

Marshall Memo 209

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 12, 2007

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Quotes of the Week

“If school history is to play a major role in reshaping the consciousness of today’s iPod-ed, YouTubed, Instant Messengerized, MySpaced generation of American youths, it must find new ways to engage the cultural curriculum that engulfs them. Failing to do so guarantees school history’s irrelevance through the current century.”

Sam Wineburg, Susan Mosborg, Dan Porat, and Ariel Duncan (see item #1)

“I’ll probably end up in prison like my dad.”

A Green Bay, Wisconsin fifth-grade boy (see item #5)

“To achieve readiness for college and skilled careers, students must climb a long ramp that begins in early childhood. Most disadvantaged students are not even on this ramp unless we consciously work to put them there and provide the necessary support to keep them there.”

Chrys Dougherty and Heather Zavadsky (see item #3)

“Real improvement in education over the long run comes from hundreds of small improvements made by teachers and passed on to other teachers through collaborative learning.”

(Ibid.)

“Without an effective teaching staff, ambitious academic goals are merely pipe dreams.”

(Ibid.)

“Americans make the terrible assumption that good relationships are about harmony. They are not. On the contrary, good relations are those that handle strife well. Our task is to know and teach that every relationship involves conflict and resolving conflict.”

Donald Shriver, president emeritus of Union Theological Seminary, quoted in an article by Julia Steiny in *The Providence Journal*, Nov. 11, 2007

1. How Do Students Learn History, *Really*?

In this intriguing *Kappan* article, four researchers from Stanford, the University of Washington/Seattle, Oberlin, and Hebrew University of Jerusalem report on their study of high-school students' knowledge of historical events – in particular, the Vietnam War. The researchers followed 15 students in the Puget Sound region through their junior and senior years of high school and then interviewed students and their parents individually. During the interviews, researchers asked students and parents to react to a number of iconic photographs from the Vietnam era, including a bedraggled veteran reaching out to touch “The Wall” in Washington, D.C. and an angry pro-war demonstration by hard-hats in New York.

It turns out that, despite widely divergent views among their parents, and despite the fact that the students' schools couldn't have been more different (large inner-city, small evangelical Christian, and elite college-prep academy), students had formed a remarkably uniform impression – a “collective memory” – about Vietnam that included some facts and excluded others. Students' beliefs included:

- “Broken vets” wronged by the government that sent them to fight a pointless war;
- Vets wronged again by the American people, who scorned them upon their return;
- Little understanding or support for the war at home;
- Large protest marches in Washington and many quieter protests elsewhere;
- A war without a cause.

What struck the researchers was that certain contrary facts were not part of students' “take” on Vietnam: poll data showing strong majorities in favor of the war, hard-hat demonstrations in support of the government's policies, and the crushing defeat of the “peace” candidate, George McGovern, in 1972. These facts, probably covered in high-school history classes, had been occluded from students' collective memory.

How had students come to this incomplete and distorted understanding of the Vietnam War? Interviews and an analysis of school curriculum experiences revealed that a powerful “cultural curriculum” was more influential than textbooks and what teachers said. This cultural curriculum included field trips, movies, TV shows, the Internet, Homer Simpson, the rapper Immortal Technique, and the satirist Jon Stewart. Two elements emerged as particularly powerful in shaping students' view of the Vietnam War:

- The Vietnam Memorial in Washington, D.C., which has served as a “site of pilgrimage” and helped shape a collective memory. Most students had visited the memorial on school or family trips, and those who hadn't been there in person had seen the Wall in any

number of films and photos, including a Kinko's-sponsored website. "The Wall," write the authors, "may be the only national gathering place where individuals who share little political ground can walk side by side – quietly, saying little or not even exchanging a word, but walking together as Americans."

