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Research report on the impact of Virtual Learning Environment (VLE) Moodle on students learning experience the University of Wales Trinity Saint David campus London.

Introduction:

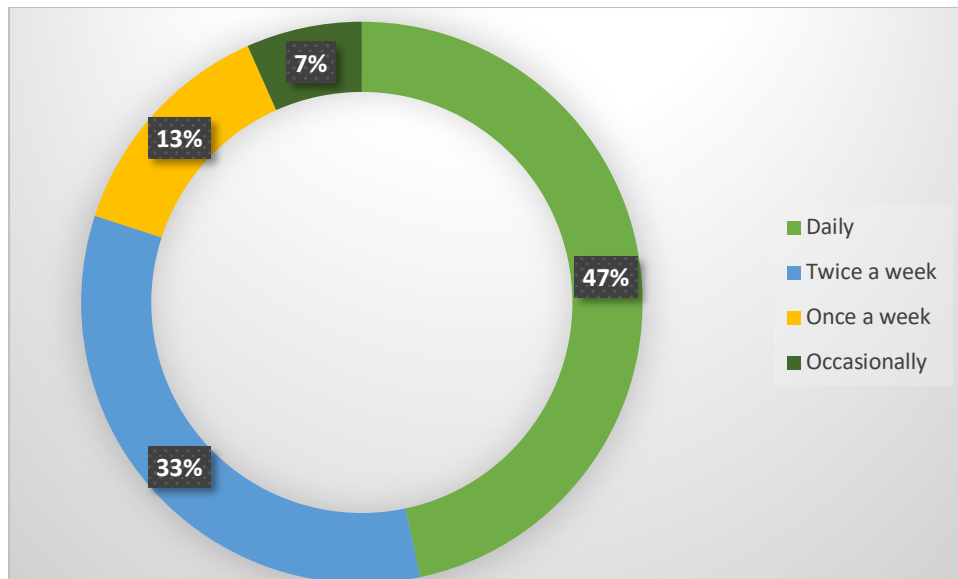
This topic, I will highlight the positive way of using virtual learning, as well as the different impacts of virtual learning on students during a pandemic. This is such a delicate topic in these times, and which also affects much of the learning process of students at University of Wales Trinity Saint David campus London. Today the virtual learning is a very serious topic around the world. After the pandemic began, most learning centres decided to introduce virtual learning for their students. University of Wales Trinity Saint David campus London has introduced that new curriculum and for its students, they have made it so that students and teachers have no direct contact. This learning system is a better solution for all the students and teachers. (Christine Davies, 2016)

I came to this result after doing a questionnaire in my class and at the university. The researcher chose this questionnaire, because includes large number of students and this will give therefore provides accurate results. The nine questions I created about VLE gave me a clear idea of the number of students who use online books and attend online classes. This study of mine aims to establish the purpose and level of use of VLE and the patterns of use and in terms of cases and course work, including the frequency of use of VLE, the purpose of access, all results are shown in Figure 1, 2,3,4,5,6, 7,8 and 9 and I focused on what students use a lot of VLE for. There are some differences in the frequency of use of VLE, but in general Virtual Learning Environment becomes a tool for very frequent use by students from higher education throughout the county. Researcher first question about Virtual Learning was How often do you access in London Students 'Hall? Students participating in my questionnaire are:

Number of.	Gender:
Students.	Male, Female
15.	8. 7.

Questionnaire:

According to this study, we can see how useful the London Students 'Hall is for Trinity Saint David University of Wales students. Many students use the students 'Hall because they can find a lot of information about the university, the modules, the staff or many others. For example, in a conversation between me and my classmate, she said that she used the Students' Hall to check her attendance and to check her students' finances. On the page of the London Students' Hall, we can also find information about the IT service, where the IT staff will support us if we have problems with our modules or other technical problems. The students' results on this issue are shown in Figure 1 and they are: Daily 47%, Twice a week 33% Once a week 13% and just 7% chose Occasionally.



How often do you access in London Students 'Hall?

Figure 1.

In my next question to my colleagues at the UWTSD campus London we can see the positive impact of VLE on students learning. Figure 2. For Useful Links shows many students who attend VLE and benefit from much material found in Moodle, there are many different resources for additional tips and guidance. Useful links help students to find much information about their course. 60% of my colleagues attend useful links every day and 40% of them twice a week but no students noted never. This shows us the large number of students who use VLE Module useful links. (STUDENTS, n.d.)

