

Inter-school Collaborative Activities Using a Customized Moodle Network

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This research has been supported by JSPS Grant-in-Aid for Scientific Research (A)
#21520582 “A Practical Study of Computer-Assisted Foreign Language Collaborative
Learning by Linking LMSs”



Overview

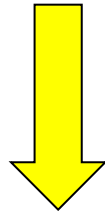
- Why we need Moodle Network?
- How to realize M-net
- Collaborative activities
- Reflections and improvements
- Student feedback analyses



① Why Moodle Network?

Benefits of LMS

- Easy management of learning resources, learners, and tracking of their progresses
- Controlled interactions among the registered users



And drawbacks


- ▼ Insulation of learners from outside
- ▼ Sparse interactions with people outside of the LMS
- ▼ Diminish the real pleasure of the Internet



Lamentation of Tim Berners-Lee

Tim Berners-Lee, the inventor of the World Wide Web, recently expressed his concerns about the closed nature of thriving social-networking services, iTunes, and some ISPs.

- “Large social-networking sites are walling off information posted by their users from the rest of the Web.”
- “Each site is a silo, walled off from the others.”

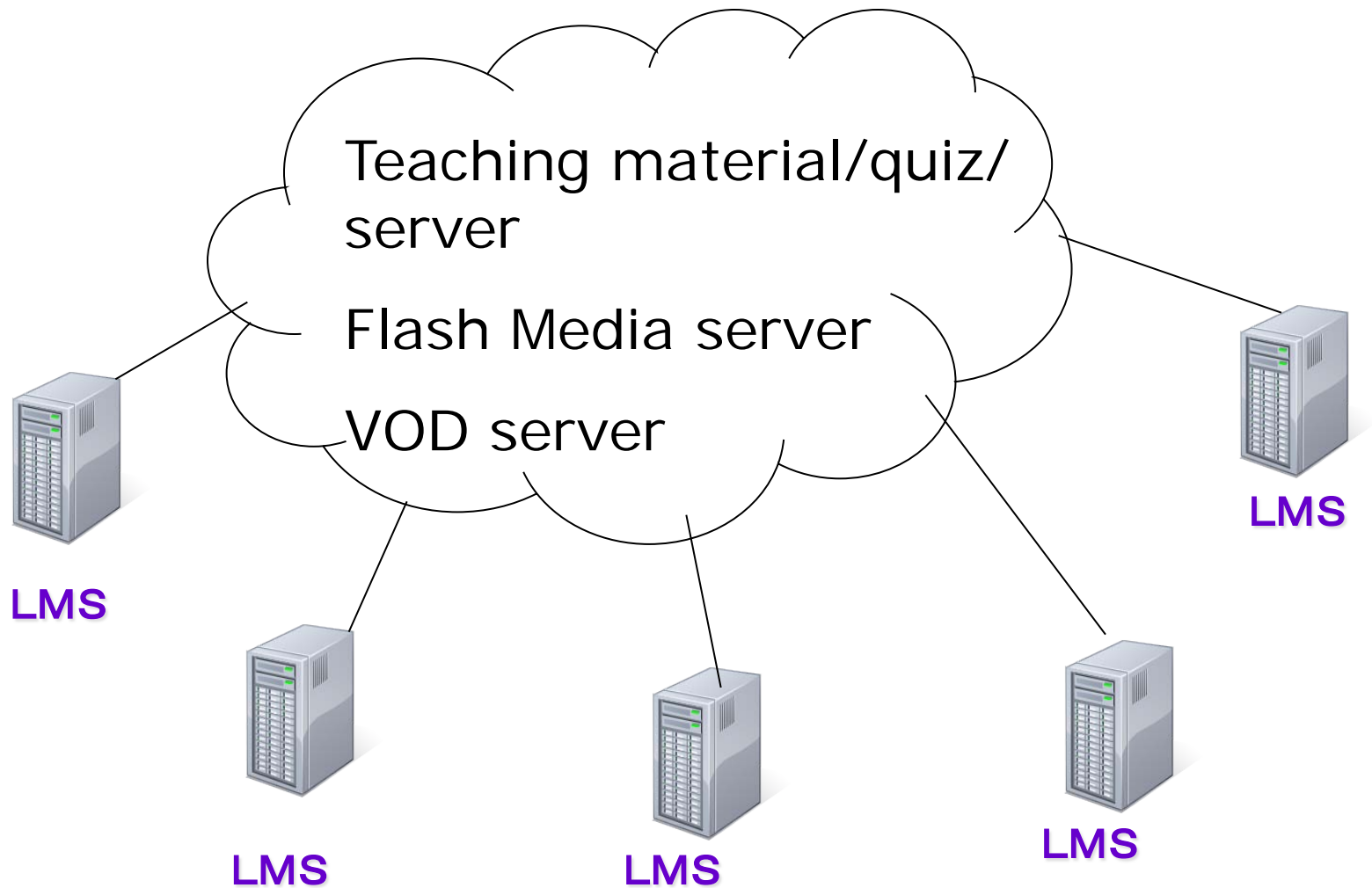


Sharing of learning resources

-- content sharing

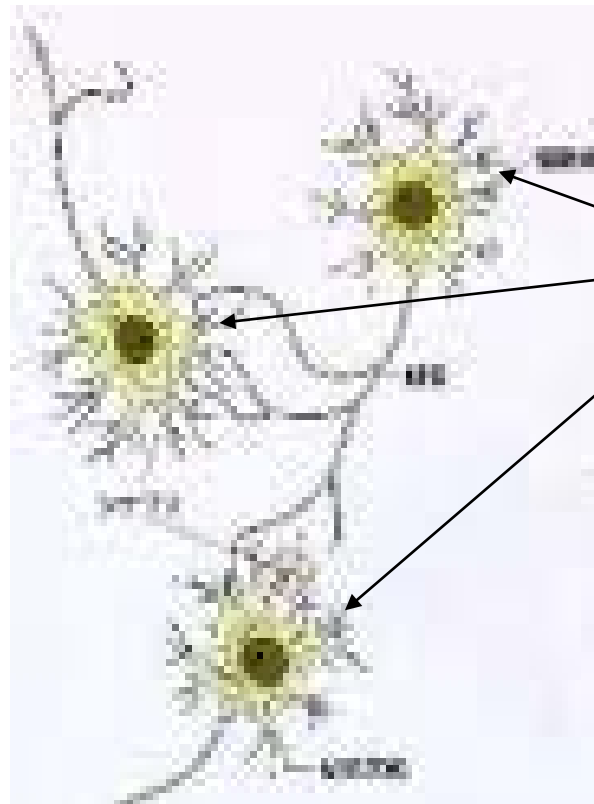
- OCW (Open Course Ware)
- Learning Object Repository
 - SCORM
 - Merlot
 - UPO-Net
 - FOLC
 - Moodle repository support
 - Moodle Community Hub (2.0)

