



# Using Blogger in the Classroom

## Final Report: Instructor Materials

An instructional unit for educators interested in bringing blogging into their  
classroom

EDUC 6406: Instructional Design

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### **Creating a Blog Instructional Unit**

The following instructional unit includes the instructional analysis, instructor materials, and assessment summary for the instructional unit.

**Goal Statement:** After completing the instructional unit on blogging, the teacher will be able to create a new blog tailored to classroom needs and interests. Teachers will have access to a laptop, internet, and the Blogger platform in order to create their blogs.

```
graph TD
    Start([Start]) --> 1[Create a new blog 1]
    1 --> 2[Insert text into a new post 2]
    2 --> 3[Insert media into a post 3]
    3 --> 4[Add labels to a post 4]
    4 --> 5{Is the post ready to be published? 5}
    5 -- No --> 6[Edit post 6]
    6 --> 7[Save draft of post 7]
    7 --> 8[Publish post 8]
    5 -- Yes --> 8
    8 --> 9[Customize the blog design 9]
    9 --> 10[Customize the settings for the blog 10]
    10 --> 10.1[Settings allow anyone to comment 10.1]
    10.1 --> 10.2[Settings require comments to be moderated 10.2]
    10.2 --> 10.3[Edit blog address and description 10.2]
    10.3 --> 10.4[Add blog description 10.2.1]
    10.4 --> 10.5[Edit commenting settings 10.1]
    10.5 --> 10.6[Customize the pre-made template 9.2]
    10.6 --> 9.1[Choose pre-made template design 9.1]
    9.1 --> 9.2[Customize the pre-made template 9.2]
    9.2 --> 9.3[Change background image and color theme 9.2.1]
    9.3 --> 9.4[Change body and footer layouts 9.2.2]
    9.4 --> 9.5[Preview blog post 6.1]
    9.5 --> 6
    3 --> 3.1[Insert pictures into a post 3.2]
    3.1 --> 3.1.1[Upload from computer 3.1]
    3.1.1 --> 3.1.2[Align image to left, right and center 3.1.1]
    3.1.2 --> 3.1.3[Resize image to small, medium, large 3.2.2]
    3.1.3 --> 3.1.4[Add caption to image 3.2.3]
    3.1.4 --> 3.2
    3 --> 3.2[Insert video into a post 3.4]
    3.2 --> 3.3[Select video from YouTube 3.3]
    3.3 --> 3.4
    3 --> 3.5[Insert web links into a post 3.5]
    3.5 --> 3.6[Customize settings for adding web links 3.6]
    3.6 --> 3.5
    2 --> 2.1[Change font size, color and font 2.4]
    2.1 --> 2.2[Insert a heading and normal font into a post 2.3]
    2.2 --> 2.3[Choose name for a blog title 1.1]
    2.3 --> 1.1
    2.3 --> 1.2[Choose web address for blog 1.2]
    1.2 --> 1
    2.3 --> 2.4
    2.3 --> 2.5[Choose correct label for content of post 4.1]
    2.5 --> 4
    2.3 --> 2.6[Choose name for a new blog title 1.1.1]
    2.6 --> 1.1
    2.6 --> 1.2
    2.6 --> 2.7[Access to a Google account 1.1]
    2.7 --> 1.1
    2.6 --> 2.8[Access to Blogger www.blogger.com 1.2]
    2.8 --> 1.2
    2.6 --> 2.9[Use of a basic word processing program, such as Google Documents or MS Word 2.1]
    2.9 --> 2.1
    2.6 --> 2.10[Be able to use basic website functions i.e. browser back/forward button, reload webpage 2.2]
    2.10 --> 2.1
```

**Entry Skills**

- Access to a Google account 1.1
- Access to Blogger (www.blogger.com) 1.2
- Use of a basic word processing program, such as Google Documents or MS Word 2.1
- Be able to use basic website functions (i.e. browser back/forward button, reload webpage) 2.2



## **Materials for Creating a Blog Instructional Unit**

### **Materials for Instructor**

- Computer with internet access
- Projector
- Whiteboard
- [Blogger Reference Guide](#)
- Paper
- Sticky notes
- Writing utensils; whiteboard marker
- Blog examples:
  - [East Dragon Den](#): from Chris Moore classroom blog (non-example)
  - [Notes From McTeach](#) from Karen McMillan (good example)
  - [Bloggng Through the Fourth Dimension](#) - from Pernille Ripp (good example)
  - [Mrs. Yollis' Classroom Blog](#) - from Mrs. Yollis (good example)

### **Materials for Teachers (learners)**

- Computer with internet access
- [Blogger Reference Guide](#)

- Paper
- Sticky notes
- Writing utensils
- Picture and video file (on computer or URL)
- [Blogger Student Checklist](#)



## Performance Objectives

### Introduction

Below are the steps, performance objectives and coinciding assessment items for the instructional unit. A short pre-test will be given to evaluate comfort level with the entry level items.

Goal/Steps	Objectives	Assessment Item
<u>Goat Statement:</u> After completing the instructional unit on blogging, the teacher will be able to create a new blog tailored to classroom needs and interests. Teachers will have access to a laptop, internet, and the Blogger platform in order to create their blogs.	<u>Terminal Objective:</u> Using a computer, internet, and the Blogger platform, teachers will be able to create a classroom blog that includes a minimum of one post with text, media, and tags.	N/A
Step 1 Create a new blog	Using the “create blog” button on Blogger, teachers will be able to successfully create a new blog.	1 Created a new blog
Step 1.1 Choose name for a blog title	After brainstorming with other teachers using a circle map, teachers will be able to successfully choose a name their new blog in a manner reflective of their	1.1 Created a circle map with ideas for blog titles 1. Chose a name for

	<p>classroom.</p> <p>*A circle map is a specific mind mapping tool used to define a concept or brainstorm information about a specific topic.</p>	blog title
Step 1.2 Choose web address for blog	After selecting a blog title, teachers will be able to successfully choose a web address for their blog.	1.2 Personalized blog address is given to reflect the blog title/author
Step 2 Insert and format text in a new post	Given the formatting toolbar in a new post, the teacher will be able to correctly insert and format a paragraph of text into a post.	2. New text is typed into the body of the post
Step 2.3 Insert a heading and normal font into a post	Using the heading tool in the formatting toolbar, the teacher will be able to successfully insert a heading and normal font into a post.	2.3 Heading and normal font are added to the post
Step 2.4 Change font size, color, and font	Given the formatting toolbar within the post, the teacher will be able to successfully change the font type, color, and size.	2.4 Font type, size and color have been changed.
Step 3. Insert media into a post	Using the correct insert media buttons, teachers will be able to successfully insert an image, a video and a weblink into their post.	See substeps below
Step 3.1 Upload image file from computer	Using the correct insert media buttons, teachers will be able to successfully upload an image file from the computer.	
Step 3.2 Insert image into a post	Using the insert images option, teachers will be able to successfully insert an uploaded image into a post.	3.1/3.2 Uploaded and inserted an image file from a local folder on the computer into the post

