# Digital Skills and Research Methods

Report:

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

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# Introduction

In this report I will show the impact of Virtual Learning Environment (VLE) - Moodle on students learning experience at the University of Wales Trinity Saint David London Campus based on quantitative data collection. For getting quantitative data I develop a questioner and give it to my colleagues, collecting the data, analyse it and show the results in this report. The reason of this report is to show impact of VLE on students from my own class include myself. For this report I make a questioner that include 10 questions about VLE Moodle and having the answers I will analyse data and show it in this report. The aims of this report are to: collect data, analyse it and show it in this report. Also is to make a conclusion of this impact and in generally on VLE. But what is a VLE and what is a VLE? A Virtual Learning Environment (VLE) is a web software system that give access for teaching and learning with the use of tools and activities (JISC, 2009a). Students using a VLE can be set a 'task' to complete in class or at their own peacetime location, they can contribute to synchronous and asynchronous discussions to help develop their learning (JISC, 2009b).

# Rationale

The main reason of this research is to make an idea about impact of VLE Moodle on students. To see positive and negative impacts, to analyse and understand why students use it and why not. The strong part of this report will be to show to reader strong and weak sides of this platform. Moodle is a very strong platform and is using by a lot of students and Universities and is not an exception UWTSD. The platform was made to make our life easier. This why a done this research to show the strong and the goodness of this platform on our learning process and life.

# Objectives

- Understand what is a VLE
- Get some knowledge about Moodle
- Collect primary data using questioner
- Collect secondary data by analyse it
- Make graphics and explain it

- Make conclusions

# Literature review

This literature review examines the history and development of virtual learning environments (VLEs) to aid teaching and learning. I will start with the background of VLE and history of it followed by positive and negative impacts.

### *Background of Virtual Learning Environment*

Is not easy to say when we start using VLE, but we exactly know that in 2000 the commercial computer based VLE 'Blackboard' was patented. In 2010 it was use more that in 3700 schools colleges and universities in more than 60 countries.

Moodle, the most popular VLE, was launched in 2001. (Ofsted, 2009). Moodle was created to assist educators in creating online courses with a focus on interaction and collaborative material creation (Ofsted, 2009), and by 2011, it had a user base in 212 countries with 49,365 active sites in over 75 languages (Ofsted, 2011)

### *Positive impacts*

#### *Administration and organisation*

Integrating your VLE and MIS systems can save you a lot of time at the office. User group maintenance and updating can be automated, grades can be stored and obtained directly from the VLE, and registration and behavioural data may be immediately input and accessible via reports.

Staff may easily update data from the VLE using a smartphone or tablet thanks to MIS integration. This information may then be shared with co-workers or parents when needed, and in many cases, in real time. (2022, Titus Learning LTD)

#### *Planning and resource management*

While most kids will have access to the Internet outside of the classroom, the web's vastness can be a mixed blessing. Teachers can still play a vital role as curators of knowledge and resources, giving guidance without being overly prescriptive.

The VLE serves as an ideal repository for cataloguing and distributing materials and connections in a variety of media, guiding students in the proper direction while yet allowing for true investigation.

Creating and storing lesson plans centrally inside the VLE is not only a terrific organisational tool, but it also enables for collaboration and exchange of ideas among colleagues, as well as reducing duplication of work across teachers. (2022, Titus Learning LTD)

### *Assessment and monitoring of students*

Self-marking activities that transfer students' marks straight into the gradebook can make assessment and grading easier within the VLE.

The gradebook becomes an easily accessible and centralised record of students' accomplishment and development when combined with manually entered grades from more complicated assignments or when used offline.

Teachers may use the advanced reporting capabilities offered to track patterns across a cohort of children, finding anomalies and addressing possible problems before they worsen.

Parents can also be given access to their child's grades, allowing them to stay up to date in real time rather than waiting for end-of-term reports. This helps staff and parents to have more informed discussions at face-to-face sessions like parents' evenings. (2022, Titus Learning LTD)

### *Personalised learning*

Your VLE may be used to create diverse learning paths, allowing for completely individualised learning.

Conditional activities, which give alternative options to the learner depending on their performance in prior tasks, can be set up in well-designed courses.

Students with low scores, for example, could be directed to revision materials with the option to retake the quiz later, while those with median scores could be moved to the next unit, and those with exceptional scores could be given additional reading on the topic or a more difficult set of questions. (2022, Titus Learning LTD)

## ***Negative Impacts***

### *Social and emotional interaction*

Web-based training, according to Crook, (2000), Seabolt & Arends, (2000), and Muirhead, (2001), does not allow for the social and emotional contact that occurs in traditional classrooms. Piccoli, Ahmad, and Ives compared classes taught utilising VLEs to traditional teacher-led classes using a longitudinal experimental design in 2001. There were no

significant variations in learning performance between the contexts, according to the researchers.

