

OER

Open Education Resource: Flipping the classroom with MOODLE

Work done as part of AICTE approved FDP on Use of ICT in
Education for Online and Blended Learning

Team ID: 1108_005

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FDP in Educational Technology, 2016.

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Introduction

FDP201x: Pedagogy for Online and Blended Teaching-Learning Process is 4 weeks workshop.

OER work is developing by Prof. Kapil Saner, Pradip Patil and Sachin Badgujar as a part of assignment. Topic is Clutch which comes under category of Theory of Machine. Our Team ID: 1108_005 and RC1108 of R. C. Patel Institute of technology Shirpur

OER is created on gnomio and Moodle (Moodle Cloud). Initially plane is just to develop on gnomio, but we to get grades and quiz conduction we decided to go for MOODLE.

Team ID: 1108_005

RCID – 1108

Team

Mentor Name: Kushal S Wasankar

Mentees:

Team Leader: Kapil A Saner

Team Member 1: Pradip K Patil

Team Member 2: Sachin P Badgujar

Section 1

Open Education Resource: Flipping classroom with Wordpress and MOODLE

About OER

Classroom is flipped by creating this OER with Gnomio and MOODLE lesson activities. This OER contains four lessons. Domain selected is mechanical and allied. Power Point Presentation is created and uploaded on Gnomio site and Quiz activity is plan to conduct on MOODLE page to check understanding of student level. Concept mapping is shown in pdf file of out of class activity.

- ✚ OER is downloadable from link bellow :
<https://sachin.gnomio.com/MOODLE> quiz Link:
- ✚ Users with self-emailed base login.
- ✚ Target Audience: Second Year Mechanical Engineering students (Sem-IV)
- ✚ Tags: Transmission, Clutch, Theory of machine, cone, centrifugal
- ✚ OER developed in gnomio

Learning Objectives

At the end of course learner should be able to

1. Identify the characterizing features of a clutch
2. Understand concept of cone & centrifugal clutch
3. Basic components of clutch

Helpful Documentation for Tool Use

1. Gnomio – Design and development of Lesson Activity
2. Microsoft Office PowerPoint – for slide and animation development

Section 2

Design Decisions

Nature of Decisions taken

We consider Content Decisions, Pedagogic Decisions and Technology Decisions to create this OER.

1. Content Decisions

Session covers – Theory of Machine- Clutches

Pedagogic Decisions

2. Pedagogic Decisions

Cognitive Levels –

Out of Class Activity with lower cognitive level

SN	Out of class Learning objective	C- Level
1	Define Clutch.	Understand
2	To understand modes of transportation.	Understand
3	Concept.	Apply

In-Class Activity with higher cognitive level

SN	In class Learning objective	C- Level
1	Objective MCQ questions on Clutch.	Analyze
2	Presentation on different topics of clutch.	Evaluate

Assessment Strategies

–

Out of Class Activity with Multiple choice questions

SN	Out of class Learning objective	Assessment
1	Define clutch.	MCQ 1, 2,5
2	Types of clutch.	MCQ 3, 4
3	Types &f Descriptive.	Identify as submission

✓

In of Class activities used are TPS and PI

SN	In of class Learning objective	Assessment
1	Select appropriate material for particular application Of clutch	Peer Instruction

3. Technology Decision

Out of Class Activity tool decided are as follows

SN	Tool	Use
1	Microsoft Office Power point	Slide show is created with office as licensed copy of Microsoft office16 is available in college. .You can also use Apache open office tool as freeware.
2	Gnomio and Moodle	Gnomio and Moddle 3.3.2 (gnomio.com) is use to develop self-learning lesson.

Section 3

OER Description

Active OER

You can access active OER of “Cone & Centrifugal Clutch” in the Gnomio with link provided as follows:

(<https://sachin.gnomio.com/>)

