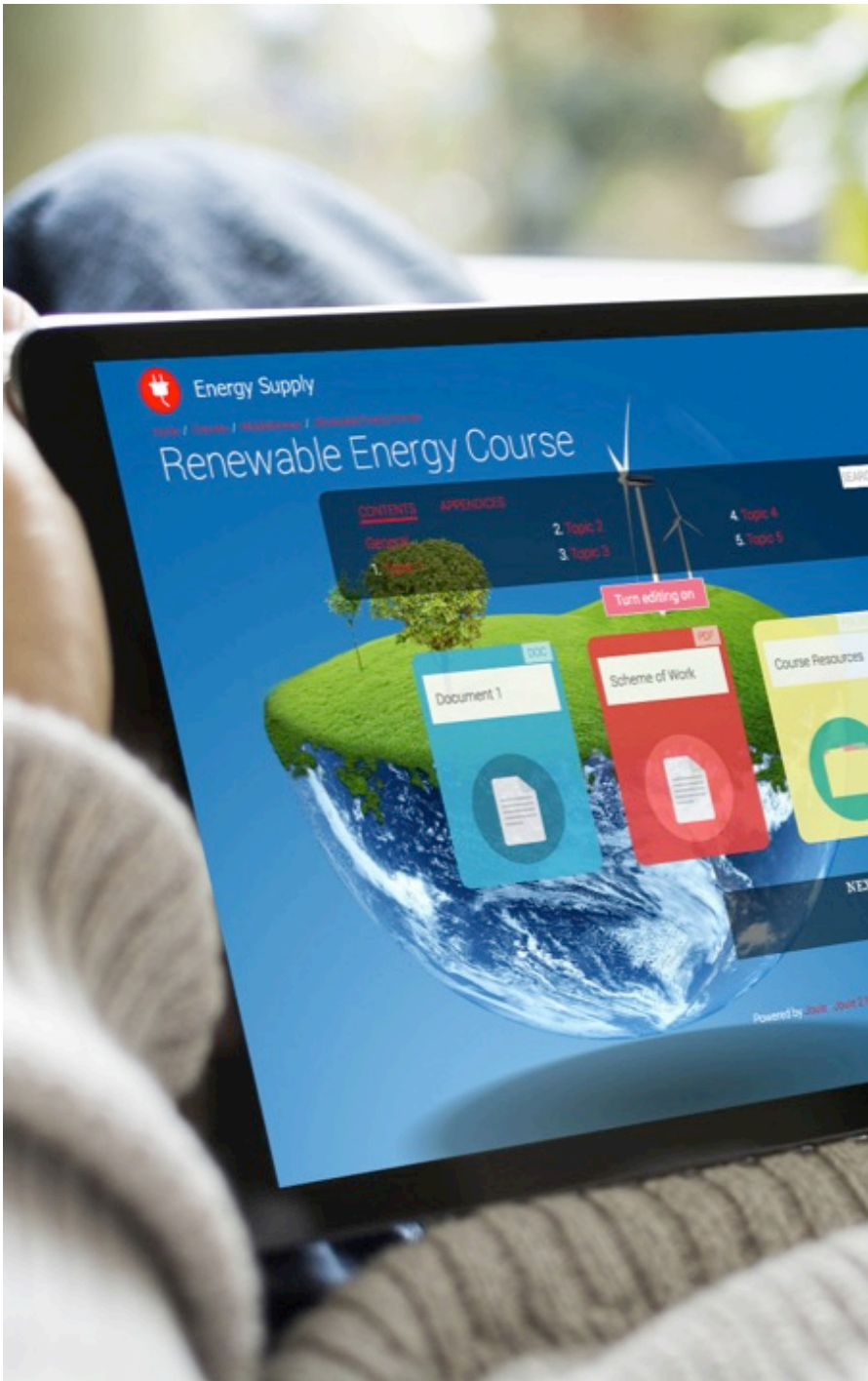


SNAP and Moodle UX

- Snippets on UX design
- consistency in the Moodle user experience
- and graphical representation of Learning Analytics



Background

Annabell Lorenz
Solutions engineer
E-Learning Consultant, Higher Education Background



Blackboard Moodlerooms Solutions engineer since 2013

- Regular active participant of Moodle DACH, France, Italy etc.
- Moodle Devcamps together with AMC
- Moodle DACH 2016

E-Learning at the University of Vienna 2004-2013

... in pictures



DIGITALE MEDIEN:
ZUSAMMENARBEIT IN DER BILDUNG



GMW 16
Gesellschaft für Medien
in der Wissenschaft e. V.



29. August - 1. September 2016



universität
wien

AMC

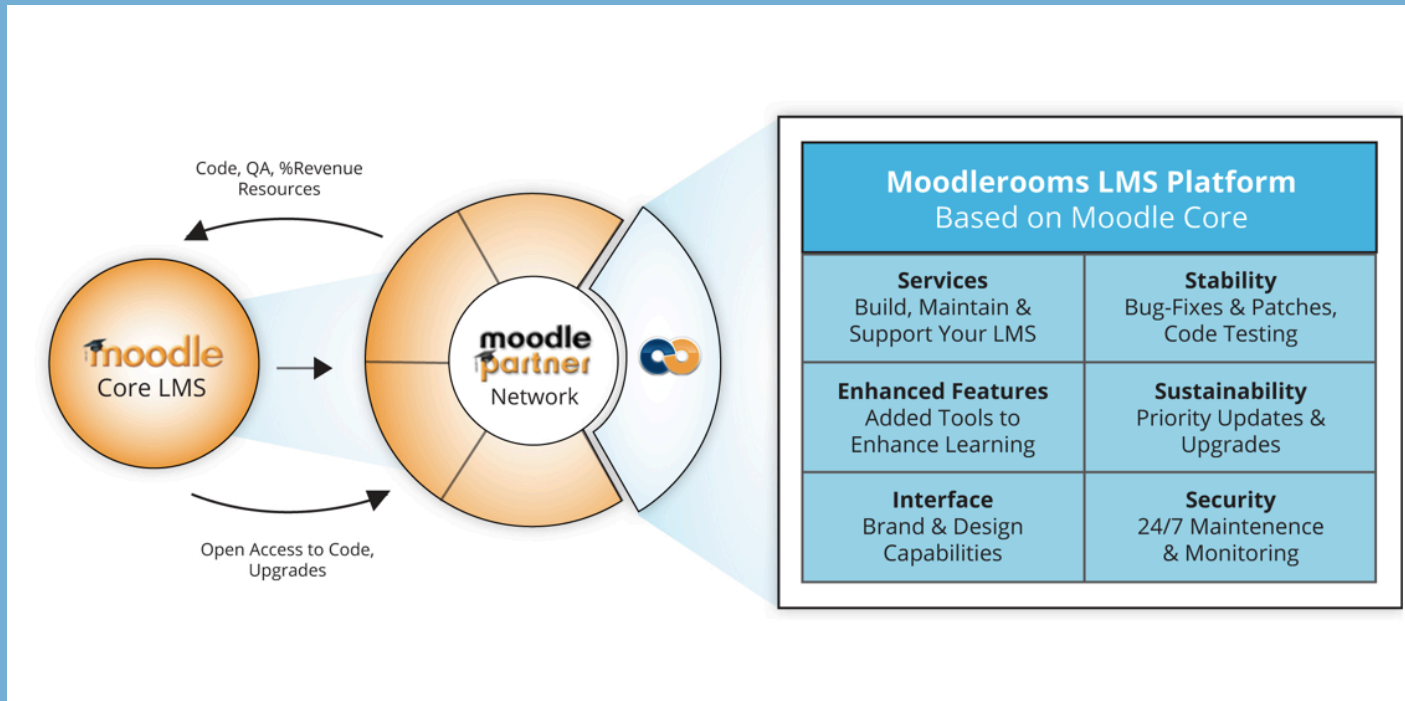
Moodle Partnership: What is it?

- Partners = **Certified** companies, offer Moodle services for a fee
- Moodlerooms **official** Contributions:
 - Royalties (~10% revenue) to keep Moodle moving forward
 - Code, plugins, bug fixes
- Separate Agreement with Moodle HQ:
 - Common development projects
 - Influence in roadmap
- More than 50 partners globally

Contribution to Moodle project

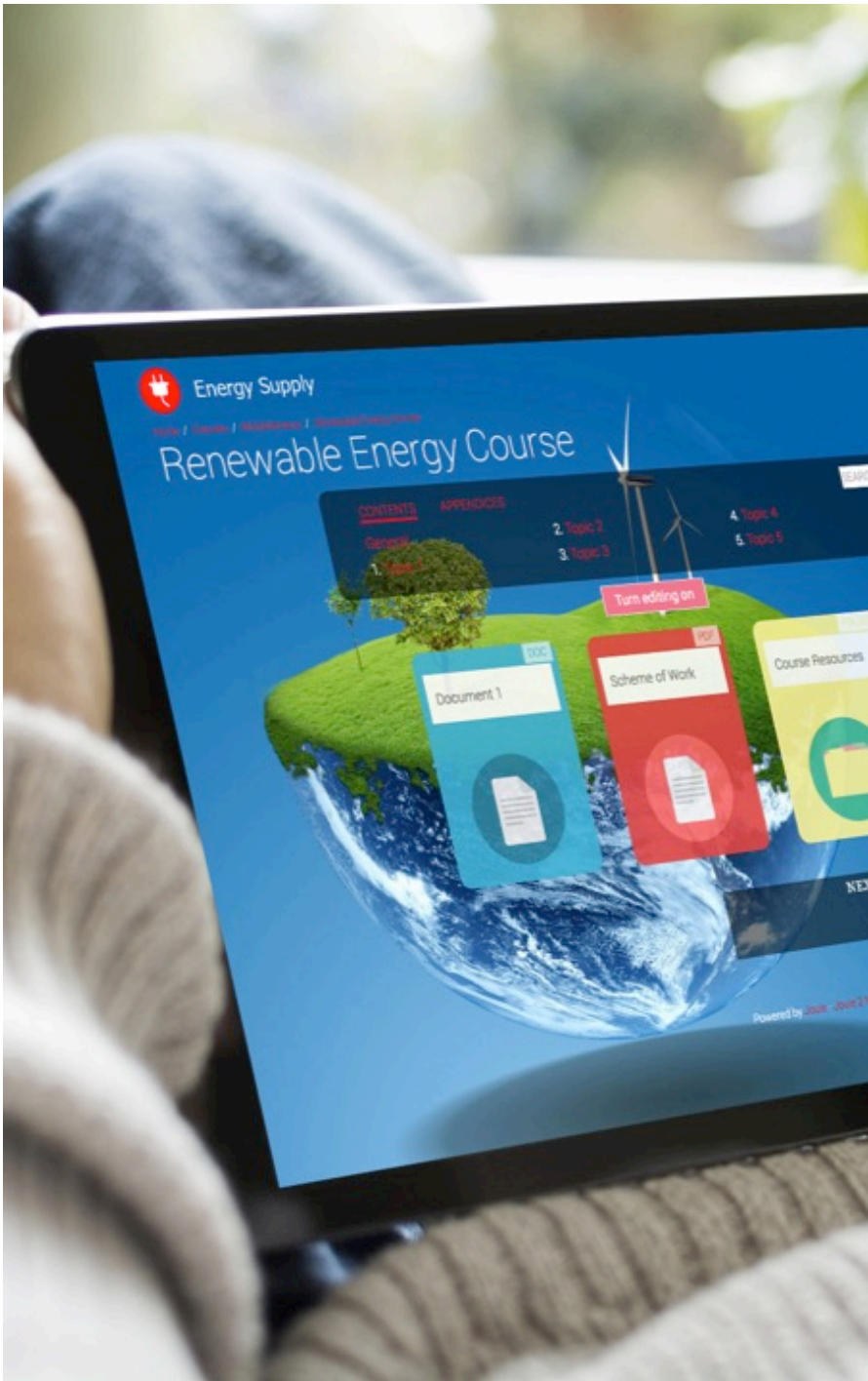
- Integrations with Google and Microsoft
- IMS Common Cartridge import/export
- IMS Learning Tools Interoperability for external content repositories
- Innovative course formats and rubric checklists
- Outcomes Module rewrite

