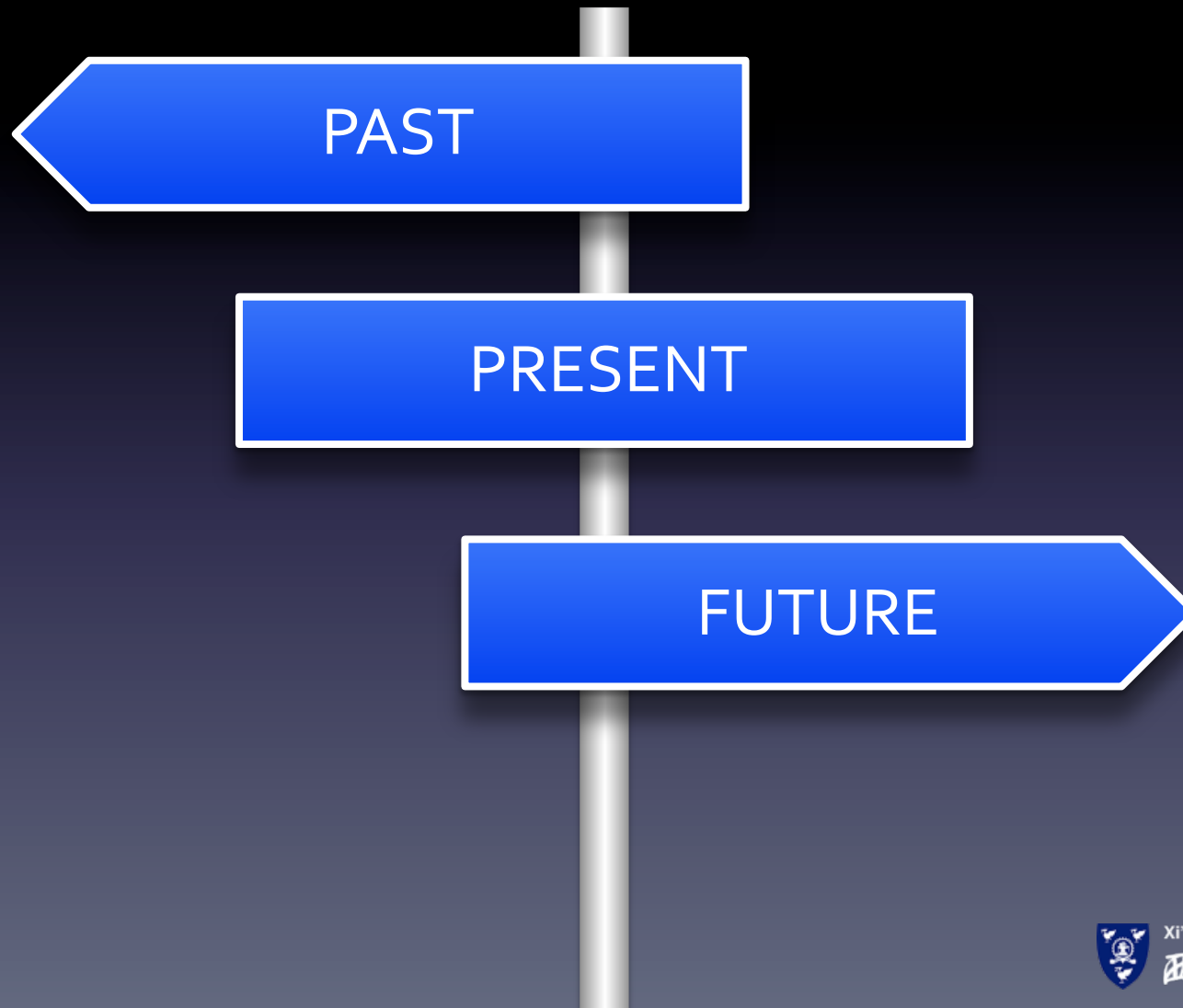


# Educational Technology in Transition

Roland Sherwood – Educational Technologist  
(AEC)

# Educational Technology in Transition



# moodle

global plus industry with hundreds of competing offerings. Below is a look the most popular options as measured by a combination of their total number of customers, active users, and online presence. In order to see a comprehensive list, please visit our [Learning Management System Directory](#).

