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# The Dynamics of Slido to Promote Learning in Rural University Classrooms

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**ABSTRACT**

Slido is an interactive online platform facilitating active learning in rural university settings. Rural universities often need more resources, including access to technology and opportunities for diverse pedagogical approaches. Traditional lecture-based teaching predominates due to these constraints, which can hinder student engagement and learning outcomes. Slido offers a solution by leveraging technology to enhance interaction, collaboration, and participation within the classroom environment. This study, therefore, adopted the Slido application to promote active learning in one of the rural university classrooms within South African higher education. Active learning methodologies have gained widespread recognition for their effectiveness in engaging students, fostering more profound understanding, and promoting critical thinking skills. However, implementing such strategies, especially in rural university classrooms, can pose unique challenges. Through features such as live polls, quizzes, and audience Q&A sessions, Slido enables instructors to create dynamic learning experiences that encourage active participation from students. In rural contexts where class sizes may be smaller and student diversity limited, Slido provides an avenue for inclusive participation and allows even the most reserved students to contribute anonymously. Hence, the qualitative study adopted a transformative paradigm as a lens and approached it through active learning designed by Action Research. Furthermore, the study was a two-year project involving third-year business studies students and their transition to, and completion of, their fourth year of study. Seven students were selected as the participants, and data was generated through a Focus Group discussion and analyzed using Thematic Analysis. The study revealed that Slido promotes activeness among students in the module selected in the rural university. In conclusion, Slido offers a promising solution for promoting active learning in rural university classrooms. The study recommends that lecturers should be empowered in terms of resources and training to infuse technology into teaching.

**KEYWORDS**

Active learning; participation; rural university classroom; students; Slido.

## INTRODUCTION

Active learning in the teaching and learning context has been given different names, including student engagement and participatory learning, by scholars across the globe, and therefore, it is a problem to ascertain a specific definition (Gunn & Hollingsworth, 2012; Vartiainen et al., 2020). Nevertheless, active learning is known as the ability of students to be part and parcel of the teaching and learning activity within the classroom (Ashwin & McVitty, 2015). Active learning involves students in class activities, participating in curriculum development, and being part of the quality assurance process. Considering the high volume of research conducted on active learning, it becomes worrisome and a concern to education stakeholders (Lawson & Lawson, 2020; Dickinson, 2023). The lack of student involvement in class activities, particularly in deciding whether to work in groups or as individuals, poses a significant problem in higher education, hence countering the argument of Ginting (2021) that education is a life-long career, a foundation of knowledge that improves life, and brings positive transformation. When students are disengaged and demotivated to learn, it can hinder the effectiveness of the learning process.

The problem of the study emanated from the literature of Ahmad (2021), personal observation, and experiences, which showed that students preferred listening to the instructor rather than participating. Meanwhile, literature revealed (Ahshan, 2021) that less, or lack of, student involvement during class activity sometimes makes it difficult for the instructor to get instant feedback indicating students' understanding of what they learned. Additionally, Hidayat et al. (2021) revealed that sometimes students do not participate in class because they are shy or otherwise, and because some lecturers cannot effectively foster student engagement. In other words, this means that creating an environment conducive to student and lecturer engagement is necessary. However, the intervention of Slido in this study was primarily to promote student engagement in class through an activity-based strategy at the selected rural university.

Macfarlane and Tomlinson (2017) state that the absence of active participation among students leads to missed opportunities for skill development and a less dynamic learning experience. It is essential to address this issue to ensure that students actively contribute to shaping their learning environment and can benefit fully from diverse instructional approaches. Conversely, student participation during class activity and discussion is paramount to the instructor and students. It promotes collaboration, critical thinking, and communication skills, while individual work allows for independent learning and self-reflection. Unfortunately, some research on active student learning still shows a wide gap in student engagement (De Martino et al., 2020). Meanwhile, student activeness toward learning in class in this era is crucial to South African higher education in the sense that, when students are active in class, it leads to critical thinking and a deeper understanding of the subject matter and fosters a more dynamic and interactive classroom (Bean & Melzer, 2021).

