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## **Developing an instructional video for educators on blogging**

Amal Ali AlSubki

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DEVELOPING AN INSTRUCTIONAL VIDEO  
FOR EDUCATORS ON BLOGGING

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Instructional Technology

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by  
Amal Ali AlSubki

June 2013

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June 2013

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4-JUNE-2013  
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## ABSTRACT

Teaching students requires engaged expert teachers who will motivate the students' passion for learning. However, teachers without the ability to operate new technology will be limited in this endeavor and limited in their teaching strategies.

This project explored teachers' use of blogging as a discussion forum that facilitates group exchanges, develop teachers' skills in a new teaching environment, and motivate students toward a higher, more technologically based learning process. For this project, the researcher created an instructional video to provide schoolteachers with an understanding of blogs as a tool for teaching. This video provided educators with one of the vital links in modern-day education: technology in classroom.

The survey produced positive results overall. The survey measured participants' satisfaction in using and accessing educational technology into class room while teaching. After watching the project DVD, participants came to understand that blogs can serve as a worthy technological mean of learning that can satisfies their students' learning needs. It increases sharing and creation of knowledge and supports the effective use of

practical, intellectual, collaborative, and socio cultural models of leaning.

Further research is required to inspect in detail the essential issues of motivation for students' participation and sharing in an educational blog and what would motivate teachers to integrate a blog into the classroom to facilitate learning.

## ACKNOWLEDGMENTS

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## DEDICATION

I am glad to dedicate this thesis to my lovely father Ali Alsubki, as well as, to my wonderful mother Ibtssam Attar, who have supported me in my efforts to attain an advanced educational degree. Throughout this project my dear husband Ibrahim, Merdad, who was patient enough to comment and give me his opinion on my work, I say thank you very much. I am also dedicating this paper to my daughter who is my heart and soul, Malak, in hopes of her earning her advanced educational degree. Lastly, I dedicate this work to my siblings: Ahalm, Abrar, Israa, Alaa, Hassan and Mohammed, who were so kind to take care of my soul while I was working on my projects.



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## CHAPTER ONE

### BACKGROUND

#### Introduction

Teaching has always been a challenge because it requires using multiple learning strategies in order to help students develop an understanding of the materials of the course. Present-day education has experienced an added complexity with the advent of the Internet. After his research and investigation on the subject of student behavioral effectiveness of e-learning outcomes, Liaw (2008) stated, "I believe e-learning can assist teacher-learner interaction" (Liaw, 2008, p. 870).

Of the myriad types of possibilities the Internet provides, blogs have been increasingly popular. Blogs offer convenience; multiple user interfaces that are simple to use; expediency in accessing various types of information; and the ability to quickly share numerous forms of media from text, sound, video, pictures, and other outside Internet sources. The benefits of the Internet, and more specifically blogs, have attracted attention from many educators. Although the generational gap between educators and students has become more obvious as classrooms began to experience the strains of societal

demands (Yang, 2009; Wallace, 2004), other complexities have affected why blogs have been slow to be adopted in the classroom. People are pressed for time, more than ever today, with concerns over their multiple daily demands. Further, younger generations are growing increasingly less interested in the educational learning processes that are slow and arid. For these reasons, blogs may become popular in classrooms.

Blogging has become common in the younger generation as a way of life, allowing them youths to share information about their lives in various forms, such as pictures, text, and video. Taking these technological changes into account, the solution in closing the gaps between the generations lies in assisting educators in developing their repertoire in educational skills, to include the technological teaching tools, such as blogging, in instruction. By doing so, educators could meet some of the students' learning needs and demands such as convenience, ease of use, efficiency, and interactivity. Educators will enable students to use the power of everyday blogging and manipulate it to fulfill instructor/student-learning objectives. Blogging will allow students and educators to conveniently communicate with one another, and to be able to share information

efficiently. Most importantly, my instructional video, which I developed for the Educators, while completing thesis research project will demonstrate how blogging can be adapted for different learning strategies and can be incorporated into the curriculum in a simple, convenient way.

### Statement of the Problem

When looking at the current learning methodologies in most schools, it becomes apparent that schools primarily depend on traditional textbook material, which restricts teachers' abilities to deliver the message of recent interactive learning. This traditional teaching strategy could be improved upon if schools were to adopt use of technology into the classrooms. Unfortunately, many teachers lack the experience necessary to deliver the benefits of the use of technology to students. Therefore, it is important to acknowledge the significance of providing teachers with tools that will help them in delivering materials easily, and enable them to interact with both colleagues and students more effectively and efficiently through continuous training.

The main point behind the design of this project is ensuring that teachers are equipped with the knowledge of

technology and are able to use it and apply it in the classroom. The technology that was explored, and researched in this project, included the creation and use of blogging as a new teaching tool. Finally, this research will include some teachers' views about the best ways to use such technology efficiently.

#### Purpose of the Project

The purpose of the project is to develop teachers' skills by providing them with an instructional video that showed them step-by-step how to use blogging to communicate with students and colleagues, and to facilitate the implementation of the skills in the educator's pursuit to develop their repertoire of teaching abilities to include modern-day technology.

#### Significance of the Project

There are a number of possibilities regarding the significance of proper implementation of this project as follows:

- Teachers need to be well trained in the field of using up-to-date technology that will make learning more convenient, efficient, and interesting.

- Educators could create a learning environment that is more interactive by using a medium that will provide accessibility to the students and instructors alike.
- Additionally, educators can ensure that materials taught will reach a wider range of students in a manner more effective for the retention of material taught, and finally, in a way that is more interesting to the common student than traditional methods of educating.
- Finally, it will be a useful tool for better communication with parents. Parents will be always updated with their children's educational level, achievements, and weaknesses. It will enable them explore their children's assignments, activities, and notes provided by their teachers. This will help parents in general and busy parents, in particular, to be attached to their children and have continuous, quick, and easy access to tool of communication with school management and teachers.



## Limitations

Throughout the development of the project, there were some limitations noted as following:

1. Both teachers and student teachers are always busy with their rigorous school schedules or college courses and it was not an easy task to interview them.
2. Teachers are sometimes reluctant to use technology as an effective tool in facilitating teacher-student, student-student, and teacher-parents' interactions, due to their generational gap and experiences in the use of technology.
3. The scheduling conflicts constantly over-impacted my research appointments scheduled for months.
4. The cost and time to learn how to use the video editing equipment was great, as evaluating, and gathering the entire interview data, and then editing it was tedious. This project required several edits, before reaching the final cut of the educational video.

### Definitions of Terms

1. Instructional Video (IV): A visual aid and program that teaches the viewer how technology may be benefit the education field, and how to utilize a computer and a web-based program in the online classroom environment.
2. Blog: Web-based page that supports instructors in the facilitation of an online classroom. It makes use of an easy to use interface enabling any user to create and maintain a blog allowing said user to add pictures, audio, and text and to comment and respond quickly and efficiently.
3. Learning Strategy (LS): Teaching learning styles used to achieve learning objectives, which include organized learning activities and following up on student work.
4. Instructional Design: is the systemic development of instructions containing strategies and theories that guide educators on learning new techniques, using technology, for online classroom discussion forums and meetings.
5. E-Learning: is the use of information and multi-media technology to create a self-motivated learning environment.

6. Media Design: is the selection of sequencing and synchronization of digital medium, such as video, voice recording, and image.
7. Kinesthetic: is learning through interactive responses using bodily senses, such as vision, hearing and doing.
8. Learning Modalities: are the forms or means of learning such as visible, audio, and proprioception.
9. Student Learning Outcomes: is the number of skills, abilities, or knowledge attained by a student after completing a course or courses.
10. Educational Technology: is transforming education through utilization of latest technology.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Introduction

The establishment of the Internet in the last century produced new and stimulating media-rich tools such as digital videos, advanced software networking technology, and streaming videos for learning, teaching, and assessment. Shen, Nuankhieo, Christopher, and Laffey (2008), stated "Online learning is the most popular format for distance learning" (p. 17). They define it as any class that is offered in the online delivery mode. This method of delivery allows the students to participate independent of the time, space, or location utilized.

Media is now considered to be a dynamic and effective tool for learning. Materials such as lecture notes, communication tools, assignments, and visual graphics, can now be easily obtained through the Internet (Schmidt & Vandewater, 2008). According to Hartsell, and Yuen, (2006), "Such processes have made it easier for students to publish information in a more effective way and to understand complex concepts and procedures that are difficult to explain with simply text and graphics" (Hartsell & Yuen, 2006, p. 32).

## Advantages of Learning

Learning is not something that happens in isolation, or within the confines of one's mind. Instead, it is something that is shaped by context, culture, and tools in the learner's environment. According to O'Loughlin (1992), learning provides "intellectual growth leading to scientific reasoning, abstract thought, and formal operations" (p. 791). The socio-cultural learning idea is based on Vygotsky's (1978) thought, which states that all human activities pursuing development take place in a cultural context of values, knowledge and skills. Such development depends is determined through people interactions which combines social environment with cognition and the use of surrounding learning tools that leads to constant changes in thought and behavior.

Motivation is the most fundamental ingredient a student needs for successful learning. It is essential for students to obtain the educational preparation necessary to meet the academic requirements (Johnson & Aragon, 2003; Zhang, Zhou, Briggs, & Nunamaker, 2006).

Through interactive learning, students play an active role engaging and motivating learning more effectively than passive learning. Kirkorian, Wartella, and Anderson (2008) stated that, "educational programs are positively

correlated with cumulative measures of achievement and with potentially long-term effects, while entertainment content, particularly violent content, is negatively correlated with academic achievement" (Kirkorian, 2008, p. 49).

As people learn, they reach the potentials of their intellectual growth. Self-realization is one of the keys of learning. According to Leidner (1995), "individuals learn better when they discover things on their own and when they control the pace of learning themselves" (Leidner, 1995, p. 267).

