



Borislava R. Eraković

Faculty of Philosophy, University of Novi Sad, Novi Sad, Serbia

Vesna S. Lazović

Faculty of Arts, University of Ljubljana, Ljubljana, Slovenia

**Original
scientific paper**

Paper received: Feb 4 2020
Paper accepted: Aug 21 2020
Article Published: Oct 1 2020

Teachers' Attitudes Towards the use of Moodle Platform in Teaching Philological Academic Courses

Extended summary

Although the learning platform Moodle, which is based on a social-constructivist approach to teaching and learning, is not a new tool in university teaching, it is unclear how far its potential to support collaboration and the transfer from teacher-centered to student-centered learning is being exploited in the classroom. Numerous studies on the use of Moodle in learning settings highlight the significant and effective role of this system in fostering group work, interactivity, and autonomy in learning (Boelens et al., 2018; Stein & Graham, 2014; Wang, 2009). However, it is a considerable challenge to find the ways of instigating student interaction for writing assignments, which are usually performed individually, and which form a substantial part of philological studies.

In this paper we examine how Moodle is currently being used in this context. The aim of the paper is threefold: (a) to determine the types of activities frequently used to achieve different teaching goals, (b) to discuss the reasons why others are neglected, but also (c) to analyze whether the platform is used to encourage active learners' participation and interaction and to what extent. The analyzed data was obtained during the summer term of 2017/2018 through an online survey, which was answered by forty-four teachers and teaching associates working at philological departments at six higher education institutions in Serbia, Croatia and Slovenia.

1 borislava.erakovic@ff.uns.ac.rs

Copyright © 2020 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

The survey questions covered the following points related to the use of Moodle: context, types of assignments, characteristics of the teacher-student interaction, the limitations of its use and the ways in which these limitations were overcome. A mixed method approach is applied in the analysis of the data and the quantitative data are analyzed by means of descriptive statistics and non-parametric tests (chi-squared test, the McNemar test and the Kruskal-Wallis test). The results indicate that in the courses surveyed, Moodle is used with small and large groups for the purposes of an efficient teacher-student communication, improving presentation or facilitating access to course materials, and for assessing student engagement with assignments - all of which are examples of usage which supports a transmissionist rather than a collaborative approach to teaching and learning.

Research into the use of learning management systems in online and face-to-face classroom settings shows that they are primarily seen as tools that enable access to learning materials (cf. Eraković & Lazović, 2017) and that the shift to collaborative online learning usually occurs after the system has been used for at least five to six years (Ertmer, 2005:27). This research, however, shows that the teaching model does not change regardless of the number of years the system has been incorporated in the course.

In order for Moodle to be used in a way which is more in line with a social-constructivist epistemology, training for its usage should also include raising awareness of the benefits of this kind of approach. As shown, without the user's proper knowledge of all the possibilities and functionalities it offers, Moodle may serve as a resource repository, which consequently puts its collaborative potential aside. For this reason, new types of collaborative activities need to be developed and tested (e.g. the use of the embedded Google Doc application), which would also facilitate peer collaboration on textual assignments.

Keywords: Moodle, university teaching, philological courses, collaborative teaching and learning.

References

- Boelens, R., Voet, M. & De Wever, B. (2018). The design of blended learning in response to student diversity in higher education: Instructors' views and use of differentiated instruction in blended learning. *Computers & Education*, 120, 197–212. DOI: 10.1016/j.compedu.2018.02.009
- Damjanovic, V., Jednak, S. i Mijatovic, I. (2013). Factors affecting the effectiveness and use of Moodle: students' perception. *Interactive Learning Environments*, 23 (4), 496–514. DOI: 10.1080/10494820.2013.789062
- Đukić-Mirzayants, M. (2019). The Effectiveness of Learning German on Moodle. *Inovacije u nastavi*, 32 (3), 130–150. DOI: 10.5937/inovacije1903130D
- Eraković, B. (2017). To what extent do student expectations influence the application of a collaborative learning model? In: Hagemann, S., Neu, J. & Walter, S. (Eds.). *Translationslehre und Bologna-Prozess: Unterwegs zwischen Einheit und Vielfalt / Translation/Interpreting Teaching and the Bologna Process: Pathways between Unity and Diversity* (283–307). TransÜD 87. Berlin: Frank & Timme.

