

Possibilities for Future Leadership: Thoughts from an Academic Blogosphere Community

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Mullen, C. A., Papa, R., Hewitt, K. K., Eadens, D., Chopin, S., Bizzell, B. E., Schwanenberger, M. (2012). Possibilities for future leadership: Thoughts from an academic blogosphere community. *Education Leadership Review*, 13(2), 14-26.

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Abstract:

In this dialogic essay we present an extremely important subject—the future of educational leadership and education more broadly. Given the uncertainty over and anxiety about the future of K–12 education and higher education, our goal for this article is to have currency and importance. We forged a scholarly community to discuss mid-21st-century leadership and education. Our research blogosphere arose out of a blog series and qualitative analyses of the data collected, which support the arguments we make.

Keywords: blogosphere | school leadership | social justice | blogging | education

Article:

CONCEPTUAL UNDERGIRDING

Wanting leadership preparation to become uniformly social justice oriented, we legitimate innovative and “alternative discourses” and new “ways to imagine possibilities for schools and school leadership” (Bogotch 2011, p. 131; Donmoyer & Kos, 1993; English, 2011). Some education researchers encourage speculation on databased trends to support social justice advocacy (e.g., English, Papa, Mullen, & Creighton, 2012). Hackmann and McCarthy’s (2011) empirical study of U.S.-based educational leadership programs urges professors to take back our profession from external entities.

Our essay builds on a conceptual platform that projects the future of the educational leadership field, backed by databased trends (i.e., English et al., 2012). Our future-minded perspectives and beliefs are grounded in the knowledge base and experiences of scholarpractitioners. We incorporate the views of junior professors with recent school/district leadership experience.

Because the term *blogosphere* might be unfamiliar, in this case it simply refers to the Internet environment in which bloggers communicate with one another. Blogging is a form of computer-mediated communication and online research (Adamic & Glance, 2005; Hookway, 2008) that arises out of research in a nontraditional way. Blogging is a revolutionary venue for constructing meaning out of everyday experiences; the blogosphere platform is a research toolkit (Hookway, 2008). Adamic and Glance (2005) used the blogosphere to link discussions of political bloggers over 40 days before the 2004 U.S. election, generating a single-day snapshot of over 1,000 political blogs.

We believe, perhaps owing to our rational training about education, that possibilities may have greater scholarly credibility when rooted in evidence-based trends (DarlingHammond, 2010; Hackmann and McCarthy, 2011). Beyond this, we believe that the future world of research will allow for greater possibilities for participatory meaning making between senior faculty and junior faculty whose consensual brainstorming can support in depth discourse about education (Ylimaki & Brunner, 2011). About the shaping influences of rational discourse, we recognize the need for engaging in the messy, elusive work of imagining the future of education. Britzman’s (2009) take is that “the very thought of education is difficult to think” (p. 2). We are attempting to think this thought.

For this blog-based research, we asked what schools and universities might look like midcentury. Thus, we front-load the topic of the futurity of education. Our strategy for communicating with a broader constituency of educational leaders involved reaching out via the Internet to learn what people might express in writing about education and schools several decades from now. We shared among ourselves our bias toward revitalizing public schooling as the premier form of education and democracy available to citizens. Socialized to be analytic thinkers, we mull over educational and global trends and the evidence-based predictions that forecast significant challenges—justice, technology, innovation, marketization, accountability, globalization, competition, and poverty.

A current trend in education research is technology, specifically the delivery of leadership curriculum through online instruction and, by way of extension, research. While the utilization of

technology is espoused as a strong value across public institutions, the resources provided for propelling 21st-century learning and faculty development are insufficient. We see exciting innovations described in the literature but also undeniable plights. Future directions that have democratic underpinnings include directing the capacity of innovative technologies for professional development, for enabling access to students at different levels, and for creating competent, accessible systems that foster communication worldwide (Hewitt, Lashley, Mullen, & Davis, 2012; King & Griggs, 2006; Tareilo & Bizzell, 2012).

Because public schools and university systems have to compete vigorously just to stay in business, leaders must foster democratic agendas of equity and fairness, not only innovation and creativity (Tareilo & Bizzell, 2012). Leading researchers caution that innovation and responsiveness in schools must not compromise equity, access, and the ability of students “to a common democratic society” (Darling-Hammond, 2010, p. 270; Ladson-Billings, 2006). Many school populations struggle without adequate access to resources, including high quality teachers—let alone the support of advocates.

