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Task 3: Project Report

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Negotiated Studies - (Group E)

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The Design of Live Events and Television Students' Moodle Site, Will Changing it Enhance Students' Access?

Context of the issue/problem

Moodle was adopted for compulsory use across degree courses at UAL – LCC in 2013-14, which coincided with the start of the BA (Hons) Live Events and Television (BALET) degree course.

Moodle's internal data system demonstrated variable and some infrequent rates of interaction from individuals within the BALET (2013-14) cohort. Staff comments, personal tutorials, unit and assessment feedback also suggested student engagement and access issues. This information had not yet been quantified or analysed by the course team to provide understanding beyond initial inference. Consequently this report has been undertaken to understand students' use of Moodle to form recommendations intended to improve the course Moodle site, and aid access and interaction.

Participants and Reliability Rationale

The population for this study comprises (potentially) 54 BALET students, 83% female, 26% European and 5% Overseas students. Ages of the students ranged from 18-35 years. A relatively high number (approximately 25%) of students have SPLD (most commonly dyslexia), higher than the UAL average of 9.6% and the school average of 16.6%. Though estimated at this stage, 25% is in common with disability statistics for the portfolio of courses (FdA & BA Top Up) in this subject; disability may have implications on the specific course groups' needs in terms of the design of the Moodle site.

At the point of this study, only First Years were enrolled on the year BALET course. They were specifically chosen to participate in a questionnaire survey (to support the research activity required for this report) because it was expected they would benefit from the investigation. Logistically they were also a feasible group to work with in the time frame.

Opportunity existed to gain more survey responses, by incorporating the FdA and BA Top Up students, but reliability and viewpoint was a concern. Moodle had impacted only in their final year and it was deemed inappropriate. The only constant course group needing to use Moodle throughout their studies was the First Year group and hence this survey questionnaire was purposely limited and based on their overall perceptions.

The Evaluative Research Task Methodology and Rationale

As described in the proposal for this research task, the methodology involved understanding the students' perspectives, taking on an ethnomethodological approach, as discussed in Cohen, Manion & Morrison (2000). The questionnaire survey was designed to consider how the students made sense of a tool (Moodle) that had become an expected part of everyday life during their studies.

Guided by Blaxter, Hughes & Tight (2010), a mixed methods approach was adopted (qualitative perspective and quantitative data gathered from the questionnaire feedback) to support evaluation and interpretation of relationships between variables. Students' needs led the formation of recommendations, once a sense of reliability of responses was ascertained.

Group work has many benefits for effective learning while also preparing graduates for future work. However, group work often elicits a mixed reception from participants. (Burdett, 2003, p.177)

Taking into account Burdett's findings on making groups work and student perceptions, it could be expected that group work reliant on Moodle communications could drum up a similar view of mixed reception. The questionnaire was therefore designed to pose variable perspectives (positive & negative and neutral). For example, Q.43: In your view, does Moodle's deficit of touch and smell sensory experiences limit your understanding (Appendix 1). The researcher advised the students of the aforementioned design strategy and explained questions were set thus not to influence but to require careful thought before being answered. Oral presentation of the questions subsequently deterred peer influence and encouraged students to respond from their own perspective (to support validity of responses).

Qualitative analysis of data (gathered from the open ended last question of the questionnaire) retained an ethnomethodological approach; three volunteer students participated in the categorisation process. Methodology included 'Coding', as depicted by Bell (2010), to ascertain outcomes. Additionally two staff members separately categorised the qualitative data. Subsequent sections of this report, at relevant points, include further detail on methodology to support quantitative and mixed methods data analysis, such as clustering, identification of variables, continuities and inconsistencies.

The rationale for this investigation came about because of the implications of being required to use Moodle as a teaching tool (to support delivery), without consultation about fitness for purpose, and because access issues are impacting on the students learning experience; hence examination at specific course level was pertinent to support development, to improve the situation.

Justification of strengths and weaknesses of Moodle communications compared to contact with staff was also needed, to support curriculum development. Moodle might be deemed as a way to reduce staff contact time. Burdett comments find the underpinning issue: 'Universities are being challenged to provide high quality

education that is accessible and delivered in flexible ways. Such challenges must be met in the face of increased global competition and the pressure of diminishing resources' (Burdett, 2003, p.177). Other fields in the university are withdrawing practical delivery, replacing with online tuition, such as technical guides to using equipment and there is a push for recording lectures and seminars. This might not only be budget driven as it might increase flexibility, but it might not suit all aspects of delivery.

The Data Gathering Method

The selected student group attended a survey questionnaire session, on a timetabled day at the end of the academic year. For ethical reasons participation was optional; this was verbally explained and reiterated in a consent form on the survey day. 47 out of the potential 54 were in attendance, 46 participated, yielding an overall response rate of 85 %.

The researcher read out the questions (Appendix 1) and students answered on the answer sheet (Appendix 3), marking Yes /No or gave no response if indifferent. Questions were repeated, clarifying any words/meanings as need be. This method allowed for speedy on the spot collection of information. Students collected and shuffled the feedback sheets, to maintain anonymity for ethical reasons.

One question allowed for a variable answer and one open-ended question requested an answer for qualitative analysis; the rest of the data was used for quantitative analysis. The quantitative data was charted (Appendix 4) and imported into Excel to produce statistical summaries, pie & bar charts (e.g. appendix 6 & 7) for ease of view, and variables of the mid point (23, half the student number accepted as the non-prejudicial position) to show inferences (e.g. Figure 2 below) of the correlation and coefficient.

Questions were not originally in clusters in the questionnaire, to ensure questions were not routinely answered, this mixed approach demanded some re-organisation, post survey. Clusters are shown in Table 1 (Appendix 5). Qualitative data was grouped by word/phrase as a code/key factor to find the most popular suggestions for improvement. The three students compared all sets of categories (Appendix 2) and formed the final one to present to the group. Students discussed the outcomes, with no staff present, until agreed preferences were reached.

Findings

The 'Access / Use' cluster show 8/10 negatively inclined responses. Issues clearly exist with regard to access and use of Moodle. However the bar chart (Figure 1) draws attention to a positive aspect; 85% of students find Moodle useful (Q. 2).

Figure 1.

