

Exploring Higher Education Students' Perspective of Using Padlet as a Tool for Developing Writing Skill

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ABSTRACT

This research aims to explore the use of Padlet to enhance writing skills among university students. To achieve this, the researchers used qualitative research involving questionnaires and interviews with 6th-semester English Education students at Universitas Tidar. For data analysis, the researchers briefly made interpretations and conclusions based on the answers from the questionnaire and interviews. The findings revealed that Padlet facilitates improved writing by enabling real-time feedback and peer interaction. Students reported better organization and creativity in their writing tasks. Students also found Padlet to be enjoyable to use, with many interactive features that enhance the writing experience. Despite some challenges with its basic writing format, Padlet proved effective for non-academic writing. However, its efficacy for academic writing requires further investigation.

KEYWORDS

Padlet
Writing Skill
Perception
Higher Education
Students

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1. Introduction

The world today has undergone significant changes, and technology has developed very rapidly. It is certainly utilized in the world of education to make learning more interactive and efficient. As stated by Haris et al. (2017), implementing tools and technology in learning is the right approach. One such piece of technology that has become increasingly popular in education is Padlet, a flexible web application that provides a platform for collaboration for both teachers and students. Padlet is a platform where students can collaborate and share their writing (Fuchs, 2014). With Padlet, users can work together on projects, exchange ideas, and present information in an engaging way using a virtual canvas. Numerous studies have emphasized Padlet's adaptability, both Fuchs (2014) and Fisher (2017) highlighting the platform's ability to manage a broad variety of material kinds, such as text, photographs, videos, and links. This encourages creativity and gives students the chance to experiment with various communication styles by giving them the opportunity to convey their thoughts in a variety of formats. To illustrate their comprehension of a subject, students can upload written assignments, multimedia presentations, or visual diagrams. This improves instruction while also giving teachers insightful knowledge on the learning preferences and cognitive processes of their students. As state by Fuchs (2014) that Padlet is a free digital whiteboard that can be used to increase participation and real-time classroom assessment. Additionally, Padlet promotes student collaboration by enabling them to participate in discussions, leave comments on each other's posts, and offer feedback. This cooperative element fosters a feeling of community among students and motivates them to take an active role in their education. Furthermore, students may immediately view modifications made by their classmates because to Padlet's real-time updating capability, which fosters collaboration and transparency by their perceptions.

Perception is an individual cognitive process in interpreting information obtained by the senses. According to Borger and Seaborne (1966), perception is when a person processes incoming sensory data in a certain way and arrives at a destination that will impress the people around him. Efron (1969) also said that man's main cognitive interface with the environment is through perception

(Delimasari et al., 2023). In other words, the process of interpreting or assigning meaning to data from stimuli is known as perception. The process of perceiving things, happenings, or connections between symptoms provides stimuli, which the brain processes. People must acknowledge that stimuli use the sense organ and perception stage in the perception process. According to Efron (1969), the precise form of perception has never been fully described or understood, therefore researchers studying disorders of cognitive function are never sure if a disconcerting effect on cognition is caused by a malfunction in a sensory, perceptual, or conceptual grasp.

Writing is a multifaceted system that extends past mere transcription of mind to paper. As highlighted via way of means of Ifanti (2016), it serves an important position in diverse factors of day-by-day life, starting from private correspondence consisting of utility letters and messages to the dissemination of study findings. Moreover, formal training locations a substantial emphasis on writing skills, spotting its pivotal position in fostering powerful conversation. In this context, the capacity to jot down nicely is not simplest a sensible ability but additionally a key thing of instructional and expert success.

According to Gautam (2019), writing is frequently credited as the foremost complex skill of language, typically maybe due to a few inborn challenges bound to be confronted by each amateur essayist. Indeed, the exceedingly proficient scholars might come over comparative complexities in their initial drafts. Central to the effectiveness of writing is its position as a medium for conveying, which means among writers and readers. For a conversation to be successful, the researchers have to make certain that their message is obvious and understandable to the meant audience. This necessitates now no longer a simple command of language but additionally an expertise of the audience's expectancies and know-how base. Thus, writing is not placing phrases on paper; it is miles approximately crafting a message that resonates with readers, conveying thoughts in a coherent and impactful manner.

