



From Passive to Active:  
Leveraging Interactive  
Technology Tools to Increase  
Student Engagement

Melissa Herzberg, MLIS & M.Ed.

Gabrielle V. Passick, MLIS

The University of Alabama

# Presenters

Melissa Herzberg  
MLIS & M.Ed.



18 Years as an educator in the K-12 setting

- Classroom Teacher (5th & 6th Grade)
- Elementary & Middle School Librarian
- Instructional Technology Specialist

Current role: Instructional Design Librarian at  
The University of Alabama

- Library liaison for UA College of Education
- Provide Information Literacy instruction for First Year Writing courses
- Design asynchronous learning content for UA Libraries

Gabrielle V. Passick  
MLIS



7 years of experience in libraries & postsecondary  
education

- Reference & Adult Services Librarian (public library)
- Program Advisor for Pre-Collegiate & Access Programs
- Peer Academic Support Student Tutor

Current role: Research & Instructional Services  
Librarian at The University of Alabama

- Library liaison for Religious Studies, Philosophy, Capstone Center for Student Success
- Provide Information Literacy for First Year Writing courses

# The University of Alabama



R1 Institution with over 40,000 students


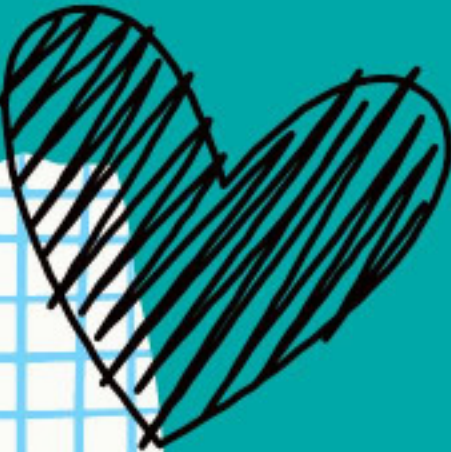


Robust Library Instruction Program

- 17 Liaison librarians
- 1,174 Instruction Sessions (2024-2025)
  - Melissa - 91 instruction sessions
  - Gabrielle - 74 instruction sessions
- 435 First Year Writing Sessions
- 23,669 Attendees



# Agenda



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- 
- 
- 
- ① Examining the Why
  - ② Interactive Presentation  
Tools: Nearpod
  - ③ Gamification: Goosechase
  - ④ Questions

# Poll

Have you used any of the following technology tools in your teaching? Check all that apply.

- Nearpod
- Quizlet
- Pear Deck
- Poll Everywhere
- Socrative
- Microsoft or Google Forms
- Mentimeter
- Quizizz
- Goosechase
- GimKit
- Blooket
- Kahoot
- Padlet
- None of the Above

# Benefits of Utilizing Interactive Technology in Teaching



1

Promotes Active Learning

2

Utilizes Universal Design for Learning Principles

3

Encourages Collaboration

4

Inclusive Participation

5

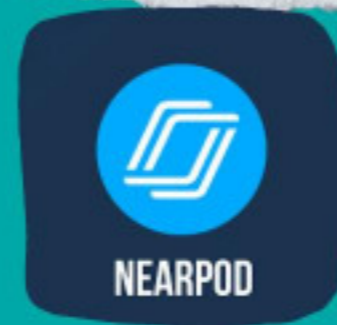
Real-Time Feedback & Assessment Data

6

Adaptable to Various Teaching Modalities



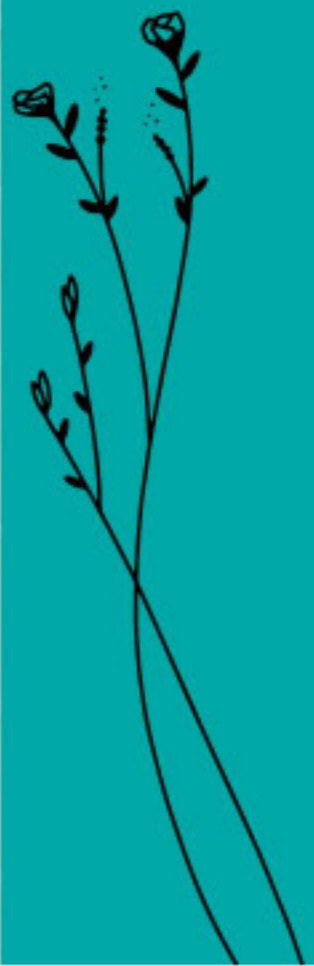
# Interactive Presentation Tools



# Why Interactive Presentations

## Challenges faced in the classroom

- Classroom set up
- Breaking the ice
- Eliciting responses
- Gathering feedback



# Nearpod

- Options to create presentations in app or by uploading PPT, Google Slides, or PDF files
- Integrate interactive elements into your presentation slides
- Option to share student examples and answers with the class
- Lessons can be taught both live as well as asynchronously
- Robust content library to draw from
- Create on-the-fly formative assessments to check for understanding
- Generate class reports after each lesson



