A Study on the Use of Padlet in Online Liberal Arts English Classes and University Students' Responses

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Abstract: The aim of this study is to present learning activities using Padlet to facilitate communication and exchange of opinions among learners in large-scale, remote liberal arts classes, and to examine learners' perceptions of and responses to the use of Padlet as a learning tool. Communication and opinion-sharing activities need to be managed efficiently to minimize the difference in quantity and quality of such activities in remote classes compared to face-to-face classes. Padlet was actively used for learning activities by 104 college students enrolled in this liberal arts course. In order to broaden the scope of understanding of the content, individual opinions, thoughts, and results of group assignments were uploaded to Padlet. Open-ended questionnaires and interviews were completed to analyze learners' responses to the use of Padlet in a liberal arts class. Based on the result, it was found that learners had relatively high satisfaction with the use of Padlet in class activities. Specific reasons for satisfaction with using Padlet were found to be "ease of use," "interactive sharing," "fun and interesting," and "convenience." In the remote educational era, instructors need to actively use tools such as Padlet for communication and sharing and focus on the development and optimal use of these tools.

Keywords: Padlet; Communication; Sharing; Online liberal arts English class; Animated movie

1. Introduction

Since the end of 2019, the COVID-19 pandemic has spread across the globe and is still undergoing a dramatic paradigm shift. Instructors have to learn new programs and maneuvers for online classrooms to deliver learning information and provide a learning experience that remains on par with in-person classes. Learners have also had to adapt to the new online learning environment and create their own learning paths that are more self-directed and autonomous.

The syllabus, classroom activities, classroom procedures, and various teaching methods based on the traditional face-to-face classes required reorganization to accommodate the change to online, contactless learning. For example, classes conducted face-to-face are now made into recorded video or video lectures, which can be utilized in online classrooms, and there is a need to discover new teaching activities or plans for online classrooms.

The COVID-19 pandemic has forced many educational institutions to offer online classes, and research on how to do so has been rapidly progressing. Many studies have found that the benefits of online classes

include ease of access and convenience of participation, including the elimination of long-distance commuting, unreliable internet connections, and limited interaction between instructors and students. In order to improve the quality of online classes, active interaction and feedback should be provided between instructors and students [1].

At the start of the semester in March, learners return to school without previously meeting their peers who were taking classes with them, thus they are unfamiliar with their classmates and cannot form friendships with them. Group activities are conducted in video lectures, and the fact that online group activities feel different from group activities in a face-to-face class is probably due to the lack of social interaction between learners in an online class. Therefore, in online classes, it is necessary to increase this sense of social interaction and sharing of opinions among learners. In online classes, the quantity and quality of interaction is important and leads to learning outcomes, thus the role of the teacher as an interaction facilitator is essential [2], this should be kept in mind when preparing for an online class.

After more than two years, instructors and learners alike are adjusting to the newly modified online learning environment. However, one of the biggest considerations in the transition from face-to-face to online is the communication between instructors and learners, as well as the communication and sharing of ideas between instructors and learners, and among learners themselves. In the Research Information Sharing Service (RISS), as of February 2022, there were 1,096 search results of "communication with COVID-19." It can be said that it reflects the change of the times well. In face-to-face classes, after discussion or group activities, the results of the discussion or group activities are conducted through presentation. The materials prepared in advance can be shared on a PowerPoint slide. Through these activities, the opinions of different groups can be assessed and thoughts and opinions can be exchanged. This allowed for a deeper understanding of the learning material. With the shift to online classes, there is a need to modify the methods of communication and information sharing. It is important to recognize that the communication and sharing of ideas that occurred in face-to-face classes should be provided in a different format in an online class, and any differences in the quantity and quality of communication that may occur as a result of the transition from face-to-face to online classes need to be minimized. In addition, the use of effective educational tools to facilitate communication and sharing should also be considered. In the online contactless era, the use of technology has become a necessity. In fact, the development of technology has been closely intertwined with education and it is safe to say that technology has been used as a tool to motivate students to stay interested and engaged in class. Laird and Kuh [3] argued that there is a positive relationship between the use of information and communication technologies for educational purposes and effective learning engagement, such as active and collaborative learning.

