

1 The Read/ Write Web

Tim Berners-Lee had a grand vision for the Internet when he began development of the World Wide Web in 1989. “The original thing I wanted to do,” Berners-Lee said, “was make it a collaborative medium, a place where we [could] all meet and read and write” (Carvin, 2005). At the time, the Internet was not much more than a network of computers that researchers and government officials used to share text and data, just a small blip on the radar screens of all but the most technologically savvy. But Berners-Lee saw the potential to construct a vast “web” of linked information, built by people from around the globe, creating the ability to share not just data but personal talents and experiences in new and powerful ways.

The first part of Berners-Lee’s dream came to fruition in 1993 with the development of the Mosaic Web browser. Seemingly overnight, the Internet went from a text and numbers based research tool for the few to a colorful, graphical world of information for the masses. Even though content was limited in those early days, millions of people soon started going online to read or “surf” the Web for information and entertainment. And as access spread, connections became faster, and more and more Web designers and authors set up shop, the twentieth century ended with the Internet taking its place as an essential communications and research network connecting people around the globe.

But even with that initial period of immense and rapid growth, the original vision of being able to read *and* write to the Web was slow (in Internet terms, at least) to be realized. Writing to the Web required knowledge of the HTML code that make Web pages work and of the protocols to get those pages up and running on the Internet. To be sure, there were text-based newsgroups to share ideas and some sites like Amazon.com where readers could leave reviews and opinions.

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But for the most part, the ability to create content on the Web was nowhere near as easy as consuming it, and even those that could create did so with little means for easy collaboration.

A NEW WORLD WIDE WEB

Today, however, that's no longer the case.

The past few years have seen the development of a wide variety of easy Internet publishing tools that have done much to fulfill Berners-Lee's concept of a Read/Write Web. A 2003 survey by the Pew Internet & American Life Project found that more than 53 million American adults or 44% of adult Internet users had used the Internet to publish their thoughts, respond to others, post pictures, share files, and otherwise contribute to the explosion of content available online (Lenhart, Fallows, & Horrigan, 2004). At the beginning of 2006, Technorati.com, one of many blog tracking services, listed almost 25 million blogs (short for Weblogs), the first widely adopted easy publishing tool of the Read/Write Web, which people use to create personal journals of their lives, build resource sites with colleagues, or filter the news of the day for audiences large and small with no need to know how to code pages or transfer files. At this writing, the service was adding over 70,000 new blogs and a million Weblog posts *each day*. In fact, Weblogs were already so popular by the end of 2004 that the Merriam-Webster dictionary chose it as its "Word of the Year for 2004," and the bloggers were ABC News' "People of the Year." In other words, the new two-way Web has officially arrived.

And it's not just blogs: Creating content of all shapes and sizes is getting easier and easier. High-bandwidth Internet access and expanded computer memory and storage continue to grow, and developers are creating tools to publish text or photos or video or whatever else easily to the Web. We're in the midst of an explosion of technologies that will continue to remake the Web into the community space Berners-Lee originally envisioned. It's already happening in many areas of our lives, such as politics, journalism, and business. And from an educational standpoint, this new Read/Write Web promises to transform much of how we teach and learn as well.

For most, however, the significance of these changes is still just starting to be realized. We are no longer limited to being independent readers or consumers of information; as we'll see, we can be collaborators in the creation of large storehouses of information. In the process, we can learn much about ourselves and our world. In almost

every area of life, the Read/Write Web is changing our relationship to technology and rewriting the age old paradigms of how things work. No doubt, these changes will take many years to process. In fact, as author Dan Gillmor writes, “the people who’ll understand this best are probably just being born” (Gillmor, 2005).

EXTRAORDINARY CHANGES

The Read/Write Web holds transformational changes in store for teachers and students of all stripes. But, as is often the case, education has been slow to adapt to these new tools and potentials. In other areas of our lives, however, we can see some of these transformations happening right now, right in front of our eyes.

