UNIVERSIDAD ANDRES BELLO

Facultad de Humanidades y Ciencias Sociales

Pedagogía en Inglés

EFL PEDAGOGY STUDENTS' SELF-DIRECTED LEARNING: USE OF EDMODO AND E-PORTFOLIO

Tesis de pregrado para optar al título de Profesor de Inglés para la Enseñanza Básica y Media y al grado académico de Licenciado en Educación

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- *Sebastián Fredes*

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- *Pamela Oyanedel*

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ABSTRACT

This study aims at exploring how Edmodo and E-Portfolio affect EFL Pedagogy Students' Self-Directed Learning (SDL). The theory is framed within the concepts of Self-Directed Learning and online platforms. This mixed type of research (qualitative and quantitative) considered 3 different instruments to collect data: questionnaires (PRO-SDLS), interviews, and a focus group. The participants were 26 freshmen in an English Pedagogy program. From the data obtained and analyzed, the study showed that there is a statistically significant difference in the participants' SDL between the pre and posttest. At the same time, students perceived that E-Portfolio is more useful than Edmodo in their learning process.

Keywords: Self-Directed Learning, Edmodo, E-Portfolio, Lifelong Learning.

RESUMEN

Este estudio tiene como objetivo explorar cómo Edmodo e E-Portfolio afectan en el aprendizaje autodirigido en estudiantes que aspiran a ser profesores de EFL. La teoría se enmarca en los conceptos de aprendizaje autodirigido y plataformas en línea. Este tipo de investigación mixta (cualitativa y cuantitativa) consideró tres instrumentos diferentes para recopilar datos: cuestionarios (PRO-SDLS), entrevistas y un grupo focal. Los participantes fueron 26 estudiantes de primer año en un programa de Pedagogía en Inglés. A partir de los datos obtenidos y analizados, el estudio mostró que existe una diferencia estadísticamente significativa en el SDL (siglas en Inglés del Aprendizaje Autodirigido) de los participantes entre el primer cuestionario y el segundo. Al mismo tiempo, los estudiantes percibieron que E-Portfolio es más útil que Edmodo en su proceso de aprendizaje.

Keywords: Aprendizaje Autodirigido, Edmodo, E-Portfolio, Aprendizaje Permanente.

CHAPTER I

INTRODUCTION

1.1. Problematic Situation and research question

Nowadays, the need for students to become lifelong learners due to the extremely rapid changes and technological advances society is facing, leads teachers to develop their students' ability to become Self-Directed Learners.

There is no doubt that young students use a variety of Social Networks to communicate; however, these technologies are not usually applied in educational settings. Besides, we, as English as a Foreign Language (EFL) Pedagogy Students, have had no experience in using technology or have not been aware of the potentiality of these digital tools for the teaching/learning process.

By including these technologies in EFL teachers' formation programs, on one hand might help to spread these methodologies with future citizens, and on the other to develop the ability of becoming Lifelong Learners.

To have information of this situation at Universidad Andrés Bello (UNAB) in Viña del Mar, the use of Edmodo and E-Portfolio with first-year English Teaching students have been applied in order to explore evidence about the performance of the students during their learning process.

From what has been stated, our main research question is the following: How does the use of Edmodo and E-Portfolio affect Pedagogy Students Self-Directed Learning?

1.2 Assumptions

Students do not experience the use of Edmodo and E-Portfolio for educational needs, due to the fact they only know how to use social networks to communicate.

Some students from English Pedagogy at Andres Bello University do not upload the tasks they are asked for. This assumption might be related to lack of knowledge and lack of Self-Directed Learning consciousness.

1.3 General and specific objectives

The objective of our research, taken from the main research question is:
To explore how Edmodo and E-Portfolio affect EFL Pedagogy Students' Self-Directed Learning.

To reach this general objective, the following specific objectives have to be accomplished:

● Identify Pedagogy Students' attitude and perception before using Edmodo and E-Portfolio in their EFL classes
● Identify Pedagogy Students' attitude and perception after the use of Edmodo and E-Portfolio in their EFL classes.
● Compare Pedagogy Students' attitude and perception towards the use of Edmodo and E-Portfolio in their EFL classes

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Theory

2.1.1 Self-Directed Learning

Self-Directed Learning (SDL) refers to the process in which students develop the ability/need/motivation to learn by themselves. This concept was first approached in works conducted in the United States by Tough (1967; 1971) whose purpose was to understand how adults learn. According to Merriam in 2001, SDL emerged from researchers' tries to seek for a method that enabled them to distinguish the ways children and adults learnt. This process works individually and in groups, but the main point is that students take control of their learning process. The teacher works mainly as a guide, letting students make their own choices when studying, this helps them because they are able to choose how they want to study, and what to study, based on their personal interests and strengths. Students identify their learning goals, think about the resources they need and collaborate with their classmates working as a community in order to obtain experience and knowledge due to the variety of opinions (Garland, 1993).

2.1.2 Edmodo

Edmodo is an educative online platform founded in Chicago, Illinois in 2008 by Nic Borg, Jeff O'hara and Crystal Hutter. It was created with the purpose of bringing education into the 21st century and to connect people and resources in a dynamic online stage. Edmodo shares many similarities with Facebook, the main difference is the usage of private groups where students and teachers can work collaboratively. In Edmodo, people can share messages, files and academic information for free. There are three different profiles: (i) teachers, who can conduct quizzes, upload files, grade students and many other activities (ii) students, who can access groups, do activities, and design their own profile; (iii)

and visitors, who can access the groups but only see the information available, they cannot make changes or comment on posts. Also, visitors are able to communicate with the teacher by using the platform, but they need an invitation to be able to see the information.

As stated in Edmodo web page, since Edmodo is used by teachers and students, it holds very high standards. Creators of this platform try to empower learners around the world and create a positive impact in worldwide classrooms. They even let users give feedback about it, believing in a collaborative and reliable source.

''Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential'' (Edmodo Webpage, 2018)

2.1.3 E-Portfolio

According to Klenowski, Askew & Carnell (2009), E-Portfolios are artifacts that document files and multimedia in an online system that demonstrates student learning outcomes regarding academic courses. They were firstly used in the mid-nineties by the name of Web folios. Throughout the years they started to increase and were modified into a new digital website called E-Portfolio, giving the necessary tools to have a perfect website for education. Fernsten and Fernsten (2005) stated that in order to set the formative potential of online portfolios student's attention has to be focused on the learning process and not on learning products. With this mentioned, it can be said that they also function as an assessment and learning tool that encourages users, who are mostly students, to exchange ideas, make personal reflections about their assignments

and document their work. In this online platform, users can upload images, media, texts and many other works done by them.

2.1.4 E-Learning

E-Learning is a type of learning utilizing electronic technologies to use them for educational purposes other than traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. (elearningNC, 2018). E-Learning is defined as courses that are only delivered via internet instead of using a classroom. (elearningNC, 2018)

There are varied modalities to use technology for education that provide learners with opportunities to learn according to their needs and availability. You can schedule your time and place to have the learning experience. If you can maintain the necessary self-discipline, the benefits of E-Learning are numerous. You can cover the material when you have time or when it is necessary and all without traveling to the classroom. You can take the class from any location, at any time with only having access to internet. (elearning NC, 2018)

The E-Learning Theory as Multimedia is a cognitive learning theory that tries to employ effective cognitive strategies which help people to learn efficiently through multimedia practice and structure. The main purpose of this theory is to construct a meaningful mental representation between words and pictures which is set in the working memory. In addition, the fact of making the learner be an active participant in their learning process (Mayer, 2009).

E-Learning is related to Self-Directed Learning through which students develop strategies to learn by themselves.

E-Learning Theory has been developed and popularized by three contributors: Richard E. Mayer (2009), Roxana Moreno (2009) and John Sweller (2009).

According to Mayer (2009), a psychologist who has made many contributions to different learning theories, E-Learning Theory has relation with three assumptions which implicate channels of learning:

1. Auditory and visual are two separate and different channels for processing information.
2. The channel capacity is limited.
3. Learning has an active process of filtering

Before the E-Learning Theory, the contributors based their investigation on the Cognitive Load Theory (Sweller, 1998) an Australian educational psychologist who is best known for formulating the set of principles which compose the E-Learning Theory. Sweller's theory focuses on the knowledge that people keep in their minds making them be lifelong learners as the information and the amount of mental effort are synthesis in the working memory.

The amount of mental effort is classified into 3 categories which are directly connected to the tasks.

1. Germane: It is directly linked to the process and constructions of schemas. It is not recommended because of its complexity of information.
2. Intrinsic: This category has to do with the information that comes to our mind when we are asked for something and we do not need to put a big effort on it. For example: 1+1, we immediately know that the result is 2.
3. Extraneous: It means that it is not necessary to give people unnecessary information. For example, giving a visual aid would be better, since they do not imagine something incorrectly. If you say apple or they read apple they should see an apple through the screen.

2.1.5 Lifelong Learning:

The term "Lifelong Learning" emerged in the educational context in the year 1975 at "Council of Europe at the Conference of European Ministers of Education, Stockholm" and later in the "Symposium on A Policy of Permanent Education for Today" in Siena, 1979. Lifelong Learning is defined as a global project that tries to reconstruct the conventional educational system and to improve academic learning taking into account future possibilities in the field. Therefore, all educational processes must be considered and worked as a whole unit. Some differences with conventional education are that Lifelong Learning seeks continuous learning during a person's lifetime.

"Lifelong Learning is the process of constant learning and development that incorporates continuous professional development, in which all individuals need to engage in a time of rapid changes" (Williamson, 2018).

It is a kind of learning in which a person engages throughout his or her life. It includes, but is not limited to, learning that occurs in schools and formal educational programs (Idahoe, 2009).

2.2 Literature Review

There has been extensive research focusing on topics related to Technology and the development of Self-Directed Learning in the educational field due to the rapid changes that society has undergone in the last decades, mainly globalization. Studies have shown that the use of technology in the teaching/learning process has vastly increased and it is a fact that is directly related to the need for preparing students to become Lifelong Learners, due to the technological advances. The present literature review considers recent research on technology and Self-Directed Learning and mainly focuses on network Edmodo and E-Portfolio.

2.2.1 Technology and Self-Directed Learners

The use of Social Networks for educational needs has increased and that main point was the first inspiration for the present research.

Teachers need to make students conscious of their Self-Directed Learning experience to motivate themselves to learn a foreign language by the use of technology (Ohashi, 2016; Wang & Chen, 2013). Ohashi (2016) stated that in this type of learning, teachers are only a support and students are the ones who must show a willingness towards their learning process. This study was conducted at University level and its aims were to provide out of class opportunities for English communication, facilitate access to English-language resources, motivate students, and create a learning community that included student leaders. An interview, questionnaire, comments and posts on Facebook were examined in order to obtain student's opinion, information about student/teachers' contributions and the ''seen by'' function was used to check who read posts.