- The movie, *Forrest Gump*, which more than half of students and their parents brought up spontaneously. Interestingly, most students had first seen the movie in social studies classes, and it made quite an impression, especially in conveying images of hippies protesting the war and Vietnam veterans being called "baby killers." *Forrest Gump* is shown in high-school classrooms, say the authors, because, unlike other classic Vietnam films (such as *Born on the Fourth of July*, *Platoon*, *Full Metal Jacket*), it is PG and can be shown without controversy.

The researchers were struck that students remembered certain scenes from *Forrest Gump*, especially spotting his childhood friend, Jenny, as he was about to address thousands of protesters in Washington and rushing to embrace her to the thunderous applause of the crowd, but not others – for example, why he was at the microphone in front of an anti-war rally in the first place.

The researchers don't think teachers should stop using oversimplified films like *Forrest Gump* to teach about the Vietnam War. Quite the contrary, they believe teachers should use the film and replay certain segments to pick up subtleties that students miss the first time around. For example, Forrest is about to address the antiwar rally because he was swept up in a protest as he walked innocently around Washington in his full-dress uniform, and the crowd assumed he was a member of Vietnam Veterans Against the War. Historians believe that when many soldiers publicly and bitterly turned against the war, that was a critical turning point in public opinion. This could be pulled out of the movie to counter students' oversimplified narrative. By leading a critical discussion about the film, teachers can get students thinking critically about the war: Did all protesters really look like hippies? Were all Americans really against the war? Were veterans really spat upon when they returned? And why are people more likely to remember Forrest Gump's one-liners ("Stupid is as stupid does") than to recognize the name Ron Kovic and remember his more complex narrative from *Born on the Fourth of July*?

The moral of this story, say the researchers, is that we're kidding ourselves if we think that historical consciousness "develops rationally and sequentially through the efforts to create and deliver a state-mandated curriculum. Above all, the cultural curriculum reminds us not to confuse schooling with education. The former refers to what goes on in a place called school, with its armamentarium of textbooks, teachers, and tests. The latter seeks to capture, in Bernard Bailyn's words, 'the entire process by which a culture transmits itself across generations.' ... [T]he responses of these youngsters suggests that a common national narrative is alive, well, and in a constant state of recreation."

The researchers continue: "Whether it is Martin Luther King, Jr.'s 'I Have a Dream' speech available in a convenient foldout edition on the checkout stand at 7-Eleven or an ill-tempered Tony Soprano grumbling about Columbus Day revisionists on 'The Sopranos,' the cultural curriculum is so much a part of our landscape that it rarely comes into focus as an educating force. Yet engaging this cultural curriculum in the educational enterprise – getting

students to think about the history that does and does not ‘seep into their cultural pores’ – offers schools a way to make a unique contribution to students’ understanding, not merely to duplicate what students already know.

“If school history is to play a major role in reshaping the consciousness of today’s iPod-ed, YouTubed, Instant Messengerized, MySpaced generation of American youths, it must find new ways to engage the cultural curriculum that engulfs them. Failing to do so guarantees school history’s irrelevance through the current century.”

“*Forest Gump* and the Future of Teaching the Past” by Sam Wineburg, Susan Mosborg, Dan Porat, and Ariel Duncan in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 168-177), no free e-link available

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2. Dealing with Cellphones and Wireless Laptops in the Classroom

In this amusing (and distressing) *New York Times* column, Samuel Freedman relates a recent incident in a Roanoke College classroom: the professor had just announced a policy of zero tolerance for cellphones in class when an unmistakable ringtone was heard. As the guilty student fumbled with the phone, trying to turn it off before he was caught, the professor ordered him to hand it over, took a hammer out of his briefcase, and smashed the phone to pieces. Students’ faces were ashen, reports Freedman. “How am I going to call my Mom now?” asked the student. “Dude, you can sue,” a classmate suggested lamely.

