

A Study of Blog Posts in ENG 1327: Approaching English Literature

Hawk Chang

Department of Literature and Cultural
Studies

Objective

- Students that take ENG1327: Approaching English Literature are required to post two reflections and one comment on another students' post on Moodle, but how this assignment can enhance students' learning has never been investigated. Therefore, this project was conducted to study the effectiveness of the blog post assignment and provide some suggestions on ways of improvement.

Participants

- Supervisor(s): Chang, Tsung Chi (Hawk)
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- Team Members:
- ZHU CHUYUE (11156622)
- YUAN JUNTING (11178060)
- YAN TSOI LAM (11168479)

Activities

- The principal investigator collected students' posts (response) in October.
- The principal investigator invited 3 student helpers to read and comment on the collected materials.
- First group meeting: All members met in late October to discuss their findings and their own difficulties when writing the blog posts. The principal investigator provided feedback in response to students' sharing and helps the student helpers design a questionnaire on writing blog posts on Moodle.
- Distributed the questionnaire in tutorials; asked all tutees to fill in the questionnaire; collected the questionnaire for analysis.

Activities

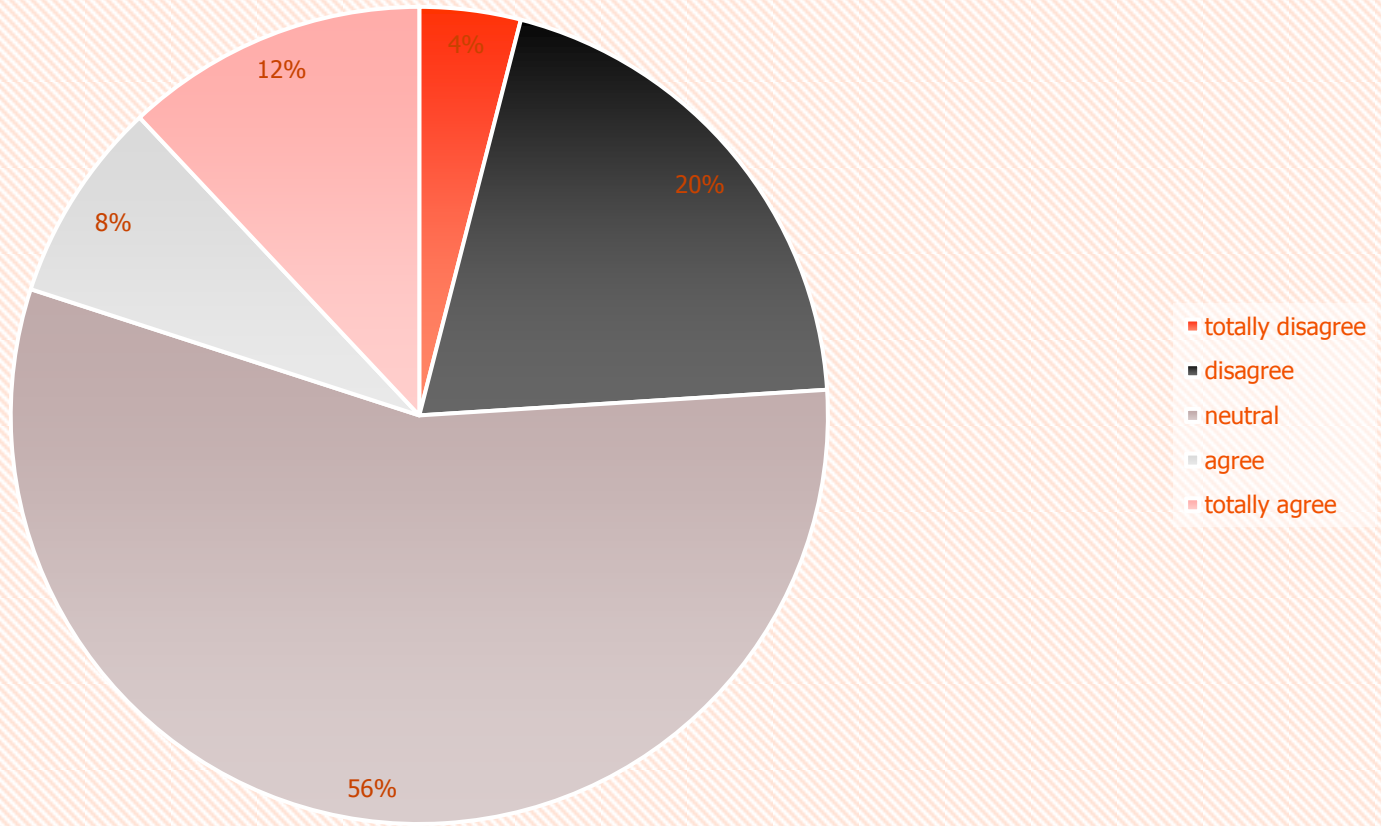
- Second Group Meeting: All project members met in late November to discuss their findings after reading students' feedback on the questionnaire. The principal investigator gave advice on writing a short report.
- All student helpers started writing the draft. Individual (group) consultations were provided in the process of their writing in November and December.
- The leader collected all the drafts and edited the short report. The leader kept close contact with the other student helpers and the principal investigator about the editing.
- Revision and completion of the report