Separation of LMS and resource servers -- cloud e-learning



Synapse formation

Dynamic linkage of learning environments and sharing of learning activities



Neuron

LMS
VLE
Blog
SNS

-
-

② Realizing Moodle Network

- Standard feature since Moodle ver. 1.8

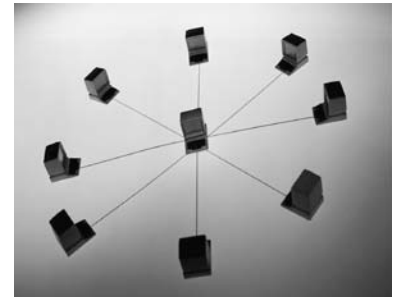
- **Peer-to-peer network**

- ☐ Linking two specific Moodle servers one to one



- **Community Hub style network**

- ☐ One hub server accepts access from indefinite number of Moodle sites

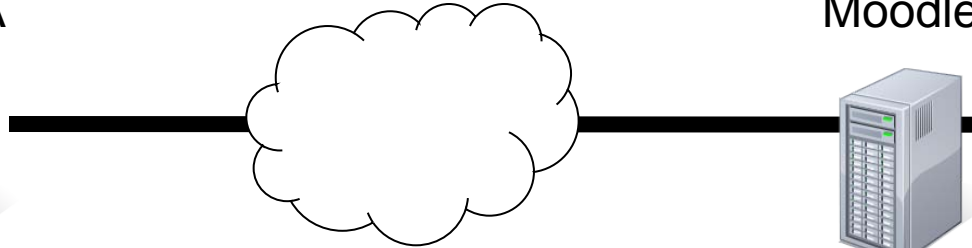


Peer-to-Peer M-net Setup flow

MoodleA



MoodleB



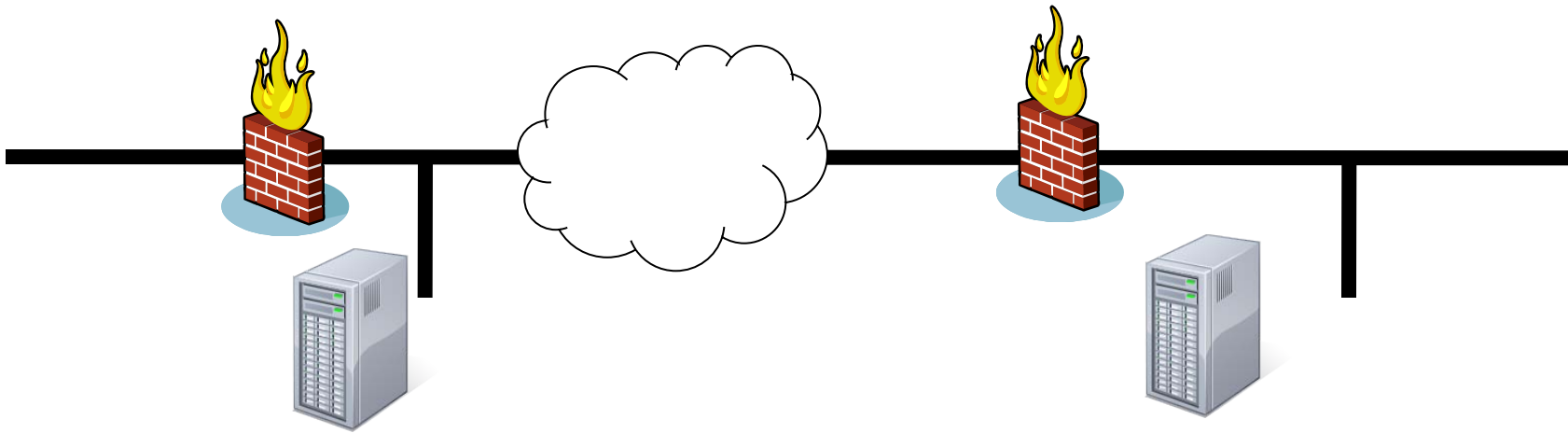
<http://hostB.Buniv.ac.jp/MoodleB>

<http://hostA.Auniv.ac.jp/MoodleA>

- Turn on Moodle Networking
- Register the URL of the partner site
- Activate authentication plug-in;
- Allow users to be added automatically
- Activate SSO services
- Allow a specific role to be able to roam in another Moodle
- Add Network server block in your course

Moodle Network experiment

(2009)



Tokyo Denki University

Server outside of the firewall

Nihon Fukushi University

Server inside of the firewall



System composition

- CentOS 5.3
- Apache 2.2
- MySQL 5.0
- PHP 5.1

PHP extension requirements

- xmlrpc
- curl
- openssl

Safety on data transmission

- Information exchanged
 - User IDs, user profiles
 - Passwords are NOT transmitted
- Transmissions are all encrypted
(blocked against tapping)
 - XMLDSIG (XMLデジタル署名)
 - XMLENC (XML暗号化)

Human Moodle

[Turn editing on](#)

Calendar

August 2011						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Site Administration

- Notifications
- ☐ Users
- ☐ Courses
- ☐ Grades
- ☐ Location
- ☐ Language
- ☐ Modules
- ☐ Security
- ☐ Appearance
- ☐ Front Page
- ☐ Server
- ☐ Networking
- ☐ Reports
- ☐ Miscellaneous

 [Search](#)

◆ Information

Available Courses

実践英語 I 110

コース作成者: 明延 神田

実践英語 I 709

コース作成者: 明延 神田

実践英語 II 808 前期

コース作成者: 明延 神田

実践英語 II (金曜5限)のためのコースです。

実践英語 II 809 前期

コース作成者: 明延 神田

金曜6限 実践英語 II 809のコースです。

実践英語 II 807後期

コース作成者: 明延 神田

実践英語 II (金曜5限)のためのコースです。

実践英語 I 312

コース作成者: 明延 神田


実践英語 I 金曜2限・経営学系の312クラスのためのコースです。




このMoodleサイトは、首都大学
東京大学教育センター／大学院
人文学部研究科所属の神田明
延准教授が運用しています。サ
イトを利用するには、[このページ](#)
[の下部または右上の\(ログイン\)](#)
[をクリックしてください。](#)(本サイト
は平成19年度首都大学東京基
礎教育センター[当時]傾斜配分
研究費の補助による)


Top ► Array


People


 Participants

Administration


 Turn editing on


 Settings


 Assign roles

 Grades


 Groups


 Backup

 Restore


 Import

 Reset


 Reports

 Questions

 Files

 Profile

Network Servers

 Teresa


検索

Google™

送信


Topic outline


以下の各項目をクリックして利用してください。

 ニュースフォーラム

 シラバス

 Course Requirements

 Useful Links for the Course

 ファイル提出

 交流活動のついでアンケート

1 Unit 8

☒ 内容理解問題8-1

☒ 内容理解問題8-2

☒ Vocabulary Test 8

2 Unit 9

☒ 内容理解問題9-1

 内容理解問題9-2

☒ Vocabulary Quiz 9

3 Unit 10

☒ 内容理解問題10-1

☒ Vocabulary Quiz 10

4

Unit 11


☒ 内容理解問題11-1

☒ 内容理解問題11-2

☒ Unit 11 Vocabulary Quiz

5 Unit 12

☒ 内容理解問題12

 Sustainable Agriculture

☒ Vocabulary Quiz 12

http://teresa.n-fukushi.ac.jp/moodle/ Google

イル(F) 編集(E) 表示(V) お気に入り(A) ツール(T) ヘルプ(H)

気に入り Moodle Project ページ(P) セーフティ(S)

Moodle Project

あなたは 明延 神田 from Human Moodle としてログインしています。ログアウト)

日本語 (ja)

マイコース

Moodle 科研プロジェクト <テレサ>
教師: Shin-ichi Sato

Moodle の科研費プロジェクトです。

交流授業コース
教師: Hideto D. Harashima
教師: Shin-ichi Sato
教師: Mari Yamauchi
教師: Mari Yamauchi
教師: 明延 神田

Harahara MoodleとHuman Moodleの交流スペースとして、利用します。

TOEIC対策リーディングクイズ
教師: Shin-ichi Sato

TOEIC型のリーディングクイズです。

外国語学習とMoodle
教師: Shin-ichi Sato

外国語学習とMoodle使用

HumanMoodle - 8 コース

コースの検索: Go

すべてのコース

Moodle Project

カレンダー

2011年 02月

日	月	火	水	木	金	土
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

③ 2010 1st semester activities 1, 2

1. Quiz(Resource-Sharing)

- 20 TOEIC reading quizzes

2. Intercollegiate Forum (Exchanging views)

- Reading and reporting news articles on the net
- Responding to posts of students from other colleges


交流授業コース

ジャンプ ...

MP ▶ exchange ▶ フォーラム ▶ C. Happenings & Incidents

このフォーラムを更新する

このフォーラムでは、すべてのユーザがメール購読するかどうか選択できます。

 メール購読を強制する
 メール購読ユーザを表示/編集する
 このフォーラムをメール購読する

事件事故報道

ディスカッショントピックを追加する

ディスカッション	ディスカッションの開始	返信	最新の投稿
Rightist also tells theaters to run 'Cove'	 TCUE Suzuki Naotomuy	4	TCUE Suzuki Naotomuy 2010年 07月 2日(金) 19:25
Girl, 15, wanted to stab classmate	 TCUE Onda ai Kensei	3	TCUE Onda ai Kensei 2010年 07月 2日(金) 17:32
Coast Guard Gives BP 48 Hours for Better Oil Containment Plan	 TCUE Tobita Sakichi	6	TCUE Tobita Sakichi 2010年 07月 2日(金) 17:30
159 Dead In Air India Plane Crash	 TCUE Yamaguchi Kats	6	TCUE Yamaguchi Kats 2010年 07月 2日(金) 17:13
suicides of the jobless	 TCUE Hoshinaka	8	TCUE Hoshinaka 2010年 07月 2日(金) 17:11
Afghan wedding attack was carried out by suicide bomber	 TCUE Hoshinaka	1	TCUE Hoshinaka 2010年 07月 2日(金) 17:08
North Korean - made submarine disappear	 TCUE Hoshinaka	2	TCUE Hoshinaka 2010年 07月 2日(金) 12:12
Suicides over lost jobs up sharply	 TCUE Hoshinaka	6	TCUE Hoshinaka 2010年 06月 30日(水) 14:32
'Net bullying' a major problem	 TCUE Hoshinaka	4	TCUE Hoshinaka 2010年 06月 30日(水) 14:32
Alaskan Oil Spill	 TCUE Hoshinaka	3	TCUE Hoshinaka 2010年 06月 30日(水) 14:32
Investigastors Searching for Clues In India's Worst Air Crash	 TCUE Hoshinaka	2	TCUE Hoshinaka 2010年 06月 29日(火) 22:58
Sleeping Woman Sexually Assaulted on Flight	 TCUE Hoshinaka	2	TCUE Hoshinaka 2010年 06月 27日(日) 11:31



2010年 05月 26日 (水曜日) 14:21 - [redacted] の投稿

Suicide of the jobless increased lately. I think government should give them employment as soon as possible.

[編集](#) | [削除](#) | [返信](#)



Re: suicides of the jobless

2010年 05月 26日 (水曜日) 14:38 - [redacted] の投稿

I think so ,too. This problem is very serious.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Re: suicides of the jobless

2010年 05月 26日 (水曜日) 14:55 - [redacted] の投稿

I think so. I want to change such problem.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Re: suicides of the jobless

2010年 06月 18日 (金曜日) 15:04 - [redacted] の投稿

Hello! Ms.Eiko!

