

IMPACT OF VIRTUAL LEARNING ENVIRONMENT (VLE)

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GROUP 2

MOOLDE NAME: DIGITAL SKILLS AND RESEARCH METHODS
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1.0 Overview of virtual learning environment

A virtual learning environment is a system that offers educators digitally-based solutions to create an active and interactive learning environment (Awoyemi and Awoyemi, 2021). A VLE aims to improve student's educational experiences using computers and the internet. Over the COVID 19 period, the use of the Virtual learning environment has increased to reduce the spread of COVID 19. Virtual learning environments (VLEs) typically incorporate electronic communication (email, threaded discussions, chat, Web publishing), Internet access to external curriculum resources, and student tracking. Participants in most virtual learning environments fall into two categories: teachers and students. As a user, a teacher gets access to the same information as a student and the ability to contribute to or alter lessons and keep tabs on student progress. Blackboard, WebCT, Lotus Learning Space, and COSE are just a few of the many commercially available VLE software products (García-Álvarez *et al.*, 2018). This report discusses the impacts of the virtual learning environment at the University of Wales Trinity Saint David London Campus. These can be further discussed in detail below:

2.0 Background (secondary research)

Literature review

As a result of their adaptability and ability to accommodate a variety of learning styles, as well as their ability to promote more fruitful relationships among students Virtual learning environment significantly enhance the quality of education (García-Álvarez *et al.*, 2018). A virtual learning environment enables flexibility, eliminates the travelling costs to the classrooms, and prevents unnecessary movement and ease and learning irrespective of the geographical areas. Through the virtual learning environment, the quality of learning can be improved as it involves the use of computers and the internet.

Distance education quality is also improved through the virtual learning environment. The students can browse the courses through the internet and read the course at their own pace. Due to the traditional way, the students can miss the classroom due to illness, diseases, job obligations, or even family obligations; however, through the virtual learning environment methods, students' chances of missing classes are low (Herrera Mosquera, 2017). In the traffic education environment, students travel, and transverse one distances to attend classes; however, through the virtual learning environment, the student can access education without traversing long distances (Lacka and Wong, 2021). Virtual learning environments (VLE) allow easy access to information and resources through the World Wide Web. For example, the students can easily ask questions to the instructors, access the catalogs, access an online library, and product information related to learning.

The productivity by pointing out the skewed spread of innovations based on this technology. This is likely attributable to competent teaching or learning by the institution's personnel. Possible causes include a deficiency in formalized acknowledgment of originality, as much as the fruitful use of course management systems influence or do not influence teacher tenure, promotion, and merit decisions (García-Álvarez *et al.*, 2018). The BIT programmer's VLE

contained all course materials (PowerPoint, PDF, etc.). An online forum to host discussions and a dedicated e-facilitator to quickly respond to student concerns, inquiries, and problems (Herrera Mosquera, 2017). Access virtual learning environments (VLE) from anywhere, including their mobile devices. Important communications, emails, and text messages were sent immediately to their devices.

First, the virtual learning environment has internet issues. Connection issues are a common frustration for both students and instructors. Some students in remote areas report being unable to log in, while others report significant delays (Caprara and Caprara, 2021). The second challenge is the technical issues. Despite the fact that more people have access to the internet than ever before, students are still confronted with obstacles, such as technical ones, when attempting to learn in a digital setting. The most common issue they may have is with their connections. Many students struggle with the technical aspects. Students, for example, typically need a home computer and/or high-speed internet at their residence (Caprara and Caprara, 2021). Lastly is an external distraction, as the student can be easily distracted by the younger siblings and people in the room. The most difficult aspect of online education is keeping the students' attention. Unlike in a traditional classroom setting, it's difficult for teachers to monitor their students' activities. Most modern children are too easily distracted from learning anything from an online tutorial.

