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ENGLISH LANGUAGE ARTS PRESERVICE AND INSERVICE TEACHERS'
KNOWLEDGE ABOUT HOW TO USE ETEXTBOOKS AND OPEN EDUCATIONAL
RESOURCES TO SUPPORT STUDENTS' COMPREHENSION:
A CASE STUDY

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in the School of Teaching, Learning, and Leadership
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

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ABSTRACT

The focus of this qualitative, descriptive case study was to (a) investigate the knowledge English Language Arts preservice and inservice teachers had about eTextbooks and Open Educational Resources (OERs) and (b) how they planned to use that knowledge to develop their current/future 6-12 grade students' comprehension and content knowledge.

Included within the study were specifics regarding how eTextbooks and OERs can be used to support adolescent learners and how online comprehension skills can be developed. Data were analyzed in order to determine themes related to the use and planning for eTextbooks and OERs in the secondary ELA classroom. Data sources for this study included the participant interviews, document analysis, and a focus group interview. Findings revealed that participants (N=6) were both excited and apprehensive about using technology and that although they had some personal experiences with eTextbooks and OERs, they would need more specific support in helping their future or current students to develop online reading comprehension skills. Implications and recommendations are offered for preservice teacher educators, classroom teachers and professional developers, researchers, and publishers.

To my husband

My Pumpkin, Bryan



You stood beside me through it all; thank you for believing in me.

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CHAPTER 1

THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

With the propagation of mobile devices, increased Internet use, and digital access to quality academic materials and resources, electronic textbooks or eTextbooks have been increasing in popularity and use in educational settings from elementary grades through graduate school (Digital Textbook Collaborative, 2012). Current shifts in education provide a focus on the importance of digital materials, digital literacies, and technology use when considering the expansion and integration of the Common Core State Standards (CCSS) (National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010) and College and Career Readiness (CCR) skills. Specifically, the English Language Arts (ELA) Anchor Standards of the CCSS state that students should be able to integrate and evaluate information that uses media and other formats, including visual, quantitative, and audio while also making strategic use of digital media and visual displays of data. Although some authorities have viewed the focus on digital literacies and technology in the standards as a step in the right direction, others believe that the mention of digital texts and tools throughout the CCSS, has been meager and that words like digital "media" are vague (Heitin, 2016). Still, these new educational standards reflect at least the beginning of understanding the ever-changing aspects of literacy and literacy instruction, while at the same time emphasizing many aspects of learning, including students' reading comprehension, digital practices, and critical thinking, in order to meet 21st century learning expectations.

Technology has become ubiquitous in almost every aspect of everyday life. As a result, mobile and other forms of technology have been introduced in schools to support

teaching and learning. Since the early 2000s, two specific kinds of technological tools, electronic textbooks and Open Educational Resources (OERs), have been gaining much attention at the college and university levels with an increase in the use of digital textbooks and open course curricula by professors and students in academic courses (Ross, 2015). Electronic Textbook, or eTextbook, is an educational or instructional book in digital form. OERs are free, digitized materials created for and by educators, students, and self-learners to use and reuse for teaching and learning. While initial interest focused on higher-education, states, school districts, and publishers began considering how best to support K-12 students with their content and literacy learning by using some of the same types of digital tools and applications (Ross, 2015). In recent years, the eTextbook was identified by Gartner Incorporated as one of the top 10 strategic technologies for the education industry in 2015 (Lowendahl, Thayer, Rust, & Harris, 2014). Unlike traditional print materials, eTextbooks are a key step toward moving from analog to digital education. In his 2011 State of the Union address, President Obama noted the need for all students to learn from digital textbooks. Both the 2017 National Education Technology Plan (NETP) and the 2010 National Broadband Plan advocated that the best of modern technology is needed in order to transform how teachers teach and how students learn. At the time of the present study, the United States was spending more than \$7 billion a year on textbooks, and yet students often were working with outdated material that could be between seven and 10 years old. At the state level, and in particular at the state in which this research took place, school districts in the state of Florida were promoting the use of more digital texts and devices for academic purposes across classrooms and grade levels (K-20 Education Code Statute: Support for Learning, FL, 2016).

Although publisher created eTextbooks can offer students digital content that is individualized, connected to standards, and offer increased opportunities for learning independently (Brown, 2016), some teachers do not think there are enough authentic and quality-based resources for classroom instruction; they do not believe that that all eTextbooks are created equal (Ross, 2015). The use of active reading skills, such as annotating, summarizing, cross-referencing, and revisiting portions of a larger work are important aspects to supporting students with comprehension of text and increasing content knowledge (Adler & Van Doren, 2014).

Although many publishers have touted the inclusion of features that support active reading and interactivity, not all sufficiently deliver what is needed to support students' content or literacy development. Specific literacy skills and strategies are often included with the eTextbook or resource manuals but are not effectively integrated into the text so that content knowledge and comprehension are systematically developed. Teachers often have the need to add in their own digital resources and applications to support students' content knowledge that may be limited or lacking within the eTextbook. With the limitations associated with eTextbook usability out of the classroom, platform concerns, content integration needs, and the learning curve required for both students and teachers to implement and use an eTextbook successfully, some schools and districts are choosing OERs as a way to supplement and differentiate instruction to meet all students' needs (U.S. Department of Education [USDOE], 2017).

OERs are “digitized materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research” (Organization for Economic Co-operation and Development [OECD], 2007, p. 10). In the annual “Teachers and Technology Survey” (TES Global, 2016), 73% of responding classroom teachers noted that they used open resources more often than textbooks. The use of OERs is not just a homegrown initiative of

individual teachers, schools, and districts. Although textbooks still have a stronghold on the education budgets of many states, OERs have become part of the curriculum conversation as having potential cost saving abilities (Odden et al., 2007). In addition to states looking at ways to save money, the USDOE (2015) launched the #GoOpen campaign to encourage states, school districts, and educators to use openly licensed educational materials. As quoted by Richard Culatta, former Director of the Office of Educational Technology, this campaign supported the notion that “openly licensed educational resources support teachers as creative professionals by giving them the ability to adapt and customize learning materials to meet the needs of their students without breaking copyright laws” (USDOE, 2015, p. 2)

Though both of these technological tools are being used in the classroom, Florida, along with other states across the nation, has focused on providing eTextbooks to K-12 students in order to support their content and curriculum needs. As more eTextbooks are being used by teachers and students in these settings, there is a need to understand how to best instruct students to use, read, and comprehend eTextbooks. As with other types of digital texts (e.g., OERs, websites via the Internet, multimedia-based applications), eTextbooks often require readers to use specific skills and strategies to benefit from the content contained within them (Dobler, 2015). Although considered a closed-environment, the eTextbook uses both texts written by a publisher or author and access to outside hyperlinks and resources. These hyperlinks and resources, considered to be OERs and found via the Internet, can be created by multiple authors of unknown backgrounds and expertise. Literacy skills needed to effectively use and learn with eTextbooks include the synthesizing, summarizing, annotating, notetaking, self-regulation, and cognitive flexibility (Dobler, 2015). Reading the eTextbook requires the reader to use traditional aspects of literacy while also incorporating newer skills

and strategies to support the integration of these two areas found in the closed-eTextbook environment.

The role of literacy and learning is easily incorporated into many areas of using technology in the classroom. The International Literacy Association (ILA), formerly the International Reading Association [IRA] (2002), reflects on areas that are needed in order to support students in developing the new literacies skills, those skills that focus on the strategies and insights necessary to use and understand the information and communication technologies (ICTs) found in today's society (Leu, 2000). These areas include the following:

- Teachers who are skilled in the effective use of information and communication technologies (ICT) for teaching and learning;
- a literacy curriculum that integrates the new literacies of ICT into instructional programs;
- instruction that develops the critical literacies essential to effective information use;
- assessment practices in literacy that include reading on the Internet and writing using word processing software;
- opportunities to learn safe and responsible use of information and communication technologies; and
- equal access to ICT.

These types of standards offer important insights regarding how to support preservice and inservice teachers in integrating ICTs into instruction.

More recently the International Society for Technology in Education [ISTE] (2016) updated its student standards that were designed to demonstrate the roles students need to

practice as educational technology is integrated into classroom instruction. Included in the standards were specific criteria and abilities students should have in order to become successful in the 21st century. This included the roles of empowered learners, digital citizens, innovative designers, creative communicators, global collaborators, knowledge constructors, and computational thinkers (ISTE, 2016). Specific to the role of knowledge constructor and computational thinker, students have the expectation to critically find and present resources using digital tools in order to construct knowledge and make meaningful learning experiences, along with employing strategies for understanding and solving problems using technological tools and information.

Although students of all ages have begun to use ICTs in their everyday lives, it is the adolescent demographic that is most notable when we consider how they can use these types of tools to support their reading comprehension. Researchers have shown that adolescents who struggle with reading and understanding printed text often can read at a higher level of competence when reading digitally (Coiro & Dobler, 2007). Other researchers have found that online reading comprehension skills and strategies contributed to learning in secondary science classrooms where the Internet was used (Leu et al., 2005). In addition, low achieving online readers could be high achieving online readers and high achieving offline readers could be low achieving online readers (Leu et al., 2007). While educators are learning more about how students comprehend with online, multimodal texts, more needs to be explored on how teachers are using tools, like ICTs, to support comprehension of eTextbooks and OERs.

Although there has been recent research on eTextbook and OER use in higher education (Dean, 2016; Edmonson & Ward, 2016; Waller, 2013; Zhang & Li, 2017), there are still limited empirical studies focusing on them in the secondary classroom. In addition,

although there is current research on the use of online reading comprehension skills with adolescent learners (e.g., Coiro, Castek, & Quinn, 2016; Manderino & Castek, 2016), there are no empirical studies focused on the understanding how eTextbooks and OERs are used by ELA teacher educators and teachers in the secondary classroom. With this in mind, the following questions arise: How do secondary teachers use and plan for instruction with eTextbooks? What is the role of OERs and how are they used to supplement the eTextbook? How are teachers instructing students to read and comprehend eTextbooks? Does reading text from an eTextbook change the reading process? Does the eTextbook structure, features, and content organization affect how students read and interact with eTextbooks?

As these and other questions warranted further study in the field, the following qualitative, descriptive case study details how the researcher investigated the knowledge English Language Arts preservice and inservice teachers had about eTextbooks and Open Educational Resources (OERs) through the analysis of interview data, documents, and a focus group. Participants were given access and encouraged to explore and plan with eTextbooks and OERs. In addition, how participants planned to use that knowledge to develop their current/future 6-12 grade students' comprehension and content knowledge was discovered.

