Student Experience and Moodle

Andrew Hercules & Richard Havinga

The changing landscape of Higher Education

Changing Landscape

"

[HE] growth slowed from 4 per cent to 1.5 per cent [in 2015].

"

Chris Havergal, Reporter, timeshighereducation.com (2015)

UNIVERSITY OF LONDON

Changing Landscape

"

My students have paid **£9,000** and now they think they **own me.**

"

Anonymous Academic for theguardian.com (2015)

Changing Landscape

"

[Students have] Greater expectations for the use of technology-rich environments for learning, for access to resources, and for communication and collaboration with instructors and other students.

"

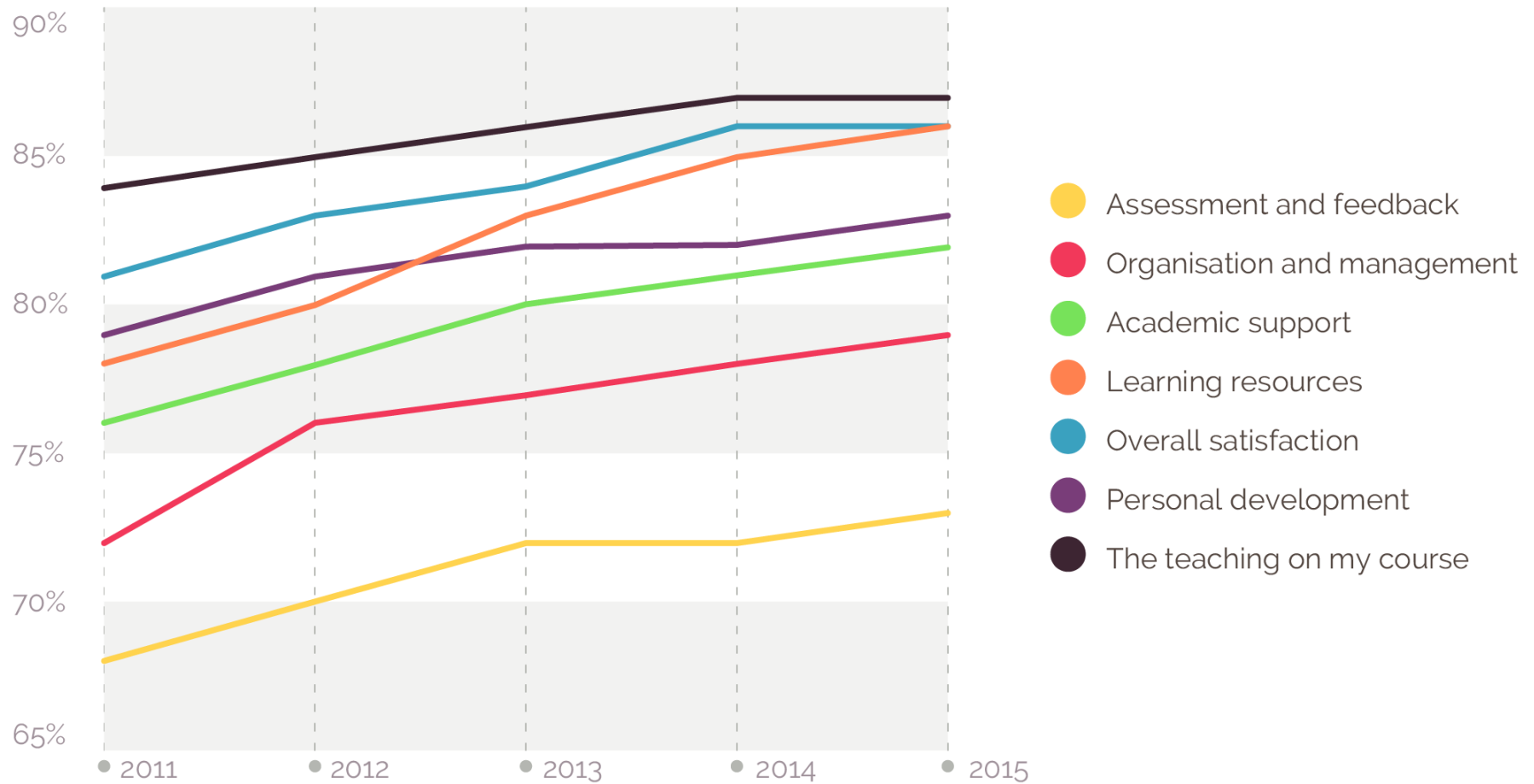teachonline.ca (2016)

