

## **USING SOCIAL MEDIA (BLOG) IN THE CLASSROOM: Reflecting Lecturer's Pedagogical Approach And Students (In-Service Teachers) Intrinsic Motivation**

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### **ABSTRACT**

The demand of responsibilities among teachers has evolved not only in classroom management but also to the extent of promoting communication and interpersonal skills. Social media is integrated in schools and higher learning institutions for communication and reflection of learning which enhance teachers' performance in leadership quality and effective teaching. This study was designed in a qualitative approach mainly to explore the extent of interest and enjoyment students experienced during an intensive ICT course. Blog was used as a medium for reflection during the class where students posted their creations of videos, posters and other ICT materials. The three needs investigated were namely autonomy, competence, and relatedness support. The researcher further examined on students' awareness of the usefulness of the ICT skill they learned and how much they can use the blog for teaching and learning. Based on the Basic Psychological Needs Theory framework (BPNT), this study has adopted the direct observation, journal entry, and interviews as a triangulation approach.

**Keywords:** Qualitative research, Basic psychological needs theory, blog and social network.

### **INTRODUCTION**

The success of technology integration in the curriculum depends greatly on the teachers' abilities as well as the support from school principals. Most teachers and school principals have been provided with computer skills training to help them in teaching and to understand about the computer skills needed.

Malaysian Ministry of Education (MOE) has invested millions of Ringgits in order to develop the technological capabilities of teachers and school principals. Nearly all primary and secondary schools teachers have been provided with laptops for personal and classroom usage. Moreover, teachers and students are able to collaborate on research, networking and information through the Internet connections of broadband provided by the Internet Services such as Streamyx. The number of primary school principals and teachers enrolled in universities has increased tremendously since 2006. They have been somehow driven away from their critical roles in schools due to the increase of responsibilities to become more qualified and competent managers and teachers. They are also expected to be professionals in using technology in their respective schools. Thus, they must move forward with the vast development of education and teaching skills.

The University's preparations of courses for teacher curriculum include ICT skills ranging from web design, blogs, Windows movie maker, digital imaging, Author ware and other Web 2.0 applications. These courses have attracted learners to learn but not able to apply in schools. Sometimes, the courses have been repeatedly addressed but with different approaches. As such, we are not able to identify the students and school principals' expectations or to achieve the training goal. Reflecting back on the role of school principals as technology leaders in schools, Daresh (2006) has outlined the need to increase communication skills, management applications, presentation skills, and information processing as well as improvement of instructions to increase teacher-student and principal-student learning. Through communication skills, students are able to use e-mail group discussions and blogs to communicate with school communities and parents. Memos are said to be disappearing slowly. As for the management applications, computer technology can provide a database for teachers to keep their records, budgets and inventories, etc. These include the applications of Microsoft Access and Excel. Thus, it will help the teachers and school principals to adopt a good decision making based on the systematic organized data.

Using Power Point slides will enable students and school principals to present interesting and entertaining information. Those days of overhead projectors and chalkboards may be over in many school systems (Daresh, 2006). As to improve instruction in learning, Internet technology has empowered the sources of knowledge compared to other resources. Ranging from online newspaper and Web 2.0 applications, the computer technology, namely the Internet, has proven to be a significant tool in enhancing learning. Despite the various functions of information and communication technology (ICT) in schools, the school principals and teachers are getting more overloaded with work specifically in upgrading their ICT skills throughout their training in universities. Some may even have frustrations when they cannot follow the courses effectively. The high expectations from the MOE as well as the lecturers have even burdened the teacher-students. As ICT develops and improves, the demands and expectations will also increase. Therefore, consistent evaluation of the ICT curriculum and instruction must be carefully addressed to improve future courses in the university. This has led the researcher to investigate on the effectiveness of the course curriculum including the syllabus and teaching method.