Background of the Problem

This research study grew directly from 2011 state of Florida legislation that also had national implications. In 2011, the State of Florida passed legislation, noting that Florida public schools would focus on purchasing and utilizing digital textbooks by the 2015-16 school year (Florida Department of Education [FDOE], 2015). During 2014, this task was modified by the legislature with a focus requiring each district to create a Digital Classroom Plan that would

integrate technology and digital materials in the classroom. In addition, the FDOE developed information for school districts and teachers on how to develop instructional practices and processes that integrated technology at increasingly gradual levels of induction using models like the Substitution Augmentation Modification Redefinition [SAMR] (Puentedura, 2014), and the Technology Integration Matrix (TIM) (Harmes, Welsh, & Winkelman, 2016). Funding for digital devices and eTextbooks were aligned with school district curriculum budgets and have continued to be addressed each year by the state and school districts. This trend for purchasing eTextbooks has also been found in other states (i.e., California, Indiana, Texas, and Virginia) and signals the need for an examination of these new technologies and the new literacies that accompany them (Mardis, Everhart, Smith, Newsum, & Baker, 2010).

The development and use of publisher-created eTextbooks are now part of the educational landscape, as they reflect new tools for the development of teaching and learning. OERs are also in the limelight, as they act as resources for teachers when planning for the delivery of content that will connect with their students based on interest and need when using eTextbooks. As the role of technological tools is considered within education, the definition of literacy has “expanded from traditional notions of reading and writing to include the ability to learn, comprehend, and interact with technology in a meaningful way” (Selfe, as cited in Pianfetti, 2001, p. 256) and reflects “... the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context” (ILA, 2016, para. 1).

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible” (para. 2) and this “communication and connection are the basis of who we are and how we live together and interact with the world (ILA, 2016, para. 2).

The National Council of Teachers of English [NCTE] (2008) described literacy as a “collection of cultural and communicative practices shared among members of particular groups” (para. 1). With these 21st century demands, a literate person must acquire abilities and competencies specific to the multiple, dynamic, and malleable aspects of new literacies (NCTE, 2008). In order to be an active, successful member in the 21st century global society, the literate person must be able to achieve the following:

- Develop proficiency and fluency with the tools of technology;
- build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- design and share information for global communities to meet a variety of purposes;
- manage, analyze, and synthesize multiple streams of simultaneous information;
- create, critique, analyze, and evaluate multimedia texts; and
- attend to the ethical responsibilities required by these complex environments. (NCTE, 2008, para. 2)

This position for 21st century literacies instruction stresses that it is the responsibility of educators to develop the competencies in the K-20 classroom.

In addition to the evolving definition of literacy, the 21st century and its technological advancements created the need for new concepts and words related to literacy vocabulary. This includes concepts such as digital literacies, multiliteracies, New Literacies, and new literacies. New Literacies focuses on the skills, strategies, and insights necessary to successfully exploit the rapidly changing ICTs that seem to be continuously emerging in the world and includes digital, informational, visual, environmental, social, and media types of literacy (Leu, 2000). Keeping

the New Literacies in mind as teachers plan for the needs of K-20 students is at the crux of preparing them to be ready for college, career, and beyond.

Those considering students' literacy needs can gain valuable information by reviewing recent reading scores per national assessments. The National Assessment of Educational Progress (NAEP) (2015) results showed that over 60% of 8th graders and 60% of 12th-grade students scored below the "proficient" level in reading achievement as reported in the Nation's Report Card. In conjunction with the state standards and curriculum goals, state DOEs and school districts must work toward bridging the college and career readiness gap by improving literacy education for all students. According to the English Language Arts CCSS Key Design Considerations webpage (NGA & CCSSO, 2012), the prominent goal is "

to be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new (para. 6).

Knowledge about 21st century literacies and adolescent literacy needs warrants the study of how students and teachers use eTextbooks and OERs in the classroom.

Adolescents living in the 21st century are a specific demographic that, in order to be prepared for their future, need the ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts (IRA, 2012). Adolescent learners in the 21st century can put claim on the term, "digital native." As coined by Prensky (2001), digital natives are described as those students who have been immersed in technology since they were born, with digital immigrants being those that have experiences with the same types of technologies later in life. Although digital natives are sometimes viewed as being able to use ICTs quickly, easily, and actively, their abilities to transfer these digital literacy skills from their everyday life to an

academic setting is still being explored by teachers and researchers. Some researchers have found that although those deemed “digital natives” may be surrounded by technology, their experiences are varied and they may not have the abilities to discern the quality of digital information or how to flourish in digital environments (Boyd, 2014). With this in mind, teachers need to become prepared to foster the literacy growth of adolescent learners. This includes the ability to offer students support in (a) working with multiple literacy strategies that are needed to meet the demands of the specific discipline; (b) create a culture of literacy in the classroom and schoolwide; (c) provide access to and instruction with multimodal, multiple texts; (d) offer differentiated literacy instruction based on student need, and (e) provide access to a wide variety of print and non-print materials (IRA, 2012).

Because teachers need to know how to develop their students’ literacy skills and knowledge related to comprehension, they must specifically teach skills and strategies for comprehension development and content knowledge when using digital content. Digital content, specifically eTextbooks, present both opportunities and challenges for teachers and students. On one hand, their embedded interactive features may enhance the learning experience, but in contrast they may also distract learners from focusing on the content. Learning how to navigate and circumvent pitfalls when using eTextbooks and eTextbook features will benefit learners and will also increase their ability to understand the content and materials provided. Understanding how to best navigate their eTextbooks will also support students’ close reading of text (Fisher & Frey, 2012). It will ultimately aid metacognition while allowing students opportunity for decision-making while reading. Teachers must address how students can use each of the eTextbook features for logistical navigation, like accessing OERs, annotating text, highlighting texts via the eTextbook tools. In addition, the teacher must support students’ cognitive flexibility

when approaching content from different sources and create a contextual map for understanding how each resource relates to content being covered. Supporting preservice and inservice teachers with how to model these and other skills is vital to the success of students using eTextbooks in and outside of the classroom.

The role of the classroom teacher is important in developing and supporting students' reading and comprehension of digital texts (Eagleton & Dobler, 2007). When using a traditional textbook, teachers support their students with understanding content and teaching them how to apply, synthesize, and evaluate information. Equally, the teacher's role is important when it comes to helping students make connections while reading, including aspects of the reader, the eTextbook, and context. It is the transaction among these elements that supports readers in comprehension of the content. This is associated with experiences readers create as they attach new meanings with their own background knowledge. Being aware and engaged in the learning that occurs between the reader, the text, and the context also supports the role of metacognition and the integration of new material into the reader's schema. Though meaning-making is key for all areas of reading, some students struggle with texts and eTexts. Students often struggle with the ability to navigate each aspect of the eTextbook by themselves; and without guidance, they will forgo using the many types of features that can foster comprehension of text and ultimately increase understanding and learning.

Statement of the Problem

As a result of current legislation and promotion to use eTextbooks and OERs in the K-20 classroom, along with specific college and career goals to support adolescents' 21st century literacy and learning skills, there is a need to examine the knowledge of both preservice and inservice teachers as they encounter and use eTextbooks and OERs. As these technological

advancements lead to increased usage of ICTs, literacy is also changing along with the needs of our students. It is advantageous to explore how teachers plan to utilize eTextbooks and OERs to support their future or current students' comprehension of the digital content and overall content knowledge in order to grasp their current understanding and areas of need for improvement regarding the process. By doing so teacher educators can address the needs teachers have in working with tools like eTextbooks and OERs for the development of comprehension of content.

Although all content areas at the secondary level may use digital content in the classroom, ELA teachers represent a specific demographic for consideration. In a 2016 survey of school administrators, ELA teachers were recognized as being the most interested in digital content (74%), followed by science (62%), mathematics (61%), and social studies (56%) (Association for Supervision and Curriculum Development, 2016). As ELA is a content area required by all students during the secondary years of school in the United States, it also offered a specific focus on teachers who were found to be interested in using digital content to support student learning.

Although there has been a growing body of research focused on supporting K-20 learners, and their teachers, with how to read online and comprehend digital content (Coiro, Castek, & Quinn, 2016; Kiili, Kauppinen, Coiro, & Utriainen, 2016; Manderino & Castek, 2016), this research study provides insights on both ELA preservice and inservice teachers and their current abilities and needs as they plan for instruction when using eTextbooks and OERs. The purpose of this research study was to investigate the knowledge English Language Arts preservice and inservice teachers have about eTextbooks and OERs and gain an understanding of how they plan to use them to build comprehension and content knowledge for their future or current students. In addition, how preservice and inservice ELA teachers planned to support

students' online reading comprehension skills when using eTextbooks and OERs was also explored.

Purpose of the Study

Quality textbooks, traditional or electronic, provide a focus on key concepts and knowledge, offer coherent learning progressions within a subject, deliver examples of concepts and principles, provide specific language and organization to enhance understanding of content, and use structural features of the text to ensure learning (Hong Kong Education Bureau, 2016). No matter how high the quality of a textbook, textbooks alone do not teach. Generally, teachers provide students with insights on how to use, read, and comprehend the text, and also offer instruction in understanding key concepts and ideas for the content being reviewed. In addition, using OERs supports instruction and learning with eTextbooks by allowing teachers and students to manipulate digital materials that can be “easily edited and personalized” while integrating “knowledge and social networks in order to connect people to ideas, and a belief that knowledge is best understood as a creative process of co-constructed meaning within a community of practice” (Blyth, 2014, p. 663).

Although some eTextbooks allow teachers to provide the practice of traditional reading skills, (i.e., synthesis, comprehension, and analysis), others focus on students' developing their use of comprehension skills in new contexts of learning like those surrounding the roles of evaluating information from a variety of sources and creating new information synchronously as they learn in a digital or electronic environment. In addition, a need for different and new sets of literacy skills and strategies are not presently included in many secondary reading and language arts curricula. The acquisition of eTextbooks, along with the overall rapidly changing nature of texts, reading, and learning, make it necessary to identify how teachers support their students

with effective literacy instruction when using eTextbooks and OERs in the classroom, along with understanding how students' comprehension is developed.

