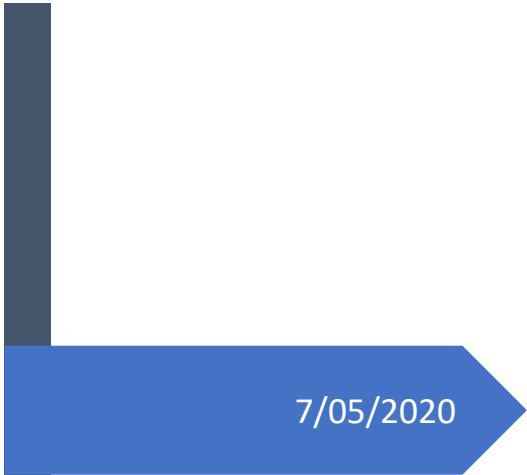
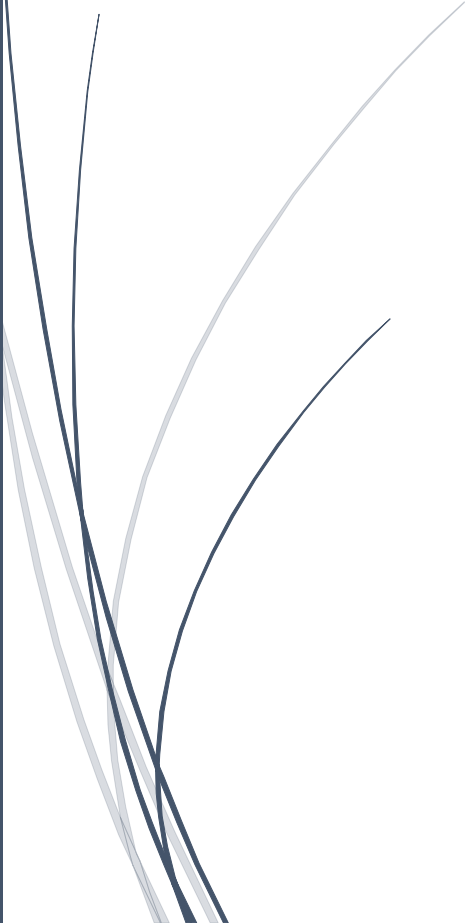


A dark blue vertical bar runs down the left side of the page. A blue arrow points to the right from this bar, containing the date 7/05/2020.

7/05/2020

LEARNING VIRTUAL ENVIROMENT

At University Trinity Saint David London
Campus

Several thin, curved lines in shades of blue and grey sweep upwards from the bottom left corner of the page.

Edison Ariel Romero Quintero

1906508

DIGITALS SKILLS AND RESEARCH METHOD TERM 2 GROUP 9
BMSW4003

LECTURER MR BALANDRAN KANDASAMY

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ABSTRACT

Lives have changed since yesteryear and the technology is advancing faster, changing the way of communication with others. 50.000 years B.C smoke signals was used to communicate with people but, centuries were passing, and the methods were changing. The next manner was Mail Courier followed by Telegram, Telephone, Radio, Tv and Internet being the last one who have more impact in the current life.

Education has been taught face to face during long years at Schools, Colleges and Universities. But nowadays it has been influenced with the arrival of the Internet and smart devices, changing the way of teaching, and allowing to lecturer and students learn at a distance.

According (Livingstone, Kemp and Edgar,2016) "Online multi-user virtual worlds have been in existence since the late 1970s – initially based on text descriptions of the world and the actors within it (Achterbosch, Pierce, and Simmons 2007). With the evolution from the first Multi-User Dungeon (MUD) to later MUD Object-Oriented (MOOs) came the ability for users to extend and modify the virtual world. Over time, a number of educational projects were established using text-based virtual worlds to support student, teacher or workplace community development and knowledge sharing or for use in teaching subjects ranging from classics to computer science (c.f. Schlager, Schank, and Godard 1996; Churchill and Bly 1999; Slator, Hill, and Del Val 2004)".

The purpose of this investigation is analysing how Moodle online impact in students' lives and if what they think about it and if they find it easy or difficult.

To make this investigation was used an online survey through Monkeys' survey server.

INTRODUCTION

This paper is talking about Learning Virtual Environment, which is a method used to learn in the distance without physical place through the web. To know how students find it, with the objective to receive a feedback to find gaps to improve them, being asked by myself through an online survey about:

1. What is your gender?
2. What age group are you in?
3. Is English your first language?
4. How easy is to navigate in the Moodle?
5. What is the main reason to use the Moodle?
6. When are you more likely to use the Moodle?
7. What is the main device that you use to enter in the Moodle?
8. How frequently you use the Moodle?
9. What would you improve from the Moodle?

LITERATURE REVIEW

Here there are some opinions. According in the article *the 10th International Scientific Conference eLearning and software for education. According* (SCODA, 2014) “teachers has to be well trained and students must learn new virtual didactical to ensure that this method is deliver properly”.

According (Livingstone, Kemp, and Edgar,2016)” Up until recent years IVWs remained very much fringe activities for both entertainment and serious use, enjoyed or employed by a relatively small audience. The contemporary picture is somewhat different, with Massively Multi-Player Online Games (MMOGs) now commanding a user base in the tens of millions (Achterbosch, Pierce, and Simmons 2007) and interest in the use of IVWs for education similarly booming. Current Eduserv Foundation surveys have found that over half of UK higher education institutions now have some form of presence or activity in Second Life (Kirriemuir 2007). Yet few IVWs have been designed specifically to support educational objectives”.

According (Demian and Morrice,2015) “A student’s experience in the classroom or lecture theatre depends on how well the teaching style fits with their individual learning style. The same issues exist with virtual systems and a variety of resources is needed in order to provide adequately for all learning styles. Many higher education institutions are increasingly fragmented and lacking in cohesion or unity (Whitworth, 2005) and regard VLEs as a way to help overcome the problems introduced by the national increase in the number of students coming to university and the higher workload that this entails for lecturing and support staff (Richardson, 2001). There is, however, a danger that, if the resources available online are too comprehensive, students could cease attending lectures (Bromage, 2003), preferring instead to access lecture materials online and to carry out their studies from the comfort of their homes (Boyle et al., 2008). It can therefore be said that there are three types of VLE: those with too much information (which discourage students from attending lectures), those with too little (rendering the VLE largely useless), and those with just enough to allow students to reinforce their work in lectures and gain a broader understanding of the subject (Ofsted, 2009)”

PRIMARY RESEARCH

METHODOLOGY:

SURVEY ONLINE

The University Trinity Saint David London Campus (Thavies Inn House Holborn Circus) was the sampling method, selecting sample people of the population, specially the group 9 from the course Certificate in Higher Education in Skills for the workplace.

1. What is your gender?
2. What age group are you in?
3. Is English your first language?
4. How easy to navigate in the Moodle?
5. What is the main reason to use the Moodle?
6. When are you more likely to use the Moodle?
7. What is the main device that you use to enter in the Moodle?
8. How frequently you use the Moodle?
9. What would you improve from the Moodle?

ETHICAL CONSIDERATIONS

Here in this point is time to speak about the ethical behaviour that are moral principles, and laws market by the government with the objective to do the good and avoid evil.

One of the objectives of this survey is gathering information to measure the quality of the learning virtual environment but avoiding harming people with the questions, so for this reason question were meticulous designed. Getting the privacy and anonymity of the population, storing the information in a place where is just access for the pollster (myself) but controlled for ICO (information commissioner's office). Another ethical step followed was be sure about the confidentiality obviating share personal information or reveal the surveyed. The population was informed about the purpose of the work so, they were aware and just some of them which accept it answered the questions. Another aspect that was taken in account at the time to design the question were to be rapport and friendship, it is not a reason to attack population, be rude or cool. As well be sure that we just ask question that are not intrusiveness, making feeling public uncomfortable. Other aspects to take in account was be sure that any inappropriate behaviour was delivered, and data is well interpreted, being assure that the data is transformed in information without distorting it.

