Students' Experiences on the Use of Edmodo Classroom: An Investigative Study in an Inclusive College Student's Classroom

D. Vivek[1], E. M. Elsayed[2]
[1] Department of Mathematics
PSG College of Arts & Science, Coimbatore-641014.
peppyvivek@gmail.com
[2]Department of Mathematics, Faculty of Science,King Abdulaziz
University, Jeddah 21589, Saudi Arabia.
emmelsayed@yahoo.com

Abstract

Nowadays students have seen a rapid expansion of tablet, computers and android phones in educational institutions. One of the educational features of android mobile phones is using Edmodo classroom apps to connect students in subject learning. On the other hand, given the brief narration of the android mobiles, modest research exists on the usefulness of educational apps, especially for slow learners. To fill in the gap, an investigation was done in an inclusive college student's classroom. The students used Edmodo classroom for learning subjects. Assignments, activities, posters, video presentations and quizzes showed that use of the Edmodo apps improved student learning in subjects and decreased the attainment gap between slow learners and meritorious students. Students of PSG College of Arts & Science in Coimbatore, India, who have actively connected with Edmodo Classroom in their learning for the academic year 2019-2020, became the participants. Questionnaires were given to identify effectiveness of Edmodo app and its results incorporated with this study. The use of Edmodo app is one of the methods to fit the best classroom performance.

Keywords: Edmodo classroom; Google forms; ICT tools; Technology; Students' feedback.

Introduction

On 2nd November, 2018, UGC circular stated that the all educational institutions were instructed to follow technology -based teaching. Today technology-based tools are gaining prominence to impart education to students which is helping students to learn, communicate, collaborate and study on and off campus. Digital learning has changed face of most Indian traditional classrooms. Learning solutions that are students centric and also aid teachers in better engagements in classrooms are the learning tools of the future.

"ICT tools is the part of education" this statement was accepted by the majority of the students as they finally expressed how Edmodo classroom had created thrilling for them. It is clearly seen that students are bounded and facilitated by computer, internet, smart android phones and other forms of technology around them which contact their social and educational lives, see [1, 2, and 11]. Their reliance on ICT tools change their learning performances which make them simply get bored when a professor only enlightens the subject with lacking of visual images or supplies them with the printed material. Avoiding these situations, there is a big opening to modify the teaching method from the traditional method into the mixing of ICT tools in [4]. In view of Kuh et al. [10], ICT tools have been proven to improve students' dynamic contribution and learning outcomes. Students become more dynamic to connect with the learning activity compared to the usual approach which would necessitate the students to only become inactive learners. In addition, students are inspired to get involved when teacher adds the ICT tools while illustrating or performing the activities, one can refer to [1, 2 and 7]. This means, using no ICT tools maybe no longer benefit students because they do not lively participate thus would become de-motivated in

studying. As encouraging students is one of the teacher's main goals, it is urgent to accommodate the way students learn as it has impacts on their outcome, see [5 and 6]. Hence, adjusting teaching –learning approaches should be observed and assessed frequently to find the best practices.

Literature review about Edmodo Classroom

Edmodo was founded in 2009 by two folks from a school district in the Midwest, near Chicago. They wanted to compensate the lack of IT workflow between teachers, students and administration, and started to design the platform that Edmodo became. The whole goal was to create a safe and private environment which connects teachers with their students and their peers, all within one workflow. Edmodo's primary goal to be to help all learners: students, of course, but also teachers through what they call 'professional development': they belong to communities and groups to share their experience and knowledge. This display place is purposely designed for educational intention to promote interactive learning environment. This effective classroom serves a place for teachers to create and post materials (pictures, videos, and link), invite students, assign students, conduct quiz and manage administrative needs.

Benefits of Edmodo Classroom

1) **Classroom supervision**

   Edmodo Classroom allows instructors' influence to simply create and post content materials for learners. The material itself can be in a structure of documents, pictures, audios, file attachments and even videos. It also offers discussion board where learners may discuss or interact with each other's easily. It also allows other features such as announcements, upcoming task, datelines, and feedback, so learners are able to supervise their own independent learning.

2) **Accessibility**

   Learners and instructors may use all the features of Edmodo app in any forms of gadgets, such as personal computer or android mobiles. Right of entering to Edmodo app is very simple. It is combined with Gmail account which connects everything to it.

3) **Protection**

   Learners can register the class by entering the class code or based on instructor's request through e-mail. It means, it is limited to certain pupils only and that no intruders or unapproved groups or classes may have the access.

4) **Promote collaboration**

   Learners can work together with others on the chat which encourages them to have better relationship. They can discuss the task or project via online. Moreover, instructor may request learner's parents or guardian to get involved in the class. It means, they can follow the progress of their children at anytime. They can easily get informed of any messages and/or otherwise questions in the class stream.

