

UNIVERSITY OF WALES TRINITY SAINT DAVID

Impact of Virtual Learning Environment (VLE) on students' learning experience

Module: Digital skills and research methods

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Table of Contents

Introduction:	3
Literature review:.....	3
Research methodology:	4
Quantitative and qualitative data collection methods	4
Primary data analysis	5
Secondary data analysis.....	5
Question 1:.....	6
Question 2:.....	7
Question 3:.....	8
Question 4:.....	9
Question 5:.....	10
Conclusion:.....	11
Appendix:	12
References:	13

Introduction:

In education, the Virtual Learning Environment (VLE) is very commonly used. It also allows access to study materials and quick communication. This report examines a survey by collecting primary data by a group of students at the University of Wales Trinity St David on the use of the Virtual Learning Environment (Moodle). The virtual learning environment is a web-based software system to facilitate student learning. Students using VLE can self-control and choose the time they study to make comments in support of their learning. Access to VLE can influence students' performance, motivate them, and enable them to be independent. This system affects both students and teachers and parents (Wood, 2014).

Literature review:

In this section of the report we will look at how the idea and development of VLE came about. We will look at the positive and negative sides of using VLE. Distance learning courses existed long before the advent of the Internet, so-called transcript writing. Distance learning courses existed long before the advent of the Internet, the so-called transcript writing. The first online announcement systems appeared in 1970. In the 1980s, many households had a computer and could be trained on certain topics. In 2000, the business began offering training and qualification to its employees. Regardless of how well structured a VLE is, there will always be a difference in how diverse students use the resource. In a study of 209 students at Coventry University, it was found that 57% of the students read learning materials, 52% downloaded learning materials but only 14% accessed external web pages (Bromage, 2003). This implies that students tend to look at VLE resources simply as online versions of lecture notes rather than as a source of additional information to further their understanding. Mimirinis and Bhattacharya (2007) also note the challenge of designing a VLE for deep learning. Von Konsky et al. (2009) report that uploading audio recordings of lectures to the VLE does not impact on lecture attendance and students who attended lectures and listened to online recordings tend to perform better. The positive impact of multimedia educational content is also indirectly reported by Issa et al. (1999) and Porta et al. (2008). The more general question of the link between VLE use and academic performance has received less direct attention. Maltby and Mackie (2009) analysed links between academic performance and VLE "click count tracking data" in a group of Business School

undergraduates. The introduction of the VLE was found to have mixed effects. Lee et al. (2009) observed a clear positive correlation between VLE use and academic performance in the study of Japanese language. Similar results were reported in psychology (Beaman and Harvey, 2005) and medicine (Johnson, 2008).

The benefits to students who use VLE are great. They can learn and acquire skills and knowledge at any time without having to travel, engaging in the presence of lectures. Accordingly, it may be legally certified. The database is accessible 24/7. It is not limited in time, such as university office hours or lectures.

The negatives I can mention because of the software used can be a little expensive. Lack of training can be a problem in use. Reduces the possibility of face-to-face communication, live meetings, comments and discussions with colleges of teachers. Social life.

Research methodology:

Quantitative and qualitative data collection methods

Qualitative data collection methods play an important role in impact assessment, providing information useful for understanding the processes behind the observed results. Regardless of the types of data, collecting data in a qualitative survey takes a long time. The researcher should record any potentially useful data sequentially, accurately and systematically, using field notes, sketches, audiotapes, photographs and other appropriate means. Data collection methods must respect ethical research principles.

Quantitative data is numerical data and collection methods are based on random sampling and structured data collection tools that allow for diverse experience in predetermined response categories. The results are easily compared and summarized. Depending on the research question, participants may be assigned at random.

Questionnaires are often used for quality data collection. Content questions are specifically selected and aim to gather detailed information from participants. Simple data collection used to collect responses from a larger population or large sample size.

The questionnaire was made by me and distributed in a random class study by the university. In my research I used a questionnaire method. I choose 10 random questionnaires, each with 10 questions. Using Excel, I will graphically present the results of my research. These will be previews for ease of understanding. I did not use the experimental method in my research because it is not appropriate for this topic. All inquiries are anonymous and students are informed that these questionnaires will be used for my writing work. The preparation and collection of any data complies with all ethical standards regarding data collection.