RESULTS

QUESTION 1:

This is a Qualitative/Categorical-Nominal question as the answer cannot be ordered.

WHAT IS YOUR GENDER?

FEMALE:

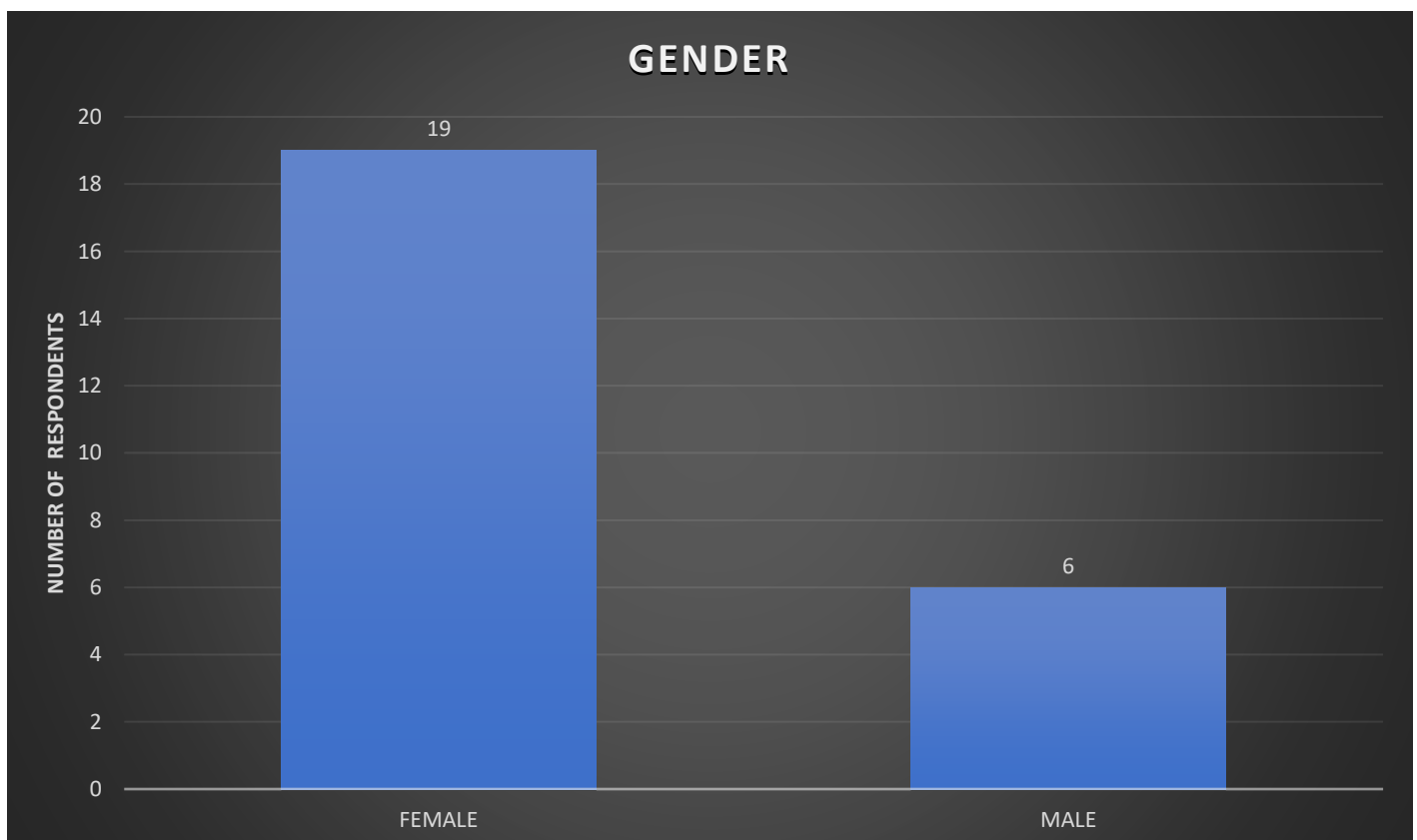


MALE:



FREQUENCY TABLE 1:

GENDER	NUMBER OF RESPONDENTS
FEMALE	19
MALE	6
TOTAL	25



QUESTION 2:

This is a Quantitative/numerical -discrete question as the answer can be ordered but there is a gap between years.

WHAT IS YOUR AGE GROUP?

Under 18

☐

18-24

☐

25-34

☐

35-44

☐

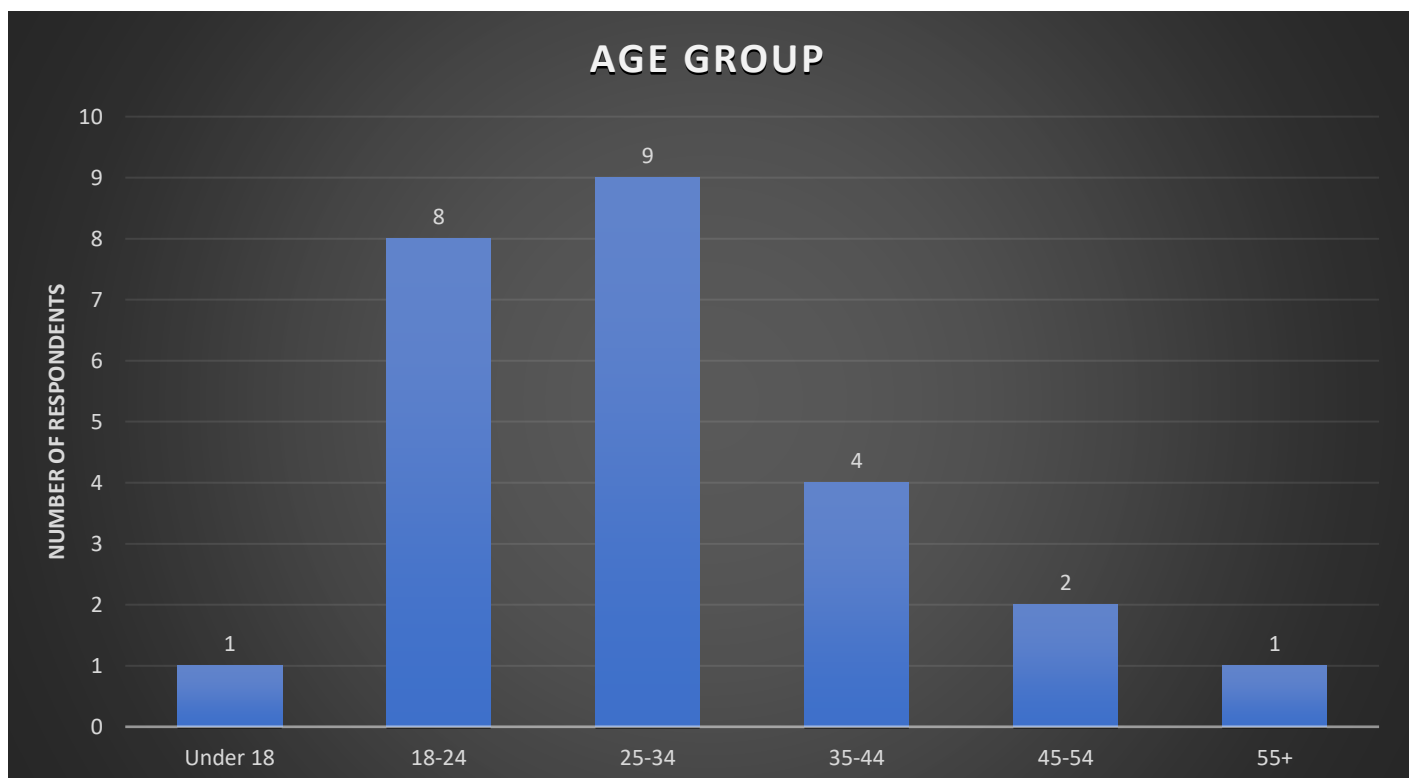
45-54

☐

55+

☐
FREQUENCY TABLE 2:

AGE GROUP	NUMBER OF RESPONDENTS
Under 18	1
18-24	8
25-34	9
35-44	4
45-54	2
55+	1
TOTAL	25



QUESTION 3:

This is a Qualitative-nominal question as answer cannot ordered.

