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

Written by: Donna T. Petherbridge, Ed.D.  
On behalf of the Moodle Pilot Implementation Team  
September 22, 2008

During spring and summer 2008, North Carolina State University began a small 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 to the instructors who had a Moodle course with enrollments during Summer I, 2008 (see Appendix A), students were asked to provide feedback on Moodle. Around 271 students could have received the invitation to participate in this survey (it was not clear if all students received the invitation to participate, as all instructors did not confirm passing the email along). Sixty-three students responded to this survey, resulting in an estimated response rate of 23%.

Prior Experiences
Students were initially asked to identify their prior experiences in using LMSs in their courses. Around 78% of the students had previous experience in using Blackboard Vista and/or WebCT in their courses. In addition, 30.2% of student respondents had experience using WolfWare. Less than 10% had no prior experience in using Blackboard Vista/WebCT, and there were 6 non-responses to this question (see Table 1.1, Figure 1.1).

<table>
<thead>
<tr>
<th>Prior Use of LMS in a Course</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>6</td>
<td>9.5</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>No Prior Use</td>
<td>6</td>
<td>9.5</td>
<td>9.5</td>
<td>19.0</td>
</tr>
<tr>
<td>Blackboard Vista/WebCT</td>
<td>32</td>
<td>50.8</td>
<td>50.8</td>
<td>69.8</td>
</tr>
<tr>
<td>Blackboard Vista/WebCT/WolfWare and More</td>
<td>17</td>
<td>27.0</td>
<td>27.0</td>
<td>96.8</td>
</tr>
<tr>
<td>WolfWare only</td>
<td>2</td>
<td>3.2</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Comparisons between Moodle and Blackboard Vista, Ease of Use
Using a 5-point Likert scale (see Appendix A), students were asked to compare Moodle with Blackboard Vista, based on the ease of use of the system. 47.6% of the student respondents either Agreed or Strongly Agreed that Moodle was easier to use than Blackboard Vista/WebCT. Around 35% were Not Sure/Neutral if one was easier than the other, and around 6% did not find Moodle easier to use (see Table 1.2, Figure 1.2).

Table 1.2 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>I have not used other systems, thus I don't know</td>
<td>7</td>
<td>11.1</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1.6</td>
<td>1.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4.8</td>
<td>4.8</td>
<td>17.5</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>34.9</td>
<td>34.9</td>
<td>52.4</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>28.6</td>
<td>28.6</td>
<td>81.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>19.0</td>
<td>19.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Ratings of LMS Reliability and Performance

Using a 5-point Likert scale (see Appendix A), 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 1.3, Figure 1.3).

Table 1.3 Reliability & Performance of Moodle

<table>
<thead>
<tr>
<th>Reliability &amp; Performance of Moodle Compared with other LMSs</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Needs work (I have had many issues and Moodle has been down and slow many times)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 - Below average (I have had some issues and Moodle has been slow at times)</td>
<td>3</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>3 - Average (Moodle works as well as other C/LMS I have used)</td>
<td>17</td>
<td>27.0</td>
<td>27.0</td>
<td>31.7</td>
</tr>
<tr>
<td>4 - Above average (Moodle works better than other C/LMSs I have used)</td>
<td>12</td>
<td>19.0</td>
<td>19.0</td>
<td>50.8</td>
</tr>
<tr>
<td>5 - Excellent (I have never had any issues with Moodle and it has always been fast)</td>
<td>31</td>
<td>49.2</td>
<td>49.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Comparisons with Blackboard Vista, Likeability
Using a 5-point Likert scale (see Appendix A), 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 49% of the student respondents liked Moodle Better (25.4%) or Much Better (23.8%) than Blackboard Vista (see Table 1.4, Figure 1.4). Around 30% indicated they were about the same. Around 10% prefer Blackboard.

