

University of Wales Trinity Saint David

Digital Skills and Research Method

Impact of Virtual Learning Environment on
the learning experience of The students at

UWSTD Report

BMSW4003

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2021158

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Abstract

The virtual learning environment with a direct encountering of the teaching (*Edclass.com,2021*). It is certainly leading us to the new era and a better approach to education, since it is becoming more frequently used by many institutions. Everything it is designed for the student in the virtual world from the class to the exercise, the exams and in some others even the graduation. The information reported here will clarify the necessity of the student, the obstacle and the improvement advice that can help the virtual learning environment with the data collected. The collection of the data are the fruit of the survey conducted in the virtual learning class of Digital Skills and Research Method, from group seven, leaded by Koushik Modak teacher, at the foundation programme offered from the University of Wales Trinity Saint David at the London campus. It is virtual class that contain forty-seven participant with teacher and IT supporter, in case any technical issue happens, they are there to take rapid action and fix it or give guidelines until the solution comes out.

Keyword

Virtual Learning Environment

Introduction

Virtual Learning it is a common definition to describe a specific information space (*Telearn.archives-ouvertes.fr*, 2021). People are interacting in those spaces for a purpose of learning or for teaching lessons that can help them for their own educational matters and believes. During those cyber social systems, they can not only take information but also share their thought, question the unclear part, exercise and discuss the information given to them. It is a system apply by many businesses and not only by educational institution like University, Schools or private institution. Virtual Learning it is not only live class matter but can also be a platform that contain contents regarding the education and practice development of different skills, that the person can have, or it is intended to learn and practice. Organizations spent huge amount of money every year on classroom-based education, but accordingly to McKinsey an astounding 75% of businesses report that it does not operate (*Learningpool.com*, 2021). Virtual Learning benefit it is also the possibility to accesses to the information from any where and at any time according to the own plan chosen or applied, for example in the case of the Virtual Learning that will be discussed of the group seven; their Digitals Skills and Method of Research virtual class it is assented for every Thursday morning with a completed duration of four hours. Time preestablished for the lesson it is 9:00 to 13:00 with some breaks in between one topic to another and some exercise from time to time with an accordingly decision made by the leader of the module, that in this case it is Mr. Koushik Modak.

Research Objectives

- To analyse Virtual Learning History.
- To understand how Virtual Learning, it is conducted at present.
- To analyse the Advantages and Disadvantages of Virtual Learning.
- To analyse the Virtual Learning Impact on the Student at the UWSTD.
- To analyse the future of Virtual Learning.

Literature Review

Virtual Learning concepts it is historically traced to the late 1960s, when e-mail invention and computer conferencing came out; however, was by the 1971 where the tools starting to have an impact in the network with the new opportunity to socialise and discuss regarding many different matters like work related, economic and most important education. Those matters could be conducted via the telecommunication and as that type of communication allow us to socialise from anywhere and at any time, that innovation was seen as great opportunity for the development e-learning (*link.springer.com*, 2021). The new requirement and opportunities impacted and change the way of education. During 1980 and 1990 the Virtual Learning innovation expanded massively, so much to be adopted for public schooling, adult education, professional and tertiary. It is by the 21st century that e-learning became global and very well known, as it is adopted by many and applied in huge number of sectors that have the knowledge of network and conduct works in there like educator and learners.

Since the 1990s until the 21st century Virtual Learning pioneers had been delivering many development and dots of the tools like mindset, pedagogic models, technologies affordable and models. Pioneers have contributed in such a colossal way to education programmes and the good out of it for example in practice of learning, learning theories and models, instructional design, instructional roles, modes of delivery and learning processes and outcome (Harasim, 2006). The learner or the student take part and engage in an active Virtual Learning conversation (Tandfonline.com, 2021). The teacher it is interacting with the learners in simultaneously way and with a dynamic method, related to the tool in use; there so with a good proposal and preconstructed lesson, classes show that teachers can achieves their own expectations (Files.eric.ed.gov, 2021). The participants can access to the distance learning through different devices like smartphones, laptop, tablet or netbook and it is essential to adopt a systematic approach with the IT (Jisc.ac.uk, 2021). Leaders of the classes can interact with students among the help of different media required for the participants understanding, and practice that the teacher can arrange for the topic discussed. During the Virtual Learning activities, the teacher and student have the possibilities of sharing ideas and constructions of the practise (Files.eric.ed.gov). Accordingly, between the institution and the participant, the entire semester or education plan can be run through the e-learning; there so test, report submission, consultation, evaluation, attendance and all the basic information needed from the student (Kim, 2013). There are many advantages to be considerate in Virtual Learning Environment. Student can be considerate in communities that rotate around their same topic (Gannon-Leary and Fontainha, 2021), also the participants have the benefits of receiving the information to their own place selected which combine the zero chance to spent time and money on transport. Under the communication related also, it is recognised that Virtual Learning can reach a larger audience there so it is not always necessary the face to face encounter during the in time learning. Student can easily give feedback and approach with other members; also from the skills that it is possible to develop from them it most certain the planning and research, the usage of imagine and sounds and the learning instruction interaction. Teachers can make their information and notes accessible to any of the participants at any time and moments and also contents can be refreshed. Disadvantages of the Virtual Learning are also encounter when comes eyes contact between the lecture and the information attender, that can even drive to none contact all when internet provider clash with an interruption. Regarding laboratory experimentation, classes can not be conducted as a physical and active presence need to be attended from both sides. Students need to be more involved in education environment as no all of them have the necessary facilities to access to the technologies and devices required like computer, internet and others. It is already analysed that cost to develop courses and materials are very high; there so preparation of class contents required more time (Cvetkovic, 2021).

