



The Impact of Virtual Learning Environment (VLE) on the students learning experience at UWTSD London Campus

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Digital Skills and Research Methods (BMSW4003)

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Introduction

This report was produced to analyse the impact of the *Virtual Learning Environment (VLE)*, on students attending *UWTSD London Campus*. For virtual learning environment necessitates the help of files and Internet tools to strengthen the quality of learning by facilitating access to resources and services, as well as to remote exchanges and collaboration. (Weller, 2007)

The intent is to analyse through a questionnaire created by me by collecting primary and secondary data on the impact of the virtual learning environment, through an online survey sent to all students in my class, the data collected was used to produce an Excel file that determines in percentages, audience feedback.

Methodology

The rationale for carrying out this research is to analyse whether students are satisfied with the learning provided by virtual lessons or prefer face-to-face lessons, and also serves as feedback to *Moodle*, which is the platform that uses *University of Wales Trinity Saint David*, to improve and give an ever-better service.

Research Objectives

According with what is listed, I am now going to discuss the most important point produced by this research:

- Students' experience improvement using *Virtual Learning Environment (Moodle)*.
- Student feedback on what can make *Moodle* a more effective learning tool.
- How to make Moodle easier to use, for all *UWTSD* students.
- Advantages and disadvantages of using *Virtual learning (Moodle)*.

Literature Review

With this research I will make a key production of the works published on a precise topic and therefore *Virtual Learning Environment (VLE)*. A list of research done on certain topics, with the aim of understanding what needs to be improved or not in the *Virtual Learning Environment (VLE)*.

(HartFort, 2020), a website that exhibits a report on the difference between *Primary and Secondary Data*, which I used to create the online *Survey*.

(Slideshare.net, 2020), an online source that I explored during a lesson on *Moodle*, with a PowerPoint presentation illustrates various points such as: What is data collection? The practice by which the researcher gathers the information required to answer the research question. In collecting the data, the researcher must determine: Which data have to collect - How to gather the data - Who will gather the data - When the data have to be collected to collect etc;

(Creswell, 2003), It is a book that will inspire the graduate student and offer a deep source of information for any tutor of research design.

(McLeod, 2019), This is an Online Report written by *Saul McLeod* which is based on the knowledge of the Likert scale and what are its characteristics to determine an information using: Strongly Agree-Agree-Undecided-Disagree-Strongly Disagree.

(Mittelstadt, 2015), an article read using the *UWTSD* library which covers the ability to gather and analyse data is increasing exponentially. Stated to as big data, social and technological trend has facilitated generate weakening quantities of information, which can test accepted social and ethical rules.

Research Methods

During the second term of the *Digital Skills and Research Method* we studied everything needed to conduct a questionnaire and produce an online survey and then collect information on the use of the *VLE*. Before showing the questionnaire that I have produced, it is right to deepen the topics one by one:

- **Data, Primary and Secondary**

Data come in many forms like letters, numbers, symbols, and they do not have any meaning until they are processed. There are two different types of data: Primary data are original, and they are collected for a certain purpose, are generally fresh and collected for the first

time; Secondary data has been collected for another purpose and, generally are reused in different context. (*HartFort, 2020*)

- **Data Collection**

Data collection is defined as the procedure of collecting, measuring and analysing accurate insights for research using standard validated methods. (*slideshare.net, 2020*)

- **Research Method**

It means the use of techniques, tools to collect data to then determine new information and improve the learning of a topic or a study. Two different methods can usually be used to carry out a search: quantitative and qualitative and mixed method.

Qualitative research indicates to the collection of visible information not in numerical way, but through a sequence of classifications. The data are usually developed using a memoir, an open feedback form, discussions, or free opinions.

Quantitative research, as the word used indicates, helps to collect information that are displayed in numerical way. The data gained, thanks to the use of structured and consistent tools, can be classified, sorted, and categorized, as well as being measured on numerical measurements. From the data you can develop graphs and charts, and then proceed with the statistical processing of the same thanks to a series of extremely accurate parametric, inferential procedures.

Mixed Method is just a sequence between qualitative and quantitative research. (*Creswell, 2003*)

- **Population Sample and Sample Size**

Population can be defined as a group of people, organizations, items and so forth with have a common point that are the interest of a researcher.

