Blog Uses and Applications

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Warm-up questions

- **How do you define a blog?**
- **What are the motivational factors to contribute to the continuing blogging behavior of bloggers?**

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Content Overview

1. What is a blog? means "Web log"—is an online, chronological collection of personal commentary and links. Easy to create and use from anywhere with an Internet connection.

How to Blog
here is all you need to know

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Do you blog?

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Research on blogging

- **Special Issue on Blogging (2007, July). Journal of Computer Mediated Communication, 12(4). http://jcmc.indiana.edu/ or http://jcmc.indiana.edu/vol12/issue4/ (4 articles on blogging to choose from).**

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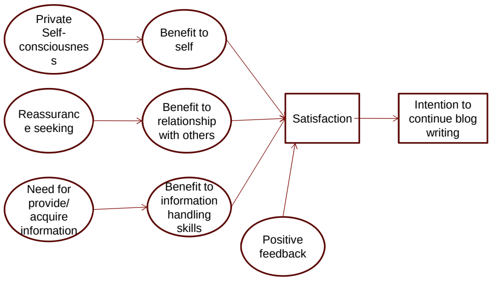
Miura, A., & Yamashita, K. (2007). Psychological and social influences on blog writing: An online survey of blog authors in Japan. *Journal of Computer-Mediated Communication*, *12*(4)

Psychological factors Social factors


Private Self-consciousness
Benefit to self
Reassurance seeking
Benefit to relationship with others
Satisfaction
Intention to continue blog writing
Need for provide/ acquire information
Benefit to information handling skills
Positive feedback

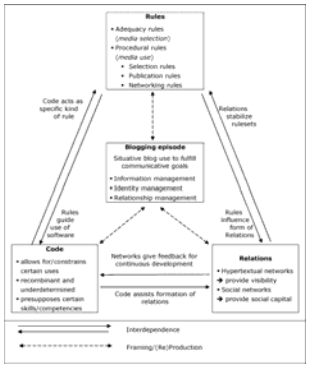
Pedersen, S., & Macafee, C. (2007). Gender differences in British blogging. *Journal of Computer-Mediated Communication, 12(4).*

- **In their responses to the survey, women tended to describe themselves as more interested in the social aspects of blogging, while men tended to be more interested in information and opinion.**
- **Men demonstrated more technical sophistication.**
- **Privacy was a major issue for women (and also for gay bloggers of both sexes).**

Qian, H., & Scott, C. R. (2007). Anonymity and self-disclosure on weblogs. *Journal of Computer-Mediated Communication*, *12*(4),

- **Two types of Anonymity:**
  - **visual (e.g. distorted photo)**
  - **discursive (e.g. personal profile, pseudonym)**
- **Visual anonymity is not associated with self-disclosure**
- **Discursive anonymity is somewhat related to self-disclosure.**
- **The target audience is related to how much anonymity bloggers perceive themselves to have. Bloggers whose target audience does not include people they know offline report a higher degree of anonymity than those whose audience does.**
- **Target audience also influences the way posts are written and what information is made available.**

Schmidt, J. (2007). Blogging practices: An analytical framework. *Journal of Computer-Mediated Communication*, *12*(4),


Rules
• Adequacy rules
(/media selection)
• Procedural rules
(/media use)
• Selection rules
• Publication rules
• Networking rules
Code acts as specific kind of rule
Relations stabilize rulesets
Blogging episode
Situative blog use to fulfill communicative goals
• Information management
• Identity management
• Relationship management
Rules guide use of software
Rules influence form of Relations
Code
• allows for/constrains certain uses
• recombinant and underdetermined
• presupposes certain skills/competencies
Networks give feedback for continuous development
Code assists formation of relations
Relations
• Hypertextual networks
➔ provide visibility
• Social networks
➔ provide social capital
Interdependence
Framing/(Re)Production

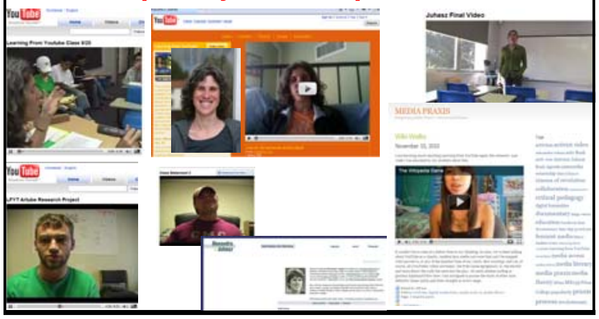
We Now Share Expertise in Many Ways (e.g., blogs, wikis, wikibooks, online news, open access journals, etc.)