-
- Eraković, B. i Lazović, V. (2017). Prednosti i nedostaci sistema za podršku učenju u konstruktivističkom pristupu nastavi prevođenja iz perspektive studenata: Mudl i Edmodo. *Nastava i vaspitanje*, 66 (2), 259–272. DOI: 10.5937/nasvas1702259E
 - Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53 (4), 25–39.
 - Gojkov, G. (2002). Od konstruktivizma do alosteričnog modela učenja. *Zbornik Instituta za pedagogiju*, 17, 30–41.
 - Gojkov, G. (2006). *Metateorijske koncepcije pedagoške metodologije: Uvod u pedagošku metodologiju*. Vršac: Tuli. Posećeno 10. septembra 2019. godine na: <http://www.uskolavrsac.edu.rs/KnjigeGG/Metateorijske%20koncepcije%20pedagoske%20metodologije.pdf>.
 - Gojkov-Radić, A., Šafranji, J. (2019). Mišljenje studenata o primeni Moodle platforme za učenje stranog jezika struke. *Inovacije u nastavi*, 32 (2), 135–150. DOI: 10.5937/inovacije1902135G
 - Ivanović, M., Welzer, T., Putnik, Z., Hölbl, M., Komlenov, Ž., Pribela, I. & Schweighofer, T. (2009). Experiences and privacy issues – usage of Moodle in Serbia and Slovenia. In: *Interactive Computer Aided Learning* (416–423). International Conference ICL 2009 *Interactive Computer Aided Learning*. Austria: Villach.
 - Ivić, I., Pešikan, A. i Antić, S. (2001). *Aktivno učenje 2*. Beograd: Institut za psihologiju. Posećen 30. avgusta 2019. godine na: http://eduforum.rs/pdf/Aktivno_ucenje_sr.pdf.
 - Kim, M. K., Kimb, S. M., Khera, O. & Getman, J. (2014). The experience of three flipped classrooms in an urban university: an exploration of design principles. *Internet and Higher Education*, 22, 37–50. DOI: 10.1016/j.iheduc.2014.04.003
 - Kirschner, P. A., Sweller, J. & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41 (2), 75–86. DOI: 10.1207/s15326985ep4102_1
 - Kirschner, P. A., Sweller, J. & Clark, R. E. (2009). Epistemology or pedagogy, that is the question. In: Tobias, S. & Duffy, T. M. (Eds.). *Constructivist instruction: Success or failure?* (144–157). New York: Routledge.
 - Kirschner, P. A., Sweller, J., Kirschner, F. & Zambrano, R. J. (2018). From cognitive load theory to collaborative cognitive load theory. *International Journal of Computer-Supported Collaborative Learning*, 13 (2), 213–233. DOI: 10.1007/s11412-018-9277-y
 - Kovačević, Z. (2004). Kooperativni oblici učenja u nastavi koja traži i daje više. *Pedagogija*, 42 (1), 104–110.
 - Ljubojević, D. (2010). Primena LMS Moodla u nastavi stranih jezika. *Inovacije u nastavi*, 23 (4), 115–125.
 - Ljubojević, D. (2016). *Razvoj veštine akademskog pisanja na engleskom kao stranom jeziku pomoću alata za saradničko učenje i ocenjivanje* (neobjavljena doktorska disertacija). Beograd: Filološki fakultet.
-

-
- McKenzie, W. A., Perini, E., Rohlf, V., Toukhsati, S., Conduit, R. & Sanson, G. (2013). A blended learning lecture delivery model for large and diverse undergraduate cohorts. *Computers & Education*, 64, 116–126. DOI: 10.1016/j.compedu.2013.01.009
 - Milićević, V., Milićević, Z. i Milić, N. (2014). Elektronsko učenje u Srbiji primenom Moodle Softvera. *BizInfo*, 5 (1), 71–82.
 - OECD (2005). Executive summary: E-learning in tertiary education: Where do we stand? Retrieved September 1, 2019. from www: <http://www.oecd.org/innovation/research/34899903.pdf>.
 - Pavlović, B. (2004). Partnerski odnosi u nastavi kao faktor podsticanja učenja i kognitivnog razvoja. *Zbornik Instituta za pedagoška istraživanja*, 36, 151–167. DOI: 10.2298/ZIPI0436151P
 - Pešikan, A. (2010). Savremeni pogledi na prirodu školskog učenja i nastave: socio-konstruktivističko gledište i njegove praktične implikacije. *Psihološka istraživanja*, 13 (2), 157–184.
 - Pešikan, A. (2016). Najčešće zablude o informaciono-komunikacionim tehnologijama u obrazovanju. *Nastava i vaspitanje*, 65 (1), 31–46.
 - Popov, V., Van Leeuwen, A. & Buist, S. C. A. (2017). Are you with me or not? Temporal synchronicity and transactivity during CSCL. *Journal of Computer Assisted Learning*, 33, 424–442. DOI: 10.1111/jcal.12185
 - Radić-Bojanić, B. (2011). E-collaboration at the university level: Google groups. In: Andevski, M., Arsenijević, O. (Eds.). *Knowledge, Education, Media* (127–132). Novi Sad: Faculty of Management.
 - Silaški, N. (2012). Mudl kao platforma za učenje engleskog jezika struke. U: Radić-Bojanić, B. (ur.), *Virtuelna interakcija i kolaboracija u nastavi engleskog jezika i književnosti* (69–84). Novi Sad: Filozofski fakultet.
 - Ševkušić, S. (2003). Kreiranje uslova za kooperativno učenje: osnovni elementi. *Zbornik Instituta za pedagoška istraživanja*, 35, 94–110.
 - Stein, J. & Graham, C. R. (2014). *Essentials for blended learning*. New York & London: Routledge.
 - Taber, K. S. (2010). Constructivism and direct instruction as competing instructional paradigms: An essay review of Tobias and Duffy's constructivist instruction: Success or failure? *Education Review*, 13 (8), 1–44. DOI: 10.14507/er.v0.1418
 - Tobias, S. & Duffy, T. (2009). *Constructivist instruction: Success or failure?* New York: Routledge.
 - Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
 - Wang, Q. (2009). Designing a web-based constructivist learning environment. *Interactive Learning Environments*, 17 (1), 1–13. DOI: 10.1080/10494820701424577
 - Wanner, T. & Palmer, E. (2015). Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers & Education*, 88, 354–369. DOI: 10.1016/j.compedu.2015.07.008
-