The Effects of Integrating Diigo Social Bookmarking into Schoology Learning Management System on EFL Learners' Autonomy and Use of Reading Strategies
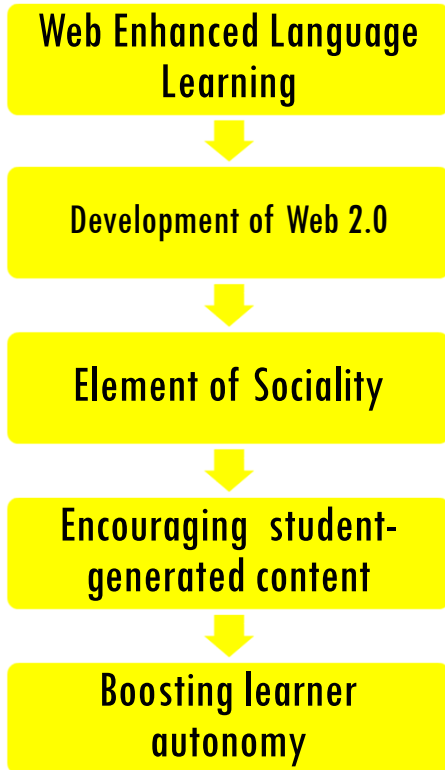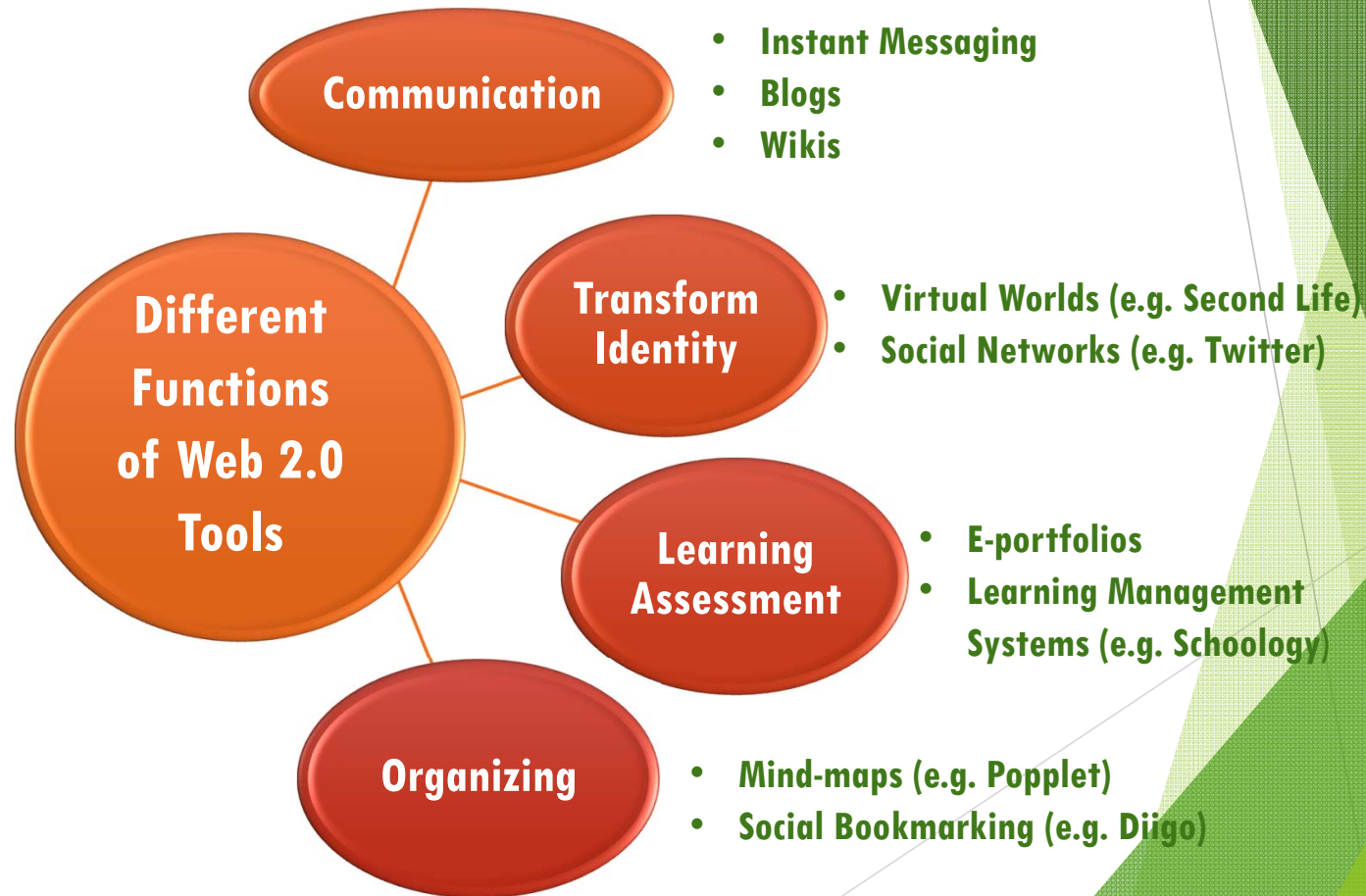
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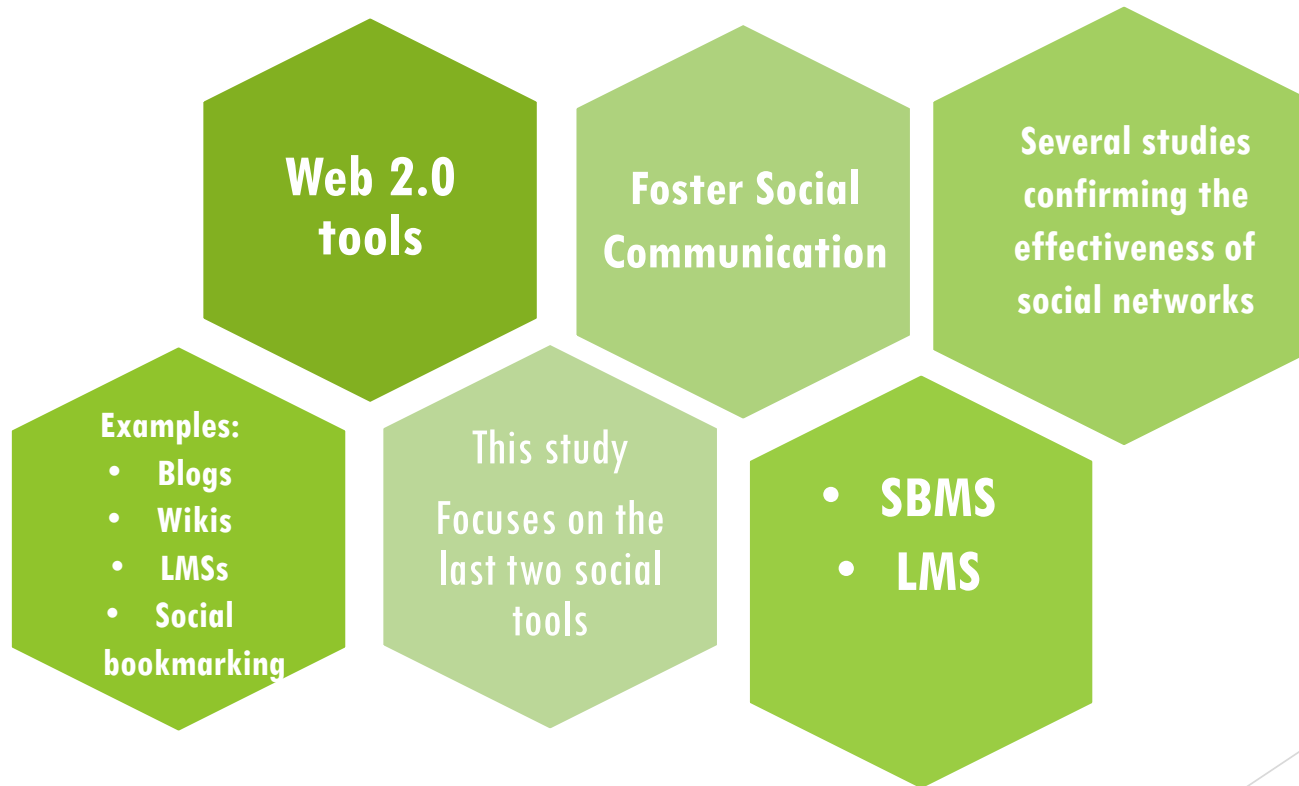
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Do you do WELL?

