

研究ノート

Developing an On-Demand Curriculum using MOOC Curriculum Methodology

Thom W. RAWSON*, John OWATARI-DORGAN, Tomoko MATSUMOTO,
Tomoko KOYAMA and Brendan VAN DEUSEN
(Department of International Tourism, Faculty of Human and Social Studies,
Nagasaki International University, *Corresponding author)

MOOC の方法論を用いたオンデマンド授業の カリキュラム開発について

ローソン・トム*, 大渡ドーガン ジョン, 松本知子,
幸山智子, ヴァンドゥーセン・ブレンダン
(長崎国際大学 人間社会学部 国際観光学科、*連絡対応著者)

要旨

Covid-19 の大流行により、私たちの教育機関では、これまで行っていた対面授業をすべてオンライン授業に移行しなければならないと多くの課題に取り組まなくてはならなくなりました。急にオンライン化を進める状況になったため、日本学術振興会の科研費補助金 (18K02924) を用いた研究 (タイトル: ホスピタリティサービス産業のグローバル化を支援するための語学教育大規模公開オンライン講座 (MOOC) の開発) を一時的にストップせざるを得なくなりました。パンデミックを取り巻く不確実性と制限がある中で研究活動を行うため、我々研究者とホスピタリティ業界との間でのやりとりにおいて、慎重な対応が必要となりました。そのため、このプロジェクトを進められないのではないかと危惧されました。

しかし、2020年の後期もオンライン授業が続き、我々は科研費を用いたプロジェクトの方向性を転換し、ホスピタリティサービス業界との直接の連携ではなく、教育機関での英語学習者のためのオンデマンド授業のカリキュラム開発に焦点を当てました。現在、同大学で提供されているホスピタリティを中心とした専門分野 (国際観光学、社会福祉、健康栄養学、薬学) の性質上、学生は「ホスピタリティ・サービス産業」の一面に触れることができます。さらに、この MOOC の最大の特徴は、参加者が広く「オンデマンド」を利用できることです。学生が後期の学習目標を達成するため、我々が「MOOC 方式」で効果的なオンデマンド授業を開発するという新たな目標を提示できたことは、研究チームにとって“救い”となりました。

キーワード

英語を母国語としていない人のための第二外国語としての英語、オンデマンド授業、大規模公開オンライン講座、カリキュラムデザイン、コンピュータ利用学習

Abstract

The Covid-19 pandemic has brought numerous challenges to our institution in the form of moving all former face-to-face lessons into an online format. A major side effect of this rush to move online has been to set aside temporarily any research relating to the JSPS KAKEN grant project (18K02924) entitled: Development of a Massively Open Online Course (MOOC) for Language Training to Support the Globalization of the Hospitality Services Industry. The uncertainty surrounding the pandemic and operating within its constraints dictated a cautious approach with respect to the research and the interactions required between the researchers and the hospitality industry. It

seemed as if there would be no hope of moving the project forward.

However, in the fall of 2020 with approaching classes remaining online, the researchers shifted the direction of the KAKEN project to focus on developing on-demand curriculums for English language learners at the institution instead of directly with the hospitality services industry. By nature of the hospitality-centric major fields of study (international tourism, social work, health and nutrition, and pharmacology) currently offered at the institution, an aspect of the “hospitality services industry” can be touched. Additionally, the MOOC’s primary characteristic is being available “on-demand” to a wide audience of participants. It seems the research team was “gifted” a saving grace in the presentation of this new goal — developing effective on-demand courses in a “MOOC-style” format to help students achieve their learning goals for the second semester.

Key words

EFL, on-demand courses, MOOC, curriculum design, CBL

Introduction

The Covid-19 pandemic has brought numerous challenges to our institution in the form of moving all former face-to-face lessons into an online format. A major side effect of this rush to move online has been to set aside temporarily any research relating to the JSPS KAKEN grant project (18K02924) entitled: *Development of a Massively Open Online Course (MOOC) for Language Training to Support the Globalization of the Hospitality Services Industry*. The uncertainty surrounding the pandemic and operating within its constraints dictated a cautious approach with respect to the research and the interactions required between the researchers and the hospitality industry. It seemed as if there would be no hope of moving the project forward.

