



The impact of appropriate LMSs to learners

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Outline

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This presentation is organized as follows:

- ▶ Blended Learning
- ▶ Is there an appropriate LMS so it could satisfy education institutions requirements
- ▶ UBT Case
- ▶ Future recommendations for e-learning providers



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Blended Learning Defined

- ▶ Driscoll (2002): combination of instruction of instructional methods
- ▶ Bersin & Associates (2003) combination of instructional modalities
- ▶ Reay , 2001); Young, 2002 ;Rooney, 2003): combination of online and face-to-face instructions



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Why blend?

- ▶ Pedagogical richness
- ▶ Access to knowledge
- ▶ Social interaction
- ▶ Increased Cost Effectiveness
- ▶ Increased Access/Flexibility
 - ▶ Reduces seat time
- ▶ Has the capacity to effectively engage students, promote critical thinking and facilitate application of learning in practice



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LMSs facilitating the Blended learning

- ▶ Finding the "right" LMS
- ▶ Learner-centered
- ▶ Increasing motivation
- ▶ Personalized one
- ▶ Wikis
- ▶ Collaboration



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Facilitating Personalisation

- ▶ Personalized learning in a LMS can be examined from a number of views:
 - ▶ personalised user interface
 - ▶ personalised learning paths and assessment methods
 - ▶ personalised recommendations of learning material
 - ▶ personalisation of communication and collaboration
- ▶ providing an environment where learners can create and administer personal learning resources



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LMS platforms

- ▶ Commercial
 - ▶ Blackboard, Desire2Learn, Edmodo
- ▶ Non-commercial
 - ▶ Moodle, .LRN, ILIAS, Sakai, Dokeos, ATutor and Claroline



Blackboard



Claroline Open Source e-Learning



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Blended Learning at UBT

- ▶ In UBT we use Moodle
- ▶ This year we have totally 4140 enrolled students
- ▶ 163 students are enrolled in Fundamental of Telecommunication

Bazat e Telekomunikacionit: 163 enrolled users

Faqja kryesore » Kurset e mia » Shkencat Komputertike dhe Inzhinieri » Bachelor » Gjenerata 2011/2012 » Semestri V » Bazat e Telekomunikacionit CSE 11/12 » Përfunduar

Enrolled users

<div>Enrol users</div>					
Kërko	Enrolment methods Gjithëqka	Funksion Gjithëqka	Grup Gjithë pjesërisht	Gjendja Gjithëqka	<div>Filtra Reset</div>
Faqja: 1 2 (Vazhdo)					
Emri / Mësimi / ID kartelës / Adresa email / Departamenti dhe Grupi	Hyrja e fundit	Roles	Groups	Enrolment methods	
<div><div></div><div>Betim Abazi baz0523@ubt.uni.net</div></div>	1 dita 17 orët	Student	Gr-1 X	<div><div></div>Self enrolment (Student) from a date - 24 nëntor 2013, 22:33</div>	
<div><div></div><div>Pranvera Abdylly pa31200@ubt.uni.net</div></div>	8 ditët 9 orët	Student	Gr-2 X	<div><div></div>Self enrolment (Student) from a date - 23 nëntor 2013, 16:40</div>	
<div><div></div><div>Jeton Ahmetaj ja30744@ubt.uni.net</div></div>	22 ditët 13 orët	Student	Gr-2 X	<div><div></div>Self enrolment (Student) from a date - 20 nëntor 2013, 14:47</div>	
<div><div></div><div>Florian Ahmeti fa20264@ubt.uni.net</div></div>	1 dita 11 orët	Student	Gr-3 X	<div><div></div>Self enrolment (Student) from a date - 21 nëntor 2013, 11:59</div>	
<div><div></div><div>Ruzhdim Allu ba20297@ubt.uni.net</div></div>	1 dita 10 orët	Student		<div><div></div>Self enrolment (Student) from a date - 21 nëntor 2013, 11:59</div>	

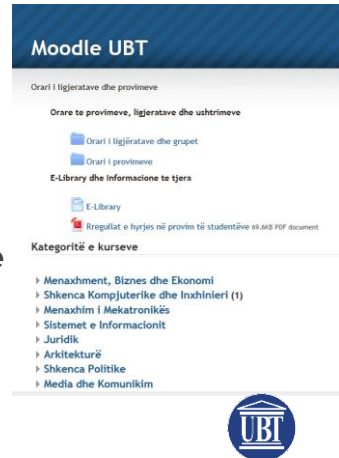


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Blended Learning at UBT

- In UBT all courses are offered in blended mode
 - In University Campus and
 - In Training Center
- Academic Staff sets the content of modules online, makes assessments, quizzes etc.
- Students have access to their material **anytime** from **everywhere**



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Typical Format

- **Semesters have typically 5 to 6 courses**
- Working assumption of a reading week and interactive week i.e. on-line activities.
- Workshops
- Assessment approach coursework
- Distribution of marks: participation, activities, workshops, exams.



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CSIS faculty perceptions of Blended Learning

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- ▶ Improved teaching
- ▶ Covering different learning styles
- ▶ Students find their best pace to achieve course learning materials
- ▶ Increasing the quality of learning & the success rate of students



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Particular course in UBT

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A typical e-learning course, consists of four main components

- ▶ Pedagogy aspect
- ▶ Content
- ▶ Technology infrastructure
- ▶ Course Administration



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UBT partnerships

- ▶ UBT has agreements with different Universities around the world
- ▶ We offer blended learning also through our partners
- ▶ We are encouraged to have one course per semester from our partners in synchronous/asynchronous manner
- ▶ Blended learning made easier, greener and cheaper to realize the joint degree agreements



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Future Plans

- Maximise potential of Moodle
 - Wikis and Blogs
- Increase interactivity
 - Videos, Simulation
- Consider more varied assessment approaches
- Monitor student engagement and performance
- Updating/other quality assurance mechanisms.

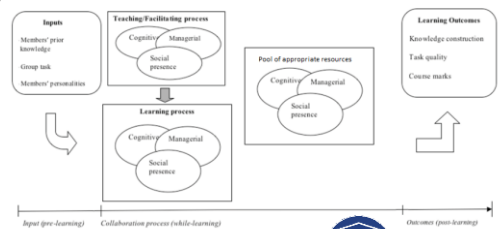
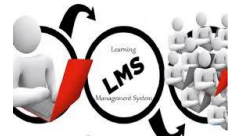


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Is there a perfect online platform?

- ▶ No standard
- ▶ Should have: Interactive elements i.e. learning activities, discussion board, blog, podcasts, vodcasts.
- ▶ Pool of experiences and knowledge resources,
- ▶ Recommend learning structures to users, and
- ▶ Do matchmaking of resources and users



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Future recommendation for eLearning providers

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- ▶ Learning paths may be personalized in terms of content, transition between steps, and pace for each step.
- ▶ The learners, with different learning types and capacity, would be able to choose among the most suitable assessment for them, thus having more opportunities to achieve the aim of the course.



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Future recommendation for eLearning providers

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- ▶ Given the learning outcomes, there would be a variety of assessment methods that meet them.
- ▶ A customisable VLE
 - ▶ A user should be able to choose on a set of tools that facilitate their learning, rather than dealing with the fixed set of tools provided by a specific VLE.
- ▶ New ways for supporting learner engagement and motivation are required



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Thank you!

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