Program

2026年2月27日 から 2026年3月1日 まで

MoodleMoot Japan 2026

目次

1 2月27日金曜日

Workshops (Room A): Workshops: Room A 1

Workshops (Room B): Workshops: Room B 2

Workshops (Room C): Workshops: Room C 3

4 2月28日土曜日

MAJ Event: 開会式・Opening Ceremony 4

Villages / ヴィレッジ 5

基調講演 / Keynote Lecture 7

MAJ Event: ランチ・Lunch 8

基調講演 / Keynote Lecture 9

MAJ Event: ベスト・オープンコースウェア賞について / MAJ Best Open Courseware Awards 10

SAT AFTERNOON ROOM A 11

SAT AFTERNOON ROOM B 13

SAT AFTERNOON ROOM C 15

MAJ Event: 年次総会 / AGM: Annual General Meeting 17

MAJ Event: Reception・懇親会 18

19 3月1日日曜日

SUN MORNING ROOM A 19

SUN MORNING ROOM B 21

SUN MORNING ROOM C 23

基調講演 / Keynote Lecture 24

MAJ Event: ベスト・イノベーション賞 / MAJ Best Innovation 25

MAJ Event: Lunch・ランチ 26

基調講演 / Keynote Lecture 27

SUN AFTERNOON ROOM A 28

SUN AFTERNOON ROOM B 30

SUN AFTERNOON ROOM C 31

MAJ Event: Closing Ceremony 33

2月27日金曜日

13:00

2月27日金曜日

13時00分　18時00分

Workshops (Room A): Workshops: Room A

セッション

13時00分　14時30分 (1時間 30分)

Moodle101: Enhance your ed-tech skills and students learning

発表者

Susan Meiki

説明

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.

14時45分　16時15分 (1時間 30分)

Teaching with Moodle: Using activities with the Gradebook

発表者

Bill White (Kwansei Gakuin Universty)

説明

One of the best ways to reduce a teachers work in Moodle is by using the gradbook. Moodle activities can add scores directly to the gradebook, which then can weighted and tallied up to automatically calculate the students' final grades. At the end of semester, the grades can then be exported for submission to the school's administration. In addition, the gradebook can be made visible to students providing a transparent grading system that can also provide extrinsic motivation for students. In this workshop, participants will learn how to setup activities to add scores to the gradebook and then how to setup the gradebook to reap the benefits of this labor-saving feature.

16時30分　18時00分 (1時間 30分)

Designing Rubrics for Engaging Self/Peer Performance Assessment

発表者

Matthew Cotter (Hokusei Gakuen University), Don Hinkelman (Sapporo Gakuin University), Brendon Muir (Sapporo Gakuin University)

説明

Effective evaluation of student performance tasks is strengthened through the use of analytic rubrics, which provide clearer criteria and more consistent scoring than broad holistic grades. Rubrics also support formative learning by guiding students, teachers, and peers in giving focused, actionable feedback, intended for learners repeating and improving the performance. This 90-minute workshop introduces approaches for constructing rubrics that enhance the reliability and educational value of classroom performance assessment—which is not simply knowledge recall, but rather whole-body demonstration of a project or set of skills. Performances, therefore, are best recorded in video. Drawing on a decade of practical development and research using a video-based assessment system integrated into Moodle, the session illustrates how digital platforms can streamline the rating process, reduce teacher workload, and expand opportunities for self- and peer-evaluation. Participants will examine how video-supported assessment enables more accurate and reflective scoring, particularly when learners review presentations outside of class. Workshop attendees will gain experience in designing rubric frameworks suited for skill-based tasks and learn strategies for teaching students to apply these tools effectively when evaluating themselves and others. The findings discussed demonstrate that students can be trained to use online rubrics efficiently and that digital assessment environments contribute to improved scoring consistency and enhanced learning outcomes.

18:00

13:00

2月27日金曜日

13時00分　18時00分

Workshops (Room B): Workshops: Room B

セッション

13時00分　14時30分 (1時間 30分)

Elevate Your Moodle Courses: An Interactive Introduction to H5P

発表者

Bill White (Kwansei Gakuin Universty)

説明

If you’re ready to move beyond static digital worksheets and create more dynamic learning experiences, this workshop is for you. Designed specifically for beginners, this 90-minute hands-on session introduces you to H5P, a powerful tool for building interactive and engaging online content.

Participants we will explore how to transform passive materials into active learning opportunities. By the end of the session, you’ll have the foundational skills to create:

• Interactive Video Quizzes that check for understanding in real-time.
• Automated Speaking Practice to encourage student output.
• Drag-and-Drop Activities for vocabulary and conceptual mapping.
• Dynamic Flashcards and other high-impact visual aids.

14時45分　16時15分 (1時間 30分)

Ollama and AI with Moodle

発表者

Adam Jenkins (Shizuoka Institute of Science and Technology)

説明

The rapid proliferation of large language models (LLMs) has opened new horizons for personalized, AI-augmented learning. However, many institutions remain hesitant to adopt cloud-based services due to privacy, bandwidth, and cost concerns. This hands-on workshop demonstrates how to deploy an Ollama server for hosting locally run LLMs, directly on local infrastructure, and how to integrate it with Moodle. Participants will learn: (1) how to install Ollama and pull models; (2) how to expose the Ollama API and connect it to Moodle using either the Ollama or OpenAI APIs; (3) how to configure Moodle's AI Placements to make it available; and (4) how to customize models to create unique learning interactions for educational use. The workshop is mainly aimed at Moodle administrators, teachers, and instructional designers who wish to deploy AI locally without sacrificing control over student data.

16時30分　18時00分 (1時間 30分)

5.1へのサーバ更新 | Upgrading to Moodle 5.1 (pitfalls and promise) + Server Security Hardening/Updating

発表者

Adam Jenkins (Shizuoka Institute of Science and Technology), Travis Windsor (Moodle HQ)

説明

With Moodle 5.1 now released, many will be planning their next upgrades. Moodle 5.1 will receive general updates until October 2026 and security updates until April 2027. However, the upgrade to Moodle 5.1 is more complex than the usual upgrade procedures owing to changes made to the Moodle code directory structure and the addition of the router (front controller). Also, Moodle 5.1 starts administrators down the journey of using Composer for code and dependency management. At present, neither the router nor Composer are required components of Moodle, however administrators are advised to familiarize themselves with these technologies and install/test them early on to ensure smooth upgrades into the future. There are also implications of these changes for webserver configuration for security and so demonstrating these will also be demonstrated.

Deepl 翻訳
Moodle 5.1のリリースに伴い、多くのユーザーが次期アップグレード計画を立てていることでしょう。Moodle 5.1は2026年10月まで一般更新が提供され、2027年4月までセキュリティ更新が提供されます。ただし、Moodleコードのディレクトリ構造の変更とルーター（フロントコントローラー）の追加により、Moodle 5.1へのアップグレードは通常のアップグレード手順よりも複雑です。また、Moodle 5.1では管理者がコードと依存関係管理にComposerを使用する道筋が始まります。現時点では、ルーターもComposerもMoodleの必須コンポーネントではありませんが、将来の円滑なアップグレードを確保するため、管理者はこれらの技術に習熟し、早期にインストール/テストすることを推奨します。これらの変更はセキュリティ上のウェブサーバー設定にも影響するため、その実演も行われます。

18:00

13:00

2月27日金曜日

13時00分　18時00分

Workshops (Room C): Workshops: Room C

セッション

13時00分　14時30分 (1時間 30分)

Moodleの基本①　初心者ワークショップ

発表者

Shigeo　茂雄　Fujimoto　藤本

説明

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。

14時45分　16時15分 (1時間 30分)

Moodleの基本②　中級者ワークショップ

発表者

Yoshikazu Asada (Jichi Medical University)

説明

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。）

16時30分　18時00分 (1時間 30分)

数式自動採点システムSTACKの問題作成から解答データ分析まで

発表者

Yasuyuki Nakamura, Chris Sangwin (University of Edinburgh)

説明

数式自動採点システムSTACK (System for Teaching Assessment using a Computer Algebra Kernel) はMoodleで動作する問題タイプの一つで，数式で入力された解答を，数式処理システムMaximaを活用して自動評価を行うことのできるシステムで，正誤評価だけでなく，誤答に応じた部分点評価　フィードバックの提示などが可能なシステムです。STACKは2005年に公開されて昨年で20周年となり，日本語版が紹介されてから昨年で15周年になります。その間　日本でのSTACKの活用も広がってきました。しかし，今なお問題作成は試行錯誤の連続であり，近年　グラフ作成ツールとの連携により様々な問題作成の可能性が高まり，ノウハウの共有は重要となっています。また，数式で提示された解答は，単なる正誤結果だけでなく，様々な誤答の存在に起因する部分点評価の多様性により，解答データの分析には様々なアプローチが考えられ，その分析手法の共有も，今後　需要が増すと考えています。そこで，本プレカンファレンスでは，基本的な概要説明の後STACKの問題作成から始まり，解答データの分析の初歩までをハンズオン形式で行う予定です。

18:00

2月28日土曜日

9:00 **2月28日土曜日** 9時00分　9時15分

MAJ Event: 開会式 · Opening Ceremony

セッション | **Convener:**
Yoshikazu Asada (Jichi Medical University), Adam Jenkins (Shizuoka Institute of Science and Technology)

9時00分　9時15分 (15分) **Opening Ceremony: Welcome to MoodleMoot Japan 2026**

発表者
Adam Jenkins (Shizuoka Institute of Science and Technology)

説明

It’s with immense pleasure and a sense of genuine excitement that I welcome you to MoodleMoot JAPAN 2026, in the beautiful city of Shizuoka.