Step 3.2.1 Align image to left, right and center	By clicking on an image, teachers will be able to successfully align the image to the left, center, and right.	3.2.1 Aligned an image to the left, center, and right
Step 3.2.2 Resize image to small, medium, large	By clicking on an image, teachers will be able to successfully resize an image to small, medium, and large.	3.2.2 Resized an image to small, medium, and large
Step 3.2.3 Add a caption to an image	By clicking on an image, teachers will be able to successfully add a short caption to the image.	3.2.3 Added a caption to the image
Step 3.3 Select a video from YouTube	Using the correct insert media button, teachers will be able to successfully search for video from YouTube to place in a post.	
Step 3.4 Insert YouTube video into a post	Using the selected YouTube video, teachers will be able to successfully insert the YouTube video into a post.	3.3/3.4 Selected and inserted a YouTube video to the post
Step 3.5 Insert weblink into a post	Using the link button, teachers will be able to successfully insert a working weblink into text.	
Step 3.6 Customize settings for adding web links	Using the link button, teachers will be able to successfully customize a weblink within a post.	3.5/3.6 Added and customized a weblink to the post
Step 4. Add relevant labels to a post	After writing a new post, teachers will be able to add at least 5 labels and tags to their post using keywords in their post. The labels will be relevant to the content in their post.	4. Five or more relevant labels/tags are added to the post
Step 6 Edit post	Using the edit post button found by hovering over the post title, teachers will be able to successfully return to a draft post in order to edit it.	Edited a draft post



Step 6.1 Preview blog post	By clicking on the “preview” button, teachers will be able to preview the content of their blog post.	6.1 Preview blog post
Step 7 Save draft of post	Using the “save” button, teachers will be able to successfully save a draft of their post.	7. Save a draft of a post
Step 8 Publish post	Using the “publish” button, teachers will be able to successfully publish their post.	8. Publish a post
Step 9 Customize the blog design	Using the pre-determined templates provided by Blogger, teachers will be able to customize their blog design by changing the template, background color theme, and layout of the page.	See substeps below
Step 9.1 Choose pre-made template design	By clicking on the template settings button on the left sidebar, teachers will be able to successfully select a pre-made template design for their blog.	9.1 Blog design was selected
Steps 9.2 Customize the pre-made template	By clicking on the customize template settings button, teachers will be able to successfully customize a template design for their blog.	9.2 Blog template was changed
Step 9.2.1 Change background image and color theme	After choosing a pre-made template design, teachers will be able to successfully change the background image and color theme.	9.2.1 Background color theme was changed and/or background image was added
Step 9.2.2 Change body and footer layouts	After choosing a pre-made template design, teachers will be able to successfully change the body and footer layouts.	9.2.2 At least one change was made to the body or footer layouts of the blog
Step 10 Customize the settings for the blog	Using the settings tab on Blogger, teachers will be able to successfully customize the basic settings of their blog. Teachers will successfully change the	See substeps below

	blog web address to reflect their title, add a one paragraph blog description, and add one additional author.	
Step 10.1 Edit commenting settings	Using the posts and comments section of the settings tab on Blogger, teachers will be able to successfully edit the default commenting settings.	
Step 10.1.1 Settings allow anyone to comment	Using the posts and comments section of the settings tab on Blogger, teachers will be able to successfully change the default commenting settings to allow anyone to comment.	10.1/10.1.1 Commenting settings are changed to allow anyone to comment
Step 10.1.2 Settings require comments to be moderated	Using the posts and comments section of the settings tab on Blogger, teachers will be able to successfully change the default commenting settings to require comments to be moderated.	10.1.2 Settings require comments to be moderated
Step 10.2 Edit blog address and description	Using the basic section of the settings tab on Blogger, teachers will be able to successfully edit their blog title and description.	See substeps below
Step 10.2.1 Add blog description	Using the basic section of the settings tab on Blogger, teachers will be able to successfully add a custom blog description.	10.2/10.2.1 Blog description is added



### **Assessment Instruments and Procedures**

In this unit, a brief pre-assessment, learner self-checklist, and final assessment are all used. Prior to instruction, teachers will fill out a Google Form to assess entry level skills. The learner self-checklist, given to learners at the beginning of the unit, will allow the learners to self-assess as they move through the unit. The final assessment will allow the instructor to assess the learners at the end of the instructional unit.

Assessment	
Pretest	A short pre-test will be given for this instructional unit. The entry skills have been communicated by the instructor prior to beginning the unit, and the pre-test will be used to determine the confidence level for these entry skills.
Practice Tests	Teachers will use the Blogger Student Checklist in order to self-assess on components of each objective.
Posttest	Instructor will evaluate each teacher's blog using the Creating a Blog Final Assessment Checklist.
Student Groupings and Media Selection	Individual; Blogger platform, newly-created blog, computers with internet connection

## Blogger Pre-Assessment

Below is the [Google Form](#) that will be given to the teachers participating in the instructional unit prior to beginning instruction. This will help the instructor to identify the confidence level of the entry skills required for this unit.

### Blogger Pre-Assessment

Please rate your comfort/knowledge level of each of the items. For each item, use the following scale:

- 1= no knowledge
- 2= some knowledge
- 3= confident knowledge
- 4= expert level knowledge

**\* Required**

**Name \***

**I can use word processing programs such as Microsoft Word \***

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

**I can navigate the internet. \***

This includes using the browser back/forward button, typing in web addresses, and reloading a webpage

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

**I have a Google Account \***

- ☐ Yes
- ☐ No

**Submit**

## Blogger Student Checklist

This learner checklist is a guide for the teachers to use as they move through the instructional unit. At the end of each section of the unit, teachers will rate themselves on their confidence level of completing each of the steps in the checklist. There is also a space for teachers to write questions for the instructor, which can be answered either at the end of the section or at the end of the instructional unit.

Creating a Blog Learner Checklist			
<p><b>Directions for learner:</b> Use the checklist below as a guide as you develop your blog. Completion of each item will prepare you for your final assessment. Check the box next to the step if you can complete that step. Leave the box blank if you cannot complete the step.</p> <p>Using the following rating scale, rate yourself on each of the items below. Each item is linked to the objective it covers.</p> <p>1= I am starting to understand, but I still need instructor help 2= I can do this with support from the instructor or the Blogger Reference Guide 3= I can do this alone without help 4= I can do this alone without help and explain it to another learner</p>			
<p><b>Terminal Objective:</b> Using a computer, internet, and the Blogger platform, teachers will be able to create a classroom blog that includes a minimum of one post with text, media, and tags.</p>			
Section	Objective	Item	Rating
Section I	After brainstorming with other teachers using a circle map, teachers will be able to successfully create and name their new blog in a manner reflective of their classroom.	1.1.1 I can brainstorm blog name ideas.	
		1.1 I can choose a name for my blog title.	

