

The Use of Blogs as a Dynamic Curriculum

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Abstract: In modern school education, the integration of technology has revolutionized traditional teaching methods and introduced innovative approaches to curriculum design. Class blogs and student blogs have emerged as dynamic web 2.0 tools that hold immense potential to transform the learning experience in schools. This abstract explores the utilization of class blogs and student blogs when both used as a dynamic curriculum strategy, highlighting their benefits, challenges, and implications for enabling active student engagement, collaborative learning, and the development of essential 21st-century skills. Class blogs, often managed by educators, offer a platform for disseminating course content, assignments, and supplementary materials that can be flexibly modified. The ability to integrate multimedia elements such as videos, images, and interactive quizzes further enhances the learning experience, catering to diverse learning styles and promoting deeper understanding. Additionally, student blogs empower learners to become content creators. These blogs provide students with a space to express their thoughts, reflect on their learning experiences, and share their insights with a wider audience. The use of both class blogs and student blogs to build a curriculum, when properly deployed, will promote active engagement and motivation by offering individualized and interactive learning environments. Blogs encourage the development of digital literacy skills and critical thinking, as students learn to navigate online platforms, create multimedia content, and evaluate digital sources. These skills are essential in the 21st-century workforce. However, challenges do exist in the implementation of class blogs and student blogs. Privacy and authentication of student's assignments in their own blogs which require educators to be creative in choosing assignments that promote differentiations. Educators must also devote time to train staff for this technology.

Keywords: Blogs, Class blog, Student blog, Dynamic Curriculum, Electronic Portfolio, Active Learning, Self-reflection.

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Introduction

The rapid development of digital technologies and the incredible growth of social media, over recent years, have presented educators with a variety of means and with many opportunities and challenges to make use of these digital tools (Fanouraki & Zakopoulos, 2023). Additionally, there is significant evidence that the use of digital technologies can assist learning and teaching and enhance the ability of children to learn effectively (The

Scottish Government, 2015; OECD, 2015; Olofsson, Lindberg & Fransson , 2017). Also, the digital literacy requirement for students in the 21st century has to do with the ability of the person to manage, access, integrate, evaluate and use as an individual or as part of a team the current ICT along with the ability to adapt to new technologies and use it at work or at home in an effective manner (Saad, 2021). This will support students' acquisition of the knowledge and skills needed to succeed in the knowledge based 21st century society. The graduates of secondary school must have these skills for the digital literacy requirements (i.e. ICT skills, critical thinking skills, and ethical skills). Additionally, there are always challenges in teaching science, technology, engineering and mathematics to K-12 students, known as STEM subjects due to the scientific nature of these subjects that require strong thinking, higher order as well as the ability to connect and relate to abstract concepts. In addition, the number of students interested in these subjects is decreasing (Hom, 2014).

The combined technology will ensure designing a curriculum that is dynamic. Dynamic curriculum refers to a flexible educational framework or plan that is adaptable and responsive to the changing needs, interests, and circumstances of students, society, and educational contexts. It is designed to evolve and adapt over time to ensure it remains relevant, engaging and effective in achieving its goals. So, a dynamic curriculum enhances learning with flexibility, real-world relevance, and technology integration. It promotes adaptability, critical thinking and interdisciplinary understanding, which helps preparing students for scalable careers and instilling the values of sustainability and social responsibility, thereby promoting a rich learning journey. Adaptability in education is essential for students to thrive in a rapidly changing world. Reasons include rapid technological change, globalization, changing labor markets, the need to solve complex problems, promoting a lifelong learning mindset, diverse learning styles, management uncertainty and drive innovation. An adaptive education system develops agile learners, critical thinkers, effective communicators and responsible global citizens, preparing them for a future dynamic. As the use of Web 2.0 applications such as blogs will also enable students to acquire their digital literacy (Saad, 2021) and build a dynamic curriculum.

