

LMS Survey

Carleton University
2018 Report

EXECUTIVE SUMMARY

This report provides a summary and analysis of the response data from the *Learning Management System Review Survey 2018* conducted online between May 14, 2018 and June 25, 2018. The goal of the survey was to capture feedback from LMS users about their experiences and use of cuLearn (Moodle 3.1.1). This survey is part of the five year learning management system review cycle after transitioning to Moodle from WebCT in 2014.

The survey contained **18 questions** in total, and was distributed to LMS users via a link to a SurveyMonkey tool. In total, **257 responses** were received from faculty (58%), contract instructors (34%), and staff (7.4%). The majority of the survey respondents were **experienced educators and experienced LMS users**: 70% reported > 10 years of teaching experience, with > 5 years of experience with an LMS. It should be noted that although respondents self identify as experienced, their use of the LMS is generally simplistic and only recently have we seen more users start to take advantage of the more advanced tools, such as assignments and quizzes. While the LMS use is ubiquitous among instructors there is room for growth in use of offered functionality.

Respondents indicated that **email and announcements** were their **most used** tools, with **sharing documents** in second, and collecting **assignments** and **grading** in third. Those respondents who indicated that they did **not use cuLearn** provided a range of reasons for their non-use: difficulties with **large class** sizes, **LMS complexity** (too many clicks) and frustrations with the **interface**.

When asked about LMS performance, cuLearn's **stability and reliability** were both ranked positively by more than 80% of respondents. LMS **usability** was ranked as satisfactory to excellent by ~60% of respondents, and the LMS' **appearance** was rated positively by ~73%. According to the

data, the **lowest ranking criterion was LMS speed**. Only 55% of respondents indicated the speed was satisfactory to excellent. Qualitative answers suggest that LMS speed is

particularly problematic when grading, uploading content, or working with **large class sizes**. Speed complaints must be addressed with ITS to ensure that instructors of large enrollment classes are as equally well served by the LMS as other LMS users. Similarly, the slow grading speed of the LMS (particularly in the Assignment Grading screen) needs to be resolved to facilitate easier grading within the assignment as this was a top used tool. Some Survey Respondents' complaints about the LMS demonstrated a **lack of awareness about the LMS' functionality**. Support efforts should focus on these knowledge-gaps and target low-use tools to increase user capacity.

Survey data indicates two preferred methods of LMS **support: calling/emailing** the EDC and using the cuLearn Support Website. Interestingly, 70% of respondents indicated that their preferred way to learn a new technology is via **text-based instructions** with screen images, a support mechanism already in place with the cuLearn Support Website. Overall, the cuLearn **Support Website was rated positively** with the majority of respondents indicating they'd use it again, that the content on the site was accurate, useful, and relevant. **Face-to-face consultations also rated high** as a popular method of LMS support. Ensuring adequate staffing to enable support consultations and support site maintenance should be a priority to properly support LMS users. Approximately 46% of survey respondents indicated that they ask colleagues for support. EDC support and training should consider the benefits and power of **inter-colleague training**. Perhaps more training workshops could be created that are facilitated with or in partnership with other LMS users. **Use cases and samples** of cuLearn courses and grading setups would assist LMS users with creating better courses.

Future plans for the LMS include an update in May 2019 to Moodle 3.5 to address current user complaints about the interface and the usability of LMS. The EDC and ITS are also working on a number of issues and enhancements to be completed for the May upgrade.

PURPOSE OF THE SURVEY

The 2018 LMS Survey was designed to capture feedback on Carleton University's Learning Management System (cuLearn/Moodle). The data discussed in this report reflects user feedback on Moodle version 3.1.1. Responses to the survey will be used to identify problematic areas in the operation and support of cuLearn and make recommendations to improve both areas.

SURVEY DETAILS

Methodology

The survey contained 18 questions that included multiple choice (11), likert scale ratings (3), and short answer (4). The survey was conducted online and distributed as a link to a Survey Monkey survey via email signatures and the Carleton intranet to Carleton faculty, contract instructors, TAs and administrators. Data discussed in this report is based on responses obtained between May 14, 2018 and June 25, 2018, inclusive. **The complete survey data, including the question text, graphs, analysis and example qualitative responses are available in Appendix A.**

Participants

The data set included 257 usable responses with the following participant demographic characteristics:

- 58% faculty, 34% contract instructors, and 7.4% staff.
- All faculties were represented (ENG low, FASS high).
- Over 70% of respondents have 10+ years of teaching experience.
- Almost 80% of participants have > 5 years experience using an LMS.
- 11% have taught an online course; almost 20% have taught a “blended” course.

Non-LMS User Feedback

The LMS Survey did capture some reasons respondents cited for not using the LMS. The most common reasons

were issues regarding difficulties with **large class sizes**, general system **complexity** (too many clicks) and frustrations with the **interface**. A general **lack of knowledge** of the system's capabilities was also mentioned.

For qualitative responses to Q6: If you do not use cuLearn, please explain why please see Q6 in Appendix A.

KEY FINDINGS

Instructor use of cuLearn

Results of the survey show that instructors use cuLearn for a range of purposes (Q10). The primary uses, not surprisingly, are for communicating with students via email and announcements. Respondents also indicated that they use cuLearn to post content, to collect assignments and to grade. As foundational aspects for teaching and learning, these finding as not particularly surprising. These and other responses are detailed below:

- The most reported tool used in cuLearn was **email and/or announcements** (95%).
- Posting **content, assignments** and **grading** were the next highest reported uses.
- 46% reported using cuLearn for posting **videos**.
- **Quizzes and forums** were only used by about 30% of respondents which are both lower than expected.
- **Rubrics and marking guide** for assignment use was higher than expected at almost 30%.
- **Midterm feedback**, surveys and **web-conferencing** were also low at about 10%.

