



An Intricate Probe into the Dispositions and Practices of Newly appointed Sociology Teachers: Moodle-based Training During the 2023-2024 Academic Year at Mohammed Lamine Debaghine Setif2 University

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Abstract:

The current research probes into the dispositions and practices of newly recruited sociology teachers at Setif2 University as concerns their Moodle-based training during the 2023-2024 academic year. It mirrors how this training impacts their teaching practices and identifies the benefits and challenges encountered in integrating Moodle into their instructional strategies. It opts for a mixed-methods approach, Data were collected through an online questionnaire distributed to twenty sociology educators, focusing on their demographic profiles, feedback on the training, and the perceived impacts on their pedagogical practices. Findings delineate a significant increase in familiarity and contentment with digital tools, alongside challenges affiliated to the practical implementation of Moodle in diverse classroom settings. This study stresses the need for ongoing professional support for educators as they maneuver the incorporation of technology in higher education.

Keywords: Moodle, sociology teachers, teacher training, digital learning, higher education.



01-Introduction

In today's acceleratively unfolding technological sphere, on- line learning platforms as Moodle platform and others of the like are soundly dominating in the realm of higher education. Universities; universally speaking, are entailing these vehicles to boost teaching and learning, paving the way to education to be more admissible and mobilized. At Mohammed Lamine Debaghine Setif2 University, undertakings and pursuits to entail Moodle as a significant portion of a hybrid learning approach have been endeavored, specifically through the training of newly recruited teachers. Since 2015, the university has intended to enhance education quality through teacher induction programs that encompass traditional in-person and virtual instruction amalgamated with digital platforms. The promotion of sociology teachers -2023-2024 are an evident case in point. They were embedded with both in-person and virtual training assigned with the manipulation of Moodle to boost their instructional steps. This article dives into how these teachers view and experience the Moodle training they afforded, sharpening the stances of gains, hurdles as well as challenges, and all-encompassing productivity resulted from merging in-person and technology-based teaching methods.

2. Literature Review

2.1. Newly Recruited University Teachers' Traiing Program in Higher Education

Teacher Professional Development and Training (TPT) is a portion of wide research, though scholars do not utterly come to terms on its scope and delineation (Tan, Chang, & Teng, 2015). As concerns Calderhead & Shorrock (2005), TPT is pivotal for university instructors. Schlager & Fusco (2002) stipulate TPT is a perpetual career advancement intended at bolstering teachers' abilities in scopes such as pedagogy, classroom management, and collaborative work. Likewise, Gajdos (2016) hightens that TPT boosts teachers' apprehensibility of their career-oriented skills, involving teaching methods, monitoring classrooms, cooperating with colleagues, and outscoring positive attitudes. Institutions can foster TPT, but teachers can also boost it individually, as maintained by Richards & Farrell (2005).

Nevertheless, teaching and research staff often are often in favor of research over teaching, and in some areas, teaching accomplishment has little outcome on career development (Beregal-Mirabent et al., 2018; Murtonen & Vilppu, 2019). A plethora of educators, majorly in research-based universities, start teaching with no structured or institutional training in pedagogy (Murtonen & Vilppu, 2020). Transcending barriers between content expertise and teaching skill is tough, and many teachers dive into pedagogical training with presumed notions about instruction (Akkerman & Bakker, 2011). Without structured training, misconceptions can be raised, making it unbearable for instructors to efficiently reinforce student learning (Postaref et al., 2007, 2008). Pedagogical evolution paves the way to teachers to adopt more learner-oriented framework and refine earlier prejudgments (Södervik et al., 2022; Vilppu et al., 2019).

A paramount constituent of digital education is the virtual educator learning which develops professional learning through pixelated platforms like skill-building sessions and workshops. Powell & Bodur (2019) view that online learning opportunities are structured for teacher growth. These platforms, entailing Moodle and others of the sort guarantee access to Open Educational Resources (OER), such as videos, wikis, and discussion forums.



