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University lecturers' perceptions of Padlet and its impact on classroom practices

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Abstract

This study delves into university lecturers' perceptions of Padlet as an educational tool, emphasizing its ease of use, usefulness, and impact on teaching productivity. Conducted as a qualitative case study, data were gathered through in-depth, semi-structured interviews with lecturers selected through purposive sampling, to ensure participants met predefined criteria of having Padlet experience, thereby enhancing the relevance and richness of the data collected. Thematic analysis, following Braun and Clarke's framework, revealed five key themes: lecturers' familiarity and impressions of ease of use, perceived usefulness and functionality, integration of Padlet into teaching practices, Padlet as a classroom management tool, and perceived impact on teaching practices. Overall, the study highlights Padlet's potential as a powerful educational tool, particularly in supporting blended learning environments in higher education. Findings of this study provide insights for educators and institutions seeking to promote the effective integration of digital tools into teaching and learning, especially in the context of higher education.

Keywords: Classroom practices, Impact, Padlet, Perspectives, University lecturers.

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1. Introduction

In recent years, digital collaborative platforms have become increasingly integral to higher education pedagogy, fundamentally transforming the ways in which university lecturers interact with students and present course material. One notable tool, Padlet, provides a user-friendly and interactive interface that facilitates the sharing of multimedia resources, enables real-time collaboration, and supports learner-generated content [1, 2]. As educators adjust to various teaching models in the post-pandemic context, tools such as Padlet are becoming more prevalent due to their perceived flexibility and capacity to enhance student engagement. Nevertheless, while there have been studies focusing on student engagement with Padlet, significant gaps remain in the research regarding university lecturers' perspectives on its utility, ease of integration, and pedagogical impact [3].

In Malaysia, the integration of Padlet as a collaborative and interactive learning tool within higher education institutions has gained traction; however, the degree of its adoption among lecturers remains inconsistent. This variation can be attributed to differing levels of digital literacy, the extent of institutional support, and individual pedagogical beliefs [4, 5]. Furthermore, empirical evidence regarding Malaysian lecturers' perceptions of Padlet's effectiveness in promoting student-centred teaching practices, particularly within the context of post-pandemic blended learning environments, is currently limited [6]. Gaining insights into these perceptions is crucial for guiding targeted professional development initiatives and enhancing the effective incorporation of educational technology in universities across Malaysia.

2. Literature Review

2.1. Padlet as a 21st Century Pedagogical Tool

Padlet was introduced as a pedagogical tool aimed at promoting collaboration and enhancing creativity among students and teachers in the classroom. Padlet is an online platform and application that enables educators to organize information on virtual bulletin boards through an intuitive drag-and-drop interface. It functions similarly to a page filled with sticky notes, allowing students to begin with a blank canvas and incorporate videos, text, links, documents, and images. Students have the freedom to add an unlimited number of notes to a board, which can be scrolled in all directions. Instructors can oversee all contributions, requiring students to display their names on the board for assessment purposes. Padlet serves as an effective tool for brainstorming activities [7]. This platform offers numerous benefits to students, including the chance to collaborate with peers in real-time.

Multiple studies indicate that students' motivation to learn increases when utilizing Padlet [7-9]. This heightened motivation fosters opportunities for interaction and engagement during class, which indirectly promotes collaboration among students Beltrán-Martini [10]. Ellis [11] demonstrates that Padlet helps to diminish the obstacles students encounter when communicating with instructors and enhances the overall learning experience by providing avenues for students to engage with the subject matter and perspectives shared by their classmates. Overall, Padlet is a valuable tool applicable in both traditional and innovative teaching and learning contexts.

In a similar vein, Zainuddin et al. [12] indicated that Padlet software enhances student learning by increasing engagement in both classroom and extracurricular activities. This software offers a variety of features that enable students to work independently or collaboratively on tasks. By collaborating on specific assignments, students find the tasks more manageable and less overwhelming. When students experience reduced stress in completing their assignments, their performance improves, leading to a more effective learning experience. Consequently, the promotion and further development of additional educational software should be advocated to foster a more successful teaching and learning process.

2.2. Lecturers' Perceptions of Educational Technology

The integration of technology into educational practices has significantly evolved over the past few decades, transforming traditional teaching methodologies. Lecturers have shifted from using conventional tools such as chalkboards to incorporating digital platforms like Padlet and various social networking applications, with the aim of enhancing instructional practices and promoting greater student engagement. According to George-Reyes [13], proficiency in information and communication technologies (ICTs) is now essential for both educators and learners to navigate the demands of contemporary educational environments. The adoption of educational technology has contributed to a paradigm shift from teacher-centered to student-centered learning models, facilitating active participation and collaborative learning [6, 14]. Studies have highlighted that tools like Padlet enhance essential student skills, including teamwork, communication, and writing abilities.