<https://nearpod.com>



# Considerations

- Limited to 100MB of total library storage
- Limited to 40MB for each lesson
- Maximum number of participants per lesson is 40
- Slide creation tools within app are basic
- When uploading PPTs and Slides, advanced features like animations are removed
- Need to allow time for students to join the lesson and have a plan for late arrivals

**\*\*Note\*\*** Storage limits and number of participants are increased for paid accounts.

# Publication Finder

Use the Publication Finder to find an Academic Journal in your career track. Post the name of the Journal below.

^ Instructions

\*\*\*\*\*  
Exercise medicine  
♡ 0

\*\*\*\*\*  
Physical Therapy and Rehabilitation Journal  
♡ 0

\*\*\*\*\*  
Journal of Kinesiology and Exercise Sciences  
♡ 0

\*\*\*\*\*  
International Journal of Athletic Therapy and Training  
♡ 0

\*\*\*\*\*  
Platelet-Rich Plasma Demonstrates Only Short-Term Benefits in the Treatment of Patellar Tendinopathy: A Critically Appraised Paper  
♡ 0

\*\*\*\*\*  
Journal of  
medicine  
♡ 0

\*\*\*\*\*  
Journal of Rehabilitation Medicine  
♡ 0

\*\*\*\*\*  
Journal of Geriatric Physical Therapy  
♡ 0

\*\*\*\*\*  
The Nutritionist: Food, Nutrition, and Optimal Health (Nutrition, Exercise, Sports, and Health)  
♡ 0

\*\*\*\*\*  
Third age fitness: the connective materiality of a major movement in Brazil  
♡ 0

\*\*\*\*\*  
Research in Kinesiology  
♡ 0

\*\*\*\*\*  
gut micro  
advanced  
research  
♡ 0

What is one new thing that you have learned today? How can you use lateral reading in the future? Do you have any further questions about

DE ANSWER

One thing I learned today was about lateral reading and how it can help my essay and research.

⊖ No answer

I learned how to check if the organizations/authors are credible and reliable, as well as seeing if I would use the data given. I can use lateral reading for writing papers in the future or if I need to use credible information. No further questions, and thank you!

I actually never knew that Wikipedia gave that information about these different websites. I thought it was very helpful to figure out if the site was accurate or not. I definitely will use lateral reading for any future research assignments I have to do.

I have learned today that you need to check sources to make sure they are credible by doing lateral search on that topic on Google. If I really want to use a cite, but I am not sure about if it is credible I will make sure to do lateral research on the topic to check facts. No but thank you for all the help.

⊖ No answer

I learned how to categorize a website and I can use lateral reading in my research for the Vietnam War. I have no further questions

Even if a article seems quite trust worthy, it is always good to research a topic, sentences, and data throughout the article. I noticed that I have completed lateral reading through out many of my research papers. i do enjoy how reliable

# Draw It

1. Use the highlighter tool to identify the Peer Reviewed feature. 2. Draw a circle around the area in which you can filter the results by publication date. 3. Put a rectangle around the result that is a journal article published in the *Sociology of Sport Journal*. 4. Use the highlighter tool to identify where to click if you would like to request and check out the physical book, Name, Image, and Likeness: the State of Intercollegiate Athlete Compensation.

## Instructions

name image and likeness college athletes

**Expanders**

- Also search within the full text of the articles
- Apply equivalent subjects
- Limiters
- Available in Print or Online

**Limit To**

- Available in Print or Online
- Available Online
- Peer Reviewed
- Catalog Only
- Print Books
- Streaming Video
- eBooks

From:  To:   
 Publication Date

[Show More Options](#)

**Filter By Source Types**

- All Results
- News (13,903)
- eBooks (7,832)
- Magazines (3,530)

1. **Name, image, and likeness : the state of intercollegiate athlete compensation : hearing before the Subcommittee on Manufacturing, Trade, and Consumer Protection of the Committee on Commerce, Science, and Transportation, United States Senate, One Hundred Sixteenth Congress, second session, February 11, 2020.**



