

The impact of online platform Edmodo to enhance students' motivation in learning writing at tertiary education

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Abstract

The goals of this study was to investigate the impact of Edmodo to enhance students' motivation in learning writing. The participants of the research consist of 36 students studying in university in the 2018-2019 academic years. In the research designed in the descriptive qualitative design, the class observation was carried out in the writing lesson, and it was observed that the writing class using Edmodo increased the students' performance and achievement to the lesson. The findings of this study found that students actively participated in writing class. Their high curiosity was proved by the participation of their writing week by week. This research also indicated that most students were willing to use Edmodo and felt that this online platform was proper to post their writing and freely receive feedback privately without being exposed to their friends.

Keywords: Edmodo, Learning Tool, Students' Motivation, Tertiary Education, Online Platform

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1. INTRODUCTION

Nowadays, information and communication technology (ICT) is commonly widely used in teaching and learning process. The main reason why this ICT becomes crucial is due to its usefulness in helping students' performance in particular class and increase students' motivation to learn. One of the examples is utilizing online platform such as Edmodo. Recently, learning using Edmodo is still fiercely discussed by scientists. Meanwhile, it also important to see also that electronic learning media is an important device that students can use to increase their motivation, especially when learning English, especially writing (Fauzi, 2017)

Edmodo is a digital-based application that can be used by lecturers and students who have the potential to motivate students. In addition, technology facilitates contact between teachers and students, encouraging students to communicate outside of the classroom, increasing collaboration on group projects, and enriching students' experiences in an active environment. Furthermore, (Thongmak, 2013). However, the study of the Edmodo application to increase learning motivation, merely focusing on learning science at the vocational level. Hence, in extent to which teachers apply Edmodo learning to increase learning motivation, this research uses Edmodo application focusing on learning English, especially writing at the university level.

The advantage of Edmodo is that this app makes it easy for teachers to conduct teaching, interact with students, monitor student activities in groups, and conduct evaluations. Edmodo is a learning media application, also Edmodo is a device equipped with exciting features that encourage students' motivation to learn. Edmodo is a simple electronic learning media tool used to present the contents of lessons. As app that installed in smartphone, all these smartphone operating systems provide helpful tools for students and teachers to interact online outside the classroom anywhere, anytime (Kongchan, 2008).

As a digital-based application, Edmodo can be used by lecturers and students in learning process, in addition, technology facilitates contact between teachers and students, encouraging students to communicate outside of the classroom, increasing collaboration on group projects, and enriching students' experiences in an active environment (Thongmak, 2013). However, the study of the Edmodo application to increase learning motivation, merely focusing on learning science at the vocational level. Hence, in extent to which teachers apply Edmodo learning to increase learning motivation, this research uses Edmodo application focusing on learning English, especially writing at the university level.

Built by Hara and Borg in 2008 for instructors, students, parents, schools, and districts, Edmodo is a free and secure online learning platform. It may be accessed at www.edmodo.com (Kongchan, 2008). This service is similar to Facebook but much more private and safer, as teachers may establish and manage profiles, and only their pupils who receive a group code and enroll in the group can access and join the group. The platform enables professors and students to communicate and cooperate efficiently in a virtual classroom. Borg and O'Hara believed that a social network centered on student needs might significantly impact how students collaborate and learn outside of the school environment where their teachers' dwell. However, first of all, teacher must have the readiness itself to make use the ICT itself (Sadovnikova et al., 2022) (Abdillah et al., 2018).

Some studies that use the application Edmodo as a learning medium, such as (Holland & Muilenburg, 2011) research, only focus on how the Edmodo application can be used as a learning medium to make it easier for students to interact with their classmates or teachers. Nevertheless, the study has not focused on revealing how the use of Edmodo can increase student motivation in the classroom, especially in English learning, particularly in writing. This is the main reason researchers want to reveal how the role of Edmodo used by teachers can potentially increase student motivation for learning English in class. Thus, researchers want to examine the extent to which the role of Edmodo can encourage students' intrinsic motivation towards learning English in the classroom, especially in the field of writing.

Prior to that points, in term of learning using certain technology will be successful if students have a willingness to learn and the use of digital technology also develop students' motivation (Sabirli & Çoklar, 2020). Motivation, again, plays a very important role in students' performance. Furthermore, within this pandemic situation, the digital technologies even more effective in yielding high quality of education (Shulga et al., 2021). Learning writing is really challenging. Also, using this kind of online platform boosts students' motivation. When the students feel so much better within this class, they will achieve better performance and achievement especially in writing. Therefore, this study is aimed to investigate the impact of Edmodo to enhance students' motivation in writing class.

