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Using an Internet Learning Profile to create customized plans

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USING AN INTERNET LEARNING PROFILE TO CREATE CUSTOMIZED PLANS

by

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Dedication

I would like to dedicate this study to the Hedgepeth-Williams Class of 2012. Without your help, I would not have been able to accomplish this work.

I also would like to dedicate this study to Zach and Syd, who are in a class by themselves. Zach, at fifteen you know more about the dissertation process about any kid in high school should. You kept me grounded. And Syd, the hours you spent just being there, distracting me with your wonderful "nonsense," you kept me going so that I could finish. Let's go to the beach.

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Abstract

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The purpose of this research was to develop an Internet Learning Profile for eighth grade students based upon Gardner's Multiple Intelligences and to use the results to develop customized lesson plan activities for each profile that can be incorporated into existing curriculum. Another purpose of this study was to discover if students who are considered more literate (via NJ ASK language arts literacy scores) are immersed in the use of online social networking, role play/interactive gaming online, blogs, discussion boards, online classes, video websites, search engines, paint or animation applications, etc. I used a Multiple Intelligences Scale (Chislett & Chapman, 2005) in order to determine the Internet Learning Profiles of each eighth-grader involved in a general study. I then conducted an experiment using a treatment group and a control group (quasi-experimental nonequivalent control groups design) made up of "Cusp Kids" to determine if a treatment of internet-based literacy activities (independent variable) geared toward their Internet Learning Profiles had any effect on their achievement (dependent variable). I used an analysis of covariance (ANCOVA) and a comparison of the means to analyze the data and found that the only possible achievement increases could be attributed to the Online Social Network group. However, I also gained insight into the work habits of the Gamers and Producers as a result of this study and will present recommendations based

upon the findings.

Table of Contents

Table of Contents (Continued)

Table of Contents (Continued)

Table of Contents (Continued)

List of Figures

List of Tables

Chapter 1

Introduction

Since the introduction of the No Child Left Behind Act of 2002, there has been an increased focus on teacher accountability through standardized assessment scores, particularly in the area of literacy. Although there have been some gains in literacy achievement test scores, an achievement gap still exists between urban and suburban, poor and middle/upper class, and minority and White students. Between the same sets of students, a technological inequity is also deemed to be present and is termed "the Digital Divide" (Anthony & Padmanabhan, 2010). The same students who achieve low literacy scores may also be lacking in effective technological literacy skills. This inequity may exist due to lack of access to the needed equipment, or it may be due to the failure of these students to learn how to use the equipment in a way that enhances their literacy skills. Technological literacy skills are the required skills that will facilitate the development of 21st Century reading and writing skills (ISTE, 2008).

Internet accessibility and technology use has increased across the nation within the last decade. A recent study has found that 67% of American children between the ages of 2 and 5 can operate a computer mouse and open a web browser (Van Camp, 2011). Most schools and homes are wired for access, making the Internet a common utility. There is the potential for an increase of communication between home and school, allowing for continuity of instruction amongst all stakeholders. It could also follow that technology would be embedded into most lessons, with an online component in the form of homework. An online social networking aspect and discussion boards could be helpful in developing collaboration and communication skills. Other aspects, such as interactive games, may assist in developing specific literacy skills, such as role play, character development, and identifying themes. Students use these applications at home, but they

are often discouraged and firewalled at school, while at home, they are not necessarily given the guidance to develop these skills to apply them in the school setting. These applications are particularly effective for use with an increasingly diverse population, especially in inclusion and language immersion classrooms (Krajka, 2000; Martin & Loomis, 2007). This places students who are on the "low" side of the achievement gap and digital divide at a disadvantage rather than giving them the resources and instruction needed to succeed.

Statement of the Problem

The International Society for Technology in Education (ISTE) conducted a study on the impact of technology on student achievement. The researchers discovered, when implemented correctly, "integration of technology has a strong positive effect on student achievement" (ISTE, 2008, p.4). Laptop use in school has been shown to improve not only student achievement, such as on report cards and standardized achievement tests, but also to increase cooperative and collaborative skills, students' ability to problem solve and direct their own learning, and show "deeper and more flexible ways" of using technology (Gulek & Demitiras, 2005). Rather than developing students' interests and assisting in increasing literacy by use of 21st Century methods, educators appear to limit the use of resources that will assist in developing literacy and technological skills. In order to increase technological skills, teachers would need to learn to embed and structure assignments into instruction so that they translate over to home access and completion. Additionally, requiring the teaching of technology to teachers in both higher education preparatory programs and within their job-related practices will better equip students for the increasing demands for skilled labor that technology is creating (Collins & Bronte-Tinkew, 2010).

The broad issue in education that this particular study will address is that students spend a disproportionate amount of time on the Internet at home as compared to in school. Students spend an average of 27 hours a week online at home, while at school students spend an average of 15 minutes per week (Levin & Arafeh, 2002). I believe that some of this home use time can be maximized with school related projects that are engaging to all students. Studying the profiles of internet usage of high-achievers in literacy will allow teachers to adapt results to students who are not achieving at the same rates. Additionally, studying the profiles of all students will allow teachers to understand how to tailor technology and language arts literacy activities to learning styles and individual profiles. Teachers should be able to develop high-interest, customized activities that incorporate these profiles into a customized learning plan for each student. It is my belief that doing so will not only maximize the student's achievement potential, but also will help in creating independent learners in a student-centered classroom.

The particular focus of this issue is situated within the context of the urban middle school, with an emphasis on internet use of eighth grade language arts literacy students. I have chosen this grade level because literacy scores appear to drop at the middle school level (NJ DOE, 2010), and remain low, resulting in a skills deficit upon entry to ninth grade, which may ultimately contribute to a high drop-out rate due to lack of achievement and success (Alliance for Excellent Education, 2010). The participants include students in an urban school system that have a test score in literacy for the most recently completed New Jersey Assessment of Skills and Knowledge (NJ ASK), the state-mandated standardized assessment that is administered yearly to grades 3 through 8. I have focused upon reading comprehension because many students are currently reading below grade level. The particular eighth grade class that I am studying

experienced a drop in achievement as seventh graders, as reflected in their 2010-2011 NJ ASK scores in Language Arts Literacy (NJ DOE, 2011).

I have employed the conceptual framework of situated cognition, as postulated by Brown, Collins, and Duguid (1988) who studied real world learning and the use of mathematical tools in learning activities. Brown et al. state that people who use the tools in "authentic activity actively build an increasingly rich implicit understanding both of the tools themselves and of the world in which they use the tools" (Brown, Collins,& Duguid, 1988, p.5). In my study, I embedded the use of internet tools, within the context of instruction, as a real world application. In order to create the Internet Learning Profiles, I applied the work of Howard Gardner in Multiple Intelligences (MI). For this study, I have matched each of seven Multiple Intelligences (Gardner & Hatch, 1989) to an Internet Learning Profile. I first adapted a survey that was administered to all of the eighth graders that returned permission slips at Hedgepeth Williams School. I selected study participants from the survey results, and then I created lesson plan activities based upon the Internet Learning Profiles. An updated MI instructional lesson plan design model formed the basis of these plan activities, culled from the works of B.J. Gallagher (2003) and McTighe and Wiggins (2005). These lesson activities were placed on a password protected website for the exclusive purpose of this study.

The premise of the study is to develop an Internet Learning Profile for eighth grade students based upon Gardner's Multiple Intelligences and to use the results to develop customized lesson plan activities for each profile that can be incorporated into existing curriculum. I then determined if the use of internet activities have an effect on student achievement in language arts literacy. The research problem that I have studied is to determine if students will have higher levels of language arts literacy achievement following the

incorporation of internet use based upon their individual Internet Learning Profiles. I also studied the profiles of use of the Internet by students in order to develop the customized plan activities. Another purpose of this study was to discover if students who are considered more literate (via NJ ASK language arts literacy scores) fit a certain intelligence profile. Gardner's Multiple Intelligences is an ideal foundational model since his theory proposes that every child possesses each type of intelligence, although in different quantities (Tracey & Richey, 2007). I anticipated that the results of this study could be used to revise existing district curricula in order to maximize the learning potential of each individual student through a technology-based program that is strength-based and interest-oriented. I would like school-based educators to use my results to make sound instructional decisions in order to develop independent learners. I can also use the results of this study to ascertain if the virtual classroom may be appropriate for learners at this level. Implications for budgeting at the school and district level could be considerations as an outcome. Ultimately, my goal, as an educational leader, is to build partnerships with university teacher and leadership programs in order to promote the use of 21st Century teaching and learning strategies.

Purpose of the Study

One of the intents of this quasi experimental nonrandom control group design study is to examine Internet Learning Profiles of students in order to develop customized lesson plan activities based upon these Internet Learning Profiles that can be used with the existing curriculum. I wanted to determine if these activities have an effect on students' language arts literacy achievement. Another purpose, using the Multiple Intelligences Scale, is to determine if there is a relationship between certain Internet Learning Profiles and achievement on the state mandated literacy assessment, the NJ ASK.

I am anticipating that one of the by-products of this study is to lay the groundwork for better preparing classroom teachers to incorporate internet use and differentiation strategies into lesson planning and instruction. The results of this study should also provide data that school districts may use in selection of administrators and/or consulting companies that are hired to train teachers in using appropriate and data driven instruction.

Research Questions

The overarching research questions are: What are ways that the Internet is used by students that can characterize their learning? Is there a relationship between NJ ASK literacy scores and Internet Learning Profiles? Can these Internet Learning Profiles assist in planning instruction that increases student achievement? Does having a customized Internet Learning Profile and plan have an effect on student achievement?

Definition of Terms

The following list of definition of terms is provided to ensure understanding and consistency throughout this study.

Internet Learning Profile: A characterization that is developed through a survey to determine how a student uses the Internet. This characterization is based upon Gardner's Multiple Intelligences and on internet associations to the intelligences made by B.J. Gallagher from his 2003 findings. I have added updated internet technologies to Gallagher's list and because technology is rapidly evolving, expect that this list will need updating soon as well. Much of what is presented today in any study of internet technology in education will be passé tomorrow, but can serve as a basis for paving the way for future innovations. This Internet Learning Profile assists in developing customized learning plans for students. These profile

names and descriptions are as follows, and have been developed by this researcher for the purpose of this study:

Gamer (Gardner's **Verbal-Linguistic**): According to Gallagher (2003), the verbal linguistic learner strengths are in words, storytelling and role play; appropriate internet applications should include e-mail and interactive e-books; interactive gaming such as those that contain quests or rely heavily on characters will enhance learning.

Online Social Networker (Gardner's **Interpersonal**): The interpersonal student is a very social learner; a Facebook, Twitter, and/or MySpace devotee who must engage in many cooperative learning activities. In addition to online social media, Google docs may contribute to the collaborative methods of working that this student needs to experience.

Googler (Gardner's **Intrapersonal**): The intrapersonal learner is a researcher and explorer who learns independently. Using search engines in order to research projects will be a large portion of this student's learning.

Surfer (Gardner's **Mathematical-Logical**): The mathematical-logical learner usually does have a goal in mind, with a well-defined pattern and order of usage high internet interest, but has eclectic interests; appropriate internet applications for this learner include: Webquests, webinars, online spreadsheets, and step by step virtual projects.

Youtuber (Gardner's **Musical, with a visual aspect**): A visual musical learner needs music to guide or provide a backdrop to learning; a music video watcher and a watcher of multimedia presentations; combines auditory and visual learning.

Producer (Gardner's **Bodily-Kinesthetic)**: A bodily-kinesthetic learner is a creator and a mover rather than a viewer; a kinesthetic and artistic student online applications should

include Prezi (an online powerpoint), Animoto, and other formats in which creation is the focus (active rather than passive learning).

Graphic Designer **(**Gardner's **Visual-Spatial)***:* The visual spatial learner is fond of using design tools; can use colors, symbols and objects to communicate; MS Paint and Movie Maker are popular programs that will assist in helping this learner express him/herself.

Home internet use: Use of the Internet that is not assigned for the purpose of completion of school tasks and activities.

Existing or traditional plan: The lesson plan that exists that is developed by the teacher or school district.

Internet plan activities: Activities in a lesson plan in which internet use has been embedded to support objectives.

Cusp Kids: Students who score somewhat below proficient and slightly above proficient on the NJ ASK (a range of 185 to 205, as per the district in which the study is conducted). This is a fluid number, depending upon the averages of the scores of the students. These students are generally targeted for improvement due to their ability to achieve, but do not do so consistently. In the experimental portion of this study, the Cusp Range is 172-212. For the general study, I looked at a range from 183-203. I made these adjustments in order to increase the sample size.

21st Century Skills: "the tools that enable our students our students to become truly media literate as they function in an online collaborative, research-based environment – researching, analyzing, synthesizing, critiquing, evaluating and creating new knowledge" (21st Century Schools, 2008, ¶ 13).

Significance of the Study

Much research has been conducted regarding the use of technology in school, but few studies have attempted to identify in depth the actual profiles of use by students and the implications for transfer to the school setting, as incorporated by teachers into lesson planning and instruction. As much as parents and students may use the information in a home situation, teachers are the conduit by which the results of this study will be applied to the classroom situation. According to one report, teachers are increasingly communicating assignments to students via the web, but this is not fully implemented within school districts (it is mostly voluntary). Students, however, are using online social networking to collaborate and communicate, and schools are not taking full advantage of this online format, although parents and community leaders are in support of the idea, if proper security precautions are taken (Nagel, 2007).

Proponents of the National Education Technology Standards seek to create 21st Century Learners through six basic standards: Creativity and Innovation; Communication and Collaboration; Research and Information Fluency; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; Technology Operations and Concepts. Within these standards, there are indicators that support the current view of the Obama Administration, that there is a need to increase and enhance the digital literacy of students in public schools (Quillen, 2009). Currently, although school districts do incorporate technology standards into "computer classes", classroom and subject area teachers are not strictly required to embed technology into their lessons. Many school districts do not supply sufficient technology to make a classroom technology component worthwhile or practical. District administration prefer to mandate the use

of the same archaic methods of teaching literacy rather than updating programs to include 21st Century Methods (Miners & Pascopella, 2007).

Ultimately, the results of this study could be used to assist students to become independent learners and critical thinkers who are able to make wise decisions regarding internet use (i.e.: able to apply internet use to learning and career choices). Applying the results of this study for the purpose of training teachers to incorporate effective internet use into their lesson planning could have an impact on how instruction is delivered. This could allow educators to develop curricula and programs that will increase student achievement, via customized internet-based lesson plans, thereby reducing the achievement gap/Digital Divide connection that is presumed to exist. Increased student achievement could translate over to the work environment, creating a greater pool of career-ready applicants who will meet 21st Century labor demands. Further, in the larger context, university teacher program requirements could be reviewed and revised, with a view of the 21st Century learner and student-centered classroom in mind.

Leadership and Change

In effecting these changes in the school environment, it will be inevitable that barriers and resistance to change will be encountered when implementing the plan prescribed by the research findings. Embedding technology in lesson plans and implementing the plans has long been a challenge in the public schools, in my experience. Both teachers and administrators have balked at embedding the Internet into lessons, while students would certainly become more engaged in learning. Unfortunately, in an urban school district such as the one in which I work and have conducted this study, the barriers and resistance contribute to the Digital Divide, and in turn, to the Achievement Gap.

Some of the barriers from a teacher's perspective have been the district's inability to update the technology in classrooms. From my perspective as an educator who has interacted with students online through my facilitation of numerous teacher training classes, this is a universal problem, not only indigenous to the urban districts, but also to those in the suburbs. However, most classrooms have at least one computer; most schools have computer labs, and more students than ever have access to the Internet and a computer. The Digital Divide is increasingly becoming a matter of a skills set, rather than a material matter (Washington, 2010). I feel that in piloting this study at one school, districts will see the importance of having state-of-the-art technology in classrooms as a money-saving commodity. With higher student achievement, a great deal of money can be saved on extra program staffing and consultant companies.

I am an educational leader who attempts to guide teachers into bringing innovation into their classrooms. I do not feel that changes are brought about overnight, but are nurtured by leaders so that they become a natural part of the scheme of things (Senge & Kleiner, 1999). Creating lesson plan activities that incorporate internet applications will encourage teachers to explore how they can generate excitement for learning from their students. This will not only produce higher student achievement, but also a more positive school wide culture. Teaching has been historically an isolating profession in which teachers go into their classrooms and close their doors to change. I hope to develop collaborative teams in which teachers create and implement plans and observe each others' practice. (Senge, 1990).

What I have found most interesting is that the people who are "resisters" are the ones that most want to effect a change in the school systems. The instinct is to ignore them, but it is essential that they are given a role in the organization. Evans (1996) cites circumstances in which

teachers are actually disenchanted with being part of the governance process (too much work, nothing gets done as promised, or they are not taken seriously) and perhaps this is the reason they do not adapt well to changes. One complaint I often hear from teachers is that the administrators thrust mandates on them without considering their ability to implement them. I would like to adopt a participative or democratic leadership style in which success is achieved by the participation of all concerned (Burnes, 2004). As an educational leader, I hope to work with teachers in a hands-on way in order to create changes that contribute to producing successful 21st Century Learners.

Finally, I wish to develop a school model in which technology is used in tandem with foundational learning skills, such as basic literacy and math skills. I believe that the incorporation of technology in everyday learning will promote critical thinking skills and the ability to make sound learning choices for students. In keeping with the framework of situated cognition, the tools of technology, with the Internet in particular, must be used within the context of learning, not as a separate entity (Brown, Collins, & Duguid, 1988).

Limitations of the Study

I have identified several limitations to this study. The definitions and profiles that have been developed for the Internet Learning Profiles precisely follow Gardner's Intelligences. Gardner's decades-old definitions need updating for the 21st Century Learner, so as a result, the definitions I have presented reflect a different sort of stimuli that surrounds these learners. Gardner's theory of Multiple Intelligences has been criticized in research, citing a lack of empirical examination, a lack of compatibility with genetic and environmental theory, and too broad of an intelligence paradigm, rendering the idea of intelligence as meaningless (Gilman, 2001).

A main factor that may be limiting this study is using only student achievement test results as a basis for identification of "Cusp Kids". It is duly noted that other data also has merit, but the main indicators that are used by school districts center around achievement test data. This achievement test data serve as an indicator that has reliable and valid results but is not always used for the benefit of students. The benefits of differentiated and customized instruction are not a central issue in this study; it is assumed here that the benefits are largely supported in research.

There is a small sample size and only one school used in this study. This sample size limits the statistical significance that I can draw from the data. I also will only be able to generalize the findings to this population (Statsoft, 2011).

Finally, a limitation of the study could be a result of the "Hawthorne Effect" which is a phenomenon in which observed participants in a study may perform in a more productive manner than if they were unaware that they were being observed or included in a study (Franke & Kaul, 1978). The participants in my study were aware that I was performing a study of their work, so they may have performed in a different manner than if they were unaware of participating. In addition, the control group received no special release time from classes and this may have also skewed the results (Franke & Kaul, 1978).

Limitations of the general study. In the general study, each profile that is strongly represented (the highest score results in the profile assigned to the student) is counted as a separate profile. These representations each count as one tally for that profile. As a result, there is a sample of 111, although there are only 58 participants. The intention here is solely to discover if certain single profiles are associated with high or low achievement. The combination of certain profiles is not examined in this study, but the results may certainly be used as a

springboard for a future, more comprehensive study in this vein. For the purposes of this study, I only examined comparisons amongst types of single and low and high achievers.

Limitations of the experimental study. A factor that may skew the results of the experimental study could be that access to the Internet is uneven for students; students who do not have as frequent access to the Internet may not perform well during instruction. Since technology is not embedded as a matter of practice into lessons, students may not have skills that are needed to complete some of the activities. Teachers have different styles of delivering instruction; since students from different classes are used as participants, using existing plans and internet plans, it may be that the experiences students have with certain teachers differ.

Another limitation of this study may be a threat to internal validity, an assumption that the groups studied are comparable, and that the only difference is the treatment (customized plans) administered (Creswell, 2009). I have attempted to match the participants in group size, ethnicity, gender, age, and ability. This study contains a small sample size, due in part to the fact that there were only 34 Cusp Kids in the pool of participants. The entire eighth grade class consisted of 92 students, with 58 permission slips returned. Of those 58, 34 were eligible based upon their scores. I worked with 17 students very closely during the treatment course of this study, with an allotment of one hour per day from my supervisors.

Not all of the proposed profiles were represented evenly in the experimental study, as had been hoped. The Googler and Youtuber were cut from the profiles for this part of the study since there were not enough Cusp students who distinctly fit these two profiles. The lesson plan activities are included in Appendix B for informational purposes. Additionally, the remaining profiles are not evenly represented and there was only one student who was distinctly a Surfer. However, since the intent of the study is to determine if there is a relationship between using an

Internet Learning Profile to develop lesson plan activities and an increase in student achievement, then it was valid to accommodate the profiles that were presented.

Organization of the Study

This research study is organized into five chapters. In the first chapter, I began by presenting the statement of the problem, including the broader educational issues that are involved and the context in which this study can be used; the purpose of the research along with the research design that will frame the study; the research questions that will guide my study, along with definitions that are relevant to this study. I then described what significance this study will have for students, teachers, and parents. Lastly, the limitations were addressed, followed by an organizational summary of the study.

In Chapter Two, I will present a review of the literature for the purpose of examining what has already been explored in terms of my topic; to validate the relevancy and importance of my study, and to determine where the gaps are currently within the topic. Much of the research that is available is outdated, mainly because technology has advanced so rapidly in the past few years. This literature review will encompass recent literature about the effects of internet use on student achievement, how the Internet is used in school, particularly as it is embedded in lessons, how parents monitor and guide students' internet use at home, and what students', parents', and teachers' perceptions are regarding using the Internet for learning.

In Chapter Three, I will present my methods of data collection, data analysis and coding system in order to determine what the Internet Learning Profiles are, who the students are that possess them, and how learning and instruction can be structured to accommodate these learning profiles. I will describe my rationale for selecting my participants. I will also describe the survey

tool, chart for displaying the relationship between ILP and NJASK scores, lesson plan design model, and assessment of in Chapter Three.

In Chapter Four, I will present the findings of the two parts of my study. I will discuss and analyze the data, what I learned from the analysis of the data, and how this learning is situated in the literature. I will also discuss the insights gained for my field of study and what the implications are for further research are.

In Chapter Five, I will discuss conclusions and implications for this research: why it matters; how policy and practice may be affected; whether I achieved my goals through my research; how I may follow up and what I may do differently in the future. Finally, I will present how second order change may be accomplished through use of the results of this study and what the further topics of study may be as a result of this study.

Chapter 2

Literature Review

Introduction

In this chapter, the literature related to the research questions is examined to determine the significance of pursuing this line of research. I have presented literature regarding Multiple Intelligences as a vehicle in education for profiling learners and individualizing instruction. Since internet use and its effect on instruction is also a major factor that is being studied, I have explored the literature regarding students' school use, home access and use, impact on student achievement and how schools facilitate the use of the Internet. Essential to any study related to urban education is a presentation regarding current literature on the Digital Divide. This phenomenon is becoming less of an equipment issue and more of a user issue, as seen in the literature. I have examined types of internet use for the purpose of establishing profiles, such as gaming, online social networking, using search engines, etc. Additionally, I have looked at methods that teachers employ in embedding internet use into lessons, including challenges that teachers find that prevent them from doing so. I have included administrative support for implementation of the Internet and technology use in instruction in the literature review. Finally, I have considered the implications for finding a connection between Internet Learning Profile, individualization of instruction, and achievement in school for patterns in use for future application in school lessons. Not only have I examined the gaps in the literature, but the gaps in the research as discovered in education as well.

I have explored several research questions that parallel the research questions in the study to frame this literature review:

1. Is there a relationship between student achievement and Multiple Intelligences?

2. Is there a relationship between high student achievement and certain Multiple Intelligences?

3. Is there a relationship between internet use and student achievement?

4. Do students who are instructed using internet lesson plan activities achieve higher on assessments of the same learning objectives than those who are instructed using traditional learning plans?

5. Does certain internet use impact language arts literacy achievement?

In order to provide literature that is the most relevant to my research study, I have attempted to select articles that meet the following criteria:

1. Use quantitative research methods, since this is my chosen method of study, although literature in which mixed methods are used will be examined as well.

2. Are less than 10 years old, for sources associated with the Internet and technology usage, but preferably less than 5, since new innovations are introduced in technology very quickly.

3. Use the Internet or technology as the independent variable.

4. Use MI or learning styles as the independent variable.

Other questions that set the stage for and impact upon the purpose for the eventual research study include:

1. Is there a Digital Divide that prevents urban students from achieving in language arts literacy?

2. Does use of the Internet at home have an impact on how students achieve in school?

3. What are some barriers educators find in implementing internet-based lessons?

4. What are some of the ways educators have implemented the Internet into the existing language arts curriculum?

I used a basic internet and academic library search to locate journal articles regarding my topics, using key terms such as “internet use” “multiple intelligences” “student achievement” “eighth grade literacy achievement” “digital divide” and a combination of the terms in concert with each other. I have attempted to use primary sources, culled from the references of those that are secondary while collecting my literature data, including journal articles, internet articles from news sources, online magazines, e-books, dissertations, and others. My search results include representative samples of the literature within the topics.

Multiple Intelligences and Learning

School districts have focused recently on tailoring instruction to meet the needs of individuals in order to increase student achievement (Koeze, 2007). An emphasis on accommodating learning styles has been examined but not necessarily implemented in school curriculum. An understanding of what is entailed in planning for individualization by learning style is necessary for effective instruction of a diverse population of learners.

Howard Gardner introduced the concept of Multiple Intelligences in *Frames of Mind* in 1983. According to a 2003 article by Gardner titled “Multiple Intelligence after Twenty Years,” his original intent when developing the original intelligences was to focus on the variety of intelligences that people possess. His theory is that people do not just use a general intelligence, but a variety of intelligences. These intelligences include: verbal-linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. Individuals differ in the combination and strengths of these intelligences, due to both genetic and

experiential reasons (Gardner, 2003). Gardner has defined and redefined "intelligences" over the nearly 30 years since *Frames of Mind*. A recent definition published Gardner's website includes:

> As I use it, the term intelligence refers to a set of human computational capacities. As humans, we have the ability to "compute" language, number, social relations, spatial relations etc. We cannot directly see the intelligences. We observe them at work by observing individuals carrying out various kinds of behaviors and tasks. When a person sings, we assume that she is using at least her musical intelligence. When she dances, we assume that she is using at least her bodily and spatial intelligences (Gardner, 2004, p.2).

