

Article checklist

3/31/2010

- Is this topic something our readers care about?**
- Is the article written in an engaging style?**

Articles should be in active voice and have a conversational tone. Avoid academic language. We prefer first-person accounts.
- Is the article well organized?**

Articles should begin with an intro that grabs the reader and a summarizing paragraph near the top that encapsulates the point of the article. They should include examples and a conclusion that inspires the reader to take action.
- Are there specific, detailed examples of how the tools or techniques are used?**

Examples should be based on real classroom experiences.
- Does the article discuss lessons learned or the effect of the tool or technique on students and/or educators?**
- If the author makes assertions, are they backed up by sound arguments and examples?**

Facts should be sourced.
- Does the author include the real first and last names of all people mentioned in the article as well as the names of schools and institutions and their locations?**
- If the article mentions a product, is this author affiliated with the company or an educator writing on behalf of the company? Did the company give the product to the school or pay for installation?**

Articles should not be promotional or self serving. Any such conflict should be disclosed. Brand names should be eliminated if possible.
- What does the article do: solve a problem, improve student learning, save time, contribute to the essential conditions for meeting the NETS? (i.e., student-centered learning, equitable access, engaged communities, curriculum resources, assessment and evaluation, shared vision, etc.)**
- Does the outcome require the technology application or does technology uniquely add something to the process?**
- Is there evidence provided (anecdotal is fine) of improved student learning or improved efficiency?**
- Is the idea replicable?**