

# RESEARCH REPORT ON THE IMPACT OF MOODLE-VLE

Digital Skills and Research Methods

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## • Introduction

According to Nash and Rice (2018), Moodle VLE is an open source of knowledge managing approach that allows individuals to generate adaptable and appealing online education practice. Moreover, Moodle VLE is established on educational standards and is utilized for combined studying and e-learning in universities and different educational institutes.

(Krassa, 2013). Furthermore, this report will illustrate the results of a primary data survey on the Moodle VLE, answered by twelve students from the University of Wales, Trinity Saint David London Campus. The survey aim was to determine what is the Moodle impact on education in this university in comparison with the conventional standard of teaching. Also, to find out the view of the learners about the advantages and the disadvantages of online learning encountered while utilising Moodle VLE. The results from the primary data indicate that most of the students are satisfied with the Moodle VLE. However, many of them state that Moodle VLE will be much better with some enhancements regarding the library, extra-information's and regular updates are needed.

## • Rationale

As technology is advancing, the virtual education is a modern social development which is starting to behave as an alternative for distance studying and the conventional in class schooling. Moreover, traditional learning mixed with virtual studying technology show a significant improvement among the learners. Additionally, with the virus outbreak of Covid-19, the schools and universities across the countries were forced to move to online teaching, to prevent the spread of the virus and to protect the life of their dearest ones.

## • Objectives

This report seeks to find three main objectives:

- To find out if the online studying is as beneficial as the conventional in class education.
- To understand the benefits and the disadvantages of the Moodle VLE and how the students are affected by the shifting to virtual learning.

- To identify how the platform Moodle VLE can be improved for the students to get an outstanding learning environment.

- **Literature review**

### Historical background:

The first version of Moodle (1.0) was released by the Martin Dougiamas in 2002 under the General Public Release Agreement. (Costello, 2013). Moreover, the Moodle brand is permitting users to adopt it and utilize it globally, but also is operated in such a way that a user cannot make use of it to gain income from it, without paying the copywrite holder. (Costello, 2013). Moodle grow up very quickly and was adapted worldwide in different type of institutions, as it doesn't require licensing fees, and anyone has access to the source code and can modify it to be suitable for their needs. (McMullin and Monroe, 2004).

### Positive impacts:

Currently eLearning is deemed an indispensable element of the higher education, and software's as Moodle are one of the best commonly utilized technology in universities, which is as well maintaining the conventional learning way. (AlHogail and El-Masri, 2013). One positive aspect of Moodle VLE is that lecturers can upload useful sources on the system that are enhancing teaching and studying. Secondly, the fact that these sources can be reused is time saving and at the same time is boosting the content growth and increase the usefulness of this kind of environments. (AlHogail and El-Masri, 2013). Thirdly, Moodle VLE is designed for teaching and its aim is to put forward instruments and resources that encourages a discovery-focused methodology and which allows collective communication between the students. (Brandl, 2005). Furthermore, according to Can (2009) when employing technologies such as VLE, allows the formation of different environments for language knowledge and makes the lessons more varied. Lastly, when this tactics for learning are employed, they lead to teamwork learning, problem-solving application among the students and it supports them to solve real life issues. (Eskandari and Soleimani, 2016)

### Negative impacts:

Michinov et al. (2011) has found that online learning environments as Moodle, can lead to the procrastination of the students and low performance in their assignments. Also, students that tend to procrastinate, they also start working on their assignment on the last moment, which can lead to poor performance and lower marks. (Paule-Ruiz et al., 2015). Furthermore, according to Seabolt and Arends (2000) the virtual learning environments can lead to isolation, as the interpersonal contact and socialisation are not present as in the conventional face-to -face learning.

- **Methodology:**

According to Silverman (2015), quantitative data is the one that produce data which permits numerical evaluation, and which pursues justifications and connections. Furthermore, primary data is the one that is gathered by a student with first-hand resources as surveys. To evaluate the objectives of this report, a quantitative survey was utilized among twelve students at the University of Wales, Trinity Saint David London Campus.

