

Research report on the impact of virtual learning Environment

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Digital Skills and Research Methods

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Introduction:

The main purpose of this research report is to put forward the impact of the virtual learning environment on the learning experience on the students of the University of Wales Trinity Saint David London campus. The report is limited to the learning experience of only the UWTSD students. University of Wales Trinity Saint David has a history of the distance learning to provide learning to the students according to their suitability. They provide the vast range of programs through Moodle. Moodle is a platform that is designed to provide the education and learning for the personalized learning environment. Moodle is software that can be downloaded for free. In general, the impact of virtual learning environment is positive on the students and on their learnings but the report is specific to the students of UWTSD, therefore, survey can clear out the impact evidently. In the report survey will be conducted of at least 12 students who will be the participants of the research report.

Methodology

Methodology is the process which is used in the conduction of the survey. The research report was conducted to see the impact of the virtual learning environment on the learning of the students. For this purpose a survey was conducted on the students of the University of Wales Saint David, London campus. 12 students were taken as the participants, a questionnaire with 10 questions was provided to the students (Badia, Martín and Gómez, 2018). The survey was conducted online due to worst situation of Covid19. Students were asked to fill the questionnaire online for their wellbeing. The research is qualitative. The research follows both methods of collection of data i.e. primary research method and secondary research method. After some time participants were asked to submit the questionnaire. After the submission of the questionnaire, result was generated on the basis of the responses in the form of graphs.

Primary research

Primary research is the type of research in which the data is collected by the researcher himself. Interviews, surveys, observations, ethnographic research are some methods of the primary research. This primary research follows the questionnaire method to collect the data from the participants (Traxler, 2018). Questionnaire is used as the research instrument for the collection of the data. Normally there are many ways to collect the data through the questionnaire method such as, face to face, telephone, computer, post or online. Due to the current situation of the pandemic online method is followed for this survey. The questionnaire

that is given to the participants as the primary research includes 10 questions in total. Each question has its own relevancy to the topic. The questionnaire method was time saving, and cost saving. It was so easy to reach people through the questionnaire. Through the questionnaire, the anonymity of the participant is guaranteed. Participants felt comfortable to express the impact they had of the virtual learning environment (Traxler, 2018).

Secondary research

There are mainly two types of research primary and secondary research. Secondary research is the research method that encompasses the researches that have been conducted already in the past by someone else. The data can be conducted from anywhere such as through internet, archives, schools, libraries or organizational report. Secondary research is significant and supportive in the collection of the data (Traxler, 2018). It is the source of support for the data that has been originated earlier in the past. By linking the current research and data to the old researches and data builds the trust and trustworthiness. Secondary research has worked as the foundation of my project. Secondary research is helpful in the collection of the data as it supports the current data and it is cost effectiveness (Kc, 2017).

The survey was conducted on the students of the Nigeria and state universities to see the impact of the Moodle learning. The study was carried out in two federal and two state universities in the south east zone of Nigeria. 280 students were taken as the participants' from the federal university and 226 students were taken as the participants of the state university which means in total 506 students were the participants of the survey. 24 item questionnaires were used as the method of data collection (Chou and Liu, 2005). The questionnaire was of five sections, section A was about the impact of the VLE, section B was about the adverse impact of the virtual learning. Section C of the questionnaire was about the preparation of the virtual learning. Section D covered the areas of the virtual learning environment (Antonoff et al., 2016).

After getting the responses from the participants, result was generated according to the research questions. The result revealed that the students in federal universities had a mean of 3.25 while, students in the state university has a mean of 3.00 and 3.18. Grand mean of both state university and the federal university was 3.23 and 3.35 correspondingly. The result showed that the virtual learning environment has a positive impact on the learning of the students (Jackson, 2015). Another survey was conducted to see the impact of the virtual learning environment on the students. The research was quantitative. Desk review method was used as the method of collecting of the data. 53.1% were females whereas, 46.9% were

the male participants. The average age of the participants was 21 to 23. Research questions were given to the participants. After the submission of the research questions, result was generated according to the responses. The result presented that the impact of the virtual learning environment was positive. Students were able to develop their learning independently (Hegazy, Khedr and Geddawy, 2015).

