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TÎRNĂVEANU LUANA ANTONIA

„ On the wings of the educational
research”

EDUCATIONAL METHODOLOGY AND RESEARCH BOOK

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UTILIZING OF PADLET APPS TO ENGAGE STUDENTS AMID COVID 19

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Abstract

Despite the widespread use of multimedia in everyday life, it is rarely used as a teaching tool in the educational process. Is it possible to improve students' writing skills, especially those in their second semester of the Indonesian Language Department at Unasman Indonesia? This research Two cycles of research were conducted using classroom action research. Padlet was used three times per week to facilitate student interaction. Planning, executing, observing, and reflecting were the steps in the process. The observation checklist, the questionnaire, and the padlet writing test were the instruments used in this study. The introduction of Padlet was made at the beginning of the class, and all subsequent interactions were conducted via Padlet rather than in the classroom. As a result of the findings, it can be concluded that using Padlet as a medium can help students improve their writing skills. Researchers can conclude that 30 students of the English Language Education Study Program at the Faculty of Languages and Communication Science of Sultan Agung Islamic University Semarang in the class of 2020/2021 have a wide range of opinions about the use of Padlet media in learning Writing II. Generally, the majority of students find the use of this medium to be a positive experience.

Keyword: *Padlet, Engage, Covid, Technology and Writing Skill*

Introduction

Along with the development of the times globally as indicated by the industrial revolution 4.0 and the evolution in the field of IoT (Internet of Things)-based education. In this era, the presence of the Internet of Things (IoT) has become a part of human life. Thus, the ability to understand and use various IoT-based tools for education and learning must be mastered. IoT is a condition that allows humans or objects to relate to anyone, anywhere and anytime. IoT is a innovative technology that has emerged to facilitate between real and virtual objects in the field of education, real examples of the application of IoT are the implementation of electronic learning or e-learning, distance learning (distance learning), digital libraries (digital libraries), e-commerce for campus MSMEs and others. Transformation in the field of education underwent tremendous changes along with the industrial revolution 4.0 which was marked by increased connectivity, interaction and development of digital systems, artificial intelligence, and virtual, (Sudermann 2019). The industrial revolution 4.0 began to occur around the 2010s through intelligence engineering or AI (Artificial Intelligence) and the Internet of Things as the backbone of the movement and connectivity of humans and machines or robots, Al Yakin, et. al (2022).

Student-centered teaching and learning are becoming more commonplace in today's classrooms. Yáez-Aldecoa, Okada, and Palau (2015) note that the 21st century's learning style includes the flexibility of on-the-go learning. The 4Cs are four essentials 21st century learning and innovation skills. To put it simply, these are the four Cs of 21st century learning: creativity, collaboration, and communication. Future educational thinking and planning must incorporate 21st century learning. Although technology is constantly evolving, educators and administrators are constantly looking for new ways to prepare students for the future (Jennifer, 2019). According to (Zhi & Su, 2016) state there are many ways in which this can be accomplished, including asking questions and participating in discussions. Students can learn new things and expand their perspectives by exchanging information and experiences during these types of activities. Some students may be perceived as unprepared, hostile, lazy, or bored if they do not participate in activities (Fuchs, 2014; Thum, 2019).

According to (Thum, 2019) for students to take responsibility for their own learning, teachers must play an important role as facilitators. Since each student learns in a different way based on the new learning environment, the quality of teaching is also critical Academic performance and behavior are directly affected by a student's level of engagement in and enthusiasm for their studies, which is referred to as "student engagement". Several studies have been done on the topic of student engagement. Students' motivation and active learning intersect, according to Barkley (2010), when it comes to determining their level of student engagement. When expectations and values meet, a person's motivation is triggered. According to Becker (2013), a new meta-model of student engagement is the intersection of motivation, active learning, expectation, and value.. According to other researchers, the perceived usefulness, perceived ease of use, teaching presence and self-efficacy are all factors that contribute to student engagement (Jung, Y., & Lee, J. , 2018). In addition, students' satisfaction is linked to their level of engagement (Kuh & Vesper, 1997; Garnham & Betts; 2018).

Device agnostic, Padlet is a useful tool that allows people to express their thoughts on a common topic and can be used for simple or complicated instructional tasks among experts. People can post any content (e.g., images, videos, documents, and texts) anywhere on the page, with anyone, and it can be accessed from a laptop, PC, tablet, or smartphone, Jaganathan, S. 2016; Kaya, H. (2015) and Weller, A. (2013) Using Padlet in the learning process allows for the availability of pleasant spaces for students to participate in collaborative classroom activities. Students in the Introduction to Functional Linguistics class may benefit from using Padlet because of its attractive, futuristic, and user-friendly features Mallon, M. and Bernsten, S. (2015).

