

Research report on the impact of virtual learning Environment

By Daniel Genev student ID- 2030037

Digital Skills and Research Methods
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Lecturer- Amitave Banik

Introduction:

This research report is generated to highlight the impact of the virtual learning environment VLE on the learning experience at the University of Wales Trinity Saint David London campus. UWTSD is concerned with the personal teaching of the students and the learning experiences of the students. Virtual learning environment VLE is the platform that is used for online teaching and learning purposes. Moodle is one of the most common virtual learning environment tools. Moodle is free to download and can be accessed by anyone. A virtual learning environment offers students and teachers a type of solution to develop their learning experience. The report aims to evaluate the impact of the virtual learning environment – Moodle on students learning experience at the University of Wales Trinity Saint David London campus. Virtual learning environment usually improves the learning of the students and affect them positively but as the report is specifically concerned about the students of the University of the Wales Trinity Saint David London campus, therefore, the result of the survey could expose the actual effect of the virtual learning environment on students.

Methodology:

The approach of the report was to determine the impact of the virtual learning environment on the students of the University of Wales Trinity Saint David London Campus. The research was conducted on the 20 students of the University of Wales Trinity Saint David London Campus. They were provided with the questionnaire. The questionnaire consists of a total of ten questions. The research is qualitative and both the methods of collecting data those are secondary and primary were used to collect the data relevant to the topic. The survey was conducted online due to the current pandemic situation to not bring any bad situation of the one who is conducting the survey and on the participants. After the completion of the survey, the result was generated according to the result collected.

Primary research:

Primary research is the methodology used by the researchers to collect the data directly instead of taking the data from the researchers conducted before. The primary research can be conducted in the form of interviews, questionnaires, observations, or focus groups. To conduct the data we are going to choose the questionnaire method for the primary research (Boulton, Kent and Williams, 2018). Due to the current pandemic situation, the survey cannot be conducted face to face therefore, it will be conducted online. 20 students will be the participants of the primary research from the University of the Wales Trinity Saint David London campus. They will be given

a questionnaire that has relevant questions about their impact on the virtual learning environment VLE (Chui, Fung, Lytras and Lam, 2020).

Secondary research

Secondary research is the common method to gain existing data from the researches. It is basically a systematic investigation. Secondary research is dependent on the data that is provided by the primary research. There are several methods of secondary research; the data in the secondary research can be collected through the internet, archives, schools, organizational reports, or libraries. Secondary research is conducted to evaluate the impact of the virtual learning environment on the students (Hassan et al., 2019).

The survey was conducted to see the impact of the virtual learning environment on the students. Due to the pandemic situation, it was also conducted online at English sixth form college SFC. The purpose of the survey was to investigate the impact of Moodle on learning. The survey was conducted by the three research questions to see if the virtual learning environment impacted them positively or negatively. The questions were asked from all 650 second-year students at SFC. The questionnaire was of two sections the first part included the five questions whereas, the other part of the questionnaire includes the other 3 questions that were about their experience of Moodle (Hew and Syed Abdul Kadir, 2016). Students have the choice to go for any option that they find relevant according to their experience. The options were 'agree', 'disagree', 'neither agree nor disagree', 'strongly agree or strongly disagree'. The result was generated after the completion of the survey which evaluated that the positive impact of the virtual learning environment was above 3.0, which means that the results were on the midpoint of the scale. Moreover, 53 participants respond to whether agree or disagree whereas, 16% of the participants went for the option of 'strongly agree or strongly disagree'. The survey and the study suggested that the virtual learning environment leaves a positive effect on the students and their learning. Students felt interested and motivated during the virtual learning (Pedro et al., 2015).

