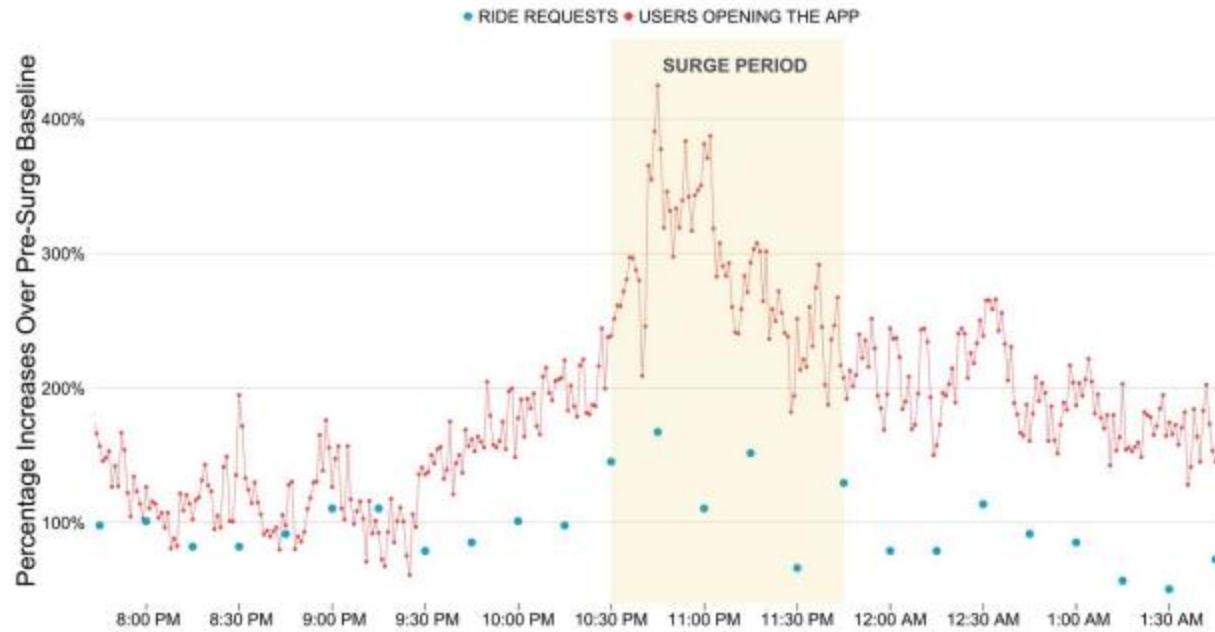
- An algorithm to equilibrate supply and demand
- The algorithm calculates and assigns a “multiplier” that multiplies the standard fare to derive the “surged” fare
- This will reduce the number of passengers due to higher prices and increase the number of drivers due to the higher fees they will get.
- This will close the gap between supply and demand.

## **Uber : Surge Pricing ...contd.**

### **Surge Pricing Case Study**

- On March 21, 2015, a concert was held at Madison Square Garden, in which Ariana Grande performed. After the concert, there was a huge increase in demand for Uber trips, as the attendees were attempting to return home. The following figure shows the number of users opening the Uber app and the sum of total requests for Uber rides.
- Yellow box indicate the “Surge period”

# Uber : Surge Pricing ...contd.



*Note: Figure reports the number of users opening the Uber app each minute over the course of March 21, 2015 (in red), as well as the sum of total requests for Uber rides in 15-minute intervals over the same time period (blue circles). Data is for a restricted geospatial bounding box containing Madison Square Garden in New York City, roughly 5 avenues long and 15 streets wide, for uberX vehicles only. Pure volume counts have been normalized to a pre-surge baseline, defined as the average of values between 9:00 and 9:30 PM that evening, before surge turned on. "Surge period" (yellow box) is the time over which the surge multiplier increased beyond 1.0x.*

## **Uber : Surge Pricing ...contd.**

- In the “Surge Period,” the number of Uber drivers in the area increased, as they recognized this as a good opportunity to earn more.
- The increase in drivers was also beneficial to customers as they were more likely to get a driver to drive them home.
- The following figure depicts the number of Uber drivers available in the above-mentioned time period.

# Uber : Surge Pricing ...contd.

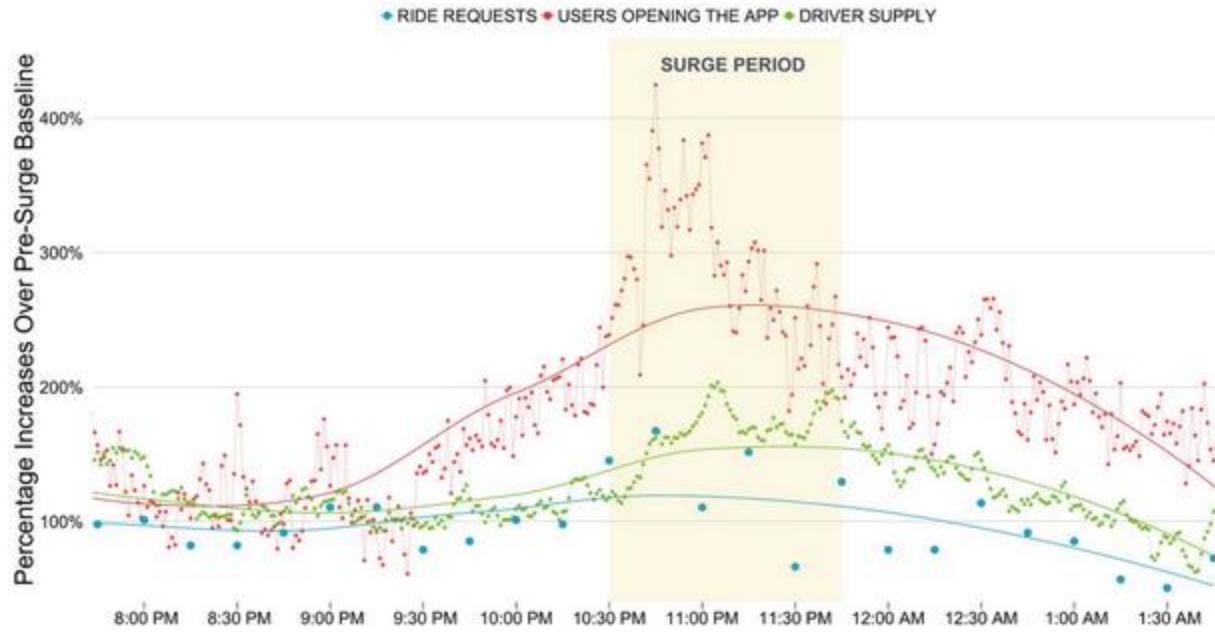


*Note: Figure reports the number of "active" uberX driver-partners within the same geospatial box (noted above) each minute over the course of March 21, 2015 (in green). In this case, "active" means they were either open and ready to accept a trip, en route to pick up a passenger, or on trip with a passenger. Pure volume counts have been normalized to a pre-surge baseline, defined as the average of values between 9:00 and 9:30 PM that evening, before surge turned on. The "surge period" (yellow box) is the time over which the surge multiplier increased beyond 1.0x.*

## **Uber : Surge Pricing ...contd.**

- Another effect of the “Surge Pricing” was that rides were allocated to customers who value it the most. The following figure shows that while the number of customers who opened the app increased dramatically, the number of customers who requested a ride didn’t increase by much. Once they saw the “Surge Pricing”, they selected an alternative mode of transportation, thus making the ride available for another customer who value it more.

# Uber : Surge Pricing ...contd.

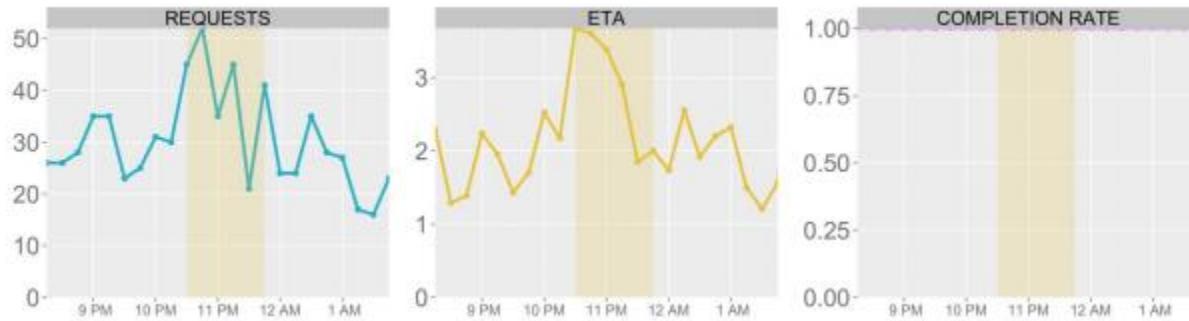


Note: Figure reports the number of users opening the Uber app each minute over the course of March 21, 2015 (in red), as well as the sum of total requests for Uber rides in 15-minute intervals over the same time period (blue circles), and the number of "active" uberX driver-partners within the same geospatial box (noted above) each minute (green line). In this case, "active" means they were either open and ready to accept a trip, en route to pick up a passenger, or on trip with a passenger. Pure volume counts have been normalized to a pre-surge baseline, defined as the average of values between 9:00 and 9:30 PM that evening, before surge turned on. "Surge period" (yellow box) is the time over which the surge multiplier increased beyond 1.0x.