A visualization of response data for all Q10 options is below in Figure 1.

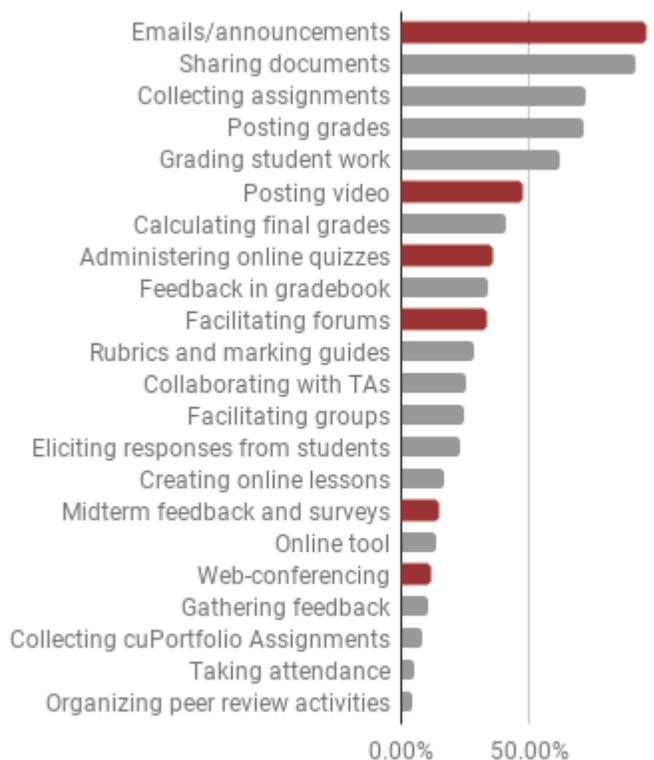


Figure 1: Indication of reported tool usage in cuLearn (Q10) shown in descending order. Interesting results highlighted in red.

Reported Student/TA Response to cuLearn

Survey respondents were asked to indicate what feedback they'd received on their use of cuLearn from students and/or TAs (Q13). Respondents were given a short answer format to provide qualitative responses to the question. The answers were then coded and grouped according to theme.

The majority of responses indicated that the survey respondents had received **little or no feedback** from students/TAs, with some respondents noting that students and TAs don't complain if the system is working well. There were twice as many positive then negative comments.

Approximately 74 answers indicated that students/TAs have responded positively to cuLearn or that they "like it". The majority of positive comments centered around the general **access to and organization of course materials** in one spot (documents, information, links, grades, activities etc.). There were also positive comments about **communication tools** such as email and announcements as well as the **assignments** functionality.

The majority of **negative** comments were in regards to the interface being "**clunky**", not intuitive or requiring too many clicks. There were some complaints around **grading** in regards to proper gradebook setup complexity and general

entry and importing. The issues of identifying students due to differences in **given and preferred names** was also mentioned. People reported problems with the grading interface for **assignment** crashing or taking a long time to load and that the uploading of files was slow. There were also multiple reports of students having issues submitting assignments in relation to finding it tricky to complete the submission or upload files.

Among the negative responses, were indications of the need for more instructor support. For example, a respondent indicated that students had complained about "too much content" on the site, while another noted students found things "hard to find" on cuLearn. These responses suggest a need for increased pedagogical instruction regarding course design and structure.

Another common theme that should be mentioned is the **expectation** from students of instructors to use cuLearn.

For qualitative responses and summary to Q13: What feedback have you received from students/TAs on your use of cuLearn in your courses? see Q13 in Appendix A.

cuLearn Support

The current cuLearn support model includes a support website, training workshops, phone, email, walk-in, and scheduled consultation support. Instructors have a range of options to assist them with their LMS questions and tasks.

When asked how they have receive LMS assistance (Q11), respondents primarily seem to figure things out on their own (~80% sometimes, frequently or often). Respondents indicated their two preferred methods of support as: **calling/emailing the EDC** (55% sometimes, frequently or often use this method) and using the **cuLearn Support Website** (~57% sometimes, frequently or often). However, Interestingly, around 46% of survey respondents indicated that they prefer to **ask a colleague for support** (sometimes, frequently or often), which perhaps suggests that training reach extends beyond helping just the individuals in workshops or consultations. Trained instructors may share their knowledge and understanding with their colleagues.

When asked to indicate their assessment of the **cuLearn support website** (Q14) in each of the following categories:

their willingness to use the site again, its accuracy, relevance/usefulness, searchability and the availability of content. Overall, feedback on the website indicated that most respondents felt positively about using the site and that it met their needs. The majority of respondents, about 70%, indicated that they **would use the website again**. With about 60% finding the instructions accurate, relevant and useful. Site searchability was rated positively with more than half of respondents (~58%) saying they agreed or somewhat agreed the site was **searchable**, however, there is room for improvement here.

Slightly more than half of respondents (~52%) indicated that the **content they needed was available** on the support site. This finding suggests that the site's content should be reviewed to identify gaps in support topics and to encourage continued use of this support medium.

When asked how they prefer to learn to use new technology (Q12), almost 70% of respondents prefer Online, text-based with screenshots to learn new technology with One on one consultations, Electronic or printed documents, Workshop and Videos all being similar at just over 40%.

For more detailed information please see Q11, Q12, Q14 and Q16 in Appendix A.

LMS Performance

Survey respondents were asked to rate the LMS according to **6 criteria**: stability, reliability, speed, usability, appearance and power (Q15). Respondents rated each category using a likert style scale (unacceptable, needs improvement, satisfactory, excellent).

