



Contribution ID: 35

Type: 個人の発表 / Individual Presentation

A Reflection on the Learner's Moodle Experience from the Perspective of a New vis-à-vis Long-Time Moodle User

Sunday 18 February 2024 09:00 (20 minutes)

When it comes to user experience, determining what counts as “improvement” is not easy nor straightforward. Convenience for some may easily be an inconvenience for others. With the difficulty that comes with providing a catch-all recommendation towards Moodle improvement as a learner's tool, this paper instead attempts to provide an assessment of Moodle by reflecting on the learner's experience from the perspective of a new vis-à-vis long-time Moodle user. By reflecting on the experience of two users with varying familiarity with the Moodle platform, this paper aims to strike a balance by forwarding an assessment that is: (1) not too attached, preventing the familiarity to the platform from creating a framing wherein it becomes easy to overlook fundamental issues due to these issues being normalized, and (2) not too detached, preventing the unfamiliarity with the platform from creating recommendations brought about by ignorance of Moodle's potential as a learning management system. Through the reflections provided, this paper hopes that the increased awareness of learner experience will create a different outlook that can assist in the development of Moodle towards becoming a more effective and learner-friendly platform in the facilitation of distance education.

発表の種類 / Presentation type

プレゼンテーション (20分) / Presentation (20 mins)

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Session Classification: 1101 号室 / Room 1101

Track Classification: Moodle のコミュニティ / Moodle community