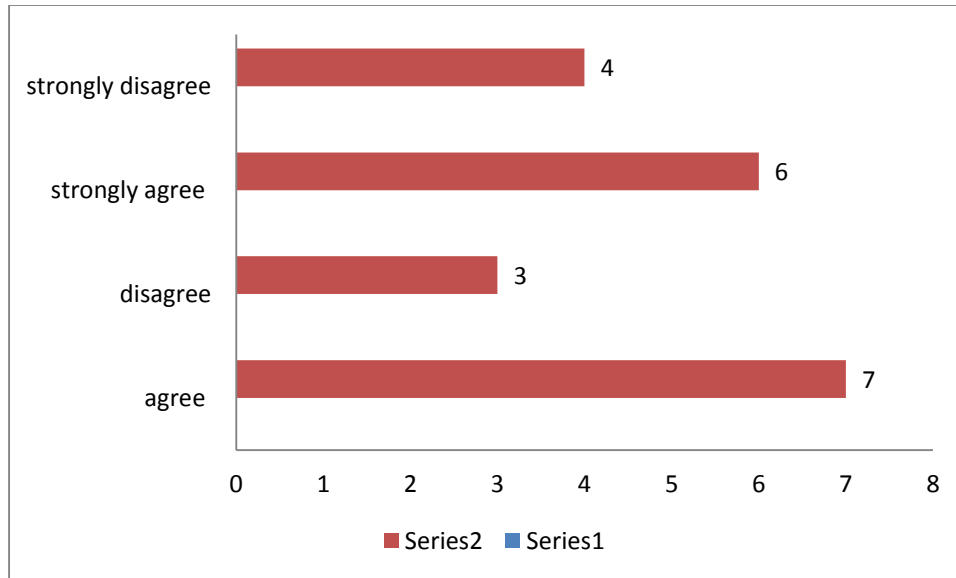
Another research was conducted to investigate the virtual learning environment's impact on the learning and on students. The survey was conducted on the students of English as a foreign language EFL course at a public university in Colombia. Numbers of 210 students were participants in the survey. Students were passionate about the virtual learning environment

implementation (Phungsuk, Viriyavejakul and Ratanaolarn, 2017). A quantitative method of study was used to conduct the survey. Observation and interviews were used to collect the data from the students. The survey was conducted by asking multiple questions from the teachers and the students. The questionnaire has consisted of four sections. Classroom resources, the teachers, learners, and the use of the virtual learning environment were the four sections of the questionnaire. After the completion of the survey, the result was generated accordingly. Approximately 88% of the participants declared a virtual learning environment to be a beneficial resource for the learning. Whereas, only 8% of the participants declared the virtual learning environment to be useless (Phungsuk, Viriyavejakul and Ratanaolarn, 2017).

A survey was conducted for the investigation of the impact of the virtual learning environment on the students. The research was conducted by the quantitative method to collect the data. The participants were mixed, 53.1% were females while 46.9% were male participants. The responses of the survey were selected and the result was generated. The result approached that different students have a different experience of the virtual learning environment. But in the overall analysis students were contented and motivated by the virtual learning environment (Torres Martín, Acal, El Homrani and Mingorance Estrada, 2021).

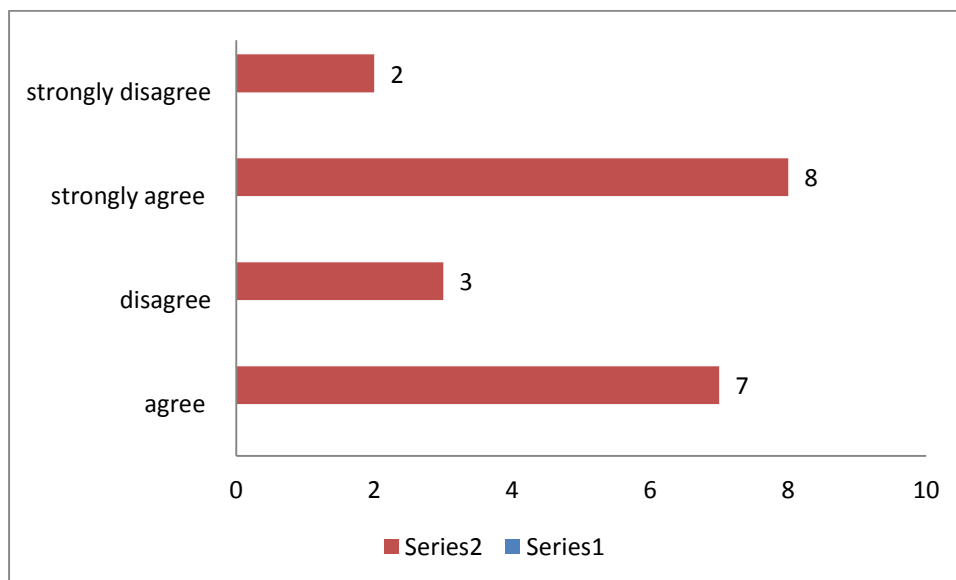
Result:

Question # 1; was the studies learnt from the VLE effective?



The results generated from the question one shows that only 3% of students disagree with the effectiveness of the virtual learning environment and 4% of the students were strongly disagree rest of the students were agree and strongly agree with the effectiveness of the virtual learning environment.

