



# Trigger factors of using Moodle or e-learning by faculty of Medicine and health Sciences College and Education College

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were considered as a main helping factor in using e-learning compared with education college students.

**Conclusions:** The main barriers of using e-learning (Moodle) were individual barriers, institutional barrier or workplace barrier and using of social media (Facebook) in teaching process. Using of Facebook is considered by participants as unprofessional in academic level communication.

**Relevance to clinical practice:** These findings suggest the important of using the professional tool of communication in learning as e-learning (Moodle) and not depend on social media as face book. In order to improve the quality of education, the academic administrator should aware of barriers in using e-learning that faced the faculties and students.

**Keywords:** Moodle, e-learning, blended learning, Content Pot, Face Book, Faculty of Medicine, Faculty of education, quality of education.

## Abstract

**Aims and objectives:** This study aims to identify the barriers and facilitator of using Moodle or e-learning by faculty of Medicine and health Sciences College and Education College. This study contributes to the understanding of faculty perceptions of barriers, the different types of barriers and facilitators that help them to use Moodle or e-learning smoothly. This will help the academic administrator to guild their agenda and aims toward overcoming these barriers and improving the facilitator factors which will help to improve the quality of learning.

**Background:** The most important factor to alleviate poverty and economic growth in developing countries is investing in education. An- Najah National University considered as a big education service provider in Palestine. Improving quality of education services is an important matter.

**Design:** Qualitative research was conducted. Reporting of this research adheres to the

SRQR guidelines. A qualitative methodology, in-depth, face-to-face, semi-structured interviews were conducted using interview guide with seven faculty of Medicine and health Sciences College and Education College.

**Results:** This study revealed three key factors that represent barriers to using Moodle or e-learning from participant perception. These were individual barriers (educator & students), institutional barrier or workplace barrier and using of social media (Facebook) in teaching process, which is considered by participants as unprofessional in academic level. Therefore, the main hot issue that highlighted from this study is it possible to take the advantage of Facebook (which is accessibility, popularity and easiest way to contact with students) and connect it with Moodle or vice versa to improve the academic learning process and keeping the professionalism in communication. The study revealed that English language competency of Medicine and health care science students

## Introduction

The most important factor to alleviate poverty and economic growth in developing countries is investing in education (UNDP, 2005; UNESCO, 2005; UNESCO, 2015). Our University considered as a big education service provider in Palestine. Improving quality of education services is an important matter. The lecturers should demonstrate the best practices and embracing strategies to promote efficiency and effectiveness of teaching (Ibrahim, 2018). A systematic review study concluded that e-learning is superior to traditional learning (George et. al, 2014). A policymaker makes a pressure to insert e-learning into higher education that has been influenced by pressures and drivers, e-learning having a lot of challenges (Heeks 2002; Rajesh 2003), the rate of drop out using e-learning are usually higher than using traditional classroom teaching (O'Connor et al. 2003; Simpson 2004). Anderson et al (2006) highlighted in his paper about national e-learning strategies that main drivers to use e-learning nowadays can be categorize into: first, the national need to up skill the people to meet the information and knowledge challenge. The other was the need to implement the lifelong learning agenda and have flexible access to education.

The EU Commission have been criticised the Universities for presented 'the same courses to the same group of academically best qualified young students and failing to open up to other types of learning and learners' (p.3); their method has 'slowed down innovation in curricula and teaching methods' (p.3); so the universities are encouraged to 'grasp more directly the challenges and opportunities presented by the lifelong learning agenda' (p7) (CEC, 2006). It is relevant to examine the existed difficulties of e-learning. Therefore, the current study aims to identify the barriers and facilitator of using Moodle by faculty of Medicine and health Sciences College and Education College. This study contributes to the understanding of faculty perceptions of barriers, the different types of barriers and facilitators that help them to use Moodle smoothly. This will help the academic administrator to guild their agenda and aims toward overcoming these barriers and improving the facilitator factors which will help to improve the quality of learning.

## Methodology

### Study design

Researcher based this article on qualitative research focusing on the experiences of faculty of Medicine and health Sciences College and Education College in using of e-learning (Moodle). Reporting of this research adheres to the SRQR guidelines.