Moodlerooms is Moodle Partner

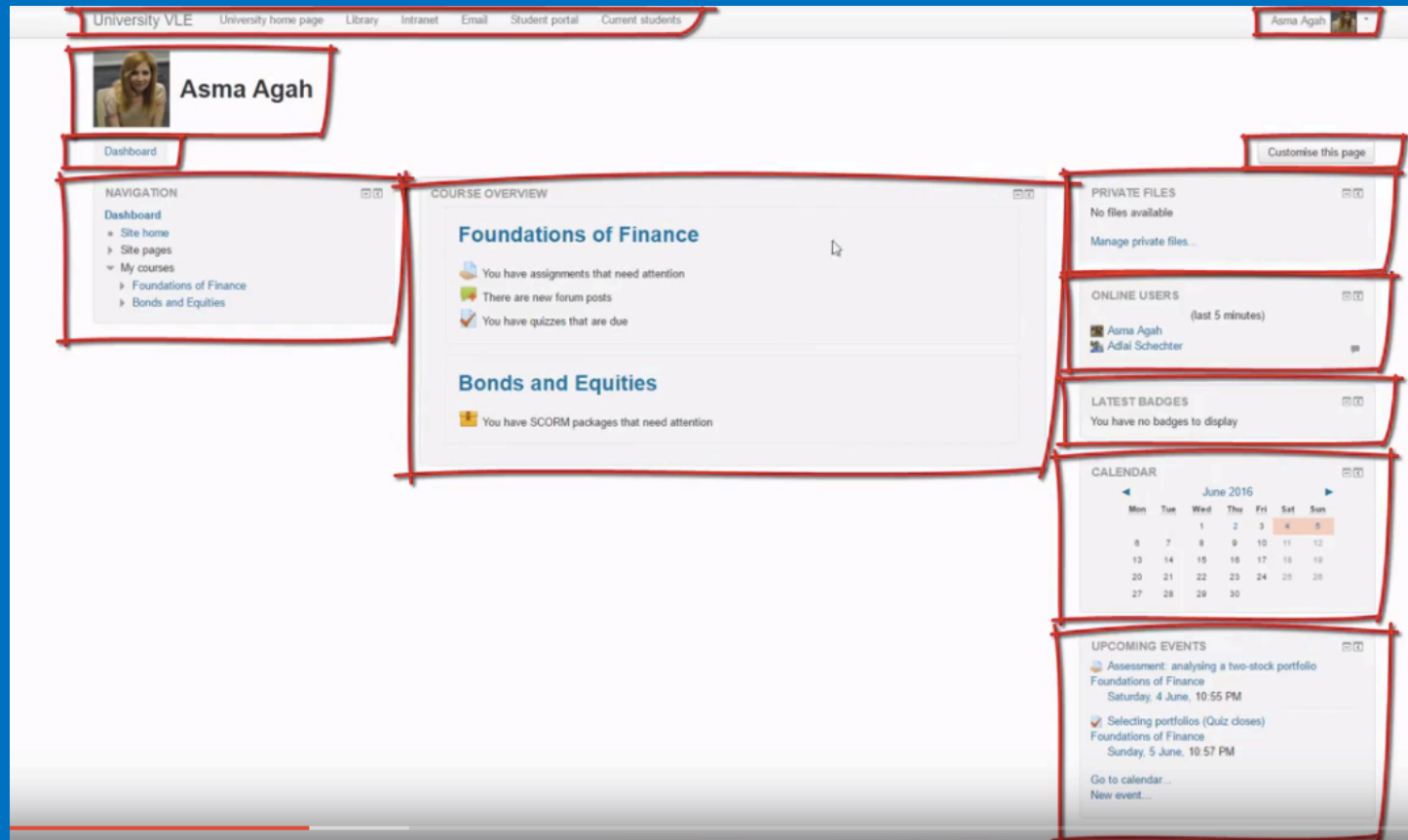


SNAP and Moodle

- Snippets on UX design
- consistency in the Moodle user experience
- and graphical representation of Learning Analytics



Organisations tell us Moodle is ugly, uninspiring and clunky



Source: CAS Business School, modified SNAP theme to their needs

<https://drive.google.com/file/d/0B8urjKTUZJxISmx0U21DNFExcTA/view>

SNAP

https://github.com/moodlerooms/moodle-theme_snap



- SNAP is a Moodle theme (github) by MR
- fully responsive
- we built it with the help of UX designers and user feedback
- built with Bootstrap 3 and jQuery

Distraction free learning

Example of user-centric course design – Online learning should be like a website

The screenshot shows a Moodle course page for 'Foundations of Finance'. The course is titled 'Portfolio Theory' and runs from 30 January to 5 February. The left sidebar shows the course structure with progress indicators for various topics: Introduction (4/6), Time (5/5), Risk and Return (5/5), Portfolio Theory (0/8, Current), Asset Pricing (0/1), No-arbitrage (0/1), and End Assessment (0/1). The main content area features a vertical navigation menu with four steps: 1. Introduction: the problem of portfolios, 2. Rate your statistics and probability skills, 3. Reviewing statistics and probability, and 4. Calculating portfolio risk and return. Under the first step, there are four recent forum posts by Imala Henry (1 day ago), Ryan Cheung (1 day ago), and Adlal Schechter (21 days ago).

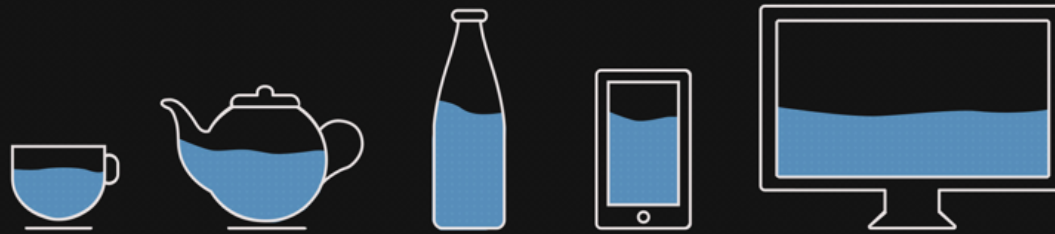
Source: CAS Business School, modified SNAP theme

<https://drive.google.com/file/d/0B8urjKTUZJxISmx0U2IDNFExcTA/view>

Students want a better mobile experience.

Media Theory: Extensions of Man

CONTENT IS LIKE WATER



“ You put water into a cup it becomes the cup.
You put water into a bottle it becomes the bottle.
You put it in a teapot, it becomes the teapot. ”

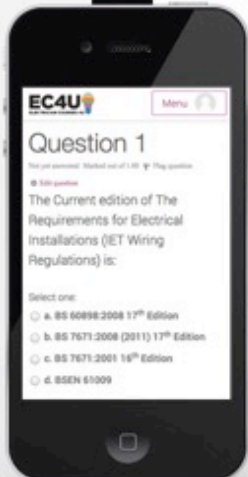
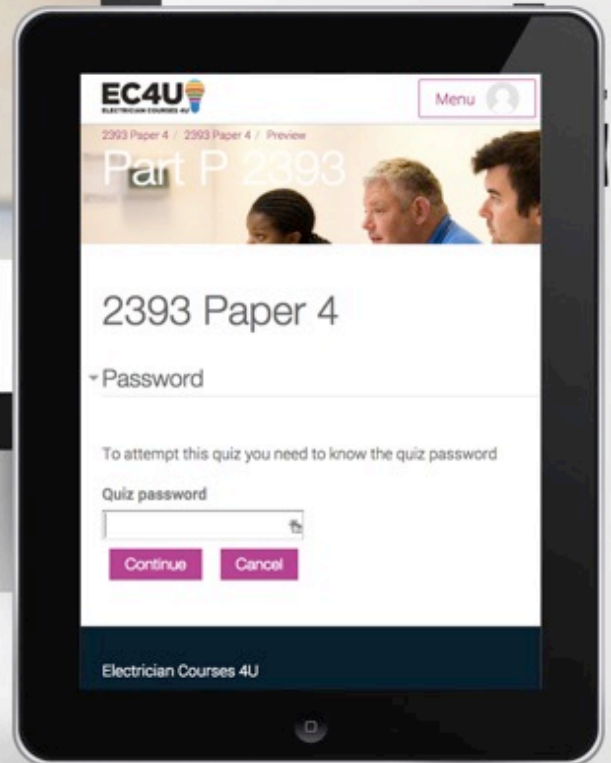
Josh Clark (originally Bruce Lee) - Seven deadly mobile myths

Illustration by Stéphanie Walter

*We become what we behold. We shape our tools and then our tools shape us.
Marshall McLuhan*



device-agnostic user experience



Need
better ways to see courses,
assignments, deadlines and
feedback.

courses

Courses
progress and
grades

messages

deadlines

feedback

The screenshot shows a Moodle user profile for Bob Smith, managed by Stuart Lamour. The page is divided into several sections:

- COURSES:** A grid of course cards. Each card shows the course name, progress (e.g., 18/27), and grade (e.g., 72.50). Courses include 'Advanced forums', 'Algebra 202', and 'Math 103'.
- DEADLINES:** A list of upcoming deadlines with icons and dates. Examples include 'Algebra 202 / End Course Evaluation' (Tomorrow, 4:50 AM) and 'Algebra 202 / Snap Linear Inequalities Assignment Dropbox' (Tomorrow, 5:35 PM). A 'Calendar' button is at the bottom.
- RECENT FEEDBACK:** A list of recent feedback items, such as 'Calls to action demo / End of term assignment' (Released: Yesterday, 9:12 AM) and 'Algebra 202 / Operations with Rational Expressions Discussion Forum (Marking Guide)' (Released: Monday, 3 November, 8:24 AM).
- MESSAGES:** A message from Stuart Lamour: 'Hi Bob, just a quick message to as...'. A 'Messaging' button is visible.