Take politics, for example. For Howard Dean, the 2004 Democratic presidential candidate, the Read/Write Web has already led to extraordinary changes to the face of politics. Although Dean didn’t end up winning his party’s nomination, his *Blog for America* (www.blogforamerica.com) altered the face of grass roots politics and campaign fund raising as we know it. With the ability to not only read about campaign events and platforms but to easily publish their own ideas and feedback as well, tens of thousands of Americans became a part of the community that discussed the major issues of the campaign through the blog. Tens of thousands more ended up donating more than \$40 million dollars through the site in chunks that averaged \$80. By the end of the campaign, all of the major candidates had their own Weblogs, and there is little doubt that politicians will continue to try to find ways to harness the sense of community that the Read/Write Web makes possible.

The ability to easily publish text, pictures, and video is changing the face of journalism as we know it as well. There is no better example than coverage of the heart-breaking Indian Ocean earthquake and resulting tsunami that killed upwards of 150,000 people just after Christmas in 2004 (or, for that matter, the horrible devastation caused by Hurricane Katrina in New Orleans in the summer of 2005). Within minutes of the event, links to gripping first-person accounts coupled with digital photos and video were spreading throughout the “blogosphere,” providing the type of raw detail that usually wouldn’t appear in the media. Wikipedia (www.wikipedia.org), a collaborative encyclopedia built on a *wiki* that anyone with an Internet connection can use to publish to and edit, became a clearing-house of information based on the work of thousands of amateur

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researchers who published facts and photos and links as they found them. In recognition of these efforts, the *New York Times*, the paragon of traditional journalism, noted that bloggers “were hard to beat” when it came to early coverage of the catastrophe (Schwartz, 2004).

In reality, the Read/Write Web has created millions of amateur reporters who now have their own digital printing presses. They’ve also created millions of amateur editors who are, in blogging parlance, ready to “fact check your a**” whenever a major story breaks. Just ask Dan Rather, who showed what turned out to be inauthentic copies of President George W. Bush’s military records during a segment on “60 Minutes” late in the 2004 campaign cycle. It didn’t take long for bloggers to claim that the documents were forgeries, leading to a retraction from CBS a week later, and, some would say, Rather’s retirement six months hence (Pein, 2005).

Dan Gillmor, a former reporter and blogger at the San Jose Mercury News and author of *We the Media*, puts the power of the Read/Write Web this way: “If my readers know more than I do (which I know they do,) I can include them in the process of making my journalism better” (Kosman, 2005). By including people in the process, this new Web creates all sorts of opportunities for “participatory journalism” which, of course, creates all sorts of new definitions and descriptions of just what journalism is. Two early examples are the Northwest Voice in Bakersfield, California (www.northwestvoice.com) and Greensboro [NC] 101 (www.greensboro101.com). The vast majority of articles and content featured on the Voice Website and in its print edition is contributed by residents of the community. It’s “down-home news told from your perspective.” In Greensboro, local Weblogs are being cobbled together to create a menu of local voices and opinions for readers to tap into. Traditional media outlets such as the *Washington Post*, the BBC, and others are scrambling to respond to this trend, creating interactive spaces for readers, buying on-the-spot news photos from people with camera phones, and running amateur video of news events. And these changes show no signs of slowing.

More recently, businesses have begun exploring the use of Weblogs and wikis for a variety purposes, from public relations to customer service to internal communications. When Microsoft began offering up Weblog space to some of its developers last year, potential customers had an opportunity to not only read about the inner workings of the company, they had a chance to respond and participate. Now, hundreds of corporations including GM, Coca-Cola, Sun Microsystems, and Apple have blogs, and many CEOs are beginning to catch on to blogging as well.

No matter how you look at it, we are creating what author Douglas Rushkoff calls a “Society of Authorship” where every teacher and every student, every person with access will have the ability to contribute ideas and experiences to the larger body of knowledge that is the Internet. And in doing so, Rushkoff says, we will be writing the human story, in real time, together, a vision that asks each of us to participate (Rushkoff, 2004).

