

Impact of Virtual Learning Environment (VLE) –Moodle on students' learning experience in the University of Wales Trinity Saint David London

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Module Title : Digital Skills and Research Methods

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Impact of Virtual Learning Environment

1. Abstract

This report targets 15 students in the course [Digital Skills and Research Methods at an UWTSD](#).

Each of them received a questionnaire consisting of 10 open-ended questions, with open and closed options. The survey aims to investigate the report of the virtual study on the Moodle learning platform on each and its impact.

The purpose of this questionnaire is to balance the positive and negative impact on VLE in students' lives.

2. Introduction

The Virtual Learning Environment has changed the face of learning in schools and universities in the past 10 years. While its introduction to the higher-education level has been thought to bring advantages to the learning experience of the student, research studies are needed to quantify the satisfaction of students with this new learning style. This report aims to describe and assess the level of student satisfaction with the Virtual Learning Environment, namely the Moodle platform, at the UWTSD University. The report summarizes the rationale of the study, the objectives of the research, a literature review of the impact of Virtual Learning Environments in universities and a description of the research methodologies applied to this study. To assess the satisfaction and effectiveness of Moodle, a questionnaire was designed and filled up by a sample of students from the UWTSD University. The survey responses were gathered and statistically analyzed using Excel graphs and diagrams, from which conclusion can be drawn about what students enjoy and the drawbacks that they find while using the Virtual Learning Platform. It is concluded that most of the students find Moodle as an accessible resource that they use daily, which could be improved by creating a clearer organization of the platform.

3. Rationale

The Virtual Learning Environment (Moodle) is an important academic tool and is a good way of communication between students and lecturers. Student feedback is a valuable resource to improve the learning experience of students in universities, including the Moodle platform. The rationale behind the present research study is to improve the Virtual Learning Experience and to keep it updated to the needs of its main users (namely, the students).

4 Research Objectives

The research objectives of this study are to find out the main advantages that the students find while using the Virtual Learning Environment (Moodle) and the opportunities in which it could be improved. From these, the overall level of satisfaction of the students when using the virtual platform will be inferred.

4. Literature Review

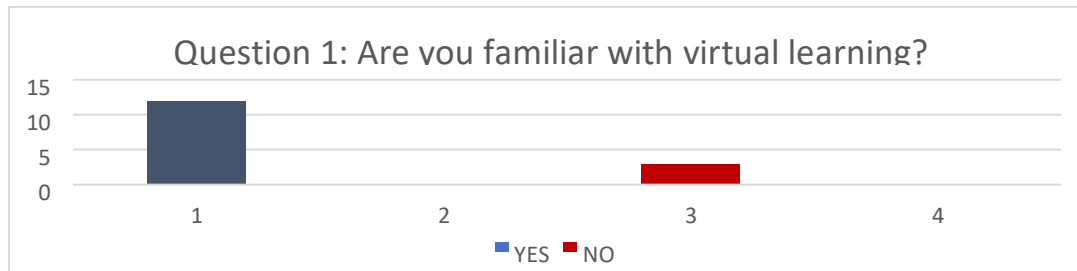
There have been a number of research studies in the past decade to assess the impact of the Virtual Learning Environment on the students' overall learning experience. The review of the literature presented here highlights the context and development of VLEs that encourage teaching and learning. We will consider the general positive and then negative parts of the VLE. In the last section will examine the specific impacts of VLE on independent style learning and in enhancing student motivation.

In terms of positive aspects of VLE, there have been a number of studies that tried to create a general picture of what benefits VLE brings to the student experience. In a study by Scardamalia & Bereiter, 1996, upper-grade elementary students in West Virginia, USA, have used a virtual software that facilitates the interaction between teachers and students. The software's aim was to improve students analytical skills. Results showed that students using the virtual learning environment have performed better in standardized tests in various important topics in their curriculum (e.g., reading, vocabulary). It could also be observed that more in depth qualities, such as the ability to think independently were also improved while using the software. The research study concludes that VLE is crucial to maximizing students progressive and critical thinking. The 1996 study by Scardamalia & Bereiter is only one of the seven studies done to assess the impact of VLE across West Virginia; the overall outcome of these studies was that students have benefited from computer assisted instructions, software simulations and new collaborative technologies, with improved results in standardised tests and national tests (Schater, 1999).

