

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**AMAR TELEDJI UNIVERSITY, LAGHOUAT**  
**FACULTY OF LETTERS AND FOREIGN LANGUAGES**  
**DEPARTEMENT OF ENGLISH**



**MOODLE AS A TOOL TO ENHANCE  
AND IMPROVE COLLABORATION  
AMONG STUDENTS  
(AMAR TELDJI DIFFERENT  
DEPARTMENTS )**

*Dissertation submitted in Partial Fulfillment For the Requirement of Master Degree in  
Civilization and Language Teaching*

**Submitted By :**

**Benbertal Aicha  
Makhloufi Fatima**

**Supervisor :**

**Miss Charfaoui Samia**

**Academic Year: 2016-2017**

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## **Declaration**

We hereby declare that the substance of this dissertation is entirely the result of our investigation and that due references or acknowledgement is made, whenever necessary, to the work of other researchers.

**Date:** May 28, 2017.

**Signatures:** BENEBERTAL Aicha and MAKHLOUFI Fatima.

## *Dedication*

*This dissertation is dedicated to our parents, who supported us and for the souls of our grandparents, Hadj Belkacem Benbertal, Hadj Abdallah Ferhat, Hadja Hadda Chaoui Hadja Aicha Bedj (may God bless them).*

## *Acknowledgements*

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## *Abstract*

This work is part of a broader project that investigates the impact of the use of Moodle as a pedagogical platform on collaborative learning (Teacher-Students). In order to highlight the attitudes and behavior of teachers towards the use of information and communication technology in higher education, we conducted a survey that was administered to a few teachers working in the field of ICT (Information Communication Technology). The survey was carried out by means of a questionnaire with a sample of fifteen teachers belonging to various departments of the faculties of Laghouat University during the 2016-2017 academic year. The questionnaire includes open-ended as well as closed-ended questions. The work has a descriptive nature; the results obtained in this study revealed that the majority of the teachers investigated have a very positive attitude towards the use of the Moodle pedagogical platform provided that better technical and techno-pedagogical support and training on the computer-based teaching tool will be adapted to the learners' needs. Besides, the results are in favor of promoting the updating of teaching methods, use of very adequate teaching resources, rapid dissemination of teaching evaluations and facilitating the organization of students' working time. It is important to emphasize that the reluctance observed in the pedagogical use of the computing tool is related more to problems of a technical or temporal nature.

**Keywords:** *pedagogical platform, Moodle, investigation, collaborative learning, attitude and behavior.*

## **List of Abbreviations**

**Moodle:** Modular Object-Oriented Dynamic Learning Environment.

**LMS:** learning Management System.

**VLE:** Virtual Learning Environment.

**PC:** Personnel computer.

**CMS:** Course Management System.

**MLE:** Managed Learning Environment.

**LSS:** Learning support System.

**LCMS:** Learning Content Management System.

**LP:** Learning Platform.

**CMC:** Computer-mediated communication.

**CL:** Collaborative Learning.

**MS:** Management System.

**MP:** Moodle Platform.

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**GENERAL  
INTRODUCTION**

## **General Introduction**

In the last two decades, the information technology has been widely used in many sectors. One of the fields that have witnessed those changes is the educational sector. The development of technology plays a vital role on the teaching –learning process. Lately educators became more aware about the use of technology and how it affects student’s academic level.

Nowadays most teenagers and adults spend most of their time in front of their personnel computers. Besides, latest development in the world has made traditional notions of education outdated and paved the way for new trends in teaching. These trends have been designed to meet students „expectations. These more learner-centered approaches were sought in teaching any subject. Teachers have been given the chance by these technologies to use a variety of tools to improve the quality of the teaching-learning process. This makes it important for teachers to be acknowledged about the advantages and possibilities of using technology in the classroom in order to improve the students level (Kaminski 2005).

Moodle is acknowledged as an open source in a way that students can work together and participate in groups and Moodle, a learning management system (LMS), is a free and open source learning software platform. This E-learning tool allows students to continue learning outside the school environment where the teacher role is still necessary to facilitate the planning and preparation processes. Moodle is one of the preferred types as a method of learning based on electronic media which is grounded on the use of sound pedagogical principles; this media is designed for helping educators create effective online learning communities. Moodle helps educators to support traditional classroom, thing that gives the chance for weak elements to be included, in a collaborative learning environment. Moodle environments aim at enhancing students’ experience in learning and are designed with a pedagogical frame work (Moodle, Docus, 2006).

The objective of this descriptive study is to investigate how Moodle can enhance students „collaborative learning, and the improvement of their educational achievement. Our attempt is to highlight the need for further and future research on the use of this platform. In this respect, the research at hand aims first at providing a general presentation about Moodle platform and how the students“ level can be improved through its use and through collaborative work.

Above all mentioned factors, the major factor that makes Moodle a preferred way of learning is that teachers can easily access to this software by the programs, web pages and design a page for their own courses free of charge. Furthermore, exchange courses and assignments with each other among groups. Thus in the present study we will work on the use of Moodle as a tool to enhance and improve collaboration among students.

The purpose of this study is to identify the role of Moodle platform in improving and enhancing students „collaborative learning. The main question to be raised is : to what extent can Moodle plat form help in improving collaborative learning? In order to conduct an in-depth analysis and make inferences, varied questions were raised:

1-How can Moodle platform improve the teaching-learning process?

2-To what extent is Moodle platform an enhancement tool to conduct an effective collaborative learning?

3-How could Moodle develop teachers as well as students“ academic level through collaborative tasks?

In the attempt to provide answers to the questions above, a set of hypotheses is laid. Firstly, students who are using Moodle platform during their learning are more motivated to the learning process. Secondly, students who work collaboratively are more active and their

level is better than those who are included in traditional environment. Finally teachers are more confident in using Moodle platform in their teaching process through engaging students in collaborative tasks.

Data collection started during 2016/2017 academic year. This work has a descriptive nature that focuses on quantitative method, which is undertaken through case study selecting fifteen 15 teachers from different departments (English, Spanish, French, Economic, Electronic, Civil Engineering, Computer science Arabic literature) at Laghouat university by using a questionnaire administered for teachers as a research tool that will be useful in gathering and analyzing data in order to spotlight on teachers' experience using this platform.

In order to orient the reader to the concepts which are investigated in the present study, a brief discussion of these concepts is made. The first concept is "Moodle", it is an acronym for Modular Object Oriented Dynamic learning environment and it is a course management system (CMS), also known as a learning management system (LMS) or a virtual learning environment (VLE). It is a free web application that educators can use to create affective online learning sites. The second key concept "Collaborative learning" is where learners are able to interact with each other in form of groups, peers, by working together to expand their knowledge about a particular topic or skill. "Blended Learning" is another key concept, a term generally applied to the practice of using both online and in-person learning experience when teaching students. Another key concept is "E-Learning Environment" the latter refers to a technology-supported environment; for example a classroom in which a technological tool is used as a learning device. Finally, "E-Learning" is defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and conforming knowledge while "electronically" could easily be replaced "online".

The present work comprises a general introduction and three chapters. The general introduction presents the rationale for conducting the study, the scope of the study, its significance, aims as well as research methods. Chapter one, provides a theoretical framework for the study, it focuses on Moodle platform including definitions and types of platform, issues in Moodle platform and some factors of Moodle beside its advantages. In addition, chapter two, focus on collaborative learning using Moodle platform and its importance, benefits and students' motivation in team work. Another element was mentioned which is collaborative learning improve students' critical thinking. Chapter three reports the methodology used in the research including research questions, sample and the procedures for data collection and analyses through the questionnaire administered to teachers. The work ends with a conclusion that summarizes what is addressed in the study, points out the limitation and provide some suggestions for further studies.

**CHAPTER ONE:  
MOODLE PLATFORM**

## Chapter One: Moodle platform

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## **1.0 Introduction**

Long time away teachers and students have faced a lot of problems during the teaching learning process; many obstacles were blocking this process. Teachers as well as learners and researchers have started looking for solutions to solve these problems and to make this process easier and more helpful, of course the traditional methods are useful, yet many changes need to be made especially in the field of education and that what lead, to the growth of a new concept which is technology that had appeared in many forms such as the internet. It had helped a lot in improving and enhancing the learning teaching process. No one can deny the great role of this development that had its touch on many aspects of up to date life. And its role in education is no different especially in higher education this technological change created a suitable atmosphere of new thinking and gave more space for creativity which refers to how we acquire knowledge and skills in one hand and how to develop our learning and teaching process including the tools, materials, methods and techniques on the other hand.

Algeria, like most countries, has been engaged in a series of reforms at all educational levels by adopting reforms that are aimed to respond to the needs dictated by the fast change in socio-economic world mainly the adoption of new technologies in the field of teaching and learning. To be up to date, we need those new technological trends in the educational system which is presented through the use of information and communication technologies in teaching and learning that had experienced a great change and growth in the last two decades. These trends have a positive impact on the educational situations (Sasseville, 2004).

The appearance of those new technologies especially the internet provided teachers with many useful tools that can help a lot in improving and enhancing the teaching

learning process. Thus it is important for the teacher to have an idea not only about the use of those tools but also about the advantages of using those tools in the classroom as well as the results expected from the use of those tools (Kaminski,2005).