3.0 Aims and objectives of this research

Using a range of relevant literature from books, articles, journals, and newspapers, this research aims to discuss the positive and negative impacts of the virtual educational institution in the United Kingdom (García-Álvarez *et al.*, 2018). The research also aims to find ways to improve virtual learning services in these institutions. Further, the research also aims to use different

sources to gain knowledge about the virtual learning environment (VLE). The research objectives include conducting both primary and secondary research, using qualitative and quantitative data to answer the research aims. The research also has the objective of analyzing the research outcomes.

4.0 Methods of research

Secondary research

The secondary sources were used to analyze the impact, benefits, challenges, and drawbacks of the virtual learning environment. First, internet sources were used to collect data and information related to virtual learning. Various sources, including journals, articles, newspapers and books available through the internet, were used to collect qualitative and quantitative data. I also used the university Moodle which concentrated on the virtual learning environment; this detailed the benefits, impact, drawbacks, and challenges of the virtual learning environment. I also accessed the library, books, and learning areas to collect data related to the virtual learning environment. Lastly, I have also used the reports from the published university about the impacts of the VLE.

Primary research

I employed primary research methods to collect quantitative and qualitative data pertaining to our school's Moodle. Thus, I created a survey using an online software tool with around ten questions about the university's Moodle and sent it out to faculty and TAs for their feedback. It was an email survey that we sent out (Caprara and Caprara, 2021). Data collection and table creation were essential to this analysis. There are 13 multiple-choice questions and two open-ended questions in the survey. The correspondents chose the answers between yes and no to the

question-related knowledge related to the VLE. Two open-ended questions which the correspondents were to fill through email; the results were collected.

5.0 results

Responses for questions 1,2,3,8,9

Questions	Yes	No
Q1 Do you have an experience in relation to the usage of Virtual Learning Environment?	84.6 %	15.4 %
Q2 Do you prefer to use VLE for your higher Studies?	76.9 %	23.1 %
Q3 Do you have proper training to used University VLE for your studies?	61.5 %	38.5 %
Q8 Does university e-learning platform provide appropriate support to complete your assignments?	84.6 %	15.4 %
Q9 Do you find required and appropriate resources in VLE for each module which you study?	84.6 %	15.4 %

Responses for questions 4,5

Questions	Strongly disagree	Disagree	No sure	Agree	Strongly agree
Q4 Would you like to	15.4%	0%	30.8%	30.8%	15.4%

use university continue to use VLE Platform after pandemic as well?					
Q5 Do you prefer to communicate with your lecturers and your via VLE?	15.4%	0%	38.5%	23.1%	15.4%

Responses for questions 6,7

Questions	1	2	3	4	5
Q6 Please rate the impact of the online learning platform on your academic studies during pandemic.	1(7.7%)	1(7.7%)	4(30.8%)	2(15.4%)	5(38.5%)
Q7 Please rate your preference to do your studies	2(15.4%)	1(7.7%)	2(15.4%)	4(30.8%)	4(30.8%)

in VLE.					
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Responses for question 10

Question	Extremely dissatisfied	Dissatisfied	Not sure	Satisfied	Extremely satisfied
Q10 Since lockdown, how satisfied are you in relation to the support which you received from lecturers , university admin and management through VLE towards your studies?	7.7%	0%	38.5%	15.4%	30.8%

6.0 Discussion

From the results, Virtual learning environments reduce the cost of learning and training. Virtual education offers a number of cost-cutting benefits for today's students. If you don't have to drive to school every day, you can save money on fuel. The typical annual expense for a student on books and supplies is over \$1,000. Taking advantage of online materials is a common feature of online courses, which means students can save money on textbooks (Diab-Bahman *et al.*, 2021). The cost of learning and training has also been reduced as an impact of the Virtual learning environments. Virtual learning environments have allowed learning independent of the space parameter and time. This means that they can be accessed any place and any time. It, therefore, increased the learning coverage. Virtual learning environments have been highly useful in supporting formal education settings, where pedagogical principles have been established. There is a global shift toward implementing each country's standard curriculum (García-Álvarez *et al.*, 2018). However, VLEs, or virtual learning environments, have the potential to play an essential part in students' formal and informal education and serve as the foundation of the former alternatively, in a less formal context. From the results there is also increased course variety. More courses can be available through the virtual learning environment. Secondly, the students can take more than one course through the virtual learning environment; there is no need to travel from one school, university, or another to attend two or more courses (Caprara and Caprara, 2021). Online learning is the greater flexibility it provides students. Students can sign up for classes that interest them the most because they don't have to commit to a school timetable. Students enrolled in an online program can attend classes whenever it is most convenient, eliminating the need to reorganize their busy schedules to fit in schoolwork (Annansingh, 2019.) there is also improved career advancement opportunities. Career advancement, even at a job, is easier through the virtual learning environment. The advantages of

