

## **Padlet for MIS Course: Measuring its Usability and Quality in Teaching and Learning**

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*Abstract: Since the Covid-19 pandemic, most higher education institutions in Malaysia and elsewhere have embraced open and distant learning (ODL). Students must be engaged in the teaching and learning process for the learning process to continue. As a result, technology is on the approach of replacing traditional face-to-face classes with virtual classrooms. Students and lecturers are the most important stakeholders, and they must work together. The learning environment for the Management Information Systems (MIS) course in particular, must be engaging and enjoyable. Therefore, this study proposes Padlet as a learning tool for a comprehensive learning experience that is suitable for both synchronous and asynchronous teaching and learning. This study seeks to examine the quality and usability of Padlet from the perspective of lecturers and students. It also investigates their experience when they use Padlet in teaching and learning. The nature of Padlet itself offers interesting and fun learning. Based on the survey conducted among students enrolling in this course and lecturers teaching MIS, Padlet appears to be engaging, interesting, and easy to use as it provides a shorter and quicker way to access learning materials. Its simplicity offers a great way for teachers and students to collaborate.*

*Keywords: Open and Distance Learning, Management Information System, Padlet, Usability, Quality.*

## **INTRODUCTION**

Open and distance learning (ODL) is a term that refers to a teaching and learning process that relies on information and communication technology (ICT) rather than traditional face-to-face learning. With the world is fighting the severe Covid-19 pandemic, since March 2020 , ODL continues to be adopted in most higher institutions in Malaysia since March 2020. This phenomenon has ushered in a new era in which technology is unavoidable. The only way for teachers and students to stay in touch is through technology.

Prior to ODL, lecturers used blended learning (BL) as part of every academic semester's curriculum delivery. Many academics have characterised blended learning in different ways (Hrastinski, 2019). BL can be implemented in a variety of ways as long as ICT platforms are used to achieve learning objectives. In an ideal world, BL allows students to have some flexibility in their education instead of being forced to follow strict and rigid learning practises. Blended learning was used in the Management Information Systems (MIS) course provided in all Faculty of Administrative Science & Policy Studies (FSPPP) programmes at UiTM Negeri Sembilan, Kampus Seremban, where students were assigned activities or assignments from any selected chapter. According to Pizzi (2014), BL necessitates a flipped classroom, in which half of the time is spent in face-to-face sessions and the other half is spent on self-instructed learning. However, during the pandemic, 50% of physical meetings are no longer possible. The system has been taken over by ODL, most likely for a quite a considerable duration.

Depending on the applicability of the course being taught, many platforms can be used in ODL. However, having too many platforms active at the same time might overload students and be difficult to manage. Online course materials can be stored in a single "location" for simple access, allowing for both asynchronous and synchronous learning. Furthermore, a learning process demands a collaborative setting in which instructors can participate and students can absorb information collectively (Hunt, 2005). As a result, this study recommends Padlet as a learning tool for a holistic learning experience that is appropriate for both synchronous and asynchronous teaching and learning, particularly in the MIS course. This study seeks to examine the usability of Padlet in the MIS course teaching and learning. Secondly, it takes to assess students' satisfaction using this tool by looking

at their experience when they use Padlet. Last but not least, is to measure the quality of Padlet from lecturers' perspectives expanded across UiTM campuses in Malaysia, offering this course. Based on a study conducted with students enrolling in the course and lecturers teaching MIS, Padlet appears to be engaging (Lowe & Humphrey, 2018), fascinating, and easy to use since it gives a shorter and faster way to access learning materials. Its simplicity makes it an excellent tool for teachers and students to collaborate.

This paper is organised as follows: in the second section, available online tools for teaching and learning are presented. Then, it further discusses the concept and features of Padlet in the existing literature followed by Padlet used in the MIS course. In the third section, the research method used will be discussed, and results of this study will follow suit. Finally, this paper ends with the conclusion, limitation, and recommendation.

## **TEACHING AND LEARNING USING ONLINE TOOLS**

For online teaching, there are a variety of well-known and lesser-known teaching technologies. These tools were first launched in the education sector a few years ago and are utilised when both learners and educators are unable to meet in person. The whole point to using these tools is to supplement traditional teaching methods. However, with a global pandemic looming, education sectors will have no choice but to fully utilise these instruments.

