



IMPACT OF VIRTUAL LEARNING ENVIRONMENT (VLE)

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1.0 INTRODUCTION TO THE RESEARCH TOPIC (VLE)

1.1 OVERVIEW OF VIRTUAL LEARNING ENVIRONMENT

Virtual Learning Environment is a virtual site that has all the tools that are needed in an educational site so that a student can learn and a teacher can teach having all the facilities that are needed such as different forms of communication with students and always have the help to not have problems with the connection or the option of doing different activities that help to learn and teach (Panconesi, 2017).

At the beginning of the 21st century there were different people in different parts of the world working on this type of virtual systems in 1990 in Australia Martin Dougiamas started to develop Moodle, its first publication was in 2002. OLAT is another virtual system starting to develop also in the late 1990s in Sweden at the university of Zurich (Kats, 2010).

This concept is used by student and teachers making possible to perform the same tasks as in a conventional class (Panconesi, 2017).

It is important to carry out a search on this topic to talk about the advantages of this type of education, such as the fact that each student can be anywhere in the world to be able to attend the same class with different people and learn together thanks to something so accessible to all as a computer or a mobile phone (bacnel, 2019).

2.0 SERVICES

The student gains a lot of time having access to do their work at any time and place knowing that they can find any type of information on any date improving assignments by having more time to prepare everything because they have access to information very quickly (Thomas, 2012).

There are many services that we can have, for example: spaces to communicate with classmates or teachers, parts with content to learn, announcements to keep you informed, create new teams with audio and video (Boboc, 2018).

These are services that in a traditional environment, would be more difficult to get students to have access to class material so easily, making them stay motivated for long because it makes it easier to do homework or access information with a single click. Also, many of them will have the opportunity to see the class one more time clarifying their doubts, something that another type of environment would be more difficult.

3.0 BENEFICES

It can give us many services that are good for those who use this service because it has all the information we need and allows us to speak to our teachers, having them the tools they need with a technical support that normally does not give any problem and guarantees that everything will flow without interruptions. People can interact with other people to help them and contrast information in just few minutes (Cvetković, 2016).

It is a service that gives us the opportunity to be connected when in a traditional environment, it would be impossible having students or teachers from different countries living in spaces totally far from each other.

4.0 CHALLENGES

There are people that the only form of education they know is the traditional one and it is easier for them if they approach to new technology learning systems in a slower way, for example combining traditional with virtual education (Management Association, 2016)

It is a challenge for people who studied many years ago to start studying virtually now. Many of them still find difficult to manage a mobile phone perfectly, so it can be frustrating to manage a studio web portal with all the tools needed to access content, so doing it in a more organized and slow way can be a great solution for these people and they do not get stressed.

Culture can be a problem when we are using a virtual learning environment because many people from different parts of the world can get together with different ways of doing things and that not all agree to do it in the same way (Barajas, 2003).

Working with people with totally different educations can be a bit frustrating at first because it is something totally new for you, but it can be very helpful to overcome that challenge by getting different points of view and having more opportunities to improve hearing new things.

5.0 TECHNOLOGIES

All you need to be able to access this type of learning is to have internet access to connect to a mobile phone, a laptop, a website or a specific application for the class that is needed at that time (Kurubacak, 2017).

Thanks to technology and this type of virtual education, people who live in countries with less developed educational systems have the opportunity to study at international universities thanks to virtual education without having to be in the country of origin of the university they want to choose.

6.0 RISKS

Some of the risks of using this technology are, especially children who still have many skills to learn in school are impaired because they only have contact with each other through a mobile or a computer and what it takes to learn to develop those skills like body language is being face to face with someone (Adina Shamir, 2016).

Another risk is the ease of the students simply turning off the microphone and not participating in classes, something that could never happen in a traditional learning environment (Joel Weiss, 2007).

7.0 THE LEGISLATION OF THIS TECHNOLOGY

All countries have their own copyright laws, but almost none offer protection without an expiration date depending on the type of work it is and although copyright is something that in most cases belongs to whoever created the work, except for example, someone who works for a university because in that case the job to which it really belongs is to the university and not to the one who has written it. That is what the law says (Secker, 2004).

8.0 OPPORTUNITIES

Many companies, colleges or universities have found the opportunity to save a lot of money by avoiding having to rent large properties to have a place to teach. The cost of a learning environment is less than the cost of a traditional environment (Pancosi, 2017).

There are many companies that thanks to this technology will prefer not to rent large buildings to carry out work that can be done from home with a simple computer, thus saving a lot of money that can be invested in improvements to achieve the proposed objectives.

9.0 AIMS AND OBJECTIVES

The possibility of recording the classes and being able to access that content several times to make notes or simply remember, is something that really makes the difference with respect to another type of learning environment (Klimis Ntalianis, 2018).

One way to improve the virtual learning environment is in security because there is a lot of content that must be protected, assuring that nobody will use it without permission. Security is also very important when we take an exam through a virtual site to make sure that the person who makes the exam is really the student that has to make it and avoid as much as possible that someone copies during the exam (Kumar, 2019).

Thanks to this type of learning environment, we can obtain different places to give students the opportunity of learning in a different way from what they had learned before in a new way for them and for the teachers (Management Association, 2019).