Gardner feels that when pursuing the disciplinary goals of education, individuals should mobilize their intelligences in order to attain goals (Gardner, 2003). In reviewing Gardner's theory and its principle points, it is worth exploring how educators have applied Multiple Intelligences to learning and what the implications are for future use.

Although Gardner feels that Multiple Intelligences and learning style theory are not quite the same (Gardner, 2003), both theories are equated with differentiation of instruction, which is a teaching and learning approach with the intention to reach all learners. Proponents of learning style theories offer that the learner's strengths and interests should drive the instruction, creating a student-centered classroom (Shaffer, 2011). Multiple Intelligence (MI) Theory is under this umbrella of learning style theory, with its own perspective on how students learn best. MI is particularly useful with students because they can take an active role in their learning and make choices in learning activities. It is also useful for teachers because it allows for creativity within the confines of a narrowing standards-based curriculum (Shaffer, 2011). For learners, understanding how they learn and acquire new skills is important because it helps guide their choices. When learners are aware of what their learning styles are, they are more likely to choose

matching activities and complete them (Krichen, 2007). MI specifically has been used with diverse learning populations with great success, especially in those that are included in the general population due to disability or limited English proficiency (Shaffer, 2011).

The debate that centers on learning style theory and on MI Theory in particular, is the application in classrooms. MI often comes under fire for its lack of focus on IQ, long thought to be the barometer of knowledge acquisition and academic success (Gardner, 2003). Peariso criticizes MI Theory for its lack of research and data to support its effectiveness or practicality in the classroom (Peariso, 2008). Often, studies do not examine achievement, but perception of achievement. For example, students' self-perceived multiple intelligences and their impact on academic achievement were the focus of a study conducted on undergraduate students in Pakistan. Multiple Intelligence survey results were correlated with the students' academic scores (Ghazi, Shahzada, Gilani, Shabbi, & Rashid, 2011). The strongest relationship between academic achievement and perceived multiple intelligence were found in the logical-mathematical, verbal linguistic, interpersonal, and intrapersonal intelligences (Ghazi, Shahzada, Gilani, Shabbi, & Rashid, 2011). These results, according to the researchers, should be used in the classroom to plan instruction (Ghazi, Shahzada, Gilani, Shabbi, & Rashid, 2011). However, the conclusions drawn from the study were that "Multiple intelligences based curriculums should be developed for students because it proves better for the students than any other type of curriculum" (Ghazi, Shahzada, Gilani, Shabbi, & Rashid, 2011, p. 622). This may be an erroneously drawn conclusion since the researchers did not explore other studies of other types of intelligences and learning styles, nor did they define what self-perceived means in relation to the intelligences. Similarly, in a study of fifth grade attitudes toward project-based MI versus traditional means

using direct instruction, students reportedly were happy with the MI lessons in English (Bas & Beyhan, 2010).

If the postulations brought forth in Ghazi et al.'s and Bas and Beyhan's studies are correct, then what academic benefits are reaped through use of a curriculum that is steeped in MI? Is there a connection between certain intelligences and higher student achievement? Gardner's own perception of the multiple intelligences is that if people vary in their intellectual profiles, this must have an impact on how the educational system should be constructed (Gardner, 2003).

It is noted that student achievement tests are geared toward the skills that are associated with verbal-linguistic and logical-mathematic intelligences and that the students who possess these intelligences may be seen as higher-achieving by teachers (Bordelon & Banbury, 2005; Plucker, Callahan, Tomchin, 1996). This is consistent with Ghazi et al. study, in that students who possess strong verbal-linguistic and logical mathematical intelligences have a perception of higher achievement (2011). In a 2000 study of the impact of multiple intelligences on student achievement, researchers measured fifth grade achievement using traditional and multiple intelligences language arts lesson plan activities, which generally consisted of centers for each of the intelligences (Geimer, Getz, Pochert, & Pullam, 2000). The result was that the lower achieving group had the greatest gains, because, according to the researchers, "these students need more hands on instruction" (Geimer, Getz, Pochert, & Pullam, 2000, p. 35). The researchers discerned no change in the higher achieving students' academic achievement because, according to their analysis, the higher achieving students "easily adapted to any learning situation presented to them" (Geimer, Getz, Pochert, & Pullam, 2000, p. 35) because they were higher functioning academically (Geimer, Getz, Pochert, & Pullam, 2000). Bas and

Beyhan's (2010) study of fifth-graders who learned through project-based MI lessons supports these findings of Geimer et al.'s. The fifth-graders who experienced project-based MI lessons achieved higher in English language lessons than students who did not receive the treatment (Bas & Beyhan, 2010).

Gardner et al. (2006) discount the notion that any one type of intelligence overrules another. They feel that an exploration of collaborative learning in which those who are strong in one intelligence may work well together. Similarly, students who are strong in one area and weak in another area may complement those who are the weak and strong in the opposite areas (Moran, Kornhaber, & Gardner, 2006). Teachers should design lessons that appeal to the intelligences, although the current testing trends are to lean toward teaching to the logical-mathematical and verbal-linguistic intelligences rather than incorporating all into instruction (Moran, Kornhaber, & Gardner, 2006).

Gardner and Hatch (1989) have examined other intelligences to add to the original seven: verbal-linguistic, logical-mathematical, spatial, interpersonal, intrapersonal, bodily-kinesthetic, and musical (Gardner & Hatch, 1989). Naturalist was one addition, while Gardner still is debating an existential intelligence (Gardner, 2004). It is not out of the realm of possibility to look at digital as a proposed future intelligence (Battro & Denham, 2007; Gardner, 2003). Several studies have laid some groundwork in the examination of what digital intelligence may look like in the classroom. Shaffer (2011) interviewed educators who expressed that MI would be a valuable vehicle for addressing students' needs, and the need for technology incorporation into instruction was important, but, a connection between the two was not fully established in this qualitative study.

Researchers may look at online learning as the platform through which various learning styles are coupled with technology use. Krichen (2007) examined learning styles in an online context. He suggested that learners take online learning styles surveys in an effort to help course designers in accommodating the needs of all learners in an online course environment, since the traditional universities that are turning to online formats are in danger of using a monolithic approach to learning (Krichen, 2007). This is consistent with the need for differentiation in learning, particularly that of internet learning, since there are many K-12 online institutions currently emerging. A connection between achievement and multiple intelligence type still needs to be further studied. Additionally, researchers do not include purely digital applications with MI, but a variety of other components to the programs they study.

Mokhtar, Majid, and Foo (2008) discovered that 14-15 year old students who were trained in the use of information literacy using MI pedagogy were more successful in learning the skills when compared to those taught in traditional methods. Mokhtar et al. used an experimental research design approach in which a pre-/posttest was used on a control and treatment group. The treatment group received information literacy intervention such as,

> use of various information sources (print and electronic), awareness of information attributes and organization, use of various search operators, development of search strategies, refinement of search strategies, use of robotic search engines and online databases, evaluation of information and information sources, and information use and misuse (Mokhtar, Majid, & Foo, 2008, p. 97).

There was a marked improvement for the participants in the treatment group from their pre- to posttest scores (Mokhtar, Majid, & Foo, 2008). This study is unique in that the

researchers use a Multiple Intelligences approach with technology, although they use a variety of other resources as well.

The groundwork has been laid in creating digital environments that incorporate a variety of learning modalities and intelligences, but there are obstacles that prevent school districts and students to meet in cyber-agreement (ISTE, 2008).

Examining the Digital Divide in 2012

Students in the poor urban and rural areas have been historically categorized as unable to keep up with their more affluent suburban counterparts in terms of materials needed in order to succeed in school. When technology first was revolutionized, it seemed that the personal computer was only for the wealthy. However, as computer and internet access became more affordable, more families were able to purchase these items. Ownership of laptops by African Americans went from 34% in 2009 to 51% in 2010 (Washington, 2010). With the advent of the smart phones which are internet-accessible, more and more Latinos and African Americans have internet capability (Washington, 2010). The Digital Divide is a term used to describe the discrepancy between people who have access to technology and those who do not have access to technology. The Digital Divide is at the same time narrowing and widening. It is narrowing in the accessibility of computers and smart phones but widening in how these internet accessible tools are used.

The widening of the Digital Divide is evident when comparing the use of the Internet by people who have higher and lower incomes. People in households who earn more than $75,000 per year are more likely to use the Internet during the day and more frequently, use e-mail, use the Internet for research, research health issues online, and for online news than those earning less money (Jansen, 2010). Usage in those areas decreases with income (Jansen, 2010). The

implications for education are that people who do not earn higher salaries are not using the Internet to increase their knowledge as wealthier internet users are. There is a new digital divide emerging, in which those belonging to lower socioeconomic groups appear to be using the Internet more for entertainment, such as for accessing social media and music, rather than for opportunities to improve their education or earning potential (Washington, 2010). This may be a problem inherent in the design of the "smart phones" which are built more for entertainment than for academics (Washington, 2010). However, smart phones do not have the capabilities for business applications that computers and high speed connections have, leaving behind half of the future workforce, composed of Latinos and African-Americans in an estimated thirty years from now (Crawford, 2011).

A major challenge in closing the Digital Divide is in obtaining an internet connection that is fast enough to meet the needs of the schools. Not only do the more wealthy populations have greater access to broadband connections than the less wealthy (Jansen, 2010), but certain parts of the United States experience the same issue of access. Lack of a high-speed connection is a problem for two-thirds of schools in the United States, as of 2009, and also exists for one in ten individuals (CBS News, 2011). Internet products such as video-on-demand, internet classrooms, and other items that demand high-speed connections are extremely expensive and require a contract that is out of the reach of many poorer Americans (Crawford, 2011). A national broadband map was unveiled in 2009 that detects where broadband access is lacking in any part of the country. This tool has assisted the government, policymakers, school officials, and public interest groups in identifying where technology is needed to bring web access up to speed (CBS News, 2011). Still, the United States is ranked in 12th place among developed countries for

wired internet access, according to a recent study by the Organization for Economic Cooperation and Development (Crawford, 2011).

The Digital Divide is not only a problem for the United States. In Belgium, socioeconomic status and education are factors in types of internet use in people between the ages of 16 and 24: the basic premise is that those who were more educated used the Internet for finding information, while those who are less educated are more likely to use the Internet for entertainment or socializing (Boonaert & Vettenburg, 2011). There is a need for internet-use studies to reflect the needs of a diverse population, rather than that of the mainstream or middle-class (Boonaert & Vettenburg, 2011). In that vein, implications for educational use of the Internet must be examined world-wide, particularly in areas that have educational challenges. The Digital Divide is preventing people in India and many underdeveloped countries from being employed due to the high cost of internet access (Anthony & Padmanabhan, 2010). Although this may temporarily prevent outsourcing from the United States to India, in the long run, it may be harmful to those young job seekers from any country that are unable to keep up with the expanding global economy (Anthony & Padmanabhan, 2010). Wiring is not the only problem overseas. In Singapore, there is evidence of a "secondary Digital Divide" (Cheong, 2008, p. 788) regarding how teens/young adults use the Internet in relation to problem-solving skills (Cheong, 2008). It is estimated that 90% of youth in Singapore have regular internet access, but their creative and interactive use of the Internet is limited by their ability to troubleshoot and solve problems such as viruses, crashing, freezing, and other internet problems that may surface in the course of their daily use (Cheong, 2008). Factors such as age, gender and socio-economic status are not as relevant as internet skills, problem-solving behaviors and internet usage patterns (Cheong, 2008). The implications are consistent with the perceived need for more internet-based

instruction in school that focuses on students' strengths in order to increase problem-solving skills.

Connecting Internet Use between School and Home

Students spend an average of 27 hours per week online at home, while at school students spend an average of 15 minutes per week (Miners & Pascopella, 2007). From this information, it makes sense to examine how those 15 minutes are incorporated into the school day and also to explore ways in which the school use can be transferred over into the home setting. McTavish (2009) discovered the gaps between school and home acquisition of information literacy in the case of an eight-year old male student. The home context of information literacy gained from internet sources was not recognized or aligned to the context of the school. At school, the student acquired information through informational text, while at home, the social/sharing aspects of information acquisition were used, such as through social networks, search engines, multi-media, and online books (McTavish, 2009). This student's internet habits are indicative of the type of recreational internet usage most likely used by students ages 9 to 17, which is for the purpose of online social networking (Nagel, 2007). Unfortunately, online social networking websites are often blocked by school districts, inhibiting their use as a vehicle for educational discourse by students (Nagel, 2007).

The preference of students in how they report they learn best is the topic of a 2009 study by Strom, Strom, Wing, and Beckert (2009). Participants were between the ages of 13 and 17, selected randomly from several low-performing, high minority schools in Arizona (Strom, Strom, Wing, & Beckert, 2009). The majority of students responded that they preferred to use the Internet in their instructional activities, rather than traditional methods. In a report by Nagel (2007), 50% of students use the Internet for educational discussion online. Much of this time was

reported for the function of discussing or researching schoolwork (Nagel, 2007). These findings have a direct impact on how teachers should plan instruction, providing a wealth of information regarding use of the Internet, how students protect themselves on the Internet, and how they view virtual learning (Strom, Strom, Wing, & Beckert, 2009).

In 1999, access to the Internet at home was an innovation rather than the necessity it would become in the new millennium. At the time, only 50% of households had computers with internet access (Kafai & Sutton, 1999). Students reported little use of home internet use, preferring to use software applications instead. Many of these software activities were gender specific (Kafai & Sutton, 1999). Another difficulty noted was the sharing of computers in families. As the cost of computers has decreased, the number of computers per household has risen. Today, eighty percent of households have computers, with 92% of those having internet access (Nielsonwire, 2009). With the advent of wireless connections, more family members can access the Internet at one time. However, as noted previously in this review of the literature, the high cost of internet access impairs the ability of poorer families to access the Internet, particularly as the cost of internet access increases in relation to the speed (Crawford, 2011).

One of the great challenges of incorporating technology into schools as it is used at home by students is the fact that there is much more technology available to students at home than it is at school (Sewlyn, 2006). Unfortunately, school is where the students will be guided educationally by professionals, so a connection needs to be established between the two. Another challenge to incorporating technology, particularly the Internet, is the ability of teachers to use technology. The actual usage of computers by secondary teachers is moderate and more effort is needed to incorporate it into lessons (Kumar, Rose, & D'Silva, 2008). This could be accomplished by more administrative support and shedding light on the fact that once teachers

saw how interesting the incorporation of technology was to the students, they would do so (Kumar, Rose, & D'Silva, 2008).

Communication with the home and alignment to curriculum are essential when designing programs, so that much of the work begun in school sets the stage for carry-over to the home and vice versa. Training of teachers in the use of the Internet and its educational applications should be supported by school administration so that academic access is achievable. Students will benefit from more productive technological skills and will be more engaged in lessons.

School Facilitation and Support of Internet Use

Students are far more technologically literate than the adults who teach them (Strom, Strom, Wing, & Beckert, 2009). Many adolescent students feel that teachers could be doing more to incorporate the Internet into lessons, such as in the case of collaborative online assignments and web-based homework. Teachers see a lack of student interest as a barrier to learning, but students see a lack of teacher understanding of their instructional needs as a barrier to learning (Strom, Strom, Wing, & Beckert, 2009). School leaders are seen as having a large influence on how the Internet is being underutilized in teacher lesson planning, although students clearly feel that embedding the Internet into assignments will increase their motivation and engagement (Strom, Strom, Wing, & Beckert, 2009).

The support of administrators when implementing any plans to use technology in schools is essential to the success of the program. Administrators are responsible for manipulating the budget in order to ensure ample and state-of-the-art technology, arranging for professional development, monitoring programs, and for establishing policies in order to keep students safe from the dangers inherent in cyber space.

Administrators themselves may not be adequately prepared to use the resources available and have varying levels of technological ability. Many elementary school leaders that are designated effective leaders do not have the technological skills necessary to adequately oversee training for the staff who are teaching the students (Rivard, 2010). Training has a significant influence on teachers' incorporation of technology into their planning and instruction (Daly, n.d.). Staff members will use the technology plans set forth by the school, if facilitated by key individuals. There is a need for more extensive training of school leaders in the use of educational technology so that they can support the needs of the staff in an educational program that supports the use of technology (Daly, n.d.). Moreover, the buy-in from teachers must be established when incorporating technology into the school program; many teachers can be resistant to initiatives that involve radical changes in technology use in their schools (Cirasella, 2008). The lack of in-service training for any innovations may lead to disenchantment on the part of the staff.

One way in which administrators can support teachers is to use social networking platforms to form professional learning communities online to enhance collaboration between educators (Lieberman & Mace, 2010). This use can be modeled for students in forming their own online communities (Lieberman & Mace, 2010). However, it is incumbent upon school administrators to protect the student population from predators and cyber-bullies. Many times, firewalls are set up that limit the students in their ability to freely experiment and research. Teaching staff are frequently not permitted to load specialized software without complicated processes and the assistance of a technology specialist. These policies are often designed to protect students, but sometimes discourage technology use in the classroom (Nagel, 2007). The assumption of whose responsibility it is to protect children by educating them regarding internet

dangers is vague as well, as discovered by Ey and Cupit (2011). According to this study, of 57 children between the ages of 8 and 11 that responded in a survey, only three stated that teachers educated them regarding internet safety, indicating a need for more comprehensive policy monitoring.

An additional administrative concern that impedes the consideration of outfitting classrooms with increasingly advanced instructional technology is the limited funds available for equipment that needs to be purchased, installed, professionally developed, and maintained. There is limited data that is available showing the effect of use of instructional technology on high stakes test scores, but it is becoming increasingly available as schools adopt programs that increase the efficiency in maintaining assessment data and other student records. School administrators are cautious when choosing expensive technology for their schools when research-based curricular methods that have proven results without use of technology integration are less expensive (Cirasella, 2008).

Impact of Internet Use on Achievement

Perhaps one of the most prolific research projects that has been developed to study the effects of media literacy on academic achievement has been that of the Digital Youth Network (DYN). This is an ongoing initiative that is intended to strengthen the ability of urban youth to incorporate 21st Century skills into their learning (Digital Youth Network, n.d.). Some of the results, based upon comparative studies, surveys, and interviews of middle school students, led the researchers to report that students who were participating in the DYN had a greater focus in working in technological areas and a higher interest in writing, music, and working with graphics than a sample middle school group who had access to similar tools (Digital Youth Network, n.d.). Since a variety of tools were used, and a number of strengths were developed for the

students in the study, the results suggest that achievement in school may increase for students who build on these skills (Digital Youth Network, n.d.). Technology and internet incorporation and their effect on literacy achievement have been the focus of many studies as schools look for ways to increase student success.

Students who participated in a three year Laptop Immersion Program were more likely to produce higher quality writing, were more self-directed learners, were more likely to collaborate in project-based learning, and were more likely to be more engaged in class instruction (Gulek & Demitiras, 2005). This study did not examine the use of the Internet in these sample classrooms, but did set the stage for incorporation of technology into instruction for the purpose of increasing student achievement.

In studying the effect that reading text on the Internet has on reading comprehension, sixth grade students who scored high on standardized literacy achievement tests were interviewed and completed an online reading task (Coiro & Dobler, 2007). It was found that "successful Internet reading experiences appeared to simultaneously require both similar and more complex applications of (1) prior knowledge sources, (2) inferential reasoning strategies, and (3) self-regulated reading processes." (Coiro & Dobler, 2007, p. 245). Students who had successful reading experiences online were found to comprehend text better and also were more self-directed as learners.

Student use of technology does not always yield positive academic results. In a surprising study of students who lived in poverty, whose parents received vouchers for computers, students' academic ability overall declined, although the skills in using computers increased (Stross, 2010). The researchers did not report the types of computer skills that increased, although this may be relevant for application in the classroom. In another study that was conducted between

the years of 2000 and 2002, researchers found that literacy grades and achievement test scores rose over time in groups of low-income students who used the Internet at home (Jackson, von Eye, Biocca, Barbatsis, Zhao, & Fitzgerald, 2006).

Incorporation of the Internet into Lessons

As previously mentioned in this review of the literature, teachers are not using technology in their class instruction in any large quantity (Miners & Pascopella, 2007). An integral part of this study is to explore how teachers may incorporate internet use into lessons, as an extension of the students' use at home, guided educationally. Students can benefit from blogging, use of online discussion boards, gaming, virtual applications, and web quests incorporated into their daily instructional activities (Beach & Doerr-Stevens, 2009; Boling, Castek, Zawilinski, Barton, & Nierlich, 2008; Hsu & Wang, 2010; Ikpeze & Boyd, 2007; Okol, Englert, Bouck, Heutsche, & Wang, 2011).

Use of online discussion boards and persuasive writing sites improve the ability to collaboratively take on a perspective and debate it. This helps in the area of developing empathy and critical thinking skills (Beach & Doerr-Stevens, 2009). Boling, Castek, Zawilinski, Barton, & Nierlich (2008) further extend this point by demonstrating how blogs, wikis, and podcasting can be incorporated into cooperative social studies projects. Blogs are online journals that can be viewed publicly or privately and commented upon by others, while wikis allow students to share facts online. Podcasting allows students to broadcast audio on the Internet.

The Internet can be incorporated into classroom practices by use of web quests as a way to enhance creativity in lessons and to become "thoughtfully literate" (Ikpeze & Boyd, 2007, p. 653). Students learn to analyze, critique and comprehend text, thereby improving literacy skills.

Web quests are conducted mainly through the Internet, allowing students to direct their learning through a step by step progression of tasks.

In a recent study of web-based applications in an eighth-grade history class, researchers discovered that both students with and without disabilities improved on post tests after lessons involving a Virtual History Museum (Okol, Englert, Bouck, Heutsche, & Wang, 2011). The Virtual History Museum is an online interactive virtual model in which users can arrange artifacts in order to promote understanding of certain eras in history. Students were assessed regarding factual knowledge, concept knowledge, and written positions (Okol, Englert, Bouck, Heutsche, & Wang, 2011). Overall, results were positive, particularly in the understanding of facts and concepts.

Gaming has a large effect on motivation, allowing for high-interest lessons, but the impact on achievement also bears exploring. Gamers need certain literacy skills in order to play the games effectively: reading and comprehending text, identifying theme and main idea, developing character, and identifying of meaning through visual elements such as graphics and animation (Hsu & Wang, 2010). Responding appropriately to stimuli and understanding the goals and rules of the games are also vital to success. Applications to career awareness are identified as game designers, which impacts greatly on the development of writers who are able to understand language and rules associated with software and computer program development (Hsu & Wang, 2010).

Conclusion

It is noted from this review of the literature that there are gaps that do need to be explored further. One is certainly a needed redesign of how schools currently operate in an increasingly technology-based workplace, coupled with a more complex and interactive curriculum (Teele,

1996). Students will not keep up with the job market demands if the instruction in the classroom is not modified to include incorporation of 21st Century Skills directed toward a diverse population. Incorporating MI into instruction, combined with an internet-based learning plan, will help in reaching all students and increase achievement.

In studying the Digital Divide, it is evident that the connection to internet-enabled gadgets is increasing, but the way in which the Internet is being used is more geared toward entertainment and social activities. Incorporation of these entertainment aspects into instructional activities via use of the internet applications and MI profile is worth examination.

Another gap is that there is disconnect between use of the Internet at home with that at school (McTavish, 2009). It is not completely clear how the Internet is used at home to enhance learning, although strategies at school that engage students have been studied. Parental monitoring and support are present, but schools are not communicating with the home in order to facilitate, rather than block learning, through platforms that engage learners. Habits of high-achieving students are not examined in order to determine how to maximize internet use in school, since time and equipment, and teacher readiness are not conducive to student achievement.

As the barriers to incorporating the Internet into instruction are taken down, new ones tend to emerge that continue to perpetuate the digital divide. However, as all students begin to obtain access, it is clear that they require more direction in learning internet skills that empower them, rather than just for entertainment purposes. This learning needs to take place in the schools first, and then carry over to the home. A structured program with designated applications of technology, particularly the Internet, embedded in the existing curriculum would be advantageous to instituting and implementing an effective technological component to

instruction. Further study of establishing an MI Internet Learning Profile for students and embedding technology into instruction in order to maximize students' educational experiences and increase achievement is worth pursuing.

Chapter 3

Methodology

In this chapter I will describe the strategies and approaches I used to complete the study. I will provide details regarding the quasi-experimental strategy that was used and rationales for using it, the setting and selection of the participants, data collection and analysis methods that I used, and how I addressed validity. I will provide similar details regarding the general study. I will also present the ethical considerations applied.

Purpose and Design Method

The main intent of this study is to examine the Internet Learning Profiles of students in order to develop customized lesson activities that can be incorporated into the existing curriculum. I wanted to find out, in a quasi-experimental control design study, if these activities would have an effect on students' language arts literacy achievement. As a by-product of this study, I also wanted to determine the relationship, via a cross sectional correlational study, between certain profiles and achievement on the state mandated literacy assessment, the NJ ASK. This correlational study is referred to as "the general study" in this document, while the quasi-experimental control design study is referred to as "the experimental study".

The general study. All eighth grade students who returned a permission slip signed by their parent/guardian were eligible for what I have termed the "general study." These students all completed a self-administered questionnaire in the form of a Multiple Intelligences Scale (Chislett & Chapman, 2005) that I adapted to reflect Internet Learning Profiles (ILP). I examined the results of these surveys and the NJ ASK scores by listing the dominant profiles of the participants after they self-assessed and scored the Multiple Intelligences Scales next to the NJ ASK scores in ascending order on an MS Excel Spreadsheet. I then determined if there was a

relationship between achievement on the NJ ASK and types of Internet Learning Profiles by counting how many of each profile occurred in the higher achievers who scored 200 and above on the NJ ASK and how many of each profile occurred in the lower achievers who scored below 200 on the NJ ASK . This is included as part of the study in order to establish the possibility that students who possess certain intelligences may be grasping skills and knowledge more effectively in the course of the traditional learning process than those who possess other intelligences. This may affect the design of future instruction in order to plan more effectively for all profiles. It is possible that since not all profiles are recognized in planning, not all students are engaged in learning and therefore not achieving to the maximum level possible.

