

Module Code and Title: BMSW4003 – Digital Skills and Research Methods

Assignment Title: impact of Virtual Learning Environment (VLE) on student learning experience

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Introduction

Learning is one of the primary function of the students. Learning along with the learning environment, the techniques and guidance of the teachers help a student to achieve the target of learning. For this the environment to learning is very important. In the wake of the global pandemic, the virtual learning has become a common practice around the world (Kampinga, 2020). The virtual learning environment enabled the students around the world to continue their studies in the harsh condition of the pandemic. The advantages of the learning environment has mixed reactions from the students. While majority of the students is positive about the flexibility and ease the learning environment offered, some students also do not feel comfortable with the learning environment the system offered. For this reason, the impact of the VLE needs to be understood in order to ensure the quality of the learning and establishing good environment for the students (Li, et al 2021). This report will conduct a research on the impact of Virtual Learning Environment (VLE) – Moodle on students' learning experience at the University of Wales Trinity Saint David London Campus.

Brief Discussion of the Topic

The virtual learning was in place very long time long before the pandemic came. The initial goal of the virtual learning environment was to improve the learning process of the students. It was aimed to teach to students in a more comfortable and flexible environment which will help student with content that will ease the learning process (Pike, and Rainford, 2021). It was considered helpful as it helped many students to complete their learning in a better condition. However, with the arrival of the pandemic, the VLE was used for all students. There are two types of VLE, one is self-learning VLE where the students can use the contents and learning material to learn by themselves. And there was another VLE system, where the teacher can teach the students in real time using audio or video method of communication. In the pandemic,

both VLE was used to teach the students. The positive facts about these methods are that it has helped many students to learn with the comfort of home which helped them to teach more efficiently (Jimmy, 2021). However, the VLE also prevented the students from getting the physical experience of learning. As a result, some students faced difficulties in learning. The technical problems, lack of communication devices are another problem with the VLE.

Research Methodology

In this research, the research will follow the quantitative method where the quantitative method of research will be conducted in order to collect the information for the research. In these method only the quantitative information will be collected regarding the wellbeing of the students in the campus of University of Wales Trinity Saint David and their experience of the VLE. For this research, the researcher will collect the information and provide the information with the help of graphs and charts. Then the findings of the research will be analyzed using the findings from the secondary research (Newman, and Gough, 2020). The researcher will compare the findings of the report with the secondary information in order to develop a comprehensive insights about the experience of the students.

Data collection

For this research, the researcher will collect both primary and secondary information. In order to collect the primary data, the researcher will use survey as a primary data collection method (Säfssten, and Gustavsson, 2020). The survey will be conducted on the students of the University of Wales Trinity Saint David London Campus. For the survey, both male and female students will be used in the survey. Then for the secondary information, the researcher will collect the information from the relevant academic papers, research articles, journals etc.

Findings & Discussion

In this part of the report, the report will provide the findings for this research and also provide discussion based on the findings-