Table 1.4 Rate Moodle in Comparison to BB Vista

<table>
<thead>
<tr>
<th>Moodle Rating</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not used other systems, thus I don’t know</td>
<td>7</td>
<td>11.1</td>
<td>11.1</td>
<td>11.1</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>2</td>
<td>3.2</td>
<td>3.2</td>
<td>14.3</td>
</tr>
<tr>
<td>2 - Worse (I prefer Blackboard Vista/WebCT Vista for most things, but not everything)</td>
<td>4</td>
<td>6.3</td>
<td>6.3</td>
<td>20.6</td>
</tr>
<tr>
<td>3 - About the same (Taken as a whole, Moodle is about the same as Blackboard Vista/WebCT Vista)</td>
<td>19</td>
<td>30.2</td>
<td>30.2</td>
<td>50.8</td>
</tr>
<tr>
<td>4 - Better (I like Moodle better than Blackboard Vista/WebCT Vista for most things, but not everything)</td>
<td>16</td>
<td>25.4</td>
<td>25.4</td>
<td>76.2</td>
</tr>
<tr>
<td>5 - Much better (I prefer Moodle and would prefer that all my classes use it)</td>
<td>15</td>
<td>23.8</td>
<td>23.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</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 believe should be added to the system they used, and what they liked and disliked about the system they used, as follows:

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

Liked about the LMSs

*Liked, Blackboard Vista.* Thirty-four (54%) 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):

- Two respondents took this opportunity to note that they never liked Vista.
- The left-hand navigational structure (easier to navigate than Moodle).
- The organization & ease of use (layout clean & easy to use, clear organization, easy to find things, easy to access, reliable, not as visually intimidating)
- Familiarity with the tool (it was easy to use because I knew how to use it, the class is easier when you know how to use the system, because everyone is using it you can go see everything in about all classes).
Moodle Pilot Students, Summer 2008

- Convenient way to have the materials all in one place and place to communicate with your classmates (I just liked that it was a place reserved for our class).

**Liked, Moodle.** Nineteen (around 30%) of the student respondents noted what they liked about Moodle, with qualitative feedback falling into the following categories (see Appendix D for raw data):

- **Ease of Use.** Many students noted that the ease of use/ease of navigation/organization was a plus (simple and accessible, don’t have to search for stuff)).
- **Organization** (like the weekly format, organized bulletins, easy to locate materials, the professor can put everything on one page)
- **Reliability** (e.g. works on every computer I tried, fewer errors than Vista, not down for maintenance).
- **Faster** (much faster than Vista)
- **Calendar** (several students mentioned this as a well-liked tool)
- **Having online access to materials** (notes online, practice problems online).
- **Love that it ties in with email,** like the RSS feeds (BBC world news was on there).
- **Like the personalization** it allows (e.g. can post your picture/edit profile/looks like a blog)
- **Convenient way to have the materials all in one place and place to communicate with your classmates** (I liked that our teacher could use Moodle to provide us with lecture notes, assignments, and answer keys; It was nice to have all the lectures, videos, timelines and readings all in the same place; it was a complete complement to the course and provided keys to our exams).

Overall, the students like the convenience of having an LMS to complement their classroom experience and to manage access to materials for their DE classes (true for both Blackboard and Moodle). With Blackboard, several students noted that they liked the navigational structure, and they noted that because they know the system and are familiar with it, that they like the familiarity. Additionally, because their other courses are in Blackboard, one student noted it was nice to be able to see all of your courses in one place.

With Moodle, student responses highlighted the ease of use, reliability, and quickness of the system – as for these respondents, the tool worked well. Some students noted they like the organizational structure, with the content all accessible from the home page. Others noted the additional or enhanced tools (RSS feeds, tie in with email, calendar).

Several student comments noted the interconnectedness of the tools and the instructional design/delivery of the course:

- “If the professors know how to use it, then I feel like it is usually pretty well organized.”
- “Moodle to me was a lot like Blackboard, as long as the teachers posted the assignments then everything is alright.”