The rapid advancement of educational technologies has introduced new opportunities for curriculum design, enabling lecturers to create personalized, interactive, and collaborative learning experiences. The motivations behind technology integration include the mobility of devices, cost-efficiency, ease of access to information, and the ability to streamline communication and instructional processes. Tools such as web conferencing platforms, video lecture capture technologies (VLCT), course management systems (CMS), wikis, podcasts, RSS feeds, simulations, and digital learning objects exemplify the diversity of resources now available to educators [6].

Technology-enhanced instruction has been shown to significantly improve the quality of teaching and learning. Research by Akram et al. [15] underscores that technology fosters student motivation, skill acquisition, and knowledge enhancement. Additionally, ICT integration provides flexibility and broadens access to educational opportunities, serving as an effective alternative to traditional face-to-face instruction [15, 16]. Technology also strengthens the connection between students and instructors, addressing academic challenges and promoting sustained learner engagement [17, 18].

However, lecturers' perceptions and underlying pedagogical beliefs critically influence the extent and manner of technology integration. As Tondeur et al. [19] and Taimalu and Luik [20] argue, the successful adoption of technological tools is closely tied to how well they align with educators' existing teaching philosophies. Lecturers are more inclined to integrate technologies that support and enhance their pedagogical strategies. Thus, understanding lecturers' perspectives is fundamental to developing effective and sustainable technology integration strategies in higher education [21].

2.3. The Role of Padlet in Enhancing Teaching and Learning

Innovations and advancements in technology are reshaping the educational landscape of the twenty-first century Kaur et al. [22]. Furthermore, contemporary classrooms prioritize a student-centred approach over a teacher-centred one. These technological developments have empowered educators by enhancing opportunities for students to engage directly with various technologies. Ismawardani and Sulistyanto [23] noted that technology has profoundly impacted education, inspiring both students and teachers to adopt dynamic learning methodologies.

Haris et al. [24] found that Padlet greatly enhances students' performance in language learning, particularly in English grammar. The research revealed significant advancements in learners' performance when Padlet was integrated into grammar instruction and language acquisition. Additionally, Algraini [25] reported that Padlet markedly improved the writing abilities of the participants. This innovative tool was shown to be far more effective than traditional teaching methods in conveying ecological concepts. The findings indicated that the use of Padlet had a positive impact on students' learning outcomes. The successful incorporation of web-based tools can aid both educators and students in overcoming the various challenges associated with conventional teaching and learning approaches.

Conversely, Fisher [26] advocated for the utilization of Padlet by educators and learners, highlighting its ability to facilitate interaction and engagement among participants both inside and outside the classroom. In addition, Haris et al. [24] investigated the use of Padlet for teaching English grammar to ESL learners, using pretests and post-tests with 30 university students. The results demonstrated significant improvements in students' grammar performance, further supporting Padlet's effectiveness as an educational tool.

Similarly, Ismawardani and Sulistyanto [23] conducted a quasi-experimental study to examine the effectiveness of Padlet in teaching writing to tenth-grade students. Their findings showed that students taught using Padlet outperformed those taught through traditional methods, confirming Padlet's positive impact on writing instruction. Additionally, Zainuddin et al. [12] provided a significant contribution to the discussion on Padlet's effectiveness, noting that its application can improve students' understanding of the subjects being studied. Consequently, it is essential to promote and further develop the use of additional educational software to enhance the learning and teaching experience.

Baidoo et al. [27] demonstrated that integrating Padlet as an instructional tool effectively enhanced learner engagement in virtual interactive sessions, making learning more meaningful, relevant, and significant by boosting attention and responsiveness. Similarly, Nadeem [28] found that Padlet fostered interaction among students and teachers, helping students better relate to classroom subtopics. The creative pedagogies supported by Padlet encouraged collaborative group tasks, reducing the anxiety often associated with traditional teaching methods.

Jong and Tan [29] found that students responded positively to the use of Padlet for writing assessment, describing it as easy to use, engaging, and practical. Padlet not only motivated students but also allowed teachers to monitor writing progress and provide feedback, offering flexibility for students to practice and receive evaluations outside the classroom. Their study highlighted Padlet's potential to create a student-centred, online learning environment for writing skills development.

Similarly, Rehman et al. [30] demonstrated that integrating Padlet into ESL instruction significantly enhanced Grade 7 students' language achievement, engagement, collaboration, and learner autonomy. Their findings emphasized that Padlet positively influenced both the learning process and students' attitudes toward learning, confirming its value as an innovative tool for ESL education.