### Data collection and participants

A qualitative methodology, in-depth, face-to-face interview were conducted using interview guide and purposive sample with seven faculty of Medicine and health Sciences College and Education College. Interviews were conducted using a semi-structured approach. The interview is considered the gold standard of qualitative research. The advantages of this approach include that: participants can provide historical information; it provides the closest engagement possible when participants cannot be directly observed and it allows the researcher to control the line of questioning. In this study, the semi-structured interviews used an interview schedule and open-ended questions that lasted between 60 and 90 minutes. The interviews provide an in-depth understanding of the interviewees' personal opinions and expectations

Interview guild was built on literate review and experience of researchers (see supplementary File). Both researchers shared background of participants, one of them from Faculty of medicine and health Science College and other from Education College so pragmatic approach was followed. Participants were selected from both colleges based on their activities of using Moodle in learning, researchers were log in e-learning (Moodle) site and selected the most active and non-active members. Then the researchers make a phone call to selected members to ask them to participate in current study with explanation of study, the total number of agreed participants and until data saturation were seven, three from Medical College and four from other. All of participants have experience in teaching at Universities for more than 7 years, all of them holding a PhD from different countries as USA, UK, Russia and Europe. Although, both researchers have their PhD from UK in Education and Nursing that help to understand the participants' experiences and perceptions in learning.

The quality of research is needed to assess the status of findings through carefully examining all the steps of the research. The rigor of the study is ensured by the discussions and debates of the differences between researchers until consensus is reached. Validity in qualitative research may be ensured by keeping personal biases to a minimum, so the data analyzed by two groups of researchers separately in the same way and period. Then the results compared until consensus be reached. Compressing the two mobiles voice records to each participant occurred to ensure the reliability that results in the consistence of results.

### Data analysis

Taped interviews were transcribed verbatim. Data analysis was done using thematic analysis (Braun & Clarke, 2006), four themes emerged as presented.

### Ethics

IRB approval was gained before conducted of study. The researchers followed the ethical principles embedded in the social sciences; particularly, the code of ethics from the American Sociological Association (ASA, 2018). Before the interview participants were familiarised with the focus of the research, researchers' institutional background and principles of anonymity of the obtained information. All informants gave verbal informal consent to the participation in the research. The option of withdraw with participation in the research or during the interview was granted. Researchers do not disclose any information which could lead to identification of informants.

## Study Results

The themes emerged from the study were: Moodle vs Content Pot, individual barriers (educator & students), institutional barrier or workplace barrier and using of social media.

### Moodle vs Content Pot

Most of participants highlighted the different between on-line learning, e learning, blended learning and traditional way of teaching. All participants agreed that what followed at university is blended learning. They emphasized that blended learning can overcome the disadvantages of both traditional way of teaching and on-line teaching.

"I would like to highlight the different in concept between e-learning and blended learning.

what I use is blended learning. I use both on line material and class lectures" Participant (2)

"We design our courses as on-line course, but we deliver it as blended, we could not leave the traditional way of teaching, face to face at class" Participant (7)

The most advantages for traditional way or in class lecture was the present of interaction and immediate feedback. While, on line lectures allowed to download whatever the teacher wants from material and videos that included recorded lectures. The student able to listen to lecture what ever student wants without costing him/her any energy or transportation to university. As well as the advantages for teacher, the first time in constructing the course it takes a lot of time and energy but later the next year the lecturer just updating the material and assignments. This helped to save the energy and time of teacher, give him the space to self-development and saving the materials in safe available source.

Participant compared between using Moodle which presented now a e-learning method vs Content Pot. Content Pot is the first electronic program run at university that help faculty members to communicate with student and presented the material electronic. It is obviously clear that Content Pot is used only to drop in the material and students download the material without any interaction or feedback. However, Moodle provide the space for interaction, assignment, recorded lectures, and videos.

Some of participants agreed that using e learning is saving their time and contribute to their professionalism. It takes a lite bit at beginning to design the course once it is ready then the next sequence, they just re develop the course material. Another advantage was the Moodle helps student to download the material of courses on line in

advance. This can help students to prepare and read the material well, which lead to increase class interaction and involvement of students.

