

**WEB 2.0 TOOL AND ITS AFFORDANCES TO PROMOTE ASSESSMENT FOR LEARNING IN ESL CLASSROOM**

**Movi Riana Rahmawanti**

*University of Ibn Khaldun Bogor*  
movi.riana@uika-bogor.ac.id

**Amalul Umam**

*University of Ibn Khaldun Bogor*  
amalul.umam@uika-bogor.ac.id

**ABSTRACT**

*In millennial era, ICT is part of daily life of students. Teachers must integrate the availability of ICT in their teaching and learning processes. This study aims to analyze and show the affordances of web 2.0 tools that can be used for classroom practices. The study investigates Padlet as one of web 2.0 tools. The result shows that Padlet can be used to promote assessment for learning in ESL classroom. This study concludes with a discussion of the use of Padlet in classroom-based activities.*

**Keywords:** *assessment, assessment for learning, ESL classroom, Padlet, web 2.0 tools.*

**INTRODUCTION**

Technology has been used for instruction with resources such as tutorials, simulations, drill and practice activities, games and exploratory environments to explore course content (Grabe&Grabe, 2004). With high speed broadband internet access, delivery of the resources has moved from storage devices such as CD-ROMs to the cloud storage, thus enabling the sharing and collaboration activities to be online, anywhere and anytime. Emerging technologies in the 21st century such as web 2.0, mobile learning and interactive surfaces have brought about new opportunities and affordances for learning (Bishop &Elen, 2014). This paper focuses on the exploration of web 2.0 tools that can promote assessment for learning.

There are many web 2.0 tools which are free, easy to use, and do not need hardware with high specifications to be installed on the device to run. Researches on web 2.0 tools seem

mainly to focus on the use of blogs and wikis, perhaps because these were the earlier emerging technologies (Hsu, Ching, and Grabowski, 2014). At present, many other web 2.0 tools have been used for instruction such as *Facebook*, *Twitter*, *Youtube* for video sharing, and other collaborative document sharing tools. Hsu, Ching, and Grabowski (2014) analysed the research on web 2.0 tools and inferred that the practice of using Web 2.0 tools are for the following: publishing and sharing information on learning to show progress and achievement; collaborating on learning tasks; enabling thinking processes and products to be evidenced; communicating and disseminating information; social networking in authentic environments; and building authentic and meaningful communities of practice.

There are many claims that technology, especially web 2.0 tools can be used for increasing impact of the processes and outcomes in learning and teaching (Bound and Prosser, 2002). Technology itself will provide new opportunities for learning students will be able to access information, classes and courses from many sources in a distributed way (Reddy, Goodman, 2001). Padlet follows the literature as an example platform which offers a dramatic growth in capacity for the knowledge process in daily life, with a mobile learning environment in your pocket gives you some degree of flexibility so that you could conceivably learning while you are on the move (Reddy and Goodman, 2001). Simon states that we must use technology when, and only when, we can see how it will enable us to do our educational job better (Simon, 2001).

Padlet provides a free, multimedia friendly wall which can be used to encourage real-time, whole class participation and assessment. If you have ever led an in-class activity where you have asked students to write ideas on sticky notes and then place their sticky notes on a big piece of paper or wall in order to collect ideas from the whole class, Padlet provides a similar experience online. Padlet is a useful tool in the information literacy classroom because it works on a variety of different devices, does not require participants to create accounts to use it, and requires no special technical know-how. To use Padlet, go to [padlet.com](http://padlet.com) and then click on "Create something." Your wall is now ready for use, but you might want to make some modifications to it, such as giving it a title, changing the background image, giving your wall a unique web address, changing the display of posts, or choosing your wall's level of privacy. Students can contribute to your wall by going to the web address for the wall and then double clicking or, if using a mobile device, touching the wall to open up a box. Within that box, students can type, paste links, add audio or video clips, drag documents, and take pictures with their devices' built-in cameras. Contributions to the wall occur in real-time, so everyone can see when anyone else is adding something to the wall. It means that Padlet can be used in a blended classroom that has both online and offline meetings.

Assessment is a key to learning because it is a critical component of quality instruction. In the current era of educational reform, however, standardized tests (with multiple-choice or true-false questions) too often become the tail that wags the instructional dog. Teachers and textbooks then deliver content for students to passively absorb before regurgitating it during testing. Such an instructional model focuses on low-level thinking skills and risks being perceived by students as boring and disconnected from their lives. So, teachers must be creative and up to date to the needs of today's situation. One of the actions that teachers can perform is integrating assessment for learning in their classrooms.

Assessment for learning (AfL) has been defined as 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group, 2002: 2). Theoretical development and debates on AfL have constantly evolved (Carless, 2010; Gardner, 2012), and have included challenges to some of the empirical evidence of its powerful and positive effect on student achievement (Bennet, 2011; Dunn and Mulvenon, 2009). Nevertheless, most of the literature supports the pedagogical efficacy of several key strategies that characterise AfL practices. Four such strategies, adopted and modified after Black and William (1998a, 1998b) and MacPhail and Halbert (2010), are used to identify AfL in the study reported in this article: (i) sharing learning intentions with students; (ii) sharing criteria of success; (iii) involving students in assessing their own and other students' learning; and (iv) providing feedback that helps learners advance. These AfL strategies provide teachers with a mechanism for understanding and providing assessment that supports student learning on a daily basis, in contrast to traditional 'assessment of learning', which typically occurs at the end of a teaching unit and often takes the form of measuring and grading student achievement.

