

**Title of Session:** WriteTalk: Best Practices in Writing - Multiple Intelligences

**Moderator:** Sandra Shattuck

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Room: WriteTalk Group

**BjB:** Welcome, everyone, to today's WriteTalk discussion!

**BjB:** we usually start all the Tapped In discussions with introductions. Please let Sandra know where you are located and what you teach or hope to teach.

**AnnamarieB** joined the room.

**FredK:** I am a literacy tutor in SE Oklahoma

**BjB:** welcome, Annamarie. We're just starting introductions

**EmilyAk:** I am a graduate student at University of Mary Washington, in Fredericksburg, VA, and I am planning to teach secondary English

**MaryannDu:** I am an independent evaluator and researcher in Chicago. and a writer!

**ShayneTr:** I teach high-school art and computers in Toronto

**AlexisD:** I am in Baltimore City and I taught in Trenton, NJ and Baltimore.

**JohnMF:** Technology teacher in Northern Virginia. Working on my masters at George Mason University

**ChrisGM:** I'm a preservice teacher (elem ed) in Williamsburg, VA

**AnnamarieB:** I am a middle school language arts teacher currently on sabbatical

**DavidWe:** I'm David Weksler. I'm a HelpDesk volunteer in Tapped In and I'm in northern New Jersey, near New York City

**SandraS:** I teach college literature/writing and am in Huntsville AL

**SandraS:** is that everyone?

**AlexisD:** I'm currently not teaching- (working at ADP) and finishing up my masters of EdTech

**SandraS:** What a great group!

**SandraS:** Lots of expertise.

**MaryTu:** Hi, I am a PE teacher.

**SandraS:** Thanks, Mary.

**SandraS:** OK, so I usually start with a little spiel about the National Writing Project

**SandraS:** OK - quick intro...NWP started in 1973

**SandraS:** it's a professional development project and has about 190 sites at universities and serves primarily k-12 folks

**SandraS:** it's federally funded and has three major tenets

**SandraS:** 1) teachers are the best teachers of other teachers

**SandraS:** (no canned professional development)

**SandraS:** 2) teachers teach writing more effectively when they improve their own writing

**SandraS:** 3) writing is a fantastic learning tool across all subject disciplines

**SandraS:** The main project at each site is the Summer Institute

**SandraS:** Once a teacher attends a Summer Institute, he or she becomes what NWP calls a "teacher consultant" which means you can access all NWP institutes, writing retreats, conferences...

**SandraS:** Let me give you the URL

**SandraS:** there are a lot of resources and you can select a map of sites and see if there's a project near you

**SandraS:** <http://www.writingproject.org>

**SandraS:** go ahead and check out the site for a couple minutes and then come on back here

**SandraS:** OK, everybody back here now?

**MaryannDu:** yes

**JohnMF:** y

**SandraS:** Any questions about the National Writing Project?

**EmilyAk:** I'm back. I'm surprised I've never heard of it. Can educators attend conferences, for example the one being held in DC on teaching writing in urban schools, prior to completing a summer session?

**SandraS:** Yes, Emily.

**SandraS:** Emily, some of the gatherings are only for NWP folks involved in certain projects.

**SandraS:** Other gatherings are open to more people. I'd need to check on the DC one...

**SandraS:** There are several national initiatives

**SandraS:** One I'm involved with is the technology initiative.

**SandraS:** For the third summer, we'll be having a Writing and Technology writing retreat in Nebraska

**SandraS:** Teachers will come to write about how they use technology to teach writing

**SandraS:** That's another thing NWP promotes...teachers as researchers and writers and reformers.

**SandraS:** Any other questions about NWP?

**MaryTu:** Sandra, how do you feel about intergrading technology into classrooms.

**SandraS:** yes, yes, and yes...that's my answer, Mary

**SandraS:** actually, your question, Mary, is a great segue into the topic for this evening

**SandraS:** BJ had posted a link to an article about paying attention to multiple intelligences when devising journal writing prompts

**SandraS:** and I think technology can help to encourage students of various learning styles

**SandraS:** let me give y'all the URL

**SandraS:** it's a short short article consisting more of a list of ideas

**SandraS:** if you could take a look and then come back here, we'll talk about multiple intelligences and technology and writing

**SandraS:** here's the link

**MaryTu:** Do you think that the teachers attitude toward intergrading technology is one of the biggest problem to why the program hasn't been a success?

