

The University of Nagasaki

- Online Resource Center

How To Use - Part I

Thom W. Rawson

The purpose of this paper is to describe the features and tools that are currently available on the University of Nagasaki Online Resource Center (ORC) , which is a mechanism for promoting active learning in the classroom. By publishing a series of discussions on the materials, faculty and staff at the university can continue to learn about the tools and features that are provided by the software.

Moodle provides an online component for collaborative-style learning which contrasts a traditional lecture-format classroom. However it is not a requirement to abandon lecture-format for the purposes of using Moodle. Rather, Moodle can be a means by which a course faculty member organizes materials and resources for students in a complimentary manner. Additionally, Moodle can provide a platform by which a faculty member can return feedback more regularly to students taking the course.

Moodle is available to be used in any language including Japanese, Chinese, Korean, and other Asian languages. Moodle is the most widely used learning management system in the world. To quote Wikipedia:

“ As of June 2013 it had a user base of 83,008 registered and verified sites, serving 70,696,570 users in 7.5+ million courses with 1.2+ mil-

lion teachers .”

(Moodle Wikipedia , 2013)

Currently, the University of Nagasaki has in operation a live Moodle installation used daily, which has been in place since April of 2010 and has a registered student base of on average 750-1000 students per year. Although native English faculty members are the primary users of this resource, Moodle transcends all branches of education and is NOT specifically a tool for language learning.

ORC Access

The Online Resource Center (ORC) is accessible from the Campus Index page internal to the university (<http://campus.sun.ac.jp>) as shown in Figure 1 . Although the link is stored under the Sasebo (佐世保) link, it



Figure 1: Online Resource Center Access from Campus インデックス

is accessible BOTH from the Sasebo Campus AND the Siebold Campus.

The ORC is also available on the World Wide Web by accessing the URL directly (<http://orc.sun.ac.jp>) . This allows for faculty, staff, and students to have access to the ORC from any Internet location.

By default, ALL USERS who have an account at either Sasebo or Siebold also have access to the ORC. By using the SAME login as the campus site login (see Figure 2) , access is granted to the ORC.



あなたはログインしていません。
日本語 (ja)

長崎県立大学 ORC
UNIVERSITY OF NAGASAKI

長崎県立大学 メール Campusインデックス LiveCampus TOEIC Home

Home ログイン画面

アカウントをお持ちの方ですか?

ユーザー名とパスワードを入力してください
(ブラウザのクッキー設定を有効にしてください。)

ユーザー名

パスワード

ユーザー名を記憶する

ユーザー名またはパスワードを忘れましたか?

いくつかのコースはゲストアクセスできます

Figure 2: Login page for the Online Resource Center

The ORC can be accessed using a wide variety of technology. A desktop or notebook computer, Microsoft, Apple, Open Source (Linux) operating systems, tablets, pads, and smart phones of many manufacturers and operating systems are supported (Android, iOS, etc).

Account Management

The first time a user logs in to the ORC, a simple profile form is offered by which the user must fill out a minimum number of fields (see Figure

3) . The minimum number of fields required includes the following list:

- 1 . Last Name (Romaji)
- 2 . First Name (Romaji)
- 3 . Hometown (Romaji or Kanji)
- 4 . Last Name (Kanji)
- 5 . First Name (Kanji)

Figure 3: First time logging in to the Online Resource Center

There are other fields a user may provide as an option to complete a more rounded profile (see Figure 4) . Some of those fields may include the following:

- 1 . An existing profile picture
- 2 . An updated profile picture
- 3 . A list of interests
- 4 . A link to an associated website or service

≪ ユーザ画像

このサイトではGravatarが有効にされています。あなたがプロフィール写真をアップロードしていない場合、MoodleはGravatarよりプロフィール写真の取得を試みます。

現在の画像  1.

