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Produce a research report on the impact of Virtual Learning Environment (VLE)

Summary:

Visual learning environments (VLE) are widely used in education, for the most part sectors, such as facilitating communication. The study investigated reported the impact of using VLE (Moodle) college on learning, and is supported in three research questions investigated: whether the use of VLE is positive impact on student learning; whether the use of VLE in teaching and reading helps to develop independent reading; and that the use of VLE increases students' interest in learning. Statistical findings report that the use of Moodle shows improvement in learning and motivation learning as reported by student participants. Findings will be extensive interest of teachers as they indicate areas to be considered in promoting the use of VLE improve reading.

VLE use book reviews.

This review of the literature reveals the background and development of VLE to support teaching and learning. It starts with general positive and then negative impacts of VLE use.

The learning impact of a virtual learning environment :Students

A historical background to the use and development of VLE It is difficult to pinpoint exactly how long VLE have been used. UK's Open. The University has been using computers to study since the 1970s but it has not 2000 that a commercial computer based on VLE 'Blackboard' was patented. The 2010 Blackboard software has been used by more than 3700 educational institutions in more than 60 countries (Blackboard, 2011). Another popular VLE, 'Moodle', introduced in 2001, (Ofsted, 2009). Designed for the first time help teachers do online lessons by focusing on collaboration and collaboration content creation (Ofsted, 2009) and in 2011, Moodle had a base in 212 countries with 49,365 active sites in more than 75 languages (Moodle

2011). In the UK within the forced sector after 2008-9, 92% continued colleges of education had a visible learning environment; the number has risen from 58% in 2003-04 (Sero, 2009).

In an ongoing report on FE colleges (n = 25) Ofsted (2009) repeatedly found that out VLE was still used primarily as a repository for teaching materials as well sometimes used for load uploading with limited use interaction jobs. Less than a quarter of colleges have used VLE to fund independent learning, however, those who did it were convinced that it was a technology contribute to old-fashioned teaching to give students access to what they need content; and providing delivery flexibility. Colleges were less sure of the impacts student access, advancement and retention (National Institute of Adult Further Education (NIACE), 2009).

Positive impacts of VLE

The positive effects of the use of VLEs in student learning are supported by research (Scardamalia & Bereiter, 1996) in West Virginia, USA. Lower grades are higher students use a collaborative software tool that enables students and teachers online communication to improve their cognitive and analytical skills. Students do best in standard reading tests, language and vocabulary and steps for deeper, more comprehensive understanding independent ideas and thoughts than students who did not use software (Scardamalia & Bereiter, 1996). The study concluded that VLEs to deepen students' meditation and to encourage continuous thinking, too independent thinking. This study was one of seven dynamic research studies.

THE LEARNING IMPACT OF A VIRTUAL LEARNING ENVIRONMENT: STUDENTS VIEWS

Across the UK concluding that students do not have access to one or more of the following; computer-assisted education, integrated learning programs, simulation software, interactive communication technology and design as well programming technology has all shown good gains in access to researcher creates tests, standardized tests, and national tests (Schacter,1999).

The discovery of Wernet et al. It was supported by the following research conducted by Diochon and Cameron (2001) developed a research project based on business students for graduate students studying VLE-accessible items only. See we have found that the need for active students increases when they use VLE student enthusiasm, confidence and strength. The students made their own information on peer-to-peer experiences elsewhere to provide an opportunity to develop graduate employment skills as well skills (Diochon and Cameron, 2001).

In 2008, as a result of the 2005 UK Government strategic paper, Ofsted evaluated the development of VLEs in a sample of educational settings. This led to the publication of Ofsted Virtual Learning Areas: Examination of their development in a sample of educational settings (Ofsted, 2009). Installed visited 41 providers, including 18 colleges, six primary and two secondary schools. Researchers found that everywhere the concept of VLE was the same more new; colleges were also heavily used in primary schools at least. In best practice VLEs have been found to improve learning especially through.

Barker, J., Gossman, P. (2013) 'The learning impact of a virtual learning environment: students' views ' Tean Journal 5 (2) July [Online].Available at: <http://bit.ly/AtMwtr> (Accessed 04 July 2013).

Opportunity to strengthen and enable students to 'catch' the missed ones property. A third of the tested VLE had existing genes fine, but the use of titles and institutional insertions varied (Ofsted 2009). Less use was made by communication tools such as forums and so on discussion areas. Success with VLE usage seems to be linked to the motivation of each teacher to use technology (Ofsted, 2009). Installed indicated that access to broadband internet from the home of students and staff Training / development time was critical to VLE performance. Like the results of the study Ofsted recommends that VLEs be used to improve learning nor should it be used as a repository for communication. See suggested VLE quality assurance and self-assessment strategies it should be legalized in institutions for impact assessment and improvement performance (Ofsted, 2009). The following year British Educational Communications and Technology Agency (Becta), updated PICTURE major: The Impact of ICT on Discovery, Promotion and Learning. The report concluded classes with online learning materials get more learning outcomes than face-to-face classes. The report highlights two key areas of impact; first of all, readiness to learn and secondly, student integration in education process through flexible access to resources (Becta, 2009). In the same year it means, Toyama, Murphy, Bakia & Jones (2009) performed meta-analyzes online study courses of the US Department of Education. The perfect discovery was that students in classes with online learning (fully taught online or integrated) in rate learned more than students in the classroom through face-to-face instruction only. A year later Jeww, et al. (2010) tested Becta, use of VLE in 12 schools, which identify 12 areas of benefit from effective use. The top three the benefits were reported to have been; advanced data editing and communication throughout the school; greater parental involvement, for better information, and improved home learning support; and increased opportunities for students to learn independently and personally (page 6). Last of this was also reported by Jewitt et al. in 2011 to work because provided, inter alia, to 'enhance student choice and independence.