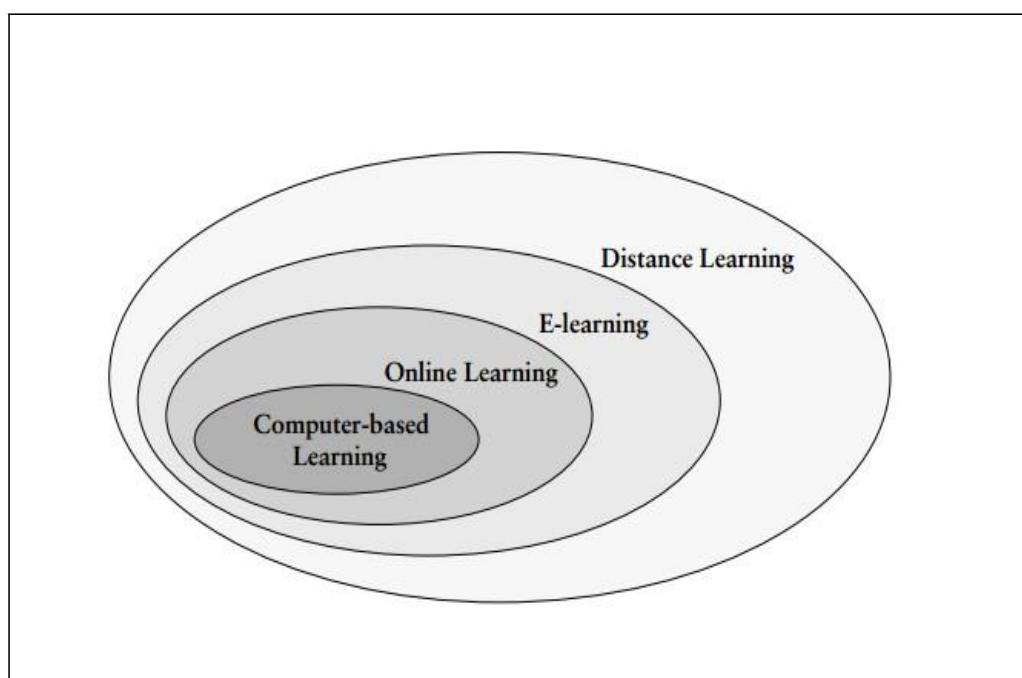
In the recent years, it is very clear how the internet and its tools and applications marked an increase of the role of computer-based environment in the learning process. That was the reason behind the unlimited use of virtual learning environment(VLE), in educational institutions because as we all know, the internet is an open source of information and there is an endless range of information, but there are specific web resources that are used in teaching. Those kinds of webs are often called *E-Learning Platforms* (EP) or as it is found in some concepts VLE .They are widely used in teaching science in general and physics in specific. They include the use of many objects from different types such as: videos, mp3, text document, scanned images, links to other webs which can be used to show dynamically concepts that are often difficult to be understood by students (Desai and Richards, 2008)

### **1. 1 E-learning Platform**

VLE, according to Weller (2007), is a computer system that is made to enhance and improve the teaching and learning process. This VLE is based on the use of some tools such as some applications that helps in the assessment of students, communication among students, the management of classroom *grouping, surveys, chats, forums...*etc. In many other concepts the E-learning concept is presented through different terms, depending on the context, such as : Learning Management System (LMS), Course Management System(CMS); learning content management system(LCMS); Managed Learning Environment (MLE) Learning Support System(LSS) or learning plat form (LP), in other context is known as Education Via Computer-Mediated Communication or online education (Kuteeva,2010).

The amazing spread of the technological tools such as the internet, this what lead to increasing the popularity of distance education and creating new atmosphere of education. The E –learning system offers many new ways of learning via online, one of those offers is what is called *Moodle* (Modular-object oriented Dynamic Learning Environment).

Many other types of these platforms appeared in order to enable the integral management the online learning teaching process also there are other types of blended learning applications. Of course those applications have many roles such as enabling the courses management for example the courses, exercises, home work, tasks, it has big role in ensuring and enhancing collaboration through the use of some tools such chat, video conferences as well as non –synchronized collaboration (forums, messages, blog).(Weller ,M., 2007).This platform provides teachers and student or users as a whole with a wide range of facilities of communication tools such as forums, chats, messages which gives the e -student the opportunity to communicate with each other and with their professors at any time and in any place they are in .



**Figure 1: Scope of E-Learning. (Adapted from Bachman 2000).**

Through this figure adapted by Bachman (2000), we can understand that the idea of using technological devices inside classroom started from computer-based learning and developed through time to be online learning, then E-Learning as it is seen until it became distance learning.

### **Moodle Platform**

In the field of technology, the new concept *Moodle* represent one of the most used and most popular open source platforms, it is known through many names such as: LMS, CMS...etc. According to the free Wikipedia, it is defined as: « free and open source software learning management system written in PHP and distributed under the GNU General public license ».

Moodle platform is described as an E-learning project and as a course system (Gurmak.S.2005). It is designed for the purpose of giving all the users of this system (educators, learner's, teachers...) a single robust. This platform is mainly based on collaborative learning that is presented through many forms. It was originally created by Martin Dougian as he is a computer scientist and educator; the first version of Moodle was released on 20 August 2002. (Wang ,Li and Gu,2004).

Moodle is mainly used to make courses online in order to have an effective class. It doesn't matter which level you are teaching or which level is concerned. This EP or CMS, Moodle is a web application that can be located anywhere in the world, and anyone can have access to the system.

The term “open source” may be difficult to be understood especially for those who have no technological culture. This new system is an amazing gift that the world has ever has and it is not easy to know how powerful is this system which plays a great role in changing the world at all levels economically ,politically ,socially special in the education field.

## Moodle Features

As any platform, Moodle has different types of users and features that make it different from other platforms. For example the three (03) types of users we have: the administrator (the one in charge of the management of the platform), the teacher if it is educational situation, in this operation, the teacher has many roles to play depending on the course nature. He can be a trainer, facilitator or promoter... The third user is the student who has also different roles to play. He can be a learner, participant... (Cook, j.2001).

Then we will present a figure that summarizes everything we have explained before.

<b>Role</b>	<b>Function</b>
<b>Administrator</b>	Manages the whole environment
<b>Teacher</b>	Generate events, courses or subject according to the thematic areas defined generate training or events which are designated.
<b>Student</b>	Accesses and interacts with a specific events and participates in the subject they are subscribed.

*Table 1: Roles and Functions in Moodle Platform ( Javad Mehrabi, Masoumehsadat Abtahi 2012).*

This new and modern product is designed to serve the needs of the users of this platform. Moodle has many categories of features that fulfill the needs. They are as follow: general features, administrative features and course development and management features

It is easy to navigate from any advanced devices which need only to be connected to the internet. Moodle interface gives us the opportunity to organize and display courses in the way that you are tackling the course subject and the method you are using to

deal with the course and its activities that helps a lot in enhancing collaboration among student through the use of specific tools such as working and learning in group form.

It is provided with a wide range of collaborative activities, wikis, glossaries, database activities and that is what leads to a very organized work in a way that keeps you in touch with your academic course deadline, group meeting or presentation or any activity concerning the course as a part and concerning the learning teaching process as a whole. As a platform, it contains some other features and activities that are available online. Among these features are: chat, database, Forums, language variety, glossary, questionnaire, scheduler, lesson, assignment, uploading documents.

### **1.3.1 Chat**

It provides the user or the participant of the platform with real discussion that gives him the chance to meet other kinds of understanding and other points of view that make of him open- minded rich theoretical criticism. (Ibid, with 2012).

### **1.3.2. Forums**

Option used in order to conduct asynchronous online discussion, when you subscribe to a forum; you receive copies about anything posted by E-mail. Teachers use it in order to be in contact with their students. Through this option student as well as teacher can post comments on everything posted in order to exchanges information to correct each other. (Ibid,2012).

## **Database**

It is a great source of modules collection. It enhances the learning among the learners or the users of Moodle. The database helps the teacher or the user to build, to make researches and to have information about the topic dealt with. It can be in many forms, images, files, document, and texts. It makes participants share and store data with all participants (Ibid, 2012).

## **Language Variety**

Moodle as a platform is available in all most used language, so that it is easy for any teacher to teach his learners in their own language and that does not mean that they cannot use other language, and that is what is meant by languages variety said that language variety.(ibid,2012).

## **Glossary**

It is an activity within Moodle platform in which the user can create his own list of terms and definitions. In another way, he can create his own dictionary and that is what will lead to build a list of useful websites, those definitions can be found in many forms and can be linked to other places in the site. (Ibid, 2012).

## **Questionnaire**

In Moodle, the questionnaire module allows the users to make survey or questionnaire for all users, teachers and students to answer questionnaires contains a series of questions about the course, exercise or evaluation of the course. It is not obligatory to answer those questions, you are free to answer or not. (Ibid, 2012).

## **Scheduler**

It is an activity in Moodle in which the course maker or the instructor can post any time table about any available course or meeting and propose the timing and give the students or the users to choose what suits them creating a very comfortable atmosphere (Ibid, 2012).

## **Lesson**

Through a lesson, the teacher can create a passing path to the material presented. It includes a group of pages, each page contains an element explanation, and it ends with a question and a number of possibilities to answer those questions .Depending on the answers, the teacher decides whether the pervious pages are well understood or not and that what decides whether to complete with the next pages or go back and that is what would help a lot in tackling the material (Dougiama and Taylor, 2003).

## **Assignments**

This feature it gives the students the chance to submit their home work or assignments online. They also can download any files or courses, Document, PowerPoint, video clip etc. also the feedback can be provided in this part.

Moodle is a large system. It contains a lot of elements or features as presented previously, yet there are some features which are options.

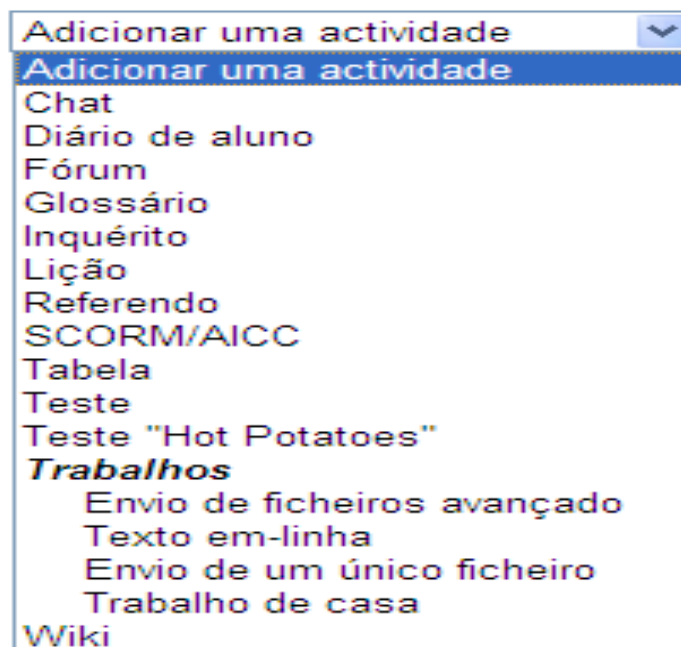
## **Uploading Document**

One of the options that we can have in Moodle is the possibility for students or teachers to upload documents at once or a file with many documents and that is what is

known as “advanced uploading”; through this option it is easy for the learner to work in a group in order to share any files.

