



Name Paulette Canegan

Student Name: ID 2123588

Module Name: Digital Skills & Research Method

BMSW400 3

Lecturer: Amitave Banik

Table of Contents

Introduction.....	1
VLE secondary data.....	2
Planning Virtual team.....	3
primary data.....	4
Conclusion.....	5

1. Introduction

The purpose of this report, which I am producing, is to present the information I have gathered on VLE secondary data, that I have collected. Also, to collect primary data by sending out a questionnaire, to identify the impact VLA learning, have on students. Virtual learning experiences (VLEs), which have the ability to assist and improve education and learning, are now a common component of the majority of higher education programs. Although it is assumed that VLEs aid in student learning, much of the proof comes from asking students directly how satisfied they are with the VLE. The purpose of the current study is to determine the effect of VLEs on academic achievement with learning and instruction in higher education.

2. Secondary data research.

According to this VLE secondary data, virtual learning environment (Moodle). It was built around three research questions that investigated whether using a VLE has a positive impact on student learning, whether using a VLE in teaching and learning fosters independent learning, and whether using a VLE increases students' motivation to learn. The use of Moodle, according to statistically significant data, results in improvements in learning and motivation to learn.

Virtual learning environments (VLEs) are used extensively in education across many fields, primarily to supply lesson materials and improve communication. A brief history of the use and advancement of VLEs and Exactly how long it has been in use is difficult to say. The Open University in the UK has been using computers for education since the 1970s, but it wasn't until 2000 that the commercial VLE based on computers, called "Blackboard," received a patent. Over 3700 educational institutions across more than 60 countries used Blackboard software as of 2010. (Blackboard, 2011). In 2001, "Moodle," the second-most popular VLE, was released (Ofsted, 2009). By 2011, Moodle had a user base in 212 countries and 49,365 active sites in more than 75 languages. It had been built first to assist educators in creating online courses with a focus on interaction and collaborative content creation (Ofsted, 2009). (Moodle, 2011)

In 2020, the pandemic compelled millions of educational institutions worldwide to transition to virtual learning. Moodle can be used in educational and public contexts for free after being downloaded, installed (PHP and MySQL are needed), hosted, and updated with the most recent changes. Its design was based on constructivist principles. It aims to establish and maintain thriving online learning communities and provide teachers with resources for innovative design.

According to the constructivist approach to education, knowledge is not transmitted but rather developed (built) by the student. Constructivist methods assist students in creating realistic-looking abstract concepts (Leidner & Jarvenpaa, 1995). The idea of knowledge production through individual discovery, where teachers support rather than lead learning and give students a range of activities centred around them as active participants in the process, is at the heart of constructivism. Moodle provides a platform for teachers to use the constructivist method and expand it to incorporate social interaction. Its features include facilities for interactive assignments including quizzes, wikis, discussion forums, chat rooms, journals, and assessment tasks. Moodle was created by (Martin Dougiamas) from the Curtin University of Technology and is still a work in progress.

There should be enough time set aside solely for online interaction between students when using online social networks. For some interactions to take place, they must be incorporated into the student's learning experiences. As social platforms take significantly longer to adjust to than other technologies, these pedagogical modes also need to have been modelled for instructors in workshops so that teachers are adequately familiar with them as a teaching strategy. In contrast to other technologies, social platforms demand the creation of an online persona, a sense of social space, the development of a variety of complex communication techniques, a sense of comfort with the functionality, and the ability to engage with a community, especially when it exists only online.

Several recent publications have shed light on these issues by building on past studies in higher education and analysing the efficacy of online learning in unexpected results typically concur with past research: Online coursework often results in lower student accomplishment than face-to-face instruction. Students pursuing bachelor's degrees and those with less advanced academic preparation are more likely to suffer unfavorable effects from taking online classes. Additionally, fresh data from 2020 shows that there was a decline in course completion because of the pandemic's shift to online course-taking. Recent studies suggest that online learning can potentially have some positive effects. The implications of these recent findings are examined in this essay.