In this study, the researcher seeks to explore the IIUM education in-service teachers' (primary school principals and teachers) experience during the ICT training offered at the university. The main focus was to investigate the students' interest and enjoyment during their extensive ICT course by reflecting their learning experience in the blog. Based upon the Basic Psychological Needs Theory, building an intrinsic conceptual framework, the researcher attempted to answer the following research questions:

- Did students enjoy learning ICT skills?
- To what extent did students perceive the feeling of competence?
- Did students receive related support from the lecturers?
- Did students receive autonomy support from the lecturers?
- Did students perceive the usefulness of the ICT skills taught in the course?

These research questions will be answered using student reflection using blog, direct observation and journal entry of the researcher. Further interviews were carried out to gain in-depth information about the reflection of the ICT course.

The elaboration of the methodology is explained in the research design. The following literature of intrinsic motivation underpins the framework of the present study.

### **Basic Psychological Needs Theory (BPNT)**

Under the umbrella of Self-determination theory, Deci and Ryan (1985, 2000) have introduced the BPNT that deals with the innate needs of autonomy, competence and relatedness. Intrinsically motivated students have always been linked to interesting activities. The activities that interest the individuals would entail 'novelty, challenge or aesthetic value' (Ryan & Deci, 2000: 60). Elaborated further by Brophy (1998), the basic needs when supported by teachers and classroom climates will result in self-determined and intrinsically motivated students.

### **The Need Of Autonomy**

From the work of deCharms (1968) and Ryan and Grolnick (1986), autonomy under the BPNT framework is referred to as the basic need to experience one's behavior as self-endorsed or volitional. Deci and Ryan (1985,2000) have promoted three dimensions of autonomy support namely providing choice, control and relevance of teaching. Further, Skinner and Belmont (1993) extended the autonomy support in the classroom context to providing students with respect.

Elaborating the concept of choice, it is not similar to freedom of doing anything without guidance or reason. In the BPNT, the autonomy support can be explained from the perspective of freedom or choice to do something which begins from oneself. When the autonomy support of choice is experienced, it will lead to a meaningful learning outcome such as higher mastery learning (Ryan & Grolnick, 1986) and enhanced creativity (Koestner, Ryan, Bernieri & Holt, 1984).

In the University curriculum context, the choice of selecting topics for assignments or learning activities can hardly be exercised since Brophy (1998) asserts that the autonomous condition is difficult to establish in the classrooms due to the centralized curriculum, compulsory attendance with no choice to choose on what students want to learn, and the crowded classroom with high expectations from the public. Such expectations are having students confident and skillful in working with ICT within a short course at the university.

The university curriculum has been designed in such a way that can impose meeting of high demands of the student. The big number of students in the classroom will also hinder personal attention from the lecturers or educators. However, according to Kolb (1984), adults can see themselves as being responsible for making their own decisions and capable of self-directed learning. He further suggests that teachers should provide learners with the opportunities to plan and give an input. On the other hand, he also provides a setback for this method since those learners with particular memories of their educational experiences will affect a dependency on a teacher and willingness to be told what to do.

Therefore, in providing autonomous support in terms of choice, a lecturer can allow students to find information from a variety of resources such as the Internet and choose their own topics to perform their ICT skills. According to Lepper (1998), intrinsically motivated students employ strategies with more effort, process information more deeply, and are persistent in learning. Thus, the passive learners who are dependent on the teachers will be more confident to explore their own information if provided an interesting ICT learning environment.

The second dimension of the autonomy support is to provide students with control. According to Deci (1980), control is not about controlling the environment but about the need to be self-determined. He uses the term *self determination* to refer to the experience of freedom in initiating one's behavior, free from dependence on outcomes over which they have control. In making the classroom become conducive and providing students with control over their own learning, Grolnick and Ryan (1987) suggest that autonomy-supportive teachers allow students to solve their own problems. The freedom in doing problem solving will enhance students to work creatively and become engaged in the learning process. Thus, lecturers must ensure that their students understand certain ICT skills before allowing them to lead in intellectual discussions and hands-on activities among themselves. This implies that the autonomous need is encouraged but the lecturer has to lead the discussion before allowing them to take charge or control of the lesson. Hence, more can be done to support sustained learning by involving the students in exploring ICT skills and working from the students' perspectives.

