

## “Making the Old Fashion Shines Again”: A Review on Instructional Media and Innovation Course at STKIP PGRI Banjarmasin

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### ABSTRACT

*Instructional media and innovation course is a compulsory subject for the pre-service teachers who are studying at STKIP PGRI Banjarmasin - a teacher training and education collage. This course requires the students to master the recent media design and educational technology. The old fashion media such as puppets, big books, and miniature are also taught to the course participants. Which at the same time, they also learn to use the recent media such as Edmodo, Kahoot!, and the newest related educational technology. This paper illustrates how the lecturers design their teaching and learning plan as well as underlines some recommendations for this course.*

**Keywords: Media, Innovation, Old Fashion**

### INTRODUCTION

Media for teaching and learning have continuously evolved over the years. Technology has also embraced the use of media. Gerlach and Ely (1980) in Bakri (2011:3) divide teaching media in wide meaning and a narrow meaning. Media in wide meaning is people, material, or event which can create a condition so that students can get new knowledge, skill, or attitude. In this meaning teacher, book, and the environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic, and electronic tools that use to express, process, and convey visual and verbal information. Also, Briggs (1991, p. 10) in Aniqotunnisa stated that teaching media is all physical form that can convey a message and can stimulate students to learn.

Pre-service teachers must be prepared some knowledge of today's teaching media as well as traditional media. The instructional media and innovation course are taken by the senior students (5th Semester study) of STKIP PGRI Banjarmasin. This course provides 14 meetings on the theoretical framework of media, the traditional media, technology-based media, and at the end of

the course, they must simulate the use of their media in micro-teaching.

The authors write the term of traditional media to underlined the non-technology-based media. Although, some experts refer it refers to all aids that are used by the lecturer and students. In other cases, it refers only to printed media. In this chapter, we shall use the term to mean all devices and materials used in the teaching and learning processes. This definition is close to a broader definition such as that of Romiszowski (1981, p. 339) which includes not only electronic communications media but also such devices as slides, photographs, teacher-made diagrams, charts, real objects, and handouts that we use in the process of planned instruction. Any medium seems to be able to increase learning provided that the information content and instructional methods they convey are adequate to support student learning. The existing research suggests that when learning is influenced by external events, those events must support the use of mental processes that are required for learning goals by students who are unable or unwilling to provide them for themselves.

Information and communication technology (ICT) are also needed by a pre-service teacher to be mastered. International ICT Literacy Panel (2002, p. 2) defines, technology or ICT literacy is the ability to use “digital technology, communication tools, and/or network to access, manage, integrate, evaluate, and create information to function in a knowledge society.”

**METHOD**

This article uses a qualitative design by using a narrative approach. This study relies on the researchers' own experience in teaching the subject. These approaches typically focus on the lives of individuals as told through their own stories. According to Creswell (2008), narrative research studies are the life experiences of individuals over time. The researchers worked with two different classes of Instructional Media and Innovation at STKIP PGRI Banjarmasin. Those classes are taught collaboratively by both of researchers as their lecturers.

**RESULT AND DISCUSSIONS**

**Course Description**

This course provides students with the theoretical and practical knowledge of instructional media covering various kinds of media. This course also equips students with skills in selecting, developing, and operating media as well as evaluate the use of media in ELT.

**Course Outline**

The following table shows the distribution and learning materials in the course.

**Table 1. Course Outline/Materials**

(1) Meeting	(2) Learning Objectives for each course unit	(3) Materials
1	a. Read the learning contract and the course outline. b. Recognize the materials, the assignments, and the assessments of the course	-
2-3	Students are expected to be able to:	a. Definition of instructional media

	a. Explain the definition of instructional media c. Explain the functions of instructional media d. Explain factors determining the selection of instructional media	b. Functions of instructional media c. Factors determining the selection of instructional media
4	Students are expected to be able to: a. explain the definition of print media. b. mention the examples of print media c. explain the implications of the media d. estimate the strengths and limitations of the media e. select, develop, and operate the media	a. Examples of media: book, brochure, leaflet, handout, worksheet, dictionary, magazines, newspaper, etc. b. Implications, strength, and limitations of the media
5	Students are expected to be able to: a. explain the definition of display media / graphic materials b. mention the examples of display media c. explain the implications of the media d. estimate the strengths and limitations of the media e. select, develop, and operate the media	Examples of media: drawings, charts, graphs, posters, pocket charts, flashcards, etc. b. Implications, strengths, and limitations of the media
6	Students are expected to be able to: a. explain the definitions of realia and still pictures b. explain the implications of the media b. estimate the strengths and limitations of the media c. select, develop, and operate the media	a. Types of media: realia and still pictures b. Implications, strengths, and limitations of the media
7	Students are expected to be able to: a. explain the definition of audio media b. mention the examples of audio media c. explain the implications of the media	Examples of media: songs, tape recorders, etc. b. Implications, strengths, and limitations of the media