2.4. Theoretical Background

The Technology Acceptance Model (TAM), developed by Davis [31] is a foundational framework in understanding how individuals adopt and use new technologies. It has been widely applied in educational technology research to examine user acceptance [32]. According to the model, user acceptance is shaped by three primary constructs: *perceived usefulness*, *perceived ease of use*, and *attitude toward using the system* [33]. *Perceived usefulness* reflects the extent to which users believe a technology will improve their performance, while *perceived ease of use* pertains to how effortless the technology is perceived to be. The *attitude toward use* reflects the individual's overall affective response to using the system.

In the context of this research on teachers' perceptions and the impact of Padlet AI on classroom practices, TAM provides a relevant lens to explore how educators evaluate the integration of AI-powered tools into their pedagogical routines. Specifically, understanding teachers' views on the usefulness and ease of use of Padlet AI can shed light on its adoption and sustained use in instructional planning, student engagement, and classroom management. This study contributes to the growing body of research on AI in education by situating Padlet AI within an established theoretical framework, thereby offering insights into the factors that influence teacher uptake of emerging educational technologies.

2.5. Research Aim

The main purpose of this study was to understand teachers' perceptions of the use of Padlet in education and explore its impact on classroom practices. Specifically, the research intended to:

i. Explore lecturers' perspectives on the ease of use of Padlet in the classroom
ii. Understand the perceived usefulness of Padlet in teaching and learning

iii. Analyze ways Padlet is being used in classroom practices
iv. Explore Padlet as a classroom management tool
v. Understand the impact of Padlet on teacher productivity

3. Methodology

3.1. Research Design

This study employed a case study research design, utilizing an in-depth interview approach situated within the qualitative paradigm to investigate the specific phenomenon within its real-world context, in this case, the use of Padlet in classroom practices [34]. This design was particularly valuable for understanding the dynamic issue of Padlet usage by lecturers in the classroom to gain rich, contextualized insights. This approach provided a multi-faceted, detailed understanding of the subject, specifically exploring the "how" and "why" behind the use of Padlet in classroom practices [35].

3.2. Population and Sampling

The target population for this study comprised English as a Second Language (ESL) lecturers employed at a private university in Malaysia. The study, which aimed to investigate lecturers' perspectives on the integration of Padlet as a tool in their classroom practices, needed to include lecturers who have been practising the use of tablets in teaching and learning. To ensure the selection of participants had relevant experience and were willing to share their insights, purposive sampling was employed. This non-probability sampling technique enabled the researchers to intentionally choose individuals who met predefined criteria, thereby enhancing the relevance and richness of the data collected [36]. While the university had a total of 32 ESL lecturers, only five individuals satisfied the study's criteria, making them eligible for participation. Table 1 presents a summary of the demographic characteristics and professional attributes of these selected participants.

Table 1.
Respondents' Demographic Information.

Respondent	Age Group	Gender	Years of Experience	Highest Education	Field of Specialization	Tech Proficiency	Tech Access	Years of using Padlet
1	40-44	Female	11-15	Master's Degree	Education	Intermediate	PC, Internet	4
2	35-39	Female	11-15	Doctoral Degree	Education	Intermediate	PC, Tablet, Smartphone, Internet	3
3	40-44	Female	21+	Master's Degree	Education	Advanced	PC, Tablet, Smartphone, Internet	3
4	45-49	Female	11-15	Master's Degree	Education	Intermediate	PC, Internet	4
5	35-39	Female	11-15	Master's Degree	Education	Intermediate	PC, Tablet, Smartphone, Internet	4

3.3. Research Instrument and Data Analysis

For this study, a self-designed interview guide featuring nine thoroughly formulated questions was utilized for data collection. To validate the reliability of the interview guide, two subject-matter experts (SMEs) conducted content analysis and an inter-rater reliability test, which yielded a Kappa agreement of 0.68, signifying substantial agreement. According to McHugh [37] a Kappa score ranging from 0.60 to 0.74 indicates a good level of agreement among raters, thereby confirming the reliability of the instrument. The data were analyzed using [38] thematic analysis framework, which defines key themes, codes, and categories related to the application of Padlet in pedagogical practices.

4. Findings and Discussion

The presentation of findings is based on five major themes, which align with the study's research objectives, followed by a discussion of each theme. Figure 1 illustrates the themes developed from the data analyzed.

