

Virtual learning skills at the University of Wales Trinity
Saint David London Campus

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Abstract

Virtual learning environments (VLE) are extensively used in educational institutions. It enables the accessibility of all students no matter where they are and the course material for the students is available 24 hours. Virtual learning environments are inclusive learning. The research report will do an online questionnaire survey on the VLE at the workplace. The survey investigated the impact of virtual learning skills students learn from Wales Trinity Saint David London Campus on the workplace. It is based on three questions that have been investigated: Does virtual learning education in university have any positive impact on the workplace? How the virtual learning education in university can increase the productivity of the company? How will the time management skills of the university be beneficial for the organization? the online survey report findings analysed that, if the students get virtual learning skills it will be beneficial to the company as the company will need not give them training on technological skills.

Keywords: Virtual learning environments, Productivity, Skills, Digital technology, Covid-19 pandemic, and Collaboration.

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Introduction

Improving the learning process by using digital technology is referred to as virtual learning (Bozkurt, A., 2019). *Virtual learning can save students and organizations time and money and also be accessible to a wide number of people for the specific knowledge they need for the course or job.* **Importance:** it gives **flexibility**, virtual learning allows one to pursue coursework from anywhere without commuting to a physical campus. It has a **wider range of courses and programs:** the topmost advantage of virtual learning is that one can learn the course from the world's best school without traveling to that place. **Affordability:** the online program gives a wider range of courses at different prices. **Virtual collaboration opportunities:** during the COVID 19 remote work was the new normal, virtual collaboration skills have been more important than ever. Engage in live discussions and collaborating on group work gives them valuable skills. **time management skills:** here, one has to plan working time and learning time. This requires the person to plan the time. This will enable the individual to learn time management skills accordingly. **Disadvantages:** online learning may create a **sense of isolation:** in virtual learning, some students find it very difficult without physical access to professors and classmates. This could create a sense of isolation or loneliness in an individual. Virtual learning means **more screen time:** excessive screen time can create physical sicknesses like headaches, eyesight problems, or poor posture. Online learning also requires **additional training for the tutor:** to create a successful virtual course, the instructor has to put extra effort beforehand. The instructor has to know important online tools for learning and teaching so that, he or she cannot miss out on the advantages of e-learning have to offer. Online classes are prone to **technical issues:** online learning can be get disturbed by video, connection issues, or audio. **The University of Wales Trinity Saint David** was started on 18 November 2010 (uwtsd.ac.uk, 2022). It is the combination of the University of Wales Lampeter and Trinity University College Carmarthen, Under the Lampeter's Royal Charter of 1828. This research report will discuss the rationale of the research report, the aim of the research, and its objective - will give twelve main questions for the survey. In the methodology, the research

paper will discuss the quantitative survey method, the importance of conducting a quantitative survey, and its result after gathering the survey data. Furthermore, will discuss the secondary research data method of the research paper.

Rationale

The aim of conducting this study is to understand the benefits of virtual learning environments for the Wales Trinity Saint David London Campus students in the workplace. The virtual learning environment in the Wales Trinity Saint David London Campus students in the workplace enhances **time management skills**; **increased the collaboration** with classmates through the virtual group meetings and group work; students can **get individual attention** from the professors. Virtual learning **reduces the costs** of education, for example, saves transportation costs, and advantages of virtual resources. It also gives the advantages to students of **independent learning** (Ahmed et al., 2020). It enables the students to join the course in their own choice of environment, by choosing self-paced learning. The skill students also learn is **immediate feedback**. As in traditional classrooms, students used to wait till a week or two to get the feedback, but because of the virtual learning environment in the university students get feedback immediately after submitting the assignment or for any query. The need for doing this research is to understand how these learned skills of students will benefit the workplace during the **covid 19 pandemic and post-pandemic time** to become a productive work environment in the organization (Babapour Chafi, et al., 2021).

Research aims and objectives

*The main **aim** of this research study is to analyse the skills students learned from Wales Trinity Saint David London Campus and its benefits in the workplace.* The focal skills in today's technological and post-pandemic era for the productivity of the organizations include providing accessibility, staying relevant in a fast-paced world, developing digital communication from all available modes such as email, telegram, and social media, motivating online self-learning, and the immediate feedback system also the collaboration of all employee at the workplace (Cukier et al., 2021).