As stated in the assumption of this research, students mostly show capacity in the use of Social Networks for communicative purposes rather than

educational matters that concern learning capacities. For that reason, Social Networks are a challenge for teachers who want to use online platforms for their teaching practices. Social Networks could be very useful and would help students to be lifelong learners since Self-Directed Learning is directly linked with independence. In Hamada's (2013) Facebook Project, the participants were 12 sophomores from the University of Marketing and Distribution Sciences who had an average score in general area of 420 in the Test of English for International Communication (TOEIC). The purpose of this research was to investigate how Facebook could help Japanese University students to improve their English by integrating Facebook activities into English lessons, and examine whether it would facilitate students' interaction and self-motivation for learning English as a foreign language (Hamada, 2013). The findings showed that students' intrinsic motivation to learn English was stimulated by the use of Facebook to communicate with other students and the curiosity to learn more about cultures and different ways of life.

In a research conducted by Melissa Williamson (2018), SDL was related to learning strategies, self-regulation, and autonomy in an English language program that started in a local application and ended up with global implications. The aim of the research was to highlight the importance of the instruction of SDL regarding adult education in language learning classroom, analyzing previous data available to find out if empirical information had validity enough to confirm the advantages of awareness of the matter. The conclusion resulted in two powerful models (Grow, 1991; Nakata, 2010) that showed hard data exposing the fact that instructors play an important and purposeful role when teaching students to become Self-Directed Learners, and it also demonstrates the wide variety of information available in the field that shows strategies, regulations and resources to encourage students to learn by their own.

2.2.2 Advantages of using E-Portfolio

Nowadays, the advantages of using online portfolios have increased considering that students are becoming independent learners. Teachers take into consideration and use these electronic tools in their classes because they have a big impact in ESL acquisition.

According to Alawdat's study (2013), there is an important advantage when using E-Portfolio because it enables students to increase their improvement in second language acquisition. A variety of tests were made in a two years investigation to collect the data. The tests were incorporated to ESL classrooms.

The study also mentioned that using E-Portfolios enhances language development, increases learning gains, and teaches assessment for both learners and teachers.

Another contribution is a study by Gerbic, Lewis & Northover (2009). The main findings of the study showed that students initially had problems to be confident with this technology, but at the end when they know how to use it they can have the necessary reinforcement to learn by using E-Portfolios.

2.2.3 Self-Directed Learning and Edmodo

There are a wide range of online platforms aimed to students to develop tasks or assessments for educational needs such as Edmodo, in which students and teachers can interact, share materials, and upload contents related to the course in real time.

Ekmekçi, (2016) conducted his research connecting foreign languages learning and assessment through Edmodo. His study focuses on integrating new

ways of learning a foreign language through EDMODO as a Learning Management System (LMS). This descriptive research concentrates on the application of tasks in the platform and the reflections of students with the use of it. The participants were 62 English preparatory students from a state University in Turkey, and the study was carried out between the academic year of 2014 and 2015. The author applied semi-structured interviews to obtain student's reflections and the results stated that Edmodo is more attractive to students for being user-friendly, more motivating and it reduces their anxiety when doing quizzes and exams for the fact of being online.

Khodary (2017) explored the use of Edmodo to develop Self-Directed Learning. The researcher applied a questionnaire called Personal Responsibility Orientations to Self-Direction in Learning Scale (PRO-SDLS). This test measures the two main components of SD in learning: the teaching-learning transaction component, and a learner characteristic component (Stockdale, 2003). The author did a PRE and POST test in order to compare the results and determine how much students improved their Self-Directed Learning. PRO-SDLS contains 25 different statements which have to be evaluated using a likert scale: strongly disagree, disagree, sometimes, agree, and strongly agree, respectively. The results stated that there was a statistically significant difference between the pre and posttest. The tests made the research know that there was an increment in the students' Self-Directed Learning and that Edmodo is a perfect tool to be used by students since it is safe and helps students develop it.

Khodary's study inspired the present research, we are eager to know the reality in Chile of how first year English Pedagogy students from Andres Bello University experience the effects of using Edmodo and E-Portfolio for learning English. For this, our research is based on "Edmodo Use to Develop Saudi EFL Student's Self-Directed Learning" (Khodary, 2017), a study carried out in the Kingdom of Saudi Arabia

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CHAPTER III

METHODOLOGICAL DESIGN

In the previous chapter the theoretical background was presented together with recent research in the fields of Self-Directed Learning and online platforms: Edmodo and E-Portfolio. In the present chapter, the methodological design will be described. Firstly, the type of research is explained; then, a description of the participants is presented; and finally, the instruments used in the investigation are reported.

3.1 Type of research

The present research is considered to be a mixed investigation due to the implementation of quantitative and qualitative instruments to collect the necessary information to obtain the results and thereby achieve the objective of this investigation.

One point of this research aims to compare the quantitative results obtained in the pre and the post PRO-SDLS (Personal Responsibility Orientation to Self-Direction in Learning Scale). Quantitative data provides evidence that might be measurable and will allow us to contrast information about different groups since it gives us efficient data collection (Creswell, 2003).

On the other hand, qualitative instruments help us, as researchers, to collect what quantitative data cannot give to us, such as perceptions, thoughts and participants' detailed descriptions, (Mackey & Gass, 2005) to gain a deeper and realistic personal data.

3.2 Participants

The subjects are 26 freshman English Teaching students from Andres Bello University in Viña del Mar, Chile. Their age ranges from 18 and 27 years old. Within the participants, 15 students are female and 9 males. They were selected to form part of the research due to the fact that they are using social

media for educational purposes such as Edmodo and E-Portfolio. As from the first year, students are given the opportunity to use these online platforms during Phonetics and English as a Foreign Language classes and also given tasks to be completed at home. Every student had to create an Edmodo account and an online E-Portfolio at the beginning of the course.

3.3 Instruments to collect data

The data collection instruments applied in this research have two different perspectives since it is a mixed research. Three instruments will be used, the first instrument aims at identifying Pedagogy Students' perceptions before and after using Edmodo and E-Portfolio in their EFL classes through a questionnaire that has a Likert scale modality. As this research is founded on a study already done in Saudi Arabia which used a questionnaire that tests Student's Self-Directed Learning, the most suitable instrument to assess participants' SDL was the Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS) created and designed by Stockdale (2003) instrument. The second instrument consists in applying a semi-structured interview. The third instrument is a focus group that aims at triangulating perceptions that students have regarding the use of Edmodo and E-Portfolio as tools of developing Self-Directed Learners.

3.3.1 Questionnaires

A questionnaire was selected to be applied since it is a quantitative data collection instrument. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson & McLean, 1994).

The questionnaire used for this research, as it was mentioned above, is the Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS) created and designed by Stockdale (2003). This questionnaire contained 25 statements which were rated by the participants through a 5-point likert scale that ranged Strongly Disagree, Disagree, Sometimes, Agree and Strongly Agree. These statements contained in the questionnaire have relation with autonomy, how students act or what they do when they have to face different situations or even how they behave in their routine regarding educational stuff. It is important to mention that every range has a different value depending on the statement. If it has a positive connotation, the likert scale will be ranged from 1 to 5; on the other hand, if the statement has a negative connotation it will be ranged from 5 to 1 (Table 1). PRO-SDLS has two stages, the pre PRO-SDLS and the post PRO-SDLS. The first questionnaire was applied before the participants started using Edmodo and E-Portfolio at the beginning of the program, and the second questionnaire was applied in the middle of the second semester of English Pedagogy Students from first year at Andres Bello University in order to compare the results since the questionnaires are the same, but they were taken in different periods of time.

ITEM	Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
1. I am confident in my ability to consistently motivate myself.	1	2	3	4	5
2. I frequently do extra work in a course just because I am interested.	1	2		4	5
3. I don't see any connection between the work I do for my courses and my personal goals and interests.	5	4	3	2	1
4. If I am not doing as well as I would like in a course, I always independently make the changes necessary for improvement.	1	2	3	4	5
5. I always effectively take responsibility for my own learning.	1	2	3	4	5
6. I often have a problem motivating myself to learn.	5	4	3	2	1
7. I am very confident in my ability to independently prioritize my learning goals.	1	2	3	4	5
8. I complete most of my college activities because I WANT to, not because I HAVE to.	1	2	3	4	5
9. I would rather take the initiative to learn new things in a course rather than wait for the instructor to foster new learning.	1	2	3	4	5
10. I often use materials I've found on my own to help me in a course.	1	2	3	4	5
11. For most of my classes, I really don't know why I complete the work I do.	5	4	3	2	1
12. I am very convinced I have the ability to take the personal control of my learning.	1	2	3	4	5
13. I usually struggle in classes if the professor allows me to set my own timetable for work completion.	5	4	3	2	1

14. Most of the work I do in my courses is personally enjoyable or seems relative to my reasons for attending college.	1	2	3	4	5
15. Even after a course is over, I continue to spend time learning about the topic.	1		3	4	5
16. The primary reason I complete course requirements is to obtain the grade that is expected of me.	5	4	3	2	1
17. I often collect additional information about interesting topics even after the course has ended.	1	2	3	4	5
18. The main reason I do the course activities is to avoid feeling guilty or getting a bad grade.	5	4	3		1
19. I am very successful at prioritizing my learning goals.	1	2	3	4	5
20. Most of the activities I complete for my college classes are NOT really personally useful or interesting.	5	4	3	2	1
21. I am really uncertain about my capacity to take primary responsibility for my learning.	5	4	3	2	1
22. I am unsure about my ability to independently find needed outside materials for my courses.	5	4	3	2	1
23. I always effectively organize my study time.	1	2	3	4	5
24. I don't have much confidence in my ability to independently carry out my study plans.	5	4	3	2	1
25. I always rely on the instructor to tell me what I need to do in the course to succeed.	5	4	3	2	1

Table 1: Pre and post PRO-SDLS with the values of the 5-point likert scale.

3.3.2 Interviews

English pedagogy at Andres Bello University is a career that has many practical lessons, thereby it allows the use of interviews, since students are used to talk without fear. In addition, considering that an interview is a powerful and flexible tool for collecting data and give participants space for spontaneity, it empowers multisensory channels to be used such us spoken and heard, even non-verbal. (Cohen, Manion, & Morrison, 2007).

Primarily, open-ended questions were used in this interview. The first questions were asked in order to break the ice because this type of questions are determined in advance and the responses are fixed. Open-ended questions give researchers advantages such as avoiding or clearing up misunderstandings from their investigations because the participants might express themselves in a clearer way and they are allowed to explain their ideas better (Cohen, Manion, & Morrison, 2007).

The purpose of this interview is to deepen and better understand perceptions and thoughts of some participants who were randomly chosen to clarify results and if the experiences with the online platforms helped them to increase their SDL. This interview was applied for some of the participants some days after they had answered the post PRO-SDLS.

3.3.3 Focus Group

After some of the participants were interviewed. Other participants from first year students from English Pedagogy at Andres Bello University were randomly selected to be part of a focus group. A focus group session is related to interviews, and it implies the participation of a facilitator who in this case, the

researchers occupied that role and whose purpose was to lead and maintain the group discussion in the same topic (Mackey & Gass, 2005).

