



MASSEY UNIVERSITY

# The Move to Moodle

## Perspectives of Academics in a College of Business

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ascilite Conference

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# The Move to Moodle: Perspectives of Academics in a College of Business



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“To provide an **exceptional** and **distinctive** experience for  
all students through a rich digital learning culture.”

# The Move to Moodle: Perspectives of Academics in a College of Business

1. What students tell us
2. What staff have to say
3. Next steps



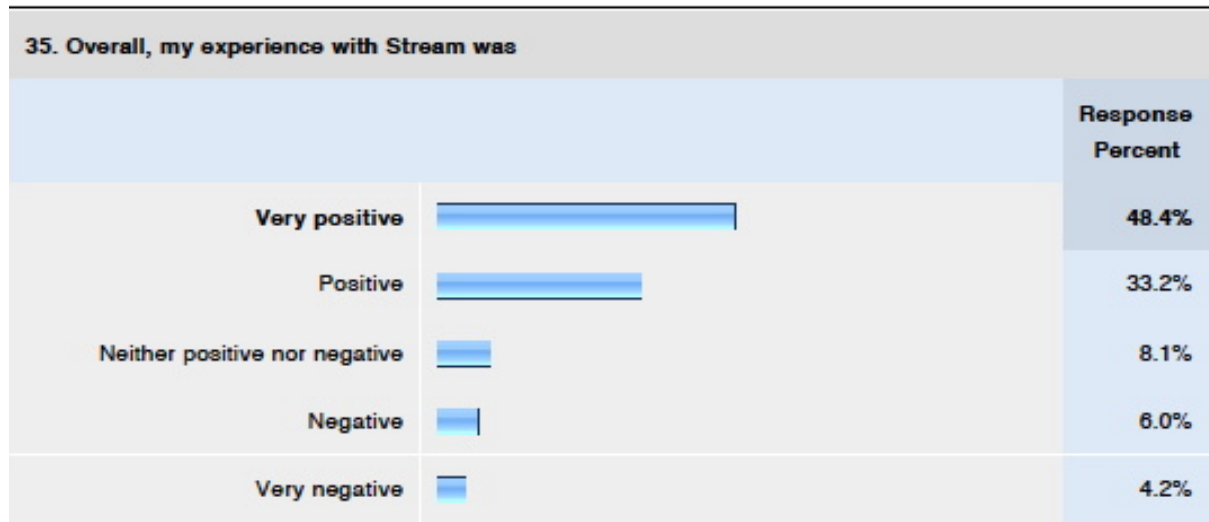
# 1. What Students Tell Us



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**2009**

- 81% say experience was positive or very positive



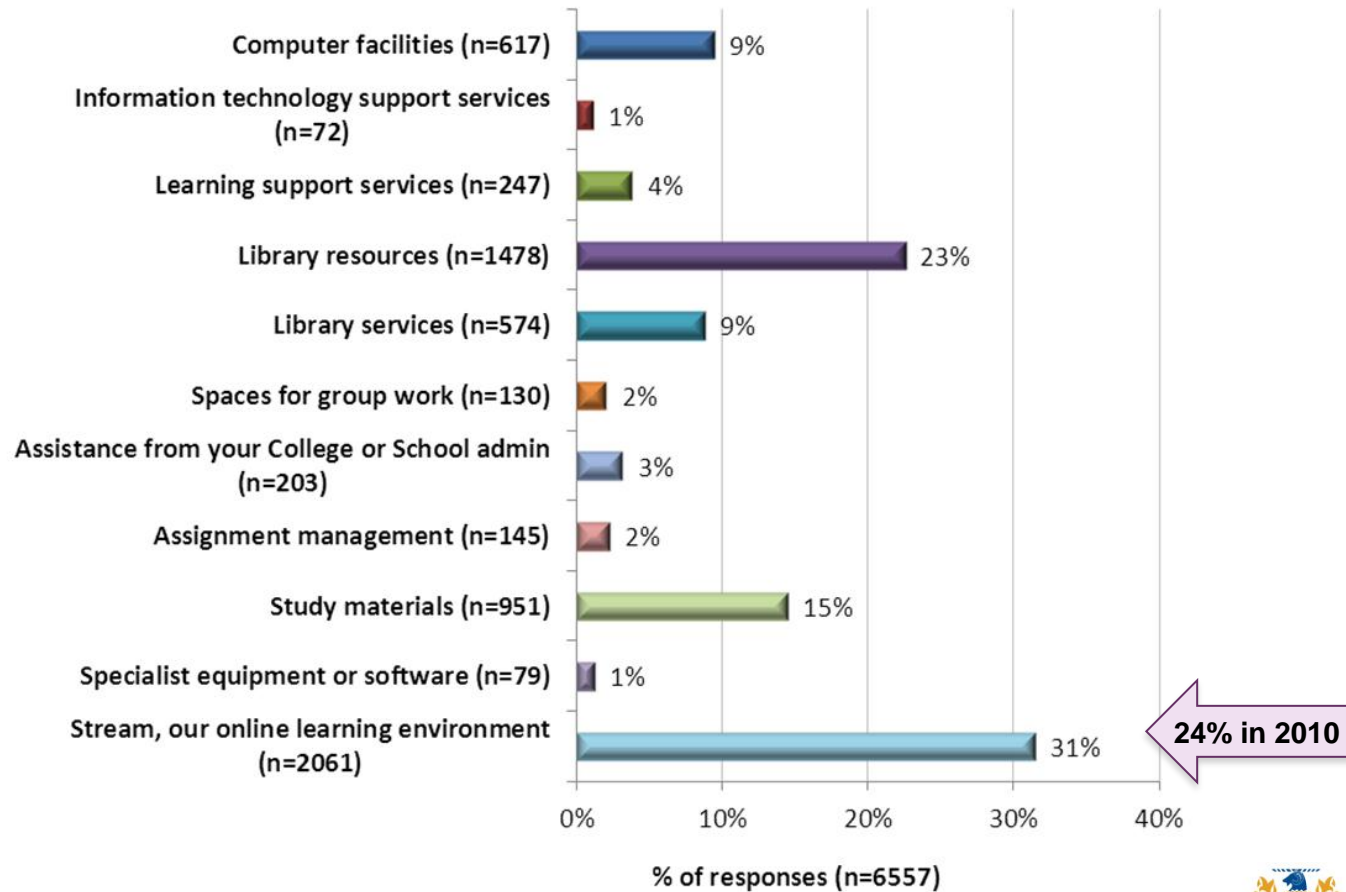
# 1. What Students Tell Us

## Student Evaluation Data

<b>AUSSE – Online Learning</b>	<b>2010 (Sept)</b>
Used often	80%
Well integrated	90%
Enhanced learning	76%

<b>Student Experience Survey (April)</b>	<b>Good or Very Good</b>
2010 - Rating of Stream	80%
2011 - Rating of Stream	82%

# 1. What Students Tell Us





# 1. What Students Tell Us

## Massey Online Survey Tool...

- Semester 1 2010
- 85% of respondents 'agreed' or 'strongly agreed' that their learning had been enhanced through the online environment



## 1. What Students Tell Us

“I hope the course co-ordinators of my future papers (courses) utilize Stream as fully as xxx did... in Semester 2. It seems we only get out what the co-ordinator is willing to put in – I have noticed such a big difference between courses I have taken, which is disappointing – but xxxx nailed it!”



## 2. What Staff Have to Say



## 2. What Staff Have to Say

Question	Responses		
	Strong Agree/ Agree	Neutral	Disagree/ Strongly Disagree
I have a basic knowledge of tools and features available on Stream.	98%	2%	0%
I am confident in my ability to use the different tools and features available in Stream.	62%	21%	2%
I have made an effort to fully integrate some of the different tools and features available in Stream in my teaching/paper.	77%	13%	9%



## 2. What Staff Have to Say

Question	Responses		
	Strong Agree/ Agree	Neutral	Disagree/ Strongly Disagree
The implementation of Stream has helped me to think more deeply about my teaching and course design.	31%	38%	31%
The use of Stream has helped me improve the quality of my teaching.	35%	40%	25%



## 2. What Staff Have to Say

Question	Responses		
