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TEACHING MLA FORMATTING AND RESEARCH USING
SCREENCASTING TECHNOLOGY: RESOURCES FOR HIGH SCHOOL ENGLISH
TEACHERS AND STUDENTS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Teaching

Hamline University

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To my students who have taught me so much, and to my family and friends for your support and encouragement. Thank you to my Capstone Committee. Your guidance, patience, and encouragement helped me complete this project.

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CHAPTER ONE

Introduction

Beginning

Four years ago, a new principal hired me for my first full-time teaching job just in time to attend the first staff meeting of the year. The new principal was the most recent of several administrators over the last dozen years and he acknowledged that our school was struggling. When he laid out his plan for changes, the applause and energy seemed natural to me. As months passed, I began to hear how challenging things had before that school year; I was impressed and inspired by my colleagues' capacity for renewed hope and enthusiasm after repeated disappointments.

I earned my teaching license in Hamline's urban teaching program, yet, as I entered into my first year teaching in an urban school in Phoenix, Arizona, I discovered that I was somewhat unprepared for the various challenges that I encountered during my first year. My gradebook did not form a bell curve: it was a ski jump, and I felt anxious looking at the height of all those Fs stacked on top of one another. I felt helpless because the grades were the result of students' absences, not due to poor performance. While some students were frequently absent from school, there were also many who attended regularly. However, since many of them did not turn in all of their assignments, several of these students failed my courses.

As a new teacher, I learned that many of my students did not speak English as their first language. Compounding that challenge, many students' parents were illiterate in their native languages, so my students did not have the strong first language background that can serve as a foundation on which to build a fluent second language. I learned to check comprehension more thoroughly before asking text-based questions that required analysis or evaluation. I strove to differentiate my instruction so that all students were appropriately challenged and supported. That is, my students needed continuity and support to help them manage all of their classes, as well as their lives and futures. The most important thing I learned was how much more power a focused, supported community effort has than any individual effort.

School History

At some successful schools, there are traditions and support systems so dependable that they are often taken for granted by a school's staff. They are passed down by habit and operate on collective memory and through people's casual conversations and community connections. In the 1980s, our school experienced a dramatic change in student demographics over a relatively short period. Over time, graduation rates and academic performance suffered, and the school gained a reputation for being unsafe.

From the school's founding through the 1980s, the student body was made up of predominantly middle class and upper-middle class White students whose native language was English. Over thirty years later in 2014, the school's population has drastically changed: now, 76.5 percent of students are Hispanic, 9 percent White 7.3 percent African American, 3.7 percent Native American, and 1.2 percent Asian

American. From the outside, it seems likely that old traditions and support systems faltered as the school community changed. Parents and community businesses and organizations can contribute a lot to a school. Sometimes one motivated, connected person sets something in motion. Then, after a few years, for example, a business expects to buy an advertising banner that hangs in the football stadium as long as a team member shows up to make the sale. I do not know what the traditions at the high school were before the dramatic demographic shift in the 1980s. However, the institutional memory that leaves with the most connected staff members when they retire is enough to create dramatic changes in the way things are done. When redistricting accelerates change, the loss of many parents and community members at once is sure to result in drastic changes. However, parents and students who do not have a history with the school likely feel they are becoming a part of something rather than creating something.

The Plan for Positive Change

Our principal recognized that faculty and staff members were working hard to support all students. He also recognized that individual efforts are important, but there is a limit to how much each person can accomplish alone. Staff members had been frustrated by frequent changes in leadership and by a sense that their professionalism was frequently questioned; teachers said they felt isolated and unsupported. The principal's vision was for a strategic effort to unify the efforts nearly 200 staff members. The plan for change began with focusing on building community, then implementing school-wide academic initiatives. The first step was to start intentionally strengthening culture by starting or reinvigorating traditions and by creating and nurturing support systems.

In my first year at school, the stands at the homecoming game were a great, clanking emptiness; now they are full even for a regular game and overflowing at homecoming. We added a highly structured advisory class for all students, and students are now required to participate in a club or sport, and log community service hours as part of the grade for that class. Students also earn credit for attending games and concerts. Next, we started a program requiring students who failed a class the previous quarter to attend supervised study or tutoring sessions. We surveyed our students yearly to monitor responses over time to questions about factors that contribute to student success and resilience, things we were trying to foster. For example, we asked, “Is there an adult on this campus who loves you and holds you accountable?”

Having strengthened the school community significantly, we turned our focus to collaborating to improve academic outcomes. We worked to strengthen cross-curricular connections and continuity of skills by collaborating with history and social studies teachers to create common research projects. One goal of assigning common research papers was to create a common formatting expectation. While all English teachers expected students to use MLA format, some teachers in the social studies department required footnotes, others require APA, and some required no particular format for citation. Understanding the reasons for format and citation systems, and being able to confidently and correctly use one citation system will prepare students to transfer that knowledge to learn different systems they might be asked to use in college courses.

Purpose Statement

This project is designed to determine how teacher-created multimedia tutorials available online can support students in learning key research skills they need to succeed

in English classes at a high school in Phoenix, Arizona. The purpose of my capstone is to design practice activities as well as online screencast videos explaining and demonstrating research and MLA citation. Students can use the screencasts independently for review. Teachers may use both videos and practice activities in class, or they can use a flipped classroom format in which students view the videos independently, then use class time to practice and ask questions.

Rationale

All of the video demonstrations and practice activities are organized around research for a paper about the importance of role models for teenagers. I created short screencast segments using Camtasia software to show MLA research, organization, and citation skills through demonstration. Screencasting allowed me to record a presentation, or show students what I was doing on my computer screen as I explained it. The segments are short, and they break concepts into ‘chunks’ so that students can return to specific components of the citation process for review. The screencast videos are structured to address the basics of MLA format and citation in a way that considers common errors that frequently occur among high school students in English classes. I created practice opportunities to accompany the screencasts. The practice activities ask students to practice skills using real examples from my research and writing for a paper on a new topic.

It can be difficult to effectively model the research process in class. For example, in the past when I have modeled how to use online databases to find articles, I usually searched in advance of the lesson to make sure I used terms that would return results. During the lesson, I demonstrated how to get to the research databases on the school

library website, put in the search terms, and found the article. However, the above process is not an accurate model for students because it does not demonstrate how many times I had to modify a search term or phrase before I find even one useful article. Consequently, students often expect immediate results when they start searching, and when they do not find results on their first attempts, they may assume there is no information on their topics. However, modeling the process of trying even two or three versions of a search does not make an engaging demonstration in real time. A major advantage of screencasting is the ability convey how many attempts and revisions are necessary in fast-forward mode, and then, to pause for 'aha' moments.

I chose screencasting as a tool for teaching and reviewing research, but I combined it with activities that can also be printed out. I chose this method because I believe that the videos are the best way to demonstrate these concepts, and they allow students to watch the tutorials on a variety of devices. I did not choose to use digital tools for practice. I felt that effective practice materials needed to allow students to see parts of real articles, in-text citations in context, and sample Works Cited pages. Digital tools did not offer the flexibility to create effective practice tools that would function on small screens.

My understanding of how new technology can be used effectively in the classroom, and when older methods might be more effective, has developed over time. Overhead projectors were disappearing by the time I came to teaching, and I was more comfortable using a projector and a computer. However, I remember how effective the overhead projector was for me when I was a student. A chalkboard allowed my teachers to present content visually, but overhead projectors gave them the ability to face the class

(in fact, the projector was often positioned among student desks), and also to model handwriting, or to show how they would use space on a notebook-sized page to set up a math problem or organize notes. Another advantage of the overhead projector over the blackboard or whiteboard was the ability to present formal illustrations, diagrams, or photographs. The overhead projector also gave students the feeling that the teacher was doing exactly what we were about to be asked to do. As a teacher, I have used PowerPoint presentations, computer-connected projectors, and SmartBoards or Promethean boards. While these more recent technologies have further developed the ability to present sophisticated visuals, they are not guaranteed to improve the quality of my lessons. I have learned that while finding an eye-popping image, embedding a video, or creating a quiz that students can take using electronic “clickers” may be an exciting accomplishment for me, those delivery methods will not necessarily make students excited to learn. If the only goal is entertainment, a novel delivery system might well accomplish that. Ultimately, though, students want to feel capable. An eye-catching presentation may get students’ attention, and it maybe “sticky”, as advertisers say of memorable images or verbal hooks. However, if the information does not help students understand, or feel capable, it has failed. Looking back, I find it useful to reflect on what made the overhead projector an effective tool for me as a learner because it helps me think about when to use technology, and how to make it work for my students.

Technology advances learning when it makes something clearer, simpler, or more compelling. While that may seem obvious, the process of creating something often makes the key points or main ideas clearer to me, so I have to guard against the illusion that I have created an effective teaching tool just because *I* learned something from the process

of creating it. I have tried to think across the technology spectrum to decide whether to plan for a discussion or have students vote or express opinions via electronic responders. I have considered whether it is more engaging to have students write key points on the board, or for me to create a PowerPoint presentation and ask students to complete fill-in-the-blank or choose-your-own-example notes. As I have learned, it is important to match technology to the actual task, and be open to no- or low-tech options.

I have found videos particularly useful for teaching complex concepts. I have noticed that students generally have an expectation that the most important points of a concept will be made clear with visual support, and that alternative representations of key ideas will be edited to be concise compared to all text. Their expectation that a video will make things easier to understand may prime students to assume that they will be able to master the skill or understand the concept. As a teacher, I find that modeling a complex concept in person makes me more likely to digress. I often feel like I am giving a thorough explanation when, in reality, I am giving too much information. By the time I recognize that extra information was confusing instead of clarifying, I often already have lost students. Recording presentations allowed me to edit the content to be more concise, and made it possible to direct students' attention by changing the view by zooming in or adding illustrations in a way that I could not if I were just projecting my computer screen during a live presentation.

