

Digital Skill and Research Methods

Assignment 02

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IMPACT OF MOODLE ON STUDENTS' LEARNING EXPERIENCE AT THE UNIVERSITY OF WALES TRINITY SAINT DAVID LONDON

1.0 Introduction

Virtual Learning has taken a rapid turn during the year 2020 due to the current health crisis which is Covid 19 in comparison to the past few years. The following study which was conducted in the University of Wales Trinity Saint David London Campus will give out analyzed data and detailed discussion in regard to a survey conducted with the assistance of 20 students on the impact Virtual Learning Experience (VLE) has on the students' learning experience. In order to establish these effects and to get accurate insights about the VLE / Moodle of the Campus, a questionnaire was prepared that included Multiple choice questions that was distributed among 20 students of the Campus who are currently following Skills for the Workplace Course.

The questionnaire focused mainly on the effectiveness of the Moodle, the enthusiasm and interest created by the Moodle learning and finally whether it improves independent thinking and creativity. The results of the survey and its detailed discussion are included in this report.

2.0 Literature Review

Various literary sources provide information and in-depth analysis in regard to VLE's. It is proven through various literature analyses that VLE's were introduced to promote learning. VLE's are e learning techniques that provide digital aspects for course studies. There are various published literature on the VLE's and how they impact students learning environment.

According to the Journal of Medical Imaging and Radiation Sciences, Virtual learning converts a passive learner into an active learner and improves the satisfaction and engagement of students. This conclusion was gained through observation of two radiation therapy class sessions that were conducted, one in the traditional didactic

method and the other in a virtual learning space. As a result of this, the students who participated in the VLE session had higher retention in comparison to the other (Ryan & Poole, 2019).

Another research published in the Journal of Information and Management shows the research on the requirement of the video in learning and how video in E-learning impacts students learning process. Accordingly, the research which was conducted under 4 environmental settings; A traditional classroom, e-learning with interactive video, e-learning without video and e-learning with non-interactive video. According to the results, the students in the e-learning with interactive video environment achieved a far better learning performance in comparison to the other settings. However, the research also provided insights that the non -interactive video session did not progress well either. Therefore the interaction and collaboration in the VLE can also impact the student's learning performance (Zhang, Zhou, Briggs and Nunamaker, 2006).

3.0 Aims and Objectives

The main aim of this survey and report is to identify and analyze if the use of Moodle is found beneficial by students and whether it contributes to the success of students' education, increases the thinking mechanism and whether it improves the learning interest in students. For this purpose, the questionnaire I have prepared (Appendix 1) will be sent out to 20 students to gather information and feedback in order to analyze the usage of VLE's and its rate of success.

4.0 Method

The survey was conducted in a multiple- choice questionnaire format. This questionnaire includes 9 questions that are generalized under three main considerations which are denoted as follows.

Q1. How effective is the usage of the Moodle?

Q2. Does the Moodle contribute to distant independent thinking?

Q3. Does the Moodle increase interest and motivation for learning?

The questionnaire was conducted with the assistance of twenty students currently studying Skills for the Workplace. This questionnaire was provided via Email and the feedback and responses were sent in the same method. The students were allowed to respond on their own time.

The questionnaire was in the form of MCQs which included 9 direct questions. The survey requested only specific information and they were gathered anonymously with high confidentiality. The survey was available for 10 days and the students were requested to fill in the questionnaire during that period.

5.0 Primary Data Analysis

The following are the results of the responses received in the questionnaire.

