Feedback from the Fall 2008 Moodle Pilot Students: Experiences in Learning with Moodle

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On behalf of the Moodle Pilot Implementation Team
June 15, 2009

During fall 2008, North Carolina State University continued a pilot of the Moodle Learning Management System (LMS). As part of the assessment process, student feedback on their experiences in learning with Moodle® was solicited from the students enrolled in the summer section courses. An online survey was designed (IRB approval #246-08-6) to gather information about student experiences with using LMSs. Via an email survey, students in the fall 2008 pilot courses were asked to provide feedback on Moodle (Note: students from EAC 580 were NOT included in this survey). Around 2232 students could have received the invitation to participate in this survey (the survey was sent in partnership with OIT using the bulk email service, see Appendix A). There were 303 usable survey responses (5 were excluded from the analysis due to missing or corrupt data – 14%).

Prior Experiences
Students were initially asked to identify their prior experiences in using LMSs in their courses. Around 58% of the students had previous experience in using Blackboard Vista® and/or WebCT Vista® in their courses. 37% had no prior experience in using any LMSs (see Table 1.1, Figure 1.1).

<table>
<thead>
<tr>
<th>Table 1.1 Prior Use of LMS in a Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>No LMS Experience</td>
</tr>
<tr>
<td>Blackboard Vista/WebCT Vista Experience at a minimum</td>
</tr>
<tr>
<td>Other LMS Experience Only</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Students were initially asked to identify how Moodle was used to support their courses. Around 13% of the students were using Moodle via a distance education (DE) class. 5% of students were using Moodle for both a face-to-face (F2F) and a DE class. The majority, around 82%, were using Moodle to supplement a F2F class (see Table 1.2, Figure 1.2).

<table>
<thead>
<tr>
<th>How Moodle was used in the course</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used Moodle for a DE class</td>
<td>40</td>
<td>13.2</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Used Moodle for both a DE and F2F class</td>
<td>15</td>
<td>5.0</td>
<td>5.0</td>
<td>18.2</td>
</tr>
<tr>
<td>Used Moodle only to support a F2F class</td>
<td>248</td>
<td>81.8</td>
<td>81.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1.1 Prior Use of LMS in a Course
Comparisons between Moodle and Blackboard Vista, Ease of Use
Using a 5-point Likert scale (see Appendix B), students were asked to compare Moodle with Blackboard Vista, based on the ease of use of the system. 49% of the student respondents either Agreed or Strongly Agreed that Moodle was easier to use than Blackboard Vista/WebCT. Around 29% were Not Sure/Neutral if one was easier than the other, and around 12% did not find Moodle easier to use (see Table 1.3, Figure 1.3).

Table 1.3 Ease of Use (Moodle & BB Vista Comparison)

<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>Strongly Disagree</td>
<td>13</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
<td>7.9</td>
<td>7.9</td>
<td>12.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>89</td>
<td>29.4</td>
<td>29.4</td>
<td>41.6</td>
</tr>
<tr>
<td>Agree</td>
<td>99</td>
<td>32.7</td>
<td>32.7</td>
<td>74.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>50</td>
<td>16.5</td>
<td>16.5</td>
<td>90.8</td>
</tr>
<tr>
<td>I have not used other systems, thus I don’t know</td>
<td>28</td>
<td>9.2</td>
<td>9.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>303</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 B), students were then asked to rate the overall reliability and performance of Moodle. Around 68% of students indicated that the performance of Moodle was Above Average or Excellent. 27% of students indicated the performance was Average, and around 6% found Moodle to be Below Average (see Table 1.4, Figure 1.4). This was very consistent with the spring/summer general student data.
Table 1.4 Reliability & Performance of Moodle

<table>
<thead>
<tr>
<th>Reliability and performance of Moodle</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>2</td>
<td>.7</td>
<td>.7</td>
<td>.7</td>
</tr>
<tr>
<td>2 - Below average (I have had some issues and Moodle has been slow at times)</td>
<td>15</td>
<td>5.0</td>
<td>5.0</td>
<td>5.6</td>
</tr>
<tr>
<td>3 - Average (Moodle works as well as other C/LMS I have used)</td>
<td>81</td>
<td>26.7</td>
<td>26.7</td>
<td>32.3</td>
</tr>
<tr>
<td>4 - Above average (Moodle works better than other C/LMSs I have used)</td>
<td>97</td>
<td>32.0</td>
<td>32.0</td>
<td>64.4</td>
</tr>
<tr>
<td>5 - Excellent (I have never had any issues with Moodle and it has always been fast)</td>
<td>108</td>
<td>35.6</td>
<td>35.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

I would rate the reliability and performance of Moodle as:

![Bar Graph]

Figure 1.4 Reliability & Performance of Moodle
Comparisons with Blackboard Vista, Likeability
Using a 5-point Likert scale (see Appendix B), students were asked to rate Moodle as it compares to Blackboard Vista (e.g. is it much worse, and thus the student would prefer that their classes use something else, or is it much better, and thus the student would prefer that all their classes use Moodle). Around 50% of the student respondents liked Moodle Better (30.7%) or Much Better (19.1%) than Blackboard Vista (see Table 1.5, Figure 1.5). Around 27% indicated they were about the same. Around 14% may prefer Blackboard.

Table 1.5 If you have used Blackboard Vista/WebCT Vista, how would you rate Moodle in comparison to Blackboard Vista/WebCT Vista?

<table>
<thead>
<tr>
<th>Rate Moodle in comparison to Blackboard Vista/WebCT Vista?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>.3</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>13</td>
<td>4.3</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>2 - Worse (I prefer Blackboard Vista/WebCT Vista for most things, but not everything)</td>
<td>30</td>
<td>9.9</td>
<td>9.9</td>
<td>14.5</td>
</tr>
<tr>
<td>3 - About the same (Taken as a whole, Moodle is about the same as Blackboard Vista/WebCT Vista)</td>
<td>83</td>
<td>27.4</td>
<td>27.4</td>
<td>41.9</td>
</tr>
<tr>
<td>4 - Better (I like Moodle better than Blackboard Vista/WebCT Vista for most things, but not everything)</td>
<td>93</td>
<td>30.7</td>
<td>30.7</td>
<td>72.6</td>
</tr>
<tr>
<td>5 - Much better (I prefer Moodle and would prefer that all my classes use it)</td>
<td>58</td>
<td>19.1</td>
<td>19.1</td>
<td>91.7</td>
</tr>
<tr>
<td>I have not used Blackboard Vista/WebCT Vista, thus I don't know</td>
<td>25</td>
<td>8.3</td>
<td>8.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Students were asked to recommend that next LMS for NC State University. Around 50% of the student respondents indicated that the LMS choice did not matter to them as long as it is stable and reliable (see Tables 1.6 and 1.7). Around 28% indicated it would be okay to switch to Moodle. Around 10% indicated that we should look at Blackboard’s next product, and around 12% had additional recommendations.

### Table 1.6 Recommendation, Combined Responses

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t Matter</td>
<td>152</td>
<td>50.2</td>
<td>50.2</td>
<td>50.2</td>
</tr>
<tr>
<td>Switch to Moodle</td>
<td>85</td>
<td>28.1</td>
<td>28.1</td>
<td>78.2</td>
</tr>
<tr>
<td>Look at BB NG</td>
<td>31</td>
<td>10.2</td>
<td>10.2</td>
<td>88.4</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>11.6</td>
<td>11.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 1.7 Recommendation, All Responses: Regarding Blackboard Vista and Moodle only, based on my experience, I recommend that campus technology administrators take the following next step in selecting a C/LMS for our campus:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>It doesn't matter to me what our C/LMS is at NC State as long as it is stable and reliable.</td>
<td>152</td>
<td>50.2</td>
<td>50.2</td>
<td>50.2</td>
</tr>
<tr>
<td>Look at Blackboard's new product, Blackboard NG, before making a decision.</td>
<td>31</td>
<td>10.2</td>
<td>10.2</td>
<td>60.4</td>
</tr>
<tr>
<td>Look at other products on the market, including Blackboard NG and others (e.g. Angel, Desire to Learn, Sakai).</td>
<td>27</td>
<td>8.9</td>
<td>8.9</td>
<td>69.3</td>
</tr>
<tr>
<td>Make the switch to Moodle from Blackboard.</td>
<td>85</td>
<td>28.1</td>
<td>28.1</td>
<td>97.4</td>
</tr>
<tr>
<td>Other:</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>97.7</td>
</tr>
<tr>
<td>Other: (Blackboard Vista is great)</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>98.0</td>
</tr>
<tr>
<td>Other: (I never used Blackboard Vista.)</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>98.3</td>
</tr>
<tr>
<td>Other: (just use WebAssign®)</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>98.7</td>
</tr>
<tr>
<td>Other: (Make the switch as long as everyone uses same system (too many right now))</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>99.0</td>
</tr>
<tr>
<td>Other: (No Opinion, can not compair.)</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>99.3</td>
</tr>
<tr>
<td>Other: (pick one of the two for all classes, its annoying to have a lot of different sites for different classes!)</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>99.7</td>
</tr>
<tr>
<td>Other: (WebAssign)</td>
<td>1</td>
<td>.3</td>
<td>.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Qualitative Survey Feedback: Likes, Dislikes & Features

As part of the survey, five open-ended questions were posed to the students, regarding features they believed 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?

Survey Categories for Likes, Dislikes & Features

The development of survey categories were derived from the respondents’ feedback, and consistent terms used. (See Appendices C-G for respondents’ specific comments.) Eight categories were developed as a means for establishing criteria for evaluating and comparing the LMSs:
1. **General likeability** of the LMS including the number of students who did not provide comments or did not like the LMS.