PKP
PUBLIC KNOWLEDGE PROJECT
flatworld KNOWLEDGE
WikiBooks
+19 diggs
Technorati
KNOL BETA A unit of knowledge.
tumblr.
684 diggs
PLoS one
Google Alerts
MOVABLE TYPE 4 Publishing Platform
Blogger
xanga

Michael Wesch, Digital Ethnography blog, Kansas State University

Michael Wesch To Discuss "The Anthropology of YouTube" at Library of Congress on June 23

Alexandra Juhasz: Media Praxis blog http://aljean.wordpress.com/


Juhasz Final Video
MEDIA PRAXIS

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Stephen Downes, Canadian Research Council: OLDaily blog
http://www.downes.ca/
http://www.downes.ca/news/OLDaily.htm

stephen downes
stephen downes

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George Siemens: ELearnSpace blog
http://www.elearnspace.org/blog/

ELEARNSPACE
Activity Streams are the future of collaboration
elearnspace

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Will Richardson, Weblogg-ed
http://weblogg-ed.com/

weblogg-ed
edublogs
Blogs, Wikis, Podcasts
Voice
Motivation Conversation
Interaction Engagement
Participation Sharing
Communication Empowerment
Creativity Collaboration Reflection
Excitement Ownership Literacy
Audience Discussion

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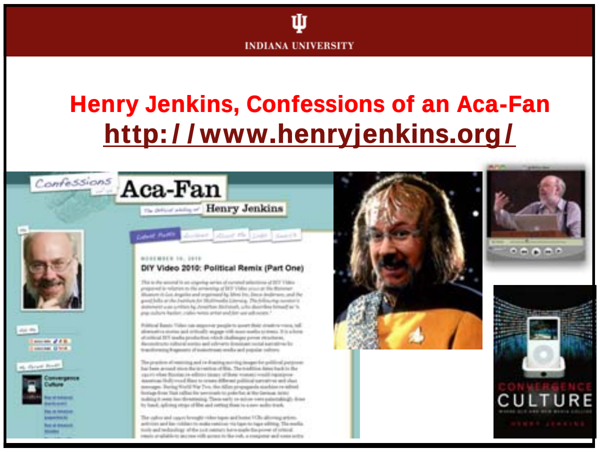
Jay Cross, Internet Time Blog
http://www.internettime.com/

Internet Time Blog
Jay Cross
Time machine
WORK SMARTER Fieldbook
June 2010 Edition



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Henry Jenkins, Confessions of an Aca-Fan
http://www.henryjenkins.org/

Confessions of an Aca-Fan
Henry Jenkins
DIY Video 2010: Political Remix (Part One)
CONVERGENCE CULTURE

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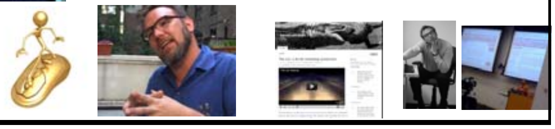
Gardner Campbell, Baylor University
http://www.gardnercampbell.net/blog1/

Gardner Writes
Video Games and Computer Holding Power
Gardner Writes

Edupunk Bloggers, Jim Groom, Instructional Technologist, Mary Washington University; http://jimgroom.net/about/

- Describes growing movement toward high-tech-do-it-yourself education.
- Mainly motivated by astronomical costs of higher education.



TravelinEdMan
We are entering a jumping off point…from the Web 2.0 to???

Web 2.0
The Web As Platform
Harnessing Collective Intelligence
peer production

Elements of the Web's Next Generation

TravelinEdMan

Personalized Learning Environments
(leaders include: Scott Wilson, Graham Attwell, George Siemens, and Stephen Downes)

Future "VLE"
flickr
TIME
You.