### *VLE use was broadly limited to use as a work repository*

In a recent study of 86 UK schoolteachers (Read, Coles, Frey, & Littlefield, 2013), it was discovered that VLE use was primarily limited to serving as a work repository, a facility for assigning homework, and sharing sites with students, with only a small percentage of staff using collaborative learning tools. The major reason given was a lack of training time for employees.

# Methodology

The quantitative research was making by using a questioner give to 10 students. All the questionaries were sent by email to the students from the same class. All received data was analysed and work on it in excel. Create graphics and analyse date again, show it in this report.

# Primary Data Analysis

For this research I develop a questioner that include 10 questions, every single question has 1 chose from multiple variants of answer. The questioner was sent by email to 10 students. And next I will show every single question and the responses that I received from my colleagues.  All the data are confidential and protected, and after the research will be deleted.

Question 1: Sex?

This is one of the basic questions, that allow me to see what gender was using for this research. Is an important question to know with who you deal. On this question I have response 50/50, 5 male and 5 female.

Question 2: Is it easy for you to access Moodle from home?

Another very important question that will give us a real precision of what we need. VLE was invented to make our learning process easier, and it can be easy using from everywhere, and from home as well, and this question give as next result 70/20/10. So, 7 students say that is Easy, 2 that Sometimes and 1 that not at all.

Question 3: Do you access Moodle in your free time?

To make a think about using of the VLE I need to know if students use it in their own free time, not just when they need it. And after receiving data I had those 5 students use it very often, 4 few times a month, 1 is using 1 time a month and 0 never.

Question 4: 4) Did Moodle give you an opportunity to learn at any time, any place and to do it independent?

This question shows me how students think and what experience that had about using Moodle everywhere. This question gives me next results:0 - Strongly disagree, 0 – Disagree, 2 - Neither agree or disagree, 3 – Agree, 5 - Strongly agree. This is just for 10 particular students, because opinion here can be very different, because if someone had a bad experience with it will hate it always.

Question 5: Did Moodle have a positive impact on students?

Another important question that shows me how students think about Moodle and the impact on it on students. After receiving questioners back, I have next results: 1 student is Strongly disagreeing with it, 0 Disagree, 4 had a neutral opinion, 2 are agree with it and 3 are strongly agree.

Question 6: Do you thing you can learn without Moodle?

Around this question that is a very good question, that even if we live in 21 Century to learn we didn't need Moodle or the other things like it. On this question students answer like this:

0 are strongly disagree and disagree, 3 are neutral, 2 are agreed with it and 5 are strongly agreed. That show us that more than 50% still think that they can study without a VLE.

Question 7: How you think Moodle make students life easier?

On this question I had next percentages of answers 20% are strongly disagree, 10% are disagree with it,0 have a neutral opinion 0 are agreed and 70% are strongly agreed. That is true, even if students become maybe lazier, and other thinks but anyway it makes students life easier.

Question 8: The variety of pictures, PowerPoints, audio clips, podcast increase motivation to study?

On this question I was surprised because from 10 students all 10 answer that they are strongly agree with it. So, 100% thinks that pictures, power points make learning process easier for students.

Question 9: How you find is easy to find the resources that you need?

On this question I receive a various of answers, that make sense. Everyone is different, for someone is easy to find something for another no so on this question I receive these responses: 2 - Strongly disagree, 1 – Disagree, 2 - Neither agree or disagree, 3 - Agree and 2 - Strongly agree. All this response has in past a real story about something special.