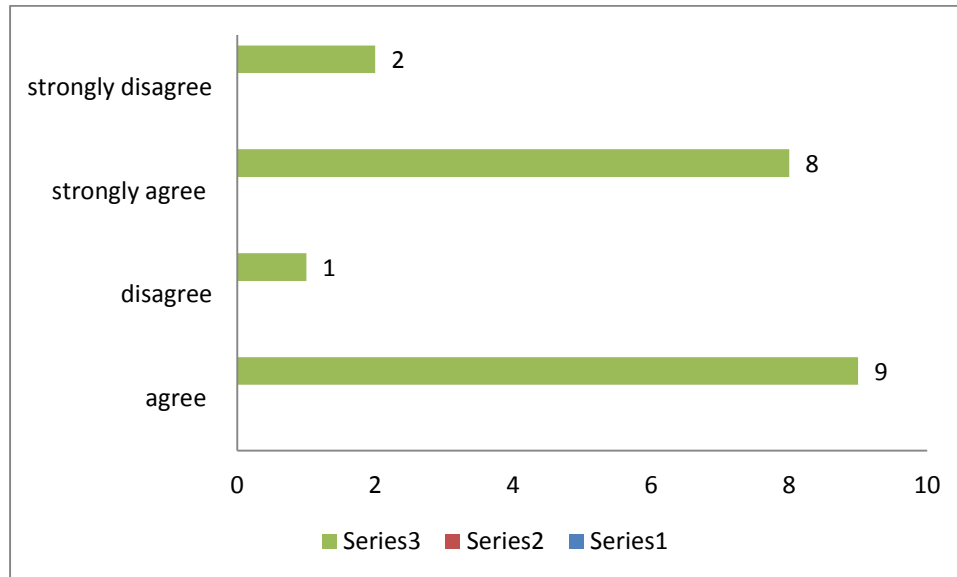
Question # 2; were there better outcomes of virtual learning experience?



The results generated from question two shows that only 3% of students disagree with the better outcomes of the virtual learning environment and 2% of the students were strongly disagree rest

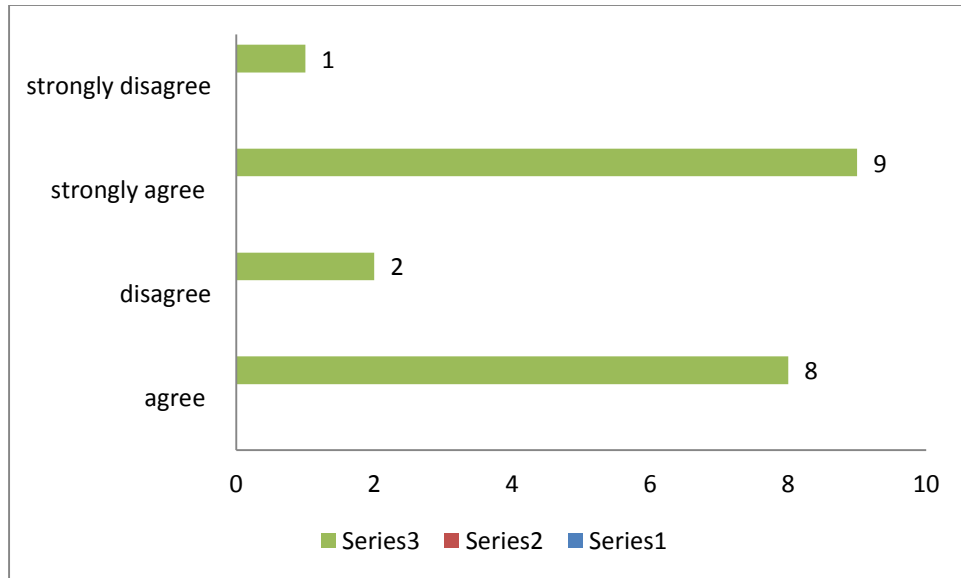
of the students were agree and strongly agree with the outcomes of the virtual learning environment.

Question # 3; was the impact of the virtual learning environment beneficial?



