

Blackboard 8 Blogs

"A long time ago Truth was a skinny old man. He was also naked. One day Parable saw Truth coming down the road. "Truth," said Parable, "you look terrible. What's happened to you?"

"I'm starving, I'm cold, and no one ever invites me in for a meal."

"I know just how that is," said Parable, "for it used to be that way with me too. One day I put on the clothing of Parable, and people started inviting me everywhere. Life has been easy ever since. I suggest you get yourself some clothes. No one wants to look at the naked truth."

Truth took this to heart. He went home and began to fill his wardrobe with clothes. He had the elaborate ritual clothing of myth, the fanciful clothing of fairytale, the sturdy clothing of folktale. And as he began wearing his story clothes, he was invited everywhere, and he grew plump and healthy. To this day, Story is welcome everywhere, but people often forget that beneath the clothing of Story lives the naked Truth." ~ Jewish parable

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Creating Learning Communities with Blogs

“What we thought was the horizon of our potential turns out to be only the foreground.”

Tom Roberts Educator

A Blog Tool is a tool which provides an online forum, diary, or journal. An entire class or selected individuals can access, add new entries and comments, if these settings are enabled by you.

Why would I use a Blog?

One method of supporting social co-construction of knowledge is through collaborative communication. For example learners can read a novel that doesn't have a complete ending, then write a final chapter, and post their submissions to a class blog for others to read and respond. Collaborating with other learners (authors) enhances their reading experience. This simple activity will help learners to think deeply about the book and about writing. It will also encourage them to write with a purpose, to think critically about what they write, to read what others have produced, and to compare their own work with the work of others. It is worth noting that having learners post their work on the Web inspires many of them to take their work more seriously by reflecting on what they are about to let many individuals read. (Jonassen, 1999)

With the Blog Tool in Blackboard, the Blog can be shared only between members of the class or it can be configured to be shared only between the individual student and instructor or between specific student groups and the instructor.

Blogs in courses can be used for.

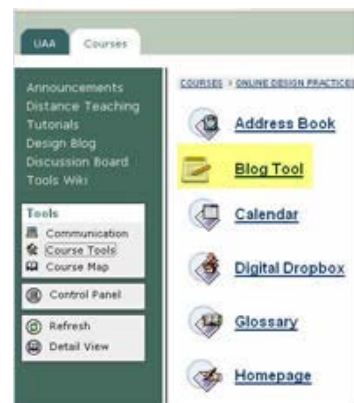
- Reflective journals
- Peer review and feedback
- Critical thinking and creativity

Using group or course-wide Blogs fosters lively discussion of course topics and concepts. When engaged in written debate, students are motivated to sharpen their critical thinking and rhetorical skills.

Types of Blogs within Blackboard

There are two types of blogs within Blackboard: a central course blog, and group or individual blogs.

The Central Course Blog site can be accessed through the course Tools area. As the instructor, you need to configure and make it available. This Blog can be used for entries shared with the entire class and the instructor. You can access the Central Course Blog site by



selecting Tools from the main course menu and then choosing Blog from the menu.

- Users can create a new entry that includes text formatting, external links and embedded images.
- Entries are shown in chronological order, with the newest entries appearing first on the list. Participants can use a calendar to examine older posts.
- When viewing an entry, participants in the course can leave a comment on a post.

Adding a Central Course level blog

1. Click on the “Control Panel” link from the course main page. The **Control Panel** will be displayed.
2. Next click on the “configure Blog Tool” link located under the Course Tools header.
3. Select the configuration settings.

Configure Course Blog Tool

Course Blog Tool Options

Please Note: The settings on this page apply only to the course or organizational level blog tool, not to the group blog tool that can be added in content areas.

Do you want to allow students to create blog entries? **4** Yes No

Do you want to allow users to view posts by other users? **5** Yes No

Do you want to enable a public (unauthenticated) RSS feed? **6** Yes No (Disabled site-wide by administrator.)

Do you want to allow students to permanently delete blog entries? **7** Yes No

Do you want to allow students to export the blog? **8** Yes No

Do you want to allow students to view comments on blog entries? **9** Yes No

Do you want to allow students to add comments to blog entries? **10** Yes No

Choose the dates and times for which students will be allowed to edit the blog tool.

Allow Edits After

May 25 2004
00:00 AM

11

Allow Edits Until

May 25 2004
00:00 AM

Choose the dates and times for which the blog tool can be viewed by students.

