

THE IMPACT OF VIRTUAL LEARNING ENVIRONMENT (VLE) – MOODLE ON STUDENT'S THE LEARNING EXPERIENCE AT THE UNIVERSITY OF WALES TRINITY SAINT DAVID LONDON CAMPUS.



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The impact of Virtual Learning Environment (VLE) – Moodle on students’ the learning experience at the University of Wales Trinity Saint David London Campus

1. Rationale

The virtual learning environment is an outcome of advance in information and technology in recent decades which enables the delivery of learning resources to the students with the help of internet. The learning environment allows students to access to their campuses to get support in study 24 hours a day, seven days a week. Over the years, several researchers have conducted studies over the virtual learning environment and its effectiveness in terms of learning compared to the traditional approaches of learning which were based over life and direct communication between the instructor and learner (Phungsuk et al, 2017).

The current study is also a continuation of the brainstorming performed over the effectiveness of virtual learning environment by the intellectuals. The study adopts a quantitative approach bases on a questionnaire survey to assess the virtual learning environment and its effects over students. Further, it will analyse the primary and secondary data available for the research. The study will end up with some fruit conclusions about the analysis performed over a virtual learning environment throughout the paper.

2. Objectives

The objectives of this study can be sated as listed below:

- To perform an overview of the current trends in the research related to the virtual learning environment
- To assess the impact of the virtual learning environment over students of University of Wales Trinity Saint David London Campus.
- To draw some conclusions and suggestion based on the study performed which can be helpful for the current virtual learning mechanism at the University of Wales Trinity Saint David London Campus.

3. Literature Review

The improvements in information and innovation have brought progressive changes in the ways to deal with learning and advanced education. The information and innovation are presently

considered as the centrepiece of the instructive and learning rehearse at various degrees of training running from essential instruction to the post-doctoral examinations (Kurt and Tingöy, 2017). The positive results of the internet and on the web and various methodologies of online instruction have now made it simple for the students to get to their courses from far off regions. Following the rising patterns of utilized data and innovation for learning purposes, various phrasings are being advanced to characterize this methodology. The various phrasings presented are electronic learning, e-learning, web-based learning, circulated learning, innovation intervened learning, and virtual learning. E-learning is the most normally utilized wording to depict the way toward learning with the assistance of the web (Fontaine et al., 2016).

3.1 Virtual Learning Environment

As an instrument of the institution, a virtual learning environment can reflect social change and the differing needs of students at the purpose of an academic conveyance while balancing out the varied and conniving parts of web-based information. Moving from the grounds back to the kitchen table at home, the virtual learning environment empowers far off and self-guided examination (Pererva et al., 2020). Subsequently, a union between the generally independent gatherings of separation and nearby students is conforming to self-managed mixed learning (for example a decent blend of single computer-based and eye to eye study). The symptoms alone of this assembly are of authentic and social hugeness. For instance, more than likely, the current student populace is seeing the destruction of the talkative approach as a staple of learning. The virtual learning environment licenses rehashed endeavours at acing similar data, to some degree in the way of the forming hierarchy of levels of expanding trouble in a computer game (Rienties et al., 2016). This is not an unimportant point. The erratic occasion of a talkative approach continuously is worthwhile, to a constrained yet genuine degree, as far as human collaboration. In any case, if that learning occasion can be rehashed boundlessly on-line, the loss of up-close and personal contact might be more than exceeded by the potential for gradual, obvious learning, a procedure supported further by the developing use in higher education institutions of computer helped evaluation. At the point, when eye to eye contact among student and guide happens, it would then be able to be saved for a more nuanced and unmistakable reason, inside the learning result, prompting reserve funds in staff time and impartially evident improvement in the learning experience, including raised degrees of fulfilment. Past overviews of virtual learning

environment use, for instance, Managed Learning Environment Activity in Further and Higher Education have observed take-up, without having the option to progress to an evaluation of the quality and quantifiable increases of e-learning and adaptable conveyance (Al-Tarabily et al., 2018).

