

Student Name: Md Tanvir Ahmed
Student ID 2009431

Digital Skills and Research Methods
(BMSK 4003)

Lecturer Name: Mr Ze Zook

December 2020

Introduction	4
Research Title.....	4
Rationale.....	4
Research Aim and Objectives.....	5
Literature Review	5
Virtual Learning Environment.....	5
Factors affecting students' learning	5
Positive and Negative effects of VLE	6
Impact of VLE on Students' Learning Experience in Education Industry	7
Research Methodology.....	7
Research Philosophy	7
Research Approach	7
Research Nature	8
Research Strategy	8
Data Collection	8
Sampling.....	8
Ethical issues	8
Limitations.....	9
Primary Data Analysis.....	9
Survey Analysis	9
Secondary Data Analysis.....	10
The Impact of VLE on Students' Learning Experience.....	10
Case Study Analysis.....	11
Conclusion and Recommendation.....	11
Reference.....	12
Appendix.....	14

Introduction

This report will discuss about the impact of Virtual Learning Environment on the students learning experience of the University of Wales Trinity Saint David. However, the research title, rationale related to the study, research aim and objectives, literature review will be detailed in this report. Moreover, primary and secondary data will be analysed. For primary data a survey will be conducted through online and for secondary data analysis, a case study based on the published materials and tools on VLE will be used. Additionally, a conclusion and recommendation will be provided to enlighten the VLE of the University of Wales Trinity Saint David.

Research Title

According to (Stewart et al, 2011) VLE is a web based software system which is intended to make the learning and teaching system more simplify with the use of various tools and activities. With the help of VLE, students can prepare a task in the class and they can complete it at their suitable location and time (). Also, they can develop their learning ability by contributing to synchronous and asynchronous thoughts. (Rashid & Elahi, 2012) suggests that VLE has an impact on students' achievement which inspires them to learn independently and motivates them to acquire knowledge. This report emphasises on the impact of VLE on the students of University of Wales Trinity Saint Davis London Campus.

Rationale

The university of Wales Trinity Saint David is one of the most popular university in the UK which provides effective teaching and learning process which comprises the Virtual Learning Environment. The University has all the technical facilities to deliver an organised VLE to the students. Also, it has online and distance learning courses which help students learning in their work and personal life (Valsamidisa, 2014). The qualified teachers are appointed to conduct the modules through VLE. However, there are some positive and negative impacts of VLE among the students which effects their learning process. Thus, this will consider as the research topic.

Research Aim and Objectives

The aim of this report is to analyse the impact of VLE on students of the University of Wales Trinity Saint David.

- To analyse the concept of VLE in the education system in the UK.
- To identify the significant aspects which influence students' learning.
- To critically evaluate the effect of VLE on students' learning.
- To develop recommendations to the University of Wales Trinity Saint David to advance their VLE.

Literature Review

Virtual Learning Environment

Since the 1970s the Open university of UK had been using computers for learning and but the viable VLE 'Blackboard' was presented in 2000 (Blackboard, 2011). According to (Mah, 2016) to build up the relationship between teachers and students VLE has been accompanying the learning and teaching process. The conception of VLE is reflected as a dynamic concept because of the continuous growth of digital technologies. In the educational institutions VLE has been using to enhance the innovative and creative experiences of students'. Thus, VLE naturally reproduce the traditional teaching and learning process through online which consists content distribution, notices, online interaction via forums and chats (Baker & Gossman, 2013). The use of virtual learning environment makes the traditional classroom environment more encouraging and innovative that facilitates the process to deliver large quantities of data between teacher and students.

Factors affecting students' learning

There are several aspects which influence students' learning experience such as mental factors, physical factors, environmental factors, technological factors etc. It also significantly influenced by the relationship between teacher and students. Among all this factors, students' learning experience has been significantly affected by the

role of technology (Weller, 2007). In this current world of technology, virtual learning environment motivates the students' learning interest (Wang & Newlin, 2012). However, interactive technology system allows teachers to take collaborative classes which offers various valuable opportunities through which students can get feedback of their work and can improve their learning about innovative ideas. According to (Seifert & Keefe, 2001) the technological learning process provides the students to access online library, social media, software through which they can distinct their ideas and analyse the data.

