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| Research Title: The Practicality of Integrating LMS in ASJ Name: Kent Andrei Tyler P. Ancheta  Topic: Users, Usage and Use cases Section: St. Ignatius De Loyola | | | |
| RRL 1 | Title/Year/Author | Findings | Synthesis |
| Prestoza, M. J. (2024). [Assessing remote learning’s feasibility: A comprehensive analysis of Philippine public-school teachers’ use of learning management systems and blended learning approaches.Journal of Research, Policy & Practice of Teachers](https://ojs.upsi.edu.my/index.php/JRPPTTE/article/view/8218/4930) and Teacher Education,14(1), 21–27. https://doi.org/10.37134/jrpptte.vol14.1.3.2024 | One of the findings of Prestoza’s shows public-school teachers’ utilization of Google Classroom features. In their findings, public school teachers used Google Classroom to Transfer lessons, Message Students and Distribute assignments most of the time, and they have used it to enhance activities and offer feedbacks sometimes. | Prestoza, M. J. (2024) found that public school teachers frequently use cloud-based LMS (Google Classroom) to integrate with their teaching. |
| RRL 2 | Garcia, M.B., 2017. [E-learning technology adoption in the Philippines: An investigation of factors affecting Filipino college students' acceptance of learning management systems. *The International Journal of E-Learning and Educational Technologies in the Digital Media (IJEETDM)*.](https://manuelgarcia.info/media/full_paper/elearning-philippines.pdf) | According to Garcia students can obviously notice the ease of using the LMS when the internet connection is fast. Moreover, they are more likely to adopt and use the system given the high-speed internet which is consistent with the result of the study conducted by Peltier and Youssef. | Studies found that internet connectivity experience has a positive relationship with perceived ease of use to LMS and E-Learning as a whole, as shown by Garcia’s findings. |
| RRL 3 | [Panergayo, Albert Andry, Students' Behavioral Intention to Use Learning Management System: The Mediating Role of Perceived Usefulness and Ease of Use (November 25, 2021). Albert Andry E. Panergayo and John Vincent C. Aliazas, "Students' Behavioral Intention to Use Learning Management System: The Mediating Role of Perceived Usefulness and Ease of Use," International Journal of Information and Education Technology vol. 11, no. 11, pp. 538-545, 