	After selecting a blog title, teachers will be able to successfully choose a web address for their blog.	1.2 I can choose a blog web address for my blog.	
<b>Questions:</b>			
<b>Section</b>	<b>Objective</b>	<b>Item</b>	<b>Rating</b>
Section II	Given the formatting toolbar in a new post, the teacher will be able to correctly insert a paragraph of text into a post, change font type to Times New Roman, and change the font size from small to medium.	2. I can give my new post a title.	
		2. I can type new text into the body of my post.	
		2.3 I can add a heading to my post.	
		2.3 I can add normal font to my post.	
		2.4 I can change the font type of the text in my post to Times New Roman.	
		2.4 I can change the font size of the text in my post from small to medium.	
		2.4 I can change the font color of the text in my post.	
	Using the insert images option, teachers will be	3.1 I can upload an	

	able to successfully: upload and insert one image file from a folder on their computer, resize the image to small, medium and large, align the image to the left, right and center, and add a caption to the image.	image file from a local folder on my computer.	
		3.4 I can resize an image to small.	
		3.4 I can resize an image to medium.	
		3.4 I can resize an image to large.	
		3.4 I can align an image to the left.	
		3.4 I can align an image to the center.	
		3.4 I can align an image to the right.	
		3.4 I can add a caption to an image.	
	After writing a new post, teachers will be able to add at least 5 labels and tags to their post using keywords in their post. The labels will be relevant to the content in their post.	4. I can add relevant labels/tags to my post.	
<b>Questions:</b>			

Section	Objective	Item	Rating
Section III	Using the edit post button found by hovering over the post title, teachers will be able to successfully return to a draft post in order to edit it.	6. I can edit my post.	
		6.1 I can preview my blog post.	
	Using the “save” button, teachers will be able to successfully save a draft of their post.	7. I can save a draft of my post.	
	Using the “publish” button, teachers will be able to successfully publish their post.	8. I can publish my post.	
<b>Questions:</b>			
Section	Objective	Item	Rating
Section IV	Using the pre-determined templates provided by Blogger, teachers will be able to customize their blog design by changing the template, background color theme, and layout of the page	9.2 I can change the blog template.	
		9.2.1 I can change the background color theme and/or add a background image.	
		9.2.2 I can change the body and footer layouts of my blog	
	Using the settings tab on Blogger, teachers will be able to customize the basic settings of their blog.	10.1.1 I can adjust the commenting settings to allow anyone to	



		comment.	
		10.1.2 I can adjust the commenting settings to require comments to be moderated.	
		10.2.1 I can change my blog address to reflect the blog title/author.	
		10.2.2 I can add a blog description.	
<b>Questions:</b>			

## Final Assessment

The following final assessment will be used by the instructor at the end of the instructional unit. Each teacher will be assessed using this checklist, and given an overall score of proficiency using the included rubric. The items in the checklist align to the objectives in each section of the instructional unit.

Creating a Blog Final Assessment Checklist			
<b>Directions for assessor:</b> Use the performance checklist below to evaluate the learner on the successful completion of each step. Learners must receive a “yes” score on each item in order to meet the objective. Scores of “no” will require the learner to go back and repeat that item in order to meet the objective. The rubric following the checklist will allow an overall score to be assigned to the learner.			
<b>Directions for learner:</b> Preview the checklist below to see how you will be scored upon the completion of your blog. You will want to use the accompanying Blogger Student Checklist as a guide as you develop your blog. At the end of the unit, you will be asked to demonstrate each item on the checklist. Successful completion of each item will be required to obtain proficiency on each objective.			
<b>Terminal Objective:</b> Using a computer, internet, and the Blogger platform, teachers will be able to create a classroom blog that includes a minimum of one post with text, media, and tags.			
Objective	Item	Yes	No
Using the “create blog” button on Blogger, teachers will be able to successfully create a new blog.	1 Created a new blog		
After brainstorming with other teachers using a circle map, teachers will be able to successfully name their new blog in a manner reflective of their classroom.	1.1.1 Brainstormed ideas for blog titles		
	1.1 Chose a name for blog title		
After selecting a blog title, teachers will be able to successfully choose a web address for their blog that is reflective of the title/author.	1.2 Personalized blog address is given to reflect the blog title/author		

Comments:			
Given the formatting toolbar in a new post, the teacher will be able to correctly insert a paragraph of text into a post.	2. New text is typed into the body of the post		
Using the heading tool in the formatting toolbar, the teacher will be able to successfully insert a heading and normal font into a post.	2.3 Heading and normal font are added to the post		
Given the formatting toolbar within the post, the teacher will be able to successfully change the font type, color and size.	2.4 Font type, size and color have been changed.		
Comments:			
Using the insert images option, teachers will be able to successfully insert an uploaded picture into a post.	3.2 Uploaded and inserted an image file from a local folder on the computer into the post		
By clicking on an image, teachers will be able to successfully align the image to the left, center, and right.	3.2.1 Aligned an image to the left, center and right		
By clicking on an image, teachers will be able to successfully resize an image to small, medium, and large.	3.2.2 Resized an image to small, medium and large		
By clicking on an image, teachers will be able to successfully add a short caption to the image.	3.2.3 Added a caption to the image		
Using the insert a video button, teachers will be able to successfully search for and insert a video from YouTube into a post.	3.3/3.4 Selected and inserted a YouTube video to the post		
Using the link button, teachers will be able to successfully insert and customize a working weblink into text.	3.5/3.6 Added and customized a weblink to the post		
Comments:			
After writing a new post, teachers will be able to	4. Five or more relevant		

add at least 5 labels and tags to their post using keywords in their post. The labels will be relevant to the content in their post.	labels/tags are added to the post		
Comments:			
Using the edit post button found by hovering over the post title, teachers will be able to successfully return to a draft post in order to edit it.	6. Edited a draft post		
	6.1 Previewed post		
Using the “save” button, teachers will be able to successfully save a draft of their post	7. Save a draft of a post		
Using the “publish” button, teachers will be able to successfully publish their post	8. Publish a post		
Comments:			
Using the pre-determined templates provided by Blogger, teachers will be able to customize their blog design by changing the template, background color theme, and layout of the page	9.1 Blog design was customized		
	9.2 Blog template was changed		
	9.2.1 Background color theme was changed and/or background image was added		
	9.2.2 At least one change was made to the body or footer layouts of the blog		
Comments:			
Using the settings tab on Blogger, teachers will be able to customize the basic settings of their blog.	10.1.1 Commenting settings are changed to allow anyone to comment		
	10.1.2 Settings require comments to be moderated		

	10.2.1 Blog description is added		
Comments:			

**Rubric for scoring:** The following rubric will be used to assess the overall blog. A score of “3” should be considered proficient for this assessment. A score of 4 represents an advanced blog, while a 2 would be considered partially proficient. A score of 1 is unsatisfactory and did not meet most of the expectations of the instructional unit.