What are Blogs

Blogs are an educational tool that has been used over a long time with several subjects in many educational levels (Sad et al., 2018). According to Xie et al. (2010) blogs promote deep cognitive thinking by increasing the learner's motivations and mindful manipulation of ideas. This means improvement of learners' reading and writing skills through blogging-based writing practice (Ibanez 2022; Cantina 2022; Alsamadani 2017). As McGurk puts it: blogging can increase student engagement by cultivating a student-centered online environment that motivates students to write for an audience. Furthermore, when paired with effective instructional design, the review found that blogging can promote student self-expression and create opportunities for higher-order thinking (McGurk, 2014). Sim and Hew (2010) have defined blogs as "personal web pages, or internet-based pages" which have mainly four features: "updates that are displayed in a reverse chronological order, hyperlinked post pages, individual ownership, and archival of all posts". Blogs can be divided into two main types: Teacher's blog and student's blogs.

Teachers Blog

Teacher's blog is where teachers insert their own version of the curriculum gradually, dynamically and puts assignments for students throughout the semester. The gradual insertion of the curriculum is important for the sake of the pedagogic learning for students and in order for them to grasp the educational material slowly and gradually. The dynamic nature of blogs enables the teacher to instantly change the educational material given to students according to his/her own judgment and based on the current learning level of students, hence, the teacher has the ability to modify the curriculum instantly which was never before available with curriculum that is based on books or printed materials which require enormous time to print or modify. In fact, in some experimental assignments the modification may be within the current educational session and based on the formative assessment obtained from students. Teacher blogs are powerful online platforms for educators to share knowledge, resources, and teaching experiences on a global scale. Acting as accessible knowledge repositories, they facilitate global communication and collaboration, provide interactive learning experiences with multimedia, provide information and updates in real time, encourages discussion and critical thinking, fosters a learning community, highlights expert knowledge, improves parent-teacher communication, and promotes lifelong learning. Teacher blogs are revolutionizing education, leveraging technology to enrich the teaching and learning experience.

Students Blog

Students blog is the student's collection of his own work that could be answers to specific assignments or it could be his or her own work within a specific period of time. The work inserted in the student blog could be accumulative which enables the student to consider as his/her own accomplishment to help him/her reflect on his/her work and hence deepen his/her own learning.

In fact, Blogs are a vital tool to share and discuss information in real-world problem-solving (Thohir et al., 2020). Video blogs can be as suitable for learning as text blogs (Delgado et al, 2022). In another study, it shows that using teaching blogs not only enhances learner satisfaction, but also increases university students' learning achievement. Another study results show that higher quality teaching blogs positively influence the extent of student blog use, which in turn positively influences student learning satisfaction and achievement. (Wang, 2022). Additionally, in an investigation of the integration of blogs into EFL classes: Learners' views towards blogs and preferences for writing classes. The findings had revealed the learners' views towards their self-confidence, digital literacy, and writing habits, which changed in a positive manner. Besides, it was also understood that the participants made their preferences in favor of blogs rather than paper-based activities (Bal, 2021). In one of the experiments for student teachers where they used blogs, the researcher reported "that the student teachers enjoyed re-reading their blogs, were able to identify their development in terms of their professional identity, and their writing skills, and felt that the practice increased their sense of self-efficacy." (Biberman-Shalev, 2022). Engagement can be defined as the amount of enthusiasm, eagerness, and consistency that learners put into learning (Mebert et al., 2020). So Teachers can enhance students learning by the following

steps:

1 - Goal Setting: Research literature indicates that a teacher's goal-setting ability is an effective way to enhance academic engagement. However, teachers ultimately feel unprepared to include goal-setting instruction into academic content in order to support active student engagement (Rowe et al., 2017).

2- Defining Rules: Teachers need to define rules in order to clarify their expectations. This will facilitate student's engagement through their feeling of competence. Also, the belief of students that their teachers are here to support their learning will also make them more engaged in learning through the sense of belonging that was generated (Thijs & Verkuyen, 2009). So, when teachers define clear objectives, communicate expectations, give guidelines and monitoring work development, respect students' rhythm all are important issues in order to create secure environments, where students can develop a perception of belonging and interpersonal meaningful relationships, which also mean a sense of competence that will affect their engagement (Thijs & Verkuyen, 2009). So Curriculum is a standard-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. (DOE Rhode Island 2023), and the proposed framework for a dynamic curriculum will combine many advantages; it may enhance learning by ongoing changes by teachers, it may promote motivation by using ICT and blogs specifically, which is a Web 2.0 technology, it may also enhance digital literacy requirements for the secondary students through practicing ICT skills and Critical thinking and other 21st century skills, which both promote lifelong Learning (Saad, 2020).