IS ENGLISH YOUR FIRST LANGUAGE?

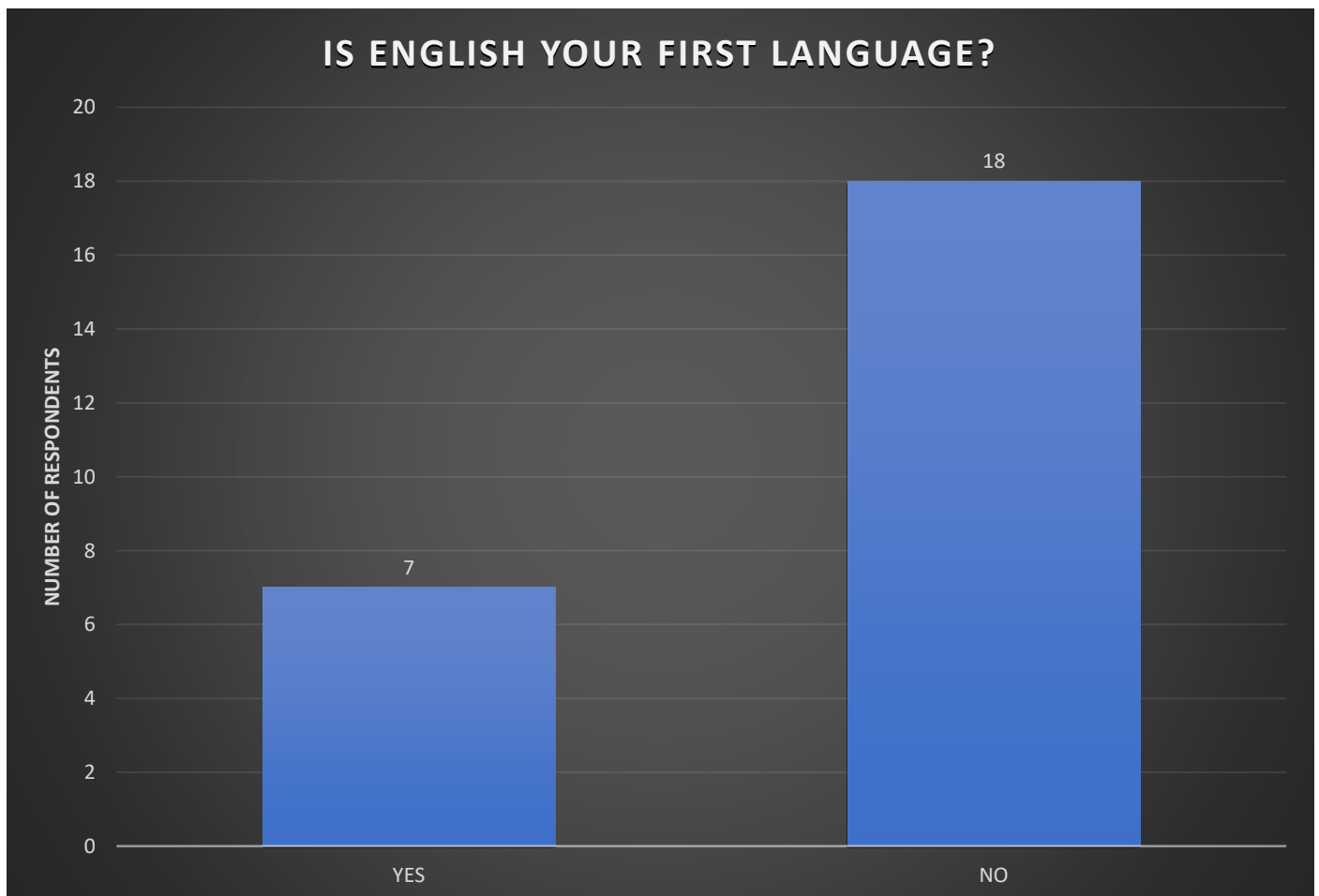
YES

☐

NO

☐**FREQUENCY TABLE 3:**

IS ENGLISH YOUR FIRST LANGAUGE	NUMBER OF RESPONDENTS
YES	7
NO	18
TOTAL	25



QUESTION 4:

This is a Qualitative/categorical-ordinal question as the answer can be categorized and ordered.

HOW EASY IS TO NAVIGATE IN THE MOODLE?

