



Griddle Bandits

"Trying not to take life too seriously"

About



Mindy. I have a husband, a son, and a daughter. I work, I play, I eat and then, I'm on my feet. I like to listen. We're not into speaking terms. He doesn't seem to mind either.

Photos

Cognitively Speaking

I'm stealing a quote from a book because I couldn't have said it better myself:

"I don't know if my family has any idea how difficult it is for me to think clearly and remember things. I'm too scared to tell anybody because they might not view me as the same person I used to be."

~Connie; mother of two, MS patient for 11 years (from "MS and Your Feelings" by Allison Shadday, LCSW)

This is a guest post by Allison Shadday, LCSW.

Posted on January 24th, 2011 in Multiple Sclerosis

Working on the Ward

I recently had a minor MS flare-up and opted for the round of So...

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Classroom Blogging – Blogging the Classroom?

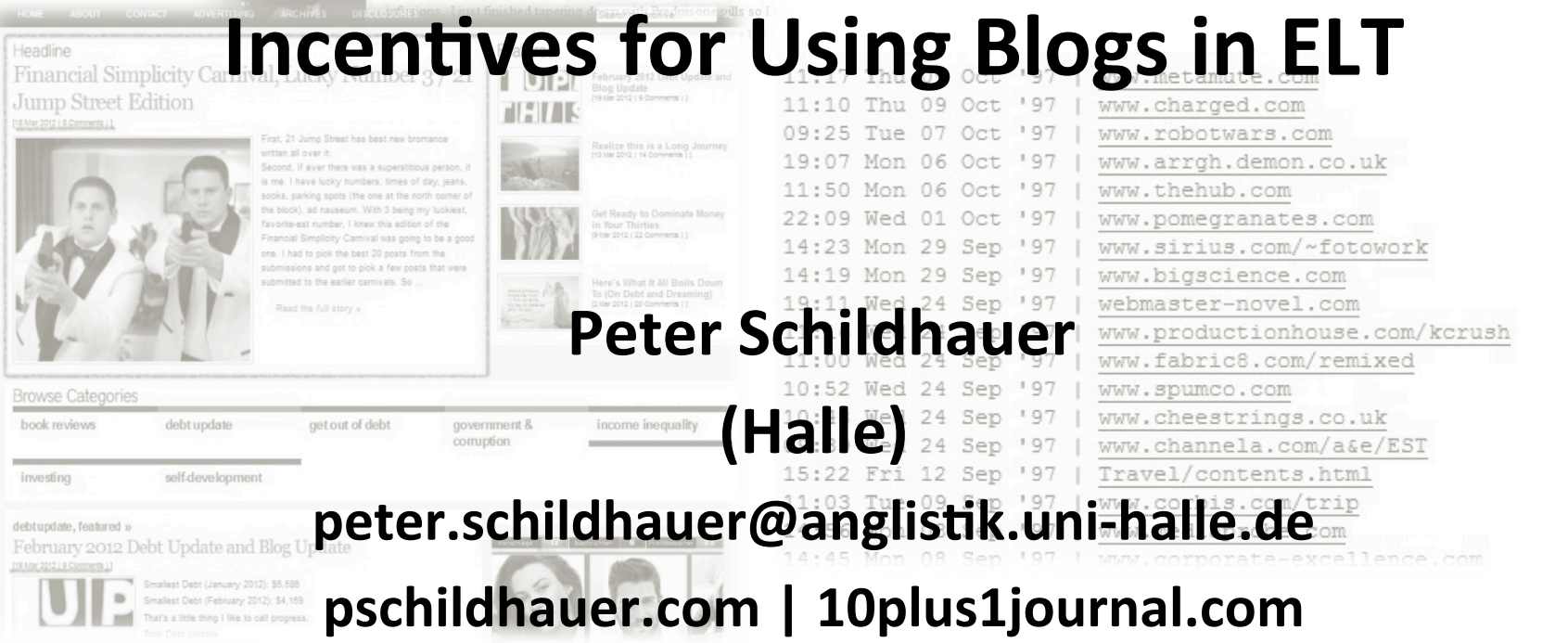
Incentives for Using Blogs in ELT

Peter Schildhauer

(Halle)

peter.schildhauer@anglistik.uni-halle.de

pschildhauer.com | 10plus1journal.com



- 1. Setting the Scene: Introduction**
2. Blogs and Blogging Practices – Some Tendencies
3. Classroom Blogging: Examples from Practice
4. Discussion | Digital Literacies | Conclusions

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Cheré Takes on The World

Reinventing Life

SATURDAY, MAY 24, 2008

➔ BEWARE OF HOME INVASIONS....BY KIDS

Summer time is here. Kids are out of school. Roads are less crowded because no school buses are parked for the summer. So, what now?



When you thought that summertime would come with stress free days and no traffic, you would have never have thought of the negative aspects that come with this long break for kids. Now children are turner to burglary as a pass-time during those long summer days of nothing to do. That's just great. First, we have to worry about people

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11:10 Thu 09 Oct '97 | www.changed.com

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Die Raffinerie
Grex Clausus

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In hoc grege quaere 🔍

Scribe Imaginem / Pelliculam Adde Roga

Aliquid scribe...


ACTIVITATES RECENTES

Linda Arboreto ▾
Augustus 27, 2012



MEMBERS 30 socii

+ Homines ad gregem addere




Epistulas mitte · Per epistulam invita

DESCRIPTION
Willkommen. Willkommen.
Liebe Freunde unseres schönen Hauses.
In Zukunft werden wir versuchen un...
Videre Plus

FAC GREGES NOVOS

Greges faciunt ut facilius cum amicis et familia et turmalibus communices. [Fac Gregem](#)

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Greg Clausus

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Scribe

Aliquid scribe...

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Linda A
Augustus

Ali-A NO.1 CALL OF DUTY CHANNEL IN THE WORLD

FRAMING KONTROL FREAK MONSTER ELGATO GAMING G2A

NEW 2nd Channel! (Subscribe)

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Elements of a Blog – Creativity and Interaction

The image shows a screenshot of a blog post with three red arrows pointing to different parts of the page:

- Header:** Points to the top section containing the blog title "BLUSHES AND SHIMMY SHAKES!" and the subtitle "Diary of a vintage loving gal as she tries her hand at a 'Beginners Burlesque' course...(and other related morsels!)".
- Sidebar:** Points to the right-hand column containing a "BLOG ARCHIVE" section with a list of posts (e.g., "Lesson 2! Caresses!", "The First Class: Shimmys and Grinds!") and a "PAGES" section with a link to "Blushes and Shimmy Shakes - Home".
- Body:** Points to the main content area on the left, which includes the date "TUESDAY, 20 APRIL 2010", the post title "Lesson 2! Caresses!", a paragraph of text, and the author information "Posted by Blushes and Shimmy Shakes! at 16:16".