However, in the fall of 2020 with approaching classes remaining online, the researchers shifted the direction of the KAKEN project to focus on developing on-demand curriculums for English language learners at the institution instead of directly with the hospitality services industry. By nature of the hospitality-centric major fields of study (international tourism, social work, health and nutrition, and pharmacology) currently offered at the institution, an aspect of the “hospitality

services industry” can be touched. Additionally, the MOOC’s primary characteristic is being available “on-demand” to a wide audience of participants. It seems the research team was “gifted” a saving grace in the presentation of this new goal — developing effective on-demand courses in a “MOOC-style” format to help students achieve their learning goals for the second semester.

Goals

Not unlike the original research, the primary goal is to provide English language learning for the hospitality industry — in this case, students being prepared to participate in the industry — by creating online and on-demand content that would allow students to develop and practice English listening and speaking skills in a self-access self-learning method.

The secondary goal is to replace formerly in-person classes with a curriculum that can easily be followed by students through their own interactions with an online course. By following these online steps and processes, the students will little by little over the course of the semester complete the specified curriculum much in the same way they would do so were the class delivered face to face.

A tertiary goal is to mass-produce this curriculum in a way that allows multiple faculty members and multiple groups of students at different levels to participate and benefit from this online learning environment.

Classes, materials, and tools

In this project, the curriculum will be delivered across a total of nine first-year courses. These courses are entitled “English Exercises” and are made up of two sections. The “A” section of the course focuses on English reading and English writing skills practice. The “B” section of the course has its focus on English listening and English speaking practice. For this project, only the “B” courses were considered since the “A” course curriculum had already developed an appropriate “live-online” curriculum supporting its requirements.

Both the “A” courses and the “B” courses are offered at three levels: Basic, Standard, and Advanced. These levels range from very low (Basic) to middle (Standard) to higher (Advanced), and the primary discussions for developing the on-demand curriculum stemmed from the large number of Basic level classes shared between the authors. It was troubling to think of low-level students being lectured in live classes by native speaking teachers with a hope that any learning and uptake would be possible. Therefore, the decision to move in the “on-demand” direction was taken.

Each of the levels is supported by a level-appropriate textbook. The team uses the English Firsthand series by Helgesen, Wiltshier, and Brown (Pearson/Asia 2018) because it comes with a companion online website called “MyMobileWorld” where the vocabu-

lary and listening practice activities are provided. Having these ready-made materials would benefit the planned on-demand approach.

The speaking component of the curriculum would be the means by which students would undertake their speaking practices. In a traditional face-to-face environment, students would have the opportunity to make pairs or groups and be able to practice during class time. Given the nature of the pandemic environment, the face-to-face practice would simply not be possible and the logistics of “pairing up” dozens and dozens of low-level learners online might have been more challenging than the actual English practice itself. Therefore, the popular Microsoft product called “FlipGrid” was chosen and speaking practice would become an asynchronous but personal component of the class and curriculum.

Lastly, a system by which the activities and weekly plans would need to be provided to students. In this case, the logical choice was to use the institutionally supported Moodle learner management system called “QLEARN” which offers robust LMS tools and an institutionally themed and customized mobile application. Moodle has key functionality that makes on-demand courses possible — conditional access and completion tracking. Conditional access allows a forced navigational workflow for students as they move through each week of the course. Completion tracking allows both the students and the facilitators to monitor the progress during each week.

Curriculum design overview

As the team began preparing the plans for developing the on-demand courses, it be-

came clear that there were several types of lessons and several components of reusability within each of those types.

A standard English Exercises course has 15 unique classes with an optional examination period over the course of the semester. In this curriculum, the examination is foregone in favor of repetitive practice over the 15 weeks with three classes reserved for interim testing.

Each class comprises a series of online pre-recorded lectures, some online practice activities, and a video speaking activity. The classes also contain reusable elements that enable students to pick up and join the class at any time without prior knowledge of the previous week's activities. Each class is labeled by the class number so the first class is entitled "class 1" and the second class "class 2" and so on.

