MoodleMoot Japan 2024

Friday 16 February 2024 - Sunday 18 February 2024

長崎国際大学

Book of Abstracts

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Moodle101: Enhance your ed-tech skills and students learning

Author: Susan Meiki[1]

[1] *Okayama University*

Corresponding Author: smmeiki@okayama-u.ac.jp

This workshop is for the beginner user or a person who is considering starting their own Moodle site and server. Attendees who also use their own Moodle systems can also attend to share their experiences with novice Moodle users. Basic functions (setting up a class, types of quizzes, interactive textbook creation, H5P features) will be reviewed. I hope to have some hands-on demonstrations and group work with expert and novice Moodle users, especially teachers in the second language classroom.

発表の種類 / **Presentation type**:

ワークショップ（９０分）/ Workshop (90 mins)

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1101 号室 / Room 1101 / 15

MoodleNet3 is here!

Author: Martin Meadows[1]

[1] *Nayoro City University*

Corresponding Author: martinmeadows@gmail.com

MoodleNet has faced a number a false starts and dead ends over the years. A working "model" MoodleNet site has been running since 2021, but it has lacked the federation features that have been touted. In summer 2023, a new version of MoodleNet, dubbed MoodleNet3 was released that allows for easy installation and customization. This presentation will introduce MAJ's new MoodleNet installation and discuss how - or whether - MAJ can move from the current Showcase of open courseware to a new MAJ MoodleNet.

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2102 号室 / Room 2102 / 16

Usability and Innovation: Assessing the UPOU Massive Open Distance eLearning Platform Amidst AI-Driven Advancements

Author: Reinald Adrian Pugoy[1]

[1] *University of the Philippines - Open University*

Corresponding Author: rdpugoy@up.edu.ph

The University of the Philippines - Open University (UPOU) has been a pioneer in distance education since the mid-2000s, offering classes exclusively in a fully online format. In 2013, UPOU took a significant step forward by introducing Massive Open Online Courses (MOOCs). These MOOCs are hosted in our Massive Open Distance eLearning (MODeL) platform, which is currently based in Moodle 4.0 using a customized version of the Almondb theme.

Given the rapidly evolving academic landscape, evaluating MODeL from end-users' perspectives is imperative to ensure an optimal and inclusive learning experience. Hence, this study embarks on meticulously exploring two pivotal aspects of the MODeL platform: usability and innovation.

First, the study assesses MODeL' usability and perceived acceptance among end-users. This also aims to identify potential areas for improvement. We employ two essential tools: the System Usability Survey (SUS) and a feedback mechanism that captures users' firsthand experiences with the platform.

Next, this research probes into end-users' expectations for innovation as far as AI is concerned. As AI continues to gain traction and widespread acceptance, there is a growing interest in its application within the educational sphere. To gauge stakeholders' attitudes toward AI-based innovation, the study utilizes two additional instruments: the General Attitude Toward AI (GATA) and an AI in Education questionnaires.

The data collected undergoes rigorous analysis to gain valuable insights illuminating various stakeholders' nuanced needs. Ultimately, this study delves into the implications of its findings for UPOU and offers pragmatic recommendations, empowering them to enhance the MODeL platform further.

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2 月 17 日（土）/ February 17 Saturday

2102 号室 / Room 2102 / 17

Integrating Vocabulary Learning Principles in Moodle

Author: Andrew Obermeier[1]

[1] *Kyoto University of Education*

Corresponding Author: andrew@kyokyo-u.ac.jp

This presentation delineates the strategic integration of vocabulary learning principles within a Moodle-based course for Japanese university EFL learners, leveraging Moodle's distinctive features to enhance educational outcomes. Vocabulary frequency analysis serves as the cornerstone, guiding the selection of essential words to maximize relevance and utility. The course is structured around Nation's Four Strands framework (2007), ensuring a balanced blend of meaning-focused input and output, language-focused learning, and fluency development. This equilibrium is not merely theoretical; it is operationalized through Moodle's GIFT code to efficiently create content comprehension quizzes, which reinforce retrieval and contextual vocabulary learning. Nation and Webb's cognitive features of vocabulary learning (2015) are embedded within the course's fabric, with Moodle's affordances utilized fully; forums enable data-driven learning, offering personalized feedback that encourages noticing and creative language use. The Tiles course format is used to craft an aesthetically pleasing learning environment where photo-labeled sections resonate with thematic class content, enhancing motivation. These Moodle-specific functionalities are integral to the instructional design, ensuring that active engagement and long-term vocabulary retention. The course promises a profoundly engaging and cognitively rich learning experience for Japanese university students.

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2105 号室 / Room 2105 / 18

Moodling with Chat GPT!

Author: Andrew Obermeier[None]

Corresponding Author: andrew@kyokyo-u.ac.jp

This talk explains applications of Chat-GPT in enhancing Moodle-based language courses, showcasing how AI can tailor speaking activities by analyzing forum posts and providing rich feedback prompts. Also, the chatbot efficiently generates quiz questions from reading materials to deepen comprehension and contextual vocabulary learning using GIFT code. This integration not only streamlines expansive material creation but also cultivates a rich and interactive educational experience. It underscores the role of AI as an ally in language teaching, promising to support instructors in delivering content that's both engaging and pedagogically sound while also adapting to the evolving needs of learners.

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2103 号室 / Room 2103 / 19

Moodle データベースを用いたデジタルアーカイブ教育

Author: Masayuki（雅之）Shio（塩）None

Corresponding Author: shio@tokiwa.ac.jp

デジタルアーカイブは文化資源をデジタル記録・保管・活用する取り組みであり、保管においてはデジタル化したデータのメタデータを作成し、データベース化する必要がある。本発表では、教育での実践例として、授業で行ったデジタルアーカイブのデータベース作成演習における Moodle データベースの活用方法とその利点および今後の課題について述べる。

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2103 号室 / Room 2103 / 20

医学部解剖学教育における学習管理システム Moodle の活用

Author: 教泰中村[1]

Co-authors: 康雄塩浜 [1]; 純奈中村 [1]

[1] 山口大学医学部器官解剖学

Corresponding Authors: nakam@yamaguchi-u.ac.jp, jnakam@yamaguchi-u.ac.jp, shiohama@yamaguchi-u.ac.jp

我々は解剖学系実習（肉眼解剖学実習、組織学実習）に Moodle の活用を進めている。肉眼解剖学実習では予習教材（実習書、問題形式の実習手引き、実習解説動画）の提供、組織学実習では実習内小テスト、組織学の説明動画ファイルの提示等に多種の活用を行った。解剖学は人体の複雑な所見の理解を効率よく行う必要があり、解剖学的所見を付した問題を多数作成し、問題集として公開した。解剖学教育において Moodle は自主学修の促進と学修管理に有用と考えられると共に課題も見出すことができた。

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2105 号室 / Room 2105 / 21

Generative Artificial Intelligence and Performance Assessment

Author: Don Hinkelman[1]

[1] *Sapporo Gakuin University*

Corresponding Author: hinkelman@mac.com

The video assessment module (funded and built in Japan) manages large numbers of student video performance recordings and assesses them using Moodle's advanced grading rubric designer. This custom plugin can give detailed formative guidance to learners on how to immediately improve their performance. However, the errors, weaknesses and omissions by students are often similar at beginning levels and would benefit from quicker feedback than teachers are able to give due to long video-watching/assessing sessions. With generative artificial intelligence built into a Moodle module, it may be possible to replace teacher feedback with automatic feedback for basic skills in presentation performances, based on the rubric designed by the teacher. In other words, students must still self-assess, but then through AI, their rubric scores are compared with the AI tutor. This presentation will outline a scenario for the video assessment module in Moodle 5.0 (possibly available 2026-28) that will provide AI benefits to students and teachers for quicker, more specific feedback in skill training.

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2104 号室 / Room 2104 / 22

Tulad: A Powerful Tool for Reducing Cheating in Moodle Forums

Author: Melvir Nathaniel Paras[1]

[1] *University of the Philippines Open University*

Corresponding Author: msparas2@up.edu.ph

Tulad is a Moodle block plugin designed to enhance cheat detection in the context of online forums. This standalone plugin serves as a valuable resource for both users and administrators by offering a user-friendly dashboard for forum content analysis. Tulad efficiently scrapes the forum database, presenting the collected data in an organized table with additional columns, including a button for in-depth examination and percentage indicators for similarity assessment.

The core functionality of Tulad revolves around its ability to scrape all forum posts and employ a similarity algorithm to compare each post against others. This process calculates a similarity index, quantifying the shared text percentage between posts. The results are then conveniently displayed in the table, alongside a clickable button for accessing the full similarity report.

Tulad is a versatile tool for identifying cheating behaviors in various forms, such as post-copying, collaboration, and plagiarism. Educators and administrators can rely on Tulad to uphold academic integrity in their online forum activities. With its user-friendly interface and comprehensive similarity information, Tulad stands as an indispensable asset for maintaining the integrity of online learning environments.

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2103 号室 / Room 2103 / 23

Moodle を活用した医学部・組織学教育とラーニングアナリティクスによる評価

Author: 純奈中村[1]

Co-authors: 康雄塩浜 [1]; 教泰中村 [1]

[1] 山口大学医学部器官解剖学

Corresponding Authors: nakam@yamaguchi-u.ac.jp, jnakam@yamaguchi-u.ac.jp, shiohama@yamaguchi-u.ac.jp

我々は医学科 2 年生の解剖学教育（肉眼解剖実習・組織学実習）に Moodle を導入している。組織学実習では、小テスト、試験の実施の他、自習用演習問題の公開、課題の提出、アンケートの集計等も Moodle を活用し、試験の得点だけでなく、様々な学修行動の評価を行っている。得られたデータを分析（ラーニングアナリティクス）し、成績と学修行動の関連性について研究を進めている。本発表では、各年度の試験の結果を検討し、学修行動と成績の関連性、さらにコロナ禍における Moodle を活用した学習の効果について報告したい。

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2105 号室 / Room 2105 / 24

Assessing Students'Knowledge Construction Level in a Digital Learning Platform

Author: Myra Collado-Almodiel[1]

[1] *University of the Philippines Open University*

Corresponding Author: myra.almodiel@upou.edu.ph

The advent of digital learning platforms introduces new perspectives on how social interaction and learning take place in an online learning environment as it supports a space that opens opportunities

for online learners to collaborate and construct knowledge. The growth of online Learning Management System (LMS) entails understanding how to promote collaborative knowledge construction processes and create learning environments that support meaningful student engagement and interactions (Galikyan & Admiraal, 2019).

For the past decades, interest in research studies focusing on how interaction and learning take place, and how digital learning platforms open opportunities for online learners to collaborate and construct knowledge has elevated among online learning advocates and practitioners. By employing a content analysis using the Interaction Analysis Model (IAM), this study hopes to uncover the level of the social construction of knowledge that the students reached in the discussions forums of an online graduate colloquium.

This study applied the data mining process to analyze the transcripts of communication exchanges of online students in an Open University in the Philippines. The data used in this study was generated from an open-source LMS called Moodle, using selected standard report plugins.

