**Moodie integrations**

As for integrating Moodie with our existing systems, these include the following:

Banner by Ellucian (student information system) for course creation, instructor

assignment and student enrolment

Turnitin (plagiarism detection system)

Office 365 for authentication and repository integration

Safe Exam Browser for secure exams

University photo ID center (File System) for user profile picture

Mahara (ePortfolio system)

Identity Access Management (Implemented in 20 18)

**Moodie plug-ins**

The following Moodie plug-ins should be also provided in addition to the Moodie core

features:

Essentia l theme

Questionnaire activity

Attendance activity

Checklist activ ity

Collapsible course format

This has also revealed that the traditional mode of education delivery of chalk and duster is becoming obsolete, and is being replaced by digital methods.

The world’s higher educational institutions such as universities are being dramatically reshaped by. Two such innovations are Universities now operate learning platforms on which students access course material online which are continually available and therefore promotes the culture of learner centered.

eLearning can be defined as the use of technology to support learning. The European eLearning action plan also defines eLearning, the use of new multimedia technologies and internet to improve the quality of learning by facilitating access to resources as well as remote exchanges and collaboration. [1]

Considering the However, the Institute has not yet developed an e-learning platform though a number of prominent educational institutes in the country have been putting up their courses online.

**There is an extensive body of literature regarding implementations of LMS (Chao, 2008; Benson & Palaskas, 2006; Birch & Burnett, 2009; and Stewart, Briton, Gismondi, Heller, Kennepohl, McGreal & Nelson, 2007 among others)** the clear focus of the literature is on how

But even in everyday academic life, the difficulty of making connections is a common challenge.

Students are frequently challenged to identify faculty members with whom they want to do research. the ability to find experts and collaborators becomes even more challenging.

Repositories could be a component in transforming scholarly communication by capturing, preserving, and disseminating through open access (OA) a university’s collective scholarly works.

This list includes MIT, Stanford, Harvard, and even our local university, the University of British Columbia (Cox, J. 2007),. Universities across North America are rapidly adding distributed learning packages to their services offered in order to compete in a rapidly expanding market. It seems that the number of online secondary programs is rapidly growing (Chen, G. 2003). It must become our objective to be part of this phenomena.

**Aim and Objectives**

developed in non proprietary web technology

The to provide training for the faculty and students in enable them easily adjust to the use of Moodle

classroom based education system enhanced  with online learning

For a dynamic and more engaging teaching and  learning process

on line delivery of course content

* a vibrant E-Learning community has emerged at UB,
* provide a clear policy on the adoption and use of Moodle.
* The responsibility for sustained customization of Moodle at UB could charged to an Open Source research and development team.
* The team would develop, modify and document new features to satisfy the university‟s specific needs.

A systematic training plan that matches the phased based deployment strategy. At another major research university LSU, the Information Technology Strategic (FITS) Plan states that, ***“The University must provide a single course management system that responds to the changing needs of the University***. As a result, a report [9] which explores possible solutions recommends adoption of Moodle through a comparative evaluation survey on features of both commercial and open sources LMS. The report concludes that „Moodle provides the greatest potential for meeting critical instructional and administrative needs quickly, efficiently, and effectively through local control and administration, while leveraging considerable resources and support from the large Moodle user community‟.

Commercial course management system WebCT

In 2007, the Instructional Technology Resource Center (ITRC), Idaho State University produces a report [10] also embarks on finding a replacement for WebCT by evaluating feedback from) faculty members, students, support staff, and assessment officers on the review of WebCT, Sakai, and Moodle LMS software packages. The report also recommends adoption of Moodle. They use criteria such as User concerns and preferences, Ability to support student, Technical and support issues and financial considerations. Overall, after being favored by „a strong majority „, Moodle appeared to offer the most functionality and „far better positioned to serve ISU's greatest common good over time‟.

Catalyst IT Limited made an evaluation of LMS for New Zealand Open source virtual Learning Environment project, where both Ilias and Moodle where highly recommended.20

Moodle is now one of the most implemented LMS in the world. Having 30 000 registered sites, 12.4 million users and 1.6 million Teachers.22

Savonia University of Applied Sciences is one of the biggest institutions in Eastern Finland with approximately 5000 students. Savonia is a multidisciplinary Institution of higher education, which offers approximately 30 Bachelor level degree programmes in seven different study fields. The other forms of operation include adult education, service activities and research and development activities.

The various methods used to gather information included; Consultation with lecturers, review note on Moodle and discussion with Moodle users in Moodle site. The internet also served as a means of research and school library. The consultation aspect was not limited to one school all the various institutional heads where consulted to know their thoughts on this project as well as the importance to their institute. Also on the importance of Moodle, various questions was posted to Moodle users through the Moodle site and also by making use of various Moodle books in the library.

Installation of production version of Moodle – For the Moodle evaluation (pilot) a small installation was completed. For a full production version, a dedicated installation is required. Installation requires thefollowing

How to add files2)

How to add a label3)

How to add and use the assignment tool4)

How to add and use the forum tool5)

How to add and use the glossary tool6)

How to add and use the journal tool7)

How to add and use the quiz tool8)

How to change the look and feel of your Moodle course9)

How to move, delete and display blocks10)

How to change admin settings11)

How to manage and add grades12)

How to add and use the blog tool13)

Faculty Training

Faculty training will be predicated on appropriate knowledge of Moodle course design. As with administration, these skills will be developed by the ETC using the Atlantic community, onlinecommunity, documentation and hands-on work as resources. Faculty training in the form of half day and full day workshops will then be provided at various times in the spring and summer. Atraining program will be developed to include the following areas

How to add and use the calendar tool

Student Training

Student training is fairly novel compared to faculty training. For students, using Moodle is quitesimple. However, providing the opportunity for student training will provide assistance for thosethat need it, as well as, set a tone for the commitment the university has towards students.Training will include1)

Navigation2)

Adding a post to a blog3)

Adding a post to a journal4)

Submitting an assignment5)

Completing an online quiz

Moodle Website

The Moodle website is intended as a communications tool for faculty, staff, students andadministration. It will be created by the ETC and updated regularly. It will be a sub site of thePCTC site.The site will contain the following:1.