It turns out that this incident was staged. The student’s phone was an extra whose service contract had long since expired, and the call was timed to drive the message home. But Freedman still thinks the professor deserves the Presidential Medal of Freedom for striking a blow on behalf of beleaguered teachers and professors in the computer era. As the Roanoke professor said, “Multitasking is good, but I want them to do more tasking in my class.”

Freedman goes on to put teachers’ struggle for attention in historical perspective. “Their perpetual war of attrition with defiantly inattentive students has escalated from the quaint pursuits of pigtail-pulling, spitball-lobbing and notebook-doodling to a high-tech arsenal of laptops, cellphones, BlackBerries and the like. The poor schoolmarm or master, required to provide a certain amount of value for your child’s entertainment dollar, now must compete with texting, instant-messaging, Facebook, eBay, YouTube, Addictinggames.com and other poxes on pedagogy.”

“All the advances schools and colleges have made to supposedly enhance learning,” Freedman continues, “– supplying students with laptops, equipping computer labs, creating wireless networks – have instead enabled distraction. Perhaps attendance records should include a new category: present but otherwise engaged.”

Are boring classes the problem – *teacher-centered instruction*? “I’m so tired of that excuse,” said Michael Bugeja, a journalism professor at Ohio State. “The idea that subject matter is boring is truly relative. Boring as opposed to what? Buying shoes on eBay? The fact is, we’re not here to entertain. We’re here to stimulate the life of the mind. Education requires

contemplation. It requires critical thinking. What we may be doing now is training a generation of air-traffic controllers rather than scholars. And I do know I'm going to lose.”

Not without a fight, hopes Freedman. He reports that a Canadian company has come up with a system called SynchronEyes, which allows a classroom teacher to monitor every student's computer activity and freeze any computer that is off-task. But kids are already figuring out ways to crack its code.

“If the students actually found some creative way to use a cellphone or a BlackBerry in a class demonstration, I'd be all for that,” says Scott Carlin, a Michigan State University professor and former secondary-school teacher. “Or if they could demonstrate how a chat room or AOL instant messenger would help them present a project. But what I found in most cases is that it was just a fancy new way of passing notes.”

Freedman concludes on a gloomy note: “What teacher or professor can possibly police a room full of determined goof-offs while also delivering an engaging lesson?”

“New Class(room) War: Teacher vs. Technology” by Samuel Freedman, *New York Times*, Nov. 7, 2007, http://www.nytimes.com/2007/11/07/education/07education.html?_r=1&oref=slogin
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3. How a California School District Focused and Improved

In this insightful *Kappan* article, Texas researchers Chrys Dougherty and Heather Zavadsky describe how the Garden Grove Schools took on the challenge of preparing all students for college and skilled careers – and won the coveted Broad Prize. “Though every student may not plan to attend college,” say the authors, “the district has decided that the opportunities made available to students should not depend solely on the foresight of teenagers or the prejudgments of adults.”

Garden Grove, an urban/suburban California district (50,000 students, 60% free-and-reduced-price meals, 53% Hispanic, 31% Asian, 15% white, 1% African-American), attributes its success to focusing on five areas of the National Center for Educational Accountability's Best Practices Framework:

- *Curriculum and academic goals* – “To achieve readiness for college and skilled careers, students must climb a long ramp that begins in early childhood,” say Dougherty and Zavadsky. “Most disadvantaged students are not even on this ramp unless we consciously work to put them there and provide the necessary support to keep them there.” Early intervention and curriculum clarity are essential, the district concluded, so it greatly expanded pre-school opportunities and wrote a grade-by-grade continuum of learning objectives that get students on the college-readiness ramp as early as preschool and keep them on the ramp through graduation.

To improve students' writing, for example, the district decided on rubrics and exemplars at each grade level, so that a fifth grader who scores a 4 on the fifth-grade rubric is writing at a higher level than a fourth-grader who scores a 4 on the fourth-grade rubric. Having concluded that California's proficiency standards were sufficiently rigorous to indicate that

students were on track for college, Garden Grove set a measurable long-range target that any student enrolled in the district for five years would score proficient on California tests in reading and math. The district also set a goal that English language learners would score proficient in English on the state's English Language Development Test. Despite its focus on reading and math, Garden Grove also continued to emphasize fine arts.

