

Students' Perceptions & Satisfaction of Using Edmodo Platform as a Management Learning System for learning English at the Community College for Female, Jazan University

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Abstract:

The development and application of Web 2.0 technologies, such as Edmodo, blogs, Flickr, YouTube, MySpace, Facebook, and others, have increased recognition in recent years. These new applications let users to interrelate and collaborate with each other via social media in a virtual community (McCarthy, 2010). As its official website states, Edmodo is giving learner's and instructors the power to share and making the learning process more open and connected. The primary features of Edmodo, including "Note", "assignment", "poll", "quiz", provide teachers and learners with a variety of means to communicate and interact with each other. Student contacts in online discussions can assist a learner-centered approach to teaching and offer students an opportunity to practice and learn English language and skills in a supportive and encouraging environment (Stacey, 2002 & Birch 2007). Edmodo and peer assessment were integrated with blended learning in a semester-long English intensive course class for first-year students at (JCC) in Jazan University, to explore its effectiveness and the students' perceptions towards this learning model.

Key words: Edmodo, Social media, constructivism

1-INTRODUCTION

The development and application of Web 2.0 technologies, such as Edmodo, blogs, Flickr, YouTube, MySpace, Facebook, and others, have increased recognition in recent years. These new applications let users to interrelate and collaborate with each other via social media in a virtual community (McCarthy, 2010). As its official website states, *Edmodo* is giving learner's and instructors the power to share and making the learning process more open and connected. The primary features of *Edmodo*, including "Note", "assignment", "poll", "quiz", provide teachers and learners with a variety of means to communicate and interact with each other. Student contacts in online discussions can assist a learner-centered approach to teaching and offer students an opportunity to practice and learn English language and skills in a supportive and encouraging environment (Stacey, 2002 & Birch 2007). *Edmodo* and peer assessment were integrated with blended learning in a semester-long English intensive course class for first-year students at (JCC) in Jazan University, to explore its effectiveness and the students' perceptions towards this learning model.

2-STATEMENT OF THE PROBLEM

English is the medium of instruction in (JCCF). Since students are digital-generation, they need new learning style to help them improve their language proficiency. Based on the aforementioned factor, an attempt has been made by the researcher to improve student' proficiency in English by using a web-based program in a virtual learning environment (VLE). This platform is Edmodo.com. For this purpose, this paper focuses on students' perceptions and experiences of learning

English through Edmodo as a management learning system (MLS).

3-SIGNIFICANCE OF THE STUDY:

This study is conducted to investigate the potential of using Edmodo platform in learning English. The main purpose of this study is to present what has been successfully done with Edmodo at the preparatory year at the Community College in Jazan University. The researcher believes that the study findings will be very beneficial for the instructors and students who want to apply social media sites to their teaching and learning activities and learning management systems (MLS) in their online teaching.

4-CONCEPTUAL FRAMEWORK

Vygotsky (1978) has emphasized on social interactions and actions as the tool for learning. This Socio-cultural Theory relates learning to cognitive development, and interpersonal interactions. Accordingly, students can learn through collaborating with peers in the Edmodo medium. In line with constructivists learning theory, the building of knowledge and idea sharing together with feedback allow students to think critically, construct own knowledge through awareness of the learning process (Bruner, 1966; Bakhtin, 1981). Edmodo interface supporting Vygotsky's *et al*, 1978) theory of social constructivism, which posits that language learning is mediated by social interaction (i.e., Social Development Theory, SDT), brought to the next level through scaffolding by a More Knowledgeable Other (MKO), who helps learners cross the distance between what they can do and that which they can potentially do. According to Vygotsky, this distance is the Zone of Proximal Development (ZPD): the zone of learning, proposed

MKOs for this study is the course facilitator, the research and technology such as Internet resources. Edmodo platform serves as a collaborative ZPD and classroom learning zone.

5-RESEARCH QUESTIONS:

Considering what we currently know about *Edmodo* and its uses in education in general and teaching English in particular, the following research questions were devised to guide this study.

