

A report on the impact of Virtual Learning Environment

**An investigation into the experience in virtual learning
at the University of Wales Trinity St David**

London Campus

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1.Introduction

This virtual impact analysis, whose methodology is interested in evaluating the impact that this occurrence has had for a long time in our lives, is a thesis. According to a report conducted by the US Department of Education (in 2008), it was noticed that about 60 percent of public and private postsecondary schools provided some distance learning courses during the academic year 2006-2007.

These institutions invest in student financial assistance services. Registration reports that there was an online aspect for over 70 percent of course enrollment. A declaration endorsing the ability of e-learning to accelerate education equity and reforms across the European Union was approved in 2008 by the Council of Europe.

Although they have wanted to use technology for study for a long time, this is the first time that it is practiced in so many places in the world. As a result of the virus that we all know as COVID-19. Many students have had to start their first year of college through a screen just as some have missed their last graduation.

Background

This report has been written with the intention of evaluating the different opinions and experiences of students regarding the impact of the virtual learning environment.

The purpose of this study was to gain insight into how teachers and students reacted to the use of virtual classrooms (VLE) and what their online course expectations were. With the help of an e-learning support team, teachers planned their online courses and questionnaires were used for teachers and students to share their views on the online courses. Teachers pointed out that online courses alone could tackle restricted lecture time and reinforce the background knowledge of the students. Students on the other hand, suggested that using a more collaborative teaching approach with the use of collaboration methods and receiving individual input could promote their challenges with regard to the courses. The students also suggested that teachers adopt a more student-centred approach by using VLE. Teachers' and students' perspectives were related to their personal characteristics, as students were more familiar with everyday e-communication tools.

Objectives

The objective of this report is find solutions and give recommendations of what we could change or improve for the different students situations.

2.Literature Review

The are of investigation has been commented by Media Entertainment and information Industries World Economic Forum *The Covid-19 Pandemic has changed education forever. This now.* URL;

Inside Higher Education *Moving Into The Long Term* URL:

FUENTE:<http://aprendizajevirtualhel.blogspot.com.co/p/ventajas-y-desventajas-de-la-educacion.html>

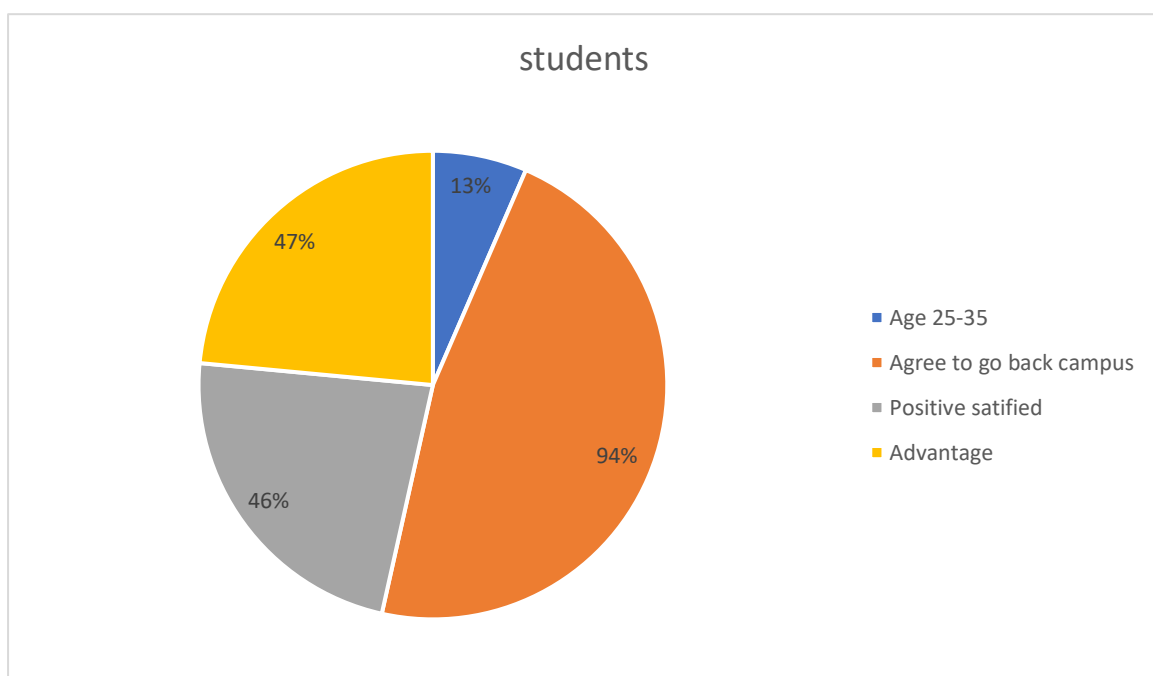
Who are in agreement that online experience learning can be very useful for the little ones since they learn in a fun way.

However, they have different opinions about to keep the online classes in universities.

3.Methodology

To research the primary data collection the method was a questionnaire in which the students of group 9 participated.

They wrote the advantages and disadvantages for each one and then the result was reflected.



The second method to research more data about the online experience was on the website "Inside High Education" where the psychologist, professor and director of the University of St Diego's in California were interviewed.

3.1 Advantages

It is flexible: Students have schedule availability 24 hours a day, 7 days a week, each student can set their own schedule according to the different activities they carry out, allowing them to learn when they want and in the place they want avoiding the rigidity of time and space.

Active learners: Learning is student-centered. These are no longer limited to receiving information from the teacher, but they are also responsible for the construction of the knowledge they acquire, since they mark their own pace of learning.

Accessibility: The student can access without geographic limitation through the Internet to infinite resources, multimedia and information, which can help them expand their knowledge and obtain more meaningful learning.