Research Methods

- 1. A questionnaire about blog post task was designed to investigate and collect student's ideas.
- 2. The questionnaire responses were collected anonymously to ensure students' freedom to express their inner thoughts. There were two sections in the questionnaire, one was multiple choice questions, and the other one was open-ended questions.

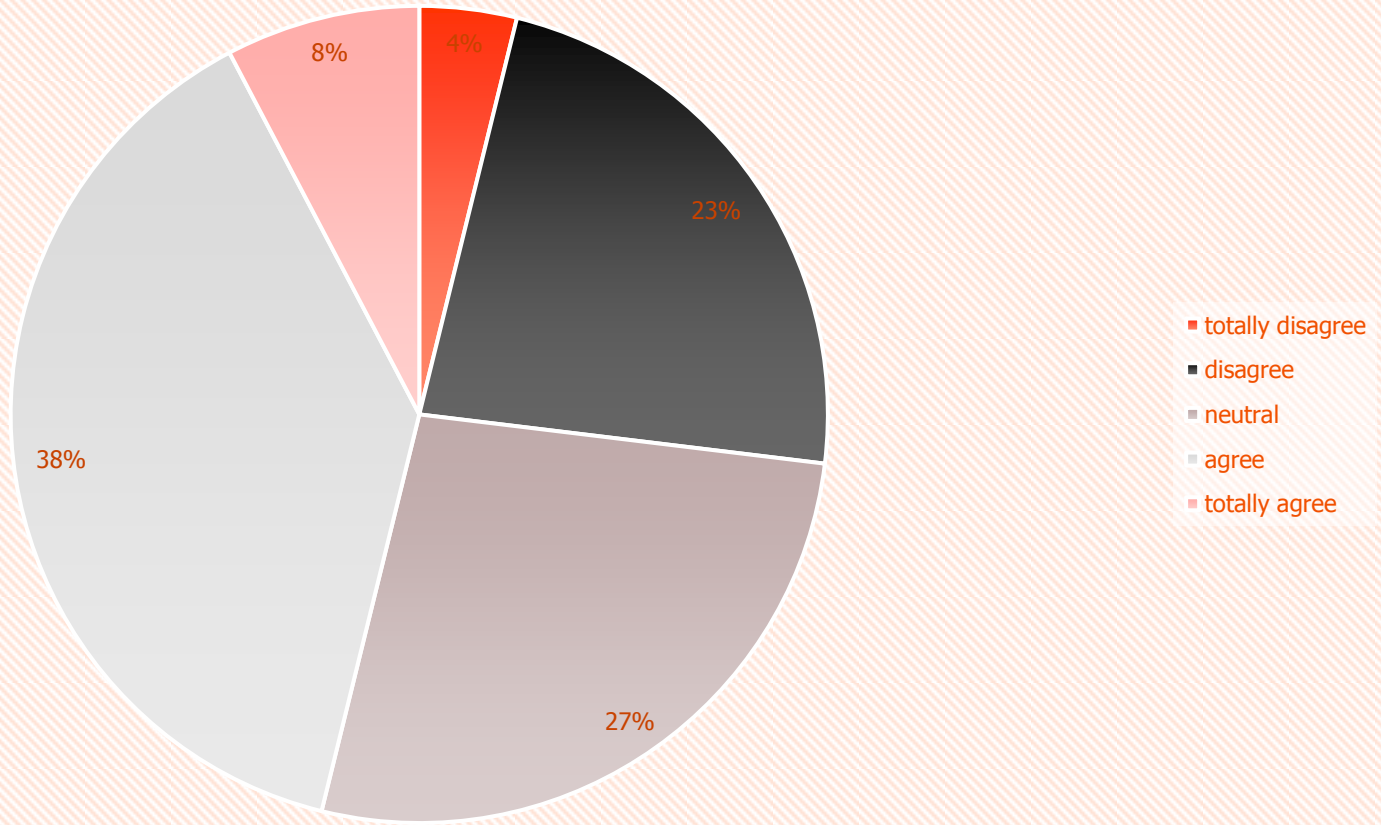
Q1: I enjoy doing the blog post task.

