International Journal of Contemporary Approaches in Education (IJCAE) 2024
Volume 3 (2) Page 56 - 80
https://doi.org/10.29329/ijcae.2024.1100.1
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The Role of Web 2.0 Based Presentation Tools in Education: Trends in the Literature and Future Perspectives

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Abstract

This study aims to analyze the use of Web 2.0 based presentation tools in education and identify research gaps in the field. The research employed qualitative methods, specifically document analysis and descriptive analysis. Articles published between 2010 and 2024 that include keywords such as "Canva in education, Prezi in education, Genially in education, Powtoon in education, Padlet in education and Nearpod in education" in their titles or abstracts were retrieved from Google Scholar in Turkish and English. A total of 54 articles from 17 different countries focusing on education were reviewed. The findings reveal that tools like Canva' Padlet and Presi gained prominence, particularly after the year of 2022. Canva's peak in article frequency in 2024 highlights the growing importance of visual content and creative materials in the field of education. Studies emphasize the effectiveness of these tools in enhancing student engagement and collaboration. Country-specific analyses indicate that Indonesia leads in research on digital tools, while Türkiye has relatively limited academic studies in this domain. Methodogical analyses reveal a preference for qualitative methods in studies on tools like Canva and Prezi, whereas quantitative methods are more frequently employed for tools like Powtoon. Mixed methods are predominantly used for tools like Nearpod and Genially. The study concludes that Web 2.0 tools support learner- centered approaches in teaching processes and allow for the personalization of learning materials. However, technological infrastructure deficencies and disparities in digital literacy remain significant barriers to their effective implementation.

Keywords: Technology Use in Education, Web 2.0 Presentation Tools.

Received: 24.11.2024 – **Accepted:** 22.12.2024 – **Published:** 30.12.2024

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INTRODUCTION

In today's technological landscape, Web 2.0 tools serve not only to facilitate the transfer of knowledge but also to make lessons more interactive and engaging, to capture students' attention, to promote active participation during the learning process, and to ensure lasting learning outcomes. In this context, Web 2.0 based presentation tools emerge as significant educational technologies that enhance lessons by making them more visual, interactive, and learner-centered. Tools like Canva, Prezi, Genially, Powtoon, Padlet and Nearpod not only enable educators to present content more appealingly but also enrich learning environments, fostering students' creative thinking and problem-solving skills (Yılmaz & Çetin, 2020; Güner & Aydoğdu, 2020).

Research in the literature shows that in mathematics education, Web 2.0 tools help students share their ideas, collaborate and develop positive attitudes towards the subject (Aydoğdu İskenderoğlu & Erol, 2024). Science teachers reported that students' interest and motivation increased when using tools such as Canva, Kahoot and Padlet (Kuş Gürbey & Büyük, 2024). It is emphasised that online learning enriched with Web 2.0 tools significantly improves students‘ metacognitive and creative thinking skills (Gündüzalp, 2021) and increases students' technological literacy (Çelebi & Satirli, 2021).

The rapid development of Web 2.0 technologies expands the usage areas of these tools day by day. The main reasons for this widespread use are that Web 2.0 tools provide a strong interaction between users, facilitate access to information and increase communication between users and web applications. In addition, the fact that these tools make online interactions more practical and accessible is also an important factor (Deperlioğlu & Köse, 2010). The use of Web 2.0 tools in the field of education offers both students and teachers the support they need thanks to the flexibility and convenience they provide. In today's learning processes, students are expected to contribute to the content as active users. In this direction, Web 2.0 tools provide students with important opportunities such as content creation, editing, moderation and socialisation. Therefore, these tools are among the innovative technologies that support the transformation in education (Elmas & Geban, 2012).

For prospective teachers and educators commited to continous improvement, adopting and regularly using such applications has utmost importance. Within the vast array of these tools, educators need the ability to discern those that will maximize the quality of their teaching. These skills are increasingly important in today's educational context. However, the pedagogical implications of these tools and their application in teaching processes have not been fully explored. For example, Yıldırım and Koç (2021) emphasize the effectiveness of Web 2.0 tools in attracting students' attention and fostering interactive lessons, yet they provide limited insights into the contexts and methods for their optimal use. Similarly, Acar and Kaya (2019) highlight the prominence of tools

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like Prezi and Canva in visually-oriented learning processes but do not delve deeply into how educators evaluate these tools or integrate them into educational settings.

Amidst this diversity of educational technologies, it is essential to develop the ability of teachers and teacher candidates to select and effectively use the right tools. This need is critical for enhancing the quality of education and supporting students' motivation and success. However, a review of the literature reveals a limited number of document analysis studies focusing on Web 2.0 based presentation tools and insufficient examination of their positioning in educational enviroments globally. For instance, Demir and Özkan (2021) highlight the role of collaborative platforms such as Google Slides in supporting group work skills but call for a more comprehensive pedagogical analysis of such tools.

This study aims to analyze studies on the use of Web 2.0 based presentation tools in education, identifying gaps in the field. Focusing on tools such as Canva, Prezi, Genially, Powtoon, Padlet and Nearpod, the articles were examined and categorized in terms of their publication years, countries of origin, research methods preferred, and findings obtained. The study's results aim to contribute to the literature by providing recommendations for more conscious and effective use of these tools in educational environments.

METHODOLOGY

This research employed qualitative research methods, specifically document analysis and descriptive analysis. Document analysis involves the systematic examination of written materials to gather information on a specific topic or issue (Sak et al., 2021). Descriptive analysis, on the other hand, is used to obtain summarized and systematic information about phenomena or events (Büyüköztürk et al., 2008). The articles analyzed in this study were accessed through Google Scholar. A detailed search was conducted for articles published between the years of 2010 and 2024 in Turkish and English that included keywords such as "Canva in education", "Prezi in education", "Genially in education", "Powtoon in education", "Padlet in education" and "Nearpod in education" in their titles or abstracts. From the search results, a total of 54 articles from 17 countries focusing on education were selected for analysis.

