



Topic: The impact of virtual learning Environment on the learning experience of students at UWTSD London Campus.

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Abstract

This Report focuses on the impact of the virtual learning environment on the learning experience of the students at UWTSD London campus.

Quantitative research method was used to gather data this includes data collection, data representation, data visualisation and data analysis.

This will be represented in pie charts, bar chart and written report for open question, this was sampled by 20 students, 16 responded to the in questionnaires.

The outcome shows that students at the UWTSD are positively impacted in their studies by Moodle.

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Introduction

The impact of Virtual learning environment on the learning experience of the students at UWTSD London campus.

Virtual learning in educational technology is a web- based platform for the digital aspects of courses of study, usually within educational institution.

This report shows how virtual platforms has influenced student's studies at UWTSD London campus positively or negatively.

They present resources, activities, interactions within the course structure. Examples are Moodle, Microsoft team, virtual library etc.

Modern era, it has started for quite some time but during the Pandemic, it is massively used by most educational institutions.

Rationale

The reason behind conducting this research is to find out the impact of virtual learning experience of students at UWTSD.

The research justifies that, students at UWTSD has shown interest in the areas of learning as virtual learning has enhanced their studies.

The research also shows there is no need for major improvements on Moodle as students found it useful and easy to access, however some students have trouble in accessing Moodle.

Research objectives

- Primary data collection was used to gather information.
- Virtual learning platforms has positively influenced student's studies at UWTSD London.
- This involves sending out questionnaires, sampled by 16 students.
- These are represented in data collection, graphs, and analysis.

Literature Review

Most universities in the USA are considering the need for students to engage in at least one online learning experience before graduating.

(Sheehy,2012). virtual learning advocates maintain that experience with online learning will be beneficial to students in a society that rewards digital ability.

Qualitative method was used to collect secondary data from Florida Education data Warehouse maintained by Department of education sampled by students in grade 9-10.

(Carrell&West2010; Figlio, Schapiro, &Soter,2015) Main variables of interest are indicators for whether a class is taken through a virtual learning or face to face.

(Berge&clarks,2005; Tallent-Runnels et al.,2006) Virtual learning may also be well suited to provide immediate feedback on performance to both student and teachers intelligent tutoring system.

(Gedera, Williams&Wright2013). Online learning has grown massively to enhance both students and teacher's new ways of constructing knowledge.

Focuses on affordances and constraints to develop a better understanding of students experience of learning.

Qualitative method was used to gather secondary data through interviews, and observation of online activities sampled by most students in the first semester.

Most students were not relaxed but challenged while participating in the virtual classroom activity because of unfamiliarised.

Mainly focuses on consideration of virtual learning as a component of virtual education.

Acts as the process which is directed on result of subject and object.

Quantitative method was used to gather primary data from most students.

Virtual learning allows high- quality, transparent and available training to both students and teachers.

(JISC,2008) Virtual learning impacted student's motivation, achievements, and increases independent learning.

(Scardamalia&Bereiter,1996) Students performed significantly better on standard tests than students who did not use the software.

Quantitative research was sampled by 248 students.

Jones and Issroff (2006). Results shows students experience control over learning, ownership, learning in context, fun, communication, and collaborative learning.

Virtual learning was introduced to progress students from passive to active learners.

Questionnaires were distributed among 40 students in a Qualitative research method.

Results shows students Improvement, engagement, and recall emerged from survey.

Summary

I have read four researchers work; the findings are similar in objectives on virtual learning usage in most educational institution.

Most students are positively impacted on achievement, encourages independent learning, and increases Motivation.

Maximise student's reflection, encourage progressive thought and independent thinking.

A need was felt that it is compulsory for student to experience an online class before graduating.

Research Methodology

Research methodology explains and justifies the techniques and tools. (How you did it).

Research methods are the techniques and tools by which a research is carried out on a subject or explain a topic.

Types of Research methods

Qualitative research involves collecting, expressed in words, formulates hypothesis, analysing non-numerical data to understand concepts, opinions, or experience and smaller in sample size.

Quantitative research involves collecting, maths/ Statistical analysis, expressed in numbers, questionnaires, and larger sample size.

Combine research is a mixed quantitative and qualitative data collection and analysis in one study, this method can provide more in-depth findings.

We are using the combine approach, primary data was used to gather data, I was directly involved and in control with collecting information myself through questionnaires.

Data are facts that can be analysed or used as an effort to gain knowledge or make decisions.

Examples of data are emails, costs, names, address, images, weights etc.

Primary Data is a type of data collected by researchers directly from main source through surveys, interviews, questionnaires etc.

Secondary Data involves a researcher using information that someone else has gathered, not actively involved. Example of sources are Bibliographies, Biographical works, Reference books, articles etc.