1

Lesson Setting

1. GNOMIO

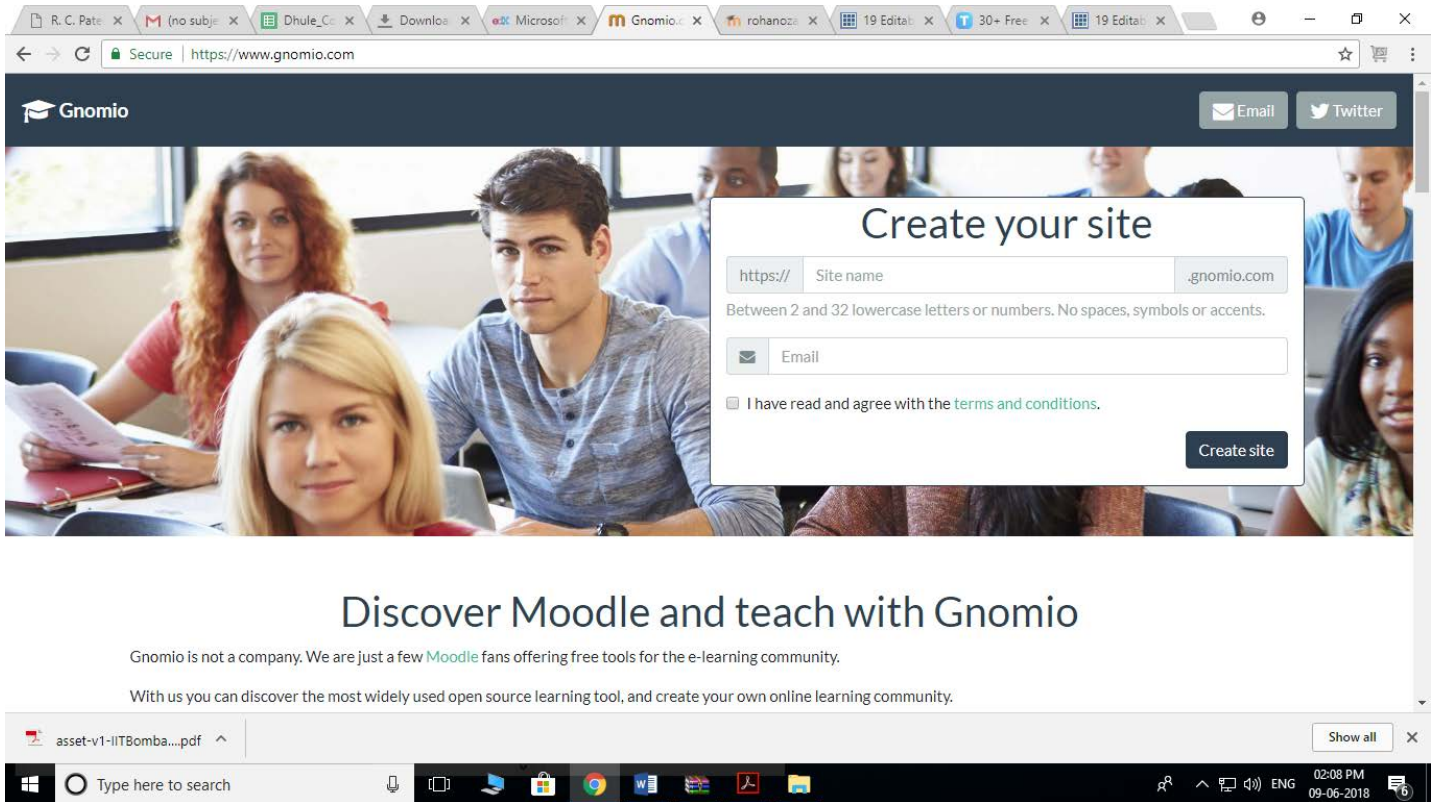
For gnomio lesson Screenshots shown as follows:

Step 1 : Go to <https://gnomio.com/> > log in

Step 2 : Create webpage - Manage > Site Pages > Add ([ref-snap 1](#))

Step 3 : Adding data to - Put name of page at place of Tile and add content at bottom place ([ref-snap 2](#))

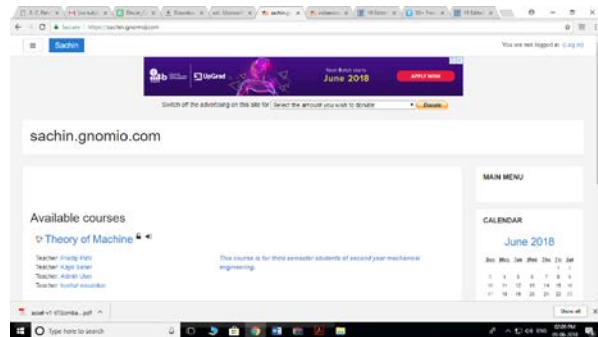
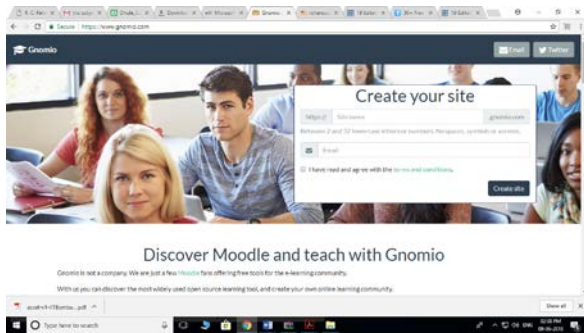
Step 4 : To add feature Image - [Go to Page](#) setting > Add featured image > update ([ref-snap 4](#)) > Add > Media ([ref-snap 5](#)) >Add > New > browse file to upload> select> Open > insert



