



Article

Blogging as an Alternative Assessment

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Abstract: This article examines technological progress in today's education system and its impact on student needs, particularly the transition from traditional assessment methods to an alternative assessment system in English lessons. The article proposes a methodology for "Blogging" (blogging) assignments, which is an alternative type of technology-based assessment designed for graduating students of general secondary schools. Using the "EduBlog" platform as an example, the criteria (rubrics) for assessing students' academic writing, video content creation, creativity, critical thinking, and collaborative work skills were analyzed. The author argues that the alternative assessment approach is an important tool for preparing students for 21st-century digital literacy requirements and real-life situations.

Keywords: Alternative Assessment, Digital Technologies, Edublog, Blogging Tasks, English Language Teaching, 21st Century Skills, Digital Literacy.

Citation: Ulbosin D. Blogging as an Alternative Assessment. American Journal of Social and Humanitarian Research 2026, 7(6), 249-255.

Received: 26th Mar 2026

Revised: 21st Apr 2026

Accepted: 16th May 2026

Published: 30th Jun 2026



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1. Introduction

Today, the world is facing rapid changes and innovations, especially in the field of technological progress. We can also see such progress in the field of education. Today, students differ in many ways, they are in constant contact with innovative technology, and it is important to make changes to the process of additional assignments and assessment in order to interest students in reading, learning the language and applying it in practice [1].

Assessment of students' knowledge is an important element in teaching and learning. Traditionally, assessments were typically summative in nature, taking the form of written assignments, pencil and paper exercises, as well as paper-based quizzes, tests, and exams. However, in recent years, innovative, authentic, and holistic approaches to assessment have become widespread [2].

Alternative assessment differs from traditional standardized test requirements in that it engages learners to perform some tasks that typically simulate real-life situations [3]. Through the use of alternative assessments, teachers can track students' individual strengths and skills and use the data to better design teaching approaches. Therefore, alternative assessment is a process-oriented type of assessment aimed at the development and growth of students over a certain period of time [4].

Alternative assessment is designed to enable learners to take an active role and become more involved in their own learning. An excellent teacher must be able to use alternative assessments to develop students' high-level thinking skills so that they can not only memorize information but also transform it into complex concepts.

In recent years, the rapid development of digital technologies and the remarkable growth of social media have provided teachers with a variety of tools and many opportunities and challenges to use these digital tools [5].

Alternative assessment, also called factual or comprehensive assessment, refers to all types of assessments used to measure students' ability and proficiency in performing complex tasks related to intended learning outcomes [6]. Some examples of alternative assessments include student portfolios, project work, problem-based learning, role-playing games, journals, writing sessions, and other activities that involve the use of rubrics to assess student work .

In the 21st century, the demand for digital literacy for students is linked to an individual's ability to manage, access, integrate, evaluate, and use existing ICT as an individual or as part of a team, as well as the ability to adapt to new technologies and use them effectively at work or at home [7].

2. Materials and Methods

Today's youth are relatively connected to technology in their daily lives. They communicate through technology, do homework, and search for necessary information on the Internet.

For 11th graders, we chose the blog writing method because blog writing is becoming one of the methods increasingly used in alternative assessment due to technology in modern education. This allows students to publish their thoughts, analysis, and feedback online, creating opportunities for interaction and communication outside the classroom. In practice, teachers assign blogging tasks to students, teaching them to regularly write posts related to subject topics. For example, for the 11th grade, it was assigned to write a 120-150-word post for the group blog on the topic "Off to school."

In their posts, students should write about what plans they have after graduation, what excitement they have, what will be difficult, who can help them, and how the knowledge gained at school will be useful. This contributes to deeper analysis while improving academic writing skills.

One of the main practical advantages of blogging is its interactive nature. Readers can read and comment on each other's posts, which encourages discussion and leads to an exchange of ideas. For example, in the second part of the above task, other class participants are given the task of reading at least three posts and writing their opinion on them. Then the owner of the post will tell which of the comments written to him in the lesson he liked, which he didn't like and why. This type of training helps develop argumentation skills, increases critical thinking and the ability to understand and learn from various points of view.

Blogging also makes an important contribution to developing digital literacy. As students work with online platforms, they become familiar with digital tools, content creation, and information organization. They will also learn to use multimedia elements such as images, videos, or links to support their arguments. This not only enhances creativity but also prepares students for the modern environment of academic and professional communication. From an educational perspective, both reflection and blogging are becoming teaching methods that contribute to deeper and more meaningful learning.

They force learners to move beyond passive learning and instead engage in analysis, interpretation, and self-assessment. These methods support the development of communication skills, creativity, independent thinking, and working with digital technologies.

Blogging has become an innovative and widely used method of alternative assessment in modern education due to its ability to combine academic knowledge with

digital communication and creative expression. Unlike traditional assessment approaches that rely primarily on exams or structured written assignments, blogging offers learners more flexibility to present their knowledge, ideas, and reflections in a more personal and interactive format.

