

**The Impact of VLE- Moodle on students' learning experience at
the UWTSD London Campus**

Report

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1. Abstract:

As a consequence of the global pandemic generated by COVID-19, universities have digitally transferred the teaching, stimulating the incorporation also acceptance of technologies under methodological evolution. This research aims to examine the impact of the Virtual Learning Environment- Moodle on students learning experience at UWTSD, London Campus. Analyse the opinion that students at the UWTSD have about the education pattern utilized within the virtual learning environment through confinement during the academic term. The data gathering process was an online questionnaire, applying flexible sampling with proportionate percentage. The outcomes show the students' generalized anxiety, indicating crucial to the instruction staff's educational manners and coaching transformation. Completing dynamic methodologies improvements due to the virtual situation, respectively the flipped classroom methodology, but students disclose generalized disappointment concerning the sufficient methodological advancement and professors' association. There is excellent support from email and the virtual education program (Moodle), although all acknowledge that they do not have the relevant experience concerning image editors, video, network graphics, contemporary reply arrangements, etc., anti-plagiarism devices. Some learners examined express that the education purposes, responsibilities and expectations of the teaching staff in e-learning are non-satisfying.

Keywords: COVID-19; virtual environment; online learning.
E-learning; active methodology; university training.

2. Introduction

The research conducted is concentrated to examine the impact of Virtual Learning Environment- Moodle on students learning experience at UWTSD, London Campus. Obtaining the understanding that learners at the UWTSD have regarding the virtual learning environment model during the confinement by the COVID19 is connected with the use in the first semester of the 2021 academic year of digital technologies and used methodologies. This enables a more well-defined concept of what students think about the features to be considered, and it would allow, to the extent that it is essential, to make (or not) changes in these regions in which learners show generalized anxiety.

Based on this plan, the following particular objectives are placed in connection to what the students think:

- To find the positive and negative impact of VLE on students at UWTSD.
- To discover the importance of VLE for the future learning experience of students.
- To recommendation on better ways of conducting learning on VLE in future.

The data gathering process has been utilizing a questionnaire filled indirectly by the students online to discover their views. The questionnaire was sent through the university's email so that each student received it in their institutional mail account. The paper described the project's goal and emphasized that their responses would be anonymous and promoted to fill in the questionnaire with ten numbers enrolled in the London campus course. A total of ten have completed the questionnaire satisfactorily. This, collectively with the data collection method, appears in an easy sampling with a proportional fixation of percentage. The intentions were to debug any grammatical/written mistakes that the questionnaire might hold, to estimate the time needed to complete it, to modify the style so that every student was capable of reading it and finishing it accurately, to change the form of the questions, and to combine and/or exclude questions that were important and/or irrelevant. The statistic percentages were formed on Excel and captured continuously.

3. Literature review

Since the unprecedented global pandemic generated by COVID-19, higher education has been affected at an international level and more particularly in London. For the remainder of the 2020 academic year, the government states that education and education processes would be transferred digitally. Consequently, the midpoints for their progress through information and interaction technologies have been organized. Although the education and education methods in higher education were previously under constant development concerning the impact of technology toward establishing emerging methodologies, the certainty remains that due to the confinement created by the coronavirus, it shows the extensive utilization of ICTs in methodological adjustment has been implemented. As an examination of organizational activity (T. Wijaya 2020), its composition stimulated and promoted the conversion and quickened to a digitalized university within online manners, including new teaching standards and education environments. All specific changes have displayed some more different sustainable pattern of learning. Higher education meets essential difficulties in converting education measures to provide additional needs.

This needs to be acknowledged that quality education, including training methods in more special learning, is almost unlikely without utilizing technology, mainly because it influences the growth of the skills and capabilities required during the 21st century. Several writers have revealed that the expectations generated by the impression of ICT in the institutional circumstances have not been adequately performed (Karamti, 2016), by its external also simply conducive mixture of ICT in the education and training methods, due to the attitudinal acknowledgement of educators in the synthesis concerning techno tools. Maintain the shortage of organization criticized over the teachers of the various institutional levels, that drives to methods of practical management of the ICT of the fundamental structure and permanent through the professional growth to accommodate to the technological transformation in learning, building digital competencies that combine experiences, education, policies, and approaches.