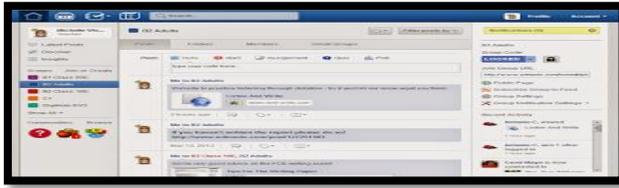
- 1) How do students react to using this social networking Edmodo site in their English language course?
- 2) What are the students' perceptions towards the social networking website *Edmodo* within the context of their English language course Pre- intermediate Headway Plus?
- 3) To what extent are students satisfied with using the Edmodo Platform?

6. LITERATURE REVIEW

6.1 What is Edmodo?

Edmodo was developed by two former Chicago education administrators, Nic Borg and Jeff O'Hara in 2008. Edmodo makes use of the growing social media technology in its appearance and design. Although Edmodo programmers and its website make no mention of the similarity to Facebook, (See Fig. (1). Students submit homework, view their grades and teachers' comments, receive alerts, connect and collaborate (Halm et al., 2012). On the whole, the reasons language instructors may opt to choose Edmodo in class as a paperless learning environment.

Figure (1): Edmodo Interface



6.2 Previous Findings

Research on the usage of Edmodo in teaching (EFL) is still rather limited. A study conducted by Kongchan (2013) explored the possibilities of a non-digital native teacher to use Edmodo and set up and run her online classes, including a workshop on Edmodo for other teachers. The results of this study revealed that Edmodo is perceived to be a user-friendly social learning network. Another study by Thongmak (2013) explored the use of Edmodo as a classroom collaboration tool and the university students' views about Edmodo. The results of this study showed that Edmodo could support both distance teaching and fulfil physical classroom learning. Recently, research has been increasingly inspired by social perspectives on learning. In particular, numerous studies on online learning are inspired by constructivists and social learning theories (Hrastinski, 2009). Since the 1990s, constructivism has made a strong influence on education, particularly in the field of instructional technology. (Woo & Reeves, 2007). asserted that social constructivist theory assumes that students act and reflect within an environment, and this is then followed by reflecting, abstracting, and increasing experiential knowledge. On the other hand, Vygotsky (1978) focused more on the effects of social interaction, language, and culture on learning. Woo & Reeves (2007) also stated that within the principles of the constructivist learning theory, meaningful interactions in a learning environment are designed to enhance meaning,

including sharing various perspectives and experiences in communities of practice.

7. METHODOLOGY

This part mainly deals with the methodology used in this study, which consists of three sections, namely the research design, research instrument and data collection.

7.1 Research Design

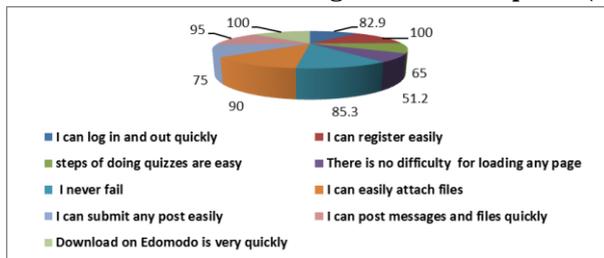
The design of this study is quantitative in nature. This study was carried out in Jazan University (JU) at the Community College for female on January 2014. A quantitative questionnaire administrated to explore the students' perceptions, views and satisfaction on the effectiveness of Edmodo of improving English language learning. For this purpose, a sample of 41 students from the Community college for female who enrolled for the first semester in the preparatory year for the academic year 1434-145/ 2014-2015 were selected through a cluster random sampling as participants in this study. The three categories of the survey questionnaire were: 1) Students' views concerning technical aspects of using Edmodo. 2) Students' perceptions of using Edmodo features. 3) Students' satisfaction and dissatisfaction with using Edmodo. The questionnaire consisted of four parts. Part one, which consisted of nine items, solicited the students' views concerning Edmodo features and technical aspects of using it. This part contained a 3-level Likert Scale of 'Strongly agree', 'Disagree', and "Neutral". The second part which consisted of ten items solicited students' perceptions of using Edmodo using the same criteria above. Part three consisted of 9 items to determine students satisfaction and dissatisfaction with Edmodo. The last part comprised 3 open-ended questions to allow participants to

offer suggestions and mention problems and challenges they encounter while using Edmodo.

