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IMPACT OF NEARPOD DURING UPPER PRIMARY ONLINE CLASSES

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Abstract
The researcher has been teaching through online for his upper primary students during the covid 19 pandemic. He uses many ICT tools during his classes and out of the class time. He assesses a particular tool Nearpod and its' performance. The researcher uses Nearpod in his various stages of teaching. Nearpod has variety of options to teach, engage and assess the learners.

Keywords
Nearpod in teaching: Nearpod in collaboration: Students engagement through nearpod.

OBJECTIVES

This research has the following objectives. They are,

- Find out the level of students' engagement in learning during the class.
- Find out the level of students' engagement in learning their self learning.
- Assess the performance of Nearpod during online classes.

INTRODUCTION

Teaching process has some important steps like introduction and warm up, Teacher activity, students' activity, students' collaboration, Reinforcement, assessment and follow up work. The teacher has to use to variety of teaching technique and variety of teaching learning materials. They may be appropriate images, videos, three dimensional models or ICT tools. In the digital world, a teacher has to use new ICT tools to maximize the learning outcomes. That only a teacher can become as a smart teacher. The researcher uses zoom cloud meetings, Nearpod, power point presentations, blender animations, thinglink interactive images, canvas instructure ect. He decided to study the impact of a particular ICT tool Nearpod. He has conducted a google form survey and got responses. According to the responses Nearpod is liked by hundred percent of students. Nearpod allows teachers to monitor student responses to a variety of questions. (Robinson,2018)

BACKGROUND OF NEARPOD

Technologies such as the audience response system Turning Point have been successfully employed in engaging students and have been proven effective in increasing student motivation (Cain, Black & Rohr,2009). Nearpod is an interactive tool for a smart teacher. The teacher can create warm up activity, explanation content, interactive videos and assessment games. Interactive videos are created by uploading any E-content video in Nearpod and adding appropriate questions in between the video. The teacher can share the link or code. He can use it in his live class. The students use the link or code and participate in the lesson. Interactive videos play and stop when a question appears. If the student answer that question, the video continues. The teacher can view the results immediately and download the results also.

METHODOLOGY

This study is done by using Nearpod in teaching and post-test. Post-test responses were collected through Nearpod assessment. The researcher prepare an e-content as a video and upload the video in Nearpod app. Then he adds suitable questions in between the video. He presents the video during his online classes and he shares the link or code to his students. The students touch the link and joins the lesson at their own time. But the researcher can see their students' status and performance of their students.

NEARPOD USAGE

Fig.1.a expresses the video which was updated as an interactive video from normal video content. The researcher created an E-content video first. Then he uploaded it in his Nearpod id. He added suitable assessment questions. Fig.1 has six points below the video. When the points reach, a question will appear and the video will

stop. If the learner touches his answer or types his answer and submit, the video will play automatically. This figure is a screen shot of an interactive video. The six dots have six questions appropriate to the content. If the students miss any question to answer, it will appear to the teacher. So, the teacher can fix the students' engagement by sharing asynchronous learning code. The teacher can view the report, analyze student's participation and their understanding. The teacher can use any creative commons e-content or his own created video to make an interactive video. Fig 1.a denotes an interactive video which is created by the researcher by using power point and uploaded in his Nearpod library. Then it was created by an interactive video by typing suitable questions. Nearpod has free user and premium user facilities. Even the free user code has a lot of facilities to collaborate, engage, assess and understand the learners effectively.