Screencast demonstrations are an effective use of technology in teaching MLA format because they fill a gap. When I wrote my first research paper in MLA format for Mrs. Schultz's class in ninth grade, she broke down the process step by step and gave us opportunities to practice the skills we would need to write a paper. Most students have

been practicing organizing their own thoughts, but the research paper introduces several new skills: organizing the thoughts of others, deciding when to quote or paraphrase, organizing ideas into a logical order, weaving together research and interpretation, and citing sources in text and in a Works Cited page. My parents helped me when I was confused about how to organize notecards, incorporate quotes, and follow the citation models from the MLA guide. However, most of my students do not know someone who can help them in moments of confusion during the writing process.

There are many resources available online to help organize information or create proper Works Cited entries. However, in order for those resources to be useful, students need to understand the structure of a research paper so that they can see how those resources will be useful. These screencasts can serve as a demonstration, and the practice activities could give students a chance to understand the purpose of a citation or how to incorporate quotes, for example, before they have to use the skills to write a paper. This practice is essential. Many people have experienced the frustration, at least once, of losing citation information for a critical source and not remembering what particular search string led them to an article. It is important to give students opportunities to practice new skills in isolation in a relatively low-stakes situation instead of making a research paper the practice. The practice activities that go with each video are designed to provide that individual practice.

Even after students have had the opportunity to practice skills in isolation, using them together in order to write a paper can be overwhelming. The videos play an important role, especially for students who do not have someone at home who can support them in learning these skills. I constructed the initial menu of topics with the

struggles of my students in mind, so learners can return to videos as they run into challenges and need support. As students get more comfortable with the way citation works, and become more adept at fusing quotes and paraphrase, I expect they will be more apt to use software or online tools to help them with specific tasks like creating citations and organizing information. My goal in creating these materials is to support students who are just beginning to develop a schema for research writing.

Creating Screencasts and Practice Materials

To create the screencasts, I wrote out detailed scripts that helped me present the information clearly, and reduced the need to edit. Once I recorded the screencast demonstration, I edited the video to eliminate pauses or verbal tics. I edited what appeared on the screen and inserted images and other visuals. The screencast videos export as mp4 files, which are compatible with most digital devices including computers, some e-readers, and most cellphones. It is important that the video format be flexible and nearly universal since many of my students do not have computers or Internet access at home, but they tend to have mobile devices. The ability to access videos on a cell phone using a data plan instead of an internet connection could be particularly important to students' ability to succeed if teachers choose to use videos to flip the classroom by assigning video viewing as homework.

CHAPTER TWO

Literature Review

Blended Learning

Blended learning, or hybrid instruction, combines face-to-face interaction between students and teachers with multi-media lessons online. According to a U.S. Department of Education report, blended learning “had a larger advantage” when compared with instruction delivered only online (pg. xv, 2010). This 2010 report surveyed and synthesized several prior studies on the topic, and concluded that the positive effects those studies found might not be due to students using computers, but might also have to do with “differences in content, pedagogy, and learning time.” (U.S. Department of Education, pg. xv). Indeed, one of the advantages of blended learning is the flexibility it allows in the structure of homework and classroom activities.

For most teachers, the goal of the blended learning model is as follows: students will receive instruction outside of school hours, and come to class prepared to process and use new learning with support from their peers and the instructor. For example, posting to an online discussion board may yield the benefits of an in-class discussion, and also, may leave students with a record of strong arguments they might use or address when they write a paper at a later time. Students are also able to write joint papers or complete joint projects using shared online tools that allow people to write a paper or create a presentation together even when they are not sharing physical space. Moreover,

because of its “asynchronous delivery”, each student can learn at a time convenient to her or him (Smith & Smith, 2007, p. 209). Blended learning helps overcome the challenge of serving both students who arrive in class with their homework completed and ready to discuss, experiment, create, or otherwise test or extend their learning, and serving students who arrive unprepared to fully participate. Recommending that a student catch up by completing some problems or reading a passage in a noisy classroom likely sets the student up to become distracted and leads to unproductive learning whereas having a student plug in headphones and watch an instructional video on the missed content seems more reasonable. Students who have viewed instruction may be able to catch up by completing the class assignment outside of school. Since explanations of all the concepts are available whenever students are ready, teachers might not feel pressured to have students “catch up”, and can instead let students work on different timelines. In addition to removing some of the pressure to cover information at the same time and pace, blended learning also lends itself to differentiation. That is, students have control over the play and pause controls on instructional videos, and can have the information repeated back to them as many times as they need.

Flipped Classroom

The flipped classroom model is a form of blended learning. Flipped classrooms do not necessarily follow a single model; although a defining factor is that most or all instruction is viewed outside of class while class time is used for practice and enrichment (Bergmann & Sams, 2012, p. 25). In a flipped classroom, students access online instructional videos created by their teachers during the time outside of school when students have traditionally completed homework. In subsequent class sessions, students

practice the skills learned from the videos during class when they have access to peers' assistance and scaffolding support from their teacher.

High school chemistry teachers Bergmann and Sams (2012) co-authored a book titled *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Although they state that they were “early adopters and outspoken proponents” of flipped classrooms, they also point out that they were not the first to use screencast videos for instruction, and do not claim to have invented this model of instruction (p. 6). Bergmann and Sams caution teachers not to use a flipped classroom model to become “cutting edge” or to “create a 21st-century classroom” because the focus should be on pedagogy, not on using the flashiest or most recent technology. They also warn that flipping the classroom will not make a teacher's “job easier” (p. 21). For instance, some teachers may have the idea that recording a lesson means they will just have to give information once instead of delivering the same lesson multiple times per day. In reality, the process of making the video will likely require the teacher to repeat the information at least as many times as he or she normally would in order to finally get the video right (especially at first). Instead of seeing flipping as a way to make their work easier, Bergmann and Sams encourage teachers to see this method as a way to make instructional time more effective and flexible. They advocate flipping the classroom as a way to increase interaction between students and between students and teachers. Additionally, this model allows more flexibility for teachers and for students. For example, students who are involved in sports and activities can work ahead or access instruction when they are traveling (p. 22). As the authors note, teachers can, to some extent, be in “two places at once” when they have to be absent, or they can use class time to work with students to differentiate assignments or

form tutorial groups when they observe students struggling with certain concepts (p. 32). Bergmann and Sams' book about their experience cooperating to operate flipped classes is part of a body of anecdotal support for the idea that using this model support students who are frequently absent, and the format seems to have growing support in math and science classes, in which using direct instruction to teach about each new concept is typical.

Keys to Implementation: Challenges and Opportunities

Watson (2001) acknowledges a “deficit model of teachers...as technophobic...and reluctant to adopt change”, although he suggests education professionals' reluctance may be based on “sound professional reasons” (p. 253). Javeri and Chen's (2006) idea of first- and second-order barriers may explain some legitimate reasons that some teachers are reluctant to use technology. First-order barriers are “technical problems” that are intensified by “lack of resources” especially in urban settings (p. 157). According to the authors, these “first order barriers...manifest into second-order barriers as teachers get really frustrated with using technology” and “remain skeptical about the technological resources available to them to create meaningful technology integrated environments” (p. 157-158). Barfurth and Michaud (2008) interpret Watson's statement of the “Professional Integrity Model”: teachers will use technology “only when it has a particular resonance with their educational and subject philosophy” (p. 303). A study by Ying-Shao, Hsin-Kai, and Fu-Kwun (2007) similarly found that a teacher's “belief” in the effectiveness of computer based instruction is the single biggest predictor of a teacher's successful practice of it in the classroom” (p. 118). These studies support the idea that when teachers believe that technology will improve

their instruction, they are not only more likely to use different technologies, but also more likely to advance to more effective methods of supporting learning through technology.

Blended Learning as Constructivist Tool

For some teachers, integrating technology through blended classroom activities or classroom flipping may require a paradigm shift regarding what they perceive to be the roles and responsibilities of students and teachers. These teachers are likely used to a model in which they lecture or deliver information, students practice the new concept or skill, and they then give students feedback. Condie and Livingston (2007) found that teachers might feel intimidated by the ways they need to change their teaching to effectively blend online and traditional instruction and learning. Flipping a class requires a shift in common classroom structures, routines, and roles.

Researchers (McGrail, 2005; Condie and Livingston, 2007; Murphy and Rodriguez-Manzanares, 2009) have generally agreed that online teaching and learning are most likely to be perceived positively and are most likely to be carried out successfully by teachers who hold a constructivist philosophy. Constructivists see a teacher's role as being the 'guide on the side' instead of a 'sage on the stage'. In other words, a constructivist teacher creates opportunities for students to explore and discover, constructing new understandings for themselves. The teacher's role is to ask questions or provide scaffolding for individuals and small groups. Windschitl and Sahl (2002) learned that teachers decided how to use technology in class based on the how much control over learning they were willing to put in students' hands (as cited in McGrail, 2005, p. 10). Condie and Livingston (2007) also concluded that "the adoption of constructivist theoretical underpinnings to learning and teaching" (p. 339) plays a significant role in

successful implementations of programs involving information and communication technology (ICT). In a study by Murphy and Rodriguez-Manzanares (2009), one teacher remarked, “I’ve become more a facilitator” and stated, “When I moved to teaching online, I still retained a percentage of the old ‘sage on the stage’ model of teaching” but “that is changing” (p. 8). Although a constructivist teacher does not spend as much time talking to the whole class, her role as guide and facilitator is equally important to student learning.