Source: Capterra – Oct. 2014  
<http://www.capterra.com/learning-management-system-software/#infographic>

## ★ THE TOP 20 MOST POPULAR LMS Software

^ Hide All Data

CUSTOMERS

USERS

SOCIAL

VENDOR  
SIZE

1

[Moodle](#)



Customers  
87,084

Users  
73,753,035

Twitter  
17,266

Facebook  
16,211

LinkedIn  
4,020

2

[Edmodo](#)



Customers  
120,000

Users  
20,000,000

Twitter  
74,762

Facebook  
51,459

LinkedIn  
2,316

3

[Blackboard](#)



Customers  
20,000

Users  
20,000,000

Twitter  
28,279

Facebook  
9,172

LinkedIn  
23,280

4

[SkillSoft](#)



Customers  
6,000

Users  
19,000,000

Twitter  
6,667

Facebook  
6,094

LinkedIn  
17,466

5

[Schoology](#)





# Quick recap:

The screenshot shows the XJTU - ICE website interface. The browser address bar displays `ice-archive.xjtu.edu.cn/ice/`. The page title is "XJTU - ICE". In the top right corner, it says "You are logged in as Roland Sherwood (Logout)" and "English (en)".

**Main Menu:**

- XJTU Official Website
- XJTU Portal
- XJTU Webmail
- e-Bridge
- Library OPAC
- Library CXStar
- Wireless Registration
- Student Print Server
- Site Policy
- Site news

**Site Administration:**

- Notifications
- Users
- Courses
- Grades
- Location
- Language
- Modules
- Security
- Appearance
- Front Page
- Server
- Networking
- Reports
- Miscellaneous

**Courses:**

- ICE
- Information for Students
- Information for Staff
- Architecture (Dept.)
- Biological Science (Dept.)

**Site news:**

Unsubscribe from this forum

Add a new topic

**2013-14-S2 Final Exam Timetable Released**  
by Tianyu Zhang - Tuesday, 10 March 2015, 08:06 PM

[2013-14-S2\\_Final\\_Exam\\_Guidelines\\_and\\_Policies.rar](#)

Dear Student,

This message is about 2013-14 S2 Final Examination (3-12 June, 2014) arrangement which is accessible on e-Bridge (<https://ebridge.xjtu.edu.cn>) now.

Copies of **"A Guide for Students on Conduct of Examinations"**, **"Regulations of the Conduct of Examinations"**, **"Mitigating Circumstance Policy"** are attached in the zipped file, which are also available in your exam timetable page on e-Bridge.

[Read the rest of this topic \(393 words\)...](#)

[Edit](#) | [Delete](#)

[Discuss this topic \(0 replies so far\)](#)

**Welcome back for the new academic year**  
by Shiqi Li - Thursday, 28 August 2014, 05:28 PM

Dear all returning students,

Welcome back for the new academic year!

You may now check your timetables and your enrolled modules on e-Bridge. Please also be reminded that you should complete your online registration for 2014/15 on e-Bridge (<https://ebridge.xjtu.edu.cn>) as soon as possible if you have not done so yet.

**Calendar:** March 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Upcoming Events:**

There are no upcoming events

[Go to calendar...](#)  
[New Event...](#)

