Uses of Moodle in our university

- Organization
- Operation
- History
- Migration
- Evolution
- Use
- Using external applications
- Support requested by instructors
- Conclusions for our Faculty
ORT Uruguay Organization

- CPD + internal technical support
- By faculties
- Four faculties and one institute, each one with his own support team
Operation (II)

- Moodle server is permanently connected to Management Systems, which validate users, passwords and sessions
History

2000-2003

2003-2008

2008-
Migration WebCT - Dokeos

• Reason of change: License cost

• At the same time of migration, support teams were created for each center

• The migration had to be completed in only three months
Migration Dokeos - Moodle

• Reasons:
  - Unify the LMS used by various faculties
  - It is customizable by user
  - Interconnection with management systems
  - Extensive use global community
Evolution

Evolution in the use of LMS

Percentages of courses in our Faculty with web sites

Years
2000 2003 2009

Back
Generic use

- The pages are generated by courses, which implies a strong academic work of the course coordinator.
- The students themselves may access other courses beside those they have registered in.
Use by instructors: stages

• As a simple container of documents with a basic structure
• Container, but more sophisticated (html with links, etc.)
• Communication channels are established instructor-student, student-student via forums, tasks, Wikis, etc.
Using external applications

• A few instructors have looked for external applications (PRIZE, ELO), and have used them in their sites, motivating the students.

• It takes more technical knowledge and eventually more support.
What instructors do with Moodle

• Upload materials and make them visible to students
• Establish communications with students in different ways
• Allow students to upload documents in the site (tasks, blogs, Wikis)
Conclusions

• Since its introduction, in times of WebCT, the LMS tool has been widely accepted by students and professors.
• Instructors are getting acquainted and use the tool in sophisticated ways.
• Students who live far away (or part-time students) feel more supported, more connected with their professors.
• Significative decrease in the use of photocopying.
Thanks for your attention!