**MaryannDu:** <http://www.tolerance.org/teach/activities/activity.jsp?ar=603>

**EmilyAk:** I'm actually very excited about being introduced to NWP. Obviously, as a pre-service teacher I have no experience teaching. I don't know how much I could contribute to the conferences but I'm sure I could learn a lot.

**SandraS:** Thank you, Maryann!

**SandraS:** That's the link...

**MaryannDu:** np

**SandraS:** Absolutely, Emily...it's a fantastic network

**ShayneTr:** What wonderful journal ideas!

**SandraS:** They're great, aren't they?

**SandraS:** OK, is everybody back yet?

**FredK:** Good ideas

**AlexisD:** yup

**MaryannDu:** yes

**JohnMF:** y

**EmilyAk:** I think that those are all great ideas. It's much more meaningful to students when they write about something that they can relate to.

**AnnamarieB:** I am back

**SandraS:** I agree, Emily.

**SandraS:** OK, any other initial reactions to that short article?

**MaryannDu:** ideas are great. and I like that some of them have ideas for thinking differently and for producing something different

**SandraS:** I agree, Maryann.

**SandraS:** OK, I'm going to relate this to my own writing...

**MaryannDu:** but I also think that they could go farther. like the music one. a product like a ppt with the music etc would help to create a story

**SandraS:** I totally agree, Maryann!

**SandraS:** I was hoping someone would say that....that the ideas can go farther, especially if one incorporates technology

**AnnamarieB:** Or what about an autobiography with your own life sound track?

**MaryannDu:** yes!

**SandraS:** ooh...that is soo cool, Annamarie

**MaryannDu:** that is super.... makes me want to do it

**SandraS:** fortunately we'll all have transcripts of this talk, so we'll have these ideas written down...

**SandraS:** so although these are journal prompts, they could also lead to longer or more in-depth writing ideas...

**SandraS:** like a digital story...

**AnnamarieB:** I love to find pictures of cultural events and the students write about what is happening

**ShayneTr:** Digital Portfolio

**EmilyAk:** Students could create a doodle presentation. That would be interesting.

**SandraS:** yes...visual and linguistic

**MaryannDu:** very

**SandraS:** a doodle presentation...what would that look like? intriguing...

**MaryannDu:** could be almost anything.

**MaryannDu:** doodles happen in steps.... more is added

**MaryannDu:** so a flip book...

**SandraS:** oh, cool

**MaryannDu:** or a poster with doodles sorted by... something

**SandraS:** I also like the idea of just playing music and writing while one listens

**MaryannDu:** (analysis)

**MaryannDu:** yes

**SandraS:** meta-doodles!

**MaryannDu:** lol

**EmilyAk:** I was thinking about that. What if students were to scan different doodles that they created and then put them onto a PowerPoint presentation. Students would have to use their creativity to analyze what their doodles mean. The teacher could have them doodle for a while before telling them what the objective was, so that their doodles would be more authentic. I don't know? Just an idea:)