Significance of the Study

As educational funding allocations change, and more emphasis is being placed on increased technology in the classroom, states have begun to work with publishers to supply interactive eTextbooks for all grade levels. Purchasing eTextbooks has become a specific consideration for states and districts when considering curriculum choices. Still, there is much that needs to be understood about the academic need and logistics of their use with regard to literacy instruction. The most recent NAEP results in reading showed that while the number of students in fourth and eighth grades have shown improvement, 31% of fourth graders and 24% of eighth graders still lack basic literacy skills (NCES, 2015). Still, one must acknowledge that though traditional, offline reading comprehension skills are necessary, they are not adequate for students to effectively read digital texts like those found on the Internet (Coiro, 2007). Particular knowledge of vocabulary, informational text structures, and comprehension strategies support online readers as they use search engines, navigate websites, and monitor location and access. Similarly, with the use of eTextbooks, learners need to be both flexible and fluid in their learning and use the interactive features to increase their comprehension of text. Teachers must identify, model, and teach students ways to achieve this when using eTextbooks.

Similar to reading online via the Internet, students need to develop nonlinear, non-hierarchical, and non-sequential thinking skills and strategies when reading eTextbooks or OERs as designated by the teacher. These hyperlink resources could lead to applications and multimedia activities within the text created by the writer or publisher, or they could lead to the Internet for further exploration of a given topic. Either of these options will require the reader to

work through higher processes of thinking and reading including locating, evaluating, and synthesizing information separate from the initial path of the text. Students in Grades K-20 need to learn how to best incorporate their more basic, foundational reading skills when working with multilayered eTextbooks. These students must be able to demonstrate information fluency abilities which focus on the abilities to find, evaluate, and use information retrieved online effectively, efficiently, and ethically. These are key areas for supporting students with 21st century needed skills.

Theoretical Framework

Many theories of learning and cognition framed the focus of this study. The contributions of the following frameworks are detailed in this section:

- New Literacies
- Connected Reading Model
- Technological Pedagogical Content Knowledge (TPACK)
- Transactional Theory of Literature
- Sociocultural Approach for Reading Instruction

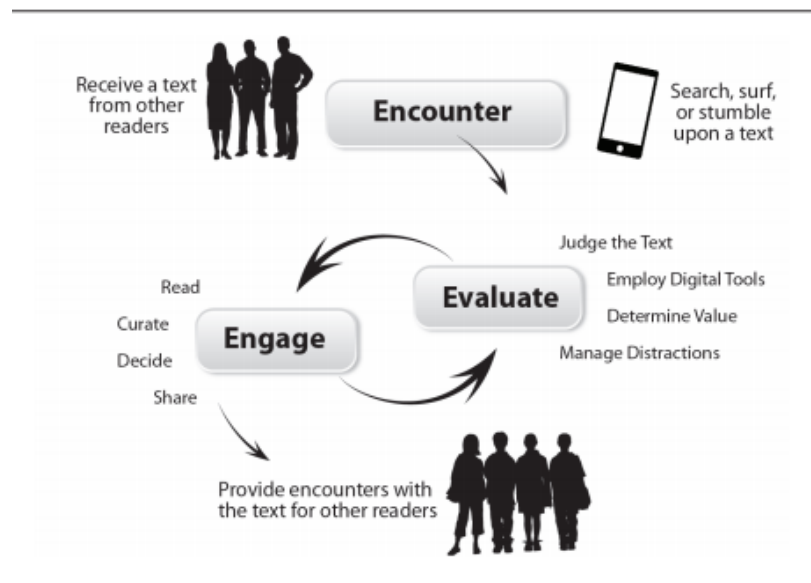
The role of metacognition was used as an underlying consideration for how teachers will learn and adapt their learning when using new technologies. Metacognition essentially means cognition about cognition (Flavell, 1981). Researchers have identified three factors related to the cognitive processes that comprise metacognition; the nature of the task, the various approaches to achieve the task, and the strategies that enable learners to monitor their own cognitive processes (Samuels, Edige, Willcutt, & Palumbo, 2005). The task is extremely influential when it comes to the metacognitive strategies used; it is the metacognitive strategies that enable learners to work with hypertext/hypermedia. Metacognition becomes increasingly obvious in

this area of learning, as readers must adapt to the linear and non-linear aspects of learning with hypermedia.

Though this study used aspects of metacognition, it was grounded on the theoretical perspective found in the theory of New Literacies. Although traditional literacies can be viewed as “the ability to read the written word to gain understanding and meaning,” new literacies involve the additional abilities of using and understanding digital texts (Hin & Subramaniam, 2009, p. 299). The concept of learning per a technological tool such as an eTextbook can be connected to the dual-level theory of New Literacies. This dual-level theory has been proposed and conceptualized on two levels, the uppercase “New Literacies” and the lowercase “new literacies,” with each representing specific perspectives of literacy (Leu, Kinzer, Coiro, Castek, & Henry, 2013). Lowercase new literacies focus on specific areas of literacy and technology-specific elements such as what is occurring when students text message, read online, or participate in social media. Uppercase New Literacies is viewed as the broader concept that occurs within the dimensions of the new literacies that can be applied to a more comprehensive understanding of how it fits into instruction and research. Multiple, lowercase new literacies are incorporated into New Literacies and supports its stability as a theory as technology and applications continue to change and develop (Leu et al., 2013). The use of the eTextbook in K-12 settings is supported by both the lowercase new literacies and the upper case New Literacies because eTextbooks are both a tool that contains a variety of technological specific elements, (i.e., multimedia and multimodal forms of text and activities), while also taking on a broader dimension of what can be considered a new form of literacy that is required to improve student learning. As students use the eTextbook, not only will they gain access to content information,

but they will also learn how to read online text that differs from reading and learning with traditional text.

Linked to the New Literacies framework, the Connected Reading model developed by Turner and Hicks (2015) was also pertinent to this research. In this non-linear model of connected reading, the reader(s) encounter, engage, and evaluate a text simultaneously and then share that text or aspects of the text with others (Turner & Hicks, 2015). Looking deeper into the model, Turner and Hicks focused on how readers encounter a text through receiving, searching, surfing, or stumbling. They can participate in engaging with the text during the processes of reading and work through other processes such as curating, deciding, reading, and sharing. Readers can also evaluate the text by determining value, deciding opinions, finding interests, judging the text, or employing digital tools. The recursive nature of the model can be viewed in Figure 1.



Note. Reproduced with permission from *Connected Reading: Teaching Adolescent Readers in a Digital World* by K. H. Turner & T. Hicks, p. 19.

Figure 1. Connected Reading Model

The Technological Pedagogical Content Knowledge (TPACK) framework identifies the knowledge teachers need to teach effectively with technology (Koehler & Mishra, 2009). By integrating each of the three elements, knowledge of technology, pedagogy, and content, teachers can flexibly steer the lesson so that each element interacts in a specific context and arrangement. The TPACK framework represents a transformative knowledge that teachers must work through in order to maximize their abilities to effectively integrate technology into teaching. In this research study, the TPACK provided insights on what preservice and inservice teachers must consider in order to integrate the eTextbook and/or OER with instruction and ELA content to support 6-12 grade students. By analyzing the level of integration the preservice or inservice teacher uses for the three elements, we can gain a better understanding of the type of needs they have for becoming successful educators.

Two additional theoretical frameworks, Rosenblatt's (1978; 1988) Transactional theory of literature and Vygotsky's (1978) Sociocultural approach to reading instruction also informed this study. Rosenblatt noted that "every reading act is an event, a transaction involving a particular reader and a particular configuration of marks on a page, and occurring at a particular time in a particular context..." (Rosenblatt, 1988, p. 4). Although Rosenblatt's theory referred to the use of traditional text, it was also applicable to readers "transacting" with digital text; in this case, the transactions between the reader, the text, the medium, and the context are also very important. The nature of text is changing and what is meant by "text" is transforming in terms of its multimodality (Kress, 2003; Larson, 2008). By considering the eTextbook as a way to engage and motivate readers to read and continue reading, the goal of increased transactions between text and reader emerges as an important aspect of eTextbooks as a tool for teaching and learning (Larson, 2008).

When considering the role of teaching reading and literacy skills in the 21st century and beyond, the sociocultural theory becomes relevant for both preservice and inservice teachers. The sociocultural theory of learning focuses on how learning is best when fixed within social events or environment and where the learner interacts with people, objects, and events in the collaborative environment (Vygotsky, 1978). When using the sociocultural theory to examine literacy practices, researchers consider the social, cultural, political, economic, and historical contexts being viewed. As a teacher, providing opportunities to use the aspects of sociocultural theory for better comprehension and understanding of content and concepts is important. This theory also encompasses how aspects of digital learning as the multimodality of text are viewed. Be it video, audio, or interactive games, digital learning can provide enhanced interaction for the learner. The zone of proximal development, also part of Vygotsky's (1978) work, is important to any study dealing with eTextbooks and OERS, as teachers must consider how they will need to scaffold instruction to support their learners. Teachers' and students' interactions with eTextbooks and OERs require specific skills focused on using digital applications along with the abilities needed to process the multimodality of different texts. This will be key to students' success and growth in both literacies and content knowledge.

Research Questions

The following research questions were examined as part of this qualitative case study focused on eTextbook and OER knowledge of, and usage by, preservice and inservice ELA teachers:

1. What are preservice and inservice ELA teachers' knowledge of eTextbooks and how can it be used to support students' comprehension of the text and content knowledge?

2. What are preservice and inservice ELA teachers' knowledge and usage of Open Educational Resources (OERs) to support their students' comprehension of text and content knowledge?
3. How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students' online reading comprehension skills (i.e., questioning, locating, evaluating, synthesizing, and communicating)?

Definition of Terms

The following terms were operationally defined for the purposes of the study:

Digital Text is an electronic version of a written text or words or images that make up that text. Examples of digital text can be websites, eBooks, or eTextbooks. Accessing digital text can be done via computers, tablets, and other handheld devices like phones.

Digital Distraction can occur when digital devices are used for activities unrelated to class time or work time. This often includes text messaging, emailing, web-surfing, using social media, and playing games.

Disciplinary Literacy “involves the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline” (McConachie & Petrosky, 2010, p. 16).

Electronic Textbook or eTextbook is an educational or instructional book in digital form. For the purpose of this study, the eTextbook is required to have some type of feature that adds to the interactivity of the text (i.e., hyperlinks, interactive games, highlighting, note taking, or other feature).

Hyperlinks are electronic links within a document, website, eBook, or application(s) that provide access from one distinctively marked place to another in the same or a different document.

Hypermedia is an extension to hypertext providing multimedia abilities, such as access to audio, video, visual, and interactive features.

Learning Management System (LMS) is software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses (Ellis, 2009).

Literacy is the ability to understand, process, interpret, and act on the information one reads, hears, and sees every day (ILA, 2015).