To this end, this study utilizes Padlet, one of the most representative tools for communication and sharing, for learning activities and analyzes learners' perceptions and responses to them. In the face-to-face class, the activities that allowed the whole class to share their opinions through presentations were actively utilized in the online class. Padlet was actively utilized in the online class to promote a deeper understanding of the class content and to expand the scope of communication and opinion sharing. In addition, by collecting and analyzing the learners' thoughts and opinions about the application of Padlet in the class, the effectiveness of Padlet as a time-efficient learning tool was improved. This paper also aims to explore ways to utilize Padlet as an efficient learning tool for online learning.

2. Theoretical background

Padlet is a system originally started under the name Wallwisher that allows users to post and share content on a virtual bulletin board called a "padlet." It is a collaborative web platform where users can post and organize content of their choice and share it with others in real time [4]. In simple terms, Padlet can be defined as a

website that provides a digital canvas. It is great for collaborative projects because many users can upload text or various images or videos to the same board at the same time. Padlet is a community-based website that utilizes a virtual bulletin board allowing users to easily express their thoughts and opinions on a particular topic, as well as read and respond to other people's opinions. Any type of content can be uploaded, including link addresses, text, documents, images, videos, or recordings, enabling synchronous, collaborative work in real time. In a classroom setting, Padlet is efficient for learning activities such as brainstorming, discussions, or project work. As such, they can be an effective learning tool for promoting learners' participation [5,6]. In the classroom, learner engagement and the sharing of their thoughts have already been considered an important learning factor. "Students should share, rather than withhold, their insights... Students should give evidence of their active and contextual thinking... Students should examine their beliefs and expose them to critical review by others... Students must find and use their voice as emerging professionals" [7].

In addition to the ability to share learner insights that should be considered in the classroom, Padlet is the best of all because there is no hassle of signing up for an account or downloading an app or specific program. This is in line with a study [8] that found that the more convenient the system is in an online class, the higher the learners' satisfaction with the class.

Students can share the same content by simply posting the Uniform Resource Locator (URL) in an email or on a blog, and this accessibility is one of the advantages of Padlet. This characteristic makes Padlet an innovative educational resource, and as online remote learning becomes more common, academic research on this topic has become very active [9-14].

Padlet provides a space for the users to create a variety of boards and post any content they want to share. Since it is a blank slate, users can organize the boards with whatever content they want and invite others to collaborate, and the interactive space is easily accessible from any device and any web browser, thus making it a useful educational tool for both teachers and students [15]. Therefore, much of the early literature focused on the usefulness of Padlet to support collaborative activities [16-23].

Sætra [22] examined the effectiveness of using Padlet for anonymous participation among Norwegian graduate students and found that they were more likely to engage in active learning activities outside of the classroom. Instructors could use Padlet as a platform for students to submit additional problems not covered in class or to facilitate an open space for students to freely post questions related to the teaching content. Students might feel apprehensive about asking straightforward questions in class due to concerns about embarrassment or ridicule. However, with an anonymous Padlet, students comfortably ask a wide range of questions about the course content, spanning from the basic to the profound. These questions were answered not only by the instructor, but also by students who knew the material better than the instructor, thus creating a supportive atmosphere. The study concluded that collaborative learning with Padlet can be an effective complement to traditional classrooms where Padlet is not used. Students who actively used Padlet reported that they perceived them as a very important learning tool for their learning process.

Chun [24] conducted five different posting activities utilizing Padlet with 54 first-year college students and examined the learning effectiveness of multimedia bulletin boards and learners' perceptions of them. Specifically, the study aimed to help learners learn through various online bulletin board activities using multimedia and determine how the learning effectiveness of Padlet is perceived by learners.

