

## Interactive Closure Activity Via Padlet in Grade School CLE Synchronous Class

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### Abstract

As a step to improve the online learning experience for the pupils, this study titled “Interactive Closure Activity via Padlet in Grade School CLE Synchronous Class” focuses on improving the quality of CLE synchronous class experience through the incorporation of an online application called Padlet in the closure part of the lesson. This study focuses on finding out the effectiveness of using Padlet in a 3-to-5 minute closure activity, specifically on the frequency of responses and pupils’ quality of responses to the closure questions during a GS CLE synchronous class. The objectives of the study are: (1) How did the incorporation of Padlet in the closure part of a CLE lesson improve pupil-to-teacher interaction? and (2) How do pupils view their learning experience of using Padlet as a tool for their CLE synchronous closure activity? Feedback from students from the study of Small and Dowell (2012) suggested that tools that enable pupils to interact with each other are less important than tools that enable them to interact with their teacher and vice versa. The researchers used data from the Observation Forms, Survey Questionnaire, and Focus Group Discussion to gather and analyze the results. The implication based on the findings of the study shows good feedback on using Padlet in a CLE Synchronous Class. In addition, the high and moderate result of participation displays how engaged the participants are when using Padlet. Thus, the finding showed how students are engaged with the use of Padlet which lead to wanting their teachers to continue using Padlet in their future class discussion. In conclusion, there is a High and Moderate degree of participation from the participants when using the Padlet and among their responses, all came out to be relevant in varying degrees of Fair, Good, and Very Good. The pupils are Moderately Familiar with Padlet, it is also Moderately Accessible to them, and they Moderately Preferred Padlet. From their FGD responses, the identified themes are Intuitiveness, Facilitates Expression, Accessibility, and Efficiency

**Keywords:** Classroom Engagement, Closing Activity, E-learning

### Introduction

As the world is facing a crisis -that is the COVID-19 pandemic -various parts of life have been greatly affected, one of which is the education of the pupils. The Department of Education in DepEd Order No. 007 s. 2020 (Department of Education, 2020), explained that amidst the challenges faced due to the unprecedented outbreak of COVID-19, it is committed to educational continuity. While this is so, learners and school personnels’ safety are most important and must be protected at all times. Because the learners are not allowed to go out and have their class in a face-to-face setting due to health and safety considerations, most schools -both public and private- are forced to resort to various remote learning set-ups such as utilizing modules and the e-learning/online set- up. For most private schools in Cagayan de Oro City, the online set-up is preferred.

In an online setup, the learning experience is delivered and aided by online platforms and applications such as Google Classroom, Blackboard, Zoom and Microsoft Teams (Nabi & Rizvi, 2021). An online educational setting requires an internet connection. The transition

from face-to-face educational setting to online learning has been challenging as several factors need to be addressed and looked into. Most schools started with a short amount of time to prepare. These challenges range from the learner’s context at home to resources and skills readily available to schools and teachers, to be able to effectively deliver an impactful e-learning experience (Armstrong (2011); Lee et al., 2013; Zhi and Su, 2016 as cited in Zainuddin et al., 2020; Hastie & Chen, 2006 as cited in Hastie et al., 2007; Murphy, 2009 as cited in Barbour, 2015).

DepEd Order No. 007 s. 2020 (Department of Education, 2020, p. 3) stated that the opening of classes of private schools will be allowed within the period authorized by RA 7797 given that they submit in advance “their school’s plan for compliance in minimum health standards issued by DepEd.” “their school’s Learning Continuity Plan showing alternative delivery modes of learning when face-to-face learning is not allowed.” and “their school’s SY 2020-2021 School Calendar.”

In response to this, Xavier University - Ateneo de Cagayan submitted the necessary documents for the opening of their classes. Consequently, Memorandum

No. U1920-077 was released by then-University President Fr. Roberto C. Yap, SJ (personal communication, April 16, 2020) who stated the importance of online learning which takes place with or without online classes to sustain the institution's mission. This was followed by Memorandum No. U1920-086 (R. Yap, personal communication, May 7, 2020) in which the university president explained the Flexible Learning arrangements. This arrangement is a "combination of Home-Based Learning and (2) Cautious Return to On-Campus Learning" that "will ensure that minimum standards of CHED/DepEd are met, Outcomes-Based/Performance Task Assessment, self-directed learning, regular consultation with teachers, peer-to-peer learning, guidance & counseling services, student support services, Ignatian formation, reduced student loads, smaller class sizes, staggered schedules, several shifts."

More specifically, in Xavier University Grade School (XUGS), the e-learning set-up, coined as Flexible Learning, combines both synchronous and asynchronous modes of learning for all subjects. Synchronous sessions provide the venue for real-time teacher-learner interaction, as well as being the main mode for the delivery of lessons. The asynchronous mode provides a supplement and deepening of the synchronous class experience.

The synchronous mode follows the flow of the Ignatian Pedagogical Paradigm (IPP). The IPP incorporates the elements of Context, Experience, Reflection, Action and Evaluation (McAvoy, 2013). The IPP takes into consideration the significance of a meaningful closure of each synchronous lesson. The closure part of a lesson, also named as RECAP in the IPP lesson format, is found in the Evaluation element, where a teacher provides formative assessment tools or activities to gain immediate feedback from the learners after a lesson. The closure part gives venue for learners to recall concepts learned and make meaningful connection to other concepts or previous knowledge. (XUGS Faculty Manual 2015) As stated by Wong (1990), closure, therefore, aids in the stabilization of learning, or in other words, the making of learning stick so that information can be remembered and applied as required. Closure assists students in understanding what they have learned, why they have learned it, and how this experience can be applied. Lesson closing (or closure) gives pupils the venue to tie the material together. (XUGS Faculty Manual, 2015)

This study focuses on improving the learning experience of pupils in a Christian Living Education

(CLE) synchronous class of fifty minutes per session. The findings obtained from the observations made by the researchers on 4 class recordings of CLE synchronous classes in the following levels: Grade 2, 4, and 6 Levels in March 2021, show that the closure part of the synchronous lessons is no longer given much emphasis. The observations show how the closures of the lessons are hastily done or terminated abruptly by the teachers in the interest of time. Furthermore, the closures observed show low level of class interaction in which, as we know, not very ideal as according to Wolf and Supon (1994), it is important for pupils to participate in the closure process to fully absorb and comprehend the lesson. They must participate actively in the analysis of what they have just learned. This is the point in the lesson where students must focus to internalize the skills or concepts that have been taught.