- Web Enhanced Language Learning
- Development of Web 2.0
- Element of Sociality
- Encouraging student-generated content
- Boosting learner autonomy

What does web 2.0 has to offer?

Different Functions of Web 2.0 Tools

Communication
- Instant Messaging
- Blogs
- Wikis

Transform Identity
- Virtual Worlds (e.g. Second Life)
- Social Networks (e.g. Twitter)

Learning Assessment
- E-portfolios
- Learning Management Systems (e.g. Schoology)

Organizing
- Mind-maps (e.g. Popplet)
- Social Bookmarking (e.g. Diigo)

Social Networks

Web 2.0 tools

Foster Social Communication

Several studies confirming the effectiveness of social networks

Examples:
- **Blogs**
- **Wikis**
- **LMSs**
- **Social bookmarking**

This study Focuses on the last two social tools

- **SBMS**
- **LMS**

# What's SBMS?

▶ *Social Book Marking System* is used to *store* and *organize* the web content (e.g. Web page, picture or text) and *sharing* it with friends

▶ The *tag* option is used to describe the stored URL, so that it can be easily found by the other users of the *same interest*

▶ As a platform for inquiry-based learning, it enables the students to bookmark course-related materials and get engaged in the process of building the course content.

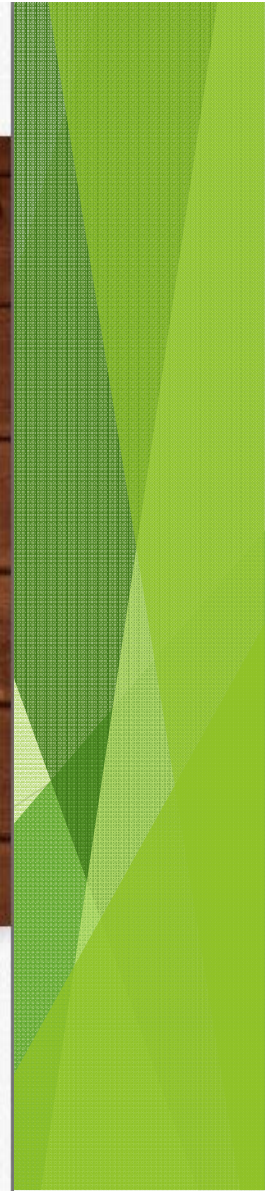▶ Diigo: Digest of internet information, groups, and others.