2.2. An Overview of the Moodle Platform

Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, is a cloud-based platform buttressed by Martin Dougiamas at Curtin University of Technology in Australia in 2002 (Kurti, 2008, p. 3). As delineated by Dharmendra et al. (2011), Moodle is signaled as a Course Management System (CMS) - a application bundle or software suite architected to boost instructors in designing quality online courses (p. 34). Oproiu (2015) also envisioned that Moodle is community-driven learning system that conveys a cooperative and virtual learning atmosphere where the learning process occurs virtually (p. 427). Instructors can harness this no-cost digital learning resource to shape virtual courses and boost an interactive learning arena with their students through communication mediums as chat rooms and forums. Inversely, learners can maintain the platform to subscribe in courses, access assignments and evaluations transferred and imported by their teachers, and work collaboratively with peers on multifaceted activities. Bouguebs (2019) stipulated that due to the fact that Moodle permits learners to conduct self-paced learning, their enthusiasm to learn is heightened (p. 4). Eventually, Moodle is managed across various realms, majorly in education. With the accelerated technological progress, a plethora of higher education institutions worldwide embrace Moodle as their salient platform for evolving a cloud-based education system.

2.3. Moodle-based Training for Newly appointed Teachers at Setif2 university 2023-2024: Moodle Platform Approach.

The Ministry of Higher Education and Scientific Research in Algeria has opted for a training program for newly appointed teachers concerning distance education. Setif2 university as an evident case in point has launched this training program in 2015. This program represents in both in-person and online training sessions to assess the apprehensibility and practicality of new teachers with the training plan: designing, devising, and implementing lessons on the Moodle Platform. The program targets to equip teachers with the competencies assigned for distance education through the design, construction, and use of lessons on the Moodle platform. The design competence encompasses providing a description of the process aimed at enabling students to attain a particular series of knowledge units architected by the lesson designer, involving objectives, activities, tools, and resources, as well as the support services provided to activate the learning environment

2.3.1. Units of the Training

According to the head of distance Learning Unit at Setif2 university Professor Ahmide Hassina (2018), the training is divided into three theoretical units: the first unit highlights the pedagogical design and structuring of the training curriculum; the second unit paves the way for the application of the scenario process, structuring, and constructing the lesson; and the third unit relates to designing and constructing a real lesson.



2.3.2. The Fundamental systems of the Training

The project proceeds through three systems:

2.3.2.1. Entry System.

The entry system involves a general training plan that sharpens the lesson owner and the target audience, in addition to keeping an eye on the crucial elements:

Expected Pedagogical Goals :

The content of the lesson is constructed around the general goal, which responds to specific objectives. Each specific goal is realized through active tasks fulfilled by the student and included in a series of lesson segments. These general goals are what the trainees should be able of achieving by the end of the training, and they are categorized into specific objectives that go into several procedural goals based on the level of each training segment.

The formulation of these goals is critical in the pedagogical scenario as they are realistic and precisely defined, allowing for the monitoring of content, the specification of methods, and consequently clarity in expectations from the participants. The goals are often challenging to formulate. Additionally, the prior knowledge that students bring to the lesson is of a great load and significance.

Entry Test : This is a diagnostic test that permits learners to get aware of their level before the inception of the training.

Lesson Plan

To design a distance lesson, several frameworks are proposed. The effectiveness of the program is glued to the stated objectives. This means that using tailored means according to the context is necessary, as there is no ideal structure for all individuals. Therefore, the entry test will help users of the lesson adopt the most suitable means

2.3.2.2. Learning System.

This system forms the stage where the teacher devises the lesson by selecting the lesson content, then dividing it into segments and reinforcing it with explanatory resources. It also entails constructing active learning situations that allow students to engage, as well as assessment situations organized immediately after each educational segment, and comprehensive situations suggested at the end of each teaching unit, which would be considered as feedback and formative assessment. The active system includes a plethora of resources, and the training process that the sample studied pertaining for newly hired sociology teachers 2023-2024 promotion- benefited from is as follows:

. **Resources:** This stands for everything the teacher utilizes to support distance learning. The Moodle platform offers many resources that can be incorporated into the distance lesson. Some of these, according to Morneau & Joannis (2014), include:

Dossier : This resource allows for the collection of multiple files, and by clicking on it, users can view and download the desired files.

