

A STUDY ON STUDENT BENEFITS THROUGH E-LEARNING BLOG INNOVATIONS

¹Mr. Fritz Enjhay O. Cepe, ²Dr. Junita Shariza Mohd

Nasir, Ed.D

^{1,2}Multimedia University, Malaysia Email: ¹fritzenjhay.cepe@gmail.com, ²junita.shariza@mmu.edu.my

Abstract: This study will look into the perceived benefits of e-learning through using the blog as an innovation derived among students. The study aims to motivate more students to adopt and use of e-learning through using the blog as an innovation. The literature describes that blog is perceived as an instrument for a new way of the learning process in terms of e-learning to the students. It highlights the potentials and benefits of e-learning blog innovation. A well-constructed questionnaire method was used and it was administered to the 150 undergraduate students from Multimedia University at Malaysia. A convenience sampling technique was used in order to collect quantitative data and analyzed using SPSS 21.0. It was also tested its Cronbach Alpha in order to increase the validity and reliability of the data. Throughout the study, it is clear that in order to motivate the students to adopt the use of e-learning through using the blog as an innovation, students must focus on performance expectancy through interactivity and collaboration. Likewise, students can become more skilled through effort expectancy through the ease of use and they can improve their comprehension as well. Given that most students preferred to experiment or test the introduced innovation before they decide to adopt and use, unfortunately, it also proves that students find it less beneficial to social influence. Overall, the benefits and attributes of innovations will help in motivating the students to decide whether they will adopt the use e-learning by using the blog as an innovation. It is also clear that it is not necessary to present the learning style of the students in order to motivate them to adopt the use of e-learning through using the blog as an innovation. Therefore, future research could possibly look into this angle of research. The study can include more theories like Motivational Model and Social Cognitive Theory where it can find some beneficial facets and factors such as Confidence, Satisfaction, and Attitude. This will explore and describe more benefits of e-learning blog innovations.

Keywords: E-learning Blog, Innovations

1. INTRODUCTION

In the year 2000, weblogs rose in popularity and in use due to the diversified formats and methods that it can be used especially in higher education, with focus on the conduct of research (Zhang, 2009). Weblog or Blog is defined as an open-source blogging tool and content management system that runs on a hosting system (Amir & Friedlander, 2015). In addition, a blog is an online journal comprised of links and content (Scigliano, 2010); wherein which a person can post diary entries about his/her own personal experiences, professional works, students'

assignments and other blog activities, depending on one's expressed personal behavior and creativity.

There are several popular blog innovations platforms and software publishing tools available at present including WordPress, Blogger, and Wix. These blogs are commonly used as a means for students to keep electronic portfolios ('e-portfolios'), which have been described by Yang et al. (2015), they stated that blogs as a "form of authentic assessment with formative functions that include showcasing and sharing learning artifacts, documenting reflective learning processes, connecting learning across various stages, and enabling frequent feedbacks for improvements" (p. 1). Particularly, the practices of the

blog in higher education are developing rapidly. The and even electronic devices in education. Based on usage of the blog in the academic field is widely student blog usage from Edublogs.org, 52.5% of applied in many

areas. By referring to a survey conducted by Edublogs.org, Waters (2017) reported, the majority of respond mostly agreed to use their blog for class blog (40.7%), class blog with different student blog (20.2%), and on behalf of student blog (14.9%) although there also been an increase in the use of personal blog (14.6%). The blog has attracted the interest of different people because it serves as a tool for supporting students' learning requirements. Such process is called „E-learning“ is considered to be one of the key important components of future schools. The term e-learning usually refers to the use of a different kind of „Information and Communication Technologies“ (ICT)

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student blog is available for the scrutiny of the public, whereas 47.5% of students' blog is hidden and cannot be easily viewed. The respondents have different purposes for the use of student blog like for assignments/ assessments (36.6%), for reflective blogging (33.7%), for group work and discussion (23.5%), to enhance the reading and writing skills (21.8%), to be able to endorse peer learning and support (19.3%), and for digital citizenship skills (17.7%). Furthermore, the most class blog is being utilized for school tasks and information (48.4%); to connect with family members (40.3%); and to share through links as well resources (34.2%) (Waters, 2016). Anent to this, the advent of e-learning through using blog has led to the