The following details the list of classes planned for the curriculum:

- Class 1 — Introduction
- Class 2 — Unit 7 part 1
- Class 3 — Unit 7 part 2
- Class 4 — Unit 8 part 1
- Class 5 — Unit 8 part 2
- Class 6 — Unit 7 and Unit 8 review test
- Class 7 — Unit 9 part 1
- Class 8 — Unit 9 part 2
- Class 9 — Unit 10 part 1
- Class 10 — Unit 10 part 2
- Class 11 — Unit 9 and Unit 10 review test
- Class 12 — Unit 11 part 1
- Class 13 — Unit 11 part 2
- Class 14 — Unit 12 part 1&2
- Class 15 — Unit 11 and Unit 12 review test

Class 1 Introduction

The first class is called "Introduction"

and it contains the basic explanations that define the remaining lessons in the course. Figure 1. shows the contents of the introduction lesson as they appear on the QLEARN Moodle LMS page. It contains the following elements:

- Introduction — This is a **video** explaining the goals for this week's class. In this video, students learn all the different things that they need to complete in a one-week period of time.
- Syllabus and grading explanation — This is a **video** explaining how the class is graded based on the official course syllabus. This video also shows the students where they can look on the QLEARN website to check their current scores in the class.
- Course attendance explanation — This is a **video** explaining the attendance policy for the on-demand classes. In the case of the on-demand curriculum, attendance is based on the completion of a defined set of activities within a one-week period of time. In the "Introduction" lesson, students need to watch 6 videos before the week is finished in order to be credited for attendance.
- QLEARN access explanation — This is a **video** explaining how to access the QLEARN Moodle site. In this video, students learn about the QLEARN website and also the companion Mobile Application which is available from both the Apple app store and the Google play store.
- Purchasing the textbook — This is a **video** explaining the textbook requirements for the course. Students are required to purchase a new copy of the

English Firsthand series book assigned to their class from the university bookstore. This book contains an access code that allows students to access the MyMobileWorld companion website. This is critical for the completion of the class activities.

- FlipGrid homework explanation — This is a **video** explaining how to do the first FlipGrid video speaking activity. FlipGrid videos are the means by which students demonstrate their English speaking practice. Each week, the students have new phrases and vocabulary to use in their speaking practice. This video also explains how to use FlipGrid in detail.
- FlipGrid video activity — This is an **assignment** with a grading placeholder for the first FlipGrid video speaking activity. This is where the scores and feedback students receive in FlipGrid

will be reported. This activity also appears in the QLEARN gradebook for the course.

- Class 1 teacher’s room — This is an **on-line classroom** provided by BigBlueButton for the purposes of helping students with questions and technical issues. During the normally scheduled class hours, the teacher of each class opens up the online classroom as a way for students to communicate directly with the teacher. Students are free to ask questions about the curriculum or technical issues they may encounter but this room is not used as a general lecture room.

Regarding the **syllabus** of the class, the breakdown of grading is as follows:

- **Engagement** (30%)– This includes 10 FlipGrid speaking activities over the course of 15 weeks.
- **Assignments** (30%)– This includes 6

第1回目の授業・2020年10月2日・コース紹介

The screenshot shows a list of course activities with their completion status. Each item has a document icon on the left and a square icon on the right. A blue bar with white text indicates the completion status for each activity.

- 第1回目の授業・はじめに □
- 第1回目の授業・シラバスと採点の説明
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・はじめに」が完了マークされた場合
- 第1回目の授業・コース受講説明
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・シラバスと採点の説明」が完了マークされた場合
- 第1回目の授業・QLEARNのアクセス解説
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・コース受講説明」が完了マークされた場合
- 第1回目の授業・教科書の購入
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・QLEARNのアクセス解説」が完了マークされた場合
- 第1回目の授業・FlipGridの宿題説明
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・教科書の購入」が完了マークされた場合
- 第1回目の授業・FlipGridビデオアクティビティ
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・FlipGridの宿題説明」が完了マークされた場合
- 第1回目の授業・2020年10月2日・先生の部屋
利用制限 次の条件に合致しない限り利用できません: 活動「第1回目の授業・はじめに」が完了マークされた場合

Figure 1. Example of the Class 1 Introduction page

units of activities in the MyMobileWorld companion website for the English Firsthand textbook.

- **Tests (40%)**– This includes 3 review tests and 3 FlipGrid speaking activities based on the review tests. These tests happen after two units of the textbook have been completed.

Regarding the **attendance** of the class, an on-demand system is in place. Students are required to watch a series of videos each week. The “Introduction” lesson contains 6 videos, but most lessons have between 4 and 5 videos to watch. These videos have a total combined time between 30 and 60 minutes.

Using the advanced Moodle features of “completion tracking” and “activity completion,” the facilitators of each class can determine which students have completed the necessary actions required to receive an attendance point for that class. Figure 2. shows the completion tracking elements as they appear on the QLEARN Moodle LMS page.