del.icio.us
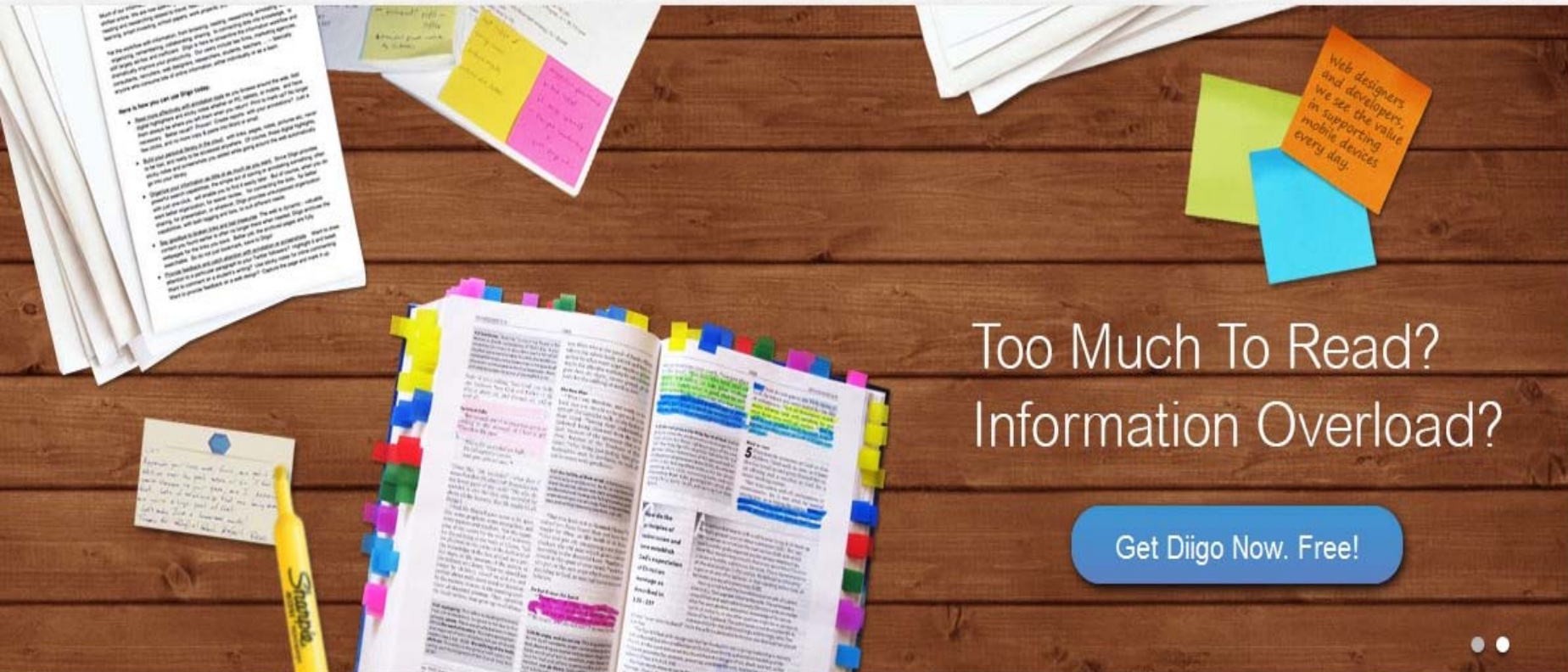
diigo

Too Much To Read?
Information Overload?

Get Diigo Now. Free!

Diigo is a *multi-tool* for knowledge management

📑 Most Visited ⬚ Diigolet ⬚ Getting Started ⬚ Web Slice Gallery 📶 bbclearningenglish.co...

⧉ d Diigo▾ 8 ▾ [   ] 🔍 ⬩◈ Bookmark ▾ 📝 Highlight ▾ ⬚ Capture ▾ 📧 Send▾ ⊘ Read Later | 📁 Unread 📁 Recent ⚙ Add a filter | 🖋 Options   🏷 Go premium

diigo   **My Library**   My Network   My Groups   Community   Go Premium   👤 ▾

My Library   (＋Add)   M [Search in Title, URL, Annotations & Tags   ▾] [🔍]   Download Diigo mobile apps: ⊗
                                                                                        [⬤ Available on the App Store] [▶ ANDROID APP ON Google play]

Tags (17)	Top ⇕	4 items total	Filter:All ⇕	⬆ Collapse	Date Updated ⇕

a   2
System   2   **JOLT - Journal of Online Learning and Teaching** 12 ⌄   25 Mar 14
Untagged   2   jolt.merlot.org Social bookmarking Delicious.com
Management   2
integrating   1   **Edmodo | Home** 1 ⌃   23 Mar 14
Edmodo   1   Edmodo is a free learning management system
Firefox   1   www.edmodo.com Edmodo a Learning Management System
in   1
Diigo   1   ▭ I hope I can make it work
language   1   on 2014-03-23 - Edit - Remove
Learning   1
Delicious.com   1
bookmarking   1   🔒 **Getting Started with Firefox extension - Diigo help** 3 ⌃   23 Mar 14
Social   1   help.diigo.com Diigo Firefox
2.0   1
tools   1   ▌ The "Description" field lets you de

View tag cloud ▾

What's LMS?

