National Literacy and Numeracy Week 2008
Project Report

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Getting to know MOODLE is not an Olympic challenge</th>
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<tr>
<td>Project description:</td>
<td>To provide hands-on training for students, supervisors, carers and parents in MOODLE – our online learning platform. To provide human resources to develop and ‘put up’ a unit of online learning objects to help all participants better understand and become proficient in the use of this learning tool. The activities developed will incorporate literacy and numeracy development tasks accessible for users with Stages 3 and 4 levels of achievement. All activities will be linked to our theme for the day - <em>The Beijing Olympics</em>. The learning object and accompanying literature will be sent to all parents, supervisors and carers who are unable to attend on the day.</td>
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<tr>
<td>Person responsible for project:</td>
<td>Alan Wright</td>
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<td>School, Region:</td>
<td>Sydney Distance Education High School, Sydney Region</td>
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<tr>
<td>Contact person’s email:</td>
<td><a href="mailto:ALAN.V.WRIGHT@education.nsw.gov.au">ALAN.V.WRIGHT@education.nsw.gov.au</a></td>
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| Number of students, teachers, parents, other community members directly involved: | • 53 students attended on the day - SDEHS  
• 15 students from Plunkett St Primary senior class also attended  
• There were 4 centres in attendance, (3 SSP and 1 Talent Development HS)  
• 10 Middle School teachers supervised the MOODLE activities (up to 55 altogether were involved throughout the school on the day in other activities)  
• Up to 20 staff and parents from centres and Home category students  
• Altogether there are 380 students enrolled in Years 7, 8, 9 who now have access to the activities on MOODLE. |
| Intended literacy and/or numeracy outcomes: | **Outcomes – Medal tally Interactive Graph**  
By the end of this topic you will learn how to:  
• use multiple choice, matching and cloze questions in MOODLE  
• analyse, interpret and describe an interactive graph about Medal Tallies all around the world  
and you will explore:  
• why some countries around the world might have a higher medal count than others! |
| | **Outcomes – Debating Topics**  
By the end of this topic you will learn how to:  
• use Multiple Choice, Cloze and Matching Questions in MOODLE  
• research an area of interest chosen from the discussion topics above  
• focus on text types used  
At the **word level** - Identify parts of speech, the meanings of words, practise difficult spellings.  
At the **sentence level** - Construct sophisticated sentences, avoid tautology and use words appropriately, use correct syntax, appropriate grammar, correct punctuation.  
At the **text level** - Identify features of various text types; a recount, an explanation, a discussion, a procedure.  
and you will explore:  
• **biomechanics** and **technologies** of different sports  
• the **political history** of different Olympics |
- new **up-and-coming sports**
- values such as fairness, discipline, commitment, heroism, respect, teamwork
- issues of **national identity, conflict, cultural understanding**

**Outcomes – Wiki Debate:**
- conduct a discussion using a *Wiki* in MOODLE
- present an argument using evidence, examples and reasons to support your argument to one of the topics above!
- evaluate fellow students' arguments.

**Outcomes – Recount of the Opening Ceremony:**
- using the Audio Recorder in MOODLE
- writing a recount outcomes.

**Evidence of achievement of intended literacy and/or numeracy outcomes:**

**Background:** Students came for a one day, 30 minute workshop on how to access and use MOODLE for learning in their various Middle School subject areas. Students came from various Centres and Sports Academies around Sydney and from home. Our Plunkett State Primary School students were also involved in the workshop. The theme of our demonstration Literacy/Numeracy unit was the Beijing Olympics so materials were sourced and activities designed with this theme in mind.

**Evidence of achievement of outcomes:** Due to the enormous diversity of the students and the tight 30 minute time-frame, students were exposed to just one unit of:
- The Class agreement
- The Olympic Trivia Activity
- The debate topic: Why athletes times are falling so quickly with a video resource and multi-choice questions.

It was observed that:
- students had enormous variety of prior knowledge in using a computer (logging on, typing – finding the right keys, finding the links and following our links on the projector, using MOODLE activities)
- students mostly completed the Olympic Trivia q accurately and quickly
- students were frustrated if the video resource didn’t download in under 3 min and all but gave up if it took longer than that. Sharing with other students did not present problems but rather, was beneficial
- Some students were amazed by the interactive panorama and most enjoyed the video and the way the interactive graph was presented. Making a joke – find which year Brazil looked like Mickey Mouse (and why) was motivational for students.
- As far as a demonstration of student comprehension and demonstration of higher order thinking skills went – students often attempted the quizzes, then upon seeing the feedback and correct answers, they would memorise these answers and obtain 10/10 next time. When probed out of context about details – they seemed not to be able to remember the answer. Students must avoid treating quizzes as a game of memory, remembering a,d,e,c etc.
- Finally, it should be noted that one student with Asperger’s syndrome actually knew to view the source code, whereby he found the feedback embedded in the code and was able to answer all questions correctly.
**Other information:**
Login and password details for access to our MOODLE activities as a guest are available and attached, so as to enable review of the learning materials prepared.

**Feedback about making grants available for such projects:**
Availability of grants such as this is essential to aid schools in the ability to provide quality teaching in order to improve the learning outcomes of students. In a school like SDEHS where so many students have known very little success in the educational context, it is very important to provide the students with engaging and achievable activities that both allow them to extend their literacy and numeracy skills and knowledge and also allow them to come face to face with their teachers and peers to form and strengthen relationships.

This grant has enabled the time and teacher expertise necessary for this to occur. The day was a huge success and we now have an excellent resource for future use with all our students. Ongoing support for Literacy and Numeracy teaching and learning through the provision of grants is extremely necessary.

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**INSTRUCTION ON HOW TO ACCESS MOODLE (elearning)**

Hi! Welcome to Moodle!

To access Moodle please go…


To the e-learning link on the left hand side
2. To our course Getting to Know Moodle is not an Olympic Challenge_07 (you may need to log on first)
   • to log on… (right-hand side)
   • use your normal student email address user name: guest
   • and use your first name (lower case) for the password: guest

3. Click on the Class Agreement and when inside click “I agree”

You can start with the activities that your teacher has asked you to complete and your results, essays, voice will be submitted directly to your teacher’s email account. – the team at Sydney Distance High School.