



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module Name: Digital Skills and Research Methods

Module Code: *BMSW4003*

Student Number: *2132878*

Student name: *Teodora Katsarova*

Lecture Name: *Koushik Modak*

Submission Date: *05.09.22*

Contents

Introduction	2
Background of the Research	2
Aims and Objectives	3
Research Methodology	4
Results	4
Discussion of Results	14
Conclusion	15
References	16
Appendix	17

Introduction

The term "virtual learning environment" refers to a type of educational technology that allows both students and teachers to primarily make use of digital technologies to improve their learning and teaching experiences (Peterson, 2012). The difference between a VLE and an online course is that the VLE leverages technology to foster digital communication, online participation, and quizzes or polls that enhance the in-class learning experience. With the help of a virtual learning environment,

teachers may create a dynamic and engaging classroom setting. However, VLE's initial implementation failed to live up to the expectations set for it during its conception. It was in the mid-2000s that the VLE began to be employed across the curriculum (Hamilton, 2014). The Virtual Learning Environment (VLE) is a hit with students and faculty alike (VLE). In addition to students and learners in higher education, virtual learning environments may help a wide range of people. Additionally, they are ideally suited for use in home-based education, charter schools, and independent educational programs. VLEs can aid teachers in creating, storing, and disseminating course content, as well as organising and conducting real-time classes. In higher education, virtual learning environments are often part of learning management systems (David Seth Preston, 2004). There is little doubt that virtual learning environments (VLEs) will have a significant influence on the future of education. The success that VLEs have had in postsecondary education might be transferred to the classroom. Because they influenced the educational system, there is a pressing demand for VLE study.

Background of the Research

The Virtual Learning Environment makes the learning and teaching procedures more transportable (Weller, 2008). Learning resources may be created by both students and teachers using the VLE's content management system. With the use of technology, instructors may better organise their classes, perform evaluations, and personalise the learning experience for their students. Students' access to information and resources can be restricted, and their progress and accomplishments can be tracked using this platform. Additionally, it offers a blog for collaborating and communicating with others. Students and lecturers can communicate in real-time via live video or voice conferencing. All three of these factors have been improved owing to technology: accessibility, inclusiveness, and cost savings (Dabbagh and Bannan-Ritland, 2005). Student comfort and flexibility have been improved as a result of this technological breakthrough. Teachers enjoy VLE technology because it simplifies lesson preparation, resource management, and tracking student exam success (Risqueuz and McAvinia, 2018). The VLE systems save a great amount of time for students and teachers. It is possible to use mobile devices such as smartphones and other mobile devices to update data in the VLE

system. Co-workers or children, for example, may be able to see this data in real-time. The VLE technology, on the other hand, has both advantages and problems. It is difficult for teachers and students to work together because of the VLE's inability to access the internet. When it comes to technology, customers aren't exempt from the trend. Software-related illnesses such as viruses, bugs, and other dangerous programs can potentially infect users (Gilly Salmon, 2013). Users need to keep their identities secret if they want to avoid being targeted by hackers and malware. In addition, users are required to preserve a password that is extremely difficult to crack. During an inquiry, it is conceivable that accounts of users who are misusing the service will be suspended. The VLE system requires the network administrators to preserve a copy of every data as a backup in order to guarantee the information's safety. In order to maintain data security, network managers are also required to maintain particular storage. The rate of technological advancement is accelerating at a rate that has never been seen before in today's fast-paced society (Rushby, 2008). Students require novel educational approaches in order to keep pace with the rapid advancement of technology. These days, people are now employing VLE for their research needs.

Aims and Objectives

In both the United Kingdom and throughout the world, educators are embracing virtual learning tools. Since the epidemic, virtual learning has become more popular than it had been previously. The dynamic consequences of utilising this strategy for so many children were not anticipated. This research examines Moodle's VLE and concludes that it has a positive influence on students. For this, I used both primary and secondary data. Virtual learning services can benefit from this research, which aims to improve and expand our knowledge of them.

Students' virtual learning platform experiences will be one of the primary focuses of this study. We'll concentrate on Moodle because it's the major platform used by the university to continue the online learning system. Examining how well the channel teaches is another critical consideration. A student's final judgment on the value of online education will be made by them.

