

Impact of Virtual Learning Environment (VLE) Moodle on students' Learning Experience

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Table of Contents

Introduction	2
Aim of the Study	2
Objective of the Study	2
The rationale of the study	2
Literature Review	2
Components of VLE	2
Impacts of VLE on the students	3
Research Methodology	3
Research Design	3
Study Population	4
Data Collection Tools	4
Ethical Consideration	4
Analysis and Discussion	5
Data Tabulation	5
Discussions	7
Limitation of Research	8
Recommendations	8
Conclusion	9
References	10
Appendix	11

Impact of Virtual Learning Environment (VLE) Moodle on students' Learning Experience.

Introduction

Students' transition from passive to active learners can be facilitated through VLE, which stands for virtual learning environments. The use of VLE forms is becoming an increasingly important component for developing several crucial abilities across the spectrum of personal development. Students are more likely to acquire critical thinking ability through active learning, which is required to apply the course knowledge gained through critical thinking. The purpose of this study is to investigate the influence that students have on Virtual Learning Environments (VLEs).

Aim of the Study

The study aims to analyse the Virtual Learning Environments' impacts on the students.

Objective of the Study

- To enhance students' Virtual Learning Environment-based workplace digital competence.

Learning Objectives

- To increase self-awareness of the significance of information analysis and its transformation into knowledge.
- To make the "University of Wales Trinity Saint David London Campus" a more conducive place to study for its students.
- To suggest how the researcher can use the Virtual Learning Environment in the future to get around the learning obstacles.

The rationale of the study

The students are concerned about the need for changes in the learning culture. It is as a result of the training that has been provided to the teachers as well as the new technological advancements used in the educational institutions. This can be ensured because the pupils have access to the materials that have been provided on the internet.

Literature Review

Components of VLE

The comprehensive mapping of constructively alignments in the learners and the technological framework are the primary elements of the virtual learning environment (VLE). The

Virtual Learning Environment (VLE) helps students improve their digital quality and skills and their awareness of its role as an effective analysis, as stated by Martelloni et al. (2018). The VLE is used to develop student's awareness of the importance of its role as an effective analysis. The students who are initially talking with one another online to learn and explore more are the members of the groups known as the digital environments and the online communities. According to Ahmad et al. (2019), virtual forums are becoming increasingly useful as a complement to the carrying out of real-life communications by teachers and learners who are already familiar with each other about various aspects of the educational experience.

Impacts of VLE on the students

According to Herrera (2017), virtual learning environments (VLEs) have a more excellent range of reported research with constructive and positive impacts from various contexts to boost students' information concerning their learning from online and the digital world. According to Nguyen et al. (2017), the virtual learning environment (VLE) aids in fostering reflection and also meets the requirements of learners in the field of learning ability. It is relevant since the VLE is discussed in this context. In addition, the Virtual Learning Environment has been assisting students in becoming more self-assured in using their technological skills and knowledge to broaden their horizons and advance their comprehension. Besides, utilizing a Virtual Learning Environment helps students become better prepared for learning, which fosters an interest in novel concepts and emerging forms of technology and improves the students' evaluation performance based on the subjects they are studying.

Research Methodology

Research Design

The research study uses qualitative and quantitative approaches to gather the necessary information. The qualitative method is essential for studies requiring participants to provide their interpretations (Harding, 2016). Interviews are an integral part of the qualitative research data collection approach. It is free-form, mainly questions emphasizing illustrative examples of quantitative data. One of the most significant drawbacks of qualitative research is that the findings depend on anecdotes and personal experiences, which can occasionally lead to incorrect inferences. On the other hand, the study relied heavily on collecting quantitative data since it required applying statistical analysis to the participant's thoughts and feelings (Mackey and Gass, 2015). The research study is one of the techniques that is employed as one of the techniques that are used as a means of collecting quantitative data. One of the benefits of using quantitative research is that it helps speed up the information collection process. As part of the investigation,

a survey was carried out to collect information for the statistical examination of the impact of the virtual learning environment on the students. It is of tremendous use for study on a smaller scale and exemplifies previous research findings.