The third dimension of the autonomy support is to provide students with the relevant teaching. This dimension is related to the integrated regulation of the extrinsic motivation. Though initially started with the external reason, it will further transform students to be internally engaged in learning. This can be achieved through communicating the values and providing students with the rationale of learning which Deci and Ryan (1985, 2000) refer to as internalization. Providing the rationale of learning (Deci & Ryan, 1985, 2000) and the authenticity of learning related to real life context, teachers should communicate effectively on the purpose of learning the specific content so that their students can make the effort to learn and show interest in learning. Therefore, autonomous teachers are willing to discuss ways to overcome the challenges by converting something not worth learning to something worth doing.

In the real context, students have been provided with database software without the need to understand how it was programmed. However, the International Islamic University Malaysia has provided a database course using the Microsoft Office Access. This is to introduce students on managing and processing data more effectively. Therefore, the responsibility of the lecturer is to acknowledge the need to learn database management despite the existing database provided by the MOE.

The last dimension of the autonomy support is to provide respect. Reeve (2006) has explained that teachers should be able to acknowledge and accept students' expressions of the negative affect which reveals the motivational problems. As a result, lecturers should become good listeners and responsive to students' questions, comments and opinions.

As suggested by Skinner and Belmont (1993), teachers can be autonomous by considering the feelings and needs of their students.

In summary, the autonomous support is the most self-determined type of motivation which in intrinsic motivation can be identified from the source and the outcome of one's behavior. The source and energy of the behavior are rooted from the self or the desire of the individuals. Neither strict freedom nor complete freedom of influences from others can serve the need for autonomy. But to what extent with the student be respected, accepted by the teachers as an individual, able to choose from the opportunities given in order to make meaningful decisions and solve his or her own problems is seen to be important.

### **The Need of OF Competence**

This concept is discussed in the BPNT based on the mastery of learning which deals with challenges, immediate feedback and interest in learning. This need is also considered innate and has been proven to be the resource to energize and direct behavior. Skinner and Belmont (1993) have used the term 'structure' to describe the amount of information in the context about how to achieve the desired outcomes. As described by Skinner & Belmont (1993: 572), "Teachers can provide structure by clearly communicating their expectations, by responding consistently, predictably and contingently, by offering instrumental help and support, and adjusting teaching strategies to the level of the child". Therefore, the dimensions derived from the competence need support are to provide challenges, expectation, adjustment of teaching and teacher's help. To overcome challenges, a lecturer needs to address appropriate levels of challenges and difficulties to parallel with the student's abilities. Deci and Ryan (1985,2000) assert that the need for competence is the need to experience satisfaction in exercising and extending one's capabilities. This concept relates to the beliefs of control, strategies and capacity. The need of competence is met when the individuals believe that they can determine their success (control beliefs), understand what it takes to do well (strategy beliefs) and to succeed (capacity beliefs). Furthermore, students enjoy learning when they get immediate feedback especially when new teaching materials are being introduced (Reeve, 2006). In elaborating the need to meet the teaching expectations, a lecturer can provide high structure environment, where students are given clarity of what to do along with freedom of choice (autonomous support). Thus, the lecturers need to articulate the objectives of the lesson at the very beginning so that students are able to know what to achieve at the end of the lesson.

The last dimension of competence is explored from the context of adjustment in teaching. Teachers can adjust their instructions accordingly by sensing the students' state of being which De Wolff & van Ijzendoorn (1997) refer to as attunement to sensitivity. Teachers who support the idea of adjustment are aware of the students' feelings and difficulties, and are able to engage them in learning. A lecturer needs to take special effort to adjust the materials to be suitable with what the students really want. This can be achieved through adjusting the teaching strategies to address the students' readiness to learn with their emotional state.

