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Motivation in the Digital Classroom: High School Students' Experiences with Technology-Enhanced Learning in an Israeli Public School

Amizur Nachshoni
English Department, Golda Meir High School Ministry of Education, Israel

Abstract- — This mixed-methods study examines how technology-enhanced learning (TEL) influences student motivation among 11th and 12th-grade students at Golda Meir High School in Ness Ziona, Israel. The research utilized a convergent parallel design to collect both quantitative survey data (n=43) and qualitative open-ended responses from students engaging with Classoos, Google Classroom, Kahoot, and Padlet. Quantitative results demonstrated strong positive trends, with 88.6% of students agreeing or strongly agreeing that technology increases motivation and 91.4% reporting enhanced interactivity. However, 45.7% acknowledged technology-related distractions. Thematic analysis of qualitative data revealed four primary themes: (1) Increased Engagement Through Interactivity and Choice; (2) Autonomy and Access Support Self-Directed Learning; (3) Collaboration and Social Learning Enhance Connection; and (4) Technical and Pedagogical Barriers as Demotivators. The findings suggest that a strategic blend of interactive, collaborative, and autonomy-supportive technology can significantly enhance student motivation when implemented with attention to pedagogical integration and digital distraction management. This study contributes to the understanding of TEL in Israeli secondary education and provides practical implications for educators seeking to optimize technology integration for motivational benefits.

Keywords: technology-enhanced learning, student motivation, Self-Determination Theory, Community of Inquiry, mixed-methods research, Classoos, Google Classroom, Kahoot, Padlet, secondary education, Israel.

I. INTRODUCTION

Background of the Study

The global educational landscape has undergone profound transformation through digital integration, with Israeli schools actively participating in this technological revolution. According to recent analyses, educational technology (EdTech) usage has increased by 99% since the COVID-19 pandemic began (Štumpfová & Turek, 2024). This rapid adoption reflects a broader shift toward technology-enhanced learning (TEL) environments that leverage various digital tools to support educational processes. At Golda Meir High School in Ness Ziona - a public school operating within the Israeli state education system - this transformation has manifested through the adoption of specific technologies including the Classoos digital textbook platform, Google Classroom, Kahoot, and Padlet. This unique technological ecosystem provides an ideal context for examining how particular combinations of digital tools influence student motivation, especially given Classoos's distinctive offline capability that addresses issues of access and equity.

The Israeli educational context presents unique opportunities for studying technology integration. With a strong national technology sector and government support for digital innovation in schools, Israel represents a fertile ground for examining how TEL influences student motivation. However, despite substantial investments in educational technology, there remains limited research on how specific technological ecosystems impact student motivation in Israeli high schools, particularly those serving mid-to-upper socioeconomic populations like Golda Meir High School.

II. RESEARCH PROBLEM AND QUESTION

While technology proliferation in education continues accelerating, its impact on student motivation remains inconsistently understood and highly dependent on implementation context. Most research has focused on well-known international platforms, leaving a significant gap in understanding the efficacy of locally relevant tools like Classoos, which offers unique features such as offline accessibility through a digital textbook lending program. This study addresses this gap by exploring the experiences of

students using this specific suite of technologies in an Israeli public school setting.

The primary research questions guiding this study are:

- How do 11th and 12th-grade students at an Israeli public high school quantitatively rate their motivational experiences with technology-enhanced learning?
- How do students qualitatively describe their motivational experiences within a TEL environment utilizing Classoos, Google Classroom, Kahoot, and Padlet?
- How can the integration of quantitative and qualitative data provide a comprehensive understanding of technology's impact on student motivation?

III. PURPOSE AND SIGNIFICANCE OF THE STUDY

This study aims to provide a nuanced understanding of student motivation within a specific, real-world technological context using a mixed-methods approach. The research seeks to identify both the motivating features and potential drawbacks of the current technology implementation at Golda Meir High School. The findings are significant for educators and administrators at similar Israeli institutions, offering evidence-based insights for refining

technology integration strategies. Furthermore, the study contributes to international literature by highlighting the role of digital textbook platforms and their design in student motivation, particularly through the unique affordances of the Classoos system with its offline capability.

IV. LITERATURE REVIEW

Theoretical Framework

This study is grounded in two complementary theoretical frameworks that provide lenses for understanding technology's role in student motivation. Self-Determination Theory (SDT) posits that intrinsic motivation is fostered through satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Technology can support these needs through features that provide choice (autonomy), adaptive feedback (competence), and collaborative spaces (relatedness). For instance, gamified platforms like Kahoot may support competence through immediate feedback, while Google Classroom's organizational features may enhance autonomy by helping students manage their learning process.

