Over Sixty Academic Discussion Lists: List Addresses and Hot-Linked URL's for Archives & Search Engines * †

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"It is not enough to observe, experiment, theorize, calculate and communicate; we must also argue, criticize, debate, expound, summarize, and otherwise transform the information that we have obtained individually into reliable, well established, public knowledge."
John Ziman (1969): "Information, Communication, Knowledge,"
Nature **224** (5217): 324, <http://tinyurl.com/ypwelt>

NOTES:
1. Entries give in order:
      name of list [N = approximate number of subscribers]
      list address (i.e., the address to which posts may be sent)
      <archive URL>
      <search engine URL> (if any)
      other information

2. An asterisk * preceding a list name indicates use of the full (not "lite") version of the powerful LISTSERV software by L-Soft <http://www.lsoft.com/>. An "[R]" preceding a list name indicates that the list archives are Restricted to subscribers. However, subscribing usually takes only a few minutes.

3. The archives of AERA discussion lists, unlike many lists, are freely accessible to ALL. SPAM'ers are prevented from harvesting email addresses by AERA's simple strategy of requiring log-in by AERA members before addresses are made visible. However, posting on AERA lists now requires AERA membership. Unfortunately, few AERA members take advantage of the fine AERA discussion lists set up for each AERA division by Gene Glass (see pages 2-3 below and Section 2Be of the ADDENDUM).

4. "Carnegie Perspectives," "National Teaching & Learning Forum," "PKAL," "Tomorrow's Professor, " and "TLT-SWG," are given for completeness, because they provide academic forums, even though they are not standard academic discussion lists (ADL's).

5. All URL's are hot linked and were verified on 16 February 2008. Tiny URL's are courtesy of <http://tinyurl.com/create.php>.

6. I have made four comments on Academic Discussion Lists in the ADDENDUM on the last five pages of this report.

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AERA: <http://www.aera.net/> "American Educational Research Association"
AERA - List of AERA divisions <http://www.aera.net/divisions/?id=179>.
AERA - List of SIG's <http://www.aera.net/Default.aspx?menu_id=26&id=274>.
*AERA Archives <http://listserv.aera.net/archives/aera.html>

*AERA-A (Administration, Organization, & Leadership) [N = 140]
    <AERA-A@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-a.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-a>

*AERA-B   (Curriculum Studies Forum) [N = 90]
    <AERA-B@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-b.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-b>

*AERA-C   (Learning & Instruction) [N = 190]
    <AERA-C@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-c.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-c>

*AERA-D (Measurement and Research Methodology) [N = 300]
    <AERA-D@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-d.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-d>

*AERA-E (Counseling and Human Development) [N = 60]
    <AERA-E@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-e.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-e>

*AERA-F (History and Historiography) [N = 50]
    <AERA-F@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-f.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-f>

*AERA-G (Social Context of Education) [N = 180]
    <AERA-G@LISTSERV.AERA.NET>
    < http://listserv.aera.net/archives/aera-g.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-g>

*AERA-GS (Graduate Studies Discussion Forum) [N = 440]
    <AERA-GS@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-gs.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-gs>

*AERA-H (School Evaluation and Program Development Forum) [N = 140]
    <AERA-H@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-h.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-h>

*AERA-I   (Education in the Professions) [N = 60]
    <AERA-I@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-i.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-i>

*AERA-J   (Postsecondary Education) [N = 150]
    <AERA-J@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-j.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-j>

*AERA-K (Teacher & Teacher Ed) [N = 190]
    <AERA-K@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-k.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-k>

*AERA-L (Politics and Policy in Education) [N = 160]
    <AERA-L@LISTSERV.AERA.NET>
    <http://listserv.aera.net/archives/aera-l.html>
    <http://listserv.aera.net/scripts/wa.exe?S1=aera-l>

*AERA-Teaching-EdPsych (Teaching Psychology Special Interest Group) [N = 250]
    <TEACHING_EDPSYCH@LISTSERV.TEMPLE.EDU>
    <http://listserv.temple.edu/archives/teaching_edpsych.html>
    <https://listserv.temple.edu/cgi-bin/wa?S1=teaching_edpsych&X=->

[R] AP-Biology (Advanced Placement Biology) [N = 2580]
    <ap-bio@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-bio>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-bio>

[R] AP-Calculus (Advanced Placement Calculus) [N = 3940]
    <ap-calculus@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-calculus>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-calculus>

[R] AP-Chemistry (Advanced Placement Chemistry) [N = 2160]
    <ap-chem@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-chem>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-chem>