This year's theme, "Moodle: Supporting all domains: STEM, Medicine, Languages and Beyond," reflects a challenge and an opportunity. While, as a language teacher myself, it is fantastic to see the impressive work language educators have done with Moodle, I also yearn to broaden our vision. I want to see us collectively unlock Moodle’s full potential – envisioning its application across all disciplines, from the fields of science, technology, education, and mathematics (STEM) to the arts and humanities. This isn't just about using Moodle; it’s about reimagining what’s possible in education.

For teachers of STEM subjects, we have two keynote addresses that will focus on Mathematics, and specifically the STACK question type for Moodle. Prof. Chris Sangwin of the University of Edinburgh, the original creator of the STACK question type will be joining us. Also, Dr. Yasuyuki Nakamura of Nagoya University, who is a well-known proponent and researcher of the STACK. So, as you can see, this year's program is headlined with some strong offerings for mathematics.

Additionally, we live in a time of unprecedented change. Though this has been true for most of my life, the rapid advancement of AI has certainly accelerated this change much, much more. As such, we need to share our knowledge and find our way forward together. There isn’t a single all-knowing authority to guide us, which means we must rely on our collective intelligence and experience. To cultivate this collaborative spirit, we're reintroducing poster presentations - a direct invitation to share your insights concisely and ignite meaningful conversations. And, inspired by the innovative approach of Defcon, we’re launching "Villages" – dedicated spaces for focused discussion and the generation of new ideas; no presenter, no "sage-on-the-stage" just people coming together to discuss a topic and share their perspectives. I'm particularly excited to see what directions these Villages will take us in!

My hope for MoodleMoot JAPAN 2026 is that it becomes more than just a conference; I want it to be a catalyst for innovation, a place where connections are forged and new pathways are revealed. Your active participation – your insights, your questions, your enthusiasm – is essential to making that happen. I encourage you to engage fully, challenge assumptions, and share your unique perspective.

Let’s work together to improve the future of learning in Japan with Moodle. I am looking forward to the conversations, the discoveries, and the inspiration we will all experience together in Shizuoka.

Adam Jenkins
Conference Chair, MoodleMoot JAPAN 2026

9:15

9:15 **2月28日土曜日** 9時15分　10時50分

Villages / ヴィレッジ

セッション

説明

Villages are for open sharing of ideas with a discussion facilitator. Bring your own ideas to share and discuss with like-minded people and/or visit other villages to see what is being discussed in the broader community.

9時20分　10時50分 (1時間 30分) **Accessibility in Education**

発表者

Alexandra Burke (Shiga University)

説明

This village is a place to discuss Accessibility issues in education and how educational technology, including Moodle, can play a pivotal role in making education available and accessible to all. Education should be for everyone, and that necessitates making it accessible.

9時20分　10時50分 (1時間 30分) 医療教育における**Moodle**活用事例を共有しよう

発表者

Yoshikazu Asada (Jichi Medical University)

説明

コロナ禍の対応を含め、医療分野の教育においても、Moodleは様々な活用がなされている。このVillageでは、日曜日に行われる基調講演の内容に先立って、主に医療分野での活用事例を共有することを目的として、参加者どうしでのざっくばらんな意見交換を行いたい。

9時20分　10時50分 (1時間 30分) **MoodleBox Village**

発表者

Bill White (Kwansei Gakuin Universty)

説明

MoodleBox is a standalone small and cheap mobile device working without Internet. It combines a wireless access point with a full featured Moodle server. Come to the village with your MoodleBox questions and ideas. Turn on MoodleBox to create a wireless local area network and enable learners to connect to it using their own devices to retrieve documents, collaborate in real time and take complete training courses using Moodle.

*batteries not included

9時20分　10時50分 (1時間 30分) **Learning from Other Learning Platforms**

発表者

Samantha Kawakami (Matsue Kosen)

説明

Every LMS has strengths and weaknesses, and good systems are constantly evolving. In this village, let's compare and contrast similar features in both Moodle and other platforms like Microsoft Teams. Both have easy-to-use features for educators such as weighted grading, rubrics, and the ability to assign tasks to groups or individuals. However, the systems also have a variety of differences. For collaboration, Moodle has more robust forum features while Teams is better for collaborating on files. Let's think about the strengths/ differences of other platforms and how they can inform our improved use of Moodle?

9時20分　10時50分 (1時間 30分)

ハッキングとセキュリテイ - **Hacking Moodle and Security Village**

発表者

Adam Jenkins (Shizuoka Institute of Science and Technology)

説明

This village looks at the security of Moodle from an attacker's perspective. Vulnerabilities, the role of patching and keeping Moodle up-to-date, and server administration best practices will be topics on the table for discussion. Live demonstrations of attacks will also be a feature of this village. Come and learn about securing Moodle and taking a look at the security of your own Moodle installation.

日本語でも大歓迎　　上記のDeepl翻訳は以下
この村では、攻撃者の視点からMoodleのセキュリティを検討します。脆弱性、パッチ適用とMoodleの最新版維持の役割、サーバー管理のベストプラクティスなどが議論のテーマとなります。攻撃の実演もこの村の特徴です。Moodleのセキュリティ強化について学び、ご自身のMoodle環境のセキュリティ状態を確認しに来てください。

9時20分　10時50分 (1時間 30分)

MAJ Awards: Best Innovations/Courseware - Win your prize!

発表者

Don Hinkelman (Sapporo Gakuin University), Rose Seale (MAJ)

説明

Come and learn about the awards programs of the Moodle Association of Japan. Each year we give out awards (and mugs) for the best Moodle Innovation and Courseware developed by MAJ community members over the past year. Come see the nominations for the year of 2025 and cast your votes to decide the winners.

9時20分　10時50分 (1時間 30分)

Moodle Plugin UI/UX Issues and Fixes: A Community Team Approach

発表者

Brendon Muir (Sapporo Gakuin University), Don Hinkelman (Sapporo Gakuin University), Matthew Cotter (Hokusei Gakuen University)

説明

Over twenty Moodle plugins are designed, programmed and maintained by members of the Moodle Association of Japan. Maintaining a Moodle plugin requires responding to user reports of bugs and feature requests, keeping compatibility with new Moodle version releases, submitting code to the global Plugins Database, and providing training and documentation in Japanese and English. While introducing new features and ensuring functionality is bug-free, UI/UX considerations can unfortunately take a back seat – especially when development work is outsourced.
One community-based team of educator-developers will present the Moodle plugin UI/UX issues they face with a complex plugin: the VAM (Video Assessment Module), which they maintain, and the Assignment module with Rubrics, a core module. The issues include setup confusion, navigation trouble in an option-rich settings menu, user issues – especially on mobile devices, and others.
This village focuses on Community-based Moodle design and programming. We welcome anyone who has Plugin UI/UX issues to share their experiences, and invite HQ experts and global teams to advise us as well. Of course, we plan to discuss solution ideas from a user, maintainer, and/or developer perspective. This includes a presentation of history and issues in English with translated slides in Japanese. Discussion in both English and Japanese.

10:50

11:00

2月28日土曜日

11時00分　12時00分

基調講演 / Keynote Lecture

セッション

説明

Keynote speeches - Main Hall

11時00分　12時00分 (1時間)

Moodle Product Vision: Advancements and Future Direction

発表者

Mr Travis Windsor (MoodleHQ)

説明

Join us for an exclusive glimpse into recent advancements in the delivery of Moodle’s product vision as well as insights into the direction we’re heading in.

We have an unwavering focus on unlocking creativity, fostering collaboration, and optimising outcomes in modern education environments, driving us to embrace modern technology to drive our platform forward.

The presentation will include insights into what lies ahead, how we believe the Moodle experience will evolve and ways you can get involved in shaping Moodle’s future.