On this foundation, the study aims to promote active learning in one of South Africa's rural university classrooms. Engaging students with subject content and peers while in the classroom is important and necessary for 21st-century education.

**Research question**

- Can Slido promote active learning in a rural university?
- How do students perceive using Slido to promote active learning in a rural classroom?

**Research Objectives**

- To explore how the Slido application can promote active learning in a rural university classroom.
- To explore students' perceptions of using the Slido application to promote active learning in a rural classroom.

## LITERATURE REVIEW

### *Educational Technology as a concept in teaching and learning*

Educational technology is the application and integration of technology tools such as media, machines, and networking hardware in teaching and learning to expose students to various ways of impacting knowledge, broadening students' knowledge, and shifting the traditional way of learning (Mangal & Mangal, 2019). Educational technology is a concept in education that involves the instructor teaching using different technological tools to engage students and move from the traditional learning method to an innovative and engaging teaching method (Rodriguez, 2021).

This is the gap in the study; that is, addressing students' passiveness during class activity and discussion (Bekkering & Ward, 2020) through the integration of the Slido app.

Educational Technology, or EdTech, represents the amalgamation of technological tools and resources integrated into the educational landscape to enhance teaching and learning processes. This multidimensional concept involves a spectrum of digital devices, software applications, online platforms, and interactive multimedia, all aimed at improving educational outcomes. Recent research underscores the pivotal role of educational technology in transforming traditional pedagogical practices. For instance, a study by Gašević et al. (2023) investigates the potential of learning analytics, a subset of educational technology, in providing real-time insights into student performance and engagement, thus enabling personalized learning experiences. Furthermore, Henriksen et al. (2022) emphasize the importance of the technological pedagogical content knowledge (TPACK) framework in equipping educators with the requisite skills to integrate technology into their instructional practices effectively. These scholarly contributions underscore the dynamic nature of educational technology as a medium for innovation in teaching and learning ideas, shaping the future of education in an increasingly digital age.

***Integrating Slido in Teaching and Learning***

Slido is a technology tool that can help lecturers and students actively participate in class activities with online or face-to-face life polls and quizzes (Zulfa & Laras, 2020). In Indonesia, research was conducted on the effectiveness of Slido among university students, and the result showed a drastic improvement in student engagement (Muthmainnah, 2019). Shetty and Ghanat (2020) adopted Slido among engineering students to understand how effective this app was; surprisingly, the result showed a 92% increase in student engagement. In other words, using Slido in this study is to accommodate every student in the selected module, especially those who feel shy, quiet, or intimidated by peers in the class, in order to share their opinions and to ask and answer questions anonymously. By the nature of this app, students become automatically involved in class discussions as long as they have a supported cell phone that allows internet access.

Meanwhile, Juhi (2022) revealed that using Slido increased the percentage of learners engaged with the content and interacted with peers. In another study, Rodriguez (2021) adopted Slido to manage an English Language classroom, and a questionnaire was issued to collect data among university students in South Korea. Hence, it was discovered that not only did Slido lead to a higher number of student participants, but also that the target student developed the ability to read comprehension and was also motivated.

At the same time, Maimaiti, Jia, and Hew (2021) mentioned that, despite implementing Slido in the context, less active learning among students might occur due to a lack of relationships among peers, a lack of confidence, and a language barrier. Nevertheless, active learning has been proven beneficial to students as it improves their ability to think and retain information, develops communication skills, and motivates them to learn more, thus enhancing their academic performance (Akan & Basar, 2013). Therefore, based on the above literature, considering the different contexts, this study believes that Slido can promote active student learning in the selected rural university.