Method

This research uses mixed research approach qualitative and quantitative methods in order to describe, explain and analyze the data. The approach is interpretive, naturalistic approach which attempts to make sense of or interpret the use of dynamic curriculum in terms of the meanings for the people using it. Hence, it involves the study and use of a collection of a variety of empirical materials as the case study in our approach. Another reason to choose a qualitative strategy in this research is the scale of this study, this involves a small group of learners. Additionally, the qualitative method is "devoted more to developing an understanding of the human system in general, such as a teacher using technology with his or her students inside a formal classroom" (Spector, 2008). Quantitative Data tools for Academic Performance was used throughout the experiment. This research aimed to conduct empirical inquiry with groups of learners. Hence, it required the use of different instruments in order to cover different perspectives like attitudes, knowledge, skills in depth. Patton (2002) had noticed that observations in combination with interviews provide researchers deeper understanding of the field of inquiry. Additionally, validate data will be in a more acceptable manner.

The researcher will study two schools with the aim to assess the impact of a dynamic curriculum compared to a static one on student learning outcomes in two settings: The first setting manifested in School A where is teacher blog only, while the second setting manifested in School B where there are Teachers Blog and students each has his own blog. So school A has three classes 9th grade two all-male classes (n1=27), (n2=25) and one

all female class (n=23), three teachers and four teachers as short-term supervisors accompanied students during the experiment. While school B is 10th grade all male students (n=22) two teachers and three teachers as short-term supervisors accompanied students during the experiment. The study was conducted in school A during the academic year 2022-2023 starting from September 2nd, 2022 up to May 20th, 2023. While the study in school B was conducted from March 1st 2023 up to May 20th 2023. In school A the approach was to use one class blog for all three classes during the time period, while in school B class blog along with student blog were used and student post to their blogs according to given assignments.

Data Tools:

Data tools for Academic Performance includes Weekly Quiz Scores (Quiz 1 and Quiz 2), Midterm Exam Score, and Final Exam Score. Semi structured interview, observation, and data analysis of Class Blog, Student's blogs, Semi-Structured Interviews were designed and conducted with all participating teachers and students. Semi-structured interviews were chosen as the main qualitative data collection. The teachers and the students were free to talk about what is of central significance to them. Five-point Likert scale was used to measure perceptions of teachers and students using Blogs versus paper materials and school content management system called Edupage which was used only in School A. Levels of agreement by teachers and students to use Class Blogs during the experiment complied of Likert 5-point scale from agree to strongly disagree. Whereas, the blog type used is Google Blogger with BlogSpot domain. According to Schaferhoff (2020) the best blogging sites include Google Blogger, WordPress, Wix.com, Joomla.com, Medium.com, Squarespace.com, Weebly.com, and Tumblr.com. Out of all these blog sites Google Blogger stands out to be the free simplest to use, and language friendly (for Arabic and Hebrew languages in this research), and because of its simplicity Google Blogger can be used for young students, as young as first graders (Cappali, 2015). And when it comes to simplicity it takes just a minute or less to start a blog through Google Blogger. Blogger can offer a nice selection of colorful themes and templates to choose from. Customizing the layout of the blog is as easy as dragging and dropping elements into place. The user can add additional authors to his blogs. And there are mobile apps for Blogger so the student can post to his blog more easily. The content materials for School A was basics of electronics while the content materials in School B was learning Microsoft Word.

Assessment Measures:

1. Google Blogs: For School B each student maintained a blog to document their learning experiences, reflections, and engagement with the curriculum.
2. Weekly Quizzes: for both schools to assess content understanding.
3. Midterm and Final Examinations: for both schools to evaluate overall academic performance.
4. Student Engagement Metrics: Which includes participation in blog discussions, completion of assignments, and attendance.

The methods for storing data have advanced for testing, triangulating tentative conclusions, spotting various patterns, and working methodically to unearth important truths. As a result, in order to decrease and balance the

study, the researchers needed to employ a variety of sources to compare and contrast one finding with another. In this study, numerous data collection tools were employed in order to obtain a more comprehensive picture of the final results and in order to avoid relying solely on one particular data source.