At the bottom right of the screenshot, there is a caption: *(Blushes and Shimmy Shakes, DIABLOC, 2010)*

Elements of a Blog – Creativity and Interaction

curvy instructor (decked out in a super cute pastel pink 50's halter dress) introduced herself. For the purposes of this blog, I'll refer to her as B. Before we knew it, we were on our feet (in flats) and in the smoke warming up, shaking out our legs and arms and doing a relaxation exercise. This soothed any nerves I had and also made me realise quite how confident you can feel when you are shrouded in semi-darkness and the music is loud. Next, came actual moves, for which we needed heels. This lesson was all about learning our first set of traditional burlesque moves- B stood out in front demonstrating perfectly and being encouraging while we got to copy to the music. After mastering the figure 8 hip swings I already felt like Bettie Page and couldn't have been more excited when we were to be shown officially how to shimmy! From this, to mini grinds and hip bumps, when we weren't all laughing we felt like we were getting it. After mastering the set of moves individually, we put them all together to some vintage swing music. Before I knew it, the hour was up and were sat around the table again, with B congratulating us on our first burlesque routine and setting us our homework: to put on our favourite music and practice the moves. I emerged from the smoke of the studio into the sunlight outside on a high, still wearing my heels and grinning madly. I haven't stopped grinning since I got home and I fully intend on doing my homework at every given opportunity...

Posted by [Blushes and Shimmy Shakes!](#) at 13:08 [0 comments](#)

Holloway Blo



Diary of a
Vintage Girl



Glamour Daz



Tea with the
Vintage
Baroness
(Formerly Th
Frigorous
Flapper/Lette
from the Horr
Front)



Lisa Freemo

permalink &
timestamp

comment link

(Blushes and
Shimmy Shakes,
DIABLOC, 2010)

And now? Now all soapy and mellow from the bath what I really fancy is a glass of merlot. But I'm not going to do that. I'm going to go to bed.

(All back to mine 26, DIABLOC 2004, my emphasis)

So here I am, on Christmas night. My family is asleep, and I'm laying on my stomach listening to Sarah McLachlan.

(Alone in Tacoma 50, DIABLOC 2006, my emphasis)

(see Puschmann 2010 und 2013; Reed 2005)

theres a surf contest at hb and one of the surfers who aparently won first place today came by my work and he gave me his autograph... hes only 13 and hes gone pro... check him out here [christian wach](#) otherwise ive been working alot.. too much almost.. been ummm yea im tired... alrighty... gonna go to sleep...

(Anela Palekaiko 3, DIABLOC 2003)

An Offer of Optimism

I don't like to think I'm naive. I prefer to consider myself, instead, an optimist. I like to believe my eagerness to find the hidden answer is what sometimes (lately more often) results in my less than favorable situational hardships. Take my shitty apartment for example. There's barely any plumbing. It's beginning to freeze at night. And a week ago, I found a winged rat had chewed through my loaf of bread. [...] This said, I attended the wedding of Sam Hain over the weekend. Sam Hain the Scarecrow Master, the King of Halloween, the Exalted Patriarch of Pumpkins, His Haunted Holiness...

(Dandy Darkly, additional excerpt 02.11.2009)

Wednesday, June 4, 1997

[...]

Three DaveNet pieces from April: [Hail Mary!](#), [Hail This!](#) and [Bill Gates on Java](#). (I guess Java inspires football analogies.)

New Frontier sites: [Calvary Presbyterian Church](#), [Barreau du Québec](#), [The Pixel Pen](#).

It seems like I'm pointing to HotWired's [Packet](#) channel every day. Today's piece by Simson Garfinkel is an invaluable explanation of how [MAE West](#) works. Our ISP, [Conxion](#), is linked into MAE West, which means that DaveNet and Scripting News come thru the MAE system (I think...).

(Scripting News 32-34, 1997)

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(Scripting News 32-34, 1997)



<http://www.theage.com.au/>

some more musing about living online.

i was in the salon on saturday waiting for my sister to get done with a client (so she could dye my hair purple), and sat talking to my step-mom, who was also waiting for my sister to get done with the paying client. anyway, she mentioned that it was surprising that it hadn't rained that much today, i responded with "oh, is there supposed be a storm coming in?". when she said yes,

it hit me that other people tune in to the weather and get a forecast of what the weather will be like for the next couple days. i just walk out my door and see what it's like.

the weather doesn't matter online.

(EatonWeb 19, 1999)