THE READ/WRITE WEB IN EDUCATION

For educators and students around the world, there’s no doubt that the evolution of the Read/Write Web holds similarly significant changes in store. Not unsurprisingly, schools have been slower to consider the potentials of the Read/Write Web in the classroom to date. Although a considerable number of colleges and universities have begun to explore the potential, K–12 educators are just now beginning to contemplate in significant numbers the ways in which this new Internet can enhance their own practice and their students’ learning. Without question, our ability to easily publish content online will force us to rethink the way we communicate with our constituents, the way we deliver our curriculum, and the expectations we have of our students. It also has the potential to radically change what we assume about teaching and learning, and it presents us with important questions to consider: What needs to change about our curriculum when our students have the ability to reach audiences far beyond our classroom walls? What changes must we make in our teaching as it becomes easier to bring primary sources to our students? How do we need to rethink our ideas of literacy when we must prepare our students to become not only readers and writers, but editors and collaborators as well? How do we best put to use the reams and reams of “digital paper” that Weblogs provide?

On first blush, the tools on this new Web may not seem well-suited to a climate of standardized test scores and government accountability. Some will see the constructionist, collaborative pedagogy of Weblogs, wikis, digital photo and video, and others as presenting a risk instead of a solution for a system whose students continue to struggle to stay apace of their international peers. In reality, however, these tools have considerable relevance to state and local core content curriculum standards, and there is much reason to believe their implementation in schools will better prepare students for a slew of new literacies and competencies in their post-education lives.

DIGITAL NATIVES

Today's schools are faced with a difficult dilemma that pits a student body that has grown up immersed in technology against a teaching faculty that is less facile with the tools of the trade. The National Technology Plan released in January 2005 went so far as to admit that "Today's students, of almost any age, are far ahead of their teachers in computer literacy. They prefer to access subject information on the Internet, where it is more abundant, more accessible and more up-to-date" (National Educational Technology Plan, 2005). Educational theorist Marc Prensky says these students are "Digital Natives" who are well versed in the uses and etiquette of computers, digital cameras, cell phones, text messaging, Weblogs, and the like. These students have been born into a world filled with gadgets and online community, and to most of them it's a way of life (Prensky, 2001a).

Take, for example, 13-year-old Matthew Bischoff, who became a "podcasting" sensation by creating "Escape from the World," a regular digital broadcast of technology-related news that he produced and posted to the Web from his bedroom (www.matthewbischoff.com/blog). Or 14-year-old Dylan Verdi, whose skill at video blogging (posting homemade videos to her Weblog) led her to be featured on the ABC World News Tonight feature on bloggers (Vargas, 2004; www.dylanverdi.blogspot.com). Or my eight-year-old daughter Tess, whose "Weather Recipes" book, which we scanned and uploaded to Flickr.com, has been viewed more than 500 times as of this writing (only 50 or so by me, I swear: www.flickr.com/photos/wrichard/sets/96435/). All around us, kids are creating content in ways that most adults haven't yet tried.

Results of a Netday survey released in March 2005 assert that technology has become "an indispensable tool in the education of today's students." The survey showed that 81% of students in grades 7–12 have e-mail accounts, 75% have at least one Instant Messenger (IM) screen name, and that 97% believe strongly that technology use is important in education. And the fastest growing age group for using the Internet is 2- to 5-year-olds (NetDay News, 2005). According to Prensky, "this online life is a whole lot bigger than just the Internet. This online life has become an entire strategy for how to live, survive and thrive in the twenty-first century where cyberspace is a part of everyday life." And, in addition, "the possibilities for what Digital Natives can do online are growing exponentially" (Prensky, 2004b).