EASY

☐

VERY EASY

☐

NEITHER EASY NOR DIFFICULT

☐

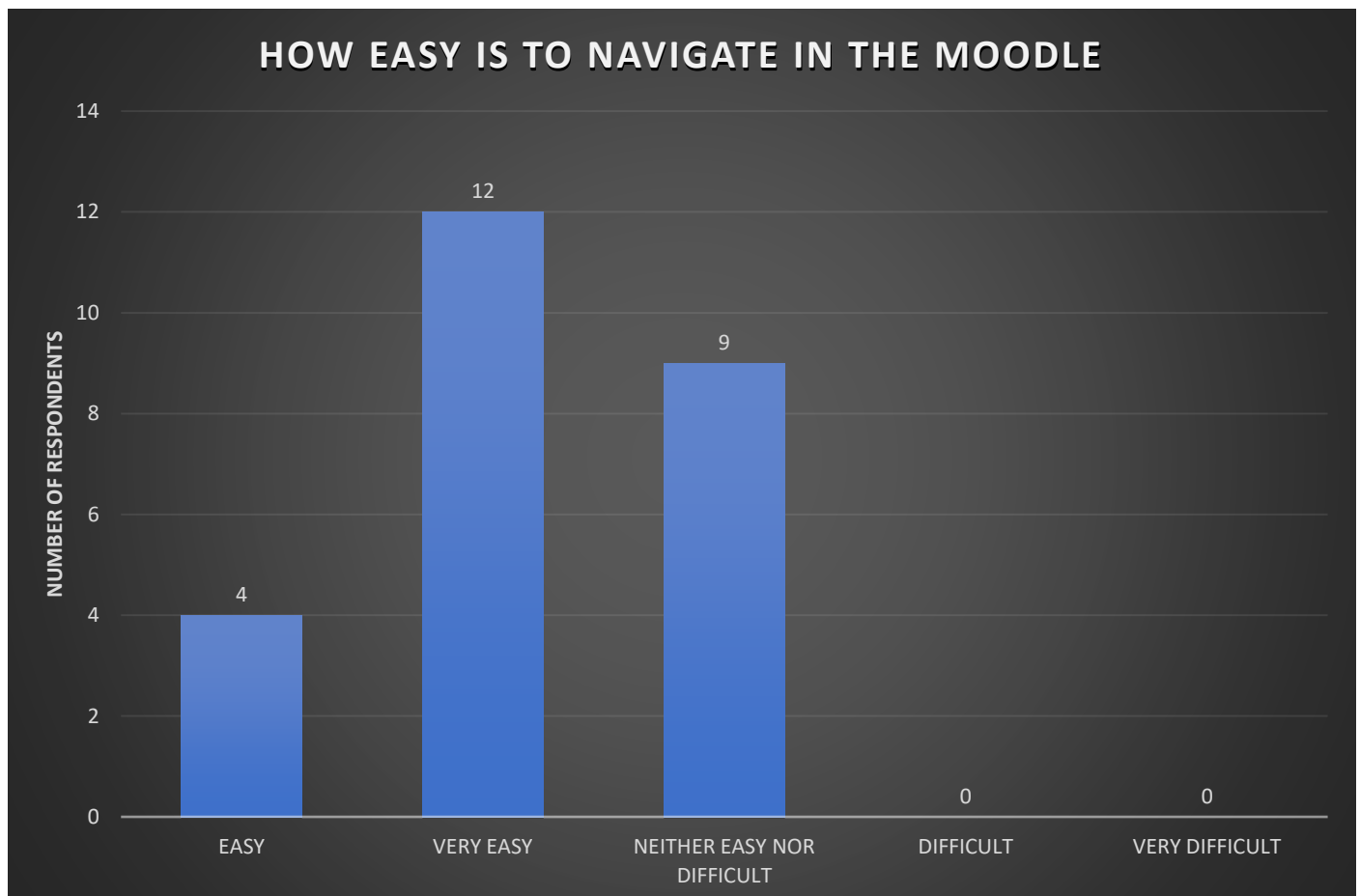
DIFFICULT

☐

VERY DIFFICULT

☐
FREQUENCY TABLE 4:

HOW EASY IS TO NAVIGATE IN THE MOODLE	NUMBER OF RESPONDENTS
EASY	4
VERY EASY	12
NEITHER EASY NOR DIFFICULT	9
DIFFICULT	0
VERY DIFFICULT	0
TOTAL	25



QUESTION 5:

This is a Qualitative/Categorical-Nominal question as the answer cannot be ordered.

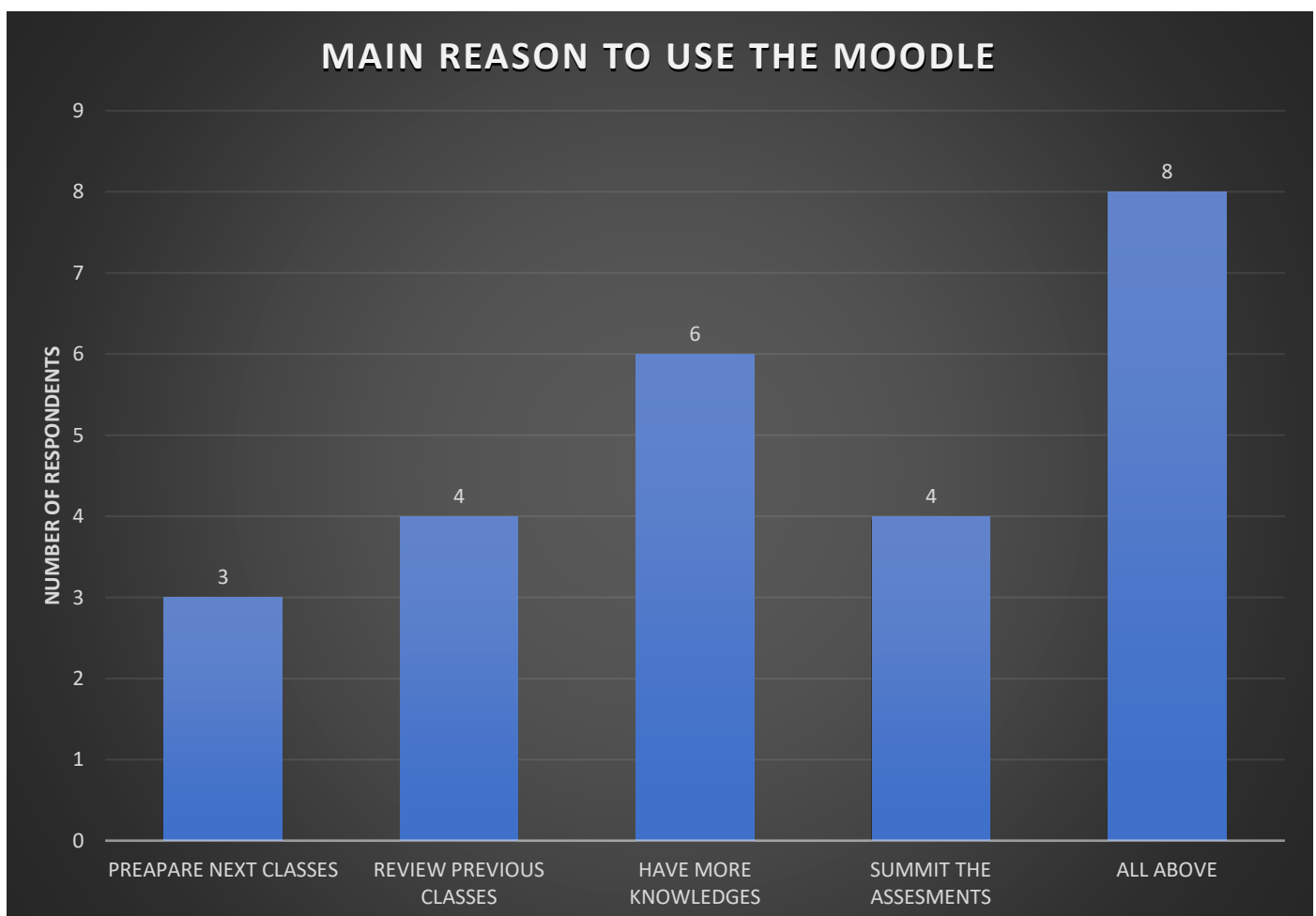
What is the main reason to use the Moodle?

- PREAPARE NEXT CLASSES
- REVIEW PREVIOUS CLASSES
- HAVE MORE KNOWLEDGES
- SUMMIT THE ASSESMENTS
- ALL ABOVE

☐
☐
☐
☐
☐

FREQUENCY TABLE 5:

MAIN REASON TO USE THE MOODLE	NUMBER OF RESPONDENTS
PREAPARE NEXT CLASSES	3
REVIEW PREVIOUS CLASSES	4
HAVE MORE KNOWLEDGES	6
SUMMIT THE ASSESMENTS	4
ALL ABOVE	8
TOTAL	25



QUESTION 6:

