

Research report:

Impact of Virtual Learning Environment

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Introduction

The Virtual Learning Environment is an online system where instructor and student and colleagues are interacting from different spaces, where the process of learning are based on the applications, multimedia resources, tools etc. which can be accessed anywhere and anytime (Hamutoglu, 2019).

This research seeks to investigate and stimulate students in using various information and communication technologies in the process of studying and to provide an understanding of the factors which contribute to self-efficiency and self-regulatory learning. The propose of this study was developed in the following sections: History of VLE, Objectives, Methods, Results of studied case and Discussion. Despite these outlined, Goleman (2014), expected that using online recent and previous information from the Moodle, handbooks, are expecting to create a motivating and experimented staff and are expecting to be preferable for both parts (cited from Hamutoglu et al).

The final section provides a general discussion about results and how effective was this research for students by measures applies strategies from the Moodle for them. In consequence, the students are interviewed by the following three factors: level of use, benefits, and satisfaction of UWTSD Moodle. Consideration of the underlying factors it is believed that by using the opportunity of accessing Online base support for students and lecturers aims to perform the process of learning/teaching.

Literature review

Current literature often presumes that Computer language learning appeared in 1970 (Eren, 2020). Subsequently, the VLE Model has introduced in Universities as a course of 'Introduction in Perception' (Stricker, Weibel and Wissmath, 2011). The principles of the theory are to introduce in the process of studying self-regulatory learning (SRL) and (SEL) Self-efficacy learning (See appendix 1).

The approach has been discussed by a range of authors including Saade, He and Kira which demonstrate a closer connection between perceptions and motivation in SEL. Therefore, they are proposing to follow metacognitive strategy: technology (the ability to use IT skills), interaction (between student-instructor) and control (SRL) (Piccoli, Rami and Blake 2001). In consequence, if the students are motivated, they are choosing their criteria of learning for increasing their specific temperament/interest, performance, organization and learning from errors/SEL (Esnaashari, Gardener and Rehm, 2020).

Before the discussion on the significance and further issue of VLE for UWTSD students, can be extended the theoretical grounds for VL. Applicability of this concept had determined a range of advantages: that help them to increase time management, choose sources, discuss it, summarise, paraphrase, reference it and explore it in social life (Seet and Quek, 2010). As an example, which plenty confirms those said above represented Iranian students from the University of Wisconsin where 80% of them are plenty satisfied for the virtual learning courses (Yaghoubi et al 2008). A light of said above academicians compare students who used/did not used VLE in their process of studying and observed students who used VLE get a better final mark to exam and vice versa, students who did not use it had a low mark (Stricker, Weibel and

Wissmath, 2011). Alternatively, Campeau and Higgins believe that 'students who using VLE are increasing their psychological confidence and progress quicker' (cited from Esnaashari, Gardener and Rehm, 2020).

However, not all the authors agree that VLE has an efficient result for student's learning. Some describe a different approach in which is hard to maintain motivation, personal and social development (Dilmaghani and Noory, 2003). Therefore, Iranian society takes the perspective that using VLE some of the factors are decreasing the result: inability to understand students level of comprehension, technologies issue for the Moodle, inappropriate content, reducing of social and cultural interaction in process of studying (cited from Yaghoubi et al, 2008). In consequence, they are suggesting for users of VLE to combine their hypothesis in practice.

The research discussed in the following sections take the question of SEL and SRL in UWTSD through combining virtual and face to face learning and develop their knowledge in different interactions: teacher-student, student-student and student-resources. To give an illustration of the efficacy of VLE it is veridical to speak in primary data about UWTSD tools and how students are using online data in the processing of learning. In view of improving student's knowledge and needs, UWTSD Moodle is proposing the following topic: administration, communication, assessment, and resources, are subdivided by Home, Agenda, My HWB, Library, Preferences, Messages, Profile, Turnitin etc. (Kanimozhi, 2018). This suggests that UWTSD students have an opportunity to design their knowledge by control, conceptualizing and have opportunity to choose the necessary tools for increasing their result, according to their style of learning, writing and professional interests (see appendix 2 Winne and Hadwin's Model of SRL).

Aims:

- To provide the effectiveness of VLE.
- To provide a familiar VLE for UWTSD students, London Campus.
- To develop and evaluate the awareness of the UWTSD students in Digital Learning Environment and transform it into knowledge.