Students in the on-demand environment are given one full week to complete these requirements. When a video is viewed, the student receives a “completed” checkbox on

the QLEARN course page. Once the student receives all the checkboxes for the week, an attendance record is then given to the student. This is clearly explained in the “Course attendance explanation” video.

Regarding the **purchasing of the textbook** for the class, each student is required to purchase the appropriate textbook for their class from the university bookstore. The textbook contains a unique access code that allows the student to get access to the MyMobileWorld companion website for the textbook. This also means that a student cannot purchase or receive a used textbook from a peer for use in this course. Having a textbook without a unique access code would prevent the student from being able to complete the required assignments. This is clearly expressed not only in the introduction week’s videos but also in each subsequent week’s explanation. Students are being continually reminded to purchase the textbook as soon as possible.

The textbook contains twelve complete units and six practice tests. A practice test is given after every two units in the book. In the first semester, the first six units are

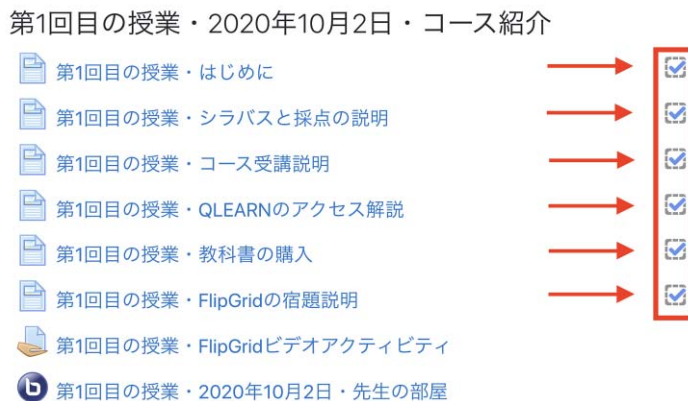


Figure 2. Example of course activities with completion checkboxes filled.

covered. In the second semester, the six units in the latter part of the textbook are covered. For the purposes of this research note, Units 7, 8, 9, 10, 11, and 12 and the associated practice tests will be discussed.

Class 2 Unit 7 Part 1

The **second class** introduces the first part of a unit in the textbook. Figure 3. shows an example of the activities in the first part of a unit. It contains the following elements:

- Introduction — This is a **video** explaining the goals for this week’s class. In this video, students learn all the different things that they need to complete in a one-week period of time.
- Vocabulary — This is a **video** which covers the vocabulary for the unit. There are listen and repeat slideshows as well as instructions on accessing the MyMobileWorld practice activities and a practice quiz.
- Listening — This is a **video** which covers the listening activities for the unit. There are listening phrase practice slideshows as well as instructions on accessing the MyMobileWorld listening practice activities.

- FlipGrid homework explanation — This is a **video** explaining how to do the weekly FlipGrid video speaking activity. This video also explains how to use FlipGrid in detail.
- FlipGrid video activity — This is an **assignment** with a grading placeholder for the weekly FlipGrid video speaking activity. This is where the scores and feedback students receive in FlipGrid will be reported. This activity also appears in the QLEARN gradebook for the course.
- Class 2 teacher’s room — As in the previous lesson, this is an **online classroom** provided by BigBlueButton for the purposes of helping students with questions and technical issues and is available during the normally scheduled class hours.

Class 3 Unit 7 Part 2

The **third class** introduces the second part of a unit in the textbook. Figure 4. shows an example of the activities contained in the second part of a unit. It contains the following elements:

- Introduction — This is a **video** explain-

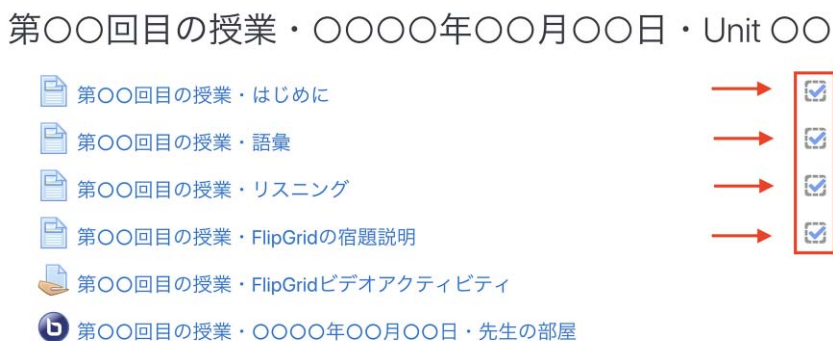


Figure 3. An example of the activities in the first part of a unit.

ing the goals for this week’s class. In this video, students learn all the different things that they need to complete in a one-week period of time.

