

EDMODO IN ENGLISH LEARNING

Aji Rizki Amalia
SMK N 2 Kendal
Indonesia

Abstract

The development in information technology (IT) brings changes in education. The condition requires alternatives in developing curriculum, tools, and learning media. Students engage with IT almost everyday but not the teachers. Teachers need to consider using IT in their teaching to increase students' motivation in learning including English learning. Social media is one of IT developments that students engage with almost every day. Combining teaching and social media will make students' motivation to learn increase. Edmodo is one kind of learning management system (LMS) which interface is similar to Facebook, the most popular social media worldwide. Teachers' tasks, from planning to scoring can be done with this LMS. Hopefully, using this Edmodo in teaching English can be a game changing situation.

Keywords: learning management system, social media, Edmodo

Introduction

Recently the world development happens rapidly. The world develops in every life aspect including information technology. Information which used to spread through simple tools like paper and pen now can be accessed easily through internet. The development in information technology (IT) brings changes in education. The condition requires alternatives in developing curriculum, tools, and learning media. Students engage with IT almost everyday but not the teachers. Teachers need to consider using IT in their teaching to increase students' motivation in learning including English learning.

The need to utilize IT also mentioned in the Rule of National Education System (SISDIKNAS) No. 20 Year 2003 and The National Education Minister Regulation No. 16 Year 2007 stating that teachers need to engage with IT and use it in teaching learning activity. One of the ways is by creating e-learning.

Rosenberg (2006, p. 72) defines e-learning as "the use of technologies to create and deliver a rich learning environment that includes a broad array of instruction and information resources and solutions, the goal of which is to enhance individual and organizational performance". Whereas

holmes and Gardner (2006, p. 14) define e-learning simply as "online access to learning resources, anywhere and anytime". From above definitions, it can be inferred that e-learning:

1. can be accessed by using devices that has internet connection,
2. provides lessons and learning materials to facilitate learning,
3. c) is intended to improve knowledge and skills of a person or group of persons, and
4. can be accessed anywhere and anytime.

In terms of its benefits, Rosenberg (2001, pp. 30-31) mentions that e-learning can save time and cost in delivering instruction (training) or information, can be accessed by limitless number of people virtually simultaneously, can present the same material or information to everyone and different one to different person or groups of people, can be upload instantaneously, can be easily adapted by nowadays people by using current available web browsers, and can create long-lasting learning communities even after a training program ends. Clark and Mayer (2008, p. 22) add that e-learning enables teacher to give immediate feedback to every respond given by students in web activity such as quiz and group forum, to create collaborative learning

through wikis, to create adaptive instruction in which students are given question based on the correctness of response of the previous one, and to create simulations and games. The above benefits undoubtedly make e-learning a reliable solution to facilitate English teaching at school.

Social media is one of IT developments that students engage with almost every day. Combining teaching and social media will make students' motivation to learn increase. Edmodo is one kind of learning management system (LMS) which interface is similar to Facebook, the most popular social media worldwide. Edmodo is an educational technology company offering a communication, collaboration, and coaching platform to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Edmodo is very teacher-centric in their design and philosophy: students and parents can only join Edmodo if invited to do so by a teacher. Teachers and students spend large amounts of time on the platform, both in and out of the classroom. Teachers' tasks, from planning to scoring can be done with this LMS. Hopefully, using this Edmodo in teaching English can be a game changing situation.

1. Constructivism

Virtual Learning Environments (VLEs) that use Course Management Systems (CMSs) as their chief delivery method usually aspire to be rooted in constructivist theory. Constructivism can be best described as a philosophical position that views learners as creators of knowledge. As such, the learner is not a passive recipient of knowledge; but, rather an active participant in defining knowledge (Englert and Dunsmore 2002: 125). Constructivism is a teacher-facilitated process that places students at the center of active learning, rather than in a passive role (Pritchard and Woolard 2010: 19). The theory suggests that

students actually invent their own ideas. They assimilate new information and modify their understanding. In the process, their ideas gain in complexity and power (Ferguson, 2001, p. 46; Gullo, 1999, p. 3). Constructivism asserts that a learner can never talk about what is learned in isolation of how it is learned (Hanley, 1994, p. 5). As creators of knowledge, students play a larger role of the educational outcome. Thus, it can be argued that students become more active participants in the total educational experience because the outcomes are directly tied to their efforts. Constructivism is child-centered; it "proposes that learning environments should support multiple perspectives or interpretations of reality, knowledge construction, context-rich, experience-based activities" (Jonassen, 1991, p. 28). In short, constructivism focuses on knowledge construction, not knowledge reproduction.

