

## PEAR DECK: AN INTERACTIVE PLATFORM FOR STUDENT-CENTERED LEARNING

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**Annotatsiya.** Ushbu maqola zamonaviy sinfxonalarda talabalar faolligi va faol o'rganishni rivojlantirishda Pear Deck interaktiv taqdimot vositasining rolini o'rganadi. Raqamli texnologiyalar ta'lim tizimini tobora o'zgartirib borayotgan bir paytda, Pear Deck kabi vositalar o'qituvchilarga passiv darslarni dinamik va talaba markazidagi tajribalarga aylantirish imkonini beradi. Maqolada interaktiv ta'lim va formatif baholash bo'yicha adabiyotlar tahlil qilinadi, Pear Deck'ning asosiy xususiyatlari yoritiladi hamda uning onlayn va an'anaviy (yuzma-yuz) ta'lim sharoitlaridagi afzalliklari va cheklovlari baholanadi. Tadqiqot natijalari shuni ko'rsatadiki, Pear Deck ishtirokni oshiradi, real vaqt rejimida fikr-mulohaza olish imkonini beradi va inklyuziv ta'lim muhitini qo'llab-quvvatlaydi. Biroq, foydalanish imkoniyati va ayrim funksional cheklovlar bilan bog'liq muammolar ham mavjud.

**Kalit so'zlar:** Pear Deck, interaktiv ta'lim, formatif baholash, talabalar faolligi, ta'lim texnologiyasi, raqamli sinfxonalar.

**Аннотация.** В данной статье рассматривается роль интерактивного инструмента для презентаций **Pear Deck** в повышении вовлечённости студентов и развитии активного обучения в современных классах. По мере того как цифровые технологии продолжают трансформировать образование, такие инструменты, как Pear Deck, позволяют преподавателям превращать пассивные занятия в динамичные и ориентированные на учащихся образовательные процессы. В статье представлен обзор литературы по интерактивному обучению и формирующему оцениванию, описаны основные функции Pear Deck, а также проанализированы его преимущества и недостатки как в онлайн-, так и в очном формате обучения. Результаты показывают, что Pear Deck способствует повышению активности учащихся, обеспечивает обратную связь в режиме реального времени и поддерживает инклюзивную образовательную среду. Однако инструмент также имеет определённые ограничения, связанные с доступностью и функциональными возможностями.

**Ключевые слова:** Pear Deck, интерактивное обучение, формирующее оценивание, вовлечённость студентов, образовательные технологии, цифровые классы.

**Abstract.** This paper examines the role of Pear Deck, an interactive presentation tool, in promoting student engagement and active learning in modern classrooms. As digital technologies continue to reshape education, tools like Pear Deck allow educators to transform passive lessons into dynamic, student-centered experiences. This article reviews literature on interactive learning and formative assessment, outlines key features of Pear Deck, and evaluates its strengths and limitations in both online and face-to-face settings. The findings suggest that Pear Deck enhances participation, provides real-time feedback, and supports inclusive learning environments, though it also presents challenges related to accessibility and feature limitations.

**Keywords:** Pear Deck, interactive learning, formative assessment, student engagement, educational technology, digital classrooms.

**Introduction.** The integration of technology in education has significantly changed how teachers deliver content and how students engage with it. One important development is the use of interactive tools that encourage participation rather than passive listening. Pear Deck is one such platform that enables teachers to embed questions, polls, and drawing activities directly into presentations.

Unlike traditional slide-based lessons, Pear Deck transforms lectures into interactive sessions where students actively respond in real time. This paper explores how Pear Deck supports engagement, improves formative assessment, and contributes to a more inclusive classroom environment.

**Literature Review.** Research in educational technology emphasizes the importance of **active learning** and **formative assessment**. According to Black and Wiliam (1998), continuous feedback plays a crucial role in improving student outcomes. Interactive tools such as Kahoot! and Quizizz have demonstrated that student participation increases when lessons include game-like or interactive elements.

Pear Deck differs from these platforms by focusing less on competition and more on **guided interaction within presentations**. Studies on student-centered learning (Prince, 2004) show that when learners actively participate, they retain information more effectively. Additionally, anonymity in responses has been linked to increased participation among shy or less confident students.

Although specific empirical research on Pear Deck is still developing, its features align closely with established theories of engagement and formative assessment.

**Methods.** This study adopts a descriptive and analytical approach rather than conducting experimental research. The methodology includes:

1. **Feature Analysis** – Examining Pear Deck’s main functions, including interactive questions, drawing tools, and teacher dashboards.
2. **Comparative Review** – Comparing Pear Deck with other platforms such as Kahoot and Quizizz in terms of engagement and usability.
3. **Theoretical Application** – Linking Pear Deck’s design to educational theories such as formative assessment and active learning.

This approach allows for a comprehensive evaluation of the platform’s educational value.

**Results.** The analysis reveals several strengths and limitations of Pear Deck:

#### **Strengths**

**Engagement:** Students actively participate through polls, text responses, and drawing activities.

**Real-Time Feedback:** Teachers can instantly monitor student understanding and adjust instruction.

**Inclusivity:** Anonymous responses encourage participation from all students.

**Integration:** Seamlessly works with Google Slides and Microsoft PowerPoint.

**Versatility:** Suitable for various subjects and both online and in-person teaching.

#### **Classroom Applications**

**Language Learning:** Students respond to open-ended questions or practice sentence formation.

**Mathematics:** Teachers can display problems and analyze step-by-step solutions from students.

**Science:** Learners can label diagrams or explain processes using drawing tools.

**Discussion-Based Lessons:** Teachers can collect opinions and spark class discussions in real time.

### Limitations

**Technology Dependence:** Requires stable internet and student devices.

**Limited Free Features:** Advanced tools are only available in premium plans.

**Preparation Time:** Designing interactive slides can be time-consuming.

**Reduced Spontaneity:** Overuse may limit natural discussion if not balanced.

**Discussion.** The findings suggest that Pear Deck is highly effective in creating interactive and inclusive learning environments. Its emphasis on participation and feedback aligns with modern educational practices that prioritize student-centered instruction.

However, its effectiveness depends on how it is used. Teachers should avoid over-reliance on structured interactions and instead combine Pear Deck with discussions, group work, and other teaching strategies. Additionally, educators must consider access to technology to ensure all students can participate equally.

**Conclusion.** Pear Deck is a powerful tool that enhances engagement, supports formative assessment, and promotes inclusive participation. While it has some limitations, particularly regarding access and premium features, its benefits make it a valuable addition to digital teaching practices. Future research should explore its long-term impact on learning outcomes through empirical studies.

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