

Action research project: Making Moodle more inclusive

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The screenshot shows the Moodle course page for '23/24 BA (Hons) Product and Industrial Design'. The header features a banner image of wooden blocks and a dark overlay with the course title. Below the header, there is a breadcrumb trail: 'Dashboard / Courses / 23/24 BA (Hons) Product and Industrial Design'. A button labeled 'Open course menu' is visible. The course is organized into stages: 'BAPID', 'Stage 1', 'Stage 2', and 'Stage 3'. Under 'Stage 1', there are three sub-sections: 'Technical studies', 'Contextual studies', and 'Sustainable design studies'. A banner image credit reads: 'Banner image: Georgina Heaton, BA PID, UAL Image library'. The main content area is titled 'Course noticeboard' and includes a note: 'Please use this space to share resources across the whole course. If you need any help, contact pci'. Below this, there are three columns: 'Notices', 'Design Transforms', and 'Exhibitions'. The 'Notices' column contains a post by Paul De'Ath about the 'International Train Design Competition 2024'. The 'Design Transforms' column contains a post by Anonymous about 'Design Transforms - Theo Williams'. The 'Exhibitions' column contains a post by Anonymous about 'MA Design for Industry 5.0 Mini Show!'. Each post includes a thumbnail image and a brief description.

23/24 BA (Hons) Product and Industrial Design

Dashboard / Courses / 23/24 BA (Hons) Product and Industrial Design

Open course menu

BAPID Stage 1 Stage 2 Stage 3

Technical studies Contextual studies Sustainable design studies

Banner image: Georgina Heaton, BA PID, UAL Image library

Amy Urry + 8 8h

Course noticeboard

Please use this space to share resources across the whole course. If you need any help, contact pci

Notices Design Transforms Exhibitions

Paul De'Ath 8h

International Train Design Competition 2024

Call for Entries

International Train Design Competition 2024

Sustainable Future Rail Transit Systems

Design Competition Themes:

Innovative Urban Rail designs that solve the transportation issues of today.

Environment and sustainability: Consider how we can encourage people to use train transport to minimise both congestion, design for longevity.

Industry: Focus for all ages and abilities, develop existing solutions, convenient based for growth of railroads, sustainable and low carbon travel.

Interconnectivity: Transferring from one mode of transport to another, multimodal experience, improving the convenience of rail travel, first and last mile.

Safety: All aspects of passenger and staff safety, cleanliness, safe evacuation, communication, fire safety.

Anonymous 21d

Design Transforms - Theo Williams

uol: 2023/24

DESIGN TRANSFORMS

Theo Williams

21st November 2023, 18:00 K101

Product Design and Industrial Design Programme

Anonymous 17d

MA Design for Industry 5.0 Mini Show!

FUNCTIONAL FABRIC EXHIBITION

Research question:

To what extent does our **Moodle design template** support inclusive practice in relation to neurodiverse and disabled students?

- Headings, spacers, bullet points
 - Contextual information
 - Organisation and consistency
 - Colour and images
-
- Training for staff and guidance for students

► Your course

▼ Part 1



Part 1 Teaching area

In this section, you will find your curriculum area content. The information and teaching resources you will need for your session are in this area. During part 1, you will need to check this area regularly to accomplish.

Why does it matter?

- Changing expectations.
- Social model of disability.
- Legal requirement: Anticipatory adjustments and WCAG 2.1 AA
- 21% students at CSM declare a disability (nationally 17% population)*
- Benefit to all.

For me:

Part of professional practice.

Need to listen more to disabled staff and students.

Committed to removing barriers.