The quasi-experimental nonequivalent control-design study. For the second part of the study, I used a quasi-experimental nonequivalent control-group design method, in which I established non-random assignments via NJ ASK scores and Internet Learning Profiles. The NJ ASK scores served as the baseline, since the focus was on "Cusp Kids." I assigned students who fit one profile more distinctly than others to the treatment group (although some students did test as more than one profile and were included in the treatment group; this will be explained further in another section); the rest of the students who fit the designation "Cusp Kid" were assigned to the control group. The students all took a pre-test in the cafeteria on the same two consecutive days. On the first day, the students completed the reading portion of the pre-test. On the second day, the students completed the writing portion of the pre-test. Those assigned to the treatment group received the treatment of the customized internet learning plan activities and the standard lesson plan activities, while those in the control group received the standard lesson plan activities only. Following that, the posttest was administered to both treatment and control groups to determine the effects of the treatment (Creswell, 2009).

Testing process. Prior to beginning the treatment, all of the students participating in the study completed a pre-test that was based upon the Common Core State Standards in Language Arts Literacy, developed by Standards Solution, a nationally based education consulting group that has worked closely with the school district for three years. Eighth-grade teachers and I administered the pre-test together, under the same conditions in the school cafeteria. This pre-test doubled as a benchmark for the school's database and contained questions in the following skill areas: Reading Strategies, Recognition of Theme, Textual Conventions, Tentative Meaning, Recognition of Detail, Recognition of Purpose, Retell, Drawing Conclusions, Recognition of Text, Organization/Structure of Text, Extrapolation of Information, Forming Opinion, and Persuasive Writing. There were a total of 10 multiple choice questions based upon a narrative reading passage, one open-ended question based upon the same passage, and a persuasive writing essay. I graded the objective multiple choice questions, worth one point each, while a variety of teachers who were trained to use the various holistic scoring rubrics scored the open-ended and essay questions. The open-ended questions were worth a maximum of 4 points and the essay was worth a maximum of 6 points. The greatest possible score was 20 points. This process was repeated for the posttest.

Internet activities. I created customized internet activities based upon the skills represented in the pre-test. These skills are consistent with the required objectives based upon the Common Core State Standards adopted this year by the school district. I adapted an online instructional lesson design model that was developed in 2003 by B.J. Gallagher and merged it with McTighe and Wiggin's (2005) *Understanding by Design* model in order to incorporate the Seven Intelligences into a research-based lesson design model (see Appendix B). Students in the

treatment group engaged in these activities in addition to the standard classroom instruction while students in the control group only received standard instruction.

Research Questions

In my research study I explored four quantitative research questions in order to establish whether the change I implemented was effective in improving student achievement. The first two questions are used to establish which students fit which Internet Learning Profiles and if certain profiles are correlated with higher scores on the literacy portion of the NJ ASK. The results of a posttest compared to a pre-test for both a treatment and a control group are addressed in the third question. Finally, Question 4 applies to the change which I, as an educational leader, would like to effect within my district and also, to apply to other similar school populations.

Proposed quantitative research questions are as follows:

1. What kinds of Internet Learning Profiles do "Cusp Kids" display? (General Study)
2. What is the relationship between types of Internet Learning Profiles and high and low achievement by 8th grade students on state-mandated standardized language arts literacy assessments? (General Study)
3. Do "Cusp Kids" who are instructed using customized internet learning plan activities achieve higher on summative assessments of the same learning objectives than those who are instructed using existing learning plans? (Experimental Study)
4. Will utilizing a customized internet learning plan based on an Internet Learning Profile impact the implementation of cumulative progress indicators within the 8th grade language arts curriculum, and thus state-

mandated standardized assessment scores of an entire district? (Experimental Study)

Rationale and Assumptions for the Methodology

The general study rationale. In the first part of the study, the general study, survey results allowed me to determine relationships between high achieving and low achieving students and certain Internet Learning Profiles. I created a series of charts in order to supply further information from the survey to address the research questions regarding the relationship between certain Internet Learning Profiles and NJ ASK language arts literacy scores.

The experimental study rationale. I used a quasi-experimental nonequivalent control-group design method, in which NJ ASK scores and Internet Learning Profiles determined non-random assignments (Creswell, 2009). I developed customized lesson plan activities that embedded internet use based on the students' profiles from existing skills and objectives. Teachers implemented the regular lesson plans. Students who were in the treatment group completed the internet activities independently under my supervision. The pre-test/posttest design supplied quantitative data analysis regarding the proposed research questions.

Rationale for the Chosen Strategy of Inquiry

The rationale for selecting a cross sectional categorical survey design for the first part of the study, the general study, was based upon the process of determining the students' Internet Learning Profiles. Students were able to self-assess using this method and were interested in finding out what the results meant to their learning. If students understand how they learn, they can be participants in their own learning (Krichen, 2007).

The rationale for selecting quasi experimental design was to determine Internet Learning Profile by first collecting data through a survey based on an adapted Multiple Intelligences

Assessment (See Appendix A) and in the selection of non-random participants (Creswell, 2009). The non-random participant selection resulted from the scores of the eighth-grade students, since one of the factors I am studying is the achievement of students who are on the threshold of success who may learn in accordance with their interests.

The next part of the research was based upon the results of the survey, in which I created customized lesson plan activities, based upon a hybrid adapted from the Online Instructional Design Model created by B.J. Gallagher (2003) and the Understanding by Design model (McTighe & Wiggins, 2005). I created customized lesson plan activities using this model (see Appendix B) and the selected participants completed them online.

Setting

The setting of this study is an urban pre-K to eighth-grade school in a medium-sized public school district in New Jersey. This public school is part of a District in Need of Improvement, as per No Child Left Behind (NCLB) guidelines. The school itself is in its ninth year of "in need of improvement", failing to make Adequate Yearly Progress for all of the years that NCLB has been in effect. The school houses approximately 900 students. The majority of the students receive free or reduced lunch, making this a Title I school that relies heavily on federal funding for several essential programs.

The school is currently locked in a Twentieth Century instructional model: very little technology, differentiation, cooperative learning, or data-driven instruction is used. Teachers do not take well to change and are very resistant to incorporating methods that are considered innovative. A school leader will need to establish buy in from stakeholders in order to bring about the needed changes. A great deal of professional development in technology and the establishment of professional learning communities that focus on lesson planning, equipment

training, and implementation in instruction will need to be at the center of training for this initiative to be successful.

Participants and Sampling Methods

I collected quantitative data for both the general and experimental studies, which consisted of survey results from four class sections of 8th graders who had a score for the most recent NJ ASK Language arts Literacy section. I selected this grade level for the study because at the middle school level, in my experience, difficulties with behavior and dropping academic indicators occur with the greatest frequency. This particular group of eighth graders did not perform well on the seventh grade NJ ASK in the 2010-2011 school year. It was the goal of my research to assist teachers in developing high-interest internet-based plans in order to prevent some of the issues associated with adolescents and academics. I obtained permission from the Board of Education (Appendix F) and the building Principal (Appendix J). I arranged times to conduct the study with the treatment group with the Principal. We agreed on the ninth period advisory time, at the end of the day, utilizing laptop computers under my supervision.

There were 92 eighth-graders enrolled in the school. Each student received a permission slip to participate in the research study, in either Spanish or English (Appendix C), depending on the preference of the student, in recognition of the student's home language. The World Languages Teacher translated the permission slip at my request. Over a two-week period, I gave students the opportunity to return permission slips. As students returned permission slips, I would oversee administration of the Multiple Intelligences Scale to determine each student's Internet Learning Profile. Students self-scored their MI Assessments. A copy of the signed permission slip, a thank you to parents, and an explanation of each student's role (if the permission slip that the student returned was in Spanish, the thank you and explanation letter was

also in Spanish). 58 students returned permission slips, a 64% return, at the conclusion of this initial data collection period, a 64% return. These students comprised the general study sample.

Experimental study participant selection. Upon collecting the permission slips, I examined the NJ ASK scores to determine which students might be selected for the treatment group and the control group. The pool of 20 Cusp Kids, based upon my original definition of a score from 185-205, was not very large, and only 5 possessed one dominant Internet Learning Profile, necessitating an expansion to include a larger cusp group. I examined student scores of 174 to 212, a pool of 34 students. These students were divided into the control and treatment groups, considering first the students with one dominant Internet Learning Profile and then those with two dominant Internet Learning Profiles (given the lack of certain profile types) for the treatment group, and the rest for the control group.

After examining NJ ASK scores and collecting the surveys, I determined which of the respondents that were classified as "Cusp Kids" most distinctly fit the Internet Learning Profiles. I had hoped that there would be at least two students for each profile, but that was not the case. Thirteen of the pool of possible participants fit only dominant one profile, and seven of them were Online Social Networkers (one OSN did not wish to participate in the treatment group and agreed to participate in the control group). The other single Internet Learning Profile students were categorized as follows: One Surfer, one Graphic Designer, two Gamers, and three Producers. The eight students who had two distinct profiles (excluding Online Social Networkers, since there were many of them) were questioned regarding their interests and learning preferences, consistent with the profile descriptions aligned with the inventory. Four students were selected from this pool to round out the treatment group, based upon their responses that indicated a stronger or more dominant preference toward one profile over another

(I was interested in adding two more Surfers, one Gamer, and two Graphic Designers): A Surfer/Gamer, a Surfer/Producer, a Gamer/Producer, and a Googler/Graphic Designer. There were no distinct YouTubers or Googlers in the cusp group. Since the Googler/Graphic Designer exhibited an interest in the Graphic Designer learning activities over the Googler ones, the Googler profile was phased out of this study. The Surfer/Gamer and the Surfer/Producer, although they responded to the Surfer profile responses rather than the secondary profiles, leaned toward the Gamer and Producer activities respectively (The Surfer/Gamer stated that he was definitely a gamer, despite my findings to the contrary, and gravitated toward those activities once we began them, while the Surfer/Producer began the activities by looking over and choosing both profiles' activities initially, but expressed a distinct interest in the Producer ones by Week 4). As I questioned him, the Gamer/Producer asked me, "How do you know me so well?" This question confirmed that he fit the Gamer profile very distinctly, since the responses he gave were very fitting to the Gamer profile.

By the close of the participant selection, the treatment group consisted of the following (See Figure 1a): Seventeen eighth graders between the ages of 13 and 14, with 11 males and 6 females; 11 Hispanics and 8 African Americans; 7 (41%) students who scored "proficient" on the NJ ASK and the rest "below proficient" with a group mean score of 195.4706, a median of 197, a bimodal result of 197 and 203, and a range from 174 to 212 (38); 6 Online Social Networkers, 4 Gamers, 4 Producers, 2 Graphic Designers, and 1 Surfer. I will present a comparison of the entire cusp group in relation to the general population in Chapter Four.

Student	Internet Learning Profile	Gender	Ethnicity/Race	NJ ASK Score
ES1	Surfer	Male	Hispanic	174
EGAP17	Gamer	Male	African American	180
EP2	Producer	Male	Hispanic	183
EOSN3	OSN	Female	African American	183
EOSN4	OSN	Male	Hispanic	188
EOSN5	OSN	Female	Hispanic	188
EGAS16	Gamer	Male	Hispanic	191
EOSN6	OSN	Female	African American	197
EOSN7	OSN	Female	Hispanic	197
EGA8	Gamer	Male	African American	197
ESP15	Producer	Male	African American	203
EGOGG10	Graphic Des	Male	Hispanic	203
EGA11	Gamer	Male	Hispanic	203
EOSN12	OSN	Female	Hispanic	206
EGO13	Graphic Des	Female	African American	206
EP14	Producer	Male	Hispanic	212
EP15	Producer	Male	Hispanic	212

Figure 1a: Breakdown of the Treatment Group by Profile, Gender, Ethnicity, and NJ ASK Scores.

The control group was similar to the treatment group in all respects except for the representation of Internet Learning Profiles. These students possessed more than one distinct profile, with the exception of one Online Social Networker who did not wish to participate in the treatment group but agreed to participate in the control group. The control group consisted of the following (See Figure 1b): 9 males and 8 females; 6 Hispanics, 10 African Americans, and 1 Asian; 5 (29%) students who scored "proficient" on the NJ ASK and 12 students who scored "below proficient" with a mean score of 193.5882, a median of 191, score of 186, 188, 191, 197, and 209 each occurring twice, and a range from 177 to 212 (35). Profile representation was as follows: 13 Producers, 10 Online Social Networkers, 7 Graphic Designers, 5 Gamers, 4 Surfers,

4 YouTubers, and 1 Googler. I will present a comparison of the entire cusp group in relation to the general population in Chapter Four.

Student	ILP				Gender	Ethnicity/Race	NJ ASK Score
C1	Gamer	Producer			Male	Hispanic	177
C2	Surfer	Producer	Graphic Designer		Male	African American	180
C3	Gamer	Surfer	Youtuber	Producer	Male	Hispanic	183
C4	Youtuber	Producer			Female	Hispanic	186
C5	Producer	Graphic Designer			Female	Hispanic	186
C6	Producer	OSN			Male	African American	188
C7	Producer	OSN			Male	African American	188
C8	Gamer	Youtuber	Producer	OSN	Female	African American	191
C9	Gamer	Producer			Male	Hispanic	191
C10	Gamer	Graphic D	OSN	Googler	Female	African American	194
C11	Producer	Graphic Designer			Female	African American	197
C12	Surfer	Producer	OSN		Male	Asian	197
C13	Producer	OSN			Male	Hispanic	200
C14	Producer	Graphic D	OSN		Female	African American	203
C15	OSN	Surfer	Youtuber	Graphic D	Female	African American	209
C16	Graphic D	OSN			Female	African American	209
C17	OSN				Female	African American	212

Figure 1b: Breakdown of Control Group by Profile, Gender, Ethnicity, and NJ ASK Score

Instrumentation and Tools

New Jersey Assessment of Skills and Knowledge (NJ ASK). The New Jersey Assessment of Skills and Knowledge (NJ ASK) is a standardized state assessment that is administered annually to students of grades 3 through 8. Students in these grades are assessed in Mathematics and Language Arts Literacy, with an additional Science component in grades 4 and 8. These assessments are mandated through No Child Left Behind (NCLB) (NJ DOE, 2009) and results are reported on the New Jersey State Department of Education Report Card. The NJ ASK Language Arts Literacy section is relevant to establishing a baseline for the purposes of this

study. This section is split into reading and writing parts. I developed all activities and skills from the standards on which the NJ ASK is based.

Reliability. In 2008, extensive information was published regarding the reliability of the NJ ASK. For the Eighth Grade Language Arts Literacy section, an overall alpha coefficient, using Cronbach's scale, was established at .90, in the high range (with .70 as the cut off for "acceptable"). The Writing part received a .67 ("questionable") while the Reading part received a .89 ("good"). The information regarding Cronbach's scales was derived from Cortina's "What is Coefficient Alpha?" (Cortina, 1993).

Validity. According to the 2008 NJ ASK Grades 5-8 Technical Report, "Given the procedural and empirical evidence available and the rationale presented below, valid performance standards based interpretations and uses of the scores are generally supported" (NJ DOE, 2009, p.142). The New Jersey Department of Education claims validity of the NJ ASK due to a content and curricular validity established by rigorous monitoring and updating of the NJ Core Curriculum Content Standards (NJ DOE, 2009). The DOE ascertains validity through a process in which the assessments are reviewed by experts in order to decide if the items are aligned to the standards (NJ DOE, 2009).

Multiple intelligences scale. The Multiple Intelligences Scale (MIS) that I used for assessing students' Internet Learning Profiles was developed by Chislett and Chapman (2005). Many multiple intelligence surveys are not kid-friendly and contain language that is above the cognitive capability of the average eighth grader. Many that are geared toward classroom use are very expensive. After a great deal of investigation, I used the Young People's Version of Chislett and Chapman's free survey, which is basically a slightly scaled down version of the same assessment as the one the same authors offer for adults. About half of the questions are removed

from the original 74-question survey, leaving a total of 35 questions that could be easily answered by "young people between 8 and 16" (Chislett & Chapman, 2005). I did not alter any of the questions, but applied my profile designations in place of Gardner's intelligences. My rationale for not including internet-based applications in the survey questions was due to the preponderance of students who have accounts for online social networking and play video games. Most of the students do not regularly use Zoto spreadsheets, Googledocs, Animoto, webquests, and other online applications. I wanted to get an idea of how they learn, not what they like.

The survey consisted of 35 categorical items, five for each of the intelligences/profiles. There were pink and white blocks on the response side (copies contained grey and white). The white blocks were situated over the corresponding profile. If a statement was true of the student, the student would check it off in the white block. If the statement was not true, then the student left it blank. At the end, the student would count off the number of checks in white boxes and place the total in the white boxes in each column. The greatest amount in any of the seven columns resulted in the dominant profiles (see Appendix A). Some of the items included were: "My favorite subject in school is English" "My favorite subject in school is math" "I play a sport or dance". These items were aligned with the corresponding description sheet (Chislett & Chapman, 2005).

I checked for understanding of the questions by surveying and observing a group of five students that were not involved in the treatment or control portion of the study. I asked these students some basic questions about their experiences in taking the survey such as:

- How long did the survey take? (The survey did not take more than 10 minutes to complete)

- Did you understand all of the questions? (Questions arose regarding the items concerning “individual sports” and “doodling”; students asked for confirmation of the meanings rather than asking for meanings)
- Did you answer all of the questions? (This was not an issue)
- Do you know how to obtain the results? (I assisted with scoring if necessary; failure of students to tally results did not alter the results)

For one class of students that was designated special needs, the teacher read the questions with the students and assisted them in scoring.

***Validity*.** It has been difficult to validate multiple intelligence assessments, in part due the independence of the intelligences from each other, the differences in value placed on certain intelligences across cultures, and also because intelligences vary over time (Bordelon & Banbury, 2005). Perceivably, this same difficulty has arisen in attempting to find a reliable instrument due to the instability of intelligence in individuals. Combinations of intelligences have added to the issue (Bordelon & Banbury, 2005).

I established face and content validity by interviewing a pilot group of students who were in neither the treatment or the control group. I interviewed them in regard to the accuracy of the results that were achieved from the Multiple Intelligences Scale and aligned with the Intelligences descriptions (Appendix M). I asked questions such as:

What is your favorite subject in school? (English: Gamer; Math: Surfer) Do you know how to juggle? (Producer) Do you like to listen to music while doing your homework? (YouTuber) Can you compute mathematical equations in your head? (Surfer) Would you rather be a lawyer or a computer expert? (Gamer or Surfer) Would you rather be a writer than an actor? (Gamer or Producer) Would you rather give directions or design a corporate logo? (Gamer

or Graphic Designer) (Chislett & Chapman, 2005). This method also was useful when determining which of the students who had two dominant profiles should be selected for the treatment group of the experimental study. Content validity had been established in a prior study, using the adult version of the Multiple Intelligences Scale (Thomas & Asnake, 2006).

***Reliability*.** Alpha reliability coefficients for the MIS subscales were as follows in one available study: Interpersonal (α = .75), Intrapersonal (α = .50), Linguistic (α = .65), Logical-Mathematical (α = .67), Spatial-Visual (α = .64), Bodily-Kinesthetic (α = .73) and Musical (α = .79) (Keaton & Brodie, In Press). In another study, the alpha coefficient was found to be .6862 (Thomas & Asnake, 2006). While these estimates fall short of the Cronbach "acceptable" range (Cortina, 1993), it is important to note that theory of Multiple Intelligences is concerned with a person's abilities and talents at a certain point in time, described as a "snapshot" of performance (Teaching Expertise, 2005). Howard Gardner felt that a paper and pencil assessment would be inadequate for measuring multiple intelligences (Bordelon & Banbury, 2005), since many aspects of "performance tasks" needed to be used:

> These tests typically give a rough-and-ready sense of people's interests and preferences. They suffer from two deficiencies: l) They don't actually measure strengths—you would need performance tasks to determine how musically intelligent, or spatially intelligent, or interpersonally intelligent a person is; 2) The tests assume that the person has good intrapersonal intelligence—that is, he or she knows himself well. But many of us think that we know ourselves better than we really do. I doubt that anyone would score herself or himself low in the personal intelligences, but some of us must have lesser personal intelligence than others. (Gardner, 2004, p.6)

Pre-test/Posttest. The pre-test and posttest were developed by the school district's consulting company, Standards Solution and were used as an 8th Grade Benchmark as mandated by the district. The tests were developed to be in alignment to the skills assessed in the NJ ASK and to the New Jersey Core Curriculum Content Standards. The skills also match those found in the newer Core Content State Standards. The pre-test and posttest consisted of a reading passage and ten related multiple choice questions connected to the following skills: Reading Strategies, Recognition of Theme, Textual Conventions, Tentative Meaning, Recognition of Detail, Recognition of Purpose, Retell, Drawing Conclusions, Recognition of Text, Organization/Structure of Text, and Extrapolation of Information. There was also an open-ended question (Forming an Opinion) and a persuasive writing task. These two subjective-type tasks were scored using the NJ Open-ended Scoring Rubric and the NJ Holistic Scoring Rubric, which are the tools used to score the NJ ASK similarly related items. Students had 30 minutes to take the reading portion and 45 minutes to take the writing portion (See Appendix G).

Data Collection Methods

The general study. In the first part of the study, results of the MIS survey addressed the relationship between the research variables achievement and Internet Learning Profiles of 8th grade students. I examined types of profiles, via the MIS results, and literacy achievement on standardized tests (NJ ASK) by 8^{th} grade students. I then created a series of bar graphs and pie charts in order to determine if there was one sort of profile that characterized levels of achievement in Language Arts Literacy based upon NJ ASK results. Students who scored 200 and above were grouped as high achieving as they scored above the proficient level while those who scored below 200 were grouped as low achieving as they scored below the proficient level. I will discuss these results in Chapter Four.

The experimental study. I used a quasi experimental nonequivalent control-group strategy (Creswell, 2009) for data collection (Creswell, 2009). In this research design, selection of the participants is non-random (Creswell, 2009). I selected the participants based upon their NJ ASK scores ("Cusp Kids") and their Internet Learning Profiles (the students who are "Cusp Kids" that most distinctly fit the seven profiles), so they were selected non-randomly. The "quasi experimental" design refers to the use of a control and a treatment group using a manipulated independent variable (Creswell, 2009). Both groups of students received the same base lesson objectives as their peers, but the treatment group received both the teachers' traditional lessons and the treatment of customized internet lesson activities, while the control group received the traditional lesson plan activities only. Both groups were given the same pre-test and a posttest (Creswell, 2009). There were 17 students in the control group and 17 students in the treatment group, a total of 34 students who participated in the experimental phase of the study.

I sorted data into the seven established Internet Learning Profiles and then compared the results to the most recent NJ ASK literacy scores. Students who most distinctly fit the profiles and were in a certain range around proficiency, 174-212 (known as "Cusp Kids"), were selected for the treatment group. They received instruction using regular lesson plans and then completed the customized internet-based lesson plan activities based upon the Online Instructional Design Model (Gallagher, 2003) and the Understanding by Design Model (McTighe & Wiggins, 2005). These activities took place over a 10 week period of time, consisting of 10 different skill-based lesson plan activities for each profile. The control group consisted of the Cusp Kids who did not distinctly fit an ILP. All students took a pre-test that contained 10 objective multiple choice reading comprehension questions, one question for each skill focus in the study, and one open-ended and one persuasive writing essay. As depicted in Figure 2, the control group had slightly

higher results overall than the treatment group. The control group scored higher than the treatment group in 8 areas: Strategies, Recognition of Theme, Textual Conventions, Tentative Meaning, Recognition of Detail, Drawing Conclusions, Extrapolation of Meaning, and Persuasive Writing. The two groups had even results in Recognition of Purpose. The treatment group scored higher in the areas of Recognition of Text Organization, Retelling, and Forming an Opinion. The total average score for the treatment group was 12 points out of a possible 20; while the control group's total average score was 12.11765.

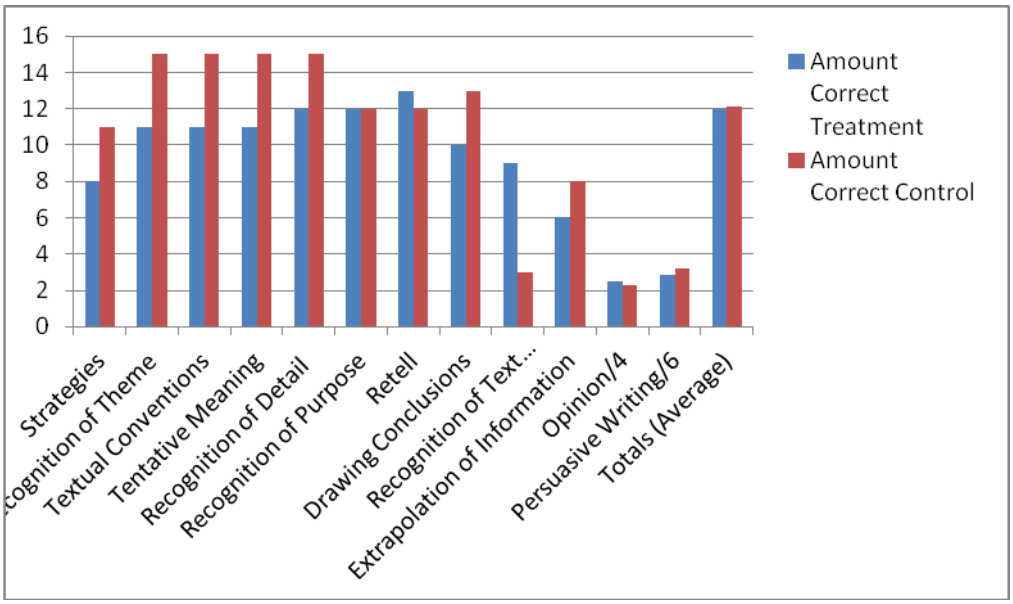

Figure 2: Comparison of Treatment and Control Group Pre-Test Results

In the final step teachers and I administered and scored a language arts literacy posttest that was the same test as the pre-test, based upon the skills and objectives presented in both the internet-based and traditional district lesson plans. These posttest scores provided documentation regarding the degree of success uncovered by using Internet Learning Profiles to customize instruction. I will present extensive findings in Chapter Four in terms of the themes and relationships uncovered.

