**Comparative Usability Evaluation of**

**two MOOC platforms**

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**ABSTRACT**

**In the current era of Corona-virus pandemic, the mandate for online learning seems set to continue. Thus, the need to evaluate the usability of popular MOOC platforms to facilitate learning. We examine the relative usability of two open-source platforms, Moodle and NeoLMS, across participants from different backgrounds to determine the appropriateness of platforms for a given cultural context.**

**CCS CONCEPTS**

• Human-Centered Computing → **Human-Computer Interface;** *User study;* • Education → **MOOCs;**

**KEYWORDS**

Human-Computer Interaction; Distance Education; MOOCs; Moodle, Online Learning, Corona-virus Pandemic

**ACM Reference format:**

M. Omer Farooq Bhatti, Min Set Aung, Nguyen Thai Anh, Tiamiyu Adedamola Adedolapo Williams, Nguyen Hong Duc2022. Usability Evaluation of LMS In *2022 CHI Conference on Human Factors in Computing Systems Proceedings (CHI 2019), May 4–9, 2022, Glagsow, Scotland, UK.* ACM, New York, NY, USA. **XX** pages. https://doi.org/10.1145/3290607.XXXXXXX 1234567890

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*CHI 2022, May 4-9, 2022, Glasgow, Scotland, UK.*

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DOI: https://doi.org/10.1145/3290605.XXXXXXX

**INTRODUCTION**

Online education in the higher education domain was already predicted to become the new norm, the current pandemic has just accelerated the change.

Given this necessity for online education, an evaluation of the existing platforms in this domain is necessary to gain an appreciation for adopting to the situation.

In this vein, a usability evaluation of the MOOC platform website is necessary to evaluate the different platforms and asses their suitability for the purpose. It is important to define ‘usability’. Usability is the ease with which a user can accomplish a given task with the help of the product. Contrary to popular belief, usability of a product is not random, or up to chance. Serious thought needs to be put into usability design and evaluation of a website so that users can comfortably use it to accomplish their tasks.

Jakob Nielson introduced the concept of usability in order to help the end-users by making the web pages intuitively organized and simple to navigate. In the context of online education, another term “learnability” is used, which refers to the ability of users to easily learn the working of the platform. Components of usability, as defined by Nielson [2], are Learnability, Efficiency, Memorability, Errors and Satisfation.

Several usability studies of MOOCs have been performed in the past. There are several studies which attempt to evaluate the usability of Moodle platform. [13][14][1][16] based on a user study approach. [15] carried out a user based study of navigational elements of Moodle and proposed a navigational framework. [4] sought to find out the usability of Moodle interface specifically on mobile interfaces and contrast with Desktop interface to find our usability issues. [5] defines several approaches, including User Log analysis and Laboratory testing, in addition to a qualitative questionnaire-based user study, to carry out a usability analysis of Moodle LMS. There are other studies which seek to define/refine heuristic criteria for evaluation of e-learning platforms [6][17][18].

Some studies such as [19][20][21] carried out a comparative usability study of MOOC platforms. When carrying out user studies of MOOC platforms, it is evidenced that role of culture of the users may also have some impact on the usability evaluation of the platform.

The studies presented in [22] [3] seek to explore the role of culture in the usability of a MOOC platform. [3] explored the role of culture by evaluating two MOOC platforms using a homogeneous Chinese student population. Whereas [22] chose to evaluate a single MOOC platform using a diverse student population.

We intend to evaluate the relative usability of two open-source, freely available MOOC platforms (Moodle and edX), using a (culturally) mixed student population to determine relative preferences (if any) across diversified user backgrounds. The results will help to determine the relative preferences across demographics and may help in choosing the most appropriate e-learning platform for the respective demographics.

**RELATED WORK**

J. Nielson described seven usability inspection methods in [23]. These included Heuristic Evaluation, Cognitive Walk-throughs, Formal Usability inspections, Pluralistic walk-throughs, Feature inspection, consistency inspection and standards inspection. Further in [24], he elaborated on the use of Heuristic evaluation as a “discount usability engineering” method for evaluating user interfaces to find usability problems. In this paper, seven factors of usability are defined, which may be employed by an evaluator to spot usability issues. This method was deemed good for finding previously defined problems, but its efficacy in identifying new usability problems was questionable.

James Melton in [25] used the DECIDE framework [11] to evaluate the usability of Moodle LMS’s registration and assignment submission modules. The author took a task-based approach where users were asked to carry out some common tasks on the LMS modules. The length of time taken for the task and the user ratings for the ease of use were recorded.