Using Padlet, students and teachers can work together, communicate, reflect, and share various networks (links) and images in a secure environment. Using Padlet, users can create a hidden wall with the URL of their choice. Customers of Padlet can moderate and delete posts, as well as change the appearance of their content. Mallon & Berntsen (2015) further explained that Padlet's features, and variety of attractive backgrounds provide a variety of user spaces to collaborate simultaneously in various locations. Their activities include writing, drawing, chatting, and exchanging messages with other users. They can also upload and submit their own work for evaluation or for distribution to other users afterward. In a few sentences, Padlet can be summarized as an online media in the form of a wall (wall) that allows its users to interact and collaborate to share writing, images, and other necessities—not only between teachers and learners.

Padlet-Based Access Control You can actually use Padlet via the Padlet official website <http://www.padlet.com/> or via the Padlet application for Android and iOS. To begin using Padlet's visa website, the first step is to open the web page. We can begin by clicking the "Create Something" button on the website. Well, the Padlet wall is now operational. However, we will need to amend the Padlet's primary purpose. Titles, background images, and display themes can all be customized to fit the topic at hand, as can the URLs themselves, which can be given a unique and interesting name, the way that display material loads, or even the privacy levels that we set for Padlet Fuchs, B. (2014).

The application is the next step. To use it, you'll need to first download the app onto an Android or iOS mobile device. Briefly, Padlet is simple to create and simple to operate. To get Padlet users to respond to questions or statements made by Padlet makers, someone must be creative in utilizing the

existing features to create an interesting thematic display. Teaching with Padlets During the teaching and learning process, students can access our Padlet wall by opening the web address that we've already set up. Students can also open Padlets using Android or smartphones because the Padlet app can be installed easily on a gadget. Once students have the internet open, they can double-click the Padlet box and begin writing, taking, or uploading images, audios, or videos, copying links, or entering documents, etc. Interactions between Padlet users occur in real time. In other words, Padlet allows the teacher or student to see if someone else has added something to the box. Students do not need a Padlet account to access Padlet created by their teachers.

In this regard, Padlet can be said to make it easier for teachers to gauge students' abilities or bravery in responding to certain questions from the teacher. Padlet allows teachers to see how well their students have grasped the material they've already been taught. There is, of course, a risk that students will simply copy their peers' answers since they can see them. So how does a clever man get out of this kind of predicament? Students should be reminded that each response must be unique to minimize the likelihood of plagiarism. A scientific article titled "The Writing on the Wall: Using Padlet for Whole-Class Engagement" by Fuchs, B. (2014). examined the use of Padlet in teaching. Padlet can be an appealing alternative for teachers to use to interact and increase student involvement in the teaching process, according to his findings in his paper. "The use of Web 2.0 technology for pre-service teacher learning in science education" was the title of a study by Weller (2013). Using Web 2.0 applications, secondary school science teachers were tasked with two tasks. The results of their work and their comments on the use of technology were gathered and analyzed.

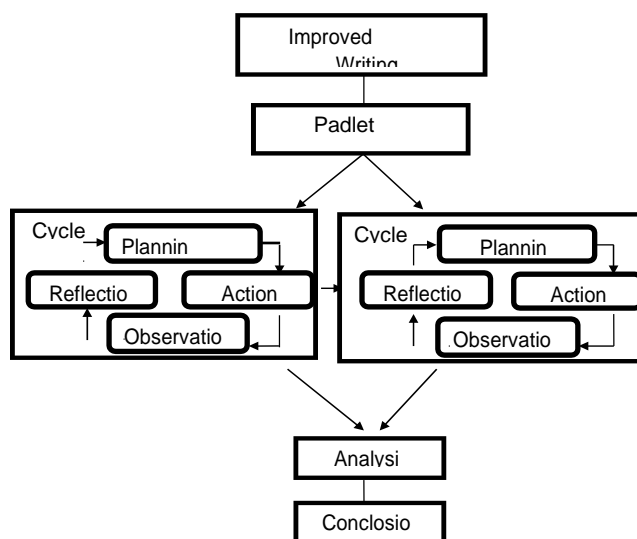
Web 2.0 can help improve the learning process and make learning effective and interesting. Among the latest learning media from web 2.0 is media Padlet. The use of Padlet media can help the interaction process between teachers and students to obtain the desired goals in the learning process. Teachers and students can exchange their thoughts and feelings through Padlet media and send them through Padlet media in the form of text, graphics, animaton, video, and links. All of them help students to understand the lesson and remember it easily. Having a strong desire to learn is a catalyst for classroom interaction and engagement. When students collaborate with each other, it also improves the quality of their work. By allowing students to interact with their classmates and the course material, Ellis (2015) found that Padlet can help students overcome the barriers they face when speaking with their professors and improve their overall learning experience. While Padlet has its flaws, it is a useful tool that can be used in both traditional educational settings and unconventional ones. The study's goal is to find out how engaged students are with Padlet as a teaching tool.