Display After

May 25 2004
00:00 AM

12

Display Until

May 25 2004
00:00 AM

How shall public references to students be displayed? **13** User Name Person Name Person Name and User Name Given Name

Choose Alternate Language

Choose Primary Text Direction: Left to Right

4. Click on the **No** radio button if the instructor will be the only person posting entries. Accept the system default of **Yes** if students can post as well.
5. Accept the system default of **Yes** if students should see posts created by other students. Click the **No** radio button if students should only see their own posts.
6. The public RSS feed feature is not available. The function has been disabled throughout the UA system.

7. Click on the **Yes** radio button if students are allowed to permanently delete entries in the blog (this option will not allow deleted content to be recovered). If you accept the default option students will not be given the option to permanently delete when they are deleting a blog entry.
8. Click on the **Yes** radio button if the “export site” will be available to students. (This link is always available to instructors.)
9. Click on the **Yes** radio button to allow students to view comments made on blog entries.
10. Click on the **Yes** radio button to allow students to add comments to blog entries. Note: you cannot select the **Yes** option for this item until you have allowed students to view comment on blog entries.
11. Use the date range to specify when students are allowed to edit pages. By default there are no date restrictions placed on editing.
12. Use the date range to specify when students are allowed to view pages. By default there are no date restrictions placed on editing.
13. Users’ names appear in a number of locations throughout the blog:
 - At the top of each blog entry, if they are the author of the entry or the last person to modify the entry.
 - In the history for an entry, for every revision made by the user
 - As the author of any comments added by the user

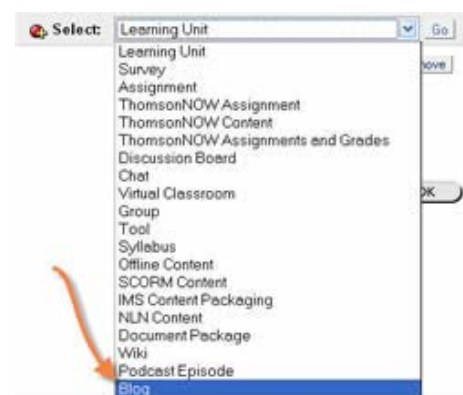
In all of these locations, the user will be referenced with the name value selected for this field. The options are as follows:

- **User Name** – if selected, the user’s username will be displayed. Since username are a bit cryptic and a field generally kept private to each user, this option should only be selected id necessary.
- **Person Name** – if selected, the user’s first name and last name will be displayed.
- **Person Name and User Name** – if selected the user’s first name, last name, and user name will be displayed.
- **Given Name** – if selected, the user’s first name will be displayed.

Adding Individual or Group Blogs

Each course can also have many individual or group Blog sites as you would like to utilize in the course. Complete the following step to add team or individual blog to your course.

1. Decide where you want to place the new blog. The content area "Course Materials" is a good location - we'll use that for this tutorial.



2. In the left-hand navigation bar, click on **Control Panel**.
3. On the Control Panel page, in the Content Areas section, click on **Course Materials**.
4. On the Course Materials page, locate the pull-down menu on the right of the gray editing bar on top of the page. Click here and select **Blog**. Then click **Go**.
5. On the Create Blog page, give a name to the blog and provide a short description.

6. The system default is for the blogs to be available to students upon creation. Click on the No radio button if you want the blog to be hidden.
7. Click on the radio button next to the type of blog you wish to create.
 1. Group blog is an individual blog where all selected members are able to view and comment on entries.
 2. Private journal is a blog which is configured as a private writing space that only an individual student and the instructor can see. If this option is selected, students will only see their entries in the journal, but the instructor can see all student postings in one place.

Member Settings

In this section you will specify course users who should be members of the blog and the permissions that should be assigned to these members.

The screenshot shows the 'Member Settings' page in Blackboard. At the top, it says 'Select students and course groups that should be members of the blog. Blog members are able to create, edit and delete content within the blog.' Below this are two radio buttons: 'All course members' and 'Specific groups and course members'. A callout points to the 'All course members' button with the text 'Click to add all course members'. Below the radio buttons are two main sections: 'Course Groups' and 'Individual Course Members'. The 'Course Groups' section contains 'Group 1' and 'Group 2'. A callout points to these groups with the text 'Click on a group name to select the group to be added'. The 'Individual Course Members' section contains a list of names: '0_Albright_student_0_Amanda_s', '0_Pyle_student_0_Steven_stude', '0_Buechel_student_0_Kim_studi', '0_Thompson_student_0_jean_st', '0_Tornich_student_0_Gloria_stuc', '0_Warner_student_0_Teresa_stu', 'Albright, Amanda', and 'Gonzalez-Major, JoAnn'. A callout points to this list with the text 'Or click on the names of the individual members to be added'. To the right of these sections is a 'Selected Members' box. A callout points to the arrow between the 'Course Groups' and 'Individual Course Members' sections and the 'Selected Members' box with the text 'Then click here to move the selection to the Selected Members box'. Below these sections are several checkboxes and date pickers. Callouts 9, 10, 11, and 12 point to these elements. Callout 9 points to 'Allow students to permanently delete blog entries'. Callout 10 points to 'Allow members to export their blog entries'. Callout 11 points to 'View Comments', 'Write Comments', and 'Delete Comments'. Callout 12 points to the date and time pickers for 'Allow Edits After' and 'Allow Edits Until'.