User testing and Heuristics-based approaches have both (among others) been used for evaluating the usability of MOOC platforms over the years. Questionnaires based approach is usually used to gather feedback from users in the user testing approach. For this purpose there exist various standard questionnaires for usability evaluation. Some of them are SUS (System Usability Scale), QUIS (Questionnaire for User Interface Satisfaction), CSUQ (Computer System Usability Questionnaire) and WAMMI (Website Analysis and Measurement Inventory ). Some user studies also prefer to use custom questionnaires or to use SEQ (Single Ease Question) rating in addition to the comprehensive questionnaire [26]. The study done by Tullis et al. [27] performed an analysis between three questionnaires (SUS, QUIS and CSUQ) at different samples sizes and concluded that SUS and CSUQ questionnaires with sample size 12 reach correct conclusion 90% of the time. Sauro et al. [28] conducted a similar study between a Likert scale, a Usability Magnitude Estimation (UME) judgment and a Subjective Mental Effort Question (SMEQ).

The study carried out by Kakasevski et al. [29] evaluated usability of different modules of Moodle by using questionnaires, task driven and heuristic evaluation techniques and provided recommendations for users of the system. This study was useful in identifying usability problems in specific Moodle modules and providing relevant recommendations. A user study with similar aims was carried out by Senol et al. [1] based on Nielson’s usability attributes [2] and proposed improvements in aesthetic design.

In contrast, study carried out by Tsironis et al. [12] Investigated the comparative usability of three popular MOOC platforms, edX, Coursera and Udacity, through an experimental study. Users were asked to carry out five typical tasks in the MOOC platforms and their feedback was taken via questionnaire. The users provided post-task feedback after every task and also answered a SUS questionnaire after completing all five tasks. Based on this, the study found that the task success rate was high across all platforms, however task completion time was lower for Coursera. This study used participants who were highly literate and computer savvy and there is a need to use a more diverse population to reach comprehensive conclusions.

In [22], Selmanovic et al. Used the metrics of time taken per task and success rate, in addition to WAMMI questionnaire, to analyze cross-cultural usability of the Udemy MOOC platform across participants from American, European and African student population. The study was not able to identify any differences conclusively, because the number and diversity of participants was not adequate to perform the analysis (as mentioned by the author) and more participants were needed for each country to reach distinct conclusions (only one or two representative from each country was chosen for a total of 10 participants).

In a similar effort to evaluate the effect of cultural context on MOOC usability, Shuqing Liu et al. [3] evaluated two MOOC platforms in the Chinese cultural context. One of the platforms was international in its orientation and the other contained culture-specific design elements and implementation (such as navigation design, no. of multimedia elements, language etc). It was found that user experience was significantly enhanced for a subset of tasks when using culture-specific design elements. In the current global context, any large-scale LMS platform is set to serve the needs of a diverse range of communities. The study highlights how certain design decisions can improve the user experience of the students in certain cultural contexts.

**EXPERIMENT DESIGN**

The experiment design is a mixed-subject 2x3 factorial design with two Independent variables. The first independent variable is MOOC platform which has two levels: Moodle & edX. The other independent variable is the nationality of the participants which has three levels.

**METHODOLOGY**

**A. Research Design**

The aim of this study is evaluating comparative usability of two learning platforms (Moodle and NeoLMS) across mixed participants based on their nationality. Thus it is based on interaction between participants’ nationality and the platform and not on the content of the course. The research approach used is similar to the one used in Selmanovic et. al. [22], where the usability of

Udemy MOOC platform is determined through a mixed subject design based on the nationality of the participants.

The research approach is based on user testing and usability evaluation approaches as per A. Dix et al. [32]. The participants are asked to complete a set of questionnaires for testing usability of the system and to capture the demographic information, as well as perform a set of five tasks on the two platforms. The results of the surveys and the time taken for each task are recorded along with the success rate.

The dependent variables are a) task completion time b) usability questionnaire.

**B. Participants**

Twelve participants were gathered for carrying out this usability study. The participants were equally divided among three countries: India, Vietnam and Myanmar. The demographic information for the participants is gathered through a questionnaire. The demographic information collected includes nationality, age, gender, level of education and previous experience with online learning tools.

