



An Analytical Study on the Pattern of use of Edublogs by the Student-teachers in Relation to Their Level of Programmes

Dr. Monika Singh*

Abstract: *Technology aids in developing and adopting new approaches to teaching and learning and can be really helpful for specialized growth of future teachers. Technology lends support to both student and the teachers as it is an integral part of the classroom learning environment. One of the documents NCFTE 2009 also expressed the concern about ICT integration in education and that it should be used for professional growth and academic enhancement of pre-service and in-service teachers. Reasonably priced ICT tools and techniques can be integrated into classroom practices right from the primary stage so that the students may attain the desired proficiency. Student teachers of B.Ed and D.El.Ed should be introduced to the computers and its education and research during their training. Using a blog can be a great influential 21st century tool for professional learning as well as writing, Edublogs are web 2.0 tools which should be used in teaching learning by the pre-service and In-service teachers of. In the study the pattern of use of Edublogs by the added users like student teachers of B.Ed and D.El.Ed was studied through the graphs automatically generated in the Edublogs. The analysis of the data to study the pattern of use of Edublogs has been done on the basis of the graphical data generated on the Edublogs which was monitored and studied for a period of three months. The findings concluded that B.Ed. Student-teachers were more participative as they used Edublogs more often than D.El.Ed. Student-teachers.*

Keywords: *NCFTE, Blogs, Edublogs, Student-teachers, Web 2.0, B.Ed, D.El.Ed*

1. INTRODUCTION

Blogs are routinely updated daily. Using a blog can be a great influential 21st century tool for professional learning as well as writing. Blogs become a medium for public expression that is imperative for educators who want to amend and refine their thinking about teaching and learning. Some blogs are defined by their type: a teaching blog for educators, a techie blogs for technologists, fashion blogs, videoblogs, photoblogs etc, .. Edublogs for example is an education-specific blogging service which means it is a platform meant only for education purposes. And for the reason that it is the largest blogging

platform for educational purposes, its deliberate users are people concerned with education like mentors, teachers, professors, administrators, librarians, students etc. Technologies in the form of interactive tools can smoothen the progress of creation of knowledge, deciphering meaning and establishing new connections. Interactions with ICT provide users with modern ways of undertaking things, exchange or augment abilities. Technological innovations can provide many resources and many of which are free to use and it is important to incorporate new learning tools like Edublogs to make the overall educational process interesting provided the future teacher's are trained in making use of these emerging technologies in the classrooms.

There are reasons that will encourage one to use such tools as Educators like Edublogs in the teaching learning process the only things required are interest, focus, consistency, desire to integrate technology into Education which is also the need of today's digital era, passion for writing, reading and creating something new in education. Also, a teacher's future professional development in the present scenario should have objectives like, skills with the new and advanced applications of computer, change in a teacher's role and curriculum, also changes the use and intervention of ICT in education.

2. STATEMENT OF THE PROBLEM

On the basis of the above description the researchers chose the following problem for investigation: "An Analytical study on the pattern of use of Edublogs by the student-teachers in relation to the level of Programmes.

1) Objectives of the Study

- (i) To Create a Blog using the platform Edublogs.org to integrate ICT in Education for the student – teachers of B.Ed. and D.El.Ed. programme.
- (ii) To Study the pattern of use of Edublogs by student-teachers in relation to their: level of the programme – D.El.Ed. and B.Ed.

*Assistant Professor, Department of Education, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi
monikasingsh@msi-janakpuri.com

Since Objective 1 was only creating a blog using the platform Edublogs.org to integrate ICT in education for the student-teachers of B.Ed. and D.El.Ed, so no hypothesis was required for the objective.

Hypothesis (ii) Student-teachers of B.Ed. and D.El.Ed., will show variation in their pattern of use of Edublogs.

(2) Method

The first objective of the study was to create a blog using platform Edublogs.org. Edublogs are blogs created specifically for educational purposes. The Edublogs created using the platform <https://Edublogs.org> in the present study for the future teachers of B.Ed. and D.El.Ed. courses mainly covered the content based on the topics that are included in the curriculum of B.Ed. I Semester and of D.El.Ed. First year viz; topics mostly from their foundation papers- Childhood and Growing up and Critical understanding of ICT in Semester-I, B.Ed...