The Community of Inquiry (CoI) framework provides additional theoretical grounding for understanding how technology supports social learning dimensions. CoI examines educational experience through three elements: social presence (ability to project oneself as a "real person"), cognitive presence (extent to which learners can construct meaning), and teaching presence (design, facilitation, and direction of learning activities). Digital tools like Padlet can enhance social presence by facilitating collaborative expression, while Classoos supports cognitive presence through accessible learning materials.

Recently, pragmatism has emerged as a philosophical foundation for mixed-methods research in educational contexts. This paradigm emphasizes practical solutions to research problems and values both objective and subjective perspectives, making it particularly suitable for examining complex educational phenomena like technology integration and motivation.

Technology Enhanced Learning and Motivation

Recent research demonstrates increasing interest in how technology affects student motivation (Bayanova et al., 2023). A systematic review of 78 studies on motivation in STEM education found that research in this area has grown substantially since 2008, with most studies conducted in the United States and focusing on undergraduate populations. This highlights the need for more research on secondary education contexts outside the U.S., particularly in technology-rich environments like Israeli schools.

Studies consistently show that well-implemented TEL can positively influence motivation through multiple mechanisms. Gamification elements, when properly implemented, can trigger dopamine release that reinforces engagement and knowledge retention. However, Schwartz (2024) cautions against superficial gamification that simply creates "chocolate-covered broccoli" - adding game elements without fundamentally improving learning design. This suggests that mere inclusion of game elements is insufficient; they must be meaningfully integrated with pedagogical content.

The COVID-19 pandemic accelerated technology adoption in education while also revealing both opportunities and challenges (Štumpfová & Turek, 2024). During this period, technology became essential for maintaining educational continuity, but also highlighted issues of digital equity and

teacher preparedness. Research indicates that teachers need substantial support to develop competencies for effective technology integration, particularly in primary and secondary education settings (Silva, 2023).

Specific Technologies and Their Impacts

Different technologies appear to influence motivation through distinct mechanisms. Learning management systems like Google Classroom support autonomy and organization, reducing cognitive load and allowing students to focus on learning. Interactive platforms like Kahoot and Padlet provide opportunities for active engagement and collaboration, potentially enhancing both competence and relatedness. Digital textbook platforms like Classoos offer unique benefits for accessibility, particularly through features that allow offline access to materials, though research specifically on these platforms is limited.

A significant finding across multiple studies is that technology's motivational benefits are not automatic but depend on implementation quality. As Schwartz (2024) notes, "Technology is a game-changer for education. But there are a lot of ways we teach that aren't great, and a big fear with AI in particular is that we just get more efficient at teaching badly" (Stanford University, 2024, para. 6). This underscores the importance of pedagogical considerations beyond mere technology adoption.

Digital literacy skills, including the ability to navigate English-language digital content and educational platforms, are increasingly essential for student success in technology-enhanced learning environments (Reinders et al., 2022). As students encounter academic content and instructional interfaces in English, developing these competencies supports both motivation and achievement.

Challenges and Barriers

Despite technology's potential benefits, significant implementation challenges persist. Digital distraction represents a major concern, with studies confirming that devices can lead to off-task behavior that negatively impacts learning and motivation. Teacher preparedness also varies substantially, with many educators requiring additional professional development to effectively integrate technology. Additionally, technological infrastructure limitations can undermine potential benefits, particularly in schools with limited resources or unreliable internet connectivity.
Methodological Approaches

Research on technology and motivation has employed various methodological approaches (Bayanova et al., 2023). Quantitative studies dominate the literature, particularly in STEM education contexts. However, there is growing recognition of the value of mixed-methods approaches that can capture both the prevalence and lived experience of motivational phenomena (van Teijlingen & Bryers, 2022; Dovetail Research, 2023). Mixed-methods research is particularly valuable for educational technology studies as it allows researchers to "obtain different, multiple perspectives," "build comprehensive understanding," and "explain statistical results in more depth" (Harvard Catalyst, n.d., para. 4).

Synthesis and Gaps in Literature

The literature reveals several important gaps that this study addresses. First, while theoretical links between technology and motivation are established, the efficacy of specific tool combinations in particular cultural contexts (like Israeli high schools) remains underexplored.

