

Reflective Practice through Blogging: An Alternative for Open and Distance Learning Context

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ABSTRACT This paper explores the use of blogs as an alternative tool to encourage reflective practices among distance education students. The participants were Post Graduate Certificate in Education students enrolled for a one year teacher education programme at the University of South Africa. The data collected were qualitative in nature, consisting of student teachers posting messages and comments on a university-hosted blog. Students' postings were read, coded, analysed and categorised thematically. The results showed that students' blog entries were descriptive and haphazard. Although there was interaction among students, there was little indication that students understood reflective practice because they did not reflect on their practice. The study recommends that reflective practice be integrated in the curriculum and blogging should be guided to ensure that it enhances reflectivity among students. Suggestions for the use of blogs to promote reflective practice among pre-service teachers are discussed.