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## **Edmodo - A new and effective blended learning solution**

Tran Ngoc Giang & Nguyen Van Minh

# **Presentation outline**

- ❖ **Introduction**
- ❖ **Literature review**
- ❖ **The application of Edmodo into actual teaching context and the its outcome**
- ❖ **Conclusion**

# Introduction

## ❖ *About us*

**Trần Ngọc Giang, M.A.**

I am now working at the Faculty of English, Hanoi National University of Education as a lecturer teaching English subjects to English and Non-English majors on and off campus. I also work as an assistant of postgraduate studies and international relations for the Faculty. My research interests are ICT in ELT and English linguistics.

**Nguyễn Văn Minh, B.A.**

I am currently working at the Faculty of Foreign Languages, Tay Bac University as a lecturer teaching English to both English and Non-English majors. I am also a worker at Center for Research and Technology Transfer where I am responsible for translation and interpretation work and international relation. My particular research interest is ICT-in-ELT.

# Introduction

## ❖ Rationale

- ❖ Application of ICT into English Language Teaching (ELT): trendy
- ❖ Numerous attempts: maximize the effectiveness of this application, especially the use of online tools
- ❖ Inspired by the idea of how to improve English majors' academic achievement: Edmodo
- ❖ This study aims at presenting:
  - what has been successfully done with Edmodo
  - its potentials as well as possibility to expand its use to similar higher education institutions

## Literature review

- Garnham & Kaleta, 2002: ... blended learning format in order to join the **best features of in-class teaching**, and to promote active, self-directed learning opportunities **with added flexibility**.
- Blended learning: **one of the top ten trends** to emerge in the knowledge delivery industry American Society for Training and Development, 2003).
- Picciano et al, 2013: blended learning, which combines the strength of face-to-face and technology-enhanced learning, is ... **one of the most important vehicles for education reform today**.

# **The application of Edmodo into actual teaching context and the its outcome**

- ❖ **Introduction to Edmodo**
- ❖ **The application into actual teaching**

# Introduction to Edmodo

Edmodo



a network  
platform



Teacher  
Students

Connect

Collaborate

Share content and  
educational  
applications

Access homework,  
grades, class  
discussion, and  
notifications

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

# The application into actual teaching

Realizing the great potentials of this new style of teaching and learning

→ Edmodo have been combined with with traditional class instruction.