Every year, many people commit suicide because of jobless. Depression is being getting over gradually, but it is and will go. I wish those who is out of jobs could found their new jobs.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Re: suicides of the jobless

2010年 06月 18日 (金曜日) 15:17 - TCUE [redacted] の投稿

I think so too. Governments should support jobless people. For example, give them money, job, and so on.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Re: suicides of the jobless

2010年 06月 18日 (金曜日) 16:42 - TCUE [redacted] の投稿

Hello. This situation is spreading more and more, Japan is also facing it. But, whether Japanese administration can solve this problem is skeptical.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



③ 2010 1st semester activities 3

3. Collaborative Database Project (Forming collective intelligence)

- Reporting the World's Most Influential People
—using the database & glossary modules.

Category:	educator/academician/researcher
Person's Name:	Noam Chomsky (1928-)
Photo:	
In what way is this person so influential?:	<p>Noam Chomsky is a professor emeritus of Linguistics at MIT. He established a modern mainstream linguistic theory of Generative Transformational Grammar when he published the book "Syntactic Structures" in 1957. Since then, he has been a philosophical giant, not only in the field of linguistics, but in cognitive science and political studies.</p> <p>He has been super influential in the theoretical development of world-wide linguistic studies, and "his 3,874 citations in the Arts and Humanities Citation Index between 1980 and 1992 make him the most cited living person in that period and the eighth most cited source overall (http://web.mit.edu/newsoffice/1992/citation-0415.html)". His name is so prominent that you cannot make any significant argument in linguistics without referring to him.</p>
What impact did he/she have on your personal life?:	<p>I read a few of his books on the theory of Generative Transformational Grammar when I was in college and they blew my mind with his revolutionary perspectives into the science of language studies and language acquisition. His ideas such as grammar as a generator, hypothetico-deductive approach to linguistics, and the purpose of a linguist be to pursue Universal Grammar gave me enlightenment. Because of him, I decided to go to a graduate school to study linguistics and devote the rest of my life to the study of language.</p>
What do you expect him/her to achieve in future (if he/she survived)?:	<p>Although he is quite old (83) now and he mostly spends his energy on the issues of US foreign policies, I want him to come back to the field of linguistics and once again surprise people all over the world with his innovative new theories. I also want him to come to Japan and give a public lecture.</p>
	
Date:	2010年 07月 9日
University:	Takasaki City University of Economics
Student ID:	
Your Name:	
Category:	philosopher/pacifist/futurist politician/king/general
Person's Name:	Mikhail Gorbachev
Photo:	
In what way is this person so influential?:	<p>He is the last leader of the Soviet Union. Politician.</p> <p>He was inaugurated as a General Secretary of Communist Party of the Soviet Union. Then he implemented Perestroika and Glasnost that reformed the structure of the Soviet Union, and it encouraged East Europe countries to democratize it.</p> <p>Also, he succeeded in negotiating to come to an end the cold war with America. Then he tried to disarm.</p> <p>He is a one of the person that contributed to peace of the world.</p>
What impact did	I am interested in international relationship, especially conflicts and war between countries. I want to learn solutions about it. So, his actions that made world peaceful was



2010 Spring Semester (questionnaire)

- Student feedback :Open-end comments
- N=103 (TCUE, TMU, SU)
- Students liked the intercollege projects
 - Great opportunity to use (esp. write) English
 - Valuable opportunity for interaction with each other/across universities
 - Good to have a wider audience
- Students wished more active interactions



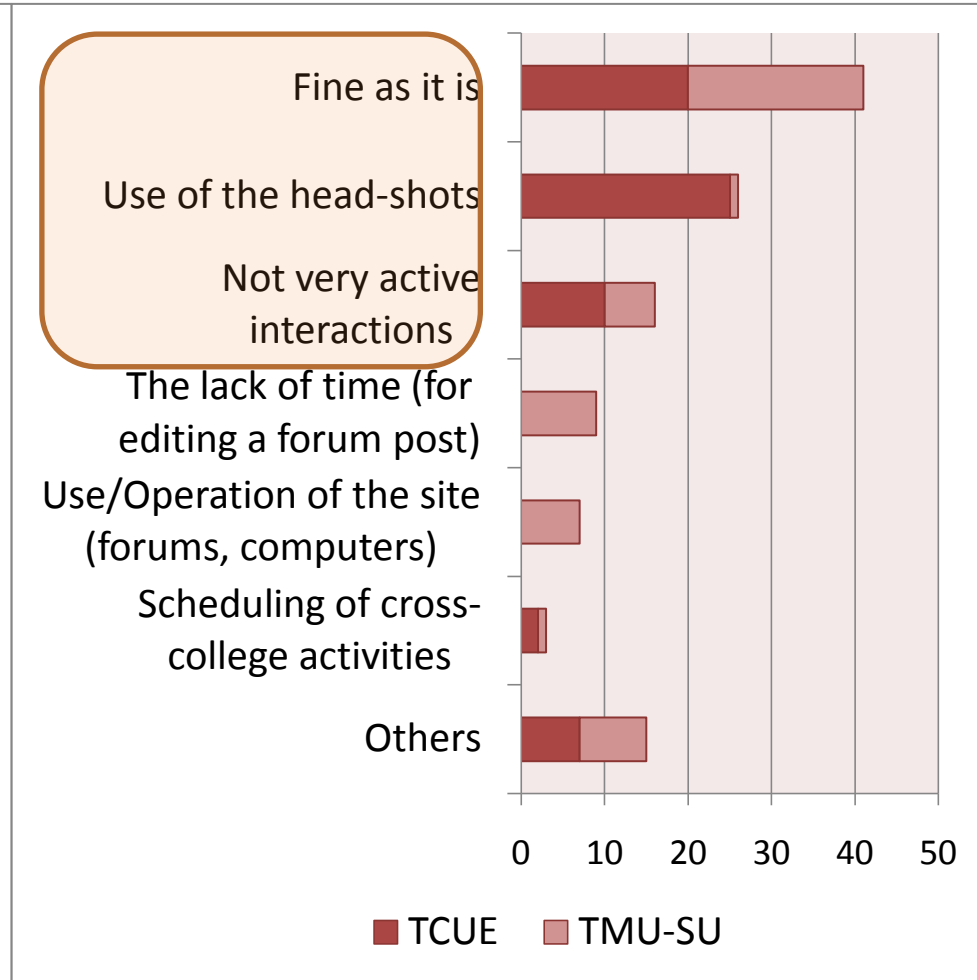
④ Reflections on the activities

- Quiz results cannot be viewed from or transferred to a remote server.
- Students at one school showed their mug shots and they felt embarrassed.
- Onset timing of schools were not the same; students got many responses from the same school.
- Some postings were like short monologue.
- It was not easy to distinguish and identify each remote user because they all looked alike.

Appreciated : Interactions, Using English, Wider audience



What was good?



What was bad?



Improvements attempted for the second semester

- Increased the number of schools to four.
- Let students take their mug shots away from their profiles
- Teachers coordinated the onset timing of discussion exchanges so that all the students started posting at more or less the same time.
- We put our students in a set structure of discussion where they have to interact with other students.
- We implemented a customization of M-net so that each remote user gets color-coded. In effect, remote users became visibly distinguishable.

M-net customization

1. Revising the “fullname” function in Moodle/lib/ Moodlelib.php

(1) Change from line 2703 to 2717 as follows:

```
if(!isset($user->auth)){
    if(isset($user->userid)){
        $user = get_record("user","id",$user->userid);
    } else{
        $user = get_record("user","id",$user->id);
    }
}
if($user->auth == "mnet"){
    if($mnethost = get_record('mnet_host','id',$user->mnethostid)){
        $strfromhost = ' from ' . $mnethost->name;
    }
    if ($CFG->fullnamedisplay == 'firstname lastname') {
        $fullname = $user->firstname . ' ' . $user->lastname;
    } else if ($CFG->fullnamedisplay == 'lastname firstname') {
        $fullname = $user->lastname . ' ' . $user->firstname;
    } else if ($CFG->fullnamedisplay == 'firstname') {
        if ($override) {
            $fullname = get_string('fullnamedisplay', "", $user);
        } else {
            $fullname = $user->firstname;
        }
    } else {
        $fullname = get_string('fullnamedisplay', "", $user);
    }
    $fullname = mnet_color_coding($user->mnethostid,$fullname);
    return $fullname;
} else{
    if ($CFG->fullnamedisplay == 'firstname lastname') {
        return $user->firstname . ' ' . $user->lastname;
    } else if ($CFG->fullnamedisplay == 'lastname firstname') {
        return $user->lastname . ' ' . $user->firstname;
    } else if ($CFG->fullnamedisplay == 'firstname') {
        if ($override) {
            return get_string('fullnamedisplay', "", $user);
        } else {
            return $user->firstname;
        }
    }
}
}
```

M-net customization

2. Adding “mnet_host_color” function

(2) Add the following function:

```
function mnet_color_coding($hostid,$fullname){
    global $hosts_color;
    if(!isset($hosts_color)){
        $colorlist = array(
            '#FFA07A',
            '#87CEFA',
            '#90EE90',
            '#FFD700',
            '#D2B48C',
            '#7FFFD4',
            '#EE82EE',
            '#FFB6C1',
            '#DCDCDC',
            '#FFEFD5',
            '#FF6347',
            '#F0E68C',
            '#66CDAA',
            '#E0FFFF',
            '#7CFC00',
            '#CD853F',
        );
        $sql = "name <> 'All Hosts'";
        $hosts = get_records_select('mnet_host',$sql,'wwwroot');
        $i=0;
        foreach($hosts as $host){
            $hosts_color[$host->id]=$colorlist[$i];
            $i++;
        }
    }
    $color = '<font color="blue" style="background:'. $hosts_color[$hostid].'"
        onMouseOver="this.color=¥'red¥'; this.style.textDecoration=¥'underline¥'"
        onMouseOut="this.color=¥'blue¥'; this.style.textDecoration=¥'none¥'">';
    $endtag = '</font>';
    return $color.$fullname.$endtag;
}
```

コースフルネーム 101

ジャンプ ...

