BRIGHT SPACE LEARNING MANAGEMENT SYSTEM AS ONLINE LEARNING SUPPORT: LEARNERS' PERCEPTIONS AND EXPERIENCES

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Abstract

The main objective of this study was to find out the perceptions and experiences of learners in using the Brightspace Learning Management System as Online Learning Support at Bagong Tanyag Integrated School.

The study used the descriptive method, employing purposive sampling among fifty (50) grade 8 students of Bagong Tanyag Integrated School. The main instrument used was the survey questionnaire focusing on the perception and experiences of the learners using Brightspace Learning Management. The researcher statistically treated the relevant data using the respondents' weighted mean score.

The result showed that the use of Brightspace Learning Management System had a favorable impact on how people perceived and experienced online learning thus when using an online learning platform, students may encounter issues or problems that have a significant impact on their academic achievement. Therefore, the use of these online tools and platforms should be evaluated pedagogically.

Keywords: Brightspace Learning Management System, Perception, Experience

Background of the Study

With the suspension of classes during the Enhanced Community Quarantine, the city government of Taguig launched the project in a bid to arm teachers with skills for Web-based learning.

In partnership with Taguig City LGU, Informatics provides teachers with the opportunity to learn and develop online teaching methods and strategies, IT literacy, presentation, and communication skills over the Internet. Informatics taught teachers how to leverage digital and technology in enhancing their students' learning experience. The full training program by Informatics called TEACHnology will equip public school teachers with the tools to connect and engage better with the tech-savvy Generation Zs in the classroom. It is currently offered across Informatics campuses.

Through the Taguig Teachers Training Program or Cyber Schooling for Taguig Teachers, the city is providing teachers with the opportunity to develop online teaching methods, IT literacy, presentation, and communication skills over the Internet. With over 41,000 online resources including 9,000 plus courses through the Intelligent e-Learning Platform, Informatics makes learning more accessible to many users from all knowledge levels. Teachers may take the courses using their laptops, tablets, or smartphones. Those who have no means to go online through their devices may use desktop computers at Taguig public schools' CyberLabs (Teachnology PH, 2020).

To complement teachers' teaching expertise, Taguig City teachers are now using CAL Edison (Education Is Online), a Learning Management System (LMS) powered by international LMS provider Brightspace. The LMS is powered by Brightspace, an award-winning cloud-based learning platform that is used by public and private schools around the

world. The Brightspace was recognized as the Best K-12 Learning Management Solution of 2019 at the International Software & Information Industry Association CODiE Awards. It was also named #1 LMS in Higher Education by global technology research agency Ovum Research.

Using CAL Edison, Taguig teachers can efficiently deploy and track online training activities, as well as develop and upload online course contents that are accessible to all students. They can also check students' schoolwork, send feedback to students, and virtually engage with their class using the LMS (Teachnology, 2020).

This study will be conducted to determine learners' perceptions and experiences on the use of the Brightspace Learning Management System to achieve quality learning among students during the Covid-19 pandemic at Bagong Tanyag Integrated School.

Statement of the Problem:

How do learners perceive Bright Space Learning Management System as online learning support during the Covid-19 pandemic?

Research Objectives:

a. To identify how students perceive Bright Space as online learning support

b. To determine the experience of learners while using Bright space LMS

c. To recognize students' problems/issues when using Bright space as an online learning platform.

Review of Related Literature

Carayannis (2015), in his article, "Innovation, Technology, and Education for Growth", described the advantages of using e-learning systems in modern educational institutions. E-Learning, in comparison with traditional learning, significantly reduces the time needed to locate information. It also offers access to online resources, databases, periodicals, journals, and other material. If a student has trouble understanding part of the coursework, finding tips on the matter couldn't be easier than having immediate access to supplementary, unlimited, and mostly free material online. Those characteristics can potentially maximize the time spent learning rather than looking for information; this is the first benefit of e-learning. Also, there are numerous benefits such as the cost of training; the speed to use the education packages faster without waiting for a training representative. Also, it can provide feedback on training immediately.