3.2 Impact of Virtual Learning Environment

In research performed over propelled training setting into virtual learning condition use, Topchyan, (2015) reviewed two get-togethers (one undergraduate and one graduate) of social work students. The assessment investigated whether computer subordinate advancement-based direction frustrated women and more settled non-ordinary adults. Verifiably basic results showed that graduate students will undoubtedly get to their course from home while undergraduate students reported more vitality about the usage of development for learning. The analyst contemplated that the usage of a virtual learning condition obliges the necessities of non-standard students in social work preparing and that students' virtual learning condition satisfaction was dependent upon utility, introduction, and access; the comfort of the development; and the instruments used. Vuopala et al., (2016) disclosures were maintained by coming about examination grasped by Thisgaard and Makransky, (2017) who constructed an investigation adventure dependent on undergraduate business students learning material accessible just by virtual learning condition. They considered that to be needed as powerful students while using a virtual learning condition, extended students' vitality, conviction, and cut-off. Students made their understanding through synergistic experiences with peers in various territories allowing making graduate employability capacities and abilities. In another, higher guidance study Rienties et al., (2016) inspected information related to student and coach use of a non-concurring discussion during a first-semester course in applied cerebrum science at the City University of Hong Kong. Their disclosures suggest that homeroom based 'pensive individuals' continue more like 'extraverts' when related to online discussion social affairs and are subsequently more unique in online discussions than study lobby ones.

4. Methodology

The current study is based on a quantitative approach of research in which a survey was performed with the help of a questionnaire. The research approach is deductive and based on

Philosophy positivism. The primary data collection approach is used to test VLE concepts, reflect the attitude of students, and establish the level of student satisfaction. The target population is affiliated with the University of Wales Trinity Saint David London campus. The data was collected from the 14 respondents. The survey was conducted online. The respondents submitted their responses with the help of Google Form conveyed to them via internet sources.

5. Primary Data Analysis

The primary data source for the current research primary data source was a questionnaire through which data was collected from students of the University of Wales Trinity Saint David London campus. The questionnaire targeted the students as the whole virtual learning environment revolves around the learners/ 92.9% of respondents were the students as depicted in Appendix A. Similarly, Appendix B and C illustrate the ratios of the gender of the respondents and their age respectively. It can be observed that most of the respondents were female which becomes 78.6% of the total respondents. The age group above 35 years participated greatly in the questionnaire which becomes 78.6% of the total respondents.

The advantage of the VLE is that it assists students to do their tasks without any restrictions on time and location. The students can perform their tasks from a remote location and at their own pace of doing a task. This feature of the VLE was acknowledged by most of the students as 28.6 % strongly agreed with the opinion and 64.3 % agreed with it in general. The graphical illustration in Appendix D portrays this scenario.

The beauty of the VLE lies in its feature of enabling the students and instructors to communicate online and develop their understandings and analytical abilities about the topic of discussion. Appendix E portrays that the respondents have positively responded to this feature as more than 90 % (21.4 % strongly agreed and 71.4% agreed) of the students have acknowledged the feature.

The efficiency of the VLE can be assessed based on its ability to enhance student reflection, encourage progressive thoughts of the learner and independent thinking. In the current survey, more than 80 % (7.1 % strongly agreed and 78.6% agreed) of the respondents think that VLE can successfully create these abilities in students as shown in Appendix F.

VLE applications enable the student to collaborate with the instructor from the respective location. This feature of VLE assists in creating knowledge of the subject among students. The

statistics graphically illustrated in Appendix G depicts that most of the respondents i.e. 71.4 % (50 % strongly agreed and 21.4% agreed) observe this feature positively.

The virtual learning environment is although have several advantages but to improve its effectiveness most of the students are of the view that specific quality assurance strategies and self-assessment models should be formalized by institutions. Most of the students are of the view that these features shall be formalized in institutions. The graphical illustration in Appendix H shows that more than 70% of the respondents agreed to the suggestion.

Many of the respondents termed VLE as an effective tool to enhance readiness for the learning and integration of the learners to the educational process. Appendix I shows that 71.4 % of the total respondents agreed to this statement. Similarly, VLE can also be beneficial for an improved organization of information and communication across the institutions 64.3 % of the respondents agreed to the fact as depicted in Appendix J.

The critiques of VLE are of the view that it does not allow the social and emotional interaction that takes place in traditional classrooms. The respondents showed a mixed opinion over this argument as 50 % of them agreed while some disagreed and some remained neutral. A small percentage of the respondents i.e. 7.1 % strongly disagreed as depicted in Appendix K.

Student satisfaction is the key determinant of the VLE systems. It can be observed in Appendix L that the majority of the students are satisfied with the VLE approach.

6. Secondary Data Analysis

Several researchers have tried to analyse the impact of VLE and its impact on students. For an instance, Mosquera, (2017) conducted a study over the impact of implementing a virtual learning environment (VLE) in courses related to English as a foreign language (EFL) at a public university in Colombia. The sample size included responses from 210 students and 5 instructors. The study depicted that a large percentage of students consider VLE as a motivating factor in learning. Furthermore, the students recommended that all instructors should adopt the philosophy of the VLE. However, the author concluded that the capacity of laboratory and computers and internet connectivity remained the main hurdles in the effectivity of VLE.

