A Guide To the ADLsphere§:
Over Eighty Academic Discussion Lists With Links
To Their Archives & Search Engines *Δ†

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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.”

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§ Pronounced “Addlesphere” (no pun intended).

To Their Archives & Search Engines,” online as ref. 61 at <http://www.physics.indiana.edu/~hake>.

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† I welcome suggestions, additions, and corrections addressed to <rrhake@earthlink.net>.

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linking to <http://www.physics.indiana.edu/~hake>) requires written permission.
I. Addresses, Descriptions, and Links to the Archives and Search Engines of Over Eighty Academic Discussion Lists

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NOTES:

1. Entries give in order:
   List Name [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. The software version is indicated by [nn.n] following that name. As can be seen from the listing, many LISTSERVs utilize version 15.X – 16.X software. Unfortunately the defective 15.0 and 15.5 versions used by some lists fail to properly hot-link URL’s in the archives as seen by at least some mail/server systems, e.g., my own Earthlink/MacOSX10.6.4 system. Of course, subscribers can always copy and paste cold URLs into their browser windows. Since the 15.0 and 15.5 versions are defective, the upgrade to the non-defective 16.X should be free, but list managers have shown little interest in upgrading.
   An “[R]” preceding a list name indicates that access to the list archives is restricted to subscribers. However, subscribing usually takes only a few minutes.

3. All URL’s are hot linked and were accessed on 5-9 August 2010. Some URL’s have been shortened by <http://bit.ly/>. All URL’s are surrounded with angle brackets <URL> because such brackets sometimes facilitate hot linking across line breaks.

4. Quotations “. . . .” in this report are sometimes annotated with inserts such as “. . . .[insert]. . . .”.

5. BLUE text indicates entries that are not standard Academic Discussion Lists: e.g., “Carnegie Perspectives,” “National Teaching & Learning Forum” (NTLF), “Net-Gold,” “Oil Drum,” “Preparing and Supporting Teachers of Undergraduate Mathematics” (PSTUM), “Project Kaleidiscope” (PKAL), “Promising Practices in After School programs” (PPAS), “Tomorrow’s Professor,” and “TLT-SWG,” given for completeness because they provide academic forums, even though they are not standard academic discussion lists (ADL’s).

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AERA - List of AERA divisions <http://www.aera.net/divisions/?id=179>.
AERA Archives <http://listserv.aera.net/archives/aera.html>

All AERA lists employ LISTSERV 16.X software (not the defective 15.0 and 15.5 still used by many
discussion lists :-( ). 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 3-4 below and Section
IIIBf below).

*AERA- A [16.0] (Administration, Organization, & Leadership) [N ~ 250]
  <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 [16.0] (Curriculum Studies Forum) [N ~ 200]
  <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 [16.0] (Learning & Instruction) [N ~ 370]
  <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 [16.0] (Measurement and Research Methodology) [N ~ 530]
  <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 [16.0] (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 [16.0] (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 [16.0] (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 [16.0] (Graduate Studies Discussion Forum) [N = 1560]
<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 [16.0] (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 [16.0] (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 [16.0] (Postsecondary Education) [N ~ 250]
<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 [16.0] (Teacher & Teacher Ed) [N ~ 320]
<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 [16.0] (Politics and Policy in Education) [N ~ 250]
<AERA-L@LISTSERV.AERA.NET>
<http://listserv.aera.net/archives/aera-l.html>
<http://listserv.aera.net/scripts/wa.exe?S1=aera-l>

*AERA_SIG_TEACHING_ED_PSYCHOLOGY [16.0] [N ~ 250]
<AERA_TEP_SIG128-FORUM@LISTSERV.AERA.NET>
<http://listserv.aera.net/scripts/wa.exe?LIST=AERA_TEP_SIG128-FORUM>
<http://listserv.aera.net/scripts/wa.exe?S1=aera_tep_sig128-forum>

[R] AP-Biology (Advanced Placement Biology) [N ~ 4020]
<ap-bio@lyris.collegeboard.com>
<http://lyris.collegeboard.com/read/?forum=ap-bio>
<http://lyris.collegeboard.com/read/search/advanced?forum=ap-bio>
homepage <http://apcentral.collegeboard.com/biology>