Results showed that respondents were satisfied or more than satisfied with the LMS's **stability** (90% of respondents) and its **reliability** (+81% of respondents). Most respondents were also satisfied or more than satisfied with the LMS's **usability** (ease of use ~60%). Training, resource creation and documentation could help remediate the 40% of the respondents who reported that the LMS needs improvement in usability and interface design. Some qualitative answers in this area demonstrated a lack of understanding of the functionality available in the LMS or a lack of awareness of the functionality.

Approximately 73% of respondents rated the overall **appearance** (look) of cuLearn as satisfactory or excellent. cuLearn's **power** (ability to perform complex tasks) was rated as satisfactory/excellent by ~63% of respondents.

The lowest ranked aspect of cuLearn was LMS **speed**/page load time. While most respondents still reported they were satisfied or more than satisfied (~56%) with the system's speed, this category ranked lowest among those rated. In qualitative questions (Q18), respondents noted that the **grading interface was slow** (loading and re-calculating) and frustrating during the **grading of assignments** and uploading of feedback files and the uploading of grades. Other responses indicated frustration with **uploading files**, such as teaching resources, and with communicating with students, particularly the time it takes for **emails** to be sent. Speed complaints were also noted particularly for **larger class sizes**. **Page errors** in cuLearn such as, freezing, crashing and time outs, were also represented in the comments. Reported as especially in relation to the issues mentioned for speed as well as for taking quizzes.

For more detailed information please see Q15 and Q18 in Appendix A.

RECOMMENDATIONS

System Performance

Performance should be a top priority as it impacts every aspect of the LMS. The key concerns related to slowness are: gradebook load time, gradebook recalculating time, assignment grading page load time, time taken to send email, uploading files and general page load times. Page errors are also a concern. Specifically, the following actions should be taken:

- Continue to track and review instances of slow LMS issues (speed/errors) and promote the reporting of speed issues experienced by the user community to ITS.
- Continue to investigate the problem with ITS and the LMS Steering Committee. More specifically, set and review speed benchmarks for insight on the potential causes of key concerns.
- Enable error reporting on the server and actively review these logs to help spot and make plans to address common errors.
- Hire an external Moodle vendor to assist in benchmarking, reviewing and optimizing the Moodle infrastructure and processes.
- Explore the integration of Office 365 mail to cuLearn to improve the course mail experience.

Usability, User Interface, and Power

Key actions for improving the usability and user interface should focus on simplifying the process of using cuLearn, setting up activities, completing tasks, enhancing LMS support and LMS functionality. Specifically, the following actions should be taken:

- Improve the interface via an upgrade in May to Moodle 3.5 and the implementation of the Boost theme. These updates will modernize the site's appearance and bring improvements to navigation and course editing. Work with Web Services to ensure the look and feel is consistent with Carleton's brand. Also explore customizing some of the page text and page formatting for things like assignment submission to make the process as intuitive as possible for students.
- Increase resources and training materials to improve user understanding of the LMS.

- Continue to offer workshops, perhaps led by other LMS users, that demonstrate key functionality of tools and interface.
- Add to the resource selection by creating short how-to videos. Promote these videos on the support site, in workshops, when working with instructors and through departmental communications.
- Promote and support the underused and misunderstood tools identified in this report. Quizzes, discussion forums, midterm feedback surveys, and web-conferencing (BBB) etc..
- Implement User Tours (guided introduction for first time users available in Moodle 3.5) to assist users with understanding the basics of the system.
- Explore improving the default course template to remove lesser used items so courses are less cluttered.
- Develop course templates that provide a consistent course scaffolding for instructors to follow based on good instructional design that can be easily adoptable/add to any course.
- Turn on the Annotating Assignments tool which allows teachers to open student work submitted through the assignments tool online, without having to download files, as well as make annotations on top of these files. This will reduce the steps and time needed to completed grading of assignments.
- Turn on the Global Search which lets users search across their entire cuLearn site for courses, activities, resources or any other materials posted to a course. This will allow people to access content they are looking for faster.
- Identify the cause of discrepancies between given and preferred names in cuLearn and Banner course lists and fix it so that there are identical class lists in both.
- Update the cuLearn dashboard to contain only one clean course list separated by semester. Remove unneeded blocks and relevant cuLearn support information as well as other Carleton support materials deemed appropriate by the LMS committee and relevant stakeholders. Simplify the information block containing the Content Sharing & Copyright and course not displaying information to take up less room and be editable by administrators so updates appear to users (not currently possible).
- Evaluate and test plugins that improve usability and functionality based on requests they have been made. Some requests include: Office 365 integrations, forum enhancements (formatting,

feedback, and anonymous posting), enhanced course and grade analytics, peer evaluation options, mail enhancements, automated notifications/reminders, submission of large files etc..

Gradebook

When respondents were asked what would make the LMS experience better for them, 25% mentioned the gradebook. Responses often noted the complexity of the gradebook and difficulty understanding the grading system. These responses suggest that more resources, training, and support is needed to fully enable LMS users to maximize gradebook functionality. The following actions should be taken:

- Develop support resources focused on example use cases: video demonstrations, text based instructions, and workshops.
- Work with volunteer instructors to improve existing information to be easier to digest.
- Review grades setup, setting and contextual menus during next upgrade period to see if configuration changes can be made to make the use of grades more logical.

It should be noted that a number of improvements to the grading process were implemented in a minor update to cuLearn at the end of August 2018 after this survey was conducted. The updates simplified the process of preparing grades to be ready for E-Carleton import, applied the default that course total grades be hidden to students, and set the default weighting of grade columns to zero so there was no confusion over improperly computer course totals.

Online LMS Support

Survey respondents indicated that online, text based instructions with screen images were their preferred support format for using the LMS. Ensuring that the cuLearn Website provides accurate, relevant, and clear content should be a high priority to support LMS users' needs.

