Enhancing Engagement and Accessibility with Linktr.ee in Education

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Abstract

In the digital era, students increasingly rely on mobile devices and social media for information, making traditional teaching methods less effective. Research shows that young adults (18–23) view mobile phones as essential for social connection (Campbell, 2006). However, students using phones for non-course activities take fewer notes, recall less, and score lower on exams (Kuznekoff & Titsworth, 2013). Since preventing phone use is challenging, integrating educational content into social platforms can help engage students more effectively. Educators must adapt to students' digital habits by using platforms that fit their daily interactions. This paper examines Linktr.ee as a resource hub for a Recommender Systems course at National University of Science and Technology Politehnica Bucharest (NUSTPB), improving accessibility and engagement. Data were collected in the 2024–2025 academic year from 22 students: 16 regular, 2 optional, 2 retaking, and 2 retaking from other programs. 86% were active during the semester, and 82% passed the course. At the semester's end, 16 out of 19 active students (84%) provided feedback on course workload and teacher assessment. The feedback indicated that this course had an average workload compared to others, requiring access to multiple digital resources for learning and assignments. Linktree served as a central hub for accessing lecture slides, assignments, papers, schedules, announcements, and other resources. As a widely-used link aggregation tool, Linktr.ee streamlined content sharing across platforms, catering to students' frequent use of smartphones and social media. Unlike the multiple platforms like Moodle and GitHub commonly used at NUSTPB, Linktree reduced cognitive friction by centralizing materials, allowing students to focus more on learning rather than navigating through scattered resources, often requiring authentication or two-factor verification. To evaluate the impact of Linktree, an evaluation form was designed to assess: 1) Ease of Access – how quickly students retrieved course info; 2) Time Efficiency – whether a centralized platform reduced search time; 3) Engagement whether students interacted more with content; 4) Perceived Usefulness – whether Linktree enhanced learning. A mixed-methods approach combined quantitative analysis (Likert-scale ratings) and qualitative feedback (open-ended responses). Preliminary results showed positive reception, with students valuing the accessibility and mobile-friendly nature. However, challenges included authentication-required links due to privacy concerns and some students being unfamiliar with Linktr.ee, requiring initial guidance. Suggestions for better categorization of resources were also made. Findings suggest educators should adapt to students' digital behaviors by using social media-inspired platforms for educational content. The study highlights the role of Technology Assessment in reshaping pedagogical strategies and improving outcomes. Future recommendations include integrating link aggregation tools with interactive platforms to boost engagement and communication. By meeting students on familiar platforms, we can enhance accessibility, engagement, and the overall effectiveness of education.

Keywords

Student engagement, Digital learning, Technology in education, Resource aggregation, Centralized resource access, Mobile learning

Current status of the research is: Work-in-progress

Potential collaboration with Authors

I would like to inculde more modern tools and technologies into my teaching and also help others into doing the same with their courses. I am a big fan of modern educational tools and am passionate about the field of educational research.