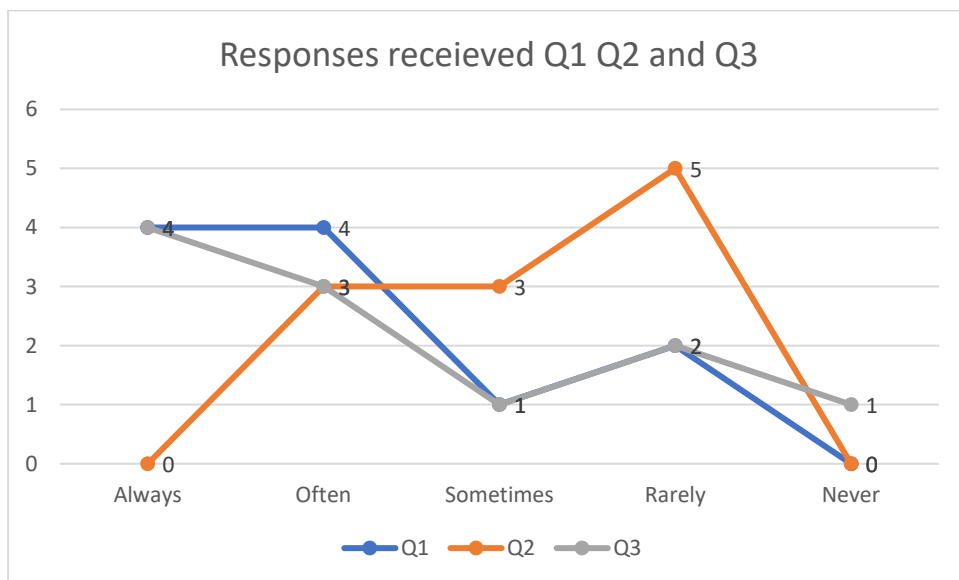
10.0 RESEARCH METHODS

In my report I have done secondary research to obtain quantitative and qualitative data and information to understand the virtual learning environment service and to know everything about this subject, such as knowing its drawbacks, advantages, and the different scenarios in which students or teachers can find with this technology. I have used references from various books that have written or based their studies on actual data. Later I have carried out a primary investigation to be able to obtain quantitative and qualitative data to understand people feeling and their thoughts. For this I have used a tool to create an online survey of various questions about Moodle and then I have sent it to people who belong to the university to get the results of the survey and put them on a table to analyse them.

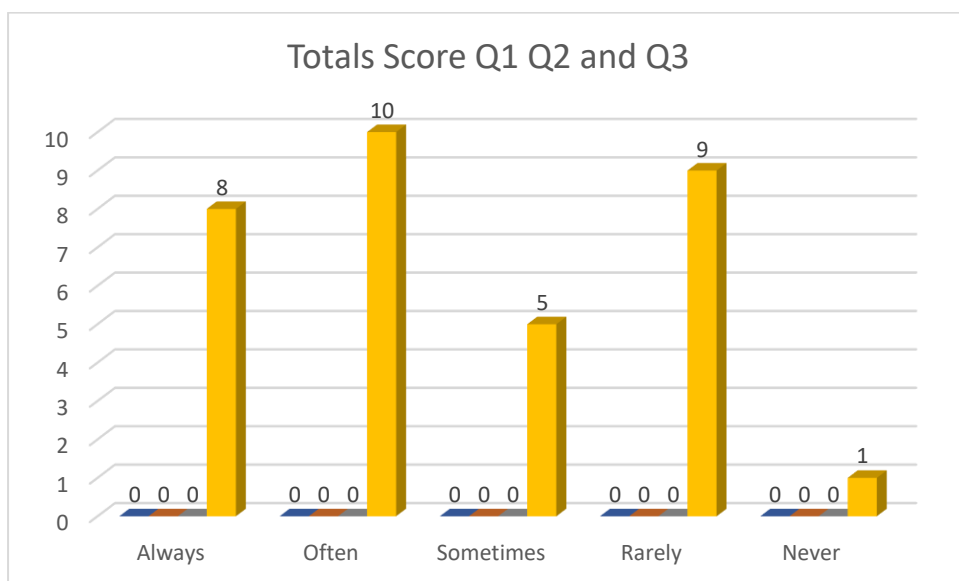
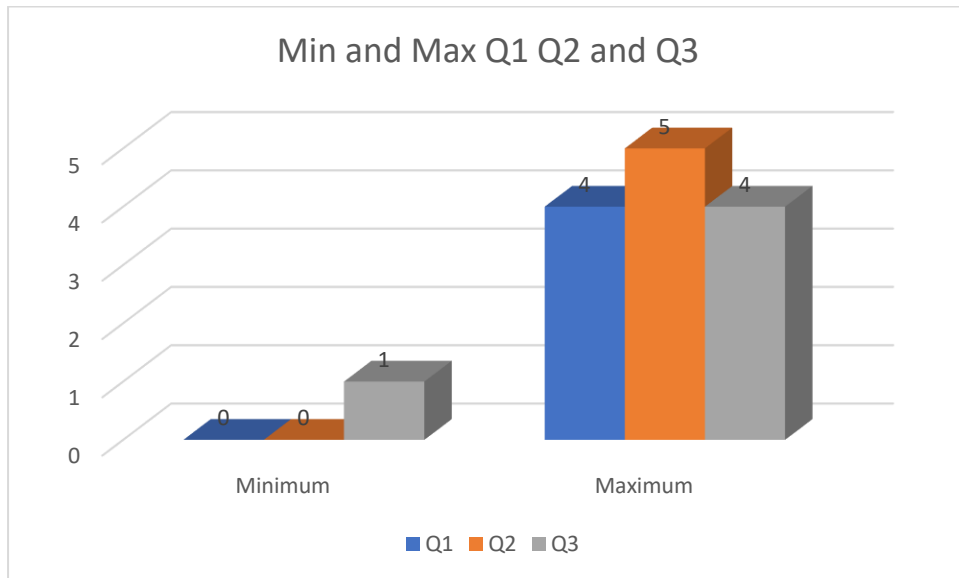
11.0 RESULTS

