

“VIRTUAL LEARNING ENVIRONMENT”

**DIGITAL SKILLS & RESEARCH METHOD
(BMSW4003_LON)**

**Certificate of Higher Education Skills for Workplace
University of Wales Trinity Saint David
London, United Kingdom**

**STUDENT: Denise Jillian Castro Pantaleon
STUDENT ID: 1916143
LECTURER: Suneth Fernando**

TABLE OF CONTENTS

1.INTRODUCTION.....	3
2.BACKGROUND.....	3
2.1 SERVICES.....	3
2.2 BENEFITS	3
2.3 CHALLENGES	4
2.4 TECHNOLOGY	5
2.5 RISK OF USING TECHNOLOGY	5
2.6 LEGISLATION ASSOCIATED.....	5
2.7 OPPORTUNITIES	5
3. AIMS	6
3.1 OBJECTIVES.....	6
4. RESEARCH METHODS.....	6
5. RESULTS.....	6
6.DISCUSSION	11
7.CONCLUSION	11
REFERENCES.....	12
APPENDIX.....	13

1. INTRODUCTION

The new method of learning and teaching system, using modern technology such as laptops and mobile devices, are sometimes replace the physical education by virtual learning. The teachers and students are not possible to be in the same location or preferably opted for a home base education without even using the traditional use of chalk and blackboard, it is replaced by virtual environment;

Students and teachers are the most user of this new system, though in businesses, employees and employers use it as well.

This study case is important specially to collect feedbacks, to know the benefits and improve this new design space of learning and teaching.

2. BACKGROUND

2.1 SERVICES

Virtual learning environment offers different types of services.

Teachers can teach online using technology devices that does not really necessary to go to the university, they can report to their co-teachers and head teachers about the lessons or any briefings and meetings that is necessary.

Students can save time in going to school or university especially for part timer students that needs to balance between their jobs and studies. Also offers a one to one support for teaching for some particular students that needs a special education.

Tutors or teachers are likely to respond and give you a feedback for your work quicker. Learning resources have options between using laptops, mobile phones, tablets or PC without the necessary the use of books.

Support of technology technicians are available as well if having trouble in connecting to the meetings, websites access failure or any further inquiries.

2.2 BENEFITS

For students, the materials given can be accessed whenever they want that does not require to be in the actual or face to face class. Learners can back up files from lessons materials for future needs from the system. They can choose the best schedule and course that suit them especially if balancing between work, studies and family. (Guragain, 2016)

Teachers can deliver the lessons and training courses at all the same time even if they are in different places and no matter how small or big is the quantity of

students. Materials can be also updated online with-out doing the entire lectures all over again. (Guragain, 2016).

There are less interruptions from others because sometimes there are some issues that can go off topic and time can be wasted. Teachers can go forward to next subjects if it is not related to their students. Time management is very important as virtual learning allows to choose the availability of your time to balance between jobs, kids, family or other things. (Lang, 2019)

The institutions could save money in rent for the classrooms or offices locations. It could save papers for lessons or notifications as it can be done via emails and help the environment.

2.3 CHALLENGES

Some people may find it difficult to adapt into the home-based education. Students can struggle when you have to work in a group it may be difficult to communicate and take more time as not all the team members can be in the meeting at the allocated time, so then a meeting arrangement is necessary.

Poor internet connection is one of the challenges that students can face, as virtual learning requires strong internet, therefore they fail to catch up with their classmates. Weak monitors make it difficult to follow the course management system and their studying experience can be a problem. (Kumar, 2015)

Although most of the students know how to use computers but lack of digital skills can be an issue among students today. Many of them do not know how to operate such as Microsoft words and Power point for that reason they are not able to manage their files. (Kumar, 2015)

Distractions are the one of the common challenges that students are facing like having the gadgets, favourite books or consoles around. Some of the students or teachers take personal calls during the class that results the delay of the session. (Sattar, 2018)

In traditional classes, lecturers can see the face of their students, notice the non-verbal gestures and measure their level of engagement at the same time. Therefore they can adjust their speed or method of lessons in order to make sure that everyone can catch up. (Sattar, 2018). Instructors might need to adjust their way of teaching and think about the right approach of the lessons more effectively seems in online classes, they sometimes cannot see their students faces and observe their comprehension.

Teachers that have graduated in 19th century which is virtual learning was not yet developed, they may have difficulties in using new technology.

Gadgets shortage is one the major problem of students or teachers that do not have their own lop-top or tablet, that sometimes they need to share it with their sibling or parents

2.4 TECHNOLOGY

Virtual instructors can use different software to build up their courses and gain more students. The main goal is to satisfy both the instructors and students when using the technology.

