



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**

**INSTITUTO DE POSTGRADO**

**TÍTULO**

**“THE USE OF JAMBOARD TO ENHANCE COLLABORATIVE WRITING IN TENTH  
GRADE STUDENTS”**

**ESTADO DEL ARTE**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE**

**MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCION ENSEÑANZA DE INGLÉS**

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**SALINAS, 2023**

## Aprobación del Tutor

En mi calidad de Tutor **del Informe de Investigación**, “THE USE OF JAMBOARD TO ENHANCE COLLABORATIVE WRITING IN TENTH GRADE STUDENTS”, elaborado por la maestrante Lic. Vicky Katiuska Silvestre De La Cruz, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SEGUNDA COHORTE**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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El componente práctico del examen de carácter complejo titulado “THE USE OF GOOGLE JAMBOARD TO ENHANCE COLLABORATIVE WRITING IN TENTH GRADE STUDENTS”, previa a la obtención del Grado Académico de **MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SEGUNDA COHORTE**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

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## **Dedication**

This state-of-the-art is dedicated to my dear daughter Alice Victoria, the person I love the most. I wish someday she could read it.

Vicky Silvestre De La Cruz

## **Acknowledgment**

Undoubtedly, my gratitude has no boundaries, my parents have been always with me, and I want to thank God for allowing me to be here and enjoy each moment of life. I would like to thank to all my family for supporting in my academic and personal growth.

I wish to express my appreciation to all my instructors who generously devoted their time to share their expertise and knowledge in their respective fields. Specially who guided me during this process of writing, my tutor PhD. Martha Castillo Noriega, a person who I admire a lot because of her professional life.

Lastly, I extend my heartfelt appreciation to the University I want to study, Universidad Estatal Península de Santa Elena, I am profoundly grateful for the educational journey it has offered me.

Vicky Silvestre De La Cruz

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## Glossary

1. **Collaborative writing:** Collaborative writing involves the cooperation of students in real-time, making the environment to be collectively in which they create unified written pieces or paragraphs, such as essays, reports, or stories.
2. **Critical Thinking skills:** The interactive features of Jamboard encourage intellectual skills in which students could analyze, and solve problems.
3. **Editing access:** The teacher is who guides students to edit and contribute to the content on the Google Jamboard.
4. **Engagement:** The interactive nature of Google Jamboard boost students to be participative and be engaged during the collaborative writing process.
5. **Google Jamboard:** A digital whiteboard application created by Google with the purpose of allowing real-time collaboration and engagement among students and educators.
6. **Peer review:** This refers to the process where students offer constructive feedback and suggestions to one another's written work on the Jamboard.
7. **Real-time collaboration:** Real-time collaboration enables users to work together on the same document simultaneously, facilitating instant updates and allowing all participants to view changes in real-time.
8. **Sticky Notes:** These are virtual notes on the Jamboard that students can add, allowing them to write brief comments or ideas that can be conveniently moved and rearranged.



**UNIVERSIDAD ESTADAL PENINSULA DE SANTA ELENA**

**INSTITUTO DE POSTGRADO TEMA**

**“THE USE OF JAMBOARD TO ENHANCE COLLABORATIVE WRITING IN TENTH GRADE STUDENTS”**

**Autor:** Vicky Katuska Silvestre De La Cruz.

**Tutor:** PhD. Martha Castillo Noriega.

### **Resumen**

Este estado del arte revisa Google Jamboard como una aplicación de Google para mejorar la escritura colaborativa entre estudiantes de décimo grado. Google Jamboard, una aplicación de pizarra digital facilita la colaboración y el compromiso en tiempo real al permitir que los maestros otorguen acceso de edición a los estudiantes. A través de varias funciones, como notas adhesivas, manipulación fácil de objetos y rutinas de pensamiento visual, se pueden apoyar las habilidades de pensamiento crítico de los estudiantes. La aplicación también permite a los profesores crear plantillas e invitar a los estudiantes a colaborar y a contribuir con notas, imágenes, dibujos y más. Al promover la colaboración y el debate sobre estrategias de resolución de problemas, Jamboard fomenta el compromiso y el pensamiento crítico. La implementación de Jamboard en el aula proporciona permite que los estudiantes trabajen juntos, intercambien ideas y desarrollen sus habilidades de escritura colaborativamente. Esta revisión tiene como objetivo inspirar a profesores a usar Jamboard como una herramienta del aula en un mundo post- pandémico.