question 1

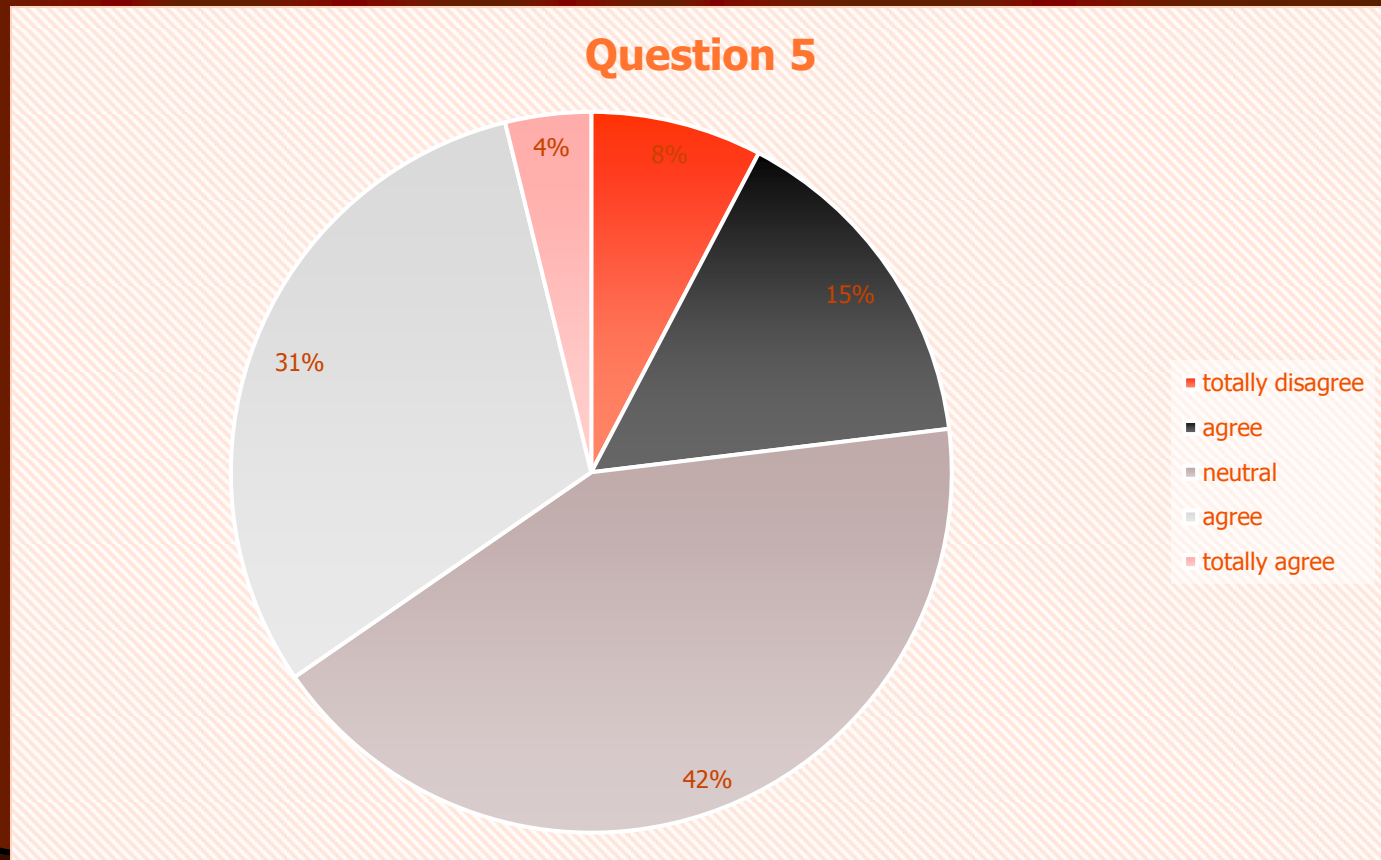


Q 3: I think the blog post task helps me revise for the exam.

Question 3



Q 5: I think reading and writing the blog post helps me think from different perspectives.



Students' Suggestions (Selected)

- 1. Students hope that tutors can provide clearer task requirements, guidelines and assessment rubrics. Model blog posts and guiding questions are suggested as well.
- 2. Students think both word limits for post and comment are not long enough for expressing ideas clearly.

Major Findings

- 3. Another one is about technological problems.
- Quite many students are disturbed by the
- system that sends them email when
- somebody submit their post and comment on
- others. They want the system to send them
- emails when someone comment on their post
- only.

Major Findings

- 4. One noticeable problem is that a few students
- did not get feedback on what he/she posted.
- This problem should be treated seriously
- because without others' comments, students
- are unable to discuss their view(s) with others
- and are unable to know whether their opinions
- make sense .

Suggestions

- 1. Be Clear and Specific
- 2. Divide the Task according to Genres
- 3. Provide Guiding Questions
- 4. Provide In-class Demonstration
- 5. Include a Minimum Word Requirement
- 6. Standardize the Task