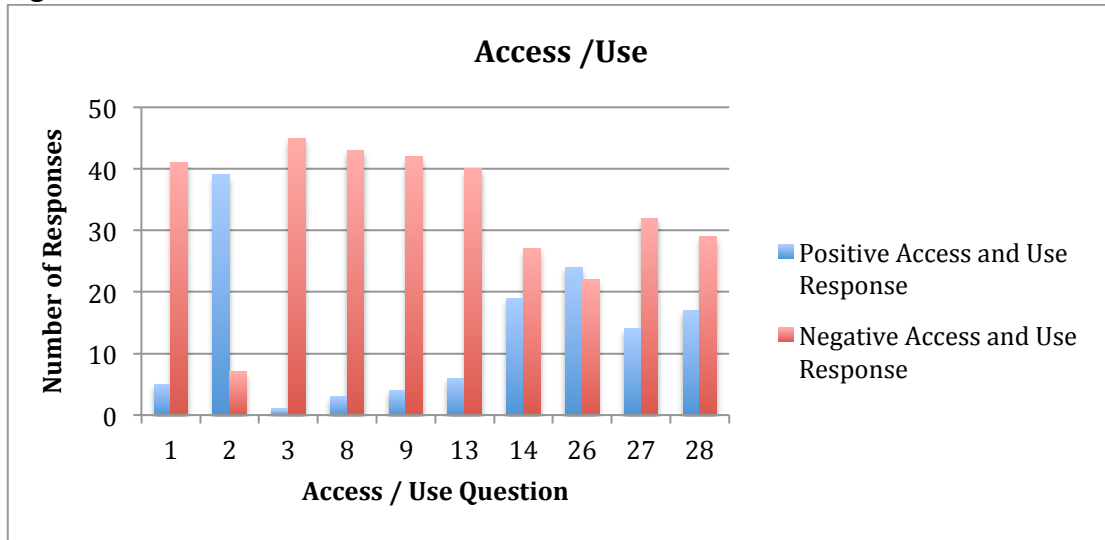
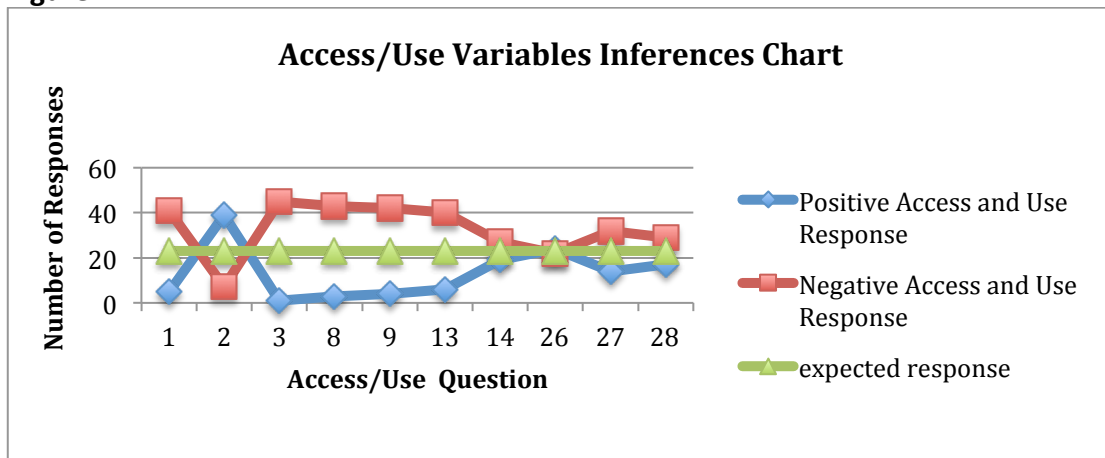


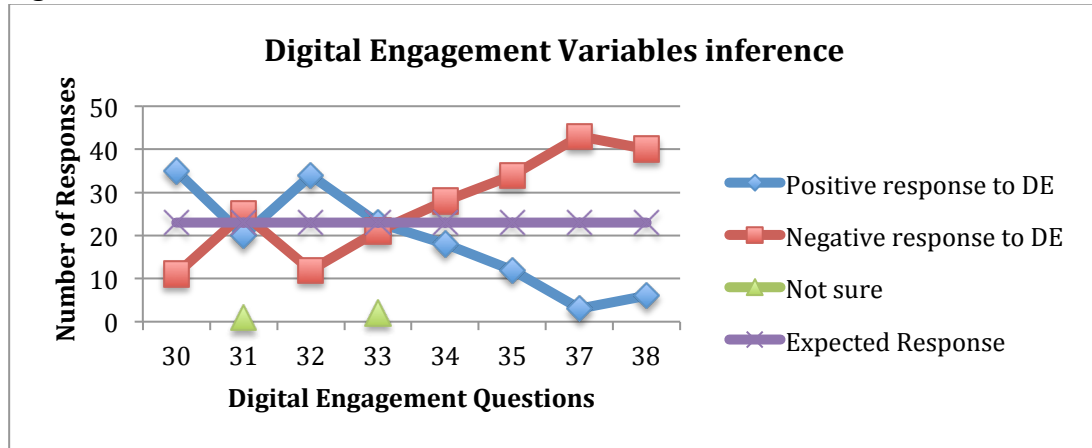
Figure 2, below, shows 2 responses (Q.14 and Q.28) are not overtly negative as the variable is less than 7 students (15% differential). Response directly demonstrates that more than half the students are unable to access resources. This negative response about navigation (Q.14) is a cause for concern.

Figure 2.



The Digital Engagement Cluster show 5/8 negative responses, demonstrated in the variables line chart below (Figure 3). If students simply not making enough effort or are disinterested in digital platforms as a tool for communication that might explain this result, but in contradiction answers (Q.30) give an overtly positive (76%) response to using digital platforms for sharing files/information, 74% of Students wish to use Moodle for interim peer feedback (Q.32), and there is a slight preference for digital feedback over in-class feedback (Q.33).