getting an education through online classes are on par with those of going to school in a traditional setting (Phungsuk *et al.*, 2017). Students who attend online classes have greater leeway to continue working while pursuing their education. Students already without jobs have the added benefit of using their studies to justify any gaps or delays in employment they may have experienced. Regardless of the circumstances, one cannot deny the fact that receiving an education online has many advantageous outcomes. From both the qualitative and quantitative, increase collaboration. Online learning facilitates peer collaboration by allowing students to participate in virtual group projects and gatherings. With message boards and other grouping tools, students in online courses can share their thoughts on assigned readings and other assignments and interact with their peers (Lacka and Wong, 2021). The convenience of this is just one of the numerous reasons why students prefer online courses. One of the many benefits of online education is that it allows students and teachers to spend more time interacting individually, which is helpful for education and professional development. Students can contact directly with their teachers and post their work for evaluation.

Settings for education where students can converse with and learn from one another, with the added benefit of expert faculty assistance. Regarding technological superiority, the various In a teaching and learning setting, synchronous virtual learning environments (VLEs) offer a once-in-a-lifetime opportunity to incorporate technology seamlessly. Having students use devices in a live classroom increased their engagement with the material (Caprara and Caprara, 2021). Students were confident presenting their work utilizing technology, and instructors recognized their efforts to foster students' development in this area. Productive group learning relies partly on peer interaction but also uses the teacher's direction and evaluation). Closed-loop VLEs that utilize video offer ways to engage with course material, emphasizing the importance of pupils'

memory, motivation, perseverance, and self-control (Ryan and Poole, 2019). Lastly through the virtual learning environment increased personalized education. Online courses could be helpful for students who have trouble focusing in a traditional classroom setting. Students who aren't as confident speakers may feel more comfortable contributing to class discussions by exchanging ideas and opinions online (García-Álvarez *et al.*, 2018). A more personalized learning experience can result from the combination of self-directed learning with the freedom to learn at your own pace and in your preferred environment. If a student is taking a course online, they can do the required reading and assignments whenever it is most practical. Because the course work is delivered digitally, students can study from anywhere they can access the internet.

7.0 Conclusion

A virtual learning environment refers to a system that offers educators digitally-based solutions. It has created impacts both on the instructors and the students. First virtual learning environment improves the quality of learning. It offers adaptability and the ability to accommodate a variety of learning styles. This makes it easy for students to gain more from studies as they can learn and review course materials while the teachers can also teach the students irrespective of the geographical location. Secondly, Virtual learning environments reduce the cost of learning and training. Cost of learning and training has also been reduced as an impact of Virtual learning; this includes the cost of students and lecturers, instructors traversing long distances to make it to the classrooms, as well as the cost of construction of the classrooms, lecturer halls that are vital in the traditional learning. Third, learning has been independent of the space parameter and time through the virtual learning environment. This means that they can be accessed any place and any time. It has also increased course variety. More courses can be available through the virtual learning environment. Other impacts of the virtual learning environment include improved career

advancement opportunities, increased collaboration in learning, and Personalized Education, amongst others.

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Apendix:



Online Survey: Virtual Learning Environment of UWTSD

Dear Friends,

As a part of my studies , it is required to get the feedback about the impact of virtual learning environment used by our university. Therefore I am presenting Survey. Could please provide your valuable feedback for this Survey.