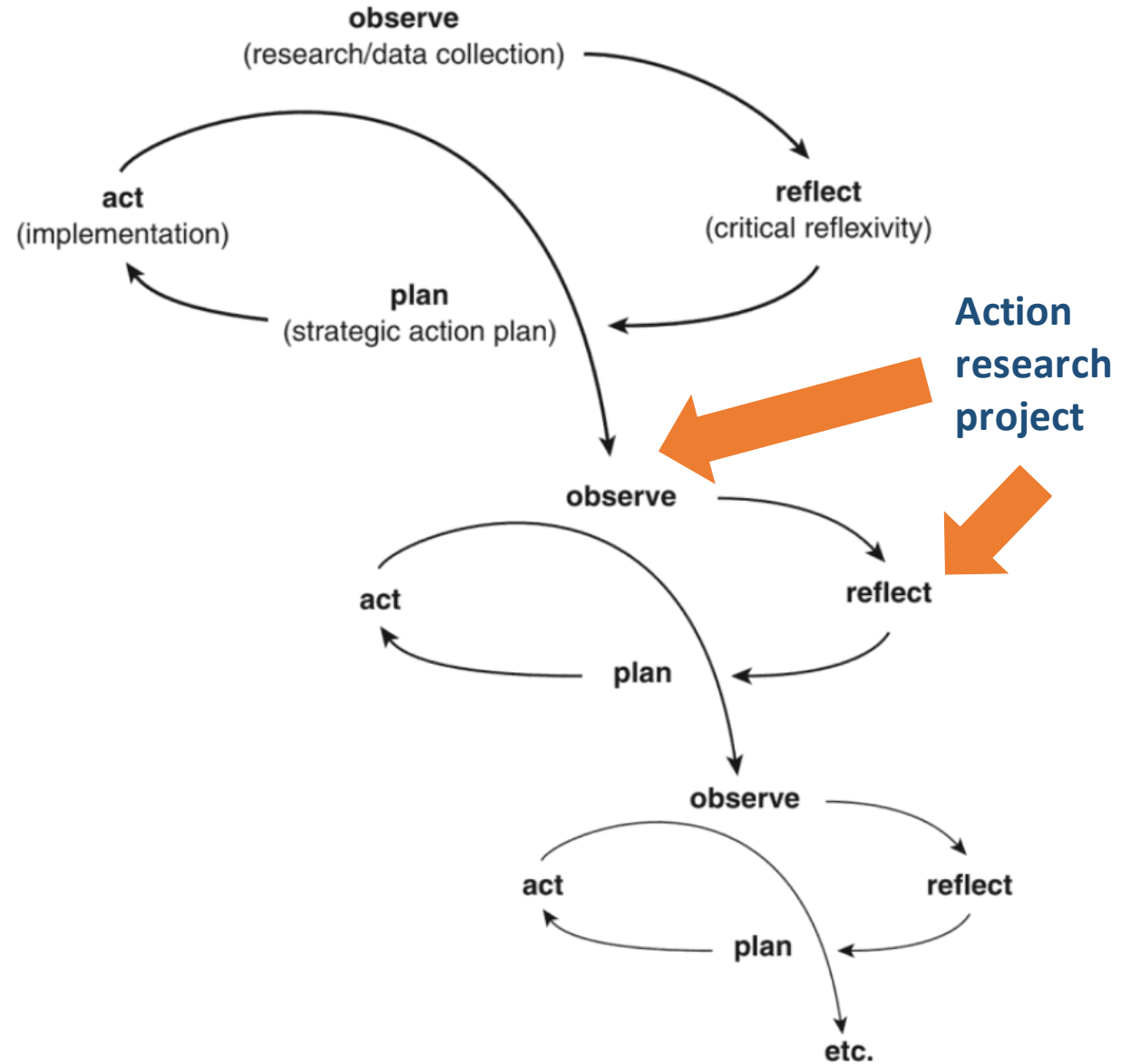


*UAL Dashboards 2023 and Office for National Statistics 2021

Blog: more detail on rationale and context.

Action research cycle:

Development of Moodle pages
during past two years



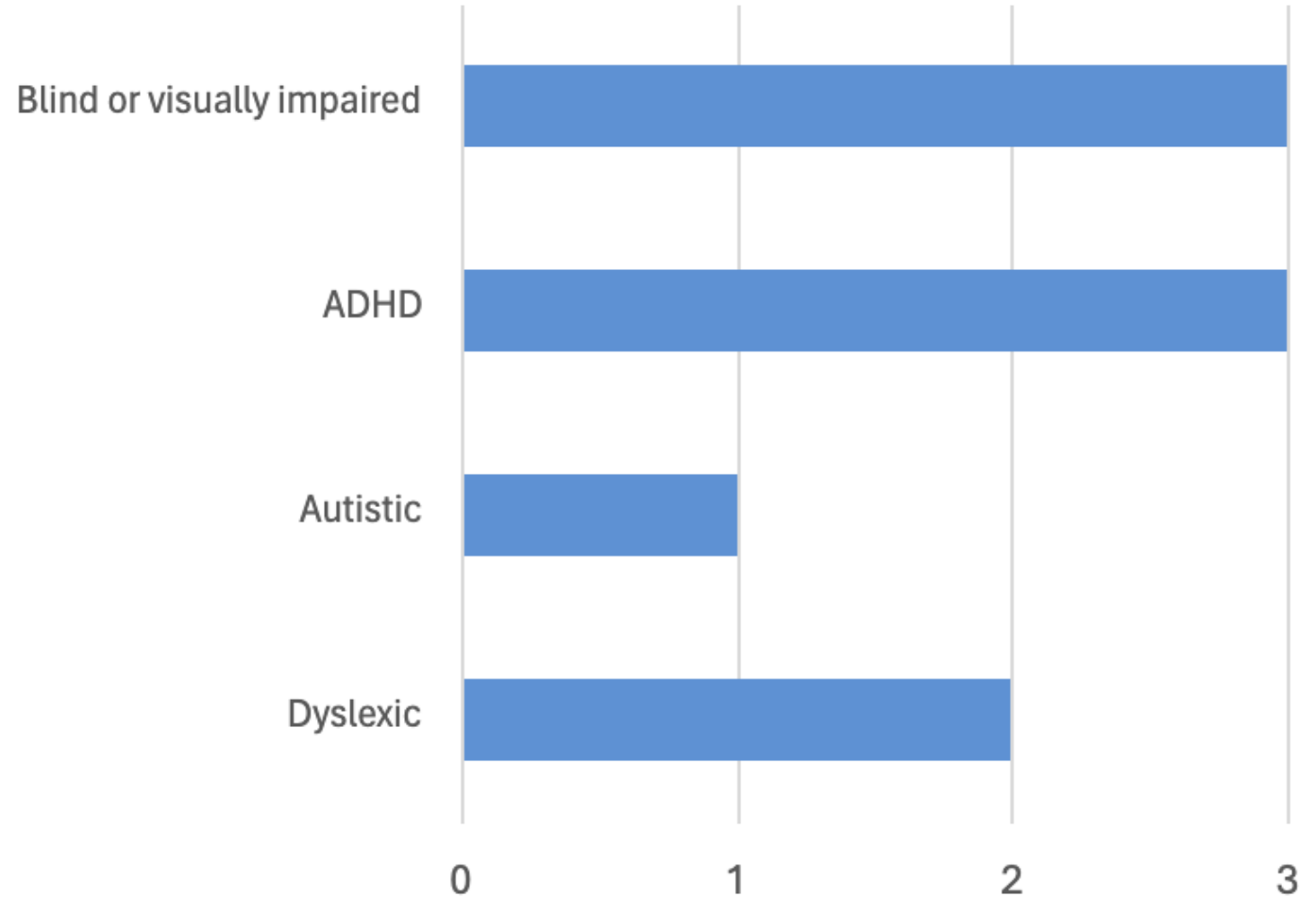
O'Leary's cycles of research cited in Koshy, Koshy, and Waterman, (2017) *Action Research in Healthcare*

