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## **EDMODO - A NEW AND EFFECTIVE BLENDED LEARNING SOLUTION**

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# **EDMODO - A NEW AND EFFECTIVE BLENDED LEARNING SOLUTION**

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## **1. Introduction**

The application of ICT into English Language Teaching (ELT) has become trendy in recent years on the global scale. Numerous attempts have been made in order to maximize the effectiveness of this application with the view to assisting students as well as teachers of English all over the world. Among the aforementioned applications, the use of online tools in monitoring and enhancing the efficiency of ELT is among the top favorite ways used by teachers. Inspired by the idea of how to improve English majors' academic achievement, the authors have been seeking for a long time and have come across Edmodo as a perfect solution. This study aims at presenting what has been successfully done with Edmodo at a University in the north of Vietnam and its potentials as well as possibility to expand its use to similar higher education institutions throughout the country.

## **2. Literature review**

Educators have combined face to face instruction with online learning components and online course management tools in a blended learning format in order to join the best features of in-class teaching, and to promote active and self-directed learning opportunities with added flexibility (Garnham & Kaleta, 2002). In 2003, the American Society for Training and Development identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry (cited by Rooney, 2003). In fact, blended learning has been implemented with various designs and has shown a considerable positive effect on the learning process (Alebaikan, 2010). Apparently, blended learning, which combines the strength of face-to-face and technology-enhanced learning, is increasingly being seen as one of the most important vehicles for education reform today (Picciano et al, 2013).

## **3. Edmodo - A new and effective solution to blended learning**

### **3.1. Introduction to Edmodo**

Edmodo is a network platform enabling teachers and students to connect, collaborate and share content and educational applications, and access homework, grades, class discussions and notifications. Its goal

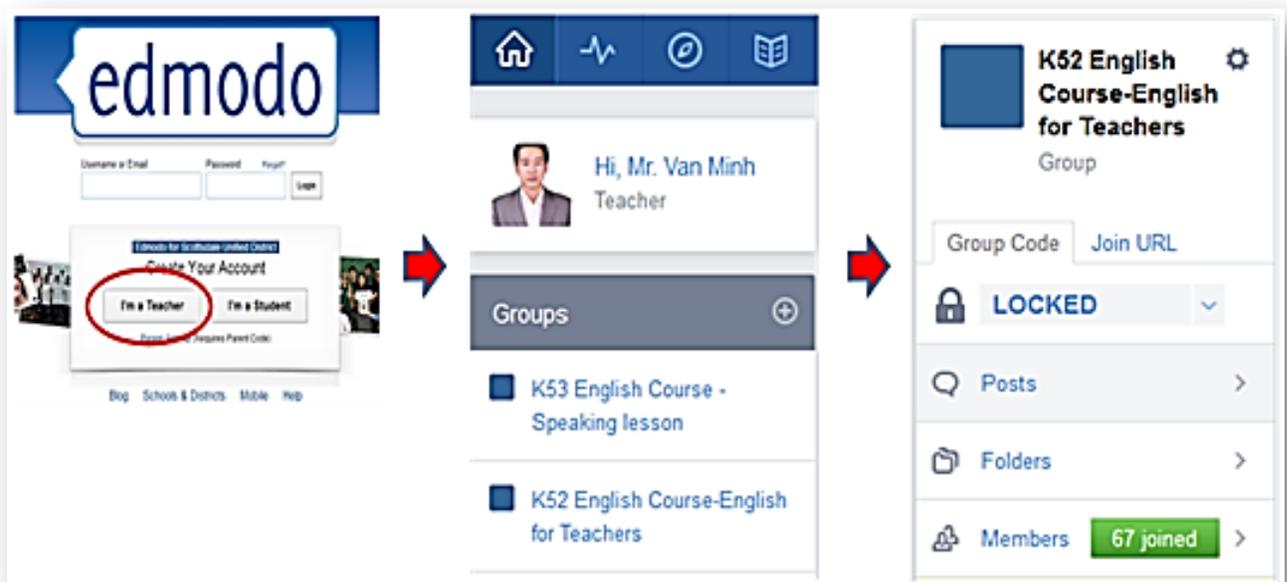
is to help educators harness the power of social media to customize the classroom for each and every learner.

### 3.2. The application of Edmodo into actual teaching context and its outcome

Realizing the great potentials of this new style of teaching and learning, the researchers have been using the website Edmodo.com in combination with their traditional class instruction. The authors have been employing Edmodo to support the teaching and learning in 2 classes of 90 English majors at TayBac University (one Speaking class and an ELT Methodology class). A large number of activities have been blended in the curricula of these two classes and, more importantly, they have proven to be of great effectiveness in improving teaching and learning English at TayBac University.