Don’t miss this opportunity to learn more about what’s coming up next for Moodle!

Travis Windsor is Director of Architecture & Engineering at Moodle, where he leads the global team responsible for technical leadership of the Moodle portfolio. With 20 years of leadership across Software Engineering, Product Management and Operations roles, he has led the transformation of multiple on-premise products to Software-as-a-Service offerings, leveraging cloud platforms and an API-first design approach to empower his teams to rapidly respond to escalating customer requirements.

When he's not leading software teams, Travis enjoys time with his family, expanding his Lego collection or anything to do with Star Wars, though rarely all at the same time.

12:00

12:00

2月28日土曜日

12時00分　13時00分

MAJ Event: ランチ・Lunch

セッション

13:00

13:00

2月28日土曜日

13時00分　13時55分

基調講演 / Keynote Lecture

セッション

説明

Keynote speeches - Main Hall

13時00分　13時55分 (55分)

What does artificial intelligence mean for automatic assessment of mathematics with STACK and Moodle?

発表者

Prof. Chris Sangwin (University of Edinburgh)

説明

Artificial intelligence (AI) systems have become widely used and very useful. AI is sometimes seen as a threat, especially if students use the technology to do work the teacher intended they would undertake themselves. In this talk I will discuss lessons learned from the introduction of previous technology into mathematics education (e.g. electronic calculators) and apply these lessons to contemporary AI. I will discuss how introduction of AI encourages us to focus on the goals of mathematics education. Lastly, I will talk about how the STACK project, the world-leading open-source online assessment for mathematics and STEM education, plans to make use of AI in the near future to support students, teachers and institutions.

Chris Sangwin joined the University of Edinburgh in 2015 as Professor of Technology Enhanced Science Education. His learning and teaching interests include digital educational technology and automatic assessment of mathematics using computer algebra. Chris has written a number of books, including "Computer Aided Assessment of Mathematics" and the popular science book "How Round is Your Circle", which illustrates and investigates many links between mathematics and engineering using physical models.

人工知能は**STACK**と**Moodle**による数学の自動採点に何をもたらすか
人工知能　AI　が広く使われるようになり，非常に便利にもなりました。しかし，教員が学生に自分の力で取り組んでもらいたいと思う課題に対して，学生がAIを使うとすれば，AIは脅威ともなりかねません。この講演では，数学教育にテクノロジーを導入することで得られたこれまでの教訓　例えば，電卓の事例　をもとに，現代のAI利用について考えます。次いで，AIを導入することで，私たちがどのように数学教育の目標にねらいを定めることができるかを議論します。最後に，STEM教育におけるオープンソースのオンライン評価システムであるSTACKプロジェクトが，これから学生や教員　教育機関を支援するために，どのようにAIを活用しようとしているかについて述べます。

講師略歴
2015年より現職。専門は科学教育のテクノロジーによる高度化　特に教育デジタルテクノロジーやコンピュータ代数を用いた数学の自動評価に関心を持つ。『Computer Aided Assessment of Mathematics』や一般向けの『How Round is Your Circle』など，物理モデルによる数学と工学のつながりを解説した多くの著書がある。

13:55

13:55

2月28日土曜日

13時55分　14時15分

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

セッション

13時55分　14時15分 (20分)

Best Open Courseware Awards

発表者

Don Hinkelman (Sapporo Gakuin University)

説明

14:15

14:30 **2月28日土曜日** 14時30分　17時00分

SAT AFTERNOON ROOM A

セッション

14時30分　14時55分 (25分) **Nothing scheduled**

15時00分　15時25分 (25分)

A Data-Driven Analysis of Learner Access and Engagement Patterns in an Open and Distance eLearning MOOC

発表者

Dr Myra Collado-Almodiel (University of the Philippines Open University)

説明

In an online learning environment where students do not have direct face-to-face interactions with instructors, observing their learning behaviors is a challenge. As education shifts from traditional to virtual classrooms, it is crucial to explore methods that provide a deeper understanding of student participation in an online learning setting, especially in the Philippine context, where it is relatively very scarce or not investigated at all. This study applied a data-driven approach using data mining techniques to analyze the access patterns and engagement of online students in Technology in ODel Massive Open Online Course (MOOC) at an open university in the Philippines. Data were collected from an open-source learning management system (Moodle) using selected standard report plugins. Descriptive and inferential statistics, clustering (K-means algorithm), and visualization techniques were employed to examine behavioral patterns and preferences, including login frequency, access to course materials, posts and views in discussion forums, and submission and completion of assignments and quizzes. Findings provide insights into learner behaviors and suggest strategies for enhancing engagement and instructional design in MOOCs.

15時30分　15時55分 (25分)

Generico Two - a better way to make widgets and reusable things

発表者

Justin Hunt (Poodll)

説明

The Generico filter was released in 2014 as a way to easily embed different things in Moodle (eg Youtube, Quizlet, Google Slides) without needing a dedicated filter for each one. It became very popular. The system uses a basic template that the teacher could merge variables into. The standard example being:

The Template:
templatekey: wildthings
template: Inside this box are @@thing1@@ and @@thing2@@

The Filter String
{GENERICO:type=wildthings,thing1=Sally,thing2=Silly}

The Output
Inside this box are Sally and Silly

Since then a lot changed in the world,and in how people wanted to use Generico. It turns out many wanted ready made templates, and many wanted Javascript, CSS, Database integration. And Moodle changed javascript frameworks, and text editors and more. Generico did its best.

Ultimately it was decided Generico needed a fresh approach to the same problem. And so we developed Generico Two (G2). Externally it looks similar. The same filter strings will still work. But templates are written in mustache and this makes development much simpler. We also provide better tools for template authors including syntax highlighting, and quick preview.

In this presentation the developer will introduce the plugin, show what you can do with it, and how to write templates/widgets

16時00分　16時25分 (25分)

AI Image Repository - for creating and editing images in Moodle

発表者

Justin Hunt (Poodll)

説明

Moodle has had an AI image generator in the Moodle HTML editor for over a year. But there are times when you need an image in Moodle, but there is no HTML editor. As an example adding a course image to your course uses the file manager component. This allows you to choose an image from your PC or to use a repository such as WikiMedia or Google Drive. But Moodle does not offer image generation here.

The new AI Image repository was developed as a solution to this need. It appears in the repository system (alongside WikiMedia etc). It allows you to generate an image from a text prompt. And it also allows you to edit an existing image also by using a text prompt.

In this presentation the developer of the AI Image repository will introduce the plugin and demonstrate how to use it.

16時30分　16時55分 (25分)

Poodll MiniLesson - 4 skills language lessons in one AI powered plugin

発表者

Justin Hunt (Poodll)

説明

Poodll MiniLessons are built from a series of item types that include: content page, multichoice, listen-and-speak, free-writing, audio chat, and passage reading. There are 20 item types in total and together they can cover the 4 main language learning skills: reading, writing, listening and speaking.

Lessons can be built manually by creating tasks from different item types. But it is also possible to generate lessons using AI, or to choose ready made lessons from the Lesson Bank.

AI is used extensively in Poodll MiniLesson for the creation of lesson content, as well as for speech to text, text to speech, audio chat, and automated evaluation of student submissions.

In this presentation the developer will introduce MiniLesson and some of the key item types. And he will demonstrate how to create lessons from the AI generator, and how to choose them from the lesson bank.

17:00

14:30 **2月28日土曜日** 14時30分 17時00分

SAT AFTERNOON ROOM B

セッション

14時30分 14時55分 (25分) **Nothing Scheduled**

15時00分 15時25分 (25分)

Enhancing Learning with H5P Interactive Video in an L2 Classroom: Student Perceptions and Learning Performance

発表者

Deepti Mishiro (Osaka Metropolitan and Mukogawa Women's University)

説明

In the post-COVID era, many universities have continued to adopt flipped learning and asynchronous teaching approaches to promote learner autonomy and provide flexible access to instructional content (Tsulaia, 2023; Yamaguchi et al., 2023). In Japan, Moodle is widely used; however, its use often remains limited to content delivery with limited learner interaction. This presentation explores how H5P supports learning and engagement in the L2 classroom. This study reports preliminary findings from the implementation of an H5P interactive video in an English for Academic Oral Presentation course at a public university. The interactive video focused on APA website citation and was assigned as an on-demand assignment, followed by an in-class quiz and a learner survey. Data was collected from quiz scores and student feedback to examine learners' understanding and perceptions of the H5P interactive video.
The results indicate that most students reported positive learning experiences, particularly in understanding APA citation rules and engagingAbstract. At the same time, students identified some challenges related to video pacing, comprehension, and quiz design. These findings suggest that H5P interactive video can support procedural learning and provide insights into learners' needs. The results of this study also suggest the need for future research that explores teachers' perspectives and the challenges involved in designing interactive learning activities.