**AnnamarieB:** they could animate their doodles too

**MaryannDu:** take the doodles and have students write about what they think the person is like who did the doodle.

**SandraS:** very cool

**FredK:** I have a couple resources <http://www.gigglepotz.com/mi.htm>

**FredK:** and <http://www.resourceroom.net/index.asp>

**MaryannDu:** yeah

**SandraS:** fantastic resources, Fred! thank you very much.

**ShayneTr:** Thanks Fred

**MaryannDu:** thanks

**SandraS:** I like the idea of doodles because they're usually forbidden...

**MaryannDu:** but so natural and common!!!

**SandraS:** I use a literary circle mini-lesson idea called "passing notes"

**FredK:** This one is a bit different <http://www.allkindsofminds.org/>

**SandraS:** students discuss a text through writing notes...like the ones they're NOT supposed to write in class

**ShayneTr:** That's so cute!

**SandraS:** great resources, Fred

**AlexisD:** these are great

**ChrisGM:** what about taking the same doodle and copying it at different angles and passing it out to students and having them write about the same doodle from different perspectives....could be an interesting lead in to differences in perspective

**SandraS:** it really gets students discussing reading on a deeper level while also playing

**SandraS:** ooh, I like that Chris

**SandraS:** one teacher at the institute last summer had us all draw our dream houses

**SandraS:** then we set them out and other people picked them up

**SandraS:** without knowing the artist

**ShayneTr:** In visual arts, I have students sign a "guest book" for each other student, saying what they like about the print, etc.

**SandraS:** the person who picked up the house then wrote about what kind of person they thought lived there...

**MaryannDu:** once I had a third grade class and they decided that they would be silent for a whole day and everyone would have to write everything. very hard, but fun. the principal came in and the kids took him a note.

**SandraS:** wow...two great ideas...Shayne, would you please talk about the guest book, and then Maryann, please talk about the silent day...

**EmilyAk:** That's a good idea, Sandra. I like that project because it incorporates creativity and analytical skills.

**SandraS:** I agree, Emily...also multiple intelligences...visual/spatial/linguistic

**MaryannDu:** Shayne, does each child have their own guest book?

**ShayneTr:** Each student created a guest book and put it beside the prints they made (grade 11 art). Students had to go around the room as if it was a gallery and comment on the work.

**MaryannDu:** I like that

**SandraS:** Shayne, that's such a great way of using writing across the curriculum...

**SandraS:** what did the students think of the guest books?

**SandraS:** I could imagine doing something similar in other subjects...maybe science?

**ShayneTr:** Oh they liked moving around and not having to do "public" speaking, which often makes them nervous.

**MaryannDu:** yes, maybe after reports or demonstrations, something about what I learned

**SandraS:** ah...yes...another way technology allows different kinds of students to be more involved...

**EmilyAk:** I am currently filling a long-term substitute in fashion. I could definitely incorporate that idea into a number of our projects.

**SandraS:** Maryann, how did third graders decide to have a silent day?

**SandraS:** great, Emily!

**MaryannDu:** I taught in an individualized prescribed instruction program from Pitt. and the kids were very used to working indep. and in groups. and one day they were talking about how they talk, etc. and someone said. let's not talk for a day. let's write everything. and they all said yeah, so we did.

**SandraS:** wow...

**SandraS:** how did the day go? what did they learn? what did you learn?

**MaryannDu:** it was hard. because if you need help, and you have to write the question what do you write.

**EmilyAk:** It's surprising that third graders would stick to that.

**SandraS:** I love that they took a note to the principal..

**MaryannDu:** they were very autonomous

**ShayneTr:** I love that they were quiet

**MaryannDu:** lol

**EmilyAk:** I know, Shayne. I'd like to try that with my 9th graders!

**SandraS:** seems like some great poetry could come out of such a day...

**MaryannDu:** so they would write, I can't do this math problem.

**MaryannDu:** yes

**MaryannDu:** and I would write, what seems to be the problem?

**MaryannDu:** and when you have to get specific, it is hard.

**MaryannDu:** and to explain with no words is very hard.

**EmilyAk:** How would you conduct lessons? Use an overhead?

**MaryannDu:** it was very fun

**SandraS:** wow...demonstrates how writing can help work through learning?

**ShayneTr:** What was their feedback at the end of the day?

**MaryannDu:** each child already knew what to do all day everyday. most work was indep or in groups. and we had a calendar for the day.