The data collected were organized under specific headings using web presentation tools article analysis forms creates by the researchers. The data were categorized based on the year of publication, the countries where the studies were conducted, the research methods used, and the findings reported in the articles. The study first presented the data using document analysis, followed by the interpretation of the findings through descriptive analysis. The data were tabulated in terms of frequency (f) and percentages (%), and some were visualized through graphs.

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Validity and Reliability of the Research

To ensure the validity and reliability of the study, the following measures were taken:

Internal Validity: The content of the articles analyzed was carefully reviewed to ensure alignment with the research question and purpose, and the articles were selected accordingly.

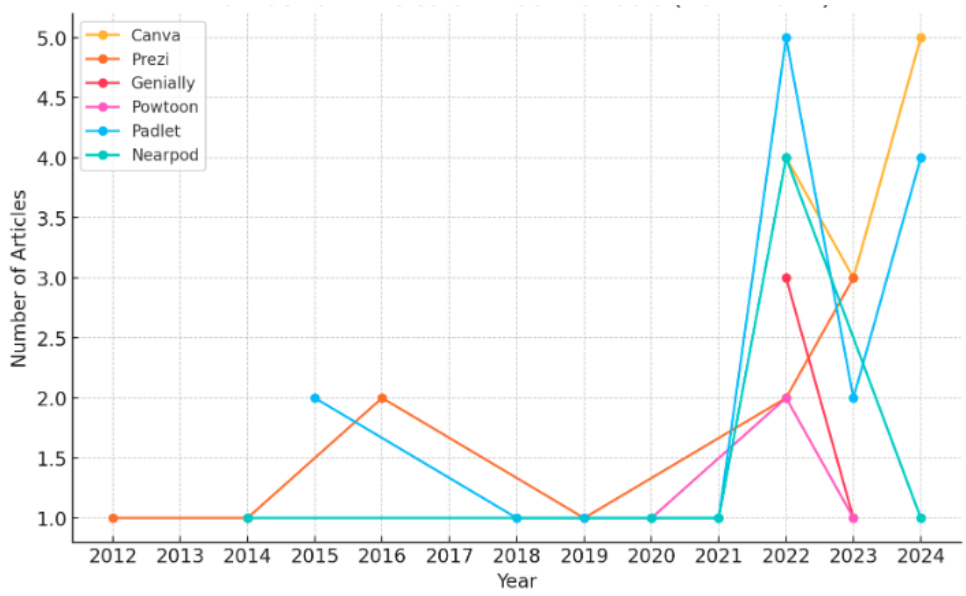
External Validity: Studies from different countries were included to represent a wide spectrum of perspectives.

Content Validity: The articles examined were evaluated for their comprehensiveness and adequacy in addressing the topic.

Reliability: To maintain consistency in data coding, the articles were systematically analyzed, and the coding was cross verified by to researchers. Coding keys and categories were clearly defined, and the studies were restricted to those published between 2010-2024 to ensure temporal consistency. Searches include terms such as Canva in education", "Prezi in education", "Genially in education", "Powtoon in education", "Padlet in education" and "Nearpod in education." A checklist was used during document analysis to specify the criteria for selecting, coding, and analyzing the data.

FINDINGS

Findings Related to the Distribution of Articles by Year of Publication



Graph 1. Distribution of Articles by Year of Publication

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Graph 1 reflects the number of articles published for esch tool between 2010 and 2024. Articles from 2010 and 2011 were excluded as no relevant studies were found related to these years. The findings for each tool are summarized below:

Canva Canva has become on of the most extensively researched tools, particularly between 2022 and 2024. Its peak in 2024 indicates a growing preferance for Canva in educational settings. This trend could be attributed to Canva's ease of creating visual content and presentations, which enhances its impact in education.

Prezi Prezi exhibited fluctuations in the number of articles over the years. While a few articles were published in earlier years such as 2012, 2014 and 2016, there was a resurgence in 2022 and 2023. This suggests that while Prezi was initially popular, its usage decreased over time before regaining attention, highlighting renewed interest in its educational applications.

Genially Genially gained recognition, particularly in 2022, with another article published in 2023. While not as widely used as other tools, this indicates a growing awareness of Genially as a newer Web 2.0 tool in education.

Powtoon Powtoon experienced a modest start in 2020, but there was an increase in articles in 2022 and 2023. This growth may be due to the increasing use of animated videos and presentations in educational contexts.

Padlet Padlet has consistently been a popular tool, with a significant increase in 2022. Its usage has continued through 2024, reflecting its popularity as an interactive and collaborative tool in education.

Nearpod Nearpod, has maintained steady academic interest since 2014, with heightened attention in 2022 and 2024. This reflects Nearpod's utility as a tool for creating interactive lesson content and virtual classroom environments.