[R] AP-Compsci (Advanced Placement Computer Science) [N = 1880]
    <ap-compsci@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-compsci>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-compsci>

[R] AP-English (Advanced Placement English) [N = 4420]
    <ap-english@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-english>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-english>

[R] AP-Envsci (Advanced Placement Environmental Science) [N = 1320]
    <ap-envsci@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-envsci>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-envsci>

[R] AP-Geog (Advanced Placement Human Geography) [N = 560]
    <ap-geog@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-geog>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-geog>

[R] AP-GovPol (Advanced Placement Government & Politics) [N = ??]
    <ap-govpol @lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum= ap-govpol>
    <http://lyris.collegeboard.com/read/search/advanced?forum= ap-govpol>

[R] AP-Physics (Advanced Placement Physics) [N = 1670]
    <ap-physics@lyris.collegeboard.com>
    <http://lyris.collegeboard.com/read/?forum=ap-physics>
    <http://lyris.collegeboard.com/read/search/advanced?forum=ap-physics>

[R] Other AP Subjects
    <http://lyris.collegeboard.com/read/all_forums/>
    To subscribe to a subject list click on "Subscribe" in the right-hand column

[R] American Philosophy (Philosophy and Philosophy of Education) [N = 150]
    <American-Philosophy@yahoogroups.com>
    <http://groups.yahoo.com/group/American-Philosophy>
    No search engine. **: – (**
    Managed by Paulo Ghiraldelli <http://chaerophon.blogspot.com/>, coeditor of
       Contemporary Pragmatism <http://www.rodopi.nl/senj.asp?SerieId=CP>

ARN-L (Assessment Reform Network) [N =??]
    <arn-l@interversity.org>
    <http://interversity.org/lists/arn-l/archives.html>
    no search engine **: – (**
    information at <http://fairtest.org/arn.htm>
    Sponsored by FairTest <http://fairtest.org/>

*ASSESS (Assessment in Higher Education) [N = 780]
    <ASSESS@LSV.UKY.EDU>
    <http://lsv.uky.edu/archives/assess.html>
    <http://lsv.uky.edu/scripts/wa.exe?S1=assess>

Astrolrner [NASA Center for Astronomy Education's (CAE's) academic discussion group
    for those interested in improving astronomy teaching and learning.] [N = 570]
    <astrolrner@yahoogroups.com>
    <http://tech.groups.yahoo.com/group/astrolrner/>
    <http://tech.groups.yahoo.com/group/astrolrner/msearch_adv>

[R] BIOLAB (Issues and information related to college biology teaching) [N = ??]
    <BIOLAB-L@CLEMSON.EDU>
    No automatically compiled archives! **: – (**
    Homepage: <http://biology.clemson.edu:591/biolab/home.htm>
        The homepage states: "Messages posted to Biolab are the intellectual property of
        their authors. Please respect the rights of Biolab contributors: do not reprint or re-
        post messages without the author's permission." Thus the list manager has chosen to
        disregard the fair-use provision of U.S. Copyright law – see ADDENDUM, section
        2Ab.
    Information File: <http://biology.clemson.edu:591/biolab/info.htm>
    Heavily moderated

[R]*BIOPI-L   (Biology Teacher Enhancement) [N = 340]
    <BIOPI-L@LISTSERV.KSU.EDU>
    <http://listserv.ksu.edu/archives/biopi-l.html>
    <http://listserv.ksu.edu/web?S1=biopi-l&X=->

Carnegie Perspectives ("A different way to think about teaching and learning")
    <http://www.carnegiefoundation.org/perspectives/>
    List of conversations is at:
        <http://www.carnegiefoundation.org/perspectives/index.asp?key=92>
    Click on "Join the conversation" to add your own comments and see those of others
    Keynoted by Lee Shulman
    See also Carnegie Foundation for the Advancement of Teaching
        <http://www.carnegiefoundation.org/>

*Chemed-L (Chemistry Education Discussion List) [N = 950]
   <CHEMED-L@MAILER.UWF.EDU>
   <http://mailer.uwf.edu/archives/chemed-l.html>
   <http://mailer.uwf.edu/listserv/wa.exe?S1=chemed-l>

*CRTNET (Communication Research and Theory Network) [N = ??]
   <crtnet@natcom.org>
   <http://lists1.cac.psu.edu/cgi-bin/wa?A0=CRTNET>
   <http://lists1.cac.psu.edu/cgi-bin/wa?S1=CRTNET>
   heavily moderated