Thank you!

Yana Taneva

Q1 Do you have an experience in relation to the usage of Virtual Learning Environment? *

☐ Yes

☐ No

Q2 Do you prefer to use VLE for your higher Studies?



☒ Multiple choice

☐ Yes



☐ No



☐ Add option or [Add "Other"](#)

Q3 Do you have proper training to used University VLE for your studies? *

☐ Yes

☐ No

Q4 Would you like to use university continue to use VLE Platform after pandemic as well? *

☐ Strongly Disagree

☐ Disagree

☐ No sure

☐ Agree

☐ Strongly Agree

...

Q5 Do you prefer to communicate with your lecturers and your via VLE? *

☐ Strongly Disagree

☐ Disagree

☐ Not sure

☐ Agree

☐ Strongly Agree

Q5 Please rate the impact of the online learning platform on your academic studies during pandemic. *

	1	2	3	4	5	
Poor	☐	☐	☐	☐	☐	Excellent

Q7 Please rate your preference to do your studies in VLE. *

	1	2	3	4	5	
Low Preferencde	☐	☐	☐	☐	☐	High Preferencde

Q8 Does university e-learning platform provide appropriate support to complete your assignments? *

- ☐ Yes
- ☐ No

...

Q9 Do you find required and appropriate resources in VLE for each module which you study?



☒ Multiple choice ▼

- ☐ Yes ×
- ☐ No ×

...

Q10 Since lockdown, how satisfied are you in relation to the support which you received from ^{*} lecturers , university admin and management through VLE towards your studies?

- ☐ Extremely Dissatisfied
 - ☐ Dissatisfied
 - ☐ Not sure
 - ☐ Satisfied
 - ☐ Extremely Satisfied
-

13 responses



Accepting responses



Summary

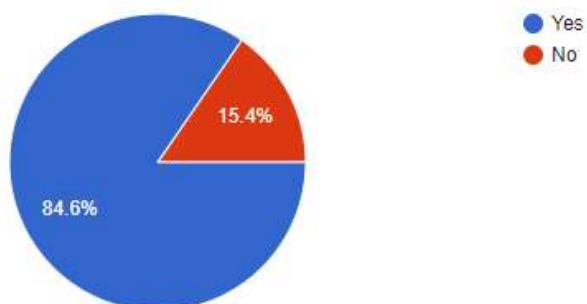
Question

Individual

Q1 Do you have an experience in relation to the usage of Virtual Learning Environment?

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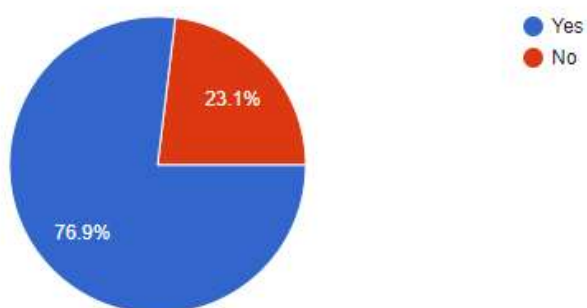
13 responses



Q2 Do you prefer to use VLE for your higher Studies?

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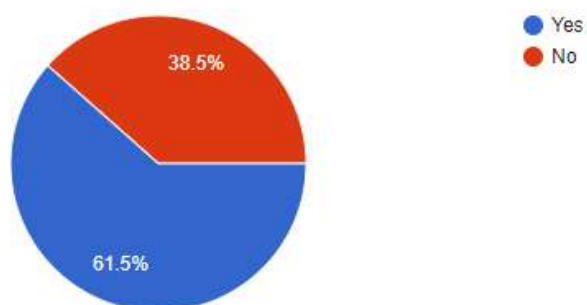
13 responses



Q3 Do you have proper training to used University VLE for your studies?