The researchers' observation is also noted in the recommendation made by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) for XUGS Macasandig during the re-survey done on January 11-12, 2016. Under the area of Curricular Programs and Instruction, PAASCU accreditors recommend "meaningful closure activities" to improve classroom instruction. This recommendation applies to all subject classes in XUGS. The PAASCU is a service organization that assures the quality or accredits the academic programs of its member schools and does accreditation of the institution. Moreover, an interview with two other CLE teachers support the same observation about their experience with closure in their lessons. They see the need to improve the closure part of their lesson, especially in the online set-up. Indeed, the giving of less emphasis on the closure part of the lesson is a recurring problem for both in the face-to-face and online learning setting.

### **CREDIBLE AND COMPELLING REASONS FOR WANTING TO PURSUE THE STUDY**

The shift to the Flexible Learning setup has challenged the teaching of CLE in many aspects. The usual face-to-face strategies, such as physical games, nature walk, role play, etc..., that were once effective in achieving an interactive class and meaningful CLE lessons can no longer be utilized. CLE teachers now need to integrate more online technology in the Ignatian Pedagogical Paradigm (IPP) Approach for better synchronous class engagement and effective learning.

Zainuddin et al. (2020) stated that many learning tools can be used to aid teaching and learning activities.

Feedback from students from the study of Small and Dowell (2012) suggested that tools that enable pupils to interact with each other are less important than tools that enable them to interact with their teacher and vice versa. Some of the identified learning tools are Microsoft OneNote, Ed Puzzle, Padlet, Pear Deck, Powtoon, and Sparkol. The importance of using online teaching tools to students is undoubtedly the ability to reach more students more efficiently. Moreover, according to Amin and Mirza (2020), the knowledge and proficiency of using digital tools for positive academic outcomes are prerequisites for every student and teacher to have in this tech-savvy world. If used correctly and embedded in lesson planning and classroom instructions, the online digital tools (i.e. blogs, wikis, apps and games) that can be accessed by teachers and students at minimal or no cost can reduce the gap between education and technology (Wedlock and Gorwe, 2017 as cited in Amin and Mirza, 2020).

Padlet is an SRS (Student Response Systems) that allow students to immediately respond to teacher-made questions. It is used as a virtual board where students can post their thoughts, ideas and or questions. It can be used as formative assessment to monitor the progress of students in a given topic or lesson. (Fiester & Green, 2016 as cited in Kleinsmith 2017)

Padlet, the online tool focused on this study, specifically gained positive feedback from various studies. The studies conducted by Sundararajan and Maquivar (2017), Nadeem (2019), and Dianati et al. (2020) suggest that the tool was recognized to be useful for both independent and collaborative learning, encouraged more pupils for discussion, enhanced engagement in class, and fostered active learning. Padlet features that supported student collaboration, promoted pupils' agency and helped in creating a positive learning atmosphere caused its perceived effectiveness (Nadeem, 2019). In fact, in consideration with effects in the education of pupils caused by the current crisis of the world today, Fisher (2017) in the study of Dianati et al. (2020) found that latency time between pupils' discussion responses, both individually or in groups were decreased, thus, promoting greater student engagement. Padlet was also found to increase engagement through continual use (Baida, 2014 and De Berg, 2016 as cited in Dianati et al., 2020). Padlet, a multimedia collaborative canvas tool, aligns with its main intended purpose, that it facilitates sharing of opinions and information among pupils and between pupils and the teacher (Baida, 2014, De Berg, 2016, Sundararajan & Maquivar, 2017 as cited in Dianati et al., 2020).

Padlet's ability to be a virtual bulletin board that allows students to curate information, add videos, links, documents, and images using a simple drag-and-drop system (Zainuddin et al., 2020) is one reason why the researchers chose Padlet as the intervention that will be used in the study. Zainuddin et al. (2020) added that moderation of all the posts by instructors in requiring the display of student's names can be done for assessment purposes as well as the real-time collaboration of students with their peers. Moreover, Beltrán-Martín (2019), England (2017), and Zhi and Su (2016) in Zainuddin et al. (2020) emphasized the following Padlet features "a) easy and intuitive to use, b) instant collaboration (any student can see when anyone else is uploading something in the wall), c) support many file types and multimedia (almost everything can be linked and shared on the Padlet), d) mobile (it can work on many different devices), e) beautiful and fun interface which allows for aesthetic modifications, f) private and secure, g) flexible and versatile, and h) can be saved and exported to other formats such as pdf, CSV, image or excel file." These are Padlet's features that moved the research group to specifically choose Padlet as the intervention that will be implemented in the closure part of the lesson for this study.

