During spring and summer 2008, North Carolina State University began a small pilot of the Moodle Learning Management System (LMS). As defined by having updated class roles and active student logins, six courses were taught during spring 2008, with five unique instructors, and six courses/seven sections were taught during summer 2008, with six unique instructors. Thus, there were thirteen actively used course sections, taught by a total of eleven faculty members during this time frame. Courses included primarily face-to-face classes supplemented with Moodle, but also included at least four DE course sections. These live sections included courses in CALS, CHASS, Education and PAMS. In addition to these actively used sections, additional faculty had test sections, with a total of twenty-eight Moodle accounts enabled during spring 2008 and thirteen accounts enabled during summer 2008, with a total of forty potential instructors associated with those accounts in either development or teaching phases.

An online survey was designed (IRB approval #264-08-6) to gather information about faculty experiences with using LMSs, and emailed to the forty faculty members who had created a Moodle account for either spring or summer 2008. Nine of the email recipients responded that they had not used their accounts at all for either teaching or exploration, thus the total potential respondent pool for this survey for faculty who had either taught in or explored Moodle during the spring and summer 2008 time frame is estimated to be thirty-one. Ten of the remaining faculty members responded to this survey, resulting in an estimated response rate of 32%.

**Prior Experiences**

Faculty were initially asked to identify their prior experiences in using LMSs to teach courses. 100% of the respondents had previous experience in teaching using Blackboard Vista and/or WebCT. In addition, 80% of these faculty had experience using WolfWare, and 20% had used other LMSs as well (see Table 1.1, Figure 1.1).

**Table 1.1 LMS Prior Teaching Experience**

<table>
<thead>
<tr>
<th>LMS Prior Teaching Experience</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Vista and/or WebCT Only</td>
<td>2</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Blackboard Vista and/or WebCT and WolfWare</td>
<td>6</td>
<td>60.0</td>
<td>60.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Blackboard Vista and/or WebCT and WolfWare and additional LMSs</td>
<td>2</td>
<td>20.0</td>
<td>20.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Comparisons between Moodle and Blackboard Vista, Ease of Use
Using a 5-point Likert scale (see Appendix A), faculty were asked to compare Moodle with Blackboard Vista, based on the ease of use of the system. 90% of faculty either Agreed or Strongly Agreed that Moodle was easier to use than Blackboard Vista/WebCT, with one faculty respondent selecting a Neutral/Not Sure response (see Table 1.2, Figure 1.2).

<table>
<thead>
<tr>
<th>Ease of Use Comparison</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not used other systems, thus I don’t know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>40.0</td>
<td>40.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Ratings of LMS Reliability and Performance

Using a 5-point Likert scale (see Appendix A), faculty were then asked to rate the reliability and performance of Moodle, as it compares to other LMSs that they have used. 90% of faculty indicated that the performance of Moodle was Above Average or Excellent, compared with other LMSs. No faculty felt the reliability and performance of Moodle was below average (see Table 1.3, Figure 1.3).

Table 1.3 Reliability & Performance of Moodle

<table>
<thead>
<tr>
<th>Reliability &amp; Performance of Moodle Compared with other LMSs</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Needs work (I have had many issues and Moodle has been down and slow many times)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 - Below average (I have had some issues and Moodle has been slow at times)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 - Average (Moodle works as well as other C/LMS I have used)</td>
<td>1</td>
<td>10.0</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>4 - Above average (Moodle works better than other C/LMSs I have used)</td>
<td>6</td>
<td>60.0</td>
<td>60.0</td>
<td>70.0</td>
</tr>
<tr>
<td>5 - Excellent (I have never had any issues with Moodle and it has always been fast)</td>
<td>3</td>
<td>30.0</td>
<td>30.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Comparisons with Blackboard Vista, Likeability

Using a 5-point Likert scale (see Appendix A), faculty were asked to rate Moodle as it compares to Blackboard Vista (e.g. is it much worse, and thus the faculty member would prefer that their classes use something else, or is it much better, and thus the faculty member would prefer that all their classes use Moodle). 100% of the faculty respondents liked Moodle Better (30%) or Much Better (70%) than Blackboard Vista (see Table 1.4, Figure 1.4).

