



CyberEnglish



Integrating web technology into traditional English curriculum

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A web-based class would, of course, best be explained on the web. And it is. The purpose of this handout is to give you something tangible to take with you. A list of specific web pages I'm referring to is at the end of this sheet. This handout is also published online for future reference: www.mshogue.com/ce9/Business/cesa7.pdf

Three basic tenets of CyberEnglish:

Make it public

- Students publish work on web pages they design.
 - Audience shifts from teacher to a real/authentic audience.
 - This shift's eventual effect is that students write to please themselves.
 - Making it public creates an intrinsic need for revision.
- Teachers make their work available for others to share/use.
- Course documents online empower students and parents.

Peer review

- Students use the Internet, Word software, and email to review each other's work.
- The web enables students from different schools to connect with each other for review (and online discussions, too).
- Telementoring/cybermentors/web pals: adults (teachers, education students, or anyone interested) can serve as reviewers for student work.

Pass it on

- Teachers share their knowledge with others.
 - I learned from Ted Nellen—others have learned from me.
- Student models are online for others to learn from.

Constructivism:

CyberEnglish gives students more opportunities for self-directed discovery through choice and open-ended projects. CyberEnglish functions best when students are finding their own paths to meaning. There are still some noticeably traditional elements to my course, such as whole class instruction for a novel first quarter.

Something I added to the concept of CyberEnglish when I began teaching it in 2001 was self reflection through student cyberjournals. In monthly cyberjournal entries, students write about how using computers in English class affects/changes/enhances their learning. This metacognitive activity has some important benefits:

- Gets students thinking about their own learning and their part in it.
- End of year reflection: students are often surprised by how much they have learned and how much they have grown over the year.

What students write in cyberjournals also reinforces the tenets of the class. For example, Mandy's response is evidence that "making it public" creates an internalized need for revision. The question was, "What steps have you taken to revise the work you have published on your web? Why did you decide to make these revisions?" Mandy wrote,

I have looked over my previous works from past web projects and essays. I have changed some of the word choice and sentences so that they made more sense or added to the topic. I have even added or deleted paragraphs. A lot of people see no reason to change and revise [their] work because, well, it doesn't increase [their] grade. Why would [they] want to put out extra work for nothing in return? [My] answer is, I improve my writing. I enjoy just sitting down and writing up a few paragraphs. When I compare my work to someone else's, I know I need to get better. The only way to do that is revise. I can see what I did wrong and change it. I can learn from my mistakes. So even though that doesn't boost my grade up a few points I get help with something that I enjoy to do. That seems like something in return to me.

Granted, Mandy is a writer, but her response is somewhat typical of what students write. They come to understand that revision is important. No one wants to look ridiculous in public.



Links



www.mshogue.com

From here you can get to all my class sites. It is also easy to see my commitment to technology in English from this page. There are some nice tech related links here, too.

About me: <http://www.mshogue.com/about.htm>

<http://www.mshogue.com/ce9/index.htm>

Home page for CyberEnglish9. This site is like an open file cabinet and includes the course syllabus, unit plans, unit handouts and assignments, and a course calendar (especially nice for parents). The chalkboard page is where I post links to current assignments. There is also a site contents page for help in navigation.

About CyberEnglish

Philosophy: <http://www.mshogue.com/ce9/Business/philosophy.htm>

A Parents' Guide: <http://www.mshogue.com/ce9/ce9/index.html>

About CyberEnglish: http://www.mshogue.com/ce9/Business/about_CE9.htm

NCTE National Convention (2004): <http://www.mshogue.com/ce9/indy/index.htm>

NCTE National Convention (2004): <http://www.mshogue.com/ce9/pitt/index.htm>

Article from November 2004 *English Journal* :

<http://www.tnellen.com/ted/indy04/EJ0942CyberEnglish.pdf>

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