1. What is your age range?

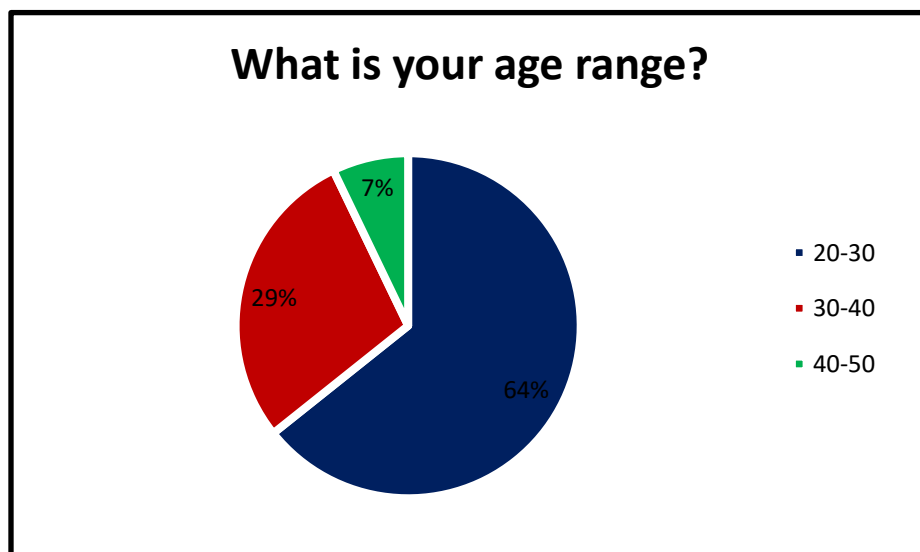


Figure 01

2. What is your gender?

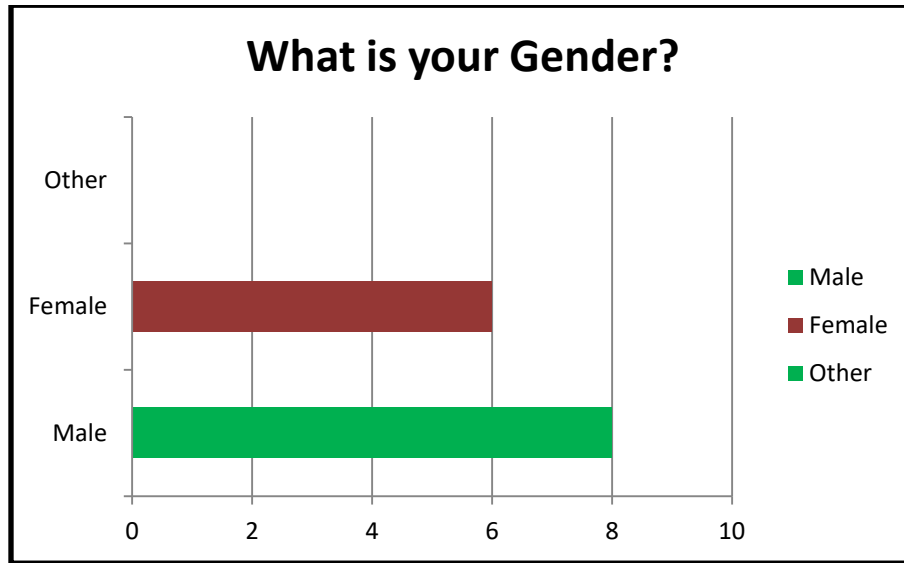


Figure 02

3. How do you access the Moodle?

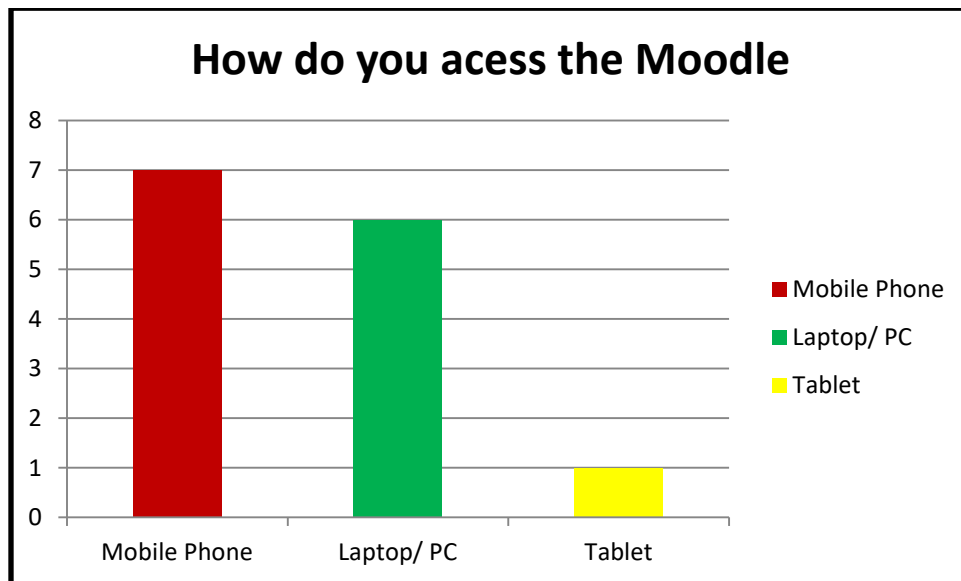


Figure 03

4. How often do you access the Moodle?