Multimodal Literacy, proposed by Jewitt and Kress (2003), refers to understanding the different ways of knowledge representations and meaning-making. This type of literacy focuses on using various modalities, (e.g., visual, aural, somatic), and considering the interaction and integration in constructing messages and meaning in text.

Multiliteracies, as developed by the New London Group (1996), look at the multiple abilities that lead learners to communicate through specific forms such as visual, aural, gestural, spatial, linguistic, and numerical literacies.

Online Reading Comprehension encompasses the skills, strategies, and dispositions needed when using ICTs to read multimodal texts online. This can include identifying important questions, locating information, analyzing the usefulness of that information, synthesizing information, and communicating with others (Zawilinski et al., 2007).

Open Educational Resources (OERs) are “digitized materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research”

(OECD, 2007, p. 10). OERs “are teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their use, modification, and sharing with others” (USDOE, 2017, p. 48). OERs can be considered full online courses, digital textbooks, or specific components like images, videos, and assessments.

New Literacies refer to the new forms of literacy made possible by digital information and communications technologies (ICTs) and developments. These may include applications to use on mobile devices or the device themselves. It also references the technological and cognitive processes that are utilized when using ICTs.

Limitations

The following represent limitations of the study:

1. The nature of the study has inherent methodological limitations such as data quality and rigor, including validity and reliability of the instruments used to collect data.
2. The sample selection, which is both convenient and purposeful, has limitations to the generalization from a sample to a population and is limited to these chosen participants of this study (Creswell, 2003)
3. The sample size is small and is not necessarily representative of all populations.
4. The data collected during the three month period may not be representative of all thoughts, considerations, and ideas of the participants.
5. All interviews were conducted and analyzed by one researcher, and this may limit the understanding of the data based on the researcher’s biases.
6. Information obtained during the interviews were dependent on the interviewees and what they were willing to share. This information was limited to their perspectives and lived experiences.

7. Qualitative research, specifically interviews, have limitations as they are not generalizable (Boyce & Neale, 2006)
8. The use of the selected eTextbook, *Mirrors & Windows*, provided only one example of using eTextbooks in instruction for the participants. It is not to be considered the only example used for reflecting on their ideas and thoughts regarding the use of eTextbooks in their future or current classrooms.
9. The role of the researcher can be viewed as both bias and a limitation, as the researcher had an extensive background in technology and literacy
10. Data collection and analysis were focused on six participants who were purposefully selected, as they met all criteria and participated in all data collection activities, (i.e., focus group interview, interviews, and submission of both the unit plan and eTextbook activity).

Delimitations

Participants were required to meet the following inclusionary criteria:

1. Be enrolled in either LAE AAAA or LAE BBBB course during the fall 2016 semester occurring from August 22, 2016 to December 12, 2016.
2. Be willing and able to use the provided eTextbook during the study.
3. Be willing and able to complete a unit plan activity and include Open Educational Resources (OERs) in their lesson plans.

Summary

This chapter has presented a rationale for the study's focus. It contains the problem statement, purpose of the study, theoretical framework, research questions, significance of the study, limitations and delimitations, assumptions, and definitions of terms. This study has the

potential to provide insights into why eTextbooks and OERs are important elements to study/research in secondary, ELA classrooms, and how eTextbooks and OERs are currently being used in the classroom to increase comprehension of the text and content knowledge.

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

The literature reviewed in this chapter has been organized to center around research associated with the investigation of eTextbooks in the K-12 classroom, the role of New Literacies in the 21st century classroom, comprehension development when reading online, the role of eTextbooks and online reading comprehension, and the current understanding of teachers' needs when teaching with technology and OERs. Topics addressed include: (a) 21st century literacy(ies), (b) online reading comprehension, (c) eTextbooks and online reading comprehension, (d) supporting teachers with integrating technology and open education resources (OERs).

21st Century Literacy(ies)

With the influence of new and updated technology being modified and created every day, the definition of literacy is no longer static as schools strive to keep up with the needs of students who live in an age of increased innovation. According to Kress (2003), the educational landscape is changing rapidly, and new modernizations create both obstacles and opportunities for students as information and communications technologies (ICTs) often require learning information in different ways (IRA, 2009). The new concept of literacy, often deemed the New Literacies, are considered multimodal, dynamic, deictic, and multifaceted in the consideration of how new technologies are created and generated (Baker, Pearson, & Rozendal, 2010; Karchmer-Klein & Shinas, 2012; Leu et al., 2013). Students require not only a change in the delivery of the content but a change in the skills, strategies, and dispositions of the reader (Leu, Kinzer, Coiro, & Cammack, 2004.)

These specific dispositions include considerations on becoming part of a participatory culture and focus on areas like performance, multitasking, judgment, transmedia navigation, networking, negotiation, simulation, and collective intelligence (DeVoss, Eiman-Aadahl, & Hicks, 2010). With this in mind, and as technology like social media, applications, digital environments, eTextbooks, and other types of media continues to grow, so does the view of what literacy instruction means to educators.

Developments in literacy, along with the heavy use of ICTs in both the public and private sector, have influenced the goals and understandings of what students need to flourish and produce in the present and future. With the development and integration of the College and Career Readiness (CCR) skills per the new state standards, along with the emphasis on digital learning and critical thinking, students need to be taught in new and different ways in order to meet and exceed the expectations required by the 21st century world. Trends in digital learning and literacy are both considered to be essential for educational reform and represent an area of research deemed valuable per the Alliance for Excellent Education (2015) research center as part of their CCR goals. The use of digital devices, applications, communications, social media, and other types of technology has helped educators to understand the need for a new focus on comprehension instruction and the idea of new literacies (Leu et al., 2007).

The terms, new literacies and digital literacies, have been addressed by different researchers and scholars, often with a variety of purposes and perspectives (Bawden 2008; Eshet-Alkalai 2004; Eshet-Alkalai & Chajut 2009; Lankshear & Knobel, 2008; Leu et al., 2007; Leu et al., 2013). Eshet-Alkalai (2004) noted that digital literacy is more than the ability to operate a digital device or use an app. Having skills in digital literacies includes using cognitive, motor, sociological, and emotional skills supports a framework based on technical-procedural,

cognitive, and emotional-social skills (Aviram & Eshet-Alkalai, 2006). Specific types of literacies found in the realm of digital literacies include photo-visual literacy, reproduction literacy, branching literacy, information literacy, and socio-emotional literacy (Eshet-Alkalai, 2004). The K-12 English Language Arts (ELA), College and Career Readiness Anchor Standards, taken from the Common Core State Standards (National Governors Association, 2010), address digital literacy abilities which include the following: (a) use of technology to produce and publish writing; (b) use of technology to interact and collaborate with others; (c) collection of relevant information via digital sources, assessment of the credibility and determining the accuracy of each source, and incorporate the information into other work; (d) strategic use of digital media in order to express information and enhance understanding; and (e) the integration and evaluation of information presented in diverse media and formats. Specifically, those standards involving digital resources, digital media, and the integration and evaluation of information represent the digital literacy skills needed to utilize and learn from eTextbooks and OERs.

Adolescent learners in the 21st century have many opportunities to work with both traditional and digital materials to make meaning, communicate, and build relationships in their academic and social worlds. Understanding how to best support these students' literacy development is crucial for all stakeholders. As adolescent learners need access to engaging content and motivating instruction, educators must also consider the types of text, learning experiences, and resources they provide to this demographic (IRA, 2012). Although typically literacy development was mostly addressed in the ELA classroom in the 1990s, updates to state standards in grades 6-12 emphasize that literacy skills and understandings required for college and career readiness in the disciplines. It is now viewed that for adolescent learners to meet the

content and literacy demands of the various subject areas in grades 6-12 and beyond, they need appropriate discipline-specific literacy support in their instruction throughout the school day and in each discipline (Shanahan & Shanahan, 2008; Zygouris-Coe, 2015).

One key component of the needs of adolescents in the 21st century includes the need to have access to and instruction with multimodal, multiple texts (IRA, 2012). Adolescent learners partake and experience new technologies and media on a daily basis. Many young adults spend both leisure and social time texting, IMing, creating images, commenting on images, creating video parodies, and even designing and inventing new applications to be used in digital environments. These information and communication technologies (ICTs) provide students the ability to create, contribute, communicate, and exist in virtual communities on a wide array of digital devices. Although adolescents are engaging in these new literacies with an increasing frequency, many teachers are still struggling with viewing this type of contribution as reading and writing. In addition, because they are not often viewed in conjunction with their academic studies, adolescents also view them as separate from their literacy development.

In addition to using ICTs for communication and creation, adolescents also need practice with finding and critically evaluating information via the Internet. Adolescent learners often seek answers to questions from the Internet but do not always have the ability to read, interpret, and evaluate information (Coiro, Knobel, Lankshear, & Leu, 2008; Lankshear & Knobel, 2011). Adolescents need teachers who understand the needs of the 21st century learner and provide activities, modeling, and procedures regarding how to interpret texts critically. As instruction for both comprehension and composition continues to represent a crucial area of need in today's classroom, supporting adolescents in gaining content knowledge from digital texts represents an

additional area of need for adolescents. Supporting adolescents in using online reading comprehension skills and strategies is vital for their success in college and beyond.

Online Reading Comprehension

Reading comprehension is a complex, cognitive process involving information processing as the reader progresses through a given text (Hannon & Daneman, 2001; Kintsch, 1979). Traditional, print-based, (i.e., texts that are paper-based in the form of hardback, paperback, or other types of paper or printed materials), reading comprehension is defined as the intentional thinking that occurs during reading in which there is meaning constructed between the reader and text (National Reading Panel, 2000). Although this definition can also hold true for the comprehension that occurs when reading digital texts, one must consider how current research has an updated foci regarding comprehension instruction that address the needs of the K-12 learner in conjunction with usage of ICTs. When reading digital text, many factors remain the same as with print-based text, but the use of technologies brings into practice more choice, more need for analysis and synthesis, and sometimes more distraction (Coiro, 2007; Dobler, 2007).

Practical implications for understanding New Literacies in the K-12 classroom are significant as the reading of digital texts is at the forefront of instruction. With emphasis on aspects of new literacies, such as digital literacies, one can enhance the greater theoretical perspectives of the New Literacies (Leu et al., 2013). Currently, gaining an understanding of comprehension and metacognition when utilizing digital materials, or within a digitally-enhanced environment, (i.e., online course), has become a focus for researchers (Coiro, 2011; 2015; Leu et al., 2007; 2015). When used effectively, developing the skills of digital literacies

supports students to become active meaning-makers who are engaged with learning and the understanding of the content.