**Table 1. Demographic Information of Participants**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Country** | **Age** | **Gender** | **Education Level** | **Previous MOOC experience** |
| 1 | India | 27 | Male | Bachelors | Yes |
| 2 | India | 24 | Female | High School | Yes |
| 3 | India | 36 | Male | Masters | Yes |
| 4 | India | 40 | Male | Masters | Yes |
| 5 | Vietnam | 26 | Male | Bachelors | Yes |
| 6 | Vietnam | 21 | Male | Bachelors | Yes |
| 7 | Vietnam | 23 | Male | Bachelors | Yes |
| 8 | Vietnam | 42 | Male | Masters | Yes |
| 9 | Myanmar | 26 | Male | Masters | Yes |
| 10 | Myanmar | 26 | Male | Masters | No |
| 11 | Myanmar | 25 | Male | Bachelors | Yes |
| 12 | Myanmar | 25 | Male | Bachelors | Yes |

**C. Apparatus**

No special apparatus is required to carry out the study except for a simple laptop or Desktop PC with any standard browser which can be used to open the website. For the websites, we have used a free Moodle site hosted on www.moodlecloud.com and a course hosted on https://sdu.neolms.com/.

**D. Procedure**

Study procedure is conducted in three stages as per the description given in Selmanovic et. al. [22].

In the first stage, the participants are informed about the test procedure. In the second stage, the participants carry out the designated tasks for this experiment and the time-taken per task is observed and recorded. In the third stage, the participants complete the post-test questionnaire which is used to determine their satisfaction. The post-test questionnaire used to record the user feedback is SUS [31].

System Usability Scale is a 10 point questionnaire, which has been proven to be reliable for carrying out usability studies, and is especially known to be effective for small sample sizes.

Website Analysis and Measurement Inventory is a 20 point questionnaire, which measures the attractiveness, controllability, efficiency, helpfulness and learnability of the targeted website.

**E. Tasks**

Five tasks are defined for usability evaluation of the two platforms. For the purpose of carrying out the tasks, we define two similar courses on the two different platforms and then ask the participants to carry out the five tasks. The following tasks, as defined in Alexandros et. al. [19] and repeated in Selmanovic et. al. [22], were performed by the participants:

1. Find a specific course in the platform.
2. Find and play a specific video within a particular course.
3. Submit a post in a specific forum thread of a particular course.
4. Find and answer a specific self-evaluation quiz in a particular course.
5. Find and download a specific file in a particular course

**RESULTS**

**A. Task Completion Times**

The results obtained from the completion time for each task are presented below.

**Table 2. Task Completion times**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Participant** | **Task 1** | | **Task 2** | | **Task 3** | | **Task 4** | | **Task 5** | | **Overall** | |
|  | Moodle | NeoLMS | Moodle | NeoLMS | Moodle | NeoLMS | Moodle | NeoLMS | Moodle | NeoLMS | Moodle | NeoLMS |
| 1 | 27 | 17 | 14 | 19 | 47 | 26 | 28 | 18 | 5 | 10 | 121 | 90 |
| 2 | 17 | 19 | 17 | 21 | 25 | 24 | 23 | 20 | 5.6 | 13 | 87.6 | 97 |
| 3 | 17.7 | 18 | 12.02 | 24 | 23 | 25 | 13 | 16 | 6.65 | 11 | 72.37 | 94 |
| 4 | 12 | 19 | 7 | 20 | 17.94 | 24 | 16 | 28 | 8.2 | 20 | 61.14 | 111 |
| 5 | 6 | 8 | 10 | 43 | 58 | 44 | 12 | 37 | 10 | 16 | 96 | 148 |
| 6 | 5 | 16 | 8 | 45 | 23 | 30 | 12 | 17 | 7 | 9 | 55 | 93 |
| 7 | 7 | 21 | 8 | 31 | 25 | 15 | 11 | 17 | 6 | 9 | 57 | 93 |
| 8 | 4 | 10 | 6 | 18 | 20 | 25 | 8 | 21 | 4 | 8 | 42 | 82 |
| 9 | 13 | 10 | 18 | 28 | 21 | 26 | 34 | 23 | 2 | 4 | 88 | 91 |
| 10 | 9 | 22 | 13 | 13 | 62 | 40 | 7 | 19 | 11 | 5 | 102 | 99 |
| 11 | 19 | 26 | 9 | 13 | 26 | 23 | 13 | 25 | 11 | 23 | 78 | 110 |
| 12 | 7 | 25 | 17 | 21 | 68 | 11 | 20 | 22 | 18 | 2 | 130 | 81 |
| Min | 4 | 8 | 6 | 13 | 17.94 | 11 | 7 | 16 | 2 | 2 | 42 | 81 |
| Max | 27 | 26 | 18 | 45 | 68 | 44 | 34 | 37 | 18 | 23 | 130 | 148 |
| Average | 11.98 | 17.58 | 11.59 | 24.67 | 34.66 | 26.08 | 16.42 | 21.92 | 7.87 | 10.83 | 82.51 | 99.08 |

Repeated measures ANOVA was applied to test the significance of Platform and Nationality effects on completion times of each of the task above. The results are below.