Writing is one of the four English skills where students write down ideas or information on a particular topic in the form of text (Arochman et al., 2024; Haumahu et al., 2024). According to Nunan (2003), writing is characterized by the following contrasts: 1) It is a behavior that is both mental and physical; 2) Its goals are to draw attention and express themselves; and 3) It is both an action and a consequence. Writing serves as a communication tool between authors and readers; therefore, it must be comprehensible for readers to grasp the authors' intended meaning. Writing is an activity that takes time to be completed. Many problems can be found in writing. Heaton (1988) states that teaching writing is a challenging and complex task. Writing requires not only mastery of grammar and rhetoric but also conceptual elements and judgment. When writing, students usually have difficulty developing paragraphs. This can happen because students rarely read articles which results in their lack of knowledge related to the topic written. So, when writing, students write directly what they think at that moment without any reference from their prior knowledge. In addition, writing is the hardest language skill to master due to the lengthy process from brainstorming to finishing the result (Wardani, 2014). That includes how students produce a text with good structure, correct grammar and spelling, and, of course, cohesion between sentences and a coherent text. Writing demands certain abilities in order to make the text seem simple to read and comprehend. Yet, many students still need to write more coherently and need the right organization in the field of education. Wulandari (2018) states that students need help with English writing exercises, such as a lack of understanding of syntax and structure, making it challenging for them to use it in their writing. This problem has been found in the Essay Writing subject of 5th-semester students at Universitas Tidar. Younes and Albalawi (2015) believe the main flaws in English writing are grammar and organization. This suggests that more work needs to be done in educational environments to teach students how to write effectively.

Padlet is a flexible technological device that educators have extensively embraced to beautify coaching and getting-to-know writing skills. Padlet gives a user-pleasant interface that may be accessed through its reputable internet site or committed packages for each Android and iOS running system. This accessibility guarantees that instructors and college students can, without problems,

interact with the platform, irrespective of their tool preferences. Moreover, Padlet's capability extends past conventional writing exercises, taking into consideration interactive and collaborative sports that foster a dynamic getting-to-know environment.

Furthermore, Fuchs (2014) highlights Padlet's ability for real-time study room evaluation and multiplied pupil engagement. The platform's virtual whiteboard characteristic allows teachers to offer remarks on college students' written paintings instantly, selling a greater interactive remarks loop. Additionally, college students can actively take part by viewing and commenting on each other's contributions, growing a collaborative area for enhancing writing skills. This real-time interplay now no longer best complements the fine of college students' writing; however additionally promotes a deeper information of the writing manner through peer-to-peer getting to know.

By utilizing a collaborative platform like Padlet, students will be able to develop strong writing skills and consistently produce quality texts. Studies regularly shown that implementing Padlet in the classroom can greatly enhance students' writing abilities. Both Fadillah (2021) and Al-Fitrie et al. (2023) discovered that using Padlet had a beneficial influence on students' writing abilities and level of interest. Al-Fitrie et al. (2023) in particular highlighted the value of using digital teaching resources in conjunction with a collaborative learning strategy. According to Ardini and Marlinda (2023), who reports that most students had positive impressions of Padlet as a learning tool for creating report texts, these findings are further supported. Pinto (2023) emphasizes the value of Padlet in higher education, especially when it comes to fostering group projects that help students improve their academic writing abilities. According to Erito (2022), by sharing the connection that anyone invited may readily access, Padlet encourages students to explore their writing abilities. It engages learners, teachers, and guardians (Wahyuningsih et al., 2023). Besides that, students have the opportunity to explore their ideas and experiences in writing, as well as to learn from their classmates. Arouri et al. (2023) state that Padlet is easy to use and entertaining. One click adds posts, Drop or by copying and past allow you to add content, modifications are automatically stored, and sharing a link is as easy as pie to facilitate speedy teamwork. With Padlet, students can find strengths and shortcomings in their written work as well as new perspectives on different writing styles by exchanging ideas and critiques with one another. Both Teng et al. (2020) and Fadillah (2021) discovered that Padlet can improve essay writing instruction, with students expressing greater enthusiasm and improved abilities. Further evidence that collaborative writing on Padlet can result in considerable improvements in descriptive writing was provided by Defilippi et al. (2020). The advantages of Padlet were emphasized by Mariya and Haines (2023) at online writing retreats, where it promoted teamwork and the improvement of academic writing abilities. Students' general writing abilities and quality can be enhanced as a result. According to Algraini (2014), Many students found that using Padlet increased their metacognitive awareness of the English writing process. Students can polish their abilities to write well-structured essays with an interesting opening, a solid argument, and a compelling conclusion by participating in organized discussions and working together. This process not only enriches students' writing experience but also builds a learning community that focuses on growth and skill development.

