

REPORT

VIRTUAL LEARNING ENVIRONMENT IN TEACHING AND LEARNING

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CONTENTS

1. INTRODUCTION

2. RATIONALE

3. RESEARCH OBJECTIVES

4. LITERATURE REVIEW

5. RESEARCH METHODOLOGY

6. CONCLUSION AND RECOMMENDATION

7. REFERENCES

INTRODUCTION

In this report in which I will present I am going to investigate the virtual learning environment, I will try to discover the contribution of this environment at an educational level and its importance in teaching, diversifying the different educational levels and their possible applications.

In a first section in which I expose my reasons why I carry out this research.

I will continue with the objectives that I want to achieve with my research.

I will continue with a review of the literature that exists on the virtual learning environment and I will try to get the most important ideas from the different articles.

Regarding the methodology used, I will make contributions on the primary data and secondary data, I will include the results of a questionnaire that I carry out with my colleagues.

Finally, I will present my conclusion and make the recommendations that I consider appropriate.

RATIONALE

In this report I want to clarify and define everything related to the Virtual Learning Environment.

ICT (Information and communication technologies) is an infrastructure, referring to the set of tools to transmit, store, create, share or exchange information.

VLE (Virtual Learning Environment) it's a software tool that brings together a range of resources that allow users to interact online including information interaction.

MLE (Managed Learning Environment) combines all the aspects of a Virtual Learning Environment with a Management Information System to hold extended information about participants and e-moderators.

ICT = VLE

ICT = MLE

MLE = VLE + MIS

These environments make possible communication tools such as sending an email, chatting or writing on bulletin boards, thanks to these tools I can contact, for example, the student service to request a change of schedule, the chat rooms give me the option to speak, either with colleagues or with the university staff in how many classes or add more information and bulletin boards.

They give me the freedom to share some information with my colleagues.

This environment also gives me collaboration tools such as online forums where I can quickly contribute or request information, electronic diaries where I can manage my time in collaboration with the university, and Intranet calendars that provide me with the possibility of interacting with actively with information on what is necessary for the day to day.

Another essential part that this environment gives me is the option to create content since thanks to this type of software I can make reports, and online courses give me the option to learn with a single click. I have to say that it is fantastic that students can rate and evaluate us online, since in this way, both teachers and students, make our work easier. and above all, this environment provides a source of information to continue learning beyond the class, so in this way without a student wants to continue expanding the information that the teacher has just taught in class can connect and continue with their training.

RESEARCH OBJECTIVES

The objectives of this report are to clarify if the VLE is a useful tool, as well as effective, for my training at the university.

The level of interaction and knowledge is also associated with these objectives, since it is essential to know the use of the software to establish an optimal interaction with the tools, at the same time the use of these tools is related to our progress in the use of it environment.

So to establish that the primary objective of this report is to evaluate the environment at the student level, specifying how it can be useful at the learning level.

As a secondary objective I will try to develop if the tools that the environment provide us are appropriate for the level and knowledge of the students, I take it for granted that if the students are enrolled and are developing this course, they will have at their service the different electronic devices for a connection appropriate either tablet, laptop or smartphone.

To evaluate the environment I will use the contraction of the tools with other environments destined to the same function, I will also use the contribution of the information that I have obtained from my colleagues to establish, at a more specific level, if it has been a useful tool in the development of the subject.

LITERATURE REVIEW

In my review of the literature, I have determined that the existing documentation is not extensive,

The subject is treated from a modern and innovative perspective, as it is a virtual environment, so the articles that address it are specialized, and since it is a relatively new subject, it is difficult to find much information.

From this starting point in my research, I have been able to verify that the most abundant in literature are articles that tend to evaluate the effectiveness of the virtual environment, most of them try to examine the environment as an educational complement rather than as a joint teaching tool.

In more exhaustive research on the literature, I have discovered that in the articles that talk about virtual environments they tend to be developed for higher studies, so that students at lower levels tend to be left out of these types of tools.

I have also discovered that implementing a virtual environment requires gathering a large number of resources and permissions that make it even more difficult to get this system up and running. So only large institutions can face such a challenge, at least at the moment.

I have found articles that address the issue from other points of view in which they favour the system, determining that in the future it will be a great alternative to physical assistance due to the ability to offer information online.

In other articles to the contrary, it is established that the deficiencies of this system at an emotional and gesturing level make it lose effectiveness, they highlight the need to attend class and understand the information face to face but still give a positive vote to use the environment as an auxiliary tool.

ARTICLES:

Kettle Moraine's Magee Elementary School latest school to shift to virtual learning

Alec Johnson, Milwaukee Journal Sentinel – 2 YEARS AND 2 MONTHS

What is virtual learning? Why is it important? What can you gain from it? Read this article where we'll explore this ground-breaking phenomenon in-depth and find out.



By Laura M. - Chief Editor

Virtual school resulted in ‘significant’ academic learning loss, study finds

PUBLISHED TUE, MAR 30 2021 9:00 AM EDT
UPDATED TUE, OCT 12 2021 12:10 AM EDT

Jessica Dickler [@JDICKLER](#)

RESEARCH METHOTOLGY

In this section of the methodology of my research I will explain the way in which I will classify the information.

In a first point I am going to develop the primary data, which is the information that I have obtained directly by investigating, I have used a questionnaire that I sent via email to my classmates and with the data obtained I was be able to draw conclusions directly related to the objective of the study.

Next, I will add the table obtained from the results of the questionnaire and present the results.