## **Uber : Surge Pricing ...contd.**

- According to the following figure, even though the demand increased, the completion rate (the percentage of requested rides that end in a completed trip) didn't change. This can be interpreted as all the customers who decided the “Surged Price” is worth the ride, got an Uber driver assigned to them. Others had the option to wait till the “Surge Pricing” fell.
- Another observation is that, even though the demand increased dramatically, the wait time did not increase substantially.
- Therefore, it can be concluded that “Surge Pricing” is helpful in equilibrating supply and demand.

# Uber : Surge Pricing ...contd.

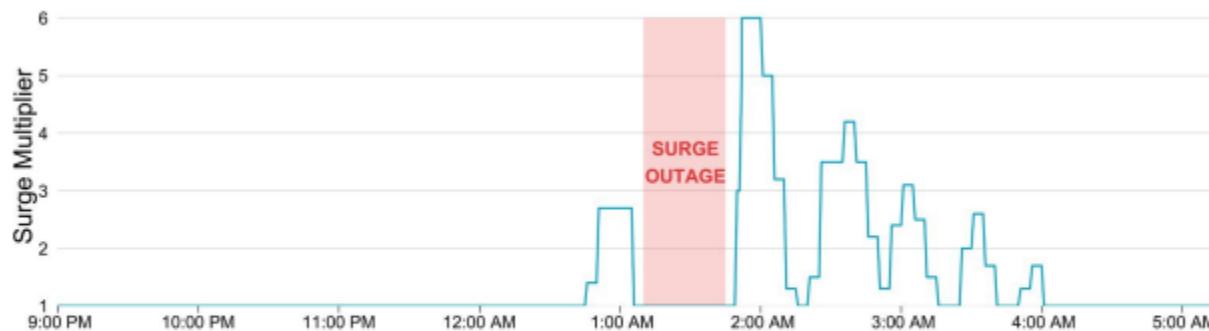


*Note: All data above is for uberX vehicles from within the geospatial bounding box mentioned earlier, aggregated into 15 minute intervals over the course of the evening of March 21, 2015. "Requests" is the count of Uber trips requested during the 15 minute interval. "ETA" is the average wait time for a driver-partner to arrive, in minutes, over the 15 minute interval. "Completion rate" is the percentage of requests that are fulfilled (calculated as the number of completed trips within the 15 minute interval, divided by the sum of completed trips and unfulfilled trips). The yellow box indicates the same "surge period" highlighted in Figures 1-3.*

# Uber : Surge Pricing ...contd.

## A Case Study of Uber without Surge Pricing

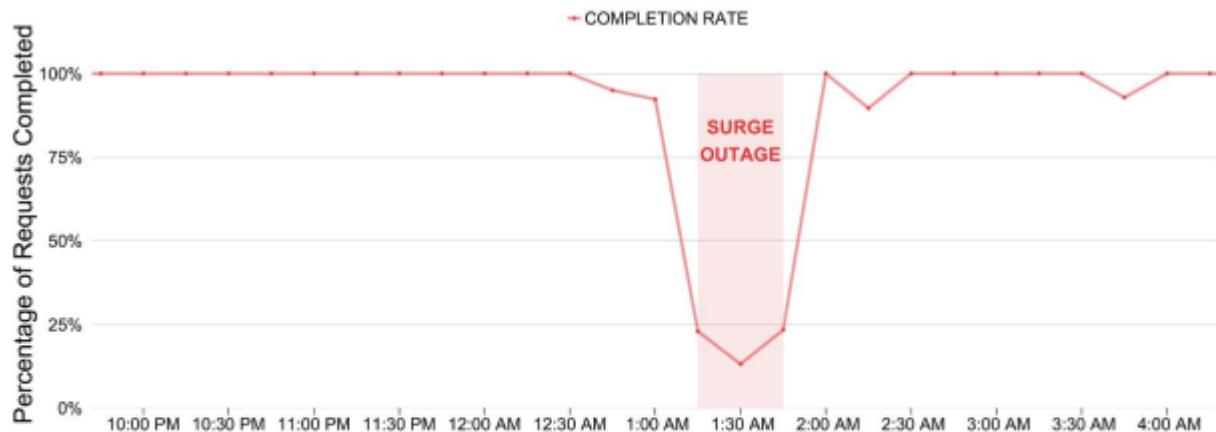
- On New Year's Eve of 2014-2015, the “Surge Pricing” algorithm broke down across the whole of New York City.
- The following figure shows the surge multiplier throughout New Year's Eve



*Note: Figure reports the surge multiplier for a given minute over the course of New Year's Eve, December 31, 2014 to January 1, 2015, for uberX vehicles within the geospatial bounding box noted earlier (blue line). "Surge outage" (red box) is the time period during which Uber's surge pricing algorithm broke down due to a technical glitch, from 1:24am to 1:50am EST.*

## Uber : Surge Pricing ...contd.

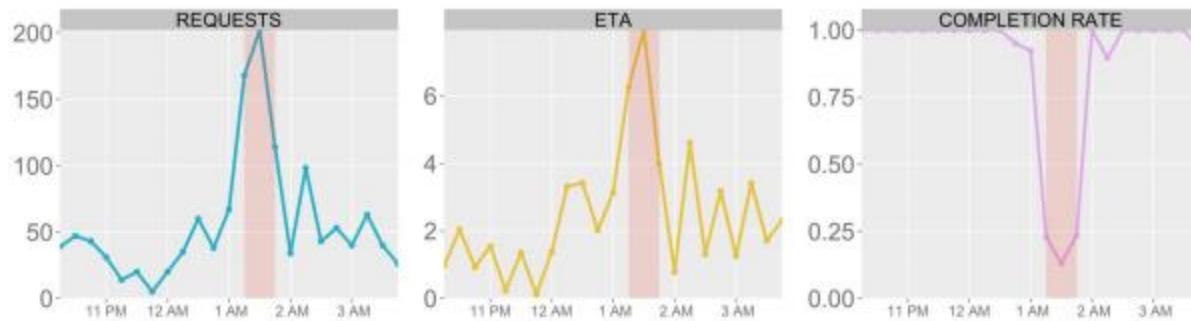
- Even though, there was a huge demand for rides, as there was no “Surge Pricing”, the drivers were reluctant to work on New Year’s Eve. This led to a significant increase in the gap between supply and demand, thus causing a dramatic fall in the completion of requests by the customers. The following figure depicts the fall in completion rate during the “Surge Pricing” outage.



*Note: Figure reports the “completion rate” for a given 15 minute interval over the course of New Year’s Eve, December 31, 2014 to January 1, 2015, for uberX vehicles within the geospatial bounding box noted earlier (red line). “Completion rate” is defined as the percentage of requests that are fulfilled (calculated as the number of completed trips within the 15 minute interval, divided by the sum of completed trips and unfulfilled trips). “Surge outage” (red box) is the time period during which Uber’s surge pricing algorithm broke down due to a technical glitch.*

## Uber : Surge Pricing ...contd.

- This also affected the waiting time of the customers, as there were not enough drivers to fulfill the request.



*Note: All data above is for uberX vehicles from within the geospatial bounding box mentioned earlier, aggregated into 15 minute intervals over the course of New Year's Eve, December 31, 2014 to January 1, 2015. "Requests" is the count of Uber trips requested during the 15 minute interval. "ETA" is the average wait time for a driver-partner to arrive, in minutes, over the 15 minute interval. "Completion rate" is the percentage of requests that are fulfilled (calculated as the number of completed trips within the 15 minute interval, divided by the sum of completed trips and unfulfilled trips). The red box indicates the same "surge outage" highlighted in Figure 6.*

- This example also proves that “Surge Pricing” is effective in equilibrating supply and demand.

# **Why Uber is successful?**

- They have found some very specific needs of the people which are not fulfilled by traditional taxi or cab services.
- Those are
  - Request from anywhere
  - Style and convenience
  - Easy payment methods
- In addition to these Uber provide a way for customers to rate their drivers. This holds drivers accountable and Uber can improve the quality of the service.

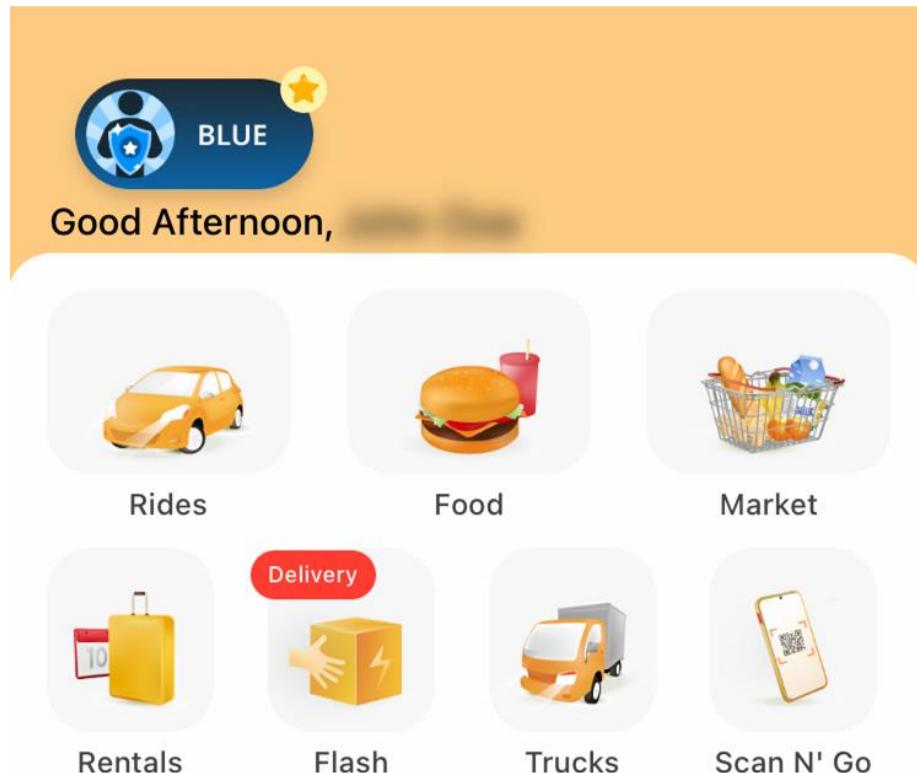
### **3.1.2 PickMe**

- PickMe is a product from Digital Mobility Solutions Lanka (PVT) Ltd.
- Started development on June 2014
- The first launch of the passenger app was on June 2015.
- Created as a solution for the outdated transportation system in Sri Lanka