#### Technology-based Learning

The use of educational technology can be a driving force in the upgrading and improvement of curriculum. For example perfecting the method of delivery will make lectures easy to generate, scaled, reused, and used in the learning environment (Hosack, 2010). Passing or transferring knowledge is not always easy because learners may not have all the experiences of their instructor (Vygotsky, 1978). A generational gap may then become the issue when learners' interpretation of the instructor's experiences is difficult because of their lack of experiences. Educators may have one set of experiences and younger generations may not be able to relate.

Deeds and Edwards (2011) conducted a study to analyze students' behavior with regard to active learning and using a higher education blog with Web 2.0 technology. The researchers developed a framework to investigate the level of competence of students who would engage in the virtual construction of such knowledge bases. The analysis showed that, though students seem eager to finish the task efficiently, their practice of abstract knowledge was not pursued with strength. Deeds and Edwards (2011) concluded, "The main implication behind the research is that students need to either prepare themselves or be prepared by educators" (Deeds & Edwards, 2011, p. 11).

Another research done by Educational researchers, found that associating the practice of communication technology with academic requirements, builds the knowledge base for learners by utilizing virtual mediums, the learning becomes more significant when delivered through a meaningful context, or a well-designed medium (Johnson & Aragon, 2003; Hung, 2005). When using key technological innovations, great results can be expected and changes in students' learning outcomes are obviously recognized. Once these technologies are merged into learning, major changes in the design and delivery of educational materials would occur. Students can build

meaningful information through the use of audio or video. Once both elements are combined, learning components become more memorable to learners. Addressing all learning modalities such as visual, auditory, and kinesthetic, along with the ability to make learning interactive, is the essence of instructional design (Zhang et al., 2006).

In addition, by using visual and auditory messages, students can process the information better and it also helps promote their level of learning and retention of information from their course. Shaping the information or material into an expressive, lively format is the goal, as we must make our learning environment appealing. Moreover, teachers must attain a certain level of attraction that may bring on emotional reactions to the learners, which in return would help in increasing their motivation toward learning (Hiebert, Gallimore, & Stigler, 2002).

Thus, before developing any learning materials, educators have to take into consideration the philosophy of learning and how students learn. Instructional design is more than just a collection of information. It is a tool that helps the learner to make better sense of the information. The ability to present information in an attractive and consistent manner has to be the key goal



for a teacher when designing, using, and implementing a technological tool to interact with students.

The delivery medium is not the influential factor in the quality of learning; it is the design of the course that shapes the effectiveness of learning (So, Lossman, Lim & Jacobson, 2009). Using interactive learning objectives through instructional video technology allows information or knowledge to be shared in a more interesting way as it visualizes the complicated contexts in an attractive way that can be easily recalled by the learners.

#### Strategic Management of Technology-based Learning

When designing an instructional tool, instructors should keep in mind a strategic way of managing learning technology; which may include instructional systems design, specific styles of learning, interaction and critical reflection (Moemen, Nasab, Rahemi, Ayatollahi, & Aeen, 2002).

Although there may be several schools and theories of learning, it is not necessary to follow a singular school of thought to design an instructional learning medium as well as related material. Developers can use a combination of these theories and schools to develop their learning designs. The developer must know the different

methodologies of learning to decide on the most proper instructional strategy (Sherin, 2002). One should consider that learning strategies are made to motivate learners and assist them in their deep processing so as to build their character and elevate their learning by supporting interaction, and providing feedback. They should have a clear objective when creating a model that outlines all breakthroughs (Czubaj, 2004).

A well-designed medium with visual and auditory messages enables instructors to make use of an interactive learning object that utilizes advanced instructional technology and gives students a good chance to process the information faster, which in turn helps promote their learning attainment of subjects (Vannatta & Beyerbach, 2000). Such aforementioned learning objectives will present the information or knowledge in a more interactive way, as they simplify the complicated materials to be easily understood and recalled by the learners. In doing so they become effective tools of teacher-student, student-student and teacher-parent' interactions.

This interaction helps provide teachers with feedback on students' progress, points of weaknesses, and gives reluctant students an opportunity to develop their educational level (Stansberry & Kymes, 2007). It is the

facilitation of the most appropriate learning medium that provides support while creating a truly superb learning progression. This is considered a great task as not every instructor has the capability to use all the educational methodology and technology together effectively (Finlay, Desmet, & Evans, 2004).

### Summary

Instructional tools that are used to deliver materials, which address learners with any of the learning modalities, allow the learner to control the pace of learning; this is an optimal format that should be focused on when choosing an educational template. Since the introduction of the Internet and the wide use of the World Wide Web for education, and with advances in software and networking technology, streaming digital video across the Internet has become easier and more effective. Transmitting knowledge from the instructor to the learners is not a difficult task in terms of the semantics; the difficulty appears in how the medium is used in delivering the curricula.

It is important that instructors understand the above idea as learners have not experienced all that an instructor has experienced and to also avoid causing learners to be lost in translation. Therefore, learning

would be more significant if it is gained through meaningful contexts or a focus on all commonalities that tie the instructors' message with the learners' familiarity of the subject matter.

#### Online Staff Development (Blogging as a New Medium)

Instructors who are keen on using media while teaching should ask themselves: How do I expect the media use in the learning activity to make learning more effective (FSU, 2011). Instructional media serves as the medium for teachers and students to gain knowledge through the use of the Internet. One of the benefits that Internet has brought is the process of instilling in the student's mind the importance of education. Reinforcing the methods of teachings with the kind of technology today creates a better and more effective education process (Ramos & Yudko, 2008).

Online learning bridges the gap between students and teachers with their continuous interaction with each other (Woolsey & Bellamy, 1997). As an educator, it is necessary to be prepared to learn new skills on occasion. Blogs such as Blogger by Google, Word Press, and Type pad, currently have major followers and available for use in grade schools and colleges alike. Students can log in to the

virtual classroom and obtain updated information on assignments and even communicate with the instructor and collaborate with other students on homework as well as having their parents' track their progress online. Using a blog is seen as an effort to enhance the level of collaboration in schools (Amasha & Al Saif, 2009; Cameron, 2011; Farmer, Yue & Brooks, 2008).

Information on the use of blogs in online learning can help the teachers in different ways. It can be a tool of communication and interaction between teachers, students, and parents as well. Since many universities have begun to make use of blogging forums for their medium of communication between students and teachers, their abrupt growth in number can no longer be a surprise. For this, it is fundamental for teachers to upgrade their knowledge in technology; otherwise students will probably no longer enroll in classes that teachers deliver without knowledge of online courses (Clark, 1983).

#### Necessity for New Methods of Teaching

Online courses help students develop their interactive skills with their educators by which both students and teachers have a chance to communicate with one another. Also, it would help in giving students who lack participation in class, because they are too timid, a

chance to interact and express their opinions (Kozma, 1991). The data that teachers give to the class through blogging can be more useful than that of being written on a white board. Students usually lack full attention when in class because they do not see anything interesting on the board, which is unlikely when it comes to online teaching (FSU, 2011).

Teachers can use online learning when they make use of it as their medium in providing educational knowledge to their students. Teachers who deliver information through blogs can easily take advantage of the students' perception of technological learning (Grant & Cheon, 2007; Glewa & Bogan, 2007; Thomerson, 2006). Learning through the use of technology must not be a hindrance to the teachers' manner of teaching. While it is a trend today, conventional methods may also be used because they have proven their effectiveness. However, combining conventional and innovative ways of teaching with the more traditional methods of teaching may produce a better curriculum for the students (Bergström & Lindwall, 2008). Blogs can function as an informative bank that teachers may withdraw knowledge from to apply to the discussions in the classroom or online.

The highest level of successful teaching can be attained if educators and students share common experiences and a shared vocabulary. If they both are updated on the latest technology, they will have a common denominator (Tseng, 2008; Sturges, 2010). Teachers as well as learners must take on new roles in the teaching-learning relationship through blogging. Teachers incorporate their knowledge by means of technology (Juang, 2008). They widen their horizon as beginners on innovative teaching methods. Students on the other hand may acquire knowledge from their teachers through techniques that they are most familiar with, technology.

#### Recommendation for Innovative Teaching

Innovative teaching is not limited to using materials that are more highly technical than chalk or marker and board. Since it is the twenty first century, it is only right to adapt to the kind of technology that is applicable today; and to adapt means to fully make use of the advantages of the technology that this generation of teachers and students are privileged to have (Bernard, Abrami, Lou, Borokhovski, Wade, Wozney, Wallet, Fiset, & Huang, 2004). Innovative teaching must not be bound by the confines of a four-walled facility. It is a requirement to gain knowledge that will adapt to the needs of today's

generation of brilliant students (Wallace, 2004). Students and teachers should take advantage of the latest innovations brought about by the Internet, particularly blogging.

It is proven that innovative teaching helps teachers interact more with their students (Reisetter, lapointe, & Koreuska, 2007; Evans, 2008). The flow of conversation within an online class is more effective because teachers and students have the time and opportunity to think through a question before they ask or answer it. The percentage rating of students who enroll in online courses due to flexibility of time and their ability to finish their work at home is quite high. Many Students may feel comfortable with the online format, as they get time to process and research the information before commenting to the instructor or the rest of the class, as well as arrange their own schedule as to when they will study the material and attend the online lecture and contribute to the assignments.

The systematic way of encouraging students to open their online class will gain the students' interest in the subject more. A student who learns the values of having habitual visits to online class will add that trait to his character. In other words, blogging can motivate both



teachers and learners to interact habitually over the Internet. Therefore, this is an effective way of conversing with one another (Warren, 1991; Yang, 2009).