The development of increasingly sophisticated digital technology in this era presents its own challenges for learning Indonesian, especially in learning to write to continue to innovate and be creative in the development of learning media. However, after we note that some universities still do not use interesting and up-to-date learning media. So that students are not enthusiastic and do not pay attention to the lesson well. As a result, it will affect their low interest and ability in writing. Based on the results of observations on writing courses at Universitas Al Asyariah Mandar in the first semester students of the Writing course, lecturers have not used applications that can help students to be more skilled in writing. Therefore, the author wants to apply the Padlet application to second semester students in Writing Skills II at Al Asyariah Mandar University. So that researchers are interested in researching with the title

Method

The type of research used in this research is classroom action research. Indonesian language learning outcomes are devoted to writing skills through the Padlet application. It is said to be classroom action research (CAR) because the setting is in the classroom and the object being studied is in the form of learning practices.

The study used in this research consists of two cycles, namely the first cycle to the second cycle. There are four stages in each cycle, namely planning, action, evaluation, and reflection. After the application of Using the Padlet Application, data will be obtained from the second cycle stage and the researcher will know the improvement of writing skills in students.



Result

In the learning of writing courses in the first cycle, 30 students in the second semester were conducted, but when the researcher did the research, only 15 students were present. The first cycle of data exposure went through four stages, namely: (1) the planning stage; (2) action stage; (3) the observation stage; (4) reflection stage.

a. Planning

The first stage in the first cycle of classroom action research is planning. After observing on the Unasman campus and finding problems in the writing skills of second semester students, the researchers overcame the problems that occurred to these students.

Lesson plans were made using the Padlet application in cycle I. In planning the writing action, students and researchers discussed the things that were prepared for writing practice using the Padlet application.

b. Action

The second stage of this research is the implementation of the action, where the researcher applies or implements the contents of the design that has been made by the researcher. The implementation of this action was carried out by the researcher when giving the task of writing deductive paragraphs using a Padlet application. This action was carried out in two meetings.

1. Quantitative analysis of cycle I

In this section, data from the first cycle will be presented regarding the ability of second semester students in improving writing skills II with paragraph material using a Padlet application. The data will be analyzed quantitatively using the average formula and the percentage formula as a reference for accumulating the results of the study.

As for the aspects of assessment or indicators in this research variable, namely, cohesion and coherence, PUEBI, spelling and punctuation, and linguistic rules.

a. Cohesion

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of cohesion.

Table 1 : Percentage of Cohesion Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	-	-
2	Good	3	10	33%
3	Fair	2	-	-
4	Weak	1	20	67%
Jumlah			30	100%

$$P = \frac{F}{N} \times 100$$

Based on the table above with the number of research objects of 30 people, there are 10 people who get a score with a score of 3 which means good and there are 20 people who get a score with a score of 1 which means good with a total percentage of 100%.

b) Percentage of Coherent Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the coherent average score using the Padlet application.

Table 2: Percentage of Coherent Score

No.	Category	Score	Frequency	Percentegae
1	Very Good	4	3	10%
2	Good	3	10	33%
3	fair	2	9	30%
4	weak	1	8	27%
Jumlah			30	100%

Based on the table above with the number of research objects totaling 30 people, there are 3 people who get a score with a score of 4 which means very good, there are 10 people who get a score with a score of 3 which means good with total, there are 9 people who get a score of 2 which means enough , and there are 8 people who get a score of 1 which means it is not enough with a percentage of 100%

c) Percentage of Earned Score Using PUEBI

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average PUEBI score using the Padlet application.

Table 3: Percentage of PUEBI Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	8	27%
2	Good	3	15	50%

3	Fair	2	7	23%
4	Weak	1	-	-
Total			30	100%

Based on the table above with the number of research objects totaling 30 people, there are 8 people who get a score of 4 which means very good, there are 15 people who get a score of 3 which means good, and there are 7 people who get a score of 2 which means enough with a total percentage of 100 %

d) Percentage of Grammar Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of grammar using the Padlet application.

Table 4: Percentage of Language Rule Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	9	30%
2	Good	3	11	37%
3	Fair	2	10	33%
4	Weak	1	-	-
Jumlah			30	100%

Based on the table above with the number of research objects of 30 people, there are 9 people who get a score of 4 which means very good, there are 11 people who get a score of 3 which means good, and there are 10 people who get a score of 2 which means enough with a total percentage of 100 %.

