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Research report on the impact of Virtual Learning Environment (VLE)

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Introduction:

Visual study areas are integrated internally educational institutions. Therefore, it does not seem appropriate to doubt their acceptance. Still, it is a challenge to open up be an important contribution to students' performance. There are many variations that influence students' performance, which makes it difficult to identify all and very difficult to assess the impact of each their on learning outcomes. This paper focuses on the importance of the number of students accesses visual learning and exploration the relationship that exists between the access number once student performance, translated into related references and: number of study units (CUs) where students passed or failed, the number of CUs enrolled in, and a description of the marks CU went through, among others. Within the context of this study, the amount of access to the learning environment, in some cases, will be so it is considered an independent variation of performance variables will be considered dependent variables. The demand for better and better education has been one of them concern of almost every country in the world. In this case to try to do the best, given great importance strategies based on information and communication technology (ICT), which, over the years, is digital take precedence over analogue. Therefore, to to promote and improve teaching and learning at the highest level education, higher education institutions accept the learning management platforms after this are called Virtual Learning Areas (VLEs). These places used by both remote-directed institutions of learning and targeted institutions reading on site. Strong implementation of VLEs in higher education institutions prevent concerns about such places about it by assessing their impact on student performance. Combining the use of these areas means creating an environment within formal teaching and learning processes and questioning their power depending on their known and integrated characteristics, those associated with the local traditional class to read. To assess the impact of VLE on students' working, conducting a study with undergraduate students of the Portuguese Institute of Higher Education. The main objectives of the study include Identify the frequency of students accessing their own VLE center;

To check the level of interaction between numbers VLE access and variables related to student performance. The narrative frequency of VLE access to students performance. This paper will be created after this consideration Topics: ICT sites and higher education institutions education; operating system; results; and conclusions.

Virtual Learning Environments in Higher Education:

Visual study areas associated with formal learning and relationships between teachers, students and school. There is a growing interest in visual learning areas supported by the Internet, namely between educational institutions, students and teachers. The concept of natural learning (VLE) is possible taken as a strong concept because of the flexibility the emergence of digital technology, in its features and the power, and importance of such places within learning processes. Web-based education programs are in use a growing number of universities, schools and companies, not only incorporating web technology into their courses, but also to complement

their traditional studies face to face. These systems collect a lot of data it is important to analyze the content of the lessons and the use of students. Areas of learning based on the use of technology and digital resources are intermediaries in the learning process by the activities they allow. This is because they make connections and interactions within a continuous communication process, thus improving the construction and reconstruction of information and definitions and the formation of habits and attitudes within Standard framework for all stakeholders in the file educational process.

The use of VLEs within each context means acknowledging their main features and strengths. Learning environments and environments are also powerful concepts of variety that emerged from the new educational concepts and practices in the digital community. You remember the highlighted features, the concept of the visual learning environment involves many dimensions. The most relevant is associated with visual space, time, resources, and strategies.

VLEs provide institutions with great quantities of information and the possibility to treat it and give it to their members in a simple way and quality assurance and validity. The features and power of VLEs do not change posts that allow for the evaluation, promotion and support of highly organized and directed new teaching and learning strategies. The recognition of continuous flexibility is Recommended for use of resources and changes testified of such resources, as this will allow them taken as the context for the construction of education procedures . From a teaching perspective, VLEs used in educational institutions develop in advance and innovate there too. However, they are mostly directed at content production and distribution. These places repeat traditional teaching online content distribution, messages and notifications, and online communication through forums and discussions. Web 2.0 capabilities and changes in usage network technology has arrived to complement other VLEs limitations and enable us to build new connections and study spaces. This poses a challenge for teachers as well researchers to consider student teaching approaching. Visual learning environments make learning take over rank according to the material in the lesson environment, based on a continuous scale from the elements described in nature in the elements comes from use.

Virtual Learning Areas and Their Relationship Student performance

Visual study sites have good use in support and promotion of formal education, as it is formal educational institutions that are educational guidelines and the lessons of each country are used. However, within the context of change and innovation, VLEs may play a very important role in supporting informal learning and illegal situations. The concept of Innovation, i.e. used in current society, means the need for change or correction, or the need to do something new. Gašević, Dawson, Rogers and Gasevic have shown that integration of information related to VLE student activities student performance is assessed by teaching conditions. The same authors used the regression model compiling data integration from nine graduate studies at an Australian university. Their results showed only that variable number of logs, number of work done on forums and resources represent important indicators of student performance, and that these three

changes report 21% variability in student performance.