Objectives:

- To orientate with a range of information for developing digital skills.
- To clarify the benefits of using UWTSD Moodle for SEL and SRL.
- To determine the level of utilization UWTSD Moodle.
- To identify the benefits of using VLE for personal development.
- To identify the advantage and disadvantage of using UWTSD Moodle from a student point of view.
- To identify the students' needs and expectation.
- To analyse the efficiency of using VLE for students learning.
- To evaluate the results of UWTSD Moodle usability and satisfaction.
- To evaluate if the expectation of the study is corresponding with the results of the research.

Methodology:

To examine online tools is relevant to create an efficiency questionnaire which motivates and increasing success of learning. The data from this research was conducted to get the feedback from the students referring to experiences of using online UWTSD Moodle. This secondary research was developed to collect necessary quantitated and qualitative data for the purpose of developing digital skills, collaboration, and communication skills. The questionnaire was sent to UWTSD students' for researching the level of usability, provide benefits and identify satisfaction of Moodle structure.

Before going on to explore the level of engagement and efficiency of using Moodle it is important to create a topic of quiz. In the following findings will be structured three Likert-type Scales (James and Lee, 2011). The review was based to collect the necessary data for approving the visitor feedback. Therefore, the questionnaire followed three areas of research: 1. The grad of usability (yes/no). 2. Benefits of using UWTSD Moodle, extremely familiar -5, very familiar -4, somewhat familiar - 3, not so familiar - 2, not at all familiar -1. 3. Satisfaction and accessibility, from extremely satisfied - 5, very satisfied - 4, somewhat satisfied - 3, not satisfied - 2, not at all satisfied - 1.

Through the questionnaire it is generally claimed the level of engagement, understanding, interpreting, and evaluating the knowledge with reference to the topic discussed. The strength of such an approach is that interviewees can conceptualize and self-evaluate their skills and regulate it towards as expected. In consequence, firstly they conceptualize the level of personal using of the UWTSD Moodle and reveals a personal view about the accessibility of Moodle for him. The second part of the questionnaire aims to provide an amalgam of opportunities presented in Moodle which providing an efficient environment for learning. The thirty part of the quiz is aimed to identify the level of student's knowledge about Moodle content, structure and the last provide a suggestion for increasing self-regulatory learning.

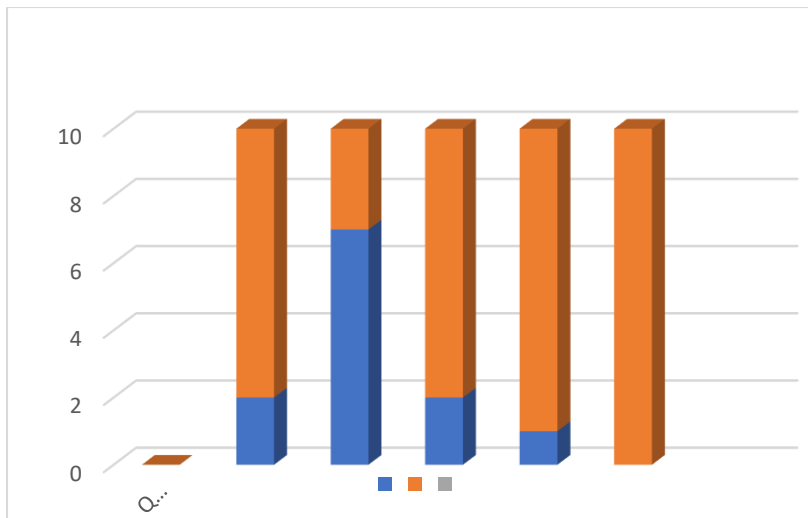
Results:

According to investigation for UWTSD students were detected two types of students: satisfiers and dissatisfactions of using VLE. During the investigation, the students expected not to be very receptive for answering the questions. Therefore, it

was collected the data from 10 students which using the UWTSD Moodle and are more satisfied with it. Consideration of the underlying factors is shown in the following charts.