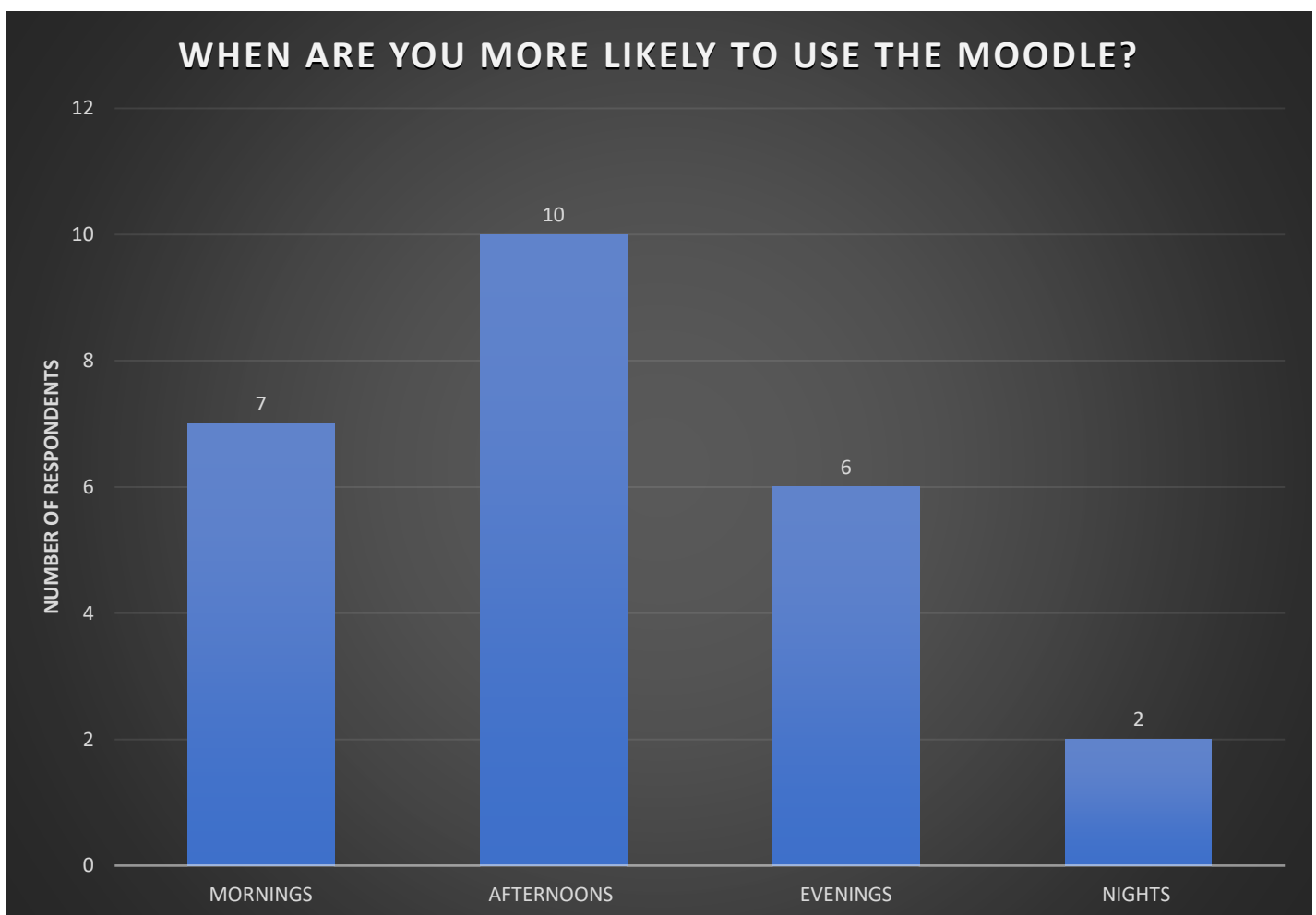
This is a Qualitative/Categorical-ordinal question as the answer can be categorised and ordered.

WHEN ARE YOU MORE LIKELY TO USE THE MOODLE?

MORNINGS
AFTERNOONS
EVENINGS
NIGHTS

☐
☐
☐
☐
FREQUENCY TABLE 6:

WHEN ARE YOU MORE LIKELY TO USE THE MOODLE?	NUMBER OF RESPONDENTS
MORNINGS	7
AFTERNOONS	10
EVENINGS	6
NIGHTS	2
TOTAL	25



QUESTION 7:

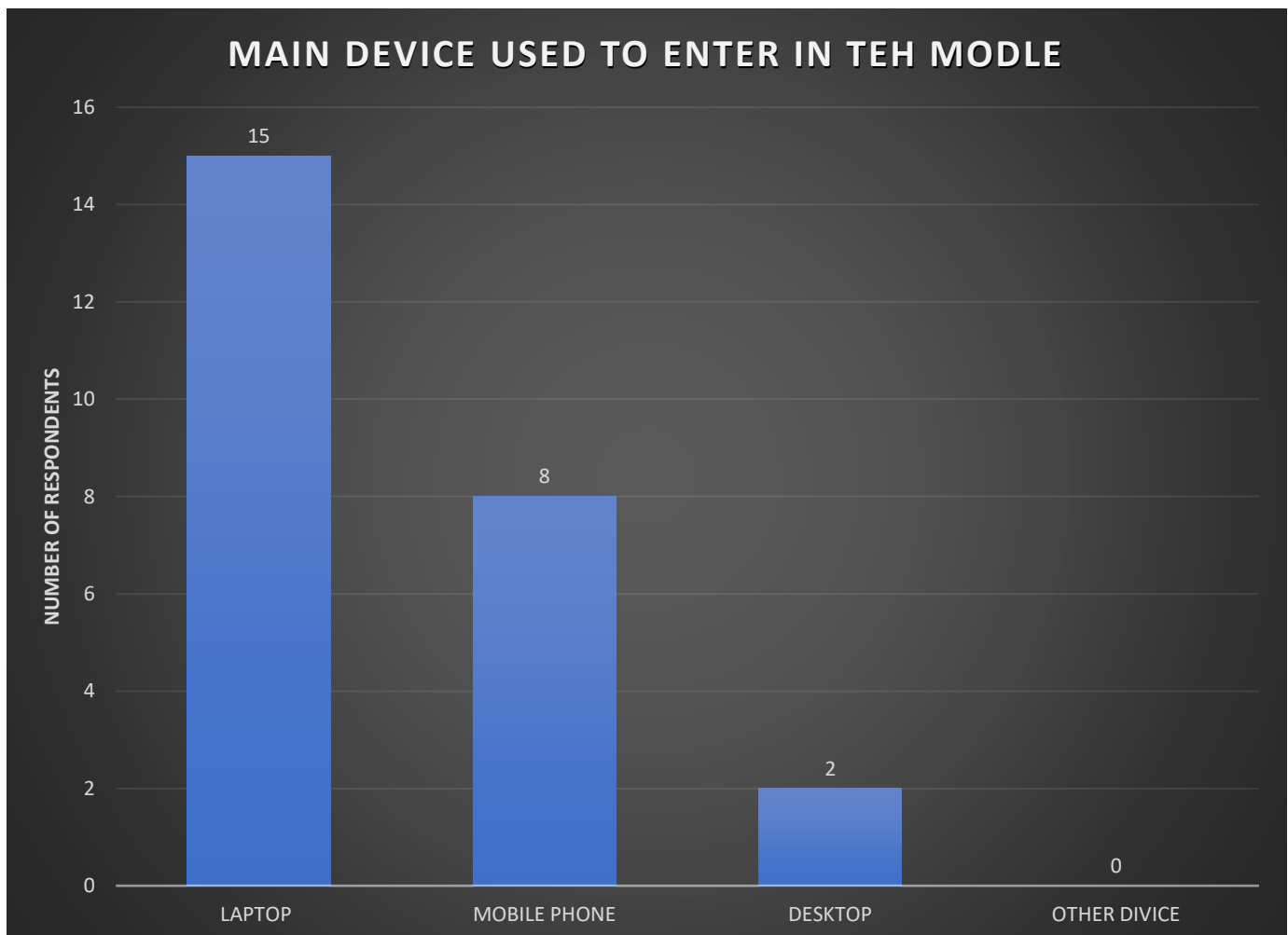
This is a Qualitative/Categorical-nominal question as the answer cannot be ordered.

WHAT IS THE MAIN DEVICE THAT YOU USE TO ENTER IN THE MOODLE?