Methodology:

The status of this study is estimated and is statistically significant a collection tool used for desk reviews. The details were derived from information relevant to the institution learning environment and student enrollment system. Data acquisition and acquisition associated with Institutional privacy policy regarding authorization, access to details and confidentiality. The validity of the data is verified as it was stored in a legally trusted archive reviewed by organizations from an institution where students are registered. Data refer to 6347 undergraduate students, thus similar to perfect students enrolled in a school group namely name the center for the 2019-2021 academic year Large sample the features of the topics to be highlighted are: 53.1% women, 46.9% men; Men Age means you are 23.4 years old, mode is 21 years old, the middle is 22 years old and the general deviation is the same 5.9; About the academic year there registered, 49% registered in the first year, 27.4% in the second year, 20.3% in the third year, and 3.3% in the fourth year. Belong They belong to five schools later known as school A, B, C, D and E. Percentage of students enrollment at each school is 12.9%, 14.1%, 22.5%, 17% and 33.5%, respectively. Do you remember Fields of Science and Technology (FOS) adopted by The OECD, the main fields taught in each school are: School A - Agricultural Science; School B - Public Science and Humanity; School C - Engineering and Technology and Social Sciences; School D - Public Science; School E - Medical and Health Sciences. All VLE tools and power equally is available at all institutional schools. It is very important to get indications about the impact of VLE on student performance. So, special The focus will be on the value of student access to VLE center. Depending on the distribution of VLE access value, we will check relationships with the following differences: true number student enrollment units, number yes units when students have passed; number yes student units failed as well as- means marks for units of study that students have passed. To simplify paper text, variables will be called after this according to them code. All VLE tools and power equally is available at all institutional schools. It is very important to get indications about the impact of VLE on student performance. So, special The focus will be on the value of student access to VLE. Depending on the distribution of VLE access value, we will check relationships with the following differences: true number student enrollment units (N_cou_reg); number yes units when students have passed number yes student units failed as well as- means marks for units of study that students have passed. To simplify paper text, variables will be called after this according to them code. You remember the maximum width of the access number in VLE, between zero and 1532, and the need to do so check the relationship that might be useful to check the file the importance of VLE in student performance, we decided to do divide students into five groups according to distribution of access number.

Results:

In this section we present the research answers questions related to the impact assessment of

VLEs on the performance of higher education students. It's not it is easy to find results that enable us to determine the effect of VLEs in terms of profits or disadvantages, or the influence of teaching and learning strategies using VLEs in student performance. However, without it is impossible to obtain results by the required evidence, this research is relevant and useful because it is questionable general techniques used in higher education and practice availability of helpful clues making decisions about the use of ICT by teachers, students, researchers and institutions. These results suggest that online readers are different learning methods and this shows the difference use of VLE. Within VLE, students can click to read, read file, take notes, print or save to computer offline use. Within this context, as stated by Wolff, it is not possible to draw conclusions about student studies involvement is based on the number of times a student has click whenever they receive a VLE. Still, it is possible indicators of possible errors made by students, indicated by changes in user activity compared to his own previous behavior. We will start by checking the number of students access to VLE is related to related variables student performance through correct adjustment coefficients. The merger measures the relationship between flexible, highlighting the Pearson merger coefficients should be used where variables are present in bulk and has a general distribution and Spearman integration coefficients should be used there variables have no standard distribution. To check that the variables under the subject are standard distribution or not, we have used the SPSS system (Statistical Package for the Social Science) and

A typical test of Metodi Krastev. Results found

What are you thinking are the advantages of VLE:			
A. cost effective	B. efficient time	C. personalized learning	D. online tutorials
24	13	8	6

cost effective	12
efficient time	13
personalized learning	8
online tutorials	6

What devices do you use for the education?

A. Laptop B. Phone C. Tablet D. PC

Laptop	22
Phone	12
Tablet	1
Pc	1

How much time do you spend every day on VLE?

A. 1-2 hours B. 2-4 hours C. 4-6 hours D. more than 6 hours

1-2 hours	5
2-4 hours	24
4-6 hours	3
more than 6 hours	4

How important is VLE for you?

A. Extremely important B. Not very important C. slightly important D. Not at all important

Not very important	3
slightly important	6
Not at all important	3

How important is face to learning for you?

A. Extremely important B. Not very important C. slightly important D. Not at all important

Extremely important	19
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Not very important	5
slightly important	3
Not at all important	2

How often do you communicate with your colleagues?

A.Once every 3 days B. Every day C. Twice a week D. fortnightly

Once every 3	8
Every day	7
Twice a week	9
fortnightly	12

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