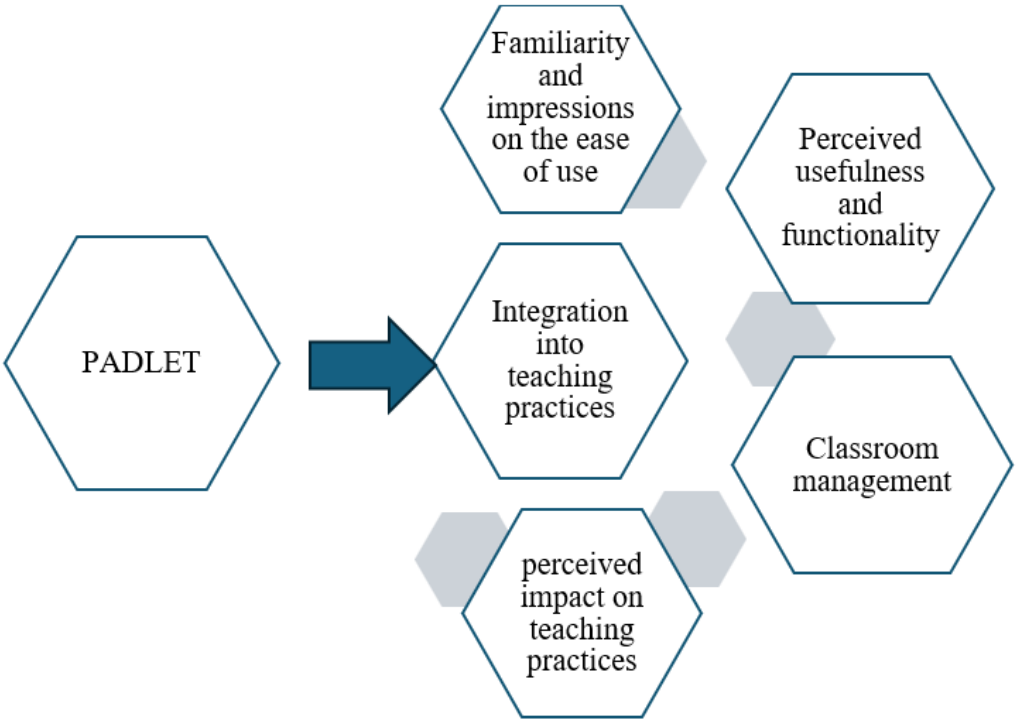

Figure 1.
Themes Developed from Data Analysis.

Five themes emerged, providing valuable insights regarding familiarity and impressions on the ease of use, perceived usefulness, and functionality**.** Integration into teaching practices, classroom management**.** and perceived impact on teaching practices.

Theme 1. Familiarity and impressions on the ease of use.

The respondents expressed varying initial impressions of Padlet, ranging from immediate ease of use to initial skepticism. Overall, respondents found Padlet to be intuitive and user-friendly, highlighting its straightforward design as a key advantage for both teachers and students.

Respondent 1 stated:

> *Honestly, I found it super easy to use right away. It felt intuitive and straightforward, which was a big plus. Also, students found it easy to use.*

Similarly, Respondent 4 stated:

> *….I found it quite straightforward to use right away. It felt simple and easy to understand, which was a major plus. students found it easy to use and engage with……*

However, some respondents initially perceived Padlet as complex, particularly due to its multi-page navigation. Despite initial hesitation, these respondents decided to explore its potential and eventually integrated it into their teaching practice.

Respondent 2 stated that:

> *…..my initial thought was it would be complicated because in one click it takes you to another page ~~and also to another Padlet,~~ so I thought I would not be able to use it because I believe the pen and paper method works the best for students…..*

One respondent viewed Padlet primarily as a digital whiteboard, utilizing it as a space for students to collaborate and share content visually. Respondent 3 shared that:

> *….. pretty much thought of it as an online whiteboard where my students could share things and put a poster like on a whiteboard. That was my initial impression of Padlet, and I used it as an online whiteboard of some sort….*

Overall, the findings suggest that while initial impressions of ease of use varied, most educators found Padlet easy to use once they became familiar with its features. Specifically, findings show that lecturers' views of Padlet's application in educational contexts indicate both enthusiasm and reluctance. Many users regarded it as intuitive and user-friendly, emphasizing its simplicity and accessibility as significant benefits. This observation is consistent with Almarzooq et al. [39],

who indicated that intuitive platforms facilitate technology adoption by reducing entry barriers for students and educators. Padlet was viewed as complex because of its multi-page navigation, reflecting the concerns noted by Tondeur et al. [19] regarding resistance to educational technology stemming from unfamiliarity and a preference for traditional methods. Exposure to Padlet's capabilities frequently resulted in a change in perception, aligning with Ertmer and Ottenbreit-Leftwich's [40] assertion that engagement may rise with increased familiarity. Padlet is often regarded as a digital whiteboard for visual collaboration, aligning with the findings of Zainuddin et al. [12] who highlighted its efficacy in promoting visual thinking and peer interaction. The findings highlight the impact of individual confidence, prior experience, and teaching styles on the integration of digital tools in pedagogical practice.