The research explored the potential of providing more opportunities for online learners to create knowledge and empowering students by providing a digital learning environment that encourages interactions and collaborations among themselves. As we move from traditional classrooms to digital learning platforms, the need to look into models and approaches to analyze how knowledge construction takes place in a digital learning setting takes place, especially in a developing country like the Philippines where this practice is relatively very scarce or not investigated at all, is inevitable to have a deeper understanding of student participation in an online learning setting. The results of this study hope to contribute to the studies on methodologies and approaches to explore online interactions focusing on knowledge construction in discussion forums in an online learning environment.

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Workshops in English / 25

Self, Peer and Teacher Assessment Using Moodle: Using Rubrics and Giving Feedback is Easy with VAM!

Author: Brendon Muir[1]

[1] *Sapporo Gakuin University*

Corresponding Author: muir@sgu.ac.jp

Student performances are best assessed by analytic rubrics rather than holistic letter grades or general summative categories. Formative assessment using rubrics and actionable feedback can improve student learning and teacher instruction. Teachers, peers or performing students can administer the assessment and feedback. In this workshop, the three teacher-developers who created the Video Assessment Module (VAM) for Moodle 4.x will demonstrate how the plugin can be used to assess live performances in a classroom full of individual learners who perform a similar type of skill. There are six parts to this ninety-minute workshop:
1. Designing a rubric on paper to assess a partner
2. How to put a rubric into VAM
3. Feedback made easier (new VAM function 2022 and 2023)
4. Blended classroom management of students using VAM
5. VAM Quick Setup
6. Downloading and installing VAM, support and improvements

At the end of the workshop, participants will be able to install VAM, design rubrics, set up a performance task, assign the task to students, have them do the task in class in parallel groups and then have them grade their own performances.

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2102 号室 / Room 2102 / 26

When a quiz is not a quiz - using the quiz module for other purposes

Author: Jen Numadate[None]

Corresponding Author: jnumadate@icc.ac.jp

The quiz module is excellent for creating and administering quizzes in classes. However, the quiz module can easily be used for many other purposes. This lightning talk will explain how to use the different functions in the quiz module to set up other assignments that require assessment such as assignments, reflection papers and feedback sheets. The author will also discuss the advantages of using the quiz module instead of the assignment module.

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2104 号室 / Room 2104 / 27

Improving Accessibility: Building a better plugin

Author: Adam Jenkins[None]

Corresponding Author: adam.jenkins@sist.ac.jp

Since the pandemic began, the use of educational technology has increased dramatically, bringing with it potential boons for accessibility. Accessibility tools such as zoom-in functions, colour switchers, and screen readers enhance the accessibility of the content by allowing users to choose how they engage with the content. The ability to choose the background colour, font, text size and colour can be the deciding factor regarding whether a user can engage with the content or not. Moodle has several accessibility tools available via the accessibility block, however this requires the block to be added to every page and so it is unavailable on the login page. Furthermore, the options for accessibility are limited and non-customisable. For example, in the block the user's colour options

are limited to three possible combinations that are set by the administrator. This presentation will showcase a new accessibility plugin (local_accessibility) that is designed to maximise user choice over accessibility options with a modular approach that also allows for the independent development of additional accessibility tools (widgets). This new accessibility plugin is also designed to be available on every page in an unobtrusive but convenient manner with an icon in the bottom right corner.

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2102 号室 / Room 2102 / 29

From Conflict to Connectivity: Sudanese Universities Journey with Moodle Education

Author: Almonzer Nooraldaim[1]

[1] *Eduversity*

Corresponding Author: almonzer40@hotmail.com

In the heart of Sudan's turmoil, where conflict and decaying infrastructure cast a daunting shadow, technology emerges as the beacon guiding education through the storm. The transition to E-learning platforms, particularly Moodle, stands as a pivotal moment for Sudanese universities and schools, ensuring the vital thread of education persists despite overwhelming adversity. This Presentation meticulously examines Eduversity's groundbreaking initiative, a collaborative effort with the Ministry of Education and universities, steadfast in its mission to maintain uninterrupted educational operations. At the core of this initiative lies Moodle, a widely embraced platform that has proven instrumental in enabling seamless learning experiences. What makes this endeavor truly remarkable is its ability to provide this lifeline without burdening the already strained finances of educational institutions. By leveraging Moodle's versatile capabilities, Sudanese universities have found a powerful ally, allowing them to adapt swiftly to the challenges posed by conflict and war.

This presentation shines a spotlight on the multifaceted challenges encountered while implementing Moodle during armed conflict. These hurdles stretch across diverse educational levels, from high schools to the youngest learners and universities. Despite the adversities, this initiative serves as a testament to the unwavering resilience of Sudan's education sector.

Moodle, with its user-friendly interface and robust features, emerges as more than just a platform; it becomes a lifeline connecting teachers and students in an otherwise fragmented educational landscape. The initiative's success story not only underscores the indispensable role of technology in safeguarding the continuum of learning but also highlights the collaborative spirit between Eduversity, the Ministry of Education, and universities.

Finally, Moodle's contribution goes beyond immediate solutions. It empowers universities to bridge the gap between traditional and online education, ensuring students continue to receive quality education regardless of the challenges faced. In this dire context, Moodle emerges as a beacon of hope, illuminating the path forward for Sudan's education sector, empowering both students and educators alike to thrive amidst adversity.

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2102 号室 / Room 2102 / 30

Eduversity

Author: Amna Seed[1]

[1] *Eduversity*

Corresponding Author: almonzer40@hotmail.com

Amidst extraordinary uncertainty, Eduversity is helping higher education leaders build resilience, seize opportunities for growth, and discover new ways to differentiate their institutions. Colleges and universities are facing declining enrollment, financial instability, and prolonged educational disruptions.
The changing nature of the higher education industry demands a strategy that is inclusive, collaborative, and resilient.
Eduversity helps today's leaders stay competitive by navigating key
trends in higher education, such as:
● A growing need for higher ed-employer collaboration. An estimated 1.3 billion people have competencies misaligned with the work they perform, fueling a rapidly growing skills mismatch across the globe.
● A shift in student expectations. Gen Z students are demanding to be treated as customers and to realize value commensurate with the investment they're making.
● New business and delivery models. Competency-based models, massive open
online courses (MOOCs), "boot camps," and microcredentials are all emerging. But shifting from in-person to online instruction—while maintaining quality—is not a simple task.
● An expanding ecosystem. The corporate sector is increasingly involved in academic programming, research programs, and apprenticeships.
Eduversity's team has decades of experience helping public and private education institutions around the world to become more sustainable and resilient. We work shoulder to shoulder with clients during all stages of planning, enablement, and growth:
● Planning. We support leaders as they set a strategic direction, develop a roadmap for growth, ensure racial equity and economic access, and discover new ways to differentiate from competitors.
● Enablement. We offer new strategies to ensure maximum cost efficiency, improve student outcomes, simplify administrative structures, streamline governance, and drive effective fundraising.
● Growth. We ensure that institutions are leveraging cutting-edge technologies and innovative solutions, launching new initiatives, and scaling up the most successful programs.

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2102 号室 / Room 2102 / 31

信州大学における **Moodle** サイト年度更新

Author: 正明新村[None]

Co-authors: 暁子長岡; 美代子石田

Corresponding Author: niimura@shinshu-u.ac.jp

信州大学では Moodle を全学展開しているが，総合大学であり学部毎に運用方法が異なることから，学部毎のサイトを用意している．また，学務情報システムと連携して，毎年度，新しいコースを作成している．このため，毎年度，学部の数だけの新しいサイトを作成し，サイト毎にその年度に開講するコースの作成を行っている．また，年度をまたいで運用するコースを管理するサイトもある．

さらに，LTS バージョンを使用するポリシーで運用していることから，4 月の段階での LTS バージョンをインストールする必要がある．前述のように，年度毎にサイトを作成することから，新規に作成する場合には問題ないが，年度をまたいで運用するサイトについてはバージョンを行う必要がある．

このため，我々は，毎年度末にサーバ開設・移行計画を作成し，それに基づいて，新年度向けの順を行っている．本発表では，全学運用する Moodle において，信州大学における年度更新方法と蓄積されたノウハウについて報告する．

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2103 号室 / **Room 2103** / **32**

Interactive TBL Assessment with Moodle's Quiz

Author: Almonzer Nooraldaim[1]

[1] *Eduversity*

Corresponding Author: almonzer40@hotmail.com

Team-Based Learning (TBL) is a prominent educational strategy, particularly in medical universities, designed to assess individual and collaborative student performance. This method is strategically embedded into courses, occurring at specific intervals, such as Week 4 and Week 8. Two key concepts within TBL, Individual Rate (IR) and Group Rate (GR), form the basis for evaluating individual contributions and collaborative efforts. This presentation focuses on the practical implementation of these concepts using Moodle, a versatile e-learning platform, and specifically employing the Quiz activity.

The aim is to demonstrate how Moodle can effectively facilitate the assessment of students' individual and group performances within the TBL framework. By utilizing the Quiz activity, this presentation seeks to showcase how Moodle's features enhance the evaluation process, providing insights into students' collaborative skills and individual achievements. The discussion will highlight the seamless integration of TBL principles into the digital landscape, emphasizing the role of Moodle in supporting and optimizing the assessment of students' performance in both individual and team contexts.

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2105 号室 / Room 2105 / 33

Implementation of JavaScript-Based Learning Analytics for Dynamic Geometry Contents Embedded in Moodle

Author: Jun (準) Saito (斉藤)[1]

[1] *Obihiro University of Agric. & Vet. Med. (*帯広畜産大学*)*

Corresponding Author: jsaito@obihiro.ac.jp

Moodle に埋め込まれた動的幾何ソフトウェアのコンテンツに対し，JavaScript により学習者の学習状況ログを取得する手法について報告する。動的幾何ソフトとしては，GeoGebra と Cinderella を例として使用した。学習状況ログとしては，マウス（タッチ）によるコンテンツ操作の時刻や座標，変数値等を取得した。取得したデータはコンテンツ操作の終了時に，Moodle コース内にあらかじめ用意したデータベース・モジュール内へと自動的に保存される実装とした。本実装には斉藤 (2023) を援用した。結果として，本研究の手法を用いることで，管理者権限やプラグイン等を要することなく，動的幾何コンテンツに対するラーニングアナリティクスが可能であることが明らかとなった。これによりコンテンツ改善のための情報が得られるだけでなく，成績等の他の学習データからは得られない学習評価への活用が期待される。

発表の種類 / **Presentation type**:

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2103 号室 / Room 2103 / 34

Perceptions of New Master of Information Systems (MIS) Students on UPOU MyPortal's Web Accessibility

Author: Blancaflor Arada[1]

[1] *University of the Philippines*

Corresponding Author: bparada@up.edu.ph

This study explores the perceptions of newly enrolled Master of Information Systems (MIS) students at the University of the Philippines Open University (UPOU) regarding the web accessibility of the UPOU MyPortal, the university's Moodle-based learning platform. Using a mixed-methods

approach, the study integrates quantitative surveys and qualitative open-ended questions to gather insights into students' experiences and challenges.

