

Review Paper

Online Learning and Blogging as Therapeutic Tools for Improved Learning Behaviour

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Abstract— Living in today's age of technology, we have witnessed great and rapid changes in the world of online learning for different purposes and in different industries. In this review, 3 theories were examined - the Community of Investigative (CoI) model established by Anderson, Garrison & Archer (2000), Online Collaborative Learning (OCL) being a proposed theory by Linda Harasim (2004) and Terry Anderson (2011) models, and 20 literatures to assess their influence on learning and the learners' community. All theories focused on the learner and the learning environment. Based on these theories, blogging can bring purification and release stress, depression, and emotional challenges in everyday life while studying, building strong bonds with each other. Additionally, participating in a blog can provide a sense of belonging and community; it allows us to share our deepest beliefs and feelings about a particular issue because we know they will be better understood and accessible to hard-to-reach offenders. People who face educational, logistical or temporal barriers geographically, want to remain anonymous, or need the convenience of learning new things.

Keywords— Blogging, Therapy, Learning Behaviour, Internet, Online learning

1. Introduction

The way we interact and communicate has changed, and now we can use technology to instantly communicate with anyone, anywhere in the world. We have a new platform that not only allows us to connect with anyone, but also allows people around the world to share their views, knowledge and ideas for all to see. Rationally, it has been found [1] that individuals with learning problems and challenges and belong to the most stigmatized, marginalized and vulnerable groups in society. In addition, recent editorials have discussed stigma against vulnerable and mental health practitioners using blogging platforms [2], also the impact which have discouraged online learning [3] and learned behaviour.

An electronic diary, commonly referred to as a blog, is an asynchronous intermediary introduced as it is known today according to Blood [4] in 1999, the wide web itself. Accordingly [5], you can think of a blog as an online diary in which you can easily keep up to date with your words, ideas, and thoughts in software. Blogs provide a collaborative environment where individuals can read each other's posts and, in some blogs, comment on the work of others. Blogging as an educational tool and testing in different cultural or social contexts can therefore, help most people write with the goal of improving their writing skills and express their

feelings [6]. These blogs give people the opportunity to post their thoughts, opinions and feelings online [7]. Blogs usually have characteristics such as private ownership, published updates displayed in reverse order, and archiving of older posts [8]. It has a number of characteristics that make it different from a website. Simplify page creation, easily filter content for submission by date or category, and allow blog authors to invite and add other authors to their blog. The technical and functional nature of a blog allows it to be used for a variety of purposes (thinking, collaboration, interaction, etc.) as an educational tool. The interactive features of blogs allow users to share learning experiences by posting articles, accepting comments, providing links, and receiving feedback [9].

Various authors [10] have also argued that blogging enables students and individuals to come together in small groups to overcome the anonymity of large classrooms and together form a learning community. One study found that interaction positively impacts a blog user's perceived value [11]. Blogs can also enhance social networking and constructive discussions among teacher trainees [12]. Blog posts are organized chronologically and allow users to see how their mind-set has changed over time, so they can be used to improve mind-set and well-being [13].

Participation in blogging has become a new phenomenon from a sociological perspective [14] and is useful for the dissemination of information, communication and reflection, as well as interactive and multimedia capabilities for clients and patients. In language learning, blogging can be used as a tool to develop writing skills, and while not a substitute for face-to-face communication, it can provide a practical environment for students and practitioners. A blog [15] allows you to think, reflect and slowly build a language for a real audience.

2. Communication Models of Learning

In this session, the terms theory and model are used interchangeably and reviewed as they relate to learning, learners and their environment.

2.1 Community of Inquiry (CoI)

Developed by Garrison, Anderson, and Archer [16], this model is a model of online learning environments based on three presence concepts: cognitive, social, and pedagogical.

