Can the Use of a Blog and Twitter Help Students Dig Deeper Into Their Learning?

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Introduction

Technology in the 21ˢᵗ Century Classroom

I started out my research with the thought of "how can I use technology to differentiate?"

Over the course of the past two semesters I have become enthralled with all of the tools

I could use to get my kids to think more deeply and especially apply learned concepts.

My classes from prior semesters introduced me to so many new methods of teaching

with the aid of technology. I really began to sit and rethink the way I was teaching. It is

more than necessary for teachers to change the way they are teaching as a direct

reflection of the changing times and way of life around us. Thinking back to the last ten

to fifteen years, the world around us has continued to grow in population but in a sense

has become smaller. Technology is the key factor behind these changes. Technology

and the speed of internet on computers, phones, Ipads, and tablets has become an

everyday normal occurrence. This has made it easier to connect with others from

around the world with a click of a button. People really do have the world at their

fingertips.

My growing interest in technology drew me to want to focus on using technology for

both my low and high achieving students. However, I realized I just wasn't quite ready to

give up my small group remediation to use an online tool I did not have much

experience with. I also found many great ways to utilize technology for my learners that

needed to be pushed beyond the basics to application of the skills that are being taught.

There is an abundance of fabulous ideas and strategies for using technology in the classroom and I wanted to try them all. Technology is a great tool to use in the classroom. This is due in part to the fact that many kids are immediately engaged because from the excitement of using something new. However, these experiences must have a purpose related to student growth. "The principles- such as authenticity, inquiry, collaboration, and technology- engage learners so that they will think deeply about the content and construct an understanding that entails integration and application of the key ideas of the discipline" (Blumenfeld et al., 2008, p. 475). As I began researching and trying new things in my room I realized the constraints of the everyday work that happens in the classroom were getting in the way of my lofty goals. Because of this, I began to narrow the focus of my research. Especially at the beginning of the year "students must become accustomed to new rules and new classroom norms. Students need time to adjust to the new relationship with their teacher, who becomes a facilitator rather than the primary source of information" (Blumenfeld et. al, 2008, p. 478) at the beginning of the year. This will promote more individual exploration and learning.

The New Common Core and 21st Century Learning

The new Common Core has really made me interested in finding new, authentic ways for my students to apply the skills they are learning while integrating the twenty-first century skills. This has been a difficult transition for both me and my students. The expectations about the depth of understanding my students should have on any concept has drastically increased. While I think it is important for my students to have authentic, meaningful learning experiences that have them apply their understanding just as the

Common Core calls for, I was interested in seeing if this could be done through using a class blog and reflection Tweets on a class Twitter account. Blogs "bridge the gap between out-of-school literacies and in-school literacies", while also "actively engaging students in their own learning" (Hungerford-Kresser, 2011, p. 328; Zawilinski, 2009, p.650). After reading several articles and journals on the use of blogs and Twitter in the classroom; it was my hope that these tools would help my students better articulate their thoughts and express their ideas clearly both orally and written. Being able to express and explain their thought process and giving clear support when answering a question demands students to think critically and on occasion even synthesize information. McKeown's (1999) article *Getting the Discussion Started* really prompted me to think about my own teaching and reflect upon who is doing the talking in my own classroom. I wanted to find new ways for my students to share their thinking and their thoughts. I wanted to find new ways for my students to share their thinking. Due to my past experiences with a blog I knew most if not all would easily adapt to using a blog after some modeling. I did however decide to use a different blog as I did not like the features of the kid blog that I have used in previous years. I wanted a blog where I would not have to approve of student posts and my students' posts could be read immediately and they could reply to one another in order to build an online community and a start a conversation. After doing some research on different blog sites, I decided to use the blog feature on my classroom website via weebly.com. The blog has all of my desired features (easy to see older posts, instant posts, user friendly, etc.) however, it can be seen by anyone who accesses my site. Because of this, I made sure to remind my kids that they should only put their first names when they reply. My next step was setting up

a Twitter account for my class; this was used to have my students post class Tweets on what we have been learning. By articulating what they have learned that day or in a lesson they are able to internalize it better. I also created a short survey about my students and their perceptions of technology as well as their comfort/ability with using technology (see Appendix 1)