Significant outcomes recorded by numerous researchers (Janssen et al., 2019) discover that educators' understandings of ICT are accurate because they examine them to be devices that support dynamic, motivational and interactive education; also they accomplish to recognize the learners' specific rhythms. Nevertheless, different readings lead out boundaries, highlighting the shortage of technical information, common practice, including the financial expenditure needed to perform those instruments.

The specific requirement for a revolution in the teacher's characterization at any levels is advanced, suggesting an effective methodological renovation in which it considers a guiding function under the teaching-learning manner by gathering on learners, enhancing their cooperation. Encouraging their collaborative practice, supporting their education independence, and encouraging their achievement of competencies including skills so that all can improve toward the face of the requirements of the 21st century.

This digital conversion in the universities has encountered an assortment of significant reforms, incited by technological and communicative inclinations towards digitalization to adjust to the reforms inflicted by modern technologies. Its recognition under this institutional area is linked to various standards in an interconnected environment that supports digital education (Mahlow and Hediger, 2019), which indicates adjusting the impressionable attention on the learners and their learning practices.

Consequently, the universities' digital conversion is a requirement for the development of the education practice, education substances, and the preparation method in common. Nonetheless, the digital opportunities need to be associated with its experts' eligibility to share its potential of conversion. Therefore, the digital conversion requires both technology and people. ICT's potential displays a genuine chance of digital conversion within the utilization of existing methodologies utilized within the present context of university classrooms.

The usual institutional model is giving way to new changes in the education system to satisfy the requirements and interests of the nation in common, and employers (Finney, 2014), the circle of reforms connected to control of COVID-19 has implied an identification and analysis of the principal distinctions among regular distance learning and emergency distance learning. Online learning needs thoughtful instructional plan and preparation, while emergency distance education has been an

alternative method due to a sanitary crisis (Davies, 2011). The turn to online education in these times has imported a speedy process of modification and reproduced instructional interruptions are happening for the equivalent basis as the pandemic. Also in the prospect, there may be the chance of moreover institutional interruptions for other emergencies. For those purposes, it is essential to examine what has happened and what should be improved to adequately disclose the digitalization of learning and promote the degree of education.

The powerful combination of technology in education must include combining pedagogical experiences, controlled content, and technology in a particular institutional system where the instructional method takes place. The intent of educators in curriculum reform has been a challenge for professional and training improvement. The flexibility of the services in front of an unusual pandemic has been made desirable in various forms by the ability to communicate, learn and act within technology.

Given the constraints forced, several various coaching strategies have developed to address scholars' requirements (Abdelhafez, 2021), and adjacent virtual online training, a personalized education practice that instantly helps students practice, is given (Waymouth, 2018). Digital education is defined as encouraging the growth of competencies in technological entrepreneurship. It means a revision of the methodological approach that reveals the digital era's difficulties (Malatyinszki, 2020). Its success requires students' involvement, and it needs to be digitally productive by offering everything: personalized explanations from professors, discussion panels, quizzes with instant feedback and tutoring with reading materials (Crawford, 2020).

In extension to the continuous challenge for higher education students to learn new techniques to connect with others and improve the education method's effectiveness. The basic methodology needs to concentrate on undergraduate perception, motivation, and participation from a constructivist viewpoint to improve training in line to gain comfort and problem-solving abilities. with educators mediating the education method so that learners improve their own knowledge (Diesel, Baldez and Martins, 2017).

4. Research Methodology

Concerning all the stated analysis objectives, the outcomes obtained are as follows.

Amongst these technological sources under which these examined learners consider all have comprehensive understanding concerning (see Appendix 1), the advantage of email and chats (WhatsApp) stands out. The management of the learning platform (Moodle), videoconferences (Teams, Zoom) hold specific power on reasonable control in this part, instruments for collaborative work and file management on the network (Google Drive, Dropbox), tools for exploring and distributing data (Google, Yahoo) including office appliances (Word, PowerPoint, Excel). Nevertheless, students think that the electronic environment learning needs improvement, encouragement, and mental health support.