Participants:

Volunteered their time to help.

- 2 members of staff
- 4 students
- 2 different courses – one Foundation, one BA

The chart shows how they identified, but I was very aware they don't represent these groups and they will also identify in many other ways.



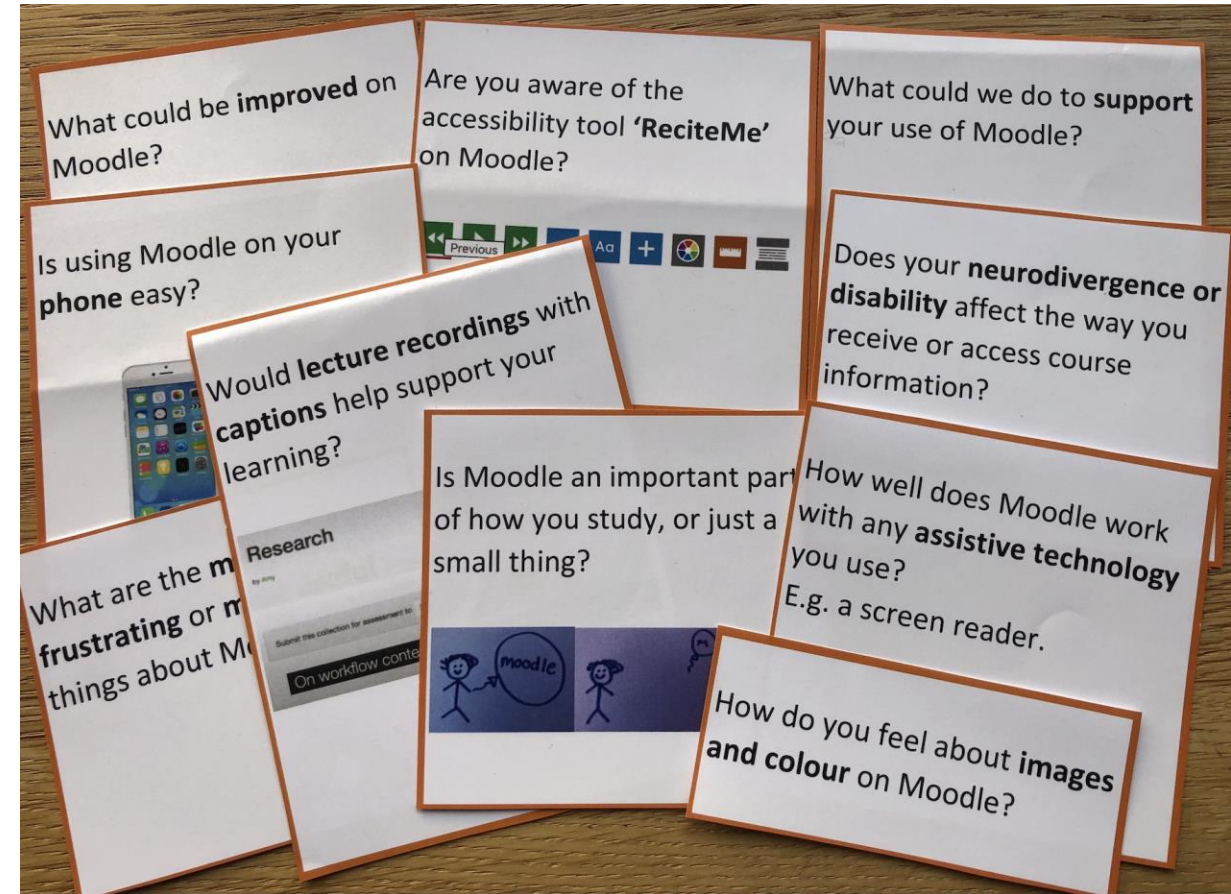
Blog: more detail on recruiting participants.

What happened?

- **Methods:** Online questionnaire, semi-structured interviews, drawings.
- **Approach:** participant-centred – Standpoint Theory and Intentional Equitable Hospitality.

