

University of Wales Saint David London
Campus

Digital Skills and Research Methods

Research Report Task 2

Module code: BMSW4003

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Research Title:

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

INTRODUCTION

The virtual learning environment allows students and teachers to be connected by software and tools which allows distance learning in the school environment. Moodle is an online platform which allows educators to post content, allowing students to learn virtually and to complete their courses. The present study is based on a questionnaire with nine questions and investigates the impact of a virtual learning environment (moodle) on students' learning experience at the University of Wales Trinity Saint David London Campus. The research covers the following elements: Rationale, Objectives, VLE literature Review Methodology Primary data Results from primary Secondary data and conclusion/recommendation which explains each processing part of the research. The study findings are highly encouraging, with candidates providing positive responses to the MOODLE platform. The questioner can be found in the appendix section.

RATIONALE

The research was created to analyze the data of twenty students by answering a questionnaire with the aim of understanding their negative and positive experiences and exploring their opinions regarding the use of virtual learning. The responses of the student could help the Moodle platform for improving weaknesses and adopt new content to the platform, with the aim to make the students studying easier and effectively. Also, the current research will analyze similar research data to gain further knowledge on students' experiences of virtual learning and compare results.

OBJECTIVES

Through the responses of the research participants, I expect to find information that can help for the improvement of the VLE and understand which parts of Moodle worked well and which parts did not work well during the experiences of the participants. To achieve my objectives, I need to divide the negative and the positive data in a logical format to determine

which parts Moodle worked well and which parts did not, so I can evaluate the parts that need improvement.

VLE LITERATURE REVIEW

Students from an English Sixth Form College (SFC) took part in the study to answer three questions from a questionnaire. The study focused on the impact of utilising the Moodle/VLE of the college. The questions were, using a VLE has a positive impact on student learning; whether using a VLE in teaching and learning helps to develop independent learning, and using a VLE increases students' motivation to learn. According to the statistically significant findings, using Moodle improves learning and motivation to learn, as expressed by the student participants. The findings of this study contribute to my knowledge of how students feel when using Moodle/VLE and whether or not they know how to utilise it. (Meer,S 2013).

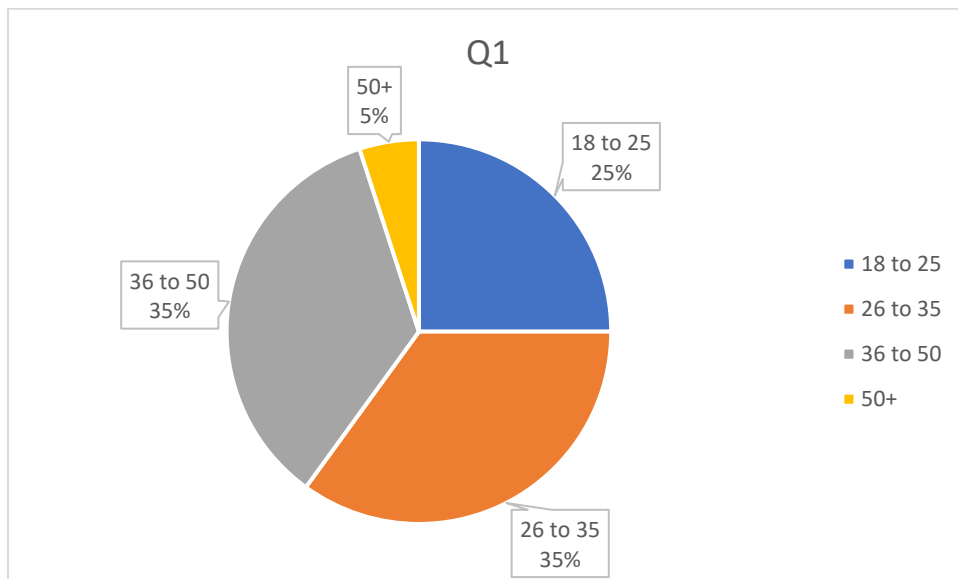
Students from the Constantine Teacher Training School in Algeria took part in a project that combined online learning with face-to-face instruction. The purpose of this study is to look at students' perceptions regarding the major elements of a mixed learning technique. The students were asked to complete a questionnaire that was divided into four sections and answer it with their degree of agreement or disagreement to the questions : (a) students' perception towards the benefits of F2F instruction in BL reading course, (b) their understanding of the perceived advantages of online activities and instruction, (c) their overall reaction to the program success and the gained skills, and (d) their future intention for a BL course design as a result of the gained benefits. Participants had a favourable attitude toward blended learning because they improved their reading abilities and increased their passion to study. More crucially, their testimony demonstrated that, due to easy access to information, this new learning environment allows them to escape the limitations of the conventional classroom and become more accountable for their own learning. The findings of this study contribute to my understanding of the influence of Moodle on student experiences. (Radia1, B)

