



The use of Edublog as a methodological tool in achieving learning situated in the university context

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Abstract: The purpose of the research work was to establish the incidence of the use of Edublog as a methodological tool in the achievement of learning located in the university context of the Faculty of Industrial and Systems Engineering at Federico Villarreal National University, using the approach quantitative, with a non-experimental design, using population of 450 students, after the calculation of the sample, 202 students were obtained information was collected through instruments that were validated by technology experts and their validity with Cronbach's alpha index, the results of which indicated that both instruments were highly reliable. The results showed that according to the perception of the students, there is a significant high correlation between the study variables.

Keywords: Edublogs, situated learning, university, competences

1. Introduction

Currently, university education systems have been impacted by the demands of the scientific, technological and social advance of the millennium. In this sense, it is essential to approach universities in depth to describe and interpret the learning processes that their students use. This research explores the possibilities offered by edublogs as a technological methodological tool that strengthens situational learning processes for the practice of a second language, in this case English. In this regard, Alonso (2012) stated one of the teacher's challenges is to adapt to new educational models and to students who were born and raised with the internet. This implies a change, seeking new strategies that bring us closer to the management of technology as a search tool, treatment, and production of knowledge. In this same sense, it will be reflected that the formation of university competences requires situational learning, which prioritizes complex thinking, learning to learn, solving problems and working collaboratively based on the use of edublogs.

The current situation regarding the demands of a new educational model that integrates the needs of the environment, the new teaching-learning scenarios and the new teaching role that are essential to face what society demands (Martínez and Torres, 2017), this implies using the tools that promote the development of competencies, that is, of cognitive, metacognitive, intellectual,

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and practical capacities, as well as ethical values, through collaborative work with the help of virtual resources.

2. Literature Review

Among the previous works, it has been possible to find the investigations of Molina, Valencia, and Suárez (2016) that aimed to study the students' perception of an experience in the didactic use of a teaching blog during four academic years in a university subject. Through a qualitative analysis applied to 134 students, the results reveal a favorable opinion of the students regarding the use of the blog, since they consider it a motivating resource that allows them to expand and deepen the contents of the subject thanks to its multiple uses and the possibilities of interaction and communication that it offers.

Likewise, in Campillo's work, Miralles and Sánchez (2021), whose objective was to study the impact of blogs on improving motivation using the quasi-experimental method with a sample of 101 participants, the results indicated that the use of blogs helped students develop their digital literacy, improve their skills, and increase their motivation. In this same sense, in the work of Marín, Sampedro, Muñoz, and Salcedo (2020, p.113), their purpose was to determine whether the use of blogs helps to make the educational act more democratic through an *ex post facto* method with a correlational descriptive design, showing that students considered that blogs could be a useful tool in teaching.

The purpose of the work by Hernández and Navarro (2017) was to analyze the usefulness of the personal computer in the classroom by higher education students, using a questionnaire whose results indicated that the personal computer helped to consult information more quickly, facilitated work, saved time and space, helped to take notes, and consulted the virtual platform, facilitating autonomy in tasks. For their part, Martínez and Torres (2017) disclosed the current situation regarding the demands of a new educational model that integrates the needs of the environment, the new teaching-learning scenarios, and the new teaching role that are essential to face the demands of society. For this purpose, they applied a "focus group".

In relation to blogs, Trujillo (2010, p. 10) places periodically updated websites that compile chronologically texts, articles, publications, or entries (posts) by one or more authors. In reference to e-blogs or edublogs, according to Fernández (2018), their main objective is to support a teaching-learning process in an educational context. It is in this context that there are teachers who use edublogs as didactic resources to share learning experiences, manage projects, online work, plan activities, and provide information on resources to carry out tasks and activities inside and outside the classroom, and thus to promote collaborative learning spaces. In the field of education, edublogs have gained some popularity and are gradually being used to promote learning through ICTs (Chawinga, 2017).

