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QR CODE AS A CREATIVE PROJECT WORK TOOL

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In today’s modern world the rapid spread of mobile internet and portable devices has opened up many opportunities. At this stage, such an educational trend as Mobile learning is actively developing. The main task of a modern teacher in an educational institution is to help in the development of information competencies, and it is not only working with information, such as processing, search and translation from one to another, but also the ability to handle something new, universal. In order to accept this huge information we need computer technology. For the speed of information transfer came up with a QR-code.

The QR code is a form of 2D bar codes which was developed by Denso-Wave, a Japanese automatic data capture equipment company (Denso, 2009), in 1994. “QR” stands for “Quick Response.” It is readable by moderately equipped mobile phones with cameras and QR scanners.[1]

According to QRStuff.com research, USA, UK, China, Australia and Canada made up the top 5 QR code user countries’ around the world. Initially they recorded scans from 235 countries during 2017 year. [2] It is undeniable that QR-codes have appeared about 700 buses in our city Nur-Sultan. Generally, there are more than 900 buses on the city line. QrStuff.com researchers claim that majority of people use this bar code for PDF, Dropbox and for downloading educational materials. It is clear from these observations that QR codes not only effect in our social life, but also they impact in our educational system too.

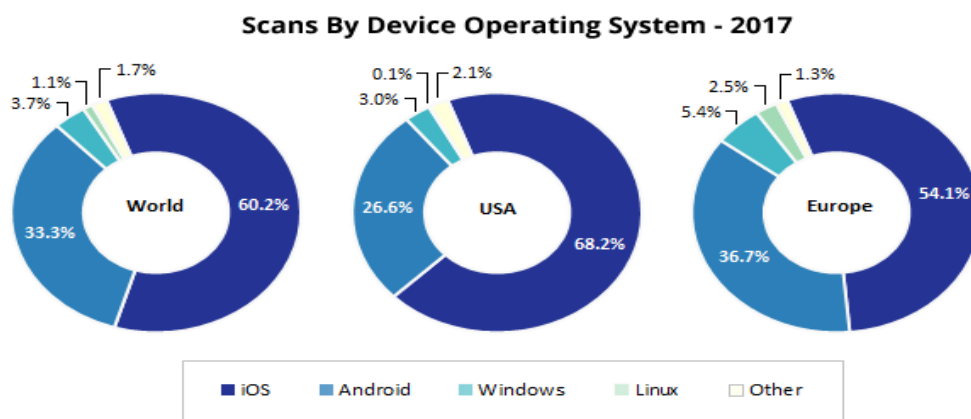


Figure 1. The statistics of QR code usage around the world. [2]

In the theory of Rogers ‘innovation’ defined as an idea, an application or an object considered to be new by an individual or organization.[3] A number of key issues arise from the statement. For instance, QR codes are going to be an ‘innovation’ tool in education platform in our technology world. By relying Rogers model, the acceptance of barcodes may simply explained (see Figure 2). This model consists of five elements, which are like a chain will effetedly impact by the law cause and effect. These elements are Knowledge, persuasion, decision, implementation and confirmation.