Content Overview

2. What is a videoblog? A videoblog, or vlog, is a Web log (blog) that uses video rather than text or audio as its primary media source.
3. Who is blogging? Hundreds of millions of people.

Content Overview

4. Why instructors use: Keep students up-to-date, extend course beyond class (blending), make course more interactive and personal, etc. Fosters student reflection on content—a content and course focus.

Roles of Blogs: Per Jay Cross

- Weblogs are a personal writing space. Easy, sharable, automatically archived.
- Weblogs are easily linked and cross-linked to form learning communities. The school logs projects are examples. The school logs also enable a teacher to evaluate a student's thinking, by reading explanations and assignments.
- Weblogs can become digital portfolios of students' assignments and achievements.
- Weblogs are a novice's web authoring tool.
- Accumulated weblogs become a content management system.
- Via digital storytelling, weblogs play a role in professional development.

Roles of Blogs: Per Jay Cross (posted in Will Richardson's blog)

1. Content Creation.
2. Decentralization of power.
3. User is in control.
4. Conversation rather than lecture.
5. Pipe (sharing network) more important than the content (i.e., new stuff will arise).
6. Increase in shared meanings and understandings.
7. Ideas presented are a starting point for discussion, not ending point.

Roles of Blogs: Per Anne Davis (posted in Will Richardson's blog)

1. Sharing space (with parents, teachers, others).
2. Place to improve writing.
3. Place to think outside the box.
4. Place for surprise and anticipation.
5. A personal space for active experimentation.
6. A place to collaborate.
7. Just in time learning arena.
8. A way to connect with others and make connections to learning.

Content Overview

5. Pros and Cons.

- Pros: quick, flexible, ownership, can determine student thinking, can lead to a writing portfolio, etc.
- Cons: Takes time, not confidential, another tool to learn, a lot to read, etc.

Content Overview

6. Theoretical rationale: Blogging links to research on metacognition and the social construction of knowledge—reflect, negotiate ideas, and respond to the ideas of others.

Content Overview

6. Theoretical rationale continued: Feedback is also possible on blog posts. Sharing is also a key component. Video blogging links to dual coding theory.

Univ. of Maryland Baltimore County

…chemistry labs had groups of students posting their findings to a blog and receiving feedback from other students, the average passing rate in class went from 71.2 percent to 85.6 percent.

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David Wiley (BYU)

"A group of approximately 60 people from around the world who read, worked, wrote, and discussed together – and fewer than 10 of them were registered for credit at my university."

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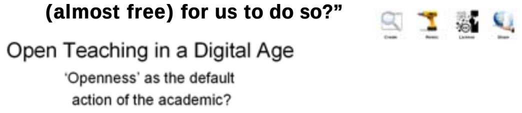
David Wiley (BYU)

"When the costs of "open teaching" are so low, I ask myself a question. Do we professors, who live rather privileged lives relative to the vast majority of the planet's population, have a moral obligation to make our teaching efforts as broadly impactful as possible, reaching out to bless the lives of as many people as we can? Especially when participatory technologies make it so inexpensive (almost free) for us to do so?"



Open Teaching in a Digital Age

'Openness' as the default action of the academic?

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David Wiley (BYU)

"The added richness of broader, international perspectives that these outside, informal students brought to the course was priceless for the official students in my class. And there were huge learning benefits for the informal participants as well."

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Content Overview

7. How instructors use: Course announcements, task reminders, posting resources, and general course communication. Might also use to communicate with those teaching similar courses. They might also network with others.

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Content Overview

8. How students use: post article reflections, dialogue, draft ideas for projects, collaborate across institutions or cultures, compose a summary of course learning or a blog on blog, respond to peers on their ideas, etc.

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Content Overview

9. Blogging tools possible (Movable Type, WordPress, Blogger, LiveJournal, Twitter, etc.)

10. What to share: text, hyperlinks, images, multimedia, etc. Others can post comments.

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Blogger (from Google)

Blogger
Sign in to use Blogger with your Google Account
SIGN IN
CREATE A BLOG

Create a blog. It's free.

