☑Using Moodle Checklists for Improving Student Online Engagement

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Introduction

- **Why do we need a checklist? Scene setting and understanding**
- **What is a checklist?**
  View from a student and staff perspective of checklists within VLE
- **Presentation of research findings** from
  - large cohort 2nd year mathematics modules,
  - mid sized 3rd year dissertation (SofE) cohort,
  - small cohort 4th year undergraduate WMG module.
- **Conclusion**
  Invitation to participate in research, make plans for how to use checklists in their roles.

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Why checklists

- Remote learning leading to confusion/anxiety
  - Sockalingam, N. and J. Liu (2020). Designing learning experiences for online teaching and learning
- Workload management and direction
  - Fukuzawa, R., et al. (2015). "Practice and experience of task management of university students: Case of University of Tsukuba, Japan." Education for Information **31**(3): 109-124.
- Students wanting autonomy but needing guidance
  - Goldfarb, S. and G. Morrison (2014). "Continuous Curricular Feedback: A Formative Evaluation Approach to Curricular Improvement." Academic Medicine **89**(2).

> "My suggestion is that maybe after we finish a chapter, we can manually tick it to show that we have done it so it would not cause so much confusion when we want to check our progress."
>
> (student comment)

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Demo: student view

Teachers can add tasks that students may check off

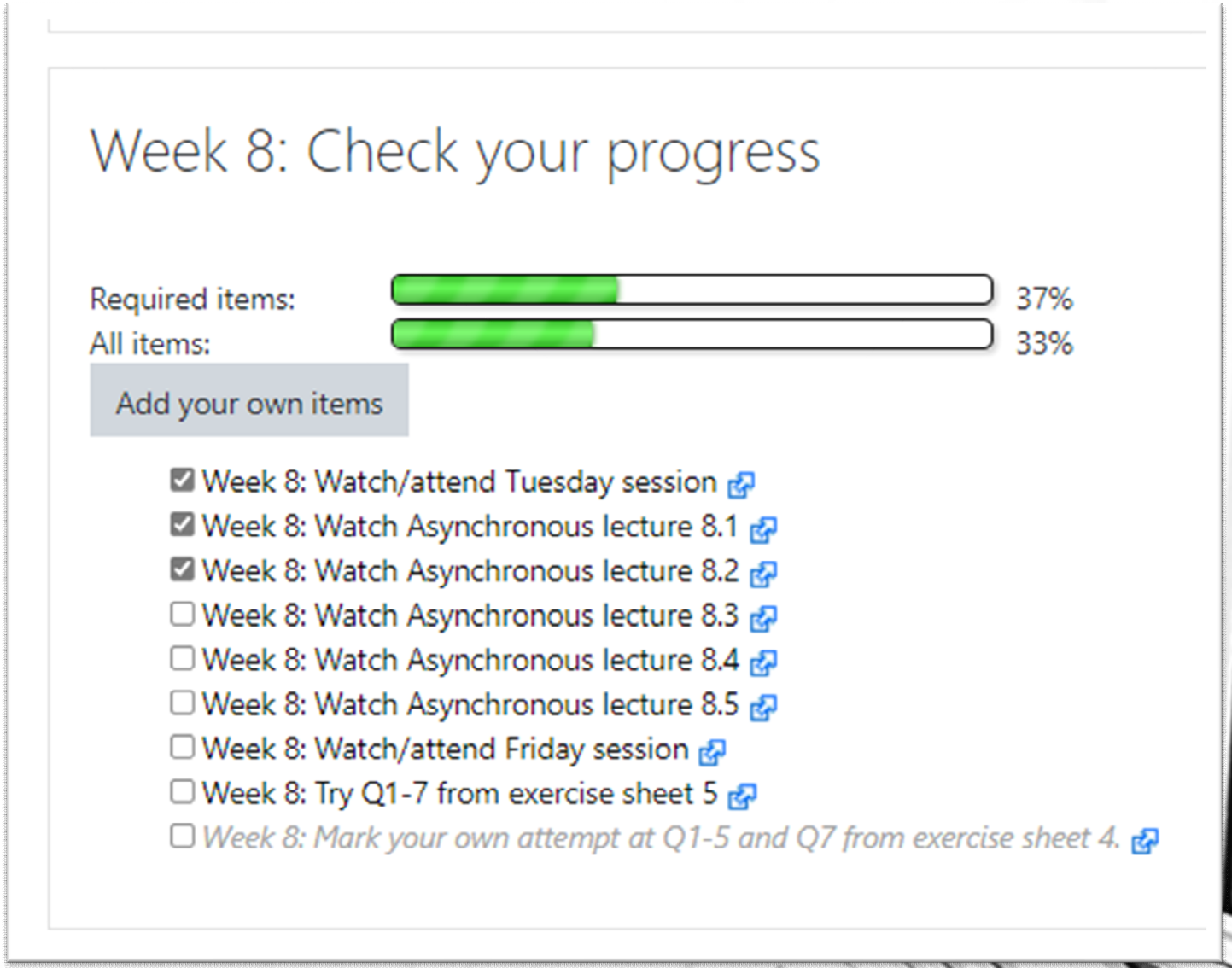
Tasks can be **optional** or **compulsory**