**Palabras clave:** Colaboración, escritura colaborativa, Google Jamboard, pizarra digital.



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
INSTITUTO DE POSTGRADO THEME**

**“THE USE OF GOOGLE JAMBOARD TO ENHANCE COLLABORATIVE WRITING IN  
TENTH GRADE STUDENTS”**

**Author:** Vicky Katuska Silvestre De La Cruz

**Tutor:** PhD. Martha Castillo Noriega

**Abstract**

This abstract reviews Google Jamboard applied as a Google application to enhance collaborative writing among tenth-grade students. Google Jamboard, a digital whiteboard app, facilitates real-time collaboration and engagement by allowing teachers to provide students the access to edit. Through various features such as sticky notes, easy object manipulation, and visual thinking routines, can support students in developing their critical thinking skills. The app also enables teachers to create templates and invite students to collaborate, encouraging them to contribute notes, images, drawings, and more. By promoting collaboration and discussion of problem-solving strategies, Jamboard fosters engagement and critical thinking. Implementing Jamboard in the classroom provides a platform for students to work together, exchange ideas, and develop their writing skills collaboratively. This review aims to inspire other teachers to use Jamboard as a tool in the classroom in a post-pandemic world.

**Keywords:** Google Jamboard, collaborative writing, digital whiteboard, collaboration.

## **Introduction**

### **Research Problem**

Education has been constantly changing over time. Most in recent years, since the Coronavirus pandemic, technology has been included in the teaching-learning process because of online classes. The traditional classes disappeared for almost two years in Ecuadorian Education, and teachers had to apply different strategies and online tools to catch the students' attention.

Initially, using technology and managing a class using it took a longer time to work. Through the experience acquired in online classes, nowadays, students want to receive classes using technology because it is easier to understand. Magomedov et al. (2020), technology and education have always been together, but when Coronavirus appeared, they positively impacted the education system.

The acquisition of a new language is a challenge for all the individuals because they have to deal with the difficulties on learning every time. Some learners can acquire a new language in an easy way whereas it turns difficult to others. Due to the sociocultural identities, L1 Learners, known as native speakers, naturally acquire without conscious effort their first language from birth gaining an instinctive understanding of grammar and syntax. While L2 learners are those who acquire English as a foreign language, later in life or after puberty, often through formal instruction in schools or by practicing. The challenges of L2 learners are related to the writing process because it is the most challenging skill to learn. Richards & Renandya (2002, as cited in Rao 2017), ambiguity should not be in writing. The ideas must be processed, generated, and organized before the formulation of a text. The ideas must be clear without mistakes. It is too difficult for students to write and feel confident while writing. The action of writing demands

time and knowledge. Students who can write effectively will use the other skills without much effort. Although writing is a complex reasoning process that takes lots of revision, learning is not impossible. Students will have educational problems if they do not write well.

That is the reason students must have constant writing.

Students could have good fluency in speaking, but they do not feel confident during the writing because of the fear of making mistakes such as spelling, grammar, or punctuation marks. Writing is an indirect way to communicate and express ideas or feelings, but students need help to work individually.

Collaborative writing, an effective method in an English language classroom and the implementation of this allow students to work in pairs or groups collaboratively and allow them to produce writing knowledge and content (Pham, 2021). Storch (2019), as cited in Pham (2021), establishes that by working together in groups, students work effectively in an activity producing single text. Lowry et al. (2004), as cited in Pham (2021), claim that collaborative writing is a social process where students work together, sharing ideas, negotiating, collaborating, and discussing while producing a text. However, they need to have a common goal. For this reason, working collaboratively using Google Jamboard to enhance collaborative writing in students is a good strategy because this Google application gives students the opportunity to interact with others and be part of the writing process.