Beautiful templates. Customize your layout, fonts, colors and more...

Your blog. Share your thoughts, photos, and more with your friends and the world.

Easy to use. It's easy to post text, photos, and videos from the web or your mobile phone.

It's easy, and only takes a minute.

Learn more:
- Take a quick tour
- Watch a video tutorial
- Discover more features
- Read Blogger Buzz

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Word Press (an open source project)

WordPress.org
Media Library

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Movable Type (a more professional publishing platform)

MOVABLE TYPE
Showcase
See who's using Movable Type
New & Notable
Barack Obama
Britney Spears
Comcast

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Xanga (a huge community)

xanga
Home
Explore
Start a Blog!
Today's Top Blogs

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Tumblr (a feature rich system)

tumblr.
The easiest way to blog.
Email address
Password
URL
.tumblr.com
Sign up and start posting!

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Posterous (simple with much functionality)

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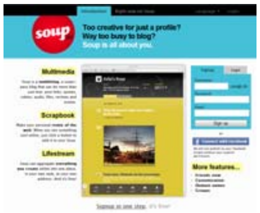
Soup.io (scrapbook—a personal remix of the web just click and add, easy to include multimedia, and lifestream—aggregates all you create online)


soup
Multimedia
Scrapbook
Lifestream
More features...

Too creative for just a profile?
Way too busy to blog?
Soup is all about you.

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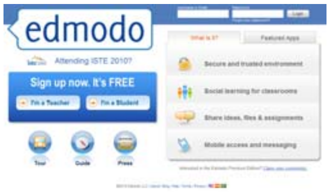
Edmodo (effectively makes password protected groups of blogs; polling, instant messaging, mobile access, class calendars, etc.)


edmodo
Attending ISTE 2010?
Sign up now. It's FREE
I'm a Teacher
I'm a Student
Tour
Guide
Press
What is it?
Featured Apps
Secure and trusted environment
Social learning for classrooms
Share ideas, files & assignments
Mobile access and messaging

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Content Overview

11. Twitter posts are for micro-blogging (short 140 or less character text messages): instructors might post course announcements, resources, events, share lesson plans, extend or reduce office hours, etc.

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Content Overview

12. Twitter for students: might follow professors, follow experts, ask questions of instructors, follow conference events, find industry leaders, etc.
13. Grading blog posts: quantitative and qualitative options.

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Twitter (microblogging)

twitter
Top Tweets
Join Today
education
follow us on
twitter
Follow me!

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Content Overview

14. Trackback notifies bloggers when one of their posts is referenced by another blog, making it possible to determine the popularity of a post based on the number and diversity of incoming links to a post.

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Internet and Higher Education

A case study of blog-based learning in Korea: Technology becomes pedagogy

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ABSTRACT

The unique technological functions of a weblog have earned it a growing reputation as a pedagogical tool for educators across fields of study. While using the blog as a communicative and pedagogical platform in two different graduate classes in Korea, this study explored the premise of a weblog as a place for networked individuality. The classes studied employed blogs as a learning environment in which both active participation and discussion among team members was required to resolve learning tasks and issues. The first finding from this study was that discussion occurring in a blog forms multi-dimensional and multi-layered interactivity among the team. Second, a blog can function as a place where instructors and students can experience decentralized relationships among themselves. In the end, blogging provides an opportunity to form a social constructivist learning environment where both students and the instructor can experience a community of practice, while preserving their unique networked individuality.

