

# Changing the learning environment from WebCT to Moodle



What makes change acceptable to tertiary students?

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In collaboration with Dr Barbara Crump



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## Context



- Massey University
- Learning environment change involved:
  - Delivery from WebCT to Moodle (branded as Stream)
  - Better opportunities for a blended learning approach to teaching @ Massey
- Philosophy of change includes:
  - A framework of teaching and learning
  - Transformation not migration
  - Quality is the key driver

Challenges  
•Change  
•Quality



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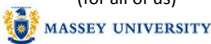
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## My role and approach



- Consultancy role provides support for continuing improvement of learning and teaching at Massey University
  - *Value the teachers and ask the students.* (A. Higgins, personal communication, 23 November 2009)
  - Building institution and lecturer capability
- Conversations with lecturers
  - Review and reflect learning and teaching experiences – Is the e-learning component fit for purpose? What is the student experience? Which informs:
    - Future teaching approach and style (of instructor)
    - Continuing development of papers (for management)
    - More questions for more finely-grained investigations (for all of us)



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## Review & reflection

- Many views about change. Focus – student view
- Early adopters IS courses - College of Business
- Teacher wanted to know how well did the Stream environment support students’ studies
- Discussion led us thinking about factors that make change acceptable to students




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## Evaluation model

- TAM (originated Davis, 1989)
  - Perceived usefulness (PU): degree to which a user believes that using a particular system would enhance job performance
  - Perceived ease of use (PEOU): degree which person believes that using a particular system would be free of effort
- Systems approach with ongoing continuous cycles of feedback and improvement centred around learners experiences of elearning




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## Reflection

What are the factors that students perceive to make change of a learning environment more acceptable?




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## Reflection [1] - Student acceptance factors



PU

- Online forums must be 'group' effective
- Activity/tool has to have value e.g. forum, online assessment submission
- Provide extended communication capability
  - News forum
  - Blog feature (for assessment)




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## Reflection [2] - Student acceptance factors



PEU

- Only one learning platform for all papers
- Navigation is easy

And in many cases seem to be driven by

- Students' attitudes – "just [have to] get used to it"




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## What next?



- Teacher applies findings to 2010 course
  - be more interactive
  - offer virtual meeting (Adobe Connect) before assessment in May
- Teacher asks more questions, to build on reflections & contribute findings to a research for publication
- Be informed by ongoing Massey student surveys e.g. 2009 Sociology, 2010 Bachelor of Business Studies programmes
- Teacher joins the pilot project for the new Massey student-centred survey of courses




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References



[References](#) - handout

Any questions?

And Thank you



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