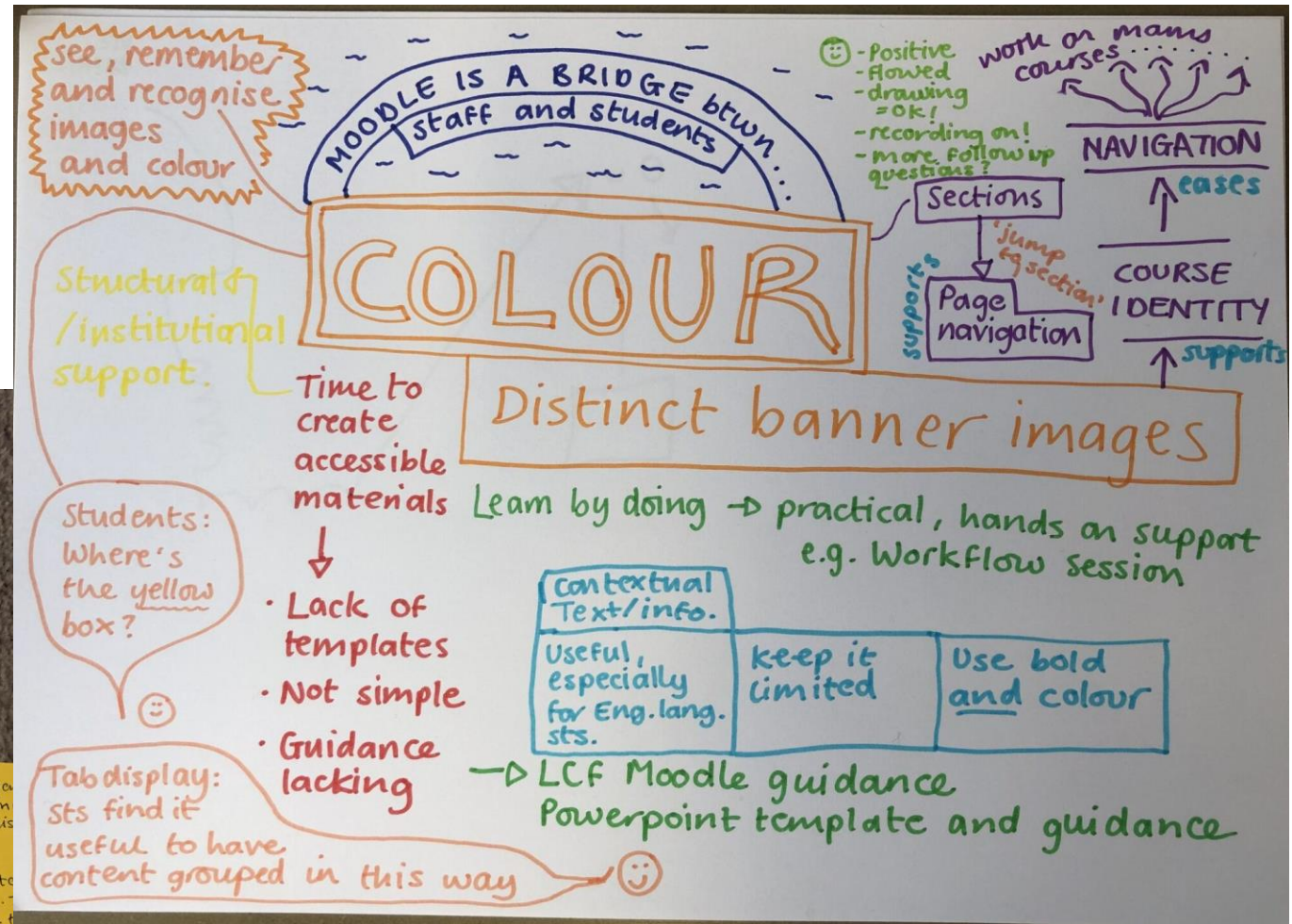
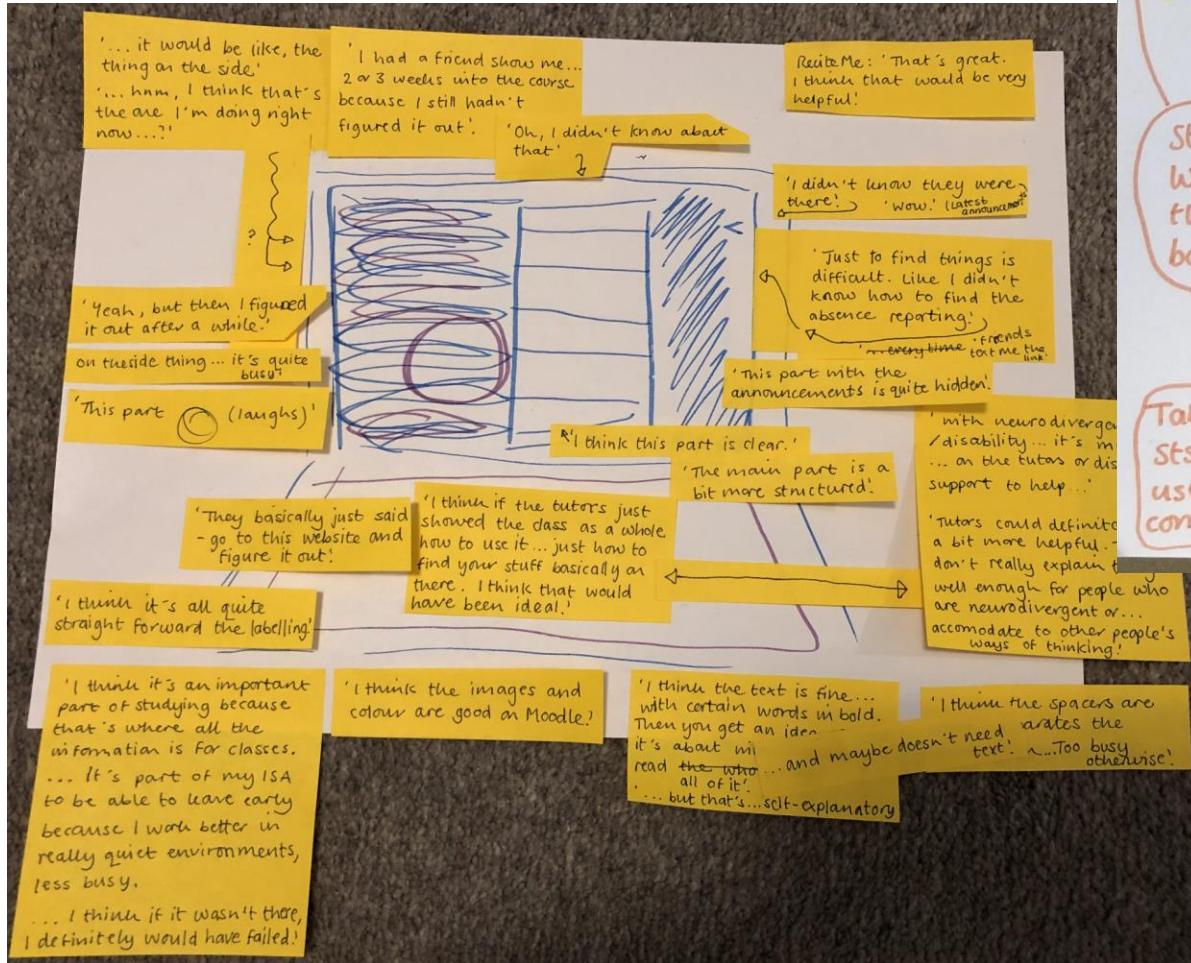
4. Thinking about your course Moodle page(s), to what extent do you agree with these statements?