Snap 1

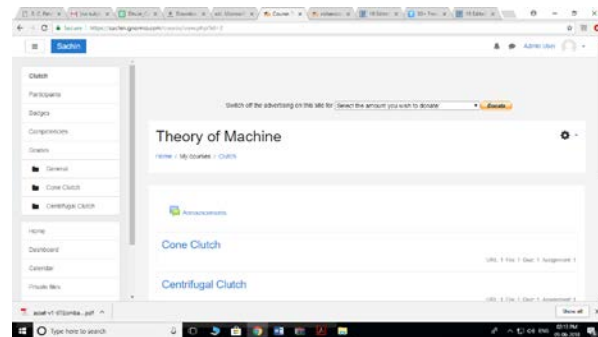
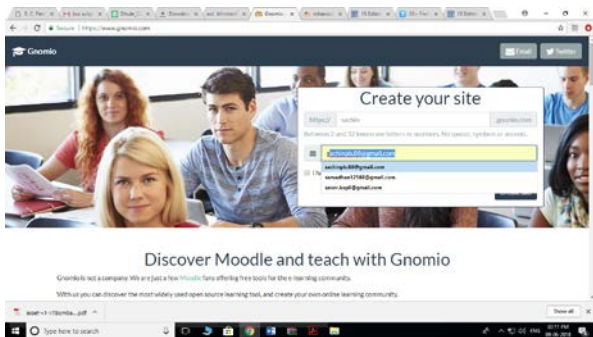
Before

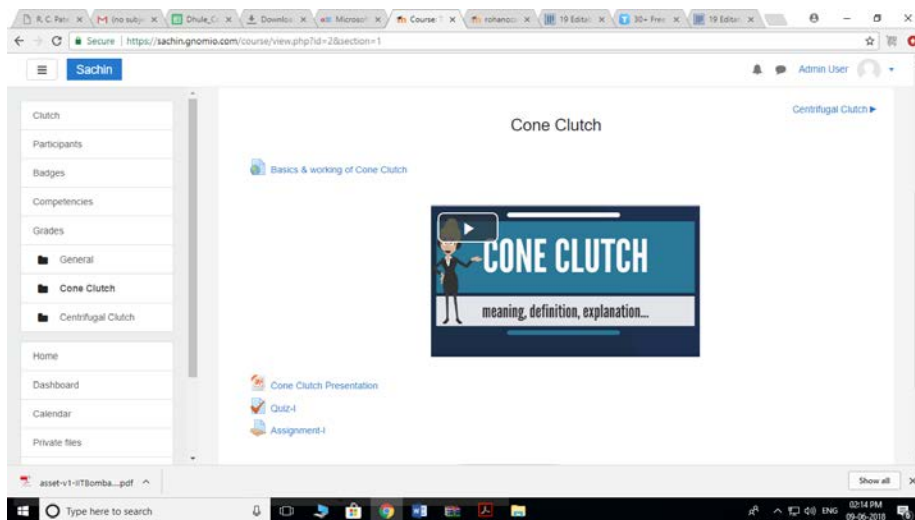
After



Snap 2

Snap 3

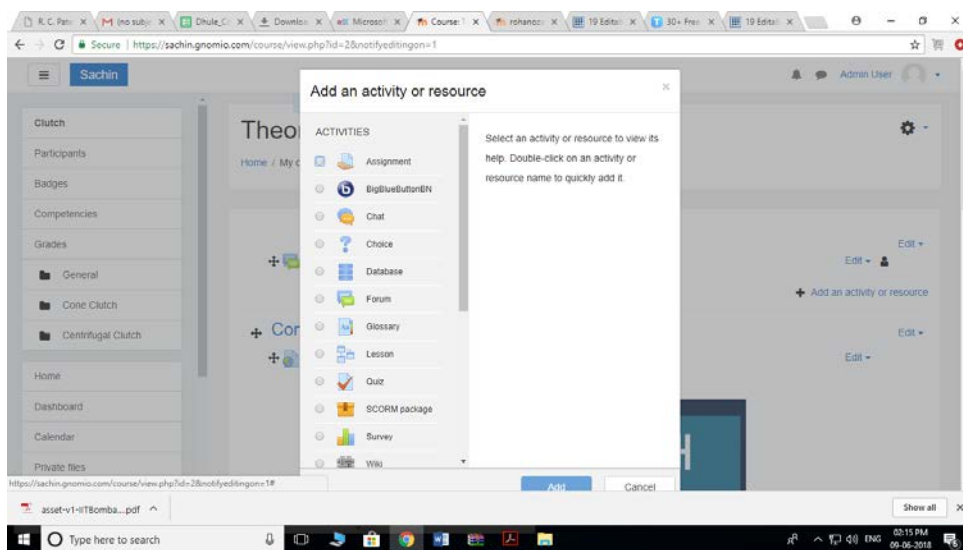




Snap 4

Step 5 : To Add Link- Click on >Insert link (ref-snap 6) > Put link in new window > add link (ref-snap 7)

