

# A Survey on Effectiveness of Blog as an Instructional Tool

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**Abstract:** *This survey explores the effectiveness of using blogs as an instructional tool in the Bachelor of Education (B. Ed.) programme. The study investigates how blogs impact student engagement, learning outcomes, and the overall effectiveness of the teaching process. Blogs are digital platforms that provide students with a medium for sharing knowledge and experiences that go beyond the traditional means of reading and writing in classrooms. The use of blogs has become popular in education institutions including public schools and colleges. Blogs can be useful tools for sharing information and tips among co-workers, providing information for students, or keeping in contact with parents. A survey was conducted among 100 B. Ed. students to evaluate their perceptions and experiences of using blogs. The results show that blogs can significantly improve engagement, foster collaborative learning, and enhance the understanding of course content. The analysis also indicates that blogging is an effective means of promoting reflective thinking, and improving learning outcomes in teacher education.*

**Keywords:** Blog, Instructional tool

## 1. Introduction

In the contemporary education system, technology plays a pivotal role in enhancing teaching and learning processes. With advancements in technology, educational methodologies are evolving, and digital tools are being increasingly adopted in teaching and learning environments. One such digital tool is the blog, which offers a platform for collaborative and reflective learning. This survey report investigates the effectiveness of blogs as an instructional tool for B. Ed. students, with a focus on student engagement, understanding, and collaborative efforts.

For aspiring teachers at the Bachelor of Education (B. Ed.) level, it is essential to be proficient in using modern instructional tools to support student engagement and learning. Blogs, as a web-based platform, have emerged as an innovative instructional tool that fosters communication, collaboration, reflection, and knowledge-sharing. In the context of teacher education, blogs can be utilized to develop pedagogical skills, promote reflective practice, and support collaborative learning, which are integral components of the B. Ed. program.

Blogs are digital platforms that provide students with a medium for sharing knowledge and experiences that go beyond the traditional means of reading and writing in classrooms. The use of blogs in education gives students a global perspective. Blogs are used to showcase individual student work by enabling them to publish texts, video clips, audio clips maps, photos and other images, projects etc. Blogs archive and support students and teacher learning by facilitating reflection, questioning by self and others, collaboration and providing contexts for engaging in higher order thinking.

Blogging allows students to express their thoughts and engage with peers beyond classroom interactions, making learning an ongoing process. This survey aims to assess the perceptions of B. Ed. students regarding the impact of blogs on their learning experience.

## 2. Need and Significance of the Study

The need for innovative pedagogical approaches in teacher education is growing as the demands on future teachers increase. Traditional instructional methods are evolving, and educators must be able to integrate technology into their teaching practices. The incorporation of technology into teacher education is essential for developing 21st-century skills among future educators. Blogs provide a unique opportunity for B. Ed. students to enhance their teaching skills while simultaneously developing critical thinking, digital literacy, and reflective abilities.

Although people often think of social media as a space for non-academic interactions, blogs can be helpful tools for instructors interested in enhancing their students' communication skills and increasing their students' investment in learning. Blogs can be spaces for informal or formal writing by students, and the capacity of blogs to support multiple forms of media (images, videos, links, and so on) can help students bring creativity to their communication. Most blogs include tools for commenting and discussion, enabling students to engage their ideas in conversation with others, either within their local learning communities or on the open Web.

Student writing is often seen by just by their instructor, which can make writing assignments feel like a burden. The dynamic interaction between writer and audience that blogs facilitate can help students see real value in their academic writing and take that writing more seriously. Moreover, the public, persistent nature of blogs can help students practice more integrative learning, finding connections among their personal, professional, and academic experiences.

The significance of this study lies in exploring how blogs can:

- Empower B. Ed. students to engage with course content in a meaningful way.
- Facilitate peer-to-peer learning and feedback, crucial for professional growth.

- Encourage the development of a reflective practice, helping students to analyse their teaching experiences.
  - Provide an easily accessible platform for creating digital portfolios, which are valuable for future employment and career growth.
  - Enable student - teachers to connect with a global educational community.
- 2) To analyse students' perceptions on the impact of blogs on student engagement, learning effectiveness, ease to use, collaboration and challenges faced.

As the teaching profession continues to evolve, it is vital to understand how digital tools like blogs can be integrated effectively into teacher education programs and how it can enhance educational practices and better prepare student - teachers.

### 3. Objectives of the Study

The primary objectives of this study are:

- 1) To evaluate the effectiveness of blogs as an instructional tool in the B. Ed. curriculum.

### 4. Methodology

The study employed a normative survey design to gather data from 100 B. Ed. students using an online questionnaire. The survey contained 20 questions covering various aspects of the use of blogs, including student engagement, learning effectiveness, ease of use, collaboration and the challenges faced.

