

# Evaluate the Effectiveness of Using Blogs to Support the Tutorial Process among High School AVID Students

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# Purpose

- The purpose of this action research project is to evaluate the effectiveness of using blogs to support the tutorial process among high school AVID students.

# Background

- “Being situated within the Internet allows bloggers to access their blogs anywhere and anytime an Internet connection is available, an opportunity for learning to continue outside the classroom” (Huffaker, 2005).
- . “Collaborative activities might improve some distance learners’ social integration process and possibly sustain their motivation, which would lead to higher involvement in coursework, and, ultimately, to persistence” (Poellhuber, Chomienne, and Karsenti, 2008).

# What is AVID?

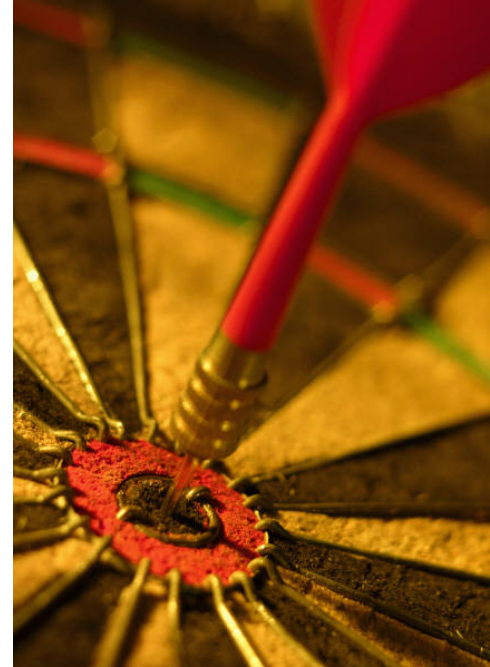
- AVID is a College Preparatory/Readiness Program
- For the students who are traditionally underserved
- Weekly tutorial sessions using higher level questions

# Face-to-Face Tutorial Process

- Tutorial Request Form (TRF)
- Write two higher level questions
- Obtain a signature from core course the question is derived from.
- Form smaller learning groups for the tutorial session which is lead by a trained tutor
- Students/Tutors use resources to help presenter discover the answer.
- Students take Cornell Notes on the subject
- Write a reflection on the tutorial process.

# Target Group

- High School AVID students and Tutors
- 18 AVID students
  - 7 boys
  - 11 girls
- 3 AVID tutors
  - 2 boys
  - 1 girl
- Familiar with Google Docs
- No experience with Ning/Blogs for educational purposes

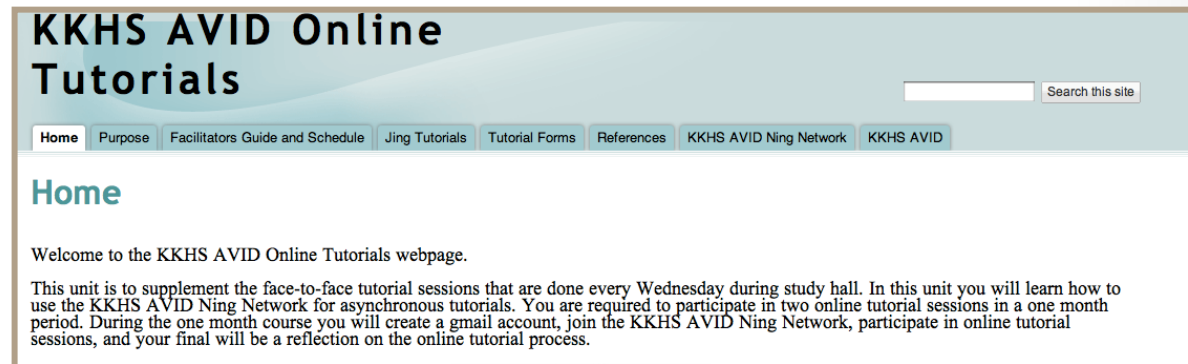


# Methods

- Action Research Project
- Implementation started on January 31, 2011 and ended on February 11, 2011.
  - Google Accounts were created and students and tutors viewed a video on how to use Google documents.
  - TRF was submitted via Google documents
  - First tutorial session was held synchronously
  - Second tutorial session was asynchronous
  - At the end students and tutors wrote a reflection on the online tutorial process.

