BLOG-BASED LEARNING IN CURRICULUM

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Abstract

The study was conducted an experiment of Blog-based learning in curriculum. Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamilnadu was selected to provide for two equivalent groups that is there were 20 students in each group in second year B.Ed students were randomly formed on the basis of their academic achievement. The tools used were the blog based learning developed by the investigators, and an achievement test. After a pre-test for both the groups, the control group was taught the topic 'Resources of curriculum' by using traditional methods. The experimental group learned the same topics, in the same period, through blog based learning. The post-test was conducted for both the groups. Based on finding in gain score experimental group students were better than the control group students in their gain scores, as well as in the attainment of knowledge, understanding and application in their gain scores. Blog based learning is effective and easily in teaching curriculum concepts to students.

Introduction

A blog is refer to concept information website published on the World Wide Web may be, often formal and informal diary-style text entries (posts). Posts are typically displayed in dissenting order, so that the most present post appears first, at the top of the web page (Forsey, C. 2020). Blogging refers to photography, writing, and other social media that's self-published internet. Blogging started as an chance for individuals to write diary-style posts (Sadiq, T. 2020). An education blog or edublog is a blog (weblog) created for educational purposes. Blogs offer a huge tutor power as an online resource. There are many approaches to use an education blog they offer many advantage. From all subjects blogging is great approach to take literacy across the curriculum. Blogging not only requires subject mastery knowledge, it also takes good writing ability (Pappas, C. 2020).

Review of Related Literature

The results revealed that the subjects' ISS and AREPDiT post-test mean scores were significantly higher than their pre-test mean scores and that their misapprehension about AREPs were substantially eliminated by the intervention. The subjects' responses to the blog use were generally positive (Kahraman, S. 2021). The findings indicated a significant influence between learner-learner interaction, learner-teacher interaction and learner-content interaction on subjective learning outcome. In contrast, there was no significant influence of learner-teacher interchange on objective learning outcomes, but learner-learner and learner-content did significantly affect objective learning outcomes. A significant relationship was also found between students' subjective and objective learning outcomes (Quadir, B., Yang, J. C., & Chen, N. 2019). The results of this study showed that in blog environments, students' sense of community, peer feedback perception and course engagement were significant predictors of their learning. The study findings have implications for both teachers

and students and can be used as a structure to help the successful use of educational blogs (Gurer, M. D. 2020).the results of a survey of a group of 37 teachers who used LePress for at least six months. The study demonstrates that by using LePress, teachers experienced an increase level of control over several aspects of the course and this reinforced their insight about the ease of use of the system (Tomberg, V., Laanpere, M., Ley, T., & Normak, P. 2013).

Need and Significance for the Study

Curriculum concepts transformation outside the classroom today is attractive and quick, but it is boring inside the classroom. Blogs help grow learning communities, let students take ownership of their learning, encourage creativity of expression, create multimodal spaces, give students opportunities to address audiences other than their professors, foster opportunities for reflection and provide them with tangible evidence of their learning over time. From morning to evening, more than five hours, students are made to sit in the same place and listen to one way communication to the subject concept push upon them. Self-learning through blog based learning could remove the monotony of the classroom and provide motive and also reduce the workload of the teachers in the long run.

Objective for the Study

1. To find out significant difference between control and experimental group students in their gain scores.
2. To find out significant difference between control and experimental group students in attainment of knowledge their gain scores.
3. To find out significant difference between control and experimental group students in attainment of understanding their gain scores.
4. To find out significant difference between control and experimental group students in attainment of application their gain scores.

Hypotheses for the Study

- $H_0$1. There is no significant difference between control and experimental group students in their gain scores.
- $H_0$2. There is no significant difference between control and experimental group students in attainment of knowledge their gain scores.
- $H_0$3. There is no significant difference between control and experimental group students in attainment of understanding their gain scores.
- $H_0$4. There is no significant difference between control and experimental group students in attainment of application their gain scores.

Method for the Study

Dr. Sivanthi Aditanar College of Education, Tiruchendur, Tamilnadu was selected to provide for the experimental and control groups. There were 20 students in each group in second year B.Ed students. Two equivalent groups were randomly formed on the basis of

their academic achievement. The tools used were the blog based learning developed by the investigators, and an achievement test in curriculum developed by the investigators.

After a pre-test for both the control and the experimental groups, the control group was taught the topic 'Resources of curriculum' by using chalk and talk methods for ten days one hour a day. The experimental group learned the same topics, in the same period, through developed blog based learning. The post-test was conducted for both the groups. The gain score were calculated by subtracting the pre-test scores form the post-test scores.

Hypothesis Analysis

$H_0$1. There is no significant difference between control and experimental group students in their gain scores.

Table 1: Difference between Control and Experimental Group Students in Gain Scores

Group	Mean	S.D	Calculated 't' value	Remark at 5% level
Control (N=20)	22.2	8.8	4.6981	S
Experimental (N=20)	10.5	6.6		

(At 5% level of significance, the table value of 't' is 2.03)

It is inferred from the above table that the calculated 't' value (4.6981) is greater than the table value (2.03). Hence the null hypothesis ($H_0$1) is rejected. That means there is a significant difference between the control and experimental group students in their gain scores.

$H_0$2. There is no significant difference between control and experimental group students in attainment of knowledge their gain scores.

Table 2: Difference between Control and Experimental Group Students in Attainment of Knowledge in the Gain Scores

Group	Mean	S.D	Calculated 't' value	Remark at 5% level
Control (N=20)	4.25	2.77	4.5134	S
Experimental (N=20)	1.35	2.53		

(At 5% level of significance, the table value of 't' is 2.03)

It is inferred from the above table that the calculated 't' value (4.5134) is greater than the table value (2.03). Hence the null hypothesis ($H_0$2) is rejected. That means there is a significant difference between the control and experimental group students in the attainment of knowledge in the gain scores.

$H_0$3. There is no significant difference between control and experimental group students in attainment of understanding their gain scores.

Table 3: Difference between Control and Experimental Group Students in Attainment of Understanding in the Gain Scores

Group	Mean	S.D	Calculated 't' value	Remark at 5% level
Control (N=20)	8.85	3.75	4.8546	S
Experimental (N=20)	3.70	3.17		

(At 5% level of significance, the table value of 't' is 2.03)

It is inferred from the above table that the calculated 't' value (4.8546) is greater than the table value (2.03). Hence the null hypothesis ($H_0$3) is rejected. That means there is a significant difference between the control and experimental group students in the attainment of Understanding in the gain scores.

$H_0$4. There is no significant difference between control and experimental group students in. attainment of application their gain scores.

Table 4: Difference between Control and Probing Group Students in Attainment of Application in the Gain Scores

Group	Mean	S.D	Calculated 't' value	Remark at 5% level
Control (N=20)	9.10	3.83	3.4959	S
Experimental (N=20)	4.85	4.58		

(At 5% level of significance, the table value of 't' is 2.03)

It is deduce from the above table that the calculated 't' value (3.4959) is greater than the table value (2.03). Hence the null hypothesis ($H_0$4) is rejected. That means there is a significant difference between the control and experimental group students in the attainment of application in the gain scores.

Interpretation

In sum, we can assert that the experimental group students were better than the control group students in their gain scores, as well as in the attainment of knowledge, understanding and application in their gain scores. The results may be due to the fact that the blog based learning is effective in teaching curriculum to B.Ed second year students. Since the blog based learning is developed by using hyper link, image, video lecture is attractive. This may have also motivated students to understand concepts and theories in curriculum.

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