Objective

- *To analyse how Wales Trinity Saint David London Campus students' virtual learning skills will be helpful in the organization's workplaces.*
- To study how covid 19 and post-pandemic have drastically impacted the working of companies working environment
- To examine the importance of modern technology skills in the improvement of employee performance in the company.

So, to analyse the above-mentioned aim and objectives, Five Research Questions (RQ) has posed:

RQ1. Does virtual learning education in university have any positive impact on the workplace?

RQ2. How the virtual learning education in university can increase the productivity of the company?

RQ3. How will the time management skills of the university be beneficial for the organization?

RQ4: Do the technical skills students were taught in the university increase companies' sales and brand value?

RQ5: Will virtual learning education help organizations overcome the adverse impact of the covid-19 pandemic?

RQ6: is a virtual learning helpful for gaining leadership skills?

RQ7: is it virtual learning good at every time?

RQ8: can all skills of the company's requirement will get through virtual training in the academy?

RQ9: does the students of university who learn mechanical skills online be enough for company?

RQ 10: which of the skills does virtual learning helps the learner to enhance?

RQ11: What is the most preferred environment use to adopt virtual learning?

QR12: What are the challenges virtual learning has?

Methodology

The research methodology is the process in which one carries out the whole research (Swain, 2018). It includes the collection of data, the observation of participants, statistical analysis, and so on. To understand and analysed the different skills of students of Wales Trinity Saint David London Campus in virtual educational learning, the quantitative research was formulated in e-questionnaire i.e., in a survey method. During covid 19 pandemic, working from home was the new normal. In such a work environment employees needed to work through technology, so, knowing soft skills are plus point for the employees as well as the companies. To understand which skills university students have possessed and are beneficial for the company, **quantitative analysis methodology** is the appropriate methodology to analyse the research problem and get the objective of the research report (Kiger, and Varpio, 2020.). To achieve the objective of this research report, three research questions had been asked. All 10 final year students of the Wales Trinity Saint David London Campus were asked to submit their answers within a month in their own time. This questionnaire survey was promoted during students' group tutorials on the university campus. **The questionnaires** were conducted in multiple-choice questions form which could help to understand the student's knowledge of particular skills (Nayak, and Narayan, 2019).

Q1. Virtual learning education in university have a positive impact on the workplace.

- a) agree
- b) not agree
- c) strongly agree
- d) Neither agree nor Disagree

RQ2. The virtual learning education in university can increase the productivity of the company.

- a) agree
- b) not agree
- c) strongly agree
- d) Neither agree nor Disagree

RQ3. Will the time management skills of the university be beneficial for the organization?

- a) agree
- b) not agree
- c) strongly agree
- d) Neither agree nor Disagree

RQ4: Do the technical skills students were taught in the university increase companies sales and brand value?

- a) agree
- b) not agree
- c) strongly agree
- d) Neither agree nor Disagree

RQ5: Will virtual learning education help organizations to overcome from the adverse impact of the covid-19 pandemic?

- a) agree
- b) not agree
- c) strongly agree
- d) Neither agree nor Disagree

RQ6: is a virtual learning helpful for gaining leadership skills?

- a) Yes
- b) No
- c) Maybe

RQ7: is it virtual learning good at every time?

- a) Yes
- b) No
- c) Maybe
- d) Not at all

RQ8: can all skills of the company's requirement will get through virtual training in the academy?

- a) Yes
- b) No

RQ9: does the students of university who learn mechanical skills online be enough for company?

- a) Agree
- b) Disagree
- c) Neither agree nor disagree

RQ 10: which of the skills does virtual learning helps the learner to enhance?

- a) Communication
- b) Technical skill
- c) leadership

RQ11: What is the most preferred environment use to adopt virtual learning?

- a) college
- b) house

QR12: What are the challenges virtual learning has?