## Quiz

In this module the teacher or the designer of the lecture is the one who makes quizzes. It gives the teacher the opportunity to set a range of different question types that provide the learner with more open possibilities about any questions or tests (Rauhvargers and Rusakova, 2010).



*Figure 2: Activities in Moodle. (JavadMehrabi, MasoumehsadatAbtahi 2012).*

## Moodle Advantages

Moodle as a platform took its crucial position up to many reasons and that is due to its advantages that led to the large use of this platforms. Moodle platforms offers an innovations way of delivering instruction that what improved the learning efficiency and provided more opportunities for a wide range of audience, especially those who have access to the internet (Liao and Lu ,2008).

Secondly the traditional methods were changed in all levels especially, the teacher who is not any more the dominant actor in the classroom. Within the Moodle platform the learner has more space to participate and to have their own chance to be part of the course management in the class. There are many advantages such as: the use of this platform improves the student learning effectiveness through the huge range of information contained in multimedia tools. Also a very important point is that through Moodle, the level of the student is increased through real life experience and practice because as humans we learn better with concrete tools, in our case the use of the platform (Osguthorpe, and Graham, 2003).

### **Types of Applying Moodle Platform**

There are many other advantages in this platform that helped a lot in the adaptation of this new concept. It connects students with their class peers. Moreover it enhances the student performance by improving collaboration among student because the emphasis is on the learning management and that would bring better individual learning results. (Ceraulo, 2005).

In this platform, there are different types of applying thing which can be included as an advantage. First, the blended class, in which the basic elements of the traditional method are kept yet the assistance of computers, is an addition. Another type which is the distance learning or class, through which the computer is given more space because the course is delivered through to different locations. Finally the hybrid class which is a combination of the blended classes and distance classes. It assigns part of the classroom environment and the class of distance conditions. In other words, it is a combination of face to face method and those of online classes (Edling, 2000).

The use of this kind of platforms has endless advantages. It is very effective and helpful especially for the students. Thanks to its flexibility in computer mediated

instructions, it can provide the students with a variety of learning options. Moreover, it doesn't cost a lot of money and that suits the student too much (Corrine, 2000).

### **Open Source**

This term is completely new for our society and if we are dealing with this concept without any background it would be hard to understand it. This term has changed the world as a whole and our learning process as part especially in the software domain. From the term "open source" we can understand what is meant by "open" in a way that anyone can have access to it. From this point many questions can arise: what makes it different? Why is it so important? This system is important and has taken this special position for many reasons. It has helped a lot in enhancing and improving the group work or collaboration, knowledge sharing. In this system user can create new elements in the system, fix bugs, improve performances or they can just see what the others are doing in all cases they can get something (Gregson, & Jordaan, 2009).

### **Educational Philosophy**

Behind any idea there is a theory, such it was the case in the Moodle. Its founder Martin Dougiam's previous information in education led him to adopt the idea of social constructivism. The main principle of this idea is that people learn better when they are engaged in the situation or the learning process. That is to say when we are in a concrete situation we learn better and we acquire knowledge better. Humans memorize what they experience because all that is concrete is unforgettable.

## **Community**

Moodle was adopted by large communities who have understood how much is useful and helpful. This community comprises people responsible for all that concerns' this platform. They are in charge of developing this system and ensuring the quality of its products and they are responsible of adding new features and making it up to date.

## **Moodle Basic Elements**

As we have already seen, Moodle as a system is based on the web that we can have access to through a web browser, any computer we are working with needs the browser to be installed in and of course the internet connection for the server to run Moodle.

In the Moodle site, there is a front page that displays a range of links such as course list. There is a pre-installed range of blogs. Besides, the administrator can add more blogs that can help and serve for different purpose (Figure 3). As any system, Moodle has what is called language options. The “help” option serves users by provisory help and documentation that contains answers to the frequently questions. After making the choice of the language, there is a button in which you find “login”. When clicked, Moodle will present you the login to the page of the site (figure 4). There are options in which you can create your own account through the following steps:

- 1-There is a button in which you find “crate new account” you click on.
- 2- Fill in the personal information you are asked about such as the user name, the password. . .
- 3-provide a correct E-mail address.

## How to Use Moodle 2.7

MAIN MENU 

- Site news 

NAVIGATION 

- Home
- Site news 
- Courses 

CALENDAR 

◀ November 2014 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### Site news

(No news has been posted yet)

You are not logged in. (Log in)



Figure 3: Moodle Front page. (JavadMehrabi, MasoumehsadatAbtahi 2012).

- Choose your username and password

Username\*

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s)

Password\*   Unmask

- More details

Email address\*

Email (again)\*

First name\*

Surname\*

City/town

Country

Figure 4: Creating New Account. (JavadMehrabi, MasoumehsadatAbtahi 2012)

## **Conclusion**

Moodle platform is used all over the world. Universities, schools, professors as well as teachers use it in order to enhance and improve the teaching learning process; this platform has developed through time. This ongoing development was behind the success of this Platform which provides variety of options to its users in a way that makes teaching and learning more suitable to the needs of learners.

**CHAPTER TWO:  
COLLABORATIVE  
LEARNING**

## Chapter Two: collaborative Learning

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## **Introduction**

In the last decades, technology has impacted our whole life in general by providing us with different options that make different aspects of our lives easily manipulated and managed. The latter became an important part in the educational field, leading educational institutions; universities and schools adopt information sessions in their schedules about the use of technology in learning. For learners, it serves as a source of tests, submission options, as well as their courses...etc. Recently most educational courses are transformed and delivered by teachers to their students using the internet through E-learning platforms, or specific web-pages created by learners or instructors. Despite the availability of learning tools, the academic level is still lacking the desired development, and this is because of the lack of practicing collaborative learning (Dillenurg 1999).

## **Collaborative learning**

Learning does not seem to be suitable for preparing learners to function and to be productive in the classroom. In this current period the educational sector witnessed extremely a new remarkable phenomenon that is worth to be taken into accounts, which are the adoption of technology as well as the use of internet during courses.

The use of E-learning platforms and practice of CL contribute to improve the academic level of education. In order to achieve the desired educational level, instructors use Moodle collaborative platform in order to create online courses for their learners, and achieve collaboration by making learning easier, funny, and even faster. In order to make of education effective. It is argued that one of the good solutions is that Moodle platform could make learning more engaging for students, and enhance CL. (Hurber 2007).

CL is where learners are able to interact with each other either in groups or peers working together in order to expand their knowledge about a particular topic or skill. E-

learning environment is typically done through the MP. The latter has allowed the teachers and students to transfer and transmit information, as well as communicate together. In addition to that, it increases the growth of CL by offering new several opportunities for learners' collaboration, such as providing learners with discussions among themselves and participating in group work and activities, by making learners responsible for their own learning as well as each other's learning.(Findley 1987).

CL occurs among learners through the online platform (Moodle) that permits learners to share common purposes and depend on each other, as well as check the uploaded courses that are facilitated by the online instructor by their own log in. Moodle is an effective online LMS that aims to create E-learning web-sites to enhance CL by creating an interaction tool between learner-learner, and teacher-learner, such as workshops, discussion forums, for exchanging ideas and information among user.

According to Rovei (2004) *“The use of Moodle will increase the learners' responsibility, and achieve collaboration among students”*. In other words, the use of Moodle enables instructors to easily improve and enhance learners' performance by providing opportunities for learners to engage in collaborative activities with each other led to better learning results, such as developing thinking skills, as well as flexibility.

### **The Importance of Collaborative Learning**

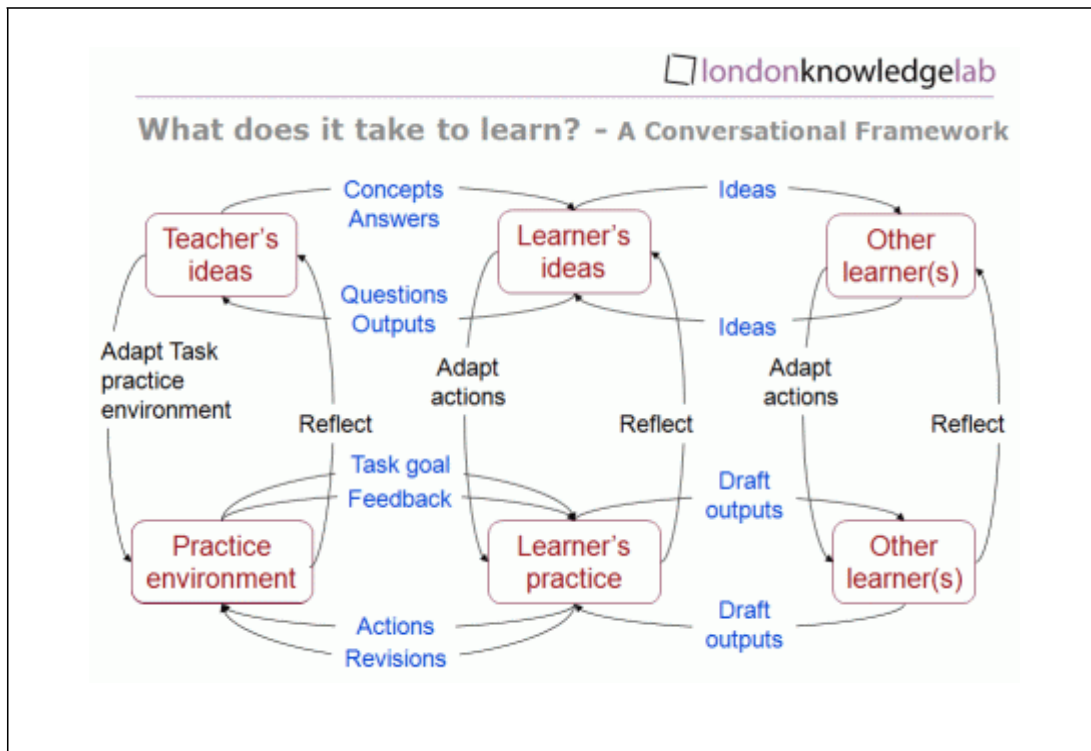
Learners' collaboration is a key strength of MP. It provides students with opportunities to interact with each other and contribute in successful communication. This platform is well suited for learners to co-create by engaging in team discussion, posting files, and responding to each other. Stahl (2006) declared that use of collaboration among learners helped the learners to have soft skills. I.e.; learners who participate and engage in collaborative learning will have flexible skill by being aware of their learning strengths and

weaknesses, as well as enhance their communication skill. This idea has been supported by Vesisenho (2010) that the collaborative work is a dynamic way that provides a safe environment for learners.