Methodology

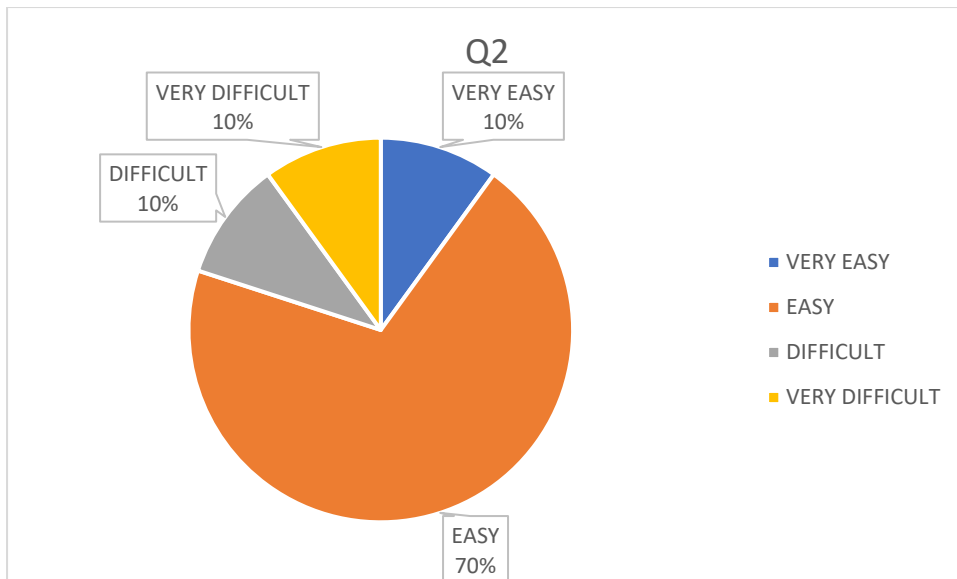
I decided to create a questionnaire of ten questions and distribute it to each student in order to collect data from twenty students because it allowed me to receive responses from each student faster and was easier than interviewing each student or sending my questionnaire to them through email. In order to examine the following data, the report utilizes a mixed methods technique. The qualitative data for this study are utilised to better understand students' experiences, opinions, and approaches when using Moodle, assisting the research in building ideas about their responses. The quantitative data are utilised to create meaningful information from the data numbers. The report introduces several graphics based on the students' answers and explanations for each graphic to demonstrate the results of the data and compare that with other research in order to find what other researchers find about the impact of VLE/MOODLE on the students.

Primary Data Analysis:

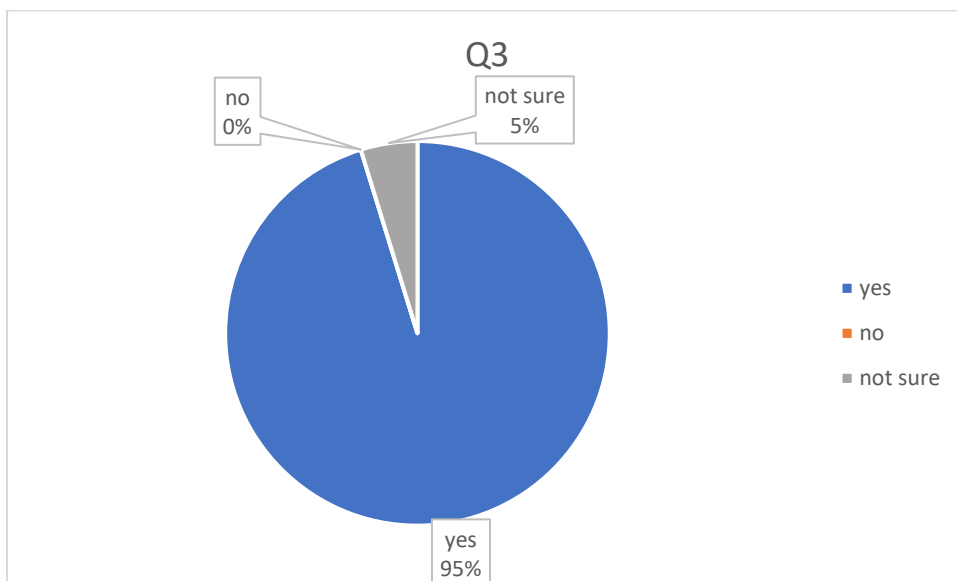
This section of the research involves the analysis of data collected from the responses of students at the University of Wales Trinity Saint David London Campus. Each question contains a graph that illustrates the percentage of how the students responded to the questionnaire that was provided to them, determining if there are good or bad consequences as a result, and attempting to create theories based on the students' responses.



