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THE IMPACT OF VIRTUAL
LEARNING ENVIROMENT
DIGITAL SKILLS: BMSW4003
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Abstract: This research looks into several aspects of virtual learning environments. Those techniques are important for new teaching methods because its central tenet is to reduce face-to-face school time and increase solitary remote work. My research will be carried out at the University of Wales Trinity Saint David London campus, which the Moodle I am going to talk about works as the virtual learning environment.

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2. Introduction:

As we know not every educational portal is a virtual learning environment. Virtual learning is intended to supplement classroom instruction. It makes no attempt to imitate them. A virtual learning environment is a collection of educational and instructional materials aimed to improve a student's learning opportunity by incorporating the Internet and computers. Among the various advantages of online learning, you will discover that it allows you to have a more flexible work schedule, lowers the expense of your degree, and helps you to improve your profession while improving your education.

2.Rationale:

I conducted this study because I was concerned regarding Moodle's potential impacts on students at UWTSD London campus.

3. Research Objectives:

I am doing this investigation because I want to know how students in UWTSD London find it using the virtual learning environment and how this is affecting them and what impacts are they facing, either it is positive or negative.

4. Literature Review:

The learning management system is free source. Moodle is already used in all levels of education, from elementary to university. It is free, flexible, and customizable, and it includes many standard features that make it popular. It is available in over 100 different languages. Today, over 54,000 active sites from 225 countries are registered, with millions of users (Moodle, 2015). Kareal and Klema (2006) analysed specific elements of different open-source e-learning systems and discovered that Moodle is one of the most adaptive, as they pointed out, and user-friendly learning systems

among all those compared. Chen et al. (2011) investigated the use of a Moodle course as an extension of a traditional learning process at a university and discovered that "the Moodle e-learning platform is easy to use and provides a good communication tool, discussion area, group space, workspace, and makes learning more interesting for students." The Faculty of Administration (FA) is a division of the University of Ljubljana in Slovenia that promotes administrative science through research, instruction, and integration into Slovenian and worldwide practise. The FA offers two undergraduate study programmes: The University Study Programme in Public Sector Governance (US) and the Higher Education Professional Study Programme in Administration (PS), as well as one collaborative undergraduate programme with the Faculty of Computer and Information Science. The first cycle of undergraduate studies lasts three years (six semesters). The FA pioneered blended learning in 2005 with e-Campus, a for-profit e-learning portal. We define blended learning as "combining Internet and digital media with conventional classroom forms that need the actual co-presence of teacher and students" (Friesen,

2012). The learning platform was replaced after three years of use with the open-source Moodle platform, mostly owing to the user-friendly environment and cost savings. Initially, traditional teaching methods were blended with an e-classroom on the basis of the lecturers' voluntary option. In the 2010/11 academic year, the use of the Moodle e-learning system as part of the teaching process became required for all courses in the first year of undergraduate study, with Moodle accounting for 20 to 30 percent of the traditional face-to-face learning process. The following year, blended learning was introduced in the second year of study, and by the 2012/13 academic year, all undergraduate study courses had their own Moodle e-classroom. The guidelines (e-learning policies) governing the quality of e-classrooms were established concurrently with the implementation of this combined mode of learning. A consultant analyses the e-classrooms for e-studies at the end of each semester and assesses their compliance with these rules. Quality assurance of pedagogical activity in e-classrooms in compliance with stated standards is thus monitored on a regular basis, and required modifications are made.

6. Research Methodology:

a) Qualitative Research

Focus groups, in-depth interviews, case studies, narrative research, and ethnography are some of the methodologies used in qualitative research. The majority of the data in this study is descriptive and unstructured. Rather than designing an experiment and manipulating the variables, qualitative researchers study persons using anthropological and ethnographic methodologies. When conducting qualitative research, as little intervention as possible should be done, and the individuals are frequently observed without their awareness. I will use both qualitative and quantitative research methodologies because I will be conducting a questionnaire. Both are valid techniques to assessing a phenomenon in the correct context as they both attempt to describe phenomena from different perspectives. The investigator can make a more informed decision, boosting the study's validity and accuracy by closely analysing the current conditions, the study purpose, and the main aspects of each design.