Writing the Lesson Plans

I wrote the internet based activities based upon the assessed Benchmark objectives that are covered in the regular language arts curriculum. These skills and objectives are derived from the New Jersey Core Curriculum Standards and Common Core State Standards, the latter of which are being phased into the district this year. I posted the activities on a password-protected website in a mini virtual classroom for the students to complete. A copy of the lesson activities is available in Appendix B.

I developed the lesson plans from existing school district objectives based upon the NJ Core Curriculum Content Standards and the Common Core State Standards in Language Arts Literacy. Currently, language arts lesson plan units for the district are written by Maria Wickstandt, a paid consultant. There is not much information available regarding this person's credentials or experience. The teachers write weekly plans based upon the units (A sample of the lesson plans is presented in Appendix N). The district mandates the use of a "To, With, By" Balanced Literacy approach in which the teacher models the concept, goes over the concept with the student, and then an assignment is completed by the student (ACT Schools, 2010). The "by" part of this process is the component with which this study is concerned. The students engaged in independent activities that support and are directly related to the instructional objective that the teacher presented.

I examined district unit plans that were written by the consultant and also received the 8th grade weekly lesson plans from a teacher. These plans intended to contain theme-driven activities that use the aforementioned Balanced Literacy Approach and Lucy Calkins' Writers Workshop with a combination of Common Core State Standards included. The lessons focused on a long term reading assignment and derived activities from the novels. These plans were not

in line with my intentions, but I referred to them in order to establish a knowledge base for my treatment group. The Internet and differentiation strategies were not generally incorporated in these traditional lessons.

I chose internet activities from the framework provided by Gallagher (2003) and tailored them to the planned objectives. I also updated some of the internet applications that did not exist in 2003. I planned 10 weeks of activities that incorporated the major 8th grade Language Arts Literacy standards, focusing on one skill per week within the activities rather than the combination of CCSS, since the district's approach was not, from my viewpoint, conducive to isolating the ILP's to create the activities. The activities were customized according to the seven profiles (at least one activity per profile per skill).Writing skills were incorporated throughout the study. These activity plans are included in Appendix B.

Implementation of the Lesson Plan Activities

Pilots. I wanted to make certain that the eighth graders were able to complete the activities that were on the website. I also anticipated that the students in the treatment group would be in need of assistance once the actual study began. For one week in November, I selected 8 students who had returned permission slips but were ineligible for the experimental study due to their high achievement scores. Parents were informed regarding the role in the study of these students in the home language of each via letter. These students were trained to navigate the website and to test the activities for ease of use, understanding, and engagement. I used the profiles they had generated in order to designate what activities they would complete. The group was composed of three OSN's, one YouTuber, a Surfer, a Graphic Designer, a Producer, and a Gamer. These students also were able to identify a number of glitches such as firewalled materials. As a whole, the pilot run was successful and I felt I was well prepared. The pilots

assisted a great deal in orienting the treatment group, who initially were somewhat more limited in their understanding of what was expected.

The study. Beginning at the second marking period and continuing for approximately the length of the marking period (approximately ten weeks), I planned to meet with the treatment group one hour per day, five days per week, during the last hour-long class period of the day, as granted by the administration of the school. Students required computers and an internet connection in order to access the activities, which I posted on a password-protected website that I host and maintain. Evidence of lesson activity completion was intended to be e-mailed to me at my e-mail address, carbon copied to the parent if the parent desired (this was explained on the permission slip and thank-you note, but not requested) or submitted through a password-protected, spam-protected submissions page on the website. Some activities were completed on an online discussion board. Regardless of mode of submission, all students had access to feedback and links to work via a password protected portfolio so they and their parents could view their work in confidence. Each student was assigned a code name to maintain confidentiality. Students signed in daily using their code names to verify attendance.

Monday through Friday (most did not attend on Friday, due to a physical education period that was necessary in order to meet New Jersey requirements in physical education) students would enter the In School Suspension (ISS) room, sign in on an attendance sheet, and obtain a laptop computer. They would access the website as instructed and go to their assigned page based on their ILP's. Students were allowed to sit where they liked, in groups or individually, and discuss what they were doing with each other. Students worked on their projects for an hour on each day and were also permitted to attend during lunch and some specials if desired. If there was some other project, such as drama club or student government,

which met during this ninth period advisory, students were not denied the opportunity to attend these. If students did not complete one activity by the end of the week, due to difficulty, frustration, the need for extra time (often the case for Gamers), lack of or excessive engagement in the activity (often the case for Producers), or absenteeism, they could go on and complete the next activity or finish what they were working on. If students wanted to move ahead to another activity because they completed their project for the week, they could go on to the next week's skill set. The Online Social Networkers often moved ahead and completed their projects more quickly than the rest of the groups. Weekly skill sets were independent of each other, meaning that the prior week was not a prerequisite to completing the next one. The course of study was self-paced, but students were reminded that they had deadlines to meet.

At the end of the ten weeks, I asked the students to complete an online reflection, the topic of which was related to the study content. Although the posttest results are the most relevant to the study, student reflection is also important to understanding the minds of our learners and I feel as an educator and instructional leader that I would be remiss in not addressing the students' perceptions along with the statistical data. Some of the reflections are shared in Appendix P.

After ten weeks of internet activities based upon the students' Internet Learning Profiles, I administered the posttest to the control and treatment groups in the school cafeteria. They completed the reading and writing sections during two sessions, under the same conditions as the posttest. I will discuss the findings from the pre- and posttest scores in Chapter Four.

Data Analysis

General study. I placed data from the NJ ASK scores and the MIS results on a spreadsheet in Microsoft Excel (See Appendix H). I created a series of bar graphs and pie charts from the data in order to compare the scores and profiles of high achievers (200 and above) to those of low achievers (below 200). I also compared scores and profiles of low and high achievers to those of the general population to determine any relationships. I will present and discuss these findings in Chapter Four, along with implications for the future in Chapter Five.

Experimental study. I used an MS Excel Spreadsheet to organize the student data (Appendix H), lesson activities, submission data, and attendance (See Appendix O). Initially, I used the MS Excel to sort the survey data to determine if there was a relationship between Internet Learning Profile and Language Arts Literacy Scores. I then entered the pre-test and posttest data in a Predictive Analytics Soft Ware (PASW) spreadsheet from the pre- and post-tests into two groups, the treatment and control group (Huitema, 2011, p.534). I then performed a data analysis on the relationship between the independent variable, in this case the internet lesson activities and the students' achievement (the dependent variable) by completing a statistical analysis of the test results. I used the pre-test score as the covariate (Huitema, 2011) and performed an Analysis of Covariance (ANCOVA) in PASW. This method allowed me to make active use of the data and compare the pre-test data with that of the posttest (Huitema, 2011; Pedhazur & Schmelkin, 1991).

Establishing Validity (Rigor)

In this study, I attempted to establish a connection between the use of Internet Learning Profiles to develop customized lesson plans, and student achievement. In Chapter One, I did identify some threats to internal validity, mainly as a by-product of my chosen research design,

which is characterized by a non-random sampling of participants. However, since I used an Internet Learning Profile as one of the variables, as well as achievement test data, it was necessary to assign students to groups rather than randomize. A way to counteract this threat to internal validity was to attempt to ensure that all of the Internet Learning Profiles were evenly represented. Creswell (2009) identifies selection as a type of threat that can be counteracted by characteristics being evenly distributed, although this is solved ideally through randomization. However, this was not achieved as much as I would have hoped.

Failing this even representation of profiles, I attempted to match subjects in order to increase validity of the study, which is an effective method of doing so with a small group of participants (Graziano &Raulin, 2007). This was easily achieved since the students in the treatment and control groups were all Cusp Kids, with similar assessment scores, ages, ethnic groups, and socioeconomic backgrounds (See Figure 3).

Treatment Group				Control Group			
Student	Gender	Ethnicity/Race	NJ ASK Score	Student	Gender	Ethnicity/Race	NJ ASK Score
ES1	Male	Hispanic	174	C1	Male	Hispanic	177
EGAP17	Male	African American	180	C2	Male	African American	180
EP2	Male	Hispanic	183	C3	Male	Hispanic	183
EOSN3	Female	African American	183	C4	Female	Hispanic	186
EOSN4	Male	Hispanic	188	C5	Female	Hispanic	186
EOSN5	Female	Hispanic	188	C6	Male	African American	188
EGAS16	Male	Hispanic	191	C7	Male	African American	188
EOSN6	Female	African American	197	C8	Female	African American	191
EOSN7	Female	Hispanic	197	C9	Male	Hispanic	191
EGA8	Male	African American	197	C10	Female	African American	194
ESP15	Male	African American	203	C11	Female	African American	197
EGOGG10	Male	Hispanic	203	C12	Male	Asian	197
EGA11	Male	Hispanic	203	C13	Male	Hispanic	200
EOSN12	Female	Hispanic	206	C14	Female	African American	203
EGO13	Female	African American	206	C15	Female	African American	209
EP14	Male	Hispanic	212	C16	Female	African American	209
EP15	Male	Hispanic	212	C17	Female	African American	212

Figure 3: Comparison of Treatment and Control Groups for Matched Subjects

In matching the participants of the treatment and control groups, the NJ ASK averages were 195.4706 and 193.5882 respectively. There were a total of 19 males and 15 females in the total study, with 11 males and 6 females in the treatment group and 8 males and 9 females in the control group. The ethnicity of the two groups consisted mainly of African Americans and Hispanics, and one Asian student. All students were eighth graders and all were between the ages of 13 and 14 at the time of the study.

The most compelling method I used for ensuring a valid outcome consisted of the use of statistical analysis to compare my two groups. I used the pre-test as my covariate, which set a base for each individual in the study (Huitema, 2011). The independent variable that I manipulated, the treatment of the customized lesson activities, was measured against the dependent variable of student achievement using software for that purpose (Huitema, 2011).

Another factor that might have hindered the results of this study is the uneven access that students have to the Internet at home. This was counteracted by working with the building administration to make certain laptops were available for student use for the period of time needed to complete activities. At-home use was not required and not a frequently used option. Parental communication was also an important component to success. If parents needed access, there were computers provided by the school and district for their use. Reports were offered to be e-mailed upon parent request, and translated into Spanish upon request as well, by the ESL and World Language teachers. If there was no e-mail available, parents were offered the opportunity to receive or ignore the reports sent home via regular mail in the form of a hard copy. Parents also were offered passwords to the electronic portfolios.

Last, the small sample size was considered a threat to validity. The results of this study are only meant to be applied to this population and setting and not generalized to others. The

significance power is thus reduced, but may be compensated somewhat by the use of the ANCOVA.

Ethical Considerations and IRB Approval

As part of conducting this research study, I have gone through the Rowan University's Institutional Review Board (IRB) process, which ensures the safe, ethical, and humane treatment of human participants. The Rowan IRB is composed of Rowan faculty and a community representative (Rowan University, n.d.). I also was required to attend online training as part of the IRB process, which requires identification of the researcher and place of research, as well as the institution that is sponsoring the research. Additionally, the purpose and benefits of the research are identified, as well as the method of participant selection. Risks to participants must be acknowledged, if any, and the guarantee of confidentiality as well. IRB allows for participants to withdraw at any time, and also special provisions for minors, pregnant women, and those who are incarcerated. Finally, the names of persons to contact in case of questions are provided (U.S. Department of Health and Human Services, 2011). IRB approval can be accessed in Appendix K.

One of the most important aspects of ethically conducting research, especially when using children as participants, is informed consent (Glesne, 2006). Written consent was obtained from parents of students who are surveyed and who participate in the study in any way. Parents are privy to all information that has been obtained from their children. Another ethical consideration is the implementation of lessons to ensure that all students used in the research study received instruction that met or exceeded standards mandated by the Common Core State Standards. Approval from my school district's Board of Education has been obtained at a June 28, 2011 Board Meeting (See Appendix F).

Using a quasi experimental nonequivalent control-group design method approach, I have been able to collect quantitative information that I will then be able to generalize to other similar populations. As a school leader, I could use the information in order to revise curriculum, obtain suitable and usable technology for students and staff, and improve student achievement by changing how instruction is delivered in the classroom. I will explain these findings in detail in Chapter Four.

Chapter 4

Findings

Part 1: The General Study

Fifty-eight of the 92 eighth-graders returned permission slips and completed the Multiple Intelligences Scales (Chislett & Chapman, 2005). I split the NJ ASK data into two groups: those who scored above or at the language arts proficiency level of 200 and those who scored below the language arts proficiency level of 200. Many of the students scored their highest score in more than one profile. Each profile that was scored as the highest was recorded as a tick for that profile. Therefore, if a student scored a "5" as a Producer, a "5" as a Gamer, and a "5" as a Surfer, then each one of these high scores counted as one tally for that profile. If a student's highest score was "4", then that was the dominant profile recorded. I tallied the scores in this way in alignment with the beliefs that Gardner holds, that every student possesses all of the types of intelligences in some amounts (Gardner, 2004).

Looking at and analyzing the data. As depicted in Table 1 and Figures 4a and 4b, a majority of students possess the following profiles either singly or in some combination: Producer, Online Social Networker, and Gamer. These three profiles make up 67.6% of the group, with 30 Producers, 27 Online Social Networkers, and 18 Gamers, totaling 75 of the 111 representations of profiles. As identified in Chapter One, producers lean toward creating and active learning. Online social networkers are more engaged in collaborative learning. Gamers' strengths are in word games, role play, and interaction. Some of the teaching lessons that incorporate internet activities should include Animoto and Slide Rocket presentations for the Producers, online discussions and shared documents such as Googledocs for the Online Social

Networkers, and e-mail, chat, and role play or interactive games for the Gamers. I will examine further educational implications as a result of this study in Chapter Five.

Table 1
Frequency of Profiles for High and Low Achieving Students

Frequency of Profiles	High Achieving	Percent	Low Achieving	Percent	Total	Percent
NJ ASK	43	38.74%	68	61.26%	111	100.00%
Producer	8	18.60%	22	32.35%	30	27.03%
Surfer	6	13.95%	5	7.35%	11	9.91%
Googler	2	4.65%	3	4.41%	5	4.50%
Gamer	4	9.30%	14	20.59%	18	16.22%
Graphic Designer	7	16.28%	7	10.29%	14	12.61%
Youtuber	3	6.98%	3	4.41%	6	5.41%
OSN	13	30.23%	14	20.59%	27	24.32%

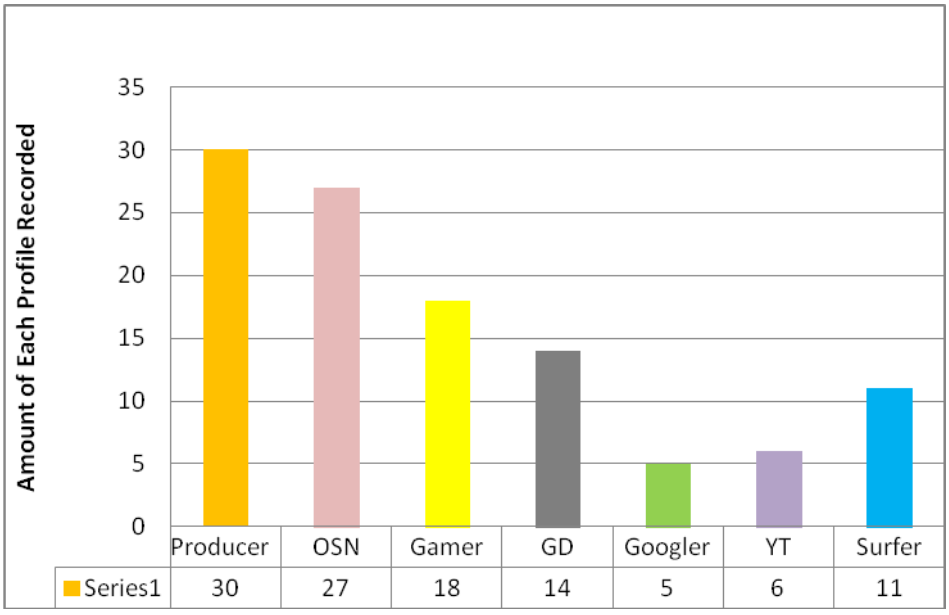

Figure 4a: Representation of Profiles by Total Population

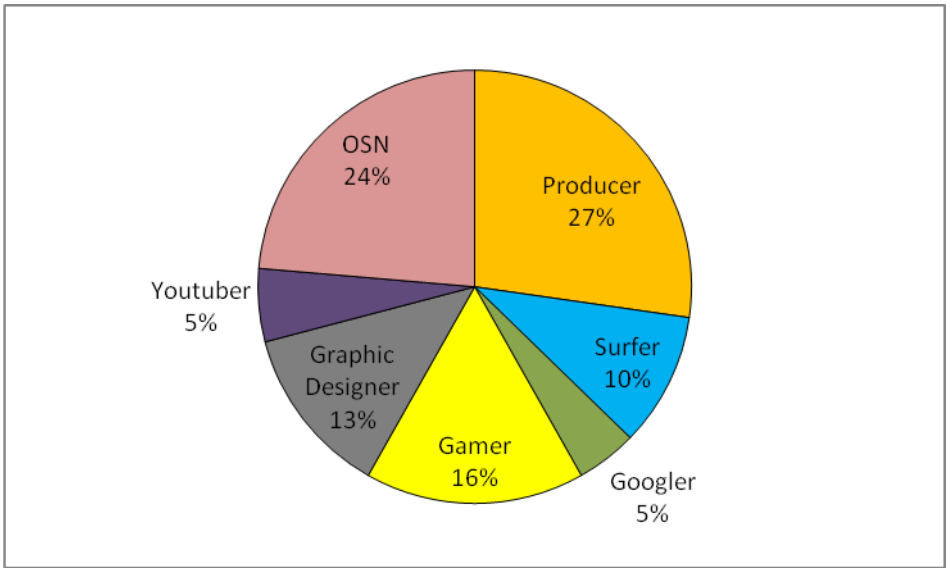

Figure 4b: Representation of Profiles by Total Population by Percent

Of the 58 students, a total of 22 (37.9%) scored at or above proficiency and 36 (62.1%) scored below proficiency. There were a total of 111 profiles recorded for the 58 students. 43 of the 111 profiles were those of students above the proficient level while 68 of the 111 profiles were those of students who scored below proficiency. These numbers are fairly consistent with the number of students who scored at each of the proficiency levels: 38.7% of the recorded profiles belonged to those above proficiency (37.9%) while 61.3% of the recorded profiles belonged to those below proficiency (62.1%). This indicates that students who have more than one strong profile are not restricted to those who are higher or lower achieving, but appear from this data to be spread across the board.

My initial intention for collecting this data was to find out if there is any one profile that is connected with higher student achievement in language arts literacy. Conversely, it was equally important to determine in classrooms with diverse populations if one profile was used by many students who are assessed as lower achieving. The findings by level of proficiency are presented in Figure 4. There is notably a disproportionate amount of Producers that are not

scoring well on the NJ ASK (22, accounting for 20% of the total population of the general study), thus there is a possible relationship between low scores and Producer profile. Gamers also are well represented in the Low Achieving group (14, accounting for 13% of the total population), even with the OSN profiles in the Low Achieving group (See Figures 5a and 5b). Implications for educational practice are worth looking into and I will explore them in Chapter Five.

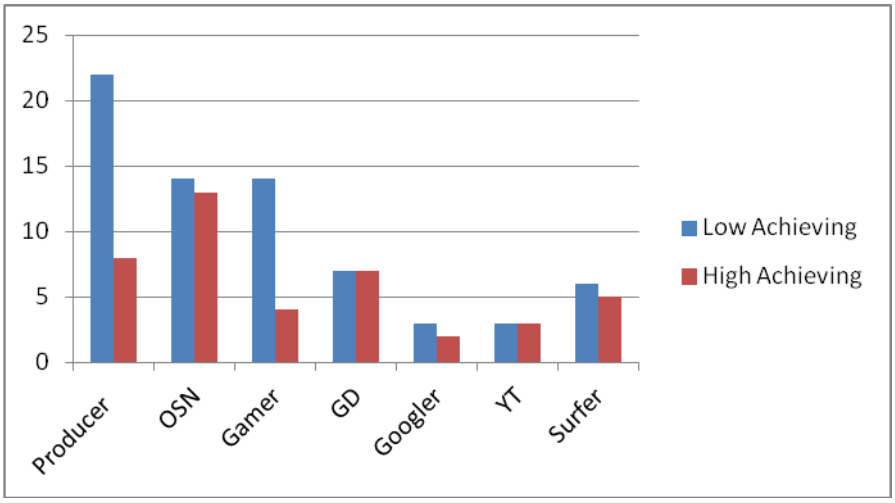

Figure 5a: Graph of Profiles of the General Study.

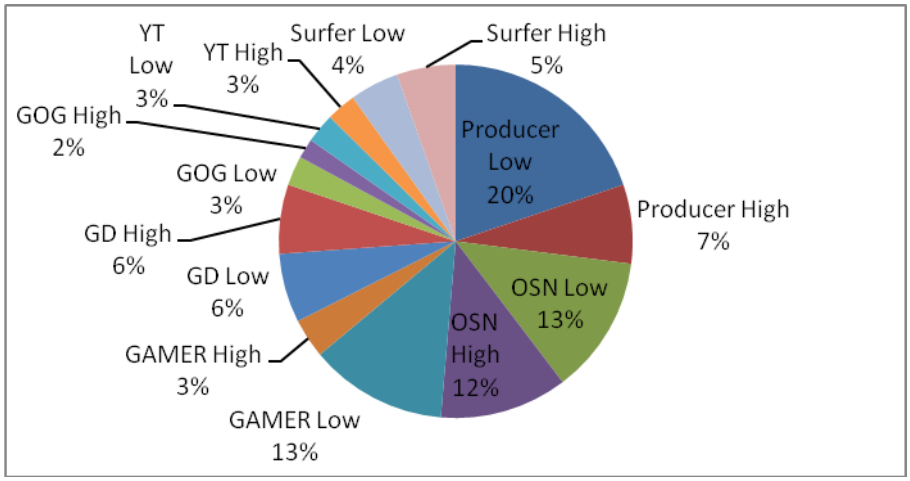

Figure 5b: Representation of Each Profile by Achievement and Percent.

As previously stated in the findings regarding the General Study population, 68% of the profiles were made up of Producers, Gamers, and Online Social Networkers (OSN). Upon examining the percentage of these profiles for the low achieving group, I have found that 72% of the profiles are Producers, Gamers, and OSN's (See Figure 6). Nearly one-third of students that are low achieving have a strong Producer profile. The rest of the profiles only make up 28% of the Low Achieving group that scored Below Proficiency on the NJ ASK Language Arts Literacy Section.

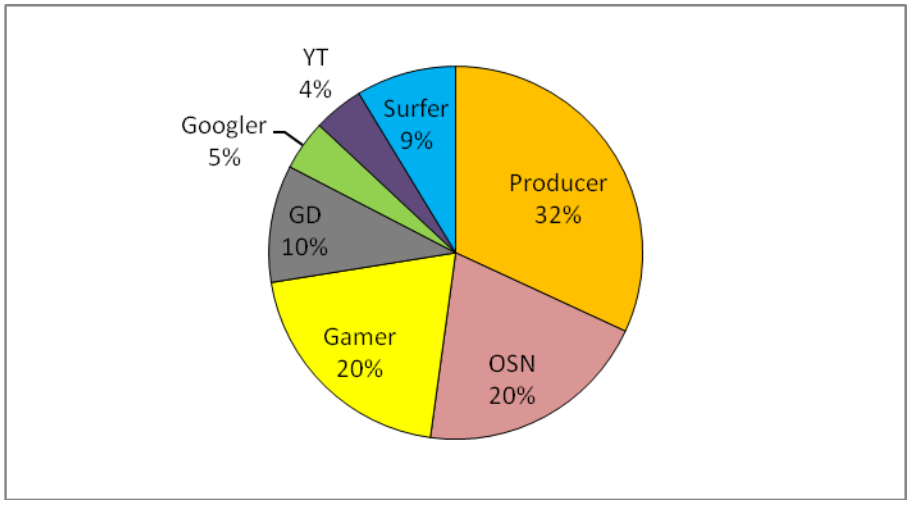

Figure 6: Representation of Each Profile of Low Achieving Students by Percent

The profiles represented by the higher achieving group did not appear to differ considerably from those of the lower achievers as far as percentages related to the total group. As indicated in Figure 5b, Googlers, Graphic Designers, OSN's, Surfers, and YouTubers are fairly evenly represented for both high and low achievers. The major differences show up in the Gamer and Producer profiles, in which the Gamers who are low achievers account for 20% of the group's profiles and 9% of the high achievers' (See Figure 7). Gamers are associated with verbal skills and language, so this low percentage of Gamers as represented in the high achiever data is surprising. Similarly, while Producers make up almost one-third of the profiles of the low

achievers, they are comparatively underrepresented by the high achievers, with only 7% of the total population and 19% of the high achieving group. However, the total of the Graphic Designers and the Producers make up 36% of the high achieving group. This is an interesting representation since the two profiles contain many of the same interests and characteristics. Some these activities include a capacity for creativity and putting things together, although Graphic Designers are more adept at design and enjoy working with color while Producers have a greater desire to build and move objects when given ideas. These types of activities are represented in the lesson plans that are posted in Appendix B. I will explore these findings further in Chapter Five.

The Online Social Networkers are the most highly represented profile for the high achieving group. 31%, or 13 out of the 43 profiles counted for the high achievers. The OSN works well in groups and in collaboration with other students. Higher achievement may be attained with more group work and the opportunity for discourse on a variety of topics rather than the emphasis on independent reading that currently exists.

