

Engaged Learning Unit

Title of Project: Blogging and Beyond

Subject(s): All Subjects

Grade Level(s): Teachers-Professional Learning

Abstract:

This is a professional development class for teachers. They will be developing a standards based lesson to utilize their blog site with their students. They will also collaborate in small groups to design and customize proper "Netiquette" guidelines for the use of their blog with their students. In addition to planning, designing, and implementing their blog site, they will evaluate classroom and teacher blog sites using Engaged Learning indicators in preparation for their blog. The lessons will include, but will not be limited to creating, designing, posting comments, audio, images, and/or video, and creating a poll for their blog site. They will also correspond through the blog site with another teacher's class within our class and/or another teacher's class in another school on a curriculum based subject of their choice.

Learner Description/Environment:

The teachers in this class will be in a computer lab for the training. The implementation of the blog will take place in a variety of locations-their classrooms with desktops or wireless mobile laptops or students could post from other computer locations in the school or from their home.

Time Frame:

The class will be four 2 ½ hour sessions during the month of November and December. We will meet four Tuesday afternoons after school.

Learner Performances:

The teachers will be able to create, design, and implement a blog site that will be utilized for supporting the standards in their classroom. Teachers will post comments, images, audio and/or video files that will provide their own students the opportunity to analyze, compose, generalize, and formulate authentic responses that others will read and comment on, as well.

Standards Addressed:

ISTE NETS-T

Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

Teachers will plan, create, design and implement a blog site for use with their students for standards based curriculum.

Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

Teachers will create a standards based lesson with their blog site that will personalize learning activities to meet the various learning styles and abilities of the students in their classroom.

Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

Teachers will collaborate with a small group to develop safe and appropriate "Netiquette" guidelines to use when utilizing their blog site and other Internet activities with their students.

*Student standards are listed at the end of this EL Unit.

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Essential Questions:

- How can Blogs improve my learning environment?
- How do Blogs engage my students differently than non-technology activities?
- How does teacher technology expertise affect the classroom experience?

Enduring Understandings:

- Understand how to use new Technology Tools (Blog) to enhance student learning.
- Understand how technology encourages learning outside the classroom.
- Understand knowledge of the technology empowers the teacher.

Higher-order Thinking Skills:

- Evaluate-Teachers will evaluate other classroom and teacher blogs based on EL indicators to evaluate what makes a good blog to best support student learning.
- Understand-Teachers will understand how their blog engages their students differently than a non-tech option.
- Apply-Teachers will apply what they learn about Blogs and how to utilize them with a variety of media and subjects.
- Analyze, Design and Create-Teachers will analyze, design and create a blog that is supportive to the student learning, as well as visually appealing to their students and readers.

The “hook” or Introduction:

Teachers will learn how to create, design and implement a blog into their classroom environment. They will learn how to blogs can improve their student learning, how blogs will engage their students differently, and how to become experts in blog technology.

Process:

Session One (Each class is 2 ½ hours)

- During the first night, I will be introducing blogging, the current impact of blogging, and we will discuss why we think we should let our students blog.
- They will watch several short videos on blogging in the classroom and what makes a good blog with students. See Class One on site.
- We will review Engaged Learning indicators with the class (most teachers in this class will have taken our Engaged Learning professional development class).
- They will work in small groups to evaluate 3-4 classroom blogs and 3-4 teacher blogs. The groups will choose and share the best their group evaluated and why.
- Discussion of “Netiquette” Blog Etiquette.
- Teachers will work in small groups again to create netiquette rules for their students. Save the rules to add to their blog next week.
- Use this site [Web 2.0 Garden](#) to discuss the components of a blog.
- Homework assignment for Session 2
 - Think about how you are going to use this blog with your students.
 - If you have a wordpress blog created, find and bring your username and password to session 2.
 - Save an image of themselves to a flash drive and bring it to session 2

Session Two

- The teachers will create their classroom blogs.
- They will add a link to their Class Sharepoint page.
- They will create a Category
- They will add a page for their Blog Etiquette page. Go over Settings for the page.
- Teachers will explore and choose an Appearance theme.
- Teachers will explore and decide on any Widgets they want on their blog.
- Setup their Profile
- Adjust their blog settings
- Create a post for their students.
- Discuss components of a post and how to publish, and how to approve comments.
- Homework assignment for Session 3
 - Publish and additional post and have students comment on both posts.
 - Bring an idea for a poll for your students.