**Recent Activity:**

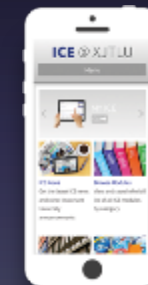
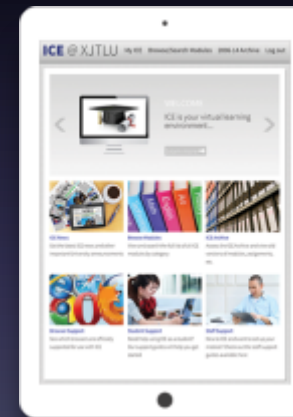
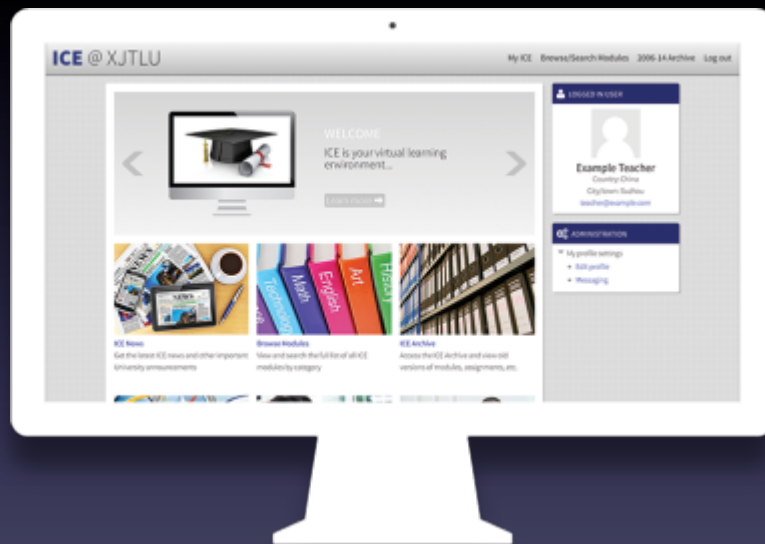
Activity since Sunday, 8 March 2015, 08:11 PM  
[Full report of recent activity...](#)

**New blog posts:**

Nothing new since your last login



# Quick recap:



## Topic 2 The time value of money

---



  AcF104 Lecture 2 - Modified p15, p19  917.9KB PDF document

  ACF104 Tutorial 2 W3  532.1KB Word document

  ACF104 Tutorial 2 W3 - Answers  574.4KB Word document

  ACF104 Lecture 2  725.8KB PDF document

  ACF104\_Tutorial\_2\_W3  22.5KB Word document



## Topic 3 Interest rates

# Quick recap:

Expanded feedback options

Private files

Rubrics

Improved text editor

Timed release of activities

Download all assignment submissions at once

Improved file management

Evernote, OneDrive, etc. support

New question engine

Improved page management

Conditional access to activities

Student progress tracking

e-Portfolio support

New quiz navigation

Improved editing

- Average unique logins per day: 3,800+
- Average time per visit: 15-30 minutes
- Average total hits per week: 50,000+

# ICE

# Video file support:



Video file support:

DEMO

# Video file support:

- Easy, convenient upload – generous file size limits
- Handles most common video formats
- Secure
- Increased assessment opportunities:
  - presentations; demonstration of skills / knowledge; problem solving; interviews with experts; etc.



Video file support:

Available today





# BigBlueButton:





# BigBlueButton:

- Multi-purpose virtual classroom / webinar platform built for HE
- Audio / video conferencing, shared whiteboard, presentation tools, screen sharing, user permissions
- Integrates with ICE

# BigBlueButton:

ice.xjtu.edu.cn/course/view.php?id=651

Module: CDE002(14/15) Introduction to Urban Planning and Design

CDE002(14/15) Introduction to Urban Planning and Design

News forum

Notetaking 1 unread post

Maps for your group work

REVISED final report brief

Add a new topic...

30 Mar, 13:52

Jessica Sewell

Use ICE

Older topics ...

MODULE CONTENTS

2 March - 8 March

Vocabulary wiki

Pictures and words from CDE0001 11.3MB PDF document

Virtual Classroom

23 March - 29 March

30 March - 5 April

6 April - 12 April

13 April - 19 April

20 April - 26 April

2 March - 8 March

Learning by listening

listening habits

Cornell system of notetaking

11 May - 17 May

18 May - 24 May

25 May - 31 May

1 June - 7 June

8 June - 14 June

15 June - 21 June

# BigBlueButton:

The screenshot displays the BigBlueButton web interface. The top navigation bar includes the BBB logo, a language dropdown set to 'English', and a 'Shortcut Help' link. The main content area shows a presentation slide titled 'Pattern of Questioning based on Experiential Learning Cycle' with the subtitle 'Questions to Aid Reflection'. The slide lists four numbered sections of questions:

- Brief Description of the event**
  - What happened?
  - Who was involved?
  - Where did the event take place?
  - What was the context for the event?
  - Why is the event important to you?
- Response/Reaction to the event**
  - How did you respond to the event?
  - What were you thinking at the time? (during/after)
  - What was most demanding?
  - What was most rewarding?
- General ideas/principles about the response**
  - What is the significance of what happened during the experience?
  - What assumptions, beliefs, values, intuitions underpinned the response/reaction?
  - In what ways was the sequence of events connected?
  - What else do I need to consider to understand better what happened and why?
  - What sense can I make of the event/situation?
- Action is identified: in the future or in a similar situation**
  - What worked well?
  - What didn't work well? Why?
  - How did it influence or change me/my (learning) approach/my practice?
  - What action would I take in a similar situation?
  - What is the priority for next time?

A blue arrow points to the 'Response/Reaction to the event' section, which is highlighted with a blue box. The interface also features a 'Users' panel on the left with a table of participants, a 'Webcams' panel showing video feeds of Roland Sherwood and Yezi Yang, and a 'Chat' panel at the bottom left. The bottom right of the interface includes navigation controls and a zoom slider.

Status	Name	Media
	Roland Sherwood	
	Yezi Yang	

Webcams	

WebPA:





# WebPA:

- Peer moderated marking of group work
- Individualised mark weighting
- Anonymous
- Moderated by teacher who assigns final grade
- Integrates with ICE

User: Example Teacher

You are in: home

## Tutors

[home](#)
[my forms](#)
[my groups](#)
[my assessments](#)

## Admin

[admin home](#)
[view data](#)
[transfer grades](#)
[sharing](#)

## Support

[help](#)
[contact](#)
[logout](#)

### Technical Problem?

If you have a problem, find a bug or discover a technical problem in the system, [contact us](#) to report it!

# WebPA OS

Welcome to WebPA, the easiest way for your students to carry out peer assessment reviews on the web. Using this system, students doing group work activities can mark each other's contributions, providing each student with an overall score.

WebPA contains the following sections:



### my forms

Create peer assessment forms for your students to complete. You can re-use your forms with many different assessments.



### my groups

Organise your students into groups. You can create new groups from scratch, or use existing groups that have been set up by other staff members.



### my assessments

Create, edit and schedule your peer assessments sessions so they only run how and when you want.

## Getting Started

The fastest way to get started is for you to choose [my forms](#) from the left-hand menu, there you can begin creating a peer assessment form that your students will use later to

## Assessment Criteria

---

### 1. Contribution of ideas

Please assess each your colleagues' contribution of ideas, suggestions and useful

Score 1 : No significant contribution

Score 2 : Minimal contribution

Score 3 : Several useful ideas, comments and suggestions

Score 4 : Many useful ideas contribution

Score 5 : Outstanding contribution

	1	2	3	4	5
<b><i>Yourself</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Alice</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bob</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claire</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>David</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

That concludes this peer assessment. To finish and submit your response click the **Submit** button.

Once you have successfully submitted your responses you cannot go back and change your responses.

[Return to the top of the page](#)

s

assessments

me

ita

s

source

Problem?

# WebPA OS set group marks

On this page you can enter the overall marks each group has achieved using the WebPA scoring algorithm, and will form the basis of the final student marks.

[← back to assessment list](#)

