

7 Ways to Save Time by Using the Blog as a Teaching Tool



TECHNOLOGY THAT TUTORS



DR. CHERYL LENTZ

Technology That Tutors

7 Ways to Save Time by Using
the Blog as a Teaching Tool

by

Dr. Cheryl Lentz

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DEDICATION

To my faculty colleagues who are traversing the challenges of embracing new technologies to further engage their students. Stay strong and be patient.

"Live as if you were to die tomorrow. Learn as if you were to live forever." - Mahatma Gandhi

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Thank you Bonus!

About the Author

FOREWORD

DR. RICH SCHUTTLER, PH.D.

Dr. Cheryl Lentz offers her years of teaching expertise to guide those who educate others. She encourages them to provide options via technology that will add value to their teaching and training practices, thereby creating a rich environment and common association that will build an even stronger academic community. Blogging is misunderstood by many, and few people realize the added benefits a blog can provide for enhancing learning.

Since technology affords instructional activities to occur 24/7, Dr. Lentz utilizes available technological tools, such as a blog, as a 'learning vehicle' to supplement her teaching. In doing so, she adds value to her teaching via the content delivery. This book also reflects a thorough, yet easy to understand, approach to offering and mitigating concerns and challenges that university administrators face as they come to realize the value that blogging can bring to the faculty toolkit. Dr. Lentz does a great job reflecting how, as technology continues to evolve, tools such as blogging can be applied to shorten the learning time in a systematic manner that will add greater depth and breadth to curriculum design and content delivery.

INTRODUCTION

As a university professor, I have often heard my colleagues lament over the challenges their students present regarding repetition of information. We seem to find ourselves having the same conversation with different students time and time again. What if we could leverage our time and clone ourselves? What if we could be available to our students whenever and wherever *they* wanted us, *virtually*?

Technology offers such a solution with the creation of the blog. Think of the blog as *technology that tutors 24/7*. I started my blog in January of 2011 as an effort to create content *once* with the intent of using again and again in my classes. Welcome to the world of the blog where some of my efforts as a professor are now scalable. I can create a video (with transcript), embed on my blog, and simply provide the link to my students as the need or topic may arise in my class discussions. With a quick click of a mouse, I simply copy and paste the link and . . . Voila . . . I have now created a permanent supplemental teaching tool, i.e. with me as the teacher in the video using *technology that tutors*.

Please join me on this journey as I offer a path to shorten your learning curve with increased efficiency in teaching methods as we look to the blog with 7 ways to save time by using the blog as a teaching tool.

CHAPTER 1

WHAT IS A BLOG?

The first step in creating a blog is to understand what a blog is and how this tool can be integrated as part of a teacher's toolkit. First and foremost, remember that a blog is **not** in lieu of classroom activities, either in the classroom or online. Instead, the blog is intended to *enhance or supplement* the student experience.

As faculty, we still must follow our respective school policy to monitor our classrooms to document faculty and student engagement. Please be sure to check with your school's administration as blogs will have to be monitored to ensure positive activities are in line with school policies. Be sure to check with your program leadership for clarification of policy in your area. Often, faculty who have students participating in external activities should have the student document what they have learned through these external means and post in the course room for faculty and class comments, as well as an audit trail. Often, I will ask the student(s) to follow up on a blog or video by sharing what they have learned or what they can apply as they learned (or reinforced) using this external supplemental tool.

Using the blog allows faculty to (a) ensure that students understand the teaching concepts they are trying to convey and (b) allows students to not only demonstrate there is faculty and student engagement by inserting additional comments of application to course materials and learning outcomes.

So what is a blog? The most common definition is a combination of the words *web* and *log* or in short, *blog*. Think of the blog as an online journal that is updated by its author regarding a topic of interest. Often blogs are themed by purpose, topic, and expertise. They are most effective when they are short—a few paragraphs—that convey the main idea with perhaps a picture or two or maybe a video. Those who write a blog are considered *bloggers*.

In addition, blogs have the ability to have a reader subscribe to them so that a reader may be emailed or notified when a new blog has been posted. Think of this as having your favorite magazine send you the next issue the moment of publication, right to your e-mail without having to ask.

Blogs also have the ability to be interactive where the reader (student) can post a comment regarding the information posted, to offer a dialog or exchange of information. Blogs can offer more of an interactive exchange than a simply a one way dialogue by the blog author (blogger). Do be careful of this feature however regarding your classroom experience as you want to maintain discussion germane to the classroom within your classroom, not externally on the blog. Remember a blog is not a substitute for your in-class work with your students.