A side from the basic requirements of using computers, tablets or mobile phones with the internet connections, virtual learning uses a variety of different technologies. Some of them are specially planned and created for virtual learning courses and some are for supplementary support. (Singhal, 2018)

Videos and lessons: to make an effective video for virtual class instructors need a high standard of voice recording and editing software. Voice can be recorded using microphones and increase the quality with software. Screen recording might require so then they can use to improve the quality of the videos. (Singhal, 2018)

Communication is important, instructors and learners communicate most of the time through emails or chats in private forums. They can use Skype, Facebook, twitter or YouTube to talk in real time. Google docs can be used as well to share important documents or study materials.

2.5 RISK OF USING TECHNOLOGY

Main risks in virtual learning can be: the confidentiality violation, sometimes unauthorized party can gain access to some assets in virtual learning system, the involvement of people pretending to be students and doing the online exams or writing reports in behalf of the real students, they are all related to cheating. Author's lectures notes, exam papers, home-works, etc may be at risks that can be modified or ruin by hackers as they were given access to registered students (*Barik and Karforma, 2012*)

2.6 LEGISLATION ASSOCIATED

There is a certain law that comes with the virtual learning contracts. Some organizations will require an online contract about the restrictions of contents or time limited of using materials is required. Copyright issues are often happening e-learning, you cannot use a content unless you have permission to do so. Online bullying or other harassment are eventually happening in virtual classes, if someone is still bullied cyber bullying policies will apply. (Rainey, 2020)

Organizations should have a licensed to have permission to deliver lessons online.

2.7 OPPORTUNITIES

Several technologies that used in virtual learning is growing. Admins and instructors can now have easier arrangement of their student files, data or any other documents using the technology via computers. Also, they can easily collect feedbacks, so they can improve and support the students better.

3. AIMS

- To develop my skills and knowledge
- To improve my research method and technical skills
- To achieve any degree or diploma in this field

3.1 OBJECTIVES

- Time management in every task given in class to finish on time.
- Attend and participate in the class
- Attentive in all lectures

4. RESEARCH METHODS

According to my research, lecturers can deliver their lessons using this new system of technology. It helped me to understand what services that e-learning can provide, its convenience, what kind of technology, challenges, risks, and laws that could be associated.

Different resources such as, blog, articles, documents from websites and journals have collected. Several Ideas and concepts were compared between different authors and chosen the most relevant and recent one associating with the class lectures provided in Moodle.

Basic research of standards qualifications of learning was conducted to be able to use a software to create a survey which has ten questions related to virtual learning. This survey was given to different students, colleagues and tutors via email. The purpose of this survey was to collect feedback therefore improvements can be done in the future.

5. RESULTS

Q1. Were you given a training session to use VLE?

The majority of student's have received a training session to use VLE.

Q2. Do you have any difficulties using VLE?

The percentage of students that have difficulties of using VLE is low.

Q3. Are you regularly encouraged to use VLE?

Most students are forced to use VLE.

Q4. Do you agree to use VLE instead of face to face teaching?

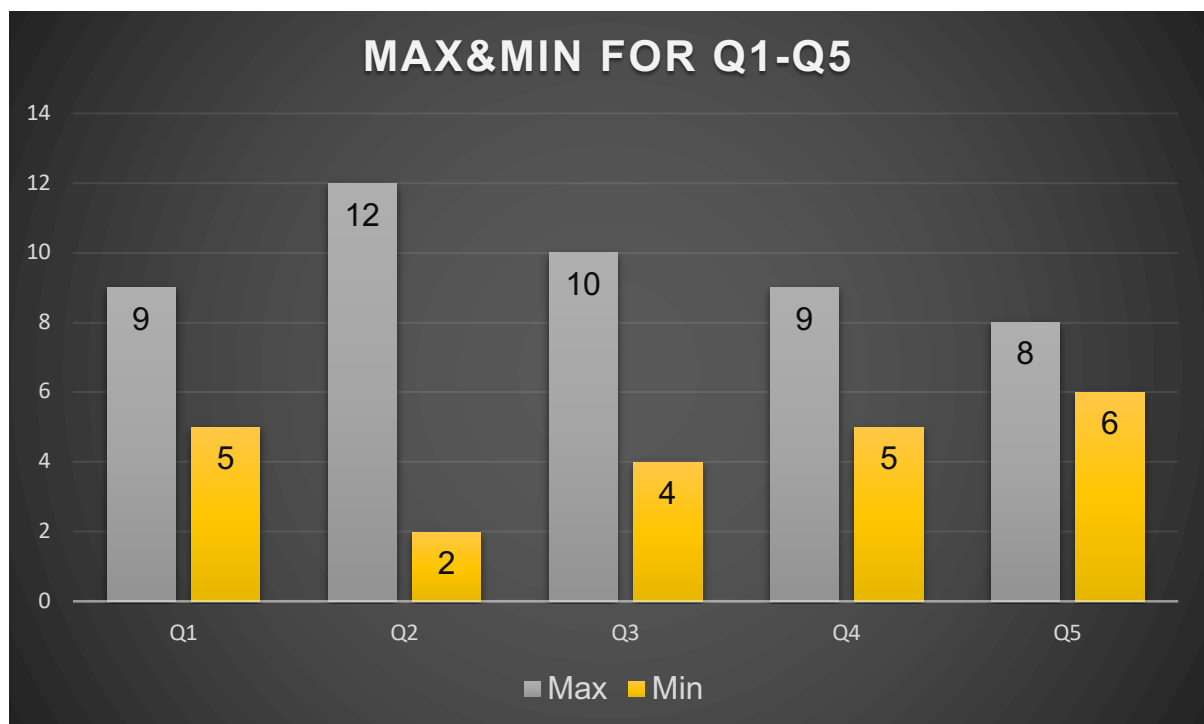
It seems that more than half of the students are agreeing to use the VLE instead of the traditional class.