NM2 ▶ CF101 ▶ 参加者

コースフルネーム 101

参加者

ブログ

ノート

次の期間以上活動していない [期間の選択](#)ユーザリスト [一覧表示](#)

ロール: Student

すべての参加者: 3

(120 日以上利用していないアカウントは自動的に登録抹消されます。)

名: すべて [ABCDEFGHIJKLMNOPQRSTUVWXYZ](#)姓: すべて [ABCDEFGHIJKLMNOPQRSTUVWXYZ](#)

ユーザ画像	姓 / 名	都道府県	国	最終アクセス ↑	選択
	ワークショップ用 学生ユーザ 01	沖縄県	日本	37 日 6 時間	<input type="checkbox"/>
	テスト ユーザ 001	沖縄県	日本	なし	<input type="checkbox"/>
	テスト ユーザ 001	沖縄県	日本	なし	<input type="checkbox"/>

[すべてを選択する](#)[すべての選択を解除する](#)[?](#) [選択したユーザに対して ...](#)[このページの Moodle Docs](#)x 検索: [次を検索\(N\)](#)[前を検索\(P\)](#)[すべて強調表示\(A\)](#)☐ 大文字/小文字を区別

完了



交流授業コース



Jump to...



MP ▶ exchange ▶ Forums ▶ D. Politics & Economics ▶ The futenma issue



Search forums

Display replies in nested form



The futenma issue

by 島本 裕太 - Wednesday, 19 May 2010, 02:37 PM

Mr.Hatoyama is confronted with the futenma issue. Mr.Hatoyama thought the issue was easy to resolve. But it is not true. In the end, it will not end until May. I think he should have thought it more and more.

[Reply](#)

Re: The futenma issue

by 島本 裕太 - Wednesday, 26 May 2010, 02:11 PM

That's right.He can't resolve the hutenna issue.

[Show parent](#) | [Reply](#)

Re: The futenma issue

by 島本 裕太 - Friday, 18 June 2010, 04:59 PM

Hello. This issue is the most important in Japan now. But, Hatoyama resigned, we were disappointed. I want new administration to solve it.

⑤ 2010 2nd semester activity

Intercollegiate Discussion Forums



To make discussion more lively

...Controversial questions divided between
pros and cons

...Rules and directions of posting a comment

...Moderation by teachers



Agree with Saori

2010年 11月 30日(火曜日) 23:54 - TCUE I の投稿

I agree with Saori. As you said, English is essential today. We have many chances to speak and learn English at university and so on, I think. The more we talk with foreign students, the more we can learn. It's important to learn from native speaker of English.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



agree

2010年 11月 10日(水曜日) 11:10 - の投稿

I agree with this. Japanese people can't speak English enough. But I think people in other countries can roughly speak English. Today, many company needs talent who had English skill. So Japanese colleges should increase English in class and become accustomed to English.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Question to Yuta

2010年 11月 12日(金曜日) 17:01 - TCUE の投稿

I have a question. I can follow what you mean. But, the point in this controversy is whether Japanese university increase the number of classes taught in English **to accept international student**. Your opinion focuses on increasing classes to improve English skills? Let me know your opinion again.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Agree with Increase classes in English

2010年 11月 10日(水曜日) 14:31 - su の投稿

I agree with it. Today, many company need people who can speak English. I think Japanese people should study English harder. Because there are few people who can speak English well in Japan. So, to increase classes in English is good for Japanese.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



I agree with kazuaki

2010年 11月 17日(水曜日) 14:41 - su の投稿

I agree with kazuaki. In my opinion, a few of english calasses in japan.

[親記事を表示する](#) | [編集](#) | [分割](#) | [削除](#) | [返信](#)



Re: Increase classes in English

2010年 11月 10日(水曜日) 14:33 - su の投稿

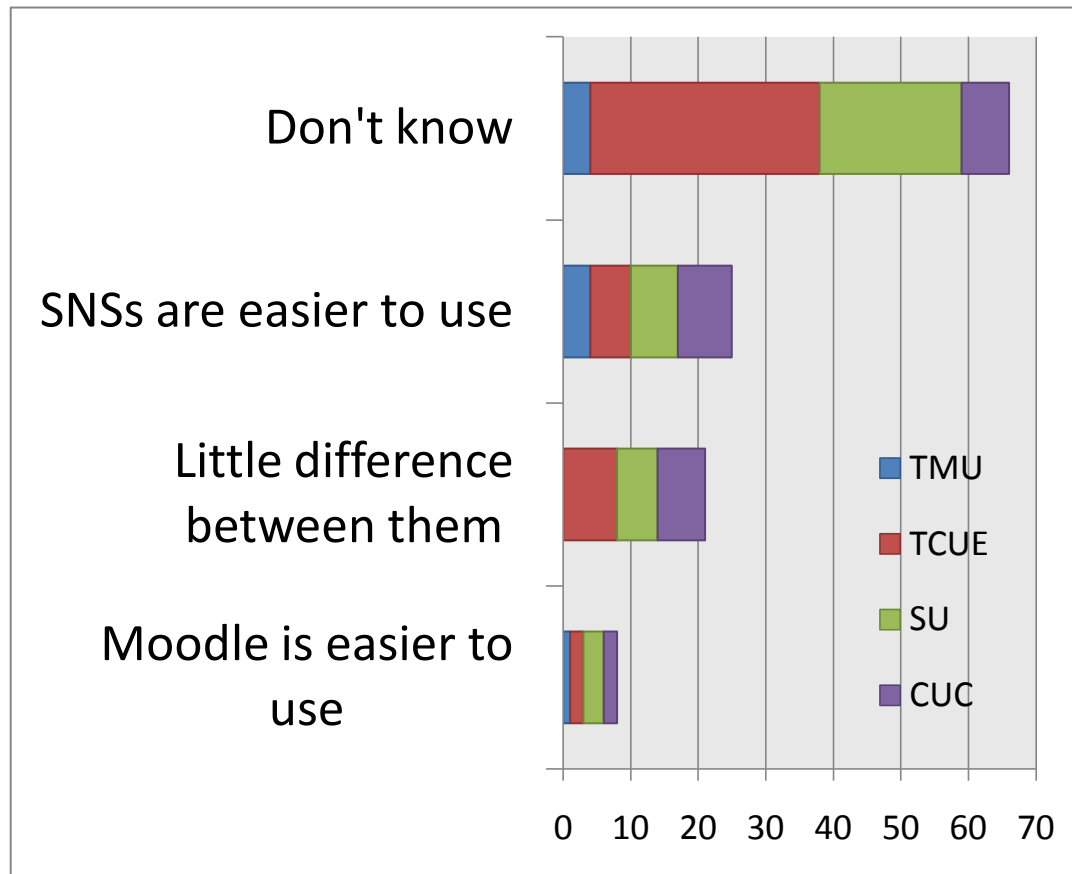
I agree with this opinion



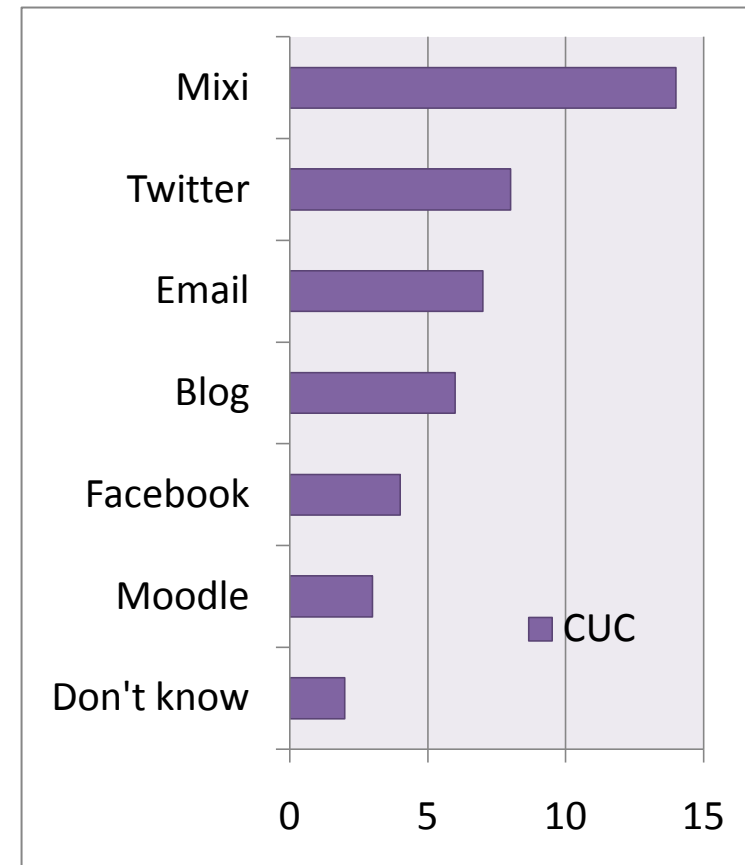
⑥ Reflections on the activities

- Must use computer labs, not a regular class room.
- Students want to communicate more easily with their cell phones.
- Japanese people love to blog, rather than posting to forums.