So many times, I find that technology is thrown in and it does not promote or encompass any of the 21st century thinking skills that are supposed to be in our daily curriculum. These skills are needed to "survive" in this digital age. It has been proven that "those who are not given access or supported in learning these academic discourses are likely to have a harder and harder time advancing in their education and maintaining a secure foothold in the rapidly changing new work order of the twenty-first century" (Gebhard,2011, p. 5). Because of this "Schools need to prepare students for these new literacies by integrating them into the curriculum" (Zawilinski, 2009, p. 652). These skills are becoming more and more imperative for children to be learning, even at a young age. The framework for 21st century learning provides an "innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century". Skills involving browsing the internet and communicating via different technologies are skills that were not needed ten years ago in school, yet today are stressed more and more due to the changing world around us. Teaching no longer involves presenting new material and having students practice skills on a worksheet. They must be given opportunities to think critically and complete more project based assignments that apply what we have taught.

Over the first few weeks my research question became more focused to "How can using my class blog and Twitter help my students learn 21st century thinking skills and to think more critically by reflecting on what they have learned?"

Methodology

Data Collection

I began my research by looking at a survey my kids took on their attitudes towards using technology. Just as the readings from Mohr and MacLean suggested, after the survey I read through responses and sorted the various responses (positive, negative, or indifferent) for each question and began looking for patterns. In this initial survey I noticed tendencies for many of my boys to have a more positive outlook on technology versus my girls who said they did not enjoy it as much. Overall, each of my students preferred learning from a teacher over learning from a computer. However, needing more information pertaining particularly to my students' outlook on the blog I provided my students with a more structured survey. I sorted through all of the answers again and found further evidence of how to improve the blog and help my student grow in their learning. While my higher level boys enjoyed the blog more, my "on level" students and even above level girls were still somewhat unsure about the blog and needed more time to get adjusted to using the blog. They also wanted more time to write their responses.

My students began using a blog via my classroom Weebly website to respond to questions about the books we were reading. They were given time to respond on the blog during our literacy block as well as in the morning during arrival. They were

answering questions based on the skills we had been learning about (i.e. connections and character traits). Throughout my research, I looked at and responded to blog posts every afternoon after school. I made sure to compliment my students as well as ask them questions to help them elaborate on their responses. It did not take long for me to get in this simple routine and it was something easy I could do as the kids were being dismissed. I think it is important that I kept up with this aspect of reading posts and responding to posts for my students to see. By dedicating time every afternoon and providing my students with more frequent feedback I was able to engage and motivate them more. If I had waited until the end of the week I would have had an abundance of posts to read and respond to and my students would be less intrigued to visit a past blog to see comments as a new question is posted weekly. The next morning students were notified their blog post had received a comment for them to check out.

At the same time, students were reflecting on concepts they had learned about in the core subjects. They were writing their ideas in sentences in a class notebook called the "Tweet book". One student's Tweet would be picked to put on our class Twitter account. This would allow for students to practice using vocabulary terms we were learning as well as learn how to better articulate and express their thoughts. Our online Twitter account was updated one to two times a day (morning and afternoon).

Data Collection

Further, I used a simple rubric (see Appendix 2) for my students' blog posts to help me gauge my students' improvements. The elements of the rubric were based upon what I

had on the blog checklist for my kids (see Appendix 3). The checklist provided my students with a list of features that I was looking for such as complete sentences and "because" statements to explain their answers. It was a reminder to my students to support their answers using evidence from texts. As I read the posts, I graded their post according to the elements they included and kept track of it on a grade sheet. After several weeks a lot of my students were really reaching that next level of response, the most crucial factor being the "because" statement. When they saw the level or quality of response that their peers were posting they began to improve upon their own posts.

