銘傳大學 Moodle 平台線上「自主學習支援站」之開發與實務：以一線上英語課程為例之個案研究

Construction and Application of Self -Learning Supporting Site on the MCU *Moodle* Teaching and Learning System: A Case Study of One Online English Course

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摘要

銘傳大學開發的 Moodle 中文教學平台，目前是世界上華人大學中規模最大，實為臺灣高等教育中對 Moodle 自由軟體網路平台的開發與運用之成功典範。這是落實臺灣高等教育中科技運用於高等教育的教育政策，亦是銘傳大學積極努力，結合科技與教育，獲取的一項卓越成果。銘傳大學更融入「自主學習」理念，於銘傳的 Moodle 教學平台，積極研發「自主學習支援站」，精進銘傳所開發華人大學中規模最大的 Moodle 教學平台，進一步運用當代日新月異的科技多元媒體，輔助台灣大學生深化知識學習的層次與深廣度，活化學習與發展自主學習潛能。此外，英語文教育是台灣中、小學，高級中學及高等教育階段的核心教育學科; 同時，銘傳大學為華文世界與全球知名國際大學，落實台灣高等教育國際化政策，培養大學生之英語文能力，一直是銘傳大學長期重視與戮力精進的重要核心高等教育目標。本校亦致力投入開發英語學習課程於銘傳 Moodle 教學系統，以科技輔助臺灣大學生提升英語學習力與英語力。本研究將以個案研究方式，以一線上英語課程為例，分析與討論此課程於銘傳 Moodle 教學平台自主學習支援站中之建構與實務運用，期許為網路學習線上課程開發，提出參考模式。此外，我們發現到，於 2011-2013 年的實行期，有多達七千五百位學生登入課程，進行線上自主學習，為銘傳 Moodle 教學平台「自主學習支援站」的開發，帶來鼓勵與肯定的成果，也激勵銘傳 Moodle 教學平台需更努力以赴，為科技融入教育做出貢獻。

關鍵字: 銘傳 Moodle 教學平台、自主學習、自主學習支援站、英語文能力。

Abstract

The MCU *Moodle* teaching and learning system, the largest scaled e-learning platform among Chinese-medium universities, developed by Ming Chuan university is one successful case of optimizing open web-based *Moodle* sources. Upon the optimization, the MCU *Moodle* teaching and learning system is also established as one prospective example in higher education to realize integration of technology and education which is prioritized in policies of higher education in Taiwan. Further to infuse self-learning theories into the MCU *Moodle* teaching and learning system, one self-learning supporting site has recently been constructed with aims to expand students disciplinary knowledge of, to motivate students' learning and to develop autonomous learning capacity of students in the university through hi-tech and multi-media online courses. In addition, English has long been one core subject for students to study from primary to tertiary education in Taiwan. Guided by the policy of internationalization in higher education in Taiwan, further efforts have been made to develop online English courses which aimed to help university students develop capacities of learning the English language and English competence. The present study employed case study method and one online English course is discussed in relation to its course construction and applications. Surprisingly, it is found that the online course was signed up by more than seven thousand students in the university from 2011 to 2013. To conclude, the present study is illuminative. The MCU *Moodle* teaching and learning system has been developed as one case which successfully optimizes open web-based *Moodle* sources and integrates technology and education in higher education. More significantly, the current developments in the self-learning supporting site and the online English course within the MCU *Moodle* teaching and learning have showed encouraging and promising results. With commitments and devotions, it is expected that the MCU *Moodle* teaching and learning system will be further optimized in multiple dimensions and, thus, to contribute more to the integration of technology and education in higher education.