When assessing the negative impacts, the studies by Crook, (2000); Seabolt & Arends, (2000) and Muirhead, (2001) are worthy of mentioning. The general opinion in these studies is that the virtual software and computer-generated instructions impede the students from having the social interactions they need to develop. A 2001 study by Piccoli & Ives compared a traditional classroom learning environment with a virtual learning classroom. The findings suggest that there are no significant differences between the two classrooms. Another opinion by Klotz (2002) has been stated that students who learn virtually lack the advantages of face-to-face interactions and dialogue. The sense of community for the students in virtual learning environments has also been doubted.

7. Findings and Analysis

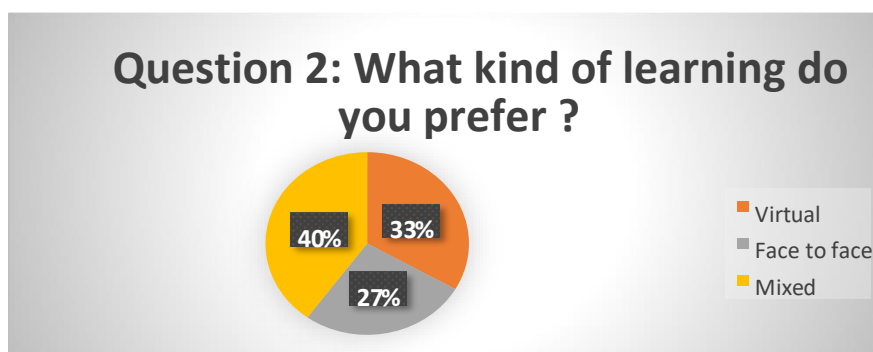
The present study shows the results of the questionnaire survey. Each question from the questionnaire was analysed in detail using pie charts or histograms.



a) Question 1 “Are you familiar with virtual learning?”

Analysis:

The results obtained on the first question show that the most of the students are familiar with a Virtual Learning platform (Moodle). We can infer that the information given by the University in the induction process was effectively received by the students taking the Digital Skills and Research Methodology module.

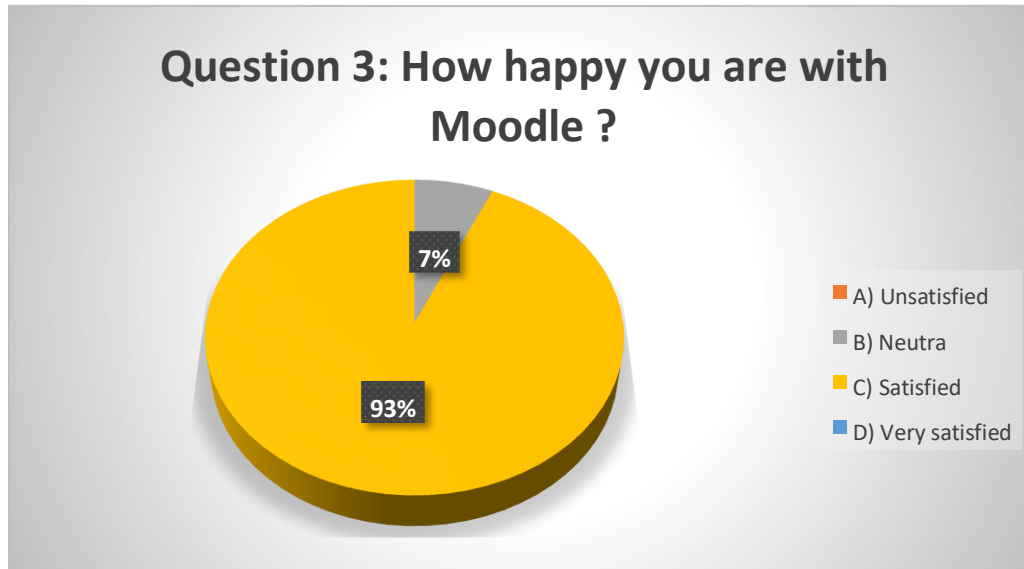


b) Question 2 “What kind of learning do you prefer ? ”

Analysis :

The questionnaire show that the face to face learning is appreciated by 27 percent of the 15 students and is at a disadvantage compared to the Virtual Learning one that 40 percent of student prefer it.

The remaining 33 percent of those target prefer the combination of the two ways.



c) Question 3 “How happy you are with Moodle ?