Table 1.4 Rate Moodle in Comparison to BB Vista

<table>
<thead>
<tr>
<th>Moodle Rating</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not used other systems, thus I don’t know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1 - Much worse (I prefer Blackboard Vista/WebCT Vista, and I’ve used and would prefer that all my classes use other systems such as Blackboard Vista/WebCT Vista rather than Moodle)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 - Worse (I prefer Blackboard Vista/WebCT Vista for most things, but not everything)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 - About the same (Taken as a whole, Moodle is about the same as Blackboard Vista/WebCT Vista)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4 - Better (I like Moodle better than Blackboard Vista/WebCT Vista for most things, but not everything)</td>
<td>3</td>
<td>30.0</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td>5 - Much better (I prefer Moodle and would prefer that all my classes use it)</td>
<td>7</td>
<td>70.0</td>
<td>70.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Rate Moodle in Comparison to BB Vista

Figure 1.4 Rate Moodle in Comparison to BB Vista

Qualitative Survey Feedback: Likes, Dislikes & Features
As part of the survey, five open-ended questions were posed to the faculty, regarding features they believe should be added to the system they used, and what they liked and disliked about the system they used, as follows:

- If you’ve used Blackboard Vista/WebCT Vista previously, what have you liked about it (if anything?)
- If you’ve used Blackboard Vista/WebCT Vista previously, what have you NOT liked about it (if anything?)
- What did you like about Moodle (if anything)?
- What did you NOT like about Moodle (if anything)?
- Are there features that were not available in Moodle that you would like to see added?

Liked about the LMSs

*Liked, Blackboard Vista.* Nine of the faculty respondents noted what they liked about Blackboard Vista, as follows:

- Organization of course content via folders and sub folders.
- Ability to track student assignment submissions, so that even when it failed to record the student's submission, I could go in and see that the student had done the work.
- Discussion board is very good; group manager works well (although it occasionally glitched in connecting to the gradebook). Section manager. Gradebook (some aspects).
- We primarily used a threaded discussion each week and that worked fairly well
- The online gradebook. The ability to upload files for students to use.
- I only used it for a semester and generally I cannot summon up any happy memories about it.
Not much.

Nothing

It is a much simpler interface and a more intuitive program. It is also much easier to organize the course information into a coherent format that actually facilitates learning and makes it easier for the professor and student to access relevant course materials. Also the grading mechanism was much easier to use and much quicker than the Vista grading (about 1/3 of the time for the same assignments).*

*This comment seems out of context with the rest of the available data from this respondent, and may have been entered into the incorrect forum. This respondent rated Moodle as a 4 or 5 on every other comparison point.

**Liked, Moodle.** All faculty respondents noted what they liked about Moodle, as follows:

- Open architecture, ability to format any way you like
- It is open source. That means continued development and full access to the innards. 2. It has pretty good help. User forums answer most questions that are not readily answered by the help files. 3. It has a nice, clean "front page" for both developers and users. 4. Here's the big one... Adaptive mode in quizzing and lesson modules. I have looked long and hard to find those capabilities. Moodle is the first place I've found them. (WebAssign appears to have just added similar capabilities.)
- Easy to set up groups and organize students by topic. Built in wiki and forum were good, although see next answer.
- Relatively easy to use; more customizable than Vista. Aesthetics are MUCH better. Has internal wikis for student projects (I don't want to use wolfwikis, and neither do many of my students). Messaging works well with regular email programs (I use gmail, and I could receive and send replies to messages first posted with moodle). Quizzes work well (but see below for criticisms). Forums have Q&A setting option, so students can't see others' posts until they've submitted their own (although there was a glitch with this on one of the occasions I used it). RSS options are good, though I didn't really use them. (I did set up a feed from a world news site, though, and that was very useful.)
- Ease of use. Direct connection to student emails.
- Straight forward, simple, easy for instructors and students to use. Gradebook was much better.
- It was very minimalist, and I mean that in a good way. In general it was easy to figure out how to do things and had everything I needed tool-wise.
- Fast, clean. Nice features with extensibility.
- Three major items: 1) the ability to deep link within Moodle...I have utilized this linking to websites as well as ActiveWorlds 3D environments and I love this! 2) the ease of categorizing questions in pools and the ability to add multiple subcategories...I love this tool and think it is far superior to other course management systems I have previously used. 2) The file content area where you directly download your material then select what you want where....I find this very helpful as far as organizing course content and providing an overall feel like working on your desktop
- We primarily used the blog feature (I think) -- it worked okay, but the format/layout did some funky things.

