

### Coding scheme for meaning making in Blogs

Sharma, P., & Tietjen, P. (2016). Examining patterns of participation and meaning making in student blogs: A case study in higher education. *American Journal of Distance Education*, 30(1), 2-13.

Discourse	Epistemic activity	Description   Example
Elaboration	Asking for clarification	Poster requests clarification on concept or idea. Example: “What I would like to ask you is how you use and what benefits you see when using Pinterest.”
	Answering clarification	Poster answers request for clarification articulated by previous student. Example: “To answer your question for commenters. I would try to us [sic] AR for instances where visual representation matters . . .”
	Challenging others’ ideas	Poster challenges others to substantiate or defend their interpretive position. Example: “The focus should indeed be on the process, but why not the product at the same time?”
	Giving new knowledge	Poster adds a qualitatively new element (i.e., a new resource or disciplinary perspective). Example: “You can go to the link I suggest you below and create your own badges.”
	Giving new perspective	Poster discusses the same topic but provides a completely new way of looking at it. Example: “I feel like it is not so much the teachers and maybe ever not the schools that are not ready, but the government.”
	Reasoning or developing ideas further	Poster engages in sense making or reflection on an issue—there is an effort to probe or elaborate one’s own thinking further. Example: “This could be made easier by collaborative learning through Web 2.0 tools. I might be going out on a limb here, but it could be a more authentic form of assessment. I’m thinking more middle-high school here.”
Sharing	Agreeing on conception	Poster agrees with another’s perspective or interpretive position. Example: “I do agree with R—[student] that the way we teach now turns a lot of students away from schooling and the use of technology could motivate them.”
	Giving one’s own example	Poster uses examples from personal experience or context and/or disciplinary knowledge. Example: “I can answer your last question since I am in a new position and we are implementing the Google Chromebook platform . . .”
	Sharing criticism	Poster agrees with critical perspective articulated by other students. Example: “My initial reaction to the badge system was similar to your ideas . . .”
Others as resource		Poster makes clear reference to a previous comment or poster and how it helped them to better understand conceptions, ideas, or theories, or how it clarified or added to their understanding. Example: “Your quote: ‘I, along with many of my students,’ . . . made me think about my own interactions.”