Keywords: MCU Moodle system; self-learning; self-learning supporting site; English learning

1. Introduction

We are living in world where new technologies are constantly evolving, knowledge is expanding and information is updating in speed (Relan and Gillani, 1997; Mandinach & Jackson, 2012). The application of on-line learning into language education has been widely discussed and proactively adopted among universities alongside with the advance of computer technology, internet and multimedia (English & Yazdani, 1999; Collison, et al. 2000). E-learning developed for a wide variety of purposes and choices is supposed to provide an expanded range of course options to students or language learners (English & Yazdani, 1999; Mandinach & Jackson, 2012, p.7). As a result, a new model of learning has emerged to support conventional face-to-face teaching. (English & Yazdani, 1999; Collison, *et al*. 2000). Following this trend, many universities in Taiwan are aware of the need to integrate technology assisted teaching and learning with various disciplinary studies in higher education. The MCU Moodle teaching and learning system is one successful e-learning platform which is developed based on the Moodle system and it is the largest scaled Chinese Moodle platform among Chinese-medium universities. In order to optimize applications of the MCU Moodle teaching and learning system, one self-learning supporting site which is underpinned by self-learning theory has recently been developed with an aim to support and enhance university students' learning through offering certificate courses and summer courses. The paper aims to report on one case study of one on-line English course within the self-learning supporting site on the MCU Moodle teaching and learning system.

2. The *Moodle* Teaching and Learning System in Ming Chuan University

In Ming Chuan University (MCU), the MCU *Moodle* teaching and learning system is developed and mainly used to support a majority of courses offered at the university, to assist teachers and to facilitate students' in teaching and learning in-and-after class. Until the date April.17, 2014, the MCU *Moodle* teaching and learning system has been logged in by 42, 074, 783 users in the university. Figure 1 shows the front page of the MCU *Moodle* teaching and learning system used in the university.

Figure 1: The MCU *Moodle* Teaching and Learning System

At the spring semester, 2013 academic year, the university has offered 3219 course. Among them, 2597 courses (80.68%) have used the MCU *Moodle* teaching and learning system to support teaching and learning in-and-out of classroom teaching. Table 1 shows the various uses of the MCU Moodle teaching and learning system. The major use is to set files related to the course, so 2296 courses (71.33%) have set up course files on the MCU *Moodle* system. 2196 courses (68.22%) have used it to provide learning resources and 1252 courses (38.89%) set up homework. 1190 courses (36.97%) have used it for discussion, 248 (7.7%) courses set up testing and only 20 course used the *Moodle* system to do surveys.

Table 1: Uses of the MCU *Moodle* Teaching and Learning System
At the 2013 spring semester

Uses of *Moodle*	Files	Resources	Homework	Testing	Discussion	Survey
No. of Courses	2296 (71.33%)	2196 (68.22%)	1252 (38.89%)	248 (7.70%)	1190 (36.97%)	20 (0.62%)
Total No.	62894	25408	7278	1971	36326	97

3. The Case of One On-Line English Course

The present case study is to report one course entitled 'Current Issues in English' offered in summer in the self-learning supporting site within the MCU *Moodle* teaching and learning system in the university. Figure 2 shows the course offered in the *Moodle* self-learning supporting site in the university.

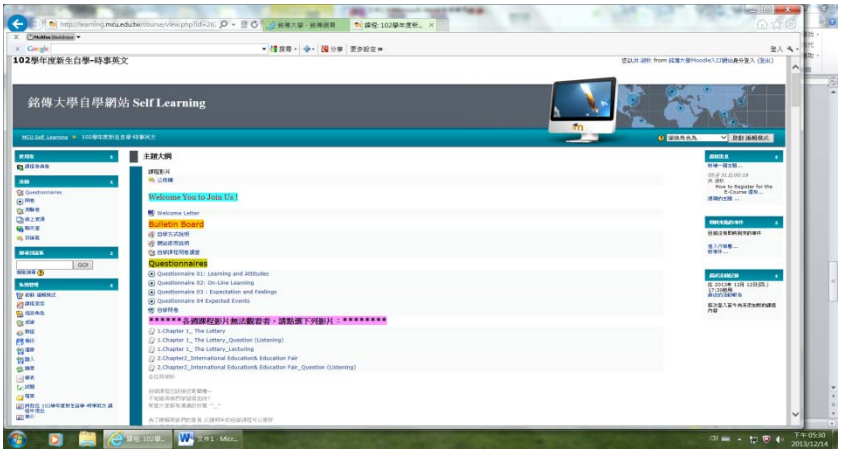

Figure 2: One On-Line English Course within MCU Self-Learning Suppoting Site

The course design

Figure 3 shows the design of the course. It is one 12-week course. The syllabus of the course is weekly-based. In every week, there is one topic related to current issues for teaching and learning, for example, *Education Fair*, and so on. The teaching videos were filmed and uploaded for content teaching

of every topic around 10-15 minutes. And, websites or resources relevant to every topic are lined for expansive learning. In addition, self-testing is also used to facilitate learning. After-class discussion and chats are also set up to encourage student-student or student-teacher interaction.

