

STELLER AS AN INNOVATIVE PLATFORM: BOOSTING STUDENTS' CREATIVITY

Eka Wahjuningsih

Universitas Negeri Jember

merrynining@gmail.com

Abstract: It cannot be denied that teachers, in this 21st century, have to prepare their students to become more skillful and to be able to compete with others in the real life. One of the skills needed by the students is creativity which can actually be boosted by the teachers by utilizing technology spreads in their surroundings. However, there are still few teachers who know how to integrate technology in the classroom to help the students become more creative. It is either because they are not confident in using technology or because they do not know what technology to be applied. This article tries to highlight the usage of “Steller” to help the teacher boost the students’ creativity.

Keywords: *Steller, creativity*

INTRODUCTION

Nowadays, the information and communication technology has spread more widely because of the availability of better internet connection that can help people access the information they need fast in a very short time. It also happens in educational field in which internet connection and technological devices help teachers and students to take the advantage of the available applications that actually can be utilized in the classroom to make the teaching and learning process becomes more fun and interesting. It is believed that the development of technological devices and the internet availability can make the students smarter and can access the information much faster and much cheaper. Teachers can make it happen if they have knowledge on what is called as educational technology which has been developing so rapidly that very often the teaching and learning process conducted conventionally will not fully develop the students’ potential. This situation can be assisted by utilizing technological devices properly which is aimed at giving stimulation and new dimension in the classroom.

Stosic (2015) mentions that educational technology is a systematically organized activities done by utilizing technology in conducting educational process in which the final objective is to improve the quality of education. Furthermore, Stosic (2015) mentions that educational technology has three domains of use, namely: a) Technology as a tutor (computer gives instructions and guides the user). It is undeniable that there are many platforms in which the computer or other technological devices can give instruction or guide the students to do something. Even, some platforms or applications also have a feature to communicate with the users or to give comments on whether what the users have done are the correct things or whether they are in line with the instructions given by the technological devices or not. In other words, the users can learn something from the platform that they are opening without being necessary to have any teachers in front of them. Thus, in this case, the teacher’s existence is not needed. b) Technology as a teaching tool. It implies that it is the teacher who takes advantage of this type of technology use. They can utilize their technological devices as a media or tool to make the teaching and learning process run more smoothly and to make the classrooms have more fun in doing the activities. In line with this idea, Schrum (2005) mentions that teachers can take leadership in using technology in their classroom in their effort to achieve the goals that have been determined.

Koebele and Harris (2019) mention some different technologies that can be used as teaching tools. They cover: Clickers (Student Response Systems), Interactive Whiteboards, Kindle,

and Tablets. They also mention that one of the tools or resources that a teacher can use to teach the students is Massive Open Online Course (MOOC) where the teachers can share the materials by using this platform and the learners will learn the materials given by the teachers or instructors in this platform. In short, those MOOC provides an online learning where learners from everywhere can join the class as long as they are registered in this class. Some of the examples of MOOC are: Khan Academy, Coursera, NPTEL, OCW, and MR University. Besides those two different categories, they also have the category of APPS which are divided based on the learners' level. Thus, they have Pre-K Apps, Elementary School Apps, Middle School Apps, High School Apps, and College Apps in which in each category there are some different apps that a teacher can use to teach the learners. c) Technology as a learning tool. Bransford et.al (2000:206-207) mention that the use of computer in the education field began since 1968. Since then, the technological devices appear more often in schools because it has been believed that its existence in the teaching and learning process can enhance the students' learning as long as it is used appropriately because technology can assist the students to learn the skills needed in the 21st century. It also creates new environment and new chance for the students to learn the materials compared with the environment provided by the conventional one. It happens because many of the technologies that the students can utilize as a learning tool are interactive which enables the students to learn something by doing, getting feedback immediately after they finish learning a particular material from the technological devices, and continue getting more information on those subjects so that they can broaden their knowledge. Yet, teachers should also realize that technology can also make the students slow in learning when it is not appropriately used. For example: students can spend so much time exploring the news in the internet that it is possible for them to forget the original intention of finding the information in the internet (Barron et al., 1998; Bereiter and Scardamalia, 1993 in Branford, et.al, 2000:208)

One of the technologies that the students can use as a tool of learning or as a tool of teaching for teachers is their mobile devices. The usage of mobile devices as a tool to enhance language learning is called Mobile Assisted Language Learning (MALL) which is described below.

MALL (Mobile Assisted Language Learning)

In general, Mobile Assisted Language Learning (MALL) can be said as the usage of mobile devices in the process of learning a language. In terms of mobile devices, mobile phones are considered to be very useful despite its function of communication. It may occur because while learning by utilizing their mobile devices, the learners can control their learning process and their learning is based on their speed in learning particular materials. It is the condition which is almost very difficult to be applied in a conventional class where all learners have to learn the same materials.

Huang and Sun (2010) in Miangah and Nezarat (2012) mention that the most important characteristics of mobile devices are connectivity and portability. Talking about connectivity, it is obvious that when learners want to learn the materials from the website or other resources, they should be connected with the network so that they access the content of the needed website. Meanwhile, portability is the characteristic where the mobile phone can be brought to the places where the learners want to learn the materials. Thus, in this case, it is clear that learning using their mobile devices is not limited by the time and place. They can learn every time and anywhere comfortable for them.

Mesangah and Nezarat (2012) mention that when MALL is contrasted with conventional learning, then MALL can provide more chance for the students to deepen what they have learned, because when they employ MALL in assisting their learning, the students can access the

materials whenever and wherever they are without being necessary to be in the classroom. In other words, MALL can save the students in term of time and space. They can find deep information about what they want to know although it is not assigned by the teachers. Yet, again, it depends on the learners themselves whether they want to be a dependent learner or the independent one.