	b. estimate the strengths and limitations of the media c. select, develop, and operate the media	
9	Students are expected to be able to: a. explain the definition of video and PowerPoint b. explain the implications of the media c. estimate the strengths and limitations of the media c. select, develop, and operate the media	Types of media: video and PowerPoint c. Implications, strength, and limitations of the media
10	Students are expected to be able to: a. explain the use of the Internet in ELT b. Explain the implications of using Internet-based media c. Explain the strengths and limitations of the media d. Operate the media	a. Types of media: web, social media, etc. b. Implications, strength, and limitations of the media
11-14	Students are expected to be able to: a. assess the use of instructional media in EFL classes	a. Assessment of the use of the media in EFL classes: Appropriateness Practicality Interactivity Costs b. Suggestions for improvement

\*some columns are omitted to provide more spaces

## Traditional Media

In teaching about traditional media, the researchers choose some related media such as puppets, big books, and miniature.

### Puppet

Puppets are a great way to encourage and motivate your pre-primary learners when learning a new language. This medium can be used to do the greeting, creating the affective condition, using humor to create the atmosphere in class, modeling activities, acting out, and helping to create stories.

### Big book

A big book is not a common book that many schools use, but a book that is large than a common book (Hall & O'connor, 2006). That is why this book is called "Big Book". Big Books are

magnified enlarged versions of children's books, usually narratives and are considered to be one of the most effective ways of getting young children involved with print (Strickland & Morrow, 1990). Big book as a tool for early reading instruction in English has become well-established over the past few years.

### Miniature

A miniature is a very small object or copy of a real object. It can provide experiences for students to involve students' senses in learning. The course participants were asked to develop or made a certain miniature then present them in front of the class.

### ICT Based Media

With the rising of the internet, individuals are now more interconnected than ever. Either one is a decision-maker in a multinational company or a politician with a crucial position, or simply just someone who wants to contact another individual with a mere intention of seeking social joy, everyone is now deeply connected with the worldwide web.

The ubiquitous usage of smartphones brings the application of online learning to be more user friendly. With the smartphone people are now able to connect to the online world more comfortably.

Some of the online platforms are not designed specifically for educational purposes. The application such as zoom is designed as a hub to connect people in different areas during the business meeting.

Here are some of the applications that are commonly used for online learning:

### Edmodo

Edmodo has been existed for a very long time, before many people even aware of what online learning is. As one of the earliest e-learning media, Edmodo has many experiences in creating a friendly and effective e-learning ecosystem. The long presence of Edmodo means that the community that supports it are also plentiful. Most of the academic community have already familiar, tried, or at least heard it.

to the social media interface. With the friendly interface, Edmodo becomes a familiar learning media, especially for today's learner. For the students who are familiar with Facebook or LinkedIn, Edmodo is not farfetched to be understood. Thus, it does not take a long time for any student to get comfortable with Edmodo.

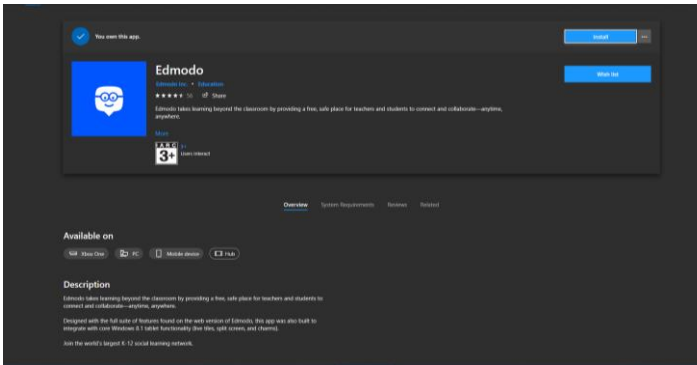


Figure 1. Edmodo Software in Microsoft Store

It is easy to access Edmodo from any PC by using any available browser. In the Windows ecosystem, you can even install it from Microsoft Store. To find in Microsoft software, type “Edmodo” in Microsoft Store and the result will be like in Figure 1. Once you have installed it on your PC, you can run it like any usual Windows program. The interface of the program is very similar to the common browser version with three columns style like the interface of popular social media such as Facebook and Twitter. Without any difference between the windows app version and browser version, the preference between the two is only a matter of taste, since it does not cost more effort to do the latter than the first one.