***The role of Slido in promoting Active Learning among university students***

According to Misseyanni et al. (2018), active learning is understanding negotiations between accumulated knowledge and individual inquisitiveness for personal development, transformation process, and exploration. Meanwhile, Abla & Fraumeni (2019) see active learning as a teaching and learning approach where participants are expected to participate in an ongoing discussion either in a private space, or in public. The above definitions emphasize active learning, meaning people should be involved in learning. Additionally, active learning, by its nature, equips students for the workplace, provides better higher education, encourages students to be part of their learning, and helps them to achieve higher academic performance (Peko & Varga, 2014). However, challenges such as class size, self-regulatory skills, time management, diversity of student background, student knowledge, and shyness could hinder or deprive students of effectively participating in class activities or discussions (Baldock et al., 2021; Vodovozov et al., 2021).

Unfortunately, the world's evolution in every aspect, including education, has progressed to a stage where knowledge acquisition has to shift from a traditional way of learning to an act of doing (Munna & Kalam, 2021). In other words, the era of teaching in a way that does not benefit students should be abolished, and a classroom environment that empowers, motivates, and involved should be created instead. Moreover, the world is changing so fast in terms of technology that students who are not innovative or have computer skills would not be fit to work anywhere, including in classrooms. Not involving students during class discussions or lectures has negatively impacted several spheres of life, such as the increase in unemployed university graduates. As a result, they do not fit into the 21st-century world where teaching students to be innovative, problem-solvers, and being self-reliant is the order of the day (Larson & Miller, 2011). So, to deal with the issue, universities and other higher institutions of learning need to prepare students to be innovative, flexible, critical thinkers, problem-solvers, and employable by integrating technology into teaching methods and involving students (Shah, 2022).

However, active learning as a channel to teaching and learning is not enough to deal with the lack of involvement in students but is a supplement to teaching where students can have fun and be informed. Hence, the study believes that the Slido App is positioned to provide a means for active participation among university students. Furthermore, incorporating technology tools like Slido in the classroom could offer university students, including but not limited to, teaching, becoming learner-centered, innovative, and active learners (Le Thi, 2020). Similarly, Shetty & Ghanat (2020) also argued that Slido is cost-efficient, user-friendly, engages student participation, and is anonymous.

***Rural university classroom***

The rural university classroom in this study refers to the higher institutions' context in a remote area where amenities such as good roads, electricity, water, and education resources are lacking. The staff in the institutions are dominated by a high number of people from other provinces in search of job opportunities (LeCompte, et al., 2022). Most students in the institutions are from far and nearby communities suffering from the above-mentioned problems. Still, the good news is the existence of higher institutions such as universities, Technical Vocational Education and Training (TVET), and other colleges in such an environment. Regardless of the location of these areas, there is a need for access to technology for the effective and smooth running of activities such as teaching. Unfortunately, Lembani et al. (2020) reported that some higher education institutions in South Africa have access to technology. That means that infusing any type of technology in such places would be a challenge, which indirectly excludes both students and lecturers in this category from exploring or integrating technology in their teaching. Muthmainnah (2019) found that Slido is helpful to students in rural classrooms because it maximizes the effectiveness of questions and answers, allows for anonymity, increases student participation, and increases content knowledge. Hence, regardless of student status, background, religion, or otherwise, they are bound to be taught as long as they become

university students. On the contrary, to promote active learning in this context, it has been proven that students find it challenging to interact with peers and contribute to class discussion, not only because of their environment (Rusticus et al., 2023). This study, therefore, explores the integration of the Slido App, which is friendly, easy, cost-efficient, and especially because most students have smart phones that could be used to enhance teaching. The major aim of the study is to ensure that rural university students are part of what takes place in the classroom, such as discussion and contribution to the subject matters through technological tools, against the findings of Castelli & Sarvary (2021), who believed students do not like to engage while in class naturally.