In my case, I have two blogs. The first blog is *Dissertation Publishing: The Best Source for Dissertation Publishing and Writing Tips* located at <http://www.DissertationPublishing.com> whose purpose is to be a destination for dissertation writing and publishing tips for my university students and authors of the award winning doctoral anthology series: [The Refractive Thinker®: An Anthology of Higher Learning](#).

The second blog, <http://www.ConsumerLearner.com> [Click Blog] is attached to a specific book Dr. Gillian Silver and I wrote in January of 2012, [The Consumer Learner: Emerging Expectations of a Customer Service Mentality in Post-Secondary Education](#). The topic for this blog is a discussion regarding the paradigm shift of the expectations of post-secondary education where we faculty have become customer service agents in the minds of our students, instead of the subject matter experts and practitioners.

Every Friday, I post either a text post or a video post entry in this online journal with a tip or a video specific to the theme and nature of the blogs as outlined above. Typically, I will consider what has surfaced in my classes for the previous week to which I can supplement learning with topics ranging from diversity to leadership to critical and refractive thinking to crafting a doctoral study or capstone thesis. The goal is to extend my teaching on various topics of interest to create technology that tutors the student whenever *they* have the time and need, as often as they like, whenever they would like.

Because I am known for talking fast, when I create my own videos, I will also post a transcript on the blog and then upload that transcript to YouTube for closed caption as well. Since beginning in January of 2011, I now have more than 160 posts, with more than 66 self-created videos for my students [16, 000 views on YouTube and counting!].

As I move through my teaching week in my various classes, I simply select a specific blog or video that would be appropriate where I then copy and paste the link into my classes. (see a sample message below).

Good morning colleagues!

Perhaps I might offer some additional help regarding crafty an introduction and conclusion, and how these two writing fundamentals work together? Please see the blog or video link below regarding my recommendations in designing your personal writing system. This strategy may help strengthen your writing further.

<http://www.DissertationPublishing.com/?s=introduction&x=11&y=11&paged=3>

http://www.YouTube.com/my_videos_timedtext?video_id=f9wIADHCN7c

My best to your success!

Dr. C

Voila, the student can now extend our teaching relationship by viewing a video or blog at any time, day or night, when further explanation may be warranted, as *often* as they like. I have now found the perfect way to clone myself by offering teaching as a scalable opportunity where students no longer have to wait for class time to ‘see me.’ Think of a video or a blog as using technology that tutors to supplement teaching efforts in the classroom.

CHAPTER 2

GETTING STARTED

The ability to create your own blog is not very difficult and requires minimal expertise, computer knowledge, or investment. Let's begin first with how to set up the physical structure of the blog itself.

Step 1

To begin, a domain name needs to be purchased. Think of this step as simply having an online storefront or building for which you will have an address of your blog. This address is the <http://www.InsertYourAddressHere.com>

There are many companies sell domain names and often they sell them for \$7.99 to \$12.99 a year (or more); where the .com extension is the most popular.

Step 2

Once you have your website name (such as mine: <http://wwwDissertationPublishing.com>) you will then need a company to host this domain address for you. Think of this as renting a mailbox space at the U.S. Post Office. You simply need a place to call home. Often hosting companies such as Host Gator or Arvixe may charge \$4 to \$7 a month on average.

Step 3

Next you need to decide what *type* of blog you will have. One of the most popular is Word Press which is free. Often, your hosting company will provide step-by-step directions on how to install Word Press on your blog.

I use WordPress for my blogs and find this platform very user friendly. WordPress also offers its own website (www.wordpress.com) with a learning community (www.wordpress.org) complete with helpful tutorials and various tools to make your blog function better.

Please note, however that while you can go to WordPress.com and start blogging today for free, there is a caveat that you need to know. Be aware that blogs that are used for COMMERCIAL purposes will get you banned from this site *for life*. If you try to host your blog at this site, your address would be something like <http://www.MyBlogName.WordPress.com> and you don't want that.

Now that you have your Blog name, i.e. your Domain name, as well as what type of blog, you are ready to begin writing content. For those who may be a bit nervous or hesitant, be patient as you begin. Let me invite you to search on your favorite search engine such as Google to find blogs in your area of expertise to see examples.