In this context the CL helps learners to improve their academic level and achievements, the latter is a platform where instructors and learners can interact and collaborate by allowing learners participate in courses. It regarded as a relaxing platform for those who cannot feel safe in front of their classmates. It helps learners who are not self-confident enough to explore their ideas and participate with their classmates in a safe environment, because in this platform learners are log in by using their anonymous password or codes, i.e.; the teacher and learners cannot know who are participating by their names. In the words of Myllari (2010), the importance of CL is that the learning environment witnessed a transformation from working in isolation to working in a group of learners with a unique skill. MP has an important impact on the group learning to collaborate fairly and evenly. This software will widely boost learners' interests in learning.

Brophy (2007) stated that Moodle collaboration will lead to the enhancement of the learners' style of learning, as well as to take responsibility of their own and group learning. This platform sets further importance and assertion on self-improvement i.e.: learner centered; that lead learners to work harder and harder and make self evaluation by correcting their tasks by their own as well as correcting each other's work.

According to kock (2001) MP makes learning easier for those learners who are far and cannot join all the scheduled lectures, and it allows them to submit their activities when they are out of the classroom and even out of the country. Moreover, Moodle CL eliminates the obstruction of time, as well as distance, by allowing learners from different (near or far) locations to work together as if they are in the same classroom.



**Figure 05: Students' Collaboration in Moodle Platform.(Learning Design P259)**

### **Enhance Collaboration Through Moodle Platform**

Moodle is an essential means to manage courses, by allowing learners to communicate among themselves and even with teachers by developing learning materials. Lately, this management system became a suitable environment for learners and teachers to increase the learning outcomes. The use of collaboration method to enhance group work among learners is established by the idea that the teacher has to find a kind of balance between learners. This balance and freedom are needed to enhance learners' motivation and intellectual development.

According to Wang (2009) the effectiveness of CL is the greatest challenge to establish a connection between teachers and learners by making a balance between learners' freedom and teachers' authority to intervene. Moreover the CL should be fostered by learners themselves. Its goal is usually fixed by the instructor, whereas the achievement of the

objective is usually fulfilled by the group members. This cooperation between learners and teachers through the use of this platform has a significant development and improvement in the learning achievements.

In the words of Martin (2001): CL increases team spirit, as well as develops and improves students' educational level. The focus in this platform is to provide interactive; conversation by promoting a beneficial discussion among learners. In this MS, students need their pure responsibility of learning to build knowledge by relying on their previous experience. The collaboration framework permits teachers and learners to create collaboration models. It is divided into two assumptions:

**Teacher-Learner Collaboration:** to create an environment that should be appropriate and suitable for achieving certain objectives.

**Learner-learner Collaboration:** by engaging students in learning to advocate collaboration in the course. (Willis 2009).

## **2.4 Role of Users**

In the traditional environments of teaching-learning the instructors and students are restricted only to one role, the teacher is regarded as an explainer, whereas the student is passive (receiving information). In MP the users have not been limited by one role.

### **The teacher's Role:**

The teacher here is not only an explainer as in the F2F method of teaching; the online instructor can provide learners with a variety of activities, and permit them to take responsibility to do the exercises as well as interchange courses and materials ...etc The teachers' role through the use of Moodle can change the teaching environment from the

covered learning environment to an open online interaction i.e.: independent learning environment.

The instructor will guide learners and provide them with the appropriate environment, as well as encourage learners to engage and manage their learning. In MP, the teachers' role should be heedful he / she should take into consideration many aspects, such as the careful planning of lessons whether it is adequate to go in parallel with the learning-teaching environment. Also he/she should be very precise in the preparation of the courses and activities, by making balance between the activity and the group necessities. (Beldavian 2006)

### **Learner's Role**

students in MP are active participators, they are unlike the traditional learning-teaching environment (passive) .In this platform students are mediators and monitors, they collaborate to work together to finish the activities or the task in order to fulfill the ultimate objective, as well as elaborate to set their final objectives. The group members are asked to communicate and discuss among themselves about what they want to achieve at the end of the task or the course, if they set and accomplish their ultimate objective successfully, they became more actively involved in their learning. In this software learners are more responsible about designing their learning activity.

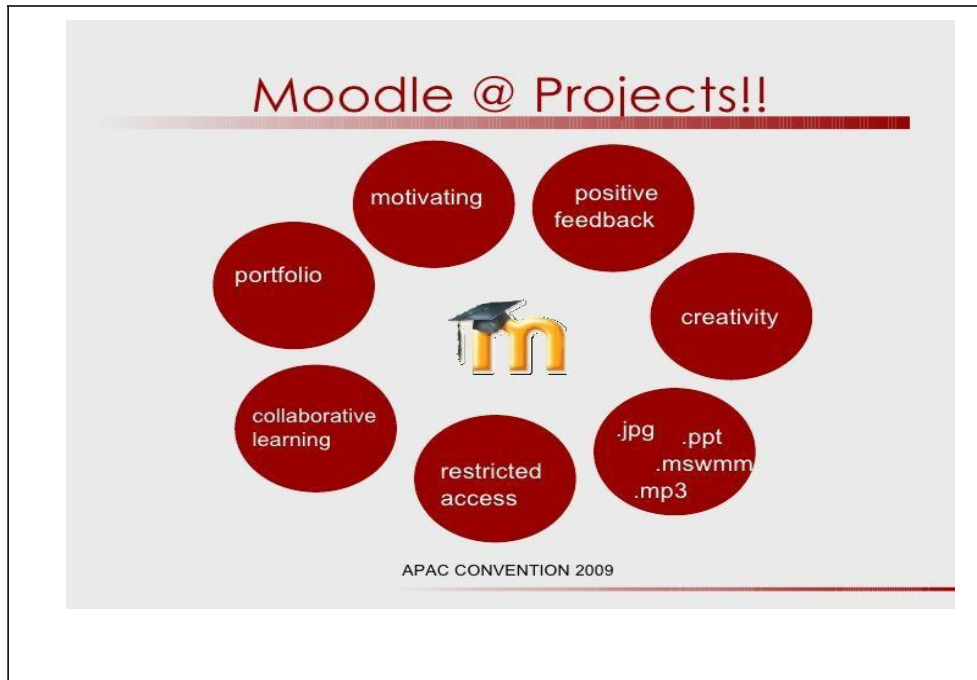
In other words, they feel free among themselves in a way they will monitor their activity, and this is part from the goal setting. Here learners are more likely to participate in the activity, than in the traditional environment of learning. When learners monitor their learning they became more self-regulated. Through the collaborative work, students enhance their self-regulated capacities, when they check each other's shared ideas; they get better understanding and feedback from each other. In this LM, learners are not passive by only

receiving the information from the instructor, but they participate by themselves in learning through posting courses, activities, as well as discuss and debate about the uploaded materials by their classmates. (Ibid2006)

### **Benefits of Moodle Collaborative Platform**

According to Gomez (2010) learners in MP will be responsible about their learning, and they shape their own place of learning among themselves. Learning within this platform is based on self-directed skills. This idea was supported by Rovei (2004) the MP can provide learners with social benefits, i.e.; this kind of interaction will build a diversity of understanding among learners.

In addition this MS allow the teacher and learners to learn and interact out of the classroom scheduled time, which saves more time for the teacher to explain the lessons in classroom. This platform can be used by the learner before they came to the class, when the teachers post the courses and materials that students are supposed to deal with in the upcoming session, so; they can feel confident in the classroom because they have prepared the lecture, as well as it provides sufficient time of teaching-learning activities during the classroom. The teacher can post courses materials in this platform , and learners can respond to the uploaded courses and materials by explaining the delivered courses with each other out of the classroom time, that contribute strongly in producing a much higher level of critical thinking among them . This cooperative learning through MP make learners obtains feedback from their peers as well as from teachers. (Reinheiner 2005)



**Figure 06: Benefits of Moodle Collaborative Platform (Stiker2010).**

The learning environment in this platform is unlike the traditional environment of teaching, i.e.; it is not only teacher-centered or learner-centered approach, yet it is both at the same time, both the student and the instructor take a part in the improvement of the learning-teaching environment. They are contributed strongly in the development of the teaching-learning environment, because the relationship between the student and the teacher is totally different from the traditional learning environment.

They can upload courses, debate, and even correct collaboratively. In this context, the teacher provides learners with the most needed lessons that they may help them in the classroom, such as articles, videos, . . .etc that are concerned with the lesson, and learners can check the courses and interact with the teacher about the this uploaded material, they may open a space for debates that facilitate the course to learners. (Kock 2001)

Moreover the interaction in the collaborative Moodle cannot be only with the teacher, but also with students among themselves , by responding to each other , participating in answering the

question , and give each other ideas and information about the uploaded material , also they may explain the course among themselves, ask questions solve problems . All this characteristics can benefit learners in several different ways such as build their self-esteem, and develop social interaction skill. These benefits cannot support only learners, but also teachers. Learning is more significant when experienced with each other that have common interests. Collaborative MP has been noticed to be a favorable leverage on students' learning, in addition to the enhancement of their critical thinking along with developing their skills (writing, reading). (Bandura 2000)

Team learning is one of the most important ways to students learning role. The latter has been changed learners level from weak to a higher achievement. Group learning empowers the students' cultivation of certain topics, and how to look to your group members as sources of knowledge that may benefit from them. What is good about cooperation in MP that how easy learners get hope if they stack in a problem about understanding the course, when they ask their peers they can help each other's by sharing their ideas and understanding about the course.

