Jean-Eric High School
Moodle Project Proposal

by
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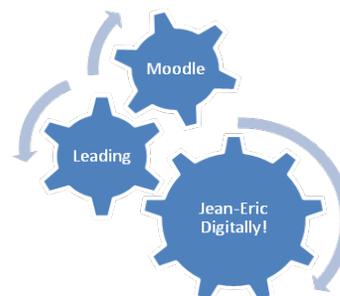

Nova Southeastern University
July 31, 2009

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Memo

To: The Principal of Jean-Eric High School

Enclosed please find a project proposal that will establish an online component to our curriculum with minimum expenditure. Additionally, this project will teach our teachers to use Moodle [which is open source software that allows educators and trainers to prepare online classes and modules, and conduct classes online]. Our students will be taught necessary and valuable digital lessons on digital citizenship, the benefits and risks of using Web 2.0. Technology and Social Software, how to use Web 2.0 and Social Software for maximizing learning, and how to evaluate online resources effectively.

Of importance, this proposal details how these quality modules can be created, evaluated, implemented, and assessed for student learning while using only modest funds. Additionally, the future leaders of our educational system will be immersed in the technology that they must understand if they are to lead effectively. Furthermore, this project will allow them to meet needs for their educational program using minimum funds.

I hope you will find the attached proposal beneficial to our school.

Thank you,

Berta Capo

Teacher
Jean-Eric High School

Jean-Eric High School Moodle Project Proposal

Introduction/Justification to the Principal of Jean-Eric High School

This Instructional Technology and Distance Learning (ITDE) project is being proposed for the production of five *Moodle* modular learning objects that will be used for adding a modest online component to the Jean-Eric High School curriculum. These modules are defined as learning objects because they are digitalized, accessible through a database, and available for reuse (McGreal & Elliott, 2004; Moodledocs, n.d.).

Moodle is the name of an *open source* Learning Management System (LMS) or Course Management System (CMS) that can be used to produce and host Internet courses for any level of education or training (Moodle, n.d.). *Open source* means that the Moodle Company produces a software package that can be downloaded, modified, and used by anyone free of charge, as long as the original copyright remains and these changes are made available to others (Moodle, n.d.). A cadre of leadership candidates will be assembled in order to produce, promote and maintain this project, simultaneously meeting the leadership project obligation for the Masters program of the individual cadre members. In a time of restricted funding, this is a creative way of meeting technology learning needs by using already available resources effectively.

The International Society for Technology in Education (ISTE) has issued its technology and performance standards for educators and students (ISTE, 2008a, 2008b). Both of these documents require that teachers and students acquire an understanding of digital citizenship that is necessary in order to flourish in this digital society. Furthermore, the U.S. Department of Education's National Education Technology Plan (2004) has recommended seven major action

steps. These steps start with, and emphasize, leadership training in technology and the need for leaders to creatively address technology needs, involve students, and provide training for teachers (U.S. Department of Education, 2004). That is why this proposal is designed to use the leadership trainees creatively, to address the need to help train our teachers and make our entire school's learning community digitally savvy citizens. Additionally, the burden of seeking and assigning a project to these six leadership candidates will be accomplished without a need to scour project possibilities, thus saving time in the Principal's ever busy schedule.

In summary, future leadership will receive experience and training in a specific technology that is being shown as necessary by the U.S. Department of Education. This will also allow the principal to insert an online curriculum component while using minimal funds. Most importantly, faculty and students will learn important lessons in digital citizenship.

Background

Students are spending more time online than ever before (Rideout, Roberts, & Foehr, 2005). According to Picciano and Seaman (2009), the future trend in education [especially for K - 12] will most likely be a blended mode of delivery with both face-to-face instruction and online instruction, thus incorporating the best elements of both delivery methods. The State of Florida has gone as far as to mandate that virtual school instruction be provided by all Florida Districts {7067, 2008 #110}. While this small project will in no way serve to meet that mandate, it does provide a stepping stone for our staff and students to gain required skills and confidence. Additionally, it will also prepare our leaders and our entire learning community to extend learning online. This initial project will teach the basic lessons of digital citizenship. Understanding digital citizenship will allow teachers, administrators and students to interact in a digital society safely and positively and thus, this project will fulfill a need that must be

addressed immediately in our schools (Ribble & Bailey, 2007).