VIRTUAL LEARNING ENVIRONMENT

Q5. Do you have any problems like Internet connection or having devices to access VLE?

Almost half of the students have encountered problems with the internet and devices.

	YES	N0
Q1	9	5
Q2	2	12
Q3	10	4
Q4	9	5
Q5	6	8
Total Score	48	22
Average score	9.6	4.4



Q6. How often do you use VLE for academic support?

The students use VLE very often.

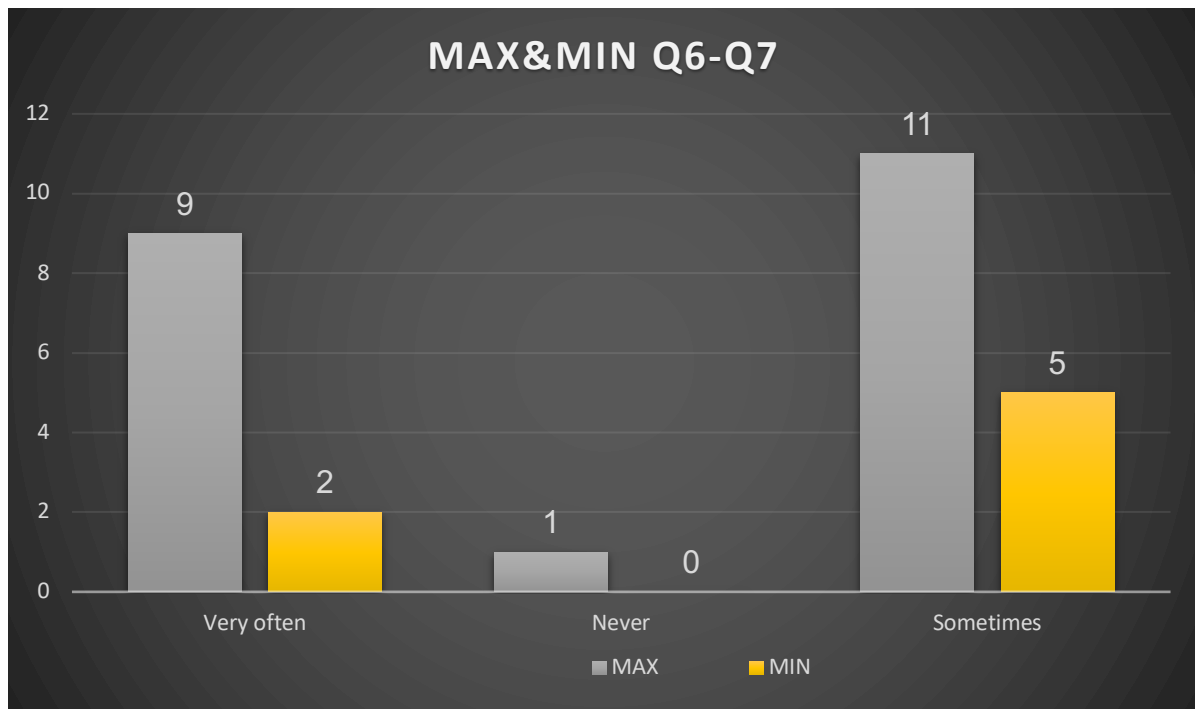
Q7. How often do you encounter troubles in using VLE?

