

teaching lexis and cohesion in written work using tools in Moodle

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overview

A review and walk through of the design of quizzes in Moodle

A list of three resource sites that can be used to create web pages and classroom materials

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context and aim

- Aim- develop blended learning (BL) approach which integrates classroom learning with on-line support combined with language development
- Context – 12 week pre-tertiary foundation course in Economics.

rationale

BL approach came about because:

- Students struggling with:
 - exam typology
 - lexis
 - discourse of short answer questions and answers
- Students requested practice in these areas
- Desire to build in short term revision goals
- Desire to have record of out-of-class work
- no desire to increase teachers' workloads

approach

Realisation phase 1

economics coordinator wrote questions and answers for students as .pdfs (available for download).

Made available on a weekly basis

limitations of phase 1

- limited feedback for students (model answers)
- no competitiveness (with self)
- no detailed feedback for teacher
- limited take up in the more challenging areas of learning

phase 2

developed a set of materials using Hot Potatoes and Moodle's own question/tools

- based on the original questions written by the economics coordinator
- support and some feedback delivered through freely available on-line materials
- students given feedback based on scores and allowed to revisit questions after feedback to increase scores.

Walk through

- The following slides give screen shots of how the Moodle quizzes were set up

Mix of Moodle quizzes and Hot potatoes

-  [Week 1 Language Work](#)
 -  [Week 1 - key concepts in economics](#)
-  [Week 2 Language Work](#)
 -  [week 2 - concepts: Demand and Supply](#)
-  [Week 3 Language work](#)
 -  [week 3 - concepts - Elasticity](#)
-  [Week 4 Language Work](#)
 -  [week 4 - concepts](#)
-  [Week 6 Language Work](#)
 -  [week 6 - concepts - market failure and government policy](#)
-  [Week 7 Language](#)
 -  [week 7 - concepts - Macroeconomics and the circular flow](#)
-  [Week 9 Language](#)
 -  [Week 9 - economic shocks](#)
 -  [week 9 - concepts - Aggregate Demand/Supply and Economic Growth](#)

Typical Hot Potatoes et up using cloze, matching and drag and drop

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Making choices in the economy

Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Choose the missing words from the list.

can be combinations distributed economic economy produce produced production society to produce

People have virtually unlimited wants, and as resources are limited, all societies need mechanisms to resolve three major problems:

1: What to produce. It is perhaps obvious, but different societies produce different of goods and services. The same raw materials can be used to produce different things. The problem is about actually deciding what is going to be .

2: How to . Goods and services produced in different ways. We may decide to work on our homes ourselves but we could also decided to employ tradesmen (builders and decorators) to do the work. Some goods are produced by machines while others are made by hand. All societies are faced with economic choices about .

3: Who for. To put this another way - who gets what? No is totally fair in the way that resources are finally distributed through the . However, every society needs to resolve the problem of who gets what in the economy. Importantly, all societies have to have a way of deciding how these goods and services that are produced are actually .

Check

<= Index =>

Word matching

Key words and making economic choices

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week 1 - 3 key words

Word matching exercise

Match the words on the left to their dictionary definitions on the right. A dictionary of economics is available in the LRC.

Check

produce	???
produce	???
production	N - (pl. -ies) the relationship between production, trade and the supply of money in a particular country or region
producer	N(U) - the study of how a society organises its money, trade and industry.
productive	N - a purchaser of goods and services for the personal satisfaction of themselves or other member of their household. Not for use to generate further income.
consumer	Verb - to make things to be sold
consume	N - the use of resources to make goods or services. Organised within the firm or within the household.
consumption	ADJective - making goods or growing crops , especially in large quantities
economics	N - a person, firm or country that grows or makes food, goods or materials.
economic	Noun - fresh fruit and vegetables
economy	ADJ (always before a noun) - connected with the trade, industry and development of wealth of a country.
	V - to use or buy something
	N - the final use of economic agents to satisfy their needs.