Primary data analysis

Primary data are data collected by the researcher for specific purposes and topic. This can be done through an interview, experiment or questionnaire. The data process is about gathering information. The advantage here is that we can choose the questions ourselves to gather our necessary information. In addition, the primary data is up-to-date and can better give a realistic view of the researcher on the topic under discussion. The disadvantage of the primary data is that it takes a long time to collect and then has to be sorted, analyzed, if the data is lost, the information and results will not be complete. This can be a little costly if you need to hire additional people and resources about the survey (Butlion, 2019)

Secondary data analysis

Secondary data is the collection of data from other people not related to the survey. The information may have been previously collected in the past in written or electronic form. This data is already collected for other purpose. These data can be located quickly and inexpensively. Secondary data are classified according to their source - internal or external. Insider data or insider data is secondary information obtained within the organization where the research is carried out. External secondary data were obtained from external sources. The use of secondary data has various advantages and disadvantages. Secondary data is cheaper and faster to access, save time and money. In the secondary data, many official sources can be used such as Mintel, National Statistics, FAME (Moodle, 2019). Data collected by other people may not be responsible for our topic. Or, over time, the information collected in the past has changed and does not correspond to reality. Most of the secondary database contains quantitative data. This is information that consists of

studied objects. The characteristics of a cotio are described with variable value and have different possible values.

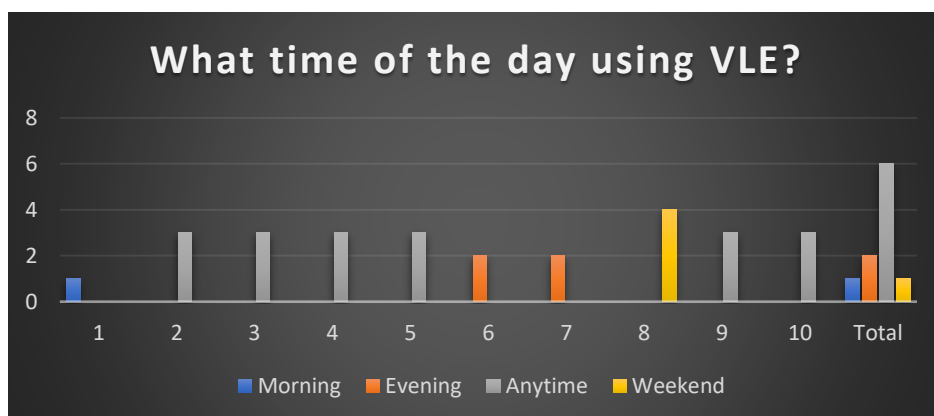
The advantage of collecting your own data is that the research project and data collection strategy can be tailored to the research question, which ensures that the research is consistent and that the information collected really helps solve the problem. The disadvantage of own data collection is that it takes a lot of time and a lot of money (Hox and Boeije,2005).

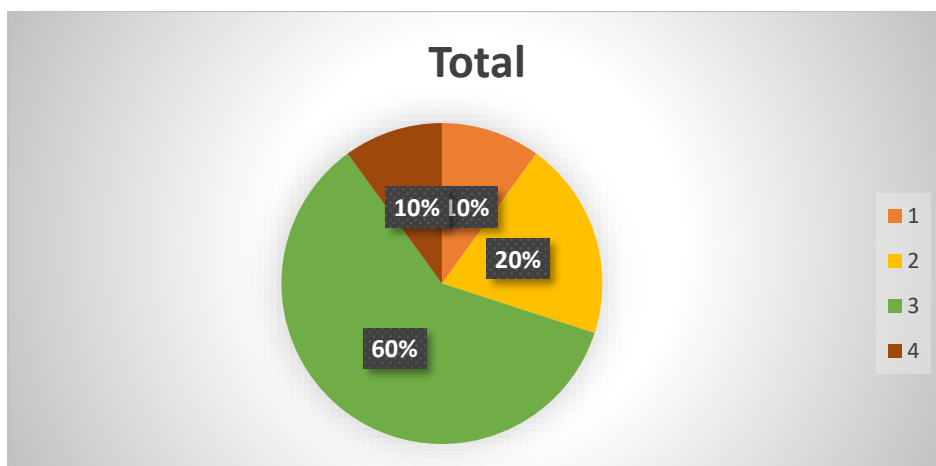
Question 1:

What time of the day using VLE?

What time of the day using VLE?