The following actions are recommended to ensure the cuLearn Support Website is useful and reliable for the LMS user community:

- Identify missing information on the cuLearn Support Website and fill in the content gaps with instructions/screen images.

- Review and revise the existing instructions to check for accuracy and relevance.
- Improve the website's searchability by revising the existing landing page, navigational structure and converting to a Carleton CMS knowledge base type website for a more integrated search.
- Add more recommendations and examples as a number of respondents wanted to see more tips and tricks on the support site.
- Create instructional videos to add to the cuLearn Support Website. Questions 12 and 16 indicated that over 40% of people are willing to learn this way and over 55% felt that they would like to see this on the support site.
- Add print friendly link for each page of instructions as many people indicated that they would like a pdf of instructions. This is a plugin for the carleton CMS wordpress sites that was present several years ago and that we can ask to be put back.

In-person Training and Support

Survey responses indicate a preference for one-on-one consultations and technology workshops as a preferred support model (Q12), after online text-based support. To best facilitate face-to-face support and larger group workshops, the cuLearn support team needs to be adequately staffed.

Supporting LMS users should include LMS workshops and training to build the user community and encourage increased uptake of unused tools.

Respondents also indicated that they prefer to ask a colleague for assistance with learning how to use LMS tools. Workshops and individual consultations may appear to reach only a small number of the LMS community, however, the LMS training reach is expanded when trained users share their knowledge with other LMS users.

To support inter-collegial training, department specific training and increasing user-led workshops could be a strategy to engage the LMS user community from the bottom up. Some survey respondents indicated that being able to see examples of course design, assignment or gradebook setups would be useful. Increased resources should be created to support instructors in this way.

Research and Outreach

More time should be spent analysing and acting upon the data collected for this survey. Specifically, the following actions should be taken:

- Determining which what tools online instructors use as compared to instructors with no online teaching experience.
- Difference in use and perceptions between contract instructors and faculty.
- Difference in use between faculties.
- Directly contact instructors who expressed issues with functions in cuLearn that we can address through training them on the use of tools available to them.

CONCLUSION

Carleton University currently runs Moodle version 3.1.1 as the learning management system (LMS) branded cuLearn. Between May 14, 2018 and June 25, 2018 LMS users were surveyed to capture their experience and use of the LMS. Results from 257 responses indicated that the majority of users are satisfied to more than satisfied with the LMS's reliability, stability and ease of use. cuLearn's power and appearance were also rated highly by survey respondents. The criterion that was rated lowest was LMS speed. Qualitative answers suggest the speed is particularly problematic during grading and in large class sizes. Future plans for the LMS need to address speed and ease of grading to mitigate the frustration LMS users face in these areas.

User support models are diverse for cuLearn. Survey respondents indicate that they prefer to learn new technology via text-based instructions with screen images. The current cuLearn Support Website, which provides mainly text-based instructions with screen images,

It is normal business practice to look at the ecosystem of Learning Management System solutions every 5 years. This is our responsibility as eLearning practitioners. While every attempt was made to include as many stakeholders as possible, there are clearly many more cuLearn users who were are not represented in these results--students and TAs are two examples of this. Because the survey was administered at the end of the academic year, in the wake of the CUPE strike, this survey does not show a 360 degree evaluation of the LMS. It does, however, provide us with foundational information with which to move forward.

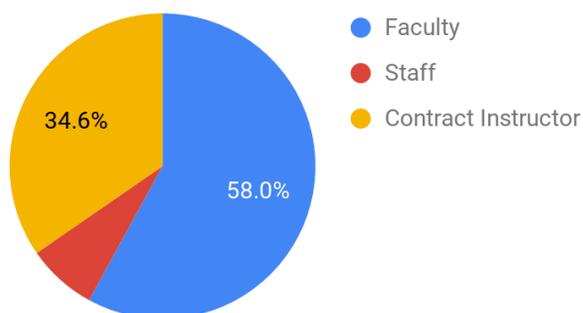
Appendix A: Survey Data Analysis

PARTICIPANTS

257 respondents (283 with blank responses)

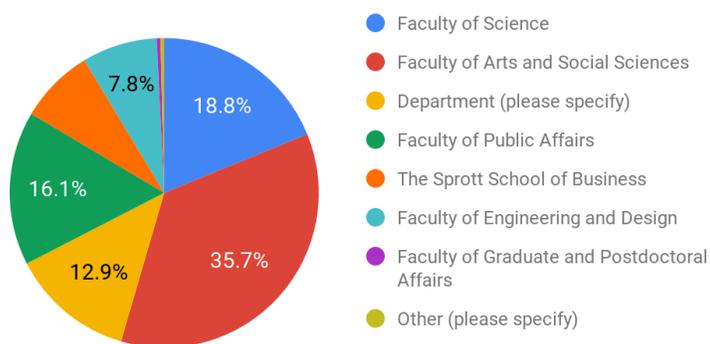
Almost 20% indicated that we could contact them to follow for more information.

Q1: Your Role



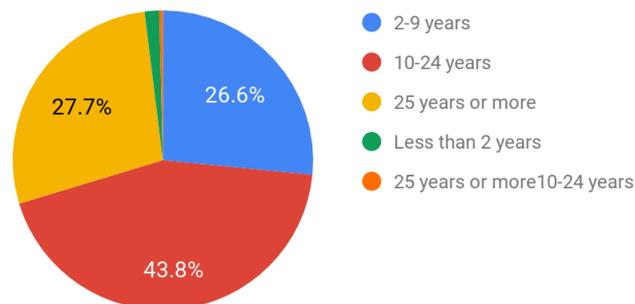
This result is not representative of the known distribution of the teaching community at Carleton.