Table 1: Students' Views Concerning Technical Aspects (N= 41)

Statements	Strongly agree	Disagree	Neutral
1/ I can log in and out quickly	82.9%	9%	7%
2/I can register easily	100%	0%	0%
3/steps of doing quizzes are easy	%65	10%	15%
4/There is no difficulty in loading any page	%51.2	24.3%	17%
5/ I never fail	85.3%	7.3	7.3
6/I can easily attach files	%90	10%	0%
7/I can submit any post easily	75%	25%	0%
8/ I can post messages and files quickly	95%	5%	0%
9/ download on Edmodo is very quickly	100%	0%	0%

Figure 2: Students' Views Concerning Technical Aspects (N= 41)



8. FINDINGS & ANALYSIS

The data presented in table 1 and illustrated in Figure (1) showed that students have generally expressed positive views about their experience of using Edmodo platform as a (LMS). Students strongly agreed that they could use nine functions of Edmodo quickly and easily, which reflects (Eberel. J's. (2010) findings.

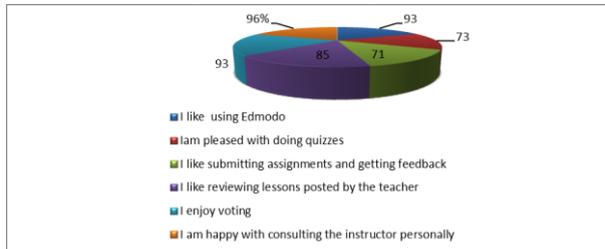
Table 2: Student's Perceptions of Using Edmodo Features (N=41)

Statements	Strongly Agree	Disagree	Neutral
1/I like using Edmodo.	93	0	7
2/Iam pleased with doing quizzes.	73	22	5
3/I like submitting assignments and getting feedback.	71	22	7

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4/I like reviewing lessons posted by the teacher.	85	5	10
5/I enjoy voting.	93	2	5
6/I am happy with consulting the instructor personally.	96	2	2

Figure 3: Student’s Perceptions of Using Edmodo Features

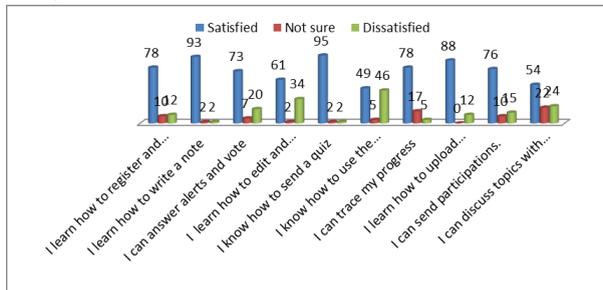


The data in Table (2) that illustrated in Figure (3) showed positive attitudes and perceptions towards the edmodo features. Most of the students expressed positive views about the accessibility to learning materials. These results are similar to Graham's (2005) findings. Students submit homework, view their grades and teachers’ comments, receive alerts, connect and collaborate (Halm et al., 2012).

Table 3: Students' Satisfaction and Dissatisfaction with Using Edmodo (N=41)

Statements	Satisfied	Dissatisfied	Not sure
1/I learn how to register and create a group.	78	12	10
2/I learn how to write a note	93	2	2
3/I can answer alerts and vote	73	20	7
4/I learn how to edit and delete a post	61	34	2
5/I know how to send a quiz	95	2	2
6/I know how to use the library	49	46	5
7/I can trace my progress	78	5	17
8/I learn how to upload assignments	88	12	0
9/I can send participations.	76	15	10
10/I can discuss topics with my colleagues	54	24	22

Figure 4: Students' Satisfaction and Dissatisfaction with Using Edmodo (N=41)



The data in table (3), which illustrated in Figure (4), showed that most students generally gain some computer and internet skills for using Edmodo platform. Students demonstrated great satisfaction, approximately an average between %95 -%49. Students appreciated the benefits of using Edmodo in learning English. This concurred with the findings of Hrastinski, S. (2008).He claimed that, social networks offer various benefits to educational settings.