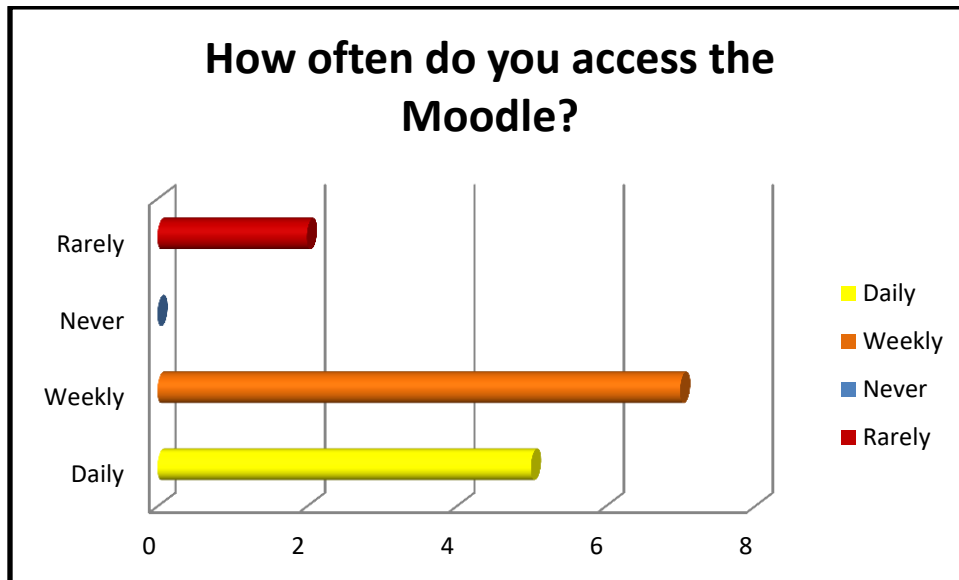


Figure 04

5. How much time do you spend on the Moodle?

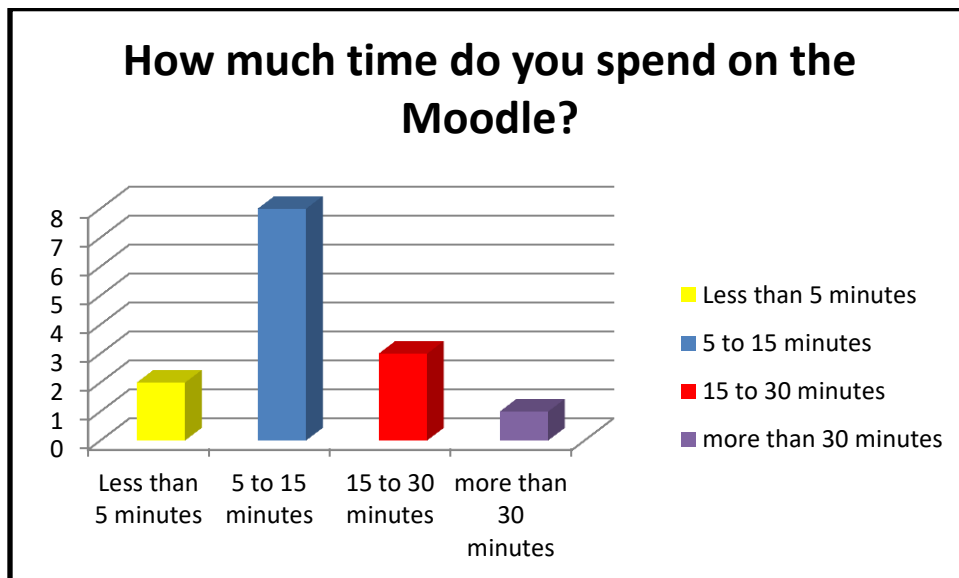


Figure 05

6. The Moodle positively impact your effectiveness in learning?

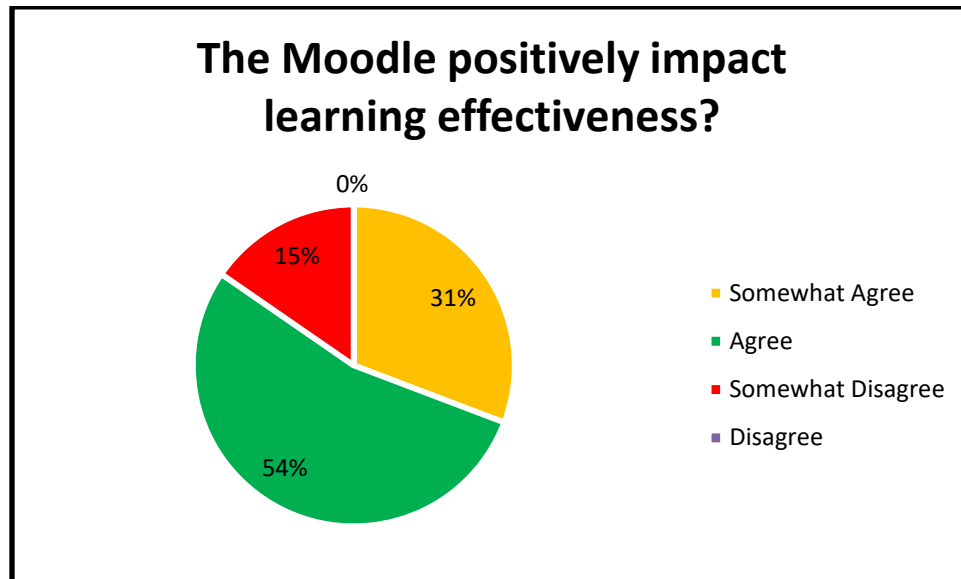


Figure 06