Q2: Association



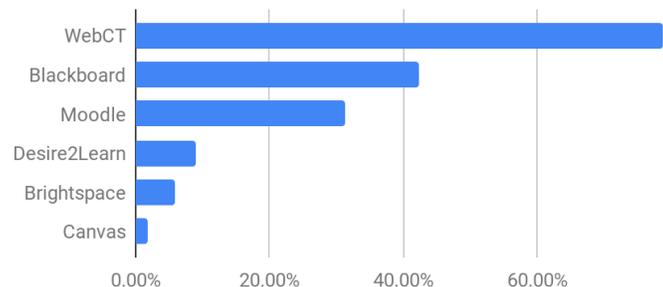
All faculties are represented in the survey with the faculty of engineering being underrepresented and the faculty of arts and social sciences being over represented.

Q3: How long have you worked in higher education?



Over 70% of respondents have over 10 years of teaching experience, indicating that we have a very experienced user base in university instruction.

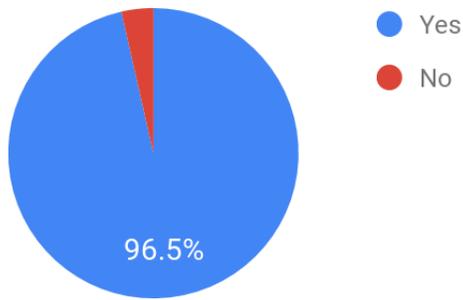
Q4: Have you used other Learning Management Systems? If so, which ones?



This result coupled with the results from question 7, seem to indicate that we have a large cohort of instructors who have been teaching at Carleton for over 5 years as WebCT (BlackBoard product) was the predecessor to cuLearn.

The “Other (please specify)” option elicited responses of personal websites, custom LMSs, publisher’s LMS, departmental websites, wikis, and ARES.

Q5: Do you use cuLearn in your teaching?



96.5% reported using cuLearn in their teaching.

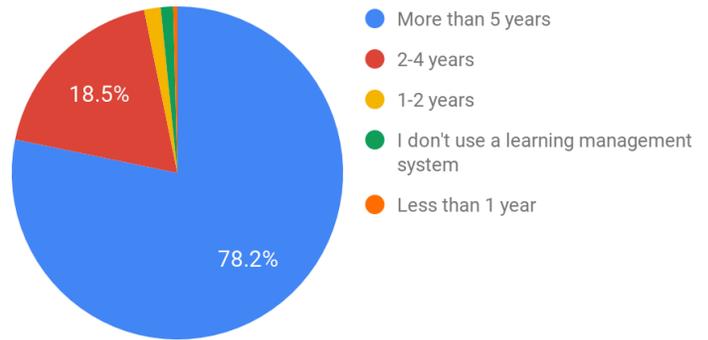
Q6: If you do not use cuLearn, please explain why

All of the responses for respondents who do not use cuLearn are reproduced below. The most common reasons cited were issues related to using it for large courses, general complexity (too many clicks) and the interface. General lack of system capabilities knowledge was also mentioned.

- “Answer above is sometimes. For graduate courses - I use CULearn. For large undergraduate courses I never use CULearn as the tool does not meet the needs for large multisection lecture/ multi section lab and multi instructor courses.”
- “cuLearn is a fragmented, tortuous, non-intuitive platform desperately in need of complete revision to bring it up to 21st Century standards. Students are either apathetic to it or continuously complain about it. So do other Faculty. It's only functional purpose is emailing classes and even them it is suffocatingly limited.”
- “dont know its capabilities and am challenged as a CI to find the time to dig in”
- “For small courses I use it - for large courses (multi lecture or multi-lab) I am forced to use other tools.
- “I don't think I need it.”
- “It's terrible. It takes many clicks and menus just to post a file.”
- “Since computers, with their complex procedures and the constant inconvenience of password access blocks, always make things take 10 times longer to do than they used to and create unnecessary problems and confusions, I am better off without them.”

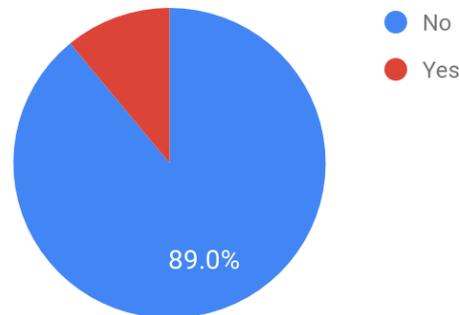
- “too complicated ... a total mess to even try to use it”

Q7: How long have you used a learning management system like cuLearn?



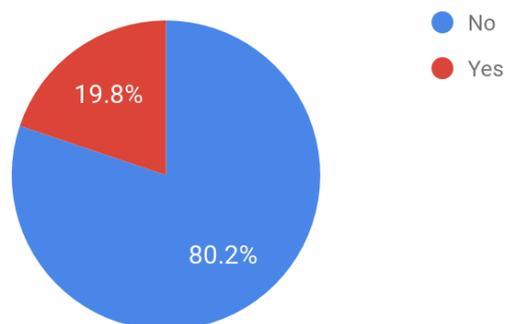
Almost 80% have over 5 years using an LMS indicating an experienced user base with at least the base set of LMS functionality.

Q8: Have you used cuLearn to teach a fully online course?



11% have taught an online course, indicating that they might have used or tried some of the more advanced LMS functionality.

Q9: Have you used cuLearn to teach a blended course?

