Sasha was off to a rough start in her 7th grade year. During the first grading period, she did very little school work. She completed a small part of one major language arts project and did nothing on a second. When she was asked to review material covered on a web-based assessment, so she could retake it and improve her poor score, Sasha did not produce once again. In-class activities were done haphazardly, with little attention to detail. Feedback from her teacher—me—was mostly ignored.

At the end of the grading period, it was time for reflection, self-evaluation, and a final grade. I met with Sasha, as I did with every student, and we discussed her production. When I asked her for her thoughts, she admitted that the results were not what she had hoped for. She gave no excuses. Because the administration at the middle school where I teach mandates that teachers assign quarterly grades, I told Sasha that a formal grade had to go on her report card. This was a fairly new concept for her because there had been no points, percentages, or grades on any activity for the first nine weeks of school in our class.

“Put a grade on your production for Quarter One,” I said. Tears rolled down Sasha’s face, which was a heart-wrenching sight as I hated to see her punished by a grade. Between sobs, her chin resting weakly
on her chest, Sasha whispered, “I guess it has to be an F.” When I asked if she was certain, Sasha nodded affirmatively. It was at this very moment I realized that a Results Only Learning Environment (ROLE) would forever change how I teach and how my students learn. One grading period later, Sasha was up to a C, and she continued to progress throughout the year. The roles were reversing. My students were taking control of their own learning and their own assessment. Education was becoming something truly revolutionary.

My Way or the Highway

Until just a few years ago, I was the kind of teacher whom I hated when I was a student—a my-way-or-the-highway kind of guy. I was brought up to believe that the teacher is always right, no matter how wrong he or she actually may be. “Just keep quiet, and do what you’re told,” my parents always said. I bought in to this because I knew there would be serious repercussions at home if I did not. I suppose it helped; I stayed out of trouble and made average grades, which kept both of my working parents satisfied. When I became a teacher, which is its own ironic story, I adopted my parents’ theory: students should sit at their desks, remain quiet, always raise their hands, and do what they’re told. I even relished reminding them of this at the beginning of each year.

“It’s my way or the highway,” I would announce on day one. “Do as I tell you and we’ll get along fine. You might even learn a thing or two by the end of the school year.” Of course, the 12-year-olds lined up in front of me just rolled their eyes and pretty much tolerated me year after year. Like most new teachers, I believed I had a lot of fresh ideas that would change education. For the most part, though, I was simply regurgitating information the same way my predecessors had for decades. My students’ days consisted of standard rules and consequences, worksheets, bell work, homework, and multiple-choice tests, many of which I had borrowed from teachers who had been using them for 20 years or
more. I lasted seven years teaching this way, and then I left education for the laudable profession of mortgage lending. That move lasted one year before I returned to the classroom—mainly because my wife is also a teacher, and I missed being able to share breaks together. After four more boring years of droning at students about classroom rules and the fundamentals of writing, I realized it was time for another change—in the classroom.

**The Dawn of Technology**

Because my students enjoyed the Internet, I decided to integrate as much of it as I could into my teaching. This began the transformation that this book is really about. Students wanted more technology, so I learned as much about Web 2.0 and social media as I could and started experimenting with methods of incorporating these applications into weekly or even daily lessons. A new enthusiasm for learning among my students made me realize that the old my-way-or-the-highway approach to teaching simply didn’t work. Students knew what they wanted, so I started giving it to them. Suddenly, teaching became teaching *and* learning—and it was fun. I loved using technology so much that I created numerous professional development courses for educators. I could teach them how to replicate the success I was having. I was teaching at school and at home, and I finally felt like I was making the kind of contribution that I’d dreamed of making when I first became a teacher.

Then something awful happened, and the thrill of my new methods ended as suddenly as it began. Another school year, my 16th as a teacher, brought a new group of 7th graders, most of whom had little interest in web-based learning. Many had no interest in learning at all. In fact, this particular group had been labeled year after year by teachers in my district as “the bad bunch.” This class was lowering district test scores and making principals and teachers think about early retirement.
“Just keep them busy, and try to survive the year,” I was told by several colleagues who had encountered these students in prior school years. I listened, followed their instructions, and had my worst year ever as an educator. These students were greeted by the old Mr. Barnes—the one I thought had disappeared. For five periods a day, five days a week, and 180 school days, I showered them with worksheets and independent work.

