

# Getting Moodle Administration Right For Everyone



**Linn-Benton**  
Community College

**Paul Tannahill**

eLearning Systems Administrator / Google Apps Guru

**LMS Admin Support**

6500 Pacific Blvd SW  
Albany, OR 97321

541-917-4647  
paul.tannahill@linnbenton.edu

- **USMC Veteran**
- **15 Years Workplace Training & Development**
- **16 Years Moodle System Admin & Instructor Support**
- **15 Moodle System Admin Consulting Projects**

# Getting Moodle Administration Right For Everyone

**A Non-Technical Discussion on Things to Keep  
in Mind as You Administer Your Moodle System**



**What this Presentation is NOT**

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**What I Wish I Knew When I Was a  
New Moodle System Administrator**

# **Technical How-To**

**Demonstration of bells & whistles**

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**That's how it started, and this is what it became...**

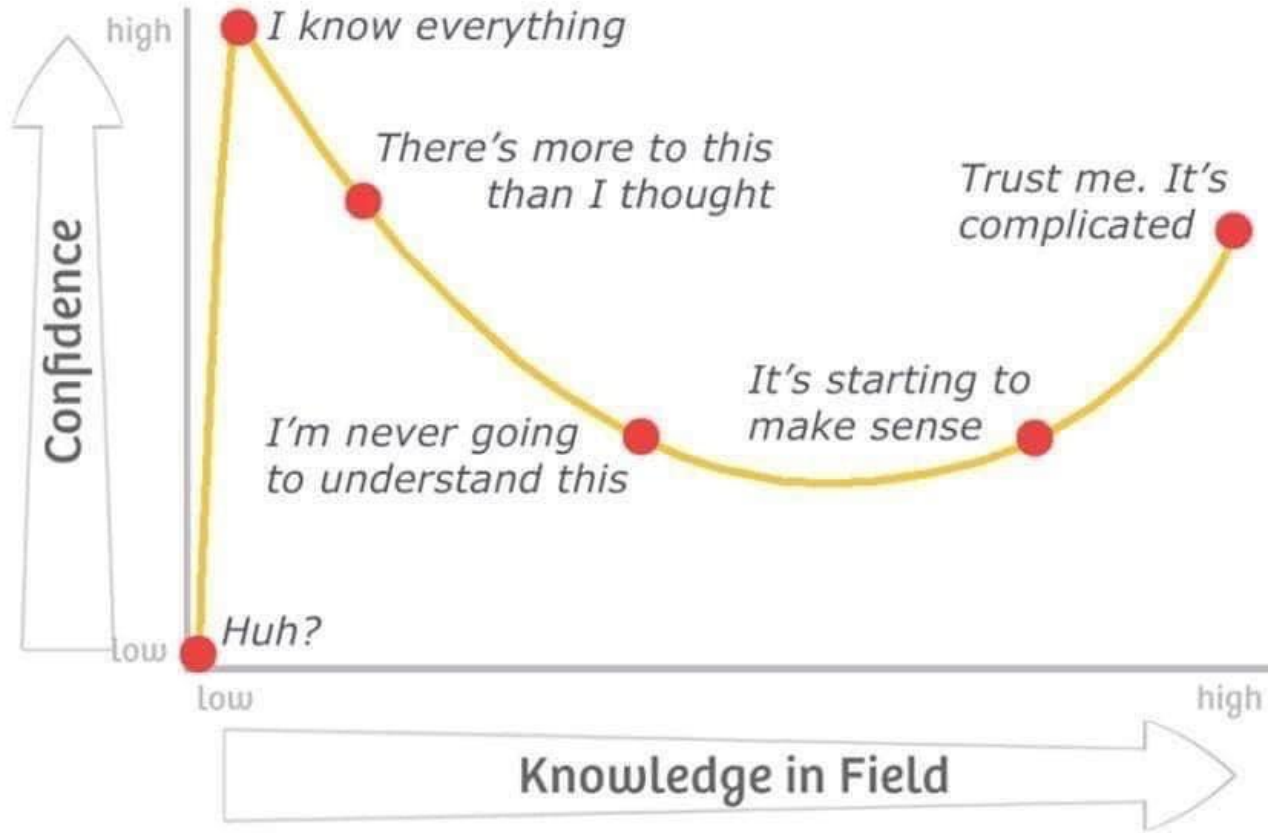
**Discussion on Concepts You Might Not Have Considered**

# **Perspective & Opinion**

**What Has Worked for Me... After ~~Getting Beat Up~~ Beating Myself Up Out There!**

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**Questions & Comments Welcome at Any Time!**



# Know Your Responsibilities as a Moodle System Administrator

- Who are your Organizational eLearning Decision-Makers?
- Who are your Clients? Teachers? Students?
- Institutional Policies Impacting eLearning System Administration & Usage
  - Non-Academic Organizations
  - Academic Organizations have an Extra Layer to Deal With
    - Academic Freedom
    - Legal Definition vs. Organizational Definition
      - Seek out Board Policy/Administrative Rule, Faculty Contract, etc.