2. RESEARCH METHODS

This study was descriptive qualitative which was designed to describe the observed phenomena in the forms of words, rather than numbers, in detail. Qualitative research examines single phenomenon of interest and state the phenomenon in purpose statement (Creswell, 2014).

2.1 Participants

The participants of the study were fifth-year students at STKIP PGRI Bangkalan who join a writing class. The participants were about 36 students consist of 8 males and 28 females. The range of the age were 20 to 21 years old. This group was more favorable for the observation since the use of Edmodo was only applied in that writing classroom. Also, the rich in interactional activities and students' difference in activeness and performance became a consideration why this class taken.

2.2 Data collection tools

In this study, there are several tools were used in collecting the data. The first is observation sheet or fieldnote to jot down important information within the classroom, and second was interview and the questions were constructed around: the classroom activities, the learning material, the teacher' roles, their comments about online platform used, their writing problems, and etc.

2.3 Data collection procedure

The data of the study was analyzed inductively during and after the data collection phase. The overall data analysis was conducted after the data collection phase was over. The researcher had to study the data in order to get the whole picture of the phenomena by relating them to the research objectives. Based on this, a logical outline of the presentation was then formulated as an attempt to give answers to the research questions. The observation and interview were used as tool to collect data and were validated previously by the teacher of the writing. Within the observation, the researcher observed the class by using observation sheet or fieldnote. While for the interview, the researcher used in depth interview to obtain information needed for the research. There were three open-ended questions delivered to the students. they were (1) what did you like most about this course? Why?; (2) what did you like least about this course? Why?; and the last was (3) What was the most convenient aspects of Edmodo?.

2.4 Analysis

The data of the study was analyzed inductively during and after the data collection phase. The researcher did not look for data to prove or disprove a hypothesis, but rather built abstractions from the particulars that were collected. For this matter, each part of the data analysis and its results are reported by reviewing the relevant theory briefly, presenting the observed phenomena, and judging the theory on the basis of the observed phenomena. The results of the findings which either supports, modifies, or rejects the underlying theory. In detail, in collecting data, the results of the observation activity were jotted down in observation sheet. There were two aspects in it such as description and reflection. In description, the researcher described all the things she witnessed, felt, and heard. Meanwhile, for the reflection, it relates to her comments towards the results of the observation. Data reduction was also then done. Here, the researcher simplified some relevant and irrelevant data. The researcher chose the relevant ones to be taken as the answer of the research objectives and was

written systematically in term of narration. The third step was data display. After choosing the relevant ones, the researcher composed the narration to answer the research objectives. Finally, it was ended with withdrawing conclusion to get the final results of this research.

3. FINDINGS AND DISCUSSION

3.1. Activities of the Teacher

In the following paragraphs, the results of this study are presented and discussed well. Firstly, it is crucial to see how Edmodo was used to aid teaching writing in the teaching and learning process. Prior to this, the researcher interviewed the teacher. Since it is a writing class, the lesson outcomes should be highlighted. This table shows what did the students should do dealing with the writing learning outcomes. There are four points within this table: attitude, general skills, special skills, and knowledge. Through this table, students should pay attention fully and be ready to end in writing class by being able to comprehend the fundamentals of literary writing and compose a variety of creative works, including fiction and poetry. Students attempted to go through the writing steps following from the smallest part of writing to the most complicated step in writing (Dorothy & Lisa, 2003).

Meanwhile, this study was similar to these learning outcomes that the students should be able to compose creative writing such as poetry(Hajar et al., 2021) and making argumentative text. The lecturer gave them such a topic, and they developed it based on the teachers' instruction. It is interesting to see how they composed the works, they showed how writing is a pleasant journey to take, and they were happy due to the finished works. They experienced well through the use of Edmodo.

Table 1. Writing Learning Outcomes

ATTITUDE: Students are capable of demonstrating a responsible attitude toward work in their area of expertise on their own;
GENERAL SKILLS: Students demonstrate the ability to employ logical, critical, methodical, and innovative thinking when developing or implementing science and technology in their area of competence.
SPECIAL SKILLS: Students can comprehend the fundamentals of literary writing and compose various creative works, including fiction and poetry.
KNOWLEDGE: Students can comprehend and execute the stages of the creative process, comprehend and execute a sound story structure, create fiction in the form of short stories and novels, poetry, and grasp how to publish works for both book publishing and mass media.