Overall, the faculty noted that they like the course organization, the assignment submission (though later comments reveal some problem with this tool for one respondent), and discussion
Did Not Like about the LMSs

Did Not Like, Blackboard Vista. All faculty respondents noted what they did not like about Blackboard Vista, as follows:

- Grade book is very difficult to use.
- Assignments difficult to use and set up.
- Clunkiness of overall system. Internal email makes no sense (I know you can have messages forwarded to your regular email, but the sender becomes "root@smtp" so you can't reply.) Uploading is not particularly convenient. No wikis internal to the course. No drag and drop options. Ugly interface, limited customization. Not always able to record qualitative comments in gradebook entries (character limit an issue, but sometimes I'll enter a brief comment and it won't register).
- You can't deep link, it alters your html code, limited ability to alter the "look" of the site, it is a bit clumsy going from one area to the next within the course
- It should be easier to upload documents to be available to the entire course (and to allow students to do the same) e-mails sent through vista had to be checked through vista (at least, that's what the students said) -- this is useless
- It has a very awkward interface and is relatively slow in responding. It accepted a malformed quiz question that was generated in Respondus without complaint, but then locked up the entire assignment so that it could neither be viewed nor edited. Appeals to BB for a fix or workaround yielded nothing. The support (since BB bought it) is pathetic.
- Almost everything. In general I found it to me a very unwieldy and clunky piece of dungware.
- Bad design, bad implementation, bad maintenance. (The discussion board stuff was worth something.)
- It's bulky and slow, especially at the end of the semester. Requires a lot of knowledge to operate.
- Slow very bulky program. Difficult to work with, requires several extra clicks/steps to accomplish almost every task. Gradebook is very slow. Only seems to be a repository for materials rather than a working tool to facilitate learning.

Did Not Like, Moodle. Eight of the faculty respondents noted what they did not like about Moodle, as follows:

- Wiki could have been easier to use. Easy typing should have been the default. Hard for students to add resources.
- (1.) Discussion board is not as robust as Vista, and layout is not user friendly. Need to be able to show posts in collapsible tree format, to create printable views with selected posts, to sort by subject, user, date/time, etc. (2.) Discussion board also needs an individual journal type option, as Vista has. (This is actually a great way for students to submit essay exams instead of using an assessment setup, which in Vista is clunkier and less convenient for the instructor in terms of providing feedback.) (3.) Discussion board
should also permit instructor to send private responses to individual posts. (4.) Unable to manually regrade more than one quiz question at a time. For example: If I want to change the score for quiz question 1 and quiz question 2 on Student A's response, I have to change question 1, save it, have the popup window close, and open a new popup to change the question 2 grade. It would be much better if one could open the entire quiz, manually regrade everything that needs regrading, and click submit just once for the whole thing. (5.) Unable to create entries in gradebook (fixed in Moodle 1.9, I know). (6.) Unable to create anonymous surveys (had to link to surveys created using CALS Survey Builder -- easy enough, but would prefer course-internal tool for gradebook options, since these were for-credit surveys). (7.) Would like to have the messaging tool automatically import all enrolled students into the contacts list. Better message history and search capabilities are needed, with a more user-friendly interface. (8.) BIG NUISANCE: Unable to set default pagination when viewing quiz responses, participant lists, etc. For example, clicking on "Participants" gives only the first 20 names; clicking "Show all" brings them all up, but if you then do something with some of the participants (e.g., send a message), the "return to participants" link takes you back to the 20-name page. Same for quizzes -- when I open up the responses, I set it to "show 100 responses" in order to see everything, but working with any of the individual responses then leads back to only a handful of responses appearing on the page. This is probably the most frustrating part of the Moodle experience. (I know that one can get to a page with all the names/responses and then open everything from there in new tabs, but it's still a nuisance.) (9.) Also, Moodle does not allow you to set "sort by surname" as the default option for viewing participants, test results, etc.