Second, research on digital textbook platforms with offline functionality like Classoos is extremely limited, despite their potential to address equity concerns. Third, most studies use either quantitative or qualitative methods alone, missing the opportunity for methodological integration that mixed-methods approaches provide (O'Cathain et al., 2007; Creswell & Plano Clark, 2017).

This study contributes to addressing these gaps by examining a specific technological ecosystem in an Israeli public school context using a mixed-methods approach that can capture both the magnitude and nuances of technology's impact on student motivation.

V. METHODOLOGY

Research Design

This study employed a convergent parallel mixed-methods design (Creswell & Plano Clark, 2017), collecting and analyzing both quantitative and qualitative data simultaneously to provide a comprehensive understanding of the research problem. This design allowed for triangulation of findings by comparing quantitative trends with qualitative experiences, providing both breadth and depth of understanding. The rationale for this approach aligns with the growing recognition that mixed methods "strategically integrates or combines rigorous quantitative and qualitative research methods to draw on the strengths of each".

Context and Participants

The study was conducted at Golda Meir High School, a state-run public school in Ness Ziona, Israel, serving a student population from a mid-to-upper socioeconomic background. The

school has implemented a technological ecosystem including Classoos (a digital textbook platform with offline capability), Google Classroom, Kahoot, and Padlet across all subject areas. Participants included 43 students from grades 11 and 12, selected through purposive sampling to ensure extensive experience with the school's technology suite. Specifically, the sample included:

- 22 eleventh-grade students (13 boys, 9 girls) aged 16-17
- 21 twelfth-grade students (12 boys, 9 girls) aged 17-18

All participants had used the school's core technology suite for at least one academic year, providing substantial experience with the tools being studied. Permission was obtained from school administration, and informed consent was secured from all participants and their parents prior to data collection.

Data Collection Instrument and Procedure

Data were collected using a comprehensive Google Forms survey containing 20 items across three sections:

Section A: Demographic and Background Information (5 multiple-choice questions)

- Grade level, gender, frequency of technology use, primary devices used, and most frequently used digital tools.

Section B: Quantitative Motivation Assessment (5 Likert-scale questions)

- Items assessed motivation, focus, engagement, distraction, and overall learning experience using a 5-point scale from "Strongly Disagree" to "Strongly Agree."

Section C: Qualitative Experiences (5 open-ended questions)

- Questions prompted students to describe how technology affects their motivation, share specific positive and negative experiences, suggest ideal technology integration, and propose changes to current implementation.

The survey was administered during regular class time with teacher supervision to ensure independent completion. Students were allotted 45 minutes to complete the survey, with most finishing in 30-35 minutes.

Data Analysis

Quantitative data from Sections A and B were analyzed using descriptive statistics (frequencies, percentages) in Google Sheets to identify general trends and patterns in student responses (Marymount University, 2023).

Qualitative data from Section C were analyzed using inductive thematic analysis following Braun and Clarke's six-phase approach:

- Familiarization with the data
- Generating initial codes
- Searching for themes
- Reviewing themes
- Defining and naming themes
- Producing the report

NVivo software facilitated data organization and coding. To ensure analytic rigor, multiple strategies were employed: researcher reflexivity through bracketing of assumptions, peer debriefing with another educational researcher, and member checking with a subset of participants to enhance credibility.

Integration of quantitative and qualitative data occurred during the interpretation phase, with findings from both analyses compared and contrasted to identify convergences, divergences, and complementary insights (O'Cathain et al., 2007; ScienceDirect, 2024).

Ethical Considerations

This study adhered to strict ethical guidelines including voluntary participation, informed consent, anonymity, and confidentiality. The researcher's position as a teacher was acknowledged, and steps were taken (e.g., anonymous surveys, external data analysis) to minimize power dynamics influencing responses. Data were stored securely on

password-protected devices, and identifying information was removed during analysis and reporting.

VI. FINDINGS

Quantitative Results

Table 1: Student Perceptions of Technology-Enhanced Learning (N=43)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel more motivated to learn when technology is used.	46.5% (20)	41.9% (18)	9.3% (4)	2.3% (1)	0% (0)
Technology helps me focus better on the subject.	32.6% (14)	41.9% (18)	16.3% (7)	9.3% (4)	0% (0)
Technology makes learning more interactive and engaging.	55.8% (24)	37.2% (16)	4.7% (2)	2.3% (1)	0% (0)
I sometimes get distracted by technology during class.	16.3% (7)	30.2% (13)	23.3% (10)	23.3% (10)	7.0% (3)
Overall, technology improves my learning experience.	48.8% (21)	39.5% (17)	11.6% (5)	0% (0)	0% (0)

Quantitative results revealed strong positive trends in student perceptions of technology's impact on motivation. Approximately 88.4% of students agreed or strongly agreed that technology increases their motivation to learn, while 93% reported that technology makes learning more interactive and engaging. These findings suggest that technology integration at Golda Meir High School has largely succeeded in enhancing student engagement and motivation.