The learning effects of classroom activities using Padlet were analyzed in three categories: affective, cognitive, and social. The results of the study showed that among the three categories, the learning effect was higher in the social category, followed by the affective category. The cognitive category associated with improving language skills are the least reported. The fact that learners reported that posting with multimedia increased their motivation to learn is a real learning benefit of using Padlet.

The use of Padlet has expanded from writing, which was the initial focus of research [25-27], to recent ongoing research on speaking [28]. Harris *et al.* [29] defined Padlet as a multimodal production tool, which is simple but powerful in supporting teaching and learning. They studied the effectiveness of using Padlet to improve student learning in English grammar. Based on pre- and post-tests and surveys of 30 students, they reported that the use of Padlet significantly improved learners' grammar. Learners also reported positive attitudes and high favorability toward the use of Padlet as a learning tool for learning grammar. They claimed that the use of Padlet is effective in improving students' performance in language learning.

Deni and Zainal [30] investigated the impact of Padlet on supporting student learning of communication skills. The study aimed to examine the impact of Padlet as a pedagogical tool on supporting students' learning in communication classes. In order to use Padlet as a tool to help students to learn communication skills, the following factors should be considered: training, purpose, flexibility, feedback, and anonymity. Students need to be trained in the appropriate language for writing Padlet boards and on how learning tools like Padlet should be used to facilitate their learning. They also need flexible access for accessing Padlet anytime and anywhere. Students need to be given choices about whether assignments are given individually or in groups to make it easier for them to participate. There should not be a time limit on the uploading and resubmission of their work. Teachers need to provide feedback on the work that students upload to the Padlet, which should be specific enough to point out problems with a student's answer, provide detailed explanations of how it could be improved, or offer praise for the student's work.

Lastly, Deni and Zainal [30] argued that in order to encourage more active student participation in Padlet, anonymity should be provided, such as submitting under the group name. England [31] stated that most of the modern students are inherently connected to the internet and are exposed to rich visual stimuli. The use of Padlet in learning is appropriate, especially in English as a Second Language (ESL) or English as a Foreign Language (EFL) settings, where it can be a very self-explanatory learning resource. In addition, the accessibility and mobility of language learning materials posted on Padlet can help students to improve their language learning and motivate them to learn.

3. Research methods

2.1. Research subjects

The sample consisted of 104 students in the class. This is a large liberal arts course open to freshmen through senior students from a wide range of majors. The students were from Business major (52.0%, 54 students), Law major (10.6%, 11 students), College of Fine Arts (10.6%, 11 students), College of Arts (4.8%, 5 students), College of Science and Technology (3.8%, 4 students), Global Humanities Regional College (3.8%, 4 students), College of Social Sciences (3.8%, 4 students), College of Automotive Engineering (2.9%, 3 students), College of Architecture (1.9%, 2 students), College of Liberal Arts (1.9%, 2 students), College of Physical Education (1.9%, 2 students), College of Software Convergence (1.0%, 1 student), and College of Creative Engineering (1.0%, 1 student). The students were divided into first year (7.7%, 8 students), second year (38.5%, 40 students), third year (38.5%, 40 students), and fourth year (15.3%, 16 students).

The textbook used in this study was *Screen English: Moana* [32]. In order to make it more accessible to learners in terms of learning interest, the Disney animation *Moana* [33] was used as a material for the learning activities. *Moana* is a coming-of-age story where the female protagonist, Moana, goes through a difficult journey and establishes her own identity, which is a topic that everyone can relate to.

To get a preliminary sense of learners' opinions about using Padlet for teaching English, we conducted a short survey on the first day of class using a 5-point scale. 95 out of the total number of students completed the

survey. For the question "Are you (familiar with) or have you ever heard of Padlet?", 28.4% (27 respondents) answered "Yes," while 71.6% responded "No" (45.3%, 43 respondents) and "Not at all" (26.3%, 25 respondents). "Have you ever used Padlet to learn in your English class?" was a binary question (1: I have experience, 2: I have no experience) with 8.4% (8 respondents) having "some experience" and 91.6% (87 respondents) having "no experience." The learners in this study were generally unfamiliar with Padlet and had very little prior experience with it as a teaching tool.