Can add **links**

Can **allow students to add their own** optional sub-tasks

Can allow moodle to **automatically populate** with activities

Can be **formatted** to add structure



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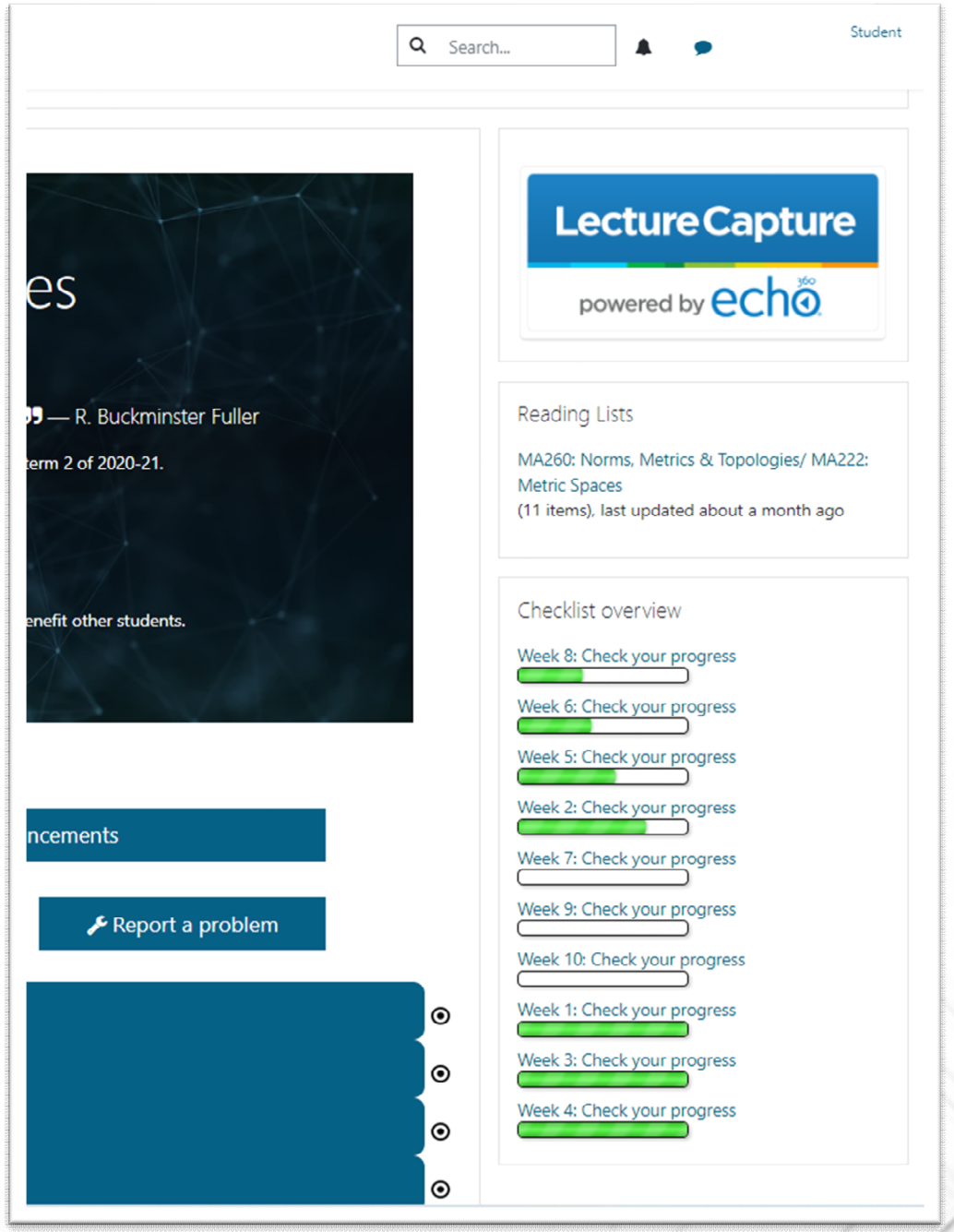
Demo: student view:

Can be used with:

- completion tracking
- grade book
- checklist block



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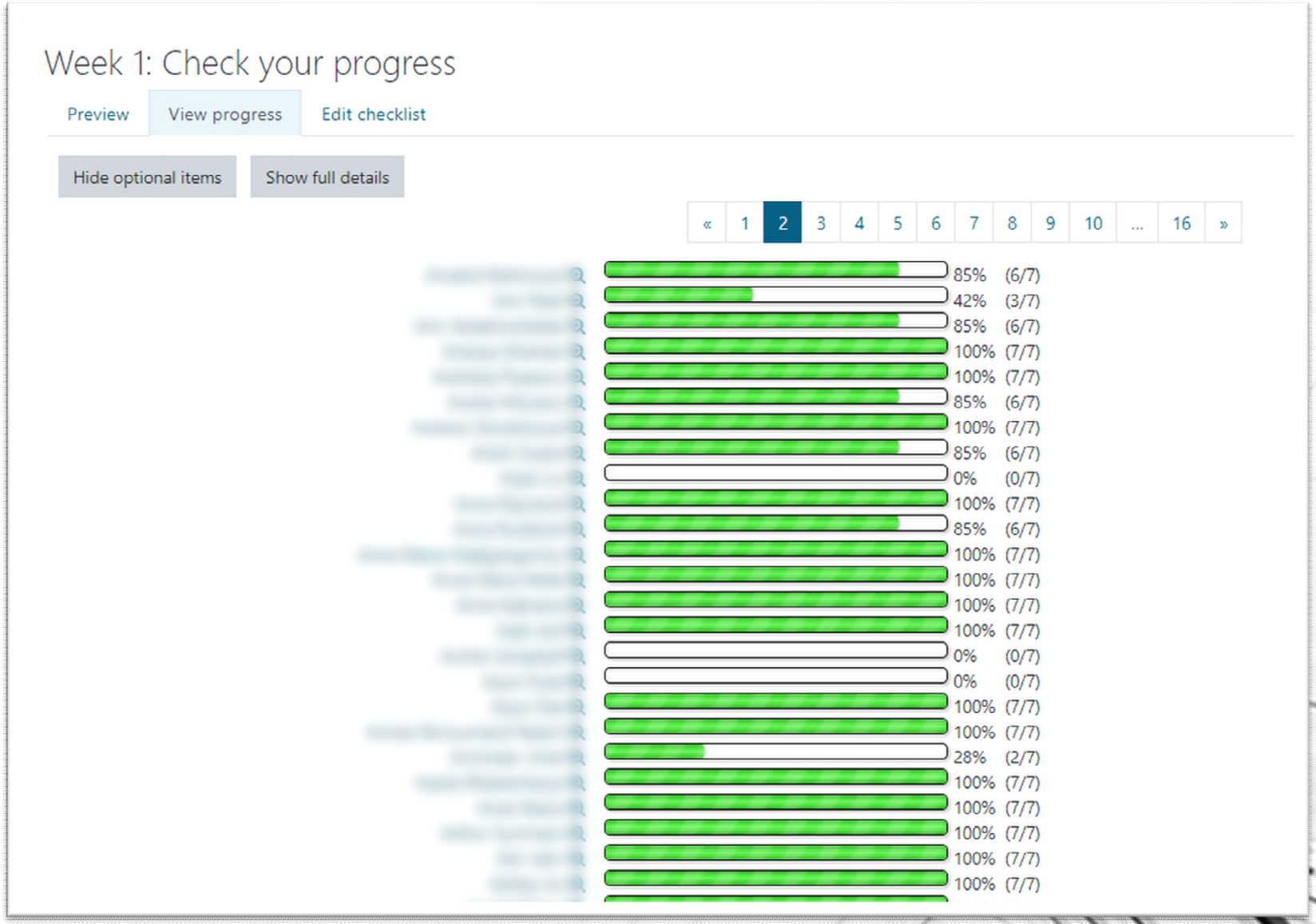
Demo: staff view