Links to Moodle at Mt.A., Moodle.org, to the Moodle screencasts, and other links2.

Information about training sessions3.

Project plan documentation4.

The LCMS Sub Committee report

Migration of existing courses created in WebCT or ETUDES will begin during the beta testing period (Summer ’06) and will be completed by the end of June

’07. There are approximately 50 courses that will be migrated to Moodle during

the ‘06-‘07 academic year. The Distance Learning Coordinator (Linda Elvin),

Academic Coordinator (Willie Pritchard) and the Instructional Designer (TBD)

will lead the migration effort, supported by the Multi-Media Web Programmer

(Kevin Metcalf.)

As recommended by the Moodle community, we started by

Moodle is free software with an open source code. It can run in Unix, Linux, Windows, Mac OS X, Netware and in other systems with PHP (Hypertext Preprocessor) support. The word Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle allows educators to integrate content in a wide range of different formats, including SCORM, Flash, MP3s and RSS feeds. More technical details can be found on the Moodle Demonstration Site [12], in specialist articles [13, 14] and various studies [2, 10].

Moodle is an established, scalable, open-source LMS with a substantial user/developer base that continues to grow each year. Unlike BlackBoard-WebCT, there are no license fees, however, institutions assume a heavier responsibility for support. Ease of use for faculty and students is inherently better than BlackBoard-WebCT.

In terms of the choice of infrastructure to support the new integrated LMS, they setup a Moodle LMS server at the main campus. A standalone IBM x3650 eServer with two dual-core Xeon 3.2Ghz processors, 6Gb of memory and four 146GB hard disks. The server runs on Linux Centos with MySQL database and Apache web server.

Moodle is primarily developed in Linux operating system using apache web server, MySQL database and PHP coding of web pages. This is also known as LAMP platform.

 Moodle, an acronym for Modular Object-Oriented Dynamic Learning Environment is a popular open source LMS designed for educators to create dynamic online courses (Moodle, 2011). It is the leading open source LMS used by North American and European universities (Beatty & Ulasewicz, 2006), and there are currently 53,891 active registered sites from 211 countries with 86 language packs available for download (Moodle, 2011). Martin Dougiamas developed Moodle with constructivist learning principles, social networking and the needs of students and educators in mind (UBC Wiki, 2011). Thus, Moodle is well-suited with Web 2.0 features.

The university market is currently well served by commercial LMS such as Blackboard, WebCT. However, there are other Open Source LMSs which can provide effective solutions to the customer satisfaction problems and provide credible substitutes to commercial counterparts. Other than Moodle, a number of open source LMSs are in existence including those outlined in [3]. Currently there are more than 40 in existence. Moodle is among the most demanded software and is perceived as high value in the education community, particularly higher education and universities. The main advantage of Open Source Software lies in licensing costs usually provided in commercial LMS are eliminated.

The second important point is that of the nature of Open Source means that features can be customised and changed to meet the needs of the user. In addition, Support for Open Source is remarkably powerful [4] despite the myth that it is otherwise. Open source software is usually developed as a public collaboration and the source code is freely available for users to modify and improve. There exist large Open Source communities that are responsible for maintaining and fixing the development needs of the product

Moodle is gaining popularity among world‟s universities and is either currently in use or being deployed at a number of worlds universities. Several UK universities websites reveal they are in full use of Moodle including Kent, Essex, Bath, Birmingham, Glasgow, Open University and City of Dublin. The biggest of these being Open University, the largest distance learning university in the world. An number of US universities websites such as, Minnesota, University of California, New Mexico and Louisiana State University (LSU) exhibits partial or full deployment towards Moodle. Other universities include, Athabasca Open University and University of Victoria, of Canada, University of Southern Queensland and Curtin University of Technology in Australia and University of Canterbury in New Zealand. A list of institutions using Moodle in the commonwealth region are listed in [6] The list includes regional universities such as University of Cape Town, Monash, UNISA, Kwa

Several Universities migrated to Moodle after a thorough evaluation to replace WebCT which UB can learn from

Conversion/migration of all courses

Faculty training

Student training

System and resources planning

It is also possible to enlist the support of students with programming skills to help in the development without a significant cost

* IT support for installation, administration and troubleshooting
* Time commitment from librarians to develop content for modules
* Training and testing

Moodie has been hosted physically at the university data center since 2005 on a Linux (Redhat) environment.

Number of courses (3800) including (1500+) active courses

• Number of users ( 1492 l)

• Number of role assignments (84272)

• Number of questions (23394 7)

• Number of resources (119301)

• Average number of participants per course (53.39)

• Some courses have 1000+ enrol lment

• 15,000+ quizzes submission per semester

latest stable version on the cloud with a ll the required plugins

and integrations as specified below to allow the student, facu lty and staff community

to seam less ly navigate within Moodie and benefit from the integration with the existing university applications.

An independent assessment of the many different open source LMS systems for implementation on there own campus. Both Ilias and Moodle where present in there potential candidates . Unlike proprietary LMSs, Moodle can be freely downloaded, modified, and distributed under the General Public License all without a licensing fee.