- It should be easier to upload documents to be available to the entire course (and to allow students to do the same) we primarily used the blog feature (i think) -- it worked okay, but the format/layout did some funky things
- Some of the quiz question generation interfaces are "odd". Particularly for calculated questions. The documentation there is a little weak. It is also a bit difficult to get over the hump of the learning curve for creating Cloze questions (but that is a fairly powerful option that BB Vista did not have).  
- My two main complaints were: first, with the individual "modules" (for lack of a better word) by the end of the semester, the main page of the course site became very looooooon. Second, with the quizzing, it would be nice if I could, on an individual student basis, go in and grant an extension on a quiz. Sometimes, especially in the beginning of the semester when students are adding late, it is useful to be able to go in and do this. I ended up have to do a bit of a cloogy work-around where I made copies of the first three quizzes and then password protected them.
- Topic/Weekly format keeps too much on course homepage.
- A few missing convenience features. (e.g., can't link to an existing Forum in a topic)
- Not enough support.

Overall, the majority of faculty respondents did not like what they described as the bulky slowness and overall clunky design of Blackboard Vista. There were several tool specific comments as well from individual faculty members, indicating the gradebook was difficult to set up, assignments were difficult to use and the uploading of documents for availability to the entire course was problematic in their situations. The comments were indicative of a set of faculty who do not really like Blackboard Vista to the extent that they were willing to be Pilot participants in
exploring Moodle. Again, while overall Moodle measurements of Moodle’s reliability, likeability and usability were high, there were some areas of Moodle that faculty respondents indicated that they did not like. For example, two faculty respondents found that the main page of Moodle has too much stuff, getting longer and unwieldy by the end of the semester. Several specific tool related dislikes were discussed around the functionality of the wiki, the quiz tool, the gradebook, and the lack of ease in uploading documents to Moodle.

Features to Add, Moodle. Eight faculty respondents made a suggestion for improving Moodle, as follows:

- Nothing comes to mind.
- It worked well for my course, but I only used the wiki and forum. I will try some of the other features in the fall.
- Better match with Respondus
- 1. More robust discussion board, better gradebook. 2. A meta-course setting so that I can share files among courses/sections. 3. A Skype-like communication tool (voice, video, along with text messaging). 4. An internal survey builder.
- More in the way of rubrics.
- It should be easier to upload documents to be available to the entire course (and to allow students to do the same)
- Yes, with the quizzing, it would be nice if it could, on an individual student basis, go in and grant an extension on a quiz. Sometimes, especially in the beginning of the semester when students are adding late, it is useful to be able to go in and do this. I ended up have to do a bit of a cloogy work-around where I made copies of the first three quizzes and then password protected them.
- Attendance

Faculty suggested adding an attendance tool, having a more robust discussion board, a better gradebook, a Skype-like communication tool, an internal survey tool, additional rubrics, a multiple file upload feature, and a way to differentiate student times on exams.

Use of WolfWare in Conjunction with Course
Faculty were also asked if they used WolfWare in conjunction with Moodle to deliver their courses (a popular option on campus). Of the ten faculty respondents, five of them used WolfWare to support their course (see Table 1.5). Faculty responded as follows:

- Content files. Wolfware provides a place where content can have restricted access - and it is easily managed with Dreamweaver.
- I used Wolfware as a storage site for course websites and added deeplinks within the website to Moodle
- Locker for videos to be streamed; email list
- Roll and email
- Video media lockers

For the survey respondents, WolfWare was used to host content files (Moodle linked to them), for the email tool, and for the Media lockers (see Table 1.5).
Table 1.5 Was WolfWare Used?

