UCI LMS Recent Grad Survey

# When asked to Compare EEE with other LMS that they have used, responders generally really liked EEE.

# Total Positive and Negative Comments

# *(heavily skewed by the dominance of Blackboard as the comparison LMS)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total Number of Positive Comments across all Comparison LMSes | Total Number of Negative Comments across all Comparison LMSes | Ratio of + to - Comments |
| EEE | 46 | 10 | 82% |
| Blackboard (26 users) | 16 | 6 | 72% |
| Moodle (7 users) | 2 | 4 | 33% |
| Canvas (1 user) | 4 | 0 | 100% |
| Angel (1 user) | 0 | 1 | N/A |
| Desire2Learn (1 user) | 5 | 0 | 100% |
| Sakai (2 users) | 2 | 1 | 67% |
| Power Campus (1 user) | 16 | 6 | 72% |

# Themes emerging from the comparative questions:

|  |  |
| --- | --- |
| **EEE Positives** | **EEE Negatives** |
| * Ease of use * Stability * Better grade book and forums than most LMSes | * Could improve tools of communicating with and updating students * Could better integrate outside (Web 2.0) tools and services |

**When asked, “Are there any specific tools or functionality that EEE lacks that you think would be particularly helpful to you if you were using EEE for teaching?” responses were remarkably varied**

* Enhancements to the quiz tool were most commonly requested:
* Better integration with external tools was also requested:
* There were a set of critiques that could best be described as enhancements to already existing EEE tools:
* *Enhancements to the student roster including linked student photos (2 respondents)*
* *A real time chat forum (2 respondents)*
* *The ability to create assignments in the course website*
* *Automatic generation of student groups*
* *The ability to export message board entries*
* *Integrated blog for course websites*
* And a set of requests for novel functionality:
* *Built in video player (2 respondents)*
* *Online video chat/web conferencing (2 respondents)*
* *A calendar with important content and deadlines posted*
* *Learner analytics*