This report is required since the following portions are organized around the lecturer's instruction and the student's efforts to meet the writing class objectives. The lecturer also instructed students to research and develop additional themes along with utilizing available materials. To ensure that students were accomplishing what they were asked to do, the teacher set a very rigorous deadline for them to submit their work on time, and they were required to write a report on what they had written. This, together with the teacher's materials, supported the view that the instruction was fundamentally relevant to creating an effective essay.

As previously stated, the teacher offered materials both within Edmodo and via offline lecture. This was done to avert disinformation and any other allegations made by the kids. The teacher discusses the process of writing from beginning to end. Because Edmodo was used in the writing class for this research, it is necessary to discuss how the writing process was carried out using this platform. Process writing is distinguished from product writing in that the teacher guided students to follow a specific strategy that eventually helps them improve their writing skills.

For instance, according to the researcher's assessment of Edmodo's salient features, the lecturer posted discussion questions for students to consider or relevant images of writing topics for students to comment on because Edmodo is marketed as an effective tool for interaction, increased exposure, and use of the target language among learners (Gay & Sofyan, 2017). Additionally, the lecturer posted a guide on how to organize ideas, and the lecturer was able to locate some examples to assist their students in organizing their ideas following those directions. Edmodo, therefore, provides an active forum in which teachers can develop their students' writing skills in an interactive environment. On the other hand, learners have a more excellent range of options for navigating the writing process. They receive various types of feedback, corrections, and ideas as they write their messages, all of which help them improve their writing skills. It serves as a venue for learners to collaborate and organize their thoughts. Students communicate with classmates via Edmodo and are inevitably expected to collaborate, whether it is through partner work, small group work, or within the classroom. Additionally, Edmodo encourages students to take ownership of their learning by allowing students to create notes, upload learning resources to a private digital library, and write comments. The figure below shows the teacher's account in writing class.

The teacher here made an account, and he also had the code to be shared with the students. Only those joining and taking the writing class can access the Edmodo. By utilizing this feature, teachers and students can easily collaborate within the learning platform without disturbance from other classes since the teacher can create more than one class. It also affects students' confidence when they receive teacher's feedback for their writing product. There was also two smaller class that the teacher also created. It was created to make distinctive areas for every work that the students can do every meeting they have. It makes the teaching and learning process through the use of Edmodo becomes engaging.