“They aren’t mature enough to work cooperatively,” I told a colleague. “They’ll just waste the whole period being disruptive.” Dinner conversations that year often began with “I had a decent day; I only sent two kids to the principal’s office.” I faced each morning with dread, knowing I’d do very little, if any, real teaching. I survived that year, knowing that if I didn’t reinvent myself, I’d have to leave the teaching profession—for good this time.

That summer brought a much-needed vacation that turned out to include far more than spending time with my family and perfecting my golf swing. Although I’m not typically someone who searches the self-help aisle in bookstores or libraries, I felt the need for something inspirational. I purchased Daniel Pink’s book, *Drive: The Surprising Truth about What Motivates Us*, the summer after dealing with “the bad bunch.” From page one, I was intrigued. After a few chapters and examples of Pink’s research, I was captivated. Although I’m not here to endorse Pink’s book or any of the others that I’ll reference, I will say that the concepts in *Drive* were truly life-altering for me, and I’d recommend the book to anyone, especially teachers. In the past decade, I had suffered through many professional development sessions that offered nothing truly enlightening. This time, though, my enthusiasm was not based on a false hope acquired from a random Ph.D. spouting irrelevancies in a half-day workshop on assertive discipline. The summer after “the bad bunch” was different. I devoured Pink’s work, along with books by as many of the people he had researched as I could. I carefully reviewed a business
model, created by former Best Buy executives Cali Ressler and Jody Thompson, called the Results-Only Work Environment, and I considered how this system might function in my own classroom. I read Alfie Kohn’s *The Homework Myth* and *Beyond Discipline* and Donalyn Miller’s *The Book Whisperer*. Articles by Steven Krashen on successful reading strategies for K–12 teachers often lit up my computer screen. Each of these managers, researchers, consultants, and educators reshaped my view of teaching in general and effective methods of instruction in particular.

I reevaluated my 16 years as a classroom teacher and gave special consideration to rapport building, cooperative learning, assessment, and classroom management. I asked myself plenty of questions. What had worked with my students? What didn’t work? Why was the previous year such a monumental failure for a veteran teacher who had seen almost everything? Most important, how could things have been different, and how might I apply the concepts I’d recently studied to my own teaching? Could I reinvent my classroom? How could I truly impact my students? What exactly would turn even the most reluctant learners into hard-working, knowledge-thirsty young adults? Could I change from a traditional teacher into something completely different?

**Change That Changes Everything**

Change can be frightening. At the same time, it can also be exhilarating or even life-altering. A simple change can touch a single person, or it can affect thousands—even millions—of people. A few years ago, the changes I made in my approach to teaching altered my life and the lives of my students. With equal parts trepidation and excitement, I transformed my classroom into what I call a Results Only Learning Environment—a fascinating place where students willingly strive to learn. It wasn’t easy; changing how I taught meant admitting that something was wrong. This is a difficult thing for most people to face, but I
A | Thumbnail View of a Results Only Learning Environment (ROLE)

Workshop Setting Is the Norm
In a ROLE, students collaborate daily, and various activities take place at the same time. Here are the elements of a results-only learning workshop:

- Desks are in pods.
- Creature comforts exist: area rugs, beanbag chairs, magazine racks, etc.
- Electronic devices (used for mobile learning) are welcome.
- There is a quiet chaos—movement, talking, sharing.

Coach/Facilitator Replaces Teacher
A student-centered, collaborative learning community does not need a sage-on-the-stage traditional teacher. The ROLE teacher

- Delivers brief, interactive lessons (3–5 minutes).
- Understands how to integrate technology into learning.
- Creates year-long projects that encompass a wide array of learning outcomes.
- Delivers meaningful narrative feedback on all activities.
- Builds rapport with all students.

Traditional Methods Do Not Exist
The following methods are eliminated:

- Worksheets
- Homework
- Tests and quizzes
- Lectures
- Grades

Feedback Replaces Number and Letter Grades
 Detailed narrative feedback, using the SE2R system (Summarize, Explain, Redirect, Resubmit), eliminates the need for punitive points, percentages, and letter grades.

Rules and Consequences Disappear
ROLE students manage themselves, so there is no need for old-style classroom management.
think it’s even tougher for educators, since we seem to be wired a bit differently than other professionals. Teachers often make the worst students. We spend so much time advancing our degrees and developing professionally that it’s easy to fall prey to the false belief that everything we do is right. Anyone who knows me personally would likely say that I have always been abundantly confident in my work. I was someone who liked to believe that what he was doing was right. The problem was that my confidence wasn’t always built on research. If I saw even a modicum of success in something I tried in class, I believed it was the correct way to teach. When things went wrong, I blamed my students or their parents. I functioned this way for 16 years, before that one remarkable summer and the subsequent school year when I turned my classroom into a ROLE. Now, with the publication of this book, I hope that every teacher who reads it will also change, and a reform movement might begin.

