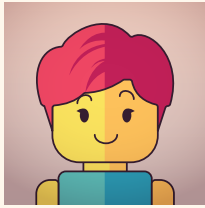


FIRST YEAR STUDENT



CLAUDIA Moulin
BA English Literature

Claudia is in her first year of BA English Literature. She is excited about being at university, she has spent time learning to use the VLE and has good digital literacy. However, she finds Moodle confusing and her lecturers all use it differently. She missed her first deadline because she didn't see the notification, so she is wary of it now.



Sometimes, yes [too much content]. I spend 20 minutes to find exactly what I'm looking for. There are so many things posted. Then there are other classes where there is three things posted since September.



PATTERNS OF USE

Activities // Tasks

- Accessing course materials (PDF, Power Point)
- Uploading work (MS Word, PDF)
- Receiving marks and feedback
- Forum posting
- Quizzes
- Contacting friends and tutors
- Collaboration
- Watching / downloading class lectures

When & Where

Most days, but near exams and deadlines, evenings and weekends too.

Digital literacy



Devices



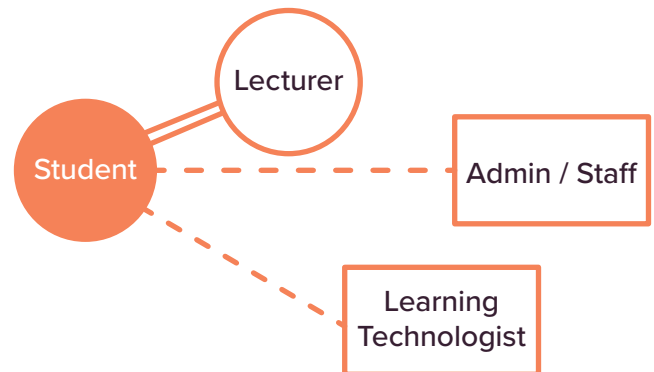
Integration



Software



User Experience Influence Map



NEEDS

- Intuitive interface
- Confirmation of submission / receipt
- Correct notification icons

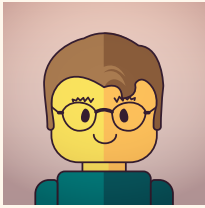
FRUSTRATIONS

- Auto-logout
- Receiving grades (confusion over where to find grades & feedback)
- Incorrect notifications (e.g. Turnitin notice)
- Difficult submission system (i.e. "my first assignment was late")
- Difference in how some faculty lecturers use the VLE

GOALS

- Know and be sure that assignments are submitted successfully
- Learn to use the VLE quickly and easily- reduce time that could be spent learning
- VLE to accurately reflect calendar and deadlines

CONTINUING STUDENT



SAM Chirbury

BA Film Studies, 2nd year

Sam is very digitally literate, using programmes such as Premier, Final cut, Photoshop regularly, as well as Instagram and other social media to promote his work. However, it took a long time to get familiar with Moodle. Now he's used to it, it's fine. Uses college computers as well as personal devices. Access to multimedia is very important.

“

I found it really difficult when I first started using it. Everyone was like, 'Oh, this Moodle thing, it's so confusing!'. Now, almost two years later, I love it and think it's fine and easy to use.

PATTERNS OF USE

Activities // Tasks

- Accessing course materials: links (YouTube, Vimeo), PDF, PPT
- Uploading large media files: video, audio, multimedia
- Receiving marks and feedback
- Watching / downloading lectures
- Collaboration
- Forum posting
- Contacting friends and tutors
- Quizzes

When & Where

- A few times per week (to participate in forum or see updated class materials)
- Uses Moodle everywhere but more likely to use at school due to file sizes / types

Digital literacy



Devices



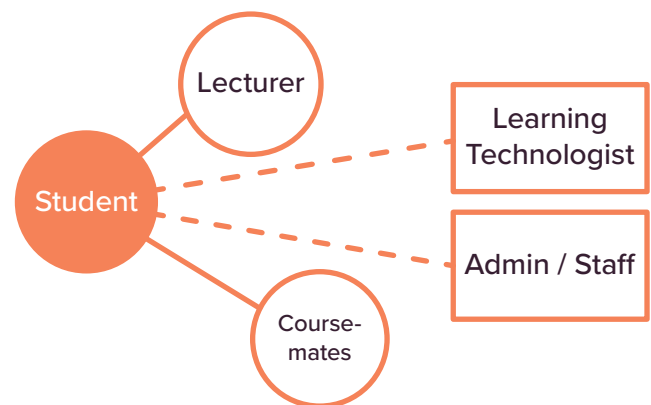
Integration



Software



User Experience Influence Map



NEEDS

- Upload / Download large media files
- Clear system feedback with information on service speed (upload status, e.g 10 minutes remaining)
- Integration with multimedia platforms

FRUSTRATIONS

- Incorrect notifications
- Auto log-out when trying to submit a large file
- Lack of integration with file sharing platforms
- How faculty use VLE (differences)

GOALS

- Know and be sure that assignments are submitted successfully
- Be able to add and view inline comments across different media files
- Receiving and viewing inline comments on media files

DISTANCE LEARNING STUDENT



ANN Claxton
Refugee Protection, MA Student

As an MA distance learning student, access to Moodle is vital; the whole course is structured around it. Working in a refugee camp means internet access is intermittent, so being able to work offline and find information quickly and easily when she can log-on is vital. Communication tools are also key, this includes discussions with classmates via forums and feedback on essays from tutors.

“

The MA is a distance learning one, so it's very, very VLE based. The whole course is kind of run on the VLE.