削除

新しい画像 

新しいファイルの最大サイズ: 無制限 / 最大添付: 1

すべてをダウンロードする

ファイル

 2.

upfile_92023124.jpg

写真説明

≪ 興味があること

興味リスト  カンマで区切って、タグを入力してください。

okinawa, tall, sumo, pizza, tacos, computers, talking, English, friendly, guitar, swimming, travel, reading, movies, technology research 3.

≪ 任意

ウェブページ 4.

ICQナンバー

Figure 4: Optional Profile Fields

ナビゲーション


- Home
- マイホーム
- サイトページ
- マイプロフィール
- プロフィールを修正する
- フォーラム投稿
- ブログ
- メッセージ
- マイプライベートファイル
- マイバッジ
- ノート
- マイコース

管理


- マイプロフィール設定
- プロフィールを修正する 1.
- レポートフォリオ
- セキュリティセンター
- メッセージング
- ブログ
- バッジ
- 活動レポート
- サイト管理

検索

Rawson Thom



My BIO:



I'm from Boston in the USA. I came to Japan in 2001 to teach English on the JET programme. I taught English in 3 junior high schools and 1 elementary school in Nagasaki city. After that, I worked for Nagasaki Commercial High School for 3 years. Then I got a job at the University of Nagasaki in Saesebo. I love my job. And I love teaching English to Japanese students.

My research project is this web site. I use it to deliver curriculum to my students. I hope they enjoy it.

国	日本
都道府県	Nagasaki/Knoura
メールアドレス	thome@sun.ac.jp
ウェブページ	http://tallthom.com
姓	ローソン
名	トム
コースプロファ...	General English IB, General English IA, SC Oral Communication II, SC Oral Communication I, Intensive English Expression III - Writing, Successful Keys to the TOEIC® Test 1 - Goal 500, Successful Keys to the TOEIC® Test 2 - Goal 600, Successful Keys to the TOEIC® Test 3 - Goal 700, Reading English, Intensive English Communication IA, Intensive English Communication III - Widgets, English Communication IA, English Communication IB, Elective English Communication IA, Elective English Communication IB, Intensive English Communication I - Western Affairs, English Communication IAI/IB, Elective English Communication IAI/IB, Intensive English Communication IAI/IB
初回アクセス	2012年 01月 18日(月曜日) 13:56 (1年 300日)
最終アクセス	2013年 12月 2日(月曜日) 06:12 (1秒)
興味があること	okinawa, tall, sumo, pizza, tacos, computers, talking, English, friendly, guitar, swimming, travel, reading, movies, technology research

あなたは Rawson Thom としてログインしています (ログアウト)

Figure 5: A completed profile example

The profile can be edited at any time to contain relevant and up-to-date content. Users are responsible for maintaining their own profile. A well-maintained profile helps to enhance connectivity between students, staff, and faculty (see Figure 5).

Online Resource Center Examples

In this section, some examples showing the current Moodle system at the University of Nagasaki are given. The intention is to show various ways in which this resource can enhance the faculty, staff, and student experience.

The top page of the ORC is a useful place to post important school announcements. ORC members have the option of subscribing to a news fo-

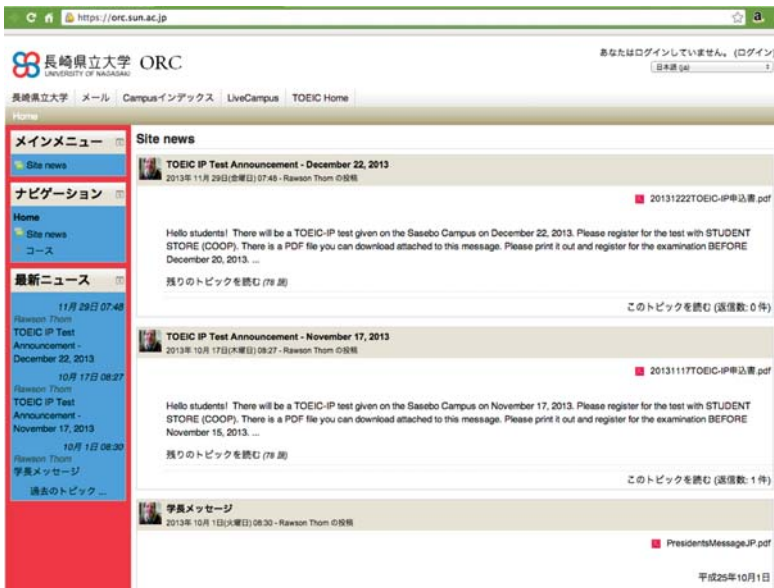


Figure 6: Top page of the ORC prior to login. News and announcements are shown.