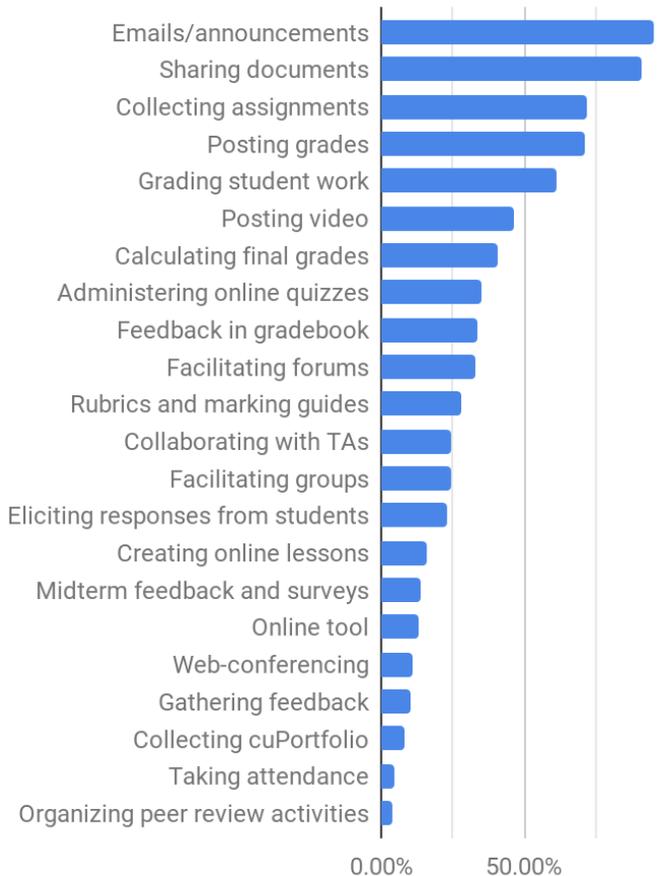


Almost 20% have taught a “blended” course, again indicating that they might have tried some of the more advanced LMS functionality.

additional/review and workshop materials. One respondent also mentioned using cuLern to “Analyzing student activity”.

INSTRUCTOR USE OF CULEARN

Q10: How do you use cuLearn? (Choose all that apply)

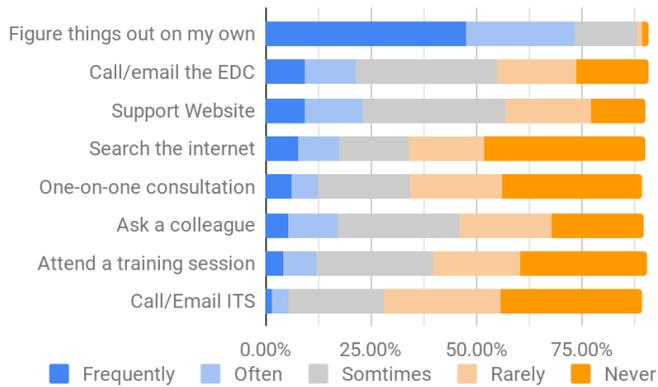


- The functionality with the most reported use, 95%, was sending emails and/or announcements.
- The next most used tools were the expected posting of content, assignments and grading.
- Also unexpected was 46% reporting posting video
- Quizzes and forms were only used by about 30% of respondents which are both lower than expected
- Rubrics and marking guide for assignment use was higher than expected at almost 30%
- Midterm feedback, surveys and web conferencing were also low at about 10%

For the “Other (please specify)” option, the two most common responses were web-links and links to ARES materials. Others specifically mentioned the posting of

SUPPORT

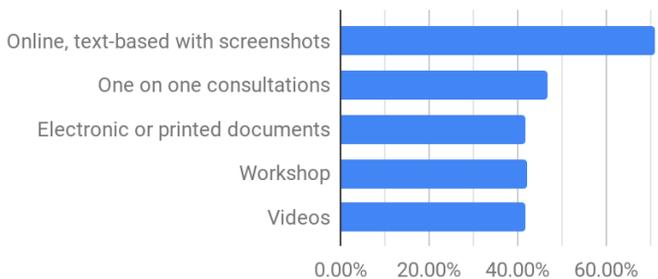
Q11: Which of the following methods have you used to get support for cuLearn?



The large majority of users tend to try and figure things out on their own (~70% and almost 90% if sometimes is included) and if support is needed they will call/email the EDC (~20%) or go to support site (~20%).

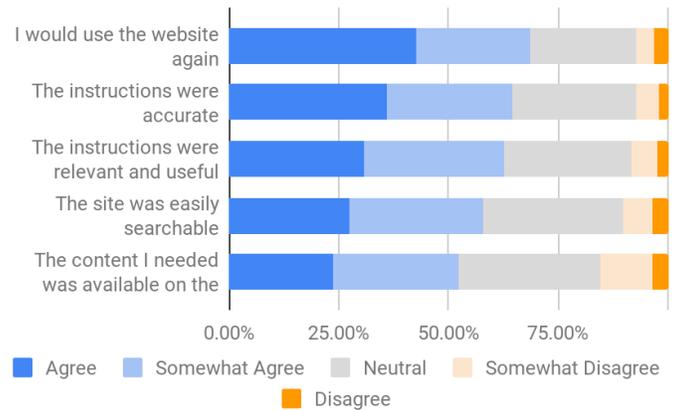
Asking a colleague (17%) or searching the internet (17%) was a more common support method than one-on-one training (12%) or workshops (12%). Only about 5% would Call/Email ITS Frequently/Often.

Q12: How do you prefer to learn to use new technology?



Almost 70% prefer Online, text-based with screenshots to learn new technology with One on one consultations, Electronic or printed documents, Workshop and Videos all being similar at just over 40%.

