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## Perspectives on Technology

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### Beyond the Blogs: A Guide to Online Research Reports on Educational Equity

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For most of the past 6 years I have written a book and dozens of essays in an attempt to explore the worth of the Internet for multicultural education. I have thought deeply about multicultural curriculum and the Internet, online opportunities that support critical pedagogy, and ways educators can connect with each other using a variety of technologies. Concurrently, I have been critical of efforts to mindlessly weave computers and the Internet into teaching and learning when evidence continues to show that most teachers are unprepared to do so in pedagogically sound and equitable ways.

However, until recently, I have neglected an additional potentiality of Internet technologies: their ability to facilitate the exchange of resources and support inquiry into questions of educational equity, social justice, and multicultural school transformation. It was not until I began a literature search for transformative frameworks for eradicating educational classism that I found a treasure trove of studies, reports, position papers, and other scholarly sources available, usually free of charge, on the World Wide Web. To my surprise, many of the types of research reports that I once had to request via telephone or postal mail I could now download, save on my computer (allowing me to do text searches within the documents), or print and file with my other resources.

During a couple hours of searching I found research reports related to poverty by the United Nations Children's Fund, the Institute for Women's Policy Research, the Centre for Social Justice, and several other recognized and respected human rights organizations. In fact, energized by my finds, I visited the Web sites of similar organizations, wondering whether they offered similar resources. Nearly everywhere I went, I was

greeted by informative and relevant reports: The Education Trust, Harvard University's Civil Rights Project, the National Center for Children in Poverty.

I compiled a list of some of the most powerful and timely reports I have found, and share that list here. However, more important than the list is a recommendation. Next time you are conducting research on an issue related to educational equity, social justice, or multicultural education, visit the organizations leading the charge in those areas online. It may be the quickest way to find the newest available research from the most progressive sources.

**Broken Promises: Evaluating the Native American Healthcare System** (2004) by the U.S. Commission on Civil Rights

<http://www.usccr.gov/pubs/nahealth/nabroken.pdf>

**Child Poverty in Rich Countries** (2005) by the United Nations Children's Fund

<http://www.unicef-icdc.org/publications/pdf/repcard6e.pdf>

**The Children Left Behind: Deeper Poverty, Fewer Supports** (2004) by Deanna M. Lyter, Melissa Sills, Gi-Taik Oh, and Avis Jones-DeWeever for the Institute for Women's Policy Research

<http://www.iwpr.org/pdf/D457.pdf>

**Chutes & Ladders: The Search for Solid Ground for Women in the Workforce** (2005) by the National Network for Women's Employment

[http://www.womenwork.org/pdfresources/chutes\\_ladders\\_2005rpt.pdf](http://www.womenwork.org/pdfresources/chutes_ladders_2005rpt.pdf)

**Confronting the Graduation Rate Crisis in the South** (2005) by the Civil Rights Project, Harvard University

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[http://www.civilrightsproject.harvard.edu/research/dropouts/dropouts\\_south05.php](http://www.civilrightsproject.harvard.edu/research/dropouts/dropouts_south05.php)

**The Continuing Legacy of the Brown Decision: Court Action and School Segregation, 1960–2000**

(2004) by John R. Logan and Deirdre Oakley for the Lewis Mumford Center for Comparative Urban and Regional Research

[http://mumford.cas.albany.edu/schoolsegregation/reports/Brown\\_report\\_1\\_28.pdf](http://mumford.cas.albany.edu/schoolsegregation/reports/Brown_report_1_28.pdf)

**Denied At the Door: Language Barriers Block Immigrant Parents from School Involvement** (2004) by the Advocates for Children of New York and the New York Immigrant Coalition

<http://www.advocatesforchildren.org/pubs/LAreport2-18-04.doc>

**Does Teacher Preparation Matter?: Evidence About Teacher Certification, Teach for America, and Teacher Effectiveness** (2005) by Linda Darling-Hammond, Deborah J. Holtzman, Su Jin Gatlin, and Julian Vasquez Heilig, Stanford University