- a) laptop
- b) Internet
- c) None of the above
- d) all

The questions were asked about personalized skills which were taught in the university and analysed are they useful for the workplace or not, each question was given four multiple choices (Rios et al., 2020). The survey questions were attempted by all **10** participants students.

From the conducted survey, 80% of the participants agree with the first question. For the second question, 60% agreed while 40% strongly agreed that virtual education increases productivity in the organization. 70% agree while 30% neither agree nor disagree with the third question. For the 4th question, there were 50% of neither agree nor disagree answers found. And for the 5th question, 80% of candidates agree on it. Some questions are related with the importance of skills in the college and the different skills they will enhance which were 40% agree and 60% were in both side.

Thus, from the gathered **primary data** , it can be analysed that the skills company required in the workplace and the skills students were taught in Wales Trinity Saint David London Campus during the virtual education learning are useful to the companies and will also reduce the training time in the office. Though this study does not directly deal with students' skills, it does offer an insight into the skills the students acquired through VEL and how are beneficial to the workplace. The understanding of time management, independent learning, the positive impact of technology on the workplace, and the feedback system are important technical skills needed in covid 19 pandemic and post-pandemic time to the organization.

Despite the education of virtual learning, this survey had tackled some problems, while making the questions, it was already assumed that the students should have the prior knowledge of the company's working environment so the answers were not relevant to the questions were designed, some answers were given in an ambiguous way which was very confusing (Franco et al., 2019). It did not provide the actual or meaningful information which is important to understand the knowledge of students for the productivity of the workplace.

*The **secondary research** method refers to the research conducted through already existing data, to review and gather the information for the efficiency of the study. Importance:*

secondary data helps to build the research on accessible research, which enables strong results, it saves time, and is also cost-effective. In the secondary research analysis, this research paper has gathered most of the data from wider sources such as books, journals, online sources, and the notes taken at the time of virtual learning classes at the University of Wales Trinity Saint David London Campus.

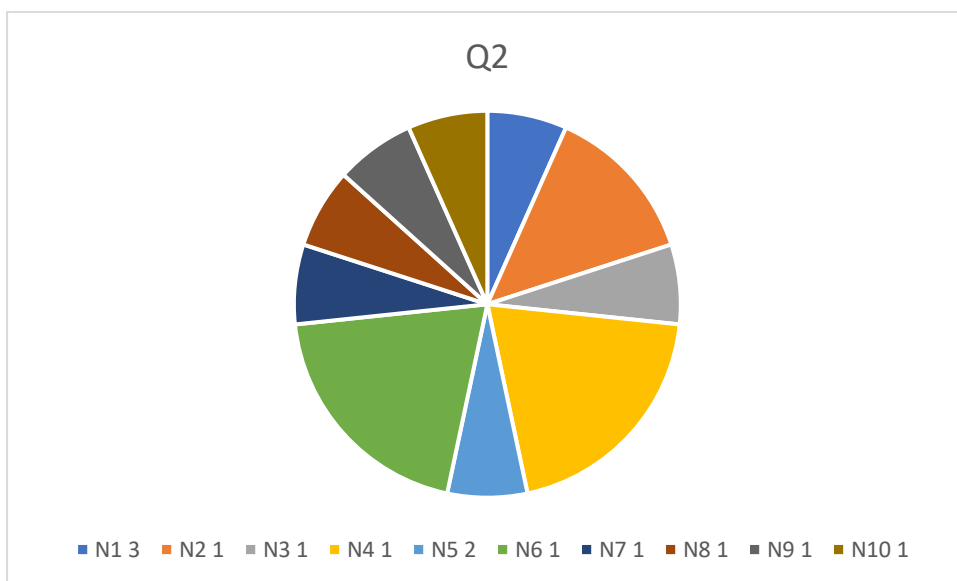
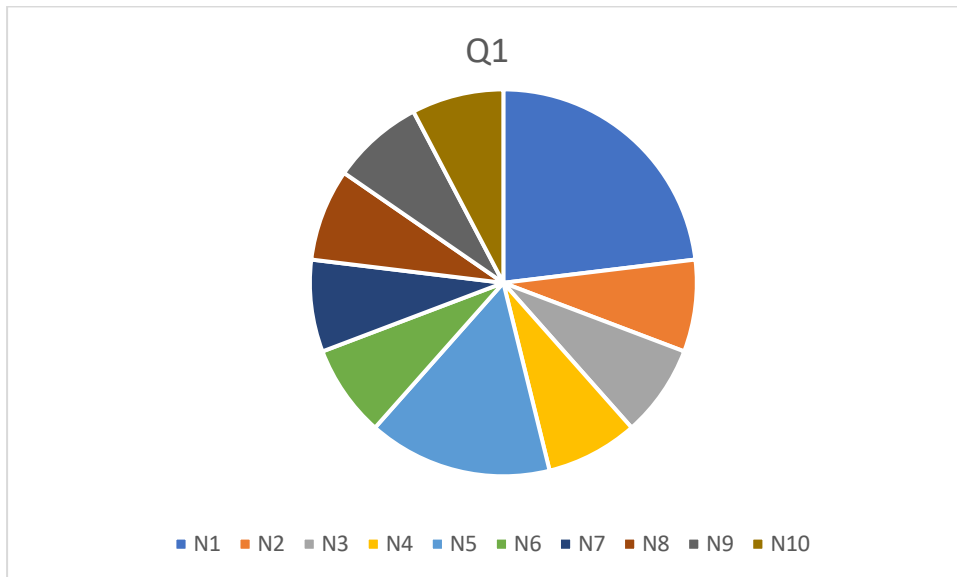
Conclusion

