

p h p E S P

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LMS Survey for Faculty

1. Your Name

#	Response
1	Adrienne Mews
1	Amy Beasley
1	Dan Carrere
1	Jefferson Goolsby
1	Jil Kennedy
1	Jim Bailey
1	jody suhanek
1	Joy Crump
1	Karen Krumrey-Fulks
1	Kym Peterson
1	Susan Brous
1	Tamara Pinkas
1	Velda Arnaud

2. Which LMS software do you currently use at part of your job at Lane? (Check all that apply)

WebCT	30.8%	(4)
Moodle	69.2%	(9)
Other	15.4%	(2)
None	23.1%	(3)

3. Did you attend any of the LMS presentations that were held January 23, 26, and 30? (Check all that apply)

WebCT	15.4%	(2)
Blackboard	30.8%	(4)
Moodle	23.1%	(3)
No, I did not attend any presentation	53.8%	(7)

4. Did you check out and view the videotaped presentations that were made available in the Library? (Check all that apply)

WebCT	15.4%	(2)
Blackboard	7.7%	(1)
Moodle	15.4%	(2)
No, I did not check out and view any videotapes	84.6%	(11)

5. The vendors have provided annual, reoccurring licensing costs for their software. (These do not include any extended technical support or hardware costs.)

WebCT - \$33,000 per year
Blackboard - \$65,000 per year
Moodle - \$0

To what extent should the licensing cost factor into Lane's decision?

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Response

- 1 Are you kidding? with the budget crisis we are in, I think it should be a big consideration.
- 1 Considering the budget crunch, it's a huge factor, of course. Not to mention that WebCT and Blackboard have a history of increasing costs on a fairly regular basis.
- 1 Cost can't help, but be a factor YET it should be the only factor or most important factor! Ease of use for students and faculty--along with technical support should be the most important factors.
- 1 Costs should not be a factor at all. This is too important of a tool, continually used by large numbers of instructor and having critical impact on the quality of instruction. These costs are nominal considering the importance of the system, and that it will only become more integral to instruction and curricula as time goes on.
- 1 Given the college's financial situation I believe it would be appropriate to select a system that is both functional and low cost. I believe cost is a significant factor in this decision.
- 1 Heavily. During the budget crunch we need to save wherever feasible.
- 1 I believe that the licensing cost is a crucial factor in the final decision especially during the recent budget crisis. Moodle can do all that the other 2 can do; however, it is more affordable so this makes it an easy decision for me.
- 1 I think it should count some especially with the recent problems we are having with the school funds. However, students pay to have these services and I think we need to provide it. Hopefully at as little cost as possible while also providing a user friendly service.
- 1 It has to factor in, but I'm sorry it does. We should use the best program available.
- 1 Licensing should be considered as it is not a fixed cost (occurring a singular time), but instead is a recurring cost. Moodle satisfies the cost issue, but that is only one of the many features it has to offer. One of Moodle's greatest strengths is that it is not FREE, but instead PRICELESS. It's features are developed by experts the donate their time for the good of education. The usage that I have had with Moodle is very positive (my colleagues have reported similar results).
- 1 None
- 1 There is no reason Lane should spend money for a product when there is an open source version that meets the same goals. This is especially important in this era of budget issues.
- 1 This should certainly be considered.

6. What are the most important features/tools you would want in an LMS system?

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Response

- 1 Communications tools, instructional tools and materials distribution.
- 1 Discussion board, list of topics, handouts, links, ease of use for instructor and students, ease of use in posting information and either attaching files or cutting & pasting information.
- 1 Discussion is by far the most important to me. In terms of the overall interface, I like something that allows (or even encourages) the hierarchies in classrooms to be levelled somewhat -- probably because I use discussion so much, along with

workshopping writing and peer feedback, I prefer a tone of exploration and support. It's nice, for instance, when students are able to create discussion prompts or other things for the class to do, create "libraries" of web links, etc.

1 Ease of use for both students AND faculty.

1 Ease of use, support from the vendors, few technical problems.

1 easy to use for both instructor and student

1 Flexible presentation options, interfaced with student course database for automatic enrollment, automatic grading, ability to change with usage patterns.

1 I want a system that is user-friendly for both the instructors designing and creating the online courses and the students who must use the system to complete their coursework. It must work efficiently and quickly and be an all-around effective course management tool.

1 It should be user friendly for students and instructors.

1 Modules by topic or week and testing ability

1 Syllabus, Testing, Gradebook.

1 Transferability to other institutions

1 User friendly for people who know nothing or a lot about computers. That includes staff who must work with it as well as students who need to view and use it on or off campus.

7. Given what you know about these three systems (WebCT, Blackboard, Moodle), which LMS system do you support and why?

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Response

1 Blackboard because it is used by the University of Oregon and Oregon State University. It would be nice to encourage the students at Lane to learn a system that is used at institutions they may use in the future.