rum to receive announcements by registered email in the ORC Profile. Faculty and staff members can be given permission to post relevant items here, and students can join in discussions by replying to posts (see Figure 6).

Faculty, staff, and students become associated with a course or a set of courses through the enrollment process. At this time, enrollment in a course on the ORC is controlled by the course manager and is usually manually completed. In more robust Moodle environments, staff members in the student office are tasked with setting up the Moodle classrooms for the faculty and students.

When a faculty member or a student logs into the ORC, the courses associated with that person are shown in the “My Courses” section (see Figure 7).

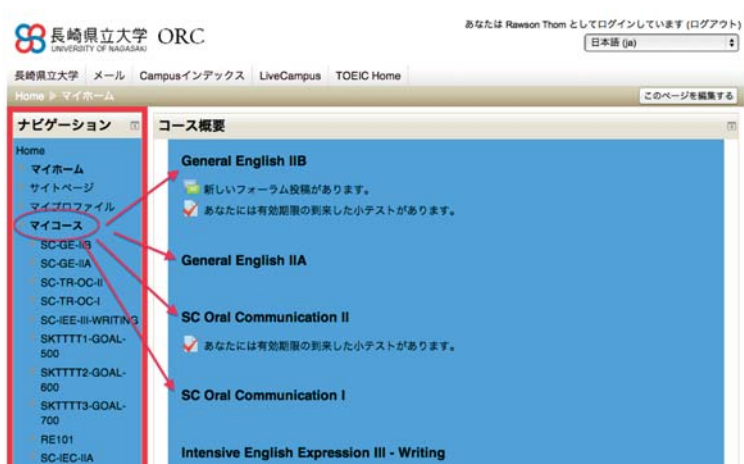


Figure 7: The “My Courses” display on the ORC

Within any particular course, there can be additional course-specific announcements and deadlines for enrolled users in that course. Messages can be viewed on the ORC and also mailed out at regular intervals depend-

ing on the settings of the course news forum (see Figure 8).



Figure 8: News Forum in an example course showing 1 News item

Once students and faculty are grouped in a course, the faculty members can communicate directly, securely and safely with all students in a particular course using simple messaging functionality. A single student, lists

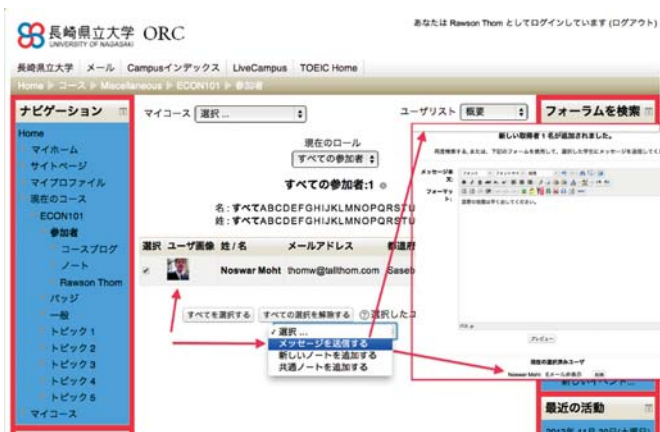


Figure 9: Messaging students in a course on the ORC

of students, or all students in the course can be selected for messaging. Students can also reply to the messages using traditional email, or by using the messaging system built-in to the ORC (see Figure 9).