One more research was conducted on the students of the public university of Colombia to see the impact of the virtual learning environment on the students. About 210 students were the participants of the survey. Questionnaire was given to the students after the submission of the responses, the result was generated. The result presented that the students were positively affected by the virtual learning environment and they were motivated and enthusiastic with the learning (Hasan, Nat and Vanduhe, 2019).

A research was conducted in the silchar town school on the secondary school students to evaluate the impact they had of virtual learning environment. 170 students were taken as the participants of the survey. A multiple choice paper was given to the students. the result showed that the virtual learning improved the productivity of the students, improve their learning and motivated them (Hegazy, Khedr and Geddawy, 2015).

Conclusion:

The research showed that the virtual learning environment has a positive impact on the students and learning. The virtual learning through Moodle was provided to the students of University of Wales Saint David, London campus. The report was conducted by both the research methods primary and secondary methods of collecting the data. Virtual learning environment came out to be highly effective for the students of the wales saint David University. The virtual learning environment increased the inclusivity of the students; Moodle was easily accessible for the students. The best thing of the virtual learning environment was that it was time and money saver. It increased the skills of the students and was flexible and comfortable for the students.

Discussion

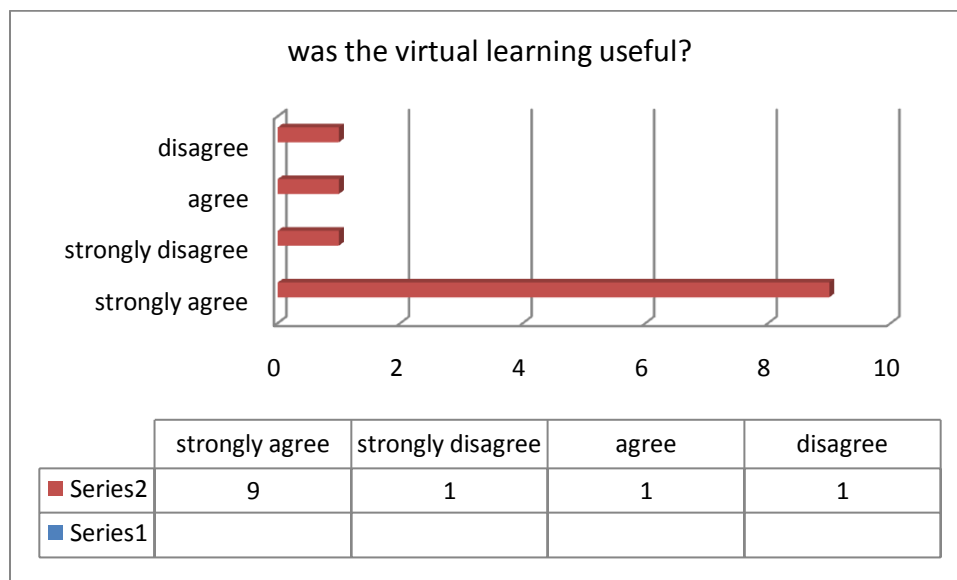
The result was generated according to the responses. The result showed that majority of the students had a positive impact of the Moodle- virtual learning environment. They found it easy to access, students found the services useful and convenient. Students did not find any difficulty

throughout the course. The result showed that the virtual learning was not time consuming. The responses of students showed that they were satisfied with the learning of VLE. Students of wales saint David University. Felt motivated during the virtual learning moreover, they found it easy to operate.

Result

Question 1:

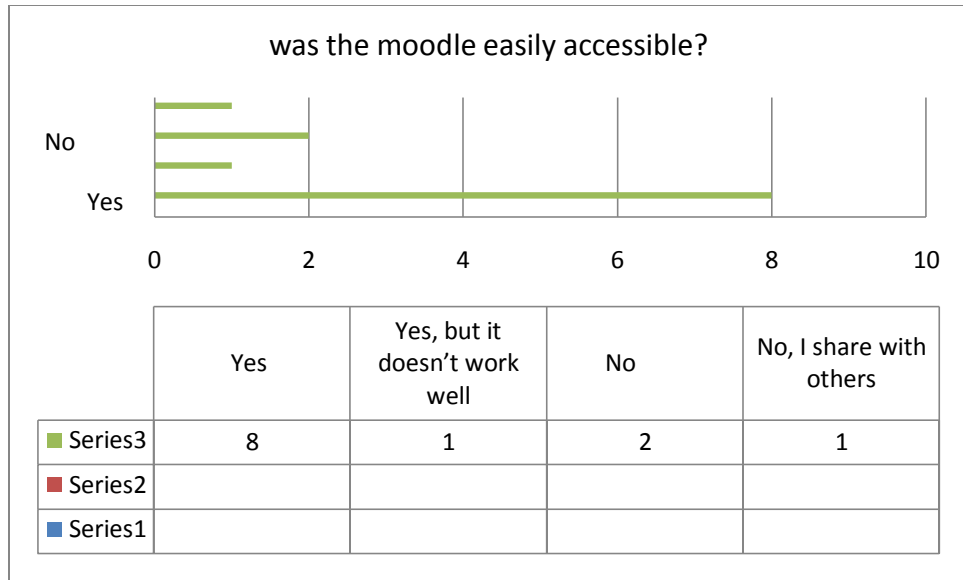
Was the virtual learning environment useful?



