

Enhancing Learning Analytics through LMS Engagement in African Higher Education

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Abstract

In the African higher education landscape, the pervasive integration of Learning Management Systems (LMS) is reshaping the educational journey, offering both opportunities and challenges. This study delves into the intricate interplay between students' engagement with a Learning Management System and its consequential impact on learning analytics, specifically within the unique context of African higher education institutions. Employing a systematic review approach, this research aimed to uncover distinct clusters of LMS users, unveiling diverse patterns of engagement that are reflective of the socio-cultural and pedagogical nuances present in African educational settings. The findings highlight the transformative potential of timely interventions based on learning analytics, which have the power to enhance both academic performance and the overall learning experience of African students. This research enhances the understanding of the complex relationship between LMS usage and learning analytics in the African context, revealing how digital tools can address unique regional learning challenges. As African institutions tackle 21st-century education challenges, this study provides a valuable roadmap for educators, administrators, and policymakers looking to leverage technology for meaningful educational outcomes. By contextualizing the findings within the African higher education landscape, this research contributes to the global discourse on the evolving role of digital platforms in shaping modern education.

Keywords: Educational Technology, Digital Learning, Student Engagement, Learning Experience, Technology Integration