b). Quantitative research

Quantitative research gathers information from current and potential customers through sampling methods and the distribution of online surveys, polls, and questionnaires, for example. The outcomes of which can be represented numerically. The population is made up of the entire group being studied. It does not matter whether the population is huge or limited as long as everyone who fulfils the target group's requirements is included. Due to continual population turnover and resource constraints, a meaningful sample of participants is chosen because taking a census that includes the entire population would be unfeasible. Is if sample is selected correctly, it should be empirical measure adequately to the population, allowing conclusions from the selection to the community.

c) Primary data

A primary source is evidence that was obtained directly or first-hand concerning an event, object, person, or work of art. Primary sources are the original materials on which additional research is based, allowing students and other researchers to get as near to what truly happened during a specific event or time period as possible. Published materials can be considered primary resources if they are from the historical period under consideration and were written or produced by

someone who had direct knowledge of the event. Primary materials frequently represent the individual perspective of a participant or observer. Primary sources might be either written or oral. Primary sources in scientific study give original ideas, report on discoveries, or share new information.

d)Secondary data

Secondary data is information gathered by someone other than the original user. Censuses, information collected by government departments, organizational records, and data originally acquired for other research goals are all common sources of secondary data for social science.

e) Data collection process

In my research I used both primary and secondary data. I designed a questionnaire to gather primary data, which I distributed to 23 students but collected only 15 answers overall. To better comprehend Virtual Learning Environment, I analyse secondary data from a range of academics' works and design my own questionnaire.

f) Population, Sample and Sample size

A population is the total group about which you want to draw conclusions. A sample is the precise group from which you will collect data. The sample size is always less than the entire population size. A population in research does not usually relate to humans. I gave samples to the students but I received less than I gave.

g) Ethics

The moral rules that govern how researchers should carry out their work are referred to as research ethics. These concepts are used to design research policies that have been agreed upon by entities such as university governing bodies, communities, and governments. Any regulations that pertain to their work should be followed by all researchers. All the data and information's I have used will stay private and no one will have access to it.

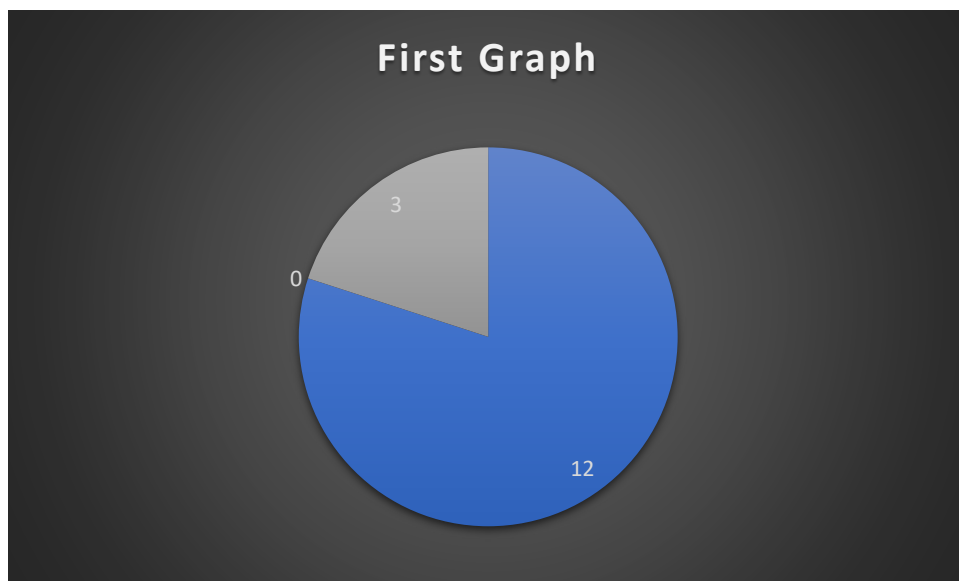
7.Results/Findings, analysis and discussion

Here we can see some of the questions I gave to the students and the answers they gave back to me. I also designed some graphs from the

questions I got to make it easier to understand the answers.

➤ Do you use Moodle?