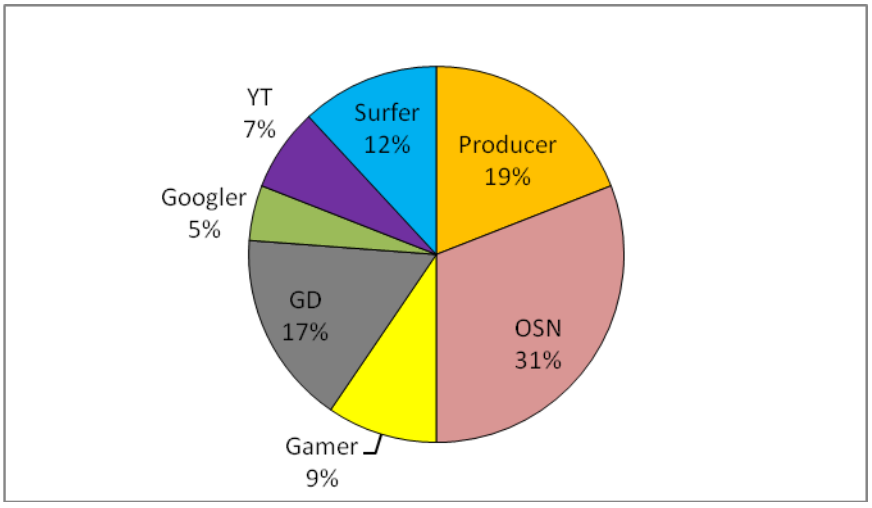

Figure 7: Representation of Each Profile of High Achieving Students by Percent

Relation of Cusp Kids to general population. Cusp Kids, those who represent the median achievers on the standardized assessment, are considered either the students who "almost made it" or the ones that "might not make it the next time". In order to calculate the Cusp Kids' profiles in relation to the general population I found the mean score of 191 and used the median scores (the second third of the number 58, counting out from 191) and thus studied the scores of 183-203 for this portion of the study. It is relevant to both the general and experimental studies to examine how the Cusp Kids fared in their representation of the profiles. Figure 8 depicts the relationship between the profiles between Cusp Kids and the total population sample, between Cusp Kids and low achieving students, and between Cusp Kids and high achieving students.

Cusp Kids' profiles were consistent in representation with the lower achievers rather than with the higher achievers, in that there was a preponderance of Producers, OSN's, and Gamers (See Figure 8). This may be because the median score used to find the Cusp Kid population was below proficiency, so the profiles were reflective of the lower scoring rather than the higher scoring population.

Addressing the research questions. The findings of the general study addressed the following research questions:

1. What kinds of Internet Learning Profiles do "Cusp Kids" display?
2. What is the relationship between types of Internet Learning Profiles and high and low achievement by 8th grade students on state-mandated standardized language arts literacy assessments?

In response to the first question, Cusp Kids in this study display Internet Learning Profiles that are comparable to that of the general eighth grade population in this school. There were a large number of Producers and Online Social Networkers, which made up over half of the

students in the Cusp population. Youtubers, Googlers, and Graphic Designers were underrepresented in all samples.

The second research question deals with high and low achievement, 200 and above, and below 200. Upon examination of the high achiever data, I have found that a small majority of those who are high achieving fit the Online Social Networker profile. In relation to the total population, no other profile was notable in individual amounts.

The students who were low achieving made up a higher concentration of the population. Their group contained a large amount of Producers, Gamers, and Online Social Networkers. One-fifth of the total population contained Producers.

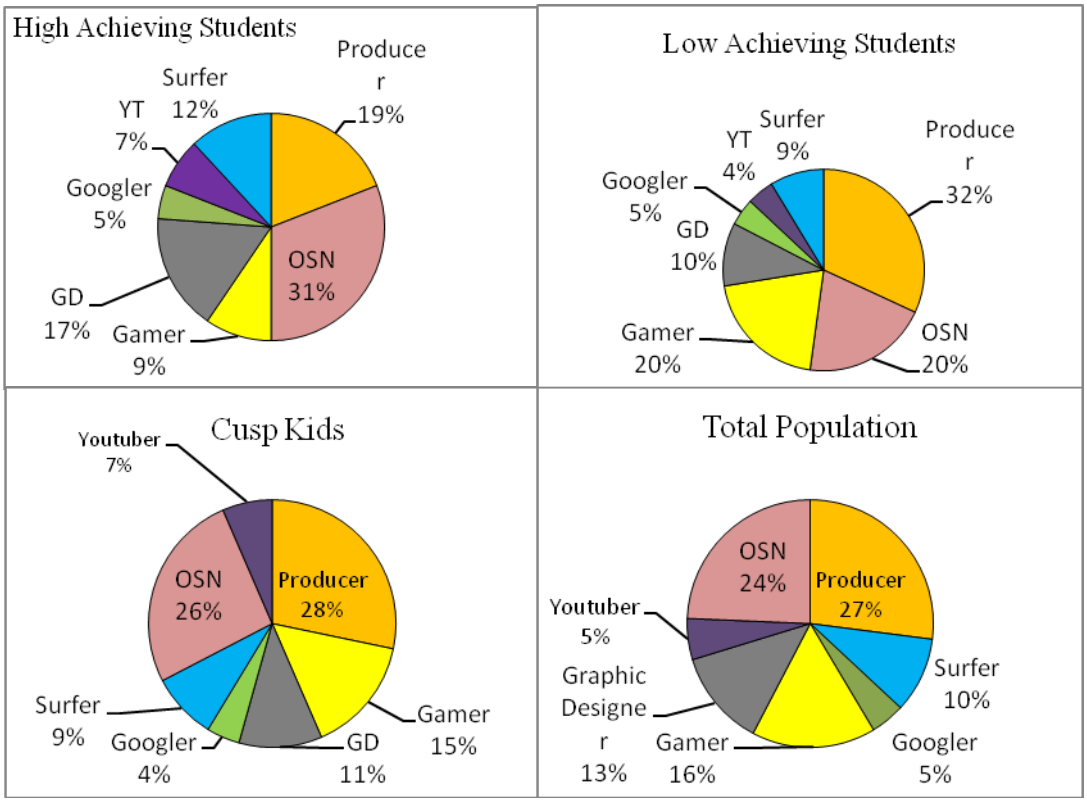

Figure 8: Percent of Profiles Represented by Low Achieving and High Achieving Students Cusp Kids Compared to the Total Population

Findings and existing literature. The findings when compared to the literature review contain many connecting points. For example, Krichen (2007) uncovered a need for differentiation and choice for students who exhibit a variety of learning styles. Students should be aware of their learning styles and what this means for them instructionally (Krichen, 2007). In my study, I found that there were a wide variety of learning styles represented in the form of Internet Learning Profiles. Many students possessed more than one profile, which points to a possible need for more choice in learning activities. Students should be presented with a variety of activities relating to a common learning objective and then be given a choice.

My study supports the points brought forth by Plucker, et al. (1996), regarding the need for alternative assessments that measure student learning using their intelligences. For example, my study revealed a large proportion of Producers (Gardner's Bodily-Kinesthetic) in the low-achieving group. These students require hands-on and kinesthetic learning experiences; the logical conclusion is that they require corresponding assessments. This group, in my observation and experience, similarly appears to have a very short attention span and has difficulty staying on one task for very long. Producers/Bodily-Kinesthetic learners would have problems sitting through a lecture or sustained silent reading. Often their behavior is mistaken for a learning deficit rather than lack of engagement (Kids Activities Learning Games, 2008-2012).

It may be that what is *not* in the data that I collected could be contributing to the overall low NJ ASK score data: Ghazi, Shahzada, Gilani, Shabbi, & Rashid (2011) found that the strongest relationship between academic achievement and "perceived" multiple intelligences were found in the logical-mathematical, verbal linguistic, interpersonal, and intrapersonal intelligences. These intelligences correspond to the Surfer, Gamer, Online Social Networker, and Googler profiles respectively. In the general study, there were very few Surfers (11) and even

fewer Googlers (5). However, many students (27 out of the 58) have strong OSN profiles. Based upon my findings, these students should be engaging in group work that supports the language arts literacy objectives.

Insights gained for the field of study. As a result of this study, teachers in my school may want to examine their teaching practices to include more technology, particularly internet applications, kinesthetic learning that is internet-related, and group work in the classroom. Administrators may want to develop or contract training that fosters the same. The district could be advised to invest in technology and people who can teach students and teachers how to use technology and also provide training in managing students who are kinesthetic learners and work best with social experiences incorporated into lessons. This may assist with alleviating the current trend of negative use of internet applications, such as cyber-bullying and falling victim to internet predators.

Assessment systems could be revamped to include performance assessments as per Gardner (2004), and also to include more assessment of collaborative skills, since this mirrors real life work. Implications for the future may include the inclusion of more vocational-type and team activities that allow for group collaboration and creativity. These may include bringing back industrial arts to the urban middle school; these should be updated to reflect the trends of the 21st Century, such as computer repair, graphic design, web page design, and robotics.

Implications and theoretical framework. The theory of Gardner's Multiple Intelligences works well with the notion that learning should be student-centered and should accommodate a diverse population of students. My study focused on learners in an urban school district in which there is a great deal of diversity. This is contrary to the ingrained ideals of the Western White culture that values traditional academic beliefs of the dominant White population,

and holds onto low expectations for minority and poor students (George & Aronson, n.d.). Academic expectations vary for students who are White and Asian versus those who are African-American and Hispanic (George & Aronson, n.d.). The two latter groups are often judged by their teachers to be lower achieving (George & Aronson, n.d.). Ways to effectively accommodate students who are out of the norm are certainly worth investigating. This includes those that are disabled and labeled, as well as those who are stereotyped as "unmotivated" and "uneducable".

Table 2*: Tests of Between-Subjects Effects*

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	61.169[a]	2	30.585	5.558	.009
Intercept	138.885	1	138.885	25.238	.000
Pretest	44.228	1	44.228	8.037	.008
Group	15.905	1	15.905	2.890	**.099**
Error	170.595	31	5.503		
Total	5670.000	34			
Corrected Total	231.765	33			

Part 2: The Experimental Study

Looking at and analyzing the data. I conducted a one-way analysis of covariance (ANCOVA) for the experimental phase of the study as recommended by Huitema (2011) and Pedhazur and Schmelkin (1991) for the purpose of adjusting between nonequivalent groups on the pretest. The independent variable was the multiple intelligences lesson activities (condition) that were applied to the treatment group. The dependent variable was the posttest scores and the covariate was the pre-test scores. Based upon the ANCOVA summary (See Table 2), the effect

of the independent variable of condition on the posttest scores was not statistically significant: $p= 0.99$ (See Table 2). When $p > 0.05$, then the result is not considered statistically significant (Huitema, 2011; Pedhazur & Schmelkin, 1991). Pedhazur and Schmelkin also advise the use of multiple analysis for quasi-experimental nonequivalent control designs, such as ANCOVA and difference scores (Pedhazur & Schmelkin, 1991).

I ran a further descriptive analysis of means, since multiple analyses should be performed when using a quasi-experimental nonequivalent control design (Pedhazur & Schmelkin, 1991). Based upon an adjusted pre-test value of 12.06 (the mean pre-test score for all), the posttest means were revealed to be 11.941 for the treatment group and 13.352 for the control group (See Table 3). The treatment group, as a whole, performed at a slightly lower level than the pre-test mean while the control group performed somewhat higher (See Table 3). I continued to break down the results into more isolated data sets, such as by skill set (See Figures 9a and 9b) and Internet Learning Profile (See Table 3) in order to determine if there were any posttest skills increases for the treatment group or if there were any discernible relationships between Internet Learning Profiles and posttest increases within the treatment group. I used the information on the Excel spreadsheet to uncover the skills set information (See Figure 9a).

Upon examination of my pre and posttest data for both the treatment and control groups, I discovered that in five skills categories out of the twelve tested that the treatment group students performed higher in the posttest than in the pre-test. These categories were: Recognition of Theme, Textual Conventions, Tentative Meaning, Opinion, and Persuasive Writing (See Figures 9a and 9b).

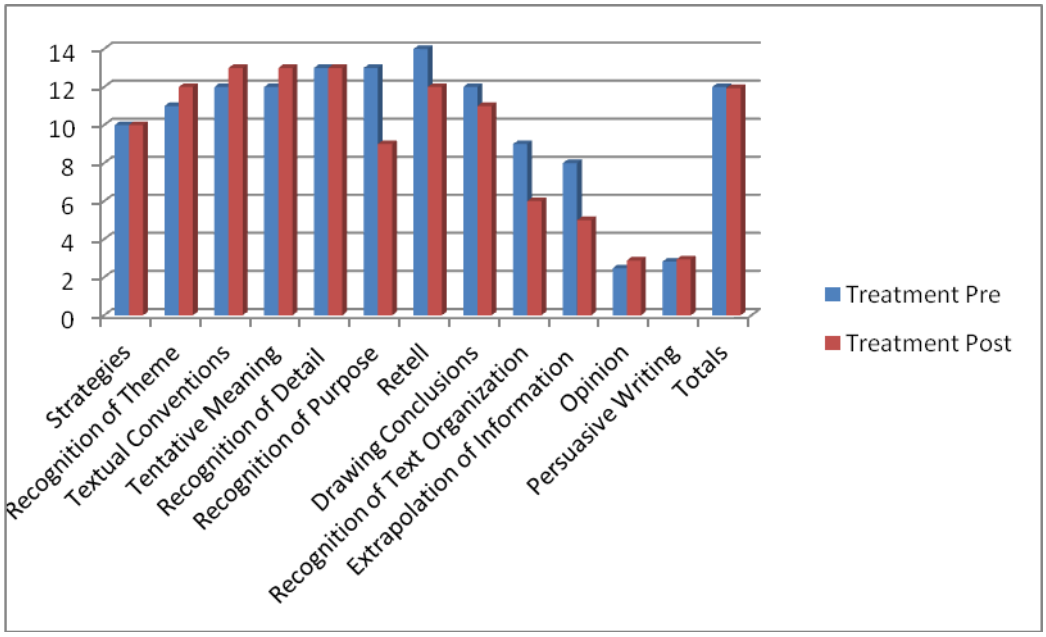

Figure 9a: Treatment Group Pre and Posttest Skills Sets Scores

In contrast, the control group improved in seven categories, including Opinion and Persuasive Writing, Strategies, Tentative Meaning, Retell, Drawing Conclusions, and Recognition of Text Organization (See Figure 9b). Three of these overlap the skills in which the treatment group increased in score were Opinion, Persuasive Writing, and Tentative Meaning.

Next, I compared the means for the OSN, Producer, and Gamer groups to those of the entire treatment and control groups (see Table 3). These were the groups that contained the larger numbers of participants. I calculated a mean of $\bar{x}$= *13.5* for the OSN group, a mean of $\bar{x}$= *10.75* for the Producer group, and a mean of $\bar{x}$= *11.75* for the Gamer group. The pre-test mean score for all treatment groups was $\bar{x}$=*12.00*, indicating a rise in the posttest mean score for the OSN's and a fall in posttest mean scores for the Producers and Gamers compared to the pre-test mean scores. The OSN group's pre-test mean was $\bar{x}$= *12.833*. The mean for the Producers decreased from $\bar{x}$=*12*, while the Gamers' mean score increased slightly from $\bar{x}$=*11.25*. Compared to the treatment posttest mean score of $\bar{x}$ = *11.941*, the OSN group performed higher than the mean

while the Gamers and Producers performed lower. These results made sense and show consistency as I examined the attendance and projects completed by the three Internet Learning Profiles I have highlighted in the next section and Appendix O.

Table 3: *Pre-test and Posttest Means: Online Social Networker, Gamer, Producer, Treatment and Control Groups*

	Pretest Means	Posttest Means
OSN	12.833	13.5
Gamer	11.25	11.75
Producer	12	10.75
Treatment	12	11.941
Control	12.118	13.353

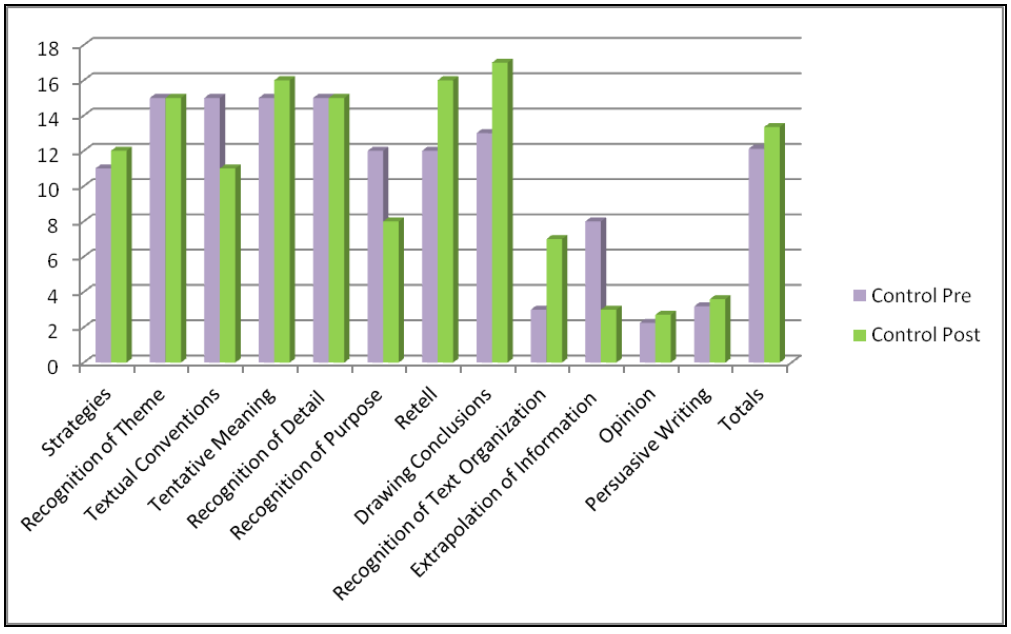

Figure 9b: Control Group Pre and Posttest Skills Sets Scores

I examined the skills sets that were connected with the rises and increases in scores (See Figure 9a). I wanted to find out if the return rate was connected to specific skills sets. Some of the skills sets in which there were increases were: Recognition of Theme, Textual Conventions, and Tentative Meaning. For the Recognition of Theme activities, all of the students in the group submitted completed activities. For the Textual Conventions skills set, 11 of the students submitted completed activities. Two of the students who did not return submissions were Producers and three were OSN's, although two of them did complete the work, but the submissions were lost when transmitting. For the Tentative Meaning skills set, three of the students out of the 17 did not return submissions. There was mixed information for the Recognition of Purpose; Retell; Recognition of Text Organization; and Extrapolation of Information skills sets where scores decreased. For the Recognition of Purpose skills set, all students returned projects, as they did for the lowest scoring skills set, Extrapolation of Information. For the Retell skills set, three students did not submit projects; they consisted of two Producers and one Gamer. Five students did not submit projects for the Recognition of Text Organization skills set: two Gamers and three Producers. No definitive trends can be established in this regard, although it has been noted that Gamers and Producers were the most frequent non submitters (See Appendix O).

Addressing the research questions. I attempted to address the findings of the experimental study using the following research questions to guide inquiry and analysis:

1. Do "Cusp Kids" who are instructed using customized internet learning plan activities achieve higher on summative assessments of the same learning objectives than those who are instructed using existing learning plans?

2. Will utilizing a customized internet learning plan based on an Internet Learning Profile impact the implementation of cumulative progress indicators within the 8th grade language arts curriculum, and thus state-mandated standardized assessment scores of an entire district?

Upon examination of the data in regard to the first research question for the experimental part of this study, I could not establish a definite relationship between the use of customized internet-based learning plan activities and summative assessment results. In response to the second question, which is a much more complex and broader question, the quantitative results of this study do not point to a relationship. However, I feel that further study is warranted. I will discuss the reasons and rationales for this further study in Chapter Five.

Findings and existing literature. The findings in this study are comparable to those of Beach and Doerr-Stevens (2009). The use of online discussion boards to help improve persuasive writing skills and collaboration can enhance the learning experience. This also supports the large representation of Online Social Networkers in the general study (24% of students in the sample). Since students spend a great deal of time on online social networks for recreation (Nagel, 2007), it makes sense to structure lessons around this tool. Additionally, students prefer to use the Internet in their studies (Strom, Strom, Wing, & Beckert, 2009), so an appeal to what may be an additional and future recognizable learning style, "digital," may be emerging.

I still contend that the Gamer group can benefit from online learning and by incorporating internet games into study (Hsu & Wang, 2010). Many of the activities I tried to plan throughout the study were firewalled (Nagel, 2007). The students could have been more highly engaged, even though they gave positive reports of the activities that I provided.

The Digital Divide continues to exist (Washington, 2010; Crawford, 2011; Janssen, 2010; CBS News, 2011). Perhaps it is not a matter of equipment, or access, but of speed, and bigger, better, and more expensive internet connections (Washington, 2010; Crawford, 2011; Janssen, 2010; CBS News, 2011). It is incumbent upon educators and school boards to call for the best access to and implementation of technology so that students are well prepared for the workforce.

Insights gained for the field of study. Many of the insights I have gained as a result of this quantitative research leave a great deal of questions: new qualitative research questions that I want to explore further. I think that there are certainly implications for classroom applications along these lines such as for collaborative learning groups and online forums. I would like to further study the profile I have termed "Producer", since I believe that students who possess a strong Producer/bodily-kinesthetic profile do not benefit from sedentary activities. I feel that these students would certainly need more "live" activity rather than the confinement of sitting down for long periods of time.

I would also like to further explore online teacher communities. If teachers do not learn the basics of implementing computer and internet technology into their lessons, then I believe that districts will not be motivated to update equipment. I feel that the refusal to use Smartboards, the Internet, cell phone technology, and so many others is a disservice to our students who will not possess many basic educational technology skills when they graduate high school.

I believe now that I may have been too ambitious in my study and could have further narrowed it. In a future study, I would like to look at internet-based learning only in order to discover how to more effectively increase the 21st Century Learning skills of students. I would like to use the components of the virtual classroom again and rather than using test scores as a

baseline measure of achievement, I would like to use a group of students who are computer savvy and share the same beliefs as I do regarding the virtual environment. I believe that with these students, I can design the virtual learning environment that can supplement the public school curriculum.

MI is not static (Gardner, 2004). A student who uses musical intelligence one day may lean toward spatial intelligence the next day. Throughout the study, I allowed students to make choices and find their niches in learning. If a student had two dominant intelligences, I allowed him/her to make a choice regarding activities. I listened to feedback from the students and adjusted where necessary, as educators who used lesson plans often do. At the end of the study, I had students complete a reflection.

Implications and theoretical framework. Our classrooms and schools have become increasingly diverse learning environments, particularly with the advent of including students with disabilities and English Language Learners (ELL). It makes sense to explore ways to differentiate and accommodate a variety of learning styles in the general education classroom. At the inception of Gardner's work in 1983, Public Law 94-142 (Education of All Handicapped Children Act) was only a few years old and inclusion was not a fully developed concept. Most children with special needs were isolated in classrooms that were set apart from the regular population. Our foreign born populations were not as large. Gardner's ideas of teaching to Multiple Intelligences were revolutionary for that time. Also, in 1983, the idea of a "world wide web" was extremely far-fetched. Now, the combination of MI and the Internet within the same teaching framework is ideally suited to the needs of a diverse and technologically literate classroom environment. Although my study did not yield a plethora of significant results, there is

enough to build upon to open the door for further study. I have discussed these at length in Chapter Five.

Chapter 5

Conclusions and Recommendations

Importance of the Research

The purpose of this research was to develop an Internet Learning Profile for eighth grade students based on Gardner's (2003) Multiple Intelligences and to use the results to develop customized lesson plan activities for each profile that can be incorporated into existing curriculum. Another purpose of this study was to discover whether students who are considered more literate (via NJ ASK language arts literacy scores) are immersed in the use of online social networking, role play/interactive gaming online, blogs, discussion boards, online classes, video websites, search engines, paint or animation applications, etc. I wanted to determine if the way in which students use the Internet has an impact on how they learn. I used an adapted Young Peoples Version Multiple Intelligences Scale (Chislett & Chapman, 2005) in order to determine the Internet Learning Profiles of each eighth-grader involved in a general study. I then conducted an experiment using a treatment group and a control group (quasi-experimental nonequivalent control groups design) made up of "Cusp Kids" to determine if a treatment of internet-based literacy activities (independent variable) geared toward their Internet Learning Profile had any effect on their achievement (dependent variable). I used an analysis of covariance (ANCOVA) to analyze the data and found that there was no statistically significant achievement increases as a result of the study. In a study of means comparisons, I found a relationship between the achievement of the OSN group and Internet Learning Profile. I gained insight into the work habits of the participants of this study and will present recommendations based upon the findings in this chapter.

First and foremost, my research study is important to my learning. Whenever I learn, my students learn and in turn I learn from them again as they apply what I have taught them. It is a cyclical and symbiotic relationship that keeps my twenty-plus years of education fresh and exciting. For a long time, I have wanted to incorporate and embed (Brown, Collins,& Duguid, 1988) internet activities into lessons. I also believe that all students learn in a variety of ways. Gardner's Multiple Intelligences Theory was the best researched vehicle I could find to combine the two learning strategies in order to attempt to find a way to improve student achievement in literacy. I wanted also to get students excited about learning. I wanted to get teachers interested in collaboration, via planning and implementing the activities with me. This research study, while the results were not statistically significant, yielded a wealth of information that I can use to further attempt to improve that which students will derive educationally and apply to the workplace. I would still like to explore technology, diversity in learning, and collaboration as staples in the classroom environment. They should become, in my opinion, well-used and routine supplements to learning.

Implications for Policy and Practice

At the inception of this study, I had a number of expectations that were negated by barriers that may have skewed my expected findings. Many of these barriers are notable because they may have had a profound effect on the findings that resulted from my study. Some of these were the level of cooperation I received from my colleagues, the maintenance and quality of the technology in the school building, the technological competence of the students and, the tendency of the district to capriciously block websites with the misguided notion that they were protecting themselves from lawsuits rather than protecting children (Nagel, 2007). However, the students always remained enthusiastic about learning something new, no matter what barriers

were in their way. Even with the many obstacles educators may encounter, they must continue to try to reach all learners and update their methods of teaching. Before a discussion of policy and practice can occur, these types of challenges need to be mentioned (and mitigated if applicable) and successes should be recognized.