*Dewey-L (John Dewey Discussion List) [N = 220]
   <DEWEY-L@LISTSERV.SC.EDU>
   <http://listserv.sc.edu/archives/dewey-l.html>
   <http://listserv.sc.edu/cgi-bin/wa?S1=dewey-l>

*DrEd   (Medical Education Research and Development) [N = 1210]
   <DR-ED@LIST.MSU.EDU>
   <http://list.msu.edu/archives/dr-ed.html>
   <http://list.msu.edu/cgi-bin/wa?S1=dr-ed&X=->

EDDRA   (Gerald Bracey's Education Disinformation Detection and Reporting Agency)
        [N = 2500]
   <eddra@yahoogroups.com>
   <http://groups.yahoo.com/group/eddra/>
   <http://groups.yahoo.com/group/eddra/msearch_adv>
   Bracey wrote: "EDDRA is not a listserv, blog or chat room . . . . EDDRA currently has only two main
    purposes: The debunking of dis- and misinformation about public schools and the dissemination of
    accurate information."

[R] *EdResMeth   (Educational Research Methodology) [N = 900]
   <EDRESMETH-L@LISTSERV.UCONN.EDU>
    <http://listserv.uconn.edu/edresmeth-l.html>
    <http://groups.yahoo.com/group/eddra/msearch_adv>

[R] *EDSTAT-L   (Teaching and Learning Statistics) [N = 260]
   <EDSTAT-L@LISTS.PSU.EDU>
   <http://lists.psu.edu/archives/edstat-l.html>
   <http://tinyurl.com/2yugyo>

*EVAL-SYS (Systems in Evaluation) [N = 280]
   <EVAL-SYS@LISTS.EVALUATION.WMICH.EDU>
    <http://lists.evaluation.wmich.edu/archives/eval-sys.html>
    <http://lists.evaluation.wmich.edu/scripts/wa.exe?S1=eval-sys>

[R] *EVALTALK (American Evaluation Association Discussion List) [N = 2230]
<EVALTALK@BAMA.UA.EDU>
<http://bama.ua.edu/archives/evaltalk.html>
<http://bama.ua.edu/cgi-bin/wa?S1=evaltalk&X=->

[R] *FYA   (First Year Assessment) [N = ??]
<FYA-LIST@LISTSERV.SC.EDU>
<http://listserv.sc.edu/archives/fya-list.html>
<http://listserv.sc.edu/cgi-bin/wa?S1=fya-list&X=->
heavily moderated

[R] *HoPoS (History of the Philosophy of Science) [N = ??]
<HOPOS-L@LISTSERV.VT.EDU>
<http://listserv.vt.edu/archives/hopos-l.html>
<http://listserv.vt.edu/cgi-bin/wa?S1=hopos-l&X=->
Homepage <http://www.hopos.org/>
"The International Society for the History of Philosophy of Science, is devoted to promoting serious, scholarly research on the history of the philosophy of science. We construe this subject broadly, to include topics in the history of related disciplines and in all historical periods, studied through diverse methodologies. We aim to promote historical work in a variety of ways, but especially through encouraging exchange among scholars through meetings, publications, and electronic media."

[R] IFETS (International Forum of Educational Technology & Society) [N = ??]
<IFETS-DISCUSSION@COMPUTER.ORG>
<http://ifets.ieee.org/archive.html> Clicking on "Current discussions (from 28th June
        2003)" yields an "Object not found!" panel.
<http://ifets.ieee.org/search_engine.html>
Homepage <http://ifets.ieee.org/>
No automatically compiled archives **: – (**
(Endorsed by IEEE Technical Committee on Learning Technology)

[R] *ITFORUM (Instructional Technology Forum) [N = 1870]
<ITFORUM@LISTSERV.UGA.EDU>
<http://www.listserv.uga.edu/archives/itforum.html>,
<http://www.listserv.uga.edu/cgi-bin/wa?S1=itforum&X=->
Homepage <http://it.coe.uga.edu/itforum/index.html>
The list manager has chosen to disregard the fair-use provision of U.S. Copyright law –
        see ADDENDUM, section 2Ab
Heavily moderated

LRNASST-L (Learning Assistance Professionals) [N = 1200]
<LRNASST-L@LISTS.UFL.EDU>
<http://lists.ufl.edu/archives/lrnasst-l.html>
User Guide <http://www.teachingcenter.ufl.edu/lrnasst.html>

[R] Math-Learn [Courteous discussion (unlike Math-Teach) about the teaching of mathematics]
   [N = 540]
   <math-learn@yahoogroups.com>
   <http://groups.yahoo.com/group/math-learn/>
   <http://groups.yahoo.com/group/math-learn/msearch_adv>

