WEB 2.0

A Case Study of Using Blogs with a Postgraduate Class

BY DANIEL CHURCHILL
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What is Web 2.0?

- Web2.0 as **Metaphor a Paradigm Shift**
  - *Web as a platform*
  - *User control of information*
  - *Web as a point of presence*
  - *Internet-mediated social environments*
  - *Rich user experiences*
  - *New forms of expressions*
    - Some speak of media revolution – “we the media” (Dan Gillmor), “voice of crowds”, increased democratization and new citizenship, etc.
What is Web 2.0?

- Blogs
- Digital Storytelling
- Sharing, Diggs, Recommendations, and Folksonomy
- Wikis
- Social Software
- RSS Feeds
- Podcasting
- API for Mashups
Examples of Web 2.0 Stuff

Web2.0 Paradigm & Possibilities for Educational Applications
Blog, blogging, blogger, blogsphere

- Blog is web-based publication
- No technical skills to create your own blog
- Blog can contain text, media, links
- There are blogs, moblogs, vlogs, audilog
- Blogsphere is a community of bloggers


- www.blogger.com
Blogs – Some Statistics

- **27%** of online Americans have read a blog
- Eight million Americans have created a blog
- **12%** of online Americans have posted comments on blogs
  
  (Source: [http://news.bbc.co.uk/2/hi/technology/4145191.stm](http://news.bbc.co.uk/2/hi/technology/4145191.stm))

- “China to have **60 million** bloggers by end of 2006”
  
  (Reuters [http://news.yahoo.com/s/nm/20060506/wr_nm/china_blogs_dc_1](http://news.yahoo.com/s/nm/20060506/wr_nm/china_blogs_dc_1))
Bloggers: an army of irregulars (BBC) -- “The web has grown more in 2005 than it did at the height of the dotcom boom”

Blogs and Tools

- WarBlog
- A Student Blogger
- Audio Blog
- A Teacher Blogger (HK)
- A Teacher Blogger (US)
- Blogger
- learnerblogs.org
- Qumana
- Hipcast
- Google Blog Search
- Microsoft Office
- Picasa
- Technorati
Digital Citizens: Pick of the blogs

By Darren Waters
BBC News entertainment reporter

Blogs and blogging have become buzzwords in the last 18 months, with millions of people setting up their own web logs to record their lives, comment on world events or share news.

There are almost as many different types of blogs as there are bloggers. Some are highly professional while others are simple online diaries. We pick out six of the best.

Please note that some blogs can contain strongly-worded language and highly-personal views.

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Digital Citizens - "the most informed and participatory citizens we ever had or are likely to have" - represent a critical emerging group for today and tomorrow.

(Source: http://www.wired.com/wired/reprints/digicit.html)
Potential Dangers

http://news.bbc.co.uk/2/hi/asia-pacific/4961768.stm

Ruling on Japan poison-diary girl

A Japanese teenage girl who poisoned her mother and kept a blog diary of her worsening condition is being sent to reform school.

A family court in Shizuoka heard the 17-year-old gave her mother thallium in her tea. The family said they did not want her charged, media reports said.

The girl kept a blog featuring pictures of her victim, who fell into a coma and has not regained consciousness.

The girl held no grudge, just "wanted to experiment", investigators said.

The girl's diary also described poisoning small animals to death.

Remains of some of them were found in formaldehyde in her room in Izunokuni, in Shizuoka prefecture.
Blogs – and RCG Youth

The “blogosphere” enables people to share daily journals, photographs and audio—instantly. But should teenagers and others in the Church “express themselves” to the world through blogs?

BY KEVIN D. DENE

Welcome to AMBASSADOR YOUTH!

This magazine (www.thercg.org/youth/), along with realtruth.org and thercg.org, is part of the world’s largest biblical websites, which receive millions of visits and downloads each year.

The article you are about to read has received a tremendous response, ranging from those who agreed, those who liked parts of it, and others who took issue with the topic. As you read the article, please keep in mind that it was written specifically to the youth of The Restored Church of God, with the purpose of setting an internal policy.

While many religious organizations routinely set unbiblical internal policies for their membership (such as “dancing is prohibited” or “drinking is a sin”), The Restored Church of God sets policies founded on basic biblical principles as taught by Jesus Christ. In this case, our intent is to explain the widespread misuse of blogs.

Please feel free to comment on this article and others. To order any of the above-mentioned products, as well as other books, articles, magazines, reports, lessons and audio material we provide free of charge.

