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# Use of Moodle in Georgian Higher Education: Students' Perspective

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**Abstract:** *Nowadays, the educational discourse is closely tied to the concept of technological advancement that the 21st century is commonly associated with. Technological advancements have transformed education through the integration of digital learning platforms. Moodle, a widely adopted Learning Management System (LMS), is available across higher educational institutions in Georgia, including Ivane Javakhishvili Tbilisi State University (TSU). Despite its institutional availability, integration of Moodle within the English Philology program remains limited. The paper examines the perceptions and use of Moodle by TSU undergraduate students in English for Specific Purposes (ESP) courses. The study employed a mixed-methods approach, using quantitative and qualitative research methods. The data were collected via a survey questionnaire designed in Google Form and circulated online. A total of 40 purposively selected students (third- and fourth-year) filled in the questionnaire. Following a detailed analysis of the survey, findings reveal that Moodle is primarily used for assessment-related activities (quizzes, homework submission) and accessing course materials, with limited engagement in collaborative or interactive tools such as forums, workshops, and feedback. Usage frequency is moderate, suggesting a supplementary rather than central role in learning. Low awareness of plagiarism detection tools (Turnitin) indicate missed opportunities for enhancing academic integrity and student engagement. Additionally, the paper offers a few recommendations.*

**Keywords:** Learning Management System (LMS), Moodle, e-learning

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## INTRODUCTION

The 21<sup>st</sup> century can be considered the era of technological advancement. It has influenced various aspects of human life ranging from entertainment, business, and transportation to education. Information and Communication Technologies (ICT) have transformed the whole educational process, and have offered innovative learning experiences to both students and instructors (Mustafa & Ali, 2023). Digital learning platforms – Blackboard, Canvas, and Moodle have become an integral part of modern, blended

education that combines face-to-face learning with online elements, thus creating and offering a more flexible learning environment to students (Loglo & Zawacki-Rickter, 2023).

Among the digital learning platforms, Moodle is the most widely used one due to its user-friendliness and ease of use (Al-Fraihat et al., 2025). It is offered by almost all higher educational institutions in Georgia, including Ivane Javakhishvili Tbilisi State University (TSU). Any TSU instructor with an active institutional email can create and manage an e-learning course, assessment, and communication with students. Similarly, the university students also require active TSU emails in order to enrol themselves in the offered Moodle courses. The tool can support both asynchronous and synchronous learning, giving students the chance to access the course materials easily, complete assignments, do quizzes from any place, and at their own pace within the given deadlines (Garcia-Murillo et al., 2023). However, it has to be admitted that despite the widespread availability of the platform, there is still resistance from both instructors and students to fully integrate and use Moodle during the academic process. The resistance can be attributed to unfamiliarity with the platform (Garcia-Murillo et al., 2023), insufficient technical skills, as well as lack of training and motivation (Mtani & Mbelwa, 2022).

Having taught ESP courses (in particular, Text Interpretation 4, 5, and 6) at the English Philology programme and having offered Moodle within the framework of the courses for over a decade, I have become interested in understanding how students perceive Moodle. The obtained information might be beneficial for improving the quality and effectiveness of the digital platform for both students and instructors.

Despite the integration of the digital learning platform (Moodle) in Georgian higher education, research evaluating the students' perspective on the adoption of Moodle remains limited. The existing studies mainly focus on its technical implementation. (Zakariashvili, 2023). Currently, there is a lack of comprehensive analysis indicating how Moodle can support student engagement, collaborative learning, or contribute to learning outcomes. These gaps highlight the need for a detailed investigation of Moodle usage in Georgian higher educational institutions.

Accordingly, the current study attempts to fill this gap and examine the use and perception of the Moodle platform among the students of the English philology program at Ivane Javakhishvili Tbilisi State University.

