Understanding the Usability of Course Management Systems (CMS) in Developing Countries: An Empirical Analysis

Rakibul Hoque, University of Dhaka, Dhaka, Bangladesh

Mahfuz Ashraf, University of Dhaka, Dhaka, Bangladesh

Mohammad Afshar Ali, Centre for Policy Dialogue (CPD), Dhaka, Bangladesh

Rashadul Hasan, Brainstorm Bangladesh, Dhaka, Bangladesh

ABSTRACT

Course Management System (CMS) is now probably the most used educational technologies in higher education, behind only the Internet and common office software. It can facilitate posting content, participating in discussions, maintaining a grade book, tracking participation and managing learning activities in an online environment for instructors and learners. But question arises to what extent these systems are successful in developing countries like Bangladesh. Unfortunately there are very few reports and publication that have tried to focus on above issues. In this study, an evaluation and analysis of CMS in developing countries like Bangladesh was carried out to assess the success of the system by using “ITPOSMO’ model. The study found that CMS is partially failing in higher educational institutions in Bangladesh.

Keywords: Classroom-Based Management Courses, Course Management Systems (CMS), Design-Reality Gap, Developing Countries, ITPOSMO

1. INTRODUCTION

In recent years, educational institutions has seen a number of innovations, some revolutionary, others having minimal to no impact (Katz, 2003). Rogers (2003) argues that re-invention of an innovation leads to a faster rate of adoption and a higher degree of sustainability. Over the last decade, the development of computer software and hardware directed toward education and the teaching and learning process had tremendous impact on course delivery (Glahn and Gen, 2002). Perhaps no other innovation in higher education has resulted in such rapid and widespread use as the Course Management System (CMS) (Harrington et al., 2004). CMS are now probably the most used educational technologies in higher education, behind only the Internet and common office software (West et al, 2007).

DOI: 10.4018/IJICTHD.2015070103
Nijhuis et al. (2005) mentioned the online transformation of study programs and courses are being transformed to online thorough the use of Course Management Systems (CMSs). According to Collis & Moonen (2005), blackboard can greatly facilitate distance education and mixed learning. To execute this efficiently, the instructors have to first learn how best to offer their courses. After that they forwarded towards a multi-method research project to explore how instructors can be assisted at the time of teaching. This study also argued that a careful implementation of CMS is a must to make this kind of support tool part of daily schedule for instructors.

But question arises to what extent these systems are successful in developing countries like Bangladesh? Unfortunately there are very few reports and publication that have tried to focus on above issues. Yet, there are some research, with mixed findings, into the potential impacts using these tools may have on learning outcomes (Hutchins, 2001; Klecker, 2002; Massimo, 2003; Pollack, 2003; Vessell, 2001; Yip, 2004). So, it is necessary to investigate and assess how CMS succeed or fail in achieving their perceived objectives. In this paper, an evaluation and analysis of CMS in developing countries like Bangladesh was carried out to assess the success of the system.

2. OBJECTIVES OF THE STUDY

The objective of this study was to conduct and state the results of a relative usability test conducted during the 2013-2014 academic year on CMS of different public and private Universities of Bangladesh. This research strived to answer the following questions:

• How do students from different public and private Universities of Bangladesh rate their experiences with the course management systems?
• Is there any gap between design and reality of CMS in public and private Universities of Bangladesh?

3. LITERATURE REVIEW

Over the past decade, there has been an increasing number of research focusing on the application of course management system, which aims at understanding of the ingredients that lead to successful implementation of CMSs in traditional classroom-based management courses (Parikh & Verma, 2002; Bilimoria, 1997; Jones & Rice, 2000; Miesing, 1998). Developing such an understanding is important because research evidence indicate that CSM based education will likely become a prime concern for management educators in near future (Dos Santos & Wright, 2001; Cohen & Lippert, 1999; Miesing, 1998; Shrivastava, 1999). Management education researchers have explored out that solely on-line instruction is a useful academic tool for teaching the complex interpersonal, conceptual, and analytical skills. But it lagged behind form the ground of efficacy (Dos Santos & Wright, 2001; Bigelow, 1999; Miesing, 1998; Salmon, 2000; Scifres et al., 1998).

According to several researchers a mixed mode of interaction of both traditional and on-line instruction can be enhanced by using a CMS. It provides edge to students enables in several number of ways, e.g. continue discussion of course concepts outside the classroom, carry out group study work on-line using chat rooms; on-line tests; and access recorded lectures, handouts, assignments, records, and grades on-line (Dos Santos & Wright, 2001; Bigelow, 1999; Fredickson, 1999; Shrivastava, 1999). The CMS can facilitate posting content, participating in discussions, maintaining a grade book, tracking participation and managing learning activities in an online environment for instructors and learners (Heo, 2009; Lansari et al, 2010; Rovai et al 2008).
Fake Empathy and Human-Robot Interaction (HRI): A Preliminary Study
www.igi-global.com/article/fake-empathy-and-human-robot-interaction-hri/190901?camid=4v1a

How People Perform a First Glance Evaluation
www.igi-global.com/chapter/people-perform-first-glance-evaluation/63854?camid=4v1a