2.2. Research procedures

The study was conducted entirely online, in accordance with school policy due to the COVID-19 pandemic, and basically consisted of class recordings and video lectures. The recorded videos were uploaded to the e-Campus every week and video lectures were held approximately every three weeks. Overall, a week's lessons consisted of pre-class activities, in-class activities, and post-class activities. The pre-class activity consisted of a short quiz to warm up, the in-class activity consisted of content analysis and expressive learning related to the textbook, and the post-class activity consisted of discussions and group activities. Padlet was mainly used for the various learning activities presented in the in-class and post-class activities.

Class activities centered on analyzing stories and events related to the movie and learning related English expressions. Students were asked to complete an individual assignment and submit it to Padlet, or to complete a group activity in a virtual class. In video lectures, students were asked to complete a group assignment and submit it to Padlet. For example, during the second week of class, Maui, who is the main character Moana's helper, is introduced at the beginning of the movie: "Gramma Tala: But in time, some began to seek Te Fiti's heart…. They believed if they could possess it, the great power of creation would be theirs. And one day, the most daring of them all… voyaged across the vast ocean to take it. He was a demigod of the wind and sea. He was a warrior, a trickster, a shape shifter who could change form with the power of his magical fishhook. And his name… was Maui. But without her heart…. Te Fiti began to crumble… giving birth to a terrible darkness" (Conversation 1, *Moana*).

A linguistic pattern analysis of the introduction to Maui shows that it consists of the form "He was A, B, C who…" The character of Maui is described as a warrior, a trickster, and a shape shifter in different ways, using multiple words to describe different aspects of the character. By utilizing these linguistic patterns, learners are encouraged to introduce themselves in a variety of ways and upload their bios to the Padlet. Two weeks after the class started, even though the learners have been working in groups, they have barely gotten to know each other. Therefore, a video of Moana's grandmother, Tala, introducing Maui was used to get learners to introduce themselves. Padlet was utilized as a tool to share this information, as shown in **Figure 1**.
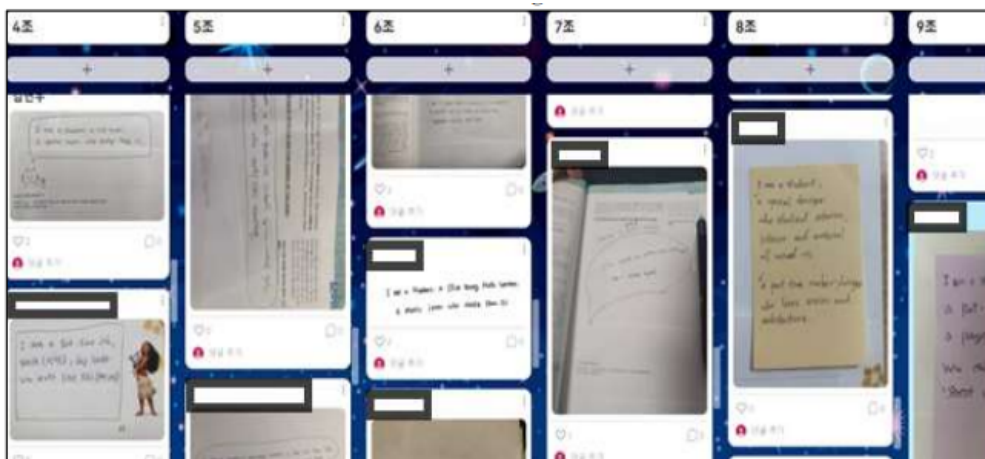

Figure 1. Individual posting in Padlet

Even though the entire class can see each other's faces in a video lecture, it is hard to build the same kind of rapport that exists in a face-to-face class. Even if the breakout room feature in Zoom is used for group activities, rapport can only be built with the members of the same group. To solve this problem, sharing information and opinions through the use of Padlet is necessary for online classes.