| | Strongly agree | Agree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Moodle is a helpful tool on my course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can find what I need fairly quickly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

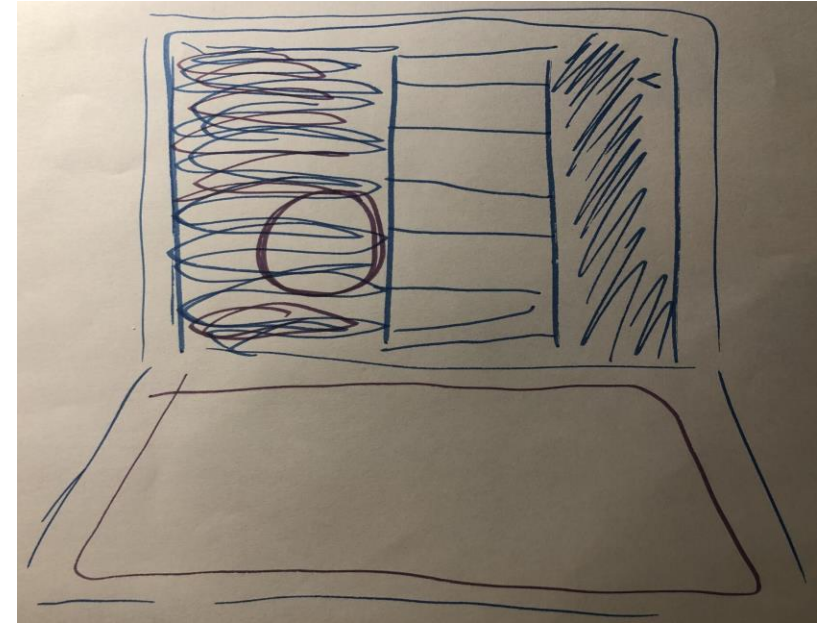
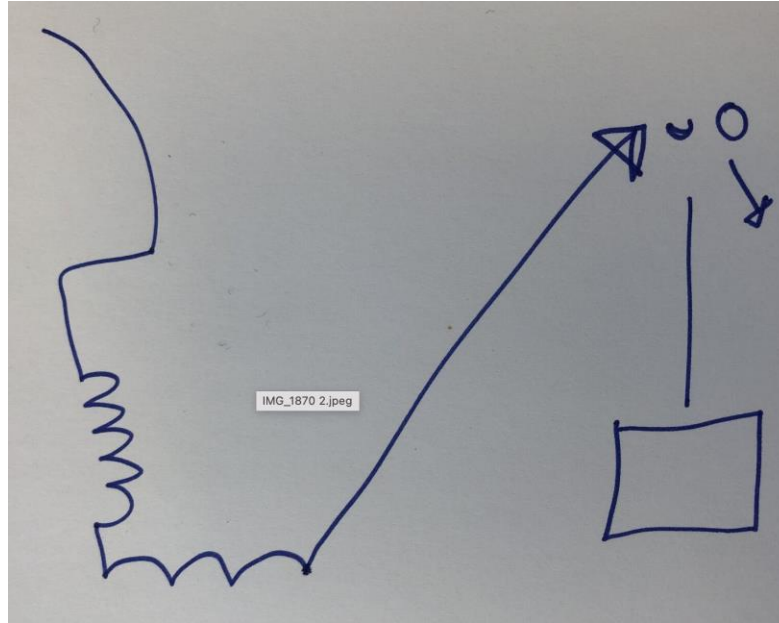


Blog: more detail research methods design and approach.