[R] MathTalk (Math Education –managed by math reformer Michael Paul Goldenberg)
   [N = 325]
   <MathTalk@yahoogroups.com>
   <http://groups.yahoo.com/group/MathTalk>
   <http://groups.yahoo.com/group/MathTalk/msearch_adv>

Math-Teach (Discussion of teaching mathematics, including conversations about the NCTM
   Standards – Math Wars battlefield with no holds barred!)   [N = ??]
   <math-teach@mathforum.org>
   <http://mathforum.org/kb/forum.jspa?forumID=206>
   <http://mathforum.org/kb/search!default.jspa?advanced=true&forumID=206>
   To see all the posts by an author, type the author's email address in the "Username or User ID" slot.
   Jerry Becker regularly posts valuable copyrighted news and journal articles on this open-archive list,
   in accord with the fair use provision of U.S. copyright law (seeADDENDUM, section 2Ab).

Math Discussion Lists at MathForum-Drexel
   <http://mathforum.org/kb/forumindex.jspa>

[R] *Multilevel Modeling [N = 1560]
   <MULTILEVEL@JISCMAIL.AC.UK>
   <http://www.jiscmail.ac.uk/lists/multilevel.html>
   <http://www.jiscmail.ac.uk/cgi-bin/webadmin?S1=multilevel&X=->

[R] National Teaching & Learning Forum (NTLF)
   <http://www.ntlf.com>
   James Rhem, Ph.D. Executive Editor
   If your institution does not have a subscription, then, in my opinion, it should.
   Usually the feature article of each issue may be freely downloaded – for the May 2007
      issue it was Rhem's "CLASSE - The Missing Link?" online at
      <http://www.ntlf.com/html/ti/classe.htm>.

NetGold [N=760]
    <Net-Gold@yahoogroups.com>,
   <http://groups.yahoo.com/group/net-gold/>
   <http://groups.yahoo.com/group/Net-Gold/msearch_adv>
   "NetGold is a RESOURCE group with a specific purpose: sharing by its members of important,
   informative and useful Internet and sometimes other resources for learning and improvement of
   skills."

*PBL (Problem Based Learning) [N = 260]
   <PBL@JISCMAIL.AC.UK>
   <http://www.jiscmail.ac.uk/lists/pbl.html>
    <http://www.jiscmail.ac.uk/cgi-bin/webadmin?S1=pbl>

Peirce-L (Peirce Discussion Forum) [N = ??]
   <peirce-l@lyris.ttu.edu>
   <http://lyris.ttu.edu/read/?forum=peirce-l>
   <http://lyris.ttu.edu/read/search/advanced?forum=peirce-l>
    Peirce-L homepage <http://www.cspeirce.com/menu/people/peirce-l/peirce-l.htm>
    Joseph Ransdell's homepage <http://www.cspeirce.com/homepage/ransdell.htm>
    ARISBE: *The Peirce Gateway* <http://www.cspeirce.com/welcome.htm>

Phys-L (Physics Education) [N = 700]
   <phys-l@carnot.physics.buffalo.edu>
   <https://carnot.physics.buffalo.edu/archives>
   (search widow at top of archives)
   Phys-L Homepage <https://carnot.physics.buffalo.edu/>
   Phys-L/Physhare Subscriber Websites are at <http://tinyurl.com/26q5a9>.

[R] *PhysLrnR   (Physics Learning Research List) [N = 530]
   <PHYSLRNR@LISTSERV.BOISESTATE.EDU>
   <http://listserv.boisestate.edu/archives/physlrnr.html>
   <http://listserv.boisestate.edu/cgi-bin/wa?S1=physlrnr&X=->

[R] *Physhare   (Secondary physics education) [N = 430]
   <PHYSHARE@LISTS.PSU.EDU>
   <http://lists.psu.edu/cgi-bin/wa?A0=PHYSHARE>
   <http://tinyurl.com/23euea>
   Physhare FAQ (Homepage) <http://www.geocities.com/physhare/>

[R]*PHYSOC   (Education about physics-related social topics) [N = 220]
   <PHYSOC@LISTSERV.UARK.EDU>
   <http://listserv.uark.edu/archives/physoc.html>
   <http://listserv.uark.edu/scripts/wa.exe?S1=physoc&X=->

*POD (Professional & Organization Development Network in Higher Education) [N = 1070]
   <POD@LISTSERV.ND.EDU>
   <http://listserv.nd.edu/archives/pod.html>
   <http://listserv.nd.edu/cgi-bin/wa?S1=pod>
   POD Homepage <http://www.podnetwork.org/>

