

WEB2.0

*A Case Study of
Using Blogs with
a Postgraduate Class*

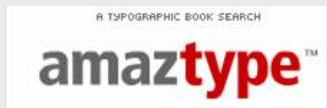
BY DANIEL CHURCHILL THE UNIVERSITY OF HONG KONG

→ Web2.0 as **Metaphor** a **Paradigm Shift**

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

- **Blogs**
- **Digital Storytelling**
- **Sharing, Diggs, Recommendations, and Folksonomy**
- **Wikis**
- **Social Software**
- **RSS Feeds**
- **Podcasting**
- **API for Mashups**

Examples of Web 2.0 Stuff



PEOPLE WHO MATTERED 2006

TIME

THIS YEAR'S CHOICE

PEOPLE WHO MATTERED

A FOND FAREWELL

PAST CHOICES

Email This

Hide Caption | Thumbnails

◀ Previous | 2 of 13 | Next ▶



The Original Team: Chen and Hurley with the third founder, Jawed Karim, at the offices of Sequoia Capital, an early investor in YouTube, in September 2005.

JAWED KARIM

Source: <http://www.time.com/>

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

"A blog is a personal diary. A daily pulpit. A collaborative space. A political soapbox. A breaking-news outlet. A collection of links. Your own private thoughts. Memos to the world."

• www.blogger.com

→ **27%** of online Americans have read a blog

→ Eight million Americans have created a blog

→ **12%** of online Americans have posted comments on blogs

(Source: <http://news.bbc.co.uk/2/hi/technology/4145191.stm>)

→ “China to have **60 million** bloggers by end of 2006”