- *Staffing, leadership, and capacity-building* – “Without an effective teaching staff, ambitious academic goals are merely pipe dreams,” say Dougherty and Zavadsky. “Teachers are viewed as a long-term investment, and the district seeks to hire teachers who have the passion and commitment to work with the district's large population of disadvantaged students and English language learners and who believe that, with time, effort, and good teaching all of them can be brought to high levels of academic achievement.”

Garden Grove consciously avoided the smorgasbord approach to professional development, focusing instead on implementing a few instructional strategies well. One initiative involves pulling veteran teachers for two-year assignments to mentor new teachers as they implement carefully selected classroom strategies.

- *Instructional programs, practices, and arrangements* – “Real improvement in education over the long run comes from hundreds of small improvements made by teachers and passed on to other teachers through collaborative learning,” write the authors. “This process is disrupted by a careless turnover of programs.” Based on this belief, Garden Grove has adopted new programs only after they have been vetted by teams of teachers and administrators and small trials of all plausible programs have been conducted in different sites.

The district has also created accelerated programs, removed entry requirements, and coached increasing numbers of students to take advantage of them – but wrestled with the challenge of what to do with students who were not prepared for challenging work. For example, Garden Grove wanted to increase the number of students taking algebra in eighth grade, but knew that the “sink or swim” approach of putting unprepared students into regular algebra classes wouldn't work. It was also unimpressed with the track record of two other approaches for accelerating unprepared students: (a) holding them out of algebra until they had met the prerequisites, and (b) creating a lower-track version of the course spread over two years. Neither approach provided role models for students who were behind, which reduced motivation and increased the failure rate. The district is now piloting a fourth approach: putting marginally prepared students into regular algebra classes and simultaneously giving them a parallel “extra support” class in algebra. This double-blocking seems to be working.

- *Data-driven instruction* – Garden Grove gives interim assessments four times a year and uses a data system to present results by student, classroom, school, and district. “However,” write Dougherty and Zavadsky, “it is not enough to put a set of computer printouts into the hands of teachers.” The district makes sure that teacher teams have the support necessary to make meaning of the data and follow up on it.

Insights from interim assessments and classroom work culminate in standards-based report cards that help parents make sense of their children's progress and support them in areas of weakness. Principals and other administrators compare interim-assessment scores with

report card grades and help teachers make sense of discrepancies. If students do better on interim assessments than report cards, it often means they understand the material but haven't bothered to turn in assignments. If a student gets good report-card grades but does poorly on interim assessments, it may mean that the student doesn't test well, or that the grade was based on conduct and effort as well as achievement. When teachers are presented with information like this, say the authors, they are "quick to move the discussion forward by asking thoughtful questions and seeking to influence next steps."

• *Recognition, intervention, and adjustment* – "Prevention is the best intervention." This statement has become part of the Garden Grove philosophy. Carrying it out involves using assessment data to differentiate instruction to meet individual students' needs. Dougherty and Zavadsky say that the Garden Grove teachers' union leaders insist on teachers having the right tools and training and work in a culture of collaboration and continuous improvement. They believe that "the profession is best served when all students succeed."

Dougherty and Zavadsky conclude with several pieces of advice for other districts trying follow in Garden Grove's footsteps:

- Adopt a long-range goal, such as getting all students ready for college and skilled work, and avoid any short-term solutions that work against the long-term goal.
- Use a good conceptual framework (such as the five areas adopted by Garden Grove) to organize thinking about district improvement.
- Implement a small number of changes well.
- Measure to make sure that accomplishments are real.
- Build support for staying the course by informing and involving key stakeholders.

