**Design and Development of a Moodle Cloud based E-learning Platform for Information Literacy Programme: A Case Study**

**Advantages of Using Moodle Cloud**

1. It is free with a restriction of 200 MB space and 50 users
2. Automatic updation of the site to the latest Moodle version
3. No installation and maintenance from the part of user

**Background**

The main purpose of information literacy teaching in higher education is to enhance student learning. With the impact of new technologies, a proliferation of information sources and a change in the student demography, information literacy has become increasingly important in academia. Also, students that know how to learn have a better chance of adapting their learning strategies to the demands of higher education, and thus completing their degree.[[Teaching Information Literacy in Higher Education: Effective Teaching and Active Learning//*Mariann Lokse, Torstein Lag, Mariann Solberg, Helene N. Andreassen and Mark Stenersen//Elsevier//*

Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty [[[ACRL (Association of College & Research Libraries). (2015). Framework for information literacy for higher education. Retrieved from http://www.ala.org/acrl/standards/ilframework]]]

The University of Mysore implemented Choice Based Credit System for its PG programmes in the year 2015 academic year constituted of hard core, softcore and elective subjects for each programme with an option for choosing elective programmes on interested area.

focused on ways to engage learners with the topic and create opportunities for discussion,

reflection, and practice

The Moodle for Free package comes complete with all of Moodle’s best bits, plus a few extra features for optimised online learning.

With up to 50 users and 200Mb of space, this little package is perfect for lone teachers with limited resources. It is ideal for anyone wanting to try Moodle with their own content, in a real educational situation.

Track your site’s usage and monitor statistics on the MoodleCloud administrator portal. See how your site is growing and flourishing with students, courses and uploads.

Did you know each course in Moodle has its own gradebook which can be accessed from the grades link in the navigation drawer?

The gradebook contains the grades for each student in the course.

By default, students and teachers can see this link and students can use it to can access their course grades.

-to infuse information literacy concepts and skills into their curricula

-Enhance the learning efficiency

n developing and adopting

iQualify as its platform for the online student experience, Open

Polytechnic made a deliberate decision to develop online

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only courses and to extend its resource-based approach. Students are not provided with any print materials (although an option for providing printed readings –not materials written for iQualify pages–is being developed). Nor are students required to purchase a set text. This decision to go online-only for course development was deliberate, and represented a further institutional departure from using Moodle for online learning. Materials are purposefully prepared to leverage the possibilities of a digitally enriched onscreen experience.

Video clips, engagement activities and PDF readings are embedded in materials written for on-screen reading. Most modules also have a final self-marking quiz to help students to consolidate their learning.

To date, the success of this virtual platform among the university community has been mainly based on offering a permanent repository of contents, units, assignments, and essays that can be shared at any time (Medina et al., 2014). However, it is still unclear to what extent the use of Moodle allows students and teachers to build collaborative learning, in what is the ultimate promise of educational research.

Some studies confirm that both Moodle and online materials improve learning

results (Escobar-Rodríguez and Monge-Lozano, 2012; Martín-Blas and Serrano-

Fernández, 2009; Núñez et al., 2011). Soyibo and Hudson (2000) argue that teachers who use web pages designed for teaching or online virtual materials increase students’ attention and participation and allow more significant learning experiences. Other authors, such as Steyaert (2005) show that both Moodle and Internet organize contents in thematic units and save time in the management of this tool for both teachers and students, whereas Peat and Franklin (2002) state that what facilitates learning is the fact that it provides students with a simple display of the syllabus.

Need:The IL programme requires special materials and activities.