2. The overall **organization and ease of use** of the LMS (easy to use, clear organization, user-friendly, easy to access, easy to find information, straightforward, aesthetically pleasing interface). The navigation location and layout was preferred by and logical to the respondents.

3. The **reliability and performance** of the LMS.

4. Faculty and students’ **technological proficiency** and its impact on the perceived ability to use the LMS for teaching and learning.

5. The ability to successfully use the **LMS tools** for the course (announcements, news postings, discussion board, communication, calendar, chatroom).

6. Familiarity and success with accessing, viewing and downloading **course materials** from the website (PowerPoint presentations, handouts, syllabus).

7. Ease in ability to upload and view course **assignments** submitted online.

8. Ability to access and take **assessments**, and receive feedback from the professor (announcements for when grades are posted, view grades, read instructor feedback).

**Liked about the LMSs**

**Liked, Blackboard Vista.** One hundred five (34.6%) of the student respondents noted what they liked about Blackboard Vista, with qualitative feedback falling into the following categories (see Appendix C for raw data):

- **Generally likeable.** Two respondents stated that they liked everything about Blackboard Vista: “It was consistently good.” Three students noted that they did not like it and seven students did not provide comments.

- **Organization and ease of use.** Respondents described their preference for the organization and ease of use of Blackboard Vista. When students login, the “My Course” page is the first web page to open. It lists the names and links to all of the students’ online or blended courses that have a web presence in Blackboard Vista. Students like having access to all of their classes in the My Course page. This helps them easily view and keep track of their online courses. Linking to a specific course was intuitive and fast.

  Blackboard Vista was described as easy to use, straightforward, accessible and clearly designed with neatly organized folders containing course materials (i.e., PowerPoint presentations, assignments, assessments, etc.). Categories for assignments and assessments (tests, quizzes, grades), for example, were simple to locate. Some students preferred the placement of the navigation bar on the left side of the browser window (compared to the navigation in Moodle). There was a learning curve before they were comfortable navigating through a course website and liked using Blackboard Vista. Once they understood the overall structure they found it easy to use. “Vista is more organized than Moodle. I could find what I was looking for…”

- **Reliability and performance.** One student described Blackboard Vista as “stable.” Additional information was not given.

- **Technological proficiency.** A small number of respondents believed that faculty were more familiar with using Blackboard Vista than other LMS tools (e.g., Moodle and WebAssign.) The speed in which they received feedback and grades was attributed to a professor’s understanding and experience using Blackboard Vista. Students were able to distinguish between a teacher’s technological proficiency and any technical issue with the system.

- **LMS Tools.** The discussion board was the tool respondents mentioned the most; it was easy to access in Blackboard Vista. Students used it to contribute to required forum assignments and communicate with
other students in the class. It was simple and easy to view all posts to threaded discussions (compared to Moodle). “I liked how I can reply to threads online.”

Blackboard Vista made it easy to see classmates who were logged in to the course at the same time. Watching the “who’s online” tool let them know how many of their peers were online, which made it convenient to ask questions.

Blackboard Vista’s announcement window that popped up when a student accessed a course web site helped them see what topics and assignments were coming up in their class. Indicators on the My Courses page notified the class when there was a new post for the students to read. “It provides a green mark that signifies there is a new item posted or available which makes it easy to check for assignments or new items without having to read a lot.”

Course materials. Access to PowerPoint presentations and lectures was clear and simple. Students liked having all the course documents in one location. “I like the ability to find and utilize all handouts that the teacher posted.”

Assignments. A green star appears in the My Courses page when the professor has posted a new assignment in Blackboard Vista. Students can upload and access their assignments from within the LMS. “I liked that it allowed me to send assignments online rather in class.” A text message appears when they upload an assignment telling them that their submission was successful.

Assessments. Students receive grades faster when their quizzes and exams are online compared to waiting for the professor to return a graded hard copy of their work. Students could view all of their grades in Blackboard Vista. (They recognized that this could be done in Moodle.) An icon (green star) would appear next to the course name on the My Courses page when their professor posted new grades. One respondent did state, “Vista doesn’t show grades or at least none of the classes I used Vista for showed grades.” (see Discussion & Recommendations, pg. 20 for more information about assessments and instructional choice).

Liked, Moodle. One hundred six (35%) of the student respondents noted what they liked about Moodle, with qualitative feedback falling into the following categories (see Appendix D for raw data):

Generally likeable. Two respondents stated that they liked everything about Moodle. One student said it was “okay,” and six students did not answer.

Organization and ease of use. A large number of respondents described Moodle as easy to use. Students using it for the first time were able to understand the interface without additional help from their peers or instructor. The layout of the main page was clean, user-friendly, and contained all class information (lectures, calendar, upcoming announcements, etc.). “I like how the program was organized and how class topics were listed for each week.” Their access to information (lectures, quizzes, assignments) was more immediate because they did not have to link from page to page to find course material (compared to Blackboard Vista).

Students responded positively to the placement and use of the navigation bar, stating that Moodle was easy to navigate (easier to navigate than Blackboard Vista). “I liked how well put together the site is to navigate everything you need.”

Reliability and performance. A notable number of comments were about the reliability of Moodle. Most students did not encounter technical problems. Internet connections with the LMS were never interrupted (compared to technical problems they had when loading assignments to courses in Blackboard Vista.)
One student reflected, “It is simple, not confusing and has been reliable. At my last university, I remember times when WebCT would stall/freeze up when important assignments were due!”

“The main thing I like about Moodle was that it was faster than Vista.” Many respondents made similar statements regarding the speed in which they were able to login to their course web sites, and download and upload assignments.

Students said they did not have to work around software maintenance times that would make the LMS unavailable, compared to Blackboard Vista which had scheduled updates every Saturday. (See Discussion & Recommendations, pg. 17 for software maintenance schedules for Moodle.)

Technological proficiency. No comments were made about faculty and students’ technical proficiency specific to Moodle. (see Dislikes, Moodle, pg. 14 for additional information).

LMS Tools. Email communication in Moodle helped students feel connected to their professors and classmates. Email notifications were sent to the class when the professor made updates and as new comments were posted to the course website. Students liked how Moodle has options for the professor to use to notify students when their assignments were graded. One respondent commented, “Moodle seems to be more interactive with a greater capacity to facilitate the type of dialogue students need with the professor and with each [other] outside of class.”

The discussion board forums let respondents communicate with their classmates. “I really like the way discussions work as well.”

The calendar block on the web page made it easy for respondents to view topics their professor planned to discuss in upcoming classes. The right section of the calendar listed assignments. Students checked the calendar on a regular basis to know when assignments were due, and when quizzes and exams were scheduled.

Course materials. PowerPoint lectures, videos, manuals and handouts were easily available to students using Moodle. Downloading course materials was simple (compared to Blackboard Vista). Moodle had a glossary feature that some faculty were using. A student commented, “I felt it was fantastic that there was a glossary—it helped me to study.”

Assignments. Respondents could easily find their course assignments listed on the course web page in Moodle. Linking to their assignments, due dates and grades was quick and efficient. “I like the way the assignments were listed. It was very easy to keep up with what assignments were due when.” Having a list of assignments that were due during the semester allowed students to work ahead of schedule if they preferred. They benefitted from the Moodle feature that listed the assignments students had turned in and their grades.

Uploading new assignments was easy. Students liked how when they uploaded a new assignment, it would automatically replace and old assignment (a function not available in Blackboard Vista): “I like the fact that you can upload a new assignment in Moodle and it will replace an old assignment. In Blackboard, once you submit an assignment you cannot go back and alter it or re-submit a new one.” One respondent felt assured that their assignments were always uploaded correctly in Moodle.

Two respondents appreciated being able to turn in assignments and take quizzes online. Students saved money by not having to print hard copies of their work. It also helped to reduce the amount of paper they used.
Assessments. Moodle made it easy to navigate to quizzes and grades. Respondents liked taking quizzes online. They also liked that Moodle was set up so that their professors could give them partial credit for test answers that were not completely correct. Students could view their grades for a specific assignment or quiz, and they could view their total grade average at any time in the semester.

Miscellaneous comments. Two respondents stated that they liked Moodle because it was free (compared to a fee they pay for using WebAssign). Another student liked being able to put their picture in the course website, and liked that they could keep track of the last time they were logged in to the site.

Did not like about the LMSs

Did Not Like, Blackboard Vista. One hundred nineteen (39%) of the student respondents noted what they did not like about Blackboard Vista, with qualitative feedback falling into the following categories (see Appendix E for raw data):

Generally dislike. Two respondents did not like Blackboard Vista. Fifteen student were “not sure,” did not know of anything they disliked, or did not give an answer. One student commented that Blackboard Vista was “perfect.”

Organization and ease of use. Blackboard Vista was often described as “unorganized” and difficult to use (compared to Moodle). Respondents could not find course resources easily. The LMS lacked a chronological order, which one student would have preferred—all assignments, grades and announcements in one location, listed by lecture/week. Compared to Blackboard used at other institutions, Blackboard Vista was “disorganized.”

Students using Blackboard Vista for the first time found the layout and navigation complicated and confusing (compared to Moodle). Respondents stated that they could not use the Internet browser window “back” button to return to previously viewed course pages. There were multiple links students had to select to get to specific lecture folders, web pages and assignments. When documents were downloaded, Blackboard Vista would automatically take the user back to the course home page, making them click multiple links to return to the folder that contained the downloaded document. One student believed the difficulty they had using the LMS caused them to miss an assignment. Another respondent relied on his/her instructor to tell them where to locate specific course materials.