"Giving All Students the Keys to College and Skilled Careers: One District's Approach" by Chrys Dougherty and Heather Zavadsky in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 194-199), no free e-link available

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4. Preparing All Students for College

In this *Kappan* article, William Bushaw reports on a poll of 1,814 middle-school students sponsored by Phi Delta Kappa International, the National Association of Secondary School Principals, and the Lumina Foundation for Education. Students were optimistic about their educational prospects: 84% said they were well prepared to succeed in rigorous high-school classes, 93% said there was *no chance* they would drop out of high school, and 92% said they would attend college. However, the poll also revealed that students didn't have a realistic sense of the courses they needed to take in high school to prepare them to succeed in college.

What should we should make of the discrepancy between students' optimism and cold reality – on average, only 83% of students graduate from high school and only 66% attend college. "It's easy to dismiss the opinions of 12- and 13-year-olds," says Bushaw. But he urges us not to brush aside what they're saying "because they're too young to have experienced the 'real world,'" he continues. "Let's leverage this optimism to accomplish what we know is

important for our nation's future: offering outstanding educational opportunities to as many of our young Americans as possible.”

The main thing, writes Bushaw, is to get away from the antiquated “sort and select” mission of high schools, in which we encourage academically successful students to go to college and track less-successful students into less-challenging courses that lead to jobs requiring only a high-school diploma. “Is it conceivable that American high schools could offer a challenging course of study for all students without intentionally and systematically failing some of them?” asks Bushaw. “I think so. But it will mean abandoning the long-accepted dichotomy between college preparation and work preparation... If we listen to our middle-school students, preparation for college becomes the default setting for all students.”

Bushaw goes on to suggest five attitude changes that will be necessary to prepare all students for post-secondary education (which includes community college):

- *Accept that we can challenge all high-school students without systematically failing some.* This requires differentiating the curriculum and allowing students to pursue different paths to proficiency.

- *Eliminate the sink-or-swim transition from middle school to high school.* Ninth grade is clearly a weak link in the chain of education – a grade where all too many students disengage and teeter toward dropping out. Special programs are required to help middle school students make a successful leap to high school.

- *Beginning in middle school, give students and parents information about the courses needed to get into college.* This “information gap” needs to be filled much earlier than is currently the practice in schools.

- *Reduce the financial burden that prevents low-income students from attending or completing college.* In the middle-school poll, almost all students who doubted they would go to college cited cost as the reason. It's important to increase needs-based funding (e.g., Pell Grants), access to low-interest loans, and community college as a stepping-stone to four-year colleges.

- *Get students in touch with their interests and passions.* If middle and high schools can light a fire in students and link it to an academic subject area – history, science, technology, writing – and related occupations, that can keep students on the college track.

“From the Mouths of Middle-Schoolers: Important Changes for High School and College” by William Bushaw in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 189-193), no free e-link available

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5. Green Bay, Wisconsin Shows Public School Students the Way

In this *Kappan* article, a group of Wisconsin and Indiana educators describe the moment that gave birth to a college-exposure and preparation program for Green Bay, Wisconsin students. Cynthia Shepard, the wife of the newly-appointed chancellor of the University of Wisconsin-Green Bay, was visiting a local elementary school and happened to see a fifth-grade boy who was in the office for a discipline problem. She asked the boy what he

wanted to be when he grew up, and he replied, “I’ll probably end up in prison like my dad.” Shepard was so appalled by the comment that she committed herself to setting up a program to change the future chances of boys like this one. Here’s how it looks now:

- *School and university visits* – About 350 trained undergraduates from the university visit fifth-grade classes in the public schools and establish role-model relationships with students. Then about 1,000 fifth graders visit the university in groups of 5-7, receive T-shirts, get a tour of the campus, sit in on classes, see the pep band, mascot, and cheerleaders, stroll through the library, the student center, and administration offices, meet with faculty, and question the president (the “really big principal”) over ice cream. A week later, the undergraduate role models do a follow-up visit to schools to reconnect with students and discuss highlights of the day.