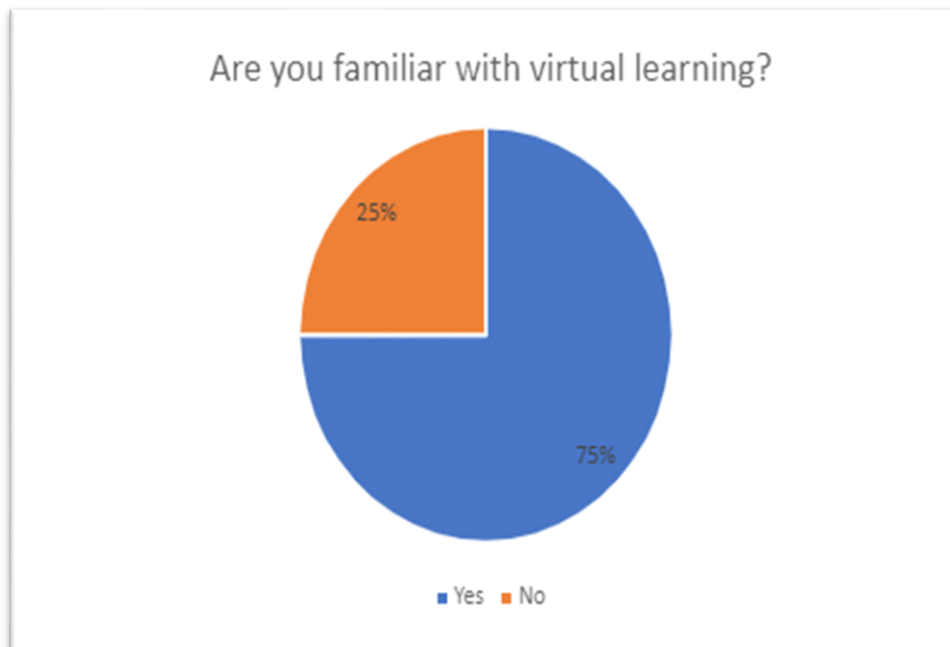
The Population of students at UWTSD is 2500, 300 students at DSR, data was collected primarily sampled by 16 out of 20 students.

Ethics in data collection

During Data collection, I have adhered to ethical rules by promoting the aims of research in truth and avoidance of error, sought permission of students involved in this Research.

I did not alter any results, influence the result, or alter their work credibility.

Results/findings, Analysis, and discussion

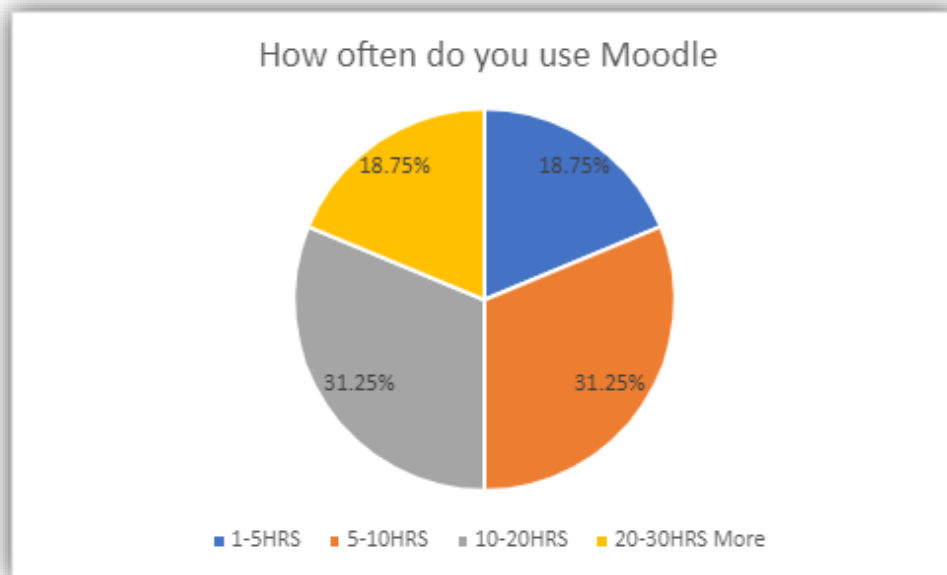


Q1: Results established that 75% of students are familiar with virtual learning, while 25% are not familiar with it because they are first time users.



Q2: Most students at UWTSD London have basic digital skills which has enhance the use of Moodle.

Q3: Most students found accessing Moodle easy, they are frequent users with right devices while few experience difficulties which could be due to connection issues and the type of device, they are using to access Moodle.



