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SHAREPAD: A COLLABORATIVE AND CUSTOMISABLE DIGITAL PLATFORM FOR TEACHING AND LEARNING

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ABSTRACT

This project introduces SHAREPAD, an innovative and interactive online teaching and learning tool developed using the PADLET platform. SHAREPAD addresses common challenges in traditional classroom settings, such as limited real-time collaboration, difficulty accessing resources, and low student engagement. SHAREPAD, which was created as a centralised, multimedia-rich learning environment, enables teachers and students to collaborate and exchange ideas and content across multiple devices and locations. It encourages students' interaction and creative expression, supporting a variety of educational philosophies with features such as real-time feedback, privacy restrictions, and adjustable layouts. Additionally, SHAREPAD has great marketing potential because subject-specific modules may be created, disseminated, and sold to teachers at all educational levels, from elementary to university, fostering a more cohesive and expansive teaching community.

Keywords: Real-time collaboration, Online platforms, Digital board, Pedagogical tool

INTRODUCTION

In recent years, the integration of technology in education has become essential for enhancing student engagement, promoting collaborative learning, and improving access to resources. Traditional pedagogical practices often limit students' ability to access learning materials in real-time, collaborate actively with peers, and express creativity using varied formats (Brown, 2021). Asynchronous communication, one-directional information delivery, and reliance on static teaching resources frequently disengage learners, especially in digitally native generations (Prensky, 2001). To address these challenges, online educational platforms have emerged as powerful tools that reshape the teaching and learning landscape. Among them is SHAREPAD, a digital platform developed using PADLET technology, designed to centralise learning materials, enable real-time

collaboration, and support multimedia content creation in educational contexts.

SHAREPAD functions as an interactive digital board that empowers educators to design flexible and student-centred learning spaces. It is not only beneficial for students but also facilitates professional collaboration among teachers and lecturers. The platform enables educators to curate, organise, and disseminate a wide range of learning resources, including texts, images, videos, audio, and external links, catering to diverse learning styles. In Malaysia's higher education context, particularly in English Language Teaching (ELT), SHAREPAD has the potential to transform conventional delivery modes by supporting blended and remote learning approaches that align with 21st-century learning needs (MOE Malaysia, 2013).

This study aims to present the development and implementation of SHAREPAD as a digital pedagogical tool and to examine its usability, accessibility, collaborative features, and commercialisation potential within a higher education setting.

METHODS

Platform Development and Design

SHAREPAD was designed using PADLET, a web-based platform that supports interactive multimedia boards. The primary features leveraged include Layout Customisation, such as grid, stream, shelf, and canvas views, which can be used to create subject-specific and weekly lesson plans. The next feature is multimedia integration, which supports a variety of media types, including text, images, videos, audio, embedded content, and downloadable files. Access control is another feature of this platform, which includes password protection and invitation-based access to ensure privacy and secure content delivery. The last feature of this digital platform is its collaboration tools, which enable commenting, real-time editing, and reaction functions (e.g., likes, stars) to encourage participation and feedback.

Educators involved in this project customised boards for their respective courses, categorising content according to weekly topics and learning outcomes. They utilised SHAREPAD boards for instructional delivery, brainstorming activities, group projects, and sharing resources.

Participants

The platform was piloted with a group of 78 undergraduate students at Universiti Teknologi MARA (UiTM) across three classes over a semester (14 weeks). Three lecturers participated as content creators and facilitators. The participants represented a range of digital competencies, enabling an assessment of SHAREPAD's usability across diverse user profiles.

Data Collection

Qualitative and quantitative data were collected using a questionnaire which consists of 78 items. This Likert-scale questionnaire was used to measure perceptions of accessibility, collaboration, creativity, and ease of use. In addition, data from lecturers' reflection logs are also collected. These logs contain weekly reflections recorded by the lecturers on their instructional delivery and student engagement. Platform analytics were also carried out, in which data, such as the number of posts,

comments, and file uploads, were extracted from PADLET's built-in activity reports.

Data Analysis

Quantitative data from surveys were analysed using descriptive statistics (mean, SD). In contrast, qualitative data from reflections and open-ended responses were thematically analysed using NVivo to identify recurring themes and insights.

RESULTS AND DISCUSSION

Table 1 below summarises key findings gathered from the students' survey.