7. The Moodle usage helps in the development of independent learning?

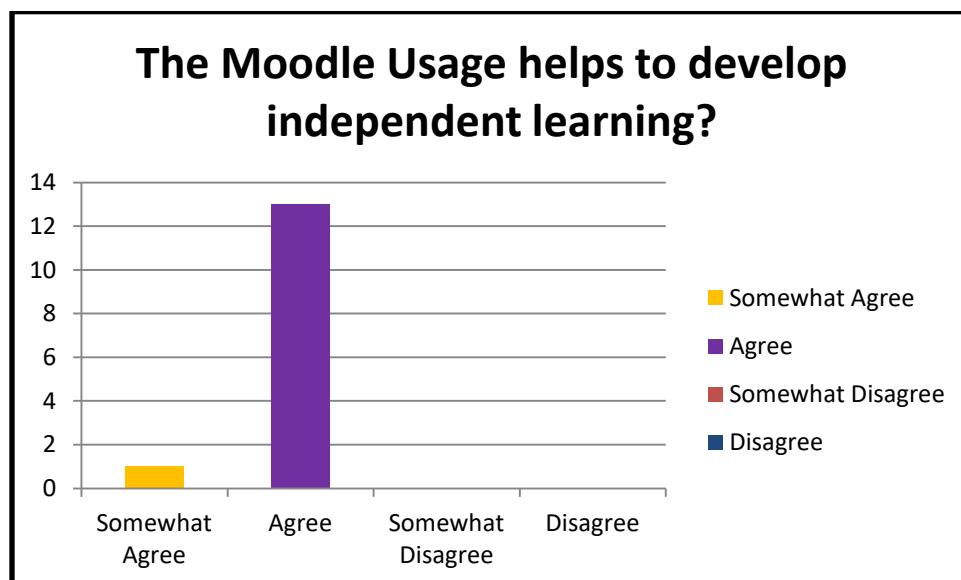


Figure 07

8. The Moodle increase your motivation to learn?

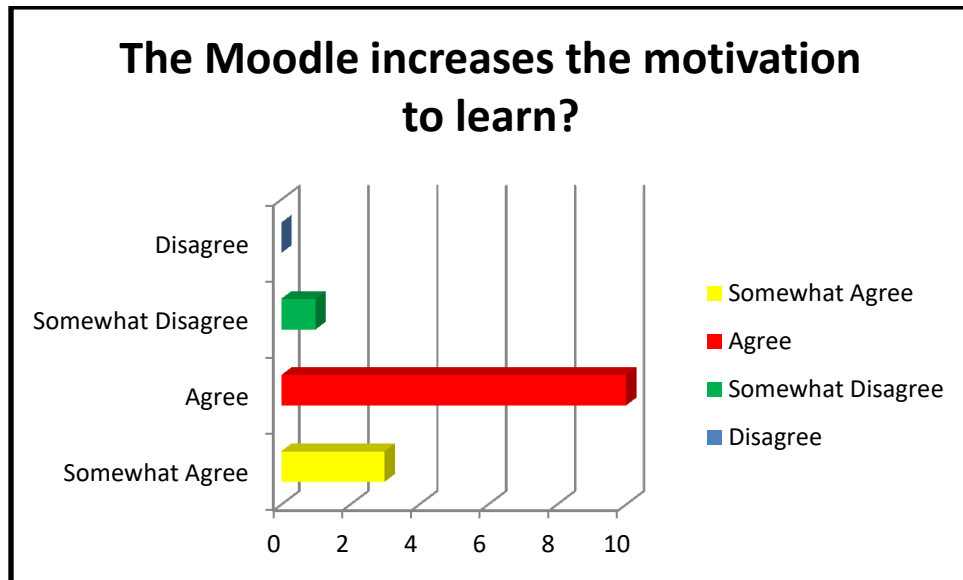


Figure 08

9. What is your Overall Experience with the Moodle?