Etiquette : This allows for the inclusion of short content (image, text, video) that is visible.



Fichier : This enables linking to a file stored in Moodle. By clicking on the relevant file, the student can read the content.

Livre : This allows for the compilation of several web pages with a content index. The student can click on the link to access its contents, which includes navigation points from page to page.

URL : This allows for placing links to an external website, and by clicking on the link, the student can access the site.

2.3.2.3. Exit System.

This pertains to assessment, which entails evaluating the targeted goals and measuring students' achievement of the educational outcomes alongside the assessment of the educational process with all its constituents. This requires designing tests and constructing various final assessment activities, thereby providing feedback, identifying strengths, and working to enhance them, as well as recognizing weaknesses and addressing them.

The Moodle platform provides software applications that bolster the assessment process, such as objective questions, multiple-choice, true/false questions, and fill-in-the-blank items that help and assist for self-correction and provide feedback on assessments. Additionally, applications are used to monitor and analyze results.

The goal of the Net-Learn project was to utilize modern technologies in "cooperative distance training" by allowing teachers to experience the learning process. The project aimed at three objectives:

Utilizing technologies in their future teaching practices.

Communicating remotely using technologies and collaborating to complete a group project.

Reflecting on their teaching practices and thinking about education.

All in all; the inclusiveness of information and communication technologies into the training system is reckoned as technological renewal, primarily encompassing the transmission of knowledge and communication using tools that exceed mere instruments, thus serving the pedagogical project. Renewal occurs at the level of pedagogical practices

2.5. Research Problem

Newly recruited sociology teachers at Setif2 University are requested to integrate modern digital tools like Moodle into their teaching practices, alongside with the in-person training adopted for them by the university hired. Prior to the inception of the official training, the researcher maintained a preliminary study involving a small group of six sociology teachers who had recently succeeded in their recruitment contest 2023-2024. This study targeted to inspect and figure out these teachers' initial disquisitions, and experiences, concerning the use of Moodle and the upcoming training. The findings of the preliminary study stipulated significant uncertainty and lack of clarity among the teachers about how to effectively implement these digital tools in their teaching practices. These early results highlighted the need for a more comprehensive understanding of how these teachers perceive and apply Moodle after they have undergone formal training. Therefore, this research was undertaken to



further investigate the teachers' disquisitions and perceptions as well as their experiences and practices following the training, with the goal of addressing the existing gaps and improving the integration of digital tools in university teaching realm.

3.Methodology

3.1. Research Objectives and Research Questions

The aim resided behind the implementation of this study is to explore how newly appointed sociology teachers at Setif2 University experienced and perceived the training they underwent on the Moodle platform during the 2023-2024 academic year. The research strives to examine how this training influenced their teaching practices, as well as to identify the perceived benefits and difficulties they encountered when using Moodle. In line with these, the study seeks to address the following research questions:

1. How do sociology instructors at Setif2 during University view the application of the Moodle platform after their initial training in the 2023-2024 academic year?
2. What do the teachers identify as the benefits of using Moodle for their instructional purposes?
3. What obstacles do educators affront when implementing Moodle in their teaching methods?
4. What improvements do the instructors recommend for enhancing future Moodle training sessions?