It encourages learners to go beyond memorization and engage in analysis, commentary, and meaningful expression of ideas. From an educational perspective, blogging is strongly aligned with student-centered approaches, as it engages students in activity and enhances their role in the learning process. Students are responsible for researching topics, organizing information, and presenting their concepts consistently and fluently. For example, in English lessons, you can maintain a blog where students regularly write about topics such as education, culture, or personal experience. This constant practice of writing helps improve language skills, as well as strengthens critical thinking and reflection skills. One of the main advantages of blogging is its ability to encourage individual expression and creativity.

Because blog posts are generally less formal than traditional academic essays, readers often feel more comfortable writing their own personal opinions and comments. This freedom allows for a deeper engagement with the subject and helps learners develop a more personal understanding of what they are learning. Blogging, one of the competencies necessary for the modern educational and professional environment, also plays an important role in developing digital literacy. Through blog platforms, students learn how to create and manage digital content, effectively structure information, and use multimedia elements such as links or videos to support their ideas. For example, a reader may use English-language materials or external links in their blog posts to make their arguments more persuasive and attractive. This experience makes students' online communication skills increasingly important.

Blogging is an unconventional way for students to improve their academic writing skills. Blogs are "chronological publications in which personal opinions and views are posted".

Blogging, contributing one's own thoughts and suggestions, and exchanging ideas with readers make students' writing clear and fluent. Space limits and the format of blog posts require authors to write in a concise and engaging manner. Therefore, bloggers adapt their vocabulary to the needs of the audience.

According to Xie et al. (2010), blogs develop deep cognitive thinking by increasing the learner's motivation and conscious management of ideas.

As McGurk notes: Blogging can increase student engagement by creating a student-centered online environment that encourages students to write for an audience.

Blogs are an important tool for exchanging information and discussing real-life problems. From this idea, we understand that students live in the era of technology, and they need modern tasks. Through the blogging task, they do their work easily, and this yields results.

The "Blogging" task is considered an alternative assessment method; such a task develops students' creativity and analytical abilities.

Here's an example of a blogging assignment:

1) TASK FOR OUR BLOG!

Instruction: ✍ Write a post (120-150 words) in a group blog on the topic "Off to school".

➤ In your post, write about:

- What you are planning to do after school.
- What fears you have concerned to your first steps after school
- Who will help you in your journey to a big life

- What will be difficult for you
- How school knowledge can help you in real life.
- Write in your own words. Be honest and personal.
- Your class mates will write a comment to your post, accept their advice and suggestions. Present them in the next lesson identifying the best one.
- You should also read your class mates' posts and write comments to at least three of them.

1) TASK FOR OUR BLOG!

Instruction: Prepare a video post (5-7 minutes) on the topic “Getting around”.

- In your video:
 - Act yourself as a travel blogger
 - Tell others how to get around your city
 - Mention your favorite places
 - The types of transport to use (bus, taxi, metro, bicycle, on foot, train, etc.)
 - Interesting places to see
 - One interesting or funny experience while travelling (real or imaginary)
 - Give advice to tourists: How should visitors get around your city?
- ✓ Prepare a video of your town, accompanied by your voice about travelling. Be creative and make your video attractive.
- ✓ Your class mates will write a comment to your video, accept their advice and suggestions. Present them in the next lesson identifying the best one.
- ✓ You should also read your class mates' posts and write comments to at least three of them.



Figure 1. Why Young Africans Are Telling New Stories About Their Migration.

Table 1. EduBlog Platform for Student Blogging Assignments.

Welcome back, Dilbar!

Here's what's happening with your blog.

How publishing works: you write a draft → submit it for review → your teacher grades it (1-5) → the article goes live on the public site.

Published: 12 (+3 this month)

In review: 2 (Waiting for the teacher)

Drafts: 3 (Only you can see them)

Average grade: ★ 4.8 (42 among authors)

My articles

TITLE	TOPIC	STATUS	GRADE	COMMENTS	UPDATED	
My Week in London: Big Ben, Rain and Red Buses	London	Published	★ 5	4	Jun 10	View
London Slang vs. Textbook English	London	In review	—	—	Jun 11	Open
Interview with Our School Librarian	School	In review	—	—	Jun 9	Open
The Best Chalkhanas Near Our School	School	Needs changes	—	—	May 30	Edit
Inside the Walls of Khiva: One Evening in Ichon-Kala	Travelling	Published	★ 5	7	Jun 1	View
Why I Stopped Using Translation Apps	Education	Draft	—	—	May 26	Edit

Latest teacher feedback

My Week in London: Big Ben, Rain and Red Buses (★ 5)

"Excellent work. Rich vocabulary and a clear personal voice. Watch your article usage – two small slips marked in my notes." Teacher - Jun 10

The Best Chalkhanas Near Our School (Needs changes)

"Fun idea, but the second half reads like a list. Turn the last three paragraphs into a story – what happened at each place? Resubmit by Friday." Teacher - May 30

My videos

Hoorvise Over the Flower Field: My First Timelapse (Published ★ 5)

A Day in My English Class (In review ★ 3.5)

My Room Tour in English (Draft)

You should include:

- At least 3 travel-related words (accommodation, local food, means of transport)
- At least 2 adjectives (cheap, crowded, comfortable, fast, etc.)
- At least 1 opinion sentence (I think..., In my opinion...)