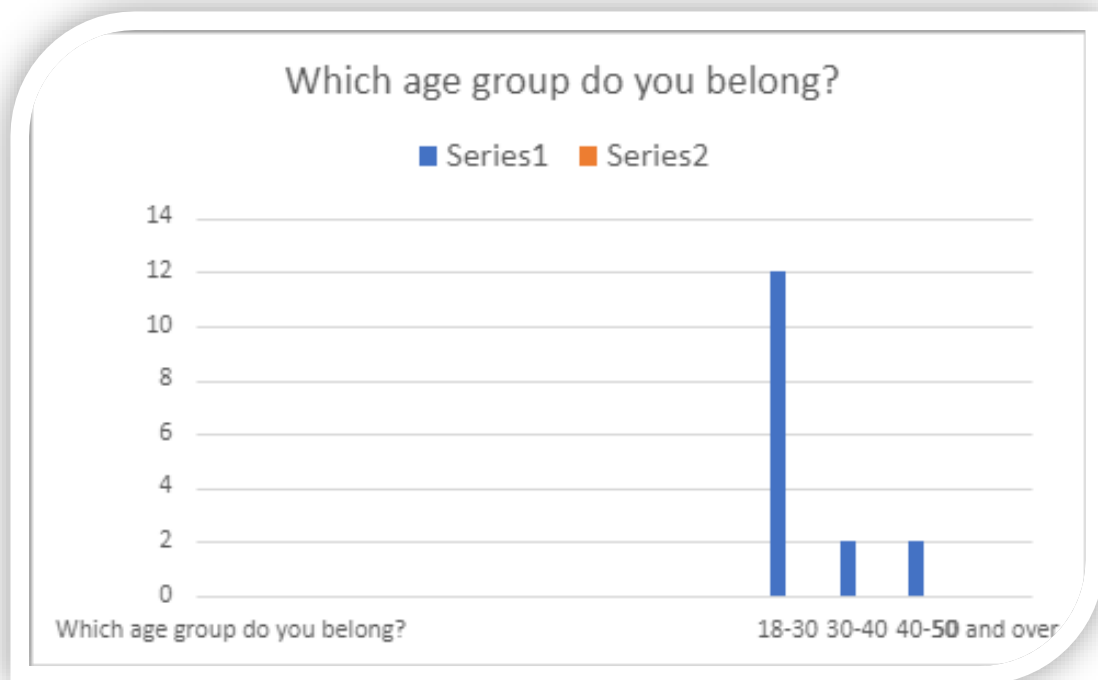
How often do you use Moodle?

1-5HRS	18.75%
5-10HRS	31.25%
10-20HRS	31.25%
20-30HRS More	18.75%

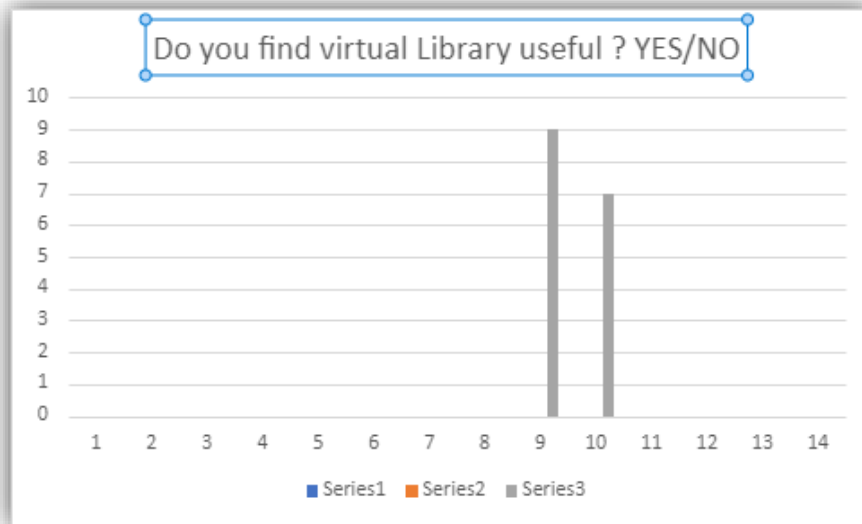
Q4: The graph Indicates that majority of students at UWTSD London spent quality time on Moodle to find information beneficial to their studies while few students are not regular users as this could be because of personal choice.

Q5: In a few words state your experience with Microsoft teams?

