

Moodle Learning Management System (LMS) in a Higher Education Institution e-Learning Environment

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Moodle become an essential tool in the Higher Education Institutions (HEIs). This study aimed to evaluate the usability of the Moodle system in terms of learnability, efficiency, effectiveness, memorability, error feature, satisfaction, and accessibility. With focus also on the challenges encountered in terms of connectivity, accessibility, and feedbacks from lecturers. The participants of the study are the students of the Rizal Technological University. The statistical tools include t-test for independent sample means and One-Way ANOVA for the significant difference by gender, age, and course respectively. Results of the study show the p-value of 0.227548 indicating no significant difference by age, the p-value of 0.09333 indicating that there is no significant difference by gender when compared to the tabular value p-value of 0.05; and there is a significant difference between the usability of Moodle in terms of course with the p-value of 5.03E-05 which is greater than p-value of 0.05. Majority of the respondents of the study agreed on the usability of the Moodle when measured in terms of the identified parameters. The results of the study would be useful to the institutions trying to integrate technology in their teaching and learning processes.

Enhancing Food Education through A ChatGPT-empowered VR-based Metaverse: An Analysis of Learner Engagement and Intention to Use

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Food education, particularly procedural knowledge acquisition in food processing, traditionally relied on flow charts and videos, leading to ineffective convey of food production processes. A VR-based metaverse platform augmented with ChatGPT avatars may tackle this issue through an immersive, vivid and interactive learning environment. Our study investigated the factors affecting students' acceptance of a tailored metaverse platform and compared the proposed metaverse and traditional mobile-based approach in terms of students' perceptions.

Based on a focus group interview for students' initial perceptions on VR, we conducted a subsequent comparative study with 40 students, who were randomly assigned to one group using our metaverse platform and one group using a mobile setting, under the same scenario of a corn processing factory.

Students perceived the VR-based metaverse more intuitive than the mobile setting ($p = 0.028$). The regression analysis demonstrated a significant coefficient of determination ($R^2 = 0.790$), highlighting the influence of attitude, enjoyment, and perceived usefulness of the platform on students' intention to use. The result indicates the significance of fostering a positive attitude, creating engaging and interactive metaverse designs, and providing content relevant to lectures to cultivate students' willingness to utilize VR-based metaverse platforms in food education.

The Impact of Generative AI Uses Amongst Students in Shaping Students' Expectations Towards Teaching Method Development

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Nowadays generative AI has evolved into some sort of supplemental tool for students, either as a prompt or a brainstorming instrument for them to proceed with their assignments, or as simple as providing summaries and/or key points of their learning materials. With the recent development, there are changes as to how students wish to absorb their lessons in classes and the increasing need to exercise managing the overflowing information, as well as to better sift through data they can outsource from the internet. This in turn reinforces their expectations as to how teaching methods should further be improved to be able to catch up with the rapid technological development. We took a survey on our students from four different faculties that cover the four streams of science in our university, namely life science, health science, technological science and social science. Their responses show that students are inclined to expect more than the conventional seminar lecture delivered by their professors and there is a growing predilection towards varying degrees of stimulating discussion in classes. The data collected from the survey shall be able to provide insights as to how teaching method development in the coming years should be regulated accordingly.