Challenges in implementation. The laptops are owned and maintained by the district and had nine-inch screens. The internet connection was extremely slow when all of the laptops were in use. Many times, the students would lose their work due to failed connections. The computers also contained a "thaw space feature" that is no longer used by the district, rendering it impossible to save work to them. The students had to work quickly or lose everything, or use a USB stick to save work, which they either did not possess, forgot to bring back, or easily lost. Firewalls were a large problem, since anything with the word "game" in it was blocked, along with blogs that I created in an attempt to simulate online journals. I also was blocked from making adjustments to lesson activities, since entry to the website as an administrator was firewalled. On the day after Thanksgiving vacation, the school's internet connection was completely down, causing me to have to improvise. Students became frustrated easily but they remained part of the study. The internet system was down for the entire district one day in January as well, also resulting in some more improvisation that deviated from the intent of the study.

I was expected to maintain the In School Suspension room while I was supervising the students that were involved in the experimental study. Often there were other students present in the room during the study who were there for behavior issues. The major issue this caused was that my attention had to be diverted from the students who may have needed assistance, but as time went on, this was less of a concern as students became more adept at navigating the site and

activities. The rest of the student body began to catch on that this was a special program and asked a lot of questions. Students of all grade levels wanted to join in the activities and I hope to turnkey some of the results and lesson activities to other teachers.

The technological skill level of the eighth-graders was lower than I anticipated. I did not realize that students did not know what a spreadsheet was, or even how to attach a document to an e-mail. They had great success in breaking through some of the firewalls, though, so we did learn from each other. If I use this sort of method of instructional delivery again, I would use a technology competency assessment to determine the technological level of the students. I would also devote a period of time to teaching about navigation and common applications.

Absenteeism was another issue. Several of the students had very poor attendance and when they were present their teachers often held them during the ninth period so that they could make up work. I did not want students to feel pressured, so I offered to work with them during lunch and on Fridays.

Behavior problems were common among some of the members of the treatment group. I observed that the females, the majority were OSN's and one Graphic Designer, did not have any difficulties in following the rules and instructions. The males were somewhat more disruptive, in particular the Producers. They had to be monitored and separated so that they could get their activities completed. At the end of sessions (and once during a session), they were often observed throwing a ball back and forth. Although I enjoyed working with all of the students, I enjoyed the enthusiasm and creativity of the Producers the most. If educators can arrange activities to accommodate this group, then I am confident that their achievement will increase. Often, these students are not tolerated by teachers because of their behavior problems. They are put out of class and miss class work. Discouragement sets in and failure occurs. Given the fact

that so many of the students in the study were Producers, adjustments should be made to lesson plans so that these students do not fail.

I also observed that the Gamers frequently needed extra time when completing activities. They were the ones who would come back during lunchtime and wanted to miss physical education class in order to play some of the games. Gamers can sit and play a game for an indefinite time period (a common complaint from the other groups was that they had to "do work" while the Gamers played games). They often had to be reminded to leave the room several times, as engrossed as they were in play. I wanted to be able to involve them in more games that involved role play, theme, and character analysis, but these were blocked from access.

Successes and positive observations. As many challenges as there were, there were many positive aspects to conducting this study. The students obviously wanted to attend. They were very disruptive and hard to quiet down, but this was often because they were excited about what they were learning and doing and enjoyed each other's company. No one exhibited excessive negative behavior or disrespect other than what I have already described. One interesting observation was that students naturally grouped together by Internet Learning Profiles, particularly the Online Social Networkers and Gamers. They would look at each other's work, compare what they were doing, and make each other laugh. The environment was relaxed and comfortable, although the students were sometimes loud. After the first half of the study, the students did not need to be told what to do and became accustomed to reading the directions for the activities rather than just clicking on links. They became more independent and had to be reminded less to be mindful of time constraints and to submit work.

The students were not graded for any of the activities, nor were they given rewards for completing them. Feedback consisted of informing students of what they had completed and

objective praise. As per IRB, students were not to be compensated in any way and as a result, I had to rely upon engaging them in the activities and intrinsic motivation. Often, their competitive nature kicked in and they tried to top each other when completing similar activities. They used each other's ideas and also shared their end products with each other.

Policy recommendations. I have observed that changes in education policy often occur because something out of the ordinary happens. Generally, the abnormal occurrence is unrelated to anything that is going on in the actual classroom. For example, the current implementation of the "Harassment, Intimidation, and Bullying" law that was passed in New Jersey does not derive from anything that happened in a k-12 classroom. However, it has impacted how educators do their jobs and has infringed upon professional time that could be better spent on curricular matters. Teaching social skills and monitoring children's behavior has disrupted the academic learning process and placed further responsibility on schools where society has failed (Gregory, 2011). In a domino-like effect, the added social responsibility placed upon educators has detracted from the mission of learning, forcing schools to hire private firms as tutors and consultants. Public trust in the education system and parents alike has waned. Legislators pounce upon this waning of trust in order to push policies that look wonderful on the outside, but have far-reaching effects inside the classroom. One such policy was the Deleting Online Predators Act (DOPA) that fortunately did not pass. DOPA would have restricted the use of any online social networking platforms from being used in school classrooms and libraries, at the risk of losing federal funding (O'Hear, 2007).

My problem with federal policies such as ones like DOPA is that not only does it take decision-making out of the hands of the teacher, but also limits the ability of students to make good educational choices, use problem-solving skills, or to think critically. Collaborative

learning, an important learning experience since many universities are adopting online learning practices, is stunted by these policies. Also, students become attracted by the taboo nature of these online social network sites and once they finally do get onto them; they abuse them much more than they would have if they were guided to use them educationally. Policy should include an online learning platform that extends from the classroom to home. This platform should include "netiquette" practices that are embedded in online academics.

On a local level, I feel that my school district needs to allow access to internet sites that enhance educational activities, rather than placing a restriction on anything that includes certain key terms. These blanket restrictions hamper the extension of further research in many health, physical education, and science classes due to the sex, gender, drug, and alcohol-related vocabulary that can be accessed by students. As a result, students cannot effectively research online in school and technological skills cannot be practiced. In the case of my research study, I found that the district blocked blogging, which is an important 21st Century journaling skill, and also many games that could enhance literacy skills that are directly related to the standards. The responsibility is on the educator to monitor academic computer use in the classroom and on the parent at home.

Practice recommendations. My research study was not necessarily about numbers and statistics that pointed upward, but about the people who are behind those numbers. The major point was to explore how educators can get to know their students' learning needs more effectively and act on those learning needs so that they are better prepared for higher education and the workplace? From my research, I have concluded that in the school in which my study was conducted: a) students are not immersed in technology in the classroom; b) teachers are not effectively accommodating all learning modalities; c) collaboration should be standard practice

in daily instructional practices, in planning and in implementation; and d) the technology that the district provides must be selected with the needs of the students in mind.

I have already pointed to the lack of technological skill that these eighth-grade student participants possessed, consistent with the research of the Digital Divide (Washington, 2010). They had a great deal of difficulty navigating the website without help, attaching documents to an e-mail, understanding terms such as "spreadsheet" and "document," and saving work to a USB stick or even into an organized folder. Often, they would bring the lap-top computers to me so that I could save or submit their work or direct them to the place in the website that they needed to go. All students take computer class. There are two computer labs and two laptop carts, as well as a media center and three to five computers in each room. Much of the equipment is broken and outdated. There is a need for the school to revamp the equipment and the way in which teachers approach teaching technology.

The laptop computers that I used for my study had nine-inch screens and very slow processors. They did not have microphones or a Paint program. Some of these features kept the students from receiving the full benefit of the planned activities. These types of issues perpetuate the Digital Divide that permeates urban schooling. In regard to the population I studied, these issues affected the Producer group more than the others. The slow processors caused their attention to wander, the lack of microphones kept them from completing certain voice projects, and the missing Paint was needed when they were creating projects (many of the sites that allowed creativity were either blocked or involved very limited free memberships).

As noted in my general study, the Producers, Gardner's (2003) bodily-kinesthetic intelligence, made up 27% of the general population and 32% of the population designated below proficiency as per the NJ ASK. In a class of 24 students, this may mean that six to eight

students are in need of kinesthetic experiences. In my experience, during my research, four of the students were Producers, 24% of my treatment group. When they were not engaged in learning, they were finding other things to do that were not academic such as throwing things, talking loudly and inappropriately, playing music, dancing, or bothering other students. When they were engaged in learning, they produced high quality products such as Animoto presentations, PowerPoint slideshows, and short online movies. These have been linked to the password protected student portfolios at www.bzhercules.com where all activities took place. These students need to be able to move, talk, share, and create in order to be successful. This need should be taken into account when teachers are planning activities and assessments.

Online Social Networkers (OSN) also made up a 25% segment of the general population. The below proficiency group consisted of 20% OSN and the above proficiency group consisted of 30% OSN. Students who belong to this profile, Gardner's (2003) interpersonal intelligence, need many shared experiences and to engage in collaboration. As highly social learners, they were able to engage in activities on an online discussion board and complete activities in pairs and small groups. They naturally gravitated toward each other and remained on task during activities geared toward collaboration. In their groups, they were rarely distracted by anything else occurring in the classroom and did not veer from their assignments by going onto other websites as did many other students during the experimental study. When planning activities, teachers should think of the OSN students' need of collaborative experiences so that they can continue to be successful.

Producers and OSN's made up 52% of the general population's profiles. Implications for planning and practice include incorporating activities into lessons that are kinesthetic and/or collaborative. Teachers could also model these practices when planning for success such as by

collaborating with colleagues and using movement while teaching. Collaboration has been noted in traditional lesson plans but its implementation has not been confirmed.

Reflections on Leadership and Change Implementation

Reflection is essential to learning. I reflect continuously on my practice in an effort to improve. I also value the reflections of others in regard to what I can do to improve. As an online instructor for two universities, I am used to receiving critique and praise from students. As an independent writer, I publish e-books and hope for 5-star ratings, but benefit greatly from constructive criticism from the readers. So, for this study, I requested that the students submit a reflection of what they learned and what they liked or would recommend from this program. I think that adolescents are generally honest and educators should listen to their comments whether they are good, bad, or indifferent. I have compiled most of the comments and have placed them in Appendix P.

Student responses from 11 of the 17 students filled a spectrum of likes and dislikes. Some of the students felt they were not challenged enough, while others would not change a thing. The Gamers, for the most part, seemed to like the games, and one of the OSN's felt that games should be incorporated into the OSN activities. Several of the students felt that the activities would positively impact their writing skills, while some felt that their typing skills were improved. Many of the students would recommend the activities to their friends offering such comments as "my friends need help they really do" and "yes if the person loves school and i think they would really love this but other than that i would not." One of the students felt the program was a responsibility "you have to keep" and "I will miss having it."

Throughout the study, I invited teachers and administrators to visit and offered updates to my administrators to let them know how the study was going. I also offered parents information

from the beginning by extending explanations, sharing my telephone number, and offering e-mail addresses. No one took me up on my offers. My administrators did stop by occasionally but did not venture far into the room to see what the students were doing. Parents signed the permission slips, but that was the extent of their involvement. I was mostly disappointed in the lack of response by teachers and had to really twist some arms to get them to assist in grading essays and open-ended questions. I felt I was collecting data that would help them in planning or at least would make their classrooms more manageable by keeping students engaged. I thought that the administrators would re-examine differentiation and technology implementation when they found out some of the details of my preliminary findings. After all, it was all pertinent to test scores. I do not know why I was surprised. I have encountered not just resistance, but apathy before (Fisher & Ury, 2011).

As a teacher, I have found that we do not feel we need to listen to each other. We are in the same union and we cannot censure each other. When I was briefly an administrator, I was able to get teachers to do as I said through meetings with them and their union representatives, formal letters, and the evaluation process (Beach & Lindahl, 2007). As a teacher, prior to my short career in administration, I used to follow all recommendations and had no clue that there were teachers who actually would spend their entire careers not changing or improving. It never occurred to me not to do as my supervisors recommended or required. I enjoyed improving when it benefited the students and was accommodating when it was some paperwork mandate. I was always cooperative and compliant. I enjoyed doing extra projects and actually looked for them outside of my own school if my principal did not trust my abilities.

When I became an administrator, I must admit, the resisters intimidated me a bit. I was taught by the principals I worked with to write them up or else I watched the principals squelch

their passion. What I did instead was to listen to them. I let them feel they had a voice and I let them speak. I visited their classrooms to see what their ideas looked like in practice and we would meet together to reflect on their practices. I let them run some meetings and present some of their successes to the group. I stayed on the balcony in order to find out what their perspectives were. Eventually, when it was time for me to help them take action and make changes, I was there to help (Heifetz & Linsky, 2002). My resisters became my supporters in the end.

I still do not understand why some teachers and administrators become apathetic. These educators do not want to do anything extra, do not want to go beyond the required professional development or education, or will complete the bare minimum to get by. They arrive at 8:45 and are lined up at the main office to sign out at 3:25. They do not join committees if they can help it, do not speak out at meetings, and do not try anything new. They protest if their rooms get changed over the summer or if they are assigned a new grade level for the next year. They are very content to stay in the same place they have been for years (Dezieck, 2003).

As a school leader, I will need to find a way to engage the apathetic. Essentially, I will need to make people care about their practice. I have to look at my own research in order to bring about a transformative change and in building relationships to do so (Burns, 2003), since I do not believe that censuring people brings about a positive change. I believe it will bring a change, but not one that contributes to uplifting and mobilizing people to action. I believe that transactional change leads to a great deal of disgruntled people (Fisher & Ury, 2011) and in an educational setting, this is poisonous to learning.

In analyzing my data, I found that there are a large number of students in our school that learn by doing, collaborating, and role-playing. I found that once the OSN's were allowed to

work online together, they achieved very well, as evidenced by the rise in their mean scores between the pre-test and the posttest. The Producers and the Gamers did well if they were engaged. The Producers had to be focused on the task (and would only complete it if they liked it) and the Gamers tended to concentrate too long and get lost in the task. In a nutshell, now that I am aware of this, what does this mean when working with the staff in my school?

I think that as a school leader, I would approach creating a change by bringing innovation into the classroom, by making incremental changes that contribute to the professional development of the staff (Beach & Lindahl, 2007). I think I would like to start by giving each teacher an MI survey to complete. Once teachers understand their Multiple Intelligences, they could begin to match activities to the intelligences in order to get a feel for how certain activities appeal to certain intelligences. Some of these activities would incorporate technology, but not all. I feel that in understanding themselves and planning in that regard will help teachers build empathy for their students and generate excitement for teaching and learning. I can then put together collaborative teams that consist of a variety of intelligences and talents. Rather than planning by only grade level or subject area, teachers will be able to see other perspectives and become interested in what is going on around them. Asking for their preferences and exploring their interests is consistent with the findings of Fisher and Ury (2011), as is looking for mutual gain, in this case the quest for student achievement. This would be the first step to bringing teachers out of isolation and apathy (Fisher & Ury, 2011).

We have to ease into change. We have to find out first why people are resistant or apathetic and listen to all of the objections as to why the change will not work, which eventually will give way to the resister's objection to the change (Fisher & Ury, 2011; Wynn, n.d.). We will find out eventually that it is not the change itself that won't work, but that the process itself is

objectionable, or too difficult, or been done before and not worked, or whatever is worrisome for the individual involved. We need to ask questions and find out, what do *you* think will work? How can I help you make things easier? Then, the resister opens up, starts to release the item that is preventing the change from occurring, and makes all kinds of suggestions. From there, s/he starts to take actions, and things get done. It becomes a habit, taking action, and the organization as a whole becomes a more productive place (Evans, 1996; Fisher & Ury, 2011; Senge, 2000).

Further Study

I conducted my study using a website on which I created a mini virtual learning environment. The students and I worked together for three months and then I administered a pre-test and a follow-up posttest in order to determine if their literacy achievement was improved. According to the overall statistical test for significance, the treatment did not have a measurable effect on the entire group. However, I feel that the students were exposed to several learning elements that they had not previously encountered. I also learned quite a bit and would like to propose some possible topics of study that I may have left open from this study. Since the OSN's demonstrated some improvement, based on their mean score comparisons, and given my findings that OSN profiles are prevalent among the students studied, I feel that studying the incorporation of online social networking into lessons may be a relevant topic to explore. Cyber-bullying is a hot topic in education; it is incumbent on educators to find ways to give students positive online experiences, such as constructive use of online social networking platforms, discussion boards, and blogs.

I would like to study possible differences in performance due to variety and combinations of profiles. I would like to know, based upon the control group's higher achievement on the posttest, if perhaps the combination of intelligences can be fostered to bring about an increase in

achievement while using the same Internet Learning Profiles and activities. I think activities should be left to student choice and that making these learning decisions may be beneficial for the students.

I would also like to examine different technological applications for Producers. I found that they are not necessarily invested in the concept of virtual classrooms and may need more tangible and creative learning experiences. There are plenty of ideas to explore such as robotics, game design, movie-making, and computer design.

Finally, I would like to further explore how teachers learn and how this learning affects how they teach. This exploration may impact how teachers plan. From there I can conduct a similar study in which I examine techniques that school leaders may use to persuade teachers to buy into a school or district wide technology and/or collaboration plan. I feel that these future examinations will enable school leaders to plan for success and to better prepare students for the 21st Century workforce.

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Appendix

Appendix A

Multiple Intelligences Scale

Multiple Intelligences Test - based on Howard Gardner's MI Model **(young people's version)**	
X the statements in the white-out boxes only if they are true for you.	**Score**
I can play a musical instrument	
I often have a song or piece of music in my head	
I find it easy to make up stories	
I have always been physically well co-ordinated (run, jump, balance, etc)	
Music is very important to me	
I am a good liar (if I want to be)	
I play a sport or dance	
I am a very social person and like being with other people	
I find graphs, charts and diagrams easy to understand	
I find it easy to remember quotes or phrases or poems or song lyrics	
I can always recognize places that I have been before, even when I was very young	
When I am concentrating I tend to doodle	
I find mental arithmetic easy (sums in my head)	
At school one of my favorite subjects is English	
I like to think through a problem carefully, considering all the consequences	
I love adrenaline sports and scary rides	
I enjoy individual sports best	
I find it easy to remember telephone numbers	
I set myself goals and plans for the future	
I can tell easily whether someone likes me or dislikes me	
To learn something new, I need to just get on and try it	
I often see clear images when I close my eyes	
I don't use my fingers when I count	
At school I love music lessons	
I find ball games easy and enjoyable	
My favorite subject at school is math	
I always know how I am feeling	
I keep a diary	
My favorite subject at school is art	
I really enjoy reading	
It upsets me to see someone cry and not be able to help	
I prefer team sports	
Singing makes me feel happy	
I am happy spending time alone	
My friends always come to me for emotional support and advice	
Add the "X"'s in each column and write the total for each column in the boxes on the right.	
The highest scores indicate your natural strengths and interests - your natural intelligences. Write your strongest intelligences here:	contd. - see 2nd page
There are no right or wrong answers.	
Intelligence type	**your totals**
Gamer	
Surfer	
Youtuber	
Producer	
Graphic Organizer	
Online Social Networker	
Googler	

Appendix B

Lesson Plan Activities

Week 1 Title: Using Dialogue as a Supporting Detail

Stage 1: Desired Results

Goals/Standards

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Essential Questions	Understandings
♦ How can dialogue be used to describe action and provide resolution to problems?	♦ Dialogue is used to provide details that contribute to the action in the story and to describe dilemmas posed by characters

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2): Students will use the Make Belief Comix to create a dialogue between no less than three characters, based on a real life problem that one has. The comic must be no less than 6 frames and there must be resolution by the end.
Googler (Googler1): Students will punctuate the following dialogue in MS Word (copy and paste into a document).
Students will use a search engine to find the source of the dialogue.
Students will identify in what context the exchange taking place: (between what people (how many?), where, in what era in history (past, present, future?); how do you know?)

I should have been more careful, he said.
The boy didn't answer.
You have to talk to me.
Okay.
You wanted to know what the bad guys looked like.
Now you know. It may happen again. My job is to take care of you. I was appointed to do that by God. I will kill

anyone who touches you. Do you understand?
Yes.
He sat there cowled in the blanket. After a while he looked up. Are we still the good guys? he said.
Yes. We're still the good guys.
And we always will be.
Yes. We always will be

Graphic Organizer (GO1): Register for Voice Thread It should be free and the work will only be viewed by whomever the student chooses. Students will view the example below:
http://voicethread.com/share/1563268/
Using the Public Library media, students will create a dialogue between two historical figures; there must be an obvious problem present and a resolution to the problem by the conclusion of the Voice Thread.
Online Social Networker (OSN 1) In the group, students will have an online dialogue in the Online Discussion Board week 1 forum (HWDQ)regarding a recent problem they may have had (using fictional names and places). All students must contribute at least 4 lines of dialogue. There must be some resolution of the problem, based upon the dialogue.

Producer (Producer 1): Same as Graphic Organizer this week. The products will most likely be very different.
Surfer (Surfer1): Students will complete the Writing Dialogue Webquest and quiz.
YouTuber (YouTuber1): View the assigned video *A Dialogue Between 2 Robots.* Complete the following questions:
What do you think the central problem was between the two robots?
How did the way the robots interacted imitate real life?
Do you think the robot dialogue helped resolve the problem? Why or why not?

Week 2 Title: Recognition of Theme

Stage 1: Desired Results

Goals/Standards

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

Essential Questions	**Understandings**

♦ What are some strategies we can use to identify the central theme of a piece of text?	♦ A central idea or theme is a statement that is broad enough to cover the entire scope of the reading passage. ♦ The central idea or theme may be stated or implied, but clues to it are found in the ideas that tend to recur in the text.

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Students will link to Gamer Blog Week 2
They will play 3 games at this site:
http://www.learn4good.com/games/rpg.htm
Students will post a blog comparing and contrasting the Main Themes of each.

Describe each game.
What are some common themes?
What are some diverging themes?
What are some characteristics of the main character that help him or her to be successful at the role she or he has to play?

Students will use complete sentences and respond to each question fully.

Googler (Googler1):
Imagine you are a character in your own work of fiction. Write a paragraph describing yourself, either for real or in character. What are some themes in your life? What are some examples of how this theme drives what it is that you do? Post this in your online journal.

Graphic Designer (GO1):
Students will register at www.glogster.com in order to create posters online. They will choose a theme from this list and create a Glogster that demonstrates this theme.

good vs. evil
love and hate
life is wonderful
opposites attract
the importance of family
beauty is skin deep

Students will send the link to the Glogster to Ms. Lynne at bzhercules@gmail.com
Sample: http://bzhercules.edu.glogster.com/glog-8013-

3021

Online Social Networker (OSN 1):

Students will respond to the question: "Did you ever find yourself in a situation in which you had to make an adult decision?" and relate the question to a book or movie in which the main character had to make an adult decision.

OSN students will post their responses on the DQ board and also respond to each other.

Producer (Producer 1):

In a thirty second Animoto presentation, produce a book report about a book you have recently read. The presentation should zero in on the main theme of the book.

Surfer (Surfer1):

Complete the Main Idea Webquest at http://www.zunal.com/webquest.php?w=73953

YouTuber (YouTuber1):

View the Video Kevin and Peer Pressure.

Respond to these questions:

Kevin and Peer Pressure

Recognition of Theme

Type your responses on this form and e-mail to your teacher.

What do you think the main theme in this video was?

What were some of his sub-issues that related to the main issue?

Do you think Kevin regrets his choices? Why or why not?

Why do you think Kevin resorts to stereotyping and poking fun at himself? Do you ever do this, and for the same reason?

Is Kevin a person you would want to be friends with? Why or why not?

Week 3 Title: Recognition of Purpose

Stage 1: Desired Results

Goals/Standards

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Questions	**Understandings**

♦ What are some reasons authors write? ♦ How do we distinguish between author's purposes?	♦ Authors write to persuade, inform, and entertain

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Author's Purpose Quiz
Students will take this quiz and email the results to bzhercules@gmail.com
Googler (Googler1):
Author's Purpose Quiz
Students will take this quiz and email the results to bzhercules@gmail.com
Graphic Designer (GO1):
Author's Purpose Quiz
Students will take this quiz and email the results to bzhercules@gmail.com
Students will create a brief powerpoint or presentation on www.sliderocket.com that depicts one of the questions asked in the quiz that shows the intention of inform, entertain, or persuade. Each student will send this presentation to a Gamer or Googler so that they can figure out the intention.
Online Social Networker (OSN 1):
Author's Purpose Quiz
Students will take this quiz as a group and agree upon the responses, and then email the results to bzhercules@gmail.com
Producer (Producer 1):
See Graphic Organizer activity
Surfer (Surfer1):
Author's Purpose Quiz
Students will take this quiz as a group and agree upon the responses, and then email the results to bzhercules@gmail.com
YouTuber (YouTuber1):
Students will watch an Author's Purpose YouTube clip, then respond to questions presented regarding author's purpose on another Youtube video.

Week 4 Title: Reading Strategies/Genres

Stage 1: Desired Results

Goals/Standards

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Essential Questions	Understandings
♦ What are some distinguishing features of types of genre? ♦ How does understanding the differences in genre help us understand them?	♦ Genre characterizes the selections we read and influences our choices in reading

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Students will play the Genre Jeopardy Fiction and Nonfiction games with another Gamer.

Googler (Googler1):
Students will research the following Genres in literature: Fairy Tales, Poems, Dramas, Mysteries, Histories, Science Fiction. Students will write 3 characteristics of each and 3 examples of each

Graphic Designer (GO1):
Students will design a book cover on http://www.myecovermaker.com The book cover must show knowledge of a genre in literature.

Online Social Networker (OSN 1):
Students will play the Genre Jeopardy Fiction and Nonfiction games with another OSN.

Producer (Producer 1):
Students will create a Glogster poster that depicts one of the genres. Students must include at least five titles of books, movies, and/or games

Surfer (Surfer1):
Students will create a spreadsheet that shows 5 different genres; for each genre, list 3 examples, 4 characteristics, and what students like or do not like about each.

YouTuber (YouTuber1):
Students will respond to a short series of clips in order to determine the Genre of the selection.

Week 5 Title: Retell

Stage 1: Desired Results

Goals/Standards

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Essential Questions	Understandings
♦ How do we know what the important points of a reading selection are? ♦ Which points of a reading selection contribute to identifying the central theme?	♦ Retelling or summarizing a reading selection helps us identify what the central theme is.