A ROLE Up Close

To get the most out of this book, you have to consider the possibility of making your own dramatic changes—no matter what grade or subject you teach. Results-only learning is a system that eliminates most methods teachers currently use. It involves embracing the final result of learning rather than focusing on traditional practices, such as homework, worksheets, tests, and grades. A Results Only Learning Environment looks different from most classrooms (see Figure A). A ROLE classroom is characterized by

- A bustle that is often perceived inaccurately as mayhem by the casual observer.
- An absence of rules and consequences.
- Students who move about freely and congregate in small groups.
- Students who talk often.
• Different groups of students that simultaneously work independently and collaborate quietly.

Students in a ROLE decide how to demonstrate mastery of learning outcomes without being constrained by standards and pedagogy. Results-only learning hinges on formative assessment, primarily through ongoing, meaningful narrative feedback. Gone are number and letter grades; they are replaced with specific verbal and written feedback that carefully tells students how to make effective changes to activities and projects. A ROLE provides year-long projects, which empower students to build on the skills they learn, honing and expanding them as the school year passes.

For teachers whose school districts live and die by standardized testing, ROLE strategies address standards in a way that students learn them almost without realizing what they’ve done. Because of this, teaching to a standardized test becomes unnecessary. Students master learning outcomes in an enjoyable, project-based, workshop setting that challenges them with real-world learning scenarios. A ROLE eliminates inert knowledge—material that students memorize for quizzes and tests but never remember later in life (Perkins, 2008). When faced with a high-stakes test, I’ve found that students who have spent the school year in a ROLE, learning things they can connect to the real world, typically outperform their peers in traditional classes who have spent most of their nine months in school focused on rote memorization and disconnected activities.

The individual parts of a Results Only Learning Environment are not revolutionary. Many teachers use cooperative learning, and many have done away with “old-school” rules and consequences. Project-based and inquiry learning have become popular models in plenty of school districts. A few teachers have even done away with traditional grading. So how is results-only learning unique? The answer is that a ROLE is greater than the sum of its parts. Results-only learning combines all
of the aforementioned strategies, creating one remarkable community of learners who develop a genuine thirst for knowledge. Students in a ROLE collaborate willingly because they choose their own groups. They discuss openly because they are not inhibited by a traditional worksheet or assignment that bores them with repetition and rote memorization. They work outside of class, knowing that they decide what to do and when to complete it. They realize they’ll never be punished by a 0 or an F if they don’t complete a class activity on a given night. They enjoy class and like the teacher because he or she does not try to control them. Students go to the bathroom when they need to and return to their lockers to retrieve items without being admonished for doing so; the teacher provides an almost surreal kind of freedom.

Most important, ROLE students thrive on narrative feedback. They complete activities, knowing their teacher will not evaluate their hard work by placing a number or a letter on it. If something is not done right, the ROLE student will be told specifically what was missed and what still needs to be done. In order to demonstrate mastery learning, the student is directed back to a previous lesson or presentation and given an opportunity to make changes or additions to the current activity or assignment. Students know that missing a due date while perfecting a project is not a problem because results-only learning is stress-free, as all learning should be.

I recognize that the isolated parts of a Results Only Learning Environment—autonomy, collaboration, elimination of rules and consequences, narrative feedback, and project-based learning—may not be new to you. The marriage of these progressive methods, however, creates a system that is both unique and amazing. It is an environment that will free you from the bonds of traditional teaching. Imagine how enjoyable your job would be if the endless grading of homework and worksheets were eliminated. Consider the amount of stress that would be alleviated if you established an excellent rapport with students and
parents. What if you never again had a discipline issue in your class? This book will show you all of this in action. It will guide you through results-only learning strategies and clearly demonstrate how to transform your classroom into a bustling community of learners who thirst for knowledge for the sake of acquiring it, rather than for a grade. This transformative approach to teaching is based on the research, theory, and practice of many remarkable educators and writers. Proof of the effectiveness of results-only learning, though, is based on my own practical experience and that of others who use ROLE strategies in their classrooms. As results-only learning is defined and explained, you’ll meet numerous practitioners from across the United States and Canada, each with his or her own unique examples of in-class success stories. Most telling, though, is the astonishing achievements of ROLE students and the stories they share. Throughout the book, students’ observations and anecdotes clarify what results-only learning looks like from the point of view of its most treasured stakeholders.

