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**COUNTERING THE PETER EFFECT: BLOGGING AND TALKING
ABOUT CHILDREN’S LITERATURE IN TEACHER EDUCATION
CLASSES**

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Abstract

In this article, the researchers share results from an action research project focused on supporting teacher education students’ knowledge of children’s literature and identities as readers. The researchers present analysis of teacher education students’ blog posts about children’s and young adult literature, class discussion, and survey data. Analysis reveals that the teacher education students not only gained knowledge about a wide range of texts but that their own reading identities seemed to change through the processes of text selection and text review using an online, participatory, and open platform for sharing.

**Countering the Peter Effect: Blogging and Talking About Children’s Literature in Teacher
Education Classes**

“If they don’t read much, how they ever gonna get good?” This quote from Allington’s influential research from 1977 on the impact of independent reading for students could be asked of teachers today. As teachers and researchers of literacy, it is no surprise that we consider our reading identities central to our positions as teachers of reading and that our “books to read” lists cast a wide net from adult fiction and nonfiction, to books on pedagogy, to children’s and young adult literature. In our experience, it also less and less comes as a surprise when the teacher education students in our courses do not view their own reading lives as an integral part of their identities as teachers of reading. We are not alone in this recognition. Researchers find that many teacher candidates are unenthusiastic about reading (Applegate & Applegate, 2004; Applegate, Applegate, Mercanti, Mecgeehan, Cobb, Deboy, Modla & Lewinski, 2014, Daisey 2009,

Nathanson, Pruslow & Levitt, 2008). Further, their dislike of reading is often connected to negative school experiences where they read dense textbooks or did not enjoy the experience of analyzing narrative texts (Daisey, 2010). In addition, researchers found that students who were unenthusiastic readers were not necessarily poor readers but saw reading as a chore or task to be completed (Applegate & Applegate, 2004).

This creates the discouraging dilemma of teachers who have the responsibility to motivate and support students in becoming deeply engaged readers when they may not be engaged readers themselves. Applegate and Applegate (2004) used the term the *Peter Effect* to describe this dilemma drawn from the New Testament story of a beggar who approaches St. Peter and asks him for money. Peter responds that he “cannot give what he does not have” (Acts 3:5). Applegate et al. (2014) conducted follow up research confirming the alarming results that the Peter effect persists. In addition, they also found that, “One particularly disconcerting finding was the low level of enthusiasm for reading among education majors aspiring to teach kindergarten and first grade” (p. 197). Their research presents the field of teacher education, with a call to action--to break out of this cycle of disengagement towards reading and to develop instead what Ruddell (1997) refers to as *influential teachers* that have a profound and lasting effect on their students as readers.

“Teachers have both the unique opportunity and the daunting task of presenting themselves as reading role models in their classrooms” (Gebhard, 2006 p.454). Teachers’ reading identities matter. In examining results of their survey of in-service and prospective teachers Nathanson Pruslow & Levitt (2008) found that those who reported that they had a teacher who shared a love of reading in elementary school were more likely to be enthusiastic readers all those years later. It is easy to imagine that a teacher who shares enthusiasm for books can spur at least an initial desire for children to pick up a book. Victoria’s Kindergarten class would regularly clear the school library out of an author’s books after a fervid read aloud, but what effect does reading identity have on teaching practices? McKool & Gespass (2009) found that in-service teachers who read for pleasure regularly used best practices more often in their reading practice and were more likely to share insights from their own reading with their class. Similarly, Burgess, Sargent, Smith, Hill & Morrison (2011) that teachers with specific and broad knowledge of children’s literature were most likely to use best literacy practices in their daily teaching. Teachers who are readers not only share their passion, but, perhaps because of their interests in the text, also engage in teaching practices that support more than a love of reading.

This has left us with the dilemma of how to best support our teacher education students as readers so they, in turn, support and inspire the readers in their own classrooms to develop and expand their reading identities. In this article, we share an action research project conducted in three literacy courses focused on supporting preservice teacher reading identities through children’s literature blogs. Drawing from Lewis and Fabos (2005) we considered the ways identities, including reading identities, shape and are shaped by what counts as knowledge and who gets to make it, and designed (or rather redesigned) assignments in which preservice teachers were asked to be the knowledge makers in children’s literature.