This section focuses on online tools and their usefulness in general, with these tools being classified as dynamic learning management systems (LMS) that are commonly used by the new generation (Martins et al., 2019). Most online tools are allowed, and lecturers select the most appropriate platform for their teaching procedures based on the course's nature. Students will be disappointed if they use the wrong tools (Bettinger, Fox, Loeb, & Taylor, 2017). It is therefore critical to adapt the right tools to everyone's disposal so that no one is left behind and learning can be enjoyable and engaging. The applicability should ideally be determined by the form of online learning, which includes both synchronous and asynchronous learning.

There are two types of online learning: synchronous and asynchronous eLearning. Asynchronous learning refers to learning that occurs outside

of class hours and without direct connection with teachers. Synchronous, on the other hand, offers live online classes led by teachers and supported by appropriate communication technologies. Table 1 lists the supported communication technologies that are available for both online learning (Lim, 2017).

**Table 1 Mode of online learning and communication tools**

<b>Communication Tools</b>	<b>Synchronous Learning</b>	<b>Synchronous Learning</b>
Video conferencing	Yes	No
Web conferencing	Yes	No
Audio conferencing	Yes	No
Live chat	Yes	No
White boarding	Yes	No
Application sharing	Yes	No
Discussion forum	No	Yes
Web logs	No	Yes
e-mail messaging	No	Yes
Social media messaging	No	Yes

Each communication technology has its own set of capabilities and drawbacks. (Lim, 2017) examines the usability and limitations of each synchronous and asynchronous tool. In general, communication technologies used in synchronous learning mode are designed to mimic traditional classrooms, where learning is driven by teachers and students, making it interactive. In addition, as compared to asynchronous, synchronous learning allows students to engage and contribute (Lim, 2017), and students have a genuine feeling of belonging in the classroom (Hrastinski, 2019). However, managing a large group of students and dealing with technical breakdown during real-time sessions can be difficult (Lim, 2017).

## **2.1 Padlet**

Padlet is a popular Web 2.0 application for teaching and learning. It's a free online service that facilitates open and distance learning (ODL) and it gives instructors a platform to post and share class materials.

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The site is useful for generating ideas and exchanging viewpoints on a variety of issues. Padlet is portrayed as ‘Padlet: You are Beautiful’ since its concept and usage are so easy. Padlet, as its name suggests, is a collaborative software that allows anyone to share their material (Sese, 2021), digital “post-it” notes (Ellis, 2015), and a virtual wall (Luftova, 2015).

Padlet has a variety of features for lecturers to choose from, including an online bulletin board, a wall, and a canvas, where lecturers can create a wall with a variety of information about their courses, such as ideas, images, videos, links, and documents, and collaborate with their students by sharing (Edwards, 2020). This wall will then serve as a one-stop conversation hub in the classroom. Comparing having many platforms at the same time to sharing a collection of course materials with students in a single platform would help them manage a course better. Students can simply click the Padlet link provided by their lecturer and begin collaborating during class right away (Ellis, 2015). Padlet improves student involvement in the classroom and is suited for both synchronous and asynchronous eLearning (Ellis, 2015), whereas Anwar, Nugroho, & Nurhamidah (2019) claims that Padlet may be used in a variety of settings.

Apart from eLearning, mobile learning (mLearning) has quickly emerged as a preferred method of learning and accessing knowledge for integrating various modes of learning (Gupta, Khan, & Agarwal, 2021). That said, not only Padlet can be accessed via a web browser, but if students do not wish to carry their laptop, they can integrate mLearning where they can download the Padlet app, which is available in GooglePlay for Android users and the AppStore for iOS users. Both views, desktop and mobile app are shown in Fig. 2 and Fig. 4.

## **2.2 Padlet for Management Information Systems (MIS)**

Management Information Systems (MIS) is one of the information and communication technology (ICT) courses offered to students enrolling in the Faculty of Administrative Science & Policy Studies. This course is divided into nine chapters that cover the fundamental

principles and theories of information systems (IS) in organisations, as well as their application in everyday activities such as ethical and social issues, telecommunication, and ecommerce. For each chapter, students are given lecture slides as well as other supporting materials such as video clips and extra notes. The nature of open and distance learning (ODL) requires lecturers to give instructions prior to or during online lectures.