Preliminary findings from the research indicate that, overall, the UPOU MyPortal is generally perceived as a user-friendly platform. However, these positive sentiments coexist with identified areas that merit improvement, especially concerning the accessibility features catering to students with specific needs.. The study highlights the importance of ongoing evaluation and enhancement of digital platforms, such as Moodle, to ensure inclusivity and equal learning opportunities for all students.

The study's findings have implications for the design and optimization of digital platforms to meet the needs of a diverse student population. It also underscores the importance of proactive measures to ensure that the UPOU MyPortal is accessible to every student, irrespective of their unique requirements.

発表の種類 / **Presentation type**:

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1101 号室 / Room 1101 / 35

A Reflection on the Learner's Moodle Experience from the Perspective of a New vis-à-vis Long-Time Moodle User

Authors: Isabel Christianni Estillore[1]; Lorena Jean Saludadez[2]

[1] *University of the Philippines Open University*

[2] *University of the Philippines*

Corresponding Authors: ldsaludadez@up.edu.ph, yestillore@gmail.com

When it comes to user experience, determining what counts as "improvement" is not easy nor straightforward. Convenience for some may easily be an inconvenience for others. With the difficulty that comes with providing a catch-all recommendation towards Moodle improvement as a learner's tool, this paper instead attempts to provide an assessment of Moodle by reflecting on the learner's experience from the perspective of a new vis-à-vis long-time Moodle user. By reflecting on the experience of two users with varying familiarity with the Moodle platform, this paper aims to strike a balance by forwarding an assessment that is: (1) not too attached, preventing the familiarity to the platform from creating a framing wherein it becomes easy to overlook fundamental issues due to these issues being normalized, and (2) not too detached, preventing the unfamiliarity with the platform from creating recommendations brought about by ignorance of Moodle's potential as a learning management system. Through the reflections provided, this paper hopes that the increased awareness of learner experience will create a different outlook that can assist in the development of Moodle towards becoming a more effective and learner-friendly platform in the facilitation of distance education.

発表の種類 / **Presentation type**:

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Teaching Practices in Developing Research Capability of Graduate Students Using Moodle

Author: JEAN SALUDADEZ[1]

[1] *University of the Philippines Open University*

Corresponding Author: jsaludadez@upou.edu.ph

As observed in a recent systematic review on trends in using Moodle for teaching and learning by Gamage et al., 2022, the majority of studies on Moodle focused on how using Moodle effectively improves student performance, satisfaction, and engagement by undergraduate students. This paper will share teaching practices in developing the research capability of graduate students using Moodle.

The mentorship needed to acquire research knowledge and skills requires one-on-one interaction that puts the digital form of learning in question. Can teaching research on Moodle build research capability? Smith (2001) as cited by Winston and Fields (2003) said that the immediacy that is inherent with informal face-to-face interactions commonplace in a residential program must be replaced with scheduled interaction around progress in specific projects in an online environment.

By examining the teacher's interaction with the students, individually and/or collectively, in five graduate research courses at the University of the Philippines Open University, this paper shall illustrate in what way it is possible to build research capability through Moodle. In particular, it will demonstrate the teaching practices employed in the conduct and implementation of each of the three units of these courses:: the first unit for understanding the research concepts, the second unit for developing proficiency in reading research papers, and the third unit for practical understanding of the research process by conducting a mini-study.

2103 号室 / Room 2103 / **37**

Gamification in ODeL

Author: Cecille Moldez[1]

[1] *University of the Philippines Open University (UPOU)*

Corresponding Author: cecille.moldez@upou.edu.ph

Gamification in ODeL

As a pioneer in Open and Distance e-Learning (ODeL) within the country, the University of the Philippines Open University remains committed to spearheading advancements in research and application throughout the Philippines. This commitment extends to delivering high-quality education through the utilization of Moodle as the Learning Management System (LMS).

Gamification involves integrating game mechanisms or elements to drive motivation and engagement among users. It serves as a vital tool in learning platforms to enhance student participation and reduce dropout rates. The incorporation of gamification in the learning design of UPOU classes has been identified as a contributing factor to increased completion rates and heightened student participation.

This study aims to explore various gamification strategies implemented in UPOU courses, spanning bachelor's degree programs, graduate courses, and Massive Online Open Courses (MOOCs). Specifically, the courses under review include MMS140: Mathematics in Multimedia, CMSC201: Discrete Structures in Computer Science, and an AI for Education MOOC. The evaluation will compare gamification elements such as Experience Points (XP), Activity Completion, Levels Badges, and Leaderboards across these categories.

Furthermore, the author will focus on evaluating engagements and completion rates, crucial metrics that characterize the success of gamification in Open and Distance e-Learning (ODeL) at UPOU.

Keywords: Gamification, LMS, Moodle, ODeL

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2105 号室 / Room 2105 / 38

Connecting Moodle with Jupyter Environment Through Frontend API

Author: Jun (準) Saito (斉藤)[1]

[1] *Obihiro University of Agric. & Vet. Med. (*帯広畜産大学*)*

Corresponding Author: jsaito@obihiro.ac.jp

Moodle と Jupyter 環境とを，フロントエンドの JavaScript のみを用いて簡易連携させる手法について報告する。Jupyter 環境が Moodle とは別のサイト等にある場合，サーバ管理者によって CORS（クロスオリジン間リソース共有）が適切に許可されない限り，フロントエンドのみによる連携は制限される。しかし，本手法では Web Messaging API を使用することにより，学習者側で JavaScript の初期コードを実行する等の操作が一部必要とはなるが，管理者権限や特別なプラグイン，サーバ設定等を必要とせずに，クロスオリジン間であっても Jupyter 環境側のログ取得等の連携が可能となる。報告では，実際の大学でのデータサイエンス教育実践として，国立情報学研究所が運営する JDCat 分析ツールを Binder で無償起動した Jupyter 環境として利用し，学生の学習ログを試行的に取得・分析した結果についても紹介する。これにより，Moodle と Jupyter 環境の連携に関する課題や可能性を議論したい。

発表の種類 / **Presentation type**:

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2104 号室 / Room 2104 / 39

DripRelease: New Developments for 2024

Authors: Chris Tempest[1]; Marcus Green[2]; Rob Hirschel[1]

[1] *Sojo University*

[2] *Catalyst EU*

Corresponding Authors: ctempest@m.sojo-u.ac.jp, marcusavgreen@gmail.com, rob.hirschel@gmail.com

In our 2023 presentation we explained the rationale for and basic functionality of DripRelease, a custom plugin designed by Marcus Green. The DripRelease plugin enables teachers to easily set rolling deadlines for quiz activities throughout a term such that students are assigned to complete X number of quiz activities each Y day period over the Z length term (e.g. 5 quizzes every 7 days over 15 weeks). Rolling deadlines have been shown to increase incremental completion of homework activities rather than student cramming (and possibly cheating) at the end of term. This year's presentation will highlight the incorporation of groups such that separate groups can be assigned different quizzes. We will demonstrate how we are working toward our ultimate aims of having both rolling deadlines and at least partially randomized quiz activities. Students will be able to complete homework assignments incrementally during the term and will be allocated different quizzes at different times. This is an effort to reduce the ease with which some students occasionally appear to cheat. Participants will be given access to the developmental site. We welcome input as we strive to improve the plugin and make it applicable to the widest possible audience.

発表の種類 / **Presentation type**:

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2104 号室 / Room 2104 / 40

Database for Student Self-Assessment and Teacher Consultations

Author: Rob Hirschel[1]

[1] *Sojo University*

Corresponding Author: rob.hirschel@gmail.com

This presentation highlights how the database module has been used to promote student self-awareness of course progress and facilitate student-teacher consultations. The relatively simple database activity links both to the gradebook and to outside activities for students to review and input their scores, evaluate their efforts, and consider any questions they may have for the teacher. Within the same lesson, students meet with the teacher for several minutes to review progress and discuss any concerns. This presentation will briefly show the components of the database activity, how it is used, and how it benefits both students and the teacher.

発表の種類 / **Presentation type**:

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2103 号室 / Room 2103 / 41

生物学実験の成績評価方法と点数の推移の検証

Authors: いづみ中馬[1]; 圭彦得字[1]; 準斉藤[1]

[1] 帯広畜産大学

Corresponding Authors: tokuji@obihiro.ac.jp, chuma@obihiro.ac.jp, jsaito@obihiro.ac.jp

帯広畜産大学基盤教育の必修科目である生物学概論を Moodle を用いて運営している。受講生は 1 年生約 250 人と過年度履修生を合計して 260 人前後である。本科目の成績は、講義前の 1 週間で実施される予習テスト、講義後の 1 週間で実施される復習テストに、中間テストおよび期末テストを加えて合計 100 点満点として評価する。合格点とする 60 点以上を得点した学生の平均点と標準偏差は、2018 年度は 88.44±9.21、2019 年は 77.38±8.96、2020 年度は 91.59±5.95、2021 年度は 91.29±6.84、2022 年度は 90.60±8.11 となり、2020 年度以降の平均点が高くばらつきの小さい傾向が続いた。そこで本（2023）年度は、これまで何回も受験可能としていた予習・復習テストを 1 回のみ受験可能となるよう設定変更し、中間テストを廃止し期末テストのみ実施することとした。この成否について、平均点と点数の分布、およびスクリプトを利用して一括取得した各種テストの解答時間等の経年変化から検討する。これにより、生物学におけるオンラインテストの課題や有効性を定量的に明らかにしたい。

発表の種類 / **Presentation type**:

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2104 号室 / Room 2104 / 42

STACK 問題タイプの解答データ分析手法の検討

Author: Yasuyuki Nakamura[None]

Co-authors: Saburo Higuchi [1]; Kentaro Yoshitomi [2]; Yoshinori Miyazaki [3]; Takahiro Nakahara ; Mitsuru Kawazoe [2]; Tetsuo Fukui [4]; Shizuka Shirai [5]

[1] *Ryukoku University*

[2] *Osaka Metropolitan University*

[3] *Shizuoka University*

[4] *Mukogawa Women's University*

[5] *Osaka University*

Corresponding Authors: fukui@mukogawa-u.ac.jp, nakamura@nagoya-u.jp, hig@math.ryukoku.ac.jp, nakahara@3strings.co.jp, shizuka.shirai.cmc@osaka-u.ac.jp, yoshi@inf.shizuoka.ac.jp, kawazoe@omu.ac.jp, yositomi@omu.ac.jp

Moodle の問題タイプの一つである STACK は、主に理数系分野における小テストで必要とされる、数値だけでなくベクトルや関数などを含む数式を解答させるような問題の自動採点を行うことができる。また、単なる正誤評価だけでなく、解答内容に応じた柔軟なフィードバックや部分点付与の機能を有する。STACK の解答として蓄積されるデータには、受験者の学習状況に応じた多様な誤答が含まれる。これらのデータは、受験者の理解状況をさらに詳細に把握するために活用することができると考え、解答の分類、可視化、分析について以下の検討を行った。誤答から正答にいたる解答過程の可視化による分析、数式間の距離の概念に基づく解答データのクラスタリングによる誤答分析などである。さらに、著者らが以前開発した問題動作プラグインであるノート機能で蓄積される計算過程の記述・消去ログによる思考過程の分析についても検討した。また、解答データの分析を行いやすくするための、問題設計仕様に基づいた問題作成の指針についても触れる。

