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Assignment 2: Digital Skills and Research Methods

***Topic: Impacts of Virtual Learning Environment (VLE)- Moodle on students learning
experience at the University of Wales Trinity Saint David London Campus***

Executive Summary: Online learning is one of the most important factors after the impact of Covid-19. The online teaching and learning capacities have certain limitations as well as benefits to get the most of the education system. The online management of the assessment is still really compatible with the education system. The students of ***the University of Wales Trinity Saint David London Campus (UWTSDLC)*** have been reviewed to get their reaction about the usage facilities of Moodle and VLE. However, the maintenance of the VLE is required to be updated.

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1.0 Introduction to the rationale of the study

The impact of Covid-19 has been tremendous for the University students and the global communication system as well. The Virtual Learning Environment is changing the way people communicate at all. The management of the education process and keeping the environment appropriate to engage in the exchange of knowledge system is something that will be keeping the sharing of knowledge possible. Many benefits could be found in the virtual learning system but the environment is surely completely different from what it has been. The technology helps to reach the required and relevant information to the needy students who cannot be physically present in the class. Teachers are often accused of not being able to provide the required attention and creativity to handle the virtual learning environment. The reaction to the virtual learning experience has been thoroughly mixed. Hence, the purpose of this report is to find out the impact of the virtual learning environment on the students of the **University of Wales Trinity Saint David London Campus (UWTSDLC)**.

2.0 Literature review and viewing the background

The virtual learning procedure is becoming the major learning process these days. The undertaking of virtual learning has been made the most important method used for getting the whole students together (Martin and Bolliger, 2018). The management of the learning process and the whole functionality of the education system are changed. The development of VLE software is something that is getting popular. The teaching process of VLE is where the students are communicated through independent learning materials that will be evident to gather the knowledge that was necessary for them (Raspopovic *et al.*, 2017). The teaching method that's why changes to a great degree. The students do not get the opportunity to learn the whole thing in the presence of their classmates. Instead, they are getting a wide range of materials that are creating the teaching procedure to be completely shifted from what it originally was. The management of the student coordination could be done with much ease. However, in some cases, the software-based VLE systems are not being able to provide an alternative to the face-to-face education system. Social learning and communicative learning could be evidenced by the reactions of the student. The measurement of the assessment is also another process that requires modification. It is not possible to assess the student performances based on the previous assessment styles that were coherent with the face-to-face communication style. It is not possible that VLE is helping the students grow their skills in the same way as the offline learning system (Hsu *et al.*, 2019). It is thus very important to create methods that will help the structuring of the new assessment procedure.

The performance parameters have often been seen to have failed from the original management of the education system. The early recognition of the issues especially with the communication gap should be recorded and the ideal solution to that has to be found out (Phirangee, 2016). The secondary literature mostly highlights the inefficiency of the assessment procedures of the previous system to target the current VLE based learning. However, the reaction of the participants has been taken less.

3.0 Aims and Objectives

The research aims to find out the positive as well as the negative impact of the VLE or virtual learning environment in the University of Wales Trinity Saint David London Campus (WDTSDLC).

The objectives of this research are to highlight the following factors

- To gain proper knowledge and impact about Virtual Learning Environment
- To understand the advantages of Virtual Learning Environment
- To evaluate the disadvantages of Virtual Learning Environment
- To understand the Difference between VLE with traditional learning systems
- To find out methods in which the current VLE could be improved.

4.0 Method

- Based on the aim and the objectives of the research design needed to be decided upon. The researcher has decided to take care of the research philosophy which is the *positivist approach* chosen. Next, the approach and the design have been decided upon. The chosen research design is *exploratory research design* and the approach that has been chosen is the *deductive approach* to fulfil the requirement of the research.
- The collection of relevant data for the research has been chosen. The students of UWTSDLC have been targeted to get the samples. 25 students have been surveyed to gather their experience and feedback regarding the VLE based learning outcome. The data collected is the Primary data from them. The sampling size has been kept at 25 to make the outcome solid and the sampling method chosen for the research is the non-random purposive sampling method. For the assessment of the other students and the relevant theoretical approach to the Virtual learning procedures, secondary data has been collected from reviewing the relevant literature regarding the topic (Nguyen, 2015).