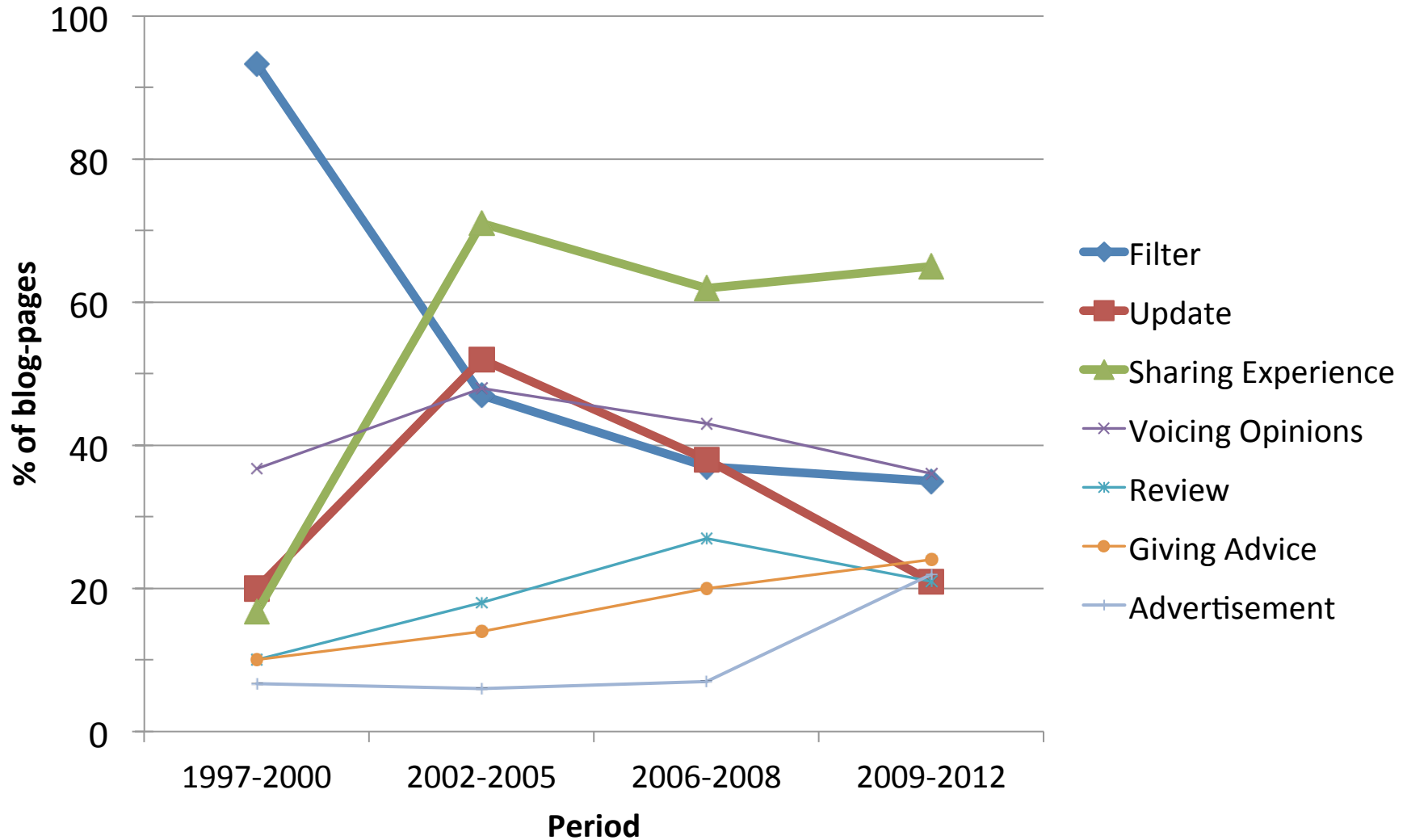
introduction

**narrative
part**

**personal
reflection**

**general
reflection**

Repertoire and Frequency of Post Types



1997-2000 n = 30 | 2002-2005, 2006-2008, 2009-2012 n= 100



"I've got a new love baby, a new love, oh, oh oh" ...besides my new husband that is... and it is Smoked Marlin Ceviche. Now I don't know how something they is already cooked can be a ceviche, but I am gonna let this one slide because it is so freaking good. There were

*(Jenn's Travel Close Up,
DIABLOC 20089*

Willkommen, 10plus1

Optionsen ▾ Hilfe ▾

WordPress 4.2.2 is available! [Please update now.](#)

Dashboard

Willkommen bei WordPress! ✕ Verwerfen

Wir haben einige Links zusammengestellt, um dir den Start zu erleichtern:

Jetzt loslegen

[Jetzt anpassen](#)

oder das komplette Theme ändern

Nächster Schritt

- [Deinen ersten Blogbeitrag schreiben](#)
- [Eine "Über uns"-Seite erstellen](#)
- [Besuche deine Seite](#)

Weitere Aktionen

- [Verwalten von Widgets oder Menüs](#)
- [Kommentare ein- oder ausschalten](#)
- [Erfahre mehr über den Einstieg](#)

Auf einen Blick

[4 Beiträge](#) [13 Seiten](#)

[1 Kommentar](#)

WordPress 4.1.5 verwendet Theme Twenty Twelve. [Auf 4.2.2 aktualisieren](#)

Schneller Entwurf

Was beschäftigt dich? **Apowersoft Bildschirmrekorder Pro - Dies ist eine Testversion**

Freewriting

Please **reflect in writing** on the first part of this workshop. You could address aspects like:

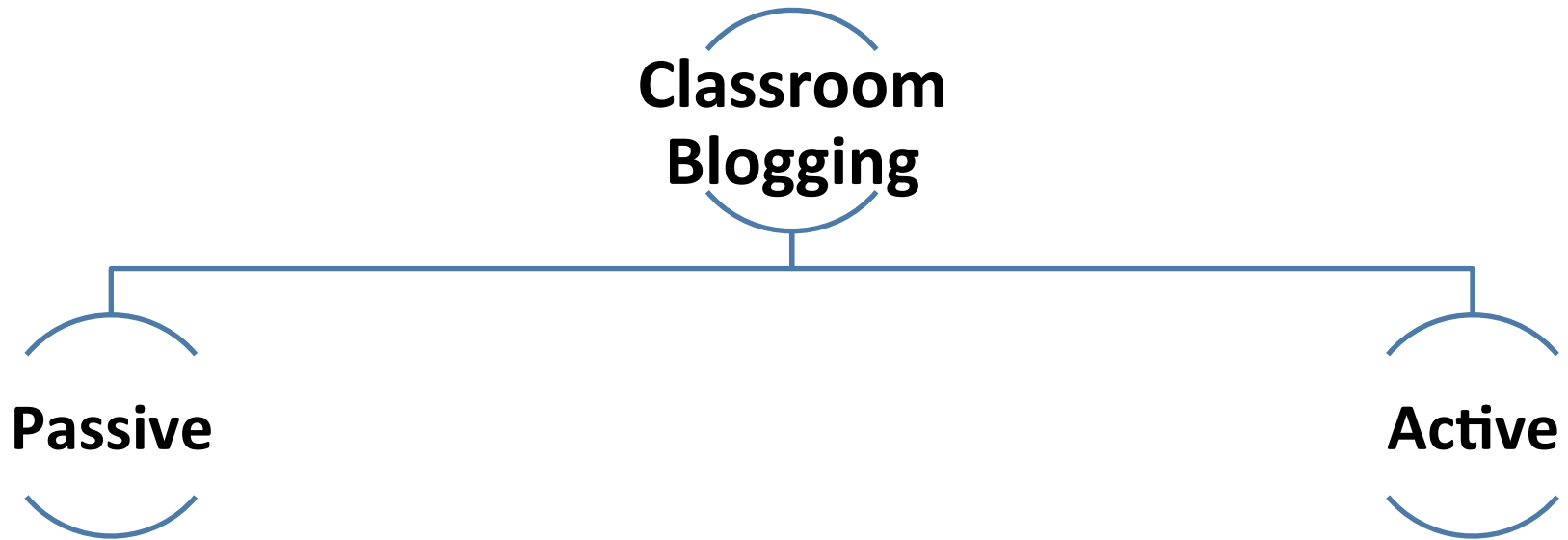
- most important **insights** you gained
- **questions** you may have

Please also try to develop some ideas of how to use **blogs in the classroom**.

Use **subjective** style. Once started, try **not to stop writing**. You may use pen/paper or a digital device.

5 minutes

1. Setting the Scene: Introduction
2. Blogs and Blogging Practices – Some Tendencies
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4. Discussion | Digital Literacies | Conclusions



By reading such texts [e.g. novels, P.S.], you develop a feeling for the expectations held concerning these types of texts. [...] The same, I'd argue, applies to blogs, and especially to blogging in EFL. Of course, reading blogs is not only relevant when you plan to have students write blogs in class. In current English textbooks, publishers like to include 'modern' text types such as blog posts or emails. Yet, the imitation-blog posts and fake e-mails are sometimes so badly done, it is nearly hilarious [...]. Adding a blog post or two - printed on paper, if need be - can give students a better idea of how these texts look like 'in the wild'.

Bündgens-Kosten (2015)

Santa Claus Letters

Santa letters posted daily. Direct from the North Pole!

