

Introduction to Blogs and Educational Blogging

E-Jump 2.0 Course
New Methods of Assessment
8 December 2008



Sue Harrison, University of East London (UK)

Background to Blogs

- Originated as **Weblog** now shortened to **Blog**.
- Definition: '*frequently updated observations, news, headlines, commentary, recommended links and/or diary entries, generally organized chronologically*' (Werbach, 2001).
- Use has grown from mainly textual information to encompass, images, photos, video, audio etc.

Key Blog features

Blogs, websites, forums, wikis are merging in definition. The features that make blogs different from other websites are:

- Chronological content
- Regularly updated content
- Readers comments enabled/encouraged
- Links and interacts with other blogs
- RSS feeds syndication

Types of Blog

Style of Blog	Definition
Personal	Personal blog about interests not associated with a job or work
Professional	Blog about your industry and profession but not in an official capacity for your company
Corporate	Blog for your company/work in an official capacity

Technorati, 'The state of the Blogosphere' (2008)

Blogs in Education

- Tutor created content
 - Course information, administrative content, publication tool, research tool
- Learner created/led content
 - Personal reflections, comments on course literature, discussions
 - Peer feedback for blog posts
 - Learner interaction outside of course time

Assessment and Blogging

- What methods of assessment are appropriate for students with blogs?
- Tutors role in supporting students vs student innovation
- New methods of assessment for blogging?



References & Further Resources

- Werbach, K (2001) 'Triumph of the Weblogs'
- Technorati '[State of the Blogosphere](#)'
- Downes, S '[Educational Blogging](#)' in EDUCAUSE Review, vol. 39, no. 5 (September/October 2004): 14–26.

- For further resources, please visit the Blogs section of the [wikiversity site](#).