2021](https://elsevier-ssrn-document-store-prod.s3.amazonaws.com/21/11/25/ssrn_id3971279_code4524548.pdf?response-content-disposition=inline&X-Amz-Security-Token=IQoJb3JpZ2luX2VjEHAaCXVzLWVhc3QtMSJHMEUCIG275Dt4EM8czUy%2B2pWoLQY%2BNgeDfgcFKlakf3aXloeuAiEAqsGFyY%2BeQo3a9A8GygWFMb%2B%2F0iWRrH%2B7hWL%2FM41qo2gqvQUIeRAEGgwzMDg0NzUzMDEyNTciDKtvnfDCDFaxrmTwqSqaBcYpo6TzUo4tbfjuqs85sIosknL2WYIPac7M2s0s4pvZxFARfszPhb0lc2cmxBxLssPZVXKXgdV0EZmw%2FFHli9oD%2BEBvGv9BMAcIp2WXO27XZrN9P3AIzhoG%2Fcy88cUpguhnj%2FxOJCWf5mtBUprx0ygJzDLKI8ChlpvCQh29Ul1qgtX2vsvQ8iDXpAoCgMdqIRTA0kE7OVMsYkOTGj5j9zRIJFfYNNuI1bu1jBRgfFalf2hFEz2oVfNzzZmyL8VDWeKpa%2BqKQGlh7%2Bf2f%2FA%2Frwb9iVI7Z6TAHLb%2Fv1mD8imP2fnOWAVlOCupf7aCttzuFrGFmgUch4Cc2a1VkOwNGcU8%2FFTPIPMfV4RrV1Y7V5v9FknvM07Qo8T87NXlrKVB73eO%2BqAfx14kO8cgVVwj%2FGdCoTQO71Yjyr1epJf6I163sRVqcN96lJh0riE9wLh2SQq44AUZtlv67l7YOto2zTZuquy3gCJdl8G66pJRGCQ4ZnfCw0LYqpG3bIKQWAxZDJXDhyP82gdR5H9j4LsGtJZesV8x7HB3o4b6SxA67UVACTQ8HWbOhunlFQ5mxlZsBEnbi2IxE9UcfjoXM7mpcvz%2BvbtHYKN5gD19PMb6jYuVVuGQDoiHsbchkzOPXi2AWeHi4WutGzUoYpsqZ11gQKUFPQCubnp%2BreZBtECm8O6rFwtN5qKAF0Pa2HvuFJrY5tlzEcx1%2FYtWifqQOW3%2BW%2B4ncRMz8OwYb7uv0fFJPaezigQ6ejUZhGd7%2Fr6OGh1%2BRU5tRJNrh8ca5oWqbKoXwF93a8Vpaz7uTf3XUuiKwQbp8JUHM%2BC7oLGHQ%2BcLQIL8UrUeLnkeKDuetnDXPljx7AD%2BOPvjQqzkOU9TkO4NKnBnsMvyvUbEbM1FQzD4m5i2BjqxAX4%2Fq86Tlp5LYi5QKWGSnbHNb%2FDySSidkb0HjZ%2FykGBX%2Bg2txv2S3I%2BiZ%2BchWjP0fgedOxNbtUACu974B%2FAGxFFp7QVzjsftwh74vgaseOK3sXX87O2wylJasTsEuJaRhy%2FYB0HGCK%2BiUKDdupVXZ17IHJ7CU6XEHA00X1sbfY9ralp0%2F0YawEzMxdnaolgzmCM0fEA4R1rUCJQcMhpkHAs%2BcbzK5mOkZs5i3baRXHi5Ow%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20240821T164806Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAUPUUPRWEXQF6W77O%2F20240821%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=e45ac17e86fdb0250e6f607792cdfac50666c5c3ca0b30110377ae1bdff2fa19)., Available at SSRN: <https://ssrn.com/abstract=3971279> | Findings further uncovered that Perceived Usefulness and Perceived Ease of Use are both significant predictors of students’ Behavioral Intention to Use Albert et al. (2021) | The findings of Albert and others suggests that the students’ perceptions regarding the usefulness and ease of using Learning Managements Systems could predict their intentions to utilize it. |
| RRL 4 | Wiratomo, Y. & Mulyatna, F. (2020). [Use of Learning Management Systems in Learning Efforts during a Pandemic. Journal of Mathematical Pedagogy, 1 (2), 62-71.](https://journal.unesa.ac.id/index.php/JOMP/article/view/8697) | Wiratomo and Mulyatna’s findings showed that students have realized from the start the importance of ICT-based learning media. | Students acknowledges the importance of ICT-based learning media Wiratomo, Y. & Mulyatna, F. (2020). This goes in correlation to the Perceived Usefulness of LMS and other form of E-Learning. |