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Session Three

- Brainstorm with small groups what makes a good post according to EL indicators.
- Establish collaborative blog partners within the classroom
- Exchange blog addresses, discuss possible posts for you and your partner's classroom
- Add image to a post-Use Image Chef
- Add audio file to a post-Use Soundzabound (CCSD subscription)
- Add video to a post-Use YouTube
- Add Poll to Blog
- Homework Assignment for Day 4
 - Create a post for your blog partner's class to comment
 - Have your class and/or parents and/or someone else complete your poll.

Session Four

- Marketing the Classroom Blog-The teachers will brainstorm with their small group on some different ideas to market their classroom blog. Some ideas for marketing-
 - Marketing in class, selling the idea to the students
 - Bringing different classes online into the discussion, (engaging other classes to interact with your blog and class discussion)
 - Encouraging people on staff to participate in the conversation
 - Being consistent in your posts, give people a reason to visit
 - Include the blog address in newsletters
 - Introduce it to parents
- Sharing their Blogs-The teachers will present their blogs to the class. They will share what worked, what didn't, and how they plan to use it in the future in their classroom.

Product:

The teachers will produce a class blog that will engage their students and enhance their learning. They will create at least two posts for their students to make comments on during the 4 week period. They will approve those comments, as well. In addition, they will post a link, an image, an audio and video file and create a poll. They will use their blog with their students and also to communicate with parents and another teacher within the class. Hopefully, this will not be an "end" product, but a product that continues and evolves with the different learning activities that they create with their classroom students.

Technology Resources/Management:

Teachers will evaluate various classroom and teacher blogs using engaged learning indicators. They will collaborate with others to create a list of blog etiquette rules for their students. They will create their own classroom blog with the [Wordpress](#) site. This is the blog site that is approved for use by our district. They will collaborate with at least one other teacher and her classroom through their blog site. Teachers and students will be able to access the blogs through school computers/laptops and also from home computers with internet access.

Student Skill Development:

- Teachers will plan, create, design and implement a blog site for use with their students for standards based curriculum.
- Teachers will create a standards based lesson with their blog site that will personalize learning activities to meet the various learning styles and abilities of the students in their classroom.
- Teachers will collaborate with a small group to develop safe and appropriate "Netiquette" guidelines to use when utilizing their blog site and other Internet activities with their students.

There is a Help Tab on our training site. [Help](#) Also, within Wordpress, there is an excellent Help section that breaks down each of the blog components into categories. There are also numerous tutorials in each category.

Adaptations for Special Needs:

I don't know any of the teachers who have registered for this class, so I am not aware of any special needs. However, when the teachers register for the class, they can list any special accommodations they may need. The lab is wheelchair accessible. All

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computers have wide screens with the ability to change the resolution, if necessary. There is a sound system installed in the room. Since all activities are internet based, there shouldn't be a need for any other accommodations.

Assessment:

- On day 1, the teachers will work in pairs to assess several classroom and teacher blog sites to evaluate engaged learning indicators of the various blogs. This evaluation activity will help in creating their blog.
- On day 3, the teachers will share in small groups their student responses to their blogs and get feedback from their group about their blog.
- On day 4, the teachers will present their blogs to the whole class and share how they plan to continue implementation with their students. Teacher blogs will be evaluated using the rubric below.

Supporting Materials:

This is the website we will be using [Blogging101](#) All of the movies and other websites are linked on this site.

*Student Standards that Teacher will address and possibly assess when utilizing the blog with their students

ISTE NETS-S

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

Classroom Blogging Rubric

Teacher Name: **Cheryl Usher**

Student Name: _____

CATEGORY	4	3	2	1
Main Page	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Links (content)	All links point to high quality, up-to-date, credible sites.	Almost all links point to high quality, up-to-date, credible sites.	Most links point to high quality, up-to-date, credible sites.	Less than 3/4 of the links point to high quality, up-to-date, credible sites.

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Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the web site.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Work Ethic	Student always uses classroom project time well. Conversations are primarily focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well. Most conversations are focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well, but occasionally distracts others from their work.	Student does not use classroom project time well OR typically is disruptive to the work of others.
Images (accessibility)	All images, especially those that are used for navigation, have an ALT tag that describes the image and its link so people who are visually impaired can use the Web site well.	All images used for navigation have an ALT tag that describes the image and where it links to so people who are visually impaired can use the Web site well.	Most images used for navigation have an ALT tag that describes the image and where it links to so people who are visually impaired can use the Web site well.	The needs of visually impaired Internet users are ignored.