In MP the lesson is not only lead by the teacher but also learners have the opportunity to participate, they can post their ideas or researches to build their inquiry, in the same time the other learners can answer and respond to the uploaded posts of their classmates. This cooperation work enhances learners' engagement in learning, as well as improves their teamwork spirits, in addition to the use of technology in favor of developing their learning. (Dorneyei 2001).

Pantiz (1999) identified three categories of benefits:

### **Social Benefits**

MP enhances learner's motivation toward collaboration, because the teamwork and grouping develop learning communities, and help learners to build their understanding among students of course cultures, and way of thinking is differ from one to another, from region to region, and these lead them to develop and obtain different understanding from their classmates

### **Psychological benefits**

As we know the psychology of the learner is very important in learning, Moodle collaborative platform encourage learners to be confident enough to participate, and engage in learning by increasing their self-esteem, and make them eager to learning.

### **Academic Benefits**

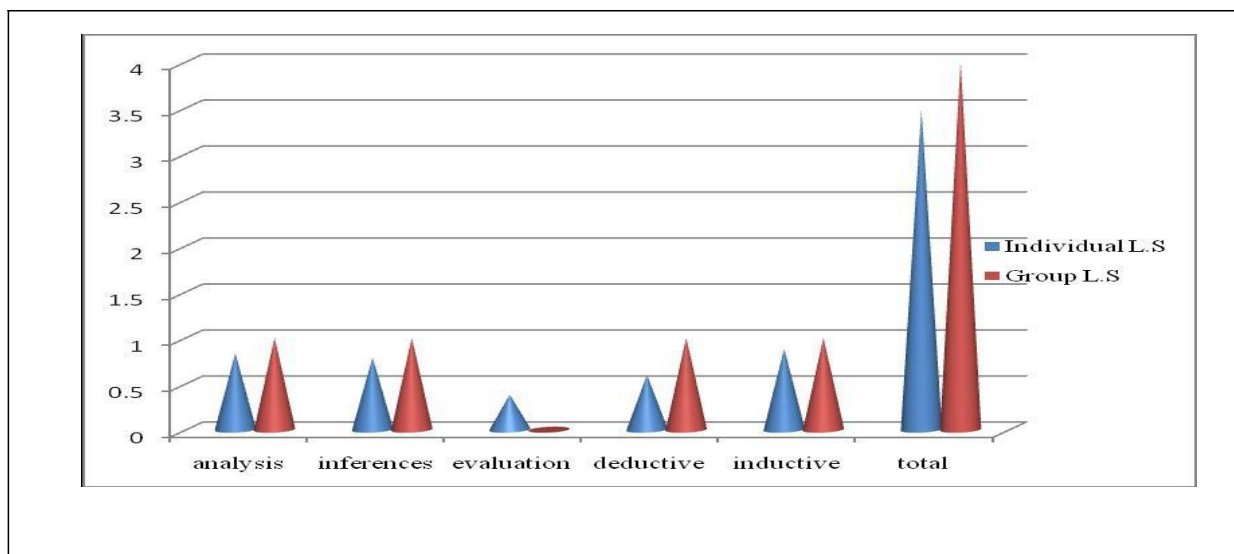
In the late time the most needed result is the learner's academic improvement and this should be easily achieved through Moodle collaborative platform that develop learners' critical thinking, as well as improve their classroom or educational level and outcomes, in addition to enhancing their motivation toward learning.

Students who collaborate to learn will have to be objective and democratic in giving or receiving decisions. Because those who work in peers and in groups will achieve a higher level of education and a greater productivity, as well as enhance their efforts to do better. The significance of CL is that learners tend to work harder, their level of learning and achievement rises, a higher- level of reasoning is experienced. Besides all these, the level of confidence, self-esteem as well as self-efficacy will increase (Johnsons' 2000).

## Enhancing Students' Critical Thinking

Nowadays methods of teaching are seeking to make students' take a part in all tasks related to the learning- teaching process, and this is fulfilled through engaging learners in teamwork, because learning in groups has a powerful impact on learners' critical thinking. *“Critical thinking is thinking that focus on ability to identify questions, criticize, analyze, develop own decision and back arguments, make decision, summarize and communicate issues”* (Johnson and Johnson 2009).

The improvement of critical thinking through teamwork is one of the most important objectives of education. *“Collaborative critical thinking is an instruction method in which students work together in analysis, interference, evaluation, deductive and inductive reasoning”* (Gokhale 2005).



**Figure 05: Students' Critical Thinking Improvement (Matteram 2009)**

Enhancing critical thinking through collaborative work in MP equips learners with cognitiveskills. Group work must be intellectually occurs and free leads to a higher thinking level. When students are working collaboratively to do a task, they foster their critical thinking by interpreting data to each other in order to analyze it to accomplish the final

objective which is to solve the problem or to find an answer to the given task. MP promotes learners with the adequate environment that allow students think, analyze collaboratively, that results the enhancement and the improvement of their critical thinking. (Rynolds 2011)

To conclude the Moodle collaborative platform promotes the improvement of learners critical thinking by offering chances to learners to clarify about their ideas and engage in discussion, and even evaluate other's work, so the best platform that develop learners critical thinking is through Moodle that promote a better collaborative learning that help them improve in their educational level.( Rynolds 2011).

### **Enhancing Students' Motivation**

Motivation is the most important pillar for students' learning. . It is defined as the internal desire and the students' tendency toward learning. The nowadays methods tends to use collaborative learning that aims to enhance students' motivation and fosters their willingness toward learning. Moreover the group learning improves students' self-esteem that influences their attitude toward learning by making them feel confident about their level and their learning which results a higher degree of achievements. In other word, if the students are not confident enough they will give no importance or attention to the course, so they cannot grasp the delivered information. (Pantiz 1999).

To achieve this kind of motivation is to allow learners work collaboratively in order to develop their sense of curiosity that reinforces their engagement in learning. MP provides students and teachers with the most adequate CL that improves learners' eagerness to do a task, as well as provides them with all means of the rapid learning that changed the way of learning from boring to interesting one. In addition, it enhances their motivation toward learning, and they will have that kind of willingness to learn more and perform better and all this can be achieved through teamwork in MP that promote students with the most

needed materials, such as spaces for discussion that make learners feel free to learn and engage with their classmates in the discussion or the course (Gomez 2010).

Moodle collaborative platform differentiate the E-learning environment from the traditional one by making students connected with each other by supporting their participation and involvement in learning and this is through creating a positive attitude between students and teacher. (Fredricks 2004).

In short, collaborative learning through MP provides several advantages to students as well as teachers. One of these advantages is the rise of the sense of motivation that increases the students' attention and achievements to accomplish the academic level

### **Conclusion**

To conclude the use of MP has improve the learners academic level, as well as increase their interest and motivation to learn more, It changes the way of students' thinking toward learning, they became more engaged in activities and tasks. Moreover this platform supports strongly the methods of collaboration of learners to work together in order to achieve the ultimate learning goal, in addition the CL promotes greater environment to students that that encourage class participation, through this platform learners can strengthen their critical thinking through working in groups, as well as can memorize the information longer and longer.

**CHAPTER THREE:  
DATA COLLECTION AND  
ANALYSIS**

## Chapter Three: Methodology and Data Analysis

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## **Introduction**

This study seeks to investigate how much the use of MP can be helpful in enhancing and improving collaboration work among students during the teaching /learning process at Laghouat University. After analyzing the questionnaire, we wish we could come up with solutions and suggestions that could help both teachers and students. This chapter is concerned with the methodology adopted in conducting this research. In this study many tools were used in order to carry out this research, namely the review of literature and the questionnaire. Many points were tackled such as how the questionnaire was piloted, whom it served, and for what purpose. Finally this chapter is the map of the whole study and on the basis of this chapter this work was done.

## **Research Approach**

In this research, the quantitative approach was adopted. Quantitative research is based on the gathering of data through reviewing previous literature in the field and the use of the questionnaire: observation, questionnaire Travers (2001). Through the use of quantitative research any topic can be deeply tackled and any element can have deep explanation that would provide clear and very understood explanation and précised one ( Marchall&Rossman 1999). It s gives the opportunity to discover people way of thinking and point of views. The quantitative approach includes five main methods that we work with; the collection of data, observation, questioning, ethnorsophic, is fieldwork, discourse analysis and textual analysis Travers (2001). The use of quantitative research leads us to meet different kind of people having different reactions to specific situations Huberman& Miles (1994). In our study the framework was based on the role of Moodle platform in enhancing and improving students' "team work" collaboration. The questionnaire was formed to get full understanding of how platform influence the teachers and students' educational achievement.

## **Research Design**

According to Brown and Grove (2001), the blueprint for conducting the study that maximizes control over factors could interfere with the validity of the findings. They added that *“designing a study helps the researcher to plan and implement the study in the way that will help the researcher to obtain intended results , thus increasing the chances of obtaining information that could be associated with the real situation” (p.223) .*

In our study the descriptive method was adopted to conduct the research design. The latter helps to identify the concrete situation from daily life. In our study we are not concerned with whether Moodle is used negatively or positively, yet we are more concerned with how Moodle impact the teaching-learning process from teachers’ perceptions as a tool to enhance and improve collaborative work.

Descriptive research includes the process of information collection about specific situation to have a specific interpretation in the target situation. What is good about the use of this method is that we are not restricted only with collecting and tabulating facts. But we have many other options such as proper analyses, interpretation, comparison, identification of trends, and relationships. This idea was supported by Winer (1971). The objective of the descriptive method to poetry and interpret the present situation.

The present study’s objective was to examine and explore the teachers’ attitudes towards the use of Moodle platform and its effectiveness in enhancing students’ teamwork, so we tend to apply the descriptive method.