Reliability and performance. A significant number of respondents’ comments were focused on the speed and reliability of Blackboard Vista. There were delays when students would navigate to and upload pages within a course site. The LMS was described as unreliable and page errors occurred frequently. It often logged out or “crashed” the Internet browser. Specifically, printing documents would cause Blackboard Vista to crash and attachments would not open. “It can be slow sometimes when opening a folder, and attachments are sometimes blocked from popping up.”

Blackboard Vista was not compatible with all Internet browsers. It was not “set to run of the most up-to-date browser” (Internet Explorer® and did not work with Mozilla® (see Discussion & Recommendations, pgs. 17-18 for clarification). Respondents also stated that the server maintenance schedule and downtimes were excessive and prohibited them from accessing their course at a convenient time.

Technological proficiency. According to respondents, Blackboard Vista was difficult for professors to use. Students who were not familiar with it also found there was a steep learning curve for understanding the interface and navigation.
LMS Tools. Blackboard Vista was used to send students email reminders for when assignments were due. The announcement icon would falsely indicate when there were messages to view. The discussion was described as Blackboard Vista’s only useful tool. Students claimed they could not chat with other students who were online. No comments were made about the calendar.

Course materials. Downloading and backing up course material was difficult in Blackboard Vista (see “Organization and ease of use” and “Reliability and performance” above).

Assignments. Students said it was “frustrating to find assignments and which class period they are related to.” They would miss assignments and due dates because they could not locate the necessary material.

Assessments. Students commented that they only used Blackboard Vista to look at their grades. There were no negative comments related to quizzes or exams.

Miscellaneous comments. Blackboard Vista did not have as many online course options as Moodle.

Did Not Like, Moodle. One hundred twenty (39%) of the student respondents noted what they did not like about Moodle, with qualitative feedback falling into the following categories (see Appendix F for raw data):

Generally dislike. Eighteen respondents noted that they could not think of anything they disliked about Moodle. Three students liked everything.

Organization and ease of use. Some respondents did not like the layout of Moodle, saying it was not easy to use (compared to Blackboard Vista). Familiarizing themselves with the interface was difficult. The login page did not link directly to a student’s class (compared to the “My Courses” page in Blackboard Vista). It was difficult for students to move between different course websites. The logout link was small and not available on every page.

The layout of Moodle was confusing and difficult to navigate (compared to Blackboard Vista and WebAssign). There were too many links on the course web pages, which made it difficult to find material and information. “There are several different ways to access one thing…” For one student, the organization was “almost overwhelming” because of the amount of text and number of links. Other course homepages in Moodle were also described as “cluttered” and “too busy.”

Course information was sometimes perceived as unorganized and not easy to access. The order in which course topics, assignments and assessments are listed in Moodle requires users to scroll beyond the fold1 of the web page to reach weeks later in the semester. One student commented, “The dates of each class/week were in chronological order, but as we get toward the end of the year, you have to scroll down the page past everything you’ve already done to reach the current assignments.”

It was difficult to edit assignment content online and upload documents. Assignments were in random order and some respondents felt that there were too many places where they could be accessed. “I didn’t like how unorganized that the information is and how it lists the class in order but places the assignments in random orders all over the place except for in the calendar area.” Headings were not clear and concise. Some students noted that the learning curve required for navigating the LMS took time away from homework and studying for quizzes and exams.

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1 The fold is the bottom margin of a browser window. The term relates to how a newspaper is folded. The most newsworthy information is at the top of the front page, above the fold. In web design, “beyond the fold” is the content in the Web page that is not visible in the browser window when the page first loads.
Reliability and performance. For some students, Moodle did not work consistently between Apple® and Windows®-based computers. Issues with its reliability and performance included problems logging in, difficulty using drop down menus, and copying and pasting to and from the clipboard. One student’s login information consistently was not accepted—sometimes they could login and other times they could not. In addition, the software “jammed a lot when trying to use drop down menus.”

Technological proficiency. Respondents recognized that faculty and students’ technological proficiency using Moodle may have caused the problems they encountered. One student attributed their struggle navigating Moodle to their lack of knowledge of their own computer:

“I always seemed to be bumping around to find the different spaces where we were supposed to find information, post a blog or submit our work. This may be less a reflection of Moodle than it is a commentary on my computer literacy.”

Students believed their instructors’ understanding of how to effectively use Moodle impacted how well the LMS worked and their learning experiences online. “Instructors have to learn how to use a new program and it makes it difficult to transition [from Blackboard Vista to Moodle].” One respondent stated that their grades were negatively impacted because their professor did not know how to properly set up an assessment. Another student compared two professors’ organization of content and use of the LMS. They had a better learning experience in the class that had a more organized course website in Moodle.

LMS Tools. Moodle was set up (in some courses) to email students in a class whenever a post was made to the course website. One student did not like receiving email notifications from their class because they could see all posts and other course items in the course site. For other respondents, it was hard to find new announcement postings the professors made. Moodle also does not return the student to the last discussion message they read or posted. Instead, Moodle returns the student to the general discussion forum and some respondents noted they did not like this.

In some cases, respondents could not see their fellow students’ comments to required discussion forums (an option in setting up a Moodle forum). For example, a professor posted a question to start a discussion forum. All students were required to answer. In addition, students were required to make a comment about another student’s post. Comments other students made to a peer’s answer were not visible to all students resulting in redundant feedback.

Some respondents also thought it took too much time to scroll through the main web page to locate a week in the latter part of the semester. Moodle also restricted what month students could view (when the instructor set up the course that way). For example, when it was October they could not look ahead at December (see Discussion & Recommendations, pg. 19 for recommendations regarding instructional choice).

Course materials. One respondent could not open PowerPoint slides in Moodle. They had to download the file to their computer before opening the slides.

Assignments. Respondents stated that it was a challenge to view and submit assignments in Moodle (compared to Blackboard Vista). The assignments page was “confusing” because of the interface design. There was too much information and the homework was not in order according to due dates, making it difficult to distinguish between current and old assignments.

Assessments. Some respondents did not know if they got a question right or wrong in an online quiz set up in Moodle, depending on how the instructor set up the quiz. Students also explained that the timer (Moodle clock that is set to time quizzes and exams) covered part of the first question on the test. The
remaining feedback about taking quizzes and exams in Moodle was about their teachers who were not inputting and updating grades as often as students would have liked.

Features to Add, Moodle. Respondents were asked to provide suggestions for features they would like to have added to Moodle, with qualitative feedback falling into the following categories (see Appendix G for raw data):

Organization and ease of use. Students suggest simplifying the interface to make information more easily organized and accessible (i.e., grouping information and course materials in folders instead of according to notes, quizzes, assignments). They recommended an easier navigation design, and would like to customize the interface to their own personal preferences and needs. The login and logout buttons should be moved to a more obvious position on the page. A sitemap should be provided to show an expanded version of the primary and secondary links. Students would also like a Moodle link on the main NC State web page.

Reliability and performance. Respondents would like Moodle to be compatible with all Internet browsers.

Technological proficiency. Students would like faculty to be more proficient at using all the tools available in Moodle, including better organization and labeling of the course content.

LMS Tools. Respondents provided feedback about features they would like to have added and are specific to the following Moodle tools: chatroom, blog, calendar, and discussion board.

Students would like to see a list of names of students who are logged into Moodle at the same time. This would let them identify who is online in order to ask their peers for help on assignments. A live chatroom/instant messenger program would be important for students who want to work on group projects online versus having to meet face-to-face.

All student comments to discussion forum postings should be visible to all students in the class. This would prevent students from repeating information already posted to a threaded discussion. Respondents want to comment on blogs used in Moodle. Faculty should update the course calendar more frequently.

Assignments. Students would like to receive email reminders letting them know when to submit an assignment (similar to an email reminder function in WebAssign.) They would also like Moodle to have WebAssign style assignments that could be posted and completed online, and made available for reading even after the assignment deadline expired.

The sequence of assignments in Moodle should be rearranged so that the most recent is placed at the top of the page. This will prevent students from having to excessively scroll to reach later weeks in the semester.

The file size limitation for a submitted assignment document should be increased. Students want the homework documents to be available at the same location as the homework uploads. When submitting homework that is made up of multiple questions, students would like to be able to submit an individual question multiple times instead of reloading a whole document.

Assessments. Students recommend adding an extension request option to the quizzes in Moodle. It is also useful when professors add grades to Moodle instead of leaving the grade fields blank.
Discussion & Recommendations

About 57.8% of the students had previous experience in using Blackboard Vista and/or WebCT in their courses. Approximately 13% of the students were using Moodle for a DE class. 5% of students were using Moodle for both a F2F and a DE class. 82% were using Moodle to supplement a F2F class.

Using a 5-point Likert scale (see Appendix B), students were asked to rate Moodle as it compares to Blackboard Vista. Around 50% of the student respondents liked Moodle Better (30.7%) or Much Better (19.1%) than Blackboard Vista. Around 27% indicated they were about the same. Around 14% may prefer Blackboard. Students provided qualitative feedback that stated a general like or dislike for Blackboard Vista or Moodle. Preferences for a specific LMS can be based on students’ familiarity and experience using the software, how effectively their professors taught using an LMS, reliability and performance, ease of use and overall class experience (blended or online).

Students were asked to recommend the next LMS for NC State University. Around 50% of the student respondents indicated that the LMS choice did not matter to them as long as it is stable and reliable. Respondents requested a single online LMS portal for their classes (blended and online). They described how they currently login to multiple systems for different classes (Moodle, Blackboard Vista and WebAssign), and in some cases for a single class. The preferred option would be to have one system to access registration and records, email, class materials, assignments, quizzes and exams and more. This would reduce the confusion that students experience when accessing and navigating different software systems.