# Project Website

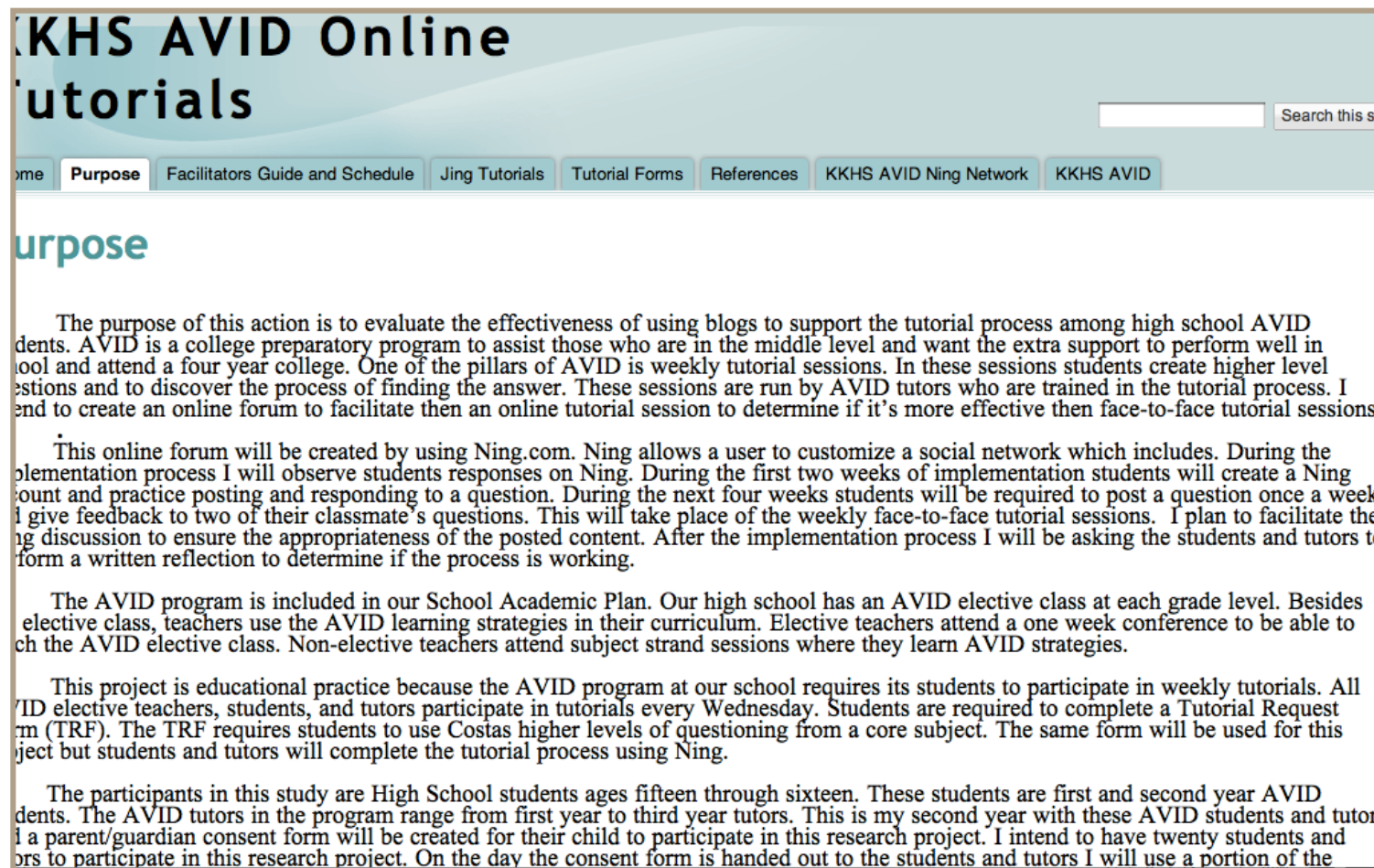
- <https://sites.google.com/site/kkhsavidtutorials/home>
- Tutorial Videos
- Forms
- Facilitators Guide and Implementation Schedule
- Purpose
- Link to Ning site





# Project Website

Explained the purpose of the project



The screenshot shows a web browser displaying the "KKHS AVID Online Tutorials" website. The header features the site title in large, bold, black letters. Below the title is a search bar with the placeholder text "Search this s". A navigation menu is located below the search bar, containing links: "Home", "Purpose", "Facilitators Guide and Schedule", "Jing Tutorials", "Tutorial Forms", "References", "KKHS AVID Ning Network", and "KKHS AVID". The "Purpose" link is highlighted. The main content area is titled "Purpose" in a large, bold, black font. Below the title, there are four paragraphs of text explaining the purpose of the project. The first paragraph discusses the effectiveness of using blogs to support the tutorial process. The second paragraph describes the online forum created using Ning.com. The third paragraph explains the AVID program's inclusion in the School Academic Plan. The fourth paragraph details the project as educational practice. The fifth paragraph describes the participants in the study.