Despite a change in the classroom model with the constructivist approach, interactions between teachers and students are still essential to learning. Smith and Smith (2007) note that technology gives classroom teachers “the unique ability to contextualize content” for their students in a way that is not available with “prepackaged or canned online instruction” (p. 211). Other researchers concluded that while younger teachers are more likely to use technology in the classroom, experienced teachers who use technology seem to be able to do so more effectively because of their pedagogical knowledge (Ying-Shao, Hsin-Kai, & Fu-Kwun, 2007). Effective classroom management skills, content knowledge, and pedagogy are gained through experience and enhance the effectiveness of technology in the classroom.

Building Community

McMillan and Chavis (1986) define community as the convergence of four elements: a sense of membership, a feeling that the individual makes a difference to the group and vice versa, a “feeling that members’ needs will be met by the resources” (p. 9) that membership in the group provides, and a “shared emotional connection” created by “commitment and belief that members have shared and will share history, common

places, time together, and similar experiences” (p. 9). The creation of community is, therefore, not necessarily about physical presence so much as it is about emotional connectedness.

In Wighting’s (2009) study designed to analyze the effect of computer use on high school students’ sense of community, he found that students not only enjoyed using computers, but also indicated that computer use seemed to increase their feeling of connection with other students (p. 376-377). Students’ responses to the interview questions indicated that they were working individually to complete projects. However, the nature of their individual research assignments meant that they were working side by side on computers and working collaboratively by sharing information and successful search techniques. For example, one student commented, “We all sort of feed off one another. There are lots of questions asked” (p. 376). The researcher concluded, “technology should not be viewed as an end in itself but as a tool to augment the sense of classroom community” and that using computers should “simplify, facilitate, and enhance individualized and social-learning processes” (p. 377). A class does not necessarily need access to computers to facilitate this kind of collaborative atmosphere. However, the presence of computers demonstrates that even when students have access to search engines that will yield dozens of results for any search string, social interaction, feedback, and conversation with other people is also equally important to students’ learning.

The Digital Divide or The Access Gap

The Digital Divide or Access Gap refers to unequal access to the Internet. According to the 2011 U.S. Census, 58.3 percent of Hispanic households and 56.9 percent of Black households reported using the Internet at home while “76.2 percent of

non-Hispanic White households and 82.7 percent of Asian households reported Internet use at home” (File, 2013, p. 2). However, according to File’s findings interpreting results of the 2011 census, when smartphone use was included in determining Internet connectivity, the connectivity rate among Hispanics rose to 65.5 percent (2013, p. 12). Also, in 2011, 96 percent of households with yearly income of \$100,000 or more, 86 percent reported connecting to the Internet. However, in households with incomes of less than \$25,000, 49.8 percent reported Internet connection (File, 2013, 5-6). The census data show that internet access at home is not a given, and also indicate that offering internet learning sources that are available in web and mobile formats can make online learning more accessible and convenient for more students.

Keeping the above statistics in mind, educators who work in schools with a high number of students from underserved backgrounds should make digital materials available through platforms that are mobile-friendly for students whose only internet access is through smartphones, as well as offering DVD copies for students who do not have Internet or mobile access at all. Many schools offer after-school or tutoring programs that give students computer access on campus. Some cable companies offer reduced price Internet programs for families with students who qualify for free and reduced lunch. Sharing information about how to qualify could help many students gain Internet access at home.

Instructional Considerations

As teachers create online instructional material, they need to consider how students will process the information. In Condie and Livingston’s (2007) study, their findings suggested that “many students...were taking responsibility for their own

learning” by identifying gaps in their understanding and “actively using the material to clarify their understanding of specific concepts” (p. 342). One basic consideration when creating video or multimedia presentations is the viewer’s ability to rewind and review the content. This ability for viewers to rewind and review makes it unnecessary for teachers to build repetition into a lesson, and instead, places more emphasis on organized methods of content delivery.

According to Mayer (2009), when actively learning, students synthesize new information, and connect it with their prior knowledge (as cited in Smith and Smith, 2012). Smith and Smith (2012) note that three instructional devices are helpful in facilitating students’ active learning in online settings. The first device is self-referential encoding which, according to Rogers, Kuiper, and Kirker (1977), is based on the idea that “people learn more when the information...relates directly” to them (as cited in Smith and Smith, 2012, p. 211). The second device that increases the effectiveness of multimedia learning is a pedagogical agent, an instructor, who incorporates social cues through “image or voice” (Smith and Smith, 2012, p. 211). According to Mayer (2009), a teacher who creates a multimedia lesson can “reduce extraneous cognitive processing by visually and verbally directing learners to the relevant material” (as cited in Smith and Smith, 2012, p. 211). In fact, the final device suggested to promote active learning through multimedia is signaling students through gestures or “by visually directing or signaling students” to reduce cognitive load and “provide ongoing engagement” (p. 213). These researched-based recommendations for delivering effective, engaging multimedia instruction are examples of the principles and practices teachers will need to consider and

practice in order to know *how* to use technology effectively rather than just understanding how to use software to create screencasts or videos.

In order to create engaging, effective multimedia presentations, teachers should be aware of seven design principles developed by Mayer (2001) (as cited in Dey, Burn and Gerdes, 2009). Mayer's (2001) definition of multimedia learning is "when information is presented simultaneously in two or more formats, such as words and pictures" (as cited in Dey, Burn and Gerdes, 2009, p. 379). Mayer explored Sweller's (1994) cognitive load theory concerning the limitations on working memory (as cited in Dey, Burn and Gerdes, 2009, p. 380) to understand how to create effective multimedia presentations. Mayer's design principles take into account Paivio's (1986) dual channel assumption that humans have visual and auditory channels that are, to some degree, separate so the brain can receive input from both without experiencing a conflict (as cited in Dey, Burn and Gerdes, 2009, p. 379). This ability is moderated by Chandler and Sweller's (1991) limited capacity assumption that "there is a limit to the amount of information we can process in each channel at any one time" (as cited in Dey, Burn and Gerdes, 2009, p. 379). The result of overloading a channel is the split-attention effect: when someone pays attention to two sources of information at once, "learning is ineffective" because the working memory required to integrate both sources and translate the information from sensory memory into working memory is not available (Sweller et al., 1990, as cited in Dey, Burn and Gerdes, 2009, pgs. 379-80). Mayer's (as cited in Dey, Burn and Gerdes, 2009, p. 380) seven design principles to maximize learning and minimize the split attention effect and reduce cognitive load are as follows:

PRINCIPLE	BASIS
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Multimedia	Words and pictures work better together than either alone
Spatial congruity	Words and pictures should appear close to one another
Temporal Congruity	Words and pictures should appear at the same time
Coherence	Extraneous words and pictures
Modality	Animation and narration are better than animation and text
Redundancy	Animation and narration (e.g., not animation, narration and text)
Individual Differences	Design with differences in mind (lower-level learner versus higher-level learners' high-spatial learners versus low-spatial learners)

Teacher training in blended technology or flipped classroom techniques may begin with the basics and include training on how to use technology, but in order for students to reap the greatest benefits from video and multimedia presentations, teachers need to know how to deliver instruction that is rich in content while being mindful of cognitive load. For those just beginning to create videos, the Mayer's last four principles are the most important. When creating screencast videos, teachers need to edit out extraneous information and think about how visuals can enhance narration. That is, careful planning is needed to decide when narration, animation, and on-screen words appear so that they are organized so that words and pictures will be close together and organized to avoid redundancy.

Summary

The flipped classroom allows teachers to use technology so that class time can be used student-teacher interaction and for students to collaborate, explain, and ask

questions. Viewing the screencasts outside of class also benefits learners by creating the opportunity to pause and review information. While the use of technology in a flipped classroom avoids some of the pitfalls of hybrid classrooms and those of entirely virtual programs such as loss of time for personal interaction, the method does require teachers to re-imagine their responsibilities and those of learners as well as the structure of the classroom. Additionally, flipped classrooms require a significant up-front investment of time from the instructor due to the time needed to develop and edit the videos (Bergmann and Sams, 2012, p.106-107). Teachers may find themselves spending more time preparing a video lesson that is more succinct than if they had delivered the information live.

Training in how to use technology to enhance instruction can be beneficial for teachers. However, knowing how to use the features of a software program, app, or online tool does not automatically translate into effective use for instruction. Many teachers need continuing support as they restructure classes to incorporate technology. Additionally, teachers are more likely to adopt technology when the benefits to their students have been explained (Bergmann and Sams, 2012; Ying-Shao, Hsin-Kai, & Fu-Kwun, 2007; McGrail, 2005; Condie and Livingston, 2007; Murphy and Rodriguez-Manzanares, 2009).

In the case of multimedia video presentations, designers should consider how students would view a video when recording an instructional screencast, voiced over presentation, or video. For example, because students have the ability to control the video, it is usually not necessary for the instructor to repeat concepts or content as is done in face-to-face classrooms. Students will be able to review the information they need to

hear or see again, and establishing a pace with forward momentum is essential to keeping students' attention. Instructors who are designing multimedia instruction should also keep in mind the theory of cognitive load. Audio and visual elements can be layered to make ideas more memorable, but designers should take care to avoid presenting information in a way that overloads the audio or visual channel and achieves the opposite effect.

Bergmann and Sams (2012) advocate keeping videos short; they recommend, “under 15 minutes and really shoot for under 10 minutes (p. 44). In a classroom setting, there is always the risk that a teacher will continue to add information as the day goes on, or get distracted and include tangential information, especially when that teacher delivers the same information multiple times a day. Overall, creating instructional videos for pre-class viewing can preserve more class time for students' questions as well as student-directed inquiry and exploration of topics of interest to them.