Accessibility of the platform



Which do you think is easier to use,
Moodle or SNSs?



Which do you want to use
for sharing info/ideas
online?

⑦ 2011 1st Semester Activities



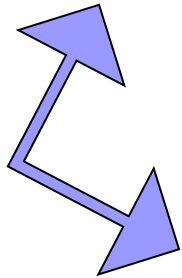
Blog Merge



Posting to Blogger
by email through the
common account



Commenting on a
blog of other college
students on Blogger
website



RSS feed display in
the Moodle course





Google 検索

Beyond Classroom Walls

フィードを追加/編集する

About me - fmi @ cuc

News - CUC fmi

News-2B-miki@CUC

News - 2B kinari@cuc

My favorite place - 2B kinari@cuc

My favorit place - 2B miki

About Me-2B-Miki@cuc

News - Pon

about me - Pon

Places - Pon

3 Unit 3 Writing College Papers

- ✓ 【内容理解問題 3 - 1】
- ✓ 内容理解問題3-2
- ✓ vocabulary test 3

4

Unit 4 Visiting Endangered Places Around the World

- ✓ 4-1内容理解問題
- ✓ 内容理解問題4-2
- ✓ Vocabulary Test 4

5

Unit 5 Baseball

- ✓ 内容理解問題 1
- ✓ Vocabulary TEST 5

6

unit 6

- ✓ 6 - 1 内容理解問題
- ✓ 6-2 内容理解問題
- ✓ Vocabulary test 6

7

unit 7

- ✓ 内容理解問題 7 - 1
- ✓ 内容理解問題 7 - 2
- ブログ交流アンケート

Beyond Classroom Walls

This is a demonstration site for collective blog-writing activities among several universities in Japan.

[Home](#)[Instructions](#)

2011年7月25日月曜日

About me - fmi @ cuc



Hello everyone!

I'm fmi. I live in Naruto

Labels

- 1AboutMe (89)
- 2Places (72)
- 3News (62)
- Comments (145)
- CUC (66)
- TCUE (144)
- TMU (54)

Archive

- ▼ 2011 (270)
 - ▼ 7 24 - 7 31 (7)
 - About me - fmi @ cuc
 - News - CUC fmi
 - News-2B-miki@CUC
 - News - 2B kinari@cuc
 - My favorite place - 2B

⑧ Analysis of Student Feedback

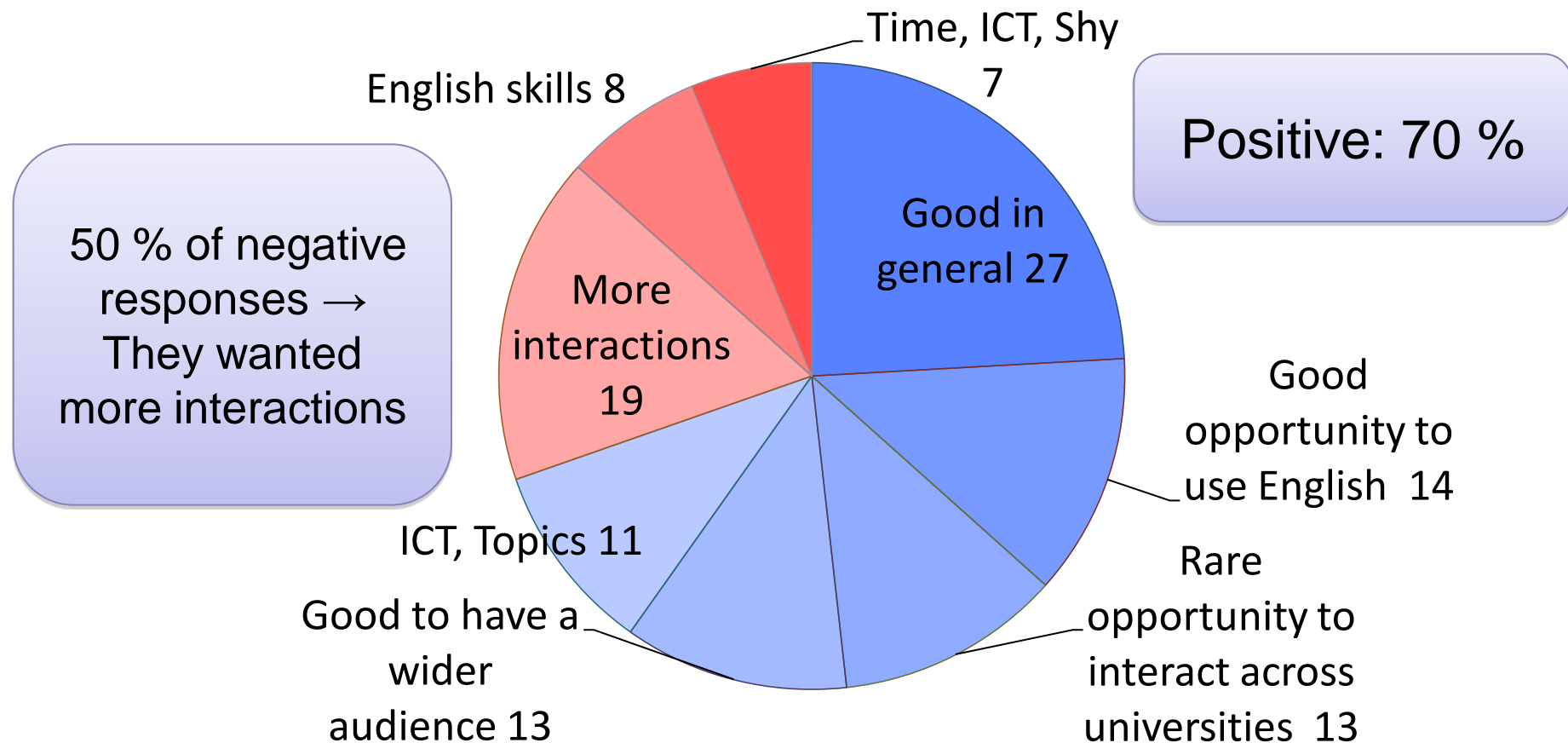
	2010 Spring	2010 Fall	2011 Spring
Feedback Surveys	Open-end	Multiple Choice & Open-end	Multiple Choice & Open-end
Respondents	N=103 - TCUE (H) - TMU (K) - SU (K)	N=120 - TCUE (H) - TMU (K) - SU (K) - CUC (Y)	N=96 - TCUE (H) - TMU (K) - CUC (Y)
Activities	Moodle Network - Quiz - Intercollegiate Forum - Collaborative Database Project	Moodle Network - Intercollegiate Discussion Forums	- Blogging using a common blog & a shared account



1. Online interactional activities

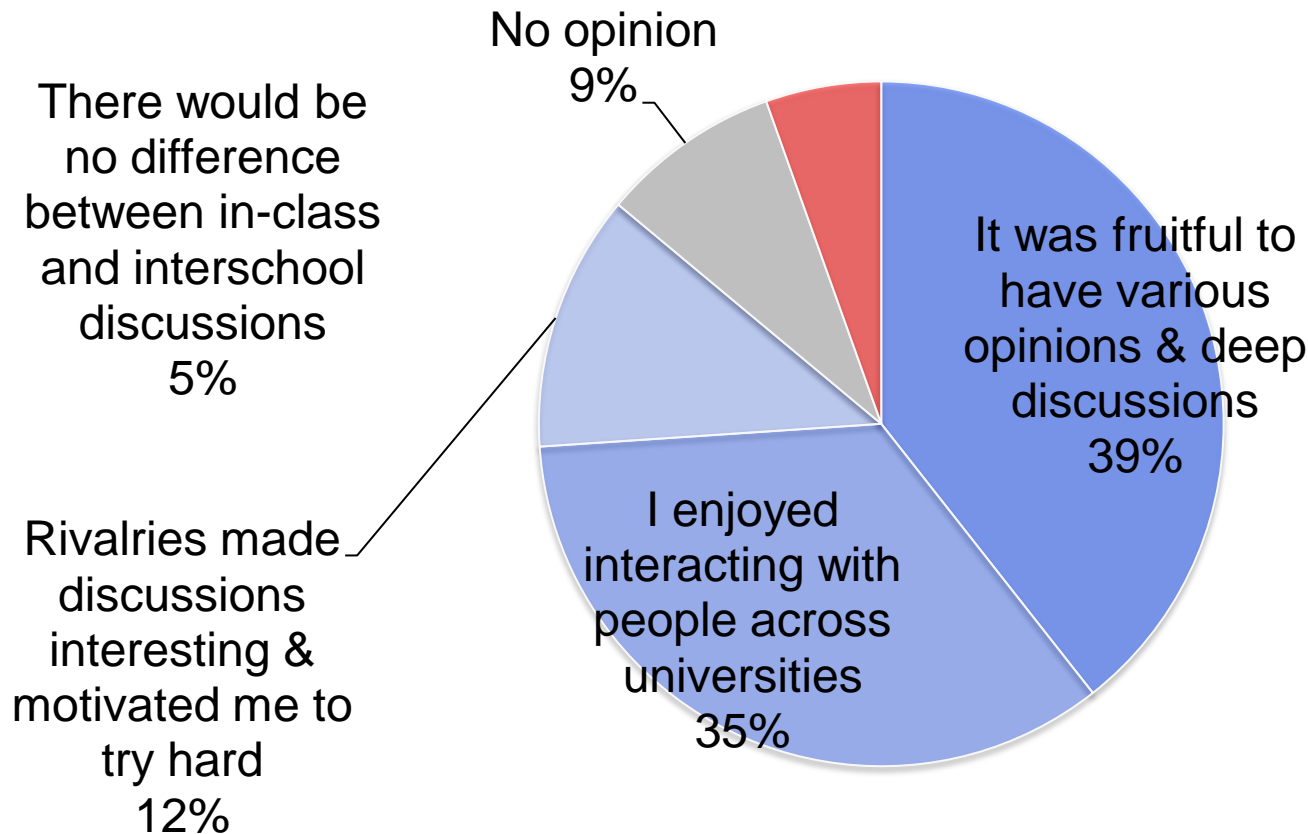
- They appreciated opportunities:
 - To use English productively/communicatively
 - To interact with people online
 - To have a wider audience / various ideas
- Negative responses suggested they wished more active interactions