Blogging and the New Literacies

We recognize that what it means to be literate and to teach literacy has changed and is changing. New technologies offer a variety of ways to interact, communicate, produce, and consume information. In particular, Web 2.0 tools (including but not limited to blogs, wikis, and social media) allow any user to create, edit, and collaborate with other users in shared space. This enables a transactional relationship between author and audience as the readers are able to comment on, and in some cases, edit content produced in these social venues (Hedberg & Brudvik, 2008; Karchmer-Klein & Shinas, 2012). The repositioning of reader and author also positions students and teachers in different roles as they both have the opportunity to become “critical consumers and active producers of text and curriculum” (Handsfield, Dean, & Cielocha, 2009, p.42). Additionally, we also recognize the influence of popular professional blogsites such as *The Nerdy Book Club* (<https://nerdybookclub.wordpress.com/>) and *The Classroom Bookshelf* (<http://www.classroombookshelf.blogspot.com/>) on teachers as communities of readers. As followers of these online reading communities, we wondered how we could use new technologies to reposition the readers in our teacher education courses to be critical consumers and active producers as they read and blogged about books.

We began to wonder, could we shift our students’ attitudes towards reading if we created a space for them to share their literate lives in a 21st century way? We leaned towards Muffoletto’s (2001) vision of educational technology: “educational technology is not about devices, machines, computers, or other artifacts, but rather it is about systems and processes leading to a desired outcome” (p. 3). In this case, our desired outcome was to support the teacher education students in our courses in reading widely, developing their identities as readers, and their voices as teachers of reading through blogging about children’s literature.

Methodology

This paper shares an action research project carried out by the authors in their respective courses: two sections of Early Literacy and a section of Global and Multicultural Readings in Children’s and Young Adult Literature. Each course took place at a small liberal arts college in the Northeast. The Early Literacy courses were comprised of a mix of students including teacher candidates pursuing their initial certification in Early Childhood Education and certified teachers working towards their Masters of Professional Studies (MPS) in Literacy. In the Global and Multicultural Readings course there were only MPS students. There were 21 students across the Early Literacy courses and 16 students in the Global and Multicultural Literature course. At the start and end of the semester, we administered a reading and technology inventory that asked students to reflect upon the kinds of texts they read, for what purposes, their knowledge of children’s and young adult literature, and to describe their comfort level with using new technologies. In addition, we collected student writing through their Tumblr blog posts to document changes throughout the semester.

Data were analyzed systematically as a form of action research (Morrell 2006) to impact the direction each professor took to enhance our students' understanding of children's and young adult literature as well as methods of instruction but also to enhance our understanding of who each of our students were as readers and to take note of shifts in their reading identities. Using a process of analytic induction, we engaged in an iterative process of independently examining data for emerging themes and instances that match with existing themes or questions, then discussing findings and emerging hypotheses, revisiting the data corpus for negative or contradictory cases, and finally revisiting and revising themes accordingly. We analyzed the surveys for patterns in our students' initial attitudes, specifically whether or not they identified as a reader in their youth and how they defined themselves as readers today. In addition, we analyzed the ways in which they wrote about children's book authors and titles and whether they included contemporary works or if they primarily relied on classic or canonical texts. Finally, we analyzed the surveys for our students' self-identified comfort levels with the use of technology in their personal and professional lives. These observations informed our teaching and readings of the Tumblr posts and served as a comparison for their responses in the final survey. We examined student posts and final reflections for shifts in our students' knowledge of children's and young adult literature, their dispositions towards reading, and their identities as teachers of reading. In addition, we read and reread their Tumblr posts paying attention to how they appropriated the language of the field through their discussion of teaching applications and methods of instruction.

Making Structural Choices to Fit Instructional Goals

As Harste (2003) states, "the redesign of curriculum begins with reflexivity; the self-reflective interrogation and critique of what it is we have been doing" (p. 11). To meet instructional goals, we carefully considered the structural choices we were making in guiding the students in our courses in their study of children's and young adult literature. We made conscious decisions with recognition that reading widely and blogging about their findings had the potential to impact their identities as readers and as teachers of reading. The courses had shared goals for the use of the Tumblr space, but there were also distinct differences in design to provide more collaboration and support in Early Literacy as a course taken early in our students' program and a greater level of choice and independence in the Global and Multicultural Readings course as illustrated by Table 1.