In addition, Padlet was able to help increase the engagement and academic achievement of students in a fifth grade basic skills mathematics classroom. The ability of Padlet to allow the teacher to post a question on the wall; the students to post their answers, comment on their classmates' work and help each other out when experiencing difficulty through commenting; and the teacher to give feedback to students' responses contributed to this increase. (Kleinsmith, 2017)

Padlet allows students to communicate with their classmates, as well as their teacher, with regards to class content and allows for students to be actively engaged in a lesson when they may otherwise be distracted (Fiester and Green, 2016 as cited in Kleinsmith, 2017). Padlet provided a safe digital space for students to collaborate with their classmates and view what other students had written. Students also provided electronic feedback and comments to their classmates. The researcher recorded observational field notes, completed the engagement checklist, and collected student work samples. (Hamilton-Hankins, 2017)

As a step to improve the online learning experience for the pupils, this study focuses on improving the quality of CLE synchronous class experience through the

incorporation of an online application called Padlet in the closure part of the lesson. This intervention would like to address the weak lesson closures observed by the research group in select GS CLE synchronous classes as Wolf and Supon (1994) argued that if pupils have a positive or negative learning experience from the classroom discussion, it is also determined by the effectiveness or ineffectiveness of closure. It is the most important aspect of the lesson because it allows pupils to master the lesson's goal.

The intervention aims to provide teachers and pupils an avenue to interact and for pupils to involve themselves in the learning process, especially in the closure part. The intervention also aims to help teachers improve their digital and pedagogical skills in the closure part of the lesson.

Ganske (2017) explains that research findings of closure part of the lesson were extremely limited and those that were found tended to be from decades ago—the 1980s and 1990s—or they related to physical education and sports. Nevertheless, studies that were obtained such as in Cavanaugh et al., (1996) in Ganske (2017) suggests that when students are actively engaged in the closure, students perform better on the next day and weekly content assessments such as writing responses instead of passively looking and listening while the teacher reads and projects key takeaways. Schorow (1990) in Wolf and Supon (1994) also concluded that substantial improvement in a student's education was observed when the time was set aside for college students to summarize the salient points learned in a lesson. In fact, according to Wolf and Supon (1994), weak closure or no closure at all, robs students of the most important part of the lesson where they are allowed to think about what they learned and to discuss it. "Students need closure to help them give their learning lasting relevance for their lives, to reflect, to solidify and internalize what they've learned (e.g., Lia, 2014; Pollock, 2007; Wolf & Supon, 1994 as cited in Ganske, 2017). This necessarily involves more than teachers' comments about what has been learned and why learners must be actively engaged as added by Cavanaugh et al., (1996) in Ganske (2017). In addition to what Ganske 2017 had stated, he added that closure is a component of planning and teaching that teachers cannot afford to leave out.

Christian Living Education (CLE) is not just any subject in a Jesuit Institution. It is, as a matter of fact, the core of the curriculum of XUGS. The teaching of the Catholic Christian Faith is an integral characteristic of XUGS Education. Thus, meaningful delivery of

each CLE lesson is significant. The IPP, being significant to Jesuit Education and as a compass for teaching in Jesuit Institutions, considers a meaningful lesson to have the elements of Context, Experience, Reflection, Action, and Evaluation according to Connor (2014). The Interdisciplinary Studies Assessment (ISA) validates the students' context as a place where education begins, thus, recognizing this principle by giving credit for prior learning. By developing class similar results that assess the experience, the ISA identifies a wide variety of experiences as educational and illustrative of higher-level ability growth. The ISA also promotes the ownership of knowledge as constructed by the reflection that students undergo when writing their essays. Additionally, as students express in their written demonstration of prior understanding, action is an interiorized choice and an external manifestation of educational experience. Lastly, the ISA concludes with an evaluation that verifies learning, validates engagement and acknowledges change through academic credit.

The closure of the lesson serves as formative assessment and it falls in the evaluation element of the IPP Approach. The research group hopes to provide a meaningful closure for CLE lessons in a synchronous mode through the chosen intervention.

## HOW FUTURE RESULTS COULD BE USED TO DEVELOP AN ACTION PLAN

The research group will try to see if the use of Padlet in the closure part of a GS CLE synchronous class, given a maximum of 3 to 5 minutes, has improved the quality of closure in CLE synchronous lessons. This will be measured through the quality of pupils' responses and the frequency of responses. The results that will be gathered will serve as a basis for a deeper understanding of the issues being addressed in the study. Moreover, the data that will be collected from the pupils and the teachers in the suggested set-up of incorporating Padlet in the closure activity will serve as a guide on the areas to be considered and actions needed, in developing interactive closure activities for the GS CLE Synchronous Classes.

## Research Objectives

This study sought to determine how effective is incorporating Padlet in the closure part of a GS CLE synchronous class. It sought to answer the questions:

1. How did the incorporation of Padlet in the closure part of a CLE lesson improve pupil-to-

teacher interaction?

2. How do pupils view their learning experience of using Padlet as a tool for their CLE synchronous closure activity?

## Methodology

### Research Setting

The research setting for our study was at Xavier University Grade School. XUGS is a Jesuit Institution that aims to shape their students holistically upholding the Ignatian values in their life experiences with great excellence. The study was conducted in the grade four CLE synchronous classes of Xavier University Grade School in the second quarter of the academic school year 2021-2022 in a fully online set-up.

### Sampling

This study made use of a practical action research design. In this specific design in action research, educators study a specific school situation with a goal of an improvement of practice (Schmuck, 1997). According to one of the authors who developed the idea of action research, Mills (2000) explained that action research is done by teachers (or other individuals in an educational setting) as a systematic inquiry to gather data about, and eventually refine, the ways their specific educational setting operates, how they teach, and how well their students learn. In fact in Creswell (2005), Kurt Lewin, a social psychologist who first used the term, included four stages in the action research process namely planning, acting, observing, and reflecting. The practical action research design is deemed appropriate for this study, because this team-based inquiry focuses on teacher development and student learning in a specific local setting, which is the XUGS CLE synchronous classes, that further seeks to use the study to devise an action plan to improve practice.