9. CHALLENGES AND PROBLEMS

This section, presents the challenges and problems that students have encountered while using Edmodo. The majority of students expressed their enthusiasm to register and study their English language course through Edmodo platform, but they presented some challenges and issues that have restricted the effectiveness of this social media tool. However, some of these challenges were: 1/ lack of internet availability in-campus and lack of required technical skills. This finding seems to be consistent with Graham, C. R., Allen's, S., & Ure, D's (2005) results that students' ICT skills are an essential factor that affects their outcome. In addition, students complained of busy schedules which has influence on their performance. Students suggested implementation of Edmodo to other subjects.

10. FINDINGS & DISCUSSION:

The findings presented and discussed according to the three research questions posed in the study. The general trend of the questionnaires suggests that students reacted positively to the use of Edmodo platform. Students' responses displayed several significant points. First, the data indicated that students had positive attitudes and perception of using Edmodo in learning the English language. Furthermore, Student appreciated this experience. Accordingly, this result seemed to be accorded with Alghazo's conclusion (2006) that the majority of the participating students appreciated the flexibility provided by Edmodo which eliminates the barriers of time and space. Moreover, the findings of the study indicated that the majority of the students satisfied with this new style of learning. Announcement and online discussion are used for communication while online quizzes and electronic assignment submission are used for assessment. To conclude Edmodo have the following potential: 1/ Provide more authentic input, 2/ Engage students in the practice of English, 3/ Build community, 4/ Develop critical thinking skills.

11. IMPLICATIONS FOR FUTURE RESEARCH:

Based on the findings of the past studies, it could be suggested that Edmodo, is a more private and free platform of social networking technology, could be successfully employed in the ELT field. The current study is part of an ongoing field research regarding the use of SNSs in higher education, the results of which have indicated the important role of such technologies in the foreign language classroom. The researcher suggests more research be conducted to measure Edmodo's capabilities in ELT to broaden the scope of student preference of virtual learning environments.

12. CONCLUSION

The current study was conducted to explore the students' perceptions, views and satisfaction of using Edmodo platform. As mentioned before today's learners are known as the 'net generation' who are internet confidence users (Tunku Mohani and Mohd. Rashid, 2007). Given the fact that most of the literature regarding the integration of Web 2.0 tools in teaching and learning has been mostly positive, it can be suggested that Edmodo could have potential benefits in ELT. Students in this study have changed from passive learners to truly engage learners who are intellectually involved in the course activities. After experiencing the use Edmodo in English language learning, the researcher strongly believes that there are a lot of opportunities and potentials are yet to be realized.

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Appendix A

STUDENTS' QUESTIONNAIRE

Part One: Student's Perceptions of Using Edmodo Features.

Statements	Strongly agree	Disagree	Neutral
1/ I can log in and out quickly			
2/I can register easily			
3/steps of doing quizzes are easy			
4/There is no difficulty in loading any page			
5/ I never fail			
6/I can easily attach files			
7/I can submit any post easily			
8/ I can post messages and files quickly			
9/ download on Edmodo is very quickly			

Dear students, this questionnaire is designed to collect data for investigating the students' perception and views and satisfaction of using Edmodo platform for learning English language.

Part Two: Student's Perceptions of Using Edmodo Features (N=41)

Statements	Strongly agree	Disagree	Neutral
1/I like using Edmodo.	93	0	7
2/Iam pleased with doing quizzes.	73	22	5
3/I like submitting assignments and getting feedback.	71	22	7
4/I like reviewing lessons posted by the teacher.	85	5	10
5/I enjoy voting.	93	2	5
6/I am happy with consulting the instructor personally.	96	2	2

Part Three: Students' Satisfaction and Dissatisfaction with Using Edmodo

Statements	Satisfied	Dissatisfied	Not sure
1/I learn how to register and create a group.			
2/I learn how to write a note			
3/I can answer alerts and vote			
4/I learn how to edit and delete a post			
5/I know how to send a quiz			
6/I know how to use the library			
7/I can trace my progress			
8/I learn how to upload assignments			
9/I can send participations.			

Part Four: Open-ended Questions:

1/ What are the problems and challenges that encounter you while using Edmodo platform?

2/ What suggestions you can provide for using Edmodo? 3/ Add any other comments.