

Micro-Paper 36: *Edmodo*

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Defining the Term

Edmodo, originally developed in 2008 by Nicolas Borg und Jeff O'Hara in Chicago, IL, is often described as a Facebook for schools or micro-blogging platform. As Facebook, it is available in different languages with additional features such as post assignments, polls for student responses, video clip embedding, learning groups, a calendar, a resource space, as well as a space for posting messages to the whole group.

As a social media platform designed by educators, Edmodo enables exceptionally secure cloud-based collaboration. Edmodo incorporates online discussion boards, polls, quizzes, applications, and tools for teachers to monitor student progress within the course. Edmodo differs from other social network sites because the network created in this digital environment is exclusively academic. Only people with a unique six-digit code can access the platform, allowing teachers to design and cater for their unique classroom audience. Also, the parents can have their own code of access the site and to know the learning process of their children.

Connecting it to LSLP

I have been exploring Edmodo as part of my current research project on the impact of multimodal text creation in the English communicative competences development in the Normal School context. Digital tools such as Edmodo can provide a truly collaborative work space for pre-service teachers beyond the classroom walls, promoting a place for creating multimodal text in a second language and encouraging the necessary higher-order literacy skills in today's society.

Moreover, given LSLP's concern with the incorporation of technology in the classroom, exploring Edmodo is

important to help pre- and in-service teachers understand the appropriate relationship between content, pedagogy, and technology through synchronous, asynchronous, print-based, audio, visual and multimodal modes, as is the case of Edmodo.

Expanding Second Language Research

There is plenty of potential to use Edmodo as a platform for strengthening second-language communicative competence through online discussions. Some advantages included time to reflect on reading, fewer distractions than a face-to-face conversation, and a safer environment for group members. Also, through Edmodo we can explore the engagement with multimodal authoring/designer processes in second language, all of which involve an active audience, composed by all the pre-service teachers of the network.

Other potential areas of study in second language research include the affordances of Edmodo regarding polls, quizzes, applications and to enjoy in educational networks to foster communicative competences in second language.

References

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LITERACIES IN SECOND LANGUAGES PROJECT

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