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Introduction

In the following report, I will present the effect of online learning on students, compared to on campus learning, through a series of quantitative and qualitative data. Firstly, in order to illustrate the results of my questionnaire, 2 different graphs at the end of this report will be shown. Secondly, in order to make sure this is a representative research, secondary data will be gathered through research. This will overall show a better view of the findings, making it easier for the comparison to be made and a conclusion to be set.

Methodology

In this report I will discuss the impact of Virtual Learning Environment on students, in a primary and a secondary investigation. To begin with, the way in which I have gathered the primary data results is through the online environment. My primary data was gained strictly from students studying at Trinity St Davis, university of Wales via their outlook emails. This is because due to the pandemic, surveys are much safer to be conducted online. By using an online survey not only we avoided person contact and decreased the chances of spreading the virus but also saved time. The method used in order to generate my final results was rather easy. The first step I took in order to gain my results is the making of my survey where I have come up with 8 questions. I have created this survey containing the questions about virtual learning using excel. Secondly, I have sent this survey to all my classmates, via outlook and waited for each of their responses. After gathering all responses I have inserted the results in a table

through excel. Using this table I have generated graphs illustrating the results of the survey. Furthermore, the secondary investigation method was done by reading online articles about the impact online learning has had on students. In order to ensure there are no ethical issues within the carried out research, in my method, I will ensure the confidentiality of every participant of the survey.

Primary data analysis

In my questionnaire I have used 8 questions linked to virtual learning. To have an idea of the age groups in my survey, the first question asked was what age group my sample belonged to. 8/15 of the answers were for the 18 to 30 age group, 5/15 for the 30 to 45 and 2/15 in the 45 to 60 age group. These results have shown that our sample is around middle aged adults. The second question was mainly asked in order to see if the social life of students was affected by virtual learning. 100 % of the answers were yes. This means that this aspect of a student's experience was negatively impacted. The third question was related to the quality of teacher help available. 100 % of the answers were yes, meaning virtual learning did not affect teacher's availability. This makes sense as at our university, Trinity St Davis, university of Wales teachers make it extremely easy to approach them, via email or during the lessons. The fourth question is about the impact of virtual learning on teamwork, to which 100% of the individuals answered it has negatively been affected. Online learning has made it more difficult for students to communicate, making teamwork harder, comparing it to in person classes

where group work would be done in class, students are now forced to carry teamwork out on social media platforms such as whatsapp. This is challenging as not all students usually reply, are active or show interest in communicating, leading to the work being not fairly split in the group. The fifth question was directly addressed on online learning versus campus learning where the results were nearly evenly split, only one voted more for the campus learning being better. This shows that in some circumstances, people do prefer online learning. Furthermore, this has been further investigated in the following question, which asked if the consistency of learning was badly affected by online learning or not. Interestingly, 10/15 votes were yes. This means that the majority of people find virtual learning to decrease their learning capability. This is significant as it contradicts the previous vote meaning even though the learning became less or worse, some people still prefer online learning, possibly because of various different personal reasons, outweighing their quality of learning. The seventh question, based on if students spent more or less time studying than when the teaching was on campus, was answered with 10/15 yes votes. This means that individual work time per student has increased. This does not imply that the quality of learning is better but rather, from the previous answered results it can be concluded that students are struggling with learning, increasing the time of studying by them studying harder but not smarter. To conclude my survey the last question asked was if online learning was better than on campus learning for student's personal lives. This was finally answered with 11/15 votes for yes, showing that online learning has generally, according to the students of Trinity St Davis, university of Wales has had a negative, bad outcome on their learning and lifestyles.

Secondary data analysis

From my personal research I have determined that in general, online learning has a worse impact on students whereas, on the other hand, it positively affects institutions. This is because online learning costs institutions less than the face to face approach. This is mainly due to the fact that compared to when the students are on campus/on site, institutions now employ less individuals. Lecturers and teachers salaries remain unaffected but the need of cleaners, security and other admin work diminished, meaning institutions spend less on salaries. Studying from home also means that no resources are used, in subjects like biological sciences as an example, experiment materials have now switched to online models, meaning no product is used so the experiments are more cost effective. For students that were dependent on the institution to pay for their transportation to and from school due to financial reasons, they have also minimized the cost as they are no longer in need for transportation. Same applies to free meals, as students are at home these are also not increasing the education experience cost. However, although institutions are generally happy with the change, as the fees remain unchanged but the costs decreased, making them more profit, students have appeared to generally be unhappy. The online learning experience seems to be less effective according to pupils. Firstly, attending the lectures on a device may be very tempting to not follow. Students could easily be marked as attending when they actually just leave their devices opened and engage in doing something else. Motivation levels are also generally low, less students are bothered to wake up early in the morning to

attend morning lectures or classes as they no longer need to travel but they can watch and listen in the comfort of their bed. Most large lectures and classes do not require opened cameras and do not make engagement compulsory, making it extremely easy for the students to not follow the teaching. Practicals and socialising also are negatively affected by the online learning environment. Online models do not mimic the physical experience especially for students in the fields of medicine, architecture or biological sciences. As all these are mainly focusing on practice and work experience or lab experience, it is very clear that studying these online may affect one's future ability to practice their job. The post-COVID-19 generation will be a less experienced one.