8. You can mix and match individuals and existing groups or pick All Students option. Journals can be made individual by selecting a single user as the only team member and setting the view dates for other users to dates outside of the assignment and/or posting dates.

Note: The group option will only appear if groups have already been defined within the course.

1. Select a group or student name(s) by clicking on their name or if you want to select multiple names at once hold the [Ctrl] key down while clicking on names.
2. Then click the right arrow to add the student to the group. You can also select "All Students" to give editing access to the entire class. (Instructors and TAs automatically have access to all blogs, so there is no need to add yourself to the list of members.)
9. ***Allow students to permanently delete blog entries*** – We recommend that you not set this item. Purging is a permanent deletion with no possibility of retrieval.
10. ***Allow members to export their blog entries*** – if this checkbox is clicked then the “export site” will be available to students. (This feature is always available to instructors.)

11. **Allow members of the blog to:** settings determine what group members will be able to do in the blog.
 1. **View Comments** – students can view comments but not add to the discussion.
 2. **Write Comments** – students can view and add additional comments.
 3. **Delete Comments** – students can delete comments posted to their blogs.

12. **Set date and time restrictions for editing the blog** - - use this option if you want to enforce due dates on work done in the blog. You do not have to set these dates.

Non-Member Settings

These settings would be used to open private journal and group blogs to non-members at a prescribed date and time. Click on the check box in front of the “*Allow non-members to view the blog*” entry to activate the settings.

13. **Allow non-members to view the blog** – Choose the dates and times for which non-group members will be allowed to view the blog. Use this option if you want to restrict the dates by which non-members can view their classmates' blogs. This allows you, for example, to create blog sites for small group projects, and make the sites viewable to the entire class only after the student projects are completed. Click on the checkbox and set the date range to specify when the class will be able to view private and/or group blogs.

14. **Allow non-members of the blog to:** settings determine what non-group members will be able to do in the blog.
 1. **View Comments** – students can view comments but not add to the discussion.
 2. **Write Comments** – students can view and add additional comments.
 3. **Delete Comments** – students can delete comments posted to their blogs.

Create Grade Book Entry

15 Create a Grade Book entry for this blog
If selected, specify the settings for the gradebook item:
Entry Name
Points Possible
Display grades to students Yes No

16
Click 'OK' to finish. Click 'Cancel' to abort this process.
Cancel OK

15. If you want to provide students with credit for participating in the blog set the following items under the "Create Grade Book Entry" section.

- A. **Create Grade Book entry for this blog** - click the check box if you would like to create a grade book item for the blog.
- B. **Entry Name:** - Enter the name that you would like to appear in the grade book in the form field.
- C. **Point Possible:** - Enter the possible points that can be earned for this assignment in the form field.
- D. **Display grades to students** - The system default for this field is "**Yes**", if you don't want the grade for this item to be visible to the students click on the "**No**" radio button.

16. Click on the **[OK]** button located at the bottom of the page when all the blog parameters are set.

Class participants access blog sites by clicking on the content area where you have placed them in the left-hand navigation bar. If a student clicks on a blog to which they do not have viewing access, s/he will see an authorization denied message.

Navigating & Editing Blogs

The Blog Page Editor

You can type into the editor pane or cut and paste from a web page or a Word document. To learn your way around the editor, begin editing a page and then hold your mouse pointer over any of the buttons to see a brief explanation of the function.

quick links courses > design practices > **web based teaching resources**

Blog Entry Title: **Web Based Teaching Resources**

Paragraph -- Font family -- -- Font size -- **B** *I* U ABC HTML

The following are a collection of portals containing teaching and learning resources that can be integrated into the classroom and online learning environments. |