Similarly, Clover (2017) in her article, "Advantages and Disadvantages of E-Learning", cited the following advantages: (1) You can link the various resources in several varying formats; (2) It is a very efficient way of delivering courses online; (3) Due to its convenience and flexibility, the resources are available from anywhere and at any time; (4) Everyone, who are part-time students or are working full time, can take advantage of web-based learning; (5) Web-based learning promotes active and independent learning; (6) As you have access to the net 24/7, you can train yourself anytime and from anywhere also; (7) It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything; (8) Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule; (9) Through discussion boards and chats, you can interact with everyone online and clear your doubts if any; and (10) The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time around.

On the other hand, Clover (2017) mentioned the following disadvantages of e-learning: (1) Most online assessments are limited to questions that are only objective in nature; (2) There is also the problem of the extent of security of online learning programs; (3) The authenticity

of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself; and (4) The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based.

Furthermore, a study by Mukhtar (2020) about "Advantages, Limitations, and Recommendations for online learning during COVID-19 pandemic era" shows that the advantages of online learning included remote learning, comfort, accessibility, while the limitations involved inefficiency and difficulty in maintaining academic integrity. The study recommends training faculty on using online modalities and developing lesson plans with reduced cognitive load and increased interactivities. Therefore, the study supports the use of online learning in medical and dental institutes, considering its various advantages. Online learning modalities encourage student-centered learning, and they are easily manageable during this lockdown situation.

According to the study by Kurata (2017), "Effectiveness of Learning Management System Application in the Learnability of Tertiary Students in an Undergraduate Engineering Program in the Philippines". Learning management systems (LMS) is an integrated platform used in colleges and universities for the distribution of educational materials and facilitate learning servicing various end users i.e., students, teachers, and administration. The approach to learning significantly differs from one program to another, especially in Engineering. In assessing the effectiveness of LMS, variables considered in the model primarily tap elements critical to the system design of a Learning Management System, which investigate the pedagogical approach, usability, and user-interface satisfaction aspect. The result of the study showed that LMS was an effective tool to facilitate learning in an undergraduate engineering program in the Philippines because of its interactive environment and availability though it can be made more efficient by adding collaborative learning tools for students, which is deemed vital since engineering is a multidisciplinary and highly collaborative discipline.

Seth (2017) in her article, "Challenges & Benefits of Learning Management Systems", cited common LMS implementation challenges: (1) Not setting clear goals; (2) Not accounting for hidden costs; (3) Failure to find an implementation team; (4) Resource Allocation / Lack of System Integration; (5) Not using free demos; (6) Not visualizing the future. On the other hand, despite the challenges in the use of LMS, there is a host of benefits that have made LMSs find global acceptance which includes (1) Access from anywhere; (2) Reduces training expenses; (3) Customized courses and training programs; (3) Organizes content in one location; (4) Easy monitoring of learner performance.

Theoretical Framework/ Philosophical Underpinning

Moore's Transactional Distance Theory has been considered to be a theoretical framework for designing this research. Moore (1997) developed this theory of distance learning programs to investigate two variables: students' autonomy and the distance between students and teachers (Hanson et al, 1997). Transitional Distance theory mainly describes the learner and the educator/teacher relationship. The transactional distance is essential, according to Moore's understanding, because the perception is grounded in distance learning within a social structure, not in its traditional form. The second element of Moore's theory involves the autonomy of the student, as the distance between him and his teacher means that the student must adopt responsibility for his learning. Moore (1997) summarized distance learning interaction by describing three forms of interaction:

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1. Learner-content interaction: Students can get information from the course contents using this method. The contents may be in the form of text, video or audio, online communication, computer-aided programs, or CD-ROM.

2. Learner-learner interaction: This kind of interaction is used for the exchange of ideas and information about the course that arises among students in the absence or presence of the teacher. This kind of interaction may appear in the form of group discussions, group projects, etc. It can promote learning via sharing of knowledge and student collaboration.