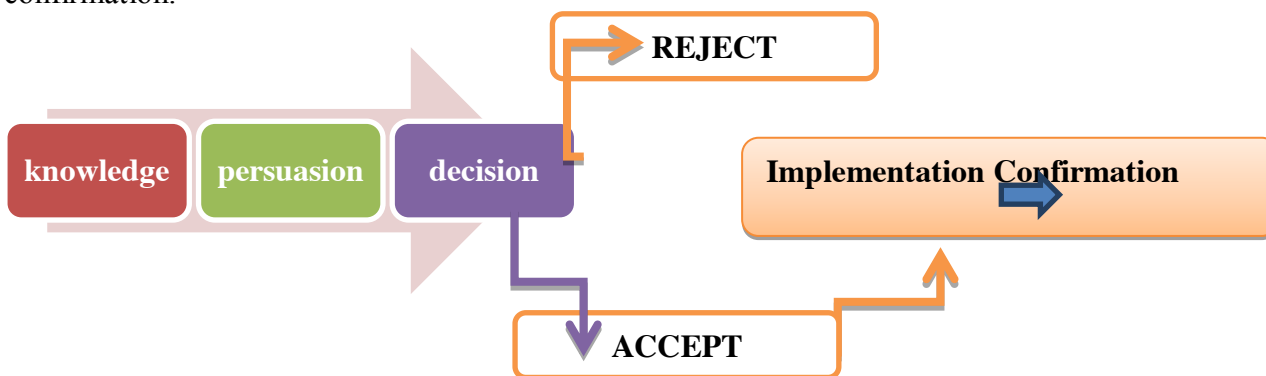


Figure 2. The implementation model of QR codes in education

These smart codes fully meet the modern requirements for obtaining and disseminating information, making this process convenient, operational and interactive. Using codes in education for various types of information, firstly, can help teachers, both in term and in extracurricular activities; secondly, it will lead to attracting the attention of students, to drag greater interest in comparison with traditional forms of education and will increase their motivation.

To test the efficiency and productiveness of implementing QR codes in project work, we recently conducted an experiment on second grade bachelor students of Kostanay State Pedagogical Univer-

sity. In an experimental study conducted on the use of QR codes in education, the views of 76 learners were determined.

METHODOLOGY

In teaching English, the project method can be used in close contact with the curriculum. It should be noted that the theme of the project should not only be included in the overall context of language learning, but also be interesting enough for students. The choice of the theme of project work is very important, in the end, can determine the success and effectiveness of project work in General. For ourselves, we have determined it is important not only to formulate the theme, but also the ultimate goal of the project. Studying one of the sections of the textbook, which is called “Media and Movies”, 2 grade bachelor students decided to create their own fairy tale book, and then they chose the cartoon “Aladdin” which is served as topic of the fairy tale animated book.

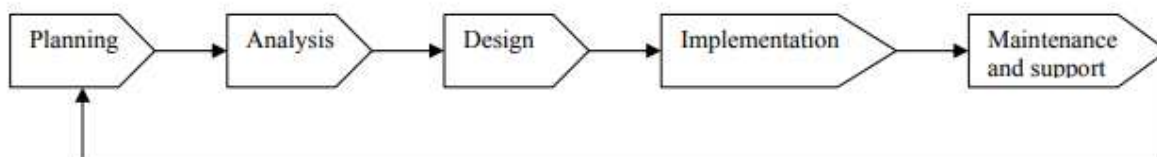


Figure 3. Stages of Project work.

The second stage of the work involved the availability of output information on the project, finding the cartoon, watching it in English language, analyzing the cartoon, dividing into several parts and then making short videos to upload on YouTube channel, in case to easy link these videos to our codes.

While the project work, the students practiced how to work with QR code programme and how to create their own codes. Firstly, we have conducted a pre-working survey, in order to know students knowledge about this programme. The survey consisted with simple 5 questions:

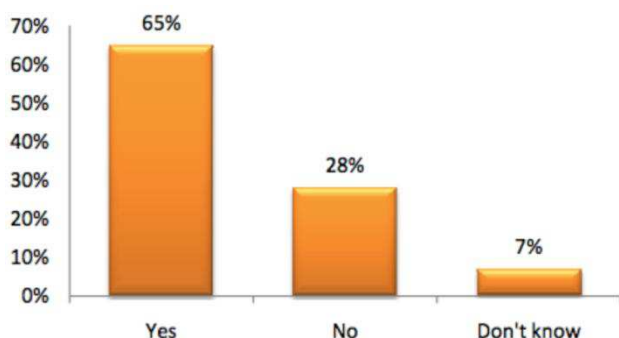
1. Have you ever seen a QR code?
2. If you have seen a QR code, have you ever used one?
3. Have you ever used a barcode scanning application?
4. What did you use a QR code for?
5. Where students may use scanning QR codes?

At the end of the project we conducted post-working questions:

1. Did the QR Code support the project in positive influence or not?
2. What problems did you have while using the QR Codes in project work?