Sample can be defined as the small portion of a population selected for a study. The sample should undoubtedly represent the characteristics of intentional group. Sample size is the total number of samples selected for the study. (McLeod, 2019)

- **Ethics in data collection**

Research ethics are the moral principles that govern how researchers should carry out their work. It is really important knowing that research ethics is a reflection of respect for those who 'take part' in research. (Mittelstadt, 2015)

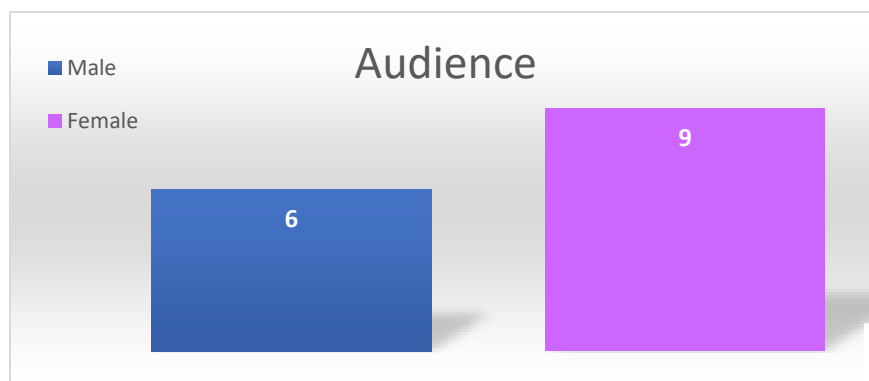
Findings/Results

According with what I listed, for my research I used the Primary data collection, following the Quantitative research because the main reason of studying this topic is to create a questionnaire on the impact of *Virtual Learning Environment (VLE)* in the *UWTSD London Campus*, then send it by email to all students in the class, as during this pandemic (*Covid19*) it was impossible to deliver it to all members who study the same module.

And at the end of the term we had to collect the information obtained through the online survey and produce graphs and tables in *Excel* to determine the advantages and disadvantages of *Virtual Learning (Moodle)*.

Findings, Analysis and Discussion

In this section I will publish my questionnaire, followed by tables and graphs of the results of the feedback received from my classmates, taking responsibility for having complied with all ethics and therefore privacy procedures. Our audience was represented by 9 women and 6 men:

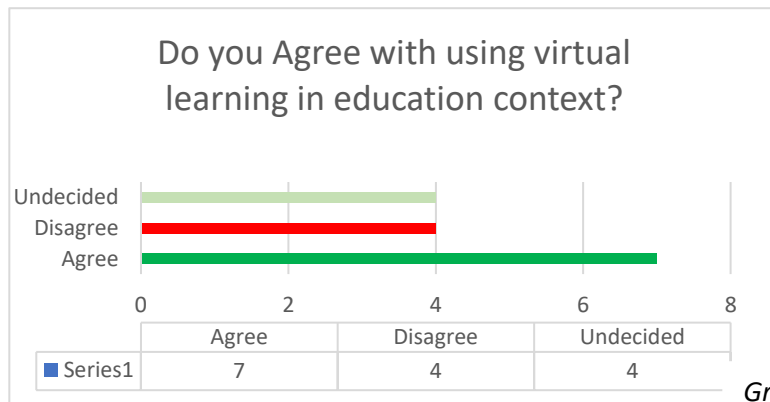


Graphic by Luca Oreno

Question 1: Do you agree with using virtual learning in education context?

Disagree	Undecided	Agree
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The result of the first question reports that 7 students approve the *Virtual Learning Environment*, while the other remaining 8 divided into two groups of 4 have discordant ideas and one group seems to be undecided while the other disagrees. According to that I will show the chart related:



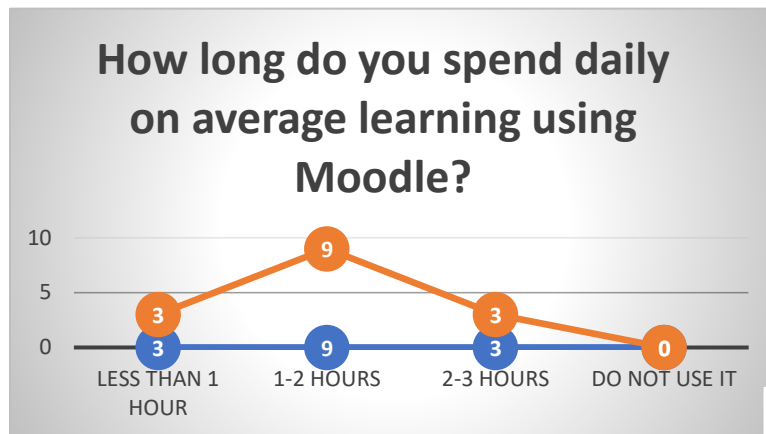
Graphic by Luca Oreno

The relative figure in this case is that there is a high percentage of students who prefer to attend university by carrying out face-to-face lessons.