Study Population

During the study, a questionnaire was filled out with the participation of twenty students from the University of Wales Trinity Saint David London Campus. Eliminating potentially biased declarations or impressions is essential to the non-probability sampling approaches (Taherdoost, 2016). The methodology of non-probability sampling will be utilized in this study to collect data from participants. This is because the topic entails analysing the impact of VLE on students' learning experience, and the inclusion of any partial viewpoints could cause the evaluation to be invalidated. It was impossible to do without using a method other than probability sampling and therefore justifies using that method in the research.

Data Collection Tools

The involvement of the questionnaire is one of the instruments that have been utilized in the process of data collecting. The questionnaire had a total of six items, all of which were designed to be answered using the Likert scale. The students' signatures may be found on the consent form, which was given to them before the questionnaire was distributed. A randomized response approach was built into the data gathering tools from the beginning of the design process. Researchers could obtain sensitive information through this strategy while reassuring respondents that their privacy would be preserved. This tactic encourages more respondent collaboration and reduces the respondents' desire to give their thoughts dishonestly, maximizing the amount of information gleaned from the responses.

Ethical Consideration

The data gathering method's success has been primarily attributed to the respondents' willingness to participate voluntarily. Personal information provided by participants has been securely stored in compliance with the General Data Protection Regulation (Worthy, 2010). The Freedom of Information Act (FOIA) gave the study the right to access relevant data held by federal agencies to assist in conducting this research. The only exception was if the necessary information was shielded from disclosure per one of the nine constitutional protections. The researchers employed various strategies to conceal the identity of the individuals. First, the researcher protected the participants' privacy by encrypting the data stored online and using password-protected files before sending it over the internet. This research did not obtain any

information that may be used to target a single participant in the study. When collecting data for the research and analysing the results, the researchers followed all applicable ethical standards.

Analysis and Discussion

Data Tabulation

Q1. Do you have an experience in relation to the usage of Virtual Learning Environment?

Overall Participants	Respondents population	Respondents percentage	Response options
20	14	70%	Yes
20	6	30%	No

Q2. Do you prefer to use VLE for your higher studies?

Overall Participants	Respondents population	Respondents percentage	Response options
20	16	80%	Yes
20	4	20%	No

Q3. Do you have proper training to use University VLE for your studies?

Overall Participants	Respondents population	Respondents percentage	Response options
20	13	65%	Yes
20	7	35%	No

Q4. Would you like to see that the university continue to use VLE Platform after pandemic as well?

Overall Participants	Respondents population	Respondents percentage	Response options
20	3	15%	Strongly Disagree

20	5	25%	Disagree
20	3	15%	Not sure
20	2	10%	Agree
20	7	35%	Strongly Agree

Q5. Do you prefer to communicate with your lecture and your friends via VLE?

Overall Participants	Respondents population	Respondents percentage	Response options
20	3	15%	Strongly Disagree
20	2	10%	Disagree
20	4	20%	Not sure
20	4	20%	Agree
20	7	35%	Strongly Agree

Q6. Please rate the impact of the online learning platform on your academic studies during pandemic.

Overall Participants	Respondents population	Respondents percentage	Response options
20	2	10%	1 (Poor)
20	1	5%	2
20	4	20%	3
20	6	30%	4
20	7	35%	5 (Excellent)

Q7. Please rate your preference to do your studies in VLE.

Overall Participants	Respondents population	Respondents percentage	Response options
20	3	15%	1 (Low Preference)
20	5	25%	2
20	3	15%	3
20	3	15%	4
20	6	30%	5 (High Preference)

Q8. Does university e-learning platform provide appropriate support to complete your assignment?

Overall Participants	Respondents population	Respondents percentage	Response options
20	14	70%	Yes
20	6	30%	No

Q9. Do you find required and appropriate resources in VLE for each module which you study?

Overall Participants	Respondents population	Respondents percentage	Response options
20	15	75%	Yes
20	5	25%	No

Q10. Since lockdown, how satisfied are you in relation to the support which you received from lecture, university admin and management through VLE towards your studies?