PATTERNS OF USE

Activities // Tasks

- Using discussion forums as a seminar space
- Accessing course materials
- Uploading work
- Receiving marks and feedback
- Downloading lectures / materials for offline use
- Contacting colleagues and tutors / lecturers
- Quizzes

When & Where

Anywhere or anytime, within a work context, but with unpredictable internet connection.

Digital literacy



Devices



limited functionality

Integration

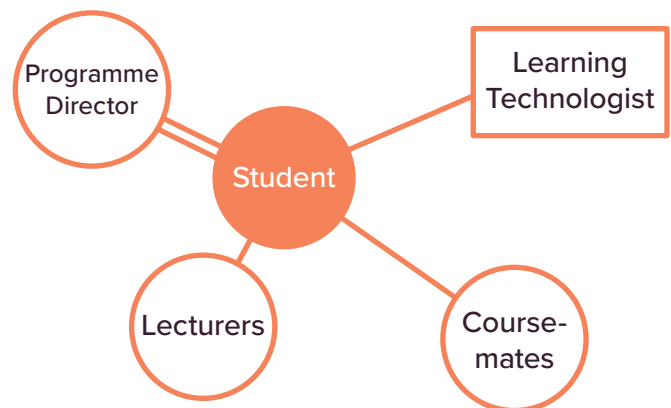
turnitin®



Software

Office

User Experience Influence Map



NEEDS

- Easy access to grades and feedback
- Correct notifications and all course content to be up to date
- Intuitive interface
- Download course materials and upload assignments
- Clear priority of information
- Offline mode
- Low-bandwidth mode
- Tailored messaging

FRUSTRATIONS

- Formatting when copy-pasting from MS Word
- Confusion when using news feed (too much information)
- Could not access feedback
- Doesn't cater to low / no bandwidth use

GOALS

- Copy and paste my responses without formatting problems
- Quickly / easily identify the new info I need to know about

HE LECTURER



JACOB Montiel
Lecturer, Neuroimaging

Jacob is a Lecturer in Neuroimaging. He has been at the university for five years, he is familiar with Moodle and has a good idea of how his students like to use it. He is keen on features such as quizzes and forums, but has come to realise that students only use Moodle if they have to, so he is adapting the digital tech he uses in his teaching accordingly.

“

We are doing a Facebook group for the incoming students for next September. We give them the keys, we pull out of it and they close the group. It's all about separating the private, personal, university life.

PATTERNS OF USE

Activities // Tasks

- Wikis
- Forums
- Quizzes

When & Where

Primarily in the office on a desktop. Sometimes at home, but infrequently.

Digital literacy



Devices



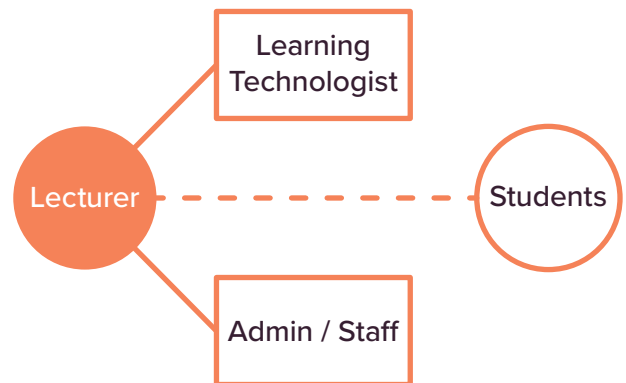
Integration

turnitin®

Software



User Experience Influence Map



NEEDS

- System that facilitates double marking

FRUSTRATIONS

- Cannot easily double mark with Turnitin

GOALS

- To have a single login across the Moodle and the wider university system.

LEARNING TECHNOLOGIST



STELLA Bielmonte

Learning Technologist,
Faculty of Arts and Humanities

Stella has worked at the university as a Learning Technologist for three years, she is based in the Faculty of Arts and Humanities, which comprises 15 different departments, each of which uses Moodle differently.

“

Moodle does this thing with the calendar, it says that you've got a submission due and of course they see that, they panic. I'll get emails from the academics just to say, 'We've had multiple submissions.' It's a whole process we've had to build up that we never had before when we had paper.

PATTERNS OF USE

Activities // Tasks

- Sets up submission areas at the start of the year
- Runs Moodle training for all new staff
- Archives courses at end of the year
- Answer help desk

When & Where

In her office.

Digital literacy



Devices



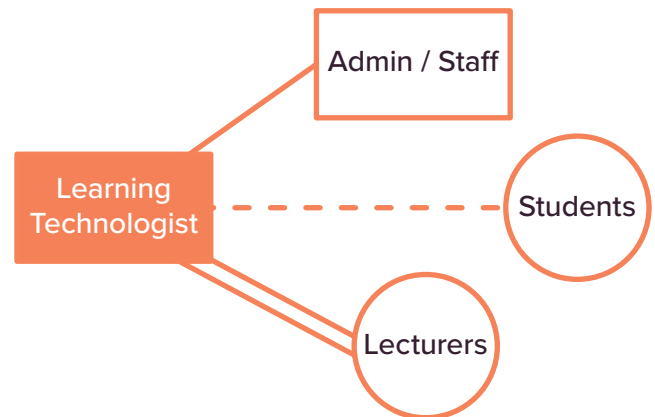
Integration

turnitin®

Software



User Experience Influence Map



NEEDS

- Submission system to accommodate/be customisable for their style of marking and submissions

FRUSTRATIONS

- Turnitin cannot accommodate double-blind marking or mitigating circumstances, such as deadline extensions for individual students
- Calendar notifications don't go away, meaning students panic and submit work again
- Students submitting work to the wrong resubmission area

GOALS

- Improved Data management, to better understand use of Moodle