My students' Tweet posts and their quality were more difficult for me to keep track of. Due to time constraints, in the beginning many of my struggling learners were unable to post either on the Twitter page or in our "Tweet book". Towards the latter part of my research I began a "Tweet Door" in my classroom (see Appendix 4). I put laminated cards for each of my students on our classroom door. At some point during the day or at the end of the day each child posted a Tweet on the Tweet door reflecting something we had done that day. This was a more visible way to keep track of Tweets and the kids really enjoyed reading each other's posts. To keep track of who was posting Tweets and their quality I keep a grade sheet and each day would put a "+" or a" –"sign next to students' names who posted on the "Tweet door". The "+" meant that their Tweet was of good quality and reflection and included key vocabulary terms of what we were learning (i.e. main idea/details, retelling, etc.). A "–" meant that they did not include key vocabulary in their posts. Further, if the child's Tweet was posted on our Twitter

account, I would highlight the + sign. This was a simple, yet for me beneficial way to keep track of my students' Tweets.

After the completion of my research I gave a post survey to reflect student changes on their views of technology and using a blog to help them learn.

Findings

Because I work in an affluent area of Wake County and my students are working at or above grade level, I am able to look for ways to get my students to think critically about what they are learning and find new ways to challenge them each day. This can be a challenge, as second graders are all still young and do still need guidance. We have a rather diverse population, I have 20 students of which 8 are Caucasian, 3 are Asian, 5 are Indian (Asian), 3 are African American, and 1 is Hispanic.

Student Survey Results

After looking at the results of the initial survey given, I noticed several patterns. First, not as many children liked using the computer as I thought (something I wanted and did see change as a result of my research). It also surprised me to see that they could articulate that they knew they learned better with someone teaching them. A lot of my students also liked playing games on the computer; they did not see it as a learning tool. While the survey did give me general information on my students views on using technology, it did not provide me with sufficient feedback on the use of the blog and Twitter. Therefore, I created a quick survey (see Appendix 5) and did an informal interview with

three of my students on their thoughts on the blog. I utilized Ruth Mei Fen Wong's

(2010) research on blogging to formulate questions for these tools. After giving the

survey that was more focused on the blog, I realized several things that I wanted to

work on as a teacher. Several of my students had not gotten a chance to use the blog,

but the few who did mentioned that it was too confusing. They also thought it was hard

to type. My higher level students who need to be challenged really liked the blog, stating

"they felt cool and adult" and "I can write a lot, there are no limits on words" and "I like to

type instead of write".

I chose five students in my class which represented different academic levels and

different stances on technology to monitor throughout this process. The following chart

summarizes their thoughts on both technology and the blog.

Surveys given 9/12

Questions	Student A	Student B	Student C	Student D	Student E
Do you like computers in the classroom? Why?	"because they have games"	"because they have lots of games"	"I do like using the computers"	"I like using the computer because I like playing games and you hand doesn't get tired"	"No, because I like the other math activities"
What do you like doing the most on the computes at school? Why?	"games"	"I like playing and it is very cool"	"I like doing cool games that Ms. Rausch made"	"I like playing the blog and I like using it at school because I barely get to use it at home"	"I don't"
Do you think you learn better when someone teachers you	"when someone teaches me"	"because the computer and the teacher are very smart"	"I think if someone teaches you it is better"	"teachers are smart"	"someone teaches me because you could tell them you don't

or when you are on the computer? Why?					understand"
Why do you like the blog?	NA	"I never used it"	"yes"	"I like it because you can type in stuff and you don't have limited letters"	"I don't because it's complicating an confusing"
Why do you not like the blog?	"because makes me smart"	"I never used it"	NA	NA	"because it's complicating and confusing"
How can I make the blog better?	"putting more pictures and things on it"	"by using it a lot"	"by doing harder questions"	"I could let the page be really long and you have to type one thing you like about the book you are blogging about"	"make it not so confusing"
How do you think the blog helps you?	"being smart"	"by answering the question"	"makes you think"	"It helps me to think"	"it helps me learn a little"