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evolution of Web-based communities for innovations. E-learning, by using a blog in different educational institutions goes widespread ways, e-learning has changed the phenomenon of learning as it has become placeless, borderless and timeless (Abdillah, 2013). survey conducted by E-learning Industry and reported by Pappas (2015), the growth rate on how of each county adopts e-learning noteworthy measure given that it has an impact on revenue opportunities. This report shows that the growth rate of self-paced e-country is "India: 55%," "China: 52%," "Malaysia: 41%," "Romania: 38%," "Poland: 28%," "Czech Republic: 27%," "Brazil: 26%," "Colombia: 20%," and "Ukraine: 20%." Reasonably, e-learning through using the blog as an innovation allows students to expand educational content, promotes engagement with others students and makes it easier for the students to take hold of educational time, place and pace which suits them. Furthermore, students can become subject matter experts from regular sourcing, filtering motivating student interest and ownership in learning, empowering students to participate in a community of practice, and allowing perspectives (Ferdig & Trammell, 2004). In short, e-learning through using the blog as a new way of learning process have brought benefits amongst students.

Hence, this study explores whether the benefits of e-learning through using the blog as an innovation mentioned in the relation perceived in similar ways derived amongst undergraduate students in Malaysia as well. Likewise, the perceived benefits of e-learning using the blog as an innovation can be beneficial to encourage and motivate people, especially for the undergraduate students' to adopt and utilize the mentioned innovations.

2. STATEMENT OF THE PROBLEM

Over the years, many studies have discussed the benefits of e-learning through using blogs (Abdillah, 2013; Lin & Hooft, 2008); that it is common to adjust the e-learning environment to match it with the blog application, to have a better output in terms of e-learning (2013); which benefits students by providing a new motivating and exciting learning experience; authentic experience and social learning and also enhance creativity of the students as well critical thinking skills (Duckworth, 2015; Ellison & Wu, 2008; Lin et al., 2006). Likewise, students have the opportunity to be exposed to various social interactions; between students and teachers, students and classmates, and students and global audiences which means that blogs have the potential to support cognitive engagement in a variety of ways such as through motivation (Lin et al., 2006;

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Kitchakam, 2012). Nevertheless, despite increased usage, underutilization remains a problem (Tarhini, Hone & Lui, 2014). Therefore, if students fail to use a certain innovation like e-learning through using the blog as a new way of the learning process, the benefits of these innovations will not be achieved. In addition, students are unable to take advantage of these introduced innovation unless they are motivated to do so. They do not seek for the answers to the problem by investigating individuals' decisions on whether or not to adopt a new innovation like e-learning through using blog for a new way of learning process that appear to promise substantial benefits (Lifinedo's, 2016; Farahat, 2012).

3. RESEARCH QUESTION

1. What are the Perceived Benefits of e-learning through using the blog as an innovation derived among undergraduate students? 2. What are the Perceived Characteristics of Innovations of e-learning through using the blog as an innovation derived among undergraduate students? 3. Is there a positive effect on Perceived Benefits towards Behavioral Intention amongst the undergraduate students? 4. Is there a positive effect on Perceived Characteristics of Innovations towards Behavioral Intention amongst the undergraduate students? 5. Is there a significant influence on Perceived Benefits and Perceived Characteristics of Innovations towards Behavioral Intention moderated by Learning Style amongst the undergraduate students?

4. DEVELOPMENT OF HYPOTHESIS

Perceived Benefits (PB), "refers to the individual's perception of the positive consequences that are caused by a specific action" (Venkatesh et al., 2003). Considering the Perceived Benefits (PB) has a positive effect on Behavioral Intention (BI) to adopt and use e-learning through using the blog as an innovation. In the research model, researcher adapted three factors from UTAUT Model (Venkatesh et al., 2003). These were: Expectancy (perceived usefulness, creativity and critical skills, interactivity and collaboration, flexibility), Effort Expectancy (interaction, efficacy, ease of use, ease of learning,), and Social Influence (perceived social pressure, people who are important, image and user support) to describe Perceived Benefits (PB) of e-learning through using the blog as an innovation. Thus, a null and alternative hypothesis

developed by the researcher: **H₀₁**: "Perceived Benefits" has no positive effect towards Behavioral Intention".

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Ha₁: "Pe

Benefits" has a positive effect towards Behavioral Intention".

Perceived Characteristics of Innovations (PCI): Is defined as the degree to which one of the most important explanations of the rate of adoption (Rogers, 2003). Considering the Perceived Characteristics of Innovations (PCI) has a positive effect on Behavioral Intention to adopt and use e-learning through using the blog as an innovation. In research model, the researcher was adapted five attributes from Innovation Theory by (Rogers, 2003). There were: Relative Advantages, Trialability, Compatibility, Complexity, and Observability

alternative hypothesized was developed by the researcher: **H₀₂**: "Perceived Characteristics of Innovations" has no positive effect towards "Behavioral Intention". **Ha₂**: "Perceived Characteristics of Innovations" has a positive effect towards "Behavioral Intention".