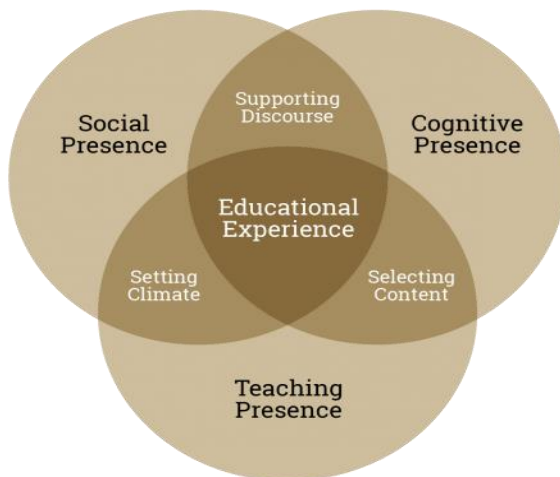


Figure 1: Garrison, Anderson, and Archer's Inquiry Model (2001)

This model supports the design of online and hybrid courses as an active learning environment or community based on instructors and students sharing ideas, information, and opinions. It is also based on the concept of collaborative knowledge creation based on a theoretical community of philosophical research. This theory was inspired by the pedagogical philosophies of Peirce, who coined the term; 1965-1966, apud Lipman, 1991 [17] – but has since expanded to other areas and topics and demonstrated the ability to bridge the gap between learning, research and practice by actively engaging with people interested in a particular issue. Therefore, to strengthen its operational ethos, it has adopted and developed elements of community of practice [18], social learning theory [19] and knowledge community. Creativity [19], which focuses on developing social skills (inter-subjective groups) and creating knowledge rather than imparting knowledge to the awakened. It should be particularly noted in this theory that existence is a social phenomenon and is expressed in the interaction between students and teachers.

Presence education is the design, facilitation, and management of cognitive and social processes to achieve meaningful learning [20]. (1) Curriculum and organization of classes and activities; (2) educational promotion and activities; (3) Direct education. Also, according to the CoI, master's existence is defined as the development, facilitation and management of cognitive processes and the achievement of educational learning outcomes [16]. Educational environments pose special challenges. But managing the many responsibilities of schooling in a largely text-based, online environment is difficult. For this reason, we need to understand the aspects of teachers' existence and their role in the dynamics of constructive collaborative educational experiences.

The first category, design and construction, cannot be overlooked in an online learning environment [21]. This is especially true when choosing useful cooperative learning activities. In an asynchronous non-verbal context, verbal expectations should be clear. For example, you need to specify and model the length of your posts and the title of your comments. The second type of teacher presence is to facilitate discourse.

However, expectations for online discussions are clearly set, and these discussions should be conducted in a meaningful way so that students are not distracted. It is important that students remain engaged and build a collaborative research community. In addition, formal educational settings often require direct intervention to correct misconceptions, provide relevant information, summarize discussions, and provide metacognitive awareness. Awakening. This is the third type of teacher presence, face-to-face instruction [16].

Social presence refers to the ability to treat others in the online environment as real and present yourself as a real person. Social presence involves open communication, emotional expression, and group cohesion. In addition [22], social presence is the extent to which participants in computer-mediated communication feel emotionally connected to each other. This is the most widely studied of the three forms included in the CoI framework, prior to the creation of the COI model.

This is because some media scholars are concerned that computer-mediated communication might prevent students from developing a sense of belonging with other students, instructors, and programs, which justifies the Social learning theory is proposed to support learning [23]. In this sense of social presence, other authors have integrated the CoI model. Their research group [16] identified three types of social presence indicators, based on their own research on immediacy [24] and their own observations. Although the elements of social presence have been defined in various ways, in this chapter (and in the discussed CoI survey) we define them as affective expression, in which students share personal expressions of feelings, emotions, beliefs, and values; open communication in which students develop and maintain a sense of participation in groups; Group cohesion in which students interact around common intellectual tasks and activities.

Swan [25] used Rourke et al.'s classifications and similar indicators of social presence to examine how social presence develops among online students enrolled in a course. Online graduate school in education. Coding Swan notes all language use of metaphors, emotions, values, humour, self-disclosure (emotional cues), greetings and greetings, addressing, group references, social sharing, reflection on the course itself (consistency index), recognition, agreement and disagreement. , approvals, invites, personalized tips in chat messages (engagement metrics). She recorded the average use of nearly six social presence metrics per message in a sample of 235 conversations and found changes in the relative frequency of the social presence indicators of the form. Text used from time to time.

Cognitive presence is the extent to which learners are able to construct and validate meaning through reflection and continuous discourse. The ultimate goal of the research community is to build a strong foundation of social presence and pedagogical presence to promote cognitive presence in a course.

