ABSTRACT

RESEARCH PAPER: Linking Community to Learning: Student Perceptions of Blogging in the First-Year Composition Course

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This study presents a comprehensive overview of the conversation around the comment feature of blogs and its use in the first-year composition classroom, particularly as it relates to its influence on community and learning. Through administering a survey as well as analysis of the blogging activity of fifteen students who were required to blog for their first-year writing course, students’ perceptions of blogging and the uses they see for it as it relates to a community-building practice were assessed. Results suggest students see the benefits of blogging in the first-year writing course in terms of both community and learning, and often see these two as being linked closely together. This study concludes by offering insights as to what this data means for in-class practices and how instructors can use this information to better design course requirements for implementing blogging that fosters community and more positive learning experiences.