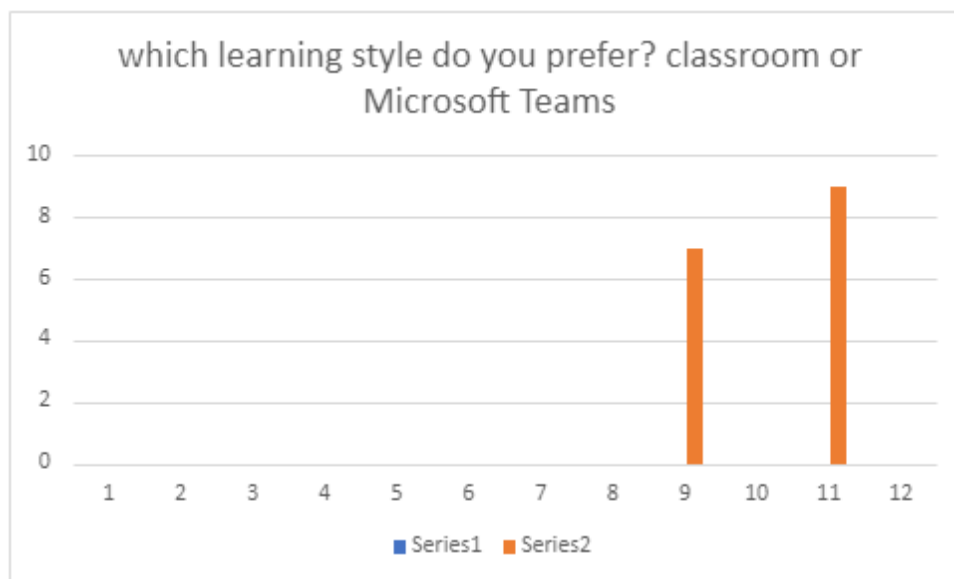
This research was sampled among 16 students at UWTSD, 10 Students found it easy to use Teams, 2 students found it Easy to use Moodle and 1 student found it extremely easy to use, while 3 other students found it good but experience bad internet connection which disrupts their learning.



Q6: 12 Students falls between the age of 18-30years,2 students are over 30-40 and 2, 40years and over.



This result shows that 9 students found the virtual library useful, while 7 students found it difficult to use.



Q8: 9 Students prefers Microsoft teams as their styles of learning because they find it comfortable and saving on travel expenses, while 7 students prefer face to face in the classroom.

Q9: In a few words how is Moodle **impacting** your studies.?

10 students experienced a positive impact on their studies and find using Moodle useful, 3 students experience difficulties in using it and 3 students found it user friendly.

Q10 Tell us how we can improve Moodle at the UWTSD London

8 students felt no need for improvements on Moodle, 2 students felt the need for improvement to be more user friendly and 6 found it to be user friendly using Moodle.

Summary Of findings

The findings suggested that virtual learning experience at UWTSD London has impacted most of the students in their studies positively as pointed out by students.

Students also engage regularly with Moodle, Microsoft Teams, and virtual library., However a few students are still experiencing difficulties in accessing these platforms.

Conclusion and Recommendation

The learning achievement of this research is Moodle which is mostly used by students at UWTDS London.

Like most students at UWTSD London, I find virtual learning easy, convenient, and I save money on travel expenses.

In this global pandemic, it is massively used by most educational institutions avoiding face to face contacts.

It is transparent to both teachers and student as a common platform to enhance training and knowledge.

During the research a need was felt that for the students facing difficulties in accessing Moodle, it is recommended that Moodle should be more user friendly.

It was also established that some students face connection issues due to the type of devices they are using.

A need was also felt that few students at UWTSD London would like to see future improvement.

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APPENDIX X1

In-Class exercise: Questionnaire Design

Student Name: Dorcas Oladipo Bright _____ Student ID:

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Module Name: Digital Skills and Research Methods Term 2 Group: 8 final version. _____

Aim: This exercise is aimed to help you in your questionnaire design. Please note, you need to use this questionnaire to conduct a survey which is also one of the important parts of your research report.

Please write down your questions that you are going to use in your primary data collection. Try to have different types of questions such as open-ended question, close-ended question (YES/NO), , multiple choice question, Likert-scale question.

Question 1: Are you familiar with virtual learning? Yes/No

Question 2: Do you have basic digital skills? Yes/No

Question 3: Do you find accessing Moodle easy? Yes/No

Question 4: How often do you use Moodle?

A,1-5hrs B,5-10hrs C,10-20hrs D,20-30 hrs or more.

Question 5: In a few words, please state your experience with Microsoft team.

Question 6: which age group do you Belong?

A,18-30 B,18-30, C,40-50, D,50 or over

Question 7: Do you find virtual library useful? Yes/No

Question 8: which learning style do you prefer?

A, classroom B, Microsoft teams

Question 9: In a few words, how is Moodle impacting your studies?

Question 10: please tell us how we can improve Moodle at UWSTD London?

Appendix x2 results table

Q 1:

YES	NO
12	4

Q 2:

16	0
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Q3:

14	2
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Q4:

A	B	C	D
1-5HRS	5-10HRS	10-20HRS	20-30HRS More
3	5	5	3

Q5:

Easy	Not Easy	extrem ely easy		Extrem ely Not easy	
10	3	2		1	

Q6:

18-30	30-40	40-50	50 and over	
12	2	2		

Q7:

YES	NO	
9	7	
Classro om		Microso ft Team
7		9

Q8:

useful	difficult	not useful	
10	3	3	

Q9:

No improve ment		more improve ment		user friendly
8		2		6