Notes from Interviews:



Can you draw your experience of Moodle?



Thematic analysis

'The purpose of TA is to develop patterns of meaning ('themes') across a dataset that address a research question.

Patterns are generated by the researcher through a rigorous process of data familiarisation, data coding, and theme development and revision.'

(Braun and Clarke, no date)

Things that staff could do:

Support from staff

Support feedback for Moodle for each unit at all times and not just at the start of the course. Moodle is a complex system and it's not always clear how to use it.

Never showed us how to use Moodle or like where everything is on there.

Showing information on Moodle would be a bit helpful, being it regularly through the course, not just at the start.

Hard to make a meeting with disability support.

The course could be more accessible for people with disabilities. For example, having a meeting with disability support would be helpful.

Eye problem - it's been hard to get support with disability team.

Never seen right hand side bar.

Didn't know about academic support online.

Bombarded with emails. Emails re Moodle updates.

PDFs not opening in a new tab is annoying.

Get the schedule because had a learning disability. Not for everyone.

Notes are often asked to be made and then make it hard to access. With extra time or knowledge to be able to do this.

Apologies of resources should be at our fingertips e.g. Bombed out of the system. It's not clear how to access it.

Staff can not navigate the system that well.

English language courses - optional so people didn't go. Not clear.

ReciteMe

Translations available. Tell people more!

Used: ReciteMe - changing the font.

dyslexia friendly font would be really useful.

Need to be told about ReciteMe - video.

ReciteMe - 'there's a lot of buttons and I'm not going to touch it!'

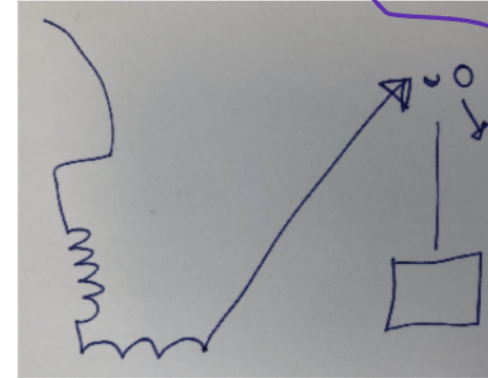
If I want it translated, I use my screen reader. (uses ReciteMe reader)

ReciteMe - colour wheel and fonts useful. Didn't know about it before.

ReciteMe: 'That's great, that would be very helpful.'

Sepia tint - don't know if that would work on PDFs.

ReciteMe: 'That's great, that would be very helpful.'



Things that would improve Moodle:

Captions and re...

Needs live captions on videos.

Have to cancel shifts at last minute because of a lecture at the last minute.

It's good to be able to watch the lectures because that helps with the learning. It's not always clear how to use it.

Asks a mate or a tutor if lost.

Friend will go to all lectures but will go back and rewatch when she's studying for exams.

It's nice to be able to get exactly what the lecturers are saying because... often doesn't have as much insight as the lecturers do.

Suggestio...

Posters around building with who to ask would be good.

Library books recommended actually in Moodle.

Search bar would be good.

Want a specific learning outcome for the day. What am I meant to be getting out of this?

Use on phone

Presentations and videos don't display properly on phone.

We don't have the Moodle app at UAL.