Table 1
Assessment Design Using Tumblr

Assessment Design Consideration	Course 1	Course 2
Collaborative Intent	Shared site	Individual student sites
Layout	Template chosen by professors to mirror a classroom bookshelf	Template chosen by students to reflect literature study focus
Site Management	Professors as site administrators approving submissions	Students create accounts Site curated and authored by students
Content	Brief summary of texts and teaching invitations	Brief summary of texts, aesthetic response, and teaching invitations
Texts Reviewed	10 texts over the semester, selection focused on children's literature appropriate for teaching in an early childhood setting	20-25 texts over the semester including multimedia and young adult literature; thematic selections based on student choice of a meaningful theme
Submission	Bi-weekly submission with in-class share	Self-paced with two check points over the semester

Early Literacy: A Shared Class Page

Over the course of a semester, our two Early Literacy courses shared a Tumblr page entitled *Read Early Read Often* (readearly.tumblr.com). The site was a re-envisioned version of an existing assignment designed to have students engage in wide reading of books appropriate for young learners. In the initial version, the students were to create an annotated bibliography of 20 children's books over the course of the semester. There were two checkpoints to make sure that the students did not read all of the books in one short period, but the work was shared only with the professor. It served the purpose of exposing students to literature, but it did not seem to foster a change in reading identities. We wanted to re-envision this assignment. Guided by research acknowledging that teacher education students do not always identify as readers, we wanted to keep the goal of having our students read widely. We also wanted to purposely start discussions about books with students learning with and from each other. The re-envisioned assignment asked students to read a children's book a week and post a review of the book on a

shared Tumblr site. To allow for choice, the only parameter we placed on their choice of books was that the students were not allowed to repeat a book that had been already posted to the site.

The class Tumblr, as well as the process for submitting a review, was introduced early in the semester. By design, students' reviews were anonymous once posted. The students submitted their posts and, once approved by the professor, the review would appear on the Tumblr page without an attributed author. As such, the site was collective in nature and was positioned as a group effort with the shared goal of creating an online resource. Students could read each other's work without knowing the writer's identity; providing a safe space for online feedback if students opted to comment. Knowing that students in Colwell, Hutchins & Reinking's (2012) work with a class-based children's literature blog reported that talking with peers about children's literature was a missing component that they desired, we created purposeful spaces for discussing the books in class. The students brought their books to class every other week. During these meetings, the students were paired to discuss their books. We selected student reviews that were done particularly well or that referenced a feature of literacy discussed in class to use as mentor texts for the class. This offered two avenues, online and face-to-face, for students to grow their thoughts about books throughout the course.

Global and Multicultural Readings: Individual Tumblr Pages

As the shared Tumblr page took root in our Early Literacy courses, Katie's Global and Multicultural Readings course used Tumblr as a platform to move from a similarly paper-based annotated bibliography assignment to the construction of individual Tumblr pages focused around a narrowed topic of their choosing in children's and young adult literature. Unlike the shared class page, students in this course had choice of layout, design, and topic. Students chose specific, self-selected topics including stories about representations of family and stories about characters with disabilities. Like the Early Literacy course, the previous paper version was static in nature. It was an assignment designed to ignite interest in children's and young adult literature around a topic of interest, but it seemingly became another assignment completed for a course limiting the kinds of thinking students did. Through the redesign, the assignment became a catalyst for personal investigation and investment supporting students to not only identify as readers but to consider the multiple identities they have as readers within and beyond their classrooms. Students were able to curate their own online spaces for public viewing. They were accessing, evaluating, searching, sorting, gathering, and reading across print-based and multimedia texts and sharing their thinking with others.

Williams (2005) reminds us that

It seems obvious that there is often a gap in how and for what ends technology is used- a gap between some students and their teachers and a gap between different groups of students. What is less obvious is the nature of these gaps in terms of literacy practices. Could we be missing ways to connect with our students and help reinforce and enlarge their literate identities? (p. 702).

The shift to a Tumblr platform helped fill in gaps to support our students to create a hybrid reading experience through the wide reading of books, by reading each other's online book reviews, and through the process of writing their own entries. This process of reading and blogging supported our students to redefine the ways they were thinking about what it means to be a reader.

