

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their Attitude towards Writing in Gaza Governorate .

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name:

اسم الطالب: مي وائل مصلح قلجة

Signature:

التوقيع: 

Date:

التاريخ: 2015-2-14

The Islamic University-Gaza

Deanery of Higher Education

Faculty of Education

Department of curriculum and Methodology



The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their Attitude towards Writing in Gaza Governorate .

Presented by:

Mai Wael Mesleh Qalaja

Supervised by

prof. Awad Suleiman Keshta

A Thesis Submitted to the Curriculum and English Teaching Methods
Department -Faculty of Education-in partial Fulfillment of the
Requirements for the Master Degree in Education.

2015



نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ مى وائل مصلح قلجة لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

فاعلية استخدام Edmodo على تحسين الأداء الكتابي باللغة الإنجليزية لدى طالبات الصف السابع واتجاهاتهن نحو الكتابة

The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and Their Attitude Towards Writing in Gaza Governorate

وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 22 ربيع أول 1436هـ، الموافق 2015/01/13م الساعة الحادية عشرة صباحاً بمبنى اللحيان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

.....	مشرفاً ورئيساً	أ.د. عوض سليمان قشطة
.....	مناقشاً داخلياً	د. مجدي سعيد عقل
.....	مناقشاً خارجياً	د. محمد عطية عبد الرحيم

وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس. واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

٢٠١٥

أ.د. فؤاد علي العاجز





وَالْقَلَمِ وَمَا يَسْطُرُونَ

صَدَقَ اللهُ الْعَظِيمُ

Dedication

I dedicate my dissertation to

My holy country ...Palestine

My open eyes to the world father, Wael,

And my mother, Majeda, for her patience and guidance,

Soul of my grandparents and grandmothers ,who are stuck on the memory

Soul of my dead sister Rana ,who I adore and wish to meet soon,

My lovely sisters {Duaa-Hanaa-Dina and Rawan}, who have been supporting me to continue my study,

My teachers and my friends, who are the energy to me to continue my success in study,

My university, The Islamic University of Gaza,

Every person who lightened my way towards success and knowledge,

All those whose names I forgot to mention,

All persons who have giving me love, endless support and encouragement .

Acknowledgement

In the Name of Allah, the Most Merciful, the Most Compassionate

First I thank Almighty Allah for giving me the courage and the determination, as well as guidance in conducting this research study despite all difficulties.

Then, the realization of this work was only possible due to the several people's collaboration to whom I desire to express my indebtedness.

First, I would like to extend my sincere thanks and gratitude to my supervisor prof. Awad Keshta for his perceptive comments, indefatigable efforts, thoughtful guidance, continuous support, and patience throughout the development of this thesis.

Second, my appreciation and gratitude are paid to the panel of referees for their valuable and intellectual notes and suggestions concerning the tools of my study.

Third, I would like to acknowledge and thank my school division for allowing me to conduct my research and providing any assistance requested. Special thanks goes to the members of staff development and human resources department for their continued support.

Finally, I thank all those who assisted, encouraged and supported me during this research, and I say to them be assured that the Lord will bless you all for the contributions you made.

Abstract

The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their attitude towards Writing in Gaza Governorate.

This study aimed at investigating the effectiveness of using Edmodo as a teaching and learning virtual class to the product writing approach on enhancing Palestinian seventh graders' English writing skills and their attitudes towards writing. To achieve this aim, the researcher followed the experimental approach so she chose a random sample of 50 EFL female students studying at Al Majda Wasella prep "B" Girls' School in the Directorate of Education-west Gaza. The participants were divided into two equivalent groups. The two groups were equivalent in terms of their age, previous learning, and achievement in English language in general and achievement in English writing in particular and in the use of the writing production.

The researcher used two tools. The first tool was a writing skills test to measure students' writing performance in general and their writing product skills in particular before and after the intervention. The second tool was writing attitudes scale to explore students' attitudes towards writing in English before and after the intervention. In addition, the Edmodo was used as a teaching and learning virtual class to the product writing approach for explaining the writing lessons included in the first-term of English for Palestine 7. The collected data were analyzed and treated statistically through the use of SPSS.

The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and that attained by the control group in the post writing skills test in favor of the experimental group. This showed a remarkable improvement in English writing performance of the experimental group students in general and in their writing product skills in particular as compared with the control group students. Likewise, the findings indicated that there were statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment in favor of the after administration of the experiment. This means that the participants' attitudes towards English writing after the implementation of the Edmodo positively changed. Additionally, implementing the effect size equation, the study revealed that Edmodo project had a large effect size in favor of the experimental group.

The researcher recommended the necessity of using the Edmodo in teaching English writing to attain better results in students' English writing skills, to enable them to use the writing product and to develop their attitudes towards English

writing. Also, the researcher suggested that further researches should be conducted to explore the effect of the use of the Edmodo on different English language skills and other school subjects.

ملخص الدراسة

فاعلية استخدام ادمودو على تحسين الأداء الكتابي باللغة الإنجليزية لدى طالبات الصف

السابع واتجاهاتهن نحو الكتابة.

هدفت الدراسة الى الكشف عن أثر استخدام ادمودو وهو عبارة عن فصل افتراضي تدريسي و تعليمي مساند لأسلوب العمليات الكتابية على تحسين الاداء الكتابي لدى طالبات الصف السابع الاساسي بشكل عام وتنمية اتجاهات الطالبات نحو الكتابة باللغة الانجليزية .ومن اجل تحقيق هدف الدراسة قامت الباحثة باستخدام المنهج التجريبي , حيث طبقت الدراسة على عينة عشوائية مكونة من (50) طالبة من طالبات الصف السابع الاساسي من مدرسة الماجدة وسيلة " ب " التابعة لمديرية التربية والتعليم -غرب غزة. و قسمت العينة الى مجموعتين :ضابطة وتجريبية .تكونت المجموعة الضابطة من (25) طالبة و تألفت المجموعة التجريبية من(25) طالبة .لقد تم التأكد من أن المجموعة التجريبية متماثلة مع المجموعة الضابطة من حيث التعلم السابق والتحصيل باللغة الإنجليزية بشكل عام والتحصيل في الكتابة باللغة الإنجليزية بشكل خاص وأيضا في الاتجاهات نحو الكتابة.

لقد استخدمت الباحثة أداتين من أجل الحصول على البيانات اللازمة للدراسة .الأداة الاولى وهي اختبار تحصيلي في الكتابة يهدف الى قياس الاداء الكتابي للطالبات بشكل عام وبشكل اكثر خصوصية قبل وبعد استخدام ادمودو . أما الأداة الثانية فهي عبارة عن مقياس اتجاه نحو الكتابة باللغة الانجليزية وهدفت هذه الأداة الى الكشف عن اتجاه الطالبات نحو الكتابة باللغة الانجليزية قبل وبعد استخدام ادمودو .بالإضافة الى ذلك ، تم استخدام ادمودو كفصل افتراضي مساند لأسلوب العمليات الكتابية من أجل شرح دروس الكتابة الواردة في الفصل الدراسي الأول للصف السابع الأساسي. لقد تم جمع البيانات ومعالجتها إحصائيا من خلال برنامج الحزمة الاحصائية للعلوم الاجتماعية.

و بعد تحليل النتائج و معالجتها إحصائيا ، أظهرت نتائج الدراسة بأن هناك فروق ملحوظة وذات دلالة إحصائية بين معدل أداء طالبات المجموعة التجريبية وأداء طالبات المجموعة الضابطة في اختبار الكتابة التحصيلي لصالح المجموعة التجريبية وهذا يدل على وجود تحسن ملحوظ في الاداء الكتابي باللغة الإنجليزية للمجموعة التجريبية وطالبات المجموعة التجريبية نتيجة لاستخدام ادمودو في دروس الكتابة باللغة الإنجليزية . كما أشارت النتائج بأن هناك فروق ذات دلالة إحصائية في

اتجاهات طالبات المجموعة التجريبية قبل و بعد استخدام ادمودو كفصل افتراضي تدريسي و تعليمي مساندة لأسلوب العمليات الكتابية نحو الكتابة باللغة لإنجليزية لصالح ما بعد التجربة. وهذا يعني بأن اتجاهات الطالبات نحو الكتابة باللغة الإنجليزية قد تغيرت تغير إيجابيا بعد استخدام ادمودو كفصل افتراضي تدريسي و تعليمي لأسلوب العمليات الكتابية. بالإضافة إلى ذلك تم استخدام مربع " إيتا" من أجل معرفة حجم تأثير ادمودو ،فقد تبين أن حجم التأثير كان كبيرا .

في ضوء النتائج أوصت الباحثة بأن يستخدم المعلمون ادمودو كفصل افتراضي تدريسي و تعليمي لأسلوب العمليات الكتابية في تدريس مهارات الكتابة حتى يحسنوا و يطوروا الاداء الكتابي للطلبة وتحسين اتجاهاتهم نحو الكتابة باللغة الإنجليزية و لقد أوصت أيضا باستخدام ادمودو على مهارات الكتابة باللغة الإنجليزية ومواد دراسية أخرى.

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List of Abbreviations:

Abbreviation	Denotation
SPSS	Statistical Package for Social Sciences
EFL	English as a Foreign Language
ESL	English as a Second Language
Ss.	Students
T.	Teacher
et al.	(Latin abbreviation),et alli, which means and others
L2	Second language
IUG	The Islamic University of Gaza
UNRWA	United Nations Relief and Works Agency
MOE	Ministry of Education
Dep.	Department
RSS	Rich Site Summary
No.	Number
AVID	Advancement Via Individual Determination
WICOR	Writing, Inquiry, Collaboration, Organization and Reading.
CALL	Computer-Assisted Language Learning
SMS	Short Message Service
ICT	Information and communication technology
VLEs	Using Virtual Learning Environments
CMC	Computer Mediated Communication
ADDIE	Analysis, Design, Development, Implementation and Evaluation

Chapter I

Study Background

Chapter I

Study Background

1.1. Introduction:

Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. It is well known that our modern life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education as teaching English with technology can be useful.

Salpeter, (1999,p1) emphasizes the use of technology by asking this question "The question is not if technology will impact the nation's public schools, but rather if that impact will accelerate the educational progress of children and youth, positively or negatively" . Also, he says that students who use the technology for real communication with a real audience are much more capable of talking to adults because they are getting used to it...technology facilitates cooperative learning, encourages new roles for learners and the ability to work independently."

There are a lot of benefits of using technology in teaching English, which are the following, developing an understanding of what technology education is, helping teachers see how the work they currently do and the experience they have can be adapted to allow technology activities to grow and be added on, providing teachers with hands-on experience with technology activities and giving teachers a broad range of manageable teaching activities to start from, and ,providing opportunities for teachers to share their practices and good ideas with each other to build a repertoire of successful activities.

Nowadays using information technology in the English lessons is also very important in our century . Students trying to learn English as a second language need further language support. They need to practice listening language, reading language, speaking language, and writing language in order to develop their experience and skills, especially in writing. Edmodo, the latest Facebook-like application created by educators for educators, provides a safe platform for pupils to communicate with their teachers and peers. Parents can choose to monitor their children's use of Edmodo by joining the class group with a special parents' code unique to each parent.(Heng,n,d p1)

Edmodo, one of the newest technologies used in 21st century, was originally used for Role Playing, which helps students understand key historical and literacy events by reenacting them through role playing activities in Edmodo. Also, it is used for Peer Reviews & Critiques, which place students in small groups and have them post their work to their group for peer review and feedback. Moreover , for writing

projects which enable students to tap into individualism and build self-esteem by sharing their writing projects with each other in Edmodo .

Edmodo was recognized by the American Association of School Librarians in 2011 as one of the top 25 websites that foster the qualities of innovation, creativity, active participation, and collaboration in the category entitled ‘Social Networking and Communication . This site looks similar to Facebook, but is much more private and safer because it allows only teachers to create and manage accounts, and only their students, who receive a group code and register in the group, can access and join the group. (Kongchan, n.d,p.2).

Writing is considered an important skill for anyone to organize the reality of the world Learners have been facing a lot of problems in writing skills especially in writing a paragraph, and some sub skills .

Spelkovab& Nicolas (n.d,p.1) says writing is connected with speaking in several different ways, but it is often considered much more “difficult” perhaps because of attitudes towards the value of written texts and notions associated with “correctness” and the gravity of errors. Indeed, being aware of their possible errors and a low level of writing skills, learners often do not like to be given writing tasks, as they view the task as being likely to provoke stress. This is one of the reasons why many learners are worried about writing in another language and consider writing to be one of the most difficult (and boring parts!!) of learning.

Edmodo was created by Nic Borg and Jeff O'Hara, who realized the need to evolve the school environment to meet the connectedness of the 21st century world. The success of earlier social networking platforms like MySpace and Facebook, showed that students were connected in many ways outside the classroom, but entered a void when they attended school. Borg and O'Hara believed that a social network geared towards the needs of students could have a profound impact on how students collaborate and learn in their world, rather than the school setting their teachers grew up in (Gushiken, 2013,p.1).

According to the researcher's experience in the field of teaching English language, she notes that these problems occur due to teaching English in Palestine as a school subject to help students to pass the exam not as a foreign language for the purpose of communication, the lack of practice writing paragraph by students, and the lack of contact with native speakers. Accordingly, these problems weaken students' ability to use language properly at the four levels of language skills especially the two productive ones which are speaking and writing.

Therefore, it is essential to attach importance to the writing skill, writing problems faced by the language learners, as well as the appropriate way of teaching writing activity in order to propose solutions to help language learners to master writing skill in the foreign language. For instance, school is considered as a factory that creates excellent writers so it is the most appropriate location responsible for teaching students how to create a creative piece of writing. This is emphasized by Keneth (2010, p.1) who says that —good writers are made not born. According to

msanjlla (2005,p.5) he stated some writing problems and errors committed by students such as: capitalization problems, punctuation problems, poor organization, spelling and grammatical errors.

There are many recent studies conducted about using Edmodo such as Anbe's (2013) , Shockney's (2013) , Gushiken's (2013) , Cole's (2012) , Spiotta's (2013), Letwinsky's (2012), Wendt's (2013), Thongmak's (2013) and Kongchan's (n.d) . Therefore, the researcher was inspired to investigate the effectiveness of Edmodo in teaching writing skills for seventh grader in Gaza governorate and their attitude towards it.

1.2. Statement of the Problem:

Through the researcher's work and experience as a teacher of English language in the Gaza Strip in supportive teaching programs , she noticed that students in the seventh grade perform feebly and receive low scores in writing tests .Language plays an essential role in this field. The researcher believes that the problem of the present study springs from students' low achievement in writing skills as a part of English language, especially in writing paragraphs and editing stage .

1.3. Research Questions:

To achieve the purpose of the study, the research problem is stated in the following major question:

What is The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their attitude towards Writing in Gaza Governorate?

The following minor questions emanated from the above mentioned one:

1. What are the main characteristics and the structure of the Edmodo used in teaching the writing skills for the seventh grade?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental) on the post writing skills test and that of the control group?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental)on the post administration of the attitudes towards writing scale and that control group?

1.4. Research hypotheses:

Based on the questions, the researcher sets the following hypotheses

1. There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental) on the post writing skills test and that of the control group.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental)on the post administration of the attitudes towards writing scale and that control group.

1.5. Purpose of the study:

The study aimed to achieve the following objectives:-

1. Identifying the effectiveness of using Edmodo on developing seventh graders' writing skills in Gaza governorate and their attitudes towards writing.
2. This study was aimed to improve seventh graders' English language writing skills through the use of Edmodo and attitudes.
3. Design virtual class using Edmodo.

1.6. Significance of the study:

The significance of this study emerges from the fact that Edmodo has been newly introduced to the field of education. Moreover, it is the first study, to the best knowledge of the researcher , conducted in the field of English language in Palestine. For this reason, the study may be highly significant for:

1- Teachers:

The study may attract the attention of English language teachers to the importance of implementing the Edmodo technology as a means of developing writing skills, which may result in improving learners' writing skills in general, and getting rid of traditional methods, and encouraging the use of new nontraditional ways.

2- Decision makers:

The study may help concerned decision makers to employ the Edmodo technology in teaching English language and other teaching fields.

3 – School principals :

They may be convinced of the necessity of providing school laboratories with internet and electronic equipment which help teachers employ modern technology in teaching English and other subjects.

4 - Supervisors:

This study stimulates specialists' and supervisors' interest to conduct training courses for teachers to enhance their skills in using the Edmodo approach in teaching English writing Skills and other subjects.

5- Students:

It may encourage and motivate students to use Edmodo to earn knowledge.

1.7. Limitations of the study:

1. This study e applied on the seventh female students enrolled in the academic year 2014-2015 at Al Majda Wasella prep "B" Girls' School .
2. The study is concerned with the effectiveness of using modern technologies such as particular characteristics of Edmodo.

3. The study will be limited to teaching English language textbook " English for Palestine 7"every writing lesson units (1,2).
4. The study will limited to these writing production skills (punctuation, reply for email, writing sentences, description)

1.8. Operational definition of terms

The researcher defines the following definitions operationally for the purpose of this study:

Effectiveness:

The change in the learners' writing skills level in English language that may result from implementing Edmodo .it is operationally defined as the scores a student gets on the post writing skills test as measured by eta square.

Edmodo:

Edmodo used in this study as a virtual class in which ,students join this class to participate in Edmodo class for 7th grade students and share .students log in and share some writing skill activities for unit 1,2.Afterthat, teacher follows up what students share or post in Edmodo. Then teacher gives his feedback

Writing :

Writing refers to "the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences."(WIDA Glossary, 2005).

Writing skills:

The writing skills in " English for Palestine " seventh grade book which will be tackled in the study are the following :

- 1- Writing paragraphs correctly using correct punctuation
- 2- Arranging words into sentences then describing photos.
- 3- writing and replying emails .
- 4- Arranging words into a sentence and editing it.

The seventh graders:

They are the pupils who are enrolled at the 7th grade at the basic schools in Gaza Strip and West Bank. They are between 11and 12years of age.

Attitudes towards writing:

It refers to the positive or negative beliefs, feelings and reactions that the students hold towards writing in English and their writing ability. This acceptance or refusal affects students' enjoyment in learning and practicing English writing. Besides, it is measured by the writing attitudes scale that has been specifically prepared by the researcher.

chapter II
Literature Review
Theoretical Framework.

Chapter II

The Review of Literature and Related Studies

According to the purpose of this study, which aimed at investigating the effectiveness of using Edmodo as a teaching and learning virtual class to the product writing approach on enhancing the Palestinian seventh graders' English writing performance and their attitudes towards writing in English, this chapter is divided into three main parts. The first part is a theoretical framework which includes three domains: the first discusses E-learning, the second focuses on Edmodo; the third domain sheds on writing, and the product approach.

The second part tackles 12 previous studies that other researchers have conducted regarding the use of the Edmodo in writing and 9 studies, which have been conducted concerning students' attitudes towards writing after intervention. After that brief details are given; suggestions and recommendations of their studies are drawn through the discussion. Then, the researcher presents her comments on those previous studies

The First Domain:

2.1.1. E-learning.

It is well known that our new life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education.

Jorge (n,d ,p207) says e-learning is the use of Internet technologies to enhance knowledge and performance. E-learning technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives.

e-Learning has developed greatly as the method of first choice for distance education and we are seeing a convergence between distance and conventional face-to-face education -due to moves by conventional education providers. Under e-learning, educational interactivity can be among the institution(s), tutor(s), and student(s), for both academic purposes as storage, delivery and retrieval of content, and non-academic purposes as administration and counseling support.(Demiray, n,d,xlix).

2.1.2. Definition of E-learning:

e Learnity,(2000,p.4) defines e learning as: “e” terms, e-Learning encompasses many different things. The term “e-Learning” has really emerged in the last two years and is being used to cover almost any technology-supported learning initiative .

OutStart, Inc.,(2006,p.4) states that there are many definitions and assumptions regarding the question “What is e-Learning?” While many are correct to a certain point, very few seem to capture the essence of what e-learning is. Here are some common definitions:

- Education via the Internet, network, or CD-ROM.
- Electronic transfer of skills and knowledge.
- The component of distributed learning that includes digital content, is experienced through a technology interface, and is Internet-enabled.

Itmazi (2005,p.1) defines e learning as "the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration."

Naidu (2006,p.1) states that E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web based learning.

The herridge group (2003,p.1) defines e-learning as a term that means something different to almost everyone who uses it. Some use the term to refer to packaged content pieces and others to technical infrastructures.

From the above- mentioned definitions, the researcher defines e-learning as an interactive approach which holds learners’ attention by involving them in the learning product every step of the way. It also allows learners to learn by doing, by being involved, by receiving immediate feedback, and by allowing them to monitor their progress with quizzes, tests, and other activities.

2.1.3. Approaches of E-learning:

According to Ghirardini (2011, pp.10-11) there are two general approaches to e-learning: self-paced and facilitated/instructor-led .self-paced learners are alone and completely independent, while facilitated and instructor-led e-learning courses provide different levels of support from tutors and instructors and collaboration among learners. Often, e-learning courses combine both approaches, but for simplicity it is easy to consider the two separately.

1. Self-paced e-learning

Learners are offered e-learning courseware also called Web-based training (WBT)), which can be complemented by supplemental resources and assessments. Courseware is usually housed on a Web server, and learners can access it from an online learning platform or on CD-ROM.

Learners are free to learn at their own pace and to define personal learning paths based on their individual needs and interests. E-learning providers do not have to schedule, manage or track learners through a process. E-learning content is developed according to a set of learning objectives and is delivered using different media elements, such as text, graphics, audio and video. It must provide as much learning support as possible (through explanations, examples, interactivity, feedback, glossaries, etc.), in order to make learners self-sufficient. However, some kind of support, such as e-mail-based technical support or e-tutoring, is normally offered to learners. When self-paced e-learning is offered through an Internet connection, there is the potential to track learners' actions in a central database.

2. Instructor-led and facilitated e-learning

In this model, a linear curriculum is developed that integrates several content elements and activities into a chronological course or syllabus. The course is scheduled and led by an instructor and/ or facilitator through an online learning platform.

E-learning content for individual study can be integrated with instructor's lectures, individual assignments and collaborative activities among learners.

Learners, facilitators and instructors can use communication tools such as e-mails, discussion forums, chats, polls, whiteboards, application sharing and audio and video conferencing to communicate and work together. At the end, a final step typically includes an exercise or assessment to measure learning.

According to Itmazi (2005, pp.4), there are three types:

1. **Enhanced approach:** the eLearning solutions used to support, facilitate and enhance the learning by using webbased technology, e.g. Course management systems. Even If this approach can reduce some academic seat time (f2f),

the reduction must be no more than 24%. The majority of the offered eCourses in TPUs are of this kind.

2. Blended approach: this kind mixes traditional f2f and online learning, consequently, a substantial portion of content is delivered online; typically this approach can reduce 25 to 74% of f2f meetings.

3. Online approach: it uses the virtual learning (VL), which can be realized without any need to f2f meeting, however, this approach could have some f2f meeting, e.g. for exams, but more than 75% of the course content is delivered online.

2.1.4. Quality of e-learning:

According to Ghirardini (2011, pp.10-14), the quality of an e-learning course is enhanced by:

learner-centered content: E-learning curricula should be relevant and specific to learners' needs, roles and responsibilities in professional life. Skills, knowledge and information should be provided to this end.

granularity: E-learning content should be segmented to facilitate assimilation of new knowledge and to allow flexible scheduling of time for learning.

engaging content: Instructional methods and techniques should be used creatively to develop an engaging and motivating learning experience.

interactivity: Frequent learner interaction is needed to sustain attention and promote learning.

personalization: Self-paced courses should be customizable to reflect learners' interests and needs; in instructor-led courses, tutors and facilitators should be able to follow the learners' progress and performance individually.

2.1.5. E-learning components:

According to Ghirardini (2011, pp.10-11) e-learning approaches can combine different types of e-learning components, including:

- (a) e-learning content;
- (b) e-tutoring, e-coaching, e-mentoring;
- (c) collaborative learning; and
- (d) virtual classroom.

2.1.6. The E-learning: Advantages and Disadvantages

According to Itmazi (2005, pp.3), there are a lot of advantages and disadvantages for the E-learning. Let's start with the Advantages.

2.1.6.1 Advantages of E-learning:

1) Flexibility, Convenience and Accessibility:

- Easy and Quick accessibility any time any where.
- Option to select learning materials from increased quantity of courses
- Easier distribution of the courses materials via E-learning.
- Immediate feedback when using online homework, quiz, and testing.
- Easy and quick reviewing, updating, and editing Learning materials .
- Easy accessing to various resources.
- Selfpacing, the asynchronous way allows each student (slow or quick) to student his own pace and speed so it increases satisfaction and reduces stress.
- Learning presents different styles and facilitates learning through a variety of activities.

2) Time:

- Save the time, because E-learning reduces travel time.
- Any time, so the learner can schedule his classes and learning activities around his family and his work.
- It moves faster - because the students can skip activities or materials they already understand and jump to new issues.

3) Money: Reduced overall cost – it reduces:

- The cost of: Travel, lodging and meals.
- Production and distribution of the course materials, guides...etc.
- Office-building fees and instructor's salaries.
- The waste of employee work time.

4) Communication and Interactivity

- Possibility of communication and interactivity between students and supervisors in online courses.
- Students can study in any place where they have access to a computer and Internet connection.
- The interaction among instructors' and students is better in e-learning than in courses in large lecture.
- The interactivity engages students by pushing them rather than pulling them through training.

2.1.6.2 Disadvantages of E-learning:

According to Itmazi (2005, pp.4) there are some disadvantages or limitations as well.

- It requires technology infrastructure which may not be available in some countries.
- Bandwidth limitation, or slow Internet connections, which can affect the ease of the learning process, because it causes weak performance for multimedia: video, sound and graphics, as well as long waits for download.
- Increased costs for initial development, because the greater portion of the costs associated are start-up costs.
- Some students might get lost or confused about learning activities.
- Some students might feel lonely and isolated from their instructor and classmates
- Not all courses can be delivered online, while some other courses require a more personal touch so it is not delivered well by the computer.
- Some times the instructor is not available when the students need his help (in real time mode).
- It requires computer skills and some times files and software management of online learning, which could be complex for beginner students.

2.1.7. Models of ELearning:

Itmazi (2005, pp.4) states that there are two models of eLearning; synchronous and asynchronous:

Synchronous eLearning: means that all students and instructor are logged on at the same time and communicate directly and virtually with each other, “where all the students must be in the classroom at a certain time for the class to start. Synchronous eLearning events include live web-casts, chat rooms, application sharing, and whiteboard sessions.

Asynchronous eLearning: In this model, the communication between participants does not occur simultaneously. Where “the learning content or courseware is served from a Web server and delivered on demand to the learner's workstation, Learners can thus take courses at own pace. Courseware is normally available to learners 24 hours per day, 7 days per week”. Examples of this model include is; taking a self-paced course, posting messages to a discussion group. Some times it called "distributed learning” and it receives more attention because of its lower cost of development, reusable components, and convenience to the learner.

The second Domain: Edmodo.

2.2.1. Introduction

Edmodo is a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interests and goals. Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging.

2.2.2. Definition of Edmodo:

Edmodo is an educational network that leverages the social and sharing elements of Web 2.0. Using many of the same features most have come to expect in other social sharing networks like Facebook and Twitter, Edmodo lets teachers and students collaborate online, share content, access homework assignments and join online discussions in a safe environment.(Edmodo web)

Edmodo is similar to that of Facebook, the leading SNS in the world, offering ease understanding of how to use it for those already using Facebook. Additionally this site can be used by those who are looking to get started for the first time because it has tutorials and immense support for all users, but also welcomes those who are experienced and want to take their classroom to the completely digital side. On their blog, various teachers are spotlighted showing how they used this site for implementing flipped learning, paperless classrooms, and other best practices .

This is a program designed in 2008 with the intent of closing the gap between how students live their lives and how they learn in school” (Edmodo2013). Based out of San Mateo, California, Edmodo offers schools and districts a free site for connecting students, teachers, parents and administrators in a digital world.

From above- mentioned definitions, the researcher defines it as a free and safe virtual learning environment, helping students and teachers connect and collaborate outside the face-to-face learning time, which makes it an ideal tool to be explored and adopted by teachers of English as a foreign language (EFL).

2.2.3. History of Edmodo :

The phrase social networking has come to be common terminology in today’s world. There is Facebook, Twitter, MySpace, Foursquare, Flickr, and many more.

There is some type of social networking site to fit almost any person, no matter what age, race, religion, or personality. People of all ages are involved in it. People use social networking sites for all types of reasons. They can be used for networking, entertainment, business, and even education. (Hazlett,2010)

According to Wikipedia, Edmodo, a private micro blogging platform, was developed for use in the classroom by teachers and students. Edmodo provides teachers and students the ability to share notes, links, and files to foster communication inside and outside of the classroom. Teachers also have the ability to post alerts, assignments, and events to share with their students. ("Edmodo").

Edmodo is owned, operated, created, & funded by Jeff O'Hara & Nic Borg. Jeff O'Hara works as a network administrator for Community Unit School District 200 in Wheaton, Illinois. Jeff also maintains a blog at <http://blog.zemote.com>. Nic is also in education as a web developer for Kaneland Community Unit School District 302 in Maple Park, Illinois.(Baker)

The way Edmodo is run is very similar to that of Facebook, however, by definition, a specialist network of educators and students, so the risks of being contacted by strangers for non-academic purposes are greatly reduced. This creates a safer environment in which students and teachers can safely interact and collaborate. Edmodo is best known for its purpose of social networking in the classroom. A great feature to the program is the fact that it is extremely secure and private with no advertisements. To join, the student has to have a private access code provided by the teacher that enables them to access the main page for the classroom. If the instructor would like the students to join additional pages providing more information, they must insert new access codes each time to prevent those not in the classroom from joining. There is also no personal information required for students to join, so the site is completely secure. (Edmodo).

(Sanders,(2012) found that incorporating Edmodo encourages both student engagement and responsible learning when particular Edmodo features are employed. Future studies should look at how teachers of other disciplines use Edmodo within their classes to encourage student engagement and responsible learning and a study should be conducted using a control group for comparison to look deeper at the impact on student GPA's for classes that use information technology and those that do not.

2.2.4. Components of Edmodo

Kongchan (n.d.p.1)states that Edmodo provides a simple way for teachers and students in a virtual class to connect and collaborate. For example, teachers can send out quizzes and assignments, give feedback, receive completed assignments, assign grades, store and share content in the form of both files and links, maintain a class calendar, and conduct polls, as well as send notes and text (SMS) alerts to individual students or the entire class. Students can also share content, submit homework, assignments, and quizzes, receive their teacher's feedback, notes, and alerts, as well as vote on polls .

Edmodo boasts more than 7 million user and has been described as the "Facebook of education". Edmodo now has apps for iOS and Android platforms that promote mobile access as well.(Sheehan & Worrell,2012).

Edmodo being used by teachers to create communities of practice for themselves and children is a highly authentic and honest reflection of the natural interaction of teachers and children in the classroom. The best teaching, collaboration and affinity spaces for teachers are those that have emerged from the teacher groups themselves.(Wallace,2013).

Edmodo integrates with other web 2.0 tools, and students can share and publish products they have created using ToonDoo or Live Binders to the class Edmodo site. But the tool's best feature is the ability to build an online community, where students can ask questions about assignments or have discussions after school and get responses within a few minutes.(Gonzales,2012).

2.2.5. Benefits of Edmodo for District-Wide Professional Learning .

Foster(2012.p2) says that focused Learning – District and Site Work. One of our district difficulties in a radical transformation to a more student-centered learning environment has been the consistency of message from district leadership, site administrators and teacher leaders. Through creating an environment where we all interact together, the message remains consistent as people in all positions have access to the same content. This has simplified the message and brought more people on board.

1. Mobile learning – anytime, anywhere.
2. Social Construction of Learning. Edmodo allows for a social constructivist learning experience, allowing teachers and administrators to interact with each other that will bring the learning beyond the knowledge of any one participant. The process can be

facilitated by district and site administrators who can ask questions, create context and provide information as needed to participants .

3. Long-term Learning.
4. Encourages Discussion and Dissent.
5. Support. The Edmodo help site is an amazing collection of videos and text support for all levels of learners.

2.2.6. Drawbacks to Using Edmodo

Stroud (2010, P .4) emphasize the drawbacks to using Edmodo as the following:

1. **Chronological Posts.** Posts made to the home page and show up in chronological order. Without tagging it is difficult to find questions and answers that occur when you are not checking the page daily.
2. **Folder Sharing.** Currently only the “owner” of a group can post materials to folders he/she creates. This creates a problem for managing as all posted materials now have to go through a central person to be organized.
3. **Security Concerns.** Until the district purchases its own Edmodo domain, the learning takes place outside of the tight security of the district network. While Edmodo is “secure” there are concerns about student information (for example if the professional learning involves student data) and other information that may be proprietary.
4. **Technology Barriers.** It was the end of the day, and the teachers were asked to organize their work through and Edmodo group. While this was not a barrier for most, some of the teachers were very frustrated because they were learning content (Understanding by Design) and technology at the same time.

2.2.7. Here are several obvious and some not so obvious benefits and uses for Edmodo according to :

DJohnson 2009 states obvious benefits and uses such as:

- Allows students to receive and submit assignments online
- Privately allows teacher to student and student to student communication. Thereby creating a more collaborative learning environment.
- Provides an easy way to share necessary files and important or interesting links.
- Provides a clear class calendar. No more guesswork as to when assignments are due and what has been assigned.
- Groups can be used for clubs and teams, not just classes.
- Public pages are perfect for letting parents see class assignments, due dates, etc. No more questions about not having homework. Furthermore, if the parent subscribes to

the RSS feed, they don't even have to visit the Web page again, the information is delivered to their email inbox.

- Collaborative tool for teachers as well as professional development. Edmodo minimizes the isolation that teaching all day in the classroom can create.
- Major school news, events, sports, emergency announcements, etc. can be easily sent to all parents and students (Twitter may have an advantage here).

2.2.8. Here are some potential pitfalls or areas that should be addressed:

According to DJohnson (2009,3) states students still forget their passwords. While these can be reset, it distracts from teaching. What about integrating Facebook Connect or Open ID?

- Greater amount of work and time spent in front of the computer for the teacher. In the beginning, the time required to set up a group and create the required content can be rather large.
- No two way SMS posting! See early comments in the article.
- Quizzes or tests are not supported in version 2.0 but are scheduled to arrive in version 3.0.
- New semester or school year requires any information with a date to be either re-created or best-case scenario edited to be appropriate.
- Illegal file sharing, ethics issues involving cheating, etc.

2.2.9. Characteristics of Edmodo :

1. Edmodo offers different levels of interaction.
2. Students get to work on educational assignments while using a fun platform.
3. Teachers can easily differentiate assignments for students on different achievement levels. Teachers can provide remedial assignments, extension assignments, or different assignments to students as needed.
4. Students usually enjoy “social networking”. This combines something they use in their everyday lives with education.
5. Students can work individually or cooperatively.

Edmodo can easily be used in several subject areas. For many teachers, it can be integrated into every core subject. Since the teacher is in charge of what is on the website, as far as examples and discussion starters, students can use Edmodo in nearly any subject.

1. **Language Arts/Literacy:** The teacher can post discussion starters relating to the current literature circles or reading. The teacher can also post writing prompts and tips for making students' writing better.

2. **Math:** Teachers can post homework problems, extension activities for high level students, remedial work for low level students, and daily math activities for math workshops.
3. **Science:** Teachers can post discussion starters for science topics, pose research questions about current science content, and allow students to discuss science content in discussion boards.
4. **Social Studies:** Teachers can use Edmodo as a tool for students to discuss social studies topics, debate learned information, and research new topics.

Edmodo can always be used to post differentiated activities and assignments for students. Edmodo also helps teachers integrate writing and reading into other subject areas. When discussing, reading and writing are definitely needed to participate in the discussion. (Hazlett,2010).

2.2.10. Rationale for Using Edmodo:

According to Edmodo mini module (2014), there are Edmodo offers that are a means to provide the following opportunities with greater convenience for the teacher and the student.

- a secure social network or mini-blog just for the classroom
- a means to post topics for student discussions both during and outside of class on an individual or group basis
- a means to supervise and manage class posts within the group as an administrator
- a means to communicate classwork to a public audience at the discretion of the teacher/administrator
- a web 2.0 tool which does not require a student email address to sign up
- a way to post files and documents such as worksheets, assessments, web links, videos, and audio recordings
- a way to post, grade, and return assignments on-line for student and teacher access
- a way to alert students of deadlines, on-line resources, calendar events and more
- a way to notify students via email, twitter, or text message
- a way to conduct surveys/polls on-line
- access from computer, iPod-touch, iPad, or smart technology cellphones- which have internet connection
- a way to connect with colleagues and to collaborate on best practices

2.2.11. Educational Use of Edmodo

According to Edmodo website (2014).

1. Assessments: Utilize the Edmodo quiz builder or poll feature to assess students' learning during or after a unit of study.

2. Role Playing: Help students understand key historical and literacy events by reenacting them through role playing activities in Edmodo.

3. Peer Reviews & Critiques

Place students in small groups and have them post their work to their group for peer review and feedback.

4. Writing Projects

Enable students to tap into individualism and build self-esteem by sharing their writing projects with each other in Edmodo.

5. Build Digital Citizenship Skills

Enforce online etiquette guidelines for students when using Edmodo to help them build digital citizenship skills.

6. Foreign Language Practice

Encourage students to practice their language skills, as well as spelling and grammar, through conversations in Edmodo.

7. Book Clubs

Organize a book group in Edmodo to encourage students to read and discuss novels with each other.

8. Professional Development Workshops

Set up an Edmodo group for your next PD workshop to enable teachers within your school to discuss ideas and share content before, during and after the workshop.

9. Cultural Exchange Projects

Give students the opportunity to learn about other world cultures by connecting your classroom with classrooms around the globe via an Edmodo group.

10. Sub-Hub

Use Edmodo to communicate with your students when you're out of the classroom, or provide updates to students who are absent from class.

11. Backchannel Discussions

Inspire real-time discussions and extend learning beyond the classroom walls by hosting a backchannel in Edmodo.

12. Science Probes

Promote discussions and bring more interaction to your science class by engaging your students with science probes in Edmodo.

13. Mobile Learning

Integrate the Edmodo mobile app into classroom curriculum to make learning interactive anytime, anywhere.

14. Planning Committees

If you're planning a school play, the annual fundraiser or next year's curriculum, create an Edmodo group to help committee members collaborate.

15. Current Events

Help students stay up to date on the latest news by creating a small group called "current events" and leveraging the RSS feature to feed top news sources into the group.

16. Project Based Learning

Facilitate project based learning in your classroom by leveraging Edmodo's small-group feature.

17. Differentiated Instruction

Deliver differentiated content in your classroom through the use of small groups and shared folders.

18. Professional Learning

Join an Edmodo Community to connect with other educators around the globe and share resources, exchange ideas or get advice.

19. School Clubs

If you're part of a school club or sports team, create an Edmodo group to coordinate meets, practices and games, as well as post results.

20. Alumni Groups

After the school year ends, keep in touch with students and help them stay connected with each other by creating an Edmodo Alumni group.

Use of Edmodo in Second/Foreign Language Teaching and Learning:

2.2.12. Use of Edmodo in Writing:

Several researchers have documented students' positive attitudes and perceptions towards social networking as potential learning tools in the English teaching and learning contexts.(Looi,2011).

Giacomantonio (2013,p1) suggested two ways for developing writing skills with Edmodo

- One student is chosen weekly and they are given the opportunity to blog about their personal interests. Besides having to use complete sentences and demonstrating the correct use of punctuation and spelling, they are required to include pictures and links to websites, articles and/or videos related to their specified interest.
- In “What Do You Think?”, students are required to respond to high interest articles with their opinions, and provide additional digital resources that piggy back upon previous responses. All posts are reviewed and critiqued on our interactive white board.

2.2.13. Advice for New Teachers:

I would suggest that any new teacher interested in giving Edmodo a try should go straight to Edmodo.com and watch the introductory video as well any available tutorial videos in the Edmodo Help Center or at YouTube.

Also, seek out fellow Edmodo users at your school for a more hands on approach and join Edmodo Communities to learn about the creative ways in which tech savvy teachers are integrating this amazing educational tool! It’s easy, fun and safe to use for students and teachers alike.

The Third Domain: writing.