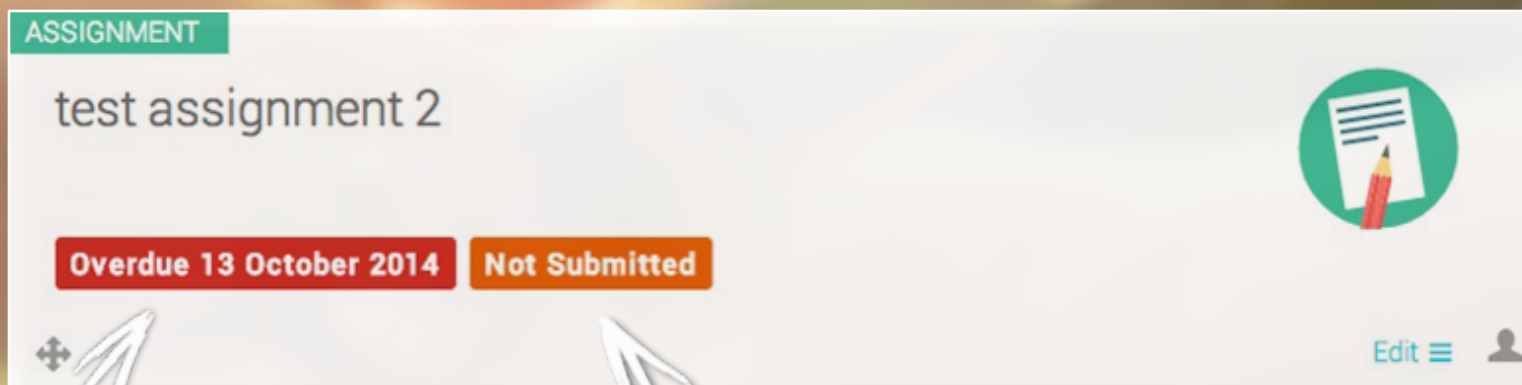
For students

ASSIGNMENT

test assignment 2

Overdue 13 October 2014 Not Submitted

Edit

A screenshot of a Moodle assignment card. The card has a green header with the word 'ASSIGNMENT'. Below the header, the title 'test assignment 2' is displayed. To the right of the title is a circular icon containing a document and a pencil. Below the title, there are two red buttons: 'Overdue 13 October 2014' and 'Not Submitted'. At the bottom left of the card is a small plus sign icon, and at the bottom right is an 'Edit' link with a menu icon and a user profile icon.

Due date and
overdue warnings

Assignment progress


For tutors

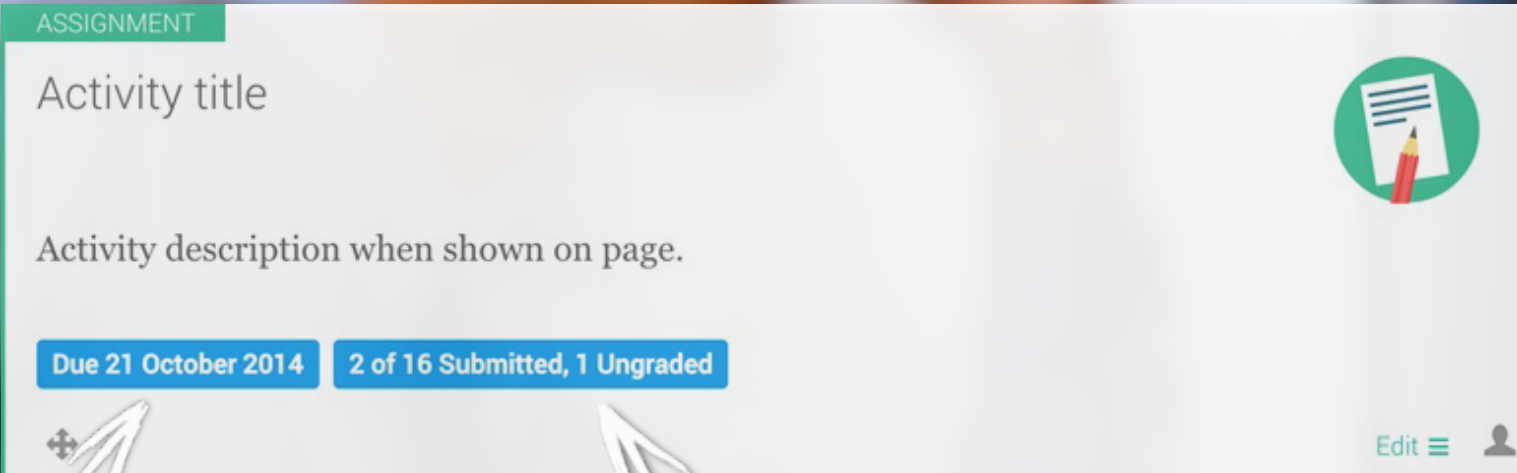
ASSIGNMENT

Activity title

Activity description when shown on page.

Due 21 October 2014 2 of 16 Submitted, 1 Ungraded

Edit 


A screenshot of a Moodle assignment card. The card has a green header with the word 'ASSIGNMENT'. Below the header, there is a placeholder for the 'Activity title', a placeholder for the 'Activity description when shown on page.', and two blue buttons: 'Due 21 October 2014' and '2 of 16 Submitted, 1 Ungraded'. At the bottom left of the card is a plus icon, and at the bottom right is an 'Edit' link and a user icon. Two white arrows point from the text labels below to the plus icon and the submission status button.

Due dates

Submissions status &
Pending Grading

Tutors complain about long courses and the “scroll of death” when using topics.

Human Anatomy

CONTENTS TOOLS 

- Human Anatomy
- 1. Course Introduction
Progress: 1 / 5
- 2. Skeletal System
Progress: 2 / 9
- 3. Cardiovascular System
Progress: 0 / 4

- 4. Digestive System
Progress: 0 / 5
- 5. Muscular System
Progress: 0 / 5
- 6. Social/Twitter
- 7. IV Section
Progress: 0 / 1
Not published to students

- 4. Digestive System
Progress: 0 / 5
- 5. Muscular System
Progress: 0 / 5
- 6. Social/Twitter
- 7. IV Section
Progress: 0 / 1
Not published to students

Turn editing on

Human Anatomy








NEXT SECTION
Course Introduction



Human Anatomy


Your progress 

-  NUIG Ireland CS A43
-  How Blackboard Complements Your Corporate LMS
-  my college
-  Skeletal System Tutor Notes
-  The Skeletal System Overview

Watch and Learn

-  Skeletal System Videos and assessment lesson

Online class discussion

-  Discuss the Skeletal System

Use this forum to discuss some of the major bones in the human body and describe their basic features. Create a new discussion for each and reply to posts to add further information to the posts of fellow learners.

Quiz on the Skeletal System

-  Quiz on the Skeletal System

Take this mock test on the skeletal system. There are 10 questions, each worth 1 point for each correct answer. Make sure you return to this quiz each week to test your knowledge and improve upon your last score.

Assignment Upload Area 1

-  Assignment Upload

In 5000 words or less. Provide an overview of the Skeletal System outlining the key features and their use. Where applicable, use diagrams to support your work. Remember to reference any sources you use and provide a detailed bibliography.

Topic/Module Student Feedback

-  Feedback on the Skeletal System Topic

Cardiovascular System

The cardiovascular system consists of the heart, blood vessels, and the approximately 5 liters of blood that the blood vessels transport. Responsible for transporting oxygen, nutrients, hormones, and cellular waste products throughout the body, the cardiovascular system is powered by the body's hardest-working organ — the heart, which is only about the size of a closed fist. Even at rest, the average heart easily pumps over 5 liters of blood throughout the body every minute.

-  Cardiovascular System
-  Diagram of the the cardiovascular system

Module Assessment

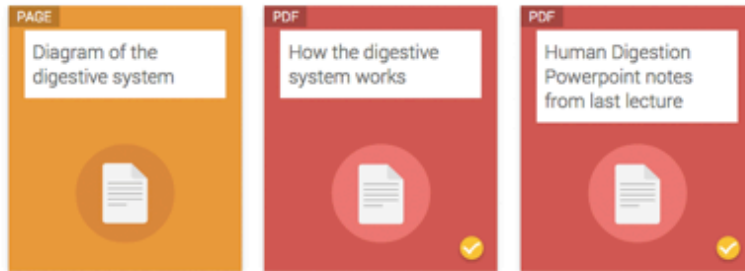
Moodle courses:

dull endless lists of resources

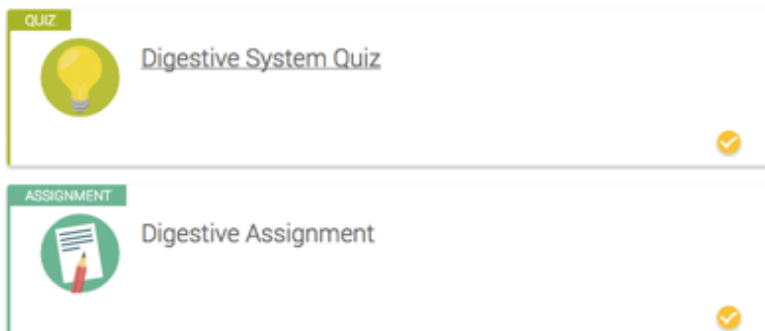
4. Digestive System



The digestive system is a group of organs working together to convert food into energy and basic nutrients to feed the entire body. Food passes through a long tube inside the body known as the alimentary canal or the gastrointestinal tract (GI tract). The alimentary canal is made up of the oral cavity, pharynx, esophagus, stomach, small intestines, and large intestines. In addition to the alimentary canal, there are several important accessory organs that help your body to digest food but do not have food pass through them. Accessory organs of the digestive system include the teeth, tongue, salivary glands, liver, gallbladder, and pancreas.