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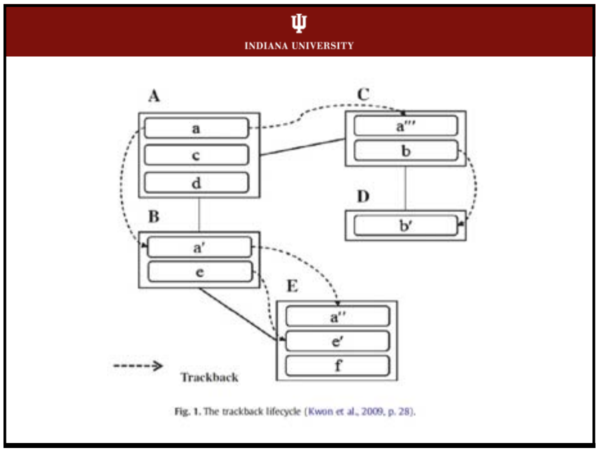

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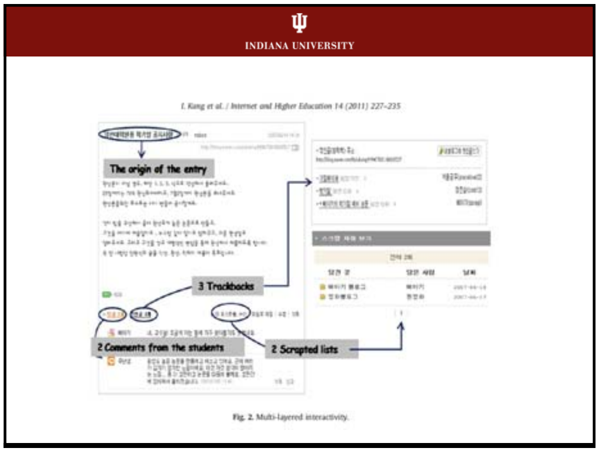
A
a
c
d
C
a‴
b
D
b′
B
a′
e
E
a″
e′
f
-----> Trackback

Fig. 1. The trackback lifecycle (Kwon et al., 2009, p. 28).



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I. Kang et al. / Internet and Higher Education 14 (2011) 227–235

The origin of the entry
3 Trackbacks
2 Comments from the students
2 Scrapted lists

Fig. 2. Multi-layered interactivity.

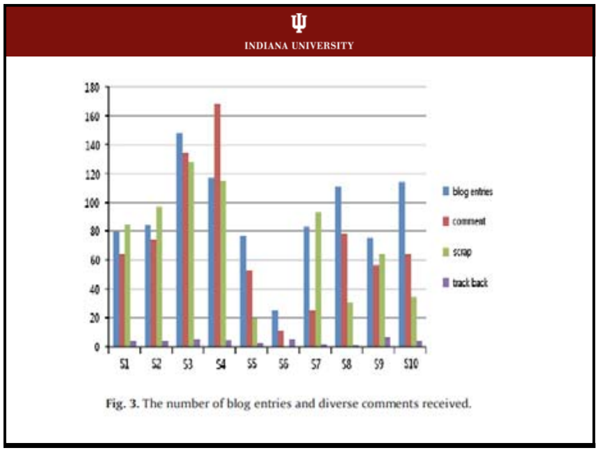

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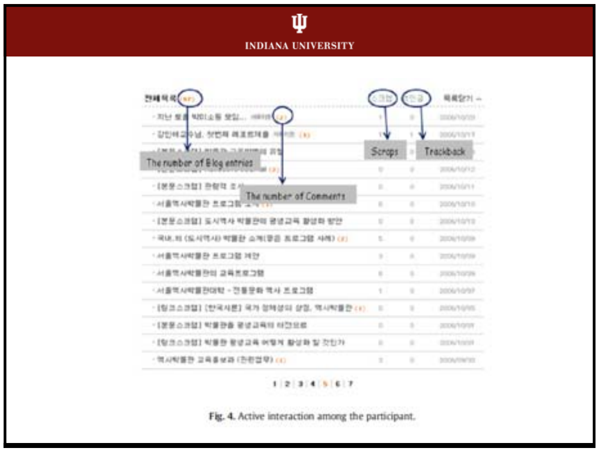
Fig. 3. The number of blog entries and diverse comments received.