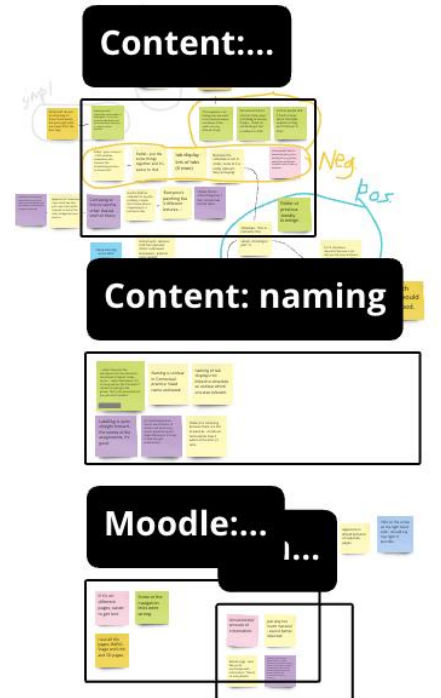
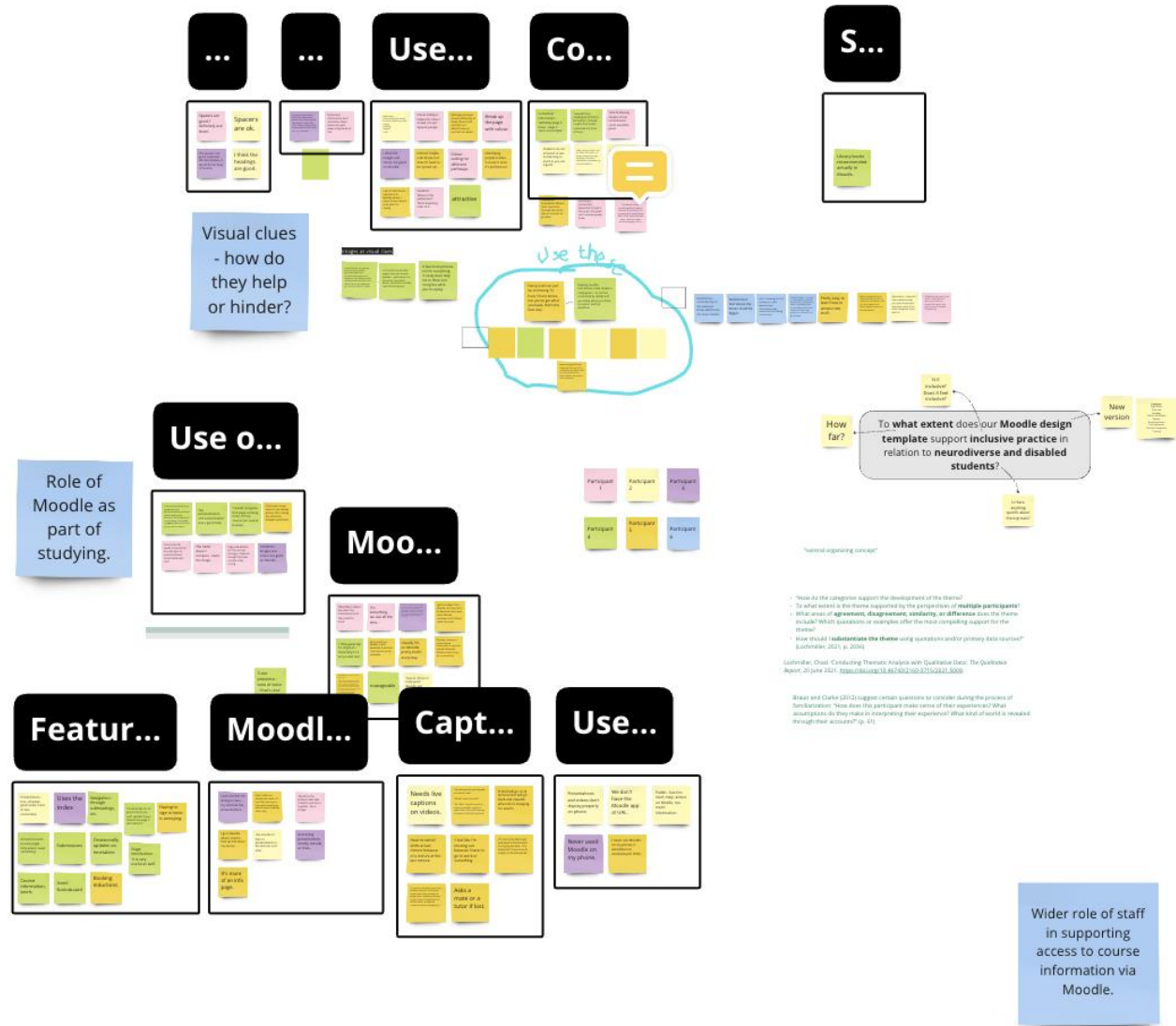
Padlet - hard to read, copy, access on mobile, too much information.

Never used Moodle on my phone.

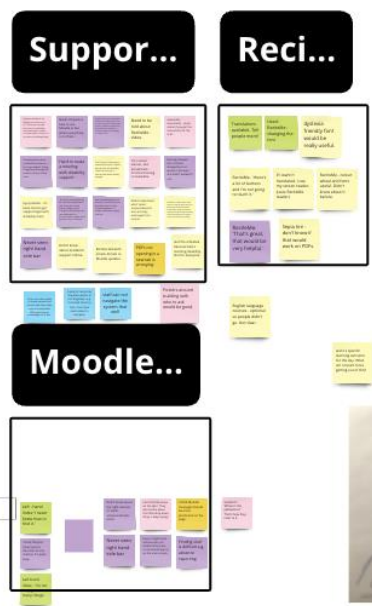
I never use Moodle on my phone. It would be too compressed I think.

Thematic analysis:
Categorising and generating themes

Deciding on themes



Impact of information organisation, from whole page to naming of documents.



Wider role of staff in supporting access to course information via Moodle.

Themes:

Improvements:

- Lecture recordings
- Density of information
- Consistent naming
- Better navigational between pages

Moodle plays an important role in learning and teaching.

' the personalisation by different course made it nice because it kind of gave you a nice feeling.'
Participant 4

'I think if that wasn't there I definitely would have failed.'

Participant 3

Organisation of content has a critical impact on the user experience.

‘Sometimes it just feels like you're overloaded with information.

Participant 2

Themes:

Improvements:

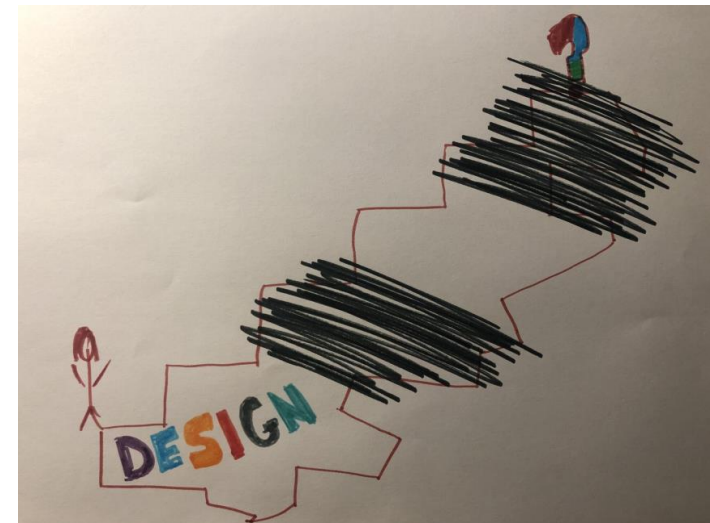
- Reduce text
- Add colour-coding and graphical representation where possible.
- Actively ensure staff have the tools to guide students.