### Summary

One of the fastest-growing educational teaching methods is through online courses. These online courses provide the means for teachers and students to deliver the learning process more effectively. Teachers may use their knowledge from blogging and take advantage of this to create a connection with their students (Salomon, Perkins, & Globerson, 1991; McAlpine, Weston, Berthiaume, & Fairbank-Roch, 2006). This will have a good effect in building a rapport between them, even outside the classroom. Educators can take advantage of the various instructional strategies in teaching, which can be learned through blogging. Interactive blogging shall give both students and teachers the communicative exercise that they may not be able to get inside the classroom because of certain conflicts such as a lack of understanding due to fear to ask for clarification. It is a necessity to shape up education according to the trends of technologies today. Innovation is already a necessary part of today (So et al., 2009; Hosack, 2010).

## Teacher-Technology

### Train the Trainers

Teachers are active thinkers involved in examining and improving teaching practice and creating knowledge from experiences. The teacher is "naturally the first person one can look to factors that affect classroom technology uses" (Zhao, Pugh, Sheldon, & Byers, 2002, p. 489). Training the instructor is most important as many teachers need to catch-up with the twenty first century when it comes to technology.

It is a progressive route, involving three key stages, that is to say training novice teacher, providing proper orientation about teaching, and ongoing learning (Shilling, 1997; Shen, Nuankhieo, Christopher, & Laffey, 2008; Abbot & Faris 2000). Supporting this progressive route during these stages would help teachers constantly associate their knowledge base and skills in order to experiment their understanding and exercise of teaching and learning. It is important to make sure that teachers have enough training courses for professional development and to make sure that topics discussed in these courses are related to recent technology mediums that supports learning development (McNabb, Hawkes, & Rouk, 1999).

According to Dawson (1971), "instruction on media should represent an integral part of teacher education programs and in-service programs in the schools" (Dawson, 1971, p. 196). This means that training courses provided to teachers should focus on the development of teacher's literacy in curricula and to train teachers on using this literacy as effective communication methods while learning. Both veteran and novice instructors need to incorporate the available technology into the classroom to maximize learning capacity and to deliver quality lectures to their students (Watts-Taffe, Gwinn, Johnson, & Horn, 2003).

Training the trainers is not an easy task as it takes a different form than the models everyone is used to. Understanding the training needs for teachers and providing them with the proper training programs, would result in reaching the most effective goals of interactive learning tools. These tools were described by Mckenzie (2001) as "generative method" that will affect "behaviors and daily practice" of teachers and students for the better. Here, Mckenzie is referring to the behaviors and daily practices of teacher training, which engender the best professional development and experience (Mckenzie, 2001).

In the best cases, adult learning includes an emphasis on self-direction, renovation, and practice. People learn through the investigation of different objects where they practice doing, trying succeeding and failing. This encourages them to make changes to adapt in their approaches to solve problems. These approaches support teachers to actually generate a change in how classroom learning occurs (Mckenzie, 2001).

Connecting the teachers and students while following student-learning outcomes will create the practical strategies and methods for their learning environment. The challenge is to teach a little bit of technology every day until useful knowledge of how to use technology becomes second nature to the instructor. In essence, the focus is not on how much skill one acquires, but how much practice with technology one achieves (Lloyd & Wilson, 1998; Ragsdale, 1989).

#### Collaborating Technology with Teaching

Providing teachers with the best hardware and software for information technology is of little value unless teachers turn these tools into powerful learning experiences for their students. Knowing the basics of a computer is not the objective itself, but rather the goal knows how to teach with the computer and incorporate

videos and online lectures within a collaborative forum to achieve the best results for teaching and learning.

Generating a solution for teachers to create a blog and know what goes in the categories of their blog to be able to teach effectively is part of teacher development.

For teachers to develop, they must work on sanding down the rust by overcoming their resistance to learning how to use technology, and that begins with making them feel the usefulness of the technology, which enables them to teach their craft (Liu, Kou, Lin, Cheng, & Chen, 2008).

Achieving this level of comfort with regard to using technology in classrooms is not easily attained; otherwise, everyone would be attending a technology class every day for fun. In order to best support teachers in learning new technologies, we must actively start enrolling teachers in workshops that are motivating and inspiring. With technology, the simpler the better especially while teaching a new class of instructors to learn the tools of Educational Technology (Bergström & Lindwall, 2008). In this way, the workshop will prevent trainers from creating an environment where the instructors feel illiterate, and instead create a program that is supportive, understanding, and interactive. In the same way, instructors provide the proper environment for

their students; instructors, too, require a course that is best suited for their needs.

Zhao et al. (2002) stated, "when a teacher's pedagogical approach to teaching was consistent with the technology she or he chose to use, the efforts to use technology were more likely to yield positive results" (Zhao et al., 2002, p. 492). The objective is not teaching how to use basic technology, but it is to determine how useful technology can be when the workshop is done properly and the medium for instruction is developed thoughtfully as well. Great outcomes can occur after attending these workshops with skilled people developing the training. In 2000, Abbot and Faris conducted a survey about integrating technology into pre-service literacy instruction. They found out that faculty had a more positive attitude toward computers after receiving introductory training multiple uses. This finding can only mean that the epitome of education occurs through full utilization of technological resources.

#### Reluctance to Use Technology

Professional development for educators has only one goal and that is to inspire and prepare classroom teachers to pilot projects with the best curricula. Encouraging this idea depends on providing step-by-step information to

display the effortlessness of being able to use the program and outlining the tools that enable educators to better teach their audiences. Identifying the reasons to use technology implementation improves professional development through sharing techniques to overcome resistance. Recognizing and accommodating the specific needs of teachers who are technologically reluctant creates the successful conditions for technology to be incorporated in their curricula. McKenzie (1999) stated that unfortunately much of the technology used for professional development of teachers was not designed with the reluctant in mind.

In 1999, Becker conducted a research about Internet use by teachers. He found out that the traditional teachers are far less prone to allow students to use new technologies than constructivist teachers even when they have five or more networked computers in their classrooms. He concluded that, "changing other teachers' philosophies and beliefs to be more constructivists simply by having them use computers in their teaching may not work" (Becker, 1999, p. 23).

Again McKenzie (1999) stated that, "technology reluctant teachers have special needs that must be addressed with respect and ingenuity if we expect to see

such teachers embrace the new technologies" (Mckenzie, 1999, para. 4). In other words, the needs of reluctant teachers cannot be overlooked if they are expected to grasp the knowledge of today's technology and use it in their classrooms.

Bridging the technology gap is still a vague effort as no one is really sure of how to begin effectively nor is anyone truly aware of who still has a resistance to technology (Sexton, King, Aldridge, & Goodstadt-Killoran, 1999). Therefore, greater linkages and communication is needed between policy makers and teaching training programs to ensure that technological adaptation is an essential component within the curricula. In addition, greater connection is needed between trainers and teachers to ensure a fluid transition of educational technology from the training courses to the classroom.

#### From Traditional to Modern

Teaching teachers is a large project that requires efforts to convince reluctant teachers of the value of engaging students to be part of the outcome. Their input, reluctant teachers, is crucial to teaching the teachers in a way that will benefit teachers themselves. It is not the number of hours teachers spend learning computer software that transforms them from traditional teachers into



constructivist teachers; it is their creative skills in crafting lectures utilizing the technology that matter to formulating good interactivity (Reupert, 2011; Neuhauser, 2002).

This transformation will only happen when teachers feel comfortable with the technology. Teaching styles, preferences, and behaviors require persuasion through learning by experience, and the provision of highly personalized learning journeys. The most effective learning strategies require a change in the ways teachers spend their time and the ways they work, which gives rise to collaborative learning. They must be convinced of the value of technology used and they must have adequate time to work with teams to create effective lessons. This style of teaching is called team teaching; after learning in this manner, teachers can share their lectures with colleagues far away who will give their feedback so as to perfect the work. This strategy will focus on practice, techniques, and student behavior through observation and shared online presentations.

For example, the video produced from this project showing how to create a blog, might have an effect on the way students are given instruction; the type of instruction; the time management of activities; the

benefits of chat to answer questions being asked; or reactions to events. In addition, this medium can show how to create a forum of teachers by teaming them up in peer teaching programs with colleagues who struggle with technology to work together and show a video on their success in overcoming such an obstacle. Teachers with expert technological skills need to collaborate with their reluctant colleagues to show how advantageous technology can be and how integration can offer a better teaching tool.

Also, it is crucial to provide reluctant teachers with a team to increase the level of comfort so as to overcome the fear of failure or in case that they feel threatened by the new tools (Rich & Hannafin, 2009; Sexton et al., 1999). The instructor development issue is probably the most challenging issue educational institutions face nowadays. Efforts to help teachers to adapt and employ technology in their classrooms are still not enough. Without support and training, teachers are very unsure about how to begin technological implementation in their classrooms. The primary solution to help develop instructors is to develop their level of comfort when using technology in the classroom. This can happen by enrolling them in workshops. How to use basic

technology and work together on creating the best outcomes will be a great gift for educators when they attend at least the first workshops and create their own online blog in a short amount of time. By conquering the true challenge of professional development, overcoming fear and inspiring others to work together and creating the online classroom, reluctant teachers can then be comfortable in saying that they have developed the skills of a teacher for the twenty first century. Such are the educators who are ready to launch a curriculum rich with valuable educational content that utilizes all available technology creatively.

### Summary

Teachers play an integral part in determining the success or failure of technological advances. Veteran and novice instructors need to receive training on the basics of using a computer: they should be given clear idea about how to operate programs and applications, what type of technology they will use, and an orientation about the real classroom before starting classroom modeling or sessions on how to teach through faculty development workshops. Teachers who have learned to use technology effectively in the classroom must help convince their colleagues of technology's potential. Having an online

video showing the ease of using technology can be a tremendous benefit to educators.

