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**THE IMPACT OF VIRTUAL LEARNING ENVIRONMENT ON
THE LEARNING EXPERIENCE OF THE STUDENTS AT
UWTSD LONDON CAMPUS**

Student Name:

Student ID:

Subject Name:

Course Name:

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Abstract

The present study has emphasized the ¹ impact of virtual learning environments on the learning experience of the students at UWTSD London campus. The effectiveness of the VLE has been critically analyzed by organizing a survey choosing some students and expert teachers of the highlighted institute. The chapter of introduction has highlighted the rationale and objectives of the study whereas; literature review has presented a concrete discussion related to the study with the help of secondary sources. On the other hand, the section of methodology has considered the techniques and process that are used to conduct the research. Nevertheless, both primary and secondary research has been considered in the findings section which has allowed the researcher to gather fresh data from the participants and to develop themes for thematic analysis through the secondary resources followed by a conclusion and recommendation.

Introduction

There are many sectors present in all over the world, which has a great impact on society. Among all those sectors, the education sector is recognized as the most important one, as without proper education, no one can achieve the appropriate knowledge to carry on a job in the correct way. Hence, as stated by MOLOTSI (2020), it is highly important to keep advancing the whole education system, to educate and guide the future of the nations, i.e. the students, properly.

With the advancement of science and technology, the whole world keeps evolving rapidly. Like all the sectors, the education industry has known the right time to make their industry to be more advanced, by implementing modern technological tools, to make it easier for the students to get an education.

The present study emphasizes the impact of Virtual Learning Environment on the learning experience of the students at UWTSD London campus.

Research objectives

- To evaluate the importance of Virtual learning.
- To identify the criteria required to provide virtual learning.
- To determine the impact of Virtual Learning Environment on the learning experience of the students at UWTSD London campus.

Research questions

- What is the significance of virtual learning?
- What are the criteria that are needed for providing virtual learning?
- How does the environment of virtual learning impacts on the learning experience of the students at the UWTSD London Campus?

Rationale

Virtual learning experience or VLE is an online-based platform, which helps to enhance the learning experience, by offering professors and students digital learning solutions. There is a basic difference between the virtual learning experience and virtual classroom (O'Connor and Larkin,

2019, p.1489). The virtual classroom is the replacement and replication of a physical classroom environment, which is meant for distant learners. A virtual learning environment tackles technology to supplement an in-class experience. For instance, polls, quizzes, digital interaction and communication can be run through the virtual learning experience.

The present study has been conducted to know the importance as well as the impact of VLE on the students in case of their learning experience. A virtual learning experience can be recognized as a system, which offers the educators digital-based solutions to create active learning as well as an interactive environment. VLE can help the educators to disseminate, store and create contents; plan lessons and courses; and encourage communication between professors and students, even in real-time (Ryan and Poole, 2019, p.1218). Virtual learning environments can be often found to act as a wider learning management system (LMS), becoming a part of higher education institutions like the UWTSD London campus.

At the end of the present study, ¹ the impact of Virtual Learning Environment on the learning experience of the students at UWTSD London campus can be determined as an outcome of the research work.

Literature review

Importance of Virtual Learning Environment

After the introduction of digitalization and the increasing internet and mobile users, many software companies have launched some apps where people can do meetings and learn while staying in their comfort zone. Students are now showing their interests in attending online classes and learning from online sources. As opined by Ryan and Poole, (2019, p.408), online learning is something that kids of any age or stage can use from anywhere, so that their education is not hampered for any reason.

There are some benefits of virtual learning environment, which are as followed below:

Increasing inclusivity

Virtual learning is very much helpful for shy students. As they do not like to attend real classrooms that much, they are finding virtual classes more interesting and thus they are participating in the learning process actively without having anxiety.

Improvement of accessibility

Virtual learning is easily accessible to students if they have a computer or mobile and internet connection. Apart from this, they can access their online courses anytime they want, as those remain stored on the internet automatically.

Relationship and community building

Another benefit of virtual learning is that it helps to build a relationship among the students which encourage them to do project work collaboratively (Aljohani *et al.*, 2019, p.7239). It makes it much easier for educators to interact with their students.

Cost-saving

Virtual learning is cost-effective as well. It saves the travel cost, which is required for offline classes. Moreover, it also saves the cost of printed books which is usually required for a traditional education system, as students can get all the required study materials in pdf format.

Feedback system

Every virtual classroom or education-based online app has a separate feedback section, where students or their parents can give their valuable feedback, which helps the creator of the education apps and virtual learning organizers to improve their service even more (Fedorenko, 2019, p.12).

Flexibility and comfort

Virtual learning is flexible in nature, as students can pause and resume their learning according to their comfortable time, staying in their comfort zone.

Criteria required to provide a virtual learning

As opined by Annansingh (2019, p.3688), virtual learning is so much easier to be accessed. As the whole process happens online, the most important requirement is a strong internet connection. Apart from this, students have to install some education-based apps or some apps to do virtual meetings within their mobile phones or computer or laptop. They can also download their study materials in pdf format and start learning anytime and from anywhere.