However, a significant minority (46.5%) acknowledged issues with technology-related distraction, indicating that motivational benefits coexist with potential challenges. This dual effect underscores the complexity of technology's impact on the learning environment.

Qualitative Results: Thematic Analysis

Four primary themes emerged from the qualitative data analysis, providing rich context for understanding the quantitative trends:

Theme 1: Increased Engagement Through Interactivity and Choice

Students consistently described how interactive technologies transformed passive learning into an active process. Gamified platforms like Kahoot were particularly highlighted as motivation enhancers:

- "Kahoot turns review sessions into exciting competitions. I want to win, so I pay more attention and remember more than I would from just reading notes." (Participant 18, Grade 11)
- "Padlet lets us share ideas visually. Seeing everyone's thoughts on one page helps me think differently about topics. It's more interesting than just listening to the teacher talk." (Participant 7, Grade 12)

This theme aligns with SDT's competence dimension (Ryan & Deci, 2000), as students reported feeling more capable when learning through interactive technologies that provide immediate feedback and varied challenges.

Theme 2: Autonomy and Access Support Self-Directed Learning

Students highly valued technologies that provided control over their learning process and access to materials beyond classroom hours. The Classoos platform was particularly praised for its offline capability:

- "With Classoos, I can study on the bus without internet. If I don't understand something in class, I can go back and reread the chapter later at my own speed. I feel more in control of my learning." (Participant 22, Grade 11)

- "Google Classroom keeps everything organized. I can't lose my homework, and I know exactly what I need to do. It reduces my stress and helps me feel like I can manage my work." (Participant 14, Grade 12)

These responses highlight how technology can support SDT's autonomy need (Ryan & Deci, 2000) by providing students with greater agency over their learning process and pace.

Theme 3: Collaboration and Social Learning Enhance Connection

Many students described how digital tools facilitated collaborative learning experiences that enhanced their sense of connection to peers:

- "Working on a group project in Google Docs is so much easier. We don't all have to be in the same place to get work done. We can comment and edit together in real time." (Participant 29, Grade 12)

- "Sometimes I'm too shy to ask a question in class. I use the chat in Classroom to message my teacher directly. It helps me stay connected without the anxiety of speaking up in front of everyone." (Participant 5, Grade 11)

This theme reflects SDT's relatedness dimension (Ryan & Deci, 2000) and CoI's social presence element (Garrison et al., 2000), demonstrating how technology can create supportive learning communities.

Theme 4: Technical and Pedagogical Barriers as Demotivators

Despite overall positive experiences, students identified several factors that could diminish motivation:

- "It's too easy to open another tab and check Instagram when the lesson gets boring. The same device we use for learning is also for socializing." (Participant 31, Grade 12)
- "Sometimes it feels like we use technology just to use it. Like, typing an essay instead of writing it. That doesn't make it more interesting; it's just the same thing on a screen." (Participant 17, Grade 11)

These responses highlight the dual-edged nature of educational technology, which can both enhance and undermine motivation depending on implementation quality and classroom management approaches.

Integrated Analysis

The integration of quantitative and qualitative data revealed both consistencies and nuances in how students experience technology-enhanced learning:

- High motivation ratings in quantitative data were explained by rich descriptions of engagement, autonomy, and collaboration in qualitative responses.
- Distraction concerns identified quantitatively were elaborated through qualitative accounts of multitasking challenges and superficial technology integration.
- The unique value of Classoos emerged primarily through qualitative data, suggesting that certain benefits (like offline access) may be underrepresented in general satisfaction ratings.

This integration demonstrates the value of mixed-methods approaches for capturing both the magnitude and complexity of

technology's impact on student motivation (O'Cathain et al., 2007; Dovetail Research, 2023).

VII. DISCUSSION

Interpretation of Findings

This study's mixed-methods approach provides a nuanced understanding of TEL's impact on motivation in an Israeli high school context. The strong quantitative agreement on motivation and engagement is explained and enriched by qualitative themes describing how specific technological features support psychological needs posited by SDT.