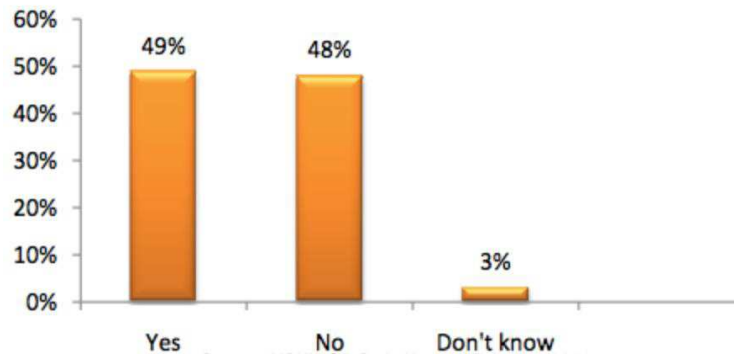
RESULTS

I Stage: Pre-working conducted survey

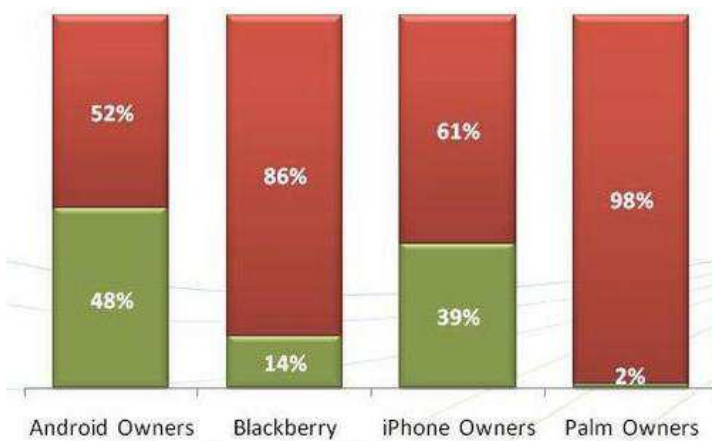


About two-thirds of our respondents have shown these codes in different cities of our country. Surprisingly, both men and women equally answered for the first question.

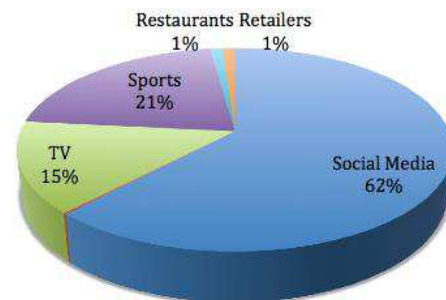
For the second question, half students who saw the QR codes, actually they used it for paying, exchanging or downloading study materials.



QR code usage varies by the type of certain smartphone and in this question Android programme took 1 place.



These smart codes used for different situation and for various productions. For instance, in Technodom market, students to get the full information about the typical product they used special programmes. And a few students used for paying purpose.



II Stage Post-working survey results

Second stage survey was conducted only with the students who participated to the project. (15 students) The participants were asked about if using QR Codes for education had positive effect on project work The findings are presented in the Table below.

Themes	Frequency
No positive effect on learning	-
Positive effect on learning	15
Visuals	9
Ease of use	5
Direct leading	8
Attractiveness	9
Updatable information resource	5

Table 1. The Feedback from the survey

When students tested the QR code application, they clearly write about the factors and problems which they had while the project. (see Table 2)

Themes	Frequency
Difficulties in technical problems in the process of transition to new technologies	5
Preference of different technologies	10
Lack of necessary equipment	2
Need for technological knowledge	8

Table 2. The Feedback from the survey

As we can see, after the project work students liked this programme and they actively started to use it in everyday life. The findings show us the importance of technological knowledge when applying into learning process. We need also academic staff who can guide students and help them with technical issues.

CONCLUSION

It should be noted that in the course of this work the students lost their fear of the English language, they learned its logical system better. This kind of work gives a lot of opportunities to apply the grammatical phenomena and structures. Students have a practical opportunity to use the knowledge and skills gained in lessons. It has been hypothesized that students had achieved the practical goal of the project and presents the product of this work in an informational website <https://aruzhan-eskendir.wixsite.com/mysite-1>.

Taking into account conducted surveys, it is obvious that using QR Codes on printed materials like course books may enhance the attractive aspects of printed materials and motivate students. The results of conducted work may be helpful for teachers in further researches.

Literature

1. Law, Ching-yin and So, Simon (2010) "QR Codes in Education", Journal of Educational Technology Development and Exchange (JETDE): Vol. 3: Iss. 1, Article 7. DOI: 10.18785/jetde.0301.07
2. 2017: QR Code Snapshot/ Posted: January 14th, 2018/
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3. Rogers, M. E. (2003). Diffusion of innovation (5.ed.). New York: The Free Press.