In connection with this, the target participants came from the intact classes of grade four level of XUGS taking up CLE subject in the second quarter of the academic year, 2021-2022. The basis as to why the grade four level was chosen is because the cooperating teachers of the research students do not handle this grade level. Thus, conflict of interests were avoided in

the study. The intact classes with forty-six pupils, were invited to participate in the study particularly during the intervention phase where the recordings of their weekly CLE synchronous sessions were observed, and for the survey.

In addition to this, the study made use of the purposive sampling technique in identifying the two intact classes of the grade four level that were observed. These intact classes were chosen from the classes of a CLE teacher in grade four who was not assigned to supervise field study students during the period when the study was conducted. The CLE teacher was tapped in the study because she was one of the teachers who handled Grade 4 CLE classes during the time of the study. The teacher's main role and responsibility was to utilize the intervention, Padlet, in the closure part of her lesson. Afterward, the CLE teacher contacted the research team every week to send the class recordings. The twenty-one pupils who submitted their ICF and IAF were chosen to participate in the FGD.

### Data Gathering

As intervention to an interactive closure activity in a GS CLE synchronous lesson, the researchers will gather the data for the study through the following instruments: observation form, rubric for level of frequency of responses in a synchronous session during closure activity and quality of individual pupil's response, survey questionnaire, and focus group discussion.

The observation form was used to record the number of pupils who answered on Padlet against the total number of participants being observed (frequency of responses). In the Observation form, the following data was gathered: A) How many pupils have participated in the closure part of the lesson by answering the teacher-given question on Padlet, and B) How relevant are the answers of the pupils by counting how many answers are correct using the research-made rubric on quality of responses. The data gathered in the observation form was tallied and summarized in a Google sheet. The observers accessed the observation form through a Google Sheet.

### Data Gathering Procedures

As this Practical Action Research has already partnered with the XUGS (please refer to Appendix G on page 125 to view the approved Collaborative Action Research Project), there is no need to ask the approval of the School Principal of XUGS to conduct the study. A communication letter was sent to the

XUGS Administration as courtesy and proper introduction. Moreover, this study underwent the ethical review process of the university's Research Ethics Office and will wait until the certificate of ethics approval will be received by the researchers.

The study was conducted during the second semester of the academic year 2021-2022. One (1) week was allotted for the researchers to conduct the pilot testing. According to Bugge et al. (2013) in Fraser et al. (2018), this aims to test details of study and processes for the "implementation of a larger main trial in the future". For this study, the pilot testing was done to check for the reliability of the research instrument, a survey questionnaire involving Likert Scale.

The pilot testing was done by selecting a Grade Four class that was not included on the actual implementation of the study. The researchers proceeded to collaborate with the CLE Teacher of the selected intact class of grade four. The CLE teacher injected the use of Padlet for her closure activity. The survey questionnaire was then distributed by the CLE Teacher to all twenty-three pupils in the intact class that was tapped for pilot testing through MS Forms Link after the closure activity. The pupils answered synchronously or the teacher collected the answers within the day asynchronously. The pilot testing and the first week of the recording of synchronous sessions implementing the use of Padlet in the closure part of the lesson of the two intact classes were done in the same week due to time constraints. However, the researchers ensured that they only accessed the recordings once they received the ICF and IAF from the participants. In sum, there were approximately three (3) weeks allotted for the researchers to observe the synchronous classes of selected Grade four intact classes wherein the intervention was implemented. Another one (1) week will then be allotted for the survey, FGD, and the interpretation of the gathered data. Thus, the study ran for approximately four (4) weeks, assuming that the implementation will go smoothly. This happened in the whole month of November 2021.

## Result

This section covers the presentation, analysis, and interpretation of the gathered results from the research instruments of this study.

### Research Objective #1: How did the incorporation of Padlet in the closure part of a CLE lesson improve pupil-to-teacher interaction?

Table 1.1 *Class GT Response Frequency Count*

<i>Class GT Response Based on Observation</i>			
<i>Synchronous Session</i>	<i>Frequency Count</i>	<i>Percentage</i>	<i>Degree of Participation Indicator</i>
Day 1	16	72.7%	Moderate
Day 2	18	85.7%	High
Day 3	16	72.7%	Moderate
	Mean	77.0%	High

Table 1.1 shows the Class GT Response Frequency Count. Two days were indicated with Moderate participation and a day was rated with High participation. There is a fluctuation of the degree of participation from Moderate to High participation due to the following identified factors. The schedule of their CLE synchronous class is every Tuesday at 7:30 AM and that is one of the factors that contributes to the fluctuation of the degree of participation. A synchronous class at this time in the morning is a challenge for the pupils. These were manifested when pupils felt sleepy, yawned, tried to stretch their body, and got easily distracted during class hours. In connection with this, students' attention were affected. Despite this, it was also noted that they paid attention during the discussion and in the video presentations. The studies conducted by Sundararajan and Maquivar (2017), Nadeem (2019), and Dianati et al. (2020) suggest that the tool was recognized to be useful for both independent and collaborative learning, encouraged more pupils for discussion, enhanced engagement in class, and fostered active learning. The teacher also checked up on the pupils' attention and pupils responded using their hands. This shows that the attention that the pupils were giving to the session is one factor that determines their participation in the closure part of the lesson. Another factor is the motivation they get from their teacher and classmates. Every time the teacher finished reading the pupil's responses, she clicked the heart emoji on each and informed them about it. Moreover, the teacher did a mini tutorial on how to input answers in Padlet for those pupils who were confused in accessing it. While reading the answers, she complimented them.