3. Learner-instructor interaction: This is related to the instructor and the learner's communication. It may appear in the form of an instructor conveying information, inspiring the learner, or giving feedback. Additionally, it may incorporate the learner's interaction with the teacher by communicating or asking questions related to course exercises.
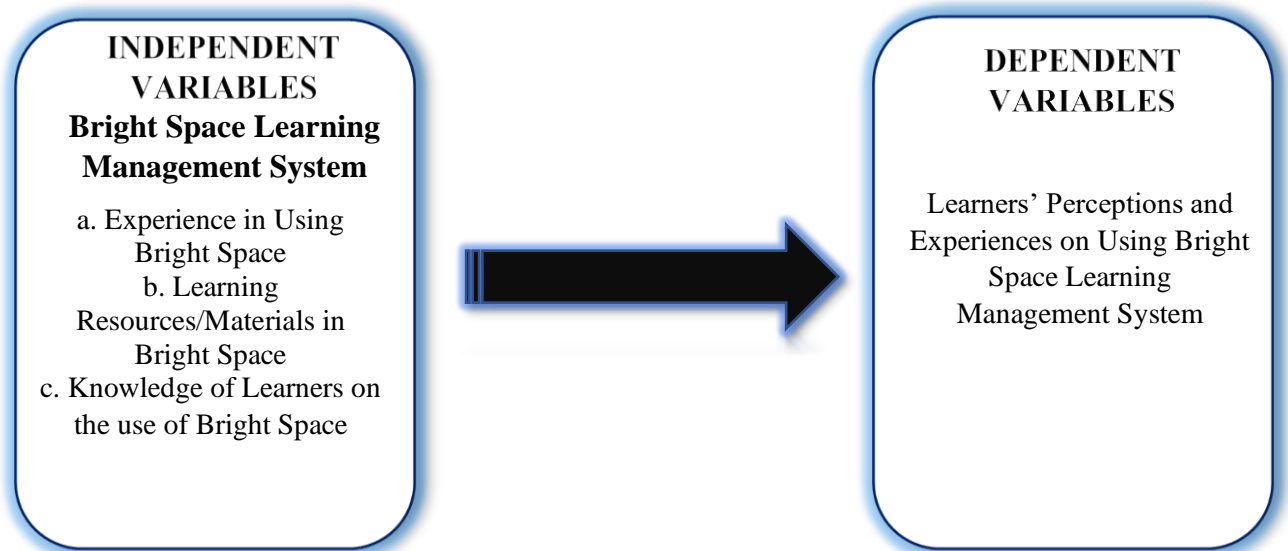
CONCEPTUAL FRAMEWORK

INDEPENDENT VARIABLES
Bright Space Learning Management System

a. Experience in Using Bright Space
b. Learning Resources/Materials in Bright Space
c. Knowledge of Learners on the use of Bright Space

DEPENDENT VARIABLES

Learners' Perceptions and Experiences on Using Bright Space Learning Management System

Figure 1. Causal relationship between variables of the study

Methodology

Research Design

The method that will be used in this study is descriptive. Siedlecki (2020) suggests that descriptive methods are methods that aim to create descriptions; meaningful images, and paintings systematically, factually, and accurately about the data, properties, and relationships of the phenomena studied.

Research Approach

The research approach to be used in this study is Quantitative Method. According to Muijis (2010), quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon.

Research Participants/Respondents

The study will be conducted at Bagong Tanyag Integrated School. The target respondent of this study are the Grade 8 students who are enrolled in the School Year 2022-2023, with a chosen population of fifty (50).

Research Procedure of Data Collection

The researcher will seek permission from the school principal to conduct the study. The questionnaire can be accessed via Google Forms as well as a printed copy. All potential respondents will be assured of their privacy, and the surveys will be accompanied by a cover letter explaining the study and asking for permission to share their information. The questionnaire will be collected after a week with the help of the class advisers.

Sampling Design

The researcher utilized a purposive sampling technique wherein the elements of the sample were chosen based on the researcher's knowledge of the information desired or needed. (Aquino, 2000)

Measurement/Instrumentation

The main instrument to be used to collect data will be a survey questionnaire. This will be designed and validated by the researcher. According to McLeod (2018), a questionnaire is a research tool that consists of a series of questions designed to collect data from respondents. Questionnaires are like written interviews in that they collect information. They can be done in person, over the phone, on the computer, or by mail. Furthermore, the survey questionnaire consists of different parts. The first part deals with the perceptions and experiences of online learning on Brightspace. The second part will ask about students' issues and difficulties in online learning on Bright Space.

Research Ethics Approaches

One of the ethical issues that the researcher might encounter in the conduct of the study is the Republic Act No. 10173, otherwise known as the Data Privacy Act. A written consent form will first be secured before conducting the survey, stating that the data that will be gathered in the study will solely be used for this research only to ensure that no conflict will be made. Participants in the study will be given adequate time to respond to the questions posed to them to avoid errors and inaccuracies in their responses.

