

MIHAELA BUJOR – STUDENT ID: 1815906

**IMPACT OF VIRTUAL LEARNING ENVIRONMENT
(VLE)-MOODLE ON STUDENT LEARNING
EXPERIENCE**

Table of contents

Introduction	3
Rationale.....	4
Objectives	6
Methodology.....	7
Primary data analysis	10
Secondary data analysis.....	14
Conclusion and recommendation.....	16
References	17

Introduction

A virtual learning environment (VLE) is characterised as an educational based technology in which a web platform is essentially used for providing educational notes and instructions in the digital space. The aim of this section lies in the identification of impact associated with VLE on student learning experience in multiple domains.

Rationale

The rationale for the conduction of this research could be attributed to two reasons. First, there has been an increase in the number of virtual learning platforms and use of the same over the years. Additionally, there has been an increase in the number of student going for virtual learning and online courses offered by a particular university.

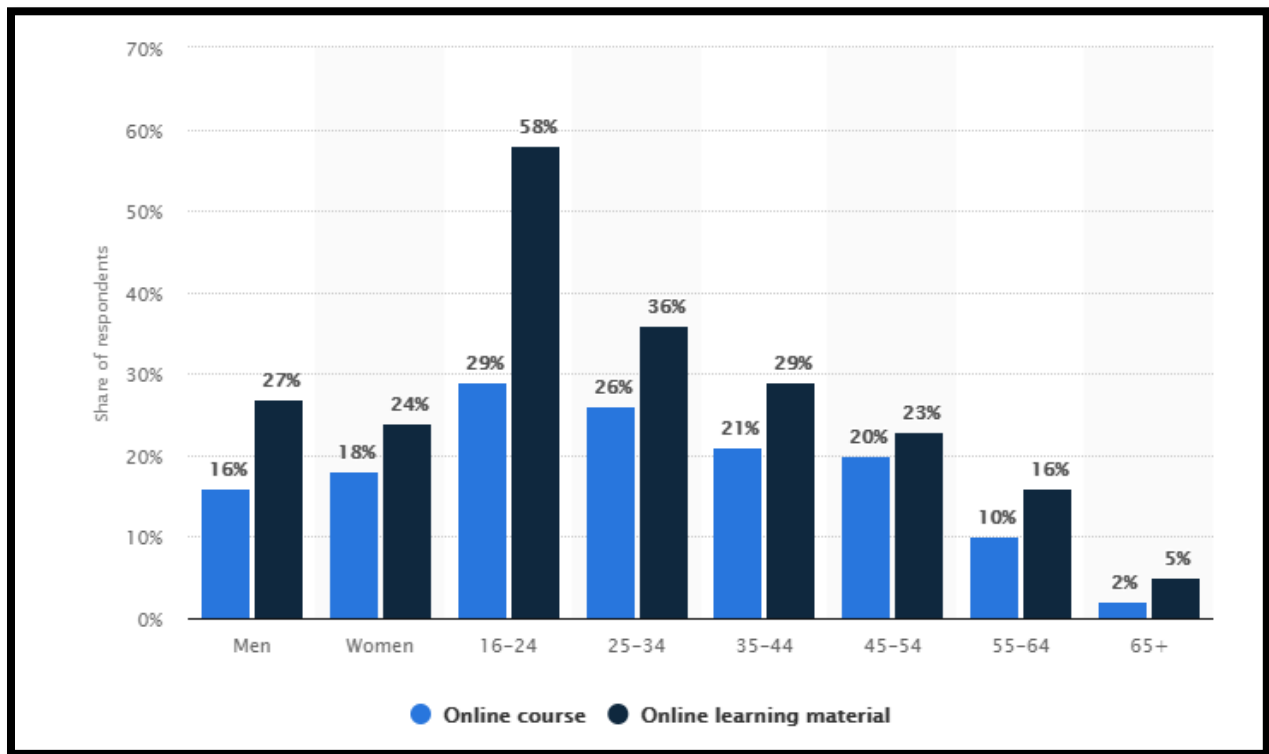


Figure 1: Online learning in UK based on age

(Source: statista.com, 2019)

Relative to the mentioned figure, it is evident that online course material is essentially used by the age bracket of 16-24 years. The mentioned bracket essentially includes the maximum age group of students.