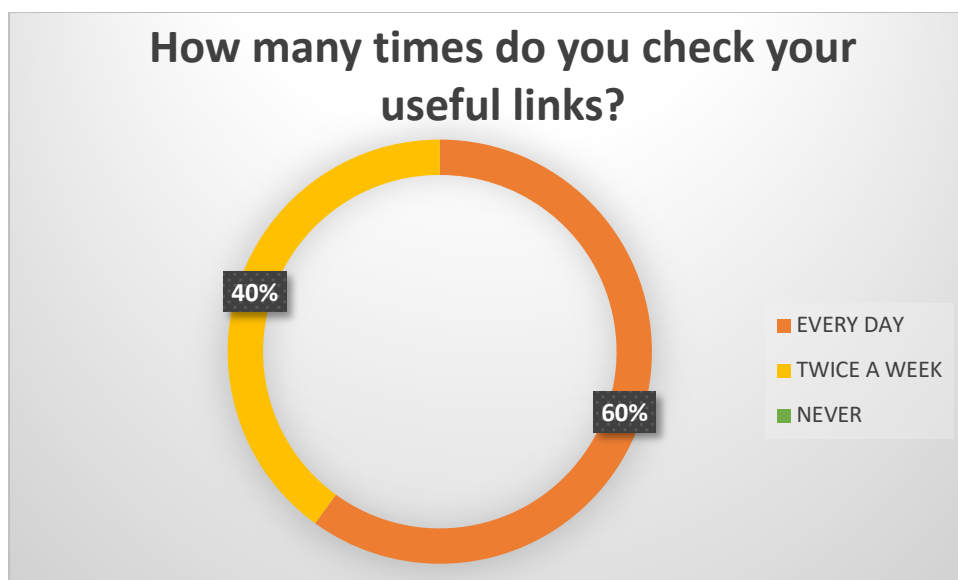
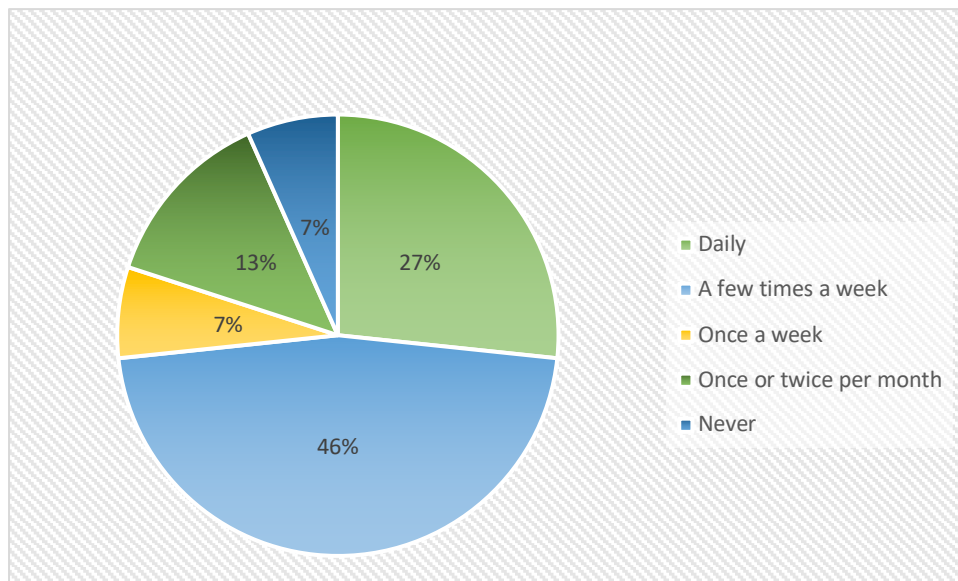


Figure 2

There are different variations in the frequency of VLE use, but VLE is generally preferred by students in the 21st century. The advantages of virtual learning are first saving time, which is a very important factor in today's fast paced everyday life. (advice, 2015) Another key

