

LEARNER-CENTERED MOODLE COURSE DESIGN:

DESIGN FACTORS, DIFFERENCES IN PERCEPTIONS, AND BEST PRACTICES

EMPIRICAL DATA

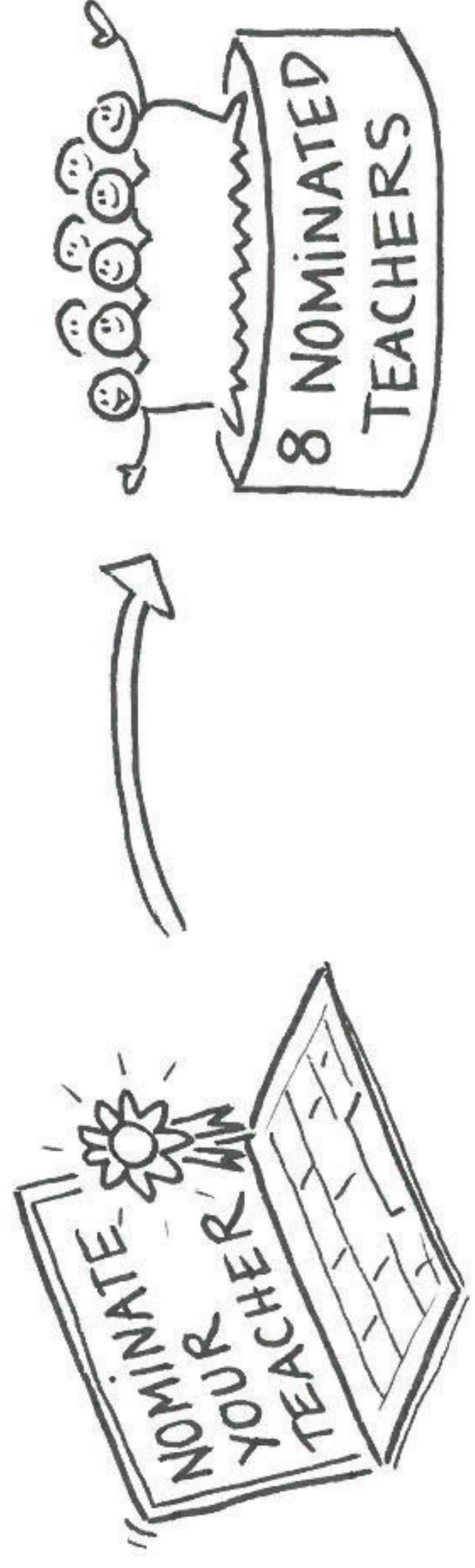
- ✓ INTERVIEWS WITH TEACHERS: "HOW DO YOU USE MOODLE IN TEACHING?"



- ✓ LITERATURE REVIEW



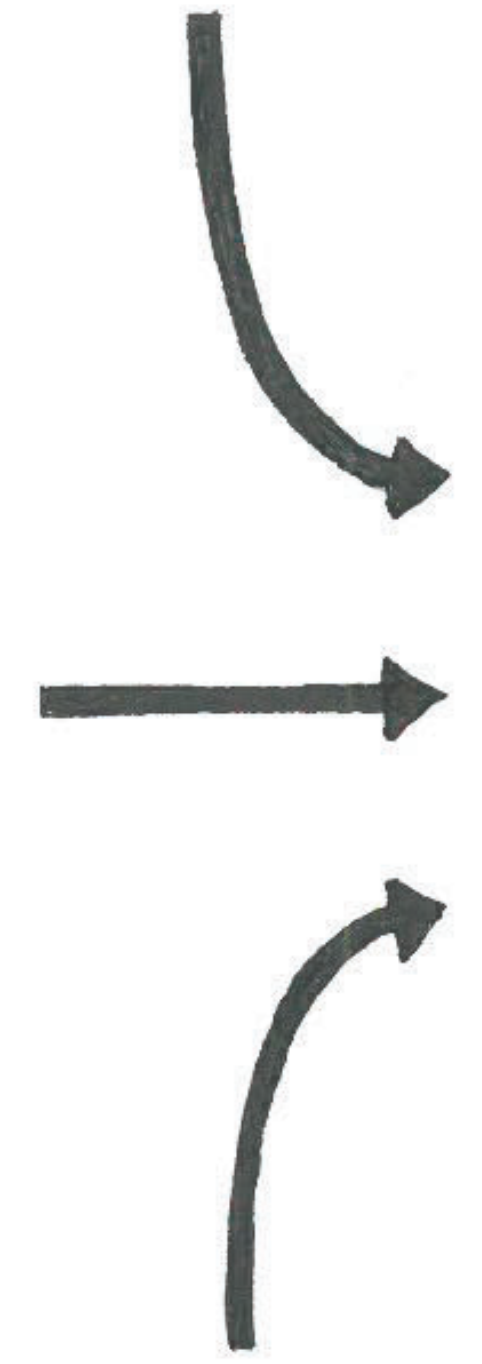
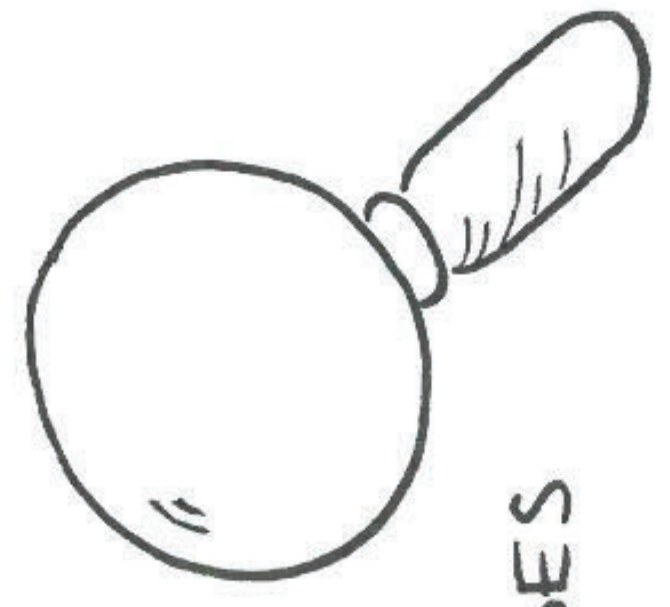
- ✓ SURVEY FOR STUDENTS: "WHICH IS THE BEST MOODLE COURSE AND WHY?"



