

RESEARCH AREA & SOURCE	DESCRIPTION & MAIN FINDINGS / ARGUMENTS
Marketing / School Websites  <i>TechTrends</i> 49.6.p. 34 - 40	<p><b>Miller, S., Adsit, K. &amp; Miller, T. (2005) Evaluating the importance of common components in school-based websites: Frequency of appearance and stakeholders' judged value.</b></p> <p>This study investigated the importance users gave to the inclusion of various features on a school website. A list of potential elements for inclusion on a school website was prepared from the relevant literature. Using the list 70 public school websites in Georgia were reviewed to see which of the features were most often included. The list was then used to survey 44 teachers, 286 students and 305 parents from a public elementary school in Georgia. Participants responded using a five point Likert scale from not very important to very important to each of the potential website elements.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>• The potential features in order of frequency of use among the 70 websites were: physical location of school, faculty and staff, school calendar, mission statement, educational links ( for teachers / parents / students), PTA information, school news, breakfast and lunch menus, school rules and policies, grade level information, classroom level information, copyright information, student work samples, community information, curriculum and standards, homework information, internet use policy.</li> <li>• Only five of the 20 potential features were included in more than 50% of the sample websites</li> <li>• The items most often included were those that are relatively static ( ie – do not require updating very often) such as physical location of the school.</li> <li>• Features that were frequently absent were homework information, internet use policy, community information and curriculum - these features are much less static and demand frequent updates.</li> <li>• There was a high degree of consensus between the three stakeholder groups as to what was most worthy of inclusion</li> <li>• The school calendar was rated highest by all three groups and community information was rated lowest or second lowest by all three groups</li> <li>• Parents and teachers rated student work samples lowest, whereas students rated this much higher – possibly because of safety issues perceived by parents and teachers.</li> <li>• All three groups ranked homework information relatively highly, though it was rated lower by teachers than by students and parents - possibly because teachers do not have the know-how to post it on a website themselves.</li> <li>• PTA information was rated much higher by teachers than by the other two groups - possibly because teachers are aware of the benefits of parental involvement in schooling</li> <li>• Result summary - high ranks by all stakeholders - school calendar, homework information / high ranks by two groups of stakeholders</li> </ul>

	<p>- rules of conduct (teachers and parents) / high ranks by a single group of stakeholders - links for students, school newsletter, grade level information (students) – mission statement, faculty information (teachers) – curriculum, classroom level information (parents).</p>
<p>Teaching strategies / Brain research</p> <p><i>Scientific American Mind 18.4. p. 11</i></p>	<p><b>Sachan, D. (2007) Behave Yourself! Kids who can control their impulses do better in school.</b></p> <p>A study by Pennsylvania State University researchers of 3 – 5 year olds.</p> <p><b>Main Findings:</b></p> <ul style="list-style-type: none"> <li>• The ability to self-regulate (defined as the ability to pay attention to a task and inhibit impulsive behavior) was the best predictor of performance in math and reading in kindergarten, despite that fact that most people believe that intelligence plays the key role.</li> <li>• The researchers recommend that curricula should provide children with regular activities to decrease impulsiveness and instant gratification and promote attention and awareness of one’s own and others’ thoughts and feelings. Recommendations include activities that involve taking turns, paying attention for sustained periods and giving incentives for thoughtful responses.</li> </ul>