By: United States. Congress. Senate. Committee on Commerce, Science, and Transportation. Subcommittee on Manufacturing, Trade, and Consumer Protection, author.. Washington : U.S. Government Publishing Office, 2023. II, 117 pages : illustrations ; 24 cm. Language: English, Database: University of Alabama Libraries' Classic Catalog

**Subjects:** College sports -- Economic aspects -- United States; College athletes -- United States; Wages -- United States -- College athletes; College athletes -- Recruiting -- United States; College sports -- United States -- Management; Sports and Recreation; Legislative hearings

[Additional Catalog Information](#) [Request Item](#)

Location	Call No.	Status	Due Date
Archival Facility (use Request Item button for retrieval)	Y 4.C 73/7:S.HRG.118-578 <a href="#">Text Call</a>	Not Available	2024-10-31 04:58:00

2. **Name, image, and likeness policies [electronic resource] : institutional impact and states responses / Darrell Lovell and Daniel J. Mallinson.**



By: Lovell, Darrell. IN: Taylor & Francis eBooks (Complete Collection); New York : Routledge/Taylor & Francis Group, 2024. Language: English, Database: University of Alabama Libraries' Classic Catalog

**Subjects:** College sports -- Economic aspects -- United States; College athletes -- United States; Wages -- United States -- College athletes; College athletes -- Recruiting -- United States; College sports -- United States -- Management; Education, Higher -- Administration -- United States; Higher education and state -- United States; Electronic books

[This title is available in full-text from 2023 to present in Taylor & Francis eBooks \(Complete Collection\). On Campus or Off Campus Access, CLICK HERE.](#) [Additional Catalog Information](#) [Request Item](#)

3. **An Ethical Application to Student-Athlete Name, Image, and Likeness (NIL) Sponsorship.**



By: Fortunato, John. *Journal of Intercollegiate Sport*. 2025, Vol. 18 Issue 1, p1-23. DOI: 10.17161/jis.v18i1.22186. , Database: SPORTDiscus with Full Text

**Subjects:** ETHICS; COLLEGE athletes; DECISION making; COLLEGE sports; CORPORATE sponsorship; ADVERTISING ethics; CONSUMER psychology

[PDF Full Text](#) (3MB) [Send PDF to my Cloud](#)

4. **Athlete-Student-Influencer: How the Introduction of Name, Image, and Likeness in Intercollegiate Athletics Further Complicates Applications of Role Theory.**



By: Fridley, Alison; Springer, Daniel; Stokowski, Sarah; Anderson, Arden. *Sociology of Sport Journal*. Mar2024, Vol. 41 Issue 1, p90-98. 9p. DOI: 10.1123/saj.2022-0139. , Database: SocINDEX with Full Text

**Subjects:** Sports -- Academic performance; National Collegiate Athletic Association; College sports; Athletic education; College athletes; Athletic competition

Navigation toolbar with icons for undo, redo, mouse, highlighter, eraser, text tool (Tt), selection tool, and a menu icon.

Submit

Each of the images below represents a source of information you might find when researching NIL. Match the images to their source type.

Instructions

(Scholarly Source)

Website

Article

Sport, Business and Management

# Matching Pairs

# Drag and Drop

Publication Year

Author

Article Title

Journal Title

Volume & Issue  
Numbers

Page Numbers

Label the parts of the APA citation below by dragging the identifiers on the left to the boxes on the image.

^ Instructions

Sailofsky, D. (2025). The privilege to do it all? Exploring the contradictions of name, image and likeness (NIL) rights for women athletes and women's sports. *International Review for the Sociology of Sport*, 60(3), 459-471.



Tt



Submit



# Gamification Tools



# Gamification

- More interactive and memorable compared to a general tour
- Team-building and problem solving skills vs a traditional 50-75 minute lecture
- Student responses are anonymous
- Can incentivize with prizes such as library swag to increase participation and understanding of concepts
- Modes of Engagement: Can create tasks that involve the computer lab and moving around the library to give students choice





# Transforming the Scavenger Hunt

## Student Mode:

- Variety of missions student can complete in any order they prefer
- Multiple modes of submissions such as photo based, text based, geolocation tagging
- Only one student per team needs to download and submit for the team

## Instructor Mode:

- Send live messages to all teams or individual teams to notify them of updates, scores, and bring students back to class
- See posts of each team in a social media-like fashion
- Can give students bonus points if they complete a mission



<https://goosechase.com/>



## Missions

Browse Library

Add a Mission ↓

Search Missions



### Find Your Librarian

Find my office and take a photo of my door. \*Hint\* It's on the first floor of Gorgas!