Behavioral Intention (BI), refers to the individual's decision regarding future to adopt and use e-learning through using the blog as an innovation (Venkatesh et al, 2003). In the research model and inconsistency with the UTAUT Model and Diffusion of Innovations Theory, researcher expects that behavior intention has a positive effect on Perceived Benefits and Perceived Characteristics of Innovations.

Learning Style (LS), "refers to the process whereby knowledge is created through the transformation of experience" (Kolb, 1984). Researcher expects that there a significant influence on Perceived Benefits and Perceived Characteristics of Innovations towards Behavioral Intention moderated by Learning Style derived amongst the undergraduate students?" Thus, a null and alternative hypothesized was developed by the researcher: **H₀₃**: "Perceived Benefits" and "Perceived Characteristics of Innovations" have no significant influence towards "Behavioral Intention" moderated by "Learning Style", **Ha₃**: "Perceived Benefits" and "Perceived Characteristics of Innovations" have a significant influence towards "Behavioral Intention" moderated "by Learning Style".

Research Model

5. METHOD

In order to obtain the research questions of the study, a descriptive survey design had been chosen by the researcher. Permission to conduct research was conducted utilizing a well-construct questionnaire.

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The target population for this study defined is students from Malaysia and the accessible population of the students at the Multimedia University since these are the students within the researcher's reach. The students, who are also the respondents, were selected from the Multimedia University here in Cyberjaya, Selangor, Malaysia. In preparation, the sample size used in a research is determined by the expenditure of data collections, and the need to have satisfactory statistical power. Henceforth, the sample size of this study will be 150 enrolled undergraduate students from the Multimedia University. The quantitative data were collected from the students. The questionnaire was administered to the 150 students by the use of convenience sampling technique and it was selected randomly after the validity and reliability (see Table 1) of the research questionnaire. The questionnaire comprised of two parts: The first part was an open-ended questionnaire aimed to collect demographic information and, the second part of the questionnaire was in the form of a Likert scale. The quantitative data that were collected from the questionnaire was processed by using the common statistical software like SPSS.

Trialability, it would seem the undergraduate students believe that e-learning through using the blog as an innovation requires energy, resources, and must be properly tried or experiment before being readily adopted. Also, the second to the highest is Observability. A student characterized as Observability, it would seem the undergraduate students believe that to adopt the innovation through using the blog before they must have peer conversation of the introduced innovations as an innovator or an adopter in innovation-evaluation figures about it. Moreover, the third to the highest of the response regard to the attributes of a perceived innovation is Complexity followed by Compatibility. A student characterized as Complexity, it would seem the undergraduate students believe that e-learning through using the blog is often difficult to understand as well to use. Regarding the student characterized as Compatibility, it would seem the undergraduate students believe that in e-learning through using the blog is less compatible with the traditional idea in values, their past understandings and the desires of the possible adopters. For this reason, students characterized as Relative Advantage have a smaller number of responses amongst undergraduate students. It would seem that the undergraduate students do not see the introduced innovations as better than the traditional classroom (face-to-face).

6.4 Student's Perceptions of the Behavioral Intention:

Venkatesh et al. (2003) as they defined that, a Behavioral Intention is "which the individual's decision regarding future system use". The results of this study, the perceptions on behavioral intention in order to adopt and use of e-learning through using the blog as an innovation. The findings of this research revealed that most undergraduate students believed to predict to use e-learning by using a blog in the future. It would seem the undergraduate students believe that they will predict the use of e-learning by using a blog in the future before they adopt it. Regarding Plan and Aim to use of the blog in e-learning, there were both high responses. **A Study on Student Benefits Through E-Learning Blog Innovations**

_____ terms of outcomes. It would seem that few of undergraduate students either plan or aim to use the e-learning through using the blog as an innovation as a new way of the learning process.

