

Moodle Meets Mahara!

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Abstract

This presentation seeks to illustrate the implementation process of the ePortfolio Mahara in combination with Moodle at Vienna University of Education. In the context of a scientific project, several steps are documented which were necessary in order to initiate a constant use of the portfolio and Moodle in practical student teacher courses for English as a Foreign Language (EFL) on various levels (elementary and secondary schools).

Apart from a brief report concerning the technical implementation of Mahara (and its challenging obstacles) at Vienna University of Education, the authors try to explicitly emphasize to what extent ePortfolios and Moodle support personal development, social skills, professional credo, but mainly language skills among student teachers.

Furthermore, the aspect of self-organized (language) learning within the Moodle/ePortfolio-context including various asynchronous communication processes is highlighted and critically-reflected.

An additional focus of this presentation will be on student teachers' creative outcomes concerning the use of ePortfolios/Moodle in the actual classroom (i.e. how student teachers didactically implement ePortfolio/Moodle-teaching-sequences for their pupils in practice (in the English lesson) in order to enforce collaborative learning using an internationally accepted tool (i.e. ePortfolios in general, not exclusively Mahara) representing the "zeitgeist" and needs of 21st century learners.

Another part of this presentation deals with evaluative feedback of student teachers concerning the reception of user-friendliness and learning outcomes concerning the symbiotic use of Moodle and Mahara.

Presentation based on a current research project (funded by Vienna University of Education) called

"The role of competence-oriented learning in the symbiotic context of the use of ePortfolio and Moodle based on examples from practical teacher student courses at Vienna University of Education-

Moodle Meets Mahara – a technical steeplechase or a supportive methodological perspective?"

For more information about the author: www.learning-reloaded.com