Analysis :

To the third question, regarding the satisfaction that student have regarding the Moodle study platform, 93 percent of those surveyed found it satisfactory and the remaining 7 percent were neutral from where we conclude that the platform is satisfactory for our target.

d) Question 4 : Do you think Moodle is is good for your study?

Analysis

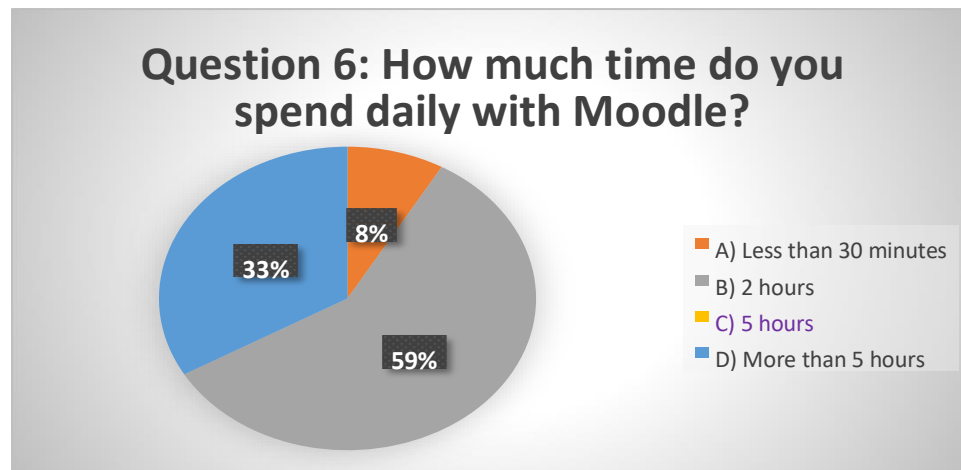
To this closed question (Yes|No), fifteen out of fifteen students answered yes to this question. Wich without a doubt can only mean that students find Moodle good for study .

e) Question 5: How easily you can navigate on Moodle or on the Library on a scale from 1 to 10 ?

Vote for Moodle

Number of Students

5	6	7	8	9
1	2	3	8	1



f) **Question 6:** “How much time do you spend daily with Moodle?”

Analysis: with the help of question number six, it was discovered that no one spend five hours on the study platform. The most of students, fifty-nine percent, spend more thentwo hours a day on Moodle.

Thirty-three percet respectively navigatedmore than 5 hours a day here. The minority of eight percent of southernes browse the platform for less than thirtyminutes a day.

Question 7 :”Please describe some benefits from the VLE

- acces to the informationanytime
acces a lots of documents
- it has easy acces , I can login to it on m travel in my bed and anytime anywhere I like
- quick access
- no travel expenses
- time convenience
- comfortable
- sometimes conveniente because of cold weather

g) **Question 8:** "Would you recommend Moodle to another student?"

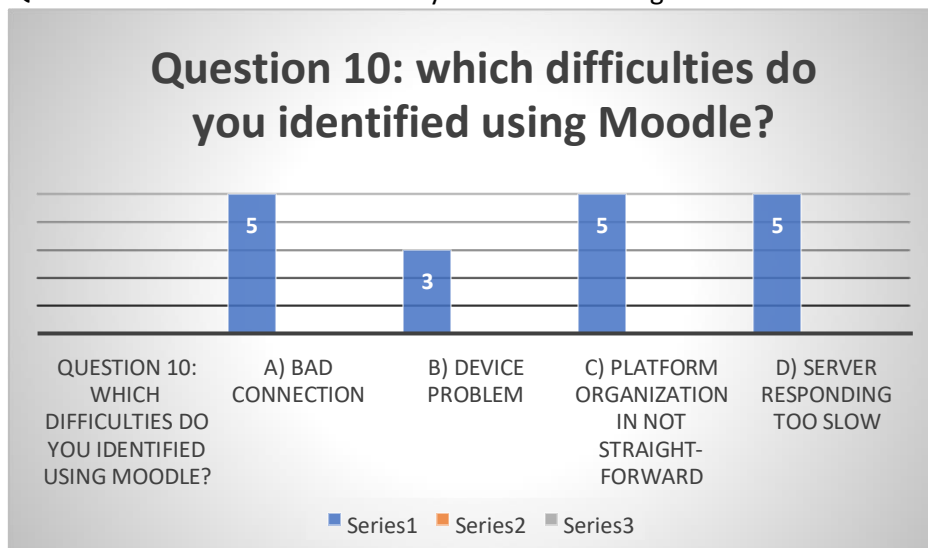
Analysis :

All fifteen people answered "Yes".

h) **Question 9:** "What are 3 things that are valuable to you when assessing a virtual learning platform?" The most common answered was :

- easy access
- moodle
- many information

i) **Question 10:** "Which difficulties do you identified using Moodle?"



