Chapter 5

A Survey on Recent Learning Approaches in School Education Using Edmodo

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ABSTRACT

Edmodo is a platform combining social networking and learning. It provides functionality addressed to tutors, students, and parents of young students. It attempts to exploit the popularity of social networking and tailor it to the needs of education. Access to Edmodo functionality is freely available. Open educational resources involving various subjects and different languages are available within Edmodo. Edmodo users may search for and retrieve such resources. Many learning approaches using Edmodo have been implemented in school education. The results are positive in various aspects. This chapter surveys approaches using Edmodo in school education. The survey focuses on the most recent approaches. The research results are analyzed. An important result that has been derived from several approaches is the improvement in learning. The surveyed approaches generally demonstrate the usefulness of Edmodo in school education. Furthermore, social learning platforms may be used to disseminate open educational resources and integrate them in school education practices.

INTRODUCTION

Educational technology is the combination of technological tools and methodologies used in educational settings in order to satisfy specific educational needs (Roblyer & Doering, 2013). Educational technology may involve various types of devices and applications (Prentzas, 2013). The main purpose is to

provide advantages compared to alternative learning approaches that are not using technology (Roblyer & Doering, 2013). This is achieved by exploiting technological features that offer benefits to students and tutors. The benefits anticipated from educational technology are several. It is needless to say that a main anticipated benefit involves improved learning (Roblyer & Doering, 2013) as also seen from the research aims of corresponding research studies.

In this context, the Internet plays an important role. This role was intensified with the advent of the World Wide Web and the widespread use of Web-based resources and tools. The advantages and popularity of the Internet have led many tutors to exploit it in school education. This trend has led to blended learning approaches that combine classroom and Internet-based learning (Horn & Staker, 2011). There are several advantages of blended learning as reported in literature. Generally speaking, blended learning approaches have the potential to provide enhanced learning experiences by exploiting the benefits of both classroom and Internet-based learning (Horn & Staker, 2011; Bonk & Graham, 2012).

The advantages that the Internet may offer in blended learning concern several aspects. Students have the ability to learn and interact with others beyond classroom hours. Therefore, students may work anywhere and anytime (Wardono, Mariani, Rahayuningsiha, & Winartia, 2018). Students and tutors may communicate in classroom and through the use of a wide range of synchronous and asynchronous communication tools (Bonk & Graham, 2012). Internet-based resources provide students the motives to learn as their attention is attracted and they are encouraged to take part in creative activities (Roblyer & Doering, 2013; Yusuf, Yusuf, Erdiana, & Pratama, 2018; Wardono et al., 2018). Students gain access to educational content of various types. The educational process is focused on students and adapted to their characteristics (Hairunnisah, Suyitno, & Hidayah, 2019; Prentzas, Hatzilygeroudis, & Koutsojannis, 2001). Cooperative learning approaches may also be employed using the infrastructure of the Internet (Wrahatnolo, Wibawa, & Wahono, 2019).

Face-to-face classroom learning provides advantages that blended learning approaches exploit. Learning through face-to-face interaction enhances the bonds among students and among students and tutors. Face-to-face interaction facilitates students and tutors because they co-exist in the same classroom. The diversity of this interaction cannot be replaced by pure Internet-based learning. Research studies have shown advantages of blended learning approaches compared to traditional classroom instruction (Safiri & Suparwoto, 2018; Rahmawati, Muryani, & Sarwono, 2018; Bonk & Graham, 2012) and pure Internet-based learning (Bonk & Graham, 2012).

Open educational resources (OER) are very useful in blended learning approaches as they are publicly available which facilitates their use (Piedra, Chicaiza, López, & Caro, 2016). OER may involve any resource, application or tool that can support learning. For instance, OER may be related to all types of learning activities, courses, course material, repositories, digital textbooks and workbooks, guides, demonstrations, syllabi, software, multimedia items and Virtual Learning Environments, among others (Atkins, Brown & Hammond, 2007; Butcher, 2015).

Web-based platforms with free access assist in the dissemination of OER and the implementation of blended learning approaches. Edmodo is such a platform. More specifically, Edmodo is a social learning platform that facilitates interaction among the different types of users involved in education as well as the sharing and retrieval of OER. Several approaches have been presented that integrate Edmodo in school education. It is thus useful to analyze the derived research results in order to draw conclusions about the effectiveness of these approaches and disseminate good practices.

This chapter surveys recent approaches using Edmodo in the context of school education. The survey will be useful to tutors, researchers, policymakers and institutions that work towards the integration of

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