- [World Lecture Hall \(WLH\)](http://www.utexas.edu/world/lecture/) from the University of Texas, Austin contains an extensive list of links to faculty-created web pages. They are organized by subject categories.
http://www.utexas.edu/world/lecture/
- [Classroom Connect](http://www.classroomconnect.com/) the online companion to the newsletter, provides information and resources for teachers who use the Internet. See the G.R.A.D.E.S database, a Yahoo-like archive for educational resources.
http://www.classroomconnect.com/
- [Blue Web'n](http://www.kn.pacbell.com/wired/bluewebn/) from Packard Bell is a [searchable](#) library of instruction offered via the Internet. It offers searches by audience, type of web resource, subject, Dewey classification, or keywords.
http://www.kn.pacbell.com/wired/bluewebn/

Path: p

Cancel Save

Editing an Entry

quick links C

Design Practices

Web Based Teaching Resources - [edit](#) [history](#) | [delete](#)
Created on Tuesday, 05/27/2008 10:42 AM by JoAnn Gonzalez-Major

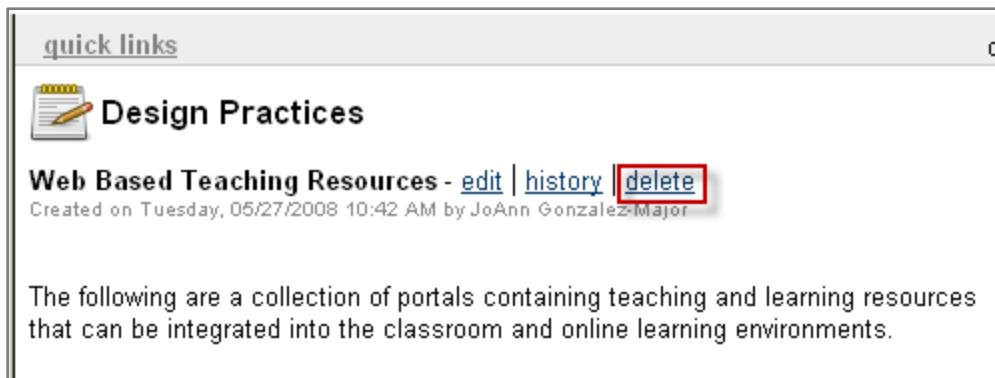
The following are a collection of portals containing teaching and learning resources that can be integrated into the classroom and online learning environments.

To edit an existing entry in a blog, click the edit link that appears next to the entry's title. The Page Editor window will be displayed.

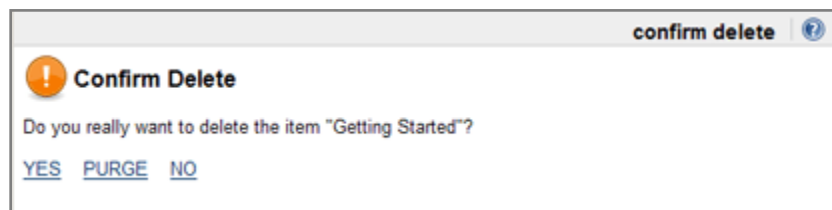
The edit screen is identical to the screen for creating a new entry. It contains a graphical editor that allows users to write text, format it, add images, and add links to files or other pages.

Deleting an Entry

Blog and journal entries can be deleted at any point.



1. Click "delete" next to the blog entry to delete it. The confirmation page will be displayed.
2. Choose **YES** to delete the entry and keep the version history, **PURGE** to permanently delete the entry and all of the associated history, or **NO** to cancel.



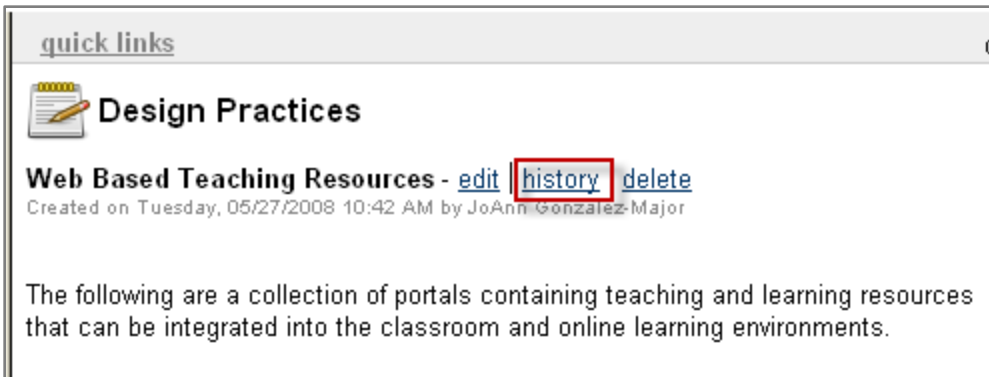
When you delete an entry, the existing text is replaced with a message about who deleted it and when. That message will be invisible to users who do not have the ability to edit the journal.