Specifically, the study aims to: a) assess the frequency of Moodle usage by students across ESP courses; b) identify the most common purposes for Moodle usage by students; c) determine the type of Moodle tools used by instructors, and d) provide recommendations for improving the integration of Moodle to enhance student engagement and course outcomes.

The findings of the study will offer meaningful contributions to the higher educational community in Georgia and, potentially, neighbouring countries. Accordingly, the study might contribute to the creation of a more engaging and supportive learning environment for both students and instructors.

## **Learning Management Systems –Moodle**

Moodle is a Learning Management System (LMS) software platform which combines multiple tools and activities that can be used for teaching and learning in one space. Among the different LMSs available, Moodle (Modular Object-Oriented Dynamic Learning Environment) is the most widely used open-source platform. It was first introduced in 2002 by a computer science graduate, Martin Dougiamas (Costello, 2013). According to Moodle's official website (2025), as of July, 2025 Moodle offers 51, 710, 546 courses, with more than 458 million users across 239 countries.

Moodle has become an integral part of modern education, allowing instructors to create an effective learning environment. They can take attendance, create quizzes, post course materials, perform assessments, provide feedback to students, and check student submissions for plagiarism (Turnitin – plagiarism checker). According to Garcia-Murrillo et al (2023) built-in tools for quizzes, assignments, forums, and video lectures promote a collaborative learning environment and boost student engagement. Additionally, students appreciate Moodle's capacity to deliver assessment, attempt quizzes, and provide immediate feedback (Aviran & Blonder, 2023). Another advantage of the platform is that students can revisit materials at their own pace, which is especially significant in the case of students with special cognitive needs (Al-Ahmad et al., 2023).

## **METHODOLOGY**

### **Research Design**

To collect the data and answer the research questions both quantitative and qualitative research methods were adopted. Initially, a survey questionnaire was used to gather information, which was later analysed through descriptive and content analysis to show not only numerical data but also to highlight the hypothetical relationships between different variables and patterns.

### **Population and Sampling**

The population of this study was approximately 250 students. The target group consisted of undergraduate students (majoring in English Philology) at Tbilisi State University who had enrolled at the state university based on the unified NAEC (National Assessment and Examination Centre) exam within the years 2021-2024. To describe the teaching and learning background of the Undergraduate Program in English Philology at Tbilisi State University, students are required to take ESP courses such as English Phonetics, Grammar, Analytical Reading, Speaking, Reading, Text Interpretation, Writing, Legal English, Business English, Language of Newspapers, and FCE.

For this study, a purposive sampling technique was used to select the specific respondents. This method involves choosing individuals who possess specific characteristics or qualities relevant to the research topic. All study participants had experience using Moodle for at least one ESP course.

In addition, participation was entirely voluntary, responses remained anonymous, and respondents could withdraw at any time without submitting their answers. The sample comprised 40 participants.

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## Research Design and Procedure

The research tool used in the present study was a survey questionnaire designed on Google Forms and circulated among students online through personal emails, messenger chats, and Moodle courses. The questionnaire was open online from June to July, 2025.

The survey consisted of 8 questions. Most of these were multiple-choice questions for quick and easy responses. Two open-ended question was also utilised alongside the multiple-choice questions.

