



# How is our LMS **really** being used?

**Report on a three-year utilization study on teachers' and students' behavior in two learning management systems**

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# Agenda

- Background
- Design
- Conceptual Framework
- Demonstration (with your questions)
- Limitations
- Lessons Learned
- Future Developments



# Background

- How are your **students** using your LMS?
- How are your **teachers** using your LMS?
- How do you **know**?



# Design

**2010**  
Sept

**2011**  
Sept

**2012**  
Sept

**2013**  
Sept



Blackboard





# Conceptual Framework

- What is the **PREVALENCE** of LMS usage?
  - In terms of % of subjects using the LMS throughout the university?
- Which **FUNCTIONS** are being used?
- Content, interaction assessment & course management
- What is the **LEVEL** of use?
  - As expressed in the % of students in the course using, and # of uses for each student



# Demonstration

## Q1: **PREVALENCE**

How many academic subjects are using the LMS?

Q2: Which **FUNCTIONS** are being used?

Q3: What is the **LEVEL** of use?

Course ID	Student Enrollment	Subject code	To teach/Reson	Year-Sem	Group	Sited CMD-T	STAT	CAP-T	On
30	29	2221100	Y	Not S1, 2010/11	20102 A	1	0	0	0
30	29	2221100	Y	Not S1, 2010/11	20102 E	1	0	0	0
30	29	2221100	Y	Not S1, 2010/11	20101 A	1	0	0	0
14	13	2221100	Y	Not S1, 2010/11	20101 A	1	0	0	0
14	13	2221100	Y	Not S1, 2010/11	20101 E	1	0	0	0
76	76	2221100	Y	Not S1, 2010/11	20101 A	2	213	0	0
102	101	2221100	Y	Not S1, 2010/11	20101 A	2	2	0	0
37	36	2221100	Y	Not S1, 2010/11	20101 A	2	21	1	1
33	32	2221100	Y	Not S1, 2010/11	20102 A	2	77	3	0
42	41	2221100	Y	Not S1, 2010/11	20101 A	2	296	0	0
40	44	2221100	Y	Not S1, 2010/11	20101 A	2	0	0	0
160	162	2221100	Y	Not S1, 2010/11	20101 A	2	337	6	1
91	90	2221100	Y	Not S1, 2010/11	20101 A	2	684	3	0
91	90	2221100	Y	Not in student/38	20101 E	2	90	82	0
89	88	2221100	Y	Not S1, 2010/11	20102 A	2	0	0	0
89	88	2221100	Y	Not S1, 2010/11	20102 E	2	0	0	0
91	90	2221100	Y	Not S1, 2010/11	20102 C	2	0	0	0
121	120	2221100	Y	Not S1, 2010/11	20101 A	2	83	0	0
91	90	2221100	Y	Not in student/38	20101 E	2	33	0	0
117	116	2221100	Y	Not S1, 2010/11	20102 A	2	0	0	0
116	116	2221100	Y	Not S1, 2010/11	20102 E	2	88	0	1
34	33	2221100	Y	Not S1, 2010/11	20102 C	2	0	0	0
34	33	2221100	Y	Not S1, 2010/11	20101 A	2	0	0	0
34	33	2221100	Y	Not S1, 2010/11	20101 E	2	0	0	0
32	31	2221100	Y	Not S1, 2010/11	20101 A	2	0	0	0
32	31	2221100	Y	Not S1, 2010/11	20101 E	2	0	0	0
91	90	2221100	Y	Not in student/38	20101 C	2	46	0	0
31	30	2221100	Y	Not S1, 2010/11	20102 A	2	0	0	0
31	30	2221100	Y	Not S1, 2010/11	20102 E	2	0	0	0
91	90	2221100	Y	Not S1, 2010/11	20102 C	2	0	0	0
202	201	2221100	Y	Not S1, 2010/11	20101 A	2	0	1	0
180	179	2221100	Y	Not S1, 2010/11	20101 E	2	90	1	0
195	195	2221100	Y	Not S1, 2010/11	20101 C	2	46	0	0
21	40	2221100	Y	Not S1, 2010/11	20102 A	2	0	0	0

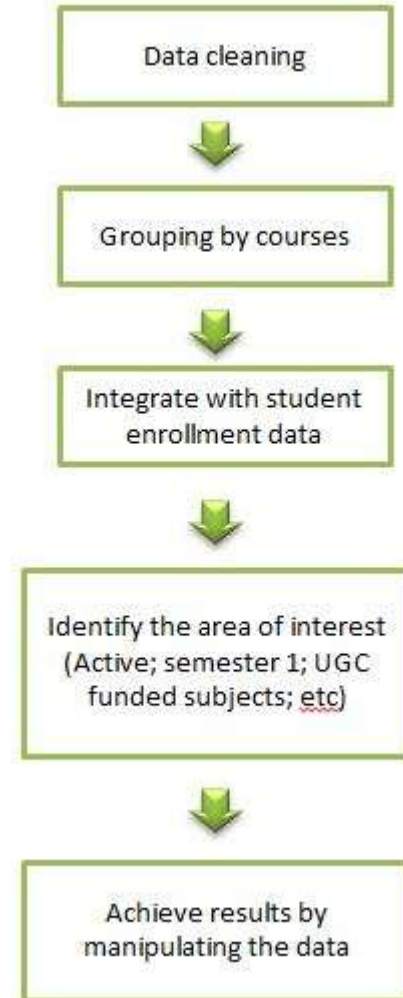
# Demonstration

## Q1: **PREVALENCE**

How many academic subjects are using the LMS?

## Q2: Which **FUNCTIONS** are being used?

## Q3: What is the **LEVEL** of use?





# Limitations

- Provides **descriptive** information only, not **WHY** the patterns exist or **HOW** they may be changed
- Does not include T&S usage of other eLearning tools – inferences on T&S total use of eLearning technologies cannot be drawn
- Data on **subject level** only





## Lessons Learned so far...

- Data privacy must be addressed
- Match data sets with care
- Develop consistent processes for cleaning data
- Keep your focus!



## In Summary...

- Technology use at PolyU is **pedagogically led**
- An **accurate baseline** is important for understanding current context
- Then planning **initiatives** and checking **progress**

# Thank you!

