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**THE IMPACT OF VIRTUAL LEARNING ENVIRONMENT ON THE
LEARNING EXPERIENCE OF THE STUDENTS AT UWTSD LONDON
CAMPUS**

Introduction

According to Torres et al. (2021), Virtual Learning Environment “VLE” is based on the internet and is a program designed to facilitate learning and teaching through activities and tools. Students using the “VLE” can be assigned tasks to perform in the classroom or at their own time and steps, and locations and can participate in unplanned discussions and discussions to enhance teach.

Strengthening clear evidence that the use of standard-based learning standards “VLEs” affects student achievement, enhances self-learning, and increases student motivation to learn (Kingsbury., 2021).

This descriptive article provides a case study on students learning experiences at the UWTSD London Campus that effectively demonstrates the interaction of thought with these data. This study provides an overview of teacher and instructors as evidence for students using “VLE” and its impact on learning.

Rational

During the recent lockdown situation, education has been the hardest hit with the impact. Universities, colleges, and school around the world have been barred from allowing students to enter physical classrooms. At the same time, the pandemic's impact has provided not only the challenges but also opportunities for a new beginning. The educational sector has moved towards finding alternate methods of teaching and educating. Thereby providing the rationale for this research is the consideration of VLE on students learning in the UWTSD London Campus. VLE provides many benefits to both the teacher and the learners, including accessibility, affordability, flexibility, engagement, and simple management. While VLE provides enormous advantages, it also carries many disadvantages that

include motivation, limitation, communication, and investment. Therefore, to determine the impact of VLE, whether positive or negative, on student learning in the UWTSD London Campus, the study is being carried out.

Research Objectives

To determine the impact of VLE on student learning in the UWTSD London Campus.

The key finding from this study suggest that there is a role VLEs in the teaching of student. There is a need for the introduction of advanced technology into health care education as virtual reality, such as Virtual Environment of Radiotherapy, has shown improvement in student satisfaction.

Literature Review

Positive impacts of “VLE”s

Studies that support the positive effects of "VLE" use on children who studied Avgerinos and Polonis. (2021) in the UK. Students performed better on tests in reading, language, vocabulary, and measurement of depth of understanding, visual acuity, and free thinking than students who did not use this program (El., 2021). In a

study on the use of "VLE" in higher education, Kumar et al. (2021) examined two groups of working students (one student and one graduate woman) (n = 49). Significant data have shown that graduate students are more likely to participate in home classes, but students are more interested in instructional technologies (Tawfik., 2021).

Recent studies have shown that the use of VLE satisfies the general support needs of uneducated students and that students experience satisfaction with VLE based on learning, experience and ease of use through the use of practical materials and technology -based (Chandra., 2021)..

Recent studies were provided by Karagiannis and Magkos (2021) to those who built the first research program after the existing courses in "VLE". Students build their understanding of working with their peers, enabling graduates to develop the skills and competencies needed in the workplace (Tawfik., 2021). Kaundanya and Khari (2021) reviewed the Web site for undergraduate students (n = 26) to see if the principles of learning skills can enhance learning and cognitive outcomes. Eighty-nine per cent of students said that learning with "VLE" was suitable for learning, and they understood it better, but thirty-five per cent expressed interest in traditional teaching methods.

Negative impacts of “VLE” s

Torres et al. (2021) and Avgerinou and Pelonis. (2021) argued that online learning does not allow for dialogue and communication, and emotion in traditional classrooms. Rehman and Fatima. (2021) used long-term mode to compare the lessons of the "VLE" class with the usual leadership classes. They did not find significant differences in education performance in some areas. However, members of the "VLE" groups reported that they were not satisfied with the training (Caño et al., 2021). Kumar et al. (2021) agree and argue that teachers in the learning environment lack the opportunities and benefits of online lectures in the traditional teaching environment.

A recent survey of British schools (n = 96) Kaundanya and Khari (2021) found that the use of "VLE" is limited to the storage, maintenance of products, and the distribution of the website to the public is used for young students using educational tools. The main reason is the training time of the staff (Kingsbury., 2021). Although this study did not focus on student learning, there is an analysis of why “VLE” may be affected by teaching (Singh et al., 2021). Finally, Kumar et al. (2021) demonstrated learning success in high school in two ways by the end of the school year. Because the VLE has little effect on the student while the other has a moderate effect on the students (Singh et al., 2021). However, none of these events is significant (Lea and Eng., 2021).