The first question in the questionnaire was about the use of virtual learning environment in which students responded positively. 9% of the students were strongly agree whereas, only 1 percent went for disagree and strongly disagree option. This shows that the learning were useful.

Question 2:

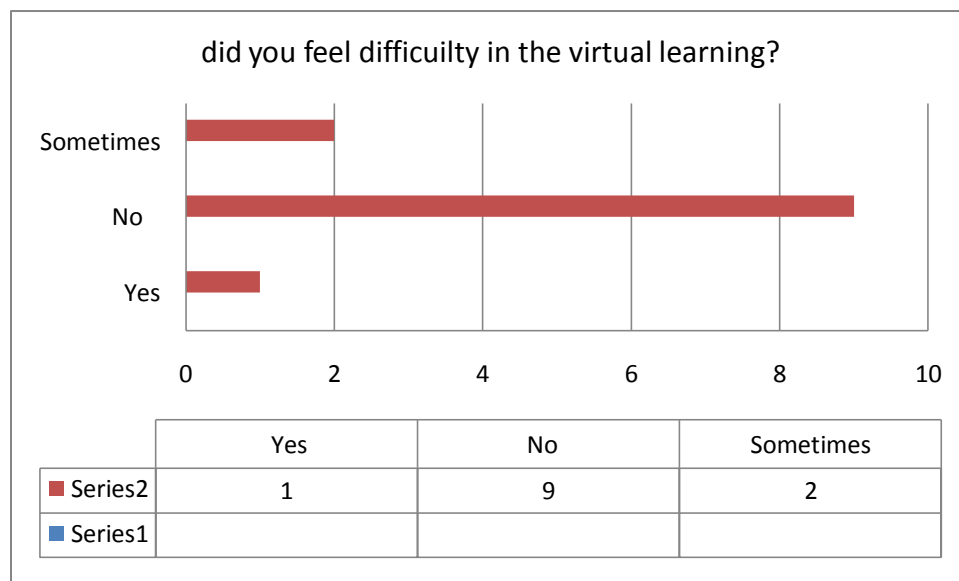
Was the Moodle easily accessible?



Question two was about the accessibility of the virtual learning in which 8% students were agreed to the easy accessibility of the VLE. 2% students said 'NO' to the easy accessibility of virtual learning environment. 1% students found it little bit difficult to access.

Question 3:

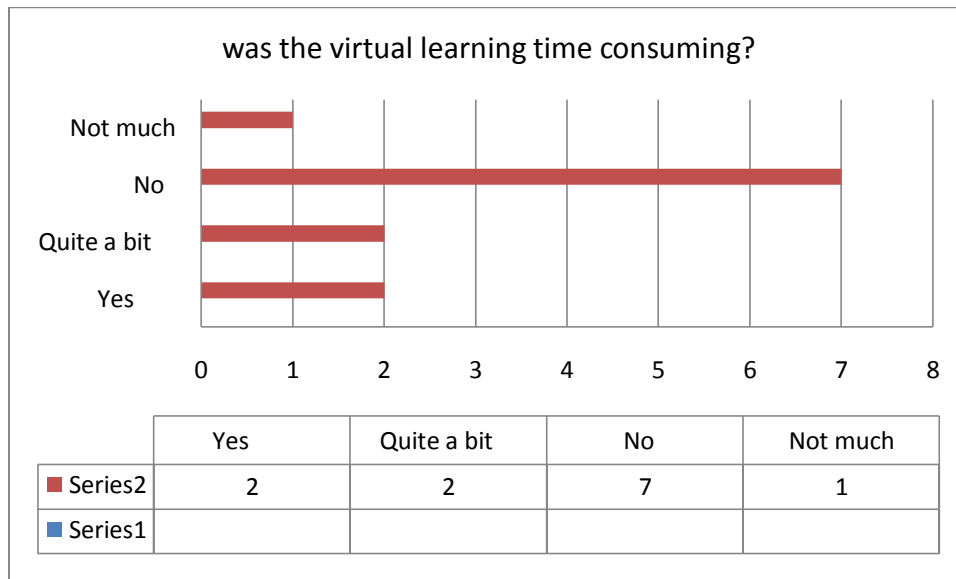
Did you feel any difficulty in virtual learning?