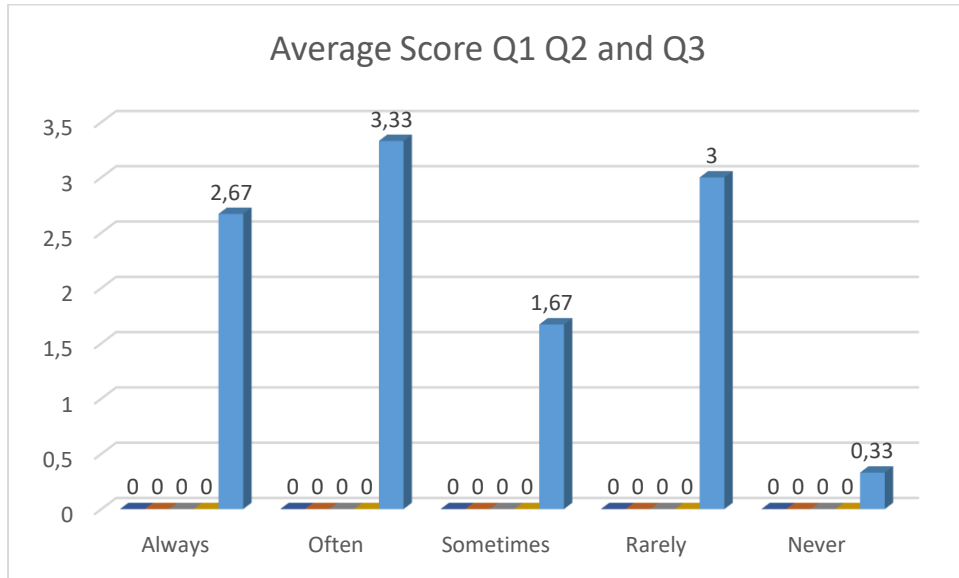
We have obtained the results of what people have answered and their opinion about VLE and its use. We have been creating tables and data collection led to an excel sheet to create chart types to see the results.

Questions	Always	Often	Sometimes	Rarely	Never	Minimum	Maximum
Q1	4	4	1	2	0	0	4
Q2	0	3	3	5	0	0	5
Q3	4	3	1	2	1	1	4
Totals Score	8	10	5	9	1	1	13
Average Score	2,67	3,33	1,67	3,00	0,33	0,33	4,33

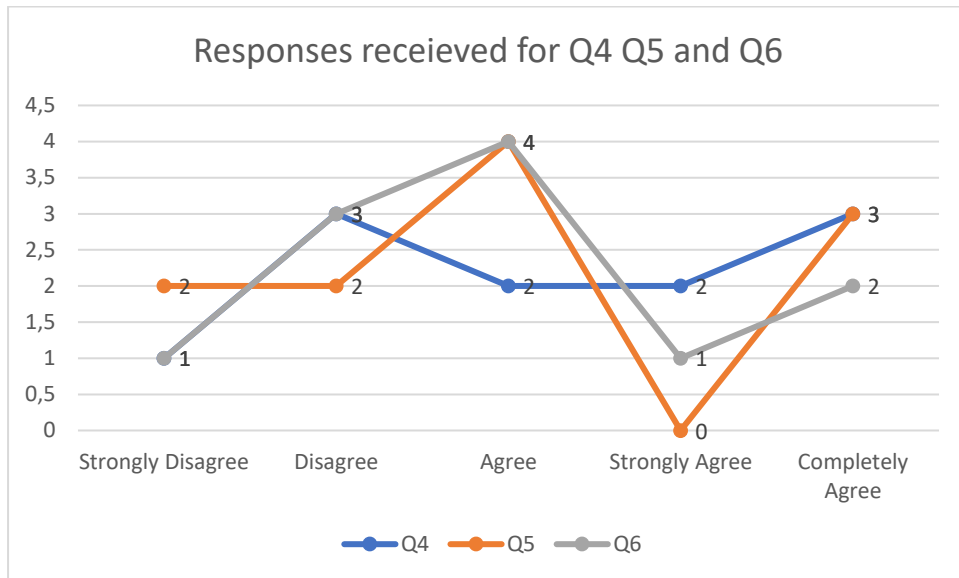


Based on the data we have obtained, most people have answered different things in each of the responses. We have obtained very varied results.