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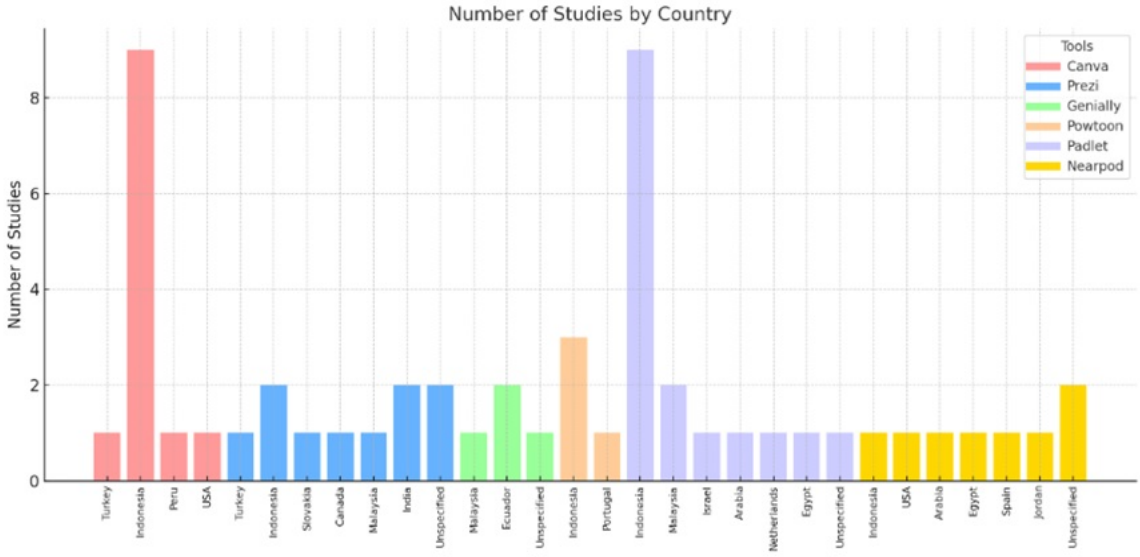
Overall, the findings suggest an increasing interest in digital tools in education over time. Tools such as Canva, Padlet, and Prezi have seen significant growth in recent years, emphasizing the need for visual content creation, collaboration, and interactive learning experiences in education.

Findings Related to the Distribution of Articles by Country



Graph 2. Distribution of Articles by Country

Canva Indonesia stands out as the leading country producing the most articles about Canva. This suggests significant interest in integrating digital tools in Indonesian education. Other countries such as Türkiye, Peru and the USA also contribute, although to a lesser extent, indicating Canva's global relevance.

Prezi Indonesia and India are the top contributors to research on Prezi. This indicates that these countries view Prezi as an important educational tool. Other countries such as Türkiye, Slovakia, Canada, and Malaysia also demonstrate interest in Prezi, reflecting its global applicability.

Genially Ecuador and Malaysia are the main contributors to research on Genially. The limited number of studies highlights Genially's relatively new status compared to other tools.

Powtoon Indonesia again leads in research on Powtoon, reflecting the country's interest in animation based educational tools. Portugal has also contributed to Powtoon research,

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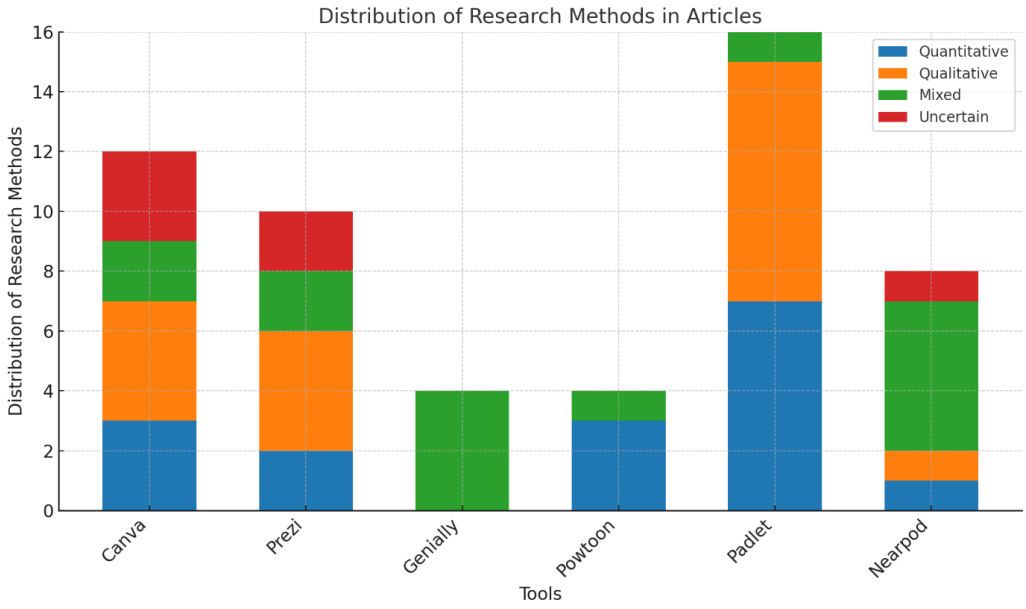
albeit minimally.

Padlet Indonesia is again the leading contributor, followed by countries like Malaysia, Israel, Saudi Arabia, the Netherlands, and Egypt. This indicates Padlet's widespread adoption as an interactive learning tool accross diverse educational systems.

Nearpod Apart from Indonesia, countries such as the USA, Saudi Arabia, Egypt, Spain and Jordan have contributed research on Nearpod. Some articles also fall under "Unspecified", indicating multi-national

Indonesia emerges as the leading country in Web 2.0 educational tools research, reflecting a strong focus on digital tools for teaching and learning. Countries like Malaysia and India also show a growing interest, while Turkey lags behind in terms of academic contributions. This suggests that while digital tools are gaining traction in Turkish education, more academic research is needed to match global trends.

Findings Related to the Research Methods Used in Articles



Graph 3. Distribution of Research Methods Used in Articles

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Canva Studies on Canva predominantly employed qualitative methods (4). This suggests s focus on understanding how users interact with Canva in educational settings and their experiences. Mixed methods (2) were used to measure both the impacts of Canva and collect user feedback, demonstrating its suitability for diverse educational analyses. However, the high number of articles with unspecified (3) methods indicates a lack of detailed reporting in some studies.