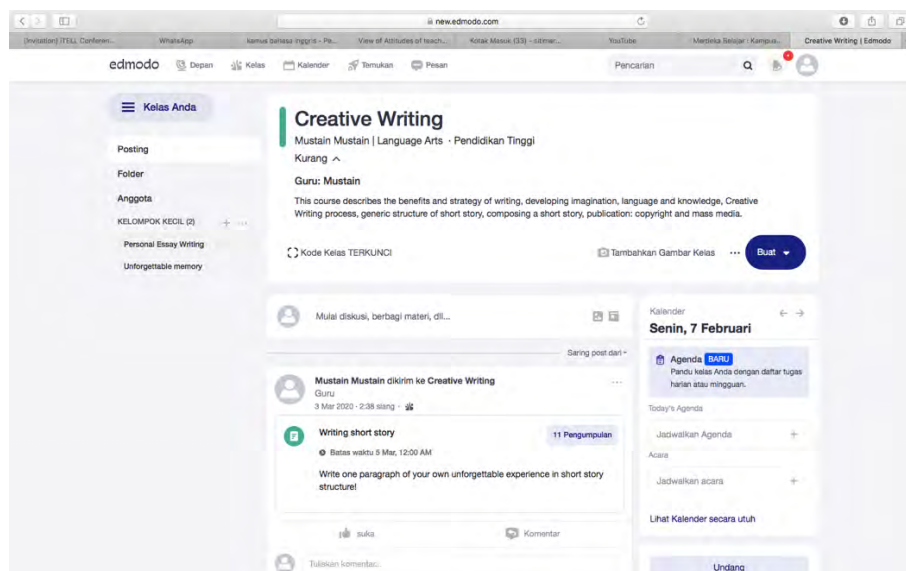


Figure 1. Teacher's Edmodo Account

Furthermore, the second figure below shows what the teacher has already done in writing. He posted several materials like grammar because students must practice writing words, phrases, and sentences in a nonthreatening atmosphere to develop a degree of written language fluency (Alice Oshima & Ann Hogue, 1996). Furthermore, it is argued that students' personalities are reflected also in their writing abilities (Ganapathy et al., 2020). Finding what works best for them is more important than merely following someone else's lead. The experiences and writings of others can be a great source of information for students, but students must adjust what they learn to fit their style and potential as writers. This figure proves that the teacher was beneficial to the students. He maximized the featured of Edmodo to make the learning process enjoyable, fun, and meet the students' needs.

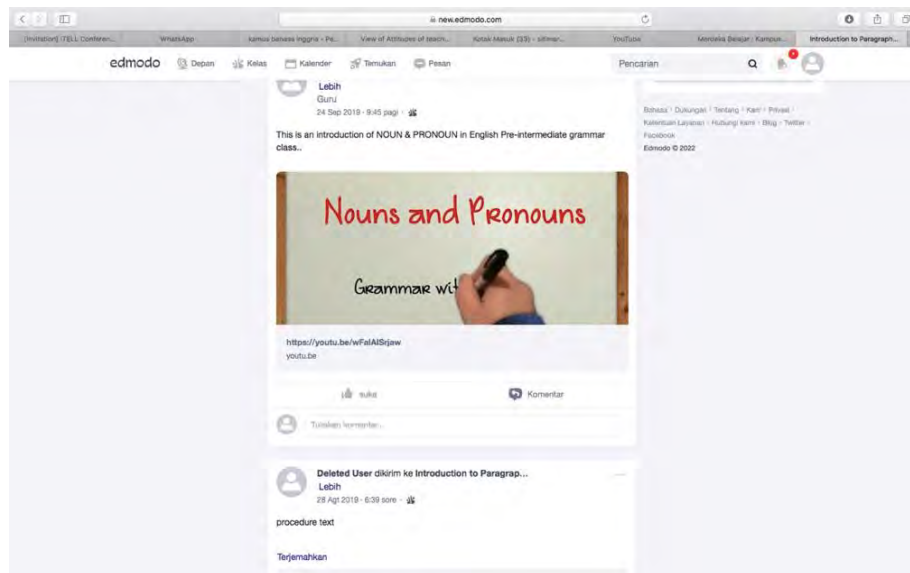


Figure 2. Teacher's Materials in Edmodo

3.2 Students' Instructional Activities

Students' learning activities within the teaching and learning process include composing a composition in response to the lecturer's instructional materials. First, they must follow the lecturer's account, as illustrated here. Students were also asked to open the lecturer's shared links and associated information following the lecturer's report. Above all, this Edmodo was created to facilitate and monitor students' writing class activities. As demonstrated by this screen capture, the following activity involves creating a composition and submitting it via the account.

Every student in the class was always prepared to discuss their work with the instructor. Numerous errors in structural use, on the other hand, may always be found in their composition. As a result, the lecturer was frequently witnessed correcting pupils' incorrect use of grammar, punctuation, and word choice. These modifications were reasonable, as his primary objective was to determine the quality of their work and their ability to write correct thesis statements and supporting phrases. So since when individuals write an essay, you want someone well-educated and critical to believe that you are right about something.

On the other hand, some studies believe that it is difficult to write (Wentzel, 2018). Even if students are taught the fundamentals of writing, when they are confronted with writing, they feel as if they have entered a strange universe with its language and norms, where getting things correctly is difficult. However, proposed that writing is the same. Most of our favorite writers work their way through this process: Observing and thinking about what they will write, planning what they are going to write, planning what they will write before they start writing, and revising. As soon as they show their final draft to the public, the work looks smooth and seamless to the people who read it. It would be best to try not to think of writing as hard. Think of it as a never-ending process that gets easier and easier with practice.

Several points should be emphasized again from the four points outlined previously. When examining the use of Edmodo for EFL learning, it is discovered that the excellent atmosphere is highly beneficial in running the lesson within a term of online class, and students need to be careful to do writing works since it is online and they need to be careful with audience and context. These findings corroborate rising evidence that technology can be used to benefit kids' learning (Al-Kathiri, 2015). Additionally, teachers can monitor the kind of material students submit and provide constructive feedback to help them develop healthy communication skills (Holland & Muilenburg, 2011).