**Task 1**

Platform Effect: F(9,1) = 7.041, p<0.05, η2p = 0.439

Nationality Effect: F(9,2) = 6.389, p<0.05, η2p = 0.587

Platform\*Nationality Effect: F(9,2) = 1.876, p>0.05

**Task 2**

ANOVA could not be performed because the assumption check for Levene’s test was significant for one of the platforms.

**Task 3**

Platform Effect: F(9,1) = 2.603, p>0.05

Nationality Effect: F(9,2) = 0.472, p>0.05

Platform\*Nationality Effect: F(9,2) = 1.008, p>0.05

**Task 4**

Platform Effect: F(9,1) = 3.744, p>0.05

Nationality Effect: F(9,2) = 0.578, p>0.05

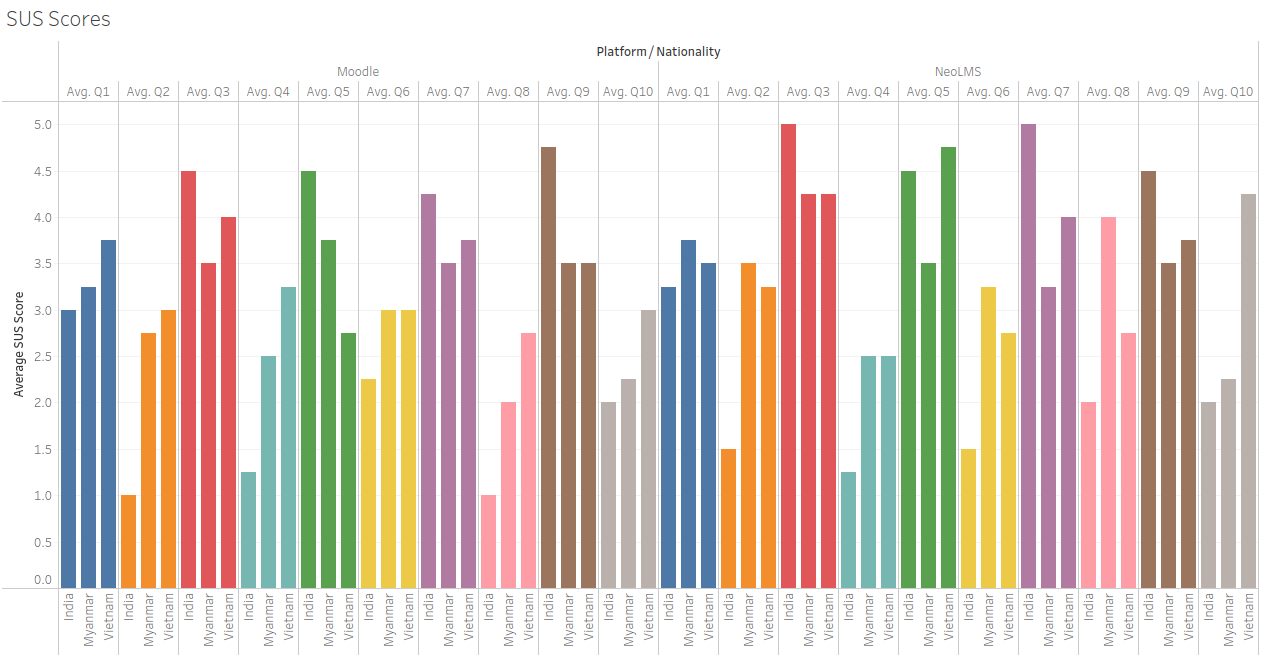
Platform\*Nationality Effect: F(9,2) = 1.519, p>0.05