Case	Morning	Evening	Anytime	Weekend
1	1			
2			3	
3			3	
4			3	
5			3	
6		2		
7		2		
8				4
9			3	
10			3	
Total	1	2	6	1



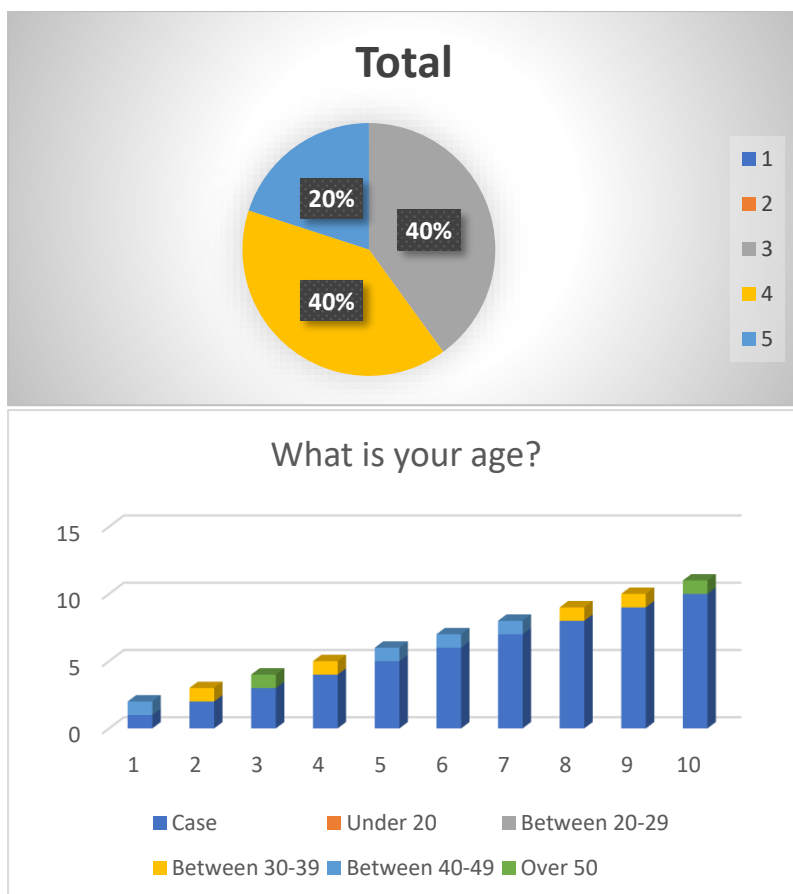


In this particular question, we can see that 60% of 100% use VLE at anytime. This means that VLE is a really convenient training platform that is internet-only and accessible 24/7.

Question 2:

What is your age?

What is your age?					
Case	Under 20	Between 20-29	Between 30-39	Between 40-49	Over 50
1				1	
2			1		
3					1
4			1		
5				1	
6				1	
7				1	
8			1		
9			1		
10					1
Total			4	4	2



This research shows that the interface is accessible for all ages, no special training is needed for free access to the VLE. It just takes a little desire and time, interest to click and explore what options Moodle has to offer.