The autonomy and competence needs as discussed earlier can promote students' interest in learning. However, the interaction and communication among learners and teachers must be addressed when ICT is incorporated with teaching. This interaction and communication is addressed as relatedness. If otherwise, teachers will become ignorant of the significance of student-centered learning. Then ICT will not contribute as an added value to learning.

### **The Need of Relatedness**

Students need to be connected to the learning community in the classroom in order to be engaged in the learning activities, which lies with the type of social interaction that makes them happy and enjoy learning. Though relatedness can be less central in certain occasions (Deci & Ryan, 1991; Baumeister & Leary, 1995), social interaction, teacher's affection, attunement, dedication of resources and dependability as addressed by Skinner and Belmont (1993) are all crucial in the ICT learning context. Weiner (1990) suggests that children's need for belongingness and connectedness to a community of learners has to be taken care of. Skinner and Belmont (1993) use the term *involvement* to describe the quality of the student's interpersonal relationship with teachers and peers. The opposite is the feeling of being rejected and neglected.

In providing social interaction, relatedness can be defined as the desire to feel connected to others and to be significantly accepted by them (Krapp, 2005) as well as the need to establish emotional bonds and attachments with other people (Kasser & Ryan, 1999). In another context, relatedness according to Reeve (2006) includes a sense of being close to another person, where teachers make their students feel special and important to their teachers.

The connection and belongingness can also be traced from the area of cooperative learning. As reviewed by Johnson and Johnson (1974), cooperative setting promotes intrinsic motivation, which in turn leads to less anxiety, greater task involvement, and more positive emotional tone. Cooperative learning can be set in a small group of students leading to the interdependency among students to teach each other; and thus, makes learning more interesting.

In discussing affection, Reeve (2006) derives the elements of warmth, affection, and approval of students from Furrer and Skinner (2003). Relatedness which is formed from social bonds can provide an opportunity for people to satisfy the emotional needs of a human being. Teachers can show affection by expressing the enjoyment in the interactions with their students (Skinner & Belmont, 1993), while teachers and peers can provide care and supportive environment (Connell & Wellborn, 1991).

In providing attunement, teachers need to understand and provide sympathy and know well about their students' actions and behavior (Skinner & Belmont, 1993). Reis and Shaver (1988); as well as Swann (1990) refer to the relatedness need as the feeling to be understood and appreciated. In the real classroom context, it is impossible to acknowledge and understand the feelings of a big number of students crowded into one room. However, a concerned lecturer will recognize the difficulties students are facing in handling the technical problems. Instead, the lecturer should establish a good relationship with his students, if not with all then at least with the low achievers. In discussing dependability, teachers' concern about their students' achievement would make themselves available when being needed by their students. Skinner and Belmont (1993) have defined dependability as the teachers' availability in case of need (My teacher is always there for me, I can count on my teacher to be there for me, I can rely on my teacher to be there when I need him or her). In the ICT learning environment, lecturers are needed to assist their students with technical problems involved with the use of computers. Furthermore, lecturers also need to develop their students' confidence towards their capabilities.

In summary, when all the three needs namely autonomy, competence and relatedness are experienced; students will enjoy learning and become intrinsically motivated.

### **Reflection In Social Media**

In the 21<sup>st</sup> century social media is seen as a vital element in today's classroom. University students, teachers, and school principals use this technology in their communication process, and most of the new generation is now using social media to communicate, connect and interact. Sockman and Sharma (2008) indicate that teachers could identify the obstacles and discover how their teaching beliefs need to change in order to implement transformative teaching strategies by using reflective journal writing, and reading. Yang (2009) indicates that reflective teaching and reflective practices play important roles in teacher's education, which is in support with the findings of Morrison (1996) that reflective journals develop students' meta-cognitive and reflective skills.

