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THE IMPACT OF VIRTUAL LEARNING ENVIRONMENT (VLE) – MOODLE ON STUDENTS' LEARNING EXPERIENCE IN THE UNIVERSITY OF WALES TRINITY SAINT DAVID LONDON CAMPUS

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Introduction

Now a day's virtual learning environment has been a very common term. With the advancement of science and technology different platforms has been updated and digitalized from the conventional methods. Hence, with the course of time radical changes in the teaching methods also have been significant for the contemporary students of the world. New ideas and innovation have taken learning platforms to some other level so that it can help both teachers and students to meet their respective purposes. In this study, the impact of virtual learning platform especially Moodle and how it impacts on the students of the University of Wales Trinity Saint David London Campus will be brought to light.

Objectives

The objectives to conduct this study have been identified. Those are:

- i. To identify the impact of Moodle on the students of the University of Wales Trinity Saint David London Campus.
- ii. To measure the level of service that is provided to the participants of Moodle as a virtual learning environment.
- iii. To identify whether the students are motivated to participate in the learning process or not.

Review of literature

To carry out any study on any specific topic reviewing the previous literature relating the topic is very significant. With this relevant data can be found and on which sector special consideration should be given can be determined easily. So, in this regard, to carry on the study to determine the impact on students 'learning experience at the University of Wales Trinity Saint David London Campus some previous works of various individuals has been considered. In this segment, gist from those literary works will be represented (Open learning & e-learning, 2019).

A book named Digital resources for learning contained all the resources that should have been present in any kind of online or virtual platform for purpose of fulfilling the learning experience. Hence, the way of presenting any topic by describing with visual explanation with animation,

graphics and so on are discussed. Besides, the digitalization of the offline resources like various books, journals, articles are also reformed digitally so that users of the virtual learner can get access to that easily without facing any kind of hassle (Churchill, 2017). Besides, in the journal named lessons from learning from the virtual environment also indicated the e-learning mechanism as a whole. In that journal the author indicated that how this contemporary world is shifting from the old mechanisms of learning to the online based learning systems. With this there are no issues regarding physical classrooms rather every students can join from their respective places (Foss, 2013). Different sorts of lessons along with their effects on the students are also discussed.

Moreover, there is another article mentioned that for personalized learning technology supported environment is very crucial. It is because, with the help of various technology and tools it will be easier for the users to access to the resources and also can understand and participate on the basis of their comfort. Besides, in the virtual there are more resources than in the typical form of a library (O'Donoghue, 2020). Thus personalized learning is also very much influenced from virtual learning environment.

Methodology

Both from primary and secondary sources data has been collected so that impact on the students of the respective selected campus can be determined. Methodologies those have been followed to carry out this part have been discussed here.

Sampling method: Non probabilistic method of sampling has been followed for the specific purposes. Since there was shortage of time and resources so that in total 100 respondents were taken as the sampling frame in which the proportion of male and female are the same.

Data collection tools: To collect the primary data from the respondents questionnaire method has been followed. In the questionnaire there are 10 questions followed by different sorts of asking information. Moreover, various journals, books, newspapers and articles are also considered as the secondary sources to accomplish this report respectively.

Ethical consideration: This is the part in which all the ethical part that has been followed throughout the accomplishment of the whole report will be justified. During the fill up of the

questionnaire all the personal information of the respondents has been kept private. In this way while collecting data from primary sources special focus was given over the maintaining privacy.

Primary data analysis:

As the sampling size of the respondents were 100 so that data has been collected from all the respondents by using the questionnaire. In the following segment analysis of the primary data is conducted.

