

# Blogging in the Classroom

## Your Instructor

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GMail Chat or Skype messaging are two very easy and quick ways to contact your instructor.

## EdTech 537 Course Description

This course will focus on the use of blogs in education, including creating and maintaining blogs, using RSS readers and microblogging. Students will examine the nature and purpose of blogging, including the differences between blogging for personal/professional development and blogging as a classroom activity. Additional topics will include the various types of blog entries, blog promotion, disclosure guidelines, and building a blogging community as a part of a personal/professional learning network.

## The EdTech Program

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, and in education-related businesses in the private sector.

[College of Education Conceptual Framework](#)

[Department of Education Technology Mission Statement](#)

## Course Objectives

Upon completion of this course learners will be able to:

- Create a blog, post entries, add pages, embed media into entries and pages, leave comments, and send trackbacks
- Create podcasts and vodcasts
- Open an RSS reader, add RSS feeds, and monitor blogs
- Create and regularly use a microblogging account
- Create and analyze various types of blog entries
- Explore the structure of individual and classroom blogging
- Examine the purpose of different types of blogs
- Design a classroom blogging activity
- Develop a personal blogging experience
- Evaluate different blogging tools for personal and classroom use

### Required Course Text

There is no required text. All readings will be provided in the Moodle environment.

### Required Software

	Windows	Mac
Anti-Virus Software (Free or minimal cost)	<a href="#">ClamWin Free Anti-Virus</a> <a href="#">Norton Anti-Virus</a>	<a href="#">Norton Anti Virus</a>
Application Tools	Microsoft Office <a href="#">OpenOffice</a> (free)	Microsoft: Mac <a href="#">OpenOffice</a> (free)
Web Browsers (Free)	<a href="#">FireFox for Windows</a>	<a href="#">FireFox for Mac</a>
Google Apps	Available through your BSU Gmail account	Available through your BSU Gmail account

### Technical Support

The Department of Educational Technology uses [Moodle](#), an open-source and interactive Learning Management System (LMS) for most of its courses. We think you will find Moodle easy and intuitive to use, and very reliable. However, from time to time you may experience technical issues or need assistance. Following are helpful links and resources for you to get started using EDTECH Moodle and for getting help:

**Getting Started:** You can create your own account on our Moodle site. Go to <http://edtech.mrooms.org> and click the "Create new account" button. Make sure you use your Boise State email address and follow the password regulations. For more information on how to enroll in

and participate in a class, view our [Getting Started](#) tutorial.

**Trouble Ticket:** If you have an issue or question with Moodle, please complete the online [Trouble Ticket](#) link. You will be contacted within 24 hours Monday - Friday.

**Moodle Live Support:** You can access Moodle Live Tech Support (<http://edtech.acrobat.com/support>) Thursday through Sunday from 6 - 8 pm Mountain Time. Please sign in as a guest or with your Adobe Connect login and password.

**Voice Mail:** You can leave a phone message on our Moodle Phone Support line (click Google Voice widget on [Moodle Support](#) page).

**Help Resources:** Additional help and tutorials can also be found through accessing the links at the bottom of our Moodle site: [Getting Started](#) and [Participating in a Course](#). Also, the moodle.org site includes excellent [Student Tutorials](#).

**Latest News Feeds:** We encourage you to subscribe to [Moodlerooms' latest news feed](#), for updated information and also our [edtechbsu Twitter feed](#), for other updates, including any support or technical issues.

For the best experience with Moodle, we recommend using Firefox browser (<http://getfirefox.com>)

### Software/Hardware Requirements

Students and educators are eligible for discounts for certain software. Two places you can purchase software at a discount are: [BSU Bookstore](#) and [Academic Superstore](#). Check there before purchasing any software such as Adobe CS5 and Microsoft Windows.

You will need a computer with speakers and Internet access. High speed Internet access yields the best results in this class.

A microphone will be required for this course for optional web meetings. A webcam is also strongly recommended.

### Schedule

**Boise State Academic Calendar:** Please be aware of all deadlines and dates contained in the BSU [Academic Calendar](#), which can be accessed through BroncoWeb (<http://broncoweb.boisestate.edu>)

**Free and Open Exchange of Ideas: Classroom Climate:** As a graduate student at Boise State University, the free discourse of ideas should be expected. I believe the open exchange of ideas is necessary for learning. You may find that some of the class readings and discussions challenge your views and theoretical frameworks. I expect openness to difference and a willingness to interpret issues from frameworks that may not be quite so comfortable for you.