Within the CoI framework, cognitive presence is defined as the extent to which learners are able to construct and validate meaning through sustained reflection and discourse [16]. Researchers can find evidence of investigative practice in online discussions, but early studies of perceived presence have shown that most messages in a discussion forum Performance online focuses on the discovery phase where participants share information and generate ideas [26]. Indeed, several studies in this area have shown that the investigation revealed in online discussion rarely goes beyond the discovery phase [27, 28].

Various explanations have been considered, but most can relate to the nature of the movement and the direction of the movement. In research where students are challenged to solve problems and given explicit guidance and support, students move toward solving them [27]. Therefore, additional research on the relationship between teacher presence and cognitive presence is needed. Collaborative study communities have become one of the most popular online course and hybrid course models designed for active interaction between students and teachers using discussion forums, blogs, wikis and video conferencing.

2.2 Online Collaborative Learning Model (OCL)

Cooperative Online Learning (OCL) is a theory proposed by Linda Harasim [29], which focuses on the fundamentals of the Internet to provide a learning environment that promotes partnership and knowledge acquisition. He describes OCL as: A new theory of learning that emphasizes collaborative learning, knowledge acquisition, and the use of the Internet as a means to transform formal, non-formal and non-formal education. In the Age of Knowledge [29]. Like Siemens, Harasim moves teaching and learning online and sees the benefits of online learning at scale.

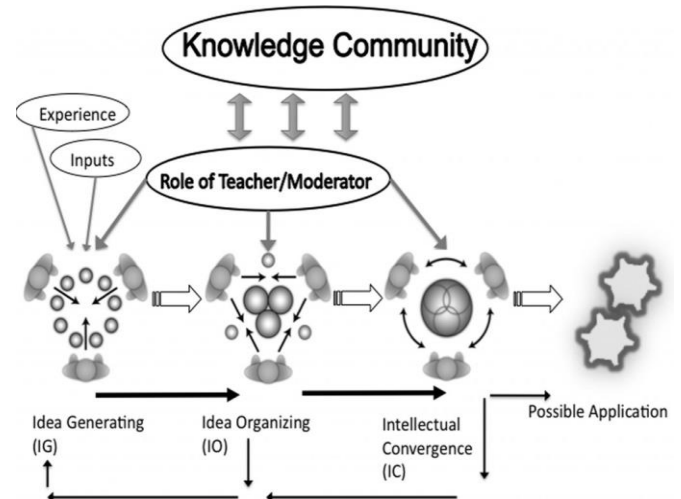


Figure 2: Harasim's Online collaborative learning (OCL) Model (2012)

In a way, Alberto Barabasi's position has been exploited by the power of the network. At OCL, knowledge accumulation through intra-team discourse has three stages, including:

- i. Idea generation: This is the brainstorming phase where disparate ideas come together.
- ii. Organization of ideas: The stage of comparing, analyzing and classifying ideas through discussion and debate.
- iii. Intellectual Convergence: A stage where intellectual convergence and consensus occurs, including agreeing to disagree, often through assignments, essays, or other collaborative work [29].

Cooperative online learning (OCL) is also rooted in social constructivism. This is because the discourse in which the teacher acts as a facilitator encourages students to work together to solve problems. Also, become a member of our learning community. This is a key aspect of OCL as well as other constructivist theories. Because teachers are not necessarily separate and separate, but active facilitators in the construction of knowledge. It is also suitable for large-scale training and best suited for small learning environments.

Another author [30] notes that in interactive collaborative learning (OCL), people can interact and communicate with friends, teachers, or others in a realistic way, whether or not related to a formal study. Depending on the type of project you are working on, you can discuss any topic. That said, [31] another important factor is that in the e-learning (OCL) model, discussion forums are not additions or additions to the main learning material, such as text. The course is written in the textbook, or LMS at its core study. Textbooks, resources, and other sources are chosen to support discussion and not vice versa. This is a basic design principle that explains why instructors or teaching assistants are more likely to complain about "traditional" online courses where students do not engage in discussion [32, 33]. This is often because learners see discussions as discussions when online discussions are secondary to more didactic instruction or are not intentionally designed and focused on knowledge formation. Essays are optional or additional work as they do not directly affect your score or ranking. (This is also one of the reasons why forum participation reviews do not consider substance. It's not the

external activity that matters, it's the internal value of the discussion. [34].