Moreover, blogs are tools that help both teachers and students to enhance and elevate the learning experience. Godwin-Jones (2003) indicates that through blogging, people are able to document their reflections about things relevant to their daily life experiences. Based on the pedagogical potential of blog as reflection tools, the study is able to utilize blog to reflect students experience in learning.

### **Methodology And Procedure**

This study was designed to explore an in-depth understanding of the lecturers' support in autonomy, competence and relatedness which relate to intrinsic motivation. Secondly, the study also tried to explore students' perception of the usefulness of the ICT tools taught in the class. This study has focused on the use of triangulation methods where direct observation, journal entry and interviews were adopted to justify the validity of the research.

Considering time the constraint, technical difficulties and work load of the students, the researcher investigated whether these students were intrinsically motivated to learn the ICT skills. 41 students attended a one-month intensive were selected. The lecturer addressed the issue of choice in learning since the students were adults (eg. Kolb, 1981). The classes started in early January till mid February, 2009 for school principals. The course was conducted four times a week for 3.0 hours each. This intensive schedule was unavoidable due to the agreement between the University and the Ministry of Education. Two lecturers were involved in the ICT teaching.

### **Direct Observation**

The lecturer cum researcher is an educational technology specialist with more than 12 years of international multicultural field experience in Teaching at University level. Another Instructional Technology lecturer also involved in this training program became a second researcher to help the main researcher in terms of providing information on her observations to confirm the consistencies of the findings. The researcher adopted direct observation based on a personal experience with students. After each class, the lecturer cum researcher filled in a journal entry with all the notes regarding every lesson. She collected some of the critical questions raised in classrooms, problems faced by students, and what they can achieve at the end of the lesson using blog as a medium for reflection.

### **Interviews**

Five students were chosen for the focus-semi structured interviews. The students interviewed were 3 females and two males. The range of age were 40 to 50 years old. In order to maintain the validity of the content, the lecturer used the theoretical framework to guide the formulation of the interview questions. The interviews were very informal where the researcher interviewed each individual separately for 20 minutes each. This interview took place after the end of the semester.

### **Data Analysis**

The data is analyzed using themes according to the intrinsic motivation. The themes are autonomy, competence and relatedness support from the lecturers. The students' engagement is explained from the reflection of students' interest and enjoyment. The data gathered from journal entry and blogs were organized according to these themes. Other relevant issues emerged were added. Later the researcher compared the coded transcripts from the interview with the second researcher in order to enable the researcher to detect any similar patterns in the themes of the writing. The students' interviews were also coded and transcribed.

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### **Results**

### **Did students enjoy learning ICT skills?**

The first few lessons were delivered without any hands-on computer skills. The researcher discussed about school organization and how technology can deliver information effectively. Expecting a two way discussions, however they were silent and passive. When the lecturer cum researcher distributed printed quiz questions in order to test their general knowledge about computer, the students started to give full concentration. After completing the test, students were asked to exchange the answers sheets among themselves in order to check the answers. Upon checking the answer, one of them said

*'No need to exchange. We are very embarrassed'.  
I responded 'It's okay. We are here to learn'.*

When the researcher asked about the scores, they seemed happy to show their hands that they have done well. This teaching technique was more appropriate with school children. Somehow, it seemed to work even among the adult learners.

The next few lessons involved hands-on experience by creating blogs for educational purposes and then using Adobe Photoshop CS3 software to edit pictures and create graphics. For each lesson, only three photo editing skills were demonstrated to ensure that all students can master and use the skills. The students were asked to complete the projects given to them in the class. Despite some difficulties, they were persistent to finish their work. The students were excited and asked many questions regarding the usefulness of the program. It can be suggested that the adult learners among the student enjoyed hands-on activities as much as listening to the lectures. Everybody wanted to contribute to the discussions and expressed their experiences.

The following lessons were based upon enhancing teaching and learning using Window Movie Maker that contains: importing pictures, video clips, recording voices using the headset, creating a movie and posting it on the blog.