- Vocabulary review — This is a **video** which allows the students to review the vocabulary for the unit. There are listen and repeat slideshows as well as instructions on accessing the MyMobileWorld practice activities.
- Language — This is a **video** which explains the grammar points for the unit. A simple, clear slideshow explaining and demonstrating the grammar points as well as instructions on accessing the MyMobileWorld language activities is included.
- Real stories — This is a **video** which allows the students to hear the Real stories section of the textbook. In this section, there are stories from different people related to the main topics of the unit. The grammar is also used in the Real stories activities, so students have a chance to listen and learn the grammar in a real life situation. There is a slideshow which explains the words

students use in this activity as well as instructions on accessing the MyMobileWorld Real stories activities.

- FlipGrid homework explanation — This is a **video** explaining how to do the weekly FlipGrid video speaking activity. This video also explains how to use FlipGrid in detail.
- FlipGrid video activity — This is an **assignment** with a grading placeholder for the weekly FlipGrid video speaking activity. This is where the scores and feedback students receive in FlipGrid will be reported. This activity also appears in the QLEARN gradebook for the course.
- Class 2 teacher’s room — As in the previous lesson, this is an **online classroom** provided by BigBlueButton for the purposes of helping students with questions and technical issues and is available during the normally scheduled class hours.

Class 6 Unit 7 and Unit 8 review test

The **sixth class** is when the first review test takes place. Review tests happen after

第〇〇回目の授業・〇〇〇〇年〇〇月〇〇日・Unit 〇〇

 第〇〇回目の授業・はじめに	→	<input checked="" type="checkbox"/>
 第〇〇回目の授業・語彙の復習	→	<input checked="" type="checkbox"/>
 第〇〇回目の授業・「Language check」文法	→	<input checked="" type="checkbox"/>
 第〇〇回目の授業・「Real stories」実話に基づいた話	→	<input checked="" type="checkbox"/>
 第〇〇回目の授業・FlipGridの宿題説明	→	<input checked="" type="checkbox"/>
 第〇〇回目の授業・FlipGridビデオアクティビティ	→	<input checked="" type="checkbox"/>
 第〇〇回目の授業・〇〇〇〇年〇〇月〇〇日・先生の部屋		

Figure 4. An example of the activities in the second part of a unit.

every two units. Figure 5. shows an example of the activities contained in the review test lesson. It contains the following elements:

- Introduction — This is a **video** explaining the goals for this week’s class. In this video, students learn all the different things that they need to complete in a one-week period of time.
- Vocabulary review — This is a **video** which allows the students to review the vocabulary for both units in the set. There are listen and repeat slideshows as well as instructions on accessing the MyMobileWorld practice activities. These are designed to help the students prepare for the unit test.
- Unit test explanation — This is a **video** which explains how to do the unit test which is a quiz activity on the QLEARN Moodle LMS. A simple, clear slideshow explaining and demonstrating how to access and answer the questions for the test is included in this video.
- Unit test — This is the actual **Moodle quiz activity** that students must complete on QLEARN. The tests in this course are available in the back of the student textbook and are designed to be given in an “open-book” format. Students are allowed to use their textbook and a dictionary if they choose. There are some listening components and some vocabulary components to the test.
- FlipGrid homework explanation — This is a **video** explaining how to do the weekly FlipGrid video speaking activity. This activity is based on the unit test questions in the back of the textbook. This video also explains how to use FlipGrid in detail.
- FlipGrid video activity — This is an **assignment** with a grading placeholder for the weekly FlipGrid video speaking activity. This is where the scores and feedback students receive in FlipGrid will be reported. This activity also appears in the QLEARN gradebook for the course.
- Class 2 teacher’s room — As in the previous lesson, this is an **online classroom** provided by BigBlueButton for the purposes of helping students with questions and technical issues and is available during the normally sched-



Figure 5. An example of the activities in the review test lesson.

uled class hours.

Content development

Prior to the start of production, the authors spent a great deal of time preparing the necessary content. Rather than trying to develop all of the content prior to production, the authors elected to develop a content template in the form of a set of reusable scripts that could be used to produce unit content for all three required textbooks without making any significant changes. Figure 6. shows an example of a list of reusable scripts.