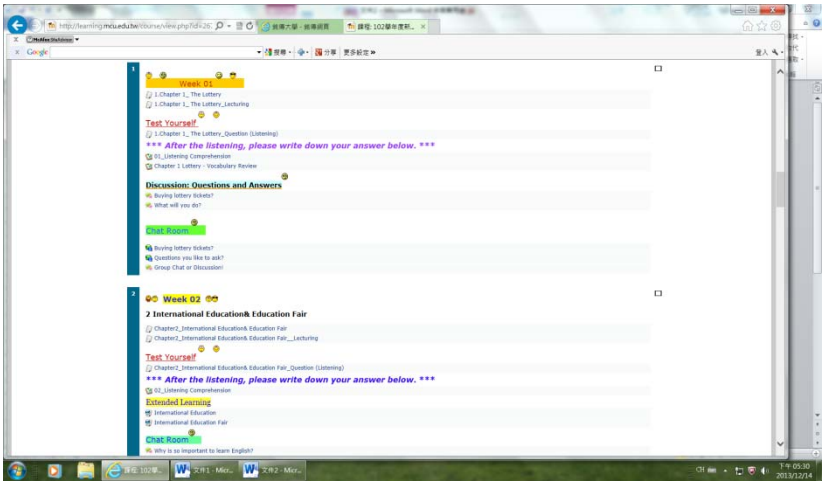

Figure 3: Presentation of the Online Course on the MCU *Moodle* System

Learner Participation

The online English course was initiated in 2010. After that, the course was revised and further developed since 2011. The course was offered to perspective freshmen and students signed up the course in summer.

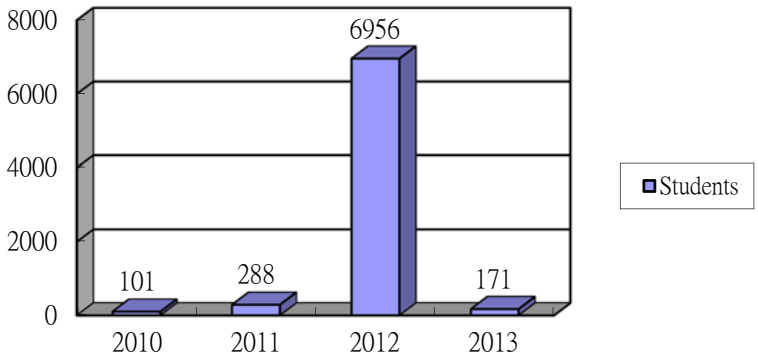

Figure 4: The number of students signed up the course

Figure 4 shows the number of students who signed up the on-line course in the past four summers. In its initiative in 2010, 101 students signed up the course. After some revisions made on the online course in 2011, 288 students signed up in 2011, 6956 students in 2012 and 171 students in 2013. Therefore, the number of students who signed up the online English course is 7516 in total.

4. Conclusion

The technology has been a powerful instrument to deliver courses for students and learners in a large-scale. The MCU *Moodle* teaching and learning system has contributed to the integration of technology and higher education. The case study reported on one on-line course in the self-learning supporting site developed on the MCU *Moodle* system in the university. It is observed that more than seven thousand students in the university singed up the on-line English course and did online self-learning. That indicates that for present university students on-line learning seems to be part of their learning activities. Online learning is accessible anytime and anywhere due to technological advances. However, large remains unknown of how on-line learning courses can optimize self-learning and, thus, lead to better learning achievements and personal development for college and university students in higher education. It is suggested that more work and research in future should be more concerned with optimization and applications of open sources to energize and support university students' online self-learning in higher education.

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