



University of Wales Trinity Saint David

The impact of Virtual Learning
Environment of the students at UWTSD
London Campus

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Introduction:

A Virtual learning environment (VLE) is an online platform that allows replacing the educational processes from classroom to the internet (SCAND,2020). A Virtual learning environment has positive and negative impact , the positive impact is flexibility, the students have more time to study and they can work at their own space ,accessibility the students have access to online learning in any area without attending classes, affordability The money of higher education in university doesn't need to be paid by students, simple management teachers have more easy access to online materials and connect with the students assignments. Engagement, teachers prepare funny activities online to motivate the students learn. The negative impacts of VLE are lower quality of communication, demand high self-discipline, lack of practice, delayed answers, Virtual learning environment is not accepted in all country and it requires investment (SCAND,2020).

This report is based on analysis of student's opinion related to the impact of virtual learning environment at University of Wales Trinity Saint David (UWTSD).

Rationale:

I am conducting this research of virtual learning environment because it has been recommended from the lecturer to understand the big impact of VLE through student's answer at University of Wales Trinity Saint David. Virtual learning environment will be very useful for me now and in my future because of the different methods of study that I can have access on my computer or phone at any place.

Research objectives

My objectives of research are to get more knowledge about the impact of virtual learning environment, understand and analyse the different methodology and achievements of different authors about this topic, with this research I will be able to report a review of the authors compared to VLE.

Literature Review/Review of the existing literature

These three authors Paulo Alves, Luísa Miranda, and Carlos Morais they did a research work on Universal Journal of Educational about the influence of Virtual Learning Environment in students' Performance, the research was to compare and analyse the students' performance with the number of students that have access to VLES in a public higher Education. The teachers wanted to know more about their students in relation to the influence of use VLES and the consequences that can bring, so that they can support the students with strategies to motivate them.

The method of study used were quantitative data and the principal data collection tool that they used were desk review, the data collection was taken from databases linked to the institution virtual learning environment and student registration system. In order for the databases be collected the institution had to authorize and accept the data and confidentiality.

The quantitative data refers to 6347 undergraduates adding the whole number of students registered in the group of schools which compose the institution in the academic year of 2014-2015. (Alves, L. at el. 2017).

According to Alves, L. at el, (2017), the outcomes were, that it is not possible for the distributions to be considered as normal which means that the Spearman correlation coefficient is the connection used in the data analysis between the variables.

As suggested to Morais the quantitative data shown in table 2 explains that when the number of student access to VLE increase, also the number of course units that student passed increase. In relation to the number of accesses to VLE do not affect the mean of marks that students passed. The outcomes in table 3 shows the different characteristics of 5 groups compared to the students that have access to VLE. It explains that the higher the number of groups is the higher the mean students access to VLE which means it has a positive data analysis.

In this tree tables I can analyse that the number of students that have access to VLE always increase it is positive and the number of groups is variable with different numbers of students that access to VLE.

In this literature review the authors reports about the activities on virtual learning environment, they can have a positive or negative impact. To encourage the students with virtual learning Environment the teachers prepare different activities to support them learning as for example lectures notes, online exercises, assignment, quizzes, and questionnaires. (Ana M Mogus,2012)

The benefit of students using VLE can be positive in different studies, the constitution of small groups from students in a VLE support each of the students feel comfortable and motivate them sharing new thoughts. The engagement of the students on virtual learning environment impact on the final marks, in other words the students that have lower final marks they will also have lower percentages of online engagement.

There is evidence that students who use virtual learning Environment are more independent instead of the students that have traditional classes, they depend on teachers. It is proved that

heavy VLE-users achieve more than non-users in their final marks, also the high performance of users has better analysis of the final marks. (Mogus, et al, 2012)

The method that the authors used were an online questionnaire made from undergraduate students in the first and second year of study. All the students were female who answered the online questionnaire, 85% were from first year with aged 18 and the others were second year students aged 19, all students had access to computer and Internet, some used more percentage than others.

The online questionnaire is formed with range of questions used for computer in e-learning include technology availability, Internet accessibility, familiarity. All the learning software are different and their utility, it is preferred for the students when has different ways of learning and when they have the offer of choice.

The data calculate the total access to the system and the number of accesses to the resources of learning.

The variable of data is divided in three major group:

1. student information (number, first name and last name); 2. Student marks and 3 activities during their learning period.