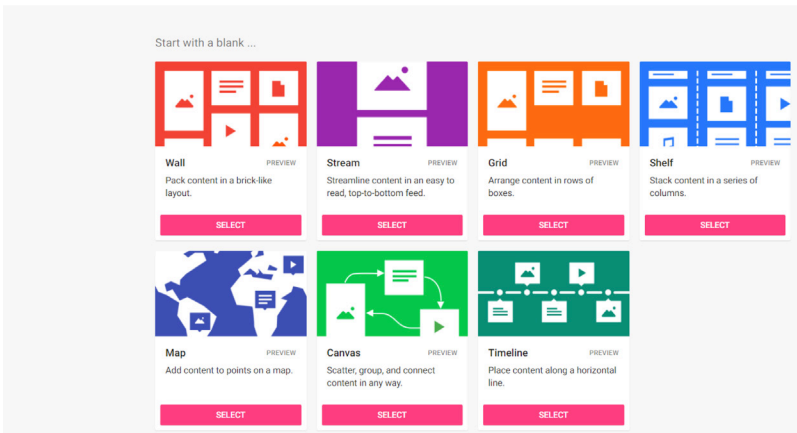
For MIS, students are usually given a meeting link ahead of time, and lectures are held once a week for about fourteen weeks. Most lectures and ‘meetings’ with students are scheduled according to the timetable set for the lecturers, albeit ODL. When lecturers give lectures alone with little interaction with students, the session can become “boring” (Ellis, 2015). It is difficult to assess students’ comprehension in an entirely virtual environment. However, lecturers become more creative by utilising a variety of teaching approaches that are appropriate for ODL. To avoid students feeling “isolated,” lectures can be delivered both synchronously and asynchronously outside of scheduled class times (Lowe & Humphrey, 2018).

### **2.2.1 MIS contents organisation in Padlet**

Padlet ([www.padlet.com](http://www.padlet.com)) provides a variety of templates, including wall, stream, grid, shelf, map, canvas, and timeline. Fig. 1 depicts the templates that can be used before creating a Padlet.

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Make a padlet



**Fig. 1 Padlet template (www.padlet.com)**

Choosing the right template and organising the contents is critical for creating a livelier environment for ODL teaching and learning. As shown in Fig. 2, lecturers can include three padlets for free in a dashboard, which is technically intended for a single email account, viewed from the desktop and mobile apps respectively. The MIS course makes use of shelf templates that are set up in multiple column shelves, ideally for all nine chapters. Each column in this template represents a chapter, with the contents stacked on top of each other. The arrangement of the MIS course chapters, and their contents is depicted in Fig. 3, showing from a desktop and Fig. 4 from the view of mobile app. There are slides included, video clips attached, and discussions can be held by enabling the comment feature in the settings.

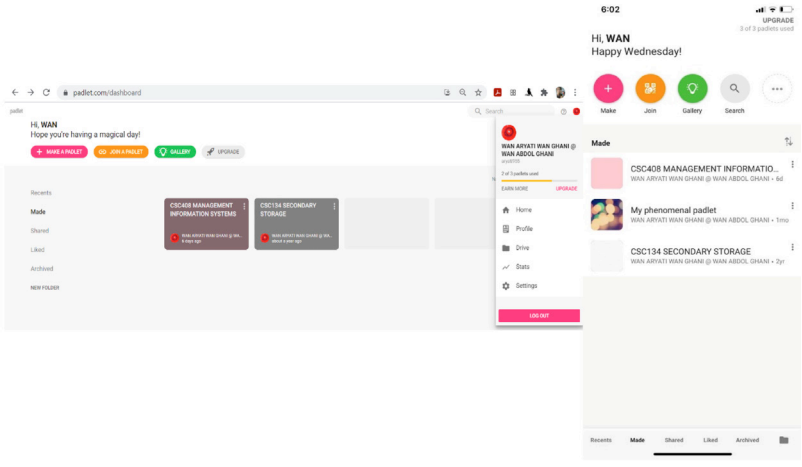


Fig. 2 A user dashboard in Padlet

Apart from course materials, tutorials and class projects can also be added to the same Padlet, and students can post and start a discussion with their fellow classmates. This tool would encourage student-to-student and lecturer-to-student interaction (Ellis, 2015; Lim, 2017; Lowe & Humphrey, 2018).