<https://pickme.lk/about-pickme>

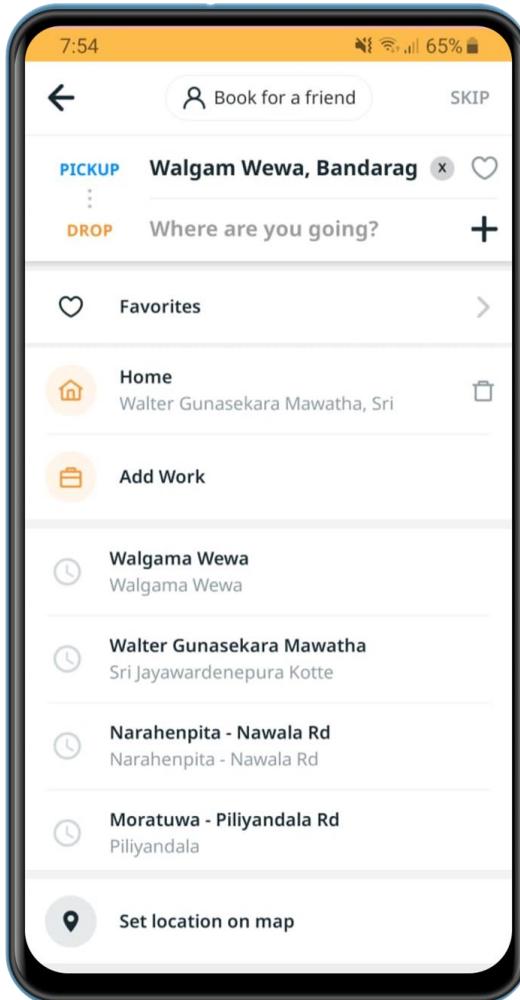
## PickMe ...contd.

- Unlike in Uber app, the PickMe app contains several options including
  - Ride
  - Food
  - Market
  - Rental
  - Flash
  - Truck



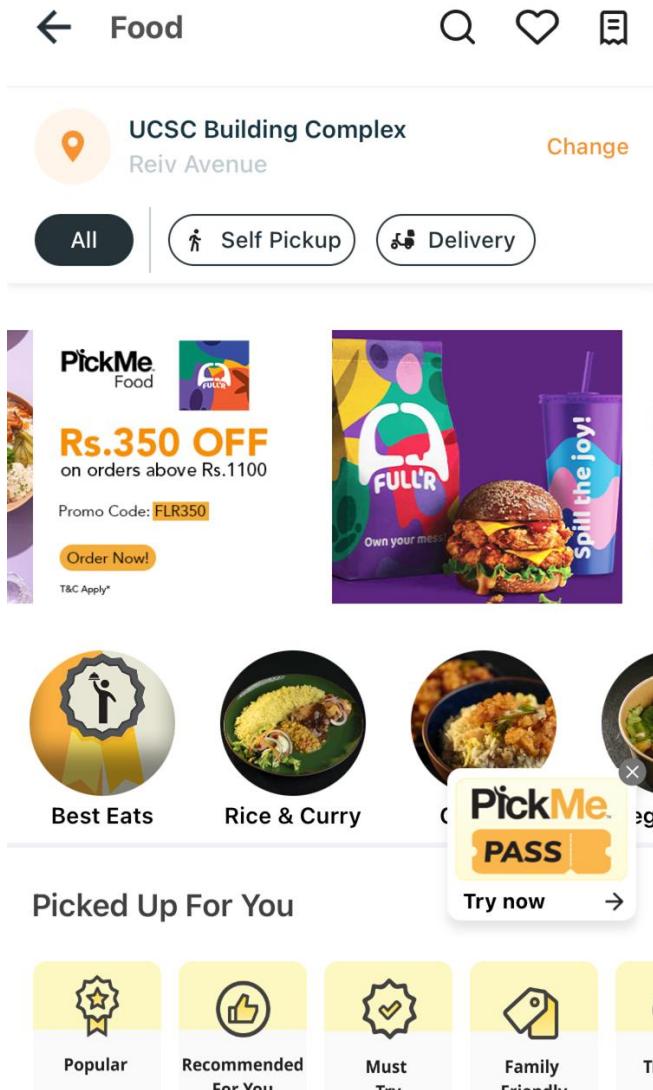
# PickMe Ride

- This is the ride-hailing service by PickMe. The customers can request a variety of vehicles such as three-wheelers, mini cars, cars, minivans, vans, etc. They can either request it immediately or pre-book it.



# PickMe Food

- In PickMe food, customers can order food from numerous restaurants around the country. PickMe riders will pick up the order from the restaurant and deliver it to the customer's doorstep.



# PickMe Market

- PickMe Market is a virtual marketplace, where the customer can order products such as groceries and pharmaceuticals.

The screenshot shows the main screen of the PickMe Market app. At the top, there is a header with a back arrow, the text "Market", a search icon, a heart icon, and a bookmark icon. Below the header, the delivery location is set to "UCSC Building Complex, Reiv Avenue" with a "Change" link. There are three buttons: "All" (selected), "Self Pickup", and "Delivery". A promotional banner on the left says "Check out the New Merchants Onboard!" with a "Order Now!" button. To the right of the banner is a collage of various grocery items like fruits, vegetables, and household goods. Below the banner are four category cards: "Produce" (with a vegetable icon), "Meat" (with a meat icon), "Poultry" (with a chicken icon), and "Baby Care" (with baby products icons). At the bottom, there is a section titled "Picked Up For You" with two cards: "Popular" (indicated by a star icon) and "Trending" (indicated by a flame icon).

# PickMe Rentals

- PickMe Rentals is a service where customers can rent vehicles by the hours or days.

The screenshot shows the PickMe Rentals app interface. At the top, there is a back arrow and a circular icon with a suitcase and a '20' inside. Below that, the pickup location is listed as 'UCSC Building Complex, Reiv A...' and the drop-off location as '1A, Centre Road, Colombo 03, C...'. There are four vehicle categories displayed: 'Car 4', 'Minivan 5', 'Van 10', and 'Light'. A yellow banner below the vehicles says 'Filter the packages according to your trip distance (4.88km)' with a green toggle switch. Below the banner, there are three tabs: 'Hours', 'Days', and 'Special', with 'Hours' being the active tab. Under 'Hours', it shows '2 Hours' and '20 km Additional : 120/km - 600/hr'. To the right of this section is a yellow circle with a checkmark. At the bottom, there is a large yellow button with a car icon and the word 'SCHEDULE'.

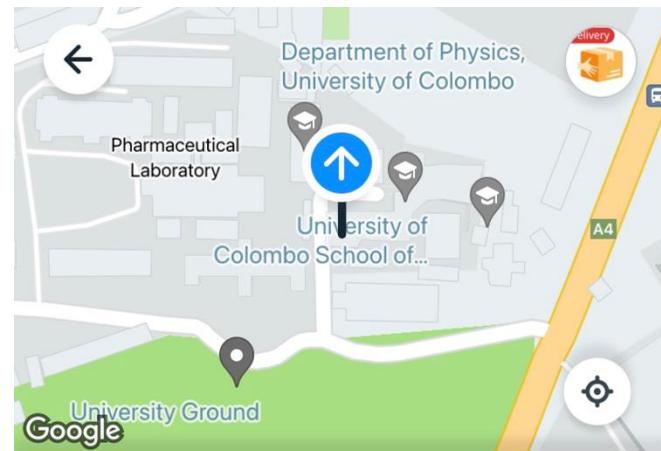
| Hours   | Days                                     | Special                             |
|---------|--|-------------------------------------|
| 2 Hours | 20 km<br>Additional :<br>120/km - 600/hr | <input checked="" type="checkbox"/> |

SCHEDULE

FOR QUICK BOOKINGS CALL 1331

# PickMe Flash

- This is an on-demand parcel delivery service provided by PickMe. The customer can either send or receive parcels using this service.



## Pickup From

 UCSC Building Complex  
Reiv Avenue

 John Doe  
7777777777

 Edit item details

NOTE: If your payment method is cash, you'll be charged at the Pickup point. [View Terms & Conditions](#)

NEXT

# PickMe Truck

- This is a transportation service provided by PickMe for the transportation of heavy goods on demand.

