

- For citation:

Reinelt, Rudolf (2011) Increasing acceptance of learning management system (LMS) / Moodle. In: Reinelt, R. (ed.) (2011) The OLE at JALT 2011 Compendium compiled for OLE by Rudolf Reinelt Research Laboratory, Ehime University, Matsuyama, Japan, p. 28 – 33.

1

2011 11 19 JALT OLE-SIG Forum Reinelt Acceptance of LMS/Moodle

Increasing acceptance of learning management systems (LMS) / Moodle

Rudolf Reinelt, Ehime University, Matsuyama, Japan
Contact: Ehime University,
Institute for Education and Student Support, Center for General Education
790-8577 Matsuyama
reinelt.rudolf.my@ehime-u.ac.jp
愛媛大学
教育・学生支援機構共通教育センター
790-8577 松山市文京町3
T/F 0081-89-927-9359

2

2011 11 19 JALT OLE-SIG Forum Reinelt

Acceptance of LMS/Moodle

Structure of this presentation

Hypothesis: Gradual improvement of acceptance over time

1. Introduction to the course
 - - Students' request > goal of the course
 - - course goal definition (from minimum)
 - - adverse conditions
 - - course contents
 - - methods and conducting the course
2. The questionnaire and its main features
3. Method of the study concentrating on peaks and directions only.
4. Results: Changes in the recent four years.
5. Issues for improvement in the class, the questionnaire, and FL teaching in general

3

2011 11 19 JALT OLE-SIG Forum Reinelt

Acceptance of LMS/Moodle

- With students requesting "conversation" in his 2FL German beginners' courses, the author had to vacate lesson time for speaking. Making use of recent ubiquitous digital media and the university's learning management system (LMS) Moodle in order to outsource parts not necessary in class, the author conducted a course at whose end the learners were able to speak with target language native speakers for up to three minutes spontaneously.

4

2011 11 19 JALT OLE-SIG Forum Reinelt

Acceptance of LMS/Moodle

- The students' opinions as to this use of digital media were asked in a term-end questionnaire. This media use was not welcome at first, being mainly used by technical courses. However, it seems that its use was seen more positively in recent courses.

5

2011 11 19 JALT OLE-SIG Forum Reinelt

Acceptance of LMS/Moodle

- This presentation first briefly introduces the course and its conditions, Then it presents the questionnaire and its main features. The next part describes the method of the study concentrating on peaks and directions only. The following part presents the changes in the recent four years. Overall it seems that the internet use has become increasingly successful and students have become somewhat supportive of the internet use in university other FL classes.
- The last part mentions issues for improvement in the class, the questionnaire, and FL teaching in general.

6

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

1. Introduction to the course

- Brief history
- Students' request
- goal of the course: def from (Reinelt 2011 minimum)
- adverse circumstances
- course contents
- methods and conducting of the course

7

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

Table 1. Course introductory student questionnaire

設問と答え	Questions and answers	No of answers
この授業で習いたいものは何ですか	Item 1: What is it that you would like to learn in this course?	Total 196
ドイツ語会話全般 (日常会話)使えるドイツ語	All of German "conversation" (Everyday "conversation") Useful German	110
会話全体	Total mentioning of "conversation" (kaiwa)	137
これを達成したら満足します	Item 2 I would be satisfied if I reached	Total no. of answers 182
会話全体:	Total mentioning of "conversation"	102

8

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- The requirements for second FL courses at the university general education level for Japanese universities were defined by Reinelt (2008b) as sufficient training in the five abilities of speaking, writing, listening, reading comprehension, and translation, as well as in the learning techniques to acquire these. The course should also enable the learners to make abstractions and analyse intercultural phenomena pertaining to what is dealt with in class. A further requirement is making the best use of technical developments for speaking. (Reinelt 2011 Minimum)

9

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

Course contents

- Guten Tag! (Var. mit/ohne Herr, Frau - Tageszeiten) - „Tschüß!“ - Abschiede
 - „Wie geht's?“ (- Bewertungen)
 - „Wie heißen Sie?“ (4 Teile, Variationen)
 - „Was machen Sie in der Freizeit?“
 - „Haben Sie Telefon?“ (Ablehnung, Ironie, 0-9)
 - „Haben Sie Familie?“ (Verwandschaftsbezeichnungen - 3. Person, (Charakterzüge -) Adjektive)
 - „Oh, wie spät ist es?“ - Bruchzahlen, (20-99)
 - „Und was essen Sie gern?“ (Speisen, Getränke je 3)
 - „Entschuldigung, wie alt sind Sie?“ (3)
 - Datum, „Was machen Sie morgen?“ (einen Tag beschreiben)/ Wochenende (alle Zeitangaben, Sätze mit trennbaren Verben und Zweitstellung (Tagesablauf, Wochenende, (Ferien)planung usw.)
 - „Wie heißt Ihre (in Deutschland recherchierte) Stadt?“ - „Wo ist das denn?“ - Himmelsrichtungen, Gesprächsmanagement: „Augenblick bitte“, „Keine Ahnung!“, „Ich suche mal.“
 - Fragewörter: Frage - Antwort - Nachfragen - Detaillieren usw.
 - Dinge und Preise erfahren und nennen, kommentieren, Kommentare aufschreiben