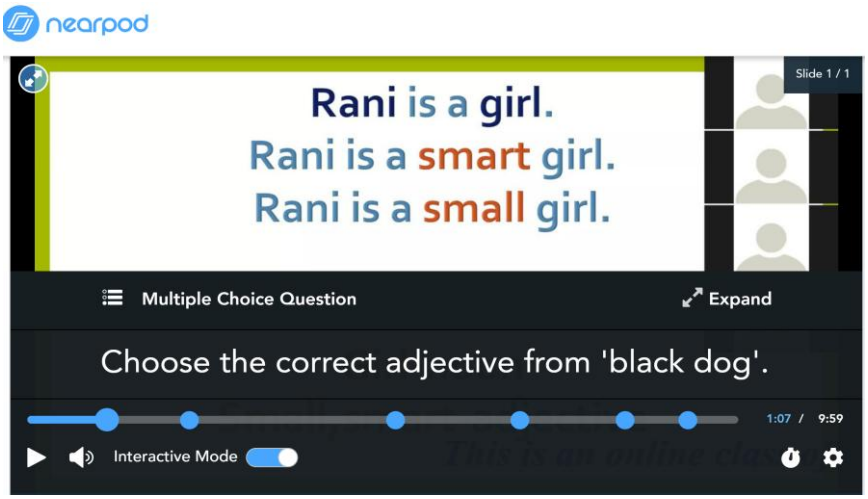

Fig.1a.Interactive video created by Nearpod

ASSESSMENT THROGH NEARPOD

Fig.1.b Data of students' assessment in Nearpod

Fig.1.b expresses a game from Nearpod. The researcher created a question set with multiple answers in time to climb option. When he presents it, the students join by typing their names or nick name and joins in the quiz game. The researcher can create a lesson from warm up activity to assessment activity through this app. The students can join a time in that type of lessons.

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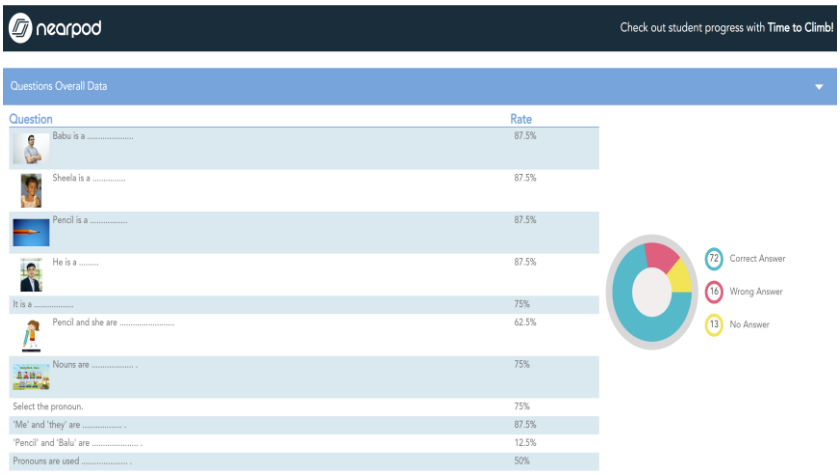

Fig.1.cData of students' assessment in Nearpod

Fig.1.c. expresses the automatic report by Nearpod as question wise data. The teacher does not prepare any type of chart and table for assessment data. Nearpod supports the teacher to analyze the teaching and the progress of students' learning. The teacher can find out the difficult and easy question by seeing the maximum and minimum results of the students.

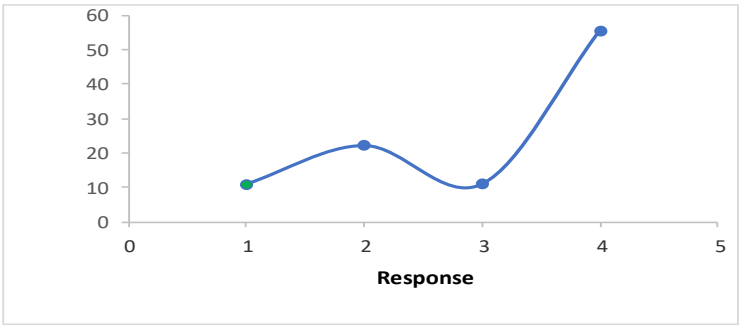

Fig.2c. Students wish their testing app

RESULTS

Students' responses for the four types of test model goggle form survey. Paper and pen got 11.11%, Google form quizzes got 22.22%, Camera tracking test got 11.11% and Nearpod test model got 55.56%. So, maximum students like the nearpod assessment.

CONCLUSION

This study proved hundred percent engagement of students while online learning. If few students feel network error, they can complete their learning progress by joining the same lesson in students' joining code which is shared by the teacher. The learning engagement of the students while asynchronous learning is more than their synchronous learning. Because they can join the lesson in asynchronous learning at their own time. The performance of nearpod is better than powerpoint presentations because it has lot of engagement options for the learners than power point presentations.

Acknowledgement

I thank my online students and their parents. The parents supported us to learn new skills and participate in learning activities actively.

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