Comments like these may indicate that the tool (as long as it is quick, reliable and easy to use) is not as important as the way the tool is used.
Did Not Like about the LMSs

Did Not Like, Blackboard Vista. Thirty-two (51%) 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):

Issue with the product:
- Slow (six student responses noted this)
- Difficult to navigate and use, complicated, can’t find stuff (eight student responses noted this)
- Several noted difficulty in obtaining files from Vista/getting Vista to work with their browser/browser issues (including multiple pop-up windows)
- Reliability (e.g. didn’t work during exams Spring 2008, rarely worked without flaws).
- A few student responses indicated they liked Vista

Issue with decisions made around the product:
- Several students mentioned issues with the maintenance windows (the constant shut-downs for updates, repairs being done).
- Instructional choices; one student didn’t like the quiz mode where you are presented with one question at a time, one student didn’t like the fact that every teacher didn’t use the system (too many LMSs)

Did Not Like, Moodle. Thirty-two (51%) 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):

Issues with the product:
- Nine of the students noted that they liked everything about Moodle.
- Several students mentioned tool issues: issues with editing the wiki/formatting the wiki, “the grade section was somewhat strange,” forums were difficult to follow & keep track of
- Cluttered, crowded and unprofessional looking front page (“like a website I could create in about a week”). There is a lot of stuff on the home page and the navigation through the many materials on one page (with no way to know what you’ve already clicked on) was difficult for students.

Issues with decisions made around the product:
- Too many LMSs, “It is a pain when one teacher is using one method (Blackboard) and another teacher is using Moodle. I would prefer to just have to use one system.”
- Maintenance (“the site was down at inconvenient times).
- Having posts sent to email (this is an option the teacher can change)

Overall, the majority of student respondents did not like what they described as the bulky slowness and overall clunky design (difficulty navigating, finding things, working with browsers) of Blackboard Vista. However, there were a few students that did like Vista. With Moodle, about 28% of those providing qualitative comments indicated that they liked Moodle. However, there were a number of students who found that Moodle looked cluttered, crowded and
perhaps unprofessional. There were several Moodle tool specific comments as well from
individual students, indicating some issues with the functionality of the wiki, a concern about the
gradebook from the student perspective, and concerns about the forum.

With both systems, there were design and process choices that the students did not like; for
example, several students noted the inconvenience of maintenance windows, perhaps signaling
the expectation that these systems should be available 24x7 with no maintenance time visible to
the students. Two students mentioned that having more than one LMS on campus was an issue.
Several students mentioned things they didn’t like about tool settings (for example, having the
forums post to the student’s personal email or presenting one question at a time on a quiz), but
these are instructional choices rather than the tool.

Features to Add, Moodle. Thirty-three (52%) of the student respondents, with a number of
students indicating it was helpful with nothing needed, and others making the following
(summarized) suggestions for improving Moodle (See Appendix G for raw data):

- Improved chat room (there is a chat room but it does have a delay).
- Improved forum and wiki
- Improve clutter & organization (there is a lot on the home page) – the weekly/topic
  format does put a lot of stuff on the home page and there are a lot of blocks that can be
  added.
- Sharper design (color/icons)

Other suggestions made were more along the lines of instructional choices/decisions matching
student needs, rather than suggestions about the tool itself. These included:

- Access to grades and exam scores (these features are available in Moodle and can be
  viewed by students)
- A forum for students to communicate and ask questions (an instructor can set up any kind
  of Help or FAQ forum for students)
- Easier access to professor rather than just emailing them
- Improve clutter & organization (there is a lot on the home page) – the weekly/topic
  format does put a lot of stuff on the home page and there are a lot of blocks that can be
  added – this is both a tool and a design choice issue.

Feature requests for the tool include considerations of the functioning of the chat room, forum,
wiki and the design of the home page. However, for features to be useful, faculty need to enable
them for use in their courses.

Discussion

Around 78% of the students had previous experience in using Blackboard Vista and/or WebCT
in their courses. Using a 5-point Likert scale (see Appendix A), students were asked to compare
Moodle with Blackboard Vista along several comparison points:

- 47.6% of the student respondents either Agreed or Strongly Agreed that Moodle is easier
to use than Blackboard Vista/WebCT. Around 35% were Not Sure/Neutral if one was
easier than the other, and around 6% did not find Moodle easier to use
- 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.
- Around 49% of the student respondents liked Moodle Better (25.4%) or Much Better (23.8%) than Blackboard Vista (see Table 1.4, Figure 1.4). Around 30% indicated they were about the same. Around 10% prefer Blackboard.

