

DSR Assessment 2
Individual Report
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Methods
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- But virtual learning environments (VLEs) are found in a multitude of sectors, typically for the delivery of instructional material or as a tool for communication.
- An online survey into learning environment usage by English Sixth Form College students from Year 2 to Year 6 has been carried out by 248 of these students (SFC). A survey tested the claim to investigate the reported effect of Moodle on education, and was done using the VLE (Moodle)
- Beginning of expression
- An open source web-based learning and teaching tool (or teaching) environment is developed to help students and teachers develop their skills and capabilities through web-tools and web-based on existing (software) resources (JISC). Students using a VLE can be asked to either do something in class or at their own pace while away from school, they may contribute to group discussions on the same topic that are timed or asynchronous, depending on their interests (JISC, 2009b).
- A review of the literature finds that indicates that use of a VLE affects achievement by students by increasing their desire for self-directed learning, helping them think outside the box, and increasing their motivation (JISC, 2008). To elaborate on this, this study, there was also a study conducted in a specific, a London-based university (LUSC) English sixth form college (E6), which was suggested by the aforementioned claim that previous findings were erroneous. That study offers a portrait of students' experiences and thoughts on the utility of a VLE. This study offers recommendations for teachers and instructors about the VLE based on their reactions.
- the literature-based VLE application

- They had a study done on the utilization of virtual learning environments (VLE) in a social work education environment by Wernet Olliges and Delic (2000) in which they interviewed two groups (one undergraduate and one doctoral level) of students. the study investigated whether technology-oriented instruction disadvantaged women and older people who were less traditional expanding data revealed that students in the graduate program were more interested in using technology for learning, with the exceptions of those that had no computer access to a library resources. expanded on non-traditional social work students; student exposure and accessibility (Wernet et al., 2000).
- an Expanding on the earlier research done by Wernet et al., Doch, and Cameron (2001), other research followed in which was developed to produce a on an enterprise tool for company research that is only available to those with good proficiency in Virtual Learning Environments. A study on the effect of a VLE on students' enthusiasm and capacity revealed that students demonstrate a greater desire to learn when they use it, and with vigor. providing graduates the opportunity to grow (Diochon & Cameron, 2001).
- studies discussed further how grade inflation influences grade cutoffs in exams and the average GPA.

- As a result, there is some evidence for VLE having benefits in a variety of areas of studies. They can: raising awareness of local values, promoting reflection, soothing students' nerves, increasing their enthusiasm, and improving their ability to learn are all outcomes of the principles of the schoolwide approach.
- Some analysts, such as Crook, (2000) and Muhead, (2001), state that a web-based environment does not support the social and emotional interaction that occurs in conventional learning settings. Longitudinal experimental classes were compared to the following year, by Piccoli, Ahmad, and Ives, in which the results of these were gleaned using an experimental classes. They did not discover any substantial differences in outcome with regard to the environments. Additionally, however, participants in the VLE described their learning experience as being more dissatisfying. as explained by Robertson and Klotz (2002) and posited by them, there is no opportunity nor benefits for online learners to receive in a traditional face-to-face classroom setting and a well-defined dialogue or sense of community.

- recently in a survey of teachers (who had Internet-connected school lice anywhere from 92% to 6Read, Frey & Littlefield, 2013) revealed that VLE is only rarely employed for instructional purposes with a view to use collaboration resources for work and workstation homework; it is almost exclusively used as a tool for collaboration with students. Training was identified as the key reason for staff inefficiency. While this study does not take into account students' opinions, it offers some food for thought about why virtual learning environments may be counterproductive to learning. a study of the effects on the academic achievement of Demian and Morrice (2012) that had followed undergraduate students all the final year of their studies. with [all the VLE has to do is] is] benefit students as least as possible academically. In truth, nothing can affect students' abilities or results significantly slow their progress (p.17). On the other hand, none of these trends was statistically important.
- Prior to that, the next part, the question, answered the query 'Does the use of a VLE result in a positive (or negative) effect on the learning experience for students? It is concluded that evidence may be contradictory and dependent on the latest evidence. This section reviews the experimental findings with regard to R2, "Does using a VLEs aid in enhancing students' ability to learn for the purpose of achieving long-term retention?" This third research question regards "students"-related variables and the amount of motivation they have to learn, such as what VLEs have been shown to do.
- With regard to independent learning and students' motivation, the results of VLEs are difficult to overestimate.
- For further research, Hilt interviewed a total of 132 high school students, including 132 who took online courses, all of whom took face-to-face courses, about their impressions of their academic experience in New Jersey and 92 from post and conventional questionnaires. outcomes in a virtual learning environment approximately 55% of the number of participants claimed their involvement was increased due to others' postings