Prezi Research on Prezi also heavily relied on qualitative methods (4), reflecting an interest in exploring user experiences and innovative presentation styles. Quantitative methods (2) were less common, indicating a need for more studies assessing Prezi's measurable impacts on educational outcomes. Mixed methods (2) were used to provide a more comprehensive evaluation of the tool.

Genially All studies on Genially utilized mixed methods (4). This shows a balanced approach to examining its effects on both educational outcomes and user experiences, highlighting its multi-dimensional potential in education.

Powtoon Research on Powtoon focused more on quantitative methods (3)', indicating a preference for studying its measurable impacts, such as improvements in student performance. The limited use of mixed methods (1) suggest that research on Powtoon may benefit from a broader analytical perspective.

Padlet Research on Padlet demonstrated a balanced distribution between qualitative (8) and quantitative (7) methods. The qualitative studies focused on understanding collaborative learning experiences, while quantitative methods measured the tool's effectiveness. However, the low number of mixed method studies (1) indicates a potential for more comprehensive research approaches.

Nearpod Nearpod studies were primarily conducted using mixed methods (5), reflecting the tool's ability to facilitate both performance-based analyses and user feedback. The minimal use of qualitative (1) and quantitative methods suggest that Nearpod studies often integrate various perspectives for a holistic analysis.

Quantitative methods were more frequently used in studies on Powtoon, Padlet, and Canva, focusing on measurable educational outcomes. In contrast, qualitative methods dominated studies on

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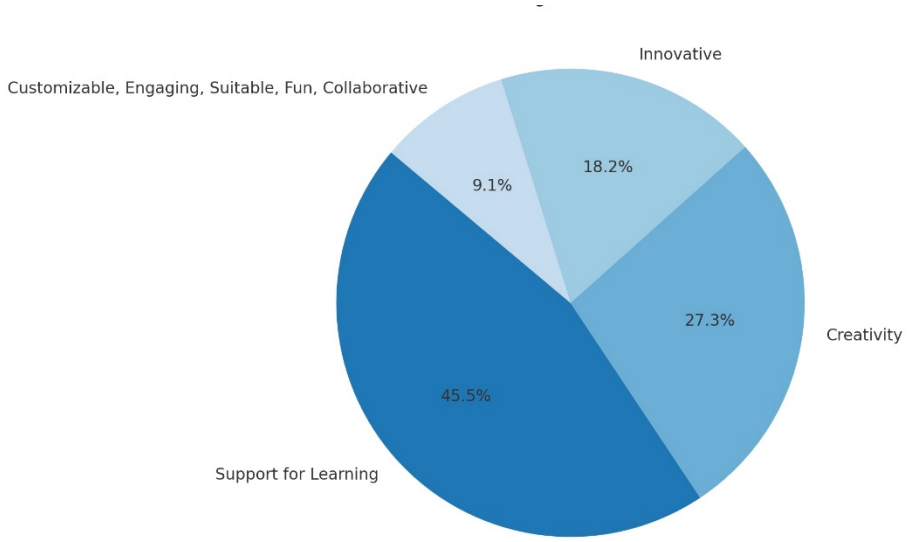
Prezi, Padlet, and Canva, emphasizing user experiences and teaching interactions. Mixed methods were predominantly used for Nearpod and Genially, reflecting their flexibility in addressing diverse research needs.

Overall, the selection of research methods aligns with the specific features and educational applications of each tool. For instance, Genially and Nearpod allow for multi-dimensional analyses, while Canva and Prezi attract more qualitative investigations focused on user-centered approaches.

Findings Related to Key Outcomes of the Articles



Graph 4. Findings Regarding Canva Main Results of the Articles

Research on Canva has predominantly highlighted its potential to support learning, suggesting a general consensus regarding its functionality in educational contexts. The platform's ease of use and flexibility in creating visual materials are frequently emphasized in studies as key factors that enrich and enhance learning processes. Researchers have found that Canva fosters students' engagement in creative processes, making learning materials more meaningful. This finding indicates that Canva is particularly valued in educational settings where visual learning plays a significant role.

Another notable finding is Canva's contribution to creativity and its innovative approach to education. Researchers emphasize that the platform's novel perspective on preparing educational materials encourages creativity among both teachers and students. These findings position Canva not only as a design tool but also as a platform that enhances creativity in education. Specifically, it is recognized as a resource that supports students in producing original content while simultaneously

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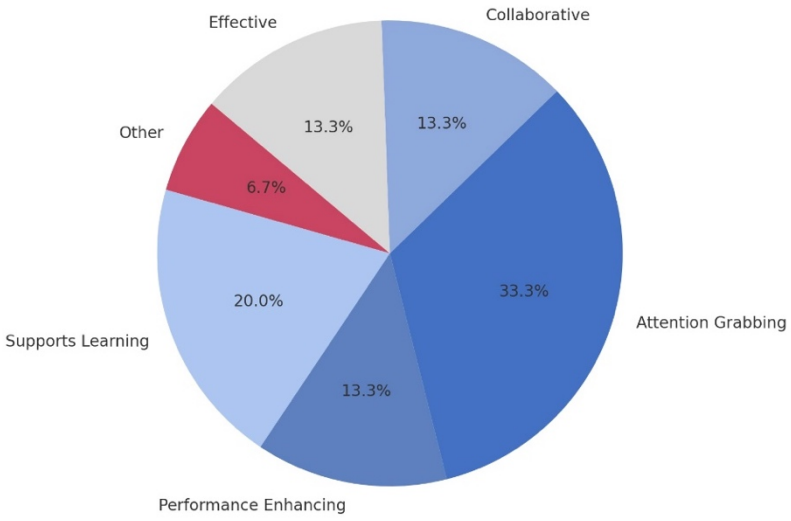
developing their digital skills. Canva's ability to provide a customizable and engaging user experience is considered a significant advantage by researchers, particularly in educational applications.