Hew and Kadir (2016) discussed the effectiveness of VLE in a contest of basic information technology skills. The study was based on the students of junior high school in Taiwan. The

author collected 210 responses and performed the respective analysis. The 4 outcomes of the study presented by the author showed that students prefer VLE over traditional approaches.

Walkington and Bernacki, (2020) inspected the impact of virtual learning conditions on school history students to develop whether asserts that instructive advancement can improve the idea of learning and mental achievement. 79% of students avowed that learning using the virtual learning condition had a valuable result. yet 28% of them showed the tendency for ordinary teaching systems.

7. Conclusion

The study can be concluded with the fact that the VLE is becoming an effective learning tool compared to the traditional learning approaches. However, the study suggests that the institutions should adopt certain quality assurance strategies and self-assessment models through which the student will be able to continuously provide their feedback regarding virtual learning environments. This approach of monitoring the VLE system will help enhance its positive outcomes and to ensure effective learning platforms for students.

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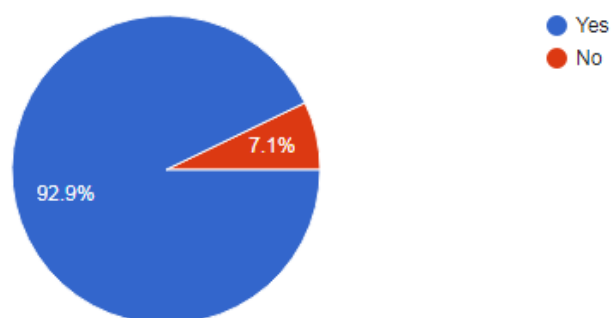
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Appendixes

Appendix A

Are you a Student?

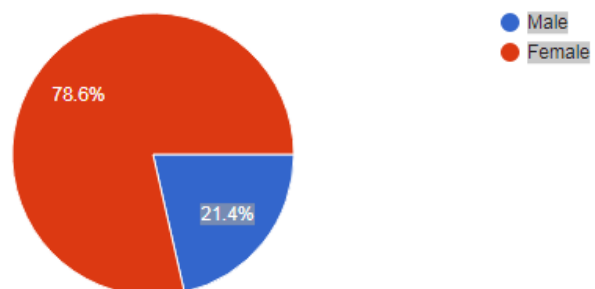
14 responses



Appendix B

Gender

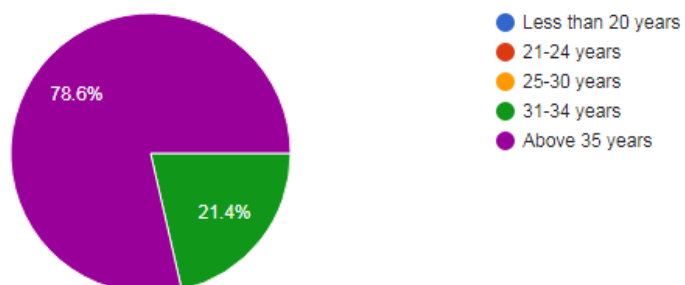
14 responses



Appendix C

Age

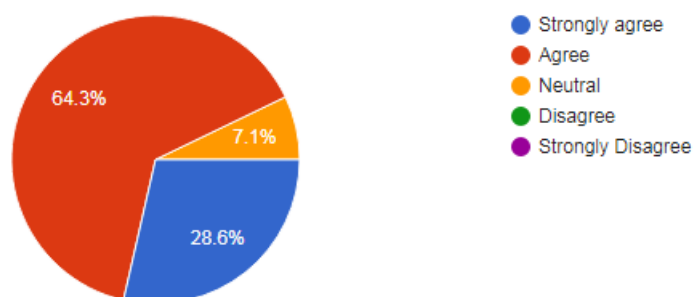
14 responses



Appendix D

The usage VLE helps students by setting a 'tasks' to complete in class or at their own pace, time, and location.