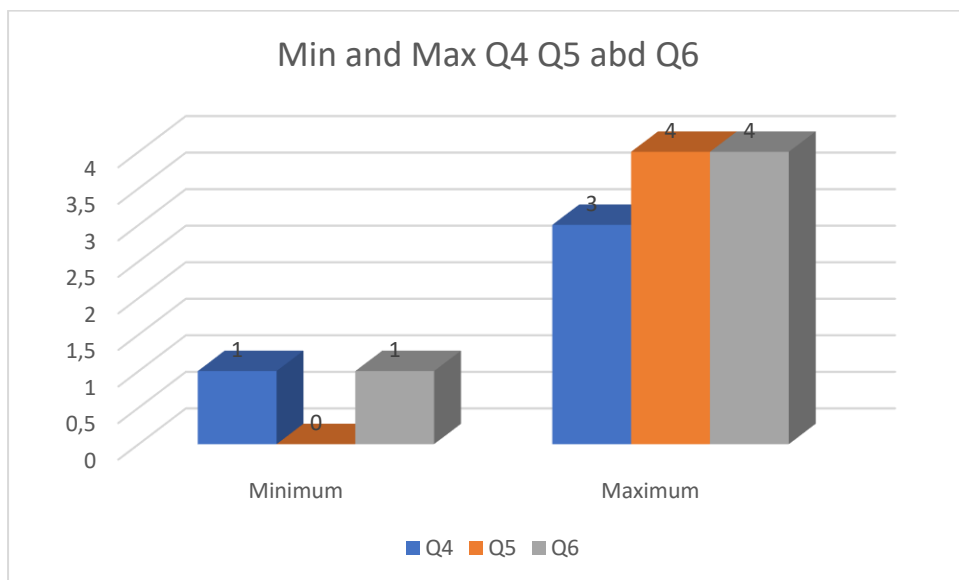


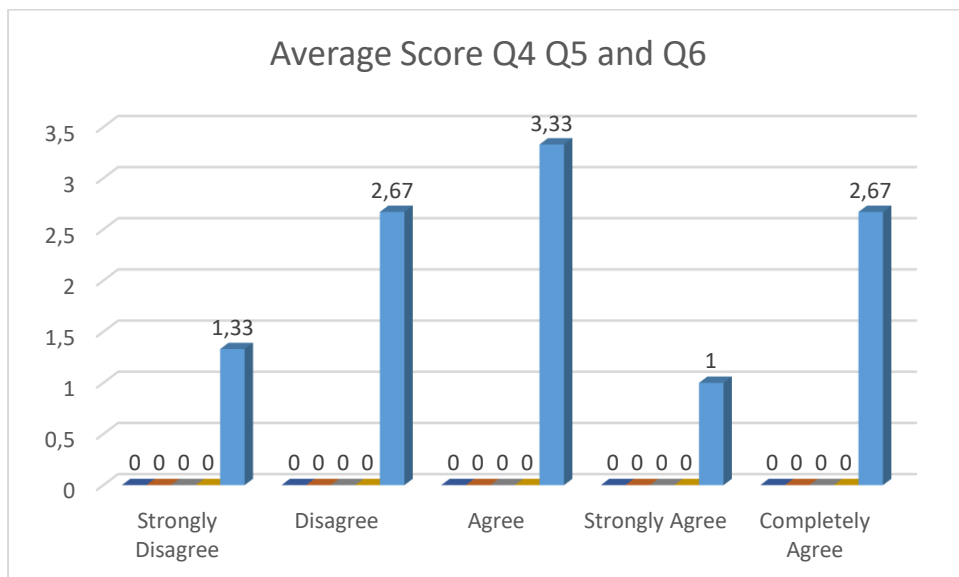
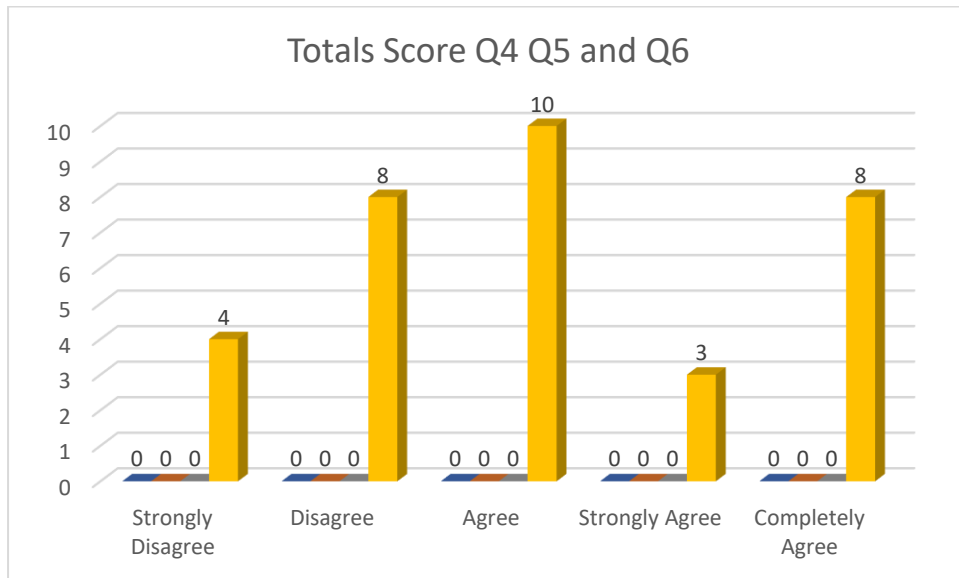