"I am so happy for using Moodle, e learning can save our time and our energy, I prepared my course in advance and I download the videos on line for my students, so this help students to prepare well for my lecture. And help me to use face to face lecture effectively for interaction with students" Participant (1)

### Individual barriers (educator & students)

Internal and external factors were the most common subthemes for individual barriers. Participants mentioned that most common causes for not using Moodle or e learning approach were categorized into the following: First, lecturers' preference to have full interaction with students. Second, inadequate of technology competency for some lecturers, but not for students. Students can use technology smartly. Third, using of Moodle or e- learning needs a lot of teachers' time and they considered it as over workload. Fourth, lack of motivation or incentives for lecturer. Fifth, culture resistant, attitude and preference of using traditional way of teaching as well as the learning style preferences. Finally, language competency, the English language is the main language at University. The language competency was the only item that has been raised from education faculty more than Medicine and health care faculty. This might due to naturalty of college, Medicine and healthcare college students are usually the top 10th students mark and they can use English language fluently.

However, some of participants highlighted the problem of having an adequate time for training. Others mentioned that using Moodle required them to be connected and available all the time.

"Using e learning means to be available as a teacher 24 hours and be able to connect with internet. While, traditional way of teaching requires you to work in class lecture and office hour" participant (4).

The external barriers were considered from participants' perception as the availability and accessibility of technology for some lecturers and students. The numbers of computers at universities were considered as not sufficient and availability of internet access was a major concern especially for students whom live in far villages. The nature of course such as anatomy and clinical courses were not appropriate for using Moodle or e-learning approach, others mentioned the fair of potential interruptions.

"The nature of course plays a big role in decision to use Moodle or e-learning VS traditional way. For me in teaching my student anatomy of body I prefer to show them model of human parts and ask them to touch it physically by their hand to never forget the information" participant (6).

### Professionality in using Face book vs Moodle or e-learning in learning

In current study half of participants were happy in using Face book in communication with their students. They delivered their lectures, videos and announcement for their courses. Considered that Face book has a wide spread, costly, available, simple, not complicated and present of tagging technique. Students can open it freely within few second from their smart phone, especially, no password required every time to log in. However, using apps for open Moodle through Zajel (which is the electronic page of university) needs a several steps, this process needs at least 2-3 minutes. Sometimes the connection is an available at home for some teachers and students. Another point that

been highlighted the lack of skill of students in using Moodle, but they are skillful in using Facebook, especially they are youth and it is one requirement of this era.

"Using Facebook considered as an ideal way of communicated and reaching the students. Because of advantages of Facebook as high spread of information and using tagging technique. Facebook considered as an easy way to tell my students the time of exam if it postpone" Participant 5

### Discussion and Conclusion

The study found that participants whom used e-learning were happy considered that part to improve professionalism and this line with study (Niemi, et. Al, 2016) that found a positive effect in enhancing the efficiency of teachers. Current study emphasized the important to train staff as well as students for e-learning, this in line with Haddad's study (2018) who recommended the requirement of working on training teachers. Although, study showed that e-learning is essential part in active learning and this in line with Silberman's study (2006) who believes that students use their skills effectively in e-learning.

Study revealed three key factors that represent barriers to using Moodle or e-learning. Individual barriers (educator & students), institutional barrier or workplace barrier and using of social media (Facebook) in teaching process, which is might considered as unprofessional in academic level. Therefore, the main hot issue that highlighted from this study is it possible to take the advantage of Facebook (which is accessibility, popularity and easiest way to contact with students) and connect it with Moodle or versa vasa to improve the academic learning process and keeping the professionalism in communication. The study revealed that English language competency of Medicine and health care science students were considered as a main helping factor in using e-learning compared with students from Education College.

In order to improve the quality of education, the main recommendations were to encourage lecturer and students to use e-learning as part of each course. Understanding the main barriers and facilitators that emerged in current study will help the institution to formulate their goals plan. The main idea that should delivered for students and lecturers that Face book is for informal communication not for learning. Any time the information that presented on Face book could be loss because of copy right issues. For formal learning and teaching lecturer should rely on Moodle or e-learning using University web site. The cultural issue was illustrated in this study especially Palestinian culture considered as a conservative culture so educate parents about important to have internet at home for education in crucial issues.

### Relevance to Clinical Practice

These findings suggest the important of using the professional tool of communication in learning as e-learning (Moodle) and not depend on social media as face book. In order to improve the quality of education, the academic administrator should aware of barriers in using e-learning that faced the faculties and students.

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