- The campus is located in London. Hence, the data collected has been done from the spontaneous responses from the students. They have been made aware by individually approaching the students directly (Kew and Tasir, 2021). The students whose responses were collected are one experience in using the Moodle method of the University.
- The Primary data has been collected through online data collection and Google forms. The management of the consent has been done with utmost care. The students were thoroughly made aware of the outcomes of the research. It is after the students are made aware of the purpose they have been given the option to withdraw from the procedure at any time. Data has been kept secured with the reference to Data protection Act 2018 (gov.uk, 2011).

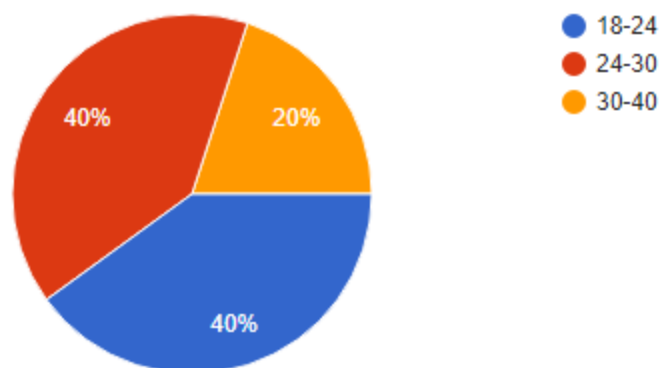
5.0 Results

1. State your age

Row Labels	Responses
18-24	10
24-30	10
30-40	5
Grand Total	25

1. State you age

25 responses



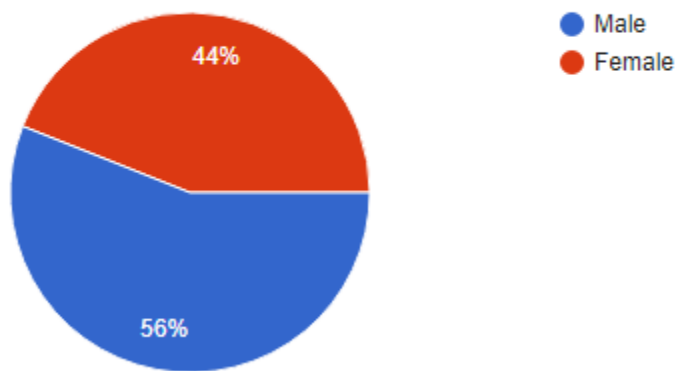
Among the 25 respondents 40% has been in the age group of 24-30, the 20% has been between 30-40, and another 40% between 18-24 years of age.

2. State your gender

Row Labels	Responses
Female	11
Male	14
Grand Total	25

2. State your gender

25 responses



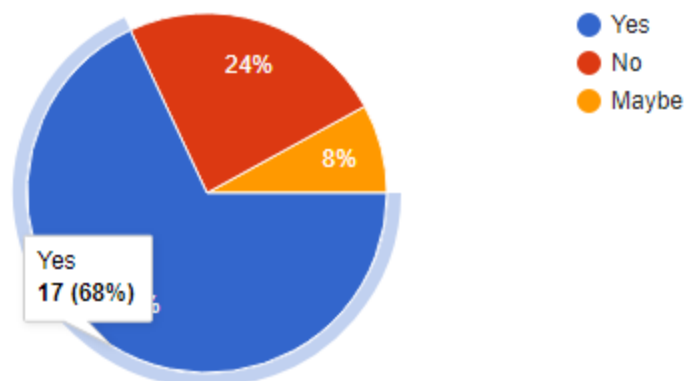
The respondents are 56% male and 44% female.

3. Are you familiar with virtual learning activities?

Row Labels	Responses
Maybe	2
No	6
Yes	17
Grand Total	25

3. Are you familiar with the virtual learning activities?

25 responses



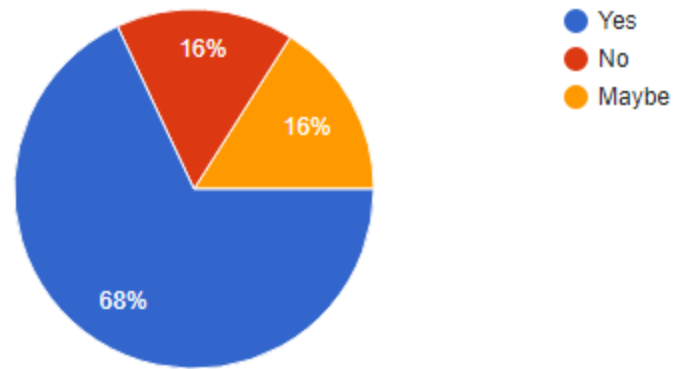
17 people out of 25 which is the biggest ratio (68%) said that they are aware of the VLE programme. 24% said that they are not aware of the fact and 8% has been unsure about the concept.