3.2Participants:

The university of Mohammed Lamine Debbaguine Setif2 consists of three major faculties enlisted as follows: the faculty of Letters and Foreign Languages, the faculty of Law and Political Sciences, and the faculty of Human and Social Sciences. 146 newly appointed teachers succeeded in the last recruitment contest occurred in August 2023. The researcher highlighted the case study of twenty sociology teachers because their number exceeds that of the instructors in the other faculties, making them a more appropriate focus for this examination. These teachers were selected based on their recent completion of university-level teacher training programs in June 2024, with a particular focus on those who had undergone training through Moodle platforms successfully. The selection criteria ensured that all participants had direct experience with this platform, making their insights and experiential narratives into the effectiveness of the training programs highly relevant

3.3. Data Collection Instruments

To collect data, twenty newly recruited sociology educators at Setif2 University were surveyed. Given the necessity of convenience and time management, an online questionnaire was undertaken as the primary tool for data collection. This survey is consistent of both quantitative and qualitative questions aimed at obtaining a comprehensive understanding of the teachers' pedagogical dispositions and practical experiences.

The closed-format questions were architected to gather numerical data as concerns the effectiveness and satisfaction with the Moodle training. Meanwhile, the open-ended questions paved the way to participants to provide more detailed delineations and descriptions of their personal experiences, challenges, and proposals for future improvements. The on-line questionnaire was divided into three sections:



1. Participant Profile: This section highlights collecting demographic information, encompassing years of teaching experience and teachers' familiarity with digital platforms like Moodle.

2. Moodle Training Feedback: In this portion, participants shared their general visions and ground points on the Moodle training, conferring over its usability and relevance to their teaching desideratum.

3. Benefits and Challenges: The final section tended to identify the assigned gains of Moodle, as well as the paramount difficulties that teachers affronted when agglutinating it into their classroom practices. The on-line questionnaire was diffused via email using Google Forms in early July 2024, and responses were gathered within one week.

3.4. Data Analysis Procedures

The responses amassed from the online questionnaire were analyzed using both quantitative and qualitative methods. For the quantitative data, the responses to closed-ended questions were conducted using SPSS 25 software. This aids at calculating statistical measures, such as percentages and frequencies, which granted insights into overall spheres and patterns in the data.

As regards the qualitative responses to the open-ended questions, thematic analysis was implemented. This approach included lining up the data into sections, allowing the identification of core themes. Thematic analysis proved particularly fruitful for interpreting a large amount of qualitative data and deepening knowledge on similarities and differences across the participants' feedback.

3.5. Results and Discussions

3.5.1. Participant Profile

The first section of the questionnaire focused on gathering demographic information about the participants. As foreseen, participants came from diverse backgrounds, with almost a common flow of experience levels and a commonality of unfamiliarity with digital platforms.

Table01: Gathering Demographic Information about the Participant

Characteristics of the respondents			
variable	characteristics	frequency	percentage (%)
Years of Experience	00-01 year	19	95
	01-03 years	01	05
Familiarity with Digital Platforms	familiar	03	15
	unfamiliar	17	85
Gender Distribution	male	06	30
	Female	14	70

Source: The Author of the Research



To analyze the first table entailing the demographic data agglutinated to the 20 newly appointed sociology teachers at setif2 university, the following insights are communicated:

Years of Experience: The majority of participants (95%) were relatively new to teaching, with less than three years of experience. This aligns with the target group of newly recruited teachers. A smaller group (05%) had between one to three years of teaching experience; they were only substitute teachers which provided only a slight experienced perspective on integrating digital platforms like Moodle.

Familiarity with Digital Platforms: Prior to their university training, a significant portion (85%) of participants reported limited experience with digital platforms. However, after their exposure to Moodle during training, all participants indicated moderate to high levels of comfort with these tools. This shift highlights the role of training in equipping teachers with the necessary digital skills.

Gender Distribution: The gender distribution was balanced, with 70% female and 30% male participants. No significant differences were observed in digital platform usage or training satisfaction based on gender, suggesting that familiarity with technology is distributed fairly evenly across genders in this cohort.

These demographic findings set the foundation for understanding participants' engagement with the training platforms and their subsequent feedback.