Ques- tions	Strongly Disagree	Disagree	Agree	Strongly Agree	Comple- tely Agree	Minimum	Maxi- mum
Q4	1	3	2	2	3	1	3
Q5	2	2	4	0	3	0	4
Q6	1	3	4	1	2	1	4
Totals Score	4	8	10	3	8	0	4
Average Score	1,33	2,67	3,33	1,00	2,67	0,67	3,67

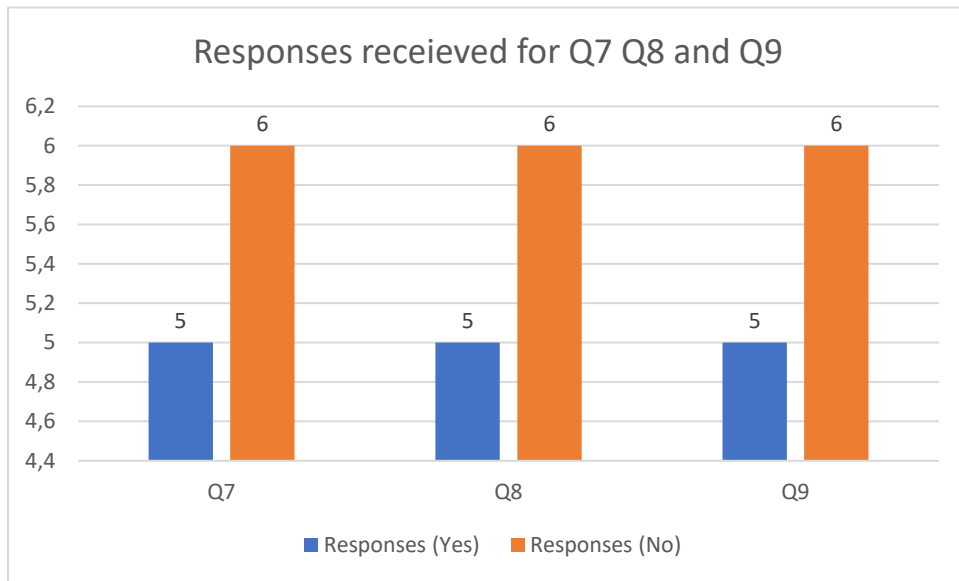


According to the data we have obtained, very few people strongly disagree with the answers, most of them are in an intermediate range of agreement or completely agree.

