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| **Author** | **Year** | **Title** | **Objective** | **Method** | **Data / Sample** | **Conclusion** | **Weakness** | **Strength** |
| Judith C. Lapadat | **2002** | Written Interaction: a Key Component in Online Learning | Investigating the potential of online learning to support constructive learning through interactive writing in asynchronous conference | Qualitative Analysis | **-** | Online learning programs, with an emphasis on interactive writing in asynchronous conferences, have the potential to be an effective tool in promoting constructivist learning by encouraging students' higher-order thinking, building students' social and cognitive meaning, increasing students' participation and collaboration, supporting learning. student constructivist | Limited scope of data, assumptions are not universally applicable | Highlights the potential of asynchronous online conferencing in education to support social and cognitive construction of learning |
| William R. Watson and Sunnie Lee Watson | 2007 | An Argument for Clarity: What are Learning Management Systems, What are They Not, and What Should They Become? | To find out what an LMS is and how it supports online learning | Literature review, conceptual analysis | **-** | The paper argues for clearer definitions and applications of Learning Management Systems (LMS), differentiating them from related technologies like CMS and LCMS, and suggests future research directions for maximizing the potential of LMS in education. | lacks proof and presentation of the analyzed studies to support the claims that are made | Emphasizes the importance of incorporating user feedback to optimize online learning experiences. |
| Tom Caswell, Shelley Henson, Marion Jensen and David Wiley | 2008 | Open Educational Resources: Enabling universal education | The article discusses the shift in the role of distance education due to technological advancements, particularly focusing on OpenCourseWare (OCW) as a tool for achieving universal education. | descriptive and analytical narrative | Initiatives and institutions such as MIT's OpenCourseWare and the OpenCourseWare Consortium. | The technologies and initiatives can significantly transform long distance education's role from a classroom alternative to a social transformer by providing access to education for all. | limited critique of the challenges associated with implementing OER | well-documented with examples and case studies that highlight the practical applications and benefits of OER |
| Deborah Nuschei | 2008 | Assessment of Learning Outcomes in Higher Education | To compare and evaluate the effectiveness of different assessment instruments used across various countries for measuring learning outcomes in higher education. | Comparative review | analysis of 18 assessment instruments across OECD and partner countries | Diversity of approaches to assessing learning outcomes, proposing a typology of learning outcomes and examining the methods used across countries. | Potential biases due to the sample of specific countries (not globally) | Insightful analysis into the assessment practices in higher education |
| Yang, Dong; Lavonen, Jari M.; Niemi, Hannele | 2018 | Online Learning Engagement: Critical Factors and Research Evidence from Literature | Analyze research on online learning engagement, its critical factors and trends. | Literature review |  | Identified critical factors affecting online learning engagement, highlighting a trend in research themes and calling for new research directions to better understand and enhance engagement in online learning environments. | Biases due to citated literature potentially missing studies that provides other views to the discussed findings | Good summary on various theoretical perspectives and integrates findings from diverse studies |
| Lin Y. Muilenburg, Zane L. Berge | 2007 | Student barriers to online learning: A factor analytic study | to determine how underlying constructs compromise student barriers to online learning | Exploratory factor analysis of survey data | 1056 participant | Eight factors representing barriers to online learning were identified such as administrative issues, social interaction, academic skills, technical skills, learner motivation, time and support for studies, cost and access to the Internet, and technical problems. The barriers are influenced by gender, age, ethnicity, type of institution, and other variables. | Reliance on self-reported data may result in biased data. | Good methodological approach and large sample size of 1,056 people |
| Selma Vonderwell & Sajit Zachariah | 2014 | Factors that Influence Participation In Online Learning | To determining factors that influences learner participation in online course | case study approach, Questionnare | 25 People | Learner participation in graduate online courses is influenced by several factors, including technology and user interface, experience in the content area, student roles and assignments, and information load. | Limited generality because of a specific institution and the particular courses studied there | Detailed analysis consisting multiple factors that affects participation in online learning and its methodological severity combining quantitative and qualitative data sources |
| Dr Sherria Hoskins | 2005 | Motivation and ability: which students use online learning and what influence does it have on their achievement? | Investigate which students utilize web-based learning and its effect on academic output, while also looking at variables like age, gender, and academic ability. | Multiple linear regressions and discriminant function analysis | 110 second-year psychology undergraduates from the University of Portsmouth. | Older students uses WebCT more frequently. Only bulletin board use had a significant impact on achievement, resulting in the need for online learning environments that engage a wide student population. | limited sample which is only on second semester psychology program students, so the results may be a biased | Taking advantage of quantitative and qualitative data |
| Marion Coomey, John Stephenson | 2001 | Online learning: it is all about dialogue, involvement, support and control — according to the research | Explore the implications of features such as learner control, dialogue, support, and direct learner involvement for the design, structure, and management of online learning. | Systematic review of existing reports |  | Effective online learning environments should focus on dialogue, involvement, support, and control (DISC) for successful learning experiences. | reliance on literature from the late '90s and early 2000s may not fully capture the advancements in online learning technology. | review of diverse research reports, journal articles, and case studies focused on online learning |
| de Oliveira Pires, Ana Luisa | 2009 | Higher Education and Adult Motivation towards Lifelong Learning: An Empirical Analysis of University Post-Graduates Perspectives | Exploring adult motivation for lifelong learning and analyzing the impacts of factors such as gender, age, and professional activity. | Empirical analysis | 145 post-graduate students from four Portuguese universities, covering masters and PhD graduates. | Motives driving adults towards lifelong learning, emphasizing the importance of intrinsic, professional, and existential motives highlights the role of higher education in facilitating adult learning and underscores the need for diverse learning opportunities. | Limitation in generality because of the specific focus on Portuguese post-graduates from specific universities | Detailed analysis using quantitative and qualitative data and giving valuable information |

Benedictus Cristiano Budi  
2602137496