<table>
<thead>
<tr>
<th>WolfWare Used?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>5</td>
<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Use of other Course Technologies
Finally, faculty members were asked to describe other technologies that they were using in conjunction with their Moodle course. Faculty responded as follows:

• Active Worlds 3D environment....I created links to Moodle within the 3D environment used for both synchronous and asynchronous instruction
• Camtasia, Real Media Server. Plan to add Elluminate session with some topics.
• Elluminate Live!
• I used Elluminate.
• Skype (for those who chose to use it).
• CALS Survey Builder.

Discussion
All ten of the respondents had prior experience using Blackboard Vista. Using a 5-point Likert scale (see Appendix A), faculty were asked to compare Moodle with Blackboard Vista along several comparison points, with Moodle favored over Blackboard Vista on all points:

• 90% of faculty either Agreed or Strongly Agreed that Moodle was easier to use than Blackboard Vista/WebCT, with one faculty respondent selecting a Neutral/Not Sure response.
• 90% of faculty indicated that the performance of Moodle was Above Average or Excellent, compared with other LMSs. No faculty felt the reliability and performance of Moodle was below average.
• 100% of the faculty respondents liked Moodle Better (30%) or Much Better (70%) than Blackboard Vista.

Qualitative feedback from these ten faculty indicated that while Blackboard Vista has some features that are liked (for example, a robust discussion board and the ability to organize content via folders and subfolders), that this particular group were not Blackboard Vista fans (which makes sense in that these faculty were willing to pilot Moodle). Blackboard Vista was described as clunky, slow, awkward, and the faculty respondents noted that some of the tools did not function as expected or desired.

With Moodle, these faculty found that they liked the ease of use and the open source architecture, in that it provides flexibility. Additional features specific to Moodle (e.g. adaptive mode in quizzing, internal wiki, ability to deep link) were noted as plusses. While overall Moodle measurements of Moodle’s reliability, likeability and usability were very high, it is important to note that there were elements of Moodle that were not liked and/or needed improvement, including the Topic/Weekly format that keeps a lot of material on the homepage, the fact that the discussion forum is not as robust as Vista, the way the quizzing tool and gradebook work, and the ability to upload multiple documents.
In adding features, these faculty respondents suggested adding an attendance tool, having a more robust discussion board, a better gradebook, a Skype-like communication tool, an internal survey tool, additional rubrics, a multiple file upload feature, and a way to differentiate student times on exams.

Of interest to note, half of these faculty used WolfWare in conjunction with Moodle to deliver the content of their course, to include storage for files and streaming media, as well as the course listserv/email tool. This usage is probably quite reflective of how many faculty already use a combination of WolfWare and Blackboard Vista to teach their classes. With the high usage of WolfWare on campus, addressing WolfWare as part of the LMS equation may be just as important as making decisions involving Moodle.

As a final comment, it is important to note that the ten faculty respondents may not be typical of the general faculty population that uses learning management systems on campus. As faculty willing to try a new LMS, such as Moodle immediately, they may have a stronger inclination to utilize a new LMS, especially since the qualitative comments indicated that the respondents do not like Blackboard Vista. Additional feedback from a broader range of faculty will be needed in this area.
Appendix B: Letter to Faculty
Faculty colleagues,

I am writing to you as I understand you are listed as an instructor/have an instructor role in a Moodle course from a Spring or Summer I 2008 course using Moodle. As part of our assessment of Moodle, we would like to survey you regarding your experiences teaching with Moodle.

If you did not utilize your Moodle course to teach at this time, I would welcome you to email me back so I can take your name off of the list of instructors that I currently have. It is possible that you may have requested a course to put content in/look at; however, this survey is intended for those of you who taught students using Moodle this semester, even if you were team teaching or were responsible for just a few modules/elements of the course.

The URL of this survey is: 
http://ceres.cals.ncsu.edu/surveybuilder/Form.cfm?testID=5723

The purpose of the survey is to obtain your feedback as an instructor about your experiences using Moodle. This survey gives you the opportunity to give us feedback on your experiences with the system you used this semester in order to help technology decision makers from across campus make more informed decisions in long term planning for C/LMSs such as Moodle at NC State.

All data will be compiled and the your individual responses will not be identifiable in the survey data. You will not provide any identifying information at any point (e.g. Unity ID or name or course). Participation in this survey is completely voluntary and there is no penalty for not participating.