Question 2: How long do you spend daily on average learning using Moodle?

- ☐ less than 1 hour
- ☐ 1-2 hours
- ☐ 2-3 hours
- ☐ Do not use it

The answer to question 2 is based on the frequency of daily use of *Moodle* and also in this case the opinions are conflicting, 9 people use *Moodle* 1-2 hours a day while 3 use it less than an hour and finally the other three 2-3 hours a day.



Graphic by Luca Oreno

Also, in this case we can see that there is a small percentage that use it affluently and on the other hand there are students who have not yet familiarized themselves, and this can lead to future improvements by *Moodle*

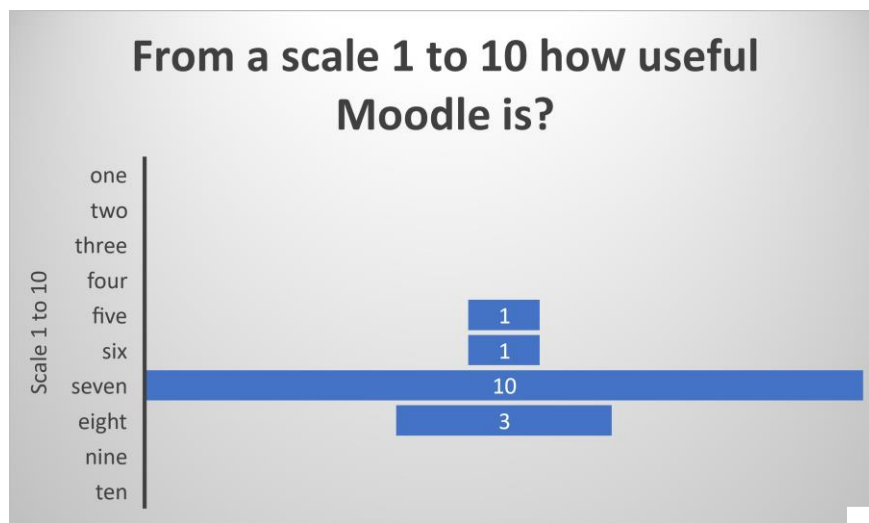
Question 3 : What are the effects of Virtual learning environment using *Moodle* in classrooms?

In this case most of the students think that it is faster to find sources and everything looks organised.

Question 4: From a scale of 1 to 10 how useful Moodle is?

1	2	3	4	5	6	7	8	9	10
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Unlike the other very discordant answers, in this case we have 10 students who give as an evaluation on a scale of 1 to 10 a grade equivalent to 7 that the *Virtual Learning Environment* (VLE) is really useful, and just a small percentage even evaluate with 8.



Graphic by Luca Oreno

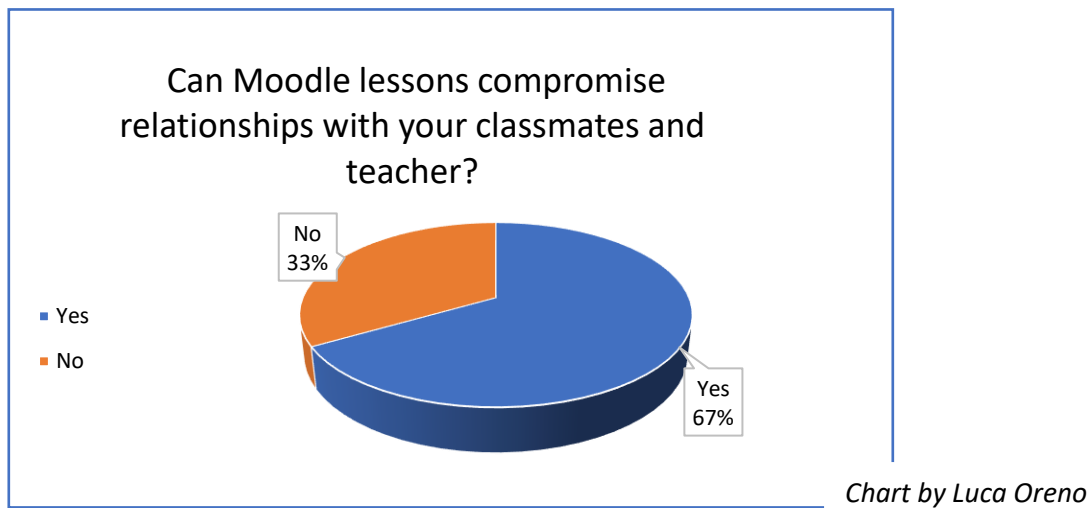
This shows us that despite various hypotheses and ideas, the *VLE* is an additional tool that serves to expand all the teaching tools that serve the education of the person.