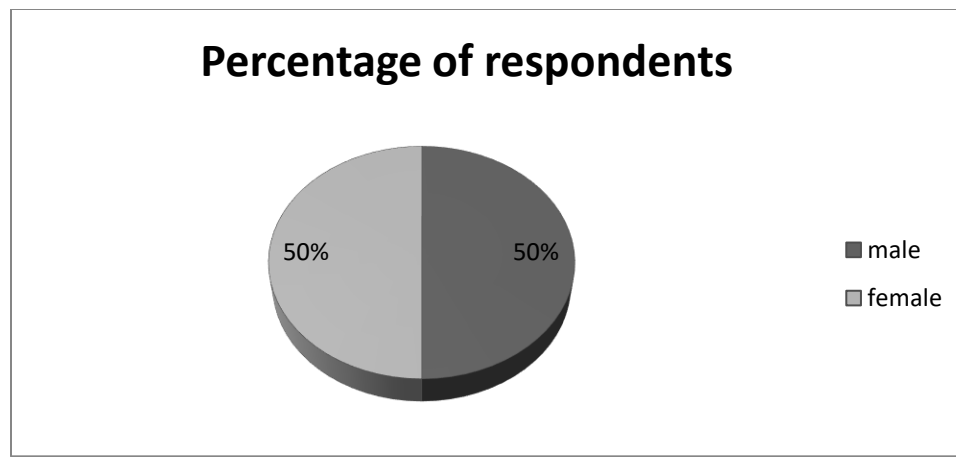


Figure 1: Percentage of respondents

From the above represented pie chart it is evident that among the 100 the respondents half of them are female. In this way to get the actual data in the most unbiased form special consideration on the sampling frame and proportion of the respondents has been given.

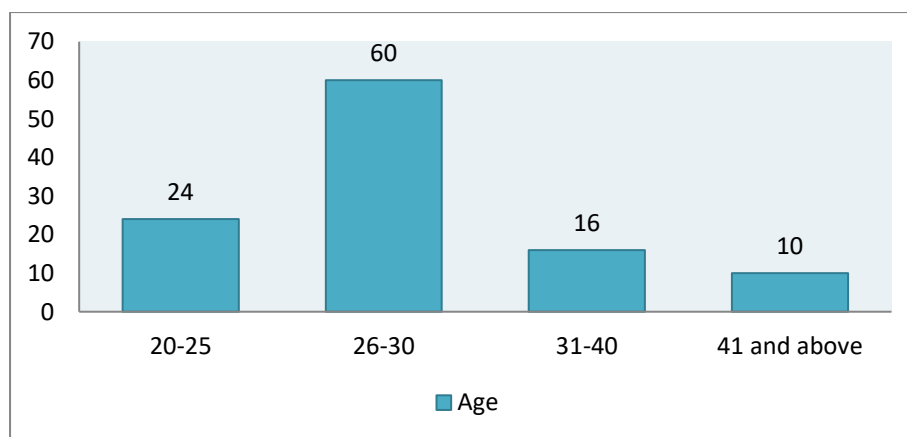


Figure 2: Age of the respondents

From figure 2 it can be seen that, among 100 respondents 24 of them belong to the age group of 20-25. It is because these young respondents are new to the campus and thus after getting admitted into the university they got familiar with this learning environment. Then 60 respondents share the 2nd age group which is 26-30. Lion's share of the respondents belongs to this group and it is because all of them are the current students whose courses are running in time. Afterwards, in the 3rd age group there are 16 respondents and among them most of them are the students who are accomplishing the PhD degree. In the last age group there are teachers from the university campus.