[R] *PPAS (Promising Practices in After School programs) [N = ??]
   <PPAS@listserv.aed.org>
   <http://listserv.aed.org/archives/ppas.html>
   <http://tinyurl.com/yodeyl>

[R] Project Kaleidiscope (PKAL)
    <all-pkal@discuss.pkal.org>
    <http://discuss.pkal.org/pipermail/all-pkal/>
    no search engine **: – (**
    Information page <http://discuss.pkal.org/mailman/listinfo/all-pkal>

PSTUM (Preparing and Supporting Teachers of Undergraduate Mathematics [N = ??]
    <pstum-list@lists.fas.harvard.edu>
    <http://lists.fas.harvard.edu/pipermail/pstum-list>
    no search engine **: – (**

[R] *PsychTeacher   (Society for Teaching of Psychology Discussion List) [N = ??]
    <PSYCHTEACHER@LIST.KENNESAW.EDU>
    <http://list.kennesaw.edu/archives/psychteacher.html>
    <http://tinyurl.com/2kots3>
    Info at <http://teachpsych.lemoyne.edu/teachpsych/div/psychteacher.html>
    Very heavily moderated with an insular aversion to posts by non-psychologists.

[R] QUE (Quality in Undergraduate Education) [N = ??]
    <quephys@listproc.gsu.edu>
    homepage <http://www.gsu.edu/que>
    Restricted Lists for Biology, Chemistry, English, History, & Math. QUE is a "project
        sponsored by the Education Trust & the National Association of System Heads in
        association with Georgia State University." It promotes "standards based" education.
    At <http://www2.gsu.edu/~wwwque/communications.html> it is stated that " We encourage
        you to subscribe by sending an e-mail to <listproc@listproc.gsu.edu> with no title and
        text of the message being only, e.g., "subscribe quemath Firstname Lastname."
        However, so doing yields a "Mail delivery failed" message. Therefore this list may be
        inactive.

RUME (Research in Undergraduate Mathematics) [N = ??]
    <Rume@betterfilecabinet.com>
    <http://betterfilecabinet.com/pipermail/rume_betterfilecabinet.com/>
    No Search Engine **: – (**
    General information about the list is at:
        <http://betterfilecabinet.com/mailman/listinfo/rume_betterfilecabinet.com>
    heavily moderated

*SCLISTSERV (Precision Teaching/Standard Celeration Charting) [N = ??]
    <SCLISTSERV@LISTS.PSU.EDU>
    <http://lists.psu.edu/cgi-bin/wa?A0=SCLISTSERV&X=&Y=>
    <http://tinyurl.com/2gel5w>
    "Precision teaching is basing educational decisions on changes in
        continuous self-monitored performance frequencies displayed on
        standard celeration charts."
    Ogden Lindsley (1992), a disciple of B.F. Skinner, is evidently the founder of Precision
        Teaching and inventor of the "Standard Celeration Chart."
            Lindsley, O.R. (1992). "Precision teaching: discoveries and effects,"
            Journal of Applied Behavior Analysis 25: 51-57, online at
            <http://www.fluency.org/lindsley1992a.pdf> (476 kB).
          For other references see <http://www.fluency.org/>

[R] *SEMNET (Structural Equation Modeling) [N = 2145]
    <SEMNET@BAMA.UA.EDU>
    <http://bama.ua.edu/archives/semnet.html>
    <http://bama.ua.edu/cgi-bin/wa?S1=semnet&X=->

*STLHE-L (Forum for Teaching & Learning in Higher Education – based in Canada)
    [N = 700]
    <STLHE-L@LISTSERV.UNB.CA>
    <https://listserv.unb.ca/archives/stlhe-l.html>
    <https://listserv.unb.ca/cgi-bin/wa?S1=stlhe-l>

TAP-L (Technical Aspects of Physics Labs and Lectures) [N = ??]
    <tapl@listproc.appstate.edu>
    <http://listproc.appstate.edu:8000/guest/archives/TAP-L/>
    Rudimentary search engine at top of archives.
    As of 11 Feb 2008, no posts since Feb 2006.