## RESEARCH METHODOLOGY

According to the module's content, the study administered a pre-test of third-year students' activeness through class activities. It will administer a post-test in their final year to investigate if the Slido app promotes active learning. Slido users in the study, who were third-year students, must have a supported cell phone and be connected to the internet before this can be used, which might limit some students from participating in the project. The fact that some students do not have smartphones is an indication of the digital divide among university students because, despite the wide usage of ICT and its positive impact on teaching and learning, it is a reality that some students still cannot afford cell phones that support social media such as WhatsApp, Facebook, and many others. As a result, this category of students, if any, would be allowed to work in groups. Srinuan and Bohlin (2011) identified this set of people as the digital divide, which is the gap between those without access to information technology and information tools such as smartphones, and that they are on the verge of suffering significant losses not only in the aspect of acquiring quality education, but in other areas such as their personal lives, and relevant information that could benefit them.

This study falls under the transformative paradigm because of what it stands to achieve: using Slido among university students to promote active learning in class and during classroom activities. What this means is that, with the use of Slido to boost the participation of students, it is believed that there would be positive changes both in their career and personal lives, which could bring about a transformation not only to students but even the university, and the community as a whole. The transformative paradigm is a research framework founded on changing an existing situation, which, in this context, is the lack of student participation (Matjila & van der Merwe, 2021). The transformative paradigm is said to cause significant changes in individuals' minds and the natural world, challenges an existing status quo, and changes the understanding of critical perceptions in education (Omodan, 2020; Garcia & Mayorga, 2018). The transformative paradigm is relevant in the study because it aims to change how students learn positively, challenge their passive way of acquiring information, and obtain action research. Furthermore, using action research to design the study involves students obtaining access to Slido as a technological education tool for class activities.

The action research is deemed fit and relevant to the study's design. This is because of the practical approach between the researcher and co-participants towards contributing a positive change to the concerned student, university, and community (Erro-Garcés & Alfaro-Tanco, 2020). Action research (AR) is an educational method embodied in Participatory Action research, Critical Action Research, Action Learning, and other participatory forms of research approaches. It is a democratic approach that shares similarities, like promoting transformation and working directly with the people (Burns, 2019). According to Efron and Ravid (2019), AR involves four spiral processes in which actions such as planning, acting, observation, and reflection are formed; this means that there is a need for the researcher to plan, design a research question, observe the participant's gestures, and then reflect. Also, there are four stages, as stated below, that the researcher followed and how they were incorporated into the study:

Stage 1: Identify the research problem; the researcher identified the problem through literature, observation, and personal experience.

Stage 2: Develop action planning; after identifying the problem, the researcher planned to adopt the Slido App to motivate student participation and develop questions to engage them. Stage 3: Implementation, data collection, analysis, and report; the researcher implemented the app in the class, collected data through focus group interviews, and analyzed and reported through data discussion.

Stage 4: Monitoring stage: monitor and evaluate; the researcher observes the project since it is still in progress.

The researcher, therefore, worked in collaboration with students who enrolled for the Business Studies module in their third year at the selected university to learn how familiar they are with Slido and to hear their perceptions in this regard. At the following meeting, the researcher introduced Slido to the class of ten out of twenty-three students who attempted a quiz based on the content of the module selected; nine responded anonymously through their cell phones.

The study adopted the qualitative approach because it is non-numeric data, and most significantly, the study aims to collect and analyze data to understand social phenomena (Thompson et al*.,* 2021). In this context, the researcher wished to understand how students perceive Slido and how it can actively engage them during class activity. A qualitative approach was used because it allowed students, that is, the participants, to express themselves freely. This, therefore, allowed participants the opportunity to provide in-depth information on how they felt about Slido.

**Sampling**

The study adopted purposive sampling to focus on one of the researcher’s modules, where the participation of students during class was not encouraging, so it adopted purposive sampling, a nonprobability sampling technique chosen by the researcher based on certain required specifications of the participants (Denieffe, 2020). It addresses the problem of the study by

allowing the researcher to focus on students while using Slido in the class to ask questions, provide answers, and make suggestions about what they have learned, what they want to know, and other thoughts while interacting with the tool. Therefore, the study selected seven students in their third year, that is, pre-service teachers in their 3rd year of study. They were both Sesotho and Isizulu speakers, aged between 23 and 24 years. Five females and two males were selected based on their availability at the time of the study.