As a teaching tool, Moodle allows for: (a) The management of subject contents (documents, graphics, web pages or videos); (b) Communication with students (i.e.forums or virtual tutorials) and (c) Students’ assessment (i.e. grading or monitoring subject assignments)

**Design and Development**

The course consists of 4 modules as follows:

Each module

We manually added the students on the platform. Students would be able to register themselves,

but we chose to perform this step so that certain guidelines were ensured. In this way, the

student

s were able to select their user

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name and passwords (following guidelines specified by the

Moodle platform), then we performed their registration and, finally, they received an email with the

information of their registration. Along with the registration e

mail, the students received some

basic directions for their initial browsing on the platform. Among these directions was how to

perform any changes on their profiles, how to present themselves on the forum, how to send

emails to the teachers and their peer

s, etc

**Requirements of the “Information Literacy’ programme and the tools of the Moodle platform that were used to implement them**

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Moodle functionality satisfying**  **the requirement** | **Note** |
| Detailed member  presentation | Personal profile creation | Possibility of continuous enriching |
| Ease of  communication |  |  |
| Plenary and team  member discussion | Discussion forum, Chats |  |
| Notifica  tions  -  directions from the  teacher  -  tutor | Notification forum, text  posts in web-page form |  |
| Time-lines | Calendar | There is the possibility to create different calendars  (e.g. for the projects goals, the progress of the preparation for the presentation, etc.) and assign duties to each person, or team, or  the plenary which will show notification messages |
| Component based  project | Wiki | A very simple to use and operate wiki, that allows  the collaborative c  omposition of the final project |
| Bibliographic records | Database |  |
|  |  |  |

The platform offered functionality such as discussions in forums, homework

posts, observance of time

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lines, guidelines download, class coordinati

on, direct communication

etc

(Figure 1)

**Teachers**

Use of MOODLE to display relevant course information. e.g., handbook, etc. - Frequency of usage to inform students about its relevance. - Use of it as a medium to assess and update students about progress. - Usage for collaboration with students, for example, emailing / communicating answers relating to students' concerns. - Skills required to make it worthwhile for moving teaching and learning forward. - Time relating to CPD. - Curriculum support to brainstorm ideas for improving students’ access to the remote service.

**Students**

**Use of** MOODLE to access relevant course materials and other relevant information remotely. - Collaborative skills in emailing or sending messages when in difficulty. - Submitting work for marking and checking marked work. - Students’ opinions about things they will like to gain from using MOODLE to improve their learning experience at CT.

University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system(CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education

Mobility or transferring of students from one institution to another one would be problematic. It will call to increase the infrastructure to house or accommodate the students.

University Grants Commission has

come up with the Choice Based Credit

System (CBCS) programme in which

the students have a choice to choose

from the prescribed courses, which

are referred as core, elective or minor

or soft skill courses and they can

learn at their own pace and the entire

assessment is graded-based on a

credit system. The basic idea is to

look into the needs of the students so

as

to

keep

up-to-date

with

development of higher education in

India and abroad. CBCS aims to

redefine the curriculum keeping pace

with

the

liberalization

and

globalization in education. CBCS

allows students an easy mode of

mobility to various educational

institutions spread across the world

along with the facility of transfer of

credits earned by students

In response to the problems faced by teachers in the implementation of the credit system, the following points were evaluated: class size, teaching hours. maintenance of records, time spent on evaluation, work load, stress levels and preparation time. Practically all the respondents felt that the increased class size was a major hurdle in the successful implementation of the credit system. In the first year programme of the UG commerce and science faculties, on an average, there are about 100 students in a class and many colleges have nearly four and five divisions, accounting for nearly 500 students each in the first year B Com and B Sc programmes. There was a unanimous response that the new system resulted in less teaching hours, as emphasis was on evaluation and most of the time was spent on setting exam papers and evaluating them. Another major problem which had a 100% response was the lack of storage space for maintaining the projects/assignments and other records of each student. Majority of the respondents claimed that the CBCS has increased the workload and along with it the stress levels of the teachers.

With respect to methodologies evolved by teachers to adapt to the credit-based system, majority have come up with newer methods of teaching and learning like use of case studies, seminar presentations, industrial visits, generating in-house study materials and on-line study material (Figure 2).

**Conclusion**

Taking into account the feedback from the students and our own findings from the application of

our proposal, we will try to improve it and add further functionality. Among the extra functionality

we could activate is the

possibility of direct evaluation of each student activity, using a scoring

rubric, as this is presented in the research project guide, or the automatic plagiarism control of the

students work. Moreover, we could create guideline videos for easier browsing

and access on the

platform, or perform certain interventions so that our proposal may be used for other types of

research projects