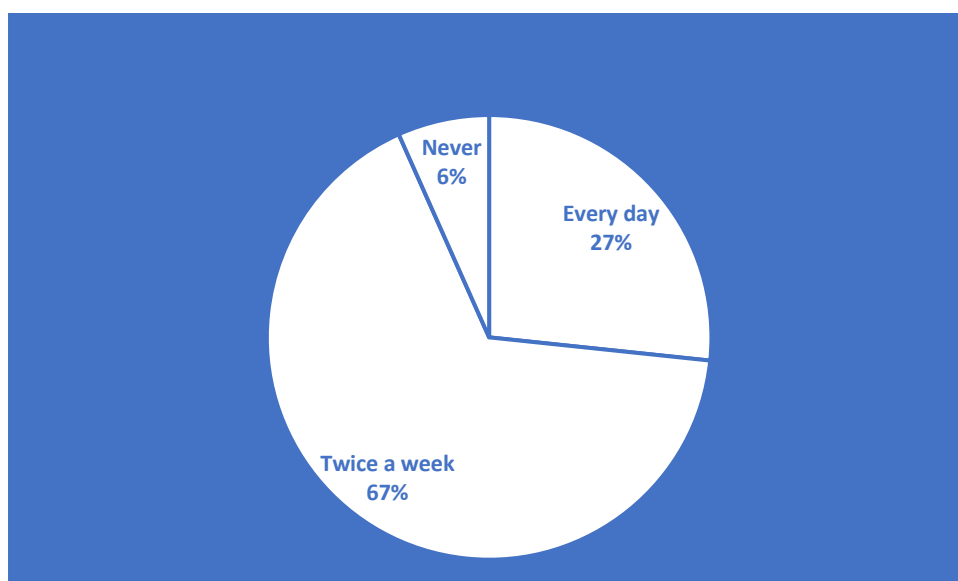
advantage is how easily we can find all the materials for the course and be able to contact the lecturer by email. This makes students life much easy and that's why they prefer VLE. Figure 3 show another positive result of using VLE,46% of the students use VLE a few times a week ,27% Daily,13% once or twice per month, 7% once a week and just 7% chose never.



The frequency of use of your VLE

Figure 3.

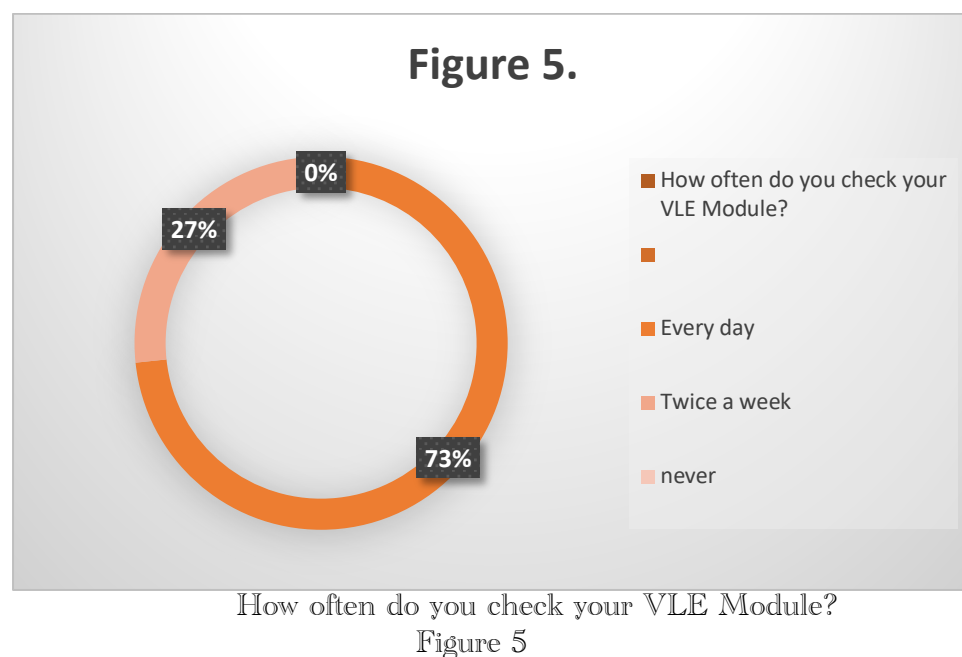
In Figure 4 I touch the question of Timetable, how useful is the timetable for the students learning. All the students answer on this question, check their timetable very often and that means the timetable is very useful for the students. 67% of the students check they timetable twice a week and 27% every day, only 6% of the students never check their timetables. In the discussion between me and my classmates I understood, many of them check the timetable before assessments period start. If the students have any changes in the timetable, they will let them know automatically and this makes VLE very useful. In the timetable when the students have accesses once, they can see group activities as well. (York, n.d.)