Presentation matters
– clean, clear and
simple is best.

'I think to have it bare bones, but like you've got what you need, I think that's the best way'
Participant 5

'Where's the yellow box?'
Participant 1

Staff guidance, or lack of, makes a significant difference.



Reflections:

- Limited data set.
- Transcription process could be improved.
- Understanding more about the theoretical underpinnings of TA.
- Happy with data collection methods chosen.
- Amazing to have the opportunity to talk to students and staff at length and in detail :)

Next steps:

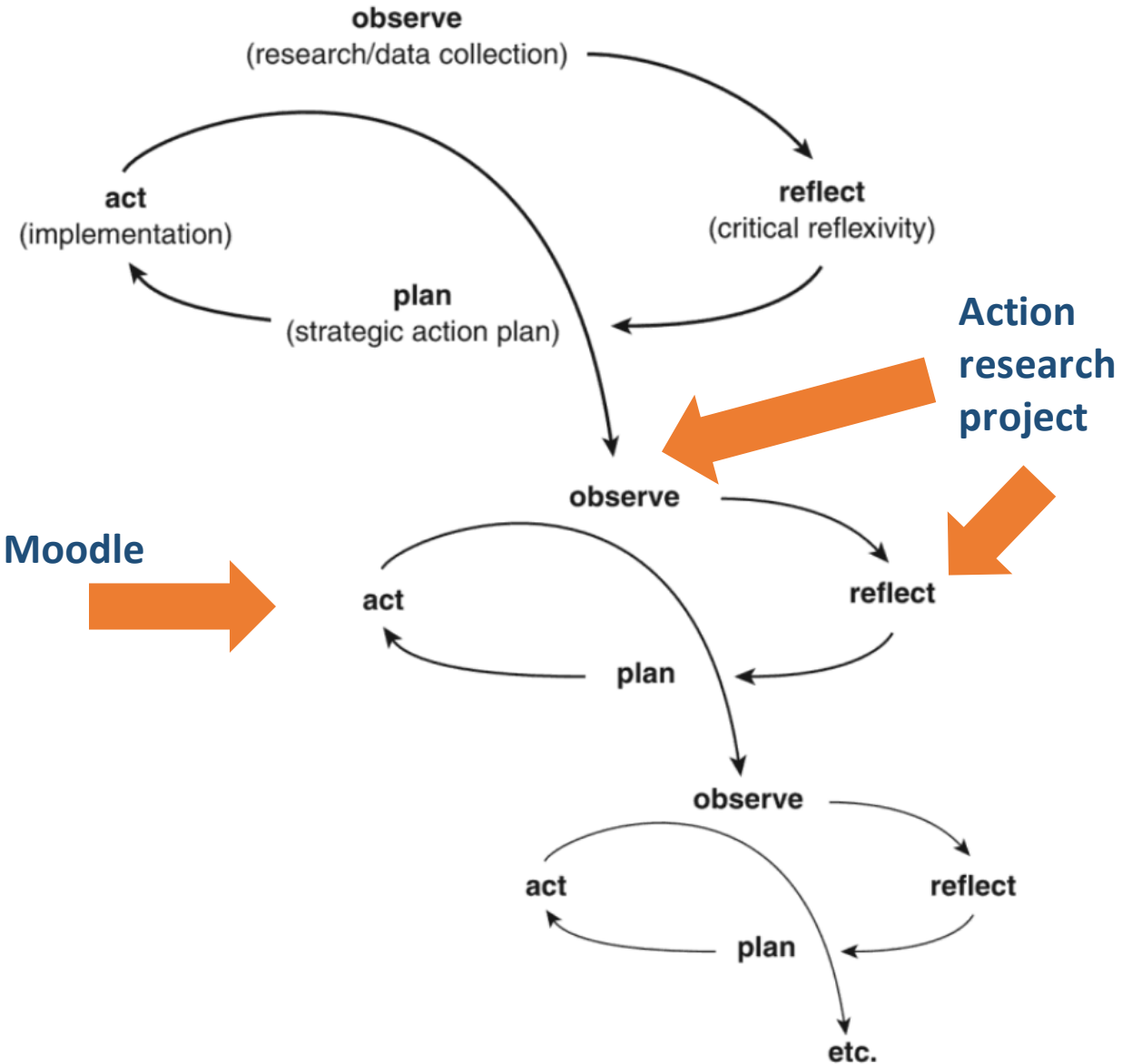
Development of Moodle pages
during past two years



Development of CSM Moodle
template.



Changemaker project



O'Leary's cycles of research cited in Koshy, Koshy, and Waterman, (2017) *Action Research in Healthcare*

References:

Braun, V., and Clarke V. (no date) 'Understanding TA', Available at: <https://www.thematicanalysis.net/understanding-ta/> (Accessed: 11 January 2024)