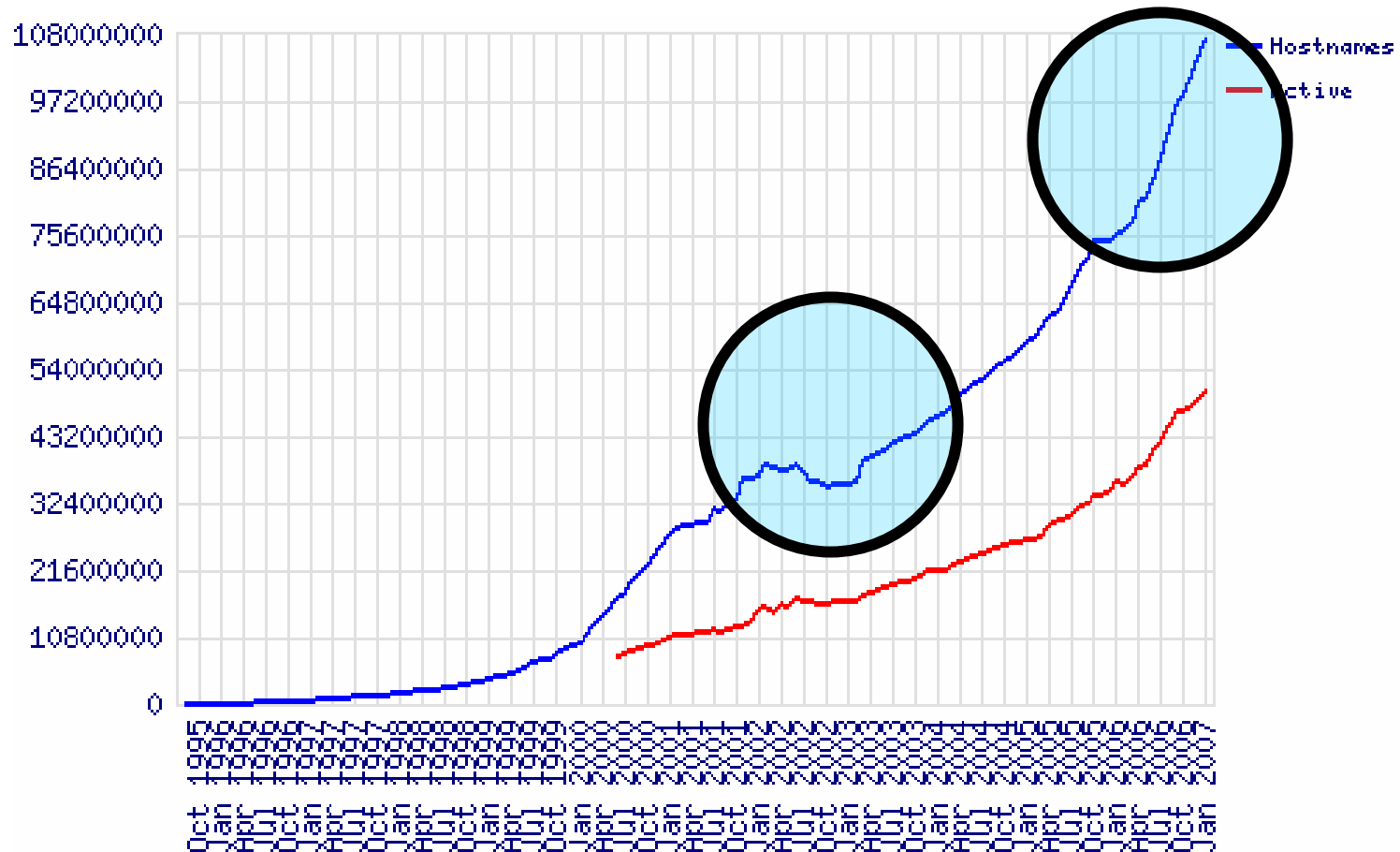
(Reuters

http://news.yahoo.com/s/nm/20060506/wr_nm/china_blogs_dc_1)

Total Sites Across all Domains



→ **Bloggers: an army of irregulars (BBC)** -- “The web has grown more in 2005 than it did at the height of the dotcom boom”



Source: http://news.netcraft.com/archives/web_server_survey.html

Blogs and Tools



WarBlog



A Student Blogger



Audio Blog



A Teacher Blogger (HK)

STUDENT BLOGS AN INSIDER'S LOOK



A Teacher Blogger (US)



Blogger

learnerblogs.org



Qumana
desktop blog editor



hipcast
the audio & video podcasting service.



Google Blog Search BETA
Web Images Video News Maps more »
Search Blogs Search the Web
Find blogs on your favorite topics
Google Home - About Google Blog Search
©2006 Google



Office Microsoft
2007 Microsoft Office



Picasa™



Technorati™

Last Updated: Wednesday, 20 July, 2005, 06:38 GMT 07:38 UK

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Digital Citizens: Pick of the blogs

By Darren Waters
BBC News entertainment reporter

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

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

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



Boing Boing
The self-styled directory of wonderful things - from technology to popular culture



360 degrees
Tales from the African bush in the middle of rural Zambia written by a British charity worker



Underground
An insightful take on daily use of London's Tube system written by a harassed commuter



Dooce
Uncensored views on motherhood, marriage and life in Utah from a blog celebrity



Tokyo Times
A quirky viewpoint on life in Japan's capital city from a UK perspective



Zucchini
Not all blogs are personal diaries - this one is devoted to food and cooking

<http://news.bbc.co.uk/2/hi/entertainment/4123536.stm>

DIGITAL CITIZENS



The film-maker
The man who made a \$20,000 Star Wars film in his cellar
 ▶ In pictures: Star Wars fan film
 ▶ The DIY sitcom makers



The podcaster
Re-writing the rules of radio
 ▶ Pick of the podcasts



The blogger
The woman whose blog lost her a job
 ▶ Pick of the blogs
 ▶ In pictures: The Photobloggers



The DIY DJs
Play your own tunes to the dancefloor
 ▶ 'My night as a DJ'



The activist
The writer fighting for people's rights in the digital age
 ▶ Digital Citizens: Your creativity
 ▶ Quiz: Are you a digital citizen?

HAVE YOUR SAY
▶ Are you a digital citizen?

VOTE

Are you a regular reader of blogs?
 Yes

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

(Source: <http://www.wired.com/wired/reprints/digicit.html>)

BBC Home News Sport Radio TV Weather Languages Search

UK version International version | About the versions Low graphics | Accessibility help

BBC NEWS OPEN BBC News in video and audio <http://news.bbc.co.uk/2/hi/asia-pacific/4961768.stm>

- News Front Page
-
- Africa
 - Americas
 - Asia-Pacific**
 - Europe
 - Middle East
 - South Asia
 - UK
 - Business
 - Health
 - Science/Nature
 - Technology
 - Entertainment
- Have Your Say
In Pictures
Country Profiles
Special Reports
Programmes
- RELATED BBC SITES
- SPORT
 - WEATHER
 - ON THIS DAY
 - EDITORS' BLOG

Last Updated: Monday, 1 May 2006, 10:32 GMT 11:32 UK

E-mail this to a friend Printable version

Ruling on Japan poison-diary girl

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



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

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

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

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

Remains of some of them were found in formaldehyde in her room in Izunokuni, in Shizuoka prefecture.