[R] AP-Calculus (Advanced Placement Calculus) [N ~ 5070]
<ap-calculus@lyris.collegeboard.com>
<http://lyris.collegeboard.com/read/?forum=ap-calculus>
<http://lyris.collegeboard.com/read/search/advanced?forum=ap-calculus>
homepage <http://apcentral.collegeboard.com/calculusab>
[R] AP-Psych (Advanced Placement Psychology) [N ~ 1480]
<ap-psych@lyris.collegeboard.com>
<http://lyris.collegeboard.com/read/?forum=ap-psych>
<http://lyris.collegeboard.com/read/search/advanced?forum=ap-psych>
homepage <http://apcentral.collegeboard.com/psych>

[R] AP-Stat (Advanced Placement Statistics) [N ~ 3620]
<ap-stat@lyris.collegeboard.com>
<http://lyris.collegeboard.com/read/?forum=ap-stat>
homepage <http://apcentral.collegeboard.com/stats>

All AP Forums
<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 ~ 140]
<American-Philosophy@yahoogroups.com>
<http://groups.yahoo.com/group/American-Philosophy>
<http://yaho.it/bLJLHB>
Managed by Paulo Ghiraldelli <http://chaerophon.blogspot.com/>, formerly co-editor of
the journal Contemporary Pragmatism <http://www.rodopi.nl/senj.asp?SerieId=CP>

ARN-L (Assessment Reform Network) [N ~ 280 – as indicated by Eric Crump in an ARN-L post of 6
August 2010]
<arn-l@interversity.org>
<http://interversity.org/lists/arn-l/archives.html>
subscribe at <http://interversity.org/lists/arn-l/subscribe.html>
no search engine :-(
information at <http://fairtest.org/get_involved/k-12>
Sponsored by FairTest <http://fairtest.org>/

* ASSESS [14.4] Assessment in Higher Education) [N ~ 1090]
<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 ~ 850]
<astrolrner@yahoogroups.com>
<http://tech.groups.yahoo.com/group/astrolrner/>
<http://tech.groups.yahoo.com/group/astrolrner/msearch_adv>
RI BIOLAB (Issues and information related to college biology teaching) [N ~ 600]
<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 Section IIIAb.
Information File: <http://biology.clemson.edu:591/biolab/info.htm>
Very heavily moderated

*BIOPI-L [14.5] (Biology Teacher Enhancement) [N ~ 230]
<BIOPI-L@LISTSERV.KSU.EDU>
<http://listserv.ksu.edu/archives/biopi-l.html>
<http://listserv.ksu.edu/web?S1=biopi-l&X=->
The heading at <http://listserv.ksu.edu/archives/biopi-l.html>: Secondary Biology Teacher Enhancement PI is evidently of only historical interest. Judging from the posts, the current list is devoted to Biology Education generally.

Carnegie Perspectives (“A different way to think about teaching and learning”)
<http://www.carnegiefoundation.org/perspectives/>
List of conversations is at:
One may add her/his comments to more recent entries.
See also Carnegie Foundation for the Advancement of Teaching
<http://www.carnegiefoundation.org/>

*Chemed-L [15.0] (Chemistry Education Discussion List) [N ~ 900]
<CHEMED-L@MAILER.UWF.EDU>
<http://mailer.uwf.edu/archives/chemed-l.html>
<http://mailer.uwf.edu/listserv/wa.exe?S1=chemed-l>

COMMUNITARIAN ECONOMICS [N ~ ??]
<COMNETSE@HERMES.GWU.EDU>
<https://hermes.gwu.edu:443/archives/comnetse.html>
The last posts were in November 2005. This list is probably dead.

*CRTNET [15.5] (Communication Research and Theory Network) [N ~ 7300]
<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
CRTNET is a bitnet magazine about Communication Research & Theory. It is edited and distributed by T3B@PSUV (Tom Benson)
*Dewey-L [16.0] (John Dewey Discussion List) [N ~ 230]
  <DEWEY-L@LISTSERV.SC.EDU>
  <http://listserv.sc.edu/archives/dewey-l.html>
  <http://listserv.sc.edu/cgi-bin/wa?S1=dewey-l>

[R] DieOff (Intelligent and informed discussion regarding the coming dieoff/peak-oil crisis.) [N ~ 1020]
  <the_dieoff_QA@yahoogroups.com>
  <http://tech.groups.yahoo.com/group/the_dieoff_QA/>