CHAPTER THREE

Curriculum Development

Research Paradigm

How can I combine online videos with practice opportunities to teach students key research skills they need to succeed in high school English classes? I chose to develop this curriculum for a couple of reasons. First, teachers in the English department at this high school are striving to standardize some learning strategies to give students a sense of confidence and continuity. Over the last five years, the staff has focused energy on developing a few common instructional goals. These goals have all combined community building goals with goals of academic support and communication of high standards. Teachers come together in grade level teams to plan study of common texts and create common assessments. The result is that a wider community of students can discuss what they are reading, writing, and learning across grade levels. There are also more students to rely on for peer help and guidance. Additionally, when teachers agree on texts or research assignments, they send the message that these skills are essential.

Additionally, creating these videos acknowledges the movement in the school toward formalized cooperation between history and English teachers. Sophomores at the high school have submitted the same paper to their history and English teachers. History teachers assessed the content of the papers while English teachers focused on how accurately the students followed MLA format as well as other conventions of writing

such as organization, and spelling, grammar, and fluency. Previously, there were some teachers of history who did not grade students on citation or who used footnotes or APA citation. History teachers reported that teaching MLA formatting was not part of their curriculum. Moreover, some felt unqualified in terms of evaluating students' writing skills. Interdepartmental cooperation will promote teaching MLA format more effectively by facilitating transfer of the format between subjects.

Another indication of the school's commitment to create a common academic language is professional development during the 2013-2014 school year. All humanities classes focused on facilitating the use of Thinking Maps while STEM classes focused on using Cornell notes effectively. The aim of getting training and committing to using these tools consistently in multiple classes was to give students an opportunity to practice study skills in different settings using different information. The goal is that when students are asked to use the same strategies in different environments, they will recognize the flexibility and transferability of these techniques. The video tutorials will provide a common resource that teachers in all departments can direct students to, or turn to for information themselves. Students can return to the videos as needed for a refresher, and the tutorials can provide an orientation for students who transfer into school. These modules can be also be assigned as homework or for supervised viewing during advisory period.

Setting

The online multimedia tutorials were developed for ethnically and racially diverse high school students from grades 9-12 attending an urban high school in Arizona and their English teachers. Moreover, given the demographics of this school, the tutorials

were created with the academic needs of English Language Learners in mind.

Consideration was also given to the various digital divides that tend to exist among the student populations served in urban public schools. However, despite the above factors, these tutorials would also be useful for students and teachers in other school contexts. .

Methods

This unit of multimedia lessons is designed according to the principles of backwards design described by Wiggins and McTighe (2005) in *Understanding by Design*. I typically design lessons using backwards design principles. I consider the long-term understandings I want students to have after a unit, the essential questions they will consider or discuss, the things they should know and be able to do, and then I determine performance tasks that will allow students to demonstrate their understanding and knowledge. The essential questions and desired long-term understandings are broad since the goal is for students to develop skills and strategies that can be applied in a variety of settings to provide a methodical way to approach challenging learning material, to help organize thinking, and to identify and clarify confusion into questions.

I am careful to limit the number of performance tasks while also identifying other evidence that I will use to assess learning and understanding. Performance tasks are equivalent to summative assessments while most other evidence is formative assessment, though some tasks may be included in students' grades. When I design lessons, I consider objectives, assessments, the order of instruction from modeling to guided practice, and then independent practice before I assess students. I also use a variety of media, especially to give students background information about a concept or topic. I use the feedback I get in the classroom from tapping background knowledge, questioning,

checking for understanding while modeling, and listening to and observing students as they practice independently or in groups. After modeling and facilitating, I reflect on what was effective and I often revise a lesson even between classes to try to be more effective.

The lessons created for this project can be used for instruction, as a way to review skills, or by individual students for support as they conduct research and write.

Multimedia presentations will be created to make the most of students' dual channel ability to process audio and visual input simultaneously (Paivo, 1986, as cited in Dey, Burn and Gerdes, 2009). Lesson design will also incorporate Mayer's (as cited in Dey, Burns and Gerdes, 2009, p. 380) seven design principles to reduce cognitive load in order to minimize the split attention effect as follows:

1. The multimedia principle states that words and pictures work better together than alone and according to the spatial congruity principle they should "appear close to one another" while the temporal congruity principle guides designers to use words and pictures simultaneously
2. The modality principle states that "animation and narration are better than animation and text" and according to the redundancy principle animation and narration are better than those two elements together and also combined with text. Meyer's final principle, individual differences, exhorts designers to keep differences such as learner knowledge or learning style in mind Provisions for individual differences is an element of lesson planning with which I am familiar from my experience planning regular classroom lessons.

In the case of the videos, the structure of a lesson will be different because the videos are designed for students to view independently. The structure of the lesson is different because students will have the ability to rewind a presentation to review information. Therefore, the instruction and modeling can be more concise. While in some cases providing several examples may be useful to demonstrate how a technique or strategy operates when transferred to different situations, in other cases, repetition is not needed because it is replaced by students' ability to rewind and review at will.

Another difference between the way I typically develop curriculum and the process for developing online multimedia presentations is the changed order of instruction. The flipped model of watching instruction independently and completing homework in class is more of a change in science and math than it is in English classes. In math and science, students are accustomed to learning new concepts in class, then practicing them at home. In English classrooms, students are used to being assigned reading to figure out, interpret, and develop discussion questions about so that they can discuss in class. However, there are concepts in the English curriculum--like instruction in grammar, plot structure, or reading strategies—that are typically taught in class. Because these multimedia lessons deal with “how-to” information about skills, flipping the instruction and making students responsible for viewing it independently changes the sequence of instruction. In this model, the focus is on creating a presentation that conveys the information clearly and logically with little repetition compared to a “live” lesson so that students can decide for themselves what parts they need to see again and can find those segments easily.

The instructional videos will be posted on the high school’s website as research resources on the library webpage. Resources for students and teacher, including videos and practice exercises, will also be available at highschoolresearch.edublogs.org. Videos will also be presented on a SchoolTube.com channel.

Instructional Plan in Understanding by Design Template

Stage 1 Desired Results		
<p>ESTABLISHED GOALS/ STANDARDS</p> <p>Text Types and Purposes:</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Research to Build and Present Knowledge:</p> <p>CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	Transfer	
	Students will be able to independently use their learning in new situations to find, interpret, and give credit to sources of information.	
	Meaning	
	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> • MLA format is a code used to create a record of sources that helps researchers and writers find information and give credit to other authors and thinkers. • The skill of following models using one’s own information is transferable to other formats. 	<p>ESSENTIAL QUESTIONS Students will explore & address these recurring questions:</p> <ul style="list-style-type: none"> • Why is it important to give credit for words or ideas?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to use a library website database to find reliable sources. • How to create a Works Cited page. • How to recognize, use, and cite quotes and paraphrase. • In-text citations connect to Works Cited entries. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Brainstorming and finding search terms to find useful results in a library database. • Incorporating quotes. • Paraphrasing. • Interpreting connection between quote or paraphrase and thesis statement. • Using MLA format for in-text citations and Works Cited.
Stage 2 – Evidence		
Assessment Evidence		

PERFORMANCE TASK(S):	
<ul style="list-style-type: none"> Write an annotated bibliography: MLA Practice Document 	
OTHER EVIDENCE:	
<ul style="list-style-type: none"> Paraphrase in the Search Phase Practice Paraphrase in the Writing Phase Practice Connecting Citations Practice Putting Works Cited in Order Practice Cracking the Citation Code Practice Identify Quotes, Paraphrase, and Author Interpretation Practice 	
Stage 2: Learning Plan	
<i>Module 1</i> <i>3 Days</i>	<p>Screencasts (available at highschoolresearch.edublogs.org or the links below):</p> <ul style="list-style-type: none"> Finding Sources Creating an EBSCO Account (supplemental) (http://bit.ly/1I0cFGY) Finding Full Text (supplemental) (http://bit.ly/1MHeEEo) <p>Lesson Plans (APPENDIX A):</p> <ul style="list-style-type: none"> Module 1: Day 1 of 3 Lesson Plan (pg. 51) Module 1: Day 2 of 3 Lesson Plan (pgs. 52-53) Module 1: Day 3 of 3 Lesson Plan (pg. 54) <p>Notes (APPENDIX B):</p> <ul style="list-style-type: none"> Finding Sources Notes (pg. 61-62) <p>Practice (APPENDIX C):</p> <ul style="list-style-type: none"> Paraphrasing in the Search Phase (pg. 68-70) <p>MLA Practice Document Examples (APPENDIX D):</p> <ul style="list-style-type: none"> Module 1 Day 2 Example (pg. 78) Module 1 Day 3 Example (pgs. 79-80)
<i>Module 2</i> <i>1 Day</i>	<p>Screencast:</p> <ul style="list-style-type: none"> Quotes (http://bit.ly/1MKVvBt) Introducing Quotes (http://bit.ly/1LFmN8r) <p>Lesson Plan (APPENDIX A):</p> <ul style="list-style-type: none"> Module 2: Day 1 of 1 Lesson Plan (pg. 55) <p>Notes (APPENDIX B):</p> <ul style="list-style-type: none"> Quotes Notes (63-64) <p>MLA Practice Document Example (APPENDIX D):</p> <ul style="list-style-type: none"> Module 2 Day 1 Example (pgs. 81-82)
<i>Module 3</i> <i>1 Day</i>	<p>Screencast</p> <ul style="list-style-type: none"> Paraphrase: Pass It On (http://bit.ly/1PeaGXG) <p>Lesson Plan (APPENDIX A):</p> <ul style="list-style-type: none"> Module 3: Day 1 of 1 Lesson Plan (pg. 56) <p>Notes (APPENDIX B):</p> <ul style="list-style-type: none"> Paraphrase Notes (pg. 65) <p>Practice (APPENDIX C):</p> <ul style="list-style-type: none"> Paraphrasing in the Writing Phase (pg. 71-72) <p>MLA Practice Document Example (APPENDIX D):</p> <ul style="list-style-type: none"> Module 3 Day 1 Example (pgs. 83-85)
<i>Module 4</i> <i>2 Days</i>	<p>Screencast:</p> <ul style="list-style-type: none"> Citation (http://bit.ly/1R9Nrxsf) <p>Lesson Plans (APPENDIX A):</p> <ul style="list-style-type: none"> Module 4: Day 1 of 2 Lesson Plan (pg. 57) Module 4: Day 2 of 2 Lesson Plan (pg. 58)