Based on the problem above, the researchers are interested in investigating whether and how Padlet may be utilized as a learning tool to enhance writing skills. Then the researchers also want to examine the difference in the ability to write students before and after using Padlet. Below, the researchers write the research question as follows:

1. Can students' writing abilities be enhanced by using Padlet as a teaching tool?
2. How is Padlet used to improve students' writing skills?

2. Method

This study aimed to explore how higher education students perceive the use of Padlet as a tool for developing writing skills. Employing a qualitative research design, the study gathered non-standardized data, focusing on words and images rather than numerical statistics. This approach was chosen to capture the social and subjective meanings behind the students' experiences with Padlet.

As noted by Flick (1998), qualitative research emphasizes the social production of meaning, making it suitable for this investigation. Sandelowski (2000) further supports this method, highlighting that qualitative descriptive research seeks to provide comprehensive explanations in everyday language. Denzin (2001) also emphasizes that qualitative research generates detailed descriptions of respondents' ideas and experiences, enabling a deep understanding of their perspectives.

Participants in this study were sixth-semester students from the English Education Study Program at Universitas Tidar, who had experience using Padlet for writing practice. Data collection involved both questionnaires and interviews. According to Dörnyei (2007), these are common tools in qualitative research, providing reliable and meaningful data when designed and implemented properly. The questionnaire consisted of open-ended questions distributed via Google Forms, while interviews were conducted directly and via WhatsApp voice notes. These methods allowed the researchers to gather both broad and in-depth data on students' opinions and experiences with Padlet.

Data analysis began by categorizing respondents based on their frequency of Padlet use, dividing them into groups such as 'often', 'sometimes', 'rarely', and 'never', and representing this data using pie charts. This initial categorization helped in making preliminary interpretations and conclusions from the questionnaire responses. For the interviews, the researchers recorded and transcribed the responses, whether obtained directly or via Microsoft Word through WhatsApp. These transcriptions were then analyzed to extract detailed insights and draw conclusions about the students' views on Padlet as a writing development tool. The combination of questionnaires and interviews provided a comprehensive understanding of the student's experiences, ensuring the research captured the full scope of their perspectives.

3. Results and Discussion

3.1. Results

In this section, the researchers categorize 30 respondents based on their frequency of using Padlet, which consists of often, sometimes, rarely, and never. In the grouping of respondents, the researchers present it in the form of a pie chart to make it easier for readers to understand. Research shows that while the bar chart functions better for comparisons, the pie chart functions well for showing proportions (David, 1996).

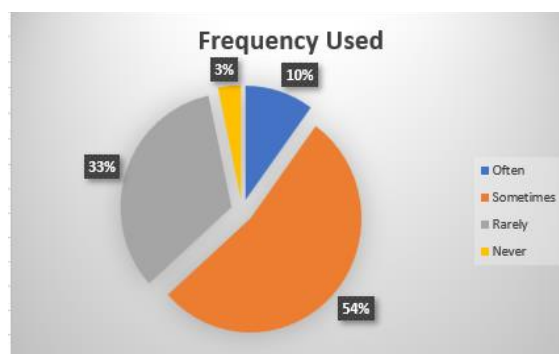


Fig. 1. Frequency Used Padlet

Based on the pie chart in Fig. 1, 10% of the 30 respondents often use Padlet. Padlet has various features, can be used to do various tasks by students, and is also easy to share. This is the reason for them to use the Padlet frequently. Then, as many as 33% of 30 respondents said that they sometimes use Padlet. They only use Padlet to do assignments given by lecturers.

On the other hand, 54% of the 30 respondents said they rarely used the Padlet. This is because they rarely get assignments that require using the Padlet. Meanwhile, 3% of the 30 respondents said they never used a Padlet. Furthermore, the researchers present the answers that have been obtained

from questionnaires and interviews, each of which totals 5. The researchers choose several answers from respondents who say that using Padlet can improve writing skills

Table 1. Question for Questionnaire

No.	Questions
1.	What is the frequency with which you use Padlet as a writing tool for your college coursework?
2.	What specific features or functionalities of Padlet do you find most beneficial for improving your writing abilities?
3.	To what extent do you believe Padlet has positively impacted your writing proficiency compared to traditional methods of instruction?
4.	When it comes to helping you develop your writing, how user-friendly do you think Padlet is in comparison to other digital tools or platforms?
5.	Have you encountered any challenges or limitations when using Padlet for writing skill enhancement? If so, please elaborate.