Post Surveys given 11/12

Questions	Student A	Student B	Student C	Student D	Student E
Do you like computers in the classroom? Why?	"You can practice math with games on it."	"Yes! I like using the computers because they give you fun games."	"I like going on the computer because it teaches me math and I get faster at things"	"I like using the computer at school because Ms. Rausch puts websites that I cannot find at my house."	"I like using the computers in the classroom because I like to type"
What do you like doing the most on the computes at school? Why?	"Playing math games during math centers."	"I like going on math games because they challenge you."	"I mostly like going on the blog because it is another way to talk to people"	"I like playing the math games because those math games are very fun"	"I like playing math games because I like math"
Do you think you learn better when someone teachers you	"Computers because I like computers but I need my teachers	"I like when the teacher teaches you but you can learn anything	"Computers help me do math really fast"	"I like learning from Ms. Rausch but getting more information on	"I think I learn better when someone teaches me because if I

or when you are on the computer? Why?	(teacher's) help."	you want on the computers"		the computer"	have a question I can ask them"
Why do you like the blog?	'because I like to get Ms. R's comment."	"because you get to answer questions"	"I like the blog because it is fun for me to answer questions"	"I like the blog because it gives you as much letters as you want to type."	"I like the blog because I get to see what everyone thinks"
Why do you not like the blog?	"because some words I don't know how to say"	"I like the blog"	"I like the blog"	"You can only put one punctuation mark at the end"	"I do like the blog."
How can I make the blog better?	"You can make the blog better by asking different questions on it"	"by making tricky questions"	"by making questions trickier for me"	"I would make the blog better by letting you type as much punctuation as you want"	"I like the blog the way it is"
How do you think the blog helps you?	"It makes you smart"	"by making us smart"	"The blog helps me by helping me answer questions better."	"It helps you reply to people"	"I think it helps me because I practice typing"

After giving my students the post survey to reflect their changing views on technology in the classroom I noticed several patterns. While students seemed to overall enjoy and understand the value of using technology more they still preferred being taught by someone more. Students, especially at such a young age need that personal bond and attention that a teacher can give but not a computer. No matter how authentic of an experience children are given on the computer it cannot replace the bond that is formed between teacher and student. Further, students still need guidance and support when using technology for meaningful experiences. A teacher is still needed to help facilitate.

Changes and Patterns in Students' Blog Responses

After several weeks of blogging, my kids really took off with the blog. I began with an easier introductory question of "what is your favorite "just right" book and why" and got progressively harder, applying that weeks' reading skill in the blog question. Their posts were elaborate and really go in to detail. Some of them replied to their classmate's posts and asked really great questions ("turning over the questioning process to students helps them to question the author better during reading and increased comprehension" (Zawilinski, 2009, p. 659). However, some of my kids' posts were more social related and not on topic. After noting this pattern, I made a checklist/rubric for my kids to refer back to that is posted at my computers to remind them to write in complete sentences and answer the question I have posted with a "because" statement to support their answers. I also continued to model adding details to their posts with "because" statements. These are skills we are working on in writing, so this integrated well with the blog. The blog checklist really helped my on level students move to that next level, which my above level students were already at. Their posts dramatically improved and I could tell were thoughtful.

Below are the responses of the five students I monitored carefully throughout the research process. The tables show the difference and improvement in all of my students' responses regardless of academic level.

9/18/12: If you were Mrs. Brown and you received our letters what would you do about the misbehaving animals?

| Student A | "I would tech them respet to her." |
| Student B | "If I were Ms.Brown I would tell them not to go in the house again |

	or they will get hurt and upset .P.S.they have to be realy sorry for that."
Student C	"I would pult them in a stable for amonth."
Student D	"I would have the animals go out in field and prepar their own food and have the animals fix up Mrs.Brown's house and buy food for Mrs.Brown for one day."
Student E	"I would tech them a leson."

