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Chapter 7

Student Teachers' Perceptions of the Use of LMS for Promoting Critical Thinking in Their Future Teaching Career

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ABSTRACT

The chapter examined student teachers' perceptions of the use of Moodle for promoting critical thinking in their future teaching career. The study used a mixed methods approach with a sample of 70 student teachers from three public universities in Tanzania. Data were collected through a survey, focus group discussions, and a review of documents. Quantitative and qualitative data were analyzed through SPSS 25 and MaxQDA 18, respectively. The findings indicate the potential of Moodle for promoting critical thinking, collaboration, and professional development. Similarly, there were statistically significant differences between pre-service and in-service teachers in perceptions of satisfaction with Moodle and taking LMS-related jobs in the future. Pedagogical implications of the findings and the area for further research have been discussed.

INTRODUCTION

The purpose of this study was to examine student teachers' perceptions of the use of a learning management system (LMS), Moodle, for promoting critical thinking in their future teaching career. Learning management systems are widely used in many higher learning institutions (Carvalho, Areal, & Silva, 2011; Chootongchai & Songkram, 2018; Danso & Apeanti, 2017; Hoda, 2017; Santo & Duarte, 2013). Similarly, LMS have tools that have the potential for promoting critical thinking such as discussion forums and quizzes (Mwalongo, 2016, 2018). When students have a positive attitude towards an LMS, chances are that they may use it in the future (Damnjanovic, Jednak, & Mijatovic, 2015).

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