According to McNabb et al. (1999), teachers training teachers to evaluate the usefulness of technology in the classroom and "convincing their colleagues of technology's potentials" (p. 12) is an effective professional development strategy. Research strongly advises that teachers receive ongoing meaningful and relevant in-service education to establish and upgrade the skills required to promote technological integration within their classrooms (Bottino, Forcheri, & Molfino, 1998; Goldman, Cole, & Syer, 1999; Woolsey & Bellamy, 1997; Becker, 1999). By creating a video session for teachers, they will have hands-on training so as to create a blog and give feedback to their trainers on various subjects, this demonstration will allow for the perfect instructional video, to use as a tool for educators.

Integrating technology into the curriculum is a high priority in schools today. The challenges that teachers' experiences would encourage reluctant teachers to see the important role of technology in learning and how it positively affects their students' outcome and encourage in-charge individuals of learning development to providing those reluctant teachers enough support through adult

learning- professional development programs. It is noticed that a lot of teachers are working on their own to improve their teaching techniques with getting enough time and training to implement new thoughts, skills and technology into classrooms. They deserve a professionally developed regimen that enhances their personal experience of teaching and enables them to emphasize self-direction and renovation. Teachers deserve chances to realize the integration of technology in classrooms, and how technology can be successfully used to improve students' learning and achieve their academic objectives.

## CHAPTER THREE

### PROJECT DESIGN DEVELOPMENT

#### Introduction

Chapter Three presents the procedures implemented in building this project. The project design procedure centered on the development of an instructional video for educators on blogging. The outcome of developing this instructional video resulted in teacher-satisfaction in enabling them to develop their teaching skills to encourage interaction amongst students for using blogs and in facilitating learning for students. The discussion to follow is to explain the ADDIE systematic process used for this project's development.

Instructional design is a way of thinking and planning that enables instructional developers to provide the best solutions for a specific situation. It is "a complex process that is creative, active and iterative" (Gustafson, & Branch, 2002, p. 17). It helps developers of educational technology deciding on the main features of a particular design to overcome a problem or a situation to deliver meaningful and effective instruction solutions in different fields (Zhang et al., 2006). It enables developers to decide what instructional strategies, media,

and tools are suitable for each case. In learning, instructional design educators can adapt and develop effective courses and methodologies that are suitable to different students' levels.

When developing an instructional design, developers need to follow a systematic approach that leads them to the right path. Among these systematic approaches, ADDIE is the most famous. The abbreviation ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. It is "a colloquial term used to describe a systematic approach to instructional development" (Molenda, 2003, p. 1). It describes the different stages a developer goes through for the final product. Also this approach is called the waterfall approach, as stages within the design follow each other. This way of sequencing may not provide the best results because the developer may not discover mistakes in the early phases until the end of the whole process. This weak point of the ADDIE approach led the researchers to implement the prototype technique to get early feedback when problems appear in the instructional design.

## Analysis

The main activities within the analysis stage for this project were as follows: 1) a preliminary search and review was carried out about educational blogs used in district schools and teachers that made use of blogs in learning; 2) the author facilitated a focus group of different school teachers interested in using blog technology in learning; 3) a document recovery was conducted to analyze the content of some online school teachers' blogs.

### Search and Review

An extensive search and review was conducted on the Internet to trace the online blogs that their owners used in facilitating learning for students. The main terms used while searching were educational blogs for teachers, students, and institutions. Out of this search, the author found out that different blogs offered good opportunities to both teachers and students to communicate effectively. This type of communication enabled teachers to understand their students' needs and to be in touch with students during and after school hours. Also it gave students an easy means of utilizing technology to receive answers related to their studies, query and download information, or even upload any material of interest.



Also these blogs were a gateway for parents to be in continuous touch with their children's schoolteachers. Browsing within these Web sites, the author found a varying number of student content interactions that included class assignments, answers to topics, comments of teachers and students, and online learning links. These interactions made use of different technological mediums such as audios, videos, and online archived materials of related topics.

### Summary

From this search and review, the author found out that the idea of using educational blogs for classroom instruction is spreading more as many of the schools and teachers became more aware of the importance of using blogs in the learning process. This finding supported the literature review hypothesis (Schmidt & Vanderwater, 2008) that the use of media's different tools helped in creating dynamics to the learning process through the ease of getting online learning resources.

### Focus Group

The author conducted a focus group with schoolteachers in different district schools and with student teachers at the instructional technology program

at California State University, San Bernardino (CSUSB). The collection of data process was carried out under the review of an institutional review (see Appendix A). Participants were a group of adults with busy schedules and time constraints. The author made use of emails, telephone calls, and direct contacts with the participants for the arrangements of interviews. Interviews were held at the participants' workplace and on the campus of CSUSB. The author made her best effort to ensure participants' comfort while doing the interviews. A number of questions were provided to the group participants about the use of blog technology in facilitating communication between teachers and students, peers, and parents.

A Total number of twenty participants agreed to participate in the interview session. Only twelve participants were able to be present at the place of interview and answer the interview questions. These participants were divided into two groups as per their knowledge and background of blogs. The first group consisted of eight participants whose knowledge of blogs as learning tools was very limited. The majority of them (eight participants) didn't have experience using blogs in a learning environment. Their main knowledge about using blogs for learning was more theoretical than practical.

Their understanding of blogs related to the courses they were studying in college. Also they didn't have the opportunity to become familiar with educational blogs as they were accustomed to using school Web sites or tailored school computer programs to follow up on the progress of their students. Very few of them had their own personal blog and those who did, limited their use of it to communicate with the non-academic world rather than to use it for educational purposes.

The second group consisted of four participants out of seven, who were Cal State University San Bernardino Technology department individuals. Their knowledge of blogs as learning tools was more advanced, as the (four participants) have experience using blogs in a learning environment. Their knowledge about using blogs for Education included a more hands on capability. They were also accustomed to using school Web sites as well as many of the customized school software programs to support staff and professors with school applications. They were very familiar with administering their own personal blog and using it for educational purposes.

The third group of participants consisted of six Technology professional instructors. Their knowledge of blogs was advanced and related to education. They were

very motivated to share their expertise on the subject of using blogs in a learning environment. They were to review storyboard of the power point presentation created for an instructional video creation and answer a questionnaire for the researcher to utilize their feedback after viewing the video presentation.

The fourth group consisted of three educators who were non-proficient in the use of technology in education. They viewed the finished instructional video to see how the video matched their objectives in meeting their needs of communicating with their students more efficiently, as well as motivate and inspire their students to communicate online and share as a discussion group with other students and professors on the subjects studied.

In analyzing participants' answers to the interview questions, the author found that participants recognized blogs as ubiquitous sources of communicating relevant information to students, parents, and the public. They stated that maintaining a daily blog; teachers could provide parents easy access to information about their children's class assignments, projects, special events, and goals. Participants also stated that blogs could help educators in sustaining an ongoing relationship with their students outside the classroom. One way this ongoing

communication happened is through using a thread of discussion or forum under a blog post where educators could answer students' questions or provide clarifications to all students.

Using blogs this way made communication easier for teacher than responding individually to students and colleagues via email. It also helped reluctant students feel comfortable expressing themselves in writing than in speaking up in class. On using blogs in supporting student-to-student interaction or peer tutoring, participants said that blogs could be used as a research tool, a central setting for sharing ideas, offering suggestions, reviewing their peers work, posting comments, messages and responses to class assignments. These uses of blogs could help in promoting class culture, help educators in providing support and suggestions for students' assignments, and in monitoring students' learning development in a better way than traditional methods.

Regarding the role of blogs in enhancing students' motivation for learning and supporting their needs in a learning environment, participants stated that blogs provided students creative ownership of their own work, thoughts, and ideas. Most blogs allowed students to embed

videos, images, and post direct URLs to information that may have helped them answer or respond to a particular question from the instructor. They also allowed students to customize and personalize their blogs and gain skills in photo editing, basic Web skills, and other applications. Positive feedback from students about their peers work in the public forum of blogs motivated each student to endeavor their best to present their work in a creative safe environment which is free of time pressure.

Archival support of blogs also gave students the opportunity to request further information or explanation about a topic introduced in class, reflect on what they learned, and express how the information relates to them in a personal, and meaningful way. Blogging could provide the opportunity for students to reflect on their own educational needs and how those can be met. Sharing these reflections with a teacher better enabled the teacher to meet those needs.

Sharing these reflections with their classmates helped them realize they were not alone, but part of a community from which they could receive support and emphasize what they have already learned in class. This way of engaging students actively in learning made them,

students, learn best by promoting critical thinking, improving their reading, writing, and research skills.

### Summary

When searching the supporting literature review, the author came to Bergström and Lindwall's (2008) statement that teaching with information technology is changing education in both the K-12 school system and in higher education as well. Technological and innovative changes are making it possible for teachers and students to make use of new technologies in distance education and through blended learning.

Though most of the participants weren't familiar with the use of blogs in the classroom, they stressed the importance of educational blogs in the development of learning. The author discovered that the student teachers have the good intention to implement blogs when teaching to ease communication with students and parents. On the other hand, schoolteachers, though they like the idea of blogs and ready to use it in their classes, they believe that this step should be adapted and implemented through school management as a formal path.

## Document Recovery

The author conducted a Web search to understand how users of different educational blogs manage their contents and what do they provide to teachers and students. After extensive search, the author found that most educational blogs are simple to use with up-to-date, safe and useful educational contents, and sources that enable school teachers to understand the way blogs work and in addition provide teachers with features for building their own classroom activities.

These blogs worked as an interactive environment between students, peers, teachers, and parents. With a control panel tool such as a dashboard, a teacher and a student can build up his/her own blogging space that can be called a teacher or student's class blog. Students and teachers can feel comfortable while blogging and gain more educational experiences. Blogs offer teachers and students an environment that helps both of them interact easily. This kind of interaction happens when students publish their posts, homework, comments, and in reviewing their peers' work while teachers regularly monitor their students' blog contents to avoid the posting of inappropriate or abusive contents.