I have opinions, and will express those. You are free to express either agreement or disagreement without fear of consequences. This does not mean of course, that I may not challenge your views or

disagree with them. But it does mean that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please arrange an appointment to discuss the issue.

Please be sensitive in your class participation by not unfairly dominating discussions. My goal is to create a psychologically safe space in which everyone feels that they can participate in the discussion. This does not mean people cannot disagree. This does not mean people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree.

	Topics	Readings	Tasks/Assignments
Week 1	Blogging platforms <ul style="list-style-type: none"> <li>- Blogger</li> <li>- WordPress</li> <li>- Edublogs</li> </ul> What type of blog do you want to create           Blogging tools <ul style="list-style-type: none"> <li>- Pages</li> <li>- Comments</li> <li>- Blogroll</li> <li>- Tags/Categories</li> <li>- Statistics</li> </ul>	Weiler (2003) Downes (2004) Bartlett-Bragg (2004) O'Donnell (2006)  Optional: Lamshed, Berry & Armstrong (2002)	Create a blog Post an "Introductory" blog entry Create an "About Me" page Create a blogroll
Week 2	Copyright Rules surrounding disclosure RSS Readers Microblogging Publicizing your entries	Shoffner (2007) Stiler & Philleo (2003) Harrsch (2003)	Create additional pages Create an RSS reader account Add RSS feeds to reader
Week 3	Links entries Discussion question entries	Schmidt (2007) Kjellberg (2010)	Post a "Links" entry Post a "List" entry Post a "Discussion" entry
Week 4	Commentary entries <ul style="list-style-type: none"> <li>- news/current events items</li> <li>- trackback entries</li> <li>- promoting comments</li> </ul> Guest entries	Mortensen & Walker (2002) Williams & Jacobs (2004)	Post a "Commentary" entry Post a "Guest" entry
Week 5	Classroom blogging <ul style="list-style-type: none"> <li>- one blog</li> <li>- multiple blogs</li> </ul>	Prensky (2001) McKenzie (2007) Reeves (2008)	Respond to prompt on the class blog Respond to a prompt from the class blog

Week 6	Blogging bells and whistles - images - audio - video - polling	Kerawalla, Minocha, Kirkup & Conole (2008) Kerawalla, Minocha, Kirkup & Conole (2009)	Post an entry with an image Post an audio entry Post a video entry Post a polling entry
Week 7	Planning your blog Building your community Finding your niche	Kirkup (2010) Ewin (2005)	Post two blog entries

**Readings:** Will be posted in Moodle, but the complete citations are listed below.

Bartlett-Bragg, A. (2003). Blogging to learn. *The Knowledge Tree*, 4. Retrieved from [http://www.csus.edu/indiv/s/stonerm/blogging\\_to\\_learn.pdf](http://www.csus.edu/indiv/s/stonerm/blogging_to_learn.pdf)

Downes, S. (2004). Educational blogging. *EDUCAUSE Review*, 39(5). Retrieved from <https://www.educause.edu/ir/library/pdf/ERM0450.pdf>

Ewins, R. (2005). Who are you? Weblogs and academic identity. *E-Learning*, 2(4), 368-377.

Harrsch, M. (2003). RSS: The next killer app for education. *Technology Source*, 6(4). Retrieved from <http://www.technologysource.org/article/rss/>

Kerawalla, L., Minocha, S., Kirkup, G., & Conole, G. (2009). An empirically-grounded framework to guide blogging in higher education. *Journal of Computer Assisted Learning*, 25(1), 31-42

Kerawalla, L., Minocha, S., Kirkup, G., & Conole, G. (2008). Characterising the different blogging behaviours of students on an online distance learning course. *Learning Media and Technology*, 33(1), 21-33.

Kirkup, G. (2010). Academic blogging: Academic practice and academic identity. *London Review of Education*, 8(1), 75-84.