The significance of this study relies on the identification of Google Jamboard as a possible application to enhance students to work collaboratively. It is important to tenth grade students enhance the collaborative writing and feel confident in written texts.

The goal of this study is to comprehend the review of literature of using Google Jamboard as a strategy to enhance the collaborative writing. To understand the use of Google

Jamboard in collaborative writing. To describe the advantages and characteristics of Google Jamboard.

This research paper aims to accomplish the potential Google Jamboard, a Google application, as a tool to enhance collaborative writing in tenth grade students.

## **Research Question**

What is the current knowledge about using Google Jamboard to enhance collaborative writing?

## **Objectives**

### **General Objective**

To review the Google Jamboard platform and how it can enhance collaborative writing to 10<sup>th</sup> grade students

### **Specific Objectives**

- To understand the use of Google Jamboard to collaborative writing.
- To describe the advantages of using Google Jamboard in collaborative writing skills.
- To justify the relevance of the use of Google Jamboard in collaborative learning.



## **Methodology**

Research Question: What is the current knowledge about using Google Jamboard to enhance collaborative writing? The findings were analyzed from six journals from 2017 to 2023, articles to deal with contents to enhance collaborative writing. The search results were analyzed to identify relevant information and references related to the topic. The sources were evaluated based on their relevance, credibility, and currency. The information was then synthesized to answer the research questions.

The methodology used in this research is a literature review. The literature review systematically and comprehensively analyzes existing literature on a particular topic. It involves identifying, evaluating, and synthesizing relevant information to answer research questions. The literature review is a valuable research method that comprehensively explains the current knowledge and research gaps related to a particular topic. Through the searching of relevant information, this study describes the use of Google Jamboard in tenth grade students, application designed to work simultaneously with students synchronous or asynchronous with the aim to enhance collaborative writing in an English classroom.

### **The manuscript selection process**

This selection process comprises evaluating reviews and the obtained information from Google Scholar. Google Scholar provides different disciplines sources such as articles, books, academic writing, and online university repositories as a simple way to search for relevant information. The search for information on "The use of Google Jamboard to enhance collaborative writing." There were different Journals with pertinent information, such as VELES

(Voices of English Language Education Society): The Use of synchronous collaborative reading, such as Khoirivah et al. (2022); The nineteenth-century studies journal: Google Jamboard and a playful pedagogy by Draucker (2021); Journal of English Education and Linguistics: Using Google Jamboard to teach writing skills by Marwah (2022); feedback from a medical student on interactive online anatomy practical using the google Jamboard platform cited by Shamsuddin et al. (2023).

### **Data coding and analysis process**

The data was coded based on the current knowledge about the use of Google Jamboard to enhance collaborative writing. The relevant information about the advantages of using Google Jamboard in collaborative writing skills, the relevance of Google Jamboard in collaborative learning, and the existing knowledge about using Google Jamboard to enhance collaborative writing were identified and categorized. This approach helps to structure the findings and draw meaningful conclusions. The data analysis revealed that Google Jamboard is an effective tool for enhancing collaborative writing skills in tenth-grade students. Its features, such as real-time collaboration, graphic organizers, peer editing, and vocabulary building, allow students to develop their writing skills while fostering teamwork and critical thinking. The analysis also revealed that using Google Jamboard is relevant and beneficial in collaborative learning environments. It promotes collaboration, critical thinking, and effective communication in the writing process.

## State of Arts

### Background

Stafford (2022) argued that Google Jamboard is an interactive digital whiteboard, and it was developed by Google as an accompaniment to Google Workspace, previously recognized as G Suite. The official announcement took place on October 25, 2016. This innovation encompasses a 55" 4K touchscreen display, tailored for online collaboration within the Google Workspace ecosystem. Utilizable through the Jamboard device, web browsers, or mobile applications, Jamboard prioritizes user convenience and accessibility. Its array of functionalities encompasses sticky notes, annotation tools, and integration with Google Docs, Sheets, and Slides. Google Jamboard significantly arguments the environment of collaborative writing, the collaborative potential of Jamboard materializes in real- time interactions, bridging users across Jamboard devices, mobile apps, and web browsers. It is a motivation for collaboration, critical thinking.