## **The Sample of the Study**

The sample of this research is a group of teachers from different departments includes instructors from French, English, Spanish department, moreover we take into

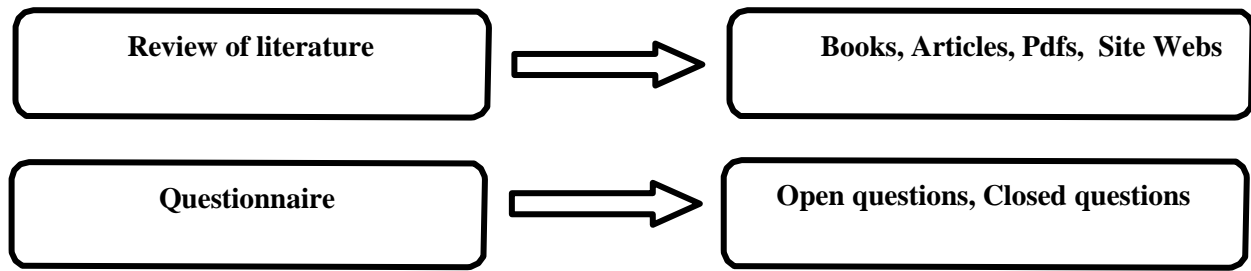
consideration the opinion of the other teachers from other different fields such as Computer Science, Economic, Electronic, these instructors were chosen on the bases of their use of MP as a tool to enhance and improve students' CL. The participants in this study were national teachers from different fields as it was mentioned. There were around 15 teacher including nine 9 females in this study and six 6 males. The participants were not randomly chosen, these teachers have been chosen on the basis of their use of MP in their teaching process.

### **Context**

This study took place at AmmarTelidji University Laghouat, for many reasons which are: the chosen topic was widely applied and there are many professional teachers that we had a lot from their experience, also as a students at this university, several departments had contributed in this work, we mention: the English Department, French Department, Spanish Department, Economic Department, genie civil department, Electronic department ,Arabic department ,and Computer Science Department. This study took between four to five months

### **Data Collection Tools.**

In our study the main objective is to understand the use of Moodle in the teachings \learning process and how it can improve and enhance collaboration among students .the questionnaire was used as a tool to collect data, it was administrated to teachers from different fields at Amar Teldji University. The teachers were asked to answer some questions about the effects of Moodle on the learning process and the learners themselves .as a basic tool, the information on this topic were collected through many research and were presented in the review of literature .however, the interview was not preferred for many reasons one of them is that we were limited by time and the analysis of data is somehow hard.



*Figure 6: Data Collection Tools*

The method of data collection for this study was based on the use of the questionnaire to collect data. . The questionnaire is concerned as the most well known methods in data collection and the scientific research is purely based on having replies to a group of specific questions in effective way. Brown defines (2001:6) the questionnaire as “any written instrument that presents respondents a series of questions and statements to which they are to react either by writing out their answers or selecting from among existing answers”

### **Questionnaire Layout**

In our questionnaire the questions were divided into two types:

#### **Closed Questions**

Those questions were provided with ready –made response options to chose, by putting a tick on the box of the appropriate option and any additions can be added such as remarks or comments.

**e.g.:how many subjects in the classroom are related to the computer?** (See appendix)

### Mixed questions

In this type the question is to have a series of possibilities to choose and to justify the choice.

e.g. **do you think that Moodle platform can be useful in the learning \teaching process?**

(See appendix)

Of course any tool used can have advantages and disadvantages when using it. The questionnaire is not always perfect tool to work with for many reasons such as its limitations and disadvantages and that may make the results of the questionnaire data not reliable for further understanding we can have the following table presented by Dornyei (2003:9).

<b>Advantages</b>	<b>Disadvantages</b>
Collect a huge amount of information in less time .not time consuming.	It is very easy to produce unreliable and invalid data by means of ill-constructed questionnaires.
Data collection can be fast and relatively straightforward.	Simplicity and superficiality of answers by participants.
Cost-effectiveness.	Unreliable and unmotivated respondents.
They can be successfully used with a variety of people in a of variety situations targeting a variety of topics.	Respondent literacy problems (especially in social research )

**Table2:** Advantages and Disadvantages of Questionnaires.

### Analysis of Teachers Questionnaire

Our questionnaire is divided into two focuses. The first one is concerned with teachers' personal information that includes: the gender, the age .the second one is concerned

with E-learning trends that include a series of questions that represents many elements that are included in our research.

### **Focus One: Personnel Information**

Our questionnaire was opened by three main questions that include, gender, age, and years of experience as it is presented in the table below:

Genre		Age				Year of expérience		
Male	Female	25-30	30-40	40-50	50and more	5-10	10-15	15and more
6	9	2	8	3	2	6	4	5

**Table 3 : Teachers' Personnel Information in the Questionnaire.**

From the table above we noticed that the number of females is more than the number of males; and that may shows that the females are more active in using E-learning platform. Moreover the age of teachers that have used Moodle platform is between 30-40, that's to say the last generations are more motivated to apply such platforms Moodle.

### **Focus Two: E-learning Trends**

**Question 1:** Do you use any technological devises inside class room such as computer?

Participants	Yes	No
15	15	0

**Table 4: Teachers' Use of Technological Devices.**

From the table we can easily see that all teacher use technological devices inside class room ,so teachers declared that they present there lectures using data show, other uses electronic board ,I pads ,lazier pointer ...

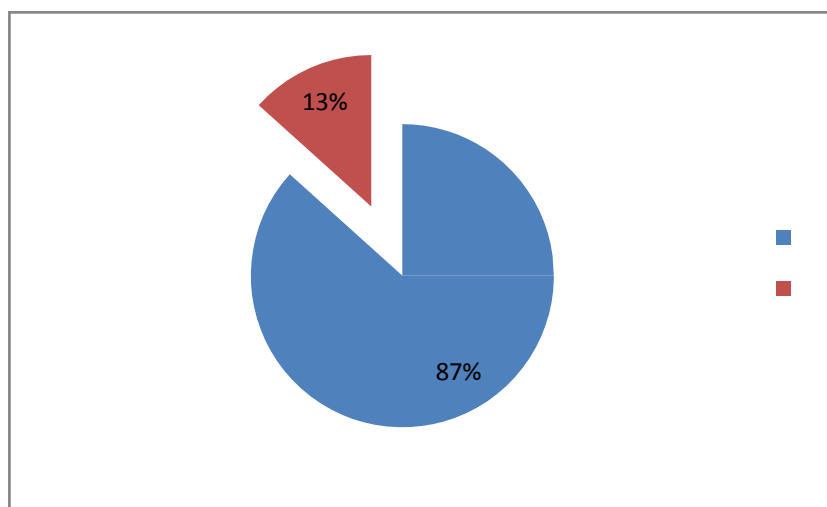
**Question 2:** how many subjects in the class room are related to the computer?

Participants	A	B	C	D
15	3	7	2	3

**Table 5: Number of Subjects Related to The Computer in the Classroom.**

From the table, teachers claimed that they use many subjects related to the computer in the classroom, yet some of them said that from 1-2 subjects are related to the computer, whereas some said that they have more than three subjects are related to the computer in the classroom some commented that of those subjects helps for better time management, and more effectiveness.

**Question 3:** Have you ever used E-learning platform?



**Figure7: The Use of E-Learning Platforms .**

From the figure we noticed thirteen professors from fifteen responded that they had used E-learning platforms, however two of them did not use it.

**Question 4:** where do you access to E-learning platforms?

Participants	A	B	C
15	10	1	11

**Table 6: Teachers' Place of Access of E-Learning Platforms.**

According to the table teachers use this platform at home and at university yet only one has access to it from class .they commented that is difficult to have access to it from class for many reasons such as: the huge number of students and lack of time.

**Question 5:** are you confident to use E-learning platforms in teaching process?

Participants	Yes	No
15	13	2

**Table 7: Teachers Confidence about the Use E-Learning Platforms in Teaching**

From 15 teacher 13 teacher are confident in using E-learning platform in their teaching process. Some of them claimed that E-learning remains a strong tool that helps both student and teachers,( availability issues) besides all benefits of ICT.

**Question 6:** if you have used E-learning platforms do you think that is easy to use?

Participants	Yes	No	No answer
15	12	1	2

**Table 8: Teachers' Opinion about the Use of E-Learning Platforms.**

In this question twelve 12 professors answered that the E-learning platform are easy to use, however one of them did not agree ,other two did not answer .one of the professors commented that as a professor in the field it is easy to use, yet the learners or any

other user out of the domain they need a training ,another teacher said that it doesn't find it easy because he is not an expert.

**Question 7:** do you have an idea about Moodle platform?

Participants	Yes	No
15	14	1

**Table 9: Teachers' knowledge about Moodle platform.**

All most professors have a pervious knowledge about Moodle platform or they have heard about it from their colleagues and they commented that they have an idea because it is available and accessible at university.

**Question 8:** Do you think that Moodle platform can be useful in the learning-teaching process?

Participants	Yes	No	No answer
15	13	1	1

**Table 10 Teachers 'Opinion about Moodle Usefulness in Teaching-Learning**

The professors agree that the Moodle platform can help a lot during the teaching learning process they add that it makes the learning more active and easy and provide interaction inside classroom. Concerning the one that answered no and the other that did not answer they commented that they do not have any idea.

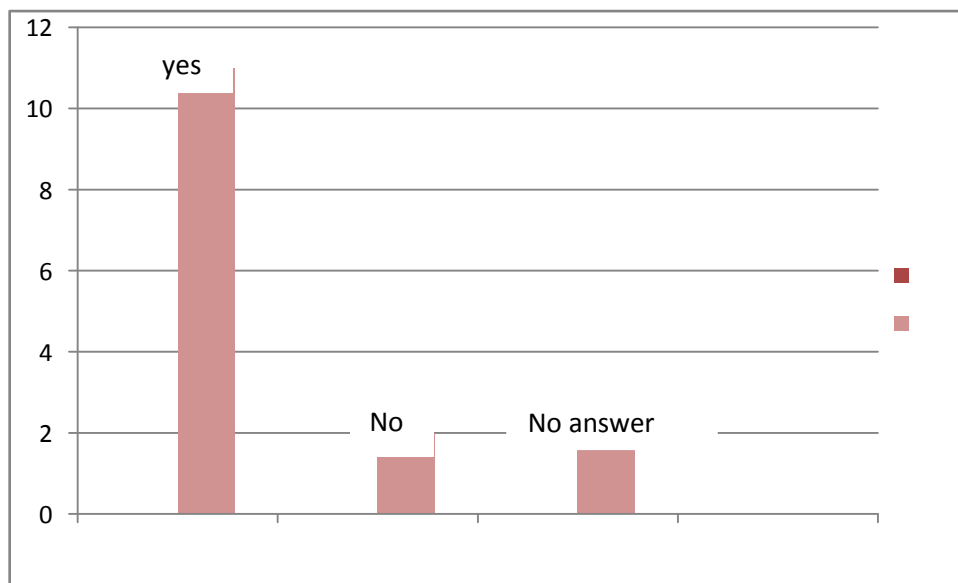
**Question 9:** what did Moodle help you in?