## Limitations

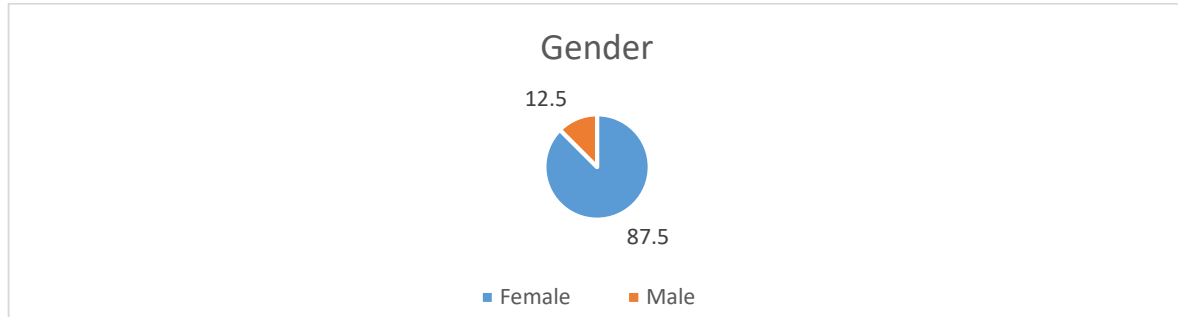
Using a survey questionnaire as the data collection tool means that the empirical data relied solely on students' responses. Furthermore, most survey questions were closed-ended, meaning participants were provided with predefined answer options. While this type of question makes participation easier for respondents, it restricts the depth and richness of the information collected.

Another limitation is the relatively small number of participants. The sample size, consisting of 40 respondents, might not represent the opinion of all TSU English Philology program students. In addition, another challenge was the lack of gender diversity among the participants. Since most students at the TSU Bachelor's Educational Program in English Philology are female, only 12.5% (n=5) of respondents to the survey were male. Consequently, the findings may not fully reflect the experiences or perspectives of male students.

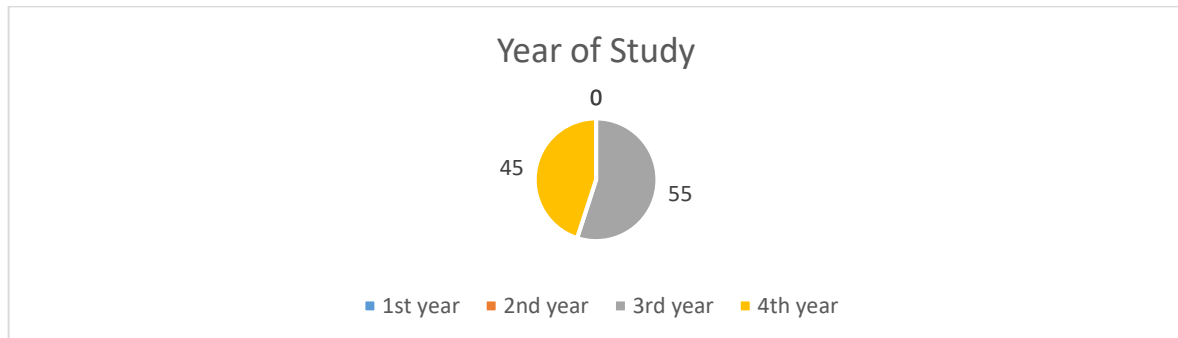
## RESULTS AND DISCUSSIONS

The Google form questionnaire was distributed via social media groups, messenger chats, and institutional emails among TSU students. In total, 40 students participated in the survey. The data in figures 1 and 2 show the demographic characteristics (gender and year of study) of the participants.

The majority of the students who participated in the survey were female (87.5%, n=35), and only a small portion (12.5%, n=5) of respondents were male (Figure 1). The uneven distribution of gender was predictable as most of the students at the English philology program are female.

**Figure 1: Participants' Gender**

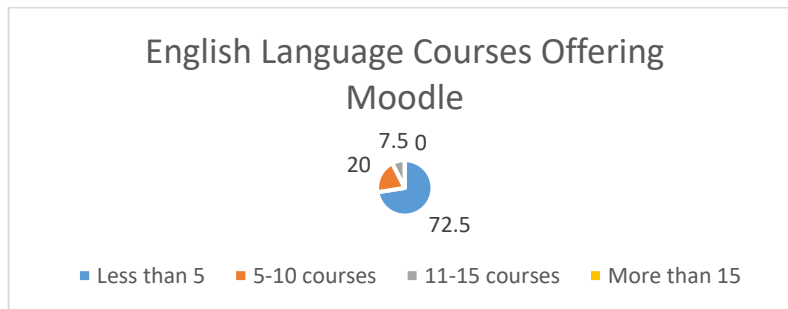
Additionally, the respondents were asked to indicate their year of study. Of the total respondents, 55 % (n= 22) were third-year students, while 45% (n=18) were in their fourth year of study (Figure 2). First and second-year students were intentionally excluded from the sample to ensure that all respondents had prior experience using Moodle in at least one study course. Moodle is actively offered within the framework of the Text Interpretation course taught during the third and fourth academic years. Correspondingly, the population of the study was limited to students who had completed the Text Interpretation course, thus ensuring the relevance and validity of their responses concerning Moodle.