Theme 2. Perceived usefulness and functionality.

Respondents highlighted Padlet's strong role in fostering collaborative learning, creativity, and interaction among students. As illustrated in Table 2, although all the respondents (100%) emphasized how Padlet is a great tool, specifically 4 (80%) emphasized how it allows students to share ideas instantly, 3 (60%) indicated how they are able to view peers' contributions, and 2 (40%) mentioned engagement in discussions, which contributed towards all (100%) participants agreeing that it creates an interactive, easy, and dynamic learning environment.

Table 2.
Perceived usefulness and functionality.

Participants	Data mining on perceived usefulness	Percentage (%)
1,2,4,5	Share ideas… exchange ideas… discuss ideas	80
2,3,4	Look at the friend's ideas… compare them with the friend's ideas.	60
1,5	Discuss... can chat... feedback...	40
1,2,3,4,5	Fun…interactive…engaging…creative…easy to use…not difficult…	100

Respondent 2 specifically pointed out that Padlet supports group activities effectively, accommodating both introverted and extroverted students by providing a comfortable space for sharing.

> *…… We can have collaborative learning by creating a Padlet page and then we divide students into groups, and we give activities to students so they can share their ideas, opinions and thoughts. I think introvert and extrovert students can share their work on Padlet*.

Several respondents noted that Padlet's multimedia capabilities, allowing students to express their ideas beyond text through images, videos, drawings, and GIFs, make learning more engaging. They emphasized how this feature enhances creative writing, as students can use visuals to inspire new ideas. However, the creativity on Padlet depends on how the tool is utilized, particularly in portfolio creation and structured lesson design.

Padlet's feedback and interaction features were another key advantage highlighted by respondents. They found it useful for peer feedback, peer assessment, and teacher feedback, as it allows students to comment, like, or rate posts. Respondent 5 specifically pointed out that this feature encourages participation from shy students, who may hesitate to speak in a traditional classroom setting. She mentioned that:

> *….Padlet really brings students together. They can share their ideas instantly, see what their peers are contributing, and even build on those ideas……made sharing materials and providing feedback incredibly easy….*

Additionally, Respondents 3 and 4 noted Padlet's ease of navigation and accessibility, making it a less complicated and more centralized platform for collaboration and information sharing compared to other tools. Overall, the findings suggest that Padlet enhances collaboration, creativity, and student interaction, making it a valuable tool for engaging and dynamic learning experiences.

Respondent 3 mentioned:

> … navigation-wise *is less hassle compared to other platforms……*

Similarly, Respondent 5 affirmed on functionality, stating:

> *…..Padlet effectively connects students together. They can instantly share their thoughts, see what their peers are saying, and even expand on them….It also made it very easy to share things and provide feedback……*

Based on the findings above, regarding usefulness, lecturers have conveyed that Padlet provides diverse functions for improving teaching practices, specifically in promoting engagement, collaboration, and lesson organization. Participants highlighted its efficacy in facilitating real-time posting and feedback, thereby promoting immediate student engagement, consistent with the findings of Jong and Tan [29] and Pratiwi and Priyana [41]. The synchronous feature improved student engagement and motivation. The implementation of tracking features facilitated the monitoring of student progress, and the organization of weekly content established a structured learning pathway, facilitating reflective learning and self-regulation [42].

Theme 3: *Integration into Teaching Practices*

Table 3 illustrates data extracted from the verbatim transcripts on the integration of Padlet into teaching.

Table 3.
Integration of Padlet into teaching.

Participants	Emerging codes on integrating Padlet AI into teaching
1,2,3,5	Synchronous posting and feedback
2,4,5	Tracking progress
1,3,4,5	Work simultaneously with peers and discuss; collaboration
2,3,4, 5	Structured, systematic, well-planned lessons; AI tools; engaging tools

As observed from Table 4 above, the respondents highlighted various ways they have integrated Padlet into their teaching practices, emphasizing its role in enhancing student engagement, facilitating collaboration, and structuring lessons effectively. Several respondents mentioned using Padlet to organize and track students' weekly progress. The ability to visually track improvement over time was particularly beneficial. Nevertheless, tracking students' progress has also increased students' participation and motivation. This approach provides a structured environment for them to showcase their work, reflect on their learning experiences, and obtain prompt feedback.