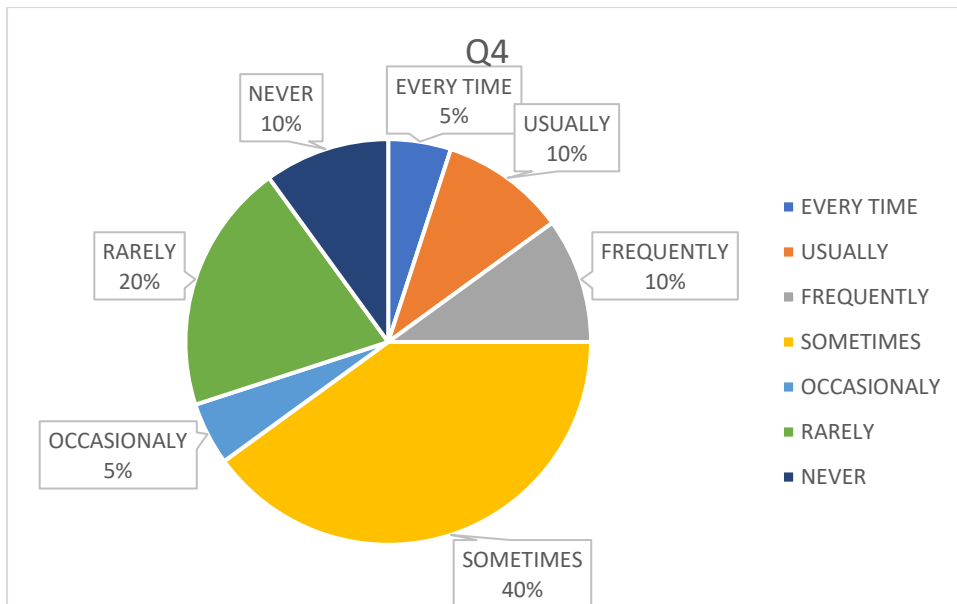
The graphs show how the students responded to the following questions: (Q1) Which age group are you? 25 percent of students responded 18 to 25, 35 percent answered 26 to 35, 35 percent answered 36 to 50, and just 5 percent answered 50+. As a result of this question, the majority of students range in age from 26 to 50.



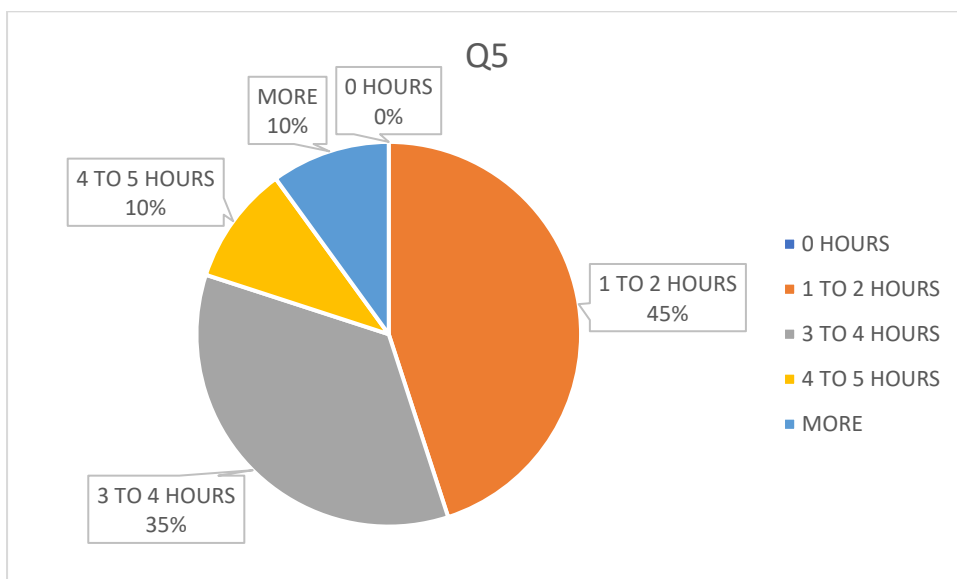
The graph above shows how the students responded to the following question: (Q2) In your opinion how difficult is it to use MOODLE? 70 percent of the student answered easy, 10 percent answered very easy, 10 percent answered very difficult and another 10 percent answered difficult. The findings of this question are quite favourable since 80 percent of the students do not find Moodle difficult to use.