- LAPTOP ☐
- MOBILE PHONE ☐
- DESKTOP ☐
- OTHER DEVICE ☐

FREQUENCY TABLE 7:

MAIN DEVICE USED TO ENTER IN THE MOODLE	NUMBER OF RESPONDENTS
LAPTOP	15
MOBILE PHONE	8
DESKTOP	2
OTHER DEVICE	0
TOTAL	25



QUESTION 8:

This question is Quantitative/Numerical-discrete question as the answer can be ordered but there is a gap between them.

HOW FREQUENTLY YOU USE THE MOODLE?

ONCE A WEEK

☐

TWICE A WEEK

☐

THREE TIME A WEEK

☐

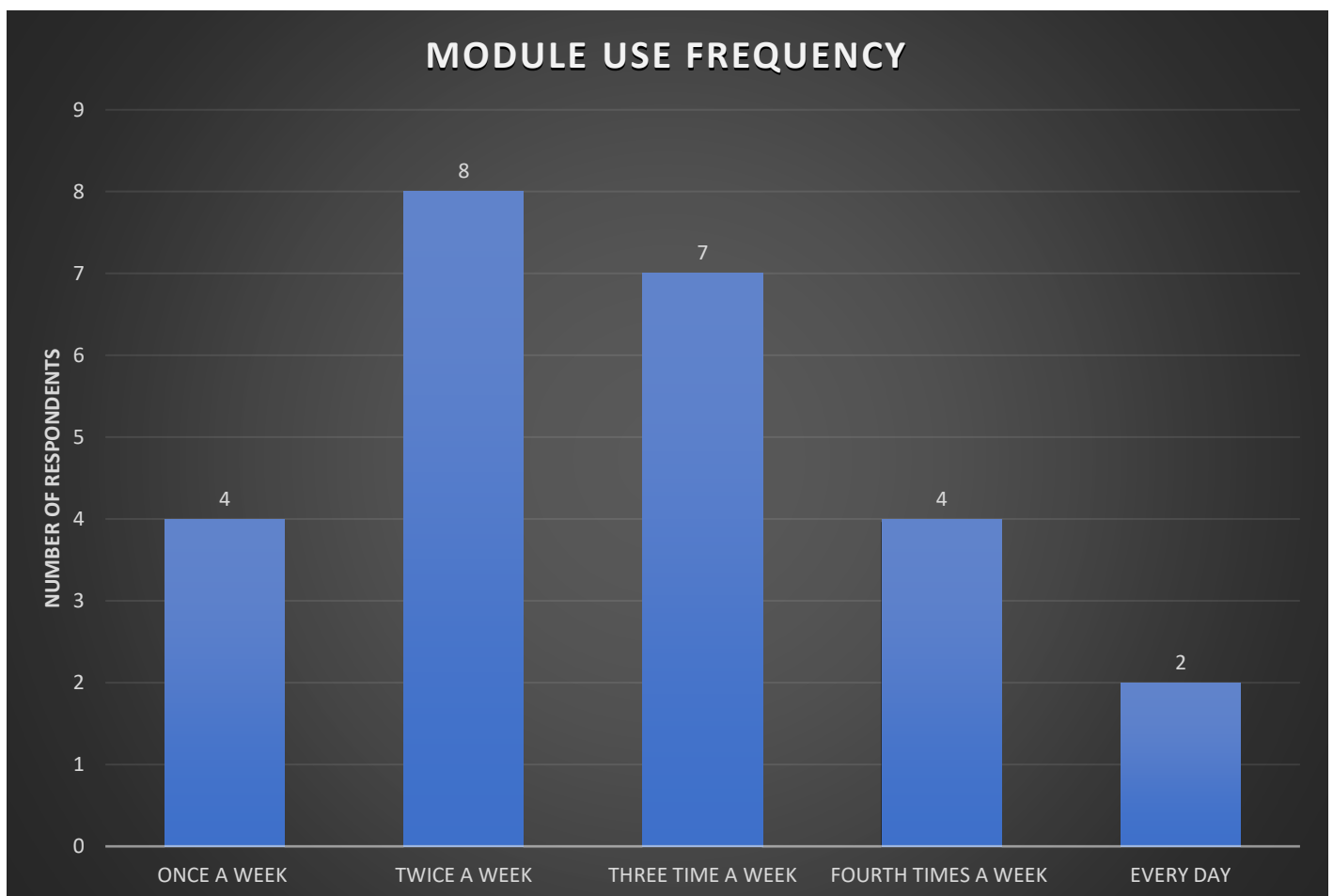
FOURTH TIMES A WEEK

☐

EVERY DAY

☐
FREQUENCY TABLE 8:

MODULE USE FREQUENCY	NUMBER OF RESPONDENTS
ONCE A WEEK	4
TWICE A WEEK	8
THREE TIME A WEEK	7
FOURTH TIMES A WEEK	4
EVERY DAY	2
TOTAL	25



QUESTION 9:

This is an open question that can be Qualitative Nominal or Ordinal depending answer from surveyed.

WHAT WOULD YOU IMPROVE FROM THE MOODLE?

FREE ANSWER:

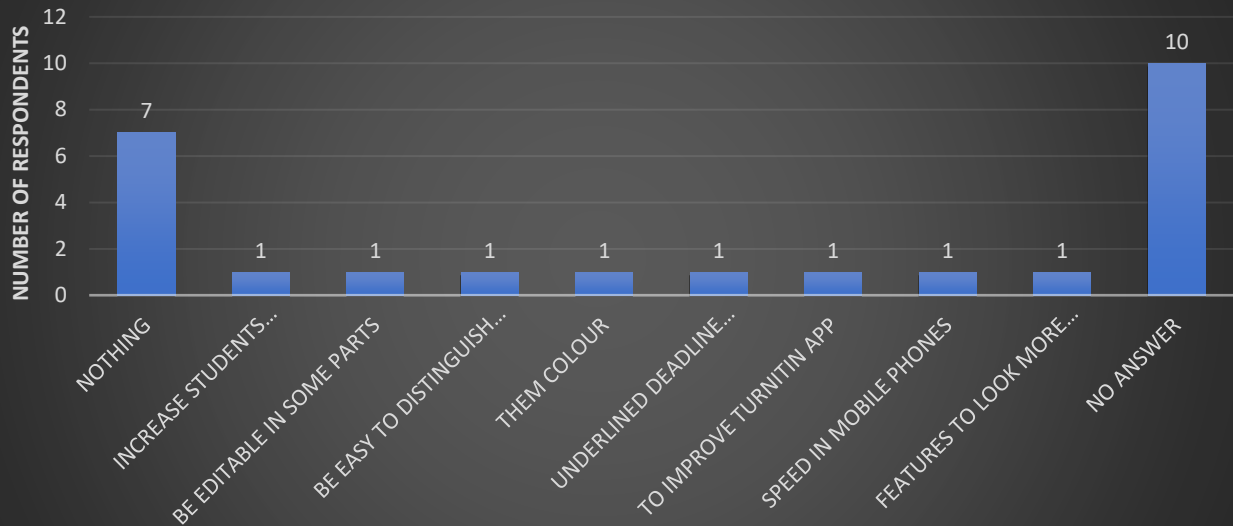
FREQUENCY TABLE 9:

WHAT WOULD YOU IMPROVE FROM THE MOODLES	NUMBER OF RESPONDENTS
Increase personal motivation and improve security in taken decisions	1
I think that is ok	1
Nothing	1
All good	1
I would make the platform editable in some parts to allow students to order the module according to importance or preference.	1
Theme colour	1
Is great	1
Making it easier to distinguish between modules by requiring lectures to be clear.	1
I wouldn't improve anything, the platform is ok and helps us a lot for continue learning the university modules.	1
Nothing	1
I would improve my deadlines Skills	1
Turnitin App	1
When using in mobile it is a bit slow	1
Nothing	1
Features make it looks more modern	1
No answer	10
TOTAL	25

TABLE ANALISED:

WHAT WOULD YOU IMPROVE FROM THE MOODLES	NUMBER OF RESPONDENTS
NOTHING	7
INCREASE STUDENTS MOTIVATION	1
BE EDITABLE IN SOME PARTS	1
BE EASY TO DISTINGUISH MODULES	1
THEM COLOUR	1
UNDERLINED DEADLINE ASSESMENTS	1
TO IMPROVE TURNITIN APP	1
SPEED IN MOBILE PHONES	1
FEATURES TO LOOK MORE MODERN	1
NO ANSWER	10
TOTAL	25

WHAT TO IMPROVE FROM THE MOODLE



LIMITATIONS OF THE STUDY

As we all know these last few months have been chaotic due to the Coronavirus issue, tending to cancel face-to-face classes, making research difficult either because you cannot go to a library or because you cannot speak with classmates from another class to tell them that if they can fill out an online survey. It must also be said that virtual classes are useful, better than nothing, but it is very difficult to communicate with the teacher and classmates either because they do not see their faces or because they hear sounds of children and doors in the background.