The tool's customizable features allow students to design learning materials tailored to their individual needs, pointing to its potential to make learning experiences more effective and personalized. Canva supports the creation of unique and motivating learning environments for both teachers and students. Studies also highlight the tool's collaborative and enjoyable aspects, suggesting that it is effective not only for individual learning processes but also for group work and collaborative projects. This positions Canva as a tool that fosters cooperative learning in educational settings. Additionally, its entertaining user experience has been shown to have a motivational effect, especially for younger learners.

Research findings suggesting that Canva is a suitable tool for education indicate that it is perceived as a user-friendly and effective resource for developing educational materials. This may explain its widespread adoption among a broad user base. Canva's extensive range of templates and user-friendly features make it particularly valuable for teachers by saving time and enabling the creation of high-quality content.

Overall, studies on Canva focus on its strengths in supporting learning, enhancing creativity, and enabling the creation of personalized learning materials. The findings also underline its engaging and enjoyable features, as well as its potential to promote collaboration. These insights demonstrate that Canva enriches both individual and group-based learning processes, making it a versatile tool in educational settings.



Graph 5. Findings Regarding Prezi Main Results of the Articles

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The analysis of the reviewed articles highlights that Prezi is predominantly perceived as an engaging tool in education. The frequent emphasis on its engaging features in the literature suggests that researchers value Prezi's motivational and attention-grabbing aspects. There appears to be a general consensus in educational contexts that motivation and attention are critical factors for success, particularly when integrating digital tools into learning. Researchers have explored how Prezi enhances learning processes by capturing students' attention and increasing their motivation, leading to such conclusions. This finding indicates that Prezi's aesthetic and dynamic structure has drawn considerable attention in the literature.

Secondly, the emphasis on Prezi's role in supporting learning demonstrates that researchers examining the educational impact of this tool have particularly focused on its potential to enhance learning processes. This focus reflects an interest in addressing core educational goals, such as strengthening learning processes and facilitating effective knowledge transfer. Researchers may have highlighted Prezi's potential to aid students in organizing information, creating visual contexts, and making sense of concepts. This finding represents one of the primary motivations behind the tool's applicability in education.

In addition, studies on Prezi underline its collaborative and performance-enhancing effects, indicating that these dimensions hold a special place in educational research. Researchers have examined Prezi's capacity to support not only individual learning processes but also collaborative learning environments. These findings suggest that Prezi is viewed as an effective tool for group work, joint project development, and presentation processes. Moreover, its positive impact on student achievement is also noted in the literature. The inclusion of aspects such as productivity enhancement, practicality, usefulness, enjoyment, validity, and applicability in research indicates that Prezi has been evaluated from multiple perspectives.

These findings point to the existence of studies that offer alternative approaches to the tool. Such findings suggest that researchers consider Prezi not merely as a tool for a specific purpose but as a versatile resource applicable to various educational settings and needs. In addition to examining Prezi's prominent features (such as learning support, engagement, collaboration, and performance enhancement), researchers have also addressed less emphasized aspects (such as enjoyment and practicality), indicating that the literature investigates Prezi's impact on education in a multidimensional manner. It appears that studies not only aim to identify Prezi's key contributions to education but also explore how it can be used in diverse contexts.

In conclusion, the reviewed articles generally focus on Prezi's fundamental features, such as its ability to support learning processes and its engaging nature. Additionally, researchers have examined auxiliary areas, including collaboration, performance enhancement, and applicability in

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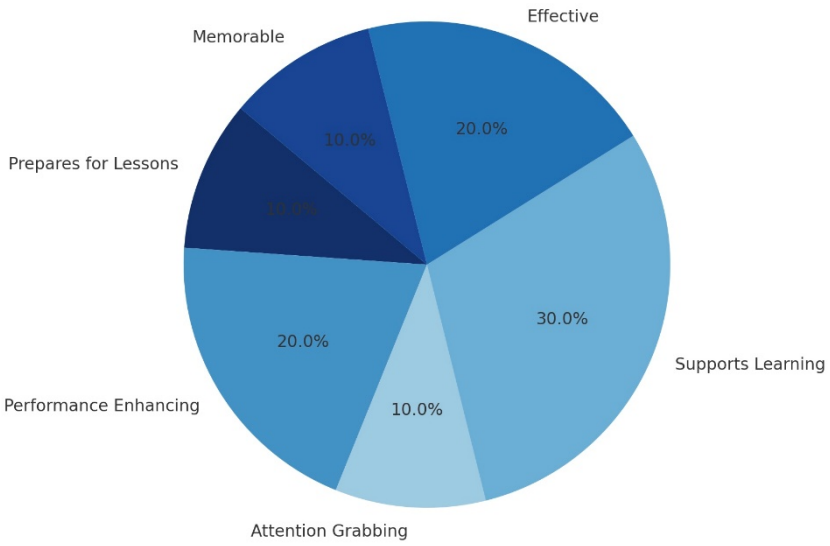
various contexts, demonstrating Prezi's versatility as an educational tool. These findings reveal that Prezi is considered in the literature both as an effective educational tool and a creative alternative for presentations.