Often, less is more. Blogs are a short and sweet type of medium. I have learned that shorter blogs are more likely to be read. Perhaps 150-200 words or so, just to get to the heart of your topic is best. Think of a blog with the USA Today type of focus, where the most

important information is offered first and in a headline, just the facts type of format. Long winded blogs typically go unread and unnoticed.

For our purposes as faculty, often I will subdivide my lectures into several blog posts if needed. I will vary my posts as well; sometimes I will post videos, sometimes text. Sometimes I might use my blog specifically to inform my larger blog community, sometimes my blogs are targeted for both my blog audience as well as my students.

CHAPTER 3

7 WAYS TO SAVE TIME

The purpose of this chapter is to review the seven time saving steps in using a blog as the technology that tutors.

Create Once

- 1). Create Transcript of Video
- 2). Create Video
- 3). Upload Video to YouTube
- 4). Upload Transcript to YouTube (Caption)
- 5). Integrate Video as a Blog post (we call this embedding the code offered by YouTube as part of the html text of the blog post)
- 6). Integrate Transcript as a Blog post
- 7). Post link to either Blog post or YouTube Video to class

Guest Bloggers

Ask your colleagues to share their tips and videos by guest blogging. This technique will often save you time and share the wealth by

offering others the ability to share their teaching techniques with both their students as well as yours.

Post Applicable Videos from YouTube

When you or your students and colleagues find wonderful videos on YouTube, integrate them as part of your blog to share as well. I often post videos for my students regarding editing tips, writing tips, and sometimes just for inspiration. I then continue to expand my blog library of wonderful tools by having these videos as part of my blog for future reference. Remember, we don't have to solve world hunger by ourselves; we are simply the host of pearls that we may find along the way. If we all do a little, time management becomes much easier for everyone to share.

Podcasts

Podcasts are simply an audio version of technology. Where a video would provide both visual *and* auditory sounds, a podcast offers only the auditory component.

Webinars

On occasion, I offer free webinars on a variety of topics where I record them, and then offer the links to my students and blog membership as they may be of interest. I often use Talk Fusion as the Webinar platform.

Schedule Blog Posts

Technology also offers efficiency as I can not only create blog posts on my weekly Friday schedule (or throughout the week). (**HINT:** When you pick a schedule of when to blog, either every day or once a week, be sure to be consistent); I can also schedule my blogs forward. Once you start on a schedule, your fans and students do expect their weekly posting. If I am going to be out of town or have a particularly busy month, I will simply write them and then schedule them out a week at a time, perhaps up to 3 months in advance. You would imagine how fast the time will go!

Duplicate Often

- 1). Post Link to Blog Post in Class
- 2). Post Link to Video Blog Post in Class
- 3). Post Link to YouTube Video in Class

This step is where the efficiency of my efforts pays the richest dividends. While initially setting up a blog can be labor intensive, if you simply approach posting one blog a week, you can see how one's library builds up over time and quickly. Now after only 22 months, I have more than 160 posts that I (and you too!) can choose from. See sample posting in class (see Chapter 1).

Hint: Share with other colleagues to save them time as well. You'll be their new best friend!

CHAPTER 4

ADMINISTRATION FEARS THE COMMERCIAL ANGLE

Our discussion would be remiss if I did not offer a note of caution. Technology that is on the cutting edge is often suspect and eyed with tentative suspicion particularly as a viable teaching or andragogical technique. The blog as a teaching tool is no exception. I have offered many webinars at various institutions of higher learning for whom I teach, where very few faculty or college administrators truly understand the process or understand what is truly possible just yet. Please be patient as this new technology emerges.

The biggest challenge I have faced from university administration is their fear of the blog as a commercial. Candidly, as a 14-time award winning author, my books can be purchased as links to their respective websites within the shell of the blog. Because many of the universities for whom I teach have strict policies where faculty must refrain from selling to students—the blog can be a bit of a gray area. In my humble opinion, there is a way to get there from here; we simply have to apply a bit of creativity and ingenuity.

My solution to this area of gray is twofold. While I do offer an explanation in my text bio and my Animoto Video that I use my blog by way of introducing myself to my students as a new class begins, I try to minimize any sales or commercial type of behavior or angles. I will simply mention to my students that I have a blog where I will extract from my library links to post for their review throughout the term as topics may apply to a class discussion or inquiry. To avoid being a commercial, I can simply post a *specific* link to the *specific*

content post or video or YouTube video, which offers a *direct* link to the content I want my students to view. While the blog can be framed with a variety of other links, this *specific link* approach tends to offer a compromise that most administrators have been able to live with thus far. I am very clear in my policies where I indicate that I will not knowingly sell a book to a student until class has ended to avoid any conflict of interest regarding grades, as well as to maintain my adherence to institutional policies of not directly selling to students.