## Group Marks

This assessment is using collection: *ABC101 Groups*

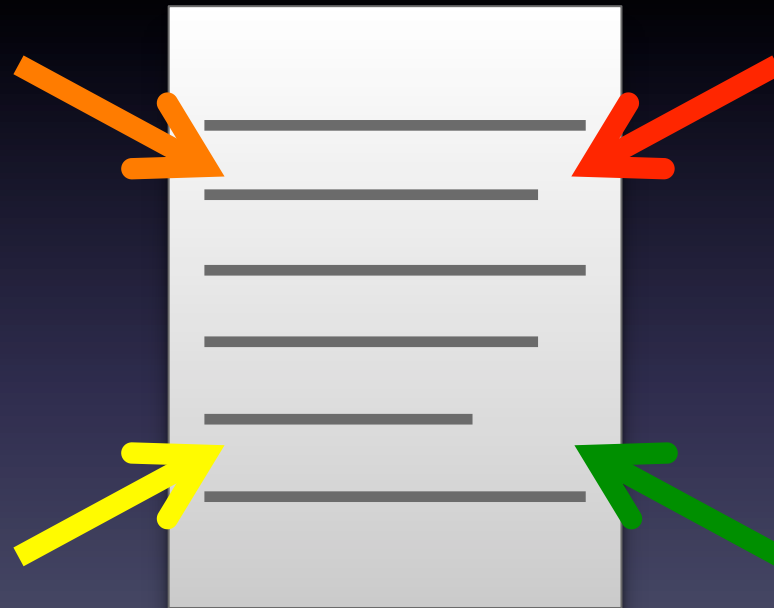
Group	Members	Group Mark
<b>Group 1</b>	Student, Alice (1) Student, Bob (1) Student, Claire (1) Student, David (1)	<input type="text" value="78"/> %

save changes

WebPA:

Coming soon

# Shared notepad:



Shared notepad:

DEMO

# Shared notepad:

- Realtime, easy collaboration
- Potential uses:
  - Brainstorming / project planning
  - Shared product
  - Error analysis / correction



Shared notepad:

Available today

Third-party publisher content:

PEARSON

# Third-party publisher content:

The screenshot shows a web browser window displaying the ICE@XJTLU website. The URL in the address bar is [ice.xjtlu.edu.cn/mod/lti/view.php?id=33574](http://ice.xjtlu.edu.cn/mod/lti/view.php?id=33574). The page title is "ACF104(14/15): MyFinanceLab Quizzes & Tests". The main content area is titled "MyFinanceLab® with KNEWTON Adaptive Learning" and "ACF104(14/15) Foundations of Finance". A green box highlights the "Homework and Tests: Quizzes & Tests" section, which includes a "Study this Section next: 1.6 Financial Institutions" recommendation, tabs for "Show All", "Homework", "Quizzes & Tests", and "Chapter", and a list of "Sample Tests and Quizzes" including "Chapter 1-A", "Chapter 1-B", "Chapter 2-A", "Chapter 2-B", and "Chapter 3-A". A large green arrow points to this section from the right. The right sidebar contains an "ADMINISTRATION" section with links for "Module administration" and "My profile settings".

Library services:

# EBSCO

# Library services:

The image shows a screenshot of a course website interface. At the top, a browser window displays the URL `ice.xjtlu.edu.cn/course/view.php?id=621` and the course title "Module: ARC108(14/15) Construction and Materials". Below this, there is a section for a "marking sheet" (63.8KB PDF document) with a note: "This document will be used to mark your work transparently." To the right of this section is a list of dates: "23 March - 29 March", "30 March - 5 April", and "6 April - 12 April".

In the center, a large white box contains the text "Please vote for the best 3 projects." above a link for "Report Title Page" (32.1MB Image (POSTSCRIPT)). Below this link is a green puzzle piece icon and the text "Module reading list", which is highlighted by a green rectangular border. A large green arrow points from the right towards this "Module reading list" link.

On the right side of the white box, there is a vertical list of dates: "11 May - 17 M", "18 May - 24 M", "25 May - 31 M", "1 June - 7 Ju", and "8 June - 14 Ju".

Below the white box, the website content continues with a section titled "2 March - 8 March". It includes a link for "? Materiality selection" and a paragraph of text: "Please select your material which you will work with. Certainly buildings are not made from one material only, but the case study should significantly use the material you are choosing here. As described in the lecture make sure that there is something 'interesting' to be examined in the construction. Don't confuse construction with structures. Some of your co-students last year where submitting structural reports. This is about construction. I have made your choices public so you know who is researching in the same field as you are. Please team up to study more efficiently." Below this text is a link for "Introduction lecture" (2.1MB PDF document).

On the right side of this section, there is a "MODULE CONTACTS" sidebar. It lists the "Teacher" as Laurence Davies, Jennifer Howard, and Hongmei Hu, each with a profile picture and a contact icon. A green arrow points upwards towards the contact icons.