2.3.1. Introduction:

Writing is one of the most important skills in English language . English writing can be taught at a pace consistent with your current writing ability. This chapter deals with teaching English language as a foreign language to Arab learners. The researcher explains the importance of the writing product and its difficulties in Arab world.

writing is a skill for communication that utilizes visual markers for fixing packages of information for reuse independently from any connection with spoken language. Consistently, basic requirements by which any form of writing distinguishes itself from other channels aimed to convey information are: a minimum number of repertoired signs, each corresponding to a single concept, identified in an inventory, and structured as a system.

2.3.2. Definition of Writing:

There are a lot of definitions for writing:

According to omniglot encyclopedia " Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals."

Harmer (2004, p.15) defines writing as "It is a process of discovery as well as a process of productivity. In contrast to oral aural skills, writing can provide students with chance to work at their own pace, especially if it is done at home or without any limited time assigned by teachers and allows them to think the task over before producing language."

Millrood (2001, p.1) defines writing as —"A communicative skill. It is to send, store and retrieve message with the help of written symbols"

From the above- mentioned definitions, the researcher defines writing as a complex and difficult skill to learn . it requires not only grammatical patterns but also the rules of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

2.3.3. characteristics of effective writing:

According to Guidance on the teaching of writing skills INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3 (2010) As learners develop as writers, they should demonstrate that they can:

- engage their reader(s)
- adapt their writing to suit the audience and purpose of the piece
- use grammatical and stylistic features to ensure clarity, achieve the right tone and create particular effects
- use a range of sentence structures
- organize their writing, linking ideas coherently and using paragraphs effectively
- choose and use appropriate vocabulary
- use punctuation to clarify meaning
- use a range of strategies to enable them to spell correctly
- present their writing appropriately, either by hand or by using information and communication technology (ICT).

2.3. 4. The importance of writing:

Most people never consider the complexity and difficulty of the writing products. In fact, relative to all other academic activities, writing requires more basic skills than perhaps any other skill.

The writing product is certainly no secret and many of us learned it in elementary school. However, as we get older, we concentrate so much on using the ‘right’ words, that we forget the important part of the process. Briefly ,

- Writing is the primary basis upon which your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community.
- Writing expresses who you are as a person.
- Writing is portable and permanent. It makes your thinking visible.
- Writing helps you move easily among facts, inferences, and opinions without getting confused—and without confusing your reader.
- Writing promotes your ability to pose worthwhile questions.
- Writing fosters your ability to explain a complex position to readers, and to yourself.
- Writing helps others give you feedback.
- Writing helps you refine your ideas when you give others feedback.

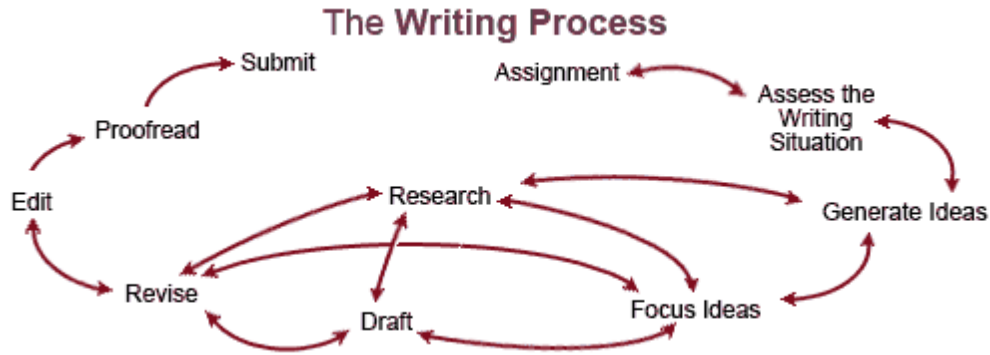
- Writing ideas down preserves them so that you can reflect upon them later.
- Writing out your ideas permits you to evaluate the adequacy of your argument.
- Writing stimulates you to extend a line of thought beyond your first impressions or gut responses.
- Writing helps you understand how truth is established in a given discipline.
- Writing equips you with the communication and thinking skills you need to participate effectively in democracy.
- Writing is an essential job skill

2.3.5. The Writing Process:

Writing process is a process in which writers begin to write down their ideas on paper which is a valuable aid to the whole learning process .

According to Capella University (n,d), there are 4 steps in the writing process which any one can follow they are as follows :

1. **Prewriting:** Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.
2. **Drafting:** Making a case and structuring your evidence for that case.
3. **Revising:** Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.
4. **Publishing:** Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.



2.3. 6. Teacher's role in writing class:

Harmer (2001:pp.261-262) states that teacher has many roles to carry out in the classroom. However, he/she performs important specific roles during writing class as follows:

-Motivator:

Teachers should encourage students; create the proper environment for generating ideas, persuading them of the efficacy of the task, motivating them to exert as much effort as possible for the greatest advantages. This may need unique and extended exertion for longer process-writing sequences.

-Resource:

Especially during more extended writing tasks, teachers should be ready to provide students with information and language when necessary. Teachers need to inform students that they are available and ready to look at their work as it advances, offering pieces of advice and suggestions in a productive and thoughtful way. For instance, time should be allocated for discussion with individual students, or students working in pairs or groups as writing take longer than conversation.

-Feedback provider:

Offering feedback on writing tasks needs exceptional attention. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers should select what and how much to focus on based on what students request at their specific stage of their studies, and on the tasks they have performed.

2.3. 7. Reasons for why children learn writing :

There are a lot of purposes and reasons for teaching writing , according to Spelkova and Hurst (n,d) There are essential reasons why learners may need to learn how to write:

1. Writing is an important means of communication, and therefore an important skill to master.
2. Writing can consolidate other language learning (vocabulary, grammar).
3. Writing is a relatively straightforward way of practising and using language outside the classroom.
4. A writing phase in a lesson can provide a change of pace.
5. Learning to write may fulfill professional needs. Learners may have to write business letters, emails or reports in English.
6. Many exams demand writing skills.

2.3. 8. How do you teach writing to EFL learners?

In many classes, attention to writing is very limited. The teacher gives the learner a title or a topic. The learner produces a text, and the teacher marks the grammar, vocabulary and spelling mistakes in it. Writing is then merely a testing tool. This is perhaps the reason for writing's "bad reputation" .

Here are some tips for improving this reputation

IATEFL journal (2000) put the following tips:

- Pay attention to the writing products by providing opportunities for learners to brainstorm, plan, draft and revise. Remember that young learners will perhaps not use these strategies yet even in their own language. Many of these may be class or group activities, which can help make writing a less lonely process.
- Give learners something to write about. Pictures are a particular aid to provide content: "a picture is a text for which the learner provides the words".
- Choose topics which the children can relate to in their own experience, for example in the playground, rather than in the bank.
- Stimulate young learner's creativity by putting familiar things together in an unfamiliar way. For example, "animals" and "hotel": ask students to describe a scene at a hotel for animals.
- Make sure the learners will be able to do the task with the language level they have (pay attention to vocabulary, useful expressions and structures at the pre-writing stage).

- Set the writing task itself as homework if time is short, but at least try to find time for some preparation work in class.
- Give the children the opportunity to become involved with their writing. For example, let them choose to be a character in their narrative.
- Be prepared for mixed ability. For example, have extension tasks for students who finish early like adding a *ps* to their letter.
- Encourage young learners to take pride in the presentation of their work, for example by decorating it with pictures. Ask them to write on alternate lines so their is space for comments.
- Encourage learners to consider their audience. For instance, if they are writing a postcard, get them to imagine clearly who they are writing to; a parent or a friend for example.
- Be an interested audience by responding to the ideas in the learner's work, not just the language. Take on the role of intended audience as you mark.
- Don't just mark work for accuracy; mark for content as well. Select some appropriate aspects of content to consider as you assess and comment on them when giving feedback.
- Be success-oriented: don't only mark mistakes. For example, mark positively for good and ambitious use of language too. Learners need to be told what they are doing right as well as where their own particular problems are. It is good for learners to develop a positive attitude to writing from an early age.
- Involve the learners in their development. Encourage students to reread their work and to make necessary corrections. Let your students know in advance what you will be assessing when you mark. This will give them manageable criteria to evaluate their own work and improve it before handing it in. Also, encourage students to record their marks and their feelings about each piece of writing. For example, they could draw a happy face if they are pleased with their writing. This helps them to chart their progress, motivating them to become more involved in it. It may also provide a basis for teacher - student discussion.
- Look out for ways of using the learners' completed texts after writing. For example, students could work in pairs, asking and answering questions about content, or give each other clues about a character or plot for their partner to guess who or what was written about. They could also be encouraged to assess each other's work.

□ Consider different ways to “publish” learner’s writing. Display it on the wall, or get them to make a magazine, on paper or the internet.

2.3. 9.Characteristics of good writing for e-learning:

According to Calhoun (2006) most writers agree that the basic principles of writing — accuracy, clarity and conciseness — hold true for e-learning. But because e-learning is a solitary, often self-guided journey, there are other considerations. “Content that is accurate from a technical standpoint is often not understandable or meaningful to the intended reader,” Carliner says. This is because online reading patterns tend to be slower and less accurate than in print, and readers online are more likely to skim than read. So writers must provide an “easy read” for the learner — one that is understandable on the first read-through to avoid losing the reader.

2.3. 10. Three tenets for e-learning writers:

Focus on the learner. Try to understand as much as you can about your primary learners —from their eating habits to the TV programs they watch and the kind of books or magazines they read. Imagine your learner as a character — give the character a name, illustrate him or her if you want and write a paragraph about the learner. Then try to make your learning program a conversation with this character. Don’t take your learner to be stupid and don’t “dumb down” things. Tell learners intelligent stories and engage them letting them solve fictional problems that resemble their work-related problems.

Focus on learning design. Writing for e-learning takes a strong passion not only for writing —but also for teaching. You should know the fundamentals of instructional design before you start writing, and definitely before you begin breaking them. Remember that instructional design is a problem-solving activity.

Focus on the product. An e-learning program at the end of the day is an instructional product. So, you need to think visual, think technology, think words, think interactivity, think feedback, think usability, and, most important, think engagement. Can this product hold the interest of my learner? Is it engaging enough? Is it intellectually challenging? Is it fun to go through? Does it neatly accomplish what it set out to do— ensure that learners master the learning objectives? Short, clear writing might be a characteristic of e-learning writing caused by limited space in eLearning programs. “On one hand,” Carliner says, “that places a certain pressure to write within word limits. But I find that word limits usually lead to tighter, clearer writing because authors need to get to the point quickly and must remove extraneous material. ”Other considerations of e-learning that writers might have to adjust to are writing content for screen-by-screen revelation and eliminating extraneous material. When writers write a help topic, for instance, the content is all in one place. “Spreading the exposition of the material over

from four to 10 screens might seem a bit unusual,” Carliner says, “but it’s the pace of e-learning.”

2.3. 11. Teaching Writing:

Lindsay and Knight (2006, pp.94-95) assert that writing activities always go through three stages as follows:

Pre-writing stage: The teacher sets the task; learners take into account what they will write

- Think about the audience or reader
- Brainstorm to gain pertinent ideas and words
- Collect data- for example, by doing a questionnaire or reading research
- Apply specific language forms, for example, the past tense if they are going to write a short story
- Make a decision on the content- what to contain and not contain
- Take a look at a model text- for example, the punctuation, use of paragraphs, -cohesive devices, and layout

- Write down an outline or plan

Writing stage: The learners do the task, for example, writing a report, a story, a letter

- Learners write a draft, edit, and rewrite until they finish the final version.
- They should investigate the use of any language they follow and make sure that their texts are both consistent and solid.
- They can work in groups and give advice and feedback to each other.
- The teacher has to supervise and offer advice and feedback.
- The teacher should allow the learners to work as autonomously as possible.

Post-writing stage: Feedback and follow-up work

- The learners can share or display their complete work and offer general comments on how flourishing their work has been.
- The teacher can do follow-up on any area of language that still requires work.

The researcher thinks that the stages of writing activity are considered as coherent, and connected activity sets. These stages help students complete the writing task successfully and foster the process of writing. The goals of using pre-writing activity types are to prepare students for writing and to activate their prior knowledge before they write. The goal of the during-writing activity types is to improve writers who continuously develop their writing by revising, editing, and considering feedback from others. The goal of the post-writing activity types is to provide opportunities for students to share, publish, evaluate and present their final writing pieces to an audience.

Therefore, teachers should follow these stages appropriately in presenting any writing activity for the sake of enhancing students' writing ability and performance.

2.3.12. Writing Approaches :

There are various approaches to teaching writing which are as the following : Bachani (n,d,p.3).

1) The Controlled to Free Approach:

In 1950s and early 1960s, the audio- lingual method dominated second language learning which emphasized speech and writing through mastering grammatical and syntactic forms.

Here, the students are given sentence exercises, then paragraphs to copy or manipulate grammatically. These controlled compositions then followed by correction of errors, so that it can lead to the free composition. Overall, this approach focuses on accuracy rather than fluency.

2) The Free Writing Approach:

This approach stresses writing quantity rather than quality. This focuses on fluency rather than accuracy. It is based on the principle that if once ideas are there, the organization follows.

3) The Paragraph Pattern Approach:

This approach focuses on organization by copying the paragraphs or model passages. It is based on the principle that in different cultures or situations, people construct and organize communication with each other in different ways.

4) The Grammar-Syntax Organization Approach:

This approach stresses simultaneous work on more than one composition feature. In a way, it is inclusive here that writing cannot be seen as composed of separate skills which are learned sequentially. So students must be trained to pay attention to organization while they also work on the necessary grammar and syntax.

5) The Communicative Approach:

This approach focuses 'on the purpose of writing and the audience for it. They are given some tasks where they have to behave as writers so that they can learn by doing it.

- Why am I writing this?

- Who will read it?

Thus, this approach is quite functional in nature, which can provide the actual experience to the learners.

6) The Process Approach:

This approach shows the shift from product to process which shows:

- How do I write this?

- How do I get started?

Here, the students are trained to generate ideas for writing, to think of purpose, audience, ways of communication and so on. In fact, it's a developmental process from generating ideas to expressing them, drafting, redrafting, organizing and so on. This process of writing can have three stages like: Prewriting, Writing and Post-writing (Revising or Redrafting).

2.3.13. Process Writing Approach:

Seow (1995, pp.316-319) refers to the process writing in the classroom as a program of instruction which gives students sets of organized learning experiences to assist them comprehend the nature of writing at every stage. Process writing as a classroom activity encompasses four fundamental writing stages- planning, drafting(writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. It is greatly planned because it demands the arranged teaching of process skills. Therefore, teachers plan suitable classroom activities that reinforce learning definite writing skills at each stage.

The stages of the writing process are illustrated below:

Planning (pre-writing):

It is an activity in the classroom that encourages students to create ideas for writing. There are various activities that can be employed at this stage as follows:

- Group brainstorming: Students attempt to brainstorm as many ideas as possible about the topic.
- Clustering: Students form words related to an incentive given by the teacher.
- The words are circled and then linked by lines to prove visible clusters.
- Rapid-free writing: Individual students are quickly and freely requested to write down single words and phrases about the topic within a specified time of 1 or 2minutes.
- This time limit allows the writers' minds to work and think fast.

- Wh-questions: Students generate who, why, what, where, when and how questions about the topic in order to get more information about any topic.

Drafting:

At the drafting stage, students pay attention to fluency of writing and don't focus on the grammatical accuracy and the neatness of the draft. Students should be motivated to write for various audiences as peers, other classmates, pen-friends and family members. If students are attentive to whom they write, they can adopt a specific style to fit their audiences. In addition, they should have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Responding:

It occurs between drafting and revising stages. It is teacher's rapid primary response to students' drafts. Response can be oral or in writing after students have produced the first draft and just before they proceed to revise. Text-specific responses in the form of helpful suggestions and questions rather than "rubber-stamped" comments by the teacher will help students rediscover meaning, facilitate the revision of initial drafts. Such responses may be provided in the margin, between sentence lines or at the end of students' texts. Moreover, peer responding can be effectively carried out

by having students respond to each other's texts in small groups or in pairs with the aid of peer responding checklist.

Editing:

At this stage, students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material as questions and examples. Students should be given a checklist on some of the common errors found in students' writing. It is an important stage because it is a part of the process of making communication as clear and unambiguous as possible to the audience.

Revising:

Students revise their drafts on the basis of the feedback given in the responding stage in order to see how effectively they have communicated their meanings to the reader. There are various activities for this stage as follows:

- Teachers collect and keep the students' drafts and ask them for re-writing.
- Students can individually record their own drafts into tape recorders.

These activities are important as when a student listens to his/her writing, he/she will be aware of rethinking of what he/she has written and ambiguous meanings become clear when he/she hears his own texts read out to them.

Evaluating:

The scoring of students writing may be any analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of effectiveness of that piece of writing).The criteria for evaluation should be made clear and known to students in advance. They should include a complete explanation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. In addition, students should be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

Post-writing:

It includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. It is used as a motivation for writing and to hedge against students finding excuses for not writing.

In this study the researcher focused on four skills which are :punctuation, Reply and write an email, writing sentences , and descriptive writing .Theses skills will be discussed in details:

1. Punctuation:

Punctuation: Identity and Importance

According to Naeem's (2007) , Punctuation marks are one of the components of writing mechanics. These marks are divided into internal marks – referring to the punctuation marks within the sentence – and end marks – which are used at the end of a sentence or a question. Another classification of punctuation marks divides them into marks within the word – like apostrophes and hyphens, marks between words and end marks. Whatever the classification may be, the majority of literature written in the area agrees on the importance of using correct punctuation marks in one's writing.

"Punctuation helps people read sentences accurately. Internal marks – commas, semicolons, dashes – as well as end punctuation reveal sentence patterns and relationships of clauses and phrases. Incorrect punctuation may create document noise and confusion. Knowing where to punctuate and why contributes to accurate editing." (Rude, 2006: 173).

Michigan (2004) asserts the importance of punctuation marks giving an interesting example to show how these small marks can greatly affect meaning: "I hate liars, like you." and "I hate liars like you." The same meaning is expressed by Angelillo (2002) as she recommends that students should regard punctuation as a primary act of composition and not only a step in editing, and that they should use punctuation as they compose to help them shape meaning.

Punctuation: Chronological Interest

King (2003) traces the chronological interest in using punctuation marks:

* Two centuries ago, most punctuation took its cues from speech.

This was a period when the predominant practice of reading aloud was translated into written punctuation.

* A hundred years on, with increased literacy, the spoken word gave way to the written. The emphasis now was on meaning, and punctuation bowed to a more logical system.

* Punctuation probably reached its zenith in the late 19th century, helping to make sense of the then fashionably interminable sentences.

* Nowadays sentences, due to the brevity of newspaper style, are shorter. Thus, the need for the complicated divisions within long sentences no more exists. Punctuation today is a blend of both: a system capable of conveying force, intonation, urgency, doubt, rhythm, tension and passion, and another system whose duty is to achieve consistency and clarity in meaning.

Capitalization

Capitalization: Identity and Usage

King (2003) regards capital letters to be a form of punctuation in that they help guide the eye and mind through a text. He adds that the common usages of capital letters to start sentences and surnames are clear enough; however, a good deal of mystery surrounds the use of capitals in some other areas of writing.

Functions of Capital Letters

Capital letters do at least three useful jobs in written English:

1. Capital letters indicate the beginnings of sentences as readers do not have the rise and fall of a speaker's voice to show them when one sentence ends and another begins.
2. They distinguish proper nouns and titles from the other words of a sentence so that readers can grasp the meaning quickly.
3. Capital letters show respect in such sentences as "The Lord is my shepherd." or "The President is speaking on television."

2. Reply and write an email:

When writing a new e-mail message a window similar to the example below will appear. As can be seen, several fields are required when sending an e-mail, the From or Reply-To is a field that is automatically filled out and is where the e-mail returns if a reply is made. Next, the CC or Carbon Copy field allows you to send a copy of the message to another e-mail address, but is not a required field. The To field is where you type the e-mail address of who you are sending the e-mail address. Next, the subject line although not required should be a few words describing what the e-mail is about. Finally, the message body will be the location you type your message and is what will contain your signature(computer hope,2014).

3. writing sentences:

Creating a uniform impression in your writing is important, especially at the sentence level, because readers need consistency to understand fully your ideas. Unnecessary shifts in point of view, tense, mood, and voice are distracting and may be confusing.

4. Descriptive writing:

The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.

Why teach descriptive writing?

- It will help your students' writing be more interesting and full of details
- It encourages students to use new vocabulary words
- It can help students clarify their understanding of new subject matter material

How to teach descriptive writing

There's no one way to teach descriptive writing. That said, teachers can:

- Develop descriptive writing skill through modeling and the sharing of quality literature full of descriptive writing.
- Include lessons such as the ones listed below throughout the year.
- Call students' attention to interesting, descriptive word choices in classroom writing.

According to Book Nuts Reading Club, descriptive writing shares the following characteristics:

1. Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive writing may also paint pictures of the feelings the person, place or thing invokes in the writer.
2. Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
3. Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.

Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts

2.4. Summary:

To sum up, this section presented the theoretical framework of the study in order to give a clear view about the relevant topics. Next is the second section of this chapter that covers previous studies and commentary.

Part two Previous Studies

Introduction

In this section the researcher will focus on previous related studies. First, It will shed light on the effectiveness of using Edmodo .Second, it will take studies related to developing writing skills among 7th graders and their attitudes towards writing.

2.5.First, Studies related to the use of Edmodo and using technology in teaching :

2.5.1. Anbe (2013).

This study examined Using Edmodo to Incorporate WICOR Strategies in the AVID Classroom. The author aimed to The purpose of this instructional design module was to develop and evaluate the effectiveness of a web-based module geared towards the AVID elective teacher to deliver content using Edmodo, an educational social networking site. The module utilized surveys and participant feedback for data collection. Results indicated that the module was effective in delivering ideas on how Edmodo can be utilized to enhance not only the AVID curriculum, but other content areas as well. Quantitative and qualitative data were collected from pre- and post-surveys that were created using Google Forms and embedded into the Weebly site. These surveys were developed to measure the effectiveness of the module using Likert-Scale questions and open-ended questions. To ensure that the surveys remained anonymous, participants were asked to create a random number using a “Secret Code Generator” that was embedded using random.org. Participants used the same number for the Pre- and Post- survey.

2.5.2. Cole & Ed. (2012).

This study aimed to investigate the rapidity with which technology use in teaching and learning changes, the purpose of this study was to forecast the social technology tools and applications used for that purpose in PK-12 environments. Understanding that implementing new tools and new applications means change in what teachers and learners do and how they do it. Having time to prepare for change may ease the transition for many. Using the forecast from this study, teachers and learners may see that mobile technologies and social applications may be things that warrant their attention for future implementation The Delphi Method, a forecasting methodology developed in the mid-1950s, was employed by the researcher to ask a group of experts what kinds of social technologies would be adopted over the next five years, what the likelihood of their adoption would be, and once adopted, how important

they would be. After posing these questions in a series of three rounds, the researcher forecasted that Wi-Fi is most likely to be the primary way through which the internet is accessed. The hardware used to access content online is likely to be a member of the tablet technology group, for example iPods.

2.5.3. Gushiken (2013).

This study examined integrating Edmodo into a High School Service Club: To Promote Interactive Online Communication. The author aimed to investigate using Edmodo into a High School Service Club: To Promote Interactive Online Communication . A web-based instructional module was created to show club advisers how to use basic Edmodo features to organize students and groups, foster and increase communication between students, and increase student participation in activities. The instructional module, which included a series of instructional online videos, and a set of fifteen pre-test and post-test questions, was tested by graduate students enrolled in the University of Hawaii at Manoa Educational Technology program. Quantitative and qualitative data were collected using pre- and post-surveys to determine the effectiveness of the instructional module. The surveys were created in Google forms, and embedded into the website.

2.5.4. Hazlett (2010).

The phrase social networking has come to be common terminology in today's world. There is Facebook, Twitter, MySpace, Foursquare, Flickr, and many more. There is some type of social networking site to fit almost any person, no matter what age, race, religion, or personality. People of all ages are involved in it. People use social networking sites for all types of reasons. They can be used for networking, entertainment, business, and even education. This white paper is specifically discussing the education specific social networking site Edmodo.

Edmodo is a social networking site that can be used by teachers and students. Edmodo prides itself on being "secure social networking for teachers and students". Edmodo can be found at www.edmodo.com. To begin working, a teacher must create an account. The teacher is given a group code that is used when students join. When students join, they go through the same process and use the group code to join the class. Teachers will need to decide whether or not the students can create their own profiles. It may be more beneficial for the teacher to create each students' profile if they are younger. Once Edmodo has been set up, a teacher can post discussion questions, polls, assignments, calendar events, and many other things to get students interacting with the website. It can be used for strictly educational purposes, but also for fun, non-educational things.

2.5.5. Holland & Muilenburg (2011).

As the use of online social networking sites and other Web 2.0 technology increases, Computer Mediated Communication (CMC) is at all-time high. Educators must recognize the potential for improving student engagement in the classroom using these technologies. This paper describes a study in which students participated in literature discussions using the asynchronous discussion platform found on Edmodo.com. Reciprocal teaching strategies were used and student initiative was encouraged, supporting the role of the teacher as a mediator or moderator, rather than the purveyor of knowledge. Student participation, student engagement, complexity of discussion and the effectiveness of Edmodo discussion boards as a tool are discussed.

2.5.6. Kongchan (n.d).

The author aimed to investigate how a non-digital-native teacher can make use of Edmodo to set up and run an online classroom community for her students to work online concurrently with their physical classes, and to run a workshop on Edmodo for other teachers. The data automatically recorded by Edmodo were also collected to examine the use of Edmodo. The crucial result of this study reveals that Edmodo is perceived to be a wonderful and user-friendly social learning network that enables even a non-digital-native teacher to take charge of her own exploring and making use of the site to set up and run her online classes, including a workshop on Edmodo for other teachers.

2.5.7. Letwinsky (2012).

the study investigated the relationship between mathematics teachers' self-efficacy and the use of technology and the Internet in secondary education classrooms. The focus was on the Internet as a tool to promote mathematics communication and literacy in the online environment. A total of 100 mathematics teachers in grades 7-12 from the Northeast region of the state of Pennsylvania completed the Internet based survey. One-way ANOVA, Pearson product moment correlation tests, and various descriptive statistics applied to data. Results revealed a significant relationship between teachers' attitude toward using technology for cultivating mathematics literacy and personal self-efficacy.

2.5.8. Pop (2013).

This study is a case study which examined Edmodo E-portfolios in EFL. Edmodo is a free and safe virtual learning environment, helping students and teachers connect and collaborate outside the face-to-face learning time, which makes it an ideal tool to be explored and adopted by teachers of English as a foreign language (EFL). Our case study will reflect on using the Edmodo Assignment feature as an e Portfolio of EFL

student productions and progress. Written productions, speaking and listening contributions, which would be otherwise rather difficult to process and assess in real time, were accommodated by the platform and contribute to a finer assessment process. The outcomes and qualitative results of employing the Edmodo EFL portfolio for a mixed-ability group of undergraduate Geography of Tourism students, for two- semesters, were presented.

2.5. 9. Shockney (2013).

This study examined measured the Effectiveness of a Social Networking Site in a Middle School. The author aimed to Measure Effectiveness of a Social Networking Site in a Middle School study looked into an academic social networking site called Edmodo and how it affected student achievement in an 8th grade social studies classroom. Quantitative methods of research were used and an ANOVA test correlates usage with a benchmark assessment. In this study, there was no significant difference between students' scores who used this social networking site for communication versus those who used traditional methods of writing and speaking in a classroom.

2.5.10. Spiotta (2013).

This study examined The Role of Technology in a Sixth Grade Classroom aimed to incorporate this type of social writing in their classrooms to further engage their students and to help enhance their writing and literacy development. This study was an action based research study that focuses on qualitative research. The teacher researcher explored digital literacy in a sixth grade classroom, focusing on two participants . This study assessed the impact of digital literacy with regard to literacy development for students with disabilities in a sixth grade classroom. The impact of the use of web 2.0 tools when scaffold down for the participant will be examined. Various web 2.0 tools will be visually represented and presented to the participant.

Direct instruction on how to use web 2.0 tools and choices in these tools was provided. Observational field notes, interviews, attitude surveys, student work samples, anecdotal notes, and pre and post work was analyzed and collected to discuss the impact of digital 2.0 web tools in the classroom.

2.5.11. Thongmak (2013).

In his study Social networks, Thongmak aimed to provide various benefits to educational settings. Nevertheless, a dominant social network tool like Facebook is not suitable for classroom, due to lack of privacy concerns. Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators. Although Edmodo is a Facebook-like tool, it has not yet prevailed for educational usage. Thus, this research's objectives were to study antecedents of Edmodo adoption as a classroom collaboration tool, to compare the effect of antecedents, to explore university students' views about Edmodo, using Thailand case. The results were

applied to give guidelines for lecturers, to effectively apply Edmodo in their classroom. Studied factors consist of two perception factors, one instructor factor, and one student factor. Perceived usefulness, perceived ease of use, and instructor characteristics were the strong predictors of Edmodo acceptance.

2.5.12. Wadman (n,d).

Using Virtual Learning Environments (VLEs) as a tool for managing and empowering autonomous learning is becoming standard around the world. Edmodo is a social learning network popular in the United States while Moodle is course management system used popularly around Southeast Asia. This study focuses on the effectiveness from a student perspective of these two VLEs currently being used to manage English as a foreign language (EFL) class at a university in Thailand. Data were collected with a mixed-methods research paradigm. Altogether, 172 students responded to a questionnaire intended to measure the quantitative data of their usage of these two applications. From this group, 22 students voluntarily participated in an interview or focus group dealing with their experience of the two VLEs. Overall, the findings affirmed that students preferred Edmodo to Moodle. The link between social network learning and 21st century skills had been proven (Greenhow, Robelia, & Hughes 2009) and offers great potential in resolving current educational problems.

2.5.13. Wendt (2013).

This study examined the effects of online collaborative learning on middle school students' science literacy and sense of community. A quantitative, quasi-experimental pretest/posttest control group design was used. Following district superintendent approval, students at a public middle school in central Virginia completed a pretest consisting of the Misconceptions-Oriented Standards-Based Assessment Resources for Teachers (MOSART) Physical Science assessment and the Classroom Community Scale. Students in the control group received in-class assignments that were completed collaboratively in a face-to-face manner. Students in the experimental group received in-class assignments that were completed online collaboratively through the Edmodo educational platform. Both groups were members of intact, traditional face-to-face classrooms. The students were then post tested. Results pertaining to the MOSART assessment were statistically analyzed through ANCOVA analysis while results pertaining to the Classroom Community Scale were analyzed through MANOVA analysis. Results are reported and suggestions for future research are provided.

2.5.14. Commentary on the First Domain of the Previous Studies:

Regarding the aim:

This current study is similar to the aimed Anbe's (2013), Cole & Ed's. (2012), Gushiken's (2013), Shockney's (2013), Spiotta's (2013), study in examining Using Edmodo to Incorporate WICOR Strategies in the AVID Classroom, and examined the Role of Technology in a Sixth Grade Classroom aimed to incorporate this type of social writing in our classrooms to further engage our students and to help enhance their writing and literacy development. In this study the researcher aimed to identify the effectiveness of using Edmodo on developing seventh grader writing skills in Gaza governorate and their attitude towards writing.

While Holland's & Muilenburg's (2011) study aimed to describe students who doesn't treat smooth participated in literature discussions using the asynchronous discussion platform found on Edmodo. Moreover, Kongchan's (n.d), study aimed to investigate how a non-digital-native teacher can make use of Edmodo to set up and run an online classroom community for her students to work online concurrently with their physical classes, and to run a workshop on Edmodo for other teachers.

On the other hand Pop's (2013) study aimed to examine Edmodo E-portfolios in EFL. Edmodo is a free and safe virtual learning environment, helping students and teachers connect and collaborate outside the face-to-face learning time, which makes it an ideal tool to be explored and adopted by teachers of English as a foreign language (EFL). Wadman's (n,d) study aimed to explore Using Virtual Learning Environments (VLEs) as a tool for managing and empowering autonomous learning is becoming standard around the world. Edmodo is a social learning network popular in the United States while Moodle is consider a course management system used popularly around Southeast Asia.

Regarding the Methodology:

In this study ,the researcher used experimental approach while in Anbe's (2013) study used the strategy The AVID (Advancement Via Individual Determination) class is an elective, college readiness course. Its emphasis on rigorous strategies can be a challenge to deliver. While Cole & Ed's. (2012) used The Delphi Method, a forecasting methodology developed in the mid-1950s, was employed by the researcher to ask a group of experts what kinds of social technologies would be adopted over the next five years Moreover ,Instructional Strategies Considering the moderate level of technology skills and knowledge possessed by the target audience, instruction was designed to be straightforward. The testers of the instructional module possess higher levels of these skills, and should had an easier time moving through the instructions and sections of the

website. The website was designed so the user could navigate from one section to the next, in a short amount of time.

Regarding the tools:

In this study, the researcher used two tools which are pre-posttest, and attitude scale. In contrast ,A lot of different tools and instruments were used in these previous studies such as : In Kongchan's (n.d)Three research instruments were employed in the study: a diary, a questionnaire, and Edmodo. In Holland& Muilenburg's (2011) used the asynchronous discussion function available through Edmodo.com makes individual contributions transparent to the teacher.

A quantitative, quasi-experimental pretest/posttest control group design was used in Wendt's (2013). While Letwinsky's (2012) study was used the Internet as a tool to promote mathematics communication and literacy in the online environment. A total of 100mathematics teachers in grades 7-12 from the Northeast region of the state of Pennsylvania completed the Internet based survey.

Regarding the Sample:

This study agrees with Letwinsky's (2012)study in the sample, while the other have different samples.

The researcher got some benefits from this section of the previous studies as below:

- Writing the literature review about the Edmodo and e-learning.
- Preparing the needed tools for this study.
- Choosing the suitable research method.
- Deciding the proper targeted sample for this study.
- Selecting the most appropriate statistical treatment.
- Becoming familiar with many books and journals that enrich and serve this study.

2.6. second, Studies related to writing skills and students' attitudes towards them:

2.6.1. Armana (2011).

In his study, the Impact of a Remedial Program on English Writing Skills of the Seventh Grade Low Achievers at UNRWA Schools in Rafah. The researcher examined the impact of a remedial program on English writing skills of the seventh grade low achievers at UNRWA Schools in Rafah .Two experimental groups i.e. a male group consisting of (31) students and a female group consisting of (37) students. The others are two control groups i.e. a male group consisting of (25) students and a female group consisting of (34) students. The data of the study were analyzed, using Statistical Package for Social Science (SPSS), to confirm the test validity and reliability. On the other hand, Mann Whitney, t. test paired and independent sample were used to measure the statistical differences in mean between the experimental groups due to the use of the remedial program.

The study indicated that there are statistically significant differences at the level ($\alpha = 0.05$) on English writing skills of the seventh grade low achievers in favor of the experimental groups. It means that the use of the program in the remedy of the weaknesses of the writing skills of the low achievers had a significant impact on the students. Based on those findings, the study recommended the necessity of implementing remedial programs for the low achievers to bring about better outcomes in students' writing skills of the English language. It also was suggested that further researches should be conducted related to other skills of writing .

2.6.2. Al-Mudallal (2013).

In her study The Effect of Using Weblog on Enhancing Palestinian Eleventh Graders' English Writing Performance and their Attitudes towards Writing, Al-Mudallal aimed at investigated the effect of using weblog as a teaching and learning virtual class to the process writing approach on enhancing Palestinian eleventh graders' English writing performance in general and writing product skills and writing processes in particular and improving their attitudes towards writing in English. To achieve this aim, the researcher followed a quasi-experimental approach so she chose a purposive sample of 40 EFL female students studying at Dallal Al Mughrabi Secondary "A" Girls' School in the Directorate of Education-East Gaza. The participants were divided into two equivalent groups: a control group of 20 students, and an experimental one of 20 students. The two groups were equivalent in terms of their age, previous learning, and achievement in English language in general and achievement in English writing in particular and in the use of the writing processes. The researcher used three tools. The first tool was a writing attitudes scale to explore students' attitudes towards writing in English before and after the intervention. The second tool was a process writing questionnaire to find out to which degree students

used the writing processes before and after the intervention. The third tool was a writing achievement test to measure students' writing performance in general and their writing product skills in particular before and after the intervention.

The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the post writing achievement test in favor of the experimental group. This showed a remarkable improvement in English writing performance of the experimental group students in general and in their writing product skills in particular as compared with the control group students. Moreover, the findings indicated that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the process writing questionnaire in favor of the experimental group. This showed a statistically significant increase in the students' use of writing processes as a result of the use of the weblog in the writing classroom. the researcher recommended the necessity of using the weblog in teaching English writing to attain better results in students' English writing achievement, to enable them to use the writing processes and to develop their attitudes towards English writing.

2.6.3 . El-Salahat (2014).

The researcher, aimed to investigate the effectiveness of using interactive writing strategy on developing writing skills among seventh graders and their attitudes towards writing. It attempted to find out to what extent the using of interactive writing strategy which is based on group and pair activities and other tasks on developing Palestinian seventh grader's writing skills and their attitudes towards writing. To fulfill the aims of the study, the researcher followed the experimental approach. He used two tools to collect the needed data: a pre-posttest and a questionnaire. A sample consisting of (76) seventh grade female students was purposively chosen from Ian Goliath (B) in the East Directorate of Gaza in the scholastic year (2012-2013) and equally distributed into an experimental and a control group. An achievement pre-posttest and a questionnaire were administrated and a statistical analysis was conducted to collect data. The study findings revealed that there were statistically significant differences in achievement in writing between the mean scores attained by the experimental group and those by the control one in favor of the experimental group.

2.6.4. El-Shami (2011) .

The researcher, aimed to investigate the effect of using interactive writing on developing the mechanics of writing of eighth graders in Gaza private schools . The researcher chose in Ebad Elrahman Private School where he works as an English teacher. The sample of the study was purposively chosen. The Sample consisted of 37 male students of eighth graders. It was divided into two groups, an experimental and a

control group, an experimental group consisting of 18 students and a control one consisting of 19 students. The researcher used two tools, pre-post achievement test and a portfolio. The researcher applied the pre-test before starting the experiment, the results showed that the two groups were equivalent in their previous learning and general achievement. The results were statistically analyzed. The study findings revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control one in favor of the experimental group. This dues to the interactive writing method used.

2.6.5. Sharaf (2011).

The researcher, aimed to investigate the effect of teaching grammar in writing contexts to enhance using grammar functionally for eleventh graders in Gaza governorate. To achieve the aim of the study, the researcher adopted the experimental approach. The sample of the study consisted of (66) students from AL-Jaleel Secondary School for Girls. The participants were divided into two groups: a control group and an experimental one. The researcher used the strategy of teaching grammar in writing contexts in teaching the experimental group and the ordinary strategy of teaching grammar in teaching the control group in the second term of the scholastic year (2010-2011). A grammar achievement test of eight questions containing (49) items was designed to be used as a pre and posttest to reveal the effect of using the strategy of teaching grammar in writing contexts on the students' achievement in English grammar. The validity of the test was refereed by the specialists and Pearson correlation coefficient. The reliability of the test was measured by Alpha Cronbach formula and Split Half Method. The results of the grammar achievement test were statistically analyzed by using Ttest paired sample to examine if there was statistically significant difference between students' mean scores of pre and post application of the grammar achievement test of the experimental group. T-test independent sample. The findings indicated that there were statistically significant differences between both groups in favor of the experimental one due to the strategy of teaching grammar in writing contexts. This study recommended the importance of using the strategy of teaching grammar in writing contexts in English language teaching to give better results in students' achievement of English language. Also, the researcher suggested to use, activate, and implement this strategy on the other skills of the English language.

2.6.6. Harb (2013).

The researcher, aimed to investigate the effectiveness of using a blended learning program on developing and retention Palestinian tenth grader's English writing skills. To achieve the study aims, the researcher adopted the experimental approach with two groups' pre-post design (experimental and control). To collect data, the researcher designed the following study instruments and tools: content analysis, achievement test consisting of (40) items, a test to measure the retention of the skills

and a blended learning program in writing skills. After examining the validity and reliability of the tools and instruments, they were implemented on the study sample represented in (40) students from Shohadaa' Rafah Basic School who were randomly selected from the original population of (1774) students in Rafah Directorate of Education 2012-2013. After the statistical analysis, the findings of the study revealed that there were significant differences at ($\alpha = 0.05$) in the scores of the control and the experimental groups in favor of the experimental group and which is attributed to the blended learning program. The findings also pointed out that there were statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level before and after implementing the blended program in favor of the post-application. Additionally, there were statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level of the control and the experimental groups (high and low achievers) in favor of the experimental group.