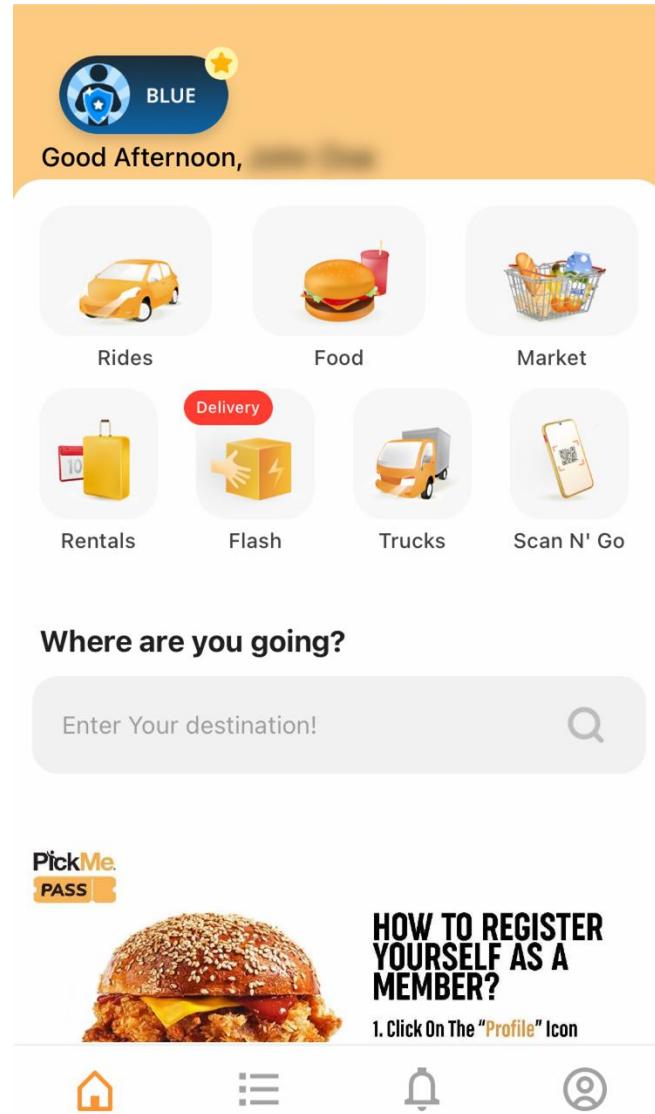
The screenshot shows a map of Colombo, Sri Lanka, with a black route line starting from a pickup point at "UCSC Building Compl..." and ending at a delivery point at "Dindigul Thalappakatti". Key landmarks visible include Kompannawadiya, Gangaramaya Temple, Viharamahadevi Park, Kollupitiya Railway, Majestic City, and Lanka Hospitals. A blue circular icon labeled "Pickup" is positioned near the start of the route. Below the map, there are four booking options:

| Delivery Time | Vehicle Type | Driver Info | Cost        | Rating          |
|---------------|--------------|-------------|-------------|-----------------|
| In 2 mins     | 7ft          | Light 1     | LKR 1522.91 | Earn 15.2 stars |
| In 10 mins    | Light        | 0           | LKR 1522.91 | Earn 15.2 stars |
| In 6 mins     | 10ft         | Mover 1     | LKR 3142.16 | Earn 31.4 stars |

At the bottom, there are buttons for "FriMi", "Add note", "Add Promo", and a large yellow "Book Now" button.

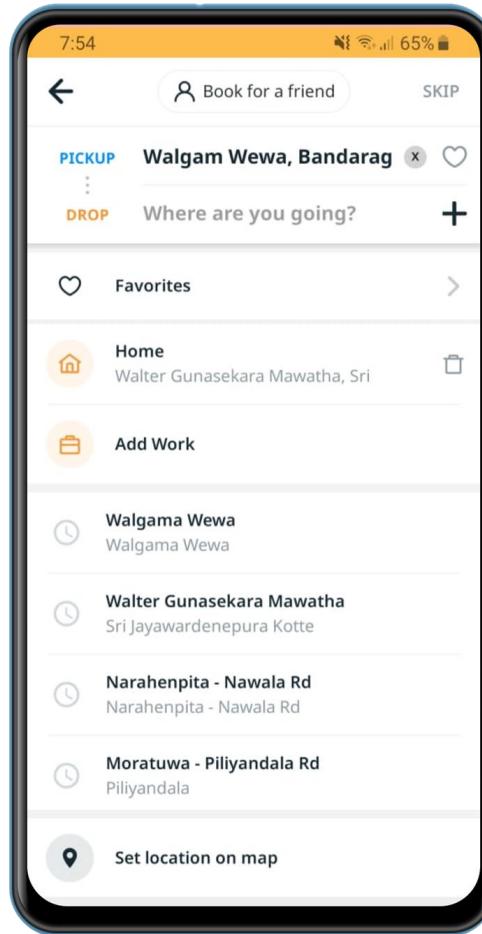
# Rider App

- Once the customer opens the app, they will get the following dashboard, where they can select “Rides” or enter the destination in the “Where are you going” field for ride-hailing.



## Rider App ...contd.

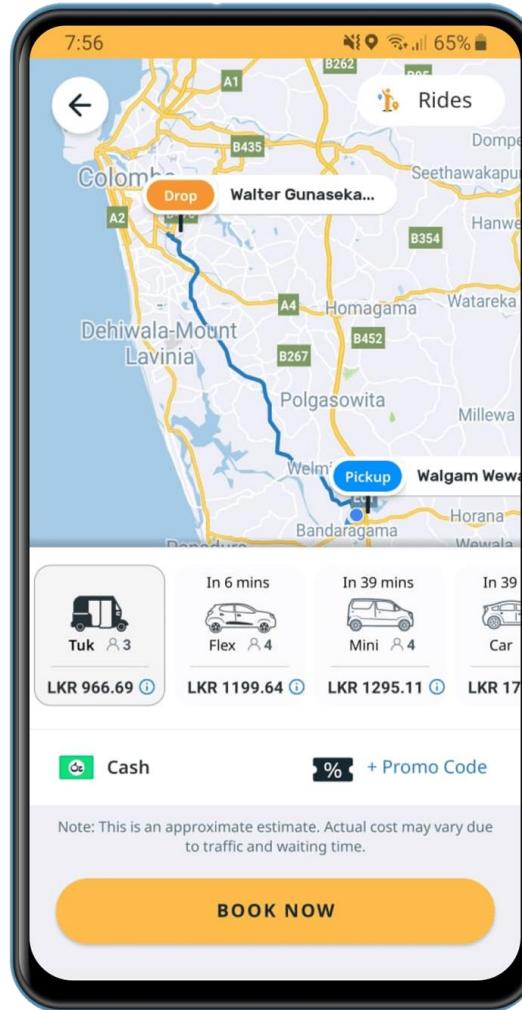
- The selection of the pickup point and destination is similar to that of Uber



<https://pickme.lk/themes/pickme/assets/images/home/how-it-works-1.png>

## Rider App ...contd.

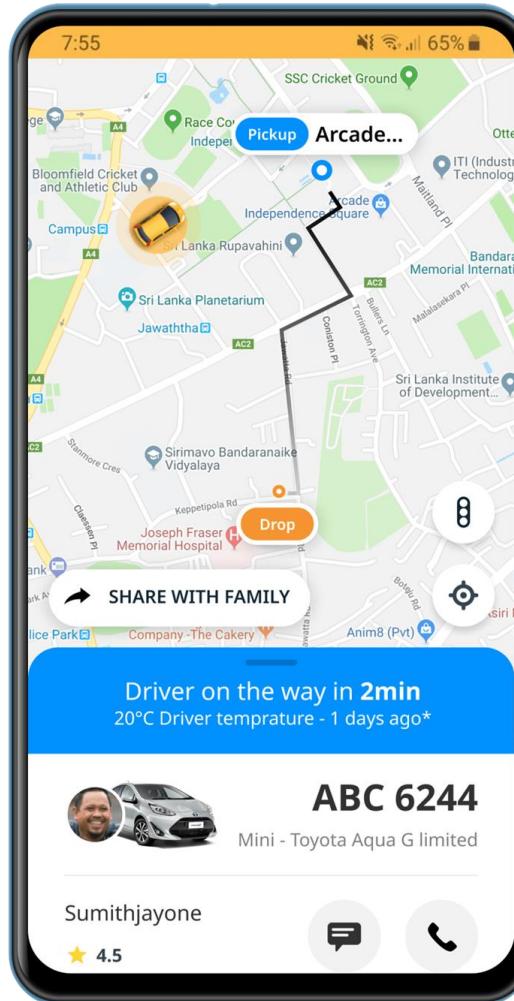
- PickMe will also provide a list of available options and the relevant prices



<https://pickme.lk/themes/pickme/assets/images/home/how-it-works-2.png>

## Rider App ...contd.

- Once the trip is booked, the customer can track the driver in real-time.