  “This list was founded by Jay Hanson as a forum for intelligent and informed discussion regarding
  the coming dieoff/peak-oil crisis. This is a scientific list which aims to be consistent with modern
  science and history -- especially modern biology. It was specifically established for the five percent
  of the population who are scientifically literate. *This is a POLITICALLY INCORRECT group. If
  you just don't like political incorrectness, then go somewhere else. *This list attempts to remain
  consistent with conventional science (and evolution theory!). If you want to discuss metaphysics, go
  somewhere else. *If you are interested in energy, visit <http://www.theoildrum.com/> *If you don't
  believe in limits to growth, evolution theory, overshoot, or peak oil, then go somewhere else. The
  list owner reserves the right to edit or reject messages, and remove members whenever he chooses.”

*DrEd [15.5] (Medical Education Research and Development) [N ~ 1400]
  <DR-ED@LIST.MSU.EDU>
  <http://list.msu.edu/archives/dr-ed.html>
  <http://list.msu.edu/cgi-bin/wa?S1=dr-ed&X=>

EDDRA2 (Education Disinformation Detection and Reporting Agency - 2) [N ~ 70]
  <EDDRA2@yahoogroups.com>
  <http://groups.yahoo.com/group/EDDRA2/>
  <http://groups.yahoo.com/group/eddra/msearch_adv>

  “This email list-serve is an attempt to continue the tradition of the late and irreplaceable Gerald
  Bracey, who began the original EDDRA in 1991. If you don't know, Jerry was a tireless analyst and
  critic of the all-too-common disinformation that is being passed off as fact in the area of education.
  Quoting Jerry, ‘EDDRA is dedicated to analyzing reports, dispelling rumors, [and] rebutting lies
  about public education in the United States.’

  For clarity, here are some examples of those lies:
  * Students in charter schools always out-perform their counterparts in normal public
    schools.
  * Teacher unions, veteran teachers and tenure are the main cause of massive failure in
    inner-city public school systems.
  * Standardized test results are the best (or only) way to measure success or failure in the
    public schools.
  * American public schools do much worse than those in __________ (other country –
    take your pick).
  * American public schools are total failures.
  * If we make the learning and evaluation standards harder, then students will
    automatically learn more. (And teachers will start doing their jobs.)
  * and so on...
My intention is to avoid polemics, ad-hominem or nasty attacks, excessive invective, and opinion pieces. The emphasis should be on facts and the exchange of pertinent information, rather than personal anecdotes or philosophy. Humor is OK, but is not the major goal. Though at times it will be hard to distinguish between fact and opinion, let us try to be civil and factual. Please REFLECT before hitting the "send" button. Try to trim your emails so that you are only quoting the relevant parts of the emails that you are responding to. . . .[Well said !! – consistent with “Fourteen Posting Suggestions” (Hake, 2005)]. . . .

This list will be moderated as necessary. To prevent spammers from joining, all memberships will need to be approved. Please join us, and assist us in eschewing obfuscation! It's important!”

*EdResMeth [15.5] (Educational Research Methodology) [N ~ 670]
<EDRESMETH-L@LISTSERV.UCONN.EDU>
<http://bit.ly/b1PMo4>
Clicking on <http://bit.ly/b1PMo4> will elicit a dire warning: “The certificate for this website is invalid. You might be connecting to a website that is pretending to be ‘edresmeth-l@listserv.uconn.edu,’ which could put your confidential information at risk. Would you like to connect anyway?” Evidently the certifying body makes money by charging fees for “certifying,” but EdResMeth does not wish to pay for “certification.” As far as I know, it’s perfectly safe to click on the “Continue” button. For a Phys-L discussion on “certification” see <http://bit.ly/anIU3T>.

[R] *EDSTAT-L [15.5] (Teaching and Learning Statistics) [N ~ 300]
<EDSTAT-L@LISTS.PSU.EDU>
<http://lists.psu.edu/archives/edstat-l.html>
List manager Dennis Roberts (now retired <http://bit.ly/a6SwiZ>) is virulently opposed to cross-posting – see e.g., his covertly cross-posted post "Re: Fourteen Posting Suggestions" [Roberts (2005)] and my response “In Defense of Cross Posting” [Hake (2005b)].