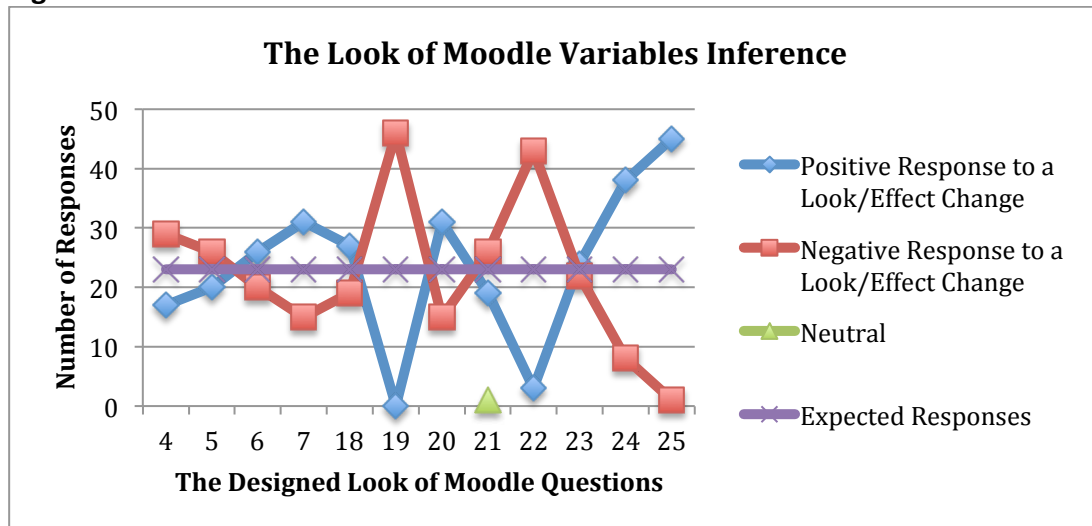
Figure 3.



Evidence of digital engagement is counteracted by evidence that students (61%) feel they spend too much time on the computer for their study needs and 93% would like to use it less, (responses to Q. 34 & 37). Possible frustration with a system (Moodle) that does not seemingly suit their needs, considering the other positive responses which value digital communication as a positive, might be part of the issue. Inspiration from resources available on Moodle (Q.38) draws a negative response (87%), high possibly because 59% of students fail to find resources (Q.14, Appendix 5).

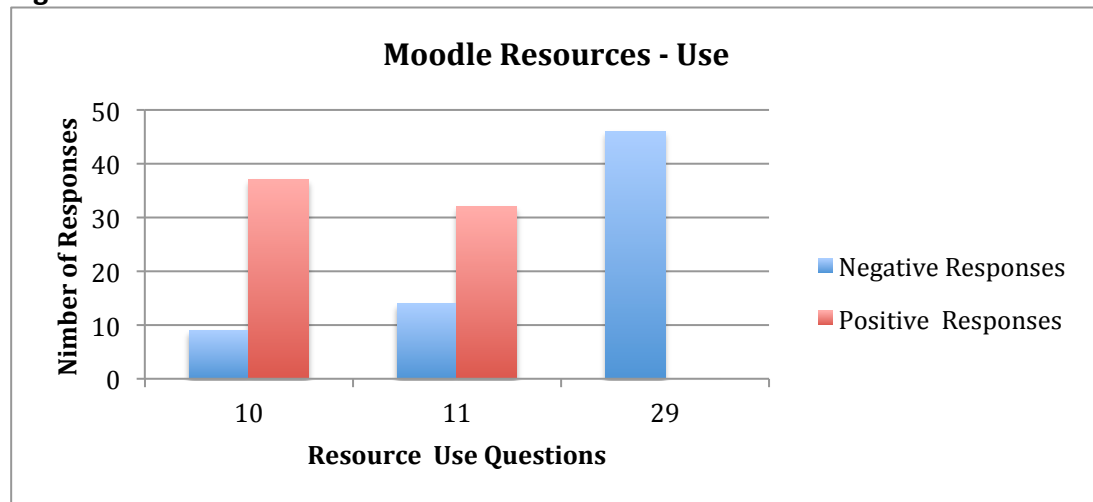
The designed look of Moodle has been impacted partly by the UAL copyright license guidelines demanding a front-facing page document cover sheet. On investigation, informally consulting with staff in and out of the programme area and observing the digital resources, this ruling has seemingly caused staff to either reduce supply of visual and audio material or instead to provide it via links to others' websites. This way of viewing becomes administrative and lacks character, adds another point of access that can confuse. Confusion deters access or investigation, as evidenced by students' responses (e.g. Q.14). Additionally qualitative comments/suggestions confirm students desire a simpler approach to accessing information (see Appendix 8).

Figure 4.



The Look of Moodle Cluster: The extremities of answers demonstrate that the majority of students do not wish for Moodle to remain as it is. Sound effects are not wanted, but a tile view (rather than the list view) is a preference. The majority of students prefer a non-plain white background, wishing colour to play a larger part in the presentation of Moodle content, such as page backgrounds, colours for each stage of the breadcrumb trail (the page sequence within Moodle) and colours for unit titles. A middle ground response exists for the addition of texture and tone.

Figure 5.

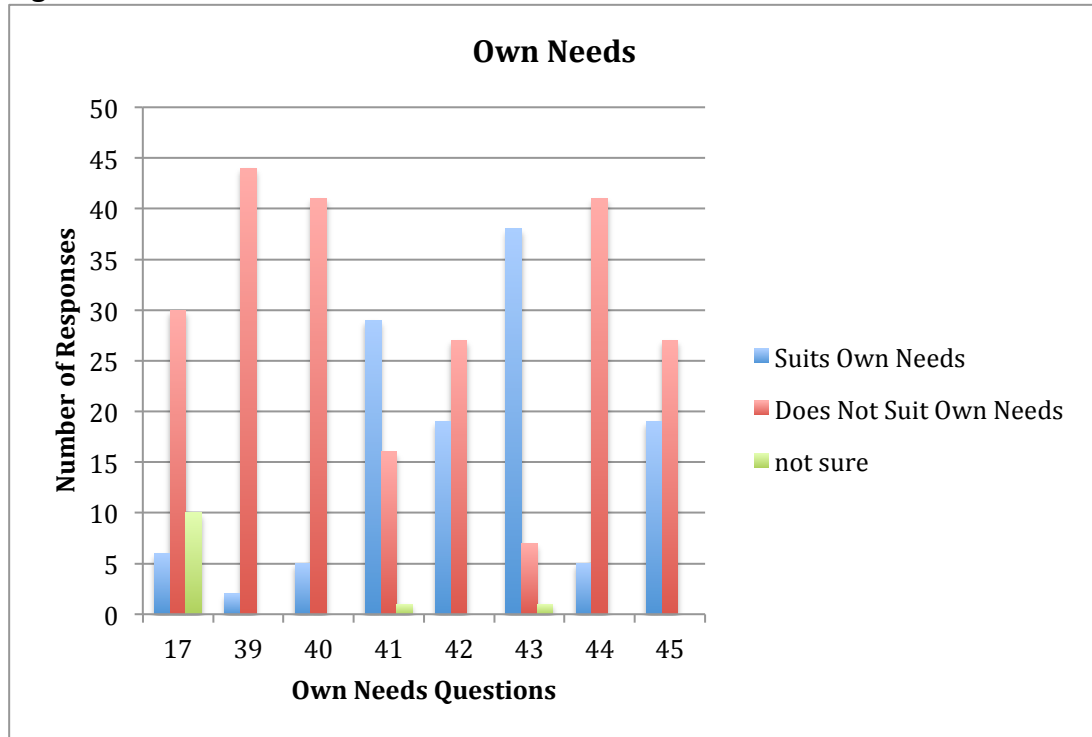


Resources - Use Cluster: Continuities and inconsistencies are shown on in the cluster bar chart, Figure 5 above. 20 % have not investigation of the resources on Moodle, even more do not use the resources (30%), and none used the group communication forum tool; use of this tool could help satisfy the aforementioned digital engagement for peer interim feedback.