The session was conducted in a classroom at Andres Bello University. The researchers conducted the questions and they divided the roles as the interlocutor, while other was the assistant who recorded the session and the other two were taking notes. Researchers decided to do this session in Spanish because the participants would feel comfortable and the lack of vocabulary related to the topic would be solved. In addition, the environment would be more appropriate since they could express themselves with total confidence. The questions had relation with the use of Edmodo and E-Portfolio and how they were faced to these new platforms that were implemented in their learning process.

The purpose of this focus group was to triangulate the information collected from the questionnaire and interviews.

3.4 Procedure to analyze data

Before analyzing data, it was necessary to retrieve two of our participants because one of them failed the subject and the other one decided to leave and be part of another career. Hence, the number of participants was 24 instead of 26 as it was in the pre PRO-SDLS.

After having the pre and post PRO-SDLS already answered, it was time to analyze the data. As we mentioned before, this questionnaire consisted of 25 statements with a 5-point Likert scale. Therefore, every statement was analyzed separately. Only as an example, if we had 5 participants and they answer 4,3,5,3,2, we would have to sum up all the numbers and then divide the result in the amount of the participants (in this case 5). Finally, our average would be 3.4.

This procedure was done with every statement from the pre and posttest. The next step was to upload every result into 2 columns in a t-test calculator from an online platform called **Graphpad.com** which gives us the following results:

Test	Pre PRO-SDLS	Post PRO-SDLS
Mean		
SD		
SEM		
N		

Table 2: T-test table for pre and post PRO-SDLS questionnaire.

After having the results, we focused on the statements which did not have a big variation in the percentage. Regarding those statements, some questions were created to be asked to the participants in the individual interviews to clarify the specific concept and the reason behind their choice.

Some weeks after analyzing the questionnaires, the interviews were carried out. These interviews were applied to 8 participants from the initial 26 and were randomly chosen to answer the questions. The interviews were done in Spanish to avoid hesitation and mistakes in the participants since they are in their first year of the program and they could have felt intimidated if the interview was given in the second language. It is important to mention that every interview was recorded in order to be transcribed in Spanish, and later translated into English.

Once the transcriptions were ready, the interviews started to be coded to finally get the categories. From the coded answers that students gave to each question (1 to 15), the ones that had the highest range were considered when raising the categories.

The last instrument used was a focus group. The participants were randomly chosen from the 24 students. The main purpose to carry out the focus group was to make clear some topics from the interviews and to triangulate the results with the other instruments. This group interview was carried out in Spanish, audio recorded, and finally transcribed.

CHAPTER IV

RESULTS AND FINDINGS

4.1 Introduction

In the previous chapter the methodology to collect data was presented together with the objectives of the study. In this chapter the results and findings from the interview and questionnaire will be presented giving evidence of the three specific objectives; these are: (i) identify Pedagogy Students' attitude and perception before using Edmodo and E-Portfolio in their EFL classes, (ii) Identify Pedagogy Students' attitude and perception after the use of Edmodo and E-Portfolio in their EFL classes, and (iii) compare Pedagogy Students' attitude and perception towards the use of Edmodo and E-Portfolio in their EFL classes.

In the first section of this chapter (4.1) the findings regarding the three specific objectives will be analyzed in relation to the students' attitude towards the use of Edmodo and E-Portfolio. This quantitative data was obtained from the pre and post questionnaires.

In the second section of this chapter (4.2), the findings regarding students' perception towards the use of Edmodo and E-Portfolio. This qualitative data was obtained from the answers to the questions in the individual interviews and the focus group.

4.2 Lifelong Learners: Students' attitude towards the use of Edmodo and E-Portfolio

The questionnaire consisted on 25 statements. The results of each statement are presented in the following graphs followed by an interpretation of them.

Statement 1: I am confident in my ability to consistently motivate myself.
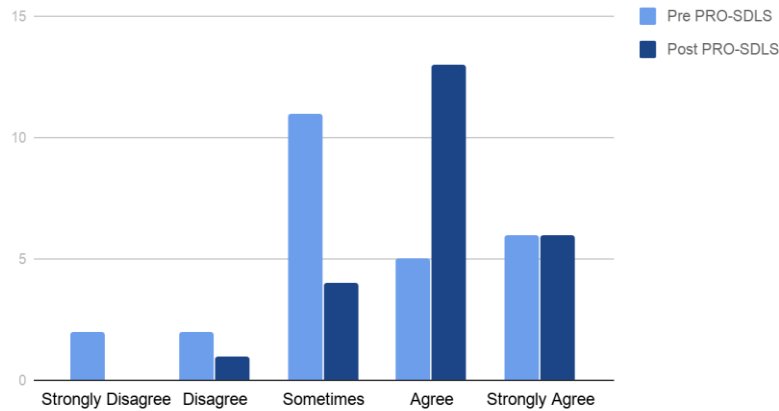
Graph 1

According to Graph 1, it is easy to interpret that there is a statistical difference in student's confidence between the first and second test. In general terms, it means that students feel more confident in their abilities at the end of the academic year, after using Edmodo and E-Portfolio.

Statement 2: I frequently do extra work in a course just because I am interested.
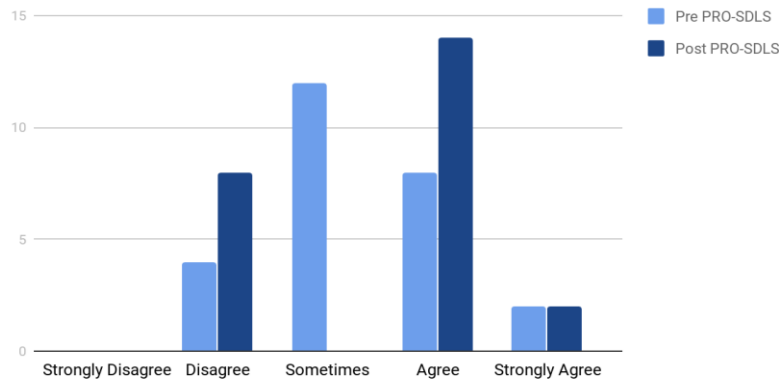
Graph 2

At the beginning, students felt sort of insecure regarding the reasons behind doing extra work in a course, other factors might have affected their perception at that time, such as poor language competence, not being acquainted to the educational system. However, in the post test it resulted that most of them agreed that the main challenge was being interest on doing it.

Statement 3: I don't see any connection between the work I do for my courses and my personal goals and interests.
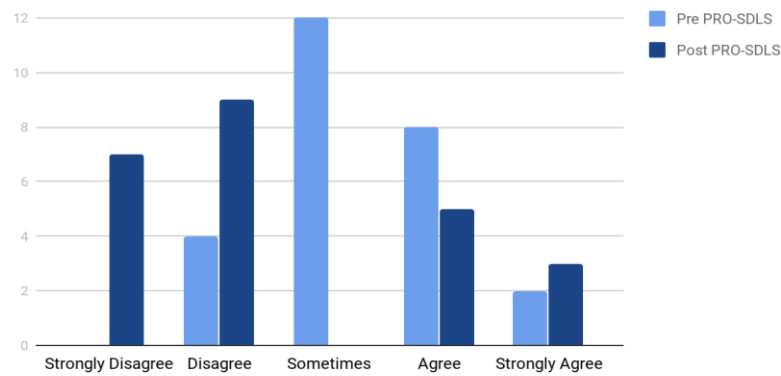
Graph 3

Similar to the previous statement, students showed uncertainty in this question as well, choosing the answer which is not really significant and does not give their real position towards the statement. In the post test most of them chose the opposite answer, which states that now they see a connection between the work they have to do and their personal goals.

Statement 4: If I am not doing as well as I would like in a course, I always independently make the changes necessary for improvement.
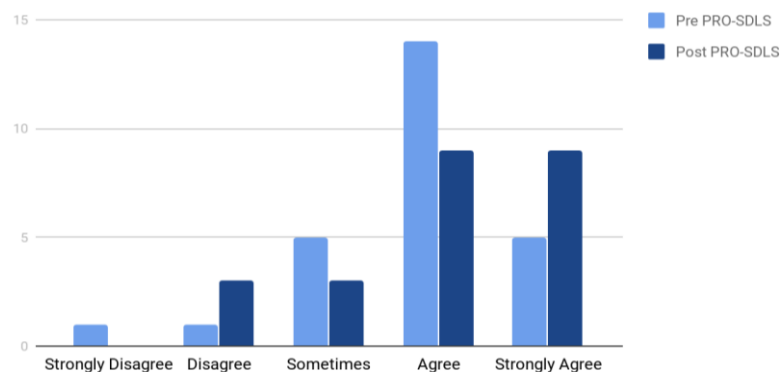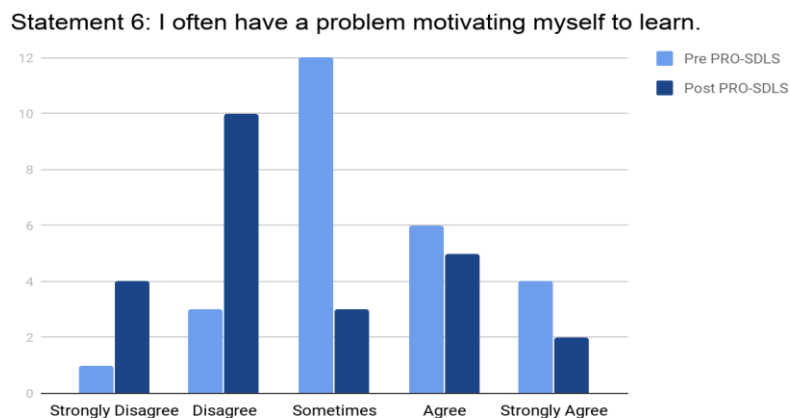

Graph 4

There is no much difference between the pre PRO-SDLS and post PRO-SDLS. From the beginning, participants stated if their performance is being affected, they would independently make positive changes in order to improve it.

This statement was one of the topics discussed during the interview and focus group.