Research Methodology

In this study, the university's virtual learning environment will be evaluated to see if it is effective. The Moodle course management system at the university was the focus of a Primary investigation, which gathered information in the form of both quantitative and qualitative data. 50 students at random were selected from The University of Wales Trinity Saint London campus to participate in this research project. Researchers surveyed the pupils with a total of 10 questions. Each portion of the questionnaire had a range of questions. They were re-examined and integrated into the study's final report as a consequence of their comments. From a range of sources like books and journals, secondary data was acquired. Students, professors, and administrators at the institution were able to gain a better understanding of VLE services, technical needs, advantages, and disadvantages through secondary research (Aylmer, 2017). These statistics were gathered through secondary research. The major focus of these papers was on the impact of virtual learning environments on students. For this reason, no surveys were handed out. Students were allowed to submit their thoughts online through Google Forms, which then sent them an email with a link to the form. Only students at the university may answer some of the questions so that no one from outside could participate. The participants' identities were kept secret. The researcher disguised their genuine identity to ensure that the study was free of bias. These procedures resulted in the gathering of data and, as a result, an increase in confidence in the data and the conclusions drawn from it.

Results

I asked ten questions to the sample students to collect data and their feedback about VLE technology. The first question asked was whether the students know details about the virtual learning environment. For this question, 94 percent of the students responded as they know details about the VLE system. The other 6% of the students said that they do not know details about the system.

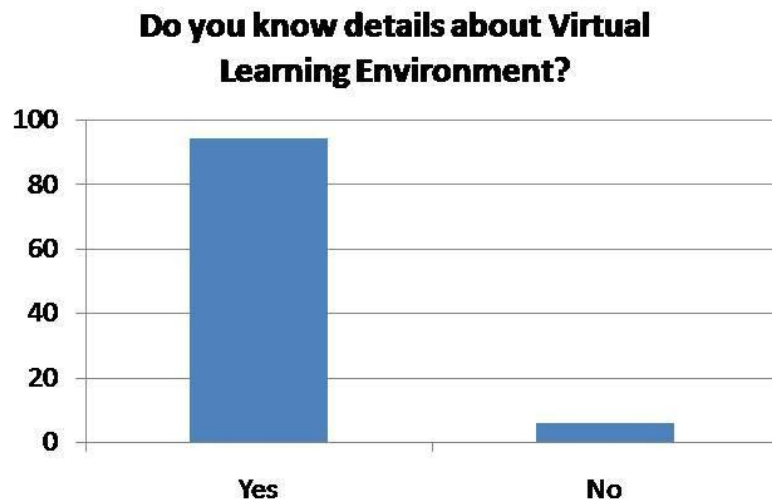


Fig: Students' learning about VLE in detail

The second question asked was whether or not the students had any previous familiarity with the VLE. 100 percent of students said they have used Virtual Learning Environments, and 0 percent said they have not.

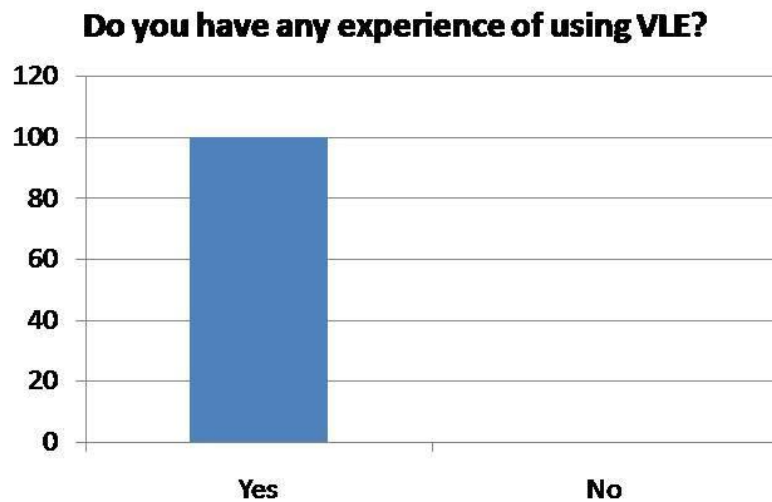


Fig: Experience of using VLE

The third question was asked to know if students like to use VLE for communication purposes. 70% of students choose to communicate with their professors and peers via a virtual learning environment. And the remaining 30% of students stated that they prefer not to utilise VLE for communication purposes.