Another bad aspect of online learning is socialising. University and schools are mainly where people make life long lasting friendships. Online learning therefore, is stopping these interactions meaning indirectly affecting student's mental health. In stricter households, children or adolescents' only way of interaction or leaving the house would be through education, this, moving online means that those individuals no longer have contact with the outside world, meaning they will no longer be able to socialise. When we these individuals fail to interact socially over extended periods, their bodies go through experiencing large amount of stress and inflammation. These directly negatively impact every system in the body, beginning with the brain. A continual deficit in social interaction therefore leads to poor mental health, possibly even leading to depression. This therefore directly affects one's learning. Depression impairs cognitive functioning. This mental health condition is an issue to study as it interferes with thought processes and affects a person's ability to be able to concentrate and make decisions. It alters the way in which the brain functions, therefore large numbers of people with depression

find that they quite often experience things like memory problems or have trouble with remembering events or details.

Conclusion

Using a unique dataset for the primary investigation carried out, on a sample size of 15 students at the University of Wales, we explored the impact of online delivery on student course performance in the community college compared to campus learning, in a series of questions. The outcome of this primary research has been concluded in a quite clear manner, with a strong, clear outcome that virtual learning has generally been affecting students in a negative way both in their academic performance, learning and in their daily lifestyle. This has been illustrated in all model specifications which suggest that the online format has appeared to have had an enormous negative impact on both course persistence and course grade alongside affecting students' mental health. The quantitative results obtained by using regression analysis of data from the system showed that the students preferred the interaction and learning activities on campus, and were rather less engaged in the online activities and teaching. From the secondary research that I have done, from the many articles available online I have concluded that students actually preferred classroom classes over online classes due to many various and different problems that come along with virtual learning, which they face when taking online classes. From the many problems those most often mentioned include lack of motivation and understanding of the material. Because online learning forces

one to carry out more individual work, one could only teach themselves out of materials provided only to some extent and once this extent is reached motivation starts to decrease as students give up on trying to understand what they are failing to learn. Moreover, the communication levels between the students and their instructors caused a feeling of isolation as found in many of the articles about this topic, virtual learning directly causes depression. Online courses request a very much larger amount of motivation from the students, as well as a lot of self-discipline compared to a classroom-based teaching style. On campus teaching traditionally has one or more instructors along with your classmate, all who could hold an individual accountable for their work performance. On the other hand, online teaching involves individuals and students setting their own goals while also independently tracking their workload to meet their deadlines. To conclude, even though online learning might be more cost effective for institutions, and preferred by some individuals with a busier lifestyle, in this report, most research carried out concluded that for the majority of people, on campus learning is more efficient. This research has shown that the negatives of online learning outweigh the positives, in most cases. We could also conclude that a major effect online learning has had and still has on students is depression, as not being able to socialise and make friends directly affects mental health.

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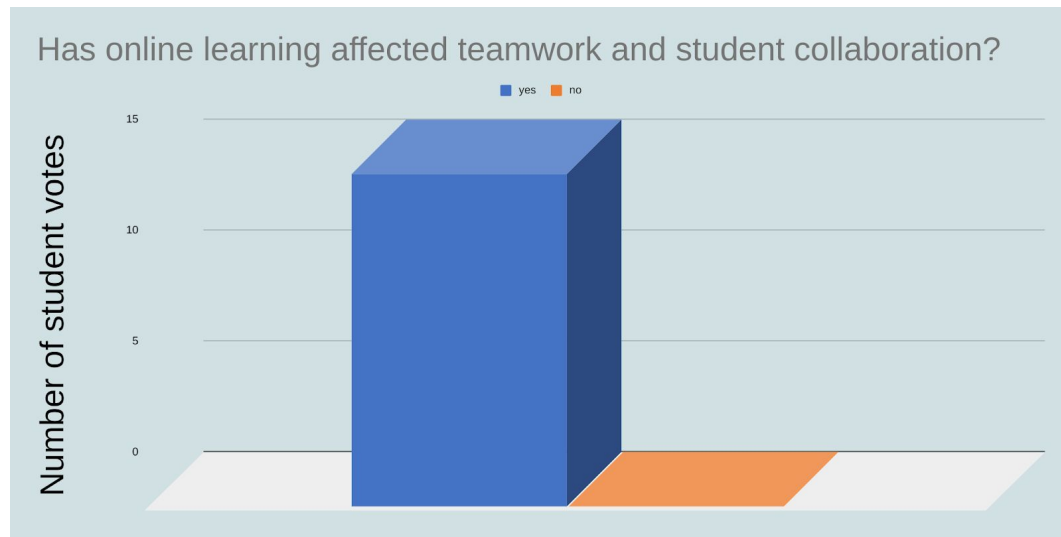


