

Evaluating the Impact and Effectiveness of Google Drive
on Student Motivation and Engagement Through the use of a
Project Based Learning (PBL) Framework

By

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An Action Research Study

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Abstract

The purpose of this action research study was to analyze and explore the impact Google Drive and project-based learning (PBL) would have on student engagement, motivation, and learner satisfaction. For fifteen school days at the junior high level, students worked in teams to create a “Mythbusting” Google Presentation. Meanwhile, at the high school level, students worked in pairs for four weeks to create a Google Presentation on climate change. Throughout this action research study, both teachers facilitated a PBL classroom environment with access to Google Drive as students worked collaboratively in teams. At the end of the intervention, students gained a significant increase in their technology skills. Results were mixed for increase in motivation, engagement, and learner satisfaction between the junior high and high school students. Due to the nature of this Google Drive PBL, students at both the junior high and high school level developed 21st century technology skills. In addition, the students experienced 21st century learning skills in the areas of: collaboration, communication, creativity, and critical thinking.

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