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2104 号室 / Room 2104 / 43

数式を含む文書作成のためのリッチテキストエディタプラグインの開発

Author: Shizuka Shirai[None]

Co-authors: Takahiro Nakahara [1]; Tetsuo Fukui [2]

[1] *Sangensha LLC.*

[2] *Mukogawa Women's University*

Corresponding Authors: fukui@mukogawa-u.ac.jp, shizuka.shirai.cmc@osaka-u.ac.jp, nakahara@3strings.co.jp

2020 年以降、新型コロナウイルス感染症拡大に伴う学習機会の保障のために LMS の導入がさらに進み、理数系科目において小テストやレポート課題、フォーラムなど、教員・学生ともに数式を含む文書を入力する機会が増えている。一方で、LMS 上での数式の入力・編集は難しく、数式を含む文書作成・編集時の負担の大きさが課題となっている。このような背景のもと、我々は理数系 e ラーニングにおける数式を含む文書入力時の負担改善を目的に、Moodle のテキストエディタプラグイン「MathTOUCH エディタ」を開発した。MathTOUCH

エディタは、数式予測変換方式を用いた数式入力インタフェース MathTOUCH を実装した テキストエディタプラグインで、数式と自然言語のシームレスな入力を実現している。大学 生・大学院生 71 名を対象にした数式を含む文書入力に関するパフォーマンス実験を行った 結果、従来の HTML エディタと比較し、1.5 倍早く入力ができ、メンタルワークロード・ユ ーザビリティに関する主観評価においても高い評価が得られた。本発表では、MathTOUCH エディタの概要やこれまでの取り組みについて紹介するとともに、今後の展望について報 告する。

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2104 号室 / Room 2104 / 44

Using GitHub to manage Moodle plugin development.

Author: Brendon Muir[1]

[1] *Sapporo Gakuin University*

Corresponding Author: muir@sgu.ac.jp

Developing a Moodle plugin as a one-time project one-on-one with a software engineer is often best managed through email or familiar communication apps. However, a reliable project management system like GitHub is required when developing a Moodle plugin involving continuous bug fixing and iterative improvement, a team of contributing developers, software developers and Moodle administration staff, and rolling version upgrades over many years. This talk examines the choice of GitHub for managing a plugin development project and the benefits and challenges experienced.

発表の種類 / **Presentation type**:

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2104 号室 / Room 2104 / 45

Moodle におけるデジタライゼーション化へのアプローチ〜小テ ストに対する学習分析ツールと作問のコンテンツ作り〜

Authors: Masumi KAMEDA[None]; Mitsuru UDAGAWA[1]

¹ *Nagoya University*

Corresponding Authors: udagawa@nagoya-u.jp, kame7372@gmail.com

2012 年頃から、筆者らは理工系大学の旧来型対面授業に融合させるべく履修者が教室外で自律的に学習できる Moodle サイトを構築することで授業のデジタル化を実践し、2020 年から新型コロナ禍を経て、非接触化かつ遠隔化された大学教育が必要とされ、直近では生成 AI の活用が探究されている状況である。本講演では大学教育の「デジタライゼーション（Digitalization）」に対する筆者らの研究活動を紹介する。

第 1 に、2019 年に MAJ の開発と研究に研究題目『S-P 表プラグイン開発と実践』が採択され、Moot2020 に「S-P 曲線」を生成するプラグインを発表した。その継続成果となる「注意係数」×「評点」の散布図生成を紹介する。

第 2 に、高度な（2 次元）数式を Web ページに記載させて数学概念を伝達し、数値および関数をランダム化し、かつ自動採点させた Web テスト（Internet Based Testing; IBT）を提供している。この数学問題の作問には高度な知識を必要とする教育環境に対して ChatGPT を活用した Web テストの生成事例について紹介する。

発表の種類 / **Presentation type**:

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2104 号室 / Room 2104 / 47

Developing a Moodle User Guide for Students and Faculty

Authors: Brendan Van Deusen^{None}; John Owatari-Dorgan¹; Thom（トム）Rawson（ローソン）¹

¹ *Nagasaki International University*

Corresponding Authors: bvdniu@gmail.com, thomw@st.niu.ac.jp, jpdorgan@gmail.com

A notable challenge associated with using Moodle at an educational institution is onboarding students and faculty. While the Moodle organization is continuously working to improve both the interface and the functionality of Moodle, it still often poses significant difficulties for people who are not familiar with it. With this in mind, the presenters endeavored to create a multilingual user guide to assist in onboarding students and faculty at their university. This presentation will discuss the process of planning, developing and implementing the user guide. Moreover, the presenter will discuss the results of employing the user guide for the first year as well as plans for ongoing development and expansion of the content. Specifically, the presenters will discuss what elements of the guide need improvement and what topics are slated to be added in the future. Finally, the presenters will seek audience thoughts and suggestions about the future of the guide.

発表の種類 / **Presentation type**:

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1101 号室 / Room 1101 / 48

外国出身の就学前園児に対する学習支援教材制作

Author: Takahiro Kagoya[None]

Corresponding Author: kagoya@jindai.ac.jp

外国出身の小学校就学前の園児とその保護者を支援する越前市のプレスクールにおいて、学習活動を支援するためのデジタル教材の内製を行った。
教材は、フリーなオープンソースシステムの H5P を用いて制作し、Moodle LMS および CMS である WordPress 上での配信を行った。教材のテーマは、「教科・時計・文房具・持ち物・行事・体の部位」などの言葉をクイズで学習するものや、「あいさつ・一日の生活のながれ」などを考えるもの、絵合わせゲームを通して言葉や時計の読みなどを学ぶものとした。プレスクールに参加する園児やその保護者、支援スタッフらから教材の使用感などについてヒアリングを行った。

発表の種類 / **Presentation type**:

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2105 号室 / Room 2105 / 49

xAPI 規格に準拠した学習履歴の長期保存及び活用のための基礎的検討

Author: Tomoya (智也) Saito (齊藤)[1]

Co-authors: Marc (マルク) Loehr (レール) [1]; Rinka (綸華) Kawano (河野) [1]; Yue (躍) Wang (王) [1]

[1] *Yamaguchi University (山口大学)*

Corresponding Author: t-saito@yamaguchi-u.ac.jp

Moodle では xAPI ログストア・プラグインを活用することにより、学習レコードストアの一種である Learning Locker に学習履歴を記録することが可能である。このプラグインは、Moodle で生成される学習履歴を、学習履歴に関する標準規格である xAPI 形式に変換し、学習レコードストアに送信する。従来のプラグインでは記録対象となる活動及び設問・問題タイプが少ないため、我々はプラグインを独自に改修し、より多様な学習履歴を記録している。しかし、蓄積されるレコード数の増加に伴い、Learning Locker のデータベース・サーバの負荷が増大する。これにより、学習履歴の記録に要する時間が増大するほか、学習履歴の読み出し及び活用が困難になる。複数年度にまたがる学習履歴を蓄積し、学習分析に活用するためには、学習履歴を長期に保管するデータベース・サーバを新たに構築し、Learning Locker のデータベース・サーバと分離する必要がある。本発表では、xAPI ログストア・プラグインの改善状況、データベース・サーバの負荷状況の計測結果、及びデータベース・サーバの分離の試みについて報告する。

発表の種類 / **Presentation type**:

ケース・スタディー（２０分）/ Case study (20 mins)

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2102 号室 / Room 2102 / 50

Online Proctored Examinations Setup Using Moodle

Author: Ria Borromeo[1]

Co-authors: Erlinda Manarin [1]; Glenda Del Socorro [1]; Rodolfo Pullian [1]

[1] *University of the Philippines Open University*

Corresponding Author: riamae.borromeo@upou.edu.ph

We present a system to administer proctored examinations, using a dedicated Moodle instance exclusively for exam-taking purposes, also known as the Exam Portal. In contrast to the university's primary Moodle instance that is intended for course-level activities, the Exam Portal also accommodates exams not explicitly linked to courses such as admission tests and program-specific comprehensive exams. To enable proctoring, we employ both live and recorded proctoring methods. Live proctoring is facilitated by proctors through video conferencing software or a third-party proctoring system, adding an extra layer of security and authenticity to the examination process. For recorded proctoring, the Moodle proctoring plugin is integrated to enhance and accommodate various examination scenarios. This setup has been in practice since 2020 and has proved effective in administering proctored examinations. We further discuss in the paper the benefits, challenges, and outcomes of implementing this system, and present insights for educational institutions seeking reliable solutions for secure and efficient exam administration.

発表の種類 / **Presentation type**:

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2105 号室 / Room 2105 / 51

学習活動データを学習者に提供するプラグインの提案

Author: Yoshimasa Ohnishi[None]

Corresponding Author: ohnishi@el.kyutech.ac.jp

Moodle やビデオ会議サービスなど、様々な教育ツールを用いた教育や学習が行われるようになってきた。そのため、学習活動データは、Moodle 上や個人の情報デバイス、インターネットサービス上に蓄積されることになる。我々は、学生自身による学習活動の管理を支援し、学習活動の振り返りが可能な、学習活動データの収集システムの構築を目指している。本発表では、Moodle 上に蓄積される学習活動データを、収集システムに集めるための計画、Moodle 上に実装する機能について報告する。最終的には、WebAPI に対応した、プラグインまたは機能の開発を進める予定である。

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

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2102 号室 / Room 2102 / 52

H5P for Speaking Practice

Author: William White[1]

[1] *Kindai University*

Corresponding Author: 1090e3@kindai.ac.jp

This presentation will explore how the H5P module and LUMI Application work together to make interactive activities. The speaker has used these tools for two years and will talk openly about what went well, what didn't, and the problems faced while using different activities. This firsthand experience will help you understand these platforms better, including what they're good at and where they might fall short.
The speaker will mainly focus on speaking activities during this presentation. Setting them up can be a bit tricky and might involve some trial and error because they're not always predictable. The speaker will walk through the ups and downs of setting up speaking activities, sharing tips on how to do it.

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

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2104 号室 / Room 2104 / 53

Enhancing Online Learning: The Online Students'Perspectives on the Engaging Features of a Learning Management System

Author: Luisa Gelisan[1]

[1] *University of the Philippines Open University*

Corresponding Author: luisa.gelisan@upou.edu.ph

This research explores the insights and suggestions of undergraduate online students in a digital literacy course regarding the features they believe are essential for an effective and engaging Learning Management System (LMS), specifically MOODLE. The study aims to address three key objectives: 1)

to get the students' suggestions for additional LMS features to enhance online learning experiences; 2) to identify and categorize the characteristics and uses of these suggested features as articulated by the students; and 3) classify the diverse features proposed by students. The data for this investigation were derived from the assignments of 223 undergraduate students, an essay on MOODLE, specifically the features of other applications that they have using and that they want to incorporate in MOODLE. The study employ a quantitative approach, specifically frequency counts. Predominantly, students emphasized features within the communication category as crucial for an enriched online learning environment. These included automatic reminders for class activities; notifications about the date and time of incoming activities such as exams, quizzes, and assignments; incorporating a chat management system where they can send and receive chat messages instantly to and from their classmates and teacher; and as well as guidance on where to resume studying within learning materials. The significance of these findings extends to guiding educational institutions in enhancing and refining their platforms. As the educational landscape increasingly shifts towards online modalities, understanding and incorporating student preferences and needs becomes paramount for fostering a more effective and engaging learning experience.