Source: http://www.thercg.org/youth/articles/0403-bagy.html
Literature on blogs in education is emerging

*Some names to look for: Dyrud, Flatley, Johnson, Huffaker, Quible, Peschbach, Ramsay, Kinnie, Richardson, Selingo, Smith, and Worley.*

In general, there **lack of empirical evidences** and formal studies investigating use of blogs in education.

Mostly of current literature is conceptual and published in non-**SSCI** ranked journals.
Recommendations from literature

➔ Students and blog:

- Publish own writings (e.g., reflections, journal, a story, comments)
- Discuss group assignments, share work schedule and results of experiments
- Peer review each other's work
- Collaborate on projects with each other, teachers, subject-specific experts in the field and pen-pals from distant places
- Manage their digital portfolio or just use blog as digital filing cabinet
Recommendations from literature

Teachers and blog

- Share resources with students (e.g., readings before class, handouts, and post homework and assignments)
- Publish student work and otherwise archive learning
- Communicate with students and parents
- Monitor activates of individual students and groups
Recommendations from literature

Schools and blog

- Communicate school news
- Present success stories of its students and teachers
- Various committees, school activity centers, clubs, sport teams and parent groups can post information
- Achieve minutes of meetings and resources, and continue dialogues beyond the scheduled times
- Use student blogs on schools home page to offer dynamic information about their campus life
- Manage knowledge that members of school community creates
- Education authorities can use blogs to share best practices, lesson plans and other resources
Recommendations from literature

**Benefits of Blog**

- Supports development of literacies for digital age
- Leads to increase information management skills, and media, verbal and visual literacy
- Encourages self–expression and creativity
- Promotes increase students’ motivation, engagement and reflection in learning
- Students who use blogs are more committed to their assignment and group work
- Blog provides environment where every student gets and equal voice
- Support different learning styles
- Literature also suggests that blogs can be used as alternative to a learning management system
About my case study

- Use of blogs with a single class in a module of MSc (ITE) course over a summer semester
- The study was designed to explore educational applications of blogs
- Data was provided by emerging blogsphere, a whole-class questionnaire, interview with a selected group and end-of-the-course evaluation
## Students (N=29)

<table>
<thead>
<tr>
<th>Blogging experience prior to this course</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to this module I developed blog for non-study purposes</td>
<td>2.38</td>
<td>1.15</td>
</tr>
<tr>
<td>Prior to this module I developed blog in the context of my study</td>
<td>2.46</td>
<td>1.29</td>
</tr>
<tr>
<td>Prior to this module I read blogs of other people on the internet</td>
<td>3.08</td>
<td>1.22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning preference</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like a teacher to give clear instruction and the materials so that I can learn exactly what I need for assessment</td>
<td>4.29</td>
<td>0.68</td>
</tr>
</tbody>
</table>

1-Strongly Disagree  2-Disagree  3-Undecided  4-Agree  5-Strongly Agree
Facilitator’s blog

Blog post posted by the facilitator. The post contains:
1. Some reflection upon the issues which emerged in the class;
2. Links to additionally prepared resources based upon students’ needs that emerged, e.g., video showing how to create roll-over interaction in Flash, and source-code that can be downloaded and explored, and
3. Some additional stuff that the Facilitator believed the class would benefit from, e.g., file which the facilitator helped a student to create but decided to let the others in the class to know about it.

Links to resources from the class sessions, e.g., presentations, notes, readings.

Links to blogs of all students in the class

Comments from the students attached to this particular post
Student 1: Plagiarism is a serious offence. It is important that we have to respect intellectual property, authors, creators and inventors. But I have difficulty in judging whether it is legal to use certain images or pictures [from the internet]...

Student 2: I'm not sure with using graphics, but academically, it is fine to borrow someone else's text as long as it is cited. I can only presume it is the same with graphics.

Student 3: It is also worth noting that a lot of so-called "public domain", "free" or "royalty-free" graphics out there actually have terms & conditions if we plan to use them in our own presentations. We will need to always read carefully and cite our sources properly (e.g., give credit to the original author) before using them.

Student 4: I really respect the copyright of the work of the creators. In school, it is our responsibility to nurture the respect of copyright laws. However, I have another viewpoint about the original idea of having the internet. It is supposed to be developed as a platform for easy sharing all around the world.

Student 5: Some people said that the over-protection of intellectual property right on the Internet had been suffocating the development of the Internet. What do you think?... I feel that the discussion of the “digital ethics” is rather weak in school in Hong Kong.