Snap 5



2. Gnomio course

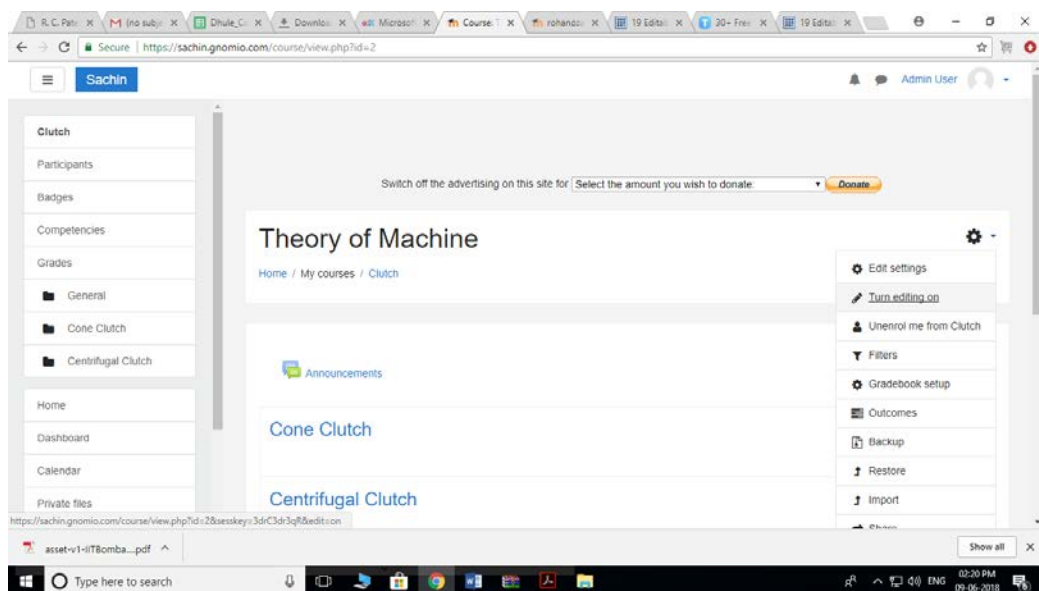
For Gnomio lesson Screenshots shown as follows:

Step 1: Go to > <https://www.gnomio.com/> > Create your own page then admin will sent you your id and password to account.

(for example:-Click on link <https://sachin.gnomio.com/> enroll for course using emailed-base to log in)

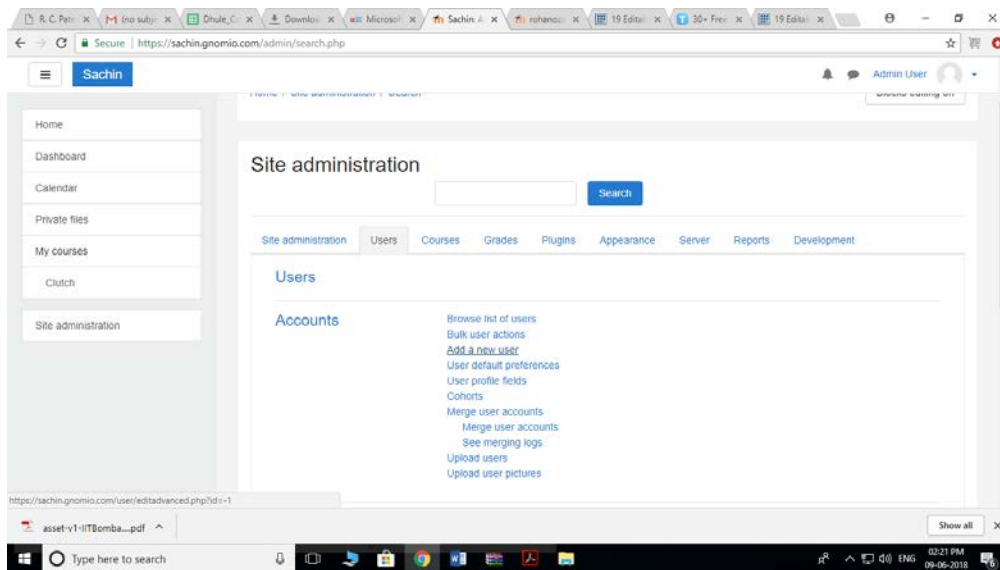
Step 2: Go to Setting > Turn editing On (ref- Snap 8) >