Many educators assume that the students will do fine with technology issues because they are *digital natives*. According to Prensky, digital natives are those students born after the Internet and therefore are native to digital technologies. *Digital immigrants* are those individuals born before the Internet and therefore, these individuals have adopted these digital technologies (Prensky, 2001, 2006). Some researchers and educators support this concept, but some do not. Additionally, some studies and written arguments illustrate that some students may still need help with technology and that technology understanding is not a given because of age (Buckingham, 2007; Guo, Dobson, & Petrina, 2008; McKenzie, 2007). Furthermore, with the growing social use of technology, it is important for schools to instruct their students in the area of digital citizenship. Lev Vygotsky's Socialcultural Constructivist Theory discussed how education is a form of culturalization and language along with the tools of the culture are used for this purpose and important for cognition (Ormrod, 2008). The tools of this culture are digital and therefore, we must address a digital culture. We must not only bring our teachers forward through current methods and trends, but we must engage them in online blended learning now: as blended learning will soon be an accepted mode (Picciano & Seaman, 2009).

Furthermore, this project proposal also adheres to the mission statement of this school district which is as follows: "We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens" (Miami-Dade County Public Schools, 2005 - 2008, pg. 15). With the evolution of technology this quote now requires a focus on digital citizenship.

Mission Statement

The Moodle Project is dedicated to creating a safe, ethical, and wise community of

learners by enriching faculty and student learning through technology and by equipping our stakeholders with the necessary tools for citizenship and wise, responsible participation in an online global society. Through participation in the Moodle Project stakeholders will be able to take maximum advantage of the rapidly changing online social interactions.

Goals/Objectives

Goal 1. The Moodle Project Teacher Cadre will produce one teacher professional development module in Moodle that will teach the teachers how to install and use the 3 student Moodle modules. These modules will be evaluated using the SREB (2007) Checklist for Evaluating SREB-SCORE learning objects (see Appendix A).

Objective 1: The teachers will be able to install the Moodle modules.

Objective 2: The teachers will be able to run the student Moodle modules.

Objective 3: The teachers will be able to integrate these modules into their curriculum and assess student learning using the internal assessments provided in the modules.

Goal 2. The Moodle Project Teacher Cadre will provide support to the Jean-Eric High School teachers, staff, and students through direct and whole group training.

Objective: At least 1 teacher in each department will be trained in how to use the *learning objects* for instruction in their classes.

Goal 3. A student digital citizenship club will be established by a teacher that will be the club sponsor.

Objective1: The students in the digital citizenship club will contribute five voluntary hours to help selected teachers in building.

Objective 2: The students in the digital citizenship club will help distribute the public relation information to the students.

Objective 3: The students in the digital citizenship club will produce two videos for public relations to be aired in the morning announcements.

Objective 4: The students in the digital citizenship club will interact online in Ning.com to further practice and reinforce good citizenship while also exchanging ideas and information regarding school subjects and appropriate areas of interest. This will be a closed meeting place on Ning.com with the club sponsor having administrative power.

Objective 5: The club sponsor will supervise all Ning.com online interactions of the student club members and will participate in discussions (Ning, n.d.).

Goal 4. Student modules will be designed and completed by the Moodle Teacher Cadre. These modules will be evaluated using the SREB (2007) Checklist for Evaluating SREB-SCORE learning objects (see appendix 1).

The remaining 3 modules will teach students:

Objective 1. Module one will teach students how to be digital citizens.

Objective 2: Module two will teach students the benefits and risks of using Web 2.0. Technology and Social Software.

Objective 3. Module three will teach students to evaluate online resources effectively.

Note: All modules will include internal assessments.