In summary, VLEs have a variety of studies that have reported positive results various situations. They can; to promote exposure, to embrace the needs of students, increase enthusiasm and confidence, improved learning skills, and reported above for advanced test performance.

Negative impacts of VLE

Crook, (2000); Seabolt & Arends, (2000) and Muirhead, (2001), all present details of note that web-based commands do not allow for social and emotional support communication that takes place in traditional classrooms. 2001 Piccoli, Ahmad, & Ives compares, using a long-term testing design, classes that are taught to use VLE have categories led by traditional teachers. They did not find any significant differences in the practice of learning between places. However, participants in the VLE team reported that they were less satisfied with the learning process. Robertson and Clotz (2002) agree and insist that students study online environment that lacks the opportunity and benefits of structured dialogue and a social concept formed in a traditional

classroom setting.

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In a report by Open University, UK, Motivation and mobile devices, Jones and Issroff (2006) suggest six reasons why using VLE can be encouraging for students:

- Learning management - learners can describe the tasks and activities they do they wish to participate, take responsibility for their learning.
- Ownership - increased access to technology has encouraged growth participation. Opportunity to learn informally in time, place and speed consensus is very encouraging.
- Contextual learning - access to resources and information in the appropriate context for being able to share it with others.
- Continuity between conditions - VLEs offer increased opportunities for constructive evaluation and feedback leading to benefits in terms of maintenance and success.
- Fun - learning online can be associated with 'fun'.
- Communication - communication and collaborative learning, e.g. use of forums, chat and email chat and feedback. Crook (2000) suggests that working with other people, given appropriate conditions, to itself is motivating.

The conclusion

Art research supports research questions and supports part of said ideas. Evidence suggests, but is not conclusive, that the use of VLE contributes to student achievement, that the use of VLE is encouraging independent learning, and that the use of VLE increases students motivation to read. However, no research available has taken the UK sixth form college placement. The next section reports on the many surveys that have been conducted combine data to test these ideas in such a context.

Citation:

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Students View Survery

Before the study went 'live' the internet driver was randomly conducted a group of first-year educators has been selected. Consequently the words of one question say amended. The questionnaire is made up of two sections. First, questions 1 through 5, used closed, multiple choice questions asked who responded to their use of Moodle. Second, questions 6, 7 and 8,

were asked closed questions linked to three RQ topics. Each question contained of less than four questions in which respondents selected a point on the Likert scale.

(Strongly disagree 1, Disagree - 2, Disagree and disagree - 3, Agree - 4 and Strongly Agree - 5). The total score in each question is 6, 7 and 8 respectively from a total of less than four questions. Neutral answer i.e. 'disagree or disagree' is rated 3 so any value added to results are higher than neutral (3), e.g. 3.4, means the size of the agreement.

All results of the questionnaire were unknown and students were notified before completing the survey. An information sheet was provided to the students at the time of reading and was available on SFC VLE. The completion of the study was considered as informed consent for the data to be used in the study. The study was 'Open' to complete two weeks and group instructors have been requested encourage completion to ensure that a sample large enough is obtained.

Data presentation, analysis and discussion

Within two weeks 248 applied questions were completed (155 women and 93 males) representing a 38% response rate from the 650 second set students of the year. Of these respondents 75.8% had access to VLE without any problems, 20.6% had 'some' problems and 3.6% were not trying to reach them Moodle. About the use of SFC Moodle as an integrated student component study, 43.2% of respondents (63 women and 32 men) use Moodle for less size and 35.9% of respondents (49 women and 30 men) use the larger Moodle size. A minimum of 4.1% did not use Moodle at all. 13.6% used Moodle on a very small scale, while 3.2% use a very large Moodle size. Data for coping with reading thinking In the next section each of the research questions is discussed. First table (below) presents the overall results of the question 'Does VLE use best a positive impact on student learning? '(RQ1). Description of all four questions

A typical test of Teodora Aleksieva. Results found

How important is VLE for you?

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

Extremely important	20
Not very important	6
slightly important	3
Not at all important	2

What are you thinking are the advantages of VLE?

A. efficient time B. cost effective C. online tutorials D. personalized learning

efficient time	8
cost effective	8
personalized learning	6
online tutorials	9

What devices do you use for the education?

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

Laptop	15
Phone	15
Tablet	0

PC	1
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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	10
2-4 hours	12
4-6 hours	5
More than 6 hours	3

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	10
Every day	10
Twice a week	7
fortnightly	4

How helpful do you find support received by the teacher while on VLE?

A. Very helpful B. Not at all helpful C. Extremely helpful D. Slightly helpful

Very helpful	19
Not at all helpful	0
Extremely helpful	4
Slightly helpful	7

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