In question three students were free to tell if they faced any difficulty in the virtual learning environment. Only 1% of the total students found little bit difficulties in the virtual learning, rest of all the students went smoothly without any difficulty.

Question 4:

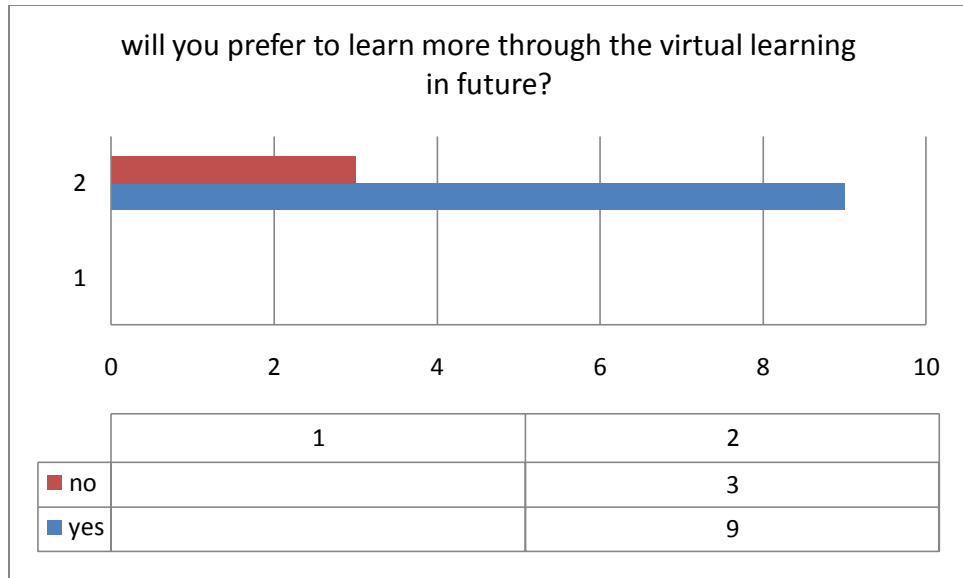
Was virtual learning time consuming?



Question four asked the students if they had to invest more than enough time in the virtual learning or not. 2 % of the students found it time consuming. Whereas, 7% of the students found it time saver.

Question 5:

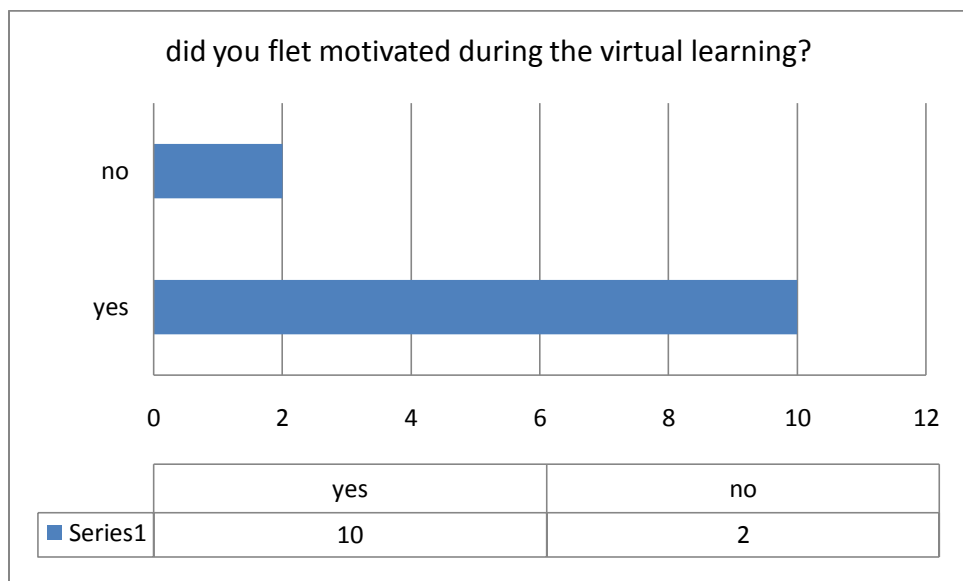
Will you prefer to learn more through the virtual learning in future?



