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Keyword Question

[1] Tool 1: MBONE

1. What is MBONE Tools?
2. What is the virtual classroom environment aimed at MBONE?
3. How MBONE handle electronic slide presentation?

[2] Tool 2: Padlet

1. How do Padlet help with new learning tools especially for online learning during covid-19?
2. How do Padlet helps students being active during online learning?

[3] Tool 3: Powtoon

1. The benefits of using Powtoon as digital learning media in Academic Writing class
2. The challenges of using Powtoon as digital learning media in Academic Writing class

Findings

[1] Tool 1: MBONE

MBONE tools are based on the composable tools (media agents and coordinating agents) philosophy. Its approach is to have a more tightly integrated client which allows a better and more efficient inter- and intra-media synchronization, single-user interface, priority-based bandwidth allocation for individual media data. MBONE tools use H.261 (vic, ivs), motion JPEG (vic) as the video compression algorithm. H.263(+) video compression is more robust with its error resilience modes. MBONE record the classroom session as a Synchronized Multimedia Integration Language (SMIL) presentation available for on-demand viewing.

MBONE tools is one of virtual classroom. The environment aims at simulating a real classroom for remote participants. It is possible to have multiple remote participants, a centralized MCU handles question requests from the remote sites. The participants transmit their audio, video, and/or data streams to the MCU. After finishing the question, the particular remote user relinquishes control (or the MCU time outs for a user) and the instructor responds to the question or is ready to take any further questions and to continue the talk. The users who do not have any audio-visual transmission capability can join the virtual classroom as passive recipients for the video, audio, and slides.

The experiments with the University of Washington's Televised Instructions in Engineering (TIE) class videos has shown that encoding these electronic slides as a video using the low bit-rate video coding standards is not effective. Also, the instructor typically pans or

zooms in on the slide to give students a better view. It is designed and developed a real-time interactive web-based presentation system to overcome the above drawback. This is a web-based client-server system called SlideCast. There is no support for remote participants joining late to learn about the previous slides used, slides cannot be added during the presentation, only one marking is allowed per slide and markings are not retained after slides are flipped, and there is no recording or archiving capability which can capture the live session for later on-demand playback. These features are very essential for an effective distance learning system and are fully supported in the system.

[2] Tool 2: Padlet

Digital technologies play an integral role in the success of teaching and learning. Learning tools are important to enhance students' participation and motivate them to learn (Ahmed, Almuniem, & Almabhouh, 2016). In 21st century learning, there are many learning tools that can be utilized to support teaching and learning activities. Each tool has its own functions and roles in order to encourage classroom engagement among students.

Padlet is one of the tools that falls under the categories of content distribution and content curation. This study employs Padlet to get students' participation in classroom activities. Padlet is a website and application that allows students to curate information onto virtual bulletin boards using a simple drag-and-drop system. Padlet acts like a page full of post-it notes, where students can start with a blank page and add videos, text, links, documents, and images. Students are able to add as many notes to a wall as they like and it scrolls in all directions. Instructors can moderate all the posts that require students to display their names on the board for assessment purposes.

The tool provides many advantages to students, such as the opportunity to collaborate with their peers in real-time. Other advantages are: a) easy and intuitive to use, b) instant collaboration (any student can see when anyone else is uploading something in the wall), c) support many file types and multimedia (almost everything can be linked and shared on the Padlet), d) mobile (it can work on many different devices), e) beautiful and fun interface which allows for aesthetic modifications, f) private and secure, g) flexible and versatile, and h) can

be saved and exported to other format such as pdf, CSV, image or excel file (Beltrán-Martín, 2019; England, 2017; Zhi and Su, 2016).

Besides, Padlet can also add personal profile, search. Padlet also has advantages in term of student features. Previous studies show that students' learning motivation improves when using Padlet (England, 2017; Kimura, 2018; Zhi & Su, 2016). This motivation catalyses opportunity for interaction and engagement during class hours. Indirectly, it also enhances collaboration among students (Beltrán-Martín, 2019; Ellis, 2015; England, 2017). Ellis (2015) has shown that Padlet helps to reduce the barriers that students face when discussing with lecturers and enhances the overall learning experience through providing opportunities for students to engage with the subject material and views posted by their classmates. Padlet is also a useful tool for brainstorming activities (Kimura, 2018). With all that being said, Padlet is a useful tool that can be used in conventional and non-conventional teaching and learning activities. Therefore, the objective of this study is to identify the level of student engagement using Padlet as the learning tool.