Figure 2 shows the results of a discussion activity or a group activity in a virtual classroom. Students collaboratively completed the assignment submissions that were shared on Padlet. They were uploaded during the video lectures allowing learners to view other groups' work in real time. Learners can review the works of different groups and express their opinions by clicking "like" or leaving a comment.
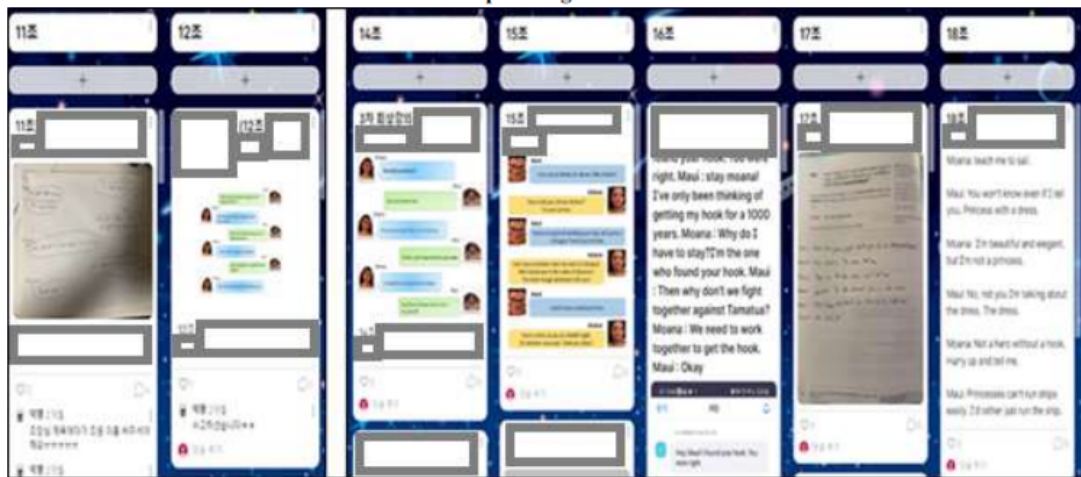

Figure 2. Group posting in Padlet

2.3. Research tools

The purpose of this study is to present a learning activity utilizing Padlet in a liberal arts English class and to determine learners' responses and perceptions on Padlet. Therefore, questionnaires and interviews were used as evaluation tools. The questionnaire was administered in the 11th week of class and consisted of two questions asking about students' satisfaction with the use of Padlet and their reasons. Question 1 was "How satisfied are you with the use of Padlet in this class?" using a 5-point Likert scale (1 - Not at all satisfied, 2 - Not satisfied, 3 - Moderately satisfied, 4 - Satisfied, 5 - Very satisfied). Question 2 "Why did you give the answer in question 1 above?" was asked in the form of an open-ended question.

Interviews were used to gather more in-depth information about learners' personal learning preferences, interests, or concerns that may not be revealed through the questionnaire alone, as well as their thoughts and attitudes toward the purpose of the study. After video lectures in accordance with the online class policy, Zoom was used to conduct one-on-one interviews with 48 learners who voluntarily participated in the study. Each interview lasted an average of 10–15 minutes. The interviews were recorded with the learners' consent, and the interviews were typed and transcribed.