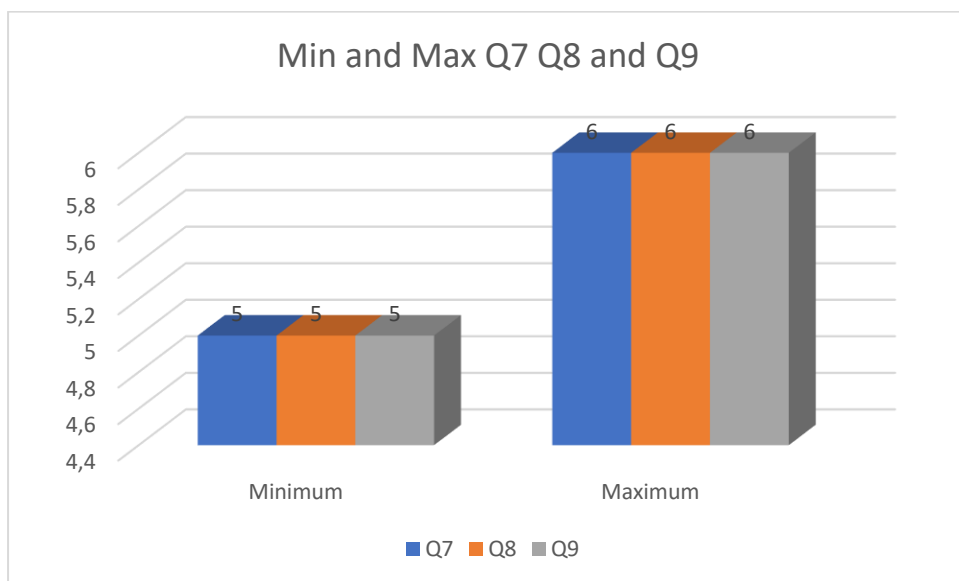


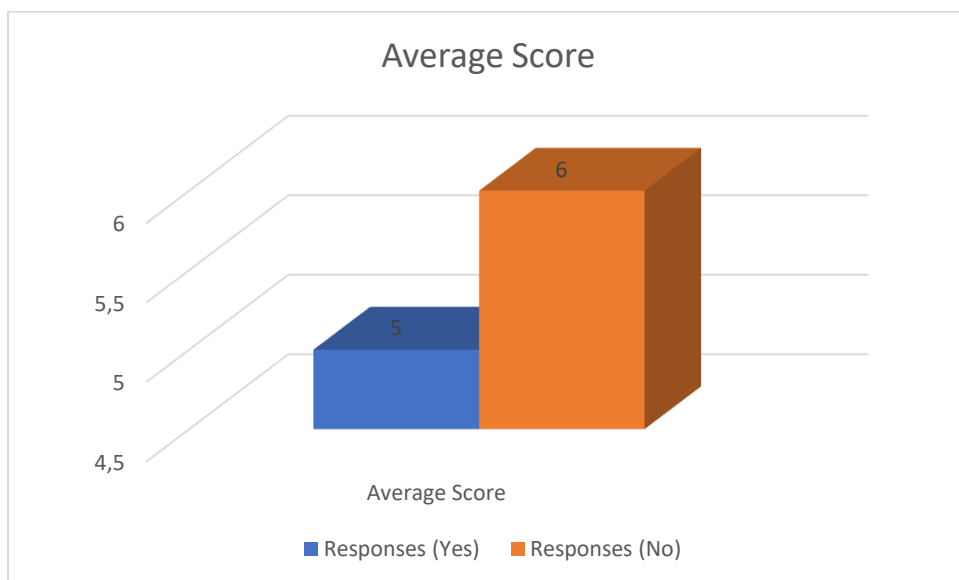
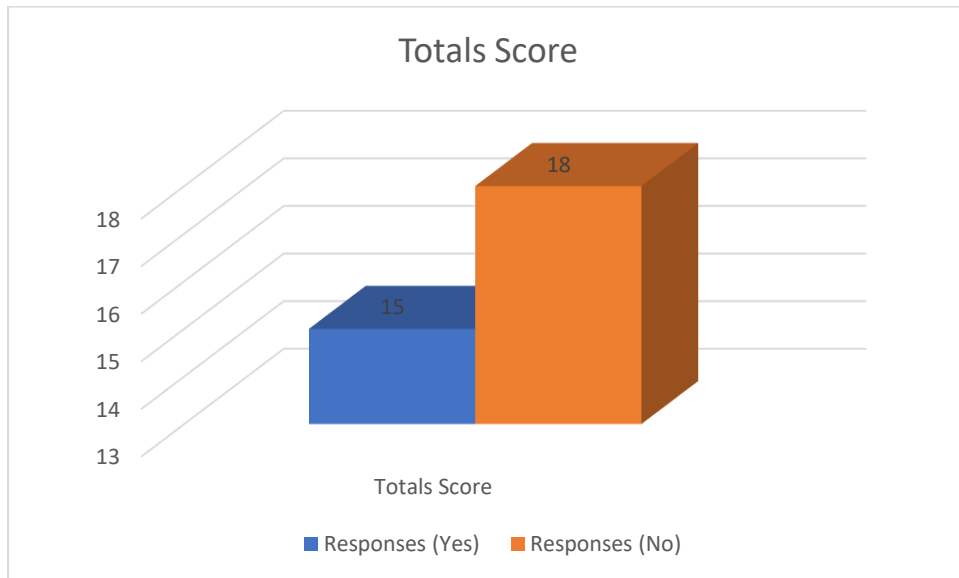


Questions	Resposes (Yes)	Resposes (No)	Minimum	Maximum
Q7	5	6	5	6
Q8	5	6	5	6
Q9	5	6	5	6
Totals Score	15	18	15	18
Average Score	5	6	5	6

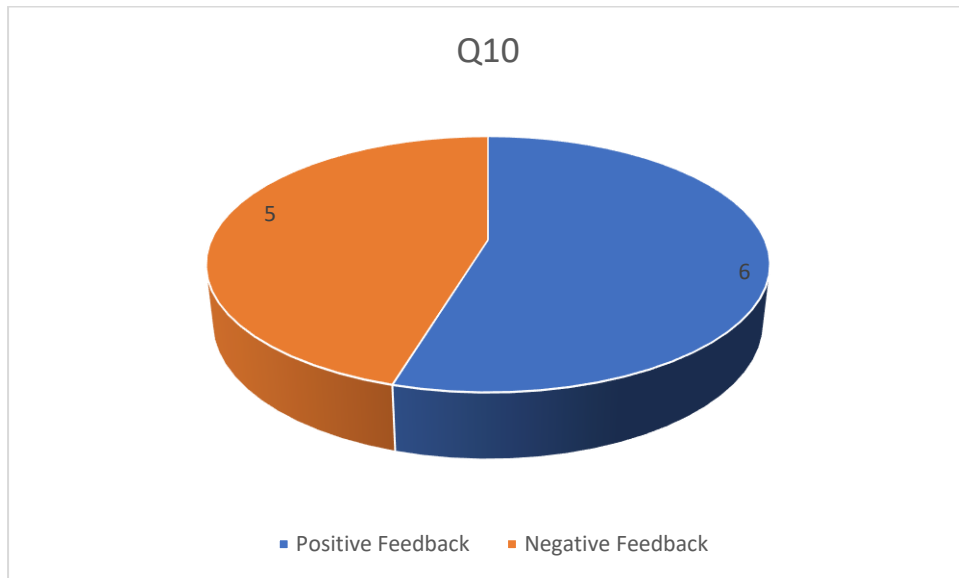


We can see in the data obtained that most of the people have answered the same in the three questions.

