

## Students' Attitude Towards Moodle Learning Management System as A Teaching Strategy in Nursing Educations

**Dlzar Sedeeq Anwer;** *Department of Nursing, College of Nursing, Hawler Medical University, Erbil, Iraq.*

(Correspondence: [dlzar.anwer@hmu.edu.krd](mailto:dlzar.anwer@hmu.edu.krd))

### ABSTRACT

**Background and objectives:** Moodle stand for Modular Object-Oriented Dynamic Learning Environment. It was created in Australia by Martin Dougiamas. Moodle is freely available as open-source software, and is flexible and easy to modify. The aim of this study was to evaluate attitude of nursing students towards using Moodle as a learning management system in the nursing programs.

**Methods:** A cross-sectional descriptive study was conducted at the College of Nursing in Erbil city-Kurdistan Region-Iraq. The study included 100 nursing and midwifery students. A non-probability-convenience sampling technique was used to enroll 100 nursing students by submitting a questionnaire to assess their perspectives about new teaching methods such as Moodle in their learning process.

**Results:** The vast majority of the study sample was female and third-year stage students. Most of the students were living in the urban area and mostly is unmarried. Most of the students believed that Moodle improved their academic performance in the teaching process at the College of Nursing.

**Conclusion:** There was believed that Moodle as a teaching strategy in nursing education programs has a pivotal role in attracting nursing students to learn.

**Keywords:** Moodle; Teaching Strategy; Student; Nursing Education.

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### INTRODUCTION

Moodle is a free e-learning software platform designed to help instructors facilitate online courses that promote student participation and group work in the creation of course materials. There are many aspects of the Moodle e-learning platform (MEP) that make it useful for educational and learning purposes. Self-directed learning (SDL) is a difficult goal for many professors teaching at the undergraduate level, but MEP can help make it easier if utilized correctly [1].The Moodle e-learning

platform is an effective e-learning tool because it permits the instructor to switch things up in the classroom in ways that pique the students' attention and encourage them to take an active role in the learning process [2].Moodle is a free and open-source online learning management system (LMS). Moodle is an example of an e-learning platform that may be utilized in the classroom. Moodle allows students a lot of freedom to explore on their own, which in turn encourages them to study,

engage with one another, and build knowledge through collaborative efforts. Integrating learning with Moodle helps students reach their goals [3]. Students' ability to communicate and engage with others is enhanced when Moodle is used in the classroom. There is no disputing the importance of learning management systems (LMSs) to nursing education's faculty development and capacity building. In the event of a corona pandemic shutdown, working from home has shown to be highly useful [4]. Since not enough research had been done on Moodle's efficacy as a nursing teaching method, this study was undertaken. A nurse educator's use of Moodle as a teaching approach in nursing education is essential in the context of a university-level nursing program since it encourages students to take charge of their own education. Using Moodle platform at the College of Nursing in Hawler Medical University is widely available for the nursing students as a synchronous and asynchronous methods. The students were taught by professional instructors about how to use Moodle because this learning management system (Moodle) was new teaching method for nursing students. During pandemic in 2020, the students and faculty were able to use the Moodle as a distance learning instead of the classroom learning. It was an effective teaching strategy in the college of nursing during COVID-19. The purpose of this research was to examine nursing and midwifery students' perspectives on utilizing Moodle as an LMS in the curriculum. It also evaluates Moodle's usefulness as a teaching method for students.

## METHODS

The Cross-sectional descriptive design was conducted in this study. The Setting of the Study: The study was conducted at the College of Nursing in Hawler Medical University. Students in the stages 3 and 4 were

included in this study. Time of the Study: The study was conducted from June 21 to July 26, 2022. Sample Size and Sampling Method: A non-probability-convenience sample (N=100) of students was used in this study since it was easier to collect data and catch samples. Data Collection: Each question included a "agree" or "disagree" answer and a "don't know" alternative. A unique number was assigned to each form submitted by each student. There were two parts to the questionnaire. A maximum of thirty questions were allowed in the questionnaire, with twenty-six about students' feelings toward Moodle and four requesting basic demographic information. In the first section, students' demographic details were gathered, including their gender, marital status, state of residence, and academic year. Part Two included student attitudes on Moodle's usefulness as a teaching tool in nursing education based on their experiences. Data Analysis: Information was analyzed with SPSS version 22 (Statistical Package for the Social Sciences). Descriptive statistics like frequency and percentage were used to examine the data at first. There were three possible replies to the participant's experiences items: 'don't know,' 'agree,' and 'disagree. Ethical Consideration: Participants in the study were made aware of the research's goals before they agreed to take part willingly. Additionally, the respondents were assured that their responses would remain anonymous and be utilized just for academic investigation. The responders filled out the questionnaires and handed them in to the researcher.

**RESULTS**

As can be seen in Table 1, 89% of the participants were female. The vast majority of the respondents 74%, were city residents. The majority of the students 60%, were at the third-stage level .

**Table 1:** Socio-demographical of students

Socio-demographical characters		Frequency No. (%)
Gender	Female	89(89)
	Male	11(11)
Residence	Rural	26(26)
	Urban	74(74)
Marital Status	Single	91(91)
	Married	95(95)
Students' Stage	Third	60(60)
	Fourth	40(40)

them improve their academic performance.61% of students thought that using Moodle was an interesting method to study, and 66% of students said that they thought utilizing Moodle in a nursing school was a good concept to help them learn. More than half of respondents 53% found the Moodle setup procedure to be simple and straightforward, and nearly as many 48% appreciated being able to access course materials from anywhere, not just on campus, thanks to Moodle.60% of respondents confirmed that they received timely instructor feedback through Moodle, and 43% of respondents said that Moodle improved the ease with which they could complete course activities.