4. Research findings

This study examined the use of Padlet as a teaching and learning tool and analyzed learners' responses to and satisfaction with the use of Padlet by using a survey. The total number of learners who responded to the survey question "How satisfied are you with the use of Padlet in this class?" was 81 learners using a 5-point Likert scale. The results, expressed in percentages, are shown in **Figure 3**.
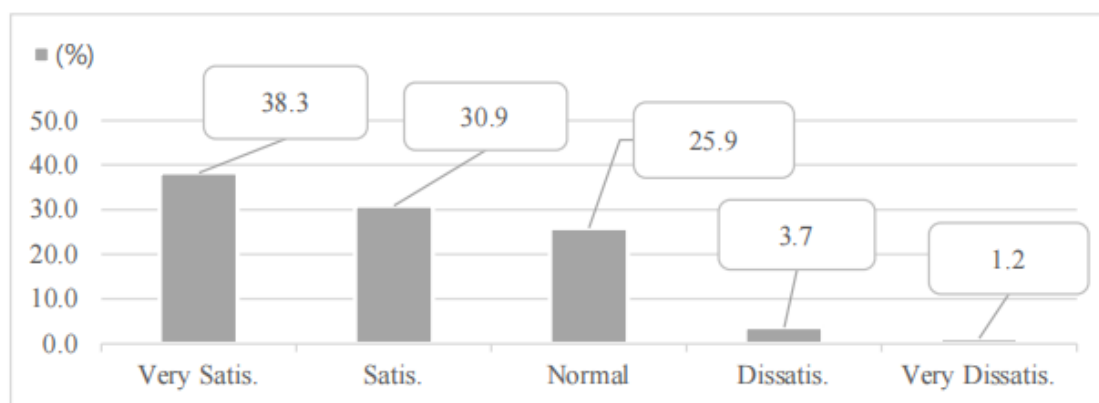
Figure 3. Satisfaction on the use of Padlet (Satis. = Satisfied, Dissatis. = Dissatisfied)

In **Figure 3**, the results of satisfaction with the use of Padlet show 31 respondents (38.3%) who were very satisfied with the use of Padlet and 25 respondents (30.9%) were satisfied, while 21 respondents (25.9%) were moderately satisfied, respondents who were dissatisfied and very dissatisfied were 3.7% (3 respondents) and 1.2% (1 respondent), respectively. We can see that overall, learners are quite satisfied with the use of Padlet in this class (69.2%). We asked for specific reasons for this in an open-ended question, and learners provided a variety of reasons. To organize learners' comments, we coded the reasons for their satisfaction or dissatisfaction into semantic categories. Firstly, the reasons for being satisfied with the use of Padlet were categorized into the following: ease of use, interactive sharing, fun and interesting, convenience, and others. The specific comments are shown in **Table 1**.

Table 1. Reasons of satisfaction on the use of Padlet

Category	n (%)	Reasons
Ease of use	21 (25.9)	-It is fast and easy to use. -It is not difficult to use as the site is similar to the program I normally use. -I first learned about Padlet while taking this class, but it is easy to upload files and it is good. -Uploading is simple and there is no need to worry about server errors.
Interactive sharing	32 (39.5)	-It is nice to be able to see the tasks of other members in real time. -We can share assignments with everyone so we can compare how others did it. -It is nice to be able to share the tasks of the members on various tasks. -I think it is a useful site for seeing the activities of various people and being able to share them with each other. -It is very satisfying to be able to see the activities of other members and give feedback. -It is nice to be able to see all the results of the other groups and to comment and exchange opinions with each other. -Most of all, it is nice to be able to express my opinions interactively and comfortably through comments.
Fun and interesting	5 (6.2)	-It is fun to skim through the other groups' assignments. -It is fun because it was my first time using the tool. -I was intrigued by the task because I was using it for the first time.
Convenience	10 (12.3)	-I am so glad I learned this Padlet. It seems convenient to upload group assignments. -I was able to use the Padlet to increase participation in class and to use it conveniently for class activities. -The process is not complicated and it is very convenient to submit assignments. -There are no errors and it is convenient to access not only from personal computer (PC) but also mobile.
Others	4 (5)	-It is a new and fresh tool. -I have heard of Padlet before, and it is amazing to try it out myself. -It is wonderful to know that such an educational site exists.

Ease of use was cited by 25.9% of students as a reason for their satisfaction with Padlet. This suggests that learners recognize the benefits of Padlet for its accessibility and ease of use. Padlet is similar to the program used by learners, so they did not face any difficulty using it, while for some learners, this class was their first introduction to Padlet. Uploading files in Padlet was easy because it was similar to the programs, or because it was simple and they did not have to worry about server errors, and others were pleased with the ease of access and ease of use of the provided Padlet as a new learning tool.