6.5 Student's Learning Style:

Kolb (1984), mentioned that Learning Style is the "learning process whereby, knowledge is created through the transformation of experience" (p. 38). As manifested in the output of the study, the Learning Style derived amongst undergraduate students from Multimodal. The findings of this research revealed that most undergraduate students who responded on the study were categorized by Participant learning preferences. However, Independent learning style derived amongst undergraduate students has the lowest score of being agreeable. A student characterized as Participant is eager to learn the course content and enjoy learning. His/her being responsible regarding his/her learning is the most important aspect as a Participant. While, the second to the highest-student respond were characterized as Social where they are working well with others and enjoy cooperative learning and working in groups, they can acquire and experience knowledge through using the blog as an innovation. Likewise, the third to the highest response of the undergraduate student characterized as Avoidant. Their learning preference where they agreeable that e-learning through using a blog, needs to see the teacher as a source of information. They do not want to be told what to do and will learn only what is required in the learning context. The next response regards to its category of learning style. Avoidant followed by the Competitive student. Students as Avoidant, often believe they do not want to learn the content as well as they avoid taking part of the course activities. A student characterized as a Competitive, they often believed e-learning through using the blog delivery should provide opportunities for individual recognition. Ultimately, fewer of undergraduate student's response as an Avoidant. It would seem the undergraduate students are less curious and confident learners with regard to e-learning through using the blog as an innovation. In addition, fewer students prefer to work on its own individual considering on learning activities including homework, assignments, and projects.

6.6 The Positive Effect on Perceived Benefits towards Behavioral Intention:

In this research, as elaborated on the results regard to perceived benefits and behavioral intention; based on the results of findings, it revealed that undergraduate students perceptions of the perceived benefits of e-learning through using the blog as innovation have a positive effect on Behavioral Intention to adopt the use of the introduced innovations. Besides, these

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findings seem to be broadly in line with the researchers of Ifinedo's (2016) and Farahat (2012), where they proved that student perceptions of ease of use, usefulness, attitudes towards online learning, and the social influence of students' referent group were identified as significant factors of students intend to practice online learning. Hence, it would seem the undergraduate students believe that e-learning through using the blog is advantageous and there is an increased productivity in performing activities in their learning process by interacting and collaborating with other students as well teachers, professors, and lecturers. The undergraduate students believe that e-learning through using the blog is more comprehensible and they can become more skilled. It can be inferred that when undergraduate students find it easy to use a blog, they can do what they want, it helps them to accomplish things faster. In addition, it also allows the undergraduate students access to educational content at any time and place. Alternatively, if these undergraduate students require greater efforts and non-applicable

use of a blog in e-learning environment as their new way of the learning process may discourage them to adopt introduced. Generally, all undergraduate students had objective to adopt and use of e-learning through using the blog as an innovation as a new way of the learning process for educational purposes because of these perceived benefits. Thus, it is clear that null hypothesis H01 "Perceived Characteristics of innovations has no positive effect towards Behavioral Intention" is rejected. Thus, alternative hypothesis Ha1 of the study was retained.

6.7 The Positive Effect on Perceived Characteristics of Innovations towards Behavioral Intentions:

This research elaborated the results in terms of the perceived characteristics of innovations and behavioral intention. The study revealed that the undergraduate student's perceptions of the perceived characteristics of innovations of e-learning through using the blog as an innovation have a significant positive effect on Behavioral Intention to adopt and use of the introduced innovations. In fact, these findings seem to be in line with the research of Fu et al. (2010), where they prove that the perceived e-learning relative advantage, compatibility, and observability have a significant positive influence on students' e-learning adoption. Likewise, Duan et al. (2010) also proved that perceived ease of use and trialability related to intent to adopt e-learning has significant influence. Hence, it would seem the undergraduate students are able to adopt the use of certain learning tool like e-learning through using the blog as a new way of the learning process. In the experiment first before using them. More importantly, it is observed that this kind of innovation has beneficial for them to use. C

learning through using

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blog as a better than in a traditional classroom, where undergraduate students are agreed of their thoughts. This is mainly due to limited available social influence which is considered as an innovative learning process that is e-learning through using the blog as an innovation. In fact, all undergraduate students had the objective to adopt and use of e-learning through using the blog as an innovation as a new way of the learning process for educational purposes because of these perceived characteristics of innovations. Therefore, the null hypothesis H02 of "Perceived Characteristics of innovations has no positive effect towards Behavioral Intention" is rejected because the behavioral intention is fostered by the undergraduate student's perceptions of the perceived characteristics of innovations of e-learning through using the blog as an innovation. Hence, alternative hypothesis Ha2 of the study was retained.