Module Assessment

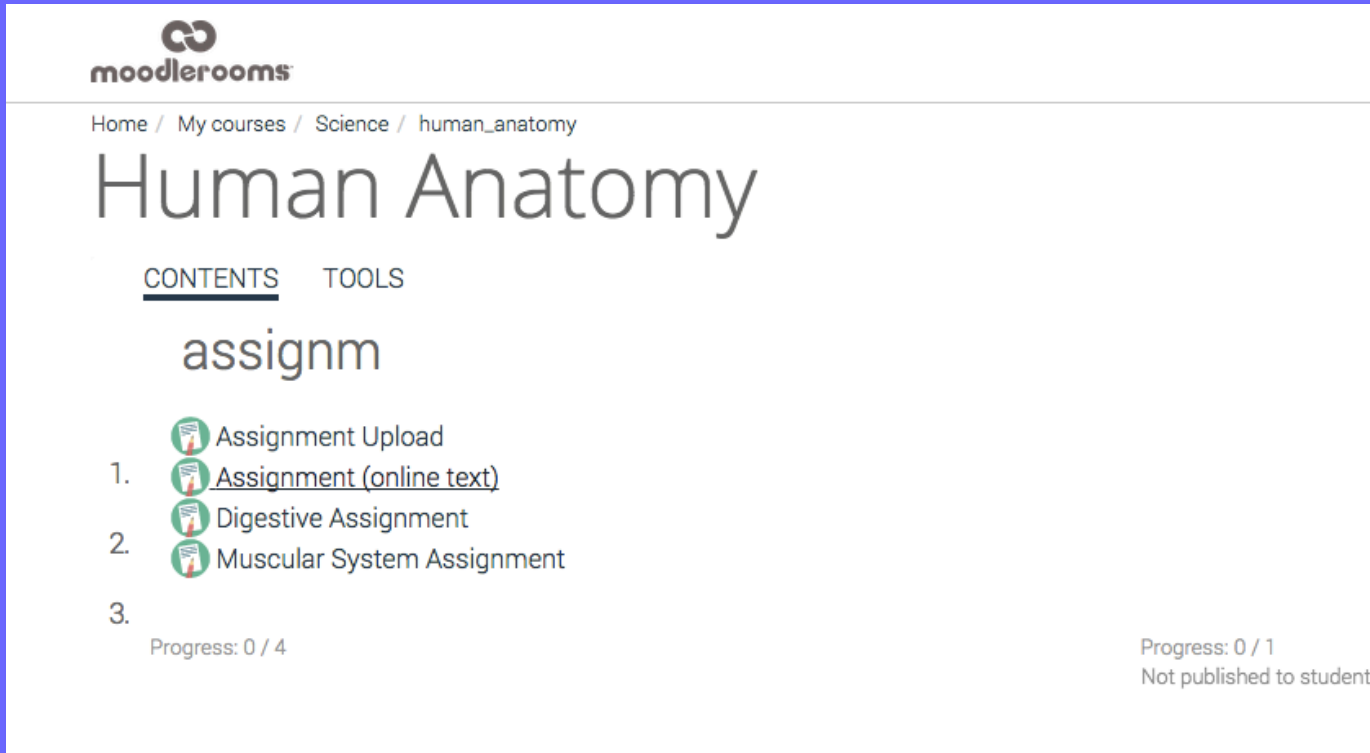



First approach
to draw focus
on content

Students feed back they find it difficult to find resources and activities within courses.



real-time content search







 moodlerooms

Home / My courses / Science / human_anatomy

Human Anatomy

CONTENTS TOOLS

assignm



-  Assignment Upload
- 1.  [Assignment \(online text\)](#)
- 2.  Digestive Assignment
- 3.  Muscular System Assignment


Progress: 0 / 4

Progress: 0 / 1
Not published to students

Tutors explain that grading assignments is time consuming and complicated.

Inline assignment viewing and grading

Menu 




Full screen modeEnglish Essay ↕ Separate groups: All participants ← Ava Student ↕ →Show Activities Requiring Grading

File submissions

romeo_juliet_essay.pdf(download) romeo_juliet_essay.pdf ↕ ☰

time Romeo has been a convention. Miss Cushman's Romeo is a creative, a living, breathing, animated, ardent human being.^[106] Queen Victoria wrote in her journal that "no-one would ever have imagined she was a woman".^[107] Cushman's success broke the Garrick tradition and paved the way for later performances to return to the original storyline.^[97]

Professional performances of Shakespeare in the mid-19th century had two particular features: firstly, they were generally star vehicles, with supporting roles cut or marginalised to give greater prominence to the central characters. Secondly, they were "pictorial", placing the action on spectacular and elaborate sets (requiring lengthy pauses for scene changes) and with the frequent use of tableaux.^[108] Henry Irving's 1882 production at the Lyceum Theatre (with himself as Romeo and Ellen Terry as



Grading

Grade (out of 100)


80.00

Overall feedback:

Paragraph ▼ **B** *I* ☰ ☰ 🔗 🔗 🔗 🖼️ 📄

Great effort.

🗑️



Students want improved
communication tools and alerts

Social functionality

ALERTS



On 11:32 AM, October 22, 2014, How Blackboard Complements Your Corporate LMS was created in the course Human Anatomy (human_anatomy).

[Remove](#) | [Read](#) | [Visit](#)



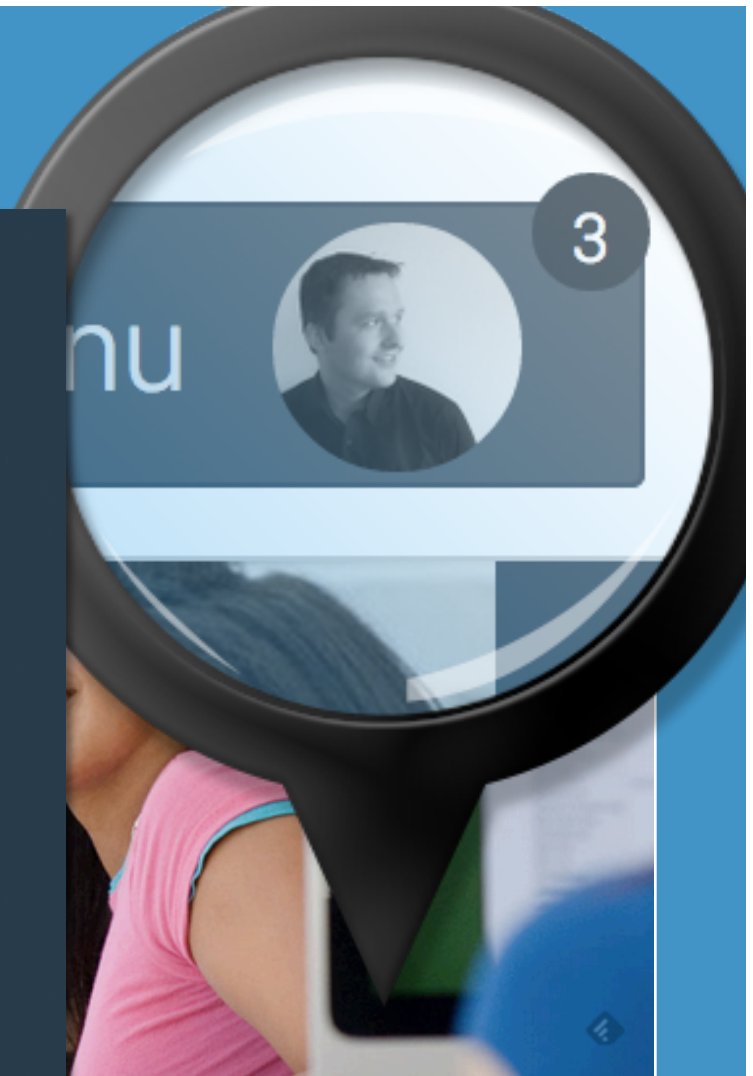
On 8:47 AM, August 18, 2014, Heart structure was created in the course ABPI Demonstration Course (ABPI Demonstration Course).

[Remove](#) | [Read](#) | [Visit](#)



On 2:54 PM, August 12, 2014, Garnts sample quiz was created in the course Human Anatomy (Human Anatomy).

[Remove](#) | [Read](#) | [Visit](#)



Popup alerts and rules via Personalized Learning

The screenshot shows a MoodleRooms course page for 'Human Anatomy'. The page header includes the MoodleRooms logo, a 'Menu' button with a user profile picture and a notification badge, and a breadcrumb trail: 'Home / My courses / Science / human_anatomy'. The course title 'Human Anatomy' is prominently displayed, with 'CONTENTS' and 'TOOLS' links below it. A dark 'ADMIN' button is visible in the top right corner. A white popup alert box is centered on the page, containing the text 'Hi Lewis Please come to next week's revision class.' and a dark 'Close' button. Below the popup, the text 'Skeletal system' is partially visible, followed by three small images of human skeletons: a skull and spine, a full front view, and a side view of the spine and ribcage.

Students tell us that Moodle
looks...well...very “Moodley”

Resources in Moodlerooms

2. Assessment and Feedback

LESSON

Painting Analysis - Say what you see



Due 30 November 2015

ASSIGNMENT

Essay: The Impressionists - Seeing things differently



Due 30 November 2014 Not Submitted

FEEDBACK

Course evaluation



Please give us feedback on this course so we may improve it for future students.

Due 30 November 2015 Not Submitted

Resources in Moodle

Assessment and Feedback

-  Painting Analysis - Say what you see
-  Essay: The Impressionists - Seeing things differently
-  Course evaluation

Please give us feedback on this course so we may improve it for future students.

Courses listed in

COURSES

The screenshot displays a grid of six course cards. Each card features a header image, a title, progress information, and a small profile picture of the instructor. The courses are: 'Advanced photography' (progress 4/50), 'Alan Turing' (progress 4/50), 'Algebra 202' (progress 3/29), 'Art & Science' (progress 4/20), 'Art - Impressionists', and 'Class and Conflict in World Cinema'.