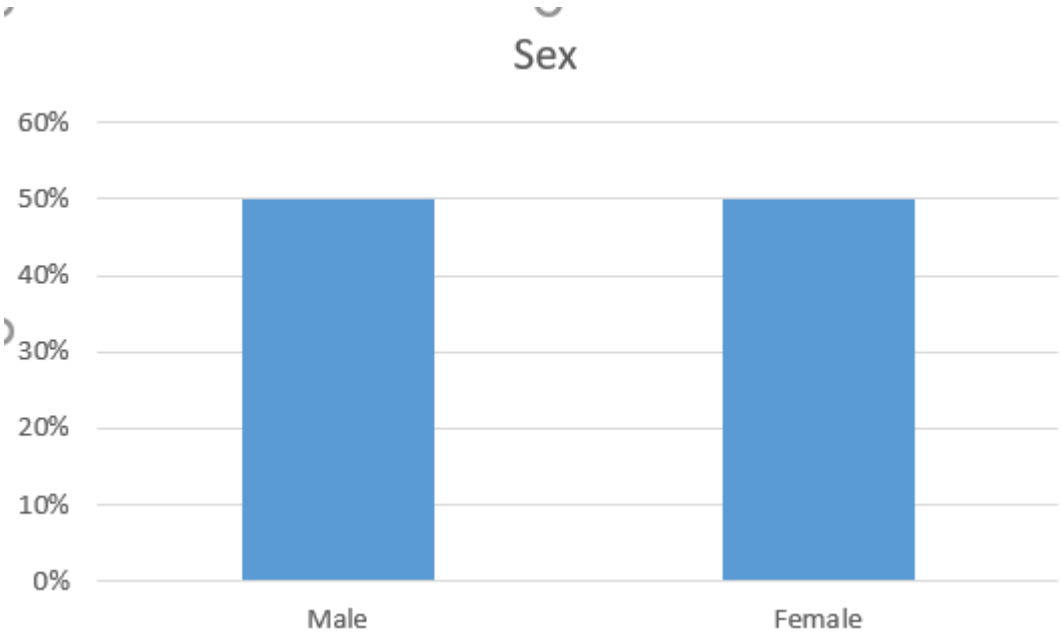
Question 10: Is it easy for you to upload your assessments in Moodle?

A very good question for the questioner, because is about something real. Is one thing that students use and need to do it correct, and it difficult while you will get use with it. So, I receive next responses: 5 - Strongly disagree, 2 – Disagree, 1 - Neither agree or disagree, 1 - Agree and 1 - Strongly agree. This show us that is not so easy and understandable to do this.

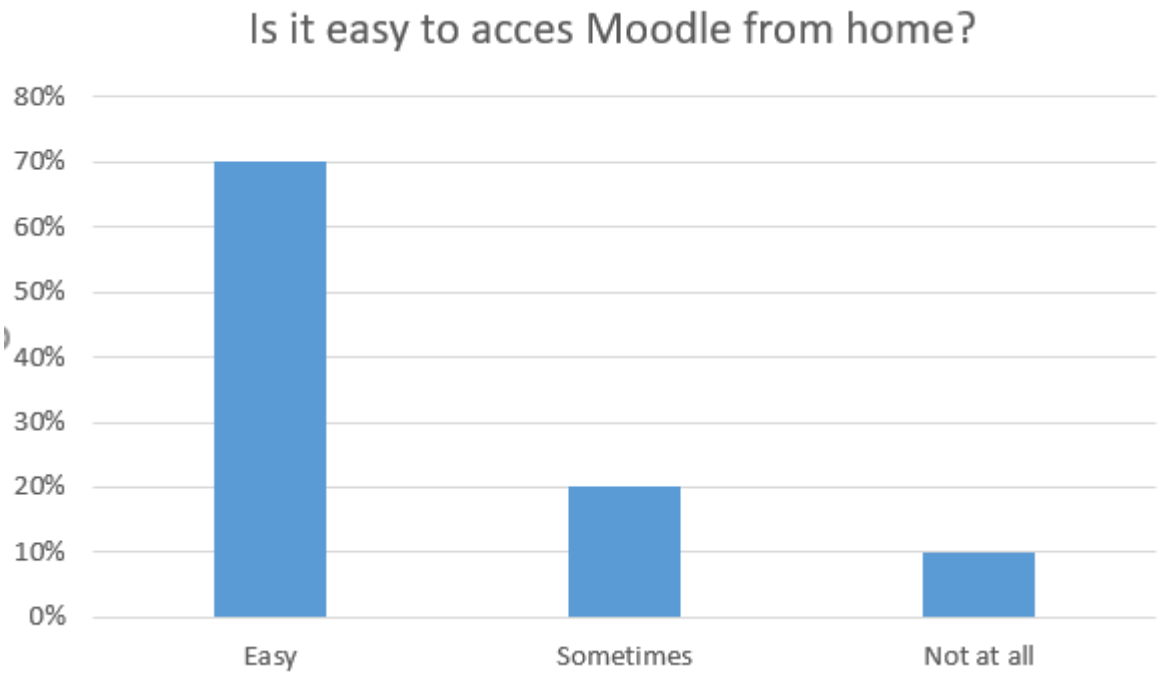
# Secondary Data Analysis

In this section I will show graphics that I make in Microsoft Excel for every single question to understand it easy.