Blogs also provided students with a clutter-free design to design their own blogging space with different themes, easy scroll menus to eliminate time with widgets/options and to give more time for publishing. Most of these educational blogs provided privacy to students while blogging as it makes the content of their posts viewable only by their classmates and the class teacher.

Still parents could view their children's and peers' comments through signing up with a user name and password. Again these blogs didn't allow unsolicited comments from outside sources when commenting on the blog contents. Another feature these blogs provided for teachers is posts broadcasting. This feature allowed a teacher to compose a post in one class and automatically copy the post to other classes. This feature enabled teaches to accelerate their workflow without the need to copy and paste post content for multiple classes. Overall, one can say that blogs can provide a safe educational environment of interaction between students, teachers, and parents while using fast and easy to use educational information.

### Summary

Creating and implementing a blog for educational purposes can be of a great value. Success of this work depends on the understanding of interested individuals'

needs (i.e. students, teachers, and parents); the more the blog is interactive and reliable, the easier educators and students will use and adapt it in their teaching and learning. A blog with limited features will be a burden to users more than a learning tool. If users, whether students, teachers or parents would face difficulties such as long unnecessary steps of registration or limited access to key features, these barriers would discourage them from accepting the idea of using blogs in learning.

### Design

This section is an important part in this chapter. It reflected the author's findings about the way the instructional video would be designed. It showed how the author would interpret the recipient's views about blogging and what they expected to see when a video is produced. It outlined the ideas being discussed in the literature review and how such ideas will be planned.

The analysis results and literature review have driven the direction of this section. Realizing that participants manage busy schedules, an instructional video was created to enable teachers to understand:

- The mechanism of operating and managing a blog.
- The advantages of using blogs in learning to produce meaningful learning.

In the traditional learning environment, instructors usually use traditional tools such as lectures and designed PowerPoint presentations that contain words and images to deliver educational content to learners. Blogs as a modern tool of learning would help instructors deliver meaningful content for instruction through a safe, fast, and reliable medium.

In searching for a suitable program of movie making, the author considered reliability, simplicity, and safety. Although, these characteristics were found in different programs, the author selected moviemaker software (i.e. iMovie) to create an instructional video.

This program was the main essential tool the author used to create the video, as it is designed to be in a simple format for quickly editing home movies with features that could speed up the process of producing the movie. Such features helped the author convert the PowerPoint into a video format and uploading it to blogs and other Web sites. The software used in creating this software application equipped the author with multiple editing tools that enabled the combining of different

clips and automatically arranged them into the timeline. It also enabled the author to display the presentation in a clear, advanced and more vivid way.

### Summary

Teaching encounters challenges that require using different learning strategies, which could lead students to the clear understanding of courses and subjects they study. Depending on the schoolbook solely would restrict teachers' abilities when delivering interactive meaningful learning (Wongse-Sanit, 1997). Transferring from the traditional learning environment to the technologically based environment is not an easy task. It would take educators time to become familiar with the implementation of modern technologies, particularly if they are of limited technological skill or reluctant in using technology into classroom settings.

Designing an instructional video is not just a process of stuffing a movie with irrelevant or boring details. It should be designed in an attractive way with useful information that convinces audience and users of the importance of using technology in class when teaching (Hosack, 2010). Learning would be more significant if it is gained through meaningful contexts and delivered

through updated instructional tools with ideal designs (Johnson & Aragon, 2003).

### Development

Video is one of the most familiar and yet controversial media developed after the invention of television. Recently, the educational research about video has shifted from an instructional approach to a technological approach. Content is a major concern in an instructional video.

If the content is not accurate and conversant, then the video will not be suitable for learning purpose. The content must be accurate, up-to-date, inspires new and useful information, and exposes current and useful situations in today's world. It must be free from bias or the educational goals may be seriously affected or compromised. It should stimulate information. The video must be accurate, useful, and free from bias, or the educational goals may be seriously affected or compromised.

In the post-production stage of making the video, the author used the moviemaker studio software (i.e. iMovie) in editing the video. This program provided flexible recording options and step-by-step instructions on the

computer screen. It also enables the researchers to add in music tracks, microphone, and audio from the computer and picture-in-picture with the video camera. Again, this software allows for the recording of PowerPoint presentations, Web sites, Webcams, and software demos. It also enables researchers to edit screen casts through cutting, splicing, adding transitions, and captions. Most significantly, the software also enables the researchers to produce the video in different formats and share it online.

To encourage instructors, either reluctant or those with limited technology experiences, the author created a Power-Point presentation with different slides that defines a blog, explains the advantages of using blogs in learning and the importance of blogging as a supportive educational tool. PowerPoint is an influential presentation application with a lot of functions, which is regularly used by different individuals such as teachers, businessmen, students, and trainers to present their ideas in an interesting and dynamic way.

The author created an alpha test version of the instructional video as such alpha test versions are always a helping tool in recognizing the defects of the video. When this version was produced, the following were noted:

- Blog definition needs to be quoted or paraphrased from a recognized scientific source.
- Time pace for some of the slides was too fast while for others was too slow.

Motivate and inform the learner to act on the Voice pitch and volume needs more adjustment as follows:

- Background sound squeaking and noise.
- Improper background themes.
- Words and sentences that went off the pictures.
- Clarity of some pictures inserted in the power point presentation was not to standard, and were replaced at the supervisor's recommendations with better quality pictures.

The author worked on the above notes to adjust them and have the alpha test version of the instructional video produced in a convenient version.

### Summary

It is a necessity for educators to be prepared to use new technologies in learning. Supporting methods of teachings with technology of today can produce a better and more active education (Wang & Hsu, 2007). This happens when students and teachers interact with each other using online resources to bridge the gap between them.

Instructional media functions as the tool teachers and students can use to increase and expand their learning experiences. Making use of blogging forums as a tool of communication between students and teachers in different educational settings will encourage more students to enroll and gain knowledge in an attractive way. On the contrary, traditional learning settings (i.e. books, chalk and board) make students mostly lack full attention and feel bored as information is not displayed in an attractive and vivid way, the way using online sources-like blogs- can do (Linder-Van Berschot, 2011).

Blogs can act as an educational source that provides teachers with enormous and variable information related to subjects, which in return will strengthen students' knowledge and helps them gain better understanding. If teachers combine traditional and innovative ways of teaching, this method can lead to the production of a better curriculum for the students (Kirkorian, Wartella, & Anderson, 2008).

### Implementation

Once the necessary adjustments were made to the video, participants from San Bernardino were recruited via email and telephone. Those participants were student



teachers at the instructional technology program at California State University, San Bernardino (CSUSB) and also schoolteachers at various schools. A total number of ten participants agreed to participate. From the ten people who participated, six attended the video demonstration. Those participants were not familiar with the use of blogs as an educational tool for learning development.

Once the participants gathered at the interview place, the researcher provided each one with a copy of the video on a CD and an evaluation survey. This survey was informative in nature, and intended to gather simple satisfaction feedback about blogs to contribute to the improvement of the project overall. Eight open-ended questions were created to measure the initial satisfaction for participants.

Participants' answers to the survey can be divided into five categories: a) learning, b) communication, c) motivation, d) uses of instructional technology and e) present video cons and pros. On learning, participants viewed blogs as a suitable mean of improving learning. It could help students gain more learning in an effective way through interaction with their peers and teachers. It also

helps students be more creative through competition and information sharing.

On communication, participants noticed that blogs could work as a modern technology tool of communication through the use of effective tools provided by blogs. These tools can help students share their ideas and improve their writing through editing their peers' works and through sharing information between schoolteachers and parents more frequently.

On motivation, participants viewed the blogs' interactive tools of editing, uploading, downloading, and sharing different learning sources. The interactive tools are designed to motivate students to understand learning better. These tools motivate students to gain more knowledge, explore their peers' experiences, and build on their teachers' instructions and suggestions.

On uses of instructional technology, participants said that technology could make great strides in learning for future generations. Blogging will enrich the course of education and improve the classroom environment through posting the information that is related to the educational courses without having difficulties organizing information.

On video cons and pros, participants said that present video' pros are as follows:

- The presentation and colorful slides are designed nicely with pictures that present each point clearly.
- The power point is simple with good information and easy to follow instructions that can be used as an online tutorial.
- Cons:
- Pictures on the video are confusing as they are numerous.
- Some people said that some slides were loaded with information while others had too little on them.
- Video backgrounds are not appropriate.
- Noise and music needed to be changed.

### Summary

Learning is not something that only happens in isolation, nor inside someone's head. Instead, it is something that is shaped by context, culture, and tools in the learner's environment. Streaming video or audio helps students understand complex concepts and procedures that are difficult to explain with simply text and graphics

(Kirkorian, Wartella, & Anderson, 2008). As students learn, they reach the potentials of their intellectual growth. Real world examples, alongside social relationships, and life experiences, will complete learning tools to make the best learning environments.

### Evaluation

Prior to the beginning of the presentation of the video, the third groups of participants were given a survey to fill out with their feedback about the video presentation. This group of participants is familiar with the use of blogs as a learning tool in educational settings. The survey contains six open-ended questions to measure participants' satisfaction with the video contents and get their feedback about the final product. The survey covers three areas as follows: a) quality of contents b) video's strengths and weaknesses c) potential audience.

On evaluating quality of contents, the majority of the participants have given encouraging feedback about this issue. They agreed that video content is good, up-to-date, attractive, and motivating. It includes useful information for both novice and experienced blog users about using blogs as an educational tool. Also, participants said that the researcher has implemented a

well-organized strategy in structuring the video with up-to-date ideas and information in order to present the content in a convenient way for present and potential audience.