4. Do you think Virtual learning is beneficial for the students?

Row Labels	Responses
Maybe	4
No	4
Yes	17
Grand Total	25

4. Do you think Virtual learning is beneficial for the students?

25 responses



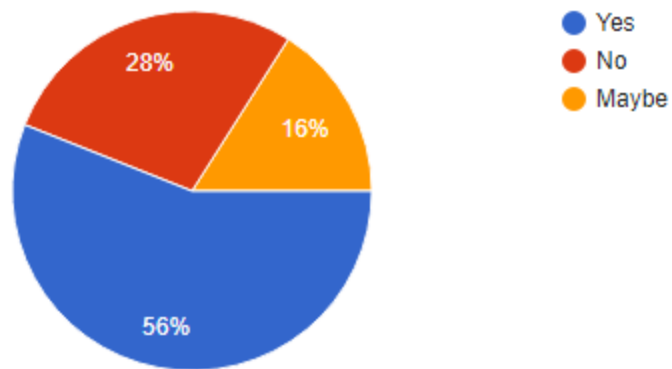
68% has stated that they think that virtual learning could be beneficial. Another 16% has stated that they do not think VLE could impact the education process in any way.

5. Do you think the current Universities must employ VLE in the education system?

Row Labels	Responses
Maybe	4
No	7
Yes	14
Grand Total	25

5. Do you think it is necessary for the current Universities to employ VLE in the education system?

25 responses



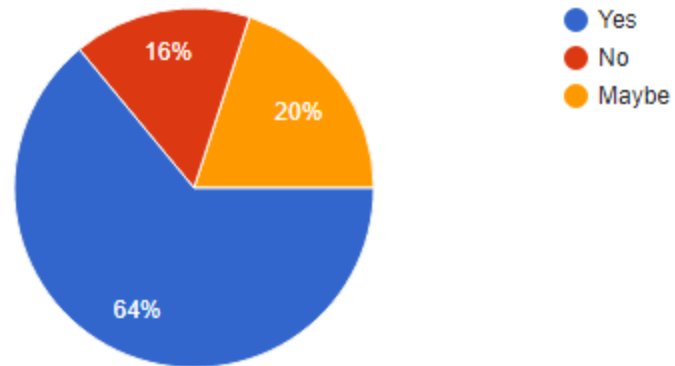
56% has stated that they do think VLE could be beneficial for the current Universities to be included in the learning schedule. 28% responded in negative and another 16% were unsure about it.

6. Do you think traditional learning has been better than VLE?

Row Labels	Responses
Maybe	5
No	4
Yes	16
Grand Total	25

6. Do you think traditional learning has been better than VLE?

25 responses



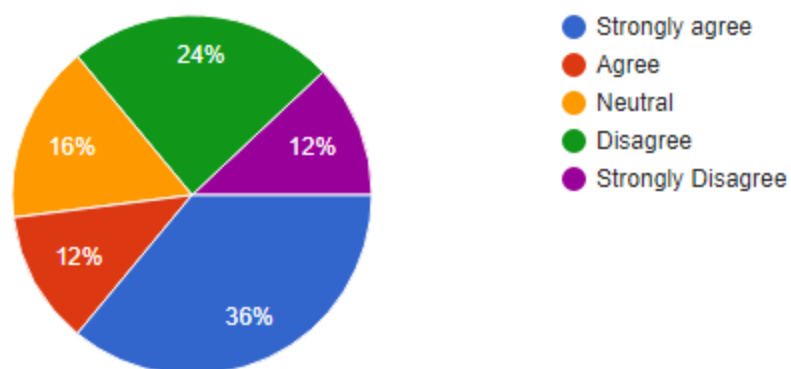
However, it is evident from the response that maximum people wanted the traditional face-to-face learning procedure to take the most important part. Only 16% think that the VLE is better in structure than the traditional procedure.