11/06/12: Think about Keith and Ralph from Mouse and the Motorcycle. Please choose one of them and think about their character traits. How would you describe them as a character? Please choose three words to describe Keith or Ralph and explain WHY they are those character traits.

Student A	"I think ralph was very brave to go to the ground floor and I think kef is not going trust ralph rideing the motercisill a nuther time" "i think kef was very nice to give the motercicell to rlaph"
Student B	"I think Ralph is brave,clever and helpful.I think he is brave because he climbed the vine without getting frightened,well he got a little scared.I think he is clever because he used his brain by thinking he is going to do something.Lastly I think he is helpful because he brought the aspirin tablet to Keith."
Student C	"I think Ralph is brave because he was rideing the motersicel around the hotel. I olso think that Ralph is ceafl because he was riding around and never crashed.The last thing is that Ralph was cealess while he was rideing."
Student D	"I choose Ralph because there are many words you can describe him with.I would say he is brave,odd,and fearless.I think he is brave because he went all the way down stairs by himself.I think he is odd because he can ride a motercycle.I think he is fearless because he climbed a vine even tho there was an Owl above him."
Student E	"The charater I wat to talk about is Ralth.I Think Ralth is brave.I think he is brave because when Ralth had to get an assprin Keith it was posin to mice.But Ralth was brave enough to get the assprin from the 2nd floor. even thouh it was posion to mice."

As we moved to nonfiction texts we had been discussing main idea and details by

reading several books about camping and park rangers. I had them in turn watch a

short video on Yellowstone. They had to summarize what they had learned as well as

synthesize what they had learned in prior texts about what they would do as park

rangers in Yellowstone. A lot of them had many great ideas that reflected what they had learned about Yellowstone from the video clip (see Appendix 6). Yet another pattern I did notice in the short time span of my research was the quality of response I received from my students for fiction questions versus nonfiction based questions. It was obvious that my students struggled more with nonfiction-based questions. This is parallel to what I have experienced over the years in the classroom, my students overall have had a harder time comprehending and working with nonfiction texts compared to fiction texts (see Appendix 7). Proving that the lack of quality in nonfiction related posts is related to "if the task is too difficult or time consuming, students may not remain invested with the necessary effort to accomplish the learning goal"s (Blumenfeld et al., 2008, p. 481). This showed me that I needed to pick easier tasks for now when using nonfiction posts.

Additionally, I noticed that while a lot of students felt more comfortable with using the blog as time passed their motivation was more situational. New and exciting activities engaged them more. If activities became redundant, students were not as engaged; an idea prevalent in Blumenfeld's (2008) research as well.

Building a 21st Century Collaborative Learning Community

My desire to continue to build upon this "collaborative learning community that builds deeper and broader understanding across the curriculum" (Zawilinski, 2009, p. 656). I needed a convenient way for my kids to see if someone has replied to their post in order to allow for more conversation on the blog. This online conversation allows for students to become more aware of their audience and the purpose of writing, as they become

"more academically, socially, and politically invested" (Gebhard, 2011, p. 24). It has been argued that "through reading other people's blogs and writing their own, students' learning can be greatly improved" (Hungerford-Kresser, 2011, p. 328). Students synthesize ideas they are reading as well as see varying perspectives. This has been researched to improve sentence fluency, organization of ideas, and sentence complexity and overall "greater control over uses of print functions" (Gebhard, 2011. p. 24). That being said, since my kids use the blog as a computer center and are on it for a limited amount of time I created an envelope notification system for my kids. This system allows my students to more quickly find out when someone has replied to their blog post. In the morning I put an envelope that says "you have a new blog comment" at their seat for them to look at and reply too (see Appendix 8). If they receive this envelope they will go directly to the blog in the morning. This has worked out well and the kids are motivated to see who is posting on their comment. This supports Blumefeld et al. (2008) finding that "feelings of belonging are satisfied by teachers and peers through expressions of respect, caring and interest for a student's well-being" (Blumenfeld et al., 2008, p. 477). Some of my kids want to have detailed posts just so they can receive an envelope. I kept track of who has received an envelope and due to center rotations most of my children have been able to get one. I found it interesting that many students found it more exciting when I replied to their post rather than their classmates. This has continued to make me stay more active on my blog than the past; I am a more active reader of their blog posts to continue to motivate them. I have also found that many of my kids who do reply to others simply say "great job". I continue to work on modeling with my students on how to reply back to their peers but many have