3.5.2. Moodle Training Feedback and satisfaction

This section was tailored to assess the overall satisfaction and disquisition of participants with the Moodle training they received, mor precisely in terms of its usability and relevance to their teaching practices.

Table02: Moodle Training Feedback and Satisfaction

Moodle Training Feedback and satisfaction			
variable	characteristics	frequency	percentage (%)
Usability	User-friendly	15	75
	Difficult to use	05	25
Relevance o Teaching Needs	relevant	13	65
	irrelevant	07	35

Source: The Author of the Research

The analysis of the second aspect of this questionnaire is firmly affiliated to two major tracks pertaining for the usability of the Moodle platform and its relevance to teaching needs. In line with these, the following points were driven analytically:

Usability: Participants generally found the platforms user-friendly. Approximately 75% rated the overall usability of Moodle as either "pertinent" or "very pertinent." Many admitted with appreciation the step-by-step structure of the training of Moodle, which paved the way for self-paced learning. However, 25% of participants declared they affronted difficulties in navigating certain features, especially more advanced functions such as content integration and data analytics.

Relevance to Teaching Needs: Feedback on the relevance of the training was utterly positive. Around 65% of participants viewed that the training syllabus was aligned compatibly with their practical teaching needs, majorly in arenas like lesson planning, grading, and resource sharing. However, a small group (35%) conferred over concerns that the training highlighted much more theoretical features, leaving less



room for hands-on practice. Some participants proposed that the training should involve real-world scenarios to better guide and prepare them for actual classroom situations.

3.5.3. Benefits and Challenges

In this section, participants highlighted both the visioned advantages and the challenges of implementing digital platforms like Moodle in their teaching practicalities.

Table03: Benefits and Challenges

Moodle Training Feedback and satisfaction			
variable	characteristics	frequency	percentage (%)
Benefits	Effective and beneficial	17	85
	Unbeneficial	03	03
Challenges	Technical issues	12	60
	Lack of technology access	03	15
	requirement more ongoing support	08	40

Source: The Author of the Research

In deepening knowledge on table 03, it is delineated that a plethora of setbacks and obstacles should be reviewed and taken into consideration by Setif2 Online learning cell despite the preponderant essence of the Moodle platform for newly appointed teachers. Details are enlisted and cleared up as follows:

Benefits: A large majority (85%) of participants mentioned that using Moodle allowed them to organize their teaching materials more effectively, streamline administrative tasks like grading, and bolster better communication with students. Some participants also pointed out that the platform helped them create a more engaging, mobilized learning realm. For instance, the integration of quizzes, discussion forums, and multimedia content enriched the learning experience. However, (15%) of sociology teachers found this platform too hard to be maintained and their only and unique factor is their unawareness and inability of using technology as such.

Challenges: Despite these advantages, participants also ran across multifarious challenges. The most frequently cited challenge (60%) was technical issues, such as poor internet connectivity or glitches in the platform's interface. Many participants (15%) from rural areas pinpointed the lack of access to reliable technology infrastructure as a salient blockade to well utilizing these vehicles. On top of that, about 40% of participants felt that the initial phase of training was demanding and tough to grasp, and they required more ongoing reinforcement to monitor the platform.

3.5.4. Integration of Digital Platforms into Classroom Practices

This section delves into how participants integrated Moodle into their everyday teaching practices and the outcome these platforms had on their overall approach to teaching.

**Table04: Integration of Digital Platforms into Classroom Practices**

Moodle Training Feedback and satisfaction			
variable	characteristics	frequency	percentage (%)
Integration of Digital Platforms into Classroom Practices	Successful Integration	16	80
	Areas for Improvement	04	20

Source: The Author of the Research

In revolving around the realm of integration of digital platforms into classroom practices, it depicted what follows:

Successful Integration: On the one hand, 80% of teachers stated that they successfully integrated digital tools into their lesson plans. Moodle was assigned to be pertinent in enabling flexible assessment methods and granting access to a plethora of teaching resources. Teachers found that digital platforms boosted more cooperative learning among students, with mobilized forums and instantly prompt feedback mechanisms being particularly fruitful.

