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the review in existing research showed that, to date research which has considered how interaction data reflect the development of coi constructs is limited. using measurements related to interaction data via logs, more objective results can be offered for the coi constructs. if the question of does lms log data say something about the level of presences in coi is answered, some suggestions can be made for future research so that meaningful learning can occur through student logs in lmss. in this study, students online interactions were obtained directly from tracks in the moodle lms and analyzed through learning analytics techniques. more specifically, our research addressed the following question: to what extent do the online interaction data indicate the development of the coi constructs in online learning appropriate instructors can build a more successful online learning environment by using the moodle instructional design resources and co-constructing the environment with the learners and the content. this review provides a comprehensive summary of the instructional design resources, especially addressing the research relating to online environments. the review also provides a summary of the findings of a previous study, which identified the resources available for the design of online environments for teaching and learning (yildirim et al., 2017). in this literature review, the authors aimed to synthesize current and emerging research in order to provide a theoretical framework for the design of online learning environments. the researchers used the search terms, 'online learning', 'moodle', 'teaching techniques' and 'cognitive presence' to identify the relevant literature. studies were restricted to those with a high quality of evidence. sixteen studies were eligible for inclusion in this review. the majority of the studies were descriptive, with four being mixed methods, four using a qualitative design, four using a quantitative design and four using a mixed methods design. eleven studies were conducted in higher education settings. the other studies were conducted in business and industry and included one study that was conducted in a school setting. the majority of the studies reviewed focused on the assessment of online learning, three studies focused on the design of online learning environments, and one focused on the development of learning content.

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moodle is a powerful lms, which has certain modules with different functions. it is a free open source lms which is to provide a system to a teacher or a learner. it is designed for moodle 1.9 or later versions. moodle 3.x is developed on top of the moodle 2.x platform (moodle 2.8 documentation). it is available under the gnu public license, which provides free usage to both teachers and learners. it includes a collection of modules and tools that teachers can use to learn, teach and track students achievements in moodle 3.x version. some of the teaching tools that were developed in moodle 3.x version are listed in table 1. a teacher can use any of these tools in the moodle platform in order to manage, plan, teach and track a course or a module in moodle. it is a free, open source, object oriented, and dynamic educational tool that can be used by teachers and students (vivakaran, 2017). the learning environment (le) is the core module of moodle. it handles all the requirements associated with running a moodle site. the le has a variety of functions for registering users, administering users and course content, and tracking and reporting user achievements (moodle 2.8 documentation). create a course with a title and description, assign a course to a section of the course manager, and set the course to private or public. all the course sections can have different course requirements and teaching techniques. the teacher can set role groups and student groups for accessing the course data. moodle has a number of useful teaching and learning features, all in the form of user interfaces. these cover not only what is taught and evaluated, but also how it is done. teachers who are using moodle through a web browser control their moodle course through a wysiwyg editor like the one from the article by peter jensen. editors, which are a feature of word and other web sites, allow you to write your own html, style it, and then load it into a web site or the moodle website. the beauty of moodle's html editor is that it works across all platforms. so you can load it directly from any text editor, or use any html editor you want. a web site can be exported as a static html file, so students can print, or view it on any web browser. 5ec8ef588b

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