still not been able to do this and we have begun to use sentence starters that I have created for them.

Using Twitter to Get Students to Reflect on Their Learning

Using Twitter in my class has also begun to transform the way my students are approaching learning. They are beginning to think more critically and see the importance of their learning in each subject. Students are finding more value in literacy and are recognizing how it relates to their lives (Kurtz, 2009). It teaches "kids to write using authentic, meaningful topics, it is written for a real audience." Further "there is a clear purpose; it is accessible to {the entire range of students}" (Kurtz, 2009, p. 1). Its character limit feature (only allowing a specific amount of characters in each Tweet) "provides a real and powerful way, and need, to teach word choice, ideas, and punctuation" (Kurtz, 2009, p. 1). This is a major feature of writing that I am trying to teach my students this year, the power of words. When we began using Twitter I had to model this and we wrote all of our posts together. It was hard for them to articulate what we had actually learned that day. However, I slowly started a class "Tweet book", where my students could write their own Tweets and we choose one to post on our Twitter account. This has been a real motivator for my students as they know whoever has the "best Tweet" will get to come up to the board and post it. The rest of my class also gets excited because they get to help the author change the statement (shortening it if it is too long or adding more if it is too short). I am surprised by my students' improvement and engagement in discussing what we are learning. At first, they saw Twitter as more of a game, to see if we had any new followers or to see if someone replied back to our

comments. Now, they are really having engaging discussions independently about what to post. They are really improving on articulating what they are learning. That being said, even after much motivation my lower students were still struggling to post in the "Tweet book". It was still hard for them to articulate what we have learned. However, they have done much better with the "Tweet Door" as they can use others' examples to guide them. Almost immediately after replacing the Tweet book with the Tweet door I saw an increase in the number of students posting on the door. When I asked students about their thoughts on the "Tweet Door" they stated that even though their Tweet may not be picked to post online they knew others could see and read their Tweet.

Discussion

Through my research I have found several implications that reflect my students' learning.

With the use of the blog my higher students were challenged in the level of their response and were able to synthesize different sources of information while applying skills that we were learning in the classroom. On level learners soon began to catch up to my above level students in the quality of their responses. They quickly began including because statements and really began to provide thoughtful feedback. Within a week of introducing a blog checklist I saw dramatic improvements in all of my students' response quality. These clear, yet simple guidelines were the exact expectations that my students needed to challenge themselves to think critically. My struggling learners

still struggled with providing reflective feedback; however, I did see much growth in their typing and grammar skills.

Despite using an envelope system to let students see comments on their posts, I do not believe that I was able to fully create an online community. Due to time constraints students did not have enough time to respond to another classmate every week. In the future, possibly trying to use the same question for two weeks would be beneficial, the first week answering the question and the next week reading their peers work, asking questions and providing feedback. Further, I would like to have more parent involvement in the blog having them respond back to their child, asking them a question that they could respond to.