## KKHS AVID Online Tutorials

Search this s

Home Purpose Facilitators Guide and Schedule Jing Tutorials Tutorial Forms References KKHS AVID Ning Network KKHS AVID

### Purpose

The purpose of this action is to evaluate the effectiveness of using blogs to support the tutorial process among high school AVID students. AVID is a college preparatory program to assist those who are in the middle level and want the extra support to perform well in school and attend a four year college. One of the pillars of AVID is weekly tutorial sessions. In these sessions students create higher level questions and to discover the process of finding the answer. These sessions are run by AVID tutors who are trained in the tutorial process. I intend to create an online forum to facilitate then an online tutorial session to determine if it's more effective then face-to-face tutorial sessions.

This online forum will be created by using Ning.com. Ning allows a user to customize a social network which includes. During the implementation process I will observe students responses on Ning. During the first two weeks of implementation students will create a Ning account and practice posting and responding to a question. During the next four weeks students will be required to post a question once a week and give feedback to two of their classmate's questions. This will take place of the weekly face-to-face tutorial sessions. I plan to facilitate the ongoing discussion to ensure the appropriateness of the posted content. After the implementation process I will be asking the students and tutors to form a written reflection to determine if the process is working.

The AVID program is included in our School Academic Plan. Our high school has an AVID elective class at each grade level. Besides the elective class, teachers use the AVID learning strategies in their curriculum. Elective teachers attend a one week conference to be able to teach the AVID elective class. Non-elective teachers attend subject strand sessions where they learn AVID strategies.

This project is educational practice because the AVID program at our school requires its students to participate in weekly tutorials. All AVID elective teachers, students, and tutors participate in tutorials every Wednesday. Students are required to complete a Tutorial Request Form (TRF). The TRF requires students to use Costas higher levels of questioning from a core subject. The same form will be used for this project but students and tutors will complete the tutorial process using Ning.

The participants in this study are High School students ages fifteen through sixteen. These students are first and second year AVID students. The AVID tutors in the program range from first year to third year tutors. This is my second year with these AVID students and tutors. A parent/guardian consent form will be created for their child to participate in this research project. I intend to have twenty students and tutors to participate in this research project. On the day the consent form is handed out to the students and tutors I will use a portion of the

# Project Website

Students and tutors watched Jing tutorials prior to implementation

## Jing Tutorials

Tutorials are provided to demonstrate the tools that you will be using. If you choose, handouts are available to download on the bottom of this page.

How to share google docs

<http://screencast.com/t/MmFkMGE1MT>

How to Join the KKHS AVID Ning Network

<http://www.screencast.com/t/pKd5ndmzi>

How to post a discussion in Ning Forums

<http://www.screencast.com/t/CwEGB7VU>

# Google Docs

- Used to share online TRF
- Students shared forms with tutors and instructor

**AVID ONLINE TUTORIAL REQUEST FORM**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Question 1:** \_\_\_\_\_ **Question Level** \_\_\_\_\_

\_\_\_\_\_ **Question used: Y/N** \_\_\_\_\_

**Subject: SCI/ENG/MATH/SS Source[pg#]:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_

**Question 2:** \_\_\_\_\_ **Question Level** \_\_\_\_\_

\_\_\_\_\_ **Question used: Y/N** \_\_\_\_\_

**Subject: SCI/ENG/MATH/SS Source[pg#]:** \_\_\_\_\_ **Teacher Initials:** \_\_\_\_\_

Points	Question	Participation	Response	Punctuality	Reflection
4	◦ 2 points for level 2/3 + teacher initials	◦ Keeps discussion on topic	◦ Post thoughtful responses to at least 2 people in the group	◦ Post question before the due date.	◦ Reflection is complete and discusses the learning process during the tutorial
2	◦ 1 points for level 1 + teacher initials	◦ Occasionally goes off topic	◦ Post responses to one person in the group	◦ Post question within an hour after the due date	◦ Reflection is brief and does not mention the learning process during the tutorial
0	◦ No Question + No Initials	◦ Frequently goes off topic	◦ Does not post a response to group members	◦ Post no question or its more than an hour after the due date	◦ There is no reflection

