Future Work

This finding reflects that students can fully or partially commit to a course irrespective of their year of academic study because their level of commitment may be influenced by other factors. These factors could include their interest in the subject matter, their motivation to learn, the quality of instruction, and the level of support they receive from their peers and instructors. (Maliki, et al., 2024)

Despite a growing body of research in the area of digital learning and information processing, the literature on how people process and interact with information on electronic devices and computers is still very scarce (Tawfik, et al., 2022)

Furthermore, we strongly recommend that time management training be provided to all students to reduce procrastination and improve the allocation of time for assignments and other tasks.

Future work should examine whether this is due to students perceiving the midnight deadline to be closer than, for example, a 6 PM deadline (affecting the “time” aspect of temporal motivation theory), or due to other factors affecting the utility of the task. (Castro, et al., 2022)

Future work should examine how the circumstances of individual students affect submission behavior. and consider the difficulty of the exercises (Castro, et al., 2022)

the present study did not compare procrastination tendencies, self-regulation skills, and cognitive differences of the students who have the same sequential behavioral patterns in the learning process. (Kokoç, et al., 2021)

Most studies in the literature focus on using the data from one course only. The key issue is that cross-course data analysis is fundamentally different across different courses. The numbers of assignments in different courses are different. More assignments usually mean less time to work out the solution, so that it is hard to analyze the submission time of different courses together. Furthermore, the difficulty levels f assignments may vary a lot. Even with the same number of assignments, courses with difficult assignments may have larger numbers of late submissions. Students of course A with difficult assignments may tend to submit assignments closer to the deadlines than other students, but this does not necessarily mean that students of A are more procrastinating. (Wang, et al., 2022)

However, there are limited studies investigating the association of student characteristics and types of tasks with their commitment to a specific subject. Therefore, there is a need for more research to investigate the interaction of these variables to identify effective interventions and strategies to help students overcome procrastination to improve commitment to their course of study. (Maliki, et al., 2024)

Since collaborative tools were key elements in why the Canvas LMS was successfully adopted, future LMSs should also focus on teacher-teacher, student-student, and teacherstudent collaboration within courses at multiple levels. Future LMSs might interactively adopt Virtual Reality and Augmented Reality especially in online courses in order to establish more realistic and applicable solutions for educational contexts. Instant and automated feedback might be used in future LMSs, because this feedback is very important for enabling students to know the extent to which they achieve their target achievements, what they are missing, and what resources they need to reach after getting in-app feedback. (Sulun, 2018)

Although there is a lot of research on distance education, or online education, there is limited research available on strengths of specific LMSs and faculty experience using LMSs. (Falcone, 2018)