RECENT POSTS

[Letter to Santa from Breanna](#)

[Santa Letter from Addy](#)

[Charlie's Santa Letter from England](#)

[Santa Letter from the Krishna Kids!](#)

[Joseph B's Letter to Father Christmas](#)

[Emily B's Letter to Father Christmas](#)

[Santa Letter from Teaghan](#)

[Monique's Letter to Santa](#)

[Michaela's Santa Letter](#)

[Christmas List for Santa from Sabrina](#)

December 25, 2003

Letter to Santa from Breanna

Dear Santa

I would like to have a gift made by the elf's and some candy please. I would also like a polly set that I don't have already and you can put anything else that you would like to give me for Christmas.

p/s I left you some candy and chocolate for the reindeer's merry christmas santa and happy new year

Love Breanna



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See Bündgens-Kosten (2015) for URL

Santa Letter from the Krishna Kids!

Howdy Santa,

Wazzup!!How's the North Pole.Some things that we would like to happen this Christmas is to have.....Snow falling in Fiji, we would like to ride on your sleigh with you delivering presents,We would also like all the stars to only shine over our house. We

Merry Christmas



have high hopes Santa



We also would like to touch Rudolph's shiny nose.

Please grant us our wishes Santa.

Love,

Krystal, Jonathan, Joy, Jayshlyn, Vishal and Jeshika the eyebrowgirl.

See Bündgens-Kosten (2015) for URL

Santa Claus

I see you when you're sleeping, I know when you're awake. I know if you've been bad or good, so be good for goodness sake!



CONTACT

Email Address: [Email Me](#)

ONE-LINE BIO

I see you when you're sleeping, I know when you're awake. I know if you've been bad or good, so be good for goodness sake!

INTERESTS

cookies, milk, flying reindeer, elves, chimneys, silver bells, pine trees, toys, red fuzzy suits, gift wrap, world travel

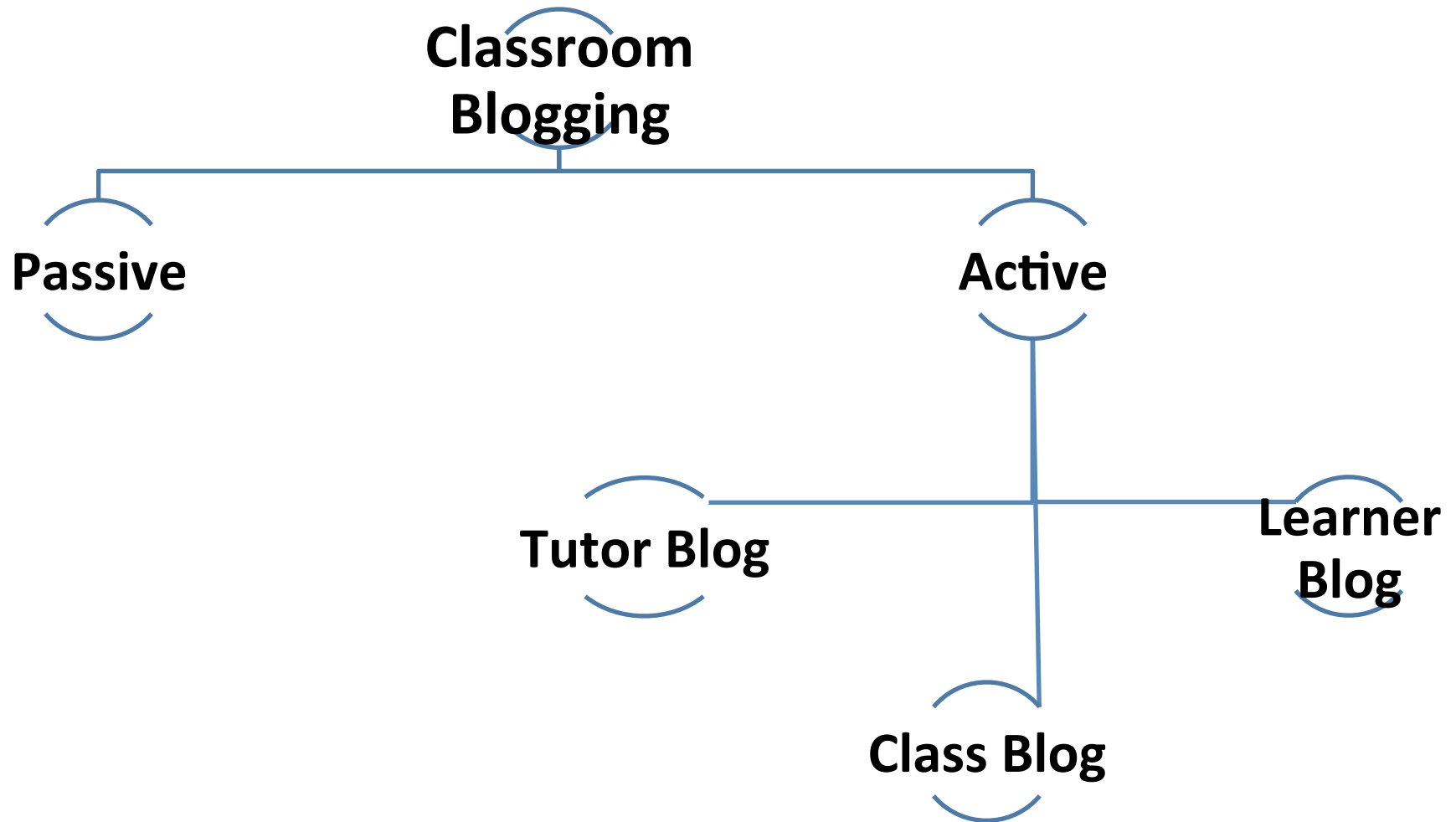
See Bündgens-Kosten (2015) for URL

In pairs, please evaluate the worksheet “Santa Goes Online”. You could address the following (but also further) questions:

- What age group might the worksheet be suitable for?
- What are potential problems of this worksheet?
- What suggestions for improvement / modification can you give?
- In what way could the worksheet be used to approach *blogging* as a topic?