1	2	3	4
Learner scored 15 or fewer “Yes” marks. Learner received multiple “No” scores for one or more objectives.	Learner scored 16-19 “Yes” marks. Learner may have scored more than one “No” in a single objective.	Learner scored 20-25 “Yes” marks with no more than one “No” scored per objective. .	Learner scored all 25 “Yes” marks <i>and</i> exceeded the requirements for each objective. (i.e. multiple posts were written, or multiple images or videos were added to the post)



## **Instructional Strategy**

### **Overall Instructional Strategy (Macro-strategy)**

Cognitive instructional strategy will be used as the overall instructional strategy for this unit.

### **Additional Instructional Strategy**

In addition to using cognitive instructional strategy, Gagne's Nine Events of Instruction are also used in each cluster of the unit. As the teachers move through each set of objectives, they will use prior knowledge of the previous step in instruction. The instructor will provide guidance by modeling each component, allow teachers time to practice while providing feedback, and assess overall performance at the end of the unit.

### **Rationale**

Cognitive instructional strategy is used throughout the unit as teachers use concept maps, questioning and guided feedback to brainstorm and choose an appropriate title for their blog. This approach was chosen because it allows the teachers to work collaboratively while being guided by the instructor. Questions and support can be given during the brainstorming phase in order to help scaffold the creation of the blog title. Collaboration, experiences of the teachers, and ideas born from combining those pieces will allow teachers to create a meaningful title for

their blog. Towards the end of the unit as teachers are customizing their blog design, there is opportunity for the instructor to model a few key features and allow teachers time to explore on their own. During this time, the instructor can answer questions and guide teachers through the areas they are most interested in exploring.



## **Using Blogger in the Classroom Instructor Materials**

### **Section I**

Step 1: Creating blog (including steps 1.1, 1.2, and 1.3) (*7 minutes*)

### **Section II**

Step 2: Insert and format text in a new post (including 2.3 and 2.4) (*10 minutes*)

Step 3: Insert media into a post (including steps 3.1, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.3, 3.4, 3.5, 3.6) (*15 minutes*)

Step 4: Add relevant labels to a post (*5 minutes*)

### **Section III**

Step 5: Is the post ready to be published?

Step 6: Edit post (including 6.1) (*4 minutes*)

Step 7: Save draft of post (*2 minutes*)

Step 8: Publish post (*2 minutes*)

### **Section IV**

Step 9: Customize the blog design (including 9.1, 9.2, 9.2.1, 9.2.2) (*7 minutes*)

Step 10: Customize the settings for the blog (including 10.1, 10.1.1, 10.1.2, 10.2) (*8 minutes*)



<p><u>Goat Statement</u>: After completing the instructional unit on blogging, the teacher will be able to create a new blog tailored to classroom needs and interests. Teachers will have access to a laptop, internet, and the Blogger platform in order to create their blogs.</p>	<p><u>Terminal Objective</u>: Using a computer, internet, and the Blogger platform, teachers will be able to create a classroom blog that includes a minimum of one post with text, media, and tags.</p>
<p><b>Pre-instructional activities for the instructional unit</b></p>	
<p>Motivation</p>	<p>Show teachers examples of educational technology and classroom blog titles -(see materials list for links). Discuss characteristics that make them quality blog titles.</p>
<p>Objectives</p>	<p>Project the terminal objective on the interactive whiteboard (IWB) for teachers to read. Inform teachers of this terminal objective, and give them an overview of the enabling objectives. Each enabling objective will be introduced before instruction on that cluster of objectives.</p>
<p>Entry Skills</p>	<p>Students will come to the instructional unit with access to a Google account and will be able to successfully log into this account. This will enable them to access Blogger, the blogging platform that will be used for the unit. Teachers will also have a basic understanding of word processing programs such as Microsoft Word, and be able to navigate an internet browser. Teachers will be informed of these entry skills prior to instruction through an email sent by the instructor prior to instruction.</p>
<p>Student groupings and media selection</p>	<p>Small group clusters: While all teachers will be working individually to create their own blog, they will be seated in clusters in their mentor teams, which consist of 3 teachers. This will allow for small group collaboration and brainstorming throughout the instructional unit. Media: web-based resources; Blogger Reference Guide</p>



## Section I

### Performance objective for step 1

Student grouping and media selection	small group cluster; web-based resources, print circle map copies, Blogger Reference Guide, sample new blog (for instructor to model), projector, computer with internet connection
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Objective 1: Using the “create blog” button on Blogger, teachers will be able to successfully create a new blog.

Objective 1.1: After brainstorming with other teachers using a circle map, teachers will be able to successfully name their new blog in a manner reflective of their classroom.

\*A circle map is a specific mind mapping tool used to define a concept or brainstorm information about a specific topic.

Objective 1.2: After selecting a blog title, teachers will be able to successfully choose a web address for their blog.

### Content presentation

Content	<p>Say: In the pre-instructional activities, we discussed characteristics that made the blogs and their titles “good”. What were some of the reasons for a “good” title?</p> <p>[Allow teachers time to respond; some answers can include: they were catchy, short and sweet, reflective of the blog content, etc.]</p> <p>Say: In the first section of our unit, we will be brainstorming potential blog titles and choosing a title for our new blog.</p> <p>During the unit, I will refer to the <a href="#">Blogger Reference Guide</a> (see materials), a live Google Document that will assist you both during and after the course in completing each step of creating your blog. You have received the link in the email I sent prior to this course; please access the document now and let me know if you have any trouble doing so.</p>
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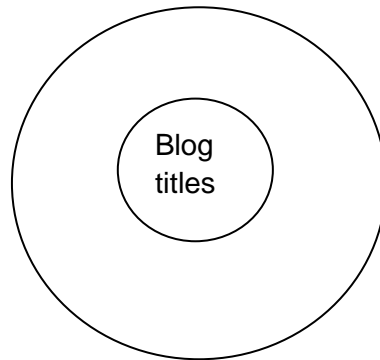
Do: Pass out the [Blogger Student Checklist](#) (see materials) to each teacher. Inform the teachers that they will use this to self-check throughout the unit.