The last two are of critical concern as they are considered a significant learning issue for learners to happily develop their academy education at the start of their education. It is essential to determine the circumstances that stop learners from giving an optimal level in the operation of those tools during their education, enabling them to embrace a different range of methods and/or arrangements.

The current protective situation that the students at UWTSD face are complex and the majority are not satisfied with the system or the online education currently in place. It is also human nature to interact and face the reality of learning experiences. The negative part is that they all must do it until it is authorized in other ways. Of course, the disadvantage is the lack of attention and encouragement as they cannot even face their tutors and discover standard education manners, especially for innovators within the educational system. On the one hand, the positive part can be saving time of fiscal attendance and travel and being healthy and protected at their homes.

Concerning another issue of how supportive the university is during their online education, the students' views were examined on the level of 70% dissatisfaction that academics maintain. At the same time, they use, imitate, change and/or perform the online learning and adjust them to the new learning experiences. Furthermore, the results are practically low to the degree of concern educators have when they

use, reproduce, modify and/or perform technological resources by connecting them to their learners.

5. Discussion

Under the circumstances concerning the results received, it can be debated that the context and culture of the core where the research has been carried out are essential for building a more robust pleasant educational model because is the case with e-learning when applying innovative digital content and support. The electronic educational environment is defined by different features, so as educators converting to guidance counsellors; scholars changing their education into existing and participative; freedom in time and experience within digital devices (email, chat, forums, videoconferences, or social networks, with others); some broad public; collaborative education including gamification. This is further defined by undergraduate education's direction or monitoring of learner growth in real-time with usually immediate feedback (Wainwright, 2011). However, undergraduate enjoyment also motivation limits during the nonattendance of before-mentioned communications, and it is challenging to determine online in domains demanding implemented studies.

6. Conclusion

Several universities are revealing unique digital plans due to the significant transition towards using new technologies but lack the concept, function or engagement to perform them effectively. In this work, we obtained data from the understanding concerning the scholars of the UWTSD, London, about the pedagogical design considered within the virtual learning environment, through the time of isolation due to the Covid19 in 2020 academic year, connected beside the convenience of digital technologies and implemented methodologies. The primary objective of the research has been obtained.

7. Recommendations

Suggestions for improvement in operations where extensive anxiety has been recognized are possible. Thus, as we move ahead to the continuation phase of objective education and learning due to confinement, could be accordingly, based on the outcomes received, suggest the following recommendations for instructional reform:

- Guidance roles, responsibilities and expectations in virtual situations.
- Dynamic methodologies
- Research vehicles for educational databases and institutional repositories.

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9. Appendix 1

Questionnaire

	Percentages
Q1 Do you feel affected by the virtual learning?	
a) Yes	60%
b) No	40%
Q2 How do you feel about distance education?	
a) Poor	10%
b) Below Average	20%
c) Average	50%
d) Good	10%
e) Excellent	10%
Q3 How effective the remote learning has been to you?	
a) Not at all effective	
b) Slightly effective	70%
c) Very effective	30%
d) Extremely effective	
Q4 Do you enjoy learning remotely?	
a) Yes	30%
b) No	70%
Q5 The amount of time you spend on virtual learning per a week?	
a) 1-4 hours	40%
b) 4-8 hours	0%
c) 8 hours or more	60%
Q6 Did you find the virtual learning difficult?	
a) Yes	80%
b) No	20%
Q7 How supportive is the university for your virtual learning?	
a) Very satisfied	10%
b) Satisfied	10%
c) Dissatisfied	70%
d) Very Dissatisfied	10%
Q8 How important is the face-to-face communication for you?	
a) Very important	90%
b) Not important	10%
Q9 Does the virtual learning affected your mental health?	
a) Yes	90%
b) No	10%
Q10 Do you think that the virtual learning system can be improved?	
a) Yes	100%
b) No	0%