# Determine Whether You are Responsible for User Support

- Teachers/Instructors?
  - Email-Based?
  - Ticketing System?
  - Appointment-Based, or Walk-Ins, too?
- Learners/ Students?
  - Same as above?

# Determine Whether You are Responsible for User Training

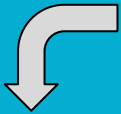
- Teachers/Instructors?
  - Required?
  - If not required, how to incentivize/encourage/etc.
  - Training doesn't cost, it pays.
  - Generic or Needs-Based? Reactive or Proactive?
  - Try not to let teachers drive the training conversation.
- Learners/Students?
  - Same as above

# Get Your Supervisor to Provide a Clear Vision for Your Success

- This may be the toughest task on your plate
- Your Supervisor likely has little or no relative technical system administration experience
- Your Supervisor likely has little or no experience teaching or learning via an LMS
- Avoid “Scope Creep”
- You can’t thrive in an environment where your Supervisor cannot adequately (if not accurately) describe their expectations, but instead expect you to flounder randomly until you happen to produce satisfactory results. Say not to “I’ll know it when I see it.”

# You Don't Have to Know Everything About Moodle

- You only have to know how to locate solutions
- Curate those solutions for easy reference next time you need them
  - Help Guides
  - Email Templates (formerly Canned Responses in Gmail)
  - Browser Bookmarks (please don't ask what those are!)
  - Support resources (screencasts, etc.)
  - Other Moodle resource sites (gold mine on next slide)



# You Don't Have to Know Everything About Moodle

(continued)

## Other Organizations' Moodle Resource Sites



Moodle Admins, Trainers & Support People



Amherst College



Lewis & Clark



LSU Online



University of Massachusetts Amherst




(no guarantee expressed or implied!)


# You Don't Have to Know Everything About Moodle

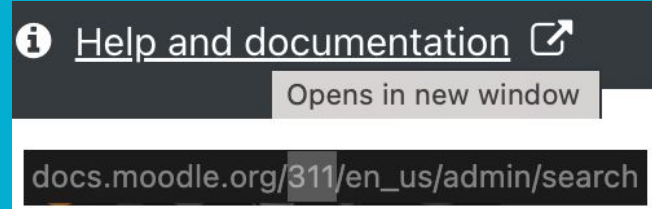
(continued)

- Know which version of Moodle you are using →
- Know how to get to the correct version on Moodle.org



 [https://docs.moodle.org/39/en/Assignment\\_activity](https://docs.moodle.org/39/en/Assignment_activity)

 [https://docs.moodle.org/401/en/Assignment\\_activity](https://docs.moodle.org/401/en/Assignment_activity)



- Use search terms based on Moodle words & phrases
- Technically precise language is essential - verbal & written



# Be Able to Translate Technically Precise to Precise Language

- Deliver & demand it (politely - set an example)!
  - Verbal & Written
  - Use Moodle terms and rephrase client questions with them
- Example: client describes a “quiz” in Moodle; it’s actually an Assignment activity
- How do you determine that, and...
- Why is it important to do so?
- Example: clear navigational & directional cues

# Upfront Work Can Have Huge Rewards Down the Road

- Frame those scenarios like a smart money investment program
- Prove it to your clients by example
- Example: Competencies (Outcomes)
- Example: user account creation & enrollment, course creation & update CSV
- Example: Formatting a Google Doc or Word doc to upload Quiz Questions (Aiken)



# Understand Moodle Roles and Permissions, and How to Fine-Tune Them

- Numerous permissions for each role
- It's easy to make mistakes, so always work on a copy of an established role
- Conduct extensive testing
- Adjusting & fine-tuning role permissions is often a long process, but with big rewards
  - Example: Faculty Observer/Importer

## Learn Basic System, Course, and Content Capabilities Before Focusing On:

- Aesthetics
- Plugins
- Bells & Whistles
- Advanced Features (majority of courses use basic resources & activities)
- Focus instead on repeatable success w/ mechanics of teaching & learning functions, as this is one of the greatest values of the LMS. Do it right, and your LMS will become just as useful for traditional (f2f) as it is for hybrid/flipped/online learning

**Know Your Responsibilities as a Moodle System Administrator**

**Use Technically Precise to Precise Language**

**Determine Whether You are Responsible for User Support**

**Determine Whether You are Responsible for User Training**

**Get Your Supervisor to Provide a Clear Vision for Your Success**

**You Don't Have to Know Everything About Moodle**

**Use Technically Precise Language**

**Upfront Work Can Have Huge Rewards Down the Road**

**Understand Moodle Roles and Permissions, and How to Fine-Tune Them**

**Learn/Focus on Basic System, Course, and Content Capabilities**

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