Say: You will use this Blogger Student Checklist to self-assess as we move through the unit. At the end of each section of the unit, you will be given a few minutes to assess yourself on the content in that section.

Say: You will begin this lesson by brainstorming catchy words or phrases you may want to include in a title. Working in your group, brainstorm several ideas for potential blog titles or words to include in a blog title. You will write ideas on sticky notes and paste your sticky notes on the circle map on the board. (Note: a circle map is a type of thinking map tool used to collect ideas about a concept or to define a concept).

Do: Pass out sticky notes and allow teachers to brainstorm for a few minutes with their teams and place sticky notes on the board.

Do: Have the circle map below drawn on the board.



Say: Can a few people share some of their ideas?

Do: Select a representative from each mentor team to present 1-2 top ideas from their circle maps.

Say: Now that you have heard a few ideas, please decide on a title for your blog. Click on the “create blog” button. When prompted, add your new title into the title space of the blog. Use the title or a portion of your title in the blog web address. When prompted to select the template design, select “simple” for now. We will be learning how to customize

	<p>this later on.</p> <p>Note: Teachers may run into the problem that their blog web address has already been used. You may need to brainstorm ways to modify the web address while keeping it similar to the blog title.</p>
Student participation	
Practice items and activities	<p>You will begin by brainstorming potential blog titles and posting them up on a circle map, a type of thinking map tool used to collect ideas about a concept or to define a concept. In your team of teachers (2-3), take 5 minutes to brainstorm several ideas for potential blog titles or words to include in a blog title. Write each idea on a sticky note and paste it on the circle map on the board.</p> <p>Choose a title that reflects your classroom. After creating a new blog, use the title (when prompted) to name your blog. Use this title for your web address as well. Teachers will then choose a title that reflects their classroom and use it when prompted to name their blog.</p>
Feedback	<p>Share ideas that teachers came up with when creating their circle maps. Final decisions of blog titles will also be shared with the group.</p>
Practice items and activities for Section I	<p>*Self-Assessment: After completing Section I of the instructional unit, rate yourselves in Section I using the Blogger Student Checklist.</p>



## Section II

Performance objectives for steps 2-4	
Student grouping and media selection	<p>small group cluster; Blogger Reference Guide (live Google Document), sample new blog (for instructor to model), computer with internet connection, projector, Blogger Student Checklist</p>

Objective 2: Given the formatting toolbar in a new post, the teacher will be able to correctly insert a paragraph of text into a post.

#### Content presentation

##### Content

Say: During this section of the unit, you will be adding and formatting text in a new post, inserting media, and adding labels to a post.

Do: Have the objectives displayed on the projector for the teachers to read as you say the objectives.

Do: Project the Blogger Reference Guide on the screen, and have a second tab loaded with the new blog example on Blogger.

Say: First, we will begin by adding and formatting text in a new post. Begin by clicking on posts on the sidebar and clicking “create new post”, typing a title for your new post in the section labeled “post title”. Title your post “Welcome”. [model this on blog]

Next, write a short welcome paragraph in the body section of the post.

Do: Model this by typing the following message: Welcome to Pier 112! Thank you for stopping by to read our classroom blog. Stay tuned for stories about projects and happenings of this stellar class!

#### Student participation

##### Practice items and activities

After modeling how to write a draft of a new post, prompt the teacher to write their own new post draft.

##### Feedback

Walk around and review teachers’ welcome posts and answer any questions about writing the welcome post.

Objective 2.3: Using the heading tool in the formatting toolbar, the teacher will be able to successfully insert a heading and normal font into a post.

#### Content presentation

Content	<p>Say: First, practice changing the format of your opening sentence to a heading while leaving the remaining text as is. Try changing your sentence to a heading. What do you notice happened to your text? What happens when you change it to a subheading? A minor heading?</p> <p>Do: Model this using your Welcome post in Blogger.</p> <p>Say: Use headings and subheadings to distinguish between content and different pieces within your blog post. This will help the reader skim through the content of your post.</p>
Student participation	
Practice items and activities	Teachers should practice changing a portion of their post to include a heading and normal text. They can also experiment with changing text to a subheading and a minor heading.
Feedback	As teachers are practicing, walk around and assist teachers/answer any questions as they add the various heading types into their post.
Objective 2.4: Given the formatting toolbar within the post, the teacher will be able to successfully change the font type, color and size.	
Content presentation	
Content	<p>Say: Now, practice changing the color of your font. Which icon do you think represents change in font color? Font size? Font type?</p> <p>Using the formatting toolbar, hover over the icon with the “A” underlined in black; it will say “text color” when you hover over it. Practice changing your font to different color before deciding on a final text color.</p> <p>Practice changing the size of your font. Using the formatting toolbar, hover over the icon with the letter “T”; it will say “font size” when you hover over it. Select from a range of sizes between smallest and largest. Practice changing your text to various sizes before deciding on a final size</p>

	Practice changing the font type. Using the formatting toolbar, hover over the icon with the “F”; it will say “font” when you hover over it. Select from the range of different fonts for practice before deciding on a font to change your text to.
Student participation	
Practice items and activities	Now it is your turn to practice changing your font type, color, and size. You can use my examples, and then experiment on your own.
Feedback	As teachers are practicing, walk around and assist teachers/answer any questions as they change font color, type and size in their post.
Objective 3: Using the correct insert media buttons, teachers will be able to successfully insert an image, video and weblink into their post.	
Objective 3.1: Using the correct insert media buttons, teachers will be able to successfully upload an image file to insert into a post. Objective 3.2: Using the correct insert media button, teachers will be able to successfully insert an image into a post.	
Content presentation	
Content	<p>Say: During this section of the unit, you will be inserting media into a post. You will learn how to insert images, videos and weblinks into your post. You can follow along in the Blogger Reference Guide as we move through the steps. Please begin on the section titled “Inserting Pictures Into a Post”.</p> <p>Do: Have the objectives displayed on the projector for the teachers to read as you say the objectives.</p> <p>Do: Project the Blogger Job Aid on the screen (Inserting Pictures Into a Post section), and have a second tab loaded with the new blog post example on Blogger.</p>

**Inserting a picture into a post:**

Say: First, have your cursor on the place you want to insert the image. You can move the image later, on. we will begin by inserting a picture from a file on your computer into a post. Click the insert picture icon to see the various options for inserting pictures. Today we will be practicing inserting pictures from a file, but you also have other options. You may insert a picture file that is already uploaded elsewhere in the blog, from a Picasa album (if you have an account), from your phone photo album (requires syncing), from the webcam (if your computer has one), and from a URL. If you are inserting an image from a URL, be sure follow copyright guidelines for your school.