While this means that the authors needed to delay producing content for all of the textbooks until the template was complete, it also means that the content for any given unit is relatively simple and quick to develop. As such, the authors are able to complete all of the content for a single unit of a textbook in a relatively short window of time. This quick turnaround for development of course content gives extra time for recording, editing and publishing of the content after development.

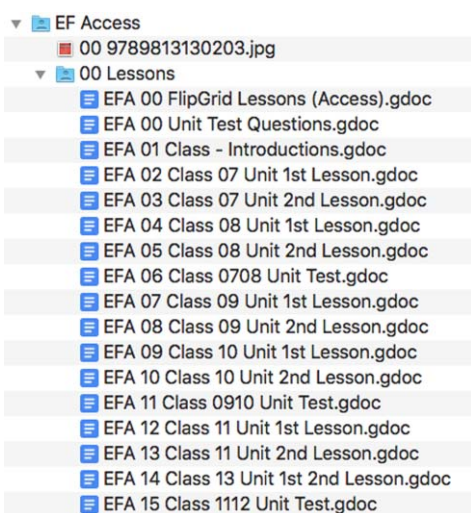


Figure 6. List of template lessons developed for production

To help with student engagement, the authors elected to include video interludes wherein they directly address the students regarding the study activities. While much of the content of these interludes is repeated later in the video during explanation slideshows, the authors hoped that students might relate better to the material if it featured videos of the teachers rather than just recorded slideshows.

Since a large number of videos would need to be recorded, the authors tried to make the process of recording these interludes as simple as possible. They achieved this goal by recording all of the videos on an iPad rather than a traditional video camera. Since some of the authors use apple computers, they were able to use a feature known as “airdrop” to quickly and easily move the recorded videos from the iPad to the apple computer. This helped to speed up recording sessions and prevent any duplicate or misplaced videos.

The videos are recorded in front of a low-cost foldable green screen that had been purchased for another project. The green screen is not being used to help generate any special effects but ensure that all of the videos have a roughly uniform appearance without any distractions for the students. To make the future editing process smoother, the video interludes are recorded at the same distance from the subjects’ faces so that the video and audio quality will remain consistent. Additionally, all of the clips include a 1 second pause at the beginning and end of the clip to provide for enough space for transitions to be added in the editing software without overriding any important content.

Slideshows are used for more complex explanations in each of the videos. In the

slideshows, both English and Japanese explanations are provided in order to increase the chance that students will both understand the content as well as understand the actions required upon it. Each unit contains a series of unique slideshows along with a set of slideshows that are reusable. Figure 7. shows a list of slideshows for different units.

For the production of the final videos, the authors elected to use Adobe Premiere Pro. The authors have several reasons for choosing this software for editing. Primarily, the authors already had access to the software and wouldn't need to make any additional purchases to use it. Moreover, the authors also had a limited amount of experience using the software to produce short video clips for other projects. Finally, the software has a fairly well developed system for workflow management that allows the videos to be processed when the computer is not in use. In effect, this allows the authors to create all of the videos for a given section during research hours and have them be encoded overnight rather than disrupt the production process.

The raw footage used in the videos is made up of a series of short clips that are ed-

ited together using the Adobe Premiere Pro software. The clips consist of interludes of teachers talking about the activities that students will be doing as well as recorded slideshows that give deeper explanations of the activities with supporting information in Japanese. Each final video provided to students is created by combining these clips in the software and encoding them as a single video.

To simplify the process, the required clips for each video are all stored together in a single folder and are named using a naming scheme that ensures that the clips remain in the correct order throughout the editing process. In order to ensure that the final videos can be output without a great deal of difficulty, great pains are taken to ensure that all of the video clips are uniform and require very little or no editing. Thanks to these efforts to increase efficiency, the authors are able to edit all of the final videos for a unit in about 6 hours in the software. Figure 8. shows an example list of video clips ready for production into a class Introduction video. Note the names of teachers in the clips denoting to which class the clip belongs. Also,



Figure 7. Custom slideshows for two different units.

note the term “reusable” or “custom” which imply both components that can be used again and components that are customized for that particular unit.

