

LECTURERS' TRAINING ON ANDROID-BASED MEDIA DEVELOPMENT: A BREAKTHROUGH ON MEDIA TRANSFORMATION

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Abstract:

One of the most breakthrough utilizations of technology in education is the teaching media transformation. Nowadays, most students, who are digital natives, choose to involve technology in their learning process simply because of its practicality and flexibility. Good lecturers, sure enough, should be able to mingle with their students' advancement. Nonetheless, the use of Android as an alternative in teaching learning process is still new to some lecturers. The use of Android has been widely applied, though, especially in mobile learning practices. Thus, a training to give the lecturers some exposures to Android technology is needed. Joining the training is advantageous for the lecturers to improve their technology literacy and professional development as well. This is also applied to lecturers of UNARS. They took a training on Android-based application to develop Android-based applications for their students, for they wanted to transform the boring, uninteractive textbooks into mobile, interactive Android-based applications. The training was then proven to be effective in embodying three outcomes: interactive teaching materials and media, lecturers' creativity, and a broader access for students to learn independently by using the applications developed.

Keywords: lecturer's training, android, media development

INTRODUCTION

The need of teaching media and materials was one of the problems in the learning process at Abdurachman Saleh Situbondo University (UNARS). Some of the media that had been used by lecturers of English Department at UNARS in their teaching and learning process included audio, visual, and audio-visual media, such as audio records, movie, or realia. However, many lecturers still used books as their main teaching media. The books, which were usually thick and boring, could not attract students to read and study them. As a result, they were not motivated to learn. Moreover, to get more exposures to English, the students needed more than interactive textbooks. They needed something that was able to trigger their motivation to learn: technology.

One of the technologies that is in a great demand now is the android-based technology. The android operating system is an operating system for mobile devices that includes operating systems, middleware, and applications. Android technology has been widely used in mobile devices such as smart phones (smart phones) and tablets. Almost all layers of society, especially teenagers, have gadgets that use android operating system. Therefore, it can be said that now android is no longer new thing for students. Thus, in relation to that, the lecturers should be able to mingle with their students who mostly are technology natives. It is better if they can also utilize mobile devices during their instructional process. For lecturers who are not familiar to android operating system embedded in mobile devices, it is required that they take a training on it.

Therefore, this article will discuss how the lecturers can make a breakthrough on the development of instructional media by developing android-based applications. This article will also elaborate how the training was held to improve lecturers' personal development and technology literacy.

MOBILE LEARNING INVOLVING ANDROID-BASED MEDIA

Technology has a big role in building quality education. The importance of technology in the learning process is emphasized by Miarso (2004) in Stosic (2015) who explains that technology in education has three roles, namely as a teacher, teaching tool, and learning tool. According to Tileston (2004), there are some advantages for the lecturers if they can bring technology into classroom. Suitable media can influence students' modalities, motivation, behavior, and level of thought. Ahmar and Rahman (2017) also mention the importances of ICT in classroom, they are: to develop students' new capabilities and to improve the process of teaching and learning. Some researches have proven that technology is

powerful to support the teaching and learning process in EFL classrooms (Arnesen, 2010; Arnell, 2012; Zainal, 2012; Samuel & Pulizala, 2014).

As a part of technology, android operating system is also beneficial to be used in the field of education, such as utilizing android as a medium of learning. The teaching method involving mobile technology in classroom is called mobile learning. According to ADL Team (2013), mobile learning is a learning process that uses technology to provide access to learning content and information. GSMA (2014) defines mobile learning as a learning process using the application of mobile devices and services connected with mobile and other networks. Mobile learning is not only limited to the use of mobile devices by students and teachers in the classroom. It also includes planning, implementation, support and evaluation of device usability by students and teachers. Hence, mobile learning gives very visible benefits for lecturers. Further, most students nowadays are tech-savvy, so they get more engaged to the lessons given when they are using mobile devices in the classroom. In line with that, Wainwright (2012) shows some benefits of implementing mobile learning:

- Mobile learning helps prepare the students to the future.
- Mobile learning provides up-to-date learning.
- Mobile learning can be an alternative to textbooks.
- Mobile learning gives students an experience of studying outside the classroom.