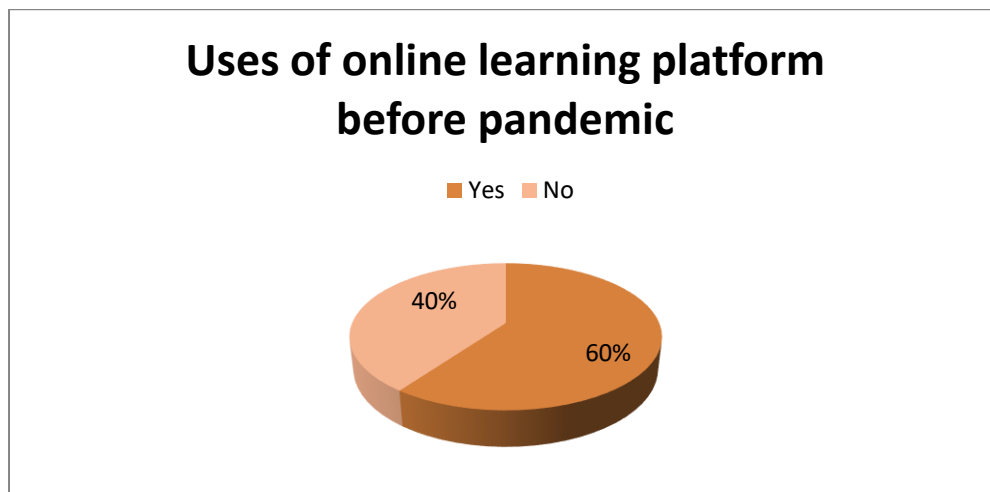


Figure 3: Uses of online learning platform before pandemic

Figure 3 represents whether how many students were familiar with the virtual learning environment before the pandemic. It is because, during pandemic when all the educational organizations remain closed then the all over the world the necessity of virtual learning mechanisms are felt. So, in order identify the number data is collected regarding that and from the chart it can be seen that 60% of the respondents already used virtual platform before the pandemic. 40 respondents were detached from it before that. Afterwards they got introduced with Moodle.

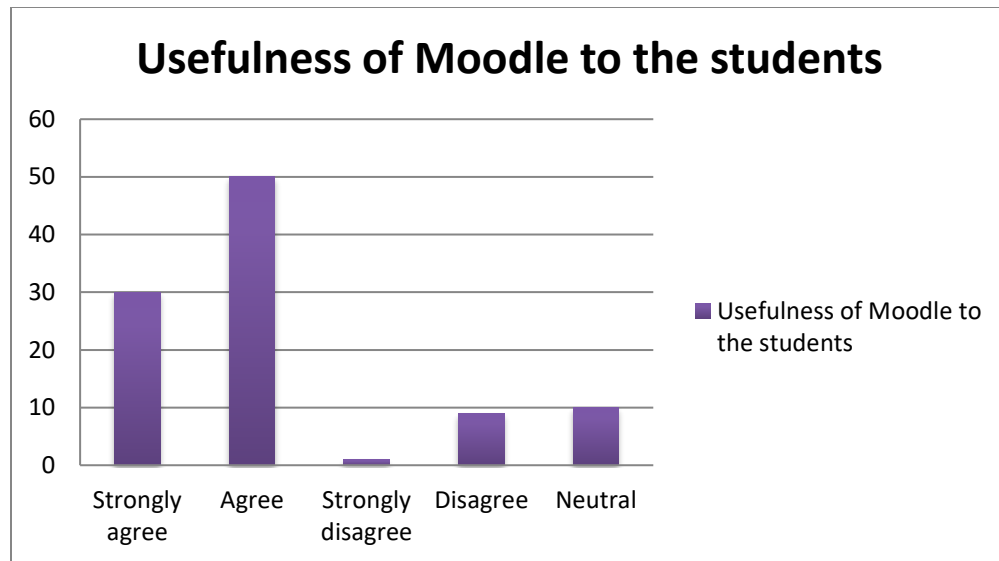


Figure 4: Usefulness of Moodle to the students

In the above represented table it is illustrated that in what percentage the respondents felt the usefulness of the virtual learning environment. From the table it is clear that in total 80 respondents gave their feedback regarding the favor for the usefulness of Moodle. This remains, they were satisfied with the service. However, 10 respondents remain neutral and rest of the respondents gave their opinion against the useful outcome.