### 5. Data Analysis

#### Percentage Analysis Table

Below is the summary of responses to 20 survey questions based on data collected from 100 B. Ed. students:

Sl. No.	Survey Question	Agree (%)	Neutral (%)	Disagree (%)
1.	Blogs enhance learning engagement	83%	10%	7%
2.	Blogging increases interest in course content	68%	12%	20%
3.	Blogs encourage reflective thinking	78%	10%	12%
4.	Blogs help improve communication skills	72%	18%	10%
5.	Blogging helps in understanding difficult topics	64%	16%	20%
6.	Blogs provide an effective platform for discussion	76%	15%	9%
7.	Blogging improves writing skills	74%	16%	10%
8.	Blogs make learning collaborative	76%	15%	9%
9.	Blogging encourages self - paced learning	86%	12%	2%
10.	Blogging enhances critical thinking skills	65%	18%	17%
11.	Blogs are easy to use and navigate	90%	7%	3%
12.	Blogs are accessible anytime and anywhere	92%	7%	1%
13.	Blogging encourages peer feedback	76%	13%	11%
14.	Blogs help in building a learning community	90%	6%	4%
15.	Blogging makes assignments more engaging	78%	12%	10%
16.	Blogging helps retain course information better	75%	15%	10%
17.	Technical issues hinder the effectiveness of blogs	60%	20%	20%
18.	I prefer blogs over traditional assignments	74%	10%	16%
19.	Blogging improves digital literacy	92%	6%	2%
20.	Blogging should be part of the B. Ed. curriculum	91%	4%	5%

### 6. Analysis and Interpretation

#### 6.1 Engagement in Learning

The majority of students (83%) agreed that blogs enhance learning engagement, suggesting that blogs provide an interactive platform that motivates students to actively participate in the learning process. This indicates that blogging is an effective way to make students more involved in their studies.

#### 6.2 Interest in Course Content

Most of the students (68%) agreed that blogs increased their interest in course content. This suggests that the use of blogs can make learning more engaging by providing a platform for students to explore topics further and interact with the content creatively.

#### 6.3 Reflective Thinking and Communication Skills

Majority of the students (78%) indicated that blogging encouraged reflective thinking, while 72% also agreed that blogs helped improve their communication skills. Reflective thinking is critical for educators, and blogging provides an avenue for students to express their thoughts, reflect on their learning experiences, and improve their communication abilities.

#### 6.4 Understanding of Difficult Topics

64% of students agreed that blogging helped them better understand difficult topics. This indicates that the interactive nature of blogs allows students to revisit content, ask questions, and participate in discussions, thus deepening their understanding of complex concepts.

#### 6.5 Collaboration and Community Building

76% of students agreed that blogs make learning more collaborative, and 90% agreed that blogging helps build a

learning community. Blogging fosters a sense of collaboration by allowing students to comment on peers' posts, offer feedback, and engage in discussions, which contributes to a sense of community and shared learning.

### 6.6 Writing Skills and Critical Thinking

Most of the students 74% believed that blogging improved their writing skills, and 65% agreed that blogging enhanced their critical thinking skills. The practice of writing blogs requires students to articulate their thoughts clearly, which benefits both writing proficiency and critical analysis.

### 6.7 Accessibility and Ease of Use

A great majority of students (90%) found blogs easy to use, and 92% felt that blogs were accessible at any time. This suggests that blogging is a practical tool for learning, as students can engage with course content at their convenience, making learning more flexible.

### 6.8 Challenges in Using Blogs

60% of students agreed that technical issues hindered the effectiveness of blogging. This highlights a challenge that needs to be addressed to fully utilize blogs as an educational tool. Ensuring stable internet access and providing training on how to use blogging platforms can mitigate these issues.

### 6.9 Preference for Blogs over Traditional Assignments

74% of students indicated a preference for blogs over traditional assignments, indicating that students value the interactive and engaging aspects of blogging. However, 16% of students disagreed, which suggests that traditional methods still have some value and that a blended approach may be most effective.

### 6.10 Inclusion in B. Ed. Curriculum

Almost all the students (91%) were of the opinion that blogging should be part of the B. Ed. curriculum. This shows a strong inclination towards including blogging as a standard practice, as it not only helps in developing digital literacy but also enhances multiple learning aspects.

## 7. Discussion

The findings of this survey indicate that blogs are an effective tool for teaching at the B. Ed. level. They promote engagement, reflective thinking, writing skills, and collaboration—all essential qualities for future educators. The interactive nature of blogs allows students to share their thoughts and experiences, contributing to a richer learning environment.

The use of blogs also aligns with modern pedagogical approaches that emphasize learner - centred education, where students take an active role in their learning process. The survey results demonstrate that students view blogging as a valuable and effective tool for enhancing their learning experience.

However, challenges related to technological access need to be addressed to maximize the effectiveness of this tool. Providing training and ensuring stable internet connectivity are crucial steps in overcoming these challenges.

## 8. Conclusion

The findings of this study highlight the effectiveness of blogs as an instructional tool at the B. Ed. level. Blogging provides a valuable platform for B. Ed. students to engage in reflective practice, collaborate with peers, and develop their teaching skills in a digital environment. By fostering an interactive and reflective learning environment, blogs encourage students to critically engage with their teaching experiences and learn from their peers. Furthermore, blogs promote digital literacy, which is an essential skill for future teachers in today's increasingly technology - driven classrooms.

However, the integration of blogs into teacher education programs must be supported by appropriate training in digital tools to overcome technical barriers. Instructors must also provide clear guidelines and structure for blogging activities to ensure that they align with the learning objectives of the B. Ed. curriculum. Overall, blogs represent a powerful instructional tool that, when used effectively, can greatly enhance the professional development of future educators. This study suggests that the use of blogs in B. Ed. programs is a promising approach to preparing future educators for the challenges and opportunities of modern teaching.

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