Course managers and teachers have the ability to track student access and activity in a course for the purpose of determining study patterns and measuring on-task activity levels for each student. This is useful to help keep students focused on tasks and to determine if deadlines have been appropriately set and met (See Figure 10).

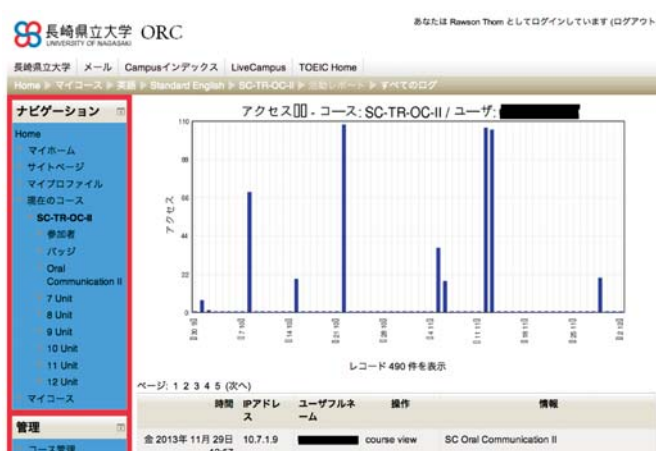


Figure 10: A sample access report on the ORC for a student

The ORC also has powerful questionnaire facilities that can be delivered by course and group of students within a course. Important course questionnaires and surveys can be administered to controlled student populations for the purposes of data collection and evaluation. Data is collected automatically and privately and is made available for export in a number of formats (see Figure 11).

To keep faculty and students closely connected throughout the semester, the Moodle grade book can be made available to students for

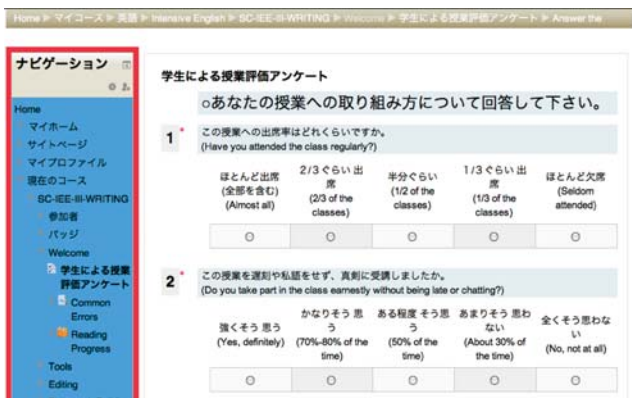


Figure 11: Example questionnaire on the ORC in a course

the purpose of tracking the running score during the semester. Students no longer need wait until the final grades are delivered before being able to see what their final grade will be during the lesson. Figure 12 shows an example of a grade book for one student.

ユーザレポート -

所属グループ (2013Economi2) | すべて表示はユーザを選択する

評定項目	評定	範囲	パーセンテージ	フィードバック
01 SC Oral Communication II				
01 Attendance				
Attendance	14.00	0-15	93.33 %	
カテゴリ合計	8.33	0-19	83.33 %	
02 Tests				
Term Test - (Unit 7, 8, 9)	-	0-100	-	
Term Test - (Unit 7, 8, 9, 10, 11, 12)	-	0-100	-	
カテゴリ合計	-	0-80	-	
03 Participation				
03 Class Participation				
Class Preparation	13.00	0-15	86.67 %	
Class Participation	15.00	0-15	100.00 %	
カテゴリ合計	4.83	0-19	48.83 %	
04 Unit 7 Tests				
7 Listening - How did you feel?	0.00	0-25	0.00 %	
7 Extra Listening - How did you feel?	0.00	0-25	0.00 %	
7 Language Check - Simple past: Wn. questions and answers	23.42	0-25	93.69 %	
7 Real Stories - Lucky or Unlucky?	20.31	0-25	81.25 %	
カテゴリ合計	8.19	0-8	43.74 %	
05 Unit 8 Tests				
8 Listening - I know that!	24.31	0-25	97.24 %	
8 Extra Listening - I know that!	0.00	0-25	0.00 %	
8 Language Check - Comparative and superlative adjectives	19.07	0-25	76.28 %	
8 Real Stories - Don't be afraid.	20.31	0-25	81.25 %	

Figure 12: Example user report for students in the grade book.