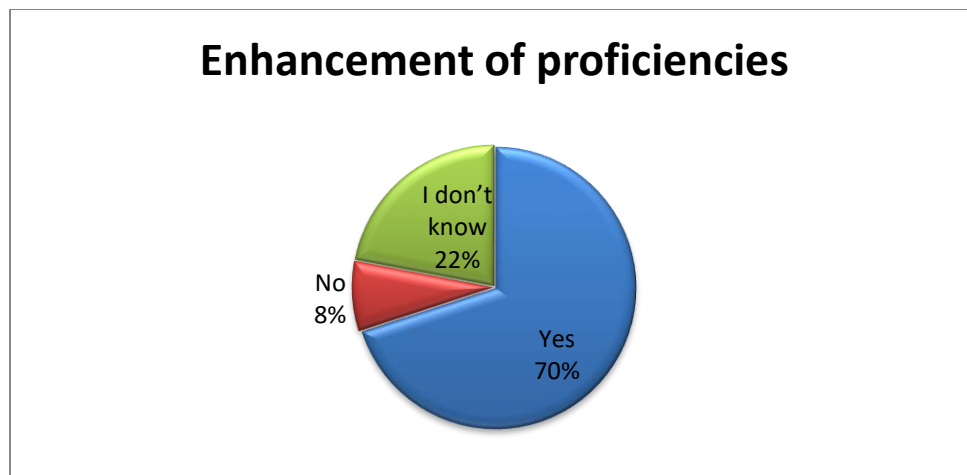


Figure 5: Proficiency enhancement

To carry out the research the information regarding the enhancement of proficiencies in learning among the students was also significant. For that reason, after the allocation of the data it is visible that 70 respondent gave their opinion that as a virtual learning environment Moodle help them to make their learning experience to a better place and thus proficiencies is also increased. Only 8 respondents were not satisfied with the service that were rendered by this platform and that's why their proficiencies were not enhanced. Lastly, 22 respondents had no idea whether Moodle was better for their proficiency enhancement or not.

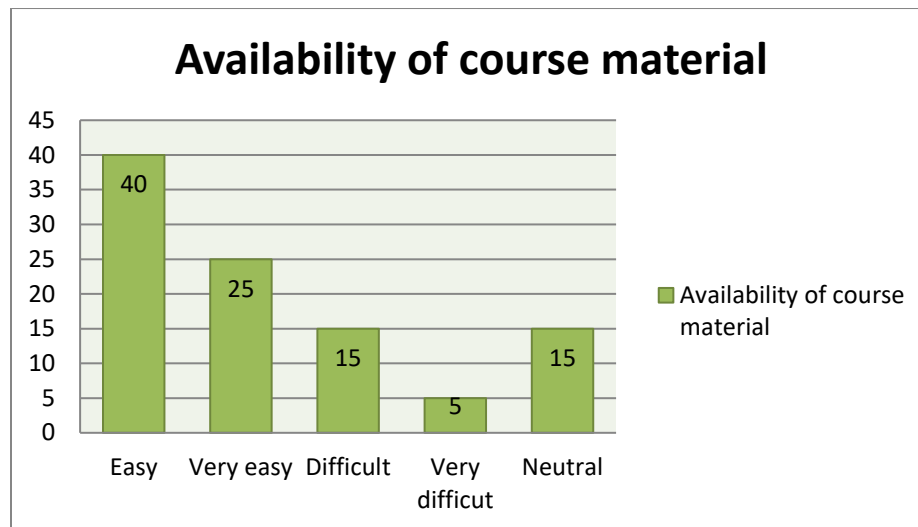


Figure 6: Availability of course material

In the above mention table the availability of the course material in the virtual platform like Moodle has been described. There are 40 respondents opine that it was easy for them to access the resources and 25 respondents said that it was very easy to operate and find the course material for their academics. 15 respondents remain silent regarding the availability and that is maybe to them both virtual and conventional learning methods remain all the same. 5 respondents said that it was very difficult for them to find the course material. It was also difficult for 15 respondents. It happened may be due to lack of proper technical knowledge in this respective part. Besides, technical tools like laptops or mobile phone also has impacts on the services of the virtual learning. Sometimes, better IT knowledge, better tools have less

probability of technical failure and thus respondents can get easy access to find the course materials.