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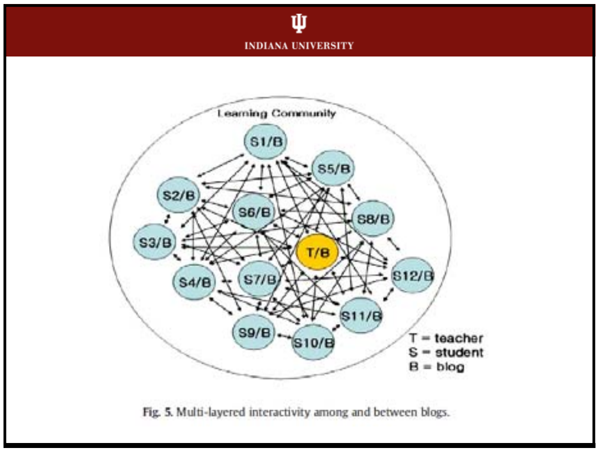
The number of Blog entries
The number of Comments
Scraps
Trackback
1 2 3 4 5 6 7

Fig. 4. Active interaction among the participant.



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Learning Community
S1/B
S5/B
S2/B
S6/B
S8/B
S3/B
T/B
S4/B
S7/B
S12/B
S11/B
S9/B
S10/B
T = teacher
S = student
B = blog

Fig. 5. Multi-layered interactivity among and between blogs.

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Fig. 6. Self-expressive blogs.

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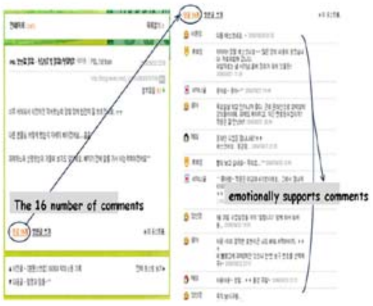
The 16 number of comments
emotionally supports comments

Fig. 7. Emotional link among the participants.

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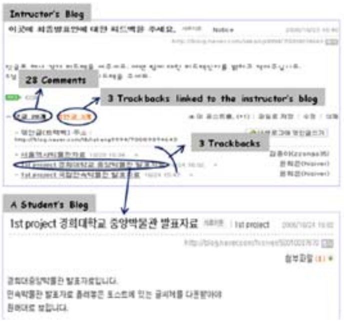
Intructor's Blog
28 Comments
3 Trackbacks linked to the instructor's blog
3 Trackbacks
A Student's Blog
1st project 경희대학교 중앙박물관 발표자료

Fig. 8. An example to show how decentralization occurs in blogging.

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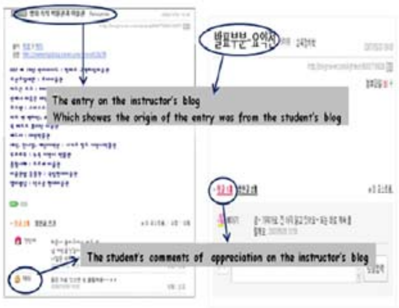
발표부분-요약
The entry on the instructor's blog
Which showes the origin of the entry was from the student's blog
The student's comments of appreciation on the instructor's blog

Fig. 9. Students' entries posted on the instructor's blog.

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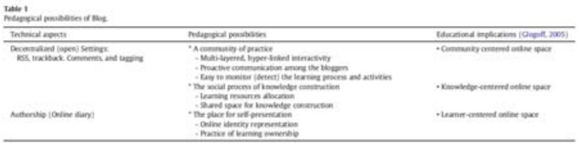

Table 1
Pedagogical possibilities of Blog.

Technical aspects	Pedagogical possibilities	Educational implications (Glogoff, 2005)
Decentralized (open) Settings: RSS, trackback, Comments, and tagging	* A community of practice - Multi-layered, hyper-linked interactivity - Proactive communication among the bloggers - Easy to monitor (detect) the learning process and activities	• Community centered online space
	* The social process of knowledge construction - Learning resources allocation - Shared space for knowledge construction	• Knowledge-centered online space
Authorship (Online diary)	* The place for self-presentation - Online identity representation - Practice of learning ownership	• Learner-centered online space

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Content Overview

15. Caution: Students might post inappropriate content.
16. Meta-tagging blog and videoblog postings will help people find them more easily.

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Content Overview

17. Blogging power comes in personal publishing as well as hyperlinking to other blogs.

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Examples of Blogging

1. Instructor course blogs.
2. Student blogs on content.
3. Blogs with critical friend feedback.
4. Team blogs.
5. Language learning blogs.
6. Cross-cultural blogs.