On the video's strengths and weaknesses, participants provided the following notes:

Strengths:

- Participants said that the video is loaded with a lot of instructional details. They stated that although these details are essential but still needs to be shortened in some areas, re-arranged to look more elegant in other parts and sometimes re-paraphrasing.

Weaknesses:

- The pictures and images inserted in the video are impressive and related to the topic.  
Information is presented into proper sequence.
- Background music produces noise and not related to the topic.
- Background pictures are dull and distracting.
- The video length is long and needs to be shortened to avoid boredom.

- The well-selected pictures and music are not displayed properly.

Participants have given some useful advices to overcome the video weaknesses as follows:

- Add more citations to the video content for more credibility.
- Share the video with more schoolteachers to experience it and understand how blog works.
- Use more advanced movie making technology (i.e IMovie) to avoid voice noise and picture distraction.

On potential audience, participants said that Internet users, particularly those who are familiar with modern educational technology tools are of the potential audience as they are always eager for any innovative ideas. Reluctant schoolteachers are also a targeted potential audience because after introducing the video to them, they will recognize how far they are from the world of educational technology.

### Summary

Providing teachers with the best of information technology products is of little value unless teachers turn them into powerful learning experiences for their

students. Knowing the basics of a computer is not an objective in itself, but rather knowing how to teach with the computer and incorporate videos and online lectures within a collaborative forum to achieve the best results for teaching and learning is the outcome to be attained (Lloyd & Wilson, 1998; Ragsdale, 1989). Generating a solution for teachers to create blogs for instructional purposes enhances learning technology and provides a complementary method to traditional teaching style.

## CHAPTER FOUR

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

Looking at the advantages of using technology in the classroom, we can say that it can help lessening teachers' job tasks and physical effort and increase students learning, motivation, and their awareness of resources and skills essential to gain the best of their learning. Learning with technology also enables educators and students to exchange ideas and information, collaborate on assignments without time or place boundaries.

#### Conclusions

The conclusions extracted from the project are as follows.

1. Instructional design is one of the technological tools that enable users to display rich and useful information. It increases sharing and creation of knowledge and supports the effective use of practical, intellectual, collaborative, and socio cultural models of leaning.
2. The use of instructional design positively affected the perceptions of reluctant participants towards the use of blog in



classroom for meaningful learning. It provided them with knowledge on how to work with a blog in classroom, which, in return, encouraged them to implement the idea in their classes.

3. Participants with good knowledge and understanding of theory presented through instructional design showed high level of skills in using and implementing blog into classroom. They stated that features of instructional design such as visual displays and interactivity fostered their imagination, creativity, and liberated thought, which, in return, had positively affected their students' learning and cognitive development.
4. Integrating blogs as a new learning technology into the classroom can be, sometimes, an overwhelming task, but on the other hand, it is considered now as one of the required tools to support meaningful and effective learning. To achieve this kind of learning, educators must recognize the fast, reliable, and easy to use technological tools such as blogs.
5. The main power of a blog lies in its ability to provide effective ways of learning and

communication for both students and educators.

It helps educators to design different assignments and learning projects to achieve the goals of education. Making use of the advantages and rich resources of a blog in a classroom happens when educators implement effective instructional strategies and course design. These strategies are a success when they employ particular learning goals and objectives that give students the opportunity to question the content of the curriculum and to experience the effective tools of a blog that are designed to enhance their learning.

6. Maintaining a daily blog helps teachers providing an easy to access source of information for students, peers, and parents. It is an interactive technology that has different useful features. It enables educators to present their lessons, projects, and assignments in an attractive way. It makes communication easier for teacher as they see, correct, and respond to all students' inquiries at one time. It helps educators in sustaining an ongoing relationship with their students inside and outside classroom

through discussion space or forum where they exchange questions and answers about different topics.

7. A blog supports student-to-student interaction or peer tutoring. It gives reluctant students a suitable place to express themselves and feel comfortable expressing their ideas, thoughts, and worries without hesitation and shame. It is a research tool; a blog is a central setting for sharing ideas, offering suggestions, reviewing their peers' work, post comments, messages, and responses to class assignments.
8. A blog enhances students' motivation for learning and supports their needs in learning environment. It provides students creative ownership of their own work, thoughts, and ideas. It enables students to customize and personalize their blogs and gain skills in photo editing, basic web skills, and other applications. When students receive positive feedback from their teachers or peers about their works or assignments, this motivates them to be more creative and to present their works in an attractive way.

9. Blog's archive is a secure endless source of information for teachers and students. They can recall information or explanations about a topic introduced in the class, or easily go in depth to gain more knowledge on different topics and share such knowledge with their classmates. The usefulness of blogs for students, in return, makes students learn best as they promote their critical thinking, improve their reading, writing, and research skills.

#### Recommendations

The recommendations resulting from this project are as follows.

1. Pre-service teachers should be prepared and trained properly to choose, evaluate and integrate blog technology into their teaching strategies. On the other hand, in-service and reluctant teachers should be encouraged and provided with proper training programs to implement blog technology into their classes. They should understand that technology can make their jobs easier, and it will help them provide students with meaningful learning and improve

students' creativity and understanding of different subjects.

2. Prepare pre-service teachers to get the most out of emerging technologies. They should merge into the changing educational world. They need to understand the learning needs of their students and do the required changes to their curricula, improve their teaching resources and be creative when planning their lessons.
3. Proficient development models such as workshops, discussion forms, on-line courses, virtual meetings and training course are efficient tools to develop teachers' capabilities and help them implement successful mechanisms that enables them integrate blog technology into their curricula.
4. Educators need to consider integrating blog technology into teaching methods courses as part of their culture. They need to select new innovative teaching ways other than traditional ways. They should develop a vision on how technology can support achieving important goals of education and to use technology to learn.

5. Instructors are the key element in teaching. They are the facilitators who can identify the teaching methods and strategies useful for student learning. However, Teachers differ in implementing various learning methods instruction to improve students' motivation. For this reason, further research is needed to recognize the appropriate teaching methods applicable for the use of different instructional designs to understand their effectiveness and suitability for achieving educational objectives.
6. Teachers with experience using blogs in classroom should regularly give some of their work time to colleagues who wish to support improving their teaching with technology. This suggestion could be a fundamental role in supporting progress in the use of instructional design to deliver meaningful learning.
7. Providing educators (both pre and in-service) with continuous training courses on blogging is beneficial. Such training allows instructors to become aware of how to use their experience in integrating blogs in their teaching.

8. The instructional design of this study has been limited to small groups of student teachers and teachers. Further testing of this Instructional design from other teachers would extend the scope of the study, and convince more potential members of this audience of the importance of using instructional design in learning.

#### Future Research

Learning improvement will always face various challenges that require sincere efforts from researchers interested in improving educational settings. Using a blog as a teaching, learning, and assessment tool requires understanding and acceptance from both educators and students. Further research is required to inspect in detail the essential issues of motivation for students' participation and sharing in an educational blog and what would motivate teachers to integrate a blog into the classroom to facilitate learning. Researchers need to look into how to develop blog technology to attract more educators to use them in the classroom and to investigate if these technologies used in learning settings are effective tools that facilitate knowledge, creation, and creativity.

APPENDIX A  
INSTITUTIONAL REVIEW BOARD EXPEDITED REVIEW  
APPROVAL LETTER AND INFORMED  
LETTERS OF CONSENT





Academic Affairs  
Office of Academic Research • Institutional Review Board

June 01, 2011

Mrs. Amal Ali Alsubki  
c/o: Prof. Brian Newberry  
Department of Science, Math and Technology  
California State University  
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San Bernardino, California 92407

**CSUSB  
INSTITUTIONAL  
REVIEW BOARD**  
Expedited Review  
IRB# 10094  
Status  
**APPROVED**

Dear Mrs. Alsubki:

Your application to use human subjects, titled "Developing an Instructional Video for Educators on Blogging" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from June 01, 2011 through May 31, 2012. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 – 4) of your approval below.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

- 1) Submit a protocol change form if any changes (no matter how minor) are made in your research prospectus/protocol for review and approval of the IRB before implemented in your research.
- 2) If any unanticipated/adverse events are experienced by subjects during your research,
- 3) Too renew your protocol one month prior to the protocol's end date,
- 4) When your project has ended by emailing the IRB Coordinator/Compliance Analyst.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at [mgillespie@csusb.edu](mailto:mgillespie@csusb.edu). Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

*Sharon Ward, Ph.D.*  
Sharon Ward, Ph.D., Chair  
Institutional Review Board

SW/mg

cc: Prof. Brian Newberry, Department of Science, Math and Technology.

909.537.7588 • fax: 909.537.7028 • <http://irb.csusb.edu/>

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College of Education  
Science, Mathematics and Technology Education

## Informed Consent

### Group One: Proficient Teachers

The project in which you are being asked to participate will design and develop an instructional video for educators to teach about the use of blogs for educational purposes. This study is being conducted by **Amal Ali Al Subki** under the supervision of **Dr. Brian Newberry** Associate Professor, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

#### PURPOSE:

This project will help enhance education by teaching how to use blogs to improve communication, motivation and learning.

#### DESCRIPTION:

If you choose to participate, you will be asked to answer a short list of questions related to use of blogs in the classroom for the purpose of guiding the development of an instructional video on this topic.

#### PARTICIPATION:

Participation in this research is voluntarily, you may withdraw from the project at any time without penalty.

#### CONFIDENTIALITY:

The researcher will not to disclose any of your personal information. Because this is an interview your identity will be known by the interviewer. However, your identity will not be disclosed in any way. Any document that includes your name or any identifying information will be kept secure in a locked drawer at the interviewer's home. After completion of the thesis any document or email that contains any information that could identify you will be shredded or deleted.

#### DURATION:

The duration of your participation in this interview is approximately 30 minutes.