Respondents 3, 4 and 5 mentioned:

> *……..So instead of them writing on a piece of paper and sharing the document in Teams, I will get them to post on the Padlet page and give them immediate feedback. So, for me the immediate feedback is very useful and number 2, the immediate feedback can be viewed by the other students as well…*
> *…… I use Padlet to help students complete class activities on a weekly basis. I share the link with them so they can track their progress week by week, which gives them a clear sense of how they're improving over time….*
> *…. they get to look at each other's work and they get to do things simultaneously. They can also give feedback on each other's work. So, I feel like this is where I use it most of the time….*

Padlet was widely used for group activities and discussions, enabling both introverted and extroverted students to contribute comfortably. Respondents noted that the real-time peer feedback and interaction features allowed students to engage more meaningfully in class discussions. The ability to work simultaneously, build on each other's ideas, and give feedback on peers' work contributed to a more dynamic and collaborative learning environment.

Respondent 5 stated:

> …. Collaboration *happens because they get to engage with the video. Sometimes it would spark a discussion and so if I am not using the shelf and just the general Padlet like a whiteboard style and students would generate concept ideas after watching the video. The collaboration happens because students get to give feedback and comment on the concepts.*

Additionally, many respondents appreciated how Padlet helps in structuring lessons, particularly for subjects like Communication Skills and English for Business. The platform's columns, mind maps, and multimedia features allow educators to design lessons with pre-, during-, and post-activity frameworks. Some educators found the AI-powered features helpful in lesson planning, streamlining content delivery with ready-made resources like worksheets, videos, and references.

Respondents 1 and 4 mentioned that:

> *'... with the addition of AI features in Padlet, it's been even more helpful for planning activities. For instance, when I was teaching Communication Skills. I love how it gives students a space to contribute their ideas, share their work, and even learn from each other in real time. It's also made organizing materials and giving feedback so much easier.*

> *'... when I was teaching a Communication Skills subject on persuasive speech, the AI feature helped me create a three-week lesson plan. It provided website links, worksheets, videos, and ideas that seamlessly integrated into the lessons, making the process much more efficient. The great thing about Padlet is that students can share their work on a Padlet wall, use it as a mind map and create images. I feel these features assist students in showcasing their work……..*

The findings suggest that Padlet has significantly improved teaching practices by offering a structured yet flexible platform that supports collaborative learning, real-time feedback, multimedia integration, and inclusivity. Educators found that lesson planning, student engagement, and peer interaction were enhanced, ultimately making the learning experience more interactive, student-centered, and effective.

Specifically, Padlet facilitated collaborative learning by allowing simultaneous group work and peer discussions. Students collaborated on each other's contributions, promoting knowledge co-construction consistent with Vygotskian principles and the research conducted by Ünlüsoy et al. [43]. Lecturers emphasized Padlet's facilitation of structured and engaging lesson design, especially in language and communication courses. Columns, timelines, and multimedia tools facilitated planning before, during, and after activities. AI-assisted resources, such as prompts and templates, have enhanced content delivery, corroborating the findings of Mahyoob et al. [44]. In summary, Padlet's integration facilitates interactive, student-centered, and inclusive learning, establishing it as a significant digital resource in higher education.

Theme 4: *Classroom Management Tool*

Several respondents noted that Padlet helped them to improve organization and streamline classroom activities. This reduced the need for constant reminders and follow-ups, allowing educators to focus more on planning and instruction. Additionally, respondents found that Padlet promotes real-time interaction, as students can engage in discussions, post responses, and provide peer feedback. The immediate feedback feature helps students feel more comfortable participating, particularly those who are shy or hesitant to share ideas in a traditional classroom setting. However, some educators mentioned the need for monitoring student interactions to ensure feedback is constructive and participation remains on track. Respondent 3 affirmed that:

> *……. Students who do not speak in class and still see the responses and they also respond on the Padlet page and that makes me very happy. I saw that students' participation has improved tremendously because I feel the moment you use technology in the classroom to learn, they become very excited. So, I could see everyone participating in the discussion.*

While Padlet provides an easy-to-navigate structure, one challenge mentioned was managing large student participation, as responses can become overwhelming and require excessive scrolling. However, respondents noted that Padlet's multimedia capabilities cater to different learning styles (e.g., visual, auditory learners), making it more inclusive for diverse student needs.

Respondent 3 stated:

> *In terms of flexibility, it allows me to put my thoughts and student diversity. Some students are visual learners, and some are audio learners, so in a way, a student's profile is very crucial. Padlet gives us that flexibility…..*

Meanwhile, respondents observed that Padlet minimizes classroom distractions, as students are engaged in an interactive and collaborative online space rather than verbal discussions that may create noise. Additionally, Padlet has been effective in improving classroom management by providing a structured, interactive, and flexible environment for both students and educators. Its ability to streamline resources, promote engagement, and support diverse learning needs makes it a valuable tool for managing classroom dynamics efficiently. While some challenges exist in monitoring student participation and handling large classes, these can be mitigated through structured implementation and thoughtful integration into teaching practices.