Method of Data Analysis

The researcher utilized weighted mean score in this study.

To interpret the perception and experiences as well as the issues/problem encountered by the learners on using Brightspace LMS, the researcher utilized Likert scale.

3.51-4.00	Strongly Agree
2.51-3.50	Agree
1.51-2.50	Disagree

1.00-1.50	Strongly Disagree

Results and Discussion

Table 1. Weighted Mean Score of Student's Perception and Experience while using Brightspace LMS as online learning support.

Statements	WMS	Interpretation
a. I am more comfortable communicating with my teacher on Brightspace.	2.86	Agree
b. I am more comfortable learning on Brightspace with my classmates.	2.56	Agree
c. I prefer to work and learn on Brightspace.	2.06	Disagree
d. I believe online learning on	3.04	Agree
e. I believe that online learning on Brightspace is more effective than learning in the classroom.	1.56	Disagree
f. I believe that online on Brightspace learning makes me an independent learner.	2.94	Agree
g. I believe that online learning on Brightspace makes me a creative learner.	2.7	Agree
h. I believe online learning on Brightspace gives me freedom to explore my way of learning the course.	2.88	Agree

AWMS= 2.6 Agree

Table 1 presents the Weighted Mean Score of students' perception and experience while using Brightspace LMS as online learning support. Based on the given data, students are more comfortable communicating with their teacher using Brightspace LMS. Similarly, students are also more comfortable learning on Brightspace with their classmates and believe that online Brightspace helps them understand some concepts of the course/subject. The data also shows that online learning on Brightspace makes them an independent learner, it makes them a creative learner, and it gives them freedom to explore their way of learning the course. However, respondents disagreed that they prefer to work and learn on Brightspace and online learning on Brightspace is more effective than learning in the classroom. The result of the study shows that students held a positive perception and experience towards learning online, specifically on Brightspace LMS.

According to the study by Bai, H. (2022) entitled "Students' Use of Learning Management System in Hybrid Learning: Mobile or Not", the students had positive perceptions of using the m-LMS app, although the computer was the major tool in learning. The study recommends designing online learning to take advantage of the m-LMS app and optimize the mobile learning experience are provided.

Table 2. Student's problem/issues when using Brightspace as online learning platform

Statements	WM	Interpretation
I have a weak internet connection at home.	2.64	Agree

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I do not have the technological skills to do online learning.	2.92	Agree
I do not have a computer/laptop/mobile phone to use for online learning.	1.52	Disagree
I cannot concentrate on online learning due to noisy home environment.	3.64	Strongly Agree
I have difficulty understanding the lesson online.	3.28	Agree
There is so much homework when learning online.	3.36	Agree
There is no support from my family when learning online.	2.18	Disagree
Learning online is causing me stress and anxiety.	3.3	Agree
Learning online is lonely and sad.	1.72	Disagree
Learning online is difficult.	3.32	Agree

AWMS= 2.8   Agree

Table 2 students' problems/issues when using Bright space as an online learning platform. Based on the result of the study, although they held a positive perception and experience towards learning online in Brightspace LMS (see table 1), they also encountered some issues and problems. Among these issues are weak internet connection at home, lack of technological skills to do online learning, noisy home environments, difficulties in understanding lesson online, increased number of homework, caused stress and anxiety, and learning online is difficult. The result of the study implies that the issues/problems encountered by the students in using Brightspace LMS have significant impact on their academic performance.

According to the study by Barrot et. al, (2021) entitled, "Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines". using a mixed-methods approach, the findings revealed that the online learning challenges of college students varied in terms of type and extent. Their greatest challenge was linked to their learning environment at home, while their least challenge was technological literacy and competency. The findings further revealed that the COVID-19 pandemic had the greatest impact on the quality of the learning experience and students' mental health. In terms of strategies employed by students, the most frequently used were resource management and utilization, help-seeking, technical aptitude enhancement, time management, and learning environment control.

CONCLUSION

This study revealed that the use of the Brightspace Learning Management System had a favorable impact on how people perceived and experienced online learning. It gives an understanding of how crucial it is to have an online learning management system (LMS) that can be used when disruptions of classes are inevitable. When using an online learning platform, students may encounter issues or problems that have a significant impact on their academic achievement. Therefore, the use of these online tools and platforms should be evaluated pedagogically in times of emergency such as health crises where it affects classroom teaching.

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