- of why using VLE may be important for students: 1. Use of VLE improves self-building skills, and the development of life skills by encouraging students to express their ideas and explore interests (Expand: Motivation and mobile devices; cited in Owens et al., 2006)
- students have control over the projects and events that they want to be involved in, as well as their learning
- Ownership has led to increased access to technologies, which has led to increased participation. the ability to learn about something on one's own terms, at a time, at a location of one's own choosing, and at one's own speed is extremely alluring.
- Findability is enhanced by everyone's ability to add resources and knowledge, whereas reachability is only accessible to those who participate in learning
- Formal structure across contexts - Formal appraisal in VLEs and support for acquisition leadability yields a wealth of benefits on both retention and achievement.
- relationships with a sense of exploration, personal growth, and teaching or being able to teach
- Asynchronous conversation and input techniques, such as forums and emails for sharing feedback (Helping) gives you self-esteem when you are dealing with others you whom you find you and see yourself as valuable and worthwhile as you see others valuable and worthwhile.
- Lasting Conclusion
- Empirical analysis answers some of the questions and, and serves as a source of help for the hypotheses. Evidence seems to show, but doesn't prove, that VLEs have an effect on student achievement, that using VLEs is helpful for independent learning, and also that being able to function on their own results in increased motivation In reality, no existing research studies examined a UK high school in the context of a sixth form college environment. The subsequent section reports a quantitative research to see whether these hypothesis is valid in such a specific circumstances.
- Evaluation architecture and methodologies
- More quantitative work was done using an e-Q questionnaire (Survey Monkey), and an interpretation of the results was performed in the form of Excel. The questions are grouped around three primary topics, thematic, each of which was concerned with a particular research question: (appendix one). The entire year two-year student body at SFC was contacted and all 650 of them were asked to participate in the survey. by groups of people who volunteered the time to support it and conduct the survey in groups or in their spare time. to find out the smallest representative sample size that will serve to reflect the population (confidence level 95 percent). The sample size was increased from 22 to 242 in order to obtain 37% of the responses required for inclusion in the data set.
- Three research questions (or tasks) issues (RQ) were considered:
- From an education point of view, does the use of a VLEs (virtual learning environment) help learners?
- using a V give any advantage?

- pre-pre-trial tests were done with a randomly chosen first-year teacher from the student population before the online survey was 'installed' The wording of one question was altered in order to reflect these new findings. The questionnaire was written in two parts: one describing specific behavior and the other dealing with general background data. respondents in the first section of the questionnaire were asked to answer single, multiple choice questions on Moodle Most importantly, query 6 inquired about expanding topics like RQs 6 and 7 and 8 were inquiring queries that did not search for something. Each survey question had four options. People were asked to choose the option that most closely approximated their personal feelings and desires on a Likert scale.
- Strongly disagree, accept, disagree, agree: You really have a lack of faith in yourself? I disagree. No, I lack faith in myself. six points are determined from the total of four questions, seven points for questions one through four, and eight points for the four sub-questions. For example, an aggregated result such as "neither agree nor disagree" was rated 3.
- Students were made aware of this before completing the survey, which allowed them to answer the questionnaires honestly and all answers were anonymous. There was an information sheet distributed to the students during tutorial time of the day and it was on-hand in the SFC. With the conclusion of the survey, participants consented to allow data to be included in the research. to urge the survey participants to complete the survey as quickly as possible, in order to ensure a representative sample was obtained
- use of presentation, interpretation and discussion of data
- This cohort had 38% participation in the two weeks with a participation of 155 female second-year survey participants (252 survey participants), who completed the surveys (93 women) within the given two weeks and had a 31% response rate of the survey respondents were able to get into VLE with minor challenges, substantial, and severe difficulties; of these, 83.8 percent had made some attempt to get entry, 3.6 percent had no intention of getting into VLE, and 17.6 percent were working hard at it 32. Specifically, with regard to the use of SFC Moodle integration as a part of education, 63% (or 43.2% of the respondents) use it as part of smaller groups of students, and as opposed to the population as a whole, there is a much larger population, a smaller percentage (i.e.e., 32.9%) is making use of Moodle as a standalone learning tool. There was a mere 4.1% expansion of users on the administration training course who failed to make any use of Moodle. For a variation in frequencies, 3.2% used Moodle, with a moderate level of usage the entire population did everything 13.6% used it while 13.6% used it, while some didn't use it as much

Conclusion:

- In conclusion I would like to say that learning online is easiest than going to study at University and we should be grateful for possibility to study online as many students due to covid they don't study. The spread of online education has had a positive effect on the lives of students and working professionals. Students have the ability to take extra classes, internships, jobs, or something else that is convenient when their studies don't keep them from doing so. Online education is helpful for faculty in that they are able to give some of their material over the internet and allow students to learn at their own pace and still keep their class structures relevant. Since the internet lets faculty members devote more time to communicating with their students, it, the online survey enables them to be better prepared to communicate with students. Though students can get content quickly online, quality of education has been dramatically enhanced because of the numerous websites that offer self-expandable notes, papers, and the ease of referring to them. The growth of online education is good for students, but more so for practitioners and organizations in the expanding availability of tools makes it easier to provide a wide range of online learning opportunities for them.