2.6.7. Abu Ghazalah (2010).

The researcher, aimed to investigate the effect of using a comprehensive approach for teaching high frequency words on developing the writing skills of seventh graders in Gaza. Sample of the study consisted of 59 male students. The sample was purposively chosen from Nuseirat Prep. Boys School "B". It was divided into two groups, experimental consisted of 29 and control group that consisted of 30 students. The two groups were equivalent in their previous learning , achievement in English language in general and achievement in writing and spelling in particular. To collect data and achieve the goal of the study, the researcher used three tools, card analysis to determine the most frequent words in English for Palestine grades 5,6 and 7, pre/ post achievement tests(spelling and writing) and a portfolio to measure the progress in writing skills. the findings of the study revealed that there were significant differences at ($\alpha = 0.05$) in the scores of the control and the experimental groups in favor of the experimental group and which is attributed to the blended learning program. The findings also pointed out that there were statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level before and after implementing the blended program in favor of the post-application. Additionally, there were statistically significant differences at ($\alpha = 0.05$) in the participants' achievement level of the control and the experimental groups (high and low achievers) in favor of the experimental group. the study recommends that teachers are advised to adopt the blend in teaching writing skills, holding educational courses and workshops for teachers in general and of English in particular in employing blended learning to enrich the teaching learning process and develop students' achievement level. It also suggests that further research should be conducted on the effect of blended learning on other English language skills, other school subjects, students' creative thinking skills as well as in the treatment of learning difficulties in English.

2.6.8. Isa (2012).

The researcher, aimed to investigate the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. To achieve this aim, the researcher employed a representative sample of 39 EFL students studying at Bureij Prep. Girls School 'A' which is run by UNRWA in the Gaza Strip. It was divided into two groups: experimental group consisted of 20 students and control one consisted of 19 students. The two groups were equivalent in their previous learning, achievement in English language in general and achievement in English writing in particular. The researcher used three tools: an observation card to explore students' performance in utilizing Wikis and practicing writing skills and activities, a questionnaire to reveal students' attitude towards using Wikis in teaching and learning writing skills and pre/ post writing test. Being used as a pre-test, the writing test was meant to prove groups equivalence. The findings of the study revealed that there were significant differences in participants' performance before and after implementing wiki project in the favor of the post-performance. The findings also pointed toward the presence of significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills in the favor of after experiment. Moreover, the study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to the wiki technology. The study recommended that teachers are asked to use the wiki technology in teaching writing skills in order to develop and improve their students' ability in writing skills. Also, it suggested that further researches should be conducted on the effects of wikis on different English skills and other school subjects.

2.6.9. Salah (2010).

In his study aimed at investigating the effectiveness of a suggested program for developing teaching writing skills among secondary school teachers. The researcher used two tools for the study, an observation card to identify the skills that teachers have in teaching writing and the suggested program which tackled all the points that the teachers need in teaching writing skills. The suggested program consisted of ten training sessions for teaching writing. It included activities, techniques, teaching aids that can be used in teaching writing. The researcher used the observation card to assess teachers' performance in teaching writing skill then he conducted the suggested program to see its impact on them. The findings of the study revealed that there were significant differences in secondary school teachers' performance before and after implementing the program and teachers' level after the program reached eighty seven percent. The researcher recommended in the light of the above findings that secondary

school teachers are asked to use the writing process in teaching writing skills in order to develop and improve their abilities in teaching writing skills.

2.6.10. Naeem (2007).

The researcher, aimed to investigate the effect of a suggested CALL program on developing EFL learners' mechanics of writing in English. An unbiased simple random sample of eighty fourth-year students (2006 / 2007) of the English Department at the Faculty of Education in Kafr El-Sheikh have been chosen to carry out the experiment. Forty students had been assigned to the experimental group to study mechanics of writing via the CALL program. An equal number of students had been assigned to the control group to study the same content as usual. Material and tools, designed by the researcher, have been used either to collect the data or to carry out the experiment of this piece of research: a pilot study; an achievement test; the CALL program; a lecturer's guide; a students' guide and a questionnaire. The experiment took ten weeks – including the pretest and posttest administrations. Afterwards, the researcher has used the One- Way ANOVA and the *t-test* in order to statistically analyze the obtained data. Findings refer to the fact that the suggested CALL program did develop EFL college learners' punctuation marks, capitalization and spelling (the three investigated components of writing mechanics).

2.6.11. Commentary on the First Domain of the Previous Studies:

Regarding the aim:

This current study examines to Identify the effectiveness of using Edmodo on developing seventh grader writing skills in Gaza governorate and their attitude towards writing. On the other hand , there are a lot of similar studies related to dependent variable which is writing attitude. This study used some writing skills such as punctuation, reply to email, writing sentences and describing things in descriptive writing paragraph . This study closer to Naeem's (2007) which aimed to investigating the effect of a suggested CALL program on developing EFL learners' mechanics of writing in English ,she focused on punctuation skill. And this study used the same writing skill attitude to El-Salahat's (2014).

Regarding the Methodology:

The current study agrees with some of the previous studies in using the experimental method as Armana's (2011), El-Salahat's (2014), El-Shami 's (2011) , Sharaf 's (2011). Harb's (2013), Abu Ghazalah's (2010), Isa's (2012)), Salah 's (2010) ; and Naeem's (2007).

Regarding the tools:

In this study, the researcher used writing skill test, and writing attitudes scale as instruments. This study agrees with as Armana's (2011) ; Al-Mudallal's (2013) ; El-Salahat's (2014) ; El-Shami 's (2011) Sharaf 's (2011).;Harb's (2013) ; Abu Ghazalah's (2010) ; Isa's (2012) ; Salah 's (2010) ; Naeem's (2007).

On the other hand, an achievement test; the CALL program; a lecturer's guide; a students' guide and a questionnaire was used in Naeem's (2007).

Regarding the Sample:

Sample of the previous studies differed from one study to another in number, gender and age. Naeem's (2007) used eighty fourth-year students (2006 / 2007) of the English Department at the Faculty of Education in Kafr El-Sheikh has been chosen to carry out the experiment. While Abu Ghazalah's Sample of the study consisted of 59 male students. The sample was purposively chosen from Nuseirat Prep. Boys School "B". It was divided into two groups, experimental consisted of 29 and control group consisted of 30 students.

The researcher benefited from this section of the previous studies as follows:

- Writing the literature review about writing and attitudes towards writing.
- Preparing the needed tools and the procedure for the study.
- Selecting the most appropriate statistical treatment.
- Becoming familiar with various books and journals that enrich and serve this study.
- Choosing the suitable research method.
- Deciding the proper targeted sample for the study.

2.7 summary:

This part of this chapter reviewed some previous studies related to identifying the effect of using Edmodo on developing students' English writing performance and their attitudes towards writing. These studies were presented under two sections: 1) studies that investigated the effect of using Edmodo in English writing class; and 2) studies that explored the effect of using different strategies in influencing students' attitudes towards writing. Moreover, this part of this chapter presented how the researcher benefited from those studies and how the current study is different from those studies. The next chapter will show the research design and methodology of the study.

Chapter III

Methodology

Chapter III

The Methodology

The purpose of this study was to examine the effect of using Edmodo on developing seventh grader's writing skills in Gaza governorate and their attitude towards writing. This chapter covers the procedures followed throughout the study. It gives a complete description of the methodology of the study, the population, the sample, the instruments used to collect data, the pilot study, and a description of the Edmodo project used in the study.

3.1. Type of Research Design:

The researcher adopted the experimental approach in order to meet the nature of the research which attempted to explore the effect of using Edmodo on developing seventh grader's writing skills in Gaza governorate and their attitude towards writing. To achieve the purpose of this study, two groups were assigned as the participants of the study: an experimental group and a control group. The experimental group was taught writing through the use of Edmodo as a teaching and learning virtual class to the product writing approach while the control group was taught writing through the traditional method, which focused on giving students model in writing without focusing on the writing product skills and writing processes as well as without using the Edmodo. The experiment lasted for 10 weeks.

3.2. Population of the Study:

The population of the study consisted of all seventh female students enrolled at the governmental schools in the Directorate of Education -west Gaza in (2014-2015) whose total number is (40500).

3.3. Sample of the Study:

The random sample of the study consisted of (50) female Seventh grade students distributed into two groups at Al Majda Wasella prep "B" Girls' School. The researcher used a random sample from Al Majda Wasella prep "B" Girls' School in the Directorate of Education –West Gaza where the researcher administered the experiment . The researcher herself carried out the experiment.

Because the sample was chosen randomly from a governmental school in the Directorate of Education -West Gaza, the two groups were equivalent in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2014-2015). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the second term exam of the school year (2013-2014). In addition, they were identical in their previous learning in the writing lessons as well as the previous use of the writing product. The age variable of the sample was also controlled before carrying out the experiment as they were around 12 years old.

3.4. Variables of the Study:

The study included the following variables:

3.4.1. An independent Variable:

The independent variable in this study is the teaching method:

- The Edmodo as a teaching and learning virtual class to the product writing approach
- The traditional method

3.4.2. A dependent Variable:

The dependent variable is represented in the writing performance in English which has two dimensions as traditional and as product as well as the students' attitudes towards writing in English.

3.5. Instruments:

To attain the purposes of the study, the researcher utilized two tools: She prepared a pre-post writing skill test covering certain writing product skills as: punctuation, reply for email, writing sentences, description . In addition, she adopted writing attitude scale. She also created two types of Edmodo: writing class. In addition, she asked students to set up their own accounts on Edmodo . In this study, the Edmodo was used as a teaching and learning virtual class to the product writing approach.

3.5.1. Writing skill Test:

3.5.1.1. Objective of the Test:

A pre-post writing skill test was prepared by the researcher to measure the students' achievement in writing performance in both the control and experimental groups. Being used as a pre test, it aimed at proving that both groups were equal in terms of English writing performance in certain writing product skills or the discourse components in writing : punctuation, reply for email, writing sentences, description. Then being used as a post test, it aimed at identifying any possible progress and difference in achievement of both groups. (Appendix 1)

3.5.1.2. Items of the Test:

The test was divided into four parts. Each part consisted of one writing skill .The selected prescribed topic that was related to students needs in unit (1&2). Test items represented four types of writing skills: : punctuation, reply for email, writing sentences, description for the seventh graders in the first semester. In part one, students had to Write the correct punctuation for the following sentences; the second part was to reply for email; the third part was to write or describe historical places in Palestine in five simple sentences ;and the fourth part was about writing description about extent photo . They were written in English. They were concise, easy to comprehend, and free from any probable vagueness. They included information about the purpose of the test, the time permitted to complete the test, and the criteria on which scoring would be based. Moreover, the test was scored honestly .

3.5.1.3. Validity of the Test:

Al Nabhan (2004, p.272) states that a valid test is the test that measures what it is designed to measure. The researcher used the referee validity and the internal consistency validity in order to prove that the test was valid to be applied in the study.

A. The Referee Validity:

The test was introduced to a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors .The items of the test were modified according to their recommendations. (Appendix 3)

B. The Internal Consistency Validity:

Al Agha and Al Ostaz (2003, p.110) state that the internal consistency validity indicates the correlation of the score of each item with the total score of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula. According to table (3.1), the coefficient correlation of each item within its domain is significant at (0.01) level. Thus, it can be concluded that the test is highly consistent and valid as a tool for the study.

Table (3.1)

Correlation Coefficient of Every Item of the Test with the Total Score of the Test

No.	Pearson Correlation	Sig. level
punctuation	0.750	sig. at 0.01
Reply for email	0.883	sig. at 0.01
writing sentences	0.521	sig. at 0.01
Description	0.858	sig. at 0.01

r table value at df (38) and sig. level (0.05) = 0.361

r table value at df (38) and sig. level (0.01) = 0.463

Difficulty Coefficient:

This represents the percentage of students who didn't answer correctly to the total students who answered the test. The difficulty coefficient of a test was computed according to the following equation (O`dah, 2002, p.125):

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who didn't answer Correctly}}{\text{Total number of students who answered the test}} \times 100$$

Table (3.2) show the difficulty coefficient for each items of the test:

Table (3.2)
Difficulty coefficient for each items of the test

No.	Difficulty coefficient
punctuation	0.72
Reply for email	0.51
writing sentences	0.75
Description	0.55
Total difficulty coefficient	0.63

Table (3.2) shows that the difficulty coefficient wobble is between (0.51 – 0.75) with total average (0.63), that means each items acceptable or in the normal limit of difficulties according view of point of assessment and evaluation specialists.

Discrimination coefficient:

That's mean the test ability to differentiate between the high achievers and the low achievers.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who has the correct answer from the high achievers} - \text{No. of the students who has the correct answer from the low achievers}}{\text{No. of high achievers students} - \text{No. of low achievers students}}$$

Table (3.3) show the discrimination coefficient for each item of the test:

Table (3.3)
Discrimination coefficient for each items of the test

No.	Discrimination coefficient
punctuation	0.56
Reply for email	0.65
writing sentences	0.31
Description	0.64
Total Discrimination coefficient	0.54

Table (3.3) shows that the discrimination coefficient wobble is between (0.31 – 0.65) with total average of (0.54), which means each item is acceptable or in the

normal limit of discrimination according ,to the view of point of assessment and evaluation specialists.

3.5.1.4. Reliability of the Test:

The Test is reliable when it provides equal outcomes if it is re-applied in equivalent conditions. The researcher used the pilot study to calculate the reliability of the scale, which was measured by Alpha Cronbach and Split-Half methods.

A. Using Split- Half Method:

The researcher computed the correlation between the even-numbered items with odd-numbered items. Then, the researcher used Spearman-Brown formula to modify the length of the scale to find out the reliability coefficient as shown in table (3.4).

Table (3.4)

Correlation Coefficient between the Two Halves of Each Domain before Modification and the Reliability after Modification

SPILT –HALF TECHNIQUE			
DOMAINS	TOTAL	BEFORE	AFTER
Writing skill Test	30	0.649	0.787

A table (3.4) shows that the reliability coefficient by using Split- Half after modification is more than (0.787) and this indicates that the Test is reliable to be used as a tool in the study.

B. Alpha Cronbach Method:

Table (3.5)

Alpha Correlation Coefficient of the Scale Reliability

Alpha Cronbach Technique		
Scope	Total	Correlation
Writing skill Test	30	0.726

The results of table (3.5) show that the ranges of reliability of the four domains are above (0.726). This result indicates that the scale is suitable for conducting the study.

3.5.3. Writing Attitudes Scale:

3.5.3.1. Aim of the Writing Attitudes Scale:

This attitudes scale was adopted from (El-Salahat:2014) questionnaire in order to get data about the students' attitudes towards writing in English. This attitudes scale was administered before and after the experiment for the experimental group. The attitudes scale aimed at measuring the effect of the Edmodo as a teaching and learning virtual class to the product writing approach on developing students' attitudes towards writing in English. (Appendix 2)

3.5.3.2. Steps of choosing the Scale:

The researcher adopted this attitudes scale depending on:

- 1- Reviewing related literature and studies about attitudes scales towards writing or Edmodo.
- 2- Consulting specialized professors about attitudes in general.
- 3- At first, the scale consisted of 40 sentences distributed into four sections. Then, the scale sentences were presented to the referee committee in order to decide the suitability of the number of the items for the seventh graders, the language used in the scale, and the extent to which the items of scale represented its aim and belonged to domains they appeared under.
- 4- At last, the researcher adopted this scale which consisted of (40) items distributed into four domains because it was for the same sample and it is new for the new syllabus.
- 5- The researcher carried out a pilot study for this scale on a group of (30) students to assess the scale validity and reliability.

3.5.3.3. Description of the Scale:

This study used a 40-item questionnaire. This tool was divided into Four main domains: the first domain was about students' attitudes towards enjoying English writing; The second domain was students' attitudes towards the value of English writing; The Third domain was students' attitudes towards the nature of English writing; and The Fourth domain was Students' attitudes towards learning to write in English .Students were asked to indicate the extent of their agreement with each statement, on a five-point Likert scale from strongly agree to strongly disagree as shown in table (3.6). The same scale was carried out before the experiment and after the five-week intervention. Results of the pre and post scale were recorded, statistically analyzed and compared.

Table (3.6)
The Domains of the Attitudes Scale

No.	Domain	No. of Items
1	Students' attitudes towards enjoying English writing	10
2	Students' attitudes towards the value of English writing	10
3	Students' attitudes towards the nature of English writing	10
4	Students' attitudes towards learning to write in English	10

3.5.3.4. Instructions of the Scale (for Students):

The instructions were given to students by their teacher (the researcher). Clear and simple instructions were provided in order to get students understand the items of the scale and facilitate responding .

3.5.3.5. The Pilot Study:

The scale was applied on a random pilot sample of (30) students from Al Majda Wasella prep "B" Girls' School in order to assess validity and reliability of the scale. The results were recorded and statistically analyzed to measure the scale validity and reliability.

3.5.3.6. Validity of the Scale:

In order to check the validity of the scale, the researcher used two types of validity as follows.

A. The Referee Validity:

The scale was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors. The items of the scale were modified according to their recommendations.

B. The Internal Consistency Validity:

The internal consistency validity of the writing attitudes scale was calculated by using Pearson Formula.

Table (3.7) shows that the coefficient correlation of each item within its domain is significant at (0.01) level. According to the following table, it can be concluded that the scale is highly consistent and valid as a tool for the study.

Table (3.7)

Correlation Coefficient for Each Item in Each Domain with the Total Score of its Domain

No.		Pearson Correlation	Sig. level	No.		Pearson Correlation	Sig. level
1	Students' attitudes towards enjoying English writing	0.718	sig. at 0.01	1	Students' attitudes towards the nature of English writing	0.676	sig. at 0.01
2		0.530	sig. at 0.01	2		0.675	sig. at 0.01
3		0.479	sig. at 0.01	3		0.441	sig. at 0.01
4		0.720	sig. at 0.01	4		0.520	sig. at 0.01
5		0.600	sig. at 0.01	5		0.700	sig. at 0.01
6		0.795	sig. at 0.01	6		0.789	sig. at 0.01
7		0.513	sig. at 0.01	7		0.671	sig. at 0.01
8		0.550	sig. at 0.01	8		0.628	sig. at 0.01
9		0.535	sig. at 0.01	9		0.719	sig. at 0.01
10		0.605	sig. at 0.01	10		0.513	sig. at 0.01
1	Students' attitudes towards the value of English writing	0.408	sig. at 0.01	1	Students' attitudes towards learning to write in English	0.742	sig. at 0.01
2		0.497	sig. at 0.01	2		0.635	sig. at 0.01
3		0.450	sig. at 0.01	3		0.542	sig. at 0.01
4		0.686	sig. at 0.01	4		0.657	sig. at 0.01
5		0.730	sig. at 0.01	5		0.584	sig. at 0.01
6		0.673	sig. at 0.01	6		0.414	sig. at 0.01
7		0.729	sig. at 0.01	7		0.474	sig. at 0.01
8		0.415	sig. at 0.01	8		0.539	sig. at 0.01
9		0.478	sig. at 0.01	9		0.606	sig. at 0.01
10		0.591	sig. at 0.01	10		0.727	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

The results of tables (3.7) show that the value of these items are suitable and highly consistent and valid for conducting this study.

The researcher also made sure of the correlation between the domain item with the total record score of the questionnaire, and the as shown in table (3.8).

Table (3.8)

Pearson Correlation Coefficient for Every Domain of the Scale with the Total Score of the Scale

Domain	SUM
Students' attitudes towards enjoying English writing	0.824
Students' attitudes towards the value of English writing	0.897
Students' attitudes towards the nature of English writing	0.853
Students' attitudes towards learning to write in English	0.789

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (3.8), there is a relation correlation between the scopes and the total score and each scope with the other scopes at sig. level (0.01) and that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

3.5.3.7. Reliability of the Scale:

The scale is reliable when it provides equal outcomes if it is re-applied in equivalent conditions. The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and Split-Half methods.

A. Using Split- Half Method:

The researcher calculated the correlation between the even-numbered items with odd-numbered items.

Then, the researcher used Spearman-Brown formula to modify the length of the scale to find out the reliability coefficient as shown in table (3.9).

Table (3.9)

Correlation Coefficient between the Two Halves of Each Domain before Modification and the Reliability after Modification

SPLIT –HALF TECHNIQUE			
DOMAINS	TOTAL	PRE.	POST
Students' attitudes towards enjoying English writing	10	0.655	0.792
Students' attitudes towards the value of English writing	10	0.629	0.772
Students' attitudes towards the nature of English writing	10	0.675	0.806
Students' attitudes towards learning to write in English	10	0.615	0.761
Total degree	40	0.696	0.821

Table (3.9) shows that the reliability coefficient by using Split- Half after modification is more than (0.821) and this indicates that the scale is reliable to be used as a tool in the study.

B. Alpha Cronbach Method:

Table (3.10)

Alpha Correlation Coefficient of the Scale Reliability

Alpha Cronbach Technique		
Domain	Total	Correlation
Students' attitudes towards enjoying English writing	10	0.789
Students' attitudes towards the value of English writing	10	0.766
Students' attitudes towards the nature of English writing	10	0.819
Students' attitudes towards learning to write in English	10	0.791
Total degree	40	0.921

The results of table (3.10) show that the ranges of reliability of the four domains are above (0.921). This result indicates that the scale is suitable for conducting the study

3.6. Controlling the variables

To assure the results accuracy ,of the result and avoid any marginal interference, the researcher tried to control some variables before the study.

3.6.1. General Achievement Variable:

Mann Whitney test was used to measure the statistical differences between the groups due to their general achievement. The students' results in the first term test of the school year (2014-2015) were recorded and analyzed.

Table (3.11)

Mann Whitney Test Results of Controlling General Achievement Variable

Domain	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
General Achievement	experimental	25	24.860	621.500	296.500	0.313	0.754	not sig.
	control	25	26.140	653.500				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

A table (3.11) displays that the computed (z) value, 0.313, is less than the table (z) value at (0.01) and (0.05) levels. This indicates that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control group in the general achievement variable.

3.6.2. General Achievement in English Language Variable:

Mann Whitney test was used to measure the statistical significant differences between the groups due to their general achievement in English language. The subjects' results in English language subject in the first term test of the school year (2013-2014) were recorded and analyzed.

Table (3.12)

Mann Whitney Test Results of Controlling English General Achievement Variable

Domain	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
English General Achievement	experimental	25	23.000	575.000	250.000	1.254	0.210	not sig.
	control	25	28.000	700.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

A table (3.12) displays that the computed (z) value, 1.254, is less than the table (z) value at (0.01) and (0.05) levels. This indicates that there are no statistically significant

differences at (0.01) and (0.05) levels between the experimental and the control group in the general achievement in English language variable.

3.6.3. Group Equivalence in Term of the Pre-Test Marks:

The researcher designed a writing skill test to be a pre and post, covering certain writing product skills (sub-writing domains) : punctuation, reply for email, writing sentences, description. Then, the researcher compared the control and experimental groups after the pre writing skill test to ensure the equivalence of the two groups before applying the experiment. The results were recorded and statistically analyzed using Mann Whitney test. Table (3.13) displays the findings.

Table (3.13)

Group Equivalence in Term of the Pre-Test Marks

Skills	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
punctuation	experimental	25	25.480	637.000	312.000	0.011	0.992	not sig.
	control	25	25.520	638.000				
Reply for email	experimental	25	26.120	653.000	297.000	0.326	0.745	not sig.
	control	25	24.880	622.000				
writing sentences	experimental	25	25.840	646.000	304.000	0.188	0.851	not sig.
	control	25	25.160	629.000				
Description	experimental	25	26.020	650.500	299.500	0.275	0.784	not sig.
	control	25	24.980	624.500				
Total	experimental	25	26.440	661.000	289.000	0.460	0.646	not sig.
	control	25	24.560	614.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (3.13) shows that the (z) computed value, 0.460, is less than the (z) table value (0.01) and (0.05) levels in the total score of the test as well as in each skill. This indicates that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups in their previous writing skill.

Table (3.14)
Mann Whitney Test Results of Controlling Previous Use of Writing attitude scale

	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Students' attitudes towards enjoying English writing	experimental	25	26.980	674.500	275.500	0.720	0.472	not sig.
	control	25	24.020	600.500				
Students' attitudes towards the value of English writing	experimental	25	26.380	659.500	290.500	0.429	0.668	not sig.
	control	25	24.620	615.500				
Students' attitudes towards the nature of English writing	experimental	25	24.920	623.000	298.000	0.282	0.778	not sig.
	control	25	26.080	652.000				
Students' attitudes towards learning to write in English	experimental	25	24.040	601.000	276.000	0.710	0.478	not sig.
	control	25	26.960	674.000				
Total	experimental	25	25.080	627.000	302.000	0.204	0.838	not sig.
	control	25	25.920	648.000				

Table (3.14) indicates that the (z) computed value, 0.204, is less than the (z) table value (0.01) and (0.05) levels in the total score of the questionnaire as well as in each domain. This means that there are no statistically significant differences at (0.01) and (0.05) levels between the experimental and the control groups concerning the previous use of writing processes.

3.6.4. Teacher Variable:

Experimental and control group were taught by the same teacher, the researcher. This was to prevent any other factors related to the differences in the teacher from affecting the findings of the study.

3.7 .Description Edmodo :

Designing the Edmodo:

The instructional design for developing Edmodo module was based on the steps of the ADDIE instructional model. According to this standard, the design steps

<https://www.edmodo.com/>

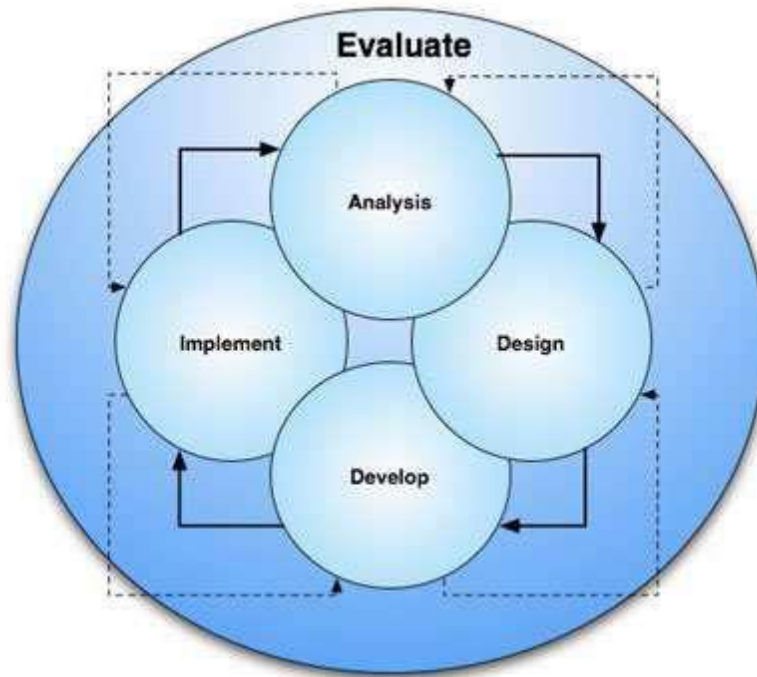


Figure (3.1)
ADDIE Model

- a. Analysis stage.
- b. Design stage.
- c. Development stage.
- d. Implementation stage.
- e. Evaluation stage.

The researcher (teacher) incorporated the ADDIE model with Edmodo design process. Then, she followed the ADDIE phases in developing Edmodo module as well as divided each stage to many secondary stages as follows:

1. Analysis stage:

a-The researcher gathered information from various sources as surfing the net, reviewing literature, reading many books and references related to the present study. These sources were helpful as they helped in designing and identifying Edmodo project's objectives, content, resources, activities, techniques and evaluation.

b-The general objective of Edmodo project was to improve the seventh grade students' English writing performance in terms of writing product as well as to develop their attitudes towards writing in English.

c-The project was based on the use of Edmodo as a teaching and learning virtual class to the product writing approach. The researcher created both the teacher Edmodo and writing class Edmodo. Then, she gave students a training session in order to let them create their own Edmodo by themselves.

d-The researcher had a deep look at the writing lessons of the required two units from unit (1 -2) in the text book in order to investigate the types of writing skills that the seventh graders are required to master.

e. The number of the experimental group was (25) female seventh grade students.

f. The researcher made sure that all the students in the experimental group had a computer device connected with the Internet either at school or at home before implementing the experiment of the study.

g. The researcher used the computer lab at the school in which she implemented the experiment of her study after obtaining the approval from the concerned authorities.

h. The computer lab has (25) computers connected with Internet and with high specification, the researcher used all of them.

2. Design stage:

a. In this stage, the researcher illustrated the specific objectives of Edmodo project.

At the end of the lessons students should be able to:

- Recognize the four phases of the product writing.
- Recognize the techniques and activities that are used in each phase.
- Be familiar with some guided writing activities.
- Practice different techniques of brain storming, pre-writing-drafting.
- Use punctuation marks appropriately.
- write sentences correctly.

b. The researcher created teacher Edmodo account ,and writing class Edmodo and gave students a training session in order to set up their own Edmodos.

c. The Edmodo was used as a teaching and learning virtual class to the product writing approach in teaching writing lessons in *English for Palestine 7*.

d. The researcher prepared Edmodo teacher and student guide.(appendix5,6).Also, The researcher prepared content analysis for 7 grade first semester. content analysis of each lesson purposely explicates and clarifies the genuine classroom procedures and activities that happen among the elements of the classroom environment such as a teacher, students, teaching and learning aids, procedures, and evaluation.(appendix 4).

3. Development stage:

a. To accomplish the objectives of this project, to create an effective teaching-learning process and to develop Edmodo , the following resources/teaching and learning aids such as computer laboratory, Edmodo, LCD, and several computer programs: power point presentation ,videos, and Microsoft Word were employed. The content of these programs can be seen once students either click on them or download them to their own computer devices. In addition, some links related to the writing topics were provided. Students clicked on these links to open them and read their content to get more benefits. The purpose of this was to increase the students' interest, attitudes, attention, understanding and practicing writing product skills(punctuation-reply for email-descriptive sentences-and writing sentences.

4.Implementation stage:

a. The researcher implemented pre writing achievement test as a diagnostic test in order to find out the weakness points students faced. A pre-writing attitudes scale was administered to see the attitudes of the students in the experimental group towards writing in English before the intervention.

b. The researcher gave students a training session about how to use the Edmodo correctly in English writing class

c. Then, the researcher introduced the Edmodo and product writing approach to participants. Next, students became familiar with how both the use of Edmodo and product writing approach could be beneficial in developing and enhancing their writing product skills. The study lasted five weeks- from first-September to the early of October 2014.

c. The researcher employed students' center techniques as well as co-operative and collaborative learning either inside or outside the classroom. Participants were allowed to work in pairs. To illustrate, inside the classroom, the researcher moved around the students to follow up students' work. However, she followed up students' interaction, comments, and feedback and writing assignments on Edmodo page outside the classroom.

d. The researcher offered students assistance and modeling. Next, she asked students to produce their own writing.

e. At the end of the implementation stage, the researcher implemented the post writing achievement test to explore the progress in students' writing performance in general and the improvement in their writing product skills in particular after intervention.. The post-writing attitudes scale was administered to see the attitudes of the students in the experimental group towards writing in English after the intervention.

f. Throughout the implementation of the experiment, the researcher suffered from the lack of the electronic sources which deal with the subjects in an accurate way and easy to the students' level; therefore, this forced her to search for specific education websites that are fit with the students' needs and levels. In addition, she suffered from the shortage of electricity during the implementation of some lessons. Therefore, she exerted great deal efforts to overcome this problem by using generator and extending the time of the lesson.

5. Evaluation Stage:

Evaluation is defined as a systematic and organized process to collect and analyze information to determine the extent of achieving objectives specified for a certain semester, lesson, and training project. In addition, it indicates a judgment process or a qualitative or quantitative description of the degree or level of performance. Thus, evaluation is significant as it enables teacher to take a decision about student's performance. (AlNabhan: 2004, pp.38-39) .In this study, it was an activity planned to judge the advantages of the Edmodo project. It was used to assess the effect of Edmodo project in terms of the benefits to the students. It was the process of gathering results to decide if the Edmodo project was effective. The researcher used two types of evaluation as follows:

Formative Evaluation:

AlNabhan (2004, p.43) states that formative evaluation is a diagnostic and an ongoing process aimed at ensuring the occurrence of the requested learning with the provision of feedback as well as improving the outcomes of the both the learning and teaching processes. It indicates the quality and the level of the achievement to certain goals within a certain period of time. In addition, formative evaluation can be used to evaluate the effectiveness of a training program in the process of implementation and experimentation or to evaluate the efficacy of learning materials and teaching methods. It aims at giving data that helps in developing the program before being finished as well as it aids modifying, re-structuring, and developing the program before being used in the field. It also aims at developing measurement tools before being used in gathering data from the field.

In this study, formative evaluation aided the researcher to realize if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to gather information to make how to make Edmodo project improved. Therefore, the researcher carried out some activities after every lesson in order to evaluate students' improvement in the writing product skills and the use of the writing product via the experiment.

Summative Evaluation:

AlNabhan (2004, p.44) mentions that summative evaluation aims at issuing a final judgment on the whole program, learning materials and the procedures followed in a program after being finished. It also aims at giving the final judgment on the program in terms of its validity for the future uses or for the purpose of replacing it or giving guidelines about how it can be applied in the future uses. In this study, summative evaluation was employed at the end of the program. It aimed at examining the effect of using Edmodo as a teaching and learning virtual class to the product writing approach on the development of the students' writing product skills and the use of writing product. The post- writing achievement test, post- writing attitudes scale were used for this purpose. This was to provide an obvious illustration of the level of progress through the implementation of intervention bit by bit.

3.8. The Validity of Edmodo Project:

The researcher presented Edmodo project to a group of specialists including supervisors of English language in addition to highly qualified and experienced teachers of English language and technology in order to referee it and to test the Edmodo validity. The researcher modified it according to their precious advice.(appendix3).

Additionally, the researcher implemented one writing lesson on a pilot study, which consisted of (30) students. This step was to investigate if there were any technological problems, unclear instruction or the suitability of the technological environment as well as to examine the students' motivation and interaction while using Edmodo and answering the activities presented on Edmodo page.

3.9. Research Procedures:

The researcher proceeded along the following procedures to meet the objectives of this study:

- Reviewing literature and previous studies related to the use of the Edmodo and their effect on the writing performance. In addition, the researcher reviewed previous studies related to the use of a new intervention in teaching and learning writing and their effect on students' attitudes towards writing. This is to get benefit from their samples, tools, methodology, results and recommendations.
- Determining the instruments of the study.

- Setting up three Edmodos: teacher Edmodo; learner Edmodo as well as writing class Edmodo in order to be applied on the experimental group. This Edmodo served as a teaching and learning virtual class to the product writing approach.
- Designing the writing achievement test (pre and post) and refereeing its validity and reliability.
- Designing the writing attitudes scale (pre and post) and refereeing its validity and reliability.
- Obtaining permission from the Islamic University of Gaza and Ministry of Education and Higher Education to carry out the study. (Appendix 9)
- Choosing the sample of the study that included the experimental group and the control one.
- Deciding the writing product skills appropriate for the seventh graders as English Foreign Language learners.
- Consulting experts and specialists in English language and methodology for referring the validity and the reliability of the study tools.
- Conducting the pre writing attitudes scale for the experimental group.
- Applying the experiment. The experiment was the use of the Edmodo as a teaching and learning virtual class to the process writing approach with the experimental group and using the traditional way with the control group.
- Carrying out the post writing achievement test, the post process writing questionnaire and the post writing attitudes scale and using statistical analysis.
- Analyzing and interpreting the results.
- Providing suggestions and recommendations in light of the results of the study

3.10.Statistical Analysis

The questionnaire responses, attitudes scale responses and the data of writing skill test were collected, computed, and analyzed by using Statistical Package for Social Sciences program (SPSS). The significance level used was (0.05) and (0.01).

The following statistical techniques were utilized:

1. Spearman correlation to determine the internal consistency validity of the test.
2. Alpha Cronbach technique and Split-Half technique to measure the reliability of the writing attitudes scale items , are the wring achievement test.
3. Mann Whitney Independent Samples Test to control the extraneous variables and to measure the statistical differences in means between the two groups due to the study variables.
4. Effect size level by using Z value and Eta square to ensure the effect volume (size) of the apparent significant differences between the two groups and within the experimental group.

Chapter IV

Results and Analysis of Data

Chapter IV

Results and Analysis of Data

The study strived to explore the effectiveness of using Edmodo on developing seventh grader's writing skills in Gaza governorate and their attitude towards writing. The researcher used two tools in order to collect data: a writing skill test, and a writing attitudes scale. This chapter tackles the findings of the study regarding the research questions and hypotheses. The researcher used different statistic techniques using the Statistical Package for Social Sciences program (SPSS) to show the final collected data results. In addition, the effect size through (η^2) was used to, measure the effectiveness of using Edmodo on developing seventh grader's writing skills in Gaza governorate and their attitude towards writing. Tables were also used to illuminate and present these data with analysis and interpretation.

The Results of the Study:

4.1. The First question is stated as follows:

" What are the main characteristics and the structure of the Edmodo used in teaching the writing skills for the seventh grade" ?

To answer this question, the researcher reviewed the educational literature and the previous studies in order to be familiar with the main characteristics of the Edmodo as it is illustrated in pages from 14 -23. In addition, she prepared a teacher's guide ,and student guide that include how to use Edmodo from signing up to the end ., (Appendices 8, 9, 10)

In addition, the researcher created a writing class Edmodo as well as a teacher Edmodo and gave students a training session for setting up their own Edmodo . The aim of the use of the Edmodo as a teaching and learning virtual class to the product writing approach was to develop students' writing product skills, increase their uses of the writing production and enhance their attitudes towards writing in English. The Edmodo project includes the following:

1- Teacher's Guide

The teacher's guide provides information of the procedures that teachers can use when applying the Edmodo in the writing lessons. This guide contains detailed explanation of how to use this tool effectively in the writing lessons ,and how to use it correctly. The objectives of each lesson are clearly identified and the activities for each objective are provided. Appendix (5)

2- Student's Guide

The Student's guide provides detailed explanation for how students can use Edmodo correctly. This guide is full of pictures and stages to sign in, share, and comment in Edmodo. Appendix (6)

3-Teaching and learning Aids:

To accomplish the objectives of this project, to create an effective teaching learning product and to develop the Edmodo, several teaching and learning aids were used in the Edmodo design like LCD, smart board, several computer programs: power point presentation and Microsoft Word; and related videos and links were used in the design in order to activate the students' interest, attitudes, attention and interaction with the presented topics as wells with the Edmodo.

The researcher added the components of the suggested Edmodo as well as clarified the steps of creating the Edmodo as it is shown in the appendices (5) and (6)

4-Evaluation tools:

The researcher used two tools to evaluate the effeteness of the suggested tool of Edmodo : the pre and post writing skill test, and the pre and post writing attitudes scale. Appendices (1) , (2) and (3)

4.2. The Second question is stated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental) on the post writing skills test and that of the control group?

To answer this question, the researcher tested the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental) on the post writing skills test and that of the control group.

To investigate the first hypothesis, mean rank and sum of ranks of the experimental and the control groups' results were computed. Mann Whitney Independent Sample Test was used to measure the significance of differences.

Table (4.1) shows the results of differences between the experimental and the control groups in all product writing skills in the post-writing skill test.

Table (4.1)

Mann Whitney Independent Sample Test Results of Differences between the Experimental and the Control Groups in All Product Writing Skills in the Post Writing skill Test

Domain	Group	N	Mean	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
punctuation	experimental	25	4.880	34.220	855.500	94.500	4.745	0.000	sig. at 0.01
	Control	25	3.480	16.780	419.500				
Reply to email	experimental	25	6.760	36.180	904.500	45.500	5.249	0.000	sig. at 0.01
	Control	25	2.600	14.820	370.500				
Writing sentences	experimental	25	4.600	31.140	778.500	171.500	2.900	0.004	sig. at 0.01
	Control	25	3.360	19.860	496.500				
Description	experimental	25	7.200	34.760	869.000	81.000	4.545	0.000	sig. at 0.01
	Control	25	3.280	16.240	406.000				
Total	experimental	25	23.440	36.980	924.500	25.500	5.585	0.000	sig. at 0.01
	Control	25	12.720	14.020	350.500				

“Z” table value at (0.01) sig. level equal 2.58

The results in table (4.1) indicate that the (z) computed value is greater in all the writing product skills and in the total score of the post test than the (z) table value in the post writing skill T.test. This means that there are statistically significant differences at ($\alpha= 0.01$) level between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the mean ranks of both groups in favor of the experimental group. The mean rank of the control group is (14.020) in relation to the total score of the test while the mean rank of the experimental group is (36.980). This means that using Edmodo in English writing class is effective in developing student's writing performance. So the null hypothesis is rejected and the alternative hypothesis is accepted.