Results

Teachers' perceptions and insights during and after the experiment:

Teachers in both schools noted that students exposed to dynamic curriculum seemed to be more engaged in class activities and discussions. The class blog allowed real-time interaction and reflection, which appeared to have promoted deeper understanding and student enthusiasm. Additionally, teachers noted that incorporating multimedia elements like images, videos, or infographics in their blog posts had enhanced learning, creativity and appeal. In school B teachers appreciated the detailed and frequent blog posts created by students in the dynamic teaching group. The blog posts by students in School B as Fig.1 provided valuable information about the development of students' thinking processes, self reflection and engagement



Figure 1. sample student blog in school B

with subject content, thereby facilitating the adjustment of teaching methods used in class blog (the dynamic curriculum). Hence, it allowed for more flexibility in addressing current events, emerging topics, and student interests. This in turn improved the relevance of the material and kept students motivated to explore new concepts. But when it comes to grades there is small increase in grades and scoring. But the ability to incorporate examples and real-time updates had contributed to a deeper understanding of the topic. Additionally, the dynamic class blog has helped students develop digital literacy and effective communication skills which was manifested in improved writing, critical thinking, and online interaction skills in students. Many students felt that the class blog was a channel for dialogue between students and the instructor. Students can ask for clarification, share concerns, or get advice, creating an accessible avenue for academic support. As one of the students put it The blog can serve as a space for assignments or projects, enabling us to showcase our work to both our peers and the instructor. This, according to teacher2 in school B, not only builds their confidence but also exposes them to diverse perspectives and approaches. Teacher3 in school B raised the issue of Lack of authenticity: because of the nature of blogging, students may produce work that is tailored to what they sense

their instructor or peers would like to see, rather than expressing their thoughts and creativity, or some students may copy ideas from each others. Also teacher1 in school A liked the ability to modify the curriculum instantly based on the current education level and needs of the class without compromising the basic outlines of the curriculum which gives students concise look on the curriculum and reduces dispersion. He also added that “Teachers can curate a list of external posts, articles, or videos that are relevant to course content and share them on their blog. This allows students to explore different perspectives and gain more knowledge.” Another teacher, teacher1 in School B, raised the issue of privacy where students may not like to share their ideas with the whole world. Student17 in School B talked about organized learning environment :” the teacher's blog provides a structured online platform where we can access all course-related materials, ensuring that we have a central hub for the information related to the course. This helps in organizing the learning process effectively”. This was iterated by school A student 25 “Having all the course materials and resources in one place, easily accessible on the teacher's blog, makes my job easier. I can quickly find what I need to study or complete my homework without having to go through different platforms.” One of the variables that were examined in both schools is the ability to solve exercise problems in both dynamic and static curriculums, As in Table1 and Fig.1 which brings about one example of of teachers and students perceptions in School A and in likert scale to the ability to solve exercise problems in dynamic versus static curriculum. Since the time period was longer

Table 3. Teachers and students Perceptions in School A of using Dynamic curriculum versus static curriculum.

Sch. A	Dynamic C.	Static C.
March	4.3	3.2
April	4.4	3.4
May	4.5	3.3

Than school B so its obvious that teachers and students perceptions are more in favor of dynamic curriculum.

