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Lecturer: Betty Burke.

Tania Vaninna Zalazar Poletti
Student Number: 2021161

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1) Introduction.

This is an academic report about the impact of Moodle in VLE (Virtual Learning Environment) in UWTSD students. I will gather information available about the usage and impact of Moodle in general education and then I will conduct some primary research to generate my own conclusion about the platform and its impact in this university. The aim of this is to get a better understanding of this platform and understand its benefits and disadvantages in online learning within the students of UWTSD based on the students' experiences and opinions. Qualitative research will be conducted with this objective. At the end of this report, I will be able to produce a conclusion with the information collected with both primary and secondary research and analyse the concordance of general information with UWTSD students.

2) General objective.

This report's objective is to analyse the impact of Moodle platform within the University of Wales' Virtual Learning Environment.

3) Qualitative research.

To quote from Hammersley (2013) "Qualitative research is one of many labels which we can employ in trying to make sense of the diverse range of methods and methodological ideas to be found in the social sciences today. In the most basic sense, the phrase is used to refer to the collection and analysis of data that are not structured at the point of data collection."

For this research I selected the qualitative method. I will conduct an interview to a certain number of students within the university. This interview will be held completely online due to the actual Covid-19 situation.

I chose this specific method to get a better and deeper understanding, that way I can reach a better answer and response from the students to analyse the impact on a proper way. My aim here is to get quality responses, not quantity, that is why my analysis will be based in a small number of people but more focused in specific details.

4) Sample.

My sample will be focused on a single group of 8 people, more specifically, 4 women and 4 men. This group will be taken from the University of Wales' London campus, as the aim of the research is to analyse the impact within the mentioned university. The group focus will be reduced to our classroom due to the pandemic, which is limiting our capacity of reach. The selection of this group of people was totally random and the identity of the subjects will remain anonymous to maintain the objectivity of the work.

5) Secondary research.

This sector is to talk about information already available about the impact of Moodle in education. For this I am referring to published articles about the subject.

For a first example, I analysed an article about the impact of the platform in a university in UK, called Christ The King college. The results of this research are very interesting, as they show a very specific impact in all the areas. This analysis shows a significant improvement in the materials available for the students, making sure that they are all related to the subject needed when the academic year begins.

The results are very clear, showing clear benefits in the flexibility on the students' learning potential. The students also manifested their concern about the lack of experience and knowledge about the platform, which caused some struggles to communicate or collaborate with the teachers or lecturers to get help when needed. (Jackson, 2015)

According to Costello (2013), Moodle is rapidly growing among universities in general, it shows many positives. Many universities have said that they can identify possible challenges. The Open University adopted Moodle because of its fast growing and international recognition. It is firmly gone head-to-head with a college's impression of itself versus its friends. It is possible that an early significant factor in Moodle's prosperity was foundations' reference of friend use as an endeavour to build up their own personality through those companions. This to some extent, alongside different elements referenced, prompted a possible course of reception. As this interaction went further on schedule, organizations got up to speed in the course might be simply captivating in a cycle similar to mental legitimization, asserting that they actually have a decision however in numerous regards only making a half-hearted effort.

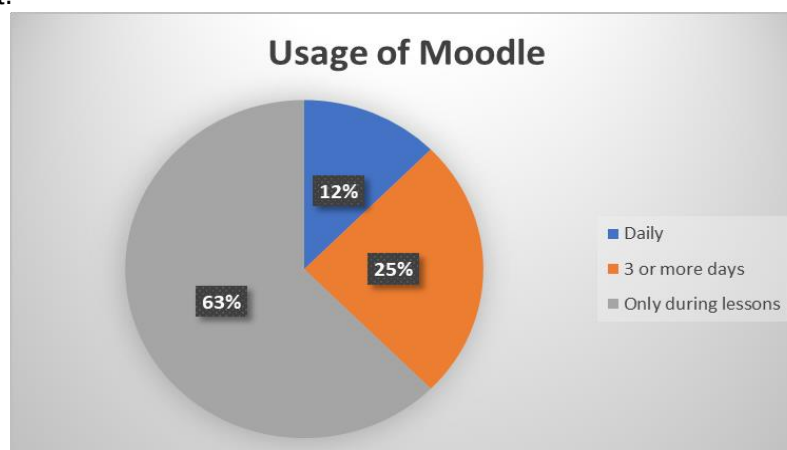
A different research shows a high level of satisfaction of students with Moodle's system and information quality. As to quality, our examination proposes that giving a solid, fast, stable, and available framework will urge individuals to reuse it, encountering intellectual absorption and, therefore, more fulfilment. (Pérez-Pérez, Serrano-Bedia and García-Piqueres, 2019)

6) Findings.