Therefore, instructors using the OCL method can use the learning management system for convenience, but it is used differently in courses where traditional teaching and learning have moved online. The introduction of learning management systems (LMS) in higher education institutions in many countries makes it easy to acquire the necessary knowledge, collaboration and communication benefits [29]. An example of an existing LMS that can be used to support collaborative online learning is the Object Oriented Modular Dynamic Learning Environment (Moodle). From a pedagogical point of view, Moodle encourages constructive and user-generated content, helping teachers create relevant online content for classroom instruction. Interaction and Interaction [35]. However, the availability of features (such as forums and user-generated content) of these constructivist online learning environments usually prevents their effective use. This is because the teacher does not understand the basic theory or teaching method, or does not know how to use it, or simply does not know how to use it, and lacks an educational framework and decides not to use it in class [36].

2.3 Anderson Online Model

Terry Anderson [37] reviewed and developed the ability to construct theories about online education; He initially considered various theories and models, but effective learning environments are knowledge-oriented, community-oriented, learner-oriented and assessment-oriented.

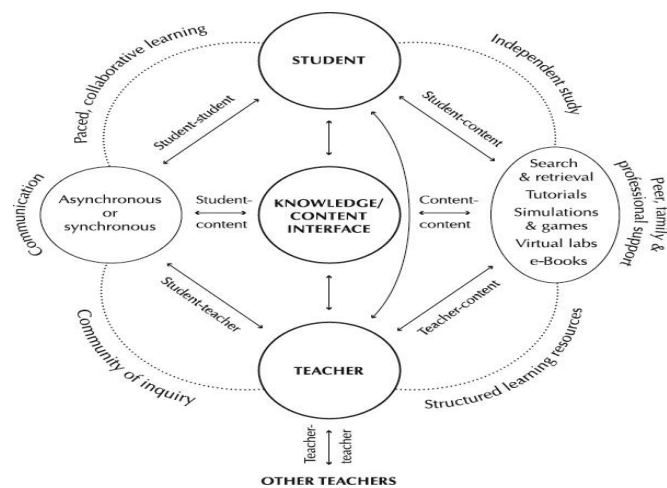


Figure 3: Anderson Model of Online Learning (2011)

These lenses provide the basic framework for Anderson's approach to theory-building in online education, exploring in detail the features and capabilities that the Internet provides to all aspects of online education. Second, he noted that the Internet has moved from a text-based environment to one that supports and enables all forms of communication. He also rightly pointed out that the internet's hyper-connectivity is most compatible with the way human knowledge is stored and accessed.

In this regard, he refers to the work of Jonassen [39] and Shank [40], who have associated hyperlinking with

constructivism. Finally, Anderson discussed at length the importance of interaction in all forms of learning and consulted with several distance education theorists. The nature of interaction between students, teachers, and content is well understood and referenced in many educational theories, especially constructivism. He approached this endeavour from a distance education perspective, having spent most of his career at Athabasca University, Canada's leading provider of distance higher education. While acknowledging that many theorists and practitioners view e-learning as a subset of learning in general, he also states: e-learning is a subset of education over time and not rather than education in schools. Anderson's evaluation of interactions concludes that interactions are important components of the theory.

Anderson built the model with these three factors in mind and [38], the availability and potential of the internet, and the interactivity. He added an important factor that differentiates community/collaborative and independent learning models, pointing out that community/collaborative and independent learning models are inherently incompatible. The community/collaboration model is not easy to develop due to the large amount of interaction between teachers and students. On the other hand, individualized learning models are designed for self-directed learning with much less interaction between student and teacher.

2.4 Online Learning Styles as a Medium of Therapy

Online learning offers many opportunities that were never before possible, and the ability to study at a prestigious university – or across the state or country – can be extremely valuable. A social learning network is a social construct consisting of nodes representing relationships between individuals (or organizations) within a given domain [41, 42]. The impact on students' perception of the importance of social media blogging changed their behaviour by engaging in their daily passions and obsessions [43].

E-learning through blogging has become a powerful tool in today's world and has a strong impact on users. It provides interactive and personalized learning and can encourage self-motivation [44]. Blogs and other social tools show that this tool has led to an increase in demand from the e-learning market, which has become very important for many institutions and universities as it helps them exist [45]. In addition, there are many opportunities to develop and improve learning content technology. This attribute together with privacy, content ownership, and timeliness gives users a positive view of the social network [46].