Relating to the answers previously examined in 'Access / Use' cluster (Q.14) and 'Digital Engagement' cluster (Q.38); 59% students declared they were failing to navigate to (find) resources on Moodle and 87% (or 63% after negating some claimants) found resources uninspiring. As demonstrated in responses to question 10 and 11, contradictorily 80% students investigated and 70% actually used the resources, hence 59% of students could not have completely failed to find resources. 70% of students were also inspired enough to use the resources.

Understanding the above and that interpretation of 'investigation' and 'find' (as in navigate to) does throw up a difference, hence a difference in result, but for actual use students had to have found resources. There is a need to ascertain more detail about those failures, to find out if they are intermittent, specific rather than general, as this combined response now suggests they are.

Figure 6.



Own Needs Cluster: Moodle communications do not distract from the students' working practice, but is this because the students ignore Moodle when they choose to, questionable considering qualitative responses call for "More Hands On Work". Responses to Q. 43 provide an interesting perspective, possibly due to a generational understanding of digital facilities; this is notably more positive than the expected average, especially as 74% state they prefer manual/ tactile tasks (Q. 35).

96% state there are insufficient resources on Moodle, (Q.39); inconsistent, because 59% of students state they have not located resources, which means a reduced number can comment. Taking into account that 41% of students are actually able to make this claim and 37% do, it is still a very high percentage (90%). It has yet to be ascertained if they examine all the resources, including external links provided.

59 % of students claim Moodle does not help them in their Practice (Q.42 responses), which is consistently maps with 59% who fail to locate resources on Moodle (Q.14 responses); thus it is necessary to look at how the resources are viewed and accessed as well as the quality of the resources.

Moodle Support Cluster: Student attendance at guidance to Moodle sessions (Q.15) demonstrates a high percentage of attendance (96%). Controversially only 54% find the sessions helpful (Q16). Guidance sessions were set to ensure difficulties were supported. Possibly some students did not need to attend as they already understood the detail being shared; they might be inclined to say the sessions are not helpful. However, as 59% of students claim to still have trouble locating resources on Moodle, support is a critical factor; further investigation as to why the guidance sessions are deemed unhelpful is therefore necessary.

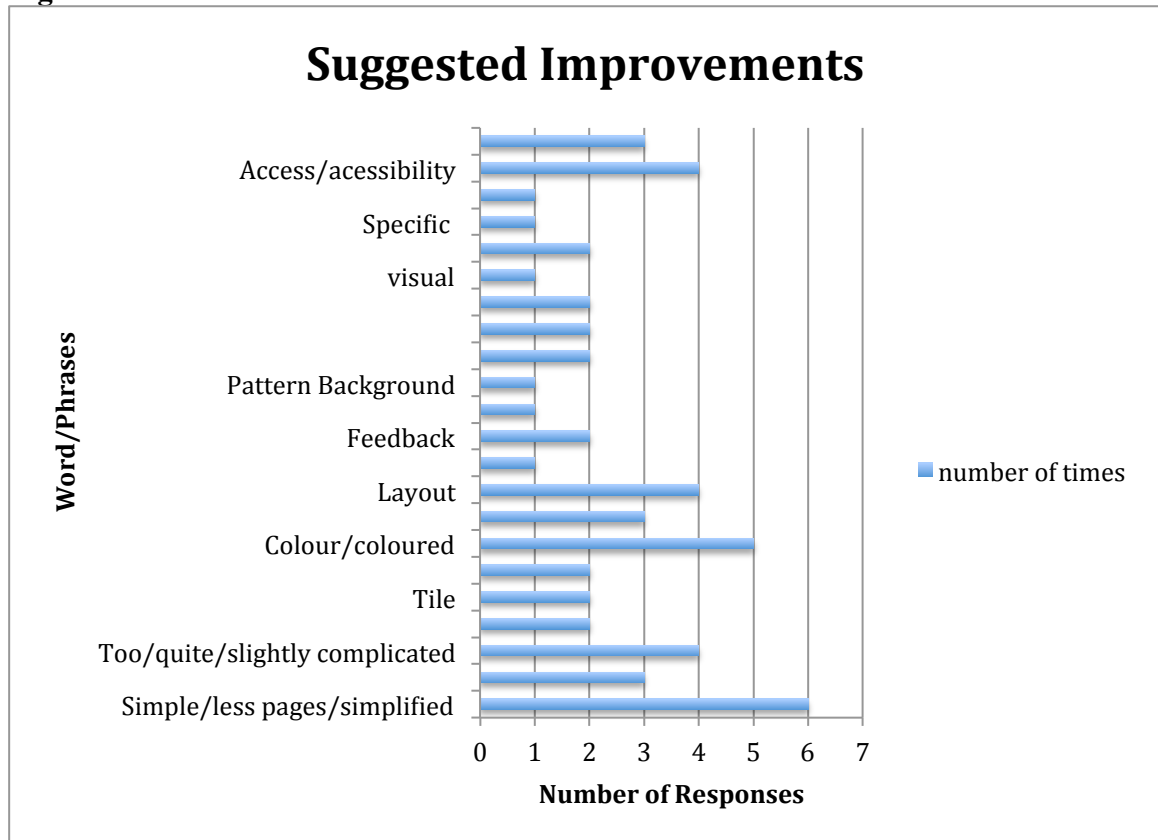
Competence Question: Bearing in mind the response to the ‘Moodle Support’ questions, the students’ ITC skills competence level, from the outset, have related implications. Answers to question 36 demonstrate 91% of students believe they have the ITC skills necessary for the needs of their coursework. As only a few students are unresolved with their ITC skills, it seems that Moodle specifically confuses the majority of the students.

