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## THE USE OF NEARPOD: AN INTERACTIVE LEARNING PLATFORM TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE 5 STUDENTS IN SCIENCE

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### ABSTRACT

This study aimed to improve the academic performance of Grade 5 students in Science through the use of an interactive game-based learning platform known as Nearpod. Descriptive method was utilized in this study. Participants were selected based on the result of a pre-assessment test. Weekly test scores were used in measuring students' academic performance. The selected Grade 5 learners received instruction using the interactive teaching approach with the incorporation of Nearpod. Based on the result of the weekly test mean scores, students' academic performance did not increase significantly. The researcher identified some reasons during the conduct of the study like the unstable internet connection and students' cellphone specification. However, after four weeks of implementation, the researcher has continued the use of Nearpod and assigned activities to students to be played even in the comfort of their homes until the conduct of the summative test. Based on the data gathered from the summative test scores, students' academic performance has increased significantly after consistently subjecting them to the use of Nearpod. Thus, the use of Nearpod can help improve students' engagement and academic performance in Science.

**Key Concepts:** Academic Performance, Game-based learning, Use of Nearpod.

### INTRODUCTION

The use of technology in the classroom has been regarded as one of the most cutting-edge innovations that can be implemented in any classroom. Learners in the 21st century are already exposed to a variety of gadgets and technologies that are relevant to their lives as 21st century learners. Similarly, teachers must stay current on this demand to assist students in achieving excellence not only in the classroom but also in their daily lives.

Science is a complex and difficult subject as perceived by many learners. Its complexity causes the learners to experience difficulties in understanding its concepts that leads them in achieving less. However, the researcher believes that Science lessons can be delivered in a fun and interesting way to lessen the perceived complexity of the subject. It is observed by the researcher that a lack of interaction, motivation and innovation in the teaching-learning process may jeopardize students' progress in the subject, resulting in low academic performance, as evidenced by the quarterly assessment results.

The average assessment result of 60.89% was noted for the three consecutive quarter given by the Science teacher to the Grade 5 students of Wawa Elementary School for SY 2020-2021. This result is lower than the target mean-percentage score of 75. Some of the problems that can be linked to this are the lack of motivation and interest in the subject, low retention rate and poor engagement of the students. The researcher believes that an interactive, game-based learning approach for the learners can increase their engagement thus, help improve their academic performance in Science despite of being in distance learning due to COVID 19 Pandemic.

In the study conducted by McKay and Ravenna (2016) on "Nearpod and the Impact on Progress Monitoring" showed a significant difference in the participation and progress of learners who used Nearpod as compared to students who did not.

The use of technology has created a better impact and a better learning environment for the learners of the 21<sup>st</sup> century thus, to improve the academic performance of selected Grade 5 students in Science, the researcher will use Nearpod to create interactive learning resources and assessment that will be utilized to improve students' engagement and academic performance.

### STATEMENT OF THE PROBLEM

This research aimed to improve the academic performance of selected Grade 5 students in Science by using Nearpod at Wawa Elementary School from November 15 to January 14 of the school year 2021 – 2022.

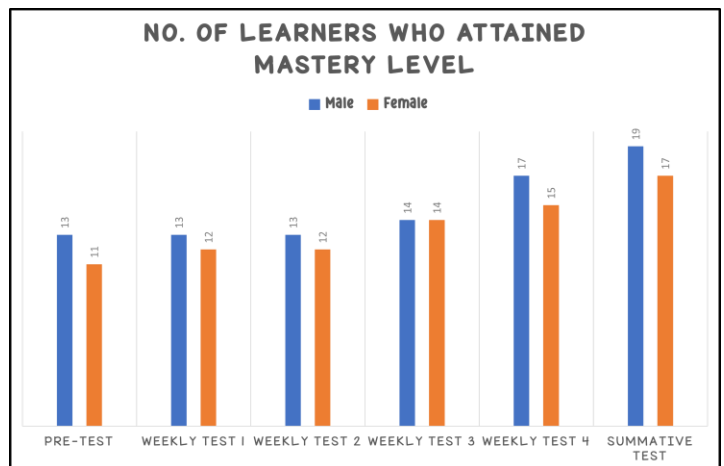
Specifically, this study sought to answer the following:

1. Is there a significant difference between the academic performance of Grade 5 students as indicated by the weekly test and summative test mean scores of the students taught using Nearpod: in addition to the interactive teaching approach?
2. How can the use of Nearpod will help improve students' engagement and academic performance of selected Grade 5 students in Science?

### METHODOLOGY

The methodology used in this research is the descriptive method wherein the record of the learner's data from the pre-test was compared after two (2) months of utilizing Nearpod in delivering interactive lesson and game-based activities to the selected learners of Grade 5. Records of participation on Nearpod was recorded and monitored, post-test was analyzed and compared from the previous test.

### RESULTS AND DISCUSSIONS



The table shows the number of selected learners who took the pre-test in Science. Out of 88 learners there are 38 learners who were not able to attain 75% mastery level. And based on the summative test/post-test given, there is a significant increase of 90% in the number of learners who have attained the mastery level.

### CONCLUSION

The use of an interactive game-based learning platform like Nearpod as part of the teaching and learning process was found effective in promoting students' engagement, thereby improving academic performance.

### RECOMMENDATIONS

- Teachers are encouraged to adapt the use of Nearpod in their class.
- The school should provide training and seminar-workshop that would enhance teachers' capacity in using variety of online and game-based resources to cope with the demands of the 21st century learners.
- The local government unit should also provide if possible, free, accessible and stable internet connection to every school in the division so that teachers and students can use it whenever needed specially when conducting assessments and activities that require internet connection.

### REFLECTION

The researcher realized that the use of online and game-based activities is a challenging task on the part of the teacher because it requires time and effort to prepare and upload activities in Nearpod, and to the part of the learners because most of them has limited access to variety of gadgets and internet as well, but the students' effort and positive reception towards the intervention made the study worthwhile. In addition, the intervention helped improved the students' confidence and enthusiasm in learning. As a commitment, the researcher will continue the use of Nearpod in the teaching and learning process.

### REFERENCE:

McKay L., & Ravenna G., (2016). Nearpod and the Impact on Progress Monitoring. Retrieved from: <https://news.nearpod.com/CCTE%20Nearpod%20Research.pdf>