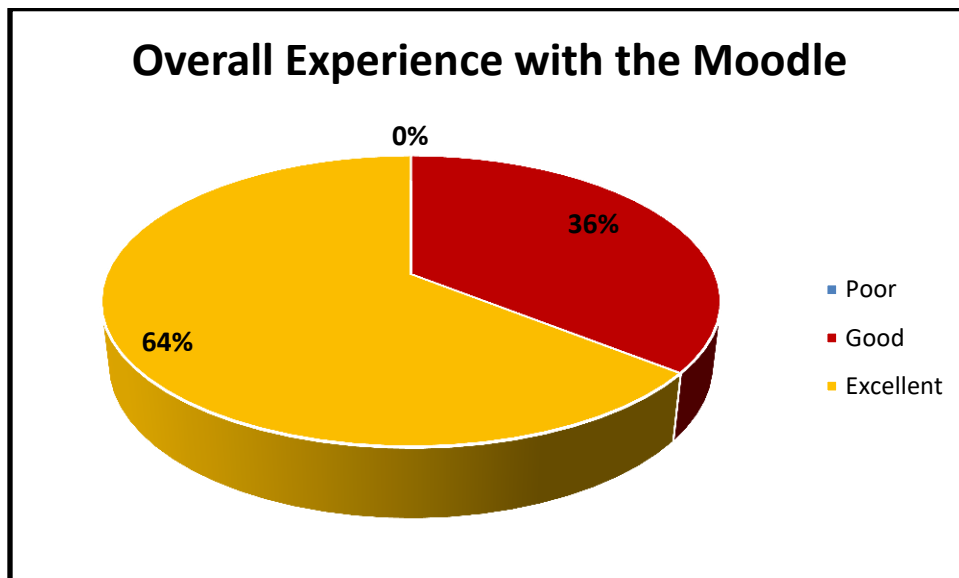


Figure 09

The above results contribute to the understanding of the usage of Moodle and its impact on students and their learning experience. Out of the 20 Emails, 14 usable responses were received from the student which is a 70% response rate.