Coming to the second question of this study, when students were first introduced to Edmodo.com, they were enthused by the site's familiar structure. "This is exactly like Facebook!"

exclaimed other students. Indeed, several kids required reassurance that this was a teacher-moderated social media network. Some students engaged in off-topic activities, while others failed to adhere to the rules for joining only one of the class's three specified groups. After students had settled in for a while, it was time to introduce the assigned assignment. Initially, students received the assignment via Edmodo's library feature. While this tool is highly effective for assigning tasks to individual students, it is not the most excellent method for conducting a group discussion. Students responded to the first two questions via the "Turn it In" option, but these early comments were discarded because this method did not capture the spirit of group discussion.

It was far more effective to send each question to the three little three groups separately. Students were then instructed to respond to the question by pressing "reply". In this manner, pupils could see what their classmates had written and possibly comment responding to other students' remarks and queries rather than the teacher is an area of weakness for this tenth-grade class. The Edmodo.com platform created an ideal environment for students to interact with one another's work. Because the asynchronous discussion platform functioned similarly to Facebook's "wall," students immediately realized that they could communicate with one another, not with the teacher. Students made astute forecasts and posed some intriguing questions. Since student responses to the novel could be closely watched, it was easy to determine which students had a firm grasp of the tale and which students might need to reread parts of the chapters. The final question presented to small groups encouraged reciprocal questioning; it required students to create three questions and react to a classmate's query.

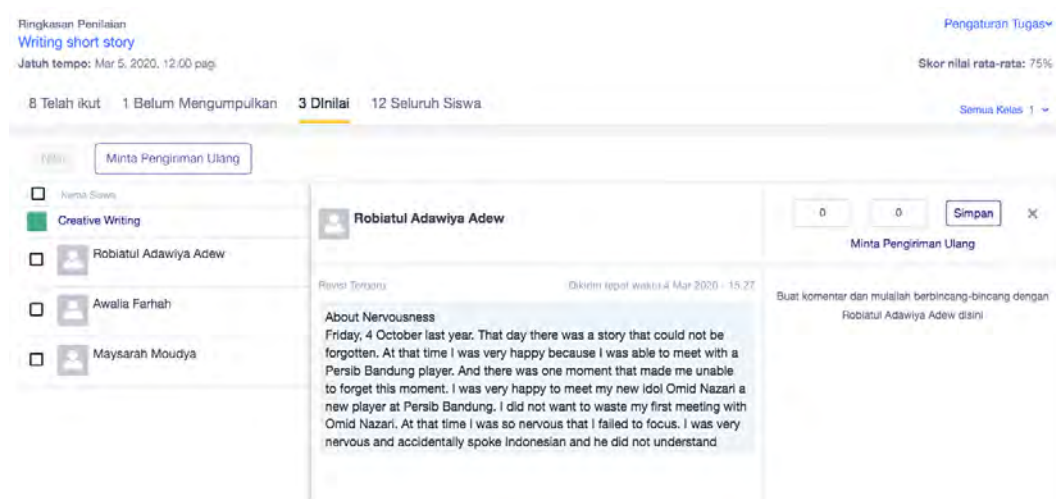


Figure 3. Students' Writing Composition

Additionally, ICT is used in writing classes as a medium for providing feedback. (Kongchan, 2008) explored the possibility for web-based feedback on the writing quality of EFL students. His study discovered that web-based feedback was critical for increasing the quality of students' compositions since it exposed them to numerous examples of what constitutes good writing. Along with web blogs, Edmodo is another regularly utilized site to collect feedback. One of the studies by Fauzi using Edmodo to teach recount text. He discovered that by utilizing Edmodo, both teachers and students might benefit from a more effective and long-lasting teaching and learning process (Fauzi, 2017). A case study on the use of Edmodo in a genre-based writing class. They enlisted the assistance of seventeen eleventh graders from Bandung. According to the research findings, Edmodo facilitated students' involvement during classroom sessions (Ahangari & Babapour, 2015). A research by Trust concurred that using Edmodo resulted in more effective writing instruction since it enabled students to exchange collective and individual evaluations and responses (Trust, 2017).

To summarize, given the rapid growth of ICT in recent years, teachers must include it in their teaching and learning activities. Video, internet, online, and Edmodo are four of several platforms

helpful in developing students' performance, or more precisely, their writing ability, as indicated in prior studies.

