

Digital Skills and Research Methods

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Introduction

In a virtual learning environment, students and teachers can take advantage of a variety of digital tools to make the most of their time spent in the classroom. It is important to note that a virtual learning environment (VLE) differs from a virtual classroom in that the VLE uses technology to enhance the in-class experience by facilitating digital communication and engagement as well as quizzes or polls (Dittler, 2011). Educators can use a virtual learning environment (VLE) to create engaging, active learning settings by using digitally-based solutions. Because of the ongoing research into VLE learning strategies, educationalists are better able to introduce a more advanced system to the educational establishment and help students learn their sores and attempt them halfway inside this virtual environment proficiently and subsequently use these VLE learning strategies more effectively (Auerbach and Silverstein, 2003). Many experts believe that virtual learning environments need to be implemented into all educational programs because of their enormous significance.

Rationale

Modern education is heavily reliant on cutting-edge technology. The way people learn is evolving right now, too, thanks to the advancement of technology and its applications. The VLE or Virtual Learning Environment (VLE) is a prominent method and practical illustration of this. Virtual learning environments are not meant to mimic or replace the physical learning environments of classrooms; rather they are meant to enhance classroom understanding through the use of new technologies like computerised correspondence, collaborative learning, and assessments or surveys administered via a virtual learning environment (VLE) (Boboc and Koc, 2019). Academics and education experts are now focusing on this VLE to make it more accessible to every student. As a result, students can learn their active skills more effectively through this method of learning, and educationalists are constantly looking for new ways to help students learn their lessons and practice them in a virtual environment, thus creating a better and more enjoyable learning experience for all. Since the present pandemic crisis has opened up a widening gulf

between the two sides of the country in terms of the number of people who have been affected, this problem has become even more relevant. To ensure that this VLE is on the right track, people need to know how this system is affecting the overall learning experience in the real world (Cuthell, 2017). All these factors make it sensible to conduct a thorough investigation of the subject matter to discover the truth through this report's findings.

Aim and Objectives

Aims

The report's or project's planned goal is referred to as its "aims" in this context. Finding out how the VLE impacts student learning experiences in today's environment is the primary goal of this research paper.

Objectives

The goals are broken down into atoms in the core mission, which is where objectives come in. This report will be able to address all of the concerns and accomplish the research's primary goals if the small goals are met. So, here are the goals of this research report.

1. This research was to learn more about online learning systems.
2. The research was done to fully appreciate the educational value of a virtual learning environment.
3. To understand students' learning experiences in a virtual learning environment.
4. To gain an understanding of the university student's perspective on the virtual learning environment.
5. To make some suggestions on how to make the virtual learning environment better in practice.

These are the primary goals that will assist in realising the genuine aim of this meticulously researched document.

Methodology of the Research

Research Type

There are two types of research methodologies, primary and secondary, and each has its advantages and disadvantages (Lewis and Allan, 2004). In this paper, both of these research methodologies will be properly utilised. The reasons behind this and the characteristics of these two forms of study are explained below. As a philosophy used by specialists to gather knowledge directly rather than depending on data obtained from recently completed research by others, primary research or examination can be described like this: This is a form of investigation in which the researcher explores things on their own, without consulting anyone else. Inquiries and data are collected directly from a source, such as a client, customer, populace, or case area. In this style of research, the actual situation is depicted in its truest form and the data analysis results are presented in their most accurate form. A different approach is known as secondary research, which relies on information gleaned from other researchers' more recent work. As a result of this form of research, it is not necessary for an analyst to lead the investigation, but rather to go to the sources – such as articles in the newspaper, government documents, and national statistical board articles – to gather data. This research aids in completing the research on time, as well as providing insight into how things were in the past and the findings of the researchers.

Data Type

When conducting research, it's important to know what kind of data is needed. For example, there are quantitative and qualitative data in the world (Hamilton, 2013). In this study, both of these data sets will be used in a variety of ways depending on the situation. As a result, qualitative data are more concerned with the quality of data than the quantity. When compared to quantitative data, qualitative information is sometimes difficult to pin down and is instead gleaned purely from personal experience. Data regarding a product's appearance is frequently communicated by way of modifiers and other illustrative terms. When it comes to the other hand, quantitative information refers to data that can be quantified. As a result, they are frequently expressed numerically, such as in terms of length, size, total, price, and even the range of possible values. To make quantitative

data more trustworthy and precise, measurements are used to generate and further break down this kind of data.