Epistemology [N ~ 1980]
<epistemology@googlegroups.com>
<http://groups.google.com/group/epistemology?lnk=srg>
Search engine at top of above archive page
<http://groups.google.com/group/epistemology/about>
“You are invited to join our group to discuss epistemology and give your view on questions such as: What is science, what is knowledge and what is logic? Are there absolute and universal rules? Is quantum theory superior? Is there just one universe? How does research influence its outcome?”

*EVAL-SYS [16.0] (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 [15.0] (American Evaluation Association Discussion List) [N ~ 2640]
<EVALTALK@BAMA.UA.EDU>
<http://bama.ua.edu/archives/evaltalk.html>
<http://bama.ua.edu/cgi-bin/wa?S1=evaltalk&X=->
*FYA [16.0] (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

Google Groups <http://groups.google.com/>. A search engine is at <http://bit.ly/am46z6>. Since anyone can set up a Google group free of charge, many Google groups are not “academic” in the sense of “relating to education and scholarship,” and some are loaded with SPAM and crank messages. See also “Google Groups Versus Yahoo Groups” [Stewart (2007)].

H-Net (Humanities and Social Science) <http://www.h-net.org/>
  “H-Net is an international interdisciplinary organization of scholars and teachers dedicated to developing the enormous educational potential of the Internet and the World Wide Web. Our edited lists and web sites publish peer reviewed essays, multimedia materials, and discussion for colleagues and the interested public. The computing heart of H-Net resides at MATRIX <http://www2.matrix.msu.edu/>: The Center for Humane Arts, Letters, and Social Sciences Online, Michigan State University, but H-Net officers, editors and subscribers come from all over the globe.”

[R] *HoPoS [16.0] (History of the Philosophy of Science) [N ~ 1040]
  <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.”

IFETS (International Forum of Educational Technology & Society) [N ~ ??]
  <IFETS-DISCUSSION@COMPUTER.ORG>
Evidently No automatically compiled archives :- ( <http://ifets.ieee.org/search_engine.html> [a test search by typing “Kinshuk” (without the quotes) into the “Search discussion archive” yielded 4371 hits on 3 Dec 2008, but none of the first 200 were dated later than 2003.]
Homepage <http://ifets.ieee.org/>
(Endorsed by IEEE Technical Committee on Learning Technology)
The list manager has chosen to disregard the fair-use provision of U.S. Copyright law – (see Section IIIAb).

Very heavily moderated with an aversion to posts by those outside the insular IT community.

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MathEDCC (Sponsored by MATYC, the American Mathematical Association of Two-Year Colleges. Created by the Technology in Mathematics Education Committee (TiME); dedicated to discussions of all topics relating to mathematics education) [N ~ ??]

<mathedcc@mathforum.org>

<http://mathforum.org/kb/forum.jspa?forumID=184>

To find all the posts by someone whose last name is, say “Mathguru,” see under “Math “Discussion Lists at MathForum-Drexel” below.

[R] Math-Learn  [Courteous discussion (unlike Math-Teach) about the teaching of mathematics]

[N ~ 610]

<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 ~ 370]

<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>

To find all the posts by someone whose last name is, say “Mathguru,” see under “Math “Discussion Lists at MathForum-Drexel” below.

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 (see Section IIIAb).
Math Discussion Lists at MathForum-Drexel
<http://mathforum.org/kb/forumindex.jspa>
To see all the posts by someone whose last name is, say, “Mathguru” on any mathforum discussion list, say “X” (there may be an easier way - please let me know if there is one):
(a) click on the search engine URL <http://bit.ly/aHFnat> and then:

(b) type “Mathguru” (without the quotes here and below) into the “Search Terms” slot; select: mathforum discussion list “X” in the “Discussion(s)” slot and “All” in the “Date Range” slot; leave the “Username or User ID” slot blank; then click on the “Search” button;

(c) find a post by “Mathguru” and click on it’s title to:

(d) obtain a page with “Mathguru” at the top left corner of the gray-shaded region; then click on “Mathguru” to obtain:

(e) “Mathguru’s” profile, wherein “Mathguru’s” “UserID” is displayed; copy “Mathguru’s” “UserID” for use in step “g” below,

(f) click on the search engine URL <http://bit.ly/aHFnat>;

(g) paste “Mathguru’s” “UserID” from step “e” into the “Username or User ID” slot, leaving all other slots blank; then click on the “Search” button to finally obtain links to all “Mathguru’s” posts.