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Instructor Cross-Cultural Blog

Cross-Cultural Rhetoric (CCR) at Stanford

A Visual Montage of what CCR did in Fall 2009

The Cross-Cultural Rhetoric Project

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Critical Friend Blogs

Deepalij685's Weblog

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Read Language Blogs
(e.g., "The Spanish Blog")

The Spanish Blog

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Discipline Specific Blogs

Biomedical Sciences Blog

This is a site to promote education and career development in biotechnology and biomedical related fields.

Public Financial Management Blog

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Other Blogging Activities

6. Write “super summaries” of blogs.
7. Expand blog posts into papers.
8. Blog competitions.
9. Archive blogs for later years.
10. Bring blog posts to class.

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Other Blogging Activities

11. Assign students to do video blogs (vlogs)

TechCrunch
20% OFF
Facebook Considering HTML5, Won't Talk iPad App

Video Marketing for Business Vlog

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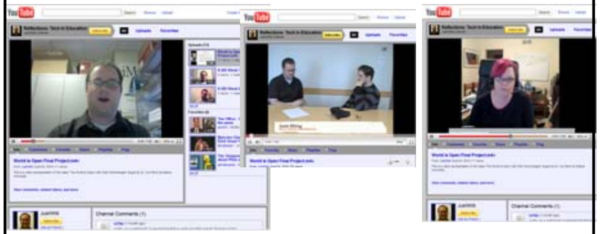
Vlogs (Blogs with video)



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Blogging is popular around the world

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ePals and iEARN

(collaboration between K-12 schools)

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The Flat Classroom Project

FLAT CLASSROOM

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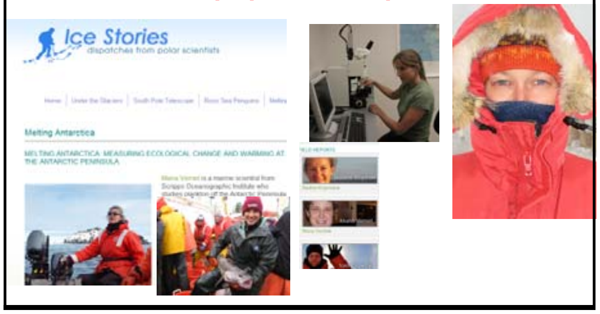
Ice Stories Project

(Exploratorium)


Ice Stories
dispatches from polar scientists
Melting Antarctica

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Cross-Cultural Rhetoric (CCR) Project

(writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

The Cross-Cultural Rhetoric Project
at Stanford University

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Advice and Guidelines

1. Create scaffold for any blogging collaboration. Include instructions and procedures to avoid offensive or inappropriate content (e.g., Netiquette).

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Advice and Guidelines

2. Be sure that students receive feedback on their blog posts.
3. Instructors might not read every blog post, but, instead, read and grade student super summaries of their blogging reflections.

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Advice and Guidelines

4. Perhaps assign students to read a particular blog each week.
5. If it is a blended class, have students bring in their blog transcripts with key concepts circled for discussion.

I Think,
Therefore
I BLOG

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Advice and Guidelines

6. If you are using discussion forums, ask students to include blog comments in them.
7. Consider having students subscribe to the blog feeds of others or create an RSS feed on their blog.

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Advice and Guidelines

8. Allow students to select the blog tool that they will use.
9. Post sample blogs from prior students (with permission).
10. Post testimonials from students.

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Advice and Guidelines

11. Model blogging procedures as the instructor.
12. Praise exemplary bloggers.
13. You might set minimum or maximum blog posting guidelines.

Blogging Idol.

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Advice and Guidelines

14. Videoblog postings of 3 minutes or less might be best.
15. Most blogs are social, but can be used or analyzed for educational purposes. There are dozens (if not thousands) of expert blogs for nearly any educational discipline.

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How might you blog?

I WANT YOU
FOR BLOGOSPHERE

For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
http://www.indiana.edu/~icy/

Blog Uses and Applications

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