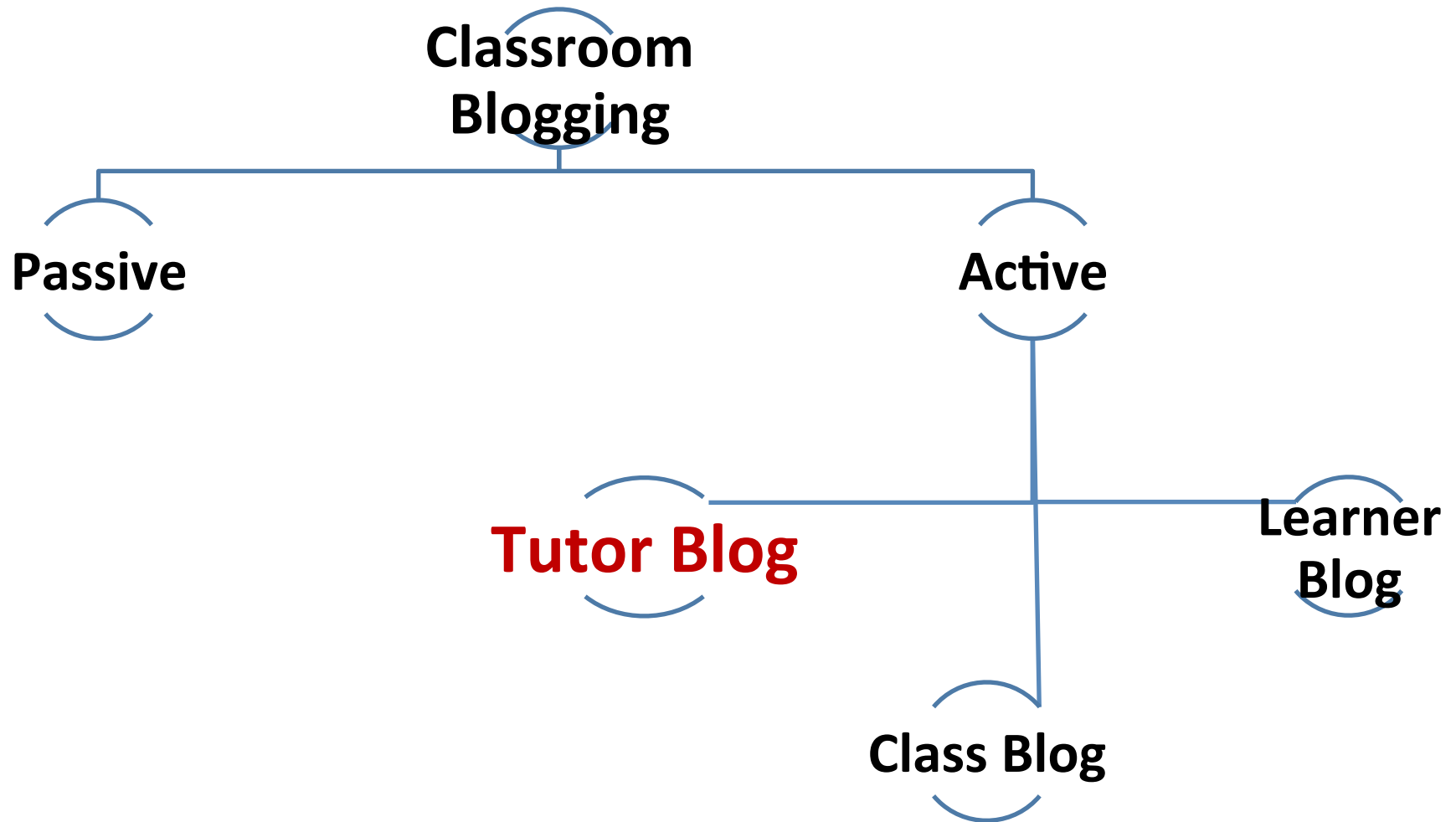
5 minutes

Classroom Blogging: Typology



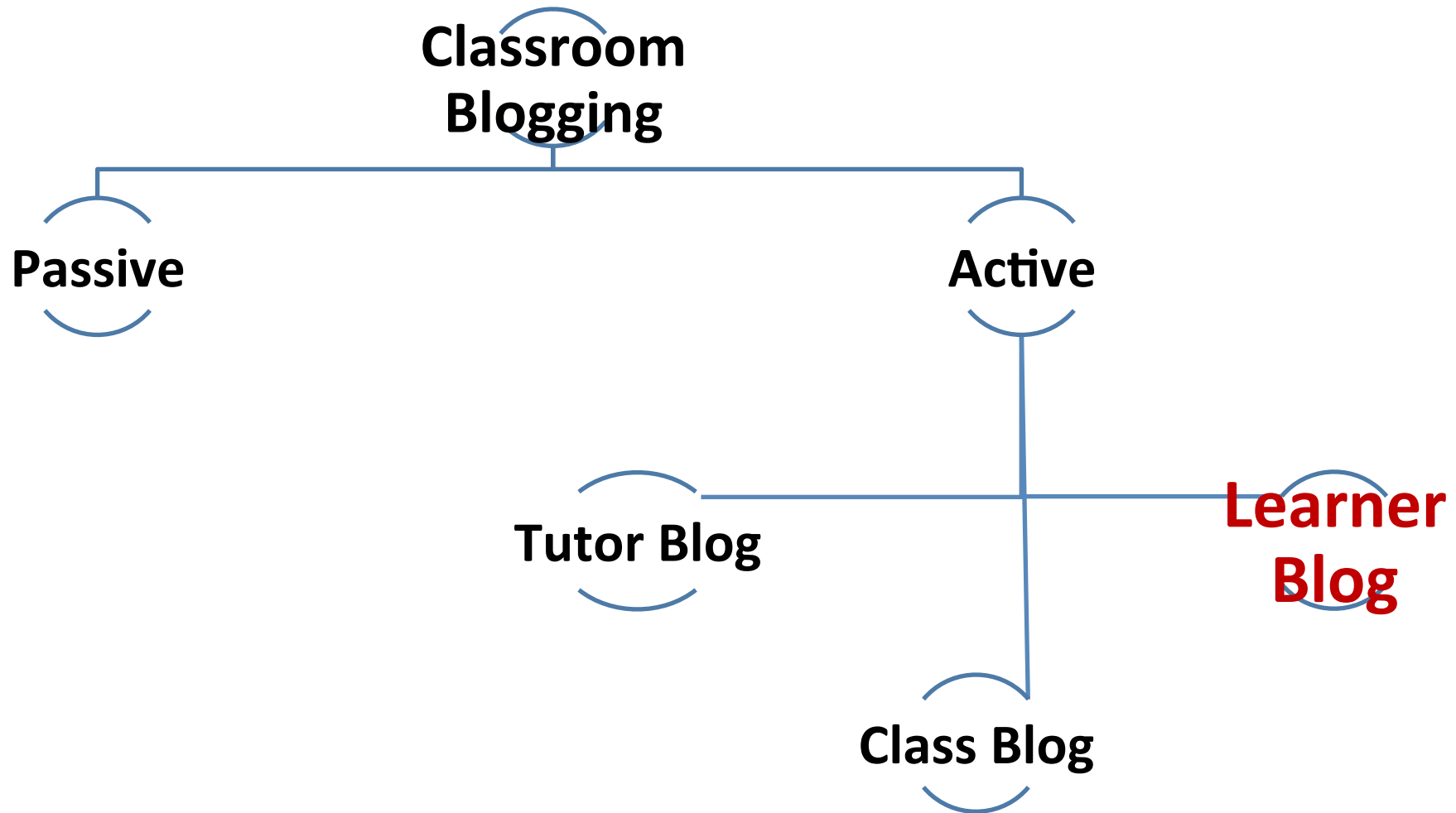
(see Campbell 2003)

Classroom Blogging: Typology



(see Campbell 2003)

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(see Campbell 2003)

If you come softly – Learner Blogs as *Reading Journal*

Reading Journal of Maria

DONNERSTAG, JUNI 30, 2005

My feedback

Now I'm in the end of the book. Chapter XXVI was the last chapter. (chapter XXV was only the poem 'If you come softly' so I didn't write about it.)