Overall Participants	Respondents population	Respondents percentage	Response options
20	3	15%	Extremely Dissagree
20	4	20%	Dissatisfied
20	2	10%	Not sure
20	5	25%	Satisfied
20	6	30%	Extremely Satisfied

Discussions

According to the research presented above, half of the University of Wales Trinity Saint David London Campus students representing 50%, believe that the virtual learning environment (VLE) Moodle can satisfy the courses' prerequisites. The opinions may have something to do with the fact that Online Learning System has been able to classify the learning material in line with the topics, which has made things simpler for the students. The investigation has relied on the fact that thirty percent of the respondents feel that the teaching modules provided within the Online Learning Platform Moodle of UWTSD have made an excellent contribution to the field. The

impressions of such agreement are reinforced by the textual evidence that implies the suitable uploading of instructional modules is vital for improving the Virtual Learning Experience.

Furthermore, 55% of respondents indicated that they felt the academic content provided in the virtual learning environment (VLE) Moodle was sufficient. Students may have reached this conclusion because they have developed a deep comprehension of the topic using the instructor's relevant examples and background information. The availability of supplementary resources has improved students' grasp of course material. Students' first-hand exposure to e-learning environments may account for the widespread dissemination of this type of data. There is a need for enhancements to the Virtual Learning Environment (VLE) at UWTSD, as recognized by 40% of the student population. According to the findings, VLE has improved the educational environment at UWTSD. Findings from secondary sources corroborate the positive effects VLE has on students' education. The results from secondary data support these opinions by showing that the introduction of new technologies in the form of e-learning has been widely hailed as a welcome advancement.

Limitation of Research

Throughout the research, the researchers have encountered some challenges due to a lack of time, which has prevented them from collecting further data pertinent to my research material. They have also experienced some problems with funding from the respondents, which they expected to be the case given the amount spent on the primary research process. Because of this research, researchers could not access a few papers, even though they are both cost-effective and have taken significant time to complete this research procedure. During the investigation, the research team was able to construct a barrier. Since the researchers were currently in the lockdown period, the concept was not fully understood because it is restricted to government authorities.

Recommendations

For the study team to have a chance at continuing this research in the future, they need to accurately assess the fund and ensure that any additional expenses do not surpass the anticipated initial level. They have already obtained authorization from the appropriate authorities at the university, ensuring that they will not encounter any obstacles along the way. If they could create an effective platform for using VLE, they should readily find a way to incorporate this in their further study. The procedure of conducting secondary research could be carried out more efficiently to obtain accurate information from the current literature. It might be possible to use the method of conducting surveys online to estimate the total cost of the research.

Conclusion

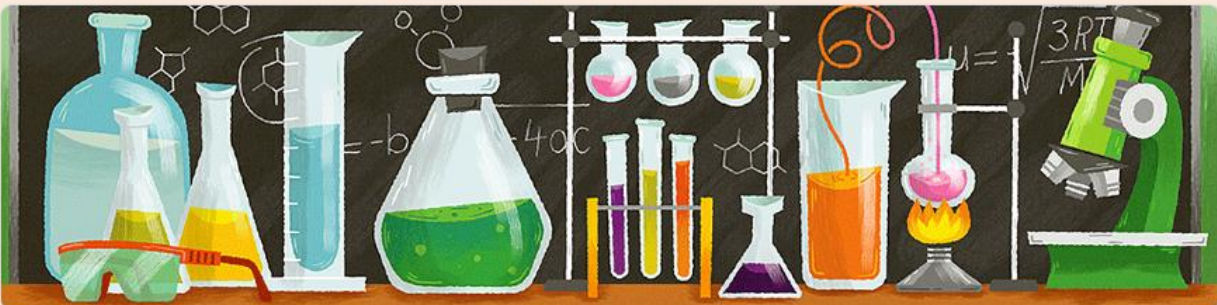
It is possible to conclude that the complete research procedure for students at the University of Wales is carried out based on the dynamic platform of the Virtual Learning Environment. Based on this notion, a few problems have been uncovered, and a body of literature has been selected based on the components and the impacts of VLE on students. The secondary and primary research processes are carried out to collect genuine information from the learners. Several pieces of information can be gleaned by studying prior material while conducting the secondary research. The data can be successfully analysed, enabling the researchers to better understand this particular area's general scenario for the entirety of their sessions.