Facilitator: I agree with [Student 4] that schools in Hong Kong should pay more attention to this issue and educate children to appreciate and understand intellectual property issues in digital world. Any idea how can this be done in schools?

Student 6: It is also about the issue of information literacy. As a teacher librarian, I have done my part to educate my students to respect intellectual property when working on project-based learning. I think most teachers in HK have been gradually aware of this issue.
Students’ blogs

Kelvin’s Blog (MITE6323)

SATURDAY, JULY 15, 2006

1st screen design

This is our first attempt in our screen design (for our final project).

Visual presentation for laser engraving system

1. Whether you want design figure “A” or “B”
2. Tune Power and Speed of Vector and Raster mode as you desired.
3. Click on “Execute”

Then, you will be “rewarded” by a video clip showing the laser-engraving process (of your chosen parameters), and the resulting cross-sectional side-view.

Let us know what you think.

posted by Kelvin Leung @ 9:04 AM

About Me

Name: Kelvin Leung
View my complete profile

Links

- Google News
- Edit Me
- Previous Posts
- In Conclusion...
- Final Project
- Scenarios
- 1st screen design
- Tough Decision...
- Finally decided on laser engraving...
- My Stand on the Cone project
- Some thoughts on my final presentation
- Cartoon vs. Comic Strips

Archives

- May 2006
- June 2006
- July 2006

Lesson Task: The Earth’s Atmosphere

My Design Process with Ryan Yue

Step 1 - Sketching

Used 10 sketches on paper to capture different parts of the Information.

Step 2 - Preliminary design

Decided to use one slide instead of 10 to represent all the Information.

Step 3 - Final design

Made further discussion to refine the preliminary design for final presentation.

posted by Mr. Chan CB @ 2:17 PM

Web2.0 Paradigm & Possibilities for Educational Applications
Regular Tasks

- Regular tasks to require students to use blogs
- Blog as assessment component

Friday, July 28, 2006
Prototype of “Sound”
Prototype of “Sound”
Created by Beryl and Peon.

The focus question of this learning object:
“How does the amount of water in a glass affect the pitch of sound?”
Managing workload

Regular monitoring, commenting and weekly summaries

Web2.0 Paradigm & Possibilities for Educational Applications
## Summary of activities in the blogsphere

<table>
<thead>
<tr>
<th>Facilitator and his blog</th>
<th>Students and their blogs</th>
<th>Students and blogs of other</th>
<th>Students and blog of the facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide course home page</td>
<td>Present their work</td>
<td>Visit blogs of other</td>
<td>Read and reflect on posts provided by the facilitator</td>
</tr>
<tr>
<td>Connect student blogs in the home page</td>
<td>Share work</td>
<td>Provide comments recommend resources</td>
<td></td>
</tr>
<tr>
<td>Post ‘after class’ reflections</td>
<td>Reflect</td>
<td>Access resources</td>
<td></td>
</tr>
<tr>
<td>Post any announcement to the class</td>
<td>Provide information and resources that they find interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address emerging issue, learning need</td>
<td>Monitor comments and respond to them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite students to provide comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor comments and respond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribute notes, slides and other material used in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide any additional resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiate issues, what students want to learn and assessment of their projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set the tasks for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilitator and student blogs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly check student blogs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide feedback to student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage students to provide feedback to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide individual student with resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Negotiating evaluation

- **Student 1**: Wow! Again, this is my first time in this program to have the chance to suggest something for our evaluation criteria. I love this approach.

- **Student 2**: I feel good for [the facilitator] to ask for our views on the assessment criteria. You show a respect for your students.

- **Student 3**: For me, to give suggestions and to receive feedback/critique is also **part of my learning experience**. In our traditional culture here in Hong Kong, we were not trained to discuss or argue with our teachers. To show our concern or express our interest does not mean to be a win-lose scenario.

- **Student 4**: Opening up this platform for discussion about such a sensitive issue, it is really a challenge with **respect for us**. Thanks!