Graph 6. Findings Regarding Genially Main Results of the Articles

Studies on Genially highlight its most prominent feature as its role in supporting learning, emphasizing its strong complementary function in educational processes. Researchers have pointed out that Genially enhances the effectiveness of knowledge transfer by enriching learning materials through its interactive and visually focused features. This finding demonstrates that the rich content and design options Genially offers to educators positively impact learning processes. Specifically, it appears to aid students in organizing, making sense of, and retaining knowledge, contributing to more enduring learning outcomes.

The studies reveal that Genially is not only perceived as a tool for knowledge transfer but also as a significant resource for supporting students' academic performance and facilitating the achievement of course objectives. Genially's ability to create interactive content promotes more active participation in the learning process, which positively influences student success. Furthermore, its capacity to present lesson materials more effectively optimizes teaching processes.

Findings indicating that Genially makes subjects more memorable and engaging suggest that its aesthetic and visual richness enhances student motivation in educational settings. These features support attention and focus, providing valuable insights for research that considers the role of aesthetics and visual elements in learning. Genially's animations, interactive components, and visual

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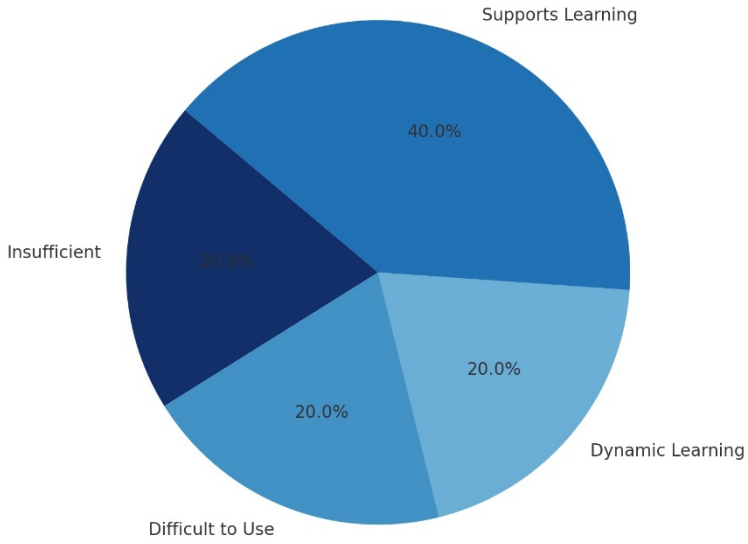
diversity help students form a more effective connection with lesson materials, fostering deeper engagement.

The ability of Genially to prepare students for lessons further underscores its versatility as an educational tool. By making learning materials more engaging and interactive, Genially enhances students' readiness for lessons. This finding indicates that Genially is seen as effective not only during instruction but also in pre-lesson planning and preparation processes. Teachers' preference for using Genially's content to prepare students for lessons reflects its role as a valuable preparatory tool.

Overall, studies on Genially focus on its key features, such as supporting learning, enhancing academic success, and creating engaging instructional materials. Additionally, research highlights its ability to make topics more memorable and to support students' readiness for lessons. These findings demonstrate that Genially is regarded as a powerful digital resource in education for both teachers and students.



Graph 7. Findings Regarding Powtoon Main Results of the Articles

The most significant finding in studies on Powtoon is its role in supporting learning, emphasizing its value as a digital resource in educational processes. Powtoon's potential to attract students' attention and support the comprehension of information, particularly through its visual and animation-based content, has contributed to this conclusion. This finding highlights Powtoon's effectiveness in facilitating students' access to information and making learning more meaningful. As

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such, it is particularly preferred by educators seeking to create creative and interactive learning materials during instructional processes.

Findings indicating that Powtoon promotes dynamic learning demonstrate its ability to add a new dimension to the learning process through the creation of interactive and animated content. Dynamic learning fosters students' active engagement with materials and encourages greater participation in learning activities. Powtoon's impact on sustaining students' interest and enhancing their motivation is likely one of the key reasons behind this finding. Researchers have regarded Powtoon's ability to make learning more engaging and visually focused as an advantage for modern education processes.

However, negative findings reveal that Powtoon is sometimes perceived as difficult to use or insufficient as a tool, indicating that it does not always meet expectations in educational contexts. Its complex interface or limited features may pose challenges for some users. These findings suggest that Powtoon requires improvements in terms of user-friendly design and expanded functionality. The acknowledgment of these drawbacks in research highlights that Powtoon may not be suitable for all educational settings and that users need a certain level of digital literacy to utilize the tool effectively.

Overall, studies on Powtoon focus on its positive attributes, particularly its ability to support learning and encourage dynamic learning environments. However, the challenges related to its usability and perceived limitations suggest that Powtoon needs to be more user-friendly to maximize its effectiveness in educational contexts.

Research findings indicate that while Powtoon can be a powerful tool for creating creative and visually appealing materials in education, its limited features and usability challenges may create barriers in some educational settings. To address these issues, enhancing users' digital skills and improving Powtoon's existing features are essential steps for optimizing its use in education.