Data Source

Questionnaire surveys can be used for primary data collection, which can be supplemented by the literature, bots, and other resources (Cingillioglu, 2014). Data gathering tools differ dramatically, and it's not clear if they can be utilised interchangeably. Researchers are always on the lookout for data collection tools that are both simple to use and capable of yielding solid results. Online surveys are an excellent primary data gathering method since they meet this criterion. A main data gathering tool for researchers, online surveys allow them to obtain accurate data while also raising the response rate from respondents. There are several pre-recorded data sources for secondary data, such as record books and databases as well as official documents and reports as well as academic articles and books. These products will also be used in this case.

Sampling

The random sampling method will be employed in this study report, which is a strategy of randomly selecting samples. More than five secondary materials will be needed for this study's secondary research and 50 participants will be incorporated into this study's primary research.

Data analysis

Primary Data

Question 1:

Do the students know details about the virtual learning environment?	
Yes	46
No	4
Total	50

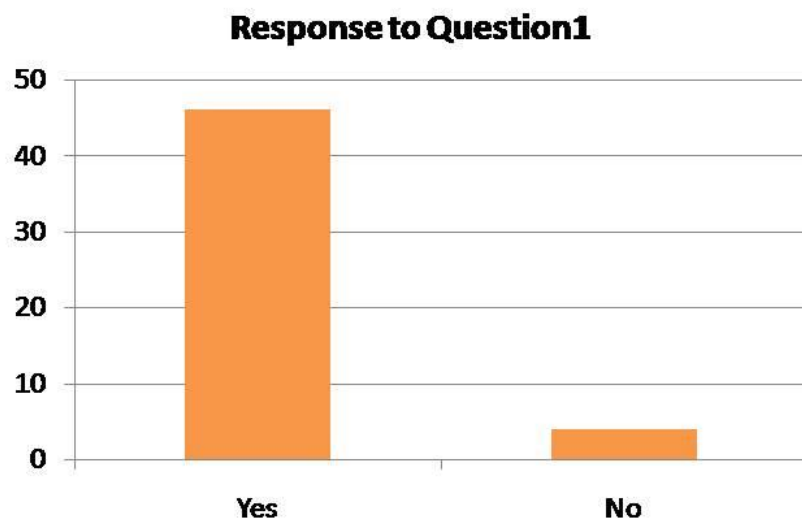


Fig: Response to question 1

Question 2:

Do the students have any experience of using a Virtual learning environment?	
Yes	50
No	0
Total	50

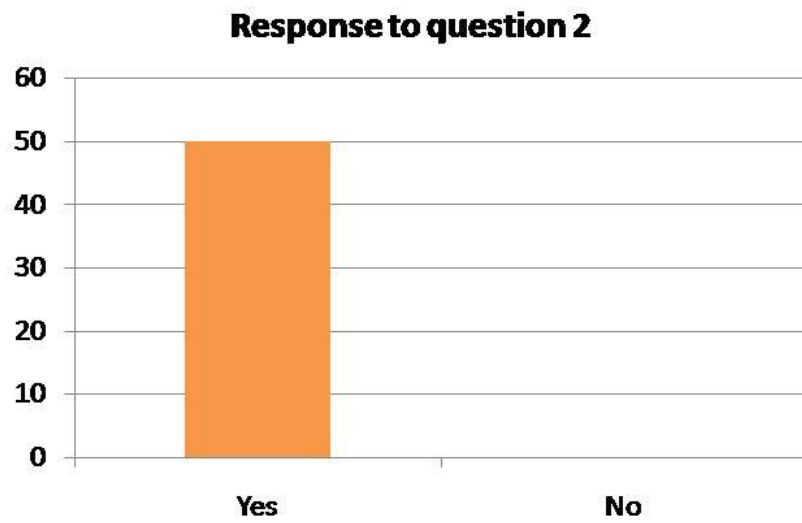


Fig: Response to question 2

Question 3:

Do the students have any training to use the virtual learning environment for their studies?	
Yes	30
No	20
Total	50

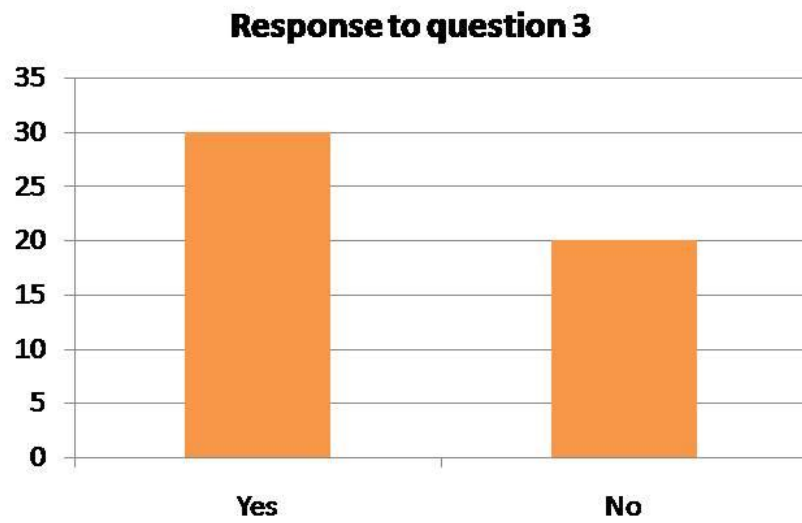


Fig: Response to question 3

Question 4:

Do the students prefer using the virtual learning environment for communicating with teachers and friends?	
Yes	34
No	16
Total	50

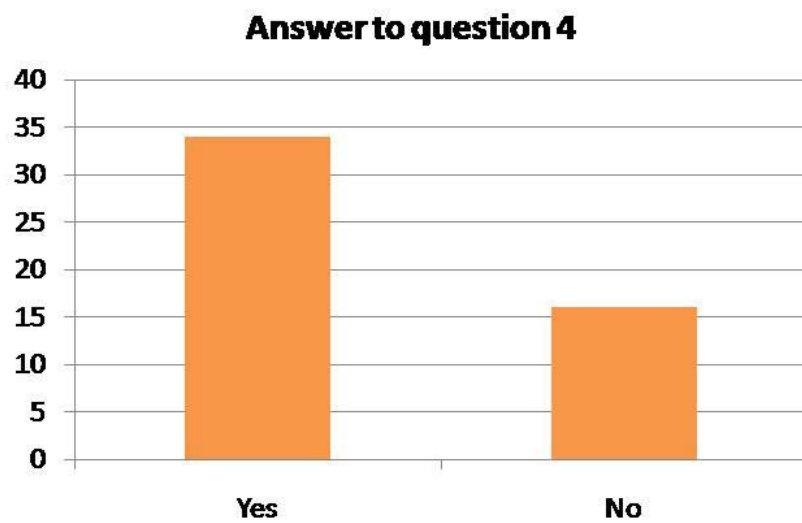


Fig: Response to question 4

Question 5:

Does VLE provide appropriate support to complete students' assessments?	
Yes	45
No	5
Total	50

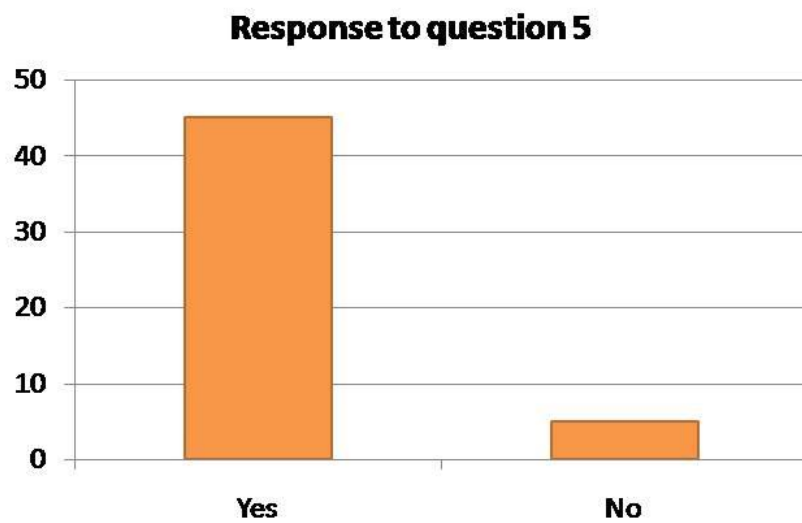


Fig: Response to question 5

Question 6:

Do the students find appropriate resources in VLE for every module?	
Yes	50
No	0
Total	50

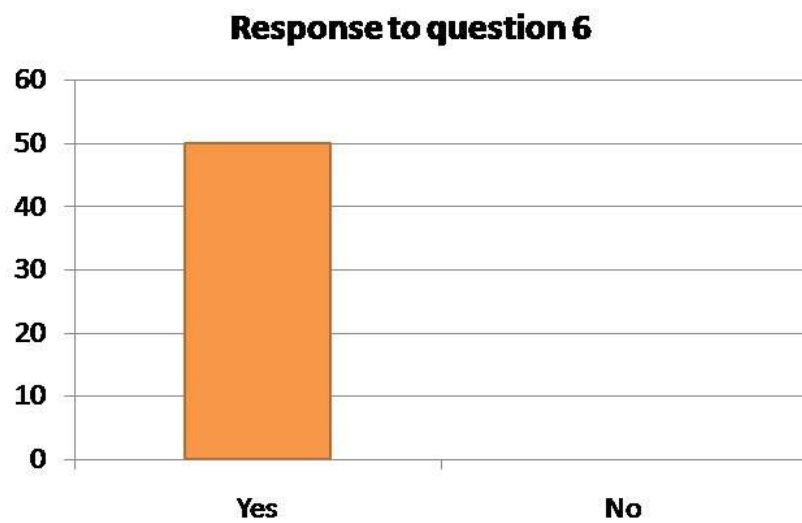


Fig: Response to question 6

Question 7:

What is students' perspective toward VLE?	
Positive	34
Neutral	12
Negative	4
Total	

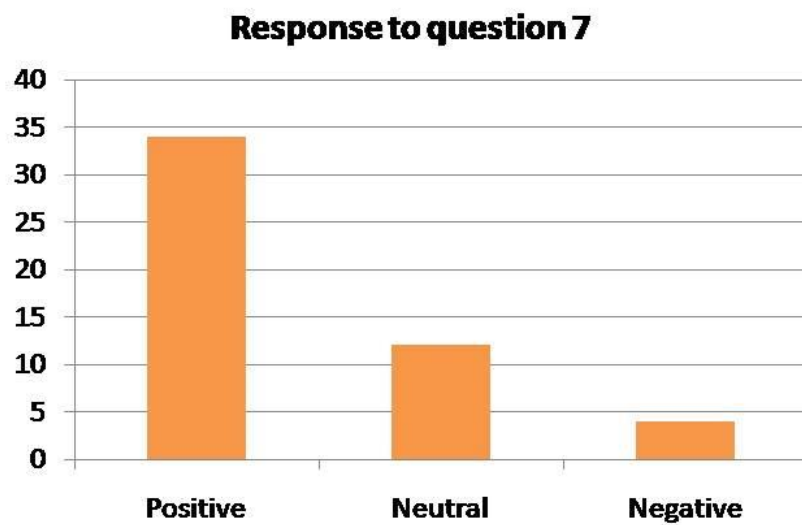


Fig: Response to question7

Question 8:

How their learning is going on using VLE-based classes and lessons?	
Effective than physical classes	26
Neutral	12
Not effective than physical classes	12
Total	50