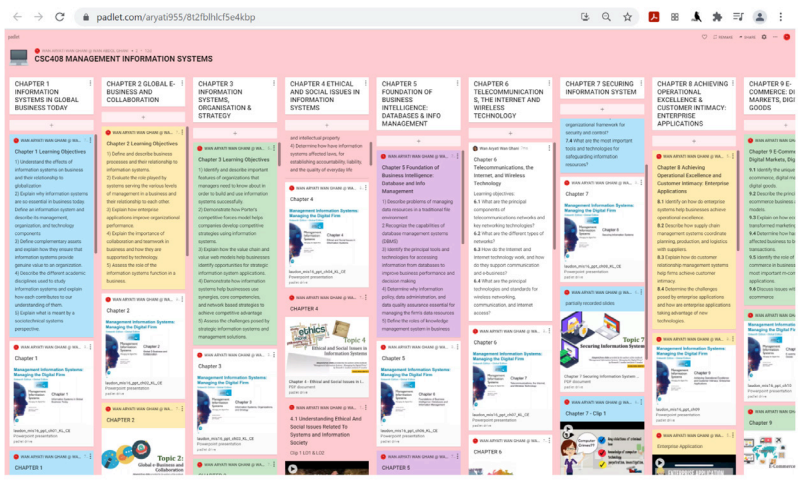


Fig. 3 Chapter and content arrangement in the MIS Padlet from desktop view



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Fig. 4 Chapter and content organisation in the MIS Padlet from mobile app view

Having had an organised layout for Padlet, it is important to seek feedback on its overall design in terms of quality criteria. The Learning Object Review Instrument (LORI) was coined by Leacock & Nesbit (2007) as a guide for “eliciting ratings and comments from learning resource evaluators.” The feedback received will be used to improve the current Padlet for future use.

## **RESEARCH METHODOLOGY**

Participants in this survey included lecturers who have taught this course as well as students enrolled in the Management Information Systems (MIS) course for the academic year of March – August 2021. This survey included 49 male and female students from AM225 Bachelor of Corporate Administration and AM226 Bachelor of Environmental Administration. For each objective, two separate survey tools were used: Google Form and Poll Everywhere. The first objective is to investigate Padlet’s usability for learning engagement, and the second is to collect students’ experiences with Padlet.

Finally, thirteen lecturers took part in a separate survey. This survey was conducted primarily to meet the third objective of this study, which is to measure the quality of Padlet from the perspectives of lecturers, where Padlet is used as a complement to MIS lectures. The Google Form questionnaire has three sections for collecting responses from lecturers at the end of the semester. Microsoft Excel was used to analyse the responses.

### **3.1 Google Form survey**

The first goal is to examine Padlet’s usability in terms of its effectiveness, as well as student satisfaction. A four-point Likert scale was used to allow students to express how they associate Padlet’s effectiveness with each usability, namely Very Ineffective, Ineffective, Effective, and Very Effective. Padlet’s usability for the MIS course is measured in four major categories: easy to understand, easy to learn, easy to operate (user-friendly), and attractive.

Besides investigating students’ satisfaction with Padlet’s usability, this study also aims to assess their level of satisfaction when using Padlet. A five-point Likert scale was used to represent the level of satisfaction. The scale was represented as follows: Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, and Very Dissatisfied.

The Google Form questionnaire used to assess Padlet quality from the perspectives of lecturers was divided according to the demographic

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profile of the respondents, followed by the five Padlet qualities to be evaluated using a five-point Likert scale represented as Poor, Fair, Neutral, Good, and Excellent. This section evaluates five qualities: content quality, learning goal alignment, motivation, presentation design, and reusability. The qualities are based on the Learning Object Review Instrument (LORI) (Leacock & Nesbit, 2007).

The final section of the questionnaire consists of three questions: the first assesses lecturers' satisfaction with the use of Padlet for this course, and the second assesses lecturers' willingness to recommend this Padlet to their students for the upcoming semester. The last question is an open-ended question designed to elicit comments, suggestions, and recommendations for the Padlet from lecturers.

### **3.2 Poll survey**

The second objective is to shed light on students' learning experiences when they use Padlet. Students were asked to answer three simple open-ended questions about their experiences learning the MIS course using Padlet in their studies in an open-ended survey conducted using Poll Everywhere (<https://www.polleverywhere.com/>).