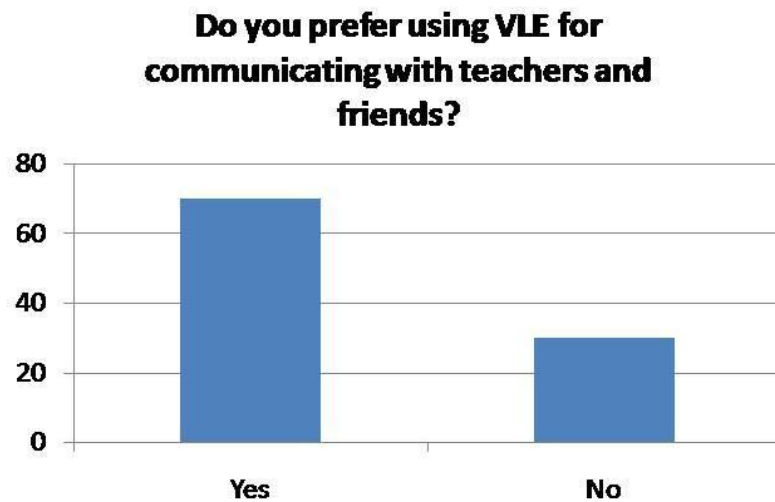


Fig: Preference to communicate via VLE

The fourth question inquired as to whether or not they had received the appropriate training to make academic use of the university's virtual learning environment. When asked the question, 62 percent of respondents said yes, while the remaining 38 percent said no.

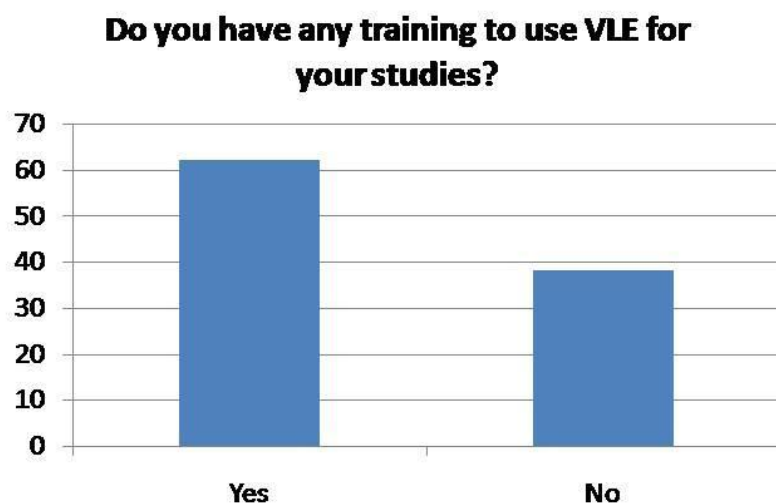


Fig: Training to use VLE for study purposes

The fifth question asked whether the VLE technology is user-friendly or not. 80% of the students said that they found the technology friendly. And the other 20% of students said that they found it difficult to use.