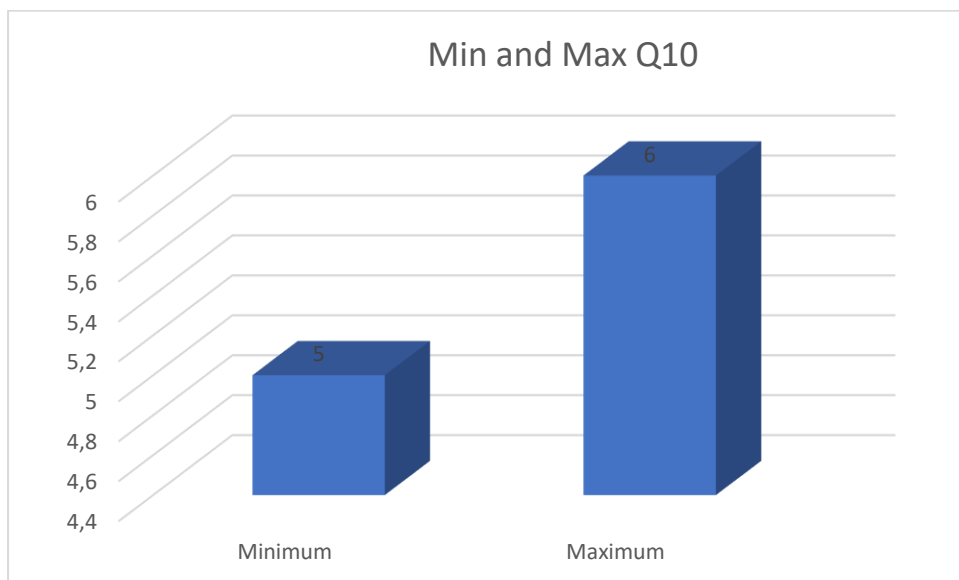


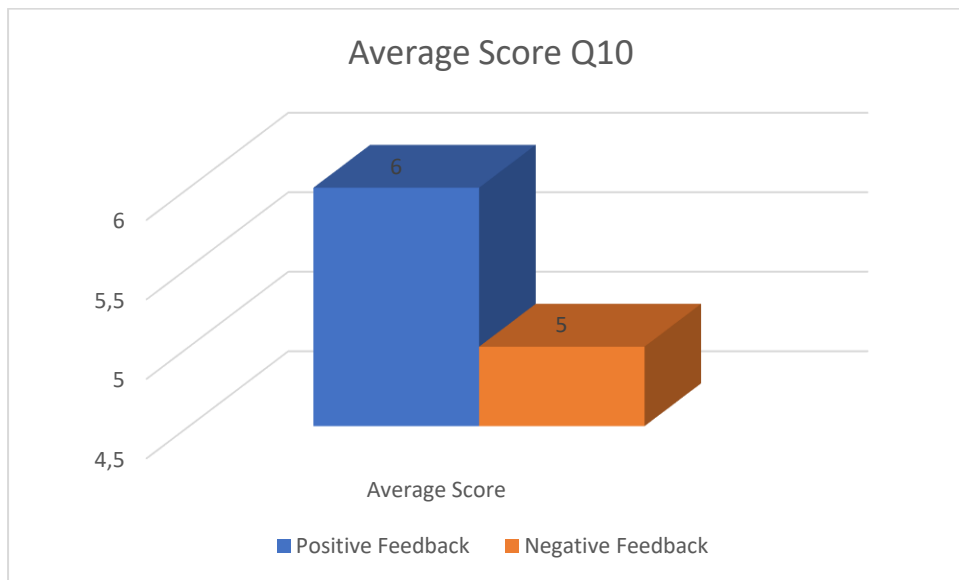
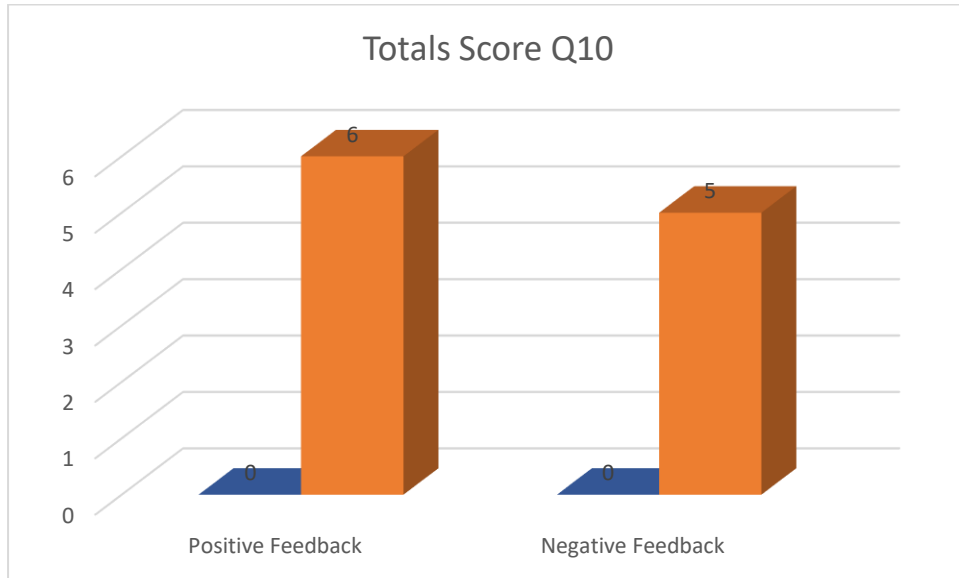


Questions	Positive Feedback	Negative Feedback	Minimum	Maximum
Q10	6	5	5	6
Totals Score	6	5	5	6
Average Score	6	5	5	6



According to the data we have obtained, most of the feedback we have obtained has been positive but also many negative.