Deleted entries are still visible to the blog owner(s) and can be recovered at any time by viewing the entry history and choosing the "revert" option for a previous version of the post.

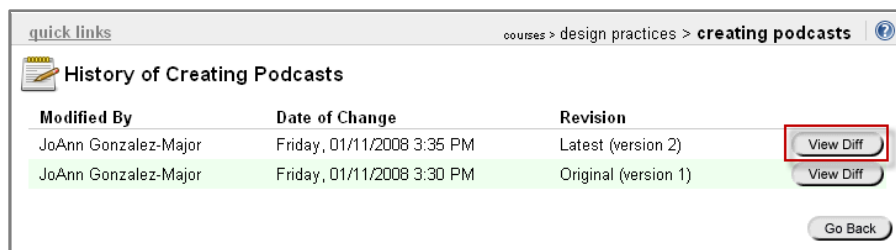
Purged entries are removed from the course and cannot be recovered.

Recovering Entries

Since the blog tracks each version of a page as you edit it; you can roll back to a previous version at any time by "reverting" to that version. This function is available the entry history and diff pages.

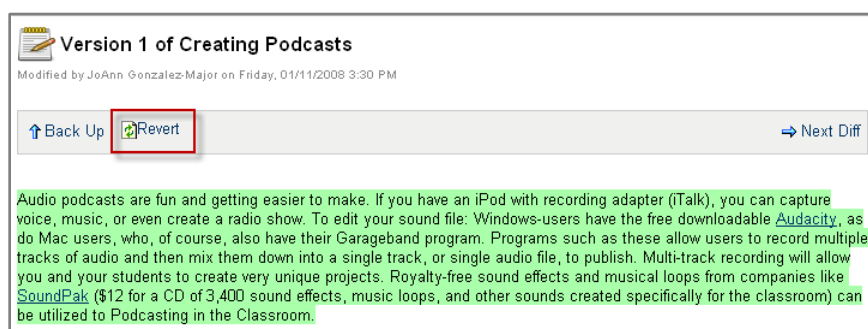


To recover a previous, or deleted, version of an entry:



1. Click on the *history* link next to the entry title
2. Locate the version you wish to recover and click on the View Diff button.

Review changes and click the Revert button to roll back to a previous version of the file. The entry you select will be updated and become the latest version. The history of the blog will be updated appropriately to indicate the changes made. If you return to the history, you will notice that an additional revision has been made to track your change.



Note: you can also recover an entry that has been deleted but not purged by following this same method.

Calendar View

Blogs can be navigated using the calendar view which appears in the sidebar on the right. Any dates on which entries have been written will appear as hyperlinks. Selecting a link will display all entries created on that day. Navigate between months by selecting the month links at the bottom of the calendar.

september 2006						
s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
< aug					oct >	

Browse blog entries for a given date by clicking the date in the calendar.

Viewing Recent Posts



You can see a list of the most recent entries in this blog in the "recent posts" module in the gray side bar. Click on an item to jump to that entry.

Monthly Archives

You can browse all entries from a given month by using the archives module in gray sidebar.



Choose a month to refresh the screen and view all entries created in that month.

Commenting on an Entry

The comments area displays at the bottom right of each blog or journal entry. Comments are hidden until you click on the comments link. After opening and viewing the comments, you can add new ones via the Add Comment form.

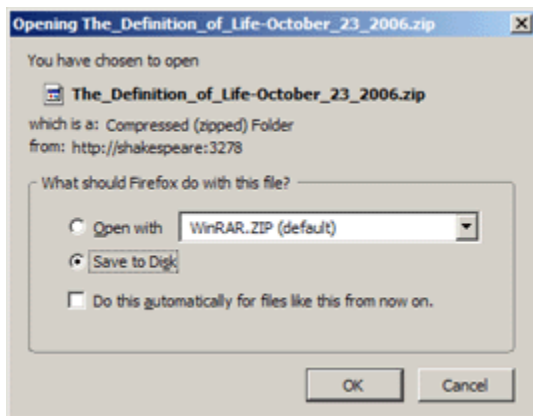
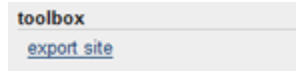
Note: Depending on the permissions set for this blog, students may or may not see the Add Comment form.

Exporting a Blog

Blogs can be exported and stored on a local computer. This allows you and/or the students to browse the site offline, back up blog entries, or post the material to another website.

To export a blog:

1. Click on the *export site* link in the toolbox module in the gray sidebar.
2. Choose "Save to Disk" and select a location.