Based on table 1, the first question addresses the frequency with which respondents use Padlet. In this regard, the respondents have explained their answers below.

"A lot"

"Very often"

"Often"

Based on the answers from the respondents above, they said they often use Padlet.

The second question is, what specific features or functionalities of Padlet do you find most beneficial for improving your writing abilities?

"The interface was colorful."

"It can provide many kinds of students' worksheets."

"Easy to share."

Based on the answers above, they use Padlet because the media has various features, such as uploading writings, images, and videos, so that it can be used to do various tasks. Padlet is also easy to share, so it is easy for students to give each other feedback on their writing.

The third question is about to what extent you believe Padlet has positively impacted your writing proficiency compared to traditional methods of instruction.

"Motivate me to study more."

"Padlet can be accessed everywhere by any kind of device, which is significantly more efficient."

"Enhance collaboration"

Based on the answers above, respondents said that Padlet can motivate them to learn more. Then, the Padlet is very easy to access anywhere by all types of devices, such as cellphones and laptops, which can make the Padlet a medium to enhance collaboration.

The fourth question, in comparison to other digital tools or platforms, how easy do you think Padlet is to use to support your writing development?

"The features in Padlet were suitable to improve writing skill."

"One of the reasons is that Padlet does not ask for many requirements to join as a content creator."

"Simple interface"

Based on the answers above, Padlet has features that are suitable for improving writing skills because Padlet can be accessed by all students so that other students can give each other feedback to make their writing better. Then, Padlet is easy to use because you only need to log in with your email, and the features are very simple.

Question five: Have you encountered any challenges or limitations when using Padlet for writing skill enhancement? If so, please elaborate.

"Some device may be not support to use Padlet. Sometime I try to give comment on Padlet, but once I click enter button the text was send but actually, I haven't done write my message."

"Padlet does not give the opportunity for students to edit the comment as a group which every member can edit it together."

"Padlet has basic text formatting options. It can be tricky to organize a lot of content. Tracking changes isn't as easy as in some other tools. Ensure privacy settings are set correctly, especially for student data. Occasionally, there may be technical issues like glitches or compatibility problems."

Based on the answer above, it is not easy to create a new paragraph in Padlet because the enter button cannot be used. Besides, the writing format in Padlet still needs to be revised skills.

Table 2. Question for Questionnaire

No.	Questions
1.	Can you describe your experience using Padlet to develop your writing skills?
2.	In what specific ways has Padlet helped you improve your writing skills?
3.	Have you noticed any differences in your writing before and after using the Padlet? If so, can you describe these differences?
4.	Do you think Padlet has made writing more engaging or enjoyable for you? If yes, how?
5.	Overall, how would you rate the effectiveness of Padlet for enhancing your writing skills?

Based on table 2, the first question addresses the experience of respondents after using Padlet. In this regard, the respondents have explained their answers below.

"I usually use Padlet to boost and supporting my teaching method, but I also using Padlet to write my daily routine, to do list, and also something that is useless (actually), i think from that my writing skill is actually improving (without my realization)."

"My experience using Padlet for developing my writing skills has been quite positive. Padlet's interactive and collaborative platform allows me to organize my thoughts, share ideas, and receive feedback from peers and instructors. The ability to visually map out my writing projects has been particularly useful in planning and structuring my essays and stories."

"As a student, I use a Padlet quite often in the classes I take. Using Padlet in class really improves your writing skills. Apart from being an innovative medium, Padlet also helps me write in a more creative and fun way."

"Padlet is really good for a collaboration writing activity while enhancing my writing skill."

"I usually use the Padlet when there is an order to practice writing or analyzing a reading text in class. I usually create something in the Padlet either individually or with group members."

Based on the answers above, respondents said that pallets are used to write daily routines and to-do lists. Respondents also said that pallets allow them to organize their thoughts, share ideas, and receive feedback. With Padlet, they can write more creatively because it allows them to receive feedback.

The second question is about in what specific ways Padlet has helped you improve your writing skills.

"It's more into the platform that is make me easier to access, so because the platform is easy to access and also the feature is easy to understand i usually use Padlet to write something. Means that because the platform is easy to access --> makes me easier to use the platform --- > I write something there (it's more into the platform is easy to use that make me loves/likes to write something there."