The IRB approval number for this survey is: 264-08-6. It takes approximately 10/15 minutes to complete the survey. I will be analyzing the overall data and making a report available by the end of this summer based on this feedback.

In addition to this survey, I welcome any comments, feedbacks or thoughts that you would like to share with me directly.

Thanks so much,
Donna :-)

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Appendix B: Survey
Survey of Faculty Opinion/Satisfaction in using Moodle, Spring & Summer 2008

For your Summer I, 2008 courses, your online course was delivered via a Course/Learning Management System (C/LMS) currently being piloted at NC State University called Moodle.

This purpose of this survey is to obtain your input/feedback regarding your experience with Moodle. This survey gives you the opportunity to give us feedback on your experiences with the system you used this semester in order to help technology decision makers from across campus make more informed decisions in long term planning for C/LMSs such as Moodle at NC State.

All data will be compiled and the your individual responses will not be identifiable in the survey data. You will not provide any identifying information at any point (e.g. Unity ID or name). Participation in this survey is completely voluntary and there is no penalty for not participating.

This survey should take less than 10 minutes to complete.

If you have any questions about this survey, please contact Dr. Donna Petherbridge, donna_petherbridge@ncsu.edu, 513.3737. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514), or Joe Rabiega, IRB Coordinator, Box 7514, NCSU Campus (919/515-7515).

We thank you for your considered participation.

1. Have you taught classes before using other Course/Learning Management Systems (C/LMS)? (Check all that apply)
   - No, this is my first time teaching with an C/LMS
   - Yes, I have used WolfWare
   - Yes, I have used "Blackboard Vista" (Formerly, "WebCT Vista") OR some prior version of WebCT
   - Yes, I have used other C/LMSs beyond Blackboard, WebCT & WolfWare

2. Overall, the C/LMS you used this semester (Moodle) is easier to use than Blackboard Vista/WebCT Vista.
   - Strongly Agree
   - Agree
   - Neutral/Not Sure
   - Disagree
   - Strongly Disagree
   - I have not used Blackboard Vista/WebCT Vista, thus I don’t know
Moodle Pilot Faculty, Spring & Summer 2008

3. I would rate the reliability and performance of Moodle as:
   - 5 - Excellent (I have never had any issues with Moodle and it has always been fast)
   - 4 - Above average (Moodle works better than other C/LMSs I have used)
   - 3 - Average (Moodle works as well as other C/LMS I have used)
   - 2 - Below average (I have had some issues and Moodle has been slow at times)
   - 1 - Needs work (I have had many issues and Moodle has been down and slow many times)

4. If you have used Blackboard Vista/WebCT Vista, how would you rate Moodle in comparison to Blackboard Vista/WebCT Vista?
   - 5 - Much better (I prefer Moodle and would prefer that all my classes use it)
   - 4 - Better (I like Moodle better than Blackboard Vista/WebCT Vista for most things, but not everything)
   - 3 - About the same (Taken as a whole, Moodle is about the same as Blackboard Vista/WebCT Vista)
   - 2 - Worse (I prefer Blackboard Vista/WebCT Vista for most things, but not everything)
   - 1 - Much worse (I prefer Blackboard Vista/WebCT Vista, and I've used and would prefer that all my classes use other systems such as Blackboard Vista/WebCT Vista rather than Moodle)
   - I have not used Blackboard Vista/WebCT Vista, thus I don’t know

5. If you’ve used Blackboard Vista/WebCT Vista previously, what have you liked about it (if anything?)

6. If you’ve used Blackboard Vista/WebCT Vista previously, what have you NOT liked about it (if anything?)

7. What did you like about Moodle (if anything)?

8. What did you NOT like about Moodle (if anything)?

9. Are there features that were not available in Moodle that you would like to see added?

10. Did you use WolfWare in conjunction with Moodle to support your course?
11. If you answered "Yes" to the WolfWare question; How did you incorporate WolfWare with Moodle? What were the important things for you to keep in WolfWare?

12. Describe/name any other technologies you used to support your class in conjunction with your Moodle course (e.g. WebAssign, Elluminate, WolfWare, clickers, etc. etc.).