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Appendix

Questions Responses 20 Settings



Online Survey: Virtual Learning Environment of UWTSD

Dear friends,
As a part of my studies, it is required to get the feedback about the impact of virtual learning environment used by our university. Therefore I am presenting Survey. Could you please provide your valuable feedback of this Survey?
Thank you
Vangeliya Traykova

Q1. Do you have an experience in relation to the usage of Virtual Learning Environment? *

☐ Yes

☐ No

Q2. Do you prefer to use VLE for your higher Studies? *

☐ Yes

☐ No

Questions Responses 20 Settings

Q3. Do you have proper training to use University VLE for your Studies? *

- ☐ Yes
- ☐ No

Q4. Would you like to see that the university continue to use VLE Platform after pandemic as well? *

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not sure
- ☐ Agree
- ☐ Strongly Agree

Q5. do you prefer to communicate with your lectures and your friends via VLE? *

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Not Sure
- ☐ Agree
- ☐ Strongly Agree

#

Questions

Responses

20

Settings

...

Q6. Please rate the impact of the online learning platform on your academic studies during pandemic. *

Poor

1

2

3

4

5

Excelend

Q7. Please rate your preference to do your studies in VLE. *

Low Preference

1

2

3

4

5

High Preference

Q8. Does university e-learning platform provide appropriate support to complete your assignment? *

Yes

No

[Questions](#)[Responses](#)

20

[Settings](#)

Custom

Q9. Do you find required and appropriate resources in VLE for each module which you study? *

☐ Yes

☐ No

Q10. Since lockdown , how satisfied are you in relation to the support which you received from *
lecture, university admin and management through VLE towards your studies?

☐ Extremely Dissatisfied

☐ Dissatisfied

☐ Not Sure

☐ Satisfied

☐ Extremely Satisfied



It is clear from these two questions that most respondents have experience with VLE and prefer it over in-person learning for higher studies. A significant percentage of people have no experience with it or prefer in-person learning, so it is important to take this into account or to expand the survey so that

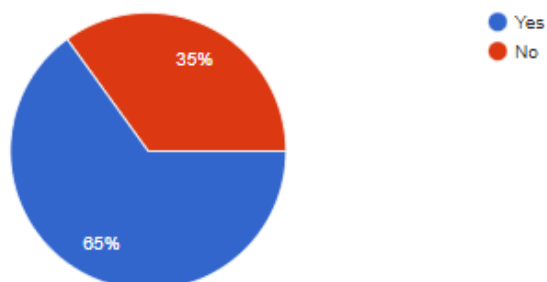
students have a better understanding of the accessibility and availability of VLE.

Questions Responses 20 Settings

Q3. Do you have proper training to use University VLE for your Studies?

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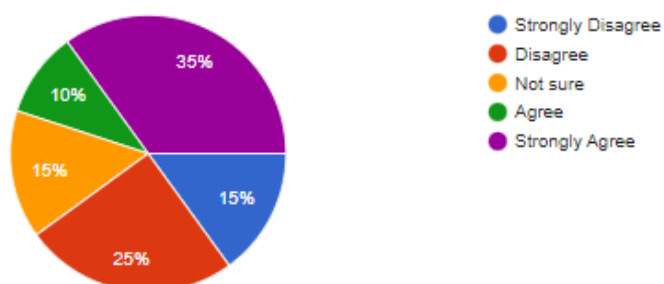
20 responses



Q4. Would you like to see that the university continue to use VLE Platform after pandemic as well?