Step 3: Add new course (ref- Snap 9) course > Add General and course information

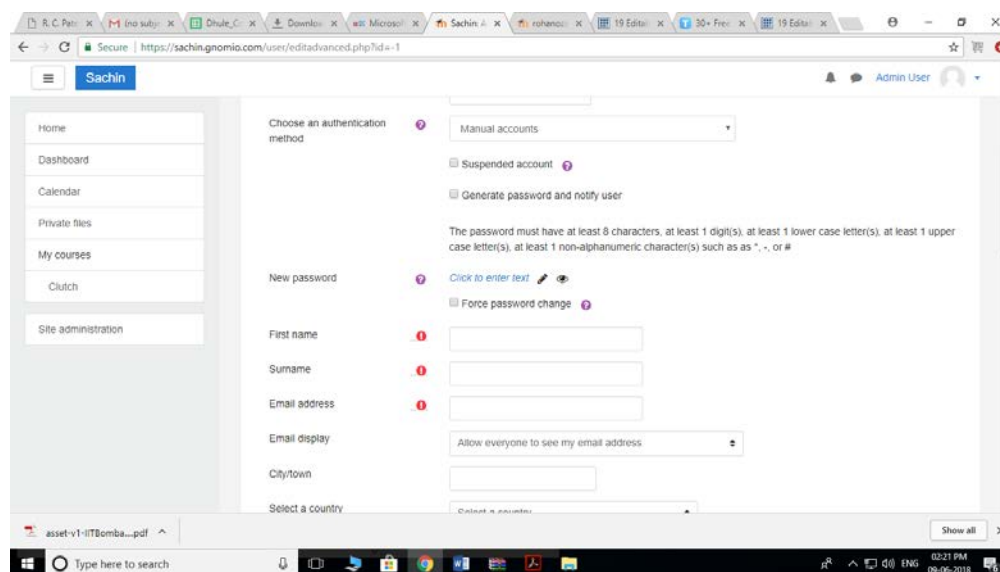


Snap 6

Step 4 : Select Site administration > Accounts > Add new user> Fill User details with ID password

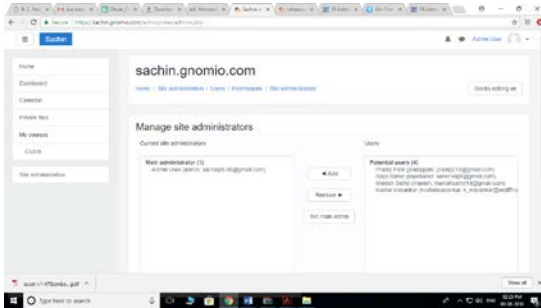


Snap 7

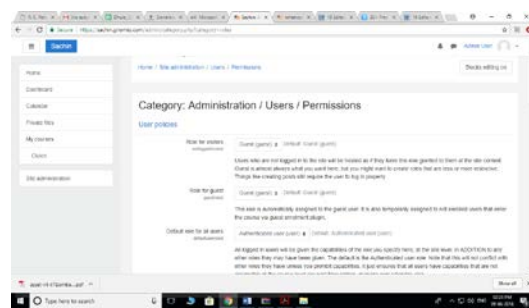


Snap 8

Step 5 : After user creation- Go course administration > user > Enrolled users Click on enrolled user> add created user> student



Snap 9



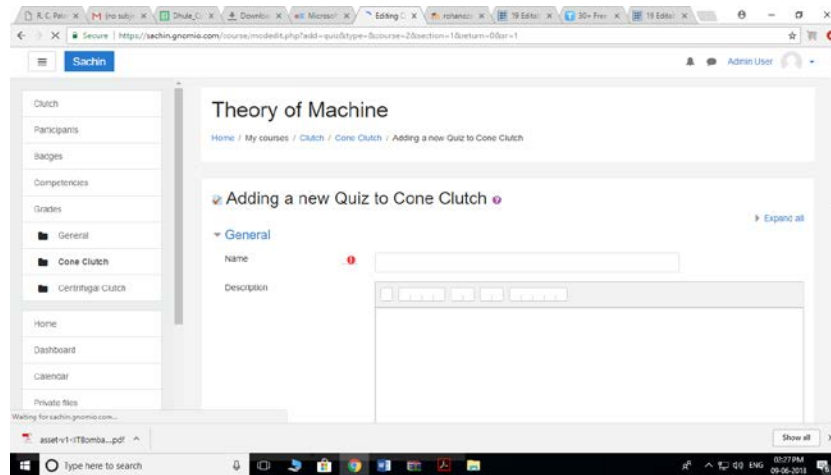
Snap 10

Step 6 : Click on Profile (man Pic- adjacent to Admin user) > Switch role to > Teacher

Step 6: Edit Topic name by clicking it > press Enter key

Step 7: Add any file (ref- Snap 11)

Step 8: Add Quiz > fill details> Add each details> save and display> edit quiz> Add new question > select from question bank



Snap 11

How to use this OER

For using this OER-Gnomio, use admin id and password as follows and change to admin role or ask admin administrator to restore backup in your course.