- *Continuing contact in middle and high school* – Undergraduate mentors maintain their connections with students when they move to middle school, and work with teachers and counselors to help build on-track-to-college skills, including organization and note-taking.

- *Community involvement* – Shepard and her colleagues developed a network of 120 local philanthropists to support the program, accumulating an endowment to support future college scholarships for Green Bay students.

- *Parent programs* – The program runs quarterly forums each year for the parents of students at risk of school failure, including information on the availability of financial aid for college.

- *Program evaluation* – Researchers, assisted by undergraduates, are gathering data on students’ backgrounds, interests, self-efficacy, and self-esteem with an eye to drawing conclusions on the ultimate impact of the program.

“Inspiring Students to Create the Future” by Cynthia Shepard, Kristin Vespia, and Colleen Fitzpatrick, with Timothy Kaufman, Linda Tabers-Kwak, and Deborah Furlong in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 200-203), no free e-link available

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6. Teaching High-School Science Students to Read for Understanding

“Most adolescents think they already know how to read,” say Louis Gomez and Kimberley Gomez in this *Kappan* article, “and most content-area teachers believe their students should know how to read and that teaching them to do so is not part of their job.” These beliefs conspire to keep many secondary-school students from getting much-needed help understanding texts. The problem is that these students haven’t developed specific techniques to navigate and draw conclusions from content-area readings. As a result, the big science ideas embedded in the reading often remain invisible as students plod through books trying to memorize unfamiliar and confusing material.

The Gomezes have been working with science teachers to develop three tools to help make reading science materials an active, critical-thinking process:

- *Annotation* – “Students need ways of making an author’s message more explicit,” write the authors. Annotating a text really helps, and also makes re-reading and studying for

exams more productive. The Gomezes teach students how to mark up main ideas, supporting ideas, difficult vocabulary, transitions, conclusions, and inferences. They also teach students to highlight explicit and implicit hypotheses, claims, evidence, inferences, predictions, evaluations, and integration. All this slows students down and helps them pay attention to the structure and details of dense science writing, which results in much better comprehension.

- *Double-entry reading logs* – This tool helps students monitor and document their growing understanding of science texts. For example, a student might keep a double-entry log of difficult vocabulary, jotting down new words on the left and an initial conjecture of the meanings and how they relate to the author’s message on the right. Logs also provide teachers with an ongoing dipstick/formative assessment: they can look over students’ shoulders and see if they are on the right track or need redirection.

- *Summarization* – Teaching students to capture the major concepts of a text and the major concepts and details supporting those concepts is a key skill for science reading. The Gomezes use two approaches: teacher-guided summarization to model the way, and having students use a Summary Sheet, a Web-based tool that supports student summarization by giving private feedback on content, spelling, redundancies, and irrelevancies.

“Reading for Learning: Literacy Supports for 21st-Century Work” by Louis Gomez and Kimberley Gomez in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 224-228), no free e-link available

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7. Using Reading Strategies to Improve Content-Area Achievement

In this *Kappan* article, Fordham University professor Molly Ness reports that in the 2,400 minutes of high-school math, science, and social studies classes she recently observed, only 3% of the time was devoted to helping students develop better reading strategies – and most of that time consisted of asking students literal questions or having them summarize what they’d read. Clearly, explicit instruction in reading skills is taking a back seat to covering curriculum content. In her time in schools, Ness also got the sense that teachers regard teaching reading skills as “just one more time-consuming burden, not as an effective way to improve student understanding and retention of content.”

Teachers are wrong about this, says Ness. Better reading comprehension strategies deepen and broaden students’ content-area knowledge and skills. She suggests three ways that school leaders might improve the situation:

- *Provide explicit professional development to show how literacy integration can work in the content areas.* Ness quotes Gina Biancarosa and Catherine Snow: “The idea is not that content-area teachers should become reading and writing teachers, but rather that they should emphasize the reading and writing practices that are specific to their subjects, so students are encouraged to read and write like historians, scientists, mathematicians, and other subject-area experts.”