# Library services:

The screenshot shows a web browser window with the address bar displaying "180.208.58.22/lms/reading\_list.php". The page title is "Library Resources: Week 4 Reading List" and the header identifies it as the "Xi'an Jiaotong-Liverpool University Library".

Navigation links include "See Current Reading List", "Search for Library Resources", and "Import from Existing List". A notice states: "This is a private reading list. Other instructors at your institution will not be able to see it and make copies of it. Click here to make this list public." There is also a link to "ESCO".

The "Add Web Resource" section contains input fields for "URL" and "Title", followed by an "Add to Reading List" button.

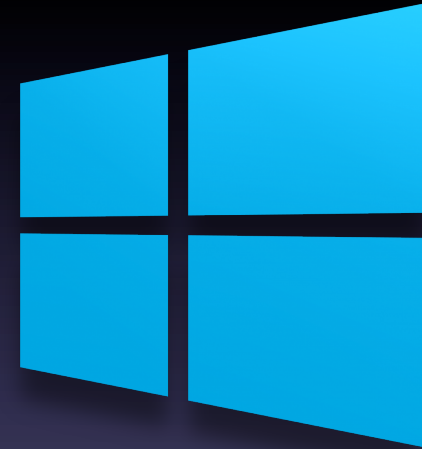
An "Update List Notes and Order" tab is active. The first item in the list is "Definition of Operation (website launches in a new window)" with a "Sort Order" of 1. Below the title is an "Add/Edit Notes" text area containing the text "Go through this wiki of 'Operation'", and a red "Remove from Reading List" button.

The second item is "Effect of semi-circular baffle blocks on local scour downstream clear-overfall weirs" with a "Sort Order" of 1. It also has an "Add/Edit Notes" text area and a red "Remove from Reading List" button.

Mobile app:

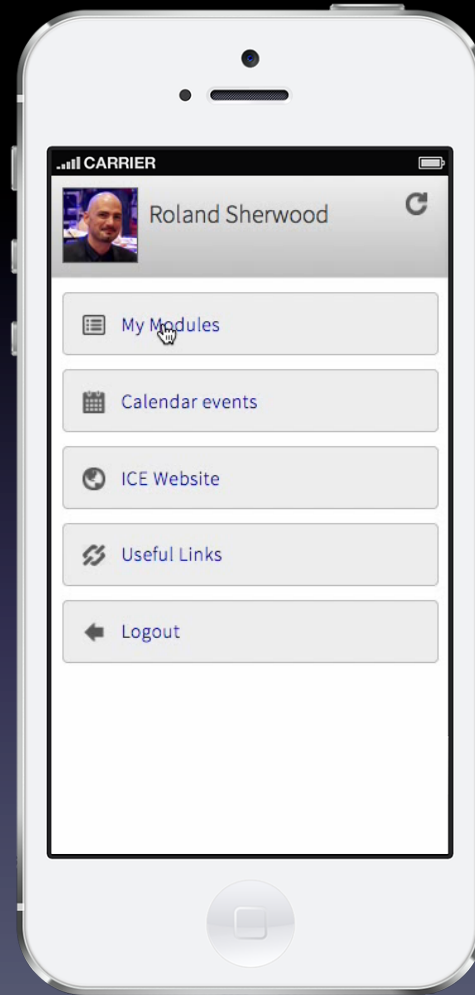


Mobile app:





# Mobile app:



# Mobile app:

- One-touch access
- Offline access to module content and resources
- Push notifications

Mobile app:

Coming soon

# Mahara e-Portfolio System:



# Mahara e-Portfolio System:

- Store, create and organise collections of artefacts
- Publish and securely share with others
- Facilitate reflection
- CV / résumé tools
- Undergoing limited trials currently

## Welcome

**[Name of your installation here]** is a fully featured electronic portfolio system with social networking features to create online learning communities.

For more information you can read [About](#) **[please ensure you also edit this page]** or alternatively please feel free to [contact us](#).

