

Bloggging in enhancing teaching and learning of science: A qualitative case study

Abstract

This article examines the online experiences of a group of Science teachers from five Smart Schools who shared their teaching practices via blogs. The study was undertaken to explore the effectiveness of this technology in improving teaching practices and promoting a community of practice. Data were elicited via blog postings of what the teachers' perceived as best lessons and comments and feedback posted by their team members. These postings were supported with data from a focus group interview. The findings revealed that blogging had to a large extent led teachers to share principles of teaching and practice but only partially succeeded in promoting collaborative efforts among the teachers as evinced by the lukewarm postings and feedback. On the whole, the teachers exhibited concerns related to their awareness, readiness and competency in embracing the changes expected of them.