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Building a Blog from Scratch

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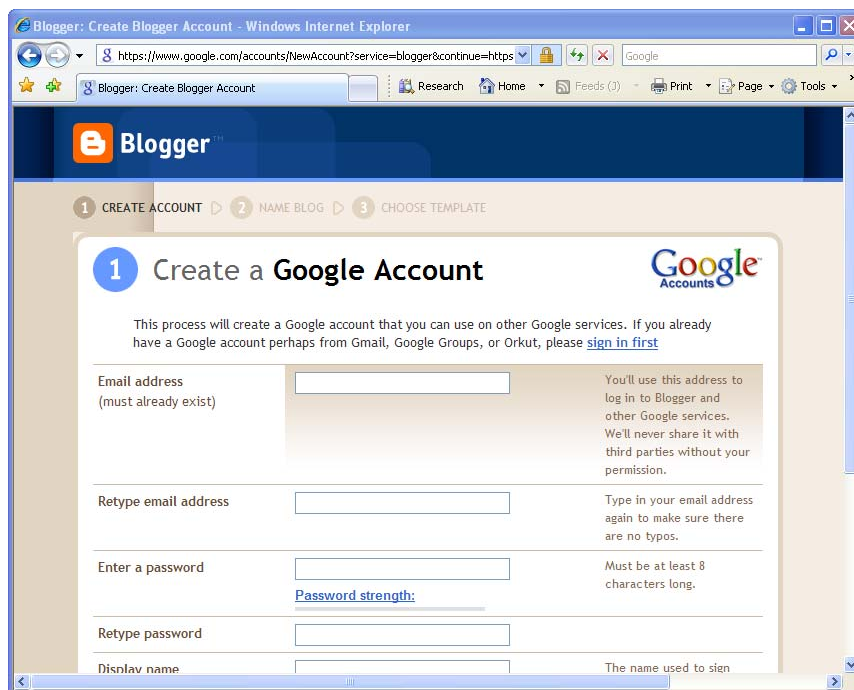
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BUILDING A BLOG FROM SCRATCH

Presented by Jonathan Bacon, Academic Director, Educational Technology Center, Johnson County Community College, at SIDLIT 2008 on Friday, August 1, 2008.



1. Go to the Blogger site at www.blogger.com.
 2. Your first step is to create an account. If you already have a Gmail or Google account, use that account. When ready, click the large orange arrow with the text “Create Your Blog Now” in the bottom right corner of the screen.
- Recommendation:** Click the “Take a Quick Tour” button to view a helpful overview.
3. Notice that you’ll need to enter an existing email account password and display name.



Note: Depending on the purpose of the blog, you may or may not wish to use a recognizable display name. For instance, if you’re doing a blog for professional reasons, using your real name as your display name makes sense. It enables colleagues to contact you easily.

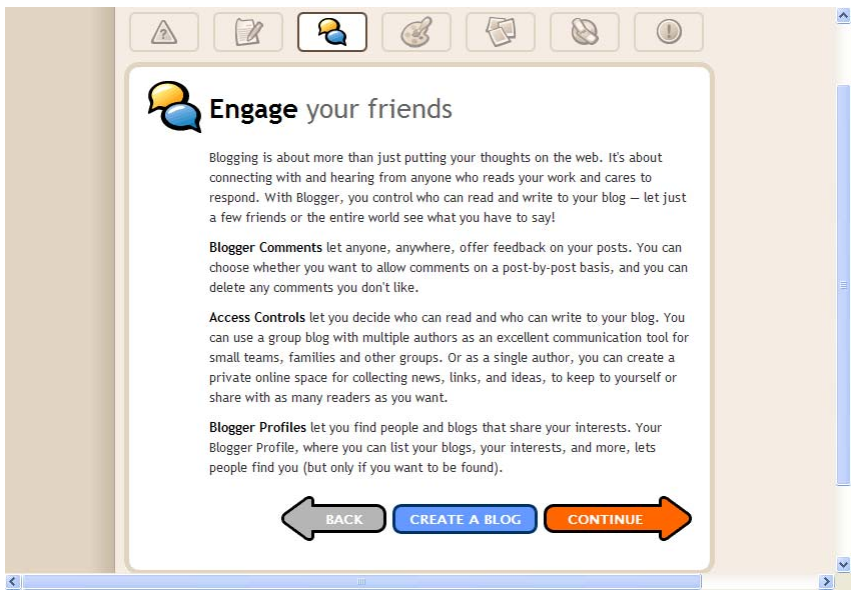
However, for personal security reasons, if students are creating blogs and intend to write personal comments, they may wish to use a screen name or display name that is not easily traceable back to them. This does **not** mean anyone can write recklessly about others (e.g., make slanderous comments). Google can identify you through the “real” email address you provide.



Now you're ready to configure your blog. Any of the choices you make here may be changed later.

Choices include:

- The template design you wish to use.
- The colors and fonts for your blog.
- Elements of Blogger you want to use on your blog.
- Whether you allow moderated or unmoderated comments on your blog.
- Who can access, and author on your blog.
- How you will identify yourself on your blogs at Blogger (your Profile). One profile will be used for all your Blogger blogs.



Closing Notes: borrowed from Tracy Newman's "Blogs, Wikis, and Podcasts – Oh My!" presented at SIDLIT 2007 (see <http://web.jccc.edu/edtech/notes/get.asp?DocumentID=147>):

Blogs:

Definition: weblog; journal containing dated entries and comments on each entry.

Uses: receptive learning (like a discussion board, frame prompts and let students comment on them), class assignments, reflections, journal entries; class blog where instructor posts summaries of classroom discussions, reinforces the week's key concepts, clarifies difficult topics; response strengthening – instructor comments on student posts with direct, positive feedback that encourages students to pursue more information on the topic.

Encourages: learner-centered feedback and dialogue, personal investment in the material, interactivity and social interaction between students, extended contact between instructor and exceptional students which fosters a mentoring relationship