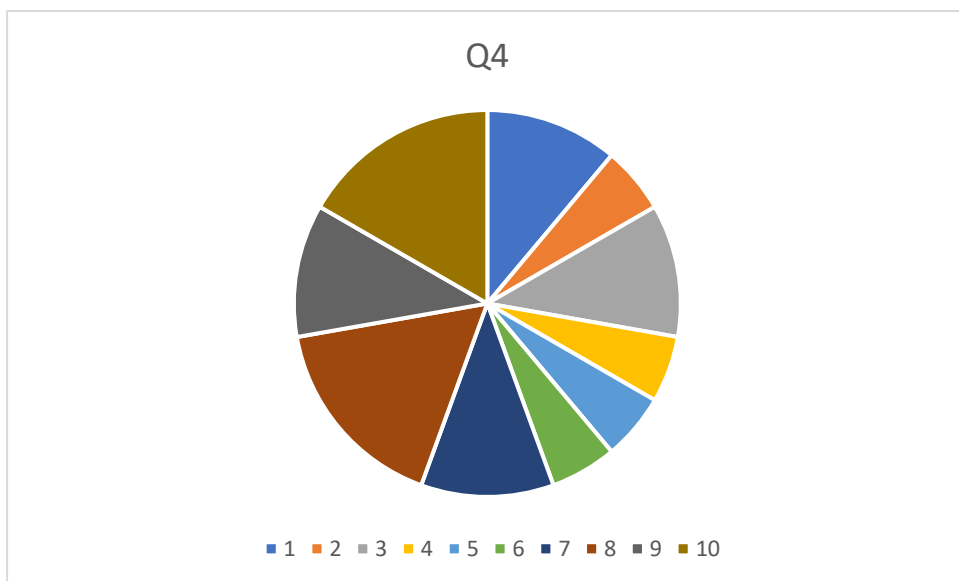
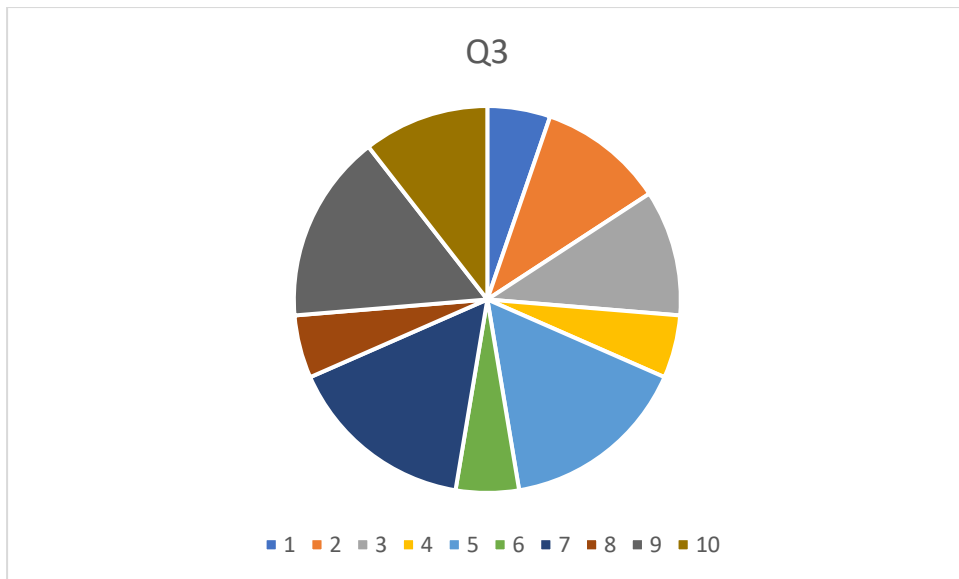
To sum up, this research paper gave insights into virtual learning education and its importance to the students in their professional life and personal life as well. giving virtual education at the college level could help the workplaces in many ways – it reduces the time of training of newly recruited employees, already having technical knowledge will increase the productivity in the workplace, different forms of communication skills also access the knowledge of the organization quickly. This research paper aimed to analyse the different skills taught in the Wales Trinity Saint David London Campus and how they were useful in the workplace. had given the aim and objective of the research paper. The methodology of the research paper was quantitative analysis, it possessed twelve multiple-choice questions for the online survey for primary research.