To measure the effect size of Edmodo on the experimental group in the post writing skill test, the researcher applied the "Effect Size" technique according to the following equation and the critical values for the effect size levels. Afana (2000, p.38-42) as shown in table (4.2).

Table (4.2)
The Critical Values for the Effect Size Levels
The Table References to Determine the Level of the Effect Size (η^2) and (d) by Z Value

Tes t	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

To calculate the effect size, the researcher used " η^2 " and "d" effect size by using the following equation (Afana: 2000 : 38-43)

$$\eta^2 = \frac{Z^2}{Z^2 + 4}$$

Table (4.3) shows the effect size of applying the Edmodo on the subjects' achievement in the post writing skill test.

Table (4.3)
"Z" value, eta square " η^2 ", for each domain and the total Score of the writing test

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
punctuation	4.745	22.512	26.512	0.849	Large
Reply to email	5.249	27.547	31.547	0.873	Large
Writing sentences	2.900	8.408	12.408	0.678	Large
Description	4.545	20.653	24.653	0.838	Large
Total	5.585	31.192	35.192	0.886	Large

There is a large effect size for each skill and the total score of each skill as it is shown in table (4.3). Implementing the effect size equation, the researcher found that the effect size of the writing product skills namely: punctuation, reply to email, writing sentences and description is large. This can be attributed to the types of activities presented on the Edmodo page as well as students' motivation, interaction and collaboration when using the Edmodo as it allows learners to interact with each other, teacher and learning material synchronously and asynchronously

through making comments and answering activities and posting them on the Edmodo page anytime and anywhere.

4.3.The third question is stated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental)on the post administration of the attitudes towards writing scale and that of the control group?

To answer this question, there are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental)on the post administration of the attitudes towards writing scale and that of the control group .The researcher tested the following null hypothesis: there are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo and that of the non- Edmodo groups on the writing attitude towards writing scale.

Table (4.4)

T- Test results of differences between the attitudes of the experimental and the control groups

Domain	Group	N	Mean	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Enjoying English Writing	Experimental	25	42.280	33.300	832.500	117.500	3.791	0.000	sig. at 0.01
	Control	25	34.080	17.700	442.500				
the value of English writing	Experimental	25	43.360	32.900	822.500	127.500	3.597	0.000	sig. at 0.01
	Control	25	37.200	18.100	452.500				
Nature English Writing	Experimental	25	41.680	32.780	819.500	130.500	3.543	0.000	sig. at 0.01
	Control	25	35.960	18.220	455.500				
learning to write in English	Experimental	25	40.480	31.380	784.500	165.500	2.859	0.004	sig. at 0.01
	Control	25	35.880	19.620	490.500				
Total	Experimental	25	167.800	35.040	876.000	74.000	4.630	0.000	sig. at 0.01
	Control	25	143.120	15.960	399.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

The results in table (4.4) indicate that the (z) computed value is greater in all the writing attitude scale and in the total score of the post test than the (z) table value in the post administration of writing attitude scale. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted. This means that there are statistically significant differences at ($\alpha= 0.01$) level between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the mean ranks of both groups in favor of the experimental group. The mean rank of the control group is (15.960) in relation to the total score of the test while the mean rank of the experimental group is (35.040). This means that using Edmodo in English writing class is effective to develop student's writing attitudes.

To measure the effect size of the Edmodo on the experimental group in the post writing attitude scale, the researcher applied the "Effect Size" technique according to the following equation and the critical values for the effect size levels. Afana (2000, p.38-42) as shown in table (4.5).

Table (4.5)
"Z" value, eta square " η^2 ", for each domain and the total score

Domain	Z	Z²	Z² +4	η^2	Size effect
punctuation	3.791	14.375	18.375	0.782	Large
Reply to email	3.597	12.939	16.939	0.764	Large
Writing sentences	3.543	12.554	16.554	0.758	Large
Description	2.859	8.176	12.176	0.671	Large
Total	4.630	21.439	25.439	0.843	Large

There is a large effect size for each skill and the total score of each skill as it is shown in table (4.5). Implementing the effect size equation, the researcher found was that the effect size of the writing product skills .This can be attributed to the types of activities presented on the Edmodo page as well as students' motivation, interaction and collaboration when using the Edmodo as it allows learners to interact with each other, teacher and learning material synchronously and asynchronously through making comments and answering activities and posting them on the Edmodo page anytime and anywhere. Thus, the second null hypothesis is rejected and the alternative hypothesis is accepted

4.4. Summary:

This chapter dealt with data analysis and results. First, the results of each hypothesis were analyzed statistically using different statistical techniques. After analyzing the data of the writing skill test, the results of the first hypothesis showed differences of statistical significance between the experimental and the control one in favor of the experimental group due to the teaching method. It is obvious that the results of the study indicated that students in the experimental group were more aware of the using Edmodo .

Second, after analyzing the data of the writing attitudes scale, the results of the third hypothesis pointed out differences of statistical significance between the attitudes of the experimental group before and after the experiment towards writing in English in favor of the post application writing attitudes scale. In other words, the application of the Edmodo in English writing class led to improve students' attitudes towards writing in English in favor of the post writing attitudes scale for the experimental group.

To sum up, in accordance with the students' responses to each question at the end of each lesson as well as the results of this study, the use of the Edmodo as a teaching and learning virtual class to the product writing approach can be a promising and productive solution to student's lack of engagement and motivation in English writing class and enhance their writing ability and improves their attitudes towards English in writing.

Chapter V
Findings, Conclusions,
Pedagogical Implications and
Recommendations

Chapter V

Findings, Conclusions, Pedagogical Implications and Recommendations

Introduction

The overriding purpose of this study was to determine the effectiveness of using Edmodo on developing seventh grader's writing skills in Gaza governorate and their attitude towards writing. This chapter discusses findings of this study. Some pedagogical implications are also included to enrich the teaching-learning product in general and teaching writing in particular. Moreover the researcher will put some , pedagogical implications for this study to enrich information about writing ,and give syllabus designers, supervisors, teachers some recommendation which can improve teaching and learning.

5.1. Interpretation of the Results Related to Question Number One:

The researcher investigated the first main question that inquired about main characteristics and the structure of the Edmodo used in teaching the writing skills for the seventh grade. The researcher designed a writing class Edmodo as well as a teacher Edmodo . In addition, she gave students' a training session in order to help them in creating their own Edmodo . The researcher used the Edmodo as a teaching and learning virtual class to seventh grade text book. The Edmodo project includes teacher's Guide , teaching and learning aids, components of the suggested Edmodo g, steps of creating the Edmodo and the evaluation tools.

The contents of the Edmodo project were chosen, organized and modified according to the opinions and suggestions of a group of specialists in the field of methodology and teaching academic writing. The researcher identified the time plan and the procedures which can be followed when implementing the Edmodo tool. The researcher implemented the Edmodo project in the second semester 2014-2015. The researcher used a pre and post writing skills test, a pre and post writing attitudes scale in order to find out the internal validity of the Edmodo project. In addition, the Edmodo was reviewed by a jury of specialists in methodology and technology. The researcher controlled other variables that may affect the results by implementing a pilot study. The Edmodo project was taught to the experimental group while the control one was taught by the traditional method. After that, the post-test was applied on the two groups and the results were statistically analyzed.

The researcher investigated the first main question that inquired about the main characteristics and the structure of the Edmodo that used in teaching the writing skills for the seventh grade which according to ROMERO, S., et al (2013:p12):

In the teacher side, The initial interface that the tool offers for teacher and students is very similar, but with some extra functionality in the teacher side, like: The first action offered by the tool for teachers is to create the class groups, as it is required. Each group has a number of options that can be managed, if the user has a teacher role. The teacher can view the group members (students and teachers), he can archive and / or delete a group if it is necessary. From the public view, we may highlight that the teacher can decide the comments to be shared with people who are from outside of a specific group.

In terms of communication that is performed by using a board, the teacher could present it, to an entire group or as a private individual for each student. The teacher has four types of communication: (1) messages, (2) alerts, (3) assignment (or a task which can be rated later) and (4) vote. It is possible to add to each communication element: a file, a link (URL) or an existent item from the digital library. It has a section called "Who?" Where users can send messages in different ways to users: individual (private), students group, teachers and parents.

In the student side, the communication options are more limited than those of teacher, where they only have the option message, and they can only communicate in two ways: (1) with the entire class in public way or (2) in private way with the teacher. Both teachers and students have access to a calendar, depending on the classes they teach, and the students to the classes to which they have joined where also they can view the deliverables or dates set by the teachers.

These management features convert the Edmodo tool in a great tool for organizing and planning. For storing and sharing files, there are two points of view in the Edmodo platform: The teacher view, where he can share folders with material for one or more of his classes, and the student view, with a space of 100 MB, to store his files and/or class assignments.

Finally, from the user profile, other users can see (if they are connected to him): public activity, connections with teachers (if the user has a teacher role) their colleagues, besides seeing their school and classes that they manage or in which they participate.

.5.2. Interpretation of the Results Related to Question Number Two:

The researcher investigates the second question which examined if There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental) on the post writing skills test and that of the control group.

To investigate the first hypothesis, mean rank and sum of ranks of the experimental and the control groups' results were computed. Mann Whitney independent sample test was used to measure the significance of differences. Table (4.1) shows the results of differences between the experimental and the control groups in all product writing skills in the post-writing skills test.

The results in table (4.1) indicate that the (z) computed value is greater in all the writing product skills and in the total score of the post test than the (z) table value in the post writing skills test. This means that there are statistically significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the mean ranks of both groups in favor of the experimental group. The mean rank of the control group is (14.020) in relation to the total score of the test while Edmodo e the mean rank of the experimental group is (36.980). This means that using Edmodo in English writing class is effective to develop student's writing performance.

To measure the effect size of Edmodo on the experimental group in the post writing skills test, the researcher applied the "Effect Size" technique .

There is a large effect size for each skill and the total score of each skill as it is shown in table (4.3). Implementing the effect size equation, the researcher found that the effect size of the writing product skills namely: punctuation, reply to email, writing sentences and description is large. This can be attributed to the types of activities presented on the Edmodo page as well as students' motivation, interaction and collaboration when using the Edmodo as it allows learners to interact with each other, teacher and learning material synchronously and asynchronously through making comments and answering activities and posting them on the Edmodo page anytime and anywhere. Thus, the first null hypothesis is rejected and the alternative hypothesis is accepted.

According to EJETech 1(1) Autumn 2013 Factors about Edmodo's contribution to learning as making learning fun appeared to be as attracting students' attention, appropriate for future students, making teachers work easier, making the lesson effective and organized.

This result is in agreement with those reported in some other related studies as Anbe 's(2013) ; Cole & Ed. 's (2012); Gushiken's (2013); Holland& Muilenburg's (2011) ; Kongchan's (n.d) ; Letwinsky's (2012) ; Pop's (2013) ; Shockney's (2013) ; Spiotta (2013); Thongmak's (2013) ; Wadman's (n,d) ; Hazlett's (2010) ; Wendt's (2013).

.5.3. Interpretation of the Results Related to Question Number Three:

The researcher investigates the third question which examines if there are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores of the Edmodo (experimental) on the post administration of the attitudes towards writing scale and of the control group. on the writing product skills i.e., punctuation, reply for email, writing sentences, description among students who receive English writing through using Edmodo as a teaching and learning virtual class to the product writing approach (experimental group) and those who learn English writing through the traditional method (control group).

The results in table (4.4) indicate that the (z) computed value is greater in all the writing product skills and in the total score of the post attitude scale than the (z) table value in the post writing attitude scale. This means that there are statistically significant differences at ($\alpha= 0.01$) and ($\alpha= 0.05$) levels between the experimental group and the control one in favor of the experimental group. There is also a significant difference between the mean ranks of both groups in favor of the experimental group. The mean rank of the control group is (15.960) in relation to the total score of the attitude scale. while the mean rank of the experimental group is (35.040). This means that using Edmodo in English writing class is effective to develop student's writing performance.

To measure the effect size of the Edmodo on the experimental group in the post writing attitude scale, the researcher applied the "Effect Size" technique according to the following equation and the critical values for the effect size levels. Affana (2000, p.38-42) as shown in table (4.5).

There is a large effect size for each skill and the total score of each skill as it is shown in table (4.5). Implementing the effect size equation, the researcher found that the effect size of the writing product skills namely: punctuation, Reply to email, Writing sentences and Description is large. This can be attributed to the types of activities presented on the Edmodo page as well as students' motivation, interaction and collaboration when using the Edmodo as it allows learners to interact with each other, teacher and learning material synchronously and asynchronously through making comments and answering activities and posting them on the Edmodo page anytime and anywhere. Thus, the first null hypothesis is rejected and the alternative hypothesis is accepted

This result is in agreement with those reported in some other related studies as Armana's (2011) ; Al-Mudallal's (2013)) ; El-Salahat's (2014) ; El-Shami 's (2011) Sharaf 's (2011).) ;Harb's (2013) ; Abu Ghazalah's (2010)) ; Isa's (2012)) ; Salah 's (2010) ; Naeem's (2007).

The closest study in these studies is ; Naeem's (2007).it explained EFL college learners' punctuation marks, capitalization and spelling (the three investigated components of writing mechanics).

5.4. Conclusions:

As a conclusion, the study provided important data on the use of Edmodo as a teaching and learning virtual class to the product writing approach. The results of the study provided strong evidence that the use of Edmodo as a teaching and learning virtual class to the product writing approach result in achieving better results in students' writing performance in general and in their writing product skills in particular than the traditional method does. Moreover, the study proved that the use of Edmodo as a teaching and learning virtual class to the product writing approach can enrich students with the use of the product of writing.

Also , the researcher recommend teachers, ministry of education, supervision to use Edmodo for different levels in the school, and by using Edmodo it enables students to develop their attitudes towards learning in general and writing in particular.

5.5. Pedagogical Implications:

In light of the study results, the researcher suggests the following:

1. Teachers should be aware of the importance of the Edmodo as a teaching and learning virtual class to the product writing approach in developing students' writing performance as the traditional method in teaching writing is less effective.
2. Varied techniques of instruction in writing lessons encourage students to write.
3. Using Edmodo enables students to develop their attitudes towards learning in general and writing in particular.
4. Using Edmodo make students motivated and encouraged most of the time.
5. Using Edmodo allows for a social constructivist learning experience, allowing teachers and administrators to interact with each other that will bring the learning.
6. Long-term Learning. Edmodo allows for PD to be sustained over time, with the library and folders functions organizing and maintaining resources and information over time.
7. Using Edmodo allows students to receive and submit assignments online.
8. Both teachers and students should be persuaded with the significance of writing as it is a skill for all aspects of life. In addition, they should be persuaded with

any changes in the learning process to be highly engaged in any new learning environment.

9. Students like to write and talk about things related to their real life and experiences So teachers should always create reasons for learning.

5.6. Recommendations:

In light of results of the study, the following recommendations are suggested:

5.6.1. Ministry of education is recommended:

1. To enrich the Palestinian English curriculum with various communicative writing activities in every writing lesson in all educational stages.
2. To provide schools with computer laboratory in terms of up-dated computer devices connected with the internet access, LCD and smart boards. These aids help teachers to activate and employ Edmodo as virtual class I in learning.
3. To provide the syllabus with new strategies, approaches ,and techniques.

5.6.2. Supervisors are recommended:

1. To hold workshops that aspire to make teachers acquainted with the Edmodo
2. To hold training courses to help teachers to implement Edmodo in writing.
3. Preparing and publishing instructional materials about the effectiveness of using Edmodo in writing
4. Urge the teachers to use various techniques and activities which are profitable for more productive achievement such as using Edmodo.

5.6.3. English language teachers are recommended:

1. To use the Edmodo with all English skills, listening, speaking, reading and writing.
2. Attend workshops and training courses concerning teaching writing.
3. Adopting modern techniques that enhance students' participation and interaction.
4. Read and search for useful writing strategies.
5. To be up to date teachers.

5.6.4. Recommendations for further studies:

1. This study was limited to the writing skill. The Edmodo should be applied with other English skills and sub-skills.
2. Investigating students` writing strategies that students use in English writing skills periods at basic schools.
3. Improving primary school students` writing skills and attitudes towards writing.
4. The effectiveness of using Edmodo in teaching writing skills on the achievement of secondary school students.

5. Conducting studies to examine which type of the feedback received in the Edmodo writing class either peer feedback or teacher feedback that learners take into account when they revise or edit their piece of writing.
6. Improving prep. School Students` Writing Skills and Attitudes toward Writing.

5.7.Summary

This chapter presented the answers of the questions of the study, tested the hypotheses as well as the discussion and the results. Also, it included the recommendations, suggested by the researcher, to curriculum designers and decision makers, to school administrations and supervisors, to teachers of English and for further studies.

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Appendices

Appendix (1)

The Islamic University of Gaza
Deanery of Postgraduate Studies
Faculty of Education
Curriculum & English Teaching Methods Department



Dear Professor, Supervisor, Expert teacher,

The researcher is conducting a M.Ed. thesis entitled " **The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their attitude towards Writing in Gaza Governorate**". One of the requirements of this study is to conduct a pre/post writing skills test according to some specific criteria including content, organization, vocabulary, language use, and mechanics for seventh grade students.

Because of the importance of your opinion and experience, you are kindly requested to look carefully at the test and give your opinion regarding the following:

- ✓ Clarity of the test items
- ✓ Relevance of the test items to the writing product skills (criteria) which are intended to be assessed
- ✓ Difficulty level of the test items
- ✓ Adequacy of the test items
- ✓ Suitability of the test items for the seventh grade students
- ✓ Relevance of the test items to the curriculum of the seventh grade

The researcher would be very thankful if you kindly give any suggestions or comments that you suppose necessary to develop the instrument.

Would you please put a tick in the box that indicates your point of view

Items	Degree of Suitability		
	Low	Average	High
1. Clarity of the test items			
2. Relevance of the test items to the writing product skills (criteria) which are intended to be assessed			
3. Difficulty level of the test items			
4. Adequacy of the test items			
5. Suitability of the test items for the seventh grader students			
6. Relevance of the test items to the curriculum of the seventh grade			
7. Suitability of time assigned to the test			
8. The test items reflect the objectives			

Any further comments are highly appreciated.

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Your cooperation and contribution will be highly appreciated

University Professor Supervisor Teacher

The researcher,

Mai Qalaja.

The Pre-Post Writing skills Test
In The Name of Allah The Most Merciful The Most Gracious
The Pre-post Writing skills Test



Student's Name:..... **Class:**.....
School:..... **Score :**
Estimated Time : Two hours Total marks: 30

English Writing skills Test

Instructions

This is a writing skills test. It is designed to assess your English writing performance. It includes four questions. For taking the test, the following points are to be considered:

- Read the instructions given at the beginning of each question carefully; then proceed to answer the question correctly.
- Write as accurately as possible.
- Write as neatly as you can.
- You must stop writing at the end of the allocated time.
- Scoring will be based on certain criteria including content, organization vocabulary, language use, and mechanics.
- Total possible score is 30

Thanks for your participation.

The First Question

1) Write the correct punctuation for the following sentences: (5pts).

1 i have two brothers and a little sister

2 do you often play football after school

3 we usually speak english in our english class

4 my family and I sometimes go to haifa to see my grandparents

5 hello pat how are you

The second Question

2) Reply to the following email: (10pts).

To: (your name)

From: Noha.

Date:1-9-2014

Hi,My name is Noha. , I'm a pupil at Remal School in Gaza. It's good to meet you.
It would be really interesting if you could tell me more about you and your family.
Do you have any brothers and sisters, or cousins? Where do you go to school? Do
you speak English in class? What do you usually do after school? How often do you
see your grandparents or cousins? Please write soon! Noha

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The Third Question

3) Write five sentences about Palestine and its historical places (5pts).

A.

B.

C.

D.

E.

The fourth Question

4-Describe this photo in 5 simple sentences (10pts).



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Appendix (2)

**The Islamic University of Gaza
Deanery of Postgraduate Studies
Faculty of Education
Curriculum & English Teaching Methods Department**



Dear Professor, Supervisor, Expert teacher,

The researcher is carrying out a M.Ed. thesis entitled "**The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their attitude towards Writing in Gaza Governorate**" This study seeks to examine the impact of utilizing Edmodo as a teaching and learning virtual class to the product writing approach on improving seventh graders' English writing performance and their attitudes towards English writing.

You are kindly invited to examine and referee the content of this writing attitudes scale which is designed to find out students attitudes towards English writing and the use of Edmodo in EFL writing class. This attitudes scale consists of four main domains and every domain includes its relevant items regarding the following:

The first domain: **Students' attitudes towards enjoying English writing.**

The second domain: **Students' attitudes towards the value of English writing.**

The third domain: **Students' attitudes towards the nature of English writing.**

The fourth domain: **Students' attitudes towards learning to write in English.**

Due to your rich academic and research experience, the researcher hops you could have a look at the initial copy of this writing attitudes scale and provide your suggestions and remarks regarding the following:

- Clarity of the statements

- Relevance of the statements to each domain they are included in.

- Adequacy and appropriateness of the statements to each domain they are included in.

The researcher would be extremely grateful if you kindly give any suggestions, modifications, additions or deletions to the statements you see necessary to enrich this instrument.

Would you please put a tick in the box that indicates your point of view:

Items	Degree of Suitability		
	Low	Average	High
1. Clarity of the statements.			
2. Relevance of the statements to each domain			
3. Adequacy and appropriateness of the statements to each domain.			

Any further comments are highly appreciated.

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Your cooperation and contribution will be highly appreciated

University Professor

Supervisor

Teacher

The researcher,

Mai Qalaja.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
عمادة الدراسات العليا
كلية التربية

أختي الطالبة:
السلام عليكم ورحمة الله وبركاته ،،،
تقوم الباحثة بعمل رسالة ماجستير بعنوان:

The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their attitude towards Writing in Gaza Governorate.

اثر استخدام ادمودو على تنمية مهارات الكتابة لدى طلاب الصف السابع الاساسي واتجاهاتهم نحو الكتابة في محافظة غزة.

ومن خلال هذه الاستبانة سيتم قياس اتجاه طالبات الصف السابع الاساسي نحو الكتابة. يتكون هذا المقياس من (40) فقرة موزعة على اربعة محاور وهي: اتجاه الطالبات نحو الاستمتاع بالكتابة باللغة الانجليزية، اتجاه الطالبات نحو قيمة الكتابة باللغة الانجليزية، اتجاه الطالبات نحو طبيعة الكتابة باللغة الانجليزية، اتجاه الطالبات نحو تعلم الكتابة باللغة الانجليزية. صممت الاستبانة من أجل البحث العلمي فقط، لذا نرجو منك أن تجيبي على الفقرات بأمانة وصدق حتى يتحقق الهدف منها.

التعليمات:

اقرني جيدا العبارات الخاصة بكل محور ، ثم ضعي علامة (√) أمام الخانة التي تعبر عن رايك الشخصي بدقة وحيادية ، علما بأنه لا توجد عبارة صحيحة وأخرى خاطئة، وإنما العبارة صحيحة طالما تعبر عن رايك ويعبر التدرج المقابل لكل عبارة عن درجة الموافقة عليها:

-موافق بشدة: إذا كانت العبارة تتفق معك دائما.

-موافق: إذا كانت العبارة تتفق معك غالبا.

-غير متأكد: إذا كانت العبارة لا تنطبق عليك ولا تستطيعين أن تقرري.

-اعارض: إذا كانت العبارة لا تتفق معك غالبا.

-اعارض بشدة: إذا كانت العبارة لا تتفق معك دائما.

مع خالص الشكر والتقدير لتعاونكم.
الباحثة: مي وائل قلجة
اشراف: د. عوض قشطة.

المجال الأول :

اتجاه الطالبات نحو الاستمتاع بالكتابة باللغة الانجليزية:

م	الفقرات	اوافق بشدة	اوافق	غير متأكد	أعارض بشدة
1.	أشعر بسعادة كبيرة في اليوم الذي يكون به الدرس عن الكتابة باللغة الانجليزية.				
2.	أقضي وقتا في مذاكرة موضوعات الكتابة باللغة الانجليزية أكثر من ذي قبل.				
3.	اشعر بالسعادة عند القيام بأنشطة تتعلق بالكتابة باللغة الانجليزية.				
4.	استمتع عندما اتعلم شيئا جديدا بالكتابة باللغة الانجليزية.				
5.	ارى ان دراسة مهارات الكتابة باللغة الانجليزية ممتعة حقا.				
6.	احب ان اعرف الكثير عن مهارات وفنون الكتابة باللغة الانجليزية.				
7.	احب الاشتراك في الانشطة والمسابقات المتعلقة بالكتابة باللغة الانجليزية التي تنظمها الاندية خارج المدرسة.				
8.	احب المشاركة في مسابقات الكتابة باللغة الانجليزية التي تقيمها المدرسة.				
9.	اتابع معظم البرامج التي يعرضها التلفزيون عن تعليم الكتابة باللغة الانجليزية.				
10.	استمع بشغف عند وجود مناقشة تتعلق بموضوعات متعلقة بالكتابة باللغة الانجليزية.				

المجال الثاني :

اتجاه الطالبات نحو قيمة الكتابة باللغة الانجليزية:

م	الفقرات	اوافق بشدة	اوافق	غير متأكد	أعارض بشدة
11.	اعتقد ان مهارات الكتابة باللغة الانجليزية ذات فائدة للوقت.				

					12. اشعر ان تعلمي للكتابة باللغة الانجليزية من اكثر المهارات التي يمكن ان استفيد منها في حياتي العملية.
					13. ارى ان دراسة مهارات الكتابة باللغة الانجليزية مهمة لكل الطلاب.
					14. اشعر ان قواعد اللغة الانجليزية مهمة في الكتابة باللغة الانجليزية
					15. ارى ان تعلم الكتابة باللغة الانجليزية يساعد المتعلم في تطوير وتنمية الابداع لديه.
					16. اشعر بالفخر عند قيامي بكتابة أي شيء يتعلق باللغة الانجليزية.
					17. احب تعلم الكتابة باللغة الانجليزية لأنها مهمة من اجل التواصل مع الاخرين في جميع انحاء العالم.
					18. احب ان ادرس مهارات الكتابة باللغة الانجليزية في المستقبل.
					19. استفيد من تعلم مهارات الكتابة باللغة الانجليزية في دراسة المقررات الاخرى.
					20. ارى ان تعلم مهارات الكتابة باللغة الانجليزية ضروري لكل طالبة.

المجال الثالث

اتجاه الطالبات نحو طبيعة الكتابة باللغة الانجليزية:

م	الفقرات	اوافق بشدة	اوافق	غير متأكد	أعارض بشدة	أعارض
21.	أرى أن الكتابة باللغة الانجليزية مادة سهلة وممتعة.					
22.	أرى أن الكتابة باللغة الانجليزية تبعث في النفس السعادة.					
23.	أنتظر أنشطة الكتابة باللغة الانجليزية بشوق.					
24.	أفضل أنشطة الكتابة باللغة الانجليزية في المدرسة عن الأنشطة الأخرى.					

					25. يمكن النجاح والتفوق في الكتابة باللغة الانجليزية.
					26. أرى أن مهارات الكتابة باللغة الانجليزية سهلة الاكتساب والتطبيق العملي لها.
					27. أشعر بسهولة في فهم الكثير من المهارات المتعلقة بالكتابة باللغة الانجليزية.
					28. أسعى لتنمية مهاراتي في الكتابة باللغة الانجليزية.
					29. أشعر بالسعادة في تعلم الكتابة باللغة الانجليزية.
					30. أرى أن تعلم الكتابة باللغة الانجليزية يزيد من قدراتي في التعبير عن أفكارى بطلاقة وسهولة.

المجال الرابع :

اتجاه الطالبات نحو تعلم الكتابة باللغة الانجليزية:

م	الفقرات	اوافق بشدة	اوافق	غير متأكد	أعارض بشدة
31.	أسعى لاكتساب معلومات جديدة في مهارات الكتابة باللغة الانجليزية.				
32.	أتوقع الاندماج في أي موضوع يتعلق بالكتابة باللغة الانجليزية بعد انتهائي من هذا العام الدراسي.				
33.	أتابع وبشغف واجباتي المنزلية في الكتابة باللغة الانجليزية.				
34.	يسرني نقل مهارات الكتابة المكتسبة باللغة الانجليزية الى مهارات اللغة الاخرى.				
35.	أميل الى تعلم مهارات باللغة الانجليزية.				
36.	أتمنى أن أدرس مهارات الكتابة باللغة الانجليزية في الجامعة.				
37.	أتابع وبشغف الموضوعات المتعلقة بموضوع مهارات الكتابة باللغة الانجليزية.				

					38. أرى أنه من غير الممكن التعلم بدون دراسة مهارات الكتابة باللغة الانجليزية.
					39. أشعر بسهولة عند تعلم مهارات الكتابة باللغة الانجليزية.
					40. أرى أن دراسة مهارات الكتابة باللغة الانجليزية تضيف الكثير لمعلوماتي.

Appendix (3) Referees' Committee

The primary tool which is an achievement test , pre and posttest and was handed to these expertise in education field .while the researcher used (El-Salahat:2014) questionnaire.

This list includes the names and titles of the referees who refereed an achievement test.

Name	Field
Dr. Kamal Mourtaja.	Department of English – IUG.
Dr .Abdullah abed el mnam.	Department of English – al Azhar university .
Dr.Mohammed el shanat	Department of English – al Aqsa university .
Ahmed jeninah	Department of English – al Aqsa university .

Appendix (4): Content Analysis of the 7th Grade Syllabus First Semester

Unit (1)	Skills	Objectives	Materials	Question format SB + WB
Oh, hello	Reading + vocabulary	<ul style="list-style-type: none"> - comprehension read a text for - skim - scan - to extend Ss voca - Meaningful context 	SB + WB tape + works map <ul style="list-style-type: none"> - Posters - Cards - Flashcards 	<ul style="list-style-type: none"> - How many Arabic speaking countries Can you name? - Read & answer - WH Question - Find and Complete - Fill in the cap
	Language Grammar	Use present continuous in context	SB + WB + BB posters	<ul style="list-style-type: none"> - Use present cont in sentences - Talk about what is changing? - Write questions.
	Listening	<ul style="list-style-type: none"> - Listen for information - Listen for specific details - Resound the sounds /t/ & /e/ 	SB + WB tape	<ul style="list-style-type: none"> - Do you remember? - Listen & answer - Listen & complete - Listen & do - Say correctly
	Speaking	<ul style="list-style-type: none"> - Act out a dialogue 	SB + WB	<ul style="list-style-type: none"> - Talk about what is changing? - Read & say - Listen , say and write
	Writing	<ul style="list-style-type: none"> - Practice Writing email - Practice punctuation marks 	SB + WB tape + poster	<ul style="list-style-type: none"> - Write with punctuation - Write sentences - Write email -

Content Analysis of the 7th Grade Syllabus First Semester

Unit (2)	Skills	Objectives	Materials	Question format SB + WB
World languages	Reading + vocabulary	<ul style="list-style-type: none"> - comprehension read a text for - skim - scan - to extend Ss voca - Meaningful context 	SB + WB tape + works map <ul style="list-style-type: none"> - Posters - Cards - Flashcards 	<ul style="list-style-type: none"> - How many Arabic speaking countries Can you name? - Read & answer - WH Question - Find and Complete - Fill in the cap
	Language Grammar	Use present continuous in context	SB + WB + BB posters	<ul style="list-style-type: none"> - Use present cont in sentences - Talk about what is changing? - Write questions.
	Listening	<ul style="list-style-type: none"> - Listen for information - Listen for specific details - Resound the sounds /t/ & /e/ 	SB + WB tape	<ul style="list-style-type: none"> - Do you remember? - Listen & answer - Listen & complete - Listen & do - Say correctly
	Speaking	<ul style="list-style-type: none"> - Act out a dialogue 	SB + WB	<ul style="list-style-type: none"> - Talk about what is changing? - Read & say - Listen , say and write
	Writing	<ul style="list-style-type: none"> - Write with punctuation - Write dictation through listening to a script 	SB + WB tape + poster	<ul style="list-style-type: none"> - Write with punctuation - Dictation - Write this conversation - Find the names - Reply to email - Describe photo.....

Appendix (5)

The Edmodo Teacher Guide



**The Social Learning Network
for the Classroom**

<http://susd.edmodo.com>

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What is Edmodo?

Edmodo is a social media platform often described as a Facebook for schools. It is that and much more. Edmodo attracts teachers and students with a social element that resembles Facebook, but there's even greater value in the educational applications. Edmodo (designed by educators) enables exceptionally secure cloud-based collaboration. A teacher, school, or district easily can manage a system that provides the best features of the cloud while practically eliminating the anxiety that we associate with students on the internet.

Edmodo's Top Tools & Features

- ✓ Teachers and students can collaborate in a secure, closed environment.
- ✓ A message board allows secure and open communication that can be monitored and controlled by the teacher.
- ✓ It is easy to monitor student interaction.
- ✓ Teachers can post assignments and assessments that are electronically submitted and automatically graded.
- ✓ A built-in survey tool can be used to check for understanding (no clickers required).
- ✓ Teachers and other school personnel can create professional groups, subject area communities, and other networks to extend professional development.
- ✓ Teachers and students can store and share documents and files in a wide variety of formats in a cloud-based environment.
- ✓ Teachers can maintain a personal content library and share content with members.
- ✓ Students can instantly access their files 24/7 through their cloud-based 'Library'.
- ✓ Folder-sharing allows teachers to share all content for particular units of study with select groups or all students.
- ✓ Parents can create a parent account to connect with their child's groups.
- ✓ You get cloud capabilities and convenience with airtight security.
- ✓ A brilliantly simple user interface – little or no formal training required
- ✓ Edmodo is free – and free of ads

Teacher Sign Up

1. Browse to <http://susd.edmodo.com>
2. Click “I’m a Teacher”



3. Complete Teacher Sign Up Form

a. **School code:** Contact Mary Biera at mbiera@susd.org or the Help Desk (HelpDesk@susd.org) for your school code. Your school’s administrative assistant might also have your school code.

b. **Username:** Create a unique username (note: the username you try to use might already be taken, as Edmodo is a world-wide web tool. Keep trying until you create one that is available)

c. **Password:** Create a unique password

d. **E-mail address:** Use your school e-mail address

e. **Title:** Choose from Mr., Mrs., Ms., etc.

f. **First Name:** Enter your first name

g. **Last Name:** Enter your last name

h. Click on “Sign Up”

A screenshot of the 'Teacher Sign Up' form. The form is titled 'Teacher Sign Up' and has a close button (X) in the top right corner. It contains the following fields: 'School Code:' with a text input field and a note below it: 'Please contact Mary Biera at mbiera@susd.org for your school code. You will only need to enter the code one time. It does not change the groups that you have already started in any way.'; 'Username:' with a text input field; 'Password:' with a text input field; 'Email:' with a text input field; 'Title:' with a dropdown menu showing '[select]'; 'First Name:' with a text input field; 'Last Name:' with a text input field; and a 'Sign up' button at the bottom. Red arrows point to each of these fields from the left side of the form.

Once your sign-up form is submitted you never have to click ‘I’m a Teacher’ again at the Edmodo portal – just login and go!

Edit Your Profile/Update Account Settings

Once you have an Edmodo account, you may wish to update your profile and customize your personal account.

To edit your profile:

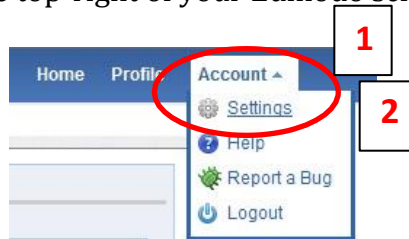
1. Click on “Profile” at the top-right of your Edmodo screen.

The screenshot shows the Edmodo profile page for Mrs. Stacey Pasquel. At the top right, the 'Profile' link in the navigation bar is circled in red and labeled with a '1'. Below the profile header, the 'About' tab is selected, and the 'Edit About' button is circled in red and labeled with a '2'. In the 'Previous' schools section, the 'Add a Previous School' button is circled in red and labeled with a '3'. On the right side of the page, the 'Find New Connections' button is circled in red and labeled with a '4', and the 'Browse Communities' button is circled in red and labeled with a '5'. The profile information includes a photo, name, title, and a bio. The right sidebar shows profile statistics and suggestions.

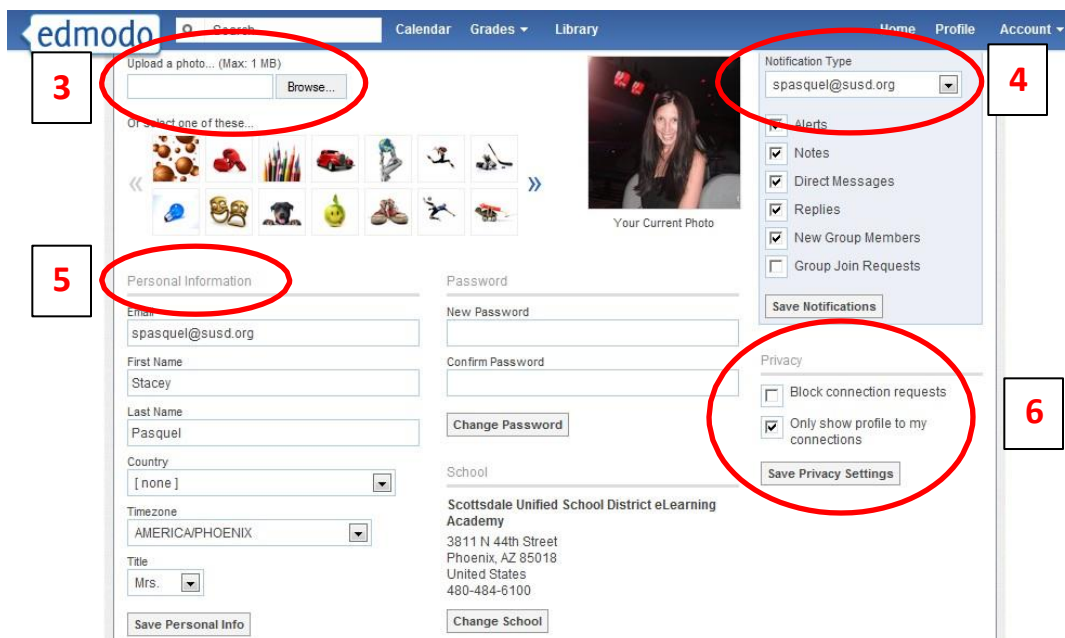
2. You can edit your “**About**” information (you may wish to write a short bio about yourself).
3. You can **add previous schools** you have worked at. You can edit your “About” information (you may wish to write a short bio about yourself).
4. You can **connect with other Edmodo members** (allows you to send direct messages).
5. You can **browse/join communities** and connect with Edmodo members across the world.

To edit your account settings:

1. Click on “**Account**” at the top-right of your Edmodo screen.
2. Click on “**Settings**”.



3. You can **upload a photo**, or choose from Edmodo’s clipart images
4. You can set **notifications** (choose **e-mail or text message**) Click on the notifications drop-down menu to choose from e-mail or text notifications. E-mail notifications will be sent to the e-mail address associated with your Edmodo account. If you select text notifications, enter your 10-digit phone number and select your current mobile provider. You will need to verify your phone number in order to enable text alerts. Then choose the **type of notifications** you would like to receive by checking the box next to one or more of these choices: **Alerts, Notes, Direct Messages, Replies, New Group Members, Group Join Requests**.
5. You can **change/update personal information** (username, password, etc.)
6. **Privacy**- teachers may choose to block connection requests or only make their profile visible to their personal network by checking the appropriate box under privacy settings (lower right-hand section of Settings page).