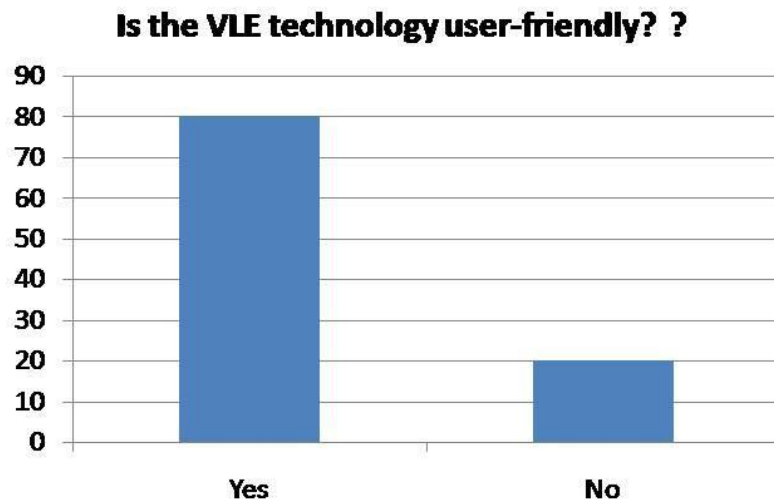


Fig: Finding out if VLE is user-friendly

The sixth question asked whether the student's virtual learning environment provides adequate assistance to complete the assessment. 90% of respondents replied positively, while 10% responded negatively.

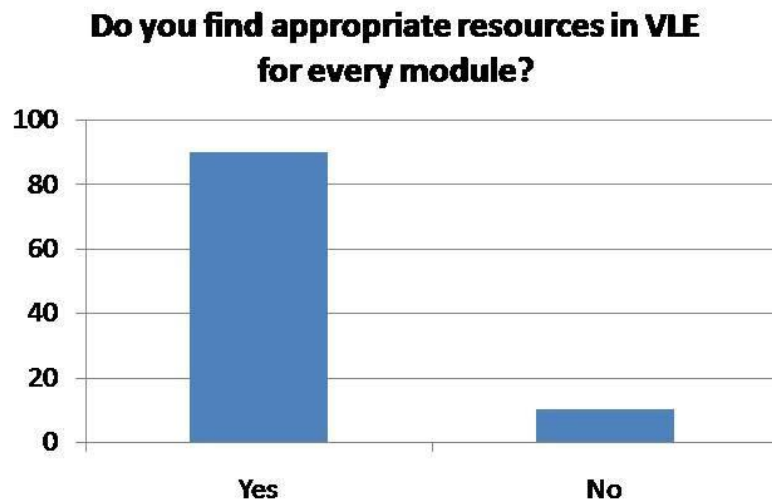


Fig: Appropriate resources in VLE

The seventh question was asked to know about the student's perspective of VLE. 70% of the student's perspective is positive, 20% of the student's perspective is neutral, and the final 10% of students' perspective is negative.

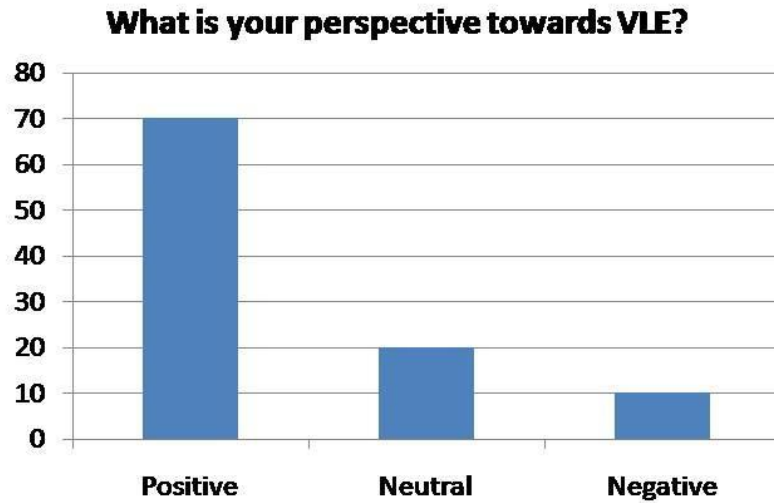


Fig: Perspective toward VLE

The eighth question was asked to know how their learning was going using VLE. 60% of the students said it was more effective than physical classes. 30% of the students gave a neutral response. And, 10% of the students said that physical classes were more effective the VLE.