8. Research Methodology

Data classification

Qualitative Data refers to data mainly comprising descriptions gathered through observations, which cannot be expressed by numbers. Quantitative Data refers to data that can be described through numbers and diagrams (McLeod, 2019). The questionnaire survey used comprises both qualitative data (e.g., open-ended questions) and quantitative data (e.g., Yes/No questions and multiple choice questions).

Gathering the data

The questions were designed by the author of this report to assess the preferred type of learning, the time spent by students on Moodle, the level of comprehension with using the virtual platform or the difficulties encountered when learning from the Moodle platform. The data were collected from the students of the Digital Skills and Research Methodology module from UWTSU University. There were 15 students (sample size N= 15) who filled in the survey.

Analysing the data

Each close-ended and multiple choice question from the questionnaire was analysed using Excel. The results were presented either as a pie chart, or as a histogram.

10. Conclusion

The report presents the results of a research study conducted on the level of satisfaction and accessibility of the Moodle platform as assessed by the students from UWTSD University. The report presents an introduction to the research study, followed by a summary of the rationale of the study, the objectives of the research, a literature review of the impact of Virtual Learning Environments in universities and a description of the research methodologies applied to this study. The findings suggest that the Virtual Learning Environment has been an important platform for students: it is found to be an easily accessible and straight-forward learning platform by a majority of students. Students from the UWTSD University responded to a questionnaire survey with open-ended and close-ended questions, designed to assess how happy students are while using the Moodle platform. The data gathered comprises both qualitative and quantitative data that has been used to draw conclusion about the usefulness of the Virtual Learning Environment in this university. The findings show that the main values considered by students in order to assess the Moodle platform are: the easy access, the easy content and the platform organization. These values help us identify the main features to be improved and to be taken into consideration when changes to the Moodle platform are envisaged. The main drawbacks identified are the bad connection, the platform organization and the response time from the server.

11. Appendices: Questionnaire

Results on the questionnaire about the impact of virtual learning environment on the student of UWTSD London

Question 1: Are you familiar with virtual learning ?			
YES		NO	
12		3	

Question 2: What kind of learning do you prefer:	
Virtual	5



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Face to face	4
Mixed	6

Question 3: How happy you are with Moodle ?	
A) Unsatisfied	
B) Neutra	1
C) Satisfied	14
D) Very satisfied	

Question 4: Do you think Moodle is is good for your study?		
YES		No
15		0

Question 5: How easily you can navigate on Moodle or on the Library on a scale from 1 to 10 ?

Vote	5	6	7	8	9
Student	1	2	3	8	1

Question 6: How much time do you spend daily with Moodle?	
A) Less than 30 minutes	1
B) 2 hours	7
C) 5 hours	
D) More than 5 hours	4

Question 7: Please describe some benefits from the virtual learning.
acces t lots of documents



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access to the information anytime
"it has easy access, I can login to it on my travel in my bed and anytime anywhere I like"
quick access
no travel expenses
time convenience
comfortable
sometimes convenient because of cold weather

Question 8: Would you recommend moodle to another student?							
YES			No				
15			0				

Question 9: What are 3 things that are valuable to you when assessing a virtual learning platform?

easy access	3
good connection	1
easy to use	1
library	3
moodle	1
email	1
information	1
materials	1
don't know	1
easy content	3



many information	1
organized platform	3
right devive	1
very educative	1
time	1
comfortability	2
more live event for study	1
don t spend with trans	1
I am not sure	

Question 10: which difficulties do you identified using Moodle?		
A) Bad connection	5	
B) Device problem	3	
C) Platform organization in not straight-forward	5	
D) Server responding too slow	5	

8 Refereces :

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- Google translate :
- <https://www.google.com/search?q=traduttore&oq=trad&aqs=chrome.0.0j69i57j0l8.2252j0j15&sourceid=chrome&ie=UTF-8> Accesed 04.05.2021

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