Organization and ease of use. Using a five-point Likert scale (see Appendix B), students were asked to compare Moodle with Blackboard Vista. Approximately 49% of the students Agreed or Strongly Agreed that Moodle was easier to use than Blackboard Vista. Around 29% were Not Sure/Neutral if one was easier than the other, and 12% did not find Moodle easier to use. Respondents provided qualitative feedback regarding the organization and ease of use for both systems.

Moodle, compared to Blackboard Vista, was described as easier to use overall. Students logging in for the first time found the interface user-friendly. The layout of the main page was usually organized, clean and gave them easy access to all course information, including lectures, calendar, announcements and more.

Respondents who did not like the organization of their course(s) in Moodle explained that the LMS was confusing and difficult to navigate. Their concerns included too much information on the main page, and too many links from which to choose (though enabled by Moodle, the amount of information and links in a given module on the front page is also an instructional choice that must be considered). The chronological order of the course lectures/units/themes required the students to scroll well beyond the fold to reach later weeks in the semester. It was difficult to move between different NC State course websites when logging in and using Moodle compared to Blackboard Vista.

Students who described their preference for the organization of Blackboard Vista preferred the “My Courses” page and the “Course List” because it gave them quick, easy access to all their online classes on one web page. Blackboard Vista was described by some students as straightforward, simple and neatly organized. Folders containing course materials and categories for assignments and grades made accessing homework, quizzes and grades simple. To support this organizational preference in Moodle, faculty using Moodle can add a block with a list of students’ courses. This can appear on the main course page and would give students the same easy access to other courses as the My Courses page does in Blackboard Vista.

Though some respondents preferred Blackboard Vista, there were a number who were dissatisfied with the organization of Blackboard Vista’s interface. For some students, it lacked a chronological order for
the course. Navigating through the LMS was confusing and difficult compared to Moodle. Students could not use the Internet browser’s “back” button to return to course web pages they already viewed. When students downloaded documents from Blackboard Vista, they were redirected to the course home page, forcing them to reselect a series of links in order to return to the folder that contained the downloaded document. This resulted in extra time students spent navigating the course website versus working on course assignments.

Students would like to customize the interface to their own personal preferences and needs, similar to the use and mobility of widgets in an iGoogle® page. The login and logout buttons need to be more visible. Moodle should be visually organized to show that an assignment or discussion posting was submitted. Students would also like a Moodle link on the main NC State web page. This would give them more immediate access to the LMS.

Individual preferences for the chronological organization of one LMS versus the hierarchical folder design of another may be based on a students learning style. Some students prefer to have access to all information in one place, reducing the number of links they have to select to reach the information they need. Most notable, however, is the need for students to navigate through a course website using more than one link option, including the browser window back button. Moodle allows students to do this while Blackboard Vista does not. In addition, users can easily miss information that flows beyond the fold of the browser window, therefore, excessive scrolling through a long course web page should be limited. Instructors using Moodle should be made aware of this concern, and instructors should rearrange or hide lecture blocks (may also be called theme, unit or module), placing the most recent lecture at the top of the page versus the bottom. Students can also change the order and visibility of the lecture. A more advanced understanding of Moodle is necessary for students (and faculty) to know this option exists. Training for arranging content in Moodle as well as recommendations for limiting the amount of information on the main page should be available for faculty (i.e., chunking information is a better strategy for organizing course content.)

Reliability and performance. Using a five-point Likert scale (see Appendix B), students rated the overall reliability and performance of Moodle. Approximately 68% of students indicated that the performance of Moodle was Above Average or Excellent. 27% of students indicated the performance was Average and around 6% found Moodle to be Below Average.

Moodle was described as more reliable and performed better than Blackboard Vista. Internet connections when using Moodle were never interrupted, compared to technical problems they encountered when uploading assignments to Blackboard Vista. Students described Moodle as fast, specifically when logging into a course, and downloading and uploading assignments.

More students were dissatisfied with the performance and reliability of Blackboard Vista. It was described as slow and unreliable. Page errors occurred frequently and printing documents from within the application would cause the software to quit.

Students could access Moodle at any time during the semester without having to work around software maintenance times. NC State scheduled Blackboard Vista maintenance times every Saturday. Traditional and non-traditional students who preferred to or who were restricted to completing online course work on Saturdays were at a disadvantage. During the pilot study, Moodle was offline one time for maintenance. However, scheduled maintenance times will be put into place when Moodle moves from a pilot phase into a production environment. This will be necessary in order for the university to install upgrades and fix any issues that may develop.
Students stated that Moodle did not work consistently between the Macintosh and Windows operating systems. However, Moodle is compatible with both operating systems. Contrary to what students recommended, Moodle is compatible with all Internet browsers except for Safari®. Specifically, the HTML editor in Moodle is not available to students using Safari. Students should be informed of possible compatibility issues regarding recently updated versions of all browser applications.

Concerns regarding Moodle’s reliability and performance were about problems logging in, difficulty copying and pasting to and from the clipboard, and using drop down menus. Technical problems students encountered may have been a result of their not understanding how to download documents, not having installed the most current and compatible Internet browser software, or outdated computer hardware. Their inability to effectively use the drop down menus may have been caused by JavaScript errors. NC State faculty and support staff need to provide students with information and access to documentation about the minimum technical requirements needed for successfully taking a course in Moodle. This should be given to students prior to or at the start of the semester, giving them time to update personal equipment and software.

Technological proficiency. Faculty and students’ knowledge of and experience using an LMS can have a positive or negative impact on the teaching and learning experience. Students recognized that some of the problems they had using both Moodle and Blackboard Vista may have been caused by the instructor’s lack of knowledge and skill using the LMS or because the instructor did not practice effective teaching strategies for teaching in online environments. Several students compared instructors in their responses and could recognize the professors who had more experience using an LMS. Overall, students would like faculty to be more proficient at using all the features available in Moodle.

Students will have an easier transition from using Blackboard Vista to Moodle if they have instructors who have the necessary skills combined with applying effective teaching strategies for blended and online courses. For example, the speed at which students receive feedback about their homework and quiz grades is attributed to the teacher’s understanding of how to use an LMS. Effective teaching in blended and online courses also could have an impact on students’ confidence in their professors’ expertise in a specific subject. Subsequently, this branches out to student views of the quality of education at NC State, justifying the necessity for a reliable LMS and continuous faculty training.

A student’s successful learning in an online course can be impacted by their experience using an LMS. It is important for faculty to direct their students to additional training materials, online help, and university resources for learning how to use Moodle. Students who know how to use the LMS will be able to focus on their coursework versus on how to use the application.

LMS Tools. Students discussed the benefits and drawbacks of the LMS tools available in Moodle and Blackboard Vista. The common elements mentioned were the discussion board and the announcement feature. Students provided additional feedback about the calendar, email communication and blog in Moodle.

Effective and consistent communication results in more faculty-student and student-student interaction, which enriches and improves their learning experience in the blended and online classroom. In Moodle, faculty were always given a “send notification email” option to notify students that their homework was received or their grades were posted. (This feature was not available in Blackboard Vista.) The instructor could decide who was subscribed to receive email notifications. Students could control if they received email from the course by changing the Moodle settings to subscribe or unsubscribe to email notices. Most students did not know this option existed to allow them to personalize how they receive communication from the course.
Some students wanted to see a list of names of students who were logged into Moodle at the exact same time. To do this, an instructor could choose to add a Moodle block called “Online Users.” In this block would be a list of students logged in to the course site. In addition, a live chatroom/instant messenger program would be important for students who want to work on group projects online versus having to commercial instant messenger software or meet face-to-face.

Respondents requested the ability to comment on blogs used in Moodle. There currently is not an option to comment on a blog post.

The calendar in Moodle made it easy for students to keep track of course topics, assignments and due dates. They checked the calendar on a regular basis to know when quizzes and exams were scheduled. However, students were unable to view all months in a semester. For example, if it was the fourth week of classes in the month of September, students could not look at dates in December (again, an instructional choice related to releasing the course modules). Opening the ability to view all months in the semester to see homework and due dates would enable students to plan ahead. This would let students work on assignments ahead of time, if that was their preferred style for learning. In the case of non-traditional students with full-time jobs, it would help them balance their coursework with their busy life schedules. In light of this information, instructors should be cognizant of students’ different learning styles and approaches to completing assignments and exams. Whether an instructor would want a structured approach to teaching or allow students to study at their own pace, they should update the online course calendar in Moodle on a regular basis.

Faculty and students used the discussion board tool in both Moodle and Blackboard Vista. Opinions about the discussion forums in both LMS were mixed. Students explained Blackboard Vista’s discussion board was easier to view the threaded discussions compared to Moodle. They were able to view all comments made to students’ entries. Students were not necessarily able to view all students’ comments to required discussion forums using Moodle in the same manner.

Course Materials. Faculty made course materials available in PowerPoint, video, manuals, pdf and Word document formats in Moodle and Blackboard Vista. Students used the materials throughout the course to complete homework and study for quizzes and exams. PowerPoint slides were easily accessible in Moodle. The problem one student had downloading PowerPoint files to their computer before viewing the slides was a browser configuration issue. Browser applications can be set to show PowerPoint presentations in the browser window or download the documents to the user’s desktop.

Moodle has a glossary feature students found beneficial for studying. Informing faculty of its benefits for learning and understanding terms and definitions for the course can help with more in depth online and in-class discussions. This is a key benefit for using a learning management system for distributing course content.