This study will explore and explain the affordances of web 2.0 tools, which is in the study Padlet, to promote assessment for learning. An affordance is an action that an individual can potentially perform in their environment by using a particular tool. In other words, an affordance is a "can do" statement that does not have to be predefined by a particular functionality, and refers to any application that enables a user to undertake tasks in their environment, whether known or unknown to him/her. For example, blogging entails typing and editing posts, which are not affordances, but which enable the affordances of idea sharing and interaction. According to Kirschner (2002), educational affordances can be defined as the relationships between the properties of an educational intervention and the characteristics of the learner that enable certain kinds of learning to take place. It is imperative to acknowledge that technologies are intricately related to many other elements of the learning context (such

as task design) that can shape the possibilities they offer to learners, how learners perceive those possibilities and the extent to which learning outcomes can be realised.

According to Anderson (2004), “the greatest affordance of the Web for educational use is the profound and multifaceted increase in communication and interaction capability” (p. 42), which is even more evident in Web 2.0 when compared to the set of linked information sources that characterised “Web 1.0”. Advocates of Web 2.0 would say that the terms “co-creation” and “users add value” encapsulates the practices of those who participate in and use social software, showing that that is not just an assembly of tools, software and digital strategies, but a set of concepts, practices and attitudes that define its scope.

There are some affordances that Padlet has. They are (i) connectivity and social rapport (ii) collaborative information discovery and sharing (iii) content creation, and (iv) knowledge and information aggregation and content modification. These affordances stimulate the development of a participatory culture in which there is genuine engagement and communication, and in which members feel socially connected with one another. Having said this, one cannot assume that just because social software provides affordances, that is all that is required for effective learning. Careful planning and a thorough understanding of the dynamics of these affordances are mandatory. Moreover, the deployment of ICT tools for learning must be underpinned by an explicit learning paradigm and informed by pedagogies that support learner self-direction and knowledge creation.

## **FINDINGS & DISCUSSION**

There are four affordances that have been mentioned about Padlet. In this part we will describe those affordances that are integrated into classroom setting that can be used to promote assessment for learning. Assessment for Learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary. To perform assessment for learning, teachers can integrate ICT in the learning process within the teaching of language skills and language elements.

The strategies in assessment for learning are sharing learning intentions and negotiating success criteria with the students. This can be conducted through Padlet. Teachers create a wall in which there are some information regarding the course objectives and the success criteria of the learning process. From this wall, students are invited to give comments by posting them on the wall. If the students have some doubts related to the course objectives,

they are also encouraged to ask some questions on the wall. This activity will build not only the connectivity between students and the course but also the rapport between students and the teachers. This is one of the affordances of Padlet. If this activity is done perfectly, the teaching and learning process will run smoothly. This will also help the students to be digitally literate, which is one of the most important skills in the 21st century.

The other strategies are effective questioning, involving students in assessing their own and other students' learning, and providing feedback that helps learners advance. These three strategies can be integrated in ESL classroom by the help of Padlet. To illustrate it, let's take an example of a certain level of education in Indonesia. For effective questioning, a junior high school teacher who wants to teach his students about recount text can upload a text through Padlet before the class starts. The link is then shared to the students from which they can access the text in advance. The students may ask some questions if they have some doubts or they want to clarify something by posting it on the wall. When the teacher and the students meet in the classroom, the teacher can assess their understanding by asking some questions to make sure that the students understand the text. The question can be given to certain student randomly. When the appointed student cannot answer the question, the teacher can appoint other students to help. From this activity, students will get used to be well prepared in advance. So, the questioning will be effective which can happen both online and offline from both sides, teacher and students.

To follow up the activity above, the teacher can apply the next strategy of assessment for learning, involving students in assessing their own and their peers. The teacher can post a task to the wall of Padlet that asks the students to analyze the given text from the previous activity. The task must be done in group in which students discuss the problem given. After they finish the task, they must post it on the wall of Padlet from which the whole class can have access to the result of each group. Then, the teacher asks the next task, giving comment to other group. Every group must discuss again for completing the task and assess other groups. The results of the assessment are then posted on the wall. From this activity, students perform self-assessment when they are arguing and giving opinion in the discussion. This is one of the strategies in assessment for learning. Moreover, students conduct peer-assessment when they are giving comments to other groups, which is one of the key actions as well.

The last strategy is feedback. The teacher gives feedback to the work of the students after all of the students post their works on the wall. The feedback is discussed together with the students and the teacher gives some explanation to the feedback given. So, students will understand the meaning of the feedback from which they can move up to the next level and

work for better. From the illustration of the activities in learning recount text, it is obvious that Padlet can be integrated in ESL classroom to promote assessment for learning.

## CONCLUSION

Adopting strategies that support assessment for learning can transform learning and teaching and take away the stigma that haunts assessment. This will be more interesting when it is integrated with ICT, which has been a part of daily life of millennial students. This integration will give significant effect on how well pupils achieve in terms of their attainment, behaviour, motivation, engagement and their ability to work independently. Moreover, it will improve performance and increase learning independence. Assessment for learning practices make clear what is being learned, why, and how success will be measured. Students who understand their own goals and their role in learning are more independent in managing their learning; they know what to do, how they have to work and take more responsibility for their own learning and assessment. Assessment for learning also helps cultivate these valuable skills by giving students a role in determining these components of the learning as well as experience in providing feedback and assessing themselves and their peers. The learning is no longer something they receive; it becomes something they pursue and have a hand in shaping. This benefits learners later in life as well as in the classroom.

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