Courses listed in Moodle

The screenshot shows a list of Moodle courses. Each entry includes a course icon, the course name, and a small circular icon on the right side. The courses listed are: 'mountain heights', 'Thatcher', 'Art History', 'Class and Conflict in World Cinema', 'Art - Impressionists', 'restore test', and 'Women in computing'.

Moodlerooms

The screenshot shows the Moodlerooms interface for a course titled "Class and Conflict in World Cinema". The header features a large image of a man's face and the course title. Below the header is a navigation menu with "Home", "My home", "Site pages", "My profile", and "Current courses". The "Current courses" section is expanded to show "Class and Conflict in World Cinema" with sub-items for "Participants", "Badges", "General", "City of God", "La Haine", and "Assignment topics". The "General" section is selected, displaying a "Glossary of Characters" and a "World Cinema Forum". The "Glossary of Characters" section is highlighted with a yellow border and contains the text: "In this module we will analyse two very significant films - City of God and La Haine, both of which depict violent lives in poor conditions, the former in the favelas of Brazil and the latter in a Parisian banlieue. We will look at how conflict and class are portrayed, focusing particularly on the use of mise en scene." Below this is the "World Cinema Forum" section, which contains the text: "A general discussion forum for topics arising from our study of La Haine and City of God. Ask anything -and be prepared to answer anything too!". At the bottom of the page, there is a "Course Contacts" section with a profile picture and name "Stuart Lamour", and an "About us" section with the text: "We create experiences that transform brands, grow businesses and make people's lives better."

Moodle Course

The screenshot shows the Moodle interface for a course titled "Class and Conflict in World Cinema". The header features a large image of a man's face and the course title. Below the header is a navigation menu with "Home", "My home", "Site pages", "My profile", and "Current courses". The "Current courses" section is expanded to show "Class and Conflict in World Cinema" with sub-items for "Participants", "Badges", "General", "City of God", "La Haine", and "Assignment topics". The "General" section is selected, displaying a "Glossary of Characters" and a "World Cinema Forum". The "Glossary of Characters" section is highlighted with a yellow border and contains the text: "In this module we will analyse two very significant films - City of God and La Haine, both of which depict violent lives in poor conditions, the former in the favelas of Brazil and the latter in a Parisian banlieue. We will look at how conflict and class are portrayed, focusing particularly on the use of mise en scene." Below this is the "World Cinema Forum" section, which contains the text: "A general discussion forum for topics arising from our study of La Haine and City of God. Ask anything -and be prepared to answer anything too!". At the bottom of the page, there is a "Resources:" section with a list of links: "Studying City of God by Stephanie Muir", "Sample pages from a study of City of God by Stephanie Muir of Richmond upon Thames College. Full book here", "Film Education Study Guide", "Brazilian Social Cinema as action: City of God", "A study edited by Elsa R.P. Viers published by CCCP. Full book here", "Film Review: 'Serving & Surviving in Meirelles's City of God'", and a "Reflection:" section with a list of links: "Representation of U1 Dica/2a", "Watch the clips and explain how micro-elements are used to construct meaning and how the audience might respond.", and "Representation of Rocket and Benny", "Watch the clips and explain how micro-elements are used to construct meaning and how the audience might respond."

Moodlerooms Inline Content


3. Inline content types

Just a section to demo the different types of native content in snap

[edit summary](#)

A moodle page


Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Vestibulum tortor quam, feugiat vitae, ultricies eget, tempor sit amet, ante. Donec eu libero sit amet quam egestas semper. Aenean ultricies mi vitae est. Mauris placerat eleifend leo.



[Read more >](#)

Another moodle page

Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Vestibulum tortor quam, feugiat vitae, ultricies eget, tempor sit amet, ante. Donec eu libero sit amet quam egestas semper.




[Read more >](#)

Course revision

Chapters

1. Preparing for exams
 - this is a subchapter
2. How to revise
3. Subjects for revision
 - Subject 1
 - Subject two






Moodle Inline Content

◀ Site forum

Inline content types

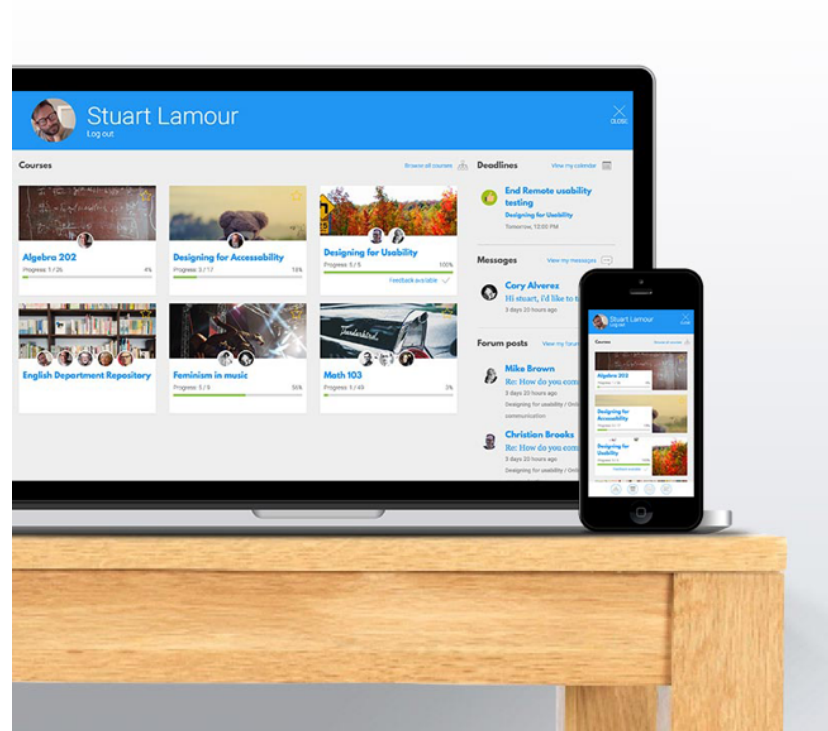
Just a section to demo the different types of native content in snap

-  A moodle page
-  Another moodle page
-  Course revision

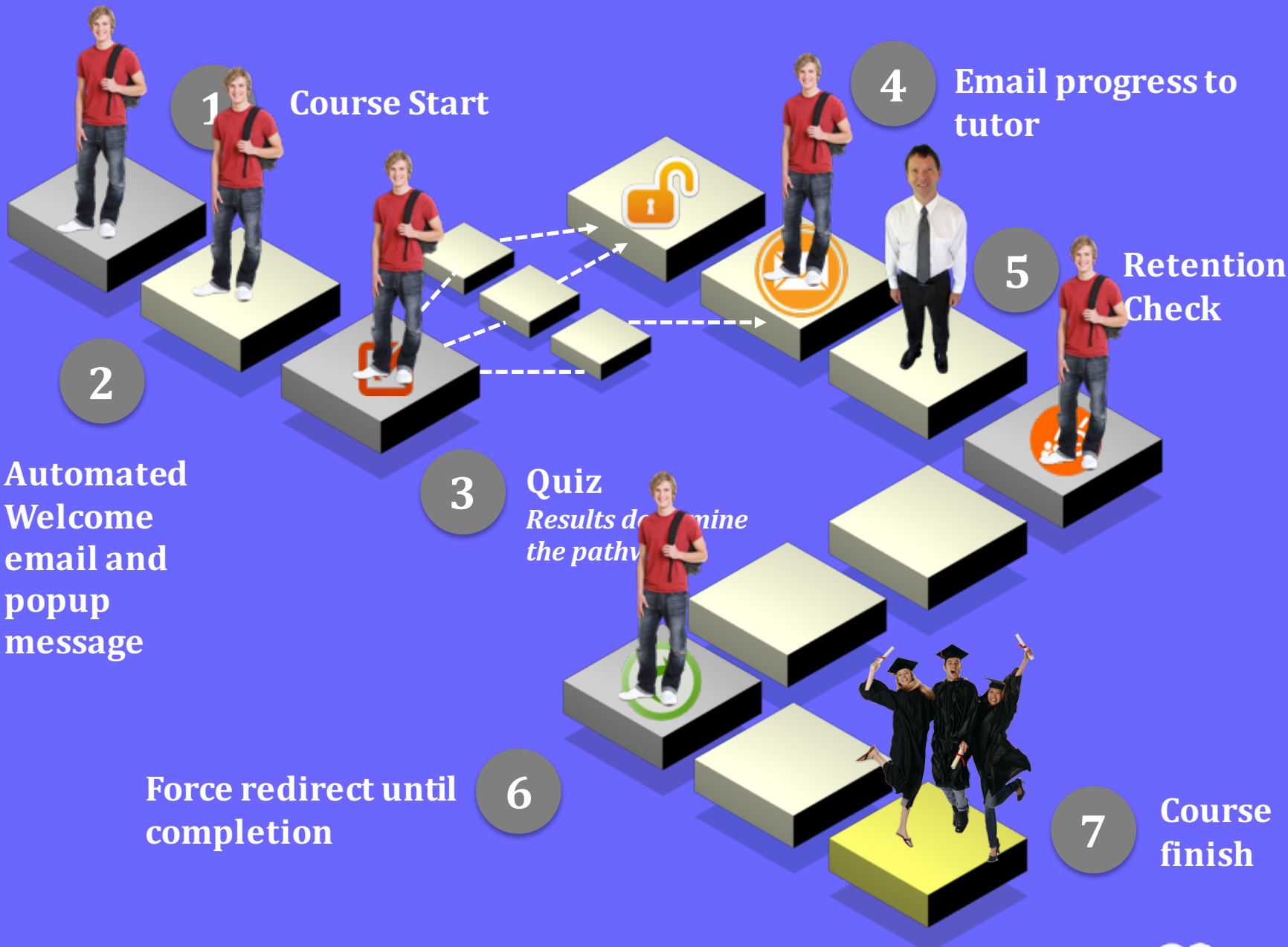
◀ Site forum

Snap 3.0

- ✔ Personalized favourite course list
- ✔ Learn anywhere on any device
- ✔ Personal menu mobile experience
- ✔ personal menu as a landing page
- ✔ More accessible buttons
Return home with one click



Organisations are looking for ways to create personalised pathways through courses that enable progression.



Moodlerooms Personal Learning



Organisations struggle to produce reports and generate learner analytics.