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Impact of Virtual Learning Environment on the learning experience of the students at UWTSD London campus

The students at UWTSD London campus are very much satisfied to do virtual learning. The shy students there are finding virtual classes more interesting and thus they are participating in the learning process actively without having anxiety. Students now can interact with their teachers via online and also take classes while staying at their comfort places. As stated by Ismail (2019), a relationship between the students and teachers has been found becoming stronger than before. Students are having fun now while taking online classes due to the usage of modern education interactive technologies.

Research methodology

Research method and the Methodology

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The research methodology is mainly of three types: primary research methodology, secondary research methodology, and mixed research methodology. The mixed research methodology is the

process, which involves integrating, analysing and collecting data by both quantitative (e.g., survey and experiments) and qualitative (e.g. interviews) analysis. Here in this study, both qualitative and quantitative research methodology has been applied along with the secondary process that is thematic analysis.

Qualitative, quantitative and combined approach

Qualitative approaches are the kind of data collecting process, which are collected by interviewing a group of people regarding their experiences. While on the other hand, **quantitative approaches** are the kind of data collecting process, which are collected by asking a bunch of questions to the chosen group of people regarding their experiences. **A combined approach** is nothing but the kind of data collecting method which is done by applying both qualitative and quantitative approaches.

Data, primary and secondary data

Data is the kind of information, which is collected by the researchers to conduct and complete research work accurately. As stated by Ubozhenko and Zhang, (2019, p.493), **primary data** is the kind of data, which is collected by the researcher from first-hand sources, with the help of some methods like experiments, interviews and surveys. This kind of data is collected directly from the primary sources. While on the other hand, **secondary data** is the kind of data that has already been collected from the primary sources, which helps the researcher to use readymade data in their research work. In this present study, both the primary and secondary data have been used along with thematic analysis, to complete the research work with accurate and relevant information.

Data collection process

As opined by Корченко (2019), the data collection process is the methodology with the help of which required information for the research work is used to be collected in an organized way. Here, both primary and secondary data have been used, which emphasizes on the survey, interviews and themes from the secondary sources.

Population, sample and sample size

A population is generally known to be an entire population whereas, a sample has been a specific group through which the data can be collected. For this research, 20 students have been chosen

from the UWTSD London campus for the survey to collect data. Moreover, 2 teachers' expert in virtual learning also has been chosen from the same institution for the interview purpose. Furthermore, for thematic analysis, two themes developed from the secondary sources have also been analysed.

Ethics in data collection

Like some other researches, this research also maintains all the ethics while collecting data as well. Before organizing the survey event, all the chosen students and teachers have been informed and permission approved from them. All the data have been collected confidentially. Moreover, in the thematic analysis, authors of published articles have been mentioned as well.

Results/Findings analysis and discussion

Primary data analysis

Quantitative analysis

1. How much do you agree with the effectiveness of virtual learning?

Criteria	Total no. of participants	No. of respondents	Percentage of respondents
<i>Strongly agree</i>	20	16	80
<i>Agree</i>	20	14	70
<i>Neutral</i>	20	12	60
<i>Disagree</i>	20	10	50
<i>Strongly disagree</i>	100	08	40

Table 3: Criteria of the effectiveness of virtual learning

Source: (Developed by the Learner)

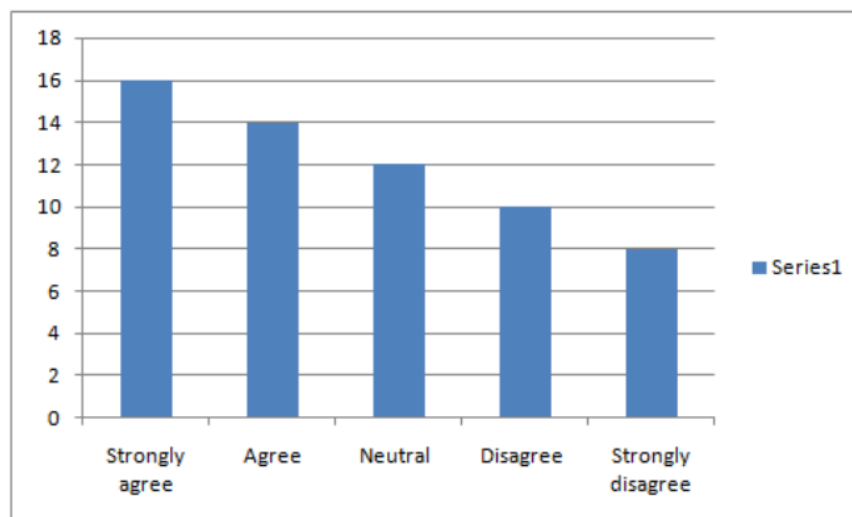


Figure 3: Criteria of experience of virtual learning

Source: (Developed by the Learner)

According to the above survey report, it has been found that most of the respondents have agreed with the effectiveness of virtual learning. As per their point of view, they are benefited by the introduction of virtual learning within the UWTSD London campus, in many ways, including interacting online classes.