Gey et al. (2001) claims that actually mobile devices cannot replace the existing learning devices, but it is expected to be the extension for the classroom learning which is conducted in new environment (in this case that it is not always done in the classroom), with its new capabilities in helping the students to learn the materials. It is said as the extension for learning because teachers and students have to realize that not all the materials being learned are accessible in the books they use in the classroom. When the learners think that they can find further information about that particular material meanwhile the class is over, they still can do it because of the assistance of the mobile devices.

Further, Yang (2005) mentions that one of the obvious advantages that can be obtained when MALL is employed in the teaching and process is the occurrence of collaborative learning. They can explore the materials being discussed by utilizing their own mobile devices, then they can discuss or exchange the knowledge they get from what they explore with their partners. It may occur because of the availability of the programs that enable the learners to have a discussion in a particular forum, for example by having a group discussion in WhatsApp group or in other platform that can be accessed from their mobile devices. By doing so, they can learn from each other, even they can also do peer correction. In this case of course it depends on the learners themselves whether they really want to take the advantages of having the mobile devices or not.

STELLER

One of the platforms that the learners can access from their mobile devices is STELLER. Bohang (2016) mentions that this application is different from Instagram, Twitter or Snapchat in that Instagram is mostly used to share photos (10 photos at the most) only, or video only. Meanwhile, Twitter is intended to write down something in the form of text, and the most important feature of Snapchat is video. In Steller, the users can tell a story of what they want to tell in the form of photos, video and text simultaneously. Bohang (2016) further explains that this social media is from San Fransisco, USA and was found in 2014 by Brian McAniff and Karen Poole. The first one is a designer in UX meanwhile the latter one is someone who has strong passion on visual design.

Hill (2017) mentions that Steller is a free storytelling app created in 2014 focusing on design. It enables the users to combine text, images and videos to create a visual and virtual storybook to share in social media. When the users open the storybook created by Steller they will feel as if they read a real book.

As a storytelling app, Steller accomodates all the features needed by a story teller, namely photos, videos and text. The most important thing in Steller is that it also has the feature that other social media has, such as to give comment, like, tag people or giving any hash tags. Users can also explore stories under a certain theme in which this feature is not owned by other social media. Another special thing about Steller is that users can share 20 photos at the most to create one story. It is very beneficial for those who are keen on sharing photos. Thus, Steller has the ability to share photos in a larger number than those owned by Instagram and is easy to post and fun to browse as well.

Elly (2017) claims some steps to use Steller. They are as follows: 1) Choose an engaging picture to use for the title page. The title of a post on Steller has the function to attract the readers' attention. That is why it is suggested to have an engaging picture for the title page. 2) Do not write a very long story. It is mentioned above, that Steller gives a chance to have 20 pictures for one topic of the story. Therefore, if a user wants to have a long story, it is advisable for them to split the story into some other stories. 3) Use text. Elly (2017) claims that Steller is a multimodality application which is focused on story. Thus, when a user gives some text for the photos shared through Steller, then the picture will "speak" of what the picture is about. 4) Steller enables the users to connect with the community of Steller. That is why it also has the feature to like someone's post. 5) It is suggested to post on Steller on the best time so that more people will read the posted story. The best suggested time is 9 am or 5 pm. 6) Steller also has the feature of adding hash tags. 7) Plan the story. Steller is an app which is based on the story. Meanwhile, in creating the story, a writer should think of the content of the story. Therefore, it is advisable for the user to think of taking pictures that can be woven into a story in Steller. 8) Post regularly. It is aimed at having many followers. The key is that a user should write down consistently if they want to be known by other users of Steller. 9) Link the story posted in Steller to some other social media so that more and more people will read the story. 10) Share. It will be useless when learners write a story but no one reads the story. Therefore, a story including the ones provided by Steller should be shared by the writers.

CREATIVITY

Creativity has become one of the important aspects in education because it will equip the learners with skills they need to become the 21st century learners. Creativity was used to be something belongs to the life of economy or workforces but nowadays its understanding become different in the field of education in which it is often referred to the learners' creative ability.

Naiman (2019) defines creativity as the action of making the imaginative idea into something real. Creativity covers thinking and producing. Thus, the learners have to think of what they will have from the teaching and learning process and of what they can produce as a result of learning that material. Teachers have to think of the way to overcome the difficulties the learners have in a creative way to make the students cope with the skills needed in the 21st century.

In this case, teachers may assign the students to create something that is in the learner's opinion into something real in the form of a story book. It is made possible by the availability of Steller where the learners can create a story based on what they have in their mobile devices which is also aimed at making the teaching and learning process become more interesting. Besides, by assigning the students to be creative by creating a storybook in Steller, the learners will be more active and attracted in learning the materials.

CONCLUSIONS

Schrum (2005) claims that before using a particular technology in the teaching and learning process, teachers have to explore its value for the learners. It is also important to emphasize that learners have the ease to access what they want to learn from their technological devices so that they will be more active in presenting the materials they have learned in a variety of formats. One of the formats that the learners can utilize is Steller where after learning a certain materials, learners can find some photos dealing with the topic being discussed, then give comment and make video on the topic and create a storybook consisting of those 3 components.

In this case, the learners will be engaged in the process of creating something that is creatively will be different from one learner to another. Thus, teachers will have different results instead of having one correct answer. Class will evaluate the learning in different ways and do not depend on the traditional components such as paper and pencil.

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