Say: Once you have selected the picture icon, the default format for inserting a picture is to upload a file from your computer. Click the choose file button, select the image you want to upload, and click “add selected”. This will insert your image into the post. You can reposition the image in your post to align with the text.

Do: While you are saying the above, model how to choose and add a file from your computer.

**\*Instructor’s note:** You should have an image file on your computer you can use for this portion.

Say: By clicking on the image, you now have several options to modify your image. Explore what will happen when you change the size of your image and change the alignment of your image. [pause and let teachers explore these options for a few minutes] You should also add a caption to your image so your audience knows what it is they are seeing. You can be clever with your captions, but it is best to keep them short and simple.

Do: Click on the image you inserted to show students the various options for modifying the image. Then show teachers how to add the caption to the image.

Student participation



Practice items and activities	You should practice inserting their own image into their welcome post. They will locate a file to upload on their computer and insert it into their post.
Feedback	As teachers are practicing, walk around and assist teachers/answer any questions as they upload and insert pictures into their post.
Objective 3.2.1: By clicking on an image, teachers will be able to successfully align the image to the left, center, and right.	
Content presentation	
Content	<p>Say: Images can be aligned so they are to the left of the text, in the center of the text, or to the right of the text. Depending on the rest of the content of the post, you may want to change the placement of your images within the post.</p> <p>Do: Using a sample image, model how to align the inserted image to the left, right and center of the text.</p>
Student participation	
Practice items and activities	You should practice aligning your own image in your welcome post. You should practice aligning the image to the left, center and right. Choose one of the three alignments for your image.
Feedback	As teachers are practicing, walk around and assist teachers/answer any questions as they align images in their post.
Objective 3.2.2: By clicking on an image, teachers will be able to successfully resize an image to small, medium, and large.	
Content presentation	
Content	Say: Images can be resized to small, medium, large and extra large based on the needs of your post. By clicking on the image, it can be resized to each of those options.

	Do: Model how to resize the inserted image from small to medium to large to extra large.
Student participation	
Practice items and activities	You should practice resizing your own image in your welcome post. Practice resizing your image to small, medium and large. Then, choose one of the four sizes for your image.
Feedback	As teachers are practicing, walk around and assist teachers/answer any questions as they resize images in their post.
Objective 3.2.3: By clicking on an image, teachers will be able to successfully add a short caption to the image.	
Content presentation	
Content	<p>Say: Adding a caption to the image lets the blog reader know more about the image they are looking at. Choose a caption that is relevant to your image, not too long, and captures the essence of the image. By clicking on the image, the option to “add caption” will appear. By selecting this, add the caption to the image.</p> <p>Do: By using the example image you have uploaded, model how to add an appropriate caption to the inserted image.</p>
Student participation	
Practice items and activities	You should now add a caption to your image in your welcome post. Remember, the caption should reflect the content of the picture.
Feedback	As teachers are practicing, walk around and assist teachers/answer any questions as they add captions to the images in their post.
Objective 3.3: Using the correct insert media button, teachers will be able to successfully search for video from YouTube to place in a post.	

Objective 3.4: Using the selected YouTube video, teachers will be able to successfully insert the YouTube video into a post.	
Content presentation	
Content	<p>Say: Next, please click the insert video icon to see the various options for inserting videos into a post. In addition to inserting a video from YouTube/URL, you can also insert videos saved as a file on your computer or from your phone (requires syncing). During the practice time at the end of this section, you can use the Blogger Reference Guide to practice inserting videos from a file.</p> <p><b>Instructor's note:</b> If teachers do not have a specific video in mind to insert into their post, they may simply search for a video on YouTube to practice this step.</p> <p>Say: After you have clicked on the insert video icon, click the "From YouTube" button to pull up the YouTube video search bar. At this point, if you have a specific video from YouTube in mind, you can insert the URL here to pull it up. Otherwise, you can search for a video on a topic of your choice. Once you have found the video you want to insert, click on the video and click on the blue "select" button. This will insert your video into the post. Once the video is inserted, you may reposition your video within your post. Note that the video will not play until you publish the post.</p> <p>Do: Model these steps as you describe them to the teachers. Teachers will then practice inserting a video into their post. Meanwhile, you can walk around to give feedback and answer any questions.</p>
Student participation	
Practice items and activities	Search for a video on YouTube you wish to embed in your welcome post. Once you have found the video you would like to use, you should select it to add to your post.
Feedback	As teachers are practicing, walk around and assist teachers/answer any

	questions as they search for videos and insert them into their posts.
<p>Objective 3.5: Using the link button, teachers will be able to successfully insert a working weblink into text.</p> <p>Objective 3.6: Using the link button, teachers will be able to successfully customize a weblink within a post.</p>	
Content presentation	
Content	<p>Say: In order to insert a weblink into a post, click on the icon that says “link” next to the picture icon. Before clicking this button, it is helpful to have your cursor set to the place where you would like to insert your weblink. This will save you from copying and pasting later.</p> <p>After clicking on the link button, you will type (or copy and paste from your web browser) the web address into the box that says “web address”. In the box that says “text to display”, type the text you want your readers to see in the post to indicate they should follow a link. This could be the title of the link you are asking them to navigate to, or a word or phrase within the body of your post.</p> <p>Do: Model having a web browser open to <a href="http://www.google.com">www.google.com</a>. Show teachers how to copy and paste this web address into the web address box. Type the word “Google” into the text box.</p> <p>Next, you will want to test the link to be sure it takes the readers to the correct website. Finally, you can check the box marked “Open this link in a new window” to allow the webpage to open in a new window. If this is not selected, readers will be taken straight to the webpage in the current window they are in, and they will need to navigate to the blog by using the browser back button. If you are having the readers explore multiple pages within a link, it is advisable to check this box so the users can quickly return to the blog post rather than hitting the browser back button several times.</p>
Student participation	

Practice items and activities	Now that I have shown you how to insert a weblink from a URL, practice inserting your own weblink into your post. Add the text to display, the web address, and decide if you want the link to open in a new window or not. Test the link to be sure it is functioning before you click the “OK” button.
Feedback	After modeling the steps to insert and modify a weblink, walk around to answer any questions and guide students in inserting a weblink. Give verbal feedback to the teachers on adding their weblink and modifying it.
Objective 4: After writing a new post, teachers will be able to add at least 5 labels and tags to their post using keywords in their post. The labels will be relevant to the content in their post.	
Content presentation	
Content	<p>Say: During this section of the unit, you will be adding relevant labels to a post.</p> <p>Do: Have the objectives displayed on the projector for the teachers to read as you say the objectives.</p> <p>Do: Project the new blog post example on Blogger on the screen. At this point, the post should have the text, image, video and weblink you have inserted as your model. It would be helpful to have a second tab loaded with the Blogger Job Aid in case you need to refer your teachers to it.</p> <p>Say: What are some words you can use to describe the post you have written? Take a moment to discuss this question with your teams.[give teachers time to discuss with their teams] Can a few people share their answers?</p> <p>Do: Call on a few teachers to share the words/phrases they chose to describe their posts.</p> <p>Say: Your post should include labels that will help your readers identify the content of your post or search for posts on specific content. They also</p>