	<p>Notes (APPENDIX B):</p> <ul style="list-style-type: none"> ● Citation Notes (pg. 66) <p>Practice (APPENDIX C):</p> <ul style="list-style-type: none"> ● Connecting Citations (pg. 73) ● Putting Works Cited in Order (pg. 74) ● Cracking The Citation Code (pg. 75) <p>MLA Practice Document Example (APPENDIX D):</p> <ul style="list-style-type: none"> ● Module 4 Day 2 Example (pgs. 86-88)
<i>Module 5 2 Days</i>	<p>Lesson Plans (APPENDIX A):</p> <ul style="list-style-type: none"> ● Module 5: Day 1 of 2 Lesson Plan (pg. 59) ● Module 5: Day 2 of 2 Lesson Plan (pg. 60) <p>Practice (APPENDIX C):</p> <ul style="list-style-type: none"> ● Identify Quotes, Paraphrase, and Author Interpretation (pg. 76) <p>MLA Practice Document Examples (APPENDIX D):</p> <ul style="list-style-type: none"> ● Module 5 Day 1 Example (pgs. 89-91) ● Module 5 Day 2 Example (pgs. 92-94)

CHAPTER FOUR

Findings

The tutorials created for this capstone have been designed primarily for students who have little experience writing research papers, and no support outside of school from someone who does have experience with research writing. They are also designed with English language learners in mind. While MLA format books and websites are valuable resources, many ELLs do not have the confidence to get started using them. Those resources are more valuable once someone has an understanding of how all the elements of format, writing, and citation fit together. Gaining an understanding of so many details will likely entail much modeling and practice, particularly for non-native speakers and writers. One should expect that students would need more than one explanation in class before relationships between elements of the format are apparent. Additionally, students who do not speak English fluently would likely benefit from seeing several examples in context. Video gives teachers of all disciplines a way to differentiate. In high school math, I often felt I was just starting to see a pattern when the class moved on to the next concept. The original video could demonstrate using one example, and then, additional worked examples could be available in separate videos to students who need more modeling or guided practice. In math classes, in particular, there is an emphasis in current practice on having multiple strategies to solve a problem. Videos would give teachers the opportunity to offer students different strategies in chunks instead of all at once in an in-

person lesson. Students can try out different strategies in their own time until they find one that makes sense to them. Having a video guide giving step-by-step instructions that they can return to repeatedly can be a valuable resource and confidence builder for these students.

Tools

I used Camtasia software to create the screencast videos. Recording videos was straightforward, and the developers include instructional videos about many of the post-production features offered. I also used Prezi to deliver information since the presentation formats offered on the website feature movement as part of the transition between clusters of information. Additionally, many of the templates are organized around a thematic illustration.

I recorded the videos using the built-in microphone on my computer. The sound quality was acceptable if I was recording in a quiet room; the computer microphone did not pick up traffic or television noise that was happening outside the room. However, in the future, I plan to invest in a microphone for more even sound. Some segments of my videos had louder audio than others, and sometimes my voice sounds close to the microphone while other times there is more echo. The recent boom in podcasting means that a search for advice on good microphones for broadcasting yielded several recommendations under thirty dollars. The microphone could be particularly useful when producing videos of in-class instruction to be edited into a video later.

Keeping in mind Mayer's principles of design (in Dey, Burn and Gerdes 2009, p. 380), I used animation or illustration as an enhancement in presentations instead of bullet points with writing. However, any illustration had to be licensed for re-use and credited

appropriately. In addition to writing the scripts for videos, and creating presentations or preparing to demonstrate the steps of a process, finding quality visuals took time. My experience supervising high school yearbook made me particularly vigilant about issues of copyright and fair use. I used Wikimedia Commons to find photos and illustrations. All Wikimedia Commons photos have been identified as being copyright free, or authorized for non-commercial use. Users should be aware that a computer program is used to determine copyright status of many of these images, and the final responsibility still lies with the user. Flickr is another resource for images that can be reused. In the Flickr search engine there is an option to filter by images that the owners have licensed for re-use. The advantage of Flickr images is that each user designates the copyright restrictions on his or her images, so the vetting system is more trustworthy than the one on Wikimedia Commons. A third source of images licensed for fair use is a Google search which can be filtered using Google's search tools to filter images for different user licenses. In the future, I plan to add music to videos as well. A search for "royalty free music" turned up several sites that offer music that can be used without payment.

Making the Videos

For a beginner, shorter videos are much simpler to make than longer videos. The one-minute video on finding full-text articles took about 10-15 minutes to make, but creating the 9½-minute video on finding sources took more than five hours. I did discover some ways to make this process less time consuming. One way to save time is to record the video and audio as separate tracks. I recommend making at least one video in which the audio and video are recorded at the same time so that users can get the hang of the editing software. When video and audio are recorded separately, Camtasia shows two

different bars, one right on top of the other. Before users are familiar with the editing, making cuts to either one of these bars might make it difficult to get speech and video to align. However, once a user has some experience with making cuts and adding effects, recording the audio and video tracks separately is a way to produce screencasts more efficiently.

Recording video alone first, then recording an audio track can save time in the editing process because it reduces the mistakes one can make, and makes it possible to focus on details that can be useful for applying post-production effects. For example, when I focus on demonstrating a skill on screen, I can pay attention to my mouse and concentrate on the task so that each step flows smoothly. Afterward, the fact that I concentrated on hovering my mouse near a word in a menu, but made sure that the arrow did not cover the word means that I can apply a spotlight or highlight effect in a halo around the mouse while being certain that viewers can see what they need to. Additionally, I do not have to make as many cuts as a result of spelling something wrong, for example, because I was talking at the same time I was trying to type. This method also cuts down on the audio editing of mouse clicks and keyboard sounds. It is important to move slowly and deliberately when creating the video track because if the video lasts longer than the narration, it can be trimmed. However, it is much more challenging to speed up the audio track if the information does not fit in the time between actions. Once the video track is complete, I can focus on reading the script to narrate what is happening on screen instead of making it happen and narrating it at the same time. Recording the audio separately also allows me to concentrate on how I deliver the audio track. Creating engaging audio requires a certain amount of vocal acting. I wanted to make sure that I

was not just reading the script, but I was also talking to the audience and imagining a listener.

Creating perfectly polished videos should not necessarily be the goal. I appreciate Khan Academy videos for the way they preserve the feeling of someone demonstrating a skill for me in real time. The site's founder, Sal Khan, started by tutoring his cousins using "a telephone and Yahoo Doodle" then moved on to post recorded tutorial videos on YouTube before founding Khan Academy online ("How did Khan Academy get started?"). There is something appealing and non-threatening about seeing someone erasing to correct an error, or writing in imperfect handwriting. It is also a way to model perseverance. However, I want to make sure that the videos are an efficient way for students to get information. Teachers might vary videos between polished and casual to achieve balance. Perhaps an introductory video could include more effects and post-production effects. As students practice in class and a teacher notices patterns in the kind of misunderstandings or struggles, troubleshooting videos that are less formal could be added to the video library. These videos might be changed depending on the needs of the students from term to term.

I followed Bergman and Sams' (2012) recommendation to keep videos under 10 minutes long. My longest video was just under ten minutes and demonstrated the research process. The length allowed me to demonstrate how skills work in context, and how each step builds on the last one. On the other hand, I also sensed that the length might make the process seem complicated instead of manageable. There is a balance: explaining too little at a time can cause the context to be lost, but explaining too much or giving too many options makes the task seem overwhelmingly difficult. The challenge in making

effective videos is to give enough information so that students feel they can master it, and then, in much shorter segments, offer elaboration or ways to do something more efficiently or completely, and ways to deal with challenges.

Next Steps

There are enhancements that might make long videos more user-friendly. For example, I have learned that many English language learners appreciate captions when watching films in class. Camtasia offers the option to include closed captioning. Additionally, dividing the video into “chapters” and including a table of contents at the beginning of a video with markers in the timeline of the video that show where new topics begin would make it easier for students to navigate to specific topics they want to review while preserving the topics in the context.

In the future, having students creating animation or video (perhaps using a prepared script) might be a great option for creating more engaging screencasts. Involving students in the video production process could be a way to differentiate instruction for students who have demonstrated proficiency. Students who have already mastered a concept are often asked to teach other students as a way to cement their learning, or in order to help other students reach proficiency. That type of next step can feel more like a chore than an extension of a student’s learning. The opportunity to be creative to make a teaching tool would be enriching while still benefitting the community of learners.