1 I definately support Moodle. I have been using Moodle for the last two terms and hope to incorporate more courses into Moodle in the future. Moodle has been very user-friendly, easy to learn, and meets the needs that we have for our program. The students have caught on to the online system in a short period of time and seem to be enjoying using the tool rather than emailing their work. It is easy to build a course and upload files, it works efficiently to grade the work, it is an open-source free system. It offers all the tools needed to manage an online course or supplement a regular course. You can easily access the students work, provide feedback, view their activity in the class and last access date. Navigation within the system is simple. It takes a couple clicks to do many things.

1 I know all three systems and have used them all at one point or another. I find Moodle to be preferable mostly because of the cost and wide range of support. With WebCT everything costs money--the product, individual components, and support.

1 I like Blackboard best, but support Moodle because it is adequate.

1 I supooort Moodle because all of the faculty that I have talked to who are in a position to be knowledgable about all three systems strongly support Moodle.

1 I support Moodle because it has the features that the others have and more. Moodle development occurs whenever a feature is needed so new features can be available sooner within OpenSource software. Also Moodle can integrate well with banner due to the work / programming that Humbolt State University has contributed to Moodle. Effectively, my choice for Moodle is based on its quality and features.

- 1 I support Moodle because it is extremely easy for instructors and students to use. I enjoy using it as do my students.
- 1 I support Moodle for the reasons above. I taught at a campus that used Blackboard and it was notheing but trouble. And the vendor was extremely slow in correctin problems of helping us. If WebCt is owned by Blackboard, that makes me less inclined to go with them. I like what other people have said about Moodle--people whose opinion I trust.
- 1 I've used Blackboard at UO for three years. I've looked at and used Moodle a small amount, but not extensively. I've worked with WebCT moderately at the previous school where I was studying and lightly at LCC. The LMS system at the very BOTTOM of my list is WebCT. My experience with Blackboard has been VERY POSITIVE. Moodle, from my initial impressions, seems much friendlier and more intuitive and enjoyable to use than WebCT. WebCT is clunky and outdated; I feel that it is not being well developed and is too archaic. My concern with Moodle is that it is not as robust as Blackboard.
- 1 Moodle is open source and does not cost us a corporate license fee. It is flexible and meets the educational needs that I have in my courses. Blackboard seemed to be more cumbersome in the presentation and with the on-line test version they provided. WebCT does not appear to have any features that Moodle does not provide and we would have to upgrade to a newer version in any case.
- 1 Moodle. Although I only attended the WebCT presentation, I've used Moodle, have helped faculty develop courses in WebCT (although I've never used it myself), and have familiarized myself with Blackboard. Besides the very important budget factor, I like the fact that Moodle is open source - its development is guided by what instructors and students are actually doing (or want to do) in the space. I like it that they don't have the same kind of corporate model. As far as the space itself goes, I like its simplicity and flexibility. There are a few things that I'd like to have that it doesn't, but that's o.k. -- no space is perfect, and there are always going to be features that I want that someone else doesn't need.
- 1 WebCT has my support. I have used all three of these programs as a student and WebCT as an instructor. I was unable to use Moodle from home unless I took down all of my firewalls. No one was able to help me from the LCC campus and I had to try and find a solution on the Moodle forumn. It took a lot of time that I could not afford and no one was ever able to help me. Blackboard worked fine, but is not as user friendly as WebCT. WebCT has been very easy to put a class web page on, is easy to maintain, is easy to get support for as well as incredibly willing and quick help. It is user friendly for the other instructors that I work with who know very little about computers. They have found the program really easy to work with and whenever we have ran into any problems, Joe Escobar has gotten back to us quickly and often in person. I think this is something very valuable.
- 1 WebCT!!! I've used various systems, and even with it's flaws, I think WebCT is the best system. I've heard several students complaining about using Moodle and how ponderous and unfriendly it is.

8. Do you have any other comments? (optional)

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Response

- 1 For those who don't like change, they will stick with WebCT because they knew it first. Technically both WebCT and Moodle are very similar, and cost should be the deciding factor.
- 1 I believe that Moodle will serve LCC long into the future and will be an additional signal to others of our commitment to educational innovation.

- 1 I hardly support the move to one format! This will be easiest for students and faculty. This will provide the most effective and efficient support. As more and more becomes online in nature, we need all the help and support that we can get. We also need the consistency for students.
- 1 It seems to me that Moodle is not as complex as WebCt and Blackboard. Moodle offers the same tools without so many frames. WebCt and Blackboard seem to have so many tools that they are confusing and frustrating. Also, I worry about the cost of WebCt and Blackboard and also the merging process of WebCt with Bb. Moodle is inexpensive. Moodle would be my pick for Lane's Learning Management System.
- 1 Software developers have a right to earn their money and I feel we will get what we pay for. There are limitations with Moodle, but I don't feel this is a climate for spending.
- 1 Thank you for developing the presentations and asking for our input. I had hoped to attend some of the LMS presentations but have been very overloaded with my final year studies and work at UO, plus my work at LCC. But I appreciate all the effort. My greatest hope would be that we take WebCT out behind the barn...
- 1 Thanks for your efforts to include faculty in this decision.

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