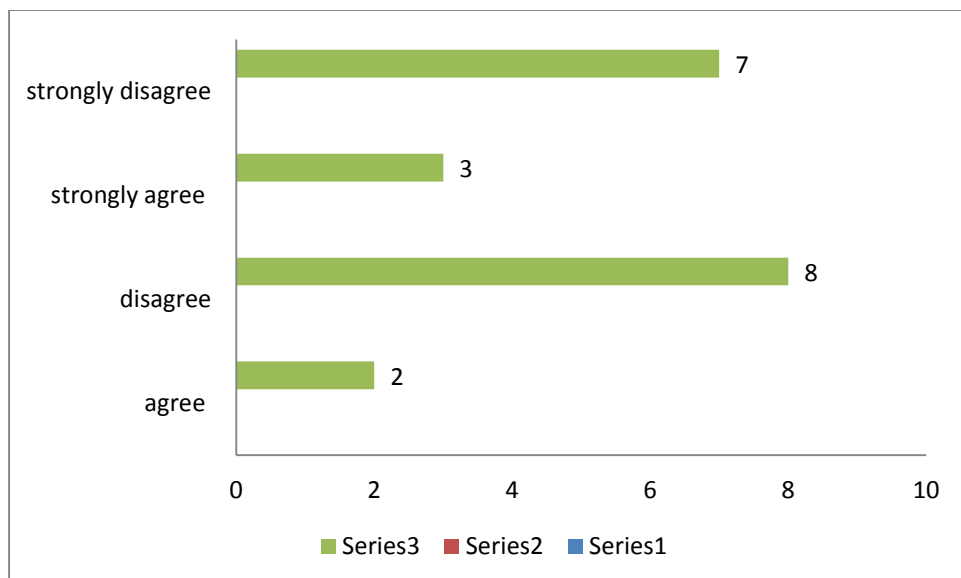
The results generated from question three shows that only 1% of students disagree with the beneficially of the virtual learning environment and 2% of the students were strongly disagreed rest of the students agreed and strongly agree with the beneficially of the virtual learning environment.

Question # 4; does the VLE increase the efficiency of the learning?



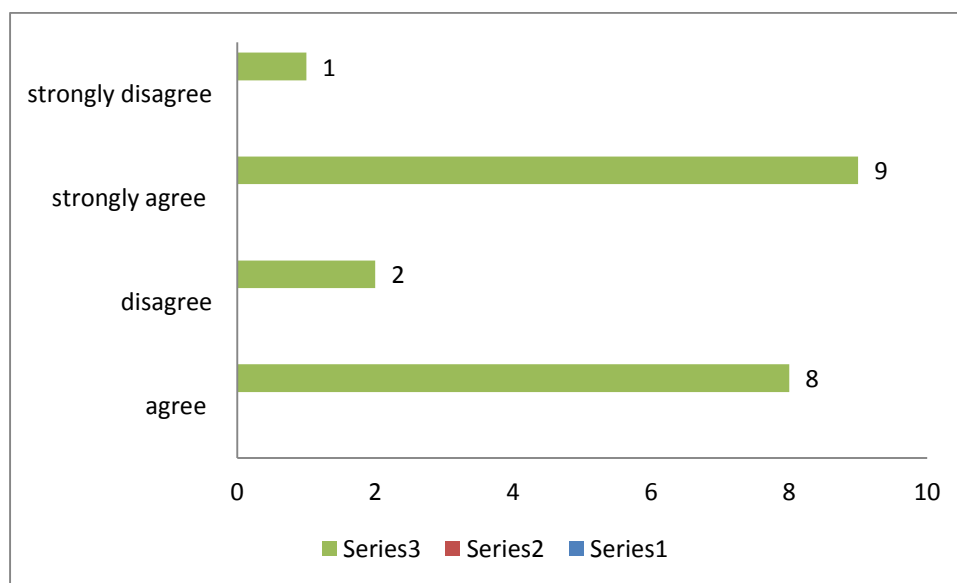
The results generated from question four shows that only 2% of students disagree with the increasing efficiency in the learning through virtual learning environment and 1% of the students were strongly disagree rest of the students were agree and strongly agree with the increasing efficiency in the learning of the virtual learning environment.

Question # 5; was there any inconvenience in during the access?