Compare the above arduous MathForum search for all posts by “Mathguru” with the easy LISTSERV search – using, say, POD’s search engine at
<http://listserv.nd.edu/cgi-bin/wa?S1=pod>: To find all the posts by “Mathguru” simply type “Mathguru” into the “Author's Address” slot! (Of course, this fails if “Mathguru” doesn’t place her/his last name in her/his email address.)

[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=>
“This list is for people using multilevel analysis (multilevel modelling; hierarchical data analysis) and any associated software (e.g. MLn/MlWin, HLM, VARCL, GENMOD). It aims to promote discussion, mutual support and the spread of information (e.g. conferences, workshops, new software).”

[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.
NaturalMath [N ~ 310]
<naturalmath@googlegroups.com>
<http://groups.google.com/group/naturalmath?lnk=srg>
Search engine at top of above archive page
<http://groups.google.com/group/naturalmath/about>
“We discuss ways to help individuals and groups create mathematics together. We are changing the culture to where children and adults will make mathematics beautiful, useful, meaningful and fun.” For list manager Maria Droujkova’s rule against “meta-discussion” see <http://bit.ly/cWhsEY>. Maria writes: “Meta-discussion is the discussion about discussion, for example, about participants, discussion platforms, discussion rules and styles. Just like self-referential statements in logic lead to paradoxes (‘This sentence is a lie!’), meta-discussion can be very disruptive, particularly in text-only environments.” I hope that Maria does not wish to prohibit mention of posts on other discussion lists (please correct me if I’m wrong).

NetGold (Resource group) [N ~ 1040]
<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.”

Oil Drum  (Discussions about energy and our future.) [18,600 “readers”]
<http://www.theoildrum.com/>
<http://www.theoildrum.com/special/archives>
“The Oil Drum's mission is to facilitate civil, evidence-based discussions about energy and its impact on our future. We near the point where new oil production cannot keep up with increased energy demand and the depletion of older oil fields, resulting in a decline of total world oil production. Because we are increasingly dependent upon petroleum, declining production has the potential to disrupt our lives through much higher prices and fuel shortages. The extent of the impact of this supply shortfall will depend on its timing, the magnitude of production decline rates, the feasibility of petroleum alternatives, and our ability to curtail energy consumption.”

PBL[16.0] (Problem Based Learning) [N ~ 220]
<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 ~ 520]
<peirce-l@lyris.ttu.edu>
<http://lyris.ttu.edu/read/?forum=peirce-l>
<http://lyris.ttu.edu/read/search/advanced?forum=peirce-l>
Joseph Ransdell’s homepage <http://www.cspeirce.com/homepage/ransdell.htm>
ARISBE: The Peirce Gateway <http://www.cspeirce.com/welcome.htm>
Clicking on \(<\text{https://carnot.physics.buffalo.edu/archives}>\) will elicit a dire warning: “The certificate for this website is invalid. You might be connecting to a website that is pretending to be ‘carnot.physics.buffalo.edu’, which could put your confidential information at risk. Would you like to connect anyway?” Evidently the certifying body makes money by charging fees for “certifying,” but Phys-L (rightfully) does not wish to pay for a useless “certification.” As far as I know, it’s perfectly safe to click on the “Continue” button – for a Phys-L discussion on “certification” see \(<\text{http://bit.ly/anIU3T}>\).

**Search widow at top of archives**
Phys-L Homepage \(<\text{https://carnot.physics.buffalo.edu}>\)
Phys-L/Physhare Subscriber Websites are at \(<\text{http://bit.ly/amVF7g}>\).