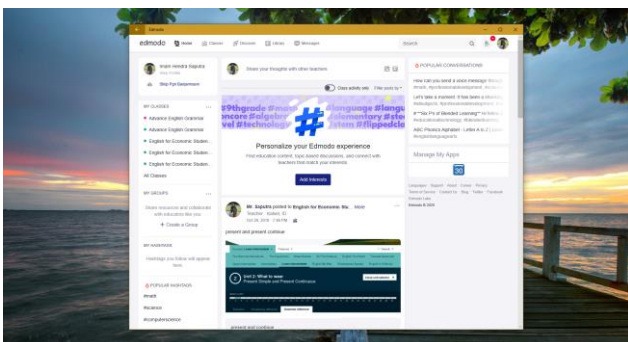


Figure 2. Edmodo app in Windows

Additionally, Edmodo is available in smartphones, either it is an Android or iPhone. This availability makes Edmodo flexible to be used with any platform. The interface for every platform is like three columns like the traditional social media style. Edmodo offers a simple with the similarities

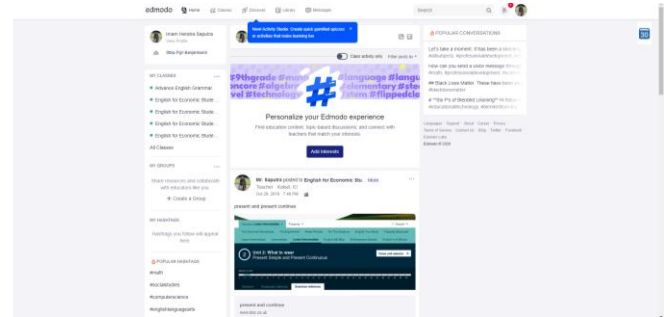


Figure 3. Homepage of my Edmodo account

To create Edmodo the user is asked about their affiliation or school that the user belongs to. An email is required to register to Edmodo. A user may choose the role when signing up, either as a teacher or a student.

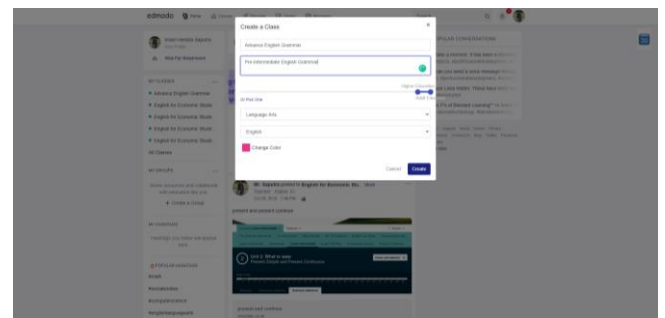


Figure 4. Creating a class in Edmodo

To create a class in Edmodo, a user needs to register as a teacher. Later, the teacher can create a class like in Figure 4. There are several settings that a teacher can customize when the teacher is creating the class. The name of the class, the theme, and so on are some of the settings that the teacher can customize.

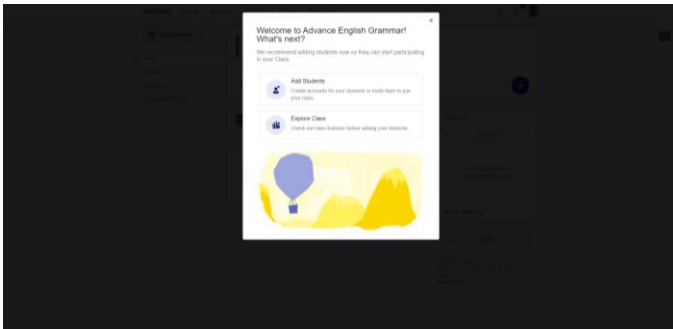


Figure 5. Adding students in Edmodo

On the other side, students are passive users. To attend the class, they need a code from the class created by their teacher. The teacher, however, may invite the student in two ways, directly via the user or by sharing the class code. The interface can be seen in Figure 5.