I like the book really and it was a easy english, too. I have three other english books but I think 'If you come softly' has easier english.

Normally I have to say that the end isn't correct because such a lovestory has to end with a happy end -in this book with a wedding. ^^ But I think the death blend better with the meaning of the book. I think the author would be call attention to the racism in the world. She would show what happen to a black guy and a white woman if they would be together. How wrong people can be if someone is different. So I think it's a good end (even if I cried).

This is a poem which I found and I think it's the perfect poem for the end. It could be for Ellie to give her bravery to lives her life without her Miah...her first and sole big love.

Links

[Google News](#)

[Edit-Me](#)

[Edit-Me](#)

Previous Posts

[My feedback](#)

[Chapter XXVI](#)

[Chapter XXIV](#)

[Chapter XXIII](#)

[Chapter XXII](#)

[Chapter XXI](#)

[Chapter XX](#)

[Residencies](#)

[Chapter XIX](#)

[Chapter XVIII](#)

[Archives](#)

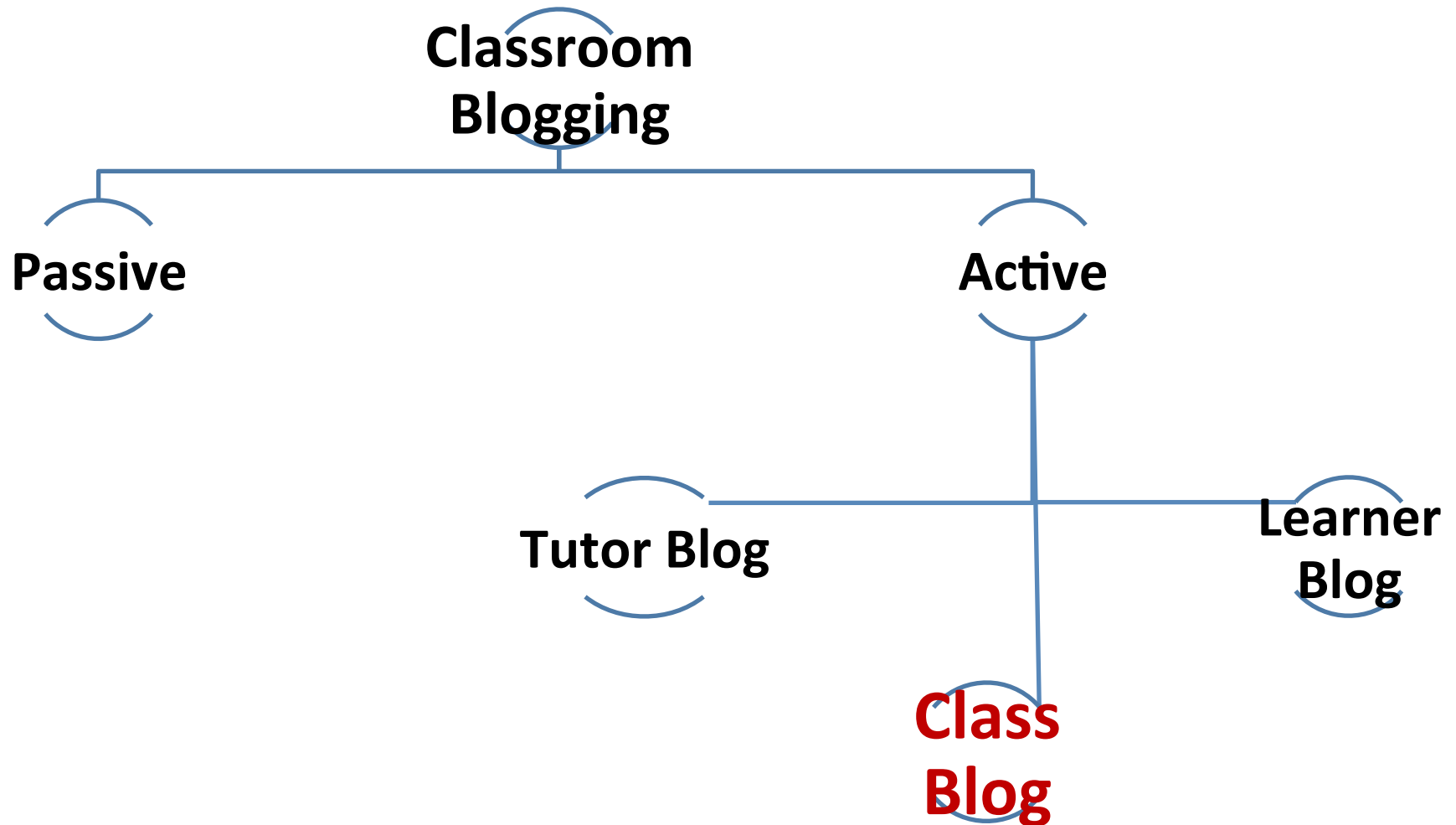
If you come softly – Learner Blogs as *Reading Journal*

Hi Maria,
your blog is very good. I think you will get a 1 for it.
Maybe we can meet us for going to cinema in the next
week. See you tommorow in the OEG. HDL

If you come softly – Learner Blogs as *Reading Journal*

In der Wahrnehmung vieler Schülerinnen (mit und ohne Weblog) hat die potentielle Leserschaft des Internet als Adressat bewirkt, dass die Schülerinnen mit Weblogs über das Gelesene persönlicher reflektiert und häufiger ihre Meinung geäußert haben, als Schülerinnen mit handgeschriebenen Lesetagebüchern.

(Raith 2008: 308)



L'ORDINATUEUR // BLOG - L'ORDINATUEUR // L'ORDINATUEUR: LES CHAPITRES



L'ORDINATUEUR - UN RÉSUMÉ

7/23/2014

3 Comments

L'OrdinaTueur de Christian Grenier, présenté et annoté par Peter Müller et Helga Zoch, a été édité par Ernst Klett Verlag en 2002.

Dans le roman, il est question d'une jeune policière Logicielle qui veut résoudre le cas de six décès inexplicables. Six hommes morts d'un arrêt du cœur devant leur ordinateur : avec ses collègues, Germain et Maxime, Logicielle lance l'enquête.