Forum/Collaborative Project (2010 Spring)



What was your overall impression? (Open-end; N=103, ResCount=113)

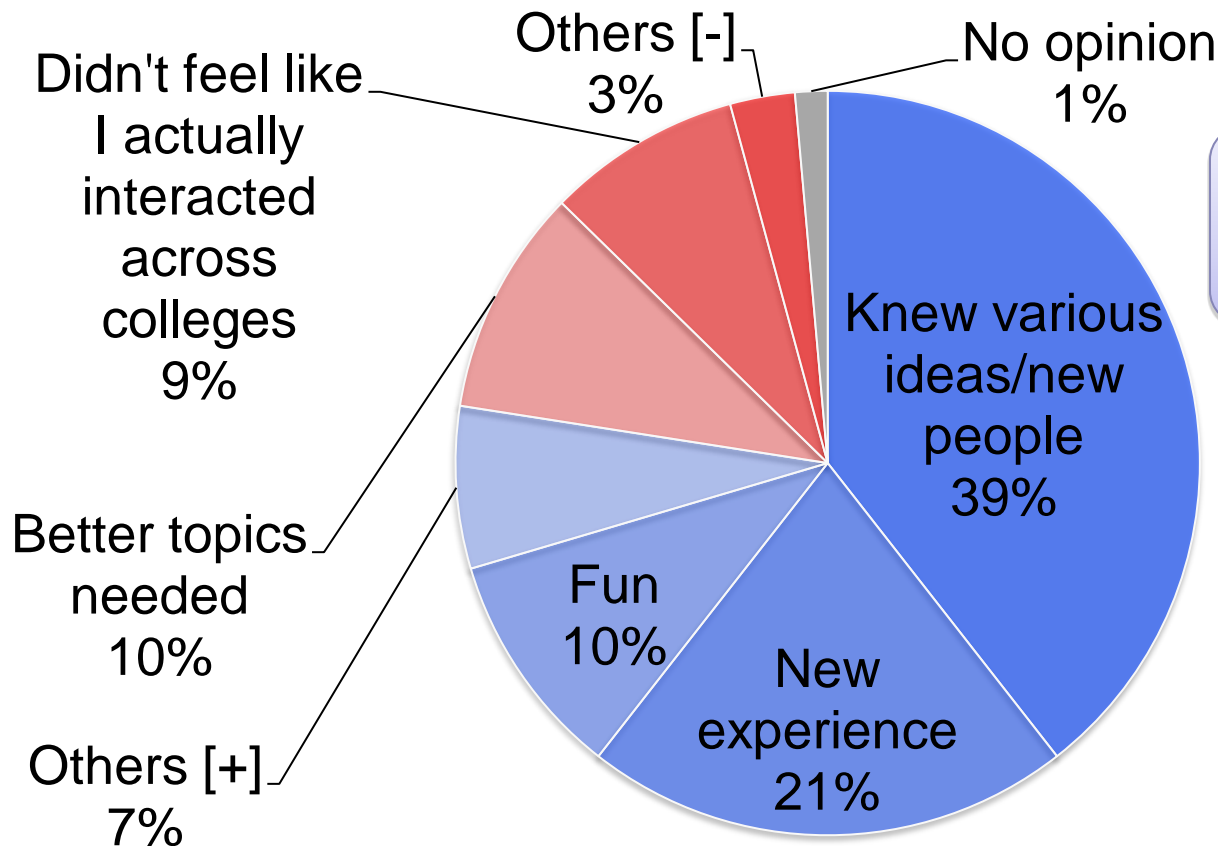
Discussion Forums (2010 Fall)



What do you think of the online discussions among 4 universities?

(Multiple Answers; N=120; ResponseCount=165)

Blogging (2011 Spring)