The ORC provides the ability for a faculty member to share content with students in an organized manner. Documents, PDF files, images,

links to online resources, and other important study materials can be groups together for students to access. This content can be reused or updated on a year-by-year basis that also helps to keep the faculty member organized in lesson delivery. Appendix A images show examples of course pages.

Quizzes in Moodle

One of the most powerful features of the ORC is the digital online testing resource available. Moodle includes a powerful and robust quiz and question engine supporting many types of questions including true/false, multiple choice, mathematical, short answer, fill-in-the-blank (cloze) , matching, and even essay-type questions. This makes delivering quizzes and tests to large audiences possible with the ability for automatic grading in most of the question types.

Once the questions are developed in a bank of questions and categorized appropriately, they can be placed in a quiz container for delivery to the students. There are quiz question types that can be assigned to pull a question randomly from a certain category that helps to customize the test to the individual student (See Figure 13).

Quizzes can be assessed in many ways and feedback can be both automatic and manual depending on the faculty needs or requirements. Appendix B images show some example quiz questions in use.

The ORC also supports a wide variety of audio and video multimedia formats. Faculty members can embed audio and video into resources for student use. External sources such as YouTube can also be used. For embedding recorded audio and video, the ORC supports direct audio/video recording. Also, video recording into YouTube directly is also supported.

問題バンク

カテゴリを選択してください:

サブカテゴリの問題も表示する
 古い問題も表示する
 問題リスト内に問題テキストを表示する

新しい問題を作成する ...

<input type="checkbox"/> T	問題	作成者 名/姓	最終更新者 名/姓
<input type="checkbox"/>	07Unit-02Listening-01Part-00	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-01Part-All	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-02Part-00	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-02Part-01	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-02Part-02	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-02Part-03	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-02Part-04	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-02Part-05	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-03Part-00	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-03Part-01	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-02Listening-03Part-02	Rawson Thom	Caine Nick
<input type="checkbox"/>	07Unit-02Listening-03Part-03	Rawson Thom	Caine Nick
<input type="checkbox"/>	07Unit-02Listening-03Part-04	Rawson Thom	Caine Nick
<input type="checkbox"/>	07Unit-02Listening-03Part-05	Rawson Thom	Caine Nick
<input type="checkbox"/>	07Unit-06LanguageCheck-01Part-00	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-06LanguageCheck-02Part-00	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-06LanguageCheck-02Part-00b	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-06LanguageCheck-02Part-01	Rawson Thom	Rawson Thom
<input type="checkbox"/>	07Unit-06LanguageCheck-02Part-02	Rawson Thom	Rawson Thom

Figure 13: Question bank showing a list of questions of different types.

More examples and explanation of these features will be given in subsequent papers on this subject material.

Conclusion

To get started using the ORC, the steps described in this document should be used. In summary, those steps include:

- 1 . Locate the ORC access page either on the Campus Index or from the World Wide Web (<http://orc.sun.ac.jp>)
- 2 . Register for an account using the existing login and password from our school network.

- 3 . Complete a basic profile .
- 4 . Contact with the ORC Administrator - Thom Rawson (thomw@sun.ac.jp) or Nicholas Caine (caine@sun.ac.jp)
- 5 . Request an online classroom to manage .
- 6 . Begin developing and delivering content for the students online .

The Online Resource Center (ORC) at the University of Nagasaki offers an untapped resource to all staff, faculty, and students at no additional cost to the user. The framework exists to develop and deliver content that promotes active learning and exploration .

Part II Documentation

In following documentation, details on creation of specific activities including Quizzes, Assignments, Workshops, and Questionnaires will be provided.

