



Edmodo as a Learning Tool: Perceptions of Pupil-Teacher

Ms. Sangeeta Suman, Research Scholar,

Dr Victoria Susan Ijjina, Assistant Professor

Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow

Abstract

In the present society learning became complex with divergent resources of teaching and learning. Teaching even if restricted to four walls the present-day classroom teaching happens through video conferences, online interactions, social networks, learning apps and so on. Edmodo provides an interactive platform and also a web 2.0 tool for effective virtual classroom learning and global interaction. The present study aims to find out the perceptions of use of Edmodo as Learning Tool by pupil-teacher of different universities of Lucknow. The findings also reflects that there is difference in perceptions of pupil-teacher at university level.

Keywords : Edmodo as a learning tool, Perceptions, Learner Engagement, Problems of use of Edmodo.

Introduction

Our learning environments have been changing fast with time. Books in physical forms have been replaced with books in digital forms. Present-day classroom teaching happens through digital resources like Youtube, Facebook, Twitter, and online content. Online and digital libraries are making their impressions in the field of academics. Information is now available with a single click for free and also instantaneously. The unprecedented change in the learning environment requires the teacher to be vested with the knowledge and mechanism to handle and control the digital world. The pedagogy in the digital era has become more daunting, but educators should realize that this generation esteems education. For this reason, a teacher should become more aware of the educational tools available for effective teaching-learning.

To restrain from the traditional approach of teaching, teachers must use innovative teaching learning tools to enhance the student's cognitive level. Teaching would be highly effective if the teacher starts to use innovative teaching methods (Kurshid,F.& Ansari,U.;2012). The emergence of innovative teaching technology, especially during the COVID pandemic resulted in the significant change in educational development. Teaching through digital technology alone is not sufficient for learners. There must be integration of online technology and traditional approaches of teaching. One such development a web 2.0

tool is specially develop for this purpose only. Edmodo gives a good platform for effective teaching learning interaction among teachers, students, and parents. It acts as a good online resource for blended learning in the 21st century.

Review Literature

Tegousi & Drakopoulos (2020) conducted a study entitled *Educational social networking services: The case of Edmodo in the teaching practice*. This article presents a case of using online social learning network Edmodo. K-12 schools and teachers use Edmodo for communicating and collaborating among themselves. The Edmodo is practised in the Evening Vocational Lyceum of the prefecture of Boeotia(EPAL) school of the year 2015- 2016 for two sections. The researcher used survey method and draws the conclusion that Edmodo contributes students self motivation and helps teachers to make the classroom a community.

Agustiani, Ningsih& Muris (2021) conducted a study entitled *Students' learning motivation through Edmodo: Blended learning in ESP classroom*. This descriptive study involved forty four students of education technology of second semester English course in the academic year 2019-20 of Baturaja University. The data was collected through a questionnaire consisting of 20 questions and analyzed by using descriptive statistics. In this study, a cross-sectional survey was used to and students performance goals are found to be higher.

Muhlis, A. (2017) conducted a study entitled *Potentials and Challenges of using Edmodo posting on EFL reading activity: Teacher and Student perception*. Edmodo is used for EFL activity. One English teacher and 10 students were purposively selected in this participatory study. In this research qualitative descriptive study is used. The findings are included that participants have to face seven potentials and two challenges regarding the implementation on Edmodo.

Al- Zoubi, S.M.(2019) conducted a study entitled *Obstacles of using Edmodo platform in the Omani Resource Room Program*. . The aim of this study was to identify the obstacles of using Edmodo platform in the Omani Resources Room program as perceived by teachers and students with learning disabilities. Descriptive analysis methodology was used to explain the obstacles of using Edmodo platform in the Omani Resources Room program. This approach enables us to obtain quantitative data that reveals the extent of these obstacles through an equation developed for this study.

Objectives

- To study the pupil-teacher perceptions of use of Edmodo as a learning tool.
- To study the pupil-teacher perceptions of use Edmodo as a learning tool with respect to different universities in Lucknow.

Methodology

Survey method is used in the present study. Three universities (Central, State and Private) were selected purposively based on their academic and administrative differences. Total 350 pupil-teachers who are Edmodo users were selected randomly from different universities. The researcher used a self-constructed five point Likert Scale, Perception Scale of Use of Edmodo as a Learning Tool (PSUFLT), consisting of 33 items. The dimensions of the scale are Learner Engagement and Problems of using Edmodo.