Kjellberg, S. (2010). I am a blogging researcher: Motivations for blogging in a scholarly context. *First Monday*, 15(8). Retrieved from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2962/2580>

Lamshed, R., Berry, M. & Armstrong, L. (2002). *Blogs: Personal e-learning spaces*. Australia: Binary Blue. Retrieved from <https://web.archive.org/web/20091024165148/http://www.binaryblue.com.au/docs/blogs.pdf>

McKenzie, J. (2007). Digital nativism: Digital delusions and digital deprivation. *From Now On*, 17(2). Retrieved from <http://fno.org/nov07/nativism.html>

Mortensen, T., & Walker, J. (2002). Blogging thoughts: Personal publication as an online research tool. In A. Morrison (Ed), *Researching ICTs in context* (pp. 249–278). Oslo: InterMedia, University of Oslo. Retrieved from <http://bora.uib.no/bitstream/handle/1956/13070/Blogging-Thoughts.pdf?sequence=1&isAllowed=y>

O'Donnell, M. (2006). Blogging as pedagogic practice: Artefact and ecology. *Asia Pacific Media Educator*, 17(1), 15-19.

Prensky, M. (2001). Digital natives, digital immigrants – Part II: Do they really think differently? *On the Horizon*, 9(6). Retrieved from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

Reeves, T.C. (2008, January 22-25). *Do generational differences matter in instructional design?* Online discussion presentation to Instructional Technology Forum. Retrieved from <http://paeonline.org/wp-content/uploads/2016/07/10c-Gen-Diff-Matter.pdf>

Schmidt, J. (2007). Blogging practices: An analytical framework. *Journal of Computer-Mediated Communication*, 12(4). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2007.00379.x/epdf>

Shoffner, M. (2007). Preservice English teachers and technology: A consideration of weblogs for the English classroom. *Contemporary Issues in Technology and Teacher Education*, 7(4), 245-255.

Stiler, G. M., & Philleo, T. (2003). Blogging and blogspots: An alternative format for encouraging reflective practice among preservice teachers. *Education*, 123(4), 789-797.

Weiler, G. (2003). Using weblogs in the classroom. *The English Journal*, 92(5), 73-75.

Williams, J. B., & Jacobs, J. (2004). Exploring the use of blogs as learning spaces in the higher education sector. *Australasian Journal of Educational Technology*, 20(2), 232-247.

**Accommodations:** To request academic accommodations for a disability, contact the Office of Disability Services, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

**Faculty Initiated Drop:** Please be advised that if you do not attend class at least once during the first week, you will be dropped from class.

## Assignments

**Posting of Assignments:** Detailed information about assignments will be posted in Moodle. Weeks typically begin on Mondays and assignments are due on Sundays or Wednesdays by 11:55 pm Mountain Time unless otherwise posted.

Please check Moodle daily to read announcements and check for assignment updates. Also, check

your email daily for course related correspondence.

Note that the default email address in Moodle is your BSU email address. Please check your personal information in Moodle to see if the email address listed there is the one you wish to be contacted with. If not, please change it right away.

**Assignment Submission:** All assignments must be submitted on the assigned due dates in your assignment. Assignments will be submitted in various formats. Each assignment is described in detail, along with a rubric or details in the assignment submission link.

**Grades:** Your assignments will be reviewed and posted within one to two weeks after the assignment due date. Depending upon the assignment, you will receive feedback and points earned for assignment completion. You will receive an update in your email once an assignment is graded. If you do not have an assigned grade, please contact your instructor.

**Incompletes:** Please refer to BSU guidelines for course incompletes:  
<http://edtech.boisestate.edu/w...pletes.htm>

Assignments	Purpose	Percent
Blog Entries	You will post multiple entries per week, for a total of 12 entries, based upon a series of prompts or thematic-styles, some of which will include a variety of media.	40%
Commenting	You will comment regularly on other students' blog entries and respond to those who leave comments on your entries.	30%
Classroom Blogging	You will respond to a prompt posted by the instructor as a comment on the class blog. You will also respond to a prompt posted to the class blog by the instructor on your own blog.	10%
Blogging Plan	You will create a plan for your own personal blogging for the next two months.	10%
Classroom Blogging Activity	You will design an activity that uses blogs in your own classroom.	10%
<b>Grand Total</b>		<b>100%</b>

**Confidentiality and Privacy Statement:** The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. To read about these rights, please go to

<http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml>

**Faculty Initiated Drop:** Please be advised that if you do not attend class at least once during the first week, you will be dropped from class.

### Grades

Each assignment will be graded based on given criteria and/or a rubric. You can check your progress in Moodle by clicking the Grades link in the Administration block. Progress is updated as assignments are evaluated throughout the semester.