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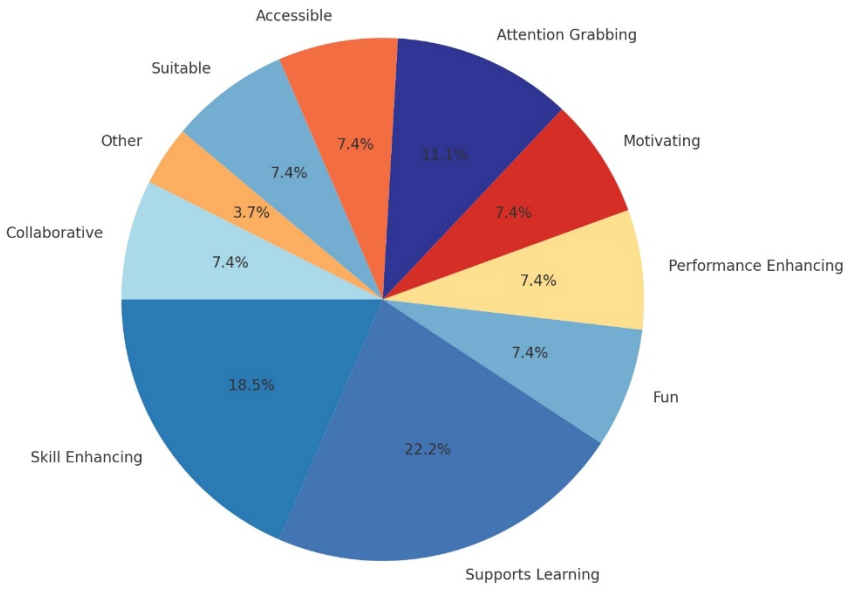

Graph 8. Findings Regarding Padlet Main Results of the Articles

Research on Padlet highlights its primary role in supporting learning, particularly through facilitating students' access to learning materials and encouraging active participation in lessons. Padlet's contribution to education is linked not only to its ability to simplify information sharing but also to its capacity to provide an interactive learning environment. This makes it especially effective in collaborative learning settings, where it serves as a bridge between teachers and students.

One of the key findings is the emphasis on Padlet's skill-enhancing aspects, revealing its effectiveness in developing students' digital, creative, and communication skills. This demonstrates that Padlet is regarded as a versatile platform. By enabling students to create, organize, and share content in a digital environment, it also fosters creativity. As such, it is considered a valuable tool for educators aiming to support 21st-century skills.

Padlet's engaging and motivating features provide a significant advantage in student-centered learning processes. Research indicates that its enjoyable and user-friendly design increases students' interest in lesson materials. The tool's ability to enhance motivation underscores the importance of incorporating visual and interactive content into the learning process. This functionality contributes to Padlet's use in both individual and group work, making it a preferred tool for collaborative projects and in-class interaction.

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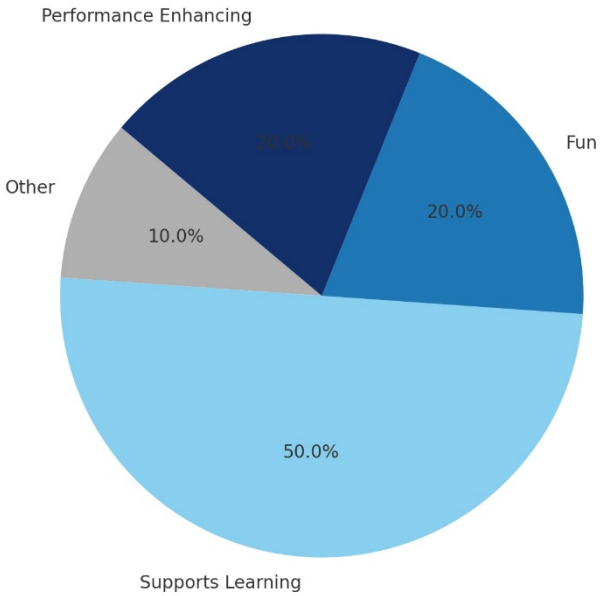
The emphasis on Padlet's ability to boost achievement, foster creativity, and promote collaboration highlights its potential for versatile use in different educational settings. These features make Padlet particularly effective for group projects and classroom engagement, as well as for enabling teachers to present lesson materials more effectively and encouraging students to participate in creative processes.

Among the less frequently mentioned but significant findings are Padlet's applicability, effectiveness, usability, and its role as a communication tool. Additionally, it is noted that Padlet is still a developing tool, suggesting its potential for further improvements and broader applications in the future. These findings demonstrate Padlet's broad applicability across various stages and contexts of education and underline its potential to offer more opportunities as it evolves.

Studies on Padlet focus on its strengths, including its ability to support learning, enhance skills, and create an engaging learning environment. Its collaborative nature and creativity-enhancing features are also frequently emphasized. Other findings provide insights into Padlet's flexibility and its applicability in diverse educational contexts.

Overall, Padlet emerges as a versatile tool capable of supporting both individual and group-based learning processes. While the positive findings highlight its potential in education, its status as a developing tool suggests room for further growth, offering opportunities for more innovative applications in the future.



Graph 9. Findings Regarding Nearpod Main Results of the Articles

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Research on Nearpod emphasizes its capacity to support learning, highlighting its ability to enhance student engagement and reinforce learning processes. Nearpod's interactive features encourage students to participate more actively in lessons and establish a more dynamic relationship with the content. By enriching learning materials with interactive and visually appealing elements, Nearpod facilitates more efficient access to information for students. This finding positions Nearpod as a significant tool for educators seeking to capture students' attention and reinforce their understanding of learned material.

Studies also underscore Nearpod's success-enhancing and enjoyable aspects. Both educators and students have noted that the interactive content provided by Nearpod not only boosts academic achievement but also makes the learning process more enjoyable. This demonstrates that Nearpod goes beyond information delivery by fostering motivation and creating a fun and interactive environment. Such features are particularly valuable for encouraging student participation and supporting academic success during lessons.

Other findings, though less frequently highlighted, include its collaborative, competitive, skill-enhancing, useful, user-friendly, and satisfying features. These suggest that Nearpod promotes not only individual learning but also group collaboration and team interactions. Its support for collaborative and competitive learning indicates that Nearpod serves as a strong tool for social learning processes. Additionally, its ease of use and the satisfaction it provides to users are key reasons for its preference among teachers and students.