The High degree of participation as the mean for class GT also shows that Padlet was able to address the factor (lack of confidence of pupils to answer and be the center of class attention) that resulted in low participation in the observed past practice of the CLE teachers in the closure part of the lesson. In addition, not all pupils who wanted to participate were recognized by the teacher due to the limited time from asking a question and waiting for pupils to raise their hands. As a result, only three to five pupils

participated in the closure part of the lesson. This is supported by the study Kleinsmith (2017) which states that Padlet was able to help increase the engagement and academic achievement of students in a fifth-grade basic skills mathematics classroom. Moreover, this is also partly because of the supportive and hands-on characteristic of the GT moderator to the research. While the moderator was only informed of the research and the CLE teacher was the one who oriented the pupils, the GT moderator frequently checked up on the progress and experiences of pupils during the intervention. This encourages the pupils to participate during the implementation of the intervention in their CLE synchronous sessions. This confirms Sundararajan and Maquivar (2017), Nadeem (2019), and Dianati et al. (2020) suggestion that the tool was recognized to be useful for both independent and collaborative learning, encouraged more pupils for discussion, enhanced engagement in class, and fostered active learning.

main intended purpose, that it facilitates sharing of opinions and information among pupils and between pupils and the teacher (Baida, 2014, De Berg, 2016, Sundararajan & Maquivar, 2017 as cited in Dianati et al., 2020). This was shown when the CLE teacher of Class GR informed the class that she would share her screen, during the incorporation of Padlet, so that the students may view and learn from their classmates' responses. This confirms Sundararajan and Maquivar (2017), Nadeem (2019), and Dianati et al. (2020) suggestion that the tool was recognized to be useful for both independent and collaborative learning, encouraged more pupils for discussion, enhanced engagement in class, and fostered active learning. Additionally, while reading the answers, she complimented them and also guided them when there was a minor mistake in their responses. Another factor is the initiative of the teacher to guide the pupils in accessing Padlet. When one student was not able to access the link at first, she demonstrated what to do to open the padlet. Lastly, Padlet features such as it showing the number of pupils typing allowed the teacher to tell the class how many were still typing and the pupils to continue submitting their recognized formulated answers.

Table 1.2 Class GR Response Frequency Count

Class GR Response Based on Observation			
Synchronous Session	Frequency Count	Percentage	Degree of Participation
Day 1	17	73.9%	Moderate
Day 2	14	70%	Moderate
Day 3	13	65%	Moderate
	Mean	69.6%	Moderate

Table 1.2 shows the Class GR Response Frequency Count. The three day synchronous sessions were indicated with Moderate participation. The results show that there is a Moderate degree of participation due to their classes happening every Monday as students were from their weekend rest. They had a synchronous session from another subject before having this synchronous class schedule for CLE at 9:50 AM to 10:50 AM.

Aside from their class schedule as a factor, the consistent Moderate participation of Class GR is also supported by the following actions noted in the recorded sessions. The attention that the pupils were giving to the session is one factor that determines their participation in the closure part of the lesson. In Class GR, some students were paying attention as they could be seen nodding their heads while the teacher was discussing. However, some students were misbehaving or making unnecessary moves way too much in class. Additionally, when she asked questions, only a few students answered. Another factor is the motivation they get from their teacher and classmates. Padlet, a multimedia collaborative canvas tool, aligns with its

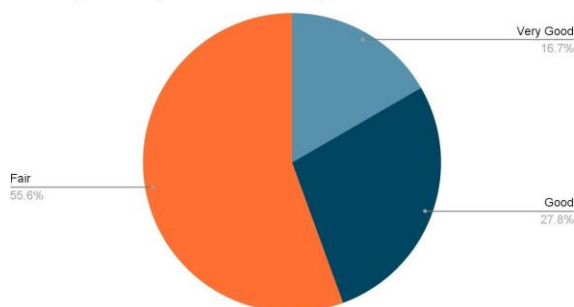
Table 1.3 Class GT Quality of Responses to Closure Question

Synchronous Session	Number of Pupils who responded on Padlet	Quality of Responses		
		VERY GOOD	GOOD	FAIR
Day 1	16	3	3	10
Day 2	18	3	5	10
Day 3	16	2	4	10

Graph 1.1 GT: Day 1 Quality of Answers Categorized



Graph 1.2 GT: Day 1 Quality of Answers Categorized  
GT: Day 2 Quality of Answers Categorized



Graph 1.3 GT: Day 1 Quality of Answers Categorized

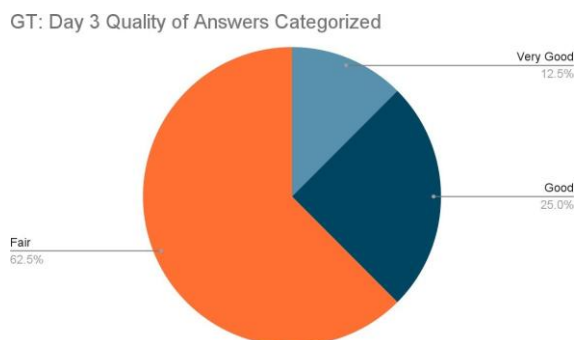


Table 1.3 shows the Class GT Quality of Responses to Closure Question. More specifically, Graph 1.1, 1.2, and 1.3 show the quality of answers categorized per recorded session of section GT. The table and graphs show that the Very Good answers decreased on the second and third day of the synchronous session. The Good answers continued to increase on the second and third day. Lastly, the Fair answers are fluctuating from the first to the third day.

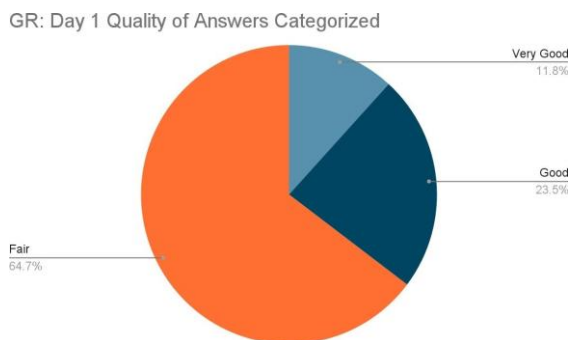
These outcomes are the result of the determined factors. One factor is scaffolding. The teacher scaffolded the pupils by encouraging them to read their classmates' answers so they can learn from them. Padlet, a multimedia collaborative canvas tool, aligns with its main intended purpose, that it facilitates sharing of opinions and information among pupils and between pupils and the teacher (Baida, 2014, De Berg, 2016, Sundararajan & Maquivar, 2017 as cited in Dianati et al., 2020). In addition, the teacher repeats and explains reflection questions well and reflects in Padlet and PowerPoint Presentation.