<b>A+</b>	99.00-100
<b>A</b>	98.99-93
<b>A-</b>	92.99-90
<b>B+</b>	89.99-87
<b>B</b>	86.99-83
<b>B-</b>	82.99-80
<b>C+</b>	79.99-77
<b>C</b>	76.99-73
<b>C-</b>	72.99-70
<b>D+</b>	69.99-67
<b>D</b>	66.99-60
<b>F</b>	59.99 & below

My policy regarding instruction is that I will try my very best to explain exactly what you need to know in order to do well in the course. My e-mail address and office phone number are on the syllabus. I check email several times each day. Please don't hesitate to e-mail, instant message, or call if you need assistance at the draft stage of your work. I will be glad to help you with any questions you may have. I would also be glad to review any work that you have prior to its submission, provided that ample time is given to allow for such a review. Please don't ask for make-ups, re-dos, or extra credit assignments. They are not a part of my approach to teaching.

### Course Expectations

**Time Management:** It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. Plan to spend 8 - 15 hours per week on this class. The amount of time actually needed will depend on entry-level skills. It is in your best interest to start early on each assignment to give yourself time to fix technical problems or get help before the due date passes.

The types of assignments and the level of interactivity vary from week-to-week. This is **NOT** a self-paced course, and projects involving collaboration with peers are required. I will always try my best to give clear directions on what, where, when, and how in the assignment instructions.



Communication with the instructor and/or students in the class can be readily accomplished through the messaging system in Moodle. A *Student Cafe* is provided in the Discussion Board. This provides an opportunity for you to visit with other class members and discuss topics related and not related to this course.

[Tech Help](#) and [Zotero Help](#) forums are also provided for you to post specific questions, should you have a technical problem or questions about Zotero.

I will provide as many opportunities for us to discuss questions and problems as a class as possible. Please feel free to post announcements and questions to our EDTECH 537 Support and Questions, as many of your questions might apply to other classmates too.

**Course Participation:** Participation in discussion forums, blogs, wikis, Google Docs, and other collaborative activities is critical for maximizing your learning experiences in all EDTECH courses. In this course, you are required to be part of an online community of learners who collectively interact, through discussion, sharing, and contribution, to enhance and support the professional performance of each other. Part of the assessment criteria for the course, therefore, includes assessing the quality and quantity of your participation in these types of activities. Here are some suggestions:

- Submit your initial contributions early in the session, and your subsequent responses to the contributions of other learners at timely intervals.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statement with examples, experiences, or references. You are, however, encouraged to be brief — keep each post and response to one or two short paragraphs. Keep in mind that your fellow learners will be reading and responding to you, too.
- Contributions should be written in standard English, with little to no grammatical errors. Although I encourage a casual, personal style, I also like to be able to read and understand your posts!
- Make certain that in all your contributions you address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray too much from the topic.
- Build upon the posts and responses of other learners to encourage higher-order discussions. Make sure you revisit the collaborative activity and respond (if necessary) to what other learners have posted.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).

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**Other Resources:** The following resources are included for you to obtain more information needed to complete some of the course assignments.

- EDTECH BSU Learning Log Example: <http://edtechbsu.wordpress.com>
- AECT Code of Professional Ethics: <http://www.aect.org/About/Ethics.asp>

- *Educational Technology Research & Development* (AECT Journal), ISSN: 1042-1629, [Accessible through Albertsons Library](#) (must log in to access)
- *TechTrends* (AECT Journal), [Direct Link to Publisher's site](#) (must log in to Albertsons Library to access full text articles)
- [AECT Standards for School Media & EdTech Specialists \(SMETS\)](#)
- ISTE National Educational Technology Standards:  
<http://www.iste.org/AM/Template.cfm?Section=NETS>
- Zotero Quick-Start Guide: [http://www.zotero.org/support/quick\\_start\\_guide](http://www.zotero.org/support/quick_start_guide)
- Library Guides, Boise State University: <http://guides.boisestate.edu/edtech>

**Professional Organizations/Networks:** You might also want to subscribe to/join the following:

1. Join the EDTECH Graduate Student Association in Moodle. For more information, contact Tom Robb ([thomasrobb@u.boisestate.edu](mailto:thomasrobb@u.boisestate.edu))
2. [Subscribe in iTunes](#) to the Cool Teacher Podcast through the iTunes Store
3. Linked In: Please join and add other faculty members from our department  
<http://linkedin.com>
4. Join our [Facebook EDTECH BSU group](#) and become actively involved in our community. Post images, status, and other professional information of interest. NOTE: If you use Facebook mostly on a personal, social level, you might want to create another Facebook profile for professional communication. Not only is this essential, but can help keep inappropriate content from reaching our EDTECH and other Facebook professional networks. When you post to our EDTECH BSU Facebook group, think of it as writing to your parents!
5. Join our EDTECH LinkedIn group:  
<http://www.linkedin.com/groups?mostPopular=&gid=2670143>