	Strong Agree/ Agree	Neutral	Disagree/ Strongly Disagree
I believe the use of Stream has enhanced the LEVEL of staff-student and student interaction in my paper(s)	36%	35%	29%
I believe the use of Stream has enhanced the QUALITY of staff-student and student interaction in my paper(s)	21%	44%	35%



## 2. What Staff Have to Say

Question	Response		
	Strong Agree/ Agree	Neutral	Disagree/ Strongly Disagree
Stream has helped me to feel more connected with my INTERNAL students	25%	19%	56%
Stream has helped me to feel more connected with my DISTANCE students	57%	24%	1%



## 2. What Staff Have to Say

Benefits of using Stream	Response		
	Benefit	Not a benefit	Not sure
Increases student-student interaction	42%	33%	24%
Increases staff-student interaction	44%	35%	22%
Increases student interaction with content	35%	26%	40%
Offers more variety of content	60%	19%	21%
Helps to keep students motivated and on track	16%	27%	57%
Offers students more flexibility over their learning	50%	16%	34%
Promotes more active learning	27%	31%	42%
Allows for more real-world examples	27%	30%	43%
Helps to save the teacher time	23%	51%	26%
Reduces the cost of producing student handouts	63%	28%	8%
Increases the effectiveness of my teaching	18%	36%	46%
Makes content available for study and revision	67%	22%	11%
Helps to keep my course up-to-date	52%	30%	17%
Helps to build a vibrant learning community	33%	27%	40%
Helps to make my course look more cutting edge	42%	23%	35%



## 2. What Staff Have to Say

Question	Responses		
	Strong Agree/ Agree	Neutral	Disagree/ Strongly Disagree
I was well informed of the different types of support available in my efforts to implement Stream	77%	8%	14%
I was well supported by central university services in my efforts to implement Stream (e.g. CADeL, Library, NSATS etc)	71%	14%	14%
I was well supported by my academic unit or college in my efforts to implement Stream	73%	14%	12%



# Conclusion

**shallow systems compliance to  
deep pedagogical change.**



# Conclusion

## Three takeaways...

- Most student expect their learning to be digitally augmented
- Managing students' expectations of what they want and will actually experience is crucial
- Requires leadership and an institutional culture which values innovation in teaching



# Conclusion

“It is a capital mistake to theorize before one has data”

(Sherlock Holmes).



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# Questions



“A prudent **question** is one-half of wisdom.”

Francis Bacon

<http://www.slideshare.net/mbrownz/>