The interviews were conducted successfully. The students were very communicative, and the results are very specific. The interviews were too long to put the whole transcript, so I decided to split the results in 4 main categories. Charts and graphics will be presented to explain and present the analysis in an organized way. Since the research is very detailed, I was able to understand and analyse the feelings of the interviewed people.

a) Usage of Moodle.

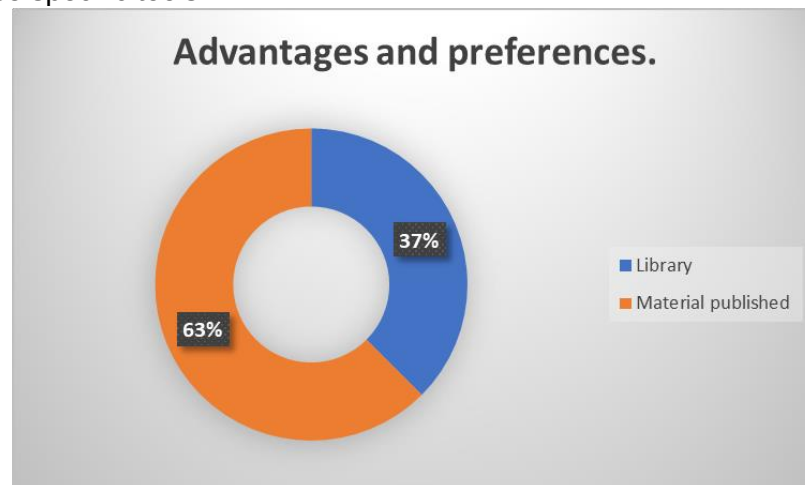
In this section, I analysed the amount of time that the students spend in Moodle and the main reasons behind it.



As shown on the graphics above, the majority of the students claimed that they only utilise Moodle during lesson days as a consequence of their lack of time, these students manifested that their jobs and responsibilities take a big part of their time, and the only free time they can dedicate to their studies is during lesson days. A quarter of the students said that they have a bit more of flexibility with their time and dedicate 3 or more days to their studies, in which they access the platform to review past lessons and continue with assessments and homework. Only one student said that accessed Moodle every day, flexibility gained by living with family, which allow that person to remain at home and fully dedicate to study.

b) Advantages.

This part studies the preferences and positive sides of Moodle according to the students and their response to these specific tools.

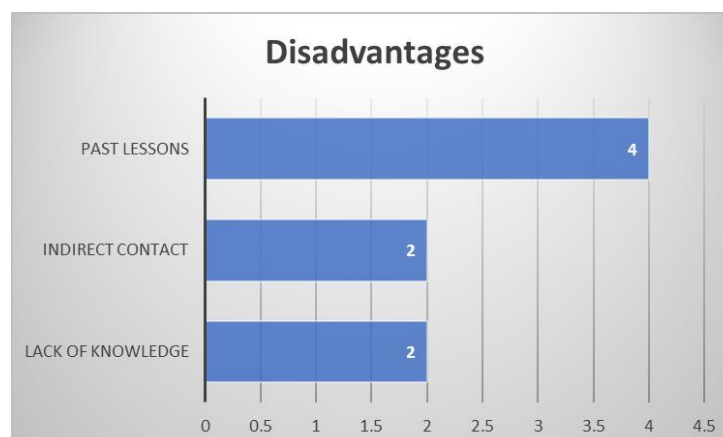


In this graphic, is clearly seen that most of the students can see the material published as an advantage, as it is already published in advance and it remains after the lesson has been done, they claimed that this allows them to review the lessons in their spare time and have a second look to them when they need it during assessment production. They also said that it can be useful to check the lesson before it has been done, which allows them to have an idea of what is being explained as it has been checked beforehand.