Creating account in Edmodo Classroom

There are two alternative choices for registering. First, instructor starts with the Google Classroom website: https://www.edmodo.com/, then type the e-mail address and its password. Second, instructor can open his/her Gmail account then it can automatically access Edmodo Classroom in the provided menu. After successfully signed in, instructor gets two options, joining or creating a class. Followed by class code, students can easily join in the respective classrooms.

Methodology

This study included more than 200 students of PSG College of Arts & Science, Coimbatore, India who have been accessing Edmodo Classroom as student's centric.

Survey was given to students of different classes such as I M.Sc. Mathematics, I, II & III B.Sc. Mathematics and I B.Sc. Computer Science to know their experiences. Moreover, interview was conducted to get deeper answers from the learners. We obtained 209 responses out of 271 students.

The survey used online questionnaire via Google form which was adapted from [1].

Factor	Questions	Scoring			
		RD	D	A	RA
Usefulness	1) Does this app help you become more effective?				
	2) Does this app help you become more productive?				
	3) Is this app useful?				
	4) Does this app save time when you use it?				
Ease of Use	5) Is this app easy?				
	6) Is this app simple when it's used?				
	7) Is this app user-friendly?				
	8) Do you use this app without written instructions?				
	9) Can you use recover instantly when making mistake?				
Ease of Learning	10) Do you learn how to use it fast?				
	11) Do you easily remember how to use it?				
Satisfaction	12) Are you satisfied with this app?				
	13) Is this app fun to use?				
	14) Does this app work as expected?				
	15) Is this app great?				
	16) Is it convenient to use?				

Note: RD- Really Disagree; D- Disagree; A- Agree; RA- Really Agree.

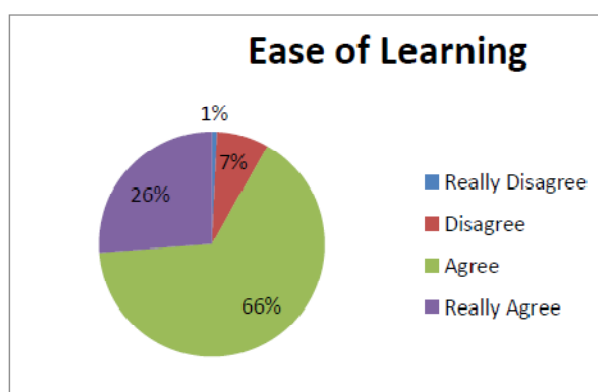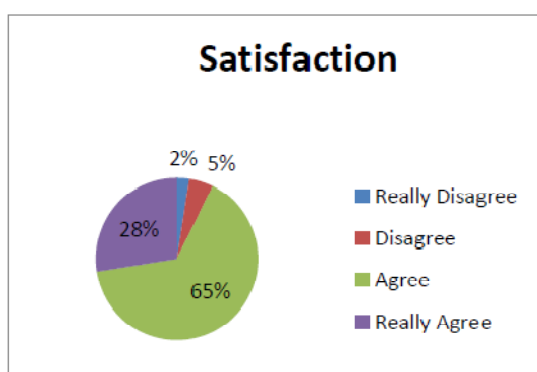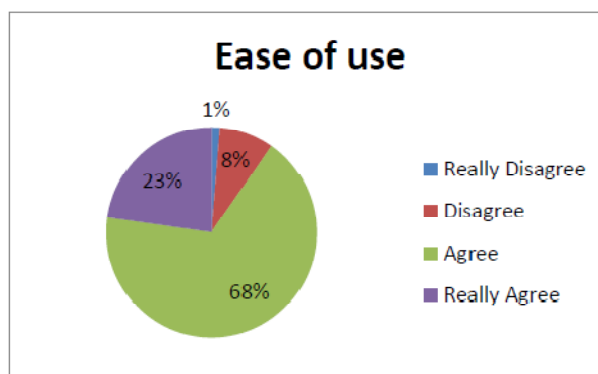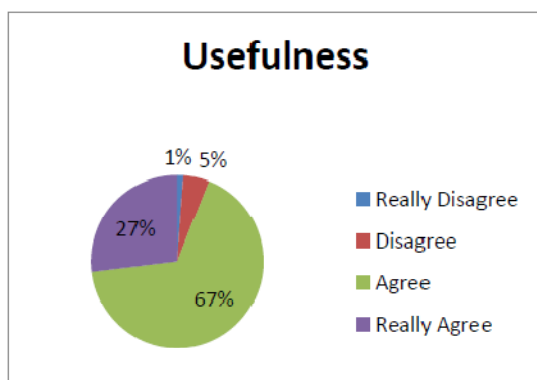The supplementary interview questions are listed below:
1) Do you make use of Edmodo Classroom regularly?
2) What are the features of Edmodo classroom do use the most?
3) How do you support the two-way learning?
4) What are the merits of using Edmodo Classroom?
5) What would you do to make the use of Edmodo Classroom better?