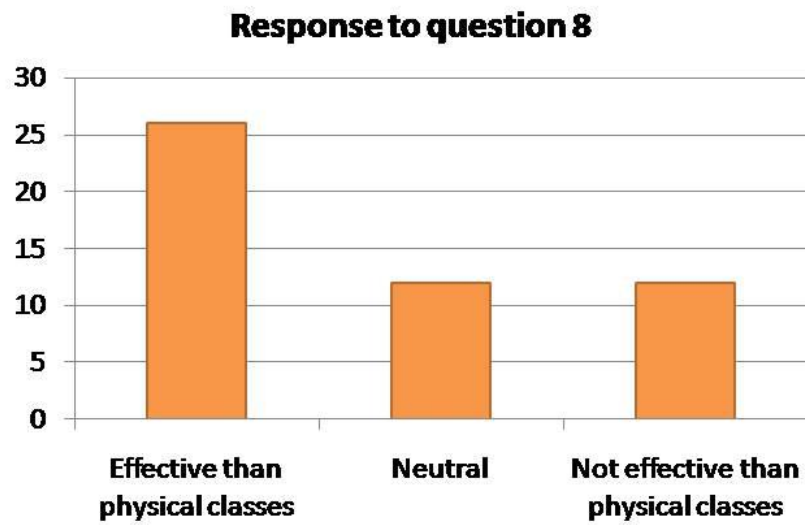


Fig: Response to question 8

Question 9:

What recommendations did students give for the betterment of VLE?	
Using the traditional Virtual learning environment	20
Different methods and variations are needed	30
Total	

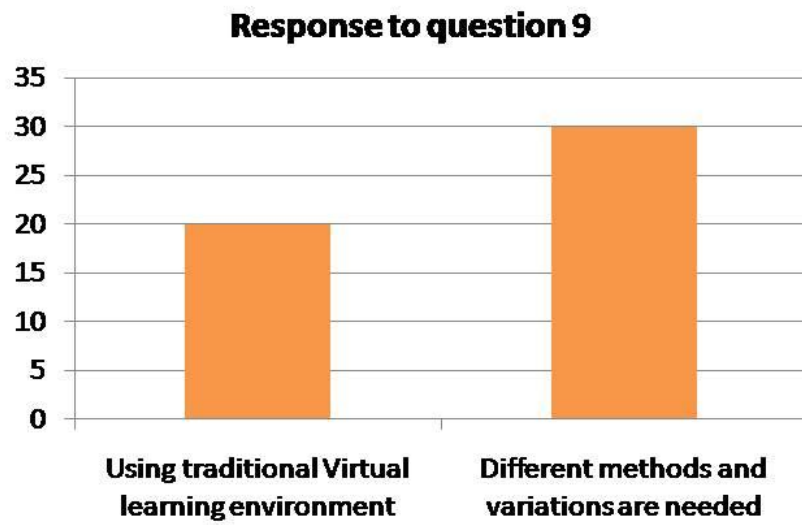


Fig: Response to question 9

Question 10:

Rating of students' preference to use Virtual learning environment.	
5	29
4	12
3	5
2	4
1	0
Total	50

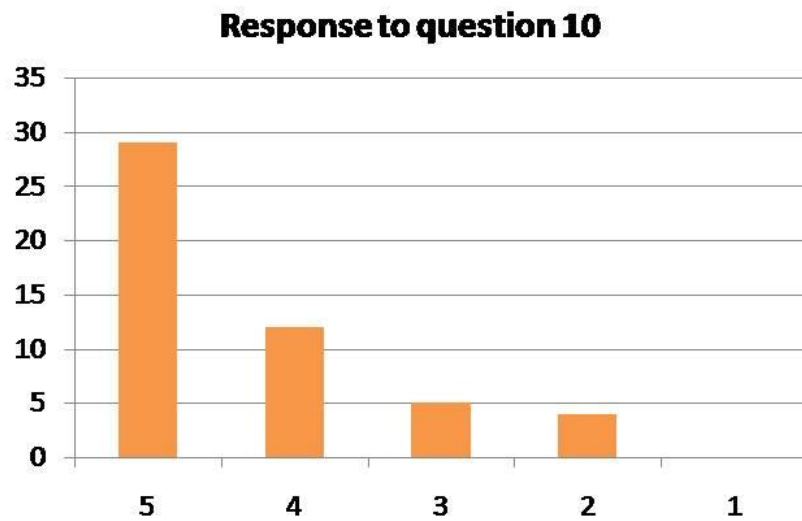


Fig: Response to question 10

Secondary Research

In "Student-Centered Virtual Learning Environments in Higher Education," released in 2018, the authors noted that VLEs assist students to become more flexible and affordable in their learning skills. Some other authors in the 2007 book "International Handbook of Virtual Learning Environments" declared and exhibited different statistical data in their book that the VLE is well disposed to experiment with organisations of content and innovative approaches and active learning. It's a teaching tool that uses online examinations and tests, videos, and webcasts to engage students. Blending different activities allows students to be more engaged in the learning process