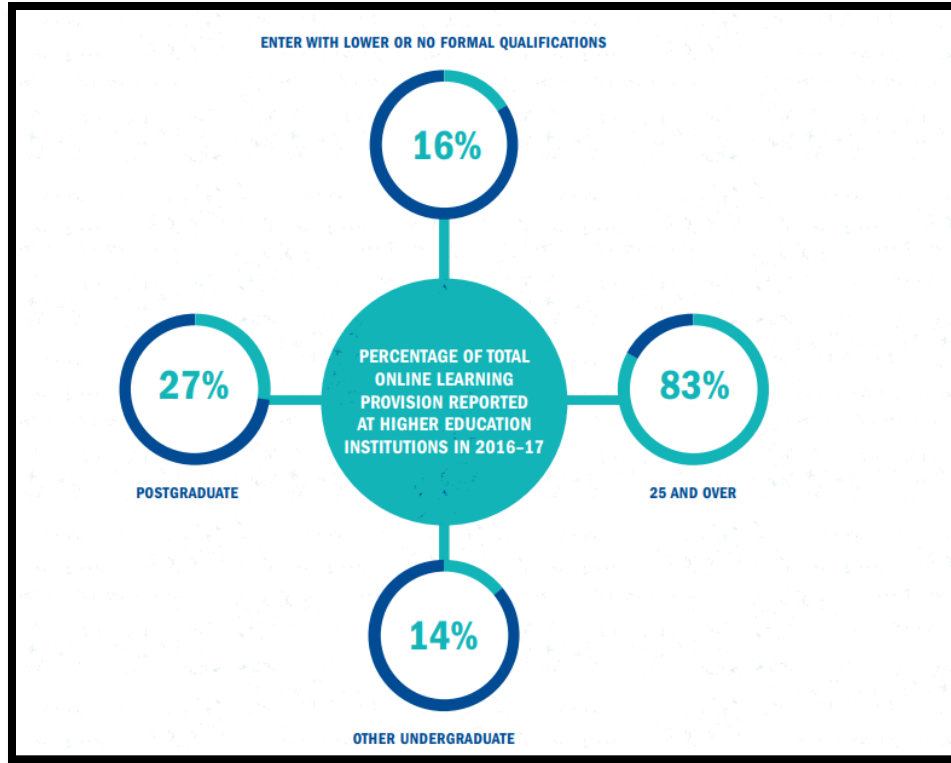


Figure 2: Online learning

(Source: Universitiesuk.ac.uk, 2019)

Relative to the mentioned figure, it could be deduced that there has been an increase in the use of VLE by the students for the conduction of the study improvement in the academic segment. Hence, analysis of it would render the identification of dynamic impact.

Objectives

The objectives against the research included the following:

- To identify the attributes associated with VLE
- To describe the impact of VLE on student learning
- To identify area of improvement in VLE experience
- To execute recommendations to meet the area of improvement

Methodology

For the execution of this research, a segmented approach has been essentially undertaken. This has been included in the following manner:

- **Research philosophy**

For this research, positivism philosophy has been undertaken among others like pragmatism, realism and interpretivism. The rationale against the same includes the highly structured nature of the same coupled with the effective use of both the types of data (Comte, 2015). Additionally, the positivism philosophies essentially complement the collection of the moderated samples for the conduction of research against the mentioned topic.

- **Research approach**

This research has been executed by the incorporation of the deductive approach among multiple types. The other two available approaches include inductive approach and adductive approach. The rationale for the introduction of the deductive approach lies in the development of research from a generalised point of view to specific ones (Ford, 2016). Additionally, the deductive approach has complemented the analysis of the multiple attributes associated with the research.

- **Research design**

For this particular study, the conclusive research design has been incorporated. This has been due to two rationales. First, the sources of data are clearly defined. This has complemented in the collection of authentic data that has provided value to the same. Second, the conclusive research design essentially resulted in the effective collection of both types of data as well as the development of the relative analysis (Malhotra, 2015). The major advantage associated with the same includes the creation of a formal type of data analysis.