Overall, the results demonstrated that Padlet improves classroom organization and engagement by facilitating content delivery and minimizing the necessity for frequent reminders. This aligns with the findings of Colasante [45], indicating that digital tools enhance classroom management efficiency and enable real-time feedback. In addition, Padlet facilitated participation among usually quiet students, with respondents indicating that the platform's interactive and secure environment promoted increased student engagement. This is consistent with the findings of Ünlüsoy et al. [43], which indicates that collaborative digital environments enhance inclusivity and facilitate peer interaction. The capacity for anonymous or asynchronous posting facilitated greater contributions from hesitant learners, aligning with the findings of Pratiwi and Priyana [41] regarding the empowerment of student voice. As for Padlet's multimedia capabilities, it is recognized for its effectiveness in supporting various learning styles that accommodate both visual and auditory learners, thereby supporting Urbina et al. [46] 's assertion that digital tools facilitate differentiated instruction.

However, challenges were observed in large classes, where excessive responses complicated navigation, which is an issue similarly highlighted by Alias and Hashim [47]. Despite these limitations, Padlet was regarded as an effective tool that enhances participation, feedback, and classroom organization. Through careful implementation, it can improve learning experiences and effectively meet diverse student needs [39].

Theme 5: *Perceived Impact on Teaching Practices*

The respondents shared their insights on how Padlet has influenced their teaching practices, particularly in terms of student engagement, lesson organization, creativity, and technology integration. While the tool has been widely appreciated, some limitations, particularly in handling complex tasks, were noted. Figure 2 briefly illustrates the perceived impact on teaching practices.

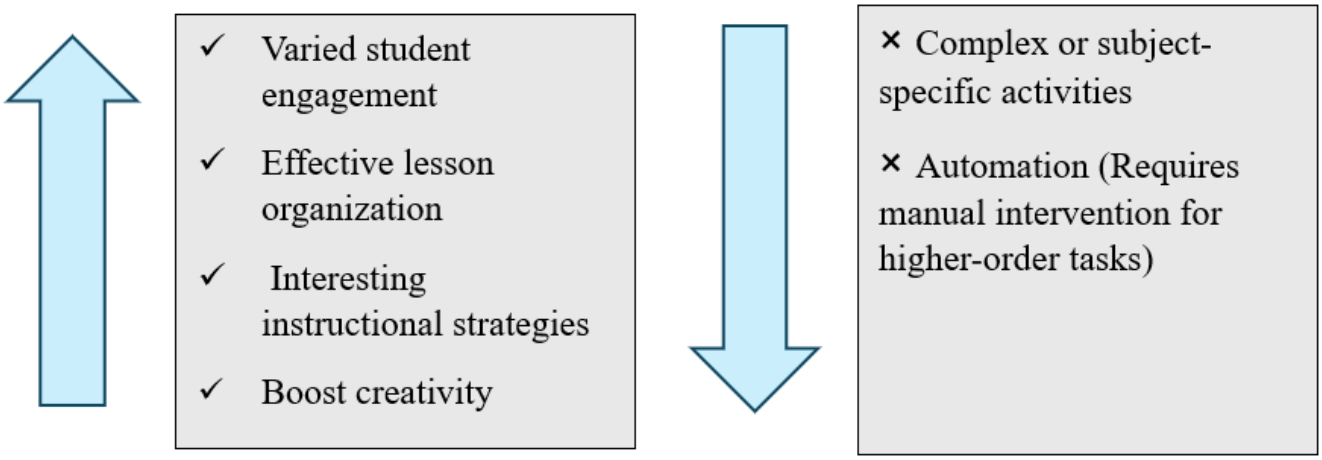

Figure 2.
Perceived Impact on Teaching Practices.