TIPS (Teaching In the Psychological Sciences) [N = ??]
    <tips@acsun.frostburg.edu>
    <http://www.mail-archive.com/tips%40acsun.frostburg.edu/>
    Rudimentary search engine at top of archives.
    Homepage <http://faculty.frostburg.edu/psyc/southerly/tips/index.htm>
    Archive intro <http://faculty.frostburg.edu/psyc/southerly/tips/archive.htm>

[R] *TLT-SWG (Teaching, Learning, Technology- S.W. Gilbert - formerly AAHESGIT
    <http://listserv.nd.edu/archives/tlt-swg.html>
    <http://listserv.nd.edu/cgi-bin/wa?S1=tlt-swg&X=->
    last listserv post in Nov 2006 – evidently used primarily for announcements by Gilbert
    homepage <http://www.tltgroup.org/>
    Blog at <http://tlt-swg.blogspot.com/>
    heavily moderated

Tomorrow's Professor Mailing List ("Desktop Faculty Development, 100 times a year"
    <http://ctl.stanford.edu/Tomprof/postings.html>
    Discussion center: "The Tomorrow's Professor Blog," at
          <http://amps-tools.mit.edu/tomprofblog/>
    heavily moderated

*Twain-L (Mark Twain Forum) [N = 400]
  <TWAIN-L@YORKU.CA>
   <http://listserv.yorku.ca/archives/twain-l.html>
   <https://listserv.yorku.ca/cgi-bin/wa?S1=twain-l>
   moderated

 [R] *WBTOLL-L   (Web Based Training Online Learning Discussion) [N = 1310]
   <WBTOLL-L@HERMES.GWU.EDU>
   <http://hermes.gwu.edu/archives/wbtoll-l.html>
   <http://hermes.gwu.edu/cgi-bin/wa?S1=wbtoll-l&X=->

WilliamJames (William James Group) [N = 158]
   <james_william@yahoogroups.com>
   <http://groups.yahoo.com/group/james_william/>
   <http://groups.yahoo.com/group/james_william/msearch_adv>
   See also:
      William James site <http://www.emory.edu/EDUCATION/mfp/james.html#chats>
      William James Society <http://www.pragmatism.org/societies/william_james.htm>
      Pragmatism Cybrary <http://www.pragmatism.org/default.htm>
      Pragmatism Discussion Lists
        <http://www.pragmatism.org/internet/discussion.htm>

ADDENDUM

In an earlier post "Re: Lively Academic Listservs" [Hake (2003), I made nine comments on Academic Discussion Lists (ADL's) and listed the archive URL's for 30 ADL's.

In this post I reiterate and update 4 of the previously made 9 comments.

I. ADL's Allow Tunneling Through Interdisciplinary Barriers

As emphasized in "What Can We Learn from the Biologists About Research, Development, and Change in Undergraduate Education?" [Hake (1999)], ADL's provide an effective but seldom-used mechanism for tunneling through interdisciplinary barriers, caused in part by the traditional departmental structure of universities. This underutilized potential is schematically indicated by a cartoon on page 3 of that article, online at <http://www.physics.indiana.edu/~hake/WhatLearn-013100g.pdf> (204 kB).

II. Most ADL's Fail to Foster Growth of a Community's Capability

In my opinion, most ADL's fail [paraphrasing Roschelle and Pea (1999)] "to move beyond forums for exchanging insular tidbits and opinions, to structures which rapidly capture knowledge-value and foster rapid accumulation and growth of the community's capability . . . providing tools to allow contributors to share partially completed resources, and enable others to improve upon them."

Among reasons for the failure are these eight (three due to list owners; and five due to subscribers or potential subscribers):

A. Some ADL list owners:

a. Regard cross-posting as sinful rather than synergistic, evidently wishing their lists to remain inbred and isolated [see, e.g.: "Cross-Posting - Synergistic or Sinful?" (Hake, 2005a); "In Defense of Cross Posting" (Hake, 2005b); "The Insularity of Education Research" (Hake, 2005c); "Cognitive Science and Physics Education Research: 'What we've got here is a failure to communicate' " [Hake (2007a)].

b. Do not recognize the "fair use" provision of U.S. copyright law as provided for in section 107 of the US Copyright Law, Title 17), according to which copyrighted material (including discussion-list posts) can be distributed, if it's done so without profit, to those who have expressed a prior interest in receiving the included information for research and educational purposes. For more information see at <http://www.law.cornell.edu/uscode/17/107.shtml> and "Is Permission Required to Place EDDRA Posts On Other Discussion Lists?" [Hake (2007b)]. Examples of lists for which "fair use" is not recognized are BIOLAB and ITFORUM.

c. Utilize antediluvian software that does not provide useful archives and/or search engines.