It must also be said that the Internet connection was not always the best, either by the teacher or by the students, making it difficult to understand what was being said, losing valuable information.

Another difficulty we had is having online classes since we all have a different seat and without being able to see the body language that gives a lot of information. But hey, you must give the best of each one in each situation, and the one that best suits survives.

CONCLUSIONS

the conclusion about the survey is that the 76% of the population are Females and 24% are Males, this is important at the time to base decision-making and development actions on the learning virtual Platform.

About the age, the 4% of the population are under 18 years old, the 32% are between 18 to 24 years old, 36% from 25 to 34 years old, 16% from 35 to 44 year old, 8% from 45 to 54 years old and 4% of the population older from 55 years old. Another characteristic at the time to modify the Learning virtual Platform is the age as the 68% of the population are between 18 to 34 years old.

Regards the Language was found that 72% of the population speak English as their second language, it will be a good point at the time to add context to the virtual platform or even a good idea to create a tab where some of the students can translate the articles or material provide it.

About the navigation the 16% of the population found the application quite easy, the 48% easy and the 36% neither easy nor difficult. My conclusion about this question is that platform still must improve some points fi wants that the platform be intuitive.

In the survey was found as well that the 12% of the population use the virtual learning platform to prepare next class, 16% the previous class, 24% to learn more, 16% to summit assessments and just the 32% of them to everything mentioned before. My conclusion is that university including teachers and the whole team must promote to the students that the platform is to use everything if they want to have a successful students and not just for load the assessments or prepare next class.

The population are more prone to use the Learning virtual Platform in the afternoons with a 40% against the 28% in the mornings, 24% in the evenings and the 8% in the nights. My conclusion is if the IT department must do works in the platform it will be night the best moment to do it.

It was found in the survey that 60% of the population use their laptop to go in the platform, 32% mobile phone and just the 2% a desktop. So, when It is working in any problem related with the platform it will be exceptionally good that they work first in the platform for laptop as the main people use this device.

About the question how frequently you use the platform was found that 16% of the population use it once a week, a 32% of them twice a week, 28% three times a week, 16% fourth times a week and 8% of them every day. Here there is a clear lack of study hours by 16% who use the application only once a week and those ones which use it twice per week. since the recommendation for hours at home are 8 hours per week per Module it means 40 per week. even studying 19 hours per day they will not cover the recommendation. So once again it will be a point remain the importance of study at home.

About the question what you would improve about the Platform my conclusion is that there is a need to improve the platforms in mobile phones as it is the second device use with a 32% of the population.

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Available at: <https://web-b-ebSCOhost-com.ezproxy.uwtsd.ac.uk/ehost/pdfviewer/pdfviewer?vid=1&sid=8522a83e-c7ab-4d08-bda5-92cd028cc143%40pdc-v-sessmgr03>

[Accessed 27 04 2020].

APPENDICES A

Appendix A.1

Digital skills Term 2

Name: EDISON ARTEL ROMERO QUINTERO
Date: 02-03-2020

Identifying Primary and Secondary Sources

- ❖ **Primary Source:** a record made by people who saw or took part in an event (originates from the past)
- ❖ **Secondary Source:** a record of an event written by someone not there at the time

****Key question:** Is this a primary/secondary source? ** Ask yourself....

Did/could the author/creator witness/make the artifact?

Yes = primary source

No = secondary source

Directions: Determine whether the following are primary or secondary sources. Circle the letter indicating whether the item is a "P" primary source or "S" secondary source. For each one, explain your reasoning in COMPLETE SENTENCES.

(P)PRIMARY - (S)SECONDARY

1. The story your grandfather tells you about his experience during the Korean War. (PS)
Why: Because it is a source directly from him to you and it is his experience.
2. A letter written by George Washington to his mother about the latest developments in the Revolutionary War. (PS)
Why: This is a letter directly to his mother, so there are not intermediaries in the source
3. The *Diary of Anne Frank* - the published diary of a teenage girl who experiences the Holocaust first hand. (PS)
Why: Primary as it is her diary where she writes her experiences.

Appendix A2

24-02-2020

QT-CT Shoe Sizes	QT-CT Weight	QT-CT Height
QT DS ET Number of Taxis waiting at a station	QT-CT DS ET Dress Sizes	Handspans of people
QT DS Number of drinks in a machine	QT-CT DS Number of magazines in a shop	QT-CT The speed of cars
QT DS Number of people in an office	QT-DS Number of magazines in a shop	QT-CT Volume of water in a glass
QT-CT Distance to another city	QT-PM Favourite Colour	QT-PM What you are having for lunch
QT PM Best Subject	QT-NH What pets you own	QT-DS Cost of a drink

Edison Romero Quintero

1906 308.

SURVEY QUESTIONS MOODLE UWTSD GROUP 9

- This survey is about learning Virtual Environment please answer what apply to you.

① ~~Do you know what is LVE?~~ x

- * ☐ yes
☐ no

② What is your gender? ✓

- ☐ Female
☐ Male.
☐ other.

③ What age group are you in? ✓

- ☐ 15 up to 25
☐ 26 up to 35
☐ 36 up to 45
☐ Over 46

④ ~~Do you come from abroad or are you from UK?~~ x

- * ☐ Abroad
☐ UK

⑤ Is English your first language? ✓

- ☐ yes
☐ No

⑥ ~~How do you find the moodle to use it?~~ ✓

- ☐ Easy to use
☐ Medium to use difficult to use
☐ Very difficult to use

⑦ Why do you use the moodle? ✓

- ☐ To prepare next class
☐ to review previous class
☐ to have more knowledges.
☐ to submit assignments.
☐ All of the above.

nu:

Appendix A4

- ⑧ When are you more likely to use moodle? ✓
- ☐ Mornings
 - ☐ Afternoons.
 - ☐ evenings
 - ☐ Nights.
- ⑨ Which is your favourite device to access to the Moodle? ✓
- ☐ PC
 - ☐ Mobile phone
 - ☐ University's computers.
 - ☐ Library's computers.
- ⑩ How frequently do you go in moodle? ✓
- ☐ Every day.
 - ☐ Five times a week.
 - ☐ Three times a week.
 - ☐ One time a week.
- ⑪ How many hour per week you dedicate to Moodle?
- ☐ One per week
 - ☐ Two per week
 - ☐ Three per week
 - ☐ Four or more.
- ⑫ How would you rate the moodle from 1 to 5?
being 1 Very Poor and 5 Very good.
- ☐ 1 Very poor.
 - ☐ 2 Poor.
 - ☐ 3 Normal.
 - ☐ 4 Good
 - ☐ 5 Very Good.
- ⑬ What do you would improve from moodle?
- Answer



Appendix A5

survey LVE group 9 term 2 UWTSD.pdf

UWTSD LVE group 9 term 2 UWTSD.pdf



survey LVE group 9 UWTSD.pdf
570 KB

Hi Balandran

this Edison Romero Quintero

number student 1906508

course certificate in higher education skill for the workplace in skills for the workplace.