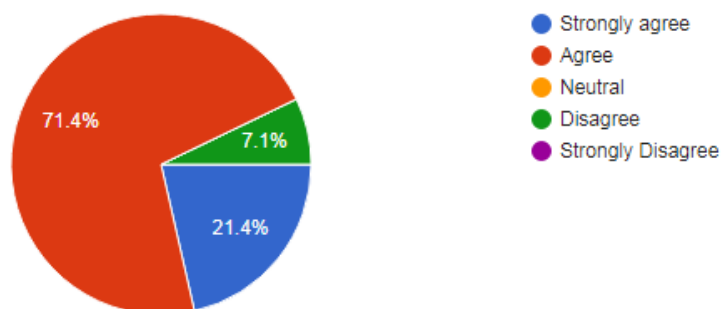
14 responses



Appendix E

With the help of VLE, the software collaboration tool enables students and teachers to communicate online to develop their understanding and analytical skills.

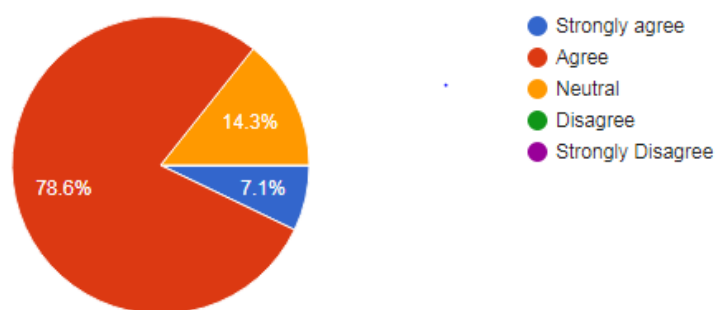
14 responses



Appendix F

VLEs maximize student reflection and encourage progressive thought and independent thinking.

14 responses

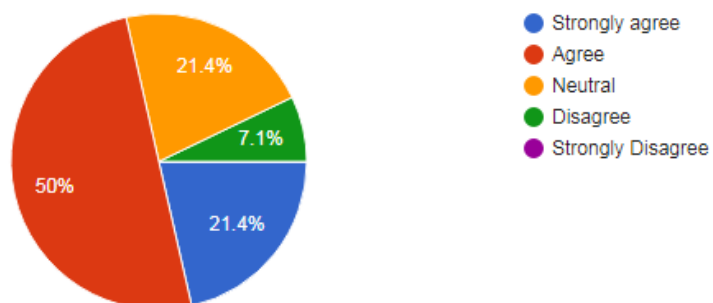


Appendix G

VLE allows students to create their knowledge through collaborative experiences.



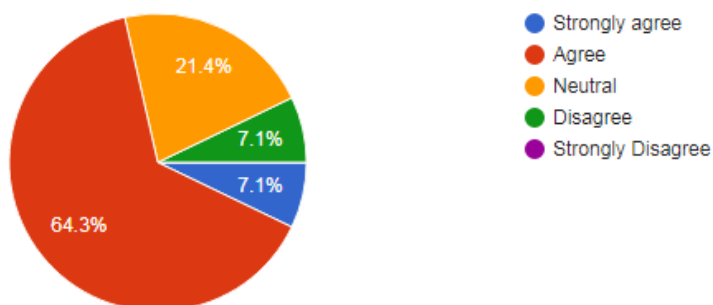
14 responses



Appendix H

I believe that VLE specific quality assurance strategies and self-assessment should be formalized in institutions to assess the impact and improve the effectiveness.

14 responses

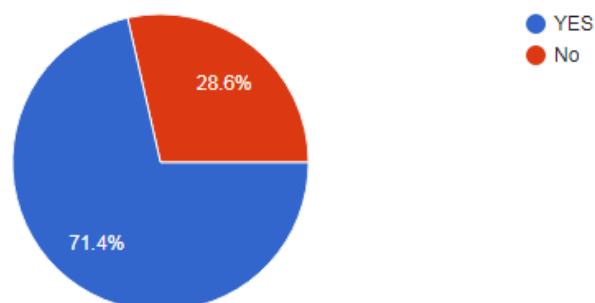


Appendix I

Does VLE has an impact on readiness for learning and integration of learners into the educational process?



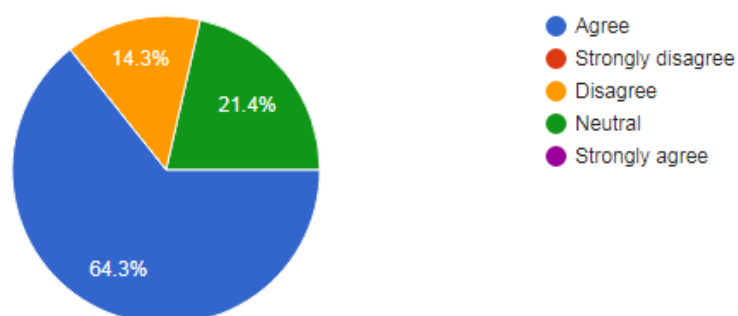
14 responses



Appendix J

VLE improves organisation of information and communication across the schools.