Exported sites are saved as a .zip file. To view the content, extract the zip and browse it in your web browser. Start browsing by first opening the "index.html" page.

Appendix A - Rubric Samples

Blog Rubric Samples

This Blog rubric is designed to assess reflective postings by students. The assessment tool addresses several outcomes with each weighted differently.

Outcome Assessed	Beginning 1	Developing 7	Proficient 9	Strong 10	Score	Weight	Value
Overall Use of Blogs	Blog entries are few and generally simple retellings of personal events. No comments are made on blogs of others.	Almost all required blog entries and comments have been completed.	Five blog entries and five comments are submitted, though not all of them may give evidence of a substantial contribution.	Five blog entries and five comments are submitted, all of which are substantial. Beyond the required five, your blog includes many more reflections.		40%	
Intellectual Engagement with Key Concepts	Blog entries make no reference to issues raised through readings and/or class activities	Blog entries make some reference to issues raised through readings and/or class activities	Blog entries demonstrate awareness of most of the key issues raised through readings and/or class activities	Blog entries demonstrate engagement with the important issues raised through readings and/or class activities		25%	
Personal Response to Key Concepts	Blog entries show no personal response is made to the issues/concepts raised in the readings/activities	Blog entries convey little evidence of a personal response to the issues/concepts raised in the readings/activities	Blog entries convey evidence of a personal response to the issues raised in the readings/activities, and demonstrate that the author is capable of reflecting on learning, technology, and society.	Blog entries convey extensive evidence of a personal response to the issues raised in the readings/activities, and demonstrate the author's growth through reflection on learning, technology and society.		25%	
Engaged Writing	Blog entries use incorrect grammar and syntax consistently, making it difficult for others to follow. No links are included connecting your thoughts to those of others.	Blog entries demonstrate some evidence of correct spelling, grammar, punctuation, etc. Audience will have little trouble reading your blog. An occasional link is included.	Blog entries show a good command of Standard English. No problems for your audience. Most blog entries include links.	Blog entries show a very good command of Standard English and have some flair and originality. Blog entries may contain multiple links.		10%	

Modified from a rubric found at http://www.catholic-forum.com/churches/cathteach/outcomes_rubric_reflection_journal.html

This blog journaling rubric assesses the process of recording and reporting events and processes using blogging tools. The rubric assumes that the student blogging is being used for reflections on class activities.

	Blogging	Understanding	Timeliness
1	<ul style="list-style-type: none"> Poor spelling and grammatical errors. Short 1 to 2 sentences. Lacks structure or flow. Appears hasty. Written in informal language or text. 	<ul style="list-style-type: none"> Simple entry lacks insight, depth or is superficial. Entry is short and frequently irrelevant to the events. Does not express opinion clearly. Shows little understanding. 	<ul style="list-style-type: none"> Entries are irregular.
2	<ul style="list-style-type: none"> Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. 	<ul style="list-style-type: none"> Simple entries showing some insight, depth and are connected with events, topic or activity. Entries are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding. 	<ul style="list-style-type: none"> Most key events are journaled. Some comments are replied to.
3	<ul style="list-style-type: none"> Few spelling and grammatical errors. Has structure and the entry flows. Contains appropriate links or images. These are referred to within the text. 	<ul style="list-style-type: none"> Entries show insight, depth and are connected with events, topic or activity. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding. 	<ul style="list-style-type: none"> Events are journaled. Most comments are replied to in a timely manner.
4	<ul style="list-style-type: none"> Spelling and grammatical errors are rare. The journal entry has structure and is well formatted to enhance readability. Contains appropriate links or images. Image sources are acknowledged. Images and links are referred to within the text. 	<ul style="list-style-type: none"> Entries show insight, depth and understanding. They are connected with events, topic or activity. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the topic, activity or process. Shows a high level of understanding and relates events, activities & processes to purpose, learning outcomes and objectives. 	<ul style="list-style-type: none"> All events are journaled and the entries are regular and timely. All comments are replied to in a timely manner.

This one is a 4 point scale for many categories all dealing with blog entries made in response to reading and evaluating a literature article. Some of these might be modified or deleted to make this applicable to other disciplines as well.

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Commitment (Voice)	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic, but is not really successful.	The writer made no attempt to make the reader care about the topic.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Recognition of Reader (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks".	The reader is left with several questions.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Source: Rubistar				

The following blog rubric addresses the Seven “C’s” of evaluation, on a 10-0 scale to make tabulation and assigning grade percentages easy.