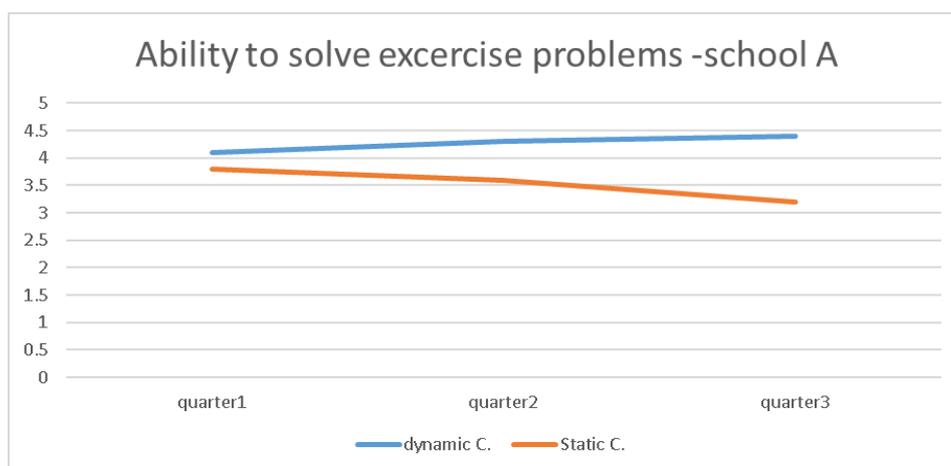


Figure 2. Teachers and students Perceptions in School A of using Dynamic curriculum versus static curriculum.

While in school B the same example of of teachers and students perceptions to the ability to solve exercise

problems in dynamic versus static curriculum: is shown in table2 and Fig.2 where the period is shorter and

Table 4. Teachers and students Perceptions in School B of using Dynamic curriculum versus static curriculum.

Sch. B	Dynamic C.	Static C.
Quarter1	4.1	3.8
Quarter2	4.3	3.6
Quarter3	4.4	3.2

Hence the difference between both curriculums is less obvious than school A.

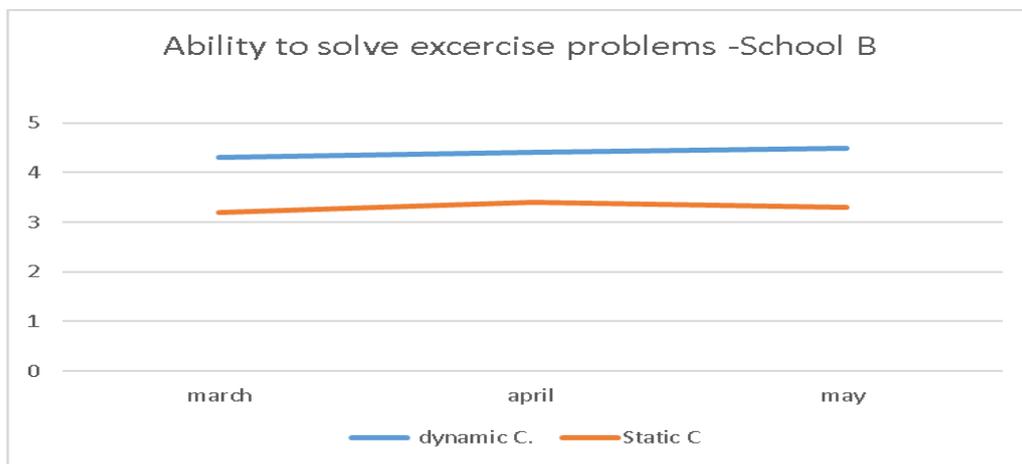


Figure 3. Teachers and students Perceptions in School B of using Dynamic curriculum versus static curriculum.

Other variables that were examined like perceptions of teachers about student engagement and participation in both curriculums were teachers were in favor of dynamic curriculum. Likewise was the variable of students Self-assessment demonstrating the benefits of adaptability. Students and teachers both agreed that the class blog offered students an interactive, dynamic platform that promoted active participation, collaborative learning, and a deeper understanding of the course material.

Limiting Bias in Interpretations

In order to critically evaluate the study, the researchers searched for negative situations and looked for alternative explanations for these cases using other members of the research team. The research team also went over their findings and cross-checked them against additional data sources.

Discussion

As the experiment was in STEM subject (i.e. in Technology) students were able be more engaged and immersed

