

Monday, February 10, 2020

Dear Grade 4 Families,

This year, we have been learning about blogging, digital citizenship, social media, and connecting globally as a class. As you may have seen on the class blog, we participated in the Edublog Student Blogging Challenge in the fall. We have also continued our guest blogger of the week posts that we started in Grade 3. Students have been spending time practicing various ways of capturing their learning and reflecting on their process. They are becoming more comfortable with documenting **OF** learning, documenting **FOR** learning, and documenting **AS** learning.

Documenting OF learning focuses on the product. It answers the questions:

- What did the learner do?
- What did they learn?

These questions can often be answered by looking at a final project or video recording of a student doing something. This is the most common type of documentation.

Documenting FOR learning requires a little more thought and purposeful selection. Students think about what they are capturing and why. This is an area we'd like to focus on more. It's not just about the final product, but the journey of how they got there. The questions now become:

- How does what I've learned relate to something I've learned before?
- What can I learn about myself as a learner?
- What would be the best artifact to show that I've learned this?

Documenting AS learning goes even deeper, where students not only interpret their findings, but also think about how they can share their learning. They are even more planful before, during and after documenting.

- What is the best way for me to capture this and share it?

This is where student blogfolios (**BLOG + PORTFOLIO**) come in. The concept isn't new. Every year, students come home with folders full of completed work, and projects as documentation of their learning from that year. Some of you may sit down with your child and look through the different pieces slowly. Others may put it on a shelf with binders from past years. And some of you may even throw it in the recycling. Our goal is to introduce students to blogfolios, where they will continue practicing the skill of **documentation OF, FOR and AS** learning on a platform that will follow them from year-to-year.

With blogfolios, students can archive, reflect on and reactivate what they've learned from previous years to help them in grades 6, 7, 8 and beyond! Blogfolios mean connections can be made from around world, offering opportunities for richer dialogue, feedback, and of course, revision. As Silvia Tolisano explains, "The writing process used to end with the last period in the last paragraph. Hitting 'publish' on a blog might just be the beginning." Blogfolios also serve as a meaningful platform to teach students about appropriate online safety and behaviour.

Starting after the February break, students will each be given their own personal blogs. In class, (and out, if they so choose) we will begin adding things to our blogs based on what we are doing in class.

There are a few things you should know:

- ★ Blogfolio URLs (addresses) will follow the formula: firstnamelastinitialojcs.edublogs.org (ex: juliebojcs.edublogs.org);
- ★ All posts and comments will have to be approved by the Grade 4 teachers before they get published;
- ★ Students (with the consent of their parents) may choose to post pictures and videos of themselves and their work online;
- ★ Personal information (address, last name, birthday, etc.) WILL NEVER be posted on the blogfolio;
- ★ Students will be encouraged to comment on each other's posts;
- ★ Parents who choose to comment are asked to use their first name only, so as not to identify personal information about the child.

Understanding that this may feel new and uncomfortable to some of you and our students, there are a few privacy settings to choose from:

Public Blogfolio - URL will include the student's first name and last initial. It will be public, meaning anyone would have access to seeing the content and comments (for example, our class blog is public.) This adds tremendous value to the work students are doing, in that their audience is greater than their teacher and peers, and they'll see that others care to read what they say. For example, connecting directly with scientists, subject matter experts, authors, other students from around the world, etc.;

Public Avatar Blogfolio - URL is made up of an alias and students do not post their real name, picture or video on their Blogfolio. However, the site is still public and anyone will be able to access the content and comment.

Password Protected Blogfolio - URL will include the student's first name and last initial. Anyone who tries to access the blogfolio will be required to enter a password. Students and parents would control who knows the password.

Private Blogfolio - URL will include the student's first name and last initial. Only people with an edublog account (parents would need to create one to have access) who have been granted permission to the blog will be able to view the Content.

Please ensure you have carefully read through all the information above. If you have any questions or concerns, please feel free to reach out to me. Please complete and return the attached permission form.

Sincerely,

The Grade 4 Team
Mrs. Bennett
Morah Yardena
Monsieur Polowin
Madame Jones

Grade 4 OJCS Blogfolios

I _____, give permission for
_____, to participate in the Grade 4 Blogfolio Program.

I give permission for the following blogfolio setting (please select one)

Public Blogfolio

Public Avatar Blogfolio. I would like my child's avatar name to be:

Password Protected Blogfolio

Private Blogfolio

Parent/Guardian Name:

Signature:

Date:

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