Assignments. Students today find many advantages to submitting assignments online. It is more cost effective by saving students printing fees. Uploading assignments was also described as “green” because it reduced the amount of paper and printing resources needed to create hard copies of their work.

Some faculty listed course assignments on the main page of their course website in Moodle. This helped students quickly locate assignment due dates and grades. Students who preferred to work ahead of the course schedule were able to plan and organize their work by seeing which assignments they had turned in and they had to complete next.

Students would like to receive email reminders letting them know when to submit an assignment (similar to an email reminder function in WebAssign.) Moodle does have text notes that tell students when their
assignments were successfully submitted. Students were able to upload and view their assignments in both LMSs. Students stated that it was easier to upload assignments in Moodle compared to Blackboard Vista. They were able to resubmit assignments, replacing old work. They were unable to alter or re-submit updated work in Blackboard Vista.

Based on student feedback, the sequence of assignments in Moodle should be rearranged so that the most recent is placed at the top of the page or is easily navigable. Students had a common frustration when looking for assignments in Moodle and Blackboard Vista. It was sometimes difficult to correlate assignments with specific class periods. This was attributed to the layout of both systems. Students complained of missing assignments they could not find in Blackboard Vista. The design of the Moodle interface made it difficult for some students to know which of their assignments were current because there was too much information on the web page. Often assignments were not in order according to the due date. They would also like Moodle to have WebAssign style assignments that could be posted and completed online, and made available for reading even after the assignment deadline had expired.

The problems students encountered when finding assignments and due dates may not be caused by the limitations of either LMS, but by how the instructors chose to organize their information on the course page. The main course page and assignment page should be well organized and clear for students to read. Instructors should keep assignments in an order that connects a course topic with what they are asking their students to do. Instructors should also give their class a demonstration and overview of the course website at the start of the semester, showing students where to locate all assignments, due dates, and how to upload and download documents. Sending students reminders for when homework is due or assessments are scheduled is a decision each professor has to make. For many instructors, it is the responsibility of the student to keep up with course work and due dates.

According to student feedback, the file size limitation for assignments uploaded to a Moodle course should be increased. This will let students who have large projects that are inherent in some disciplines to upload them to their course site versus handing them in on a CD or DVD. When submitting homework that is made up of multiple questions, students would like to be able to submit an individual question more than one time.

Assessments. Students could view their grades in both Moodle and Blackboard Vista. One benefit of using an LMS was that students would receive their grades faster than waiting for their teacher to return a hard copy with written comments.

Students could find quizzes and grades easily using Moodle. They specifically mentioned liking that Moodle let their professor give them partial credit for quiz and exam answers that were not completely correct, and they could view their grade average as the semester progressed.

When taking exams, some students noted that the timer in Moodle would overlap and cover the some of the questions on the page. This made it difficult for students to read and answer the first one or two questions on a quiz. In order for students to see the question, they would need to know to scroll down, revealing the question from under the timer. However, if there are not enough questions to let the student scroll, the timer remains over the first question in the test. A fix for this problem is not known at this time.

A main use of an LMS for students in higher education is to keep track of their grades in a course. The remaining issues about assessments in Moodle were focused on professor’s not inputting or updating grades as often as students would like (i.e., knowing if they gave the right answer to a question). Students believe it is useful when professors add grades to Moodle instead of leaving the grade fields blank. According to student feedback, instructors should consistently submit grades to the Moodle gradebook. This will give students frequent feedback, which leads to increased motivation in the course.
Next Steps

NC State will continue the “Moodle Pilot” in the fall 2009. Based on the Pilot Study instructor and student feedback, we will be working on improving and changing some default settings in Moodle. These include and are not limited to students’ recommendations summarized in this report, such as: 1) Continue offering workshops to help faculty learn how to build an online course in Moodle, and offer seminars that focus on effective pedagogical practices for teaching and learning with technology. 2) Inform faculty of effective instructional design practices that limit the number of links and length of course information listed on the main page. 3) Begin the design of Moodle templates that may assist with course organization. 4) Reconsider add-ons to replace the blog currently in Moodle. The goal is to find a blogging tool that allows the students to comment on blog posts. 5) Investigate open source tools that will let faculty create WebAssign-like assignments that can be completed and submitted online (i.e., questions for mathematics and physics).
1. Appendix A: Email to students
Sent via the NC State University email messaging system in coordination with OIT

Email to Students

Subject Line: Your Feedback on Using Moodle for your Fall course

Message:
Dear Students,

For your Fall, 2008 courses, one of your course sections 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 does not ask you to rate your instructor - the official university evaluation form gives you an opportunity to rate the course/instructor. This survey does, however, give 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.

The survey is located at:
http://ceres.cals.ncstate.edu/surveybuilder/Form.cfm?testID=6429

All data will be compiled and the individual user 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. In addition, your participation, or lack thereof, will have no impact on your course grade, as this is not a course requirement.

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@ncstate.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, NC State Campus (919/515-4514), or Joe Rabiega, IRB Coordinator, Box 7514, NC State Campus (919/515-7515).

We thank you for your considered participation.

Best,
Donna
Appendix B: Survey of the Moodle Experience from the Student’s Perspective

For your Fall, 2008 courses, one of your course sections 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 does not ask you to rate your instructor - the official university evaluation form gives you an opportunity to rate the course/instructor. This survey does, however, give 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 individual user 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. In addition, your participation, or lack thereof, will have no impact on your course grade as this is not a course requirement.

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@NC State.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, NC State Campus (919/515-4514), or Joe Rabiega, IRB Coordinator, Box 7514, NC State Campus (919/515-7515).

We thank you for your considered participation.

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

2. Which response best describes how you experienced Moodle during the fall 2008 semester?
   - ☑ As a student in a face-to-face class or lab
   - ☐ As a student in a distance education class or lab
   - ☐ I used Moodle in both my face-to-face and my DE class or lab

3. I would rate the reliability and performance of Moodle as:
5. 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

6. 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

6. Regarding Blackboard Vista and Moodle only, based on my experience, I recommend that campus technology administrators take the following next step in selecting a C/LMS for our campus:

   □ Make the switch to Moodle from Blackboard.
   □ Look at Blackboard's new product, Blackboard NG, before making a decision.
   □ Look at other products on the market, including Blackboard NG and others (e.g. Angel, Desire to Learn, Sakai).
It doesn't matter to me what our C/LMS is at NC State as long as it is stable and reliable.

Other

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

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

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

10. If you’ve used Blackboard Vista/WebCT Vista previously, what have you liked about it (if anything?)
Appendix C: What Student Respondents Liked About Blackboard
198 did not respond, 105 responded = 34.6%

.. It was ok
A lot more organized and assignments are easier to find.
all my courses are generally on vista so i do not have to go to different locations for each class
Blackboard Vista is way more organized and contains power points and keeps the assignments more assessable. The color scheme is also more professional that Moodle.
Clearer layout.
Discussion board was easy to access and communicate with.
Easier to know where everything is
Easily accessed and stable.
Easy to get where you need to be. Nice userface.
Easy to navigate and find information. Discussion board.
EVERYTHING!
Fairly easy to use.
for simple submissions of assignments it was fine
How the material is in seperate folders
i cant remember that much about it to provide an accurate answer
I could see what grade I received faster than I could if I waited to receive the hardcopy of the test.
I didn't really like it
I do not really like Vista at all.
i have not used blackboard
I have not used Blackboard.
I haven't used Blackboard Vista/WebCT Vista.
I haven't used Vista in three semesters, so I don't remember much about it.
I is very straightforward.
I just like the layout of Vista, maybe because it's the first I used.
I like everything about Blackboard Vista
I like how it has the classes layed out and then it lists all of the items in each class once you have clicked on it.
I like how you can reply to the threads online.
I like that I could upload my documents straight to blackboard.
I like the ability to find and utilize all handouts that the teacher posted
I like the ease of using it
I like the side menu on the left with all the links on it.
I liked that I could access all of my classes in one place. I have my 2 Animal science courses and biology in vista and it would be nice if all the classes used the same program, therefore students would be more likely to check it and obtain any new information about any one of their classes.
I liked that I could view all of the grades I received for the course I was taking. But that is available on Moodle as well.
I liked that it allowed me to send assignments online rather than in class.
I liked the fact that it had alerts when something new was posted
I really like that we can go on and look at lectures, past tests and other neat, helpful links. It REALLY helps me when it comes to studying. I don't think I would be doing as well in class if I had to rely on just what I wrote down in class. It helps to be able to take a second look at the material.
I thought it was user-friendly. It was easy to submit assignments and receive the grade. It was easier to move through.
I've liked being able to see my grades in Vista. Also, in WebCT, I liked being able to do homework assignments in the same system as I got notes etc (i.e. it would be nice to have WebAssign or something similar integrated with Moodle or another C/LMS, so that everything is in one place).

It doesn't really have a packed home page
it keeps track of all the classes.
It makes it relatively easy to find the information I need and I also like how the assessments are set up in it.
It provides a green mark that signifies that there is a new item posted or available which makes it easy to check for assignments or new items without having to read a lot. It is just a little more aesthetically pleasing.
It seems like teachers are more familiar with Blackboard than WebAssign, so we get grades posted faster. Discussion and chat were easier to find than on Moodle.
It was consistently good.
It was nice to have all the documents in one location.
It's easy to use.
It's organized pretty well.
It's very simple and to the point.
its okay. i like the ereserves. so easy to use instead of searching for it on the library site
Its organization.
Just the simple next to next clickable things.
links on side
More organized. So far at least.
my professor that uses vista has a horrible website, so i dont think its fair to say that its blackboard/vista's fault.
n/a
N/A
neatly organized
Never used it.
Nice organization of everything you need
No comment
not sure
nothing
Nothing
nothing really
NOTHING.
Once I understood how to use it. I liked it.
See #7
Seeing my grades and being able to access post by my professors.
Seemed like the flow was more straightforward
simple and easy to use easier to view all threads in discussions indicators to show when assignments were completed (submitted)
Sort of indifferent about it.
tells me when I have new grades
Tells you how many people from each of your classes is on, so you can ask them questions if you need to.
The availability of PowerPoints, lectures, etc., everything is very clear
The calendar
The categories (assignments, grades, etc) are separated nicely and easy to find
The central location of course materials and correspondence.

the convenience of seeing if other individuals from your class are online

the layout like being able to see the course folders

The organization of Vista.

the way it is set up and multiple professors use it. it is easier to view the course work for all my classes when it is on one site.