VLE and Student Satisfaction

"

The NSS data showed that students wanted lectures available in the VLE, improved feedback, more computers for students and information about cancelled sessions/ timetable changes in the VLE

"

Peter Reed, Institute of Learning & Teaching, Faculty of Health & Life Sciences, The University of Liverpool (2015)

UNIVERSITY OF LONDON

NSS Scores

The percentage satisfied is calculated by combining the 'strongly agree' and 'mostly agree' responses   (Higher Education Funding Council for England)

Legend:
- Assessment and feedback
- Organisation and management
- Academic support
- Learning resources
- Overall satisfaction
- Personal development
- The teaching on my course

Why UX Design?

Why UX Design?

"

Websites that are hard to use frustrate customers, forfeit revenue and erode brands.

"

Forrester Research

What we did

Research so far

- 200+ student questionnaires completed

- 30 Interviews conducted

- 20 Validation Interviews

Top Findings

Visualisation Poor

Improve access to grades

Improve access to assignments

Improve accessing course materials

UNIVERSITY OF LONDON

Personas

FIRST YEAR STUDENT

CLAUDIA Moulin
BA English Literature

Claudia is in her first year of BA English Literature. She is excited about being at university, she has spent time learning to use the VLE and has good digital literacy. However, she finds Moodle confusing and her lecturers all use it differently. She missed her first deadline because she didn't see the notification, so she is wary of it now.

CONTINUING STUDENT

SAM Chirbury
BA Film Studies, 2nd year

Sam is very digitally literate, using programmes such as Premier, Final cut, Photoshop regularly, as well as Instagram and other social media to promote his work. However, it took a long time to get familiar with Moodle. Now he's used to it, it's fine. Uses college computers as well as personal devices. Access to multimedia is very important.

DISTANCE LEARNING STUDENT

ANN Claxton
Refugee Protection, MA Student

As an MA distance learning student, access to Moodle is vital; the whole course is structured around it. Working in a refugee camp means internet access is intermittent, so being able to work offline and find information quickly and easily when she can log-on is vital. Communication tools are also key, this includes discussions with classmates via forums and feedback on essays from tutors.

FE STUDENT

MARVIN Whitebridge
BTEC IT Student

As a BTEC IT student, Martin uses Moodle regularly to look at course materials and upload work. He uses it when the teacher has posted something, or at a deadline / exam. He is guided by the teacher's content. The navigation can be difficult and the high volume of content means lots of scrolling and it is easy to get lost or forget what you're looking for.

HE LECTURER

JACOB Montiel
Lecturer, Neuroimaging

Jacob is a Lecturer in Neuroimaging. He has been at the university for five years, he is familiar with Moodle and has a good idea of how his students like to use it. He is keen on features such as quizzes and forums, but has come to realise that students only use Moodle if they have to, so he is adapting the digital tech he uses in his teaching accordingly.

LEARNING TECHNOLOGIST

STELLA Bielmonte
Learning Technologist,
Faculty of Arts and Humanities

Stella has worked at the university as a Learning Technologist for three years, she is based in the Faculty of Arts and Humanities, which comprises 15 different departments, each of which uses Moodle differently.