Table 2 shows that nearly half of the respondents 49%, think Moodle is helpful for their education in a nursing program because of the good effects it has had on their learning. Almost two-thirds of the respondents 65%, said they were comfortable navigating Moodle. A majority of the attendees 40%, thought they knew enough about Moodle after the course to get started. It was reported by 32 respondents 32%, that using Moodle facilitated more fruitful two-way interactions between students and teachers. In addition, most people who used Moodle were positive about it. 60% of the students have found using Moodle to be a positive experience. Overall, 55% of respondents believed that they could use Moodle without being shown how it works, and 47% of those polled said that Moodle had helped

**Table 2:** Students’ perspective about Moodle as a teaching strategy

No.	Questions	Agree No. (%)	Disagree No. (%)	Do not known No. (%)
1	Moodle enables me to learn more effectively	47 (47)	39(39)	14(14)
2	Moodle helps my academic achievement	44 (44)	41 (41)	15(15)
3	Moodle improves the effectiveness of my learning	42(42)	46(46)	12(12)
4	Moodle facilitates university learning	52(52)	31(31)	17(17)
5	Moodle empowers me to direct my own learning	42(42)	40(40)	18(18)
6	Overall, Moodle is beneficial to my learning	49(49)	31(31)	20(20)
7	I have access to Moodle's material	51(51)	31(31)	18(18)
8	This Moodle site is completely accessible to me	38(38)	36(36)	26(26)
9	I can use Moodle without being informed how it works	55(55)	31(31)	14(14)
10	I can troubleshoot Moodle issues	36(36)	51(51)	13(13)
11	If there are user instructions available, I can utilize Moodle	43(43)	37(37)	20(20)
12	Overall, I can utilize Moodle	65(65)	29(29)	6(6)
13	Moodle is simple for me to learn	57(57)	32(32)	11(11)
14	Moodle materials are simple to obtain	57(57)	27(27)	16(16)
15	The Moodle process is simple and straightforward	53(53)	32(32)	15(15)
16	In general, I think Moodle is quite user-friendly	54 (54)	36(36)	10(10)
17	Moodle makes education enjoyable	43(43)	40(40)	17(17)
18	It is an excellent idea to use Moodle	66(66)	24(24)	10(10)
19	Moodle is an attractive learning platform	61(61)	24(24)	15(15)
20	Overall, I enjoy working with Moodle	38(38)	46(46)	16(16)
21	I feel confident enough to begin using MOODLE with the training I received.	40(40)	38(38)	22(22)
22	With MOODLE, I was able to access all of my college coursework even when I was not physically in class	48(48)	37(37)	15(15)
23	MOODLE makes it easier for me to complete my course activities	43(43)	41(41)	16(16)
24	MOODLE facilitated my communication with the instructor	32(32)	53(53)	15(15)
25	MOODLE helped me to communicate and collaborate with my classmates	28(28)	61(61)	11(11)
26	MOODLE helped me to get prompt feedback from the instructor	60(60)	28(28)	12(12)

## DISCUSSION

Performance, happiness, and participation in the classroom are all on the upswing thanks to Moodle. Moodle is being utilized more frequently as a platform for adaptive and collaborative learning, as well as for improving online examinations. Rapid growth in Moodle's use is being driven by its ability to improve academic integrity, ethics, and security, as well as to streamline its interface [6]. The majority of students in this analysis 44% reported that using Moodle had a positive impact on their academic achievement. And 42% said that thanks to Moodle, they're able to learn more efficiently. The majority of students 65% in this survey said they were able to use Moodle as a technology, and these results corroborated the positive attitudes students showed toward the use of technology. This study was congruent with one conducted in South Africa. 70% said they were introduced to Moodle for the first time in college, and 68.3% said they had access to a computer. 67% said they were not proficient with Moodle [7]. In addition to a study from Taiwan showing that students in the Moodle group reported better levels of perceived satisfaction with the pediatric nursing course [8], the current study concluded that utilizing Moodle is an appealing way to learn about 61% of students. Findings from this study are inconsistent with those from a descriptive study done in Nigeria and Indonesia, which found that the Learning Management system application (Moodle) was useful for facilitating communication and collaboration among users throughout the entire learning process [9]. Only 28% of students in the current study agreed that Moodle had been useful for them in these regards. More than half of nursing students in this study found learning with Moodle enjoyable,

and these results are consistent with those of an Egyptian study showing that undergraduate nursing students have a favorable attitude toward Moodle's capacity to boost their interest in the course [10]. Current study results showed that Moodle was used as a feedback platform, which is consistent with the findings of Deliwe (2020), who claimed that Moodle was implemented for many reasons, one of which was as an interim student feedback system, a platform for student feedback [11]. The present study indicated that 54% of the students thought that Moodle is quite user-friendly, and this result is consistent with a study conducted in Palestine it mentioned that their faculty members 73.5% believed that Moodle offers flexibility [12]. A study has been conducted in China, it showed that the students had very positive attitudes towards Moodle. Most of them acknowledged that Moodle helped them to learn medical statistics to a large extent. The study matches with the present study which identify that Moodle makes it easier for students 43% to complete their course activities [13].

## CONCLUSIONS

Most of the nursing and midwifery students believed that Moodle as a teaching strategy in nursing education programs has an important role in improving students' academic performance. In contrast, some of the students blamed their lack of communication with instructors when they used Moodle in the nursing program. It is important for nursing college to improve this weakness, such as communication with the students. Limitations of the Study and Recommendations. The current study's most obvious drawback and the impediment is its tiny sample size. More research with a bigger sample size is



recommended. Another constraint is the geographical region that only includes the College of Nursing-Hawler Medical University.

### CONFLICT OF INTEREST

The author declared that there is no conflict of interest to this study.

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