15時30分 15時55分 (25分)

AI-Supported Web Application Development for Moodle Plug-in Designers

発表者

Nobuhiro Kumai (Gakushuin University)

説明

This presentation reports on an ongoing project that develops AI-supported web applications to improve English as a Foreign Language (EFL) learners' spoken and written summaries and opinions on news texts. Drawing on key EFL pedagogical frameworks, including Schmidt's Noticing Hypothesis, Swain's Output Hypothesis, and process-oriented approaches to writing and speaking—the system aims to create learning conditions that promote deeper attention to linguistic form, meaningful output production, and iterative revision through guided feedback.
Developed with Vercel's v0 platform and Google AI Studio, the applications use OpenAI and Google Gemini APIs to analyze the content, organization, and linguistic accuracy of learner responses. The system delivers instant, individualized feedback that helps learners notice gaps between their intended meaning and their actual language use, encouraging self-correction and fostering more coherent and accurate summaries and opinions. By enabling learners to revise their output through multiple cycles of noticing, output, and feedback, the system supports a process-oriented learning model that can be difficult to implement consistently in large EFL classes. The long-term goal is to integrate these AI-supported feedback tools into Moodle plug-ins, expanding Moodle's capacity to facilitate autonomous learning, promote reflective practice, and provide scalable formative assessment aligned with contemporary EFL pedagogy.

16時00分 16時25分 (25分)

Defence Against the Dark Arts: Protecting Moodle from Hacking Attempts

発表者

Adam Jenkins (Shizuoka Institute of Science and Technology)

説明

As a follow-up to the demonstration of at the Hacking Moodle village, this presentation focuses on defence. In particular, I will look at several aspects of Moodle defence through the lens of different types of attacks, and consider how each of them would thwart the efforts of attackers, thus comprising best practices for secure Moodle administration. In particular, we will look at the "security checks" report that is built-in to Moodle and how making sure all those checks are satisfied hardens Moodle against a variety of attack types.

16時30分　16時55分 (25分)

Making MAJ Plugins Available to the Community

発表者

Adam Jenkins (Shizuoka Institute of Science and Technology), Matthew Cotter (Hokusei Gakuen University)

説明

Over the past several years, the Moodle Association of Japan (MAJ) has funded numerous Research and Development (R&D) projects that have resulted in the creation of many plugins. Where some of these plugin have been published to the Moodle Plugins directory, many have not and have only been available via Github. Not being published on the Moodle Plugins directory significantly limits the benefits returned to MAJ members and the global Moodle community. This presentation reports on a project that undertakes to remedy this situation, updating the code for each of these plugins and submitting them for inclusion in the Moodle Plugins directory. The project also aims to maintain the plugins to the next LTS release, Moodle 5.3. Future plugin maintenance will also be discussed as part of this presentation.
MAJ Plugins in the Moodle Plugins Directory

17:00

14:30 **2月28日土曜日** 14時30分　17時00分

SAT AFTERNOON ROOM C

セッション

14時30分　14時55分 (25分) AIが加速する Moodle LMS

発表者

Mr Takeshi Matsuzaki (eLearning)

説明

概要
Moodle LMSは、AIの活用によって大きな進化を遂げています。 数多くのAI機能が利用できますが、ここでは特に効果の高い機能をご紹介します。

1. コース作成
   PDFや音声などの教材をドラッグ＆ドロップするだけで、Moodle LMSのコースを自動作成できます。
   ID理論に基づき、学習者の特性、到達目標、授業回数　例　全15回　などのパラメータを細かく指定することも可能です。
   生成される成果物は、通常のMoodle LMSのコースや活動そのものです。そのため、作成後は従来どおりのMoodle LMSの操作で、自由に編集・カスタマイズできます。

2. 学習内容チャット
   コース内の活動やリソースをもとに、チャット形式で学習者の質問に回答します。
   学習者は、回答から関連する学習コンテンツへワンクリックで移動できます。
   また、教員側では、質問内容の概要や、コース内の教材では回答できなかった質問を把握できます。これにより、教材改善やコンテンツ拡充のヒントを得ることができます。

15時00分　15時10分 (10分) AIを利用したスピーキング練習・自動評価H5Pコンテンツタイプの開発

発表者

吉田 圭吾 (龍谷大学)

説明

英語教育では発信技能の向上が求められる一方　授業内で十分なスピーキング練習の機会を設け，その成績や学習ログを個別に管理することが教員の大きな負担となっている．本研究では，Moodleで動作する H5Pコンテンツタイプとローカルプラグインを開発して，AIとの対話型スピーキング練習　自動採点　フィードバックを一体的に実現するシステムを構築した．評点と完了状況が，xAPIステートメントとしてH5PコンテンツからGradebookに送信され記録される．

15時15分　15時25分 (10分) さくらのAI Engine対応AI Providerの紹介

発表者

Mitsuru UDAGAWA

説明

Moodle 4.5からAI機能が搭載され、Moodle 5.0ではSaaSに加えてセルフホストLLM基盤であるOllamaに対応するなどしている。しかし、とりあえずAI機能を利用してみたいと考えるユーザには、どちらも敷居が高い様子であることが今までのMoodle Moot Japanの反応からうかがえる。
先日さくらインターネットより提供開始された「さくらのAI Engine」では、毎月3,000リクエストまで無償で利用出来るようになっている。このサービスをMoodle 5.0で利用するためのAI Providerプラグインを開発したため、その紹介を行う。本プラグインがAI機能の評価の一助となれば幸いである。

15時30分　15時55分 (25分)

Moodle設定の『落とし穴』と対策　学生のSNS投稿とヘルプデスク相談事例からの分析　Hidden Pitfalls in Moodle Settings and How to Avoid Them: Insights from Student Social Media Posts and Helpdesk Cases

発表者

Mr Tsuyoshi Kumazawa (Human Science Co.)

説明

Moodleは世界5億ユーザーを超えるLMSとして高等教育機関を中心に広く活用されています。一方で、学生のSNS投稿からは、Moodleに関して少なからぬ困惑や不満が察知されます。興味深いことに、その多くは、Moodleの設定に関するもの??つまり、教職員がMoodleの設定の仕組みを正しく理解していれば防ぐことができた問題です。
本セミナーでは、学生のSNS投稿分析から明らかになった困惑や不満と、弊社に寄せられる数千人の教職員からの相談事例を照合し、どのような設定の誤解や落とし穴が生じやすいのかを解説いたします。
Moodleの設定に関して学生からの指摘を受けた経験のある方や、学生にとってより良いコース環境を構築したいと考えている方におすすめのセッションです。

Moodle is a widely adopted learning management system, used by over 500 million people worldwide.
Yet, student posts on social media often reveal confusion and frustration when using Moodle. Many of these issues stem from configuration settings?problems that could be avoided if educators had a clearer understanding of how these settings work.
In this session, we share insights drawn from student social media posts and thousands of helpdesk inquiries from educators to uncover common misunderstandings and hidden pitfalls in Moodle settings. We will explain which settings are most frequently misunderstood and where problems tend to occur.
This session is ideal for educators who have received student feedback or who want to create a better learning experience.

16時00分　16時25分 (25分)

Enhancing Learner Engagement in Large EFL Classes: Structured Moodle Forums and Analytics-Based Feedback

発表者

Andrew Obermeier

説明

This presentation describes a Moodle forum project aimed at fostering learner interaction and encouraging frequent use of English in a compulsory English course for 340 Japanese university EFL students, divided into 16 sections of about 22 students each. To create small, personalized discussion spaces among classmates who met weekly in person, the course used Moodle’s separate groups feature so participants interacted within their smaller class-based groups rather than the university-wide forum. Meanwhile, course management and evaluation were coordinated centrally. As most participants were first-year students, the forum provided a useful platform for self-introductions. Moodle’s Forum Report, Forum Data Export, and Offline Grading Worksheet were used to deliver structured, data-driven feedback on key participation indicators, such as number of replies, word counts, and images uploaded. This feedback clarified assessment criteria, motivated students to participate, and highlighted the value of meaningful contributions. Participation rose markedly in the second forum compared to the first, suggesting that the feedback process strongly motivated students. The presentation contends that thoughtfully structured, large-scale forum activities supported by clear, analytics-based feedback can significantly enhance learner engagement, even in large courses with multiple instructors.

16時30分　16時55分 (25分)

A new dictation and cloze Moodle Quiz question type

発表者

Jack Bower (Waseda University)

説明

This presentation will describe a new Moodle question type plugin which allows for easy creation of dictation and cloze questions. Novel features of the plugin include: being able to upload a sound file and choose how many times it can be played; choosing between a single underline to indicate each word gap, or providing an underscore for each letter in a word as a hint; and choosing whether to grade student answers with a binary score, or using Levenshtein distance, which gives partial credit depending on how close a user's spelling is to the correct answer. The plugin also allows for multiple correct answers to account for spelling variations, and it works across PCs, Macs and mobile devices. Student answers can also be exported as a CSV file for analysis.