**Data collection**

The qualitative study used the Focus Group (FG) as a data collection instrument to generate information from the selected participants. A, F, and G interview is a qualitative data collection method involving a researcher focusing on a group of people who share the same characteristics and know the topic under investigation (Etikan et al., 2016). Additionally, a FG interview allows for in-depth information about their Slido experiences and if it could promote active learning. Questions include "What do they understand about Slido?", and, "How can Slido be used to promote active learning in the module?". This is why FG interviews are deemed relevant in the study, allowing students to interact with each other. Among the numerous benefits of this method is that it enables the researcher to have a deeper understanding of Slido from students compared to one-on-one interviews (Glerean et al., 2019). The FG occurred in natural settings where participants sat in small groups, and the researcher moved around to moderate the sessions.

**Data analysis**

A thematic analysis was adopted to analyze the data generated, not only because it is mainly used in qualitative research, but because of the rigorous processes of thorough searching through data to analyze, identify, and interpret data generated. Therefore, according to Braun & Clark (2006), the sixth step of analyzing data is to put meaning to the data. The researcher first got to know and understand the data by getting familiar with it, that is, listening over and over to deduce the information, generating code by sorting themes accordingly, searching for themes, ensuring that themes are reviewed, defined, and given each of them a name, and lastly, produced a write-up through a well-written report as presented below.

**Ethical consideration**

The University of the Free State Ethics Committee applied the project for ethical consideration with the following approval number: UFS-HSD2023/0179. According to Resnik (2015), ethical consideration in research is critical and paramount; hence, the researcher followed the set-up principles such as voluntary participation, confidentiality, and participant safety assurance (Pietilä et al., 2020).

## FINDINGS AND DISCUSSION

This section presents the analysis and interpretation of data according to the study's research objectives. The study is aimed to promote third-year students' participation in the selected university rural classroom; hence, the following themes emanated from the data generated:

regarding their experience, Anonymity, and Shyness were identified as challenges of classroom participation, while immediate feedback increases participation was their responses when asked if Slido could promote their involvement. The study used a pseudonym for anonymity to represent participants such as A, B, C, D, E, F, and G. Below is the data analysis.

***Objective 1, theme 1: Shyness***

Shyness has been identified as one of the reasons why students do not like to participate in class discussions or activities. Shyness in this study is defined as the lack of confidence to participate in class discussions or ask or answer questions in the presence of their peers. This point is supported by Ahmad (2021), who identified shyness as one of the reasons why students do not like to speak or participate in classrooms. Below are the conversations of participants:

*Participant C: Slido does help people who are SHY like me; unlike raising your hands in class answering questions in front of people,*

*Participant D: For me, Slido is very good because I am SHY to talk in public; hence, Slido is okay since I have to answer through my phone.*

*Participant B: I think for SHY, people like me do not want to participate in class in the presence of my friends.*

The above conversations indicate that students find it difficult to verbally engage with peers and lecturers during class discussions because they lack the confidence to do so. Shyness is a big problem among students that needs instructors' attention to diversify effective teaching strategies that encourage students to participate, such as integrating technology like Slido. According to Participants C, D, and B, raising hands to attempt questions is challenging; hence, silence is preferable even if they know they have the correct answers. Furthermore, these participants hesitate to engage in the classroom where there are no means of arousing their interest. Fortunately, when Slido was used in the class for the first time, there was a 70% increase in student participation and a 100% increase during the second time. This is because using the Slido application in the classroom allows every student, especially the shy ones, to participate and remove the fear of being identified.