Sweeney et al. (2021), Google Jamboard emerged with the purpose of revolutionizing collaborative work dynamics. As a cloud-connected digital whiteboard, it enables teams to collaborate collectively, brainstorming across diverse applications. Serving as an extension of Google's suite of office tools, it enables users to ideate using a stylus and automatically store creations in their Drive folders. This innovation finds utility in enhancing communication, collaboration, critical thinking, and creativity. From problem-solving initiatives to brainstorming efforts, Jamboard facilitates idea sharing during and after classroom sessions, taking significance for its capacity to streamline and elevate communication, collaboration, and organization in educational settings. In essence, Google Jamboard emerges as a versatile, interactive platform

augmenting collaborative learning experiences and nurturing student engagement and critical thinking proficiencies.

The following table comprises the study related to the use of Google Jamboard to enhance collaborative writing, in which Google Jamboard was studied by different authors.

*Table 1. Matrix of Study related to the use Of Google Jamboard to enhance Collaborative writing*

Author: Vicky Katuska Silvestre De La Cruz

<b>Author</b>	<b>Territory</b>	<b>Study Purpose</b>	<b>Participants</b>	<b>Discussions</b>
<b>Vanessa Stafford</b>	Australia	To illustrate examples from around the world of Jamboard in practice with the aim to inspire educators to try Jamboard.	Undergraduate students (sample not verified)	Jamboard creates collaborative learning experiences for both educators and students
<b>Sweeney, Eva M.; Beger, Aaron W.; Reid, Luke</b>	Scotland	The purpose is to recommend the use of Jamboard	Students from (QUB), (LMU), and (UoD) university.	Google Jamboard allows more equal participation than the common whiteboard or PowerPoint presentation
<b>Marwah, M.P.</b>	Not specified	It explains how to use Jamboard to teach English writing skills	Not specified	Teaching writing skills with the application of Jamboard is effective for both virtual and face-to-face
<b>Shannon Draucker</b>	New York State	It provides tactics in how to use Google Jamboard.	Columbia University students	Jamboard can help teachers to make things much better.
<b>Shamsuddin Shamsi A; Choy K. Woon; Siti N.H. Hadie,</b>	Malaysia	To provide the perception of the students using google Jamboard in collaborative sessions.	Second year medical students	The effectiveness of the Google Jamboard application in enhancing knowledge acquisition.
<b>Khoiriyah; Nurjalia Kairoty; Almathea</b>	Indonesia	The purpose is to examine the students' perception of using Google Jamboard for language learning	English Language education department students.	Jamboard is immensely effective in language learning.

## **Theoretical Framework**

The prioritized curriculum from the Ecuadorian Ministry of Education (2021) is applied for hybrid classes: face-to-face, asynchronous or distance-making emphasis in the communicational, math, digital, and socio-emotional competencies which sublevels are separated to be able to fulfill them. It was created to satisfy educational needs, which is essential to develop the students' skills through social interaction, comprehensive reading, and the production of written texts. The skills are fundamental for the strength of students in making decisions and could solve problems.

In the Constitution of the Republic of Ecuador (2008), two crucial articles have legal considerations in Ecuadorian Education: The art. 26: Education is a human right in Ecuador. Art. 343: recognizes the person as the center of the education process.

In Ley Orgánica de Educación Intercultural [LOEI] (2021) Art 2.3, literal h guarantees the educational process to students as the centered learning, who learn according to their needs. The quality of education in concepts and methods they receive in all levels and sublevels. In Art. 19, the National Authority is obligated to create a national curriculum to institutions use, and the prioritized curriculum could be implemented with the regional, province, or communities' cultural specificities.

### **Writing**

Writing is the most critical productive skill during the teaching-learning process. For students, it is challenging to learn a second or foreign language (Rao, 2017). Writing is a way to express ideas through experiences, thoughts, and feelings. Although grammar does not influence speaking, students must be careful how to write each word in writing. Harmer (2007), as cited in

Rao (2017), claims that students did not write anything at an early age; teachers and students just communicated through pictures or images. About 5.000 years ago, they started writing. Yule (2010), as cited in Rao (2017), claims that about 20.000 years ago, individuals started to write something and could communicate. According to Rao (2017), the development of writing occurred with pictograms which means "picture-writing," then ideograms, "idea- writing," and logograms, "word-writing," and with the invention of the paper in China; writing became produced by people 1200 B.C.