The plugin was designed to be used for language assessments using dictation questions and C-tests (a test type in which parts of words are deleted in a passage, and the missing word parts are completed by test takers.) This plugin is more appropriate than the H5P dictation question type for assessments, as the number of times to play a sound file cannot be reset by refreshing the webpage, and the plugin’s Levenshtein distance word and sentence scores are more fine-grained than H5P dictation question type scores.

The presenter will explain how the plugin can be used effectively for language tests and homework activities, and the GitHub link to the plugin will be shared.

17:00

17:00

2月28日土曜日

17時00分　18時00分

MAJ Event: 年次総会 / AGM: Annual General Meeting

セッション

17時00分　18時00分 (1時間)

MAJ - Annual General Meeting

発表者

Yoshikazu Asada (Jichi Medical University)

説明

I. 2025年度事業報告
1. 理事会
2. 会員
3. スポンサー
4. R&D
5. 全国大会 | Annual Conference
   2026年日本ムードルムート | MoodleMoot Japan 2026
6. その他

II. 会計
1. 会計決算　2024会計年度　2024年9月−2025年8月
2. 会計予算　2025会計年度　2025年9月−2026年8月

III. 2026年度事業計画
1. 理事会
2. 会員
3. スポンサー
4. R&D
5. 全国大会 | Annual Conference
   2027年日本ムードルムート | MoodleMoot Japan 2027
6. 新規事業
7. その他

18:00

19:00

2月28日土曜日

19時00分　21時00分

MAJ Event: Reception・懇親会

セッション

21:00

3月1日日曜日

9:00 **3月1日日曜日** 9時00分　11時00分

SUN MORNING ROOM A

セッション

9時00分　9時25分 (25分)

Attendance Tracking in Moodle for a Training Program with French Universities

発表者

Pierre Duverneix, Vincent Beillevaire (Fondation UNIT)

説明

SONATE is a preparatory program for the Diploma of Access to University Studies offered by a pool of 16 French public Universities that are operating together since 2018. It is intended for people who stopped their studies before the Baccalaureat and who wish to resume higher education. The training is designed to be completed fully online over 8 months and covers 20 different subjects.

All the courses are hosted on a Moodle platform, which welcomes over 1,000 students from the partner universities each year. The courses are self-paced, and each subject offers dedicated tutor support.

Some of the students receive funding that covers their training fees. In return, the funding organizations require proof of course attendance and reports on the time students spend on the platform.

We have developed a calculation scale for student attendance based on Moodle logs. Given the fully online nature of the training, students interact with a large amount of e-learning material and thus, generate a significant volume of logs.

This allows us to generate daily attendance reports, which the administrative staff can download and forward to the funding organizations.

These logs are therefore essential for verifying student activity. Given the large volume of logs recorded throughout the training, we had to offload them to an external system to prevent Moodle from slowing down. Normally, log tables should be purged regularly to prevent performance issues in the platform’s administration interface.

Our solution consists of a Moodle plugin that exports relevant logs to an external system, handles time report requests, and processes the returned data to generate the final output files.

The other part of the solution concerns the technical implementation (server interoperability and the program used to receive logs). An explanation of the system setup with which our Moodle platform interacts will be provided.

9時30分　9時55分 (25分)

Moodle for Social Outreach: Co-Designing an On-Demand Course with Seibo Japan

発表者

Brendan Van Deusen, Mr Makoto Yamada (Seibo Japan)

説明

This presentation showcases an initial collaboration between Moodle researchers and the Japan-based NPO Seibo Japan to design an on-demand Moodle course supporting the organization’s educational outreach on Malawi and sustainability. Seibo works with people throughout Japan to raise awareness and funds for school meal programs through various charitable activities; however, the lack of an on-demand course has been a limiting factor.

Researchers, a Seibo coordinator, and Seibo interns co-developed a Moodle-based course that introduces sustainability issues, explains NPO operations, and guides learners through outreach activities. The presentation will describe the instructional design process, Moodle feature selection, intern training, and capacity-building for Seibo staff.

The session will highlight lessons learned and future goals, and aims to offer a practical example of how Moodle researchers and NPOs can collaborate to create impactful, on-demand courses. This case demonstrates Moodle’s potential for social outreach beyond traditional academic contexts.

10時00分　10時25分 (25分)

Academic Integrity in the current era: A few thoughts, a few relevant Moodle applications, a lot of questions

発表者

Rob Hirschel (Sojo University)

説明

Academic dishonesty has a long and distinguished history. When addressing issues of cheating, it is important to remember that this is not new. Technology has, however, made cheating potentially easier, cheaper and more democratic.

This presentation will briefly highlight some historical instances of cheating (and alleged cheating), before moving on to unique issues posed by generative AI. Next, we will discuss Moodle and non-Moodle responses to cheating, and the efficacy and shortcomings of each of these approaches. Moodle applications to be discussed include Quiz module functions such as browser security (Full screen pop-up with some JavaScript Security, Safe Exam Browser) and question randomization, the use of rolling assignment deadlines as enabled by Marcus Green's Driprelease plugin, employing Moodlebox and Raspberry Pi as presented by Bill White at MoodleMoot Japan 2025, and different activity types such as H5P Interactive Video, for low-stakes assignments.

It is hoped that attendees of this presentation will share opinions as informed by experience and contribute potential solutions for various circumstances. There is no easy, definitive answer to the problem of academic dishonesty, but an open and honest discussion of the issues and possible responses may help teachers to better confront the enduring dilemma.

10時30分　10時55分 (25分)

Out of Print, Not Out of Use: Re-engineering a Self-Paced Re-takers Course in Moodle

発表者

Jason Hollowell

説明

This presentation introduces a learner-directed, self-paced English course designed for re-takers, built around a textbook that is no longer in print. Rather than treating the lack of availability as a limitation, the course redesign uses Moodle's activity and access controls to transform static textbook content into an adaptive learning pathway that supports individual pacing, motivation, and sustained engagement.

The course is structured so that learners progress at their own pace, with some units becoming available based on calendar dates, while others are unlocked through demonstrated achievement in previous units. This design allows students who need additional time to work deliberately, while enabling more confident learners to advance without unnecessary delay. Conditional access is used not only as a gatekeeping mechanism, but as a motivational scaffold that makes progress visible and meaningful.

To support this structure, the course makes use of the following Moodle modules and functionality:
• Quiz activities are used not only for assessment, but also to present reading material through embedded fill-in-the-blank, multiple-choice, and short-answer items, allowing learners to actively engage with the text rather than passively consume it.
• Read Aloud (Poodll) is integrated to support pronunciation practice and listening-speaking connections, particularly important in a self-paced environment where live classroom interaction is limited.
• Record in HTML editor (Forum) is used to create private, asynchronous audio exchanges between instructor and student, preserving an interactive, dialogic element within an otherwise individualized course structure.
• Completion conditions and restricted access are employed to manage learner progression, ensuring that key skills are demonstrated before students move on to subsequent units.
• Activity open and close dates provide temporal structure and gentle pacing guidance, helping learners maintain momentum without enforcing a one-size-fits-all schedule.

The session will focus on how these Moodle tools were combined to repurpose an out-of-print textbook into a motivating, learner-centered course that retains meaningful interaction while adapting to the proficiency level and learning speed of each individual student. Practical design decisions, challenges, and lessons learned will be shared, making the session especially relevant for educators working with re-takers, mixed-ability classes, or constrained teaching resources.