Also, secondary data as surveys and analysis will be used to support and to understand better the objectives of this report.

Secondary data refers to the data that was previously gathered by learners and which is already available for individuals to use in their investigation.

- **Primary Data**

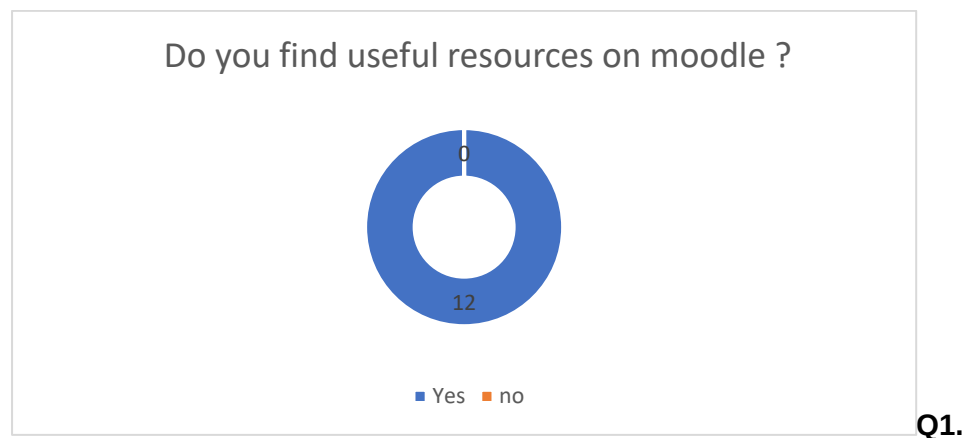
An online survey of fourteen question was distributed to twelve students at the University of Wales, Trinity Saint David London Campus.