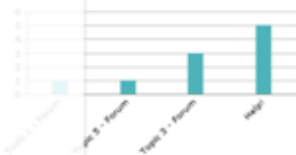
Course Reports ▾ My Course ▾ Dashboard ▾

RECENT ACTIVITY



- Activity Grades
- Activity Views
- Assignment Submissions
- Dashboard
- Forum Posts
- Glossary Posts
- Needs Grading
- Quiz Submissions
- Recent Activity
- Roster
- SCORMs
- Wiki Posts

FORUM POSTS



QUIZ SUBMISSIONS



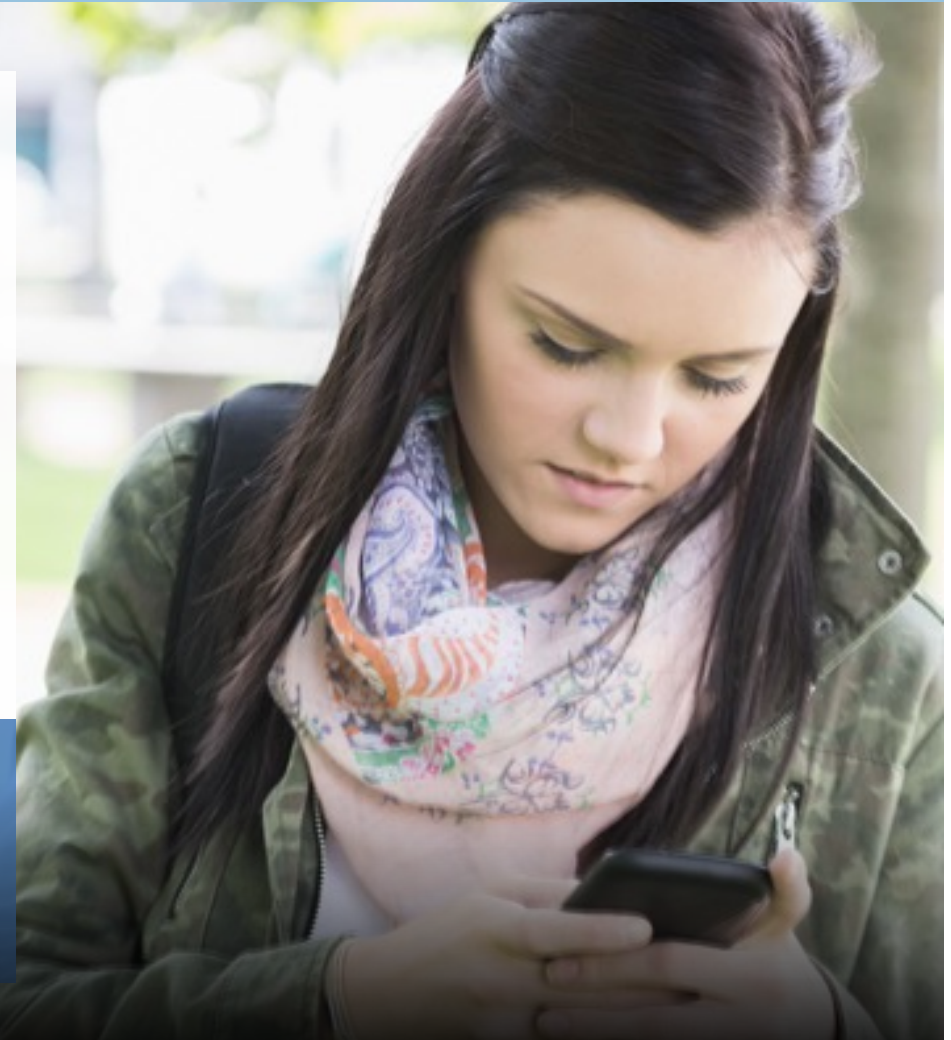
ASSIGNMENT SUBMISSIONS



What is Learning Analytics?

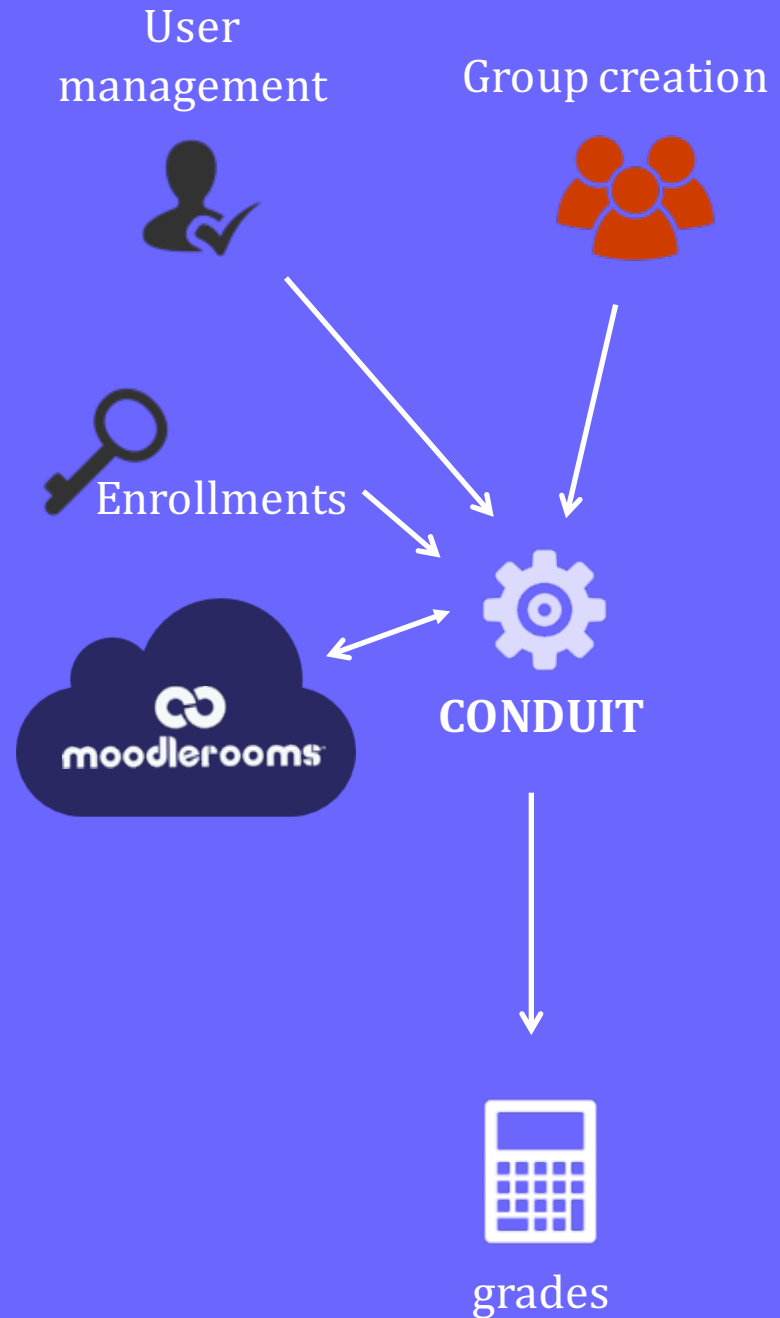
“ ...measurement, collection, analysis and reporting of data about **learners and their contexts**, for purposes of **understanding and optimizing learning and the environments** in which it occurs.”

Learning and Knowledge Analytics Conference, 2011



Organisations tell us they need to integrate into Systems landscape.


Single Sign On



What does X-Ray provide?



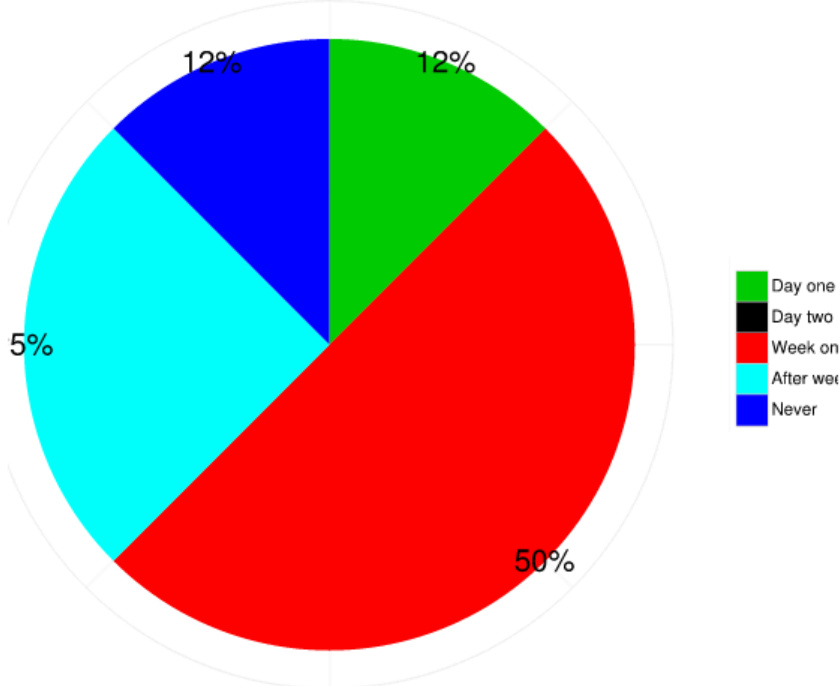
Identify at-risk students

Analyze discussions

Measure effectiveness of content

Insight into student behavior

Design



39 analytical visualizations and tables in 4 areas

X-Ray Learning Analytics



Risk Status

3 of 10 ↑

Students at **Risk** yesterday.
Average of the week before was
3 of -.



Activity

7 of 10 ↑

Logged in students in the last 7
days.
Week before was 7 of -.



Gradebook

60.9% ↑

Average course grade
yesterday.
Average of the week before was
-%.