**Task 5**

Platform Effect: F(9,1) = 2.030, p>0.05

Nationality Effect: F(9,2) = 0.104, p>0.05

Platform\*Nationality Effect: F(9,2) = 1.645, p>0.05

**Figure 1. Average scores against each question in the SUS questionnaire, segregated by nationality and platform.**

**B. System Usability Scale Scores**

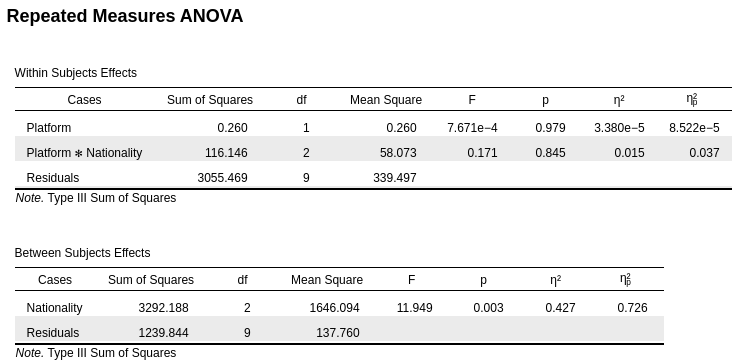
The scores obtained against individual questions from the System Usability Scale (SUS) questionnaire are presented above. The SUS questionnaire comprises of 10 questions in total. The final usability score computed from the above for the two platforms is presented in the table below.

**Table 2. SUS Scores calculated for each platform**

|  |  |  |  |
| --- | --- | --- | --- |
| **Participant** | **Nationality** | **NeoLMS** | **Moodle** |
| 1 | India | 95 | 80 |
| 2 | India | 75 | 80 |
| 3 | India | 77.5 | 90 |
| 4 | India | 92.5 | 85 |
| 5 | Vietnam | 57.5 | 80 |
| 6 | Vietnam | 65 | 62.5 |
| 7 | Vietnam | 55 | 42.5 |
| 8 | Vietnam | 70 | 42.5 |
| 9 | Myanmar | 27.5 | 90 |
| 10 | Myanmar | 65 | 55 |
| 11 | Myanmar | 80 | 65 |
| 12 | Myanmar | 55 | 40 |

Repeated Measures ANOVA was used to analyze the above data and between-subjects effect of Nationality was found significant.

**Discussion**

Figure **2**: Results of Repeated Measures ANOVA for SUS Scores

The purpose of this study was to examine any possible effect of nationality and platform on the usability of a course. The research question was intereseting due to the growing importance of MOOC platforms. Popular MOOC platforms with a large user base are global in nature and are used to cater to users from every nationality. Given this, it is interesting to find out whether given an alternative, can we discern some user preference for one MOOC platform over another, based on nationality. If proven, this may provide an impetus to the development and support communities to focus on developing more localized versions of MOOC platforms.

To examine this phenomenon, we adapted an approach similar to [12] and [22]. The independent variables chosen were choice of MOOC platforms and nationality of participants. The dependant variables were the time taken for task completion and the SUS scores for the platform used.

Repeated measures ANOVA was applied on the results for the task completion times. The results showed that there was a significant effect of platform and nationality on the completion time for task one. The partial eta square effect size was also large. This shows that for this task, both the choice of platform and the nationality of the participant played a part. The results show that for participants from India, the task completion times for task one were similar across platforms. However, for participants from both Myanmar and Vietnam, the time taken was significantly lower for the NeoLMS platform. ANOVA did not indicate significant effects in task completion times for any of the other tasks.

System Usability Scores are derived from the participants using the SUS questionnaire. The SUS score gives a standardized notion about the usability of a system and can be used to evaluate any system. The average SUS score is deemed to be 68.

We apply Repeated measures ANOVA on the SUS scores obtained from the participants for the two MOOC platforms. We found that a significant effect exists for the nationality variable. The results show that the usability scores for both the MOOC platforms were high from participants from India. Whereas, for the other two nationalities, the SUS scores were much less on average for both the platforms. The results show that there was no significant difference detected in the usability rating obtained for the two platforms.

However, it would be important to acknowledge the limitations due to the confounding variables such as previous MOOC experience. While we did collect the information regarding the participants previous experience with MOOCs, the data does not specify to which degree the participant is experienced with MOOCs and which platforms. Another confounding factor is the learnability. As the participants are performing the task, they are further getting used to the MOOC and this may have an effect on the task completion rates. Third factor to be taken into account is the device that the user is using to perform the tasks. It stands to reason that using the website on tablets or any other mobile device is likely to result in increased task completion times.