- *Create an inquiry-based school environment where teachers critically reflect on their instructional goals and priorities.* “When schools create collaborative environments in which

teachers share both their instructional successes and struggles,” writes Ness, “literacy integration becomes a schoolwide priority, rather than a mere catch phrase.” One strategy is to have teachers convene in “critical friends” groups to read articles and books and think about how to apply them to their classrooms.

- *Use literacy coaches and curriculum specialists.* “Literacy coaches could show content-area teachers that reading comprehension strategies do not detract from students’ learning of content,” says Ness, “but help them engage with, think critically about, and retain content.”

“Reading Comprehension Strategies in Secondary Content-Area Classrooms” by Molly Ness in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 229-231), no free e-link available

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8. Short Items:

a. 21st-century skills website – Route 21 is a constantly updated website of resources to help develop the skills that are emerging as key to success in this century: global literacy, problem solving, innovation, creativity, etc. The site has information on standards, assessments, curriculum, and professional development. Users can mark, organize, collect, and share content based on their needs. See <http://www.21stcenturyskills.org/route21/>.

Spotted in *PEN Weekly NewsBlast*, Nov. 11, 2007

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b. Websites on blogs and wikis – This compendium of websites in *Kappan* can help educators who are interested in starting a blog or wiki:

- <http://blogsavvy.net/how-you-should-use-blogs-in-education> - Blogsavvy offers tips for incorporating blogs in instruction and other areas.
- <http://edublogs.org> - Edublogs is a blog-hosting site that allows K-12 teachers and students to host their own blogs.
- <http://thwt.org/historyblogs.html> - The Center for Teaching History with Technology created this site for teachers who don’t have experience in this area. It offers reasons to blog, suggestions on content, and links to sites that will host a blog.
- http://opencontent.org/wiki/index.php?title=Using_Blogs_and_Wikis_in_Education - This site is an offshoot of the Open Content Project; it has explanations, videos, and links to examples on the use of blogs and wikis in classrooms.
- <http://teachersteachingteachers.org> - Teachers Teaching Teachers has information on skypeing (Internet telephoning), webcasting, podcasting, and blogging for classrooms.
- <http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/weblogs> - Created by the Department of Education and Training in Western Australia, this site has resources for teachers who want to blog in their classrooms. It also has search tools and links.

- <http://coe.sdsu.edu/eet/Articles/wikis/index.htm> - From San Diego State University, this site has beginning wiki users in mind, defining terms and suggesting classroom applications. You can watch a wiki in action as information is posted by users to enrich and improve it.
- http://www.scienceofspectroscopy.info/edit/index.php?title=Using_wiki_in_education - Sponsored by Ocean Optics, this site demonstrates a new form of online writing and shows how it can be used in classrooms.

“Webwatch: Educational Uses of Blogs and Wikis” by Renee Flierl and Heather Fowler in *Phi Delta Kappan*, November 2007 (Vol. 89, #3, p. 241)

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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 37 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 44 carefully-chosen publications (see list to the right), sifts through more than a hundred 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 evening (with occasional breaks; there are about 50 issues a year).

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- How to change access e-mail or password

Publications covered

Those read this week are underlined.

American Educator
American School Board Journal
ASCD, CEC SmartBriefs, Daily EdNews
Atlantic Monthly
Catalyst Chicago
Chronicle of Higher Education
CommonWealth Magazine
Ed. Magazine
EDge
Education Digest
Education Gadfly
Education Next
Education Week
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
Essential Teacher (TESOL)
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
JESPAR
Journal of Staff Development
Language Learner (NABE)
Middle Ground
Middle School Journal
NASSP Bulletin
New York Times
New Yorker
Newsweek
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