In reference to using Twitter in my classroom I have seen this affect benefit my students on grade level and above. However, the use of my "Tweet door" has also benefited my lower students. From the first day when we started posting Tweets as a class to the last day of my research my students' ability to articulate what they have learned using proper terminology has improved dramatically. They were unable to express their thoughts clearly and use the vocabulary that we were using in the classroom. However, now they are able to use key vocabulary in their own posts. This has improved their ability to recall these terms and remember previous lessons and vocabulary. There is less time spent pulling for them to recall new terms and using them in classroom discussions. It has been proved that "deep level engagement involves the use of elaboration and organization strategies as students try to connect new ideas to old:

(Blumenfeld et al., 2008, p. 475). My kids are now easily able to recall what they have learned and connect this to new material and concepts, this also allows for more time for application of skills.

Summary of Implications

- Using the computers has made my students become more independent learners and they are able to see how they can learn from using computers.
- My students have been able hear more of their peers' thoughts and ideas.
- Their level and thoroughness in their responses on both the classroom blog and on classroom discussions have drastically improved. They are able to explain their thoughts more in depth. This can be seen in the level of response in both pre and post surveys.
- Students really enjoy receiving responses to their posts and like to communicate via the blog.
- Students want to challenge themselves more on the blog and answer more difficult questions"
- With the use of Twitter, students are remembering more vocabulary from lessons.
- Students are able to articulate and express what they are learning better.
- Students can recall what we have been learning and the vocabulary we have been using.
- Students are beginning to understand the power of words and how to express themselves clearly when given a character/text limit.

- The Tweet door has helped students of any level express themselves and reflect on what they have been learning.

- Struggling students have begun to have confidence in themselves and no longer avoid the "challenging" and "difficult" tasks of blogging and Tweeting.

- Students still need teachers to help facilitate learning via 21st century learning tools such as Twitter and blogs.

Beyond the Research

Looking beyond the research I have completed, while I plan to continue using Twitter and a class blog, I would also like to focus on and try using other activities that allow for student reflection, such as creating a "word cloud on Wordle or use an easy tool like Wallwisher-an online bulletin board" (Foote, 2010, p. 30). For my higher students, who now have more comfort in using technology, I feel I need to find new and unique ways to keep them engaged and challenged. I think ongoing WebQuest projects will hold power in my room as well. I will start by completing a buddy project on a novel that they are reading for small groups. I find that many of my students need new projects or activities. Having the same activities can be redundant and boring and my students need to engage themselves in new and challenging experiences.

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Appendix 1
Technology Survey

Name _____

1. If you were asked to teach someone how to show the three ways you can write a number, how would you do it?

2. Do you like using computers in the classroom? Why?

3. What do you like doing the most on the computer at school? Why?

4. Do you think you learn better when someone teaches you or when you are the computer? Why?

Appendix 2
Blog Rubric

Blog Post Rubric

	Points Value	Points Earned
Post answers all parts of the blog question.	1	
Sentences are complete.	1	
Post has a "because" statement.	2	
Post shows understanding and synthesis of skills.	2	

Blog Checklist

✓ Is my post written in complete sentences?

✓ Is my post answering the question?

✓ Is my post appropriate and kind?

✓ Does my post have a "because" statement?
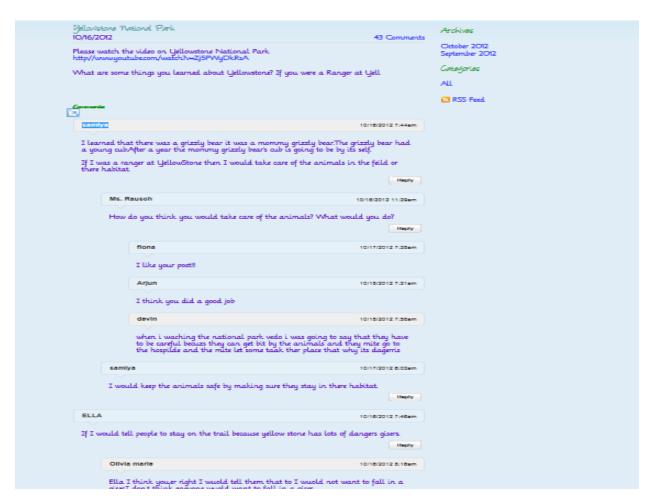
Appendix 4
Tweet Door