6.8 The Influence of Perceived Benefits and Perceived Characteristics of Innovations towards Behavioral Intention and Learning Style:

In this research, as elaborated on the results with regard to the perceived benefits, behavioral intention, learning style of the undergraduate students, the perceived characteristics of innovations; based on the results of findings of the study revealed that there has no significant influence of perceived benefits and the perceived characteristics of innovation towards behavioral intention to adopt and use of blog in e-learning through using the blog as an innovation and learning style of the undergraduate students. In fact, these findings appear to be broadly in line with Cruz et al. (2014) study, where they discussed that considering the introduction of learning style as an innovative moderator in the UTAUT model. As they discussed, considering the moderating effect on performance expectancy and social influence and the supported effect on effort expectancy could be tested. Further studies should be performed to understand these relationships (Cruz et al., 2014). Besides, Cruz, et al. (2014) study, where they discussed when designing an effective strategy for using a certain learning tool and using technologies devices, educational services should consider Learning Style influence amongst students. In terms of the learning style of the undergraduate students, it has no influence of perceived benefits and perceived characteristics of innovation to adopt the use of e-learning through using the blog as an innovation. In fact, all undergraduate students regardless of

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their learning preferences had no significant influence on their decisions on how they will accept the use of e-learning through using the blog as an innovation as a new way of the learning process for educational purposes.

Generally, most undergraduate students were characterized as a Participant. Therefore, it is clear that the null hypothesis H03 "Perceived Benefits and Perceived Characteristics of Innovations have no significant influence towards Behavioral Intention and Learning Style" is retained. Thus, alternative hypothesis Ha3 of the study was rejected.

7. CONCLUSION

E-learning through using the blog as an innovation for learning is not just a trend, rather a beneficial approach to educational technology that can be adapted as a new way of the learning process to supplement educational needs. The study was able to successfully look into the benefits of e-learning through using the blog as an innovation. This is because the findings indicated that the students continuously search for the answers to the problem by investigating individuals' decisions on whether or not to adopt the use certain innovation through using the blog as a new way of the learning process and the majority of them saw the promising and substantial benefits of e-learning through using the blog as an innovation, students will recognize the benefits of e-learning through using the blog as an innovation, students will recognize the benefits of e-learning through using the blog as an innovation, students will recognize more with regard to performance expectancy through interactivity and collaboration. It can increase their productivity in performing their learning process by interacting and collaborating with others students and with their teachers. It permitted the student

collaborate in a way that may otherwise not be possible. E-learning through the use of blog was designed to serve as a personal place for a student to discover their own learning. It also demonstrated that with e-learning through the use of a blog, student expectancy can provide the needed benefit since it is easy to use and learn. Also, the student's interaction with the tools can be clear and comprehensible, and they become more skilled and flexible when studying a certain topic regardless of time or effort. However, if they require greater efforts and non-applicable methods, this may discourage them to adopt and use the introduced innovation. Most students are aware of e-learning through the use of a

Table 4.3.2 Summary for Null and Alternative Hypotheses

blog and they were classified as Null Path Path

t-value p-values Results

Trialability. However, they H01 PB -> BI Coeff.

.759 10.526 P < 0.001 Rejected

preferred to experiment or test the introduced innovation before H02 PCI -> BI . 776 14.966 P < 0.001 Retained

they decide to adopt the use a H03 PB and PCI ->

-.396

certain innovation. Fewer BI moderate LS

-.0027

students classified it as a -.3347 .0261

P > 0.001 P > 0.001

Retained

Alter. Path Path

Coeff.

t-value p-values Results

Ha1 PB -> BI .759 10.526 P < 0.001 Retained Ha2 PCI -> BI . 776 14.966 P < 0.001 Retained Ha3 PB and PCI ->

BI moderate LS

-.396 -.0027

-.3347 .0261

P > 0.001 P > 0.001

Rejected

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relative a

e-learning through using blog should not replace the traditional one (face to face), but it may provide a practice environment where students can reflect, and create creative works for a real-life audience. Unfortunately, it also demonstrated that students find it less beneficial compared to traditional learning. Social influence in terms of the relationship with teachers, colleagues, and head of the department/institute and people who are important in their lives. Realistically, they were not sure if it can be beneficial in terms of motivation in order to promote the intention to adopt and use a blog in a learning environment. Overall, these benefits and attributes of innovation will help to motivate the students to decide whether they will use of e-learning through using the blog as an innovation. Moreover, it has been confirmed that to motivate student's intent to adopt e-learning through using a blog, is not necessary to present the learning style where most students were characterized as a Participative Learning Style.

8. RECOMMENDATION

Since there is a scope for modifying the research model. The factors identified by the researcher could be validated further and other factors and facets could be considered for better prediction level of the research model. The researcher proposes considering the Motivational Model (MM) and Social Cognitive Theory (SCT). The researcher also recommends finding some beneficial factors already in use such as Confidence, Satisfaction, and Attitude toward using e-learning through using the blog to be able to maximize the benefits of e-learning blog innovation. Ultimately, the researcher recommends that it is possible to include the actual usage of e-learning in the research model, which could increase the predictable levels of e-learning through using the blog as an innovation by students.

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