Some researchers, namely Leu et al. (2007), have suggested that online reading comprehension is not isomorphic or inversely related with offline reading comprehension, and that new strategies should be investigated in order to better understand how to support students understanding of online and digital texts. Table 1 presents differences identified by Hodgson (n.d.) between traditional and online texts.

Table 1

Comparison of Traditional Textbook Reading and Online Reading

Traditional Reading of Textbooks	Online Reading
Texts are mostly narrative (e.g., novels, short stories, plays, poems).	Texts are mostly informational.
Reading takes place mostly in whole-class or small group reading activities; readers can be grouped together by level.	Reading is more individualized, often with one student at one device.
Writers/sources are typically deemed authoritative by virtue of being published.	Because it's easy for anyone to publish online, authority of information typically merits more evaluation.
Information typically consists only of text, sometimes with images.	Hyperlinks, images, audio, and video are usually part of the reading experience.
Information typically flows sequentially (from the first word of the book to the last).	Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading).
Reading is focused on one page at a time so that the choice of the reader is limited.	Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.).

Source. (Hodgson, n.d.)

Coiro (2015) also supported the differences and “disjunctions” between traditional and online text, deeming that consumption of information via the Internet was not the same thing as knowledge generation and that, when reading online, teachers must frame comprehension as a problem-solving skill in order to build a deeper understanding. Traditional skills like summarizing, synthesizing, analyzing, and evaluating will still be needed, but in a different capacity, as students become more independent. Similar to Coiro, other researchers like Castek

et al. (2011) have suggested that reading online text be considerate of questioning, locating, evaluating, synthesizing, and communicating online information via new technologies.

Researchers and teachers also must note how online reading and comprehension yields both the need and benefit of metacognition and self-regulation while reading. Students often face greater complexities in online reading and often need to have a developed understanding of how to make quality decisions (Coiro & Dobler, 2007). The process online readers use to comprehend what they read is often based on their own needs and awareness, and their decision making during reading is often faster than with more traditional texts. Those considering the role of online reading and text construction by the reader must also take into account the importance of writing, communication, and flexibility of the reader in both research and practice.

eTextbook and Student Reading Comprehension

Traditional textbooks have been used as the standard tool and primary means of delivering course content in K-12 education since the availability of the printing press (McFall, 2005). Textbooks are often viewed as the central tool found in classrooms for providing content and activities and have often been described as vital, with some noting that “no teaching-learning situation, it seems, is complete until it has its relevant textbook” (Hutchinson & Torres, 1994, p. 31). For teachers, textbooks can act as a structured guide, providing procedures for instruction, discussion, in-class activities, thinking strategies, and homework/assignments. Dependent on how textbooks and textbook resources are utilized, students may benefit from the structure and framework along with the learning activities constructed by the teacher.

The text structure of a textbook can act as a layer of support or create a possible challenge for some students. Text structure refers to how the information within a text is organized and can be arranged in many ways based on the material. Common types of text

structures include cause and effect, compare and contrast, sequence, problem/solution, and description. Researchers have shown that “students who are relatively insensitive to text structure can be taught to notice and use text structure to enhance their memory for expository reading material” (Taylor & Beach, 1984, p. 136). As a large portion of textbooks and eTextbooks are considered to be expository text, teaching students to recognize common text structures can help students monitor their comprehension and increase understanding of the text.

Although the classroom textbook is not viewed as the only tool, it is still an important and worthwhile guide to be used by both teachers and students. It falls on teachers to instruct, motivate, and engage students in their learning, using the given textbook effectively and efficiently. Teaching students how to use textbooks in a similar manner can benefit understanding and critical thinking about topics and subjects within the content. Teachers who understand the nature of a textbook and the features it provides can use the tools provided to support comprehension. A central feature of all teacher training should include ways to support teachers in becoming better consumers of textbooks and providing time and consideration on how to evaluate the textbooks in terms of content and function (Hutchinson & Torres, 1994). This holds true for all texts, including traditional and those deemed as electronic or as eTextbooks.

Researchers, namely Leu et al. (2007), have suggested that online reading comprehension is not isomorphic with offline reading comprehension. Coiro (2015) also supported the idea of differences and “disjunctures” between traditional and online text, and deemed consumption of information via the Internet to be different than reading traditional text (p. 80). When reading online, teachers must frame comprehension as a problem-solving skill in order to build a deeper understanding. Castek et al. (2011) suggested approaching the reading of online text to: (a)

construct useful questions, (b) locate online information, (c) critically evaluate online information, (d) synthesize online information, and (e) communicate information using new technologies.

These suggestions can be used when working with certain eTextbook features, specifically the role of hyperlinks, when evaluating online information, constructing useful questions, and synthesizing online information in the content knowledge of the student. How the teacher focuses on the features of the eTextbook and how those features support comprehension are key aspects of students becoming familiar and autonomous in their learning as they move forward into the technological future.

When considering how students learn from a given text, technical vocabulary, dense concept loads, complex text structures, and text features can often act as obstacles to comprehension (Kelley & Clausen-Grace, 2015; Meyer & Wijekumar, 2007). Text structures are related to how writing is organized and can differ based on the goal of the author. Text structures vary by type of writing but can also change from paragraph to paragraph within a given piece of writing. There are seven common types of text structures: (a) chronological, (b) compare and contrast, (c) order of importance, (d) sequence, (e) spatial, (f) cause and effect, and (g) problem and solution. The organization of writing online often uses the same types of structures as those found in traditional texts. Readers may find that writing found on websites can be combined with many text structures based on the goal(s) of the writer. Understanding text structure can benefit a reader's comprehension of both online and traditional text.

In addition to text structure, supporting students with how to utilize text features while reading can foster and support comprehension. Common text features found in traditional textbooks often include a table of contents, glossary, summaries, headings, bold words, pictures

and captions, labeled diagrams, tables, and maps. By providing explicit instruction of these features, students are able to not only learn content and enhance their understanding but also learn the organizational structure of textbooks and how these features can support their overall ability to use the text.

With the use of eTextbooks in the K-12 classroom, different and often inventive features offer both benefits and obstacles for learning per the updated curriculum tool. Although many of the traditional text features exist in the eTextbook, more interactive features are used as a way to engage learners with the content and the text. In addition, other common eTextbook features such as the ability to highlight text, take notes within the text, enlarge and decrease text or page size, search the text, and bookmark the text are usually found in most products. As with many other classroom instruments, (i.e., computers, tablets), the eTextbook comes with technological qualities and abilities beyond the traditional textbook. As shown in Table 2, features specific to eTextbooks include multimedia-based features that enhance learning and are often found as part of the eTextbook in the form of audio, video, graphical representations, virtual labs, games, and simulations. These types of features can support students in their comprehension of text and understanding (Junus, 2012; McNaught and Alexander, 2014). Use of, and practice with, these tools is needed in order to gain the most from the eTextbook content so as to increase comprehension, engagement, and learning.

Table 2

Traditional Textbook and eTextbook Features

Traditional Textbooks	eTextbooks
Captions	Animation
Comparisons	Audio
Glossary	Game
Graphics	Hyperlink
Illustrations/photographs	Interactive graphic or visual
Labels	Note taking tool
Maps	Self-assessment
Subtitles	Text-sizing feature
Table of contents	Video

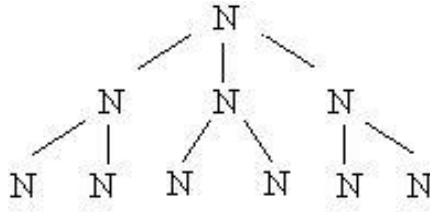
Although both traditional texts and eTextbooks focus on key concepts and knowledge while providing clear learning progressions within a subject, eTextbooks offer features, specifically hyperlinks and branching abilities that support understanding of content from a variety of modalities. Traditional textbooks yield to a linear format of text with concepts built upon each other that lead to summaries connecting ideas, theories, and models usually written by one author or group of authors. Although connections between concepts are also found in eTextbooks, the eTextbook offers opportunities for students to learn in a non-linear manner that exposes them to a multitude of text types, such as websites, graphics, interactive games, video, and audio, written by many different authors and subject to further investigation.

Although some question whether hyperlink features found across the Internet and within eTextbooks are conducive to learning or offer more of a distraction leading students down rabbit holes, comprehension can benefit from learning how to effectively access, evaluate, and synthesize the information found via hyperlinks. How information is structured can be an important aspect in reading digital information and texts. A linear or hierarchical structure is most commonly found in most traditional textbooks and follows the usual reading of a book with new or continued information on a page. Figures 2 and 3 represent models of a linear structure and hierarchical structure, respectively. Information noted as a “node” could be considered a chunk of information such as a webpage, paragraph, sentence, graphic, or character. A link is a connection or hyperlink between the “nodes” (“N”=node, “—“= link).



Source. Colorado State University (n.d.)

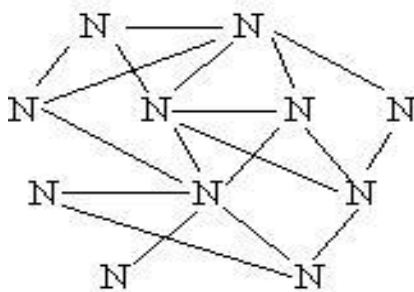
Figure 2. Linear Structure



Source. Colorado State University (n.d.)

Figure 3. Hierarchical Structure

Hyperlinks connected to the Internet, which may be a feature of an eTextbook or a resource found in an OER, can have no structure or guidance and may lead the reader to other web-like structures that have no apparent structure. As reflected in Figure 4, nodes may be linked to a variety of other nodes and back to the original node or not



Source. Colorado State University (n.d.)

Figure 4. Web-like Structure

Hyperlinks that use a more complicated, web-type structure can become overwhelming to some readers, as there is no hierarchical structure or path to follow. This structure may act a distraction that leads to a cognitive overload or disorientation to the content and creates a roadblock to comprehension of the material.

Although some researchers have found that reading online, digital text is easier than reading traditional text (Horney & Anderson-Inman, 1999; Kasper, 2003), others have found the opposite, with hypertext and hypermedia slowing down the process of reading for meaning (Gillingham, 1993), especially for struggling readers (McEneaney, 2003). One area of consideration when reading digital text online is deciding which hyperlinks to follow and which to avoid, as there is no way of knowing if the link will be useful (Kamil & Lane, 1998).