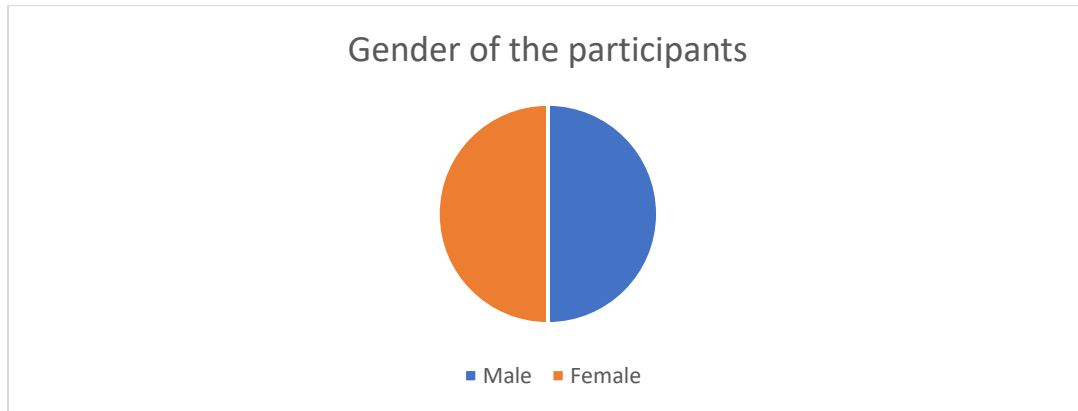


Figure 1 gender of the participants

Here, in the above chart the gender distribution of the students are given for this report. For this survey, 25 male and 25 female students participated in this research. All the participants are the students of University of Wales Trinity Saint David London Campus. And most of these students had to face the pandemic and use VLE during and after the pandemic.

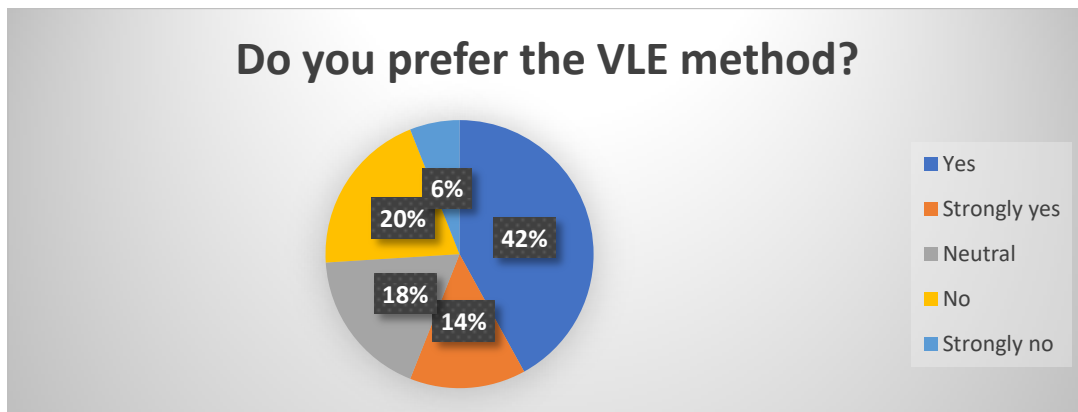


Figure 2 the preference of VLE among the students

In this above picture, the preference of the VLE among the students of University of Wales Trinity Saint David London Campus is being provided. Here, 42% of the participants prefer the VLE, 14% of the participants strongly prefer the VLE. 18% of participants are neutral about the VLE, 20% of the participants do not like the VLE and 6% of the participants strongly dislike the VLE.