There are four basic social software tools that mental health blogs have implemented: 1) Social connections and relationships, 2) Collaborative information discovery, 3) Content feedback, and 4) Synthesize knowledge, information and edit content [47]. Different learning styles can be thought of as "descriptions of attitudes and behaviours that determine an individual's preferred learning style" [48], and it exists in the literature as a model. Kolb's learning style [49].

3. Related Work

A study of reader trusts in blogs by Johnson and Kaye [50] several years ago found that the majority (73.5%) of study participants had moderate to very high trust in blogs. Compared to other online news sources, surveyed blog readers believe blogs are more trustworthy than TV, cable TV, online newspapers, online magazines, and online radio sites. Blog readers in the sample also found blogs to be more credible than traditional offline journalism formats, including television news, cable news, newspapers, magazines, radio and talk shows.

However, the sample only includes blog readers, which may distort the results. Additionally, another author [13] conducted a study on mixed methods in an undergraduate course at the University of the Midwest. This course is designed for middle and high school students and emphasizes the social impact of new media technologies. Researchers stress the importance of students understanding what a blog is and how it will be used for learning. In the survey, they found that students were more interested in reading posts and comments from classmates than writing. Students can read other people's posts to see different perspectives or opinions on a research topic.

Another study [51] found that blogging had a positive impact on the development of students' writing skills. After blogging, students demonstrate public perception of their writing and an understanding of the writing process and methods. Researchers show that students are motivated to improve their grammar and syntax through interaction with them. They also found that students experimented with different writing styles and different ways to engage with writing through blogging. They said the students used humour, expression, and playfulness in their letters. Another study [52] describes several ways to help and encourage learners to work together to achieve shared learning outcomes by understanding the concept of collaborative learning [53]. They found that the most effective method was face-to-face co-education in small groups.

Additionally, Microsoft's Groove software has proven to be the most successful peer-to-peer collaboration application. [54] Others have also tried to examine the effectiveness of blogging as a college teaching tool for computer science teachers prior to enlisting in the military. A survey research design method was used and 75 second year primary education teachers (22 girls and 53 boys) participated in this study. To collect data, a blog survey tool was used to measure community morale and perception of learning. These data were then analysed using an independent sample t test, one-way analysis of variance (ANOVA), and multiple linear regression. The results of this study show that there is a significant difference in the perception of learning between pre-appointed computer science teachers with a weak sense of community and teachers with a strong sense of community. Sense of community and blog friendliness were also identified as independent predictors of cognitive learning

when controlled for computer skills. We will now discuss the implications of this study [55].

Another study showed that incorporating a blog as a learning tool [56] can positively impact learners' perceptions of information and communication technologies (ICT) as well as skill acquisition. ICT technology. A study was conducted in which 113 computer science students' blogged about their projects. Blogging has been found to help teachers and students develop a range of cognitive, social and self-directed learning skills. For example, the blogging feature can enhance self-directed learning by creating custom goals for your projects.

Additionally, the blog comment feature can promote social learning by allowing students to support their peers. However, students do not teach each other higher level skills [56]. Six studies examining the use of Web 2.0 in primary and higher education examined the impact of blogging and tentatively concluded that blogging improved students' writing skills and that critical thinking was more of a psychological skill. In another study, blogging was found to promote cognitive learning in students in a variety of contexts [57, 58].

Some of the more prominent mental health blogs feature essays on mental health education methods, treatment systems, diagnosis and symptom education, and discussions of cutting-edge research. Examples of these blogs: American Psychiatric Association; Psychology Today - Are collections of blogs. Psychologists, psychotherapists, nurses, medical students, medical advocates, hospital administrators, medical librarians, patients, and students themselves have made a huge impact in these blogs.

Baker and Moore [59] further emphasize the general health benefits of blogging by comparing it with the established results of journaling; Journaling has been linked to increased coping abilities, improved psychological functioning, and reduced psychological stress. Similar to diary, few people say that blogging can bring serenity and release stress and emotions of daily life when it comes to studying. In popular culture and many social studies, clinicians are often portrayed as objective and stoic even though their work has many emotional aspects [60].