Table 1.: Summary of Key Findings

Survey Item	Mean	Standard Deviation (SD)	Agree/ Strongly Agree (%)
SHAREPAD is easy to use and navigate.	4.65	0.48	94.8%
I can access SHAREPAD conveniently from multiple devices.	4.59	0.51	92.3%
SHAREPAD helps me collaborate more effectively with my peers in real-time.	4.42	0.63	89.7%
The multimedia features (video, audio, images) enhance my learning experience.	4.56	0.54	91.0%
I feel more engaged in learning when using SHAREPAD.	4.38	0.67	87.1%
I find it helpful that all class resources are stored on one platform.	4.61	0.50	93.6%
The privacy and access control features make me feel secure.	4.47	0.60	88.5%
I would recommend using SHAREPAD for other subjects or classes.	4.50	0.58	90.4%

Usability and Accessibility

The vast majority of students (94.8%) reported that SHAREPAD is user-friendly and compatible with multiple devices (92.3%). The platform's cross-platform accessibility was confirmed by the fact that students used computers (52%), cell phones (40%), and tablets (8%). They valued asynchronous access to resources, which is consistent with previous research findings emphasising the value of adaptable learning settings (Hrastinski, 2008). According to lecturers, the ability to customise the layout made it simpler to plan classes and offer a clear progression of content. The media-rich posts,

resource folders, and weekly lesson tabs made teaching more engaging and well-organised.

Collaboration and Participation

One of SHAREPAD's strongest contributions was its real-time collaboration feature. 89.7% of the student respondents reported that SHAREPAD helps them collaborate more effectively with their peers in real-time. Students also responded that they could post simultaneously, provide feedback to peers, engage in discussions, and access all class resources on a single platform (93.6%). Analysis of activity logs revealed an average of 64 posts and over 150 comments per class board across 14 weeks. These interactions reflect active engagement and peer learning. According to Syifaulkaromah et al. (2021), peer feedback provides learners in online classes with opportunities for interaction, enabling them to articulate their thoughts and offer constructive criticism to their peers, thereby contributing to a collaborative learning environment.

Support for Creative Expression

The SHAREPAD platform has empowered students and lecturers to leverage multimedia features to generate visually engaging and interactive content. For example, students have demonstrated creativity by embedding YouTube videos, creating audio reflections, and uploading infographics alongside textual materials. Ninety-one per cent of the student respondents reported that the multimedia features (video, audio, images) enhance their learning experience. This multimodal approach facilitates differentiated instruction, addressing varying learning preferences and enhancing overall student engagement (Bruckermann et al., 2017). Creative output not only increased student motivation but also allowed lecturers to assess students' understanding through various modes of expression. As one lecturer noted, "The students' group presentations were far more dynamic than traditional PowerPoint slides. They used GIFs, voice notes, and video snippets to deliver their content."

Centralisation of Teaching and Learning Materials

All course content, assessments, and student submissions were stored on a single board, enabling efficient access and management. Ninety-three point six per cent of respondents found SHAREPAD helpful, as all class resources are stored on a single platform. This centralisation reduced the need for multiple platforms (e.g., LMS, email, cloud storage) and allowed lecturers to track students' progress more effectively. Students also expressed appreciation for having all their resources in one place, echoing findings from Mtebe & Raisamo (2014) about the importance of centralised digital repositories in e-learning environments.

Privacy and Security

The option to set password protection and restrict access by email invitation was vital in ensuring content security and privacy. This was especially important when students uploaded personal reflections, voice recordings, and assessment tasks. Eighty-eight point five per cent of the students responded that the privacy and access control features make them feel secure. This feature supports ethical digital practices, especially in educational settings where data protection is crucial (Selwyn, 2012).

COMMERCIALISATION POTENTIAL

Beyond classroom use, SHAREPAD showed potential for module commercialisation. Educators could create and publish subject-specific boards that can be shared with or sold to other institutions or individual educators. Given the growing market for teacher-created digital content (EdTech Digest, 2020), this represents a sustainable model for professional development and income generation. Modules developed for specific courses (e.g., English for Academic Purposes, Grammar for ESL, Public Speaking, etc) can be adapted for different educational levels and teaching contexts. This scalability positions SHAREPAD as a valuable asset not only for personal use but also for broader educational ecosystems.

CONCLUSION

SHAREPAD has proven to be an effective and versatile tool for modern teaching and learning. Its strengths lie in its user-friendly interface, multimedia support, real-time collaboration features, and capacity for centralising educational content. Feedback from students and lecturers indicates increased engagement, improved content delivery, and enhanced creative expression. The ability to customise boards and control access further enhances its appeal in diverse teaching environments.

Moreover, the platform's potential for module commercialisation opens opportunities for educators to share their expertise beyond the classroom, fostering a culture of open educational resources (OER) and educational entrepreneurship. As education continues to evolve toward digital and blended models, tools like SHAREPAD will be critical in supporting innovation, inclusivity, and scalability in teaching practices.

Future research may explore the impact of SHAREPAD on students' learning outcomes, as well as its integration with formal Learning Management Systems (LMS). Nonetheless, this study provides a strong foundation for understanding SHAREPAD's role as a transformative tool in 21st-century education.

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