Qualitative feedback from the students indicated that Blackboard Vista has some features that are liked by some students and disliked by others (e.g. navigational structure and layout were either liked or disliked by these students). However, with Blackboard Vista, the slowness and browser issues were generally disliked. With Moodle, there were some features liked by some students and disliked by others (e.g. again, navigational structure and layout were either liked or disliked by these students – some students liked having everything on a home page, others found Moodle unprofessional and cluttered looking). With Moodle, there were concerns about the wiki tool, and some concerns about the Grades tool (student view) and the forums. For both Blackboard Vista and Moodle, there were dislikes that were related to institutional and instructional choices; for example, students found maintenance windows inconvenient, and choices made for particular tool settings were not always favorable.

With Blackboard, several students liked it because it is familiar to them, and several liked it because they liked the convenience of having all their class materials in one place (the benefit of any LMS). Several students also liked the fact that their other courses were on Blackboard. With Moodle, a number of students complimented the ease of use (e.g. simple to use), organizational format (e.g. liked the weekly format), speed and reliability (e.g. worked across computers & browsers). Several tools/features were also liked; for example, RSS feeds and ability to post pictures. Moodle student users also liked having their materials in one place (again, the convenience of an LMS).

No matter the system used, several student comments noted the interconnectedness of the tools and the instructional design/delivery of the course:

- “If the professors know how to use it, then I feel like it is usually pretty well organized.”
  - Provide access to grades and exam scores.
  - Provide a FAQ/help forum.
- “Moodle to me was a lot like Blackboard, as long as the teachers posted the assignments then everything is alright.”
  - Watch for organization and clutter.

Comments like these may indicate that the tool (as long as it is quick, reliable and easy to use) is not as important as the way the tool is used.

Feature requests for Moodle included considerations of the functioning of the chat room, forum, wiki and the design of the home page. However, for features to be useful, faculty need to enable them for use in their courses and understand how to best use them.

On a final note, further investigations may check to understand if there is a difference in opinion of these tools between Distance Education (DE) and non-DE students. This may be possible with fall 2008 assessment data.
Appendix A: Letter to Faculty to send to their students

Faculty colleagues,
I am writing to you as I understand you are listed as an instructor/have an instructor role in a Summer I course using Moodle. As part of our assessment of Moodle, we would like to survey your students regarding their experiences with Moodle this semester. This purpose of the survey is to obtain student input/feedback about Moodle. This survey does not ask the student in any way to rate the instructor; rather, it gives students the opportunity to give us feedback on their experiences with Moodle. All student data will be compiled and the individual student and course taken will not be identifiable in the survey data. Students will not provide any identifying information at any point (e.g. Unity ID or name).

The IRB approval number for this survey is: 246-08-6. It takes approximately 10 minutes for the students to complete the survey. I will be analyzing the overall data and making a report available by the end of this summer based on the student feedback. If you could please send the below email to the students in your Moodle course, and/or post the link and information about this survey to your student website/course, I would very much appreciate it. We hope to get a good response rate in order to help us really understand student opinions/experiences with Moodle. The survey is active now, and will continue to be active until June 26.

Also, I will be working on a faculty survey to send to you soon to get your opinions about teaching with Moodle. I would also very much welcome your thoughts and comments in general about your experience teaching with Moodle - you are always welcome to email or call (and/or of course fill out the survey when I send it to you :-) ). I've also been teaching a course this Summer I in Moodle (a graduate course in Instructional Design), and I'll be interested in hearing about your experiences in thinking about my own experiences in using this software.

Thanks so much,
Donna :-)

Email to Students

Subject Line: Your Feedback on Using Moodle for your Summer I course

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

This purpose of this survey is to obtain your input/feedback regarding your experience with Moodle. This survey 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, and the last day to complete the survey is June 26.

Go to: http://ceres.cals.ncsu.edu/surveybuilder/Form.cfm?testID=5700 to complete the survey.

Thank you,
Dr. Donna Petherbridge
AVP for Instructional Support Services
Distance Education & Learning Technology Applications
NC State, donna_petherbridge@ncsu.edu
Appendix B: Survey of the Moodle Experience from the Student’s Perspective

Survey of Your Moodle Experience

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

This purpose of this survey is to obtain your input/feedback regarding your experience with Moodle. This survey 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. This survey should take less than 10 minutes to complete.

If you have any questions about this survey, please contact Dr. Donna Petherbridge, donna_petherbridge@ncsu.edu, 513.3737.