The three open-ended questions were posted in Poll Everywhere for students to freely answer without restriction. Before students can attempt the survey, the website generated a link that was shared with them. When the survey was conducted in week 13, the students had completed learning all the chapters in this academic semester. The following are the open-ended questions:

- i. Please leave your feedback regarding Padlet as one of the learning tools used in MIS course.
- ii. What do you think about the arrangement of the course material in Padlet?
- iii. Share your experience when you use Padlet to revise/study the MIS course, and what do you like the most about Padlet?

## FINDINGS

Following the data analyses based on the survey data collection, the results and discussion are presented as follows.

### 4.1 Participants' Demographic

This study was carried out on 49 students enrolled in the Management Information Systems course. The AM225 and AM228 programmes each had 22 and 27 students, respectively. Based on the analysis, the students who participated in this survey were mostly female, with a total of 39, and only 10 male students. Fig. 5 shows the students' demographics. 13 lecturers from five campuses took part in this survey. The data is tabulated in Fig. 6 below.

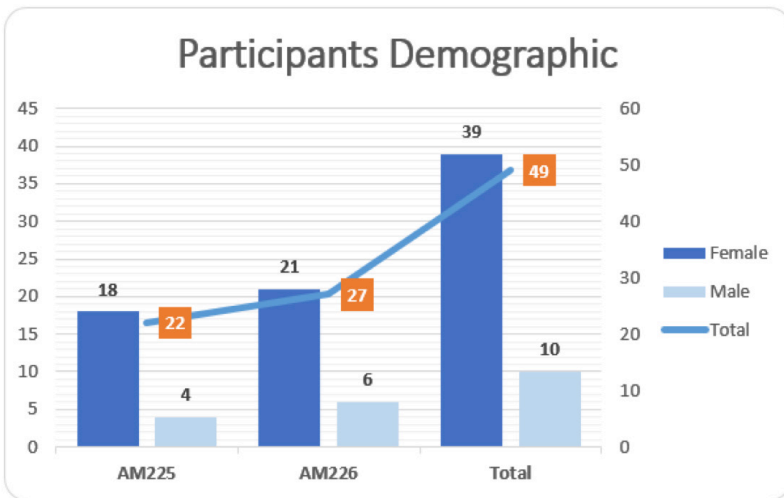


Fig. 5 Students' Demographic

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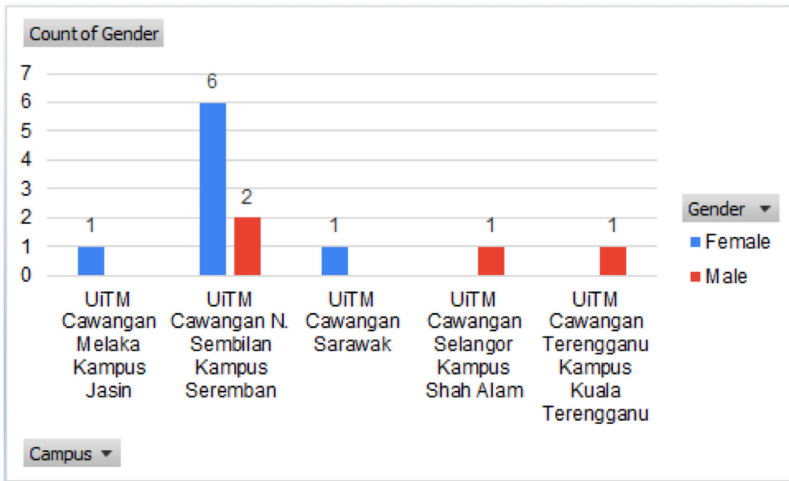


Fig. 6 Lecturers' Demographic

## 4.2 Padlet usability in teaching and learning

This section discusses the results of the Google form questionnaire regarding the usability of Padlet in the MIS course. From the analysis, Padlet, which is used in the MIS course teaching and learning, receives positive feedback from the majority of the students. Based on the descriptive analysis, students rated Padlet's usability as "generally effective." On top of, all students were able to better understand the course contents for chapters, when learning from real-time online lectures, as presented in the Padlet . Similarly, the results of the ease in learning using Padlet analysis show that it is 100% effective. Padlet was perceived as ineffective by only 2.04% of 49 participants for the statements 'Easy to Operate' and 'Attractive', respectively. However, in these measures, the small percentage of ineffectiveness had no effect on the rest of the students. The rest of the students gave Padlet a thumbs up, with 97.95% describing it as user-friendly and appealing.