**Figure 2: Participants' Year of Study**

To better understand the participants' awareness of Moodle, they were asked to indicate how many ESP courses – Analytical Reading, Grammar, Speaking, Phonetics, Writing, Reading, Text Interpretation, FCE, Business English, Legal English, Press, etc. have integrated Moodle as a learning platform (Figure 3) and specify which ones. As can be observed from the pie chart below (Figure 3), a significant majority of students (72.5%, n=29) reported that less than 5 English courses have offered Moodle. Additionally, 20% (n=8), or respondents stated that they had used Moodle in 5-10 courses, and only a minor part (7.5%, n=3) indicated having used Moodle in 11-15 courses. It is noteworthy that no respondent reported the use of Moodle in more than 15 courses.

Furthermore, the respondents had to specify the ESP courses that offered Moodle, and the results have shown that Moodle was integrated only within the framework of Text Interpretation 4, 5 and 6. The results of the survey suggest that although the platform is available institutionally, its use remains

limited at the English philology program. As stated above, this limitation can be related to unfamiliarity with the platform (Garcia-Murillo et al., 2023), insufficient technical skills, as well as lack of training and motivation (Mtani & Mbelwa, 2022). Correspondingly, the finding might indicate that further trainings and workshops are needed in order to make instructors more informed about the Moodle tool and its capacities as well as encourage them to integrate Moodle.

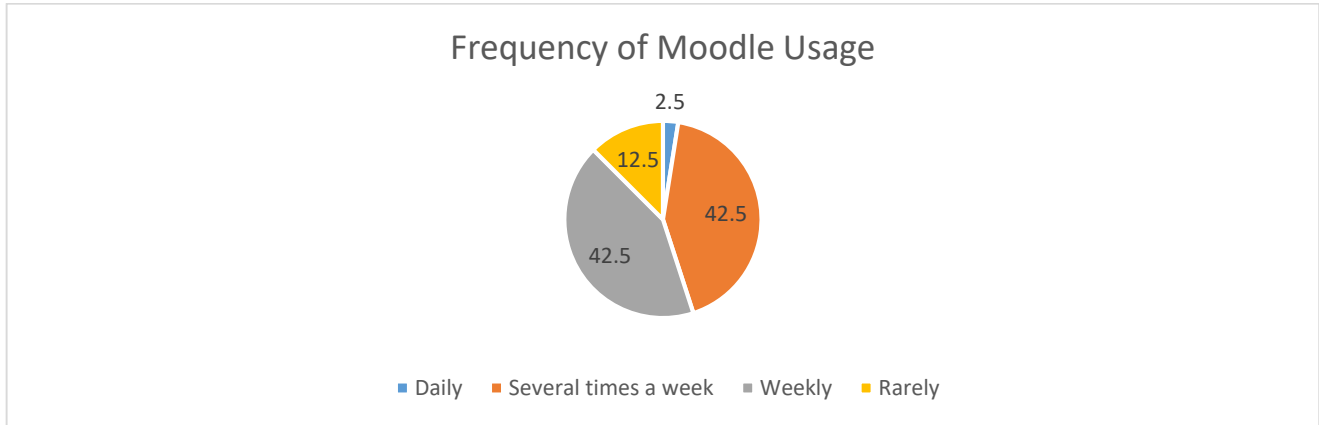


**Figure 3. Number of ESP Courses Offering Moodle**

In addition, respondents were asked to reflect on the frequency of Moodle usage. The results of the study reveal that a significant part of students (42.5%, n=17) admitted to accessing Moodle either weekly or several times a week, a small group of students 12.5% (n=5) reported using it rarely, and only 2.5 % (n=1) admitted to accessing Moodle on a daily basis.