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Moodle quizzes have to be set up to encourage students rather than censure them

Updating Quiz in Economics Concepts and Language Practice

GENERAL

Name* week 2 - concepts: Demand and Supply

Introduction

Rich text editor toolbar with options for font family, font size, paragraph, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, insert link, insert image, insert video, insert audio, insert table, insert form, insert code, and HTML source.

Watch [this video](#) which explains the demand curve

If you want to spend more time on supply and demand try answering the questions and using the interactive tools [on this sized page](#).

Path: p » a

Display description on course page

Open the quiz 25 November 2012 12 56 Enable

Close the quiz 25 November 2012 12 56 Enable

Time limit 0 minutes Enable

Attempts allowed Unlimited

Grading method Highest grade

GRADE

Grade category Uncategorized

LAYOUT

Question order As shown on the edit screen

New page Every question Repaginate now

QUESTION BEHAVIOUR

Shuffle within questions Yes





How questions behave Interactive with multiple tries















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













OVERALL FEEDBACK

Grade boundary 100%

Feedback

Font family | Font size | Paragraph |    

B *I* U ABC X₂ X₁ |              





              HTML ABC















well done. You have understood these concepts well.















Path: p

Grade boundary 80%

Feedback

Font family | Font size | Paragraph |    

B *I* U ABC X₂ X₁ |              





              HTML ABC















You should try and revisit the questions you have got wrong to improve your understanding.















Path: p

Grade boundary 60%

Feedback

Font family | Font size | Paragraph |    

B *I* U ABC X₂ X₁ |              

              HTML ABC

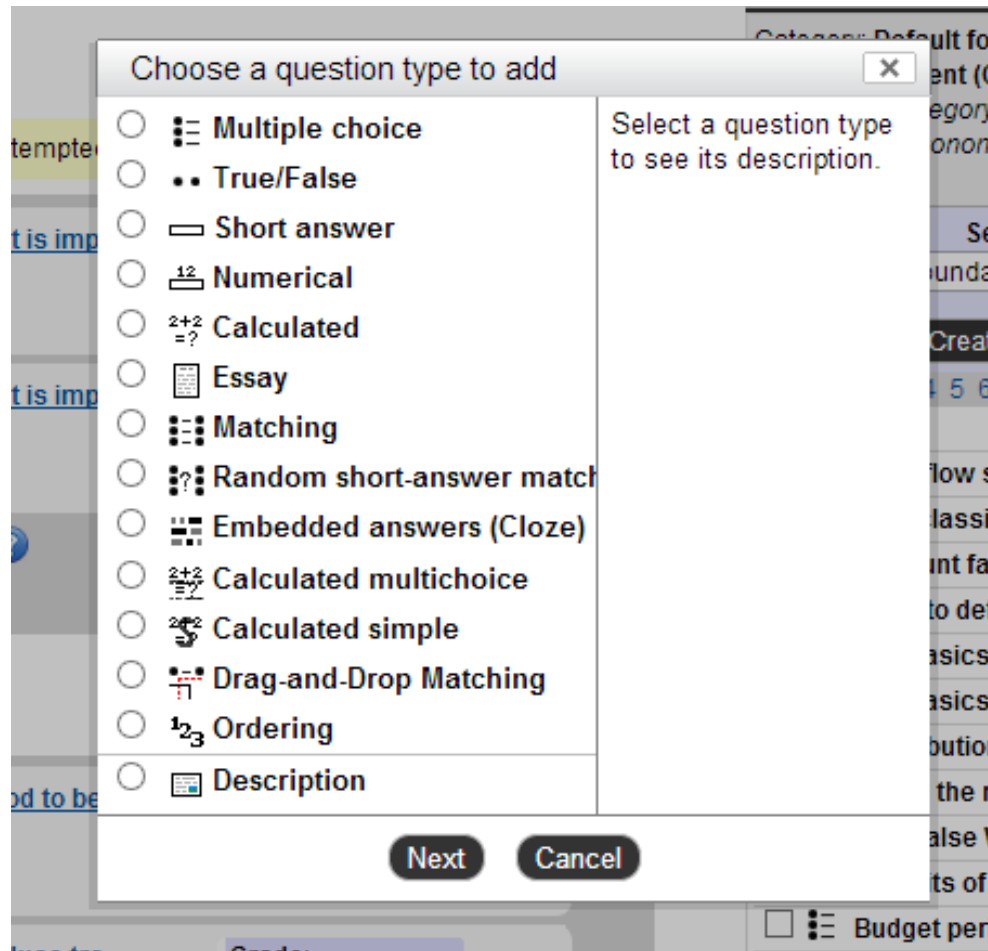
You should try and revisit the questions you have got wrong to improve your understanding.

