The Search for Clarity: A&H Students' Perception of Moodle

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A ChangeMakers Project

Student-staff project in UCL Arts & Humanities (March-June 2022)

Research team: 7 students + 2 staff

Pilot study

5 respondents per researcher

Final numbers

TOTAL = 100 students

- 33 Questionnaire

- 45 Individual interviews
- 22 Focus groups

March: Moodle Orientation with Project Lead

April: Student research

May: Focus group with students and staff to contextualise and discuss findings

June: Project Lead's report

6th Sept: RAISE 2022 Presentation of Findings

13th Sept: Presentation to Faculty

October onwards: next iteration of Arena/FLTL Faculty-level research

Types of questions

Persons specification

❖ Please indicate your level of study.

❖ Please indicate your year.

❖ Which department(s) within A&H do you belong to?

Close-ended questions

❖ What comes to mind when you think of a "good" Moodle site?

❖ Which types of activities do you find most useful in a Moodle course in supporting your learning experience? (eg. quizzes, forum, interactive videos, « hot questions », incorporated reading lists or other apps...)

Open ended-questions

❖ Please rank the Moodle activities in the order you find them most relevant and helpful for your studies (important higher, less important lower). (optional)

❖ Would you like to explain your ranking choices? Are there any activities that you do not use or not find useful? If you have chosen 'other', please do explain what you refer to. (optional)

❖ Could you expand on one or two activities that has significantly enhanced your understanding of a subject on Moodle?

❖ What kind of Moodle structure works well for you? (divided by week, topic, theme, for language students: grammar, vocabulary, oral...).

❖ Can you name a module code or title you think uses Moodle particularly well?

❖ Would you like to show us one of your module's Moodle page that works well for you? (optional)

Further questions after research

❖ Any other comments regarding Moodle (good or bad), or anything else? (optional)

❖ Enter your email here if you would like to receive the results of our research. (optional)

Recommendations Arising: Clarity

- Everything on a module page should be deliberate, and of use to the current student cohort.

- Use consistent naming conventions for all documents. Avoid default strings of numbers.

- If organising Moodle by week, include calendar dates in titles along with Week 1, Reading Week, etc.

- Ensure assessment details and inboxes are clearly signposted, and are not hidden in weekly content.

- Use Conditional Release to release content by week, or to cascade activities. State that this is in place.

- Make the module handbook clearly available in Moodle, and ensure it is up to date.

Recommendations Arising: Resources

- Use Reading List to ensure students access the correct versions of resources, and to keep the Library informed of current module requirements and use statistics.

- Use links to university databases, rather than downloading papers and uploading the PDFs.

- Work with a Subject Librarian to check the accessibility of essential PDFs and documents in your course, and ensure the most appropriate versions are used.

- Mark reading and resources as Core/Essential and Optional/Further as appropriate.

- Use inbuilt Accessibility Checkers in Word and PowerPoint to create easily-read resources. Use the Accessibility Report to check all uploaded resources.

Impact

An active illustration of our existing students' experiences.

Introduced an effective student-led research mechanism at Faculty-level.

Allows Faculty-level strategy and planning to be firmly influenced and shaped by real student experiences and concerns.

Highlights positive experiences in our existing Moodle modules.