You can edit this text via "Static pages" in "Configure site" in "Administration"



### Create

Develop your portfolio



### Share

Control your privacy



### Engage

Find people and join groups

[Edit dashboard](#)

### Roland Sherwood



#### My groups:

- [LC Mahara Workshop](#)  
(Administrator)
- [Work Placement Test](#)

### Online users

(Last 10 minutes)



Roland Sherwood

[Show all online users](#)

### Latest pages

#### My page

Roland Sherwood - Updated 17 April 2015

#### LC Training Day

Roland Sherwood - Updated 12 February 2015

#### Untitled

Work Placement Test - Created 12 February 2015

#### Work Placement Evidence

Jun Xia - Updated 12 February 2015

### Inbox



New access to page "LC Training Day"



New access to page "Untitled"



New access to page "Work Placement..."



New access to page "ICE Training Day"



New access to page "LC Training Day"

[More »](#)

### Topics I am following

[Dashboard](#)[Content](#)[Portfolio](#)[Groups](#)

## Roland Sherwood's Journal

[New entry](#)[Settings](#)

### My progress so far this semester

[Published](#)[Unpublish](#)


Posted on Thursday, 16 April 2015, 8:59 PM


Aenean eu nibh dictum, mollis felis a, interdum quam. Sed suscipit sapien et leo pharetra tempor. Cras sodales, nibh vitae tempor tempor, lectus risus blandit neque, a dapibus justo risus et ipsum. Proin vulputate vulputate pellentesque. Aenean eget sem luctus, vulputate turpis nec, hendrerit justo. Vestibulum dignissim ex at justo commodo interdum. Donec posuere, orci eu iaculis fermentum, metus nibh porttitor dui, eu ultricies metus dolor eu metus. Cras in mauris eu ante vehicula rhoncus. Nulla ac fermentum felis, ac hendrerit lectus. Aliquam a interdum lorem, vel vehicula mi. Quisquam placerat vulputate erat, vel fermentum augue lobortis et. Vivamus vulputate nisl tellus, efficitur aliquet odio facilisis sit amet. Proin iaculis commodo sapien, eget euismod eros lobortis in.

1 entry

You have one journal. If you would like to start a second one, enable the multiple journals option on the [account settings page](#)


## Progress update


[Edit title and description](#)
[Edit layout](#)
[Edit content](#)
[Display page »](#)
[Share page »](#)
 Text


 Image

 Media

 Journals

 General

 Personal info

 External

*This area shows a preview of what your page will look like.  
Drag blocks below this line to add them to your page layout. You can drag blocks  
around your page layout to position them.*

### My progress so far this semester



### Training day





### File(s) to download



Posted by Roland Sherwood on 17 April 2015, 4:59 AM

Aenean eu nibh dictum, mollis felis a, interdum quam. Sed suscipit sapien et leo pharetra tempor. Cras sodales, nibh vitae tempor tempor, lectus risus blandit neque, a dapibus justo risus et ipsum. Proin vulputate vulputate pellentesque. Aenean eget sem luctus, vulputate turpis nec, hendrerit justo. Vestibulum

 **first draft.docx**  
63.6KB | Friday, 17 April 2015 | [Details](#)

 **IMBA Project Brief.docx**  
55.1KB | Friday, 17 April 2015 | [Details](#)




 **TDF proposals technology breakdown.docx**  
76.4KB | Friday, 17 April 2015 | [Details](#)




Pages [Select all](#) [Select none](#)