**Speaking class**

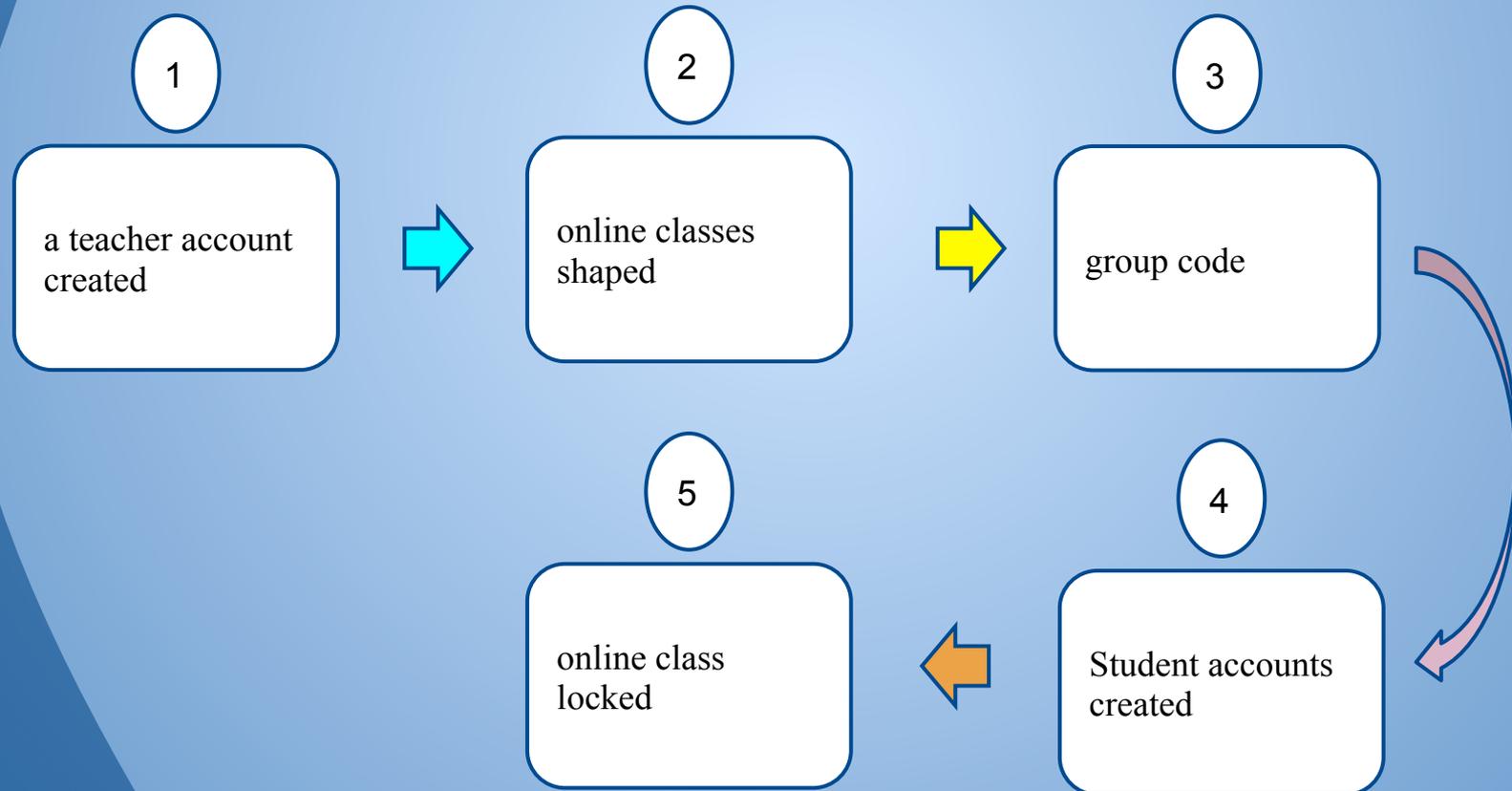
**ELT Methodology class**

A large number of activities

Effective

# The application into actual teaching

## 1. Create an online class



# The application into actual teaching

## 1. Create an online class

The image illustrates the process of creating an online class on the Edmodo platform, shown in three sequential screenshots:

- Edmodo Login Page:** The user is prompted to log in with a username and password. Below the login fields, the "Create Your Account" section is visible, with the "I'm a Teacher" button circled in red, indicating the user's role.
- User Profile and Groups:** The user is logged in as "Hi, Mr. Van Minh Teacher". A "Groups" section is displayed, listing available courses. The "K52 English Course-English for Teachers" group is highlighted.
- Group Details:** The details for the "K52 English Course-English for Teachers" group are shown. The group is currently "LOCKED". It has a "Group Code" and a "Join URL". The "Members" section shows that 67 people have joined the group.

# The application into actual teaching

## 2. Homework was assigned and reviewed with comments from the teacher

- My students required to create a 5-minute talk
- use their own personal laptops to record themselves
- upload them onto the Edmodo class
- be watched and commented by the teacher and other students
- Commentation could be in form of written texts, shapes, or badges

→ By giving comments I could enhance much progress of the students' performances (hardly be done in traditional large-sized classes).



# The application into actual teaching

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

Test (Word processor)  
Language games (CrossWord)

Be noticed and required to complete



If they managed to complete those in time, they would be automatically marked

if they failed to finish them before deadline, they would be never do them again

This failure could lead to an early warning.



# The application into actual teaching

In addition, preliminary discussion questions before class could be easily posted.

Traditional  
class

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.

Edmodo  
class

- Questions were posted on class home page- eye-catching.
- Students participation and discussion at home could be easily monitored through teacher account.
- The teacher could view and track all commenters and their comments.
- Students - failed to join the discussion - early warning.

# Conclusion

## ★ Encouraging results observed:

- 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,
- an 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,
- opened clear pathways to its prospective use in other similar courses at Tay Bac University and other higher education institutions in Vietnam.



Thank you!