**MaryannDu:** so there was no problem with time.

**MaryannDu:** I would point to the chart, spelling time.

**MaryannDu:** and write on the board. Let's write the spelling words.

**MaryannDu:** and the kids would hand me notes.... lolololol

**MaryannDu:** you can't say themmmm

**ShayneTr** laughs

**MaryannDu:** so it was fun, and we learned that spelling would have to be tomorrow

**MaryannDu:** when we did a small group, I would write everything

**SandraS:** Maryann, what did you learn from the experience?

**MaryannDu:** like maybe correcting a worksheet

**MaryannDu:** one thing was that kids are very resourceful and like challenges.

**SandraS:** wow...what a great thing to learn...

**MaryannDu:** second that some things are very difficult to convey because we use words and gestures to get meaning across

**MaryannDu:** like explaining a math problem.

**MaryannDu:** so it took more time.

**MaryannDu:** one step at a time. and really thinking about what I needed to write, not just show.

**EmilyAk:** I could incorporate an activity like that into a high school English class. For example, if we were discussing the tone in writing, that would be a good way to have students practice using different tones. It could work, somehow, I think.

**MaryannDu:** I had to really draw it out

**SandraS:** did any students make connections to differently abled students?

**SandraS:** yeah, that could work well, Emily

**SandraS:** like insights about what it means not to be able to speak?

**MaryannDu:** oh yes. but this was in the 70's and there was less labeling. but in the classroom they were very connected to each other and to each other's needs

**MaryannDu:** oh, maybe. I don't remember that though

**MaryannDu:** yes, to work you have to be able to have a reason for it. that will lead somewhere

**SandraS:** that makes a lot of sense, Maryann

**MaryannDu:** my reasoning was that this was a very bright group of kids, in the mountains of w va and they liked challenges

**SandraS:** in other words, such an exercise needs purpose...not just doing it for the heck of it

**MaryannDu:** yes

**SandraS:** I also think it's important that the idea was student-generated

**SandraS:** let's bring this conversation to our own writing...

**SandraS:** I've recently done a lot more drawing in my personal journals

**SandraS:** and I find it helps my writing immensely

**MaryannDu:** now, I do think that you can implement it almost anytime.

**SandraS:** does anyone else use journals for their own writing?

**EmilyAk:** Teachers who work in school with available technology are very fortunate. There are so many different activities that can be modified to be created using it (technology). I believe that the students enjoy using it more, especially since they're growing up in a generation of video games and other advancing technologies. Hand writing papers is old-school to them.

**MaryannDu:** thinking back on that experience I realize that it made me aware of thinking about planning. and writing more clearly what I was doing.

**MaryannDu:** I journal for a variety of purposes.

**DavidWe:** for example?

**MaryannDu:** and I would love to be able to draw.

**MaryTu:** Although hand writing papers might be old, but it is dependable.

**SandraS** can't draw but does so anyway

**MaryTu:** It is also good that the students are up to date on technology too.

**MaryannDu:** well, I journal about what I think about teaching, and I journal about faith, and I journal in a book I am doing for my daughter, just for her. with pictures, and stuff. but notes to her.

**MaryannDu:** lol

**SandraS:** I agree, Mary... I think the key is flexibility

**EmilyAk:** I try to write in a journal every night. It's not academic-related, however it improves my writing because it's the only time that I get a chance to write informally and creatively often.

**DavidWe** smiles

**MaryannDu:** yes, and it makes me more able to think when I have been writing.

**SandraS:** excellent...so when we ask students to journal, we're not just whistling Dixie...

**MaryannDu:** well, for us it is purposeful.

**MaryannDu:** are we sure that the kids are doing and moving and growing

**SandraS:** in other words, how do we give purposeful journal prompts?

**MaryannDu:** yes

**EmilyAk:** Back to learning styles, I think that students would write more meaningful entries if they felt more of a sense of ownership of their journals. Decorating the outside and being allowed to write in different fonts and colors would make them appreciate the experience more.