The challenge that university administrators must recognize is the teaching value that the blog brings to the faculty toolkit as well as faculty being published authors. In the age of technology where students tend to spend more time on Facebook than their studies, we faculty are trying to offer a competitive advantage by using these emerging technologies as viable teaching tools. *Fish where the fish are*. If students are going to be watching YouTube Videos, and searching for blogs and Facebook anyway, why not offer them an alternative to use these emerging technologies as effective supplemental teaching tools in the classroom?

Many surveys are conducted to address the needs of students from a recruitment and enrollment standpoint. One can but watch TV commercials with the competitive advantage this university or that college claims their faculty use. Students demand currency as well as relevancy and the integration of the blog as a technology that tutors is simply an evolutionary strategy to effective teaching in the classroom.

CHAPTER 5

TECHNOLOGY IS THE ULTIMATE LEVERAGE

The goals of competitive strategies are to focus on completion and results. My blog began in January 2011 as a result of frustration for seemingly answering the same question(s) again and again for my students. The blog offers the ability to clone myself—as often as any of my students might need, at their convenience and in their time zone. Whether at 1 pm in the afternoon or 1 am in the morning, my blog—and the writing tips and best practices offered—are available to serve the needs of my students.

Not only can I leverage my *time*, but I can leverage *technology* as well to contribute to the various learning styles of my students. For a student that prefers an auditory approach, there is the podcast; for the visual learner, the video or blog text or pictures. Even for the kinesthetic student who needs to have a more hands on approach—video offers a way to have a near real time student teaching experience. If one uses Google Hangouts, one can have both a live and public experience in real time that is then recorded to video for either student repetition or new reviews. The ability to make videos public or private also enhances and enables faculty adherence to institutional policies.

Relationship Building

My students have commented often that technology has leveraged my ability to connect with them as we further our relationship and our work together. I begin all of my classes with a video autobiography

that includes pictures about the real me—more than simply my teaching credentials of Bachelor’s, Master’s, and Doctorate degree. In addition, I can include pictures of my alma mater or their logos, pictures of my husband, and various trips we’ve taken, and my students’ favorites –pictures of my rescue Siberian Huskies—first Ms. Duchess and Montana, now George and Gracie. Please see this video below made using the Animoto Platform.

http://www.YouTube.com/watch?v=RPEBE_MSsdw

I can leverage pictures—perhaps of teaching concepts or graphs. I can include transcripts of my YouTube Videos as well which can be particularly helpful when demonstrating details regarding editing in APA format where a visual demonstration is necessary. Please see the video below regarding a final editing checklist.

<http://www.YouTube.com/watch?v=XFOxGB9FowA>

I can create webinars for my students that are live and in real time and record them, to provide a link to these broadcasts for students at a later date. Sign in as a guest in the Seminar below.

<http://1760244.videoconference.talkfusionlive.com/playback/r/7XqrwY0EG1xg7sW5>

As a result, technology offers the ability to record live events as well as prescriptive letters that offer additional help to further strengthen the writing of your students.

CHAPTER 6

HELPING STUDENTS THROUGH TECHNOLOGY

As a teaching tool, the blog has many applications. First, I can use my blog posts as a mini-lecture. Research suggests that students learn more effectively in short frequent bursts. As a result, I subdivide my lectures into mini blog posts of 300-700 words. I can then use these blog posts as either a copy and paste or a direct link for my students in the classroom. Think of this blog as a library that you are building that you can access over and over. Often times, our teaching materials must be recreated in a new class every new time we teach the course where we save our materials to a Word file on our hard drive of our computer. With a blog, our materials are always available at anytime, anywhere for both our use and that of our students. Have technology will travel as it were. Since my blog has a search function, I can simply look up a blog by its cloud tags, i.e. a technical term for key words where I am never far from my teaching materials—no matter where I may be.

One of my first e-Books: *Effective Study Skills in 5 Simple Steps* was actually an evolution of my blog. This particular book has 10 chapters or vignettes which began as free blog posts. I simply captured them all in one book, at the request of my students, so they could have in one place as either a pdf file or available on Kindle.