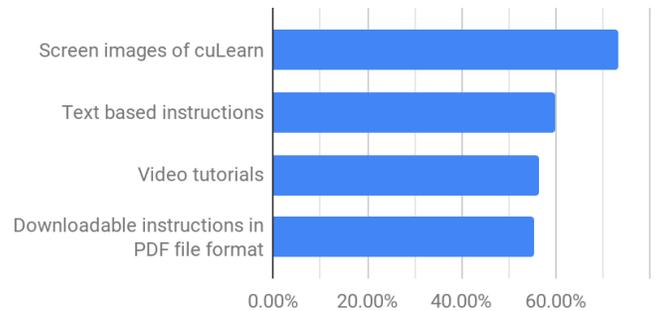
Q14: Please rate the quality of the cuLearn Support Website



About 70% agreed that they would use the cuLearn support website again. With about 60% finding the instructions accurate, relevant and useful.

Just over 50% responded that the site was easily searchable and that the content they needed was available on the website.

Q16: What content would you like to have on the cuLearn Support Website?

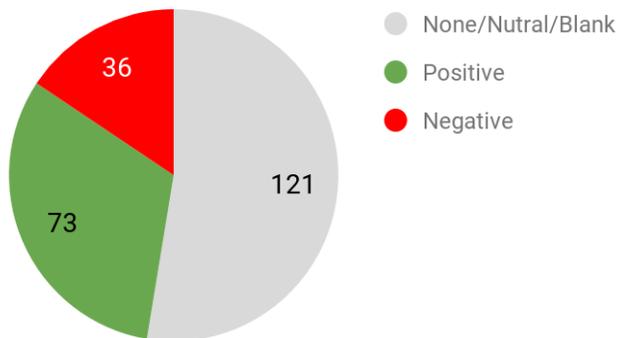


Echoing question 12, people seem to prefer online text with screenshots on the support site. Effort could be dedicated to adding more images within instructions as well as adding video instructions to the most commonly used support materials. Providing an option to save instruction pages as a pdf would also help support some respondents.

For people that provided responses to the other option, some requests were made for more information on tips and tricks, more content in the FAQ area and an improved table of contents on the landing page for instructors. There was also one request for more gradebook support.

Students and TAs

Q13: What feedback have you received from students/TAs on your use of cuLearn in your courses?



There were twice as many positive comments than negative comments. Note that some responses were counted as both positive and negative.

The majority of **positive** comments centered around the general access to and organization of course materials in one spot (documents, information, links, grades, activities etc.). There were also positive comments about communication tools such as email and announcements as well as the assignments functionality.

Examples of positive comments:

- "...found it helpful to have all of course information in one place"
- "Generally students like the availability and accessibility of documents and information..."
- "Students like the email system, submitting assignments and accessing course notes"

The majority of **negative** comments were in regards to the interface being "clunky", not intuitive or requiring too many clicks. There were some complaints around grading in regards to proper gradebook setup complexity and general entry and importing. The issues of identifying students due to differences in given and preferred names was also mentioned. People reported problems with the grading interface for assignment crashing or taking a long time to load and that the uploading of files was slow. There were also multiple reports of students having issues submitting assignments in relation to finding it tricky to complete the submission or upload files.

The ARES library integration was mentioned several times as being inaccessible or having incorrect materials posted. A number of the complains centered around not understanding how to use the system correctly and could possibly be address with training.

Examples of negative comments:

- "Students are not too impressed with cuLearn. They find it out-dated and clunky."
- "It isn't always intuitive to learn"
- "it's too slow, it's awkward to use, it crashes, functions are not obvious e.g., TA says that when uploading grades, it's not obvious how to complete the upload correctly"
- "It's fine, unless you are responsible for entering grades. Then it sucks if you have a large class. Even uploading a small file takes forever. ..."
- "uploading assignments can sometimes be difficult for them..."
- "Problems accessing library course readings in ARES."
- "The TAs often cannot find students to enter grades because they have different names in different campus databases."

Examples of both positive and negative comments:

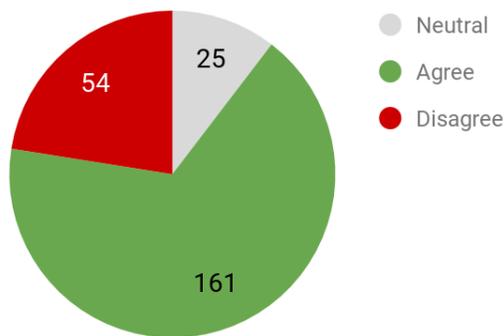
- "varied widely from "loved it" to "hated it". most are somewhere in the middle, liking some and not so fond of other features."

The **students expectations** of instructors to use cuLearn was another common topic that should be mentioned.

Examples of comments related to student expectations:

- "I try to use cuLearn as much as I can but it seems that students always expect more because of their experience with other courses. Often their expectations are unrealistic or difficult to meet."
- "They are glad I use it and they tell me that not many professors do. I don't understand this. It is easy."
- "Not a lot, because it is background and a given."
- "...I think students expect us to use cuLearn as much as possible"
- "...Many students just expect to find the course materials they need on cuLearn."
- apparently I am average (whatever that means). I figure I have lots of room for improvement.

Q17: Do you think that cuLearn is easy for students/TAs to use? (Open-Ended Response)



When asked if cuLearn was easy for students/TAs to use, three times the amount of respondents agreed over disagreed. Note that some responses were counted as both agree and do not agree.

The respondents that **agree**, generally think that cuLearn is very straightforward and user-friendly. Many cited the lack of complaints from students as a positive sign, which may be a false positive. Some were moderated in their agreement using wording like “sometimes” and “satisfactory”. Some noted that the course has to be set up properly to be easy for the student to use.

Examples of comments from respondents that agree:

- “Yes - the system is easy to access and navigate for course information”
- “Yes, they are mor familiar than myself”
- “Yes. Very few complaints.”
- “Absolutely”
- “Yes”
- “Yes. It's straightforward.”
- “It's okay but it could be easier.”