Moreover, scaffolding is effective thus it results in students being able to repeat what the teacher said in the lesson.

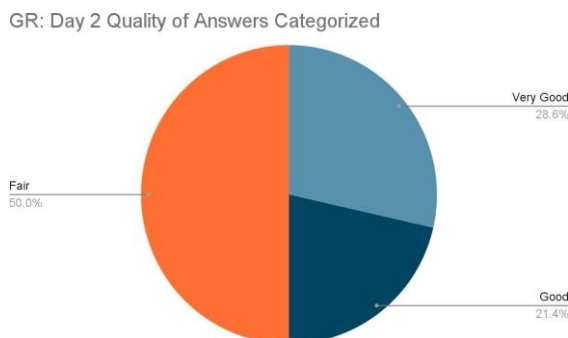
Table 1.4 Class GR Quality of Responses to Closure Question

Synchronous Session	Number of Pupils who responded on Padlet	Quality of Responses		
		VERY GOOD	GOOD	FAIR
Day 1	17	2	4	11
Day 2	14	4	3	7
Day 3	13	3	5	5

Graph 1.4 GR: Day 1 Quality of Answers Categorized



Graph 1.5 GR: Day 2 Quality of Answers Categorized



Graph 1.6 GR: Day 3 Quality of Answers Categorized

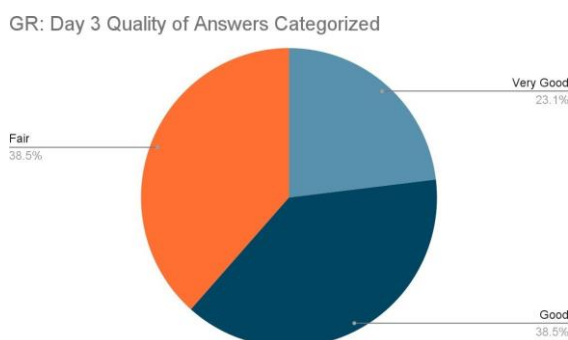




Table 1.4 shows the Class GR Quality of Responses to Closure Question. More specifically, Graph 1.4, 1.5, and 1.6 show the quality of answers categorized per recorded session of section GR. The table and graphs show that the Very Good answers increased on the second day and decreased on the third day of the synchronous session. The Good answers decreased on the second day, nonetheless, it is shown that on the third it increased. Lastly, the Fair answers are fluctuating from the first to the third day.

The occurrence of these results is due to some identified factors. The teacher scaffolding the pupils gave room for them to provide quality responses. Such scaffolding includes the teacher telling the class that she would share her screen, during the utilization of Padlet, so that the students can see and learn from their classmates' responses. This is affirmed by the study of Beltrán-Martín (2019), England (2017), and Zhi and Su (2016) in Zainuddin et al. (2020) emphasized the Padlet feature instant collaboration wherein any student can see when anyone else is uploading something in the wall. In addition, when one student gave an answer that was somewhat hanging, the teacher gave a follow-up question and the student was able to elaborate further his answer. The teacher also gave possible circumstances where they can be a Good Samaritan where the pupils based their answers from. Moreover, the teacher's delivery of the lesson also affects the quality of the answers of pupils. It was observed that the flow of the discussions were smooth and the teacher established the lessons through different strategies such as interactive discussion, video and image presentation, and giving situational questions. Padlet's ability to be a virtual bulletin board that allows students to curate information, add videos, links, documents, and images using a simple drag-and-drop system (Zainuddin et al., 2020) is one reason why the researchers chose Padlet as the intervention that will be used in the study. Some students were paying attention as they can be seen nodding their heads while the teacher was discussing.

However, it was observed that a number of students were moving too much and during the viewing of the video for the discussion, some students who turned on their cameras were not paying attention. The effect of these positive and negative behaviors are some similarities in the answers of students but with varying degrees of depth and meaning, as shown in the differing tallied quality of responses.

**Research Objective #2: How do pupils view their learning experience of using Padlet as a tool for their CLE synchronous closure activity?**

Table 2.1 *Gadget Demographics*

Type of Gadget	GT	GR	Total
iPad	5	3	8
iPhone	0	2	2
Laptop	5	4	9
Desktop	2	3	5
Android Tablet	0	0	0
Android Phone	3	3	6

Table 2.2 *Overall Pupils' Familiarity of Padlet*

Upper Limit	Range	Pupils' Familiarity of Padlet		Frequency	Percentage
		Description	Descriptor		
4	3.75 – 4.00	Strongly Agree	Very Familiar	5	26.32
3.74	2.01 - 3.74	Agree	Moderately Familiar	13	68.42
2	0.26 - 2.00	Disagree	Fairly Familiar	1	5.26
0.25	0.00 - 0.25	Strongly Disagree	Not at All Familiar	0	0.00
Total				19	100.00
<i>Overall Pupils' Familiarity of Padlet</i>					
Mean Description				3.32	Moderately Familiar

Table 2.2 shows that the overall mean regarding their familiarity of Padlet results in 3.32, and according to the identified scoring guideline for the familiarity of Padlet, this number shows that the pupils are Moderately Familiar with Padlet. The lack of exposure by some pupils towards Padlet contributed to resulting in a Moderately Familiar among the grade four level pupils. Moreover, according to Redecker, Al-Mutka, Bacigalupo, Ferrari, and Punie (2009); Ab Hamid et al. (2019) as cited in Jong and Tan (2021), lack of exposure and familiarity towards Padlet had led to this digital competency issue, and students needed time to familiarize themselves with it. Furthermore, the studies conducted by Sundararajan and Maquivar (2017), Nadeem (2019), and Dianati et al. (2020) proves that when pupils are familiar with the tool it will be useful for both independent and collaborative learning, encouraged more pupils for discussion, enhanced engagement in class, and fostered active learning.