Participants	A-F	B+D+E+F	A+B+D+F	B+E+F	No answer
15	8	1	1	1	4

**Table 11: Teachers' Opinion about Moodle Help in Teaching Process.**

In this question each one of the professors has a point in which Moodle help him in during the teaching process most of answer were saying that Moodle helps in all the choices provided because Moodle is very rich with the tools that provide the users with .concerning the professors that has not answer they have no deep knowledge and did not use it in the choices provided.

**Question 10: Do you use collaborative tasks in E-learning platform?**



**Figure8: The Use of Collaborative Tasks in E-learning Platform.**

The graphic above presents the answers of professors about their use of collaborative tasks in the class room of course in the E- learning platform most answers are yes they said that the E-learning platform is based on team work .however the professors who answered with no their answer were on the basis that they did not use it for long time and did not take any training.

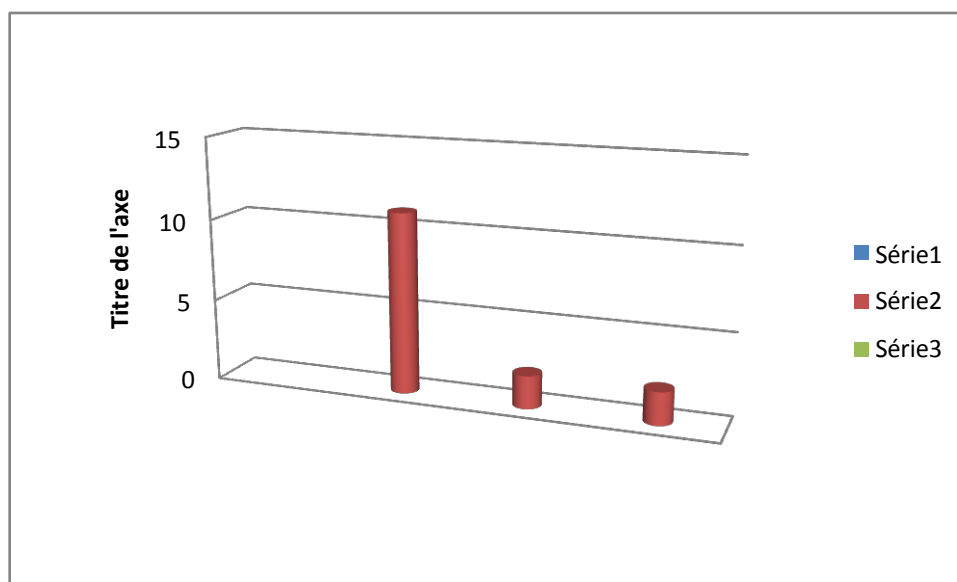
**Question 11:** Are you confident in using collaborative learning in the E-learning teaching?

Participants	Yes	No	No answer
15	11	2	1

**Table 12: Teachers' Confidence about Using Collaborative Learning in E-Learning Teaching.**

From this table we can notice that the results are the same with the previous question because the two questions are practically related so the results were expected, we can understand that if you use the collaborative activities you will be confident about using collaborative tasks 67% of the professors said that they are. Concerning the professors that said that he not confident about it; that is because of many obstacles such as the huge number of students in one class which make hard and uncomfortable to deal with those tasks.

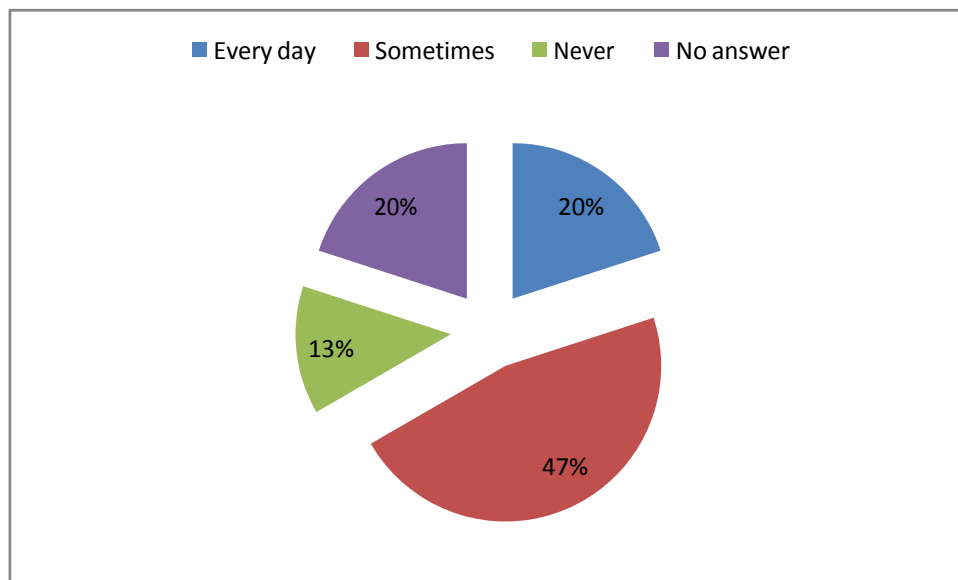
**Question 12:** Are you confident in using Moodle collaborative learning platform?



**Figure9: Teachers' Confidence about the Use of Moodle Platform.**

Eleven( 11) professors of fifteen (15) answered that they are confident in using Moodle platform these t is due to their experience in using this platform .However the professors who answered with no they did not use Moodle .

**Question 13:** Do you use Moodle collaborative learning?



**Figure10: The Use of Moodle Collaborative Platform.**

In the table most of answers were sometimes seven of the professors claimed that they do not use Moodle platform daily ,this is because of the limitations’ that faces during this process such as the number of users which is very big also the time, the professors are limited with time another obstacles which is the lack of tools .

**Question 14:** where do you use collaborative tasks?

Participants	At home	In the classroom	In both	No answer
15	6	1	4	4

**Table 13: The Place of Using Collaborative Tasks.**

Most of answer were at home that is because that at the class room it is very difficult to have access to the platform for many reasons that limit the users the limitation of

time which a very big problem also the number of users, the connection that is not always available .

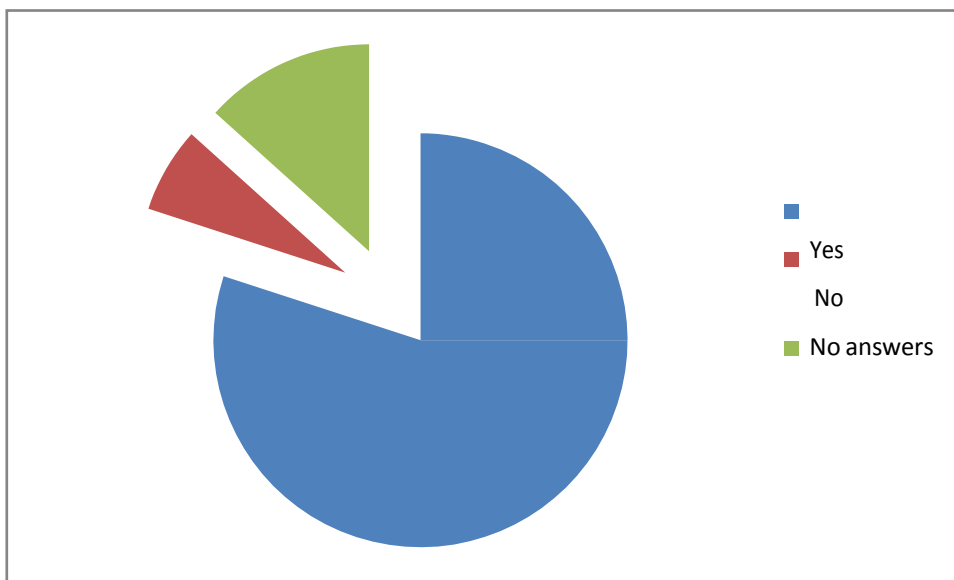
**Question 15:** do you think that the use of collaborative learning enhances your teaching process?

Participants	Yes	No	no answer
15	12	2	1

**Table 13: Teachers’ Perception about Collaborative Task Enhancement in the Teaching Process.**

Most answers were yes and that is because we are in 2017 it is the age of technology so it obvious that all what is up to date can help in improving and enhancing the teaching process.

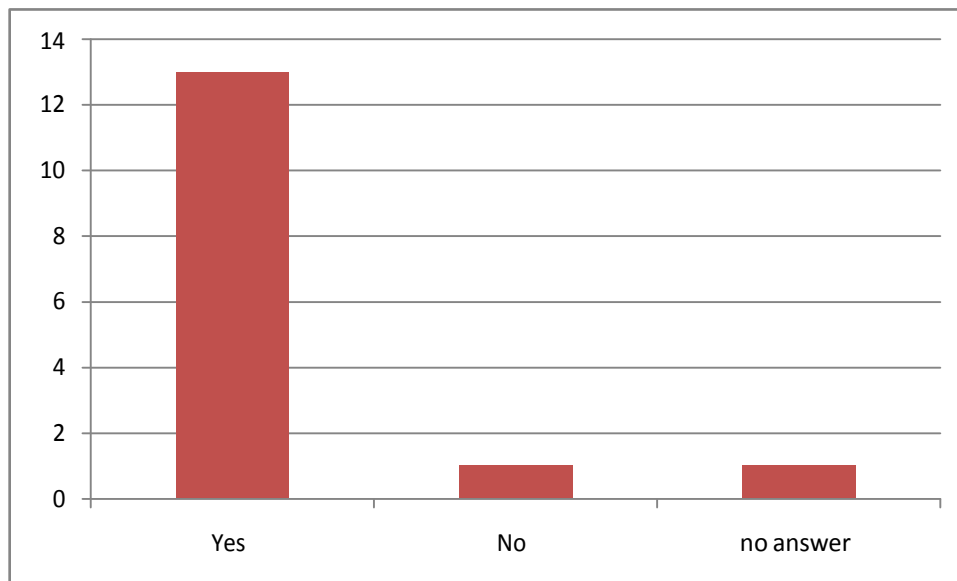
**Question 16:** Do you think the collaborative learning tasks enhance your learner’s motivation?