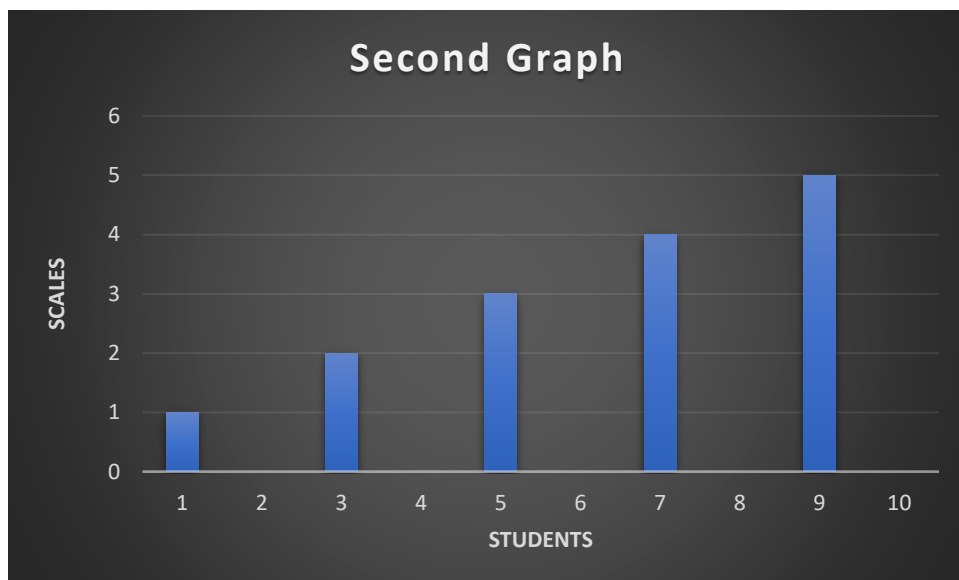
YES	12	NO	3
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As we can see the people that use Moodle are more than the people that don't use it. That means most of them are aware how it works. But there is a small percentage that still struggle using it.

➤ Do you find Moodle helpful? (rate on scale 1 not helpful and on scale 5 very helpful)

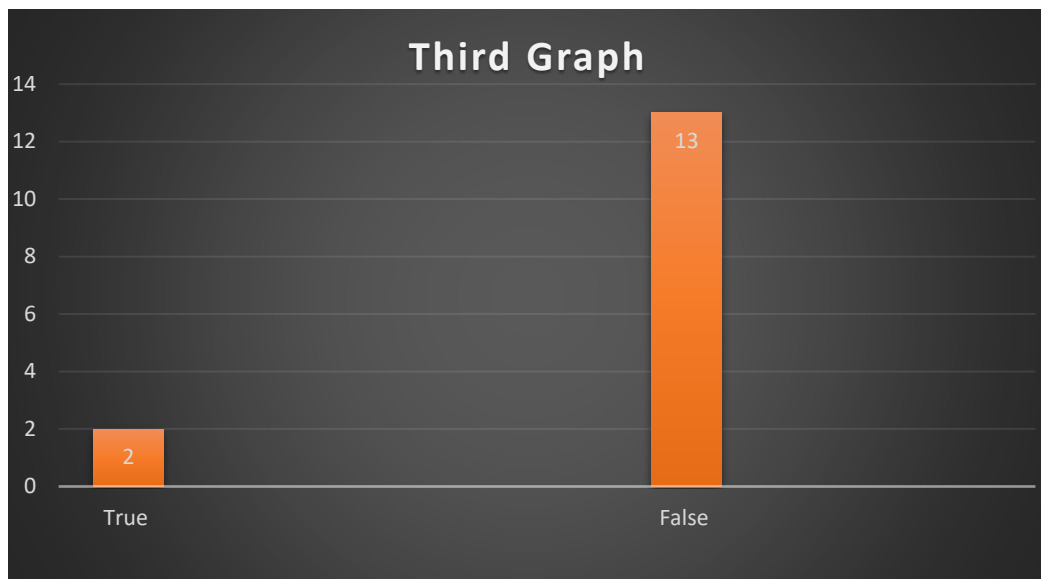
1	3 students
2	0 students
3	5 students
4	6 students
5	1 student



Most of the students find Moodle helpful for their studies but there are also some students that don't find it helpful at all or maybe there's a chance they don't know how to use it properly.