<https://pickme.lk/themes/pickme/assets/images/home/how-it-works-3.png>

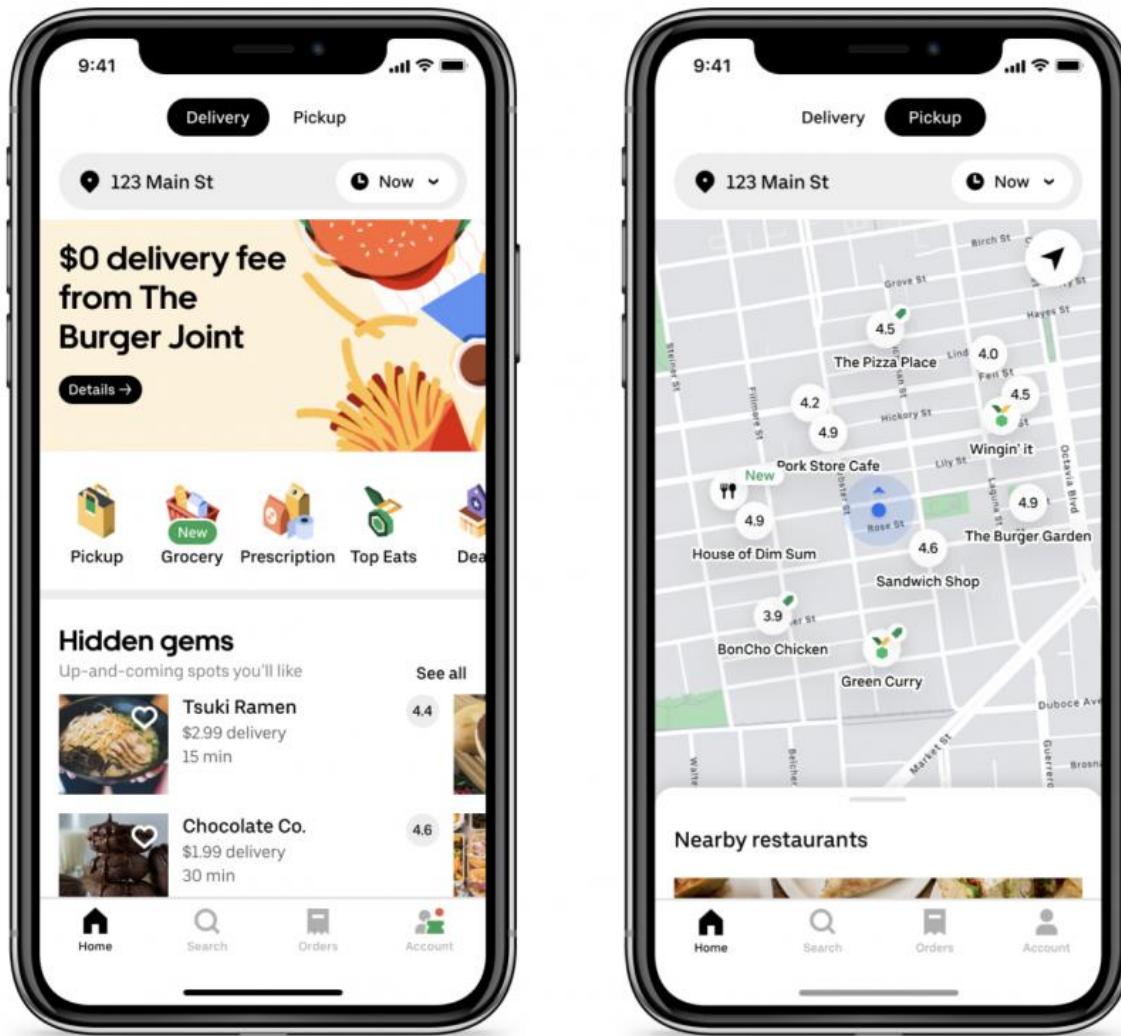
## **3.2 Online Food Ordering**

- Online food ordering is the process where the customer places the order for a physical product via a mobile app or a website and it is delivered to the customer.
- The customer usually pays through online payments but some businesses offer cash-on-delivery and/or card-on-delivery services as well.

### **3.2.1 UberEats**

- UberEats is a food delivery service operated by Uber.
- Customers can order food from partner restaurants.
- The restaurant will accept the order, and prepare and package it.
- Then the UberEats riders will pick the order up and deliver the food to the customer's doorstep

# UberEats ...contd.



<https://www.uber.com/newsroom/arriving-now-the-new-uber-eats/>

# UberEats ...contd.



<https://www.uber.com/newsroom/arriving-now-the-new-uber-eats/>

# How did Uber Eats become successful?

- The main reasons for the UberEats to become successful are that,
  - They were able to leverage already existing infrastructure from Uber
  - They were able to use Uber's street-routing software
  - They already had a customer base and drivers loyal to their service
  - People were willing to pay for the convenience of receiving their meals to their doorstep.

### **3.2.2 PickMe Food**

- Similar to UberEats, PickMe food is a food delivery service provided by PickMe
- It differs from UberEats as it provides a single app for the customer rather than having two apps for ordering and ride-hailing services.

# PickMe Food ...contd.

← Food     

## Outlets Near You



38min - 48min Fee: LKR 129.00

Al Maas Family Restaurant 94% (500+)  
(Marine Drive)



42min - 52min Fee: LKR 129.00

Saveira Indian Restaurant 94% (500+)

←



Open More Info

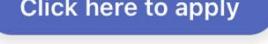
Perera & Sons (Havelock)  
Best Eats • Bakery

Delivery Self Pickup Fee: LKR 129.00  
 35min - 45min 97% (500+)

Search for items

RICE

Chicken Lamprais LKR 900.00 

 Click here to apply

### 3.3 Online Education

- Online education is the practice of teaching-learning activities online as the new form of distance education.
- Usually, it has been implemented with ideas and best practices taken from traditional classroom settings and imposed on learners who are physically separated from an instructor.
- Distance education relates to teaching and learning in which teaching typically occurs in a different place from learning and requires communication through technologies.
- It includes all forms of teaching and learning where the students and instructor are separated geographically.

Sun, A. and Chen, X., 2016. Online education and its effective practice: A research review. *Journal of Information Technology Education*, 15.

# **Online Education ...contd.**

Terms related or similar to online education

- Distance education
- e-learning
- Online learning
- Blended learning
- Computer-based learning
- Web-based learning
- Virtual learning
- Tele-education
- Cyber learning
- Internet-based learning
- Distributed learning

Sun, A. and Chen, X., 2016. Online education and its effective practice: A research review. *Journal of Information Technology Education*, 15.

## **Online Education ...contd.**

- During the COVID 19 pandemic, all the educational institutions had to change their method of delivery from physical to online using platforms such as
  - Moodle
  - Zoom and
  - Microsoft Teams

# Online Education ...contd.

- Benefits of Online Learning
  - The flexibility of the schedules
    - Students can view materials at any time convenient for them
  - Low cost compared to traditional learning
    - Costs like textbooks, commuting, and accommodation are reduced
  - The learning environment is flexible and more comfortable
    - Students can learn from their homes, coffee shops, co-working places, etc.
  - Geographic flexibility
    - Students can enroll in a course offered by an institute in a different region/country.
  - Improvement of technical skills
    - Frequent use of technical skills to join a virtual class will improve the technical skills.

## **Online Education ...contd.**

- Time is saved
  - Time is saved on commuting.
  - Due to the flexibility of location and time, students can learn when they are free
- Wide selection of programs.
  - As students are not limited by the location or schedule they have a wider range of options.

# **Online Education ...contd.**

- Issues with online learning
  - Require a high level of intrinsic motivation
  - Require a high level of self-discipline
  - High dropout rates
  - May create a sense of isolation
  - Will increase the screen time
  - May face technical issues.

Andreas M. Kaplan, Michael Haenlein, Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster, Business Horizons, Volume 59, Issue 4, 2016, Pages 441-450, ISSN 0007-6813, <https://doi.org/10.1016/j.bushor.2016.03.008>.  
(<https://www.sciencedirect.com/science/article/pii/S000768131630009X>)

# Classification of online distance learning applications

|                 |                      | Number of Participants  |  |
|-----------------|----------------------|---|--|
|                 |                      | Unlimited   | Limited  |
| Time Dependency | Distance Learning    | MOOC ( <i>Massive Open Online Course</i> )  | SPOC ( <i>Small Private Online Course</i> )  |
|                 | Traditional Learning | <i>e.g., community college offering several time slots for the same fundamentals course, which gives quasi-asynchronous choice to a student</i> | <i>e.g., individual/ small-group language tutorials with a private teacher scheduled according to student availability</i> |
| Dependency      | Distance Learning    | SMOC ( <i>Synchronous Massive Online Course</i> )   | SSOC ( <i>Synchronous Small Online Course</i> )  |
|                 | Traditional Learning | <i>e.g., undergraduate lecture in amphitheater with stadium seating</i>   | <i>e.g., PhD course on a specific method or research topic</i>   |

Andreas M. Kaplan, Michael Haenlein, Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster, Business Horizons, Volume 59, Issue 4, 2016, Pages 441-450, ISSN 0007-6813, <https://doi.org/10.1016/j.bushor.2016.03.008>.  
(<https://www.sciencedirect.com/science/article/pii/S000768131630009X>)

# **Classification of online distance learning applications**

**...contd.**

## Synchronous distance learning

- Students have to learn at the same pace

## Asynchronous distance learning

- Students may learn at their own pace, in accordance with their schedules.

# **Classification of online distance learning applications**

## **...contd.**

### **Small Private Online Courses (SPOC)**

- SPOC is an online course offered by a private teacher in a particular place and scheduled depending on the student's availability. A limited number of students are enrolled in the course and therefore require some form of formal enrollment. SPOCs frequently have a competitive application process and might charge a tuition fee.

### **Massively Open Online Courses (MOOC)**

- A MOOC is an open-access online course (i.e., without any participation restrictions) that allows for unlimited(massive) participation.
- However, if the student wants to obtain the certificate on completion of a course, they have to make a payment.

Andreas M. Kaplan, Michael Haenlein, Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster, Business Horizons, Volume 59, Issue 4, 2016, Pages 441-450, ISSN 0007-6813, <https://doi.org/10.1016/j.bushor.2016.03.008>.  
(<https://www.sciencedirect.com/science/article/pii/S000768131630009X>)

# **Classification of online distance learning applications**

**...contd.**

## **Synchronous Massive Online Course**

- A course offered online to a large number of students
- All students must be “present” online at the same time due to reasons such as
  - live streaming
  - virtual group activities
- The number of students is unlimited

## **Synchronous Small Online Course**

- A limited number of students participating in real-time

Andreas M. Kaplan, Michael Haenlein, Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster, Business Horizons, Volume 59, Issue 4, 2016, Pages 441-450, ISSN 0007-6813, <https://doi.org/10.1016/j.bushor.2016.03.008>.  
(<https://www.sciencedirect.com/science/article/pii/S000768131630009X>)

# Moodle

- Moodle is a learning platform
- It provides a single robust, secure, and integrated system to create personalized learning environments.
- It is a free and open-source Learning Management System.
- It is used by many schools, universities, and other institutions for blended learning and online learning.