After the videos are produced, they each get uploaded to YouTube for use by the students in the course. YouTube is used because it resolves any compatibility issues between device types when playing back the videos. Each set of videos is added to a YouTube channel for the specific textbook and labeled by unit number and class number. This allows for better organization when dealing with a high volume of produced videos. The videos are “unlisted” on YouTube which prevents them from being discovered in a search.

In the QLEARN Moodle LMS, the YouTube links are added to the activity placeholders for each of the videos. Moodle automatically embeds YouTube videos in the course

page which makes playback simplified for students.

Teacher’s room for support and encouragement

During the class time assigned by the university, the teachers participate in a “teacher classroom” activity. In this activity, teachers log into an online conferencing tool (Big Blue Button) that is connected directly to the teachers’ classes. The goal of the “teacher classroom” is to provide students with any support that they might require in order to complete the tasks assigned to them for the week.

In the first few weeks of the class, students often needed some technical support in order to complete the weekly tasks. Since some of the tasks, such as uploading videos, are relatively unfamiliar to students, the teacher often needed to use the “teacher class-

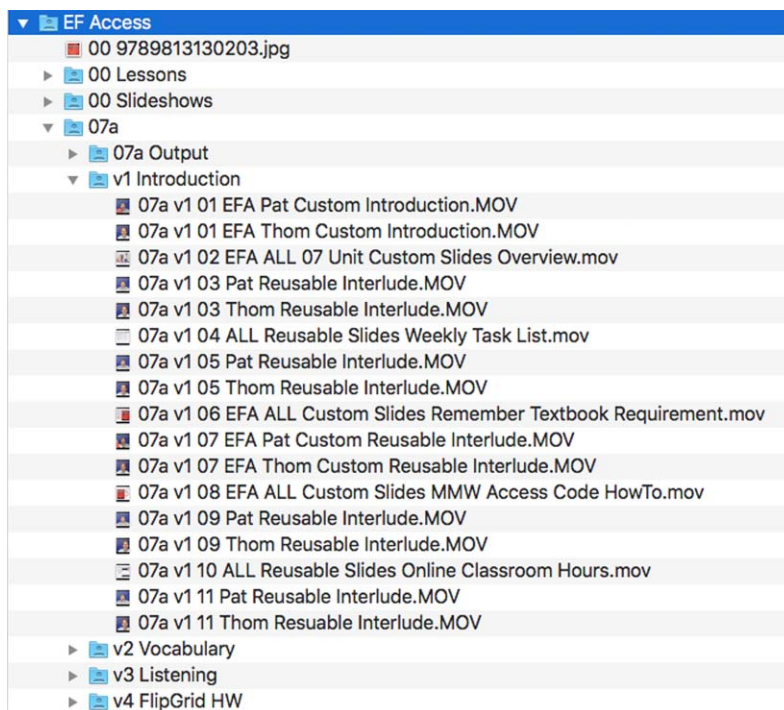


Figure 8. An example list of video clips ready for production.

room” to give students more detailed explanations of how to do these activities or help students to troubleshoot problems that they may be having with their devices. After a few weeks of class, most students seem to have solved their technical issues and this sort of support becomes less common.

In addition to technical support, the teachers use the “teacher classroom” to provide encouragement and academic support for the students in the class. While the videos provided by the teachers contain detailed explanations for the weekly tasks, students occasionally have trouble understanding certain elements and require additional explanations. Moreover, students sometimes fail to watch the videos carefully and don’t understand the tasks completely. In those situations, the teachers are able to use the “teacher classroom” to encourage the students to watch the videos again to improve their understanding of the tasks.

On-Demand Attendance

Rather than use a traditional active attendance taking system, the authors chose to base student attendance on completion of activities within the course. Specifically, the student attendance is determined by whether the students watched all of the assigned videos for a given week. The teachers in the courses are able to easily check whether students accessed the videos using the “Activity Completion” report included in Moodle. Figure 9. shows an example of an anonymized activity completion report. Each line in the report represents the completion activities of a single student.

In these courses, students are given one week to watch all of the videos that were as-

signed for the week in order to have their attendance recorded. After one week, the original videos that display in the activity completion report are hidden and students are given access to an archival version of the video that does not display in the activity completion report. In this manner, students may still view older videos at any time but they will not be counted in the attendance for the original week of the videos’ release.