However, when students saved their projects in the thumb drives, they could not open their project files at home. This is because the computers in the classroom are using the MS Office 2003, which was incompatible with the latest computers the students have at home using MS Office 2007. Then the students started to gather around and assisted those who needed help. The researcher has never experienced this problem before because in previous teaching, the task has been completed as an assignment at home. Then the researcher suggested the students to bring their own laptops to the University for next lessons and elaborated on issues related to cloud computing for software sharing.

The second researcher has further confirmed the main researcher that the students were very involved and happy to learn about Blogs and database using MS Access. They managed to complete the assignments on time. However, the students were still struggling with the incompatible instructions by the researcher and the computers they have due to the different versions of Windows used. The researcher then addressed the problem personally to the individual students. The following comments were given by the students when asked about their interest to learn the ICT course:

*Student 1: IT class is very interesting even though as Moral students, at times it is difficult for us to absorb especially with the technical terms. Try to minimize the content.*

**Student 2: *Too much information at a short time.***

**Student 3: *I can't follow this class because I am not well. When I breathe in deeply, I feel pain in my chest. I'm not comfortable. I like to learn but I'm not a fast learner. I had a mild stroke before. Now my movement is slow.***

**Student 4: *We have learnt a lot in your class and I'll try to apply and share the precious knowledge that I have gained with my colleagues at school.***

**Student 5: *I prefer learning Photo Impact rather than Photoshop because Photoshop is very complicated.***

Responses suggested that among these students, only one person really enjoyed the ICT training course. However, there were two exceptional cases where they did not feel well because of illness. Yet, they still made an effort to learn. The other two students were facing technical problems. Despite the technical problems and Challenges, They Managed To Complete The Tasks Given On Time.

### **To What Extent Did Students Perceive The Feeling of Competence?**

A few students were very slow in completing the task given to them even though some tasks were very easy. For example, the students were asked to save their work. However, they still asked whether to click 'save' or 'save as'.

Moreover, when they wanted to upload the banner in the Blog, some of them could not find a good template which could accommodate a space for the banner. Also, some of them could not go back to the blog and edit the published content.

Another problem raised was inability in uploading the graphic project they created from the Adobe Photoshop software in the Blog. The last common problem shared by the students was uploading the photos on the Blog; some of the photos were too small simply because they clicked the instruction 'shrink picture' even when they used small pictures. This was because the researcher asked them to shrink big pictures in the previous instruction.

The observations made during editing photos and creating graphics with Adobe Photoshop have highlighted few issues. The researcher in the beginning should not assume that the students can explore on their own and manage to write the notes at the same time. They need specific instructions for specific tasks and problems. Furthermore, the instructions should not be clustered together but instead should be written one by one. After these lessons, the researcher changed the way of teaching by providing the students with notes on step by step of how to use Adobe Photoshop CS2. The following are the students' responses regarding competence support:

**Student 1: *You use a different approach every time you teach. That's good.***

**Student 2: *We need some notes. Don't expect us to remember everything you said in class.***

**Student 3: *I have something to show you. I managed to get a better way to merge the layers.***

*Student 4: I found out how to add extras (gadgets) for my blog. You are too fast. I can't understand a word of what you have said.*

*Student 5: Your teaching is interesting and easy for me.*

These responses have indicated that students' levels of ICT skills are different. The challenges of the students faced can either make them engaged in the learning process or deviated from the main task.

#### **Did Students Receive Related Support From The Lecturers?**

During classes, students were struggling to follow the researcher's instructions. They kept asking the researcher to help them at their working stations. As mentioned earlier, the first problem they have encountered was the incompatibility of the windows versions installed in the classroom computers and their own. The researcher noticed that students who were good in photo editing and graphics were able to assist the rest of the students.