It is rarely that students can find troubles in using VLE.

	Q6	Q7
Very often	9	2
Never	0	1
Sometimes	5	11
Total score	21	7

VIRTUAL LEARNING ENVIRONMENT

Average score	7	2.33
---------------	---	------



Q8. Please rate the improvement of using VLE.

Students mostly rated three out of five for the improvement of using VLE.

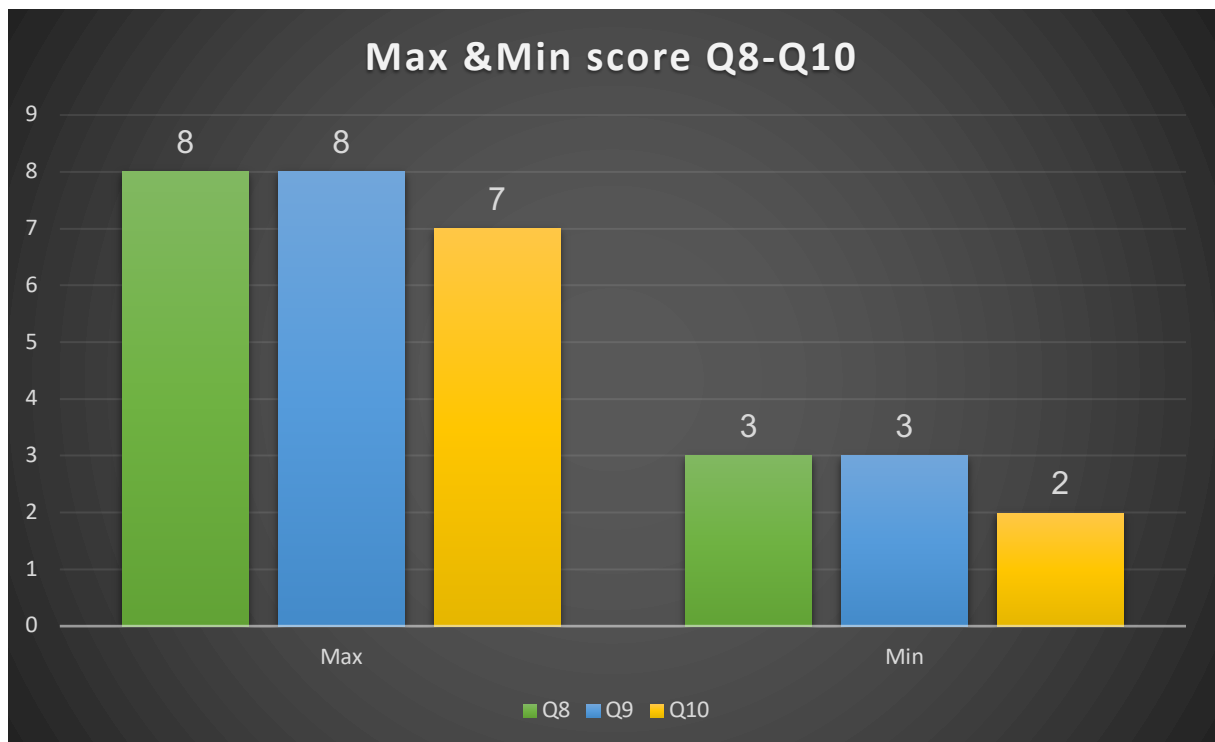
Q9. Please rate how useful is VLE for your academic studies.

Students rated three out of five of how they found it useful.

Q10. Please rate how much do you agree on using VLE rather than traditional class.

Most students are likely to not to agree that much but not disagree either. They are in the middle.

	1	2	3	4	5
Q8			8	3	3
Q9			8	3	3
Q10		2	7	2	3
Total Score	0	2	23	8	9
Average Score	0	2	7.67	2.67	3



6.DISCUSSION

Many of the students are agreed to use VLE instead of the traditional, as it is very useful for some students specially for working students or parents-students. But still some of them preferred the traditional class as the teaching are more comprehensible.

People that have difficulties in using the modern technology, internet connections and gadgets are preferred to use traditional class.

Virtual Learning Environment has a positive impact on student learning and helps develop independent learning and increases student motivation to learn.

Generally, students' feedback of the use of VLE is very positive and useful.