Category	Exemplary (10-9 points)	Suitable (8-7 points)	Not yet mastered (6-0 points)
Complete	The response includes all the information and characteristics that the prompt requested.	The response includes almost all information and characteristics that the prompt requested, but may be missing one or two parts.	The response includes little of the information and characteristics that the prompt requested.
Correct	The response is answered correctly. If the prompt is objective (like multiple choice), the "right" answer is provided. If the prompt is subjective (like an essay), a well-thought out answer is provided. An exemplary response goes beyond correctness by demonstrating remarkable insight and provoking the mind of the intended audience.	The response is answered correctly. If the prompt is objective, the "right" answer is provided. If the prompt is subjective, a well thought out answer is provided.	The response is answered incorrectly. If the prompt is objective, the "wrong" answer is provided. If the prompt is subjective, the answer is not well thought out. The response may be missing key parts.
Coherent	The response follows the rules of spelling, punctuation, accentuation, and grammar of the language being used. An exemplary response shows a mastery of word choice and grammatical structures that provide the intended audience with a sense of fluidity and superior craftsmanship. The font, coloring, etc. is acceptable and aesthetically pleasing. The response is very enjoyable and easy to read.	The response generally follows the rules of spelling, punctuation, accentuation, and grammar of the language being used. There may be a few style and usage errors. The font, coloring, etc. is acceptable. The response is easy to read.	The response does not follow the rules of spelling, punctuation, accentuation, and grammar of the language being used. There are many style and usage errors. The font, coloring, etc. is unacceptable or illegible. The response is difficult or impossible to read.
Coordinated	The response is properly divided into appropriate parts (such as paragraphs, et cetera). The entire response is clear in its order and deep in its internal relationships.	The response is properly divided into appropriate parts.	The response is not properly divided into appropriate parts, or is not divided at all. The lack of clarity in the order of the response detracts from its overall quality.
Comprehensive	The response attends to all aspects that pertain to the topic that the prompt requests, and answers all the questions that the intended audience might have. All sources are cited.	The response attends to all aspects that pertain to the topic that the prompt requests. The intended audience may be left with one or two questions. All sources are cited.	The response does not attend to all aspects that pertain to the topic that the prompt requests. The intended audience is left with many questions. Some or all of the sources used are not cited.
Concise	The response is elegant because it contains no unnecessary "fluff" - extra words that seem to just be taking up space.	The response is well written, but may contain some "fluff."	The response is not well-written, contains a lot of "fluff," and seems to waste the audience's time by rambling on but never getting to the point.

Creative	The response demonstrates artistic merit beyond what was required for the assignment. It is a pleasure to behold, both for the mind and the senses.	The response demonstrates uniqueness and is clearly the work of the author who claims to have written it.	The response is not unique (it uses hackneyed phrases or tries to "cop out" by being complete but of poor quality), or it is plagiarized (automatic 0 overall).
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Source: Rubistar

This blog rubric is suited for giving a 'blog grade' at the end of a course for a student's total blog contributions over the course of the term. Especially useful for blogs where students are presented problems and expected to work in groups to solve them by communicating online.

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Source: Rubistar

This useful rubric's scale is weighted so that the students' score tallied out of 100%. This is good for blogs where a student has to create their own writing samples in response to questions or prompts.

CATEGORY	Unacceptable (1pt.)	Acceptable (2pts.)	Exceptional (3pts.)	Score (row X pts.)
Maintenance (X2)	Blog is not updated regularly, and/or there are inappropriate or unrelated contents.	Blog is updated at least once per week, during class time as well as out of class. There is no inappropriate material.	Blog is updated at least once per week, during class time as well as out of class. Everything on blog is appropriate and thoughtful. There are no extraneous posts or comments.	(max score 6)
Form Study/ Mandatory posts (X15)	Form study and other mandatory posts are not posted in a timely manner.	Form study and other mandatory posts are posted in a timely manner, and establish the writer as an active member of the Akins writing community.	Form study and other mandatory posts are posted in a timely manner, and exhibit exemplary thoughtfulness and insight. These posts establish the writer as an active member of the Akins writing community.	(max score 45)
Original writing posts (X16)	Little or no original writing is posted.	Writer shares original writing on blog on a regular basis.	Writer shares original writing on blog on a regular basis. Posts exhibit attempts at creating meaningful pieces which will eventually be of publishable quality.	(max score 49 - one bonus point automatically awarded)
Source: Rubistar				

A handy yet smaller rubric with only 3 categories and a scale of 1-4. Appropriate for journal entries or regular comments about an assigned topic.

