

GDIT 705-55 Courseware Design

Bloggging in the Classroom

Jessica Barron, Tammy Wiens, and Doug Strahler

Collaboration

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Organizing. I am a silly bunny.

On Tuesday, 1:41 pm Jessica says:

Ok, so I created a rough outline for the lesson plan, and I also went ahead and created a syllabus as well. I was just going nuts trying to figure out how the whole thing fit together, and I just wouldn't be happy until we had one. So I made up the imaginary class we would be teaching, and how this individual lesson would fall into the scheme of the class. Feel free to change/tweak. I just wanted to get an idea down and run with it.

This is great, Jessica! I actually had it on my to do list to put together a syllabus for this course so we could have some backing around how this could fit into a course. Better be careful, next thing you know, you will be teaching course 555 at Duquesne! - Doug

I see Jessica went nuts on the Wikispace! I'm excited to see what you've pulled together. I'm in class all afternoon and then class tonight so I prob. won't get to this until tomorrow.... but thanks in advance for your good work.

On Tuesday, sometime in the pm Jessica says:

No problem! I have some really low maintenance classes during the day, so I have a lot of time on my hands to get things done. I just wanted to get cracking! I am not emotionally attached to anything, so feel free to tweak :)

On Wednesday, 12:41 pm Jessica says:

So wait....if we are creating a lesson plan and materials to teach the course, where do *they* go? The students will not be seeing those documents we create a folder that states "Instructor materials?"

On Wednesday, 3:44 pm Tammy says

My understanding was that Doug set up this wiki space so our group could play around with ideas and perfect them without having others in the class sneaking peaks at our work. Once we're happy with our work on the wiki we move it to the Student BB site for Misook to review it and give us a green light. Doug already set up a few folders for "Group One" on the Student BB site and started organizing that space somewhat. I think the Wiki is our "loading zone" and BB is the final destination.

Overview

- The bulk of our group's effort went into the creation of a three-hour class, slated for week two of the GDIT 755-55 course design
- The primary technology under review in week two of the course is blogging
- In addition to the lesson-plan itself, we thought through assignments that needed to be completed in advance of week two and homework for the subsequent week

Outline & Syllabus

- **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

- **Three-hour course**
 - Introduction to class (20 minutes)
 - Why do students in an instructional technology course need to learn about blogs? (50 minutes)
 - 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)
 - Wrap up Activity (30 minutes)
 - Conclusion (10 minutes)

Blackboard

The screenshot displays the Blackboard LMS interface. At the top, the Duquesne University logo is on the left, and navigation links for Home, Help, and Logout are in the center. On the right, there are links for 'Submit Online Help Request' and 'Starfish'. Below this is a horizontal menu with buttons for 'My Bb Home', 'Courses & Communities', 'Need Assistance?', 'Student Resources', 'Gumberg Library', 'DU Writing Center', and 'Career Services'. The main content area shows the breadcrumb path: 'FALL 2010 COURSEWARE DESIGN - STUDENT SITE (ED-GDIT-705-55-HEO-201110) > FACULTY DOCUMENTS > GROUP 1'. A vertical sidebar on the left contains a list of navigation options: Announcements, Course Information, Faculty Contacts, Course Documents, Assignments, Projects, Discussion Board, Web Resources, Communication, Tools, Jon & Kevin, and Faculty Documents. Below this sidebar is a 'Control Panel' with icons for Communication, Course Tools, Course Map, and Control Panel. The main content area is titled 'Group 1' and contains a list of documents: 'Lesson Plan' (GDIT755_Lesson_Plan.doc, 44.5 Kb), 'Rubric' (GDIT755_Rubric_1.doc, 33.5 Kb), and 'Powerpoint Presentation' (Blogging.ppt, 3.157 Mb). An 'OK' button is located at the bottom right of the document list.

