

BLE Moodle Academic Showcase Survey, June 2012: Report

1. Introduction

This paper summarises the findings of the BLE Moving to Moodle survey, conducted between June and July 2012. The paper is divided into six parts:

- i) Background
- ii) Reasons for attendance
- iii) How the sessions addressed requirements
- iv) Additional support requirements
- v) Comments and Suggestions
- vi) Conclusions

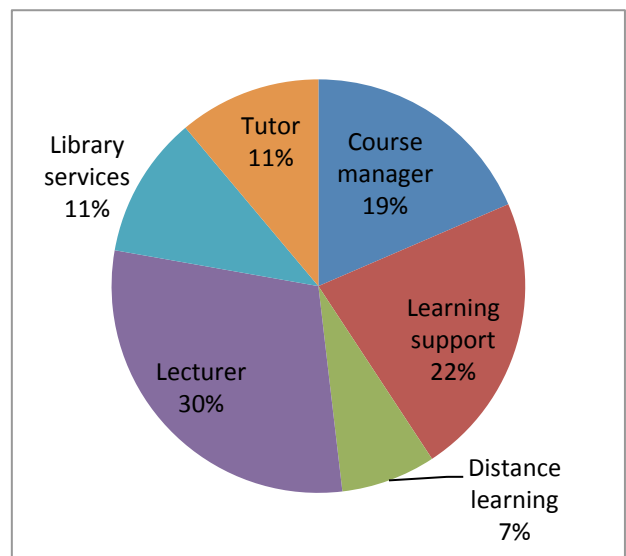
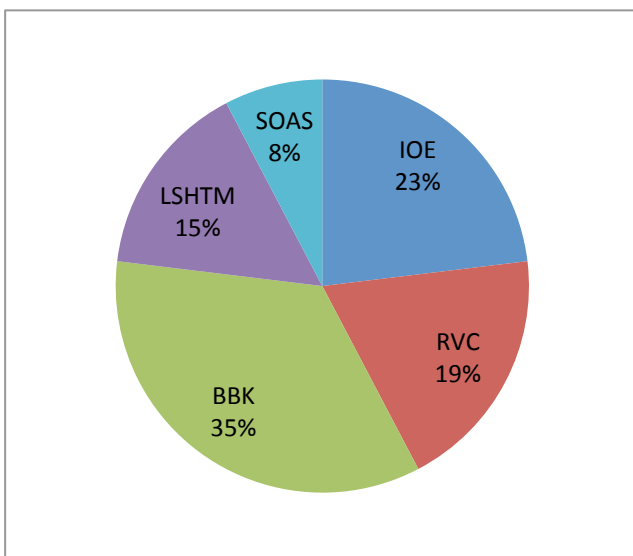
2. Background

The BLE Moodle Academic Showcase event, held on Thursday 7th June 2012, consisted of a morning session, 'Moodle for Distance Learning' and an afternoon session, 'Moodle for Campus-Based Learning'. Following the event, a survey was sent to members of the BLE-Announcements mailing list, which consists of academic and administrative staff across the Bloomsbury Colleges. Feedback was received from 27 participants – 18 attendees and 9 people who had registered but did not attend.

Of those who attended and responded to the survey:

- Five attended both sessions
- Five attended only the morning session (Distance Learning)
- Eight attended only the afternoon session (Campus-Based Learning)

The responses were representative of all five Bloomsbury colleges, and of the different roles within each:

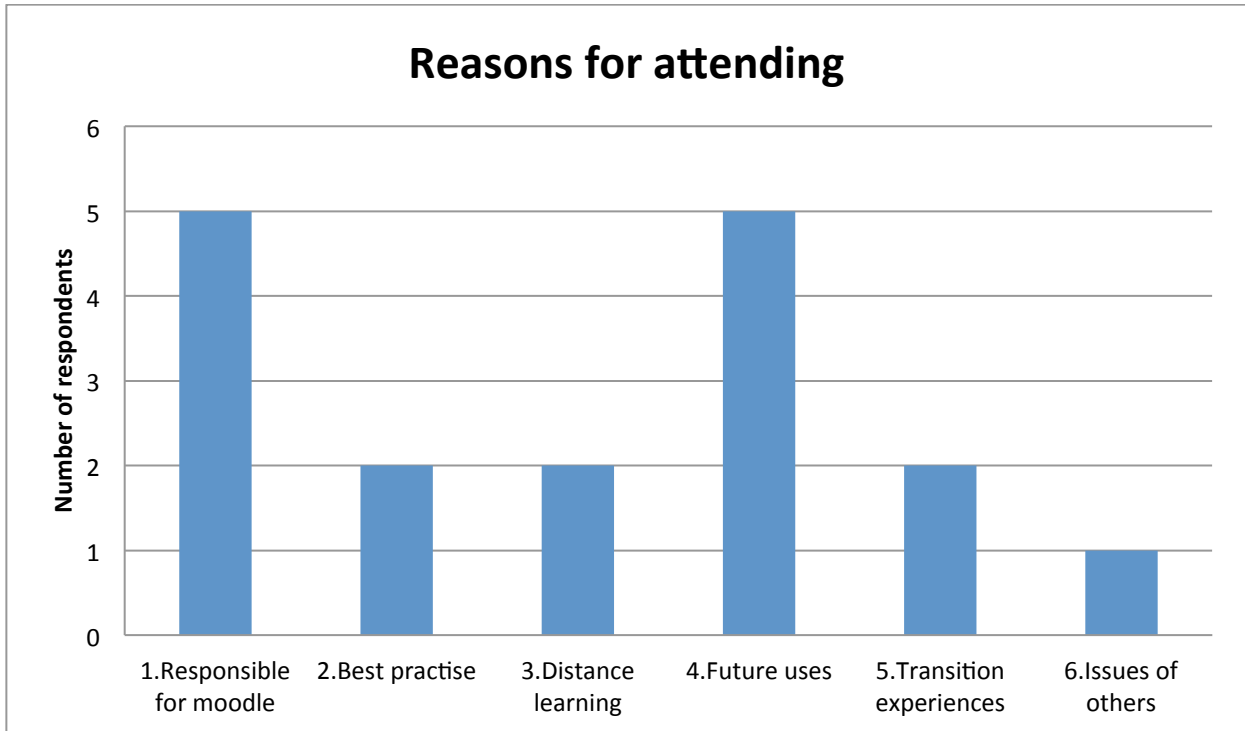


3. Reasons for attendance

The eighteen attendees were asked in the survey what their reasons were for attending the event. Their responses fitted into the following six broad categories, illustrated in the graph to follow.

1. I am responsible for Moodle / it is related to my work
2. I want to learn more about how Moodle works and best practise

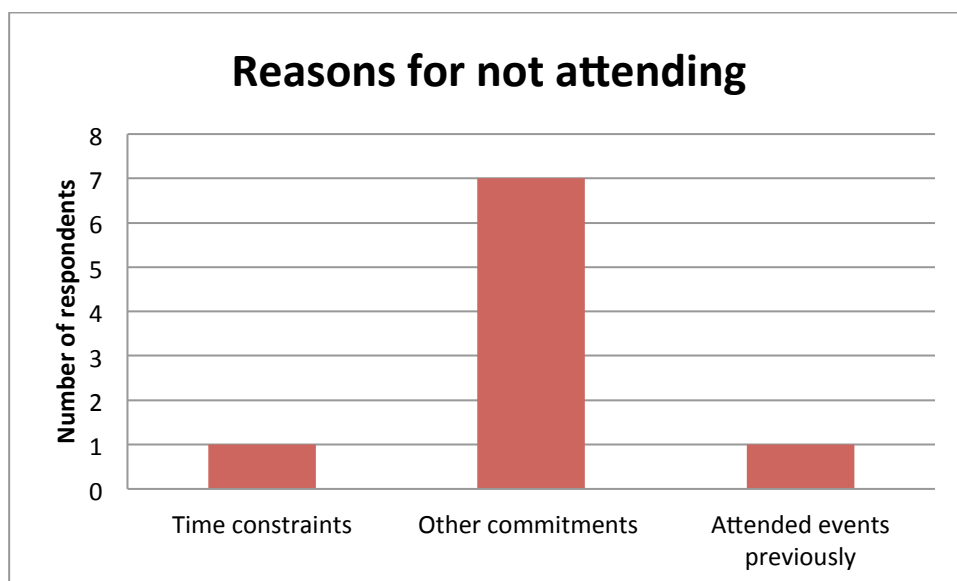
3. I want to learn more about how Moodle works in the context of distance learning
4. I want to hear from others to get ideas about possible future uses and developments in Moodle
5. I want to hear from others about their transition experience to Moodle
6. I want to hear from others about any issues that they have encountered with Moodle



The table below demonstrates how many attendees cited these motivations for attending, split by whether they attended the morning or afternoon session or both.