- RELATED INTERNET LINKS:**
- Shizuoka Prefecture
 - Asahi Shimbun
- The BBC is not responsible for the content of external internet sites
- TOP ASIA-PACIFIC STORIES**
- Indonesia sees anti-Bush rallies
 - Okinawa rejects anti-US candidate
 - Tongan PM speaks of riot 'shame'
- News feeds

The Restored Church of God

AMBASSADOR YOUTH

Developing Leaders for the World Tomorrow

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[A-](#) [Normal](#) [A+](#)

ARTICLE FROM OCTOBER 2006 ISSUE

Blogs – and RCG Youth

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

BY KEVIN D. DENEK

Welcome to AMBASSADOR YOUTH!

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

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

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

Please feel free to [contact us](#) if you have any questions. [Articles](#), [magazines](#), [reports](#), [lessons](#) and [audio material](#) we provide free of charge.

Source: <http://www.thercg.org/youth/articles/0403-bagy.html>

- Literature on blogs in education is emerging
Some names to look for: *Dyrud, Flatley, Johnson, Huffaker, Quible, Peschbach, Ramsay, Kinnie, Richardson, Selingo, Smith, and Worley.*
- In general, there **lack of empirical evidences** and formal studies investigating use of blog sin education.
- Mostly of current literature is conceptual an published in non-**SSCI** ranked journals

→ Students and blog:

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

→ Teachers and blog

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

→ Schools and blog

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

→ Benefits of Blog

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

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

1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree

Learning preference

I like a teacher to give clear instruction and the materials so that I can learn exactly what I need for

	4.29	0.68
--	------	------

I like a teacher to give clear instruction and the materials so that I can learn exactly what I need for assessment

	4.29	0.68
--	------	------

Bloggng experience prior to this course

Prior to this module I developed blog for non-study purposes

	2.38	1.15
--	------	------

Prior to this module I developed blog in the context of my study

	2.46	1.29
--	------	------

Prior to this module I read blogs of other people on the internet

	3.08	1.22
--	------	------



MODULE BLOG
MITE6323
Interactive Representations of Information and Knowledge

Saturday, July 08, 2006

Interactive Map of Hong Kong

You can download movie showing how to develop interactive map of Hong Kong which we built in the class. I hope that this will help.
Click [HERE](#) to download step by step movie [zip file].

The same file can be created in a different way. [HERE](#) is one more movie showing how this can be done differently.

The purpose of the MITE6323 module is largely conceptual in a sense that my aim is to get the students to think about and explore possibilities for communication of information in visual and interactive format. I think that this is occurring very well as judged by the quality of stuff provided in the students' blogs. However, I observed that some students are experiencing frustrations with Macromedia Flash. I would like to hear from students, some ideas how to deal with this problem.

In relation to your project, you should ask me to help you solve technical problems for you. Some of you are already doing this. For example, two students asked to help with the file shown below. Interact with the file by inputing values for times an doberse how input is processed into some actions on the screen. If you want to access source code of this file to study how it is done click. [HERE](#).

What time is it now? **5**

When is this happening? **9**

and the sentence is...

I will run?

posted by Daniel @ 1:42 PM 10 comments links to this post

Blog post posted by the facilitator. The post contains:

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

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

Links to blogs of all students in the class

Comments from the students attached to this particular post

CA

Beyond intended curriculum



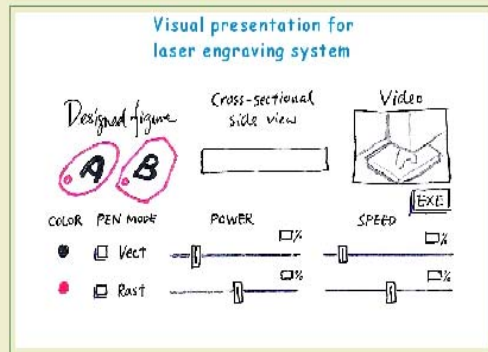
- Student 1: Plagiarism is a serious offence. It is important that we have to respect intellectual property, authors, creators and inventors. But I have difficulty in judging whether it is **legal to use certain images or pictures** [from the internet]...
- Student 2: I'm not sure with using graphics, but academically, it is fine to borrow someone else's text **as long as it is cited**. I can only presume it is the same with graphics.
- Student 3: It is also worth noting that a lot of so-called "**public domain**", "free" or "**royalty-free**" graphics out there actually have terms & conditions if we plan to use them in our own presentations. We will need to always read carefully and cite our sources properly (e.g., **give credit to the original author**) before using them.
- Student 4: I really respect the copyright of the work of the creators. In school, it is **our responsibility to nurture the respect of copyright laws**. However, I have another viewpoint about the original idea of having the internet. It is supposed to be developed as a platform for easy sharing all around the world.
- Student 3: Some people said that the **over-protection of intellectual property right on the Internet had been suffocating the development of the Internet**. What do you think?... I feel that the discussion of the "**digital ethics**" is **rather weak in school in Hong Kong**.
- Facilitator: I agree with [Student 4] that schools in Hong Kong should pay more attention to this issue and educate children to appreciate and understand intellectual property issues in digital world. Any idea how can this be done in schools?
- Student 6: It is also about the issue of **information literacy**. As a teacher librarian, I have done my part to **educate my students to respect intellectual property** when working on project-based learning. I think most teachers in HK have been gradually aware of this issue.

Kelvin's Blog (MITE6323)

SATURDAY, JULY 15, 2006

1st screen design

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



Basically, you specify:

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

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

Let us know what you think.

posted by Kelvin Leung @ 9:04 AM

2 comments

About Me

Name:
Kelvin Leung

[View my complete profile](#)

Links

- [Google News](#)
- [Edit-Me](#)
- [Edit-Me](#)

Previous Posts

- [In Conclusion...](#)
- [Final Project](#)
- [A very very early prototype](#)
- [Scenarios](#)
- [1st screen design](#)
- [Tough Decision...](#)
- [Finally decided on laser engraving...](#)
- [My Storyboard on the Crane project](#)
- [Some thoughts on my final presentation](#)
- [Cartoons vs. Comic Strips](#)

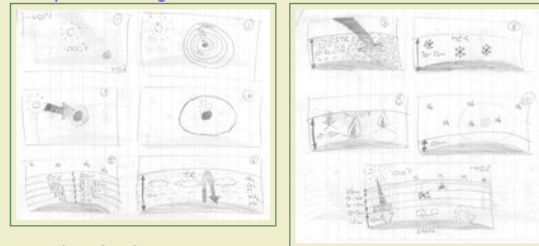
Archives

- [May 2006](#)
- [June 2006](#)
- [July 2006](#)

Lesson Task: The Earth's Atmosphere

My Design Process with Ryan Yue

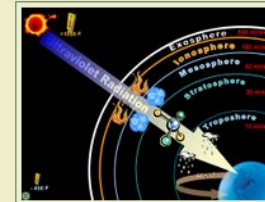
Step 1 - Sketching



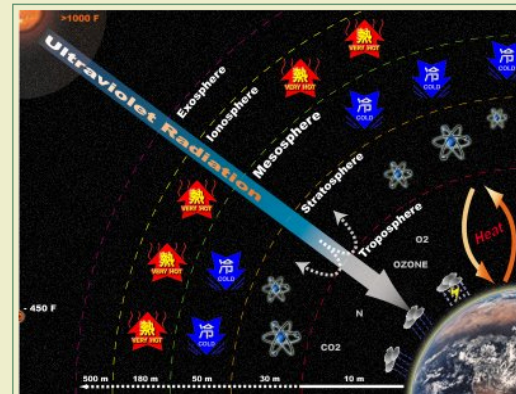
Used 11 sketches on paper to capture different parts of the information.