The following organizations also offer discounted memberships for students and would provide an excellent opportunity for you to expand your professional network and learning. I encourage you to investigate and join any of these organizations if appropriate:

- Association for Educational Communications and Technology  
<http://www.aect.org>
- Educause

<http://www.educause.edu>

- iNACOL  
<http://www.inacol.org>
- Institute of Electrical and Electronic Engineers  
<http://iee.org>
- International Society for Technology in Education  
<http://www.iste.org>
- Society for Information Technology and Teacher Education  
<http://site.aace.org>

### Standards Addressed in Course

The assignments in this course have been aligned to the *Standards for the Accreditation of School Media Specialist and Educational Technology Programs*: <http://www.aect-members.org/standards/standards2004.doc>

Standard	Assignment
<b>STANDARD 1: DESIGN</b> Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.	
1.1 Instructional Systems Design (ISD) Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction.	Blog Request Blog Entries Classroom Blogging Classroom Blogging Activity
<b>STANDARD 2: UTILIZATION</b> Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.	
2.3 Computer-Based Technologies Computer-based technologies are ways to produce or deliver materials using microprocessor-based resources.	Blog Entries Classroom

	Blogging
<p><b>2.4 Integrated Technologies</b>  Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer.</p>	<p>Blog Entries</p> <p>Classroom Blogging</p>
<p><b>STANDARD 3: UTILIZATION</b>  Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.</p>	
<p><b>3.1 Media Utilization</b>  Media utilization is the systematic use of resources for learning.</p>	Blog Request
<p><b>3.2 Diffusion of Innovations</b>  Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption.</p>	<p>Blog Entries</p> <p>Classroom Blogging</p>
<p><b>3.4 Policies and Regulations</b>  Policies and regulations are the rules and actions of society (or its surrogates) that affect the diffusion and use of Instructional Technology.</p>	<p>Blog Entries</p> <p>Classroom Blogging</p> <p>Classroom Blogging Activity</p>
<p><b>STANDARD 4 MANAGEMENT</b>  Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.</p>	
<p><b>4.1 Project Management</b>  Project management involves planning, monitoring, and controlling instructional design and development projects.</p>	Blogging Plan
<p><b>4.3 Delivery System Management</b>  Delivery system management involves planning, monitoring and controlling ‘the method by which distribution of instructional materials is organized’ . . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner.</p>	<p>Blog Entries</p> <p>Classroom Blogging</p> <p>Classroom Blogging Activity</p>
<p><b>4.4 Information Management</b>  Information management involves planning, monitoring, and controlling the storage, transfer, or processing of information in</p>	<p>Blog Entries</p> <p>Classroom</p>

order to provide resources for learning.	Blogging
<b>STANDARD 5 EVALUATION</b> Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.	
<b>5.1 Problem Analysis</b> Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies.	Blog Entries  Classroom Blogging  Classroom Blogging Activity
<b>5.4 Long-Range Planning</b> Long-range planning that focuses on the organization as a whole is strategic planning....Long-range is usually defined as a future period of about three to five years or longer. During strategic planning, managers are trying to decide in the present what must be done to ensure organizational success in the future.	Blogging Plan

**Academic Honesty**

For this course, we will be adhering to the [BSU Student Code of Conduct](#) along with generally accepted [Fair Use Policies for Instructors](#). We will also observe [U.S. copyright laws](#) in this course. Several great links to copyright information are available on the BSU Academic Technologies site at: <http://itc.boisestate.edu/resource.htm>

According to the BSU Student Code of Conduct: "Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."

For this course the following standards will be used:

- All students are expected to create original works for each assignment. Projects and papers written for other courses should not be reused for this class. To fairly assess each student, original work is needed in order to assure everybody is receiving the most out of the class and that the concepts are understood.
- All project text should be original text written by each student. Any content that is referenced or has small amounts of material quoted should be cited using APA format.
- Images or other media used in projects should be original, used with permission, or come

from public domain. Terms and conditions for usage should be checked before being used.

In the event of academic dishonesty a complaint is filed with the BSU Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, reduction in grade, etc.).