

**EFFECTIVENESS OF SOCIAL NETWORKING EDUBLOG FOR TEACHING ECONOMICS****Rajshree S. Vaishnav**

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Abstract

The present study is aimed at finding the effectiveness of Edublog in terms of students achievement. It was an experimental study conducted on students of class 9th studying in different schools affiliated to Central Board of Secondary Education of Nagpur city in the state of Maharashtra India. The researchers selected 200 students studying in two different schools and divided into two groups each comprising 100 students. The groups were labeled as Experimental group and Control group. The student of experimental group was taught through Edublog along with regular class room teaching while students of control group were taught using the traditional method of teaching for Economics subject. The pre-test was administered to students in both the groups before teaching commenced. After the treatment a post-test was administered. The data was analysed using t-test. Result revealed statistical significant effect of Edublog over traditional teaching method on academic achievement of students.

Keywords: Edublog, Traditional Method, Achievement, economics

The web 2.0 technology has been changing the face of traditional teaching to informative base education. Our education system is geared towards teaching and testing knowledge at every level and making our students to think out of the four wall of the classroom and focus on skill based education where technology play a key role to enhance our Indian education system beyond the traditional method of teaching.

The number of Internet users in India is expected to rise 18.53 per cent in the coming years to reach 243 million when it is expected to overtake the US as the second largest Internet base in the world, as per the I-Cube 2013 report. In the world of social networking where facebook, twitter and pinterest has become our daily visiting sites for our entertainment purpose. The rapid growth of technology in recent year via to internet and mobile connectivity serves as an excellent opportunity for the growth of E- learning in India. Then why not we should go beyond social use of technology and give a thought for integrating technology based education system at all level.

E-learning has gone through many phases like –power point presentation, linear and branching type program learning, development of software programme ,e leaning, virtual classroom etc. Nowadays in the field of education different types of software and gadgets are used to make education as an informative hub for the upcoming generation. One of the technologies of modern era is social networking i.e Blog, face book, twitter etc which can be used to improve the process of teaching and learning and to reach beyond the periphery of traditional physical classroom.

Social Networking

Social Networking is not a new concept in our daily life; it is just the activities that we do on the internet such as: listening to music, viewing videos, movies, online gaming, chatting,

marketing, advertisement, group discussions, news, blogging, coordinating among groups for sharing contents and all kinds of other virtual activities. Nowadays, Social networking websites are important not only to keep in touch with people but also beneficial for educational purposes in many various ways.

Now social networks focused on sustaining relationships among teachers and their students are used by educator for professional development, learning, and sharing content. Children will be better set to adapt future technology as children learn to adapt new technologies or new applications of present technologies.

Types of Social Networking

There are N-numbers of social networking sites available on internet for different purpose. People usually looks to get connect with others through the social sites like Twitter, Facebook, LinkedIn and Blogs etc. but the social media is beyond all this, there is hundreds of Social Networking sites, some of the most popular social networks which are divided into following categories as per their different purpose among different level of audience.

Social Connections; Multimedia Sharing; Professional; Informational; Educational; Hobbies; Academic

Blogs

A blog (short for weblog) a personal website or web page on which an individual records opinions, links to other sites, etc. on a regular basis. It's a list of journal entries posted on a Web page. Anybody who knows how to create and publish a Web page can publish their own blog. Some Web hosts have made it even easier by creating an interface where users can simply type a text entry and hit "publish" to publish their blog.

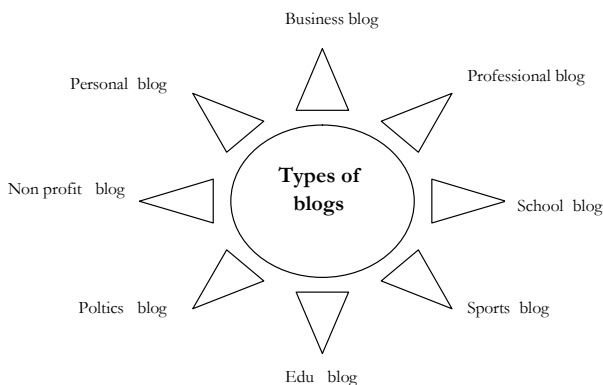
Because of the simplicity of creating a blog, many people (often one kids and adults) have found a new presence on the



Web. Instead of writing confidential entries in a book that no one is supposed to see, people now can share their personal feelings and experiences with thousands of people around the world. Blogs are typically updated daily, monthly, or anywhere in between.