	<p>help you (the author) keep track of post content. The labels should be relevant to the content of the post, and should be separated by commas. Words, names, acronyms, and short phrases can all be used as labels. Decide on 5 or more relevant words/phrases that would describe your post. [pause to let teachers decide on their words.]</p>
Student participation	
Practice items and activities	<p>Discuss appropriate labels for your post with your teams. Create a list of 5 or more relevant words/phrases to include as labels.</p> <p>After you have created your list, insert the labels into the appropriate box on your screen, making sure the labels are each separated with a comma.</p>
Feedback	<p>Give verbal feedback to the teachers on the labels they share in the group setting. Then, give teachers feedback on inserting the labels into the post.</p>
Practice items and activities for Section II	<p>*Self-Assessment: Now that we have completed Section II of the instructional unit, rate yourselves in Section II of the Blogger Student Checklist.</p>

<div data-bbox="750 1167 841 1257" data-label="Image"> </div> <p>Section III</p>	
Performance objectives for steps 5-8	
Student grouping and media selection	<p>small group cluster; Blogger Reference Guide (live Google Document), sample new blog (for instructor to model), computer with internet connection, projector, Blogger Student Checklist</p>
<p>Objective 6: Using the edit post button found by hovering over the post title, teachers will be able to successfully return to a draft post in order to edit it.</p>	
Content presentation	

Content	<p>Say: During this section of the unit, you will be editing, saving and publishing a post.</p> <p>Do: Have the objectives displayed on the projector for the teachers to read as you say the objectives.</p> <p>Do: Project the “Welcome” blog post example on Blogger on the screen. At this point, the post should have the text, image, video, weblink, and labels you have inserted as your model. It would be helpful to have a second tab loaded with the Blogger Job Aid in case you need to refer your teachers to it.</p> <p>Say: At this point, you have completed all the requirements of the “welcome” post for this instructional unit. While it is possible to have all these components in each post, you may not always have pictures, videos, and weblinks in each post. You will, however, want to have text and labels for each new post you create.</p> <p>Say: Under the posts main page, you can hover over the title of your post to see various options (edit, preview, and delete). One of the options is to edit your post. By clicking “edit”, you will be returned to your draft post to further edit before publishing. If you are not ready to publish your post yet, you would click here.</p>
Student participation	
Practice items and activities	Practice returning to your draft welcome post by clicking the edit button.
Feedback	Give verbal feedback as teachers return to their draft post by clicking the edit button from the homepage of posts.
Objective 6.1: By clicking on the “preview” button, teachers will be able to preview the content of their blog post.	
Content presentation	

Content	<p>Say: The preview button can be used at any time throughout the drafting process to see what the post will look like to the readers. This button will not publish the post, but rather give a live view of the post to see if there is anything that needs to be changed or modified. Try clicking the preview button to see what your live blog looks like at this point.</p> <p>Do: Model clicking on the preview button to reveal the “reader’s version” of the draft post.</p>
Student participation	
Practice items and activities	<p>Practice clicking on the preview button to preview the draft of your post. Make any necessary changes after previewing the post.</p>
Feedback	<p>Give verbal feedback to the teachers as they click the preview button. Additionally, give stylistic recommendations based on the “look” of the previewed post (i.e. any pictures that didn’t align or display correctly)</p>
Objective 7: Using the “save” button, teachers will be able to successfully save a draft of their post	
Content presentation	
Content	<p>Say: Draft posts can be saved if they are a work in progress and you would like to return later to publish the post. By clicking the save button, the draft will be saved with other posts in the posts page. You can then find the draft in your list of posts.</p> <p>Note that when you click “save”, it seems as though nothing happens. The button will show “saving...” when you click it. Also, if you try and leave the page with unsaved changes, a prompt box will appear informing you that you have unsaved changes.</p> <p>Do: Model how to click the save button and show teachers how to navigate to the posts page to view their posts/draft posts.</p>
Student participation	
Practice items and	Practice saving your draft welcome post and navigating to the posts page



activities	to locate your saved draft welcome post.
Feedback	Give verbal feedback to the teachers as they click the save button and navigate to the posts page to view their saved draft welcome post.
Objective 8: Using the “publish” button, teachers will be able to successfully publish their post.	
Content presentation	
Content	<p>Say: When the post has been edited and previewed, and you are satisfied with its contents, it is time to publish the post. You can publish a draft post by clicking the publish button located next to the save and preview buttons.</p> <p>Do: Model how to find and click the publish button, and show teachers how to see their published post in their blog.</p>
Student participation	
Practice items and activities	Publish your welcome post and navigate to the posts page to locate your published welcome post.
Feedback	Give verbal feedback to the teachers as they publish their welcome post and navigate to the posts page to locate their published welcome post.
Practice items and activities for Section III	*Self-Assessment: Now that we have completed Section III of the instructional unit, rate yourselves in Section III of the Blogger Student Checklist.



## Section IV

### Performance objectives for steps 9-10

Student grouping and media selection	small group cluster; Blogger Reference Guide (live Google Document), sample new blog (for instructor to model), computer with internet connection, projector, Blogger Student Checklist
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Objective 9: Using the pre-determined templates provided by Blogger, teachers will be able to customize their blog design by changing the template, background color theme, and layout of the page.

Objective 9.1: By clicking on the template settings button on the left sidebar, teachers will be able to successfully select a pre-made template design for their blog.