Figure 1. Chart showing student opinion on the effect of online learning

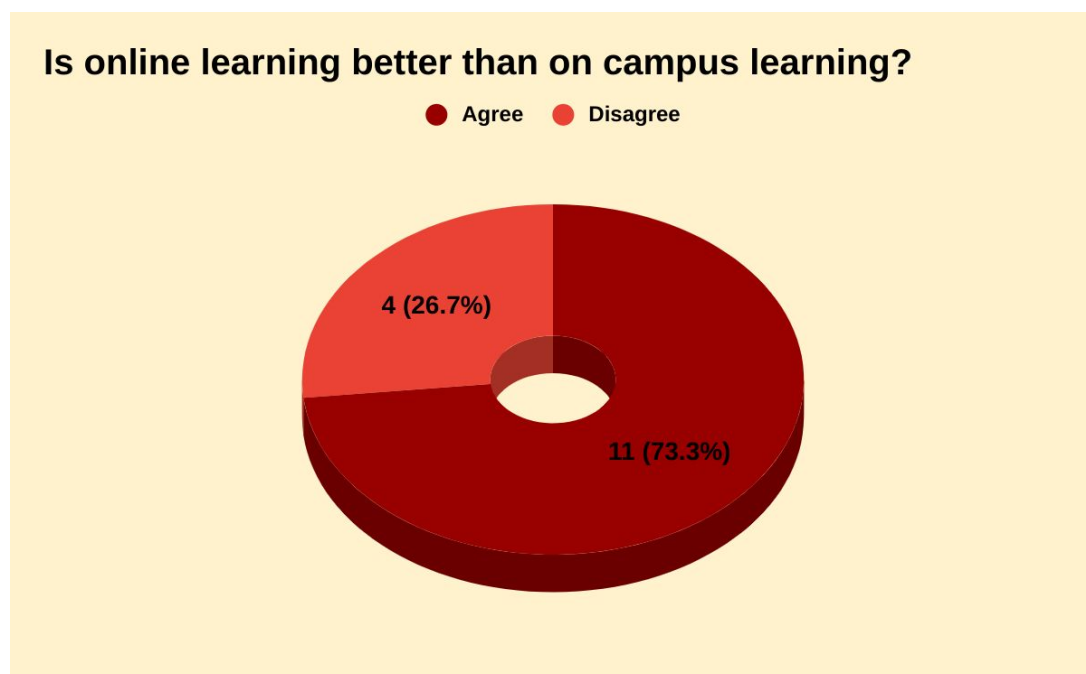


Figure 2. Concluding opinions on campus learning vs online learning

Virtual Learning Environment	
Student name : Ionela Dora Mihoci, ID number : 1921821	
RESULTS ON THE QUESTIONNAIRE ABOUT THE IMPACT OF VIRTUAL LEARNING ENVIRONMENT ON THE STUDENTS OF UWT SD LONDON	
SAMPLE SIZE : 15 STUDENTS	
1. Which age group do you belong to?	
a) 15-18	0
b) 18-30	8
c) 30-45	5
d) 45-60	2
2. How has online learning changed your schedule of seeing yourschool colleagues?	
a) A lot	15
b) No changes	0
3. Are you getting enough support from the teacher?	
a) yes	15
b) no	0
4. Do you feel that virtual learning has reduced teamwork and collaborations between students?	
a) yes	15
b) no	0
5. Do you consider online learning better than coming on campus?	
a) yes	7
b) no	8
6. During the course of virtual learning, has it caused fragmentation of work and or loss of consistency in learning?	
a) yes	10
b) no	5
7. Do you spend more or less time whilst online learning?	
a) more time studying	10
b) less time studying	0
c) the same	5
8. Studies show that online learning is better for students' everyday lives. To what extent do you agree with this?	
a) agree	4
b) disagree	11
Further questions, please list your questions below.	
Thank you !	

Figure 3. Showing the questionnaire made for the online survey carried out.