2. Virtual Learning Environment

Virtual Learning Environment (VLE) refers to the „online“ interactions of various kinds which take place between learners and tutors (Everett, 2002). The operability of the VLE is highly dependent on the availability of the technology and the Internet connection. The basic features of VLE according to Everett (2002) are:

- a. controlled access to curriculum which has been mapped to elements that can be separately assessed and recorded;
- b. student activity and achievement tracking within the online presented curriculum;
- c. online learning support including access to learning resources, assessment, and guidance;
- d. online tutor support;
- e. peer group support;
- f. general communications including email, group discussion, and web access; and
- g. links to other systems, both internally and externally.

A VLE may support similar forms of learning to a real one; but, it is not like a physical space like a classroom or lecture theatre. Moreover, within VLE learners may work closely together while not being active at the same time. Another characteristic of VLE that brings uniqueness to the development and design of online course materials and discussion is the presence of asynchronous learning. In asynchronous learning, students may access material made available through the Web any time and have discussion separately with their school mate or teachers in both time and space (Rosen, 2009, p. 60).

3. Course Management System

A course management system (CMS), or courseware, is defined as a software package that provides support for managing student access to courses, monitoring student activity, administering and scoring student progress and performance tests, storing student records, managing access to student and course records, and reporting on student and course activity (Rosenberg 2009, p. 102). A CMS allows active teacher management of classroom participation, provides information on student learning progress, serves as a basis for student feedback, allows real time adjustments to instructional presentations, and allows the teacher to focus on the instructional needs of specific students. Course management systems allow the teacher to implement various videos, audios, graphics, texts, and programs in specific data formats which enables teachers to electronically present instructional materials from different source formats in automated classrooms. Moreover, a CMS provides computer mediated support for course development and revision, either through built-in functions within the software of the CMS, or through integration with other curriculum development tools (Spearman, 2000, p. 2-3).

Discussion

1. The Implementation of Edmodo in Learning

As it has been mentioned above, Edmodo is an educational technology company offering a communication, collaboration, and coaching platform to K-12 schools and teachers. Founded by Nicholas Borg and Jeff O'Hara, two people working in separate school in Chicago. Edmodo is a microblogging network social media which is safe for teachers and students. In this platform parents can join and communicate with teachers and other students' parent.

Features provided by Edmodo are:

- Change photo profile Gantifoto picture profile
- Facebook-like interface
- Creating events or important schedules.
- Student-teacher easy interaction.
- accessible through mobile phone.

With all the features, Edmodo can keep up with all social media networking. But this one is intended for teacher-students interaction.



Figure 1. Edmodo first look.

Teachers can use this Edmodo to do the five teachers tasks namely: a) Planning, b) Teaching, c) Evaluating, d) Reporting.

1. Planning

Planning in learning activity covers Silabus making, lesson planning, Scoring, and so on. Edmodo does not provide direct facility to create all those things but we can upload everything we have made so that students have picture of what we are going to do in the coming year. In other words, planning here is a sharing of our teaching

planning with students facilitate by Edmodo in a form of posts.

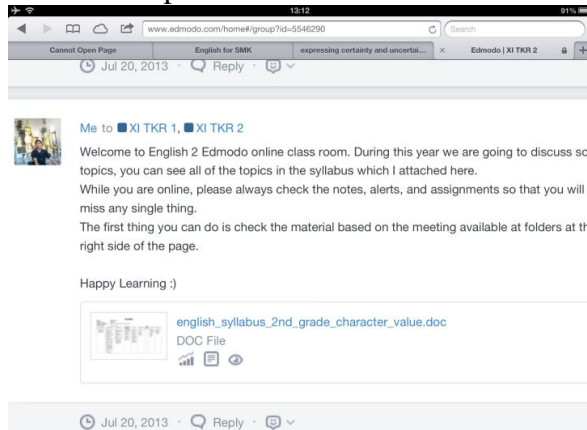


Fig 2. Sharing of teaching planning with students.