☐ LC Training Day ☒ Progress update




### Share with

-  Public
-  Logged-in users
-  Friends

### Share with my institutions

-  Xi'an Jiaotong-Liverpool University

### Share with my groups



-  All my groups
-  LC Mahara Workshop
-  Work Placement Test



### Share with users

— [➤ Share with other users and groups](#) —

— [➤ Advanced options](#) —

Added	Access start date/time	Access
-------	------------------------	--------

Friends	<input type="text" value="2015/04/18 00:00"/>	<input type="text"/>
		

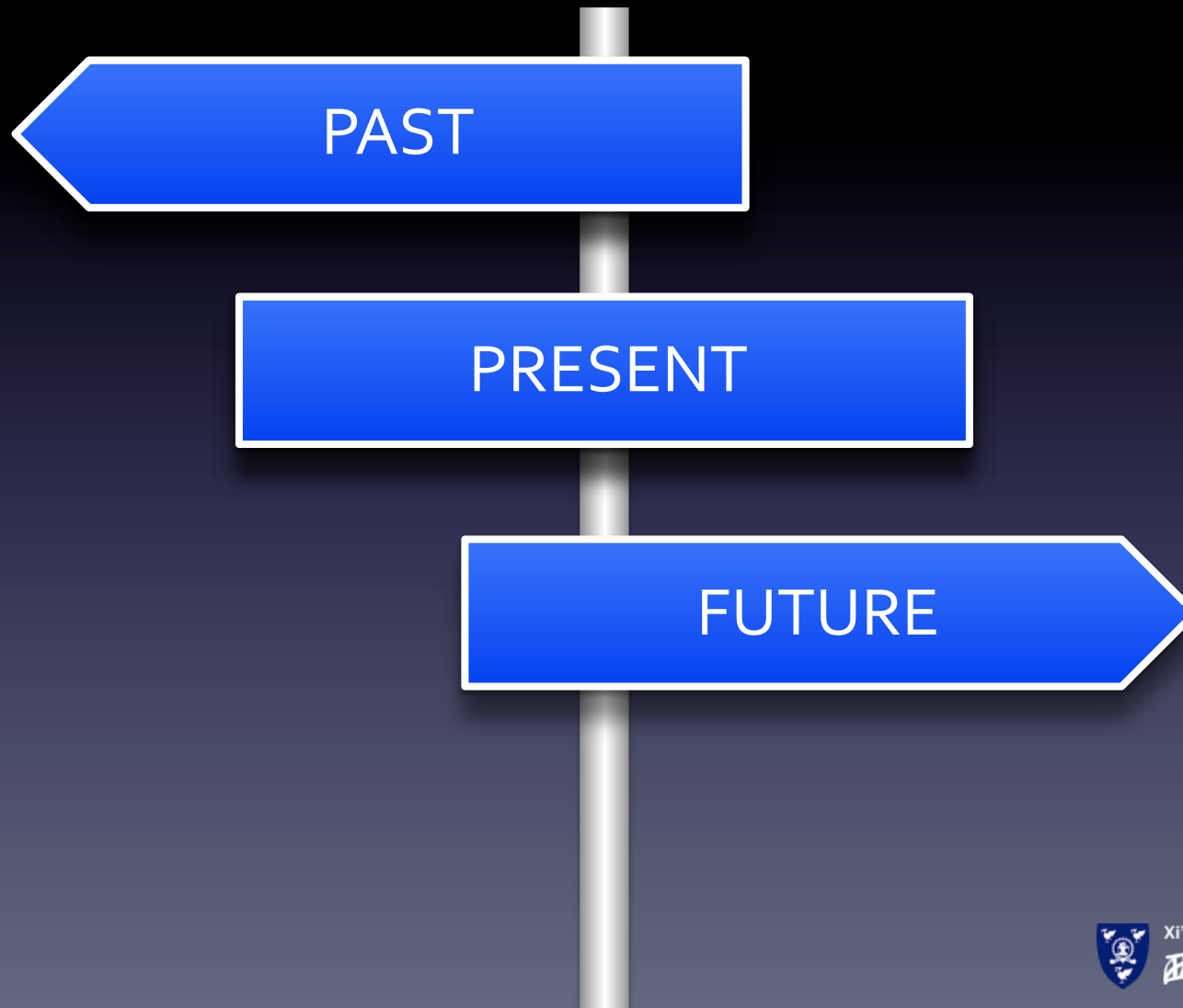
Xi'an Jiaotong-Liverpool University	<input type="text" value="2015/04/24 00:00"/>	<input type="text"/>
		

**Save**

**Cancel**

# Educational Technology in Transition

# Educational Technology in Transition



# Educational Technology in Transition

- Usage and quality:
  - TEL Framework
  - TEL group
- Lecture capture
- Open / distributed learning resources

# A big thank you to:

- MITS:
  - Applications
  - Education Support
  - Infrastructure
- Registry
- Library

# Thank you