There are several classifications of edublogs for the university context used as didactic tools (Molina, Valenciano, and Valencia-Peris, 2015): the teaching blog for course content, the teaching blog open for student participation through comments or posts on the entries that are made, the edublogs of students as administrators, and the blog as a learning network, in which the teacher links other blogs for students to continue investigating. In this perspective, it is important to understand the operation of e-blogs, which have been dimensioned based on the contributions of Valero (2009) in:

Dimension Entries to various texts, which are arranged chronologically and have a title, the first lines of text, and comments issued on the text. These entries should include information, personal experience of the content being presented, or opinion.

- Dimension Participation, which are the comments to the entries, which represent the most interactive part between the author and his readers.
- Dimension Links, which can be to other blogs or recommended sites on topics of interest that you want to share with your readers.
- Dimension Thematic Classification, according to the categories created by thematic order or also through labels, which is an important part of the blogosphere because it allows cataloging in a fast and flexible way and very adjusted to the real description.

In the context of bilingual education, the blog helps to achieve the fundamental objectives: the improvement in the written expression of students. Obviously, this can be done in many other media, but the edublog has the advantage of being a medium in which students feel more comfortable, it is closer to what they are used to (social networks, for example), and it also allows them to constantly intervene through blog comments.

Currently, skills training require professional practice to be accompanied by various technological tools to achieve this. In this way, communication and interaction possibilities are expanded, as well as the use and management of information or data processing. Situational learning is that cognitive and behavioural process that prioritizes training in competencies highlights the development of complex thinking, the ability to learn to learn, and the ability to solve real problems in a way. In situated learning, the construction of knowledge has a high dependence on individual and social cognitive interaction, so that both the internalization and the transfer of knowledge occur at the behest of social interaction. Therefore, the individual learns in the context that he is situated and in function of himself. To achieve situated learning through edublogs, there are ways to measure it as postulated by López (2014):

- Dimension of educational services, refers to the innovative training possibilities that promote the development of new skills throughout people's lives thanks to technology (e-learning) that has allowed new educational scenarios in universities through online courses.
- Dimension of accompaniment, means that through e-blogs, support for community work, professional practices, tutorials in the use of technology with educational applications, and generation of communities of practice can be achieved.
- Dimension of training, new training and support environments have been created, ways of dissemination and transmission of knowledge, new ways of building knowledge also appear, as well as strategies for linking teachers, students, and researchers, which develop diversified forms of cooperative work in network.
- Dimension of research and development, which requires that the educator not only promote learning processes, but also the search for the best technological tools to support the educational act, face-to-face or virtual.
- Dimension of social inclusion, through situated learning it is sought to generate a new social environment that offers the possibility of expanding the scope of the institutions, particularly in vulnerable groups and with high rates of marginalization.

The research is justified because edublogs and situated learning are fundamental for both students, teachers, academic groups, and researchers. They allow to carry out tasks and online work, manage research projects, disseminate research results, publish news and references of interest educational, generating spaces for exchange between students or teachers, among others. Technologies through edublogs are present in collaboration, exposure, feedback, and generation of networks (Islas, 2018).

3. Problem definition

From a perspective, to achieve, through the edublog as a methodological tool, situated learning with a collaborative, democratic research approach, inclusive, developing skills and improving university services. Our research question is focused on discovering to what extent the use of Edublog as a methodological tool is related to the achievement of learning located in the context of university education in students of the Faculty of Industrial and Systems Engineering at the National University Federico Villarreal?

The objective of the research was to know the perception of the use of edublog as a methodological tool with the achievement of situated learning during an academic semester. For this purpose, instruments have been developed to measure the study variables.

4. Method of analysis

A research of a quantitative, applied nature was used, seeking to contribute to the development of scientific knowledge at a descriptive-correlational level, in accordance with Hernández et al. (2014). Likewise, the study variables have not been manipulated, so it is non-experimental. The research population was constituted by 450 students from the Faculty of Industrial and Systems Engineering of the Federico Villarreal University. Carrying out the calculation of the sample, 202 students were obtained, and for the analysis of this research, we worked with 200 students. The survey has been used as a technique. The instrument was the questionnaire, using the Likert scale.