Identifying as Readers

Our initial surveys and in class discussions showed that our classes were comprised of students with a variety of stances towards reading. Our students ranged from those who did not identify as readers – and in fact could identify the moment in school in which reading became a chore – to those who read often and widely, but with a majority of the students as apathetic readers. Furthermore, it was clear that these reading practices had transformed into reading identities – in early class discussions students made statements such as “I don't read” even if they often read magazines or online content. Although these differences were palpable on the first day as some students laughed off that they could not name a favorite author, while one enthusiastically gushed about her love of *Harry Potter*, over the course of a semester this difference dissipated as every student eagerly shared the books they included in their Tumblr posts.

As students engaged in their own independent reading, class discussions about books were increasingly lively; it was difficult to tell who in the classroom did not initially identify as a reader. In particular, Alison, who in her initial reflection wrote, “I began to dislike reading when we would be forced to read over the summer and then write a paper about what we read that would be shared with the class” – indicating a fairly entrenched dislike of reading – found new excitement in the rich stories that children's books held. In her final reflection she wrote:

I have fallen in love with children's stories! The emotion and lessons that are involved in each story are rewarding. It inspired me to one day write my own children's stories and hopefully follow the path of many of the authors I learned about in class. Literacy to many students can come off as dull and difficult, but with the right help and motivation it doesn't have to be. The Tumblr site was a big help; you never realize how many amazing stories are out there until you are presented with them. ... Literacy has become a big part of my life and I can't wait to share it with others!

Alison's transformation from one who disliked reading to identifying as a passionate reader and possible future author was our most powerful declaration. Her statement reflects an awakening to a world of children's literature that many had. Katerina expressed a similar change writing,

Personally, reading is not something that I partake in for fun. Throughout this course, my thoughts have changed. I know that if I am going to be a teacher expecting my students to love reading, I also have to enjoy it. I've recently taken the time to relax and read a book of my interest over other forms of downtime.

Although not as passionate, there is a clear and crucial recognition of the importance of teachers of reading being readers themselves and the importance of Katrina becoming a reader herself. Along with a shift in their reading identities there was growth in our students' knowledge of children's literature. Initially, their reported comfort level in choosing books for their classrooms covered the range of feeling unsure to feeling confident. However, when asked about their favorite children's books authors, the majority of the students were either not able to name any, or only able to name those from their childhood, such as Dr. Seuss or Eric Carle. Their peers' posts served as way to discover new authors. One student, who was nudged to expand beyond Eric Carle after her first few posts, wrote "when I was stuck on finding a new book for the Tumblr each week I would always look at the page to find new authors." Another student commented, "Before class I only knew the classics... I am now much more up-to-date with the current children's authors." Many students came to see the site as a resource for ideas and commented in final surveys that they would use the site in the future and share it with peers. Finally, the students were required to review the books with other teachers as their audience. This authentic audience focused them to not only consider whether or not they liked a book but how and why they might use it in the classroom. These excerpts from the final surveys reflect their thoughts on how they grew as a result of the assignments:

I feel like I have grown in the way I talk about my books and in the book choices I have made...

When I first came to this classroom I honestly thought that children's books were just to read to students for the sake of reading them.

What I am coming out of this class with is a greater appreciation for books. The actual act of writing about the books made me enjoy the books even more and gave me more respect of the craft of books.

Through blogging our students had created new reading identities in which they were readers and teachers of reading with the new responsibility and new lens for reading children's books.

Expanding Identities and Definitions of Text

While the shared Tumblr page in the Early Literacy course supported students as they shifted their identities as readers and teachers of reading, those creating individual pages in the Multicultural Children's Literature course were expanding their identities by considering the ways their reading was influenced by personal and contextual lenses. The first student to share her page during a class session became a model for others to personally invest in the design and content of their pages. This student's reading response included personal anecdotes and reflections that demonstrated an aesthetic reading experience (Rosenblatt, 1978). As Rosenblatt states, the text "is stimulus activating elements of the reader's past experience—his experience with both literature and with life...the text serves as a blueprint, a guide for the selecting,

rejecting, and ordering of what is being called forth” (p.11). The following post reveals the ways that she connected her self-selected reading for the course to her past identities as a reader:

I return to this book every year around Christmastime, and each time I read it I find new pieces of myself in the story. I dog-ear the bottom corners of pages that hold words that never falter in their ability to make my heart jump, my eyes well up, or my soul feel lifted and finally found. I have almost dog-eared every page at this point in my life. I carry this book with me sometimes in my bag or leave it resting in my car when nerves or insecurities are getting the better of me and I need something to remind me that I will be just fine. It feels like home to me.