Question 1:



Question 2:

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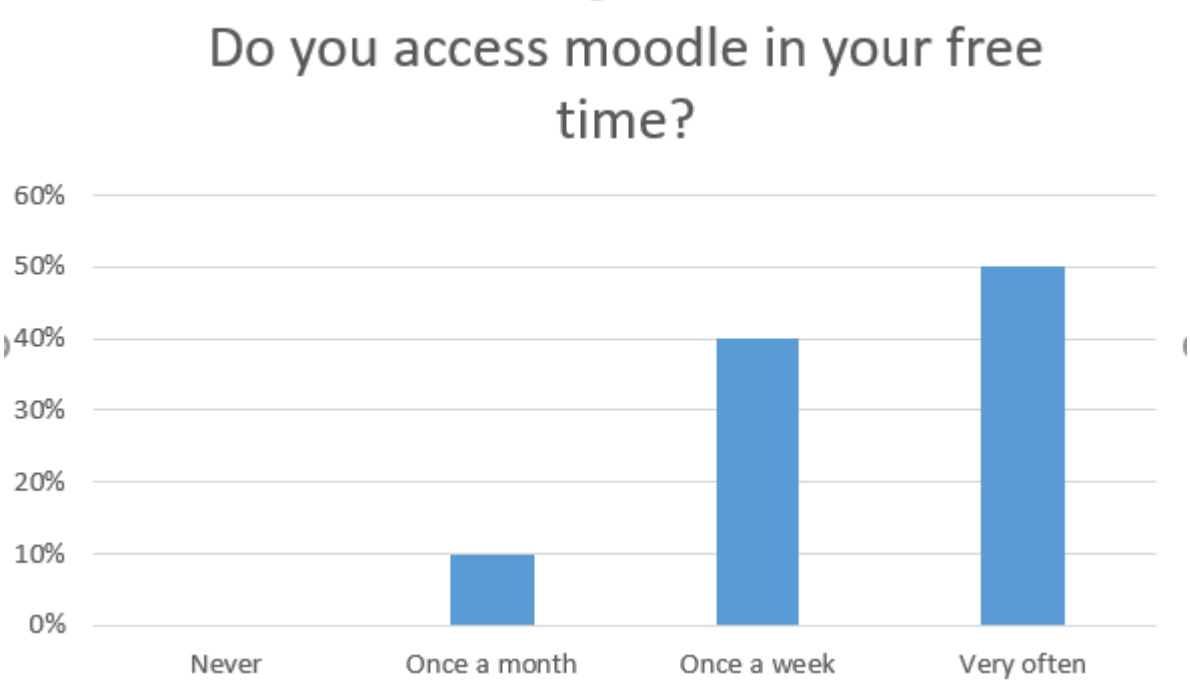