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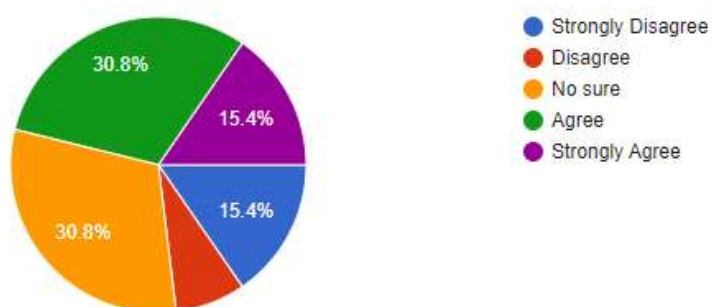
13 responses



Q4 Would you like to use university continue to use VLE Platform after pandemic as well?

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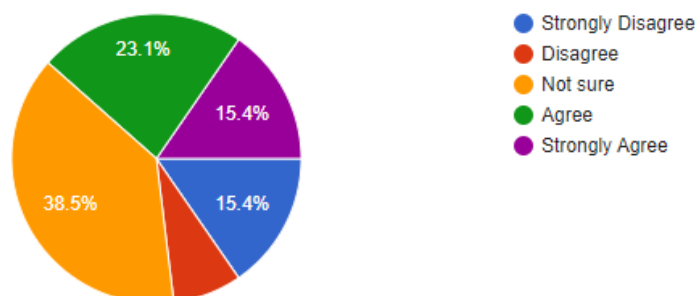
13 responses



Q5 Do you prefer to communicate with your lecturers and your via VLE?

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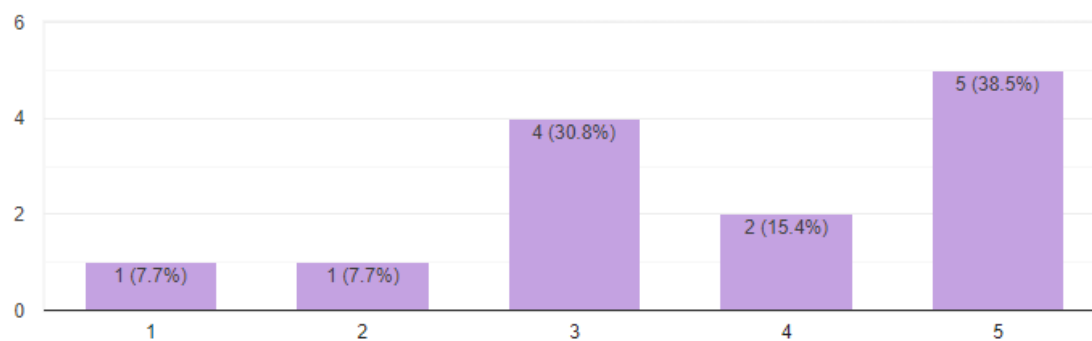
13 responses



Q5 Please rate the impact of the online learning platform on your academic studies during pandemic.

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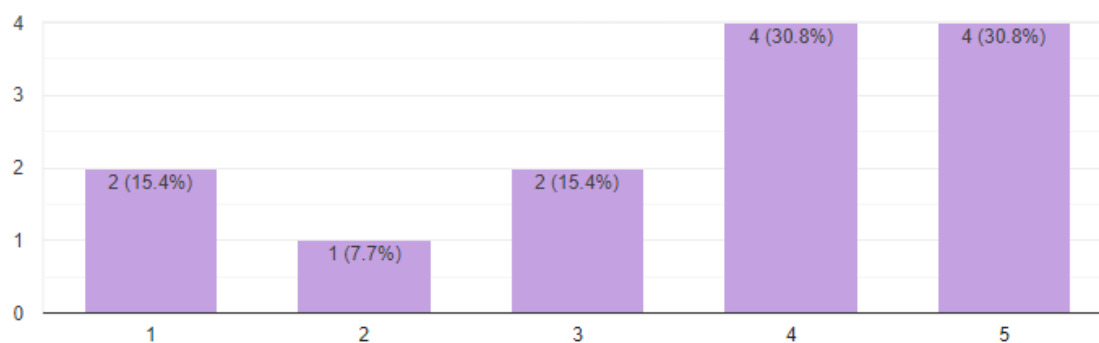
13 responses



Q7 Please rate your preference to do your studies in VLE.