This immersion in technology has neurological effects as well. William D. Winn, Director of the Learning Center at the University of

Washington, believes that years of computer use creates children that “think differently from us. They develop hypertext minds. They leap around. It’s as though their cognitive structures were parallel, not sequential” (Prensky, 2001a). In other words, today’s students may not be well-suited to the more linear progression of learning that most educational systems employ.

Most teachers in today’s schools, meanwhile, were not surrounded by technology growing up, a fact that Prensky says makes them “Digital Immigrants.” And the speed with which these technologies have been developed (remember, the Web browser is only 12 years old) means there are many immigrants out there. No matter how hard they may try to adopt and adapt to these tools, Prensky says, they still carry accents: they print out their e-mail, they write checks to pay their bills, or they use phone books to look up phone numbers. Unlike their students, who seem able to tune into many different media at once, the digital immigrants don’t multitask well, and the tools of the online world are rarely used personally or in the classroom.

The bad news is the Read/Write Web threatens to make these differences between teachers and learners even more acute. Whereas students are open to the ways of new technologies, schools by and large are not. Howard Rheingold, author of *Smart Mobs*, says “I make a basic distinction (one that I think is widening) between education and schooling: people, especially young people, continue to learn—and to adopt new media—but institutions, and those who run them, are much slower to change their ways” (Rheingold, 2004). All of this paints the picture of an educational system that is out of touch with the way its students learn.

The good news, however, is that the tools discussed in this book have just as much chance of closing this gap as widening it. The reason is because by their very nature, they are relatively easy for anyone, native or immigrant, to employ in the classroom. The sudden explosion in online content creation could not occur if technological barriers to entry were high, and these barriers will continue to come down as the tools themselves continue to evolve. Even more important is that most of the tools of the Read/Write Web are free and will most likely stay that way as open-source software alternatives continue to grow. That doesn’t mean that it won’t be work for the immigrant educators to lose those accents. But on the whole, we can be optimistic that once the potential of the Read/Write Web finds its way into schools, students and teachers will be launched on a path of discovery and learning like they have never experienced before.

THE TOOLBOX

Just what are the technologies that promise to change the way we teach and learn? It seems the number grows each day, but the teacher's toolbox that will be covered in this book is made up of a mix of those that publish, those that manage information, and those that share content in new collaborative ways. They are

1. **Weblogs:** Thousands of teachers and students have already incorporated Weblogs into their classrooms and into their practice. Blogs, as they are known, are easily created, easily updateable Websites that allow an author (or authors) to publish instantly to the Internet from any Internet connection. They can also be interactive, allowing teachers and students to begin conversations or add to the information published there. Weblogs are the most widely adopted tool of the Read/Write Web so far.
2. **Wikis:** A wiki is a collaborative Web space where anyone can add content and anyone can edit content that has already been published. In schools, teachers and students have begun using password protected wikis to create their own textbooks and resource sites.
3. **Rich Site Summary (RSS):** RSS is a technology that allows educators to subscribe to "feeds" of the content that is created on the Internet, whether it's written in a Weblog or in a more traditional space such as newspapers or magazines. In other words, just as in traditional models of syndication, content comes to the reader instead of the reader retrieving the content. From a research and information management standpoint, RSS may be the new "killer app" (extremely useful application) for education.
4. **Aggregators:** An aggregator collects and organizes the content generated via the RSS feed.
5. **Social Bookmarking:** Bookmarking sites allow users to not just save the Web addresses of interesting content. They allow readers to save and archive entire pages, thus producing a form of a searchable, "personal Internet." In addition, social bookmarking sites like Furl.net and del.icio.us allow teachers and students to build subject specific resource lists that they can easily share when using RSS. This in turn creates a community of information gatherers who extend the reach of any one person.