Step 2 -Preliminary design

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



Step 3 - Final design



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

posted by Mr. Chan CB @ 2:27 PM

4 comments

- [Amy Kan](#)
- [Beryl Kong](#)
- [Chris Leung](#)
- [Christina Lo](#)
- [Cliff Chong](#)
- [Daphne Chan](#)
- [David Lau](#)
- [Dickens Chiu](#)
- [Irene Lau](#)
- [Keith Ma](#)
- [Kelvin Leung](#)
- [Lawrence Leung](#)
- [Maria Chan](#)
- [Marie Chan](#)
- [Martin Yu](#)
- [Maximilian Wat](#)
- [Peon Cheung](#)
- [Raymond Lam](#)
- [Ricky Ho](#)
- [Rommel Chin](#)
- [Ryan Yue](#)
- [Sincere Wu](#)
- [Susanna Yeung](#)
- [Terence Chow](#)
- [Terrenz Wong](#)
- [Venus Lau](#)
- [DANIEL CHURCHILL](#)

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

Friday, July 28, 2006

Prototype of "Sound"

Prototype of "Sound"

Created by Beryl and Peon.



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

MITE6323@Keithing

FRIDAY, AUGUST 18, 2006

Final Assignment: Final Product

Lava:
rain, little water

Volcano:
Shield
Volcanoes

Structure

Effect

[User Guide](#)
[Tasks](#)
[References](#)

[Click here to enlarge](#)

About Me



Name:
Keith Ma

Keithing~!

[View my complete profile](#)

Previous Posts

- [Final Assignment: Final Product](#)
- [Final Assignment: Phase 4](#)
- [Final Assignment: Phase 3](#)
- [Final Assignment: Phase 2](#)
- [Final Assignment: Phase 1](#)
- [Reflection: Session 4](#)
- [Reflection: Session 3](#)
- [Reflection: Session 2](#)
- [Reflection: Session 1](#)
- [Welcome](#)

Managing workload



MY YAHOO!

Welcome, **churchill_daniel**
[Sign Out, My Account]



? help

Yahoo! Mail (3) More Yahoo!

SELECT ARTIST
[+] [-]
PHOTOS
VIDEOS
NEWS
DOWNLOADS

MUSIC YOUR ULTIMATE COLLECTION
MARIAH CAREY
EXPLORE

REPLAY

Category: **Web** | [Images](#) | [Video](#) | [Local](#) | [News](#) | [Shopping](#)

Thu, Jan 25, 12:39 pm

Search:

Search

[Yahoo! Personal Finance: Tips & more.](#)

+ Add Content | + Change Layout | + Change Colors

My Front Page | Add New Page

Message Center edit x

[Check Email](#) New mail
[Check Calendar](#) temp. unavail.

Calendar edit x

January 2007

Su	Mo	Tu	We	Th	Fr	Sa
31	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	31	1	2	3

Today is **January 25, 2007**

Your calendar is temporarily

Kelvin's Blog (MITE6323) edit x

- [In Conclusion...](#) - 5 months ago
- [Final Project](#) - 5 months ago
- [A very very early prototype](#) - 6 months ago
- [Scenarios](#) - 6 months ago
- [1st screen design](#) - 6 months ago

Alan Chan: MLIM 6323 edit x

- [Final Word](#) - 5 months ago
- [Final Instructions](#) - 5 months ago
- [Final Learning Object](#) - 5 months ago
- [The Prototype: A Visual Conceptual Model for Students and Commuters on the KCRC West Rail Line](#) - 6 months ago
- [Reflection \(4\) - Researching for Final Assignment](#) - 6 months ago

Regular monitoring, commenting and weekly summaries

Facilitator and his blog

- Provide course home page
- Connect student blogs in the home page
- Post 'after class' reflections
- Post any announcement to the class
- Address emerging issue, learning need
- Invite students to provide comments
- Monitor comments and respond
- Distribute notes, slides and other material used in the class
- Provide any additional resources
- Negotiate issues, what students want to learn and assessment of their projects
- Set the tasks for students

Facilitator and student blogs

- Regularly check student blogs
- Provide feedback to student work
- Encourage students to provide feedback to others
- Provide individual student with resources

Students and their blogs

- Present their work
- Share work
- Reflect
- Provide information and resources that they find interesting
- Monitor comments and respond to them

Students and blogs of other

- Visit blogs of other
- Provide comments recommend resources

Students and blog of the facilitator

- Read and reflect on posts provided by the facilitator
- Access resources
- Provide and monitor comments

