

University of Wales
Trinity Saint David

Impact of
Virtual Learning Environment-Moodle

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Executive Summary

This research report will discuss the impact that online learning has had over the students at the University of Wales Trinity Saint David London Campus.

The report will focus of both the negative and positive sides of online teaching and the way it has influenced student teaching.

Key finding:

- Students have noted that online courses have offered them much more flexibility.
- Students noted that they are missing the social life and interactions, interacting with the lecturers as well as with their peers.
- Information is passed around much faster due to the technology used (Microsoft Teams, Moodle)
- Technology is fickle so communication issues may arise.
- Students can easily get distracted as attention can be split in different directions during online classes.

The information in this report has been collected from primary and secondary data collection tools.

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2. Introduction

Education has traditionally been conducted in the classroom. Due to the spread of Covid-19 all schools were closed back in April and school has been conducted online.

Like all the other universities the London Campus of UWTSD has closed and all classes were switched to the online realm with the use of Microsoft Teams and Moodle.

The change was welcomed in a time of uncertainty and with the close of the school term I am going to look at how the changes have affected the students of the university.

In this respect I am going to use both primary and secondary data collection tools.

As secondary data I have looked at specialist opinions, government statistics as well as media channels (journals, newspapers)

The subject of this paper has been heavily debated in social media as opinions on online teaching are heavily divided with some people seeing the benefits while other are seeing only the downside of this process.

As primary data I have created a questionnaire and a survey among students which will hopefully show what the students are currently experiencing, feeling and obtain some feedback on the entire process.

3. Key Findings

3.1 Statistics

As mentioned in the summary we have discovered in our research that students have enjoyed the flexibility that the online classed has granted them.

Teaching in a classroom means you have a fixed schedule that you need to follow. Your physical presence is needed and there is little room for change.

Online classes have given students the ability to move around while also studying. This is one of the greatest advantages of having an online course. You could be visiting your parents in a different town and still be able to attend your courses.

Despite these current surveys show that students are growing more and more dissatisfied with online courses.

This is mainly because some degrees require a lot of classroom practice and due to the fact that the students feel the quality of the teaching is not as good.

In this respect we take a look at the finding of The Higher Education Policy Institute.

According to a survey conducted by them on the *'Students' views on the impact of Coronavirus on their higher education experience'*¹

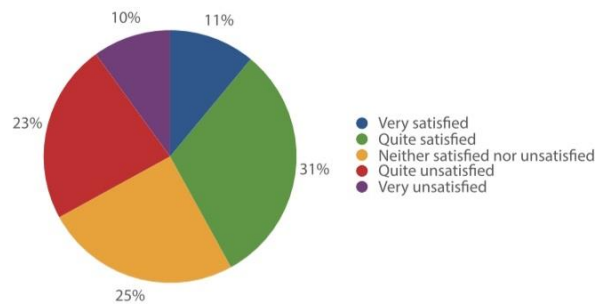
¹ Students' views on the impact of Coronavirus on their higher education experience Rachel Hewitt, HEPI Director of Policy and Advocacy https://www.hepi.ac.uk/wp-content/uploads/2020/06/HEPI-Policy-Note-24_Coronavirus_FINAL.pdf

The institute discovered that most students are happy with the way their university has communicated with them during the Covid-19 crisis.

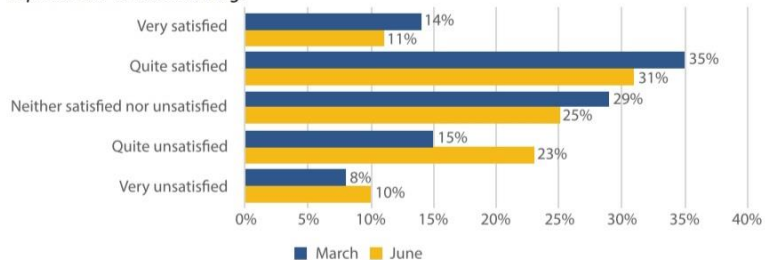
Here are some of the results from the survey:

- *nearly half of students feel they have received clear communications about the next academic year from their higher education institution – 10% say the communications about next year have been ‘very clear’ and 33% ‘quite clear’;*
- *the majority of students are satisfied with the way their higher education institution has handled their remaining assessments for this academic year – 20% say they are ‘very satisfied’ and 43% say they are ‘quite satisfied’;*
- *fewer students are satisfied with the online learning that has replaced face-to-face teaching than they were in March – 42% are either ‘very satisfied’ or ‘quite satisfied’, compared to 49% in March.ⁱ*
- *just over half of students (57%) are living away from their usual term-time residence and a third (30%) of all students say they have received a refund on accommodation costs or early release from a contract*

How satisfied are you with the online learning your higher education institution has put in place to replace face-to-face learning?



How satisfied are you with the online learning your higher education institution has put in place to replace face-to-face learning?



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3.2 Questionnaire

In order to better assess how the switch to online has affected the students I have created the following questionnaire:

Students satisfaction questionnaire about online teaching.

1. What kind of studies are you currently undertaking?
 - a. Undergraduate
 - b. Graduate
 - c. Masters
 - d. PhD

2. Has your university moved all courses online?
 - a. Yes
 - b. No

3. What video conferencing app is your University using?
 - a. Zoom
 - b. Skype
 - c. Google Meets
 - d. Microsoft Team

4. Can you please describe the best and worst feature of the app that you are currently using based on your previous answer?

5. How satisfied are you taking online classes?
 - a. Very Satisfied
 - b. Satisfied
 - c. Somewhat satisfied
 - d. Not Satisfied