The action of writing allows students to have clear ideas of any language through symbols that are letters, promoting understanding of the language. Cristal (2006: 257), as cited in Rao (2017) argued that writing is not a language but a way of communication using a system of visual marks on the surface. Writing is an active process in which students can engage their feelings, emotions, observations, and personal experiences.

According to Richards & Renandya (2002), as cited in Rao (2017), writing is the most challenging skill for L2 learners. Writing demands clarity, generating ideas and organizing them, and formulating a text without mistakes; this process may be complex for students who feel they need more confidence while writing. Writing comprises demanding skills that need to be improved and require all possible care and knowledge (Cristal, 2006: 257, as cited in Rao, (2017). If students can dominate their writing skills, they can easily dominate the other skills, listening, speaking, and reading. Progressing in writing requires time and effort. Writing is a complex process of reasoning which takes lots of revision. Students constantly try to write because they will have problems during their education and work if they do not write well. For instance, some students can speak fluently and confidently even if they have writing mistakes

such as spelling, grammar, vocabulary, and punctuation, and those relevant things affect their presentation. Writing skill is the indirect way to communicate with others, but students need help in writing their own written text in which they can express ideas, thoughts, or feelings.

### **Collaborative writing**

Some findings searched by Pham (2021) disclose that students feel more comfortable sharing ideas in the classroom; they learn from each other and have better results in writing while they are in the collaborative activities because they discuss a lesson, and it allows students to enhance their language skills of learning.

Pham (2021) states that cooperative or collaborative learning took importance when the communicative language teaching approach started to appear in the English language learning that occurred by the 1970s. It took advantage of applying pair work or group work in classes to support students to know and practice the language with others while learning from them.

Pham (2021) states that with collaborative or cooperative learning, students can learn from each other. Moreover, it happened within the introduction of the communicative language teaching approach. Since then, the teacher began to create pair or group works in class to practice every time, allowing the learners advantages. They brainstorm ideas, reflect, learn, and help each other before writing. Vygotsky (1978), as cited in Pham (2021), states that it is a social process, and the interaction among students allows them to understand language development acquisition better. Foley and Thompson (2003), as cited in Pham (2021), established that learning a new language is essential for collaborative learning because it allows students to enhance their language skills of learning. Bremmer (2010), as cited in Pham (2021), claimed that collaborative learning motivates students to complete assignments in the class with the teachers' instruction

because of their better understanding.

Collaborative writing is how two or more participants have the goal of creating a written document. It is used in different contexts (Pham, 2021). Collaborative writing is essential in today's interconnected world, where teamwork and assertive communication are highly valued. Various digital tools have been developed to enhance collaboration among individuals, including Google Jamboard, to facilitate this process. This study aims to explore the use of Google Jamboard in collaborative writing, highlight its advantages, and justify its relevance in collaborative learning.

Collaborative writing is better than individual writing; students who work in groups have a better understanding than students who work individually. Besides, working in collaborative settings has a good effect on students; students reflect before sharing ideas and discuss if the words to write are right or wrong. With the brainstorming and the generation of ideas, the selection of words to write, the enjoyable moments in writing activities will be more comfortable because all the students work and share their points of view all the time (Storch, 2002 as cited in Pham, 2021).

In collaborative writing, students benefit from prompt feedback and reactions from their peers, offering them a chance to reassess their content knowledge and the efficacy of their writing. This process holds students responsible for their learning and their peers', necessitating the sharing of expertise and proficiently grasping newly acquired information more dynamically. Collaborative writing facilitates an immediate and interactive learning environment, enabling students to continually refine their writing and deepen their understanding through active engagement with fellow group members (Hartmann, 2023). Improvement in learners' writing



abilities can lead to enhanced textual quality, greater grammatical precision, and increased syntactic sophistication.