発表の種類 / **Presentation type**:

ライトニング・トーク（１０分）/ Lightning talk (10 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

1101 号室 / Room 1101 / 54

The Moodle Partner Programme

Author: Max Espley[1]

[1] *Moodle*

Corresponding Author: max@maxespley.com

A brief outline of where the Moodle Partner Programme sits in the Moodle Ecosystem, followed by more detail on APAC partners. Before talking specifically about Japanese partners and bringing forth examples of notable projects involving Moodle's three Japanese partners.

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

1101 号室 / Room 1101 / 57

Bridging the Digital Divide: Bringing Moodle to Warzone, Refugees and the Unconnected.

Author: Luc Gougeon[None]

Corresponding Author: lucgougeon@gmail.com

The International Telecommunication Union (ITU) reported in 2022 that 66% of the world is online, leaving 2.7 billion people offline. Moodle offers simple and often innovative ways to bridge the digital gap.

The pandemic forced NGOs to go online, and Moodle turned out to be an essential tool for training people worldwide, often in adverse conditions where online access is less than ideal.

This presentation will present three cases.

1- Implementation of Moodle in Myanmar during a military coup.

2- Moodle to help Afghan war refugees.

3- Offering Moodle as an offline platform to farmers in remote unconnected areas.

Bridging the Digital Divide: Bringing Moodle to Conflict-Affected Populations, Refugees, and the Unconnected

Despite significant advancements in digital connectivity, the International Telecommunication Union (ITU) estimates that 2.6 billion people will remain offline as of 2023. This digital divide has far-reaching consequences, limiting access to education, information, and social and economic development opportunities. Moodle offers innovative solutions to bridge this digital gap.

The COVID-19 pandemic forced non-governmental organizations (NGOs) to transition their programs and training initiatives online. Moodle emerged as a critical tool for NGOs to train vulnerable populations worldwide, often under challenging conditions with limited internet access.

This presentation will explore three cases where Moodle has played a pivotal role :

Moodle in Myanmar during a military coup: Amidst a political crisis and widespread internet disruptions, Moodle provided a lifeline for educational continuity.

Moodle for Afghan war refugees: In the face of displacement, Moodle offered Afghan refugees a platform for accessing training that would allow them to accelerate access to travel visas.

Moodle as an offline platform for remote, unconnected farmers: Moodle's offline capabilities will be discussed to reach people with limited access to electricity or the internet.

These cases highlight Moodle's versatility and adaptability in addressing the unique challenges of bridging the digital divide for conflict-affected populations, refugees, and unconnected communities. Moodle's open-source nature, flexibility, and offline

発表の種類 / **Presentation type**:

プレゼンテーション（４０分）/ Presentation (40 mins)

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1101 号室 / Room 1101 / 59

コンピテンシーベースの e-ポートフォリオ

Author: Kanji Syuto[None]

Corresponding Author: lmssupport@resonant-sol.net

コンピテンシーベースの e-ポートフォリオはコンピテンシーごとに学修成果のセルフチェックを行うことができる「振り返り機能」（コンピテンシーグラフと振り返りフォーム）と学修成果を PR することができる「ショーケース機能」を既存の LMS にアドオン（LTI 連携）します。

「振り返り機能」と「ショーケース機能」では、大学独自の入力フォームの登録も可能で、回答する学生側も入力しやすいフォームになっています。

また管理機能の充実により、一括登録や入力状況のダウンロードなど簡単機能を装備し、運用負担の軽減を実現しています。

発表の種類 / **Presentation type**:

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1101 号室 / Room 1101 / 60

Resonant LMS LX は、大学の教育 DX を支援する、これからの時代に求められる学習プラットフォームです。

Author: Kanji Syuto[None]

Corresponding Author: lmssupport@resonant-sol.net

「大学はあらゆる世代や生活空間を超えた学びの場となる」というコンセプトのもと、学生、社会人、留学生など、あらゆる学習者に学びやすい環境を提供します。
出欠、課題提出、成績管理などの基本機能に加え、拡張機能として、オンライン試験監督、e ポートフォリオ、SIS 連携、マルチテナントなどの機能が利用できます。
各機能の概要は以下の通りです：
・オンライン試験監督: Web カメラを使って、受験者の顔を常に撮影することで、不正行為のリスクを減らすことができます。
・e ポートフォリオ: 個々の学生の能力・学習成果を可視化・分析できる e ポートフォリオを作成できます。
・SIS 連携: 学生、コース、成績、時間割などの情報を LMS と連携できます。
・マルチテナント機能: 他の大学や企業に対して、コース・教材などのコンテンツを共有できます。
・その他: メタバースや動画配信などの機能も備えています。

発表の種類 / **Presentation type**:

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2 月 17 日（土）/ February 17 Saturday

2105 号室 / Room 2105 / 61

Moodle AI-enhanced Gamification with World Bank's Evoke Project

AI generated characters and images for student gaming in SDG is being used in Moodle environment by a World Bank project called, "Evoke". Evoke is an award-winning educational experience that uses project-based learning, game mechanics, graphic novel content and storytelling designed to engage young people and inspire them to solve global challenges while developing 21st Century skills. In this lightning presentation, I will re-tell the story of head programmer, Willian Mano,

who built the Evoke gaming world into Moodle and illustrate the innovative aspects of it. The four major innovations involve storytelling around SDG problems, badge design and principles, and coin awards that can be used in a learning 'marketplace'.

発表の種類 / **Presentation type**:

ケース・スタディー（２０分）/ Case study (20 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

2102 号室 / Room 2102 / 64

Moodle for Admissions Office (AO) Entrance Examination Delivery

Author: Jason Hollowell[None]

Corresponding Author: jason@jasonhollowell.com

Many universities in Japan utilize an alternative university entrance pathway titled AO (Admission's Office) Entrance. The process varies widely from university to university but it is common for universities to administer some type of language assessment in conjunction with student presentations or interviews under the premise that the AO system is for students with special experiences or abilities or for students who are more talented at presenting themselves as candidates than at obtaining scores on traditional examinations. This presentation will introduce use of Moodle and a lightly customized instance of the Quiz plugin to administer an integrated skills (listening, reading, and writing) examination used in the AO entrance system. This process was first introduced, in one department, at the presenter's university in 2015 and continues to be used to the present. Due to university administrator concerns about access and security, a unique Moodle site is created each year to deliver the AO examination. This presentation will cover the process used for developing the examination, setup and customization of a new site each year, and other issues and developments that have occurred in the 9 years since it was first introduced on our campus. Customization code will be provided to those interested and sufficient time for Q and A and discussion will be provided. Yes

発表の種類 / **Presentation type**:

ケース・スタディー（２０分）/ Case study (20 mins)

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Workshops in English / 65

WITHDRAWN - Self-Contained Moodle to Program Exams

Authors: chung chan[None]; QIHANG LIANG[None]; Ruoqin Tang[1]; chao zhao[None]; Yu Zhou[None]

[1] *City University of Hong Kong*

Corresponding Authors: r.tang@my.cityu.edu.hk, chungc.mit@gmail.com, ao.ao@my.cityu.edu.hk, yuzhou05@gmail.com, liang.qihang@my.cityu.edu.hk

Although there are plenty of interactive course materials available, most schools still rely on paper exams. Creating an online exam for various courses often requires specific software packages, which can be challenging for teachers who lack control over their school's central learning management system (LMS). Even if these tools can be installed, relying solely on the LMS can limit a teacher's ability to effectively develop and backup exams on their personal computer.

We created the E-Quiz repository to include Helm charts, which allows for easy deployment of the moodle system as well as Docker files for building customized moodle images that support a programmable online exam. This means that instructors can quickly and easily program their exam using E-Quiz as a developing environment, which can be upscaled directly for deployment in a Kubernetes cluster.

発表の種類 / **Presentation type**:

ワークショップ（９０分）/ Workshop (90 mins)

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2103 号室 / Room 2103 / 66

データベースモジュールを利用した電子シラバスの設計検討

Author: Yoshikazu Asada[1]

[1] *Jichi Medical University*

Corresponding Author: yasada@jichi.ac.jp

今回、Moodle LMS 4.2 上で、データベースモジュールを利用し、追加プラグインなしで利用可能な電子シラバスの設計を検討した。筆者の所属大学において、電子シラバスの要件は以下の 3 点である。

1）学修目標や科目概要、事前学習（予習復習内容）などを自由記述で記載する。
2）各回のスケジュールとして、授業実施日・担当教員・授業タイトルを記載する。
3）一部の情報は学外からもゲスト権限での閲覧を可能とし、すべての情報が閲覧可能となるのは学内者（ログインしたユーザ）に限定するものとする。

特に時間割は授業によっては 100 を超える数となる。そこで、学修目標とはデータベースを分け、1 エントリが 1 授業となるようにした。また、入力の手間を減らすため、前年度のシラバス情報から新年度の日時情報を作成し、差し込んだ状態で渡せるようにした。科目コード番号など編集を制限したい項目については、JavaScript で修正を禁止する設定とした。

このほか、今回は入力の負担を考えて実装は見送ったが、コンピテンシー機能やカレンダー機能を利用することで、評価との連動や動的な教材提示も可能になると考えられる。

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

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2103 号室 / Room 2103 / 67

活動モジュール利用の比較検討〜ミニッツペーパーとしての活用〜

Authors: Yoshikazu Asada[1]; Chikusa Muraoka[2]

[1] *Jichi Medical University*

[2] *Fujita Health University*

Corresponding Authors: chikusa.muraoka@fujita-hu.ac.jp, yasada@jichi.ac.jp

授業実施後に振り返りを学生に提出させ、理解度の確認やフィードバックを行う手法としてはミニッツペーパーや大福帳などの方法がある。Moodle 上でこれらの手法を実現するにあたり、どの活動モジュールを利用するのが妥当であるか、比較検討を行った。標準モジュールであるフォーラム・データベース・小テスト・課題・フィードバック、追加プラグインのアンケート、をそれぞれ利用し、比較した。

例としてフォーラムでは、コメントの複数回のやり取りが可能だが、分離グループ等の設定を誤ると他の学習者からも記載内容が閲覧可能となるなどの欠点がある。フィードバックやアンケートでは、回答の自動集計や図式化が便利である一方、細かな評価を行うためには、他の評価可能なモジュールと併用する必要があるという欠点がある。課題では、ルーブリックの活用も含め、画面上での評価・コメントができるという利点があるが、テキストデータを CSV でダウンロードできないという欠点がある。それぞれの機能の特徴を理解し、場面に応じた使い分けが必要であるといえる。また、教育者側からの観点のみならず、学習者からの意見を募るなど、さらなる分析も必要である。

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

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2103 号室 / Room 2103 / 68

Designing an Interactive Reading Course

Author: Alexander Bodnar[1]

¹ *University of Nagasaki*

Corresponding Author: abodnar@sun.ac.jp

This presentation will show how Moodle is used to host content for a reading course at the University of Nagasaki. The syllabus for this reading course includes extensive reading and reading of more advanced articles. While other applications are used, Moodle acts as the central portal to keep students on track in a course which does not use a textbook. Many of the articles used in this course are self-authored and the interactive H5P activity type is used for creating not only comprehension exercises, but also for introducing a communicative element in the classroom. Another core Moodle activity type used is the Workshop. Although the Workshop activity can be more complicated to set up than the other core Moodle activities, it does enable students to assess their peers. In this activity, students are asked to summarize a news article and assess the efforts of their peers. Other activity types used in this course include the forum for exchanging written opinions and the Poodll plugin for vocabulary review.