23

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

一学期は例えば次のような内容である (抜粋) :
 こんにちは(+/-さん,朝,昼,晩),お別れ
 お元気ですか>評価
 数字0-9, お名前は何か(4つの言い方)
 自由時間に何をしますか (現在形 (=将来系)
 電話番号の会話, 断り方, 皮肉?, 非協力性
 ご家族は? (親戚, 3人称, 性格, 形容詞)
 何時ですか (0-99) (時計の(会話での) 言い方, 割り算)
 好きな食べ物, 飲み物, 運動
 すみません, 何歳ですか (難しい会話)
 日付, (特定の時間) 明日何をしますか, 日程, 週末, (朝, 午前中, 昼, ...), 動詞を二番目, 分離動詞, 週末に誘う, 休みの計画
 あなたが調べた (ドイツの) 都市は何ですか, どこにありますか, 方位, 話を遅らせる:ちよっと待って,
 疑問詞, 質問, 答え, nachfragen, 詳細を求める・言う
 物の名前, 値段を聴く, 上げる, コメントを上げる, 受ける, 返す
 引用:

24

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- An intensive course (intensive コース集中講座)
- speaking course (口頭表現を目的とする専門コース)
- students majoring in this 2nd FL (その未習外国語の専門学生向け)
- student with a special interest in the 2FL (その外国語に対してそもそも強い興味を持っている者)
- students taking the course as a selective (必修課目として取っている)
- more than two 90 min. units per week (週2回90分以上の場合)
- high ranking universities (上級大学)
- team teaching (細かく合わせたteam teachings)
- And a few other characteristics supportive of FL learning (又はいくつかの外国語習得を助ける性格を持っている要因)

25

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- - methods and conducting of the course
- - speaking was practiced very often
- - all other skills outsourced, usually to moodle
- - teacher offered a class file on moodle, documenting the way the class went in exactly the same order
- - class file ideally two weeks after first introduction of content (spacing theory)
- - this being unrealistic, updates usually followed the class in a few days
- - sometimes homework was only announced on the class file

13

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

2. The questionnaire and its main features

Hypothesis: Gradual improvement of acceptance over time

Warschauer (4 years)

Reinelt Blackboard: Kantowitz vs Hawthorne effect

no such effect here!

14

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

acceptance theory:

- - acceptance within a system by the same people
- - acceptance in the system with continually/periodically changing personnel

15

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- The complete questionnaire

Usually administered immediately after completion of the oral exam (penultimate class, last class all are together) (influence of the immediately preceding test??)

The questionnaire covers a wide area of issues although most parts are about CALL-related issues.

16

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- CALL/Moodle-use
- relevant questions *その中から*
- 1. 35-40
- 2. 41-46
- 3. 47-54
- 4. 55-60
- 5. 61-65
- 6. 66-70
- 7. 71-76
- 8. 77-82
- 9. 102-107
- 10. 109-113
- 11. 115-118
- 12. 120-123
- 13. 125-128
- 14. 130-134
- 15. 136-139/40

17

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

3. Method of the study

- considered here: only rising, staying and falling tendency of items

- determining peak, rising and falling
- face value only, statistics program?

BUT extremely changing number of students in SS and WS

high in SS, only a part of whom will continue in the WS

18

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- **Example**
- 4, 2, 5, 3
- first determine the peak (only one, others disregarded), absolute or from neighbors
- then look for the highest next to the peak
- direction is towards this (e.g. 5 ↓ 3)
- (hyphen) only when absolute level, otherwise in direction of the first difference 135311
- in case of undecidability, take lower e.g. (6 6)

19

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

Data available: 7 terms=3years and one half(=SS11)

Note: For technical reasons, except in 2010, the WS correspondent of Mo4 has been Mi(Wd)2 and vice versa, Mi(Wd)4 's WS is Mo2. In 2010, SS and WS were on the same weekday, 4>2. All other classes took place at the same time in SS and WS.

Ordering: The data have been arranged according to the following criteria:

Term: SS=summer term vs WS=winter term

Day of the week: Mo, Tu, Mi(Wd), Fr (in part different in SS & WS)

Type of major: science vs genPol/lit/paed vs evening

Note: Only one part of lit/paed has to take a second FL. Others usually do not return for the winter term.

