Moodle or Facebook? An Experience with Moodle UFRGS LMS in the Teaching of Art History, Theory and Criticism at Graduate Level

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This paper presents the project *The teaching of Art History, Theory and Criticism and the LMS: proposals for the utilization of resources and activities of the UFRGS Institutional Moodle*, coordinated by Prof. Dr. Daniela Kern. This project was approved under the *Edital 15 SEAD* [Department of Distance Education]/*UFRGS* [Federal University of Rio Grande do Sul], part of a larger initiative to promote the use of LMS both at graduate and postgraduate level.

The course *Especial Topic III – Pluralism in Modern and Contemporary Art*, ministered by Prof. Daniela Kern and object of our Project, was offered for the first time at the second semester 2011, as an optional discipline in the Graduate Program of Visual Arts (PPGAV/UFRGS). We proposed to use in this course, as the main instructional technology tool, UFRGS Institutional Moodle, an LMS (Learning Management System) adapted by the team of CPD/UFRGS – until that moment the LMS was not have been used in our Graduate Program, and we wanted to search interesting and motivating ways of evolving the students – almost all of them visual artists well adapted to the new technologies - with this environment. In this paper we will present the results of the two questionnaires applied to the students (the first submitted to all the actual students of PPGAV, and the second only to those inscribed in our discipline), as well as our experience with the forums and activities realized in the Moodle during the semester, considering that all the students have been inscribed in the Moodle as "assistant tutors", that almost all of them at the same time have intensive "social" and also "academic" lives in the social network Facebook and that we have asked them to analyze these distinct academic lives – in Moodle and in Facebook.