**Reflection:** Write about the process of how you learned the answer to your question that was posted above and explain your participation:

\_\_\_\_\_

# AVID ONLINE TUTORIAL REQUEST FORM

Name:

Date:

Question 1:

Question Level

Question used: Y/N

Subject: SCI/ENG/MATH/SS Source[pg#]:

Teacher Initials:

Question 2:

Question Level

Question used: Y/N

Subject: SCI/ENG/MATH/SS Source[pg#]:

Teacher Initials:

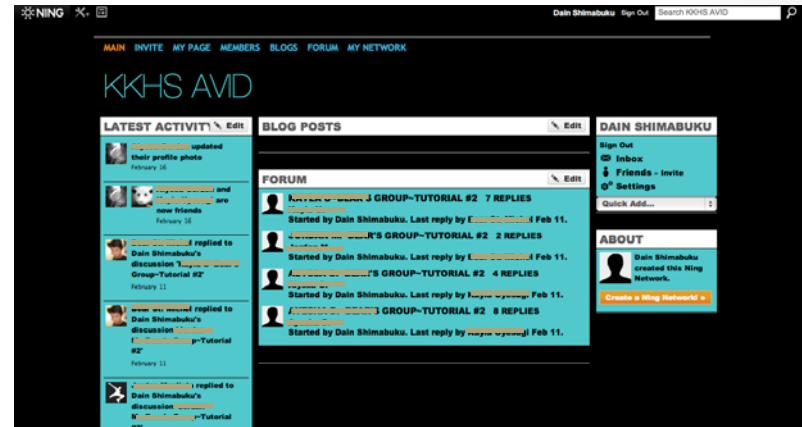
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|

# Why Ning

- Personalization
- Forum/Discussion features
  - Attachments
  - Links
- Secure
- 3 year sponsorship by Pearson
- <http://kkhsavid.ning.com>



# Ning Tutorial #1

Students provided links during the online tutorial process



Reply by [redacted] February 4, 2011 at 9:25am

<http://www.mayoclinic.com/health/smallpox/DS00424>

**In general, sites that are supported by reputable medical institutions are good reliable sources for information on your topic. Mayo Clinic.com is a good website for all medical research and information**

[redacted] said:

*I am doing a genetic's research paper for english, my subject is "small pox".*

*How can I find good reliable sites for information/facts? How do I know when a site is "reliable"?*

► Reply ✉ Message ✎ Edit

# Ning Tutorial #1



☺ Reply by 2 [redacted] on February 4, 2011 at 9:33am

Team WikiHow is a question forum that is basically another wikipedia

[redacted] said:

*Thanks [redacted], I just checked the site and seems reliable, but it's wiki... XD  
i will look for more sources for writing a thesis. ^^*

[redacted]r said:

*heres a website on how to write a thesis. idk how helpful it is though...*

*<http://www.wikihow.com/Write-a-Thesis-Statement>*

# Ning Tutorial #2

Example of dialogue between students and tutors



Reply by [redacted] on February 9, 2011 at 7:19pm

Summarize the events of DNA replication.

► Reply ✉ Message ✎ Edit



Reply by [redacted] on February 10, 2011 at 3:44pm

well there is two Dna replications and they both connect to a original strand and a new strand, also the 2 DNA replications go oppiste waqys of the DNA...

► Reply ✉ Message ✎ Edit



Reply by [redacted] on February 10, 2011 at 7:22pm

What do you know about DNA replication, already? (Also, the steps should be listed in your textbook. If you don't have a textbook, try see if you can find it online."

► Reply ✉ Message ✎ Edit



Reply by [redacted] on February 10, 2011 at 7:24pm

[http://en.wikipedia.org/wiki/DNA\\_replication](http://en.wikipedia.org/wiki/DNA_replication)

You should have notes on it from class the 12.2 and 12.3 worksheet.

