



## Teacher Benefit Summary – from teacher perspective

1. Makes students more willing to speak out in class because they've already been acknowledged online by their peers – creates the confidence in students needed to verbalize their thinking in class
2. Makes class discussions more productive
3. Prevents/minimizes student copying
4. Increases student time on task
5. Increases amount of time in developing thought-to-word reflections and thinking
6. Influences and guides teacher "sense of direction" about what the class needs to be working on toward improvement, achievement, learning, etc.
7. Provides insight into their learning styles and how that will translate into class discussion and at a much earlier time in the school year
8. Gets kids writing more and more often
9. Raises the level of student discourse as compared to traditional class discussions
10. Extends class time by several hours per week
11. The social pressure component of kajour forces student thought that would otherwise not be forced – students have to grapple with his/her ideas and begin the discussion prior to class time by participating online.
12. The social pressure component also forces student thinking because students do not want to look stupid in front of their peer when they get into an in-class discussion
13. Breaks down gender and social barriers to student collaboration and participation
14. Forces thinking in ways that sitting in class does not.
15. Gives voice in the discussion to the more reflective or introverted students and encourages more reflection from all of the students – allows the teacher to hear the voices of all students
16. Stronger students model for everyone their methods of attacking the work and their perseverance toward a goal
17. Gives students a private setting in which to practice appropriate online communication that avoids attacks on others and inappropriate behavior
18. Students are exposed to the full range of thinking in the group – they see many models of great questioning and reasoning
19. Provides a means for students to do the kinds of recursive review of recorded ideas and communication that makes an idea stick
20. Gives the teacher much more control over classroom direction and student learning
21. Demonstrates for students that their ideas are a starting point for new knowledge creation and validates the value of their work, their thinking, their minds, their ideas, their growth

22. Changes how kids approach reading – they read other students online work not only for content but for clues about how to think about literature and how to think about each other’s thinking
23. The social nature of online assignments captures more students into engaging with class
24. Gets students into the readings faster and they internalize the readings more thoroughly because they’re engaging online before class
25. Provides an archive for students to go back to – to reflect on their own thinking and ideas as well as the ideas and thinking of their peers
26. Pushes students to process information more thoroughly in writing
27. Raises the level of student in-class participation, conversation, and thought at a much earlier time in the school year
28. Increases immediacy between assigned readings and student writing
29. Provides a positive social experience in which students scaffold each other with thinking and learning
30. Increases student willingness to take risks in their thinking
31. Reveals student gaps in knowledge in a socially constructed way so that the teacher can step in to clear away the confusion
32. Makes English class fun for students
33. Allows the teacher to “pick up” where students actually are rather than where the teacher thinks or assumes they might be
34. Students see and learn how others think – raises the visibility of everyone’s writing and thinking
35. The online collaborative experience provides students with a sense of what is possible in developing a response to an assignment and tends to scaffold students into stretching themselves to be better than they would otherwise be in their thinking, learning, and writing.
36. Eliminates the traditional excuses for not doing homework, such as I lost it, or the dog ate it – there’s no more faking when homework is public, permanent, and written
37. Students are more likely to question an assignment for understanding
38. Provides easy access to assignments
39. The Administrative Interface allows the teacher to make last minute assignment decisions and make it happen that same day – allows for more flexible usage of the site
40. Increases student responsibility – encourages or even forces students to take ownership of their actions (or lack of action) because their output and outcomes can be made public, or are immediately public within the overall classroom
41. Students realize the potential of connecting with non-local students and want to reach out for new and varied perspectives once they discover this potential
42. Helps the teacher engage in his/her own reflections on practice, which has a positive impact on actions & decisions in the classroom
43. Students can clarify understandings in a social way – eases self-consciousness of being embarrassed to ask questions in front of classmates.