2. Teaching

Teaching in this on-line class can happens in some ways, namely:

a. Material Posting.

We as teachers can post our teaching materials for students to learn. It is the same things like we updating out status on Facebook. We can type the material directly to our posts or we can attach them on our posts.

The attachments can be various, from M.S, Words file, pictures, sound, movie, even web page.

b. Material grouping in a form of Folder.

The on-line class in Edmodo has folder facility. It is intended so that teachers are easier to differentiate and group the mayterials so that students are easier to access. For example we can group thema based on the Basic Competence (KD).

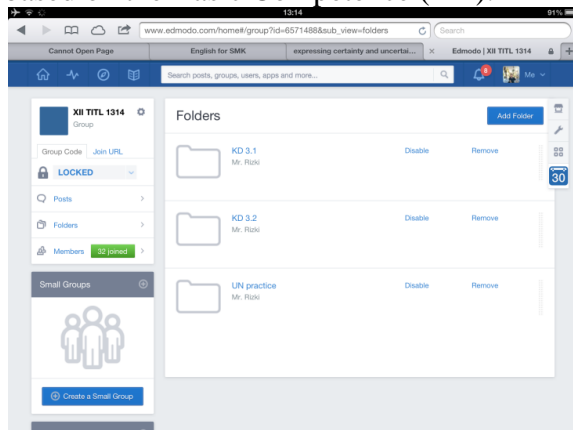


Fig. 3. Folder facility in Edmodo.

c. Library.

Edmodoalso provides Library. This facility is intended to list all materials the teachers uploaded to Edmodo.

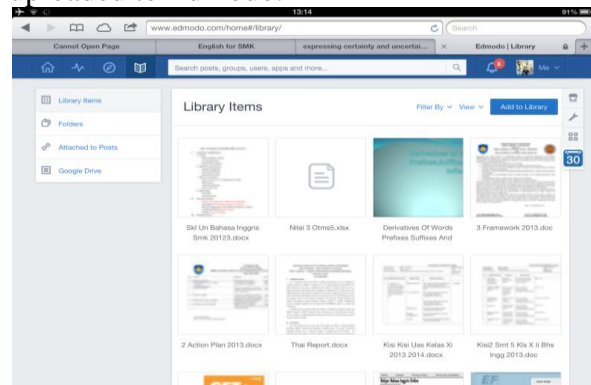


Fig. 4. Library in Edmodo.

3. Evaluation

Evaluation can also be done in Edmodo. It can be done in two ways. Assignment or Quiz. Assignment requires teachers to evaluate students work and score it manually, while in quiz the students work can be scored automaytically.

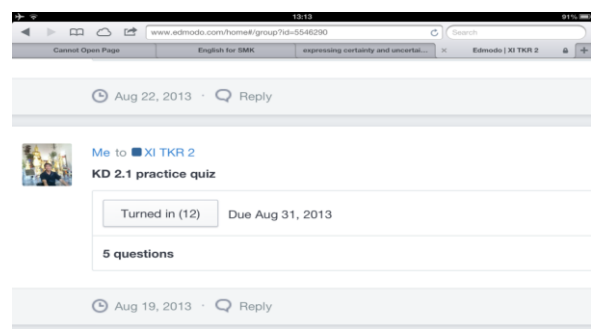


Fig. 5. Quiz inEdmodo.

4. Analysis

When we evaluate students. We need to analyze the result to find out which material is troublesome for students. Quiz in Edmodo is equipped with such process so that teachers can directly find out the percentage of students mastering the materials.

