

Impact of Digital Learning Platforms on Student Academic Performance

Anita Venugopal*

Dhofar University, Sultanate of Oman

***Corresponding Author:** Anita Venugopal, Dhofar University, Sultanate of Oman.

Received: April 02, 2024; **Published:** April 24, 2024

DOI: 10.55162/MCET.06.208

Abstract

In recent years, the integration of digital learning platforms into educational settings has become increasingly prevalent. This paper investigates the impact of digital learning platforms on student engagement and academic performance. The study employs a mixed-methods approach, combining quantitative analysis of student performance data with qualitative insights gathered through interviews. Results indicate a significant positive correlation between the use of digital learning platforms and both student engagement and academic achievement. However, challenges such as technological barriers and pedagogical implementation issues are also identified. Overall, the findings highlight the potential of digital learning platforms to enhance educational outcomes while emphasizing the importance of effective integration strategies.

Introduction

Digital learning platforms have revolutionized the way education is delivered, offering a myriad of tools and resources to support teaching and learning processes. In light of the growing prevalence of these platforms in educational settings, it is crucial to examine their impact on student engagement and academic performance. This study aims to fill this gap by investigating the relationship between the use of digital learning platforms and student outcomes. By exploring both quantitative and qualitative data, this study seeks to provide insights into the potential benefits and challenges associated with the integration of digital technologies in education.

Methodology

The research employs a mixed-methods approach, combining quantitative analysis of student performance data with qualitative insights gathered through surveys and interviews.

Quantitative Analysis

Student performance data, including grades, attendance records, and participation rates, are collected from different sections of a course using digital learning platforms and compared with those from traditional, non-digital classes. Statistical analysis, such as regression analysis and t-tests, are conducted to examine the relationship between digital learning platform usage and academic performance.

The collection of student performance data extends beyond merely comparing grades, attendance records, and participation rates. Additional metrics such as completion rates of digital assignments, time spent on various learning activities within the platform, and frequency of accessing supplementary materials are also considered. This comprehensive approach allows for an understanding of how different aspects of digital learning platform usage influence student outcomes.

Moreover, statistical analyses are not limited to simple comparisons between digital and non-digital classes. Subgroup analyses are conducted to explore potential variations in the impact of digital learning platforms across different student demographics, such as grade level, socio-economic background, and prior academic performance. By examining these interactions, the research aims to identify factors that may moderate the relationship between digital learning platform usage and academic achievement.

Furthermore, longitudinal data are gathered to assess the sustainability of the observed effects over time. By tracking student progress across multiple semesters or academic years, the research aims to determine whether the initial benefits associated with digital learning platform usage are maintained, diminish, or potentially even strengthen over extended periods.

Additionally, the quantitative analysis includes an examination of the relationship between digital learning platform usage and non-academic outcomes, such as student satisfaction, motivation, and self-efficacy. Surveys administered alongside performance data collection gather insights into students' perceptions of the platform's usability, relevance of content, and overall learning experience, providing valuable context for interpreting academic outcomes.

Finally, the quantitative analysis is supplemented by data triangulation, incorporating information from multiple sources to corroborate findings and enhance the validity of conclusions drawn. By integrating quantitative performance data with qualitative insights from surveys and interviews, the research aims to provide a comprehensive understanding of the impact of digital learning platforms on student engagement and academic performance.

Qualitative Research

Semi-structured interviews are conducted with a subset of participants to delve deeper into their perspectives and identify potential challenges and benefits associated with digital learning platforms.

Questions are designed to capture a wide range of perspectives on the use of digital learning platforms. Questions cover various aspects, including ease of use, accessibility of resources, effectiveness of instructional materials, and overall satisfaction with the platform. By soliciting feedback from both students and educators, the research aims to gain a holistic understanding of the user experience and identify areas for improvement.

Moreover, surveys are conducted which included open-ended questions to allow participants to express their opinions freely and provide detailed feedback. Responses to these questions offer valuable insights into the specific features and functionalities of digital learning platforms that users find most beneficial or challenging. Additionally, participants are encouraged to share anecdotal evidence or real-life examples illustrating their experiences, enriching the qualitative data with concrete illustrations.

In parallel, semi-structured interviews are conducted with a subset of participants selected based on their responses to the surveys or their involvement in digital learning platform implementation. These interviews provide an opportunity to delve deeper into participants' perspectives, explore emerging themes in greater detail, and uncover nuanced insights that may not be captured through surveys alone. The semi-structured format allows for flexibility in questioning, enabling researchers to probe for clarification or elaboration on specific points of interest.

Furthermore, interviews are conducted with a diverse range of participants, including both enthusiastic proponents and more sceptical or critical users of digital learning platforms. This diversity ensures that a wide spectrum of viewpoints is represented, allowing for a comprehensive exploration of the benefits and challenges associated with digital learning platforms. By acknowledging and addressing varying perspectives, the research aims to provide a balanced and nuanced portrayal of the phenomenon under investigation.

Finally, thematic analysis is employed to analyze the qualitative data collected from surveys and interviews. This iterative process involves identifying recurring patterns, themes, and categories within the data, organizing them into meaningful clusters, and interpreting their significance in relation to the research objectives. Through rigorous analysis and interpretation, the research seeks to

uncover underlying factors driving attitudes and perceptions towards digital learning platforms and elucidate their implications for educational practice.

Findings

Preliminary analysis of the quantitative data reveals a statistically significant positive correlation between the use of digital learning platforms and student academic performance. Students who actively engage with digital learning materials demonstrate higher grades, increased attendance, and improved participation compared to their peers in traditional classes.

Qualitative findings complement these results, highlighting the perceived benefits of digital learning platforms, such as increased access to resources, enhanced collaboration, and personalized learning experiences. However, challenges such as technological barriers, lack of digital literacy, and concerns about data privacy and security are also identified as important considerations.

Conclusion

The findings of this research underscore the potential of digital learning platforms to positively impact student engagement and academic performance. By providing access to a wealth of resources and fostering interactive learning experiences, these platforms offer opportunities for personalized and effective instruction. However, successful integration requires careful consideration of pedagogical strategies, technological infrastructure, and ongoing support for educators and students. Addressing challenges such as digital inequality and privacy concerns is essential to ensure equitable access and maximize the benefits of digital learning platforms.

Overall, this research contributes to our understanding of the role of digital technologies in education and provides valuable insights for educators, policymakers, and stakeholders invested in improving student outcomes.

References

1. Anderson T and Dron J. "Three generations of distance education pedagogy". *The International Review of Research in Open and Distributed Learning* 12.3 (2011): 80-97.
2. Bernard RM., et al. "A meta-analysis of blended learning and technology use in higher education: From the general to the applied". *Journal of Computing in Higher Education* 26.1 (2014): 87-122.
3. Means B., et al. "Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies". US Department of Education (2009).
4. Picciano AG. "Theories and frameworks for online education: Seeking an integrated model". *Online Learning* 21.3 (2017): 166-190.
5. Selwyn N. "Looking beyond learning: Notes towards the critical study of educational technology". *Journal of Computer Assisted Learning* 26.1 (2010): 65-73.
6. Wang AY and Newlin MH. "Characteristics of students who enroll and succeed in psychology web-based classes". *Journal of Educational Psychology* 94.1 (2002): 137-143.
7. Zhu E. "Interaction and cognitive engagement: An analysis of four asynchronous online discussions". *Instructional Science* 40.5 (2012): 865-884.

Volume 6 Issue 5 May 2024

© All rights are reserved by Anita Venugopal.