Case	USE VLE	Gender	Age Group	Opinion	Device	Interaction	Helpful	Download files	Connection week	Experience
1	YES	Female	1	Good	Phone	Not sure	YES	YES	2	Positive
2	YES	Female	2	Ok	PC	Disagree	YES	YES	2	Positive
3	YES	Male	1	Ok	Phone	Disagree	YES	YES	3	Positive
4	YES	Female	2	Bad	Tablet	Agree	YES	YES	3	Positive
5	YES	Male	2	Ok	PC	Disagree	YES	YES	2	Positive
6	YES	Female	2	Good	Phone	Not sure	YES	YES	2	Positive
7	YES	Female	1	OK	Phone	Agree	YES	YES	1	Positive
8	YES	Male	2	Very Good	Tablet	Not sure	YES	YES	1	Positive
9	YES	Male	2	Very Good	PC	Not sure	YES	YES	1	Positive
10	YES	Female	4	Good	PC	Not sure	YES	YES	3	Positive

AGE GROUP	AGE
1	18-25
2	26-35
3	36-45
4	45+

In the first question regarding the use of VLE, 100% of the students use it.

Next, in the second question regarding gender, 60% are women and 40% are men.

In the third point on the age group, 30% belong to group 1, 60% belong to group 2 and 10% belong to group 4.

In the fourth question, about the opinion, 20% have a very good opinion, 30% have a good opinion, 40% think that it is good and 10% do not have a good opinion.

Regarding the device they use to connect, 40% use a smartphone, another 40% use a PC and 20% use a tablet.

On the sixth question, 20% disagree about the interaction, 50% are unsure, and the remaining 30% do not disagree.

100% find that this tool is useful for studying.

Also 100% find the unloading system easy.

In the ninth question about how many hours they connect, 30% in group 1, 40% are in group 2 and another 30% in group 3.

All students have a positive experience.

With all these data, I can conclude that all the students use the virtual environment, that they find the download system easy and the content useful, in addition that they all consider that they have had a good experience, on the contrary, the interaction leaves much to be desired since the students' students do not have a good opinion or do not disagree.

As secondary data, which is the data that I have been able to collect from other research on the same topic, the problem with this data is that it is not specific to my study objective, although it can disclose information that is useful to shape my objective.

Table 2

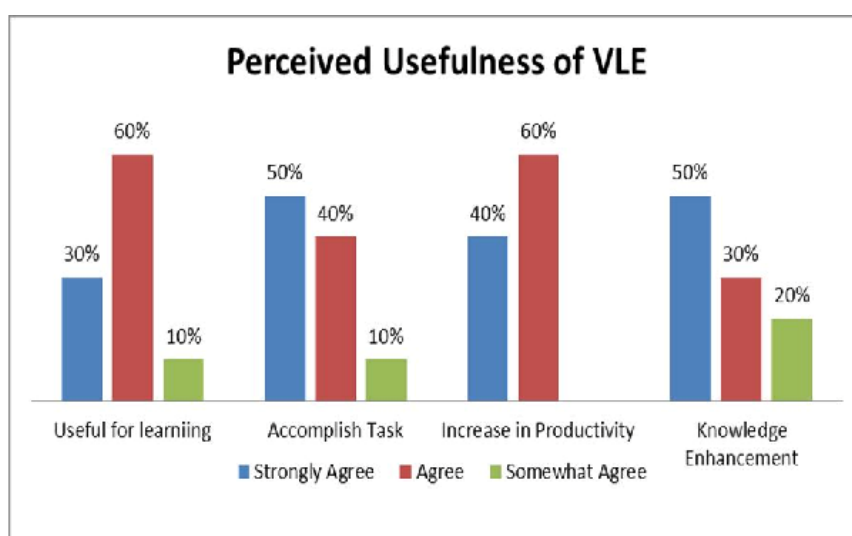


Fig 5: Perceived usefulness of VLE for learning

Students Opinions on the Use of a Virtual Learning Environment at a Higher Education Institution in Dubai

[Students Opinions on the Use of a Virtual Learning Environment at a Higher Education Institution in Dubai | Semantic Scholar](#)

In a first point, 30% strongly agree that the VLE is useful for learning, 60% agree and 10% disagree.

In the following question about the usefulness to perform tasks, 50% strongly agree, 40% agree and 10% disagree.

In the third point about increasing productivity, 40% strongly agree and 60% agree.

In the last question, 50% strongly agree that learning has improved, 30% agree and 20% disagree.

With these data, I can determine that everyone is satisfied with the increase in academic productivity, but despite there being a great consensus on the general usefulness of the tool, there is no unanimity.

CONCLUSION AND RECOMMENDATION

To end my report, I will present my conclusions regarding the virtual learning environment. In my research I have been able to verify that the virtual environment is considered a modern tool, it is true that for a correct use a device is needed to connect and have access to the Internet, but nowadays everyone has a smartphone, with this I want to say that although it is true that it is an advanced technology, a large investment is not necessary to access and use all the resources it offers.

I would like to point out that, although it is an environment designed to improve the academic experience, navigating through it can be difficult and not everyone could know how to handle it, I understand that these systems are designed for higher education students although it is also intended for any student for whom the experience is not satisfactory for these users.

In short, it is a tool with great potential, of which if we use it well, we can improve our academic experience at all levels of education, even with the option of virtual classes, it may be that the future will be very normal to attend class without leaving home.

The recommendations that I want to make in the first place is that teachers participate more actively in the environment, for example connecting in the chat and discussing questions or exercises. Another recommendation would be to have a more developed environment for online class attendance to give more realism to the experience, thus being the interaction with classmates and teachers more realistic.

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By Sarah Johnson
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Building a Modern Virtual Learning Environment (VLE)

By Open LMS

March 10th, 2020

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YOUTUBE

Making a immersive virtual learning environment.

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