

Marshall Memo 116

A Weekly Round-up of Important Ideas and Research in K-12 Education
December 19, 2005

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Quotes of the Week

“Listening to MP3s doesn’t compare with playing your own music. Watching a DVD isn’t the same as producing your own film. Playing a video game pales in comparison to designing your own software. And let’s be honest – downloading pornography doesn’t stand a chance against a shy kiss.”

Tom March (see item #1)

“We need to incorporate into our classrooms the same combination of desirable goals, interesting choices, immediate and useful feedback, and opportunities to ‘level up’ (that is, to see yourself improve) that engages kids in their favorite complex computer games.”

Marc Prensky (see item #3)

“If you can’t do it without technology, you probably can’t do it with technology.”

Jeff Wayman, professor at Johns Hopkins University

(in a keynote address at a data conference in Austin, Texas, Dec. 1-2, 2005)

“In all the excitement about new ways of teaching with technology, we educators may have neglected to pose the most fundamental question: Are students really learning?”

Mary Burns (see item #7)

“84 percent of middle-school students would rather clean their rooms, take out the garbage, or go to the dentist than do their math homework.”

A recent survey conducted by Raytheon Co. (*Education Week*, Dec. 14, 2005, p. 12)

“Facilimanipulating”

A description of what principals need to do with teacher team meetings,
from an unidentified participant at the Dec. 1-2, 2005 data conference in Austin

1. Bringing Real, Rich, and Relevant Learning to the “New WWW”

In this article in the current *Educational Leadership*, Australian educator Tom March says that kids with broadband access can tap into a seductive – and potentially harmful – “New WWW” that offers them *whatever* they want, *whenever* and *wherever* they want it. “In the age of the New WWW,” he writes, “every instant of our waking lives becomes an opportunity to impulse-buy... [It’s] unlike anything humans have yet experienced.”

March notes that there are three strategies for attaining happiness: pursuing pleasure, engaging in personally meaningful actions, and performing service to something larger than themselves. Only two work. Educators need to counteract the negative potential of the New WWW, he says, by using technology to create learning experiences that are *real, rich, and relevant*. “We can engage them in the joys of learning,” writes March, “of being part of something larger than themselves, of testing themselves against authentic challenges. We can shift them from passivity and consumption to action and creativity.”

The trick, he says, is authentic classroom experiences: “No virtual stimulus can accomplish this. Listening to MP3s doesn’t compare with playing your own music. Watching a DVD isn’t the same as producing your own film. Playing a video game pales in comparison to designing your own software. And let’s be honest – downloading pornography doesn’t stand a chance against a shy kiss.”

The resources of the Internet can help bring meaningful learning into classrooms. But not that every use of technology works. Over the last ten years, March has found that WebQuests and several other computer applications have improved teaching in only a small number of classrooms.

But recently, he has hit upon another strategy that he thinks is more accessible and effective: creating a ClassAct Portal. This is a website that brings in resources and provides a real-world forum for students’ best work. A ClassAct Portal focuses on one topic – for example, child slave labor, Harry Potter, cartooning – that’s of passionate interest to the teacher, relevant to the curriculum, and can hook students’ interest. Students at Immaculata High School in New Jersey created a ClassAct Portal on child slave labor that has an archive of student-written articles, links to organizations opposing slave labor, and opportunities for guest commentary (<http://www.geocities.com/cslnews>).

Having decided on a topic, March suggests setting up a Web space (this has more flexibility than a blog) by using a Web host that provides “cPanel” and “Fantastico” and

following a step-by-step tutorial to create a Web presence. Once established, here are possible next steps:

- Provide security by following your school’s acceptable-use policy, using open-source software, setting up permission levels for who has access, laying down ground rules, and monitoring the site to keep it free of inappropriate content.
- Have students gather links on the subject – what’s out there?
- Have students send e-mails of appreciation to the people behind the best sites.
- Track news on the topic by subscribing to newsfeeds and podcasts through Really Simple Syndication (RSS) – a search for these terms plus “tutorial” will bring up step-by-step instructions).
- Post exemplary student work. This can include audio podcasts and movies as well as written text and scanned drawings.
- Include a blog to get reactions from others inside and outside the school.