The way that it is set up

There is nothing I really liked, I don't really have an opinion of it.

User friendly. Links all worked. Information was presented in a more organized manner.

Very well organized.

Vista doesn't show grades or at least none of the classes I used Vista for showed grades.

Vista is more aesthetically pleasing, I guess.

vista organizes your classes individually and allows you to get all the information you need.

Vista seems more organized than moodle did, but I used moodle with a PE class so my experience probably did not show the full range of moodle.

Vista serves the same purpose as Moodle and is easy to use.

Vista was more organized than moodle. I could find what I was looking for, and as soon as I logged in announcements would pop up, which was really helpful for when I want to know what's coming up in class.

You can find what you need, sometimes with a little outside help.

you can upload/view documents on the website.
Appendix D: What Student Respondents Liked About Moodle

197 did not respond, 106 responded, 35%

- Ability to upload and submit files for assignments. Ability to have everything available within easy access and view; i.e. schedule, due dates for assignments, PowerPoint slide presentations, etc...
- Able to see grades and take quizzes. Able to get a notifies email when teacher made updates on moodle.
- able to view grades easier easy to navigate
- Allowed for backing up unlike Vista.
- Being able to contact the TA and other classmates easily.
- Better organized than vista. Much more reliable.
- Chat rooms
clear and easy links to different areas of the site, shows grades (individual and overall average),
doesnt matter to me as long as it does what it is supposed to do
ease of uploading - ability to edit pages to share - one stop shop for all the course info
easy access to class information, schedule, grades, and assignments
- Easy to navigate
everything
everything is easily accesible
- Forums
Free.
- grades posted on website
housed everything for the class. Any information we needed we could find on moodle.
- How easy everything was to find. The layout was nice and I liked how easy it was just to upload papers. I really liked how it showed you what you have turned in and the grade you recievd on it.
- how quick it was
- How quickly your able to download and upload assignments. I also like that an e-mail is sent out when an assignment is graded.
- how you could see other students contact information and easily find your grade and current assignments
- I am able to talk to my classmates online and see everyone that is in my class in case we have to do a group project.
- I could easily understand it.
- I didn't really use it a whole lot. Professor posted videos and solution manuals to help us study. I would have to use it more to make an opinion.
- I didn't use it much but it worked great for uploading assignments.
- I like how it has everything on there like the dates of all the assignments, grades, full calendar views, the right section that tells you what upcoming assignment is going to be due. It's so much better organized than Vista.
- I like how the assignments and articles are organized by week. I also liked how all the assignments are listed out ahead of time so you can get a head start on them. It saves paper and money that I would have to spend on the printer because we turn in the assignments online.
- I like how the program was organized and how class topics were listed for each week.
- I like that you can do quizzes online and turn in papers and assignments online. It helps to eliminate unnecessary paper use and to save trees.
- I like the capability to download the calendar directly into my icalendar
- I like the fact that you can upload a new assignment in moodle and it will replace an old assignment. In blackboard once you submit an assignment, you can not go back and alter it or re-submit a new one.
- I like the layout of the web design. It was typically simple and easy to find things. I also like the idea of getting to have my own profile picture. Kudos to whoever designed the pages.
- I like the layout. You can see when things were added very easily.
I like the way Moodle is set up, the organization of the webpage. It has a wonderful calendar that is extremely helpful in keeping up with assignments. I also enjoyed the ability to email your classmates and teacher, we were all connected and could bounce questions off of one another. I felt it was fantastic that there was a glossary—it helped me to study. I also loved that the assignments were organized by the week and it was very helpful to have all of the assignments listed out since the beginning of the course. Moodle is a great program.

I like the way the assignments were listed. It was very easy to keep up with what assignments were due when.

I liked how I could see my class average and individual grades on it.

I liked how it automatically calculated your average when new grades were added.

I liked how it let you know what assignments were due on the side. I also liked how it did not make you go through the entire loading process over after selecting "no popups". That is very annoying in Vista.

I liked how the interface was setup.

I liked how the pages were easy to load.

I liked how well put together the site is to navigate everything you need.

I liked Moodle much better than Vista because it never crashed when I tried to access it. It didn't freeze my computer for long periods of time, it didn't annoy me with pop-ups demanding that I update my browser, and it never spontaneously crashed in the middle of something I was doing or downloading and forced me to reboot my computer. Moodle is much more user friendly. I don't know much about computers, and so Vista always forcing me to change things around in my browser was really confusing and irritating.

I liked that everything was neatly organized by dates. I also liked that everything I needed for one course was present on the front page, rather than having to click around guessing where things would be.

I liked that it was its own entity and not tied up to vista. Communication with the professor was also good.

I liked that Moodle doesn't have to be updated every Saturday like Vista, it is always up and running any time you need it.

I liked that there was a calendar with assignments highlighted on it. Also I thought it was really helpful that you could click the assignment and there would be a description of what was required.

I liked the calendar view in Moodle to view assignments.

I liked the layout for the class homepage.

I liked the layout much better than Vista. It is much easier to navigate.

I really like the calendar for what we're going to be talking about in class. I also like the calendar for assignments that are due. It's really easy and convenient because I can go check it anytime I need to and it generally stays up to date.

I used it in high school, so I was really familiar with it.

I was able to see all the information on one page. I did not have to go from page to page to see different information.

I instant assurance that assignments were uploaded correctly and the ability to see what each assignment was graded it always worked when I needed it.

It doesn't crash.

It gave a list of assignments and the teacher could post the grade by them.

It has a nice calendar of the assignments that are due through out the class that can be checked regularly.

It is easy to find grades, and assignments. I really like the way discussions work as well.

It is easy to navigate around. Vista is a nightmare to navigate.

It is easy to use.

It is organized.

It is simple, not confusing and has been reliable. At my last university, I remember times when webct would stall/freeze up when important assignments were due! It was crazy. I don't know if it was overloaded by everyone trying to turn in their assignments or what!

It is very easy to navigate and control.

It is well organized and it is easy to use.

It loaded quickly and I've heard it's open source.

It was easy and fast to upload assignments.
It was easy to access and never gave me any problems.
It was easy to download and upload files from it.
It was easy to navigate. I could easily click between things.
It was easy to upload assignments.
It was easy to use and to understand I rarely had problems using it
It was fast and reliable!
It was helpful at times to have assignments organized by date (in weeks). Many times in dealing with blackboard, there can be too many files to search through to know which one is needed for what class period.
It was just easier to use than other sites
It was ok
It was very easy to navigate through and learn how to use.
It was very easy to navigate.
It was very easy to use an I never had any problems with the program.
It was very good. 1) It gave me a record of requirements I had or had not yet accomplished (and when it was accomplished). 2) It lists all the due dates of the assignments. 3) It had a calendar of events. It fulfilled all my requirements of necessities.
It was visually appealing and direct in routing capability as far as navigation throughout the different links and postings etc.
It was well organized. I never had trouble finding anything even the first time I used it.
It was faster than vista
Links were available to almost everything concerning my class. Also, I was notified by e-mail every time something was written on Moodle.
listed assignments, grades, and upcoming events or due dates
Moodle has a good system for turning things in online. When working with Vista in the past I have not had to turn in anything online so i am not sure how it compares but it would be nice if .docx formats could be read and opened as well as .doc as this seems to be an issue.
Moodle seems to be more interactive with a greater capacity to facilitate the type of dialogue students need with the professor and with each outside of class.
Moodle was not user friendly.
Moodled seemed to organize the class better than other formats
n/a
N/A
No comment
No problems with downtime. Didn't have a ton of browser checks/java popups/security issues
Nothing
nothing really
Nothing stood out.
Obvious organization, things (lectures, quizzes, links) are connected more easily than in vista. also, no confusion between assessments and assignments
One thing that I liked about Moodle was the calender. You could see what your teacher was planning on doing that week, and you knew when an exam or quiz was coming up. I seemed to rely more on moodle than my syllabus.
Overall it worked well, and once I got the hang of it, it was easy to follow and use
overall layout
Participants, Grades
Quick, clean, efficient, user friendly....
runs fast.
seeing my grades
Simple and easy to use.
Sort of indifferent about it.
Submission of assignments was easy
That I can keep track of my assignments easily.
that I could see the assignment due dates, and my grades
That it was easy to upload things from word
THAT IT WAS FREE
that the connection was never interrupted. It never kicked me off. It was not slow, and always pop up with a screen about cookies.
that you can talk to your class mates using a discussion board
that you could put your picture up and kept records when you were last on
The ability to submit an assignment online.
The accessibility
The calendar feature made is easy to see what was coming up.
the calendar which showed what things were due and when
the calender
The central layout.
The ease of use. Very user friendly
The easy navigation
The fact that each week is shown and current week is highlighted. The calendar showing what is currently due.
The main thing I liked about Moodle was that it was faster than Vista. That's about it though.
the name
The online quiz feature (and especially the fact that it was able to give partial credit!)
The organization of the layouts because links were easily found and accessible.
The organization.
The right side of the page has what is due.
The set up and lay out
the way it is set up
user friendly
User friendly and very reliable.
Very easy to navigate
Very easy to use and simple design
Very easy to use; navigation wise.
Very organized
Well organized and I could find everything right there, no steps to find assignments.
When downloading a document, with vista it says" Internet explorer has blocked this site from downloading files to your computer“. Not just on mine, everywhere I have tried. Moodle doesn't do that. Vista also takes longer to load than moodle. Moodle is better.
wiki
you could see what each week of class had planned out and what was due each class
Appendix E: What Student Respondents Did Not Like About Blackboard
184 did not respond, 119 responded, 39%