The students were happy with both of the lecturer cum researchers in providing attention. The students who were interviewed responded that:

*Student 1: You gave personal attention. I hope you can teach us again next semester.*

*Student 2: You know how to make the class interesting. We are old people.*

*Student 3: You have introduced something new even though we have learnt Photoshop and Window Movie Maker before.*

However, a few students responded negatively:

*Student 4: I didn't learn much from you. But I learned from my friends and my children.*

*Student 5: You should use the same version of Adobe Photoshop and Microsoft Office with us. These problems should be solved earlier before class.*

#### **Did Students Receive Autonomy Support From The Lecturers?**

The researcher tried as much as possible to assist the students with clear instructions so that they can easily complete the tasks. They were given time to explore and get familiarized with the Adobe Photoshop tools, and they were also given the choice to create any theme for each task. The researcher explained the relevance for each assignment or task given. For example, the students were asked to create a poster using all the skills they have learnt. Even without the researcher's explanation on why they should learn, one student said '*This is a good way to deliver message in school. Everyone should know how to create a poster*'. Students were asked to complete all the assignments. No group work was given because many students did not master the skills learnt in the previous ICT courses and they were more of observant than participants.

The researcher found that the student were very much depending on each other, where the majority of them could not work alone and kept moving around to see how other people did their work. The researcher was satisfied with the progress since they have taken the effort to understand and manage their own learning. When asked about the autonomy support, the students' responses were:

*Student 1: Too many things to do; we have no choice but to complete all the tasks.*

*Student 2: You have to let us learn step by step slowly so that we can follow you, creating a blog takes time and we need to do it step by step.*

*Student 3: I have no problem in this course. It's easy for me.*

*Student 4: Commenting and writing about this class is not that difficult.*

*Student 5: I wish I could do the assignment with my friends. Why not create one blog for a group : I'm depending on my friend's help.*

There seems to be an indication that the students need more assistance and autonomy support from the researcher.

### **Did Students Perceive The Usefulness Of The ICT Skills Taught In The Course?**

Most of the students realize the usefulness of learning ICT skills specifically creating blogs, managing database with Access program, editing and creating graphics with Adobe Photoshop, as well as creating movies to enhance teaching and learning.

However, the teaching method should be effective enough in terms of considering the time constraints and technical difficulties among the students. These responses from the students provided some considerations for the researcher to address in future:

*Student 1: It will definitely help in our work. I will teach my teachers creating posters and blogs.*

*Student 2: I will use blog in the school activities and to connect with parents. I created a blog for my students also.*

*Student 3: Blogs allowed me to share events and pictures of school activities.*

*If I follow slowly with you, it will benefit me. I hope other lecturers teach slowly too. I want my teachers in the school to use the Internet resources to teach subjects, especially science.*

*Student 4: I know the things learnt in class are useful, but we need more time to master the skills, especially in Photoshop.*

*Student 5: Yes of course it is useful. Now I can go back and teach the teachers in my school. I think you should use a better and a more friendly software. I have seen people touched up old pictures so easy! I asked the Chinese guys at the shop. But they did not want to teach me.*

The researcher has introduced specifically the Adobe Photoshop CS3 as software to edit pictures and create graphics.

However, she failed to acknowledge other user-friendly softwares that can be easier for the students to use.

As a result, the students have followed the lessons even when they were not happy about it. So the researcher addressed the issue by informing the students of the advantages of the Photoshop software compared to others.

## **DISCUSSION**

The results have led the researcher to suggest that the students enjoyed learning the ICT course. The ICT learning activities can motivate the learners to involve themselves in exploring and discovering knowledge (Becker, 2000). The students have shown interest in learning in spite of the technical difficulties they have encountered. The blog became the medium of uploading their work such as video, poster and magazine cover. They also managed to post their comments and reflection for each week until the end of the semester. The students faced a lot of difficulties such as:

- Difficulty to upload the video in the blog;
- (ii) Not knowing the protocol to write in the blog in a scholarly manner;
- (iii) Forgetting the password; and
- (iv) Inability to align the graphic banner with the content and size of the blog interface.