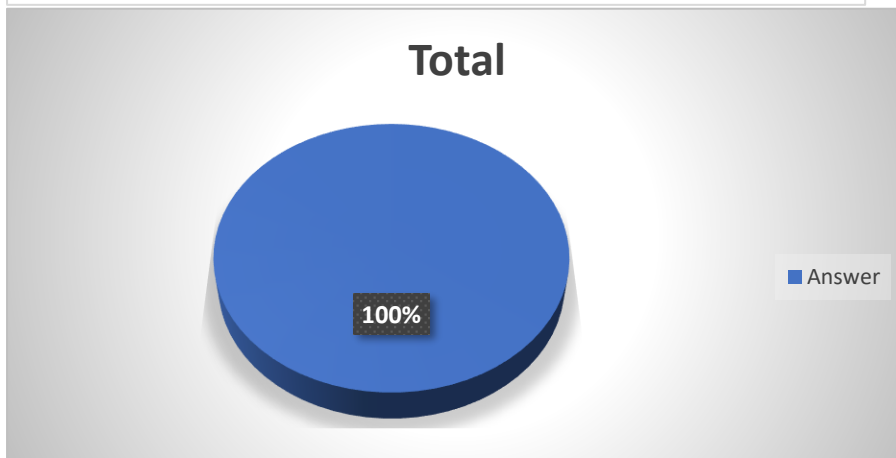
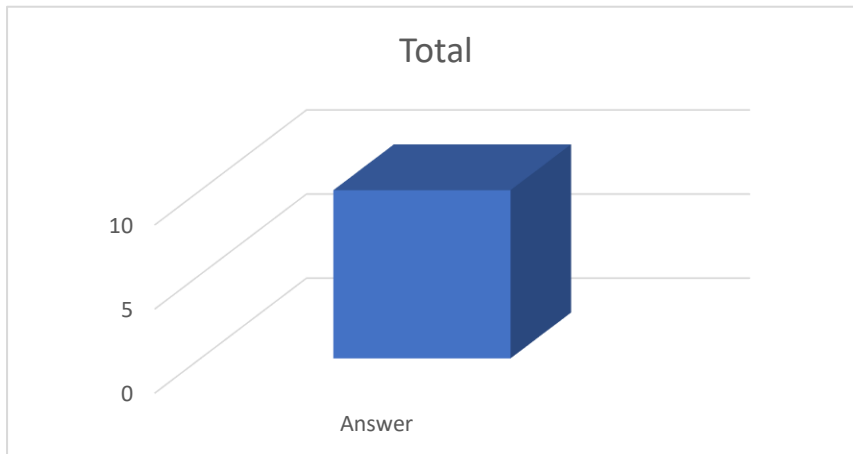
Question 3:

Is it easy to get access to the VLE?

Is it easy to get access to the VLE?		
Case	Answer	
1	1	
2	1	
3	1	
4	1	
5	1	
6	1	
7	1	
8	1	
9	1	
10	1	
Total		10

Yes=1

No=2



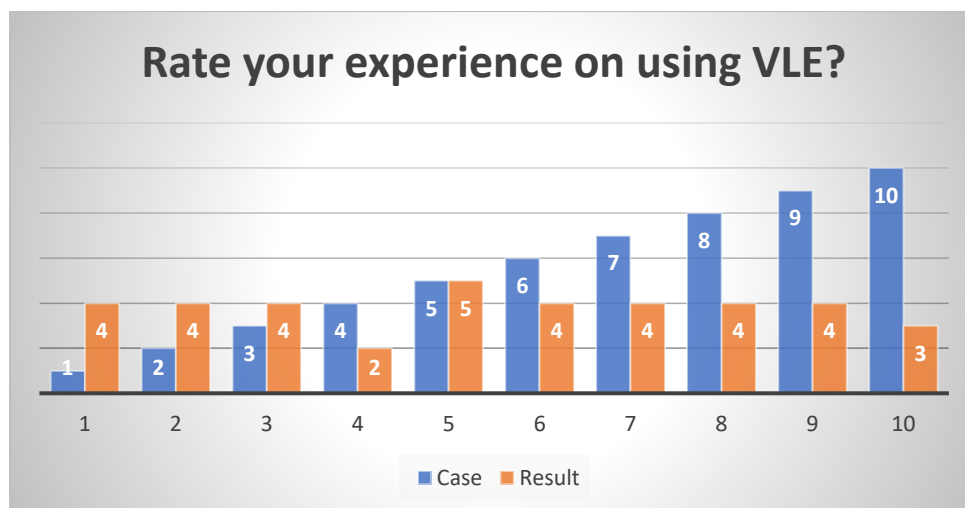
As you can see from the result, which cannot be disputed, there is nothing complicated about accessing a VLE. In most cases, a username and password are required. Also internet access.

Question 4:

Rate your experience on using VLE?

Case	Result
1	4
2	4
3	4
4	2
5	5
6	4
7	4
8	4
9	4
10	3

Very poor = 1
 Poor = 2
 N poor N
 good = 3
 Good = 4
 Excellent = 5



This study suggests that students who consider this questionnaire are satisfied and have achieved the necessary results and research using VLE. Also, all participants in the study had access to and had relevant experience.