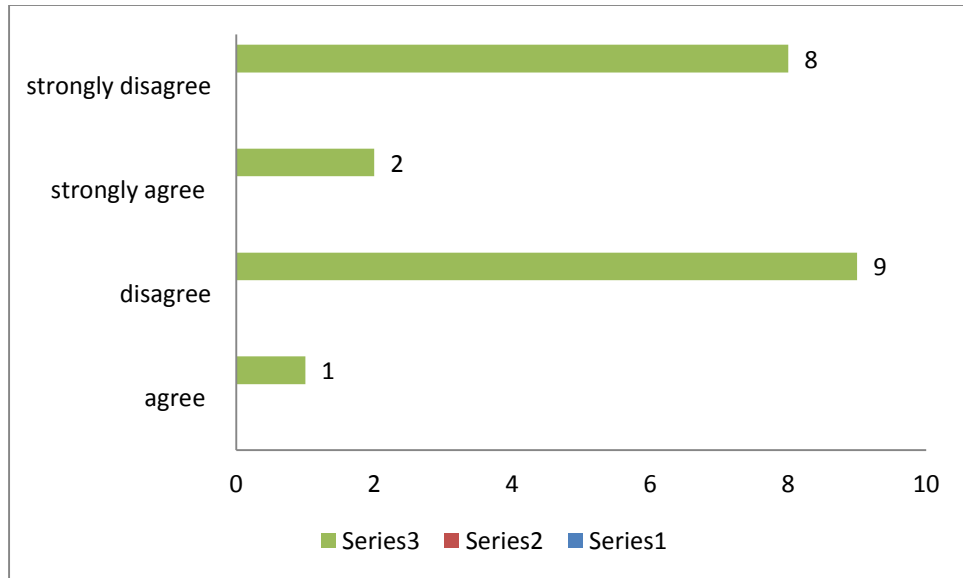
The results generated from question five shows that only 3% of students agree with the inconvenience in the access of the virtual learning environment and 2% of the students were strongly agree rest of the students were disagree and strongly disagree with the inconvenience in the access of the virtual learning environment.

Question # 6; did you feel motivated while learning from Moodle?



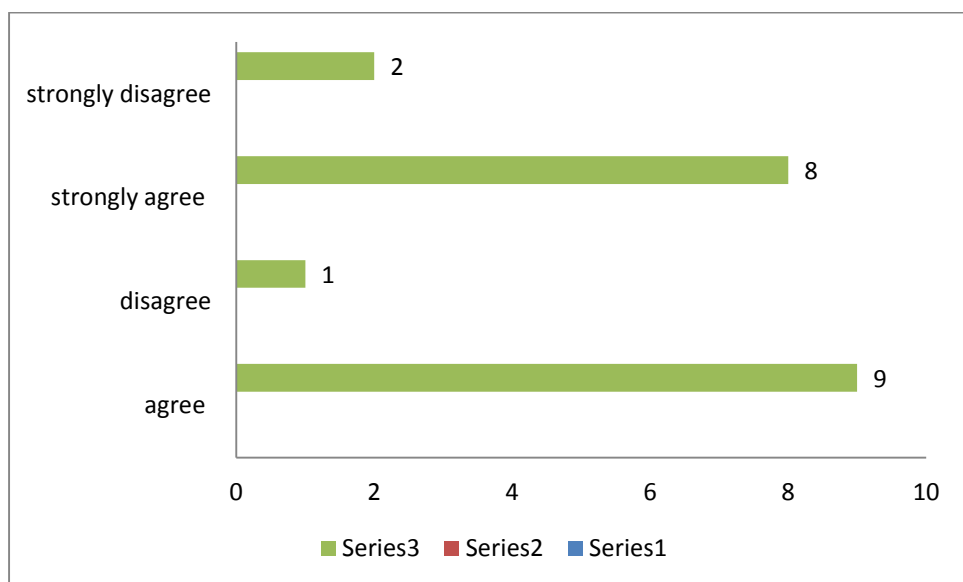
The results generated from question six shows that only 2% of students disagree with the motivation gained due to the virtual learning environment and 1% of the students were strongly disagree rest of the students were agree and strongly agree with the motivation they gain through the virtual learning environment.

Question # 7; did you feel uninterested during the learning sessions?