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
   - Yes, I have used "Blackboard Vista" (Formerly, "WebCT Vista") OR some prior version of WebCT
   - Yes, I have used other C/LMSs beyond Blackboard, WebCT & WolfWare

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

3. 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 like Moodle better 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

4. 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

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

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

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

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

9. If you’ve used Blackboard Vista/WebCT Vista previously, what have you NOT liked about it (if anything?)
Appendix C: What Student Respondents Liked About Blackboard

blackboard was much more straightforward and user-friendly. Both of the learning tools compare about the same to me

customization
efficient

Everything is organized and very easy to learn how to work it your first time.

Everything.
Extremely single not as visually intimidating

I just liked that it was a place reserved for just our class; a place where the teacher could post assignments and discuss questions and where the students could discuss concerns directly. I like the layout of Moodle much better though.

I like how all the tabs that are available for students are on the left hand side because that's were I look first. It was a little awkward on Moodle because things were on the right hand side, but it was very easy to get used to.

I like the left hand menu and the splash of color.

I liked being able to contact anyone in my class. It would show a roster for me to look at incase i had questions and could not get in touch with my professor.

I like the fact that, to me, it was easier to navigate around than Moodle. The icons were clearly marked, and you knew where you were going.

I liked the side bar, and it's just the first online assistant i used

I never liked Vista.
I really like Vista. I think it is super useful and great for DE/online classes, however I liked my firs experience with Moodle.

I used it a couple of times so I was familiar with it. Makes the class easier when you know how to navigate the system.

It appears to be more readily used, therefore I'm more familiarized with it in comparison to Moodle. It was a convienent way to have all the course info in one place

It was also realiable and easy to access.

it was easy and efficient

It was easy to use, because I knew how to use it. I am still trying to figure out Moodle. I liked BV/WCTV because everyone was using it, and you can go on and see everything about all classes.

N/A
nothing
Organized, easy to use and easy to find things

Pretty easy to use.
Same as listed above.

That you can still communitcate with your classmates.

The clear organization and notification of new material.

The layout was very clean and easy to use. So were the forums.

Total
Appendix D: What Student Respondents Liked About Moodle

- all the notes from class were on there and for the worksheets all of them were on there as well with the answers.

- Ease of navigation. Works on every computer i tried.

- Easy to get around

- Easy to navigate. Simple set up.

- Easy to use, convenient

- Everything is laid out nicely. Easy to navigate through and are able to tab back easier than in vista

- good organization

- I like the you can see everything in short-form all on the same page.

- I liked how all our assignments or notes were posted and all available on the page that first displays, it was very easy to get to and a lot quicker than vista and wolfware.

- I liked how everything was on the main page for use. You don't have to go searching for assignments or new announcements. Everything is on one page.

- I liked that our teacher could use Moodle to provide us with lecture notes, assignments, and answer keys and that each item was organized by the week.

- I liked the ability to personalize things much more. I also like the fact that it let's you go by subjects and not just the assignment.

- I liked the class only wiki aspect. Also it seemed it was never down for maintenance like other C/LMS's.

- I liked the fact that it looks like a blog, and has a friendly interface. It's more clean cut than vista, but doesn't seem to have as many options.

- I liked the lay out and the easy navigation.

- I liked the Wikis, the discussion space, and the online quiz. It was nice to have links up to all the lectures, videos, timelines, and readings all in the same place. I liked having the BBC world news on there.

- I loved the fact that it ties in with our ncsu.edu webmail account - this feature is OUTSTANDING!!! :)

- I realy liked the calendar with important dates. I do like the availability of all my needs

- I thought it was a complete complelement to the course. It provided keys to our exams and class assignments and access to the notes given in class.

- It's fast it's colorful, fun to us, and I would use it even if it were not required for a class.

- It allowed you to see if the teacher had posted any new notes or activities since the last time you were on, rather than searching to find if anything was new.

-It loads a lot faster than other similar sites.

- It was easy to use.

- It was very realiable and easy to access.

- It works much better in every way. Faster, more reliable, just all around better.

- Its fairly organized. Assignments, notes, etc. are easier to locate on moodle than Vista. The calendar feature easily reminds you of upcoming events. I like the weekly outline. Things from previous weeks are easy to find.