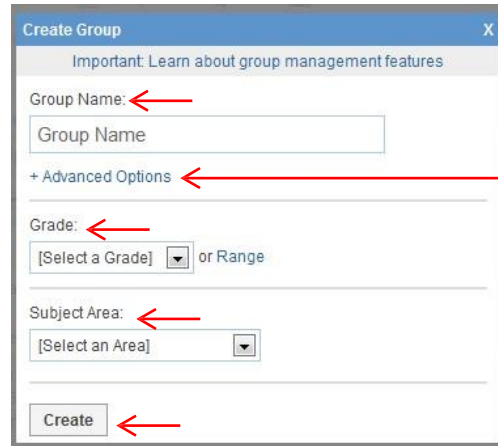
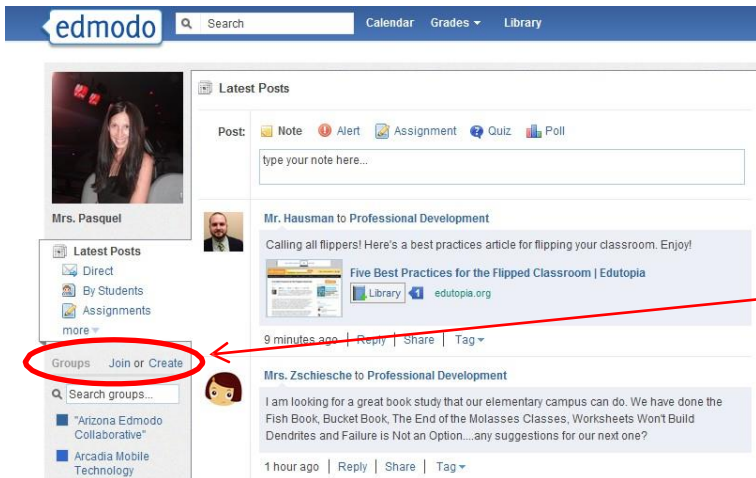


Create a Class

Most teachers will create a 'Group' for each class. You may also create professional groups.

1. In the **Groups** block on the left sidebar, click **'Create'**.

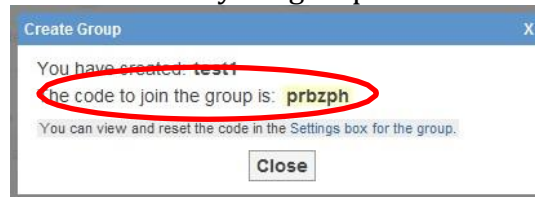
a. Enter/select the group information – make it descriptive to include your name, subject, & class period.



Advanced options

allow you to set all members of the group to "read only" status and gives you the option to "moderate" all postings. You can set/change these at anytime- see "Group Settings"- p.11

2. When the Group is created, the system will generate a **Group Code**– this is what you will issue to students for enrollment into your group.



a. You can always find your group's code by clicking the Group link on the left sidebar (the group code will appear on the right side of your group page).

***Suggestion:** Create a welcome message for the Group that includes a writing prompt students can reply to.

***Suggestion:** Establish the expectation that the message system will be used in a serious manner with complete sentences and proper grammar.

Reset/Lock Group Code

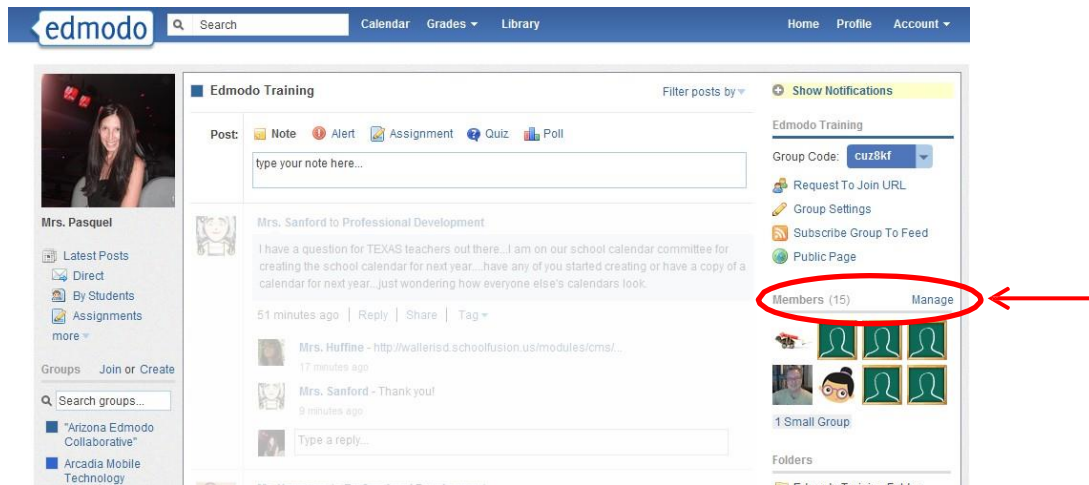
Once your students join your Edmodo group, you can lock the group code so that no other students can join. Select the drop down arrow next to the group code and select the **lock** option. Your group code can easily be unlocked if needed (Note- when you unlock a group code, it will reset from the original code). You can also **reset** a group code by selecting the drop down arrow next to the group code and selecting "**reset**". A new 6-digit code will immediately be generated. Group members who have already joined will not need to rejoin, but any new members will need the new code to become part of the group.



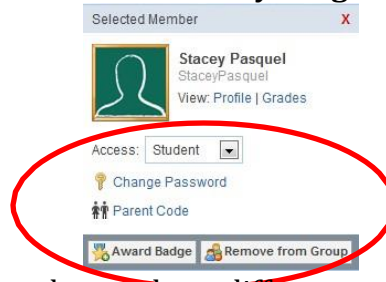
Managing Members

Edmodo allows teachers the ability to manage members of their groups and monitor group membership.

1. Click on “**Manage**” in the Members section on the right-side of your group page.



2. You will see all members who have joined your group. You can manage members individually or as a group.
 - ✓ To select all members, click on “**All Members**” (if there are other teachers in your group, and you only want to manage the students, you can click on “All Students”).
 - ✓ To select an individual member, click once on the student tab, then access their information on the right sidebar that pops out. You can **change member passwords, view the member parent code, award the member a badge and/or remove member from your group.**



3. You can set individual or all members to have different **access levels (read-only or contributor)**.
 - ✓ **Read-only** status allows members to view all postings and access all content within the group, however they cannot contribute any posts- they can only post messages directly to the group owner/teacher.
 - ✓ **Contributor** status allows members to contribute posts as well as view and access content within the group.

4. You can access the **Parent Code Spreadsheet** to see all of the parent codes associated with members of your group. (For more information about Parent Accounts, refer to the **Parent Accounts** section)
5. You can see members who have recently joined your group.
6. You can create a **small group** within your group. You might wish to use this feature if you want to have students working in small groups communicate/collaborate with each other without all members seeing the content (members could post to the small group instead of the large group). You can delete the small group at any time without affecting the whole group.

Suggestions: Each student account has a 'Profile' page – assigning students to complete that profile would be a terrific early Edmodo experience! You can reset a student's password or verify their username if they are unable to login. You can track your students' Edmodo activity by viewing their profile. You can award student badges in their Edmodo profile!

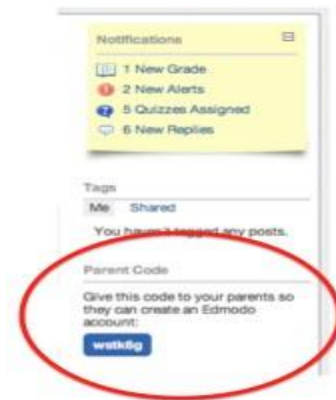
Managing Parent Accounts:

Parent accounts are a great way to keep parents informed of classroom activities, assignments, grades and school events. The registration process for parents is similar to student registration, with one additional security measure – each parent will need their own unique parent code to register. This is to ensure that parents can view their child’s school activities.

How to Retrieve Parent Codes

From the **student account**.

1. **Student will log in** to his/her Edmodo account.
2. The **parent code** will be located on the right panel, below the notifications section.



From the **teacher account**:

1. **Select the group** you wish to get the codes for.
2. Select the “**Manage**” option from the **members section**.
3. On the right-hand panel of the manage members page, you will see the “**Parent Code Spreadsheet**”. Select this to download an Excel spreadsheet of all parent codes. (There is a unique code for each parent. This will associate them with their student.)



Note: Parents can only see posts created by you, the teacher, and their child. Parents are not able to view posts made by other students in the group. Parents can also view their child’s grades and calendar events within Edmodo. Teachers can send direct messages to parents, and vice versa, within Edmodo.

The following page is a **sample letter** you can send parents to invite them to Edmodo.

Note: refer to the Parent Guide for information on how parents can create a parent account.

Dear Parents:

This year, we will be using Edmodo in our classroom. Edmodo is a free and secure social learning network for teachers, students and schools. It provides a safe and easy way for us to connect, share content and access homework, grades and school notices.

Edmodo also offers parent accounts and I'd like to invite you to join our classroom online.

With Parent Accounts, you can:

- View your child's homework assignments and due dates
- Stay up to date on your child's grades
- Receive updates on class and school events

Edmodo is accessible online and on any mobile device with Internet capabilities (they also offer a free iPhone and Android app). You can access your account on the go, and adjust your notification settings within Edmodo to receive alerts via text or email.

To join our classroom on Edmodo, follow these steps:

1. Go to www.susd.edmodo.com
2. Select "Parent Signup" (the link is located below the student and teacher sign up buttons)
3. Key in **your unique code: [XXXXXX]** in the Parent Code field, then create your unique username and password.
4. Select "Sign Up". That's all there is to it!

After you sign up for the first time, you will no longer need the parent code – you'll login using your unique username and password to login.

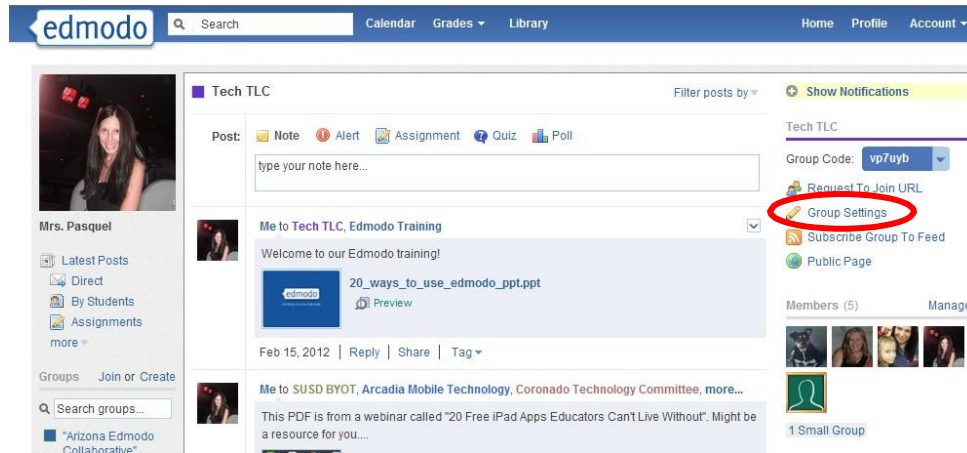
Let me know if you have any questions. I look forward to connecting with you on Edmodo!

Sincerely,

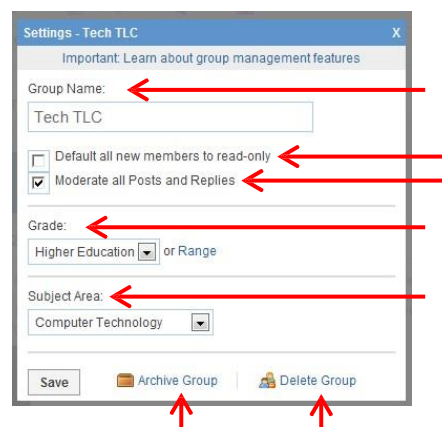
Group Settings

Edmodo allows teachers the ability to control group settings at any time.

1. Click on “**Group Settings**” on the right side of your group page.



2. You will get a pop-up window that allows you to:
 - ✓ **Edit the Group Name**
 - ✓ **Default all new members to “read-only”**- Selecting this option means that new members will not be able to post to the entire group, they can only post messages directly to the group owner/teacher.
 - ✓ **Moderate all Posts and Replies**- Selecting this option requires the group owner to approve all posts and replies made by group members before they can be published to the group stream.
 - ✓ **Edit the Grade/Range**
 - ✓ **Edit the Subject Area**
 - ✓ **Archive/Delete Group**- At the end of the class, semester or year, you may want to archive your groups. This renders the group inactive, but still allows you to view all communications from that group. (Note: If you want to reuse the name of a group, make sure to rename the existing group before archiving it). You also have the option to delete the group. This will permanently delete the group and all its contents from Edmodo.



Postings

Teachers can choose to post a **note, alert, assignment, quiz or poll** by clicking on the corresponding link in the post section. For notes and assignments, you can attach files and links from your computer or Edmodo library. Any files or links you post will automatically be added to your library, so be sure to provide a good description when posting.

To Post Content:

1. Choose the **type of posting** you wish to post (the default post setting is “Note”).
2. **Type your post** in the post box and attach file(s)/website(s) if you want.
3. **Type the name of a student, teacher, or group(s)** into the “**Send to**” box. (Edmodo will provide auto-suggestions as you begin to type based on the groups you belong to).

The screenshot shows the 'Latest Posts' section of the Edmodo interface. It features a 'Post:' menu with options for Note, Alert, Assignment, Quiz, and Poll. Below the menu is a text input box containing the text 'Please summarize Chapter 3.'. Underneath the text box is an 'Attach:' section with options for File, Link, and Library. At the bottom is a 'Send to...' field with a 'Send' button. Three numbered boxes (1, 2, 3) with red arrows point to the 'Post:' menu, the text input box, and the 'Send to...' field respectively.

Multi-Group Posting

Edmodo allows you to post to multiple groups at the same time. Please note, though, that when you send a message to multiple groups at once, all of the groups that are copied on your post can see the replies to your post (members from one group will see comments posted by members of other groups). To keep group comments separate, send posts individually to each group.

Reply to Posts

To reply to a post, select the “**reply**” link located below the post. A text box will appear where you can type in your reply, then select the reply button when you are ready to post it. The reply message will appear below the original post.

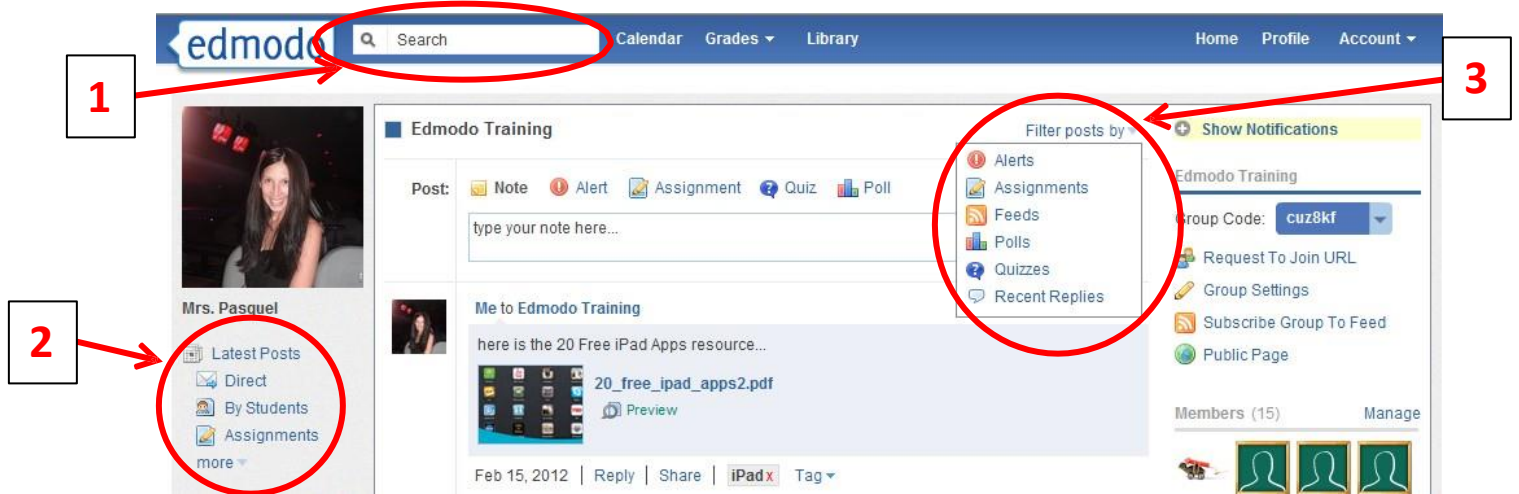
Sending Messages to Parents

Teachers can send messages to parents by typing the note into the post box and in the “Sent To” box, either type the parent’s names OR type the name of the group and select the Parents option from the auto-fill suggestions. This latter option will allow teachers to send direct messages to all parents in a specific group at one time.

Filter/Search Posts

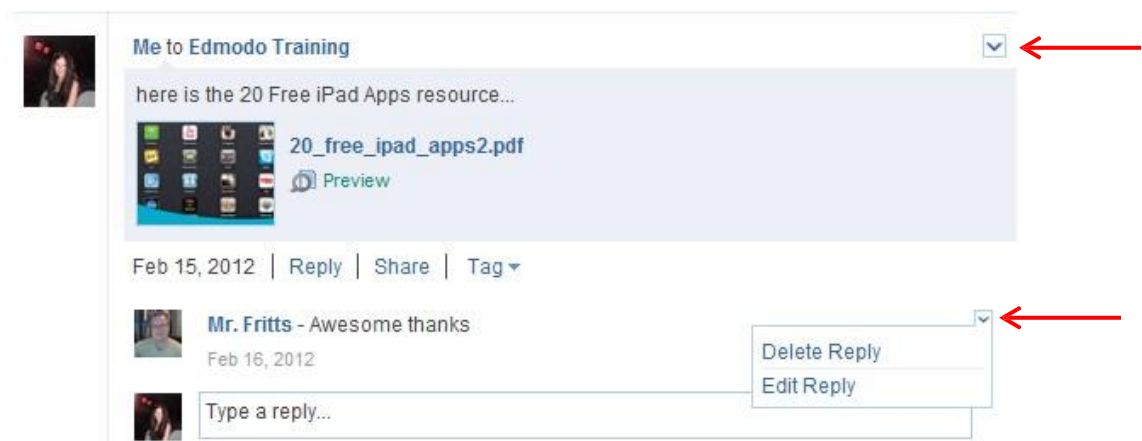
You can search/filter posts by:

1. Use the “**Search**” bar by typing in keywords you are looking for.
2. Select the **filter option** from the menu on the top right of your Edmodo homepage.
3. **Filter postings to display** on your discussion panel from the left side of your page.



Edit/ Delete Posts

After publishing a post, you can **edit/delete the post** by hovering over it and selecting the blue drop-down arrow in the upper right corner of the post. Once the arrow is selected, you will see the editing options available. Make any edits necessary and select the “save” button at the bottom of the text box to save the changes. **To edit a comment** below a post, simply hover over the comment and select the “edit reply” link from the drop-down arrow options.



Students can only edit/delete messages and comments that they post to a group. Teachers can edit/delete their own postings, as well as members' postings.

Posting Notes/Alerts: Post **notes** and/or **alerts** to the discussion panel as messages, reminders, writing/discussion prompts, etc. Alerts are similar to a note, but an alert is intended for urgent messages. Alerts are limited to 140 characters, sends an immediate notification to members, and posts the message in big, black font on the Edmodo page.

Posting Assignments: To post an assignment:

1. Select the “**assignment**” link located above the post box.
2. The post box will change to allow you to fill out the details of the assignment, including:
 - ✓ Assignment title
 - ✓ Description of assignment
 - ✓ Due date (set by clicking on the calendar icon)
 - ✓ Attachments (files, links or library items that supplement the assignment)
 - ✓ If you have previously created an assignment in Edmodo, you can reuse it by selecting the “Load Assignment” link.



Post: Note Alert **Assignment** Quiz Poll

assignment title

describe the assignment..

due date

3. Once the details are complete, **enter the name of the group or group members** who should receive the assignment in the “**send to**” field and select “**send**”.
4. Once an assignment has been posted, students can use the “Turn in” button located next to the due date to submit their assignment.



Mrs. Pasquel to Edmodo Training

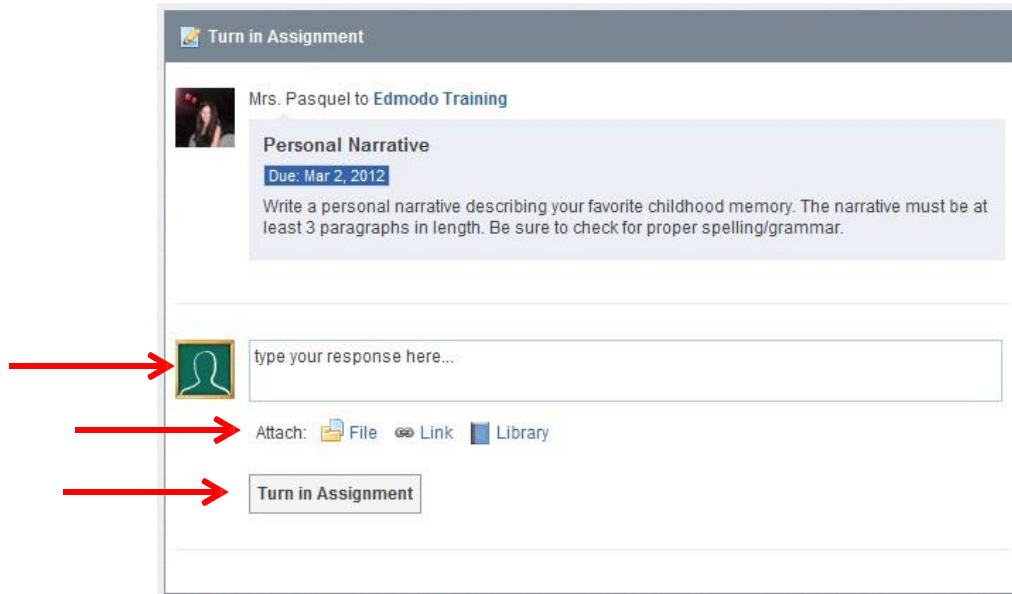
Personal Narrative

Turn In **DUE: Mar 2, 2012**

Write a personal narrative describing your favorite childhood memory. The narrative must be at least 3 paragraphs in length. Be sure to check for proper spelling/grammar.

19 seconds ago | Reply | Tag

5. Once the “turn in” button has been selected, students can attach their homework and provide a comment/message with it.



6. You can see how many students have turned in that particular assignment by looking at the “**Turned in**” button located on the assignment post. You will also receive an alert in your notifications section any time a student turns in their assignment.



7. By clicking on “**Turned in**” teachers can view a list of all submissions.
- ✓ Members of the group will appear on the left side of the window.
 - ✓ A “Turned in” icon will appear to the right of students’ names who have turned in their assignment.
 - ✓ You can view the assignment on the right side of the window.
 - ✓ You can add comments for the student to view regarding their assignment.
 - ✓ You can award points for the assignment (which students can view), however, you do not have to use this grading feature, as SUSD teachers will be using Synergy for our gradebook. (For more information on the Edmodo Gradebook, see “Gradebook” section)

Poetry

Default Total: Set DUE: Feb 17, 2012

Show any status all groups

Edmodo Training

- K Allen
- Carol Asheim
- Shalese Doan
- Tracey Dodrill
- Mr. Bernie Fritts** Turned In
- Lori Jordan
- Jennifer Lee
- Susan Leonard
- Mary McBride
- Bruce Moore

Mr. Bernie Fritts
Turned in Feb 15, 2012 4:56 PM

Assignment
Little boy blue come blow your horn... Delete

Comments
Me - Great job Bernie!
Feb 15, 2012 Edit Delete

type your note here...

Attach: File Link Library

Add Comment

Annotate an Assignment

To annotate an assignment a student turned in:

1. Select the “**annotate**” option below assignment title (on the submissions page).

Personal Narrative

Default Total: Set DUE: Mar 2, 2012

Show any status all groups

- Lori Jordan
- Jennifer Lee
- Susan Leonard
- Mary McBride
- Bruce Moore
- Diane Murphy
- Yvonne Pasek
- Stacey Pasquel** Turned In
- Shimako Shimizu

Stacey Pasquel
Turned in Mar 2, 2012 2:19 PM

Assignment
Here is my narrative. Delete

resume_2010.docx
Annotate

Comments
type your note here...

Attach: File Link Library

Add Comment

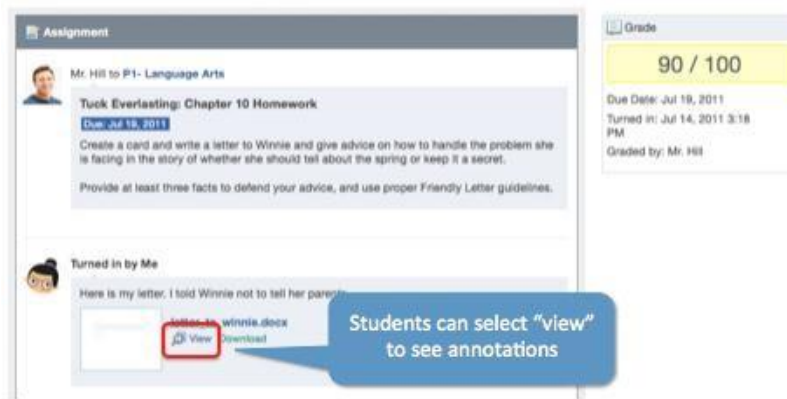
Note: If you do not see the annotate option below the assignment, this could mean your document is not compatible. Reasons for incompatibility include file size too large (must be

under 2 MB), file type or file name (refrain from using spaces in a document title- instead use an underscore).

2. Once selected, the assignment will open up in a new browser tab. All your annotation options will appear across the top of the page.



3. Make any remarks or edits necessary. You can **leave comments, draw on the assignment, highlight things or use the strikeout tool.**
4. To **delete an annotation**, click on it and select “remove” from the drop down menu. (Mac users will need to hold down the “command” button while clicking on the annotation in order to see the “remove” option).
5. When you’re finished, simply **close out of the browser tab**. All annotations you made to the assignment will automatically be saved and you can enter the grade for that assignment (entering grades in Edmodo is optional).
6. The student will receive a notification that they have a new grade (if graded). When they click on the assignment title from the notification, they will be taken to the assignment page where they can select “view” to see the assignment with your annotated remarks. Students can also view your annotations by clicking on the assignment from the post.



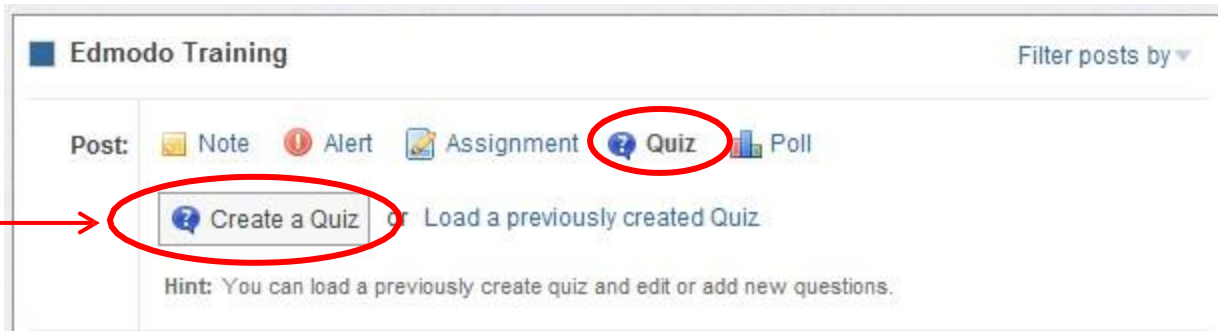
Resubmit an Annotated Assignment

If a teacher annotates an assignment, and the student resubmits it, the annotated notes will disappear. *If they would like to keep a record of the edits, students should post the new version of the assignment in the **comment section**.*

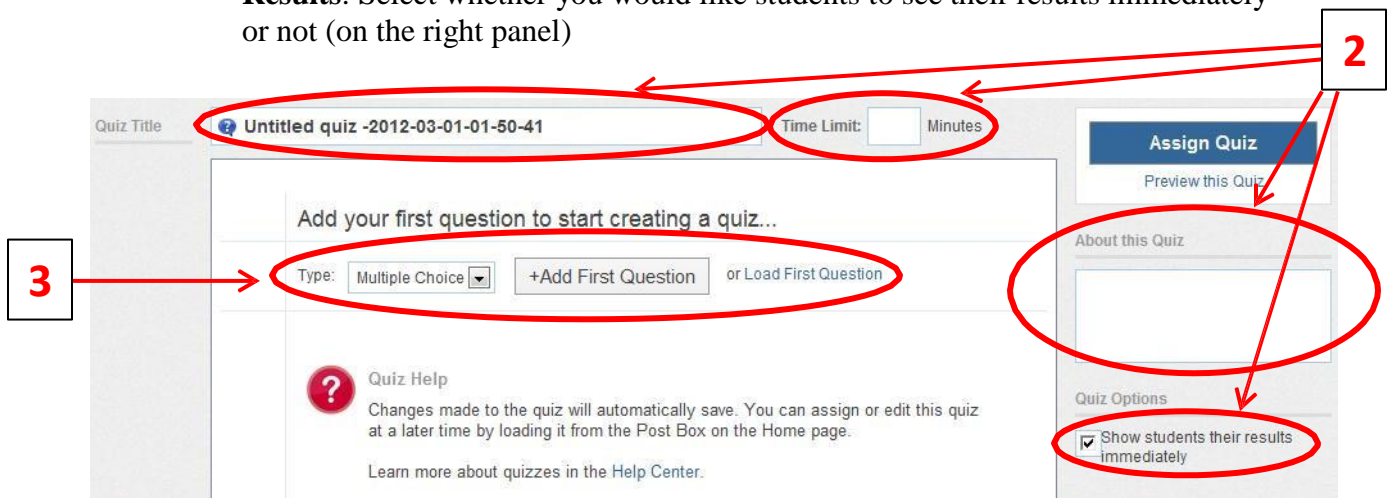
Posting Quizzes

Quizzes allow you to create, assign and grade assessments using your own questions. To **create a new quiz**:

1. Select the “**quiz**” icon from the post bubble. You will see the option to “create a quiz” or “load a previously created quiz”. Select the “**create a quiz**” option.



2. Enter information about the quiz:
 - ✓ **Quiz Title**: Name your quiz by completing the title field at the top
 - ✓ **Time Limit**: Set a time limit for students to complete the quiz
 - ✓ **Description**: Provide a description of the quiz by completing the “About this Quiz” field on the right panel
 - ✓ **Results**: Select whether you would like students to see their results immediately or not (on the right panel)



3. When you are ready to **create the questions**, select the question type from the drop down. Here you can choose from **multiple choice, true/false, short answer or fill in the blank**. You may also select the “load” button from the left panel to load a previously created question from your question bank.
4. Once the question type is selected, you also have the option to **weight the question**. This means you can award more points for specific questions.
5. Select the “**+Add First Question**” button and type in your question in the “**Question Prompt**” field. Below you will see the option to **attach any links or files** to the question.

6. Once the prompt is complete you can **add responses**. Complete the response options and **mark the correct one by selecting the “Set As Correct Answer” link**.
7. To **add a new question**, select the “+Add” button on the left panel. You can go back and edit questions, by selecting the question number from the left panel.
8. To **remove a question**, select the question number on the left panel and click the “**Remove Question**” button from the top right corner.
9. When you’re done, you can **preview the quiz** (and see it just as a student would see it) by selecting the “**preview quiz**” link under the Assign Quiz button. If the quiz is ready to be posted, select the “**Assign Quiz**” button at the top right corner of the page.

The screenshot shows the Edmodo quiz creation interface. The quiz title is "Untitled quiz -2012-03-01-01-50-41" with a time limit of 60 minutes. The question type is "Multiple Choice" with 1 point. The question prompt is "In what year was the Declaration of Independence signed?". The responses are listed as A: 1776, B: 1886, and C: 1996. The interface includes buttons for "Remove Question", "Assign Quiz", "Preview this Quiz", "+Add", "Correct Answer", and "Set as Correct Answer".

Numbered callouts (5-9) point to the following elements:

- 5: Points field (1)
- 6: "Set as Correct Answer" button
- 7: "+Add" button
- 8: "Preview this Quiz" button
- 9: "Assign Quiz" button

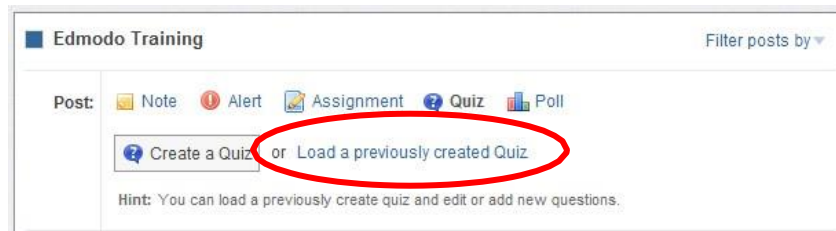
10. You will be taken back to the group page, where you can specify the **due date** and **choose your recipients**. Select **send** to post the quiz.

The screenshot shows the Edmodo group page with the quiz creation summary. The quiz title is "Untitled quiz -2012-03-01-01-50-41" with 1 question. The interface includes a "due date" field, an "Add Quiz Score to Gradebook" checkbox, a "Send to..." field, and a "Send" button. The "Send" button is circled in red.

Load Previously Created Quiz

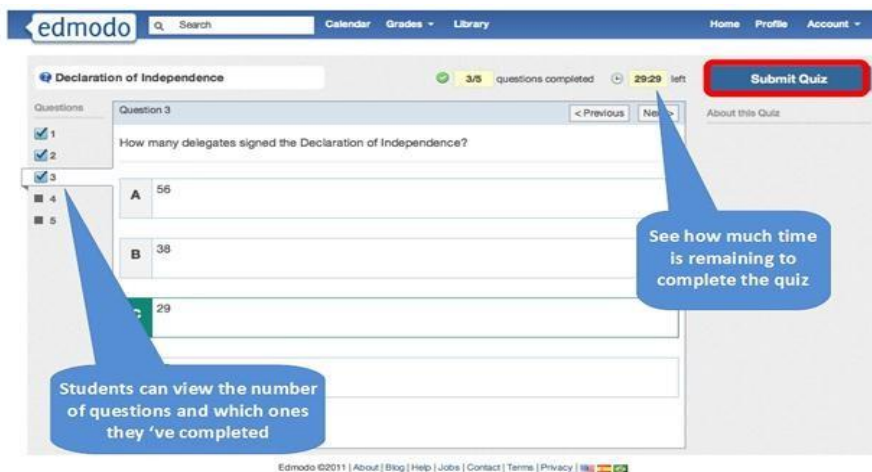
Once you have created a quiz it will be stored in Edmodo and you can re-use it at any time by

selecting the “**Load a previously created Quiz**” link, located next the “Create a Quiz” button. A list of quizzes you have created in the past will appear. Choose the appropriate one and it will automatically load. You will have the option to edit the quiz (edit or add new questions) and select a new due date.



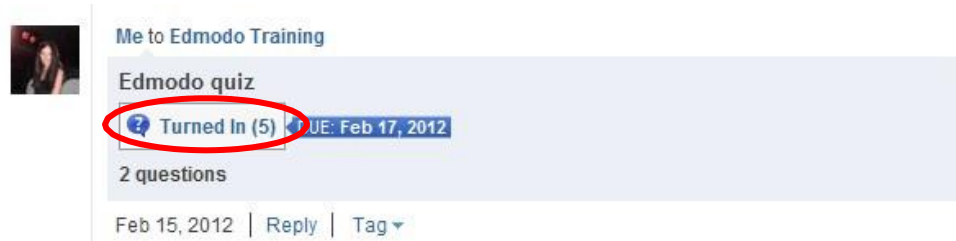
Take a Quiz

1. Once a quiz has been posted to a group, students can select the “**Take Quiz**” button located next to the due date to take the quiz.
2. A page will appear with the name and details of the quiz (description, time limit, etc.). Select “**Start Quiz**”. The time will start and they will be taken to the first quiz question.
3. After selecting their answer, the student can select the “**next**” arrow at the top of the quiz screen to move on to the next question. Repeat until the quiz is completed.
4. From the top panel the student can view how many questions have been completed and the amount of time they have left to complete the quiz. On the left panel, the student will be able to view how many questions the quiz contains and what number they are on.
5. Once completed, the student must select the “**Submit Quiz**” button at the top right corner.
6. If you elected to allow students to view their results immediately, they will have the option the “**view results**”. If a student selects this link they will be able to review each quiz question and see the correct answers.



View Quiz Results

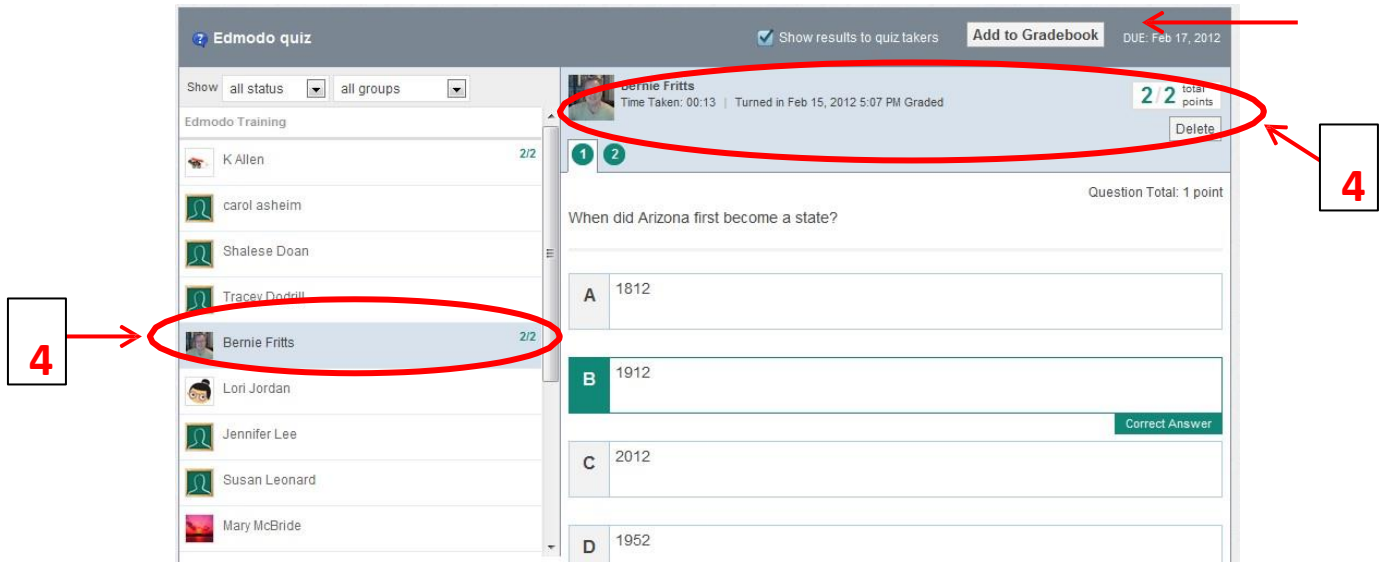
1. After you have posted a quiz, you can see how many students have completed the quiz by looking at the “**turned-in**” number located on the quiz post. You will also receive an alert in your Notifications section any time a student completes a quiz.



2. You will see a list of **group members on the left-side** of the page along with **the score** (if the quiz was automatically graded) for each student who has taken the quiz. **Multiple choice, true/false quizzes and fill in the blank are automatically scored.**
3. You will see the **Quiz Overview** results on the right side of the page. You can see who (of the students that completed the quiz) received high scores and a pie chart graph that shows a collective breakdown of correct/incorrect answers for each quiz question.

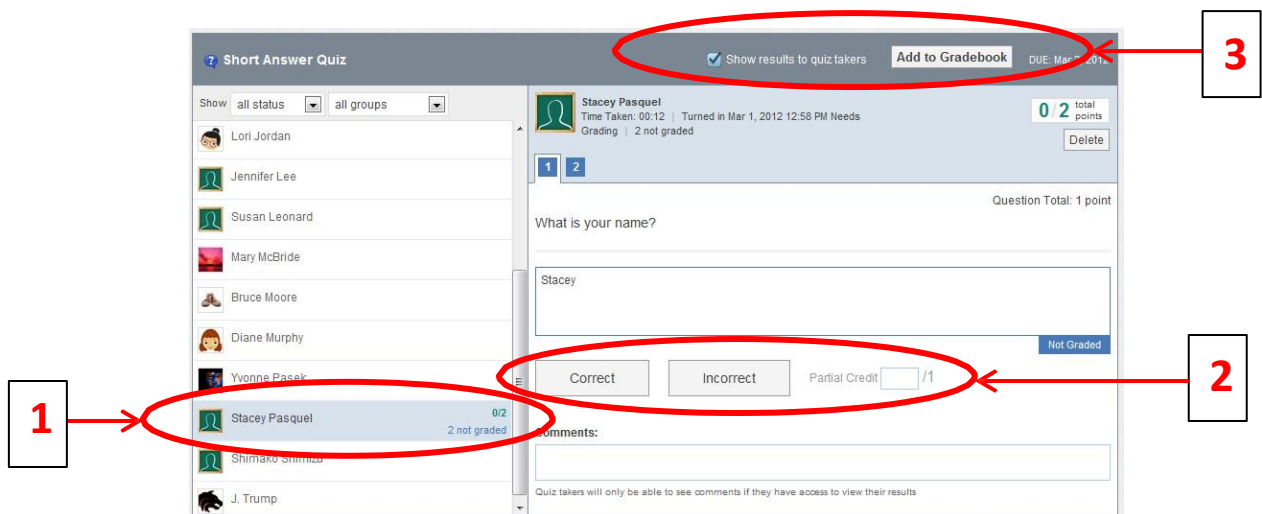
4. **Select a student’s name from the left panel to review their quiz.** If the question format was multiple choice, true/false or fill in the blank, the questions will already be marked correct/incorrect based on which response you specified when creating the quiz.
5. Select “**Show results to quiz takers**” so students can see their results.





