

Freshmen student teachers' perceptions regarding the contribution of personal and communal blogs to their professional development

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Abstract

The contribution of technology platforms such as blogs in higher education is of ever-increasing interest. This study explores the integration of personal blogs vs. the communal blog in teacher education with the emphasis on exposing pre-teachers perceptions regarding these blogs' contribution to their professional development. The two-year study was based on two groups of elementary-track students. First-group participants (2014-2015) were asked to accompany their practical work with personal blogs (entries available only to the pedagogical instructor). Second-group participants (2015-2016) were asked to accompany their practical work with a communal blog (entries available to all group participants and to the pedagogical instructor). A qualitative analysis of interviews with all students revealed differences between the two blogs regarding five major themes: organization and educational perspective change, communication, writing, future integration of ICT, and preference for communal vs. personal blog. Conclusions and implications refer to ways to integrate blogs into teacher education.