The findings regarding the usage pattern indicate that although the majority of students do not use the tool daily, still moderate and consistent integration of the Moodle platform into their academic routines can be observed (see Figure 4). This pattern suggests that while Moodle is not yet a daily tool for most students, it does play a consistent role in a course. The relatively low frequency of daily usage may also indicate that Moodle is perceived as a supplementary resource.

To increase the frequency of Moodle usage and its role in the teaching process, instructors might consider incorporating a wide variety of graded assignments (quizzes, Turnitin assignments, videos, discussions, workshops, etc.) and setting deadlines that might require students to access Moodle regularly within the given deadlines.



**Figure 4. Frequency of Moodle Usage**

The study also attempted to explore the underlying reasons for students' use of the Moodle platform. The obtained data have revealed that the majority of students, 72.5 % (n=29) use Moodle to attempt quizzes. Furthermore, 67.5% (n=27) access the platform to submit assignments. This finding places emphasis on the use of Moodle for task-based and assessment-related activities.

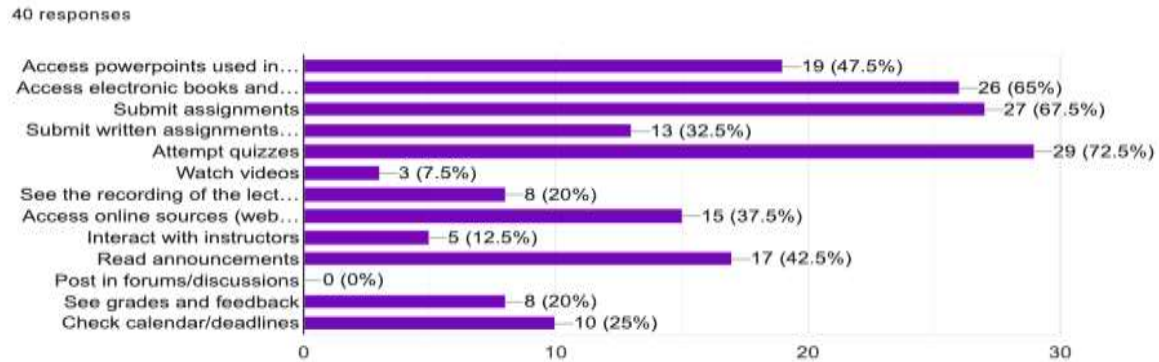
Additionally, 65% (n=26) of respondents use the platform to open electronic books and other online materials available on Moodle, and nearly half of the respondents, 47.5% (n=19) use the tool to download PowerPoint presentations. The data show the intensive use of the platform as a tool for making course content available.

Furthermore, 42.5% (n=17) of respondents access the Moodle course to read announcements, suggesting the communicative function of the tool.

It is noteworthy that only 32.5% (n=13) of respondents stated having used Moodle to submit written assignments via Turnitin. This may suggest the limited awareness of plagiarism-detection tools within the platform, which is crucial, especially during the AI era, when the majority of students have admitted using AI tools, in particular ChatGPT for various written assignments (Nebieridze & Jojua, 2024). The obtained data indicates that it is crucial to raise the awareness of instructors and students regarding plagiarism and plagiarism detection tools available on Moodle via Turnitin. This tool is particularly significant for courses that place emphasis on developing writing skills.