➤ Is Moodle only used by students?

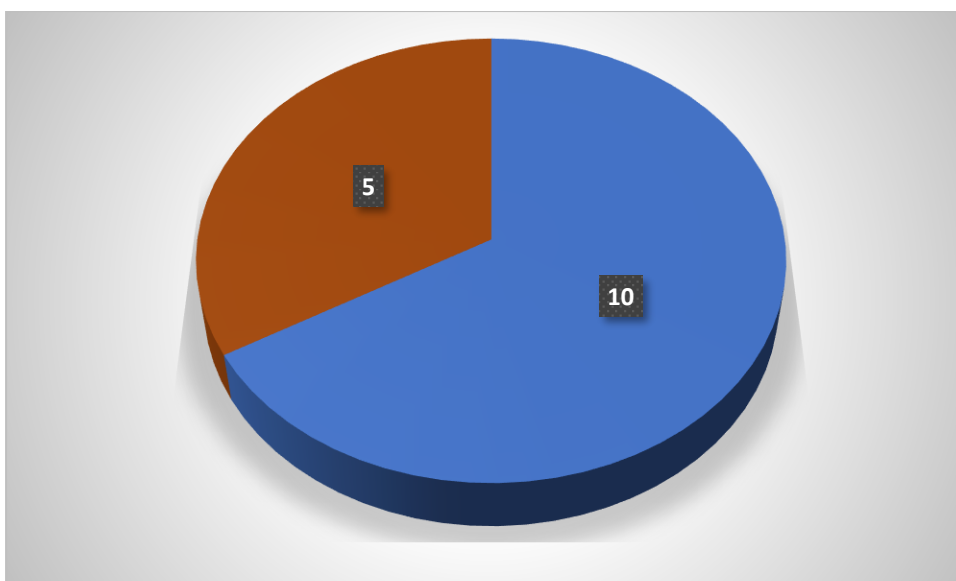
TRUE	13	FALSE	2
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Yes, Moodle is also used for lecturers as well so they can upload everything we need to know for about our assessments or about what we did in class so we can have a look if we are struggling. But there are some students that don't know that.

➤ What do you find interesting about Moodle?

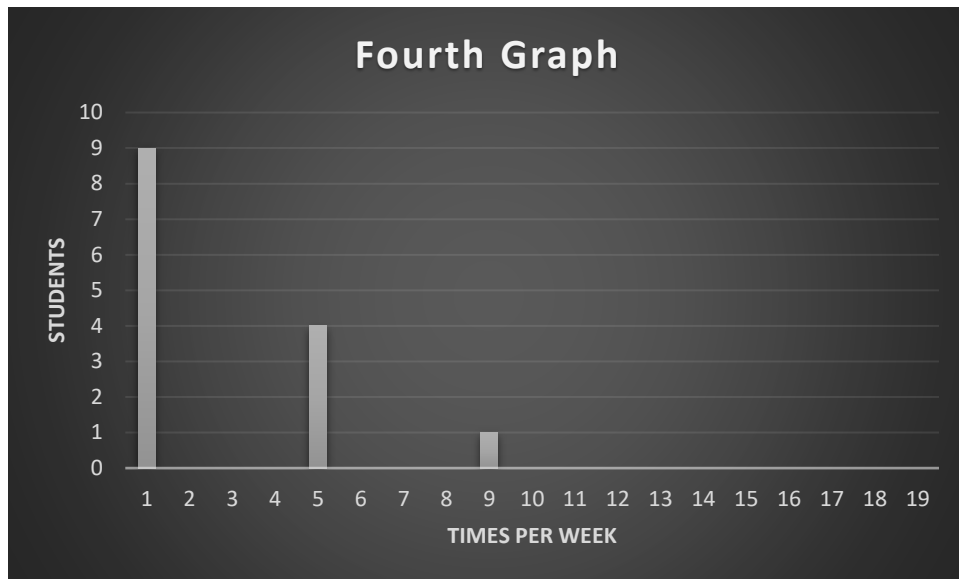
Answered	10	Not answered	5
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For this question only 10 students answered and as I can see from their answers they are not that satisfied with Moodle because even if they know how to use it there are still some confusions while using the app or the website.