Statement 5: I always effectively take responsibility for my own learning.
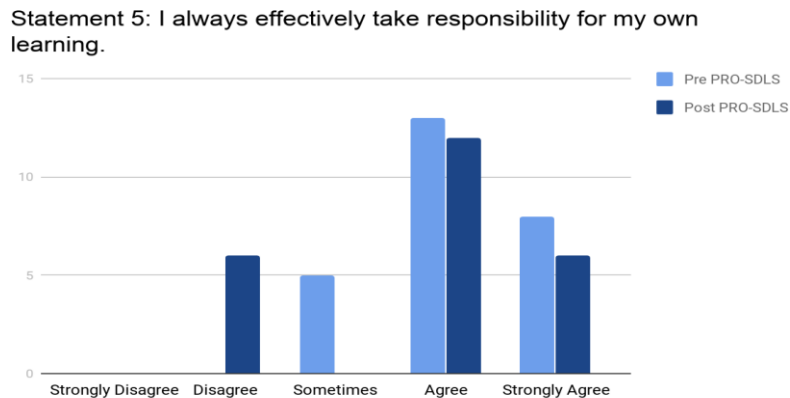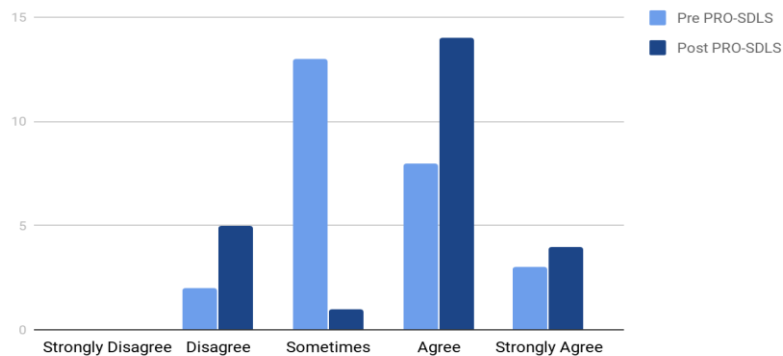

Graph 5

In this statement, there is not a significant variation in the results since most of the students feel conscious about their learning, claiming that they take responsibility on the learning process. An obvious change is that some of them disagreed with the claim in the post test, showing consciousness and lack of indecision.

Statement 6: I often have a problem motivating myself to learn.

Graph 6

In the pretest, the majority of the participants didn't recognize their position in problems related to motivation, choosing sometimes. This was changed in the post test, where most of them disagreed with the claim that showed problems of self-motivation in learning matters, which means they are more motivated.

28

Statement 7: I am very confident in my ability to independently
prioritize my learning goals.

Graph 7

At first, participants were not very confident with their ability of prioritizing
their learning goals, but as they were working with this platform they were able to
set their own goals and tried to achieve them.

Statement 8: I complete most of my college activities because I WANT
to, not because I HAVE to
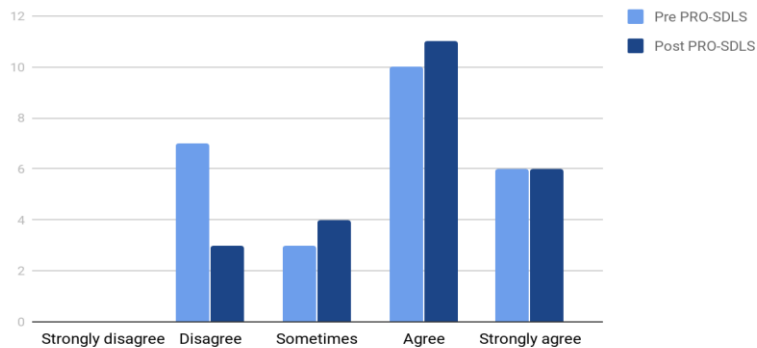
Graph 8

In this part, students agreed that they do activities because they want to.
However, there is a tendency to increase their willingness to do their activities by
the end of the academic year. It means, that their Self-Directed Learning has
improved during the process.

Statement 9: I would rather take the initiative to learn new things in a course rather than wait for the instructor to foster new learning.
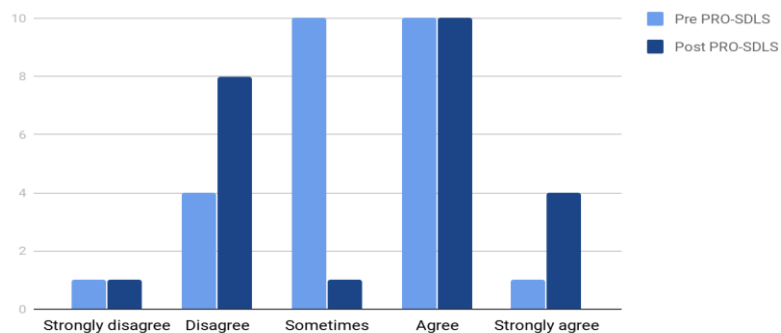
Graph 9

Students demonstrate a Self-Directed thinking by encouraging themselves to learn rather than to expect an instructor to foster the learning. The results show a growth in the post test disagreeing opposite to indecision in the pretest.

Statement 10:. I often use materials I've found on my own to help me in a course.
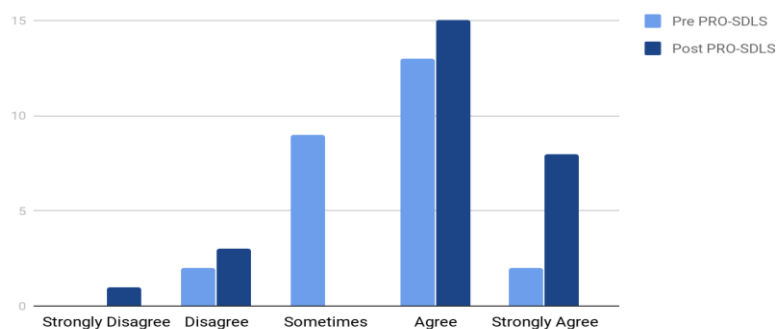
Graph 10

The results show a positive answer regarding a personal search of material to help them in a course, strongly agreeing with the statement. These results also show the enhancement of Self-Directed Learner.

Statement 11: For most of my classes, I really don't know why I
complete the work I do.
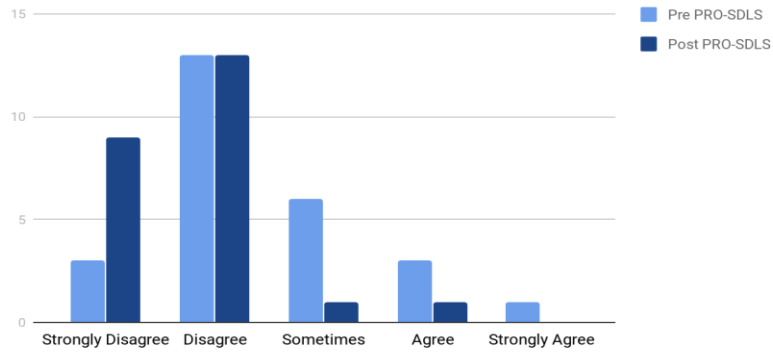
Graph 11

Most students demonstrate awareness in their learning by confirming they
know the relation between the works they do in classes with the course itself.

Statement 12: I am very convinced I have the ability to take the
personal control of my learning.
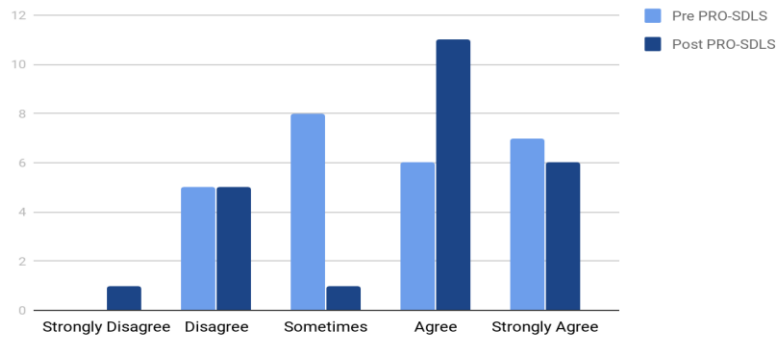
Graph 12

The results of this statement show again a growing tendency regarding a
Self-Directed behavior by claiming an ability of taking control of their learning.

Statement 13: I usually struggle in classes if the professor allows me to set my own timetable for work completion.
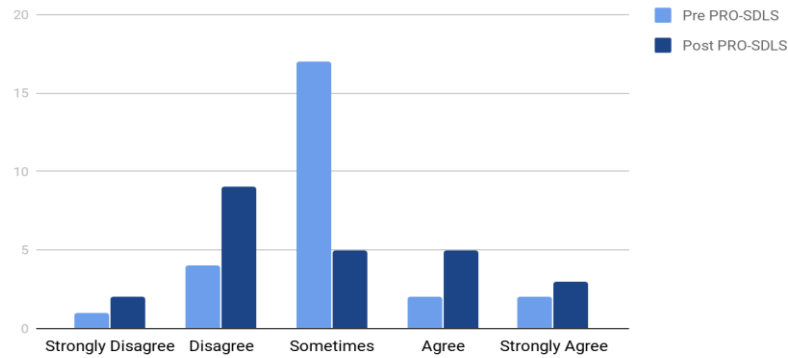
Graph 13

At first, the idea of setting your own timetable to complete coursework was taken in a neutral position where most students did not show a final posture in deciding when to spend their time, which tried to prove their self-thinking. The post test results show a tendency in disagreeing with the statement improving their Self-Directed Learning.

Statement 14: Most of the work I do in my courses is personally enjoyable or seems relative to my reasons for attending college.
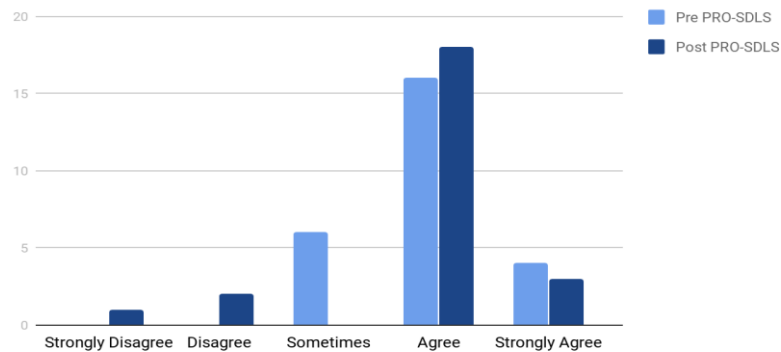
Graph 14

The statement's general idea was the relation between a course and motivation, which is extremely important to see if subjects are motivated or not. Results did not change a lot since most of them agreed with this idea from the beginning.

Statement 15: Even after a course is over, I continue to spend time
learning about the topic.
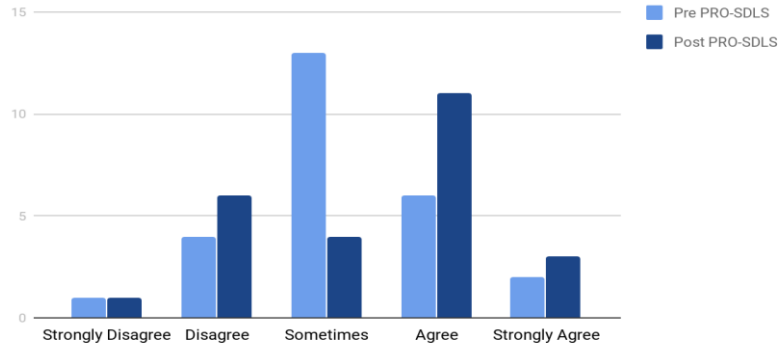
Graph 15

After the posttest, most participants claim that after a course is finished,
they keep learning about the topic, which shows one of the characteristics to
become Lifelong Learners.