Once I have created this mini-lecture blog, this text becomes the transcript for the video I create on YouTube; uploaded to my YouTube Channel (<http://www.YouTube.com/DrCherylLentz>)

Process Tip: It is far easier to create a video from a script *first*, then to transcribe your videos after the fact.

Once the YouTube video is created, this transcript also becomes the closed caption or transcript option on YouTube as well. If you create your process correctly the *first* time, you can be very efficient in your strategy where you can leverage the process as well. After the video is created, I simply embed the code in my blog where the circle is complete.

From one process, I have now three different methods I can present the materials to my students. I can present both video and transcript on my blog and video with transcript on YouTube. Depending on which university I may teach for and their emerging policies, I can either post from my blog or post a link to YouTube. Either way, I have created once, leveraging my time, offering many future options. As of this writing, I have well over 16,000+views of my videos on YouTube and counting!

LEARNING STYLE

To summarize, video appeals to the visual learner as well as the auditory learner. I can copy the links either from a specific blog post or video link from YouTube into my class as either text or video or both. I can embed the code in my class with a mini video type of effect (if your school happens to use Blackboard via the YouTube Mash up option). Or I can simply post the link itself.

CHAPTER 7

A TEACHING TECHNIQUE THAT TUTORS 24/7

The blog is simply an amazing tool for a teacher to have in their toolkit. Essentially, we as faculty have the ability for the first time to have some elements of education be a scalable commodity. I can essentially clone myself via video, where I put forth the effort once, and reap the benefits many times over. Now I can promote learning in my absence where the adult learner can be more in control of their learning.

In addition, I have the ability to update instantly as information may change according to my topic. Since January of 2011, I have created more than 65 videos and more than 160 blog posts where many of these posts or videos offer writing tips from how to create an introducing and conclusion to how to edit in APA format. I simply integrate these blog posts and videos into my teaching materials as part of my welcome announcements, weekly summaries, and discussion posts. Whenever a topic happens to emerge, I will search within my blog library and find one that is applicable or I will search on YouTube for other scholars who may have already created a video that may apply OR I may simply create more videos and follow the process outlined here. The needs of my students drive what I create or how I may integrate the blog into my teaching strategies.

CHAPTER 8

BUILDING A LEARNING COMMUNITY

The blog offers a unique opportunity for faculty to enhance their building of a learning community within their immediate classroom as well as the larger academic community. Senge (1990) offered the importance of the learning organization, an organization that continually evolves as a result of new knowledge. As faculty, we now can build this continuity beyond the level of the class as well as the individual adult learner.

Often students and faculty share their struggle with fragmentation or having only a piece of the overall puzzle. As educators, our goal is to try and connect our specific class as part of the overall whole for students to maintain educational continuity within both the scope of their program as well as how what they are learning fits into their professional worlds, however often gaps remain.

The blog may offer faculty the ability to build this sense of wholeness as an extended learning community where the student can see how their individual puzzle piece(s) (class or classes) of their knowledge acquisition and that can be applied into the overall whole (the expanding body of knowledge). As students advance in their programs, they can check back to past blog posts and topics as well as potential student comments to gain context and application.

CONCLUSION

SHORTEN YOUR LEARNING CURVE

As educators, the goals for teaching are not only to build a foundation of subject matter expertise and academic theory, but to shorten the learning curve of our students. Remember the difference between a coach and a mentor is that a coach *knows the rules*; while a mentor has *played the game*. In using the blog as a teaching tool, I am simply ahead of you in this process as a result of my efforts these last few years as I looked for ways to integrate technology into my teaching to serve the needs of my students.

My goal for the use of the blog as a teaching tool emerged from frustration to be candid, lamenting the need to clone myself multiple times. With the advent of online learning, we now have students around the globe, across many time zones. Often, students forget that we are *one*, where they are *many*, and their needs can outweigh the availability on the demands for our time. My need was to find technology that can tutor as the title of this book suggests.

I hope that my strategy of using the blog as a teaching tool is of value to you as you look to increase the options and skills you can offer your students. I know how challenging learning these emerging technologies can be. Please be sure to be patient and **DO NOT GIVE UP**, as the results are more than worth the investment of time and potential frustration. Your students will thank you for your efforts in working toward enhancing the learning experience for everyone. My best to your continued success!

THANK YOU BONUS!