Elle a recherché que tous les décès ont beaucoup de similarités : Les morts ont eu un arrêt du cœur même s'ils semblaient en bonne santé. Mais ils ont tous pris des médicaments, des amphétamines. En plus, les tués ont tous



L'OrdinaTueur
Journal de Lecture

Nous sommes un cours
(Rippberger 2014)



THE TEDDY BEAR PROJECT

The Teddy Bear Exchange is an
I*EARN project.

An on-line collaboration for the children of the world.

Over 50

Willkommen aus der "Teddy Bear Seite"

Wenn du dir gerne einen kurzen Filmausschnitt anschauen möchtest, der Kinder bei dann klicke [hier](#). Du kannst dir auch Videos anschauen, in denen sich [Kinder](#) ihren E vorstellen und [ihnen winken](#). Es gibt sogar ein Video, das die [Cheerleader](#) einer Jun beim Besuch der Lake Park Elementary School in Naples zeigt.

Wenn du gerne ein paar Lieder hören möchtest, die sich amerikanische Schüler und Schule via Email ausgetauscht haben, dann klicke [hier](#) oder [hier](#).

Möchtest du dir gerne die Tagebücher der Bären anschauen, kannst du unten durch Schuljahre klicken oder hier ein paar ausgewählte Tagebücher anschauen.

deutsche Bären

[Bärlic in Arizona](#)

[Bärlic in Florida](#)

[Felix in Florida](#)

[James in Illinois](#)

ausländische Bären bei uns

[Snoopy aus Arizona](#)

[Spangle aus Florida](#)

[Mr. Snuggles aus Florida in Deutschland und den USA](#)

[Stars aus Illinois](#)

<https://web.archive.org/web/20070826114747/http://www.pestalozzischule-weilburg.de/teddybear/index.html>

(see also Legutke 2008)

The screenshot shows a Blogger blog interface. At the top, the word "action6" is displayed in white over a landscape background. Below this, the page is divided into two main columns. The left column, titled "ABOUT ME", features a profile picture of a fingerprint, the name "Doris Soares", and the bio "I am an English Teacher in Rio, Brazil". It includes several interactive buttons: "CONTACT ME", "MY PROFILE", "LINK ME", "SUBSCRIBE", "RSS 2.0", "ATOM FEED", and "MO POWERED". Below the "ABOUT ME" section is a "RECENT COMMENTS" section listing several comments from "Unlogged visitor" and "mari29". The right column shows a post dated "TUESDAY, 26 JUNE 2007" by "arraial10". The post content reads: "Hi, we are Thiago & Filipe, this is our Travel Log my brother, me and my family traveled to Porto Seguro (Bahia). This city is very beautiful and the population is agreeable. We stayed in Porto Seguro only for 8 days. We went to a Hotel. We went to some beautiful places." Below the post, it says "posted by: Dotty at 23:06 | link | comments (1)". Underneath this is another post dated "MONDAY, 28 MAY 2007" titled "Andreza`s travel log" with a large white rectangular placeholder below the title.

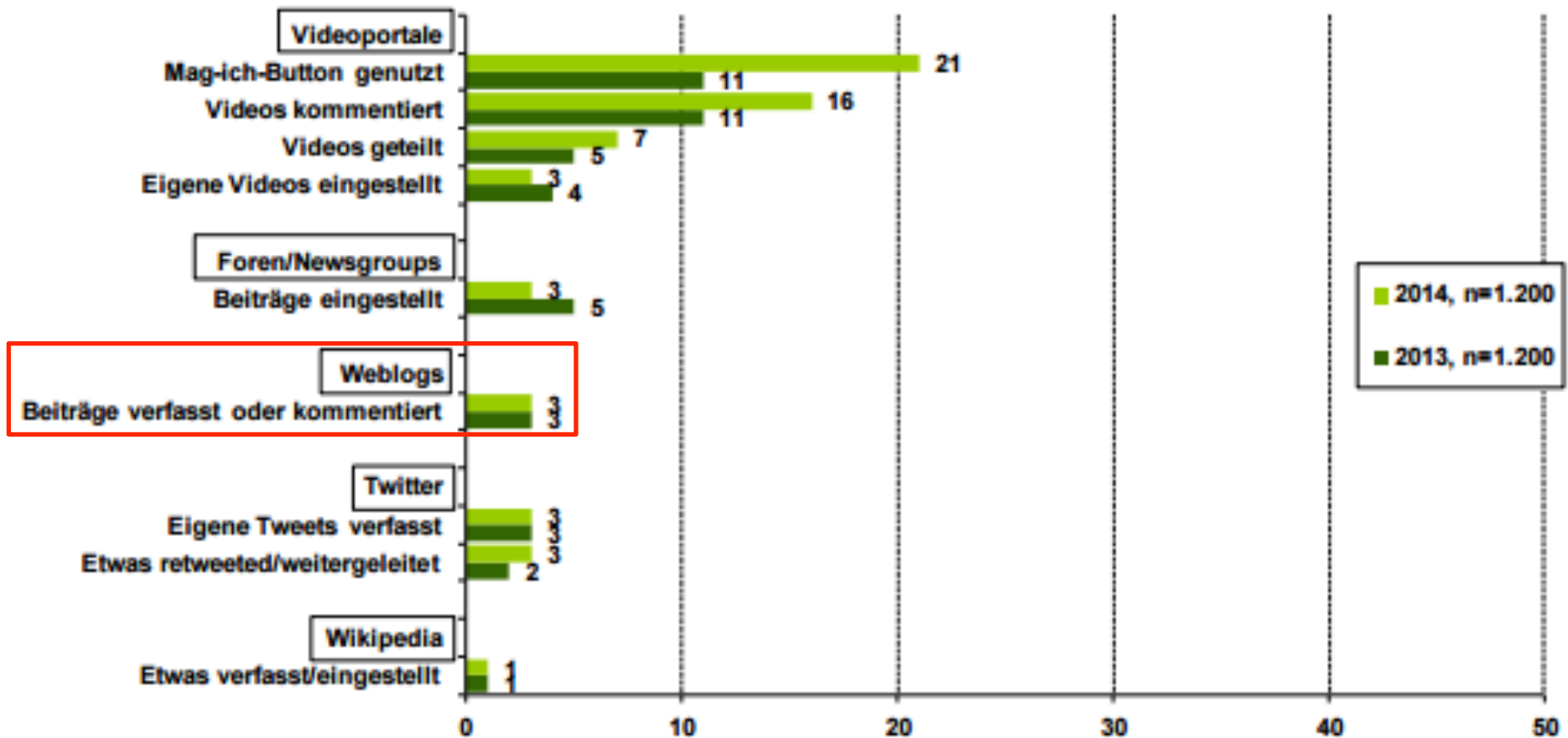
(de Almeida Soares 2008)