Reason	Both sessions	Morning only Distance Learning	Afternoon only Campus Based Learning	Total
1. Responsible for moodle / related to my work	2		3	5
2. Learn how moodle works – best practice		1	1	2
3. Learn how moodle works - distance learning	1	1		2
4. Hear from others – future uses / developments	1	2	2	5
5. Hear from others - transition experience			2	2
6. Hear from others - issues being faced		1		1

Nine respondents had signed up to the event but did not attend. Of these, seven did not attend due to prior commitments, such as their work hours, scheduled meetings and teaching commitments. One person did not attend due to time constraints at this busy time of year, and one person had attended two “lengthy and helpful” events previously.



4. How the sessions addressed requirements

The respondents who attended the Showcase Event were asked how the event addressed their reasons for attending. There was no negative feedback to this question with all respondents answering that the event had adequately addressed their requirements. Their reasoning can be grouped into the following categories:

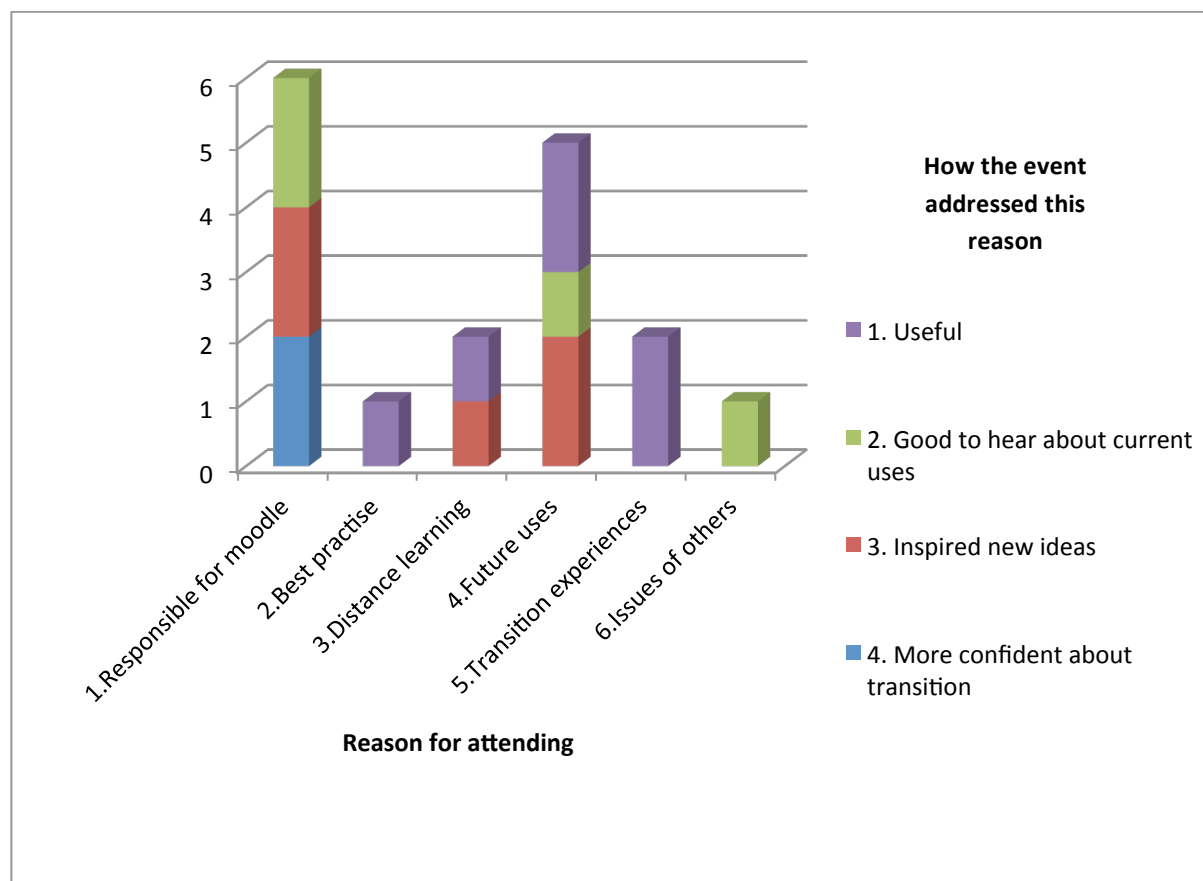
1. The event was useful
2. It was good to hear about current uses of Moodle
3. The event inspired new ideas
4. The event has made me more confident about the transition to Moodle