For more detailed information, check out March’s site, <http://www.ClassActPortal.com>.

“ The New WWW: Whatever, Whenever, Wherever” by Tom March in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 14-19)

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=22d4ecb0378e7010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=ba05ecb0378e7010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

2. What Literacy Looks Like in the Age of the Read/Write Web

In this article, New Jersey high-school technology supervisor Will Richardson reviews some of the technology tools that high-school teachers and students have at their disposal:

- *Blogs* – A new blog is created every two seconds, and many are personal diaries. At Richardson’s school, students have used blogs to collaborate with authors of the books they are reading in literature classes; to contact professional mentors in journalism classes; and to communicate with peers from Poland as they worked on their unit on the Holocaust.

- *Wikis* – This is the Hawaiian word for *quick*, and a wiki is a website that anyone can edit at any time. Wikipedia is an online encyclopedia with more than 500,000 entries that is created and edited entirely by freelancers around the world.

- *Really Simple Syndication* – RSS enables students to subscribe to a variety of information sources and have new information automatically updated and stored for future use. A student doing a project on global warming, for example, can create an RSS to collect the latest research on the topic as soon as it is published.

- *Social bookmarking* – This allows users (through sites like <http://furl.net> and <http://del.icio.us>) to archive and share information. Social bookmarking lets teachers collaborate with like-minded professionals to get the most out of the Internet.

- *Podcasting* – This is basically an amateur home radio program distributed through the Web. It can include items like audio tours of local museums, weekly news programs about a classroom, and oral histories and interviews.

These tools, writes Richardson, can “facilitate students’ collaborative construction of meaningful knowledge. Schools have traditionally demanded that students work independently and produce content mainly for their teacher. Digital tools allow students to easily work together outside school... to share the results of that work with a broader audience... Instead of just collecting student work to be graded and discarded at the end of the year, teachers could urge students to publish their work online so that others can learn from that work and interact with students about the ideas it contains.”

All this stuff on the Web, says Richardson, demands a new definition of literacy. “To be literate in the age of the Read/Write Web,” he writes, “means to skillfully manage the flood of information now available... Literate Internet users need strategies for sorting out, storing, and using relevant information from this outpouring.”

The flood of new information is also a challenge to traditional sources of classroom information, especially textbooks. Richardson suggests that teachers collaborate with students in writing their own textbooks online, putting together links and annotated reading lists that future classes can build on. Teachers can also reach out to scientists, writers, and researchers with more content-area expertise to help guide learning.

Richardson continues: “Now that anyone with an Internet connection can publish and disseminate content with no editorial review process, consumers of the Web content need to be editors as well as readers. They need to know how to identify the source of a piece of information, gauge that source’s reputation, compare the information with what’s already known, and make a judgment about its authenticity and relevance. We must teach students how to actively question and evaluate published information instead of passively accepting it as legitimate.”

“Every person with Internet access,” Richardson adds on a more somber note, “has a multimedia printing press at his or her disposal, an outlet with potential to do as much harm as good. Students need to understand the many ways in which they can appropriately share ideas and creations online.” He echoes other articles in this issue of *Educational Leadership*, urging strong guidelines and monitoring within schools – and developing in students the ability to make intelligent decisions about content they encounter and what they disseminate themselves.

“The Educator’s Guide to the Read/Write Web” by Will Richardson in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 24-27), no free e-link available

3. Ways to Bring the Digital World Into the Classroom

“Digital natives” is how consultant/writer Marc Prensky describes today’s students since most are fluent in new ways of:

- Communicating (instant messaging);
- Sharing (blogs);
- Buying and selling (eBay);
- Exchanging (peer-to-peer technology);
- Creating (Flash);

- Meeting (3D worlds);
- Collecting (downloads);
- Coordinating (wikis);
- Evaluating (reputation systems);
- Searching (Google);
- Analyzing (SETI);
- Reporting (camera phones);
- Programming (modding);
- Socializing (chat rooms);
- Learning (Web surfing).

“Digital immigrants” is how Prensky describes many adults: “We have adopted many aspects of the new technology, but just like those who learn another language later in life, we retain an ‘accent’ because we still have one foot in the past.” Kids’ computer skills will continue to evolve and change so rapidly, he says, that we’ll never be able to catch up. Educators should continue to go to workshops and become as literate as possible, but Prensky argues against flashy multimedia and graphics in the classroom. These are not the way to get students engaged, he says.