There is evidence in the students’ workbooks /portfolios to suggest most are competent enough, but some organisation issues exist, perhaps relating to underlying focusing and checking issues (as noted in assessment feedback). This scenario might account for why students are failing to access Moodle’s and confirms the need for simplification that qualitative data calls for.

Time Access Question: From this result it seems that Moodle suits 68% well enough. However this figure alone does not account for the lack of absorption of resources, nor does it align with 59% of students failing to find resources.

Qualitative Analysis: Suggestions were received from the 28 Students. Figure 7 summarises the suggestions (shown in Table 2, Appendix 8).

Figure 7.



Beyond these results, students’ discussion took the students’ preference towards a different direction (some not having initially thought of one of the suggestions being made). They concluded finally that they would prefer to view everything on Moodle via

an App. 'Generating ideas and sharing views. The contribution of many different perspectives builds knowledge and understanding that working alone may not provide for many students' (Burdett, 2003, p.183).

Critical Analysis of Methodology

It might be argued that using weighted questions were influential and effected responses, however this was not the tendency. For example question 43) gave a positive response (83%) that opposed the negative inclination of the question. However, had the characteristics of the student group not been known in advance, it would not necessarily have been the strategy used

As originally proposed and guided by Knight (2002), a qualitative perspective applied to the quantitative data has been achieved, for example, examination of student's claims and preferences to find inconsistencies and correlations. This method produced a student viewpoint and answered the original research question. However trying to triangulate (for consolidation), facts to responses to degrees of impact, was more complex than originally perceived. For example, Moodle's log reports failed to provide comparative data, as on inspection inconsistent filing/placement of resources existed; thus negating Moodle's data and raising the need for a systematic approach to filing.

Due to time frame, the methodology included limited evaluation of staff team's use of Moodle (discussion and viewing), examination of workbooks and assessment feedback; exposing nonetheless some mismatch of viewpoints, which critically this report does not extend to fully exploring. The team is seen to be proactive Moodle users (within the programme area); contrastingly several students demonstrate no use of the resources in their workbooks, even though 70% claim to use Moodle resources (Q.11 responses). Students' approach to learning varies, as Richardson (2000) explains, and prescriptive responses to learning tasks are generally not required, responses suggest further discussion about the extent and value of resources is needed at course level; to encourage a deep approach and improve the learning experience, as Gibbs (1992) describes. (Though limited, this crosscheck method produced a valuable development recommendation).

Intended non-parametric Chi squared tests, as recommended by Opie (2004), were not undertaken; an initial concern, but not on reflection. The method of analysis remained simple because the descriptive statistics and variables presented clear indicators, and thought and discussion has been a more useful an approach. Discussion encouraged team exploration of external Moodle sites for comparators and recommendations, (e.g. E learning Team Blog, University of Sussex, 2014) and team responses. The direct approach and openness of this report seems appropriate, findings have already led to team agreement of redesign needs.

Conclusion

This report indicates that there is potential for continuing /expanding research needs on this topic. For example, the answers, in the 'Look of Moodle' cluster, demonstrate a wish for change towards a more visually varied site, which is further confirmed by the qualitative feedback. However there is also a call for simplicity. The report informs us that the information/resources need therefore to be more front-facing to impact

and capture its audience. Linking to websites alone seems not a sufficiently effective way to draw in the student viewers. More information about what does attract students to view would be useful for future design needs.

However the report at least establishes, in answer to the initial question, changing the design of BALET students' Moodle site will potentially enhance students' access if some of their suggestions can be met. Additionally, a reason for the need for change has been evidenced, (89%) of students are not happy with the existing Moodle site.

A recommendation is for the next step to be a practical application research task, action-research, to allow sampling and testing of redesigned Moodle pages incorporating some of the students suggestions; 'form supportive networks in the pursuit of improved outcomes and greater academic success' Baloche (1994 cited in Burdett, 2003, p.183)

Influenced by Baloche's statement above, in the pursuit of improvement, another recommendation is to share this report with the Moodle technical team and other teaching staff; to inform and gain further help and guidance for progressive changes towards improvement and development (including a potential App).

Another recommendation is that a change of staff practice is needed for continuity to help location of material. Though 89% of students prefer to relate to tutors presentation in class, rather than via Moodle and 63% students find they cannot focus when reading resource documents online (which is far more than the percentage of students with a disability and would suggest) it would help students to locate resources, even if just to print. Additionally, class sessions need to include step-by-step demonstration of where in Moodle resources can be found, to improve familiarity.

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Appendix 1.

Looking At Our Moodle - Survey 2014

Questions are all regarding your specific course Moodle site

- 1) Do you find Moodle inviting in design
 - 2) Do you find Moodle useful
 - 3) Does Moodle's present design motivate/encourage you to use it
 - 4) Would you prefer a texture designed background to each page
 - 5) Would you prefer a toned designed background to each page
-
- 6) Do you prefer the plain background document style that presently exists
 - 7) Would you prefer a coloured page background
 - 8) Do you find Moodle playful
 - 9) Do you find Moodle logical (in layout)
 - 10) Have you investigated the resources on your course Moodle site
-
- 11) Have you used the resources on Moodle during this past year to help you
 - 12) How long does it take you (from start to finish) in minutes to locate a unit resources on Moodle (use for example your guide to Harvard referencing in ISHE)
 - 13) Do you use the Moodle 'Sections Links' tab
 - 14) Do you fail to navigate Moodle to reach the page or resource you need
 - 15) Did you attend the course Moodle guidance session (as part of ISHE or at any other time)
-
- 16) If you attended the Moodle guidance session, did the guidance help you to use Moodle
 - 17) Can you tint or change your Moodle pages to suit your own needs, using either your own or college computer equipment
 - 18) Would you prefer each page of the breadcrumb trail to be keyed by colour
 - 19) Would you prefer each page of the breadcrumb trail to be keyed by sound

20) Would you prefer the unit titles to be keyed by colour

21) Would you prefer only the titles aspect of each page layer to be keyed by colour

22) Would you prefer the unit titles to be keyed by sound

23) Would you prefer the unit titles to be keyed by symbols /visuals images

24) Would you prefer a tile view to a list view design

25) Would you prefer to leave the designed look of Moodle as it is

26) Would you prefer to scan all your course work documents and hand them in via Moodle