When considering the age range and gender of students who use the Moodle it is clear that more than 60% of the users are around the age of 20-30 while 29% are between the ages of 30-40. Less than 10% are users over the age of 40 (Figure 01). In regard to Gender, 57% of the users are Male while 43% of them are females (Figure 02).

When illustrating the results of the responses gathered from the questionnaire it is clear that 64% of the students have an excellent experience as well as the rest of the 36% have a good experience with the Moodle which means the experience is at a rate of 100% (Figure 09). When considering the frequency of use, it is clear that 50% of the users use the Moodle weekly while 36% use it on a daily basis. 14% of the users rarely use the Moodle (Figure 04). According to the results of Figure 03, 7/14 use their mobile phones which means 50% of the students use their Mobile phones to access the Moodle while 6/14 which makes a rate of 43% use their PC's or laptops. 7% of the students use tablets to access the Moodle.

The most crucial part of the questionnaire is questions 6, 7 and 8 which the results are demonstrated in figure 6, 7 and 8. These questions are directly linked to the information we require to gather for the preparation of the report. According to Figure 06, 35% of the users agree to some extent that the Moodle positively impacts the effectiveness of students learning while 50% definitely agree that it impacts students learning effectiveness. 15% disagree that it has a positive impact. In Figure 07 are the response results of whether the Moodle improves independent thinking and learning. According to the results it is clear that 7% of the respondents somewhat agreed while 93% completely agreed in regard to the influence it has on independent thinking and learning. Figure 08 demonstrates the results of whether the Moodle influences the motivation to learn. According to the results 21% somewhat agree on that statement while 71% completely agree that the Moodle influences on the motivation to learn. 8% of the respondents somewhat disagree while none of the respondents completely disagreed.

6.0 Secondary Data Analysis

Apart from the survey data gathered from the University of Wales Trinity, a few other literature articles were also helpful in identifying whether the VLE systems are successful or unsuccessful in the student learning environment. Following are the impacts that were gathered through published material.

Positive Impacts of VLE's

According to the research conducted by Downing and Chim (2004) at the Hong Kong City University using an online debate platform on a higher education background, the results showed that on online experiences, introverted individuals are active and alive similar to extroverts. They are more involved on a virtual platform than on a brick and mortar platform (college). This proves that VLE's provide the ability for less spoken introverts who have less public speech abilities and social fear, to connect with others and perform activities (Shrestha, Edirisingha, Burke and Linsey, 2005).

Further a study conducted in West Virginia, USA with the assistance of Upper grade Elementary students. The students were provided with a software collaboration tool where students were allowed to communicate with teachers online and develop analytical skills. Through the results obtained in this study it was clear that the students who used the software performed significantly better than the other students in vocabulary, reading and in depth understanding (Barker and Gossman, 2013). A subsequent research conducted by Diochen and Cameron (2001) that constructed a project based on undergraduate business students VLE learning material accessibility. This researched results explained that those learners when using VLE's had higher student enthusiasm and confidence. They created own knowledge through creativity and employability competencies (Diochon & Cameron, 2001).

In conclusion it is clear that VLE's in general provide various positive impacts on the learning experience of students when compared to traditional learning.

Negative Impacts of VLE's

According to the research conducted by Seabolt and Arends (2000), it is proven that web based VLE's restricts the social and emotional interactions of students in comparison to traditional classroom based learning (Seabolt and Arends, 2000).

Further according to the research by Piccoli, Ahmad and Ives between two groups of students where one group used traditional education systems and the other used VLE's, the VLE based students reported less satisfaction in the learning process than of the classroom based students (Piccoli, Ahmad and Ives, 2001).