The outcomes taken from the review are positive related to the Spearman's correlation coefficient, because of the variables resource view and mark that are also positively correlated.

This third research is about the importance of professional learners using Virtual learning Environment for engagement. It is a case study based on calculate the engagement of a specific group of WIWBL part time, distance learners with designated parts of the institutional VLE.

The method used were quantitative data, the name of the module examined on the case study is "Social Work practice". For the research was needed many face-to-face support sessions from University staff also the employer representatives.

In the table 1 it is shown the demographic information for the group examined within this case study on Moodle Website. The information relates on the total number of students who had accessed the module page and the number of student views of the specific resources for each module.

The outcomes from this case study shows that the number of page views and the number of non-engagements have a slight positive connection in the middle of two variables. Otherwise, the number of page views of Moodle doesn't have much influence on the final mark for this module.

Research Methodology

Research Method

Research methods are methods of processes used for data collection or proof for analyses, in order to take new information and understand the content. The collection of data is made with different research methods (University of Newcastle Library guides, 2019)

Methodology

Methodology is linked to research method; methodology is a philosophical framework based on the origin of research. (cited by Brown, 2006).

Quantitative, Qualitative Data and combined approach

Quantitative data is any data that can be counted with a numerical value and measured for example number of students, age, weight it is divided in two types of data, discrete quantitative data, and continuous quantitative data.

Qualitative data is any data that cannot be counted and measured it is a descriptive data used to describe certain characteristics, for example person height, size, colour. It is divided in nominal and ordinal data, a nominal data is any data that have a name, otherwise ordinal data is data that classify an order. The difference between quantitative and qualitative data as you can see above that I explain is that quantitative data can be counted with a certain number, but qualitative data cannot be counted. (Emily Stevens, 2020)

Primary and secondary data

Primary data is the first collection of information, you are the responsible for the research, "this is the information that you gather for the purpose of a particular research project".

Secondary data is the second information collected from other person it is used more than one time, "secondary data is the data that have been already collected for another purpose but has some relevance to your research needs.

(Silvia Valcheva, Primary Data vs Secondary Data)

Data collection process

Data collection is the process of gathering and measuring data, information, or any variables of interest in a standardized and established manner that enables the collector to answer or test hypothesis and evaluate outcomes of the collection. (Technopedia, 2020)

Population, Sample, Sample size

“Population represents the entirety of persons, units, objects, and anything that is capable of being conceived, having certain properties”. Population (2500)

“The sample is a finite subset of the population, that is chosen by a systematic process, to find out the characteristics of the parent set”. Sample (200)

(Keydifferences,2020)

Sample Size is a count the of individual samples or observations in any statistical setting, such as a scientific experiment or a public opinion survey. (Jon Zamboni,2010)

