

Class Description

Class 2: Blogging in the Classroom

Textbooks

Richardson, Will. Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms. Thousand Oaks, CA: Corwin, 2010. ISBN: 1412977479

Software

- Microsoft Word
- Internet Explorer
- Blackboard

Educational Objectives

After completing this class, student will be able to:

- Understand the rationale of creating a blog for educational purposes;
- Evaluate the evidence that supports the use of blogging as an instructional tool;
- Identify different resources that support the use of blogging as an instructional tool;
- Create a blog for educational purposes.

Requirements for Successful Completion of this class:

To successfully complete this class, a student should:

- Actively participate
- Have an understanding of concepts covered
- Satisfactorily complete blogging assignment

Lesson Plan: Introduction to Weblogging (3 hours)

I. Introduction to class (20 minutes)

- Refer to handout for Activity 1

II. Rationale: Why do students in an instructional technology course need to learn about blogs? (50 minutes)

- When the activity is done, the instructor should start the lecture portion of the class. A powerpoint will be used to supplement the lecture.
- The instructor should follow the powerpoint (class2.ppt) and explain the rationale behind blogging in education. The following study is included in the lecture:
 - <http://blog.socialcast.com/education-2-0-social-networking-and-education/?display=wide>

- As educators, there are numerous benefits to integrating a blog into the classroom. The following is included in the powerpoint. Instructor should ask learners to give examples or explain why or why not they agree with the following list:
 - Publish and share
 - Collaboration
 - Dialogue/Conversation (Global)
 - Communication
 - Improves Reading & Writing skills
 - Sharing of knowledge
 - Provide added value and context to knowledge
 - Community
 - Instantaneous responses and feedback
 - Class announcements
 - Online syllabus
 - Additional resources and materials
 - Increases engagement and participation
 - Reflection/Analyze
 - Observe and log

Break (10 minutes)

III. Evidence: What empirical research has been done that would support our decision to use blogging and under what circumstances is blogging most beneficial to learners? (50 minutes)

This section will discuss what research has been done to prove that blogging in educational is beneficial.

- Instructor should divide the class into groups of three or four students.
- Instructor should review the studies by Chin, McDermott and Stavrositu with the class.
- Handouts should be made of each study and passed out to the class. Each group will be assigned a specific study and required to ask the following questions: (Note: It is acceptable if two groups receive the same study)
 - A social hypertext model for finding community in blogs
 - *What different techniques did this study use in order to evaluate how a community is formed by using a blog?*
 - *What characteristics and indicators can be used to detect a sense of community within blogs?*
 - *How was the case study used to help collect data for this study? Do you think it was effective?*
 - Developing tools to encourage reflection in first year students blogs
 - *How were the studies conducted within this article and how was the information processed?*
 - *Were there any issues with the content collected? How did the researchers handle/interpret them?*

- *How should an instructor integrate a personal reflective activity into a blog assignment?*
- Can blogs empower women? Designing agency-enhancing and community-building interfaces
 - *This article makes a bold statement about gender. What reasoning do they provide to support this?*
 - *What method was used to obtain data for this study? Was this effective? What other methods could the researchers have used?*
 - *How can an instructor use this information in the classroom when assigning blogs?*
- Each group will share their answers with the rest of the class. Discussion is encouraged

IV. Wrap up Activity (30 minutes)

- Refer to handout for Activity 2

Break (10 minutes)

V. Conclusion (10 minutes)

- Instructor should review the main points of the class and the assignment for the asynchronous class (class 3)
- The remaining time can be used for questions and clarification

References

- Chin A., Chignell M.. (2006). A social hypertext model for finding community in blogs. In *Proceedings of the seventeenth conference on Hypertext and hypermedia*, New York, NY, USA, 11-22. DOI=10.1145/1149941.1149945
- McDermott R., Brindley G., Eccleston G.. (2010). Developing tools to encourage reflection in first year students blogs. In *Proceedings of the fifteenth annual conference on Innovation and technology in computer science education*, New York, NY, USA, 147-151. DOI=10.1145/1822090.1822132
- Online Education Database is a site that features links to many educational based blogs (<http://oedb.org/library/features/top-100-education-blogs>)
- Saeed N., Yang Y.. (2008). Incorporating blogs, social bookmarks, and podcasts into unit teaching. In *Proceedings of the tenth conference on Australasian computing education - Volume 78* Australian Computer Society, Inc., Darlinghurst, Australia, Australia, 113-118
- Stavrositu C., Sundar S. S.. (2008). Can blogs empower women?: designing agency-enhancing and community-building interfaces. In *CHI '08 extended abstracts on Human factors in computing systems*, New York, NY, USA, 2781-2786. DOI=10.1145/1358628.1358761