7. To what extends do you think it is indispensable for the operations to incorporate VLE in the major education system

Row Labels	Responses
Agree	3
Disagree	6
Neutral	4
Strongly agree	9
Strongly Disagree	3
Grand Total	25

7. To what extends do you think it is indispensable for the operations to incorporate VLE in the major education system?

25 responses



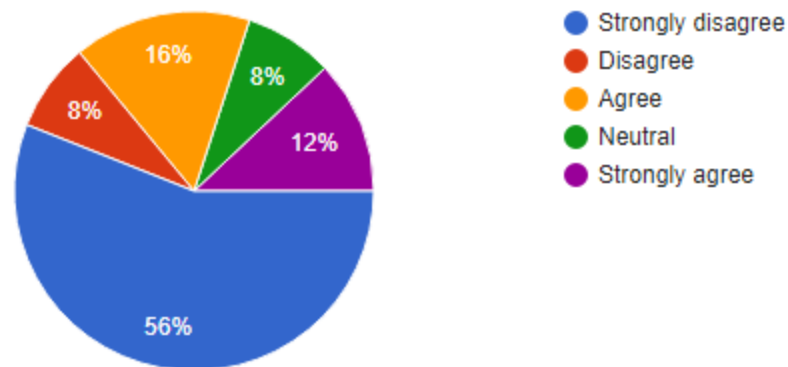
This question received the most mixed reaction. 36% think that after the impact of covid-19 the operations should have VLE, 24% disagreed, 12 % agreed and another 12 % strongly disagreed.

8. Do you agree that usage of Moodle has made you undertake independent learning skills better?

Row Labels	Responses
Agree	4
Disagree	2
Neutral	2
Strongly agree	3
Strongly disagree	14
Grand Total	25

8. Do you agree that usage of Moodle has made you undertake independent learning skills better?

25 responses



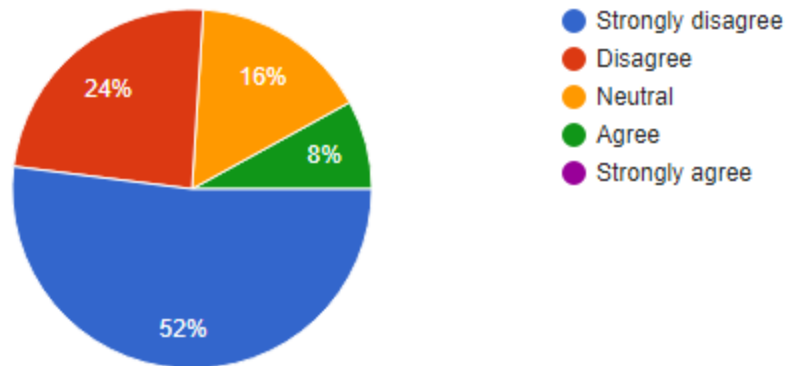
This is an interesting find that 56% of the respondents have stated Moodle has not helped them acquire the individual learning styles. 16% and 12% have agreed.

9. Moodle has helped me get access to the required data about the learning procedure - Agree or Disagree?

Row Labels	Responses
Agree	2
Disagree	6
Neutral	4
Strongly disagree	13
Grand Total	25

9. Moodle has helped me get the access to the required data about the learning procedure

25 responses



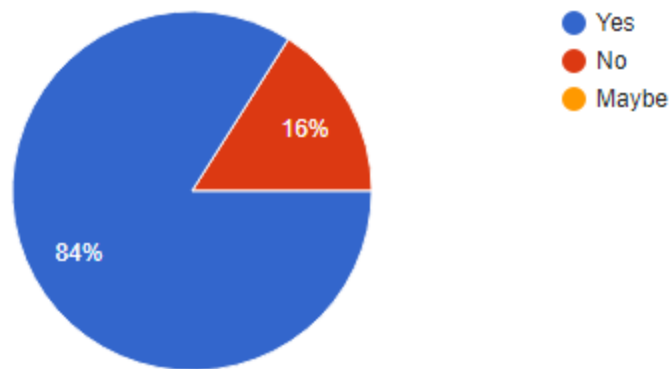
Moodle has not helped the students to get the required data from the source as it is evident from 52% of the people. 24% has been successfully been able to draw the data they needed.