Statement 16: The primary reason I complete course requirements is
to obtain the grade that is expected of me.
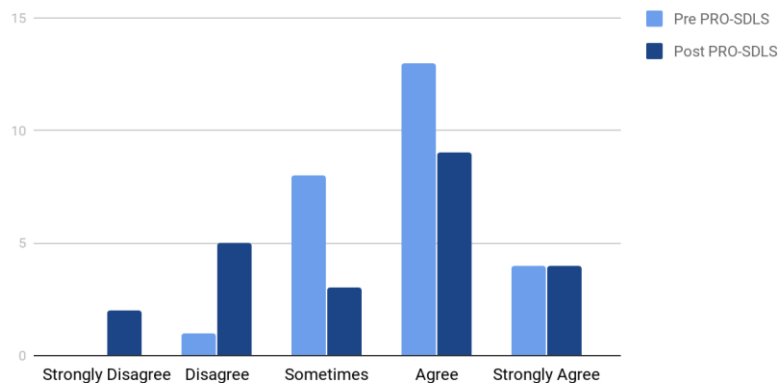
Graph 16

In this statement, participants showed in both tests a strong position
agreeing with the fact of completing tasks in a course just to get a grade, a fewer
percentage of them disagreed with the statement in the post test showing a
growth regarding awareness and commitment.

Statement 17: I often collect additional information about interesting topics even after the course has ended.
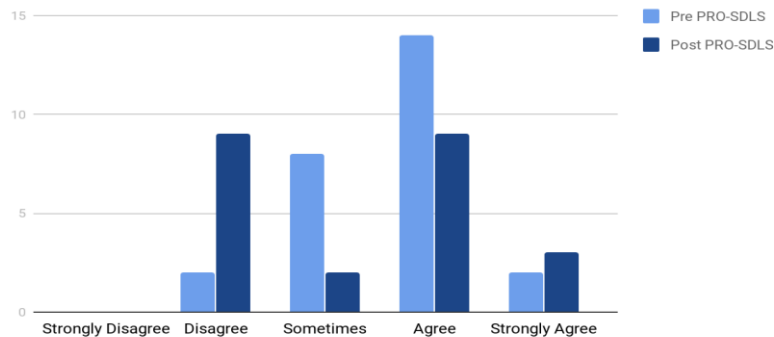
Graph 17

  In the pre-test, there were two sides regarding results, the first was an agreement of the statement which was to look for interesting material after a course is done, and a second showing indecision choosing the sometimes option. In the second test, the first side remained, but, the second one changed to another, which is disagreeing with the statement. So, there is a division between their points of view, which we can relate to their experience during the course.

Statement 18: The main reason I do the course activities is to avoid feeling guilty or getting a bad grade.
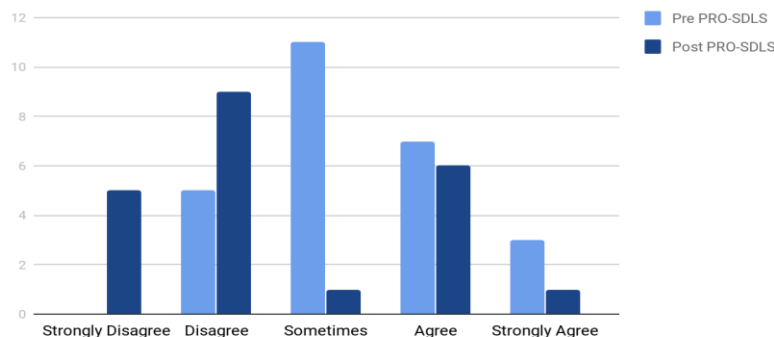
Graph 18

  In the pretest, most participants were not sure about choosing if they do course activities just to get a grade or not to feel guilty. But, in the posttest the majority disagreed with the statement confirming a link between their learning and the interest in the course.

Statement 19: I am very successful at prioritizing my learning goals.
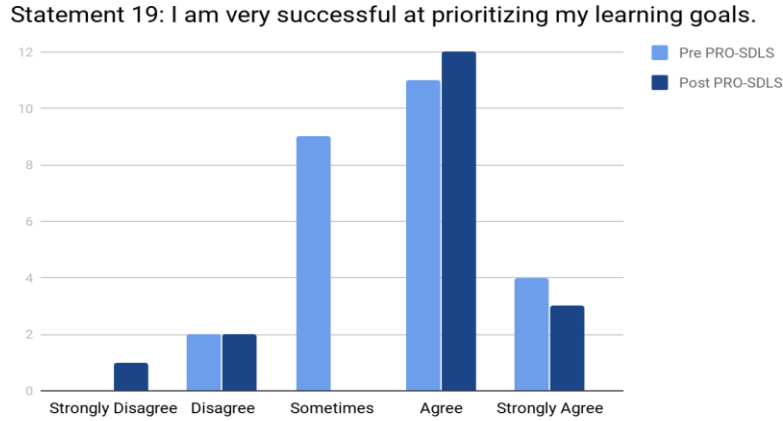
Graph 19

      For most of the participants, setting their learning goals is not a problem, which was evidenced with the result of both tests where the majority of them agreed with the statement.

Statement 20: Most of the activities I complete for my college classes are NOT really personally useful or interesting.
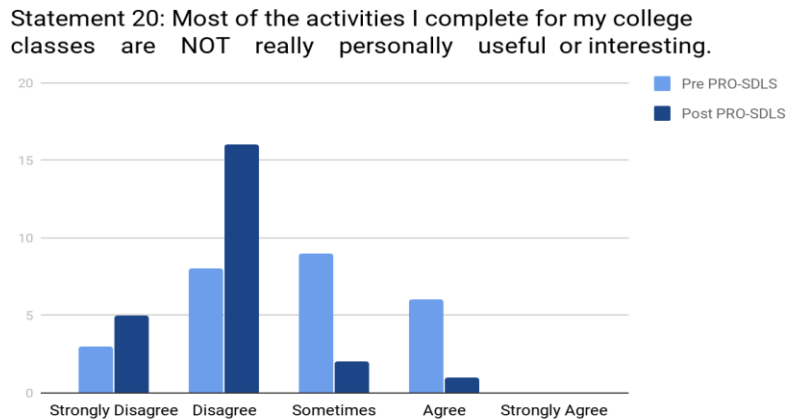
Graph 20

      In both tests, most of the subjects expressed that the activities they do for their classes are useful or interesting, clarifying the idea of a positive relation between course arrangement and motivation from students.

Statement 21: I am really uncertain about my capacity to take primary responsibility for my learning.
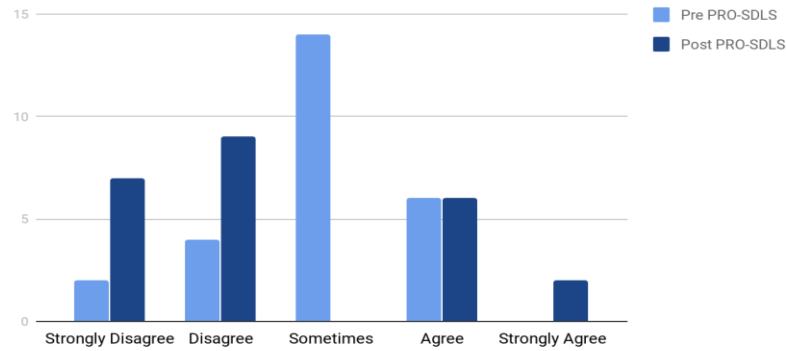
Graph 21

The aim of this statement was to test participants in identifying an uncertainty regarding self-orientation in taking responsibility of their own learning. In the pretest, most of them showed insecurity, choosing 'sometimes'. In the post test, the majority disagreed with the statement. Therefore, we can infer that during the course they developed self-consciousness in their learning skills.

Statement 22: I am unsure about my ability to independently find needed outside materials for my courses.
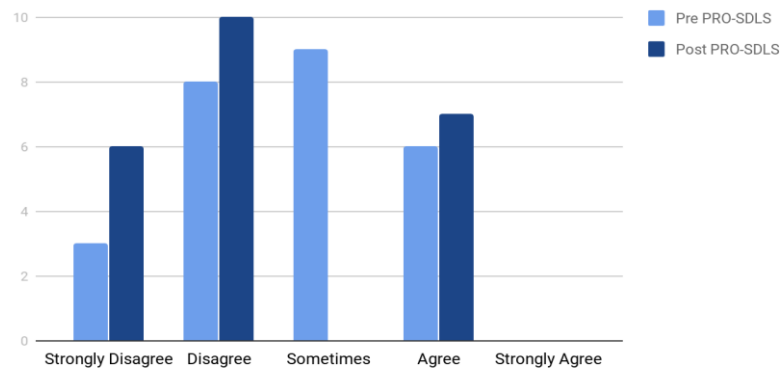
Graph 22

In this statement, there was not a significant difference between the two tests. This was a point clarified in the interviews and the focus group as consequence of the Chilean culture.

Statement 23: I always effectively organize my study time.
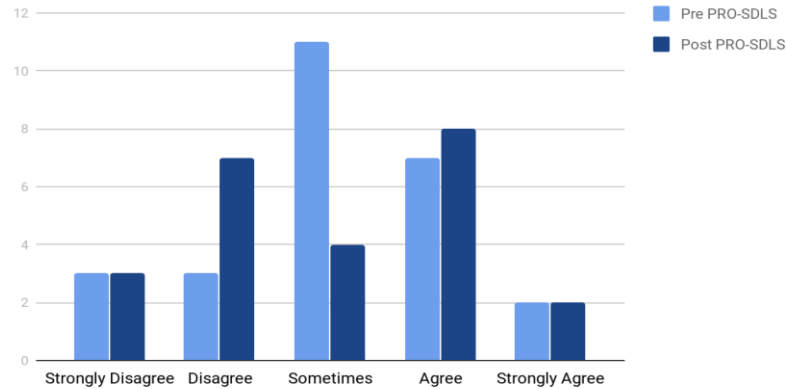
Graph 23

In the pretest, most participants showed uncertainty choosing the option 'sometimes'. But, in the post test a big percentage of them decided to agree with effectively organize study time, which is an important antecedent to become a Lifelong Learner.

Statement 24: I don't have much confidence in my ability to independently carry out my study plans.
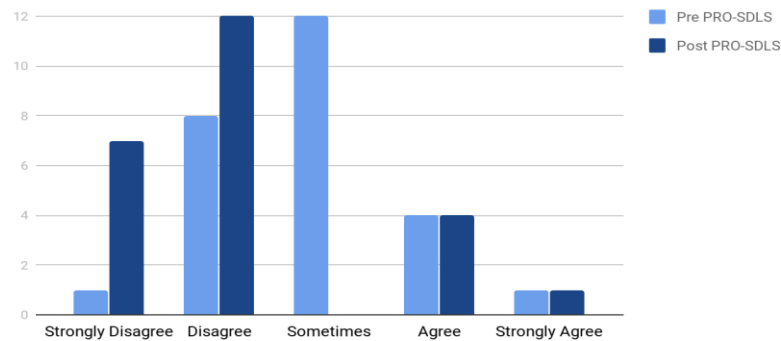
Graph 24

In this statement, there is not a significant difference since most students in both tests chose to disagree. The posttest helped to confirm their disapproval with not having confidence in their independency and ability to carry out study plans.

