TITLE: NAME: OANDASAN, JAKIELYN

TOPIC: ADDITIONAL EFFECTS SECTION AND GRADE: 12 ST. IGNATIUS DE LOYOLA

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|  | TITLE/ AUTHOR/ YEAR | FINDING | SYNTHESIS |
| CHAPTER 1 | Investigating the challenges and factors influencing the use of the learning management system during the Covid‑19 pandemic in Afghanistan / Mustafa Kamel Mohammadi, Abdul Aziz Mohibbi, Mohammad Hadi Hedayati/ 2021 | According to (Mohammad, M,. et, al.2021) Since this was the first time that Afghan universities had used a learning management system in the event of a pandemic, difficulties were anticipated when faculty, students, and university administration used the systems. To the best of our knowledge, no prior research has been done on the difficulties faced by university management when utilizing the HELMS. Furthermore, no research has been done on the variables affecting instructors' and students' use of HELMS during the Covid-19 outbreak at Afghan universities. It is also important to note that earlier research examined the difficulties in applying learning management systems generally in the Afghan setting and the factors that influence the usage of learning management systems were either limited in number or scope. | The Covid-19 pandemic brought exceptional challenges to Afghan universities, especially with the accommodation of Learning Management Systems (LMS) like HELMS occurring for the first time. As organizations shifted to distance learning, they faced major challenges across faculty, students, and administration. This novel fulfillment of HELMS highlighted a crucial gap: the lack of prior research on its effectiveness and challenges in the Afghan context. Previous investigations on LMS usage in Afghanistan (Mohammad, M,. et, al.2021) when anything too general or exclusively targeted, failing address its own specific problems and their causes are related with HELMS during the pandemic. Thus, there is a pressing need for directed research to understand and improve the use of HELMS in Afghan universities, ensuring better support and adaption for all stakeholders involved. |
| CHAPTER 2 | Prospects and Challenges of Learning Management Systems in Higher Education / Ahmed Al-Hunaiyyan , Salah Al-Sharhan , Rana AlHajri / 2020 | According to (HunaiyyanIt, A,. et, al.2020), It is uncommon for instructors and students to utilize the LMS's more sophisticated features and capabilities, and they think that the elements that allow for interaction, cooperation, and engagement encourage user involvement the most. These days, learning environments need to support mobile-friendly devices for engagement, collaboration, and anytime/anywhere access to course materials, as mobile devices have grown more common and significant. In order to encourage LMS users to utilize all of the features and functions, it is necessary to give mobile user interface design greater thought. | In accordance to the studies of (HunaiyyanIt, A,. et, al.2020), Instructors and students often don't use the more advanced features of Learning Management Systems (LMS) . They find that the elements that foster interaction, cooperation, and engagement are the most effective at encouraging user involvement. With the rise in the use of mobile devices, it's important for learning environments to be mobile-friendly. This means LMS platforms should support mobile access to course materials and collaboration. To encourage users to take full advantage of all LMS features, it's crucial to pay more attention to mobile user interface design. |
| CHAPTER 3 | CHALLENGES OF ACCEPTANCE AND USAGE OF A LEARNING MANAGEMENT SYSTEM AMONGST ACADEMICS / Sizwe Frances Dlalisa, Desmond Wesley Govender/ 2020 | According to (Dlalisa, S., Govender, D. W., 2020) The discrepancy between acceptance and usage of the system was evident in the findings of the objective that assessed academics' use of Blackboard. These findings demonstrate that academics indeed plan to make use of the authorized LMS. Still, very few people truly make advantage of it. Even fewer employ it in student-centered educational initiatives. Academics' computer proficiency and LMS expertise were two factors that led to their occasional or nonexistent use of LMS. This would seem to suggest that all academics responsible for teaching should be provided with more in-depth training, upskilling them in the use of LMS systems. | The findings of Dlalisa, S. and Govender, D. W. reveal a significant gap between the intended and actual use of the Blackboard LMS by academics. Although there is a clear intention among academics to use the authorized LMS, the actual utilization is minimal, especially in student-centered educational activities. This discrepancy is largely attributed to varying levels of computer proficiency and limited expertise with the LMS among academics. The results suggest a need for more comprehensive training and upskilling for all educators responsible for teaching. By enhancing their skills in using LMS systems, academics would be better equipped to integrate these tools effectively into their teaching practices, thereby improving both acceptance and usage of the technology. |
| CHAPTER 4 | Review of learning management systems: history, types, advantages, and challenges/ Fahad Taha Al-Dhief1 , Ali Al Nasser2 , Shafazawana Mohamed Tharikh2 , Hassan Al Nasser3 , Ali AbdulGhaffar Al-Mosleh4 , Musatafa Abbas Abbood Albadr5 , Majid Razaq Mohamed Alsemawi6/ 2024 | According to ( Al-Dhief, F., et. Al 2024), Teachers' pleasant course setup and administration are encouraged by the LMS. Nevertheless, despite the apparent benefits of utilizing LMSs, many faculty members and university staff members are still hesitant to use LMSs as a teaching tool in the classroom. Furthermore, even though learning management systems (LMS) are extensively used and allowed in higher education settings, many teachers still tend to underuse this technology in the classroom. The variables that impact the adoption of technology by faculty members include the teachers' self-efficacy beliefs, instructional goals, and perceptions. In addition, the time, support services, and availability of resources. Moreover, educators hold a crucial position in introducing novel ideas into the classroom. For this reason, it is important to identify the factors that inspire and drive educators to create a learning environment that is essential that educators encourage and utilize technology with their students. | Learning Management Systems (LMS) are designed to facilitate effective course setup and administration, offering clear benefits for teaching. Despite these advantages, many faculty members and university staff remain reluctant to fully embrace LMSs in their teaching practices (Fahad, T. et.al. 2024). The underuse of LMS technology in higher education settings is influenced by various factors, including teachers' self-efficacy, instructional goals, and perceptions of the system. Additionally, the availability of time, support services, and resources plays a significant role. Educators are pivotal in integrating new technologies into the classroom, making it crucial to identify and address the factors that motivate and drive them. Understanding these elements is essential for fostering an environment where technology is effectively encouraged and utilized to enhance student learning. |
| CHAPTER 5 | **7 Advantages & Disadvantages of Learning Management Systems in 2024 /  Saranya Kannan / 2024** | According to ( Saranya Kannan,2024) Learning Management Systems (LMS) improve education's efficiency and accessibility. In order to maximize their effect in the changing landscape of E-Learning Software Development Services in 2024, they must embrace emerging technologies, take a balanced strategy, and address problems such as technical ones. | Learning Management Systems (LMS) play a crucial role in enhancing the efficiency and accessibility of education by streamlining processes and making educational resources more accessible. To fully realize their potential in the evolving field of E-Learning Software Development Services in 2024, LMS platforms need to adapt to new technologies, implement a well-rounded strategy, and address various technical issues. This means integrating advanced technologies to keep pace with innovation, ensuring a comprehensive approach that balances various needs and challenges, and resolving technical problems to provide a seamless and effective learning experience. |