The students took all these challenges positively instead of giving up, which was seen when they sought help from other friends or family members just to master certain skills. The intrinsically motivated students will take the challenges and effort to achieve the learning goal (Deci & Ryan, 2000; Skinner & Belmont, 1993).

Some of the students expressed their appreciations to the researcher and wanted to learn more ICT skills specifically on using the blog for classroom teaching in future because they found ICT an interesting subject. The more the students know about ICT, the better they feel about themselves, which was seen when they showed their enjoyment after accomplishing certain tasks.

The researcher and her friend lecturer used the course outlines given by the University but were given the space to add and create effective learning environment. This autonomy support provided by the University will enhance both the researcher and her friend to provide autonomy support to the students too. This has proven an empirical evident to the findings of Skinner and Belmont (1993) that when teachers are given autonomy support, in return they will promote autonomy support to the students.

The findings indicate that students were not able to be autonomous or self regulated their own learning. This is due to the fact that students were lost when it came to learning technology on their own. They were not able to explore and discover their own learning without the assistance and help from the lecturers. As previous studies have shown when autonomy support such as choice is experienced, it will lead to a meaningful learning outcome such as higher mastery learning (Ryan & Grolnick, 1986) and enhanced creativity (Koestner, Ryan, Bernieri & Holt, 1984). The choices which can lead to self-determination and self-directed learning (Deci, 1980) will promote engagement and wellbeing. This will further enhance their interests in the completion of each task. Further, the researcher has failed to address certain issues such as ways of working on specific tasks and teaching style. The lecturer cum researcher should provide more choices in terms of the types of assignments and working in groups or individuals.

Kolb (1981) suggests that adult learners sometimes have memories of their educational experiences which will affect the dependency on the teacher and willingness to be told what to do.

That was seen when the students demanded more assistance, clear instructions, slower demonstrations, and more guidance.

However, these comments should not be taken lightly because they will further improve the researcher's teaching style in future especially when addressing a big number of students in classroom. The researcher addressed some of these problems so as to adjust the teaching styles based upon the students' needs (Skinner & Belmont, 1993). This adjustment contributes to the competence support for the students.

In elaborating the teaching style, the students experienced some challenges in learning new things including creating a movie with the use of digital video or camera. The researcher managed to adjust some of the teaching strategies to accommodate the interest and capabilities of the students.

The researcher also supported the students with some notes in order to assist them with their work. Even though the adult students were expected to be independent learners, the researcher considered the fact that the course was very intensive.

Therefore, they may not have enough time to practice and make references from books or other information resources from the Internet technology. Both lecturers (the researcher and lecturer) have clearly communicated on what to expect in the course (competence support).

Despite of the age factor, health problems, and technical difficulties of the first group, the students were persistent to learn and finish all the tasks. They even suggested learning something new in the future. They appreciated the value and usefulness of the ICT skills. Even though they were not involved directly with teacher training in their respective schools, they believed that they can contribute to the ICT training and encourage a wide usage among the teachers and students.

#### **BIODATA and CONTACT ADDRESSES of the AUTHOR**



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### Appendix A

Topics	Activities
Managing information system	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Managing database	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Demonstration</b></p>
Enhancing teaching and learning with ICT	<ul style="list-style-type: none"> <li>➤ Lecture</li> <li>➤ Demonstrate how to create a blog blogspot.com</li> <li>➤ Demonstrate creating a movie with Windows Movie Maker</li> <li>➤ Demonstrate Adobe Photoshop CS2 skills</li> </ul>

### Appendix B

Semi structured interview questions for the student:

#### Enjoyment

- Do you enjoy learning ICT skills?
- Can you follow the class well?

#### Competence

- Are you able to learn effectively in class?
- Can you apply and use the ICT skills taught in class?

#### Relatedness

- Do you get the support that you need from the lecturer?
- Were you assisted in class by the lecturer?

#### Autonomous

- Are you an independent learner? Able to work on your own?
- Can you proceed your learning by discovering information on your own?