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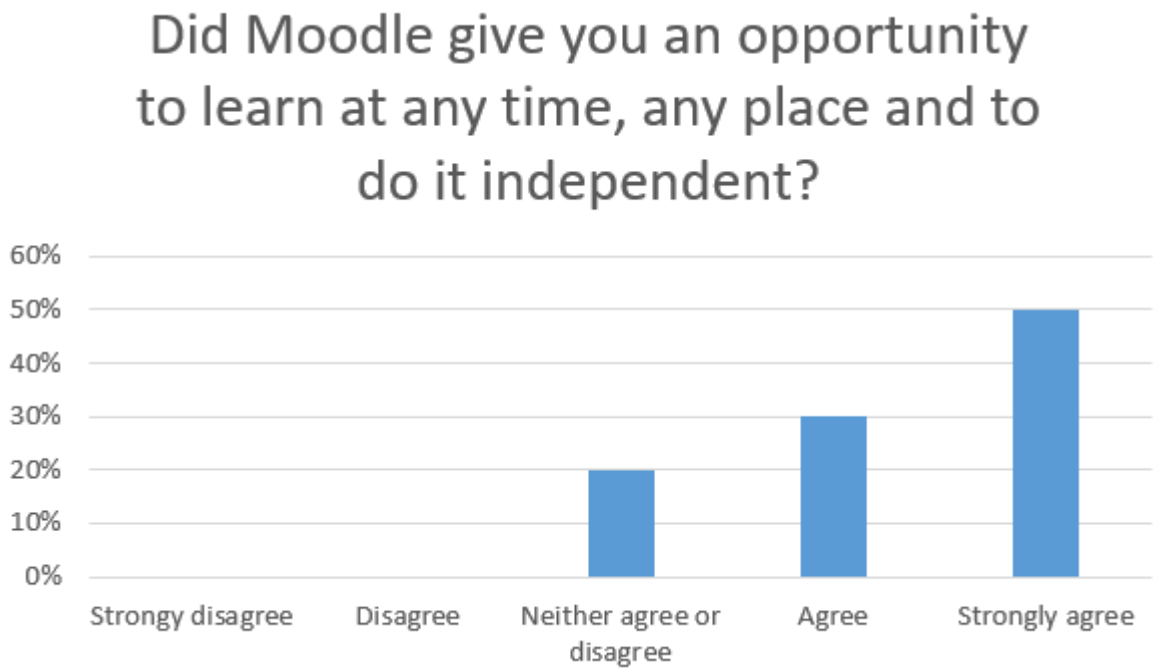