1000 PTS



### Database Discovery

Write down the total number of databases available at UA Libraries

1000 PTS

Accepted Answers

ALL ANSWERS ACCEPTED



### Take a Look in a Book

Find the book that is located at GV938 .B39 2020 and take a photo of it. If it is not there, take a photo of the location where it would be. \*Hint\* 3rd Floor

2000 PTS



### Movie Time

Go on the Database page and find Kanopy Films Streaming Service. Browse by subject and find a movie you want to watch this weekend. Write down the title of the film and the year it is from.

2500 PTS

Accepted Answers

ALL ANSWERS ACCEPTED



### TV Hunt: Scout Edition

Go to Scout and search for the title of your favorite tv show. Take one photo of the most interesting search results you find.

2000 PTS



### Band on the Run

Take a photo of two of your group members playing air guitar in front of a Whisper Booth at the 1st floor music library. (You can leave out faces)

1000 PTS



### Check It Out!

Go to the Information Desk and find the NYTimes Bestsellers section. Grab any bestseller and head to the circulation desk. Check out the item using your student ID card. Take a photo of a teammate holding the book in front of the circulation desk. (No face needed)


5000 PTS





# Considerations

- Free version only allows 3 teams or up to 3 individual players
- Takes time to download the application
- Can send app download link in advance

## Instructor mode:

- Relearning the interface after a major redesign minutes before leading scavenger hunt session
  - Needing an alternate plan if website is under maintenance: Have each mission on the board. Have students take a photo of the missions and type their answers on a phone note / take a photo. Still keep same groups and prizes.
- 



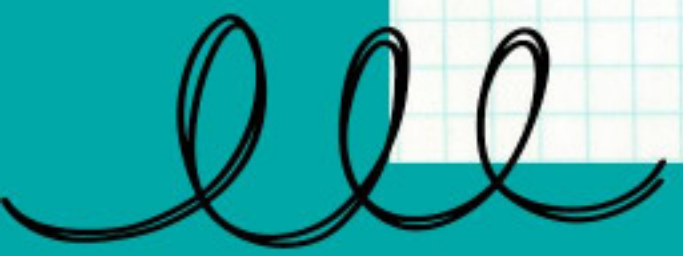
# How Have We Used Goosechase?