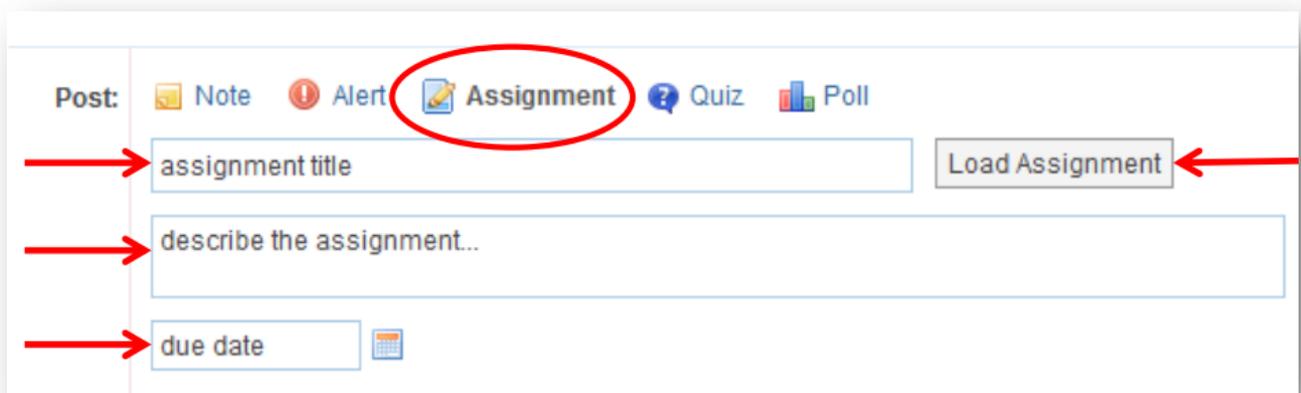
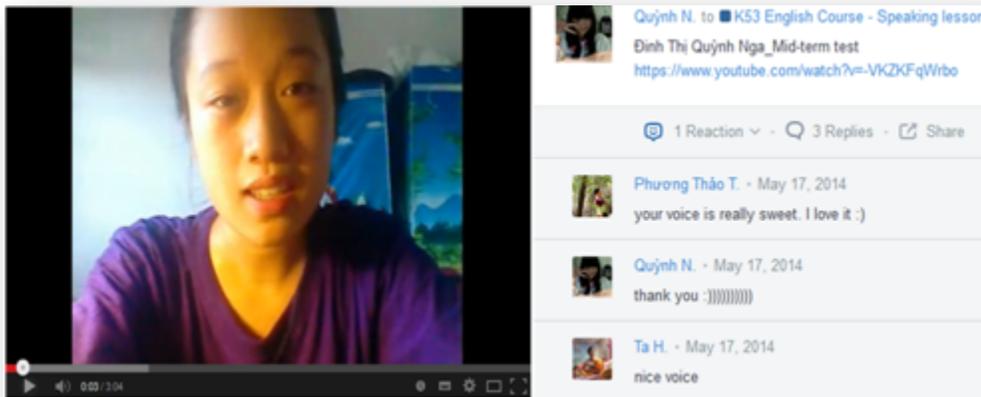
**First and foremost, online classes were created by Edmodo.** In order to do that, a teacher account needed to be created first, then two groups including a group of Speaking skill and another group of ELT Methodology were shaped.

English majors of the 2 classes who were going to study spoken English and ELT Methodology were sent “group code” which must be typed when joining the two groups. The codes used when joining the two classes were different. As for the students, they were required to create and use their own student accounts and join the classes by typing secret group codes to Group Code box. Once those online classes were in place and joined by all of the students, they would be locked.



**Secondly, homework was assigned and reviewed with comments from the teacher.** In order to support traditional classes, a variety of homework assignments were given to the students. To be more

specific, in speaking class, the students were required to create a 5-minute talk about the same topic that they had discussed earlier, use their own personal laptops to record themselves, and upload them onto the Edmodo class system. Those videos could be watched and commented by the teacher and other students. Commentation could be in form of written texts, shapes, or badges. By giving comments in terms of fluency, pronunciation, facial expressions, etc, the teacher could enhance much progress of the students' performances, which could hardly be done in traditional large-sized classes.



**Homework included not only making a video, but also taking a written test and doing a language games.**

Those tests and games could be made by Microsoft Office (Word Processor) or similar softwares (CrossWord), then uploaded to the class home-page. Students were noticed and required to complete the given tests and language games within a certain amount of time, e.g. three days or a week, depending on the teacher's purposes. If they managed to complete those in time, they would be automatically marked. In contrast, if they failed to finish them before deadline, they would never do them again. This failure

would be tracked well by the course teacher so that they would give those who were unable to complete given tasks a warning.

Stacey Pasquel  
Turned in Mar 2, 2012 2:19 PM

Assignment Delete

Here is my narrative.

 resume\_2010.docx Annotate

Comments

type your note here...

Attach:  File  Link  Library

**In addition, preliminary discussion questions before class could be easily posted.** In these two classes, the students were always given opportunity to familiarize themselves with the topic that they were going to discuss in classroom. Traditionally, questions for next class discussion used to be written on board. This took quite a large amount of time and was often in vain because students did not use to take note of them. Supported by Edmodo, questions were posted on class home page which was fairly eye-catching. More importantly, students' participation and discussion at home could be easily monitored through teacher account. The teacher could view and track all commenters and their comments. If there were any cases in which students failed to join the discussion, the author would notice and provide an early warning.

ninh n. to K53 English Course - Speaking lesson  
my story

capture\_20140510\_18.wmv  
WMV File  
6

1 Reaction · 3 Replies · Share  
May 11, 2014

Lanchi H. · May 11, 2014  
why didnt you post it in drive? its more convinient

Ninh N. · May 11, 2014  
i couldn't post it in drive. i don't know why.

#### 4. Conclusion

After a semester since Edmodo were used in my Speaking and ELT Methodology classes, numbers of good changes have been made to those classes, including a better way of management of large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion.

It can be clearly seen that Edmodo has been successfully blended into the curricula of these two classes, opening clear pathways to its prospective use in other similar courses at TayBac University and other higher education institutions in Vietnam.

#### References

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