Johnson & Bhana (2013: 60) also outline the benefits of learning using mobile devices:

- Learning activities can be done anywhere. Learning does not have to be limited in class or home.
- It improves efficiency in learning. Mobile devices do not have the limitations that may be encountered when learning with computer-assisted devices.
- It offers flexibility. Mobile devices are not separated personally, it means that any service according to the wishes of the users can be accessed freely whenever and wherever they like.

Mobile learning can be utilised in varied activities. ADL Team (2013: 5) state that mobile learning can be represented in the following learning scenarios:

- Blended learning
- Contextual learning
- Classroom augmentation
- Game-based learning
- Media learning
- Just-in-time learning
- Personal learning network
- Search-base learning
- Socail-media leaning
- Space dlearning

The power of mobile learning, especially for EFL classes have been proven by some research conducted by Tayebnik and Puteh (2012), Gautam (2014), Zou and Li (2015), and Alenazi (2016). However, lecturers should know what kind of mobile technology best to apply and which type of learning scenario most suitable for the students. This should be determined from and adjusted to each classroom's needs. At UNARS, the most dominant problem faced by the lecturers was students' limited access to materials. The students did not have access to textbooks easily. The books they had were not interactive. They were thick and boring. Therefore, the lecturers could develop their android-based applications that provided learning materials needed by the students. Howards and Majors (2005) mention some advantages if the lecturers develop their own materials. The first advantage is that developing materials offers appropriateness. Usually there is a lack of fit/suitability between the teaching contexts offered by the lecturers and the commercial coursebooks. Some of the speech acts and function based on situation covered in the commercial course books are not familiar to the students. Thus, by developing their own materials, the lecturers can take into account their own learning environment which fits their students. Lecturer-made materials are also beneficial because they can fulfil individual needs of learners, meaning that they can be responsive to the heterogeneity characteristics in the classroom. We know that in one classroom the students might be varied in their L1 and cultures, learning needs, and experiences. Accordingly, lecturer-made materials can incorporate elements of students' heterogeneity. Besides, such materials also enable the lecturers to give personal 'touch' in the developed materials. The lecturers can embrace and tap into the students' interests and preferred learning styles. By doing this, the lecturers can

trigger students' motivation into learning. The last advantage is that, lecturer-made materials are also timeliness. By developing their own materials, the lecturers can respond to the the up-to-date and interesting topics and tasks that will lead to meaningful teachable moment.

Consequently, the lecturers had be able to go hand in hand with the students, meaning that they needed to adjust to the students who had become technology natives. By developing lecturer-made media, the lecturers could help students learn more easily to help them improve their learning ability. Thus, it would be great if lecturers had skills in the field of technology, especially on android applications. By having these skills, lecturers could use them to develop learning media for students to learn independently. As an addition, developing android-based application for students' learning resources is a breakthrough on media transformation. Say goodbye to conventional textbooks which are so yesterday. Now by having android-based applications on their hands, the students can read the materials they need anywhere.

LECTURER'S TRAINING ON ANDROID-BASED MEDIA DEVELOPMENT

Despite the importances of lecturer-made instructional media, android operation system which had been widely used in mobile learning was still new to some lecturers of UNARS. Thus, a training on android-based media development for lecturers was urgently needed. Joining the training is advantageous for the lecturers to improve their technology literacy. Besides, the training is important to develop lecturers' professionalism because it develops educational skills that are compatible with education policies and to enable the lecturers to deliver these policies. The training on android-based media development for UNARS lecturers was aimed to reach some objectives:

- Lecturers' ability in varying the forms of their instructional media.
- Lecturers' improved skills on instructional media development.
- A wider access for the students' to interesting and interactive learning resources.
- Students' ability to be independent learners.
- Lecturers' improved skills on entrepreneurship.