A better way is tapping students’ digital expertise. A teacher might ask, “Does anyone do anything on the Web that is relevant to what we’re discussing?” or “Can you think of any examples of this problem in your computer games?” Teachers should also find out which students are most knowledgeable in new technologies and form study groups so others can take advantage of their expertise.

What’s more difficult, says Prensky, is bringing into unit and lesson plans the deeper elements of the digital world that so effectively hook students: “We need to incorporate into our classrooms the same combination of desirable goals, interesting choices, immediate and useful feedback, and opportunities to ‘level up’ (that is, to see yourself improve) that engage kids in their favorite complex computer games.”

Prensky also advocates including students in classroom and school decisions. “Our students, who are empowered in so many ways outside their schools today, have no meaningful voice at all in their own education,” he says. “As 21st century educators, we can no longer decide *for* our students; we must decide *with* them, as strange as that may feel to many of us... If we don’t stop and listen to the kids we serve, value their opinions, and make major changes on the basis of the valid suggestions they offer, we will be left in the 21st century with school buildings to administer – but with students who are physically or mentally somewhere else.”

One way is to stop “herding” students – involuntarily assigning them to classes or groups. We can do this by one-to-one personalized instruction (making effective use of technology) or letting students choose the groups of students they work with (including virtual groups).

Finally, Prensky says, we need to prune the old-fashioned “legacy” curriculum, which is interfering with the “future” curriculum – the skills and knowledge that students need for the 21st century. “Our schools should be teaching kids how to program, filter knowledge, and

maximize the features and connectivity of their tools,” he writes. “Students should be learning 21st century subject matter, such as nanotechnology, bioethics, genetic medicine, and neuroscience.”

“Listen to the Natives” by Marc Prensky in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 8-13), no e-link available

4. An Argument for De-emphasizing Computers Until the Middle Grades

In this contrarian article, Ohio professor Lowell Monke argues against plunging students into computers at too young an age. “[W]e don’t prepare children for an automobile-dependent society by finding ways for 10-year-olds to drive cars,” he says, “or prepare people to use alcohol responsibly by teaching them how to drink when they are 6... Indeed, preparing young people quite often involves strengthening their inner resources – like self-discipline, moral judgment, and empathy – before giving them the opportunity to participate.”

Students also need authentic, real-world experiences to learn, says Monke: “The computer is a purely symbolic environment; users are always working with abstract representations of things, never with the things themselves.” He bemoans the fact that, as a result of time spent on computers, video games, and television, children today experience about 30 percent fewer face-to-face encounters than the previous generation. “If the task of schools is to produce men and women who live responsible, fulfilling lives,” he writes, “not just human cogs for the high-tech machinery of commerce – then we should not be intensifying children’s high-tech existence but compensating for it.”

“Anyone who has spent time in schools,” Monke continues, “knows that what is keeping today’s youth from succeeding academically has nothing to do with a lack of technical skills or access to computers. Rather, it is the lack of qualities like hope, compassion, trust respect, a sense of belonging, moral judgment, stability, community support, parental care, and teacher competence and enthusiasm that keeps so many students imprisoned in ignorance... The irony of postmodern education is that preparing children for a high-tech future requires us to focus our attention more than ever before on the task of understanding what it means to be human, to be alive, to be part of both social and biological communities.”

“I am not suggesting that we indiscriminately throw computers out of classrooms,” adds Monke. “But I do believe it’s time to rethink the past decision to indiscriminately throw them in.” The Alliance for Childhood, an organization on whose board he serves, recommends keeping computers at a minimal level in the elementary grades and focusing on authentic, first-person experiences, including:

- Close, loving relationships with responsible adults;
- Outdoor activity, nature exploration, gardening, and other encounters with nature;
- Time for unstructured play as part of the core curriculum;
- Music, drama, puppetry, dance, painting, and the other arts, both as separate classes and as a catalyst to bring other academic subjects to life;

- Hands-on lessons, handicrafts, and other physically engaging activities that teach young children about science, math, and technology;
- Conversations with important adults, as well as poetry, storytelling, and hearing books read aloud.