### Content presentation

Content	<p>Say: In this segment of the unit, you will get a chance to be creative with the design of your blog. From simple to advanced, there are several customizable settings for you to choose from. I will show you some of the ways you can customize, however feel free to explore other options when you are comfortable.</p> <p>Note that while it is possible to customize the blog before completing the previous sections, it is recommended to wait until at least one post is published in order to see the full design of the blog with posts.</p> <p>To begin, select the template option from the sidebar of the main blog page. Take a look at the different options you have for the look of your blog.</p> <p>Do: Allow teachers time to explore the different options for blog templates.</p> <p>Say: Once you have decided on a template you wish to use, select “apply to blog”. This will apply it to your blog and allow to further customize</p>
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	<p>specific settings.</p> <p>Do: Show teachers how to either apply to the blog or return to the menu to view other templates.</p>
Student participation	
Practice items and activities	Look through the various blog templates and choose one to apply to your own blog.
Feedback	<p>Walk around and support teachers as they look through and decide on a blog template.</p> <p>Advise teachers to stay with a simple template in order to ease the customization process in later objectives.</p>
Objective 9.2: By clicking on the customize template settings button, teachers will be able to successfully customize a template design for their blog.	
Objective 9.2.1: After choosing a pre-made template design, teachers will be able to successfully change the background image and color theme.	
Content presentation	
Content	<p>Say: There are several customizable options once the template has been selected.</p> <p>First, we will learn how to change the background image and color theme of the blog. By clicking on “customize” button, go to the customize page of your blog.</p> <p>You have the option to change the background to another pre-made background, or upload your own image. With the background image selection, you can also change the color theme of the blog.</p> <p>To select a different pre-made background, click on the current image of the background, and you will see the variety of options you have. Take a few minutes to explore these options and find one you like. If you do not find one you like, you can either keep the default image, or you may</p>

	<p>upload one of your own. By clicking “upload image”, you can select a file from your computer to use as a background image. Once you have selected your background, click “apply to blog”.</p> <p>Do: Model for the teachers how to view the different background image options. Point out the upload image option- this option can be explored during the practice time for the teachers.</p>
Student participation	
Practice items and activities	You will now have the chance to view the various background image options. You can choose from one of the pre-made background images, or you may explore further and upload one of your own images. You will also practice changing the color theme of your blog.
Feedback	Walk around and support teachers as they look through and decide on background images and color themes.
Objective 9.2.2: After choosing a pre-made template design, teachers will be able to successfully change the body and footer layouts.	
Content presentation	
Content	<p>Say: The layout of the blog template can be further customized by adjusting the body and footer layout for the overall blog. By clicking layout from the main blog sidebar, you can see the various options for the blog layout. You may leave the settings in the default form, but it is good to practice changing these settings so you can do so at a later point if you wish.</p> <p>Do: Once in the layout section, show teachers how to edit the position of each item by clicking “edit” of the item they wish to change.</p>
Student participation	
Practice items and activities	Practice modifying the layout of the various portions of your blog.

Feedback	Walk around and support teachers as they modify their layouts.
Objective 10: Using the settings tab on Blogger, teachers will be able to successfully customize the basic settings of their blog.	
<p>Objective 10.1: Using the posts and comments section of the settings tab on Blogger, teachers will be able to successfully change the default commenting settings.</p> <p>Objective 10.1.1: Using the posts and comments section of the settings tab on Blogger, teachers will be able to successfully change the default commenting settings to allow anyone to comment.</p>	
Content presentation	
Content	<p>Say: Allowing others to comment on posts in addition to commenting on other blog posts are important parts of being a good blogger. The commenting settings can be changed based on personal or school preferences, and it is important to be aware of how these changes will affect the reader and author blog experience.</p> <p>Do: Under the posts and comments tab under settings, go through the various options under who can comment and how to moderate the comments.</p> <p>Say: Allowing anyone to comment opens up the blog to anyone with the blog link, while the other options limit who can comment on the blog. In order to have a wide audience commenting, select “anyone” can comment.</p> <p>Do: Model changing the settings to allow anyone to comment.</p>
Student participation	
Practice items and activities	Change your settings to allow anyone to comment.
Feedback	Walk around and support teachers as they change the settings to allow anyone to comment.

Objective 10.1.2: Using the posts and comments section of the settings tab on Blogger, teachers will be able to successfully change the default commenting settings to require comments to be moderated.

#### Content presentation

Content	<p>Say: Allowing authors to moderate the comments gives the author control over what comments are posted on the blog. The author can choose to accept or reject comments. This can be a good skill to teach student commenters to check their work before submitting a comment. Click on “always” under the settings for comment moderation.</p> <p>Do: Model how to change the setting for comment moderation to “always”. Inform teacher that this can always be changed later on.</p>
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#### Student participation

Practice items and activities	You will change the comment moderation to “always”.
Feedback	Walk around and support teachers as they change the comment moderation to “always”.

Objective 10.2: Using the basic section of the settings tab on Blogger, teachers will be able to successfully edit their blog title and blog description.

Objective 10.2.1: Using the basic section of the settings tab on Blogger, teachers will be able to successfully add a custom blog address.

#### Content presentation

Content	<p>Say: A custom blog address helps others search for the blog online. Keeping the blog address short and meaningful is helpful for others to find the blog.</p> <p>Choose a blog web address for your blog that is reflective of the title/content of your blog. When you have chosen this, type it into the blog web address bar on the settings section of your blog page.</p>
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	Do: Model how to enter and edit the blog web address in the blog address bar. Type: stemtasticschmutt.blogspot.com
Student participation	
Practice items and activities	Change your blog address to reflect the title of your blog.
Feedback	Walk around and support teachers as they change their blog address, reminding them to keep the address simple and relevant to the blog title.
Objective 10.2.2: Using the basic section of the settings tab on Blogger, teachers will be able to successfully add a custom blog description.	
Content presentation	
Content	<p>Say: A blog description helps readers know the content they can expect in the blog. A paragraph describing the blog will suffice for the description. Take a few minutes to type a paragraph describing your blog. <a href="#">The blog</a> description will always be on display underneath your title of the blog.</p> <p>Do: Show examples from model blogs of blog descriptions. One to three sentences will suffice for this. Model how to enter and edit the description by typing the following paragraph: This is the story of one teacher, 26 students, one leopard gecko, and our class mascot, Machi the Mola Mola. We are learners, information seekers, and STEM extraordinaires excited to expand our knowledge of the world. Come join us on our adventures!</p>
Student participation	
Practice items and activities	Change your blog description to reflect the content of your blog.
Feedback	Walk around and support teachers as they change their blog description, reminding them to keep the description to about a paragraph and reflective

	of the content that will be in the blog.
	*Self-Assessment: Now that we have completed Section IV of the instructional unit, rate yourselves in Section IV of the Blogger Student Checklist.

Follow-Through Activities	
Memory Aid	The Blogger Reference Guide is a Google Document that the teachers will receive during the instructional unit. This will serve as a reference document after they leave the instructional unit.
Transfer	Teachers will have the skills necessary to complete new blog posts and design their blog after ending this unit of instruction. Once they have practiced maintaining their own blog, they will be able to instruct students to begin their own blog.
Student Groupings and Media Selection	Teachers can contact the instructor, who is a fellow teacher, at any point if they are having difficulties maintaining their blog. Additionally, teachers are grouped with mentor teams, who they work with on a regular basis. These teams can also be resources for help. The Blogger Reference Guide is a link that will be available for teachers after the training. Finally, teachers will have their laptops and Google accounts in order to access their blogs.



## **References**

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