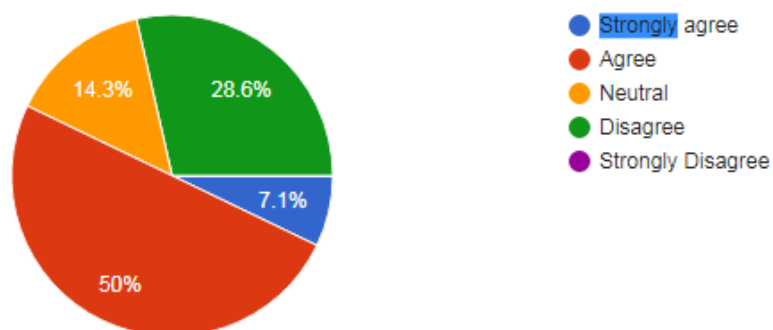
14 responses



Appendix K

Web-based instruction in the form of VLE allow for the social and emotional interaction that takes place in a tradition classroom.

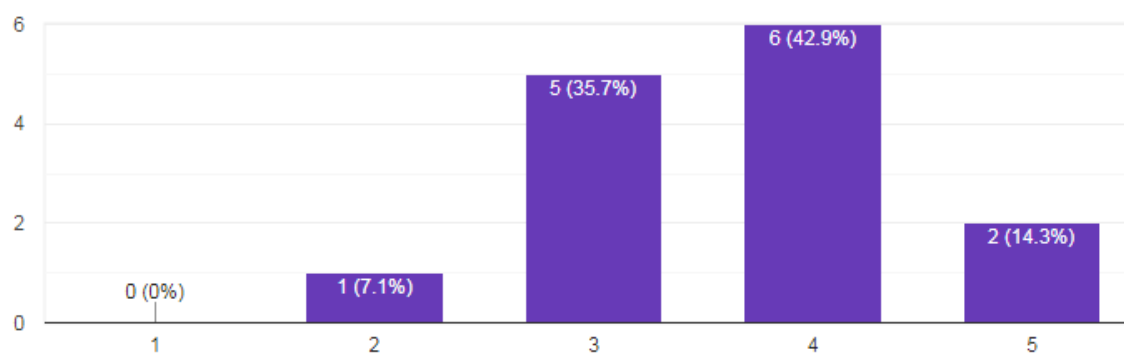
14 responses



Appendix L

I found that students are satisfied with the learning process via VLE.

14 responses



Appendix M

Questionnaire

altice MEO  26% 16:00

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VLE allows students to create their knowledge through collaborative experiences.

☒ Multiple choice 

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

 ☐ Strongly Disagree  

☐ Add option or [Add "Other"](#)

  Required ☐ 

altice MEO  26% 16:00

docs.google.com/form 1

VLE allows students to create their knowledge through collaborative experiences.

☒ Multiple choice

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

☐ Add option or [Add "Other"](#)

  Required ☐

I believe that VLE specific quality assurance strategies and self-assessment should be formalized in institutions to asses the impact and improve the effectiveness.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Does VLE has an impact on readiness for learning and integration of learners into the educational process?

1. YES
2. No



altice MEO       26%  16:00

☒ Neutral

☐ Disagree

☐ Strongly Disagree

I found that students are satisfied with the learning process via VLE.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

Are you a Student?

☐ Yes

☐ No

VLE improves organisation of information and communication across the schools.

- ☐ Agree
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree



VLE supports learning at home, and increased pupil opportunities for independent and personalized learning.

- ☐ Agree
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral



altice MEO     26%  15:59

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DAVID

Questionnaire



Gender

☐ Male

☐ Female



Age

☐ Less than 20 years

☐ 21-24 years

☐ 25-30 years

☐ 31-34 years

☐ Above 35 years



VLEs maximize student reflection and encourage progressive thought and independent thinking.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

VLE allows students to create their knowledge through collaborative experiences.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree



altice MEO  26% 15:58

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Untitled form

Questions Responses **15**



Impact of Virtual Learning (VLE) on Student of University of Wales Trinity Saint David

Questionnaire




Gender

☐ Male

☐ Female



VLE supports learning at home, and increased pupil opportunities for independent and personalized learning.

- ☐ Agree
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree

Web-based instruction in the form of VLE allow for the social and emotional interaction that takes place in a tradition classroom.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral

