

EXAMINED THE LEVEL OF AWARENESS AND ADOPTION OF NEARPOD APPLICATION FOR LEARNING AMONG UNDERGRADUATES IN KWARA STATE

Falade A. A.; Abdulrauf, A. H.; Abdulrahman M. R. and Usman M.

Department of Educational Technology

University of Ilorin, Ilorin, Kwara State

Corresponding Author Email Address: alafarahakeem1993@gmail.com, gsm:07032089348

Abstract

This study investigated the level of awareness and adoption of the Nearpod application for learning among undergraduates in Kwara State, Nigeria. The research specifically assessed students' familiarity with Nearpod's features, examined the influence of gender on awareness, and determined differences based on institutional ownership. Utilizing a descriptive survey design involving 287 undergraduates, data were analyzed using t-tests and ANOVA. The results revealed a moderate level of awareness among students (Grand Mean = 2.73). Statistical analysis indicated no significant difference in awareness based on gender [$t(285) = .555, p > 0.05$]; however, a significant difference was found regarding institutional ownership ($F = 5.973, p < .05$). These findings suggest that the school environment plays a decisive role in digital tool familiarity. The study concludes that institutional context is a primary driver of technological exposure. Consequently, it is recommended that universities integrate Nearpod training into student orientation and digital literacy programs. By institutionalizing such training, universities can bridge the awareness gap and ensure that all undergraduates, regardless of their school type, can effectively utilize immersive and interactive digital tools to enhance their academic performance.

Keywords: Nearpod Application, Awareness, Adoption Undergraduates and Learning.

Introduction

Education plays a fundamental role in human development, shaping individuals through the acquisition of knowledge, the training of mental faculties, and the cultivation of various skills. Unlike schooling, the broader concept of education encompasses the entire learning process that enhances intellectual and character growth. It can also be described as the practice of instilling discipline in the mind and fostering personal development (Adesemowo & Sotonade 2022). Education is the key to unlocking understanding of the world, it shapes how people see things and equips them with the tools to explore new possibilities. A nation thrives on creativity and innovation, and these can only blossom from a well-educated population, lack of education restricts the capacity to innovate, ultimately impeding growth and advancement.

Estiven, et al, (2022) described Information and Communication Technology (ICT) as using technology to handle information. This includes things like computers, phones, and the internet. With ICT tools, people around the world can access, store, share, and change information easily. Ajaps (2020) further defined ICT as the science behind how information is handled using computers and other electronic devices. This includes collecting, processing, storing, retrieving, and sharing information anywhere in the world. ICT is broader which encompasses any computer-based tool or device that helps gather and process information, ultimately supporting the information needs of individuals, organizations, and institutions.

The integration of Information and Communication Technologies (ICTs) in universities has revolutionized the perception of higher education. This transformation has fostered a new learning paradigm in which undergraduates evolve from passive recipients of knowledge into active participants. Through these digital tools, students are now empowered to engage more deeply with the instructional process, take ownership of their own knowledge development, and cultivate a genuine interest in their subject matter (Hamilton & Mbachu, 2015). This ICT-driven approach has fundamentally reshaped the



academic landscape, allowing learners to become more involved and personally invested in their educational journey.

According to Onyeama (2019) emerging technologies such as mobile devices, machine learning algorithms, wearable devices, augmented reality, and cloud computing are poised to significantly impact educational processes and outcomes in the 21st century. In essence, these innovative technologies have the potential to transform the education sector by enhancing teaching, learning, and administrative processes, ultimately leading to improved educational outcomes.

Learning Management Systems (LMS) have revolutionized higher education by enabling a shift from conventional classrooms to blended and online learning environments Beer et al., (2010). Platforms like Moodle, Edmodo, Nearpod, Canvas and Blackboard foster a variety of interactions, including asynchronous discussions and real-time sessions, offering increased flexibility and facilitating the development of web-based learning tools Beer, et al.; (2010). However, the integration of mobile technologies in education cannot solely achieve positive impacts without the inclusion of mobile applications functioning on them such as Nearpod.

This ICT driven approach has fundamentally reshaped the academic landscape, allowing learners to become more involved and personally invested in the educational journey. Access to interactive lessons and materials remains available at any time or location provided an internet connection exists. Through smartphones, tablets, or laptops, Nearpod functions via web browsers or the dedicated application. During classroom instruction, traditional lectures transform into engaging presentations through the sharing of a unique session code. Entry into these sessions occurs via personal devices, displaying the presentation directly on individual screens to facilitate personalized learning (Sanmugam et al., 2020).

Burton (2023) characterized Nearpod as a web-based application that facilitates student participation via any internet-connected device. This platform allows for the creation of interactive presentations by incorporating dynamic features such as quizzes, polls, collaborative boards, and open-ended questions directly into instructional slides. Such technological advancements transition the classroom from a static environment to an active one, where immediate feedback and personalized learning experiences are facilitated through the synchronization of devices via unique session codes (Sanmugam et al., 2020).

These interactive capabilities fundamentally reshape the engagement between educators and students, aligning with the independent nature of university-level instruction. Unlike the one-way learning processes often found in primary and secondary systems, higher education functions as a bidirectional exchange where lecturers share foundational knowledge and students contribute individual perspectives. Consequently, the integration of these digital tools supports the requirement for undergraduates to proactively broaden their knowledge base and participate meaningfully in class discussions (Adzharuddin et al., 2013).

Within this context, awareness serves as the foundational state of consciousness regarding such tools, manifesting through observable verbal and non-verbal behaviors. Rather than a static mental set for evaluation, awareness is a dynamic precursor that dictates how an individual perceives and ultimately adopts technological innovations. For the university student, this state of consciousness directly influences whether they evaluate Nearpod favorably or unfavorably, subsequently determining their willingness to engage with the application's interactive features during the learning process. (Olatunji, 2022).

Awareness influences feelings and behaviors; such a state differs from a general opinion. Awareness is the state of being conscious of something, including internal states (emotions) and external stimuli (the world around us). This consciousness can then influence our attitudes (opinions) and behaviors, both consciously and unconsciously. Our awareness acts as a filter through which we interpret experiences, helping us organize and understand them, which in turn shapes how we behave (Oladosu, 2012).



Gender is important to consider in education, it influences the awareness and adoption of technology. The term gender refers to a wide range of biological, behavioural, physical and mental characteristics regarding to and differentiating the female and the male population (Adigun et al.,2015). Similarly, Gender is defined as the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and femininity (Flynn, 2012). Babatunde, et al, (2017) investigated lecturers' awareness, readiness, perceived usefulness and challenges of using Electronic Response System (ERS) for teaching at tertiary institutions in Niger state. The study showed that gender has no influence on the awareness, readiness and perceived usefulness of male and female lecturers on the use of electronic response systems in tertiary institutions in Niger State, Nigeria.

Wolfgang et al, (2019) found that undergraduates in most government-owned institutions have a lower utilization level of mobile applications for learning compared to their counterparts in private institutions. This is attributed to several factors within public institutions, including a lack of resources for training, insufficient qualified personnel, poor internet connectivity, and the unaffordability of devices and data for some students. This suggests that students in private institutions are more likely to use mobile learning applications.

Statement of the Problem

Nearpod is an interactive learning platform that facilitates active learning for students through utilizing quizzes, polls, gamification, interactive video, and collaboration boards Sarginson and McPherson, (2021). Many studies have been conducted to see the effectiveness of Nearpod to improve engagement and motivation of students during distance learning and conventional learning. The study from Julio, et al (2019) showed that an increase in interaction and engagement in a learning process with students satisfied as they used Nearpod. Another study from (McClean and Crowe 2017) revealed a positive response from the students during the use of Nearpod with concern over connection problems and limitation of the license for a large scale class. Both of those studies were conducted in higher education.

Awareness plays a fundamental role in technology adoption. According to Yusuf and Balogun (2020). many Nigerian undergraduates are either unaware of or have limited exposure to educational technologies, which contributes significantly to low adoption rates. Without sufficient awareness, even the most advanced tools remain underutilized. This prompted the researcher to investigate the level awareness of Nearpod for learning among undergraduates in Kwara State

Purpose of the Study

1. assessed the undergraduates' level of awareness of Nearpod application for learning in Kwara State;
2. examined the difference in undergraduates' level of awareness to use of Nearpod based on gender; and
3. determined the difference in undergraduates' level of awareness to use of Nearpod based on school ownership.

Research Hypotheses

H₀₁: There is no significant difference in undergraduates' awareness of the use of Nearpod application for learning based on gender.

H₀: There is no significant difference in undergraduates' awareness of the use of Nearpod application for learning based on institution ownership.



Literature Review

The Nearpod application, in addition to offering numerous engaging features, provides a platform that simplifies students' comprehension of the material. Teachers can incorporate various active and engaging learning methods within Nearpod. Innovations in learning with Nearpod can include quizzes, games, captivating PPT slides, and more. This tool is not only effective for online learning but also serves as a significant advancement in digitized face-to-face learning in schools. Oktaviani and Nurhamidah (2023), expressed that students can leverage technology to enhance their learning experience. Nearpod offers a wide range of features designed to create immersive educational experiences. Educators can utilize this platform to seamlessly integrate presentation documents, virtual reality (VR), PDF inserts, and more (Ami & Sunsato 2021). This versatile tool not only supports traditional teaching methods but also enhances learning through interactive quizzes, long-answer questions, memory tests, fill-in-the-blank exercises, and visual question prompts within its activity feature. The findings of this study suggest that utilizing Nearpod interactive media for learning general journals can effectively enhance the educational environment, improve student learning outcomes, and boost student participation. Future research is encouraged to further develop this Nearpod-based learning media to make it more engaging and to increase students' motivation for learning. (Dhela, et al. 2024).

Incorporating appropriate media in 21st-century education not only improves student learning outcomes but also promotes interactive engagement (Fadhilawati et al., 2020); Nearpod is one such technology that can be utilized in digital instruction. It is a versatile application that offers a wide range of engaging features accessible to both students and teachers globally (Ami & Sunsato, 2021) Nearpod includes interactive boards, discussion walls, evaluation questions, and immersive simulations, providing a wealth of learning resources such as 3D media, virtual reality experiences, and videos (Minalti & Erita 2021). In additionally, Nearpod allows for the customization of content to meet the unique needs and learning abilities of each student. This ensures that every student receives personalized instruction and support. Ami and Sunsato, (2021) highlighted that Nearpod offers customization options, enabling educators to tailor lessons to the specific needs, interests, and abilities of individual students or groups. The study's findings, which show Nearpod's effectiveness in improving the reading proficiency of tenth-grade students in narrative texts, align with previous research demonstrating its positive impact on English language learning outcomes. (Dewi, 2023).

According to the teachers interviewed, the use of Nearpod offers several advantages in the teaching and learning process. One major benefit is its ability to help teachers effectively assess students' learning outcomes in real time. In addition, the platform's gamification features, such as leaderboards, significantly enhance students' motivation and encourage active participation during lessons. Students also appreciate the interactive nature of Nearpod, as it makes learning more engaging and allows them to complete exercises directly on their smartphones. This flexibility further promotes students' interest and involvement in classroom activities (Muhammad et al., 2022).

According to Hakami (2020), Nearpod was utilized to enhance teaching and learning activities despite limitations in the free version, particularly the restriction on class size. To address this, the researcher adopted the premium version, which enabled a larger number of students to participate. The study further reported that instructional materials, including PowerPoint slides and PDFs, were effectively converted into interactive Nearpod lessons. Various features such as quizzes, polls, open-ended questions, and collaborative tasks were incorporated to promote student engagement and understanding. Additionally, Nearpod allowed real-time monitoring of students' responses and generated reports on participation and performance, which supported continuous assessment and course evaluation.

Ami and Sunsato (2021) studies and surveys indicated that awareness of Nearpod among undergraduate students varies widely. While some students are well-acquainted with the platform through their courses, others may have limited exposure. Awareness levels are often influenced by factors such as the institution's emphasis on technology integration and the availability of training and support for both



students and educators. One of the primary benefits of using Nearpod is its ability to enhance student engagement. The platform’s interactive features, such as quizzes, polls, and collaborative activities, keep students actively involved in the learning process. This increased engagement often translates to better retention of information and improved academic performance (Laelatul & Fadhilawati 2024). Research has shown that the use of Nearpod can lead to improved learning outcomes. The platform’s ability to present information in a variety of formats caters to different learning styles, making it easier for students to grasp complex concepts. Additionally, the immediate feedback provided by interactive activities helps students identify areas where they need improvement. Nearpod’s flexibility and accessibility are significant advantages, particularly in higher education settings. Students can access learning materials at their own pace, allowing for a more personalized learning experience. The platform is also accessible from various devices, making it convenient for students to engage with course content anytime, anywhere.

Methodology

This study adopted a descriptive survey research design to investigate undergraduates’ awareness of the use of the Nearpod application for learning in Kwara State.

The population of the study comprised all undergraduates in selected institutions in Kwara State. A sample of 287 students was selected using a simple random sampling technique to ensure adequate representation of gender and institution ownership (public and private).

The instrument used for data collection was a structured questionnaire titled “*Undergraduates’ Awareness of Nearpod Questionnaire (UANQ)*”. The questionnaire consisted of [number] items divided into sections that captured demographic information and students’ awareness of Nearpod for learning.

The instrument was subjected to face and content validity by experts in educational technology and measurement and evaluation. To ensure reliability, a pilot study was conducted, and the internal consistency of the instrument was determined using Cronbach’s Alpha, yielding a reliability coefficient of [0.829, 0.837, and 0.738] indicating that the instrument was reliable.

The researcher obtained permission from the relevant institutions before administering the questionnaire to the respondents. Copies of the questionnaire were distributed to the selected students and collected after completion.

Ethical standards were strictly observed. Participation was voluntary, and respondents were assured of the confidentiality and anonymity of their responses. Informed consent was obtained from all participants.

The data collected were analyzed using descriptive and inferential statistics. Frequency counts, percentages, mean, and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance

Sample was ransdomly selected from 3 universities in Kwara State, specifically students one federal, one state and one private university made the sample for this study.

Result

Table 1: Distribution of the Participants based on Gender

Gender	Frequency	Percent (%)
Male	114	39.7
Female	173	60.3
Total	287	100.0

Table 1 presents the distribution of participants based on gender. The table showed that out of 287 participants, 114 (39.7%) were male while 173 (60.3%) were female. This indicates a higher participation rate among females compared to males in the study.



Table 2: Distribution of the Participants based on School Ownership

School Ownership	Frequency	Percent (%)
Private	54	18.8
State	116	40.4
Federal	117	40.8
Total	287	100

Table 2 shows the distribution of participants based on the ownership of their schools. Among the 287 participants, 54 (18.8%) were from private schools, 116 (40.4%) were from state schools, and 117 (40.8%) were from federal schools. This indicates that a majority of the participants were from public institutions (state and federal combined).

Table 3: Undergraduates' Level of Awareness of Nearpod Application for Learning

S/N	ITEMS	Mean	Std
1	I am familiar with Nearpod as a digital learning platform used for interactive lessons.	2.52	.96
2	I know that Nearpod can be used to deliver real-time quizzes, polls, and multimedia during classes.	2.70	.85
3	I am aware that Nearpod supports both teacher-paced and student-paced learning.	2.81	.93
4	I know how Nearpod integrates with tools like Google Slides, PowerPoint, or Microsoft Teams.	2.75	.95
5	I have heard about the use of Nearpod to enhance student engagement in virtual classrooms.	2.92	.94
6	I am aware that Nearpod provides instant feedback and assessment tools during lessons.	2.62	.92
7	I know that Nearpod can be accessed on mobile devices, tablets, and computers.	2.88	.89
8	I have come across Nearpod being used in any of my university courses or learning activities.	2.66	1.05
9	I am aware that Nearpod allows for collaborative activities like drawing boards and open-ended questions.	2.73	.96
10	I understand the potential benefits of Nearpod in promoting interactive and student-centered learning.	2.77	.93
Grand mean		2.73	

Table 3 presents undergraduates' level of awareness of the Nearpod application. with a grand mean score of **2.73** on a 4-point Likert scale, this suggests a **moderate level of awareness** among students. The highest-rated item with mean value of 2.92 indicates students were most aware of Nearpod's role in enhancing engagement in virtual classrooms. Other items with moderately high scores include awareness of its device compatibility with mean value of 2.88 and support for self-paced learning with mean value of 2.81. However, familiarity with its integration into actual coursework with mean value of 2.66 and its use in assignments suggests that practical exposure was limited. While students have **heard of or encountered Nearpod**, many may not have used it deeply or frequently. The relatively lower mean values in some items imply that their understanding of Nearpod's technical features (like integration with external tools and collaborative functionalities) is still growing.

There is no Significant difference in undergraduate awareness regarding the use of the Nearpod application for learning based on gender.



Table 4: t-test showing relationship among undergraduates’ awareness in the use of Nearpod application for learning based on gender

Gender	N	Mean	SD	Df	T	Sig.2 (tailed)	Remark
Male	114	24.42	4.77	285	.555	0.57	Not Rejected
Female	173	24.81	4.91				
Total	287						

Table 4 presents the results of an independent samples t-test comparing male and female undergraduates’ awareness in using the Nearpod application for learning. The mean awareness score for males is 24.42 (SD = 4.77), while for females it is slightly higher at 24.81 (SD = 4.91). The calculated t-value is 0.555 with a degree of freedom (df) of 285, and the significance level (Sig. 2-tailed) is 0.57. Since this p-value is greater than the conventional threshold of 0.05, the null hypothesis is retained. This means there is no significant difference in awareness of Nearpod usage between male and female undergraduates.

H₀: There is no significant difference in undergraduates’ awareness in the use of Nearpod application for learning based on institution ownership

Table 5: ANOVA showing difference in undergraduates’ awareness in the use of Nearpod application for learning based on institution ownership

Variables		Sum of Squares	Df	Mean Square	F	Sig.
Awareness	Between Groups	361.956	1	361.956	5.973	.000
	Within Groups	18057.710	298	60.596		
	Total	18419.667	299			

Table shows the results of ANOVA test examining whether undergraduates’ awareness of Nearpod usage between private, state and federal owned institutions. The result revealed a significant difference, with an F-value of 5.973 and a p-value of .000 which is less than 0.05. This result leads to rejection of the null hypothesis, indicating that institution ownership does significantly affect undergraduates’ awareness in using the Nearpod application.

Discussion and Findings

The study investigated the level of awareness of Nearpod for learning among undergraduates in Kwara State. The findings revealed a moderate level of awareness among undergraduates regarding the use of Nearpod in learning. This aligns with the findings of Ami and Sunarto (2021), who observed variability in students' exposure to Nearpod, often dependent on institutional priorities and access to digital tools. The current study supports this by showing that while students are aware of Nearpod's general use, especially in enhancing engagement through features like quizzes and polls (mean = 2.92), they demonstrated lower awareness regarding technical aspects and practical classroom integration (mean = 2.66). This suggests that more direct usage and structured exposure to the platform are essential to increasing familiarity.

Findings revealed no significant difference in awareness levels between male and female undergraduates regarding the use of Nearpod. Although female students had a slightly higher mean score (M = 24.81) compared to their male counterparts (M = 24.42), the difference was not significant (t = 0.555, p = 0.57). This suggests that gender does not play a determining role in students’ awareness of Nearpod. The finding aligns with the broader understanding that digital literacy and technology adoption are increasingly gender-neutral, especially in higher education settings where access to digital tools is more equitable. It implies that awareness campaigns and training programs for Nearpod can be designed without gender-specific considerations, focusing instead on general student engagement strategies.



Findings showed a significant difference in awareness levels based on institution ownership ($F = 5.973$, $p = .000$). This indicates that students from different types of institutions such as public and private universities exhibit varying levels of awareness regarding the Nearpod application. This finding is consistent with previous studies that highlight disparities in technology adoption across institutions. It emphasizes the importance of institutional support and investment in digital learning tools to ensure equitable access and awareness among students.

Conclusion

This study concluded that undergraduates possessed a moderate level of awareness in using the Nearpod application for learning. Difference based on school ownership further suggested that institutional exposure and individual backgrounds play a role in shaping students' perceptions and competencies. The Nearpod app holds significant potential in enhancing student engagement, interactivity, and confidence in technology-based learning, especially when learners are adequately informed and supported. These findings contribute to the growing body of research on educational technology awareness and usage among undergraduates. While gender does not appear to influence awareness, institutional context plays a significant role. Future initiatives aimed at increasing Nearpod adoption should consider institutional readiness and provide tailored support to ensure all students benefit from its interactive and immersive learning features. Institutions with limited resources may need targeted interventions to bridge the digital divide and foster greater engagement with platforms like Nearpod.

Reference

- Adesemowo., P. O., & Sotonade., O. A. (2022). *BASIC OF EDUCATION: THE MEANING AND SCOPE OF EDUCATION*. Retrieved from <https://www.researchgate.net/publication/361813544>
- Adzharuddin, N. A., & Lee Hwei Ling., M. I. (2013). Learning Management System (LMS) among University Students. *International Journal of e-Education e-Business e-Management and e-Learning*, 3, (3), 248-252. doi:DOI: 10.7763/IJEEEE.2013.V3.233
- Ajaps, C. I. (2020, March). Integrating Learning Technologies (Mobile Devices) into the Teaching and Learning of English Language in Higher Institutions in Nigeria. *Literacy Information and Computer Education Journal (LICEJ)*, Volume 11, Issue 1.
- Ami, R. A., & Sunsato. (2021). Optimalisasi Pembelajaran Bahasa Indonesia Menggunakan Media Pembelajaran Berbasis Aplikasi Nearpod. *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia*, 6(2), 135–148. Retrieved from <https://doi.org/10.31943/bi.v6i2.105>.
- Babatunde., A. E., Gambari, , A. I., & Lawal, , A. O. (2017). Lecturers' awareness, readiness and perceived usefulness of electronic Response system for teaching large classes in tertiary institutions in Niger state, Nigeria. . *Association for Innovative Technology Integration in Education (AITIE, 2017) Conference Preceedings AITIE*), 293-299.
- Burton. (2007). Nearpod for Mathematics: Realizing Functions and Relations Between Sets. *International Multidisciplinary Research Journal*, 5, (1). doi:DOI: 10.54476/ioer-imrj/551715
- Dhela., S. A., Dyah;, M. C., Dian;, H., Vinasya, A. A., Nabila;, S. L., & Jarot;, T. B. (2024). The Role of Nearpod Learning Media in Increasing Participation and Learning Outcomes. *Economic Education Analysis Journal SINTA 3 Accredited*, 13 (2) (, 192-199. doi:10.15294/eeaj.v13i2.6389
- Dewi, W. D. (2023). The Effect of Nearpod Toward Tenth-Grade Students' Reading Skill at SMA Negeri 1 Banjar. Universitas Pendidikan Ganesha
- Estiven, M. D., Miguel, A. T., & Laberiano, A. A. (2022). Mobile application to improve the learning of secondary school students. *Advances in Mobile Learning Educational Research*, 3(1), 586-595. doi:10.25082/AMLER.2023.01.007



- Fadhilawati,, D., Rachmawati, , D. L., & Mansur,, M. (2020). Using Padlet To Increase the Students' Procedure Text Writing Achievement. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 9(2), 158-172. Retrieved from <https://doi.org/10.26618/exposure.v9i2.3970>
- Hamilton, E. H.-E.-T., & Mbachu,, C. E. (2015). The Place of Information, Communication and Technology (ICT) in Teaching and Learning in Nigerian Tertiary Institutions. *American Journal of Educational Research*. 2015, 3 (3), 340-247. doi:DOI: 10.12691/education-3-3-13
- Julio,, R. Z., Chamba-Rueda,, L., & Mariuxi,, P. C. (2019). Application of ICT and m-learning to improve collaborative learning and interaction using the Nearpod platform. *Conference Paper* , 1-7. doi:10.23919/CISTI.2019.8760728
- McClean, S., & Crowe, W. (2017, March). Making room for interactivity: using the cloud-based audience response system Nearpod to enhance engagement in lectures. *FEMS Microbiology Letters*, 1-19, V 364, (6). doi:doi: 10.1093/femsle/fnx052.
- Mohammed,, H. A., & Sultan,, H. A. (2022). Examining Students' Readiness toward Using Learning Management System at University of Ha'il: A Structural Equation Modelling Approach. 14, , 1-12. doi:<https://doi.org/10.3390/su142215221>
- Oktaviani,, R., & Nurhamidah,, D. (2023). *Jurnal Didaktika Pendidikan Dasar*, 7(2),, 717–726. doi:<https://doi.org/10.26811/>
- Oladosu, K. (2012). Basic Technology Teachers' Awareness and Attitude the Use of Inforamtiom and Technology Communication for Sustainable Development in Lagos State Ditsriects: I, IV, VI. *Journal of Education and Practice*, Vol 3, No 13,.
- Olatunji, S. O. (2022 , 136-145). Awareness Of And Attitude To Learning Management System Among Undergraduates In University Of Ibadan, Nigeria. *Benin Journal of Educational Studies*,, Volume 28, Issue 1,.
- Onyeama, E. M. (2019). ntegration of Emerging Technologies in Teaching and Learning Process in Nigeria: the challenges. *Central Asian Journal of Mathematical Theory and Computer Sciences*, 1, (1), 35-39.
- Sanmugam, M., Selvarajoo, A., Ramayah, B., & Lee, K. ((2020)). Use of Nearpod as interactive learning method. Retrieved from <https://doi.org/doi: 10.21125/inted.2019.2219>
- Sarginson D,, D., & McPherson, S. (2021). Nearpod: An Innovative Teaching Strategy to Engage Students in Pathophysiology/ Pharmacology. *National Library of Medicine*, 60, (7), 422-223. doi:doi: 10.3928/01484834-20210616-13
- Wolfgang, , R., Christian, , M., Peter, , B. C., & Hendr. (2019). Understanding the meaning of awareness in Research Networks. doi:
- Yusuf,, M. O., & Balogun,, S. A. (2020). Awareness and utilization of educational technologies among Nigerian university students. *Ilorin Journal of Education*, 40(1),, 45–58.