

# M E R I D I A N



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## Update on The Living Article

[Linda C. Greene](#)  
[North Carolina State University](#)

**Note to Reader:** If you have not yet read [The Living Article](#) from *Meridian's* Summer 2000 issue, click on the link provided to review the original article.

"The underlying goal of this project is to grow beyond using the Internet merely to disseminate knowledge. Rather, we hope to use this as a forum to engage in the process of creating knowledge."

In the last issue of *Meridian*, we began a project we entitled **The Living Article**, in hopes of beginning a new forum for scholarly discourse. As we noted in our introduction to that article, this is an experiment and we could not anticipate what response, if any, we would receive. At this point, we have received responses that fall into one of two categories. In the first category are responses that simply affirm the usefulness of the information presented and express appreciation for the article's message. Most of the responses we received fall into this category. While we are grateful for and encouraged by these messages, we will not reprint them here as they do not provide additional perspective on the topic at hand.

The second type of message we received involved examples of programs that are currently using web-based approaches to deal with some of the concerns expressed in our article. Unfortunately, we received far fewer of these responses. Since the additional information generated so far does not yet warrant a full revision of the article, at this time we will simply present to you the additional information we have gathered. For the time being, this page will serve as a bulletin board on which we will provide direct links to the responses we have received so far as well as new responses generated between now and the next issue of *Meridian*. In the next issue, we hope that we will have gathered enough additional information and differing perspectives to formulate a fuller development of **The Living Article**. For now, we look forward to continuing the collaboration with you on this project.

## Responses to The Living Article

February 7, 2001

Response from:

[iEARN: The International Education and Resource Network](http://www.earn.org/)  
(<http://www.earn.org/>)

[Deborah Felton, Parent Volunteer](#)  
Warren Township School System

January 10, 2001

Response from:

[Center for the Prevention of School Violence](http://www.ncsu.edu/cpsv/)  
(<http://www.ncsu.edu/cpsv/>)

[Elaine Harper, Project Coordinator](#)  
Conflict Management Project  
Center for the Prevention of School Violence

## How to Contribute Your Response

Responses may be sent in the body of an email message or as an attachment and should include your name and professional affiliation (work setting, title, etc.) as well as complete reference information for any material that you may cite in your response. Be sure to include any relevant Internet links so that we can include those as additional sources of information for our readers. If sending an attachment, please describe the type and version of software used to create the attachment and include contact information so that we may get in touch with you if there are any problems in reading the attachment. Send all responses to [Linda Greene](#) with the words "Living Article" in the subject line of the message.

We look forward to hearing from you.



[Introduction to Living Article](#)  
[References](#)

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## Update on The Living Article

February 7, 2001

Response from:

Deborah Felton, Parent Volunteer  
Warren Township School System

**I am a parent volunteer in the Warren Township school system. For about 3 years now I have been introducing I\*earn to the district. It is a fabulous way to involve students in productive use of the Internet. Every project is multidisciplinary and has a humanitarian component. I am disappointed that some of the administrators I must deal with do not fully appreciate their role in the development of children. I enjoyed reading your article very much. It supports and illustrates much of what I have been saying in our district for years now. "Don't" is not enough. Schools must "show" children and parents must "show" children what to do. Unfortunately many adults forget how they learned best. None of us would be able to speak or eat with utensils if we had not been shown "how to."**

**I\*earn shows children "how to" and enables them to make a meaningful difference in the world. We are doing the Child Labor Project this year. As part of the project we are raising money to build a school in a needy area. Students are able to collaborate with others around the world in a restricted moderated educational forum. I love it!**

**Regards,  
Deborah Felton**

[iEARN: The Internation Education and Resource Network](http://www.earn.org/)  
(<http://www.earn.org/>)



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## Update on The Living Article

January 10 , 2001

Response from:

Elaine Harper, Project Coordinator  
Conflict Management Project  
Center for the Prevention of School Violence

**Protecting students from an armed intruder is virtually an impossible task but "less violent acts" such as name calling, put downs, and insults can be more easily addressed. These actions are at the bottom of the Center for the Prevention of School Violence's violence continuum. According to the Center, school violence is any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder. If more attention is placed on these "less violent acts" being performed by students, it is possible that there would not be an escalation in acts such as murder and suicide which exist at the top of the continuum.**

**As stated in the article, a more useful approach to generate possible solutions to promote healthy development in middle school students might be to focus on what we want students to do. This can be accomplished by creating an environment where expectations are clearly stated, consequences are appropriately defined, and good decision making is reinforced. Furthermore, modeling appropriate behavior, performing self-assessments, and learning how to appreciate differences can be demonstrated through daily activities and infused into the curriculum. It is ludicrous to think that students will obey the Ten Commandments when many of their adult role models are not practicing them consistently. Middle school students need educators that continually address their own motives, actions, and beliefs and understand the affect that these have on their students' moral development.**

