



RESEARCH ARTICLE

THE EFFECTIVENESS OF TEACHING PSYCHOLOGY THROUGH BLOGGING FOR
FIRST YEAR B.Ed. STUDENTS

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ABSTRACT

Blogs have the potential to increase reflection, sense of community and collaboration in the classrooms. Blogging has become an increasingly popular technological tool within an educational context. Blogs provide opportunities for people to publish their thoughts, opinions and feelings in an online environment. The potential of blog use in increasing student interactivity and collaboration has been explored by many educators. This study focused on teaching of blog B.Ed., students and found that the students were very much interested to learn psychology through blog. The researcher was find out the performance of the students in learning Psychology through blog and to the traditional method of teaching. Experiment method was used in this study. 40 B.Ed. students participated in this study. This data was analyzed using Mean, standard deviation and t-test .Findings revealed that the blog method is effective than the ordinary method.

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INTRODUCTION

New advances in the internet beyond technology have brought challenges and opportunities as well to education and training, in particular through universities are facing increased pressures or denotes share the effectiveness of their educational efforts. Innovations in teaching methodologies have been supported by the development of increasingly sophisticated but user-friendly technologies are blogs. Blogs provide opportunities for people to publish their thoughts, opinions and feelings in an online environment (Deng and Yuen, 2011). There is no need for special technological skills to develop, update and publish entries while using blogs (Lang, 2005). A blog (short for weblog) is a frequently updated website that often resembles an online journal. It is easy to create and update a blog –it requires only basic access to the Internet, and a minimum of technical know-how. Blogs can be used to enhance reflective thinking because blog posts are sequenced chronologically and allow users to see how their thinking has changed over time (Ellison and Wu, 2008). Reflection can be defined as an internal change brought on by thinking or writing, and by exchanging ideas and reflecting together with others (Clarke, 2003). It helps students to express themselves and to practice valuable knowledge and skills. Because of this, it is one of the easiest ways to publish student writing on the World Wide Web (www).

Blogs typically contain text in the form of a "blog post", often the ability for readers to commend or provide feedback, contain archives to past blog post, and link to other blogs and bloggers. First, bloggers post entries through manual software, such as a web browser, or automatic software, which is down loaded of the internet and used to instantly publish content to web. Second, the resulting blog page resembles a personal dairy, with entries sorted by time and date, a much stricter format than personal web pages of the past. Blogs generally share the following features: individual ownership, posted updates displayed in reverse chronological order and the archival of old posts (Sim and Hew, 2010).

Definition of Blog

A blog is defined in the dictionary as "a web site that contains an online personal journal with reflections, comments, and often hyperlinks provided by the writer". Blood Rebecca (2003) defines web logs as "personal organizational web pages organized by dated entries, with newer items postal to the top of the site, usually consisting of links, media, commentaries, personal thoughts, assays, papers and ongoing discussions".

Features of Blog

a) **Weblog posts:** weblog posts include a subject title and a body message posts can be relatively short in length such as one or two paragraphs, or they could be a long, thought full expose, encompassing a dozen paragraphs. They can be comprised of a variety of media objects, including text,

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pictures, graphics, or multimedia and even popular file formats such as Microsoft office documents or Adobe PDFS. These posts receive a timestamp to denote time and date of the post.

b) Comments: Readers of a weblog have an opportunity to respond to a blog post, through a comment or feedback link. These comments create a thread as many readers can comment on a single post. They contain a timestamp and are viewable to the public. Bloggers can also respond back to reader comments. Blog readers can click "post a comment" to add a new comment, or "comment" to read privacy ones.

c) Archives: The front page of a blog contains only a certain amount of posts sometimes two or three and sometimes twenty. For authors who have maintained their blogs for longer periods of time, they can store past blog posts in an accessible, often searchable archive. Archives can be organized by month, by week, or even by number of posts.

d) Templates: Another useful feature for web authors is presentation tools that allow pages to be built from pre existing templates. Blog authors can choose from a variety of graphical layouts, typography and color schemes. This allows complete customization and a feeling of personalization for bloggers without and sophisticated technical expertise.