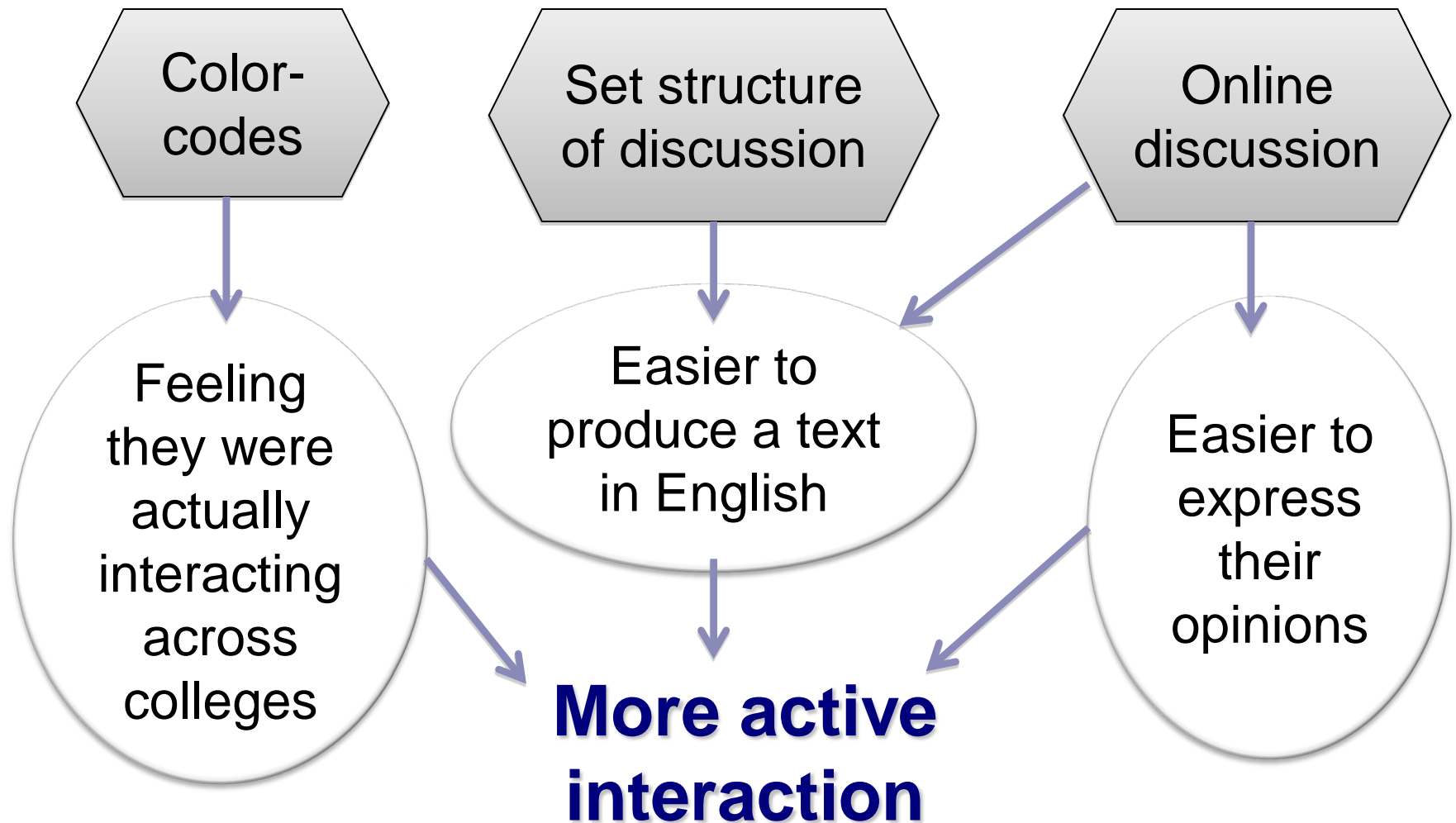


Positive: 75 %

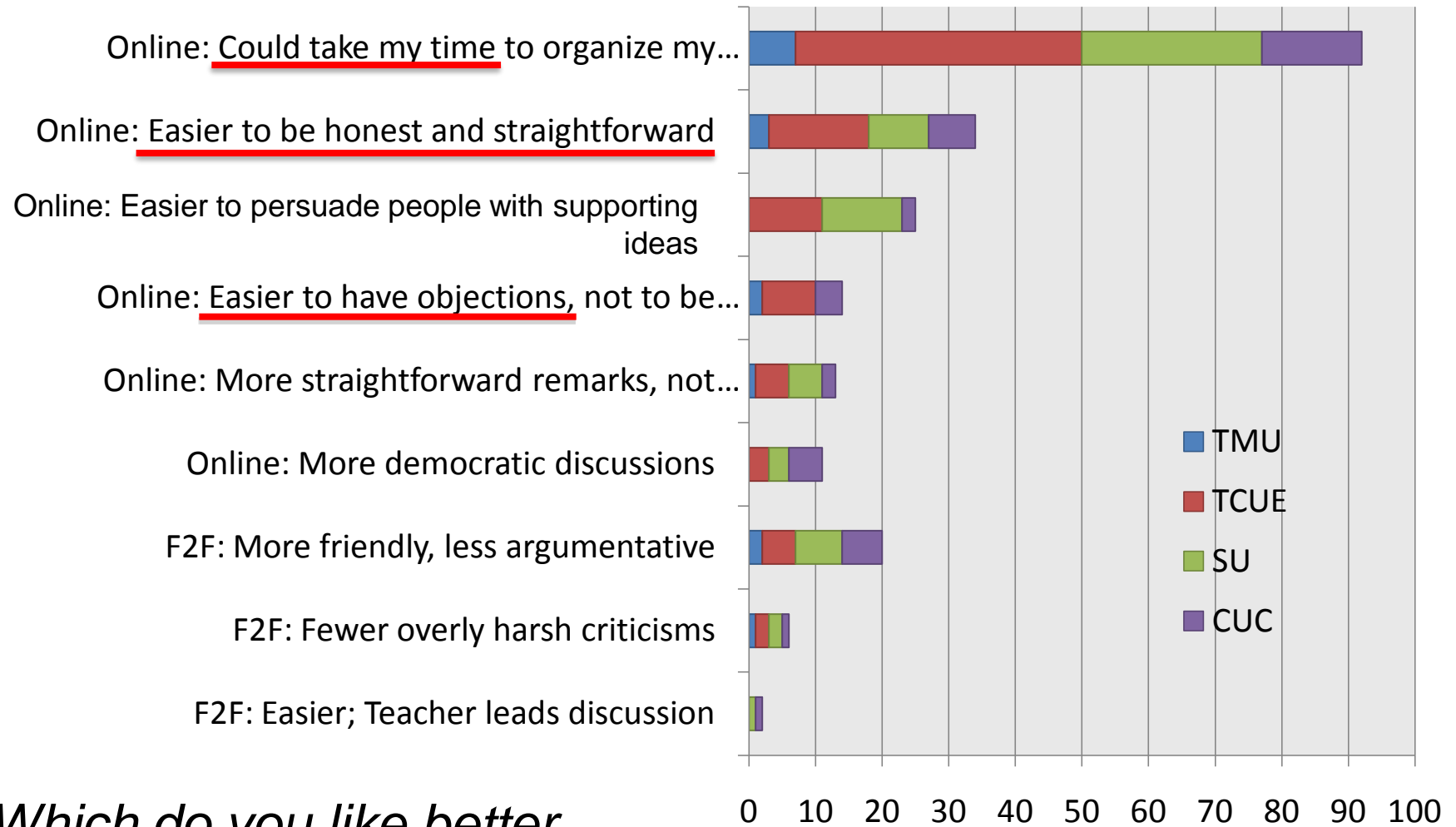
76 % of negative responses →
They wanted more interactions

What do you think of interacting across colleges using a blog?
(Open-end; N=67, ResCount=67)

2. Increased exchange (2010 Fall)

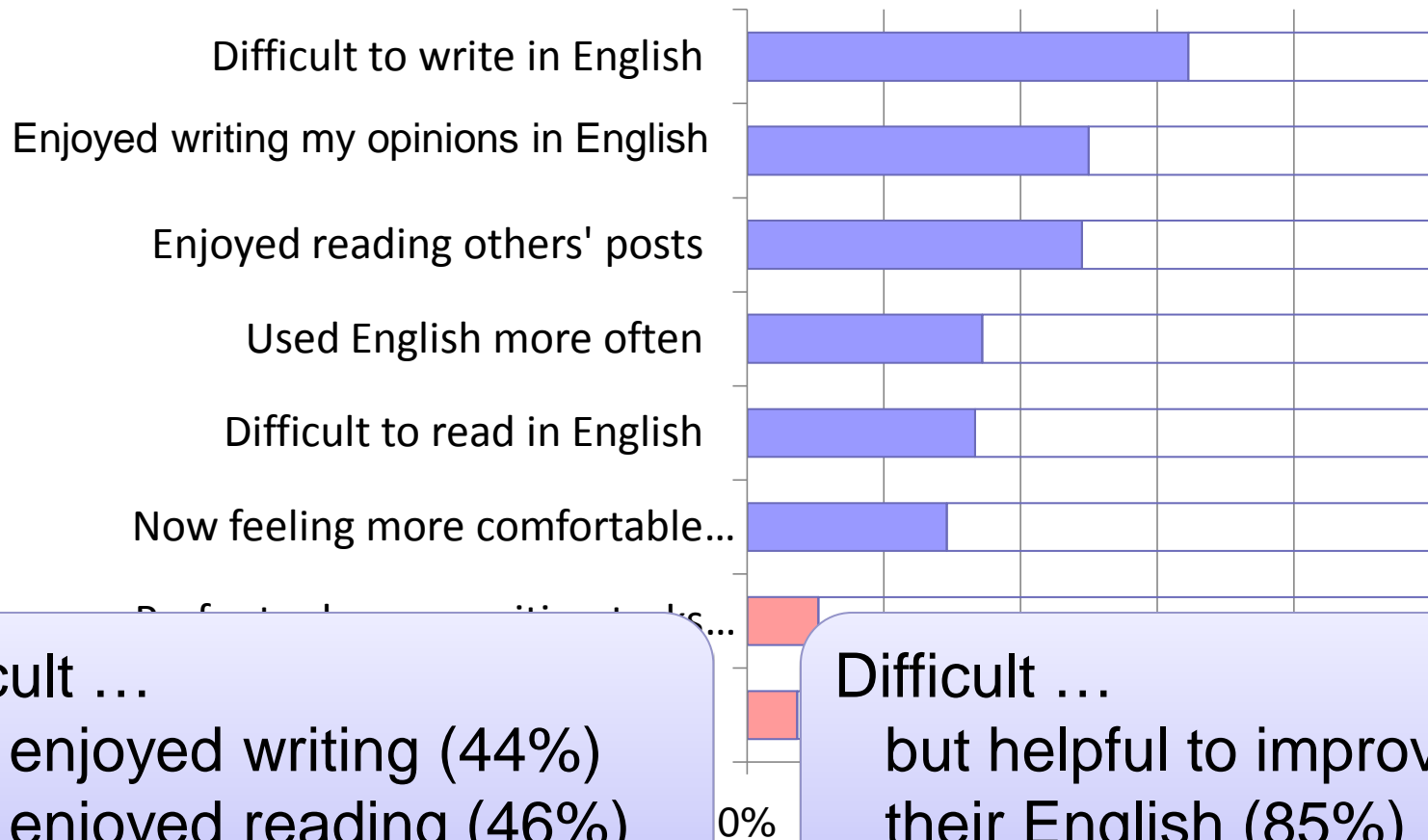


Merits of online discussion



*Which do you like better,
online or F2F discussions?* (Multiple Answers; N=120)

3. Learning English through using it



Difficult ...
but enjoyed writing (44%)
but enjoyed reading (46%)