In this post, she is writing as means of reflecting upon the ways the book impacts her – that she feels something. Responses like this provided a model for others to include their aesthetic experience as a form of interpretation drawing of their past reading experiences to inform their current readings of self-selected texts.

Others in the course found that the Tumblr pages became a vehicle for reflection and action in their own lives expanding their identities as readers and teachers of reading to include rewriting their social identities (Alvermann, 2008). One student with a learning disability chose to invest in stories about children with disabilities. At the end of the semester, she used her page as a way of speaking back to those her bullied her in her own childhood by sharing her page on her Facebook account. In one of her posts she wrote:

In recent years, I have been very vocal about my learning disability. I realized I needed to be an advocate for those who struggle to find their voice. This page I have created means more to me than I thought. The power of story is a gateway to voices being heard. All throughout elementary, middle, and high school, I didn't have a voice. I was bullied because I learned differently. I was humiliated. It was a rough road for me.

For many students, their individual Tumblr pages became a means of reflecting on children's and young adult literature beyond the course itself. As a free, open access site, Tumblr allowed students to choose to continue or change any aspect of their individual page at any point during or after the course. Some students maintained their pages and continued to update them for a few months after the course was over. In a reflection on the impact of the Tumblr assignment one student wrote:

When I first started this project, I just thought about getting it done. I have so much going on, I couldn't possibly put all of my effort on this annotated bibliography. That quickly changed. Each book I read had a strong message and was powerful in its own way. If I had to choose, I would say *So B*. It was the most powerful book I read. I am still affected by this book. That certainly was a story about overcoming the odds. This wasn't just another college project, this was something that significantly impacted my life. I have

learned so much, and I'll continue to share my stories, and stories written by other people on my Tumblr.

Selecting, analyzing, and writing about literature based on self-selected topics became a way of merging their reading identities with their personal identities beyond the classroom.

In addition, students began to inquire into the kinds of texts that they could "read" to better understand their self-selected topics. Through the online platform, students began including entries that reviewed and reflected upon videos, songs, and other online texts. They went beyond books themselves and found images and quotes that connected to their topics. They were reframing what counted as text, opening their definitions beyond traditional book-based or print texts, and they began taking ownership of the kinds of reading they wanted to engage in to build multimodal text sets rather than traditional print-based annotated bibliographies. Paper-based analyses of print-based texts limited the kinds of thinking students did around the topics and themes they were interested in. Through basic modeling from Katie, and greater modeling both in class and online through their peers, students were able to not only consume and critique multimedia texts but were curating their own online spaces for public viewing.

Developing a Professional Voice

Our initial goal was to respond to the continued research on the *Peter Effect* by supporting our students in broadening their consumption and thoughts about children's and young adult literature and, we hoped, to influence their habits and attitudes about reading. We found that blogging supported more than just a wider knowledge of texts. As their identities as readers shifted, our students were also supported in developing new voices as professionals who blogged about books.

In the Early Literacy class, the changes in students' attitudes and voices were seen in the ways that students wrote about the texts that they chose. Over the course of the semester they shifted from discussing what they liked about a text or peripheral connections to a topic of a unit to more sophisticated readings of the text. The examples below come from the same student. Each began with a summary of the book that has been removed for length considerations:

On The Very Hungry Caterpillar by Eric Carle (1987) (1st post)

I found this book appealing because it incorporates many topics that can be found in the classroom. This book is great for all ages, but may be best for a Kindergarten or first grade classroom. Kindergarteners can count the numbers of each food the caterpillar eats and also practice the days of the week. For first graders, this book is a great way to introduce or teach about the life cycle of a caterpillar. I think one of the greatest aspects of this book is the illustrations. Eric Carle's tissue paper collages make for beautiful pictures, and with the bright colors he uses, it is sure to catch a child's eye.

On *A House for Hickory* by Kelly Mazzone (1995) (7th post)

This story is made even better with lift up flaps that reveal the different possibilities for Hickory's new home. Children will enjoy lifting the flap to see what animal is inside the house or if Hickory can move in! This is very sequential book including words such as first, next, and then. Children can make predictions about what is going to happen and what kind of animal lives where Hickory is searching. Another very important teaching point is the descriptive language used to describe the houses. He sees a "shiny, brown shell", "strong round, basket", "large, golden hive," etc. This is a great book to have in a classroom library for children to revisit as often as they want. It gives a great example of sequence as well as descriptive words.