2. How much are you satisfied with the virtual learning experience?

Criteria	Total no. of participants	No. of respondents	Percentage of respondents
<i>Highly satisfied</i>	20	17	85
<i>Satisfied</i>	20	14	70
<i>Somewhat satisfied</i>	20	13	65
<i>Dissatisfied</i>	20	8	40
<i>Highly dissatisfied</i>	20	6	30

Table 4: Criteria of the effectiveness of virtual learning experience

Source: (Developed by the Learner)

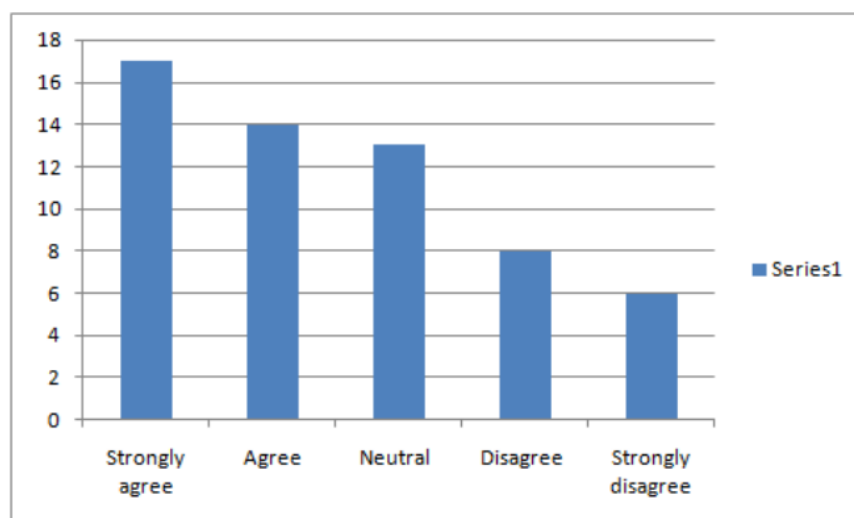


Table 4: Criteria of the effectiveness of virtual learning experience

Source: (Developed by the Learner)

According to the above survey report, it has been found that most of the students are highly satisfied with the introduction of virtual learning. Although some of them are dissatisfied as well. As stated by Ryan and Poole, (2019, p. 1218), within virtual learning, behaviourism can be applied with small steps of video tutorials along with constructive and regular feedback. However, the authority of the highlighted institute should personally talk with all of their students to know their problems and reason for dissatisfaction.

Qualitative data analysis

How much do you agree with the ¹ impact of a virtual learning environment on the learning experience of the students?

The teachers having expertise knowledge have been chosen for the interview round. According to the first teacher, the virtual learning experience is helping their student to learn effectively, along with the establishment of a strong interaction between the teachers and the student. While on the other side, the second teacher is not so much satisfied with the introduction of the virtual learning experience, as the old traditional offline classes might be more effective for students, as many teachers still do not know how to provide online classes yet by using modern educational

technologies (Khedher *et al.*, 2019, p.2). However, the environment of virtual learning has been introduced for progressing the students through passive to active learners.

Secondary data analysis

Theme 1: Benefits of the virtual learning experience

The virtual learning experience has so many beneficial packages to offer students. Virtual learning is very much helpful for gaining the confidence of the students. It is easily accessible to students if they have a computer or mobile and internet connection (Akhigbe, 2020, p.5). Another benefit of virtual learning is that it helps to build a relationship among the students which encourage them to do project work collaboratively.

Theme 2: Satisfaction related to virtual learning

The students at UWTSD London campus are very much satisfied to do virtual learning. Students now can interact with their teachers via online and also take classes while staying at their comfort places. As per the views of Gratton *et al.*, (2019, p.254), a relationship between the students and teachers has been found becoming stronger than before. This might lead to the promotion of the skills of critical thinking that is important for transferring the knowledge acquired from the classroom to the clinical setting.

Summary of the findings

While doing the findings of the present research, it has been found that most of the students are highly pleased with the introduction of virtual learning within the UWTSD London campus. Although some of them are still dissatisfied with it. Moreover, it seems that some teachers are also facing some kind of problem while providing online classes.

Conclusion

The present study has emphasized ¹ the impact of virtual learning environments on the learning experience of the students at UWTSD London campus. The effectiveness of the VLE has been critically analysed by organizing a survey choosing some students and expert teachers of the highlighted institute.

Recommendation

After observing the whole study thoroughly, some recommendations can be given here, which are as followed below:

- The authority of the UWTSD London campus should hold a meeting, to know the problems, they are facing during attending online classes.
- The authority should train their teachers so that they can take online classes more efficiently (Jeanneau and O’Riordan, 2020, p.24).
- The highlighted institute should implement more educational software within their institute to make their students' learning process more fundable and interactive.

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GENERAL COMMENTS

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