Live input from you may not be the optimal strategy, depending on the year group, subject, and place in a learning sequence. Instead, consider using parents, offering reading material, or proposing movies that students can watch

If you decide to do a live video conference lesson, it could be advisable to use your limited time to scaffold students' understanding of challenging ideas by modelling how to do so. For instance, students may be familiar with a variety of persuasive writing approaches and have practiced them independently, but they would benefit from a model that makes it clear how to build a good persuasive writing piece

But it's important to keep in mind that many students' upcoming weeks and months are likely to be disruptive and frightening.

College-level online and face-to-face learning has been contrasted in several recent research. This study indicates that students frequently self-select into online or in-person programmes or courses, which can inflate estimates of student outcomes. In other words, variances in the outcome measures we observe that are unrelated to the mode of instruction may result from differences in the students' characteristics. Additionally, since the course's material, instructor, homework, and other elements may differ between the online and in-person versions, it could be difficult to compare.

Many students had used e-books as a platform and were familiar with digital technology, but they had little to no experience learning using online discussion platforms. In general, different viewpoints exist regarding schoolchildren's use of social media. Although secure social media sites like Edmodo are generally accepted in schools, we discovered that the UK partner school had a strong risk aversion toward using social media tools of any kind in the primary environment.

Similar to the technology tools (Friedman) mentioned, virtual teams have immense promise. They give businesses the chance to assemble the most talented employees for projects because they have no geographic restrictions. But there are other issues that virtual teams must also address and manage. A virtual team requires careful planning and design before it can be established.

A model of team performance that considers the unique needs of virtual groups at various stages of development was created by (Hertel, Geister, and Konradt) in their 2005 study. There

are five recognised key areas, and each includes obligations and challenges that must be overcome. These potential dangers are known to effective leaders.

techniques that are state-of-the-art for managing team performance. Additionally, they offer the appropriate direction when dissolution is necessary and support growth through training.

3. Planning Virtual team.

Planning is necessary before deploying a virtual team to make sure that the necessary criteria are satisfied and that the right virtual structure is established. Before deciding whether to form a virtual team, group leaders must first specify the group's goal. Jobs that are easily divided into smaller tasks, dispersed across various places, and easily coordinated are the ones that virtual teams are best suited for. Jobs in project management, sales, and research and development (R&D), for example, fall under this category (b)

a plan to ensure success. Effective leaders believe in the importance of preparation and recognise that the launch of a virtual team is an important event. As a result of the lack of direct supervision that virtual teams frequently experience, leaders also develop creative methods for leading the team. For a team to succeed, the right team members must be selected. Even if there may be a lot of brilliant and capable people to consider, many of them will not make the right choices because they lack the technological know-how necessary in a virtual environment. Members-elect need to be comfortable and adept with technology. Once the project has been defined and the team members have been selected, leaders must decide on a technology platform. The importance of this choice

To begin, team members can be questioned about the benefits and drawbacks of any prior systems they may have used. The possibility that everyone will agree on increases when member input is encouraged. At some point, decision-makers will have to invest a lot of time in researching several options and considering the benefits and drawbacks of each. After deciding on a virtual communication platform, participants will need the necessary hardware (computers, cameras, Internet access, and software (e-mail, online chat, knowledge-based systems, and groupware, before the first official meeting. The training and support programme may include in-person workshops, online tutorials, published frequently asked questions, online help sessions, or a help centre staffed by IT specialists.

educating models, the learning method known as generating artefacts uses the highest-order learning abilities, which are found at the top of Bloom's revised taxonomy (Anderson and

Krathwohl, 2001). The principle of learning by making is best encapsulated in Paper's constructionist educational philosophy (Lewis, Pea, and Rosen, 2010). This emphasises both the importance of the learning that emerges from discourse leading to shared meanings as well as the learning that is inspired by the constructivist approach of activity-based learning (or learning by doing). These concepts form the basis for the following two crucial elements of the advised teaching strategy:

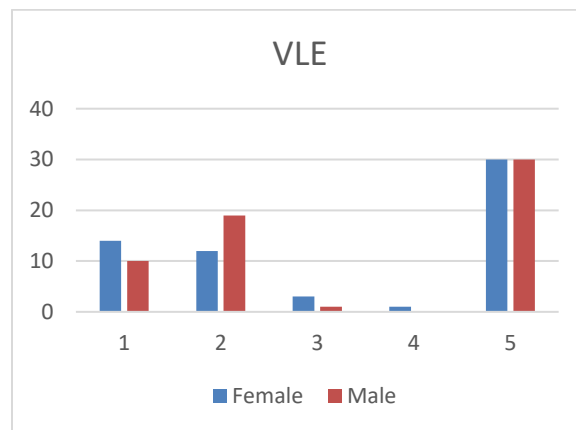
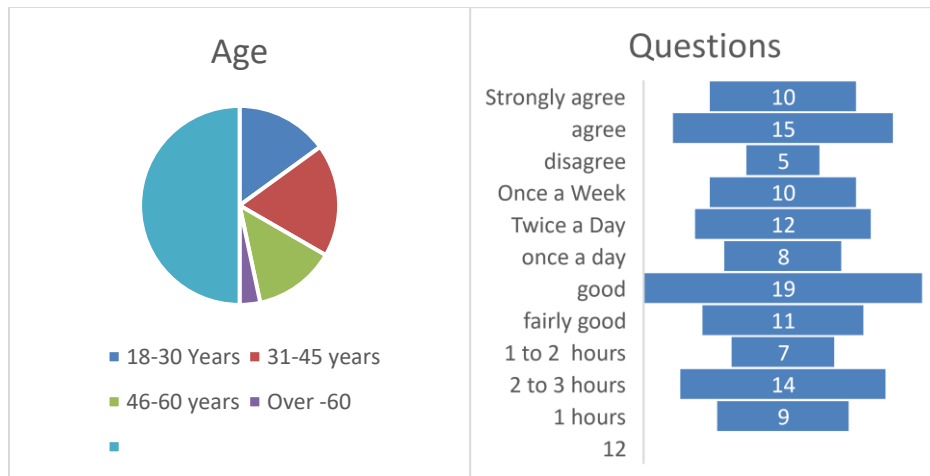
You may gain important insight into how effective your learning activities were by reflecting on what you've learned, which is an extra benefit. This is crucial in terms of social interaction since it not only creates the foundation for team projects and participant trust but also makes it possible for annotation, co-creation, and feedback on the progress of artefacts. But prior work, such as that by Conole et al. (2005), reveals that this relationship also must be scaffolded using pre-determined activities. In the context of education, "scaffolded" refers to a structure used to produce instructional activities where the teacher offers advice to students while also promoting a role for the larger community. practising what you've learned

According to an examination of the performance test findings, both age and educational attainment level appeared to be important determinants of the number of formal skill tasks that were performed successfully, and the amount of time spent on those activities.

The elderly and those with less schooling had the most formal skill-related issues, as was evident from the previous descriptions. Furthermore, the amount of time spent on the assignments decreased as the Internet experience rose. No performance gaps between men and women were discovered in our tests. However, several earlier studies found that women report higher degrees of spatial anxiety, which is adversely associated with the orientation needed in way-finding procedures

4. Primary data

As part of my research report, I distribute a questionnaire VLE survey to the students in my class. Age indicating percentage: 18% between the ages of 31 and 45 and 15% of those between the ages of 18 and 30 are more likely to study using a VLE platform, compared to 3% between the ages of 46 and 60 and 1% of those above 60.



5. Conclusion

I have learned that developing digital literacy skills is a group activity that involves collaboration and creativity and affects many facets of life. I have selected a few of the recurring topics from the full text.

One crucial realisation is that digital literacy is not primarily or even solely about technology proficiency but rather calls for a mental transformation. The administration is conscious of the need to fund the thorough development of digital literacy among employees and students.

References

Barker, J, P Gossman (2013) *The Learning Impact of a virtual learning environment; students views'* *Teian Journal* 5 (2) July [Online]

Griffith, B, A.& E B. Dunham: *Performance SAGE Publications* (.2014 *Virtual Teams* Pg 207 to 211

Katharine R & J Parker: *Publisher Facet Publishing* (16/12/2017) *Digital literacy unpack*
[electronic resource]

Alexander J. A. M & Dijk J. G M VAN *Palgrave Macmillan US* (2014)

Digital Skills: Unlocking the Information Society chapter 4. pg. 69