When you are finished reading, I believe you will have the same epiphany I had years ago, when I moved to a Results Only Learning Environment—teaching and learning should look different now from how it has looked during the past few decades. If you are willing to consider something new, something truly transformational, it just might be the life-altering change you’ve been waiting for.
Rebelling Against Traditional Methods

*Learning is always rebellion. . . . Every bit of new truth discovered is revolutionary to what was believed before.*

—Margaret Lee Runbeck

As someone who has been both a teacher-in-training and a cooperative teacher, I have found that educators are taught from their preservice days that control is essential for success in the K–12 classroom. Perhaps, if we were to rethink this lone aspect of preparing young teachers, education would be immediately and markedly improved. Since virtually every education professor and cooperating teacher in the United States focuses on teaching young educators to be efficient classroom managers, this isn’t likely to change anytime soon. This is unfortunate, because letting go of as much control as possible may be the single most important part of creating a successful classroom.

When I decided to take a risk and completely change my classroom into a Results Only Learning Environment, I knew the first thing I’d have to do is eliminate control. By evaluating the disaster that was the year of “the bad bunch,” I quickly realized that what I had been taught as a preservice teacher and what I had practiced for so long were in direct conflict with what I wanted to achieve. People are motivated by three things: autonomy, mastery, and purpose (Pink, 2009). In the K–12
classroom, autonomy rarely exists; it definitely cannot thrive in the controlled world that most teachers believe is crucial to their success. In order to create a results-only classroom, I set out to replace control with autonomy on the first day of school.

Any skilled teacher will admit that the first day of school is critical to the success of the entire year. Not only is a first impression made, but expectations and rules are defined. Students learn if the classroom will be characterized by order or chaos. In the past, my “day one” consisted of an introduction, which was followed by this tired refrain: “Here’s what we’ll do this year. . . . These are my expectations. . . . Here are the rules. . . .” Oh, and let’s not forget the ever-popular “It’s my way or the highway.” This was greeted by rolling eyes, heavy sighs, and groans of “Do we really have to read that?” or “Umm, I read that in 5th grade.” Of course, my response to the latter was always, “Great! Then you should be my expert.” (Just what 13-year-olds need—a smart alec for a role model.) This, of course, was prior to that amazing summer of research and change—before I discovered and devoured the work of Daniel Pink, Alfie Kohn, and Donalyn Miller.

Introducing the ROLE to Students

My first day of school now begins with far more than an introduction and a list of boring expectations. After all, in a results-only classroom, everything needs to be more about the students and less about the teacher. Although I’m convinced it’s unintentional, it is true that many teachers tend to be a bit self-centered. However, a results-only classroom runs best when the teacher is hardly noticed by the casual observer. Therefore, on that first day, after I introduce myself, I begin explaining how the classroom functions.

“Welcome to our Results Only Learning Environment,” I say. “Let me begin by telling you that this class will be different from any you’ve
ever had.” *Sure, it will,* they think; I can see it on their faces. I get their attention, though, with the following list of questions:

1. “Who in here loves homework?” No one.
2. “Who likes taking notes from a textbook?” Again, no hands.
3. “Who would love to have lots of tests and quizzes?” A chorus of groans.
5. “Who enjoys being told what to do all the time?” They are 13 years old; the response is obvious.

“Isn’t this what school is about, though?” I ask. They nod (on day one, kids have very little to say, as they’re still feeling us out). “Not in this classroom,” I announce. “Let me show you how things are really different in here.” At this point, I share a brief presentation that explains the fundamentals of the results-only classroom. The slides, as you may have guessed, include statements that are in direct contrast to the questions I just asked. The presentation begins.

**In our Results Only Learning Environment**

1. There is no homework.
2. There is no copying of anything from a textbook or whiteboard.
3. There are no tests or quizzes.
4. There are no classroom rules.
5. Students choose much of what they learn and how they learn it.

At first, there’s silence. I give students time to absorb this completely unexpected information, before I ask them what they think. Although some raise their hands, this is where there is plenty of shouting out. “No rules?” “Seriously, you don’t assign homework?” “No rules?” “So, I don’t have to copy notes? Do I need a notebook?” “You really don’t assign any homework?”