"- Collaboration: Padlet's collaborative features enable me to work with others in real-time, offering and receiving constructive feedback that has sharpened my editing and revising skills.

- Organization: The ability to create boards, columns, and sections helps me to outline my work clearly and stay organized, which is crucial for complex writing projects.

- Resource Integration: Embedding multimedia resources directly into Padlet allows me to reference research materials easily and enrich my content with various media forms."

"In particular, Padlet helped me improve my ability to write spontaneously during class."

"It allows for an activity where a group of people do write activity and do a discussion while enhancing the skills of each member."

"Certainly, because the Padlet is easily accessible and can take notes with many features, especially scribbles and drawings, it makes it easier for me to write."

Respondents said that Padlet is easy to access and its features are easy to understand. Padlet makes it possible to work together because, with Padlet, respondents can receive and give feedback on other students' writing. The Padlet feature that allows students to upload video images and links make the Padlet very complete.

The third question is about Have you noticed any differences in your writing before and after using the Padlet. If so, can you describe these differences?

"Actually, no, because I write something simple like I mentioned before, such as to do list, daily routine, etc., that doesn't assist me in enhancing my writing abilities. It is more like I like to write something in Padlet, not to improve my writing skills. Without my realization, my writing skills are improving, but I do not know why and how.

"Before using Padlet, my writing process was more fragmented and less organized. I often struggled with structuring my ideas coherently. After using Padlet, my writing has become more structured and cohesive. The visual layout helps me see the overall structure of my work, ensuring each section flows logically into the next. Additionally, the feedback from peers on Padlet has made my writing more concise and focused."

"One of the differences that I felt when writing before and after using Padlet was the ease of access and creativity."

"I am able to write while discussing what is being written with the other members."

"There is no significant difference actually."

Respondents said that their writing was less organized before using Padlet, but after using Padlet, their writing became more organized and cohesive. This was due to the feedback given by other students on the Padlet, given that all students could access the pallet. However, respondents also said that their writing skills had improved. They did not realize it.

The fourth question is about Do you think Padlet has made writing more engaging or enjoyable for you? If yes, how?

"Yes, it is because of the feature that is available in the platform. There are so many templates that are easy to use, just click what template you are going to use and viola is ready to be used. So that brave to call that Padlet is quite enjoyable."

"Yes, Padlet has made writing more engaging and enjoyable for me. The interactive nature of the platform and the ability to see others' contributions in real-time adds a social element to writing that I enjoy. It turns writing from a solitary activity into a more communal and dynamic experience. The visual and interactive tools on Padlet make brainstorming and drafting more fun and less daunting."

"Yes, I do. Writing on Padlet is very easy because of the ease of access, apart from that, writing on Padlet also feels fun with the various features there."

"In my opinion, Padlet is just like any other writing platform that allows for collaboration, similarly like google docs."

"It depends on the type of writing, if it is related to academic writing, I don't find it fun to use. But if it's for writing like genre-based writing it's still quite fun."

Respondents said Padlet is very fun because many features can be used. Respondents also said that using Padlet made their writing more interactive. Other respondents said writing in a Padlet was very enjoyable because of its ease of access. However, respondents also said that Padlet was inappropriate for academic writing.

The fifth question is, Overall, how would you rate the effectiveness of Padlet in enhancing your writing skills?

"I would like to say, 6? Maybe. Thanks for the amazing feature, but that does not really boost and improve my writing skills."

Padlet is highly effective for enhancing writing skills. On a scale of 1 to 10, I would give it an 8 or 9. It has significantly improved my ability to organize, collaborate, and refine my writing. The only limitation is that it relies on internet connectivity, which can be a constraint. Nonetheless, the benefits in terms of organization, feedback, and engagement far outweigh this drawback."

"If I could give a rating to Padlet, then I would happily give it a score of 8 out of 10, which is quite good. The rating is based on ease of access, various interesting features, and comfortable feel while write using Padlet."

"Padlet is quite effective to enhance writing skills because it allows for people to collaborate with each other for their writing."

"Padlet is a useful and effective tool but it does not mean that it can improve my writing skills and quality. It is effective if it is used to take notes on non-academic texts."

Respondents said that Padlet is very effective for improving their writing skills, as it allows students to give feedback to each other. Respondents also said Padlet is very easy to access and also has diverse and interesting features. However, respondents also said that Padlet is effective if used for writing non-academic writing.

skills.