Although not always opportune, having students consider the title, the hyperlink address, and any synopsis of the resource, before clicking on a hyperlink can be useful. Though an eTextbook may offer a hyperlink chosen by the author or publisher, being able to choose and then navigate the hyperlinks found within the resource will support students' evaluation and location abilities. It is important to note when dealing with hyperlinks that it is the readers who make the choices and direction in their reading, not the author as often found in traditional textbooks. Readers' choices of hyperlinks, even when guided by a publisher or teacher, require strategies and skills related to comprehension. As readers select hyperlinks, they may become confused as to what is valuable and what is less valuable. They may also struggle with synthesizing new information and connecting it back to what they are learning within the more linear parts of the textbook. The use of multimodalities of text may lead to confusion on what to gather from a graphic or audio when they may be used to dealing with traditional, stagnant text. Evaluating the hyperlink

for quality and worth will also play a part in understanding how to use information found in the hyperlink.

Metacognition and self-regulation also play important roles in keeping readers on track as they work through a given eTextbook chapter or module. There is a need for different sets of literacy skills and strategies that are not presently included in many reading and language arts curriculums (Coiro, 2003). In addition to the need for cognitive strategies that support integrating new information from multiple sources into their current schema, readers must also address the challenge of how the eTextbook's layers of complexity (Coiro & Dobler, 2007) add to the need for the students to be flexible. Metacognition plays a key role in this flexibility, as readers benefit from using cognitive strategies that require them to consider the usefulness of information found within and outside of the eTextbook.

Three specific traits of a reader that can affect comprehension are disposition toward reading, prior knowledge, and cognitive ability (Coiro & Dobler, 2007). This is true for both online and traditional reading, but the area of cognitive ability, along with cognitive flexibility, is especially important for working with digital texts. Readers' cognitive abilities allow for the use of a variety of skills and strategies that focus on interacting with the text while making specific decisions to better understand the text and content. Reading digitally involves accessing many types of multimodal texts, making choices while reading, and taking advantage of those decision-making opportunities. Readers must use additional skills and strategies to navigate their comprehension abilities to understand the content that is in different formats than those found in traditional texts. This idea of using multiple cognitive abilities at a variety of levels lends itself to the notion of cognitive flexibility.

Cognitive flexibility relates to the processes used when transitioning between types of texts available per the hyperlink and understanding when to apply specific reading comprehension strategies for the different types of multimodal text (Dobler, 2015; Spiro, Feltovich, Jacobson, & Coulson, 1991). Students' ability to access hyperlinks found within a text, gain information from those hyperlinks, and synthesize and integrate that information into their own schema is an important part of the process for increasing their comprehension of content material. Similar to how reading on the Internet requires readers to construct meaning from text while constructing meaning through purposeful choices of hyperlinks, images, video, and audio resources, reading in a more closed environment often requires readers to use cognitive flexibility, as hyperlinks are found in many eTextbooks and OERs. In addition, the format of the eTextbook is often not learner centered. This, along with the need to access the text's other features, often requires readers to have cognitive flexibility.

Supporting Teachers: Integrating Technology and Open Education Resources (OERs)

States, school districts, and schools are seeking teachers who are prepared to meet the needs of 21st century learners and are able to prepare them to be college and career ready. Many teachers focus on their role in supporting students with new tools, as many new literacies can be developed in the classroom. Teachers like Carolyn Fortuna, an English teacher at Franklin High School in Franklin, Massachusetts, has been recognized via organizations like ILA for projects devoted to using digital tools in the realm of literacy (Ryan, 2016). Her project "Reading Meets a 1:1 Digital Environment" in Senior High School English had her students engaging with texts and digital tools in order to interpret how media messages influence perceptions. Other teachers, like those at Benchmark School in Media, Pennsylvania, have been seeking out answers to conceptual questions, such as "What are my strategies for reading and researching online?" and

“How do I use technology to creatively think about and solve problems?” (MacDonald, 2016, para. 6). By developing their own technology integration frameworks, teachers have been setting school-wide standards that can make a difference in both teaching and learning in literacy and beyond.

Supporting teachers with using technology to build digital literacies is a key focus for many schools and districts. When considering the infusion of technology, teachers must understand that pedagogy must come first and not vice-versa (McGrail, 2007). Many researchers feel that teachers’ beliefs are often linked to their practices in the classroom and to change practice, beliefs systems must also change (Kagan, 1992; Pajares, 1992). Modifying the beliefs and belief systems of teachers can be difficult, as many of their beliefs are tied quite closely to their identities (Rokeach, 1968). Still, there are ways to support teachers in making changes to their beliefs about technology. This must begin with teachers gaining experience with the technological tool and having a useful model to follow. This leads to an increase in their confidence and allowing them the opportunity to value the tool (Ertmer, 2005). Time spent with the tool can ultimately allow teachers to view the tool as worthwhile while furthering their goals of instruction.

When offering support to teachers, real experiences with technology support teacher understandings so that their knowledge can be shared with students (Darling-Hammond et al., 2005). Offering modeling, specific assignments, and use of technology, along with specifics on how to interact and utilize an eTextbook will help teachers build confidence in their abilities and may result in improved understanding of integrating technology with instruction. Reading an eTextbook leads to experiencing the inherent complexities of the multimodalities of information found there, via links. In this way, students’ learning can be scaffolded (Karchmer-Klein &

Shinas, 2012). In addition to authentic learning experiences, teachers benefit from using models or frameworks to guide their instruction and integration of technology. Frameworks like the TPACK can help teachers integrate areas of content, pedagogy, and technology together in their classroom (Koehler & Mishra, 2009). Teachers need to understand how the elements can be integrated and also need to view technology ubiquitously and not just an add-on to the instruction. Models like SAMR (Puentedura, 2014) may support teachers in understanding the differing levels of integration and provide them with the opportunity to rethink their instruction by infusing technology to higher levels than mere substitution. The model demonstrates a progression that educators using technology often follow as they progress through teaching and learning with technology.

One tool that many teachers are already using as a way to support their students' technology needs and content is with the use of OERs, or Open Educational Resources (Edutopia, 2013). OERs are usually free digital materials that are used for teaching, learning, and research. The resource can come in the form of texts, simulations, quizzes, syllabi, applications, or almost any other educationally purposed material. Many teachers use these as the sole content focus of lessons or as supplemental resources needed for traditional or eTextbooks. Although some believe that any resource found online could be considered an OER, others believe that true OERs are resources that reside in the public domain or that are designated under an open license as to how the resource can be used, modified, or shared (USDOE, 2017). By providing opportunities for educators to work together to create OERs and OER kits, there is great potential for increased pedagogical innovation and learning (Johnson, Levine, Smith, & Stone, 2010).

Although OERs began largely in higher education they have been increasingly used in K-12 schools in the U.S. (Usdan & Gottheimer, 2012). The creation of national and international repositories like JORUM, MERLOT, and MIT Open Courseware have spurred the ability of educators to gain free access to high-quality teaching materials (Marcus-Quinn & Hourigan, 2016). Specific to K-12, repositories like the K-12 Blueprint are gaining more momentum continue to increase their holdings. While educators have struggled to make sense of what to teach and how to teach it, organizations have begun to address how OERs can support teachers and students with 21st century skills and learning (Bliss & Patrick 2013). Similar to aspects of online reading comprehension, students need to be able to create good questions, locate quality OERs, evaluate the OERs, synthesize across OERs, and communicate with and about the OERs. In addition, understanding the usability of the OER can support students' overall knowledge of content and creation.

Two key aspects of OERs are their usability and the type of resource they represent. Referring to usability, the 5R Framework developed by Wiley (2014) was used to determine permissions used for particular activities and resources of copyrightable work. Initially developed to show how open courseware could be designed, the components can also offer strategies for teachers to use, keep, modify, duplicate, alter, and revise material. Although much of the material teachers encounter when seeking OERs to support their learners will be used as reuse, new ICTs permit all learners to locate, evaluate, manipulate, and communicate their new learning and new creations as digital authors (Coiro, 2015; Hobbs & Coiro, 2016). Elements of the 5R Framework include the following:

- Retain - the right to make, own, and control copies of the content
- Reuse - the right to use the content in a wide range of ways

- Revise - the right to adapt, adjust, modify, or alter the content itself
- Remix - the right to combine the original or revised content with other material to create something new
- Redistribute - the right to share copies of the original content, your revisions, or your remixes with others. (Wiley, 2014, para. 2)

These guidelines on how OERs can be used help teachers and learners consider the role they have as curators, developers, and meaning makers. As OERs are distributed digitally, and often modified or changed, users should be aware of the permissions and understand how the concept of “open” resources can support the educational community and content development for and by educators and students.

In addition to the permissions given to an OER, the type/format of OERs are also important for the classroom teacher and learner. As part of the need to support adolescent learners with 21st century skills, educators must provide access to and instruction with multimodal, multiple texts (IRA, 2012). As a way to support comprehension, students must gain practice in being able to synthesize across a variety of resources in different formats. As an important aspect of online reading comprehension, students often strive to answer questions and problem solve by developing an understanding of what they have read from the different resources they have found. The following list shows how OERs can be sorted into differing types/formats:

- Digital assets – normally a single file (e.g. an image, video or audio clip);
- Information objects – a structured aggregation of digital assets, designed purely to present information;

- Learning objects – an aggregation of one or more digital assets which represents an educationally meaningful stand-alone unit;
 - Learning activities – tasks involving interactions with information to attain a specific learning outcome;
 - Learning design – structured sequences of information and activities to promote learning.
- (Littlejohn, Falconer, & McGill, 2008, p. 759)

Understanding the type of OER can support teachers and learners by identifying the different skills they will need, (i.e., visual literacy, auditory literacy, sensory literacy, and other new literacies skills) in order to successfully navigate and synthesize the OER for comprehension and content knowledge development.

Although K-12 research for OERs is limited, findings from a survey of higher education educators (N=160) showed that they believed OERs saved time, improved quality of learning, and provided positive motivation (Pegler, 2012). Other findings from higher education suggest that students and instructors deemed OERs to be just as useful as traditional texts (Bliss, Robinson, Hilton, & Wiley, 2013). We have yet to determine the overall usefulness of OERs, especially in K-12 education, when used on their own or in conjunction with eTextbooks.

As eTextbooks publishers, and some Learning Management Systems (LMS), have begun working toward including interactive simulations and OERs, to support comprehension of content, there are few currently that offer resources that can be used to provide specific content or inquiry based-lessons for students in English Language Arts. Many teachers seek and use OERs, or create their own sets of OERs, to support their learners' understanding of concepts that are not sufficiently detailed in the provided text. As more educators and learners create OERs for public use, OER repositories and the tools to search for and filter resources will also grow.