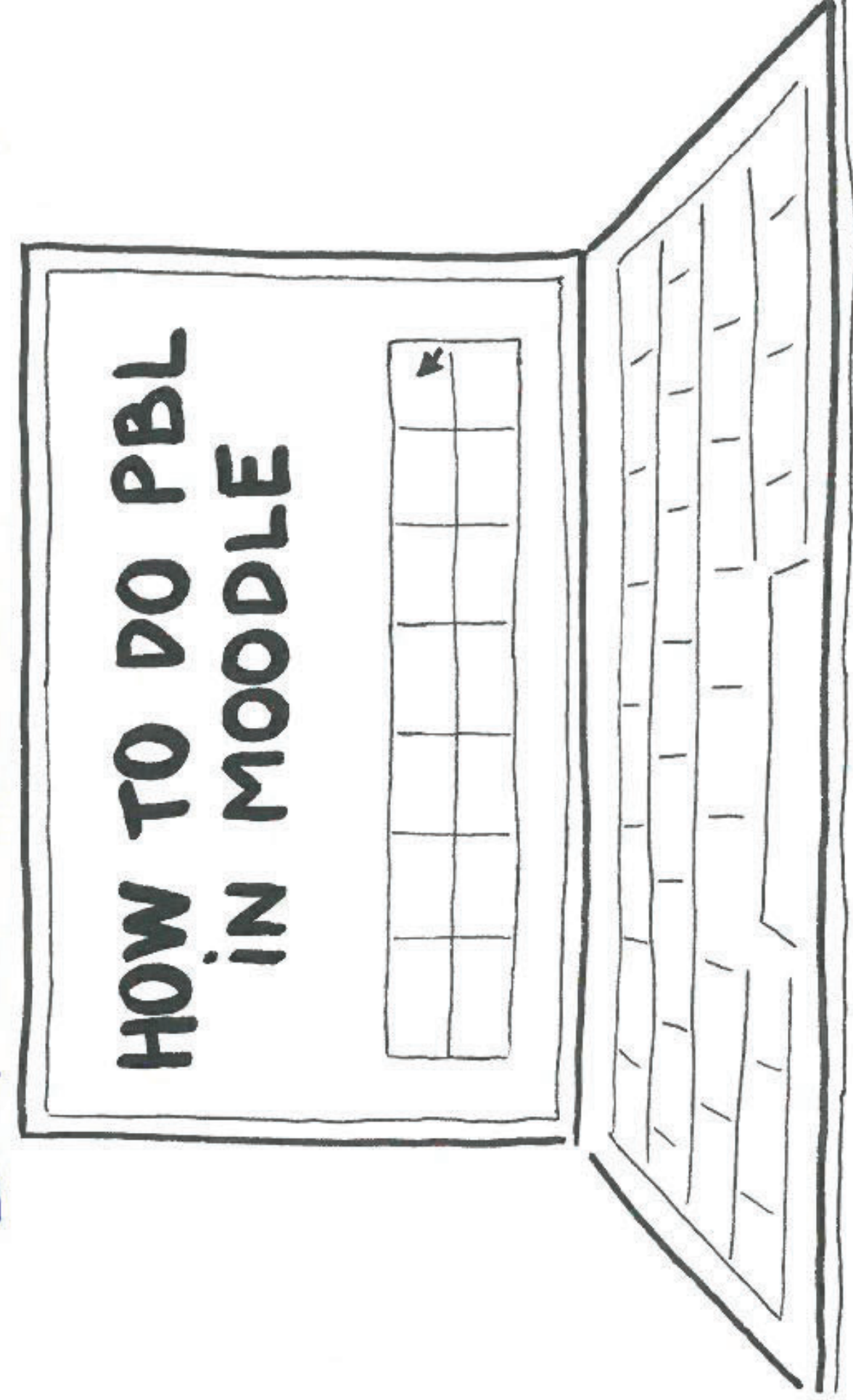
ANALYSIS

RESEARCHERS ANALYSED:

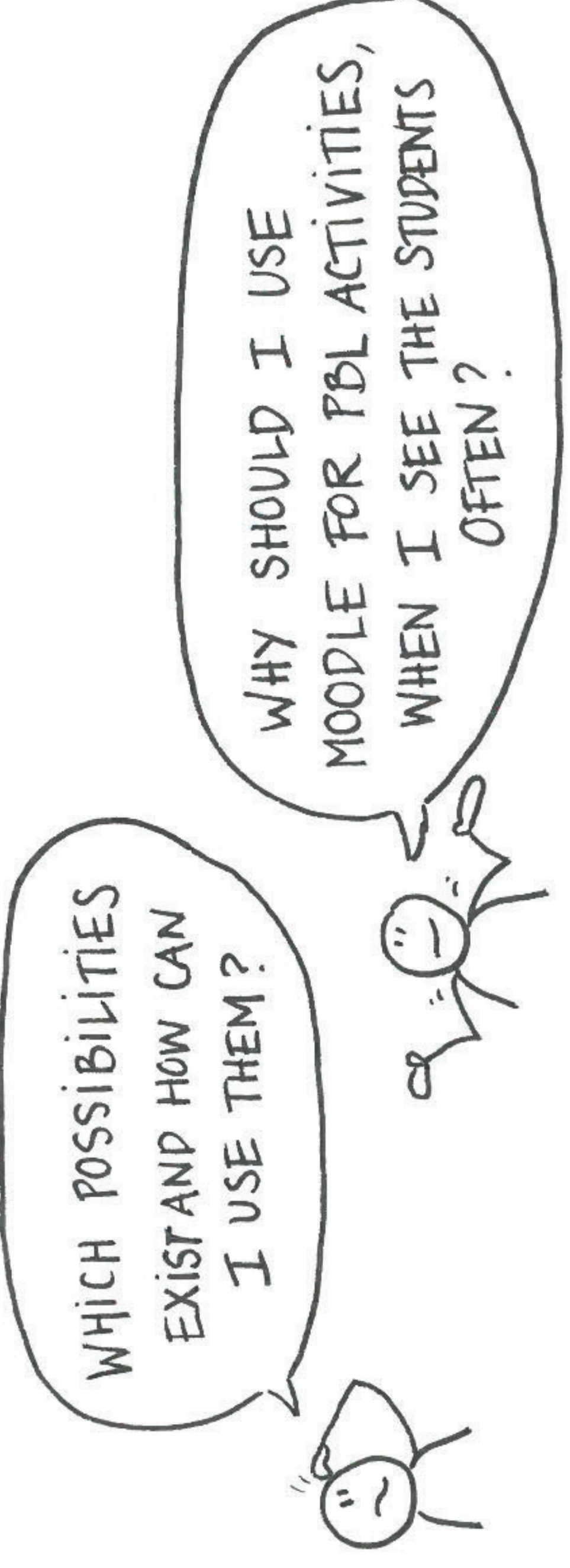
- INTERVIEWS
- LITERATURE
- NOMINATED MOODLE COURSES



<https://tinyurl.com/howtodopbl>



RESULTS



AAU PRACTICES:

- ABSENCE OF PBL AND STUDENT ACTIVATING MOODLE ELEMENTS
- THERE IS A NEED FOR TEACHER DEVELOPMENT

☀️ - WHEN DESIGNING MOODLE COURSES:

- ✓ GIVE INSIGHT INTO STUDENT PROGRESSIONS
- ✓ ALLOW FOR PEER TO PEER FEEDBACK
- ✓ INVITE STUDENTS TO CO-DESIGN THE MOODLE SPACE
- ✓ FOSTER AN OPEN DIALOGICAL TONE
- ✓ FACILITATE AND BE PRESENT IN THE ACTIVITIES

RESEARCH RESULTS	EXPERIENCES TU DELFT HOLLAND	FLIPPED LEARNING	FORUMS	PICTURES	DATABASE AND GLOSSARY	FEEDBACK
INSPIRATION FROM TEACHERS AT AAU	WIKI	JOURNAL	ASSIGNMENT	QUIZ	LITERATURE	FACILITATION OF ONLINE MEETINGS