6. **Online Photo Galleries:** Publishing digital photos to the Web not only means sharing pictures with family and friends. It means becoming a part of a community of photographers sharing ideas and experiences. And, as we'll see, it means adding another dimension to what students and teacher can do with digital images in the classroom.
7. **Audio/video-casting:** New technologies make it easy to not only produce digital voice and video files, they also make it easy to publish and distribute them to wide Internet audiences. Students can now easily "write" in many different media, a fact that opens up all sorts of possibilities for the classroom.

Although this list is not exhaustive, it is a relevant sampling of the types of tools being developed and the nature of their impact.

In and of itself, the "old" read-only web was a transformative technology. It has changed the way we work, the way we learn, and the way we communicate. I would argue that historians may look back on these past 10 years the same way we look back on the early days of the printing press, the steam engine, or the automobile. The Web has changed our lives.

This "new" Read/Write Web will change it even more. As the former CEO of Hewlett-Packard Carly Fiorina said, the past 25 years in technology have been "the warm-up act." What we're entering is the "main event, and by main event I mean an era in which technology will truly transform every aspect of business, of government, of society, of life" (Friedman, p. 216.). And, I would add, education.

This book will focus on the ways these technologies can help educators take full advantage of the potentials for personal learning with the new Web and show ways in which teachers can effectively bring these technologies to their students to enhance their learning and better prepare them for their post-education worlds. Throughout, we will discuss the pedagogies and literacies that surround successful implementation of the tools in the classroom.

KEEPING STUDENTS SAFE

Before launching headfirst into a discussion of the tools, it's important to take some time to talk about keeping our students safe on the Read/Write Web. Obviously, this is about more than not publishing children's names and pictures on the Internet or permitting students to access obscene content online, acts that federal and state laws already

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regulate. Safety is now about responsibility, appropriateness, and common sense as well. If we ask our students to publish, even if we know they are publishing outside of the classroom (which they are), it's our obligation to teach them what is acceptable and safe and what isn't.

Like just about everything else in life, using the Web carries with it some risks. But again, like most other things, those risks can be greatly reduced by having the appropriate information in hand and by planning. Although cases of Internet predators are usually widely reported and are heart-wrenching in nature, the actual numbers of Web-related abductions or seductions are very, very small. That should not in any way minimize, however, our efforts to provide our students with the knowledge they need to keep themselves safe.

Let's start with simply interacting with the Web. We all know that there is an overwhelming amount of inappropriate content on the Internet, be it pornography, bad language, or just bad taste.

Schools and libraries are required by the Child Internet Protection Act (CIPA) to filter content that is accessible via the Internet. In addition, CIPA requires that schools monitor the online activities of minors and to have a policy in place that addresses the "safety and security" of minors when online (CGB System Support Office, 2005). But as much as we may try to stop all forms of inappropriate content from being accessible from school, the reality is some is not filtered.

It's not hard to imagine that along with more people being able to create and publish content to the Web will come more inappropriate content. Internet filters will become increasingly hard pressed to restrict such content. For example, there are thousands of obscure Weblogs that publish questionable content that fall outside the scope of the major filtering programs. I know. I've had the misfortune of running across some of them in my travels, and my students have as well. To deal with this, schools are faced with a couple of options. First, districts can choose to block some of the large Weblog hosting sites like blogspot.com or xanga.com or myspace.com. This eliminates literally millions of sites from student access and blocks not only the questionable sites but the large majority of perfectly appropriate sites that might be relevant to learning. I know of many bloggers, for instance, who write inspiringly and educationally about their work and their areas of expertise on their blogspot.com sites, sites that some schools have chosen to block.

The other alternative, of course, is to teach students the skills they need to navigate the darker sides of the Web safely and effectively. I remember back in the days before CIPA when our classroom access to the Web was unfiltered. My students and I spent a good deal of time

talking about how responsible use meant not just refraining from actively seeking out these inappropriate sites, but also reacting appropriately when they were happened upon. (We still do that today.) I'll never forget the day I was sitting in between two students as they were working on the Web when suddenly one of them let out an audible gasp. He had been researching tattoos, and when I turned to see what was on his screen, I gasped almost as loudly. (Use your imagination.) But my student reacted the way he should have; he quickly hit the back button on the browser and without making a big deal about it went about his work. Later, as a class, we talked about the incident and reinforced the proper reaction the student had. My students knew that they could not be kept totally safe from the ne'er-do-wells of the world, but they also knew they had a choice as to how they responded when faced with such a situation.