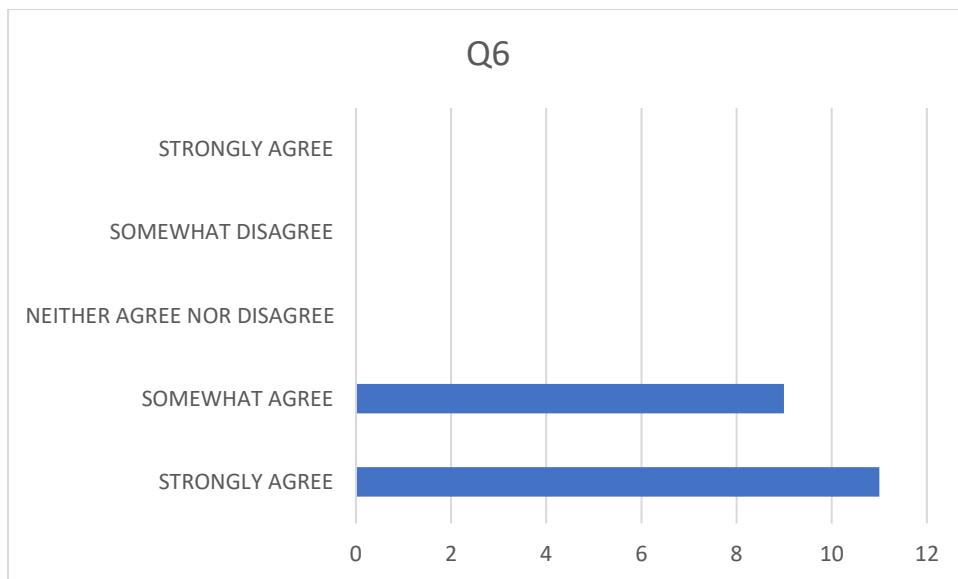
The graph above shows how the students responded to the following question: (Q3) Do you think is MOODLE a great innovation for the academic studies? 95 percent of the students answered yes, 5 percent answered not sure and 0 percent answered no. . The findings of this question are quite favourable since 95 percent of student answered yes to the question.



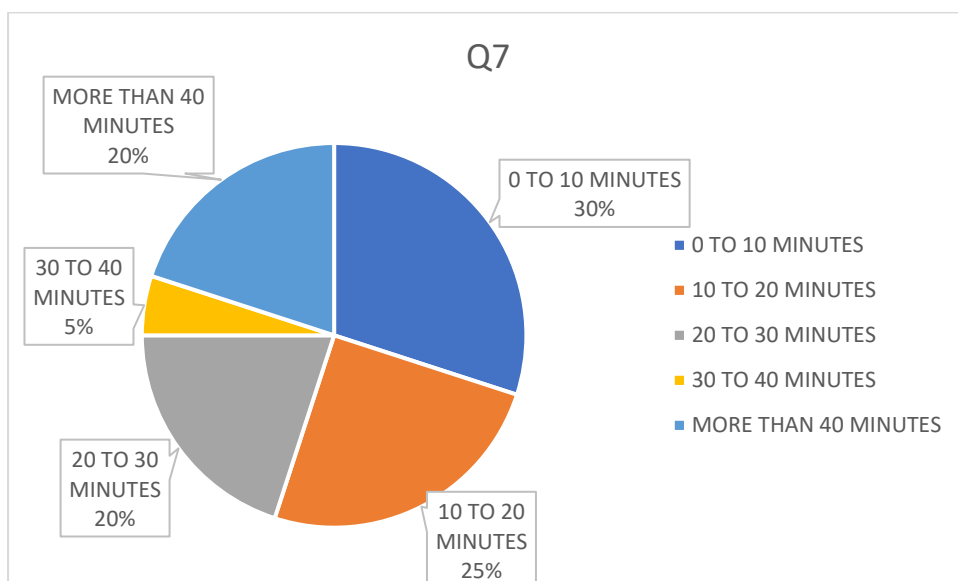
The graph above shows how the students responded to the following question: (Q4) Do you have any issues using MOODLE? The result of the graph is not so good for the researcher because most of the students which represent the 40 percent experienced issues by using MOODLE, and only the 10 percent never experienced issues using the platform as a result the current Moodle could have technical issues that may be create problems to students for their academic studies