After analyzing the data from each aspect studied, the researchers calculated the overall score of the aspects described in the following table:

Table 5: Student Assessment Aspects

No.	Students	Aspects to be assessed				Score
		1	2	3	4	
1	WN	3	3	4	4	14
2	KA	3	2	4	3	12
3	WA	1	2	3	2	8
4	HA	1	4	3	2	10
5	YA	1	3	4	4	12
6	MS	1	3	3	3	10
7	SF	3	2	4	2	11
8	AP	1	4	3	4	12
9	SY	3	2	4	3	12
10	FH	1	3	2	3	9
11	DR	1	3	4	4	12
12	RD	1	4	3	3	11
13	PA	3	2	3	4	12
14	NA	1	2	3	3	9
15	AR	3	3	4	4	14
16	AA	1	3	2	2	8
17	AAT	1	1	3	4	9
18	HS	1	2	2	4	8
19	SH	3	1	3	3	10
20	NA	3	1	3	2	9
21	MS	1	3	2	4	10
22	CT	3	1	3	3	10
23	AM	1	1	3	2	7
24	KH	1	2	2	3	8

25	NS	1	1	3	2	7
26	LS	1	3	3	3	10
27	RH	1	2	3	2	8
28	NH	1	1	2	3	7
29	LI	3	1	2	2	8
30	LR	1	3	4	2	10

Total

297

Based on table 5 shows that of the 30 students who have been analyzed get an overall score of 297. The categorization of the results of the first cycle analysis can be seen in the following table:

Table 6: Deductive Paragraph Analysis Score Category

Predicate	Score	Category	Frequency	Percentage
4	3,60–4,00	Very Good	0	0
3	3,00 – 3,59	Good	8	27%
2	2,00 – 2,99	Fair	19	63%
1	1,00 – 1,99	Weak	3	10%
Total			30	100%

Table 6 shows that students with good categories are 8 people with a percentage of 27%, students with sufficient categories are 19 people with a percentage of 63%, students with less enough categories are 3 people with a percentage of 10%.

After seeing the results of the first cycle analysis, the researchers continued the research in the second cycle to see whether the application of the Padlet application was able to improve students' abilities in writing deductive paragraphs.

2. Quantitative analysis cycle II

In this section, data from cycle II will be presented regarding the ability of second semester students in improving writing skills II with paragraph material using the Padlet application. The data will be analyzed quantitatively using the average formula and the percentage formula as a reference for accumulating the results of the study.

As for the aspects of assessment or indicators in this research variable, namely, cohesion and coherence, PUEBI, spelling and punctuation, and linguistic rules.

a) Cohesion

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of cohesion.

Table 7: Percentage of Cohesion Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	-	-
2	Good	3	17	57%
3	Fair	2	13	43%

4	Weak	1	-	-
Total			30	100%

$$P = \frac{F}{N} \times 100$$

Based on table 7 with the number of research objects as many as 30 people, there are 17 people who get a score with a score of 3 which means good and there are 13 people who get a score with a score of 2 which means good with a total percentage of 100%.

b) Percentage of Coherent Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average coherent score.

Table 8: Percentage of Coherent Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	10	33%
2	Good	3	18	60%
3	Fair	2	2	7%
4	Weak	1	-	-
Total			30	100%

Based on table 8 with the number of research objects of 30 people, there are 10 people who get a score with a score of 4 which means very good, there are 18 people who get a score with a score of 3 which means good and there are 2 people who get a score of 2 which means enough with the percentage 100%.

c) Percentage of PUEBI Score Acquisition

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score for using PUEBI using the Padlet application.

Table 9. Percentage of PUEBI Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	13	43%
2	Good	3	17	57%
3	Fair	2	-	-
4	Weak	1	-	-
Total			30	100%

Based on table 9 with the number of research objects of 30 people, there are 13 people who get a score of 4 which means very good, and there are 17 people who get a score of 3 which means enough with a total percentage of 100%.

d) Percentage of Grammar Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of grammar using the Padlet application.