Proposed Organization of the Unit
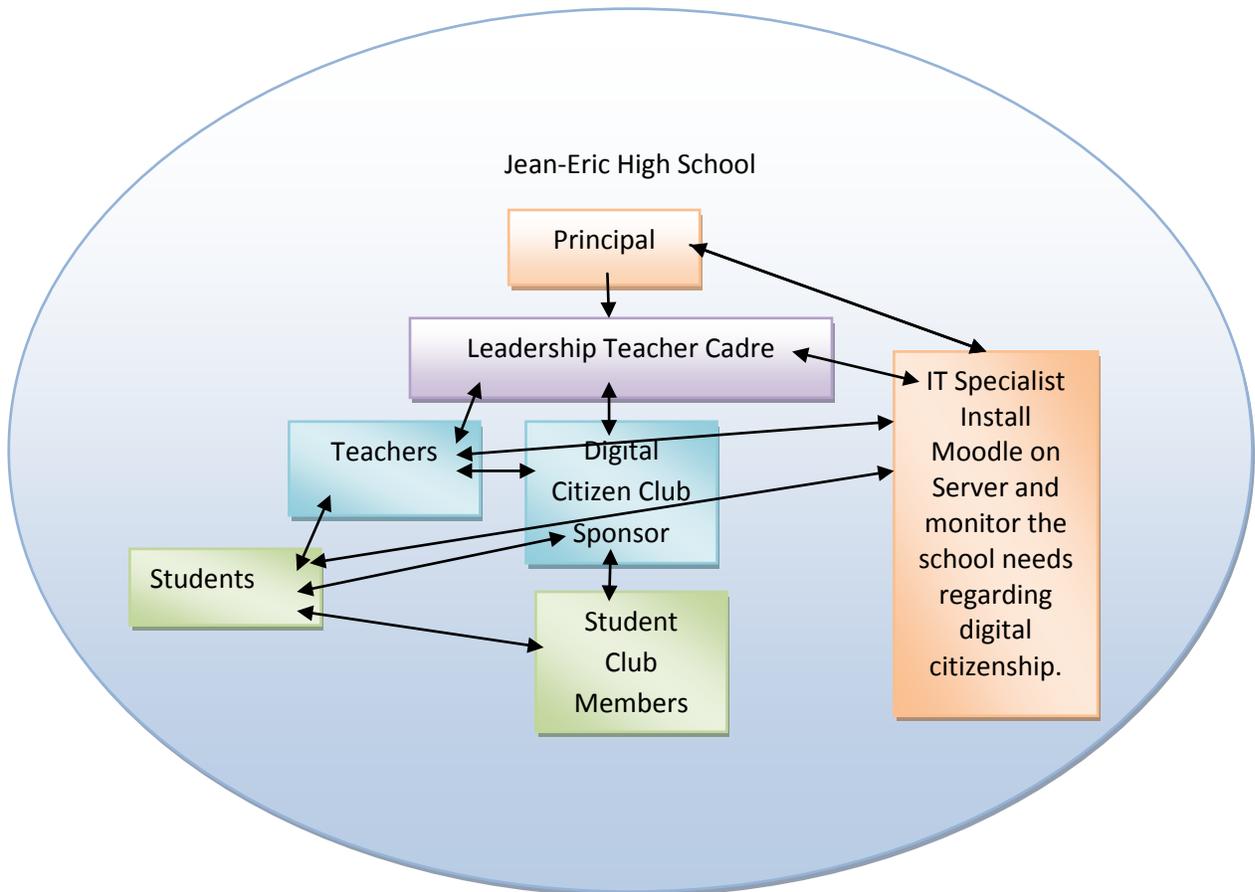
Figure 1. Moodle Project Organizational Chart.

Staffing Needs for the Unit

      The IT Specialist must install the Moodle software onto the server and provide general guidance and support as listed in his/her job description. The six leadership candidates will be assigned the creation of the modular learning objects, most of the teacher support, and training, and will lead the Club sponsor, and the school in the public relations for the project. Additionally, the six leadership cadre will be in charge of module evaluations and quality assurance. The club sponsor will lead the club students and train students in Moodle so that they can assist the teachers. Additionally, the club sponsor will reinforce digital citizenship through

club activities. The club sponsor will work with the leadership candidates to brainstorm and

videos for public relations that will air in the morning announcements.

Proposed Budget

Table 1: Budget for Jean-Eric High School Moodle Project.