***Objective 1, theme 2: Anonymity***

One of the benefits of using the Slido application during class discussions is that students are anonymous; that is, they can answer questions without knowing one another's identity. Muthmainnah (2019) supports this by saying students can answer questions anonymously. The feedback from participants further supports this:

Participant ***A****: I got to answer questions asked by the lecturer anonymously, so I did not have to fear my answers, and it was straightforward for me to participate in the classroom.*

***F****: Slido is easy because you do not have to respond verbally; instead, you answer through your devices, such as your phone.*

***C:*** *I must type my answers, knowing I am anonymous; no one knows who answered. Even if I get the answer wrong, I can feel positive because no one knows my name.*

As a result, students do not like to participate or to answer questions during class activity in the presence of their peers even if they know the answer; hence, they prefer to be silent. However, with the use of the Slido application, they feel free to share their opinion regardless. Participants A and C said they do not fear participating in class while using Slido because they are anonymous, and they are not concerned about repercussions if their answer could be incorrect. Similarly, Participant F said that participating in class verbally in the presence of peers is intimidating, but with Slido, interacting with peers is easy. From the researcher and empirical data, it is clear that students naturally do not like participating in class discussions even when they know the correct answer (Shetty & Ghanat, 2020), which implies that students prefer to be anonymous in class. The statements made by students that they prefer not to be known while answering questions in class are also supported by Brush, et al. (2023), who said that being anonymous creates an avenue for students to be more proactive during a discussion and that it is an opportunity to discuss controversial topics that could not be discussed in a typical classroom setting.

***Objective 2, theme 2: Immediate feedback***

Feedback in a classroom is an essential part of teaching and learning that helps students know where they are wrong or right when instructors explain feedback. Participants in this study identified immediate feedback as one of the advantages of using the Slido application in the classroom. Below are the responses from participants when they were asked if Slido promotes participation:

*Participant E: Slido promotes active learning by motivating students to engage and be so; for example, in terms of Gamification, Slido supports quizzes that provide immediate feedback.*

*Participant C: Helps students engage with the materials and collaborate with peers actively.*

*Participant F: This also provides immediate feedback and stimulates active thinking, whereby students are encouraged to participate and discuss their answers, leading to a deeper understanding of the lesson.*

*Participant G: Students who enjoy participating in the discussions, polls, and quizzes may use Slido as a variable tool that encourages their involvement and feedback.*

*Participant D: Students who value immediate feedback on understanding the materials may appreciate Slido features to assist their knowledge.*

The above conversations show that students appreciate feedback. Feedback is another benefit associated with using the Slido application in the classroom. The above participants commonly mentioned the immediate feedback they received when using Slido in class, even if their answers were wrong. For instance, participant E said Slido promotes active learning besides immediate feedback. Some students who would not like to engage in a regular classroom were encouraged to participate using Slido. Participant F said that besides instant feedback, Slido stimulates critical thinking, whereby students are encouraged to participate and are willing to discuss their answers with peers. Slido also leads to a deeper understanding of the lesson. Out of Slido's several options, such as audience Q&A, quiz, live poll, and word cloud,

survey participant G said polls and quizzes encourage student involvement and feedback. Lastly, participant D explained that the Slido application would be valuable to students who want immediate feedback on their course material.

In line with the above, Shetty & Ghanat, (2020) and Ahmad (2021) confirmed that providing feedback leads to effective learning, enhances academic performance, and improves knowledge construction. Therefore, the researcher concurs that immediate feedback from the Slido app and any other technological tool should be incorporated into teaching and learning, especially to encourage student participation.

***Objective 2, theme 3: Increases participation.***

Participation among students and between students and lecturers enhances deep learning, promotes learning, and leads to memory retention (Sharma et al., 2023). Unfortunately, in the 21st century, some students still do not enjoy these academic benefits due to how instructors teach or present their lessons (Zhou et al., 2020; Ahmad, 2021). However, using the Slido application to deliver lectures in order to engage students, students mentioned the following:

*Participant G: Slido increases my engagement in class; in this case, using Slido makes me active because, in class, I tend to answer the lecturer's questions on the Slido App instead of using spoken words to answer the question.*

*Participant F: Slido promotes Q&A sessions; in this case, I (the student) can ask questions anonymously without knowing who is asking the question.*

Participant B: *My experience using Slido has positively increased my class participation.*