Blogging as a tool for learning

Blogs Allow the students for Self-Direction. The personal blog allows each blogger to determine the focus and purpose of the writing as well as the method (Winer, 2003). A weblog provides its author with personal space for learning that does not impose a communal learning agenda and learning style. At the same time learners are not alienated and can benefit from a community feedback, validation and further development of ideas (Efimova and Fiedler, 2004). Blogs Provide Rich Opportunities for Reflection and Meta-Cognition. Blogging culture, in which frequent updating is expected and ideas and arguments are judged on merit (Downes, 2004), may encourage ongoing and thoughtful writing and reflection. Blogs invite perspective making and taking through interacting with an audience. Authoring blogs involves engaging in two simultaneous conversations: one with the self and one with others (de Moor and Efimova, 2004). This interplay between articulating ideas in one's own personal space that encourages "social cross-fertilization" results in a form of perspective making and perspective taking (Boland and Tenkasi, 1995) that can encourage new ideas (de Moor and Efimova, 2004). Blogs allows the students for Knowledge Brokering. Blogging features and blogging cultural practices may allow and encourage bloggers to select and connect their own work and thoughts to those of others, thus taking the role of "knowledge brokers" (Lave and Wenger, 1991, as cited in de Moor and Efimova, 2004).

Significance of the study

Blogs have the potential to increase reflection, sense of community and collaboration in undergraduate classrooms. Only recently have blogs been viewed as mainstream communication tools. Nearly every day we hear about blogs, weblogs, blog sphere, blog farms, and even blogs peak. Recent estimates report the number of blogs has passed the 4 million mark (Husband, 2004). Blogging provides a new interaction opportunity an easy means to reach to people. It opens a new

door to share and access information from around the world. Blogs are an increasingly accepted instructional technology tool. Blogs can be used for reflection about classes, careers, or current events; they can also capture and disseminate student and faculty-generated content. Blogs provide a forum for discussion that goes beyond course work to include culture, politics and other areas of personal exploration. B.Ed., students often learn as much from each other as from instructors or text books, and blogs offer another mechanism for peer-to-peer knowledge sharing acquisition. Also both students and teachers are unrestricted to time and place. Studies of their effectiveness are still limited; keeping these points in mind the present study of "THE EFFECTIVENESS OF TEACHING PSYCHOLOGY THROUGH BLOGGING FOR FIRST YEAR B.Ed., STUDENTS" was undertaken to determine that the students could use this package to improve their understanding on psychology concepts.

Statement of the problem

The present study is entitled "THE EFFECTIVENESS OF TEACHING PSYCHOLOGY THROUGH BLOGGING FOR FIRST YEAR B.Ed., STUDENTS"

Objectives of the study

- To find out whether there is any significant difference between the pre- test and the post test scores of control group.
- To find out whether there is any significant difference between the pre- test and the post test scores of experimental group.
- To find out whether there is any significant difference between the pre- test scores of control group and experimental group.
- To find out whether there is any significant difference between the post- test scores of control group and experimental group.
- To find out whether there is any significant difference between the gain scores in the control group and experimental group

Hypotheses

- There is no significant difference between the pre test and the post test scores of control group.
- There is no significant difference between the pre test and the post test scores of experimental group.
- There is no significant difference between in the pre test scores of experimental and control group
- There is no significant difference between in the post test scores of experimental and control group.
- There is no significant difference between the gain scores of the control and experimental group.

MATERIALS AND METHODS

The method adopted for the present study was experimental method. It is a most popular method which attempts to describe and interpret conditions, practices, process, trends, effects, attitudes and belief.

Design of the study

Experimental design is the blue print of the procedures that enable the researcher to test hypotheses by reaching vivid

conclusions about relationships between independent and dependent variables. In this experimental method two groups of subjects are selected. One of the equivalent groups serves as the control group in which the subjects are taught by the traditional method. The other group serves as the experimental group in which the subjects are taught using the blog. In various research designs the investigator selected Non-randomized pre test, post test control group design for the present study.

The research design consisted of 4 phases

- Selection of sample.
- Blog development. (Inclusion of posting made in the Blog)
- Construction of an achievement test.
- Experimentation

The equated group design

An experimental design is the equated group technique in which the relative effects of two treatments are compared on the basis of two or more groups, which are equated in all relevant aspects.

Thus, the main steps in the equated group method are as follows:

- Securing equivalent groups.
- Applying the experimental factor.
- Comparing the results.
- Interpreting and reporting the results

Population

The population for the present study was identified as all the students in B.Ed first year from Tuticorin District affiliated to Tamilnadu teacher Education University. The experimentally accessible population of B.Ed., first year students was selected from Dr.Sivanthi Adidanar College of education, Tiruchendur.

