

# The Use of Padlet in Supporting Creativity and Interaction among Peers

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## Introduction

The process of learning during the Covid-19 pandemic could be tiring, and some might be facing difficulties with online platforms. Unstable internet connectivity due to bad coverage or harsh weather in certain areas contributed to the teaching and learning challenges. However, language instructors still need to figure out any possible solution to ensure learners keep on engaging with the lesson. At present, the educational resources that are available online such as Padlet, are among the main learning platforms employed to assist students in their learning process. Jarrah and Alzubi (2021) found that students' positively perceived the usefulness towards utilisation and effectiveness of using Web 2.0 in the English language learning process. Therefore, in this study, Padlet is chosen as one of the alternatives utilised in English classes.

Figure 1 shows the looks of the Padlet dashboard. Users can create a different Padlet for different classes or activities and then upload, organise, and share the relevant content to these boards. They can also export this digital board in a variety of formats, including pdf, image, and csv to keep a record of their learning activities.

The benefits of immediate feedback and the features offered by Padlet can grab students' interest and enhance learning outcomes. According to Chen (2022), when Padlet or Kahoot apps were utilised for class activities, students' impressions of online learning were magnified. This shows that incorporating online learning tools into the classroom somewhat could greatly improve students' opinions of the entire lesson since they have the chance to convey their ideas, speak more effectively, and improve their communication skills.

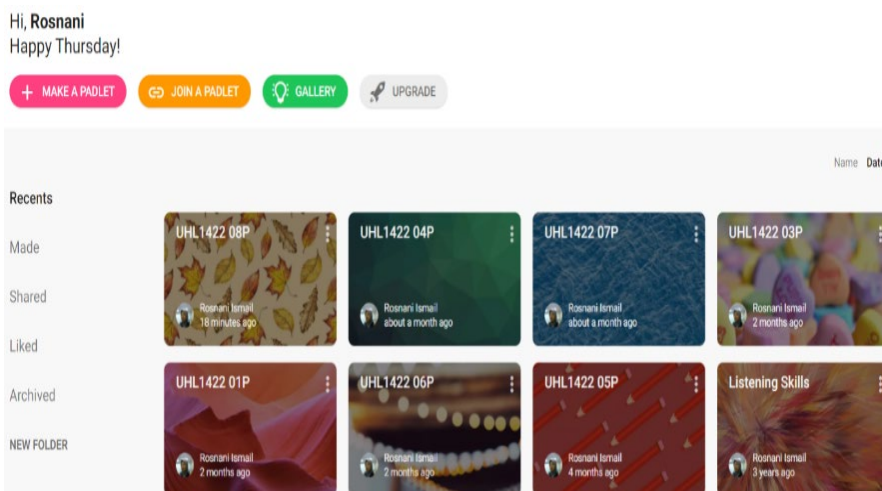


Figure 1. Padlet Dashboard.

## Literature Review

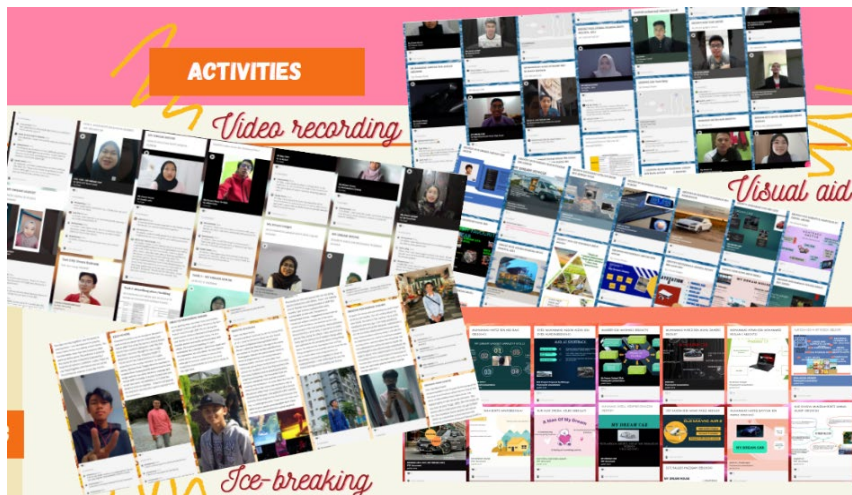
Creativity has grown in importance, and everyone has the means to improve their own creative abilities (Hokanson, 2018). The traditional teaching approach has shifted from being teacher-centered to being student-centered as a result of the advent of Padlet as a learning tool. Padlet is a virtual bulletin board that can be used in a variety of ways depending on the creativity of the instructors. According to Mahmud (2019), there is evidence in the classes where the instructors have included Padlet in their instruction, such as in the English writing class. Padlet is a good learning tool for students by adding innovative English programs and activities to it. However, Bereczki and Karpati (2021) discovered that some instructors encountered difficulties while attempting to educate students on how to use technology tools in a way that would encourage creativity. They also mentioned that one of the potential causes of this was instructors' lack of faith in students' creativity, which had an impact on how frequently technology-based creativity was used in instruction. With the utilisation of technology in education, it is crucial to consider how those tools might foster creativity within the context of the instructor. As a result, using Padlet as a teaching tool encourages students to work together to learn in groups and develops creativity.