The level of usability

Questions:	Response (Yes)	Response (No)
1. Do you use more than three time per week UWTSD Moodle?	2	8
2. Did you have some technical issues when you used the UWTSD Moodle?	7	3
3. Did you take you more time to find what you were looking on Moodle?	2	8
4. Do you have any idea/any change for suggesting efficiency of using UWTSD Moodle?	1	9
5. Would you like to access the UWTSD Moodle after you will finish the course?	0	10

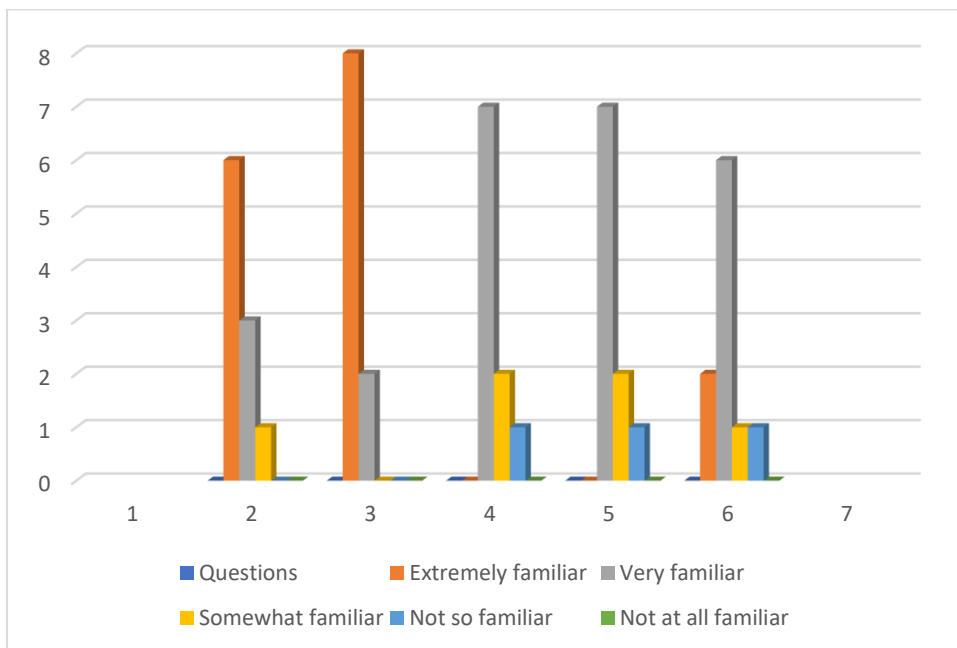


Benefits

Questions	Extremely familiar	Very familiar	Somewhat familiar	Not so familiar	Not at all familiar
1. I can use the UWTSD Moodle in any time and place.	6	3	1	0	0
2. I can use the UWTSD online Library.	8	2	0	0	0
3. UWTSD Moodle are provided with multitude of resources, communication, administration and	0	7	2	1	0

assessment tools.					
4. I can download, print and share the educational materials.	0	7	2	1	0
5. I can retrieve the information from the Moodle later.	2	6	1	1	0