CATEGORY	4	3	2	1
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the blog was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the blog was about.	The blog seemed to be a collection of unrelated sentences. It was very difficult to figure out what it was about.
Grammar & spelling (conventions)	Blogger makes no errors in grammar or spelling.	Blogger makes 1-2 errors in grammar and/or spelling.	Blogger makes 3-4 errors in grammar and/or spelling	Blogger makes more than 4 errors in grammar and/or spelling.
Content Accuracy	The blog contains at least 3 accurate facts about the topic.	The blog contains 2 accurate facts about the topic.	The blog contains 1 accurate fact about the topic.	The blog contains no accurate facts about the topic.
Source: Rubistar				

The following is a comprehensive, non-discipline specific blogging rubric with a 4 point scale and 5 categories.

Category	Developing Blogger (1pt)	Beginning Blogger (2pts)	Proficient Blogger (3pts)	Brilliant Blogger (4pts)	Score
Presentation of Virtual Speech	Virtual speech has required components; what was learned and what you still want to learn.	Virtual speech is missing a key component; either what was learned or what you want to learn.	Virtual Speech includes required components and makes reference to a personal connection.	Virtual Speech includes required components, makes reference to a personal connection and is written with flair and originality.	
Intellectual Engagement with Key Concepts	Blog entries make some reference (1-2) to issues raised through selected readings and/or prior class modules	Blog entries make no reference to issues raised through selected readings and/or prior class modules	Blog entries make 3-4 references of key issues raised through selected readings and/or prior class modules	Blog entries demonstrate engagement with the important issues raised through selected readings and/or prior modules. Five or more references are made	
Personal Response to Key Concepts	Blog entries convey a little evidence of a personal response to the issues/concepts raised in the readings/modules	Blog entries show no personal response is made to the issues/concepts raised in the readings/modules	Blog entries convey evidence of a personal response to the issues raised in the readings/modules, and demonstrate that the author is capable of reflecting on learning & technology.	Blog entries convey extensive evidence of a personal response to the issues raised in the readings/modules, and demonstrate the author's growth through reflection on learning & technology.	
Engaged Writing	Audience will have little trouble following your blog entries. An occasional link connecting your thoughts to those of others is included.	Blog entries are difficult to follow. No links are included connecting your thoughts to those of others.	Blog entries are easy to follow. Most blog entries include links connecting your thoughts to those of others.	Blog entries are easy to follow and have some flair and originality. Blog entries may contain multiple links.	
Overall Use of Blog	2 to 4 blog entries and comments have been completed. (This includes virtual speech)	Only 1 blog entry is included. No comments are made on blogs of others. (This includes virtual speech)	5 blog entries and 5 comments are submitted, though not all of them may give evidence of substantial contribution. (This includes virtual speech)	5+ blog entries and 5+ comments are submitted, most are substantial and evidence of reflection is shown.	
Source: Rubistar					

Resources

The following resources were used in the development of this document.

1. Anderson, L. W., and D. Krathwohl (Eds.) (2001). *A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives*. Longman, New York.
2. Blackboard Users Guide
3. Catholic Forum http://www.catholic-forum.com/churches/cathteach/outcomes_rubric_reflection_journal.html
4. Chism, N. Handbook for Instructors on the Use of Electronic Class Discussion. <http://www.osu.edu/education/ftad/Publications/elecdisc/pages/home.htm>
5. Churches A, (2007). Edorigami, blooms taxonomy and digital approaches <http://edorigami.wikispaces.com/>
6. Cruz, E. (2003). Bloom's revised taxonomy. In B. Hoffman (Ed.), *Encyclopedia of Educational Technology*. <http://coe.sdsu.edu/eet/Articles/bloomrev/start.htm>
7. Flat Classroom Project 2007 <http://flatclassroomproject.wikispaces.com/Rubrics>
8. Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. <http://projects.coe.uga.edu/epltt/>
9. Instructional Design Resource Center <http://idrc.midsolutions.org>
10. Lamb, B. (2004). Wide Open Spaces: Wiki, Ready or Not. *Educause Review*, 39(5), 36-48.
11. Middendorf, J. and Kalish, A. FAQ About Discussion <http://www.ntlf.com/html/lib/bib/faqdisc.htm>
12. Muilenburg, L. and Berge, Z. A Framework for Designing Questions for Online Learning. <http://www.emoderators.com/moderators/muilenburg.html>
13. University of Leeds Staff and Departmental Development Unit http://www.leeds.ac.uk/sddu/lt/lt_home.php
14. University of Minnesota Digital Media Center <http://dmc.umn.edu/index.shtml>
15. University of Pennsylvania Faculty Support Center