in learning both in School A and School B since students in the dynamic electronics curriculum could explore current developments in electronic devices and circuits. In School A where Blogs were used by teachers to create dynamic curriculum students were able to comment in blog posts about the latest consumer electronics, like smartphones or wearable devices which promoted meaningful learning: so the inclusion of real-life examples or case studies related to the course material helps students understand how and what they learn relates to the world outside the classroom, making the learning experience more engaging and practical.. The dynamic curriculum could also incorporate links to online simulation tools or tutorials related to electronics which will provide an interactive learning experience. Teachers could use their blogs to pose electronics-related challenges or questions during their projects. Students can then provide feedback, suggestions, or solutions through comments on the blog posts. This collaborative problem-solving approach fosters a sense of community among students. While in school B there was class Blog managed by the teachers and there were student's blogs documenting their feedback and answers to content materials in class blog. One of the benefits of this setting is the creation of practice materials, in the dynamic Microsoft Word program, students created blog posts to demonstrate their Word proficiency. They wrote articles that explain how to format documents, create tables, or use advanced features like mail merge. This practical application of Word skills helped students understand its usefulness in the real world. Additionally, Students wrote in their blogs detailed tutorials on blog posts explaining how to use various formatting options in Word. They showed their expertise by creating visually appealing documents with tables, images, and hyperlinks, all of which they've learned to incorporate during the course which fostered Digital Literacy besides that the blog posts for students blogs can be considered as an electronic educational portfolio for them where the electronic portfolio system has a positive impact on certain subjects, it encourages students to use computers or mobile phones to access information in a virtual environment to self-assess and monitor skills. and its computer development. It provides an innovative way to organize, summarize, and share student work, while demonstrating evidence of professional growth (Karademir et al., 2016; McBride et al., 2015).

Additionally, Teachers and assessors can use these easily accessible portfolios to evaluate student performance, while the portfolios themselves allow students to include, configure Collect and organize portfolio data quickly and instantly. E-portfolios are also useful for measuring and evaluating student learning. So, Wang et al. (2014) proposed a model for the assessment of blogging systems, in order to be used for educational purposes. There are six variables: student satisfaction and learning performance, the system's quality, context and linkage quality, content quality, and system use. Positive attitudes for students towards Internet and Communication Technologies ICT are positively linked to teachers' levels of experience with ICT. This is a necessary condition for the application of ICT in the classroom (Eyvind & Knut-Andreas, 2017). Hence the successful deployment of class blogs as dynamic curriculum is related to teacher ability to choose the right content and the ability to accompany students successfully throughout the time period. Therefore, teachers must be well-trained, dedicated, inspired and with blogs they will be able to control Instructional materials and make it relevant and relevant students. Teacher will be able to make clearer and more precise and tailored to individual students. This dynamic curriculum method for educational content delivery becomes creative, inspiring and not boring for students. The use of blogs as content delivery allowed for Real-time content updates with course materials

updated regularly to incorporate news, developments or examples related to the topic which ensures that students learn the most relevant and up-to-date information. Additionally, the blogs allowed flexible learning path with students have some choice or flexibility in how they move through the course. This facilitated individualized learning path by the students having the opportunity to explore specific topics or areas of interest within a broader subject. Therefore, active learning is enabled by active participation of students in the learning process, often through interactive activities, discussions, projects or assignments, and when students have the opportunity to create their own blogs like in school B they can contribute to the creation of learning materials and share their ideas and promotes self-reflection and higher-order thinking skills. As student13 in School B puts it “it gives a sense of ownership of my own site that I can access it any time anywhere using PC or Cellphone”. Additionally, students were using digital tools like blogs to facilitate communication, collaboration, and information sharing and through school PCs or their own computers or even their cell-phones which participated in equipping them for the 21st century skills. Hence, continuous feedback was enabled through tracking progress and identifying improvement and weaknesses in order to adjust teaching strategies and instructional materials as needed and in real time. Another 21st century skill was critical thinking, analysis, problem solving and inquiry based learning that was used due to the use of dynamic curriculum through blogs and posting real life situations and continuous changing problems. And due to the nature of blogs seen by all students it allowed Collaboration between students and provided opportunities for mutual learning, group projects and discussion, which promoted a sense of community and shared learning experiences.