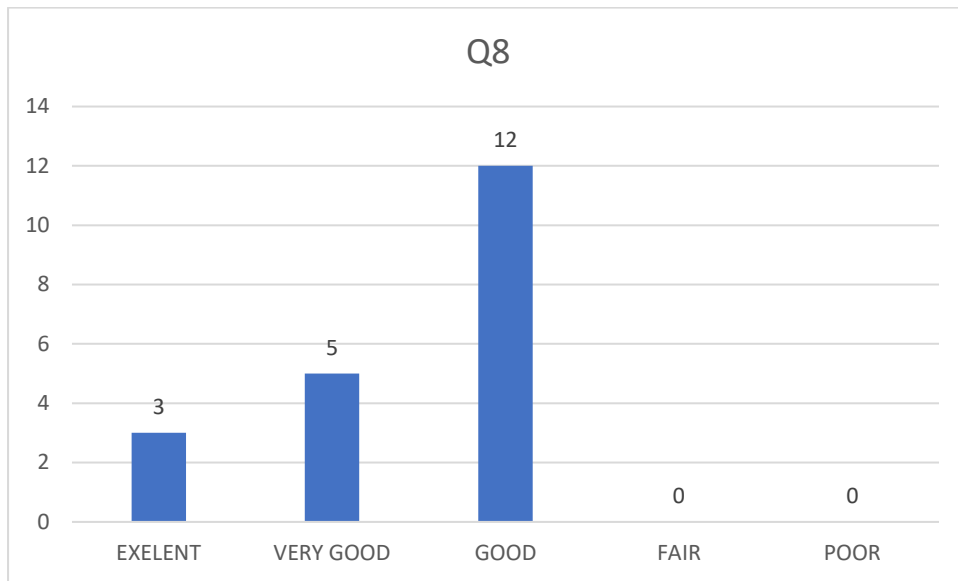
The graph above shows how the students responded to the following question: (Q5) How many hours do you use MOODLE during the week? The results of this question are not unfavourable because half of the students which represent the 45 percent on the graph spend one to two hours each week on Moodle, which is insufficient time to comprehend all of the material that they require.



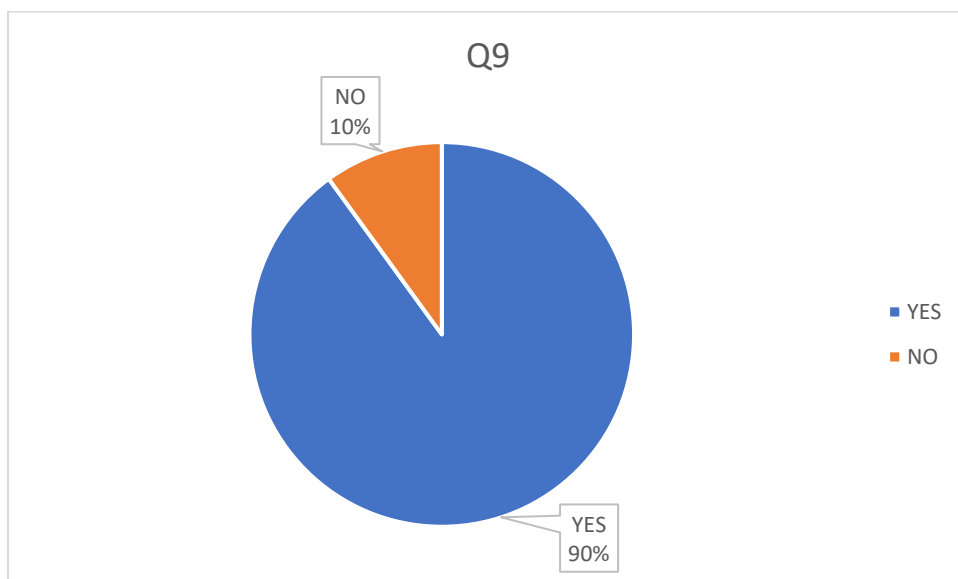
The graph above shows how the students responded to the following question: (Q6) How much do you agree with the following statement (MOODLE is easy to use)? The results of this question is very positive because all the students answered in agreement with the statement, whith nine students who answered somewhat agree and eleven students answered strongly agree.