[http://www.schoolredesign.net/binaries/\(teachercert.pdf](http://www.schoolredesign.net/binaries/(teachercert.pdf)

**Educational Disadvantage in Rich Nations** (2002) by the United Nations Children’s Fund

<http://www.unicef-icdc.org/publications/pdf/repcard4e.pdf>

**Educational Resources and Outcomes in California Public Schools, by Race and Ethnicity** (2005) by Deborah Reed for the Public Policy Institute of California

[http://www.ppic.org/content/pubs/CC\\_205DRCC.pdf](http://www.ppic.org/content/pubs/CC_205DRCC.pdf)

**Fifty Years After Brown v. Board of Education: A Two-Tiered Education System** (2004) by Thomas G. Carroll, Kathleen Fulton, Karen Abercrombie, and Irene Yoon for the National Commission on Teaching and America’s Future

[http://www.nctaf.org/documents/nctaf/Brown\\_Full\\_Report\\_Final.pdf](http://www.nctaf.org/documents/nctaf/Brown_Full_Report_Final.pdf)

**From Poverty Wages to a Living Wage** (2001) by Christopher Schenk for the Centre for Social Justice

<http://www.socialjustice.org/pdfs/povertylivingwage.pdf>

**The Funding Gap 2004: Many States Still Shortchange Low-Income and Minority Students** by Kevin Carey for The Education Trust

<http://www2.edtrust.org/NR/rdonlyres/30B3C1B3-3DA6-4809-AFB9-2DAACF11CF88/0/funding2004.pdf>

**How Belief in a Just World Influences Views of Public Policy** (2003) by Lauren D. Applebaum, Mary Clare Lennon, and J. Lawrence Aber for the National Center for Children in Poverty

<http://www.nccp.org/media/pat03b-text.pdf>

**How Race Counts for Hispanic Americans** (2003) by John R. Logan for the Lewis Mumford Center for Comparative Urban and Regional Research

<http://mumford1.dyndns.org/cen2000/BlackLatinoReport/BlackLatinoReport.pdf>

**The Impact of Poverty Upon Schools** (1999) by the Wake County Public School System Evaluation and Research Department

[http://www.wcpss.net/evaluation-research/reports/1999/9920\\_poverty.pdf](http://www.wcpss.net/evaluation-research/reports/1999/9920_poverty.pdf)

**Inside the Black Box of High Performing High-Poverty Schools** (2005) by Patricia J. Kannapel and Stephen K. Clements for the Prichard Committee for Academic Excellence

<http://www.prichardcommittee.org/Ford%20Study/FordReportJE.pdf>

**Losing Our Future: How Minority Youth Are Being Left Behind by the Graduate Rate Crisis** (2004) by Gary Orfield, Daniel Losen, Johanna Wald, and Christopher B. Swanson for the Civil Rights Project at Harvard University, The Urban Institute, Advocates for Children of New York, and the Civil Society Institute

<http://www.advocatesforchildren.org/pubs/losingOurFutureMainReport.pdf>

**Low Income and the Development of America’s Kindergartners** (2003) by Elizabeth Gershoff for the National Center for Children in Poverty

<http://www.nccp.org/media/lat03d-text.pdf>

**Poverty, Income, and Health** (2005) by Matthew Broaddus and Arloc Sherman for the Center for Budget and Policy Priorities

<http://www.cbpp.org/6-1-05pov.pdf>

**“School Let Me Down”: Overcoming Barriers to Educational Achievement** (2004) by Amanda Allard and George McNamara for The Children’s Charity

[http://www.nch.org.uk/uploads/documents/6337\\_Barrier\\_ed\\_report.pdf](http://www.nch.org.uk/uploads/documents/6337_Barrier_ed_report.pdf)