**The Center for the Prevention of School Violence is responsible for designing a conflict resolution-conflict management curriculum to enhance pre-service teachers' and administrators' skills in the area of conflict resolution-conflict management. Specific objectives of this curriculum address the need of pre-service teachers to practice self-assessment, model effective communication skills, and use various problem solving strategies to help improve the interaction, trust, and rapport between teachers and students. Additionally, the Healthful Living as well as the Guidance components of North Carolina's recommended Conflict Resolution Standard Course of Study have objectives that address the promotion of healthy growth and development for middle school students.**

Elaine Harper  
Doctoral Student, NCSU  
Counselor Education

Project Coordinator  
Conflict Management Project  
Center for the Prevention of School Violence

[Center for the Prevention of School Violence](#)

(<http://www.ncsu.edu/cpsv/>)



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**"The underlying goal of this project is to grow beyond using the Internet merely to disseminate knowledge. Rather, we hope to use this as a forum to engage in the process of creating knowledge."**

## Editor's Note: Introduction to The Living Article

[Linda C. Greene](#)  
[North Carolina State University](#)

A Living Article, as we hope to implement it, begins with the presentation of a strong and possibly controversial article related to the field of technology and adolescent education. The readers of the article are then asked to respond to what they have read in the manner of an open forum, using the resources of the Internet to collaborate with other readers. Our concept of a Living Article has evolved over the course of several years and through discussions with a rotating group of Meridian's Review Board members. The underlying goal of this project is to grow beyond using the Internet merely to disseminate knowledge. Rather, we hope to use this as a forum to engage in the process of creating knowledge. We want to expand the possibilities of academic collaboration to include the entire audience of Meridian. In so doing, we hope to create a new forum for academic discourse.

This Living Article is an experiment. As with any experiment, there are sure to be some glitches as we go along. There are bound to be some unforeseen problems. As we discover these problems, some of the information surrounding the Living Article may change. If you discover any such problems, we hope that you will make us aware of your discoveries and offer some potential solutions. Our hope is that this collaboration will inform not only the content of the article but the process of creating it as well.

The co-authors of this article are doctoral students in Counselor Education at NC State University who are also members of Meridian's Review Board. Since this project has been up for discussion for some time among the Meridian Board, we were unable to put this article through the same blind review process that is our usual policy for all Meridian articles. However, we have solicited feedback from our board members and faculty advisors prior to publication and we plan to document the process that we implement throughout the life of this project. We hope to make this documentation available to Meridian

readers in a future issue.

The content of our first Living Article focuses on the use of technology as a tool for promoting healthy adolescent development. We have used examples of school violence (particularly the incident at Columbine High School) to highlight the need for promoting healthy development among students. We have then used the literature on adolescent development to outline the age-appropriate developmental tasks for middle school students. The major question posed by this article is "How can we use technology as a tool to promote the successful resolution of these adolescent developmental tasks?"

In answer to this question, we hope to receive responses in the form of anecdotal evidence, relevant research in this area, and commentary on the topic from various points of view. As we begin to compile these responses, they initially will be reviewed (to ensure that they are indeed responses to the article) and then posted intact in a manner similar to bulletin board type postings. They will later be edited into the article and cited using links to the entire response. In this way, the article will evolve. We plan to maintain all versions of the article in an archive (linked from the most current version of the article) so that the process itself can be examined.

We hope that you will find the information presented both useful and thought provoking. We also hope that you will share the thoughts that the article has provoked with us. We look forward to the collaboration.

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| [Download .pdf file of this entire article \(Acrobat Reader needed for viewing\)](#) |

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## Technology as a Tool

### About the Authors

[Linda C. Greene](#), currently serving as Co-Editor for **Meridian**, is a third-year doctoral student in the Department of Educational Research and Leadership and Counselor Education at North Carolina State University. She received her Masters Degree in Counselor Education with a concentration in school counseling from NC State following undergraduate work in Psychology at the University of North Carolina at Chapel Hill. She has worked as a school counselor at the middle school and elementary school levels. Her research interests include career development, spirituality, and expressive arts therapy. Her goal is to pursue a career in academics that will include research and writing in the area of curriculum development and school counseling.

[Charlie Blackburn](#), a member of **Meridian's** Editorial Board, is a second-year doctoral student in Counselor Education at North Carolina State University. His research interests include developmental issues in counseling and intervention. A native of middle Tennessee, he graduated from high school in Lebanon, TN and then pursued his undergraduate degree at the University of North Carolina at Chapel Hill. He then returned to Tennessee to complete a Master's degree in Human Development Counseling at Vanderbilt University. Charlie has worked in a variety of settings to include psychiatric hospitals and wilderness programs. Most recently, he worked as a therapist with a focus on victim and perpetrator issues.

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