

Everybody on Moodle:

Faculty Development Report from the Office of Instructional Technology

August 1, 2014-April 29, 2015

I. Introduction

The Office of Instructional Technologies works with the entire Trinity community to leverage the technologies available to enhance the learning experience and retention of Trinity students.

The Office of Instructional Technologies works with:

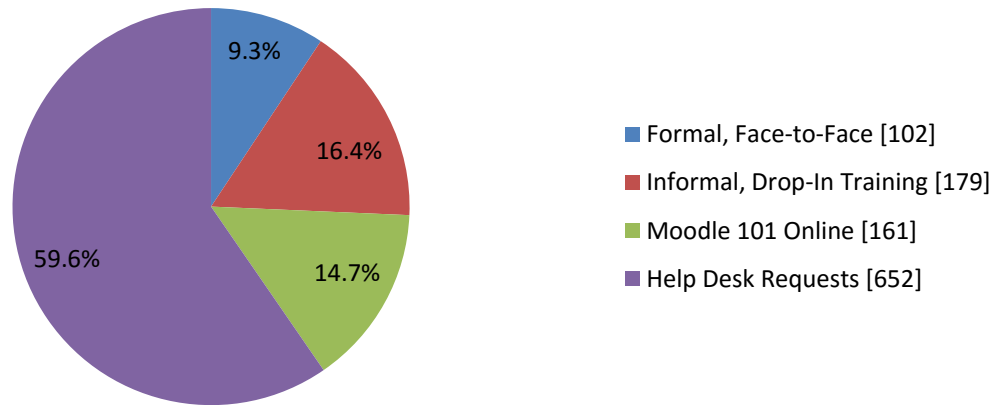
- Faculty members to incorporate instructional technologies into their ever-evolving pedagogies to further the learning experience of the student.
- Faculty and staff members to understand and utilize the specific instructional technologies available on campus.
- Faculty and staff members to develop online, hybrid, and computer-enhanced offerings for students, and fellow faculty and staff.
- Faculty and staff to provide technology-based personal professional development opportunities.
- Students to educate on how to use the technologies in concert with their faculty members.
- The entire Trinity community on troubleshooting campus instructional technologies.

The Director of Instructional Technologies is students' and faculty members' first point of contact for questions about Moodle, Trinity's learning management system. The Office also works directly with the Information Technology Team and Academic Affairs in coordinating and developing support for instructional technologies at Trinity.

This report tracks the number of faculty-Office of Instructional Technology assistance related interactions, the number of faculty accessing the on-line course Moodle 101, and the number of recorded Moodle support tickets from across the institution.

Overall, there were more than 280 face-to-face Moodle assistance-related interactions that lasted more than 5 minutes. More than 160 faculty members took advantage of the Moodle 101 online course. The online help desk system recorded nearly 900 Moodle Support tickets from faculty, staff, and students. These descriptive data suggest that faculty are accessing and using the development opportunities offered by the Office of Instructional Technologies. The below charts and graphs provide further detail in the analysis of faculty utilization of development and assistance opportunities.

Faculty Moodle Assistance Broken Down by Method



Internally and externally, Trinity community members visited the Moodle pages of the Trinity website (Moodle subsite) 12,450 times during this academic year. In addition, Moodle Learning Management System (LMS) pages received more than 6,045,900 visits, and the homepage moodle.trinitydc.edu was viewed 1,401,467 times as of Apr. 29, 2015.