As resources grow, so will the need for supportive partnerships from commercial and public entities to ensure credibility and usefulness of the resources (Johnson et al., 2010). Online reading comprehension skills such as locating, questioning, and evaluating OERs provide opportunities for teachers and students to make quality choices when considering available resources.

Summary

This chapter has presented a review of research on the topic of eTextbooks, the role of comprehension when considering online, digital texts, and the features found in traditional versus more contemporary, electronic textbooks. Aspects of how eTextbooks are designed and can be used for comprehension development of content, along with how OERs can be used to supplement the eTextbook, has also been explained.

CHAPTER 3 RESEARCH METHODS

Introduction

In this chapter, the methodological approach, data collection procedures, and data analysis techniques relevant to this study are detailed. These procedures were chosen as a result of the design of the study and the research questions to be answered. This study was conducted to examine how preservice and inservice teachers plan to use both eTextbooks and OERs in their English Language Arts (ELA), secondary classrooms. Specifically, this research was focused on what knowledge preservice and inservice teachers had regarding eTextbook and OERs and how they planned to use them to develop current and future students' comprehension of text and content knowledge.

This chapter restates the purpose of the study and the research questions which guided the research. The research design and pilot study conducted are discussed and the qualitative methods used to conduct the study are detailed. The participants, setting, and procedures used to collect and analyze the data are discussed.

Overview of Study

This study took place during a course required for preservice and inservice secondary English Education students. Participants in the study received weekly presentations on the topics of eTextbooks and OERs. In response to the weekly graphic organizer, students engaged in small group activities and reflected on the topics covered during the presentations. Participants also participated in the creation of a unit plan containing OERs and an eTextbook activity involving the exploration of the Windows & Mirrors eTextbook. In-person interviews and a focus group interview were conducted with select participants during the research study regarding both topics of eTextbooks and OERs.

Purpose of the Study

The purpose of this study was to examine how preservice teachers (PST) and inservice teachers (ISTs), specifically those earning a degree, or those who have earned a degree in ELA education, plan to use eTextbooks and OERs in an ELA secondary education (Grades 6-12) classroom. In conducting this study, the researcher examined how PSTs and ISTs plan for instruction when using an eTextbook and/or OERs in either their future or current instruction. This researcher investigated how the PSTs and ISTs attempted to use both eTextbooks and OERs to develop students' digital literacies and comprehension of text in order to develop content knowledge. The researcher made connections regarding how PSTs and ISTs support students' comprehension of ELA text and resources related to an eTextbook and OERs. Insights on how PSTs and ISTs feel about using these tools (i.e., eTextbooks and/or OERs) in their current and future classrooms, along with their specific ideas for utilization, needs, and thoughts on using these tools were of particular interest during data collection and analysis. Data sources for this study included the following: (a) participant interviews (preservice and inservice teachers), (b) document analysis, and (c) a focus group interview.

Research Questions

The following research questions were examined as part of this phenomenological, qualitative case study focused on eTextbook and OER usage by preservice and inservice ELA teachers:

1. What are preservice and inservice ELA teachers' knowledge of eTextbook and how is it used to support students' comprehension of the text and content knowledge?

2. What are preservice and inservice ELA teachers' knowledge and usage of Open Educational Resources (OERs) to support their students' comprehension of text and content knowledge?
3. How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students' online reading comprehension skills (i.e., questioning, locating, evaluating, synthesizing, and communicating)?

Pilot Study

A pilot study, titled “Exploring the Use of eTextbooks in Secondary Language Arts Classrooms in Three Florida School Districts: A Report” (Appendix A) was conducted during the fall of 2015. The goal of this pilot study was to gain an understanding of how eTextbooks were being used in secondary, ELA classrooms. An observation protocol (Appendix B) was created in order to capture instances of how eTextbooks were being used in the classroom. The protocol allowed observations to gauge what aspects of literacy and digital literacy instruction were being demonstrated in each classroom.

Three school districts in the state of Florida were identified by the Florida Department of Education as using eTextbooks in the ELA classroom. After initial contact with the district offices and IRB paperwork was complete, three nearby schools were identified. Observation of teachers and students in the secondary classroom setting was the primary method of data collection for this pilot project. Conducting observations helped to provide the researcher the ability to record depictions of classroom activities, while also gaining an understanding of the nuances that occur in the form of interactions among students, teachers, and eTextbooks.

Classrooms observations were conducted from October 22, 2015 to November 30, 2015. Each observation lasted from one to three class periods depending on the structure of the class.

Participants for this study included one English Language Arts (ELA) secondary classroom teacher from each of the identified districts. This was a sample of convenience, as it included voluntary participation by the teachers selected from nearby districts. Criteria for the observations included teachers who were assigned to use an eTextbook for the course(s) they were teaching and who taught middle or high school English Language Arts. The primary focus was on how the teacher and students utilized the eTextbooks in the classroom. Teachers visited were (pseudonyms used): Mrs. Betty Johnson, Franklin County, Franklin High School, 9th-12th Grade English; Ms. Sandy Shin, Clear Lake County, Clear Lake High School, 9th Grade English; and Ms. Alison Jacobs, Bounty County, Chelsey Middle School, 7th Grade English.

Initial investigation of observation tools and protocols was conducted. Because no observation instruments specific to the use of eTextbooks in the classroom were found, an eTextbook observation protocol was designed. This protocol provided the researcher with a tool that could be used in conducting systematic classroom observations. The sections of the protocol were designed to provide comparable data about how students and teachers used the eTextbook. Primary sections included: (a) classroom demographics, (b) an area to sketch/draw a diagram of the learning space and classroom arrangement, (c) teacher's use of the eTextbook, (d) students' use of the eTextbook, (e) researcher observed teacher challenges with using the eTextbook for instructional purposes, (f) observed student challenges with using the eTextbook for learning purposes, and (g) other general observations/notes.

Each of the visits provided insights into how the teacher and students used or did not use the eTextbook in the ELA secondary classroom. This means that the observations conducted

represent a single snapshot of what actually happened in each ELA classroom. Although the researcher and teacher worked toward meeting at convenient and appropriate times, oftentimes uncontrolled school functions, testing, and schedule changes prohibited direct classroom observations of eTextbook use in the classroom.

Table 3 contains the sample key issues and findings that resulted from the researcher's observations in the participating ELA classrooms.

Table 3

Use of eTextbooks During Classroom Observations

Teacher/School	Use of eTextbook During Class	Notes
Mrs. Johnson, Franklin High School	No	On each occasion, the eTextbook was not used directly during class. Instruction consisted mostly of direct instruction. Some outside elements (e.g., a poem) were provided to students via the Learning Management System (LMS) and each student accessed the resources by way of their email using an iPad mini available per a technology cart in the classroom. Students and the teacher referenced and used the actual artistic work and poem by Blake. Students could not fully access the eTextbook through the iPad--the iPad could not fully open certain capabilities of the eTextbook. Teacher noted that they would be moving to ThinkPad's as soon as they were going to be purchased.
Ms. Shin, Clear Lake High School	No	<p>During the initial visit, the teacher reviewed vocabulary and did not use any technology. However, the teacher demonstrated some aspects of the eTextbook during the end of one of the class periods as a way to demonstrate to me what use and instruction could be done with the given materials.</p> <p>During the next visit, I observed the reading and discussion of <i>To Kill a Mockingbird</i>. Students read from a traditional, print copy of the book.</p>
Ms. Jacobs, Chelsey Middle School	Yes	Students used the LMS known as <i>Amplify</i> throughout the class visits. During each one of the visits, the students used quick-writes using <i>Amplify on their laptop computers</i> and the teacher pinpointed aspects of the eTextbook within <i>Amplify</i> .

Each school district chose its own eTextbook and each eTextbook came with its own set of features. During the eight observations, the only teacher who used eTextbook features in her instruction was Ms. Jacobs (7th grade ELA classroom). Based on the analysis of the data found

in the observation protocol, Ms. Jacobs had her students use digital features of the text/LMS, (e.g., assignments, simulations, games, and writing/annotations). Learning management systems, such as Amplify, use a software application for the administration and delivery of electronic educational technology. In this case, the LMS housed an ELA eTextbook, activities, games, and other tools to support learning of the content. An example of these elements was seen when Ms. Jacobs asked students, as they read the play, *A Raisin in the Sun*, to write via the LMS in a low-stakes writing activity where they had to use evidence from the text as they analyzed a character from the story. Ms. Jacobs also had students use the games within the eTextbook/LMS in order to support their vocabulary knowledge and content understanding.

Of the three teachers observed, only one consistently provided literacy instruction and facilitation with an eTextbook. Although the other classes had access to technology and an eTextbook, instruction focused on traditional text instruction or other OERs, and little to no use of the eTextbooks was observed. Though the three teachers demonstrated use of technology in other areas such as whole-class instruction via an interactive whiteboard, only Ms. Jacobs demonstrated strategic instruction and integration of technology with use of the eTextbook. Upon completion of the study, the following represent specific recommendations based on the observations conducted in three secondary English Language Arts classrooms:

1. Supporting districts and schools with purchasing the correct product for the eTextbook and/or LMS is needed.
2. Teachers need ongoing support in understanding underlying processes of learning and teaching with technology.

3. eTextbooks are not the same as print textbooks and should be treated differently in terms of expectations of how they can and should be used, the features they each provide, how they are structured, and the Internet-based resources that can be accessed.
4. Teachers need to understand the new roles that ICTs and technology provide for them and their students.
5. Teachers need support with using and going beyond the eTextbook.
6. School administrators' vision, knowledge, and support of teachers is necessary for integrating eTextbooks in the classroom.

The pilot study of how eTextbooks were being used in participating ELA classrooms informed the current study in the following ways:

1. Teachers and students were still working toward understanding how to best utilize the eTextbook and connect the tools together to support literacy and content learning.
2. How students were supported with their comprehension of digital materials and/or the reading of online text for comprehension of content was not evident in any of the observations.
3. Resources via hyperlinks, and OERs, were used in both connection with and separate from the eTextbook.
4. Teachers needed more support on how to help students navigate the eTextbook to support reading comprehension of content as observations demonstrated lack of ability to do so by both students and teacher.

Research Design of Current Study

The researcher used a qualitative, descriptive case study approach for this research study.