発表の種類 / **Presentation type**:

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2104 号室 / Room 2104 / 69

Improving Vocabulary with Moodle

Author: Gordon BATESON¹

¹ *Kochi University of Technology*

Corresponding Author: gordonbateson@gmail.com

This presentation will introduce the "Vocabulary activity" module for Moodle which has been developed to help Japanese university students study English vocabulary. The module accepts a wordlist from the teacher and then presents the words individually to the students in a series of interactive games. Every time a student interacts successfully with a word, their count for that word is incremented. When their count reaches the target specified by the teacher, they are considered to have mastered that word. After a student has mastered all the words in the wordlist, they have completed the activity.

The module comprises a dictionary which contains not only definitions, but also synonyms, antonyms and example sentences. All of this information is available at different CEFR levels, so that students receive input that matches their current level. Furthermore, translations of all the information is available and can be shown to the students if they request it.

After describing the motivation for this module and explaining its design and implementation, the presenter will show the current state of the module, including the viewing pages and input screens. Examples of the games will be shown, and participants will be invited to share comments and ask questions.

発表の種類 / **Presentation type**:

プレゼンテーション（４０分）/ Presentation (40 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

2102 号室 / Room 2102 / 70

Moodle course design for textbook and non-textbook-based classes

Author: Nick Caine[1]

[1] *University of Nagasaki*

Corresponding Author: caine@sun.ac.jp

Whether they are new or experienced users of Moodle, teachers are often faced with the same decisions when creating a new course for a language class. If setting up a course to supplement a commercial textbook that already offers its own online materials, we need to ensure that any additional online resource (i.e. a class Moodle course) doesn't serve to overwhelm, or even confuse learners. If taking the non-textbook route, how do we start filling those blank sections on our Moodle page with exciting activities and resources that match our lesson and syllabus learning objectives?
In this showcase I will share my own experience in Moodle course design for both remote and blended learning environments, looking at how relevant content, attractive layout, integration with other online applications, and gamification using the Stash plug-in can all serve to enhance learner engagement and motivation. Working examples of the two types of course will be shown –two that have supplemented commercial textbooks and one that has been custom-made by the teacher to suit specific class needs.

発表の種類 / **Presentation type**:

プレゼンテーション（４０分）/ Presentation (40 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

2105 号室 / Room 2105 / 71

Creating quiz question banks with ChatGPT

Author: Gordon BATESON[1]

[1] *Kochi University of Technology*

Corresponding Author: gordonbateson@gmail.com

In this session the presenter will explain in detail how the well-known AI tool "ChatGPT" was used to create a large number of Moodle quiz questions, suitable for filling a question category and adding to a Moodle Quiz as a "random" question. The explanation will include a description of the choice of model (GPT-3.5-turbo, GPT-4) and the development of suitable prompts that produce reliable and well-structured output.

The prompts were developed by interacting directly with ChatGPT via its website. Several question formats were tested including text, GIFT and XML. By giving examples and using place-markers in templates, it was possible to create prompts that "trained" ChatGPT to give useable responses formatted as XML that could be directly "imported" into the Moodle question bank.

In the final stage of the project, a PHP script was developed to send the prompts to ChatGPT via its API. Upon receiving the output from ChatGPT, the script automatically adds the questions into Moodle. At the end of the presentation, an actual implementation of this technique to produce a bank of questions suitable for training and testing vocabulary will be demonstrated.

発表の種類 / **Presentation type**:

プレゼンテーション（４０分）/ Presentation (40 mins)

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

非商用 / Non-commercial

発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

Workshops in English / 72

Getting started teaching with Moodle

Author: Adam Jenkins[None]

Corresponding Author: adam.jenkins@sist.ac.jp

This is a workshop for the first-time Moodler. Participants will be able to learn the basics of Moodle by working, hands-on with a real live online Moodle site. The basics of the site, course contexts and categories will be explained before moving on to how to actually use Moodle for teaching. The workshop will be scaffolded using the SDCE (Static, Dynamic, Communicative, Explorative) model. Participants will first look at adding Static contents for students, for example providing slides and/or handouts for download as PDF or adding multimedia contents. Next, we will look at how to use Moodle's more interactive (Dynamic) features like quizzes and the choice module. Following this will be a demonstration of using Moodle for Communication and collaboration between students, leading into students Exploring their world and sharing what they find with their classmates. The many challenges facing both the student and teacher will be discussed as well as general course planning strategies for the smooth adoption of e-learning with Moodle.

発表の種類 / **Presentation type**:

ワークショップ（９０分）/ Workshop (90 mins)

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発表日の希望 / **Preferred day**:

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2102 号室 / Room 2102 / 73

Updates and upgrades: What are the differences and when to do both

Author: Adam Jenkins[None]

Corresponding Author: adam.jenkins@sist.ac.jp

How frequently should Moodle code be updated? Updates to the Moodle code in the GIT repositories is updated weekly; Moodle has point releases monthly; and then there are major releases twice a year. Is it essential to update the Moodle code every time updated software is available, and if not, which versions can be skipped? What is the difference between a "point release update"and a "major version upgrade?"In this presentation, I will endeavour to answer these questions and more. We will look at updates and upgrades: how to do updates for point releases frequently and efficiently, as well as making major upgrades into regularly scheduled events. The options available for upgrading schedules LTS to LTS (Long-Term Service) will be considered and compared with upgrading for every major version with respect to both security and the impact of each on the users of the Moodle. Finally, the impact of the release schedules of other software such as PHP on Moodle updates and upgrades will be considered.

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

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非商用 / Non-commercial

発表日の希望 / **Preferred day**:

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Workshops in English / 74

Moodle-ception: Plugging a Moodle into another Moodle using LTI and Google Assignments with Moodle

Authors: Adam Jenkins[None]; Brendan Van Deusen[None]; John Owatari-Dorgan[1]; Thom（トム）Rawson（ローソン）[1]

[1] *Nagasaki International University*

Corresponding Authors: thomw@st.niu.ac.jp, jpdorgan@gmail.com, bvdniu@gmail.com, adam.jenkins@sist.ac.jp

There are many reasons one may wish to have users from one Moodle be able to access activities and resources from another Moodle: maybe a plugin is unavailable on one Moodle but available on another; or for example in the case of the International Virtual Exchange Project, it may be beneficial to have students access a course on a different Moodle with Single-Sign-On (SSO) in order to have a central online place for interaction and collaboration. Learning Tools Interoperability makes it possible to connect two Moodles together and even have grades passed between the connected systems. In this workshop, participants will create two separate Moodle instances and share one course to the other using LTI.

— Google Assignments w/Moodle —-

In recent years, it has been possible to use Google's Workspace for Education tools to manage assignments from within Moodle through an application called Google Assignments.This is possible by using Learning Tools Interoperability (LTI) integration. Students can submit assignments in the form of Google Documents, Spreadsheets, or Slides. The teachers benefit from the power of Google document's shared editing and feedback and give grades by way of rubrics made right in the Google Assignment.

The workshop begins with an overview of Assignments. Following this, participants will have an opportunity to experience Assignments as both a student and a teacher. As a student, participant will experience the process of submitting and receiving feedback on an assignment.

After this, participants will learn how teacher's set-up a Google Assignment using LTI and how Google organizes the folder structures in Google Drive, as well as basic features such as creating rubrics, and how to grade an assignment. Following this, they will discuss the perceived benefits and drawbacks. Prior to using Google Assignments in Moodle, the presenters had used Google Classroom. Based on this experience, the presenters will conclude by comparing Google Classroom to Google Assignments in Moodle.

Participants should bring their own computer and have their own Google account.

発表の種類 / **Presentation type**:

ワークショップ（９０分）/ Workshop (90 mins)

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発表日の希望 / **Preferred day**:

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2103 号室 / Room 2103 / 75

初年次物理教育におけるシミュレーション教材の活用

Author: Shigeo（茂雄）Fujimoto（藤本）[None]

Corresponding Author: sfmt@chiba-u.jp

大学初年次における物理学の授業において，学生の授業時間外での学習の充実化を図る一環として授業外での学習に STACK を利用した小テストを活用してきたが，実践を行う中での学生の意見として，式や説明文だけでなく図などの視覚的なコンテンツの充実も挙げられていた．これらは現象，特に目にすることの難しい現象の理解について役立つものと思われる．これらの点を踏まえ，本発表では小テストに加えて試行した，視覚的な面から理解を促進させるためのシミュレーション教材の作成とその moodle での活用について報告する．

発表の種類 / **Presentation type**:

ライトニング・トーク（１０分）/ Lightning talk (10 mins)

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発表日の希望 / **Preferred day**:

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Workshops in English / 77

Setting up Matrix for Moodle

Author: William White[1]

Co-author: Adam Jenkins [2]

[1] *Kindai University*

[2] *Shizuoka Institute of Science and Technology*

Corresponding Authors: 1090e3@kindai.ac.jp, adam.jenkins@sist.ac.jp

This workshop aims to provide participants with practical knowledge and hands-on experience in setting up a Matrix server to be used in conjunction with a Moodle server. Matrix is an open-source communication protocol and decentralized network for secure and private real-time communication.

During this workshop, participants will learn the fundamental concepts of Matrix and its relevance to the Moodle environment. The workshop will cover the step-by-step process of setting up a Matrix server and integrating it with the Moodle server. Participants will gain practical insights into configuring the Matrix server and establishing secure communication channels within the Moodle environment.

Hands-on exercises and demonstrations will be an integral part of this workshop, allowing participants to gain confidence in performing the installation, configuration, and administration tasks. The workshop facilitators will guide participants through the process, providing support and addressing any challenges that may arise. By the end of the workshop, participants will have a solid understanding of how to set up a Matrix server in conjunction with a Moodle server.

Note: This workshop assumes a basic understanding of networking concepts and familiarity with Moodle LMS administration. Participants are encouraged to bring their laptops with the necessary software pre-installed to actively participate in the hands-on exercises.