DUQUESNE UNIVERSITY

Submit Online Help Request Starfish

Home Help Logout

My Bb Home Courses & Communities Need Assistance? Student Resources Gumberg Library DU Writing Center Career Services

FALL 2010 COURSEWARE DESIGN - STUDENT SITE (ED-GDIT-705-55-HEO-201110) > FACULTY DOCUMENTS > GROUP 1 [EDIT VIEW](#)

Group 1

- Lesson Plan**
[GDIT755_Lesson_Plan.doc](#) (44.5 Kb)
- Rubric**
[GDIT755_Rubric_1.doc](#) (33.5 Kb)
- Powerpoint Presentation**
[Blogging.ppt](#) (3.157 Mb)

OK

Announcements
Course Information
Faculty Contacts
Course Documents
Assignments
Projects
Discussion Board
Web Resources
Communication
Tools
Jon & Kevin
Faculty Documents

Communication
Course Tools
Course Map
Control Panel

Blackboard

- Course Information
 - includes the course syllabus
- Course Documents
 - PDF files of assigned reading for students
- Assignments
 - instructions for in-class activities
- Projects
 - instructions for out-of-class assignments
- Web Resources
 - links to articles of interest
- Faculty Documents
 - our 3-hour lesson plan for week 2

PowerPoint Presentation

Anatomy of a Blog

- ▶ Contributors (Bloggers)
- ▶ Posts
 - Author
 - Date
 - Title/Subject
 - Text/Visuals
- ▶ Comments
- ▶ Blog Roll
- ▶ Archives

The screenshot shows a blog post on the Elearnspace website. The header includes the site name 'ELEARNSPACE' and the tagline 'LEARNING, NETWORKS, KNOWLEDGE, TECHNOLOGY, COMMUNITY'. The post title is 'Changing Times: Learning in a socially connected world', dated Thursday, November 18, 2010. The author is George Siemens, a Massey University lecturer. The post content includes a video player for a presentation titled 'Connectivism and Changing Times: Learning for a Socially Wired World'. The video player shows the title, author information, and the Athabasca University logo. Below the video, there are social media sharing options and a 'View more presentations from gsiemens' link. The right sidebar contains a search bar, a 'CONTENTS' menu with 'About', and a 'CATEGORIES' menu listing various topics like 'change', 'conferences', 'Connectivism', etc.

Activities

■ Activity One

- The purpose of this activity is to stimulate cognition in the learner regarding educational based blogs
- The instructor will present five blogs to the class via a projector
- The students will observe the blogs and take notes on each blog
- Learners should then get into small groups and talk about their findings

Clark & Mayer

- The most relevant of these principles in terms of creating blogs would be:
 - Segmenting
 - Can help learners break complex material down into manageable chunks
 - Pre-training
 - Students unfamiliar with creating blogs will benefit from preliminary instruction
 - Teacher needs to ensure that learners know the key concepts of the technology as well as clear expectations of what to include in the blog

Clark & Mayer (cont.)

- Collaborative learning
 - Blogs are a way of sharing information from one to many, but the asynchronous context allows time for reflection
 - Rather than working independently in the class, blogging allows students to hear from their classmates and in turn they “can benefit from the perspectives and expertise of several participants” (Clark and Mayer, 2008, p. 268)

Project Checkpoints

- The topic of the lesson fits with the needs of Instructional Technology majors
- The lesson material fits for a 3 hour class
- The descriptions for the lesson are well justified in terms of the principles covered in classes
- Group members collaborated well

Project Checkpoints (cont.)

- All borrowed contents are cited properly
- There are no grammatical mistakes in the writing
- The submitted document is in APA style (length, fonts, format, citations, references, etc.)

Questions?

References

Clark, C., Mayer, R. E. (2008). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. San Francisco, CA: John Wiley and Sons.

Gallupe, R. B., Cooper, W. H. (1993). Brainstorming electronically. *Sloan Management Review (Fall)*: 27-36.

Lowerison, G., Schmid, R. F. (2007). Pedagogical Implications of Using Learner-Controlled, Web-based Tools for Learning. *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (ELEARN)* Concordia University, Canada.

Mayer, R. E. (2002). The promise of educational psychology: Vol. 2. *Teaching for Meaningful Learning*. Columbus, OH: Merrill/Prentice Hall.

Nilson, L. B. (2003). *Teaching At Its Best: A Research-Based Resource for College Instructors*. San Francisco, CA: Jossey-Bass.