Interactive sharing was the most voted reason for satisfaction with using Padlet (39.5%). The largest advantage of using Padlet is that learners' task contents can be shared, and it is clear that it was applied efficiently to maximize this advantage. Learners thought it was nice to be able to see other groups' work in real time, share the contents of a variety of tasks, and browse the learning activities of other groups. The concept of sharing itself is understood as satisfaction that it has been realized. Furthermore, learners were able to exchange opinions through comments. They were also satisfied with the interactive features that made it easy to express their opinions and listen to the opinions of the group members who worked on the task. This satisfaction with interactive sharing was also evident in the interviews, as follows:

(1) When we post our assignments in the virtual university assignment box, we cannot see what the other groups did, only the professor and... (interruption) Sometimes you are kind of wondering if you did it right or what the other groups did. So it was really refreshing to see what the whole group did on the Padlet. (Law School, 2nd year, Kim S. J.)

(2) Actually, it is nice to see what other groups have posted because it gives us a relative comparison of how well we did. I think it is good because we can gauge the level of our work, and it is not just a matter of posting an assignment and then it is over. You can ask questions in the comment section of the assignment and they answer right away, so it is a real interaction and it is a college-level class, is it not... (emphasis added) (College of Business, 4th year, Shin K. S.)

Learners are happy that they can not only share their opinions, but that they can exchange comments on the shared work and that those comments are also shared. Next, learners said they liked using Padlet because it is fun and interesting (6.2%). The experience of looking through other people's assignments or trying the site for the first time was fun, and they were also intrigued by the uploaded work because it was the first time they had used it. Lastly, convenience (12.3%) was cited as a reason for being satisfied with using Padlet. Convenience is a somewhat different concept than ease of use, which we discussed in the first category, thus we categorized them separately. Based on comments such as the conveniences of uploading assignments, participating in classroom activities, and accessing the app not only on a personal computer (PC) but also on a mobile phone, Padlet is a convenient educational tool. The opinions about the convenience of using Padlet were also expressed in the interviews.

(3) ...(interruption) I think that is the case with all of these kinds of sites. I take classes on mobile, I do video lectures, I do almost everything on mobile, but there are some things like recorded videos that do not get recorded if you watch them on mobile. ... (interruption)... Padlet is a mobile app that you can easily access and view anytime, anywhere. The last assignment is also accumulated, so it is convenient to watch it again... (interruption) I am using Padlet for the first time in this class, and I personally think it is convenient. (Chinese, 1st year, Lee D. M.)

Next, learners' dissatisfaction with using Padlet was analyzed and improvement methods were explored. The most common reason for dissatisfaction was unfamiliarity, and the specific comments are shown in **Table 2**.

The most common reasons for dissatisfaction with Padlet were unfamiliarity with the site and the task.

This class was the first time some learners used Padlet, so they were not familiar with it. Some learners thought that it was easier to submit assignments to a familiar e-Campus. These comments suggest that familiarity with the educational tool or site can be another variable for learners. These are the points to consider for learners who are new to Padlet. Depending on the learner, familiarity or comfort with the tool may be important, so we recommend that learners who are new to Padlet may need to be given simple practice assignments to familiarize themselves with it, or be given ample and repeated instructions to make it easily accessible.

Table 2. Reasons of dissatisfaction on the use of Padlet and improvements

Category	n (%)	Reasons
Unfamiliarity	5 (6.2)	-It is the first site I have used, so I am not familiar with it yet. -Padlet has good accessibility, but it is difficult to edit uploaded data. -Since each member participates on a PC or mobile device, uploading files to the Padlet in groups was not smooth. -Submitting assignments in the familiar e-Campus is much easier. -It is a site I am not familiar with, so it is inconvenient to use.
Improvements	3 (3.7)	-If the professor uploads the Padlet site address to the e-Campus, it will be more accessible. -If it is mandatory to comment on the assignments of other groups, it seems to create a more lively discussion.
Others	1 (1.2)	-I felt it would be more helpful to upload each individual work on Padlet. I think it is important to coordinate the opinions of the members in group activities... I felt that there were restrictions on the activities in video lectures using Zoom.