Jean-Eric High School Moodle Project Budget				
Line Item Description	**Allocation**			
	Qty		*Cost*	*Balance*
Office Supplies	1		$100	$ 100.00
Club Sponsor Supplement	1		$2,000	$ 2,000.00
Book - Digital Citizenship in Schools	8	$	34.95	$ 279.60
Book - Moodle 1.9	8	$	32.39	$ 259.12
Computers - available in Library until 7PM	0	$	-	$ -
Overhead projector and screen available in library	0	-		$ -
Laser printer	1	$	449.00	$ 449.00
Club Activities	4	$	150.00	**$ 600.00**
Moodle Software	0	$	-	0
Professional Development Day	2	$	-	$ -
Video Camera	1	-		$ -
Total				**$ 3,687.72**

The school is allotted $3000 for professional development and an additional $2000 for a

club sponsor to be expended out of the Activities Fund. Professional development days must be

given regardless and these two professional development days will only use photo copy paper

from the office supply budget funds to print handouts and learning materials. The rest of the

equipment is already available for use in the Library [computers and an overhead projector].

Books will be provided to all Moodle project cadre members, the club sponsor, and the IT

specialist. It is to be noted that some of these figures are estimations and because the present

economy will continue to impact funds some of this budget may benefit from a grant proposal. Likewise, this proposal has tried to creatively allocate manpower without adding much additional expenditure.

The school is a community school therefore it has a media center that is open from 2:45 until 7:15 Monday through Thursday. This will allow access to the Internet, computers, and training resources by all without any added expenditure. Additionally, the video camera will be borrowed from TV Production.

Public Relations Plan

Initially a general call out for interested volunteer teachers willing to attend the after school development meetings will be made to the faculty. In this way some faculty members will already begin training and have a vested interest in spreading the motivation to other faculty members.

Week six will have the leadership cadre giving a general presentation to the faculty in the schools monthly faculty meeting and flyers will be handed out advertising the exciting professional development day to be given the following week. The general presentation will be made in the school library, and will start with a digital story showing how exciting Moodle online learning will be to both faculty and students. The general presentation will emphasize ease of use, support, and added benefits of inserted assessments in the Moodle modules.
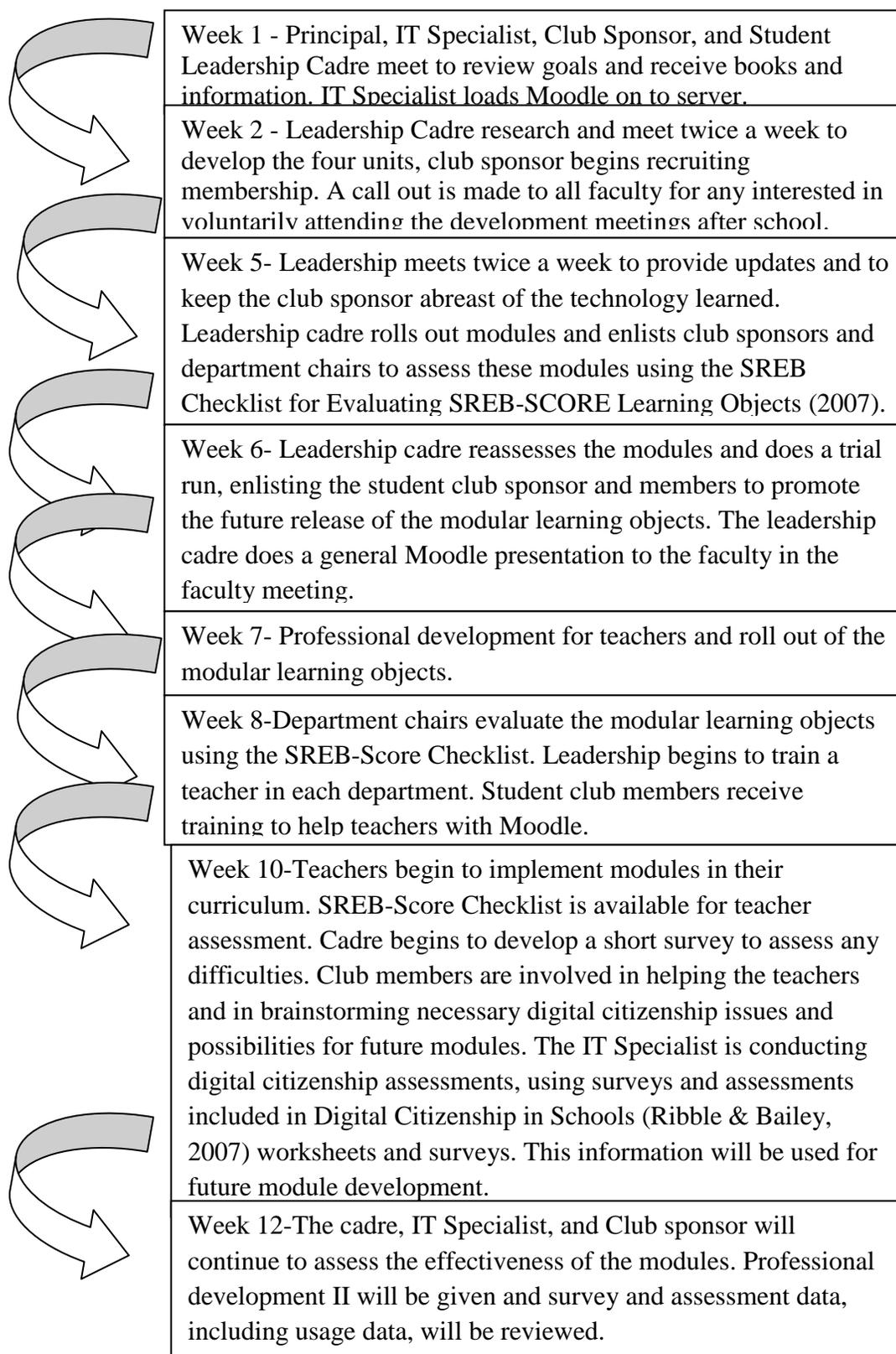
Timeline