On the other hand, what becomes an issue may arise during writing instruction and learning in the classroom. The teacher frequently focuses exclusively on the output of his or her pupils' writing, not emphasizing the process of making such an excellent composition in writing. As long as pupils complete the assignment on time, the teacher will not provide such constructive feedback on their work. When a teacher provides critical feedback, it is not always beneficial because they cannot rearrange their writing. It is critical to look up what is happening around the writing class again; it is also critical to look deeper at how the writing class should be conducted to match the expectations. This table illustrates two distinctive methods for teaching pupils to write.

Table 2. Two Distinctive Experience Using Edmodo

Conventional	Using Edmodo to Teach Writing
<ul style="list-style-type: none"> • The teacher directly provides writing material in response to oral directions. • How the teacher communicates commands does not appropriately address the students' comprehension. • Feedback is frequently overlooked due to the students' handwriting. 	<ul style="list-style-type: none"> • Students know their grades when they use Edmodo because their assignments, quizzes, and discussion posts are graded immediately. • Edmodo is meant to engage students' motivation in the learning process due to the variety of platforms available in this program. Quizzes, assignments, online tests, messages, comments, and document libraries are all included in the platform. • Edmodo may encourage students to engage in unethical behaviors such as plagiarism and cheating on others' work. • Some teacher-assigned projects can be completed online. Both of them can upload their efforts to the web.

When the impacts of utilizing Edmodo on students' attitudes about EFL learning are examined, it appears that, while the majority of students have a favorable attitude toward EFL learning, these favorable attitudes become significantly stronger after using Edmodo. A mix of traditional in-class education and an online classroom community via Edmodo has been shown to increase students' positive attitudes about English learning dramatically. These findings corroborate those of (Tran Ngoc Giang, 2014) who argues that students' attitudes toward EFL learning might vary depending on various circumstances such as the learning environment and teaching methods used. As (Miftah, 2018) indicated, the introduction of Edmodo as new internet technology has introduced a novel situation into traditional Saudi EFL education, which will inevitably impact their EFL learning practices. These beneficial modifications build on what Sandu and Thongmak in their study have already observed about Edmodo's utility(Sandu, 2015) (Thongmak, 2013), making these findings even more precise.

However, it is essential to note that the primary motivation for these positive opinions is instrumental (Trust, 2017), indicating that most Saudi students view English as critical to their academic lives. More intriguing are the findings of students' attitudes toward Edmodo use. The findings demonstrate an unmistakable consistency between the numerous benefits that Edmodo may bring to suit students' demands in their learning environment. These findings contribute to the developing agreement that learners should influence the benefits of new technologies to enhance their educational prospects (Yunkul & Cankaya, 2017). In addition, as a platform for social interaction, Edmodo demonstrates a sufficiently high level of acceptance (Al-Said, 2015). Edmodo's chat

capabilities enable students to diversify the nature and volume of their conversation, increasing their confidence and drive.

Edmodo can also assist a student in overcoming isolation by offering information that enables face-to-face interactions with other students or the teacher (Nami, 2020), Edmodo's Course Management System enables the uploading, saving, and sharing educational resources such as courses, tests, documents, and manuals that supplement students' in-class learning. Additionally, it functions as a document repository, enabling students 24/7 access to appropriate classroom resources and transforming EFL instruction into a continuous process not constrained by the classroom's seating capacity. Additionally, Edmodo can help students improve their English language skills (Ma'azi & Janfeshan, 2018).

From above explanation, it is again should be taken into account that the process of writing in the classroom was so much fun due to the

4. CONCLUSION

In general, based on the result of the study, it can be concluded that students of the fifth year who were having writing class using Edmodo have better motivation to learn writing. It can be seen from their fast adaptation to the use of this learning platform. Students can get benefit from the personal communication that comes from the classroom and face-to-face interaction, but the collaborative environment provided by Edmodo means that knowledge is no longer limited and can be shared and seen in real-time, not just in the classroom. It is also essential to know that this website can help students to make their classrooms more communicative and less intimidating. The availability to learn and access the materials posted by the teacher may become one of the reasons why learning to be so interesting. Besides, given feedback directly and doing the revised tasks inside the account is another fun learning experience and the majority of the students were eager to have this kind of independent learning situation due the feeling of being comfortable in producing the written works and those evidences showed how students were highly motivated to learn through the use of Edmodo in the writing class.

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