▶ An electronic *Learning Management System* through which lessons can be delivered through the web

▶ A popular example: the 'MOODLE'

▶ As a web-based learning platform LMS is

  ▶ an aggregation of web tools: discussion forums, e-mail, blog, multimedia elements

  ▶ a combination of class management tools: announcement board, assessment tools, grade books, class attendance tools

  ▶ A system encouraging students to take the responsibility of their own learning without direct intervention of a teacher, which in turn fosters *learner autonomy*

User Analytics | Schoology ✕ +

https://www.schoology.com/course/120248881/stats/users

Google

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schoology

🔍 Home Courses ▾ Groups ▾ Resources ▾ ✉ Maryam Gharib ▾

Reading: Strategies we need

User Analytics

Note: Statistics may take up to 24 hours to fully propagate

| Course | User | Assignment | Discussion | Links |

Student ▲	Last logged in	Last course access	Total time in course	Num. posts
zahra ayoubian	1 week 2 days ago Sat Aug 9, 2014 at 12:11 am	2 weeks 6 days ago Tue Jul 29, 2014 at 7:02 am	01:27:38	2
Rahil Golesorkhi	1 day 22 hours ago Sat Aug 16, 2014 at 11:00 am	1 day 21 hours ago Sat Aug 16, 2014 at 11:37 am	04:00:34	10
AMITIS Shams	2 days 12 hours ago Fri Aug 15, 2014 at 8:33 pm	2 days 12 hours ago Fri Aug 15, 2014 at 8:44 pm	05:47:52	5
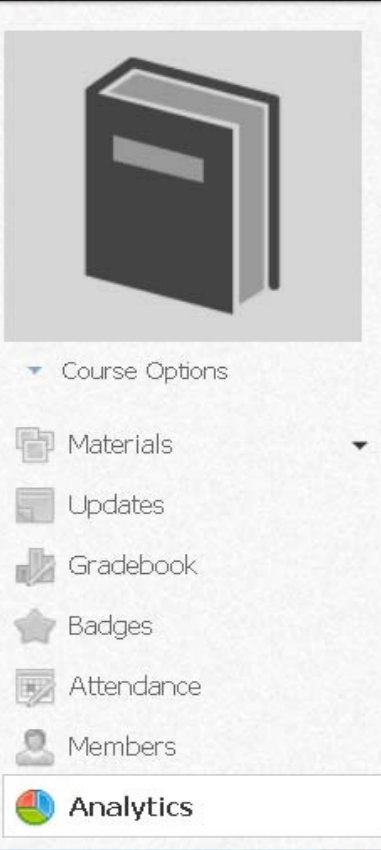
▾ Course Options

📑 Materials ▾
📋 Updates
📊 Gradebook
⭐ Badges
📝 Attendance
👤 Members
🥧 Analytics

Web-enhanced Reading

Both *LMS* and *SBMS* offer tools to deal with texts (storing tools, sharing tools, editing tools, etc.)

As an *authentic* source of reading materials, the web simply lends itself to the mastery of reading strategies.

Reading Strategies are necessary to text comprehension.

Reading is now the *primary* mode of the Internet.

Learner Autonomy

The web environment is mainly learner-centered.

The learner-user monitors his learning progress and deals with learning problems without the teacher intervention.

This conforms to the definition of an autonomous learner.

The Study: Research Question

To what extent does the integration of web 2.0 social bookmarking into a Learning Management System affects EFL learners' autonomy and use of reading strategies?