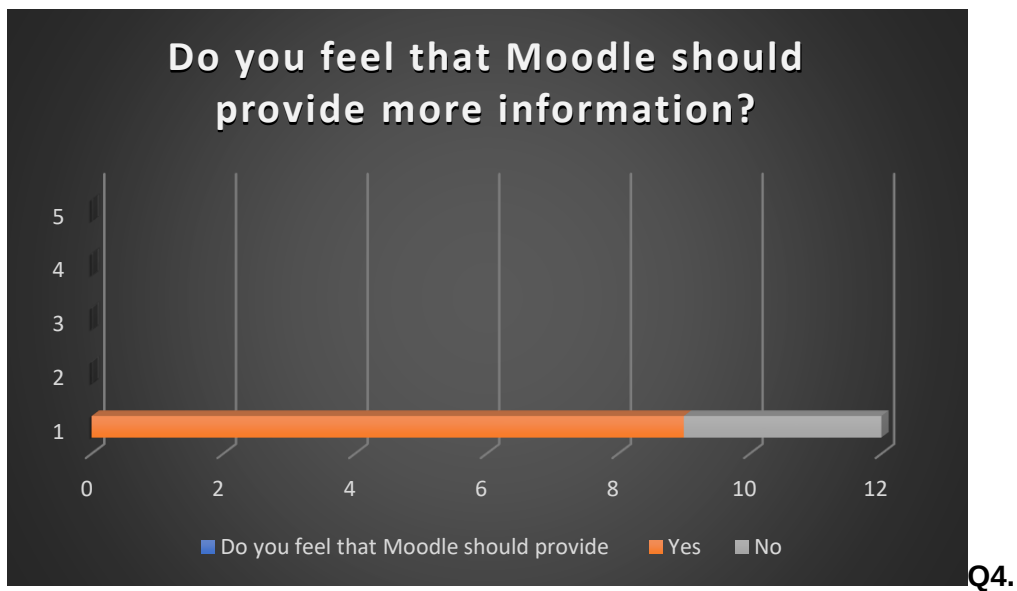
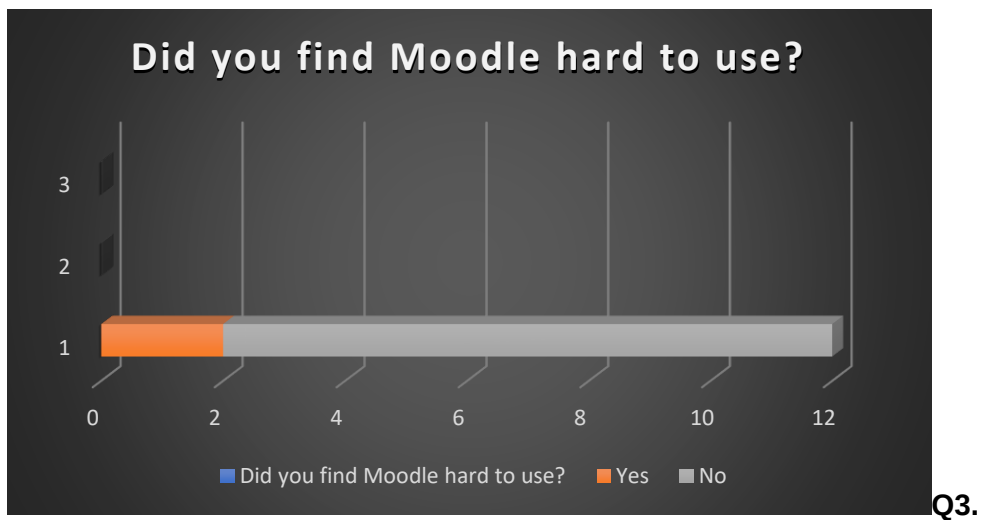
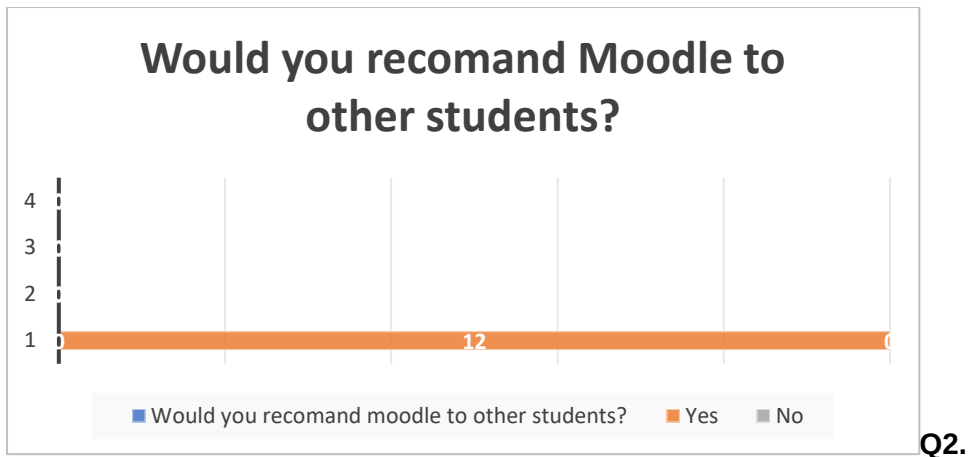
Primary research was conducted online through a survey to understand better if the online learning environment is beneficial as the traditional one. Also, to understand the benefits and the disadvantages that the students are encountering while studying on Moodle VLE and