Research Methodology

Research have a system to follow that can be Qualitative Method of research, Quantitative and when both are used it is called Combined. Qualitative it is the use of non-numerical study to solve matter (why) , the Quantitative use information that can be calculated in numerical form for the matter of (how) while combined it is the mix of both method. The Qualitative, Quantitative combined approach method will be use in this report. Primary and secondary

data will support the analysis and discussion. Primary was collected during the class and secondary data will be collected from various sources. The Sample size is 10 people and the permission to collect the information was given by the teacher. Lecture required to conduct the survey on 20 students at least; there so participants had 7 days to answer questions and 7 days extra were added to give chance to non-replier to reply and add more data to the report; also all the member will remain anonymous from the information collected.

Result and analysis discussion

Information were collected during the class and this is the result of the 10 member that were able to answer the survey questions presented.

Question 1: Are you enjoying virtual learning?

Question 2: In what part of those two virtual learning instruments there are more difficulties?

Question 3: How can that part be improved?

Question 4: Would you come back to the campus to attend class?

Question 5: What are the benefit of the virtual learning?

Question 6: Do you require more support for your virtual learning?

Question 7: From which of the following option do you agree the student would take more advantage of virtual learning?

Question 8: Rate your virtual learning experience?

Questions were constructed with the guides line of the teacher, then sent to each class member via email and to be completed in their own spare time. Survey question were required to be in three different style, close ended, open-ended and multiple choice. Question 3 and 5 are open ended; close ended are 1,4,6,8 and multiple choice are 7 and 2. The 1, 5 and 8 question are related to the personal feeling of students about the Virtual Learning Environment, while the 2,3,7 question are related to the understanding of the classes and question 4 of the survey it is about student preference. Regarding the first question 80% had chosen yes and the 20% have chosen no. About the second question 60% had chosen the Moodle option, 30% choose the IT option and the 10% did not replied. Result of question 4 are 85% choose yes, 10% and the 5% did not understand the question. Regarding question 6 30% says yes and 70% says no; while about question 8 60% had chosen good, 30% decided quite good and the remain 10% excellent. About the open-ended questions 3 and 5 no analysis it is been evaluated.

With the analysis of the secondary data, in question 1 only 42% of students says that it is a problem to stay motivated for the all Virtual Learning course (*educationdata.org*, 2021). Regarding question 2 80% students at Lexington Middle School failed one class in the initial nine weeks (*Myers*, 2021). About question 4 in 2020 41% of student recognise that the quality of their online college it is better that class room instruction, while 15% felt

the opposite site (*educationdata.org*, 2021). Regarding question 6 it is found in secondary data that 19% of students did not receive the correct support to carry out the work in the best way (NUS, 2021). About the question 7 data report that students hold 25-60% more information during online learning (*Li and Lalani*, 2021).

Conclusion

The research has identified that Virtual Learning Environment it is having a huge impact in the student at the University of Wales Trinity Saint David at the London campus. Surely, the report shows that some students are still not able to adapt to the online education, while others are very confident.

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Appendix 1

In-Class exercise: **Questionnaire Design**

Student Name: Angel Pichardo Student ID: 2021158

Module Name: Digital Skills and Research Methods Term 2 Group: 7

Aim: This exercise is aimed to help you in your questionnaire design. Please note, you need to use this questionnaire to conduct a survey which is also one of the important parts of your research report.

Please write down your questions that you are going to use in your primary data collection. Try to have different types of questions such as open ended question, close-ended question (YES/NO), , multiple choice question, Likert-scale question.

Question 1: Are you enjoying virtual learning?

- Yes?
- No?

Question 2: In what part of those two virtual learning instruments there are more difficulties?

- The moodle online understanding?
- IT virtual classes?

Question 3: How can that part be improved?

Question 4: Would you come back to the campus to attend class?

- Yes?
- No?

Question 5: What are the benefit of the virtual learning?

Question 6: Do you require more support for your virtual learning?

- Yes?
- No?

Question 7: From which of the following option do you agree the student would take more advantage of virtual learning?

- Attending online classes only
- Following the Moodle online only
- Both
- Both, with also your individual learning time

Question 8: Rate your virtual learning experience?

- Poor
- Quite good

- Good
- Excellent

Question 9:

Question 10:

Appendix 2

Question one	Yes	No		
	8	2		
Question Two	Firt ans.	Second ans.		
	6	3		
Question T Four	Yes	No		
	8	1		
Question Six	Yes	No		
	3	6		
Question Seven	First ans.	Secon ans.	Third ans.	Fourth ans.
			1	9
Question Eight	First ans.	Secon ans.	Third ans.	Fourth ans.
		3	6	1

Summaryof open ended questions	Positive	Negative
N1	4	4
N2	6	1

