ABSTRACT

This qualitative research study documents the observed behaviors and reported experiences of a regular education English teacher and her class of seventeen honors-level 10th grade American Literature students engaging in an asynchronous blog. This study examines the uses of blogging in the high school classroom as well as the effects on student learning including improvement in student motivation, writing, and comfort in the learning environment. In this study, technology is not viewed as a replacement for human contact, but rather as a means of enhancing in-class discussion and learning. It was found that some students who were not comfortable speaking in class were more comfortable sharing and collaborating on the blog. Also, the data suggested that blogging in the classroom enhances student interest, prompts students to construct personal meaning, fosters student voice, and creates a collaborative learning environment among students and between teacher and students. The role of the teacher is discussed within the context of a student-led, constructivist classroom arising from the implementation of online blogs.