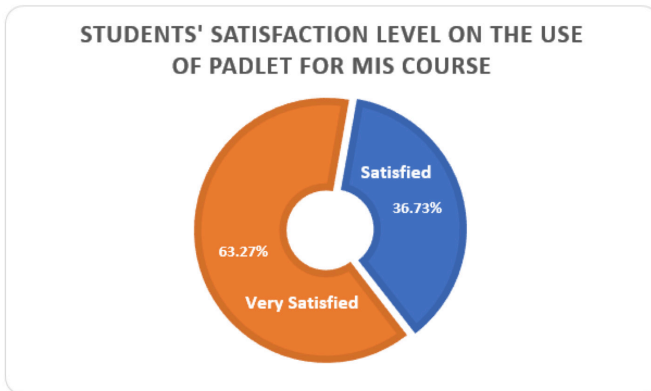
**Table 2 Padlet Usability in the MIS course**

Level of Effectiveness/ Padlet Attributes	Very Ineffective	Ineffective	Effective	Very Effective	Mean
Easy to understand	0	0	38.78%	61.22%	3.61
Easy to learn	0	0	42.86%	57.14%	3.57
Easy to operate as in user-friendly	0	2.04%	36.73%	61.22%	3.59
Attractive	0	2.04%	40.82%	57.14%	3.55

Table 2 summarises the analyses of Padlet usability in MIS course teaching and learning. Overall, the results indicate that Padlet’s usability is generally effective.

### 4.3 Satisfaction on the use of Padlet for the MIS

This study seeks to assess students’ satisfaction with Padlet, in addition to looking at its usability in the MIS course. Similarly, the results show that 63.27% of students are very satisfied with this tool, while 26.73% are satisfied.



**Fig. 7 Students’ satisfaction on Padlet usage.**

Overall, all of the students are happy with the use of Padlet in the MIS course to supplement real-time online lectures. This demonstrates how

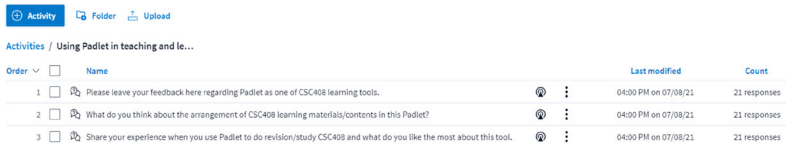
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Padlet can help students with both synchronous and asynchronous learning.

#### 4.4 Students' Experience using Padlet

This survey had 21 students who took part in it. The three open-ended questions (shown in Fig. 8) were analysed using a word cloud generator within the Poll Everywhere setting. The study generated three representations of visual word frequency based on the responses of all participants.

This survey began by asking students to provide feedback on Padlet, one of the learning tools used in the MIS course. The word cloud analysis reveals that students' feedback is positive, as no negative words appeared in the frequency of the word. This would shed some light on students' experiences when using the Padlet tool in their learning process.

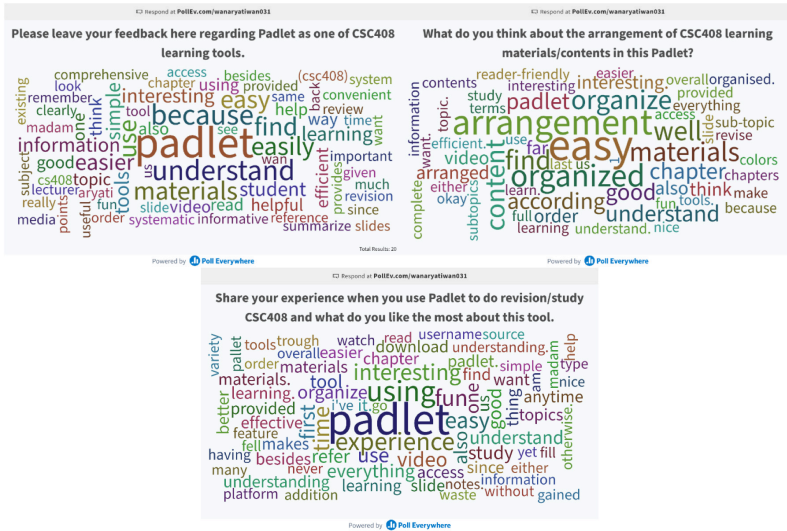


Order	Name	Last modified	Count
1	Please leave your feedback here regarding Padlet as one of CSC408 learning tools.	04:00 PM on 07/08/21	21 responses
2	What do you think about the arrangement of CSC408 learning materials/contents in this Padlet?	04:00 PM on 07/08/21	21 responses
3	Share your experience when you use Padlet to do revision/study CSC408 and what do you like the most about this tool.	04:00 PM on 07/08/21	21 responses