**Separate and Unequal: The State of D.C. Public Schools Fifty Years after Brown and Bolling** (2005) by Parents United for D.C. Public Schools

[http://www.parentsunited4dc.org/pdf/Separate\\_and\\_Unequal\\_Report.pdf](http://www.parentsunited4dc.org/pdf/Separate_and_Unequal_Report.pdf)

**Social Justice Is Good for Our Hearts: Why Societal Factors – Not Lifestyles – Are Major Causes of Heart Disease in Canada and Elsewhere** (2002) by Dennis Raphael for the Centre for Social Justice  
<http://www.socialjustice.org/pdfs/JusticeGoodHearts.pdf>

**State of the World's Mothers: The Power and Promise of Girls' Education** (2005) by Save the Children  
[http://savethechildren.org/mothers/report\\_2005/images/SOWM\\_2005.pdf](http://savethechildren.org/mothers/report_2005/images/SOWM_2005.pdf)

**State Merit Scholarship Programs and Racial Inequality** (2004) by Donald E. Heller and Patricia Marin for the Civil Rights Project, Harvard University  
[http://www.civilrightsproject.harvard.edu/research/meritaid/merit\\_aid04.php](http://www.civilrightsproject.harvard.edu/research/meritaid/merit_aid04.php)

**State of the Dream 2005: Disowned in the Ownership Society** by Betsy Leondar-Wright, Meizhu Liu, Gloribell Mota, Dedrick Muhammad, and Mara Voukydis for United for a Fair Economy  
<http://www.faireconomy.org/press/2005/StateoftheDream2005.pdf>

**State Poverty-Based Education Funding: A Survey for Current Programs and Options for Improvement** (2002) by Kevin Carey for the Center on Budget and Policy Priorities  
<http://www.cbpp.org/11-7-02sfp.htm>

**Teacher Quality: Equalizing Educational Opportunities and Outcomes** (2005) by Gail L. Sunderman and Jimmy Kim for the Civil Rights Project, Harvard University  
<http://www.civilrightsproject.harvard.edu/research/esea/teacherQuality.php>

**Teacher Working Conditions Are Student Learning Conditions** (2004) by the Southeast Center for Teaching Quality

[http://www.teachingquality.org/resources/pdfs/TWC\\_FullReport.pdf](http://www.teachingquality.org/resources/pdfs/TWC_FullReport.pdf)

**Turning Right: Judicial Selection and the Politics of Power** (2004) by the Leadership Conference on Civil Rights Education Fund  
<http://www.civilrights.org/publications/reports/judges/>

**The (Un)Changing Face of the Ivy League** (2005) by the Graduate Employees and Students Organization, Yale University  
<http://www.yaleunions.org/geso/reports/Ivy.pdf>

**Unfulfilled Promise: Ensuring High-Quality Teachers for Our Nation's Schools – A Status Report on No Child Left Behind from Southeastern Schools** (2004) by the Southeast Center for Teaching Quality  
[http://www.teachingquality.org/Unfulfilled\\_Promise.htm](http://www.teachingquality.org/Unfulfilled_Promise.htm)

**Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers?** (2004) by Richard M. Ingersoll for Renewing Our Schools, Securing Our Future  
<http://www.americanprogress.org/atf/cf/%7BE9245FE4-9A2B-43C7-A521-5D6FF2E06E03%7D/Ingersoll-FINAL.pdf>

**Why Rural Matters 2005: The Facts About Rural Education in the Fifty States** by Jerry Johnson for The Rural School and Community Trust  
<http://www.ruraledu.org/whyruralmatters/WRM2005.pdf>

**Why Segregation Matters: Poverty and Educational Inequality** (2005) by Gary Orfield and Chungmei Lee for the Civil Rights Project, Harvard University  
[http://www.civilrightsproject.harvard.edu/research/deseg/Why\\_Segreg\\_Matters.pdf](http://www.civilrightsproject.harvard.edu/research/deseg/Why_Segreg_Matters.pdf)



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