Once calm is restored, I explain. “Although I realize most teachers assign homework, my feeling is that homework is not necessary in order
for you to demonstrate learning.” At this point, there are plenty of furrowed eyebrows, and the whispers begin. “Tests and quizzes are a poor way to evaluate what you know. Too many of the questions are multiple choice, which doesn’t tell me if you really know the answer. You will be able to show me what you know in your own way.” I explain that this is a project-based class with plenty of time devoted to the completion of work. Students will have a variety of choices on all projects, so they can demonstrate learning the best way they know how. Of course, this is all demonstrated in a web-based presentation with plenty of engaging pictures, graphics, audio, and video and as little from me as possible.

“What about rules?” They can’t get this one off their minds. I invite students to look around the room, and I ask, “How many Do’s and Don’ts do you see posted?” They see nothing of the kind, because I have none; in fact, my room is quite bare on day one. Since a results-only class is student-centered, I rely on my students to produce most of what goes on the walls. I don’t waste time posting rules or asking students to read rules that are unnecessary in a ROLE.

Classroom Make-up Doesn’t Matter

While you imagine the potential chaos in a classroom without rules or assume that I have perfect students who never misbehave, let me be clear about a few things. I have a diverse group of 100–120 students each year. In a given school year, roughly 60 percent of my students are minorities, and 10–15 percent have Individualized Education Programs (IEPs). About one-third of my students qualify for our free-and-reduced-lunch program. I have students with learning disabilities, students with ADHD, emotionally disturbed students, and students with autism. In spite of this remarkable diversity, I rarely have discipline issues, and I almost never send students to a principal for disciplinary action.

This may be hard to believe, and it definitely wasn’t always the case. Back in the my-way-or-the-highway days, I constantly sent students
to either our student management room (a euphemism for the deten-
tion area) or to the principal in charge of discipline. Remember those
all-too-regular dinner conversations when I considered two dismissed
students to be a good day? Those conversations are over. Later in this
book, I outline simple measures you can take to enjoy the same suc-
cess with student behavior that I have found in a results-only system.
Before you jump ahead, though, take special note of the other parts of
a ROLE. It will become apparent that there’s not one simple formula to
eliminate classroom management issues. Success is not based on an
assertive discipline, extrinsic rewards, or a step-by-step program. It is
the results-only system that creates a learning environment free from
behavior problems.

Let me emphasize here that I steer clear of posted rules and begin
the school year talking about mutual respect. This may sound trite, but
as we continue, the effectiveness of this system will become transpar-
ent. It’s more involved than simply announcing on day one that we must
respect one another. If I want my students to embrace this approach,
then it is critical that I gain their respect on the first day of school.
That respect begins with a mutual faith in the Results Only Learning
Environment—terminology that is completely foreign to my students
in August—which is grounded in a simple list of assertions I make on
day one, along with an explanation for how the system affects us all.

**Become a Rebel**

Remember, I tell my students that we have no homework, no tests,
and no rules. More important, I declare that they will be given autonomy.
Since they have never known much freedom in the classroom, stu-
dents immediately see me as a rebel—something that ignites a unique
curiosity and excitement in them. As odd and perhaps illogical as this
may seem, respect is created immediately because I’m discarding all
the procedures that students have been preconditioned to believe
are fundamental to every classroom—the very procedures they have
grown to detest. Trust hasn’t been built yet, but the simple notion that
I’m breaking the rules earns me respect, or at least cooperation. This
is an enormous accomplishment; when students like and respect you,
no matter what the reason may be, they are more inclined to behave
appropriately. Most teachers believe that when students are disrespect-
ful, they simply haven’t been taught respect at home. In some cases,
this is probably true. In my experience, though, no matter how little
they may have been taught about respect, even students whom other
teachers typically consider disrespectful are cooperative in a Results
Only Learning Environment—at least initially because of the rebel
approach. There will be a fundamental shift in this attitude, as the year
progresses, when students grow to respect the ROLE teacher not just as
a rebel teacher but also as the facilitator of a learning system they grow
to love. The vision of the rebel will fade, but the respect will remain. The
important premise here is that, regardless of whether it’s called respect
or cooperation, the results-only classroom runs efficiently with little
disruption from students.