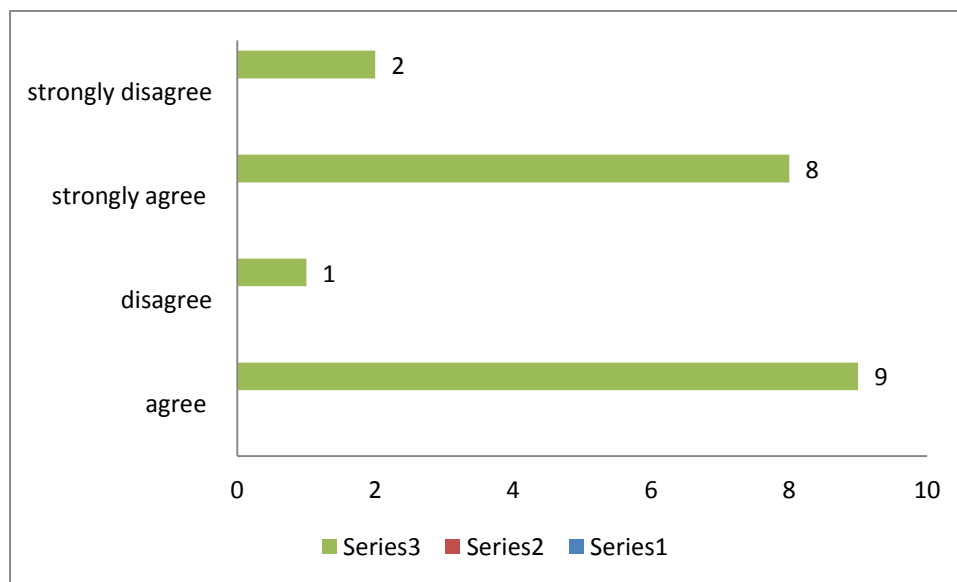
The results generated from question seven shows that only 9% of students disagree to feel uninterested in the virtual learning environment and 1% of the students were strongly disagreed rest of the students were agree and strongly agree with the feeling of uninterest from the virtual learning environment.

Question # 8; was the impact of the virtual learning environment positive on you being a student?



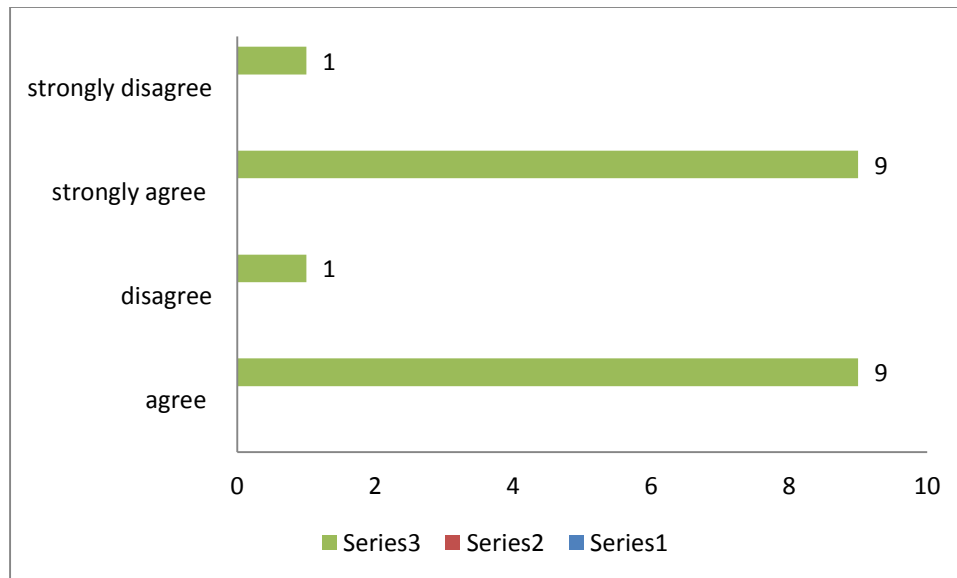
The results generated from question eight-show that only 1% of students disagree with the positivity of the virtual learning environment and 2% of the students were strongly disagree rest of the students were agree and strongly agree with the positivity of the virtual learning environment.

Question # 9: Was VLE successful in making you an independent learner?



The results generated from the question nine shows that only 1% students disagree to the point that virtual learning environment made them an independent learner and 2% of the students were strongly disagree rest of the students were agree and strongly agree with the point that the virtual learning environment made them an independent learner.

Question# 10: was the impact of the virtual learning environment positive on you learning?



The results generated from question ten shows that only 1% of students disagree to the positivity of the virtual learning environment on their learning and 1% of the students were strongly disagree rest of the students were agree and strongly agree with the positivity of the learning of the virtual learning environment in their learning.

Conclusion:

The research aimed to figure out the impact of the virtual learning environment. The virtual learning environment is basically an online-based platform to improve the learning of the students. It is a digital-based platform for students. The research was conducted to evaluate the productivity and impact of the learning through the virtual learning environment. The survey was conducted on the students of the well-known student, University of the Wales Trinity Saint David London campus. The study reflected the positive impact of the virtual learning environment on learning.

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