**SandraS:** excellent question...how do we give purposeful journal prompts? so that students know journal writing is not busy work

**SandraS:** I agree, Emily...

**SandraS:** and we're right back with different learning styles...artistic, visual...

**MaryannDu:** some times my children had journals in schools and there were no prompts. just a goal to write everyday for yourself. as I reread them, you find patterns, and you see growth. you see that it was theirs.

**EmilyAk:** Relate it to current events, their personal life, a controversial issue, something personal like a diary entry, let them write about their bad day.

**MaryTu:** You make a good point Emily.

**MaryannDu:** yes

**SandraS:** this is also where all subject area teachers could incorporate writing...just journaling about subject...no need to grade...

**ShayneTr:** Do you ever let them share entries? And do you as a teacher comment on their entries?

**SandraS:** great questions, Shayne

**MaryannDu:** and maybe it is more about why write, then write this. more about what a journal will be for you

**SandraS:** I use blogs precisely so students can share

**SandraS:** I agree, Maryann

**MaryannDu:** yes. I think the nature of journals is private,

**SandraS:** some teachers talk about allowing students to fold over pages they don't want the teacher or other students to read...but still sharing other pages

**EmilyAk:** I would not force anyone to share their journal entries, however many students enjoy it.

**BjB** . o O ( before I forget...the next WriteTalk discussion is March 8 )

**SandraS:** Thanks, BJ!

**ShayneTr:** Have you ever felt compelled to act on what a child has written?

**MaryannDu:** so defining a journal and how you can make it yours is more important than content

**SandraS:** I agree, Maryann.

**SandraS:** That's a difficult one, Shayne.

**EmilyAk:** The purpose of a journal is to motivate students to write.

**MaryannDu:** yes.

**MaryannDu:** but

**MaryannDu:** if a child writes something that is a red flag. I would talk to the child first.

**SandraS:** I've heard teachers talk about warning students if they write about illegal stuff, or harmful stuff, that they will need to take action..

**MaryannDu:** I wouldn't in that case, because it could be fiction...

**SandraS:** good point, Maryann

**SandraS:** OK, folks we're at the end of the hour

**MaryannDu:** but, child abuse, etc

**EmilyAk:** I hate to say it, but I have a little hostility towards English teachers who hand out a lot of worksheets and busy work. I think that's one reason that students dislike English so much.

**ShayneTr:** Thanks Sandra!

**MaryannDu:** thanks

**SandraS:** Thanks sooo much to everyone for showing up and for giving so much...great resources, ideas.

**MaryannDu:** Emily... me too!!!

**JohnMF:** Thanks guys, I didn't have much to contribute but enjoyed the comments

**EmilyAk:** Thanks a lot, Sandra! I'm glad I learned about the NWP.

**DavidWe:** Good job, Sandra

**ShayneTr:** Bye!

**DavidWe** did his best to highlight NWP the past several days

**FredK:** Thanks Sandra. It gets better and better

**SandraS:** If you have something you want to discuss in WriteTalk, just post it to the group discussion!

**SandraS** bows to Fred

**BjB** hugs Sandy. Thanks!

**MaryannDu:** bye

**SandraS:** thanks, David!

**MaryTu:** Thanks, I really enjoy this workshop.

**AnnamarieB:** Good night

**SandraS** hugs BJ

**DavidWe:** Several people, who said they were English teachers, were surprised to hear about WriteTalk

**DavidWe** . o O ( some new members )

**ChrisGM:** thanks, this was quite helpful as a preservice teacher

**SandraS:** oh, wow...thanks David

**DavidWe:** Sure thing

**SandraS:** I'm glad, Chris.

**DavidWe:** It helped that the discussion was today, since they were logging in earlier in the week

**EmilyAk:** I never would have known about it if my professor hadn't suggested that I participate in a Tapped In session.

**DavidWe:** Cool, Emily

**SandraS:** Glad you could participate, Emily!

**SandraS:** Thanks everyone! Have a good evening.

**SandraS** whooshes off on her hoverboard and flashes the peace sign.