9% students were happily agreed to prefer the virtual learning in the future also. This is a positive sign.

Question 6:

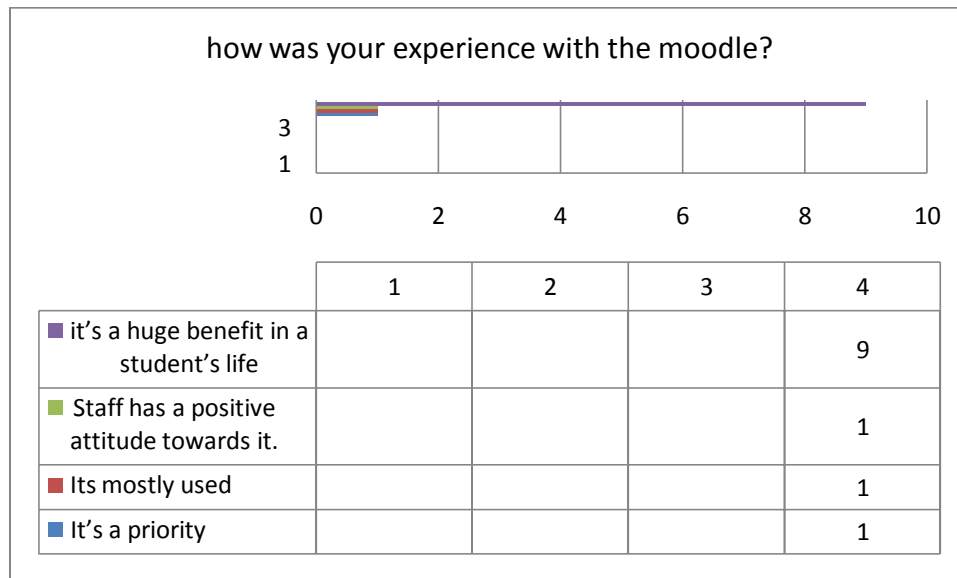
Did you felt motivated during the virtual learning?



Approximately 10% of the students felt motivated during the virtual learning while, only 2% students were not agreed to this.

Question 7:

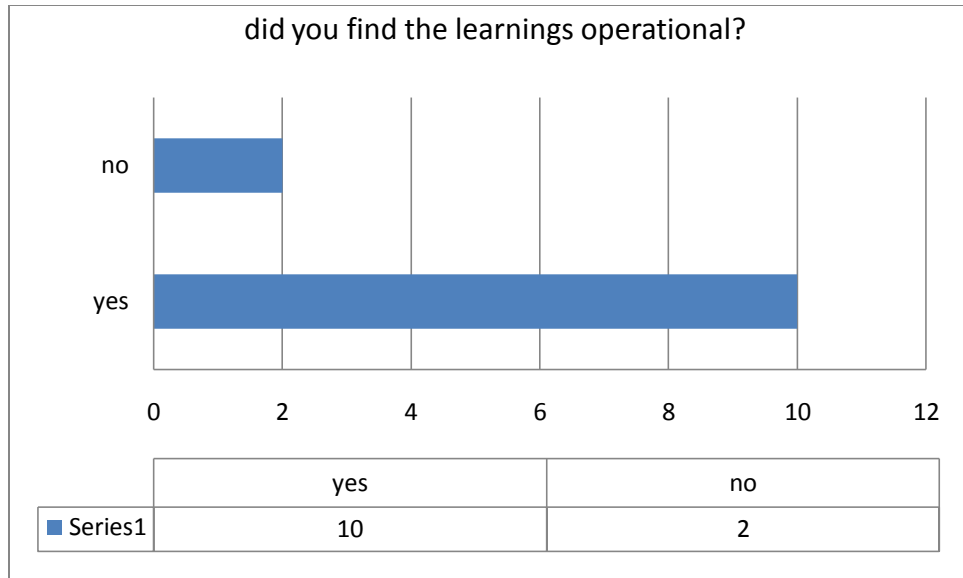
How was your experience with Moodle- virtual learning environment?