Grade a Quiz (for short answer questions)

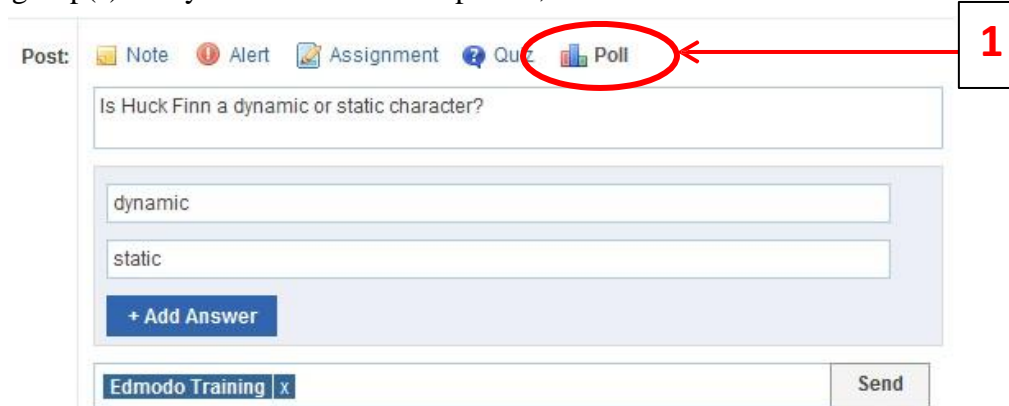
1. Select the “**Turned In**” button from the posted quiz. You will be taken to the **Quiz Overview** page where you will see which students have taken the quiz.
2. You will need to **read the response and mark the answer correct or incorrect**. You may also mark short answers partially correct. To do this, mark the question correct, and signify the number of points earned in the space provided.
3. Once the quiz has been graded, select the “**show results to quiz takers**” option at the top. You can also select to add the quiz score to the gradebook (if you wish to use the Edmodo gradebook).



Posting Polls

Edmodo Polls is a simple system that allows you to post polls to your Edmodo groups to get quick, anonymous feedback from your students.

1. Select the “**Poll**” icon from the post options.
2. **Type your question**, and at least 2 answers. If you need more answers, just click the “**add answers**” button.
3. List the group(s) that you wish to send the poll to, and click “**Send**”.



4. Group members will see the poll on their group page and have the option to **vote** for the different choices. Each student can only vote once and they cannot retract their vote.



5. You will see the **poll results** directly on the posting. You cannot see which members voted for which answer- you will only see total voting results. Click “**Refresh**” to update.



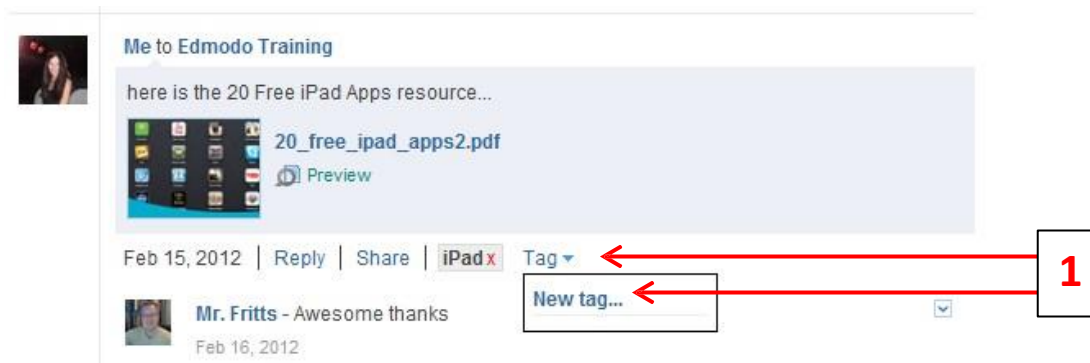
Make a Post Public

By default, every post is private and only visible to the group's members. However, you can mark a post public by selecting the "public" link from the drop-down arrow options for the post. This will make the post visible from the group's public page. (Learn more in the Public Pages section)

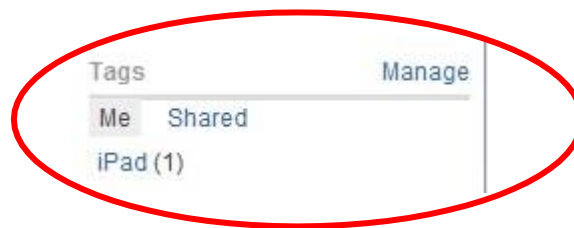
Tag Posts

You can create your own set of **personalized tags** to help organize and sort all your posts. For example, you might wish to tag posts as "extra credit", "science", "quiz", etc.

1. **To tag a post**, click on the "tag" link below the post. This will call up a drop-down box where you can create a new tag or select from the tags you've already created.



2. You can **view your posts sorted by tags** by visiting your Edmodo homepage. Your list of tags will be located at the bottom-right of your page. Select any tag to call up the posts associated with that tag.



Link to Posts

Each post has a unique URL associated with it, which enables you to share the post within Edmodo or externally. To access this link, click the “**Link to this Post**” link from the drop-down arrow options of the post



Note: All posts are, by default, private. Providing a URL of the post to a person who is not a member the group, will not enable them to view the post (the post must be marked public in order for a non-member to view it.)

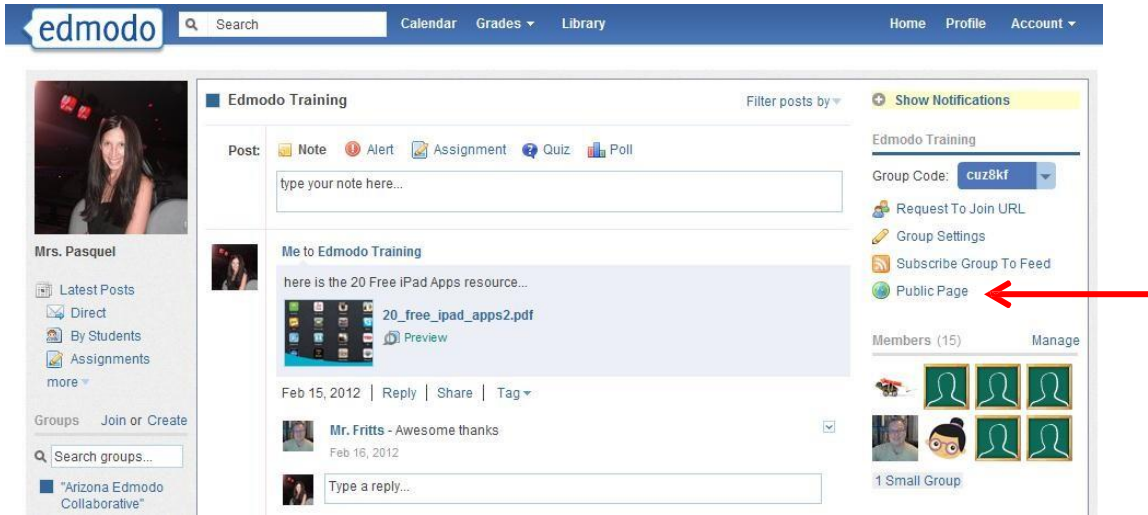
Add Posts to Library

If you want to save important discussions, examples, or ideas from your groups, you can do so by adding the post to your library (see “Library” section for more information). To do this, click on the “More” link located under the post and select the “Add Post to Library” option from the drop down.



Public Pages

Each group you create includes a public page that's accessible by selecting the "public page" link on the right panel of your Edmodo homepage. Selecting the public page link will automatically open up a new tab in your browser with the group's unique URL, and will display any posts from the group that are marked "public".



Please note that by default, everything posted in your Edmodo group is private, and viewable only by the members of the group. To make a post within your group public, select the "public" link located in the drop-down arrow options for the individual post. It will now be visible from the group's public page. To **remove a public post**, click the red "X" next to the "Public" link.



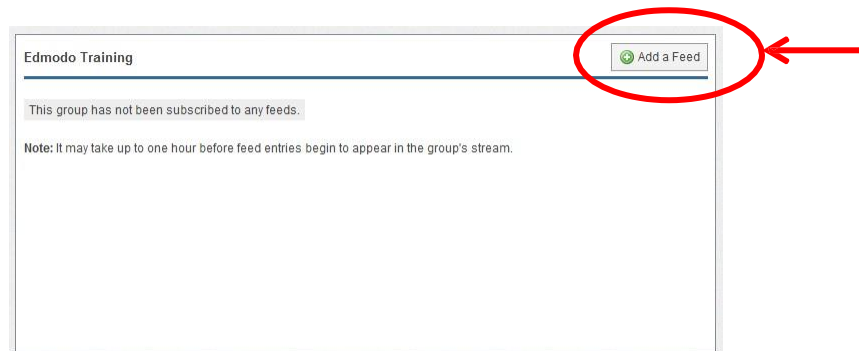
RSS Feeds

Teachers can add an RSS feed to any of their groups. This could be an RSS feed from a blog, or sites such as SUSD, CNN, etc., and will allow you to automatically post video, photos or content to a group. **To subscribe to an RSS feed:**

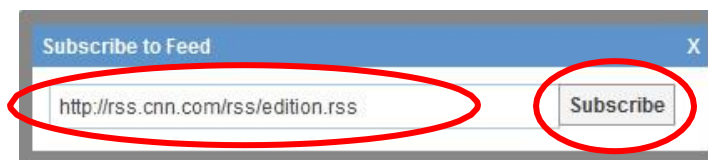
1. Choose the group name from the left panel and select the “**Subscribe Group to Feed**” link from right panel (located under the group code). You will be taken to your RSS feed page, which will display any RSS feeds the group is currently subscribed to.



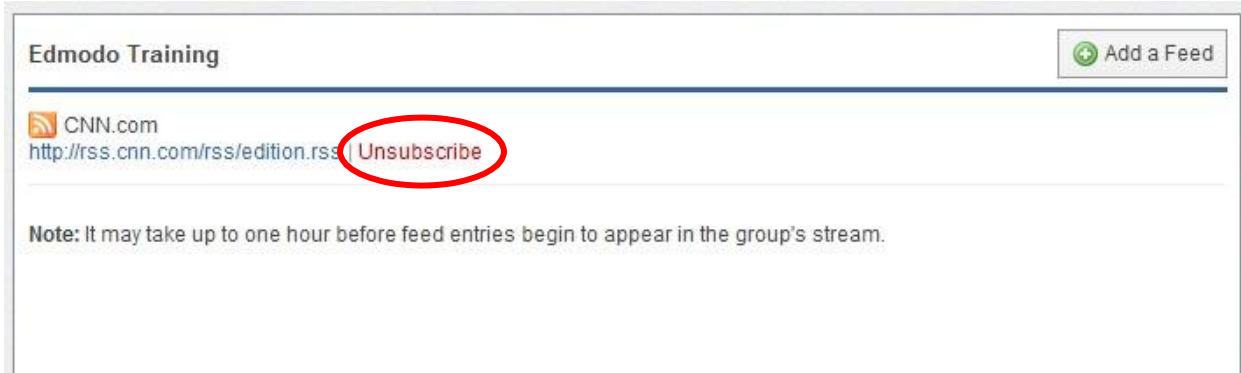
2. To add a new feed, select the “**Add a Feed**” button at the top right corner of the page. You will then see the site appear in your RSS feed page.



3. A pop up box will appear that will prompt you to enter the URL to the RSS feed. **Copy the feed URL and select subscribe.**



4. To **unsubscribe** the RSS feed from your group, select the red “Unsubscribe” link on the RSS feed page.

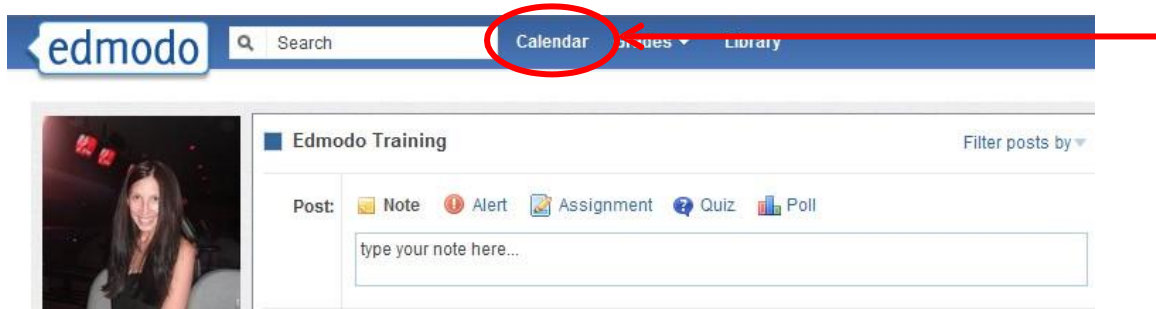


Best Practices for Postings

- ✓ Everything you create in or upload to Edmodo is **private** by default – you must choose recipient lists for messages and assignments, and you must share documents and other resources by creating library folders to ‘Share’ with designated individuals or groups.
- ✓ You only ‘see’ students enrolled in your classes (groups) – you cannot access information about students that are not enrolled in one of your classes.
- ✓ Students see only the messages, assignments, or content you share with that group – messages sent to 1st period will not be seen by students in your 2nd period class.
- ✓ Students cannot privately message other students in the group. Students can only post to the whole group or individually to the teacher.
- ✓ You can send messages or assignments to all students in all classes by selecting all classes before sending the message. You can also send messages to individual students or other Edmodo members you have connected with.
- ✓ For consistency and easier management, encourage student account conventions (usernames, passwords, etc.).
- ✓ Establish a requirement that students ALWAYS use proper grammar, punctuation, usage, spelling, and language. Complete sentences!
- ✓ Once a class is enrolled, lock the class group code to prevent unwanted or unauthorized registrations.

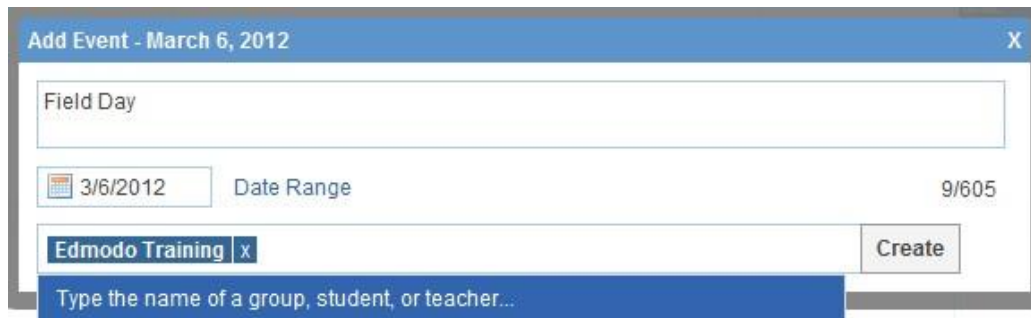
Calendar

Share events, announcements, assignments and reminders with your groups or individual members with the Edmodo calendar. To view your calendar, select the “**Calendar**” link from the top navigation bar in your Edmodo account.



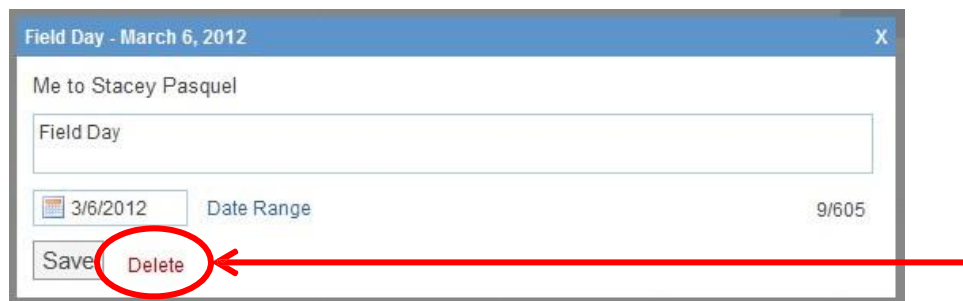
Create an Event

To create an event, select a date from the calendar. A pop up box will appear where you can add a description of the event, change the date (or add a date range) and select who you want to send it to. You can send events to yourself, an individual, or any of your groups. By sending the event to them, the recipient will be able to view the event in their calendar.



Remove an Event

To remove/delete an event you've created, click on the event and select the delete link within the event post. (Note: You cannot edit calendar events once they have been created. You would have to delete the event and then re-create it.)



Filter Calendar by Groups

To filter your calendar events by group, select the appropriate group name from the left panel of your Calendar page. If your school or district has a subdomain, you can also filter your calendar to view school-wide or district-wide events.



Library

The Edmodo Library allows teachers to store and manage files and links in a wide range of file formats, with the ability to access these files anywhere and share them with group members. To access your Library, select the “**Library**” link from the top navigation bar in your Edmodo Account.



Add Content

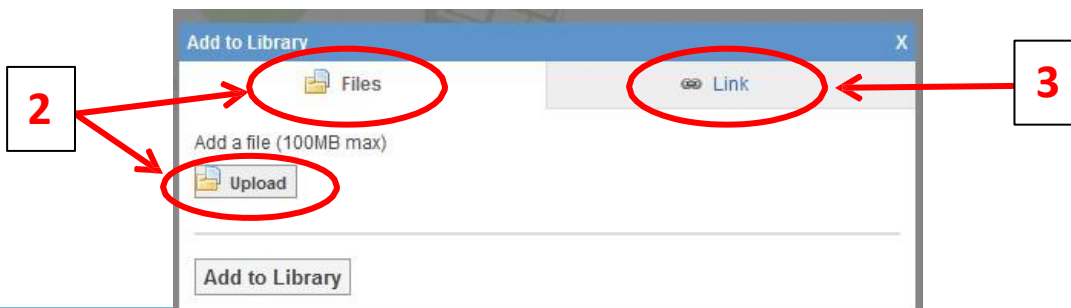
You can add any type of file (photo, video, document, etc.), in any format, or add web links to your library. Your library has unlimited storage space, however, each piece of content added must be under 100MB.

1. Select the “**Add to Library**” button at the top left corner.

1



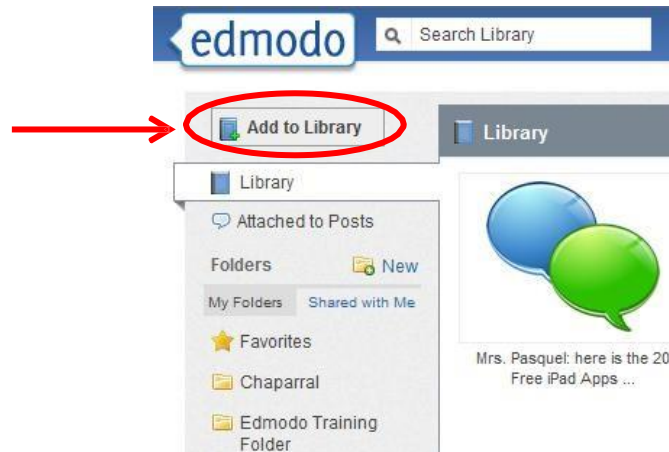
2. Select the “**files**” tab to add a file from your computer. Click on “**Upload**” to browse for your file.
3. Select the “**link**” tab to add a web page to your library.



Create Folders

To help stay organized, you can place your library content into folders. To create a folder:

1. Select the “New” folder icon from the left panel of your Library (next to the “Folders” label).



2. A pop-up window will appear where you can **name your folder** and **select which groups (if any) you want to share the folder with.**
3. Select “**Create**” and your folder will appear on the left panel.



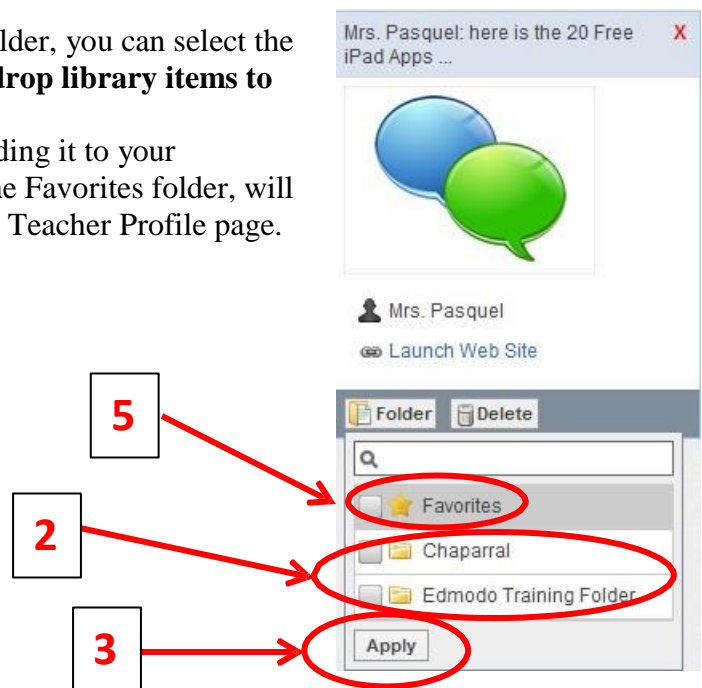
Organize Content

To add a library item to a specific folder:

1. **Select the item** (once selected, it will be highlighted) and on the right panel you will see a preview of the item, as well as the option to add it to a folder or delete it. **Select the folder** option



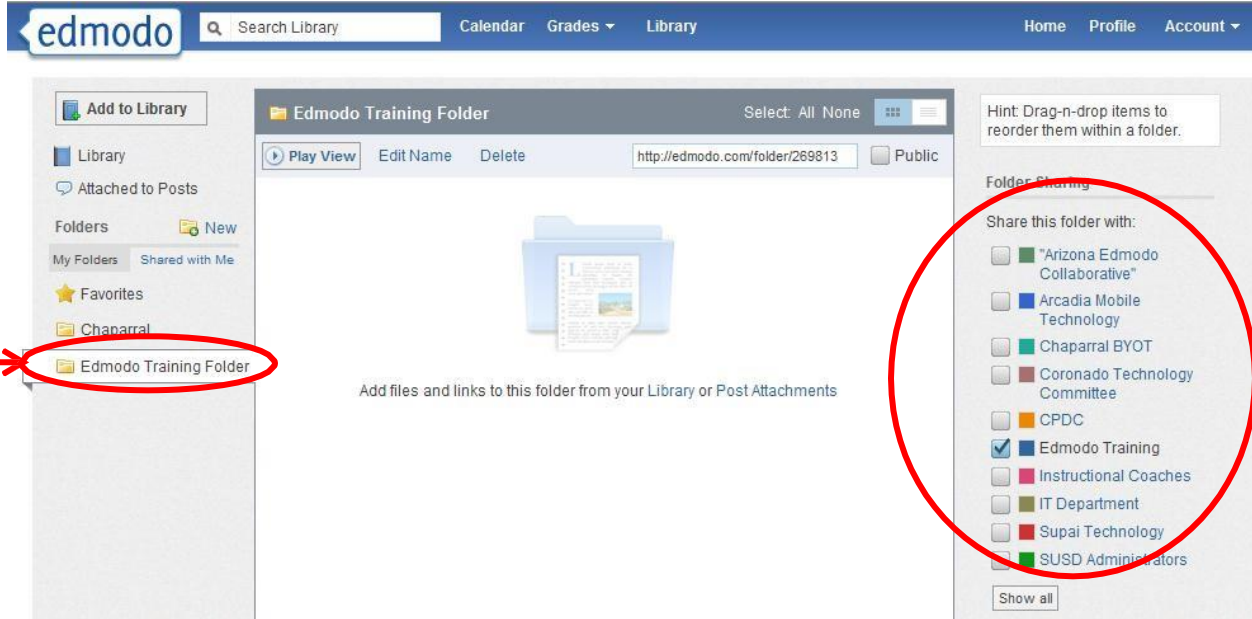
2. A drop down menu will appear where you can select the folders you want to add that item to.
3. Click **apply** to save your changes. *Note: You can select multiple library items to move them at the same time.*
4. Once the items have been added to the folder, you can select the folder from the left panel and **drag and drop library items to organize them within the folder.**
5. Mark any library items as **favorite** by adding it to your **“Favorites” folder**. Any item saved to the Favorites folder, will also appear in the “Favorites” tab of your Teacher Profile page.



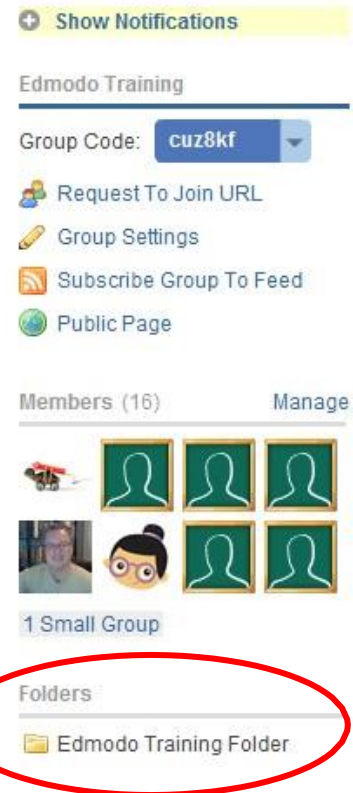
Share Folders

Once you've created your folders, you can also share them with any of your groups.

1. **Select the folder** you want to share and on the right panel you will see the “folder sharing” option.
2. **Select the group(s)** you want to share with and the folder will immediately be shared.



3. When a folder has been shared with a specific group, it will appear on the right panel of the group’s page under the Members section. *Note: Only the creator of the folder can add to/edit the contents of the folder. Group members can view and download any files, but not edit or contribute.*



Search & Filter Library Contents

1. Search your library contents by title or key words via the **search box**, located on the top navigation bar.

2. From the left panel, you can filter library items by those attached to posts and those sent by you.
3. From the upper right corner, you can **filter your library items by type (files or links)**. You can also view the contents of your library in **list view or icon view** by selecting the appropriate icon.



Ways to Share Files & Resources on Edmodo

File and resource sharing is one of Edmodo's most powerful and useful features. Here are some highlights:

- ✓ Teachers and students can upload just about any type of file to their 'Library'– there is no space limit at this time, however, individual files may not be larger than 100Mb.
- ✓ The Edmodo library is cloud-based file storage – files can be uploaded and downloaded anytime, from anywhere.
- ✓ Teachers and students can use folders to organize their file storage system.
- ✓ Teachers can share their library folders with groups or individuals as desired.
- ✓ Teachers and students can save links to web sites – teachers can share sets of links with different classes.
- ✓ Embeddable objects such as a Prezi, a YouTube video, and a Google form can be shared in Edmodo.
- ✓ Files, links and images can be attached to messages and assignments in Edmodo.
- ✓ Files that are sent to you in Edmodo are automatically stored in your library.

Google Docs

To link your Google Docs to your Edmodo Library:

1. Log in to your Edmodo account.
2. Select the **Library** option from the top navigation panel.
3. Select the **Google Docs** link on the left panel.
4. Select the “**Connect with Google Docs**” button and you will be prompted to sign in to your Google Docs account.
5. Select the “**allow access**” button when prompted about Edmodo permission to access your Google Docs.

All your Google Docs will then sync with your Edmodo Library. This will allow you to share documents with your Edmodo groups and students can easily turn-in assignments completed via Google Docs.

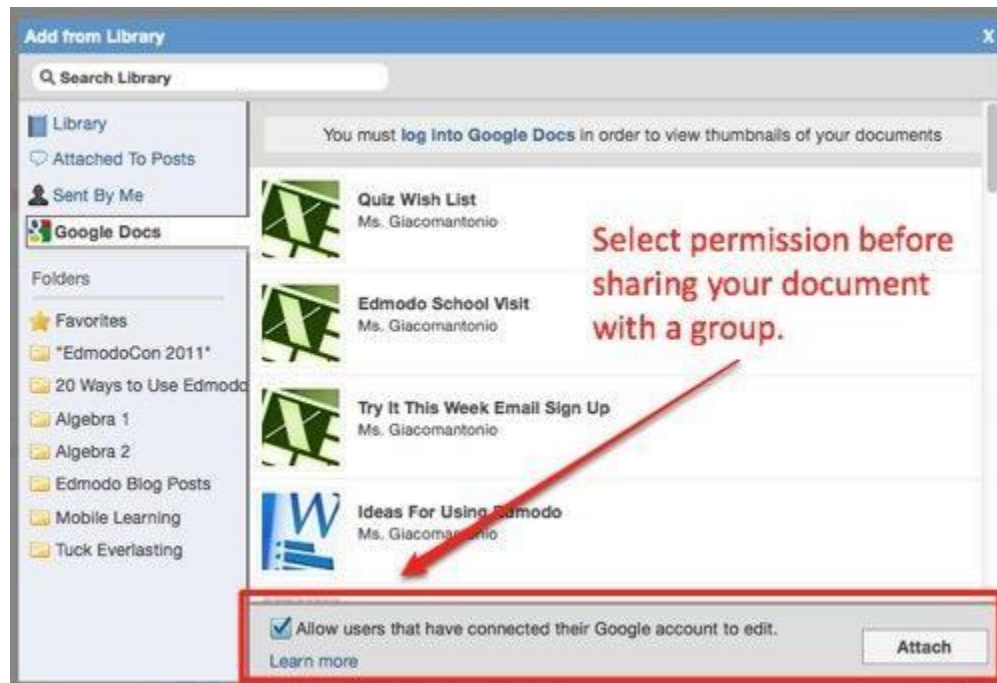
Note: It is recommended that all students within your groups link their Google Docs account with Edmodo before you begin sharing Google Docs with those groups/students.



Share Google Docs with your Groups

Once your Google Docs account is linked to your Edmodo Library you can then share your Google Docs in your Edmodo groups. To do this:

1. **Type a message** in the post bubble.
 2. Select “**Library**” to choose the document you want to attach.
 3. Select the “**Google Docs**” link from the left panel.
 4. **Select the document** you want to share.
 5. **Set the permissions** for the document via the checkbox at the bottom of the page - “Allow users that have connected their Google account to edit.” *Note that you must be the owner of the document in order to give others editing privileges.*
 6. Select “**attach**”. You will be taken back to the post bubble where you can choose the group/individuals you would like to send the document to. Click “**send**” to share.
- ✓ From the Edmodo stream, group members or individuals whom you shared the document with will be able to select the “**Open in Google Docs**” link to edit the document from their web browser.
 - ✓ Students can also follow the same procedure to turn-in a Google Doc as an assignment.

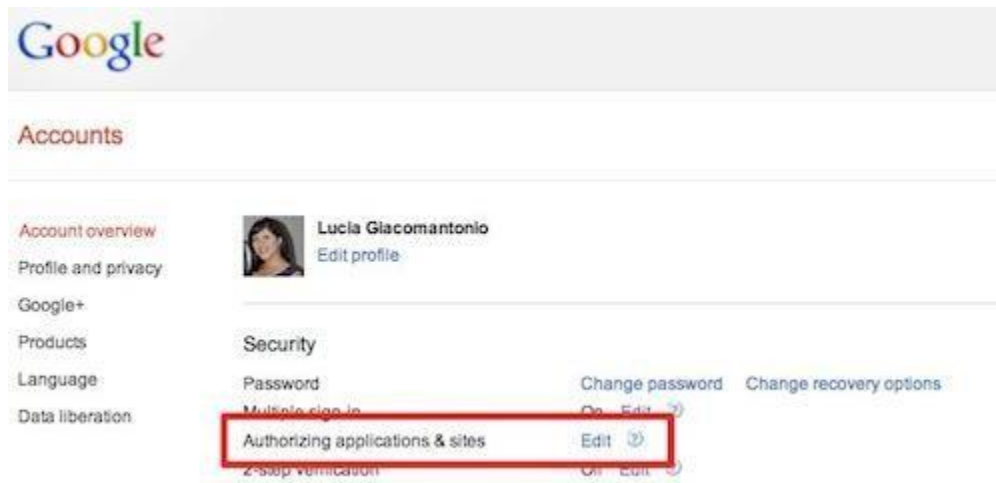


Revoke Google Docs Access

If you want to **remove your Google Docs from your Edmodo profile, you will need to revoke access from your Google Account.** To revoke access:

1. Log in to your Gmail account.
2. Select the **Account Settings** for your account (not Gmail settings).
3. From the **Account Overview page**, look for “**Authorizing Applications & Sites**” and select “**Edit**”.
4. At the top of the page you will see a list of sites with access to your Google Account. Locate “**Edmodo**” and select the “**Revoke Access**” link.

Once access is revoked, your Edmodo account will no longer contain your Google Docs.



Gradebook

To access the gradebook for a particular group:

1



1. Select the “**Grades**” option from the top navigation bar. A drop down menu will appear with a list of all your groups. Select the group whose gradebook you would like to access.
2. For any assignment you post to your group, a column will be added in the gradebook. Once a student’s assignment has been graded, **the grade will automatically populate** in the gradebook.
3. You can **edit the grade** directly in the gradebook simply by placing your cursor on the grade.
4. You can also **view the assignment** associated with the grade, by selecting the “**see work**” link (You must click on the grade first in order to see the link.) *Note that assignment and quiz grades will only show up in the gradebook if it is assigned to the entire group. It will not show up if it is given to an individual student.*

Edmodo also allows you to add grades for assignments not posted through Edmodo.

5. Select the “**Add grade**” button at the top right corner of the gradebook page. Provide the title of the assignment and the total number of points possible for that assignment.

To export grades into an Excel spreadsheet:

6. Select the “**Export (CSV)**” button at the top right corner of the Gradebook page.

Student	Total	State Capitals	Poetry	Untitled quiz -2012-01-19-12-02-55	Chapter 1 Review
Allen, K	0%	-	-	-	-
asheim, carol	100%	-	-	1/1	-
Doan, Shalese	0%	-	-	-	-
Dodrill, Tracey	100%	-	-	1/1	-
Fritts, Bernie	0%	-	Turned In	-	-
Jordan, Lori	0%	-	-	0/1	-
Lee, Jennifer	100%	-	-	1/1	-
Leonard, Susan	100%	-	-	1/1	-
McBride, Mary	100%	-	-	1/1	-
Moore, Bruce	100%	-	-	1/1	-

Badges

Badges enable teachers to provide recognition to students for their achievements. Teachers can choose to award a student with an Edmodo created badge, or create their own custom badges.

Award a Badge

To award a badge:

1. Select the group name from the left panel and then click the “**manage**” link located in the Members section on the right panel.
2. **Select the student** you would like to award the badge to and select the “**award badge**” button at the top of their profile page. A panel will open up that will allow you to create a badge, or select from badges you have already created and Edmodo created badges.

Note: You can also select multiple students to award multiple badges at once.

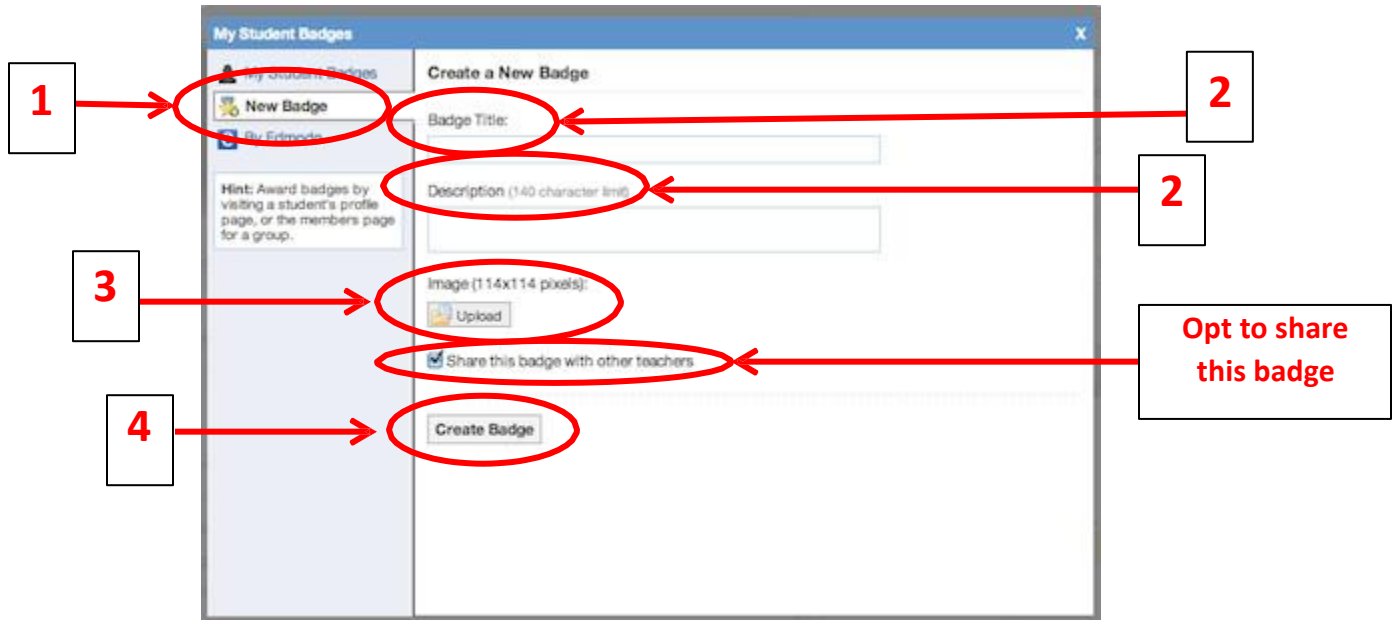
The screenshot shows the Edmodo interface. At the top, there is a navigation bar with the Edmodo logo, a search bar, and links for Calendar, Grades, Library, Home, Profile, and Account. The main content area is divided into three sections. On the left, there is a sidebar for 'Edmodo Training' with a search bar and a list of members. The middle section displays a grid of member profiles, including Mrs. Stacey Pasquel (Teacher (Owner)), Ms. K Allen (Teacher), Mrs. Carol Asheim (Teacher), Ms. Shalese Doan (Teacher), Ms. Tracey Dodrill (Teacher), Mr. Bernie Fritts (Teacher), Mrs. Lori Jordan (Teacher), Mrs. Jennifer Lee (Teacher), Ms. Susan Leonard (Teacher), Mrs. Mary McBride (Teacher), Mr. Bruce Moore (Teacher), Ms. Diane Murphy (Teacher), Dr. Yvonne Pasek (Teacher), Ms. Shimako Shimizu (Teacher), and Ms. J. Trump (Teacher). The profile for Stacey Pasquel is highlighted with a red circle and an arrow labeled '1'. On the right, a 'Selected Member' panel for Stacey Pasquel is shown, with the 'Award Badge' button highlighted by a red circle and an arrow labeled '1'.

3. Once you select the “award badge” button, you will have the option to **create a badge**, **choose from badges** you have created in the past, or choose from Edmodo-created badges. If you would like to select a badge you’ve already created or an Edmodo created badge, simply select the badge and click the “award badge” button.

Create a Badge

1. Select the “**New Badge**” option from the left panel.

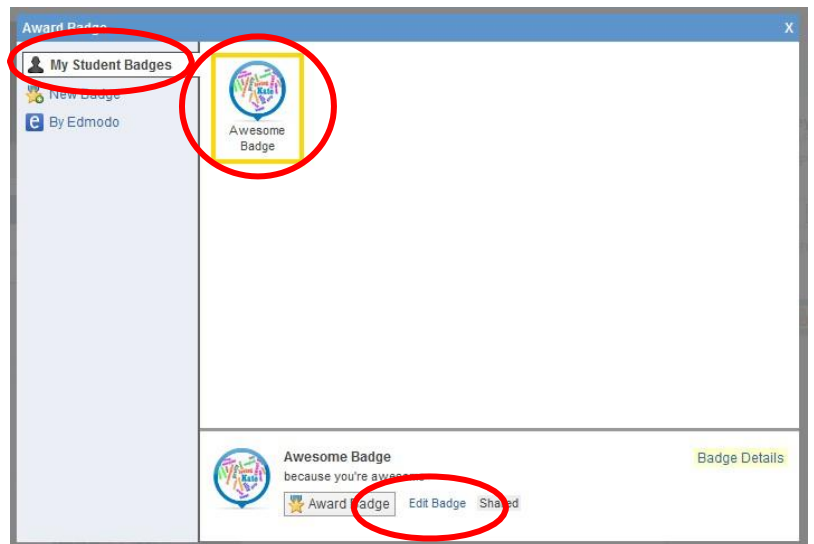
2. Provide a **title** for the badge and a **description**.
3. Select the upload button to provide an **image** for the badge. Your image should be 44 x 44 pixels or it will be automatically resized to fit into this standard badge size.
4. Select “**Create Badge**”.