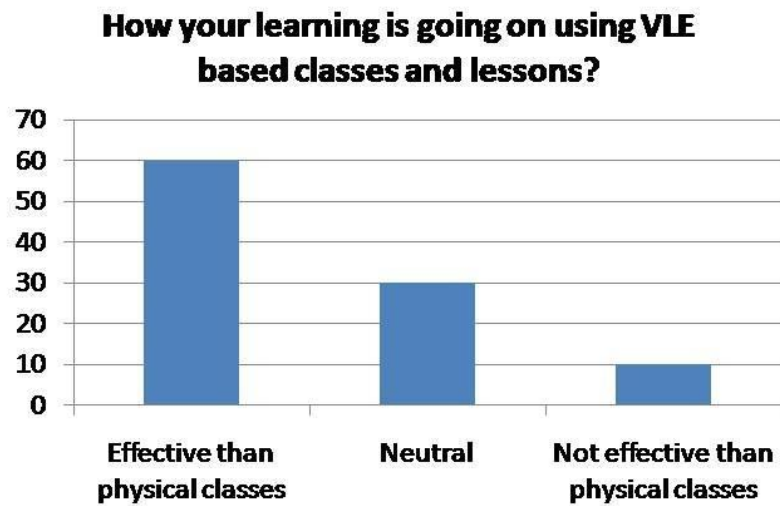


Fig: Learning using VLE base classes

The ninth question was to find if they want to give any recommendations regarding VLE. 40% of the students want to use the traditional VLE system and the other 60% want some variations.



Fig: Recommendation to better VLE experience

Students were asked to rate the influence of the virtual learning environment on their academic pursuits during the epidemic in the tenth question. 50% of the students evaluated the platform as 5 out of 5. The next 30% of the students rated the VLE experience as 4 out of 5. And, the final 20% of the students rated the VLE experience as 3 out of 5.

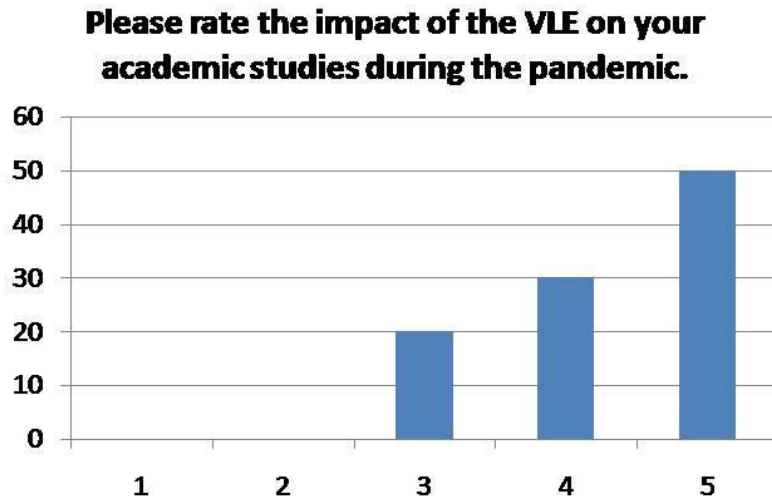


Fig: Impact of VLE during the pandemic

Discussion of Results

Virtual Learning Environment gets even more well-known during the lockdown. During the lockdown, physical education lessons had to be cancelled. A virtual learning environment has been mandated by the school system. It was a virtual learning environment that was accessible to all students in the United Kingdom and throughout the world (Ann and Feavel, 2011). There are, however, some issues, and pupils were not properly trained in how to use the technology, thus most students aren't happy with the new method of learning. After the epidemic, the vast majority of students favour the VLE platform and want the institution to continue using it. All pupils will accept the method if the negatives can be overcome. Virtual Learning Environments (VLEs) are preferred by a large majority of students to communicate with their instructors and peers. Consequently, the pandemic has had a significant influence on online education, and students now choose to complete their

coursework through a virtual learning environment (VLE). Students can access the necessary resources for their study module through the virtual learning environment (VLE), which is part of the e-learning system. Student satisfaction is high because of these perks and the assistance they receive from academics, university administration, and management (Thomas, 2011). This main research was completed using Microsoft Word, PowerPoint, and Excel sheets.

According to a secondary data study, This strategy allowed them to continue their pandemic study even when they were at home regardless of wherever they live. Because of online classes, students were free to work at their speed. They could watch the recorded sessions if there were any issues, which was not always possible with actual lessons. Due to their increased comfort in the classroom, the students will be able to focus on their academics. Many researchers have indicated that the virtual learning environment has influenced the amount of energy used. As a result, the quantity of energy utilised by students has been reduced. Energy use in physical classrooms has also decreased significantly. This contributed to the move away from paper-based schooling as well. Paper demand declined in 2021 as a result of a fall in the amount of paper used by instructors and students. The institutions' complete documentation process has been moved to the cloud. Student replies may be submitted online, and the teacher's response may be sent in this fashion.