The obtained results indicate that other features of the Moodle platform remain underutilized. Only 25% (n=10) of respondents reported using the platform to check calendars and deadlines, 20% (n=8) accessed Moodle to see the recording of the lecture or check grades and feedback, 7.5% (n=3) used the platform to watch videos and no one has admitted to access Moodle for posting in forums and participating in discussions (figure 5). Again, the lack of engagement with collaborative tools has been distinguished. It might be advisable to encourage instructors and students to use the full range of Moodle capacities, thus supporting active learning, collaboration and academic integrity.

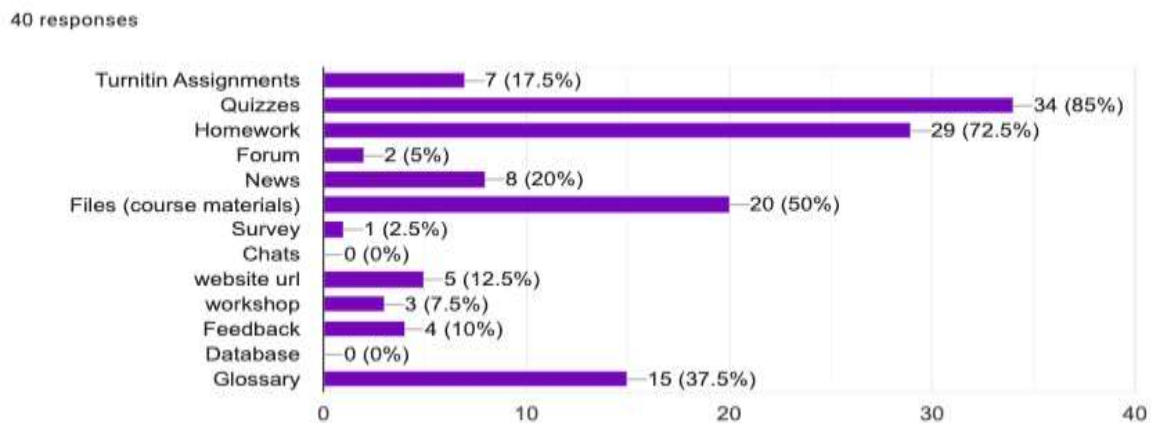




**Figure 5. Students' Use of Moodle**

In addition, the study attempted to identify the most frequently used Moodle tools by instructors (Figure 6). The obtained data suggest that the most commonly used tool was Quizzes (85%, n=34), followed by Homework (72.5%, n=29), and the Files tool (50 %, n=20). Less frequently used tools were Glossary (37.5%, n=15), News/Announcement - 20%, n=8, Turnitin Assignments - 17.5% n=7, Feedback - 10% n=4, Workshop - 7.5%, n=3, Forum - 5%, n=2 and survey 2.5%, n=1.

Which Moodle tools are used by the instructors the most?



**Figure 6. Most Frequently Used Moodle Tools by Instructors**

These findings (Figures 5 and 6) indicate that Moodle is primarily used as a content repository (Files) and assessment platform (Quizzes, Homework), rather than as a space for interactive learning, peer engagement, or reflective feedback (Forum, Discussions, Workshop, Feedback, Surveys). The limited use of communication tools like forums, surveys, and feedback features suggests that Moodle's potential for fostering a more collaborative and student-centered learning environment remains largely unavailable.



Higher educational institutions may consider promoting faculty training focused on effective Moodle use. Encouraging instructors to explore Moodle's full range of functionalities could help improve student engagement and create more dynamic online learning experiences.

Finally, the respondents had to comment on what they liked the most in the Moodle platform. The analysis of the survey findings obtained through the open-ended question has revealed that students like Moodle for the followings reasons: ease of use, organization, access to course materials and sources, communication, learning and assessment, general positive attitude (Table 1).