#### RISKS:

There will no foreseeable risks for participating in this research.

#### BENEFITS:

The result of this project will be an instructional video that has the potential to introduce this technology to teachers for their possible use of blogs in their classroom.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

INSTITUTIONAL REVIEW BOARD COMMITTEE

APPROVED 06/01/12 VOID AFTER 05/31/13

909.537.5290 • fax: 909.537.7522 IRB# 10094

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**CONTACT:**

If you have questions about this research and your rights as a participant, please contact: Dr. Brian Newberry, Associate Professor, California State University, San Bernardino.  
[newberry@csusb.edu](mailto:newberry@csusb.edu) 909-537-7630

**RESULTS:**

The results of this project will be available, after the completion of the project, from the Pfau library on the campus of California State University San Bernardino.

[ ] I affirm that I am at least 18 years of age.

**SIGNATURE:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE  
APPROVED 06/04/12 VOID AFTER 05/31/13  
IRB# 10094 Sharon A. Ward, Ph.D.

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## Informed Consent

Group Two: CSUSB Proficient Technology Individuals

The project in which you are being asked to participate will design and develop an instructional video for educators to teach about the use of blogs for educational purposes. This study is being conducted by Amal Ali Al Subki under the supervision of Dr. Brian Newberry, Associate Professor, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

### PURPOSE:

This project will help enhance education by teaching how to use blogs to improve communication, motivation and learning.

### DESCRIPTION:

You will be asked a short list of questions related to the production of educational video for the purpose of ensuring that best practice for production of instructional video is used in this project.

### PARTICIPATION:

Participation in this research is voluntarily, you may withdraw from the project at any time without penalty.

### CONFIDENTIALITY:

The researcher will not to disclose any of your personal information. Because this is an interview your identity will be known by the interviewer. However, your identity will not be disclosed in any way. Any document that includes your name or any identifying information will be kept secure in a locked drawer at the interviewer's home. After completion of the thesis any document or email that contains any information that could identify you will be shredded or deleted.

### DURATION:

The duration of your participation in this interview is approximately 30 minutes.

### RISKS:

There will no foreseeable risks for participating in this research.

### BENEFITS:

The result of this project will be an instructional video that has the potential to introduce this technology to teachers for their possible use of blogs in their classroom.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE.

APPROVED 06/01/12 VOID AFTER 06/31/12  
IRB# 10094 [Signature]

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**CONTACT:**

If you have questions about this research and your rights as a participant, please contact: **Dr. Brian Newberry**, Associate Professor, California State University, San Bernardino.  
[newberry@csusb.edu](mailto:newberry@csusb.edu) 909-537-7630

**RESULTS:**

The results of this project will be available, after the completion of the project, from the Pfau library on the campus of California State University San Bernardino.

☐ I affirm that I am at least 18 years of age.

**SIGNATURE:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE

APPROVED 06/01/12 VOID AFTER 05/31/13  
IRB# 10094 Edward Ward, Ph.D.

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## Informed Consent

Group Three: Technology Proficient Teachers

The project in which you are being asked to participate will design and develop an instructional video for educators to teach about the use of blogs for educational purposes. This study is being conducted by Amal Ali Al Subki under the supervision of Dr. Brian Newberry, Associate Professor, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

### PURPOSE:

This project will help enhance education by teaching how to use blogs to improve communication, motivation and learning.

### DESCRIPTION:

You will be asked to view a storyboard that is being created to produce an instructional video for other teachers and students. After viewing the storyboard you will be asked a short list of questions related to the quality of information contained in the storyboard for the purpose of helping to improve the final project.

### PARTICIPATION:

Participation in this research is voluntarily, you may withdraw from the project at any time without penalty.

### CONFIDENTIALITY:

The researcher will not to disclose any of your personal information. Because this is an interview your identity will be known by the interviewer. However, your identity will not be disclosed in any way. Any document that includes your name or any identifying information will be kept secure in a locked drawer at the interviewer's home. After completion of the thesis any document or email that contains any information that could identify you will be shredded or deleted.

### DURATION:

The duration of your participation in this interview is approximately 30 minutes.

### RISKS:

There will no foreseeable risks for participating in this research.

### BENEFITS:

The result of this project will be an instructional video that has the potential to introduce this technology to teachers for their possible use of blogs in their classroom.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE  
APPROVED 06/01/12 VOID AFTER 05/31/13  
IRB# 10094 CHAIR: Shantia A. Wood, Ph.D.

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**CONTACT:**

If you have questions about this research and your rights as a participant, please contact: **Dr. Brian Newberry**, Associate Professor, California State University, San Bernardino.  
[newberry@csusb.edu](mailto:newberry@csusb.edu) 909-537-7630

**RESULTS:**

The results of this project will be available, after the completion of the project, from the Pfau library on the campus of California State University San Bernardino.

☐ I affirm that I am at least 18 years of age.

**SIGNATURE:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE  
APPROVED 06/01/12 VOID AFTER 05/31/13  
IRB# 10094 Sharon A. Waid, Ph.D.

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## Informed Consent

Group Four: Non-Proficient Teachers

The project in which you are being asked to participate will design and develop an instructional video for educators to teach about the use of blogs for educational purposes. This study is being conducted by Amal Ali Al Subki under the supervision of Dr. Brian Newberry, Associate Professor, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

### PURPOSE:

This project will help enhance education by teaching how to use blogs to improve communication, motivation and learning.

### DESCRIPTION:

You will be asked to view the finished instructional video for the purpose of determining how well the video meets the goal of teaching the use of blogs for communication, motivation and learning.

### PARTICIPATION:

Participation in this research is voluntarily, you may withdraw from the project at any time without penalty.

### CONFIDENTIALITY:

The researcher will not to disclose any of your personal information. Because this is an interview your identity will be known by the interviewer. However, your identity will not be disclosed in any way. Any document that includes your name or any identifying information will be kept secure in a locked drawer at the interviewer's home. After completion of the thesis any document or email that contains any information that could identify you will be shredded or deleted.

### DURATION:

The duration of your participation in this interview is approximately 30 minutes.

### RISKS:

There will no foreseeable risks for participating in this research.

### BENEFITS:

The result of this project will be an instructional video that has the potential to introduce this technology to teachers for their possible use of blogs in their classroom.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

INSTITUTIONAL REVIEW BOARD COMMITTEE

APPROVED 05/01/12 VOID AFTER 05/31/13

IRB# 10084 CHAIR

*Amal Ali Al Subki, Ph.D.*

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**CONTACT:**

If you have questions about this research and your rights as a participant, please contact: Dr. Brian Newberry, Associate Professor, California State University, San Bernardino.  
[newberry@csusb.edu](mailto:newberry@csusb.edu) 909-537-7630

**RESULTS:**

The results of this project will be available, after the completion of the project, from the Pfau library on the campus of California State University San Bernardino.

☐ I affirm that I am at least 18 years of age.

**SIGNATURE:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE  
APPROVED 06/01/12 VOID AFTER 05/31/13  
IRB# 10094 Assunta Ubaid, Ph.D.

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**(IRB) INSTITUTIONAL REVIEW BOARD OF  
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

**Human Subject Protocol Renewal Form**

DATE: 19 / 5 / 2012

IRB NUMBER: 10094

Email Address: alsubkia@csusb.edu

REVIEW CATEGORY: If your application was originally submitted and approved under the *exempt category*, you DO NOT have to file for renewal. Please check off the appropriate category below if your application was originally approved under expedited or full board review.

EXPEDITED ☐

FULL BOARD ☒

INVESTIGATOR(S)/RESEARCHER(S): AMAL ALI ALSUBKI

DEPARTMENT: EDUCATION- INSTRUCTIONAL TECHNOLOGY

PROJECT TITLE: Developing an Instructional Video for Educators on Blogging

The above human subjects protocol is due for renewal. Please answer the following questions listed and return this form to the IRB Coordinator - Mr. Michael L. Gillespie in the Office of Academic Research (Administration Building). You may contact the IRB Coordinator by email at [mgillespn@csusb.edu](mailto:mgillespn@csusb.edu).

Do you want to renew the above named protocol?

YES ☐

NO ☐

If you want to renew your protocol, please address the following questions listed below. If the answers to any one of the below questions is "YES" please elaborate the specific details on the back of this form or on a separate piece of paper and attach to this form.

Are there any changes in the original approved protocol/methodology that relate to the research conducted and/or human subjects utilized in your research?

YES ☐

NO ☒

Have there been any adverse events or unanticipated problem (s) that relate to the research conducted and/or human subjects utilized in your research?

YES ☐

NO ☒

Investigator(s) Assurance:

The information and answers to the questions above is true and accurate to the best of my knowledge and I understand that prior IRB approval is required before initiating any changes that may affect the human subject participant(s) in the originally approved research protocol. I also understand that in accordance with federal regulations I am to report to the IRB or administrative designee any adverse events that may arise during the course of this research.

AMAL ALI ALSUBKI  
Signature of Investigator(s)/Researcher(s)

19 / 5 / 2012  
Date

Brian Newberry  
Signature of Faculty Advisor for Student Researchers

31 / MAY / 2012  
Date

MA Ward  
Approving Signature of IRB Chair

6 / 1 / 12  
Date

Approval of renewed protocol/methodology is granted from 06/01/12 to 05/31/13

APPENDIX B  
GROUPS FLYERS AND CONTACT EMAILS

## Group One

Dear Teacher,

I would like to invite you to participate in a project that I am working on for my master's thesis. The purpose of the project is to improve teachers' teaching skills by providing them with an instructional video on creating and or using a blog in a classroom setting. If you choose to participate and you are proficient in the use of Educational Technology blogs, we would like to have you participate, as many other educators would value your contribution. You may participate in this project for purposes of learning more about the capabilities of blogs to support communication, motivation. The time and place for the interview will be arranged at your convenience.