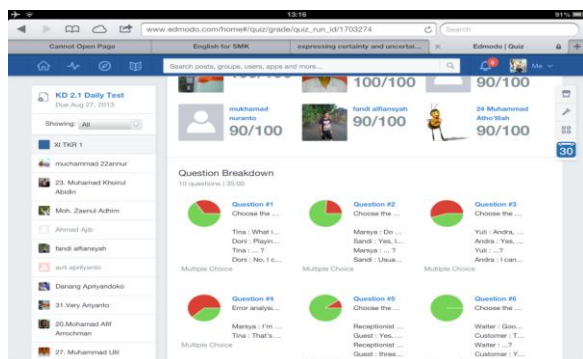


Fig. 6. Quiz analysis.

5. Reporting

Edmodo provides a facility called Progress. The facility lists all students' scores from Assignment to Quiz. This progress can be exported to MS Excel form so that it can be printed out.

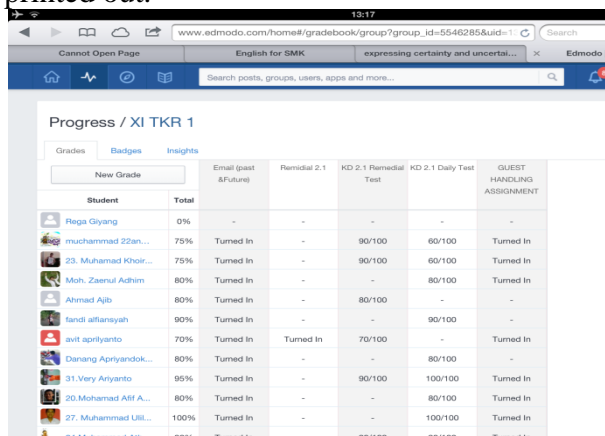


Fig. 7. Students' Progress.

Conclusion

Generally, all teaching-learning aspects from Planning, Teaching, Evaluation, Analysis, and Reporting can be done in Edmodo. Some cannot be done directly, but our creativity as teachers allow them to happen.

References

Clark, R.C. dan Mayer, R.E. (2008). *E-Learning and the Science of Instruction 2nd Edition*. CA: Pfeiffer.

Englert, C.S. dan Dunsmore, K. (2002). A diversity of Teaching and Learning Paths: Teaching Writing in Situated Activity, in J. Brophy (ed), *Advances in Research on Teaching Vol 9: Social Constructivist Teaching: Affordance and Constraints*. NY: JAI

Everett, Richard. (2002). Briefing paper number 1: *MLE's and VLE's Explained*. Accessed

[11/06/2018] <http://www.jisc.ac.uk/whatwedo/programmes/buildmlehefe/lifelonglearning/mlebriefingpack/1>

Ferguson, D. (2001). Technology in a Constructivist Classroom. *Information Technology in Childhood Education Annual 2001(1)*, pp. 45-55.

Gullo, D. (1999). Integrating Computers in the Constructivist Classroom: Enrich Your Students Learning Environment with Computers. Accessed [11/06/2018] from <http://pd.121.org/Confcen/aect/gullo.htm>.

Hanley, S. (1994). On Constructivism. Accessed [12/06/2018] from <http://www.towson.edu/csme/mctp/Essays/Constructivism.txt>.

Holmes, B da Gardner, J. (2006). *E-Learning: Concepts and Practice*. London: SAGE Publications.

Jonassen, D., Peck, K., & Wilson, B. (1999). *Learning with Technology: A Constructivist Perspective*. Upper Saddle River: Prentice Hall, Inc.

Pritchard, A.M. and Woolard, J. (2010). *Psychology for the Classroom: Constructivism and Social Learning*. London: Routledge.

Rosenberg, M.J. (2001). *E-Learning: Strategies for Delivering Knowledge in the Digital Age*. NY: McGraw-Hill Professional.

Rosenberg, M.J. (2006). *Beyond E-Learning: Approaches and Technologies to Enhance Organizational Knowledge, Learning, and Performance*. CA: Pfeiffer.

Spearman, R. (2000). *Teaching and Learning Online: Evaluating, Selecting, and Implementing an Online Course Management System*. Accessed [11/06/2018] from http://itc.utk.edu/~spearman/BbDays/ITC_CIWP.pdf.

UU SISDIKNAS No. 20 Year 2003