**Student ID:** 12692513
**Programme of Study:** MSc Computer Science
**Organisation Name:** The University of Essex Online

**Literature Review Outline: The impact of modern technology on student**

**learning experiences in higher education**

## 1. Introduction

The literature review provides a synopsis of my previous work from Unit 2, outlining a concise plan for the literature review titled 'The impact of modern technology on student learning experiences in higher education'. This review holds great significance as it explores the influence of modern technology on student learning experiences in higher education, focusing on the advantages and challenges associated with its use. This is particularly relevant in today's rapidly advancing technological landscape. As noted by Teng & Wang (2021), the review aims to comprehend how technology impacts engagement, knowledge retention, and collaboration, taking into account the growing popularity of online learning platforms, educational technology (EdTech) tools, and mobile devices in higher education, as highlighted in the observations by Haleem et al. (2022).

## 2. Context and Perspective

The review is dedicated to providing a well-rounded perspective. It fully acknowledges the potential for technology to improve learning while recognising its challenges. The literature will be analysed thematically, focusing on critical themes such as student engagement, knowledge acquisition, and collaborative learning. The primary sources for inclusion will be credible research articles from academic databases, using search terms such as "technology," "higher education," "student learning," "engagement," "collaboration," and "learning outcomes." Priority will be given to articles published in the past five years to capture the latest developments.

The review will be structured thematically to provide a clear path through the content. It will explore benefits such as access to information and interactive learning resources, discuss challenges such as digital literacy gaps and information overload, and examine strategies for maximising the positive impact of technology in the classroom, as Kuzu

& Kuvvetli (2023) mentioned in their article. The main findings in the literature will reveal evidence of technology's potential to enhance student engagement and knowledge acquisition. However, it will also likely identify challenges related to digital literacy gaps and the need to foster community in online learning environments.

### 3. Conclusion

The review's summary emphasises the critical findings in the literature, demonstrating technology's potential to improve student engagement and knowledge acquisition (Kuzu & Kuvvetli, 2023). However, it also highlights the challenges associated with digital literacy gaps and the importance of building community in online learning environments. This emphasises the need for a balanced approach that leverages the benefits of technology while addressing its drawbacks. Future research could explore the effectiveness of specific teaching methods in online learning environments and examine the impact of technology on student well-being and social interaction in higher education (Major et al., 2021).

**References:**

Haleem, A., Javaid, M., Qadri, M.A. & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, pp.275–285. doi:https://doi.org/10.1016/j.susoc.2022.05.004.

Kuzu, I. Y. & Kuvvetli, M. (2023). The Impact of Virtual Reality Technology on Student Engagement and Learning Outcomes in Higher Education. *2nd International Conference on Recent Academic Studies,* pp.10-16. Available from: https://www.researchgate.net/publication/374910266_The_Impact_of_Virtual_Reality_Technology_on_Student_Engagement_and_Learning_Outcomes_in_Higher_Education [Accessed 18 May 2024].

Major, L., Francis, G.A. & Tsapali, M. (2021). The effectiveness of technology-supported personalised learning in low- and middle-income countries: A meta-analysis. *British Journal of Educational Technology*, 52(5). Available from: https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.13116 [Accessed 18 May 2024].

Teng, Y. & Wang, X. (2021). The effect of two educational technology tools on student engagement in Chinese EFL courses," *International Journal of Educational Technology in Higher Education*, 18(1). Available from: doi:https://doi.org/10.1186/S41239-021-00263-0