Being a working student-Mother of two kids, VLE is very useful specially having kids at home. Due to the pandemic, my kids do not have school therefore they need to be at home and need somebody else to look after them, VLE helped me in this case of situation. In my opinion teachers can deliver their lessons better in traditional class as some other time, some lecturers are just leading us to watch videos in YouTube and check the power point presentations. In terms of resolving issues, lecturers resolve questions quicker in traditional class rather than sending emails to them and waiting for their feedbacks which sometimes, some of the lecturers will take one-two weeks to respond.

This study case helped me to increase my skills of research, to create a survey and collect feedbacks from different kind of students. I have learned how to analyse their responses and especially how to create charts in excel, as I have never done it before.

7.CONCLUSION

Virtual learning environment has a different impact on students depending on their situation. It could be helpful in a certain situation, but the same time can have a negative impact. Generally, majority of students have given a positive feedback to the use of this kind of platform.

REFERENCES

Barik, S.K., (2012). Risks and remedies in E-learning system. *International Journal of Network Security & Its Applications (IJNSA)* , January, Volume 4, pp. 52-54.

Guragain, N., (2016). E-Learning Bnefits and applications. pp. 7-8.

Kumar, S., 2015. *5 Common Problems faced by students in elearning and how to overcome them*. [Online]

Available at: <https://elearningindustry.com/5-common-problems-faced-by-students-in-elearning-overcome>

[Accessed 06 July 2020].

Kumar, S., (2015). *5 Common Problems faced by students in eLearning and how to overcome them*. [Online]

Available at: <https://elearningindustry.com/5-common-problems-faced-by-students-in-elearning-overcome> [Accessed 06 July 2020].

Lang, R.,(2019). *Engage in learning*. [Online]

Available at: <https://www.engageinlearning.com/faq/what-are-the-advantages-and-disadvantages-of-elearning/>

[Accessed 05 July 2020].

Rainey, J., 2020. *Findlaw*. [Online]

Available at: <https://education.findlaw.com/education-options/what-you-need-to-know-about-elearning-and-the-law.html>

[Accessed 08 July 2020].

Sattar, E., 2018. *Training Industry*. [Online]

Available at: <https://trainingindustry.com/articles/remote-learning/4-common-challenges-faced-by-virtual-instructors/>

[Accessed 06 July 2020].

Singhal, A., 2018. *training , the official publication of training magazine network*. [Online]

Available at: <https://trainingmag.com/tech-requirements-e-learning/>

[Accessed 7 July 2020].

APPENDIX

The image shows a Google Forms interface for a survey titled "SURVEY ABOUT VIRTUAL LEARNING ENVIRONMENT (VLE)". The form is titled "Formulario sin título" and is located at "docs.google.com". The survey is currently in the "Preguntas" (Questions) tab, with "Respuestas" (Responses) showing 14 answers. The survey is titled "Virtual learning environment feedback". The survey contains three questions, each with two radio button options: "Yes" and "No".

SURVEY ABOUT VIRTUAL LEARNING ENVIRONMENT (VLE)
Virtual learning environment feedback

Q1. Were you given a training session to use VLE?

☐ Yes
☐ No

Q2. Do you have any difficulties using VLE?

☐ Yes
☐ No

Q3. Are you regularly encouraged to use VLE?

☐ Yes
☐ No

docs.google.com

Formulario sin título

Preguntas Respuestas 14

☐ Yes

☐ No

Q4. Do you agree to use VLE instead of face to face teaching?

☐ Yes

☐ No

...

Q5. Do you have any problems like Internet connection or having devices to access VLE?

☐ Yes

☐ No

Q6. How often do you use VLE for academic support?

☐ very often

☐ Never

☐ Sometimes

?

docs.google.com

Formulario sin título

Preguntas Respuestas 14

☐ Sometimes

Q7. How often do you encounter troubles in using VLE?

☐ very often

☐ Never

☐ Sometimes

...

Q8. Please rate the improvement of using VLE.

1 2 3 4 5

Low ☐ ☐ ☐ ☐ ☐ High

Q9. Please rate how useful is VLE for your academic studies.

1 2 3 4 5

Low ☐ ☐ ☐ ☐ ☐ High

Q10. Please rate how much do you agree on using VLE rather than traditional class.

?

VIRTUAL LEARNING ENVIRONMENT

docs.google.com

Formulario sin título

Enviar

Preguntas Respuestas 14

Low 1 2 3 4 5 High

Q9. Please rate how useful is VLE for your academic studies.

Low 1 2 3 4 5 High

Q10. Please rate how much do you agree on using VLE rather than traditional class.

Low 1 2 3 4 5 High

Q11. Please give an opinion on the general use of VLE.

Texto de respuesta corta