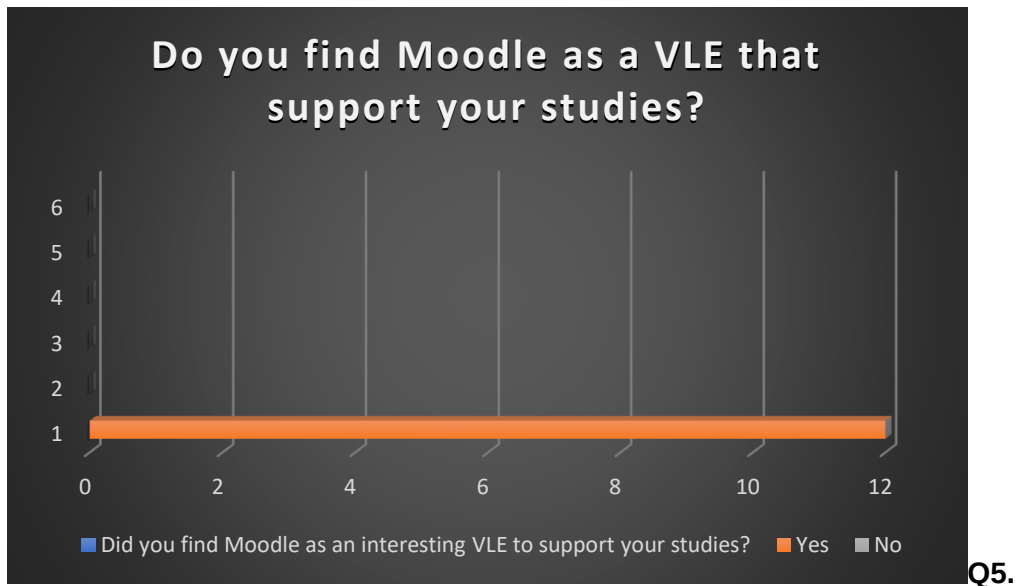
what can be done to improve the platform for the students to get an outstanding learning experience.

From the charts bellow we can deduct that twelve from twelve of the students that answered the survey are agree with the statement that Moodle has useful resources that help them with their studies. (Q1 & Q5). Moreover, the same number of students will recommend Moodle to other students. (Q2). However, on the (Q3) we can see that ten student agree with the statement that Moodle is easy to use, while two of them considered hard to use. At the same time, at the question if Moodle should provide more information (Q4), nine from twelve students agreed, while three from twelve disagree.

Thus, from the questions from the survey (See Appendix) and the charts provided we can deduct that Moodle is beneficial for students as is providing helpful resources and support the students with their studies, while is giving them access to review the lesson from the class. However, we can also see that some of the students might struggle in utilizing Moodle and additional materials for assisting them with their studies are required. Moreover, from the questionnaire we also deduct that the library provided needs to be more user friendly and regular checks and updates need to be done.







- **Secondary Data**

According to Smith (2008), secondary data is the research of particular questions through existing data that was previously gathered for other objectives.

In order to understand better and respond to the objectives of this report I researched secondary data about the Moodle VLE.

According to Ahmad and Dr AL-Khanjari (2011) online teaching is useful for both students and teachers. Moreover, they conducted a study on the 510 students of a foundation program which were lacking It skills to find out the students responds in relation with their attitudes towards Moodle, how Moodle helped them with their understanding and their preferred mode of learning (through Moodle or classic teaching). They used a questionnaire with 12 questions, and they used two phases for collecting the data: Before beginning the course and after, when the course was ended. Moreover, a scale from 1 to 5 was used to collect the data from the questions, where 1 was Strongly Disagree and 5 was Strongly Agree.

In the table 2 and chart from fig 2 is illustrated the understanding of the students in relation to Moodle, Before and After the course. Also, according, to table 2 and the chart from fig. 2, students has specified that Moodle improved their knowledge and learning, as well made them more prepared for their exams.

| Table 2: Moodle and Learning      |        |       |                |
|-----------------------------------|--------|-------|----------------|
| Dependent Variables               | Mean   |       | Size of Change |
|                                   | Before | After | After-Before   |
| Understanding                     | 2.85   | 4.73  | 1.88           |
| Learning                          | 2.88   | 4.70  | 1.82           |
| Helped in Exams Preparation       | 2.25   | 4.65  | 2.40           |
| Overall(Helps in course learning) | 2.66   | 4.69  | 2.03           |