Areas for Improvement: On the other hand, 20% of teachers stipulated difficulty in coping with student engagement when utilizing Moodle. Many teachers requested in -a recommendable manner- for more in-depth training on how to implement Moodle to design interactive lessons that can hold students' attention and boost engagement in the classroom. They also proposed incorporating more student-centered aspects, such as gamification, to foster motivation.

3.6. Addressing the Research Questions

The following section is affiliated with addressing the four research questions:

Research Question 1: How do sociology instructors at Setif2 during University view the application of the Moodle platform after their training in the 2023-2024 academic year?

The general disposition among sociology instructors regarding the implementation of the Moodle platform after the initial training was utterly positive. Instructors appreciated the platform's potential to streamline course management and foster communication with students. Many regarded Moodle as a helpful medium for lining up course materials, evaluative assessments, and student engagement. The self-paced nature of the program paved the way to sociology educators to familiarize themselves with Moodle's aspects gradually, such as assignment submission, quizzes, and grade tracking.

However, some instructors maintained that while they fathomed the platform's fundamental functions, they felt slightly suave and less confident implementing its more advanced spheres such like forums, wikis, and the integration of Video URLs. Conclusively the initial training was regarded as a crucial inauguration of Moodle as it cleared up its necessity and importance for teachers. It; besides, delineated the pivotal arousal in teachers' awareness regarding its benefits in their teaching career. In this vein, but many instructors requested additional reinforcement and practice to maximize their use of the platform.

Research Question 2: What do the teachers identify as the benefits of using Moodle for their instructional purposes

The teachers designated a plethora of salient benefits through manipulating Moodle for their instructional intents. First and foremost, Moodle was highly praised for its organizational framework. Instructors were in favor of how it permitted them to retain all course materials—such as readings, lecture



slides, and global activities—centralized and easily admissible to learners. This organizational clarity boosted the entire learning experience by providing a pertinent space for all academic resources.

Besides, Moodle was admitted for its capacity to boost student engagement. Aspects such as quizzes, discussion forums, and automated feedback paved the way to instructors to design interactive and dynamic lessons, which helped maintain student interest. Teachers also noted that Moodle made assessment processes more efficient, with its built-in grading mediums lowering the time advocated on manual correction.

Another core gain declared was the flexibility that Moodle consists. With Moodle, instructors could upload pre-recorded lectures, enable asynchronous discussions, and offer flexibility in assignment deadlines, all of which go along with the multifarious requirements of their students, majorly those endeavoring with work or family responsibilities. Educators praised this adaptability, mainly in a time when online learning is becoming mandatory.

Research Question 3. What obstacles or issues do educators face when implementing Moodle in their teaching methods?

While the benefits of Moodle were remarkable, instructors also pinpointed a series of barriers when attempting to implement it in their teaching. The most frequently declared issue was the stance of unfamiliarity with digital platforms. Although the initial training conveyed a fundamental preface, many instructors felt that they lacked ongoing bolster, especially when it came to applying Moodle's more advanced features. This made some instructors to count on only the basic functions of the platform, limiting its potential benefit on student engagement.

Another hurdle affronted by instructors was affiliated to technical difficulties like connectivity issues, slow loading times, and occasional glitches within the Moodle system itself. These technical difficulties were indeed problematic in rural areas, and thus making it tough for some educators to fully integrate Moodle into their teaching practice.

Furthermore, some educators declared frustration with time constraints. Preparing and adapting course materials for a digital platform like Moodle demanded salient time and effort, majorly for those who were new to the platform. This extra-workload made it more demanding for some instructors to promote interactive lessons.