With this solid foundation in the elementary grades, Monke believes that students will be ready to become more involved in computers in middle school. By high school, technology should take a prominent place in the curriculum, especially in the junior and senior year – both as tools for learning and tools to learn about. Monke likes this “just in time” approach to computers; it makes more sense to him than “continually training younger students in technical skills soon to be obsolete.”

“The Overdominance of Computers” by Lowell Monke in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 20-23)

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=22d4ecb0378e7010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=da15ecb0378e7010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

5. What Giving a Laptop to Every Student Can – and Cannot – Achieve

This article reports on programs in California and Maine that gave laptops to all students. A study came to these conclusions:

- Computers will not boost test scores. The skills computers boost may not show up on paper-and-pencil tests, and using computers for instruction is in its infancy.
- Computers will not rescue troubled schools. If a school is doing well, laptops will help it do better; if it’s doing poorly, “laptops may amplify those difficulties by giving students a new means for off-task behavior and teachers a new tool for keeping students busy rather than teaching them.”
- Computers will not close the achievement gap. Laptop programs seem to have the “Sesame Street effect” – they can help all students, but kids who come to school with advantages tend to benefit more.

That said, the researchers identified a number of ways that giving a computer to every student can help successful schools and districts prepare their students for success:

- *21st century learning skills* – Laptops facilitate the kinds of learning, thinking, and analysis that students need for life.
- *Greater engagement through multimedia* – Laptops can bring into school the types of multimedia images and experiences students are used to outside of school.
- *More and better writing* – Students in laptop schools write much more than those in conventional schools, and this can be a powerful lever for raising achievement.
- *Deeper learning* – Laptop schools reported a greater emphasis on in-depth student research; computers made projects easier to organize and gave students multiple angles to get at the same material.

- *Easier integration of technology into instruction* – Having a laptop for every student was a great help to teachers in using technology as part of lessons and units.

The article goes on to offer practical advice on goal-setting, cost, finding the best vendor, using students to help do troubleshooting and repairs, keeping students off the porno sites, fostering teacher collaboration, doing block scheduling, starting slowly, and planning for evaluation.

“Going One-to-One” by Mark Warschauer in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 34-38), no free e-link available

6. Thoughts on the Most Effective Use of Computers in Schools

In this article, New York researcher Harold Wenglinsky reports on several studies that point to the most effective ways to use computers in schools. Some highlights:

- *Higher-order thinking* – A review of student achievement on NAEP assessments in 4th and 8th grades found that students benefited most when they used computers to solve complex problems that tapped into higher-order thinking skills.

- *High-school history* – A study of NAEP high-school history achievement found that several ways of using computers were associated with higher scores:

- Word processing: students who were skillful at keyboarding could more easily express their ideas.
- Art projects: using computers in this area gave students a set of conceptual tools that they could apply in history.
- Charts, tables, and graphs: these helped students think abstractly about economic, social, and physical phenomena.
- Projects: the experience of planning, implementing, and sustaining a project over time was useful.
- E-mail and chat groups: networking with peers about history subject matter boosted achievement.

- *Advice for teachers* – Wenglinsky goes on to say that high-school teachers should not contrive ways for students to use computers. “Rather,” he writes, “teachers should assign a research paper and take for granted that students will use computers in a variety of ways to complete the assignment.” But he adds that teachers should make a point of helping students who do not have access to computers acquire basic skills – and should also make sure that advanced students get the computer skills they need to take learning to a higher level.

“Technology and Achievement: The Bottom Line” by Harold Wenglinsky in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 29-32), no free e-link available

7. Making Computers Servants of the Curriculum

“The jury is still out on the impact of computers on student learning,” writes Mary Burns, a Massachusetts technology expert. “But before we dismiss computers as an expensive

fad or boondoggle, schools must take measures to ensure that they are using computers to their fullest instructional potential.” Burns reports that often this is not the case; many schools are making four mistakes:

- Training teachers in computer skills rather than teaching them the ways in which computers work best to enhance student learning.
- Failing to give schools the hardware, software, training, and support they need to make computers effective learning tools.
- Using computers mainly for lower-order applications and not using software that teaches higher-order thinking and problem-solving skills.
- Assuming that computer use equals instructional quality and kids-glued-to-computer-screens means that learning is improving and higher-order thinking is being developed. “In all the excitement about new ways of teaching with technology,” says Burns, “we educators may have neglected to pose the most fundamental question: Are students really learning?”