In a research conducted by JISC in 2007 it was proven by a study of higher education learners that VLE's are better off passive learning tools rather than active (Barker and Gossman, 2013).

According to the researches it is clear that even though VLE's bring various positive impacts on student, they also have quite a few negative impacts embedded in them that needs to be minimized and overcome.

7.0 Conclusion

According to the results obtained in the questionnaire, it is clear that the Moodle provides a good learning experience while contributing to the improvement of independent thinking and learning as well as influences on the motivation and interest students has towards learning. The usage of Moodle (VLE), according to the research and questionnaire results show that it increases the effectiveness of students learning experience and academic conduct.

This research has its own drawbacks due to the limited time, current crisis in the world which made access to students difficult and due to the lack of responses from students.

8.0 Recommendations

In order to make the usage of the Moodle more effective I would recommend the following.

- Educate the individuals about the importance of Moodle usage and the benefits of it.
- Provide access to all data in the Moodle for students such as online library access, access to academic staff etc.
- Use Gamification mechanics in Moodle to increase the engagement of Learners and to ignite their interest to access the Moodle to learn while winning simple games such as Sudoku, Crossword etc.
- Incorporate multimedia such as video, audio, animation etc. learning and information within the Moodle (Young, 2018).

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Appendix-1

IMPACT OF MOODLE ON STUDENTS' LEARNING EXPERIENCE AT THE UNIVERSITY OF WALES TRINITY SAINT DAVIS LONDON **QUESTIONNAIRE**

This is a survey questionnaire prepared to analyze the impact of Moodle on the learning of students in the University of Wales Trinity Saint Davis London Campus.

It would be highly appreciated if as many people would take a few minutes to respond to the questionnaire to help out in this survey.

1. What is your age range?
 - a) 20-30
 - b) 30-40
 - c) 40-50
2. What is your gender?
 - a) Male
 - b) Female
 - c) Other
3. How do you access the Moodle?
 - a) Mobile Phone
 - b) Laptop/ PC
 - c) Tablet
4. How often do you access the Moodle?
 - a) Daily
 - b) Weekly
 - c) Never
 - d) Rarely
5. How much time do you spend on the Moodle?
 - a) Less than 5 minutes
 - b) 5 to 15 minutes
 - c) 15 to 30 minutes
 - d) More than 30 minutes

6. The Moodle positively impact your effectiveness in learning?
 - a) Agree
 - b) Somewhat Agree
 - c) Disagree
 - d) Somewhat Disagree
7. The Moodle usage helps in the development of independent learning?
 - a) Agree
 - b) Somewhat Agree
 - c) Disagree
 - d) Somewhat Disagree
8. The Moodle increase your motivation to learn?
 - a) Agree
 - b) Somewhat Agree
 - c) Disagree
 - d) Somewhat Disagree
9. What is your Overall Experience with the Moodle?
 - a) Poor
 - b) Good
 - c) Excellent

Appendix-2

Age Range	Responses
20-30	9
30-40	4
40-50	1
	14

Gender	Responses
Male	8
Female	6
Other	0
	14

How do you access Moodle?	Responses
Mobile Phone	7
Laptop/ PC	6
Tablet	1
	14

The Moodle Usage helps to develop independent learning?	Responses
Somewhat Agree	1
Agree	13
Somewhat Disagree	0
Disagree	0
	14

The Moodle increases the motivation to learn?	Responses
Somewhat Agree	3
Agree	10
Somewhat Disagree	1
Disagree	0
	14

Overall Experience with the Moodle	Responses
Poor	0
Good	5
Excellent	9
	14

How often do you access the Moodle?	Responses
Daily	5
Weekly	7
Never	0
Rarely	2
	14

How much time do you spend on the Moodle?	Responses
Less than 5 minutes	2
5 to 15 minutes	8
15 to 30 minutes	3
more than 30 minutes	1
	14

The Moodle positively impact learning effectiveness?	Responses
Somewhat Agree	4
Agree	7
Somewhat Disagree	2
Disagree	0
	14