Blogs:

**Description:**

Used to express ideas freely about a certain topic. It gave us the opportunity to write down a note about what happened in class and it also gave us the chance to read what our peers wrote. Each student needed to create a username and password. Once they did, they had to post their URL on blackboard. After, they were able to create posts and type up whatever it is they thought based upon the topic. Than, looking at the URLs of their peers, they could read what their classmates had to say about the same topic.



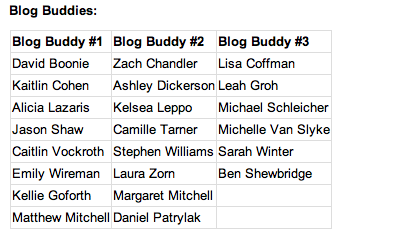
*A clip of what the blog looks like.*

**Self- Assessment:**

I found this to be extremely helpful when we had to do a vocaroo recording for the chapters. I found it interesting to listen to what my peers had to say, and how differently we all phrased what we had to say for the same chapters. Also, I enjoyed that we had blog buddies because it made me aware of what I was writing because I knew it was going to be read.

**Educational Setting:**

This could be used for a writing assignment for students. I would definitely assign blog buddies so that the students could work on their reading comprehension. Additionally, blogs could be used in a classroom to go over the process of editing and revising papers. For younger students, this would be very engaging because I believe they would find it way more intriguing to correct a paper online than using a red pen. Additionally, blogs could be used a daily journals for students to write every morning. For example, they could come in and see a prompt written on the board, and immediately log on to their computers and start typing away. Again, the use of technology would be more engaging for students during this morning activity than using a pen, paper, and marble journal. This different method works for the UDL approach because they differentiate activities to better engage their students.



*Example of a chart of how to divide Blog Buddies.*