27) Do you prefer to use hard copies of documents that are provided on Moodle

28) Are you able to focus when reading course documents online on Moodle

29) Do you use the Forum page

30) Do you like to share digital files socially on other digital sites

31) Do you like to blog

32) Do you wish to use Moodle for interim peer feedback

33) Do you prefer in-class discussion feedback more than digital feedback

34) In your view, do you spend too much time using a computer for your studies

35) Do you prefer to work on manual/ tactile tasks

36) Do you find you have the ITC skills you need to do the set coursework tasks

37) Would you like to use the computer more for your studies

38) Does your inspiration come from digital resources on Moodle, such as looking at examples of other's work

39) Are there sufficient digital resources on your course Moodle site for your needs

40) Do you prefer in-class seminars/tutorials opportunities to discuss tutor's presentations and guidance, rather than delivery via Moodle

41) Do Moodle communications distract you from progressing actual/real practice

42) Does Moodle help you in your practice

43) In your view, does Moodle's deficit of touch and smell sensory experiences limit your understanding

44) Are you happy with Moodle as it presently is

45) Do you have any suggestions you could offer to improve your Moodle experience

These answer and suggestions sheet will be collected by students and shuffled during the class activity to retain anonymity.

Appendix 2

Order of Popularity of Suggestions Summary (Categorised Responses)

Staff 1

Simple (colour/Icons/one path)	1st
App	2nd
Layout	3rd
organise	4th
Assignment feedback/ Location	5th

Staff 2

Simplified/layout/easier/organised	1st
Tiles/icons, colour/pat background	2nd
App	3rd
Less Moodle	4th
More organised	5th

3x Students - first draft

Tile/organisation	1st
Layout/Look	2nd
App	3rd
Less Moodle	4th
Search	5th

3 x Students - Final and presented to group as most popular improvement suggestions

Simplified Navigation	1st
Aesthetics	2nd
App	3rd
Less Moodle	4th

Appendix 4

Question	no	yes	1- 5 min	6- 10 min	11-15 min	forever	not sure	Question
1	41	5						
2	7	39						
3	45	1						
4	29	17						
5	26	20						
6	26	20						
7	15	31						
8	43	3						
9	42	4						
10	9	37						
11	14	32						
12			31	12	2	1	31	
13	40	6						
14	19	27						
15	2	44						
16	21	25						
17	30	6						10
18	19	27						
19	46	0						
20	15	31						
21	26	19						1

22	43	3						
23	22	24						
24	8	38						
25	45	1						
26	22	24						
27	14	32						
28	29	17						
29	46	0						
30	11	35						
31	25	20						1
32	12	34						
33	23	21						2
34	18	28						
35	12	34						
36	4	42						
37	43	3						
38	40	6						
39	44	2						
40	5	41						
41	29	16						1
42	27	19						
43	38	7						1
44	41	5						

45	19	27						
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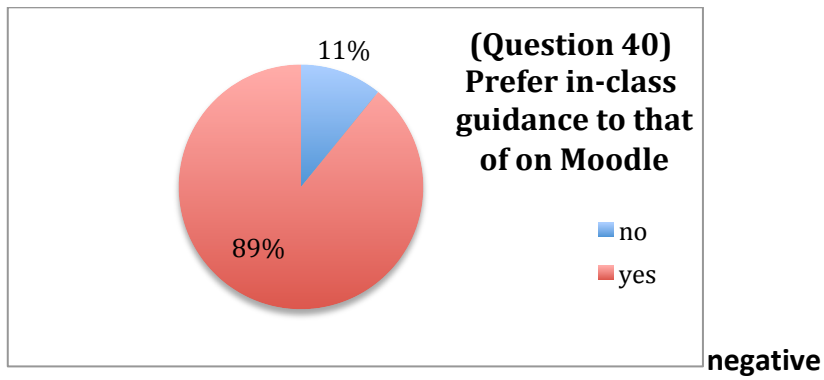
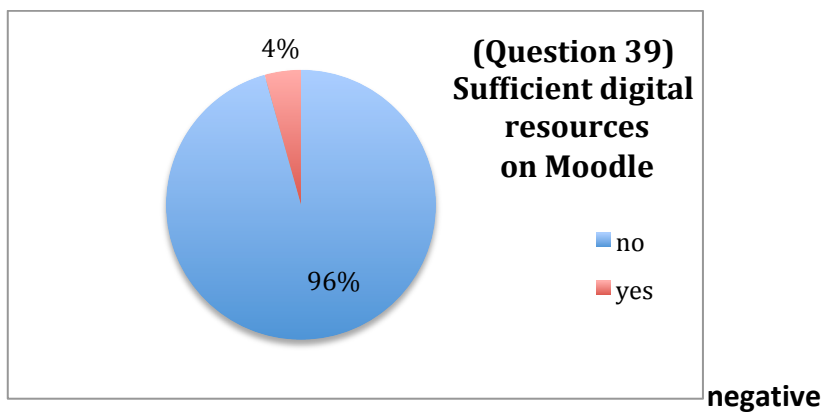
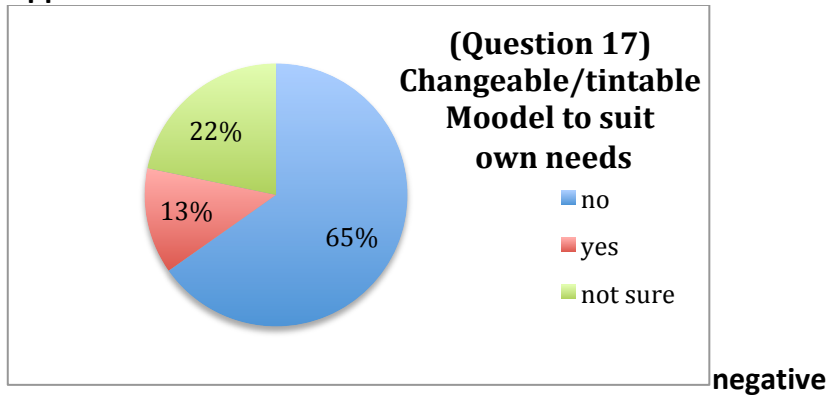
Appendix 5