CHAPTER FIVE

Conclusion

The goal of this project was to create screencasts to teach students skills for researching and writing research papers in MLA format. In some situations, students learn the basics of research in class, then have family members or tutors who can help them hone research skills by helping them find sources and revising their writing. These screencasts are designed with students who do not have help from people with research writing experience in mind. Students watch screencasts repeatedly during the research process.

Challenges

When I started in the teaching profession, I was positive about classroom technology. I embraced PowerPoint as tool for keeping me on topic when delivering instruction, and for providing visual and written reinforcement of concepts for students. I used video as a way to spark conversation and debate in the classroom. However, as time has gone on, I have recognized that technology is not always the most effective way to help students learn. For example, I supervised an online learning summer school course for students who needed to make up credit. It was effective for some students, but I observed other students who rushed through the informational portions, and then took assessments at the end over and over until they received a passing score. It is critical to assess a technology's usefulness to students instead of focusing on its utility for reducing

teachers' workloads or collecting data. While I am still enthusiastic about the ways technology can enrich students' learning experience, I am mindful of the importance of identifying the reasons for employing technological solutions and goals for using technology.

Cox, Preston, and Cox (1999) noted that if teachers do not feel that they have a reason to change their method of delivery, they are likely to perceive methods such as online communication tools as making lessons more difficult, less fun, and less enjoyable than their current practice of delivering content. In a study of an online learning program in Scotland, Condie and Livingston (2007) found that although students reacted positively to technology integration, none of the teachers used online tools "as the main resource for learning and teaching" (p. 227). The researchers concluded that one of the reasons was that despite some training, many teachers were not motivated to change their delivery techniques because "familiarizing themselves with the various elements" of the online program would be time consuming and "many were unconvinced that the time spent...would pay off" (p. 343). If teachers perceive online communication technology like online programs to be useful to them, they are more likely to report that online learning makes lessons more interesting, more diverse, and more efficient to administer (Cox, Preston & Cox, 1999). McGrail (2005) found that the teachers involved in her study were "willing to accept change as long as they were convinced that it would allow them to see a gain for their students as well as for their own instructional practices" (p. 5). Ying-Shao, Hsin-Kai, and Fu-Kwun's research (2007) also indicates that teachers' attitudes and beliefs about technology have a profound effect on their willingness to integrate technology.

Age and years of experience are also factors influencing how teachers view technology integration. Ying-Shao, Hsin-Kai, and Fu-Kwun (2007) found that teachers with fewer than five years of teaching experience are likely to have had “computer-based instruction courses” as part of their teacher training and frequently use computers for instruction. They analyzed teachers’ use of technology in the classroom using an evolutionary model that tracks progress through the following stages: entry, adoption, adaptation, appropriation, and invention. Their findings showed that, despite their pre-service training, 43 percent of newer teachers had not progressed beyond the third stage (“adaptation”). The researchers attributed this to the fact that newer teachers are not using “multiple methods to promote students [sic] conceptual understanding and cognitive ability because they lack the teaching experience” (Ying-Shao, Hsin-Kai, and Fu-Kwun, 2007, p. 122). Condie and Livingston (2007) stated that even though teachers believed they had the technology skills necessary to work with the online program used in their research, most “reported a limited awareness” of an online reporting feature that would have given them an accurate idea of how much and how often students were using the program (p. 343). The researchers concluded that teachers’ confidence in their ability to use technology for their own purposes doesn’t necessarily translate into an understanding how to use it to engage learners (Condie and Livingston, 2007, p. 343). Appropriate training for these teachers might involve fewer hours of training in how to use software or online tools and more time helping them integrate technology with other best practices.

On the other hand, a larger percentage of teachers with 16-20 years of experience fell into what Ying-Shao, Hsin-Kai, and Fu-Kwun (2007) refer to as “first” (“entry”) and “second” (“adoption”) “stages of technology integration”. However, the researchers also

found that a larger percentage of teachers at that level of experience than teachers with fewer than five years of experience had progressed to the fourth stage (appropriation). The researchers concluded that teachers with more experience and “pedagogical content knowledge” are able to “use multiple methods to integrate technology into their classroom teaching.” (Ying-Shao, Hisn-Kai, & Fu-Kwun, 2007, p.123). In other words, once these teachers are comfortable with a technology, they are able to incorporate it with best practices in the classroom to use it as an effective teaching tool.

Solutions

A cost-effective model of incorporating technology into the classroom might be to put newer, but tech savvy teachers on teams with veteran teachers who self-identify as needing assistance to get started using technology. The former could provide tech support as veteran teachers adopt new technology, while the latter could offer expertise in effectively integrating technology and providing a balance between innovation and effective, tried-and-true management and pedagogical strategies. Journell (2007) concluded that it is important for schools to provide training to help teachers create opportunities for active learning online instead of assuming that the strategies they use in the classroom will naturally translate to an online environment. Windshittl and Sahl (2002) found that that teachers received technology in two different ways which they called “learning about” and “learning how to” (as cited in McGrail, 2005, p. 10). Teachers learned about technology at formal trainings, but they learned how to incorporate technology into teaching in settings that put them in conversation with their colleagues. The time and effort required to produce videos or shift to a flipped classroom model mean that the decision to use this strategy should come from interested teachers,

not from administrators. If the model is something that works, and that school leaders would like to see spread, the research indicates that it would be advisable to provide opportunities for teachers who are using this model to talk to their colleagues about how the technology works.

Another way to make the flipped classroom model accessible to a broad range of teachers is to make the videos part of a grade level plan. Most schools group teachers who teach the same classes into teams that plan instruction and assessment together. Teachers might work together to create these videos. The process will look different depending on the team. In some cases, an experienced or knowledgeable teacher might provide an outline for what needs to be covered, and give suggestions for how to explain concepts. In other cases, that person might be willing to demonstrate on video. In other cases, someone might script the video, and others would record it. Some team members might be willing to design and contribute practice activities while others will make the instructional videos.

McGrail (2005) concluded that while legislators and school administrators were more likely to advocate technology as “the ultimate or most optimal goal” in education, teachers in her study indicated that the idea of technology as the ultimate goal didn’t necessarily translate into practice because of “organizational, administrative, pedagogical, or personal constraints” (p. 19). McGrail observed that teachers who resisted using technology as well as those who welcomed it were more likely to see technology as “a problem with multiple facets” than “an ultimate goal” (p. 19). McGrail (2005) suggests that school administrators and teachers need to “learn each other’s perspectives and their origins” and think through the two groups’ different perspectives

based on their different roles (p. 20). Fullan (1991) explains that a democratic process is the most effective way to adopt change (as cited in Cox, Preston, and Cox, 1999). Condie and Livingston (2007) advocate giving teachers reasons to use technology and providing training to help them understand how they can effectively integrate technology into their practice from a viewpoint that integrating technology is the ultimate goal. McGrail (2005), on the other hand, concludes that teachers should be free to decide whether or not they will integrate technology and she concludes that not all content areas or classrooms will benefit from technology. Liang and Chen (2012) assert that “personalized learning...needs to be balanced with the social dimensions of learning” (p. 1335). When considering the use of blended or flipped classroom models, schools must consider the needs of teachers and students and how to find the right balance between human interaction and individualized learning. An enthusiastic teacher who takes on flipping as a personal project and is willing to invite people into his or her room to see how the process works will likely be the best spokesperson.

Giving teachers time to share their success stories with each other and learn from one another is worthwhile. When it comes to technology--blogs, text message reminders, social media, online classrooms, or podcasting—teachers who have used a resource in the same school are the best resources. They are able to tell their colleagues about getting student buy-in, what mistakes they made, what they learned from those mistakes, and how to avoid those problems. Additionally, people trust their colleagues’ experiences because those people are working with the same administration, technology, and student population. If teachers know that someone experienced success with a technology or strategy under the same conditions that they would be implementing it, they are much

more likely to try something out than if a representative of a company, regional trainer, or enthusiastic user from another school district advocate that same tool.

Lessons Learned

I recently created a video for my ninth grade planning team to use to teach students how to set up a document in MLA format in Google Docs. My colleagues' feedback has been positive so far, and the video also helped us identify parts of the process we assumed students would already know how to do, but which they turned out to need more explicit instruction to be able to carry out. For example, many students would have benefitted from a reminder that proper nouns and titles are capitalized, and instruction that the most efficient way to capitalize one letter at a time is to hold down the shift key instead of clicking and un-clicking the caps lock key. Additionally, students needed the instruction that the tab key is the way to indent a new paragraph. Using video allows our team to make these corrections—things that take only a few seconds—to the video this year so we will not forget next year.

Students noticed that my colleague's name was the teacher name on the heading of the document, and my students recognized my voice. The above supports Rogers, Kuiper, and Kirker's (1977) research that shows that "people learn more when the information being processed relates directly to oneself (as cited in Smith & Smith, 2012, pg. 211). We did not assign the video as homework the way one would in a flipped classroom, but I noticed benefits to students being able to view the video at will. The first classes I showed the video to were using laptops in our regular room. The computers were very slow. As a result, students were getting into Google Docs and getting started at very different times. I showed the video on repeat, and then circulated around the room to

give students additional support. This allowed me to help students who were struggling to log in or were experiencing problems getting on the Internet without making students who were ahead wait until everyone was logged in to get started. Because of the problems classes experienced with the laptops, I abandoned the lesson for the rest of the day and scheduled time in the computer labs for the rest of my classes on another day. In the meantime, I posted the link to the video on our class blog. This way, students were not distracted by the video playing on a loop on the screen, but they could watch the video as many times as they needed at their own computers. Students were just as effective setting up the document this way. The next day we were in the lab, I was able to direct students who had been absent to the link while I gave students who were already typing feedback using the editing functions on Google Docs.