6. Based on your previous answer please give some positive feedback for online teaching.

7. Based on your previous answer please give some negative feedback for online teaching.

8. Do you feel the quality of teaching has decreased during the Covid-19 pandemic?

- a. Yes
- b. No
- c. Not sure

9. How satisfied are you with the support that the University provided to students?

- a. Very Satisfied
- b. Satisfied
- c. Somewhat satisfied
- d. Not Satisfied

10. Were you satisfied with the way assignments were handled?

- a. Very Satisfied
- b. Satisfied
- c. Somewhat satisfied
- d. Not Satisfied

11. Please provide us with some short feedback of your overall experience.

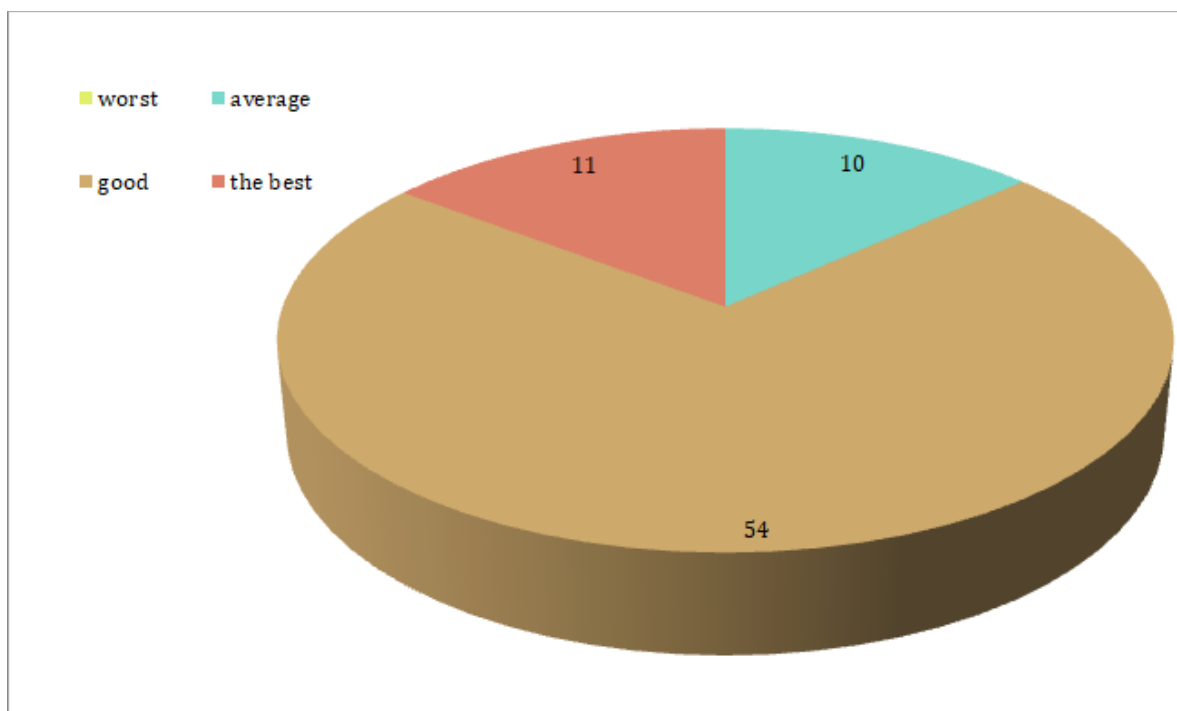
3.3 Survey

University of Wales Trinity Saint David Online Learning

Scale from 1 to 10 with 1-3 being the worst, 4-6 average, 7-9 good and 10 being the best

Did you enjoy online classes?	How useful did you find the online classes?	How difficult was switching from classroom to online learning?	How difficult was it to use Moodle?	How difficult was it to use Microsoft Teams?	On a scale 1 to 10 how likely are you to sign up for an online course?	On a scale 1 to 10 how happy were you with the delivery of content during online classes?
8	8	6	4	8	8	8
7	9	8	7	7	7	7
8	8	9	7	9	9	9
7	7	6	6	8	7	8
10	10	9	10	9	10	10
8	7	8	9	10	9	9
5	7	4	9	10	5	6
8	8	8	6	8	8	8

4	5	8	9	9	4	7
9	10	8	7	7	10	7
10	9	8	8	9	10	8



4. Conclusion

In this report we have presented how a virtual learning environment has affected the students at University of Wales Trinity Saint David.

To support my research, I have used both primary and secondary data collection tools.

We have looked at how all schools have had to switch to online learning and how this has affected both the teachers and the students but also family life.

Several surveys were conducted in the UK and the findings were in a way worrisome. Students are becoming increasingly disheartened with the online environment and worry about the quality of online classes instead of face-to-face teaching.

To support this research, I have created a questionnaire and a survey which were conducted online among fellow colleagues.

Most people that responded confirmed that they are currently happy with the procedures in place and the systems used by the University.

5. References

1. Students' views on the impact of Coronavirus on their higher education experience Rachel Hewitt, HEPI Director of Policy and Advocacy https://www.hepi.ac.uk/wp-content/uploads/2020/06/HEPI-Policy-Note-24_Coronavirus_FINAL.pdf
2. Maund A, Schriek M, Tinkler P K, 2017 'Conducting a Literature Review' Wilson, J. 2013 *Certificate in Higher Education: Skills for the Workplace Student Yearbook*
3. Maund A, Schriek M, Tinkler P K, 2017 'Using secondary Data' Wilson, J. 2013 *Certificate in Higher Education: Skills for the Workplace Student Yearbook*

ⁱ The Higher Education Policy Institute <https://www.hepi.ac.uk/2020/06/30/new-poll-finds-students-want-better-communication-about-the-next-academic-year-but-have-realistic-expectations-of-what-is-to-come/>

ⁱⁱ Students' views on the impact of Coronavirus on their higher education experience Rachel Hewitt, HEPI Director of Policy and Advocacy https://www.hepi.ac.uk/wp-content/uploads/2020/06/HEPI-Policy-Note-24_Coronavirus_FINAL.pdf