The table below shows this feedback by session attended:

	Both sessions	Morning only Distance Learning	Afternoon only Campus Based Learning	Total
1. Useful		4	2	6
2. Good to hear about current uses	2	1	2	5
3. Inspired new ideas	3		2	5
4. More confident about transition			2	2

The following table and graph show how respondents felt the sessions met their requirements, based on their reasoning for attending the sessions:

Reason for attending	How sessions met requirements			
	1. Useful	2. Good to hear about current uses	3. Inspired new ideas	4. More confident about transition
1.Responsible for Moodle / related to my work		2	2	2
2.Learn how Moodle works – best practise	1			
3.Learn how Moodle works - distance learning	1		1	
4.Hear from others – future uses / developments	2	1	2	
5.Hear from others - transition experience	2			
6.Hear from others - issues being faced		1		



Some specific comments about how the sessions met the needs of the attendees were left, including:

- It stimulated ideas about how to use it - and now I will go and seek the training to implement these
- The event was extremely good
- Excellent - it was really nice to see how people are using it
- I feel more confident that the transition will be less painful!

5. Additional support requirements

All respondents who attended the event were asked, "In regards to the move to Moodle, what additional support do you expect to get from your College?" Of the fifteen responses:

- 11 were satisfied by the level of support they are currently receiving
- 2 felt additional training was required
- 2 felt additional support and training were required

The specific suggestions made regarding support and training included:

- Training specific to our purpose on our course: Tutors on the IOE National Award for SEN Co-ordination would benefit from some more training especially for us (IOE Seminar Tutor)
- Would like more focus on the library perspective
- Hands-on workshop: transferring materials from BB – Moodle; support for assignments & marking issues; support to develop interactive materials – LSHTM
- More advanced Moodle course – transition made and looking for advanced user options – RVC
- Training on uploading readings & links and basic troubleshooting – IOE
- Guidance on how to upload Camtasia presentations on to Moodle.
- Help required to develop Mathematics resources – would like to make contact with other UK university mathematics departments who use Moodle

6. Comments and Suggestions

6.1 Comments

Ten respondents left positive feedback specifically praising the sessions, the support they currently receive, or the move to Moodle in general. For example:

- The support team here is, in my view, good and friendly
- Glad it is happening, and from my personal knowledge of how folk feel in my department, I'm not the only one...
- It will provide a good opportunity to re-engage with teaching staff and academics to encourage them to use the VLE - I think a lot of IOE academics are still photocopying course packs and not really engaging with the VLE even for course readings.

6.2 Suggestions

- Two suggestions for a transfer timeframe through July & August to be ready in September: when Blackboard will be turned off, when we should move stuff by, and so on.
- Feedback from early adopters requested.

- It would be good to implement a minimum level of content for courses as well as the template that has already been created.
- The problem is the people who weren't at the event who will only realise they need to be doing something once they come back in September. As a bare minimum, staff should transfer 2011-12 module handbooks & information to the 2012-13 shell so that, at least, students can see the previous year's information.
- Please, please, please, add the plugin that allows one to collapse the "scroll of death".

7. Conclusions

The two main motivations for attending the event were being responsible for / working with Moodle and to hear from others about possible future uses and developments of Moodle – these motivations accounted for nearly 60% of all responses.

All respondents felt that their motivation for attending the event had been fulfilled in the session(s) they attended, and that the event had adequately addressed their requirements.

27% of respondents felt that they needed additional training +/- support. The comments suggest that respondents felt that their general training needs had been met, but they required specialised training that is tailored to their specific role or requirements. For example, tutors and librarians both felt that training aimed specifically at their roles would be helpful. There were requests for training in very specific areas – such as developing interactive materials, video tutorials and advanced uses – which suggests that individual or small group training sessions in specialised areas may be helpful in the future.

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