10. Do you think the usage of Moodle or VLE has helped you more than traditional learning procedures?

Row Labels	Responses
No	4
Yes	21
Grand Total	25

10. Do you think usage of Moodle or VLE has helped you more than traditional learning procedure?

25 responses



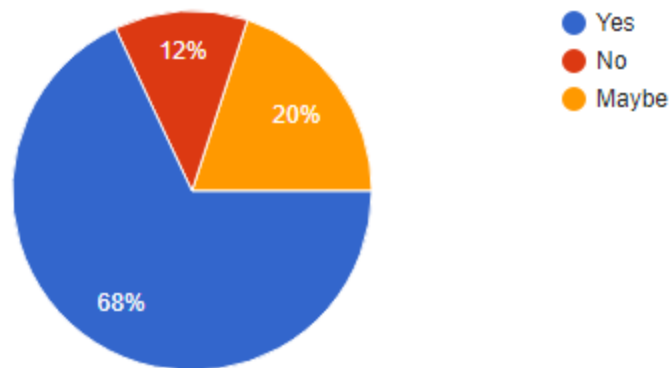
However, 84% has stated that Moodle has significantly helped them more than the traditional learning system.

11. Would you like to go back to the traditional learning system after using VLE and Moodle?

Row Labels	Responses
Maybe	5
No	3
Yes	17
Grand Total	25

11. Would you like to go back to traditional learning system after using VLW and Moodle?

25 responses



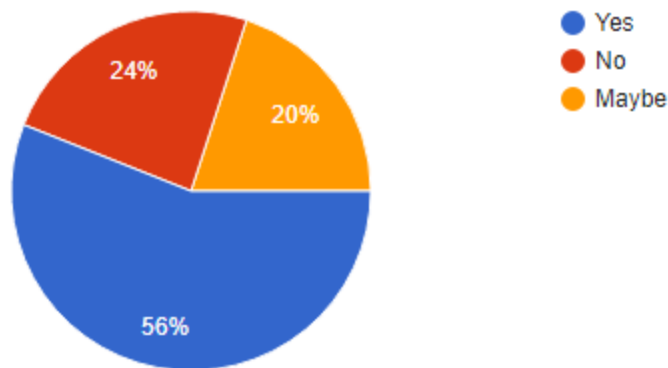
However, 68% would want to go back to the traditional learning procedure. 20% might want to and 12% does not. This going back could be a combination learning procedure with Moodle as well.

12. Would you recommend Moodle to your classmates or friends for quality academic learning?

Row Labels	Responses
Maybe	5
No	6
Yes	14
Grand Total	25

12. Would you recommend Moodle to your fellow classmates or friends for quality academic learning?

25 responses



56% has stated that they would recommend Moodle to their classmates for better academic experiences.

6.0 Discussions

It is evident from the primary qualitative data that the students are optimistic about the VLE and Moodle. They have experienced the best part of online learning is that it lets the student be connected in different ways. The technological advancement in the education system happens to be very effective in the learning procedure (Gilbert, 2015). However, the students of UWTSDLC have stated that Moodle is still not the first place that they will look for academic material. They also do not think that Moodle has helped them grow an independent learning system (Chanprasitchai and Khlaisang, 2016). However, most of them are keen to recommend their friends for a better academic experience. The management of the education is required to be done by the students in the mixture with the traditional learning methods.

Traditional learning is one of the best methods of being in practice education and rightful assessment. The students who have taken part in the survey have stated that they will want the traditional education system back (Xu *et al.*, 2014). The traditional learning system allows the individuals to get connected and manage the different struggles and hardships together. Virtual learning has the precondition to make the students independent in terms of getting all the resources and the material out of the system (Nazarenko, 2015).

From the secondary data, it can be stated that no theory has been able to find a proper replacement for the face-to-face education system. The assessment methods are also required to be changed following the learning procedure. The theorization of online learning is still in the nascent phase of development (Hlosta *et al.*, 2018). However, the global education system is happy with the online method of transferring knowledge. The hopeful approach to the VLE and other software-driven programs are trying to target the individual student needs to the core.

7.0 Conclusion

It is evident from the discussions above that the University of Wales Trinity Saint David London Campus is enjoying the Moodle for getting the attention of the teachers. The overall academic experience has increased overall. However, it is evident from the Primary qualitative data that students are not getting as much as they expect from Moodle. The positive effects of Moodle are very effective in gathering the students together and assess the student with better and advanced assessment procedures. Digital skills are hugely impacted by VLW software. VLE is software that is making the education system be updated to new dimensions. However, the secondary data shows that there is no direct framework yet to understand how the skills could be assessed and developed. The online education system has the potential to revolutionarily change the education system.

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