Respondents that **disagree** suggested that the user interface is not intuitive and the the system is generally to complex. Several respondents cited difficulties with the process and speed (time required) of grading assignments, particularly for large classes. There was also a comment that noted the difficulty students had in understanding their grades report (what number of marks an assignment is out of). One comment also suggested that the diversity of use by instructors makes it difficult for students to have a consistent user experience.

Examples of comments from respondents that do not agree:

- “No. Only because the utilization of cuLearn across faculty is very heterogeneous. That diversity makes for a challenging user experience.”
- “It's not very intuitive and is awkward/confusing to use.”
- “Not really. Steep learning curve but gets easier with time.”
- “no”
- “Could be better”
- “Not really.”
- “Some of the TAs who haven't been students for some time find it difficult to learn how to use it.”
- “it is slow, and this is pretty bad for TAs when they need to do a lot, e.g., mark a bunch of assignments and/or upload feedback for large class”
- “I have provided feedback in the past on CULearn for large courses and nothing is being done. I will not repeat it as no one cares to deal with these issues.”

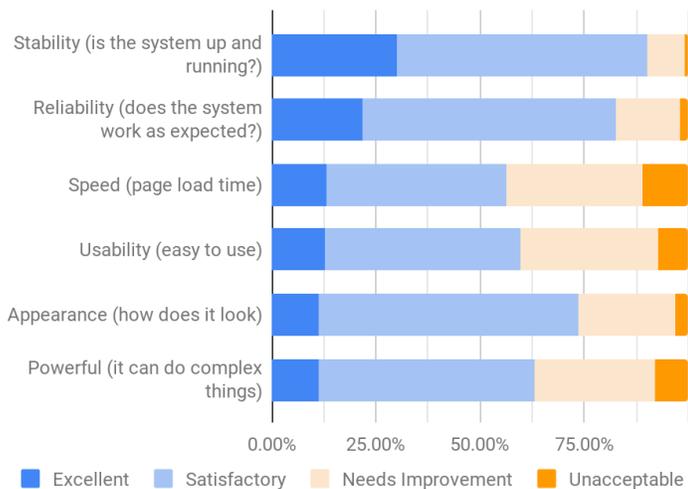
It is important to note that multiple respondents both positive and negative aspects to their response. Many comments made reference to students and TAs having a learning curve to be comfortable with the system. First year students and teaching assistants new to Carleton having the most problems when starting to use cuLearn. Other noted the ease of use for students is directly tied to the complexity of the tools the instructor uses.

Examples of comments for both agree and disagree:

- “For basic tasks, yes. For complex tasks, not so much.”
- “Not easy, but not challenging. It takes time for them to get comfortable with the platform.”
- “They get the hang of it after a bit of practice.”
- “I feel that most students adapt to CU Learn very quickly.”
- “I think it is easier than not having it. But I wouldn't say it is "easy". It is clunky.”
- “Useful central repository and communication hub. usability and performance are poor and require improvement.”

Usability

Q15: How do you rate cuLearn in the following areas



Have a couple more comments to add and summarize here

- System is stable and reliable
- Biggest issue is system speed
- Usability next biggest challenge
- Powerful related lower overall
-

Q18: What, if anything, would make the cuLearn experience better for you?

- Have a to code and summarize here

Community

- “As staff, I'm very aware of how powerful cuLearn is. As an instructor, I was aware of only a tiny bit of what it could accomplish until I was part of a Faculty Learning Group. It's really important for instructors to see lots of real examples of what COULD be done, in context.”

Annotations

- “the grading experience can be a bit tedious. I haven't quite figured out how to mark files within the system - I have to download, insert comments, and then upload. It would be great if I could do that within the LMS”

- “Ability to have students submit their assignments in Word / PDF and have an iPad/online app that allows me to use drawing to markup. Right now I download the Word documents and use the drawing tools.”

Support

- “I would love if a tech could look at my pages and make suggestions on how to make it prettier of more effective etc...”
- “... -a better support site to assist professors and provide up to date instructions for basic functions ”
- “More instructions on how to do non-standard things; explanations for Moodle terms that are not obvious....”

Gradebook

- “Grade book is not intuitive at all. we typically have many small assignments and make adjustments throughout term which changes the weighted amounts students see. This is the only cuLearn Function that really frustrates me.”
- “More flexibility for mathematical operations and symbols”
- “Make the gradebook setup more intuitive/user-friendly or with better instructions”

Speed

- “Faster for larger classes. It's particularly frustrating when making minor changes to the gradebook setup and each time it wants to 'recalculate grades' which takes ages with a large class.”
- “Faster speed!! It is ridiculously slow at times....”
- “faster, more reliable page load times...”
- “...RE question 16 above (speed), I indicated "needs improvement" for page load times because page saving can be long at times and certain functions like duplicating an item on a page can take a really long time....”

Server/Updates

- “...-more regular upgrades of the system...”
- “I'd love to be able to embed textbook resources into CUlearn, for example the "Mastering" tools, so that students didn't have to click to a new site....”
- “...I hate that you can't easily store a collection of your own rubrics without making them public, so awkward”

- "Are there more plugins I would like to see? Yes...especially a platform for video sharing." - **On it's way**
- "Better connection with other products in our University technological environment. For example, embedding Microsoft forms inside of a CU Learn page. "

Email

- "...when I've been trying to email a large class it can take a very long time to send..."

Dashboard

- "...The text on the first page after logging in is user-unfriendly. No one is going to read all of that fine print. It is unattractive, un-engaging, and distracting..."
- "It would be wonderful to see the dashboard page get an update. This would be a fantastic place to pass useful information along to students. For example, a space to advertise different campus services at peak times (similar to the Carleton student website) would be great."

Interface

- "Sleeker design. The tool looks like it was designed as an HTML site in the early 2000s. It would be a much better experience if our LMS looked more current."
- "...I wish it was less clunky, there is so much clicking when you are setting things up..."