[https://docs.moodle.org/400/en/About\\_Moodle](https://docs.moodle.org/400/en/About_Moodle)

# The Moodle story

- Martin Dougiamas, the founder and CEO of Moodle, lived nearly 1000 kilometers from the nearest school in a remote area of the Western Australian desert.
- He has to learn through “School of Air”, learning delivered through shortwave radio, the best available technology at the time.
- This experience shaped his vision to
  - Take education beyond physical classrooms that have barely changed in hundreds of years
  - Enable quality education in all corners of the globe
- By the late 90's he completed a Computer Science degree and worked as an “Internet consultant” and lecturer.
- He started experimenting with online teaching using the web.
- Due to bad experiences with existing tools, he started to build his own tools.

<https://moodle.com/about/the-moodle-story/>

## The Moodle story ...contd.

- He called the system he developed “Martin’s Object-Oriented Dynamic Learning Environment” or MOODLE.
- Later it was changed to “Modular Object-Oriented Dynamic Learning Environment”
- In November 2001, the first post on Moodle was posted by Martin in the course “Constructivism” at Curtin University
- Moodle 1.0 is released on August 20th, 2002.
- In 2007 with improved documentation and new certifications, Moodle LMS establishes itself as a leading and award-winning open-source LMS
- In September 2013 the first official Moodle MOOC was launched.
- In 2020, due to the global COVID-19 pandemic, demand for online learning management systems increased.

Some screenshots of a Demo Moodle site can be found in the next slides.

<https://moodle.com/about/the-moodle-story/>

# Moodle Screenshots

Mount Orange School Home Dashboard My courses



Welcome back, Jeffrey! 🙌

Course overview

In progress ▾ Search Sort by course name ▾ Card ▾



Mindful course creation  
Mount Orange Community

38% complete



Moodle and Mountaineering  
Physical Education



Activity Examples  
Moodle Resources



★ Celebrating Cultures  
Society and Environment



Class and Conflict in World  
Cinema  
Art and Media



Critical Thinking: Develop your  
skills  
Society and Environment



Digital Literacy  
Art and Media



English with H5P  
Languages



History: Russia in Revolution  
Society and Environment

# Moodle Screenshots ...contd.

Mount Orange School Home Dashboard My courses

## General

### Welcome to the Activity Examples course!

This course contains working examples of Database activities, Glossary activities and Quizzes and quizzes shared by other Moodle users from around the world. Find these and many more on [MoodleNet](#).

Feel free to export any of the content here, with the username teacher and password moodle.

**NOTE:** Because of the large volume of shared activities we're using the one section per page course setting.

#### Database activities

Find more [Database presets on MoodleNet](#).

Read the [Database activity documentation](#) to learn how to export and import presets and entries.

Databases: 6

#### Glossary activities

Find these and more [Glossary entries on MoodleNet](#).

Read the [Glossary activity documentation](#) to learn how to export and import these entries into your own Moodle site.

Glossaries: 3 Text and media areas: 7

#### Quizzes

Find these and more [Quiz questions on MoodleNet](#).

Read the [Question bank documentation](#) to learn how to export and import questions into your own Moodle site.

?

# Moodle Screenshots ...contd.

Mount Orange School Home Dashboard My courses

Search Bell Chat User Profile Edit mode

## Activity Examples

Course Settings Participants Grades Reports More ▾

### General

#### Welcome to the Activity Examples course!

This course contains working examples of Database activities, Glossary activities and Quizzes and quizzes shared by other Moodle users from around the world. Find these and many more on [MoodleNet](#).

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### Quizzes

Find these and more Quiz questions on [MoodleNet](#).

Read the [Question bank documentation](#) to learn how to export and import questions into your own Moodle site.

#### Science



Balancing Chemical Equations (Rob Bright)



Molar Mass (Rob Bright)

# Moodle Screenshots ...contd.

Mount Orange School Home Dashboard My courses

Activity Examples / Quizzes / Balancing Chemical Equations (Rob Bright) / Preview

## Balancing Chemical Equations (Rob Bright)

Quiz Settings Questions Results Question bank More ▾

Back

**Question 1**  
Not yet answered  
Marked out of 4.00  
Flag question

Fill in the gaps below using the correct coefficients.

$$\boxed{\phantom{0}} \text{Cl}_2 + \boxed{\phantom{0}} \text{KI} \rightarrow \boxed{\phantom{0}} \text{KCl} + \boxed{\phantom{0}} \text{I}_2$$

**Question 2**  
Not yet answered  
Marked out of 3.00  
Flag question

Fill in the gaps below using the correct coefficients.

$$\boxed{\phantom{0}} \text{Na} + \boxed{\phantom{0}} \text{O}_2 \rightarrow \boxed{\phantom{0}} \text{Na}_2\text{O}$$

**Question 3**  
Not yet answered  
Marked out of 4.00  
Flag question

Fill in the gaps below using the correct coefficients.

$$\boxed{\phantom{0}} \text{Na} + \boxed{\phantom{0}} \text{HCl} \rightarrow \boxed{\phantom{0}} \text{H}_2 + \boxed{\phantom{0}} \text{NaCl}$$

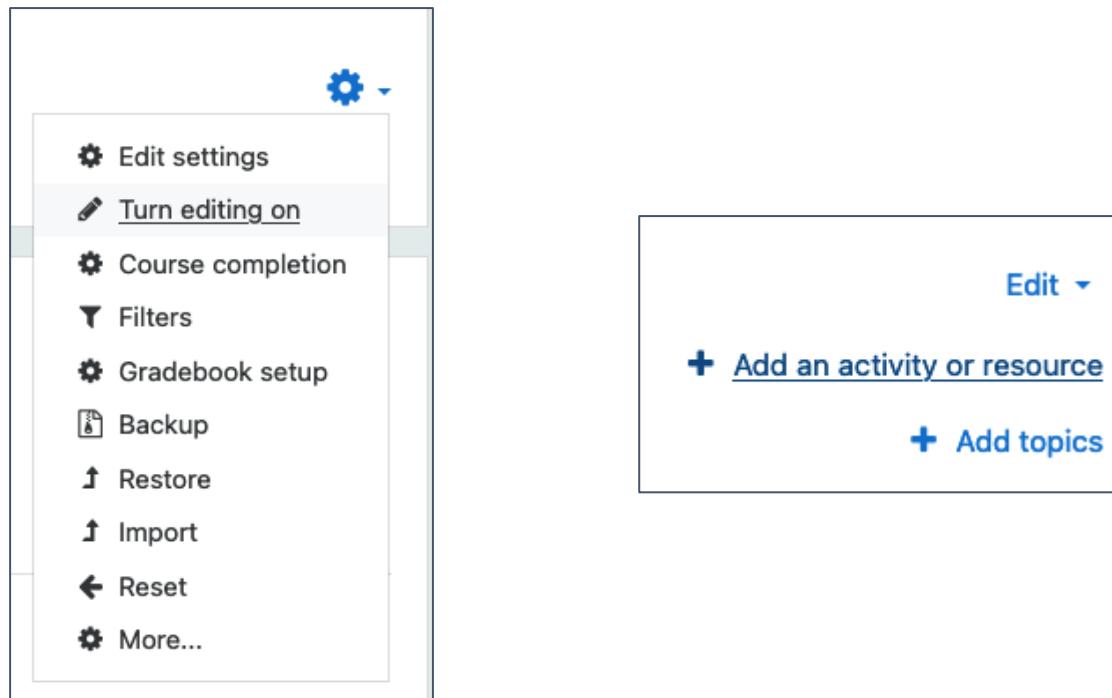
Quiz navigation

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 |    |    |    |

Finish attempt ...  
Start a new preview

# Activity Types in Moodle

- An activity in Moodle refers to something the students can contribute directly to.
- These can be accessed by clicking “Turn editing on” and then clicking the “Add an activity or resource” link.



# **Activity Types in Moodle ...contd.**

## **Activity Types in Moodle**

1. Assignments
2. BigBlueButton
3. Chat
4. Choice
5. Database
6. Feedback
7. Forum
8. Glossary
9. H5P activity
10. Lesson
11. (LTI) External tool
12. Quiz
13. SCORM
14. Survey
15. Wiki
16. Workshop

## Assignment activity

- This allows students to submit work for grading. Students can either type the text online or upload a file. The teacher can set deadlines and cutoff dates for the assignments. They also can select settings such as acceptable file types, file size, number of files etc.

The screenshot shows the Moodle Assignment activity interface. On the left, a summary card for an assignment titled "Safety when solo climbing" is displayed. It includes fields for Submission status (No attempt), Grading status (Not graded), Due date (Saturday, 1 May 2021, 11:59 pm), Time remaining (17 days 5 hours), and Last modified (-). A "Comments (0)" link is also present. A large orange circle labeled "1" is overlaid on the "Add submission" button. Below the card, a message says "You have not made a submission yet." On the right, a larger view of the assignment details page shows the assignment title "Safety when solo climbing" with a blue circle labeled "2" above it. The instructions "In at least 500 words, outline the safety considerations when planning a solo climb." are visible. A "File submissions" section with a maximum file size of 64MB and 20 files allowed is shown, featuring a "Save changes" button. A large blue arrow points down to the file submission area.

## Database Activity

- This allows the teacher and student to build, display and search a bank of record entries. Entries can be images, files, URLs, numbers, text, etc.