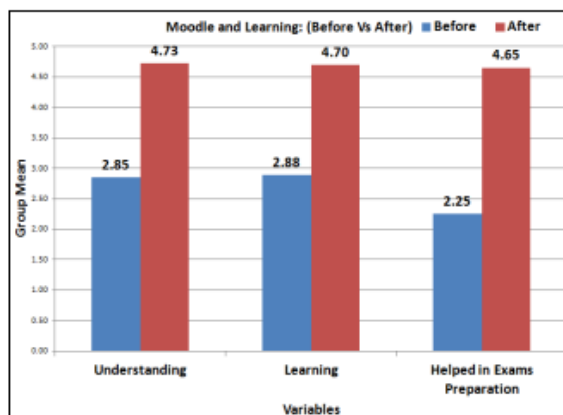


Figure 2: Learning through Moodle (Before Vs. After)

| Table 1: Attitudes towards Moodle |        |       |                |
|-----------------------------------|--------|-------|----------------|
| Dependent Variables               | Mean   |       | Size of Change |
|                                   | Before | After | After-Before   |
| Comfortable                       | 2.19   | 4.72  | 2.53           |
| Essential                         | 2.24   | 4.67  | 2.43           |
| Overall(Attitudes towards Moodle) | 2.22   | 4.70  | 2.48           |

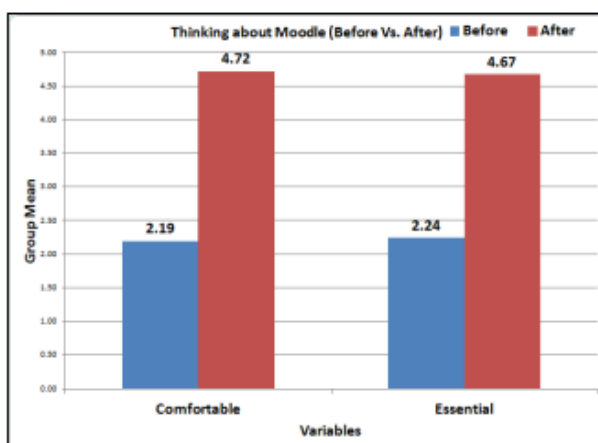


Figure 1: Attitudes towards Moodle (Before Vs. After)

Ahmad and Dr AL-Khanjari (2011). Effects of Moodle on learning.

From table 1 and fig 1 was deducted that the attitudes towards the Moodle at the end of the courses were positives, and the students deemed Moodle as a helpful tool for learning and easy to use.

- **Conclusion**

To conclude, this report was analysed important factors of the usage of the Moodle VLE as the positive and negative impacts that the students encounter while using this type of virtual learning environment. Moreover, according to the results from the survey most of the students interviewed agreed that Moodle is easy to use and will recommend it to a student that is unaware of it. Also, that this type of VLE is very useful and is helping them with their studies. In contrast, from the survey is deducted that Moodle need regular updated, and an more easy access to library, as well as additional materials that can help students to achieve an exceptional learning environment.

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- **Appendix**



excel DSR survey  
data (2).xlsx

Survey data (questionnaire)

- 1. Do you find useful resources on Moodle?**
- 2. Would you recommend Moodle to another students from a different university in case they did not know about it?**
- 3. Did you find Moodle hard to use?**
- 4. Do you feel Moodle should provide more information and research points? For example, PDF's, books, reports to support your studies.**
- 5. Did you find Moodle as an interesting VLE to support your studies?**
- 6. How often do you use the Moodle?**
- 7. How satisfied are you when using the virtual learning environment (Moodle) of this university (UWTSD)?**
- 8. Do you agree with the statement that the information provided in the Moodle is useful, well organised and easy to find and understand? To what extent do you agree with the statement?**
- 9. How would you describe your experience using Moodle? (In a scale of 1 to 5 where 5 is extremely satisfying)**
- 10. How likely are you to recommend Moodle to your friend where 1 is not recommended and 5 is fully recommended**
- 11. How did Moodle help you in your academic study. Write in few words**
- 12. Explain the useful section of Moodle**
- 13. If you want to change anything on Moodle what it would be and why?**
- 14. Do you think that Moodle provide you all the resources and you dont need to look for other websites for relevant information? Explain your answer in few words.**