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

Saturday, 28 February 2026 16:00 (25 minutes)

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.

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