Deploying the video technology this way helped me see student responses, and recognize challenges students might experience in accessing the videos on their own. For example, several students struggled to type the blog address into their computers correctly, so they had a hard time getting to the link to the video. The above situation made me realize that it might be necessary to do this with students in class several times so that they were confident about where to go to access videos before expecting students to access the videos for homework. Going through the process in class a few times will allow me to troubleshoot, so I can reduce students' frustration when they go to view videos independently.

Using a link from my classroom blog was somewhat effective. In the past, I have used the classroom blog as a way to document what happened in class with the idea that students who are absent can access documents from class to catch up. In reality, the

statistics on my site showed that practically no students visited the site. Based on the difficulties my students had accessing the site, I believe that some of this has to do with students inaccurately entering the web address (madsondion@edublogs.org). Many students missed the 's' in 'edublogs' and ended up at an entirely different site. The solution to this is to make sure that I train students to use the blog in class until they are familiar with it, they have the address memorized, and they remember that it is a place they can go for information.

Limitations

The major limitation in the creation of this curriculum is my lack of experience in using the flipped classroom model or in creating screencast videos. This is the first time that I have created videos for instruction. The quality of the videos produced for this curriculum reflects my lack of experience. The videos were made for a very specific population, and have not been differentiated by grade level or by specific project.

Another limitation in the creation of this curriculum was my move from the school for which the videos were originally created to a school in another state. This meant that my access to colleagues working with the students for whom the students were produced was limited. Additionally, access to videos or strategies for posting could not be optimized with the expertise of technical support staff at the school for which the videos were made.

Next Steps

I learned that the blog will not work as a place to post full-length videos. There is a 21 MB limit on uploads to my Edublogs site. In the near-term, my plan is to post videos to a SchoolTube channel. However, long-term, I would like to make resources that are

visually organized. For example, I would like a website that would allow me to post a parent video, and underneath: troubleshooting videos, or videos that address problems that might crop up as students are trying to do the thing the first video teaches.

Additionally, I would like to have a space where my students can submit questions and get answers. This is going to require a more sophisticated website than the Wordpress platform that drives Edublogs. I will experiment to determine if I can find a blog that allows me to organize the information in a way that matches my vision closely enough while using SchoolTube to host the video content to control costs since a more sophisticated website will likely cost more, and require more expertise than I currently have.

The more local and relevant videos are, the more effective they are likely to be. However, consistency is also important. One of my next steps is to solicit feedback from teachers at levels 9-12 to determine how the videos fit their needs, what needs to be changed, and what can be added to make the videos more effective. Given the detailed adjustments that the ninth grade team needs to make to the short video we used in class, I assume there are many details that could be adjusted to make the videos more accurate or more useful for all grade levels in high school.

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APPENDIX A

Lesson Plans

Module 1: Day 1 of 3 Lesson Plan

Students will be able to	<ul style="list-style-type: none"> Brainstorm possible search terms. Paraphrase an abstract. Write the steps of a database search in their own words.
Assessment(s)	<ul style="list-style-type: none"> Paraphrasing in the Search Phase practice sheet. Exit ticket
Materials	<ul style="list-style-type: none"> Copies of Paraphrasing in the Search Phase practice Classroom computer with headphones for students to view video if they did not watch it for homework (optional: Students may also use phones with headphones)
Prior Knowledge	Students have viewed <i>Finding Sources</i> on their own.
Provisions for Individual Differences	<ul style="list-style-type: none"> Strategic pairing—language Opportunity for students who have not viewed the video to see it in class
Common Core Standard	CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Agenda	
Warm Up	<ul style="list-style-type: none"> Think, Pair, Share: Have students think back to the video or look at their notes. Write a list: What are the steps you will follow to find an article? Pair: add to your list. Share: call on volunteers to share their steps (students should add any items not already on their lists).
Set Purpose	<ul style="list-style-type: none"> Being able to come up with different ways to think about a topic is important when you are looking for information. Once you have found information, you have to be able to tell whether it will be useful. Today we will practice on paper. Tomorrow, we'll try finding an article.
Practice	<ul style="list-style-type: none"> Paraphrasing the Search Phase practice sheet in partners. Strategically pair students for success: e.g. native English speaker with English language learner, student with extensive vocabulary with a student with a more limited vocabulary. Students who have not viewed "Finding Sources" watch the video first, and then begin the practice when they are finished.
Exit Ticket	What is the most challenging part of paraphrasing? What was one success you experienced today?

Module 1 Day 2 of 3 Lesson Plan

Students will be able to	<ul style="list-style-type: none"> • <i>Optional</i>: create an EBSCO account • Create MLA format document and save it to your school account, Google Drive, or Dropbox • **Find a useful source and save source to EBSCO and/or Google Drive, Dropbox, or school account** for advanced students
Assessment(s)	Students show teacher saved documents.
Materials	<ul style="list-style-type: none"> • Computer lab or laptops • Modified PowerPoint presentation: change theme, add pictures, change heading requirements, change example topics (or add predetermined topic), add path to get to library research resources • <i>Optional</i> copies of presentation (multiple slides to a page) to hand out • Log-in and password for library databases
Prior Knowledge	Students have viewed <i>Finding Sources</i> .
Provisions for Individual Differences	<ul style="list-style-type: none"> • Partner support • Teacher provides topics or research questions.
Common Core Standard	CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Agenda	
Warm Up	<ul style="list-style-type: none"> • Think about things that define culture. In other words, what are some things that let us know that a culture is different from our own? • <i>Possible Responses: foods; customs and ceremonies for birth, death, marriage, celebration; language; holidays; laws; clothing; religion or beliefs; stories....</i> • Whip around: have students share their answers
Set Purpose	<p>Today you are going to conduct a mini-research project with your partner from yesterday.</p> <p>Today you will:</p> <ol style="list-style-type: none"> 1. Create a document using MLA format 2. Find an article that could help you answer a question about culture. 3. Save the article to your EBSCO account or your school folder.
Practice	<ul style="list-style-type: none"> • Students will work in the same pairs from yesterday. Each student should have a computer, create a document, and find an article (should be the same article for both students in a partnership) • Create a document: Format the document so that it is double-spaced. (In Format or Paragraph menu in Microsoft Word. Keep a standard font, keep font size set to 11 or 12 Add a heading on the left-hand side

	<ul style="list-style-type: none"> • Teachers can modify PPT slide to match their heading requirements or to reflect current MLA format requirements • Students come up with a question about culture and type it in their documents: Use what you heard in the warm up to help you. <i>Teacher: Circulate to check student questions. Mod: teacher may come up with the question ahead of time</i> • Log in to research database • <i>Optional: Create EBSCO account: use “Create EBSCO account” video. If you have students create an EBSCO account, have students record username and password, and give a copy to you on a post-it note in case they forget it.</i> • <i>Teacher checks for properly formatted document saved in school folder.</i> • <i>Optional: Teacher checks for creation of EBSCO folder</i> • Students who are ahead can begin searching for an abstract from an article that might help them answer their question, then save it to their EBSCO folder and/or their school folder, Google Drive, or Dropbox.
Exit Ticket	<ul style="list-style-type: none"> • Ten minutes before the end of class, remind students to have their document <i>and</i> save location checked. • Have students write two elements of MLA format they used today: heading, double spacing.

Module 1: Day 3 of 3 Lesson Plan

Students will be able to	<ul style="list-style-type: none"> Paraphrase a key sentence from a promising article. Cite the paraphrase. Create a Works Cited Page.
Materials	Computer lab or laptops
Prior Knowledge	Students have viewed <i>Finding Sources</i> .
Provisions for Individual Differences	<ul style="list-style-type: none"> Partner support Ability to review video
Assessment(s)	<p>In the document students started yesterday, today teacher checks:</p> <ul style="list-style-type: none"> Research Question Original Sentence from Abstract Paraphrase of Sentence from Abstract Works Cited page/entry (Double Check MLA format)
Common Core Standard	<p>CCSS.ELA-Literacy.WHST.9-10.9</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
Agenda	
Warm Up	<ul style="list-style-type: none"> Find your document from yesterday in your student folder/Google Drive/Dropbox. Double check that you and your partner have the same research question, and check each other's MLA format.
Set Purpose	<p>Today, you will continue your work from yesterday. Use what you learned in the <i>Finding Sources</i> video to find an article that will help you answer your research question.</p> <ol style="list-style-type: none"> Paraphrase the key sentence from the abstract. Copy and paste the Works Cited entry.
Practice	<ul style="list-style-type: none"> Practice using search terms to find an abstract from an article that will help answer the research question. <i>Optional: Save to EBSCO</i> Open full-text article. Save to student account/Google Drive/Dropbox Then, look at the abstract in the full-text: On first page of word document, students type: Research Question (#1 on MLA Practice Document) Original Sentence from Abstract (#2 on MLA Practice Document) Paraphrase of Sentence from Abstract (#3 on MLA Practice Document) On second page (or second half of page with a line to show "new page" if paper is short): Works Cited entry Students who finish early can use the time to view the video <i>Quotes</i>.
Exit Ticket	Give students time to save the document.
Homework	Watch <i>Quotes</i> Video