However, there were some preparations done before holding the training, they were:

1. Selecting a resource person
In this stage, a resource person was chosen. He was an expert on multimedia and mobile learning.
2. Arranging the training schedule
The training was scheduled to be a one-day training.
3. Choosing the training participants
The participants of the training were lecturers from English Department, but other lecturers from other departments were welcomed to join.

The training was held in one day. It was divided into three sessions: introductory, material delivery and workshop, and closing sessions. During the introductory session, a resource person provided material introduction on the importance of instructional media and how to develop an interesting and innovative instructional android-based applications. The importance of the use of android gadgets in the field of education as an alternative instructional media was also explained.

The activity of providing training materials was directly accompanied by the resource person. Here the lecturers were given examples, guided slowly and in detail to develop their own applications. The lecturers were open to directly ask the source person if they had difficulties in developing their applications.

At closing time, the lecturers were given time to conduct a question and answer session with the resource person related to the training materials and follow-up session. This session covered detailed explanation on steps to commercialize their android-based applications that had been created by lecturers.

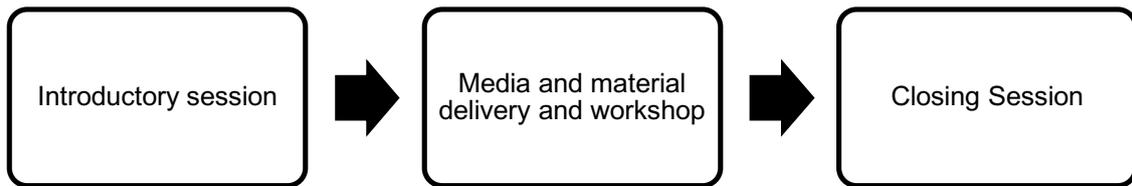


Figure 1 The details of the training implementation

After the training, there were follow-up activities. This follow-up phase involved the evaluation of training on developing android-based instructional media. At this stage, how the training was evaluated. Then, the lecturers who wanted to sell their media on Playstore were also assisted.



Figure 2 Lecturers' Training Day

Results and Outcomes

From this 300-minute training on android-based media development, the results and outcomes got were:

1. The lecturers are able to develop their own android-based applications.
2. The lecturers' knowledge on mobile learning improved.
3. The lecturers' entrepreneurship skills improved.
4. The lecturers' awareness on professional development improved.
5. The new, interactive instructional media for students developed.

Evaluation activities were carried out after the training was held. This activity aimed to see how the implementation of the training, whether it ran smoothly or not and what problems occurred during the training, such as the subject of some participants' delay during the training, disruption of equipment used, and lack of human resources as assistant during training activities. In addition, evaluation activities were also conducted to determine the interest and responses of the lecturers about android-based teaching media development. From the evaluation activity, the results showed that that the interest and the responses of the lecturers as trainees were very positive. They were very appreciative of these activities and content as they gained experiences and new knowledge to develop their own teaching media. Responses from the lecturers were also very good related to teaching media that could be commercialized in Playstore. They hoped and were interested in developing good media that had a selling point, so one day they could develop their entrepreneurship skills as well.

CONCLUSION AND SUGGESTION

From the training held for UNARS' lecturers of Faculty of Letters, some conclusions can be drawn as the following:

1. Training on media development is effective to broaden lecturers' knowledge on the importances of lecturer-made instructional media.
2. Training on media development is effective in develop lecturers' creativity.
3. Training on android-based instructional media is effective to develop lecturers' professional development.

4. Training on lecturer-made instructional media is effective to develop lecturers' entrepreneurship skills.
5. Android-based instructional media provides the students access to learning materials.
6. Mobile learning is effective to improve students' motivation in learning.
7. Mobile learning promotes students' to be independent learners.

The training on android-based media development for lecturers of Abdurachman Saleh Situbondo University was really useful both for lecturers themselves and students. Therefore, it would be better if similar training was done in the future as a form of follow-up from the current training. For better results, similar training should not only be conducted for one day to better understand participants and create better and quality products. In addition, similar training can be done for students to cultivate their entrepreneurial spirit.

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