[This video may help you.](#)

Path: p

Grade boundary

Moodle has many question types



Feedback can be accompanied by videos from YouTube or elsewhere

Question 1
Incorrect
Mark 0.00 out of 10.00
 Edit question

Determine if an external cost is imposed by this case.

"Trees planted in urban areas improve air quality and lower summer temperature"

Select one:

- True **X**
- False

Check



The correct answer is 'False'.

Feedback can be provided through text

Question 2

Correct

Mark 10.00 out of 10.00

 Edit question

Determine if an external cost is imposed by this case.

"Old computer monitors contain toxic materials that pollute the environment when improperly disposed of."

Select one:

True ✓

False

Check

Disposing of old computer monitors imposes an external cost: the marginal cost to those disposing of old computer monitors is lower than the marginal social cost, since environmental pollution is borne by people other than the person disposing of the monitor. The difference between the marginal social cost and the marginal cost to those disposing of old computer monitors is the marginal external cost. A tax on disposing of computer monitors, or a system of tradable permits for their disposal, could raise the marginal cost to those disposing of old computer monitors sufficiently to make it equal to the marginal social cost.

The correct answer is 'True'.

Students should be able to revisit quizzes to increase marks

week 6 - concepts - market failure and government policy

Try and answer these concept questions on the law of demand and external costs/benefits.

Grading method: Highest grade

Attempts: 18

Summary of your previous attempts

Attempt	Completed	Marks / 20.00	Grade / 100.00	Feedback
Preview	Sunday, 25 November 2012, 01:15 PM	10.00	50.00	You clearly understand something about these ideas. You might want to revisit the questions you found more challenging.

Highest grade: 50.00 / 100.00.

Overall feedback

You clearly understand something about these ideas. You might want to revisit the questions you found more challenging.

Re-attempt quiz

Teachers can receive feedback on the work done

Foundation Economics Finance and Management (C1): All participants, All days (Europe/London)

Foundation Economics Finance and Management (C1) All groups All participants All days
week 2 - concepts: Demand and Supply All actions Display on page **Get these logs**

Displaying 692 records

Page: (Previous) 1 2 3 4 5 6 7 (Next)

Time	IP address	User full name	Action	Information
Tue 16 October 2012, 09:31 AM	144.173.189.72	Daria [REDACTED]	quiz review	week 2 - concepts: Demand and Supply
Tue 16 October 2012, 09:31 AM	144.173.189.72	Daria [REDACTED]	quiz close attempt	week 2 - concepts: Demand and Supply
Tue 16 October 2012, 09:31 AM	144.173.189.72	Daria [REDACTED]	quiz view summary	2071
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Tue 16 October 2012, 09:22 AM	144.173.189.72	Daria [REDACTED]	quiz continue attempt	week 2 - concepts: Demand and Supply

phase 3 - future

- use of on-line dictionary/glossary to support lexical development
- fine tuning of feedback mechanisms
- development of short answer feedback to include some text analysis
- write clear objectives for each quiz

Link to sites that can be used to create web pages

- <http://intranet.exeter.ac.uk/inseess/ltsig/software.html>
- <http://intranet.exeter.ac.uk/inseess/ltsig/sites.html>
- <http://wallwisher.com/wall/teachersweb20>