[3] Tool 3 – Powtoon

https://files.eric.ed.gov/fulltext/EJ1409203.pdf

In this post Covid-19 pandemic, Indonesian EFL teachers corporate technology for reaching their students and engaging them in blended learning classroom. Because of the differences in the characteristics of today's students, it is quite inappropriate for teachers to apply old teaching and learning methods. They are young people who were raised with constant access to digital information because they were born in the digital era (Dingli & Seychell, 2015). To compensate for this, teachers can use learning models that take advantage of the use of technology in their applications.

The hybrid learning model, often known as blended learning, combines traditional face-to-face instruction with online learning (Dziuban et al., 2018). However, teachers need to be familiar with and employ the proper teaching and learning resources to make teaching and learning English effective and enjoyable. Online media is one of the keys to effective teaching and learning in blended learning courses. As said by Nuriyansyah (2020) in Mahrani et al., (2022), online learning media is very important because it has an effect on how effective students' understanding of the material presented is. This is because online learning media can

be used anytime, anywhere, depending on the students' needs while studying (Halima, 2020 in Mahrani et al., 2022). There are many types of online learning media, one of which focuses on making animated videos.

Powtoon is one of the educational media that can aid in the teaching and learning process. This online software provides animated video and sound and operates similarly to PowerPoint or Canva. It has many features such as animation tools, text choices, clip art, and sound (Sutisna et al., 2019). The teacher can use Powtoon easily because it is like PowerPoint which the slides can move one by one (Pais et al., 2017). The resulting video created can be uploaded to YouTube and students can access it easily or even download it. This animated video is a quick and appealing media for delivering material to students. It is because students like to watch quick interactive videos rather than learning with the classic method.

Moreover, animated video is a type of audio-visual media that has many fans of various ages (Styowati & Utami, 2022). Hence, Powtoon can foster students' engagement, motivation and performance in language learning (Oktaviani & Mandasari, 2020). Hence, Powtoon is a good solution since a teacher must be creative and innovative in selecting learning media that are suitable for teaching materials so that learning objectives can be achieved (Mangelep, 2017). According to Ikhbal and Musril (2020), the more concrete material that students are taught and experienced, the more successful learning will be. The participation of the media in the learning process is also anticipated to have an impact on students' willingness to study.

Feedback

[1] Tool 1: MBONE

Overall, the development of SlideCast in MBONE tools represents a significant step forward in bridging the gap between traditional classroom instruction and remote learning environments, offering a more dynamic and engaging platform for both instructors and students. For me, this report is good because it has every picture example for every function and has a diagram for the system diagram

[2] Tool 2: Padlet

In conclusion, Padlet has revolutionized our learning experience by providing unparalleled versatility and flexibility in learning activities. Its user-friendly interface enables seamless collaboration and idea sharing among students in real-time. With diverse content formats available, such as text, images, and videos, Padlet sparks creativity and enhances engagement. Even in remote learning scenarios, Padlet ensures continuity and fosters collaboration effortlessly. Overall, Padlet has significantly improved our learning journey, making it more interactive, collaborative, and enjoyable.

[3] Tool 3: Powtoon

From the journal, we can conclude that most students agree that learning using animated videos using Powtoon helps them understand the material in writing class. This is certainly due to some reasons. One of them is that material that utilizes animated videos from Powtoon can indeed make learning more engaging for students. The use of multimedia element like videos in learning can actually increase the student participation compared to long text sentences. It is because animated videos from Powtoon could distracts students' understanding when learning writing. Hence, the teacher should at least be able to use animation that is appropriate and not too excessive so that understanding of the material can remain the focus of students. The use of this multimedia can affect students' motivation in learning any subject in the future.

References

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