Please respond to me at your earliest convenience, your time and efforts are appreciated.

The Institutional Review Board of CSUSB already approves the project.

Thank you,

Amal Alsubki

Email: [alsubkia@coyote.csusb.edu](mailto:alsubkia@coyote.csusb.edu)

## Group Two

Dear CSUSB Technology Individual,

I would like to invite you to participate in a project that I am working on for my master's thesis. The purpose of the project is to assist in enhancing the use of blogs in an educational settings and developing an instructional video as a learning tool for other teachers.

If you choose to participate and are proficient developer of instructional videos, please join this project. During our interview we will discuss information on development of a high quality video. If you will participate in this project please let me know and then we will arrange a convenient time and place for the interview. Your input will improve the quality of learning outcomes and will be immensely appreciated as it may help many other educators. The time and place for the interview will be arranged at your convenience.

Please respond to me at your earliest convenience, your time and efforts are appreciated.

The Institutional Review Board of CSUSB already approves the project.

Thank you,

Amal Alsubki

Email: [alsubkia@coyote.csusb.edu](mailto:alsubkia@coyote.csusb.edu)

### Group Three

Dear Technology Teacher,

I would like to invite you to participate in a project that I am doing for my master's thesis. The purpose of the project is to improve teachers' teaching skills by providing them with an instructional video on using and creating blog in a classroom setting. If you choose to participate and you are a proficient user of technology including blogs, I invite you to view a pre-final production version of the instructional video, likely a PowerPoint based storyboard. After viewing the video, I will interview you to determine the degree to which the project in progress meets your expectations about the type of information a video of this type should include as well as to provide information about any changes that might need to be incorporated in the final version of the project to ensure that the video will meet the quality requirements of the project. If you are willing to participate in this project we will arrange a convenient time and place for showing pre-final video and an interview. Your valuable opinion will assist me in the necessary data I need for the production of the instructional video. The time and place for the interview will be arranged at your convenience.

Please respond to me at your earliest convenience, your time and efforts are appreciated.

The Institutional Review Board of CSUSB already approved the project.

Thank you,

Amal Alsubki

Email: [alsubkia@coyote.csusb.edu](mailto:alsubkia@coyote.csusb.edu)

#### Group Four

Dear Teachers,

I would like to invite you to participate in a project that I am doing for my master's thesis. The purpose of the project is to improve teachers' teaching skills by providing them with an instructional video on using and creating blogs in a classroom setting. If you are a teacher who chooses to participate and you are non-proficient in the use of Blogging. I would like to invite you view the completed instructional video. After viewing the video, I will interview you to learn how well the final instructional video serves the purpose of teaching about the use of blogs as an educational tool. If you would be willing to let me show you the video and interview you for this project please arrange with me the convenient time and place for that.

Please respond to me at your earliest convenience, your time and efforts are appreciated.

The Institutional Review Board of CSUSB already approves the project.

Thank you,

Amal Alsubki

Email: [alsubkia@coyote.csusb.edu](mailto:alsubkia@coyote.csusb.edu)

## Group One Flyer

Dear teachers,

I'm doing my theses project about instructional video that shows the use of blogs in a learning setting. I would ask you to answer a short list of questions related to the use of blog in the classroom. Your responses to the questions will help me to create a good instructional video that match teachers' needs of using blogs. So if you are interested I will set the time and place to meet you. The Institutional Review Board of CSUSB already approves the project.

Thank you  
Amal Alsubki



## Group Two Flyer

Dear teachers,

I'm doing my thesis project about an instructional video that shows the use of blogs in learning setting. I would like to ask you to answer a short list of questions related to the production of a high quality instructional video. Your responses to the questions will help me to produce a high quality instructional video that matches teachers' needs of using blogs. So if you are interested I will set the time and place to meet you. The Institutional Review Board of CSUSB already approves the project.

Thank you  
Amal Alsubki

### Group Three Flyer

Dear teachers,

I'm doing my thesis project about an instructional video that shows the use of blogs in learning setting. I would ask you to view an instructional video on the use of blogs in the classroom then answer a short list of questions related to the content of the video. Your viewing of the video contents and your responses to the questions will help me to do the final editing of this instructional video that match teachers' needs of using blogs. So if you are interested I will set the time and place to meet you. The Institutional Review Board of CSUSB already approves the project.

Thank you  
Amal Alsubki

## Group Four Flyer

Dear Teachers,

I'm doing my thesis project about an instructional video that shows the use of blogs in learning setting. I would ask you to view an instructional video on the use of blogs in the classroom then answer a short list of questions related to the content of the video. Your viewing of the video contents and your responses to the questions will help me to do the final editing of this instructional video that match teachers' needs of using blogs. So if you are interested I will set the time and place to meet you. The Institutional Review Board of CSUSB already approves the project.

Thank you  
Amal Alsubki

APPENDIX C  
INTERVIEW QUESTIONS

### Face-To-Face Structured Interview

The set of questions in this appendix have been developed by the researcher.

First group comprised of teachers who know how to use blogs.

1. Tell me your experience about using blogs in the classroom.

Blog as communication category:

2. How could blogs be used to promote communication with parents or others?
3. How can a blog help educators sustain an ongoing relationship with their students?
4. How could a blog support student-to-student interaction or peer tutoring?

Blog as motivation tools:

5. How could blogs enhance student motivation or inspire them in learning?
6. How can blogs support student needs in learning environments?

Blog as learning tool:

7. How could we use blogs in education to make learning environments relevant to students?
8. What student skills or competencies could be developed through use of blogs?
9. How can blogs support the learning of content in any of the core subject areas such as math, science and language arts?

### Face-To-Face Structured Interview

Second group comprised of instructional technology students.

1. What kind of experience do you have with video development environments?
2. What are the essential characteristics of high quality instructional video?
3. How should an instructional video be evaluated?
4. What are some of the considerations in determining how long an educational video should be?
5. What techniques do you use to ensure high quality audio in an instructional video?
6. What kind of copyright is typically used for an instructional video?

### Face-To-Face Structured Interview

Third group, teachers with experience or knowledge of using blogs for the purpose of an early product review.

1. In evaluating this product how would you rate the quality of information about blogs?
2. What weakness did you find in this instructional video?
3. What strengths did you see in this instructional video?
4. Where and how would you recommend this product to be distributed?
5. How could I improve the content of this instructional video?
6. Does the content of the video match your expectations? Why or why not?

### Face-To-Face Structured Interview

Fourth group, non-blog users, teachers, final product review

1. After viewing this video, what ideas do you have for how you implement blogs in to your classroom to help a student learn?
2. After viewing this video, what ideas do you have for how you implement blogs in to your classroom to help improve communication with parents or others?
3. After viewing this video, what ideas do you have for how you implement blogs in to your classroom to help motivate students?
4. What techniques or ideas did you learn from this video?
5. What did you like the most about this video?
6. What did you like least about this video?
7. What would you like to see added to this video?
8. What other types of instructional videos would you like to see?

Developed by Amal Ali AlSubki



APPENDIX D  
VOICE AND PICTURE AGREEMENT FORM

### Voice Agreement Form

My name is Amal Alsubki .I am a master degree student at Cal State San Bernardino. I am working on master degree project and seeking profession speaker of English to provide an unaccredited voice over for an instructional video .If you agree to provide this service please print your name and signed below.

I-----agree to provide a voice over for recording for use in Amal AL Subki master theses instructional video.

Signed -----Date-----

### Picture Agreement Form

My name is Amal Alsubki .I am a master degree student at Cal State San Bernardino. I am working on master degree project and seeking profession speaker of English to provide an unaccredited picture over for an instructional video. If you agree to provide this service please print your name and signed below.

I----- agree to provide my picture for use in Amal AL Subki master theses instructional video.

Signed -----Date-----

APPENDIX E  
THE SOURCE FOR THE IMAGES

## The Source for the Images

Most of the images that were implementing on the video presentation were taken by the researcher. Listed below is the source, along with other pictures purchased from Istockphoto online website :

File	ID	Date (DD/MM/YYYY) ^	Size	Cost	License	Download
	20854404	25/09/2012 1:12 AM MDT	XSmall	\$3.00 USD	Standard	Download
	10327222	25/09/2012 0:11 AM MDT	XSmall	\$8.00 USD	Standard	Download
	12750782	25/09/2012 0:11 AM MDT	XSmall	\$8.00 USD	Standard	Download
	12784143	25/09/2012 0:11 AM MDT	XSmall	\$3.00 USD	Standard	Download
	15383435	25/09/2012 0:11 AM MDT	XSmall	\$3.00 USD	Standard	Download
	15849609	25/09/2012 0:11 AM MDT	Vector Image	\$18.00 USD	Standard	Download
	18433143	25/09/2012 0:11 AM MDT	XSmall	\$4.00 USD	Standard	Download
	19695997	25/09/2012 0:11 AM MDT	XSmall	\$3.00 USD	Standard	Download
	21122196	25/09/2012 0:11 AM MDT	XSmall	\$3.00 USD	Standard	Download
	12171195	23/09/2012 22:58 PM MDT	XSmall	\$8.00 USD	Standard	Download
	17297085	23/09/2012 18:25 PM MDT	XSmall	\$4.00 USD	Standard	Download
	19333241	23/09/2012 18:25 PM MDT	XSmall	\$4.00 USD	Standard	Download
	19522947	23/09/2012 18:25 PM MDT	XSmall	\$8.00 USD	Standard	Download
	19887497	23/09/2012 18:25 PM MDT	XSmall	\$4.00 USD	Standard	Download
	20855515	23/09/2012 18:25 PM MDT	XSmall	\$3.00 USD	Standard	Download

APPENDIX F  
INSTRUCTIONAL VIDEO CD

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