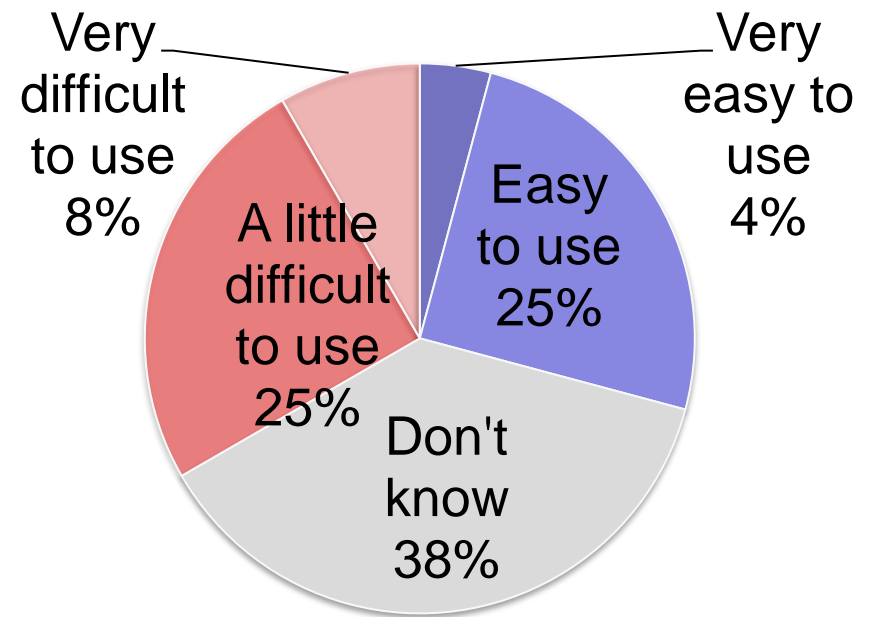
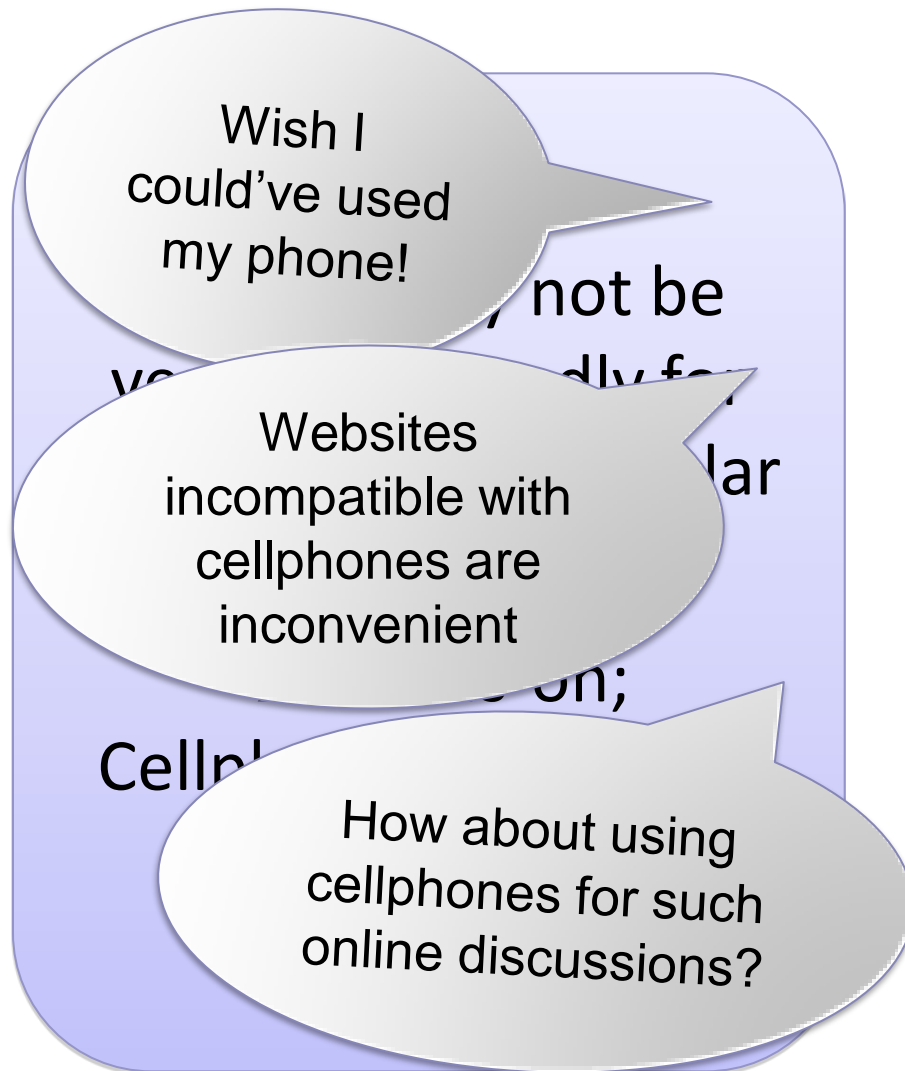
Difficult ...
but helpful to improve
their English (85%)

What did you think of blogging in English? (MA; N=96; Res=267)

4. Accessibility of the platform

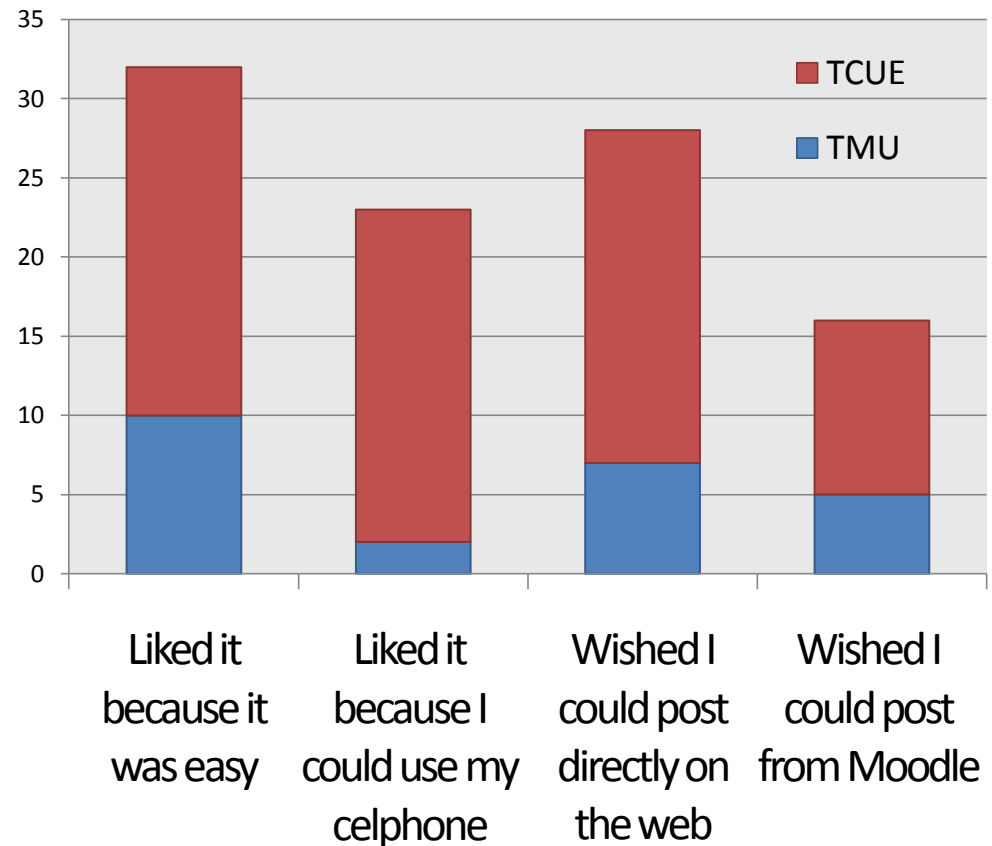
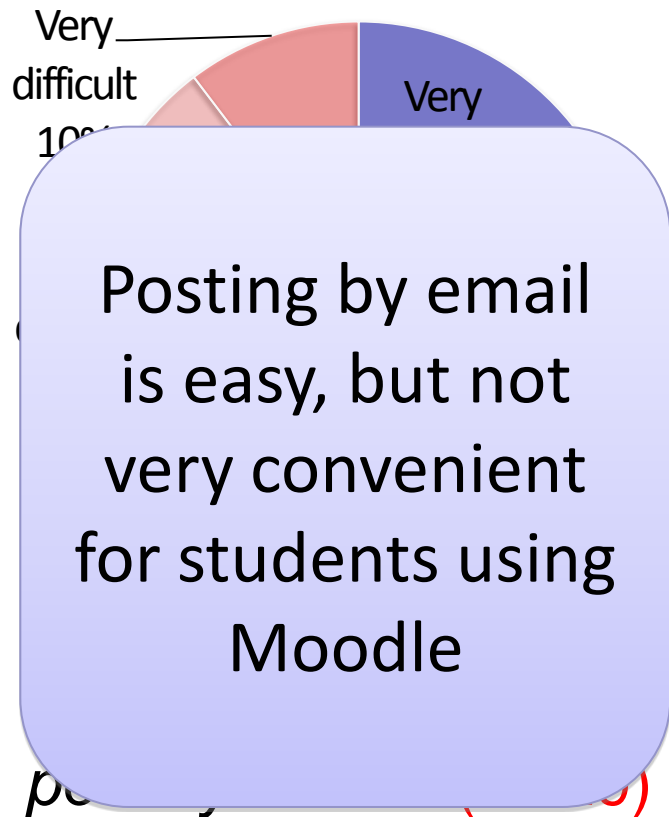
	Post from phone	Comment from phone	RSS/Subscription (phone)	Post/Edit from the web
Moodle forum	No	No	Yes (Yes)	Yes
Blogger (1 shared account)	Yes	No	Yes (No)	No
Blogger (1 account per student)	Yes	No	Yes (No)	Yes

Accessibility of Moodle (2010 Fall)



How easy was Moodle to use? (N=24)

Accessibility of Blogger (2011 Spring)



What did you think of posting by email? (MA; N=67; Res=99)



To Conclude...

- Moodle Network can facilitate online interactional activities across communities, and productive & communicative use of English, which can help motivate students to learn English
- Some customization of Moodle & activity organization (+ topic selection, teacher mediation) can help further increase student participation/interaction
- Accessibility of the platform/tools influences student participation → Better implementation should be explored to fit to individual settings