Lessons to Learn from *Action6*: Possible Problems

- varying degrees of media competence
- lack of guidance
- time constraints outside the classroom
- being uncomfortable interacting with strangers
- preference for learner blogs (“I want my own”)
- age group

Aktive Beteiligung im Internet 2014

- habe in den letzten 14 Tagen... -

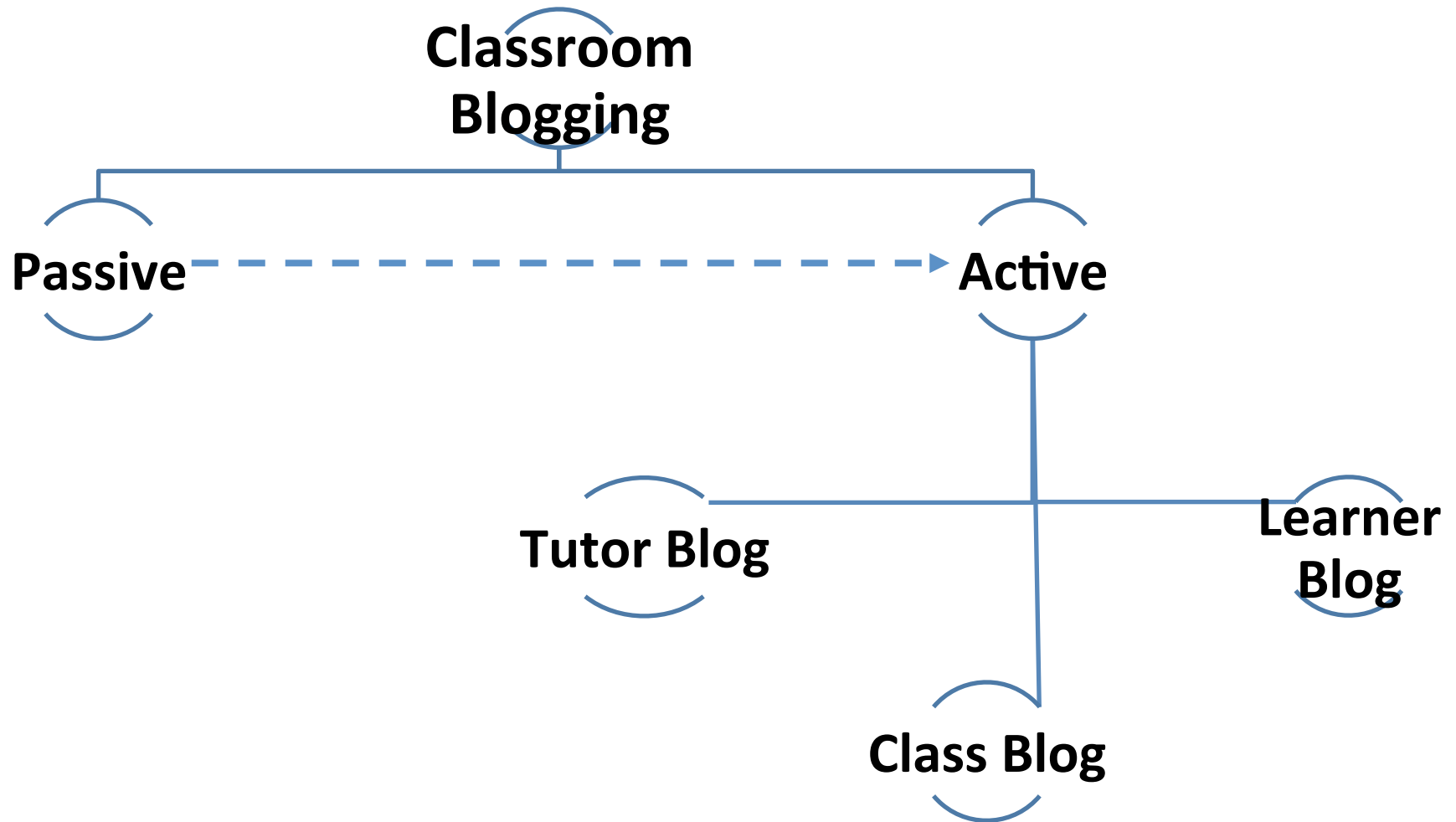


Quelle: JIM 2014, JIM 2013, Angaben in Prozent

Basis: alle Befragten

(JIM 2014: 30)

Classroom Blogging: Typology



(see Campbell 2003, Bündgens-Kosten in press)

In pairs, please discuss the worksheet “Blogging: Your First Steps”:

- What age group might the worksheet be suitable for?
- What problems might students encounter?
- What suggestions for improvement / modification can you give?
- How suitable do you consider this worksheet for leading your students to classroom blogging?

5 minutes

1. Setting the Scene: Introduction
2. Blogs and Blogging Practices – Some Tendencies
3. Classroom Blogging: Examples from Practice
4. **Discussion | Digital Literacies | Conclusions**

Let's reflect on the blogging scenarios presented here:

- Would you use them in your lessons?
- What potential benefits / drawbacks do you see?

cover *mobil* 6.2015

Profound Changes: Diversity

(New London Group 1996)

geographical distances
flat hierarchies
information workers
collaboration

**Working
Lives**

**Public
Lives**

diversity of
(sub-)cultures
language contact
registers, genres, styles

**Private
Lives**

access to
(sub-)cultures
dynamic identities
fuzzy boundary public-private

*draw on a range of
semiotic resources in
order to realize
communicative
interests*

think critically about
communicative
patterns

design social futures

(New London Group 1996)

[...] not just as the ability to operate a machine or decipher a particular language or code, but as the ability to creatively engage in particular social practices, to assume appropriate social identities, and to form or maintain various social relationships [by using digital media, P.S.].

(Jones & Hafner 2012: 11)

Conclusions: Classroom Blogging and Digital Literacies

Digital Literacies – the ability to...	Blogs as tool <i>and</i> social practice
use several resources to create meaning	<ul style="list-style-type: none"> increasingly multimodal
engage with new technologies creatively	<ul style="list-style-type: none"> exemplar of environments of web design and content management
mix and modify existing products	<ul style="list-style-type: none"> origins: filtering the web <i>Maria's learner blog: mixing and blending</i>
think critically	<ul style="list-style-type: none"> filtering the web sharing experiences
engage in social networking	<ul style="list-style-type: none"> blogrolls comments and other interactive features
adopt appropriate social identities	<ul style="list-style-type: none"> facets of the blogger's identity reflective writing
work jointly towards solutions	<ul style="list-style-type: none"> collaborative writing <i>class blogs</i>

Conclusions: Impulses and Open Questions

- thrill of a world wide audience vs. privacy protection
- *real* blogging?
- lack of reliable data concerning the benefits of class blogging

Long live the Weblog.

(Blood 2004: 55)

1. Corpus

The DIABLOC is available at pschildhauer.com/corpus. In order to obtain text files, please get in touch.

2. Secondary Literature

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