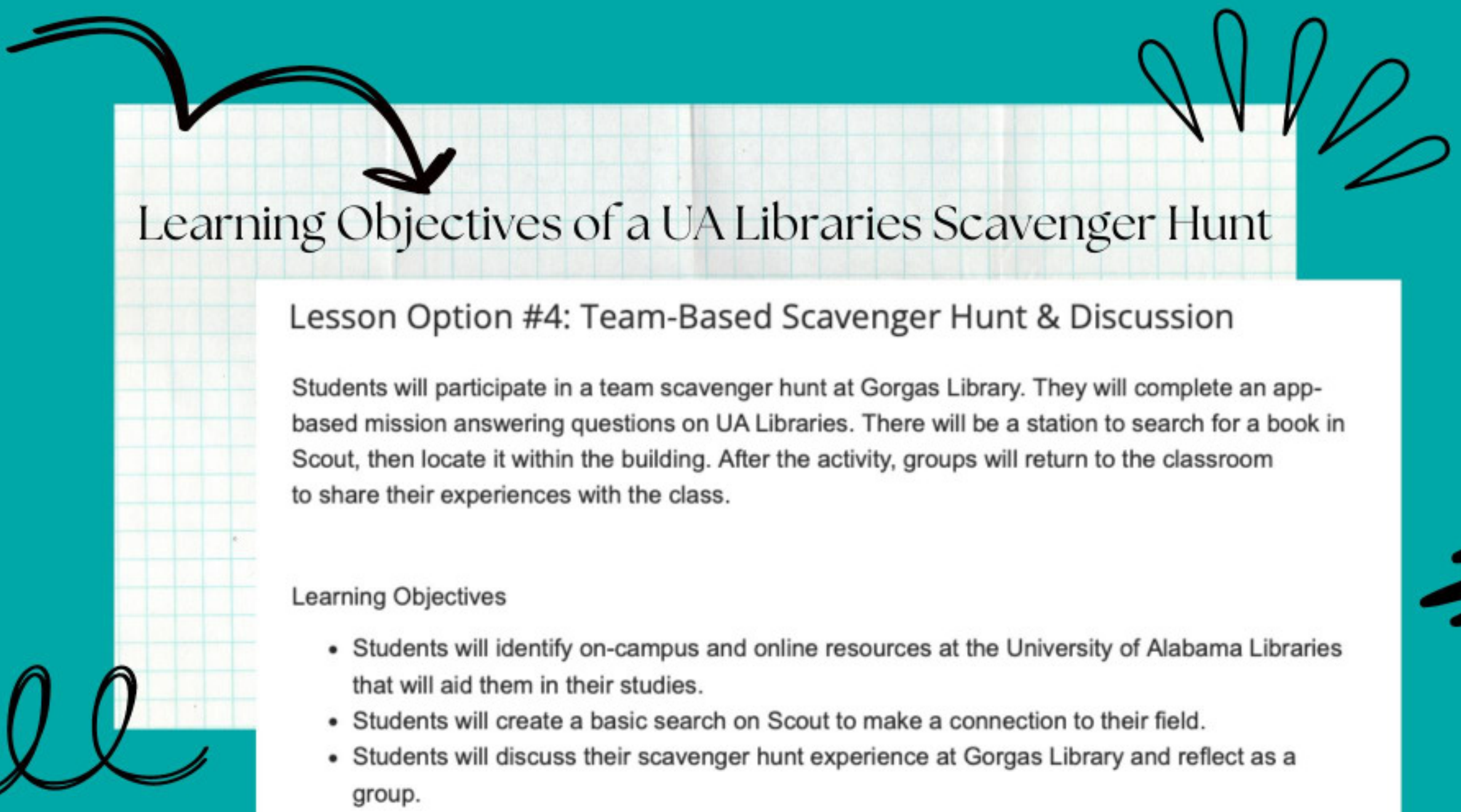
- Library Orientations
- Freshman Compass Courses such as BCE 101 for Alabama REACH Students

## **BCE 101 - Freshman Compass: UA**

This course for first-year UA students provides an introduction to the nature of higher education and to the function, resources, and activities of The University of Alabama. This course is designed to help students make the transition to a large comprehensive research university, develop a better understanding of the learning process, and acquire basic academic survival skills. The ultimate goal of the course is to equip each student with the confidence and basic skills necessary for degree attainment.

2.000 Credit hours



A teal background with a white grid pattern. A large black arrow points from the top left towards the title. To the right, there are several black teardrop shapes pointing downwards. At the bottom left, there are three black loops resembling a swirl. On the right edge, there are several black horizontal lines.


## Learning Objectives of a UA Libraries Scavenger Hunt

### Lesson Option #4: Team-Based Scavenger Hunt & Discussion

Students will participate in a team scavenger hunt at Gorgas Library. They will complete an app-based mission answering questions on UA Libraries. There will be a station to search for a book in Scout, then locate it within the building. After the activity, groups will return to the classroom to share their experiences with the class.

#### Learning Objectives

- Students will identify on-campus and online resources at the University of Alabama Libraries that will aid them in their studies.
- Students will create a basic search on Scout to make a connection to their field.
- Students will discuss their scavenger hunt experience at Gorgas Library and reflect as a group.



# Let's Play!

Please download the Goosechase App to your phones using the QR code or link below.

<https://goosechase.com/download>

Pick a team of your choice and join the game using Join code: PEYWNW

Team One: Golden Gate

Team Two: Malibu

Team Three: Hollywood



# Classroom Implementation

Discuss with your table group how you might incorporate Nearpod or Goosechase into one of your lessons. Post your responses on the collaboration board.

^ Instructions



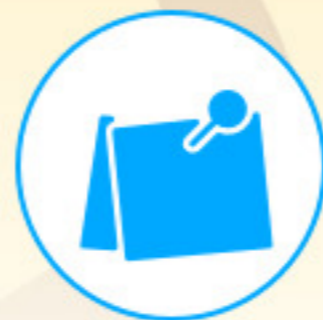
## Collaborate Board

### Classroom Implementation

# Questions & Feedback

Please use the collaborate board to post any questions or feedback you have for us!