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Students will read the online story How the Coyote Stole Fire and write a 250 word sequel.

Googler (Googler1):
Students will create an annotated bibliography that describes and summarizes at least three books with a common theme.

Graphic Designer (GO1):
Students will a make a quick sketch of their favorite character from a book, TV show, movie, song, or real life doing something that made that character memorable to them.

Online Social Networker (OSN 1):
Students will Interview a fellow OSN in regard to something interesting he or she has done.
Who were the "characters" involved?
Where did the event take place?
When did this event take place?
What were some of the details of the event?
Why was this event special?
Students will generate at least 5 words for each question and type them into a WORDLE

Producer (Producer 1):
Students will use Xtranormal to create a short movie with familiar storyline.

Surfer (Surfer1):
Students will complete a Theme Webquest.

YouTuber (YouTuber1):
Students will view a video and identify the central theme, based upon these questions:
1. What do you think the main theme in this video was?

2. What were some of the sub-issues that related to the main issue?

3. What could be an alternate ending for this video?
Why?

Week 6 Title: Recognition of Text Organization

Stage 1: Desired Results

Goals/Standards

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Topic: Recognition of Text Organization

Essential Questions	Understandings
♦ How are the structures of the texts designed to help understand the meaning implicit in the text?	♦ Text organization encompasses the patterns of organization that characterize the respective genres.

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Students will complete an online quiz that contains a series of short passages in which the structure of texts is explored.

Googler (Googler1):
Students will complete an online quiz that contains a series of short passages in which the structure of texts is explored.

Graphic Designer (GO1):
Students will create a graphic organizer for each of the types of text organization using www.bubbl.us

Online Social Networker (OSN 1):
In pairs or in the whole group (splitting up the work and collaborating is as important as the work itself), students will complete the structuring text activities that feature organizers relating to passages.

Producer (Producer 1):
Students will create an Animoto presentation that demonstrates a Cause and Effect, Compare and Contrast, Problem and Solution, Description, or Sequence

Surfer (Surfer1):
Students will complete an online quiz that contains a series of short passages in which the structure of texts

is explored.

YouTuber (YouTuber1):

Students will view a powerpoint about text structure and take a brief quiz.

Week 7 Title: Extrapolation of Information

Stage 1: Desired Results

Goals/Standards

Week 7: RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Topic: Extrapolation of Information

Essential Questions	Understandings
♦ What types of textual evidence help to analyze the meaning of a text?	♦ Ideas and information are often implied but not explicit in the text. ♦ Cues provided in the text in may help identify a character's feelings and motivations

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):

Students will read an online passage and play a game based upon the passage and determine which of the correct responses depicts an inference made about the text.

Googler (Googler1):

Students will answer the questions provided, making an inference for each by using outside knowledge or clues provided.

Graphic Designer (GO1):

From a word list, or using words of their own as well, students will create a WORDLE that describes a character from a book, movie, tv show, song, work of art, etc. Students will ask a Gamer to guess who the character is by looking at the wordle.

Online Social Networker (OSN 1):

Students will respond to a very short open-ended story in a discussion forum, drawing conclusions about the information presented.

Producer (Producer 1):

From a word list, or using words of their own as well,

students will create a WORDLE that describes a character from a book, movie, tv show, song, etc. Students will ask a Gamer to guess who the character is by looking at the wordle.

Surfer (Surfer1):

Students will use an online prep site to study making inferences and then take a self-correcting, online quiz to test their knowledge.

YouTuber (YouTuber1):

Students will respond to the meaning in the song "How to Save a Life" after watching a brief video.

Week 8 Title: Tentative Meaning

Stage 1: Desired Results

Goals/Standards

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Questions	Understandings
♦ How can dialogue be used to describe action and provide resolution to problems?	♦ Dialogue is used to provide details that contribute to the action in the story and to describe dilemmas posed by characters

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):

Students will read the titles of 3 articles and predict what each will be about. They will give reasons for their decisions and then determine if they were correct by reading and summarizing the articles

Googler (Googler1):

Students will research on Google using this search term: "ambiguous headlines". From the results of their search, students will collect 5 headlines and make predictions about the content of the articles.

Graphic Designer (GO1):

Given a series of titles, students will make illustrate possible scenarios based on these titles.

Online Social Networker (OSN 1):

In groups, students will read the titles of 3 articles and

predict what each will be about. They will give reasons for their decisions and then determine if they were correct by reading and summarizing the articles.

Producer (Producer 1):

Given a series of titles, students will make written predictions of possible scenarios based on these titles.

Surfer (Surfer1):

Students will make predictions by reading a branching story and completing an online activity that allows them to make predictions based upon tentative meaning.

YouTuber (YouTuber1):

Students will view a powerpoint presentation that allows them to make predictions based upon tentative meanings.

Week 9 Title: Making Judgments/Drawing Conclusions./Compare Contrast/Forming an Opinion

Stage 1: Desired Results

Goals/Standards

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Topic: Making Judgments/Drawing Conclusions.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Topic: Compare and Contrast/Forming an Opinion

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Topic: Compare and Contrast/Forming an Opinion

Essential Questions	Understandings
♦ How is being able to form an opinion essential to understanding the ultimate meaning in a text?	♦ Forming an opinion involves selecting and analyzing ideas and information from the text to develop a response. ♦ When forming an opinion, it is necessary to draw conclusions based on knowledge garnered from the ideas and information within the text.

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Students will use the compare-contrast graphic organizer that compares and contrasts a movie that was made from a book (or vice versa). This organizer should clearly show which parts were different and which were the same. Students will express an opinion in at least three sentences as to which they enjoyed more and why.

Googler (Googler1):
Students will use the compare-contrast graphic organizer that compares and contrasts a movie that was made from a book (or vice versa). This organizer should clearly show which parts were different and which were the same. Students will express an opinion in at least three sentences as to which they enjoyed more and why.

Graphic Designer (GO1):
Students will create a color coded graphic organizer that compares and contrasts a movie that was made from a book (or vice versa). This organizer should clearly show which parts were different and which were the same. Students will express an opinion in at least three sentences as to which they enjoyed more and why.

Online Social Networker (OSN 1):
Students will use the compare-contrast graphic organizer that compares and contrasts a movie that was made from a book (or vice versa). This organizer should clearly show which parts were different and which were the same. Students will express an opinion in at least three sentences as to which they enjoyed more and why. Students may work in pairs and groups if desired.

Producer (Producer 1):
Students will create a graphic organizer that compares and contrasts a movie that was made from a book (or vice versa). This organizer should clearly show which parts were different and which were the same. Students will express an opinion in at least three sentences as to which they enjoyed more and why.

Surfer (Surfer1):
Students will use the compare-contrast graphic organizer that compares and contrasts a movie that was made from a book (or vice versa). This organizer should clearly show which parts were different and which were the same. Students will express an opinion in at least three sentences as to which they enjoyed more and why.

YouTuber (YouTuber1):

Students will watch the video I Am Number Four and compare and contrast using the organizer, then respond to the open-ended prompt using the views of the commentator in the video.

Week 10 Title: Literary Elements and Textual Conventions

Stage 1: Desired Results

Goals/Standards

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Literary Elements and Textual Conventions

Essential Questions	Understandings
♦ How do literary devices enhance the meaning that the author is attempting to convey? ♦ What are some literary devices that are used when writing?	♦ Literary elements and textual conventions focus on devices used by the author.

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

Gamer (Gamer2):
Students will read lyrics of a song that contains literary elements; students will identify and give examples of the elements.

Googler (Googler1):
Students will play Figurative Language Baseball to practice their knowledge of figurative language.

Graphic Designer (GO1):
Students will create a Glogster that depicts one each of the following in relation to a specific theme: irony, simile, metaphor, personification, alliteration, hyperbole, onomatopoeia--from their own point of view.

Online Social Networker (OSN 1):
Students will create a group Glogster that depicts one each of the following in relation to a specific theme: irony, simile, metaphor, personification, alliteration, hyperbole, onomatopoeia--from their own point of

view

Producer (Producer 1):

Students will create a sliderocket or powerpoint that depicts examples of the following: irony, simile, metaphor, personification, alliteration, hyperbole, onomatopoeia--from their own point of view.

Surfer (Surfer1):

Students will use the Internet and original examples in order to define literary terms.

YouTuber (YouTuber1):

Students will listen to and read lyrics of a rap song that contains literary elements; students will identify and give examples of the elements.

Week 10 Title: Persuasive Writing

Stage 1: Desired Results

Goals/Standards

Writing: W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Topic: Persuasive Writing/Forming an Opinion.

Essential Questions	Understandings
♦ How does reflection help us in expression our intentions and thoughts?	♦ Writing persuasively is a skill that allows us to defend our written argument.

Stage 2: Assessment Evidence

All evidence is emailed to blynne@trenton.k12.nj.us and is stored in student folders (e-folders).

Performance Task Objectives

All:

Students will write a persuasive reflection essay that depicts their opinion of online learning, particularly that which they have used over the past 10 weeks. Some points to consider are:
What do you feel were some of the challenges of this online learning? What do you feel could be improved? How can you apply any of what you have learned to your regular language arts class? What activities do you think contributed the most? Would you recommend these activities to a friend? Why or why not? Please make sure you include an intro, conclusion, 3 paragraphs that each contain a detail and three supporting details within those paragraphs; a total of 5 paragraphs.

Stage 3: Learning Activities

These are examples of various applications that can be used for each of the Internet Learning Profiles. All activities are viewable at: http://www.bzhercules.com/page/password/8343047.htm password "Welcome1"

Multiple Intelligence	Presentation Methods
Gamer (Verbal Linguistic)	Email Interactive Books Online discussions "Scrabble" Applications; online word games Chat Forums Interactive online gaming sites, such as Club Penguin, Disney's Toontown, World of Warcraft, Xbox Live
Surfer (Logical Mathematical)	Science Demonstrations Programs Critical Thinking Programs Webquests Webinars Spreadsheets (MS Excel) Online Quiz
Graphic Designer (Spatial)	Class Websites Animations (Animoto) Paint Programs Clip-Art Programs Powerpoint/Voice Thread
Producer (Bodily-Kinesthetic)	Simulation Program Virtual Reality Program Hands-on Construction Kits Glogster Multimedia presentations (Powerpoints)
Youtuber (Visual-Musical)	Viewing Multimedia Presentations Including Music Music Videos (Youtube) Digital Music

Online Social Networker (Interpersonal)	Email Online Discussion Forums Chat Forums Videoconferencing Class Website Face Book Twitter MySpace Skype
(Googler)Intrapersonal	Search Engines (Google) Online Library Study Island First in Math

Internet Learning Profile lesson plan design adaptation (Gallagher, 2003; McTighe & Wiggins, 2005)

Appendix C

Parental Permission for a Minor to Participate in Research

Using an Internet Profile to Create Customized Plans

Introduction

The intent of this study is to examine the Internet Learning Profiles of students, based upon a Multiple Intelligences survey, in order to develop customized lesson plans that can be incorporated into the existing curriculum and to determine if these plans have an effect on students' language arts literacy achievement.

My name is Beth Lynne. I am a doctoral student at Rowan University and I am conducting a research study about developing customized plans based upon your child's Internet Learning Profile, which will be determined from a survey. I am inviting your child to take part in the research because he/she is a student in the school in which I work, has scored in the range of 185-205 on the most recent NJ ASK LAL assessment, and I also feel that he/she will enjoy the lessons that will be part of the research study. It is anticipated that the research study will last from September 2011 to March 2012 and last for 80 minutes per day, during your child's regularly scheduled language arts class. Approximately 15-20 students will be involved in the study, generated from approximately 100 NJ ASK scores.

Procedures

This study will take place at Hedgepeth-Williams School during the 2011-2012 School Year. The same language arts objectives will be presented, but the lesson activities based upon your child's Internet Learning Profile will be implemented. Your child will be graded in the same manner as the other students in the class, but the activities that will support the objectives will be internet-based rather than the traditional activities that are usually presented.

If you agree to let your child participate in this research study, the following will occur:

- Your child will be asked to take a self-scoring Multiple Intelligences survey to determine interests and strengths in use of Internet.
- Lesson plan activities will be developed based upon your child's interests and strengths as they relate to his or her grade level language arts objectives.
- The language arts lessons will take place in their regular classroom as part the regular school day and partly in the computer lab, or where computers are available in order to complete activities that are part of the lessons.
- A questionnaire/reflection form will be used to ask your child about his/her feelings about the lesson and audio-taped interviews will be used
- Assessments administered will be the same as those the regular classroom teacher uses.
- You will have access to your child's portfolio, via email, upon request

Risks

There are no risks involved in this research; the final disposition of the data will be confidential (your child will not be identified; any internet activities do not involve any identifiers such as pictures or names; any discussion board or online social networking will be contained within the confines of our school through our own website). If your child indicates in any way that he or she does not want participate at any time, he or she will be allowed to withdraw from the study with no penalty. Your child need not participate in all activities in order to be part of the study.

To reduce the loss of privacy, I will not use any real names or other identifiers in the written report. I will also keep all data in a locked file cabinet in a secure location and in a password-protected computer. Any online access will be strictly limited to me and parents (for their own children), and the students (individual access). At the end of the study, data will be kept for 3 years and then discarded.

Benefits

Your child will benefit from this study by being actively engaged in hopefully interesting activities that will improve his/her language arts literacy achievement and technological skills as they apply in an educational setting.

Compensation

There will be no compensation for participation in this project.

Questions About The Research

If you have any further questions about the study, you may contact me at: Beth Lynne, 732-779-0318, and blynne@trenton.k12.nj.us , or you may contact Dr. Steve Cone, 856-256-4000, ex 3407, cone@rowan.edu

You have been given a copy of this consent form to keep.

Participation

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY. You are free to decline to have your child participate in this research study. You may withdraw your child's participation at any point without penalty. Your decision whether or not to participate in this research study will have no influence on you or your child's present or future status at Hedgepeth-Williams School, Trenton Public School District, or Rowan University.

Child's Name _____

Signature _____ Date _____
Child

Signature _____ Date _____
Parent

Signature _____ Date _____
Researcher

Appendix D

Permission to Conduct Research in the District

Executive Director of Curriculum and Instruction
Trenton Public School District
108 N. Clinton Ave
Trenton, NJ 08609

April 4, 2011

Dear Dr. Heather Jackson,

As you are aware, I am currently enrolled in the Educational Leadership program offered through Rowan University. I am in the process of developing my dissertation topic and am requesting permission to conduct my dissertation research at Hedgepeth-Williams School from September 2011 to March 2012.

My topic is *Creating Customized Plans from an Internet Learning Profile.* This study involves administering a Multiple Intelligences Survey to 8th graders (after obtaining permission from their parents) in order to determine how they learn. An Internet Learning Profile is then created and customized lesson plans developed, based upon the student's interests and strengths. These plans will be standards-based on the student's grade level, established from the District's Curriculum and will hopefully serve as a blueprint for the embedding of technology in teachers' lessons. In this study, the focus will be on Language Arts Literacy. As a result of this study, it is expected that student levels of engagement and achievement will increase, attendance will improve, parent engagement will progress, funds that are spent on technology will be used to directly advance student achievement, and that our students will become further prepared to face the challenges of increased competition in the workplace by acquiring needed skills and applications of knowledge.

I will be submitting this letter as part of my proposal packet to obtain Institutional Review Board (IRB) approval from the University. I will be requesting to have access to standardized test data and student records during this time period so that I may have the background information necessary to support my study. I understand that I may need Board approval for the study itself to be conducted in the district, separate from IRB approval. Participant identities will be concealed and all information will remain confidential. I have attached the informed consents for the participants' parents for your review. If you have any questions or concerns, please contact me at 732-779-0318. Thank you for your consideration in this matter.

Respectfully Submitted,

Beth L. Lynne
Teacher
Rowan University ID# 916041004

I, _____, grant Beth Lynne permission to conduct research as described in the preceding letter.

Appendix E

Permission to Conduct Research in the School

Mr. Joseph Marazzo
Principal
Trenton Public School District
108 N. Clinton Ave
Trenton, NJ 08609

March 31, 2011
Dear Mr. Marazzo,

As you are aware, I am currently enrolled in the Educational Leadership program offered through Rowan University. I am in the process of developing my dissertation topic and am requesting permission to conduct my dissertation research at Hedgepeth-Williams School from September 2011 to March 2012.

My topic is *Creating Customized Plans from an Internet Learning Profile.* This study involves administering a Multiple Intelligences Survey to 8th graders (after obtaining permission from their parents) in order to determine how they learn. An Internet Learning Profile is then created and customized lesson plans developed, based upon the student's interests and strengths. These plans will be standards-based on the student's grade level, established from the District's Curriculum and will hopefully serve as a blueprint for the embedding of technology in teachers' lessons. In this study, the focus will be on Language Arts Literacy. As a result of this study, it is expected that student levels achievement will increase, attendance will improve, parent engagement will progress, funds that are spent on technology will be used to directly advance student achievement, and that our students will become further prepared to face the challenges of increased competition in the workplace by acquiring needed skills and applications of knowledge.

I will be submitting this letter as part of my proposal packet to obtain Institutional Review Board (IRB) approval from the University. I will be requesting to have access to standardized test data and student records during this time period so that I may have the background information necessary to support my study. I understand that I may need Board approval for the study itself to be conducted in the district, separate from IRB approval. Participant identities will be concealed and all information will remain confidential. I have attached the informed consents for the participants' parents for your review. If you have any questions or concerns, please contact me at 732-779-0318. Thank you for your consideration in this matter.

Respectfully Submitted,

Beth L. Lynne
Teacher
Rowan University ID# 916041004

I, _____, grant Beth Lynne permission to conduct research as described in the preceding letter.

Appendix F

Board Approval: JUNE 28, 2011 REGULAR MEETING

Resolution for Use of Multiple Intelligences Theory by Beth Lynne at Hedgepeth-Williams School

BE IT RESOLVED: that the Trenton Board of Education, upon the recommendation of the Superintendent of Schools, approves the Resolution for **use of Multiple Intelligences Theory by**
Beth Lynne at Hedgepeth-Williams School for the period July 2011 through June 2012 at **no cost to the Board**. Ms. Lynne is a doctoral student in Educational Leadership at Rowan University. She will conduct dissertation research using Multiple Intelligences Theory in conjunction with NJASK results of Eighth Grade students to create customized internet learning plans to improve Language Arts Literacy Achievement.
http://trenton.k12.nj.us/board/June%202011/June%20REG%202011.pdf

Appendix G

Pre-Test/Posttest Samples

Grade 8

NJASK Reading Comprehension

Benchmark Assessment

Directions to the Student

Now you will read a narrative text and answer the questions that follow.

Some questions will be multiple-choice; one will be open-ended.

1. You may look back at the reading passage as often as you want.
2. Read each question carefully and think about the answer.
3. For each multiple-choice question, select the best answer and fill in the circle next to your choice on your answer sheet. Make sure you fill in the correct circle.
4. If you do not know the answer to a question, go on to the next question. You may come back to the skipped question later if you have time.
5. You have 30 minutes to complete this assessment.

Generous Performances

By Mary Beth Spann

Radiance Martin joined her brother, Terrance, and her father at the kitchen table for dinner. Mom had whipped up the family's favorite meal of curried chicken and dumplings and as soon as she set the steaming platters and bowls on the table, everyone eagerly dug in to the feast she had set in front of them.

As Mom took her seat at the table, she noticed Radiance was just picking at her food. "What's the matter, Radiance?" she asked. "Don't you feel well?"

"I'm OK," answered Radiance. "I just am a bit preoccupied is all."

"What are you preoccupied with?" asked Mom. "Is everything alright with your academics?" (Mom was a stickler for keeping up with schoolwork.)

"Naw, I'm on track with my schoolwork," said Radiance. "It's not that; I'm just wondering what sort of act my group and I can put on for the Kiddy Academy Nursery School. We have to come up with something good; our preparation and performance is 30% of our grade for the Community Service portion of our Social Studies grade."

"Well, why don't you and your friends just sing a patriotic ditty like you did last year for the people who attend the Senior Center?" asked Dad. "That was a big hit."

Radiance rolled her eyes. "Oh, Daddy," she said. "That lyrical rendition of the Pledge of Allegiance was just plain dumb; the only reason the audience was at all receptive was because ninety-nine percent of them were grandparents with grandchildren our ages. Besides, older people think anything kids do is spectacular."

"We had a cool ventriloquist act come to our school last week," said Terrance through a mouthful of dumplings. "His act was pretty intricate and I think he gives lessons; maybe you could do something like that for the rug rats."

"We only have six weeks before the big production," complained Radiance. "How are we ever going to learn ventriloquism in such a short time? It probably took that guy decades to learn."

"Actually the guy mentioned that you can learn it in about 30 days. I still have his promotional flyer if you want to contact him; maybe he could teach you how to do it, too."

After the supper dishes had been cleared, Terrance rummaged through his room and retrieved the ventriloquist's flyer for Radiance. It showed a beaming photo of a man surrounded by ventriloquist figures and puppets. The flyer touted the ventriloquist as "Marvin the Magnificent!" and included a phone number and website address.

"It can't hurt to check out Marvin the Magnificent's website," thought Radiance as she logged on to her computer. A few keystrokes later she was reading about Marvin's biography (he had learned ventriloquism from a home-study course), his upcoming bookings, and his business teaching others how to learn the art and craft of ventriloquism.

Radiance decided to compose an e-mail asking Marvin the Magnificent if he could help her and the other kids in her Community Services Group learn how to perform ventriloquism so they could present something next month to the children at Kiddy Academy Nursery School.

Radiance had barely hit the SEND button when she received a reply from Mr. Magnificent himself! In his reply, he explained that he would be happy to help Radiance and her fellow students attain their goal of becoming ventriloquists, and that his fee for instruction was $50.00 per hour.

Radiance felt her heart drop. $50.00 per hour! It might as well be a million or a billion dollars per hour! Her group didn't have a budget of five cents to spend on instruction. And they couldn't pay him after the performance, either; they were to perform for free.

With reluctance, Radiance wrote back to Mr. Magnificent and explained her dilemma: she and her friends needed to prepare a show as part of a community service project; their total budget was a big, fat zero, so thanks, but no thanks to his offer to train them.

Again, almost as soon as she hit SEND, she received another missive from Mr. Magnificent. This time he said he would be glad to help Radiance and her fellow students with "no financial obligation or remuneration necessary as occasionally he made a practice of supporting philanthropic efforts—especially those efforts that involved benevolent service rather than monetary donation to further the betterment of mankind."

After Radiance pulled out her dictionary to help decipher the exact meaning of Mr. M's fancy-sounding message, she realized *he was offering to train them for free*!

She quickly e-mailed the other kids in her group about her idea that they learn ventriloquism so they could incorporate it into their performance; in addition she directed them to Mr. Magnificent's website so they could each learn more about him. In subsequent e-mails, each member of the group agreed it was a great idea and they agreed to meet at Radiance's house the next night. Radiance cc'd Mr. M. with the e-mail correspondence and he agreed to meet them there as well; in addition, he asked that participants come equipped with a tube sock to use as a makeshift hand puppet.

The next night, the group gathered in the Martin's family room and waited expectantly for Mr. Magnificent to arrive.

When the doorbell rang at precisely 7:30 PM, Radiance ran to open the door; Marvin the Magnificent swooped into the room wearing a magician's cape and carrying a ventriloquist figure named Mortimer. (The kids recognized the figure from his website.)

For the next hour, Marvin and Mortimer revealed the basics of ventriloquism. The kids learned the fundamental secrets behind making it appear as though their "sock puppets" were talking while they held their lips and faces as still as possible. They also learned (much to their surprise and delight) that making a puppet appear to be singing is easier than actually speaking for the puppet.

The kids felt fortunate to have Marvin's assistance and direction; they thanked him again and again for his generosity. He just told them to "practice, practice, practice" and "make him proud." He also promised to be in the audience on the big day.

Before leaving the Martin's home, Marvin suggested that the kids each go ahead and finish decorating their socks so they resembled different characters, then use the characters to sing several songs for the youngsters at the nursery school.

For the next six weeks, the kids in Radiance's group worked on their puppets and practiced their new skills nonstop. On the day of the nursery school performance, they felt adequately prepared to bring their act, "The Singing Socks" to life.

From start to finish, the audience—consisting of little kids and their teachers, and parents—clapped and cheered enthusiastically for more. It was a good thing The Singing Socks had prepared several nursery song selections to share with their eager crowd.

When they were done, Ms. Ruffles, the school's director told the kids that they had done a "magnificent job" and she would recommend they receive an "outstanding grade" on their project.

"Thanks," said Radiance with a smile. "Of course, we had a magnificent teacher. Then she introduced Marvin the Magnificent to Ms. Ruffles.

One evening, weeks later, Dad announced at the dinner table that he read in the local paper that Marvin the Magnificent had become the number one performer for the whole franchise of Kiddy Academy Nursery Schools.

"Good for him!" said Mom. "There's one man who works with his hands, but thinks with his heart. I'm glad his generosity has returned to reward him."

And Radiance couldn't have agreed more.

"Generous Performances"

1. **When Mr. Magnificent agreed to teach Radiance and her friends for free, what was his goal?**

   A. to support philanthropy
   B. to befriend Ms. Ruffles
   C. to convince her parents to hire him
   D. to persuade kids to become ventriloquists

2. **This story is about**

   A. two siblings who help each other with a social studies project.
   B. two parents teaching their children the value of community service.
   C. a ventriloquist who donates his time to children and is rewarded.
   D. a girl who learns an unusual skill to win a performing contest.

3. **Radiance writes to Mr. Magnificent that "their total budget was a big, fat zero, so thanks, but no thanks to his offer to train them." The author uses a metaphor here to show**

   A. Radiance's anger with Mr. Magnificent over his proposed fee.
   B. Radiance's disappointment because her group has no money.
   C. Radiance's belief that the show would not earn any money.
   D. Radiance's use of good manners.

4. **The statement, "There's one man who works with his hands, but thinks with his heart," conveys the idea that**

   A. it is important to do work that requires using a lot of brain power.
   B. an individual can be a good person but not very smart in business dealings.
   C. the heart is the most important part of a body.
   D. compassion for others can overrule more practical considerations.