Module 2: Day 1 of 1

Students will be able to	<ul style="list-style-type: none"> • Introduce a full-sentence quote from the article chosen yesterday. • Follow the quote with a sentence that explains it. • Add quotation marks to the quote from the abstract.
Assessment(s)	<ul style="list-style-type: none"> • Quotation marks properly used on new quote, and quote from abstract. • Explanation sentence demonstrates students' understanding of the meaning of the quote.
Materials	Computers or computer lab <i>(Optional: students with printed article and printed MLA Practice Document can write today's information for later typing)</i>
Prior Knowledge	Students have viewed <i>Quotes</i> on their own
Provision for Individual Differences	<ul style="list-style-type: none"> • Students who have not already viewed <i>Quotes</i> can watch the video during class • Partner support
Common Core Standard	CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Agenda	
Warm Up	Discuss with your partner: <ol style="list-style-type: none"> 1. What do you already know about your topic? 2. Make a prediction: What do you think your article might say about the topic?
Set Purpose	Today you are going to practice quoting the text. Here are the guidelines: <ol style="list-style-type: none"> 1. Choose a key sentence with interesting information: HIGHLIGHT THE SENTENCE-- make sure you understand what it means (it's okay to use the internet to look up words you don't know). 2. Use a sentence that does <i>not</i> have any parentheses at the end. 3. Add the quote to your MLA Practice Document: introduce the quote, copy it accurately, and use quotation marks. (#4 on MLA Practice Document) 4. Explain, in one or two sentences, why the quote is important to your topic. (#5 on MLA Practice Document)
Practice	<ul style="list-style-type: none"> • Partners read, discuss, and type #4 Quote from the Article and #5 Quote's Importance while the teacher circulates to help students. • <i>Teacher might suggest to pairs struggling to find information that is not already cited that they look at the conclusion of the article where the author(s) write about what they found out from their research.</i>
Exit Ticket	<ul style="list-style-type: none"> • Remind students to save the document. • Why is it important to make sure that quotes are copied exactly?
Homework	You have some experience with paraphrase already. Watch the video tonight to understand how paraphrase can help you write a great paper. <i>Paraphrase: Pass It On</i>

Module 3: Day 1 of 1

Students will be able to	<ul style="list-style-type: none"> Paraphrase. Choose important information from chosen article. Follow paraphrase with a sentence that explains its importance.
Assessment(s)	<ul style="list-style-type: none"> Paraphrase that does not copy sentence pattern or key words. Explanation sentence demonstrates students' understanding of the significance of the information.
Materials	<ul style="list-style-type: none"> Computers or computer lab (<i>Optional: students with printed article and printed MLA Practice Document can write today's information for later typing</i>) Copies of Paraphrase in the Writing Phase
Prior Knowledge	Students have viewed <i>Paraphrase: Pass It On</i> on their own
Provision for Individual Differences	<ul style="list-style-type: none"> Students who have not already viewed <i>Paraphrase: Pass It On</i> can watch the video during class Partner support
Common Core Standard	CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Agenda	
Warm Up	Discuss with a group: <ol style="list-style-type: none"> What did you learn from the last night's video on paraphrase? What is still unclear?
Set Purpose	Today is paraphrase practice day! <ol style="list-style-type: none"> Practice on paper. Add to your MLA Practice Document by choosing a sentence from your article that contains important information about your topic: HIGHLIGHT IT! Then put it in your own words. (#6 on MLA Practice Document) Finally, write a sentence or two that explain(s) why that information is important. (#7 on MLA Practice Document)
Practice	<ul style="list-style-type: none"> Complete paraphrase practice sheet, get it checked. Partners read and choose another important fact from the article, add #6 Paraphrase from the Article and #7 Paraphrase's Importance.
Exit Ticket	<ul style="list-style-type: none"> 3 things you know about MLA format so far 2 things you have done successfully 1 question
Homework	Watch <i>Citation: Keeping a Record</i>

Module 4: Day 1 of 2

Students will be able to	<ul style="list-style-type: none"> • Illustrate the connection between in-text/parenthetical and Works Cited citations. • Put Works Cited in order.
Assessment(s)	<ul style="list-style-type: none"> • Connecting Citations practice sheet • Putting Works Cited in Order practice sheet • Citations: Cracking the Code practice sheet
Materials	<ul style="list-style-type: none"> • copies of Connecting Citations and Putting Works Cited in Order (back to back) • copies of Citations: Cracking the Code and Identifying Quotes, Paraphrase, and Author's Interpretation (back to back) side 2 will be used in Module 5
Prior Knowledge	Students have viewed <i>Citation: Keeping a Record</i> on their own
Provision for Individual Differences	<ul style="list-style-type: none"> • Students may watch <i>Citation: Keeping a Record</i> during class • Group support
Common Core Standard	CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Agenda	
Warm Up	<ul style="list-style-type: none"> • The video talked about a couple real-life situations where people make a record of something that happened: a traffic ticket or an award. • Think about a real-life situation when people give each other credit for what they did. This could be big or small. • Turn and talk: <ol style="list-style-type: none"> 1. What was your example? 2. Why do you think it is important to give people credit in situations like the ones you talked about? • Volunteers share what they talked about
Set Purpose	<p>There was a lot of information in last night's video. Today, we are going to break that information into chunks to practice some of the essential skills.</p> <ol style="list-style-type: none"> 1. First you are going to illustrate the connection between in-text citations and Works Cited. 2. Then, you are going to put the Works Cited in alphabetical order. 3. Finally, you are going to use a model to figure out what each part of a citation means. This is a skill you will use when you are using those online resources the video talked about that show you how to create citations for different kinds of resources.
Practice	Pairs or groups practice by completing the practice examples.
Exit Ticket	What is one correction or addition you need to make to your MLA Practice Document tomorrow based on this new information?

Module 4: Day 2 of 2

Students will be able to	<ul style="list-style-type: none"> Revise the MLA Practice Document to include in-text/parenthetical citations for quotes and paraphrase. Find another article on the research topic.
Assessment(s)	Check in-text/parenthetical citations: #2, #4, #6
Materials	computer lab or laptops
Prior Knowledge	Students have viewed <i>Citation: Keeping a Record</i> on their own
Provision for Individual Differences	<ul style="list-style-type: none"> Students who have not already viewed <i>Citation: Keeping a Record</i> can watch the video during class (and those who need to watch again for review) Partner support
Common Core Standard	<ul style="list-style-type: none"> CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Agenda	
Warm Up	Think-Pair: What goes in the in-text citation?
Set Purpose	<ol style="list-style-type: none"> Today you are going to revise the MLA Practice Document to include citations for quotes and paraphrase. Then, you are going to find a new article that will help answer your research question, save it, and add the Works Cited entry to you're the Works Cited for the MLA Practice Document
Practice	<ul style="list-style-type: none"> Students revise the MLA Practice Document to include citation—they should be able to refer to the parts that they highlighted, and have teacher check citation. Students begin searching for a new article (copy citation and save article once found).
Exit Ticket	<ul style="list-style-type: none"> Give students a reminder to save MLA Practice Document (and new article, if applicable). Rate your confidence with paraphrase, summary, and author interpretation. 1-5 (1 = not confident, 5 = totally confident) What is one thing you are feeling very confident about, and one thing you need to practice to feel more confident?

Module 5: Day 1 of 2

Students will be able to	<ul style="list-style-type: none"> • Use a quote and a paraphrases in a paragraph with proper citation. • Follow cited information with interpretation.
Assessment(s)	<ul style="list-style-type: none"> • Students save a second article • Second Works Cited entry (in alphabetical order) • Complete Identifying Quotes, Paraphrase, and Author's Interpretation practice
Materials	computer lab or laptops
Prior Knowledge	Students have viewed: <i>Citation: Keeping a Record</i> on their own
Provision for Individual Differences	Partner support (if needed)
Common Core Standard	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. • CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Agenda	
Warm Up	Think about what you know about your topic so far. Find someone who worked on a different topic. For one minute, the person born closest to April will tell the other person about his or her topic or about MLA citation. After a minute, the other partner speaks for one minute.
Set Purpose	Today you will repeat the process of looking for information and finding relevant information.
Practice	<ul style="list-style-type: none"> • Have students center the title: MLA Practice Document Part II • Students search skills to find another article (if they did not yesterday). • Copy and paste the citation, save the article. • Identify important information, highlight information they will use.
Exit Ticket	Write a topic sentence for the paragraph you will write tomorrow.

Module 5: Day 2 of 2

Students will be able to	<ul style="list-style-type: none"> • Use a quote and a paraphrase in a paragraph with proper citation. • Follow cited information with interpretation: Why is this important?
Assessment(s)	Turn in MLA Practice Document with one section numbered 1-7, one section written in paragraph form with proper in-text citation and author interpretation, and two Works Cited in alphabetical order.
Materials	computer lab or laptops
Prior Knowledge	Students have viewed: <i>Citation: Keep a Record</i> on their own
Provision for Individual Differences	Partner support (if needed)
Common Core Standard	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. • CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Agenda	
Warm Up	Think about what you know about your topic so far. Find someone who worked on a different topic. For one minute, the person born closest to April will tell the other person about his or her topic or about MLA citation. After a minute, the other partner speaks for one minute.
Set Purpose	Today you will communicate the information you found yesterday in a paragraph with <ul style="list-style-type: none"> • a topic sentence • two pieces of information from the article: 1 quote, 1 paraphrase, properly cited • explanation following each piece of information from the article
Practice	Students use yesterday's annotations to write the paragraph. When finished: <ul style="list-style-type: none"> • Find one person (other than your partner) to check your work before you print it. • Find one person (other than your partner) to read through your MLA Practice Document after you print it. Write any corrections directly on the print-out. Turn in MLA Practice Document
Exit Ticket	Write a reflection on this process: <ul style="list-style-type: none"> • What did you learn? • What are you proud of? • What could be added or changed to make this process more effective?

APPENDIX B**Notes**

Notes begin on the next page.