Admin ID – admin

Password – Sachin@123

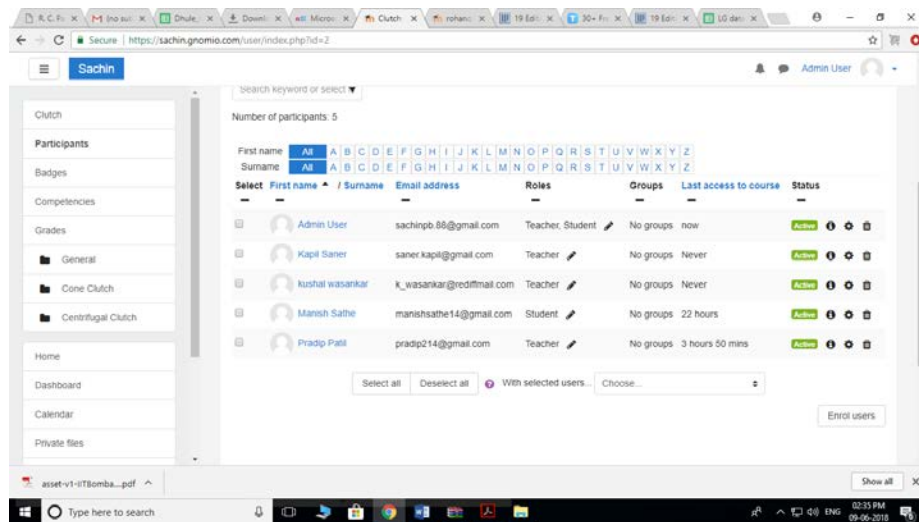
For using this OER-Gnomio, save page as html.

Section 4

Evaluating Effectiveness of OER

Effectiveness of OER is done by

1. Student



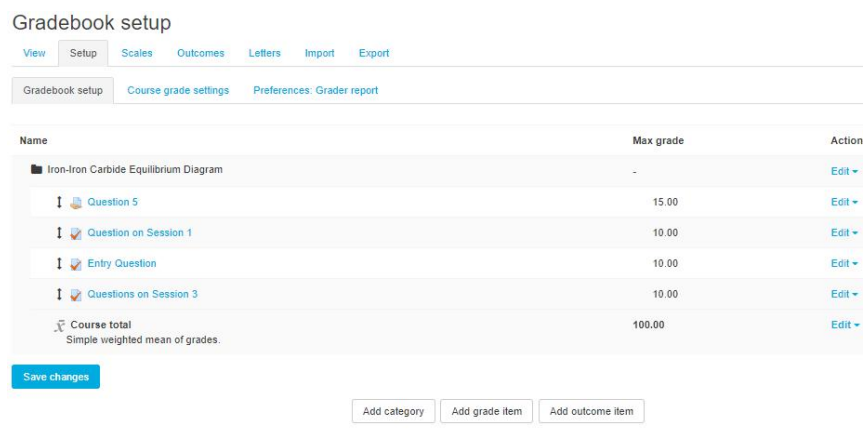
The screenshot shows the Gnomio user management interface. The page title is "Sachin". The left sidebar contains navigation options: Clutch, Participants, Badges, Competencies, Grades, General, Core Clutch, Centrifugal Clutch, Home, Dashboard, Calendar, and Private files. The main content area displays a search bar and a table of participants. The table has columns for Select, First name, Surname, Email address, Roles, Groups, Last access to course, and Status. There are 5 participants listed.

Select	First name	Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>	Admin User		sachinpb.88@gmail.com	Teacher, Student	No groups	now	Active
<input type="checkbox"/>	Kapil Saner		saner.kapil@gmail.com	Teacher	No groups	Never	Active
<input type="checkbox"/>	Kushal Wasankar		k_wasankar@rediffmail.com	Teacher	No groups	Never	Active
<input type="checkbox"/>	Manish Sathe		manishsathe14@gmail.com	Student	No groups	22 hours	Active
<input type="checkbox"/>	Pradip Patil		pradip214@gmail.com	Teacher	No groups	3 hours 50 mins	Active

Below the table, there are controls for "Select all", "Deselect all", "With selected users...", and "Choose...". An "Enrol users" button is also present.

Snap 12

Gnomio Reports and grades (Refer – Snap 19) which we provide in site



The screenshot shows the "Gradebook setup" interface. The top navigation bar includes "View", "Setup", "Scales", "Outcomes", "Letters", "Import", and "Export". The "Setup" tab is active, showing "Gradebook setup", "Course grade settings", and "Preferences: Grader report". The main content area displays a table with columns for Name, Max grade, and Actions.

Name	Max grade	Actions
Iron-Iron Carbide Equilibrium Diagram	-	Edit
Question 5	15.00	Edit
Question on Session 1	10.00	Edit
Entry Question	10.00	Edit
Questions on Session 3	10.00	Edit
Course total Simple weighted mean of grades.	100.00	Edit

At the bottom, there is a "Save changes" button and three buttons: "Add category", "Add grade item", and "Add outcome item".