Types of Blogs

There are different types of blogs on WordPress.com, and they span over 100 languages. The examples of popular blog categories



Edublogs

An Edublog is a blog created for educational purposes. Edublogs exist since 2005, and Powering 3,150,159 Edublogs till the date. Edublog archive and support help the student and teacher learning by facilitating reflection, questioning by self and others, collaboration and by providing contexts for engaging in higher-order thinking. The use of Edublogs has become popular in education institutions including public schools and colleges. Edublogs can be useful tools for sharing information and tips among co-workers, providing information for students, or keeping in contact with parents. Common examples include blogs written by or for teachers, blogs maintained for the purpose of classroom instruction, or blogs written about educational policy. Educators who blog are sometimes called edubloggers.

Importance of the Study

The use of computer based technologies in education for improvement of knowledge and skill in school level has become a pivot. Computer is used as a learning tool for teachers. Economics is a social science and it's include the study related to our households, business companies, the government (the state), and foreign countries, which is needed to be study and memorized all the process of development in Indian economy. Computer based technology helps to provide in chronological events by social networking sites: especially by edublogs.

Edublog is the new instructional device, can illustrate or explain the Economics more comfortably and very effectively. By surfing on the net, students can get a wider horizon about any

kind of information and have a deep understanding on each field. The present study was conducted with the following objectives.

Objectives of the Study

Objectives of the present study are set out as follows

- 1 To develop Edublog for teaching economics to students of Class IX CBSE and study its effectiveness in terms of Achievement of students
- 2 To compare the mean overall achievement score of the students studying through Edublog along with regular classroom teaching with those studying through traditional teaching method only for class IX economics subject.

Hypotheses

- There will be no significant difference between the pre and post test mean overall achievement score of students studying through Edublog.
- There will be no significant difference between the academic achievements of students studying through Edublog alongwith regular classroom teaching with those studying through traditional teaching method only for class IX economics subject.

Sample

For the present study sample of 200 students, studying in IX class C.B.S.E. from two schools at Nagpur city of Maharashtra state, India. Both the schools were affiliated to Central Board of Secondary Education, New Delhi.

Methodology

In present study the sample was selected using purposive random sampling technique Pre-test Post-test Control group design was employed. The subjects were assigned to the experimental & control group by random procedure. The self developed criterion reference test was used as pre and post-test to know the achievement of both the group. The control group was taught through traditional method of teaching where as experimental group was taught through the textual based Edublog content along with their regular classroom teaching. Students were free to learn according to their own pace. They could read given information as may times as they wanted and were free to comment or ask queries on the given Edublog contents. The students were very active and were actively asked question through mails, comments, face-face decision and feedback was taken. After completion of unit the same criterion reference test was administered as post test. The t-test was used to test the significance of the difference between two means scores of the students on criterion reference test for achievement.

Data analysis

The data was analyzed and t-value was calculated to find out the significance difference between the means of the pre and post test score of experimental group and also the post test score of control group and experimental group. Hypotheses were checked at 0.05 and 0.01 significance level.

Mean S.D. and t value for pre and post test of experiment group

Group	Test	N	Mean	SD	t-value
Experimental group	Pre test	100	47.06	18.064	8.72*
	Post test	100	64.02	7.2022	

From table 1, it is evident that:-

The t-value of 8.72 for achievement of students on criterion test is significant at 0.01 level of significance with df. equals to 99. It indicates that the mean overall achievement score of student before the treatment differ significantly from that after the treatment.

The mean post-test score (64.02) of students on criterion test is significantly higher than the total mean pre test score (47.06) of student before the treatment.

Further, it indicates that the Edublog for teaching Economics could influence the achievement of the students on criterion reference tests.

Thus the Edublog was found to be effective in terms of the achievement of students on criterion reference tests. Hence the null hypothesis that there will be no significant difference between the pre-test and post-test achievement score of students studying through Edublog is rejected.

Table 2 - Comparison of Post-test Scores of the Control Group and Experimental Group

Group	Test	N	Mean	SD	t-value
Control Group	Post	100	57.53	6.47	6.69
Experimental group	Post	100	64.02	7.20	

* Significant at 0.01 level

The Table No.2 indicates that mean value of Post test of control group is 57.53 and experimental group is 64.02. The calculated value of t-value (6.69) is significant at .01 levels. The student of the experimental group achieved more score at Post-test than control group. The comparison between the groups revealed that the performance of Experimental group was better than that of Control group. Thus the Edublog was found to be effective in terms of the achievement of

students on criterion reference tests. Hence the null hypothesis that there will be no significant difference between the pre-test and post-test achievement score of students studying through Edublog is rejected.

Conclusion

On the basis of the results obtained in the study, the following Conclusion were drawn

The developed Edublog has proved effective which is evident from the achievement of the students on pre and post criterion tests of experimental group and also on post test score of experimental and control group. This proves that the study through Edublog along with conventional method is more interesting, useful, easily accessible and compatible than the only conventional method normally used in the classroom. This proves that the developed Edublog is effective and motivating for the students.

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