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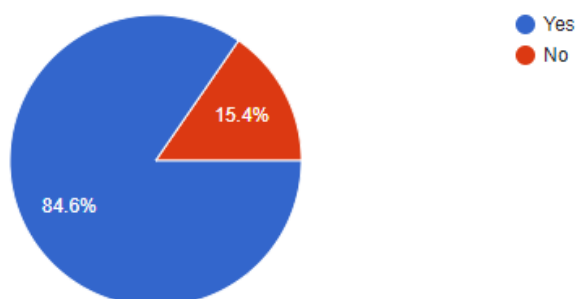
13 responses



Q8 Does university e-learning platform provide appropriate support to complete your assignments?

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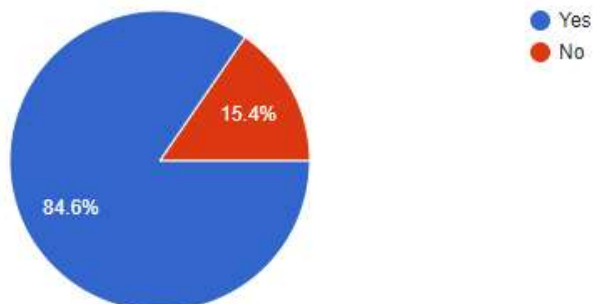
13 responses



Q9 Do you find required and appropriate resources in VLE for each module which you study?



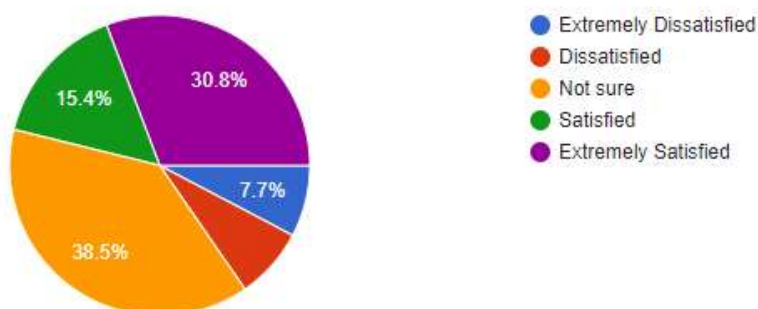
13 responses



Q10 Since lockdown, how satisfied are you in relation to the support which you received from lecturers , university admin and management through VLE towards your studies?



13 responses



Q1: The majority of people have experience with online learning (18.6%) and the smaller proportion say they have no experience (15.4%).

Q2: The majority say they prefer online learning for higher studies (76.9%) and a smaller proportion say they do not prefer it for these purposes (23.1%).

Q3: Most people say that have proper training (61.5%) and smaller part say have no proper training (38.5%).

Q4: Equal highest score not sure and agree to use online learning after the pandemic (30.8%). A lower score equals strongly disagree and strongly agree.

Q5: Most of them are not sure if they prefer to communicate with real teachers through online learning (38.5%). A smaller part agrees to communicate online (23.1%). And an equal lowest score are for people who strongly disagree and strongly agree to communicate using this method (15.4%).

Q6: The highest score for academic learning during the pandemic was by most people (38.5% or 5 people of 13).

Q7: Equal highest rate are given by the people who very much prefer and prefer studying with online (30.8%).

Q8: Most people believe that the e-learning platform provides adequate support to complete their tasks (84.6%). Few people think that this is not so (15.4%).

Q9: Most people think that there are enough learning materials in online learning (84.6%). A small percentage thinks that this is not the case (15.4%).

Q10: Most people think they are not sure if they are satisfied with online learning (38.5%). A smaller percentage is extremely satisfied (30.8%). Even fewer are satisfied (15.4%). And at least they think they are extremely satisfied (7.7%).