Offsetting the simplistic bravado around the remedy for countries and people to be entrepreneurial in a fallen economy is the very real problem of poverty and academic failure. “Educational opportunity” neither is the same for all students nor for schools, nor is it equally distributed across race, class, and culture (Ladson-Billings, 2006). Students’ willingness “to commit to school and their own futures” (p. 30), as Darling-Hammond (2010) explains, needs scrutiny because teachers influence whether students think they are “worthwhile investments” (p. 30), which can affect their achievement. Advocates are influencers who see a viable future for disadvantaged students (Tough, 2012).

Instructive lessons derived from research underscore the importance of imagining the future in order to influence it. This way, we have a better chance of making positive changes in the present that shape the future. Some philosophers, futurists, technologists, and popularists think about the future. Educational researchers and school leaders need to weigh in and exert influence in the schooling, global, and policymaking arenas—the future of schools and universities midcentury needs study.

Exploring the future of education is unusual in leadership studies. Physicist Kaku’s (2012) forecasting anticipates advances in science and technology but very little in the way of education. In his worldview, U.S. universities will be delivering education mostly via face-to-face (f2f). Yet 42 researchers (see Tareilo and Bizzell, 2012) of online programming in educational leadership, in addition to our respondents and us, see differently. We collectively envision a vigorous shift toward online curriculum and hybrid programs.

Moreover, Kaku (2012) described an “archaic, sclerotic education system” (p. 373) in the American public education system. It is no wonder that such a bleak vision of education has no place in the technological innovations he imagines. We do not accept the glaring omission of education in any vision of the future. Favoring future-minded possibilities for education, we engage in a discourse that is open ended and debatable. We invite readers to contribute their views of midcentury leadership to add value to the literature and profession.

INNOVATIVE RESEARCH METHODOLOGY

The junior faculty coauthors were invited to join the senior faculty's future-focused study, enabling the beginning professors to perform as researcher, collaborator, and respondent. As collaborators, we designed a research blogosphere community for bloggers and ourselves to reflect on what schools and universities might look like midcentury. We undergirded our research with social justice advocacy and action-informed theory. Educational leaders' written commentaries informed our thoughts about the future of education and leadership.

The five junior faculty dialogued within an immersive e-learning context about the future of education, aspiring to think deeply and meaningfully. The group read about databased trends impacting education and educational leadership (e.g., English et al., 2012) and social justice treatments of texts (e.g., Charmaz, 2005), and we analyzed responses to the blog post about the future.

Carol Mullen, the first author, created and disseminated the blog via the open-access website of the National Council of Professors of Educational Administration (NCPEA, 2011). Junior faculty working in educational leadership programs from across the U.S. (seven total)—referred to henceforth as “bloggers”—posted extensive comments known as “blog responses.”

Our scholarly team analyzed the collection of blog responses. Facilitating consensus building, power-sharing approaches to this project (see Ylimaki & Brunner, 2011), the coauthors generated themes from the blog posts. Then, the senior authors did an independent analysis, eventually consolidating the seven themes while making connections among them to education and leadership. They also made the social justice ideas more explicit.

Although our treatment of the blog comments was informal, engaging more formally in data analysis with social justice lenses also supports Charmaz's (2005) view of advocacy. Data do not speak for themselves, so we felt free to make sociopolitical interpretations and adopt positions guided by our beliefs about issues needing serious attention. Deliberative agendas support “democratic decision making” (Howe & Ashcraft, 2005, p. 2275) and stakeholder participation. For us, this meant involving junior faculty in formulating ideas and sense making across power, rank, gender, and experience.

In the second phase, which transpired 2 months later in 2012, we reintroduced the senior faculty in a direct working relationship with the coauthors, conversing as a whole team via Wimba. In the third phase, the senior authors worked alone, writing conceptually and refining the analysis of the blog responses. All phases were group-based decisions. To analyze the blog responses, we used Crocodoc, a digital tool for real-time collaborative spaces that allows for responding to documents posted online.

Blog Prompts

Our writing team dialogued using these six prompts:

1. What do you think schools and universities might look like midcentury?

2. What trends and forces currently impacting preparation and practice will be strongly influential by 2050? (Example: technological transformation of the world.)
3. What warning signs do we need to heed in the educational leadership field? (Example: deprofessionalization of educational leadership preparation.)
4. Who are midcentury leaders? (Example: developing human agency.)
5. What sociopolitical conditions will midcentury leaders face? (Example: developing social justice consciousness.)
6. What technology zeitgeist will prevail midcentury?

FRAMES OF MIDCENTURY LEADERSHIP ISSUES

We identified six educational frames for thinking about midcentury leadership: (1) sociopolitical–economic frame (subthemes: equity and democratic principles and sustainability); (2) technology frame; (3) 21st-century skills frame (subtheme: innovation); (4) accountability frame; (5) globalization frame (subthemes: partnership and collaboration); and (6) change frame. While the themes overlapped, the nexus of sociopolitical–economic issues, technology, and leadership preparation dominated the blog responses.

1. Sociopolitical–Economic Nexus With Education

The sociopolitical–economic nexus with education was the most salient issue suggested in the blog posts. Myriad political, economic, and social issues that affect PK–12 and higher education were raised.

External political forces have a palpable impact on PK–12 schooling and higher education. The first decade of the new millennium has been marked by “sweeping changes” in education, largely due to the No Child Left Behind (PL107-110, 2001) act and the Race to the Top act (HR6244, 2010). One blogger lamented:

The great divide currently existing in the U.S. political system [yearning for a] more moderate climate that would allow educational leaders to engage with the community and school boards around legitimate educational issues rather than ideology and dogma.

Another felt that too much professional policy and practice is steeped in tradition and politics, not reflective decision making. While PK–12 education is the source of much of this concern, a foreboding sense is that federal and state regulations, along with pay for performance, are infiltrating higher education.

The corporate influence on education—a prevailing force in contemporary America— was seen as misguided, even bankrupt. One blogger declared that “the marketization of education” has posed these threats to schools in the first half of the 21st century: the decline and potential demise of public schooling; overly narrow and unresponsive accountability systems; and unethical and inappropriate uses of data. Another saw the government’s education initiatives as a function of the corporate sector’s “tremendous sociopolitical pressure.”

The bloggers viewed the corporate takeover of education as a warning sign of what will happen if power blocs assume complete control, as in:

With the sly guise of benefitting our students arise corporate education reformers with self-interest in hand, but the harvest doesn't benefit the students. They advocate policies that aid big corporations with profits from public education while diverting attention from antipoverty economics and breaking teacher unions that prevent their agenda.

There is an increasing influence and prominence of multinational corporations and the power and influence [is being] exercised by corporations and lobbyists, especially from the financial sector, over government.

While there was recognition of “education’s direct link to the economy,” resistance was expressed in response to the “trend demanding a business model responsive to market forces” in leadership preparation programs, compounded by “programming that is convenient to the consumer regardless of whether there is evidence of effectiveness.”

Market-driven, corporate pressures force many leaders to “market themselves and their schools” without concern for relevance or need. More neutrally, this “marketing” was seen as advocacy for education leaders. Threats to public education are disconcerting. One blogger indicted corporate reformers for attacking public education to promote their own agenda:

Under the guise of a national education crisis, the legitimacy and utility of public schooling will continue to be challenged, and public schooling itself will be threatened.

Another decried the “public relations assault on public education.” Attempts to destroy teachers unions and cut budgets also endanger public education, depleting its sustainability. These trends require that education leaders “articulate to the public the critical role of public education in maintaining democratic ideals.”

Leaders must be more politically active, articulate advocates of public education. Gone are the days when leaders’ concerns lay entirely within their campus. Instead, the leadership role

will continue to seep into more sociopolitical responsibilities, expanding their scope beyond the school building.

With greater force, “leaders must be actively engaged, expert participants in national policy debates” and stand up for what they believe is just.

The bloggers asserted that midcentury educators must influence the policies they believe affect their contexts. The requirement that future leaders be policy-driven and knowledgeable is important for leadership preparation. Faculty must cultivate—in our students—a proactive activist orientation.

2. Technology Nexus With Education

Unsurprisingly, all bloggers identified technology as a change catalyst in leadership. However, they did not connect to the sociopolitical–economic domain, although all wrote to both prompts.

Not unlike the education literature itself, education leaders may be struggling to connect sociocultural and technology issues. To provoke thought on this disconnect, we placed technology here, juxtaposing it to the sociopolitical–economic theme

Some bloggers commented on the fast evolution of technology and the digitization of their work environments. Heading toward 2050, technology will proliferate in unexpected forms as new markets and innovations spring up (Tareilo & Bizzell, 2012). The bloggers are witnessing virtual learning as a rapid growth market in education. By midcentury, these will be ubiquitous.

As time passes, students “in” our programs may be located at great distances; they will expect immediacy of contact and feedback. They will “meet” as if in the same room. Sophisticated translation technology will allow students to be taught in their native tongues and for Spanish to be widespread. As technology advances, the curriculum offered will drastically change, along with instructional strategies and modalities. “Metaverses, such as Second Life¹ [software allowing users to create virtual objects and digitally interact within an online world], will become sophisticated. Educators, the bloggers all thought, will develop ways “to incorporate the potential of the virtual dimension to provide currently unimaginable opportunities” for learning. A blogger shared,

I predict that by 2050 successful educators will be highly skilled researchpractitioners. Our leadership preparation and practice must emphasize researchbased, innovative, cost-effective educational approaches.

Bloggers referenced the “many forces currently impacting preparation and practice” they think will be strongly influential by 2050. One drew attention to the

Revolutionary effects of the information age as the most dramatic because they undergird most of these trends in education as a catalyst for change in policy and practice.

Blog examples include the green movement and evidence-based practice.

The bloggers and the coauthors all expressed concern that while education has been transformed since the first computer, many U.S. schools are stuck in the industrial era (Tough, 2012). Outdated practices are traditional lecture styles and top-down ways of leading. Perhaps consequently,

Too much of the nation’s professional policy and practice is based on tradition or politics rather than reflective, data-based decision making.

3. 21st-Century Skills Nexus With Education

Leaders must try to discern what the future will bring and emphasize 21st-century learning. They will need to cultivate new thinking for students, be a role model for others, and use the expected knowledge and skills for thriving by “reflecting the changes in our world.” Leaders will perform across platforms of leading, teaching, and modeling, as they will be

Responsible for helping practicing teachers not only to learn these 21st-century competencies but also how to teach and model them.

This is no small charge, requiring that leaders be “nimble problem solvers” and “strong communicators, consensus builders, and team builders.” As such, leadership preparation must be about—quoting the bloggers—“modeling, embodying, and intentionally teaching 21st-century skills.”

Innovation. Innovation values creativity, imagination, and entrepreneurship development in people and institutions. The bloggers believe that we must use innovative approaches to teach practitioners to be innovative.

Innovation is inextricably linked to economic well-being and cost-effective educational approaches.

Additionally, leaders are

Responsible for developing more entrepreneurs and future CEOs by teaching them to create and develop ideas.

Thus, leaders have responsibility for the economic future of the U.S. and the development of business leaders. The potential tension between an anticorporate sentiment in the blog responses, which prevailed, and a pro cultivation of business leaders’ argument within the education leadership arena, fleetingly mentioned, was not addressed.

Innovation is vital for anticipating rapid change—it can be leveraged to alleviate significant problems in education (e.g., tracking, dropout). The bloggers gave alternative courses of action for how educators do schooling: upending “traditional track high school curricular programs”; providing flexible alternatives for students so they stay in school; offering “mini-sessions and hybrid courses” in PK–12 and higher education; and “shaping delivery techniques” as well as “preparation and practice.”

Indeed, the bloggers communicated optimism, hoping that positive changes will manifest in how people experience schools and how systems evolve:

We are likely to see more of these same kinds of changes in education structures and functions as well as other rapid avant-garde approaches to learning.

A strong caveat of the bloggers is that not all avant-garde approaches are good and that complications ensue from changing outdated systems:

In the coming decades, we will continue to grapple with the promise and pitfalls of innovation in education systems, including issues of quality and equity, especially around so-called school choice, for-profit schools and universities, and online learning.

The pathway of innovation will conjure up the very past being left behind:

We will stumble and falter between playing fast and loose with students' futures in the name of innovation and holding blindly to anachronistic institutions.

Good judgment will guide innovation and avoid actions that jeopardize student learning and entrench failure in impoverished schools. Additionally, issues of not only quality but also fairness factor into discernment about innovative change. Supported schools can make gains as idea generators, connectors, and resource attractors.

4. Accountability Nexus With Education

Blog commentaries ranged from bleak to optimistic.

Accountability systems that are too narrowly focused on reading and math standardized test results and penalties will plague and constrain schools, especially high-need schools.

We will develop tests that offer more 'stretch,' that respond dynamically to student responses, and that more accurately and reliably identify student strengths and needs.

Moving forward, another urged attention on “the call to serve the whole child.”

While most bloggers considered high-stakes standardized testing in PK–12, a few referenced accountability in universities, concerned that

accountability, oversight, and federal and state regulations, along with pay for performance, are coming to higher education.

Accountability was connected to equity and democratic principles, suggesting benefits for well-being from an education that fosters social action. Bloggers envisioned that

We will reaffirm our commitment to a system of public schooling focused on excellence, equity, and caring. We will replace current accountability systems with more nuanced, responsive approaches.

Data used for accountability purposes was viewed as potentially consistent with a justice orientation, together with effective educational practices:

We will recognize both the promise and limitations of data and use them judiciously and ethically to inform practice.

5. Globalization Nexus With Education

Globalization was understood as a major sociopolitical–economic trend affecting American education. The bloggers expressed compatible values, such as ensuring that nonU.S. citizens and non-mainstream cultures have equal opportunities in life.

Bloggers gave weight to student achievement comparisons on an international scale. They referenced countries that have high-quality education and no high-stakes testing, such as Finland's educational system in which teachers are revered. A positive prediction relative to international relations was that

our students will collaborate with one another across cultures in ways that nurture profound growth.

International collaborations between virtual strangers are becoming commonplace and will likely be normative in higher education. One blogger signaled the possibility of leadership faculty as international researchers:

We will conduct empirical and theoretical research with people across the globe whom we have never 'met.'

Such global trends suggest that not just the university culture could get better. When leadership supports educationally centered globalization, schools benefit:

Educational systems around the globe have flourished directly due to education leaders responsibly encouraging facets of globalization with new ideas, connections, and resources.

Partnership and collaboration. Partnerships and collaboration are essential for producing a more global interface for schools that attract resource specialists for supporting the learning of all children. About who midcentury leaders are, one blogger wrote

They will be able to spot trends and build collaborative partnerships across communities and institutions.

They will be adept at partnering:

Schools will be centers for social services and social workers, medical professionals, and educators will collaboratively work to support family needs.

Regarding higher education, another blogger conceived of the need to

cultivate collaborations with communities, districts, and our colleagues [with a resulting] synergy from these connections [that] will help us be responsive and help students foster connections.

6. Change Nexus With Education

As the U.S. moves toward 2050, leaders must change to remain viable:

Leaps in thinking are desperately needed to ensure that a sustainable and reliable education will be available that citizens may count on for their children and grandchildren's quality of life.

The technological methods connected to social justice thinking from the blog responses exemplify

How our professional practice has evolved dramatically and quickly, and how that practice will continue to change at a geometric pace. Educators are indeed expected to be adaptive and technologically savvy, computer literate, and highly skilled information users.

An all-consuming development in the 21st century is the “increasing influence and prominence of multinational corporations” and their capability for reducing the authority of nation-states. As the pace of change escalates, “Midcentury leaders will be those with skills that transcend rapid change.” The hope is that future leaders will perpetuate the change they want to see.

RELEVANCE FOR LEADERSHIP PREPARATION MIDCENTURY

As leadership programs change, the implications for our field in preparing tomorrow's leaders abound. Those able to market themselves and their schools in diverse cultures and malleable networks broadly will have influence. Successful leaders in 2050 will be charismatic, dynamic, and adaptive change agents who possess a resounding belief structure. They will likely be confident, visionary, courageous, humble, and service-oriented. Advocates may draw inspiration from the community and attract the influence of unofficial leaders. Midcentury leaders may have less of a proclivity for acquiescing to authority figures whose power is strictly role based (English et al., 2012).

Whether human relations has an enduring foothold in leadership preparation is unknown. The radical shift in core values expressed by the bloggers as numerical indicators of student outcomes that bypass real learning elicited deep discontent. Amidst this conflict, a drastically rewired, market-driven education system is here to stay. A blogger's lament is that

The current trend of demanding a business model responsive to market forces will continue to exert influence on preparation programs.

Decisions faculty make today could significantly affect midcentury leadership and schooling. How faculties choose to address trends in their programs by dealing with the human relations–market demands tension suggests different opportunities. The bloggers warned of negative fallout from heaping accountability demands on schools. Real student learning could be lost in aggregated test score profiles. Qualified leaders could abandon education in droves (Johnson & Donaldson, 2007).

The quality of leadership preparation programs will be affected by the disproportionate hiring of part-time faculty (Hackman & McCarthy, 2011). Administrators who hold licensure but from outside education may infiltrate distance delivery programs. As the years advance, insistence

may escalate that school leaders do not require teaching or administration backgrounds. Leadership credentialing in education already accommodates corporate and military backgrounds. Leadership training does not necessarily translate to the education field or qualify professionals to educate future leaders.

Based on the blog responses, we are more aware that as we prepare leaders for tomorrow, these priorities will need to be better addressed and connections made. These issues require thoughtful integration into how we prepare leaders and how future professors might develop prospective leaders. Thus a question we pose to researchers is, how might faculty leaders better integrate sociopolitical goals with other prevalent trends, such as in the technology and accountability, with positive momentum for leadership preparation?

Some leadership preparation programs lack vision. Overusing temporary staff and misusing courses are problems. Because many professors are invested in a total-program approach to preparing school leaders, we advocate for more such hires. A challenge is how to accomplish this goal with fewer full-time faculty members covering more of the core course content. One of us teaches a course on the organizational management of schools. This overstuffed bushel contains *all* the content to be taught in the program and accreditation standards.

Another point is that collaboration in higher education (e.g., coteaching, coauthoring) is said to be highly valued but many work in silos. Whether professional isolation can be overcome is crucial for the viability of schools ((Johnson & Donaldson, 2007) and leadership preparation. About our institutional lives, we wonder why it has proven difficult to collaboratively work on our practice even though community-building is what we urge our school counterparts to do. In the future, faculty must act on our own messages. As a model, our scholarly community, consisting of new and senior professors, offers a unique and innovative approach, which has value in itself

Another tension is that while many leadership students want online learning options, others believe that quality learning necessitates face-to-face (f2f) contact. Superintendents are influential; consequently, many U.S. programs are hybrids that enable interaction and career networking. Hybrid delivery may continue, highlighting technology use, alternative scheduling, and creative options. A goal is for courses to be amenable to transcontinental online platforms.

The breadth of diversity for leadership programs includes the emerging role of nontraditional leadership candidates. Tapping people from diverse backgrounds will help foster equitable education more broadly (Shah, 2010).

FUTURE RESEARCH AND ACTIONABLE DIRECTIONS

We have been good at dreaming in the U.S. and valuing intellectual freedom and innovation. One such dream for educational leadership is to restore human agency by taking back our institutions and ownership over our livelihoods.

It is time to exercise the potency of dreaming even as impending forces of corporate takeover besiege us. Ironically, we gain more of a foothold by learning how opponents wield power.

Attacks on public education prevail: The managerial class pushes for centralized control and more tests that are rigorous and neoliberal corporations try to shut down public education while spreading seductive discourses of competition, freedom, and choice (Kumashiro, 2008). Instead, we must reflexively consider what we see as the future for leadership preparation, juxtapose it with what we believe education preparation should be, and then with conviction work to enact our desired future.

Because of the corporatization of leadership preparation, there is a strong sense that online leadership preparation programs *are* the future. While we are skeptical about the quality of online programs, we are testing that direction through a fully online statewide cohort that models socially just leadership and curricular innovation (Hewitt, et al., 2012).

Because how we think about the future informs what we do, and what we do reinforces that expected future, we must consciously move toward the future we want. A reliable role for senior faculty is to help junior faculty research ideas about the future and what we believe that future should be and how we can work to bring about our desires.

Finally, we encourage researchers to experience blogosphere communities first-hand. Research about the future of education and leadership preparation will propel intentionality about where we *are* heading and where we believe we *should be* heading. Consider that this is the first time the junior faculty authors have participated in a blogosphere study. They cite numerous benefits, validating core values about education, collaboration, practice, and advocacy. Takeaways from this project as future-minded collaborators reinforce stepping out of one's routines and theorizing about a subject that shapes our practices. They have learned to think about the future and affirmed that they can affect the future. Having unpacked ideas from different perspectives, they are more attuned to their generative capacities. They feel empowered to create a similar type of collegiality within their own domains.

These roadmaps for future research underscore that other researchers can participate in blog-based discussion about their thoughts and experiences and share outcomes at technological or f2f associations. Forethought and positively influencing education for future generations is our collective responsibility and binding commitment.

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