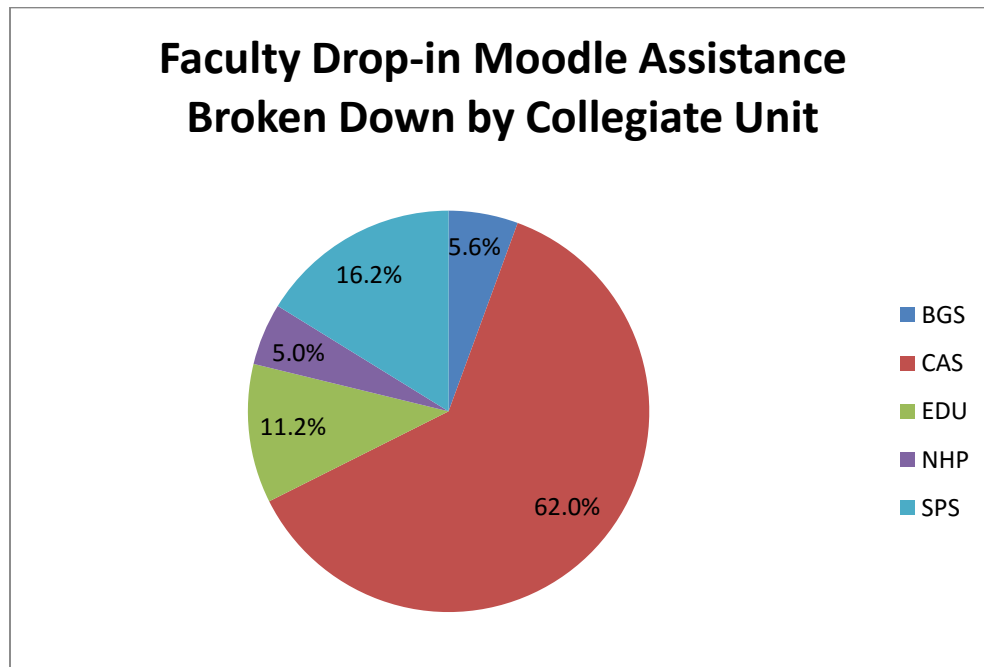
II. Face to Face Trainings

The Office of Instructional Technology offers Pre-Scheduled Training Sessions, which include the following types of session: Moodle Moments for faculty where faculty chose their own topics, Moodle Moments for faculty with topics scheduled in advance, and adjunct faculty Moodle workshops scheduled during orientations:

	Sessions	Attendees	Adjuncts
Moodle Moments			
<ul style="list-style-type: none"> Faculty Choose Topics 	31	57	
<ul style="list-style-type: none"> Advance Topics Scheduled 	17	14	
<ul style="list-style-type: none"> Adjunct Faculty Meetings 	2	Fall 2014: 17 Spring 2015: 14	Y

The Office of Instructional Technology also offers drop-in office one-on-one faculty training sessions. In the 2014-2015 academic year, the Office recorded 179 drop-in one-on-one trainings (the Office generally did not record drop-in questions and phone calls lasting less than 5 minutes). Of these one-on-one faculty trainings, 46.9% were with full time faculty, instructional staff, and administrative staff and 53.1% were with adjunct faculty, suggesting that the office is reaching a significant proportion of the overall teaching cadre and that programming serves both full-time and part-time faculty. By Academic Unity, the Office found the following pattern of usage: 111 faculty members from the College of Arts & Sciences (62% of total use), 29 faculty members from the School of Professional Studies (16.2% of total use), 20 from School of Education (11.2% of total use), 10 faculty members from Business and Graduate Studies (5.6% of total use), and 9 from School of Nursing & Health Professions (5% of total use). The main three topics faculty members requested assistance with were the gradebook, general acclimation to Moodle, and the quiz activity.

- School breakdown:
 - School of Business and Graduate Studies (BGS) – 10 (5.6%)
 - College of Arts & Sciences – 111 (62.0%)
 - School of Education – 20 (11.2%)
 - School of Nursing & Health Professions – 9 (5.0%)
 - School of Professional Studies – 29 (16.2%)



III. Online Resources

The Office of Instructional Technology also offers Moodle 101 for Faculty – Moodle version 2.6 [Online Asynchronous Course] which full-time and part-timers can access and use on their own time and at their own pace. The Office launched an updated version of Moodle 101 with almost completely new resources for version 2.6 in late July 2014. Unless otherwise indicated, the data below reflect the academic year running from August 2014 through April 2015.

Full and part-time faculty accessing Moodle 101, with breakdown by employment category and school:

- 161 individuals visited the Moodle 101 for Faculty – Moodle Version 2.6 course this academic year.
- Of that 161, 129 (80.6%) were adjuncts, 22 (13.8%) were full-time faculty or instructional staff, and 10 (6.3%) were administrative staff.
- The breakdown by school (includes instructors that are teaching for multiple collegiate units in both counts):
 - School of Business and Graduate Studies (BGS) – 15 (8.5%)
 - College of Arts & Sciences – 58 (33.0%)
 - School of Education – 26 (14.8%)
 - School of Nursing & Health Professions – 23 (13.1%)
 - School of Professional Studies – 50 (26%)

The Moodle 101 course resources were utilized throughout the year. The data from December 2014 – April 2015 suggest that the main page of Moodle 101 was accessed a total of 801 times by 161 people. Those who accessed Moodle 101 focused on the following activities and resources: five PDF resource handouts, viewed 46 times; sixteen internal Moodle 101 course webpages (eight containing instructional videos), accessed 105 times; thirteen URL Resources (11 Trinity URLs and 2 non-Trinity URLs), clicked on 91 times; and twenty-one various assessment activities, accessed 232 times.