Table 2.3 *Overall Pupils' Ease of Access of Padlet*

Upper Limit	Range	Pupils' Ease of Access of Padlet		Frequency	Percentage
		Description	Descriptor		
4	3.75 – 4.00	Strongly Agree	Very Accessible	8	42.11
3.74	2.01 - 3.74	Agree	Moderately Accessible	10	52.63
2	0.26 - 2.00	Disagree	Fairly Accessible	1	5.26
0.25	0.00 - 0.25	Strongly Disagree	Not at all Accessible	0	0.00
Total				19	100.00
<i>Overall Pupils' Ease of Access to Padlet</i>					
Mean Description				3.36	Moderately Accessible



Table 2.3 displays the overall mean regarding their Ease of Access results in 3.36, and according to the identified scoring guideline for the Ease of Access of Padlet, this number shows that Padlet is moderately accessible to pupils. Therefore, it shows that the pupils can easily navigate Padlet fairly with the device that they are using. This is supported by the study of Beltrán-Martín (2019), England (2017), and Zhi and Su (2016) in Zainuddin et al. (2020) which emphasized the following Padlet features “a) easy and intuitive to use, b) mobile (it can work on many different devices). However, as it is only moderately accessible, the pupils may have minor difficulty in opening it. As cited in Syahrizal and Rahayu (2020) students also encounter regular alternate link errors. This condition is also very frustrating for them, as the result is that the students wish to submit it using alternative media like flash drives. Beside error, losing the link also makes them ask their teacher and friend about the link Padlet. Manual typing of the link somehow also makes it hard to get to the correct page. Even so, the pupils can login to Padlet without needing to create an account. This is asserted by Fisher (2017) Students can easily use the bring-your-own-device application, which does not require an account or login to post on an existing Padlet.

given to them by the teacher for them to be redirected to Padlet. This brings frustration and causes the students not to try to access the link anymore. This is confirmed by the study conducted by Jong and Tan (2021) in which feelings of discouragement and frustration due to computer literacy issues were observed.

The **Focus Group Discussion** consisted of three exploratory questions. Responses were collected from the pupils. The following themes reflect the major ideas of the responses of the participants from the FGD.

**Intuitiveness**

The first identified theme is Intuitiveness. The recurring idea from the pupils’ responses is supported by the study of Beltrán-Martín (2019), England (2017), and Zhi and Su (2016) in Zainuddin et al. (2020) emphasized the Padlet features of being easy and intuitive to use. The following statements supporting this literature were derived from the participants: “It is helpful since the app is clear to read and answer, personally I like the Padlet” and “Padlet is helpful for me because it's easy to use.” Furthermore, this also proves the study of Fiester & Green (2016) as cited in Kleinsmith (2017) stating Padlet is an SRS (Student Response Systems) that allow students to immediately respond to teacher-made questions. The following statements were derived from the participant which states that “Padlet is helpful for me because I can answer right away.” The studies and the exact responses of the pupils affirms the idea that Padlet is easy to use in submitting their answers.

Table 2.4 Overall Pupils’ Preference of Padlet

Pupils’ Preference of Padlet					
Upper Limit	Range	Description	Descriptor	Frequency	Percentage
4	3.75 – 4.00	Strongly Agree	Very Preferred	8	42.11
3.74	2.01 - 3.74	Agree	Moderately Preferred	11	57.89
2	0.26 - 2.00	Disagree	Fairly Preferred	0	0
0.25	0.00 - 0.25	Strongly Disagree	Not at All Preferred	0	0
Total				19	100.00
Overall Pupils’ Preference of Padlet					
Mean			3.53		
Description			Moderately Preferred		

Table 2.4 illustrates the overall mean regarding their Preference of Padlet results in 3.53, and according to the identified scoring guideline for the preference of Padlet, this number shows that the pupils Moderately Preferred Padlet. This result is influenced by the correct and effective classroom instructions of using Padlet regarding the activity of the teacher. Similarly, the learners have also found the use of Padlet appropriate for the question or for the whole lesson. This is affirmed by Wedlock and Gorwe (2017) as cited in Amin and Mirza (2020) that the gap between technology and education can be reduced by correctly using and embedding online digital tools in lesson planning and classroom instructions. On the other hand, a Moderately Preferred result also indicate that learners have found it hard to manipulate the link

**Facilitates Expression**

The second theme is Facilitates Expression. Padlet is used as a virtual board where students can post their thoughts, ideas and or questions. Nadeem (2019) confirmed in his study the ability of Padlet to promote pupils’ agency. This is affirmed by a pupil’s response, “Yes. Because it is very helpful,fun and helps me get inspiration from my classmates.” Moreover, Padlet, a multimedia collaborative canvas tool, aligns with its main intended purpose, that it facilitates sharing of opinions and information among pupils and between pupils and the teacher (Baida, 2014, De Berg, 2016, Sundararajan & Maquivar, 2017 as cited in Dianati et al., 2020). The following statements concerning Padlet’s ability to facilitate expression of ideas come from the responses of the participants, “Padlet is helpful because it helps me express my opinions” and “It is useful for writing and sharing our sharp and

clever thoughts in an efficient way.” The studies and the exact responses of the pupils support the idea that Padlet helps in facilitating the expression of ideas of the pupils.