Snap 13

2. Consumer

Survey is provided before and after course. Provision to send feedback on course is also made for consumer on Moodle

Precourse survey

Fill course

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 my learning focuses on issues that interest me.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 what I learn is important for my professional practice.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I learn how to improve my professional practice.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 what I learn connects well with my professional practice.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflective thinking

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
5 I think critically about how I learn.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I think critically about my own ideas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I think critically about other students' ideas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I think critically about ideas in the readings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interactivity

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
9 I explain my ideas to other students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I ask other students to explain their ideas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 other students ask me to explain my ideas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 other students respond to my ideas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tutor support

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
13 the tutor stimulates my thinking.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Snap 14: Pre course survey questions

Post course survey

Answer following

At what moment in class were you most engaged as a learner?

Section 2

At what moment in class were you most distanced as a learner?

Section 3

What action from anyone in the forums did you find most affirming or helpful?

Flip Classroom

What action from anyone in the forums did you find most puzzling or confusing?

Discussing

What event surprised you most?

Snap 15: Response on post course survey on course effectiveness

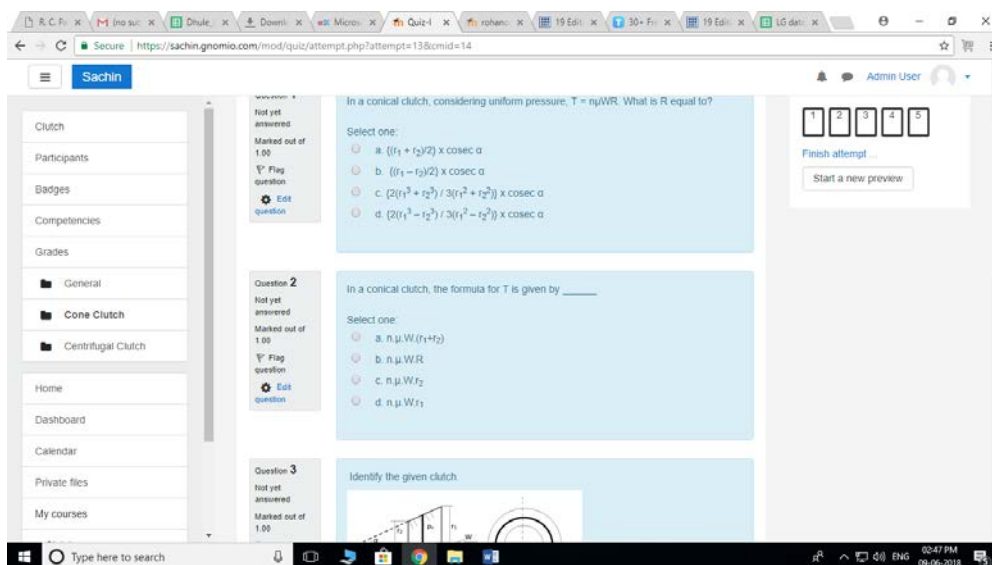
Gnomio

On gnomio also we provide box to leave reply as feedback on course as consumer level

Leave a Reply

Enter your comment here...

Snap 16 : gnomio feedback box



Snap 17 : Quiz snap

Section 5

Consolidated Log of Team Work

The consolidated log of team work is as shown below:

Activity	Team Member	Amount of Time
Discussion	S P Badgujar	Every Monday and Friday- 2 hours for three week
	P K Patil	
Tool Exploration	S P Badgujar	2 Hrs
	P K Patil	4 Hrs
OER Creation	S P Badgujar	10 Hrs
	K A Saner	6 Hrs
OER Documentation	S P Badgujar	6 Hrs
	P K Patil	4 Hrs
Individual Reflection (Diary Logging)	S P Badgujar	2 Hrs on Sunday of each week
	K A Saner	1 Hour on Saturday of each week
OER Evaluation	S P Badgujar	6 Hr
	K A Saner	9 Hrs

Section 6

Building a Community of MOODLE and Flipped Classroom Adopters

Now we provided link to fill google form as survey to join our Moodle society at RC1108 on gnomio page. In future (January 2018) our plan is to create wiki from generated contacts.