Findings

To find the difference in pupil-teacher perceptions of use of Edmodo as a learning tool area-wise percentages were calculated.

Table 1: Pupil-Teacher perceptions of Learner Engagement of Edmodo as a Learning Tool

Statements		Percentage wise distribution of data				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Edmodo helps to improve the daily classroom experience	34% (119)	47.71% (167)	14.28% (50)	3.42% (12)	0.57% (2)
2.	I am well connected with other learners and teachers on Edmodo	32.28% (113)	46.57% (163)	17.42% (61)	2.57% (9)	1.14% (4)
3.	Teaching via Edmodo takes less time and effort	27.14% (95)	52.28% (183)	17.42% (61)	2.85% (10)	0.28% (1)
4.	Quality of interaction on Edmodo is illuminating and edifying	30.85% (108)	40.85% (143)	26% (91)	2.28% (8)	0% (0)
5.	I prefer to interact with the teacher on Edmodo than face to face because it is convenient and fast	28.28% (99)	53.14% (186)	13.71% (48)	2.85% (10)	2% (7)
6.	Edmodo provides effective engagement and interaction with learners and teachers across the world	26.85% (94)	57.42% (201)	13.42% (47)	2.28% (8)	0% (0)
7.	Edmodo makes it easier for learner-teacher- parent interaction	33.42% (117)	48.85% (171)	14.57% (51)	3.14% (11)	0% (0)
8.	Edmodo provides real time quiz session for learners	27.14% (95)	55.71% (195)	13.71% (48)	2.85% (10)	0% (0)
9.	Edmodo reduces the effort to assess the quiz score	28% (98)	52.85% (185)	16% (56)	3.14% (11)	0% (0)
10.	In Edmodo task deadlines help in monitoring student discipline	30.57% (107)	49.14% (172)	18.85% (66)	1.42% (5)	0% (0)
11.	Edmodo's small group creation feature helps in easy interaction	32.85% (115)	50.57% (177)	13.71% (48)	2.85% (10)	0% (0)
12.	The idea of giving badges in Edmodo is very motivating	34.28% (120)	48.28% (169)	14.85% (52)	2.57% (9)	0% (0)
13.	Use of icons for feedback motivates for doing best	32.28% (113)	49.14% (172)	17.42% (61)	1.14% (4)	0% (0)
14.	Setting agenda for a week is an encouraging feature of Edmodo	29.42% (103)	52.28% (183)	15.42% (54)	2.85% (10)	0% (0)
15.	Edmodo helps to get immediate feedback from teachers	31.71% (111)	49.42% (173)	16.57% (58)	2.28% (8)	0% (0)
16.	Edmodo sharpens comprehension, discussion and interaction skills	36.28% (127)	44.57% (156)	15.42% (54)	3.71% (13)	0% (0)

17.	Edmodo provides a platform for the exchange and sharing of teaching and instructional material	29.71% (104)	50.57% (177)	16.85% (59)	2.85% (10)	0% (0)
18.	Edmodo provides immediate feedback to know the strengths and weaknesses of students	32% (112)	50.57% (177)	16.28% (57)	1.14% (4)	0% (0)

From the above table 1 it is evident that pupil-teacher have positive perception towards Learner Engagement of Edmodo. The pupil-teacher strongly agree/agree with easier learner-teacher-parent interaction (82%), effective engagement and interaction with learners and teachers across the world (83%) badges (80%) and Icons (81%). The pupil-teacher agree that Edmodo provides a good platform for exchange of instructional material.

