

## **Incorporating Blogs and the Seven Principles of Good Practice into Preservice ICT Courses: a Case Study**

### **Abstract**

This study describes preservice teachers' perceptions of and experiences in blog-supported information and communication technologies (ICTs) courses incorporating the seven principles of good practices (SPGP). Both quantitative and qualitative research approaches were used in data collection and analysis processes. Findings revealed that preservice teachers believed blogs to be an effective instructional tool which is useful as a lever for SPGP.

**Key Words:** *blogs, weblogs, blogs in education, educational blogs, blog-supported education*

### **1. Introduction**

The advancement of information and communication technologies (ICTs) and the growth of the Internet in recent years have made it possible to produce instructional materials and deliver them through the Web, which has become known as online learning/instruction (Gilliani, 2003; Mukawa, 2006). Online learning is accepted as a new and innovative learning model that uses the benefits of Internet technology, such as the ability to continually update resources, to broaden and deepen the learning experience. The key issue is that the advantages of 'anytime/anywhere' learning and teaching also mean that place and time are not bounded (Rosenberg, 2001).

A blog (also known as weblog) is principally a frequently updated website; it allows easy posting and modification to websites. Blogs allow authors to publish on