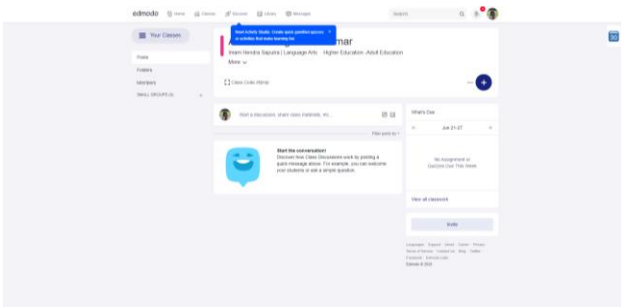


Figure 6. Class in Edmodo

The class in Edmodo has a familiar interface. In Figure 6, the interface of the class is like the traditional social media interface. Hence, the users will not have any difficulties in learning to explore the class.

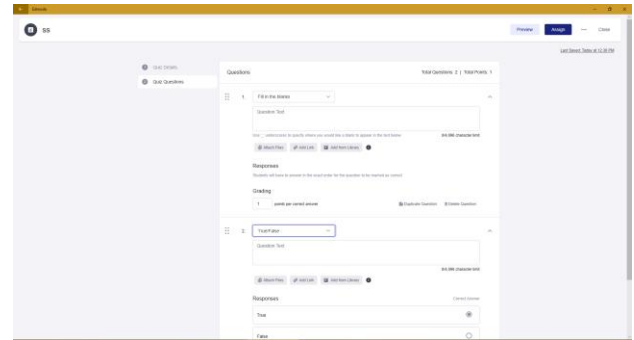


Figure 7. Edmodo evaluation creation model

Edmodo is a light LMS, with several evaluation features. In Figure 7, there is an evaluation page. With this feature, a teacher can create an evaluation for the students. The types of evaluation are variables. The teacher can create essays, multiple choices, or true or false questions.

Edmodo is also one of the earliest e-learning platforms. Since then there are many updates to make it better.

## Google Classroom

As a free platform supported by a big multinational company, Google Classroom is a very versatile platform for its many features integrated within it. Its deep integration with other Google services makes it a very good place for a creative teacher to develop the teaching method and materials. The integration with other Google services means that there are many things that a teacher can utilize to maximize the learning experience.

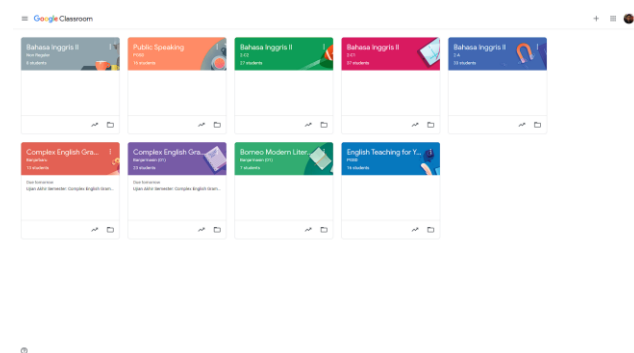


Figure 8. Google Classroom dashboard

Most of the features are like Edmodo. However, to use the many features that Google Classroom provides, a teacher must use other Google applications. For instance, if a teacher wants to create an evaluation, the teacher will need to use Google Classroom to make a quiz. Moreover, when the teacher asks the student to write a paper, a Google Docs document is needed in the process.

## Kahoot!

Kahoot is fun and engaging. Many features of the application provide entertaining interactions for the students to get involved in the teaching-learning process. Kahoot lets you make a game-style of learning with colorful animation. With a little tweak and drag, a teacher can create an interactive virtual game style for any learning activity.

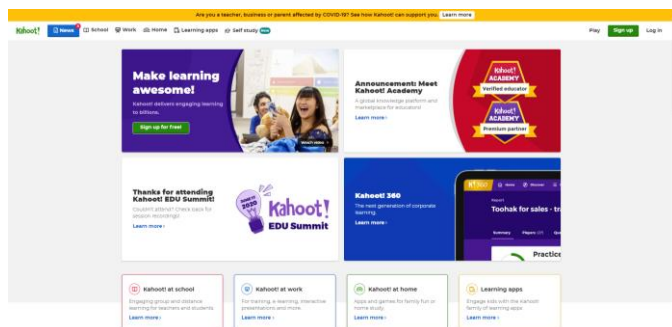


Figure 9. Kahoot homepage

However, Kahoot is not a suitable platform to be an LMS. Kahoot lacks the class management system compared to Moodle, Canvas MOOC, Classroom, or Edmodo. The focus of Kahoot is to create an entertaining learning experience.