[View list](#) [View single](#) [Search](#) [Add entry](#)

Page: [\(Previous\)](#) [1](#) [2](#) [3](#) [4](#)

weblink: [Lake District site](#)

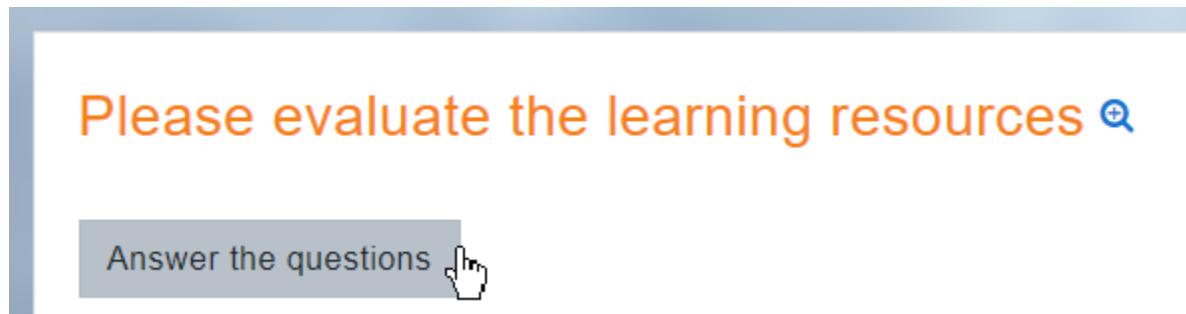
picture:



Page: [\(Previous\)](#) [1](#) [2](#) [3](#) [4](#)

## Feedback Activity

- Allows the teacher to create and conduct surveys to collect feedback. Unlike the Survey tool it allows you to write your own questions, rather than choose from a list of pre-written questions and unlike the Quiz tool, you can create non-graded questions.



[https://docs.moodle.org/402/en/Feedback\\_activity](https://docs.moodle.org/402/en/Feedback_activity)

## Forum activity

- This allows teachers and students to communicate asynchronously. They can create posts and exchange ideas using comments as a part of a thread. Teachers can grade or rate the forum posts. Teachers can give students permission to rate each other's posts.

The screenshot shows a Moodle forum interface. At the top, the title "Lakes Forum" is displayed in orange. To the right is a gear icon with a dropdown arrow. Below the title, a descriptive text reads: "This is a forum for discussing all aspects of the Lakes Poets, including their lives, backgrounds and any personal experiences you might have had." A blue button labeled "Add a new discussion topic" is visible. The main content area shows a single discussion topic:

| Discussion      | Started by                   | Last post ↓                   | Replies | Subscribe                | ⋮ |
|-----------------|------------------------------|-------------------------------|---------|--------------------------|---|
| ★ Lake District | Frances Banks<br>24 Apr 2020 | Anna Alexander<br>24 Apr 2020 | 1       | <input type="checkbox"/> | ⋮ |

[https://docs.moodle.org/402/en/Forum\\_activity](https://docs.moodle.org/402/en/Forum_activity)

## Lesson activity.

- This allows the teacher to create an exercise that will take different routes depending on the responses given by the students.
- The Lesson may be timed, and it may display a progress bar. It may have a table of contents showing all pages, or the navigation may be hidden.

Can you make a revolution?

Think you could mastermind a revolution? Take this thought-provoking activity and discover how you would manage.

Setting the Scene...

Take yourself forward in time and sideways into a parallel universe....



It is 23<sup>rd</sup> January 2211 You are a revolutionary and political dissident in the Kingdom of Ezalonia. You run a famous blog that is critical of the ruling Mordak regime.

OK - take me there!

You have completed 0% of the lesson

[https://docs.moodle.org/402/en/Lesson\\_activity](https://docs.moodle.org/402/en/Lesson_activity)

## Quiz Activity

- Teachers can create quizzes for students to try using this activity. Questions are created and stored separately in a Question Bank. Questions can be reused in different quizzes.
- The teacher can assign marks to answers, set a time limit, limit the number of attempts, prevent skipping questions, etc.

**Question 1**  
Not yet answered  
Marked out of 2.00  
[Flag question](#)

What is the significance of the little girl in the film A Beautiful Mind?

Select one:

a. She served to remind Nash that he was getting older

b. She was the catalyst for the later scientific discoveries Nash made.

c. She was the key to Nash realising the people he saw were not real

**Quiz navigation**

1 2 3 4 5 6 7

[Finish attempt ...](#)

## SCORM activity

- This allows teachers to upload any SCORM (Sharable Content Object Reference Model) or AICC package to a course.

The screenshot shows a SCORM activity titled "Benefits and Challenges of Online Teaching and Learning". The main heading is "BENEFITS & ASSOCIATED CHALLENGES". Below this, there are four red boxes containing text:

- Instructors can plan, test, revise courses in advance
- There are multiple, creative ways to present material
- Students can learn at their own pace
- Students can access the course from anywhere

On the left side of the slide, there is a vertical navigation bar with the title "Online teaching" and a link "Benefits and Challenges". On the right side, there is a "Resources" link. At the bottom, there is a navigation bar with icons for volume, play, and navigation, along with a page number "8/13".

[https://docs.moodle.org/402/en/SCORM\\_activity](https://docs.moodle.org/402/en/SCORM_activity)

## Survey activity

- This allows the teacher to use several verified survey instruments such as
  - COLLES (Constructivist On-Line Learning Environment Survey) and
  - ATTLS (Attitudes to Thinking and Learning Survey)
- Survey activities are not customizable.

Reflect on how the course meets your learning preferences

[View 928 survey responses](#)

This is designed to help you reflect on your participation with others in the course and how the tutors and activities match your personal learning preferences.

All questions are required and must be answered.

**Relevance**

| Responses   | Not yet answered                 | Almost never          | Seldom                | Sometimes             | Often                 | Almost always         |
|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| In this online unit...  |                                  |                       |                       |                       |                       |                       |
| 1 I prefer that my learning focuses on issues that interest me.         | <input checked="" type="radio"/> | <input type="radio"/> |
| 2 I found that my learning focuses on issues that interest me.          | <input checked="" type="radio"/> | <input type="radio"/> |
| 3 I prefer that what I learn is important for my professional practice. | <input checked="" type="radio"/> | <input type="radio"/> |
| 4 I found that what I learn is important for my professional practice.  | <input checked="" type="radio"/> | <input type="radio"/> |
| 5 I prefer that I learn how to improve my professional practice.        | <input checked="" type="radio"/> | <input type="radio"/> |

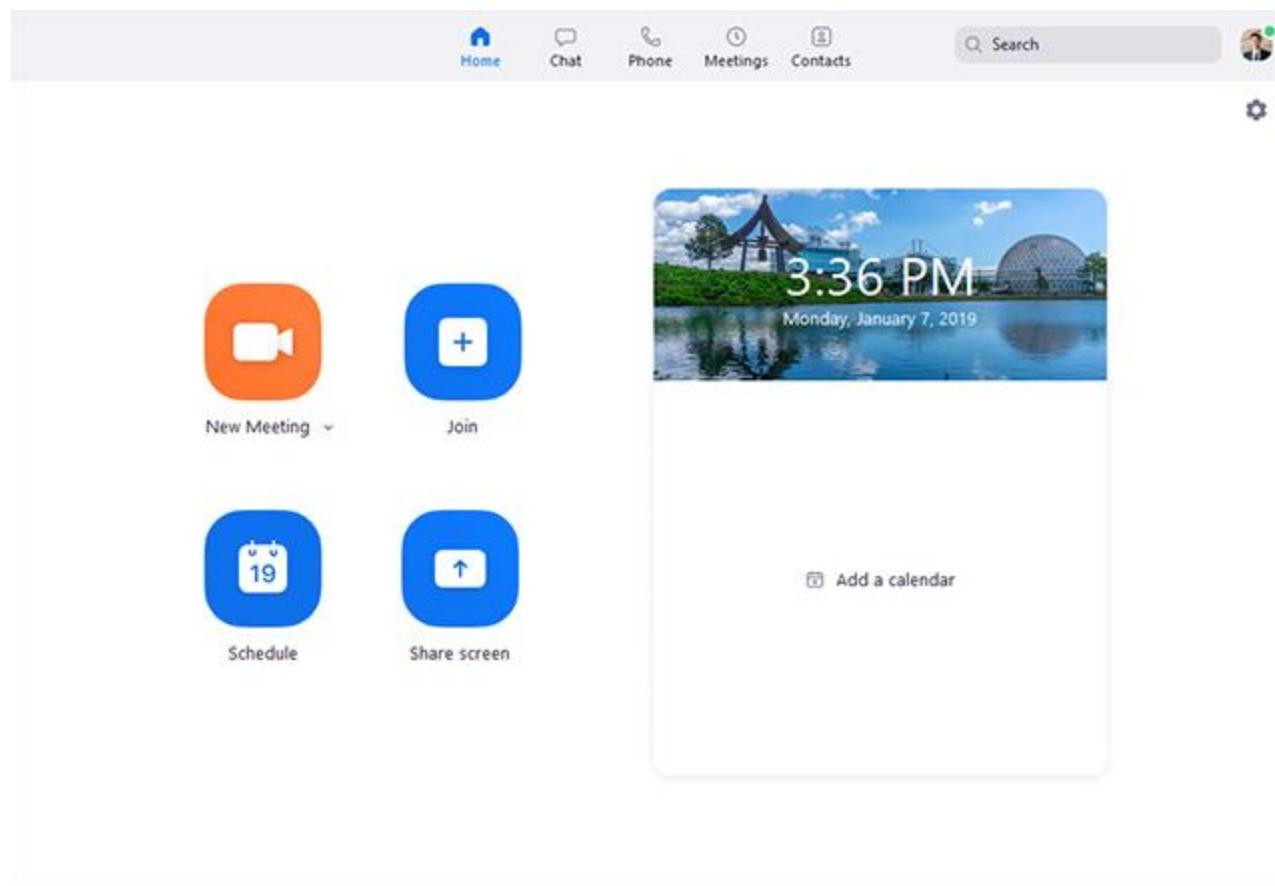
# Zoom

- Zoom is a cloud-based video conferencing platform that can be used for meetings and webinars.
- During the COVID pandemic, there was a huge increase of customers for Zoom due to remote work and online learning.
- Some of the features of Zoom are
  - Video conferencing
  - Screen sharing
  - Meeting recordings
  - Breakout rooms
- It also has security features such as
  - password protected meetings
  - end-to-end encryption
  - user authentication
  - waiting rooms
  - removing participants from the meeting