- Student 1: **Wow!** Again, this is my first time in this program to have the chance to suggest something for our evaluation criteria. I love this approach.
- Student 2: **I feel good** for [the facilitator] to ask for our views on the assessment criteria. You show a respect for your students.
- Student 3: For me, to give suggestions and to receive feedback/critique is also **part of my learning experience**. In our traditional culture here in Hong Kong, we were not trained to discuss or argue with our teachers. To show our concern or express our interest does not mean to be a win-lose scenario.
- Student 4: Opening up this platform for discussion about such a sensitive issue, it is really a challenge with **respect for us. Thanks!**
- Student 5: It is free for us to say what we think of the evaluation criteria... This open channel enables me to think more about this module and my learning. **That's great.**

Data from the questionnaire



Learning in this course	Mean	SD
Comparing to other module in my course, in MITE6323 I	3.67	0.64
Overall in this module, blogging was facilitating and contributed to my learning	4.13	0.88
Overall in this module, blogging was facilitating and	4.13	0.88
With blogs, I felt as an important part of our classroom community	4.00	0.65
With blogs, I felt as an important part of our classroom community	4.00	1.04
With blogs the facilitator was involved in supporting our learning more than in other modules	4.25	0.72
With blogs the facilitator was involved in supporting our learning more than in other modules	4.25	0.70
With blogs the facilitator was involved in supporting our learning more than in other modules	4.25	0.72

Data from the questionnaire



The following from blogging contributed to my learning	Mean	SD
Writing my own regular reflections	3.88	0.73
Reading the blogs of other class members	3.80	0.60
Accessing and reading blogs of other class members	4.08	0.57
Accessing and reading the facilitator's blog	3.61	0.75
Accessing and reading the facilitator's blog	4.29	0.61
Previewing completed tasks of students and reading feedback they received form the class	3.73	0.60
Previewing completed tasks of students and reading feedback they received form the class	4.17	0.75
Presenting my completed tasks in the blog and getting feedback from the class	3.60	0.78
Presenting my completed tasks the blog	3.96	0.68
Previewing completed tasks of students and reading feedback they received form the class	4.17	0.75

Data from the questionnaire



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

Data from the questionnaire



Reasons for blogging	Mean	SD
I was blogging because of assessment requirements	4.25	0.83
I was blogging because of assessment requirements	4.25	0.83
I was blogging because tasks set through the module required use of blog	4.29	0.89
I was blogging because the facilitator was blogging as well	4.29	0.61
I was blogging because it contributed to my learning	4.08	0.70
I did not enjoy blogging but I was doing it anyway	2.67	1.18
I have no idea why I was blogging	2.08	1.19

Data from the questionnaire



Blogging in the future	Mean	SD
In future I will continue blogging in my own to support my learning	3.46	1.00
In future I will blog if it is required by a module facilitator	3.88	0.73
In ass In future I will blog if it is required by a module assessment	3.96	0.73
In future I will blog if I see that other students are doing it	3.88	0.73
In future I prefer not to blog and focus on module assessment requirements	2.46	1.00

Data from the questionnaire



Blogging pattern	Mean	SD
I was checking blogs every day	2.75	1.42
I was checking blogs only on weekend	2.79	1.19
I was checking blogs one or two days a week	2.83	1.21
I was checking blogs three or four days a week	2.83	1.29
I was checking blogs five or six days a week	3.67	0.80
I read regularly mostly facilitators blog		
I was checking blogs mostly my own blog	3.67	0.75
When I wanted to write a blog posting I just start writing about something and then my ideas come forward	2.83	0.58
When I wanted to write a blog posting I wait for instructions from the facilitator what I should write about	2.83	1.14

Data from the questionnaire



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

- **Preliminary analysis demonstrates that blogs are effective educational technology**
 - *Quality of student artifacts and contributions*
 - *Highest course and teacher effectiveness scores from students so far in my teaching in HKU*
 - *Blog nominated and short listed for “The Blog Award” in US*
 - *Students’ feedback is positive and they believed that blogs contributed to their learning*
- **Blog technology might be supplemented with variety of other Web 2.0 technologies to lead towards more effective educational application.**



recent bookmarks

Sort by:

[Date](#)[Title](#)[URL](#)

[Ellie's \(Grade 7\) Math Blog](#)

A student's blog to the Grade 7 students to get help and learn more about math

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Thank you for your attention!

**I am happy to answer you
questions...**



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