3.2. Discussion

Based on the findings, students find Padlet to be a valuable tool for improving their writing skills due to its various features and ease of use. Their appealing highlights are able to capture students' consideration into utilizing Padlet for learning purposes (Anwar et al., 2019). The ability to upload writings, images, and videos allows for diverse tasks. It facilitates easy sharing of feedback. According to Rashid et al. (2019), Padlet's functionality is similar to that of sticky notes. But the ideas and responses show up on the application's internal divider. Within this "wall," users can upload text, images, videos, links, and other relevant content that can be viewed by anybody with access to the connect or address to a Padlet divider. Respondents also noted that Padlet can motivate them to learn more, and its accessibility across different devices enhances collaboration among students.

The findings also suggest that Padlet has features suitable for improving writing skills, as it allows students to give each other feedback to enhance their writing. Research regularly demonstrate

that Padlet is a useful tool for enhancing writing abilities, especially when used in with peer feedback and collaborative writing (Fadillah, 2021; Defilippi et al., 2020; Mariya & Haines, 2023; Manipatruni et al., 2024). Most participants believed that utilizing Padlet facilitated their ability to assess their students' writing development and offer constructive criticism on their works (Deni & Zainal, 2018; Wulandari 2018). Despite its effectiveness, some respondents found it difficult to create a new paragraph in Padlet and felt that its writing format needed to be revised. Respondents reported using Padlet to write daily routines to-do lists, organize thoughts, share ideas, and receive feedback. They found that Padlet helped them write more creatively and that their writing became more organized and cohesive after using it. However, some respondents expressed uncertainty about whether their writing skills had improved, indicating a potential need for more awareness of their progress.

Overall, respondents found Padlet to be enjoyable to use, with many interactive features that enhance the writing experience. Ardini and Marlinda (2023) discovered that students saw it as a more engaging and interesting writing tool, while Meletiadou (2021) revealed that Padlet considerably increased writing performance and motivation. Additionally, Fadillah (2021) emphasized how Padlet's features and instant feedback had improved students writing abilities and attracted their interest. According to Jong and Tan (2021), Students felt comfortable and able to take advantage of the writing evaluation process as a result. The students of the respondents were excessively driven and had a good time using Padlet for assessment. When Padlet was included into classroom instruction, it created a safe space for a variety of assignments (Anwar et al., 2019; Taufikurohman 2018). The incorporation of technology tools, like Padlet, improved students' attitudes about preparing for language acquisition. While Padlet was considered effective for improving writing skills, especially for non-academic writing, some respondents felt that it needed to be more suitable for academic writing.

In conclusion, Padlet appears to be an effective tool for improving writing skills, particularly for non-academic writing, due to its various features and ease of use. However, its effectiveness for academic writing may be limited, and some users may need to be made aware of the extent of their writing skill improvement when using Padlet

4. Conclusion

Based on the findings from the discussions, Padlet may be an important tool for improving students' writing skills, especially in non-academic writing. The platform's flexibility, which permits the uploading of different sorts of media and encourages simple sharing and criticism, allows students to give each other feedback and makes it a conducive environment for collaborative learning. Students appreciate its openness over distinctive gadgets and its differing highlights, which persuade them to lock in more effectively in their writing tasks. Padlet's intuitive and pleasant highlights contribute to its perceived adequacy, helping students organize their considerations better and create more inventive and cohesive writing. However, a few challenges were noted, such as challenges in organizing unused sections and the platform's fundamental writing. Despite these issues, many students detailed advancements in their writing organization and imagination.

Whereas Padlet is exceedingly respected for non-academic writing, there needs to be more stability in its reasonableness for academic writing. Some students are still determining whether their academic writing skills have made strides, highlighting a potential gap in their awareness of their progress. Overall, Because of Padlet's many capabilities, usability, and capacity to encourage collaboration and feedback, it can be utilized as a learning tool to help students' writing skills . That is as reason why students believe it can help them become better writers. Additionally, Padlet can be used to enhance writing skills through tasks including sharing ideas, organizing thoughts, and recording daily routines.

In conclusion, Padlet stands out as a compelling instrument for progressing writing skills, especially for non-academic purposes. Its collaborative highlights, ease of getting to, and capacity to consolidate various media sorts make it an engaging stage for students. Its viability for academic

writing remains less clear, recommending the require for advanced investigation and conceivably the improvement of more progressed composing highlights to better support academic writing tasks.

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