- Less errors than WebCT

- Moodle is much faster than Vista and the layout/setup of the page is more clear which makes it easier to find things.

- Moodle is very simple and accessible.

- Moodle provided clear directions and opened new window links quickly.

- Moodle to me was a lot like Blackboard, as long as the teachers posted the assignments then everything is alright. Also, everything in Moodle is in one spot, I like that.

- nothing in particular
Nothing really stood out. I mean it was fine and easy to use for the most part.

NOTHING!
organized bulletins
Organized bulletins made it easy to find

seeing the notes online and having practice problems online as well.
The ability to create wiki sites. How all of the quiz questions were on one page.

The calendar is amazing. I love seeing where I am in the month in relation to I like the upcoming events box, that was very helpful in keeping up with classwork.

The Calendar. The simplicity of the schedule as presented by Moodle.
the calender option is nice but that is the only improvement I see

The professor can put everything on one page rather than having to click on assignments or the topic specifically. If the professors know how to use it, then I feel like it is usually pretty well organized.
Updates to e-mails and calender system of highlighted upcoming events
very organized. i like that every week is arranged.

Total
Appendix E: What Student Respondents Did Not Like About Blackboard

Blackboard is too complicated and slow. You constantly have to re-download stuff and then start over at the first page.

everything... it is so hard to get around in

Hard to navigate. Always got kicked to the home page.

I did not like taking quizzes on them where you could only view one question at a time.

I didn't like that you could not see all activities going on at one time.

I dislike that Vista gives professors the opportunity to change icons for different pages. Many of my professors chose annoying animated icons for their links which gave me more reasons to not study. I also dislike that the pop-up blocker must be disabled to access Vista and the Frames that it uses.

I don't like how limited it is in personality. Also I don't like me mail system in it. we should be able to have them FW to our Normal mail.

I don't like the fact that during spring 2008, when I was taking a final, the page froze and I didn't know that it wasn't saving my answers until I completed it and the final wasn't saved. I had 28 minutes to start and complete the final, where I should have had two hours to complete it. This was a very stressful time for me!

I have not used it recently so I am not sure of how it looks since it has probably been updated

I liked it. It worked well for the professors and the material they were teaching.

It could be a little slow at times.

jumping around to get everything

Liked it.

Not all teachers used it.

nothing really

Nothing.

overload of information

Rarely worked without flaws, frequent maintenance

slow

Slow, difficult to navigate, generally a piece of crap.

so many windows pop up when you log in and thought your time using the program

Sometimes the system is closed because there are repairs being done, which is very frustrating.

speed, messaging system, and it's constant repair sessions.

The constant shut-downs for updates.

The lack of simplicity

the security issues with it on my browser

There wasn't much that I picked out that I didn't like. I feel that each of the programs are pretty similar for the most part. I havent used moodle enough to really be able to tell major differences in each of them.

Vista is often slow and does not work well with personal computers, such as laptops. I truly liked the Moodle set-up better because I felt that they lay-out was much more user friendly and better organized.

Was not always able to open things from vista. Some computers I used would not allow the pop-ups vista needs for operation

when using vista i usually had to always download a file to let me open notes or slide shows which did not happen when using moodle.
Appendix F: What Student Respondents Did Not Like About Moodle

all the extra crap. It send me an e-mail when ever some other class member post to a forum I don't need it in the right hand corner to confuse me.