➤ How many times per week do you have access to Moodle?

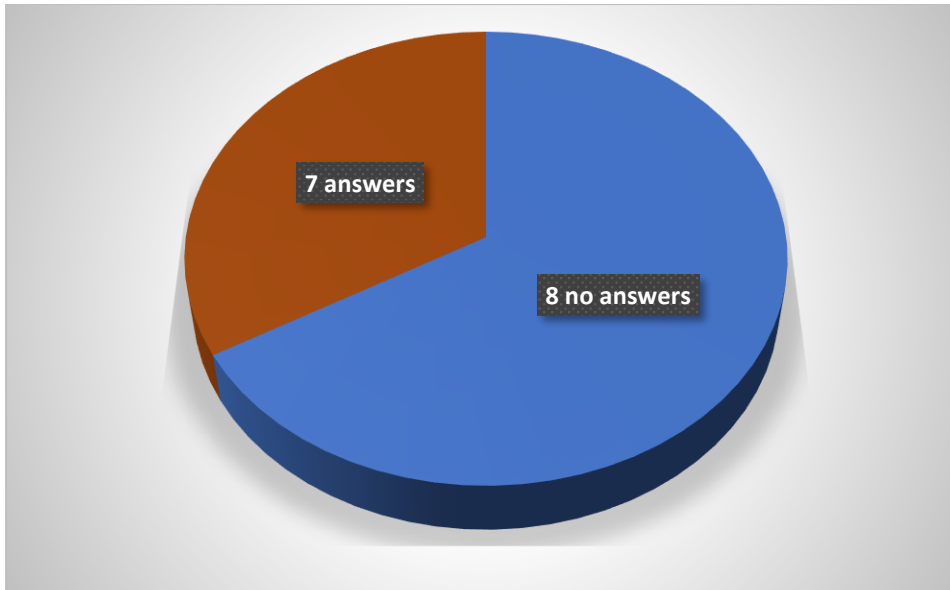
1 to 3	9
4 to 6	4
7 to 10	1
11 to 13	0
14 to 16	0



Students do not really have access on Moodle more than 2 times per week and as I have discussed with some of my classmates most of them only use it to track their attendance. But as we can see there are some other students that really enjoy accessing Moodle.

➤ What features in your opinion will help improve Moodle and why?

7 answers	8 not answered
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On this question most of the students did not reply. But the students that replied did not suggest anything interesting, the most common answer was to make it easier for students to use it, but without suggesting anything that will help the university change it.

8. Conclusion:

As we can see most of the students are aware of what is the virtual learning and how to have access to it. There are still a lot of people that are not aware how to use it because of their age or because their English is not perfect and many more reasons.

9. References

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10. Appendices:

In-Class exercise: Questionnaire Design

Student Name: Sindi Shukulli Student ID: 2129224

Module Name: Digital Skills and Research Methods (SFTW) Group: 1

Aim: This exercise is aimed to help you in your questionnaire design. Please note, you need to use this questionnaire to conduct a survey which is also one of the important parts of your research report. You will also need to attach this questionnaire to your final report.

Please write down your questions that you are going to use for your primary data collection. Try to have different types of questions such as open-ended questions and close-ended questions like (YES/NO) question (s), multiple choice question(s) and Likert-scale question (s). All together you need to make **5-8 questions** of different types for data collection.

Question 1:

Do you use Moodle?

Question 2:

Do you find Moodle helpful? (rate on scale 1 as not helpful at all and 5 very helpful)

1	2	3	4	5
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YES		NO	
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Question 3:

Is Moodle used by students only?

TRUE		FALSE	
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Question 4:

What do you find interesting about Moodle?

[illegible]

Question 5:

How many times per week do you have access to Moodle?

- ☐ 1-3
- ☐ 4-6
- ☐ 7-10
- ☐ 11-13
- ☐ 14-16

Question 6:

What features in your opinion will help improve Moodle and why?