Gnomio page link

<https://sachin.gnomio.com>

Google form survey link

https://docs.google.com/forms/d/e/1FAIpQLScey49pWMSCXT1-0Gg4XE67es8sZ4_xH2-v9yS2436IkEDF3A/viewform?c=0&w=1

RC1108: R C Patel Institute of Technology,
Shirpur- Place to discussion on Moodle
for Teachers

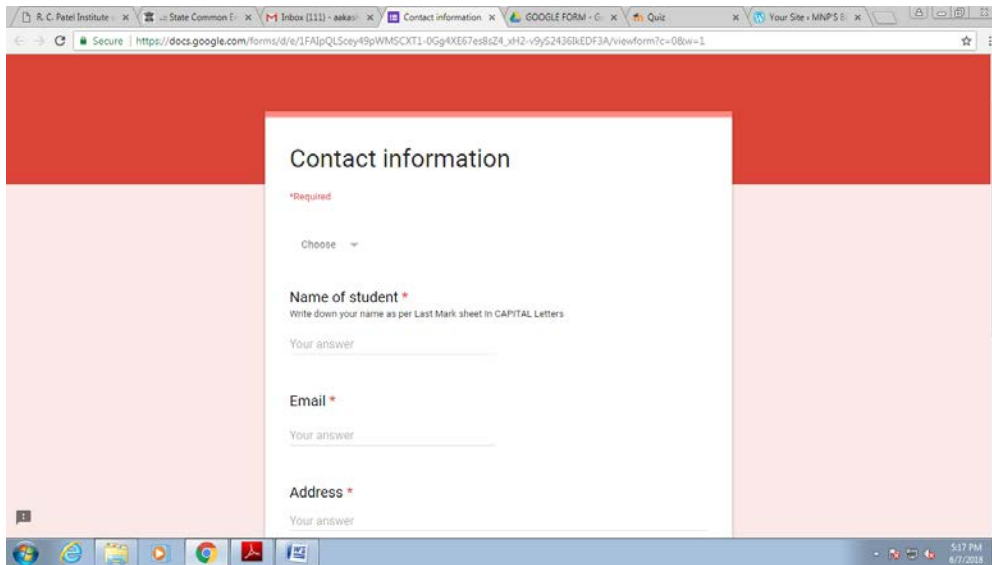


FDP 101x and 201x by IITBombayx inspire us to take this initiative to form society of teachers how use Moodle for teaching process. We welcome you to fill google form (link provided below). Plan is to build Society on wiki in future. You can also live to reply below in word press.

Google form link –

https://docs.google.com/forms/d/e/1FAIpQLSfIFyp1N2kWLoBSrRDPmTTZK_lKg4EPvPSNYQkxHpaRZYb2Q/viewform?usp=sf_link

Snap 25: Webpage for Moodle Society



Sanp 26 :Google form

<https://gnomio.com/view/strucuralengineeringcivilengineering.gnomio.com>

Summarizing OER

I come to know lot of new tool like Webpage and Moodle among Fdp101x and 201X course. This OER is result of effort and motivation of IITB team. Leave your coment on our website listed below. Thank you for reading.

<https://sachin.gnomio.com/user/index.php?id=2>

Works Cited

1. R. S. Khurmi, "Theory of machine", S Chand Publication
2. Youtube (online) ,Video link–
<https://www.youtube.com/watch?v=MvYxI5mzX8w>
https://www.youtube.com/watch?v=_yWKWWOEOrk



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Apex -1: OER Moodle site Snap

This screenshot shows a Moodle course page for 'Clutch' on the URL <https://sachin.gnomio.com/course/view.php?id=2>. The page features a left-hand navigation menu with options like Clutch, Participants, Badges, Competencies, Grades, General, Cone Clutch, Centrifugal Clutch, Home, Dashboard, Calendar, Private files, My courses, Clutch, Site administration, and Add a block. The main content area displays two sections: 'Basics & working of Cone Clutch' and 'Centrifugal Clutch'. Each section includes a video player with a thumbnail showing a person and the text 'CONE CLUTCH' and 'CENTRIFUGAL CLUTCH' respectively, followed by the subtitle 'meaning, definition, explanation...'. Below the video players, there are links for 'Cone Clutch Presentation', 'Clutch-I', and 'Assignment-I'. The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 05:21 PM on 09-06-2018.

This screenshot shows a Moodle assignment page for 'Theory of Machine' on the URL <https://sachin.gnomio.com/mod/assign/view.php?id=4>. The page title is 'Theory of Machine' and the breadcrumb trail is 'Home / My courses / Clutch / Cone Clutch / Assignment-I'. The assignment is titled 'Assignment-I' and includes three questions: '1. Write the working and principle of cone clutch', '2. Find the torque transmission in cone clutch considering uniform pressure.', and '3. Find the torque transmission in cone clutch considering uniform wear.'. Below the questions is a 'Grading summary' table:

Grading summary	
Participants	2
Submitted	0
Needs grading	0
Due date	Thursday, 14 June 2018, 12:00 AM
Time remaining	4 days 8 hours

Below the table are buttons for 'View all submissions' and 'Grade'. The 'Submission status' section shows 'Submission status' and 'No attempt'.

The Windows taskbar at the bottom shows the search bar and various application icons, with the system clock indicating 03:23 PM on 09-06-2018.