- **Student 5**: It is free for us to say what we think of the evaluation criteria... This open channel enables me to think more about this module and my learning. **That's great.**
<table>
<thead>
<tr>
<th>Learning in this course</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing to other module in my course, in MITE6323 I am learning much more</td>
<td>3.67</td>
<td>0.64</td>
</tr>
<tr>
<td>In this module I believe I will get higher final grade than in other modules in my course</td>
<td>3.38</td>
<td>0.88</td>
</tr>
<tr>
<td>Overall in this module, blogging was facilitating and contributed to my learning</td>
<td>4.13</td>
<td>0.88</td>
</tr>
<tr>
<td>With blogs, I felt as an important part of our classroom community</td>
<td>4.00</td>
<td>0.65</td>
</tr>
<tr>
<td>With blogs the facilitator was involved in supporting our learning more than in other modules</td>
<td>4.25</td>
<td>0.72</td>
</tr>
<tr>
<td>With blogs the facilitator was involved in supporting our learning more than in other modules</td>
<td>4.25</td>
<td>0.72</td>
</tr>
</tbody>
</table>

Overall in this module, blogging was facilitating and contributed to my learning.
## Data from the questionnaire

The following from blogging contributed to my learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing my own regular reflections</td>
<td>3.88</td>
<td>0.73</td>
</tr>
<tr>
<td>Reading my own reflections over the time</td>
<td>3.88</td>
<td>0.60</td>
</tr>
<tr>
<td>Accessing and reading blogs of other class members</td>
<td>4.08</td>
<td>0.57</td>
</tr>
<tr>
<td>Accessing and reading the facilitator’s blog</td>
<td>4.29</td>
<td>0.61</td>
</tr>
<tr>
<td>Commenting to blog postings of others in the class (including the facilitator)</td>
<td>3.83</td>
<td>0.75</td>
</tr>
<tr>
<td>Receiving comments from other class members in relation to my postings and work</td>
<td>4.04</td>
<td>0.73</td>
</tr>
<tr>
<td>Receiving comments from the facilitator in relation to my postings and work</td>
<td>4.25</td>
<td>0.60</td>
</tr>
<tr>
<td>Presenting my completed tasks in the blog and getting feedback from the class</td>
<td>4.13</td>
<td>0.78</td>
</tr>
<tr>
<td>Presenting my completed tasks the blog</td>
<td>3.96</td>
<td>0.68</td>
</tr>
<tr>
<td>Previewing completed tasks of students and reading feedback they received from the class</td>
<td>4.17</td>
<td>0.75</td>
</tr>
</tbody>
</table>

*Web2.0 Paradigm & Possibilities for Educational Applications*
### Data from the questionnaire

<table>
<thead>
<tr>
<th>The following from blogging contributed to my learning</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previewing completed tasks of students and reading feedback they received form the facilitator</td>
<td>4.17</td>
<td>0.69</td>
</tr>
<tr>
<td>Giving feedback to tasks presented by others in their blogs</td>
<td>3.83</td>
<td>0.75</td>
</tr>
<tr>
<td>Collecting and providing links from my blog to other resources</td>
<td>3.88</td>
<td>0.78</td>
</tr>
<tr>
<td>Planning, designing and presenting media other than text in my blog</td>
<td>3.88</td>
<td>0.88</td>
</tr>
<tr>
<td>Cross-referencing blog comments of other students when writing my own posting</td>
<td>3.54</td>
<td>0.82</td>
</tr>
<tr>
<td>Following links and resources provided in blogs of students and the facilitator</td>
<td>4.00</td>
<td>0.82</td>
</tr>
<tr>
<td>Contrasting and comparing blogs of different class members</td>
<td>3.63</td>
<td>0.75</td>
</tr>
<tr>
<td>Using blogs of other students as a model for my own work</td>
<td>3.63</td>
<td>0.86</td>
</tr>
</tbody>
</table>
### Data from the questionnaire

#### Reasons for blogging

<table>
<thead>
<tr>
<th>Reason for blogging</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was blogging because of assessment requirements</td>
<td>4.25</td>
<td>0.83</td>
</tr>
<tr>
<td>I was blogging because tasks set through the module required use of blog</td>
<td>4.29</td>
<td>0.89</td>
</tr>
<tr>
<td>I was blogging because the facilitator was blogging as well</td>
<td>4.29</td>
<td>0.61</td>
</tr>
<tr>
<td>I was blogging because it contributed to my learning</td>
<td>4.08</td>
<td>0.70</td>
</tr>
<tr>
<td>I did not enjoy blogging but I was doing it anyway</td>
<td>2.67</td>
<td>1.18</td>
</tr>
<tr>
<td>I have no idea why I was blogging</td>
<td>2.08</td>
<td>1.19</td>
</tr>
<tr>
<td>Blogging in the future</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>In future I will continue blogging in my own to support my learning</td>
<td>3.46</td>
<td>1.00</td>
</tr>
<tr>
<td>In future I will blog if it is required by a module facilitator</td>
<td>3.88</td>
<td>0.73</td>
</tr>
<tr>
<td>In future I will blog if it is required by a module assessment</td>
<td>3.96</td>
<td>0.73</td>
</tr>
<tr>
<td>In future I will blog if I see that other students are doing it</td>
<td>3.08</td>
<td>0.95</td>
</tr>
<tr>
<td>In future I prefer not to blog and focus on module assessment requirements</td>
<td>2.46</td>
<td>1.00</td>
</tr>
</tbody>
</table>
## Data from the questionnaire