| RRL 5 | [Panergayo, Albert Andry, Students' Behavioral Intention to Use Learning Management System: The Mediating Role of Perceived Usefulness and Ease of Use (November 25, 2021). Albert Andry E. Panergayo and John Vincent C. Aliazas, "Students' Behavioral Intention to Use Learning Management System: The Mediating Role of Perceived Usefulness and Ease of Use," International Journal of Information and Education Technology vol. 11, no. 11, pp. 538-545, 2021](https://elsevier-ssrn-document-store-prod.s3.amazonaws.com/21/11/25/ssrn_id3971279_code4524548.pdf?response-content-disposition=inline&X-Amz-Security-Token=IQoJb3JpZ2luX2VjEHAaCXVzLWVhc3QtMSJHMEUCIG275Dt4EM8czUy%2B2pWoLQY%2BNgeDfgcFKlakf3aXloeuAiEAqsGFyY%2BeQo3a9A8GygWFMb%2B%2F0iWRrH%2B7hWL%2FM41qo2gqvQUIeRAEGgwzMDg0NzUzMDEyNTciDKtvnfDCDFaxrmTwqSqaBcYpo6TzUo4tbfjuqs85sIosknL2WYIPac7M2s0s4pvZxFARfszPhb0lc2cmxBxLssPZVXKXgdV0EZmw%2FFHli9oD%2BEBvGv9BMAcIp2WXO27XZrN9P3AIzhoG%2Fcy88cUpguhnj%2FxOJCWf5mtBUprx0ygJzDLKI8ChlpvCQh29Ul1qgtX2vsvQ8iDXpAoCgMdqIRTA0kE7OVMsYkOTGj5j9zRIJFfYNNuI1bu1jBRgfFalf2hFEz2oVfNzzZmyL8VDWeKpa%2BqKQGlh7%2Bf2f%2FA%2Frwb9iVI7Z6TAHLb%2Fv1mD8imP2fnOWAVlOCupf7aCttzuFrGFmgUch4Cc2a1VkOwNGcU8%2FFTPIPMfV4RrV1Y7V5v9FknvM07Qo8T87NXlrKVB73eO%2BqAfx14kO8cgVVwj%2FGdCoTQO71Yjyr1epJf6I163sRVqcN96lJh0riE9wLh2SQq44AUZtlv67l7YOto2zTZuquy3gCJdl8G66pJRGCQ4ZnfCw0LYqpG3bIKQWAxZDJXDhyP82gdR5H9j4LsGtJZesV8x7HB3o4b6SxA67UVACTQ8HWbOhunlFQ5mxlZsBEnbi2IxE9UcfjoXM7mpcvz%2BvbtHYKN5gD19PMb6jYuVVuGQDoiHsbchkzOPXi2AWeHi4WutGzUoYpsqZ11gQKUFPQCubnp%2BreZBtECm8O6rFwtN5qKAF0Pa2HvuFJrY5tlzEcx1%2FYtWifqQOW3%2BW%2B4ncRMz8OwYb7uv0fFJPaezigQ6ejUZhGd7%2Fr6OGh1%2BRU5tRJNrh8ca5oWqbKoXwF93a8Vpaz7uTf3XUuiKwQbp8JUHM%2BC7oLGHQ%2BcLQIL8UrUeLnkeKDuetnDXPljx7AD%2BOPvjQqzkOU9TkO4NKnBnsMvyvUbEbM1FQzD4m5i2BjqxAX4%2Fq86Tlp5LYi5QKWGSnbHNb%2FDySSidkb0HjZ%2FykGBX%2Bg2txv2S3I%2BiZ%2BchWjP0fgedOxNbtUACu974B%2FAGxFFp7QVzjsftwh74vgaseOK3sXX87O2wylJasTsEuJaRhy%2FYB0HGCK%2BiUKDdupVXZ17IHJ7CU6XEHA00X1sbfY9ralp0%2F0YawEzMxdnaolgzmCM0fEA4R1rUCJQcMhpkHAs%2BcbzK5mOkZs5i3baRXHi5Ow%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20240821T164806Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAUPUUPRWEXQF6W77O%2F20240821%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=e45ac17e86fdb0250e6f607792cdfac50666c5c3ca0b30110377ae1bdff2fa19)., Available at SSRN: <https://ssrn.com/abstract=3971279> | LMS is a web-based platform that enables educational institutions to provide the learners with lesson content and educational resources flexibly Albert et al. (2021). | According to Albert et al. (2021), LMS enables educational institutions to provide learners with educational resources. From this, in defining an LMS it must be able to distribute educational resources to learners. |