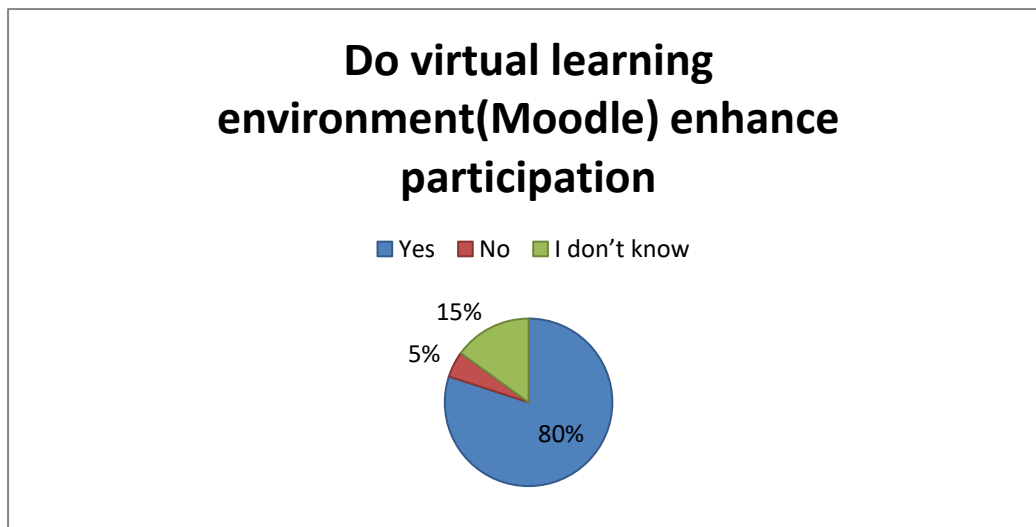


Figure 7: Enhancement of participation

During the pandemic most of the respondents participated on virtual learning environment. In that case in total 80 respondents said that their participation was increased due to e-learning platform. It is because, there are no difficulties of going to physical classroom rather everybody can attend the class or exams. In this way due to comfort ability of the platform more students have attended than that of before. On the contrary only 5 respondents went against the odds. Interestingly 15 respondents don't have any idea whether there are any changes or not.

Secondary data analysis

After going through plethora of journals, articles and related documents secondary data has been collected. A journal indicated the e-learning style as well as learning interest on the students whether online learning are motivating the students to participate in the virtual learning or not (Usman & Tasya, 2020). Even an article published about the learning process for the virtual world. There how this contemporary world is depending on technology and how it is important shift towards the digital platform of learning has been discussed (Learning and Teaching in the Virtual World of Second Life, 2020). Moreover, impacts on the students due to the technological advancement in academic sector also have been explored here (2021). Here, positive and negative impacts have been illustrated.

Conclusion

Virtual learning has various outcomes over the students all over the world. Among the students of the University of Wales Trinity Saint David London Campus after collecting the data it is evident that online learning platform has become very popular and very few are facing some challenges due to the services that are rendered by Moodle. By resolving the issues that are created, better outcomes can be expected.

Recommendation

In order to enhance the learning experience for the students some recommendations are suggested. Those are:

- i. To get the students more familiarize with Moodle different videos can be organized on the uses of Moodle. With this all the students can get a basic guideline regarding the uses and thus less complication will be faced.
- ii. To ensure maximum participation of the students in virtual learning platform various interesting and enjoyable videos can be initiated so that while learning they don't get bored (Moodle - Open-source learning platform | Moodle.org, 2021).
- iii. More simplified version of Moodle should be introduced among the participations so that this virtual learning environment can be more student friendly than before.
- iv. Some students face technical difficulties while using Moodle and that's why a technical team should remain engaged so that any sort of technical issues can be resolved in no time.

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Appendix

Research Questionnaire

1. Gender:
 - a. Male
 - b. Female
2. Age
 - a. 20-25
 - b. 26-30
 - c. 31-40
 - d. 41 and above
3. Have you ever used any online learning platform before pandemic?
 - a. Yes
 - b. No
4. As a Virtual Learning Environment Moodle has been very useful.
 - a. Strongly agree
 - b. Agree
 - c. Strongly disagree
 - d. Disagree
 - e. Neutral
5. Do you think as a VLE, using Moodle has enhanced your proficiencies?
 - a. Yes
 - b. No
 - c. I don't know
6. I feel comfort in using Moodle as medium of virtual learning environment.
 - a. Strongly agree
 - b. Agree
 - c. Strongly disagree
 - d. Disagree
 - e. Neutral

7. Do you think such online platform can enhance the percentage of participation?
 - a. Yes
 - b. No
 - c. I don't know
8. Availability of the course material in Moodle was
 - a. Easy
 - b. Very easy
 - c. Difficult
 - d. Very difficult
 - e. Neutral
9. Do you think VLE motivates the participants to learn
 - a. Strongly agree
 - b. Agree
 - c. Strongly disagree
 - d. Disagree
 - e. Neutral
10. Do you like the way of learning style that is provided by Moodle?
 - a. Yes
 - b. No