How many times do you check your Timetable?

Figure 4.

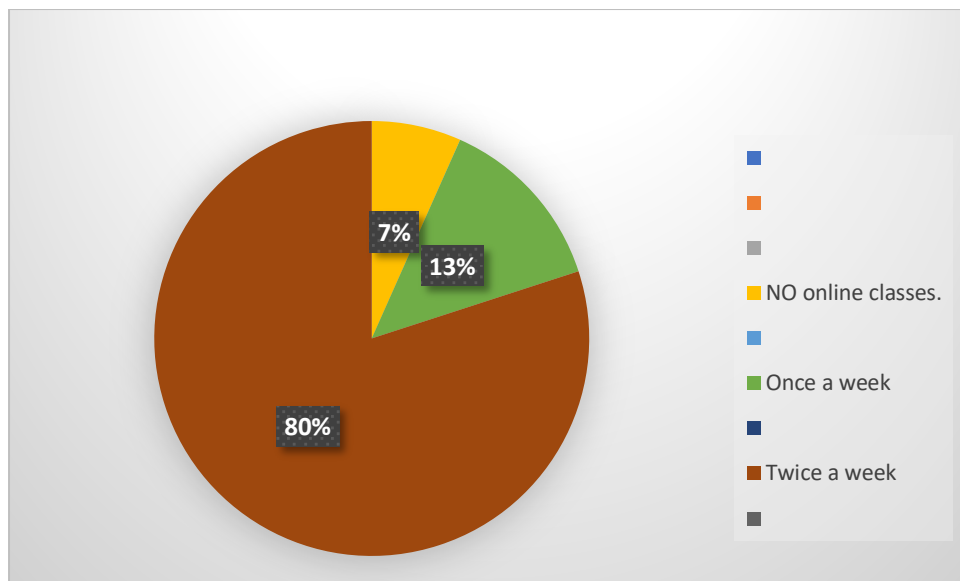
Figure 5 Describes my question, how often do you check your VLE Module? VLE means Virtual learning Environment. Online courses are more and more relevant nowadays and as normally every university has its own lecturers, students and therefore teaching material, so VLE has a Module where all Online lessons are available. Many of my colleagues and students at UWTSD campus London, use the online module. The VLE module provides students with the best online learning opportunity. Module means online lessons or units. Online modules are designed to be easily accessible at any time of the day. This facilitates student learning. In online courses we have access to all our lectures with just one click. Figure 5 show us how many students prefer to use VLE Module. ([University of York, n.d.](#)) 73% of the students check the VLE Module every day, 27% of them twice a week and 0% never.



Many students are satisfied with online learning. Nowadays, students and teachers have become addicted to technology, but online learning gives students a flexible learning opportunity. Most students in my study believe that frequent use of technology even benefits them and will benefit their education. Participants in my study students, most of them prefer online classes to face to face.

In figure 6 we can see that most students are pleased or very pleased with the use of online classes in the 2020/2021 learning year, but let's not forget to note that there is a small percentage of students who think that online learning has affected them bad or very bad in their overall learning plan.

80% of the students attend online classes twice a week, 13% once a week and 7% chose no online classes.



How often do you attend in online classes?

Figure 6.

Figure 7. Use of VLE (average). When I look for what students use VLE for, it becomes clear that they use it mainly for notes and readings from the course, secondly, VLE is also used for tasks with more interactive learning activities, like an online discussion.

(Robert Cosgrave, 2011)

Figure 7 The frequency of use of your VLE show us number of students who use VLE in different types.

Submit Assignments 2 of the students chose this question,

Discussion about the courses number students who chose this question is 1.

Get other courses material 3 students chose this question.

Get copies of lecture notes 5 students chose it and final question is Keep touch of class times

4 student chose it.