Participants

4 Upper -Intermediate female students

Control pair

Received instruction on how to use reading strategies & practiced them by bookmarking articles on 'Diigo'

Experimental pair

Received the same instruction & practiced the strategies by including the bookmarks in 'Schoology', the LMS of the study

Instruments

▶ **A reading comprehension pre-test**

▶ **An autonomy questionnaire**

▶ **A reading comprehension post-test**

▶ **One Schoology$^®$ account to create the web-based class for the experimental groups**

▶ **Two Diigo$^®$ accounts to invite participants of each group to join the network**

▶ **A video tutorial detailing the steps in using the required tools**

Materials

- The course time table detailing the reading strategies that were going to be taught and the reading topics for each session:

  - using context clues

  - scanning and skimming

  - finding the topic and the main idea

  - identifying the supporting details

  - understanding the connecting words

  - making inferences.

- Exercise sheets related to each reading strategy

Procedure

Step 1
- The reading comprehension pre-test + autonomy questionnaire were given to the participants in both pairs.

Step 2
- The course time table handed out to both pairs.

Step 3
- All the students participated in a training session in order to learn how to work with the Schoology® and Diigo® . Students left the class with a video tutorial DVD.

Procedure

Step 4
- Each session a reading strategy was presented through power point slides
- A related exercise sheet was given to the students as a form of controlled practice.

Step 5 Control
- Students were asked to bookmark the articles related to the reading topic using the Diigo® website as a freer form of practice.
- While reading the bookmarks, the students employed the taught reading strategy to comprehend the text.

Step 6 Control
- The next session, before the new lesson, the students presented a summary of the bookmarks using power point slides, which was followed by some comprehension questions by the teacher.

Procedure

Step 5 Experimental

- The experimental pair posted the bookmarks in the discussion room of Schoology$^®$, which were viewed and discussed by the teacher and learners.

Step 6 Experimental

- A summary presentation assignment was given to the students with an exact submission deadline, controlled by the Schoology$^®$.
- The uploaded assignments were collected, scored, and posted in the LMS's chatroom by the instructor , so that they could be viewed and discussed by all class members (all the assignments were scored and the scores were announced through Schoology$^®$).
- The comprehension questions were also posted in the chatroom.

Step 7

- The same procedure (step 4, 5 and 6) was repeated for seven sessions
- Finally, a reading comprehension posttest and the same autonomy questionnaire were given to the participants to check the effects of the treatment

Results and Discussion

Learner Autonomy

▶ The technique had no significant effect on the sense of autonomy.

▶ The experimental pair scored slightly higher than the control.

▶ The learners changed from being consumers to creators of their class materials by posting their bookmarks on the LMS platform.

▶ 7 weeks seems a short time for creating changes in the sense of autonomy. So, conducting a full-scale study was justifiable.

Reading and Use of reading strategies

▶ The experimental pair had significantly outperformed the control pair in reading and use of reading strategies.

▶ This supports the efficiency of the LMS in helping the learners to employ more reading strategies and, and possibly, become better L2 readers

Observations

- The participants had a rather low level of computer skills. However, at the end of the course, both control and experimental pairs had noticeably progressed. They stated :

  They had enjoyed using the technological tools used in this study.

  They never thought that it could grant them such freedom in terms of the time and place of learning.

- The experimental pair felt more strongly in this regard since all the learning aids, such as the resources and exercises, were only a few clicks away from them.

- access to the Internet in the class was a motivating element for them in the process of learning.

Feedback Session

▶ The experimental pair stated that the LMS had affected their sense of autonomy.

▶ They could submit their assignments and participate in discussions, knowing that all of them were being observed and controlled by the teacher through the learning management system.

▶ The above was also a positive point in the instructor's point of view since all the class routines were managed more efficiently through the LMS.

▶ The students were quite surprised to see how applying reading strategies could facilitate their understanding of a text.

Last word

The pairs expressed their willingness in attending other similar courses and said that they would recommend their friends to volunteer for future classes of this type.

Overall, the findings of this case study convinced the researchers that it was worth repeating the same experience in large classes in the course of a full semester.