Share a Badge

When creating a new badge, you can elect to share that badge by ticking the “**Share this badge with other teachers**” (located on the “New badge” panel- see above screenshot). To share a badge that has already been created, or to stop sharing a badge:

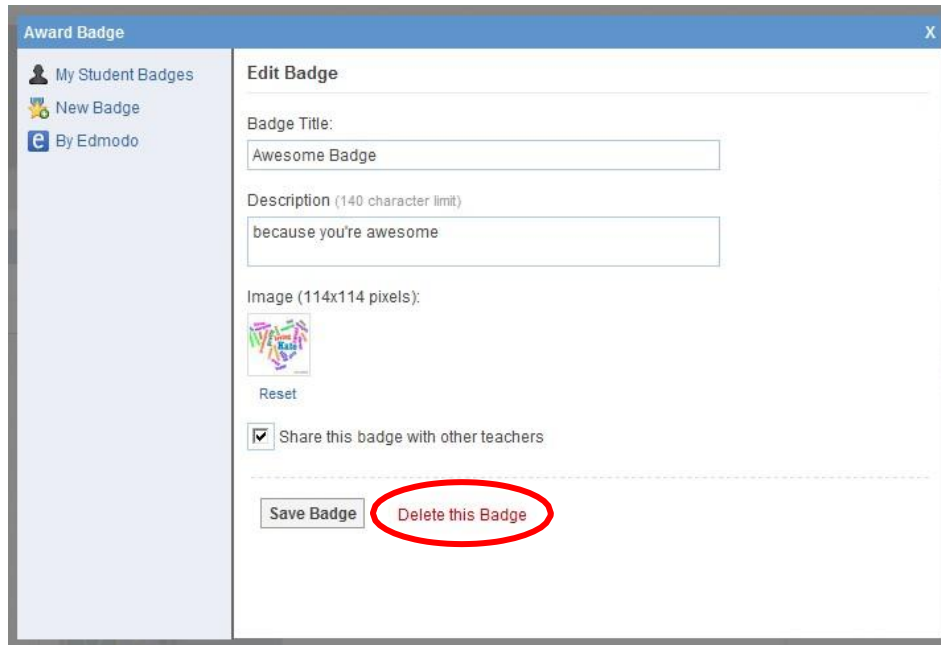
1. Select “**My Student Badges**” from the left panel.
2. Select the badge you want to share (or stop sharing) and click the “**Edit Badge**” option at the bottom of the window.
3. From the edit badge page, you can tick (or un-tick) the “Share this badge with other teachers” option.



Note: To view shared badges from other teachers, visit their profile page.

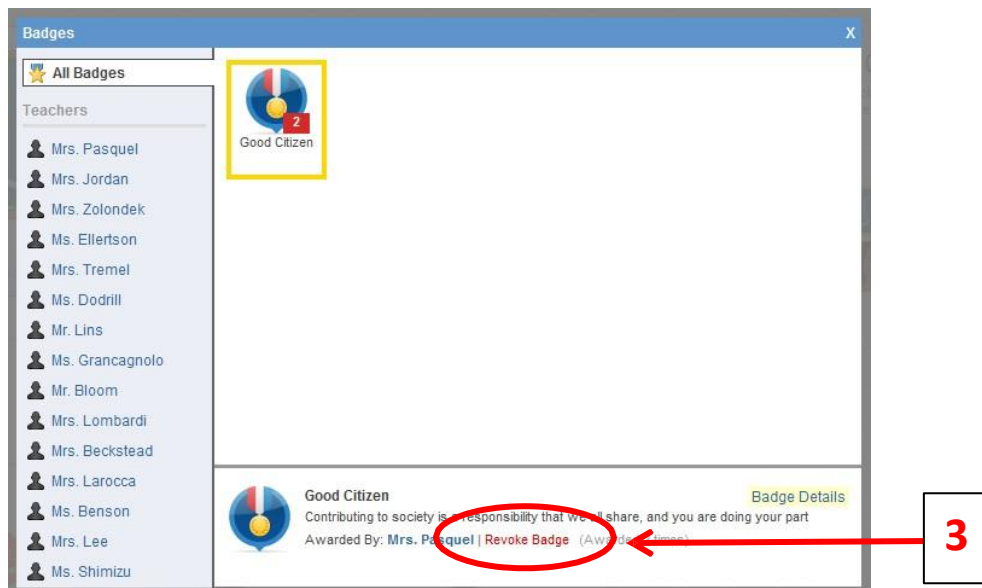
Delete a Badge

To delete a badge you’ve created, select the badge from your list and choose the “**edit badge**” option at the bottom of the panel. In the edit screen you will see the option to delete the badge.



Revoke a Badge

1. Visit the **profile of the student** who was awarded the badge.
2. Click the “**badges earned**” link to open up the **badge panel**.
3. **Select the badge** you’d like to revoke. Once selected, you will see the “**revoke badge**” option at the bottom of the panel. *Note: you can only revoke a badges you’ve awarded.*



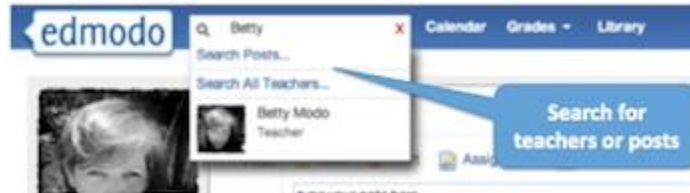
Connections with Teachers

Teachers can build their individual professional learning communities by networking and making new connections through Edmodo.

Search Teachers

To search for a teacher, type their name in the **search box** located at the top of your Edmodo homepage and hit enter. You may also use the search box located on your profile page.

Note: As you type in the teacher's name, you'll notice a stream appears below the search box containing matches of anyone already in your teacher network, and anyone who is in a group that you are also a member of.



Connect with Teachers

To connect with a teacher on Edmodo, visit their profile page and click the **“Add Connection”** button located at the top of the right panel. A connection request will be sent to that teacher. The teacher will have the option to accept or deny your connection request.

You also have the option to cancel a connection request by visiting the profile page of the teacher you requested to connect with, and selecting the **“Cancel Request”** link from the top right corner.

Profile URL's

Teachers can claim their own **Edmodo profile URL** (www.edmodo.com/yourname). This can be used to easily share your Edmodo profile with other teachers. To claim your Edmodo profile URL, visit your profile page. A yellow box at the top of the page will prompt you to claim your URL.

To change your profile URL, visit your profile page and select the **“Change My URL”** link located below your badges.



Suggested Connections

On your homepage, just below the “Notifications” section, you will notice a section called **“Suggestions”**. From this section, teachers may connect with suggested teachers by clicking the

“**Connect**” link next to their profile, or they may **remove the suggested teacher** by selecting the “X” next to their name. This section will also display **suggested Communities** to follow.

View all Connections

To see your full list of teacher connections, visit your profile page. On the right panel, you will see a section called “**Connections**”. Select the word “**Connection**” to view the full list.

Remove a Connection

To **remove a teacher connection**, visit the profile of the teacher you’d like to remove and select the “**remove connection**” button located in the upper right corner of the page.



Privacy Settings

You can adjust your **privacy settings** from the **Settings page** (located at the top right corner, in the **Account drop down menu**). Here you can opt to block connection requests or make your profile visible only to your connections.

Join Communities

Edmodo offers a number of **communities** you can join based upon your subject area interests and your curriculum of choice. These communities are a great place to ask questions, get advice, exchange ideas and share resources. You can find a full listing of Edmodo Communities at www.edmodo.com/communities or by scrolling down to the bottom of any Edmodo page and clicking on the “**Communities**” link in the footer.

Note: When you create your teacher account, the school code you use will affiliate you with your school’s community. This will also automatically affiliate you with the Scottsdale Unified School District community.

Follow a Community

You can follow a community, simply by clicking the “Follow this Subject” button at the top of the page. (For Content Publisher communities, the button will read “Follow Community”). When you follow a community, any new posts from that community will appear in your main communication stream on your Edmodo homepage (i.e. “latest posts”).

Post in a Community

If you are a new Edmodo user, in order to post in a community, you must first request posting rights. You can do this by selecting the “**Request Posting Rights**” option in the top left section of the community. Verification will take 1-3 days. Once you are verified as an educator you will have posting rights in all communities.

If you are already a verified Edmodo user, simply select the “**post**” link at the top of the **Community page**, under the community name.



Connect with Teachers

To connect with other teachers within a community, click on their name or profile picture and you will be taken to their profile page. Here you can request connection by selecting the “add connection” button.

Add Content to your Library

You can easily **add resources shared by other educators within a community** to your Edmodo library. To do this, click the “**Library**” button next to the item you want to add to your library. The item will immediately be added to your library.

Note: The number displayed next to the library button shows how many teachers have added that particular piece of content to their library.

On the right panel of the community, you will see a section called “**top content**”. This displays the content that has been shared most in that community.

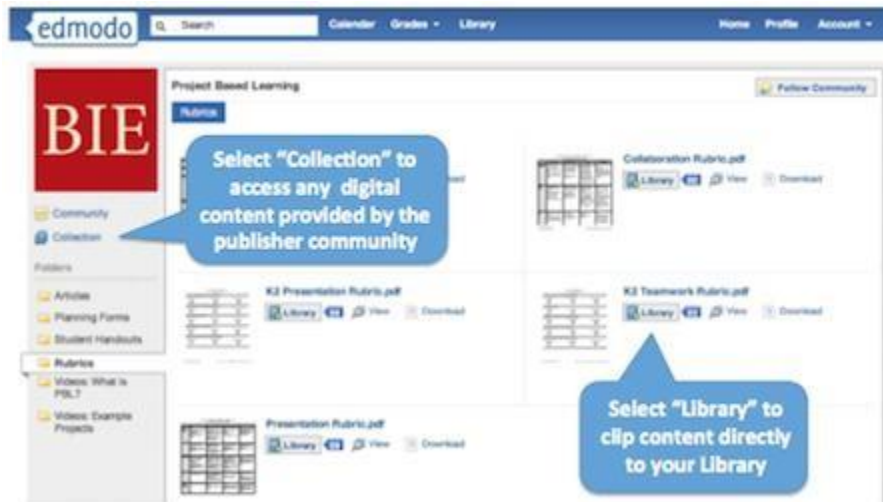
Hide Communities

When you follow a community, all new posts from that community will appear in your

communication stream on your Edmodo homepage. You have the option to hide these posts from your communication stream. To do this, find the most recent post from that community and select the X in the corner of that post. A small window will open, and there will be an option to hide that community from the stream. If you would like to unhide the community from the stream, you can do so from your settings page.

Publisher Communities

Publisher communities provide **digital content** for you to use in your classroom and also allow you to **share ideas and discuss your experiences**. To access content provided by our publisher communities, select the community and click on the “collection” link located on the left panel.



Mobile Website

Edmodo offers a mobile website that is available via any Internet enabled mobile device at m.edmodo.com (or you can also go to <http://susd.edmodo.com>).

From the mobile website, you can:

- ✓ Read and reply to posts
- ✓ Post notes to your groups
- ✓ View your notifications
- ✓ Join groups



Edmodo also offers apps for [Android](#) and [iPhone](#) devices (including iPod Touch and iPad).

Edmodo for Android

Edmodo offers a full-featured **application for Android** devices available for free from the Android App Marketplace. With the Edmodo application for Android, you can:

- ✓ Read and reply to posts by selecting the “Posts” icon.
- ✓ Post notes to your groups or connections by selecting the blue “write” icon in the upper right corner.
- ✓ View your notifications by selecting the “Notifications” icon.
- ✓ Join new groups and access your existing groups by selecting the “Groups” icon.
- ✓ View your profile page by selecting the “Profile” icon. (Note: this is only available for teacher accounts)
- ✓ From the profile page, you can also view all your connections and send direct messages to them.
- ✓ View the contents of your library (including your folders and shared folders), plus add new content from your mobile device by selecting the “Library” icon.
- ✓ **Bump**- The Android app also has built-in ‘Bump’ functionality, which allows you to instantly connect with other Edmodo users by simply bumping your phones together. (Note: This is only available for teacher accounts). To bump with another teacher, open the Edmodo app on your Android device, visit your profile and select the ‘bump’ button. Once selected, the phone will search for nearby users. Any teachers who are in close proximity will be identified and you can ‘bump’ phones to make your connection.

Edmodo for iPhone, iPod and iPad

Edmodo offers a full-featured **application for the iPhone, iPod Touch and iPad** available for free from the iTunes App Store. Using the Edmodo iPhone/iPod Touch application, you can:

- ✓ Read and reply to posts by selecting the “Posts” icon.
- ✓ Post notes to your groups or connections by selecting the blue “write” icon in the upper right corner.
- ✓ View your notifications by selecting the “Notifications” icon.
- ✓ Join new groups and access your existing groups by selecting the “Groups” icon.

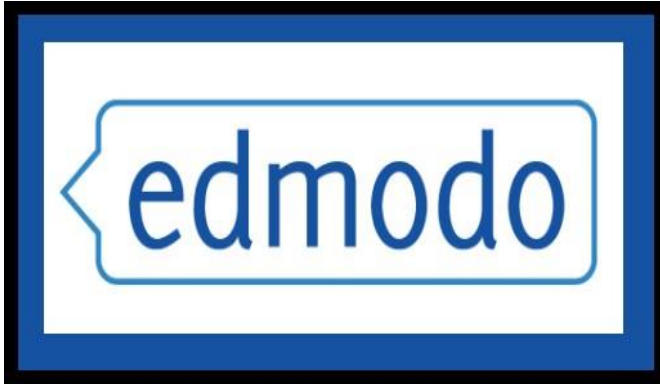
- ✓ View your profile page by selecting the “Profile” icon. (Note: this is only available for teacher accounts)
- ✓ From the profile page, you can also view all your connections and send direct messages to them.
- ✓ View the contents of your library (including your folders and shared folders), plus add new content from your mobile device by selecting the “Library” icon.
- ✓ Teachers have full access to their gradebook, allowing them to view and grade assignments directly from their mobile device. For students, the app provides the ability to turn in assignments and view all their grades.
- ✓ **Bump**- The Android app also has built-in ‘Bump’ functionality, which allows you to instantly connect with other Edmodo users by simply bumping your phones together. (Note: This is only available for teacher accounts). To bump with another teacher, open the Edmodo app on your Android device, visit your profile and select the ‘bump’ button. Once selected, the phone will search for nearby users. Any teachers who are in close proximity will be identified and you can ‘bump’ phones to make your connection.

Note to iPad users:

- ✓ *Turn the iPad to landscape mode for optimal viewing.*
- ✓ *Files cannot be uploaded from the iPad.*
- ✓ *Subdomains: If a teacher or student is connected to a subdomain, a message will appear that says you are using an “institutionalized version”. If this is the case, please contact your school administrator for the special teacher code.*

Appendix (6)

Edmodo Student Guide



<http://susd.edmodo.com>

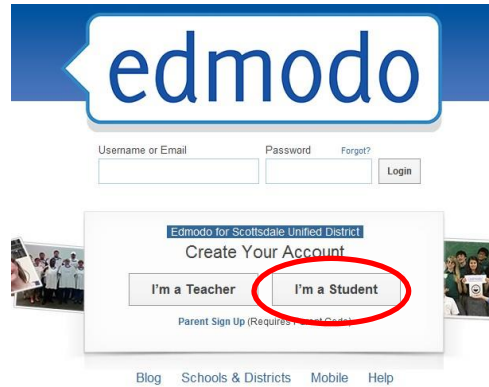
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Student Sign Up

This instruction set is for first-time registrations only. Before you can create your student account, you must first get a 6-digit group code from your teacher (you cannot create an Edmodo account without having a group to join).

1. Go to <http://susd.edmodo.com>
2. Click “I’m a Student”.



3. Enter **registration information** carefully and accurately.
 - Group Code:** Use the group code provided by your teacher(s)
 - Username:** Create a unique username (*this is what you will use to log in to Edmodo*)
 - Password:** Create a unique password (*this is what you will use to log in to Edmodo*)
 - Email:** This is *optional*, not required
 - First Name:** Enter your first name
 - Last Name:** Enter your last name
4. Click “Sign up”

A screenshot of the 'Student Sign Up' form. The form is titled 'Student Sign Up' and has a close button (X) in the top right corner. It contains several input fields: 'Group Code', 'Username', 'Password', 'Email (opt)', 'First Name', and 'Last Name'. Red arrows point to each of these fields. Below the fields is a checkbox for 'You agree to our terms of service.' and a 'Sign up' button, which is also pointed to by a red arrow.

**Suggestion: Check with your teacher to see if he/she encourages a naming protocol for your username/password. Memorize/document your username and password!*

Joining Groups

Once you have an Edmodo account, you can easily join any Edmodo group you are invited to be a part of:

1. You must have the 6-digit **group code** to join any group.
2. After you login to Edmodo, click '**Join**' on the left sidebar, and enter your class group code when prompted.
3. You will see a message indication that you have **successfully joined** the group.



The groups you belong to are listed to the left side of your homepage.

1. You can "**filter**" your feed to display only posts relating a specific group by clicking on the group in the list.
2. You can left-click on the colored square to the left of each group name to **color-code your groups**.

*Once you are a member of a group, your teacher can grant you different **access levels**. "**Read Only**" access means that you can view all posts within the group, but you cannot contribute posts or add comments to posts. "**Contributor**" access gives you the rights to contribute posts and reply/comment to posts. *Your contributor rights are a privilege and all students are expected to abide by acceptable usage guidelines and use Edmodo responsibly.*



Student Profile/Account Settings:

Student Profile

Everyone on Edmodo has a profile, just like other social networking sites. You can view/edit your profile by clicking on the “**Profile**” link at the top-right side of your Edmodo home page. From this page, you can:

- Add/edit information** about yourself for others to see.
- View your **recent activity** on Edmodo.
- View all **groups** you are a member of.
- View **badges** you have earned.
- View **classmates, grades, backpack items and posts/replies**.
- Specify your **preferred learning style and career goals**.

(You can view another person’s profile by clicking on their avatar picture beside a message they have posted. Their profile will list all their public posts.)

Account Settings

This is where you can go to change your login username, password, profile picture and other personal information. You can also set notifications (text or e-mail).

1. Click on “**Account**” at the top-right of your Edmodo screen.
2. Click on “**Settings**”.



Posts

You can make a post to your group using the box just above your feed in the center of the page. As a student, you can **post a note to your entire class group** or else you can **direct message your teacher**. You are unable to direct message other individual students.

1. **Type your post** in the post box and attach file(s)/link(s) if you want.
2. **Type the name of a group(s) or teacher** into the “**Send to**” box. (Edmodo will provide auto-suggestions as you begin to type based on the groups you belong to).
3. Select “**Send**”. Your post will appear in the group’s feed. (Some teachers may moderate posts and will need to approve your post before it is published to the group feed.)



Post with a File Attached

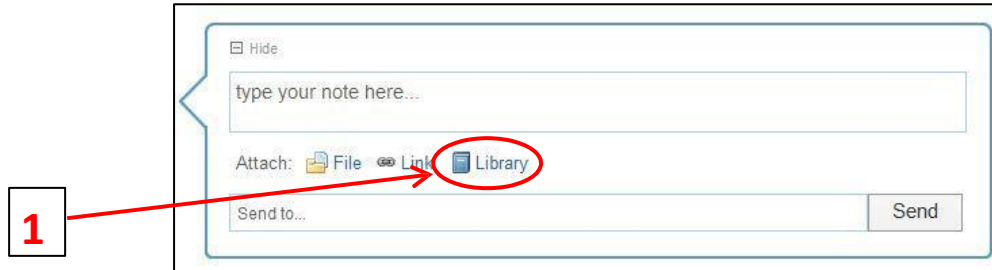
1. Next to the “**Attach**” option, choose “**File**”.
2. **Select the file** to upload from your computer. *Edmodo has a great document viewer, so if it’s a common document type (e.g. Word file, PDF, etc) others can view it directly rather than having to download it.*
3. **Type the name of a group(s) or teacher** into the “**Send to**” box. Click “**Send**”.



Post from your Library

1. Next to the “Attach” option, select “Library”.
2. **Choose the item from your Library** to attach. You can attach documents, files, links or any other item in your library this way.
3. **Type the name of a group(s) or teacher** into the “Send to” box. Click “Send”.

For more information about your Library, see the “Library” section.



Post with a Link Attached

1. Next to the “Attach” option choose “Link”.
2. **Type or paste the link details** into the box, and give your link a short description (e.g. title of the page or site you’re linking to). *Edmodo will cleverly suggest a description for most links.*
3. **Type the name of a group(s) or teacher** into the “Send to” box. Click “Send”.



Submit Assignments

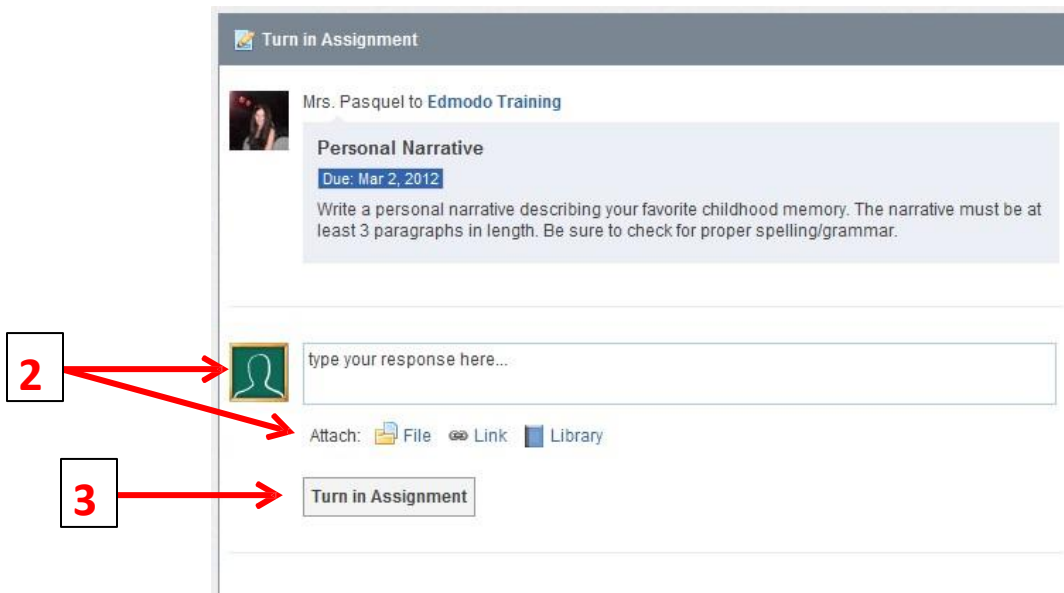
When a teacher creates an assignment in Edmodo, you can submit your work directly to them through Edmodo.

1. When you see an “Assignment” posted in the group feed, select the “Turn in” button located next to the due date to submit your assignment.



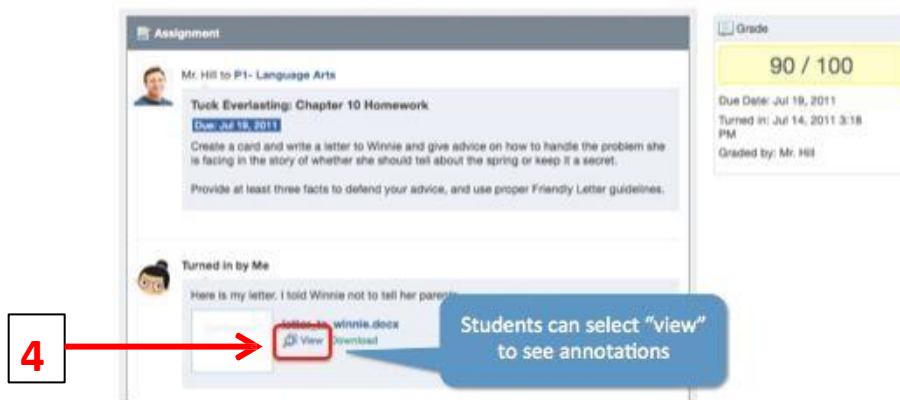
2. Once the “turn in” button has been selected, you can attach your homework/file and provide a comment/message with it.

3. Once you are ready to submit your work, select “Turn in Assignment”.



Teachers can view a list of all submissions and can add their own comments or annotate your assignment. Teachers can also award points to your assignment within Edmodo, (but they might not since they use the Synergy Gradebook for posting student grades).

4. Students will receive a notification that you have a new grade (if the assignment was graded). When you click on the assignment title from the notification, you will be taken to the assignment page where you can select “view” to see the assignment with your teacher’s annotated remarks. Students can also view teacher’s annotations by clicking on the assignment from the post.



5. If a teacher **annotates your assignment**, and you can resubmit it, the annotated notes will disappear. *If you would like to keep a record of the annotations, students should post the new version of the assignment in the **comment section** (and be sure to save the annotated file).*

Take a Quiz

1. Once a quiz has been posted to a group, students can select the “**Take Quiz**” button located next to the due date to take the quiz.

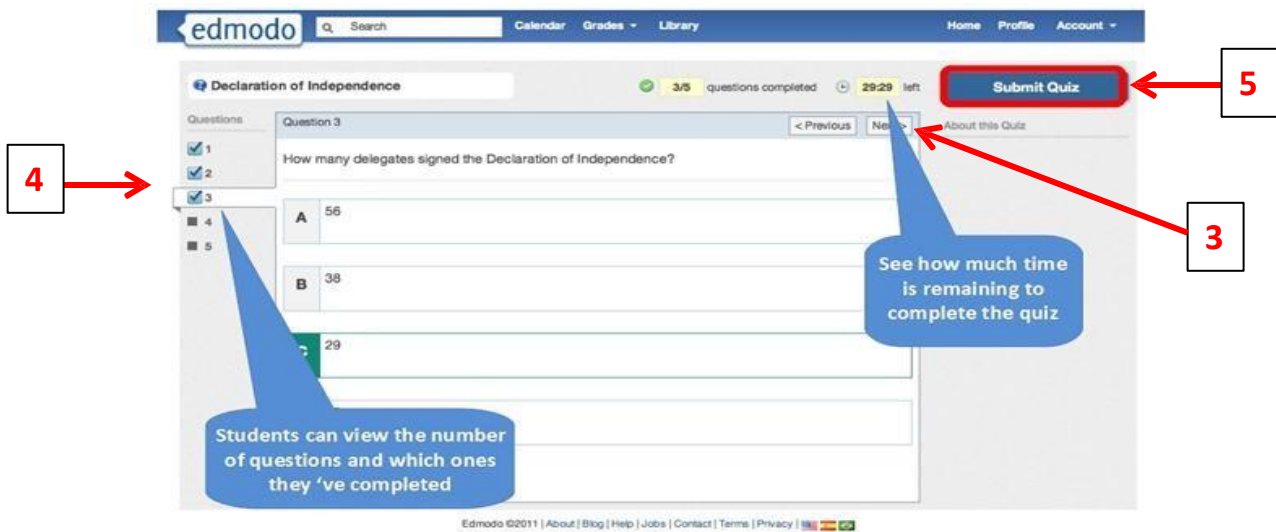


2. A page will appear with the name and details of the quiz (description, time limit, etc.). Select “**Start Quiz**”. The time will start and you will be taken to the first quiz question.

3. After selecting your answer, you can select the “**next**” arrow at the top of the quiz screen to move on to the next question. Repeat until the quiz is completed.

4. From the **top panel**, you can view how many questions you have completed and the amount of time you have left to complete the quiz. On the **left panel**, you will be able to view how many questions the quiz contains and what number you are on.

5. Once completed, you must select the “**Submit Quiz**” button at the top right corner.



6. You might have the option the “**view results**” immediately on some quizzes. If you select this link, you will be able to review each quiz question and see the correct answers. You can also view your results at any time by clicking on the “**View Results**” link on the quiz posting.



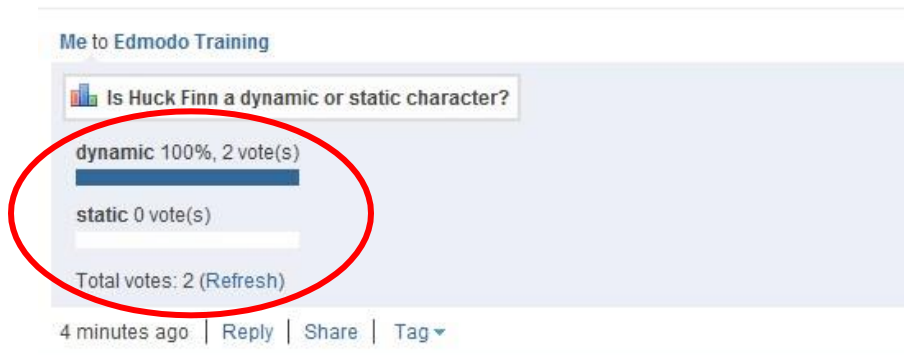
Vote in a Poll

Teachers can create polls that you can vote on.

1. You will see the poll in the post fee on your group page and have the option to **vote** for one of the choices. You can only vote once and cannot retract your vote once submitted.



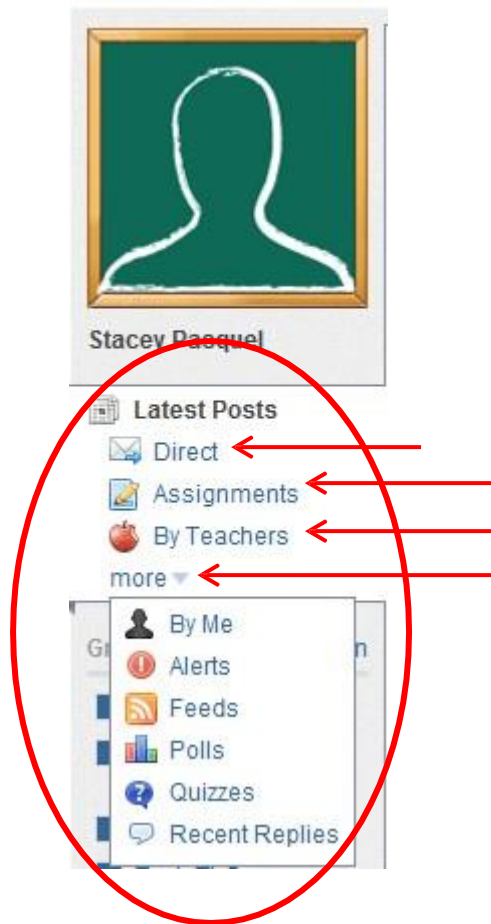
2. You will see the **poll results** directly on the posting. You cannot see which group members voted for which answer- you will only see total voting results. Click "**Refresh**" to update.



Sort/Filter Posts

The posts you see on the post feed will automatically show in chronological order based on the most recent posting. You can sort/filter the posts that you see on the post feed by selecting one of the “post” options below your profile picture.

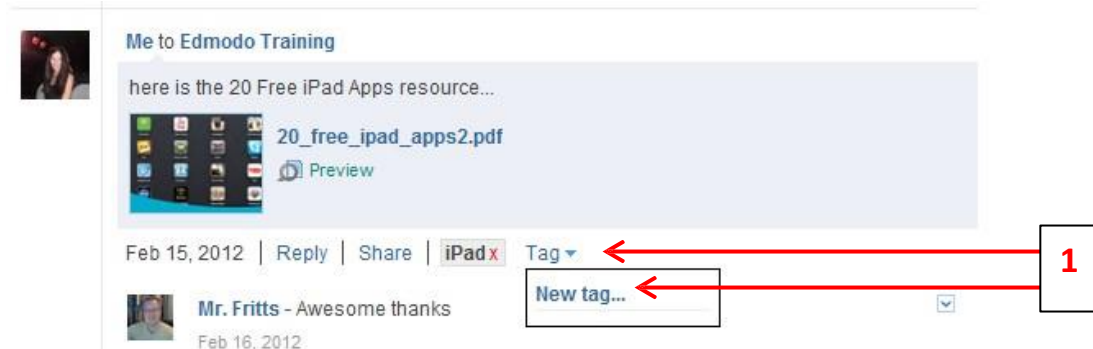
- View messages sent **directly to you** by your teacher.
- View **Assignments** posted.
- View anything posted **by your teachers**.
- Select “**more**” options, including view **posts you wrote, alerts, RSS feeds, polls, quizzes and recent replies**.



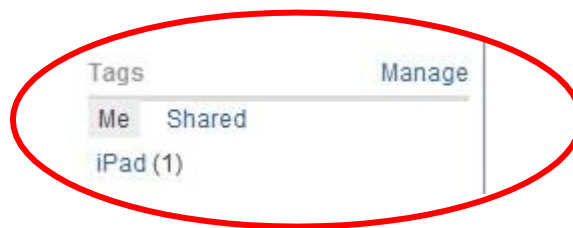
Tag Posts

You can create your own set of **personalized tags** to help organize and sort all your posts. For example, you might wish to tag posts as “extra credit”, “science”, “quiz”, etc.

1. To tag a post, click on the “tag” link below the post. This will call up a drop-down box where you can create a new tag or select from the tags you’ve already created.



2. You can view your posts sorted by tags by visiting your Edmodo homepage. Your list of tags will be located at the bottom-right of your page. Select any tag to call up the posts associated with that tag.

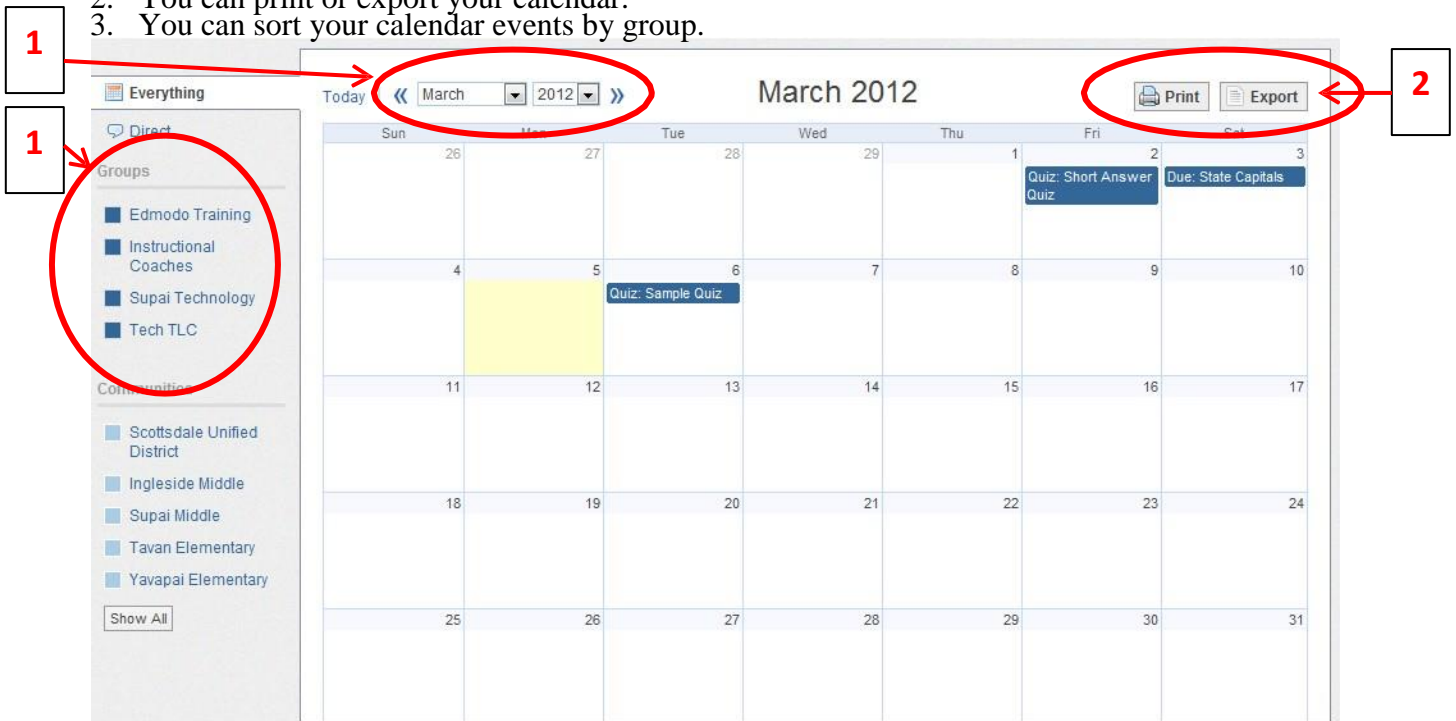


Calendar

The **Calendar** can be accessed by clicking the link at the top of the page. Your calendar will include assignment dates and other events set by your teacher. Calendar items will appear in your spotlight as they approach.



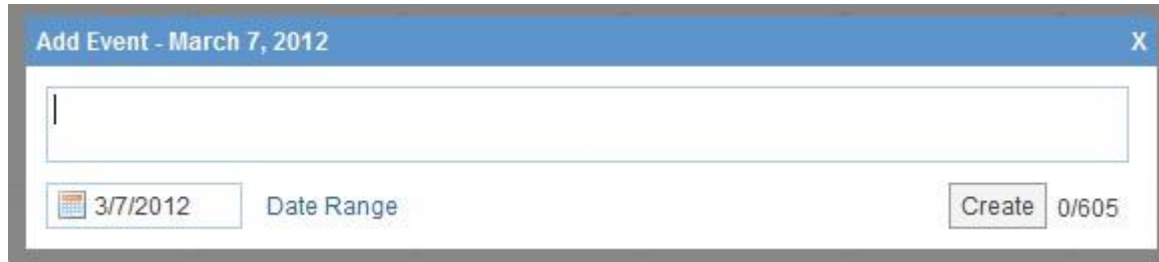
1. You can view your calendar by month and can change the month at the top of the calendar.
2. You can print or export your calendar.
3. You can sort your calendar events by group.



The screenshot shows the Edmodo calendar interface for March 2012. The calendar is a grid with days of the week and dates. Events are listed as blue boxes: 'Quiz: Short Answer Quiz' on Friday, March 2nd; 'Due: State Capitals' on Saturday, March 3rd; and 'Quiz: Sample Quiz' on Tuesday, March 6th. A yellow highlight is on Monday, March 5th. The left sidebar shows a 'Groups' list with 'Edmodo Training', 'Instructional Coaches', 'Supai Technology', and 'Tech TLC' selected. The top navigation bar has 'Calendar' circled in red. The month/year selector at the top of the calendar is also circled in red. The 'Print' and 'Export' buttons at the top right are circled in red.

Create an Event

To **create an event**, select a **date** from the calendar. A pop up box will appear where you can add a description of the event and change the date (or add a date range). *You can only create calendar events for yourself.*



The screenshot shows a window titled "Add Event - March 7, 2012". It features a large text input field at the top. Below the field, there is a date selector showing "3/7/2012" and a "Date Range" label. To the right, there is a "Create" button and a counter "0/605".