Table 2: Pupil-Teacher Perceptions of Problems of Edmodo as a Learning Tool

Statements		Percentage wise distribution of data				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	High speed internet facility is required for Edmodo	2.28% (8)	29.71% (104)	16% (56)	52% (182)	0% (0)
2.	Edmodo is complex and requires more time to master its use	9.14% (32)	23.14% (81)	27.14% (95)	40.28% (141)	0.28% (1)
3.	Edmodo mobile version is difficult for effective navigation and typing	4.57% (16)	14.85% (52)	23.14% (81)	56% (196)	1.42% (5)
4.	I feel rushed to do the quizzes on Edmodo because of the fixed time frame	5.14% (18)	23.42% (82)	25.71% (90)	45.14% (158)	0.57% (2)
5.	Online activities like discussion, quizzes and assignments are time consuming	6.57% (23)	20.85% (73)	20% (70)	49.14% (172)	3.42% (12)
6.	Notifications are not regular at all times on Edmodo	4.57% (16)	16.85% (59)	19.42% (68)	56.28% (197)	2.85% (10)
7.	Non availability of local language is a barrier for effective use of Edmodo	1.42% (5)	28.28% (99)	28.85% (87)	44.85% (157)	0.57% (2)
8.	Edmodo lacks instant teacher's support due to virtual existence	1.14% (4)	24% (84)	21.71% (76)	52.85% (185)	0.28% (1)
9.	Edmodo doesn't have user name retrieval option	2.85% (10)	22.85% (80)	23.42% (82)	50% (175)	0.85% (3)
10.	It is difficult to interpret student's behavior on Edmodo	4% (14)	23.71% (83)	21.42% (75)	50% (175)	0.85% (3)
11.	Sudden power cut or network glitches create obstacles in online quiz or exam	3.71% (13)	27.14% (95)	17.71% (62)	50.57% (177)	0.85% (3)
12.	Students find it difficult to join the class as class code is locked after a period of time	2% (7)	26.28% (92)	19.71% (69)	50.85% (178)	1.14% (4)
13.	Parents interaction is meager on Edmodo	5.42% (19)	21.14% (74)	23.14% (81)	50% (175)	0.28% (1)
14.	One must have basic knowledge of computer for effective use of Edmodo.	2.28% (8)	25.14% (88)	15.71% (55)	55.71% (195)	1.14% (4)
15.	Uploading large size files/assignments on Edmodo is difficult.	4.57% (16)	22% (77)	19.14% (67)	51.42% (180)	2.85% (10)

From the above table 2 it is evident that pupil-teacher have moderate to low perception towards problems of using Edmodo as a learning tool. However the pupil-teacher face problems like non availability

of local language (28%), non availability of user name retrieval (22%) and locking of classcode after a period of time (26%). The pupil-teacher strongly disagree with problems of mobile version complexity(20%), high speed internet requirement(30%) and instant teacher’s support on virtual platform (25%) support the user friendly nature of use of Edmodo as a learning tool.

Table 3:Pupil-Teacher Perceptions of Learner Engagement of Edmodo as a Learning Tool with respect to different Universities

Source of Variance	SS	Df	MS	F- Ratio	F-critical
Between group	1325.69	2	662.84	8.238*	3.021
Within group	27920.13	347	80.46		
Total	29920.82	349			

*Significant at 0.05 level

It is inferred from table 3 that the calculated F-value 8.238 is greater than F-critical value 3.021 and thus there is significant variance between pupil-teacher perceptions of Learner Engagement use of Edmodo as a learning tool. Different universities have different academic, administrative and cultural atmospheres. The facilities provided and the intellectual interactions also differ from university to university. Insistence on classwork requirement limits their zeal for knowledge exploration and use of multiple resources. Universities should encourage global outreach and blended learning environment for holistic development of pupil-teacher.

Table 4: Pupil-Teacher Perceptions of Problems of use of Edmodo as a Learning Tool

Source of Variance	SS	Df	MS	F- Ratio	F-critical
Between group	1456.67	2	728.33	12.23*	3.021
Within group	20655.71	347	59.52		
Total	22112.39	349			

*Significant at 0.05 level

It is inferred from table 4 that the calculated F-value 12.23 is greater than F- critical value 3.021 and thus there is significant variance between pupil-teacher perceptions of problems of use of Edmodo as a learning tool. Free internet access, mobile versions, language barrier etc. are some of the problems which pupil-teacher face in effective use of Edmodo as a learning tool. Different universities maintain different standards of resource sharing and access which impacts pupil-teacher effective use and exploration of multiple online resources for knowledge enhancement.

Conclusion

Universities are the centres of Learning and pupil-teacher must equip themselves with 21st century global skills to become universal teachers. The present study reflects that there are differences in perceptions of pupil-teacher use of Edmodo as a learning tool but are positive towards the use of Edmodo as a learning tool. Universities should encourage and provide more space for blended and multicultural learning environments and make their pupil-teacher globally competent.

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