Positive and Negative effects of VLE

(Zitter et al, 2011) suggested that, in VLE a software collaboration device has been used by the students which facilitates both teachers and students to improve their understanding and analytical skills. Thus, students' performance is drastically improved on the online tests, assignments and course work. For this reason, VLE boost students' deliberation and encourage them to progress their independent thinking (Sclater,2016). However, VLE familiarizes the students about the modern technology and allows them to enlighten their innovative learning ideas broadly. They can complete their course work according to their suitable place and time having an easy access to their VLE which eliminates the boredom of the traditional lecture based classroom teaching and examination method. Also, they get updated regarding their schedules and results through this virtual learning environment system.

However, (Demian & Morrice, 2012) expressed that in the virtual learning environment where teaching and learning activities are designed with a web-based instruction does not permits students to improve their social and emotional interaction which takes place in the traditional classroom activity. Moreover, (Weller, 2007) mentioned that the students in online learning environment have less opportunity and privilege of practicing structured dialogue and the sense of communal activities which can be found more on traditional classroom actions.

Impact of VLE on Students' Learning Experience in Education Industry

In the educational institution of UK has well-established e-learning system (Weller, 2007). According to (Ofsted, 2009), in the universities of UK VLE designed in a way where traditional classroom based reclusive activities are less and students are more involved in sociable activities in online discussion. However, (Maltby & Mackie, 2009) includes that the learning and cognitive achievement can be enriched by the educational technology. According to the (Weller, 2007) the concept of VLE more use in the universities and colleges rather than the schools. All the class activities, course works and assessment are based on online. 80% of the university and college students stated that learning through VLE has more positive effects of study where 20% of the students of UK universities prefer the traditional teaching and learning process (Barker & Gossman, 2013).

Research Methodology

In this study, the following methods have been applied:

Research Philosophy

According to (Saunders et al, 2012), research philosophy supports the data collection and data analysis process. Among the various types of research philosophy interpretivism has been used in this report. The reason for choosing this philosophy is that it will help to evaluate the learning experience of students in VLE.

Research Approach

Between two research approaches deductive and inductive, in this report the inductive approach has been used. Using this approach, this report can enlighten the various practices of VLE of the University of Wales Trinity Saint David and identify the students' learning experience.

Research Nature

Explanatory types of research have been chosen in this report. As this report concentrated on the University of Wales Trinity Saint David, thus the scope is limited to their students learning experience.

Research Strategy

In this report an online survey and case study have been used as research strategy. A questionnaire has been designed (see appendix) to conduct the survey. However, this report is able to achieve a reliable and authentic result through quantitative data and also the findings can be examined in an effective way through case study strategy.

Data Collection

To conduct the data collection procedure, in this report both primary and secondary data have been used. To implement the primary data an online survey has been employed and for secondary data collection a case study based on different secondary sources such as journals, report, books have been followed.

Sampling

The current report selected 20 students from the London campus of this University to identify their learning experience. According to Saunders et al, (2012) the sample size should be based on number of samples. To explain the research issue, the simple random probability method has been used and a case study had been observed to justify the research.

Ethical issues

To pursue the academic research, the researcher had fulfilled all the requirements of the University. To ensure the privacy of collecting personal data, the data protection act has been followed (Sclater, 2016). Also, to analyse secondary data and to avoid plagiarism, the author cited all the sources.

Limitations

However, the survey and case study policy have been used but lack of interview may have significant changes on the reliability of the findings. Besides, only the students of university of Wales Trinity Saint David has been considered and their learning experience of VLE is examined in this report.

Primary Data Analysis

Survey Analysis

A total of 20 students of the University of Wales Trinity Saint David London campus have been participated in the survey. They answered the 10 questionnaires which comprised of close ended and open ended questions and brings the 100% response. The findings of the survey are discussed below:

Question	Types of Question	Participants Numbers and Answers
1	Agree to contribute	20
2	Students of the University of Wales Trinity Saint David	20
3	Access Moodle from home	20
4	Problem to log in the Moodle	Yes- 5 (internet problem) No-15
5	To use the Moodle out of the class required by the teacher	Twice in a week -10 Three times in a week-8 Five times a week-2
6	Use Moodle to support for own learning	17
7	Inspiration from the Moodle of independent learning	14

8	Increase the motivation to learn	increase-14
9	positive impact of achievement	positive impact-16
10	Learning experience of VLE	disatisfied-5