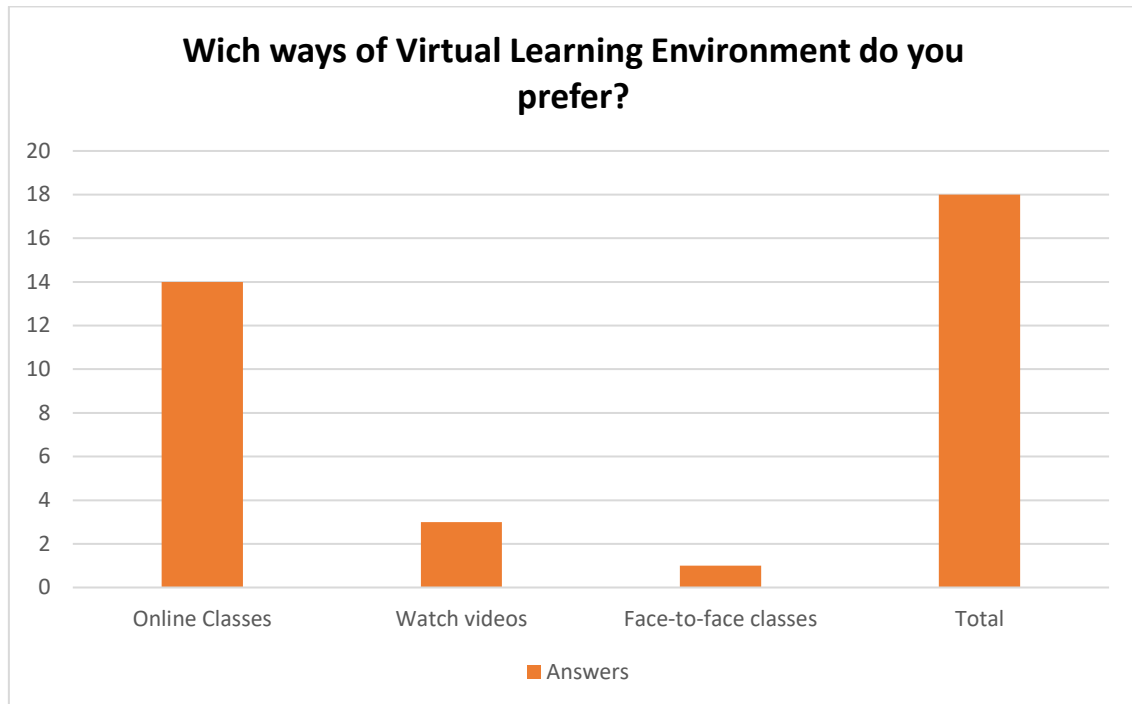
Sample Size 18

Ethics in Data Collection

The Ethic in data collection was successful, this survey is formed with 6 questionnaires and 18 answers the students didn't have any inconvenience of privacy or harm questions that could felt them uncomfortable answer. The data collection was made individually by each student from University of Wales Trinity Saint David with the consent of students.

Results/Findings, analysis, and discussions

Primary data and secondary data analysis



In this table I can analyse that 14 out of 18 students prefer online classes, 3 out of 18 students prefer watch videos, 1 out of 18 students prefer face-to face classes and in the total 18 students answer my questionnaire.

The number of students that prefer online classes is higher than the number of students that choose watch videos or face-to-face classes it means that the online classes gives more benefits to the students in terms of better learning and higher education.

Summary of the Findings

The face- to -face classes in relation to the online classes has lower number of utilities for students and advantages because with the online classes the students can learn more, be independent and have a higher qualification in learning.

Conclusion:

I learn from this report that a virtual learning environment has either positive or negative impact on students' performance. The virtual learning environment has been more useful for student's engagement and for teacher in relation to preparing activities to motivate students learning online, I could also analyse the meaning of quantitative and qualitative data, the research method and methodology, population, sample, and sample size they were conducted by a survey with 6 questionnaires and 18 answers from students at University of Wales Trinity Saint David.

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Appendices

Appendix 1 (class activity 1)

In-Class exercise: Questionnaire Design

Student Name: _Catiana Braganca Student ID: 1922202

Module Name: Digital Skills and Research Methods (H&Sc) Term 2 Group: 2

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 close-ended question, open ended question, multiple choice question, Likert-scale question.

Question 1: How often do you use Moodle in our University UWTSD London Campus?

A- Always

B- Sometimes

C-Two days per week

D- Never

Question 2: What are the benefits of studying online at UWTSD Campus?

A-Work hard and achieve your higher degree

B-Be independent

C- Learn in different methods

D- All of the answers above

Question 3 : Are you familiar with virtual learning environment?

Question 4: How would you rate Moodle as a student of UWTSD London Campus?

A- Excellent

B-Good

C-Very Good

D- Bad

E-Very Good

Question 5: Which ways of virtual Learning environment do you prefer? For example (online classes, watch videos)

Question 6: Virtual learning environment at UWTSD London Campus is safe and secure?

1. True

2. False

3. Further questions, please list your questions below.

Appendix 2 (class Activity 2)

Activity 2-Impact of Virtual Learning Environment of the students at UWTSD London Campus

How often do you use Moodle in our University UWTSD London Campus?	Answers
A-Always	7
B-Sometimes	4
C-Two days per week	7
D-Never	0
total	18

What are the benefits of studying online at UWTSD Campus?	Answers
A-Work hard and achieve your higher degree	2
B-Be independent	5
C-Learn in different methods	2
D-All of the answers above	9
Total	18

Are you familiar with virtual learning environment?	
Yes	13
No	5
Total	18

How would you rate Moodle as a student of UWTSD London Campus?	Answers
A-Excellent	3
B-Good	12
C-Very Good	3
D-Bad	0
E-Very Bad	0
Total	18

Wich ways of Virtual Learning environment do you prefer? (for example:online classes,watch videos...)	Answers
Online classes	14
Watch videos	3
Face to face classes	1
Total	18

Virtual learning environment at UWTSD London Campus is safe and secure?	Answers
True	17
False	1
Total	18