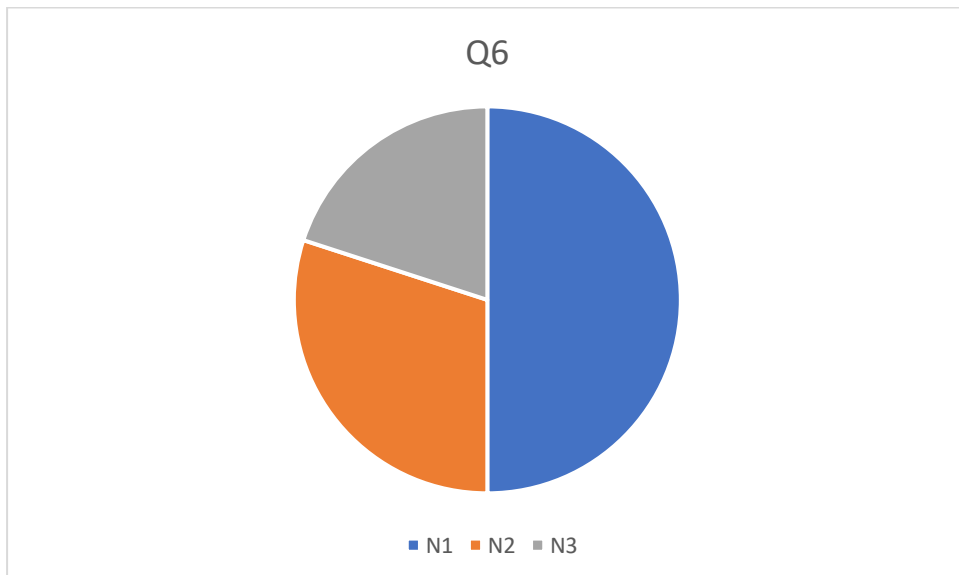
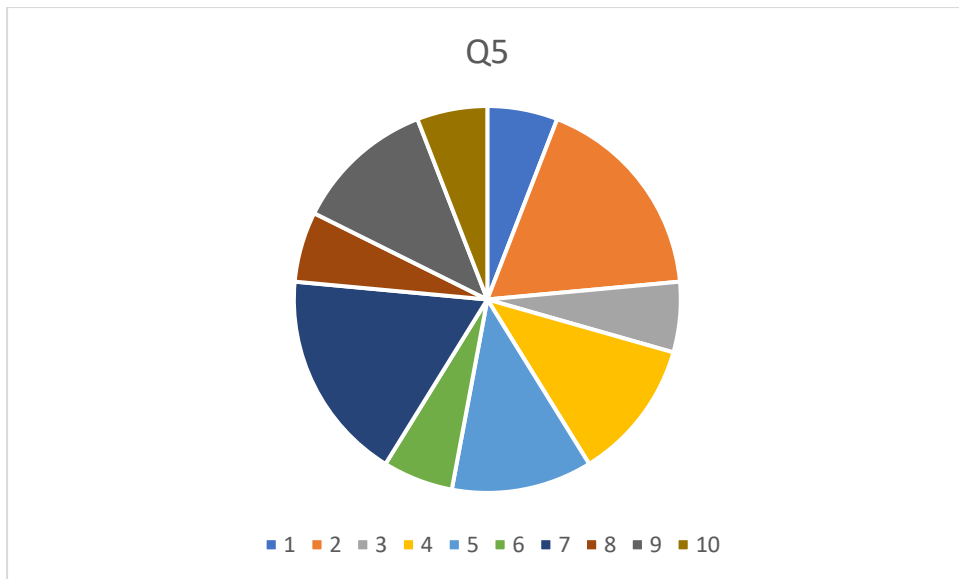
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