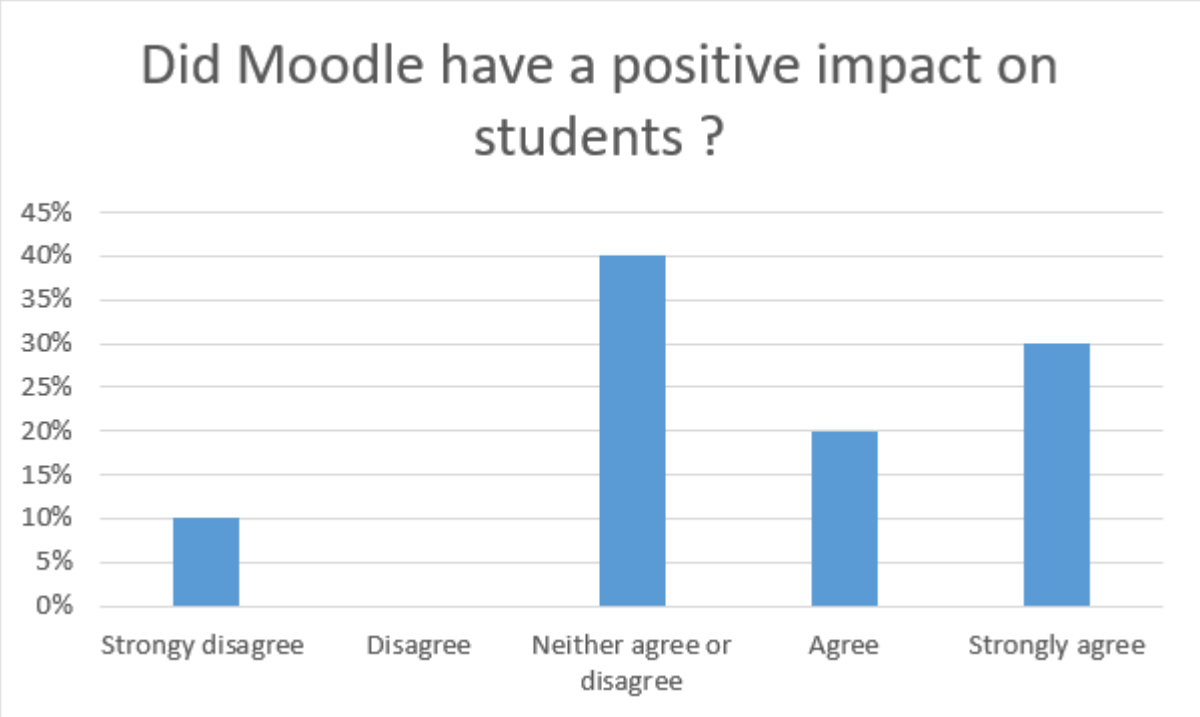
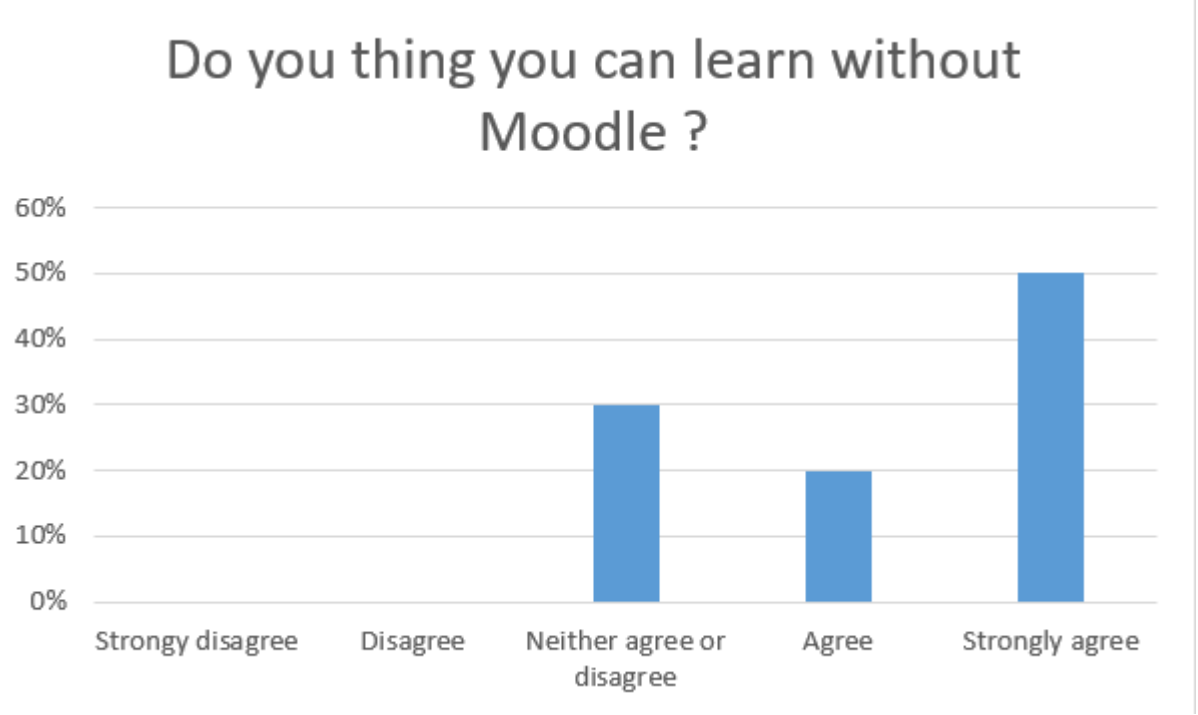