**Figure11: Teachers’ Perception about the Enhancement of students’ Motivation Through Collaborative learning.**

From the figure it is clear that most professors agree that team work help in enhancing the motivation of learners due to the chance that shy learners can have and timid elements can be included and participate.

**Question 17:** do you think that Moodle collaborative learning platform increase learners critical thinking?



**Figure12: Teachers' Perception about The Enhancement of Students' Critical Thinking through Collaborative Learning.**

In this question a very important result we had came with which that most yes about the effect of Moodle plat form on learners critical thinking ,the learners became more critic that is to say that he will be able to see evaluate things and having his own point of view in different reaction in different situations.

## **Conclusion**

In this chapter we tried to present the methodology and the research design that we have go through to carry out in this study. Many terms were used in this research such as, methodology, sample, data collection tools and the organization of the questionnaire; we have dealt with in this chapter. Moreover in this chapter the data collected through the questionnaire were analyzed, explained and we came out with many results can enhance this study.

# **GENERAL CONCLUSION**

## **General conclusion**

In the recent years, technology has become a must in the daily life, people start being addicted to using it, and no one can deny. The huge changes that this new concept have brought. So, teachers as well as students were included in this ingoing process.

The main objectives of the study were to discover the teachers' experiences in using Moodle during their teaching process. This study also seeks to see whether Moodle platform can help in improving and enhancing collaboration among students. At the same time, we wanted to know whether teachers are confident in using this platform in their classes. Hence after administrating the questionnaire to teachers that was sent via E-mail and given written form. The questionnaire served to teachers contains questions that has to do with their own experience applying this new system.

Therefore, the present study aims at investigating the use of Moodle in the educational sector for answering the questions of the study; this dissertation has been divided into three chapters. Chapter one focuses on an overview of Moodle platform and presents its features and advantages. The second chapter focuses on the importance of collaboration among students that is achieved through Moodle platform, while the last chapter is devoted to the collection, and analysis of data.

The present study aims to examine the relationship between Moodle as a tool and how it enhances and improve collaboration among students. The descriptive research is used conducting the research, through the use of questionnaire as variable data gathering tool, which has been submitted to group of teacher from different department analysis besides to what has been identified in the literature review provided worthy answers to the raised research questions. The findings of the questionnaire confirm the hypotheses that Moodle platform can help in the teaching process. Moreover, the results confirm the secondhypothesis

which demonstrates that students' who work collaboratively are more active and their level is better than those who are included in the traditional environment. Outcomes of the questionnaire analysis have shown that most teachers are confident about using E-Learning in general and Moodle platform in specific. The majority of teachers are confident in using Moodle platform due to many reasons here are some of them :

1- Provide more space to students to express their ideas and exchange their knowledge.

2-Gives the teacher the opportunity to find out the weaknesses of his students.

3-devote the classroom time for more exercises'.

Besides, the limitation of data also attributed to the research methods, and the chosen sample; research questionnaire is criticized by the fact that it was not served via e-mail for most teachers; another obstacle which is the sample that is approximately small. Some teachers did not answer and some did not give it back.

To end with, this research would spark another notion wide debate on how to make our educational system more based on E-Learning environment in order to have active learners with more critical thinking .

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# **APPENDICES**

## Appendix 1

République Algérienne Démocratique et Populaire  
University of Amar Telidji –Laghouat / Department of English Master 2

Dear teachers:

We are students of master degree at Department of English preparing for our dissertation “Moodle as a tool to enhance and improve collaboration among computer science students”, we would like you to help us answering this questionnaire.

### A) Personal information :

#### 1) Gender:

Male

Female

#### 2) Age:

10 → 30

30 → 40

40 → 50

50 and more

#### 3) Years of experience:

5 → 10

10 → 15

15 and more

### B) E-learning trends :



#### 1) Do you use any technological devices inside classroom such as computer?

Yes  No

Comment:

.....
.....
.....

2) How many subjects in the class-room are related to the computer?

- All
- 1  2
- 2  3
- 3 and more

Comment:

.....  
.....  
.....

3) Have you ever used E-learning platform?

- Yes  No

Comment:

.....  
.....  
.....

4) Where do you access to E-learning platform?

- At home
- In class
- At university

Comment:

.....  
.....  
.....

5) Are you confident to use E-learning platform in teaching process?

- Yes  No

Comment:

.....  
.....  
.....

6) If you have used E-learning platform do you think that is easy to use?

- Yes   No

Comment:

.....  
.....  
.....

**7) Do you have an idea about Moodle platform?**

Yes  No

Comment:

.....  
.....  
.....

**8) Do you think that Moodle platform can be useful in the learning / teaching process?**

Yes  No

Comment:

.....  
.....  
.....

**9) What did Moodle helped you in?**

- Managing the lecture
- Providing the lecture material
- Posting time table
- Informing student about any information
- Communicate with your peers
- Providing feed back

Other:

.....  
.....  
.....

**10) Do you use collaborative tasks In E-learning platform?**

Yes  No

Comment:

.....  
.....  
.....

**11) Are you confident in using collaborative learning in E-learning teaching?**

Yes  No

Comment:

.....  
.....  
.....

**12) Are you confident in using Moodle collaborative learning platform?**

Yes  No

Comment:

.....  
.....  
.....

**13) Do you use Moodle collaborative learning?**

Everyday  sometime  Never

Comment:

.....  
.....  
.....

**14) Where do you use collaborative tasks?**

At home   
At the classroom

Comment:

.....  
.....  
.....

**15) Do you think that the use of collaborative learning enhances your teaching process?**

Yes  No

If yes how?

Comment:

.....  
.....  
.....

**16) Do you think the collaborative learning task enhances your learner's motivation?**

Yes  No

Comment:

.....  
.....  
.....

**17) Do you think that Moodle collaborative learning platform increase learner's critical thinking?**

Yes  No

Comment:

.....  
.....  
.....

*Thank you very much, we appreciate your help!*

2017/2018

## ملخص

جاءت هذه الدراسة الاكاديمية لخوض غمار موضوع هام يتعلق بالبحث في موضوع التحقيق في إبراز توقعات الاساتذة فيما يتعلق بموضوع الارضية الالكترونية الافتراضية "مودل" و التعلم الجماعي بين الطلبة و الدارسين. اعتمدت دراستنا في مجملها على المنهج الوصفي التحليلي الذي نجده ملائما و مناسبا لمثل هذه المواضيع حيث نقدم من خلاله تحليلا وصفيا للاستبيانات المقدمة للاساتذة الذين تم اختيارهم كعينة للدراسة، و هم من مختلف اقسام جماعة عمار الثلجي الاغواط، هذه العينة تتكون من خمسة عشرة استاذا تم اختيارهم بناء على مقاييس و معايير تم تحديدها مسبقا تتعلق بالخصوص في مدى مساهمتهم و تفاعلهم مع الشبكة الالكترونية الافتراضية "مودل".

و في هذا السياق تم اختيار اربعة اساتذة من قسم اللغة الانجليزية كان لهم السبق في خوض تجربة و العمل بهذه الارضية . و عليه قسمنا بحثنا الى ثلاثة فصول: يتضمن الفصل الاول الحديث عن فكرة عامة حول الارضية الافتراضية "مودل" حيث تطرقنا فيها الى أهم الخصائص و السمات و كذا الايجابيات التي تخول لنا العمل بها. أما الفصل الثاني فخصصناه للحديث عن التعلم الجماعي عن طريق استعمال هذه الارضية، و كيف يمكن من خلالها تحسين التحصيل العلمي لدى طلبتنا. أما الفصل الثالث فحاولنا من خلاله تقديم البيانات الاحصائية بعد جمعها و تحليلها و الوصول الى نتائج البحث

## Résumé :

Ce travail s'inscrit dans une perspective et rend compte d'une investigation menée dans le cadre d'un projet plus large de recherche de l'impact de l'utilisation des plateformes pédagogiques Moodle sur l'apprentissage collaboratif ( Enseignants- Etudiants).

Afin de mettre en évidence les attitudes et les comportements des enseignants vis-à-vis de l'utilisation de la technologie de l'information et de la communication dans l'enseignement supérieur, nous avons mené, une enquête auprès de quelques enseignants actifs dans le domaine des TIC .

L'enquête a été effectuée à l'aide d'un questionnaire auprès d'un échantillon de quinze enseignants appartenant aux différents départements des facultés de l'université de laghouat. Le questionnaire comporte des questions ouvertes ainsi que des questions fermées.

Les analyses descriptives des résultats obtenus lors de cette étude, ont fait ressortir que :

- la majorité des enseignants investigués ont une attitude très positive de l'utilisation de la plateformes pédagogiques Moodle de l'université, sous réserve d'un meilleur soutien technique et techno-pédagogique d'une formation sur l'outil pédagogique informatique adaptée aux besoin de chacun et la conception de salles bien équipées.
- Favorisent la mise à jour des méthodes d'enseignement.
- Présentent aux apprenants des moyens pédagogiques très adéquats
- La diffusion rapide des évaluations d'enseignement.
- Rendre facile l'organisation du temps du travail des étudiants.

Il est important de souligner que les réticences observées à l'usage de la pédagogie numérique sont davantage liées à des problèmes d'ordre technique ou temporel.

Mots Clés : plateforme pédagogique ,Moodle, investigation ,apprentissage collaboratif , attitude et comportement .