Aside from creativity, this study focused on students' interaction and collaboration, which are crucial abilities for this century. Mulligan and Garofalo (2011) demonstrated that collaborative writing exercises are able to improve student engagement in EFL classes, reduce anxiety from working alone, and boost self-confidence in students. Greenstein (2012) clarified that effective collaboration entails developing teamwork skills, considering various viewpoints, interacting by offering ideas, listening to others, and offering support. Additionally, student collaboration during cognitive and social

interactions can promote higher-order thinking for the generation of new knowledge (Dewitt, Alias, Siraj, & Zakaria, 2014). For students to understand and participate in a learning environment, classroom activities are crucial. One method of increasing student participation in the activities and motivating them to engage in active learning is through Padlet. Bugawa and Mirzal (2018) figured out that web 2.0 technologies are made to improve student engagement, peer interaction, cooperation, and involvement. It is also mentioned by Nachimuthu (2018) that enhancing cooperation, communication, and knowledge generation are advantages of using technology in the classroom. Zainuddin et al. (2020) found that active learning through Padlet has a significant effect in improving students' engagement during classroom activities.

## Methodology

The objective of this study is to investigate the effectiveness of Padlet as one of the platforms to support learners' creativity as well as encourage students' interaction among peers during the sessions. Figure 2 shows the activities carried out in the previous semester. It started with ice breaking activity at the beginning of the semester and continuously used the Padlet for some more activities by sharing the relevant information and completing the task given with various methods such as attaching the files, images, or videos. Instructors also provided constructive feedback at the comment on the posts throughout the semester and encouraged the other students to do that too to enhance interaction among them.



**Figure 2.** Activities Conducted in Padlet.

After going through the learning process using Padlet for 14 weeks (about three months), 84 respondents successfully completed the questionnaire at the end of the semester. The feedback given by the students was then analysed using a thematic analysis method. The data were coded into categories based on the themes which emerged from the raw data collected. There were two (2) main items asked for respondents' honest feedback in terms of creativity and interaction. For creativity, their responses can be categorised into two (2) main themes, which are supporting creativity and developing extra skills. The second part of the finding in terms of the interaction among students can be classified into four (4) main themes, including sharing information, ease of use and convenience, enhanced comprehension, and other positive responses.

### **Result and Discussion**

Students' perceptions of the use of Padlet based on their experiences throughout the semester in English class will be reported in this study. In relation to the research objective stated, all feedback from the students involved was taken into careful consideration and classified into few categories. The respondents were asked for their honest opinions on two (2) primary questions: creativity and interaction.

### **Students' Perceptions of the Use of Padlet for Creativity Enhancement**

Their comments on creativity can be divided into two (2) key themes: encouraging creativity and learning new abilities.

