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

WebCT

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?
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!