What does Burns suggest?

First, teach critical thinking first and technology later. “It’s not enough to help students find and communicate information,” she writes. “Teachers need to show students how to evaluate the information’s veracity, reason logically, come to evidence-based decisions, create relevant new knowledge, and apply this learning to new situations. This instruction may involve using computers, but computer use is not the goal.”

When teachers are planning a curriculum unit, Burns recommends that they ask themselves:

- What kinds of software should I use, and why?
- When should my students use computers in class? When should they not use them?
- Does the current technology used in my classroom support the curriculum and deepen content? How?
- Do certain uses of technology match certain learning outcomes?
- Does my current technology use improve students’ learning?

Second, focus on curriculum, instruction, and assessment. Professional development should get teachers thinking deeply about the higher-order “how” and “why” questions about using technology in their classrooms.

- They should get hands-on experience with different types of software so that they understand what it feels like from the kids’ point of view.
- They should understand the conceptual reasoning behind software programs.
- They should become critical consumers of different types of software, knowing which are best for which types of applications.
- Finally, says Burns, “professional development should focus on the core areas of teaching – content knowledge, curriculum, instruction, and assessment. Once teachers have a solid base in these areas, they can begin incorporating technology.”

“Tools for the Mind” by Mary Burns in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 48-53), no free e-link available

8. Five Principles for Effective Meetings

In this article, veteran educator Robert Garmston suggests five standards for successful meetings:

- *Discuss only one topic at a time.* A popcorn machine is not the best metaphor for team meetings. If a group member wanders off the topic, the facilitator might say, “Help us understand how your comment connects to this topic.” Off-topic ideas can be listed on a wall chart so they won’t be lost.

- *Use only one process at a time.* If the group is brainstorming, it should stick to the rules of brainstorming (i.e., no critical comments, list all ideas before evaluating or discussing them).

- *Keep everyone actively involved.* One way of doing this is having group members turn to their neighbor periodically to summarize ideas or voice their thoughts.

- *Use conflict constructively.* “Groups that discuss substantive differences of opinion,” writes Garmston, “produce better decisions, increased commitment, cohesiveness, and follow-through than groups that lack this ‘cognitive conflict.’” The trick is talking respectfully to individuals while disagreeing vigorously with their ideas.

- *Understand and agree on roles.* There needs to be a facilitator and a record-keeper. Often there is a decision-maker or a knowledge specialist, and this person should *not* be the facilitator so that his or her full expertise can be tapped by the group.

“The 5 Principles of Successful Meetings” by Robert Garmston in *The Learning System*, Dec. 2005/Jan. 2006 (Vol. 1, #4, p. 1, 6, 8), no e-link available (reprinted from *Journal of Staff Development*, Winter 2002 (Vol. 23, #1))

9. Short Items:

a. Cyberbullying policy – This sidebar in an article on curbing cyberbullying quotes the full policy adopted by the William Penn Charter School in Philadelphia:

“Neither the school’s network nor the broader Internet (whether accessed on campus or off campus, either during or after school hours) may be used for the purpose of harassment. All forms of harassment in cyberspace, often called cyberbullying, are unacceptable.

“Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs). Often the author (sender or poster) of the inappropriate material is disguised (logged on) as someone else.

“Community members who feel that they have been the victims of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to a school official (the director of technology, the dean of students, or the director of the upper school). All reports of harassment

in cyberspace will be investigated fully. Sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension, separation, or expulsion from the school.”

“Foiling Cyberbullies in the New Wild West” by Mark Franek in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 39-43), no free e-link available

b. Online maps – Using new websites, students can see maps and aerial or satellite photographs of any part of the Earth they choose to explore, including Mount Rushmore, the U.S. Capitol, or the Space Needle in Seattle. The newest addition is Google Earth, which allows students to fly across three-dimensional images of the entire globe that combine satellite photos and Google maps.