In question seven students were asked about the experience they had in the virtual learning environment and the results were positive. 9% students agreed that virtual learning is beneficial for the students. students agreed that the virtual learning environment has appositve effect on their learning.

Question 8:

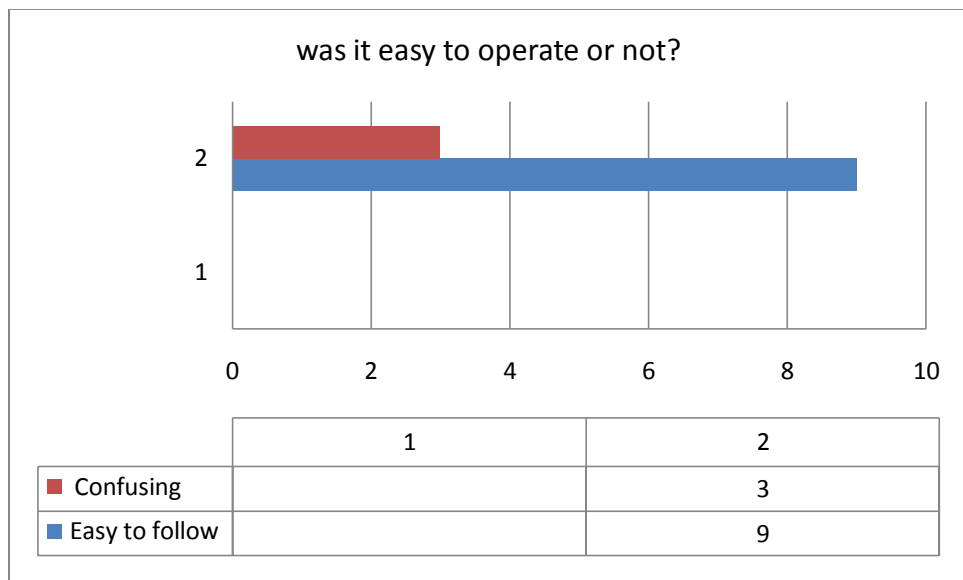
Did you find the learning's operational?



10% of the students found Moodle operational and only 2 % of the students found it less operational.

Question 9:

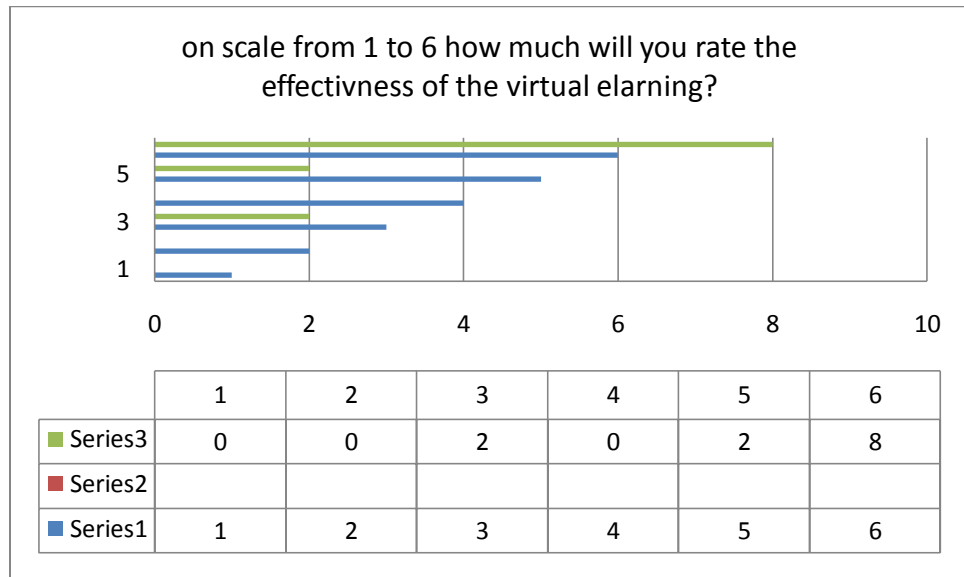
Was it easy to operate or not?