The finding that interactive technologies enhance engagement aligns with previous research on gamification and multimedia learning (Wang & Tahir, 2020). However, this study extends this literature by identifying how specific platforms like Kahoot and Padlet support engagement through competition, visualization, and collaborative expression.

The emphasis on autonomy and access through Classoos and Google Classroom addresses an important gap in the literature regarding digital textbook platforms. Particularly significant is students' appreciation for offline accessibility, which supports learning beyond traditional classroom settings and addresses potential equity issues for students with limited internet access at home.

The collaborative benefits of technology align with both SDT's relatedness dimension (Ryan & Deci, 2000) and CoI's social presence element (Garrison et al., 2000). This suggests that technology can enhance motivation not only through individual learning experiences but also by facilitating supportive learning communities.

The identification of technology-related distractions and superficial implementation echoes concerns raised by Schwartz (2024) about using technology to "teach badly" more efficiently (Stanford University, 2024, para. 6). This highlights the importance of pedagogical design over mere tool adoption.

Theoretical Implications

This study offers several theoretical contributions to the literature on educational technology and motivation:

- It extends SDT's application to digital textbook platforms like Classoos, demonstrating how offline accessibility can support autonomy needs in ways that differ from interactive platforms.
- It reinforces the value of CoI's social presence dimension for understanding how technology facilitates collaborative learning even in primarily face-to-face educational settings.
- It demonstrates the utility of pragmatist mixed-methods approaches for educational technology research, particularly for capturing both prevalence and experience of motivational phenomena (Harvard Catalyst, n.d.; Dovetail Research, 2023).

Practical Implications

Based on these findings, several practical recommendations emerge for educators seeking to enhance motivation through technology integration:

- Leverage interactive technologies like Kahoot and Padlet to create active learning experiences, but ensure these are meaningfully integrated with learning objectives rather than used as superficial add-ons.
- Maximize autonomy-supportive features of platforms like Classoos and Google Classroom by explicitly teaching students how to use these tools for self-directed learning and providing opportunities for choice and control.
- Design collaborative activities that use technology to enhance rather than replace social interaction, creating opportunities for both extroverted and introverted students to participate.
- Address digital distraction through clear guidelines, intentional classroom management, and helping students develop self-regulation strategies for technology use.
- Provide professional development that helps teachers move beyond superficial technology integration toward pedagogical approaches that leverage technology's unique affordances for motivation and learning (Štumpfová & Turek, 2024; Silva, 2023).

Limitations and Future Research Directions

This study has several limitations that suggest directions for future research:

- The single-school sample limits generalizability to other contexts. Future research should examine similar technological ecosystems in diverse educational settings (Creswell & Plano Clark, 2017).
- The cross-sectional design provides a snapshot of student experiences. Longitudinal studies could

examine how technology's motivational impact evolves over time.
- The self-report data may be influenced by social desirability bias. Future studies could incorporate behavioral measures and teacher perspectives to triangulate findings.
- Gender differences in motivational experiences were not examined in depth due to sample size limitations. Future research could specifically explore how gender influences technology-related motivation.

Despite these limitations, this study provides valuable insights into how specific technological tools influence student motivation in an Israeli high school context.

VIII. CONCLUSION

This mixed-methods study demonstrates that technology-enhanced learning can significantly enhance student motivation when implemented thoughtfully in an Israeli high school context. The convergent parallel design revealed both strong quantitative trends toward positive motivational impacts and rich qualitative insights into how specific technological features support - and occasionally undermine - student motivation.

Four key insights emerge from this research:

- Interactive technologies like Kahoot and Padlet can enhance engagement by making learning more active and collaborative.
- Autonomy-supportive platforms like Classoos and Google Classroom can promote self-directed learning by providing greater control over the learning process.
- Technology-mediated collaboration can enhance social learning experiences while accommodating diverse participation styles.
- Motivational benefits coexist with potential distractions, highlighting the need for intentional implementation and classroom management.

These findings suggest that the strategic integration of interactive, collaborative, and autonomy-supportive technologies can create learning environments that support multiple psychological needs for motivation. However, technology itself is not inherently motivating - its impact depends on pedagogical design, implementation quality, and attention to potential drawbacks.

For educators at Golda Meir High School and similar institutions, this research provides evidence-based guidance for optimizing technology integration to enhance student motivation.

By leveraging the specific affordances of different technological tools while addressing potential challenges, educators can create learning experiences that are not only more engaging but also more effective in promoting student success.

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