Table 1. What students like about Moodle

<b>Ease of Use</b>	<b>Organization</b>	<b>Access to Course Materials and Sources</b>	<b>Communication</b>	<b>Learning and Assessment</b>	<b>General Positive Attitude</b>
<ul style="list-style-type: none"> <li>• It is easy to navigate</li> <li>• We can use it easy</li> <li>• Its simple and easy to use – helps in getting the answers to your questions that you might have</li> <li>• It's easy to see what we have to study during weeks</li> <li>• It is very comfortable</li> </ul>	<ul style="list-style-type: none"> <li>• It allows us to view study material by week, and also is organized as you can see when you have deadlines, for example</li> <li>• I can find everything in an organized order</li> <li>• Course plans/home assignments are written in an organised way</li> <li>• That every assignment is</li> </ul>	<ul style="list-style-type: none"> <li>• I have access to course materials; additionally everything is organized and I like it</li> <li>• Quizzes and course materials</li> <li>• The Moodle Mobile App allows learners to access materials, submit assignments, and participate in discussions</li> </ul>	<p>What I like most about Moodle is that we can get in touch with our lecturer and if we miss lectures I can easily keep up with the program</p>	<ul style="list-style-type: none"> <li>• It is very useful; I can write tests with ease and I understand what I know thanks to the tests</li> <li>• It helps students in many diverse ways to learn and develop their skills</li> <li>• Its flexibility – it allows teachers to create interactive, personalized learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• It is very useful</li> <li>• I like it</li> <li>• It's so useful</li> </ul>

<ul style="list-style-type: none"> <li>• I like it</li> <li>• It's very entertaining</li> <li>• Its easy to navigate but you need a password for a certain course. (not many students know the password so we have to ask the lecturer)</li> </ul>	<p>in one place and I don't have to search for it, I wish every lecturer used it</p> <ul style="list-style-type: none"> <li>• All assignments, tasks or exercises are easy to find</li> <li>• How organised it is, I can see the homework and materials without much trouble</li> <li>• You can easily see what you have to prepare for in this subject</li> <li>• It helps me to clearly see what I have to do for the next week</li> <li>• It helps me prepare the seminar material and understand exactly what we need to get</li> </ul>	<p>from anywhere</p> <ul style="list-style-type: none"> <li>• Getting information about course or what to learn easily</li> <li>• Easily accessible</li> </ul>		<p>for students anytime</p> <ul style="list-style-type: none"> <li>• Useful for several reasons at the same time</li> </ul>	
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What does this finding indicate? Presumably, this finding might reflect the general tendency for using Moodle mainly to access course materials in an organized way.

## CONCLUSIONS

As the result of the empirical data analysis, which included 40 student responses to the survey questionnaire, the following implications can be made:

- 1) While Moodle is available at TSU, its usage within the English philology program is limited. The platform is currently integrated only into a few ESP courses, particularly the Text Interpretation course. Additionally, this restricted adoption may be due to instructors' lack of training, limited technical skills, or insufficient motivation. Therefore, it is recommended to conduct regular trainings and workshops on both technical and pedagogical aspects of Moodle use, to motivate more instructors and integrate the Moodle platform.
- 2) Students admit moderate, though not daily, use of the platform, with the majority accessing it weekly. This finding indicates that Moodle serves a supplementary rather than a central tool in the learning process.
- 3) Even though Moodle platform offers a wide variety of tools and capabilities, the findings show that the use of platform is mainly limited to assessment-related tasks such as completing quizzes and submitting assignments, as well as for accessing course materials like files, presentations, and other electronic course materials. Moreover, the most frequently used Moodle tools are limited to Quizzes, Homework, and Files, suggesting that the platform is primarily functioning as a content repository and an assessment delivery tool. Other interactive features such as Forums, Workshops, Feedback, and Surveys —remain significantly underused.
- 4) The results of the survey also revealed low awareness of the Turnitin tool, with only one-third of respondents reporting its use. In the context of increasing usage and reliance on AI tools for written assignments, greater emphasis digital ethics and plagiarism prevention have to be highlighted.

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