Teachers working with younger children obviously have more to be concerned about, and I would urge a great deal of planning and testing before going online. Create your own Web tours beforehand and limit the amount of freedom students have to surf. But even in the early grades, teaching appropriate use is critical. Kids are coming to the Web earlier and earlier, and it's obviously very important that we prepare them for life online.

From a content-creation and publishing standpoint, there are other issues to deal with. The first, of course, is protecting the privacy of students. Let's start with personal information. Most states now have laws that require parents to decide how much personal information about their children may be published on the school Website. Parents in my state, New Jersey, may opt to allow photos, full names, and even addresses to be published to the site. So, the first step for any teacher thinking about having students publish online is to make sure to get parental approval. The best way to do this is to send a letter home to parents clearly explaining your plans and asking permission for students to participate. That letter should include a description of the technology, how it will be used, what security measures have been put in place, and what your expectations are of your students. See the example of a letter dealing with the use of blogs at the end of this chapter. It would also be well advised to discuss your use of blogs with supervisors and administrators as well.

From a student standpoint, teachers have to be ready to discuss what should and should not be published online. Obviously, students should never reveal information about where they live, where they work, and anything else that might identify them to potential predators. This, in fact, is one of the biggest issues with the personal journal sites like Xanga and MySpace. Many adolescents who use these sites

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include full names, addresses, and provocative pictures of themselves, behavior that can only increase their chances of getting into trouble. In addition, students need to know that any content they create online will become a part of their Web portfolio. They need to ask themselves “What if someone finds this piece five or ten years from now?”

One of the most difficult roads to navigate in the world of the Read/Write Web is how to balance the safety of the child with the benefits that come with students taking ownership of the work they publish online. First, we need to decide who the audience is. Is it just a small peer group? The whole class? The entire Internet? As we’ll see, there are ways to set the size and shape of the intended audience for what our students create. Then, we need to think about how clearly to identify who the student is. Complete anonymity is the safest route when publishing, no doubt, but it detracts from the personal achievement and ownership that a student feels in publishing her work. Using a full name can help in that regard, but it adds a layer of risk to the process. On the K–12 level at least, most teachers take the middle ground by having students use just first names when publishing. Some, however, do give the option of using a pseudonym for students who may have unique first names. Others opt for complete anonymity by assigning a number to each student to use. Either way, it’s an important balance for teachers, students, and parents to negotiate.

Because most of these tools are collaborative and offer the potential to work with other students or mentors or primary sources outside of school, teachers need to think about ways to vet the people who are allowed into the process. With blogs, for instance, the ability for people to leave comments can be a very powerful and positive learning tool. If, however, there is unchecked access to commenting on a student site, it may open up the door to inappropriate or irrelevant feedback. Again, this is something my students and I would talk about. What happens if someone whom we don’t know leaves a comment? What if the comment is distasteful? In my experience, the vast majority of instances in which outsiders commented on student work were positive. But teachers and districts need to find their own balance.

Today, despite the relative newness of these tools, thousands of teachers and students are using Weblogs, wikis, RSS, and the rest to enhance student learning in safe, productive, effective ways. No doubt, employing these tools is not as simple as exchanging paper in a closed classroom environment. But the learning opportunities that these tools offer makes it worth all of our whiles to create best practices in our own right.

Sample Blogging Letter from http://www.budtheteacher.com/wiki/index.php?title=Bloggging_letter

Dear Families:

From now to the end of the year, Ms. Tammy's class will be taking part in a pilot writing program designed to help them to develop their writing and explore their interests by sharing their writing with a real audience. Students will be using personal weblogs to post their writing to the internet.