See **overview** of student progress

- task-by-task
- progress bars

See **individual** progress

Can add **personalized comments**



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The study

2nd year module (MA260 MA222)

- Cohort ~540
- Bachelors (BSc, MMath etc)
- Core
- Taught module
- 100% exam
- 12 CATS
- Checklists to ensure students cover all taught material

3rd year dissertation projects module (ES327)

- Cohort ~300
- Bachelors (BEng/MEng)
- Compulsory core
- Project based
- 100% coursework
- 30 CATS
- Checklists to give students confidence in how to progress and where to find information

4th year level 7 module (ES4C9)

- Cohort ~55
- Masters (MEng)
- Elective
- Taught module
- 100% coursework
- 15 CATS
- Checklists to ensure students cover all taught material

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How we used checklists

- All used weekly, could be:
  - Topic
  - Course
  - Submission
- Taught modules:
  - Covering content
- Project module:
  - Providing reassurance & guidance (Wellbeing focus)

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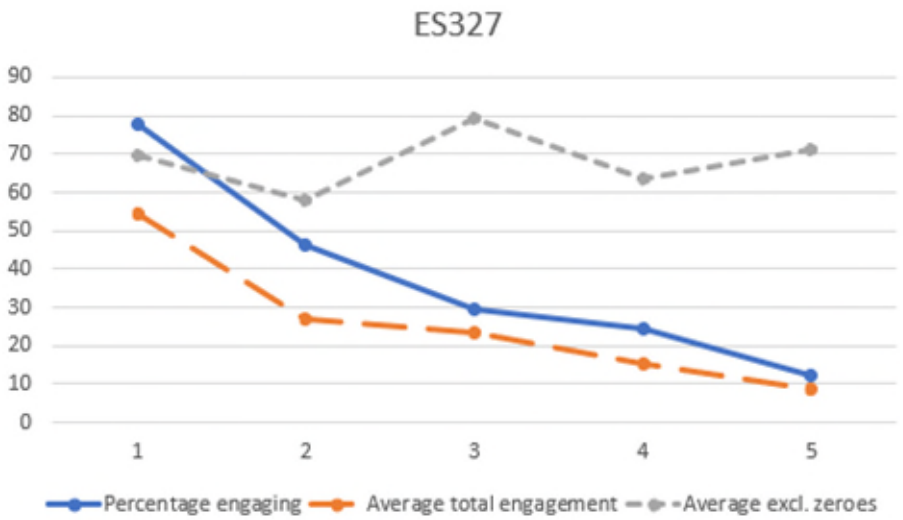
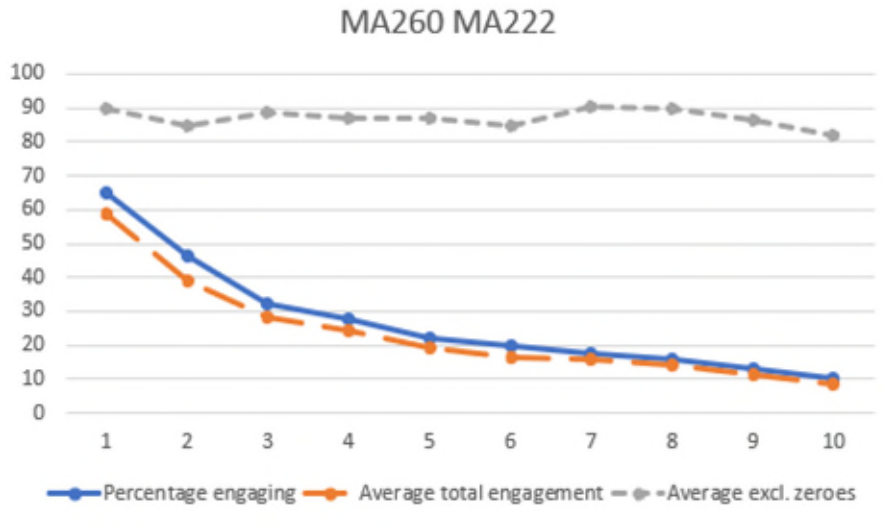
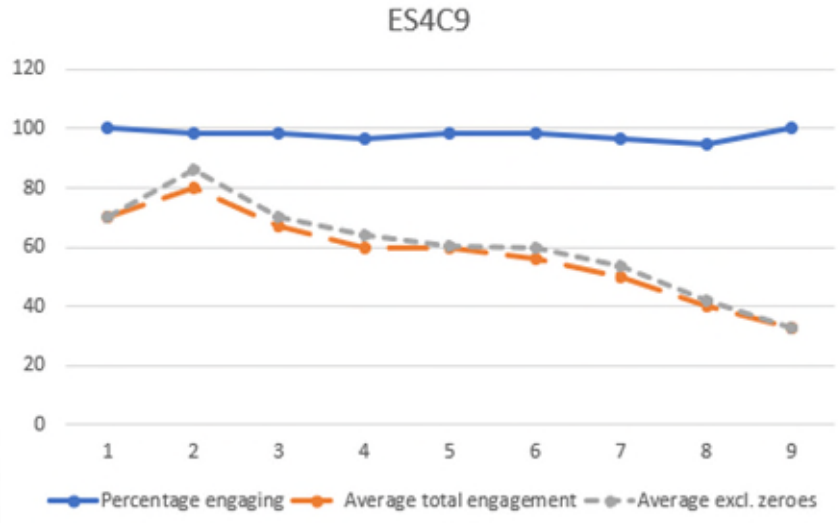
Comparing Outcomes



- Noticeable decline in users
- High (68% / 87%) average for those using them



- Maintained engagement rate at a high level
- Declining average for regular users



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Student Voice

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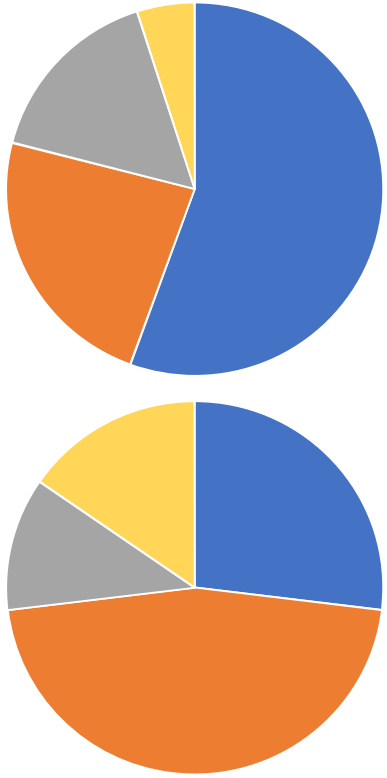
We asked the students what they liked about checklists!