Challenges in implementing teachers' blogs in a dynamic curriculum

However, in student's blogs since students can see the answers of their peers to the assignments then challenges do exist in choosing the right type of assignments that support differentiation like drawing or composing or authoring personal reflection on the assignment, or Teacher may direct each student to different aspect of the assignment. The privacy aspect is another challenge by educating students not to include personal information within their blogs or blog posts. Additionally, teacher efficacy and teacher's digital skills and knowledge can vary and may impede the deployment of blogs. Hence, there is a need to intensify training for teachers to meet these challenges. On the other hand, Teacher Blog structure is essential to effectively reach and distribute educational content. Steps include defining purpose and audience, choosing the right platform, designing a user-friendly layout, creating clear categories, using an editorial calendar, and encouraging reader interaction through comments. Other Challenges include Technological barriers and privacy concerns require a foundation of training and security. Limited access to technology requires school options and mobile-adaptive platforms. Time constraints require integration and automation of tasks. Student engagement is enhanced by interactive elements and an active online community. Resisting to change requires comprehensive training and highlighting the benefits of educational technology.

Best Practices for implementing Teachers Blogs

To maximize the benefits of blogging in a dynamic school curriculum, teachers must follow important

principles. These include adapting to learning goals, promoting responsible online behavior, encouraging diversity of opinion, setting clear blogging guidelines, ensuring privacy and security, integrating multimedia, providing constructive feedback, promoting active participation, maintaining consistency, and encouraging reflective learning.

Conclusion

In this experiment, Google Blogs were used in its two forms: class Blog as dynamic curriculum and Student Blog as a platform for student documentation and electronic portfolio. The aim was to explore the use of class blog with immediate modifications according to teacher individualized teaching experiences, hence the dynamic curriculum comes into place versus curriculum based on regular text books which considered to be static curriculum with no immediate ability to be changed or modified. The experiment reinforces the idea that class Blog as a dynamic curriculum positively influences student learning outcomes and engagement compared to a static one. Other advantages include the promotion of active learning, peer collaboration and preparing students for 21st century through developing skills like technology use and higher order thinking skills.

In an experimental setting, a dynamic curriculum involves the use of a blog as a central platform for content distribution, interaction, and materials. This allows students to interact with course material in a more fluid and adaptive manner than with a traditional static curriculum, which follows a fixed structure and schedule. Hence, the dynamic curriculum aims to create a more engaging and flexible learning environment, tailored to the interests and needs. However, challenges do exist in choosing the right content, the right assignments, meeting privacy issues, and training teachers for such new methodology in education.

Recommendations

Educators need to consider incorporating dynamic elements into their curricula in order to enhance students learning and to better prepare them for a rapidly changing world. The study was conducted over a single semester, limiting long-term insights, hence it will be interesting to study such experiment in a longer period of time. Another factor was the sample size which was relatively small and drawn from a specific demographic area which may not generalize to all student populations.

Additionally, it will be interesting to study gender differences in respect to the diameters of this research in order to gather insights into the experiences, perceptions, and preferences of male and female students regarding the dynamic curriculum and blogging platform. Another important aspect that needs to be studied is the effectiveness of incorporating class blog with either static curriculum (i.e. regular textbook) or Content Management System or both and then be used as a supplement to include up to date info, videos and other dynamic elements . Other external factors that need to be studied which may influence the results include teaching quality, teacher efficacy, socio-economic backgrounds of students, and content materials used.

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Appendix A

Class blog of school A

<https://jerusalem1444.blogspot.com/>

Class Blog of School B

<https://shufat1444.blogspot.com/>

Students blogs of School B :

Student Name	عنوان المدونة
Student1	https://mtc9001.blogspot.com/
Student2	https://mtc002.blogspot.com/
Student3	https://ahmadmazara123.blogspot.com/?m=1
Student4	https://mtc9004.blogspot.com/
Student5	https://mtc9005.blogspot.com/GR
Student6	https://mtc9006.blogspot.com/?m=1
Student7	https://mtc9007.blogspot.com/?m=1
Student8	https://mtc90008.blogspot.com/?m=1
Student9	https://mtc9009.blogspot.com/
Student10	https://mtc90010.blogspot.com/
Student11	https://mts90011.blogspot.com/
Student12	https://mtc90012.blogspot.com
Student13	https://mts0013.blogspot.com/
Student14	https://mtc900014.blogspot.com/
Student15	https://mtc900015.blogspot.com/?m=1
Student16	https://mtc90016.blogspot.com/?m=1
Student17	https://mtc0017.blogspot.com/
Student18	https://mtc900018.blogspot.com/
Student19	https://mtc90019.blogspot.com/?m=1