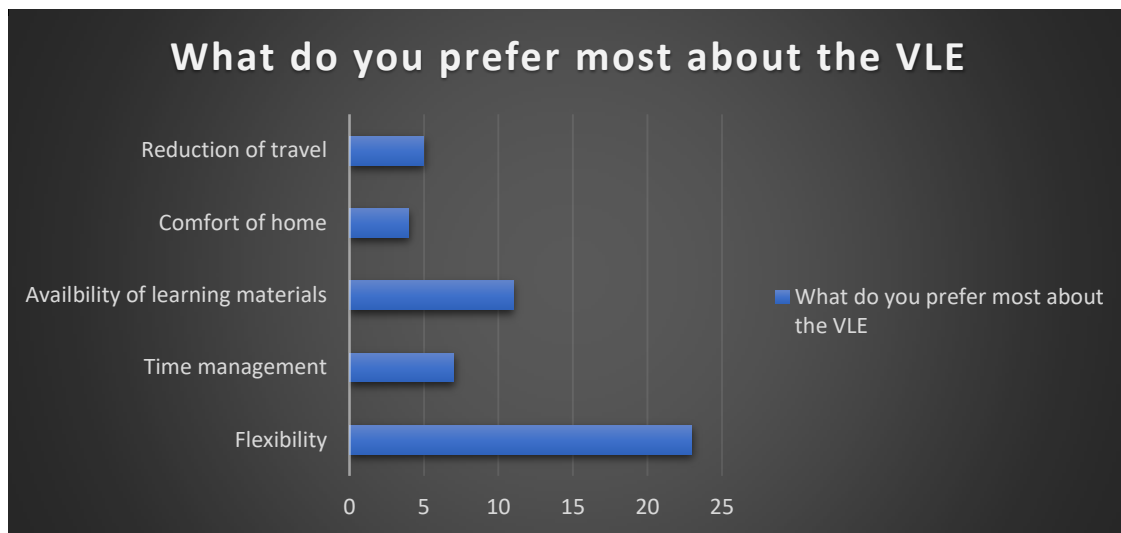


Figure 3 advantages of VLE

In this above picture, the advantages of the VLE among the students of University of Wales Trinity Saint David London Campus is being provided. Here, 46% of the participants prefer the VLE because of its flexibility, 14% of the participants prefer the VLE for its advantage of time management. 22% of participants prefer the VLE for its availability of learning material online, 10% of the participants like the VLE for its ability to provide the comfort of home and 8% of the participants like the VLE for its reduction of travel.

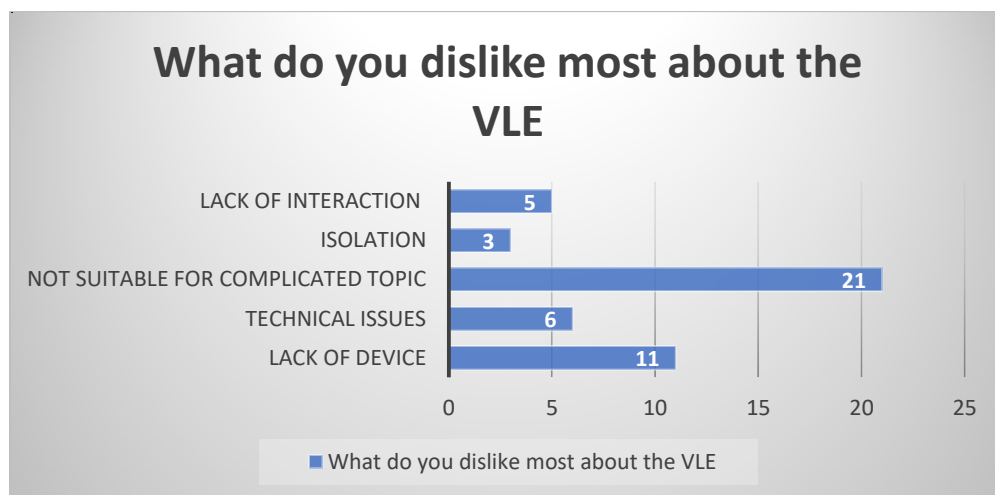


Figure 4 disadvantages of VLE

In this above picture, the disadvantages of the VLE among the students of University of Wales Trinity Saint David London Campus is being provided. Here, 22% of the participants do not prefer the VLE because of the problem with the devices, 12% of the participants do not prefer the VLE for the technical problems occurred from the method. 42% of participants do not prefer

the VLE as to them it is not suitable for complicated topics which requires the attention of teachers, 6% of the participants do not like the VLE for the isolation created by it and 10% of the participants do not like the VLE for the lack of interaction provided by it.

