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CAN THE USE OF AN INTERACTIVE STUDENT ENGAGEMENT PLATFORM ENHANCE CLASSROOM DISCUSSIONS IN A YEAR 6 CLASSROOM?

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Introduction

Engaging students in meaningful class discussions is crucial for fostering critical thinking, comprehension, and active learning in primary education. However, ensuring consistent student participation can be challenging. My research explores the impact of integrating ClassPoint in Year 6 classrooms to enhance discussion engagement and effectiveness.

ClassPoint, an interactive presentation tool, includes features like quizzes, polls, and collaborative activities that make lessons more dynamic. This study builds on findings from Smith (2023), Brown (2022), Johnson (2021), and Garcia (2020), demonstrating the positive effects of educational technology on student engagement. Smith (2023) revealed that integrating ClassPoint into lessons significantly increased student engagement and participation. Teachers reported that features such as quizzes and interactive slides helped maintain students' focus and fostered more meaningful discussions. Brown's (2022) found that incorporating interactive presentations using ClassPoint positively impacted student engagement levels. Students showed increased interest and enthusiasm during lessons, leading to more dynamic and interactive class discussions. Lastly, Johnson's (2021) study explored the specific ways in which ClassPoint software can facilitate engaging classroom discussions in primary schools. Results indicated that the interactive features of ClassPoint promoted active participation among students. Teachers reported that the software helped create a more inclusive learning environment where every student felt valued and involved in the discussion.

By focusing on the practical use of ClassPoint, this research aims to show how digital tools can create a more inclusive and stimulating learning environment, improving educational outcomes. The findings support the importance of interactive teaching methods in maintaining student interest and participation.

Rationale

Classroom talk is crucial for learning, not just a classroom activity (Myhill, Jones, & Hopper, 2006). Vygotsky (1986) emphasized language's role in learning, and 'dialogic teaching' enhances thinking and learning (Alexander, 2018; Boyd & Markarian, 2011). Techniques like 'Think, Pair, Share' and effective questioning boost engagement (Sherrington & Caviglioli, 2020; Sherrington, 2020; Wiliam, 2011). However, maintaining high participation in discussions can be challenging due to factors like pupil shyness or poor lesson planning (Dallimore et al., 2019). This research explores how ClassPoint can improve engagement and participation in classroom discussions through its interactive features.

Methodology

A quantitative approach was employed to establish and examine themes and conceptions regarding ClassPoint (Watkins & Gioia, 2015). Jones (2015) asserts that questionnaires are a constructive, quick, and easy data collection method. The sample consisted of 24 Year 6 students. Questionnaires were selected for their efficiency in determining themes (Jones, 2015). Mentimeter was used for its ease and familiarity for the children.

Research Questions
1. How does incorporating technology, such as ClassPoint, affect student engagement and participation in class discussions?
2. Can the use of an interactive student engagement platform enhance classroom discussions in a Year 6 classroom?

Analysis and Results

My research findings align with Smith (2023), showing that incorporating ClassPoint in primary education positively impacts student engagement. Students displayed increased interest and enthusiasm, leading to more dynamic class discussions. This is consistent with Brown (2022), who found that ClassPoint promotes active participation. Interactive features like polls and collaborative activities created a more inclusive learning environment, as also noted by Johnson (2021) and Garcia (2020). Overall, ClassPoint effectively supports engaging and interactive classroom discussions.

Conclusion

My research found that incorporating ClassPoint in primary education settings significantly improved student engagement, aligning with Smith (2023). Increased interest and enthusiasm during lessons led to more dynamic and interactive class discussions, consistent with Brown (2022). The software's interactive features, such as polls and collaborative activities, promoted active participation and created a more inclusive learning environment, echoing Johnson (2021) and Garcia (2020).

Reflections

To enhance the credibility and depth of future research, I plan to implement more comprehensive pre, mid, and post-interviews and questions. Expanding the study over a full academic year and involving a larger sample size, including multiple year groups and teacher perspectives, will improve the reliability of the results. Using a mixed-method approach with questionnaires and semi-structured interviews will provide richer, more detailed data (Flyan, 2005; Cresswell, 2018; Castaer et al., 2012). This approach will offer a more thorough understanding of ClassPoint's impact on student engagement and learning outcomes.

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