Influence of “VLEs” on Independent Education and Student Motivation to Learn

Torres et al. (2021) reported a study in England using data collected from 186 online high school students, nineteen students, and thirty-four first- and postgraduate students in classrooms. The project evaluation aims to define the nature of the learning experience and outcomes, compare the "VLE" with the classroom learning, and identify the status of positive or negative experiences (Singh et al., 2021). The survey found that 65 per cent of respondents said yes increased their interest when other students read the comments, and fifty-five per cent admitted that they felt encouraged by attending classes through tools such as conferences, with 67 per cent available on the particular website classes (Tawfik., 2021). The term "fun" was often used by students who expressed great interest and performance (El., 2021). Subsequent studies supported the results, showing that teacher and student education is essential in developing the ability and sense of independence, resulting in increased motivation and independence (Lea ma Eng., 2021)

Research Methodology

Most of the research was done in an electronic query, which Excel can analyse. The study progressed during the research group, and students were asked to spend time with students of the UWTSD London Campus. Meanwhile, all students at the UWTSD London Campus were invited to participate in the study. The large sample (95 per cent reliability) was designed to form the smallest sample size. Forty-two per cent of the responses were required to achieve the result. The lowest organised number was two hundred and twenty people.

Result/Findings, analysis, and discussion

This study examined the impact of the Virtual Learning Area on student learning on the UWTSD London Campus. Of those respondents, 69.7 per cent found it easy to access the "VLE", 19.7 per cent had problems, and 4.7 per cent did not try Moodle. In addition to using Moodle, an important part of educating students, 53.1 percent of respondents use Moodle minimally, and 39.5 percent of respondents use Moodle generally. A small fraction of 3.1 per cent did not use all of Moodle. 12.8 per cent use Moodle less, and 4.9 per cent use more.

Among the respondents, 47.5 per cent 'agreed' or 'strongly agreed' that being in the management of education, training at the time, place, and situation, stimulating further learning, 51.6 per cent 'agreed' or 'agree' that different tools are available in Moodle to add students. Reinforcing learning, 36.6 per cent 'strongly agree' with the different types available in Moodle, increasing students 'motivation to study. While 39.3 per cent 'strongly agree 'or' agree' responding to events increases student motivation to learn. Beside this, the questionnaire for all the questions was on the 'unanimous' side of neutrality, and data collected showed that 41 per cent of students could 'agree' or 'strongly agree'. Moodle uses effective learning by 24 per cent as 'unpleasant' or 'extremely unpleasant'.

Conclusion and Recommendation

It is concluded that such research is presented in the literature to strengthen research-based research and lead to research. For RQ1, data show that the use of “VLE” positively affects children’s learning. The total score for question 8 shows that 53 percent of the respondents agree or strongly agree that the use of Moodle significantly affects learning. But for RQ2, the data show that the use of “VLE” contributes to the independence of learning. The overall score for question 6 shows that 51 percent of respondents agree or strongly agree that using Moodle helps promote learning

independence. For RQ3, data show that the use of “VLE” for teaching and learning increases students’ motivation to learn. The overall score for question 7 shows that 42 percent of the respondents agree or strongly agree that the use of Moodle creates motivation to learn. It also concludes that important learning is a collaborative activity that requires collaborative discussions, so it is appropriate to assume that online discussions with the “VLE” can enhance collaboration and development. o aitia. However, as suggested in the literature review, communication tools such as conferences appear to be more comprehensive and need to be reconstructed and used to effectively affect academic subjects (Caño et al., 2021). Teachers may play an important role in development. While teaching MBA courses online, Avgerinou and Pelonis. (2021) found educational and adaptive understanding that “VLE” is positively associated with satisfied students and classes.

From a learning perspective, “VLE” can provide opportunities to experiment, recall, and adapt many types of learning and structuring materials, such as multimedia (Kingsbury., 2021). Significant studies have shown that the use of “VLE” leads to improved learning and teaching, increased satisfaction, survival, and performance of a wide range of students. (El., 2021). This study suggests that the “VLE” activity and the opportunity to study individually define place, time and speed encouraging learners to take responsibility for training, which increases their independence and motivation to learn. It is also

shown in the written assessment that “VLE” competency relies on the solution of educational problems associated with effective teaching and learning and, ultimately, on the overall quality of the classroom and support students (Lea and Eng., 2021) Rehman and Fatima. (2021) emphasized an important point: "In all cases, learning outcomes only affect students' choices about what they do or don't do." Students need to be educated to ensure successful development (Singh et al., 2021).

Although this study shows that the use of Moodle has a positive effect on students' learning, it is interesting to know whether the subjects affect different learning. It is also interesting to note that “VLE” tools, such as meetings, demonstrations, distribution of classes, are important in student teaching (Singh et al., 2021). This study has limitations due to available time and effective methods, but statistical studies provide important data but do not provide depth. Other activities, both tutorials and demonstrations, can be done with staff and students to see how using the “VLE” can motivate, apply, and improve learning.

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