- Google Maps: <http://maps.google.com> (type in an address, see map or satellite photos)
- Google Earth: <http://earth.google.com> (this doesn't run on Macintosh computers yet)
- TerraServer: <http://terraserver.microsoft.com>

“Interactive Online Maps” by Odvard Egil Dyrli in *District Administration*, December 2005 (Vol. 41, #12, p. 75)

c. Resources for creating virtual libraries – This article on school virtual libraries suggests the following resources:

- Greece Athena Media Center: <http://www.greece.k12.ny.us/ath/library>
- Hunterdon Central Library: <http://central.hcrhs.k12.nj.us/imc>
- New Trier High School Virtual Library: <http://www.newtrier.k12.il.us/library>
- Springfield Township High School Virtual Library: <http://mciu.org/~spjvweb>
- University Laboratory High School Library: <http://www.uni.uiuc.edu/library>
- Whippany Park High School Library Media Center:
<http://www.whippanypark.org/library>

“The Virtual Library” by Joyce Kasman Valenza in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 54-59), no free e-link available

d. Digitized historical documents – This article gives links to the Library of Congress's remarkable collection of millions of digitized documents from various eras of American history – <http://memory.loc.gov/ammem/>.

• A second site has a “magic lens” available from the Memorial Hall Museum Online – http://www.americancenturies.mass.edu/activities/magic_lens - which can superimpose a typed transcript over hard-to-read script in primary source documents.

• The Gilder Lehrman Institute of American History's website has *Battle Lines: Letters from America's Wars* – actual correspondence from the Revolutionary War to Iraq. Go to: http://gilderlehrman.org/collection/battlelines/index_good.html to see the actual letters and hear them read aloud.

“Using Digitized Documents in the Classroom” by Susan Allen and Karen Dutt-Doner in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 66-67), no free e-link available

e. International exchanges via the Internet – This article by an Israeli teacher tells about Friends and Flags, a learning project that uses technology to bridge cultural barriers by getting classrooms around the world working in learning teams. Classrooms from two to six countries interact (in English) through e-mail, blogs, discussion boards, electronic mailing lists, and a project Web site. Students also create packages of authentic print materials and items representing their cultures to send to their partners. The site is at <http://www.friendsandflags.org>.

“Friends and Flags: A Multicultural Learning Project” by Karen Eini in *Educational Leadership*, Dec. 2005/Jan. 2006 (Vol. 63, #4, p. 68-69), no free e-link available

f. The dog and pony show – An anonymous teacher had this to say about an upcoming evaluation visit: “Tomorrow the principal will evaluate me. I will create a version of my best direct instruction lesson. The principal will love the lesson and rate my teaching performance as excellent. Unfortunately, the lesson she will see has almost nothing to do with the way I really teach or the way I believe children learn.”

Quoted in Searfoss and Enz, *Educational Leadership* (March, 1996)

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall8@verizon.net

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 36 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 43 carefully-chosen publications (see list to the right), sifts through scores of articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the memo to subscribers every Monday (with occasional breaks; there were 50 issues in 2004-05).

Subscriptions:

Individual subscriptions are \$50 for the school year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and information on paying by check or credit card.

Website:

If you go to <http://www.marshallmemo.com> you will find detailed information on:

- How to subscribe or renew
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- Focus topics
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- About Kim Marshall (including links to articles)
- A free sample issue

Marshall Memo subscribers have access to the Members' Area of the website, which has:

- The current issue (in PDF or Word format)
- All back issues (also in PDF or Word)
- A database of all articles to date, searchable by topic, title, author, source, level, etc.
- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American School Board Journal
ASCD SmartBrief
Atlantic Monthly
Bay State Banner
Boston Globe
CommonWealth Magazine
District Administration
Ed. Magazine (Harvard School of Education)
Education Digest
Education Gadfly
Education Next
Education Update (ASCD)
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Harper's
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Journal of Staff Development
Language Learner
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
PEN Weekly NewsBlast
Phi Delta Kappan
Principal Magazine
Principal Leadership
Psychology Today
Reading Research Quarterly
Reading Today
Rethinking Schools
Review of Educational Research
Teacher Magazine
Teachers College Record
Theory Into Practice
E-links will be provided whenever possible.