Statement 25: I always rely on the instructor to tell me what I need to
do in the course to succeed.
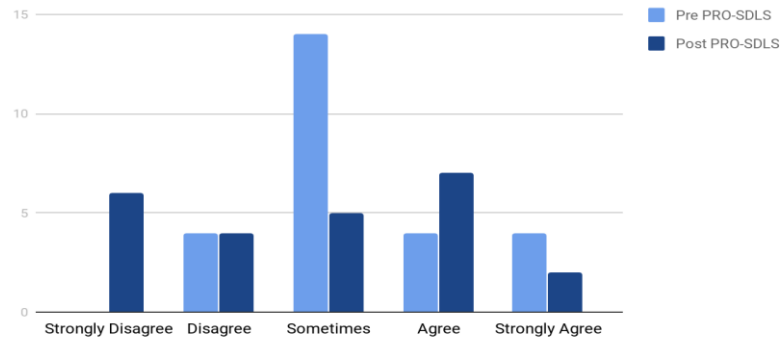
Graph 25

As seen in the previous statements, indecision and uncertainty influenced the pretest. This question was not the exception, but, in the post test, we could identify their opinions regarding the dependence on an instructor to succeed in a course. It clearly shows that half of the students depend on the instructor, whereas the other half does not.

4.2.1 Self-Directed Learning average per statement comparison

In the following table, the averages per each statement are showed. They were calculated including all the participants (26 & 24 respectively).

TEST	Pre PRO-SDLS	Post PRO-SDLS
Statement 1	3.42	4
Statement 2	3.3	3.41
Statement 3	4.03	3.5
Statement 4	3.8	4
Statement 5	4.11	3.8
Statement 6	2.7	3.4
Statement 7	3.5	3.71
Statement 8	3.6	3.83
Statement 9	3.03	3.33
Statement 10	3.6	3.83
Statement 11	3.53	4.1
Statement 12	3.6	3.7
Statement 13	3	3.08
Statement 14	3.92	3.83
Statement 15	3.2	3.3
Statement 16	2.23	2.54

Statement 17	3.61	3.33
Statement 18	2.7	3.3
Statement 19	3.7	3.21
Statement 20	3.7	4.04
Statement 21	3.07	3.54
Statement 22	3.6	3.54
Statement 23	3.07	2.96
Statement 24	3.2	3.83
Statement 25	2.7	3.20

Table 3: Self-Directed Learning average pre and post PRO-SDLS.

4.2.2 Statistical results

P value and statistical significance:

● The two-tailed P value equals 0.0178
● By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

● The mean of pre PRO-SDLS minus post PRO-SDLS equals -0.1756
● 95% confidence interval of this difference: From -0.3180 to -0.0332

Intermediate values used in calculations:

● t = 2.5445
● df = 24
● standard error of difference = 0.069

Test	Pre PRO-SDLS	Post PRO-SDLS
Mean	3.3568	3.5324
SD	0.4628	0.3796
SEM	0.0926	0.0759
N	25	25

Table 4: Final result.

4.3 Students' perception towards the use of Edmodo and E-Portfolio

The following findings derive from the qualitative instruments used after analyzing the results from the pre and post PRO-SDLS questionnaires. The qualitative instruments: interviews and focus group, revealed data which was triangulated by categorization to obtain the students' perceptions towards Edmodo and E-Portfolio.

4.3.1 First categories

All the students' comments and opinions were first coded, and 6 categories arose based on the interpretation researchers gave to these comments. The categories are shown in table 5 and are exemplified with an excerpt. All the excerpts were translated from Spanish into English.

CATEGORY	EXCERPT
1. Accessibility of Edmodo and E-Portfolio	"Of course. Because as I have it, for instance, I already have the app on my phone. And well, the teacher whom we use it the most is professor Jaime, so, when he uploads a task or the audios that he sends us every day It comes to my phone, so, I'm like aware to what I have to do and I think that's good on the other hand."
2. Motivation	"I love using E-Portfolio. I'm always changing it, decorating it, and I like it to be neat and that all the information is uploaded.
3. Interaction provided by Edmodo and E-Portfolio	"I would recommend it because it helps us to interact with our classmates, to leave comments, to vote about something to do as an activity". "You can also visit the other classmates and it's more personal, and I have my stuff, my works and what I write, what I do. I have even received comments from other classmates."
4. Autonomy (Dedication)	"I think that it's more than anything a help, a different learning from the conventional way, since we all have a different learning…. But it is a good contribution. It helps with the autonomy." "E-Portfolio helps to encourage young people to use technology and to make it look nice and to be focused on doing it."
5. Responsibility as a cultural issue	"The Chilean is good in leaving things for last minute. You say, okay I'll do it in a while, an hour later, okay I'll do it later and so on until postpone it as much as possible."

6. Classmates' influence	"At least the group in which I am, stays for studying. But there are other groups, for instance, that like smoking, so they are all the time in that situation, but if there was someone who tells them okay let's do something, they would do something. So yes, it depends on the people you hang out. That influences a lot."

Table 5: Categories based on students' comments.

4.3.2 Factors influencing Self-Directed Learning

From these categories, a more abstract categorization derived based on a comparison of the categories. Researchers analyzed the participants' answers to reach the underlying meaning they wanted to express. Through this more abstract interpretation, three main categories derived.
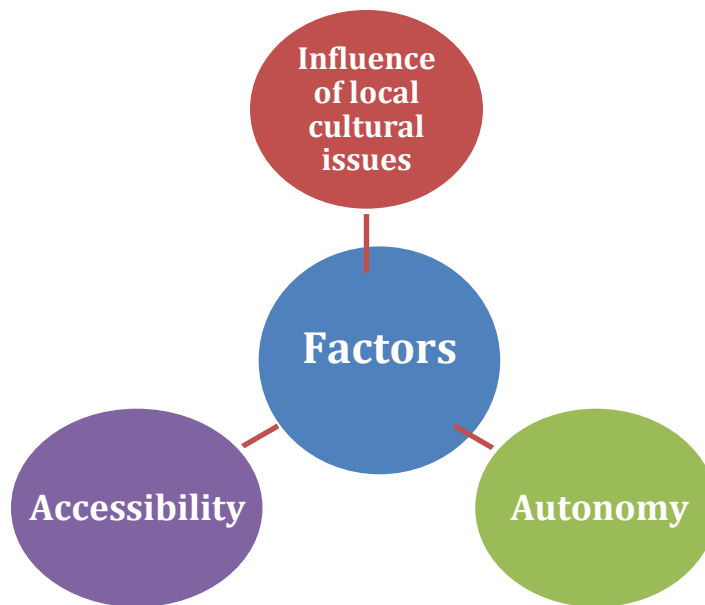
Figure 1: Main factors that have an effect on Self-Directed Learning.

4.3.2.1 Influence of local cultural issues

Influence of local cultural issues refers to specific local features that students have in relation to their learning process. One characteristic of the local culture of Chile, according to the participants, is leaving duties aside or postponing them to the last minute.

St. 1: "The Chilean is good in leaving things for last minute. You say, okay I'll do it in a while, an hour later, okay I'll do it later and so on until postpone it as much as possible."

Due to this, classmates generate a considerable influence on students' decisions when doing tasks or even attending classes, since there are different kinds of distractors in the university and outside. Students expressed they are aware of this issue and their willingness to change this situation.

St. 3: "At least the group in which I am, stays for studying. But there are other groups, for instance, that like smoking, so they are all the time in that situation, but if there was someone who tells them okay let's do something, they would do something. So yes, it depends on the people you hang out. That influences a lot."

An important reason that students give when talking about responsibility is the lack of time in the case of people who travel long distances to get to University. But in some cases, the situation is the other way round.

St. 2: "I see that in all my classmates who say "no, I'm tired and stuff.", and I say, but you don't travel for two hours, you could be doing effective things. There are some of them who live fifteen minutes from the University and hand in the tasks late, they don't do the assignments, and I arrive home late every day, go to bed at 3 a.m..... I don't care about that and they do nothing."

4.3.2.2 Accessibility

Accessibility refers to the easiness students have to get access to Edmodo and E-Portfolio, either at home or at the university. The facilities of these platforms give to students the opportunity to create a successful learning environment that will encourage them to be involved in their learning experience.

On one hand, according to the participants, the principal advantage of Edmodo is the existence of an App they can download in their smartphones. The use of this App is really useful for them since they can monitor their activities all the time and check the tasks the teacher uploads seconds after receiving a notification.

St. 6: "Of course. Because as I have it, for instance, I already have the app on my phone. And well, the teacher whom we use it the most is professor Jaime, so, when he uploads a task or the audios that he sends us every day It comes to my phone, so, I'm like aware to what I have to do and I think that's good on the other hand."

On the other hand, participants expressed a very positive opinion regarding the use of E-Portfolio. According to them, this online platform, creates a more personal space since they have to create their own blog. By using it, students feel an encouragement to use technology and express themselves enjoying the process of elaboration and edition of the blog with pictures, colors and design.

St. 1: "E-Portfolio helps to encourage young people to use technology and to make it look nice and to be focused on doing it."

St. 8: "You can also visit the other classmates and it's more personal, and I have my stuff, my works and what I write, what I do. I have even received comments from other classmates."

4.3.2.3 Autonomy

Autonomy refers to the capacity of making a decision with independency, without relying on other students' opinion and guidance to accomplish each student's ideas. This concept is crucial in our investigation since this feature is one of the leading factors to enhance Lifelong Learners and is related to a Self-Directed thinking.

This concept was covered in different ways during the interviews and focus group. To begin with, the idea of Autonomy was related to the use of E-Portfolio, in which, according to our contestants, it gives them the capacity to willingly work on the creation of the blog since it is interesting for them to use and also allows them to be involved in their learning process by using technology.

St. 6: "E-Portfolio helps to encourage young people to use technology and to make it look nice and to be focused on doing it."

St. 5: "I think that it's more than anything a help, a different learning from the conventional way, since we all have a different learning… But it is a good contribution. It helps with the autonomy."

Secondly, students expressed their concerns about the interaction with other classmates from a higher course. They revealed this issue makes them want to improve their performance since they receive comments and are able to see their mistakes from others perspective and use as a constructive feedback.

St. 3: ''Of course, at the beginning, people from other courses see our blogs. You are like No! What a shame! Our English is horrible and we try to improve it a little. It helps me to go beyond myself.''

The last point is related to the influence of their classmates in their behavior concerning their obligations as students in a coursework. Participants exhibited their worry about the consequences of the educational environment they are part

of regarding the management of tasks. Generally, they decide to do them based on others' action, for example students would do their homework only if the rest would as well, which is a social factor that directly affects their autonomy.

St. 6: "Yes, they are an influence. I can see it in my own course... It depends on who you spend your time with, it is really influential."