To underscore the effectiveness of this rebel approach, consider
the presentations students typically see on the first day of class. Most
teachers begin with introductions, expectations, rules, required texts,
and maybe a syllabus. Some even send a letter home to parents, out-
lining these things. After the first day of my class, most students leave
shaking their heads, thinking I’m either very cool or very crazy. Either
way, the majority leave liking me. I used to say that it was unimportant
if students liked me. They could even believe I was mean, I’d boast to
colleagues; I only wanted their respect and their learning. Ironically, I
was getting neither. Although it may not be the most important part of
teaching, getting students to like you is inherently linked to procuring
their cooperation, respect, and learning (Montalvo, Mansfield, & Miller,
2007). Stand in front of them on day one and list the rules and they may
not hate you, but they won’t immediately like you, either. You may not be the coolest teacher around (I’m certainly not), but take a moment to ask yourself if students think, at the very least, that you’re likable. There’s plenty of research that says students perform better when they have positive relationships with their teachers (e.g., Marzano & Marzano, 2003; Schaps, 2003; Sullo, 2009), but my own experience is what convinced me. In the my-way-or-the-highway days, students were disruptive and accomplished very little. In the results-only classroom, there are virtually no disruptions and students complete almost every activity I assign.

What Do You Mean There Are No Grades?

Students get more excited when I explain the results-only system and tell them how teaching and assessment work. It’s essential that they understand what project-based learning means, so I share some of the first project guidelines with them as models. The summer reading project, which is used to evaluate basic comprehension, writing, and creativity, is set up like a menu with appetizers, entrees, and desserts. Each part of the “meal” contains a variety of choices. This is where autonomy plays such a huge role. Students, just like everyone else, need to be given freedom; they are “meant to be autonomous individuals, not individual automatons” (Pink, 2009, p. 106). Since most of my students don’t understand this, explaining autonomy and the choice that accompanies it is important, as is connecting it back to our initial project.

There is usually one student who asks how many points our first project is worth, which I love. If they don’t ask, then I pose the question to them. “So, what do you think a project of this magnitude is worth?” Most of them are still thinking about points and grades, so I really shock them when I explain that there are never any points in a Results Only Learning Environment. In my school, report cards are issued four times per year. These are the only grades my students receive, and, as
you know from the introduction, they give themselves these quarterly marks. Think back for a moment about poor Sasha and how she painfully decided on her F. When I briefly summarize our summer reading project, I begin explaining how evaluation works.

With as much clarity as possible for the beginning of a new school year, I emphasize that a results-only classroom is founded on three important words: *production*, *feedback*, and *change*. Rather than hand in a project and get it back with a 70/100 and a C grade, I show students how they will receive meaningful narrative feedback on everything they produce. This narrative feedback is the backbone of a results-only class. “Once you receive my feedback,” I explain, “you are to make any changes I suggest and resubmit the activity for further evaluation and final comments.” This, I tell them, is real teaching and learning—far better than the numbers or letters they are used to receiving. This approach gives students a real chance at mastery learning.

When my students leave on the first day of school, many scratch their heads in confusion, but it is good confusion. They have not seen a list of Do’s and Don’ts, and they have not been given any expectations. They’ve learned about a low-pressure class that comes without the burden of homework, tests, and grades but with the amazing gift of autonomy—something truly rare and unknown to them. They’ve met an unorthodox teacher who comes across as a bit of a rebel—someone who, in their eyes, lives by a different set of rules. This is someone they like and maybe even respect. They’ve learned about a Results Only Learning Environment and, although they may not quite understand it, I find that they’re certainly willing to give it a try.
References


About the Author

Mark Barnes is a 20-year classroom teacher and creator of the Results Only Learning Environment (ROLE), a progressive, student-centered classroom that eliminates all traditional teaching methods, including grades. While transforming his classroom into a ROLE, Mark has also revolutionized K–12 web-based instruction by bringing private student websites into his classroom—an extension of school into cyberspace. Mark has developed five online courses on digital strategies for educators, taught through two accredited colleges in Ohio. A popular speaker and presenter, Mark is also a Discovery Education Network Star Educator, honored for his work in education technology. Mark is the creator of the website Learnitin5.com, a library of videos that demonstrate how to use virtually any Web 2.0 and social media application in the classroom. Mark’s classroom website, www.barnesclass.com, was recognized in 2011 by Indiana University’s School of Education as one of the top 10 K–12 classroom websites in the United States. Mark resides in a suburb of Cleveland, Ohio, with his wife and two children.
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