► Reply ✉ Message ✎ Edit



Reply by [redacted] on February 10, 2011 at 7:29pm

Questions: Summarize the events of DNA replication

<http://www.youtube.com/watch?v=z685FFqmrpo>

Here's a good video. Try team up with [redacted] answer this question.



# Ning Tutorial #2

Tutors provided links to videos

Reply by [redacted] on February 10, 2011 at 7:29pm

**Questions: Summarize the events of DNA replication**

**<http://www.youtube.com/watch?v=z685FFqmrpo>**

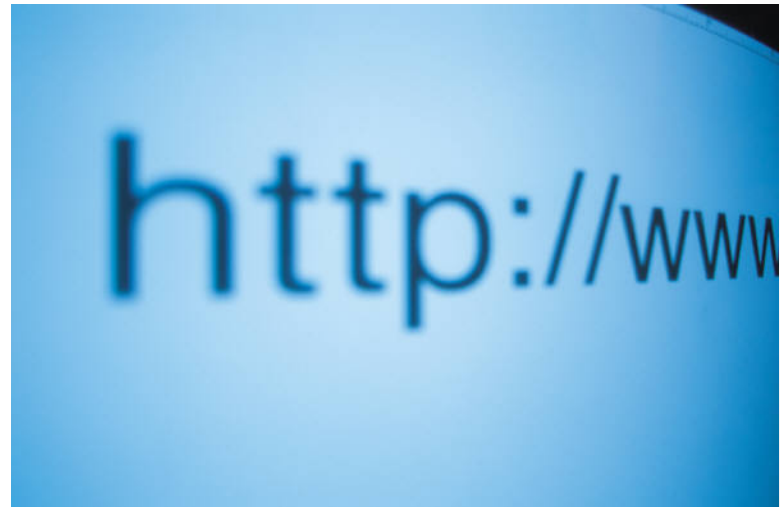
**Here's a good video. Try team up with [redacted] to answer this question.**

# Results

- Students and tutors wrote a one page reflection on the effectiveness of the online tutorial session.
  - In two to three paragraphs reflect on the process of the online tutorial. Was the process effective or ineffective compared to the face-to-face tutorial sessions? Explain why the process was effective or ineffective. You may explain if parts were effective and ineffective
- 16 out of 21 students and tutors thought the online process was effective
- 5 out of the 21 students and tutors thought the online process was ineffective.

# Effective

- Internet allowed students to access information faster
- Numerous resources on the web
- Answers came from multiple resources and perspectives
- Participation from students who were normally quiet
- Felt comfortable because of its similarities to Facebook
- Comfortable with computers and new technologies



# Student Reflection

- The online requests allows us to look up material that we may need to better our understanding of our questions.
- The effective part is that its on your own schedule and you can post links.
- The online tutorial really helps a lot more then face-to-face tutorials because we had more access to information.
- You can get help out of school from people and peers that are learning the same things.



# Student Reflection

- The benefits from the online process was that I got more then one answer so I could really explore the topic.
- The online process is a lot more comforting.
- Another way it's useful is because you don't have people watching over do the work, like breathing over your shoulder, so you won't get nervous or uncomfortable.
- It's a 24/7 thing so anytime you need help it's there for you



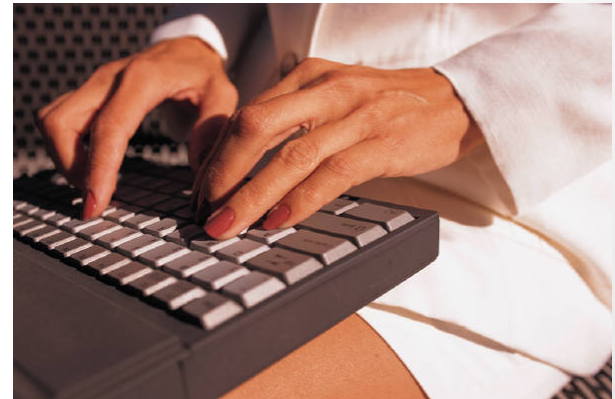
# Tutor Reflections

- It allows the students to access their tutors almost anytime.
- They learn to approach a question with numerous points of view, which help them to understand the problem more completely and find a more complete answer.
- It exposes each student to the outstanding resource of the internet, and allows them to find resources that match the students learning preferences better (videos, readings, interactive work, audio recordings, etc.)