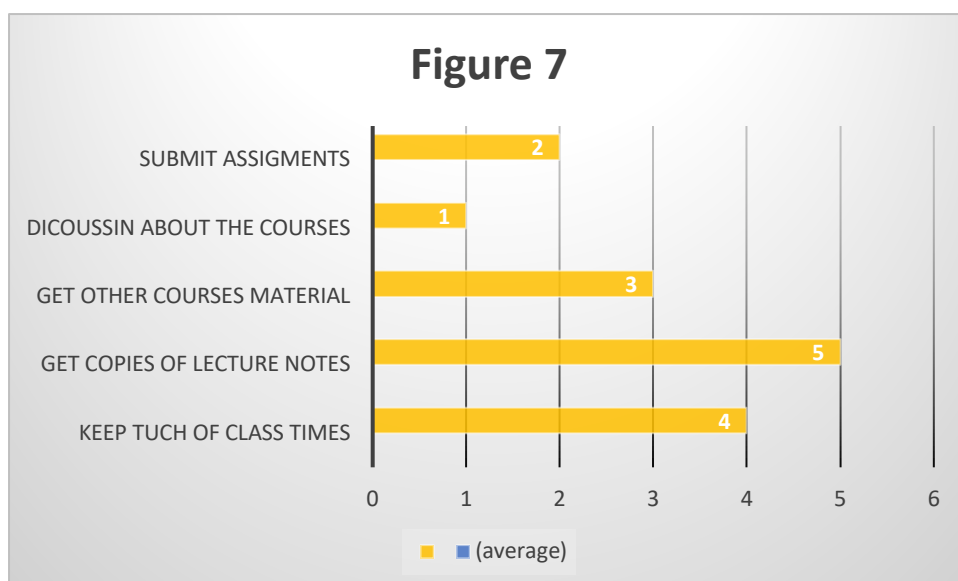
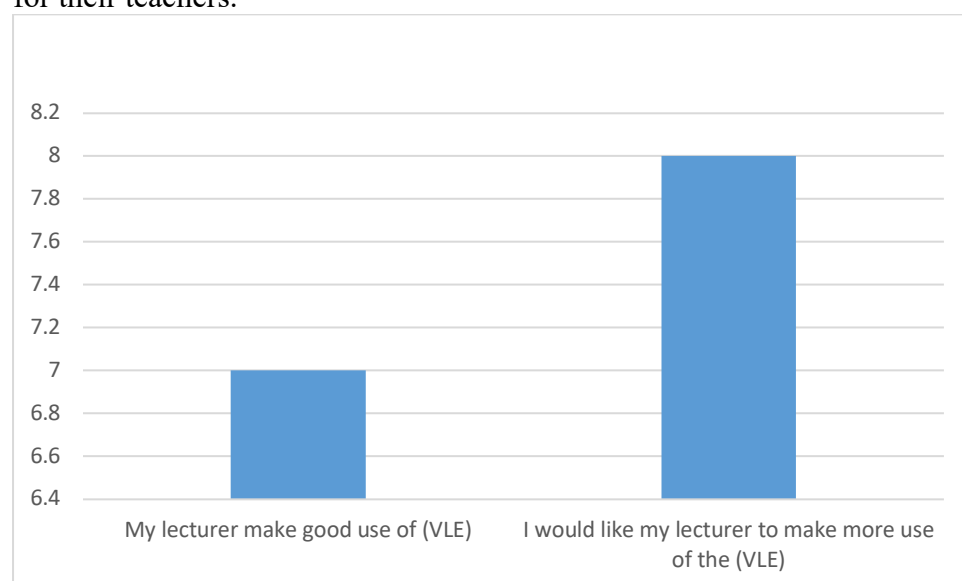


Figure 8 presents students' opinions on how well our teachers use VLE, they rate it from 1 = bad use to 5 = good use. Most teachers in high educations are good at using VLE, but students think they can use it much better. Opinions on whether teachers should use it more are quite neutral, although the use of VLE is already quite modern and practical and most teachers already prefer it in their classes. ([Angelica Risquez, 2011](#))

Lecturer Usage: My lecturer makes good use of (VLE), number of students chose this question is 7. I would like my lecturer to make more use of the (VLE); 8 students think this for their teachers.