- **Data collection and sampling technique**

This research has been characterised by the collection of both the primary and the secondary type of data. The collection technique for the primary collection of data includes the use of online questionnaire and surveys. This has been collected based on the stratified sampling method. The rationale of using the mentioned method includes the effective collection of data from defined

area of segments (Taherdoost, 2016). The sample size for the same includes 20 students enrolled in the same course at the common educational service provider. The secondary collection of data has been collected through multiple scholarly articles and websites.

- **Data analysis**

The mentioned research has been characterised by the analysis of quantitative data in the primary segment as well the secondary analysis. The rationale includes the effective use of both the data in identification of the direct perception and indirect perception in the segment of VLE. Data analysis so conducted based on the mentioned types has additionally lead to identification of the variable impact associated with VLE.

- **Ethical consideration**

Some of the ethical factors that have been incorporated in this segment include the Data Protection Act of 2018. The rationale for the incorporation of the mentioned act lies in the collection of the personal information provided by the classmates. Additionally, the mentioned legislation enabled the safekeeping of the data and against data theft. Additionally, the GDPR framework has been incorporated for protected collection of data and effective storage in hard drive device. Similarly, in the collection of secondary analysis, any comments provided by the authors have been acknowledged in the segment of data analysis.

- **Timeline**

Activities	Start date	Duration	End date
Understanding of the concept	01-11-2019	3	04-11-2019
Development of research aim and objectives	04-11-2019	7	11-11-2019
Development of methods for the collection of data	11-11-2019	5	16-11-2019
Conduction of primary data collection	16-11-2019	7	23-11-2019
Conduction of secondary data collection	23-11-2019	7	30-11-2019
Execution of the data analysis	30-11-2019	7	07-12-2019
Summarisation of report	07-12-2019	5	12-12-2019
Final submission	12-12-2019	1	13-12-2019

Table 1: WBS

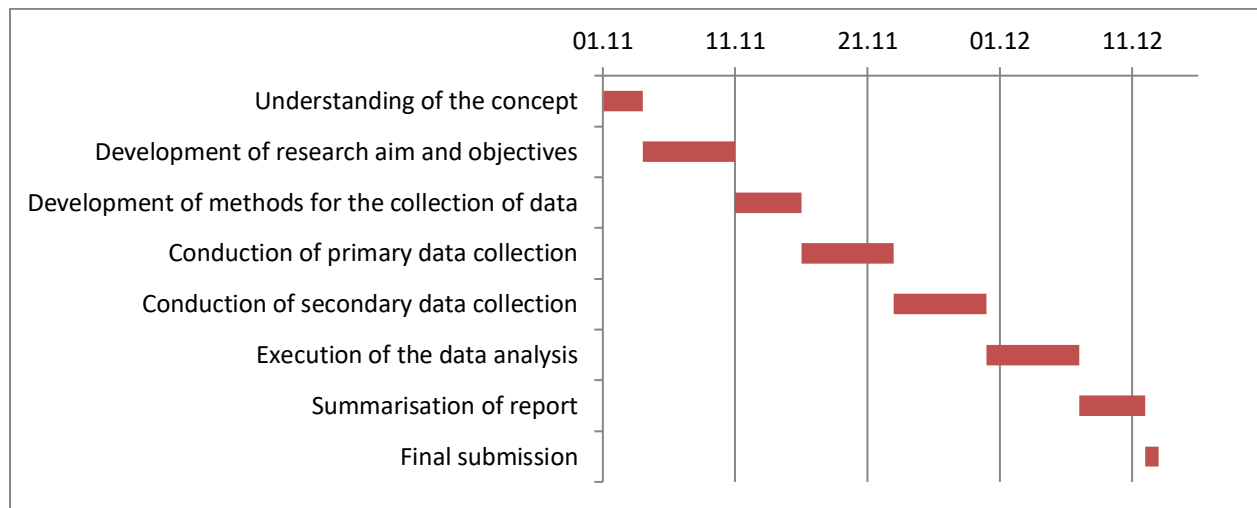


Figure 3: Gantt chart

Primary data analysis

Question 1: What is your gender?			
Elements	Percentage of response	Number of respondents	total number of respondents
Male	55%	11	20
Female	35%	7	20
Do not want to reveal	5%	1	20
Third	5%	1	20
Total	100%		