### **Skills of Collaborative Writing in Education**

Collaborative writing in education encourages students to develop their skills that are important for their academic process. The following skills are the most common during the collaborative writing process.

**Communication skills:** Collaborative writing promotes an environment where students could effectively communicate their ideas, have notions, and construct criticisms to their classmates. This process allows the ability to articulate their thoughts with precision and encourages them to consider and acknowledge the viewpoints of others attentively. Students learn to express their clear ideas and listen carefully to others. Collaborative writing increases the confidence and motivation of students (Ferlazzo & Sypniewski, 2016). Setting goals and expectations to be checked with the team is essential.

**Critical Thinking Skills:** Engaging in collaborative writing fosters critical thinking and the skills to analyze information among students. This collaborative process enables them to assess diverse perspectives, recognize the strengths and weaknesses of arguments, and make well-informed decisions. Through this experience, students develop essential skills in critical thinking, empowering them to approach writing tasks with greater depth and discernment. (Sahoo & Mohammed, 2018).

**Problem-Solving Skills:** Participating in collaborative writing allows students to handle challenges collectively and discover solutions as a cohesive team. During this collaborative process, students develop skills in teamwork, engaging in productive brainstorming sessions, and

exploring innovative approaches to problem-solving. By working collaboratively, students enhance their ability to address obstacles effectively and find creative solutions, ultimately fostering a strong sense of collaboration and cooperation within the group (Hartmann, 2023).

**Planning and Organization Skills:** Participating in collaborative writing necessitates students effectively could plan and organize their work. They acquire valuable skills in goal setting, task allocation, time management, and coordination with team members. This collaborative process helps students develop a structured approach to their writing tasks, fostering efficient teamwork and promoting the successful completion of the project through effective planning and organization (Hartmann, 2023).

**Editing and Revising Skills:** Engaging in collaborative writing enables students to enhance their editing and revision abilities. They acquire valuable skills in offering constructive feedback, incorporating received feedback to revise their work, and elevating the overall quality of the written document. This collaborative process fosters a culture of continuous improvement, where students actively learn from each other's insights and refine their writing through multiple iterations, resulting in a more polished and accurate final product.

**Interpersonal Skills:** Collaborative writing encourages teamwork and collaboration among students. They acquire valuable skills in fostering positive relationships, resolving conflicts amicably, and valuing diverse perspectives. This collaborative process encourages students to work harmoniously as a team, embracing various viewpoints and leveraging the collective strengths of each member to achieve shared writing goals. Through this experience, students develop essential social and interpersonal skills, enabling them to effectively collaborate in writing projects and various aspects of their academic and professional lives.

**Self-Reflection and Self-Assessment:** Participating in collaborative writing offers students chances to introspect on their writing and evaluate their strengths and areas needing improvement. This process fosters self-awareness and empowers students to take ownership of their learning journey. Through collaborative writing experiences, students become more mindful of their writing abilities, recognize their progress, and actively refine their skills to achieve personal growth and academic success.

**Technology Skills:** Technology is usually integrated in the collaborative writing; it could be by tools or platforms. This process allows students to navigate on the internet and use different tools for communication, document sharing, and collaborative writing. Using technology during the collaborative writing empowers students to adapt to modern communication methods.

Collaborative writing can be a valuable skill for tenth grade students to develop. It allows to improve their writing abilities but also enhances their teamwork and communication skills. To establish the teachers' selection group in order to mix the partners with different writing abilities and strengths to promote collaboration. Clearly communicate the objectives about the group to work and make sure that each member of the group has a role in this process. To set rules for the collaborative writing, encourage respectful communication and active listening. In the sessions of collaborative writing students start with a brainstorming and discuss about the topic and the purpose, here students can divide the work of the project and fulfill the roles each one has to do. Collaborative writing can be a rewarding experience for tenth grade students, as it not only allows to improve their writing but also foster important skills like communication, critical thinking, problem solving, because they can share ideas and listen carefully about classmates' opinions. The planning and organization of the group in which they can edit and revise about their interests. All the skills detailed above take an important role in collaborative writing in tenth grade students

because they can develop their skills through the implementation of collaborative writing in the classroom.