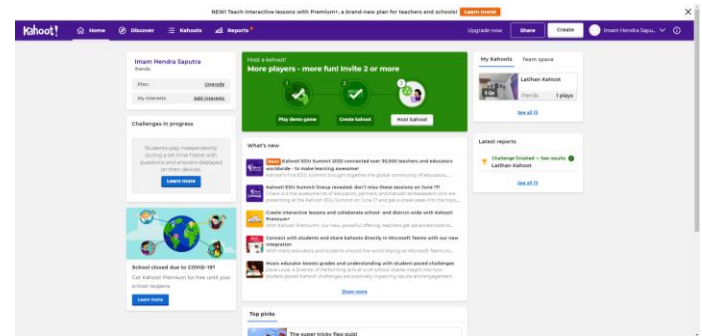


Figure 10. Kahoot user's dashboard

As can be seen in Figure 10, the interface is very familiar to the user. With three column traditional social media style. While the Kahoot media can be seen in Figure 11. This Kahoot media is available for free, with some of them are premium features for premium users. So, if a user wants to use most of the Kahoot features, the user might want to purchase the premium account.



Figure 11. Creating Kahoot media

## Canvas MOOC

Canvas MOOC is one of the applications developed and dedicated to being the learning hub. As a serious platform designed for LMS, Canvas MOOC is very comprehensive for the learning system. However, due to the serious nature, the management might be very cumbersome for many users.

In Canvas MOOC, many rigorous settings may need a painstaking effort to tweak, especially for the beginners, moreover for the elders who are not very familiar with information technology. These settings, however, provide very deep

customization for the teaching-learning experience so online learning may feel familiar as the usual traditional teaching-learning activity.

Randall (2013) said that “the completion rate in MOOC is extremely low,” and this due to the nature of Canvas MOOC learning that demands a strong self-motivation from the participant. Furthermore, Randal (2013) also said that this phenomenon is not necessarily the ugly part of the learning model, since most of the participant is eager to explore a new knowledge rather than to accomplish the course. Hence, the extremely low completion rate in this learning model. The other reason may also come from the fact that it is so easy to access online learning media. Consequently, the student may hop around from one topic of learning to others. During the so many explorations, the student may satisfy when the learning experience is considered as completed disregarding the fact that the “formal” completion rate in Canvas MOOC is marked as incomplete.

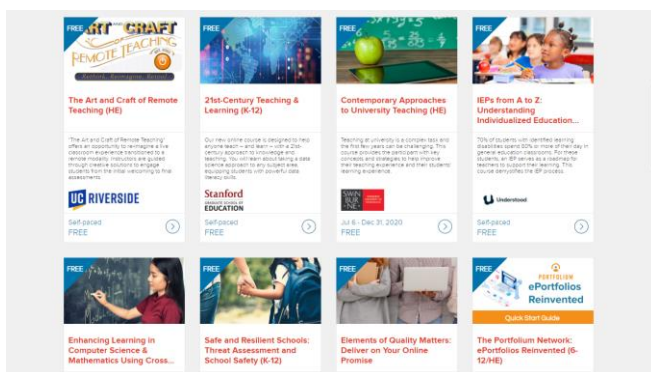


Figure 12. Course selection availability in Canvas MOOC

In my personal experience as a beginner student in Canvas MOOC, it was quite entertaining and exciting. The novel experience in having a course through an online platform that offers plenty of media and model of learning was exciting. Nevertheless, the extensive features in Canvas MOOC will need a very capable teacher in utilizing them. When the teacher or the tutor does not know about utilizing the provided features, the learning experience will not be optimal and tend to be dull.

## Moodle

Like Canvas MOOC, Moodle is also an application developed for the teaching and learning process. And like Canvas MOOC, Moodle over a massive

amount of micro-setting that needs a devoted user to master it.