Table 2: Gender

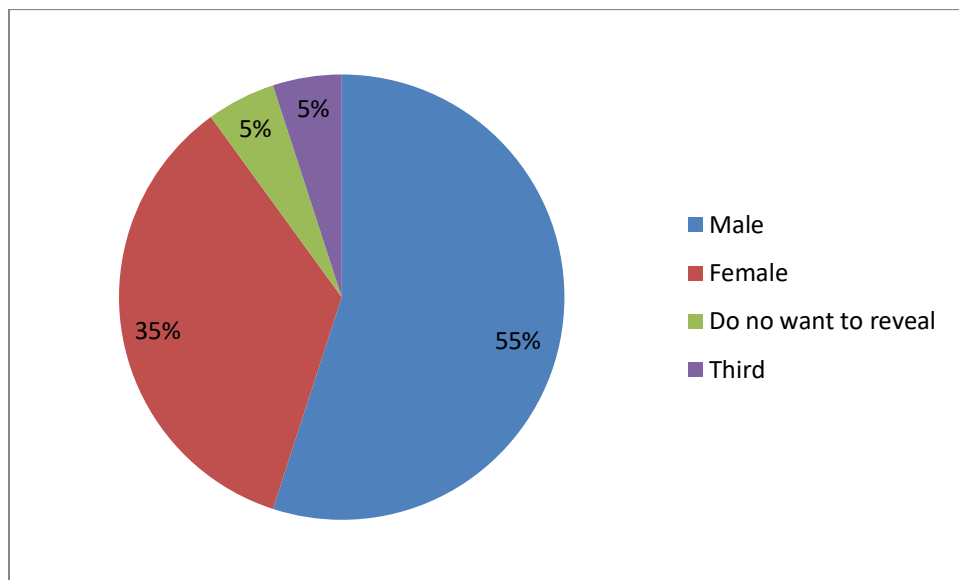


Figure 4: Gender distribution

Analysis: Relative to the mentioned figure, it is evident that all of the gender has been taken into consideration for the execution of the study. Hence, all of the statements response provided by the students would be based on the summarised approach.

Question 2: Has use of moodle improved your studies?			
Elements	Percentage of	Number of	Total number of

	response	respondents	respondents
Yes	70%	14	20
No	20%	4	20
Maybe	5%	1	20
Depends on situation	5%	1	20
Total	100%		

Table 3: Improvement in studies

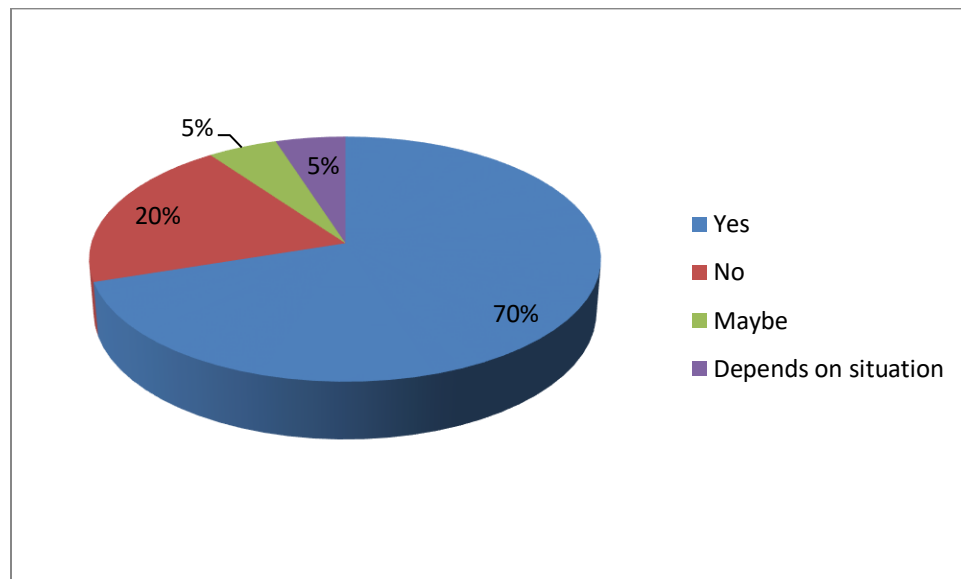


Figure 5: Improvement in studies

Analysis: Relative to the mentioned figure, it is evident that 70% of the respondents essentially provide a positive response to the use of VLE in the learning module. Similarly, only 5% of the respondents essentially projected the situational factor in the improvement of the learning experience. Hence, two deductions could be developed from the mentioned figure. First, it could be deduced the use of VLE has essentially improved the learning experience of the student. This would be because of the improvement of the studies that could only be developed post the enhancement of learning experience. Second, it could be deduced that in the segment of negative response, the possible reason would include the limited use of the complete features of the moodle. The moddle of the mentioned service provider essentially has multiple technological

and analytical tools for the betterment of the student. Limited usage would automatically limit the learning curve. Additional potential reason would include the in-efficiency of the students in the use of digital learning space and access of required data for academic development.