As my gift to you, please review this list of some of our most favorite plug-ins that may be of value to your blogging efforts moving forward. My best to your success. *Happy blogging!*

Plug-ins: Some are self-explanatory and some have a deeper explanation of what the plug-in does for you.

All-in-One SEO pack: Optimizes your WordPress blog for Search Engines.

What will this do for you? It gives you a simple fill-in-the-blank area to take care of most of your search engine optimization needs (SEO).

AddToAny – Share / Bookmark / Email Button: Allows visitors to share, save, bookmark, and email your posts and pages for services like Facebook, Twitter, etc.

What will this do for you? It will make it easy for people to tell others about you. You can also get valuable backlinks from all these bookmarking sites to your blog.

Cbnet WordPress Ping Optimizer: When you edit a blog posting your Wordpress blog will ping (send notice to) all the blog directories. If you make another minor edit and update/publish it, your blog will ping the blog directories again. Blog directories will think you are spamming them because they are getting the same posting from you over and over.

What will this do for you? WordPress Ping Optimizer will allow the first ping to go to the blog directories, but not the updates. This will keep you out of trouble with the blog directories.

Post to Twitter: This plug-in makes the title of each blog posting into a tweet with a clickable link to the posting.

What will this do for you? This can save you time in managing your social networking duties. Your Twitter followers love reading new posts, so you don't want to forget about them. This can really drive a lot of traffic to your blog.

My Custom Widget: Use this plug-in to create your own widgets, duplicate existing widgets and arrange them in a sidebar or anywhere else. You can decide whether the widget should be displayed or not for specific pages or page-types.

What will this do for you? Gives you more freedom to display or create your widgets the way you want. You can put HTML or PHP code in the widget.

Social Web Links: Displays social bookmark icons on your sidebar.

What will this do for you? This will give your readers easy access to your Twitter, Facebook, Digg, and YouTube accounts so they can become friends, followers and subscribers.

Page Links To: This plug-in allows you to make a WordPress page or post link to a URL of your choosing, instead of its

WordPress page or post URL. It also will redirect people who go to the old (or "normal") URL to the new one you've chosen.

What will this do for you? This functionality is useful for setting up navigational links to non-WordPress sections of your site or to off-site resources. You can also use it to create a hand-crafted menu that links to pages, posts, categories, or anything within your site.

GoogleXMLSiteMap: This plug-in will generate a special XML sitemap which will help search engines like Google, Bing, Yahoo, and Ask.com to better index your blog.

What will this do for you? With such a sitemap, it's much easier for the crawlers to see the complete structure of your site and retrieve it more efficiently. It notifies all major search engines every time you create a post about the new content.

ShareThis: This plug-in creates a button appended to the bottom of each post that when clicked, open up a window with 50 of the most popular social networking and bookmarking sites the reader can share the post with.

What will this do for you? Helps spread your posts all over the web as visitors share your post with their social sites. This could expose your blog to tens of thousands of new readers.

WordPress Database Back Up: This easy to use plug-in backs up all of your posts, pages, images, files, comments, and even your themes. Files can be saved to your server where your blog is hosted, saved to your computer or emailed to you (large blogs may have too many files to properly email them).

What will this do for you? Backing up files is one of the most important things you can do to keep your Internet business running smoothly. Think about how much time you have put into building your blog. You could lose your files at anytime by no fault of your own. This is a critical plug-in.

Simply Exclude: Hides pages from the site search.

Simple Image Widget: Using this widget you can easily place an image in the sidebar. You can also specify a URL to link to when clicking on the image. This widget supports multiple instances, so you can use it multiple times in multiple sidebars.

ABOUT THE AUTHOR



Southern Nevada author Dr. Cheryl A. Lentz holds several accredited degrees; a Bachelor of Arts (BA) from the University of Illinois, Urbana-Champaign; a Master of Science in International Relations (MSIR) from Troy University; and a Doctorate of Management (DM) in Organizational Leadership from the University of Phoenix School of Advanced Studies. She has her Sloan C Certification from Colorado State University – Global, as well as her Quality Matters Peer Reviewer (APP/PRC) Certification.

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Look for the next book in the award winning series: *The Refractive Thinker*[®]: *Vol II: Research Methodology*, (3rd ed.) available in the Spring of 2013.

To reach Dr. Cheryl Lentz for information on refractive thinking, doctoral coaching, or any of these topics, please visit her website: <http://drcheryllentz.com> or e-mail: drcheryllentz@gmail.com