Week 1 - Principal, IT Specialist, Club Sponsor, and Student Leadership Cadre meet to review goals and receive books and information. IT Specialist loads Moodle on to server.
Week 2 - Leadership Cadre research and meet twice a week to develop the four units, club sponsor begins recruiting membership. A call out is made to all faculty for any interested in voluntarily attending the development meetings after school.
Week 5- Leadership meets twice a week to provide updates and to keep the club sponsor abreast of the technology learned. Leadership cadre rolls out modules and enlists club sponsors and department chairs to assess these modules using the SREB Checklist for Evaluating SREB-SCORE Learning Objects (2007).
Week 6- Leadership cadre reassesses the modules and does a trial run, enlisting the student club sponsor and members to promote the future release of the modular learning objects. The leadership cadre does a general Moodle presentation to the faculty in the faculty meeting.
Week 7- Professional development for teachers and roll out of the modular learning objects.
Week 8-Department chairs evaluate the modular learning objects using the SREB-Score Checklist. Leadership begins to train a teacher in each department. Student club members receive training to help teachers with Moodle.
Week 10-Teachers begin to implement modules in their curriculum. SREB-Score Checklist is available for teacher assessment. Cadre begins to develop a short survey to assess any difficulties. Club members are involved in helping the teachers and in brainstorming necessary digital citizenship issues and possibilities for future modules. The IT Specialist is conducting digital citizenship assessments, using surveys and assessments included in Digital Citizenship in Schools (Ribble & Bailey, 2007) worksheets and surveys. This information will be used for future module development.
Week 12-The cadre, IT Specialist, and Club sponsor will continue to assess the effectiveness of the modules. Professional development II will be given and survey and assessment data, including usage data, will be reviewed.

Figure 2: The timeline for project development and implementation.

Conclusion

      The Jean-Eric High School Moodle project will creatively redirect already available resources [teachers in Leadership Masters Programs] and minimal funds to add an online component to this high school's curriculum. Furthermore, important digital citizenship issues will be addressed creating a learning community that is ready for the global digital age. This project, though modest in cost, is shown to be in line with Mega Community demands and will thus benefit all stakeholders: students, faculty, and future leadership. Hence, this project has the potential of being the important first step in propelling Jean-Eric High School to the forefront in technology leadership and creativity. I hope you agree, it is now time to Moodle.

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Appendix A

SREB

*Educational Technology
Cooperative*

Checklist for Evaluating SREB-SCORE Learning Objects

September 2007