Sample

The sample of the study consisted of 40 B.Ed. students studying psychology as an core subject from Tuticorin District affiliated to TamilNadu Teacher Education University for the study. According to the scoring of pre and post achievement test, 20 B.Ed., students were chosen as control group and another 20 B.Ed, students were chosen as experimental group

Tools Used

The following tools have been used for the present study:

- Blog developed and validated by the investigator for teaching of psychology.
- The lesson plan for the conventional method was prepared by the investigator
- An achievement test was prepared and validated by the investigator to measure the effectiveness of Blog in teaching

Statistical techniques used in the study

- Mean
- Standard Deviation

- 't' test for determining the significance of difference between means of two sub-groups. (Aggarwal, 1990)

Analysis of data

Null Hypothesis 1

There is no significant difference between the pre-test and the post test scores of control group

Table 1. Difference between the pre test and post test scores of contrl group

Group	Number	Mean	SD	't' value	Remarks at 5% level
Control Pre-test	20	9.16	3.0279	9.122	*Significant
Control post test	20	20.9	3.6113		

(* for df = 38 at 5% level of significance the table value of 't' is 2.02)

Table 1 reveals that there is a significant difference between the pre test and post test scores of control group. The 't' value is significant at 5% level. Therefore we reject the null hypothesis.

Hypothesis 2

There is no significant difference between the pre test and the post test scores of experimental group.

Table 2. Difference between the pre test and the post test scores of experimental group

Group	Number	Mean	SD	't' value	Remarks at 5% level
Experimental Pre-test	20	9.5	1.960		
Experimental Post-test	20	30.05	3.300	21.506	*Significant

(*for df = 38 at 5% level of significant the table value 't' is 2.02)

Table 2 reveals that there is a significant difference between the pre test and post test scores of experimental group. The 't' value is significant at 5% level. Therefore we reject the null hypothesis.

Hypothesis 3

There is no significant difference between the pre test scores of experimental and control group.

Table 3. Difference between the pre test scores of experimental and control group

Group	Number	Mean	SD	't' value	Remarks at 5% level
Control Pre-test Score	20	11.3	3.027		*Not
Experimental Pre-test score	20	9.5	1.960	1.951	Significant

(*for df=38 at 5% level of significant the table value 't' is 2.02)

Table 3 reveals that there is no significant difference between the control and experimental pre test scores. The 't' value is not significant at 5% level. Therefore we accept the null hypothesis.

Hypothesis 4

There is no significant difference between the post test scores of control and experimental group.

Table 4. Difference between the post test scores of control and experimental group

Group	Number	Mean	SD	't' Value	Remarks at 5% level
Control Post-test Score	20	20.9	3.611		
Experimental post-test score	20	30.05	3.300	8.556	*Significant

(*For df=38 at 5% level of significant the table value of 't' is 2.02)

Table 4 reveals that there is significant difference between the control and experimental post test scores. The 't' value is significant at 5% level. Therefore we reject the null hypothesis.

Hypothesis 5

There is no significant difference between the gain scores of the control and experimental group

Table 5. Difference between the gain scores of the control and experimental group

Group	Number	Mean	SD	't' value	Remarks 5% level
Gain score control group	20	9.6	4.706		
Gain score experimental group	20	20.55	4.273	6.706	*Significant

(*For df=38 at 5% level of significance the table value of 't' is 2.02)

Table 5 reveals that there is significant difference between the control and experimental gain scores. The 't' value is significant at 5% level. Therefore we reject the null hypothesis. That is, the experimental group students are better than the control group students in their gain scores. Hence, the blog is effective for the B.Ed. Students.

Findings

- There is a significant difference between the pre test and the post test scores of control group.
- There is a significant different between the pre test and the post test scores of experimental group.
- There is no significant different between in the pre test scores of experimental and control group.
- There is a significant difference between in the post test scores of experimental and control group.
- There is a significant difference between control and experimental group students in their gain scores.

Interpretation

These findings showed that the two groups of the present study are equal but in the experimental group performed well when they are taught with the blog. This shows that using teaching through blog effective than the ordinary lecture method. In general Blog is effective in web-based learning among B.Ed., students. Further the content was presented in a logical manner with multimedia effects. Thus this Blog is effective in teaching Psychology among B.Ed. students.

Conclusion

Teaching is a continuous process of Simulation, Guidance, Direction and encouragement of learning. Blog have the potential to transform the way teaching and learning activities are carried out by providing autonomy and interactivities with peers and external commentators. This again supports the

notion of the blogging activity as a student-centered, peer-focused exercise (Chiddo, 2006; Glogoff, 2005). They definitely have the capacity to change the way we teach, in turn improving the learning experiences for the B.Ed., students. These technology enhanced, journals can ensure that B.Ed. teacher trainees gain both technological and discipline knowledge. In particular, it is hoped that the capacities of blogging for self presentation and social interactivity would assist scholars to forge a stronger sense of personal empowerment and expressive entitlement, on the one hand, and increased connection to shared learning community on the other (Harley Hatin, 1999). Teachers should use new technologies like blog and other communication tools by incorporating them into the course delivery approach and for assessment of the performance of B.Ed., students.

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