5. **Who suggests that Radiance contact Mr. Magnificent?**

   A. Ms. Ruffles
   B. Terrance
   C. Mortimer
   D. Radiance's parents

6. This story may persuade readers to

A. learn the art of ventriloquism.
B. share more family meals.
C. become self-employed.
D. share their talents with others.

7. This article contains the statement, "That lyrical rendition of the Pledge of Allegiance was just plain dumb…" Based on the way it is used in the section, what does *rendition* mean?

A. version
B. nonsense
C. poem
D. query

8. By the end of the story, Radiance realizes that volunteerism

A. is waste of valuable time.
B. is not as important as having a paying job.
C. is an important part of community life.
D. is a great way to make friends.

9. This story is told from which point of view?

A. first person
B. second person
C. third person
D. fourth person

10. How does Radiance's Mom feel about Mr. Magnificent at the end of the story?

A. She is happy that he is making a good living.
B. She feels he has gotten what he deserves.
C. She appreciates his help with her daughter's project.
D. She is thinks that he is too generous with his time.

11. Mr. Magnificent chooses to train Radiance and her friends for free.

- **Do you think this is a good idea? Why or why not?**
- **Do you think generosity is usually rewarded in life? Why or why not?**

Use information from the story to support your answer.

"Generous Performances"

Answer Key	Skill Identification
1. A	Strategies
2. C	Recognition of Theme
3. B	Textual Conventions
4. D	Tentative Meaning
5. B	Recognition of Detail
6. D	Rec. Purpose
7. A	Retell
8. C	Drawing Conclusions
9. C	Rec. Text Org
10. B	Extrapolation of Information
11.	Opinion

USE THE ATTACHED RUBRIC FOR SCORING THE OPEN-ENDED QUESTION.

In this part of the test, you will complete a writing task. You will have an opportunity to demonstrate how well you can organize and express your ideas in written text. Below is a Writer's Checklist of important points to remember as you write. Educators who read your writing will consider these important points when they read and score your writing.

You will have 45 minutes to complete the writing task. Take a few minutes to think about the task and to plan what you want to say before you begin to write. You may use the prewriting/planning space in your test booklet to plan your text, but your prewriting will not be scored. Do you best to make your writing clear and well organized. Keep your audience and purpose in mind as you write and use your checklist.

You may either print or write your final copy. You may not use a dictionary or any other reference materials during the test. However, you may use the Writer's Checklist. If you finish before time is called, review what you have written using the Writer's Checklist to read critically and improve what you have written.

Writer's Checklist

Remember to:

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion clearly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly.

Grade 8
Persuasive Analytical Essay
Benchmark Assessment

As a result of falling test scores across your grade level, the administration at your school has decided to take action. In a move that they hope will increase focus on the core subjects, they have cut out all special classes and extracurricular activities. Art, music, computer and foreign language classes are being suspended until there is improvement in the areas of math, reading and science. After school activities such as sports and clubs are being suspended as well.

Prepare a piece for your school newspaper stating your view on the controversial topic. Do you agree with the decision that the administration has made? Will this improve test scores in the core subjects? Will the loss of the special classes and extracurricular activities have a negative effect on your grade level? State your opinion clearly and use details to support your thoughts.

Scoring the Persuasive Essay

New Jersey Registered Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	**1**	**2**	**3**	**4**	**5**	**6**
Content & Organization	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
.	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
.	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transitions evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful
.	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

9

Appendix H

Breakdown of NJ ASK Scores and Profiles for General Study

LAL Scores	Student							
144	G1	Producer						
144	G2		Gamer	Graphic Designer	Googler			
147	G3		Gamer					
149	G4	Producer						
149	G5	Producer	Gamer				OSN	
152	G6	Producer						
155	G7	Producer						
158	G8	Producer						
163	G9			Graphic Designer				
166	G10	Producer	Gamer	Graphic Designer				
166	G11	Producer					OSN	
166	G12		Gamer		Googler			
169	G13						OSN	
174	G14					Surfer		
177	G15	Producer	Gamer					
180	G16	Producer	Gamer					
180	G17	Producer		Graphic Designer		Surfer		
180	G18	Producer	Gamer				OSN	
183	G19	Producer						
183	G20						OSN	
183	G21	Producer	Gamer			Surfer		Youtuber
186	G22	Producer						Youtuber
186	G23	Producer		Graphic Designer				
188	G24	Producer					OSN	
188	G25						OSN	
188	G26	Producer					OSN	
188	G27						OSN	
191	G28	Producer	Gamer				OSN	Youtuber
191	G29	Producer	Gamer					
191	G30						OSN	
194	G31		Gamer	Graphic Designer	Googler		OSN	
197	G32	Producer				Surfer	OSN	
197	G33	Producer		Graphic Designer				
197	G34		Gamer			Surfer		
197	G35						OSN	
197	G36		Gamer					
200	G37	Producer					OSN	
203	G38			Graphic Designer	Googler			
203	G39	Producer				Surfer		
203	G40	Producer		Graphic Designer			OSN	
203	G41		Gamer					
206	G42						OSN	
206	G43			Graphic Designer				
209	G44			Graphic Designer		Surfer	OSN	Youtuber
209	G45			Graphic Designer			OSN	
212	G46	Producer						
212	G47	Producer						
212	G48						OSN	
215	G49	Producer		Graphic Designer			OSN	
215	G50			Graphic Designer				
218	G51		Gamer				OSN	
218	G52	Producer				Surfer		
221	G53					Surfer	OSN	Youtuber
228	G54		Gamer				OSN	
232	G55	Producer	Gamer			Surfer		
232	G56				Googler		OSN	
240	G57						OSN	Youtuber
244	G58					Surfer	OSN	
191.1207		30	18	14	5	11	27	6

Appendix I

Data Analysis Spreadsheet

Group	Pretest	Posttest	Group	Pretest	Postest
ES1	9	8	C1	10	13
EGAP17	12	9	C2	12	16
EP2	11	13	C3	14	12
EOSN3	10	10	C4	6	10
EOSN4	15	17	C5	12	12
EOSN5	9	16	C6	5	9
EGAS16	15	16	C7	10	16
EOSN6	13	9	C8	10	13
EOSN7	14	14	C9	12	15
EGA8	7	10	C10	15	16
ESP15	9	7	C11	16	14
EGOGG10	12	13	C12	14	12
EGA11	11	12	C13	10	13
EOSN12	16	15	C14	18	14
EGO13	13	11	C15	17	16
EP14	16	10	C16	10	14
EP15	12	13	C17	15	12

Appendix J

Principal's Letter to IRB Board

TRENTON BOARD OF EDUCATION

Raymond Broach
Interim Superintendent of Schools

Joseph F. Marazzo
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609.656.4763 • 609.989.2927 fax
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October 28, 2011

Institutional Review Board for the Protection of Human Subjects
Rowan University Office of Research
201 Mullica Hill Road
Glassboro, NJ 08028-5150

Dear Review Board Members,

As Principal of Hedgepeth-Williams School in the Trenton Public School District, I am writing to you in support of Beth Lynne's request to conduct her study "Using an Internet Profile to Create Customized Plans" as part of her doctoral dissertation for Rowan University at Hedgepeth-Williams School located at 301 Gladstone Avenue in Trenton, NJ. With the understanding that student participant identities and study information will remain confidential, I am granting Beth access to standardized test data and student records during the time period of October 28-June 30, 2011 so that she may have access to information to support her study.

I have reviewed and approved the student participant consent forms that have been provided as part of the IRB application packet, and have discussed process and methods with Beth. If you require additional information, I can be reached at jmarazzo@trenton.k12.nj.us or at the telephone number listed above.

Sincerely,

Joseph F. Marazzo
Principal
Hedgepeth-Williams School

Appendix K

IRB Approval Letter

Rowan University

October 26, 2011

Beth Lynne
2090 Mackenzie Road
Toms River, NJ 08755

Dear Beth Lynne:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has exempted your project:

IRB application number: 2012-026

Project Title: Using an Internet Profile to Create Customized Plans

If you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Shreekanth Mandayam, Associate Provost for Research (shreek@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Stephen Cone, Health & Exercise Scienc, Education Hall

Office of Research
Bole Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701
856-256-5150
856-256-4425 fax

Appendix L

Adult Version of the Multiple Intelligence Scale

Multiple Intelligences Test - based on Howard Gardner's MI Model	more info at businessballs.com
Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree	
Adults over 16 complete all questions. Young people between 8-16 answer red questions only.	

Statement	Score
I like to learn more about myself	
I can play a musical instrument	
I find it easiest to solve problems when I am doing something physical	
I often have a song or piece of music in my head	
I find budgeting and managing my money easy	
I find it easy to make up stories	
I have always been very co-ordinated	
When talking to someone, I tend to listen to the words they use not just what they mean	
I enjoy cross words, word searches or other word puzzles	
I don't like ambiguity, I like things to be clear	
I enjoy logic puzzles such as 'sudoku'	
I like to meditate	
Music is very important to me	
I am a convincing liar	
I play a sport or dance	
I am very interested in psychometrics (personality testing) and IQ tests	
People behaving irrationally annoy me	
I find that the music that appeals to me is often based on how I feel emotionally	
I am a very social person and like being with other people	
I like to be systematic and thorough	
I find graphs and charts easy to understand	
I can throw things well - darts, skimming pebbles, frisbees, etc	
I find it easy to remember quotes or phrases	
I can always recognise places that I have been before, even when I was very young	
I enjoy a wide variety of musical styles	
When I am concentrating I tend to doodle	
I could manipulate people if I choose to	
I can predict my feelings and behaviours in certain situations fairly accurately	
I find mental arithmetic easy	
I can identify most sounds without seeing what causes them	
At school one of may favourite subjects is / was English	
I like to think through a problem carefully, considering all the consequences	
I enjoy debates and discussions	
I love adrenaline sports and scary rides	
I enjoy individual sports best	
I care about how those around me feel	
My house is full of pictures and photographs	
I enjoy and am good at making things - I'm good with my hands	
I like having music on in the background	
I find it easy to remember telephone numbers	
I set myself goals and plans for the future	
I am a very tactile person	
I can tell easily whether someone likes me or dislikes me	
I can easily imagine how an object would look from another perspective	
I never use instructions for flat-pack furniture	
I find it easy to talk to new people	
To learn something new, I need to just get on and try it	
I often see clear images when I close my eyes	
I don't use my fingers when I count	
I often talk to myself – out loud or in my head	
At school I loved / love music lessons	
When I am abroad, I find it easy to pick up the basics of another language	
I find ball games easy and enjoyable	
My favourite subject at school is / was maths	
I always know how I am feeling	
I am realistic about my strengths and weaknesses	
I keep a diary	
I am very aware of other people's body language	
My favourite subject at school was / is art	
I find pleasure in reading	
I can read a map easily	
It upsets me to see someone cry and not be able to help	
I am good at solving disputes between others	
I have always dreamed of being a musician or singer	
I prefer team sports	
Singing makes me feel happy	
I never get lost when I am on my own in a new place	
If I am learning how to do something, I like to see drawings and diagrams of how it works	
I am happy spending time alone	
My friends always come to me for emotional support and advice	

Your strengths in each of the multiple intelligences are automatically calculated below, and also shown in graph form. The descriptions of the multiple intelligences are shown on the next worksheet within this file - click the intelligences descriptions tab below.

Intelligence type	your totals
Linguistic	0
Logical-Mathematical	0
Musical	0
Bodily-Kinesthetic	0
Spatial-Visual	0
Interpersonal	0
Intrapersonal	0

(Chislett & Chapman, 2005)

Appendix M

Description of Gardner's Multiple Intelligences

Gardner's Multiple Intelligences - descriptions, preferences, personal potential, related tasks and tests

intelligence type	intelligence description	typical roles, preferences, potential	related tasks, activities or tests	preferred learning style
1. Linguistic	**words and language**, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathmatical	**logical thinking**, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	**musical ability**, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
4. Bodily - Kinesthetic	**body movement control**, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics	physical experience and movement, touch and feel
5. Spatial - Visual	**visual and spatial perception**; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6. Interpersonal	**perception of other people's feelings**; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork
7. Intrapersonal	**self-awareness**, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	self-reflection, self-discovery

(Chislett and Chapman, 2005)

Appendix N

Traditional Lesson Plan

Teacher's Name: Mrs. Lindsay Csogi, in collaboration with Mrs. Diane Biegley Subject: L/A Reading
Week of: 11/28-12/2 Grade level: 8th

Standard(s): (RL.11.a, RL.11.b, W.2.a-f, L.1.a-e, L.2.a-b, L.3. a-b, L.4.a-d, L.6) (RL.1, RL.4, RL.5, RL.6, RL.10, W.2.a-f, W.4, W.5, W.9, W.10, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6) (RL .3, RL.4, RL.6, W.4, W.9, W.10, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6) (RL.1, RL.3, RL.4, RL.5, RL.6, W.2 a-f, W.4, W.9, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6) (RL.1, RL.2, RL.5, W.5, W.9, W.10, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6)

ESSENTIAL QUESTION: Are there universal beliefs and values that are common across people and time? How do these beliefs and values influence people's behaviors and a society? Does history always repeat itself because of this

Enduring Understanding: Readers learned to choose a just-right historical fiction novel using a variety of strategies such as reading the title and the blurb, thinking about a
time period in history that interests them, using what they know about the author and his or her other works, reading recommendations or reviews from other publications or authors, listening to the recommendations of other readers and thinking about the overall theme or type of story, (i.e.,adventure, love story, overcoming hardship, coming of age, etc).

	Objective(s)/ Learning Target(s)	**Instructional Strategies and Activities**	**Assessments**
Monday **READING**	**I M M E R S I ON** **Simulate Holocaust experience** **Discuss feelings to personalize** **Make connections using Holocaust facts** **Intro to Historical Fiction** **Book talk: Milkweed** **Minilesson: review of Fist full of words, choosing a just right text.** SWABT: choose a just right historical fiction novel by browsing books and thinking about time periods they are interested in as well as what They know about the time periods.	Allow students time to browse and talk with each other in the same manner and then share out at the end of workshop. ML	Think about the time periods in history, what appeals to you? What time period are you curious to know more about? o Ask, is this an unusual perspective to tell the story from? What will I learn from this perspective? o Survey the cover, spend some time thinking about the cover and title.

Tuesday **WRITING**	SWBAT: develop an understanding of the characteristics of literary essays by reading several essays and analyzing them for content. THIS LESSON TO CONTINUE 3 CLASSES PER UNIT DIRECTIVE	read literary essays written in response to text that the students have already read, this may mean that the essays are written in response to shorter pieces of text or a novel used in the previous unit. The essays used as examples should be written on historical fiction.	**What We're Noticing About the <u>Content</u> of Literary Essays** • They all start with a strong thesis statement that includes the supporting claims • They all include deep analysis of the character • They all include reference to the time period and how it influences the character –or not, in other words perhaps the theme is age-old
Wednesday **READING**	SWABT: choose a just right historical fiction novel by reading the cover and the blurb and getting a feel for the time period, plot, characters and possible themes Also notice if this perspective is unusual or not. (ie.Holocaust from a German child's point of view for example.)	Have students begin a list of possibilities in reader's notebook. They should also be talking to their partner for the unit as well during the browse time.	Read the blurb to get a feel for the time period, plot, characters, and possible themes Think about what you know about the author's life or research to find out more, think about what you would expect from their writing based on their life
Thursday **WRITING**	See Tuesday	Reread previously read essays this time analyzing for structure. The teacher will want to add onto the chart of noticings.	• They all include quotes from the text • They all include a comment on the author's writing style or craft • They all include a comment on the author's writing style or craft
Friday **READING**	SWABT: choose a just right historical fiction novel by thinking about what they know or researching the author and thinking about what is known about that author's life as well as their other works.	Talk about a popular author and other works the author has written and how that helps to anticipate what to expect in this novel and decide if its appealing or not.	Think about other works that this author has written, did you like their writing? Why or why not? Would you be willing to read another of their books based on prior reads?

The Essential Question is: A question that requires students to go beyond "yes" or "no" and requires students to make inferences.
The Enduring Understanding is: The core concept, big idea that you want students to **(**understand) take away from a lesson or series of lessons. The Enduring Understanding should be transferable to other content areas and outside of the classroom.

Teacher's Name: Mrs. Lindsay Csogi, in cooperation with Diane Biegley Subject: L/A Reading
Week of: 12/12-12/16 Grade level: 8th

Standard(s): (RL.11.a, RL.11.b, W.2.a-f, L.1.a-e, L.2.a-b, L.3. a-b, L.4.a-d, L.6) (RL.1, RL.4, RL.5, RL.6, RL.10, W.2.a-f, W.4, W.5, W.9, W.10, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6) (RL .3, RL.4, RL.6, W.4, W.9, W.10, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6) (RL.1, RL.3, RL.4, RL.5, RL.6, W.2 a-f, W.4, W.9, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6) (RL.1, RL.2, RL.5, W.5, W.9, W.10, L.1, L.2, L.3, L.4. a-d, L.5. a-c, L.6)

ESSENTIAL QUESTION: Are there universal beliefs and values that are common across people and time? How do these beliefs and values influence people's behaviors and a society? Does history always repeat itself because of this

Enduring Understanding: Readers learned to enter a historical fiction novel and become engaged in the text by answering key questions while reading the first chapter: who is narrating the text, what is going on historically in the time period, who is the main character, what is his/her background, what does he/she want in relation to the time period, what's getting in the way, where and when is the story set how does it impact the plot and how important does it seem, what other characters are in the text and what is their relationship to the main character?

	Objective(s)/ Learning Target(s)	**Instructional Strategies and Activities**	**Assessments**
Monday Writing	SWBAT: get engaged in a novel by reading the first chapter and figuring out who the main character is and what they want and what unique threats the time period poses. I can determine who the other important characters are and what their relationship is with the main character.	Model reading aloud from the text that he or she will now stay with the rest of the unit and think aloud about determining who the main character is, what they want and what threats the time period poses as well as who other important characters are and what their relationship is with the main character. The teacher should model gathering the information gleaned from the first chapter and jotting it in their reader's notebook. **Point of View (SEE CHART IN UNIT)** First Person Third Person Omniscient Third Person Limited Omniscient	What does the main character want? What's getting in the way? What threats does the time period pose for your character?
Tuesday Reading	**Ways That Essayists Read Closely to Begin the Important Thinking of Crafting a Thesis Statement**	They find and reread a part in the story that they think matters They think and write about ***why*** that part matters They incorporate thinking about the time period and how people acted back then and how it influenced life	• Why do you think this is a place that matters in your text? • Where do you think the time period is playing in here? • Did you try on writing from inside the text? What did you notice?

Wednesday Writing	SWBAT: get engaged in a novel by reading the first chapter and paying extra attention to the details about the setting and construct a sense of the time period for myself.	reread the first chapter of the novel he or she is using as a model for the unit, modeling the thinking work of constructing a sense of a historical period in time. The teacher should model jotting in his/her reader's notebook important details about the setting and thinking.	Who are the other important characters in the book? What's their relationship to the main character?
Thursday Reading	**Ways That Essayists Read Closely to Begin the Important Thinking of Crafting a Thesis Statement**	They reread and make a movie in their mind They reread and write from inside the story They reread and notice details then push themselves to have a bigger thought about those details They reread and notice the author's language and push themselves to have a bigger thought about the words	• Where did you find some details that you might have otherwise skipped over? • Where were you able to slow down and find words the author used that made you have a bigger thought about the text?
Friday Writing	SWBAT: ask what was going on, and what the place looks like and feels like? (Emotional atmosphere)		What details are helping you get a sense of the time period? What is the emotional climate? How do you know? Do you think something's going to change?

The Essential Question is: A question that requires students to go beyond "yes" or "no" and requires students to make inferences.
The Enduring Understanding is: The core concept, big idea that you want students to **(**understand) take away from a lesson or series of lessons. The Enduring Understanding should be transferable to other content areas and outside of the classroom.

Appendix O

Student Submissions and Attendance

Student	1 Recognition of Detail	2 Recognition of Theme	3 Recognition of Purpose	4 Strategies	5 Retell	6 Recognition of Text Organization	7 Extrapolation of Information	8 Tentative Meaning	9 Opinion/Making Judgments	10 Textual Conventions	Final 10 Persuasive Writing	Total Attendance
ES1	X	X	X	X	X	X	X	X	X	X	X	31
EGAP17	X	X	X	X	X	0	X	Lost	X	X	X	29
EP2	0	X	X	0	0	0	X	X	0	0	0	23
EOSN3	X	X	X	X	X	X	X	X	X	X	0	22
EOSN4	X	X	X	X	X	X	X	X	X	Lost	Lost	30
EOSN5	X	X	X	X	X	X	X	X	X	Lost	X	32
EGAS16	X	X	X	X	X	X	X	X	X	X	X	26
EOSN6	X	X	X	X	X	X	X	X	X	X	X	25
EOSN7	X	X	X	X	X	X	X	X	X	X	0	24
EGA8	0	X	X	X	0	0	X	X	0	X	X	27
ESP15	X	X	X	X	0	0	X	X	X	X	X	17
EGOGG10	0	X	0	X	X	X	X	Lost	X	X	X	20
EGA11	0	X	X	X	X	X	X	X	X	X	X	17
EOSN12	X	X	X	X	X	X	X	X	X	0	X	20
EGO13	X	X	X	X	X	X	X	X	X	X	X	27
EP14	0	X	X	X	X	X	X	0	X	X	0	29
EP15	X	X	X	X	X	0	X	X	X	0	0	20

Lost means the submission did not go through either due to technological issue or student error

Appendix P

Student Reflections

What do you feel were some of the challenges of this online learning?

1. I could stop being distracted from my fellow classmates. The games were the best. They were fun and educational. Sometimes we get distractions since we are online. But there is a solution to this problem, you could block youtube and game sites.
2. they were easy and kinda boring to do
3. Nothing I think everthing was fair.
4. There was no challenges. I tryed my best to do my work in any way that i can..
5. i feel that the challenges were easy to accomplish.
6. Some of the challenges I had on online learning were that sometimes it was a lot of work. It was a responsability you had to keep.
7. They were easy and I do not think it was much of a challenge. It was entertaining.
8. The tasks that were given
9. well they weren't any part that were challenging I'm just weird thats why i thought some of them were challenging.
10. some of the chalenges was trying to use the computers while doing all the projects and activities.
11. to me i do not feel there was any really challenges for me. i need something hard for my brain to really think about stuff. things come easy to me and i need something that get me into a place where i can want to give up but not give up.

How can you apply any of what you have learned to your regular language arts class?
What activities do you think contributed the most?

2. the game trappeed kinda helped me on a daily basess
3. I think that a can contributed what I learned in by learning how to type fast and thinking faster as well
4. If i had to choose any activity to apply into my language arts class i would probably choose the one where you had to compare and contrast a movie to the book.
5. i can apply the writing assignments to language arts.
6. I think the contraversial assingments helped me because I do alot of stuff like that in class.
7. Well I think that I could use the microsoft power paint and essay writing.
8. I can use what I learned on essays
9. well i love to write so i guess that could help and listining skills will be a second one.
10. well i can apply my lack of spelling becouse i learned alot of words while doing this project and especially as me being a gamer
11. there was one activity i believe contributed to language art was when we had to find out which paragraph goes into which orangizer. now i know how to determine which paragraph goes into different odering method

What do you feel could be improved?

2. everything
3. Nothing it was all okay.
4. Nothing
5. i think the baseball game can be improved
6. I think that the assignments could be a little better.
7. From the program, I think we could of learned some important stuff.
8. My work habits
9. well my brain. something could be easy and i would think it's hard yeah okay
10. my skill of typing becouse i right alot in this computer while i do the activities that mrs lynne gives to me to complete
11. i feel for the online socail networker should have more fun stuff like game or creating something and more disculsion on meaningful thing. i believe that the online socail networker should have fun like the gamer and the graphic oraganzer.

Would you recommend these activities to a friend? Why or why not?

1. Of course I would. I would tell the whole world. Kids and teenagers would love to play these educational games.
3. Not really because i dont think they will like the activities.
5. i will because its very fun and it teaches you things
6. I would if they want to improve in their writing.
7. Yes, because they are fun.
8. Yeah because it can help you learn
9. yes i would this program is fundimental and it is good to be creative. I would share this webste because my friends need help they really do.
10. yes i would becouse it is really fun and challenging and the bames reqiure skill but it is still fun.
11. yes if the person loves school and i think they would really love this but other than that i would not

Additional Comments:

1. I loved this experience with miss Lynne. It was fun, although I had a little bit of distractions but, I still managed to finish my work.
6. The experimental group has been a good experience. It helped me improve my language arts. I focus a little better in class now. Some of the activities were fun to do.

I think the contraversial assingments helped me because I do alot of stuff like that in class. We do alot of writing tasks in class. In experimental we do too. So it helped alot. It hepled on my writing.

Its hepled me mentally. By mentally I mean it hepled me focus. I focus alot better in language arts. My grade has stayed at A's and B's.

I would recommend friends to join and be part of this. the reason is that its a really good group. You learn alot with other students that are in your group. For example the online social networkers.

It was a good experience. nI think most of the people enjoyed it.It was cool in my opinion. I'm going to miss having it.

8. I feel like the work that I get I like it because I don't like writing but when I get work I type it. So I feel comfortable in my element

9. This program was something i did not mind attending to every day i love it.So many times did it help me in the language world and it has fascinated me over and over with fun thins like animoto.
The results are amazing the fun times i had on this computer cannot amount to my life. Oh how pleased I am to be apart of this group i think it is a wonderful experiment and everyone should tag along too!
I have learned more typing skills. Right now I am typing faster than a bullfrog in the middle of a hot greasy griddle day in the middle of august.
My learning skills have become much better.I could almost cry how much things have been going.The website cares about you being inspired.
I hope every one learned something new each day they attended this program. I give all my sweet blessings. Thankyou all for everything!
11. this program was great and all but i feel like i was not changelled enought.i need to be more changelled. i was ahead of everybody in here and i like that alot. what i think can be improve is that there should be more games for the online social networker and there should be project where we can create thing.
i believe alot of people who join the program or experiment would have fun if there was more funish things for them to do.they will enjoy the experiment but having fun at the same time.
overall for my experiment her has been fun and i enjoy all of what it had to offer me. i want to thank ms.lynee for gaving me the oppuntunity to come be apart of this expertment.