発表の種類 / **Presentation type**:

ワークショップ（９０分） / Workshop (90 mins)

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2104 号室 / Room 2104 / 78

Learning Beyond the Text: Integrating Canva into Moodle for UPOU CWTS Project E-book Creation

Author: Shari Eunice San Pablo[None]

Corresponding Author: sharieunice.sanpablo@upou.edu.ph

This paper explores the integration of Canva, a user-friendly design tool, into Moodle to empower students to create engaging e-books for their final Civic Welfare Training Service (CWTS) project reports. By addressing the shortcomings of conventional report formats, this integration hopes to encourage student creativity, teamwork, and multimedia learning. This paper explores the integration process, implementation strategies, and anticipated benefits, such as enhanced report quality, increased student engagement, and improved digital skills development. By fostering a more interactive and visually appealing learning experience, this integration has the potential to revolutionize the way CWTS projects are documented and evaluated.

発表の種類 / **Presentation type**:

ライトニング・トーク（１０分） / Lightning talk (10 mins)

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発表日の希望 / **Preferred day**:

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2105 号室 / Room 2105 / 79

ChapGPT Productive and Unproductive Uses in Moodle

Author: Don Hinkelman[1]

[1] *Sapporo Gakuin University*

Corresponding Author: hinkelman@mac.com

ChatGPT is an Open AI tool that can produce text-based answers to complex questions, summarizing a wealth of sources published and available on the internet. Students who install and learn to use ChatGPT can pose and answer complex questions that might be used in projects, assignments, tests and exams. ChatGPT's ability to generate content with well-reasoned arguments and smooth grammar can potentially allow students to avoid assessments of their skills in writing and in summarizing. However, by careful design of tasks and projects, teachers can instead harness ChatGPTs ability to force students to frame their questions carefully and actually take research a step further based on their own experiences. These are more productive uses of ChatGPT. In this lightning talk, I will also refer to current research and applied pedagogy of ChatGPT within Moodle LMS in the past year, as well as propose a framework of development projects that educators can contribute to within a Japan Moodle Product Advisory Group (PAG).

発表の種類 / **Presentation type**:

ライトニング・トーク（１０分）/ Lightning talk (10 mins)

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

非商用 / Non-commercial

発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

2105 号室 / Room 2105 / 80

Inter-Asian Research Collaboration on Learning Analytics and AI

Authors: Tsuneo Yamada[1]; Yosuke Morimoto[None]; Don Hinkelman[None]; Reinald Pugoy[None]

[1] *Open University of Japan*

Corresponding Authors: tsyamada@ouj.ac.jp, hinkel@sgu.ac.jp, morimoto@ouj.ac.jp, rdpugoy@up.edu.ph

This roundtable of expert researchers and developers will summarize the current situation of learning analytics research in Japan and across Asia. Representatives of open universities in Japan and Philippines are invited to share their opinions on the proceedings of the learning analytics & A.I. stream of this MoodleMoot Japan. This roundtable will conclude the stream on learning analytics & AI and summarize future plans.

発表の種類 / **Presentation type**:

座談会（６０分）/ Roundtable (60 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

1101 号室 / Room 1101 / 81

MoodleBox and MoodleNet for Sustainable Development in Asia

Author: Marcus Green[1]

[1] *Catalyst EU*

Corresponding Author: marcusavgreen@gmail.com

MoodleBox is a palm-sized, self-contained Moodle server based on Raspberry Pi hardware, costing under ten thousand yen. It is ideal for an intranet application in small remote schools in developing nations across Asia. Marcus Green has collaborated with the developer, Nicola in Zurich, and will update the Moodle community on the latest Pi 5 edition of MoodleBox. Discussion is continuing here: https://discuss.moodlebox.net/. Designed for solar powered operation, issues with the Pi5 is that it may draw more power, so running a large school may be problematic. Another potential stumbling block is robustness, which may require "tropicalisation" to limit the effect of dust and moisture. This project is called Sabier which involves a network of MoodleBox advocates with a global view, (https://moodle.sabier.org/) Finally, MoodleBox depends on open content (OER) materials for distribution in local languages. Don Hinkelman will outline plans and welcome volunteers for organic agriculture training with rural Bangladesh farmers using Moodlebox technology.

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

非商用 / Non-commercial

発表日の希望 / **Preferred day**:

2 月 18 日（日）/ February 18 Sunday

1101 号室 / Room 1101 / 82

Community-driven Moodle LMS Development: The Role and Operation of an R&D Committee

Authors: Don Hinkelman[1]; Hiroyuki Harada[2]; Marie Achour[3]

[1] *Sapporo Gakuin University*

[2] *JAEA/J-PARC*

[3] *Moodle*

Corresponding Authors: marie.achour@moodle.com, hharada@post.j-parc.jp, hinkelman@mac.com

Groups, consortia, and association around the world have been invited to self-organize and join a global Product Advisory Group and contribute to a community funding system. Marie Achour will summarize Moodle.org plans for this community replacement of the Moodle Users Association. In addition, Don Hinkelman will report on how a German-speaking PAG in Austria has been operating for over five years. This has inspired a Francophone PAG, a Spanish PAG, an Asian open university PAG, and a Moodle Association of Japan PAG. This MAJ Product Advisory Group will engage university institutions using Moodle through a Japanese language environment–especially universities who use Moodle and want to make a better LMS or build Japan-specific plugins for Moodle. Right now, over one hundred universities in Japan are using Moodle LMS and each is adapting Moodle independently on its own. By combining efforts with a community funding system & global PAG, we can prioritize our R&D money to make improvements that users in Japan need, want, and . Recently, Hiroyuki Harada and Don Hinkelman proposed the revival of a Japanese-language Moodle Association of Japan R&D Committee so that greater pariticipation institutional members is possible. The nickname of this R&D under the R&D Director could be called a "Japan PAG" with the following functions:
- That the institutional members of the Moodle Association of Japan
form a Product Advisory Group to list priorities for plugin
development and core changes that universities in Japan hold in
common.
- That the Moodle Association of Japan officers explore
granting the decisions of domestic and global R&D funding to this
group.
- That this group be comprised of one or more members from each
institution.
- That this Japanese PAG be listed as a benefit of
institutional membership That this group operate in Japanese language
in order to engage a wider range of university educators and
administrators.
- That this group elect an international liaison-global
member for the Community LMS PAG organized by Moodle.org

Following the presentation in English and Japanese, Hiroyuki Harada will lead a discussion and answer questions about the operation of a new Japan PAG.

発表の種類 / **Presentation type**:

プレゼンテーション（４０分）/ Presentation (40 mins)

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General / 83

公式プラグインで **Moodle** で簡単にデジタル修了証を発行オープンバッジファクトリーのご紹介

Author: Yuki (侑暉) Takahashi (髙橋)[1]

[1] *Infosign*

Corresponding Author: takahashi@infosign.co.jp

唯一の Moodle 公式プラグインをもつ、オープンバッジファクトリーを使うと、Moodle でのあらゆるコースの参加証、修了証や合格証などをデジタルで簡単に発行することができます。オープンバッジは学生の学習歴をわかりやすく可視化する手段として教育業界に急速に広まっています。あなたの受け持つコースでオープンバッジを発行するための手順をご紹介します。
キーワード：Moodle の活用, オープンバッジ, マイクロクレデンシャル, 学習歴の可視化

発表の種類 / **Presentation type**:

座談会（６０分）/ Roundtable (60 mins)

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商用 / Commercial

発表日の希望 / **Preferred day**:

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2103 号室 / Room 2103 / 84

公式プラグインで **Moodle** で簡単にデジタル修了証を発行オープンバッジファクトリーのご紹介

Author: Shota (洋太) Kawaji (川路)[1]

[1] *Infosign*

Corresponding Author: kawaji@infosign.co.jp

唯一の Moodle 公式プラグインをもつ、オープンバッジファクトリーを使うと、Moodle でのあらゆるコースの参加証、修了証や合格証などをデジタルで簡単に発行することができます。オープンバッジは学生の学習歴をわかりやすく可視化する手段として教育業界に急速に広まっています。あなたの受け持つコースでオープンバッジを発行するための手順をご紹介します。
キーワード：Moodle の活用, オープンバッジ, マイクロクレデンシャル, 学習歴の可視化

発表の種類 / **Presentation type**:

プレゼンテーション（４０分）/ Presentation (40 mins)

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General / 85

Opening Ceremony

Welcome to Nagasaki International University and the 2024 MoodleMoot Japan

基調講演 / **Keynote Lectures** / 86

Dr. Martin Dougiamas ドゥギアマス・マーティン博士 Keynote Speaker 基調講演者

Author: Martin（マーティン）Dougiamas（ドゥギアマス）[1]

[1] *Founder and Head of Research, Moodle*（ムードルの創設者と研究部長）

Corresponding Author: martin@moodle.com

The next generation of Moodle integrates Artificial Intelligence (AI) and Open Educational Technology (OET) into an online and blended learning ecosystem. In this talk, the founder of Moodle, Dr. Martin Dougiamas, will offer a vision of how lifelong learning will evolve around an infrastructure that includes the Moodle LMS but also is interconnected with portfolios, OER (MoodleNet), learning records/credentials, persistent whiteboards/BBB, cloud technologies, and other tools/environments. He has recently founded another society called OpenEdTech (https://openedtech.global). While head of research at Moodle HQ, Martin will outline how the next generation of Moodle will connect these critical learning networks with individuals so that their learning is empowered, even in the most remote corners of the Earth, and make it easier for teachers to be empowered to change their classroom, their school and their society. Japanese society, which values education at the highest level in the world, is joining this movement at the forefront of lifelong education and learning organizations.

次世代の Moodle は、人工知能 (AI) とオープンエデュケーショナルテクノロジー (OET) をオンラインおよびブレンデッドラーニングのエコシステムに統合します。この講演では、Moodle の創始者である Martin Dougiamas 博士が、Moodle LMS だけでなく、ポートフォリオ、OER (MoodleNet)、学習記録/資格、永続的ホワイトボード/BBB、クラウド技術、その他のツール/環境と相互接続されたインフラストラクチャを中心に、生涯学習がどのように進化していくかというビジョンを提示します。最近、OpenEdTech (https://openedtech.global) という別の学会を設立しました。Moodle HQ の研究責任者であるドゥギアマス博士は、次世代の Moodle がどのようにこれらの重要な学習ネットワークと個人を結びつけ、地球の最も遠隔地にいる教師であっても、学習がエンパワーされ、教師が教室、学校、そして社会を変えるためにエンパワーされやすくなるかを概説します。世界最高水準の教育を重視する日本社会は、生涯教育や学習組織の最前線でこの動きに加わっている。

発表の種類 / **Presentation type**:

基調講演（５０分）/ Keynote speech (50 mins)

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

非商用 / Non-commercial

発表日の希望 / **Preferred day**:

２月 17 日（土）/ February 17 Saturday

General / 87

ベスト・オープンコースウェア賞について / MAJ Best Open Courseware Awards

Nominations for Moodle courses for the "Best Open Courseware Awards"are open until midnight February 11, 2024. To nominate, upload your course into the open course site, called the MAJ Showcase. Your course will be shared with MAJ members and the public here: MAJ Showcase「ベスト・オープンコース賞」の応募が２０２４年２月１１日午後１２時まで行われています。応募にあたっては、オープンコースのサイトである MAJ ショーケースにコースをアップロード