Question 3: According to you do you is the most positive impact usage of VLE?			
Elements	Percentage of response	Number of respondents	Total number of respondents
Better clear of concept	30%	6	20
Better learning approach	20%	4	20
Reduced time in learning	15%	3	20
Real time access of notes	20%	4	20
All of the above	15%	3	20
Total	100%		

Table 4: Positive impact of SME

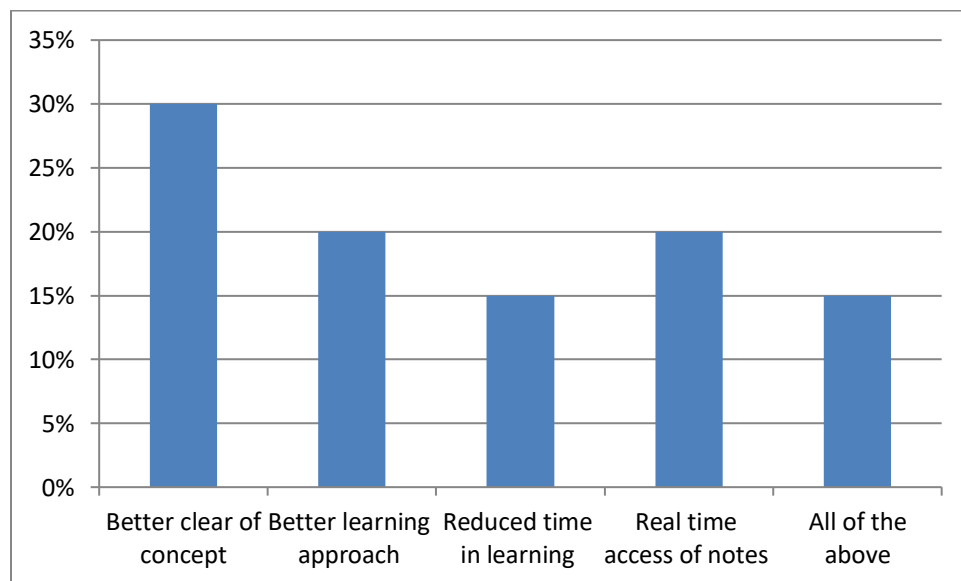


Figure 6: Positive impact of SME

Analysis: Relative to the mentioned figure, it could be deduced that the major benefit as provided by the students include the better clear of concepts in real time. This figure essentially stands at 30% among all the respondents. Additionally, it is evident that 15% of the respondents essentially provided a positive response against all of the mentioned options. Hence, in this segment, two deductions could be identified. First, in the domain of the integrated response, it could be deduced that the 15% of the respondents has been positively impacted in the highest category. The rationale against the same would be attributed to the multiple options provided. All the mentioned options are characterised by cyclic relationship among them. Hence, the students providing positive response to the entire mentioned is bound to use all of the features provide by Moodle. Second, it could be deduced that the overall impact lies in the enhancement of better concepts in the development of the same. Possible reason against the same would include the use of presentation material in the execution of learning. Additional and potential reasons would include the development of the segmented approach in the execution and access to multiple types of study material in real time basis.

Secondary data analysis

Theme-1: Benefits of VLE

According to Farrelly *et al.* (2018), VLEs are characterised as important educational spaces that are extensively used in the modern segment. The authors argued that apart from the student, VLEs are essentially used for the improvement of the learning experience of the student. This is executed by the development of voice-based presentations that lecturers essentially developed for the students through presentations and multiple adjustments. The authors additionally mentioned that approximate 70% of the lecturers so surveyed showed a positive intent in the use of VLEs in the current domain as well as in the immediate future. Evidence against the same could be attributed to the additional usage of the online tools in the development of VLEs.

