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| VSM System | Learning Processes | Blogging\* Activities | Description |
| Adjusting  (within cohort) | **Knowledge Construction** | **Berry Picking** | **Blog posts that involve identifying, evaluating and selecting resources; collecting ideas, links, and references; creating annotated bookmarks within Delicious, adding annotated bookmarks to profile page;** |
| **Jigging** | **Blog posts that describe personal strategies and experiences while tapping into data streams such as Twitter feeds, network wire feeds, network activity streams, and use of email alerts and RSS feeds;** |
| **Piling** | **Blog posts that detail decisions for classifying posts using Tags, categorizing posts, adding tags, keywords, and reasons for culling and revising tags; impressions of Tag Clouds of own and others’ blogs;** |
| **Weaving** | **Blog posts that demonstrate summarizing of content, embedding links into posts; adding quotes and citing sources from others’ posts, articles, web sites, podcasts and other multi-media resources** |
| **Texturing** | **Blog posts that explain strategies for tracking switches of narrative tone, voice and register; engages and addresses multiple audiences; provides textual cues such as highlighting, font changes, color-coding, meta-commenting, and layering (multiple revisions, comments interspersed with updated links and content)** |
| **Path-Finding** | **Blog posts that describe activities surrounding searching for, evaluating, identifying and selecting online tools, experts, and resources (hit-miss experiences)** |
| **Path-Making** | **Blog posts that describe strategies (what works, most promising practices) used for search and collection routines for using search tools/portals; posts that review others’ posts that describe path-making activities** |
| **Sense-Making** | **Blog posts that engage in self-talk, rehearsals, or pause-points, or involve pulling ideas into coherent frameworks such as schemas and typologies; posts that involve elaboration, evaluation, and analysis of ideas and concepts;** |
| **Path-Sharing** | **Blog posts intended to inform and share best practices with others and/or that involve sharing experiences of how they have learned within the network, and mentoring others on skills and knowledge required for path-finding and path-making;** |
| **Sense-Giving** | **Blog posts that involve passing along experiences and summary impressions, or which demonstrate modeling skills, mentoring, reporting, exchanging ideas, and acting as witness and observer and commenter;** |
| VSM System | **Learning Processes** | **Blogging\***  **Activities** | **Description** |
| Coordinating  Monitoring  (Within formal practice network) | **Network Construction** | **Awareness** | **Blog posts that describe personal impressions, such as first impressions of network activity, or expressing concerns and ambivalence, or describing activities of scanning, reading, and reviewing of online resources, or posts that involve identifying learners’ gaps in skills and knowledge (self-identified or based on feedback);** |
| **Articulation** | **Blog posts that involve explorations both within and beyond instructor’s blog, group blog, and peers’ blogs; descriptions of these initial explorations and interactions with others; posts that also include discoveries and observations of others’ networking activities, and conclusions impacting one’s own practice** |
| **Aggregate** | **Blog posts that bring together content, links, profiles and identify usage patterns; use of Delicious bookmarks, RSS feed aggregators; creation of blog-rolls, tag clouds, collections, groups, followers lists within several social networks such as Twitter, LinkedIn, etc.** |
| **Re-Use** | **Blog posts that involves re-examining, culling, filtering, re-organizing, or revising of earlier, archived blog posts, feeds, and comments; may involve return to drafts or readings, weaving emails or work from assignments into new blog posts; or re-circulating updated posts and content;** |
| **Re-Mix** | **Blog posts which draw ideas from multiple sources, and summarize, analyze and report on ideas; learners’ posts may also draw from own archived content to re-visit old themes and topics for further elaboration;** |
| **Feed-Forward** | **Blog posts that involve sharing and exchanging of blog-rolls, RSS feeds, and bookmarks to various audiences, as well as re-tweeting and expanding followers/following lists** |
| **Process Capture** | **Blog posts that demonstrate systematic recording of learners’ thought processes and ideas using multi-modal posts, such as use of scanned notes, concept maps, embedded videos, documents, slide presentations, rich pictures, and podcasts;** |
| **Product Creation** | **Blog posts that map the progression of the learners’ preparation, planning, and performing of learning events, reflections on practice, or the development of the learners’ e-portfolios** |
| **Maintenance** | **Re-posting of older content to maintain currency; blog posts that describe the process of monitoring of blog site analytics, including the revision and deletion of sites and links, or the culling of inactive RSS feeds;** |
|  |  | **Review** | **Blog posts that demonstrate post-performance summaries or critiques, summary reflections and reviews of the learners’ overall site activities;** |