The graph above shows how the students responded to the following question: (Q7) How long time do you spend to find information that you need on MOODLE? The findings of this question are not very unfavourable because only 30 percent of the students are able to find the information that they need in under ten minutes and the 45 percetn needs more than twenty minutes. As a result, students spend far too much time on Moodle looking for information that they require, with the result that the Moodle results may be confusing to them.



The graph above shows how the students responded to the following question: (Q9) how do you find out your experience whit MOODLE? This question had exceptionally favourable results because all of the students responded with great experiences. With twelve students answered good , five students answered very good and three students answered excellent



The graph above shows how the students responded to the following question: (Q10) Do you like how University of Wales Trinity Saint David London Campus MOODLE is structured? This question had exceptionally favourable results because the majority of the students responded with yes to the question.

Results from primary data

The responses of students at the University of Wales Trinity Saint David London Campus revealed a good influence on the use of Moodle as an academic learning tool. The positive part of the results are that the majority of the questions were answered positively; however, the negative part of the results showed that students had some challenges with the platform by taking too long to get the information they need. As a result, the impact of the VLE on the students revealed that the students had a very favourable attitude toward this new style of learning for them.

Secondary Data Analysis

Other studies' conclusions on the influence of VLE on students were very favourable. All of the students demonstrated a highly good attitude toward this type of learning technique, indicating that using this form of learning can have a positive impact of improve students' learning. For example, students from the Constantine Teacher Training School in Algeria indicated increased interest in studying and a favourable attitude toward the new course design after participating in a new mixed style of studies combining Moodle and face-to-face classes. As a result, this demonstrates that the VLE had a favourable influence on the students of the Constantine Teacher Training School. The impact of utilizing a VLE learning environment on English Sixth Form College (SFC) students revealed that Moodle increases learning and motivation to learn. Comparing the primary data with the secondary the results are similar because the students had a highly positive attitude about the use of the VLE environment and an increased interest in learning through this method of learning.

Conclusion/Recommendation

Because of its multi-tool use and MOODLE with the goal of an effective learning environment and simple access to information, the virtual learning environment (VLE) has helped many students in their academic studies. The research had lots of positive results from the answers of the students of the University of Wales Trinity Saint David London Campus regarding the impact of the virtual learning environment (VLE) and using MOODLE. All of the students had a favourable attitude toward it, and practically all of the questionnaire responses favoured the MOODLE platform. My recommendation is that the Moodle platform should be structured in a better way in order to help the students to reach the information that they need faster and easier.

REFERENCES

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http://mjltn.org/browse.php?a_id=555&slc_lang=en&sid=1&printcase=1&hbnr=1&hmb=1

Appendix

In-Class exercise: Questionnaire Design

Student Name: _____ Student ID: _____
Module Name: Digital Skills and Research Methods Term 2 Group: _____

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.

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 open-ended questions and close-ended questions (yes/no questions, multiple choice questions, Likert-scale questions).

Question 1: Which age group are you?

18 to 25	26 to 35	36 to 50	50+
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Question 2: In your opinion how difficult is it to use MOODLE?

Very Easy	Easy	Difficult	Very Difficult
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Question 3: Do you think is MOODLE a grate innovation for the academic studies?

Yes	No	Not sure
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Question 4: Do you have any issues using MOODLE?

- Every Time
- Usually
- Frequently
- Sometimes
- Occasionally
- Rarely
- Never

Question 5: How many hours do you use MOODLE during the week?

0 hours	1to 2 hours	3 to 4 hours	4 to 5 hours	More
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Question 6: How much do you agree with the following statement?

“MOODLE is easy to use”

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree

Question 7: How long time do you spend to find information that you need on MOODLE?

0 to 10 minutes	10 to 20 minutes	20 to 30 minutes	30 to 40 minutes	More than 40 minutes
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Question 8: How do you find out your experience with MOODLE?

Excellent	Very Good	Good	Fair	Poor
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Question 9: Do you like how University of Wales Trinity Saint David London Campus MOODLE is structured?

Yes	No
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