B. Some ADL subscribers or potential subscribers:

   a. ignore common-sense posting suggestions [Hake (2005d,e)] that would facilitate efficient communication;

   b. are unfamiliar with the technical and social aspects of ADL's as addressed by Dan MacIsaac (2000) in his valuable article "Communities of on-line physics educators." A cursory Google search failed to uncover counterparts for other disciplines, although a listing of Chemistry discussion lists was found at Indiana University's CHEMINFO (2003);

   c. fail to utilize academic references or to even notice such references in posts (except to inveigh against them as "busywork" [Eckel (2003)];

   d. do not take advantage of hot linking - a prime but drastically underused capability of the internet;

   e. appear reticent to engage in discussions of educational research, development, or assessment – the outstanding example being most of AERA's 25,000 members, even despite the excellent AERA ADL's set up by Gene Glass for each AERA division –see e.g., "Why Aren't AERA Discussion Lists More Active?" [Hake (2005e)]. This reticence seems odd considering that the membership is described at <http://www.aera.net> as composed of "educators; administrators; directors of research; persons working with testing or evaluation in federal, state and local agencies; counselors; evaluators; graduate students; and behavioral scientists."

III. "LISTSERV" is a trademark of L-Soft <http://www.lsoft.com/>.
Although many discussion lists (e.g., AERA lists, EvalTalk, PhysLrnR, POD, and others - see those preceded by an asterisk in the APPENDIX) utilize L-soft and may properly be called "listservs" a more general term is "discussion lists" (DL's). Incidentally LISTSERV software provides marvelous archives searchable by keyword, author, subject, date, or any combination of those. Why do some DL's forego use of easily searchable archives by utilizing antediluvian software? For a catalog of LISTSERV lists see <http://www.lsoft.com/catalist.html>.

IV. LISTSERV Utilization:
A. Subscribing & Unsubscribing
   For LISTSERV archives it takes only a few minutes to subscribe and then unsubscribe by following the simple directions at the <ArchiveURL> / "Join or leave the list (or change settings)" where "/" means "click on." For example, for PhysLrnR <ArchiveURL> = <http://listserv.boisestate.edu/archives/physlrnr.html>. Rather than unsubscribe after using the archives, it's easier to subscribe in the first place using the "NOMAIL" option under "Miscellaneous." Then, as a subscriber, you may access the archives and/or post messages at any time, while receiving NO MAIL from the list, thereby conserving time, hard-drive space, and sanity.

B. Monitoring Posts
The trick to monitoring posts on LISTSERV archives is to:

a. click on the week(s) or months of interest,

b. arrange the posts chronologically by clicking on "Date" in the "Sort by" menu at the top of the page (or in some cases the icon second from the left with the sheets numbered #1,2).

NOTE: LISTSERV lists such as Chemed-L, EdStat, EvalTalk, EdResMeth, and Physhare have recently subscribed to an improved form of software called "LISTSERV 15.0," whose advantages are explained to list managers at <http://www.lsoft.com/products/listserv_150.asp>. Users can learn about the various options available in the new software by clicking on the "?" button near the top right of the screen. To achieve the functionality of the old software [such as that in use by POD at <http://listserv.nd.edu/archives/pod.html>] :
    (1) click on the word "Subject" in the left column heading,
    (2) in "Options" at the top of the page select "Show Table of Contents,"
    (3) under "Subject" the subjects will be listed in alphabetical order with posts under
    each subject in chronological or reverse chronological order in accord with the clickable
    word "Subject" in the column heading,
    (4) to order ALL posts in chronological or reverse chronological order (so as to easily
    monitor posts), click on the word "Date" in the third from left column heading.

c. scan the titles and authors of posts that have arrived since your last visit, and examine only those which appear worthwhile.

References [Tiny URL's courtesy <http://tinyurl.com/create.php>.]
CHEMINFO. 2003. "Listserves, Discussion Lists, and Newsgroups for Chemistry," online at <http://www.indiana.edu/~cheminfo/listserv.html>.

Eckel, E. 2003. "Re: The bad effects of physics first." PhysLrnR post of 23 Nov 2003 08:06:45-0500; online at <http://tinyurl.com/2dtoac>.

Hake, R.R. 1999. "What Can We Learn from the Biologists About Research, Development, and Change in Undergraduate Education?" *AAPT Announcer* **29**(4): 99 (1999); online at <http://www.physics.indiana.edu/~hake/WhatLearn-013100g.pdf> (204K). Page 3 shows a schematic illustrating the thus-far unrealized potential of discussion lists for promoting interdisciplinary synergy and thus hastening the glacial pace of education reform.

Hake, R.R. 2003. "Re: Lively Academic Listservs," online at <http://listserv.nd.edu/cgi-bin/wa?A2=ind0312&L=pod&P=R3771>. Post of 5 Dec 2003 16:02:18-0800 to POD, PhysLrnR, & Physhare. The APPENDIX contained a list of academic discussion lists, now superseded by the present list.