The results showed that the 9% of the students found it easy to operate; they felt no difficulty in the operation. But only 3% of students found it confusing.

Question 10:

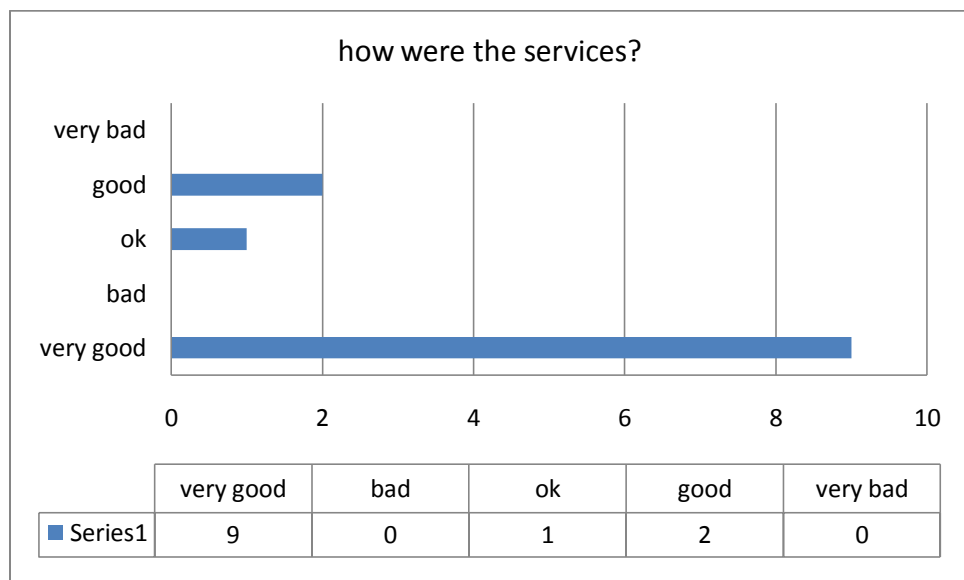
On scale from 1 to 6 how much you will rate the effectiveness of virtual learning?



In question 10 students were asked to rate the effectiveness of the virtual learning environment. 8% students rated it 6 and other 5% students rated it 5 which is no doubt a increasing rating scale.

Question 11

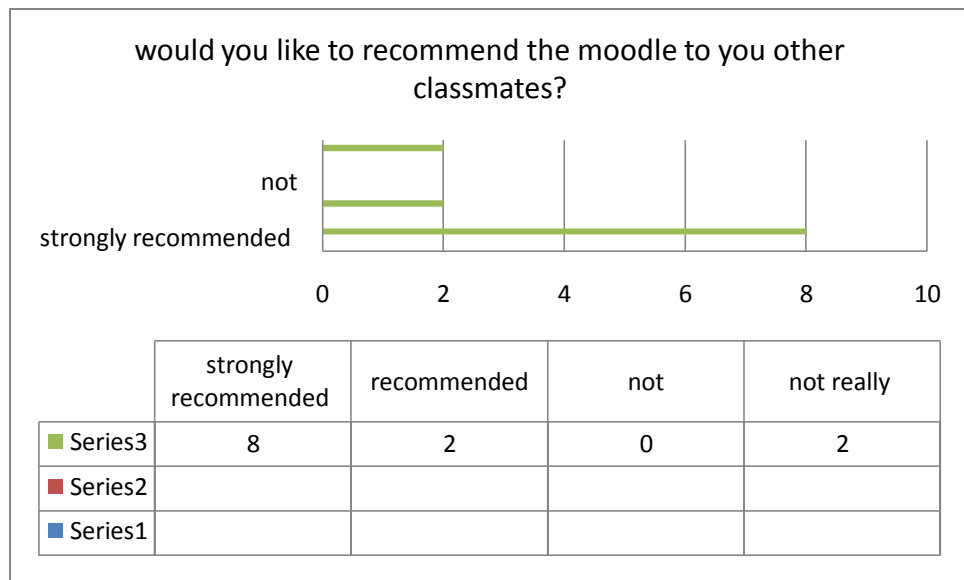
How were the services?



Students were asked to tell how the services were, 9% found the services very good and 2 % of students found it good and none of the student filled the bad option.

Question 12

would you like to recommend Moodle-virtual learning to your other classmates?



Students were interested to recommend Moodle to their other classmates.

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