<table>
<thead>
<tr>
<th>Blogging pattern</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was checking blogs every day</td>
<td>2.75</td>
<td>1.42</td>
</tr>
<tr>
<td>I was checking blogs only on weekend</td>
<td>2.79</td>
<td>1.19</td>
</tr>
<tr>
<td>I was checking blogs one or two days a week</td>
<td>2.83</td>
<td>1.21</td>
</tr>
<tr>
<td>I was checking blogs only when I have to complete some task</td>
<td>2.92</td>
<td>1.29</td>
</tr>
<tr>
<td>I was checking blogs only in the evening just before the class</td>
<td>2.42</td>
<td>1.04</td>
</tr>
<tr>
<td>When I wanted to write a blog posting I think and I plan ahead what I want to write first</td>
<td>4.00</td>
<td>0.58</td>
</tr>
<tr>
<td>When I wanted to write a blog posting I just start writing about something and then my ideas come forward</td>
<td>2.88</td>
<td>0.88</td>
</tr>
<tr>
<td>When I wanted to write a blog posting I wait for instructions from the facilitator what I should write about</td>
<td>2.83</td>
<td>1.14</td>
</tr>
</tbody>
</table>

- **I read regularly mostly facilitators blog**
- **I was focused on monitoring mostly my own blog**
### Data from the questionnaire

<table>
<thead>
<tr>
<th>Blogging pattern</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I wanted to write a blog posting I look what others are doing first and then I do it</td>
<td>3.13</td>
<td>1.05</td>
</tr>
<tr>
<td>I read regularly mostly facilitators blog</td>
<td>3.67</td>
<td>0.80</td>
</tr>
<tr>
<td>I was focused on monitoring mostly my own blog</td>
<td>3.67</td>
<td>0.75</td>
</tr>
<tr>
<td>I read regularly all blogs in our module community</td>
<td>3.33</td>
<td>0.94</td>
</tr>
<tr>
<td>I never added comments to posts of others (including the facilitator) because I had no time</td>
<td>2.46</td>
<td>1.22</td>
</tr>
<tr>
<td>I never added comments to blog posts of others (including the facilitator) because I do not like commenting</td>
<td>2.21</td>
<td>1.08</td>
</tr>
<tr>
<td>I added comments to blog posts of others (including the facilitator) few times just to make myself present</td>
<td>2.96</td>
<td>0.93</td>
</tr>
<tr>
<td>I added comments to blog posts of others (including the facilitator) few times but I wish I had more time to do more</td>
<td>3.38</td>
<td>0.99</td>
</tr>
<tr>
<td>I added a comment to blog posts of others many times as I enjoy it</td>
<td>3.25</td>
<td>1.13</td>
</tr>
</tbody>
</table>
Limitation of blog system

- Preliminary analysis demonstrates that blogs are effective educational technology
  - Quality of student artifacts and contributions
  - Highest course and teacher effectiveness scores form students so far in my teaching in HKU
  - Blog nominated and short listed for “The Blog Award” in US
  - Students’ feedback is positive and they believed that blogs contributed to their learning

- Blog technology might be supplemented with variety of other Web 2.0 technologies to lead towards more effective educational application.
Other research effort

HKU Scuttle

Ellie's (Grade 7) Math Blog
A student's blog to the Grade 7 students to get help and learn more about math
23-01-2007 to math, student by cherrycheng

The Education Wonks
A blog for contains some articles related to educational behavior, learning culture, teaching methods, etc
23-01-2007 to america, behavior, researchers by cherrycheng

Math Course Blog Blog
A platform for a Math teacher to share ideas and communicate with his students
23-01-2007 to class, communication, math, student, teacher by cherrycheng

Ned Batchelder
A blog contain the material for teaching software eng
22-01-2007 to python, software engineering by cherry

http://scuttle.cite.hku.hk/
Thank you for your attention!

I am happy to answer you questions...

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http://www.time.com/time/magazine/article/0,9171,1569514,00.html