Conclusion

For the virtual learning environment's existence for many years, many new impacts have been uncovered as a result of its broad use. These outcomes had a significant impact. Based on both primary and secondary evidence, however, the general response was overwhelmingly positive. Virtual learning has a positive impact on students for several reasons. The students are responding well to the progressive shift in the nature of their educational experience. After the epidemic, virtual learning offers various advantages over regular schooling.

References

- Ann, T. and Feavel, M. (2011). Successful online learning : managing the online learning environment efficiently and effectively. Sudbury, Mass.: Jones And Bartlett.
- Aylmer, R. (2017). Statistical methods for research workers. Delhi: Kalpaz, New Delhi, India.
- Dabbagh, N. and Bannan-Ritland, B. (2005). Online learning : concepts, strategies, and application. Upper Saddle River N.J.: Pearson/Merrill/Prentice Hall.
- David Seth Preston (2004). Virtual learning and higher education. Amsterdam Etc.: Rodopi.
- Gilly Salmon (2013). E-tivities : the key to active online learning. London: Routledge.
- Hamilton, M. (2014). Autonomy and foreign language learning in a virtual learning environment. London: Bloomsbury.
- Peterson, M. (2012). The virtual learning environment. Lisse: Swets&Zeitlinger.
- Risquez, A. and McAvinia, C. (2018). The VLE versus Open Education. Irish Journal of Technology Enhanced Learning, 3(2), p.86. doi:10.22554/ijtel.v3i2.47.
- Rushby, N. (2008). Virtual learning environments: Using, choosing and developing your VLE - By Martin Weller. British Journal of Educational Technology, 39(1), pp.189–190. doi:10.1111/j.1467-8535.2007.00792_14.x.
- Thomas, M. (2011). Online learning. Vol. 2. Los Angeles Sage.
- Weller, M. (2008). Virtual learning environments : using, choosing and developing your VLE. London: Routledge.

Appendix

Question 1: Do you know details about Virtual Learning Environment?

- a) yes
- b) no

Question 2: Do you have any experience of using VLE?

- a) yes
- b) no

Question 3: Do you prefer using VLE for communicating with teachers and friends?

- a) yes
- b) no

Question 4: Do you have any training to use VLE for your studies?

- a) yes
- b) no

Question 5: Is the VLE technology user- friendly?

- a) yes
- b) no

Question 6: Do you find appropriate resources in VLE for every module?

- a) yes
- b) no

Question 7: What is your perspective towards VLE?

Positive	
Neutral	
Negative	

Question 8: How your learning is going on VLE based classes and lessons?

Effective than physical classes	
Neutral	
Not effective than physical classes	

Question 9: Would you recommend any change for better VLE experience?

.....

.....

Question 10: Please rate the impact of the VLE on your academic studies during the pandemic?

1	
2	
3	
4	
5	

1. Do you know details about Virtual Learning Environment?							6. Do you find appropriate resources in VLE for every module?								
a)yes						94	a)yes	90							
b)no						6	b)no	10							
2. Do you have any experience of using VLE ?							7. What is your perspective towards VLE?								
a)yes						100	Positive	70							
b)no						0	Neutral	20							
							Negative	10							
3. Do you prefer using VLE for communicating with teachers and friends?							8. How your learning is going on using VLE based classes and lessons?								
a)yes	70						Effective than physical			60					
b)no	30						Neutral			30					
							Not effective than physical classes			10					
4. Do you have any training to use Vle for your studies?							9. Would you recommend any change for better VLE experience?								
a)yes	62						40 of the students want to use the traditional VLE system								
b)no	38						60 of the students want some variations.								
5. Is the VLE technology user- friendly?							10. Please rate the impact of the Vle on your academic studies during the pandemic?								
a)yes	80						1	0							
b)no	20						2	0							
							3	20							
							4	30							
							5	50							