Table 10. Percentage of Grammar Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	18	60%
2	Good	3	12	40%
3	Fair	2	-	-
4	Weak	1	-	-
	Total		30	100%

Based on table 10 with the number of research objects of 30 people, there are 18 people who get a score of 4 which means very good, and there are 12 people who get a score of 3 which means enough with a total percentage of 100%. Furthermore, researchers will analyze the average value of all students from the aspects studied, seen in the following figure:

Table 11. Student Average Score

No.	Students	Average Score	Category
1	WN	3,75	4
2	KA	3,5	3
3	WA	3,5	3
4	HA	3	3
5	YA	3,5	3
6	MS	3	3
7	SF	3,5	3
8	AP	3,25	3
9	SY	3,5	3
10	FH	2,75	2
11	DR	3,25	3
12	RD	3,25	3
13	PA	3,25	3
14	NA	2,75	2
15	AR	3,75	4
16	AA	3,25	3
17	AAT	3,25	3

18	HS	3,25	3
19	SH	3,25	3
20	NA	3,5	3
21	MS	3,25	3
22	CT	3,25	3
23	AM	3,25	3
24	KH	3	3
25	NS	2,75	2
26	LS	3	3
27	RH	3,25	3
28	NH	2,75	2
29	LI	3	3
30	LR	3	3

Average 12,9

Based on table 3.11 shows that the overall average value of students is 12.9. There are 4 students with a score of 2 (enough), 24 students with a score of 3 (good) and 2 students with a score of 4 (very good).

Researchers found that Padlet software could help students learn better by increasing participation in activities inside and outside of the classroom. The software has a wide range of features, allowing students to work on individual and group projects in their own space. It is hoped that students will collaborate with each other on specific tasks, which will make them easier and less stressful for them. Students perform better and learn more effectively when they aren't under too much pressure while doing their work. This study found that Padlet can be used to help students better understand the material they are studying. As a result, the use of more educational software should be promoted and improved upon to enhance the effectiveness of education.

Benefits and risks should be considered when using technology to get the whole class involved in classroom activities. Primarily, among the advantages is the idea of technology as an equalizer, especially when the participant has the option to remain anonymous. If no one knows what a student typed, there is little chance of a student failing because no one knows what they typed. As a result of this realization, the learning process can be more open and experimental. It's not just that students are enthralled by the newness of the technology; they want to use it. Last but not least, the teacher can get a more complete picture of student learning from all of them rather than just a few of the most vocal or confident ones, thanks to real-time participatory technology. The teacher can then use this information to help develop lessons, resulting in a more focused and genuine exchange between the two parties involved.

Although real-time participatory technology in the classroom has many advantages, there are also significant risks. First, as any librarian who has worked with students can attest, technology can be fickle and unpredictable. There is no warning when the Internet goes down for maintenance or when a site will be unavailable. You are at the mercy of technology in the classroom, and that fact may be enough to deter some teachers from implementing it. Introducing yet another unknown to the classroom may seem like an act of sheer insanity to some, given the number of unknowns already present. In addition, real-time can be interpreted as real-time. It's possible that students will use the ability to see other students' responses in real time to have fun with technology. Lastly, there is a risk that some teachers may view the use of modern technology in the classroom as "educational smoke and mirrors." For me, it's critical that I

explain to students the educational value of activities, so I also make it a point to explain the rationale behind the classroom use of this technology.

This research is classroom action research, namely the second semester of Indonesian language education students at Al Asyariah Mandar University. After carrying out the results of data processing in this study, it can be concluded that this class action research was successful. The object of this research is Padlet application-based learning in improving writing skills. The percentage of the results of this study indicate that the Padlet application can improve students' writing skills. Like previous research conducted by Nadeem, N. H. (2021) and Mahmud, M. Z. (2019) that “technology-based learning is the answer to the challenges of the times, advances in science and technology, and the industrial revolution 4.0 which is starting to be glorified.

Use Padlet as a web 2.0 tool in a course to encourage positive learning experiences and increase student engagement. There are many ways that this activity may help students become more involved in their classrooms and their fellow students. A positive emotional and cognitive environment is created when students collaborate in online learning contexts. Students become more enthusiastic and motivated to learn when they actively participate in classroom activities. While previous studies have focused on the correlation between classroom engagement and student academic performance, this study aims to examine how students perceive their level of behavioral, emotional, agentive, and cognitive engagement while using Padlet for learning and assessment activities, Muthmainnah, et.al (2022) and Chen, Y. M. (2022).

The use of technology in learning, of course, cannot be separated from the advantages and disadvantages, as well as the Padlet application. However, this study reveals the results that the response of Indonesian language education students to Padlet application-based learning is particularly good.

Conclusion

The conclusion of this study shows that more than 3 are in the capable category with a percentage of 87% totaling 26 students and a score of less than 3 including the poor category with a percentage of 13% totaling 4 students. So that the research on the application of Padlet applications to improve the writing skills of students of the Indonesian language education study program at Al Asyariah Mandar University was declared successful with an average value of 9.9 in the first cycle and an average value of 12.9 in the second cycle.

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