

# Student Perspectives on Nearpod

Student Surveys Give Nearpod High Ratings on Personalization, Creativity, and Collaboration

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In the world of education, ‘engagement’ has taken on many different meanings at different times and contexts; while in the modern technology industry, it has another meaning altogether. This lack of definition complicates the task of measuring engagement where these worlds intersect - with the use of edtech tools in the classroom. David Havens, a former analyst at NewSchools Venture Fund, offers a new framework for understanding student engagement in the 21st century classroom in his recent white paper called *Measuring Student Engagement with Learning Technology*.<sup>1</sup>

David Havens argues that a modern approach of measuring a technological tool’s capacity for engagement in education must synthesize established concepts of student engagement with tech sensibilities. Drawing from a wealth of educational research, he identifies a set of

5 variables for evaluating edtech tools:

“A good technology tool for use in the classroom should include measurable elements of social motivation, creativity, personalization, educator engagement, and interactivity.”

David Havens,  
Measuring Student Engagement  
with Learning Technology

Recognizing the importance of student engagement in enhancing learning outcomes, we conducted a survey of approximately 2100 students whose teachers use Nearpod in their classrooms to measure our platform’s success according to David Havens’ 5 variables. Below we share the key findings of the survey.



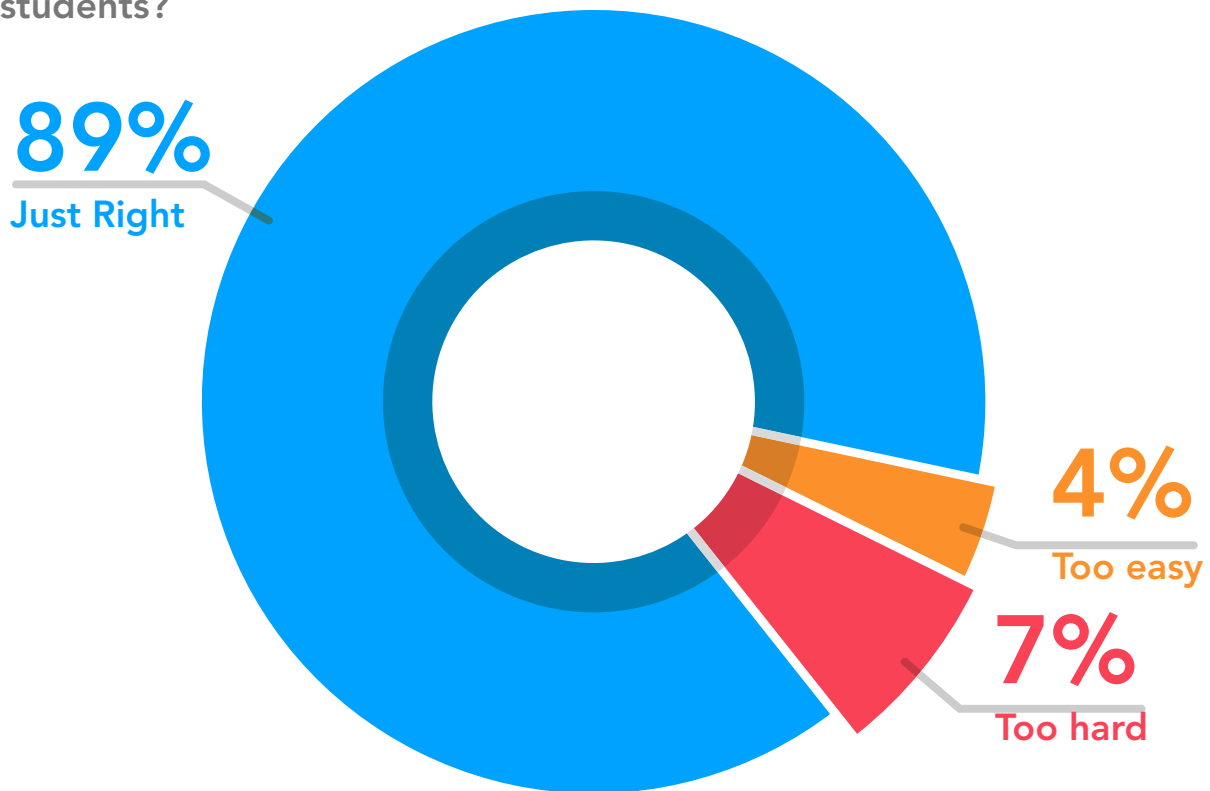
<sup>1</sup> Havens, D. (2014). *Measuring Student Engagement with Learning Technology*. Oakland, CA: NewSchools Venture Fund.