FIRST YEAR STUDENT

CLAUDIA Moulin
BA English Literature

Claudia is in her first year of BA English Literature. She is excited about being at university, she has spent time learning to use the VLE and has good digital literacy. However, she finds Moodle confusing and her lecturers all use it differently. She missed her first deadline because she didn't see the notification, so she is wary of it now.
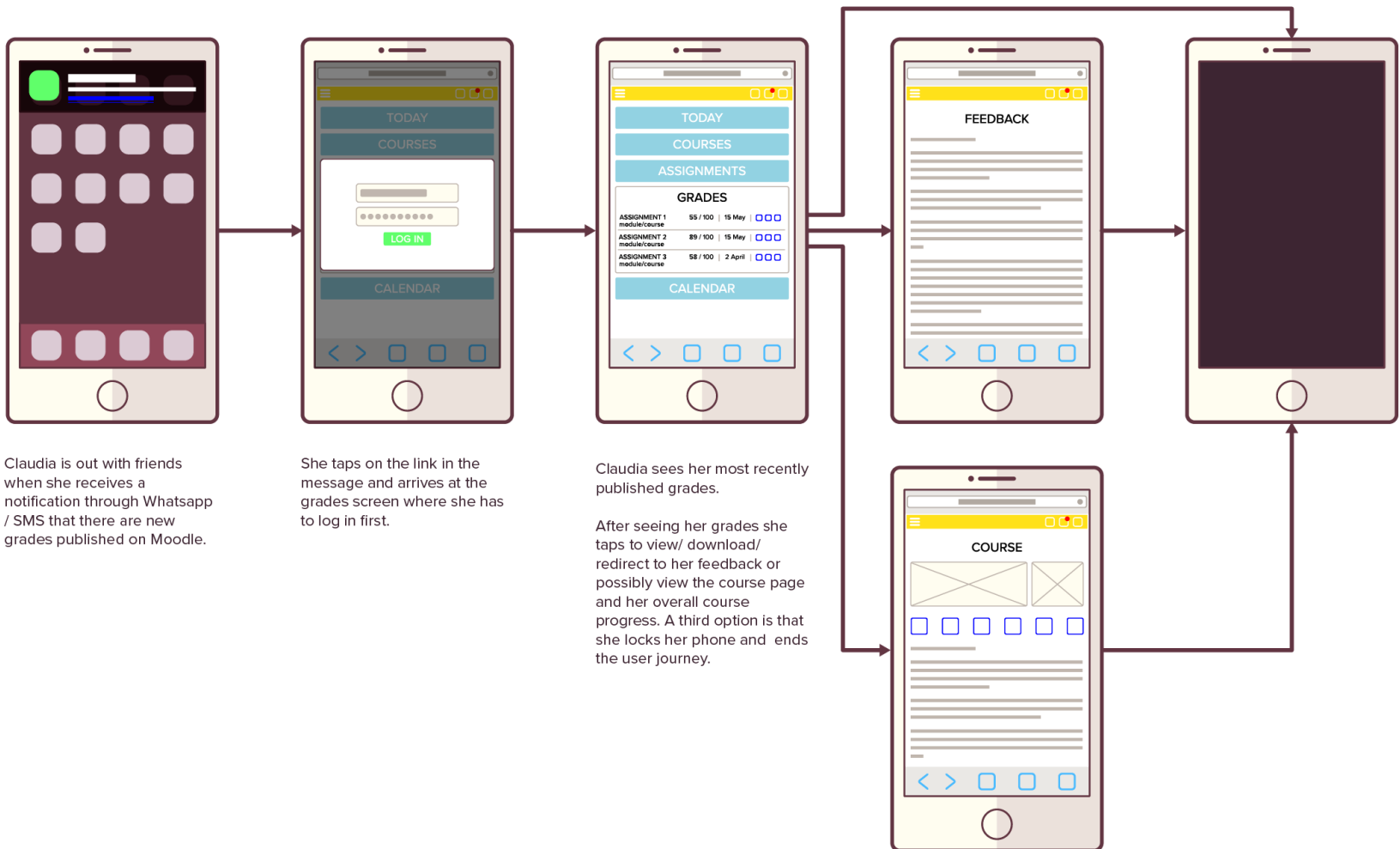
Claudia gets her grades

Accessing Grades

> " To get my grade, I have to go to the department

TODAY
COURSES

LOG IN

CALENDAR

TODAY
COURSES
ASSIGNMENTS

GRADES

ASSIGNMENT 1 module/course	55 / 100	15 May	
ASSIGNMENT 2 module/course	89 / 100	15 May	
ASSIGNMENT 3 module/course	58 / 100	2 April	

CALENDAR

FEEDBACK

COURSE

Claudia is out with friends when she receives a notification through Whatsapp / SMS that there are new grades published on Moodle.

She taps on the link in the message and arrives at the grades screen where she has to log in first.

Claudia sees her most recently published grades.

After seeing her grades she taps to view/ download/ redirect to her feedback or possibly view the course page and her overall course progress. A third option is that she locks her phone and ends the user journey.

Accessing Grades

Feedback

> "It's very easy to use and your grade is quite brutal. It pops out at you. For somebody who is very scared, maybe going to the webpage and clicking on the course and then finding your grade may be nicer for them. One more step or something, because 'Ooh wow, it's there!'

Questions