The above data gathered from the University of the Wales Trinity Saint David. This table shows that all the 20 students participated in the survey and all of them are the students of this university. Also, the 20 students are able to access the Moodle from their home in accordance with their suitable time. However, among them 5 students sometimes face problem to log in their Moodle because of the slow internet and other 15 students can frequently use it. It is also clear from the data that 10 students mentioned that they need to use the Moodle required by their teacher twice a week while other 8 and 2 students mentioned they need use it three time and five times respectively. Moreover, 17 students declared the use of Moodle helps them to learn themselves and 14 said they can learn independently and gets motivation to develop their learning process through this VLE system. Besides, the use of VLE of this university has a positive impact on 16 students learning achievement and also 15 students are satisfied on the impact of the VLE of this university. Ultimately, it is clear from the survey report that this university provides a good VLE to the students and they have a very good impact on their learning experience. However, a graph is also shown in the appendix.

Secondary Data Analysis

The Impact of VLE on Students' Learning Experience

In the UK, VEL is more establishes in the higher education system rather than in school. However, their application and development is continuing. According to (Paulo et al, 2017) there are several tools are offering to establish the new ways of learning. The VLE system is involved may functions including group discussion via email,

multiple common emails to support academic conversation and also students are able to read others posts, so that they can also get some ideas and share their own innovative thoughts. In the universities of UK, an undergraduate course of philosophy provides students a multi-user tool of online discussion which support them to conduct debate, group work, discussion, source sharing and learning (Ozgur, 2015). Thus, students learn from reading others work and write down their own words, sharing their views with others. As a result, they are implementing a new learning policy which is useful for them to learn theoretical knowledge. Therefore, it has been realised that, VLE has a great influence on students learning experience through which they can achieve strategic learning method.

Case Study Analysis

After having a brief discussion on the impact of VLE on students learning experience, it is clear that, VLE has a positive effect on the higher education system. Students can boost up their knowledge with a new learning environment. Though, this system is used limitedly in the schools and yet to be developed VLE in the schools.

Conclusion and Recommendation

Once having a detailed discussion about the impact of VLE on students learning experience, can be declared that it has a both positive and negative effect. However, positive effects are relatively more. Besides, the findings of primary data showed that students of the university of Wales Trinity Saint David has a good learning experience. Though, some of them disagreed. Thus, some recommendations should be applied in regards that which includes students' requirement to use the Moodle, more motivation and engagement in the online activities, supportive technological elements so that they can improve their independent learning etc.

Reference

Arbaugh J. B. (2000) Virtual classroom characteristics and student satisfaction *Journal of Management Education*, 24, 32-55.

Baker, R. and Siemens, G (2014). Educational data mining and learning analytics R.K. Sawyer Ed. Cambridge handbook of the learning sciences. Cambridge University Press. Cambridge. UK.

Barker, J., Gossman, P. (2013) 'The learning impact of a virtual learning environment: students' views 5 (2) July [Online]. Available at: <http://bit.ly/AtMwtr> [Accessed 03 December 2020].

Blackboard (2011) About Bb. Available online at: <http://www.blackboard.com/About-Bb/Company.aspx> [Online]. [Accessed 18 November 2020].

Demian, P. & Morrice, J. (2012) The use of virtual learning environments and their impact on academic performance. [Online]. Available online at: http://www.heacademy.ac.uk/assets/documents/subjects/engineering/Engineering_Journal/demian_EE_7-1.pdf [Accessed 25 November 2020].

Mah, D.-K (2016). Learning analytics and digital badges: potential impact on student retention in higher education. *Technology, Knowledge and Learning*, 21(3), 285–305.

Maltby, A. and Mackie, S. (2009) Virtual learning environments – help or hindrance for the 'disengaged' student? *Association for Learning Technology Journal*, 17 (1), 49-62.

Ofsted (2009) Virtual learning environments: an evaluation of their development in a sample of educational settings (ref:070251). London: Ofsted.

Ozgur Yilmaz (2015). The Effects of "Live Virtual Classroom" on Students' Achievement and Students' Opinions About "Live Virtual Classroom" at Distance Education. *TOJET: The Turkish Online Journal of Educational Technology*. volume 14 issue 1.

Paulo, A., Luísa M. & Carlos M. (2017) The Influence of Virtual Learning Environments in Students' Performance. *Universal Journal of Educational Research* 5(3): 517-527.

Rashid, M., & Elahi, U. (2012). Use of Educational Technology in Promoting Distance Education. *Turkish Online Journal Distance Education*; 13.