### Efficiency

The third theme is Efficiency. This is affirmed by the study of Beltrán-Martín (2019), England (2017), and Zhi and Su (2016) in Zainuddin et al. (2020) which emphasized the feature of instant collaboration wherein any student can see when anyone else is uploading something in the wall. In addition, the studies conducted by Sundararajan and Maquivar (2017), Nadeem (2019), and Dianati et al. (2020) suggest that the tool was recognized to be useful for both independent and collaborative learning, encouraged more pupils for discussion, enhanced engagement in class, and fostered active learning.

Lastly, it supported the study of Zainuddin et al. (2020) which states that the moderation of all the posts by instructors in requiring the display of student’s names can be done for assessment purposes as well as the real-time collaboration of students with their peers. The following statements showing the maximized use of Padlet in a limited time were gathered from the responses of the participants, “Padlet is helpful for me in my CLE classes because it also helps me learn from my classmates.” and “It’s good for all of us because we all have a turn in answering.” The studies and the exact responses of the pupils support the idea that Padlet is efficient in the pupils’ learning and in maximizing the time for a formative assessment and feedback in the closure part of the lesson.

### Accessibility

The fourth theme is Accessibility. This proves the study of Syahrizal and Rahayu (2020) students also encounter regular alternate link errors. The following statements are from the responses of the participants, “Padlet is helpful, I have no opinions but there are bugs and that still does not mean it is not useful.” and “It is not helpful because some students may not be able to access padlet.” The studies and the exact responses of the pupils supports the idea that Padlet is sometimes not accessible to pupils.

### Discussion

The closure part of the lesson is an important part which must not be compromised. The students are capable of producing quality responses that tell the

teacher if the students were able to achieve the objectives set and in which parts of the lesson can teachers improve in facilitating the lesson. In addition, emphasizing this through routinary closure activities trains them to be at ease, as an expected part of the lesson, in consistently making use of the “Experience” part to share relevant insights in the closure part.

Padlet, as a collaborative and canvas tool, allowed students to learn from their classmates’ responses. This shows how their classmates’ engagement and ideas encourage others to think and produce quality responses the same. In addition, simultaneous answering lessens tension on the learners’ part and thus, leads them to answer more confidently. Furthermore, this allows them to participate more actively and interactively to the prompts of the teacher.

After knowing the result, the use of the Padlet shows that students are engaged interactively with their teacher. This means that they have a positive learning experience and pupils want their teachers to continue using Padlet in their future class discussion. This also means that integrating interactive applications or tools like Padlet in the closure activity improves and strengthens the quality of the closure part of the CLE synchronous lesson especially in the current fully online set-up. In addition, the results exhibit that for this to effectively work, digital and pedagogical skills of the teacher should be developed. Furthermore, this implies that closure is an underrated yet vital part of a lesson that needs to be explored more through research.

### Conclusion

The pupil-to-teacher interaction has improved based on the results from the observation forms. The level of interaction, the frequency and the quality of responses in the closure activity of a synchronous lesson, in both of Grade 4 intact classes showed positive results. Results demonstrated that there is a high degree of participation from the GT Class and Moderate from the GR Class when using the Padlet and among their responses, all came out to be relevant in varying degrees of Fair, Good, and Very Good. From the result of the survey, pupils are Moderately Familiar with Padlet, it is also Moderately Accessible to them, and they Moderately Preferred Padlet. Furthermore, based on the FGD, pupils view Padlet as a helpful tool in their CLE synchronous closure activity. From their responses, the application is clear, easy to answer, useful in sharing their sharp and clever thoughts, and fun. For this reason, they want their CLE teacher to

continue using Padlet in their CLE synchronous closure activity.

The researchers expected that the study would aid in improving the interaction between the teacher and pupil. It was proven from the results of the observation that the follow-up question given by the teacher was able to help the pupils to generate a more quality response. In connection with this, the teacher's competence is deemed relevant to be able to deliver the lesson well to the pupils. Moreover, heart reactions and compliments were given as frequent means of feedback. Therefore, the three-way communication was effectively done, making the closure part of the lesson an interactive activity between the pupil and the teacher. In addition, this is strengthened by the survey and FGD results showing that Padlet is intuitive for pupils in which they are familiar with and can easily navigate with. In connection with this the researchers expected that there would be technical difficulties. The researchers then found out the specific issues regarding the application encountering bugs and lags at times. This supports the finding from the FGD where these issues were mentioned and the result of the survey having Moderately Accessible. Furthermore, the researchers wanted to explore pupil-to-teacher interaction. However, they found out that there was also a pupil-to-pupil interaction based on the observation where the CLE teacher encourages the pupils to grasp ideas from their classmates and from the responses of the participants during the FGD wherein they mentioned that they can learn and get inspiration from their classmates.

During the implementation of the intervention, the researchers recognized the limitation of this part of the study. This is the lack of the number of synchronous sessions that is collected. The availability of time and opportunities to implement the intervention for more than three weeks is deemed important to be able to see the consistency or improvement of their participation and formulation of relevant answers using Padlet. It is suggested that more days of implementation must be scheduled by future researchers to gather more data about the effectiveness of Padlet in the closure part of the lesson. Only face validity was checked by the validators. This research also made use of researcher-made scoring guidelines for Familiarity, Ease of Access, and Preference. It is recommended that the research instruments be subjected to content and construct validation. The lack of participants who have both approved ICF and IAF was identified as a limitation of this study. The availability of collecting more than 20 responses from participants is important to get more data that will tell a more comprehensive

result about the different themes that were identified. The researchers recommend that future researchers ensure that the participants are able to respond to the sent consent forms so that they can target a large number of participants. The description of the scale was not clearly defined by the researchers which may have led the grade 4 pupils to not have understood the accurate definition of the Strongly Agree. It is recommended that the future researchers explain the description of the scale used in the survey during the orientation and meeting for the giving of consent to participate in the study.

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