Discussions

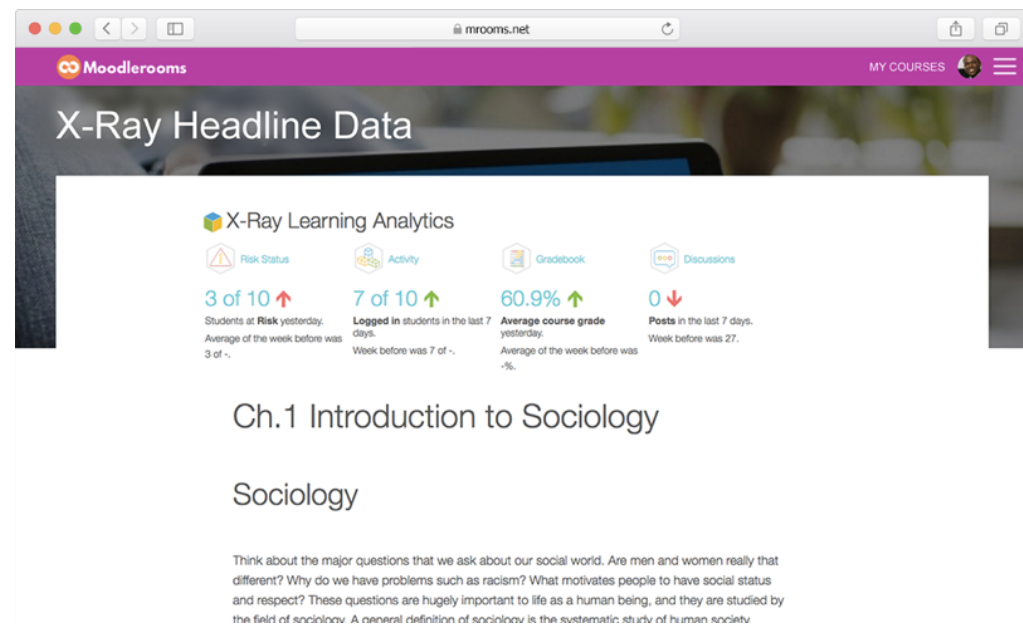
0 ↓

Posts in the last 7 days.
Week before was 27.

X-Ray Learning Analytics Headline Data

Provides key data in the right context for instructors.

The data bar is located at the top of the Moodle course page and provides basic information of risk status, activity, grade book and discussions.



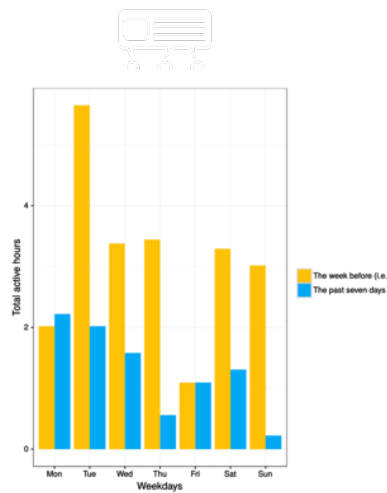
The screenshot shows the Moodle interface for a course. At the top, there is a purple navigation bar with the Moodle logo and 'MY COURSES' with a user profile icon. Below this is the 'X-Ray Headline Data' section, which contains a white box with the following data:

X-Ray Learning Analytics			
Risk Status 3 of 10 ↑ Students at Risk yesterday. Average of the week before was 3 of -.	Activity 7 of 10 ↑ Logged in students in the last 7 days. Week before was 7 of -.	Gradebook 60.9% ↑ Average course grade yesterday. Average of the week before was -%.	Discussions 0 ↓ Posts in the last 7 days. Week before was 27.

Below the analytics, the course title 'Ch.1 Introduction to Sociology' is displayed, followed by the subject 'Sociology'. A paragraph of introductory text is visible at the bottom of the screenshot.

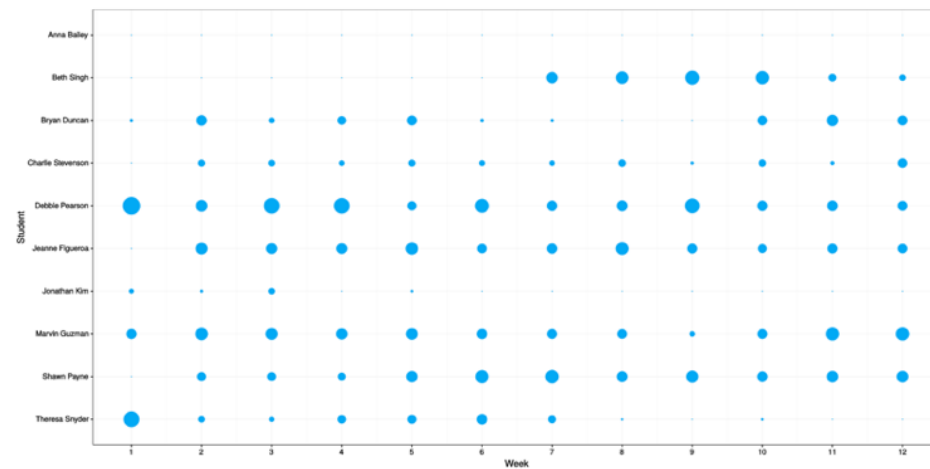
Understand course activity and identify disengaged learners or learners at risk

Increase engagement before it's too late.



Relative Activity Compared to Other Students in Class ?

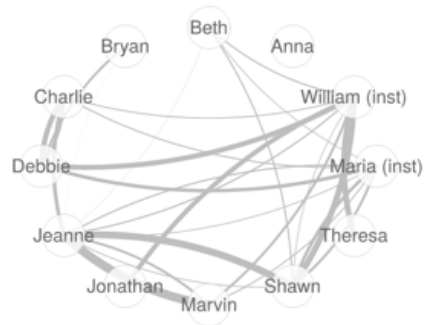
Dots represent student activity. Bigger dots indicate more activity.



Deep analysis of discussion forum activity

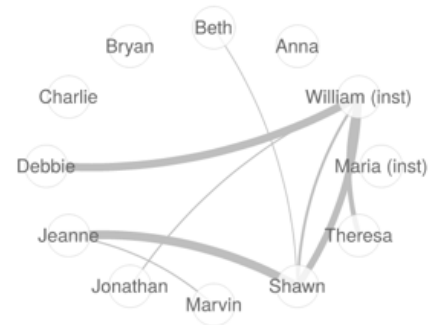
Interaction Analysis with Word Count
(with instructor)

[View data](#)



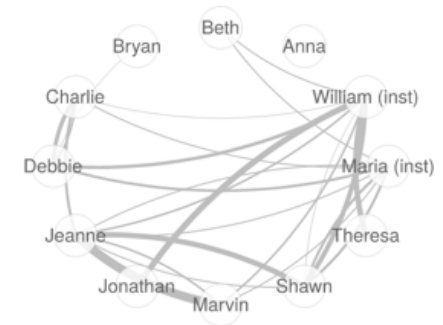
Interaction Analysis with Original
Contributions (with instructor)

[View data](#)

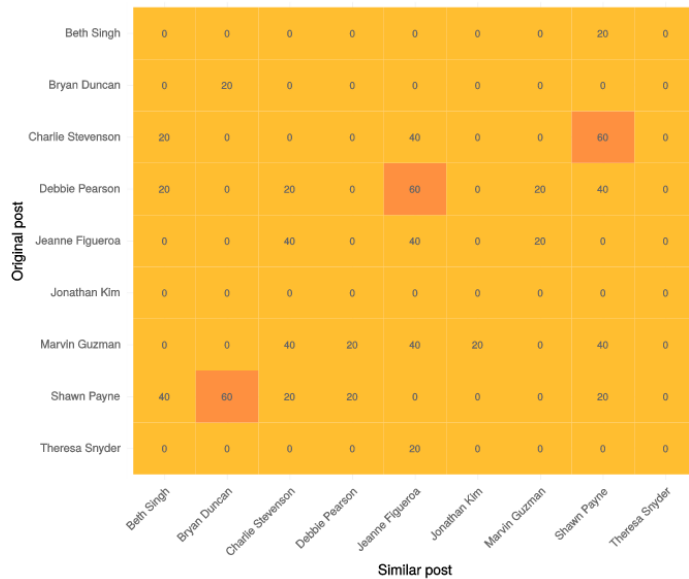


Interaction Analysis with Critical
Thought (with instructor)

[View data](#)



Conduct deep analysis of discussion forum activity.



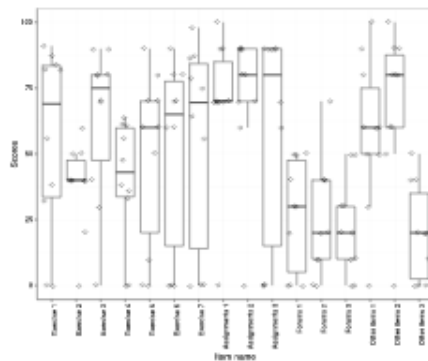
Surname	Given Name	Total posts	Average original contribution	Regularity of original contribution	Average critical thought	Grade recommendation
Bailey	Anna	-	-	-	-	-
Duncan	Bryan	22	0.9	Highly regular 0.19	Low 24.6%	C-
Figueroa	Jeanne	35	40.5	Regular 3.85	High 82.2%	A
Guzman	Marvin	28	39.7	Irregular 4.28	High 72%	B+
Kim	Jonathan	4	9.5	-	Low 2.5%	F
Payne	Shawn	38	100	Irregular 4.15	High 99.2%	A+
Pearson	Debbie	39	97.4	Regular 3.39	High 91.5%	A+
Singh	Beth	23	3.4	Highly regular 1.11	Medium 53.4%	B-
Snyder	Theresa	16	39.7	Regular 2.33	Medium 39.6%	B-
Stevenson	Charlie	29	36.2	Irregular 5.81	High 66.9%	B+

Show 10

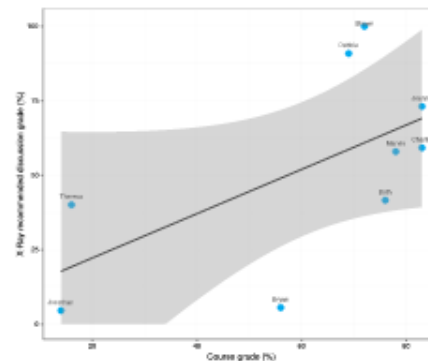
Select activities and materials that positively impact learning experience

Evaluate effectiveness using statistical analyses

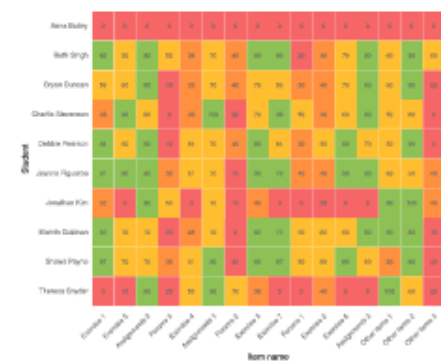
Distribution of Scores



Automatic Discussion Forum Grading versus Course Grade



Comparison of Scores



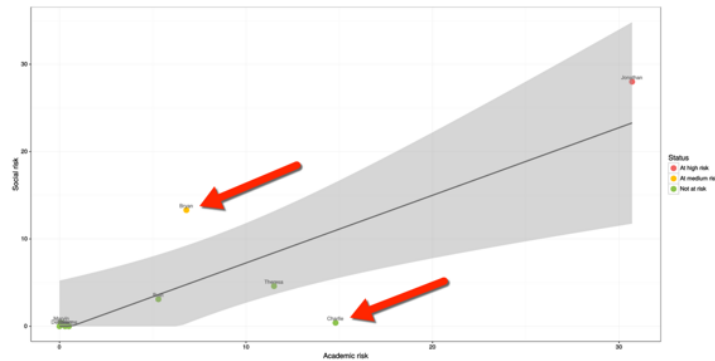
Assess overall course participation and at-risk students

Improve outcomes with informed interventions.