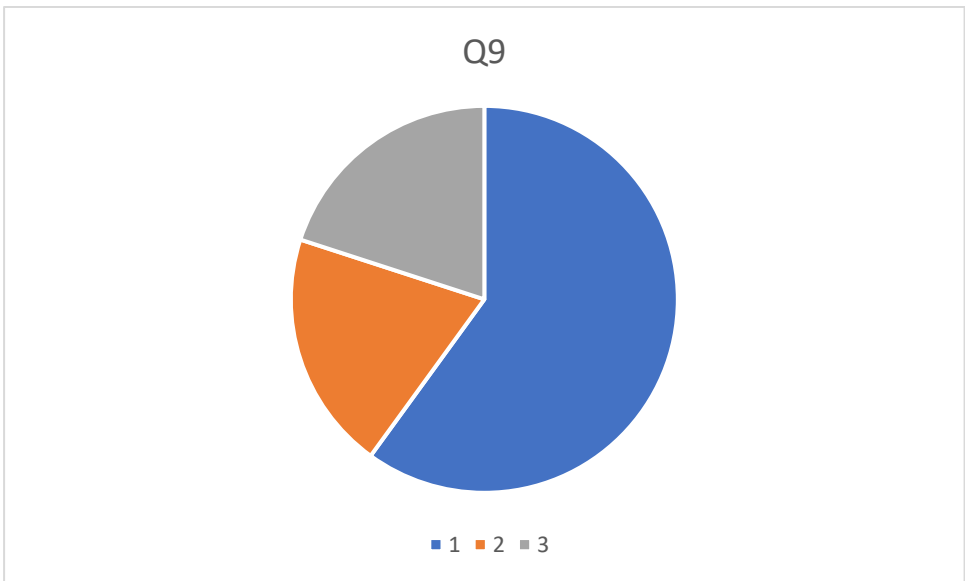
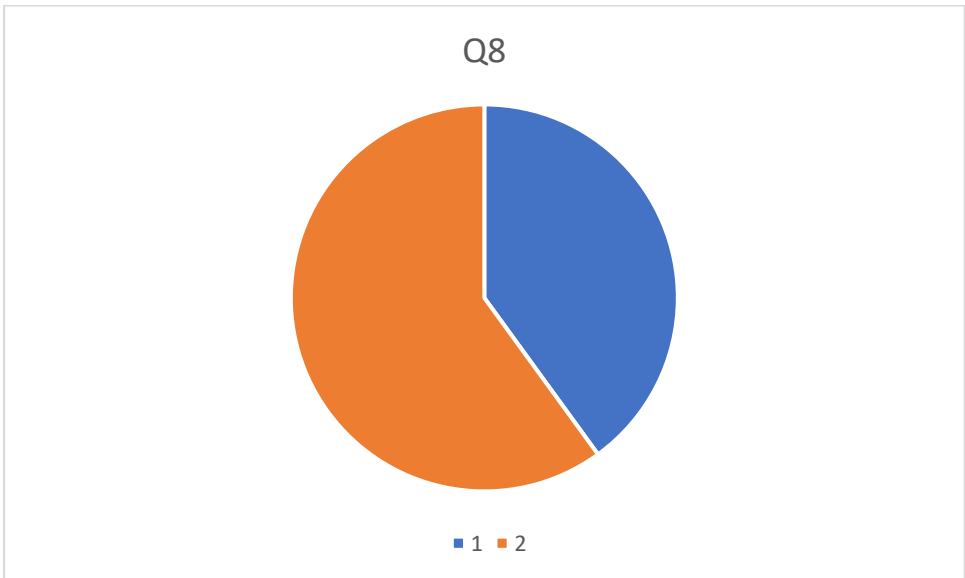
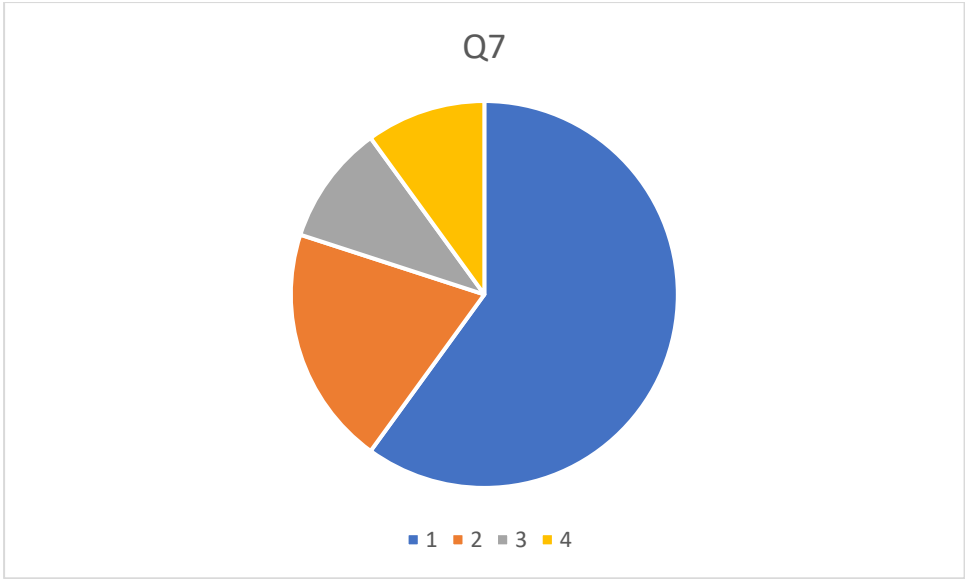
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Appendix

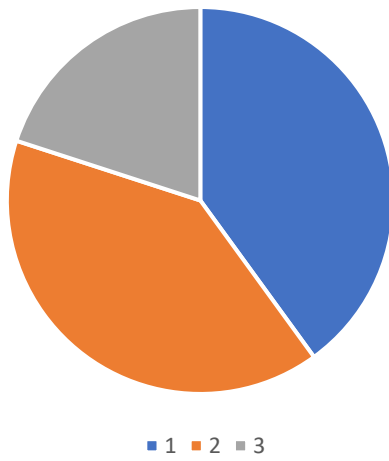




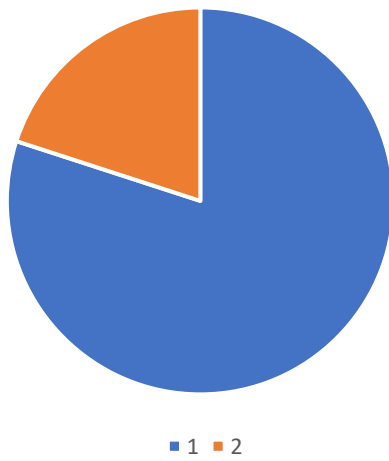




Q10



Q11



Q12