Remove an Event

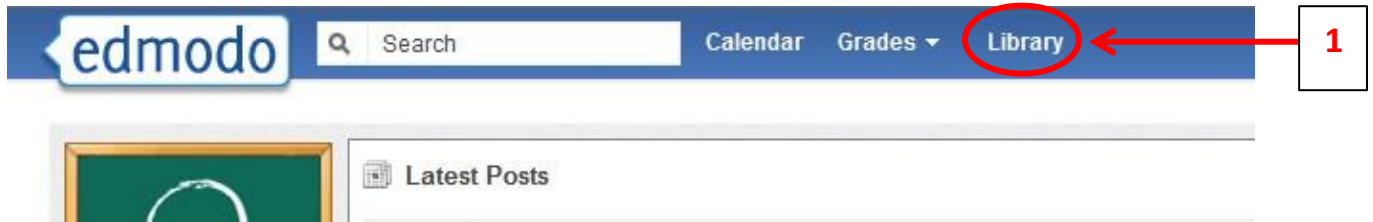
To **remove/delete** an event you've created, click on the event and select the **delete link** within the event post. (Note: *You cannot edit calendar events once they have been created. You would have to delete the event and then re-create it. You also cannot delete calendar events created by your teacher*)



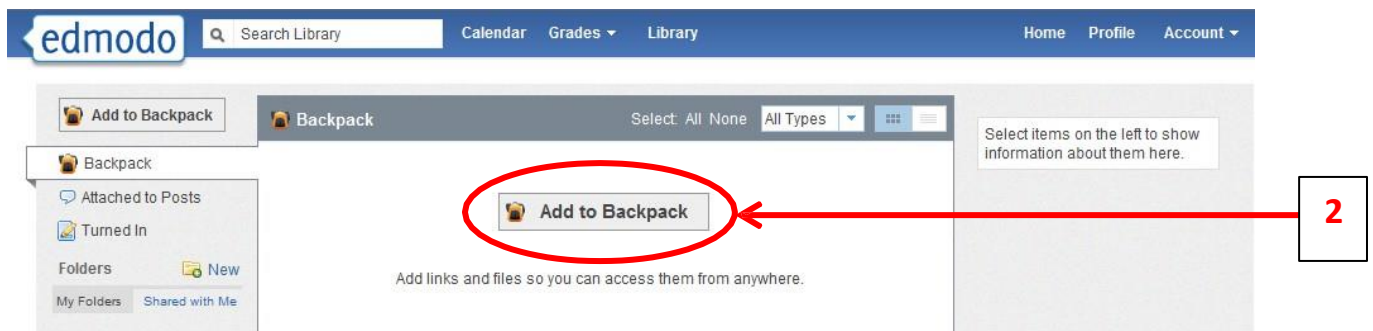
The screenshot shows a window titled "Field Day - March 6, 2012". The event title is "Field Day" and the recipient is "Me to Stacey Pasquel". The date selector shows "3/6/2012" and "Date Range". The counter is "9/605". At the bottom, there are "Save" and "Delete" buttons. The "Delete" button is circled in red, and a red arrow points to it from the right side of the window.

Library

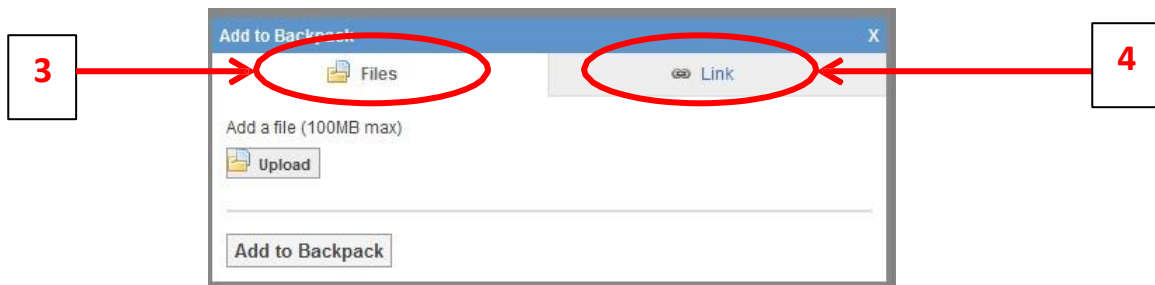
Your **library** (also called your “**backpack**”) is cloud-based storage with unlimited storage space (individual files cannot exceed 100MB). All the files, documents, web links or other attachments attached to all the posts you have ever received/posted are kept together in your personal library.



1. You can access your Library by clicking on the “**Library**” link at the top of the page. Once you open your Library, Edmodo will refer to this storage space as your “**Backpack**”.
2. You can add any type of **file** (photo, video, document, etc.), in any format, or add **web links** to your library. Your library has unlimited storage space, however, each piece of content added must be under 100MB. Select “**Add to Backpack**” to add a file or link.

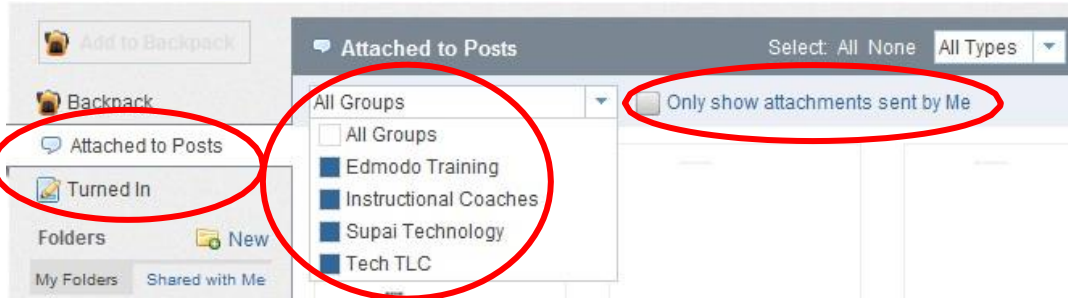


3. Select the “**files**” tab to add a file from your computer. Click on “**Upload**” to browse for your file.
4. Select the “**link**” tab to add a web page to your library.



5. Library items can be viewed or downloaded, and like posts, they can be **filtered by group or type**.

- Sort by files/links **attached to posts**. Once you select this option, you can also sort by group.
- Sort by files/links **you have submitted** from assignments you have turned in.
- Only show attachments sent by you.

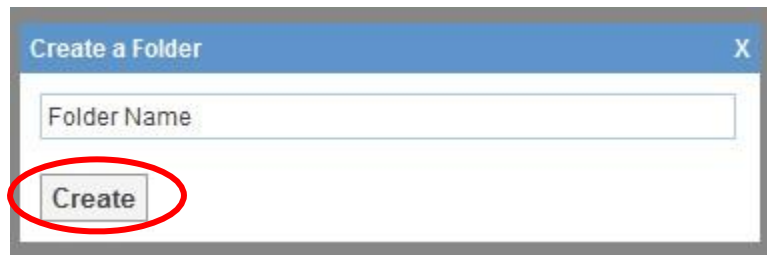
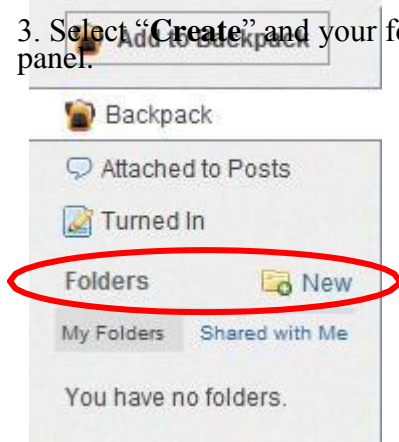


Create Folders

You can organize your library/backpack contents into folders. To create a folder:

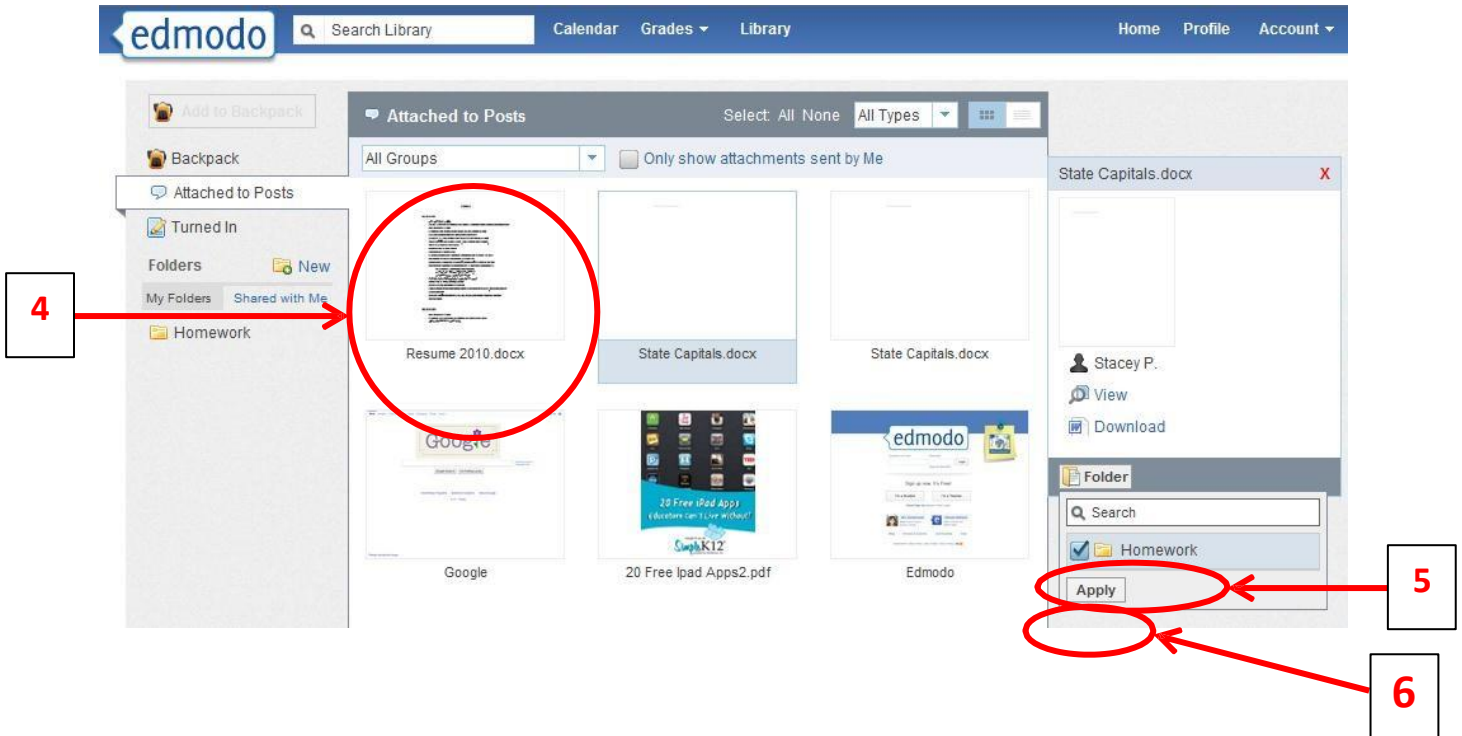
1. Select the “**New**” folder icon from the left panel of your Library (next to the “Folders” label).
2. A pop-up window will appear where you can **name your folder**.

3. Select “**Create**” and your folder will appear on the left panel.

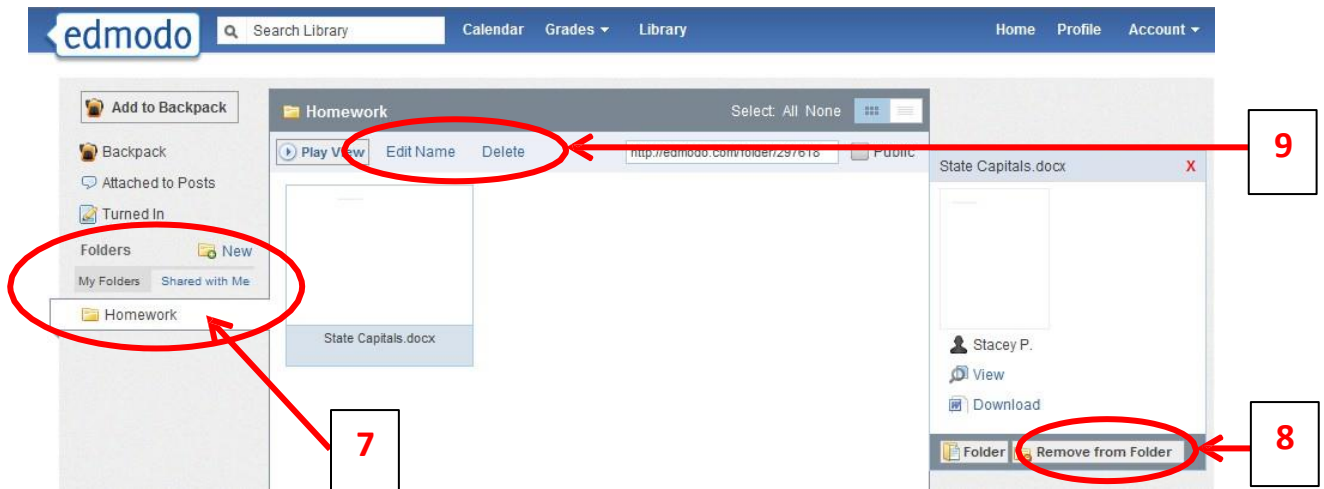


To add a library item to a specific folder:

4. **Select the item** (once selected, it will be highlighted) and on the right panel you will see a preview of the item. You can **“View”** or **“Download”** the item as well as **add it to a folder**.
5. **Select the folder** you wish to add the library item to.
6. Click **“Apply”** to save your changes. *Note: You can select multiple library items to move them at the same time.*

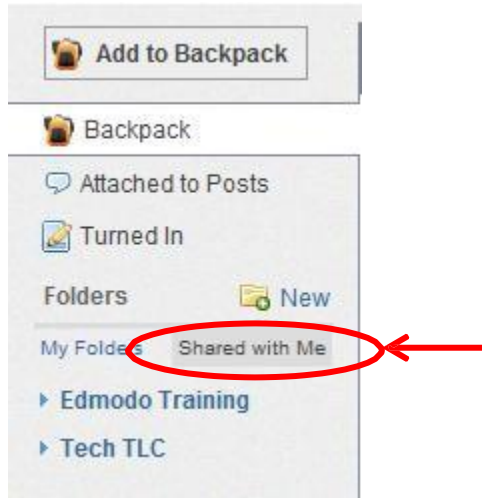


7. Once the items have been added to the folder, you can **select the folder from the left panel and drag and drop library items to organize them within the folder**.
8. Once you select the item, you can **“Remove from Folder”** or add it to another folder too.
9. You can **delete the entire folder**, or **edit the folder name**, once the folder is selected.



Shared Folders

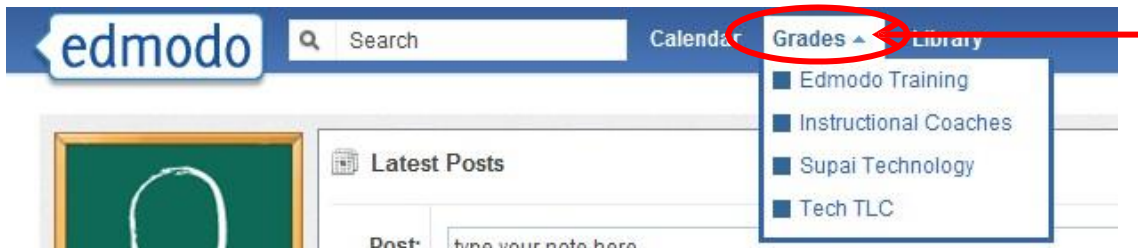
Teachers can share folders with their students. For example, a teacher might create a folder with files and links that are specific to your class. You can toggle between your folders and folders that are shared with you by selecting the appropriate folders option. *(Note: Students cannot share folders and cannot edit/delete any items in folders that are shared with you.)*



Grades

You can view **grades for assignments** you have “turned in” via Edmodo by clicking the “**Grades**” button at the top of the page. *(Note: Check with your teacher regarding grading policies, as not all teachers will use the Edmodo gradebook options.)*

1. You will be provided with a list of groups you belong to and then you can choose a group to view assignments teachers have graded.



2. You will see a list of assignments and some information about each one. You can choose to see your grade for “**Each Assignment**” or “**Total Over Time**”.

Assignment	Status
State Capitals	waiting...
Poetry	Not Turned In
Chapter 1 Review	Not Turned In
Total	0 / 0

3. You can select an **individual assignment** and see details about each one including teacher’s comments. You also have the option to “**Resubmit this Assignment**”.

Assignment: State Capitals
Due: Mar 3, 2012
Complete the worksheet.
state_capitals.docx
View Download

Turned in by Me
Here is my assignment...
state_capitals.docx
View Download

Resubmit this Assignment

Comments
type your note here...
Attach: File Link Library
Add Comment

Grade: Waiting for grade...

Mobile Website & Apps

Edmodo offers a mobile website that is available via any Internet enabled mobile device at m.edmodo.com (or you can also go to <http://susd.edmodo.com>).

From the mobile website, you can:

- Read and reply to posts
- Post notes to your groups
- View your notifications
- Join groups



Edmodo also offers apps for [Android](#) and [iPhone](#) devices (including iPod Touch and iPad).

Appendix (7) The Components of Edmodo

The screenshot displays the Edmodo interface for a group titled "The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their attitude towards Writing in Gaza Governorate". The interface includes a navigation bar at the top with icons for home, notifications, search, and user profile. Below the navigation bar is a search bar and a notification bell. The main content area is divided into sections: a "Note" section with a text input field, a "Group Posts" section, and a "Poll" section. The "Poll" section shows a poll question "did you enjoy edmodo" with a bar chart indicating 100% (5 votes) for "yes" and 0 votes for "no". The poll is dated "Nov 16, 2014".

Diagram labels and arrows pointing to the corresponding components in the screenshot:

- Note
- Alert
- assignment
- Quiz
- poll

Appendix (8) Edmodo interface for Teacher and Students

(8.A) Teacher interface

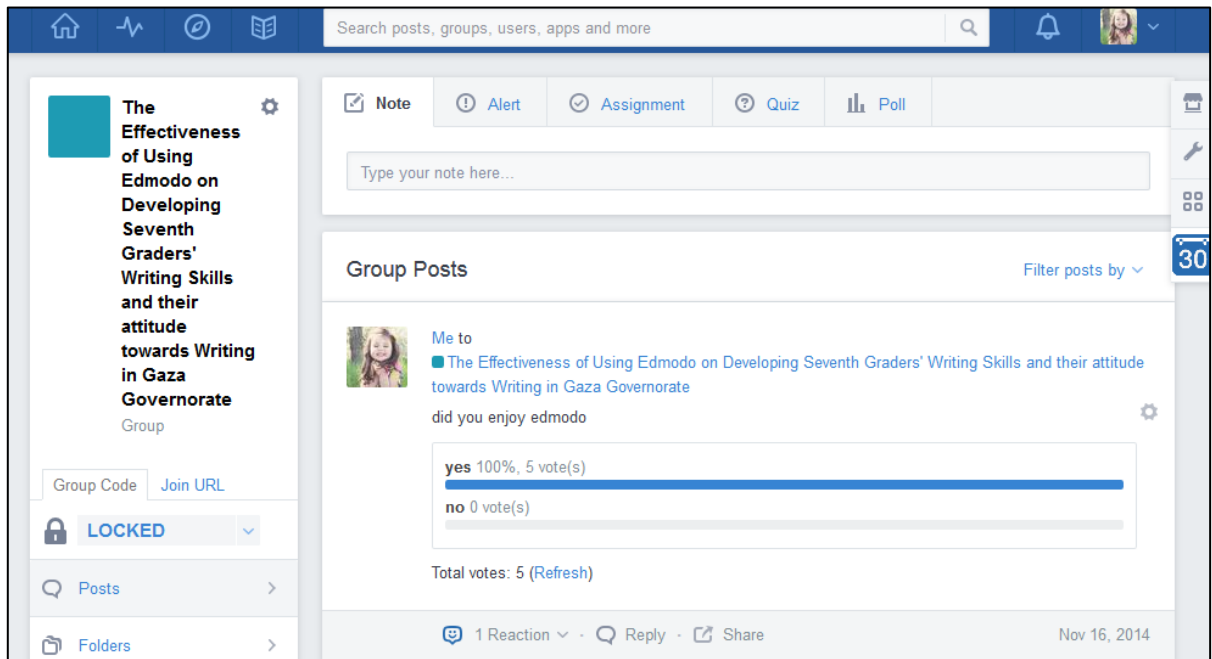
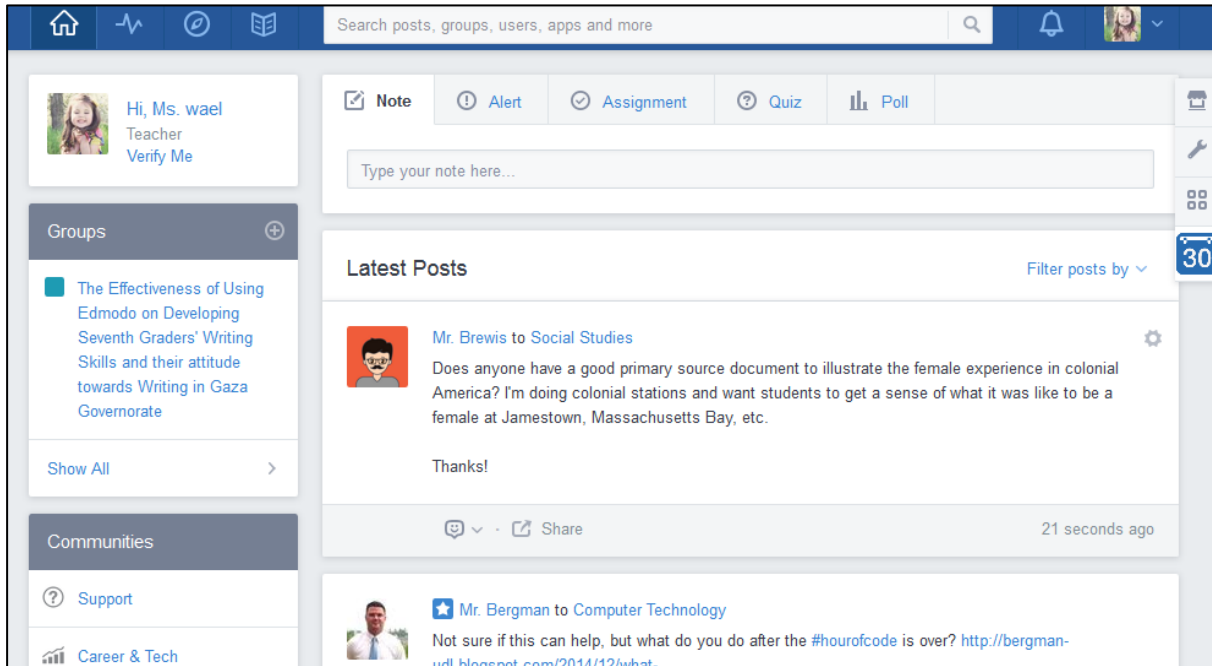
The screenshot shows the Edmodo website's registration page for teachers. At the top, there is a navigation bar with links for 'SNAPSHOT', 'CLASSROOMS', 'SCHOOLS & DISTRICTS', and 'SUPPORT'. On the right side of the navigation bar, there are input fields for 'Email or Username' and 'Password', a 'Log In' button with a lock icon, and a link for 'Forgot password?'. The main content area has a blue background. On the left, there is a white Edmodo logo (a speech bubble with glasses) and a paragraph: 'Join Edmodo, where over 45 million teachers, students, and parents are connecting to collaborate on assignments, discover new resources, and more!'. On the right, the heading 'Get Secure Teacher Account' is displayed. Below the heading are three tabs: 'TEACHERS' (which is selected and highlighted in a darker blue), 'STUDENTS', and 'PARENTS'. Under the 'TEACHERS' tab, there are two input fields: 'Enter your Email Address' and 'Create a New Password'. At the bottom right, there is a prominent green button labeled 'Sign Up for Free'.

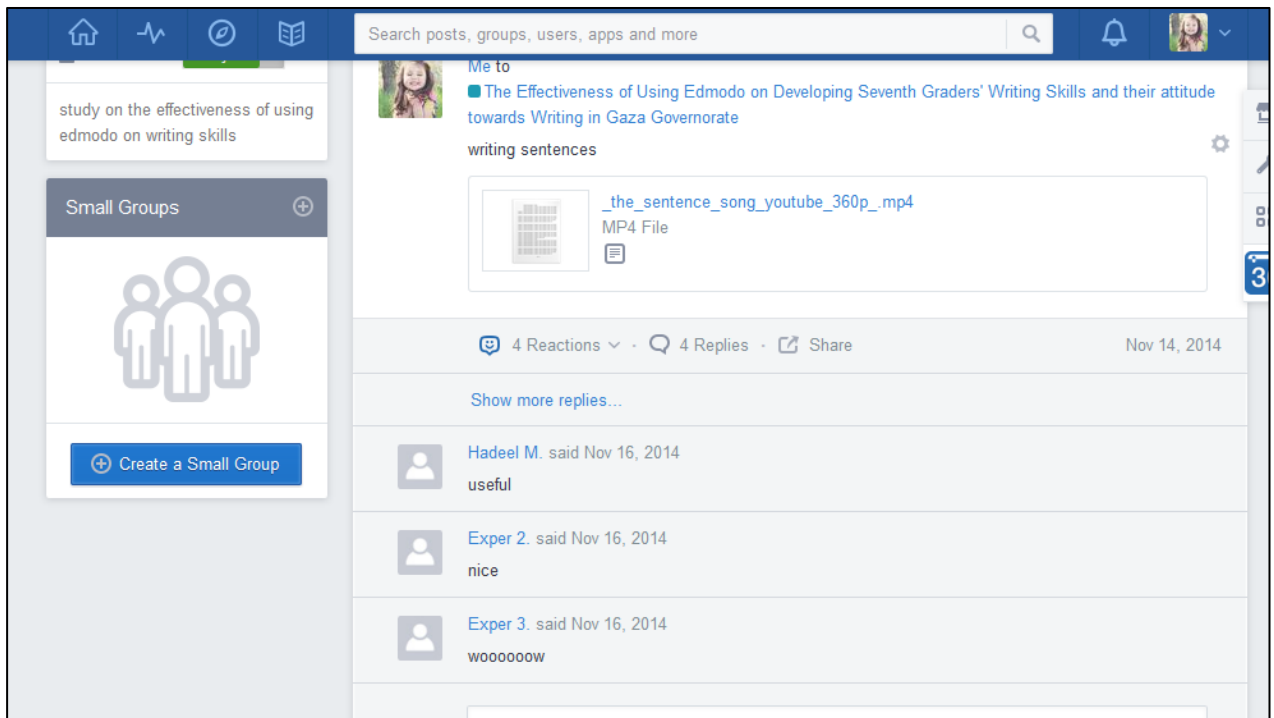
(8.B) Student interface

The screenshot shows the Edmodo website's registration page for students. The layout is identical to the teacher interface, but the 'STUDENTS' tab is selected and highlighted. The input fields under the 'STUDENTS' tab are: 'Group Code', 'First Name', 'Last Name', 'Username', 'Email (Optional)', and 'Password'. The 'Log In' button and 'Forgot password?' link are also present in the top right corner.

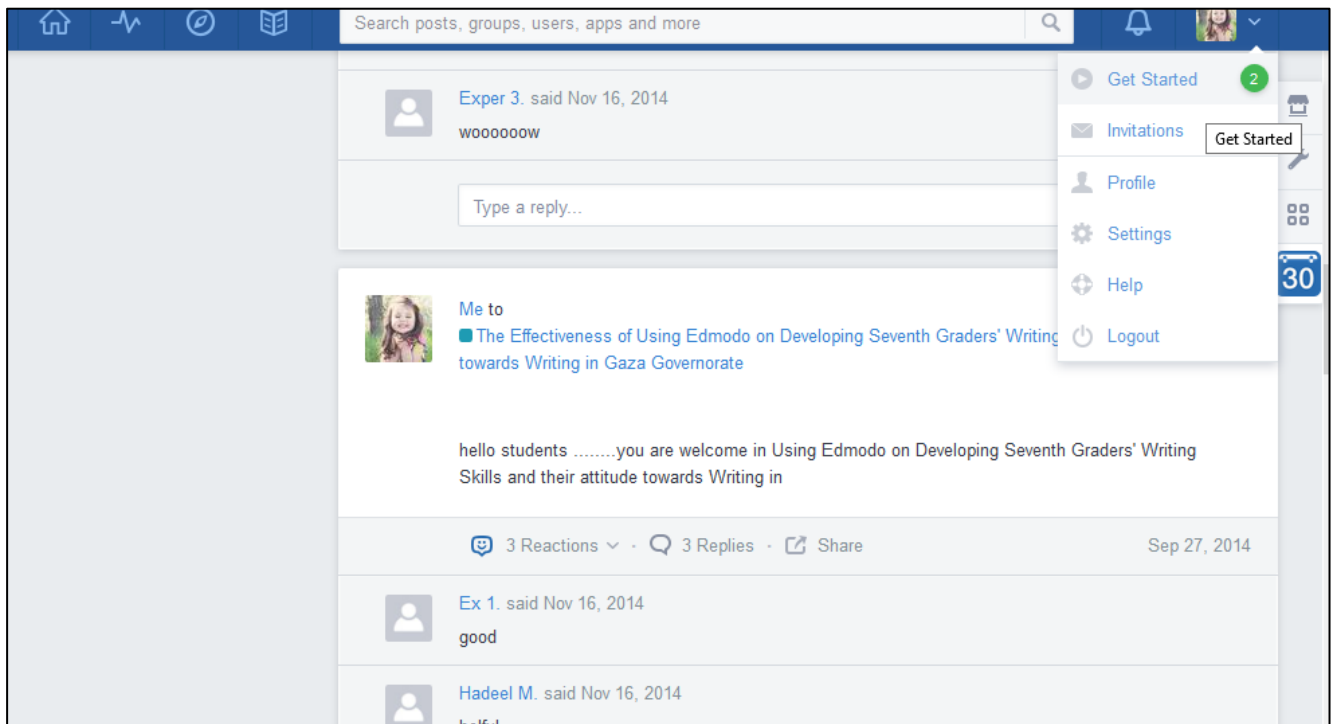
(8.C) Student interface :

(a)When students log in Edmodo ,this is the first page which will face them. Then they need to click on the group name to enter it.

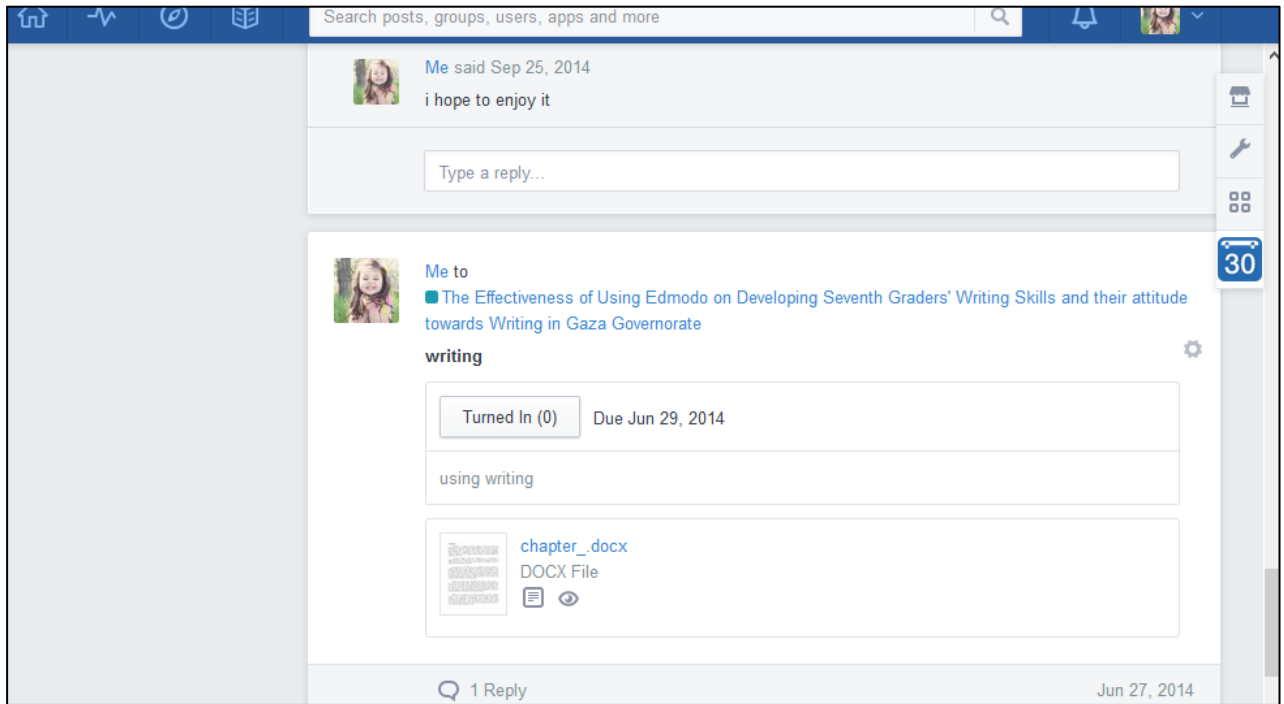




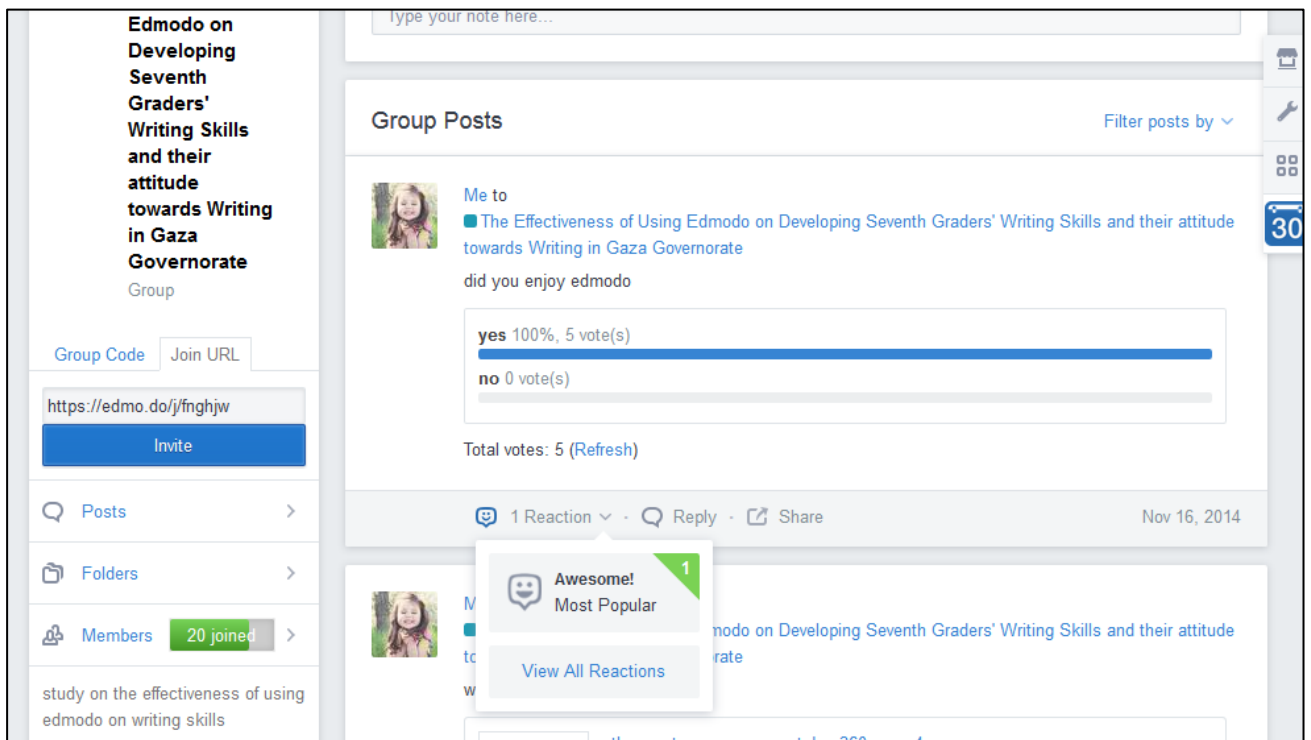
(b)Control panel in Edmodo appears in the following picture.



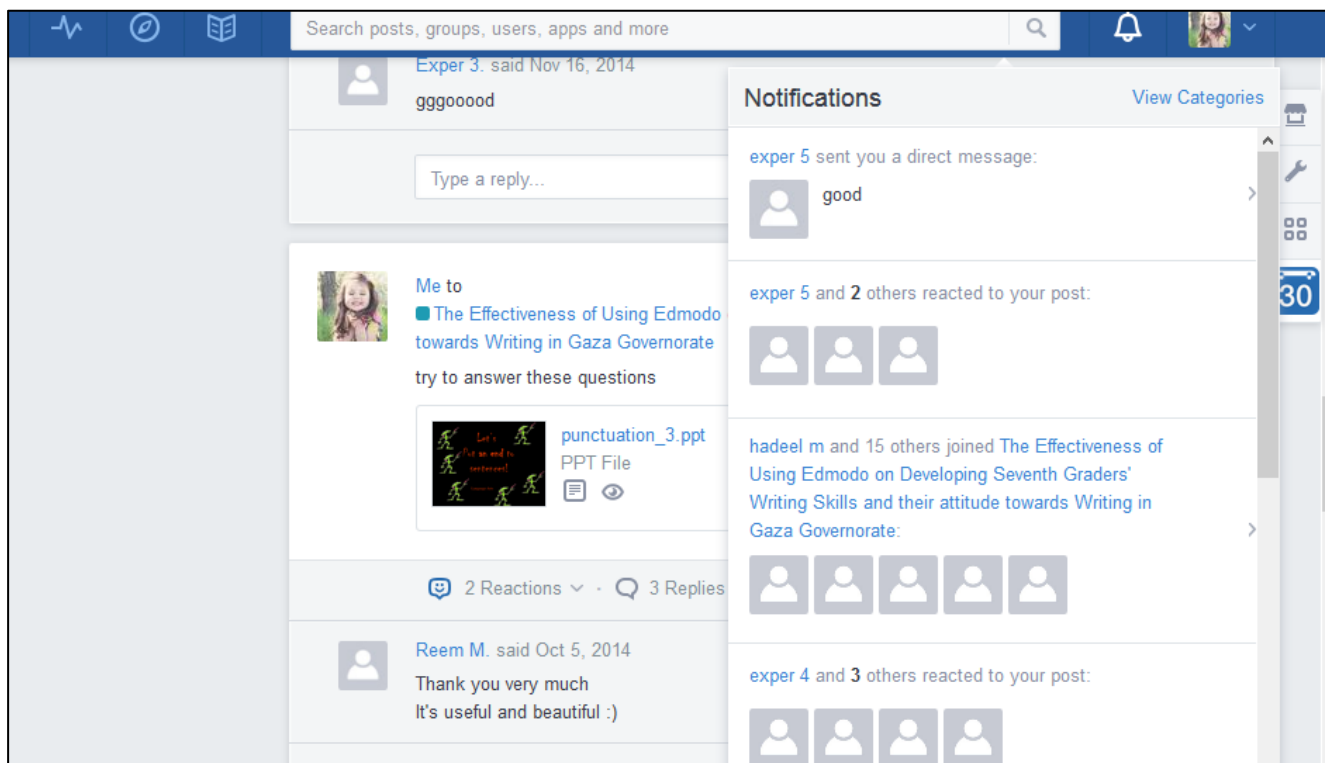
(c) posts in Edmodo appears in the following picture.



(d) Teacher and students reactions in Edmodo appears in the following picture.



(e) Teacher and students notifications in Edmodo appears in the following picture.



Appendix (9) Permission Received from IUG and MOE.

Palestinian National Authority
Ministry of Education & Higher Education
Directorate of Education /west Gaza



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم / غرب غزة

قسم التخطيط والمعلومات

التاريخ: 2014 / 09 / 23م

الموافق: 28 ذو القعدة 1435هـ



السيدة/ مديرة مدرسة الماجدة وسيلة بن عمار الأساسية للبنات المحترمة،
السلام عليكم ورحمة الله وبركاته.

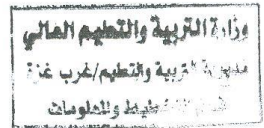
الموضوع: تسهيل مهمة

نهديك خاطر التحيات، ونتمنى لكم موفور الصحة والعافية، بخصوص الموضوع أعلاه نرجو من سيادتكم تسهيل مهمة الباحثة/ مي وائل مصلح قلجة، والتي تجرى بحثاً بعنوان "فاعلية استخدام Edmodo على تحسين الأداء الكتابي باللغة الإنجليزية لدى طالبات الصف السابع واتجاهاتهن نحو الكتابة"، وذلك لمتطلبات الحصول على درجة الماجستير، ومساعدتها في تطبيق أدوات الدراسة على عينة من طالبات الصف السابع الأساسي في مدرستكم، وذلك حسب الأصول.

ولكم منا فائق الاحترام والتقدير،،،

مدير التربية والتعليم

أ. محمود أمين مطر



Abu Moaz

West Gaza - Tel : (+ 9708 2865209 ، 2829206) Fax (+ 9708 2865300)

غرب غزة - هاتف : (2865209 ، 2829206 + 9708) فاكس (+ 9708 2865300)

WWW.facebook.com/dirwest

Email: dirwest@mohe.ps