Digital skills research

group 9

term 2.

these are my survey questions.

please give the feedback to know what may improve

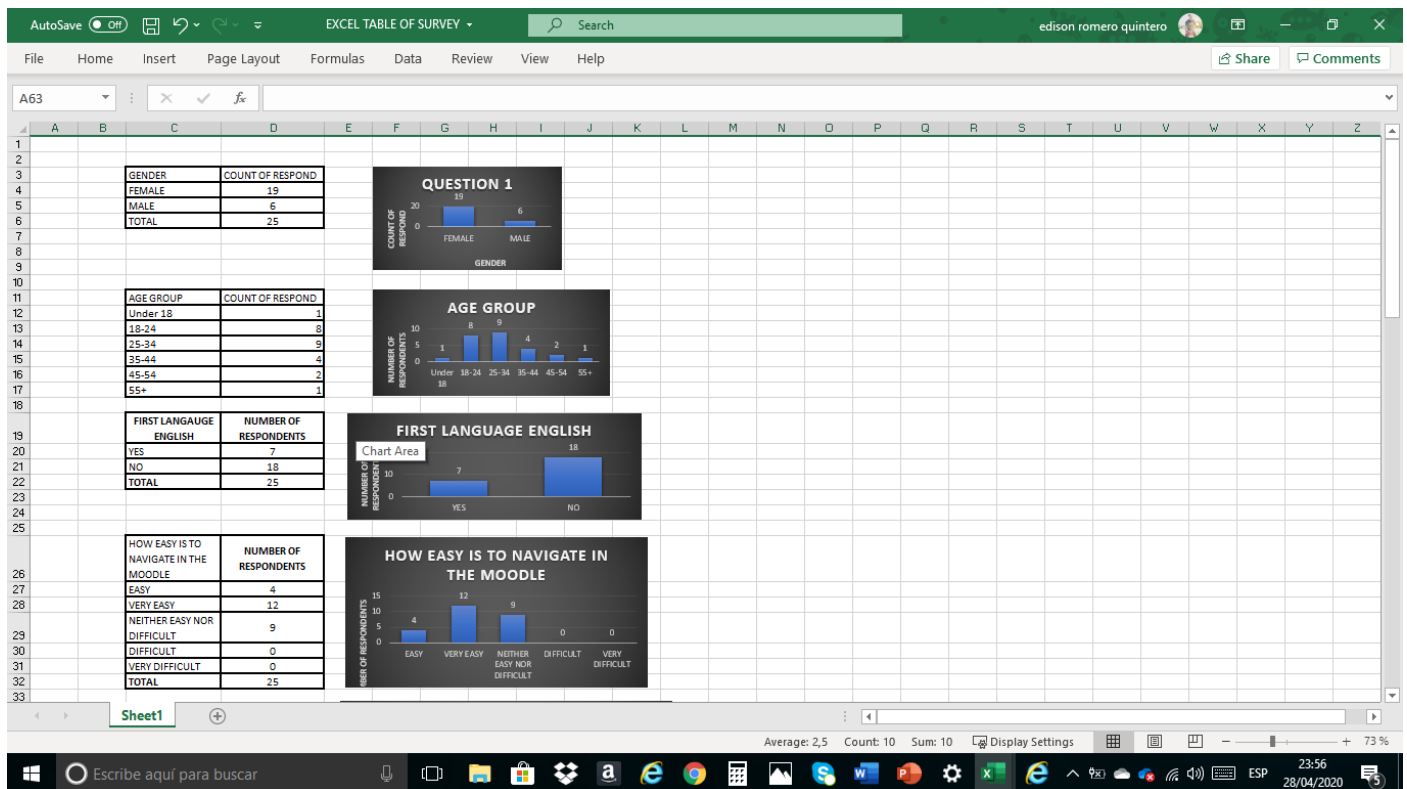
thank you very much in advance.

regards

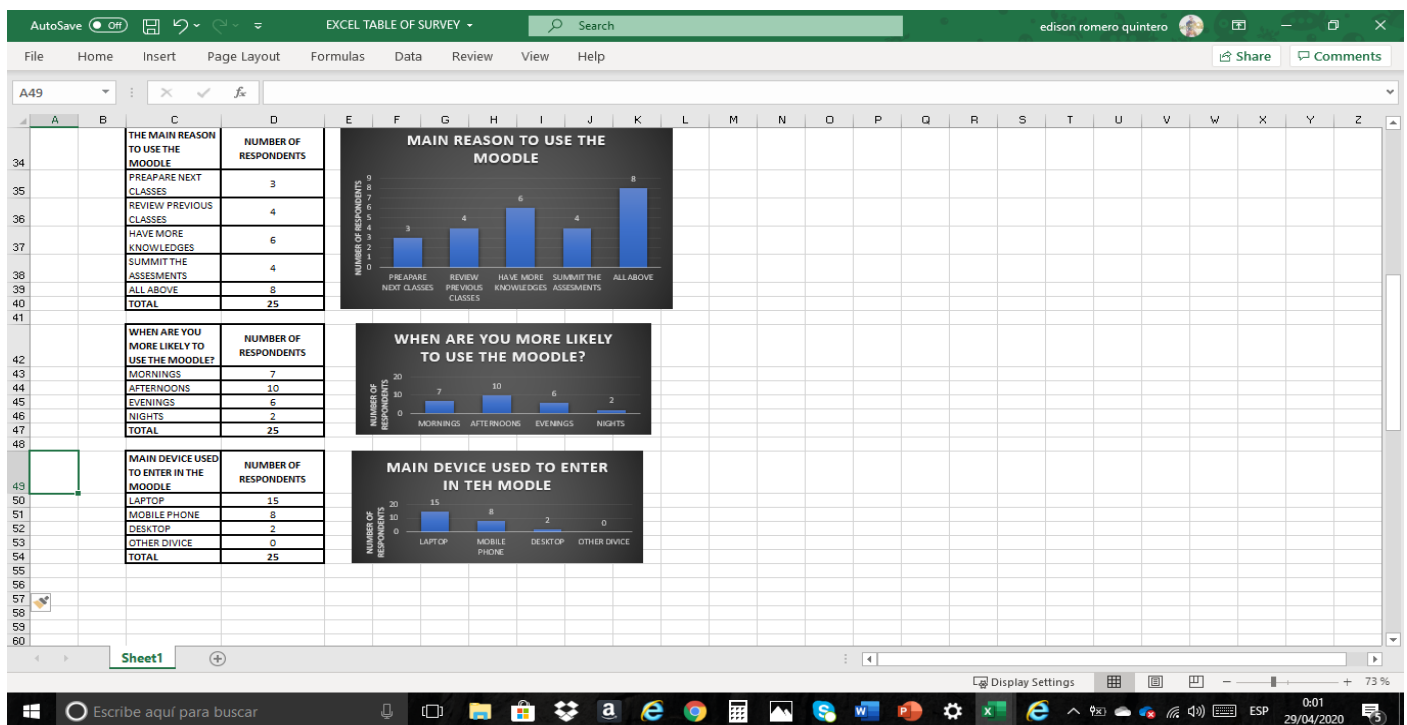
Edison

APPENDICES B

Appendix B.2



Appendix B.2



Appendix B.3

Virtual learning Environment