4.4 Conclusion

In terms of attitude, at the beginning of the course students showed a lack of acquaintance regarding the work they had to accomplish at university and their Self-Directed development. This was evidenced in the pretest because most of them decided not to answer all the questions due to the fact that they had not experienced the activities they were being asked for. However, in the posttest we could see an improvement in their attitude since they answered in an explicit and a more self-confident way. This shows a development in their Self-Directed Learning.

With all the information taken from the individual interviews and focus group, we were able to identify student's perception regarding the use of Edmodo and E-Portfolio. We can conclude that for the students the use of E-Portfolio is more useful than Edmodo since they feel comfortable and is a more attractive tool for them to use mainly because they can elaborate their own designs and be creative.

For all the above mentioned, we can conclude that both, attitude and perception, are directly related since they function as a whole. Perception affects students' attitude during the usage of online platforms and, at the same time, their behavior depends on it too.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1 Discussion and Conclusion

From the main question of this study was, how does the use of Edmodo and E-Portfolio affect Pedagogy Students' Self-Directed Learning?, we can state that Self-Directed Learning increased during the academic year, although not significantly (according to the interviews and focus group), and that three main factors are involved in the development of Self-Directed Learning through technology: influence of local cultural issues, accessibility, and autonomy.

Firstly, the influence of local culture makes students face their duties with irresponsibility and they postpone their tasks as much as they can, leaving everything for the last minute. In addition, the contestants argued that the group of friends have an influence on them either for good or for bad. For instance, if they had to fulfill specific tasks, the opinions of the rest of the students would be critically important at the moment of making the decision of doing those tasks and going to classes.

Secondly, regarding accessibility, contestants provided specific opinions about both platforms. The use of Edmodo is not that relevant when using it during the course work because it is only used as an agenda. On the other hand, E-Portfolio provides a more attractive scenario for students to improve their English skills by using educational online platforms, they can design their own blog, they can upload their own material, and it is less limited. As Mayer (2009) mentions, learning has an active process of filtering, and E-Portfolio works separately with every skill (listening, writing, reading and speaking). Therefore, the process of filtering works efficiently and students can use the educational platform as they wish. Moreover, according to Alawdat's (2013), there is an important advantage when using E-Portfolio since it enables students to increase their improvement in second language acquisition. The study also mentioned that using E-Portfolios enhances language development, increases learning gains, and teaches assessment for both learners and teachers.

The third factor is autonomy. The participants insisted on E-Portfolio as a tool in which they are able to be autonomous. However, autonomy is not directly related to the use (or not use) of these platforms. These platforms help them to be autonomous, but they do not directly develop this ability. Contestants showed the desire to become autonomous, but they strongly established that it is a difficult path since they have not developed it. However, they are in the process to become lifelong learners, which is a long journey to accomplish and they are just starting it. As Mayer (2009) states, E-Learning is related to Self-Directed Learning through which students develop strategies to learn by themselves.

Students mentioned they had to give feedback to each other in order to improve their mistakes and learn from them.

Taking into account the objective of our research, which is to explore how Edmodo and E-Portfolio affect EFL Pedagogy Students' Self-Directed Learning, we have to mention that the questionnaires were not focused on Edmodo and E-Portfolio. They were only focused on the increase of Self-Directed Learning. According to the final results, the comparison between the pre and post PRO-SDLS showed that there was a statistically significant improvement in the participants' Self-Directed Learning. However, according to the qualitative part of the investigation this change was not that significant since the participants clarified that they had problems organizing their time to study, and they were influenced by their classmates before doing the activities to be completed. Consequently, they are not really conscious they are starting their way to become life-long learners.

Edmodo effects were not as expected as they were, in comparison to E-Portfolio. Both platforms have their advantages and disadvantages. Regarding Edmodo, it can be said that this application helps students to develop their Self-Directed Learning since they are able to receive notifications through their cell phones when their professors upload tasks. One of the best benefits that Edmodo has is that they work in closed groups, so, they feel safer as they work with people

they have more confidence with. Whereas they feel that this platform functions more like an agenda that gives notifications to the students.

On the other hand, E-Portfolio is a tool in which students might see their mistakes and they learn from each other. Besides, they may decorate their blogs which makes them want to upload the tasks asked and they feel free to create their own design and distribution that are going to be seen by all the students in the pedagogy program. For that reason, the participants recommend the App since the appearance and the accessibility are easy to understand even though they had not been explained how to use it. In addition, classmates from other levels can see their blogs and they believe they can improve their performances because they can get comments from them and learn from their experiences.

To summarize, students perceive there is a difference between the beginning and the end of the academic year regarding their Self-Directed Learning: they are more autonomous. Students think that the use of E-Portfolio and Edmodo has many facilities regarding its use. They think that with E-Portfolio it is easier to upload material. This might be due to the fact that E-Portfolio is similar in use to online social platforms such as Facebook; whereas Edmodo is mainly used for educational purposes. Both platforms provide availability of resources, where students can find their tasks anytime and organize their time to fulfill their homework in time. Therefore, these two advantages make students organize themselves to fulfill each task in time with no delay in a platform they manage successfully.

5.2 Implications of the study

On one hand, technology is and will be present in educational contexts, and to become Lifelong Learners on the other, is a feature that citizens and future teachers have to develop. The present research is giving evidence that technology influences the development of Self-Directed Learning. In this way, both could be included in teacher formation programs.

5.3 Limitations of the study

During the process of this research, we experimented some problems with the participants since they were a low number and after their second semester, two of them left the career. In addition, there were complications considering the students' class schedule and our personal schedule. For that reason, we could not be as much involved in the first steps of the data collection as we would have liked. Also, in the focus group as the participants were randomly chosen, they arrived late and made us waste time.

As the students were from first year, the majority of them were not competent in the foreign language. For that reason, the interviews and focus group were carried out in Spanish. As a consequence, it took us more time because of the translations and the categorization.

Finally, in the transcriptions, when we were coding the interviews, we realized that some students did not answer as we expected because their answers took a different course from the root. Therefore, only the answers that reflected the questions were taken into account for the research.

5.4 Further research

This thesis explores what effects Edmodo and E-Portfolio have on EFL Student Teachers' Self-Directed Learning. Future work should be focused on teachers' perception towards the use of technology taking into account students' point of view in order to improve their Self-Directed Learning and performance.

Also, what should be incorporated in the use of Edmodo is a helpful way to use it in order to create an interest in students to succeed in their learning and have a clear interaction between students and teachers. Moreover, another addition would be to find new techniques to adapt the platform for each English level or to identify if there is any change that could be done in the actual use of Edmodo.

Another contribution that should be incorporated in this study, is the impact of interactive collaborative learning by using Social Media. The idea of collaborative learning arose from the use of E-Portfolio, where students make comments to their classmates and also receive feedback from higher English courses. For this reason, this issue should be investigated in deep since it is extremely related to the use of these platforms.

Finally, we cannot ignore the presence of cultural influence regarding Self-Directed Learning. For that reason, a broad investigation analyzing the importance of this specific factor that influences the way students behave in a coursework has to be developed in deep.

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APPENDIX

A) **PRE AND POST PRO-SDLS** The Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS)

Name:＿   Date:＿＿＿   ID#

Please check one answer for each statement. There are no "right answers" to these statements.

ITEM	Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
1. I am confident in my ability to consistently motivate myself.					
2. I frequently do extra work in a course just because I am interested.					
3. I don't see any connection between the work I do for my courses and my personal goals and interests.					
4. If I am not doing as well as I would like in a course, I always independently make the changes necessary for improvement.					
5. I always effectively take responsibility for my own learning.					
6. I often have a problem motivating myself to learn.					
7. I am very confident in my ability to independently prioritize my learning goals.					
8. I complete most of my college activities because I WANT to, not because I HAVE to.					
9. I would rather take the initiative to learn new things in a course rather than wait for the instructor to foster new learning.					
10. I often use materials I've found on my own to help me in a course.					
11. For most of my classes, I really don't know why I complete the work I do.					

12. I am very convinced I have the ability to take the personal control of my learning.					
13. I usually struggle in classes if the professor allows me to set my own timetable for work completion.					
14. Most of the work I do in my courses is personally enjoyable or seems relative to my reasons for attending college.					
15. Even after a course is over, I continue to spend time learning about the topic.					
16. The primary reason I complete course requirements is to obtain the grade that is expected of me.					
17. I often collect additional information about interesting topics even after the course has ended.					
18. The main reason I do the course activities is to avoid feeling guilty or getting a bad grade.					
19. I am very successful at prioritizing my learning goals.					
20. Most of the activities I complete for my college classes are NOT really personally useful or interesting.					
21. I am really uncertain about my capacity to take primary responsibility for my learning.					
22. I am unsure about my ability to independently find needed outside materials for my courses.					
23. I always effectively organize my study time.					
24. I don't have much confidence in my ability to independently carry out my study plans.					
25. I always rely on the instructor to tell me what I need to do in the course to succeed.					

B) Structure of the Interview: (It might have some differences in the structure according to the interviewer)

Researcher: *Antes de comenzar la entrevista queremos contarte que tu nombre en ningún momento se dará a conocer para tú tranquilidad. Desde ya agradecerte por el hecho de participar en nuestra investigación y cualquier consulta que tengas sobre nuestra tesis o ayuda que necesites en tu proceso educativo. Nos comprometemos a ofrecerte la ayuda necesaria.*

1. ¿Podrías contarnos quién eres, cuántos años tienes, y por qué decidiste estudiar esta carrera? (Preguntas que surjan al entrevistador para aclarar quién es el entrevistado)
2. ¿El uso de Edmodo te ha ayudado a tomar iniciativa propia en tu aprendizaje?
3. ¿El uso de E-Portfolio te ha ayudado a tomar iniciativa propia en tu aprendizaje?
4. ¿Recomendarías el uso de Edmodo como herramienta de aprendizaje? ¿Cómo te sientes al usarlo?
5. ¿Recomendarías el uso de E-Portfolio como herramienta de aprendizaje? ¿Cómo te sientes al usarlo?
6. ¿Ventajas de Edmodo?
7. ¿Ventajas de E-Portfolio?
8. ¿Habías usado algunas de estas plataformas anteriormente?
9. ¿Cuáles son tus percepciones al saber que E-Portfolio puede ser visto por otras personas aparte del curso? Cursos mayores por ejemplo.
10. ¿Cumples constantemente con las tareas asignadas por tu profesor?
11. ¿El uso de estas plataformas te ha ayudado a tomar iniciativa propia en tu aprendizaje?

12. ¿Crees que al usar estas plataformas en línea tu aprendizaje es más significativo de la manera convencional? ¿Por qué?

13. De acuerdo a los resultados de los cuestionarios el porcentaje total sobre hacer trabajo extra fuera del horario de clases no varió mucho. ¿Por qué crees que se deba esto?

14. ¿Crees que nuestra cultura está relacionada a los resultados? ¿Por qué?