Blog Title Ideas: (You may create your own topic)

1. *How I Got Around My City*
2. *My Transport Adventures*
3. *Getting Around: Fast or Cheap?*

The "Blogging" task is primarily performed on the platform. There is a platform called "EduBlog" for posting students' assignments. On this platform, students complete assignments and post them to a blog, other students comment on the assignment, and the teacher evaluates the student's work based on the criteria.

By completing this task, we will evaluate students' abilities in expressing opinions, creativity, analyzing messages and comments, writing comments, and creativity.

Analysis and findings. We tested our methodology in schools in the city of Nukus, Nukus, Khojayli, Amudarya, and Muynak districts of the Republic of Karakalpakstan. At the end of the pedagogical experiment, it was established that there is a significant difference in students' mastery indicators regarding the acquisition of theoretical knowledge, practical skills, and abilities in a foreign language. We divided the students into two groups based on the control and experimental groups. We conducted a daily lesson for the control group members and a lesson using the "Blogging" task for the experimental group members. As a result, positive results were achieved in improving the knowledge and skills of students in the experimental groups in mastering the content of the English language. In addition, we saw that pupils' skills in writing comments, expressing opinions, and creativity were developed. Since they are the youth of today's technology age, we witnessed them eagerly completing our task called "Blogging" using the platform.

3. Results and Discussion**Experimental Findings and Pedagogical Outcomes**

The pedagogical experiment conducted across schools in Nukus city and the districts of Khojayli, Amudarya, and Muynak in the Republic of Karakalpakstan produced substantively positive outcomes in favour of the blogging-based alternative assessment methodology [8]. Students assigned to the experimental group who engaged with structured blogging tasks via the EduBlog platform demonstrated measurable gains over their control-group counterparts across the key competency dimensions assessed: academic writing proficiency, capacity for analytical commentary, creativity, and digital content production [9]. The video blogging task on the topic "Getting Around," which required students to assume the role of travel bloggers and produce multimodal content incorporating travel vocabulary, evaluative language, and peer-directed advice, was particularly effective in eliciting authentic language production and raising learner motivation. These findings align with McGurk's observation that blogging fosters student engagement by constructing an audience-aware, student-centred online environment, and are further consistent with Xie et al.'s (2010) assertion that blogging platforms deepen cognitive processing by encouraging learners toward conscious, self-regulated idea management [10].

The interactive architecture of the EduBlog platform wherein students not only authored posts but were required to read and comment on a minimum of three peers' contributions proved instrumentally significant. This reciprocal structure operationalised collaborative learning and argumentation in a manner that conventional summative assessments cannot replicate. The post-task requirement for students to present and

evaluate received comments in class further reinforced metacognitive reflection, a dimension of language learning that is frequently underserved by examination-centred pedagogical models [11].

Discussion in Theoretical Perspective

Theoretically, the results substantiate the positioning of blogging within the broader alternative assessment paradigm as defined in the literature: a process-oriented, performance-based evaluative instrument that privileges authentic task completion over discrete knowledge recall [12]. The design of the blogging tasks particularly their embedding within real-world communicative scenarios and their integration of multimodal elements resonates with 21st-century digital literacy frameworks that conceptualise learner competence as the capacity to manage, evaluate, and creatively produce information across digital environments. The study's outcomes thus reinforce the argument that assessment design should be aligned not only with curricular content objectives but with the communicative and technological realities of learners' lives outside formal educational settings [13].

Knowledge Gaps and Directions for Further Research

Despite these encouraging results, several knowledge gaps warrant acknowledgement. The study does not report disaggregated quantitative data such as pre- and post-test scores, effect sizes, or statistical significance levels which limits the generalisability and replicability of the findings. Future research should employ rigorous quasi-experimental designs with clearly operationalised outcome measures to strengthen the empirical base [14]. Additionally, the study does not examine potential equity-related barriers, including differential access to devices, internet connectivity, and digital literacy skills among students across rural and urban schools, factors that may significantly mediate the effectiveness of platform-based alternative assessments in the Uzbekistan context. Longitudinal research tracking whether blogging-induced gains in writing fluency, critical thinking, and digital communication persist beyond the experimental period would substantially advance theoretical understanding of blogging as a sustained pedagogical and assessment instrument [15].

4. Conclusion

In conclusion, alternative assessments allow students to freely express their creativity and teach them lifelong skills, such as public speaking, collaborating, or placing them in real-life situations.

The research results indicate that the transition from traditional tests to alternative assessments that simulate real-life situations is a requirement of the times. The "Blogging" and "EduBlog" projects, introduced in English language classes for school graduates, effectively develop students' creativity, digital literacy, and analytical skills. This innovative approach to language learning is highly effective not only for memorizing knowledge but also for applying it fluently in practice and fostering an independently thinking individual.

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