Finding and Discussion

Recapitulation of student' survey

Factors	RD (%)	D (%)	A (%)	RA (%)
Usefulness	1.2	4.85	67.025	26.925
Ease of Use	1.28	8.4	67.54	22.78
Ease of Learning	0.75	7.45	65.6	26.2

Satisfaction	2.5	4.8	65.2	27.5

Usefulness

1% 5%
27%
67%

- Really Disagree
- Disagree
- Agree
- Really Agree

Ease of use

1%
8%
23%
68%

- Really Disagree
- Disagree
- Agree
- Really Agree

Satisfaction

2% 5%
28%
65%

- Really Disagree
- Disagree
- Agree
- Really Agree

Ease of Learning

1%
7%
26%
66%

- Really Disagree
- Disagree
- Agree
- Really Agree

Learner's experiences

As of the survey, learner's view points were noted. All students mentioned that they were connected with Edmodo classroom for learning since the college encouraged them to be digitalized to get closer with the teacher's era. It was maintained by the college system which highlighted on the use of ICT tools in learning as a part of improving education quality. The performance and use of Edmodo Classroom are very effective because of three major advantages. Initially, teachers repeatedly concentrated on the professional development program in which they attained knowledge and practices on how to use Edmodo Classroom in the beginning of academic year 2019-2020. Students were trained to attend the demo class which started by the introduction of Edmodo Classroom, benefits and how to operate it to support the leaning process. From that program, students obtained deeper understanding of the app, hence they were able to maximize in its operation. As it is anticipated that students will fully achieve their agreeable results because teachers give them with the best method to suit their interest.

Secondly, the alertness to be paperless also encouraged students to manage the class using ICT tools as it didn't require much paper and printed worksheets. It was in line with the momentum of green campaign with the improvement of ICT tools and the alertness of being able to preserve the utilization of natural resources.

At last, students were assisted by their own personal gadget as the main learning tool to alternate the accessibility of workbook and course book. This is the nature of using ICT tools in learning whereby students utilize digital gadget in place of notebooks and textbooks.

Conclusion

This study has reported some important conclusion about use of ICT tools in educations, refuted others and analyzed a range of calculations about the present of online

technology for educational points. Teachers need to realize their student motivations when teaching online classes. Though, it can be difficult to assess student motivations for online learning owing to the lack of personal contact between the students and teachers. One way to avoid this is to have the students complete an online assessment form on motivation. From the information obtained, a teacher can identify a number of approaches to engage the students and keep them motivated. Most importantly, it should be noted that more technology does not necessarily lead to better learning outcomes. Students identified Edmodo Classroom app positively and that it brings good to their learning practices.

Author Contributions

All of the authors contributed to the conception and development of this manuscript.

References
1. Ali, M.A., Ayari, S. and Ayari, A. (2012). Effects of use of technology on students' motivation. *Journal of teaching and education,* vol. 1, no. 2, pp. 407-412.
2. Almio Susetyo Harjanto, Sri Sumarni. (2019). Teachers' experiences on the use of google classroom. *3rd English Language and Literature International Conference,* Vol. 3, pp.1-7.
3. Azhar, K.A. (2018). Effectiveness of Google Classroom: Teachers' perception. *Prizren Social Science Journal*, vol.2, no. 2, pp. 52-66.
4. Beuning, P.J., Besson, D.Z., and Snyder, S.A. (2014). *Teach Better, Save Time, and Have More Fun: A Guide to Teaching and Mentoring in Science*. Arizona: Research Corporation for Science Advancement.
5. Carley, H. (2014). Going Green: The paperless classroom. *Global Issues in Language Education*, vol. 13, no. 91, pp. 10-15.
6. Chuang, Y. (2014). Increasing learning motivation and student engagement through the technology supported learning environment. *Creative Education,* vol.5, pp. 1969-1978.
7. Kuh, G. D., and Hu, S. (2001). The relationships between computer and information technology use, selected learning and personal development outcomes, and other college Experiences. *Journal of College Student Development*, vol. 42, pp. 217-232.
8. Mafa, K.R. (2018). Capabilities of Google Classroom as a teaching and learning tool in higher education. International Journal of Science Technology & Engineering, vol. 5, no. 5, pp. 30-34.
9. Simuforosa, M. (2013). The impact of modern technology on the educational attainment of adolescents. *International Journal of Education and Research,* vol.1, no.9, pp. 1-8.