11:00

9:00 **3月1日日曜日** 9時00分　11時00分

SUN MORNING ROOM B

セッション

9時00分　9時25分 (25分) **学習エフォートプラグインの改善**

発表者

Yoshimasa Ohnishi

説明

Moodleのレポート機能は、コース単位での情報提供が基本であり、学習者に基づく情報を得ることが難しい。我々は、受講者の学習負担に着目し、教師に受講生の負担状況を提供するプラグインを提案・実現してきた。本稿では、本プラグインの改善を行うと共に、受講者に対して、学習活動の履歴データとして提供する機能を追加することを提案する。これにより、教師は、現在の学習負担を把握するだけでなく、過去の学習負担の状況を振り返ることができる。また、受講者は、過去の学習負担をポートフォリオデータとして把握・活用できる。

9時30分　9時55分 (25分) **Moodle上の教材利用状況・更新状況に関する調査**

発表者

Yoshikazu Asada (Jichi Medical University)

説明

COVID-19の影響を受け、多くの教育機関では同期型・非同期型でのオンライン教育が広がった。非同期型の教育においては、動画やPDF、小テスト等をMoodle等のLMSに掲載し、学生が個々人でアクセスして利用することが通例である。この場合、学習履歴・ログなどを分析することで、利用頻度が少ない教材を同定し、特に改訂の必要性があるものを抽出することが可能となる。
非同期型教育のために作成した教材であれば、年度が切り替わった後も、前年度の教材をコピー・リストアすることで、継続利用が可能となる。一方、教材によっては年度での更新が必要になる場合もあるが、前年度からの複製しか行われておらず、更新が滞っている教材もみられる。
今回、このような教材全体の利用状況・更新状況を調査するためレポート用のSQLを作成し、Configurable Reports等のプラグインで利用可能とした。発表中では、SQLの具体例とその抽出結果を例として示す。個別の教育事例における学習分析のみならず、教学IRなど、Moodle全体のデータを解析する場合などにも利用可能となる。

10時00分　10時25分 (25分)

OBSERVODON: Turning Video from Content into Conversation

発表者

Joe Morrison, Michael Grawe

説明

Video is everywhere in education, but too often it remains passive. Learners watch it, rather than use it. This session introduces OBSERVODON, a video observation, annotation, and feedback tool that helps turn performance evidence into an active space for reflection, coaching, and skill development within everyday teaching and assessment practice. It is a unique, first of its kind approach to capturing trackable performance evidence and precise feedback inside the LMS.
OBSERVODON integrates directly into major learning management systems (LMS), including Moodle, and enables educators and learners to easily record or upload video and still images inside the LMS. Submissions can be made from any device in almost any format and length, with no technical know-how required. Users can then add time stamped comments, annotations, highlighted moments, and on-screen measurement tools to the parts that matter. This makes feedback clearer, reflection more purposeful, and assessment more evidence based.
Participants will explore practical teaching and assessment examples showing how OBSERVODON supports performance evidence, competency-based learning, and more consistent moderation across educators, sites, and campuses. The session will emphasise practical, easy to adopt approaches that strengthen learning design without adding unnecessary platforms or workload.
OBSERVODON: because watching is not the same as learning.

10時30分　10時55分 (25分) **Adding AI feedback to the Database module**

発表者

Gordon BATESON (Kochi University of Technology)

説明

In this presentation, we will consider why and how AI-generated feedback can be applied to student submissions in a Moodle database activity.

Research confirms timely feedback is vital for A1–A2 learners (Hattie & Timperley, 2007). Unlike delayed teacher comments, immediate AI feedback prevents cognitive overload and supports "noticing" (Long, 2015). Recent studies (Dai et al., 2023) suggest rapid, scaffolded AI responses can be more pedagogically effective than slow human feedback during early skill development.

Building on this pedagogical need, the presentation introduces an extension of the Moodle Database module using the existing plugin datafield_report, developed by the presenter and sponsored in part by the Moodle Association of Japan (MAJ). The plugin provides a functional expression language—conceptually similar to Excel formulas—that allows teachers to generate secondary data, analytics, and feedback from primary database entries. Central to this system is a generate() function, which accepts an output type (text, image, audio, or video), AI access credentials, a prompt, and an optional file, and then sends this data to an AI provider. The generated output is stored directly back into the Database activity, enabling seamless integration with existing Moodle workflows.

The presentation concludes with a live demonstration of two classroom-ready activities: one that collects student handwriting samples and returns AI-generated feedback with CEFR-aligned ratings, and another that analyzes uploaded video presentations to provide formative feedback. Together, these examples illustrate how the Moodle Database module can be transformed into a flexible platform for scalable, rapid, and pedagogically meaningful AI feedback.

11:00

9:00

3月1日日曜日

9時00分　11時00分

SUN MORNING ROOM C

セッション

9時00分　9時25分 (25分)

Moodleでの動画視聴時における操作履歴の可視化の試み

発表者

Shigeo　茂雄　Fujimoto　藤本

説明

千葉大学ではSCORMを利用しMoodleと連携した動画配信システムを開発・運用しており，オンデマンド形式の授業および研修に活用されている．
本システムは，学習者が動画をどこまで視聴したかをSCORMを介してMoodleに保存することで視聴管理ができる一方　どのように視聴プレーヤーを操作して動画を視聴しているかを確認する機能は実装されていない．学習者の視聴行動を確認することで，適切な指導や動画の改善につながることも考えられる．このような取り組みへの第一歩として，Moodleのデータベースモジュールおよび JavaScriptを用いて操作履歴のグラフを可視化する機能の実装を試みた．

9時30分　9時55分 (25分)

STEM教育分野におけるMoodleの活用事例と可能性

発表者

Jun (準) Saito (斉藤) (Obihiro University of Agric. & Vet. Med. (帯広畜産大学))

説明

STEM分教育野においてMoodleを活用する上でのいくつかの工夫として，1) Cinderella等の動的数学ソフトによる学習教材の使用　2) AIによる実験レポートの添削や文字認識　3) STACKによる小テストの高度化　4) 外部ツールによるJupyterHubとの連携を通じたデータサイエンス教育　等について報告し，その効果や課題を検討する。これらを通じ，多くの対象現象が時間的・空間的に変化すること，実験・観測・試行計算等による実証性が重視されること，数式・数量による定量的表現が不可欠であること，プログラミングによるデータの処理が有効であること，等のSTEM教育分野に固有・共通の特性に応じたMoodle活用実践の有効性や展望等を議論したい。

10時00分　10時25分 (25分)

Moodleでの画像・語句のデータベース作成　失語症の伝達支援アプリ開発を目的として

発表者

純子 (Junko) 岡部 (Okabe)

説明

近年、脳梗塞などで失語症になった人のためのリハビリやトレーニングのためのアプリが開発されているが、コミュニケーション支援アプリはまだ十分であるとは言い難い。
　そのため、失語症の方の伝達支援アプリ開発の準備として、以下の方法で画像と語句　日本語・その他　のデータベースを構築した。
　1) 社会人や複数の大学の受講者がログインできるMoodleで「少子高齢化と相互伝達」コースを作成。
　2) 外国語学習者向けの基礎的な語彙集をカテゴリ別に分類し、必要と考えられる語句を追加。
　3) データベースに画像と語句を登録。
　Moodle のデータベースによって管理者だけでなく、ユーザ（失語症の方とその家族、問題解決志向型科目の受講者）が画像と語句を効率的に追加・利用できることが明らかになった。

10時30分　10時55分 (25分)

教育現場が取り組むべき、AIによるディープフェイク問題について

発表者

Mr 崇行 不破 (合同会社 東雲研究所)

説明

近年、生成AIの性能の進化が著しく、文章・画像・動画などをテキスト(プロンプト)のみで生成することが出来るようになった。しかしながら、手軽に生成出来るが故に生徒が提出課題を生成AIにより作成しそのまま提出するという行為が増加傾向にある。こうした行為は場合によっては著作権等の権利を侵害する可能性があり、かつ生徒に対して教育効果を適切に生み出さない可能性もある。そこで、東雲研究所が過去に取り組んだ生成AI対策をもとに対策などについて発表を行う。

11:00

11:05

3月1日日曜日

11時05分　12時00分

基調講演 / Keynote Lecture

セッション

説明

Keynote speeches - Main Hall

11時05分　12時00分 (55分)

日本における**STACK**の導入期・普及期・定着期を経験して

発表者

Yasuyuki Nakamura

説明

Moodleの問題タイププラグインの一つであるSTACKは，数式で入力された解答を自動評価することのできるシステムの一つですが，解答を評価する機構であるポテンシャル・レスポンス・ツリーを活用することで，単なる正誤評価だけでなく，部分点評価により学習者の理解状況を推測することも可能です。2025年で，STACKは個別システムとして発表されて以来20年　日本語化されて以来15年となりました。この間のSTACKの動向を見聞きしてきた一人として，これまでを振り返りたいと思います。また，STACKの特徴を踏まえて，講演者らが取り組んできた解答データの分析事例について紹介します。

講師略歴
2023年より現職。専門は教育工学　物理・数学教育　計算・統計物理学　等。テクノロジー活用型教育に関する著書に，『数学eラーニング』『先生のためのCBT問題事例　作成ガイドブック　高等学校　数学・理科』　共著　等がある。

Experiencing STACK's Introduction, Popularization, and Establishment in Japan
STACK, one of Moodle's question type plugins, is a system capable of automatically evaluating answers entered as mathematical expressions. By utilizing its Potential Response Tree mechanism for evaluation, it enables not only simple pass/fail assessment but also partial credit scoring to infer learners' understanding. By 2025, STACK has been 20 years since its initial release as a standalone system and 15 years since its Japanese localization. As someone who has observed STACK's development during this period, I would like to reflect on its journey thus far. Furthermore, based on STACK's unique characteristics, I will present examples of answer data analysis undertaken by the presenters.