This student was in Victoria's class and struggled to write her first post about *The Very Hungry Caterpillar*. She felt she did not know what to write, what she should tell other teachers (or her peers) about the book, other than she and the kids she worked with liked it. Her first post reflects the way that she looked at books then: as interesting stories, with colorful images and connected to a topic that the students might study. In the second post, she is more focused on the specific language and features of the text and how these might support young children's emergent literacy. She is using the language of literacy teachers and developing a professional voice that (we hope) she will carry forward into new discussions about literacy and learning.

Likewise, in the Global and Multicultural Readings course, student entries over the course of the semester became more specific in their recommendations for teaching invitations that the books led them to consider rather than overloading their entries with in-depth summaries. In her first entry, on *The Story of Ruby Bridges* (Cole, 1995), Emily wrote a twelve-sentence entry with eleven of the sentences composed of a summary and one sentence on generic teaching possibilities: "This book can be used to discuss many different character education topics as well as to discuss not treating others differently because of what they look like". In one of her final entries, Emily shows a more nuanced literacy specialist voice that has greater conceptualization of how a text could be incorporated into other content areas or as part of a text set:

The Garden of Happiness by Erika Tamar is a great book to build classroom community with at the beginning of the year. Even though it is a picture book it can be used to compare and contrast with the book *Seedfolks*, for older students. Students can use it to connect to social studies through studying the different plants the different types of people planted...The students could look at the Spanish words. A character map could be made from different people, especially from Marisol.

As a twenty-year veteran of the field, Emily's shifts were striking in the new ways she read and responded to texts by thinking of wide possibilities for literature in her classroom. The differences in her entries from summary to application reflect greater attention as a reader and as a literacy leader.

The Tumblr spaces gave our students a practice space to develop their ideas as professionals using concepts or methods from our classes (for example: shared reading, or bilingual texts) and apply them to self-selected texts. At the same time, the public nature of the Tumblr blog encouraged growth because students were positioned to have others read and learn from their posts encouraging a participatory culture. In addition, the forum implicitly implied that our students are people who have something to say. As Jenkins (2006) stated in reference to collective intelligence, “none of us can know everything; each of us knows something; and we can put the pieces together if we pool our resources and combine our skills” (p. 4). Blogging offered a space for our students to develop their voice through the act of writing and sharing in an online participatory culture with the potential to shift, expand, and even rewrite various identities.

Conclusion

Katie ends her book, *Story: Still the Heart of Literacy Learning*, with this thought:

The writer Edith Wharton said, “There are two ways of spreading light: to be the candle or the mirror that reflects it” My hope for teachers is that you will be both the candle lighting the path of learning and the mirror helping your students to see themselves for who they are and who they want to be.

Teachers cannot be the candle or the light for reading if they do not see themselves as readers, if they have no light to spread. The blogs we created in these classes allowed our preservice teachers to explore reading as teachers of reading and gave them space to start to kindle their reading candles and also to see many other candles in blogs of their classmates. The shared nature of the blogging platform shifted the assignment from a presentation to a professor to a declaration of the kind of readers and thinkers our students were becoming. The students developed new reading identities and voices. Through the process of writing in a digital space, our students shared parts of themselves both personally and professionally. Finally, they gained experiential knowledge about the power of collaborative work and an authentic audience in the web 2.0 space.

While teacher educators can use this study to enact similar engagements in their own literacy courses, teachers in K-12 settings can use this study’s results to continuously reflect on their own reading lives as readers and as teachers of reading. If they are responsible for supporting their students to have rich and fulfilling reading lives, how are they modeling and living the life of a reader? A few of our students decided to keep blogging about books by maintaining the sites they created in our courses or by generating their own site. Thanks to free, open source sites, anyone can become a blogger. Beyond blogging about books, we also recommend to our students that they find ways to fuel their own reading lives through book clubs with friends and colleagues and by following other bloggers that they were introduced to in our courses. We hope that K-12 teachers continue to shape the conversation about children’s books by reflecting and sharing their thoughts and the invitations they create for their own students. Additionally,

teachers in K-12 classrooms can leverage reading and blogging experiences to create similar opportunities for their own students by having their students read, reflect, and share both online and in the classroom. In this way, K-12 students have the opportunity to become both the candle and the light for one another.

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