References

Moodle.org: open-source community-based tools for learning . (2005 , January) .

Retrieved from <http://moodle.org/>

ムードル (*Moodle*) . (2013 December) . Retrieved from <http://ja.wikipedia.org/wiki/ムードル> .

Appendix A - Course Page Examples

The screenshot displays a course page with a blue sidebar on the left and a main content area on the right. The sidebar contains a 'マイプロフィール' (My Profile) section with a '現在のコース' (Current Course) dropdown set to 'SC-IEE-III-WRITING'. Below this is a '管理' (Management) section with options like 'コース管理' (Course Management), '編集モードの開始' (Start Edit Mode), '設定を編集する' (Edit Settings), 'コース完了' (Course Completed), 'ユーザ' (Users), and 'SC-IEE-III-WRITING から私を登録抹消する' (Remove my registration from SC-IEE-III-WRITING). The main content area is divided into three sections: 'Tools' with links to Wikipedia, Free Dictionary, Grammar Checker, Word Count Tool, Alphabetizer, and Creative Commons Search; 'Editing' with a description 'Practice editing for better writing.' and a list of activities including Sentence Building Practice, Sentence, Six Sentences, Seven Sentences, My University - Editing Practice, and Singular/Plural Editing - Wizard of Oz.

Course pages showing resources, links, activities, and quizzes.

The screenshot displays a course page with a blue sidebar on the left and a main content area on the right. The sidebar contains a 'アウトカム' (Outcome) section with options like 'バックアップ' (Backup), 'リストア' (Restore), 'インポート' (Import), '公開' (Publish), 'リセット' (Reset), and '問題バンク' (Question Bank). Below this is a 'ルールを切り替える...' (Switch Rules...) section, a 'マイプロフィール設定' (My Profile Settings) section, and a 'サイト管理' (Site Management) section with a search bar and a '検索' (Search) button. The main content area is divided into three sections: 'Paragraph Building' with a description 'Practicing these exercises will help you build paragraph writing skill in English.' and a list of activities including Paragraph Building Pre-Test, Paragraph Writing Overview, Relevant Sentences, Irrelevant Sentences 1, Identifying Topic Sentences and Irrelevant Supporting Sentences, Irrelevant Sentences 2, and Paragraph Building Practice (with a '未読件数 1' indicator); 'The Writing Process' with a description 'Step through the English writing process with your classmates.' and a 'Writing Process' activity; and 'My Writings' with a description 'These are your writings.' and a 'My Summer Vacation' activity.

Appendix B - Quiz question examples

小テストナビゲーション

あなたはこの小テストをプレビューすることができます。しかし、これが本当の受験の場合、あなたは次の理由でブロックされます:

申し訳ございません、この小テストはまだ利用できません。

LANGUAGE CHECK

GRAMMAR CHECK: Asking about vacations

Read the answers. Write the questions

問題 1
未解答
最大評点 1.00

A: (*How was your vacation?*)?
B: It was OK.

問題 2
未解答
最大評点 1.00

A: ?
B: I went to Ireland.

Example quiz questions from the powerful quiz engine in Moodle.

Rawson Thom

GRAMMAR CHECK:

Match the statements. Then choose the verb forms for each of the statements.

問題 1
未解答
最大評点 2.00

Are you going to grad school? -- verb form: (*are going to go*)
No, I'm starting work next month at Sony.
(*No, I'm starting work next month at Sony.*) -- verb form: (*am starting*)

問題 2
未解答
最大評点 2.00

Are you going to move abroad this year? -- verb form:

Yes, we're going to go to Mexico.
Yes, I know time is running out. Ok. Ok. Maybe I'll decide this weekend.
Not necessarily. I need money, so I'll take any job that is offered.
No, I'm starting work next month at Sony.
I'm not sure. I might go for three months just to see how it is.
Well, I might take Graphic Design 2 and English Conversation, but I'm not sure yet.
Yes, I know. I'm going to check out vacations.com this evening.