Question 5:

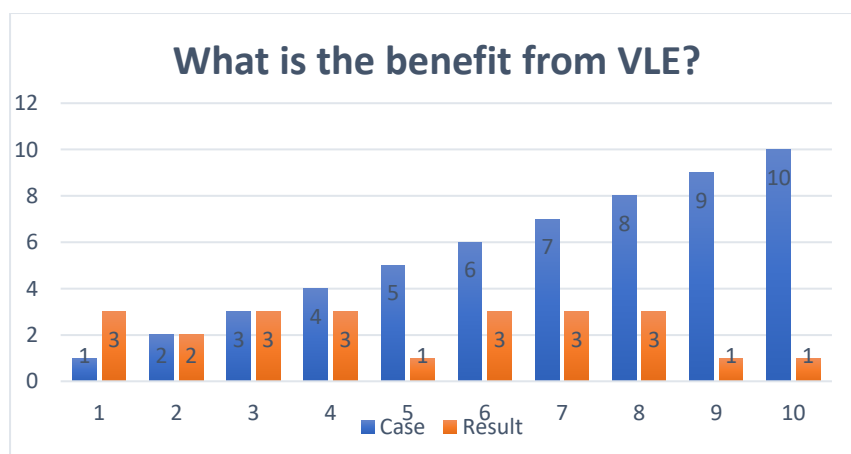
What is the benefit of from VLE?

What is the benefit from VLE?										
Case	1	2	3	4	5	6	7	8	9	10
Result	3	2	3	3	1	3	3	3	1	1

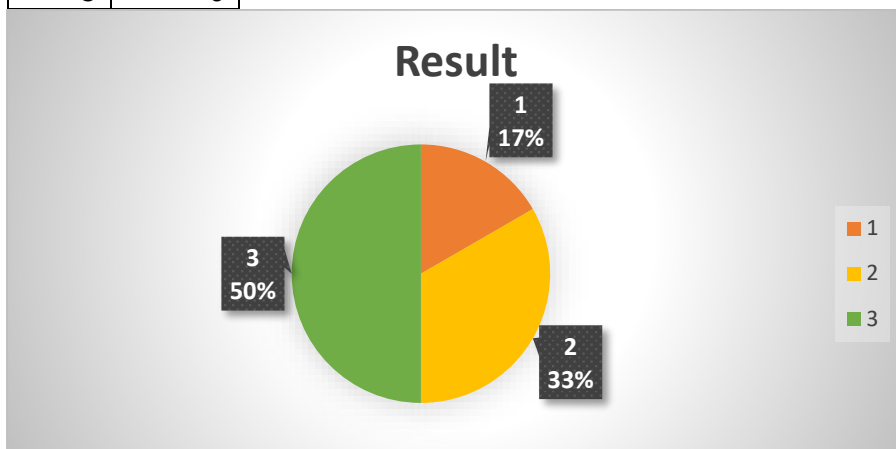
No comment=1

Not happy=2

Happy=3



Result	Total
1	3
2	1
3	6



Conclusion:

The main findings of this study suggest that VLE plays a role in student learning. The main findings of this study suggest that VLE plays a role in student learning. Helps students find additional information shared by teachers, easy to access 24/7. Fast and easy upload of exam papers and feedback accordingly. Certainly, in the future, this type of training will fit in more and will be very competitive with continuous training. The questionnaire aims to understand the quality or quantity of a particular object.

Appendix:

In-Class exercise: Questionnaire Design

Student Name: Anita Dimitrova Student ID: 1817350
Module Name: Digital Skills and Research Methods Term 2 Group: 2

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: Is it easy to get access to the VLE?
a) Yes b) No

Question 2: How often do you access to the VLE?
a) Daily
b) Once a week
c) Less than ones a week

Question 3: Do you prefer from VLE?
a) Yes b) No

Question 4: What time of the day using VLE?
a) Morning c) Any time
b) Evening d) Weekend

Question 5: How satisfied are you about VLE?
1 2 3 4 5

Question 6: What is your age?
a) under 20 c) between 30-40
b) between 20-30 d) between 40-50
e) over 50

Question 7: What is the benefit from VLE?

Question 8: Rate your experience on using VLE?
a) very poor c) neither poor nor good
b) poor d) good
e) excellent

Question 9: Do you think information in VLE is quality?
a) yes
b) maybe
c) No

Question 10: Do you want something to be changed?

Further questions, please list your questions below.

References:

Wood, M. (2014) [Online] *Virtual Learning Environment (VLE)*

Available from: <https://www.youtube.com/watch?v=hltvryZ-Llc> (Accessed: 31 December 2019)

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