To address or alleviate these conflicting feelings and expectations, clinicians may turn to blogs. Writing about life can actually improve physicians' physical and mental health by promoting self-healing, emotional balance, and reducing social isolation [61]. He also [62] shows that bloggers can build strong relationships with each other through regular online communication. Many people know that when they write, comment, and collaborate, they become part of a virtual community. Many bloggers note that funny or motivational posts are made during or after unpleasant events at work, such as an interpersonal conflict or the death of a patient.

Often, physicians, psychologists, and psychotherapists fear that an emotional response to a patient will be perceived as unprofessional in a public health setting [60] and this expectation may become a source of personal anxiety. On the other hand, by blogging, psychologists, psychiatrists, and other health professionals can proactively help loved ones by writing directly about mental health issues. A blog can be a friendly forum for public health education, giving a voice to an area that frequently faces a lack of knowledge and support, contributing directly to the problem discrimination. In addition, blogs can provide social support, along with other online mental health modalities such as discussion groups for Nigerian university students, forums, chat rooms, and media [63].

Other benefits identified for these online mental health modalities include improved accessibility for geographically inaccessible offenders facing educational, logistical or time barriers, those seeking anonymity, and those needing convenience for learning. Online mental health modalities can also optimize psychiatrists' time by reducing transaction costs, while scaling to reach large numbers of people at the same time [63].

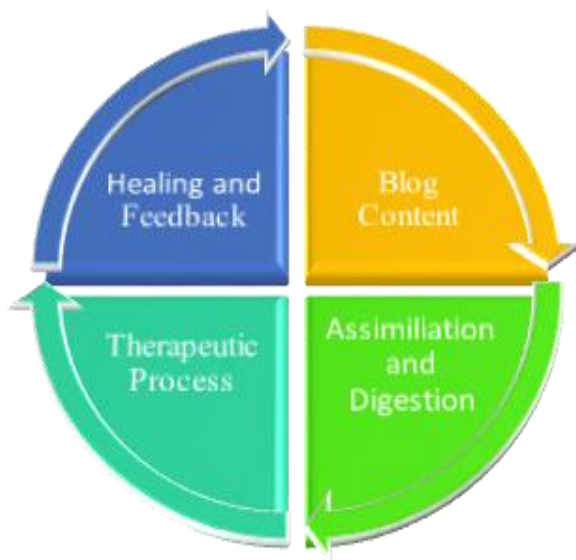


Figure 4: Therapeutic Process of Learning (2023)

4. Conclusions and Future Scope

The internet is getting very good at capturing our attention so we can learn new things, while creating a global change in the way people gather information and connect with each other when digital technology is more and more pervasive and increasingly integrated into everyday life. In this review, it has been found that emerging support has revealed that various theories relate to the pathways by which the Internet affects our cognitive processes, particularly with regard to information flow. Coming from many sides encourages us to engage in shifting attention and multi-tasking, rather than sustained focus. The ability to quickly and pervasively access factual information online has helped in unforeseen ways in transitional systems and even potentially in the online social

world by parallelizing cognitive processes in the real world and blend with our offline sociability, as well as introduce the possibility for special attributes of society. Media impact on real life and its challenges.

Furthermore, engaging in blogging can provide us with a sense of belonging and community; this allows us to share our deepest belief and feelings about a particular issue as we know they will be understood. We learn by social modelling, and people love to read about what other individuals have experienced, see how they manage related learning challenges and how they progress and overcome such challenges. Through it, individuals feel connected, empowered and invigorated, and can help them feel less stuck and alone in the face of their problems and suffering.

In addition, new skills can be harnessed in self-expression and self-reflection to develop a professional learning process, which can encourage us to create the ability to communicate and express ourselves in words - speech more fluently. While the purpose of blogs is primarily to improve writing and reading skills, they can help more than just instruct and serve a real purpose. For further studies, a different, more user-friendly blogging provider should be used to increase the usefulness of blogging for learning as well as to focus on the unique characteristics of the blog.

Conflict of Interest

The Author declare that there is no conflict of interest.

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Authors' Contributions

Caleb Onah – He researched conceived and researched the review study. Wrote the first draft of the manuscript, reviewed and edited the final version of the manuscript after reviewers' and editors' comments.

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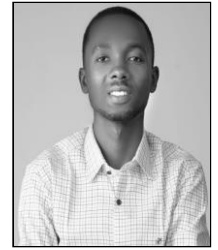
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