Finally, given that our sample size is small, it is always useful to carry out a larger study with more participants and more diverse participants. The participants used in our study were mostly university educated adults with bachelors or masters qualifications. Using participants with less exposure to MOOC platforms and less facility with information systems might provide us with less balanced results regarding platform usability.

**Conclusion**

From the results obtained above, we may conclude that the usability rating does not differ significantly between the two platforms. We also find that the usability scores for the two MOOC platforms may differ between the different nationalities.

Participants from Myanmar and Vietnam gave low usability scores to both platforms, compared to participants from India.

Task completion time for task one had significant effects for platform and nationality, where participants from Myanmar and Vietnam were able to complete task one much more quickly for the NeoLMS platform.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Participant** | **Nationality** | **Age** | **Platform** | **Q1** | **Q2** | **Q3** | **Q4** | **Q5** | **Q6** | **Q7** | **Q8** | **Q9** | **Q10** | **SUS Score** |
| 1 | India | 27 | NeoLMS | 3 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 95 |
| 1 | India | 27 | Moodle | 3 | 1 | 5 | 1 | 3 | 1 | 3 | 1 | 4 | 2 | 80 |
| 2 | India | 24 | NeoLMS | 2 | 2 | 5 | 1 | 3 | 2 | 5 | 3 | 5 | 2 | 75 |
| 2 | India | 24 | Moodle | 3 | 1 | 3 | 2 | 5 | 1 | 5 | 1 | 5 | 4 | 80 |
| 3 | India | 36 | NeoLMS | 4 | 1 | 5 | 2 | 5 | 2 | 5 | 3 | 4 | 4 | 77.5 |
| 3 | India | 36 | Moodle | 3 | 1 | 5 | 1 | 5 | 2 | 4 | 1 | 5 | 1 | 90 |
| 4 | India | 40 | NeoLMS | 4 | 2 | 5 | 1 | 5 | 1 | 5 | 1 | 4 | 1 | 92.5 |
| 4 | India | 40 | Moodle | 3 | 1 | 5 | 1 | 5 | 5 | 5 | 1 | 5 | 1 | 85 |
| 5 | Vietnam | 26 | NeoLMS | 3 | 4 | 4 | 2 | 5 | 3 | 3 | 2 | 3 | 4 | 57.5 |
| 5 | Vietnam | 26 | Moodle | 4 | 2 | 5 | 2 | 3 | 2 | 5 | 1 | 4 | 2 | 80 |
| 6 | Vietnam | 21 | NeoLMS | 3 | 3 | 3 | 4 | 4 | 2 | 5 | 1 | 4 | 3 | 65 |
| 6 | Vietnam | 21 | Moodle | 4 | 2 | 4 | 3 | 2 | 4 | 4 | 2 | 4 | 2 | 62.5 |
| 7 | Vietnam | 23 | NeoLMS | 4 | 4 | 5 | 3 | 5 | 4 | 3 | 3 | 4 | 5 | 55 |
| 7 | Vietnam | 23 | Moodle | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 42.5 |
| 8 | Vietnam | 42 | NeoLMS | 4 | 2 | 5 | 1 | 5 | 2 | 5 | 5 | 4 | 5 | 70 |
| 8 | Vietnam | 42 | Moodle | 3 | 3 | 3 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 42.5 |
| 9 | Myanmar | 26 | NeoLMS | 3 | 5 | 2 | 3 | 2 | 5 | 1 | 5 | 2 | 1 | 27.5 |
| 9 | Myanmar | 26 | Moodle | 5 | 1 | 5 | 1 | 4 | 4 | 5 | 1 | 5 | 1 | 90 |
| 10 | Myanmar | 26 | NeoLMS | 4 | 4 | 5 | 2 | 3 | 1 | 3 | 4 | 4 | 2 | 65 |
| 10 | Myanmar | 26 | Moodle | 2 | 2 | 4 | 4 | 4 | 2 | 2 | 2 | 4 | 4 | 55 |
| 11 | Myanmar | 25 | NeoLMS | 3 | 1 | 5 | 1 | 4 | 2 | 4 | 2 | 3 | 1 | 80 |
| 11 | Myanmar | 25 | Moodle | 3 | 3 | 2 | 2 | 4 | 2 | 4 | 2 | 3 | 1 | 65 |
| 12 | Myanmar | 25 | NeoLMS | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 55 |
| 12 | Myanmar | 25 | Moodle | 3 | 5 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 40 |