してください。アップロードされたコースは MAJ ショーケースにおいて MAJ のメンバー、さらには一般向けに公開されます。

The purpose of the MAJ Showcase (Hub) is to collect and distribute free, open courseware for any school or teacher using the Moodle learning management system. The MAJ Showcase (Hub) is intended to focus on Japan-related courseware, produced in Japanese, English and other languages. (Note: samples of commercial content that are provided for free distribution, may also be available through the Showcase)

MAJ ショーケースの目的は LMS である Moodle を利用している教育機関あるいは教員のために、オープンコースを集め、分配していくことにあります。MAJ ショーケースは日本に関連するコースに焦点をあて、日本語、英語および他の言語で提供されています。（注：商業コンテンツのサンプルについても無料公開可能であればショーケースを利用していただくことができます）

発表の種類 / **Presentation type**:

これは商業的な発表会なのか？ / **Is this a commercial presentation?**:

発表日の希望 / **Preferred day**:

基調講演 / **Keynote Lectures** / **88**

学習分析・教育評価の実際と **Moodle** の活用 / **Learning analytics and educational evaluation in practice with Moodle**

コロナ禍を経て、Moodle をはじめとした LMS の活用が増加しています。これにより、教育・学習のデータが従来より取得しやすい状態となってきました。昨今では、「個別最適化の学び」「学習データの活用」など、教育・学習データの活用事例である学習分析が話題となっています。当然ながら、学習分析を行うにはその前提として「データ」が不可欠となりますが、実際問題として、「どのようなデータが取得可能」なのでしょうか。また、データ取得にあたって、そもそも「教育評価とはどのようになされる」のでしょうか。今回の講演では、学習分析やそのベースとなる教育評価の実際について、Moodle の活用事例を踏まえた講演を行います。

Following the COVID-19 pandemic, the use of LMSs, including Moodle, has increased. This has made it easier than ever to obtain data on education and learning. Learning analytics, which is the use of education and learning data exemplified in such topics as "individualized optimization of learning" and "utilization of learning data," has become a hot topic in recent years. "Data", of course, is indispensable for learning analysis, but what kind of data can be obtained? And how is education evaluated through the acquisition of data? In this keynote, learning analytics and the actual practice of educational evaluation that forms its basis, will be discussed through examples of use of Moodle applications.

発表の種類 / **Presentation type**:

基調講演（５０分）/ Keynote speech (50 mins)

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発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

General / 89

ベスト・イノベーション賞 / MAJ Best Innovation

Corresponding Author: dcy@icc.ac.jp

MAJ は Moodle の開発に貢献をしてくれた MAJ 会員の方々に，毎年「Moodle 開発貢献賞」を授与します。Moodle ユーザ，特に日本のユーザに有益と思われるモジュールやブロック，最新版の Moodle の機能を強化するパッチなどを開発していただいた方々の中から投票と選考に基づいて表彰します。奮ってご参加下さい。投票結果はムードルムートで発表されます。
Each year awards will be made for the best developments related to Moodle by members of MAJ. These might be the development of a new module or block, or even a suggested patch to the current code which adds greater functionality to a current version. The development itself need not be specific to Moodle as used in Japan.

発表の種類 / **Presentation type**:

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

非商用 / Non-commercial

発表日の希望 / **Preferred day**:

2 月 18 日（日）/ February 18 Sunday

基調講演 / Keynote Lectures / 90

Moodle 製品ビジョン：私たちのコミュニティとともに、創造性、コラボレーション、そして人生の成果を高める / Moodle Product Vision: Empowering Creativity, Collaboration, and Outcomes for Life with our Community

Corresponding Author: marie.achour@moodle.com

Join us for an insightful presentation on the Moodle Product Vision, the compass that will guide the development and evolution of Moodle for the years to come. With a steadfast commitment to Harnessing Creativity, Facilitating Collaboration, and Optimising Outcomes, this vision paves the way for an exciting and transformative future for our platform. We will delve into the Moodle Product Roadmap and unveil how, with our community of Moodle supporters, we will continue to merge the power of technology and education to reshape the learning experience. Don't miss this opportunity to be inspired and discover the possibilities that lie ahead.

発表の種類 / **Presentation type**:

基調講演（５０分）/ Keynote speech (50 mins)

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

発表日の希望 / **Preferred day**:

基調講演 / Keynote Lectures / 91

Moodle Quiz を使った質問術 / The Art of Questioning with Moodle Quiz

Corresponding Author: marcusavgreen@gmail.com

Marcus Green has been working with Moodle since 2003 and authored two of the most popular Quiz Question types–Gapfill and Wordselect. He will give an overview of the main custom quiz related plugins for Moodle, particularly for language education and make a comparison of H5P activity types with Moodle activities. He will cover quizzing with multimedia and how to evaluate the sustainability of plugins. Finally, Marcus will project the future of quiz question types with Large Language Models (LLM) such as ChatGPT, which embed content from billions of pieces of text and, given the right prompt, can give a vast range of flexible, nuanced, automatic feedback.

マーカス・グリーン (Marcus Green) は 2003 年から Moodle に携わり、Gapfill と Wordselect の 2 つの最も人気のあるクイズ問題タイプを作成しました。グリーン氏は、Moodle 特に言語教育向けの主なカスタムクイズプラグインの概要を説明し、H5P アクティビティタイプと Moodle アクティビティを比較します。マルチメディアを使ったクイズや、プラグインの持続可能性を評価する方法についても説明します。最後に、グリーン氏は、ChatGPT のような Large Language Models (LLM) を使用したクイズ問題タイプの将来を予測します。LLM は何十億ものテキストからコンテンツを埋め込み、適切なプロンプトを与えることで、柔軟で、ニュアンスのある、自動的なフィードバックを与えることができます。

General / 92

「Why is Moodle No.1 – Let's review the excellent points of Moodle －」

Author: Takeshi Matsuzaki[1]

[1] *E-Learning*

A presentation by one of our Platinum sponsors, E-Learning

発表の種類 / **Presentation type**:

これは商業的な発表会なのか？ / **Is this a commercial presentation?**:

発表日の希望 / **Preferred day**:

日本語によるワークショップ / **93**

Moodle の基本 ①（初心者ワークショップ）

Author: Takahiro Kagoya[None]

Corresponding Author: kagoya@jindai.ac.jp

本ワークショップは、ご自身の授業や研修において、はじめて Moodle を利用する方を対象としています。簡単な Moodle の解説の後、基本機能である小テストやフォーラム、課題、フィードバック（アンケート）などにまずは学習者の立場で触れてみます。そして、それらの機能が授業でどのように活用できるか考えてみてもらいます。なお、教師としての実際の利用（コースへの学習活動の追加や学習履歴の把握など）については、続くワークショップにて体験していただくことができます。

日本語によるワークショップ / **94**

Moodle の基本 ②（中級者ワークショップ）

Author: Takahiro Kagoya[None]

Corresponding Author: kagoya@jindai.ac.jp

主に教師の立場で、コースページの管理と学習活動（課題、小テスト、アンケート等）の
コースへの追加、評点や学生の学習履歴の確認を体験していただきます。（初心者ワークショップを引継ぎ行ないますので、全くの初心者の方は極力そちらの WS に参加後、こちらにご参加ください。）

日本語によるワークショップ / **95**

Moodle の応用 ①（データベースモジュールの活用）

Author: Yoshikazu Asada[1]

[1] *Jichi Medical University*

Corresponding Author: yasada@jichi.ac.jp

Moodle のデータベースモジュールでは、コース内で教師と学生が様々な情報を共有することができ、表示も柔軟に行えます。非常に応用可能性のある活動ですが、最初の準備等で少し手間がかかってしまうこともあります。このワークショップではデータベースモジュールの簡単な紹介を行ったうえで、実際の操作体験や作成のハンズオンを実施します。授業内やチーム内でどのように活用できるか、検討する機会にしていただければ幸いです。

日本語によるワークショップ / **96**

Moodle の応用 ②（学習分析）

Author: Yoshikazu Asada[1]

[1] *Jichi Medical University*

Corresponding Author: yasada@jichi.ac.jp

コース内では様々な学習履歴が蓄積されていきます。学習分析では専用の機能やプラグインを使うこともありますが、今回のワークショップではより簡便な方法として、標準のレポートツール（と Excel）の利用を想定します。教師・学生のログ確認から、簡単な集計や学習分析の実践までをデモとハンズオンで紹介します。
※「Moodle の基本 2」からも連続して受講いただける内容となります。
※　簡単なデータ処理ハンズオンも実施予定ですので、可能な限り、Excel の利用可能な PC をお持ちください。Win / Mac、どちらでも問題ありません。

2103 号室 / Room 2103 / **97**

The Video Assessment Module: Self, peer, teacher assessment and feedback–all in one tool.

Authors: Brendon Muir[1]; Matthew Cotter[2]

[1] *Sapporo Gakuin University*

[2] *Hokusei Gakuen University*

Corresponding Authors: qtpiecotter@gmail.com, muir@sgu.ac.jp

Students often fear having to perform oral presentations. For a multitude of reasons, it is also difficult for teachers to assess and to give quick and effective feedback that fosters learning, confidence and motivation for those students doing performances. During a 12-year action research project trialling various methods, a team of teachers created an online video post-assessment tool, called the Video Assessment Module (VAM), where assessment and feedback could take place asynchronously and self-feedback, peer-feedback and teacher-feedback were easily combined. With three kinds of feedback, students showed greater understanding of how to improve their performances. This short presentation highlights the history and reasons for VAM's creation, how it is set up to be used by teachers and students, results of its use in the classroom context and features for adapting VAM for their various classes.

発表の種類 / **Presentation type**:

プレゼンテーション（２０分）/ Presentation (20 mins)

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

非商用 / Non-commercial

発表日の希望 / **Preferred day**:

2 月 17 日（土）/ February 17 Saturday

1101 号室 / Room 1101 / 98

スムーズに移行し **Moodle** 使用を拡大しましょう！

Author: Tsuyoshi Kumazawa[1]

[1] *Human Science*

Corresponding Author: tsuyo-k@science.co.jp

使用するプラットフォームは時間の経過とともに変化していきます。Moodle のバージョンアップ、他 LMS からの移行、インフラの変更、利用拡大への
対応、などの変化に対応する必要があります。また、プラットフォームの変化に対応できるようユーザをサポートする必要があります。弊社が直面した課題やその対応
方法についてご紹介します。

発表の種類 / **Presentation type**:

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

発表日の希望 / **Preferred day**:

2105 号室 / Room 2105 / 99

Moodle と **AI** 技術に関する取り組みについて

近年、「生成系 AI」関連の技術が急成長を遂げています。東雲研究所では、この AI 技術を LMS に組み込む研究に取り組んでいます。例えば、提出課題で学生から提出されたテキストを分析し、教師が決めた尺度に基づいて AI による分析を実施させる仕組みの実装を行っています。今回の発表では、LMS と AI 技術の組み合わせについて、弊社の取り組みを説明します。

発表の種類 / **Presentation type**:

これは商業的な発表会なのか？/ **Is this a commercial presentation?**:

発表日の希望 / **Preferred day**:

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