#### **Theme 1: Supporting Creativity**

There were about 26 similar responses showing that the students agreed that Padlet does help them in being more creative and inspiring in completing the activities given by the instructor. They mentioned that they could get some more ideas after looking at their friends' posts and making them think of another point of view in responding to the task given by the instructor. Some may show their hidden ability and creativity by showing appropriate emotion and gesture (might be through the video recording) to a certain activity conducted. Some of the excerpts from them are:

*"... makes me think outside of the box while at the same time answering the question".*

*"... we can be creative in showing our emotion and gesture".*

*"... I can show my talent too".*

*"... gave me so much inspiration after I saw my friends post".*

## **Theme 2: Developing Extra Skills**

Another common theme that can be captured from 10 similar responses has to do with their ability to develop extra abilities, such as being critical and acquiring new technological skills during the learning process. Excerpts from the students were demonstrated:

*"... I believe that constructive critic could shape up a person".*

*"... improve my skills on using an application".*

*"... learn a new thing about technology".*

In general, the results showed that the tool helped students support and develop their creativity and hidden talent in other areas. In fact, the findings showed that students positively perceived the use of Padlet in enhancing their English learning session. Prior to the use of Padlet in teaching and learning process, it could improve both students' learning skill and learning element such as creativity, collaboration, engagement, relationship, and self-evaluation (Mulyadi et. al., 2021).

### **Students' Perceptions of the Use of Padlet for Encouraging Interaction**

The second finding focuses on how students engage with one another, and it can be categorised into four (4) key themes: information sharing, ease of use and convenience, improved comprehension, and other positive reactions.

#### **Theme 1: Knowledge Sharing**

The highest number of similar responses, about 41 responses, revealed that students were able to share information, ideas, and opinions with peers on specific topics or issues when they use the Padlet since it allows them to leave comments for the posts. By responding to the post shared, they could also apply social skills accordingly. Examples of excerpts are:

*"Comment section is I think the easiest method to actually give our response to our friend's content. Despite that, we can see the comment right away and thus give our feedback right away which can actually improve our social approach skills with the comment".*  
*"... I can read all my friends' opinions and I can comment too".*

#### **Theme 2: Ease of Use and Convenience**

About 17 of the respondents stated that Padlet is easy to manage and accessible for the users to use at their own convenient time. Students reported on the perceived ease of use of the application as in the remarks below:

*"... the platform is only available for us through some link and the post is easy to be managed".*

*"... the content is still there where we can see whenever we want".*

#### **Theme 3: Comprehension Enhancement**

Among the responses received, 8 of them mentioned that Padlet could help them to enhance their comprehension in completing the activities asked by the instructor. The students were recorded to give feedback such as:

*"... helps us to get the major idea and brainstorming".*

*"... helps a lot in understanding the particular topics."*

*"... it is a way that we as a friend or as a classmate can correct the mistake..."*

#### **Theme 4: Variety of Positivity to the User**

There were 31 responses which can be said as in the grey area and included in this theme. Some respondents agreed that Padlet does help them in lots of areas such as developing friendships, peer support, engagement in



learning and the Padlet interface itself. Some interesting comments that were given:

"... user friendly, make the student be more creative when using this platform".

"... my peers can comment and give support".

"... it makes study more interesting".

"... we can get to know each other even more".

Overall, regardless of race or gender, the responses received were unanimous with positive feedback where all the participants mutually agreed that Padlet had made their learning process become more interactive as well as meaningful because they can complete all the activities and tasks given within the time frame. According to Ali, Abdul Malek, Zainal Abidin, and Mohd Razali (2018), Padlet enabled students to share ideas among themselves as it helped them to brainstorm their ideas. Similar advantages were noted in Nadeem's (2021) study, where some students felt that using Padlet in the classroom may foster a positive learning environment and provide possibilities for collaboration to improve communication skills.

### Conclusion

From this study, there are a few implications, especially for the teachers and students in relation to the use of Padlet as one of the Web 2.0 tools. Lots of new educational tools were developed and can be utilised to make teaching and learning processes become more interesting and enough to cater to the learners' needs. There should be no harm in applying innovative approaches to our teaching and learning process if that can help our students to be in a better learning setting. Thus, educators

should look for alternatives that suit their situations and purposes so that the teaching and learning process can be something that the learners look forward to. Padlet can reach as far as our imagination. It is on us as the instructor or facilitator that makes these educational applications powerful.

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