5. Results and discussion

The state of the relationship between edublogs and situated learning of English was analyzed, of a representative sample of two hundred students, who answered a total of 9000 responses to the set of 18 items by 200 surveys belonging to the variable (X) "Edublogs" and 27 items per 200 surveys belonging to the variable (Y) "Situated learning of English." The statistical treatment was carried out using the SPSS version 25 program and the Microsoft Excel 2013 program for Windows, from whose procedure the following results were obtained:

Table N ° 01 presents the results of the Pearson coefficient of the edublogs variable and the situated learning of English variable

	EDUBLOGS AND SITUATED LEARNING
MEDIAN Y	70.89
MEDIAN X	69.58
TYPICAL DEVIATION Y	4.98
TYPICAL DEVIATION X	5.85
COVARIANCE	25.40
PEARSON CORRELATION COEFFICIENT	0.87

It was obtained by means of a Pearson Correlation Coefficient (r) 0.87 indicating a considerable positive direct association or relationship between the variable (X) Edublogs and the variable (Y) Situated learning of English. The variable situated learning has been operationalized based on what proposed by López (2014) that considers five dimensions: educational services, support, training, research and development and social inclusion. Each dimension is made up of indicators that have been measured through regentes.

Table N°02 presents the results of the variable (X) Edublogs and each dimension of the Variable (Y) Situated Learning of English.

	EDUBLOGS AND EDUCATIONAL SERVICES	EDUBLOGS AND ACCOMPANIMENT	EDUBLOGS AND TRAINING	EDUBLOGS AND RESEARCH AND DEVELOPMENT	EDUBLOGS AND SOCIAL INCLUSION
MEDIAN Y	14.585	13.275	12.55	15.555	14.925
MEDIAN X	69.58	69.58	69.58	69.58	69.58
TYPICAL DEVIATION OF Y	1.67	1.63	1.79	1.04	2.56
TYPICAL DEVIATION OF X	5.85	5.86	5.85	5.85	5.85
COVARIANCE	6.12	6.73	8.76	3.02	0.78
PEARSON CORRELATION COEFFICIENT	0.63	0.70	0.84	0.50	0.05

The main purpose of this research was to establish the incidence of Edublog in a sample of university students and its relationship with the achievement of situated learning of English through the dimensions: educational services, support, training, research and development, and social inclusion. The data obtained show a significant high correlation between the study variables, which is consistent with previous studies that indicate that the Edublog is a tool that gives the opportunity to increase dialogical interactions between peers in a more relaxed and uninhibited space (Pardo, Suelves, and Vidal, 2020).

The results showed that there is a direct positive correlation between the Edublog and each dimension of situated learning of English. From the previous generality, the fact that the participants indicated that the edublogs allowed adequate access to educational services to be tools that open possibilities for students and teachers as innovative supports stands out, which reinforces the idea of Aznar and Soto (2010) who affirm that lifelong learning should be promoted and that it needs new proposals to develop learning and work

mastering skills using interactive tools to los such as edublogs in the teaching-learning process. These tools turn the educational map, by understanding another way of conceiving the teaching-learning process (Marin and Gómez, 2015). There is widespread recognition among students that goals and learning are valuable to their present and future multimodal learning needs (Hourigan & Muray, 2010), Valencia and Suarez (2018) who argue that although edublogs are available 24 hours a day and this allows it to be adapted to personal learning circumstances, it will only be a support element if it is worked in collaboration. Blogs help the educational act to be more democratic as it helps to bridge social, economic and cultural gaps (Dapia and Escudero, 2014). The main strengths of this research can be indicated as the participation of a relatively significant sample of students to know their opinion about the use of edublogs as a pedagogical tool that helps them to have a situated learning thus developing skills. However, a weakness is to generalize the results to students from low socioeconomic strata, an aspect that should be considered in similar studies.

6. Conclusion

It is concluded that there is a significant high correlation in the use of Edublog as a methodological tool in the achievement of learning situated in the University context. Finally, the results of this work should be disseminated, since to follow the rhythm of technology and adapt to social changes, to motivate and awaken the interest of our students, taking advantage of the advantages it offers to teaching-learning, since users they do not require advanced knowledge to use edublogs.

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