Question 5: Can *Moodle* lessons compromise relationships with your classmates and teachers?

- ☐ Yes
- ☐ No

The result of this research confirms that 67% of students declare that by using *VLE* the relationships between classmates and teachers are compromised, and instead the remaining 33% are convinced that interpersonal relationships do not vary, and find advantages above all

because they avoid transports and you can follow the lessons from the comfort of your own home.



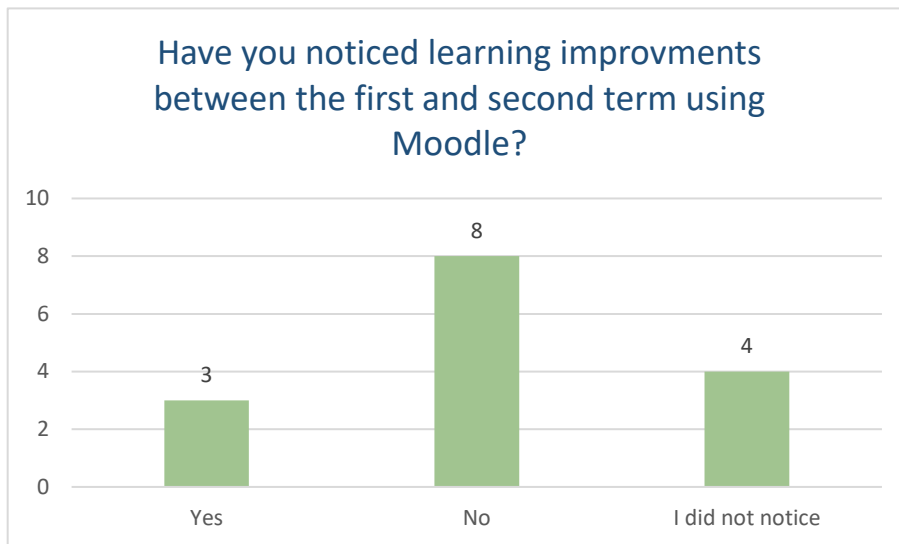
Question 6: How did Moodle help you to improve your academic studies?

Most of the students approves that is really good in term of research, using the virtual library.

Question 7: Have you noticed learning improvements between the first and second term using Moodle?

- ☐ yes, it is much easier to use
- ☐ no, everything has remained the same
- ☐ I did not notice

The answer to this question is very interesting as it confirms that 8 students did not notice improvements between the first and the second term using *Virtual Learning Environment (Moodle)*, while another 4 did not notice differences in using *Moodle* and only 3 stated that there are been improvements.



Graphic by Luca Oreno

This is a clear sign that Moodle should keep an eye on, as it could improve on so many aspects.

Question 8: Can you tell us in few words, what the *UWTSD* should do to improve the efficiency of Moodle?

The last question connects with the previous one and asks students what *Moodle* could improve to ensure a better service, and most of them replied that it should be easier to use especially when searching for forms, and it should be more organized.

Conclusions

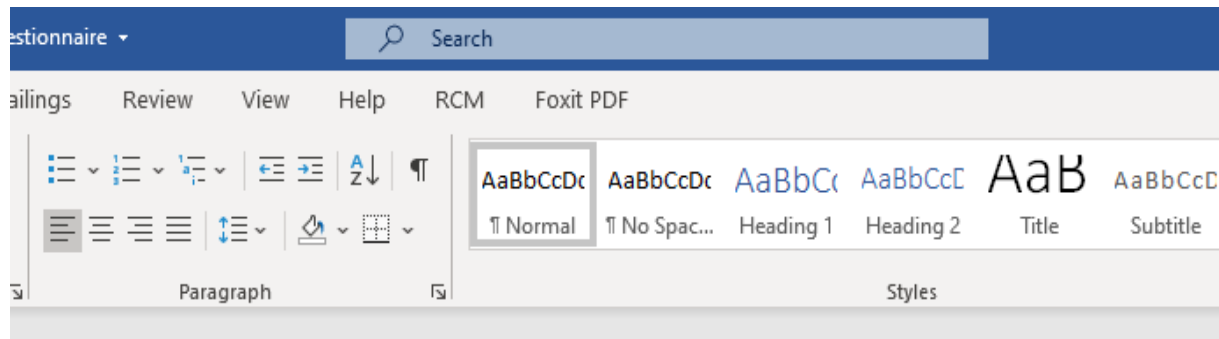
In conclusion of what I have listed, I can deduce that the impact of *Virtual Learning Environment* has been helpful, and it is important to point out that *UWTSD* students have had the opportunity thanks to *Moodle* to be able to study from home, for specific reasons that have affected the whole world due to the Coronavirus.