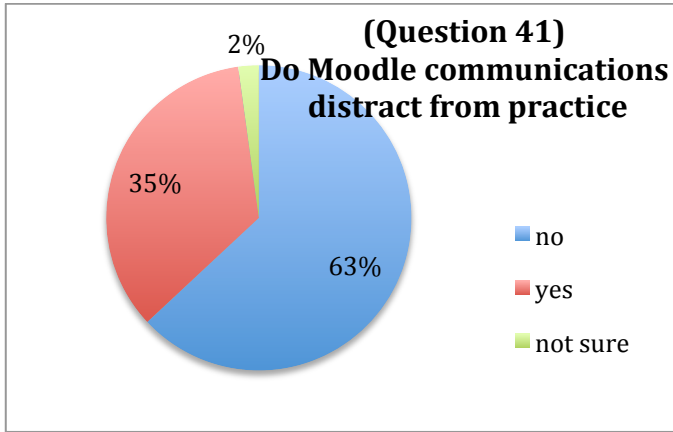
Table 1. Distribution of responses to selected items, re-grouped and categorized in to clusters

N = 46	Yes	No	Not Sure
Access / Use Questions			
1) Do you find Moodle inviting in design	11%	89%	
2) Do you find Moodle useful	85%	15%	
3) Does Moodle's present design motivate/encourage you to use it	2%	98%	
8) Do you find Moodle playful	7%	93%	
9) Do you find Moodle logical	9%	91%	
13) Do you use the Moodle 'Sections Links' tab	13%	87%	
14) Do you fail to navigate Moodle to reach the page or resource you need	59%	41%	
26) Would you prefer to scan all your course work documents and hand them in via Moodle	52%	48%	
27) Do you prefer to use hard copies of documents that are provided on Moodle	70%	30%	
28) Are you able to focus when reading course documents online on Moodle	37%	63%	
Digital Engagement Questions			
30) Do you like to share digital files socially on other digital sites	76%	24%	
31) Do you like to blog	44%	54%	2%
32) Do you wish to use Moodle for interim peer feedback	74%	26%	
33) Do you prefer in-class discussion for feedback more than digital feedback	46%	50%	4%
34) In your view, do you spend too much time using a computer for your studies	61%	39%	
35) Do you prefer to work on manual/ tactile tasks	74%	26%	
37) Would you like to use the computer more for your studies	7%	93%	
38) Does your inspiration come from digital resources on Moodle, such as looking at examples of other's work	13%	87%	
Look of Moodle - Access Questions			
4) Would you prefer a texture designed background to each page	37%	63%	
5) Would you prefer a toned designed background to each page	43%	57%	
6) Do you prefer the plain background document style that presently exists	43%	57%	
7) Would you prefer a coloured page background	67%	33%	
18) Would you prefer each page of the breadcrumb trail to be keyed by colour	59%	41%	
19) Would you prefer each page of the breadcrumb trail to be keyed by sound	0%	100%	

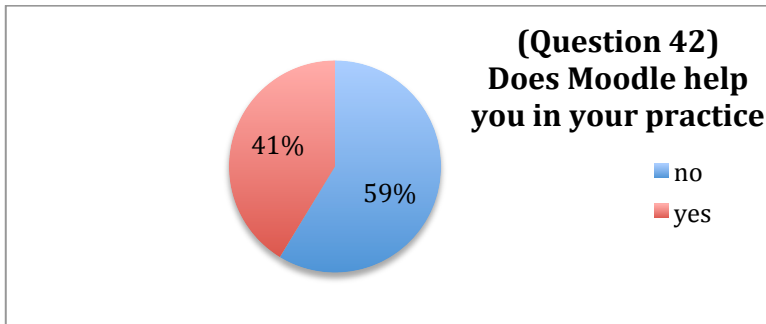
22200) Would you prefer the Unit titles to be keyed	67%	33%		
20) Would you prefer the unit titles keyed in colour				
21) Would you prefer only the titles aspect of each page layer to be keyed by colour	41%	57%	2%	
22) Would you prefer the unit titles to be keyed by sound	7%	93%		
23) Would you prefer the unit titles to be keyed by symbols /visuals images	52%	48%		
24) Would you prefer a tile view to a list view design	83%	17%		
25) Would you prefer to leave the designed look of Moodle as it is	2%	98%		
Resources - Use Questions				
10) Have you investigated the resources on your course Moodle site	80%	20%		
11) Have you used the resources on Moodle during this past year to help you	70%	30%		
29) Do you use the Forum page	0%	100%		
Own Needs Questions				
17) Can you tint or change your Moodle pages to suit your own needs, using either your own or college computer equipment	13%	65%	22%	
39) Are there sufficient digital resources on your course Moodle site for your needs	4%	96%		
40) Do you prefer in-class seminars/tutorials opportunities to discuss tutor's presentations and guidance, rather than delivery via Moodle	89%	11%		
41) Do Moodle communications distract you from progressing actual/real practice	35%	63%	2%	
42) Does Moodle help you in your practice	41%	59%		
43) In your view, does Moodle's deficit of touch and smell sensory experience limit your understanding	15%	83%	2%	
44) Are you happy with Moodle as it presently exists.	11%	89%		
45) Do you have any suggestions you could offer to improve your Moodle experience	59%	41%		
Moodle Support Questions				
15) Did you attend the course Moodle guidance session (as part of ISHE or at any other time)	96%	4%		
16) If you attended the Moodle guidance session, did the guidance help you to use Moodle	54%	46%		
Competence Question				
36) Do you find you have the ITC skills you need to do the set coursework tasks	91%	9%		
Time - Access Question				
12) How long does it take you (from start to finish) in minutes to locate the unit resources on Moodle (use for example your guide to Harvard referencing in ISHE)	1 - 5 minutes 68%	6 - 10 minutes 26%	11 - 15 minutes 4%	Forever 2%