and to gain more satisfaction from the experience. Instructors can use VLEs to construct exercises, oversee regulatory work, and track students' exhibition, action, and level of devotion to the individuals, according to a journal titled "Mind the gap. As a result, the VLE's significance and impact on pupils may be appreciated. For this study, it has been determined that the virtual learning environment (VLE) has a significant impact on students' learning experiences in today's contexts, to gain information and understanding of its various features.

Discussion of Result

First and foremost, it appears that campus residents are well-versed in issues surrounding the VLE, as seen by their responses to the first survey question. The second question reveals that university students are well-versed in VLEs, as they have all used them. Every one of them is conversant with the latest technological developments. It is clear from the third question that 30 pupils have received VLE instruction whereas the remaining 20 do not. VLE will become more popular if all students are properly trained. The fourth question was if the students prefer using a Virtual learning environment for communicating with teachers and friends. From the response to the fourth question, it can be learned that 34 students love to use VLE to communicate with teachers and their friends. On the other hand, 16 students do not like using VLE for communication purposes. They find that traditional physical communication for academic work is more effective. The fifth question was if the virtual learning environment provides appropriate support to complete students' assessments. From the response to this question, it can be seen that students are highly supported by the system, their, teachers, management, and course admin, as 45 students respond Yes and only 5 students respond No. From the response to the sixth question, it can be seen that VLE technology helped students by giving them all the resources need as they all responded Yes. VLE and online learning systems have the access to an enormous level of study materials. This technology has access to libraries, journals, bots, and other things. From the response seventh question, it can be decided that students take this technology positively. 34 students responded positively while the other 16 were neutral and negative against the question of how they took the VLE technology. The eighth question's response shows that the students of the campus believe that their learning is more effective when they use a virtual learning environment (VLE). However, it can be shown that not all of the students are entirely acclimated to using VLE. Students on

campus believe VLE is vital, as seen by their answers to the ninth survey question, which suggests that it needs to be made more permanent and implemented in a variety of ways. In a final question, students were asked to rate their preference for using VLE. From the response to this question, it can be learned that students prefer this technology and want to continue using it after the pandemic.

Conclusion

The current framework for learning is built on trendsetting and innovation. Learning tactics and methodologies are currently evolving as well as a result of cutting-edge breakthroughs. The use of a VLE (Virtual Learning Environment) in a study hall is a well-known method and a practical example of this. A single conclusion can be drawn from these two studies: the future of teaching and learning will rely on virtual learning environments (VLEs).

References

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Appendix

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←  Virtual Learning Environment
docs.google.com  

1. Do you know details about Virtual Learning Environment?

☐ Yes

☐ No

2. Do you have any experience of using VLE?

☐ Yes

☐ No

3. Do you have any training to use VLE for your studies?

☐ Yes

☐ No

4. Do you prefer using VLE for communicating with teachers and friends?

☐ Yes



4. Do you prefer using VLE for communicating with teachers and friends?

☐ Yes

☐ No

5. Does VLE provide appropriate support to complete your assessments?

☐ Yes

☐ No

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

☐ Yes

☐ No

7. What is your perspective towards VLE?

☐ Positive

☐ Neutral



7. What is your perspective towards VLE?

- ☐ Positive
- ☐ Neutral
- ☐ Negative

8. How your learning is going on using VLE based classes and lessons?

- ☐ Effective than physical classes
- ☐ Neutral
- ☐ Not effective than physical classes

9. What recommendation would you give for better VLE?

- ☐ Using traditional VLE
- ☐ Different methods and variations are needed

10. Please rate your preference of using VLE.



- ☐ 5

- ☐ Neutral
- ☐ Not effective than physical classes

9. What recommendation would you give for better VLE?

- ☐ Using traditional VLE
- ☐ Different methods and variations are needed

10. Please rate your preference of using VLE.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

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