A smaller percentage said that they consider the library their predilect tool of the platform, as it gives you access to articles and books that cannot be accessed online because of the cost or availability. They claimed that money and time can be saved, as you can find exclusive access to paid books and you do not need to navigate through the whole internet to find the desired paper. One of the students also expressed that the filters the library possess made much easier and faster to find the material needed and it was a great advantage that was very useful considering his low availability of time.

c) Disadvantages.

This segment talks about the threats and disadvantages that the platform represents for the students.



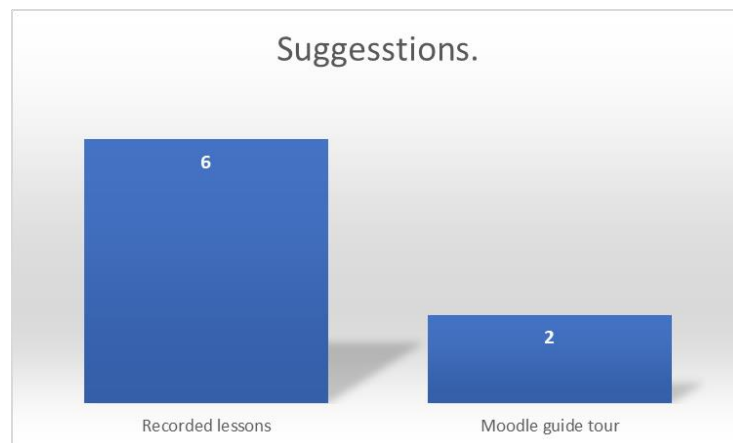
Here, this graphic illustrates that 50% of the students think that the slides and pdf available from past lessons are not enough to review and study during their spare time as it is too general and is not deep enough, claiming that they would prefer a better explanation available in the platform.

A 25% of the students claimed that the lack of knowledge and experience they have about the platform make it way more difficult for them to use it, as they get lost on certain sectors of the platform and have no idea of how to use certain tools of it.

The remaining 25% of the students said that they would prefer to have direct contact with the lecturers via Moodle as it would make it faster and easier, they expressed that a live contact with the teachers during the usage of the platform would simplify and ease the struggles that may appear.

d) **Suggestions.**

This last segment of the report is to discuss some suggestions given by the students and by myself that they think might be very useful to improve Moodle and the experience of online learning with it.



To end with the interview, I asked the students what they would add or change to the platform to make it better and improve the benefits that it has. 2 of the students had the idea of adding a tour guide at the main page of Moodle to teach you and show you all of the tools and materials that can be accessed. This will ease the usage of the platform and reduce struggles for new users of Moodle.

For the remaining students it was hard to think of an idea, so I suggested them the idea of recording the lessons and post them on Moodle. They all agreed that this would be a very useful idea as it will give you access to an explanation that might be missed for external reasons and it could also help to catch up with important details that were not noticed during the initial explanation. They manifested that this would improve their performance during lessons and the outcome of their assessments.

7) **Conclusion.**

From this research can be concluded that the secondary and primary research gave very similar responses. I managed to view the positive impact seen in other universities reflected in our campus. The students interviewed expressed a high level of approbation and comfortability with the platform, showing an improvement in their performance and manifesting that the platform was a useful tool to contribute to the access of materials during these hard times.

It is clearly seen as well that the poor guide and explanation about the tools given can be a big obstacle for the students and it was very evident that this was affecting their performance. The analysis shows that the students would prefer a detailed explanation of the material given beforehand so they can develop their independent study time without many problems.

This also shows that the students have their own ideas to improve the platform. Recorded lessons were taken as a great opportunity to double check important information and the students considered that this will give an important boost to their performance and development. It can be deducted then, that the positive impact of Moodle in other universities can also be seen in the University of Wales' students. The negative responses in our campus to this platform was also very similar to researches previously done. The final conclusion is that Moodle has a bigger positive impact in the students at this university, and even though there are things that can be improved, the results are very inspiring. This can also be taken as an idea to improve the system used for future terms and it clearly shows the opinions, feelings and desires of the students.

8) Reference list.

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