Different from Canvas MOOC, I have quite extensive experience in operating Moodle as the tutor or admin in this matter. This experience is coming from my previous interaction with being the *tutor* or online tutor for *Universitas Terbuka* and some from using it as the learning platform during my lecture class in STKIP PGRI Banjarmasin via kuliah.stkipbjm.ac.id. Regardless of my deeper experience in using the platform, I still have some troubles with the cumbersome settings and features in operating Moodle. Hence, the older lecturers will probably find it hard to adapt. On the other hand, the students also need some time to adjust to the system. Even the rolling process may need very tedious attention for the teacher and the students, not to mention creating the course.

Despite all that cumbersome settings and features, Moodle offers an extensive and even closer – if not better – experience when replacing the traditional conventional classroom learning. In Moodle, various models of evaluations and tests can be worked by the students. The activities are many and the source material may either be directly filled by the teacher into the course or simply be linked from the outside sources. In one workshop on SPADA (*Sistem Pembelajaran Daring Indonesia*), it was explained that we can even use an excel preformatted template to create a course in Moodle.

Canvas MOOC and Moodle offer a deep and comprehensive Learning Management System. With complete package management for education such as student database, grade, classroom items, eBook, video learning, and evaluation. The evaluation is incomparable to Google Classroom or Edmodo. There are many possibilities of how to deliver the evaluation to the students. The evaluation even can eclipse that from Kahoot.

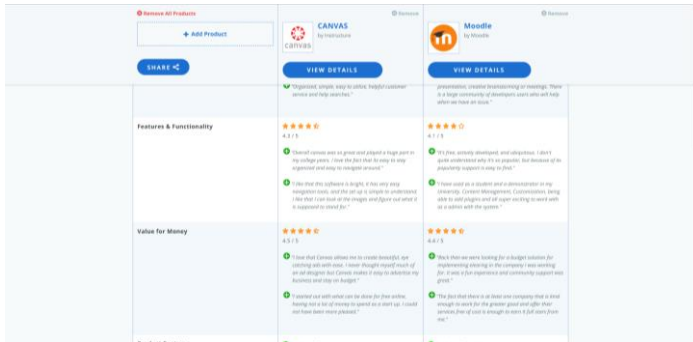


Figure 13. Canvas MOOC and Moodle comparison

The differences between Moodle and Canvas MOOC are closely comparable. Some institutions prefer to use Canvas MOOC while others prefer Moodle. In Indonesia, I find that many institutions prefer Moodle as their LMS.

### Zoom & Meeting

Zoom is a business meeting platform. It is designed to connect several people in different places to communicate with each other. With these platforms, the teacher may deliver their material live visually and verbally, like the ordinary lecture in the classroom. When the teacher wants to display the teaching material, the teacher can use the share screen so that the students may see it during their live streaming. These platforms are a good replacement for daily basis meeting in class. The quality of teaching in class is well replicable through remote teaching. However, the downside of these platforms is the amount of data that is used for the meeting. In Indonesia, especially in a rural area, the platforms' requirement of heavy internet data means that the students will have difficulties accessing the teaching session. Furthermore, the heavy data consumption means the students will have to pay more for the data they use.

### WhatsApp

The pre-service teachers can also use other social media platforms. In this case, the most common platform is the chatting client WhatsApp. The ubiquity of the use of WhatsApp means that it is the most accessible platform for LMS. The older generation is also will not have any difficulty in using WhatsApp as their teaching platform since many of the elder people now have already used

WhatsApp for communication. To use WhatsApp as a learning platform, a teacher only needs to create a group with which the students are the part of the member of the group. The teaching material can be shared in the group. Nevertheless, the platform lacks a sharing feature. The teacher does not have the screen sharing feature such as that can be found in Zoom and Meeting. The evaluation and comprehensive LMS found in Canvas MOOC and Moodle are also definitely absent. The attractive evaluation model such as in Kahoot does not present it.

### Micro Teaching and Presentation

The researchers as lectures of this course evaluate the course participant's understanding by asking them to simulate the media in micro-teaching/peer teaching. First, they are asked to present the media by explaining the benefit or strength as well as the weakness of the media. Then they had micro-teaching with their classmate as their students.

### Conclusion

This paper tries to illustrate how researchers as the lectures taught the course. The instructional media and innovation course introduces the knowledge of today's media and traditional media as well as how to choose them. By practicing to use it in micro-teaching, it is hoped that they are ready to teach in every different classroom context.

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