I would like to recommend the frequent use of the *VLE* as it gives us the ability to access sources that would be physically impossible to access.

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Appendix



In-Class exercise: Questionnaire Design

Student Name: _____ Luca Oreno _____ Student ID: _____ 1906225 _____

Module Name: Digital Skills and Research Methods Term 2 Group: _____ B _____

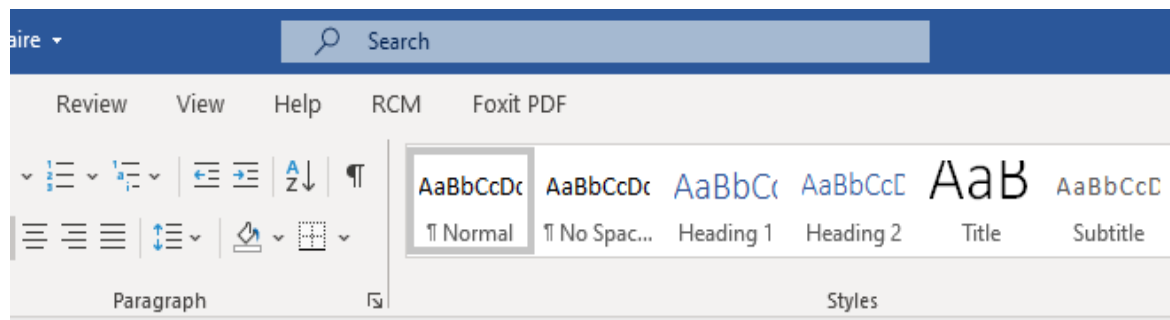
Aims: This exercise is aimed to help you in questionnaire design for your assignment. **Please write down your questions that you are going to use in your primary data collection.** Try to have different types of questions such as yes or no question, multiple choice question, Likert scale question and open-end question.

Question 1: Do you agree with using virtual learning in education context?

Disagree	Undecided	Agree
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Question 2: How long do you spend daily on average learning using Moodle?

- ☐ less than 1 hour
- ☐ 1-2 hours
- ☐ 2-3 hours
- ☐ Do not use it



Question 3 : What are the effects of Virtual learning environment using Moodle in classrooms?

Question 4: From a scale of **1** to **10** how useful Moodle is?

1	2	3	4	5	6	7	8	9	10
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Question 5: Can Moodle lessons compromise relationships with your classmates and teachers?

- ☐ **Yes**
- ☐ **No**

The screenshot shows a Microsoft Excel spreadsheet titled "Survey data collection and Charts". The spreadsheet contains survey data for three questions. The data is organized into columns for "Male" and "Female" responses.

Question 1: Do you Agree with using virtual learning in education context?

Response	Male	Female
Agree	6	9
Undecided	4	
Disagree	4	

Question 2: How long do you spend daily on average learning using Moodle?

Response	Male	Female
Less than 1 hour	3	
1-2 hours	9	
2-3 hours	3	
Do not use it		

Question 3: What are the effect of Virtual learning environment using Moodle?

Response	Male	Female

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Survey data collection and Charts

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Q. 3 What are the effect of Virtual learning enviroiment using Moodle?

Most of the students think that its faster to find sourches and everything looks organized.

Q. 4 From a scale of 1 to 10 how useful Moodle is?

1	2	3	4	5	6	7	8	9	10	
Tot				1	1	10	3			

Q. 5 Can Moodle lessons compromise relationships with your classmates and teacher?

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Survey data collection and Charts

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Q. 5 Can Moodle lessons compromise relationships with your classmates and teacher?

NO	5
YES	10

Q. 6 How did Moodle help you to improve your academic studies?

Most of the students said that its easy to do research

Q. 7 Have you noticed learning improvments between the first and second term using Moodle?

AutoSave Off Survey data collection and Charts Luca Oreno (1906225)

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
58	Q. 7 Have you noticed learning improvements between the first and second term using Moodle?																					
59	Moodle?																					
60																						
61	Yes, it is much easier to use						3															
62	No, everything has remained the same						8															
63	I did not notice						4															
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69	Q. 8 Can you tell us in few words, what the UWTSD should do to improve the efficiency of Moodle?																					
70																						
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73	Most of the students thinks that its hard to find things and looks not organized																					
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Sheet2 Sheet1

100%