The *Edublogs* was created as given in the steps below:

- 1) Creating a user name for your Edublogs
- 2) Creating a Blog Title
- 3) After login the blog screen has the option as dashboard which is actually used to view the content that is posted on it and is the overall control of the blog.
- 4) Optimizing theme and appearance for the Edublogs
- 5) Setting up a class Blog
- 6) Setting up rules and guidelines for the class
- 7) Orientation about Edublogs and its use in Education
- 8) Adding users to the class Blog so that they can write posts and comments
- 9) Adding a visitor tracking widget (tool) to the blog sidebar: The visitor tracking widget was required for the study as the pattern of the use of Edublogs was to be studied by the B.Ed and D.El.Ed student teachers.
- 10) Combined graphs for three months were also generated using this widget.
- 11) Posting the content on the Blogs.

Student - teachers were allowed to use the blogs for a period of three months. After that, the pattern of their use was analysed, which was the second objective of the study. The analysis was done on the basis of frequencies.

Sample of the study

In the present research the B.Ed. student-teachers studying in the colleges affiliated to G.G.S.I.P.U and D.El.Ed student - teachers studying in the Institutes affiliated to SCERT were the sources of the data. The sample consisted of 458 student

teachers in all and included approximately equal number of student -teachers from each of the course i.e., B.Ed. and D.El.Ed. There were 252 student-teachers from B.Ed. and 206 from D.El.Ed courses, who constituted the sample for the study.

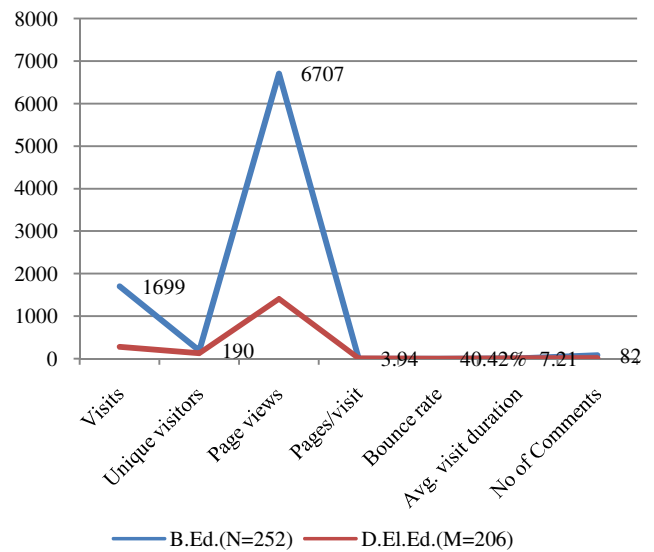
Analysis and Interpretation

For scoring, the statistical data obtained from the Edublogs in terms of visits, average visit duration, unique visitors, bounce rate in the Edublogs, page view /page visit, comments on the Edublogs etc. was taken as frequencies which were collected for each of the three months separately and were later added for the purpose of analysis.

Discussion

TABLE 1: Pattern of use of Edublogs (Three months) by B.Ed. and D.El.Ed student-teachers

S. No.	Criteria	B.Ed. (N=252)	D.El.Ed. (M=206)
1.	Visits	1699	279
2.	Unique visitors	190	127
3.	Page views	6707	1408
4.	Pages/visit	3.94	5.04
5.	Bounce rate	40.42%	31.46%
6.	Avg. visit duration	7.21	8.79
7.	No of Comments Received	82	09



Graph 1: Pattern of use of Edublogs (Three months) by B.Ed. and D.El.Ed. student- teachers.

The analysis showed the no of visits, unique visitors, average visit duration, page/views, bounce rate, and comments received on the Edublogs which were analysed to find out the pattern of use of Edublogs by the users. Sample student-teachers of both B.Ed.and D.El.Ed. took interest and interacted through the Edublogs and commented on the Edublogs. The analysis was done on the basis of the graphical data generated on the Edublogs which was monitored and studied for a period of three months.