### **Collaborative Writing in tenth grade students**

In a study of an institution of Indonesia, utilizing collaborative writing proves to be a highly effective method for enhancing tenth grade students' performance in writing descriptive texts. According to Harlena et al. (2020) mention that collaborative writing not only elevates students' engagement but also ignites their enthusiasm during the teaching learning process. As a result, it stands as a viable alternative strategy for teaching writing descriptive text in the school. Moreover, in Bangkalan, a study conducted to tenth grade students using collaborative writing strategy in class was effective. The results indicated how successful collaborative writing in comparison to the traditional way. Collaborative writing is to facilitate the engagement of students in the second language acquisition (Ulfa, 2020).

### **Technology**

Giyatmi (2021), technology has been used in all fields of work, and education is primordial. ICT (Information and Communication Technology) significantly impacts education because of the benefits provided for teachers and students to access digitalization and educational information; ICT references technology, but most of the internet and electronic devices.

According to Zhang et al. (2022), technology could support collaborative writing in an English classroom. Technology plays an essential role in the learning process. The language classes use some tools of technology. Furthermore, technology was created to help and improve language learning. Classes employ technology to facilitate the teaching-learning process. Since

Covid 19, this has become relevant for education. Teachers can facilitate classroom activities by applying technology. The application of technology changed considerably English teaching strategies. It gives many alternatives to finding exciting tools and using them in the classroom. It makes teaching enjoyable and more effective. The role of technology inside the classroom is to prepare students to produce what they learn in a subject matter—facilitating the learning in students.

Moreover, the teachers must be prepared with knowledge of technology in a classroom, and with the preparation and improvements of the technology in how to be applied in education they will have a good interaction with the students because using technology in the class allows students to participate in the lesson

## **Google Jamboard**

Google (2022), as cited in Stafford (2022) describes Google Jamboard as an interactive platform from Google applications, just having the application of Google and, of course, having a Google account. It can be used as a collaborative process for synchronous and asynchronous learning classes. Users can use this through devices such as a laptop, desktop computers, or smartphone. It works with an Internet connection all the time. Khoiriyah et al. (2022) provide a study on using Google Jamboard for synchronous collaborative reading strategies, highlighting its usefulness and simplicity in facilitating collaborative activities.

The online whiteboard where students can collaborate and write, where they can stick notes, insert images, add text, or draw as anonymous writers. According to Stafford (2022), students achieve collaboration by using Google Jamboard in the classroom. Stafford (2022) highlights the benefits of Google Jamboard in promoting remote or in-person collaboration on a shared space research study done in Australia with students from an Academic Business school. Ndwambi et al. (2022) conducted a study in South Africa where a tutor used Google this tool as a collaborative quiz in which, in the class, the participants had access to respond immediately to all the questions that the teacher asked them through the application, the attributes necessary to facilitate learning in this environment effectively and the most effective methods for engaging students in a meaningful way. In the sessions, Jamboard was used to replace the most famous PowerPoint slides with the intention that students could participate collaboratively in the real online whiteboard having different authors simultaneously, and there are several pages to write. The color of sticky notes catches the reader's attention and much more than the writer's. Shamsuddin et al. (2023) conducted an anatomy class in Malaysia in which all the students

participated collaboratively using Google Jamboard. (Fine, and how this idea can help your

Marwah (2022) explains how to use Google Jamboard as a digital medium to teach the English language with the subject of writing skills. Collaborative writing in Google Jamboard allows students to improve their thinking and reflection; on the other hand, through experiences obtained with the application of the tool, students will be able to learn from others and think about their answers. Allowing losing the fear of speaking because, through writing, they can express their thinking using Google Jamboard. Different ways were applied to engage students and give them the confidence to fulfill the lesson (Khatri, 2021).