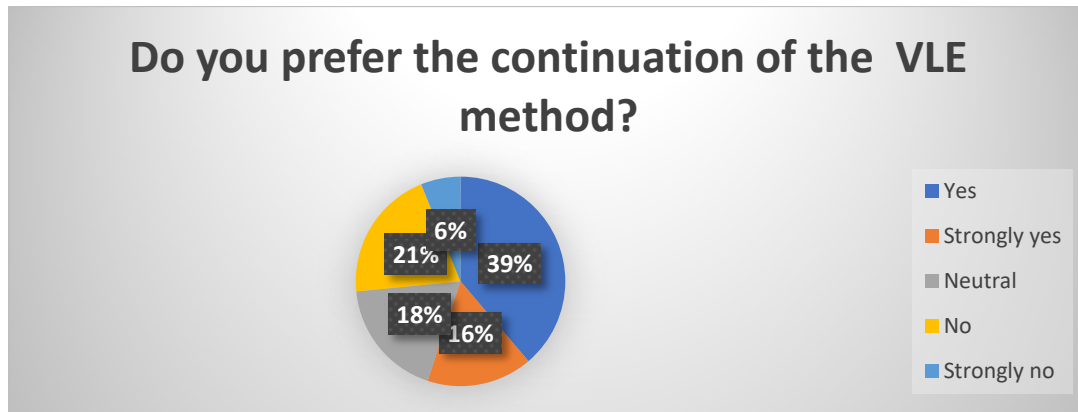


Figure 5 continuation of the VLE method

In this above picture, the continuation of the VLE among the students of University of Wales Trinity Saint David London Campus is being provided. Here, 39% of the participants prefer the continuation of VLE, 16% of the participants strongly prefer continuation of the VLE. 18% of participants are neutral about the continuation of VLE, 21% of the participants do not like the continuation of VLE and 6% of the participants strongly dislike the continuation of VLE.

From the above findings it must be noted that it is important to get the opinion of the students before the continuation of the VLE system and this research will try to understand the impact of the VLE on the students of University of Wales Trinity Saint David London Campus. Here, the equal number of students from both gender is collected in order collect the information. The participation of the students from both gender will ensure the different opinion and insights about the students experience with VLE in University of Wales Trinity Saint David London Campus (Steegh, et al 2021). The distribution of the gender of the students is provided in the figure. Then the research has provided the number of students prefer the VLE in University of Wales Trinity Saint David London Campus. It is noted that more than 50% of the students prefer the VLE over regular learning methods. In figure 2 it can be found that, 42% of the participants prefer the VLE, 14% of the participants strongly prefer the VLE. 18% of participants are neutral about the VLE. It is mainly because of the facts that has been found in the next figure where, it can be seen that, 46% of the participants prefer the VLE because of its flexibility, 14% of the participants prefer the VLE for its advantage of time management. 22% of participants prefer the VLE for its availability of learning material online. Now according to the VLE has helped

thousands of students to learn with comfort in the time of the pandemic. The flexibility and the comfort of helped many students to focus their attention properly despite the poor environment due to the pandemic (Nowfeek. and Rupasinghe, 2020). However, from the early days of the pandemic, there was considerable amount of problem with the learning environment due to the technical issues that has been created by the lack of digital devices to many students. For many students, some difficult topics needed to be taught directly with the physical experience of learning and the presence of the teacher (Foong, et al 2021). These issues are covered in the figure 4 where it can be seen that most of the students supported physical learning experience for complicated topics. The reason for this lies with the nature of the VLE which often creates isolation and psychological problems among the students. The lack of comfort of friendship can be one of the primary reasons for some students to dislike the VLE (Rehman, and Fatima, 2021). This can be corresponded with the number of students who support the stop of continuation of VLE compared to the support. However, the support for VLE continuation is still high which can be found in figure 5, where 39% of the participants prefer the continuation of VLE, 16% of the participants strongly prefer continuation of the VLE. So, it is still more than 50% and due to the nature of the pandemic, it may continue in future.

Conclusion

In this report, the researcher researched about the impact of Virtual Learning Environment (VLE) – Moodle on students' learning experience at the University of Wales Trinity Saint David London Campus. In this report, the researcher followed the quantitative method and a survey was conducted on the students' learning experience at the University of Wales Trinity Saint David London Campus. In the research, it has been found that, most of the students prefer the VLE as it provides a flexible condition of learning. It also provides the comfort of home which is needed during the pandemic. However, many students faced difficulties with device and connectivity and for complicated topic, the VLE may not be a viable option. It is also found the isolation and the lack of interaction between the students is creating mental barrier to learning which need to be addressed. For this reason, the concern for VLE is rising among the students.

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