Appendix 6

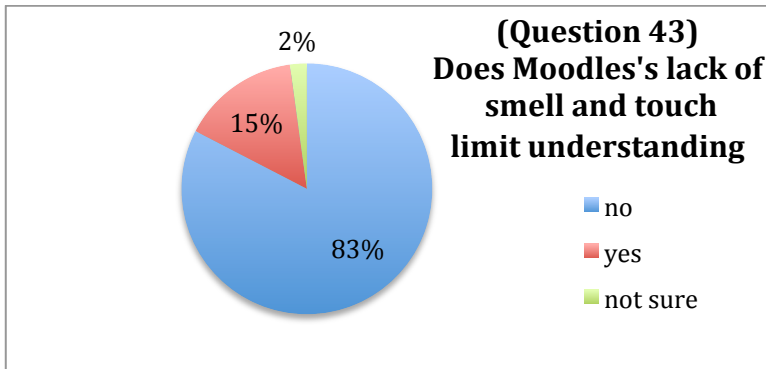




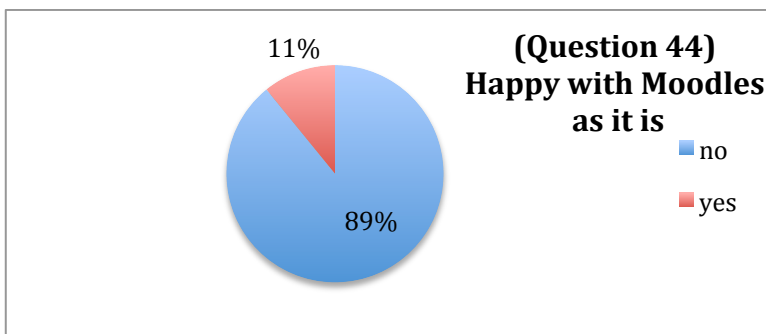
positive



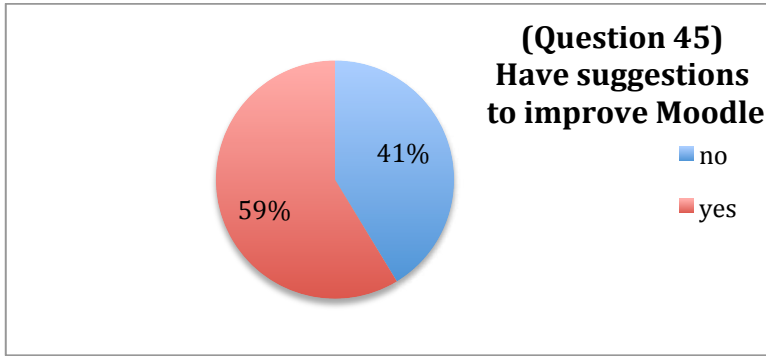
negative



positive

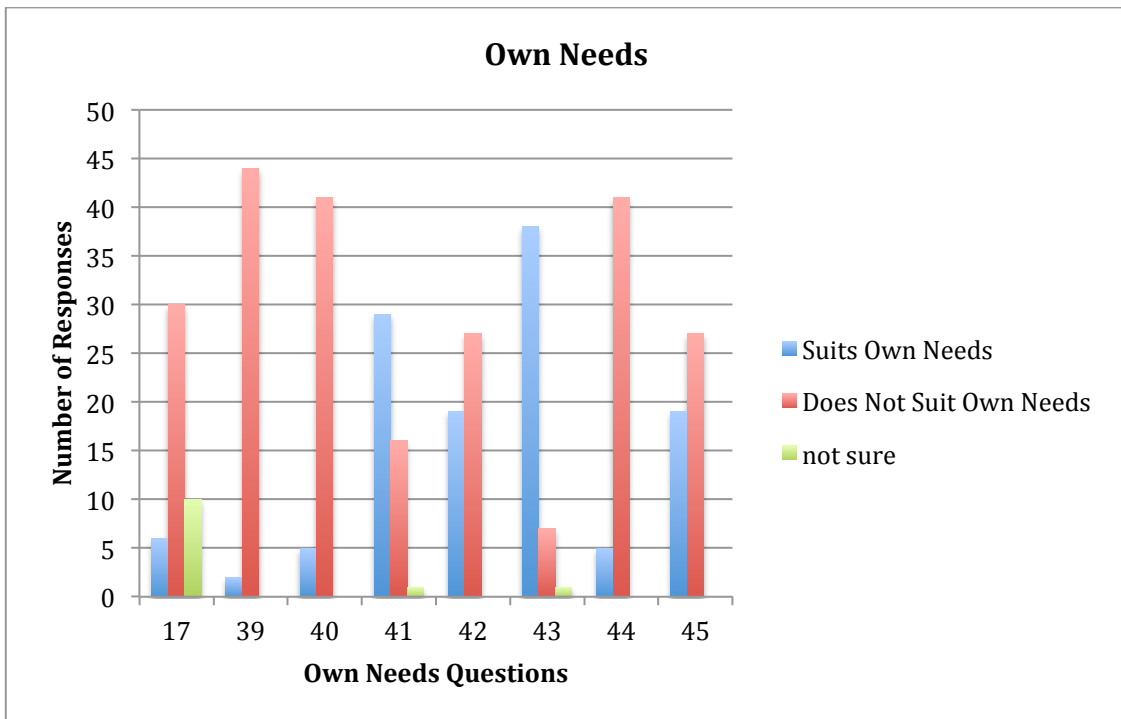


negative



negative

Appendix 7



Appendix 8

Table 2.

Student Suggestion for Improving Moodle -Qualitative Research

1. Present in a tile manner.
2. I suggest that you create an App for UAL Moodle.
3. I think that Moodle is laid out in a slightly complex way and it is often quite difficult finding certain documents. I think this would easily be rectified by having less pages to have to sift through.
4. Change everything (layout and accessibility).
5. Needs to be simplified.
6. Make Moodle easier to find things on.
7. Make it more user friendly by using icons and colour.
8. Coloured background\patterned background and tile set up instead of lists.
9. Make Moodle easier to navigate.
10. To be more organised.
11. Make it more user friendly.
12. It should be redesigned when it comes to the layout so it would be more encouraging.
13. I don't think there should be an emphasis on Moodle. It should just assist tutors. We need more contact time.
14. An app.
15. Make feedback easier to find too complicated at present.
16. Icons and colour coding would be too messy if used too much.
17. Simplified layout.
18. A more inviting layout.
19. I think Moodle can be quite complicated and unclear, especially under our course title. It takes a while to find things.
20. Make an app for Moodle.
21. I think there should be less lectures and more seminars to help with coursework, and an app for Moodle.
22. Get an app for smart phones impossible to access through phone, much too complicated website. Loads of visual aspects needed. Get a web designer perhaps a student not academics to design it. Get Moodle to be more simple with links to homepage and the units in easy access.
23. Keep it simple by using colour coding. Linking everything with colour.
24. It confuses me when there is more than one way of locating a piece of information on Moodle. Attends go round in circles, clicking on several different tabs, before I managed to find the information I'm looking for. Just have one set path to access key information. (Could colour code my work using designed Unit colours).
25. I definitely add a searcher, as I often cannot find my assessment feedback quickly.
26. Keep it simple and easy to understand, have a specific link for each course, have privacy (not to be of to see your connection).
27. Use Moodle and staff together in person.
28. More hands-on work.