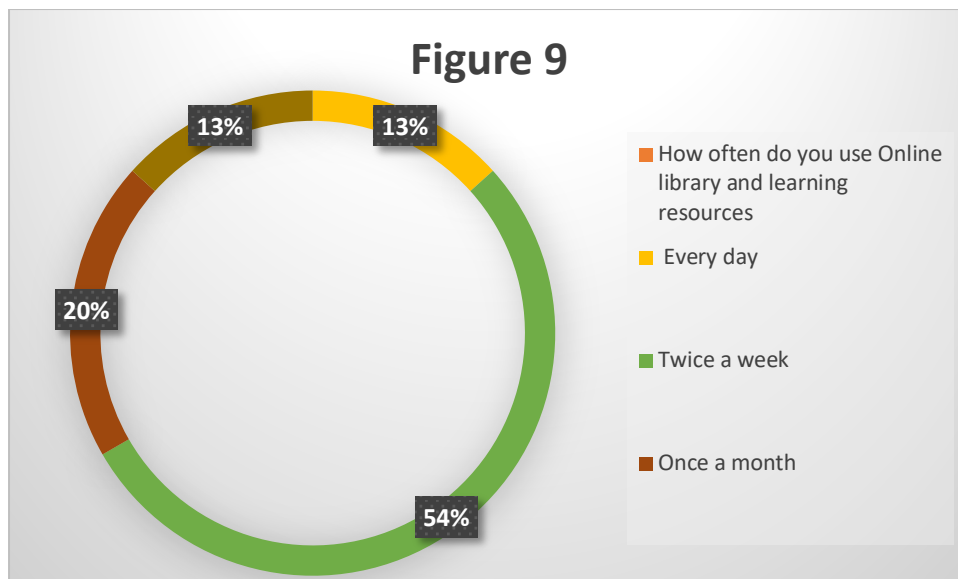
LECTURER USAGE
Figure 8

Finally question in the researcher Questioner was: How often do you use Online library and learning resources?

Libraries have undergone major changes over the decades. In my question about how often UWTSD students use online books or online library services, it is clear that, they are preferring by many students, but there are also students for whom online books are not like real books and they do not prefer them for their studies. A “digital library” or “virtual library” refers to libraries that offer books or educational resources online and at any time of the day. They become an integral part of the education of many students, even when writing their reports.

In figure 9 you can see the results of the question.

54% of the students use e-library twice a week, which is big percent of using, 20% of them chose once a month, 13% every day and 13% never.



How often do you use Online library and learning resources?

Figure 9

Discussion:

The students participating in this study are not enough to determine how useful VLE is among students, and therefore the researcher can say that the results found deserve further discussion.

Students are already addicted to VLE because they have access to the material from their courses at any time of the day, in the future students will attend VLE more and more regularly. Teachers also use VLE more often to upload new course material. The research I did at University of WTSD, I see that teachers mainly upload course notes and reading materials.

Breakthroughs in the use of VLE have been made in recent years, but many students and faculty still believe that their training in the use of VLE needs to evolve.

Most students believe that their online access to their study materials will not prevent them from attending campuses, even students say they attend their lectures, although lecturers' notes are available online.

Most students use VLE when they are read lecturing or while at university. All e-learning platforms, regardless of their limited functionality or ease of use, are only effective if the user feels comfortable and comfortable using computer technology.

Conclusion:

This study of mine was conducted at University of Wales Trinity St. David campus London. The participating students gave clear answers to what teachers and students themselves need when using VLE. The question we need to answer at this stage is perhaps how to encourage better use of VLE by teachers and students, because there is no point in universities investing money and time in something like VLE if it is not used or not met to the needs of staff and students. If a richer learning environment is created for all students using VLE and more distance learning opportunities are provided to students who prefer it, VLE will become much more useful for the university. No matter what the VLE is used for, it will affect factors such as staff development and IT support functionality.

Institutions, if they want to support teachers in the use of VLE, must provide support in the development of innovative learning and thus help teachers to provide a flexible form of

education for their students, but this requires time and resources to develop e-learning among academic staff.

In this research of mine, students believe that VLE should be thought more positively, emphasizing its benefits.

The effective use of VLE in parts also depends on good time management by teachers and students. Thanks to VLE, students have private access to their teachers by email.

In conclusion, I can say that, in general, this research done at UWTSD shows that there is a large VLE among students, which gives cause for optimism that students are more and more committed to promoting VLE more and more.

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