様式第２号

平成２８年度　　独 創 的 研 究 助 成 費 実 績 報 告 書

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調査研究課題	地域社会のための実用的・相互交流的な英語教育コース研究

調査研究組織		氏　　　名	所属・職	専門分野	役割分担
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調査研究実績の概要	Course Sharing HubはMoodleユーザーがコースを共有するための場です。このHubは日本ムードル協会（MAJ）のメンバーによって運営されています。メンバー同士がコースを共有・交換できる、有益な場になることです。そして、地域社会はそれを自由に使い、英語をこの方法で勉強することから利益を得ていることを願っています。この研究プロジェクトは、Moodleのコースを通してインターネット接続を持っているどのような機器でも ほとんどアクセスすることができる地域社会のための実用的で、相互交流的で、楽しく、また教育的な英語コースのデザインと開発を調査しました 。このプロジェクトは、ローカルなレベルでMoodleを英語の教育に利用するための効果的な方法を調査しました。 　This research project looked into the design and development of a practical, engaging, fun, and educational English language course for the local community that can be accessed through the CMS platform of Moodle on nearly any device that has an Internet connection. This project pursued effective ways of utilizing Moodle for English education at the local level. In-depth knowledge into the workings and possibilities of Moodle was gained by participating in a dedicated Moodle conference as well as following that up with several days of personalized training from Moodle experts.

調査研究実績の概要	This research project was very beneficial to me. With the information I gathered, I was able to design and develop what I think is a practical, engaging, fun, and educational English language courses for the local community that will someday be accessed through the Course Sharing Hub of Moodle on nearly any device that has an Internet connection. This research project also allowed me to create my own courses for this university. With the chance to visit the Moodle Moot Workshop in Hakodate, Hokkaido, my original plan was changed somewhat as I took advantage of the location to visit some universities and teachers in Sapporo to learn more about Moodle and how to use it correctly. Hokkaido is generally regarded at the Moodle Kingdom of Japan as many schools and teachers use it and are at the forefront of Moodle development. University teachers in Hokkaido are collaborating to build an open-source, open-content curriculum in English communication. Started in 2013, teachers at Sapporo Gakuin University and Hokusei Gakuen University joined to build an informal inter-school materials development team, called the Dream Writers Group. This group has created blended learning environments for 1st year university English and 2nd year university English. So most of the grant went toward this aspect of the project. The remaining money was then used to purchase flash memory for backup purposes. Also, in order to make this all work, I needed to purchase, at my own expense, a server to host Moodle. After several conversations and consultations at the Moodle Moot with knowledgeable teachers, I was able to make a decision and get it set up and running with their help there. On my visits to schools in Sapporo, I was able to see first-hand how Moodle is used in a blended learning classroom environment. At Hokusei Gakuen University, students used iPhones and iPads in class to access the blended learning content that was directly connected to the textbook the teacher was teaching. It was fascinating to see the amount of engagement the students showed. I could see that they were learning more than with just a textbook. On another school visit, I learned about some of the more popular modules Moodle has to offer students. I learned how to incorporate glossaries, forums, and Wiki pages. I learned how to make drag-and-drop quizzes to keep students engaged in the content and the lesson, how to use the workshop module, how to transfer files and data, and how to link instead of upload video files. All in all, this research project has helped me to learn how to better help my students learn English in a practical, engaging, fun, and educational way.