*Participant C: Regarding live polling, Slido allows the presenter to have a multiple-choice poll so students can answer questions using their phones or laptops.*

*Participant A: Slido stops passive teaching and allows students to participate and contribute their answers actively on the Slido.*

Empirically and from a data perspective, Muthmainnah (2019) attested that the Slido app increases students' participation while in the classroom; it was added that there was an improvement in this aspect, such as students asking questions, making necessary comments regarding classroom discussion, and attempting tasks. This means that prior to the infusion of the Slido app in the classroom, students were reluctant to contribute or participate in class. Participants G, B, and A and A emphasized that using the Slido app in the classroom promotes activeness among students and between students and lecturers compared to the classroom without Slido. Active participation of students, especially in asking questions and contributing to topics under discussion, shows confidence and competency, consequently leading to increased academic performance. When a lecturer creates an environment that encourages student participation, it brings several advantages, such as encouraging students to learn from one another, encouraging critical thinking, increasing communication skills, and how the topic can benefit their lives. According to Henderson (2019), the benefits of student participation are the above-mentioned. Hence, it's an opportunity for instructors to get instant student feedback and check if the content was understood accordingly. Again, student contribution, which could

sometimes be negative, indicates that they do not just listen and accept whatever the instructors say. Rather, it is a place to lend their voices.

Contrary to the participants' statements, Miroyan et al*.,* (2024) confirmed that applying the Slido app in class faces challenges, such as fostering successful participation between students and course content. This means that despite several benefits of Slido in teaching, challenges are still associated with the application. The researcher attested that the application of the Slido App came with some challenges, like the unwillingness of some students to speak despite having the answers on their cell phones. Participant F liked Slido because the App allowed students' identities to be hidden; in other words, students are anonymous, making it difficult or impossible for the presenter to identify who answered a specific question.

**Limitations of the Study**

Interestingly, one of the recommendations in the study is the constant training offered to lecturers. This challenge was also a limitation because some lecturers might not know how to integrate the Slido App into their classroom, as supported by (Nganji et al., 2022). This means that the availability of technology in the classroom is not the ultimate, but the ability to use it to enhance student participation effectively is crucial. Another limitation the study encountered was the unstable internet due to load shedding in the environment. Students and instructors may experience interruptions or inability to access the platform, reducing its effectiveness. Additionally, the lack of technical support and digital literacy among students and faculty in rural areas can further complicate the adoption and smooth operation of such digital tools (Bolaji & Jimoh, 2023).

## CONCLUSION

This study, therefore, concludes that it is crucial for every higher institution of learning to incorporate a kind of technology that will compel students to contribute to learning by being actively engaged. This can be achieved if instructors and education stakeholders collaborate to ensure students learn meaningfully. Teaching and learning should be innovative, informative, interesting, fun, impactful, and meaningful; therefore, the country must be more proactive to achieve the kind of education needed for its citizens. Lastly, lecturers and instructors are urged to incorporate any relevant teaching strategies they think would benefit students in participating in a classroom since it has been determined empirically in literature and through observation. Personal experiences that most students find it challenging at most students find it challenging to take part in class due to shyness, inferiority complex, and language barriers, as stated by (Ibrahim & Hasan, 2020).

**Recommendations**

- Lecturers should prioritize the participation of students while in class through the approach adopted; hence, teaching and learning should not be a one-way process where the instructor dominates and controls all activities. Using the Slido app in teaching,

where students can interact with one another and the content, teaching becomes fun, engaging, beneficial, and meaningful.

- Lecturers should try as much as possible to involve their students during class discussions because it has been confirmed that students naturally do not like to involve themselves in a class actively.
- Involving students during class discussions helps them to relate the subject matter to their personal life experiences, which makes learning relevant. This is because teaching and learning in the 21st century have changed significantly in infusing ICT, such as the Slido App, into teaching.
- Universities should strive to empower lecturers to bring in and implement any good strategies they think will benefit students. Sometimes, applications are not free to use, and as such, there is a need for the concerned stakeholders to intervene.

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