Notice to Authors

Due to the overwhelming number of submissions to IRRODL, the journal has already met its publication quota for 2019. As a result, for a period that will not exceed six months, IRRODL will no longer be accepting submissions after May 1, 2019. In order to improve our service to the academic community, and to ensure a six month review to publication cycle, IRRODL will be moving to a regularized publication schedule in 2020. More information will be provided later this year.

We thank our authors, reviewers, and readers for their unwavering and exceptional support in making our journal one of the world’s most successful, open access journals in the field of open and distributed learning.

Introducing a learning management system at a Russian university: Students' and teachers' perceptions

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DOI: https://doi.org/10.19173/irrodl.v15i1.1701

Keywords: higher education, e-learning, online learning, learning management systems, LMS.
Abstract

Learning management systems (LMS) have been proven to encourage a constructive approach to knowledge acquisition and support active learning. One of the keys to successful and efficient use of LMS is how the stakeholders adopt and perceive this learning tool. The present research is therefore motivated by the importance of understanding teachers’ and students’ perceptions of LMS in order to anticipate possible issues (problems) and help to build a productive learning environment and a committed user community. The paper looks at this process at a Russian university (National Research University Higher School of Economics – HSE) where the system is being implemented and examines the following issues: qualification and readiness of the stakeholders to use LMS and their perceptions of the system's convenience, effectiveness, and usefulness. The research reveals remarkable divergence of students’ and teachers’ perceptions of various aspects of LMS which must be considered when raising the effectiveness of the system and building commitment to e-learning. They are analyzed and explicated in the present paper.
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