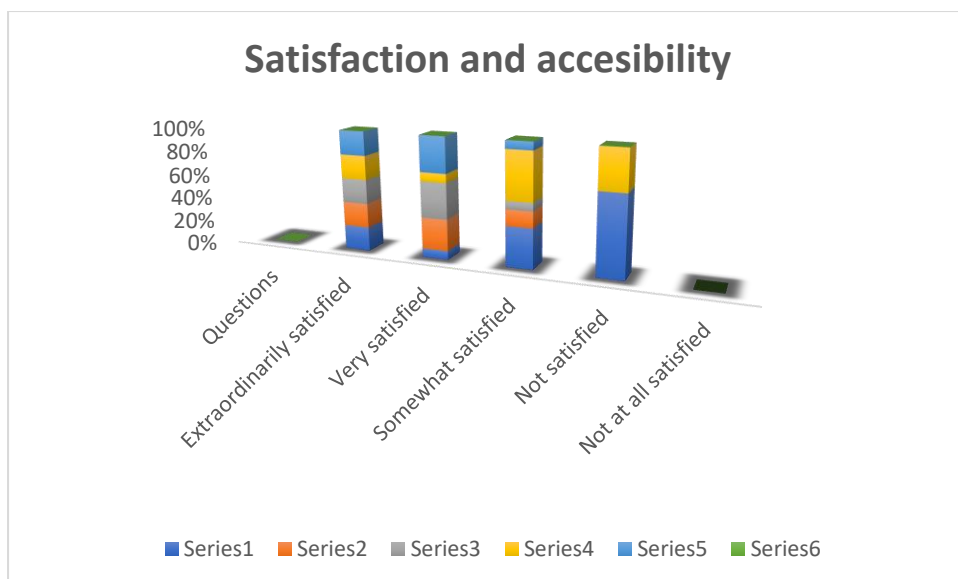
Benefits



Satisfaction and accessibility

Questions	Extraordinarily satisfied	Very satisfied	Somewhat satisfied	Not satisfied	Not at all satisfied
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1. The Moodle tools is easily opening.	1	2	5	2	0
2. The information proposed on the Moodle support me to write the assessments.	1	7	2	0	0
3. The information is complete, correctly structured, and organised.	1	8	1	0	0
4. The instruction from the Moodle pages are well provided.	1	2	6	1	0
5. The videos and image from this Moodle are efficiency for my self-efficacy and self-regulatory learning.	1	8	1	0	0



Discussion:

The understanding generated from examined strategies mind accordance with level of usability, benefits, and satisfaction of VLE. This review aims to provide an understanding of the VLE role in nowadays life and contribute for creating comfort in learning, curiosity, and efficiency for students. That aims to be a central argument for despising and motivating students to use UWTSD Moodle. It is outlined demonstrate that VLE have a positive impact in process of SRL and SEL.

It rapidly become clear that the satisfiers are students which learning content by itself, using proposing teaching methods/advices and dissatisfiers is users who expecting instructional contribution for creating a good level (Youn et al, cited from Hamutoglu, 2019). Consideration of the underlying factors demonstrate that students who are not available to use the UWTSD Moodle are dissatisfied. In this context UWTSD Moodle are aims to stimulate students in learning through different tools set and strategy and make them choose their structure, content or organisation for self-

report according to their level of knowledge and motivation (Dabbagh and Kitsantas cited in Esnaashari et al, 2020).

Inherent to this conception is the understanding that self-regulatory and self-efficacy learning can be approached by accessing firstly information from Moodle, avoiding doing multitasking, creating an efficient time by planning monitoring self-evaluation by consulting a moderator, prioritising their tasks etc. (Lynch and Dembo, 2004 cited in Alghamdi et al).

A statement above indicates that students' needs, and expectations are provided and encourage them to be confident in the process of using Moodle. It is seeming that using Moodle resources, solve the problem in team, let students to learn from failure and experiments can be create an efficiency virtual learning environment (Metin, 2017). To put it more simply, VLE are supporting learning progress by increasing self-control, socialising, evaluate and motivate students to apply and progress their personal digital skills (Esnaashari, Gardener and Rehm, 2020). The broad implication of the present research is that VLE have led increased the productivity of learning, time management and team- working. It was found that uses evidence creating an efficiency mood for developing digital independence, collaboration, communication, discovering originality and analytical thinking in academic assessments.

Conclusion and recommendations:

The current research is a debate about satisfaction and dissatisfaction of using UWTSD Moodle. More generally, these basic findings are consistent with research showing that VLE aims to be an indispensable source of SEL and SRL in nowadays

life. Evidence found that for determine, evaluate, and progress their work the student's mind use UWTSD Moodle.

Therefore, a wider database examined and illustrated the benefits of using VLE for personal development, founding information and collaboration between staff. The paramount concern that UWTSD Moodle is efficiently for assessment writing, students' needs, and expectation. It is outlined demonstrating that using online information as tools of learning, handbooks, contact information for staff, download and share the information are expecting to make the work easier for students, and teachers.

The future research is proposing progress and discuss iSocial naturalistic practice, how the apps help them to collaborate and improving academic skills in pears and construct something together.