Yasuyuki Nakamura has held his current position since 2023. His specialties include educational technology, physics and mathematics education, computational and statistical physics, and more. Yasuyuki has written books about technology-enhanced education focusing on mathematics e-learning especially using STACK and CBT for high school mathematics and science teachers.

12:00

12:00

3月1日日曜日

12時00分　12時20分

MAJ Event: ベスト・イノベーション賞 / MAJ Best Innovation

セッション

12時00分　12時20分 (20分)

Best Moodle Innovation Awards

発表者

Don Hinkelman (Sapporo Gakuin University)

説明

12:20

12:20

3月1日日曜日

12時20分　13時30分

13:30

MAJ Event: Lunch・ランチ

セッション

13:30

3月1日日曜日

13時30分　14時25分

基調講演 / Keynote Lecture

セッション

説明

Keynote speeches - Main Hall

13時30分　14時25分 (55分)

Moodleを用いた医療者教育　看護教育実践から見る学習分析と教育設計

発表者

Machiko S Yagi

説明

医療者教育におけるMoodleの活用は、学習者中心で柔軟な教育を可能にしている。本講演では、医療系教育機関におけるMoodle利用の現状を概観し、特に看護師教育での具体的実践例として、シミュレーション教育と組み合わせた活用を紹介する。さらに、学習分析によって得られるデータを教育設計に応用し、学習者のエンゲージメントを促進する学習支援について示す。Moodleは単なる学習管理システムではなく、データに基づく教育改善を支えるツールとしての可能性を提示する。

講師略歴
2023年より現職。看護師、大学教員を経て渡米。SimTiki Simulation Center John A. Burns School of Medicine, University of Hawaii at Manoa にてシミュレーション教育を学ぶ。Certified Healthcare Simulation Educator ®、米国看護師免許取得。現在は看護師の特定行為研修を中心に教育研究業務を行っている。

Medical Education Using Moodle: Learning Analytics and Instructional Design Through Nursing Education Practice
The use of Moodle in medical education enables flexible, learner-centered instruction. This keynote provides an overview of how Moodle is utilized in healthcare education, with a particular focus on nursing education practices that integrate simulation-based learning. It also demonstrates how learning analytics can inform instructional design and enhance learner engagement. Ultimately, Moodle functions not merely as a learning management system but as a tool that supports data-driven educational improvement and reflective teaching practices in professional healthcare training.

Biography
In current position since 2023. After working as a nurse and university faculty member, studied simulation-based education at the SimTiki Simulation Center, John A. Burns School of Medicine, University of Hawaii at Manoa. Certified Healthcare Simulation Educator® and U.S. Registered Nurse. Currently engaged in education and research on advanced practice nurse training.

14:25

14:30 **3月1日日曜日** 14時30分　16時40分

SUN AFTERNOON ROOM A

セッション

14時30分　14時55分 (25分)

Smarter Grading in Moodle: A Practical Introduction to Rubrics

発表者

Bill White (Kwansei Gakuin Universty)

説明

Using rubrics in Moodle can make teaching and grading feel clearer, easier, and more supportive for both you and your students. This talk introduces rubrics and ranged rubrics in simple, practical terms, focusing on how they can help teachers who are new to online learning tools. Rubrics lay out what “good work” looks like by breaking an assignment into clear criteria, so students understand what is expected and teachers can give fair, consistent marks. Ranged rubrics add a little more flexibility, allowing you to award points within a band rather than choosing just one fixed level.

During the session, you’ll see how rubrics can save time, reduce stress, and make feedback more meaningful. They help you explain strengths and areas for improvement in a way students can easily understand. We will also look at how Moodle makes it simple to reuse rubrics, adjust them for different activities, and view results that show where students are doing well or may need more support. This talk aims to build confidence and show how rubrics can make assessment more transparent, manageable, and effective for beginners.

15時00分　15時25分 (25分)

The 3 Rs of Moodle: Recycle, Reuse, Reduce (Work for Yourself)

発表者

Bill White (Kwansei Gakuin Universty)

説明

Moodle offers an incredible amount of flexibility and useful features, but many new users don’t always realize just how powerful it can be right from the start. That’s where the “3 Rs” come in—Recycle, Reuse, and Reduce. Instead of reinventing the wheel every time you create a course, why not take advantage of Moodle’s built-in tools that make saving time and effort simple and seamless?

In this session, we’ll explore practical ways to recycle existing course materials, reuse activities and resources across different classes, and reduce repetitive tasks that often slow you down. You’ll discover tips and tricks that help streamline your workflow while keeping your courses engaging and effective.

This presentation is designed especially for beginners, offering clear, actionable advice you can put to work immediately. Whether you’re brand new to Moodle or simply looking for a smarter approach, you’ll walk away with strategies to save time, minimize stress, and make Moodle truly work for you.

15時30分　15時55分 (25分)

Building a Fully Offline Moodle Ecosystem: Designing Local-Network Learning for Connectivity-Restricted Environments

発表者

Lei Kristoffer Lactuan (University of the Philippines Open University)

説明

Many learning environments worldwide face significant barriers to digital education due to unreliable or absent Internet connectivity. This study presents the development of a fully offline Moodle ecosystem hosted on a local server and shared with multiple client computers via a standalone network. Learners access course content, activities, and assessments through a local web address, enabling full interaction within the offline environment.

The system preserves core Moodle capabilities, including activity completion tracking, assessments, progress monitoring, and structured course pathways, ensuring that both learners and facilitators can engage effectively without Internet access. This offline model is applicable in diverse contexts such as remote rural schools, disaster-response or evacuation learning centers, community hubs, temporary field classrooms, and island or mountain communities.

By detailing the deployment design, operational challenges, and implementation strategies, this study offers a practical and replicable blueprint for expanding digital learning opportunities in connectivity-restricted environments. The approach demonstrates how offline Moodle can sustain high-quality educational experiences, bridging gaps in access and supporting inclusive learning practices.

16時00分　16時10分 (10分)

Bi-lingual Documentation for VAM Plugin and Japan-wide Promotion Activities.

発表者

Brendon Muir (Sapporo Gakuin University)

説明

A Moodle Association of Japan R&D funding report.

As a recipient of 2025 MAJ R&D funding, I had English- and Japanese-language documentation prepared for the Video Assessment Module (VAM) plugin. It is an open-source plugin available for free download from the Moodle plugin database and GitHub. The purpose of VAM is to support rubric-based formative assessment of video recordings of learners' speaking performances, with a focus on rapid, iterative improvement.

To leverage the new documentation to promote Moodle and VAM usage throughout Japan, I ran a direct promotion campaign targeting Moodle users at Japanese universities. I will outline the campaign's effectiveness and users' reception of the new bilingual documentation.

16時15分　16時40分 (25分)

From Prompt to Import: How Seamlessly Can Large Language Models Generate Moodle Quizzes?

発表者

Reinald Adrian Pugoy (University of the Philippines - Open University)

説明

Moodle is widely used for quiz-based assessment, with strict import formats for creating and managing question banks. As large language models (LLMs) are increasingly used to support assessment authoring, their practical usefulness in Moodle depends on their ability to generate quiz files that conform to these format requirements and can be imported with minimal instructor intervention.
This study proposes a comparative evaluation of how seamlessly different LLMs can generate Moodle-compatible quizzes when provided with explicit instructor instructions. Specifically, it examines three commonly supported quiz import formats: Aiken, GIFT, and XML. In parallel, the study will compare outputs produced by three LLMs: ChatGPT, Gemini, and DeepSeek. Using a controlled prompting design, each model will be tasked with generating quizzes in each format under identical instructional conditions.

The results section is expected to present descriptive comparisons across both formats and models, including Moodle import outcomes, format-specific error patterns, correction requirements, and instructor effort measures. Results will be organized to contrast quiz format behavior across LLMs and LLM behavior within each quiz format, with an emphasis on workflow characteristics rather than content quality or learning outcomes.

By outlining a structured framework for comparing quiz formats and LLMs within a Moodle-based assessment workflow, this study aims to provide a practical reference for instructors and institutions exploring AI-assisted quiz generation while maintaining alignment with established LMS constraints.