20

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

1. Basic data collection (by day of week)

Mo4 SS08>SS11 vs. Mo2 WS08 > WS10 vs. Tu3 SS08>SS11 vs. Tu3 WS08-10 vs Mi(Wd)4 SS08>SS11 vs. Mi(WD)2 WS08>WS10 vs. Ev(ening)Co(urse)(Yakan)Mi(Wd)6 SS08>SS11 vs EvCoMi(Wd)6 SS08 >SS11 vs. Fr3 SS08>SS11 vs. Fr3 WS08 > WS10!!

21

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

2) years and terms:

5 classes in each year SS08 vs WS08 / SS09 vs WS09 / SS10 vs WS10 / SS11

3) classes in years and terms

SS08Mo4-WS08Mi(Wd)2 / SS08Tu3-WSTu3 / ...

4) classes across years

SS08Mo4>WS08Mi(Wd)2>SS09Mo4>WS09Mi(Wd)2>SS10Mo4>WS10Mi(Wd)2>SS11Mo4> Tu3 similarly, etc.

5) type of major

(SS08Mo4-WS08Mi(Wd)2) + (SS08Mi(Wd)4-WS08Mo2)/
(SS09Mo4-WS09Mi(Wd)2) + (SS09Mi(Wd)4-WS09Mo2)/
SS10Mo4-WS10Mi(Wd)2) + (SS10Mi(Wd)4-WS10Mo2)/
SS11Mo4) + (SS11Mi(Wd)4) vs Tu3 similarly/

22

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

4. Results

- only parts concerning moodle considered here, but also other thing asked. Effects?
- not all parts and relationships considered yet
- most invaried from the start in SS08

23

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- part 4 about moodle
- 4.1. How often have you consulted the class file regularly: everyday/twice a week/ once a week/ once in two weeks/ even less
- sc: once week, slight increase
- all major similarly, all slightly up in SS10

24

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- 4.2. frequency of consulting other files
- 4.3. understandability of use of moodle
- sc: understood afterwards
- others: became to understand while using
- 4.4. Did moodle help your learning
- 4.4.1. for repetition of class contents
- all: helped a little (EnCo slightly up recently)
- 4.4.2. for preparing new contents
- didn't help to helped a little (only 2010)
- 4.4.3. tasks given there (very much, a little, not, not at all)
- sc: helped a little to helped very much
- lit and EvCo: helped a little

25

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- 5. The teacher helped you with moodle: (too much, much, somewhat, no)
- almost all classes: somewhat, few no's
- Note: On purpose, no help was given after an introductory phase
- 6. Would you recommend using moodle in next year's FL classes? (strong rec., better have, better not, no use, don't care)
- sc: better have < continuously
- lit: continuously lower end of better have
- EvCo lower end of better have

26

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

Ex 4.2 Tu3 Start (SS08 moodle was of no help > SS10 of little help, but back to of no help in SS11)

27

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

others

- according to year
(=(all)08+(all)09+all(10)+SS11
 - analyse one group or year in depth etc.
- Discussion
- Differences obligatory vs elective?

28

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- In general:
- Overall it seems that the internet use has become increasingly accepted/successful and students have become somewhat supportive of the internet use in university other FL classes.
- Really?
- Formulate results here as hypothesis for WS 11

29

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

5. Conclusion

Issues for improvement in the class, the questionnaire, and FL teaching in general

- - improvements in conducting the class
 - make appropriate use of technical means
 - - improving the questionnaire
 - re-write questions, administering before/after final test
 - - improving FL teaching in general
- http://en.wikipedia.org/wiki/Divide_and_rule divide and rule

30

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

6. References

- Reinelt (2007) 「口頭技能強化に向けた未習外国語教育における部分的なOutsourcingの可能性 -Blackboard TM (BB)の試行から-」, 大学教育実践ジャーナル 第6号, 愛媛大学, p. 35-45.
- Warschauer
- Hawthorne effect (n.d.)
<<http://www.nwlink.com/~donclark/hrd/history/hawthorne.html>>
- Kantowitz, B.H. et al. (1997) DEVELOPMENT OF HUMAN FACTORS GUIDELINES FOR ADVANCED TRAVELER INFORMATION SYSTEMS AND COMMERCIAL VEHICLE OPERATIONS: EXPLORING DRIVER ACCEPTANCE OF INVEHICLE INFORMATION SYSTEMS. FHWA-RD-96-143.
<http://www.fhwa.dot.gov/rfhr/safety/pubs/96143/secl/body_secl_sec03.html>.

31

2011 11 19 JALT OLE-SIG Forum Reinelt
Acceptance of LMS/Moodle

- Thank you!

32