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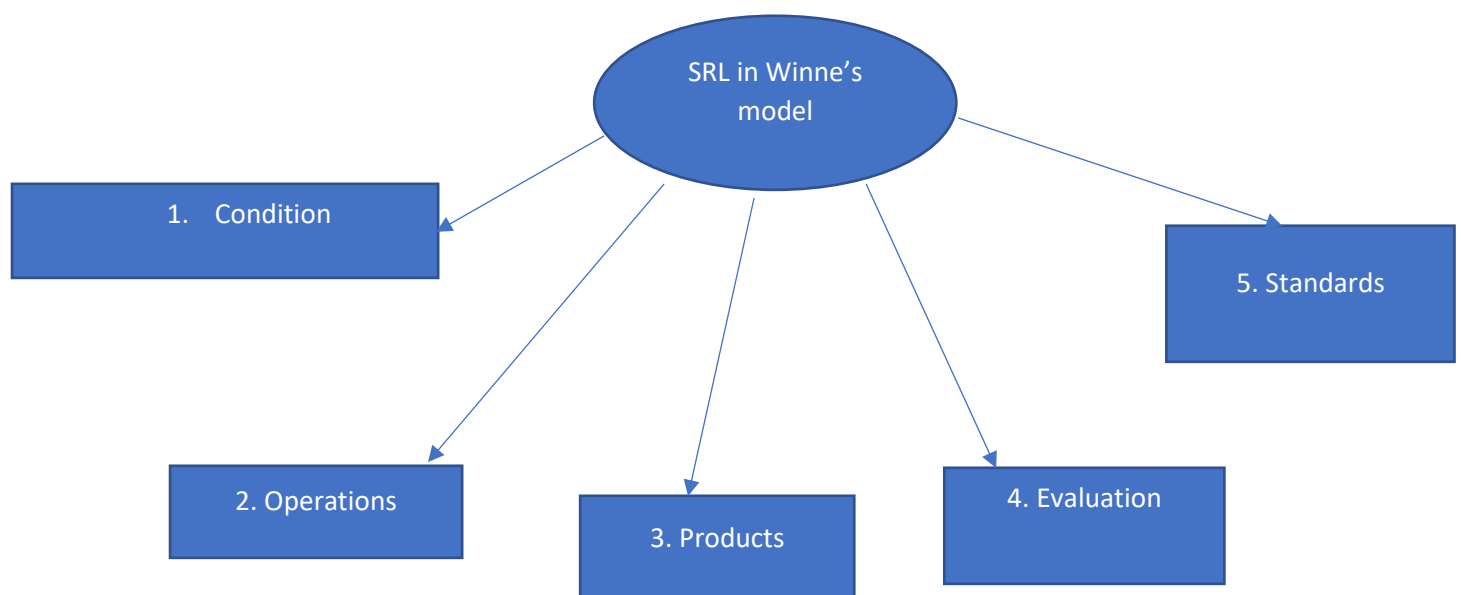
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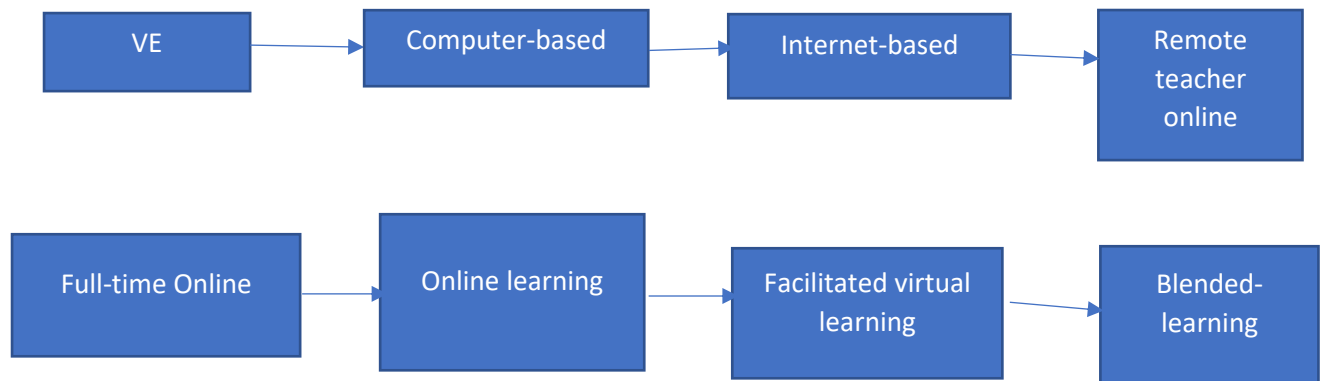
Appendix 1:

Referring to the Winne's model, students are involved to following the conditions how they consider for increasing their learning. Therefore, according this model students are using cognitive, digital and physical competence for operating, creating and evaluating their self-reports (Esnaashari et al, 2020).

Appendix 2:



Type of VE:



(Kazimozki, 2018)

Appendix 4:

A notified support for learning has led 3D Collaborative Virtual Learning Environment (3D CVLE) (where people are interact/communicate with objects and after that face to face. Furthermore, this model achieves youth people with Autism Spectrum Disorders and students to learn social skills, being motivate for learning (Wang et al, 2015).

Winne and Hadwin's Model of SRL