[^ Instructions](#)



## Collaborate Board

### Questions & Feedback



# Contact Us!

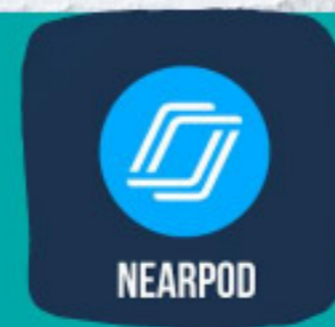
Melissa Herzberg, M.ED & MLIS  
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Gabrielle V. Passick, MLIS  
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Visit our LibGuide to Learn More About Additional  
Tech Tools to Utilize in the Classroom

<https://guides.lib.ua.edu/interactivetech>





## Selected Research



Amzalag, M., Kadusi, D., & Peretz, S. (2024). Enhancing academic achievement and engagement through digital game-based learning: An Empirical Study on Middle School Students. *Journal of Educational Computing Research*, 62(5), 1209–1233. <https://doi.org/10.1177/07356331241236937>

Burton, R. (2019). A review of Nearpod – an interactive tool for student engagement. *Journal of Applied Learning & Teaching*, 2(2). <https://doi.org/10.37074/jalt.2019.2.2.13>

Coumans, M. (2023). How AI interactive presentation tools are revolutionising the education landscape. *Educating Young Children: Learning & Teaching in the Early Childhood Years*, 29(1), 27–29.

Lester, D., Skulmoski, G. J., Fisher, D. P., Mehrotra, V., Lim, I., Lang, A., & Keogh, J. W. L. (2023). Drivers and barriers to the utilisation of gamification and game-based learning in universities: A systematic review of educators' perspectives. *British Journal of Educational Technology*, 54(6), 1748–1770. <https://doi.org/10.1111/bjet.13311>

Mai Thi Truc Le & Khue Van Tran. (2024). University students' engagement with feedback in a quiz platform: A case study of quizizz. *Journal of University Teaching & Learning Practice*, 21(10), 1–21. <https://doi.org/10.53761/4rbt5151>



## Selected Research Continued



Malekjafarian, A., & Gordan, M. (2024). On the use of an online polling platform for enhancing student engagement in an engineering module. *Education Sciences*, 14(5), 536. <https://doi.org/10.3390/educsci14050536>

O'Connor, K. (2015). Interactive library instruction: The use of Poll Everywhere as an assessment tool." *Endnotes*, 6(1), 1–13.

Paramita, P. E. (2023). Exploring student perceptions and experiences of Nearpod: A qualitative study. *Journal on Education*, 5(4), Article 4. <https://doi.org/10.31004/joe.v5i4.4249>

Pramono, Ridwan Budi, et al. (2023). The use of technology at the higher education level and student engagement: A meta-analysis. *Journal of Educational, Health and Community Psychology*, 1(2), 383. <https://doi.org/10.12928/jehcp.v1i2.24606>

Raje, M. S., & Tamilselvi, A. (2024). Gamified formative assessments for enhanced engagement of engineering english learners. *Journal of Engineering Education Transformations*, 37, 500–507. <https://doi.org/10.16920/jeet/2024/v37is2/24080>

Rayan, B., & Watted, A. (2024). Enhancing education in elementary schools through gamified learning: Exploring the impact of Kahoot! on the learning process. *Education Sciences*, 14(3), 277. <https://doi.org/10.3390/educsci14030277>



## Selected Research Continued



Reed, K., & Miller, A. (2020). Applying gamification to the library orientation: A study of interactive user experience and engagement preferences. *Information Technology and Libraries*, 39(3). <https://doi.org/10.6017/ital.v39i3.12209>

Ruiz, J. J. R., Sanchez, A. D. V., & Figueredo, O. R. B. (2024). Impact of gamification on school engagement: A systematic review. *Frontiers in Education*, 1–10. <https://doi.org/10.3389/feduc.2024.1466926>

Sanmugam, M., Selvarajoo, A., Ramayah, B., & Lee, K. W. (2019). Use of Nearpod as interactive learning method. *INTED2019 Proceedings*, 8908–8915. 13th International Technology, Education and Development Conference. <https://doi.org/10.21125/inted.2019.2219>

Tuma, Faiz. “The Use of Educational Technology for Interactive Teaching in Lectures.” *Annals of Medicine and Surgery*, vol. 62, Feb. 2021, pp. 231–35. DOI.org (Crossref), <https://doi.org/10.1016/j.amsu.2021.01.05>

Wilson, G., & Harris, C. (2021). Enhancing student engagement using interactive presentation software. *Nurse Educator*, 46(6), E146. <https://doi.org/10.1097/NNE.0000000000001001>