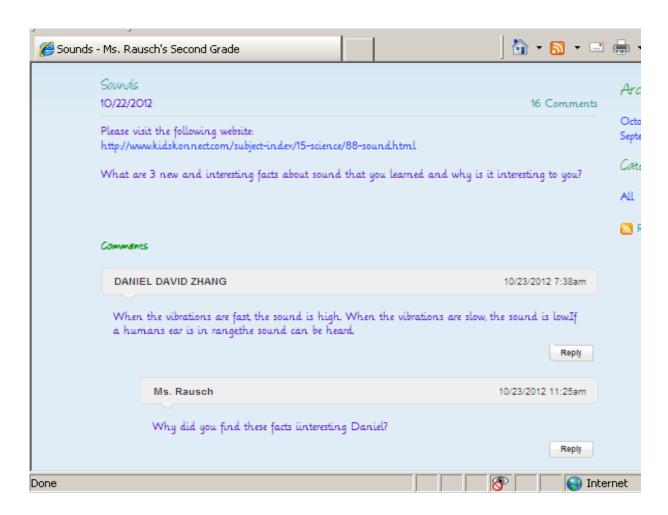Appendix 5
Survey Number Two (focusing on the blog)

Name _____

1.) Why do you like the blog?

2.) Why do you not like the blog?

3.) How can I make the blog better?

4.) How do you think the blog helps you?

5.)How do you think the blog helps you?

Appendix 6
Yellowstone Blog Question (week of 10.16.12)

Yellowstone National Park
10/16/2012   43 Comments

Please watch the video on Yellowstone National Park
http://www.youtube.com/watch?v=Zj5PWyDkRsA

What are some things you learned about Yellowstone? If you were a Ranger at Yell

Archives
October 2012
September 2012

Categories
All

RSS Feed

Comments

camlya   10/16/2012 7:44am

I learned that there was a grizzly bear it was a mommy grizzly bear.The grizzly bear had
a young cub.After a year the mommy grizzly bear's cub is going to be by its self.

If I was a ranger at YellowStone then I would take care of the animals in the feild or
there habitat

Reply

Ms. Rautoh   10/16/2012 11:29am

How do you think you would take care of the animals? What would you do?

Reply

fiona   10/17/2012 7:28am

I like your post!!

Arjun   10/18/2012 7:21am

I think you did a good job

devin   10/18/2012 7:58am

when i waching the national park vedo i was going to say that they have
to be careful becuzs they can get bit by the animals and they mite go to
the hospilde and the mite let some taak ther place that why its dagerris

camlya   10/17/2012 6:03am

I would keep the animals safe by making sure they stay in there habitat

Reply

ELLA   10/16/2012 7:46am

If I would tell people to stay on the trail because yellow stone has lots of dangers gisers.

Reply

Olivia marie   10/16/2012 8:18am

Ella I think youer right I wuold tell them that to I wuold not want to fall in a
giserI don t think anyone would want to fall in a giser

Appendix 7
Nonfiction Blog on Sounds (week of 10.22.12) and Fiction Blog on Connections (week of 10.8.12)

Sounds - Ms. Rausch's Second Grade

Sounds
10/22/2012   16 Comments

Please visit the following website:
http://www.kidskonnect.com/subject-index/15-science/88-sound.html

What are 3 new and interesting facts about sound that you learned and why is it interesting to you?

Comments

DANIEL DAVID ZHANG   10/23/2012 7:38am

When the vibrations are fast, the sound is high. When the vibrations are slow, the sound is low.If a humans ear is in rangethe sound can be heard.

[Reply]

Ms. Rausch   10/23/2012 11:25am

Why did you find these facts ünteresting Daniel?

[Reply]

Done   Internet

Appendix 8
Student Envelope to notify them of a comment on their blog post.