<PHYSLRNRR@LISTSERV.BOISESTATE.EDU>
<http://listserv.boisestate.edu/archives/physlnr.html>
<http://listserv.boisestate.edu/cgi-bin/wa?S1=physlrnr&X=>

[R] *Physhare [15.5] (Secondary physics education) [N ~ 550]
<PHYSHARE@LISTSERV.PSU.EDU>
<http://lists.psu.edu/cgi-bin/wa?A0=PHYSHARE>
<http://bit.ly/bchVZg>
Physhare FAQ (Homepage) \(<\text{http://www.geocities.com/physhare}>\)

[R]*PHYSOC [14.5] (Education about physics-related social topics) [N ~ 260]
<PHYSOC@LISTSERV.UARK.EDU>
<http://listserv.uark.edu/archives/physoc.html>
<http://listserv.uark.edu/scripts/wa.exe?S1=physoc&X=>

*POD [15.5] (Professional & Organization Development Network in Higher Education) [N ~ 1440]
<POD@LISTSERV.ND.EDU>
<http://listserv.nd.edu/archives/pod.html>
<http://listserv.nd.edu/cgi-bin/wa?S1=pod>
POD Homepage \(<\text{http://www.podnetwork.org}>\)

[R] *PPAS [15.5] (Promising Practices in After School programs) [N ~ ??]
<PPAS@listserv.aed.org>
<http://listserv.aed.org/archives/PPAS.html>
This list has evidently been transformed into a one-way channel for posts by Oscar Medrano of the AED (Academy for Educational Development). At \(<\text{http://www.aed.org/Projects/afterschool.cfm}>\) it is stated that the former “Promising Practices in After School programs” is no longer active.
Project Kaleidiscopes (PKAL) [N ~ ??]
<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 : - ( Managed by clicker guru Derek Bruff <http://derekbruff.com/site/>, now at Vanderbilt, who evidently initiated the list when at Harvard.

[R] *PsychTeacher [15.0] (Society for Teaching of Psychology Discussion List) [N ~ ??]
<PSYCHTEACHER@LIST.KENNESAW.EDU>
'http://list.kennesaw.edu/archives/psychteacher.html'
Info at <http://teachpsych.org/news/psychteacher.php> and
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 on 5 August 2010 yielded 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

SCI.Econ Group (The science of economics)
<sci.econ@googlegroups.com>
<http://groups.google.com/group/sci.econ?hl=en>
“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.”


For other references see <http://www.fluency.org/>
TIPS (Teaching In the Psychological Sciences) [N ~ 560, private communication of 25 July 2010 from list manager Bill Southerly]

<tips@fsulist.frostburg.edu>
<http://www.mail-archive.com/tips%40fsulist.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&amp;X=->
last listserv post in Nov 2006 – evidently used primarily for announcements by Gilbert
hompage <http://www.tltgroup.org/>
Blog at <http://tlt-swg.blogspot.com/>

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

*TrDev-L [15.5] (Training and Development List) [N ~ 400]
<TrDev-L@lists.psu.edu>
<http://lists.psu.edu/cgi-bin/wa?A0=trdev-l&amp;X>
<http://lists.psu.edu/cgi-bin/wa?S1=TRDEV-L&amp;D=0&amp;T=0&amp;X>

*Twain-L [14.5] (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] *UGMATHEDU [14.5] (Undergraduate Math Education) [N ~ ?]
<mathedu@lsv.uky.edu>
<http://lsv.uky.edu/archives/ugmathedu.html>

[R] *WBTOLL-L [15.5?] (Web Based Training Online Learning Discussion) [N ~ 1210]
<WBTOLL-L@HERMES.GWU.EDU>
<http://hermes.gwu.edu/archives/wbtoll-l.html>
<http://hermes.gwu.edu/cgi-bin/wa?S1=wbtoll-l&amp;X=->
See also:

- William James site [http://www.emory.edu/EDUCATION/mfp/james.html#chats]
- Pragmatism Cybrary [http://www.pragmatism.org/default.htm]
- Pragmatism Discussion Lists
  [http://www.pragmatism.org/internet/discussion.htm]

Yahoo Groups [http://groups.yahoo.com/]. A search engine is provided at that URL. Many Yahoo Groups are not “academic” in the sense of “relating to education and scholarship.” Since anyone can set up a Yahoo group free of charge, many Yahoo groups are not “academic” in the sense of “relating to education and scholarship,” and some are loaded with SPAM and crank messages.