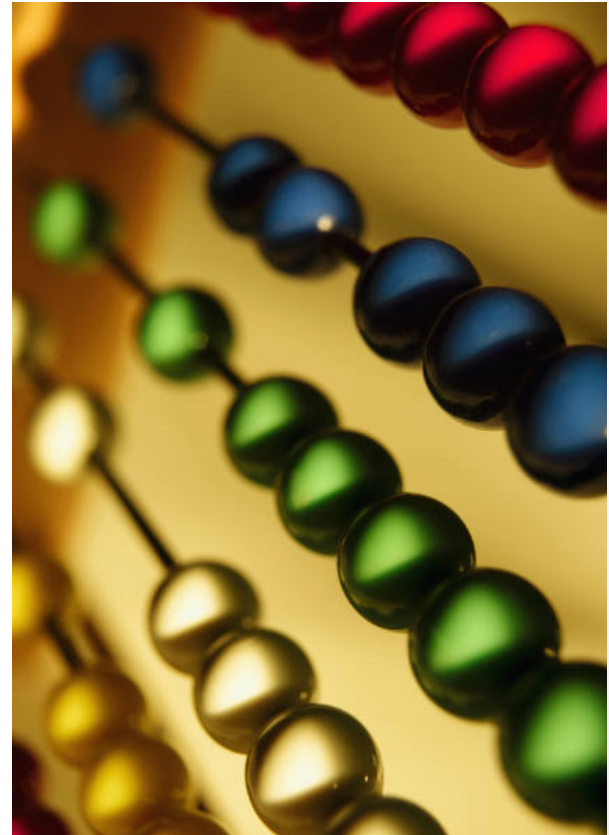
# Tutor Reflections

- Having tutorials online gives everyone unlimited resources from the internet, making it convenient for tutors to suggest links from the internet.
- Students have been participating more in the online tutorial and feel less intimidated to make suggestions to help their peers when they are allowed to answer with a “Facebook style” reply.
- Having AVID tutorials online also provides a modern twist to tutoring for a generation that evolves with technological development.



# Ineffective

- Delayed response
- Most students need help in Math





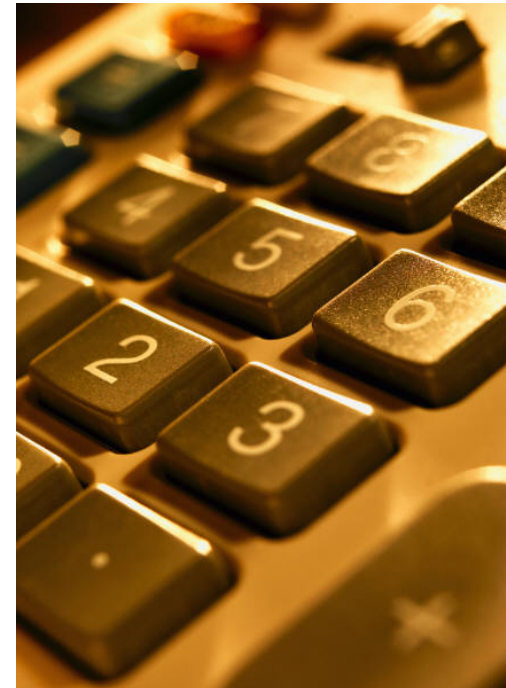
# Student Reflection

- We can't use math questions.
- Ineffective because I need the most help in math and it's difficult to do the math online because we can use the symbols needed to find the answer.
- Face-to-face is more effective because you can be shown the process and tutors can explain it in better detail.
- I would rather choose face-to-face only because it's faster and you get all of the information at once.
- I like the face to face tutorial because the response is immediate.



# Tutor Reflections

- Some questions require resources which aren't available on a computer.
- The downside of the online TRF is that it requires the students to constantly check the website where as the face-to-face TRF's happen on a scheduled basis.



# Implications/Discussion

- Majority of the students and tutors thought the online process was effective.
- Transition from face-to-face to online learning
- Online math questions would allow the student an opportunity to approach a math problem solving with a different technique, verbally (as opposed to analytically or graphically).
- Though doing tutorials online is convenient, it still can't replace the feeling of face-to-face tutorials



# Conclusion

- Online tutorial process can be effective compared to the face-to-face tutorial process.
- Multiple answers from multiple perspectives.
- Contribute without scrutiny

# Thank you!

## Any questions?

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