**Fig. 8 The three open-ended questions posted on Poll Everywhere**

The second question in this online poll survey was about the layout of the course materials in Padlet, which can be related to students' experiences when navigating through the Padlet. Based on this question, Poll Everywhere generated a word cloud. The most frequently used words are 'organised' and 'easy.' It demonstrates that the students have no problems using the Padlet to study for the course.

The third word cloud displayed in Fig. 9 is associated with the final section of this open-ended survey. It specifically asked students to share their experiences using Padlet for revision and what they like best about this tool. It appears that the word 'interesting' makes the best of other words.



**Fig. 9 Word Clouds – Visual Representation of Students’ Experience when using Padlet**

Based on the responses received, this survey can comprehensively describe how students used Padlet in the MIS course throughout the academic semester. Overall, the word frequency orchestrated in the word cloud shown in Fig.9 could indicate that the students had a positive experience when using Padlet to study the course because they were able to find a collection of learning resources materials in one place.

#### 4.5 Measuring the Quality of Padlet from lecturers’ perspectives

Leacock and Nesbit (2007) present several quality attributes suitable for evaluating eLearning platforms, five of which were chosen for this study: content quality, learning goal alignment, motivation, presentation design, and reusability. The results of the data analysis are shown in Table 3 below. Participants were asked to rate their responses with a proposition on a graded 5-point Likert scale: Poor, Fair, Neutral, Good, and Excellent. This result shows that Padlet is perceived to be



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of significantly outstanding quality, with a total percentage of 76.92 percent for both Good and Excellent. For judging Padlet with poor quality, the mid-point response category, which is neutral and fair, carries a small weight percentage of less than 30%.

**Table 3 Padlet quality based on each attribute from lecturers' perspectives**

Attributes	Percentage				
	Poor	Fair	Neutral	Good	Excellent
Content Quality	0%	7.69%	7.69%	30.77%	53.85%
Learning Goal Alignment	0%	7.69%	15.38%	23.08%	53.85%
Motivation	0%	7.69%	15.38%	30.77%	46.15%
Presentation Design	0%	7.69%	15.38%	30.77%	46.15%
Reusability	0%	7.69%	7.69%	23.08%	61.54%

Lecturers are mostly satisfied with Padlet. Based on the analysed data, when they were asked about the level of satisfaction on a scale of 1 to 5, the mean shows 3.8. The gain score implies that Padlet significantly satisfies most lecturers. Table 4 shows the analysed result.

**Table 4 Level of satisfaction when using Padlet**

	1	2	3	4	5	Mean
What is your level of satisfaction on the use of Padlet website/application for CSC408 course?	0	0	2	6	5	3.85

## **CONCLUSION**

In view of all information presented in the preceding section, it is possible to conclude that Padlet is an excellent tool for supplementing ODL teaching and learning of the Management Information Systems course. Asynchronous online meetings may not be completely effective (Iyer & Chapman, 2021). Padlet would provide a better way to support both synchronous and asynchronous eLearning, given its usability and the fact that students are undeniably satisfied.

In addition, the findings of this study support the ideas of Ellis (2015); Fuchs (2014); Lowe & Humphrey (2018), who stated that Padlet appears to be engaging, interesting, and simple to use because it provides a shorter and faster way to access learning materials. Interestingly, the students had a great time navigating all the chapters in a Padlet because its simplicity allows teachers and students to collaborate with one another.

Furthermore, most lecturers perceived Padlet as significantly good quality. The level of satisfaction is also relatively high. However, it would be best to look at other attributes suggested by Leacock & Nesbit (2007) or perhaps in other research papers in enhancing and maintaining Padlet for use for every semester.

The current findings contribute to an expanding body of literature on Padlet in general. However, additional research on the use of Padlet would be worthwhile and interesting if this study could be expanded into many other disciplines beyond the social science program.

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