Last, but not least; student engagement was noted as a serious challenge, particularly for instructors dealing with less tech-savvy and less active students. While Moodle offers a series of interactive aspects, some educators found it hard to tackle successfully the issues of student interest or participation, mainly in an asynchronous online environment where real-time interaction is constrained.

4. What suggestions or improvements do the instructors recommend for enhancing future Moodle training sessions?

To boost future Moodle training, instructors recommended a more hands-on and practical approach to complement the theoretical introduction. Many viewed that the initial training tackled the essential portions but lacked depth in areas like advanced areas, student interaction



strategies, and troubleshooting technical concerns. Instructors recommended that future training sessions are to entail real-world scenarios and case studies that depict the challenges they affront in their classrooms. This would help them better conduct their learning in a practical context.

Another suggestion was to highlight ongoing support and refresher courses. Many instructors stipulated the need for follow-up workshops or one-on-one coaching sessions to cover specific concerns or questions that arise after the initial training. This would help teachers who are struggling with specific Moodle aspects or who intend to expand their use of the platform.

Instructors also requested for creating collaborative support networks where teachers could share commonly their practical endeavors, resources, and tips with one another. This peer-based learning approach could foster a community of practice that bolsters continual evolution and adaptation to new technologies.

Finally, multiple educators requested that the Moodle platform itself could be made more intuitive and user-friendly. Streamlining certain processes and improving the overall user experience would lower down the time idled away on technical issues, helping educators to center more their teaching.

3.7. Recommendations and Implications:

1. Enhanced Training Programs: The upcoming Moodle training should be hands-on and task-oriented, helping instructors maintain real-life classroom situations. The integration of advanced aspects in the training would lead educators to explore beyond fundamental functionalities and amplify their teaching potential.
2. Ongoing Support and Peer Collaboration: Maintaining peer backup and reinforcement groups and systematic refresher courses can pave the way to the creation of collaborative atmosphere where instructors share outstanding activities and troubleshoot barriers together.
3. User-Centered Platform Development: Enhancing the utilization and intuitiveness of the Moodle platform could step over and alleviate a flood of the technical barriers encountered by sociology teachers, making it more accessibly admissible for those less frequent with digital mediums.
4. Institutional Commitment: Institutions should reckon the time investment needed for educators to get accustomed to new digitally teaching inventions. Deploying additional resources and time for training and course preparation would boost instructors' transition more smoothly into digital teaching practices.

In short, while Moodle mirrors a superfluity of benefits for virtual and digital education, its successful applicability counts not only on the initial provided training but also on the continuous reinforcement, evolved training, and the ongoing refinement of both the Moodle platform and institutional methods and schemata. By highlighting these realms, the university can help foster a more forceful inclusiveness of digital instruments, eventually improving the sphere of educational engagements i.e. teaching and learning practices and experiences



4. Conclusion: A Comprehensive Synthesis of Findings

This research targeted to inspect sociology instructors' dispositions and experiences regarding the use of the Moodle platform after their formative training during the 2023-2024 academic year at Setif2 University. The results mirror a multifarious picture, highlighting both the potential and the limitations of implementing and leveraging Moodle in higher education.

On the one hand, Moodle was widely delineated as a workable tool for organizing course materials, optimizing communication, and fostering student engagement through its hands-on aspects. Many instructors found it forceful in boosting flexible learning, majorly for students with variegated needs and agendas. However, despite these beneficial attainments, there were remarkable challenges. Technical hurdles, limited frequency with the platform, and the symptoms time restriction were clear barriers which banned some educators from fully amplifying Moodle's functionalities and utilities.

The feedback amassed underscores the desideratum for more continually apprehensive professional development. While the training was helpful, sociology teachers stipulated a desire for more practical, scenario-based training, helping them address particular classroom setbacks and resiliencies. Both stances of regular follow-up workshops and peer engaging networks could supplement much-required ongoing support, ensuring educators feel confident in leveraging Moodle at its peak potential.



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