Hence, relative to the mentioned data, two deductions could be effectively drawn. First, it could be deduced that benefits of the use of VLE essentially lies in the acceptance of the same by multiple lecturers. The rationale against the same could be attributed against the high degree of response collected by the authors. Additionally, it could be deduced the benefits of the VLE are extensively based on the multiple tools associated with VLE. Second, it could be deduced that the learning experience of the student would be enhanced in the event that moodle is developed with multiple digital tools in the conduction of the same. The rationale could be attributed to the requirement of multiple tools in improving the usability of VLEs in the long end.

According to Kamalludeen *et al.* (2018), the use of VLE in the improved version through VLE Frog essentially has enhanced the development of the IT skills among the students. The authors additionally argued that the benefits of VLEs are based on the operating area of study and organisations should create awareness for the promotion of the same in the long end. The net benefit includes the effective use of the ICT and reduces the distance between classroom teaching and actual teaching. In terms of conclusion, the authors mentioned that the usage of VLE resulted in the enhancement of the understanding of concepts due to the presence of multiple scenarios of additional feedbacks.

Hence, relative to the mentioned statements, two deductions could be essentially drawn. First, it could be deduced that apart from traditional development, VLE essentially enhances the criteria for learning experience development. The rationale includes the development of ICT services

and the enhancement of the IT skills associated with high school student. Second, it could be deduced that learning experience of the students has been developed by the creation of a more detailed and analytical feedback against tasks provided. The possible rationale includes the enhanced time and identification of error through software for the development of the study.

Conclusion and recommendation

Relative to the study conducted, it could be concluded that the incorporation of VLE essentially create a positive impact on the learning experience of the students. The rationale included the positive responses provide by the students against VLEs coupled with benefits so identified in the secondary research.

Additionally, based on the mentioned research, the following recommendations could be provided against use of VLE:

- Educational service provider should modulate the presentation of the moodle and incorporate multiple tools associated with the same. The mechanism would include the updating of the facilities available in the moodle to include the analytical tools to create the development graph of a student. The net benefit would lie in the increase of learning experience of the students. The rationale would include the development of the understanding of the multiple feedbacks provided by the lectures and modulate approach to improve performance.

References

- Comte, A., 2015. *A general view of positivism*. Routledge.
- Farrelly, T., Raftery, D. and Harding, N., 2018. Exploring lecturer engagement with the VLE: findings from a multi-college staff survey. *Irish Journal of Technology Enhanced Learning*.
- Ford, H., 2016. Inductive vs deductive approach in teaching foreign languages. *Молодой учёный*, 3, p.808.
- Kamalludeen, R.M., Hassan, A. and Nasaruddin, N.S.A., 2018. Student usage patterns of VLE-Frog. *Journal of Personalized Learning*, 2(1), pp.86-94.
- Malhotra, N.K., 2015. *Essentials of marketing research: A hands-on orientation*. Essex: Pearson.
- Statista. 2019. *Online learning in Great Britain 2019* | Statista. [online] Available at: <https://www.statista.com/statistics/882117/online-learning-in-the-uk-by-demographic/> [Accessed 12 Dec. 2019].
- Taherdoost, H., 2016. Sampling methods in research methodology; How to choose a sampling technique for research.
- Universitiesuk.ac.uk 2019. *Flexible learning* [online] Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/flexible-learning-the-current-state-of-play-in-higher-education.pdf> [Accessed 12 Dec. 2019].

Appendix

Question 7: Do you have examples of virtual training applications?

Question 8: What is the best online virtual software?

Question 9: What process do you recommend to an educational leader of a private religious school for the development of an institutional vision statement?

Question 10: How will virtual learning transfer be proven?

Further questions, please list your questions below.

In-Class exercise: Questionnaire Design

Student Name: Mihaela Bujor Student ID: 1815906
Module Name: Digital Skills and Research Methods Term 2 Group: 3

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: What is virtual learning?

Question 2: How long should an learning virtual course be?

Question 3: What systems are used in virtual learning?

Question 4: Are virtual learning courses available in languages other than English?

Question 5: Should there be forced navigation in virtual ~~for~~ learning courses?

Question 6: How would you define virtual learning?