Grading video activities

The FlipGrid website includes the ability to create rubrics that can be assigned to each activity. These rubrics can be evaluated directly on the website for each video submitted by students. This allows the teachers to actively grade the videos while viewing them on FlipGrid. Once all of the videos for a given activity have been evaluated, the teacher can

Class 4 / Introduction	Class 4 / Vocabulary	Class 4 / Listening	Class 4 / FlipGrid homework...	Class 3 / Introduction	Class 3 / Vocabulary review	Class 3 / Language check	Class 3 / Real stories	Class 3 / FlipGrid homework...	Class 2 / Introduction	Class 2 / Vocabulary	Class 2 / Listening	Class 2 / FlipGrid homework...	Class 1 / Introduction	Class 1 / Syllabus and ...	Class 1 / Course attendance...	Class 1 / QLEARN access ...	Class 1 / Purchasing the ...	Class 1 / FlipGrid homework...
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Figure 9. An example activity completion report. Checkboxes denote activity completion and blank boxes denote incomplete.

then export the results to a spreadsheet. The downloaded spreadsheets include information about the students' scores in each of the rubric categories as well as a host of additional information such as the video upload time, length as well as the video was made in reply to another student.

In order to convert the information contained in the spreadsheets to data usable on Moodle, the authors have made an additional evaluation spreadsheet. When the data downloaded from FlipGrid website is added to the evaluation spreadsheet, it formats the data for upload to Moodle and ensures that the data can be easily understood by the students. After the data has been thusly formatted, the final results for the activity are added to a grading template provided by moodle and uploaded to Moodle. At that point, the students are able to see their final evaluation for a speaking activity.

With the exception of not including a reply element, the FlipGrid speaking activities for the tests are nearly identical to the speaking activities for regular units. As such, the evaluation of the speaking component of the unit tests follows the same procedure as evaluating the speaking component of standard textbook units.

Grading

By focusing on the weekly FlipGrid grading using the FlipGrid rubric system, teachers can quickly review and score student activity. This activity is made available by FlipGrid in a spreadsheet. This spreadsheet is translated into a QLEARN Moodle LMS grade through the use of offline grading worksheets. The process is simple and allows for a large number of students to be evaluated

in a regular amount of time. Students are then able to see their ongoing progress in the QLEARN Moodle LMS gradebook.

Common issues

The majority of participants in the set of on-demand courses has been able to determine and navigate the requirements of the course. However, there have been a number of common issues.

1. Students have failed to purchase the required textbook. Despite continual weekly reminders to do this, a large number of students basically in the lower level classes have not purchased the textbook. This precludes them from completing the MyMobileWorld activities since they do not have an access code to use that resource.
2. FlipGrid video issues seem to plague less technically minded students. Some students struggle with the technology despite its incredibly simplistic interface. Poor WiFi conditions and device issues have made completing the activities difficult.
3. Not watching all of the explanation videos happens for some students. These students need to be reminded to watch the videos in order to learn about the week's requirements. Sometimes they appear to want the teacher to guide them personally through the activities.

Conclusions

Initial observations have shown a lot of promise. The majority of students have been able to complete these lessons with little to no direct interaction with the teachers. There are edge cases where extra help is needed, but

the number of these cases has been well within tolerance of the teachers managing the courses.

Speaking components of the course have already exceeded expectations in especially the lower level groups. In person classes historically made for difficult learning environments for these learners who might be too shy to express themselves in English during a session. However, the online component and the singular nature of the speaking activities has led to more students producing English on a more regular basis than has been observed in face-to-face classes.

Working together as a team, the teachers are able to support one another and troubleshoot issues for each other. This is a benefit especially when in a classroom teachers can sometimes feel alone and troubled if things are not going well or some technical issues happen in a real class.

The teachers involved in this project feel confident that for a large number of students participating in these on-demand courses, a high degree of success will be possible. However, since the course is only one-third complete at the time of writing, it is still to be decided if there is merit and benefit to using on-demand for these types of English courses.

References

- Flipgrid. Empower every voice. (n.d.). Retrieved November 12, 2020, from FlipGrid.com website: <http://FlipGrid.com>
- Moodle - Open-source learning platform. (n.d.). Retrieved November 12, 2020, from Moodle.org website: <https://moodle.org>
- Pearson Asia: Log in to the site. (n.d.). Retrieved November 12, 2020, from English.com website: <http://efhonline.english.com>
- ピアソンへようこそ！ —ピアソン・ジャパン— Pearson Japan. (2013, June 11). Retrieved November 12, 2020, from Pearson.co.jp website: <http://pearson.co.jp>