12.0 DISCUSSION

I have received varied responses in the questionnaire I have taken because not everyone thinks the same about VLE, practically half of them have a positive experience and the other half a negative experience without wanting to continue using this type of

learning for having technicians problems, half of them have negative experiences and the other half have positive experiences.

Personally, I can say that I have really liked the use of this type of learning, normally I have not had technical problems communicating with my teachers or problems finding information, I have not missed face to face learning because virtually we can learn equally from anywhere and safely. I know that for some people it is a bit frustrating because they prefer to have a teacher in front of them and not on a screen, but I prefer to have access to information quickly thanks to the internet. I think we gain time with this type of learning by making us more productive.

The only inconvenience that I see in this learning is the tools that are needed to use it, because there are many vulnerable people who can find it difficult to use them, especially those who do not understand much about computing or who are of an age in which their generation has not grown up with a computer. Those people will always have a harder time learning in this generation.

Something that could be improved would be having access to basic computer learning in all the courses that are given online so that nobody has technical problems when they are studying.

In this work I have used the Excel program to make tables and graphs with the data I have received from an online survey where other students and teachers answered my questions about VLE. The only difficulty that I have seen when I have used the Excel program was because it was necessary to be very careful when creating the graphs or the tables of results to create them exactly with the data that we need and not to collect data that does not serve us for that specific table.

The survey is created very easily thanks to Google simply by creating the various questions and answers in order to get different data.

13.0 CONCLUSION

In this work we have been able to find information about VLE. The work tries to show all the positive and negative characteristics of this type of learning and the challenges it has to face, comparing it with traditional learning.

Analyzing the graphs and tables of the responses of the people who have answered the form, we can have a better idea of what people really prefer when they are learning. Thanks to his opinion, it is possible to see in a better way what needs to be improved.

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Note for the teacher: copy and paste the link in the google search engine because by clicking directly on this page, some links do not work and they are well written.

15.0 APPENDIX

Q1. How long do you use moodle?

☐ Always

☒ Often

☐ Sometimes

☐ Rarely

☐ Never

Q2. How often do you have trouble communicating using VLE?

☐ Always

☐ Often

☒ Sometimes

☐ Rarely

☐ Never

Q3. How frequently you use VLE to communicate with your lecturers/students?

☐ Always

☒ Often

☐ Sometimes

☐ Rarely

☐ Never

Q4. Please rate your preference to the following questions.) Do you think moodle should improve its functioning

1	2	3	4	5
☐	☒	☐	☐	☐

Q5. Do you usually have trouble finding the content you are looking for in moodle?

1 2 3 4 5

☒ ☐ ☐ ☐ ☐

Q6. Do you like the way jobscoursework are submitted via moodle?

1 2 3 4 5

☐ ☐ ☒ ☐ ☐

Q7. Do you like the way you interact with your lectures /students through VLE?

☒ Yes

☐ No

Q8. Would you like to continue using VLE instead of face to face teaching?

☒ Yes

☐ No

Q9. Do you think that learning via VLE can negatively affect your learning?

☐ Yes

☒ No

Q10. Please give me your opinion about if not everyone has the necessary tools to learn using VLE.

For the generation born after the 90s, I don't think there are any problems (they usually have the tools and digital skills). On the other hand, for those born before that date, a commitment is required for the use of VLE

A Survey related to University Learning Envirc ☆

Preguntas Respuestas 11

A Survey related to University Learning Environment

A subject of my course requires creating an online form to have the comments of colleagues and teachers on the e-learning platform. Your opinion would be helpful. Thank you. Isabel Gallardo

Dirección de correo electrónico *

Dirección de correo electrónico válida

Este formulario recopila las direcciones de correo electrónico. [Cambiar configuración](#)

Q1. How long do you use moodle?

☐ Always

☐ Often

Preguntas Respuestas **11**

11 respuestas



Se aceptan respuestas ☒

Resumen

Pregunta

Individual

Usuarios que han respondido

Enviar por correo

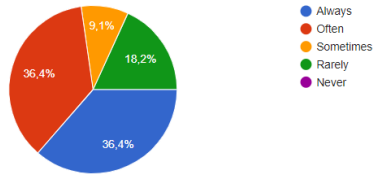
pacogolez@hotmail.com

s.fernando@uwtsd.ac.uk

denisejilliancastro@gmail.com

Q1. How long do you use moodle?

11 respuestas



Q2. How often do you have trouble communicating using VLE?

11 respuestas