15. ¿Crees que dedicas el tiempo suficiente a las tareas realizadas en Edmodo e E-Portfolio? ¿Podría ser más?

16. ¿El grupo con el que suelen juntarse dentro de la universidad o con el que pasas la mayor parte del tiempo es un factor influyente a la hora de cumplir con las tareas y las metas propuesta por ti y para ti mismo? ¿Por qué?

17. ¿Crees que hay una diferencia significativa en el designar tus propias metas para el aprendizaje comparado con el comienzo del año?

B) Sample of a Interview:

<u>Participant 1</u>

Before we start with the interview, we want to let you know that your name is not going to appear. We want to thank you for participating in our research. Tell us, who are you? How old are you? and Why did you decide to study in this program?

Eh… I'm 18 years old… (Smiles). I decided to study this, because my last years in high school my teacher was good with me and she made me speak in English because I could understand and communicate and I ended up falling in love with this program.

Have you ever had any difficulty or advantage in this program?

Maybe, because here is everything stricter, for the use, because we have to correct other people who use the language bad sometime. Maybe in that point is stricter, but it is not difficult for me.

Has the use of Edmodo helped you to take action in your own learning?

The truth is that I am really lazy when I have to do things at home. But Edmodo helps you when you have to do the duties. For example, our professor keeps the activities well explained through Edmodo and it works fine.

About E-portfolio, Has it helped you to take action in your own learning?

I love using E-Portfolio. I am always changing the templates and decorating it. I like to have it in order and all the information asked uploaded. I like it.

Would you recommend Edmodo as an educational tool?

Yes, I would, Edmodo works to have the students on truck. And as you receive notifications, you say like… Oh, I have homework, so you are not asking everywhere what you have to do.

Do you feel safe using it?

Yes, I do.

Would you recommend E-Portfolio as an educational tool?

Of course, E-Portfolio helps young people to use technology and as it is nice, you focus on doing it.

Now, talking about the advantages, what are the advantages of Edmodo?

Eh... The comfort of knowing when you have assessments or homework and you do not have to ask to your classmates.

And the advantages of E-Portfolio?

It makes you have all the activities that you are asked for and that.

Have you ever had use any of these platforms previously?

None of them.

What are your perceptions when you realize that E-Portfolio might be seen for other people? Upper levels for example.

Well, they can learn how to use it as future teacher, so, they can take some ideas from the teachers who are using it now.

Do you feel uncomfortable when other levels see your things?

No because you only upload homework and if the other level wants to help you, much better.

Do accomplish with the tasks asked for you professor?

Not much. I know that I have to do the homework, but I am not very organized with my time.

And what is the factor?

Just the time.

Do you think that using these online platforms you learning is more significant than the conventional way?

Yes, because I know that I have to do the homework and I am very conscious. Especially with E-Portfolio because I want it to be nice and for that reason I put effort on it.

Do you think our culture is related to the results? Why?

Yes, I do. We, Chileans, are lazy.

Do you think that the time you use to do the homework on E-Portfolio and Edmodo is enough? Could it be more?

No I do not, but if I organize myself and I see my schedules I can get it.

What about the group you spend more time when you are at the university? Are they an influence when you have to fulfill tasks or goals set by you? Why?

No, you want something... They say yes and they help…

Do you think that there is significant difference between setting your own goals in comparison to the beginning of the program?

Yes, when you set your goals helps you to put more effort and achieve that.

And in a scale from 1 to 10 how much have you improved?
5.

D) Structure of the Focus group. (It might have some differences in the structure according to the interventions of the interviewer)

1. ¿Cómo ven ustedes el futuro de la enseñanza respecto al auto aprendizaje usando todos estos medios? Por ejemplo Edmodo e E-Portfolio**.**
2. Teniendo en cuenta como es la sociedad acá en Chile, no sé si han tenido la experiencia de estar en una sala de clases en un colegio, ¿Ustedes creen que usando todas estas herramientas la cultura podría ser un poco más desarrollada?
3. ¿Qué creen que tiene de bueno E-Portfolio? ¿Hay algo que cambiarían?
4. ¿Qué les gusta de Edmodo? ¿Cambiarían algo?
5. Si tuvieran que decidir el tiempo para realizar las actividades, ¿Cómo lo harían? ¿Dónde lo harían?
6. ¿Si tuvieran que diseñar una estrategia de autoaprendizaje, que harían como futuros profesores?
7. ¿Cómo   les   gustaría   ser   enseñados?

E) Sample of the focus group:

(In some parts of the sample's translation is not clear enough since the focus group was carried in Spanish)

- How do you see the future of teaching regarding Self-Directed Learning using all these technological tools? For example, Edmodo and E-Portfolio?

I mean, if it is a topic of Self-Directed Learning when using Edmodo would not be a method of Self-Directed Learning would be more like help of ... an agenda type (cough and do not listen) instead of E-Portfolio- if one can be keeping matter can be uploading homework etc. And go memorizing...

-Then, you are more related to Self-Directed Learning with E-Portfolio than Edmodo. And you girls?

For me, Edmodo is something like more complementary but not something fundamental to learn.

I also see Edmodo as an agenda not like… that I will be used to learn something and with E-Portfolio yes.

-But how do you use Edmodo in class?

Eeeeh ... TASKS!

-Only tasks at the moment?

For example, with ... Jaime is the one who uses it most for ... as for example he gives us audios, tasks all over there.

-Only the indication of the task is developed in E-Portfolio?

Of course, what he asks us, if it is phonetic, speaking, flatmates audios.

-Then... the ultimate purpose is how to inform? ... How to give information-how does that information arrive?

Yes... Publications, post

-Do you get to the device or do you have to constantly check?

Eee ... Constantly checking. Sometimes emails arrive on your cell phone

-Ahh OK But for example you have an application in the phone?

There are Edmodo applications that warns you.

-You use the app?

I do not, because in the cell phone I had before… but in the now because I did not have space.

That is the problem of the application. If I need it, I delete many things and download it. Takes a lot of space.

-Edmodo has several functions apart from uploading things, you have to test things like that and that's what you're dealing with?

No

-Or have had occupied?

I mean, mainly when you are reviewing the post your question comes out trivia and is the only thing I have reached to review.

The only thing I know about Edmodo is that the professors send homework and what to do and...

-For example, with Edmodo. How is that? You have to create… create an account?

Sure, you had to create an account and there ... The teacher gave us codes for the group.

-Ok ... Now, talking a little bit of our country now? From Chile. You believe that using all these tools, our culture could be a little more developed...what contributes to it... bearing in mind how is the society right now. As…I don't know if you had had the experience in classroom in a school or something?

Of course, it depends on, I do not know if one is... I mean is the responsibility of one that one already says and can send the task here and does not know if this willingness to do it I do not know if in this case we are going to be teachers and my students are 100% trained to do so. One that is already in the university might be ... yes it can be.

 - And talking about you, you do it or you don't?

 I at least yes ... (Laughter)

Yes

- OK, talking about society, ONE SPEAKS THAT YOU ARE OTHERS, thinking as you are included in the society. You believe that you contribute, or you can contribute as… I don't know, an improvement like something positive.

It has its own pros and cons

It depends on the type of people who do it because not everyone has the same thought and the same way of acting.

The same aptitude

The same

-Why? If you wouldn't use Edmodo, would you remember the tasks you have to do?

No (laughs)

Let's talk a little bit of E-Portfolio. What good things do you think it has E-Portfolio? Something you wouldn't change?

It's like a personal blog ... one I could adapt to the style

-For example, do you think that something is missing?

Mmmh well…

The issue of uploading, post, not all are handled

At first the flatmates were chaos.

-We are talking about, how to teach the use of it? An introduction?

Yes that would be ideal.

-Did you have an instruction before you start uploading material?

No

-And n either have used a similar page?

Mmmh ... tumbler

But I remember that the teacher made us create the account ... and it was like ok. kids start uploading audios, I do not know what and I at least in my case was like …ok?

-And how you discovered how to use it?

It was… how seeing how it could be, hey what does this? What does this other thing?

-AH! Finding by yourself.

-It is supposed that these platforms help you how to improve Self-Directed Learning as you see in the future, as you think you could do with your future students with respect to Self-Directed Learning or believe that as the generations are going to need to be more as a teacher than as a guide as well as you are saying that you have to do more than they say, no I am going to learn this because I want to learn it without saying me.

I think that's something because you have to learn it as a kid it's not like I get to a course, for example, to 8th grade and say kids we are going to learn this, the idea is that they want to learn and it will be very difficult because it will be as, ah and the teacher does not do anything then I will not do anything and almost do what I want. It gives me like that fear.

In fact, it is necessary to generate a base for them to motivate themselves to ... to learn voluntarily.

-Then, if we didn't do these it would not be an improvement in Self-Directed Learning.

If you support from children there could be a better with Edmodo and portfolio but if you are not taught or you are not supported, I do not think it will bear fruit.

-Now talking about Edmodo, the same question, would you change something? what you like about Edmodo?

A tutorial because there is still a lot to show there are many things that are not known. There are options that say backpack or... It should also be more interaction between student and teacher and so should be based on a relationship like Facebook if we have any questions to the teacher.

-If you had to decide the times of the activities how would you do it? How will the use of time would be distributed?

I mean, now Edmodo is used in the house, that part is good more than student task or teacher tare and Edublogs is not working alone in the house.

-And do you think you should do it within classes?

-They share the audios in classes and give feedback?

Yes only 10 minutes. And then we go back to class because mostly there are tasks to upload.

-The comments you do, it's with consciousness?

The idea is to do it conscientiously, I do not want to be told oh what good audio and I hear it and it's all wrong.

It is also complicated because they have to do with each point of the person and who it is because it is random. It's like it's your student. You have to be aware, the plan is to help

-And in Edmodo do you have a tool to speak with the teacher?

Messages. But do not respond.

The one of the professor is creation of his topics and the one of the student is only answering to comments and to make the tasks and to do different things.

70

- Your options are limited by the teacher to do the tasks?

It is like a god. He is the head.

-If you had to create a learning strategy how would you apply it?

If I had to get something out of here, the "flatmates" would be very useful for what is pronunciation and listening to improve your mistakes.

I would like to do for example every week a student has to do a class and have to teach the perfect past and record it and upload it to YouTube. And that will help in the future.

Do classes

-Then, of the strategies some more?

I believe that meaningful learning should help motivate students to learn on their own, using techniques.

-And will you use technology?

Yes…

-Would you like to be taught? More didactic?

I mean, yes

To be closer 70 percent support and the other classes, but do not miss the class itself. Perhaps it is closer for each one if one has a harder time focusing on it and another student knows exactly that and helps him.

-A tutor?

Yes, tutors

-Comments? Doubts? Something to express with Edmodo and E-Portfolio?

 That it helps, it helps but I do not know if it is necessary, it is a support but I do not know if so much. Edmodo is almost the same as telling a student to go around and do an exercise and write it down in a notebook. For my perception, it would serve in the future but now it is just starting to be implemented, we are the guinea pigs of India. But they are super good complements.