See also “Google Groups Versus Yahoo Groups” [Stewart (2007)].
II. Some Strengths of Academic Discussion Lists (ADL’s)*

A. 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 as a 204 kB pdf at <http://bit.ly/brgk1E> and reproduced below:

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*Based in part on material in “Over Two-Hundred Education & Science Blogs” [Hake (2009b)] and “Re: The value of email discussion lists” [Hake (2009d)].
B. In “Over Two-Hundred Education & Science Blogs” [Hake (2009b)] I wrote: Discussion lists running on the popular LISTSERV <http://www.lsoft.com/> software feature excellent archives and powerful search engines that allow searches by keywords, author, subject title, date, or any combination of those. I know of no such search engines in the Blogosphere.

C. Amitai and Oren Etzioni (1997) in "Communities: Virtual vs. Real" wrote (paraphrasing): “Virtual on-line communities complement and reinforce ‘real’ off-line communities and have several advantages over the latter, e.g.:
1. easy communication over national borders and time zones;
2. inclusion of homebound (aged, ill, or handicapped) people;
3. accommodation of more individuals than off-line meeting rooms;
4. strong memories;
5. high safety;
6. allowance for exploration of new relationships and identities – as documented by MIT's Sherry Turkle (1997), and
7. indifference to physical appearance and off-line identity.” Who would read the present report if it were known that I’m a bloodhound?

D. Gerald Grow (2009) of the JourNet list, in his post “The value of email discussion lists” perceptively listed the following advantages of ADL’s (slightly edited):

1. They provide "push" technology. . . .[[http://en.wikipedia.org/wiki/Push–pull_strategy]]. . . .: You check your email anyway, and listserves push the discussion to your attention then. You don't have to log into a separate location to reach a listserv. . . .[[but some who subscribe to LISTSERVs prefer to use ADL’s as “pull” technology: they subscribe to LISTSERVs in the NOMAIL option allowing them to post as any time, then monitor posts (see section IVC) on the archives when time allows, thus saving time, hard drive space, and sanity]]. . . .

2. They are interactive: You can participate, contribute, respond.

3. They are generative: You can create articles, posts, comments. You can originate a discussion thread.

4. They are user-modifiable: You can change the settings on when and how you receive them.

5. They are social networking: People connect with people of similar interests, in groups with focused purposes.

6. Listserves are collaborative: People discuss, form teams, work together on projects, exchange work products.
7. They are linked: People on listserves regularly provide links to other sources.

8. They are fast: While Web 2.0 sites are often graphics-intensive and server-intensive and can at times become slow, listserves can run on any software rarely slow or falter. They work, they work well, they are reliable.

9. They are contextual: When there is no activity . . . . you don't get any messages. When there is activity, you do. . . . . . . [but as pointed out above, on LISTSERVs one can maintain sanity and hard-drive space by subscribing in the NOMAIL option, thus receiving NO MAIL from the list while being free to browse the archives and post at one's leisure]. . . . When members consider a topic significant, it gets lots of responses. When members consider it insignificant, it gets few. There is a kind of gatekeeping by consensus. . . . [but my experience has been that (a) the "gatekeeping" sometimes tends to favor the trivial over the substantive; and (b) a post that initiates few if any responses may nevertheless attract considerable attention, as judged by the number of clicks on URL's contained within that post – see e.g. “Information Propagation in the ADLsphere (Hake, in preparation)] . . . .

10. On top of that, listserves are cheap, low-maintenance, comparatively low-tech, efficient methods of targeted communication.

11. And, unlike most Web 2.0 technology, they can be carried out without the support of advertising. . . .

D. Internet guru Dave Dillard (2009), manager of NetGold, in “Re: The value of email discussion lists,” wrote (paraphrasing):

1. Unlike blogs, ADL’s are participative and not limited to an owner making comments on whatever topic and others then posting responses.

2. One can follow any post on any ADL with comments about any other topic.

3. It’s important to realize that ADL’s are not limited to those using LISTSERV software. . . . [see Section IVA “What’s a LISTSERV” below]]. . . . . Google Groups <http://groups.google.com/> and Yahoo Groups <http://groups.yahoo.com/> are very extensive collections of groups run in a manner similar to that of LISTSERV. . . . . [but, since anyone, for free, can set up a group, many Google and Yahoo groups are not “academic” in the sense of “relating to education and scholarship,” and some carry posts that are loaded with SPAM and crank messages]]. . . . . On Yahoo lists, one can also run a links collection, a photograph section, and have public or private sections as the list owners wishes.