Training: Virtual education develops critical thinking skills, research skills and information analysis, use of technological tools, as well as skills to solve practical problems.

Also observing and responding to the participation of others allows to appreciate different points of view on a topic that can be taken into account for the learning progress.

3.2 Disadvantage

Equipment: To have this type of education, people must have a computer and necessarily access to the Internet, since all the works are carried out by this means, the information is found on the network and the works to be sent are done through platforms or emails . The big problem is that there is no connectivity in several areas and you have to pay a monthly fee. Also, if the student does not have the Internet or a computer, the person has to go to an Internet cafe.

Social Relations: Relationships between people are affected, since it is not the same to converse through chat than to do it face to face, so the interaction and communication between teacher-students-students is less profound.

Technology management: Students who carry out a virtual education must have knowledge in the use of technology, computer tools and know how to search for information on the Internet.

Late feedback: Feedback from the teacher is not constant. As everything is done through messages, the answers to the doubts can take time to be resolved and misinterpretations can occur, the feedback of the tasks or project takes as long as the teacher to review them. All of this can cause frustration or even lead to more mistakes on the part of the student.

4.Secondary data

Amy Bintliff, a developmental psychologist and professor in the Department of Education Studies at the University of California, San Diego, said that it can be challenging for students to contrast perceptions and reality. Part of this is because the way they were envisioned, major events, such as graduation, do not happen. Traditional students have difficulties with the loss of certain coming-of-age experiences in a specific way.

“They are negotiating multiple identities, new identities. They’re negotiating having new experiences, trying to find their place.

A lot of the things they could do – be invited to go to talk on campus, be invited to join a new social media network—I think that’s being stilted. Some students abilities to reach out and test new identities seem to, during the pandemic, stick to people the already know.”

Rayane Alamuddin, an associate director of research and evaluation at the consulting firm Ithaka S+R, said that in the organization’s research, students have struggled with social isolation.

“Students talked a lot about really missing being in person with their classmates, with their colleagues, with their faculty members, and having those spontaneous, organic conversations and relationship. They miss the ones they make in the context of their college education specifically, because not only does it make them excited about learning and hold them accountable and motivate them to stay engaged in school, but they also actually learn a lot more.”

www.insidehighered.com

4.1 The challenge of online learning

There are however, obstacles to resolve. Some students fail to engage in digital learning without reliable internet connectivity and/or technology; this difference is seen through countries and across income brackets within countries. For instance, although 95% of students in Switzerland, Norway and Austria have a computer to use for their schoolwork, only 34% do, according to Indonesia. www.oecd.org/pisa

4.2 Is learning Online as effective?

There is proof that learning online can be more successful in a variety of ways for those who have access to the correct technology. Some research shows that students retain 25-60 percent on average (more content in the classroom while studying online compared to just 8-10 percent). This is primarily due to the students

being able to learn faster online; e-learning requires [40-60% less time to learn](#) (www.net/stats-about/elearning/) There is proof that learning online can be more successful in a variety of ways for those who have access to the correct technology. Some research shows that students retain 25-60 percent on average (more content in the classroom while studying online compared to

just 8-10 percent). This is primarily due to the students **structured environment** is required (www.edweek.org/ew/articles/2020/03/23) Since children are distracted more quickly. "To get the maximum benefit of online learning, according to Dowson Tog President of his cloud and Smart Industries group, there needs to be a concerted effort to provide this structure and go beyond replicating a physical class/reading through video capabilities, instead using a variety of collaboration tools and engagement methods that promote inclusion, personalization and knowledge."

According to BYJU's Mrinal Mohit, since studies have shown that children use their senses thoroughly to learn, making learning enjoyable and productive using technology is essential. *"Over a period, we have observed that clever integration of games has demonstrated higher engagement and increased motivation towards learning especially among younger student, making them truly fall in love with learning",* he said.

5.3 Social Impact

Digital settings offer teaching-learning processes some advantages. In the one hand, the student can make more use of computer media that are considered important resources in their lives by almost the known world of students, either in the educational, social and entertainment aspects.

People who belong to a "virtual community" turns the learner in the creation of their own information into a reasonable being, i.e. the student must learn to handle the times in order to comply with the various activities in a timely way. Furthermore, in a social, real and inspiring environment, this medium facilitates engagement between peers and experts, witnessing the co-construction of learning.

5 Conclusion

There is no correct way to respond to virtual schools. They have pros as well as cons. Some claim that they are better than traditional classrooms in brick and mortar, while others think they are an unacceptable method of education. After much thorough research, it is clear that somewhere in the middle lies the solution.

Most professionals agree that it is necessary to modernize traditional classrooms, but virtual schools are not necessarily the answer. Rather, they agree that more devices such as iPads, Smart Boards, and computers should be introduced into conventional classrooms. Students need to be exposed to new technologies, but not at the risk of losing social interaction (DeJarnette, 2012).

In order to thrive in today's society, most kids need exposure to social interaction. They need to be able to communicate with colleagues, supervisors, and clients to interact with them. Unlike traditional schools, this required interaction can not be supported by most virtual schools. However, virtual schools are becoming more and more popular (DeJarnette, 2012). For the purpose of competing with traditional schools could use more computer-based systems because of the huge number of virtual schools. They need to build innovative and trying to cut ways of engaging both students and parents alike. The stagnant methods, such as lectures and drill and hammer, must be strayed from.

It is clear that also this pandemic has utterly disrupted an education system that many assert was already losing its relevance.

(www.wweforum.org/agenda/2020/04/our-education-system-is-losing-relevance-heres-how-to-update-it/) . In his book *21 Lesons for the 21st Century*,

scholar Yuval Noah Harari outlines how schools continue to focus on traditional academic skills and rote learning, rather than on skills such as critical thinking and adaptability, which will be more important for success in the future.