Hake, R.R. 2005a. "Cross-Posting - Synergistic or Sinful?" Post of 1 Nov 2005 08:37:12-0800 to ITFORUM and AERA-L. Online at at <http://tinyurl.com/2m59v4>.

Hake, R.R. 2005b. "In Defense of Cross Posting," online at <http://listserv.nd.edu/cgi-bin/wa?A2=ind0507&L=pod&P=R13219&I=-3>. Post of 24 Jul 2005 21:54:34-0700 to AERA-C, AERA-D, AERA-G, AERA-GSL, AERA-H, AERA-I, AERA-J, AERA-K, AERA-L, ASSESS, BioLab, Biopi-L, EvalTalk, Math-Learn, PhysLrnR, POD, STLHE-L, TeachingEdPsych, & TIPS.

Hake, R.R. 2005c. "The Insularity of Educational Research," online at <http://tinyurl.com/yrtv3e>. Post of 21 May 2005 12:11:27-0700 to AERA-L and PhysLrnR. URL's of interesting discussion lists are given in the APPENDIX – an augmentation and updating of the list given in "Re: Lively Academic Listservs" [Hake (2003)], but now superseded by the present list.

Hake, R.R. 2005d. "Fourteen Posting Suggestions," online at <http://listserv.nd.edu/cgi-bin/wa?A2=ind0507&L=pod&P=R12861&I=-3>. Post of 23 Jul 2005 11:38:29-0400 to AERA-C, AERA-G, AERA-GSL, AERA-H, AERA-I, AERA-J, AERA-K, AERA-L, ASSESS, EvalTalk, Math-Learn, PhysLrnR, POD, STLHE-L, TeachingEdPsych, and TIPS.

Hake, R.R. 2005e. "Fourteen Posting Suggestions (was Extraneous, arrogant, stupid, grossly-misinformed computer OS comments...)" online at <http://lists.nau.edu/cgi-bin/wa?A2=ind0507&L=phys-l&P=R15505>. Post of 25 Jul 2005 16:25:2-0700 to AP-Physics, Phys-L, PhysLrnR, Physhare, and Physoc.

Hake, R.R. 2005f. "Why Aren't AERA Discussion Lists More Active?" online at <http://tinyurl.com/2s3b9k>. Post of 11 Jun 2005 11:44:58-0700 to AERA-C, AERA-D, AERA-G, AERA-GSL, AERA-H, AERA-I, AERA-J, AERA-K, AERA-TchEdPsych, and PhysLrnR.

Hake, R.R. 2007a. "Cognitive Science and Physics Education Research: What We've Got Here Is Failure to Communicate," submitted to the "Journal of Learning Sciences" on 10 October 2007; online at <http://www.physics.indiana.edu/~hake/CS&PER-JLS7.pdf> (588 KB) and as ref. 51 at <http://www.physics.indiana.edu/~hake>. "What We've Got Here Is Failure to Communicate," is a famous line from 1967 film *Cool Hand Luke* <http://tinyurl.com/2cxbqm>.

Hake, R.R. 2007b. "Is Permission Required to Place EDDRA Posts On Other Discussion Lists?" EDDRA post of 1 Jun 2007 11:18 am, online at <http://groups.yahoo.com/group/eddra/message/3400>.

MacIsaac, D.L. 2000. "Communities of on-line physics educators," *Phys. Teach.* **38**(4): 210-213; online at <http://physicsed.buffalostate.edu/PHYS-L/TPTApr00art.pdf> (196 kB). Discusses technical and social aspects of discussion lists and gives reference information on four major physics education lists: Phys-L, Physhare-L, PhysLrnR, and TAP-L.

Pea, R. 1999. "New Media Communications Forums for Improving Education Research and Practice," in E. C. Lagemann and L.S. Shulman, eds., *Issues In Education Research* (Jossey-Bass, 1999); online at <http://www.stanford.edu/~roypea/RoyPDF%20folder/A99_Pea_99_NAE.pdf> (3.2MB). For other publications and colloquia see <http://www.stanford.edu/~roypea/HTML1%20Folder/articles.html>.

Roschelle, J & R. Pea. 1999. "Trajectories from Today's WWW to a Powerful Educational Infrastructure," *Educational Researcher*, June-July: 22-25, 43; online as a pdf at <http://ctl.sri.com/publications/displayPublication.jsp?ID=120>; see also <http://www.stanford.edu/~roypea/HTML1%20Folder/articles.html>.