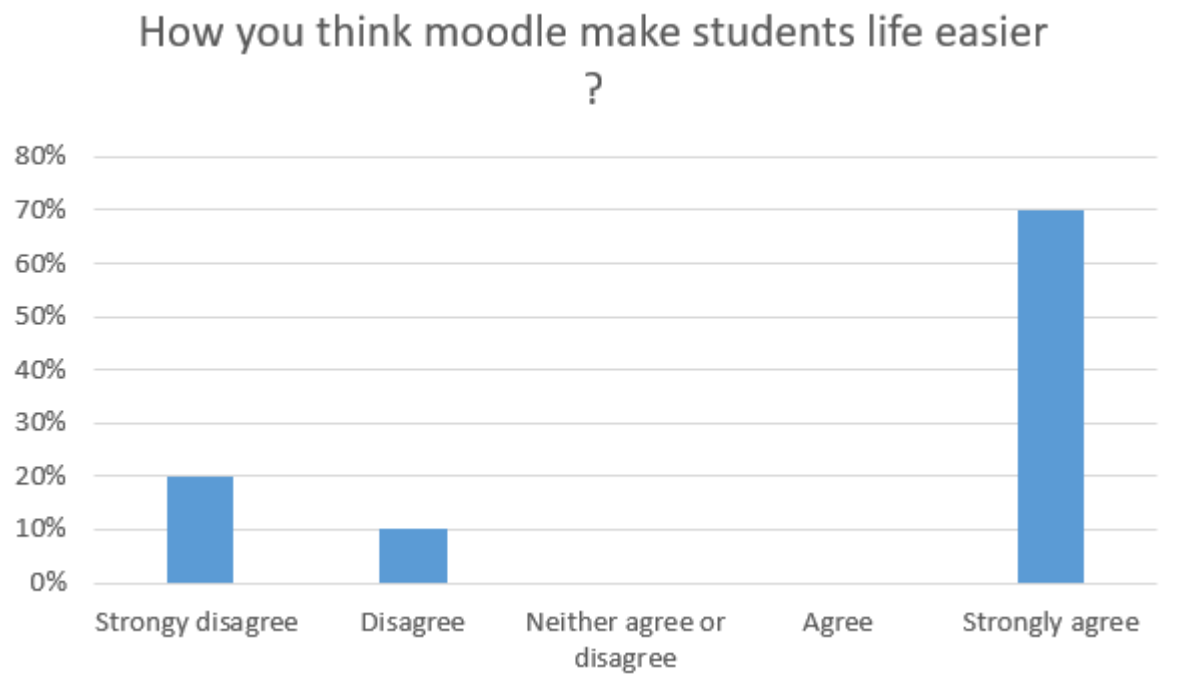

Question 5



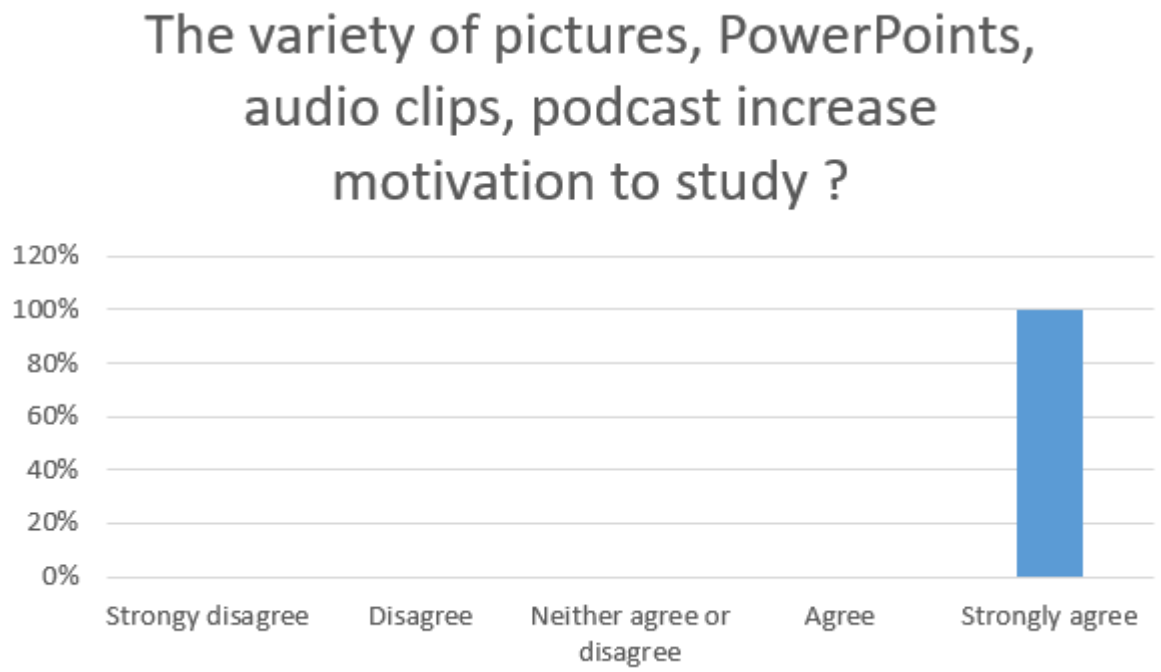
Question 6



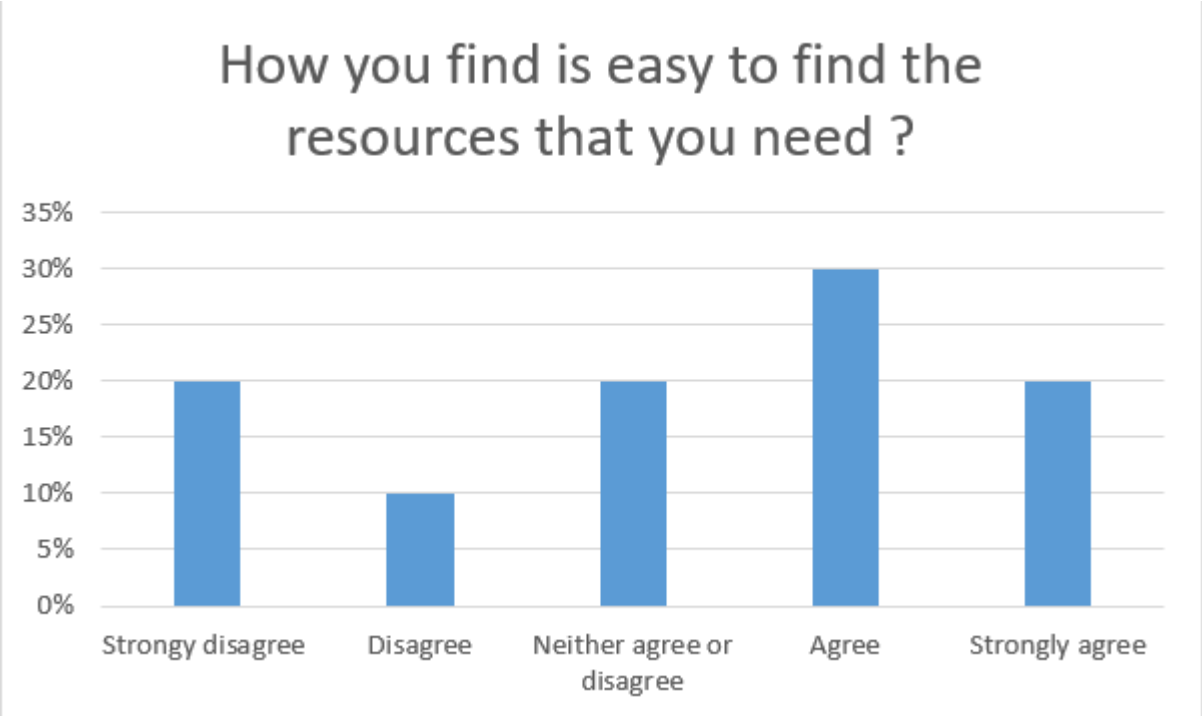

Question 7



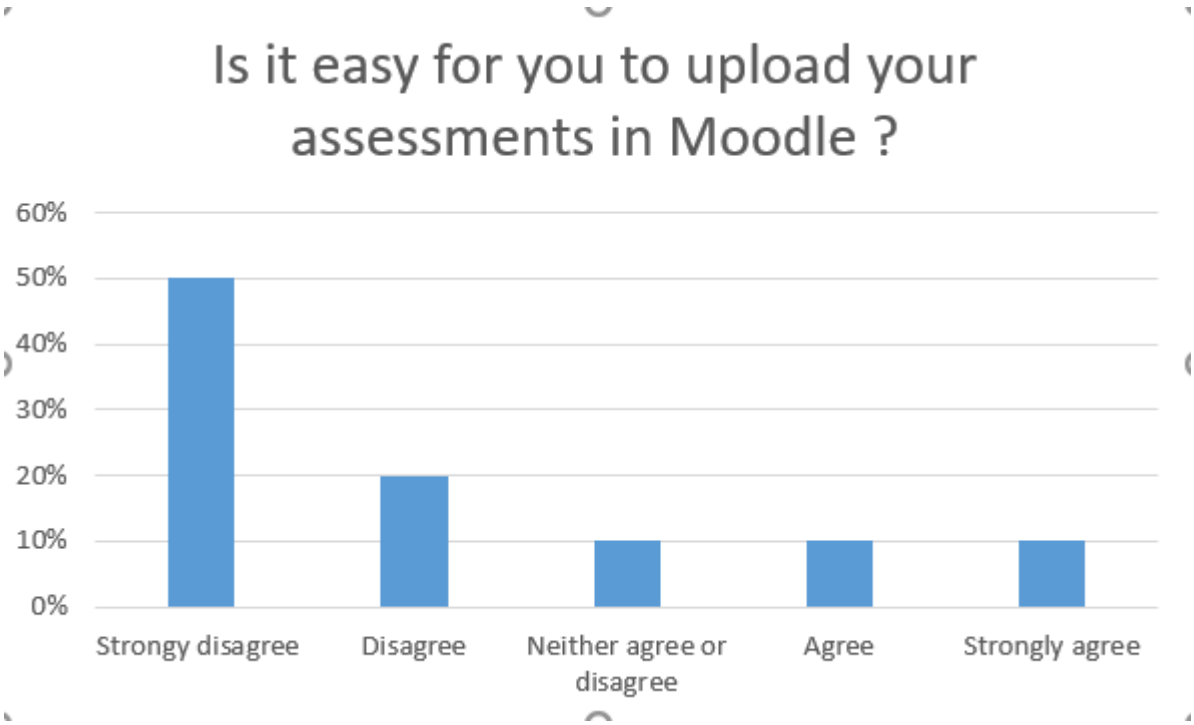
Question 8




Question 9



Question 10




# Conclusions

After finishing this report, I see that even if we live in 21 Centuries a lot of students still think that is better to have a contact face to face with teacher and to be in class and make notes in your own notepad. And this report show is why it happened. The students were studying for centuries and without Moodle and everyone was ok. But in our days with a lot of traffic, everyone is very busy, and didn't have enough time to travel to university or college. And Moodle save us with it. If to look in present days a Covid 19 pandemic show us how VLE Moodle is so important in students' life. After analysing all these questioners, I find that for some students is still difficult to work with it, and probably the platform still needs a bit of work to make it perfect. At the end I'd like to say that all the objectives were done how I had in plan

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# Appendix: Questionnaire

Name: _____ Student ID: _____

1) Sex?
   Male / Female
2) Is it easy for you to access Moodle from home?
   Easy / Sometimes / Not at
3) Do you access Moodle in your free time?
   Never / Once a month / Once a week / Very often
4) Did Moodle give you an opportunity to learn at any time, any place and to do it independent?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree
5) Did Moodle have a positive impact on students?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree
6) Do you thing you can learn without Moodle?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree
7) How you think Moodle make students life easier?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree
8) The variety of pictures, PowerPoints, audio clips, podcast increase motivation to study?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree
9) How you find is easy to find the resources that you need?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree
10) Is it easy for you to upload your assessments in Moodle?
   Strongly disagree / Disagree / Neither agree or disagree / Agree / Strongly agree