A lot of server maintenance
Again, it's yet another program that you have to log-in to. Wolfware, vista, webmail, moodle, and the library are just too many sites that someone should have to go through to access information for a class. It should all be in one easy spot!
Amount of downtime and scheduled maintenance is ridiculous.
Blackboard is even harder to navigate than Moodle! Too confusing.
Blackboard took some time to get used to--but once I used it several times--it was very user friendly. This is my second course with Moodle--and it is always a challenge to submit my assignments--I did not have that problem with Blackboard.
Blackboard will not work on my Internet Explorer because Blackboard isn't set to run on the most up-to-date browser (8). I had extreme issues in even locating my assignments because of this issue. It took me upward of 10 tries every time I logged on in order to even see my classes. I strongly suggest someone update this system. I had to use space on my computer to upload an out-dated Firefox browser in order to open the site. The security and features of this Firefox will no longer be supported by the parent company come January 2009, so I'll just be out of luck at that point. Blackboard really needs to be brought up to speed, asap.
Can be hard to download documents.
Can be slow sometimes
Cannot use back button and sometimes the format comes up distorted
Disliked? It is perfect!
Downloading and backing up were very difficult.
downloading files that are opened in another window, popup blocked caused a lot of unnecessary time delays
Everything. It is slow and is not very user friendly in my opinion.
for Vista, I haven't liked how each class's format seems different. One common format between all classes would make it easier to find things.
hard to find resources, slow, unorganized
Heavy focus towards Java coding. I don't like the way Java works with the Windows environment.
I cannot download class documents without first accepting them and then being redirected to my Blackboard Vista homepage, so it takes longer to download them.
i don't know
I hated blackboard. It was far to confusing to use.
I have not used Blackboard.
I have only used blackboard to look at grades, so I do not know enough about it to give a strong opinion.
I have used Blackboard at other institutions and I felt that their Blackboard set up was better than the Vista set up. Vista seems to be a little bit clustered and disorganized.
I haven't used Blackboard Vista/WebCT Vista.
I just didn't didn't like blackboard. I remember always having to deal with slow speeds and I remember it not being very user friendly.
I thought that it was very slow and a hassle to navigate in comparison to moodle.
It can be slow sometimes when opening up a folder, and attachments are sometimes blocked from popping up.
It constantly shuts down. Inefficiency...etc.
It crashes.
It doesn't seem as user friendly as Moodle
It doesn't seem to serve much of a purpose in my class this semester. It is more of a place to post grades than anything else. When I used Blackboard at UNCG, it was heavily used.
It doesn't tell you what assigments are due so it's harder to plan my week and prioritize my work.
it is a complete NIGHTMARE to try to find anything. i wish homework assignments/due dates were posted in a convenient way. i feel it's easy to miss an assignment on vista b/c either i didn't know it was due or i COULDN'T FIND IT!

It is extremely slow for me.

It is hard to find what you need; I often had to ask my instructor where something was that he had on the website.

It is kinda hard to navigate through for first timers

it is REALLY slow about 99% of the time

it is slow and it takes a long time to get to what you need

it is slow and sometimes freezes

It is so SLOW

IT IS SOOO SLOW!

It is too cluttered sometimes

It is way too slow.

It just is not as organized as Moodle and was not as easy to navigate.

It lacks some elements like a chronological set of data--including all assignments, announcements, grades, etc in a specific amount of time--all in one location.

It often does not work, or the server is shut down. It does not have many features other than discussion. It is not user friendly and takes a long time to navigate.

It seems more difficult for professors to use. Furthermore, there are so many sections where things can be it can get frustrating to find assignments and which class period they are related to.

It takes a while to log onto, it hasn't worked on numerous occasions, and it isn't as user friendly as it could be.

It was confusing.

It was difficult to find things on.

It was difficult to navigate.

It was hard to back track. Once you clicked on something it wasn't readily easy to move back. Also if I needed to open a document, I would click through all the steps to get to the place, I then got a message asking for my approval to download. Once I approved it, I was sent back to the opening and page and had to click back to the place(folder) where the download was. This got very annoying.

It was slow, and it was somewhat difficult to download the documents placed online. Not well organized.

it's slow! and disorganized and crashes often.

It's very slow, and doesn't work every web browser.

Its kind of confusing and requires documents to be downloaded.

its slow

its slow, and shuts down sometimes. it also is hard to find certain things on it

n/a

N/A

Never used it.

No as user friendly as I would have liked.

No comment

No email reminders.

no major concerns or drawbacks

No particular dislikes for Blackboard.

Not all my professors post the grades online, which I would prefer.

not as colorful or easy to use as moodle

Not as many options as Moodle had and seemed like a waste
Not easy to navigate
not sure
Not to many problems with it though it sometimes takes some time to load things.
not used
nothing
Nothing
Nothing comes to mind
Nothing in Particular
Nothing really.
Nothing to do with vista only the class I was using it on.
Nothing.
slow page loading and page errors occur frequently
Slow sometimes. One time a document that I needed to print would not print and kept shutting down the program when I tried to print it.
Slow, lacks compatibility with some browsers, and has caused my browser to crash on occasion
Slower and you have to download files to your computer.
Slower to load, and to download files.
Sometimes it will not work with Mozilla and does strange things sometimes like kick you back to the homepage.
Sometimes runs slow.
sometimes vista is slow.
Takes a long time to load sometimes. Can be confusing for teachers to use.
takes forever to load, sometimes will not let you sign in and refers you to another screen, takes forever to load a page sometime.
The fact you could not access slides from professors presentations.
The icons constantly indicating that there are messages to view even though there are none.
the interface was not very user-friendly
The process you must do to download something. It takes too long.
the setup is confusing and I have trouble determining what is new
there are too many links
There is nothing I really disliked, I don't have an opinion of it.
there isn't really a main page to view everything
Too complicated and jumbled
very hard to access documents...always locked up doing that!
Very slow to load
Vista is a major pain to use. The back button does not work. It is extremely slow and many times some of the links will not come up.
Vista sometimes has trouble working on my computer.
you cant instant chat to online students
Appendix F: What Student Respondents Did Not Like About Moodle

183 did not respond, 120 Responded, 39%

- a little too plain, not up to date with the times.
  - After uploading a document there was no submit button like previous systems had so it was confusing at first.
  - All of my assignments and scheduled things were all over the place. Kind of unorganized.
- Apathetic
  - Can't think of anything.
  - Confusing layout. Items were sometimes difficult to find.
  - Difficult to navigate
  - epack was difficult to upload documents onto
  - Every time I needed to log into Moodle I would get a message saying my login info was incorrect. I had to try the same login info many times before it would be accepted. It was very frustrating.
- everything was fine
  - Hard to figure out at times.
- how complicated it is to view assignments
- how to access the class.
  - I could not look into the month of December when it was October.
  - I did not like how to get back and forth between the classes.
  - I did not like that I was not able to cut and paste to or from the Moodle assignments. It did not work consistently between an iMac and a Windows based computer.
  - I did not like the user interface - it looks very unprofessional and was hard to navigate
  - I didn't like how unorganized that the information is and how it lists the class in order but places the assignments in random orders all over the place except for in the calendar area.
  - I didn't like how we submitted assignments.
  - I didn't like receiving emails in my NC State webmail. I can see posts and other items on the website I don't need it to be emailed to me as well. I think that may have been an option that my professor enabled though. Moodle could be more organized with better headings on the side. It is sometimes hard to figure out where stuff is located. More clear and concise headings would clear this up.
  - I didn't so much like the home page. It was a little bit confusing to figure out what I was supposed to be looking at. Too busy.
- I don't have strong feelings about Moodle. I found it a little harder to navigate than Blackboard, but maybe that's because I was used to Blackboard.
  - I don't like how its organized.
  - I don't like the layout of Moodle. Vista is much easier to navigate.
  - I found it somewhat difficult to navigate...I always seemed to be bumbling around to find the different spaces where we were supposed to find information, post a blog or submit our work. This may be less a reflection of Moodle than it is a commentary on my computer literacy.
  - I got married this summer, and for some reason Moodle still has my maiden name even though everything else in the university switched over. I think that probably caused some confusion b/w me and my instructor, but I'm not sure that's something that can be anticipated.
  - I have no complaints.
  - I liked everything.
  - I strongly disliked the long login process and how the site was arranged in general.
  - I was hard to navigate and find what I was looking for.
  - I was not readily able to open the PowerPoint slide presentations. It was necessary to first save the file to my files or the hard drive.
I would like to be able to re-enter your first try if you didn't have time to complete it before you had to close the window.

initiating the site

It doesn't update the latest post on the home page. It just goes back to the last post that you looked at.

It has no inbox.

It is hard to navigate, find things, edit things, upload documents, etc.