The Office of Instructional Technology tracks use of its online FAQ resources, posted on the Moodle subsite of the Trinity webpage at <http://www.trinitydc.edu/moodle>. In the 2014-2015 academic year, pages on this subsite were viewed 12,450 times, for an average time on site of 02:41 (hh/mm). These both represent increases from the comparable time for 2013-2014:

- Pageviews increased 15.0% from 10,829 to 12,450.
- Average time on Moodle subsite pages increased 42.5% increase from 01:53 to 02:41.

The five ‘How To’ topics most frequently visited in the 2014-2015 academic year included the following:

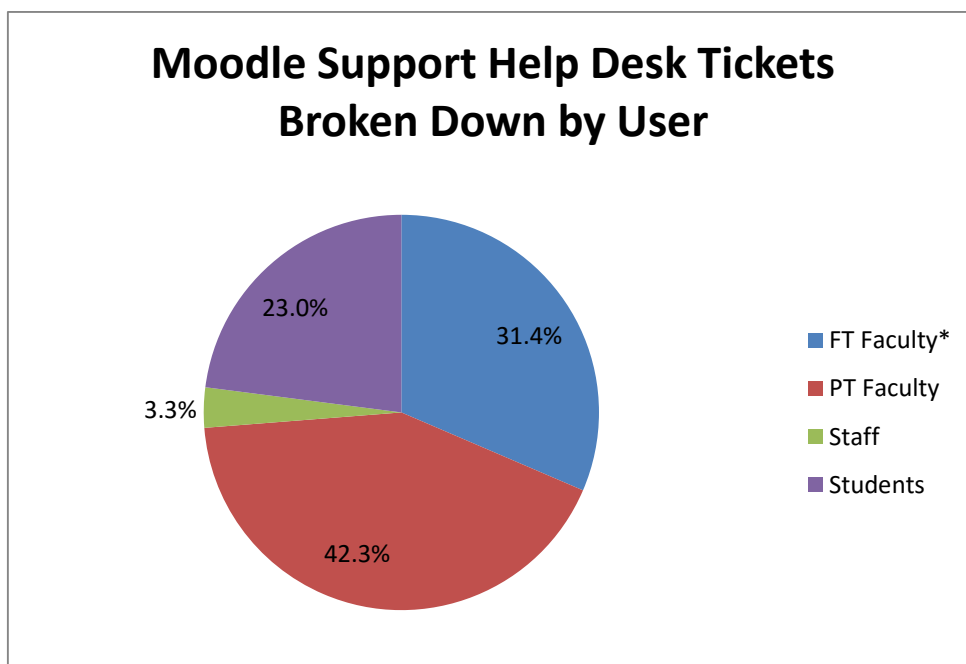
Five Moodle ‘How To’ Topics Most Frequently Visited in 2014-2015	
1.	I’ve received an invalid JSON string error. What do I do? [FAQ for both Students & Faculty]
2.	How do I do I adjust my pop-up blocker settings? [FAQ for both]
3.	How do I complete a course evaluation? [Student FAQ]
4.	How do I track class attendance? [Faculty FAQ]
5.	Why won’t my file picker or file browser load? [FAQ for both]

NOTE: Of slightly more than 10,390 landing pages, this was 20th most frequent landing page of the entire Trinity website. This means that a great deal of external traffic comes directly to this FAQ. Upon checking, #1 is the first link listed in Google when searching for the phrase “invalid JSON string error.”

The Office of Instructional Technology maintained Trinity’s Moodle LMS:

<http://moodle.trinitydc.edu/>. Overall, pages on the Moodle LMS were viewed 6,045,904 times in 2014-2015, for an average time on site each session of 08:32. The Moodle LMS homepage was visited 1,401,467 as of April 29, 2015.

The Office of Instructional Technology offers on-line help desk assistance:



Through an online help desk program called Kayako, faculty, staff, and students submitted 884 Moodle Support tickets as of April 29, 2015. A ticket breakdown by user revealed 681 Faculty/staff tickets (77.0%) and 203 Student tickets (23.0%). Within the faculty/staff users, 278 (40.8%) were full-time faculty or instructional staff, 374 (54.9%) were part-time adjunct faculty, and 29 (4.3%) were University staff members.

IV. Discussion

The above observations and descriptive data suggest that both full and part-time faculty accessed development and training activities to improve their use of Moodle and Trinity's learning management system in 2014-2015. Data suggest that this usage represents an increase from 2013-2014. We tentatively conclude that an increased number of full-time faculty and adjuncts are becoming more Moodle savvy.

For our next assessment cycle, we will design a project to demonstrate faculty learning outcomes as a result of Moodle trainings. We will track pre- and post-Moodle site design following a random sample of design workshop attendees, and we will develop a survey that asks instructors which aspects of Moodle training they incorporated in their class activities and experiences.