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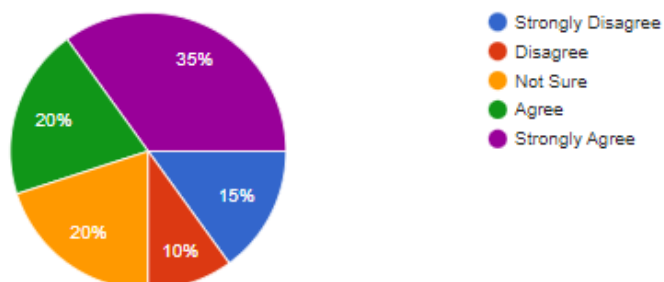
20 responses



Q5. do you prefer to communicate with your lectures and your friends via VLE?

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20 responses



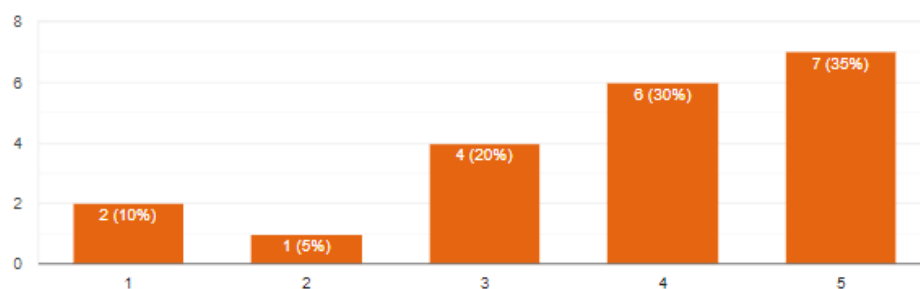
Based on Q3, only 65% of people were taught how to use the platform, indicating that a considerable number of people might not be aware of all the ways to use the platform effectively without training. Furthermore, it is also possible that 35% of people who haven't been trained to use VLE will not continue to use the platform after the pandemic. It appears that more than 50% of the responses are negative or neutral, and only 45% are sure they want to continue using the platform, which might indicate the platform needs improvements. According to Q5, more than 50% of respondents prefer using the VLE for communication, suggesting that it is definitely an easier, and possibly faster, way for people to get help.

Questions Responses 20 Settings

Q6. Please rate the impact of the online learning platform on your academic studies during pandemic.

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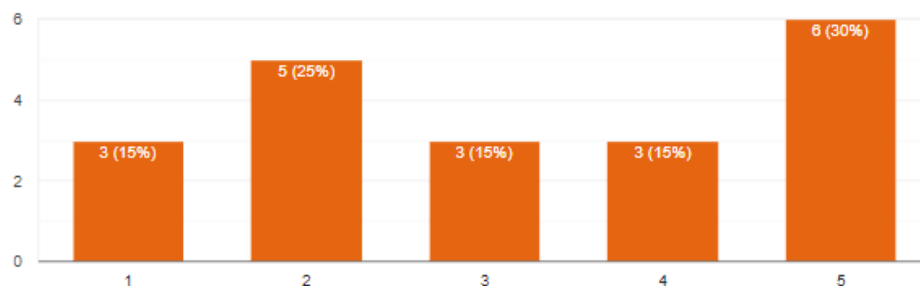
20 responses



Q7. Please rate your preference to do your studies in VLE.

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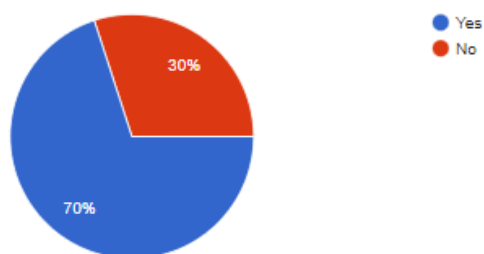
20 responses



Q8. Does university e-learning platform provide appropriate support to complete your assignment?