Sweeney et al. (2021) state that Google Jamboard has been proven effective. Google Jamboard is an effective tool used for teams or groups. Jamboard's efficacy as a tool for team-based learning interactions and presentations is well-established, and this success can undoubtedly extend to in-person collaborations. With its free and easily accessible platform, Jamboard facilitates more equitable participation than conventional physical whiteboards or PowerPoint presentations. In studies conducted in Scotland by Sweeney et al. (2021), Queen's University Belfast (QUB) students from a virtual anatomy class claimed that the most enjoyable classes they had during that module were Jamboard. The use of this application is easy to understand and manage because students with the first explanation of the use immediately started working on the lessons assigned by the teacher. In another study at the University of Dundee (UoD), students using Google Jamboard worked in groups facilitating collaboration and developing the reasoning to make decisions. Moreover, in the last study made at Lincoln Memorial University (LMU) by Sweeney et al. (2021), Jamboard offered an interactive platform that enables students to actively engage with the material and interact with their peers in a manner that is inherently impractical in a traditional

lecture-style session.

Stafford (2022) states that Discovery learning is a reason to use Jamboard because learners synthesize their prior knowledge with the new one and construct their writing. Due to the Internet, they can search for more information on the web, summarize the contents, and then write the most critical information on a page of Jamboard more enjoyable than other sites.

Jamboard is a platform that allows multiple participants at the same time and is easy to use; thanks to the application of Google and its account, it provides free internet access to connect a device and start working (Pham, 2021). Using Jamboard in collaborative writing allows students to develop skills and reflect on their actions before expressing what they want.

Incorporate google Jamboard into tenth grade student's classroom can promote collaborative learning, creativity and engagement. It empowers students to work together effectively, develop their writing and critical thinking. These concepts about Google Jamboard offer some benefits in how greatly aid tenth-grade students in their learning journey. By harnessing the interactive and collaborative nature of this platform, 10th graders can engage in writing projects that foster teamwork, creativity, and effective communication. It provides a versatile environment for both synchronous and asynchronous learning, allowing students to work together seamlessly using various devices. The studies conducted by researchers such as Khoiriyah, Ndwambi, and Shamsuddin demonstrate that Jamboard's utility spans different subjects, from English language teaching to anatomy, and this diverse application can enrich the students' educational experiences. Furthermore, Marwah's insights into collaborative writing using Jamboard emphasize the tool's role in encouraging students to express their thoughts and reflections, ultimately helping them overcome the fear of speaking and fostering confident communication. The concept of discovery learning, as noted by Stafford, is also significant as it



encourages students to synthesize prior knowledge and engage in research, thereby enhancing their critical thinking skills. Overall, the use of Google Jamboard presents a dynamic and effective approach to teaching and collaborative writing that can empower tenth-grade students with the skills and confidence they need for success.

### **Final Reflection**

This tool will enable students to improve their thinking on an online whiteboard, making them collaborators where they can stick notes, insert images, add text, or draw as anonymous writers providing their confidence and losing the fear to participate.

Using Google Jamboard is an effective way to enhance collaborative writing in tenth grade students. Jamboard facilitates engagement, critical thinking, and interaction among students. It works as a real-time collaborative platform, allowing students to work together, interchange ideas, and solve problems simultaneously. It provides learners to develop their writing skills while promoting the collaboration and critical thinking of students.

The inclusion of visual thinking routines and markup features in Jamboard supports thought organization, brainstorming, and annotation during the writing process. Teachers can create various Jamboard templates and invite students to collaborate, offering endless possibilities for classroom activities. Furthermore, it is recommendable the use of Google Jamboard in class because it is adaptable to different learning environments, including in- person, distance, or hybrid settings, and it encourages the development of digital literacy skills and responsible online communication. In conclusion, Google Jamboard proves to be a valuable advantage for enhancing collaborative writing experiences for tenth-grade students, fostering critical thinking, engagement, and creativity.

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## Annexes

### CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **del Informe de Investigación**, “The use of Google Jamboard to enhance collaborative writing in tenth grade students, elaborado por la maestrante Lic. Vicky Katuska Silvestre De La Cruz, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **Pedagogía de los Idiomas Nacionales y Extranjeros**, me permito declarar que una vez analizado anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 0 % de la valoración permitida, por consiguiente, se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente

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AMELIA  
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