Research on Nearpod focuses primarily on its strengths, such as supporting learning, enhancing achievement, and providing an enjoyable learning experience. Furthermore, its collaborative, competitive, and skill-development features are positively evaluated by both educators and students. These findings underline Nearpod's potential as a versatile tool for diverse educational settings.

Overall, Nearpod emerges as a tool that supports both individual and group-based interactions in learning processes while enhancing success and enjoyment. Studies highlight that Nearpod offers features that boost motivation and promote interaction, making it an effective educational tool. Its user-friendly nature further contributes to its widespread preference among educators and students alike.

Conclusion, Discussion, and Recommendations

The findings of this study indicate that, as of 2022 and beyond, tools such as Canva, Padlet, and Prezi have emerged as prominent digital resources in education. Canva, in particular, reached the

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highest number of articles in 2024, reflecting its growing adoption in educational contexts. This trend underscores the increasing importance of visual content, presentations, and creative materials in education. The rising popularity of Canva can be attributed to the effectiveness of visual content production in enhancing learning outcomes (Erden Kocaarslan & Riedler, 2024). Similarly, the growing use of Padlet and Prezi over the years reflects a preference for interactive and collaborative learning applications in education (Başkaya & Tursunovic, 2017). Tools such as Prezi and Genially, while initially popular, experienced a decline in use before regaining interest, illustrating the dynamic nature of educational technologies and shifting preferences among educators over time (Ustun, 2019). The resurgence of Prezi's popularity, for instance, may signal renewed interest in innovative presentation techniques in education.

The findings reveal that Indonesia leads in research and use of digital tools, with tools such as Canva, Prezi, Powtoon, and Padlet gaining significant traction in the country. This trend highlights Indonesia's strong inclination toward leveraging digital tools effectively in education, as evidenced by the increasing number of related studies. This suggests that the impact of digital tools in education is widely explored in Indonesia. On the other hand, Turkey has demonstrated a relatively limited contribution to academic studies on digital tools. This reflects the growing adoption of digital tools in Turkish education but also reveals the comparatively fewer academic studies conducted in this area globally (Aşıkcan, 2023).

Regarding research methodologies, qualitative methods are more prevalent in studies on tools like Canva, Prezi, and Padlet. These tools often allow for in-depth analysis of user experiences and their effects on instructional processes. Qualitative research on Canva and Prezi has focused on exploring their interactive applications and gathering user feedback. Conversely, studies on Powtoon tend to emphasize quantitative approaches, reflecting a focus on measuring its educational impact. This preference for quantitative methods suggests that Powtoon is perceived as a tool requiring empirical evaluation of its effects in education (Baihaqi, Putri, Mutiara, Nursaddam, & Izzati, 2023; James, 2014; Strasser, 2014). Meanwhile, mixed methods are commonly employed in studies on tools like Nearpod and Genially, allowing for both user experience analysis and outcome-based assessments. The suitability of mixed methods for evaluating both user interactions and educational performance reinforces its relevance for these tools (Fırat, Altınpulluk, & Kılınç, 2020).

The findings of the reviewed articles consistently emphasize the positive impact of Web 2.0 tools on student engagement. Similarly, this study highlights the crucial role of Web 2.0 tools in enhancing student participation and making teaching processes more interactive. Online platforms enable teachers to present lesson materials dynamically while also helping them improve their digital competencies. As Zepke and Leach (2010) suggest, digital tools serve as transformative instruments

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for pedagogical practices, empowering teachers to adopt innovative instructional strategies. Studies also indicate that integrating Web 2.0 tools into instructional design creates more customizable and participatory learning environments (Gündüzalp, 2021; Yaşar Sağlık & Yıldız, 2021). This study reaffirms that Web 2.0-based tools support student-centered approaches by offering personalized learning materials and allowing students to learn at their own pace, thereby delivering a more effective learning experience.

Web 2.0 tools also foster collaboration in group projects by leveraging platforms that encourage teamwork and inclusivity. However, challenges remain, such as technological infrastructure limitations, teachers' difficulties in using digital tools effectively, and varying levels of digital literacy among students, which restrict the tools' effectiveness in education (Görmez & Şen, 2023). These challenges underscore the need for professional development programs to enhance teachers' digital competencies and promote more effective integration of digital tools in education.

The role of Web 2.0 tools in education is expected to expand further. To facilitate their more effective integration, it is essential to strengthen teachers' digital pedagogical skills and optimize the use of technology in classroom interactions. These findings highlight the importance of viewing Web 2.0 tools not merely as educational resources but as dynamic instructional instruments that guide students' learning processes. They also reveal that interest in these tools varies across countries, reflecting the influence of cultural and systemic factors on their adoption. The high interest in digital tools in countries like Indonesia and Malaysia suggests a rapid digital transformation in education, while countries like Turkey show a growing but relatively limited contribution to academic research on the topic.

Future studies should aim to examine the effectiveness of digital tools in education more comprehensively. In particular, quantitative research focusing on the pedagogical applications and impact of these tools on student performance is necessary to better understand their true potential. Additionally, qualitative studies exploring user experiences in greater detail could contribute to the development of more effective digital tools.

Finally, this study relied on articles accessed through Google Scholar. Future research could achieve broader and more detailed results by incorporating additional databases and sources. The observed increase in studies on Web 2.0 applications, particularly since 2019, reflects the growing recognition of their importance and application in education (Yazıcı, Ocak, & Bozkurt, 2021). The rising number of studies conducted in Indonesia further highlights the widespread adoption and integration of digital technologies in the country's education system. Expanding research to include studies in other languages could also enrich the literature and provide a more comprehensive understanding of the role of digital tools in global education.

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