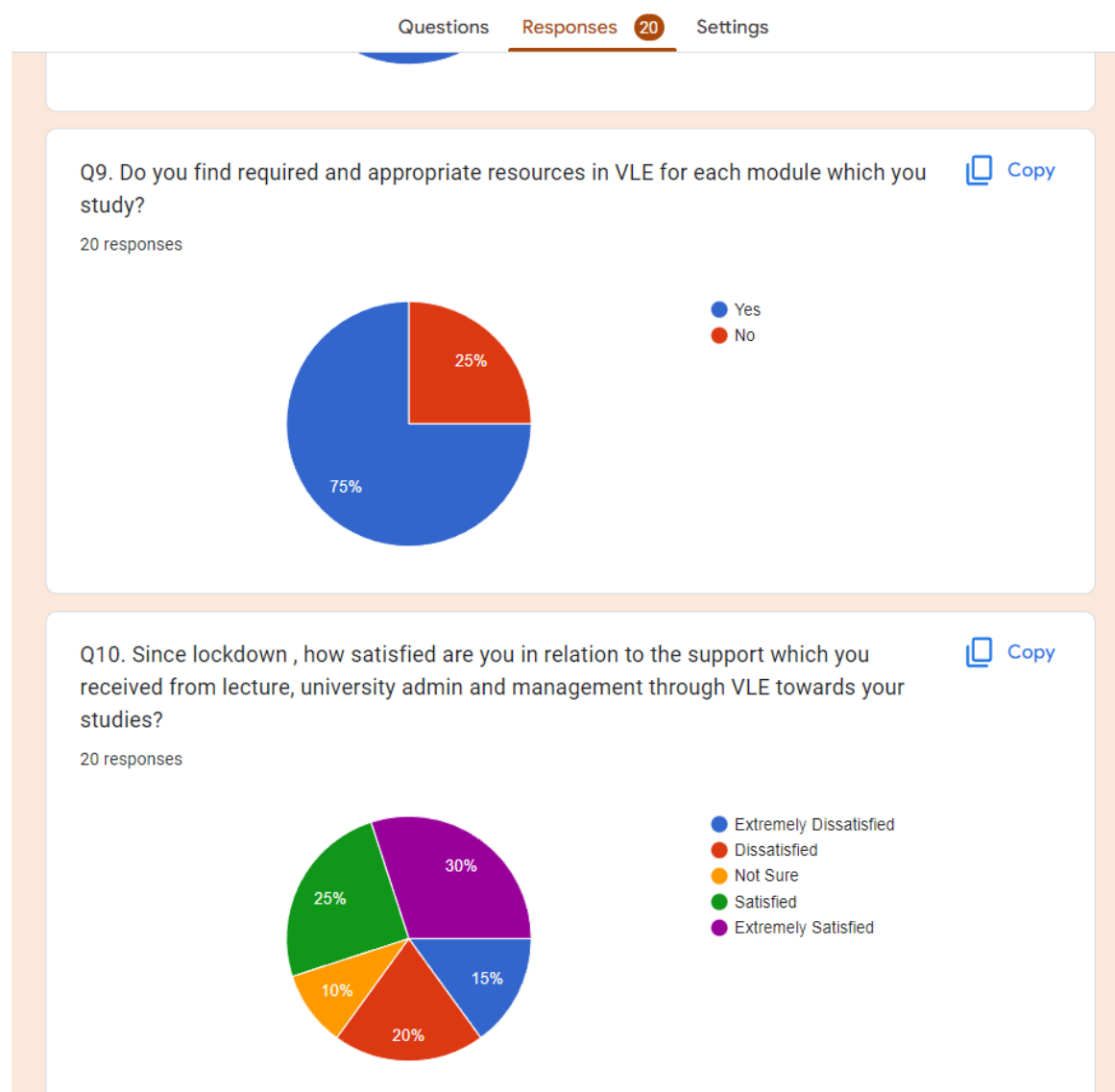
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20 responses



During the pandemic, the platform has proven to be a positive influence on the studies of most students; however, the preference for using the platform during Q7 is about equal. Moreover, Q8 shows that 70% of people are provided with the appropriate support for the completion of assignments, but

even then it would be helpful to investigate further and see what else could be added to the platform for the 30% of people who haven't received the help they need.



According to the two questions above, most respondents found the resources they needed to help with their studies and were satisfied with the university's support. It is important to consider the number of people who have not been able to find resources and are dissatisfied with the help available, since although this is a lower number, it could be considered a higher percentage than what would be ideal to ensure that everyone is receiving the appropriate support.