16:40

14:30

3月1日日曜日

14時30分　17時00分

SUN AFTERNOON ROOM B

セッション

14時30分　14時55分 (25分)　Moodleデータ可視化プラグインVisPortの開発

発表者

孝洋 隅谷 (広島大学)

説明

Moodleの学習データおよびアクセスログを可視化するブロックタイプのプラグイン VisPort を開発したので報告する。本プラグインは、Moodleのデータベースに関する専門知識を持たないユーザでも、柔軟に可視化手法を追加できることを目的として設計した。VisPortは以下の特徴を有する。

1. 可視化ユニットによる拡張性
   可視化手法は「可視化ユニット」として実装し、新たに作成・追加することができる。可視化ユニットはJavaScriptで記述され、D3.jsやChart.jsなどのライブラリを用いて多様なグラフ表現を実現可能である。また、ブラウザ上で動作するため、サーバ側のセキュリティリスクを考慮する必要がない。

2. REST APIによるデータ取得の抽象化
   可視化ユニットは、プラグインが提供するREST APIを介してデータを取得する。これにより、作成者はMoodleのデータベース構造を意識することなく、必要なデータをJSON形式で利用できる。既存の可視化ツールの調査から、アクセスログ、課題・小テストの成績、学習進捗が主要な可視化対象であることが明らかとなったため、現時点ではこれらのデータ取得をサポートしている。今後は、他のデータ項目についても順次対応を進める予定である。

本プラグインは、教育現場におけるデータ活用の裾野を広げ、非専門ユーザによる拡張性の高いデータ利活用を支援することを目的としている。今後は、学生と教員間のアクセス権限の分離や可視化テンプレートの拡充を進めるとともに、実際の教育現場への試験的導入を通じて得られたフィードバックに基づく機能改善を行う予定である。

15時00分　15時25分 (25分)　Nothing Scheduled

15時30分　15時55分 (25分)　Which does it better: Moodle or Microsoft Teams, or both?

発表者

Samantha Kawakami (Matsue Kosen)

説明

One danger when using online materials is using too many different websites and apps. If students are overwhelmed with too many different systems, it can become more challenging for them to keep up with their studies and can interfere with their learning. Using multiple systems can also place a heavier burden on teachers. However, there are situations where working with multiple systems can be beneficial to both students and teachers. This presentation will briefly outline some key differences between Moodle and Microsoft Teams including collaboration, activity types, and resource types. The presenter will briefly talk about how these differences may affect class activities and goals. Finally, possible reasons and ways to use Moodle and Teams together will be presented and discussed.

16時00分　17時00分 (1時間)　Global Moodle Funding - Quiz and Question Bank

発表者

Antonia Bonaccorso, Luca Bösch, Thomas Korner, Tim Hunt

説明

This is a report on significant progress in the new Quiz and Question Bank in Moodle 5.0, 5.1, and 5.2. Each year the Moodle Association of Japan donates approximately one million yen for global Moodle development in dialogue with Moodle HQ and the former Moodle Users Association. After a survey of development needs of members, the board of MAJ chose Quiz and Question Bank project, led by Luca Bosch and Thomas Korner of a university consortium in Switzerland. Tim Hunt, the longtime creator and maintainer of the Quiz module and question bank is also involved. MAJ R&D Officer, Don Hinkelman, is inviting the programming team and funding directors to give a visual report on the progress and results of our MAJ donation. The consortium team is also seeking requests for further development, so MAJ members should prepare a list of issues and new features desired in both the Quiz activity module and the Question Bank.

17:00

14:30 **3月1日日曜日** 14時30分　17時00分

SUN AFTERNOON ROOM C

セッション

14時30分　14時40分 (10分) **Moodleの小テスト（Quiz）に数学グラフ描画問題を組み込む試み**

発表者

智恵子 菰田

説明

数学教育において、学生が与えられた数式を正確にグラフとして描画する課題は重要である。本発表では、Moodleの小テスト（Quiz）機能を活用し、学生がオンライン上でグラフを作成する手法を提案するとともに、その描画結果を自動採点する試みについて報告する。

14時45分　14時55分 (10分) **xAPI規格に準拠した学習履歴の長期保存及び活用の試行**

発表者

Tomoya Saito (Yamaguchi University)

説明

MoodleではxAPI　Experience API　ログストア・プラグインを活用することにより、xAPI形式に変換された学習履歴を学習レコードストアに保存することが可能である。山口大学では、学習レコードストアとしてSQL LR　を採用している。xAPIに準拠した学習レコードストアでは、学習履歴をNo SQL型のデータベースに保存する。No SQL型のデータベースではデータの重複チェックや検索の効率が低く、蓄積されるレコード件数の増加に伴い、レコードの読み書きの速度が著しく低下する。そのため、長期間にわたる学習履歴の蓄積や学習分析等への活用が困難である。そこで我々は、学習レコードストアに蓄積されているデータを定期的にリレーショナル・データベースに移動すると共に、データの集計・分析の際に検索キーになり得る属性項目の値をテーブル上のカラムに格納することにより、検索効率を改善する仕組みを構築した。本発表では、学習レコードストアからリレーショナル・データベースに学習履歴を移動する仕組み、及び、これらのデータをBIツールに読み出して活用する仕組みの概要について報告する。

15時00分　15時10分 (10分)

データベースモジュール個別エントリの閲覧・ログを記録するためのプラグイン開発

発表者

Yoshikazu Asada (Jichi Medical University)

説明

データベースモジュール（以下DB）は様式に沿ったエントリを教師・学生が投稿可能な機能である。各投稿にはコメントや評価なども可能であり、日誌・ポートフォリオのような教育目的での利用もできる。2025年Mootでは、DBの投稿にコメントが付与された際の通知についてプラグインを開発し、教師・学生が内容を迅速に確認しやすいものとした。一方、DBの閲覧や検索について、標準のログ機能ではどのエントリを閲覧したかの記録がなく、学習分析を行うには不十分である。今回、閲覧・検索ログを記録し、学習分析に役立てるための機能開発を行ったので報告する。

15時15分　15時25分 (10分) **初級プログラミング教育向けデジタル教材の開発と実践**

発表者

Yosuke Morimoto

説明

プログラミングの初学者を対象としたPythonの演習科目で使用する教材を開発し、授業を実施した。本教材は、講義資料の閲覧、小テストの受験、プログラムの入力と実行が行える。画面の切り替えが最小限となり、特にPCに不慣れな受講生の負担を軽減できる。講義はZoomを用いて遠隔で実施することから、学習の進捗を講師が把握できる機能を設けた。本教材はSCORMで制作し、Moodleのコースに設置した。教材から送信される学習履歴データを受信するサーバを用意し、講師が確認できるダッシュボードを開発した。本教材の技術的な詳細、受講生によるアンケートを含めた実践の結果を報告する。

15時30分　15時40分 (10分) **STACKドキュメントの日本語化**

発表者

Yasuyuki Nakamura

説明

日本Moodle協会からR　Dの助成をいただき，Moodleの問題タイププラグインの一つであるSTACK問題タイプに関するドキュメントの日本語化を行った。STACK自体は一部を残し，日本語化されているものの，特に，実際に問題を作成する際に，多くの教師が参照するであろうドキュメント（https://docs.stack-assessment.org/en/）については，問題作成初歩の部分のみの日本語化にとどまっていた。今回　全ドキュメントの日本語化を行ったので，その内容について報告する。

15時45分　15時55分 (10分)

統計関連科目における授業実践

発表者

Prof. Tomoko Adachi (静岡理工科大学)

説明

著者が担当する統計関連科目において、Moodleを用いた授業実践の事例を紹介する。

授業では、Moodle掲載の授業資料や確認テスト等だけでなく、グループワークを取り入れたり、黒板に板書して解説したりしている。

対面する学生の理解度に合わせて、Moodleを活用しながら、柔軟に授業を展開するよう心掛けている。

16時00分　17時00分 (1時間)

さまざまな分野における**STACK**の活用 / **Using STACK in Multiple Disciplines**

発表者

Jun (準) Saito (斉藤) (Obihiro University of Agric. & Vet. Med. (帯広畜産大学)), Yasuyuki Nakamura, Shigeo　茂雄 Fujimoto　藤本　, Takahiro Nakahara

説明

STACKは数式の自動採点システムであり，数学教育はもとより，数式を使用するSTEM教育分野で広く使用可能である。また，ランダム変数を用いた条件設定　ポテンシャルレスポンスツリーを用いた多段階の正誤判定が可能であることに加え，日本語を含む文字列入力やパターンマッチング，グラフの描画や動的幾何ソフトとの連携も可能であることから，より広範な小テストの作題・採点への応用も期待できる。本ラウンドテーブルでは，数学　物理　化学　生物　データサイエンス等におけるSTACKの活用事例を紹介した後　さまざまな分野において高度な小テストを効果的　効率的に作成する手法や展望について，参加者間で共有・議論する。可能であれば，STACK APIによる小テスト以外の教材におけるSTACKの活用についても検討したい。

17:00

17:00

3月1日日曜日

17時00分　17時15分

17:15

MAJ Event: Closing Ceremony

セッション