4. One vital and very important aspect of a discussion group is the availability of its content publicly on the web. For private groups and social networking groups such as Facebook, MySpace, LinkedIn, etc., there has been no indexing of content by search engines. . . . (and, more seriously, Allan Badiner (2010) has accused Facebook of selling the private information it collects to marketers.) . . .

5. For example, one interested in the post about Listservs by Gerald Grow (2009) can easily search Google <http://www.google.com/> for ["gerald grow" journet] (with the quotes “...” but without the square brackets [....]) to obtain 778 hits (as of 5 August 2010 10:11:00-0700) at <http://bit.ly/cUGXnR>
6. . . . [[LIST OWNERS TAKE NOTE!!]]. . . . It is a good idea to back up one’s list on more than one server, given my experience with Yahoo Groups in May 2004 when NetGold permanently disappeared. This is just good insurance that the valuable contributions to an ADL will be less likely to be permanently lost.


8. Applications such as “5” and “7” above are examples of why ADL’s are very likely to remain a strong and important part of the internet scene and culture. Those who join and participate in such groups strengthen this method of communication.

III. Some Weaknesses of Academic Discussion Lists (ADL’s): Many ADL’s Fail to Foster Growth of a Community’s Capability*

In my opinion, many 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 nine (three due to list owners; and six 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 – outstanding examples are EdStat-L, ITForum, PsychTeacher, and TeamLearning-L - see, e.g. : “Cross-Posting - Synergistic or Sinful?” (Hake, 2005a); "In Defense of Cross Posting" (Hake, 2005b); “The Insularity of Education Research” (Hake, 2005c); and “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.

*Based in part on material in “Over Two-Hundred Education & Science Blogs” [Hake (2009b)] and “Re: The weaknesses of email discussion lists” [Hake (2009c)].
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 definitive academic references which recognize the invention of the internet, 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, see e.g., “Re: Non randomized and non regression discontinuity studies on governance programs” [Hake (2010a,b,c)] – why are inhabitants of the ADLsphere (ADL’ers) so reticent to accept the precious gift of physicist-turned-computer-scientist Tim Berners-Lee <http://en.wikipedia.org/wiki/Tim_Berners-Lee > that allows material to be brought to the computer screens of others with the click of a mouse?
   e. Fail to operationally define pedagogic terms – see e.g., Hake (2010d,e) – even despite the “anti-positivist vigilantes [Phillips (1995, 2000)].
   f. 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: (a) the excellent AERA ADL’s set up by Gene Glass for each AERA division, and (b) the fact that 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.”

For a discussion of “f” above see “Why Aren’t AERA Discussion Lists More Active?” [Hake (2005f)].
IV. LISTSERV utilization:
A. What's a LISTSERV?
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 software 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 Academic Discussion Lists (ADL's) forego use of easily searchable archives by utilizing antediluvian software? Probably because LISTSERV software is relatively expensive (whereas lists can be set up for free on Google and Yahoo groups. For a catalog of LISTSERV lists see <http://www.lsoft.com/catalist.html>.

B. Subscribing & Unsubscribing
For LISTSERV archives it takes only a few minutes to subscribe and then unsubscribe by clicking on (a) the archive URL, and then (b) "Join or leave the list." If you’re an irregular user, 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.

C. Monitoring Posts
   a. click on the archive URL,
   b. click on the month and year of interest,
   c. in “Options” at the top of the page select “Show Table of Contents,”
   d. 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,
   e. 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.
   f. scan the titles and authors of posts that have arrived since your last visit, and examine only those which appear worthwhile.

2. To monitor posts on the older LISTSERV 14.X software
   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 ).


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). Fig. 1 on p. 16 of the present report is taken from p. 3 of that report.


NSF. 1996. National Science Foundation Advisory Committee. Shaping the Future, Volume II: Perspectives on Undergraduate Education in Science, Mathematics, Engineering, and Technology, Advisory Committee to the National Science Foundation Directorate for Education and Human Resources, chaired by Melvin George, online as a 1.8 MB pdf at <http://bit.ly/9X4Nh9> (1.8 MB). This report is one of the few that emphasizes the crucial role of higher education in determining the quality of K-12 education.