One suggestion for improvement was to make the Padlet site address a permanent fixture in the e-Campus. The Padlet site address was introduced separately in each class, but it would be nice to have the site address as a fixed piece of information in the e-Campus so that it can be viewed at any time. Moreover, additional features like liking and commenting on other groups' work were left to the learners' discretion, but making it mandatory would have made for a more lively discussion. When using Padlet in the classroom, making commenting mandatory for everyone requires consideration and opinions from learners in the class before a decision is made and announced.

5. Conclusion and recommendations

The purpose of this study was to investigate the use of Padlet learning to facilitate communication, opinion exchange, and sharing of class activities among learners in a large-scale, online liberal arts English course. The communication and opinion sharing activities that occurred naturally in the traditional face-to-face class were extended to the online class. It is necessary to minimize the difference in the quantity and quality of such activities to make them efficient.

To this end, we utilized Padlet in a variety of classroom activities with 104 undergraduate students taking liberal arts English course. To broaden their analysis and understanding of the class content, learners were asked to upload their personal opinions, thoughts, or the results of group assignments to Padlet. Learners were encouraged to browse, like, and comment on other learners' and other groups' work. Through individual and group postings, the class actively utilized Padlet for class activities.

After conducting the classroom activities, a questionnaire and interviews were conducted to analyze learners' responses to the use of Padlet in a liberal arts English class. The results showed that the learners were relatively satisfied with the use of Padlet in the classroom activities (69.2%). Specific reasons for their satisfaction included ease of use, interactive sharing, fun and interesting, and convenience. It was useful to

be able to view and share the work of other people or other groups in real time, and to exchange comments. Interactive sharing was the most common reason for satisfaction with Padlet. Instructors who want to incorporate Padlet into their classrooms should recognize that this is the largest advantage of using Padlet, which can be maximized through different interesting methods.

Some of the reasons given for not being satisfied with using Padlet were that learners were unfamiliar to the system or the class activities. Learners who were new to using Padlet in this class felt more comfortable using the traditional e-Campus assignment submission box. This shows that no matter how efficient a learning tool is for learning, learners may feel uncomfortable if they are not familiar with it. Based on these feedbacks, it is recommended that learners who are new to Padlet are provided with detailed instructions repeatedly, or assigned simple practice assignments to help them get up to speed within a set timeframe. Further research on discipline-specific teaching methods using Padlet and its impact on the effectiveness of practical learning is necessary.

This study is limited by the fact that it was conducted in a large liberal arts English course and focused on a specific population at a specific school, and the lack of quantitative evaluation of the effect of using Padlet on learning. However, the way of communicating and sharing opinions with learners has changed in line with the new learning environment in the online era. The utilization of Padlet as a learning tool for this purpose and the learners' responses to it were examined, which were of great significance.

Based on our findings, the following recommendations were made. Firstly, the communication and sharing of results that occur naturally in face-to-face classes should be replicated in online virtual classes. Lesson plans, class activities, and class assessments, all of which are based on the traditional face-to-face classroom will need to be completely revised to accommodate the transition to online classes. As part of this, the use of various pedagogical tools such as Padlet should be more actively attempted and studied.

Secondly, we need to recognize that learners value not only the quality of the course content, but also the interaction and communication in the classroom. To this end, this study examined the use and value of Padlet, but it also focused on the importance of ensuring that instructors and learners are able to communicate and share comfortably and casually. It is important to recognize the importance of the quality of interaction and communication in the classroom.

Thirdly, the role of the instructor will also need to evolve to meet the changing times. Instructors as well as learners have also experienced a sudden and rapid shift to online classes due to the COVID-19 pandemic. Instructors need to keep up with the rapid change in the educational paradigm, they have developed new skills from recording and editing videos to using Zoom, Hangout, and Teams for real-time remote classes. These efforts will need to continue, and instructors will need to develop digital literacy skills to adapt and stay ahead of the curve.

Disclosure statement

The author declares no conflict of interest.

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