eBook Creation: Enhancing Literacy

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Spring 2014
Agenda

- Background Information
  - Why I chose this topic
  - Project information
- Design Methodology
- Research
  - Participants
  - Findings
  - Discussion & Implications
- Future Plans
- Questions
Background

- Love of books
- Bachelor of Education
  - Elementary Education
- ETEC 611 eBook Readers
- ETEC 620 - Visual Design - iBooks Author
- Apply to elementary students
Problem Statement

• The purpose of this instructional design project was to design and evaluate an online instructional module on using an eBook creator as a tool for enhancing student literacy for use among elementary school teachers in public schools on Oahu.
Poll

- Do you currently use an eBook Reader?
  - Yes
  - No
Literature Review

- Sylvester & Greenidge (2009) and Ohler (2005)
  - Benefits of digital storytelling
  - Help struggling students
- Encheff (2013)
  - Positive results with eBook creation
- Ciampa (2012)
  - eBooks have potential to enhance reading motivation and comprehension
- HIDOE digital device initiative
Poll

- Have you tried eBook Creation?
  - Yes
  - No
# John Keller’s ARCS Model of Motivational Design

<table>
<thead>
<tr>
<th>Item</th>
<th>Keller</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Gain and maintain interest of audience.</td>
<td>Easy to navigate module. Colorful but not busy. Images, videos, and text.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Help learners understand relevance of skills and make instruction relevant to learners’ lives or jobs.</td>
<td>Sections with suggestions of how students can use the interactive widgets.</td>
</tr>
<tr>
<td>Confidence</td>
<td>Learners must feel like they can master the skills and knowledge.</td>
<td>Videos showed what the text explained so that the teachers could follow along, and they could see it was easily doable.</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Was the learner satisfied by what they learned (intrinsically or extrinsically)?</td>
<td>Learner possesses the skills to create their own eBook.</td>
</tr>
</tbody>
</table>
Design Methodology

- Web-based instructional module
- Wix
- QuickTime, iMovie
- Screenshots, video, text
Before Beginning...

Please note, if you have not completed the consent to participate in research form, as well as demographic surveys, please go to them at the link below.

Forms

Introduce requirements

Emphasis

Section Text

Key Objectives

1. Move can be used to show change or comparison. Students can use this to "hide" an answer if they ask a question.

How can students use this?

Students can use this to show change or comparison. They can also use it to "hide" an answer if they ask a question.

Glossary

Hover your mouse over the image and click the arrows to move between the images in this slideshow

Guide participants
Widgets

The widgets are what where the interactivity of eBooks created in iBooks Author comes in. There are ten different widgets: gallery, media, review, keynote, interactive image, 3-D, scrolling sidebar, pop-over, and html. The follow sections and pages include a video showing the widget and how to use it in iBooks Author as well as a description of the widget (in case you don't want to watch the videos), and a little bit about how the widget can be useful for students when they create eBooks in iBooks Author.

Gallery

The video to the left is a short introduction to the gallery widget. The gallery is where you can insert an image or a series of images. There are three different layouts that you can choose:
- Title and caption at the top
- The title at the top and the caption on the bottom
- Both the title and caption at the bottom
You can also turn off the title, caption, or both.

How can students use this?

Students can use this widget in narrative writing as a place to display their artwork. The gallery widget can be used in expository writing also. For example, if you have students write a report on an animal, they can use the gallery to show pictures of their animal. They can show different colorations, stages of life, etc.
Research Questions

1. What are teachers’ attitudes regarding eBook creation as a means of literacy instruction in elementary classrooms before and after completing the instructional module?

2. How motivated are teachers to incorporate eBook creation in their elementary classrooms?

3. How effective do teachers feel eBook creation will be with their students?
Methodology: Participants

- Current or former elementary teachers
- 15 participants asked via personal email
  - Demographic, Attitudinal Pre-survey, Module, Attitudinal Post-survey
  - Survey via Google Forms
  - Open-ended, Likert scale, etc.
Methodology

- 10 completed fully
- 26-51 years old
- 7 current teachers, 3 former teachers
- Over half had 7-10+ years of teaching experience
- K-6 and Special Education
Prior Experience

9/10 never used eBook readers in the classroom

10/10 had no experience with eBook creation in the classroom

Do you feel it is important to integrate technology with writing instruction?
100%

Do you use technology in the classroom?
- Blogging
- Word processing
- Projector
- Video
- Internet

Yes
Findings—Research Question 1

- Teacher attitude toward eBook Creation
  - Stayed the same pre/post
  - 9/10 thought it could be effective
  - Publication versus tool

- improve
- motivation
- pride
- give students a sense of ownership and pride
- new and exciting
- teach writing skills
- better quality
- interesting
- increase student motivation
- interesting
- new and exciting
Findings—Research Question 2

• How likely will you be to use eBook creation in the future?
Findings—Research Question 2

How interested are you in using iBooks Author in your classroom?

- Considerable Interest
- Moderate Interest
- Some Interest
- Little Interest
- No Interest

Post-survey
Pre-survey
Findings—Research Question 3

- Effectiveness of eBook creation
- 8/10 felt students would be very to extremely motivated
Findings

• Concerns:
  ▪ Grade-level appropriateness
  ▪ Unavailability of technology
  ▪ Students still have to do the writing

reluctance to do work
younger students appropriate availability of technology grade-level means of publishing
Discussion of Key Points

- Importance of technology integration with writing instruction
  - Additional tool they can use
  - What other tools are currently used?
- 8/10 said students would be very to extremely motivated, but only half very-to-somewhat likely to use
  - Availability
  - Younger students
  - Classroom setting
Implications

• Teachers excited about new tools
  ▣ Hesitation about availability of technology

• Technology motivates and excites students

• Publication of work in eBook format would require critical thinking
Conclusions

- Enhance student learning
  - 21st Century learners
- Improve quality of writing
  - Required to think about purpose and audience
- Motivation of students
  - Excited to publish writing
  - Use of technology
Future Plans

- Use module with students
  - Middle school students
  - High school students
- Secondary teachers
- Example iBooks
Thank you!

- Professors
- Classmates
- CFG
- Audience