The first criteria, the visits are counted according to the number of times users visit the Blog. Every time a user logins to the blog, it is registered as different visit to the blog. The number of visits as indicated in the table shows 1699 times by 252 B.Ed. users, the blog is visited in three months duration from which it can be interpreted that on an average B.Ed student teacher accessed/login the blog 7 times. Edublogs can be helpful to these learners as they can access the content related to their syllabus on a single platform. The researcher also took this into consideration and provided the content by referring to various sources. Similarly the pattern of use of Edublogs was studied on the basis of other criteria like unique visitors which indicates number of different users access the blog is treated as unique visitor over the course of the past month and the no. of times a user visits the blog using different devices/browsers (like laptops, smart phones, computer etc. As seen from the table 4.23 the unique visitors in case of B.Ed. is 190 out of the total 252 added users who accessed the Blog. This indicates that approximately 75% participation was seen in case of B.Ed student teachers. The next criteria for the study of pattern of use of Edublogs are the page views which are counted every time a user opens or reloads a webpage on the Edublogs. In this way, for instance a single user loading the webpage 5 times in a single session will generate 5 page views. So, on the basis of the above criterion in case of B.Ed webpage's were accessed 6707 times. So on an average 27 webpage's of the posts are accessed per user.

The next criterion is number of pages/visit which counts the average number of pages that a user loads during a single visit to a blog. In the above table B.Ed. student-teachers on a single visit access 3.94 pages /visit. Bounce rate is defined in terms of the percentage of visitors who load a single page on the Edublogs and then leave without any additional interaction. The lower the bounce rate, the better it is depending upon the number of users. It shows that how engaging the researcher's blog is. As can be seen, the bounce rate in case of B.Ed. is 31.46 % it indicates that 77 users did not loaded more than single webpage or left without any further interaction and remaining 113 B.Ed users were consistently engaged in using the Edublogs for the content. Average visit duration indicates the average time duration a user visits the Edublogs during a single visit. The average time for which the B.Ed. student-teachers visited the blog is 7.21mins.

3. FINDINGS OF THE STUDY

When compared on the basis of the criteria mentioned in the above table, B.Ed. as well as D.El.Ed. Student-teachers show variations in their pattern of use of Edublogs in terms of the visits on the Edublogs, unique visitors, page views, pages/visit, bounce rate, average visit duration, and No. of comments received on the Edublogs. The pattern of use of Edublogs by B.Ed. and D.El.Ed. student-teachers, when compared, the B.Ed. student-teachers showed significantly more no of visits as compared to the D.El.Ed. student-teachers. Also, the pages were viewed extensively in case of B.Ed. student-teachers and less in case of D.El.Ed. student-teachers.It is found that B.Ed. student-teachers were more participative and involved in the use of Edublogs than D.El.Ed. Student-teachers. The reason for less no. of visits and unique visitors in case of D.El.Ed. student-teachers probably could be that they are used to studying from their recommended textbooks based on their papers and they find it easy to go through these books to prepare the content instead of studying through Edublogs. Another probable reason is the language barrier, as the content posted on the blogs is entirely in English and B.Ed. student-teachers as compared to D.El.Ed. are more proficient in English. Most of the B.Ed. students were comfortable with the language of the content except for a few student-teachers who were less familiar with the language.

4. CONCLUSION

From the above analysis it can be concluded that both B.Ed. and D.El.Ed student-teachers show variation in the pattern of use of the Edublogs for learning and hence the Sub-Hypothesis is accepted. In B.Ed. student-teachers use of Edublogs was found to be higher than among the D.EL.Ed student-teachers. The results of the study show that the teacher's positive approach is a vital sign of keenness and first step in effective assimilation of ICT in education. The analysis of the data revealed that Edublogs is considered a unique educational tool by most of the student-teachers from B.Ed. and D.El.Ed courses.

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E-Resources :-

- [23] <http://core.ac.uk/download/pdf/5162.pdf>
- [24] <https://net.educause.edu/ir/library/pdf/ERMO450.pdf>.
- [25] www.oreilly.co.in
- [26] <http://edublogs.org>
- [27] <https://er.educause.edu/articles/2004/1/educational-blogging>