# Why Zoom became successful ?

- Fortunate timing
  - Due to the COVID-19 pandemic, many people had to work remotely. Zoom was the go-to platform for online meetings.
- Very low data usage
  - Zoom uses a comparatively lower amount of data. This enables it to work even with slower unreliable internet connections.
- Ease of use
  - Unlike other solutions available it is very easy to install and use.
- Cost-effectiveness
  - During the COVID-19 pandemic, it was the cheaper option when compared to other solutions available at the time

# Zoom Screenshots



# Zoom Screenshots ...contd.

The screenshot shows the Zoom web interface. At the top, there is a navigation bar with icons for Home, Chat, Phone, Meetings (which is highlighted in blue), and Contacts. A search bar and a user profile picture are also present. Below the navigation bar, there are two tabs: 'Upcoming' (selected) and 'Recorded'. On the left side, there is a list of meetings:

- 586-981-6226**  
My Personal Meeting ID (PMI)
- Recurring meeting
- Lee Sheng Shun's Zoom Meeting**  
Meeting ID: 152-838-107
- Lee Sheng Shun's Zoom Meeting  
Meeting ID: 363-634-275
- Lee Sheng Shun's Zoom Meeting  
Meeting ID: 356-408-144
- Lee Sheng Shun's Zoom Meeting  
Meeting ID: 883-433-321

On the right side, there is a detailed view of the meeting "Lee Sheng Shun's Zoom Meeting". It shows that it is a "Recurring" meeting with a "Meeting ID: 152-838-107" and "Host: Grant MacLaren". There are four buttons at the bottom of this panel: "Start", "Copy Invitation", "Edit", and "Delete". Below these buttons is a link "Show Meeting Invitation". At the bottom of the main content area, there is a button "Add a calendar".

# Zoom Screenshots ...contd.



<https://support.zoom.us/hc/en-us/articles/201362033-Getting-started-on-Windows-and-macOS>

## 3.4 Online Banking

- Online banking allows a user to conduct financial transactions over the Internet.
- This is also known as **Internet Banking** or **Web Banking**
- Almost all the services offered in traditional physical banking are offered through online banking as well.
- Some services that may be offered through online banking are
  - Money Transferring
  - Online Payments
  - Opening Accounts
  - Requesting Loans
  - Credit Card Payments
- Some screenshots of Sri Lankan online banking platforms can be found in the following slides.

# Online Banking Screenshots

The image is a composite of two screenshots from a bank's website. On the left, a banner for 'Green BANKING' features a man sitting on a stool using a laptop and a woman standing next to him, all set against a background of green trees, wind turbines, and a globe. On the right, a login form is displayed with fields for 'USERNAME \*' (with placeholder text 'abc123'), a CAPTCHA field containing '3 0 5 8' with a refresh button, and 'VERIFICATION CODE \*' (with a placeholder icon). A red 'NEXT' button is at the bottom, and links for 'Forgot Password', 'Online Registration', and 'Quick Application For Loan Product' are at the bottom right.

PEOPLE'S BANK

Green BANKING

USERNAME \*

3 0 5 8

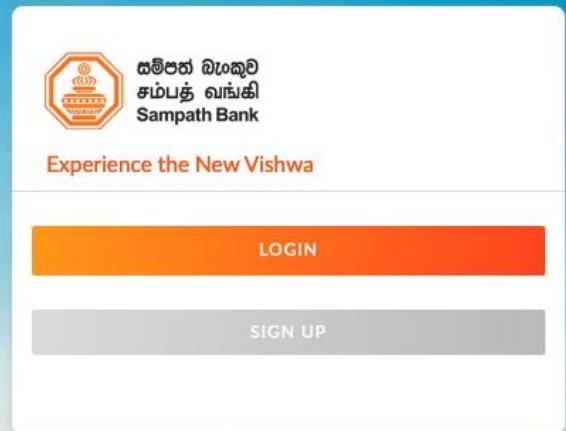
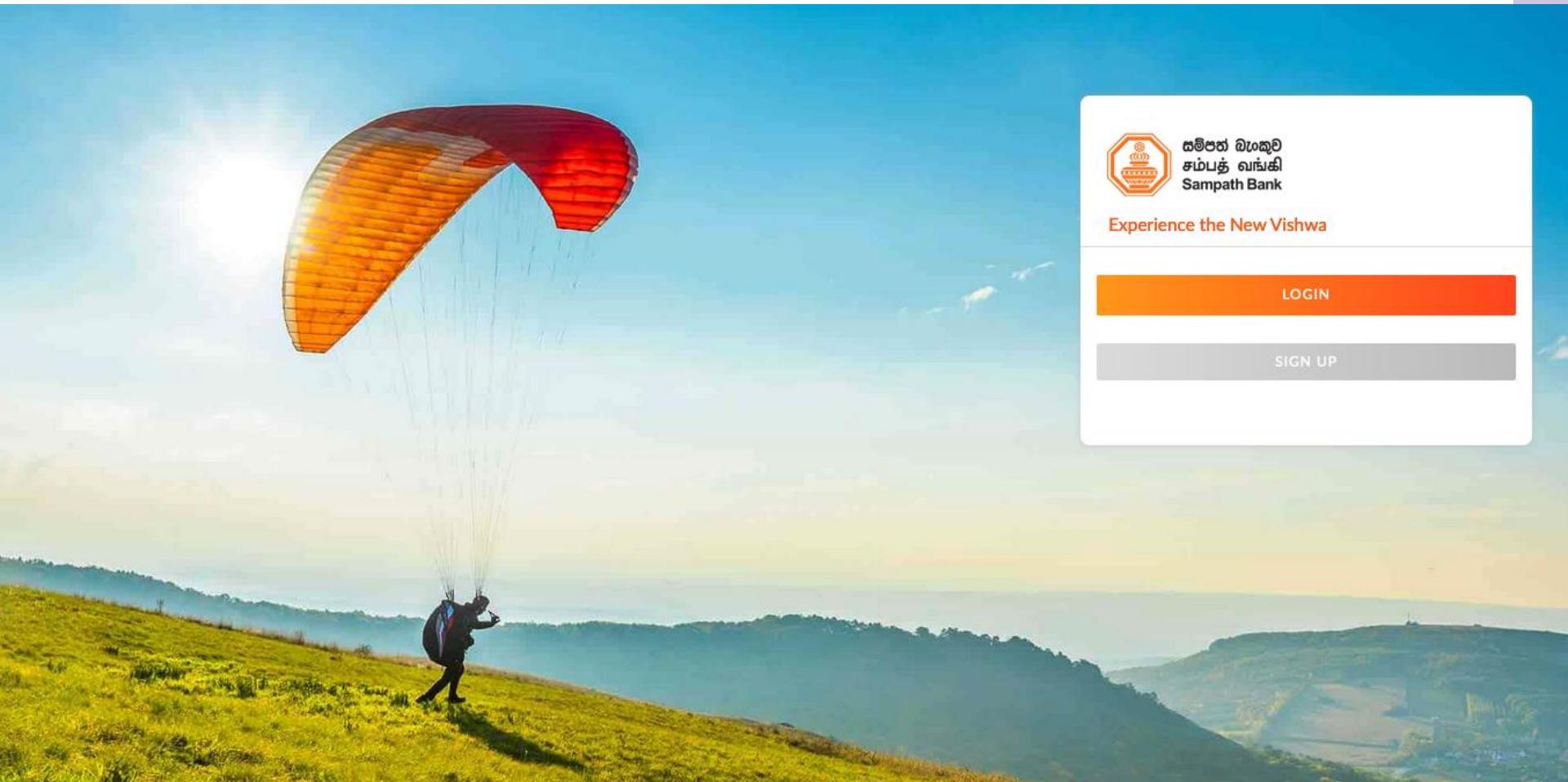
VERIFICATION CODE \*

NEXT

Forgot Password  
Online Registration  
Quick Application For Loan Product

© 2021 People's Bank. [Privacy](#) [Contact](#) [Feedback](#)

# Online Banking Screenshots ...contd.



# Online Banking Screenshots ...contd.



CB COMMERCIAL BANK

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[T&C \(Personal\)](#) | [T&C \(Corporate\)](#)

# **Advantages of Online Banking**

- Convenience
  - Customer can access their funds 24/7 from anywhere
  - There is no need to lose time waiting in line
- Fast & Efficient
  - Funds can be transferred within the same bank instantly
- Easy to monitor
  - Customers can easily monitor their transactions
  - Customers can get notifications as SMSes.

# **Disadvantages of Online Banking**

- New users might find it confusing to use. Especially the people who are not familiar with the technology.
- People might not trust online banking as much as traditional banking.
- Cannot withdraw cash
- May be vulnerable to hacking/phishing or other malicious activity.
- Rely on the device and connectivity to the Internet