It is not a big enough upgrade from vista to make the change. Instructors have to learn how to use a new program and it makes it difficult to transition. Just pick something that the university will use and stick with it. My grades were severely damaged because my instructor was unclear of exactly how to set the system to accept answers. Instructors should be focusing on the course and conveying knowledge to students instead of how to program a C/LMS. It is unfair to change the system every time something new comes out, especially if the change causes more harm than good.

It jammed a lot when trying to use drop down menus

It was a little confusing at first.

It was hard to find what was newly posted and find the info I needed to find.

It was inconvenient to scroll all the way to the end of the semester.

It was kind of confusing to navigate when you were looking for specific information or to find a previous week.

It was sometimes hard to find out what my current assignments were

It was too much time to scroll through the calendar from the previous weeks to get to the current week. Also, any time a professor posted a comment it took some time figuring out where to go for posts. The layout was simple but hard to pick a part which link were useful for specific instances. Maybe using better icons to precede the links so that students can easily tell between a quiz, homework, helpful link, and a movie.

It was very challenging to learn. Although I am not exactly a computer genius, it was hard to know what I was doing right and what I was doing wrong. Overall, a very frustrating experience. I would not recommend this program for any class because it does not test a student's understanding of material (Calculus), rather it tests the student's understanding of how well they can punch buttons on a computer.

It won't upload Mac documents.

It's a little difficult to navigate around, and it's hard to find things I need.

It's harder to navigate than Vista or WebAssign. I don't like it.

It's setup, soetimes hard to find things posted by my professor

It's a bit more disorganized. Maybe it was my professor, but I deff would have liked more folders instead of posting everything on the wall of moodle. By the end of the semester you have to scroll a long way down to see today's date, and if you are tryin to find something from the middle, it is hard to find it with so many other documents. Then again, I think my professor over the summer had the moodle site way more organized than my [fall] professor.

My teacher didn't update the grades as often as I would have liked so I felt left in the dark about my grades most of the time.

n/a

N/A

NA

No comment

No.

none

None

None.

not much

Not much... one time I had trouble logging in.

Not very user friendly- hard to navigate

nothing

Nothing
Nothing in particular
Nothing really other than my professor not inputting grades
Nothing really stands out in my mind that I absolutely hated.
Nothing stuck out as horribly amiss to me
nothing, i loved it and I think its very easy to use
Nothing.
One thing that I didn't like about Moodle was its unorganized looked. There are so many links to follow and they seemed to be scattered everywhere. Also the design,of the webpages seemed plain, would like to be able to customie them, like Vista.
same as above
Sign in
Slightly hard to navigate.
some of the layout
some problems with submitting assignments
Sometimes it gets confusing when one trying to go through the many tools that moodle has.
sometimes it would not let me upload files
Sometimes things wouldn't be visible and the quizzes were very different
Submitting assignments. Attaching pictures. - did not work at all. Not being able to save work that was being submitted--so that you could go back and work on it later. Links did not work that the instructor sent us. I know you don't want the instructor evaluated here--but I think the instructor has a lot to do with how well Moodle works--and the professor I had this semester was CLUELESS.
That for the class I am taking, the lecture and lab had different C/LMS's. The lecture used Moodle, and the lab used a combination of Moodle, Vista, and a library website. It was pretty confusing.
that you can't close individual entries. You either have to look at one day or all of them. It would be nice to look at only what's left to do, or what you have to do in a given week.
the assignments page was a bit confusing sometimes - there were a lot all together as well as they were not necessarily in order of due dates which would be easier to read..
the chat room with the TA
The clipboard didn't really work--I couldn't paste things into the windows.
the dates of each class/week were in chronological order, but as we get toward the end of the year, you have to scroll down the page past everything you've already done to reach the current assignments.
The homepage is too busy, with a lot of options to choose where you need to go. Another complaint, which isn't exactly about Moodle but is related, is that there are too many systems to log into between Moodle, Blackboard and WebAssign. The best choice would be to have one place to log in to get assignments and class information and to complete assignments.
the links are difficult to locate
The logout option is not on every page
The organization and the flow of Moodle
The organization of Moodle is tough to get use to. I find it hard to find needed information. Almost overwhelming.
The overall layout, didn't look very "modern" and up to date. It has a very tiny log in button. And when I logged in it never took me direcly to my class page. It was just a little tricky.
The userface is not easy to use. It is boring
The way it was set up and navigate through.
the website is just really clutered. not a big deal though.
The wiki on my moodle site ran really slowly. It also wouldn't always save the work that I added.
The writing was small enough to make some things hard to find.
there are several different ways to access one thing and it gets kind of confusing
There is nothing I didn't like about it.
There may be too many links that sometimes gets confusing.
There was a requirement to fill out information in my profile that I didn't necessarily want to share (city/town, description, etc)... plus it arbitrarily capitalized words in my "interests" group.
Too cluttered. Everything blends in with everything else. Also, when taking quizzes on moodle, there was no way to know if you got a question right or wrong.

too much on main page

When doing online assignments, sometimes the time box blocks questions.

When taking quizzes, the timer covered part of the first question. More organized layout of material to access more easier.

when the professor fell behind in releasing upcoming weeks, did not update the calendar, or did not align assignment due dates

While it was well-organized, the many links made it difficult to find what I needed sometimes.

wiki application doesn't work

Total
Appendix G: Requested Moodle Features

An up to date grading system where we could check our grades and where there would be an updated version of everything we have received a grade for and each individual grade for each assignment.

Can you take tests via Moodle? I took an online class through Vista last semester, and all the tests were through Vista. It would be good if Moodle could offer this, because I don't think I'd ever worry about my browser crashing in the middle of a test, messing up the time clock, losing my info when I try to submit it, etc.

Discussion board.

Easier access to work email links

fix the live chat function provide a site map to show an expanded version of links in a visual, organized fashion marker to show that an assignment or discussion posting is submitted

Friends and Messages

Grades

Homework files available at the same location as homework uploads.

Honestly, I don't really understand why there are so many different websites to access class information. Having to log-in to yet another program is very time consuming and annoying to have to understand a new system. The entire school needs to be on one system for students to access information, such as: have one log in to access webmail, class info, registration, cashiers, etc. The interface's are completely different from each other and are just confusing from having to switch from one to the other.

I can't think of anything that I wish it provided, I felt it was complete.

I could not submit my assignments because of size limitations--so I think you need to look at the available of space.

I didn't see a live chat area, but I think that'd be a great addition to the site.

I just wish you could use it in all browsers

I wish there was a direct chatroom that can be used for projects so that people do not have to wait or meet up face to face.

I wish you could submit each question multiple times instead of having to re-submit a whole assignment.

I would like for professors to actually input grades into moodle instead of just leaving it blank.

I would like it to be a little more customizable, if that makes any sense.

I would like to have a record of outcoming messages and an "inbox" of incoming messages. Otherwise, sending and receiving messages would be pointless because you would not have an idea of someone already replied. And if you do know that they have already replied, you would have no idea what they said.

I would only wish to see the calendar section updated more frequently and have the most recent day's assignments displayed at the top of the page, rather than listing all of the assignments in sequential order.

If I'm remembering correctly, I think Webct has a section that shows who from your class is logged on at that time. I think something similar to that with a chat function would be really nice for if you had a question for another student.

It had everything

It would be great if WebAssign style assignments could be posted to, and completed on, Moodle.

it would be nice if you could give extensions in the quizzes

Just make it easier to navigate.

make it simpler. there are a lot of links and frames of information, it's almost overwhelming to look at.

make things easier to figure out where they are

Maybe add a Moodle link to the NC State webpage under the students tab for easier access.

My teacher said something about there is no way to post grades on there. Or at least he hasn't figured it out if there is.

n/a

N/A

no

No
NO
No comment.
No not really.
no, all features were available
No, everything was there that was needed.
No, Everything you would need to see for class is already on moodle.
No, I liked all of the features, it was just hard to get to a date towards the end of the semester.
no.
No.
No. Moodle is sufficient.
none
None
None come to mind
Nope.
Nope. Except it would let you know when your grades were updated from the home interface.
not really
Not really
Not really.
Not really. I used Moodle over the summer for a long distance ed class - history. It was a LOT of work, a lot of posting on forums, I basically lived on moodle for the length of my class. The only thing i did not like was how when responding to forums, we were unable to see other student's response to a particular student's forum. Meaning, the prof posted a question, we all had to answer, and then we had to comment on another student's answer. The comments that other students left on other student's answers were not visible, so a lot of times a student would say the exact same comment as the previous person, but we were unable to see that till we had already posted our own comment.
Not that I can think of.
Not that I know of.
Not that I noticed. I'm not sure if it was the organization (up to the professor/poster) or the system itself, but files seemed to be a bit disorganized. Instead of being under separate folders for each module etc, they were just separated according to notes, quizzes/tests etc.
Nothing particular.
Organize the webpage better. The week to week syllabus is difficult to follow.
Perhaps the ability to group conference or IM other students
Please move the login button to a more obvious spot. Also a more lively theme would be nice.
Quiz extension request options. Further statistical analysis: i.e., class standing
Since I am new to the Moodle website I don't know anything that should be added.
There's a forum, but no online homework submission (that I could see, maybe it's there)
video chat so group papers are a little easier
We only used the discussion board and grades section, so I'm not sure what else is available.
We were not able to comment on the blogs used through Moodle.
When assignment time expires if a final submission is not made then the assignment is unavailable for viewing.
When there are assignments on the site, receive an email to remind us to submit the assignment like WebAssign does.
With moodle I always had to just email my word documents to my professor when I used moodle. I'm not sure if this was my professor's preference or was because you couldn't upload on moodle. I would like to have been able to upload like you can on blackboard.