# Nearpod activities are appropriately challenging

When students were asked how challenging they found Nearpod activities to be, nearly 90% responded 'just right.' This number effectively satisfies David Havens' personalization variable, that "material should be appropriately challenging and somehow relevant to the student's life." While teachers' expectations of students work are held constant, students

are able to form a relationship with the materials that works for them. This number also suggests that teachers make use of Nearpod's real-time assessment tools to check for understanding during instruction in order to facilitate each individual student's relationship with the material.

## How challenging are Nearpod Activities for students?



## Nearpod's features enable creative expression

Our survey also indicated that Nearpod helps students express themselves creatively, which, according to David Havens' research, 'enhances autonomy, curiosity, and originality.' We are glad to know that teachers are in fact making use of Nearpod's features that allow students to draw, take pictures, and remix media. However, we want these numbers to be much

higher as we believe that expressing creativity is an essential part of a student's education. This is a cue for us to work harder at encouraging teachers to explore Nearpod's creative capacity. We are actively doing this by engaging teachers in sharing their ideas on our social media sites, on our blog posts, and on our Nearpod Stories page.



82% of students feel that they can express themselves creatively using Nearpod, and 42% of students feel that Nearpod allows them to express themselves creatively more than other classroom activities.



# Nearpod's features enable creative expression

According to the survey, Nearpod is effective at connecting students to their teacher and their peers. Not only does Nearpod offer endless collaboration, gamification and competition opportunities between students, but it also offers unique abilities to teachers, such as sharing student work with the rest of the class anonymously. The sense of community that these features help to build in classrooms

means that students feel accountable for their work, which is critical to David Havens' 'social motivation' variable. This also may account for why, when compared to other classroom activities, about 50% of students indicated that they 'participate more,' and about 40% 'learn more' when using Nearpod.

- 82% of students feel that someone will see the work they do during Nearpod activities.
- 73% of students say that during Nearpod activities, they interact with other students in a way that helps them learn.
- 88% of students feel that their teacher knows how they are doing with the material some or most of the time while using Nearpod.



# Teaching style matters



Finally, beyond any other element that makes up student engagement, the survey confirms that the teacher will always be the most important teacher in the classroom. We found that responses generally varied more widely based on the teacher sharing the survey than any other variable. This trend may be more telling of the diversity in teaching styles that persists among teachers that use Nearpod than of attributes of the technology itself. Every teacher we surveyed has a unique teaching style, and they've all found different ways to incorporate Nearpod that best suits their classroom's needs.

# Student Survey Instrument

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I use Nearpod in class while studying...

(Choose all that apply)

- Math
- Science
- Reading/Writing
- Social Studies
- Other

When I use Nearpod, I make my own creations (I draw, take pictures or write free responses)...

- Never
- Sometimes
- Often

While using Nearpod, I feel that I am able to express myself creatively...

- More than with other class activities
- Less than with other class activities
- About the same as with other class activities

During Nearpod activities, I interact with other students in a way that helps me or them learn...

- Often
- Sometimes
- Rarely
- Never

Generally, my work and participation in Nearpod activities...

Doesn't matter  
much to me

1

2

3

4

5

Is of the highest  
quality I can give

Someone I care about (my teachers or fellow students) will see the work I do in Nearpod activities.

- Yes
- No



With Nearpod, I feel that my teacher knows how I am doing with the material...

- Most of the time
- Sometimes
- Rarely

The lessons we learn in Nearpod are related to the larger unit we are studying....

- Frequently
- Sometimes
- Rarely
- I'm not sure

How challenging are Nearpod activities and the questions asked in them?

- Too easy
- Just right
- Too hard

I am personally interested in the topics I learn about when using Nearpod...

Never	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	Always
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I review material from earlier lessons using Nearpod...

- Frequently
- Sometimes
- Never

When I use Nearpod in class...

(Choose any that apply)

- I learn more
- I participate more
- I work together with other students more
- Things are the same as in classes where I don't use Nearpod

Have you ever been asked to present a class project using Nearpod?

- Yes
- No

If yes, what was that experience like? Was it easy to create your presentation? Do you think your fellow students enjoyed your presentation?

What is your favorite thing about working with Nearpod? What could be better? What else can you tell us about your experience with Nearpod?

Would you like to explain any of your responses?



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