Saunders M., Lewis P. & Thornhill A., (2012). *Research Methods for Business Students*, 6th rev ed. Harlow: Pearson Education Limited.

Sclater, N., Peasgood, A., & Mullan, J (2016). Learning analytics in higher education. A review of UK and international practice. Full report. JISC. Publiziert unter der Lizenz CC BY, 4(22.04).

Seifert, T. & O'Keefe, B. (2001) The relationship of work avoidance and learning goals to perceived competency, externality and meaning. *British Journal of Educational Psychology*, 71, 81-92.

Stewart, M., Stott, T. and Nuttall, A.M. (2011) Student engagement patterns over the duration of level 1 and level 3 geography modules: influences on student attendance, performance and use of online resources. *Journal of Geography in Higher Education*, **35** (1), 47–65.

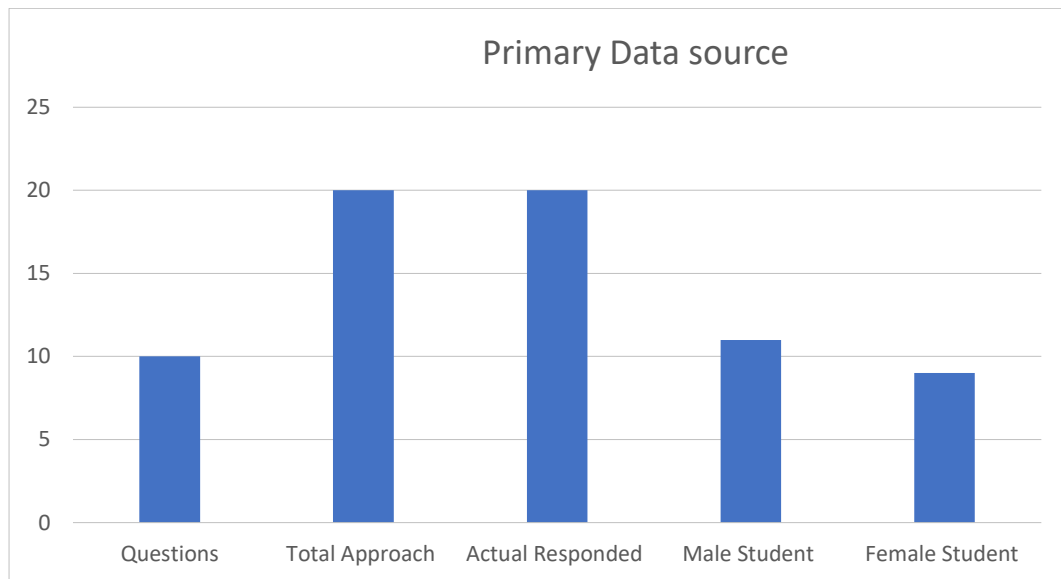
Valsamidisa, S., Kazanidisa, I., Petasakisa, I., Kontogiannisb, S., & Kolokithaa, E (2014). E-Learning Activity Analysis. *Procedia Economics and Finance*. 9. pp. 511 – 518.

Wang, A. Y. & Newlin, M. H. (2012). Online Lectures: Benefits for the Virtual Classroom. *T.H.E. Journal*. [Online]. Available at: <<http://www.thejournal.com/articles/15513>> [Accessed 30 November 2020]

Weller, M. (2007) *Virtual learning environments: using, choosing and developing your VLE*. Abingdon: Routledge.

Zitter, I., Bruijn, E., Simons, P., & Cate, T (2011). Adding a design perspective to study learning environments in higher professional education. *High Educ*. 61. pp. 371-386.

Appendix



Questionnaire

Hello, the purpose of this research is the academic requirement. The outcome of this survey will only be used for the academic purpose.

1 I agree to participate in the research

Yes

No

2. Are you a student of the University of Wales Trinity Saint David?

Yes

No

3. Do you access Moodle from home?

Yes

No

4. Do you face any problem to log into you Moodle?

Yes (reason)

No

5. How often you are required by your teacher to use the Moodle out of the class?

Twice in a week

Three times a week

Five times a week

6. How frequent do you use your Moodle to support your own learning?
7. How does the use of Moodle inspire you for independent learning?
8. How does the use of Moodle increase your motivation to learn?
9. How do you think using Moodle creates a positive impact on your achievement?
10. How is your learning experience of the VLE of this University?