Two respondents (R1 and R2) highlighted Padlet's effectiveness in increasing student engagement compared to traditional methods. Respondents noted that students are more enthusiastic during brainstorming sessions, feel a sense of accomplishment as they track their progress, and are excited about its technological aspect. It also serves as a confidence-building platform where students can enhance creativity and engage in peer learning through interactive feedback.
Respondents 1 and 2 mentioned that:

> *……Padlet encourages active participation. Students can easily contribute their ideas, share resources, and collaborate with their peers in a visually appealing and interactive space…..*
>
> *…I could see that their engagement in the classroom is better. They love Padlet because it has something to do with technology, so they feel excited to use it, and I personally think it can be a platform to build their confidence…*

Respondents also noted that Padlet has significantly improved their lesson organization and instructional strategies. The evolving features, including AI integration, have made lesson planning and student engagement easier, and Padlet's structured interface allows for better classroom organization and enhances lesson delivery efficiency. Nevertheless, all respondents discussed the impact of Padlet's AI features on their teaching practices. They praised Padlet AI for generating lesson ideas and managing time effectively, making classroom planning more efficient.
Respondents 2 and 3 stated:

> *…… more effective tool. has helped me become more organized, innovative, and adaptable in the way I develop and deliver classes……..*
>
> *…..The evolving features, like the recent AI integration, have made planning and engaging students much easier. Padlet has truly enhanced the way I teach and interact with my students. ……*

Respondent 5 affirmed that:

> *… The increasing features, such as the new AI integration, have greatly simplified student planning and engagement…*

However, the respondent shared that Padlet AI is useful for simple tasks like brainstorming but is less effective for complex or subject-specific activities, requiring manual adjustments. Overall, Padlet has positively impacted teaching practices by enhancing student engagement, improving lesson organization, fostering creativity, and offering AI-driven lesson planning. However, its effectiveness varies depending on teaching needs, and while AI integration has benefits, manual intervention is still required for complex tasks. The tool is particularly effective in peer learning, structured lesson delivery, and fostering interactive discussions, making it an asset for modern teaching.

In other words, the findings support the assertion that Padlet enhances student engagement and participation more effectively than traditional classroom methods. Respondents indicated that the platform's interactive interface encourages active student participation, particularly during brainstorming sessions. This is consistent with earlier research indicating that digital tools such as Padlet enhance student engagement, creativity, and collaboration [41, 45]. Contributing ideas in a visually engaging environment fosters participation and enhances student confidence. Padlet has been acknowledged for its beneficial effects on lesson planning and instructional organization.

Participants noted that Padlet's organized format facilitates more effective lesson delivery and classroom management. The findings align with Colasante [45], who noted that digital platforms facilitate teaching practices and improve clarity in lesson flow. Besides, the incorporation of AI features into Padlet is regarded as a significant enhancement. Participants indicated that Padlet AI aids in the generation of lesson ideas, time management, and the promotion of innovative teaching strategies. This indicates an increasing dependence on AI to enhance teacher adaptability and planning efficiency, aligning with the findings of Urbina et al. [46] regarding AI-enabled learning environments.

Some respondents indicated that Padlet AI is more effective for general tasks like brainstorming, whereas complex or subject-specific content necessitates manual refinement. This limitation aligns with observations made by Alias and Hashim

[47] concerning the adaptability of digital tools. Nevertheless, Padlet is a versatile tool that facilitates interactive learning, peer engagement, and AI-driven instructional design. The features of this tool promote creativity, organization, and student engagement; however, effective utilization requires careful integration and an understanding of its existing limitations.

5. Conclusion, Implications and Future Research

This study provides valuable insights into university lecturers' perceptions of Padlet as a digital collaborative platform in the context of higher education in Malaysia. The findings indicate that while initial familiarity levels with Padlet were varied, most lecturers recognized it as simple to use and effective in promoting student engagement, collaboration, and creativity. Padlet's integration into teaching practices was seen to enhance classroom management and instruction delivery, enabling synchronous and asynchronous communication. These results underscore Padlet's worth as a pedagogical tool with multiple applications that can enhance diverse teaching practices and learning styles.

The study has several implications for practice in institutions of higher learning. To start, it emphasizes the need to have targeted professional development courses for lecturers who understand how best to integrate digital resources such as Padlet into their work. Training courses and best practice guides can be provided by institutions to increase lecturers' digital competence and their confidence when applying educational technology. Second, policymakers should enable the adoption of digital platforms by investing strategically in infrastructure and continuous technical support so that educators can incorporate tools like Padlet seamlessly into their teaching methods. Finally, instructors should be encouraged to utilize Padlet's multimedia and collaborative features to develop interactive learning experiences that foster critical thinking, communication, and creativity in students.

Future research should explore the perceptions of a larger and more representative sample of educators, including scholars from different fields and institutions. Quantitative studies could then follow up by examining the relationship between lecturers' perceptions of Padlet and its actual impact on student learning outcomes. Additionally, comparative studies would investigate the efficacy of Padlet in comparison to alternative collaborative digital tools and provide suggestions for optimal platforms for specific teaching settings. Finally, ongoing research on issues with implementing Padlet in large classes would feed back into optimizing strategies for use and provide proof of its effectiveness with changing class sizes.

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