Risk Metrics ?

Academic versus Social Risk ?

Social risk is determined by discussion forum interaction; academic risk is determined by grade data. Each dot represents a student; red dots indicate students at high risk, yellow dots indicate students at medium risk, green dots indicate students not at risk. Shows how at risk a student is socially and academically. The black line plots the relationship between social and academic risk. The shaded area indicates the calculation confidence range.

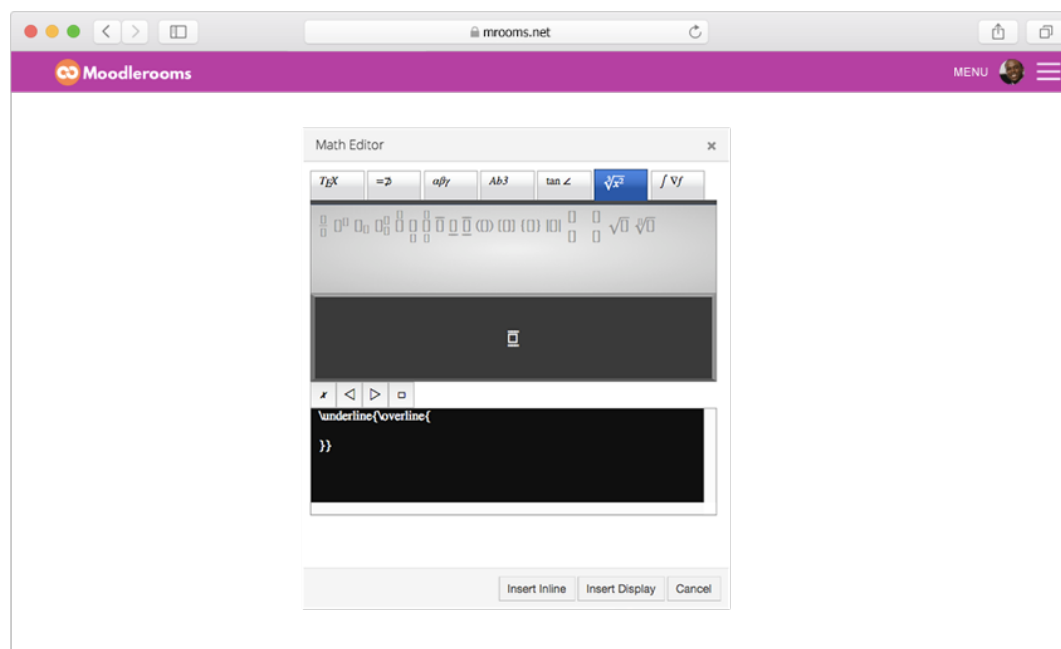


Surname	Given Name	Hours spent in course	Academic risk	Social risk	Total risk
Snyder	Theresa	08:39	Low 13.2%	Medium 28.2%	High 41.5%
Duncan	Bryan	14:15	Low 6%	Medium 20.4%	Medium 26.3%
Figuroa	Jeanne	00:50	Low 0.5%	Low 7.6%	Low 8.1%
Singh	Beth	02:03	Low 0.3%	Low 0.2%	Low 0.5%
Guzman	Marvin	03:31	Low 0.1%	Low 0%	Low 0.2%
Payne	Shawn	04:43	Low 0.1%	Low 0%	Low 0.1%
Pearson	Debbie	08:43	Low 0%	Low 0%	Low 0%
Kim	Jonathan	00:47	Medium 31%	Medium 30.4%	High 61.4%
Stevenson	Charlie	08:34	Low 13.4%	Low 12.1%	Medium 25.5%

Show 10

Accessibility

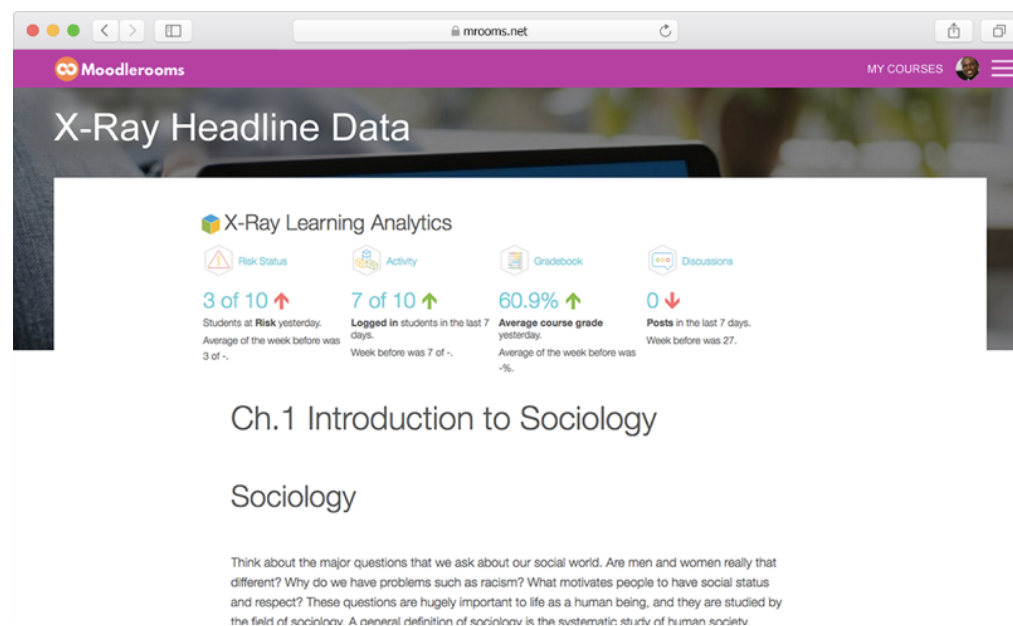
- ✓ Expand - collapse state
- ✓ Creation and edition of accessible rubrics
- ✓ Math accessibility in Moodle - version 3.0 improves the accessibility of math-related content, JAWS is now compatible with MathJax.



X-Ray Learning Analytics Headline Data

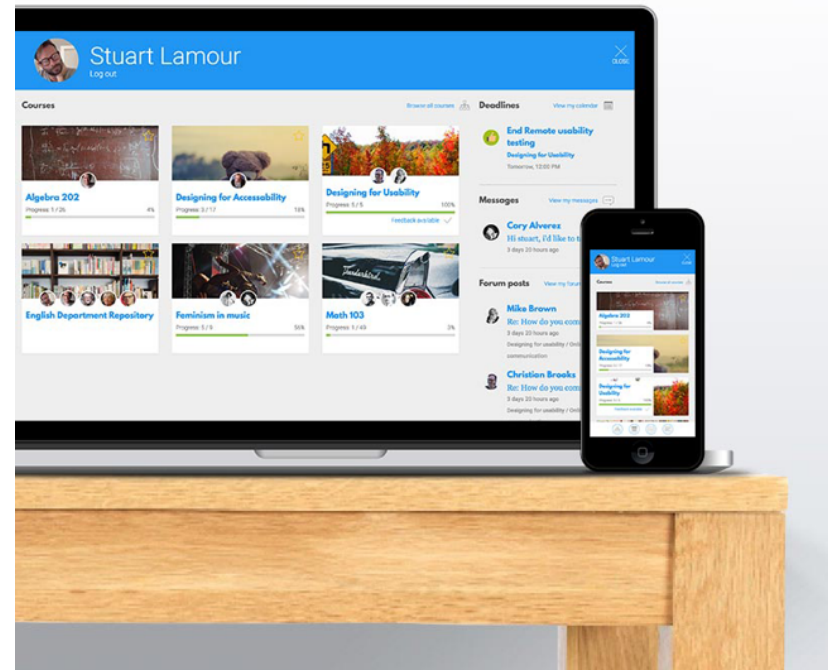
Provides key data in the right context for instructors.

The data bar is located at the top of the page and provides basic information of risk status, activity, grade book and discussions.



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“Moodlerooms has allowed students to finish courses faster and they now can go further.”

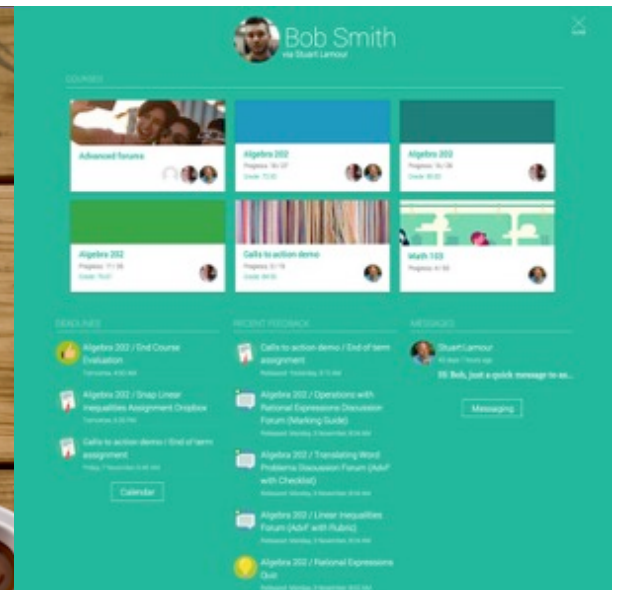
James Taylor - Challenger Institute of Technology

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4. Digestive System



ASSIGNMENT

test assignment 2

Summary

Overdue 13 October 2014 **Not Submitted**



The digestive system is a group of organs and basic nutrients to feed the entire body known as the alimentary canal. The oral cavity, large intestines. In addition to the organs that help your body to digest food. Accessory organs of the digestive system include the gallbladder, and pancreas.



How Blackboard
MS was created in the
n_anatomy).

heart structure was c
on Course (ABPI



Module Ass



arns sample quiz was
created in the course Human Anatomy (Human Anatomy).
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