A weblog, or blog as they are commonly called, is a special type of web page that can be created and easily updated using a web browser. Each new entry has its own date stamp. Each entry has a comments section where visitors to the blog may leave comments for the author.

How it Works

Each week Ms. Tammy will teach a writing lesson using the 6-Trait writing model. After the lesson, students will write an entry for their blog. They may choose the topic, but they need to make use of the skills taught in the lesson to help to craft their writing. The emphasis is on the quality, not the quantity of what they write. When students are done polishing their writing, they have it reviewed by a teacher before it is published to the web.

Students will have two extra computer sessions most weeks to provide them with the time needed to complete their weekly blogging assignment. Students may also work from home. All that is required is an internet connection and a web browser. Students are able to save their work as drafts before publishing it to their blog. Directions for working from home will be provided.

Having a real audience is one of the key components to this program. In addition to receiving comments from their classmates, Ms. Tammy's students will receive comments from other fourth and fifth grade classes who visit their blogs. We are arranging for students in other parts of the world visit our blogs and comment on the writing. Parents are also invited to visit the blogs and respond to the writing. Potentially, anyone on the internet could respond to our blogs, however, it is not likely that the world at large will stumble across them.

Security

This blogging project is designed to minimize risk to your child. The only personally identifying information included in the blog will be

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their first name. There will be no mention of our school name or our location. Students are allowed to post their interests and opinions, but not their age, e-mail address, photographs of themselves, or other sensitive information.

Assessment

The weekly blog assignments will be part of your child's language arts grade this term. As with other projects they have completed this year, students will receive a scoring rubric that explains the expectations for these assignments. The rubric will include a section for the comments they leave in other students' blogs.

Resources

– Blogs created by fifth grade students in the USA

<http://itc.blogs.com/marcos/>

– BBC News article about blogging in a school in the UK

<http://news.bbc.co.uk/1/hi/magazine/3804773.stm>

Permission

Before your child may start posting to their blog, we are asking for you and your child to discuss and sign the following form. Please return the form to Ms. Tammy.

Blogging Terms and Conditions

1. Students using blogs are expected to act safely by keeping personal information out of their posts. You agree to not post or give out your family name, password, user name, e-mail address, home address, school name, city, country or other information that could help someone locate or contact you in person. You may share your interests, ideas, and preferences.
2. Students using blogs agree to not share their user name or password with anyone besides their teachers and parents. You agree to never log in as another student.
3. Students using blogs are expected to treat blogspaces as classroom spaces. Speech that is inappropriate for class is not appropriate

for your blog. While we encourage you to engage in debate and conversation with other bloggers, we also expect that you will conduct yourself in a manner reflective of a representative of this school.

4. Student blogs are to be a forum for student expression. However, they are first and foremost a tool for learning, and as such will sometimes be constrained by the various requirements and rules of classroom teachers. Students are welcome to post on any school-appropriate subject.
5. Students blogs are to be a vehicle for sharing student writing with real audiences. Most visitors to your blog who leave comments will leave respectful, helpful messages. If you receive a comment that makes you feel uncomfortable or is not respectful, tell your teacher right away. Do not respond to the comment.
6. Students using blogs take good care of the computers by not downloading or installing any software without permission, and not clicking on ads or competitions.
7. Students who do not abide by these terms and conditions may lose their opportunity to take part in this project.

I have read and understood these blogging terms and conditions.
I agree to uphold them.

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

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SUMMARY

- The Web has changed from a “read only” resource to a “read AND write” tool where we can all contribute ideas and products.
- Journalism, politics, and business are being transformed by this new Web.
- Tools like Weblogs, wikis, RSS, social bookmarks, podcasting, and others have the potential to transform education as well.
- Although publishing student work to the Web is seen as risky by some, it can be done in ways that balance the power of publishing for an audience with the need to keep our students safe.