couldn't login at first and request for reset never went to my email

eh, not much.
I'm just not use to it, and know my way around Vista much better. Also, Vista seems to have more options, and seems to be more customizable.
I am unsure if this was my professors doing, but I disliked the fact that more recent class events were added to the bottom of the 'weekly outline'. Luckily I only had a 5 week summer session because I cant imagine scrolling all the way to the bottom of the page every single time I want to check class work for later weeks in the school year. I would suggest that only the current week be avaiable on the front page for viewing. Links can be added beside it for the 'previous week' and the 'next week'. The 'jump to current week' was alright in making this easier, but it is quite small and locate off to the right (it would be better right below the weekly outline header). Plus, during the Fall and Spring semeseter, I never exactaly know what the number of week it is in the year. That would be a little difficult to remember. I also didn't like how the "login" on the first page is almost hidden in the top right corner. It took me a little longer than usual to login for the first time. The recent activity seems pointless, but I didn't "dislike" it. It was also a little dull. An accent color would add a nice pop.
I didn't have any problems with Moodle.
I liked everything about it.
I liked everything.
I wish there was a way to place a check mark when you've completed an assignment; sometimes I have to check back multiple times to make sure I didn't miss something (since the links do not change color once they've been accessed).
I would like to be able to read all threads of messages posted in the forum section without having to respond to the original question once I am subscribed to a discussion.
If one person is editing the Wiki, nobody else could. It was very different than previous programs I had used, so I had to learn the whole thing. It didn't work one morning, when I was trying to get on and see what I had to read for class that day (important for summer classes, when you have things due for class every day, not so important during the fall/spring when you have a few days to figure it out). The format for the quizzes was a little weird, I like in blackboard how you can submit one question and see if it is correct or not. It is a pain when one teacher is using one method (blackboard or webCT Vista) and another teacher is using Moodle. I would prefer to just have to use one system. We had to organize the Wikis ourselves. When one clicks on edit, it is just one long line and you have to scroll down. It would be nice if you could just edit smaller parts, one at a time, because then multiple people could edit at the same time and it would be easier to find the part you are looking for. Also, you can't tab in with the wiki, so we just had to place a space in between parts. I also had trouble putting bullet points on the wiki, the spacing got all messed up.
It's cluttered, Unprofessional, Not user friendly. It sucks in other words. Bring back my VISTA!!!!!!!!!
It seems a little crowded
It seems like it could be streamlined. It seemed a little cluttered and hard to navigate.
Just trying to get used to a new C/LMS in a short semester.
Lack of clear, defined separation of the different assignments.
Liked moodle
looks very simple and like a website I could create in about a week
none
nothing
Nothing, Moodle provides a great communication between teacher and students.
Sometimes I felt like there was SO much stuff posted that it felt overwhelming to look at all of it at once and try to find what I am looking for.
Sometimes I had a hard time posting my items the way I wanted them to look.

That the site was down at inconvenient times.

The fact that every new post ends up in e-mail. but I think that's an option teachers can opt out on

The forums were very difficult to follow along with and could be setup better. When creating wiki sites the discussion tool needs a lot of work. Time stamps would be nice. Also a way to compare the history of wiki to the current page would be great. The site navigation is also confusing at times and often required me to view three or four pages to get all the information that should have been in one place. The online quizzes were poorly outlined as well.

The grade section was somewhat strange but that could be the teachers fault

There were no dislikes

Total
Appendix F: Requested Moodle Features

- Access to grades and scores of exams and other assignments. Also a forum for students to communicate and ask and answer each others questions.
- An instant chat board, rather than an email type messaging system.
- Better forum design and wiki usage.
- Chat pages, discussion boards
- Easier access to professor rather than using WebMail to E-Mail them.
- I find the screen to be crowded. I guess in time one sorts through and knows what to look for and where to find stuff.
- I think its great!
- I think Moodle is a pretty thoroughly designed program. I haven't found anything missing that I wish were there. I seem to be able to find things when I need them. It just took a little time to get used to.
- I thought it was a very helpful website, I cannot think of anything it needed.
- I understand the purpose for the calendar, but I would enjoy quizzes and exams to have a special color.
- I don't see the purpose for global events but maybe that is just because my professor didn't utalize that part.
- I want Vista Back. It's so much more Organized. Moodle is cluttered and hard to follow.
- Maybe just grades and progress in the class, I'm not sure if there is up to the professor's discretion but it was unavailable for me.
- maybe to see our grades and how we are doing in the class.
- no
- No everything was great and helped out alot
- No not really. I like the way it was set up. I think it was easy to understand the lay out of the program quickly.
- no there is too much junk on there as is. Please remove some of it
- No, I think it served the class well.
- No, I think Moodle offers everything you need.
- No, over the past 6 months I have learned to use both Moodle and Vista. It's a learning experience; but I seem to like Moodle more.
- No.
- none
- None
- nope not really.
- Not really.
- The grades section didn't appear to function properly.
- The icons in Vista seemed more clearly defined.
- Total