2nd year module
(MA260 MA222)

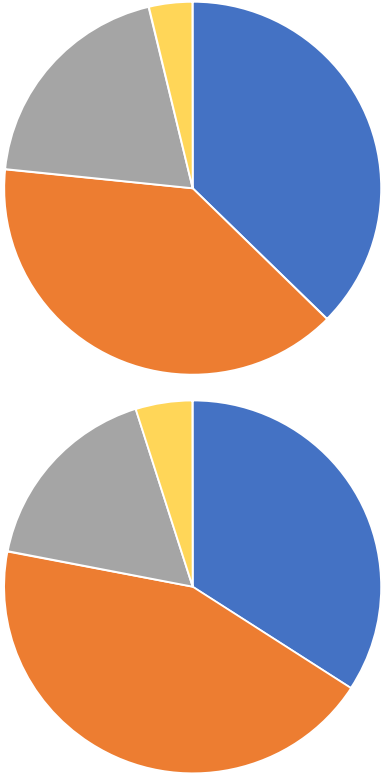
3rd year dissertation projects module
(ES327)

How did you most use the Moodle checklists?



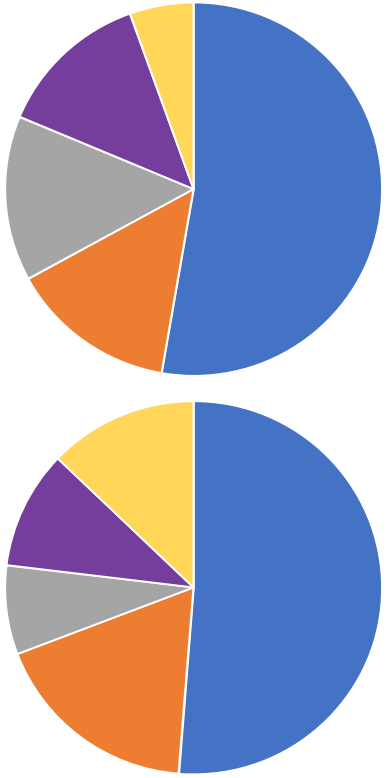
- I checked off tasks as I did them
- I looked at the list but didn't check off the tasks
- I didn't look at the checklists
- other

How did you most use the Moodle checklists?



- they helped me ensure I covered the taught content
- they gave me reassurance I was doing the right thing
- they helped me plan my time
- other

Future use of checklists (select all which you agree with).



- I would like to see moodle checklists provided in future modules
- I have been inspired to make my own checklists
- I plan to reset the checklists and use them for revision
- I don't wish to use checklists
- other

Student Voice: quotes from free text questions in student questionnaires

"The weekly checklists posted on Moodle **gives an idea of how far along I should be** with my project."

"Weekly checklist/timeline **keeps me on track**"

"The checklist is **GREAT**, it's honestly such an **amazing feature I wish all my modules used it**, it'd help"

"The weekly checklist on Moodle is **useful.**"

"The moodle page is really well designed and easy to navigate. All the information is available, along with a checklist to **help organise my time**"

"**Love** the progress bar!"

What next?

For us

- Did checklists provide an engagement boost, with the decline taking us to “normal” engagement levels?
- How does student led progress measurement compare to ‘course completion’ as measured by Moodle with staff set conditions?
- Does familiarity increase usage?

For you

- Consider where a checklist could help your module (early weeks recommended)
- Try making one on your own Moodle
- Let us know your experiences for a greater data set for comparison!
- Support from Moodle here:

https://docs.moodle.org/310/en/Checklist_quick_guide

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