Qualitative research is a concept that covers many forms of inquiry and allows for the

explanation of social occurrences in an authentic or natural environment (Merriam, 1998). Qualitative research strives to understand “events by discovering the meanings human beings attribute to their behavior and the external world” (Della Porta & Keating, 2008, p. 26). Qualitative research is a dynamic type of research that is viewed as “an ongoing process of proliferation with new approaches and methods appearing and it is being taken up by more and more disciplines as a core part of their curriculum” (Flick, 2006, p. xi). Researchers often struggle to create a one-size-fits-all definition of qualitative research as there are many different types, methods, and techniques (Kuckartz, 2014). Although some researchers have used Creswell's (2003) differentiation among five different approaches of qualitative research their research, (i.e., narrative, phenomenology, grounded theory research, ethnography, and case study), others prefer Tesch's (1990) thoughts on categorizing research based on interests. For this study, the researcher focused primarily on the case study approach.

According to Creswell (2007), a case study is research involving “the study of an issue explored through one or more cases within a bounded system” (p. 73). Qualitative case studies offer researchers the opportunity to describe a phenomenon in context using a variety of data sources while exploring how individuals or groups interact with said phenomenon (Yin, 2003). A case study design can be used when the focus of the study is to answer “how” and “why” research questions, the participants’ behavior cannot be manipulated, or the contextual conditions are relevant to the phenomenon under study (Yin, 2003).

Case study research can be organized into three types of research dependent on research purpose: exploratory, explanatory, and descriptive (Yin, 2003). Exploratory studies are often used to explore situations where a phenomenon is being evaluated, but where there are no clear outcomes; explanatory case studies seek to explain the causal links in real-life interventions that

may be too complex for experimental strategies; and qualitative, descriptive case studies are usually used when the researcher's questions focus on describing and providing details of the experience or phenomenon being studied (Yin, 2003).

For this study, a qualitative, descriptive case study approach was used as a way to explore the phenomenon occurring in an ELA undergraduate course/graduate course when PSTs and ISTs were asked to explore the use of eTextbooks and OERs when planning for comprehension and digital literacies instruction in their future or current classrooms. The qualitative, descriptive case study was chosen for this study because of the nature of a case study being considered as a bound system as explained by Merriam (1998) "the case as a phenomenon of some sort occurring in a bounded context" (p. 27). In this study, the phenomenon of using eTextbooks and OERs in the classroom was bounded by the entities in the classroom and the materials they used. For the purpose of this study, the unit of analysis was the individuals' experiences when using and planning to use the eTextbook and OERs in ELA classroom instruction. In addition, the use of the qualitative, descriptive case study was fitting for this research as it provided additional and new connections to theoretical frameworks and new frameworks connecting eTextbooks, OERs, and student comprehension of content.

Setting, Participants, and Sampling Procedure

This research study was conducted at a large, southeastern university. , Dr. Paisley Morrison LAE AAAA, and LAE BBBB, courses were utilized during the fall 2016 semester, occurring from August 22, 2016 to December 12, 2016. The courses comprised a split-level course offering where two courses that are approved for different levels of instruction are offered together in the same room, at the same time, and with the same instructor, but are under two

different course numbers. This split-level course, LAE AAAA and LAE BBBB, met Monday evenings from 6:00 pm - 8:50 pm.

Personal in-depth interviews were completed, in-person or online via Google Hangouts or Skype, during non-class times throughout the semester at the participants' convenience. Interviews were approximately 45 minutes long and could be combined if required by participant circumstances. Interviews that were conducted on the UCF main campus took place in meeting rooms found in the 315 Suite of the College of Education and Human Performance building unless otherwise determined

Participants of this study were selected from the split-level class of the Dr. Paisley Morrison's LAE AAAA and LAE BBBB during the fall 2016 semester (N=35). These courses were designed to explore issues in language, literacy, culture, and the development of curriculum for teaching English Language Arts in secondary schools. Strategies, approaches, and goals in planning for instruction and ways of assessing student learning were discussed. Participants took this class as either of part of their undergraduate (N=28) or graduate coursework (N=7). Although a majority of students were working toward their undergraduate or graduate degrees in English Language Arts Education, some noted that they were taking the course as an elective course and were not ELA majors. Case study participants (N=6) volunteered from the group.

For this study, participants were considered both a purposive and convenience sample (Gall, Gall, Borg, 2007). Convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population meet certain practical criteria. For this study, the convenience sample was chosen based on the participants being part of secondary ELA, undergraduate education course at the University.. Purposive sampling was used and was based on the qualities the participants possessed. For this study, the participants were chosen based on

their similar experiences as ELA education students working with a secondary eTextbook and OERs.

The researcher sought approval to conduct the study from the University's Institutional Review Board (IRB). As shown in Appendix C, the IRB determined that the study was exempt educational research and that the researcher did not need to obtain written consent from participants. Written consent was, however, obtained as a way to identify those participating in the in-class presentations and learning opportunities. Those participants who agreed to take part in the study were observed and audio recorded during the set classroom observations times and were not provided with any compensation. In addition, the participants completed required assignments for the course which were used as artifacts for document analysis; they did not receive compensation for these specific assignments, (i.e., unit plan, graphic organizers). Those participants who were randomly selected and agreed to a one-on-one, interview and/or to be part of the focus group interview were compensated. Participants agreeing to be interviewed received compensation. Separate interviews generated a \$10 gift card for topic of OERs and a \$10 gift card for topic of eTextbooks. Participants agreeing to participate in one interview on both eTextbooks and OERS received a \$20 gift card. Focus group participants received \$10 gift cards for attending and participating in a focus group interview and completing an eTextbook activity.

Interviews of the participants were conducted on a volunteer basis with the goal of at least 30% of undergraduate participants and 50% of graduates providing in-person or online discussions regarding their experiences working with and planning for instruction with eTextbooks and/or OERs. The researcher created and used an interview protocol focused on providing the preservice teachers (PSTs) and inservice teachers (ISTs) the time and opportunity to describe their experiences in choosing OERs for their unit plans and their thoughts on using an

eTextbook and eTextbook features in their instruction. In order to obtain 30% of undergraduate student participants and 50% of graduate students for the personal, one-on-one interviews a simple random sample of participants was conducted using the online application, Research Randomizer (Urbaniak & Plous, 2015). Research Randomizer is a free service offered to researchers and students interested in generating sets of random numbers. This computer-based "random number generator," is often described as a "pseudo-random number generator" because the numbers are generated by use of a complex algorithm that is seeded by the computer's clock that gives the appearance of randomness. For the purpose of determining the students to contact for interviews, this application provides an adequate way to obtain a simple random sample of participants similar to using a table of random numbers.

Data Sources and Timeline for Collection of Data

Sources of data to respond to the three research questions which guided the study were the preservice teachers (PSTs) and inservice teachers (ISTs). Data was collected through participant interviews,, a focus group interview, and through document analysis. Personal, one-on-one interviews were conducted either once or twice to allow participants to share and describe what they actually thought about using eTextbooks and OERs in the ELA classroom. Participants were asked specific questions to better understand why they chose OERs for their unit plans and what they thought of using eTextbooks and eTextbook features to support comprehension of content. Document analysis was conducted on participants' unit plan assignments, eTextbook activity, and the weekly group graphic organizer. The focus group interview was designed to gain the perspective of the participants of the group and they consider statements and questions on using OERs and eTextbooks in the ELA classroom. Document analysis was used to gain a better understanding of the context of learning and allowed for

questions to be developed, for interviews and the focus group, based on the interpretation of the artifacts. The study took place at a southeastern university, over a nine-week period during the fall 2016 semester. Table 4 shows the weeks during which data were collected from the various sources during the nine-week period.

Table 4

Data Collection Timeline

Week/2016	Participant Interview	Weekly Graphic Organizer Document Analysis	Focus Group Interview	OER Unit Plan and eTextbook Activity Document Analysis
Week 1 October 17		X		
Week 2 October 24		X		
Week 3 October 31		X		
Week 4 November 7	X	X		X
Week 5 November 14		X		
Week 6 November 21			X	X
Week 7 November 28	X			
Week 8 December 5	X			
Week 9 December 12	X			

Interviews

As a way to complement the other forms of data collection, interviews were conducted with participants throughout the study. Interviews enable the researcher to provide descriptions about what they actually think and feel regarding what they do (Spradley, 1979). Interviews are extremely useful as part of case study research, as they offer the opportunity for participants to

discuss targeted areas of interest for the case study while offering inferences and explanations that may not be readily evident during observations (Yin, 2009). An interview protocol (Appendix D) was created, including initial and probing questions, as a guide for the researcher. In addition, 30% of undergraduate students and 50% of graduate students were asked to provide one or two 35- to 40-minute interviews to reflect with the researcher on (a) their instruction of the eTextbook and OERs, (b) their thoughts on the goals of their lessons with regard to comprehension, and (c) the connections they made between comprehension and digital literacies for their students. Students were chosen at random for interviews and were asked to discuss their experiences with the creation of their unit plan, using and incorporating eTextbooks into their instruction, and the choice and use of OERs. Each interview was audio-recorded.

Focus Group Interview

Focus group interviews can be considered an informal discussion among a group of selected individuals about a particular topic (Wilkinson 2004). Initially developed as a research method used in social psychological research by Bogardus in 1926, the focus group interview has since been used for many purposes, especially market research (Liamputtong 2011). A focus group interview supports the researcher in understanding the specific perspective of the participants of the group (Liamputtong 2009). The specific focus for this group was to gain more information regarding feelings and understandings regarding the challenges preservice and inservice teachers had about using eTextbooks and OERs in the ELA classroom. The focus group interview protocol (Appendix E) contains specific questions that were used to guide the focus group interview discussion.

Document Analysis

The final data collection procedure involved analysis of lesson plans created and used by the teacher and student products. Document analysis is a systematic procedure that requires that data be examined and interpreted in order to find meaning and gain understanding (Corbin & Strauss, 2008). Document analysis can support a better understanding of the context of learning for the researcher and allow for questions to develop based on the interpretation of the artifacts. For this study, document analysis was used to review and assess documents created by both individual participants and also groups of participants. Included in the analyses were the 5- to 10-day unit plans developed by students that centered on a particular ELA-related theme/and or subject matter chosen by the students. The unit plan was required to include an OER for each day of the lesson and meet other qualifying criteria determined by Dr. Morrison, instructor of the course. Directions for the unit plan is contained in Appendix F. In addition, those students participating in the focus group interview, completed an eTextbook activity that required them to consider the incorporation of the eTextbook into their instruction and how they would use the eTextbook features and supplemental hyperlinks to support comprehension of content. A copy of the eTextbook activity is contained in Appendix G.

Procedures

The LAE AAAA and LAE BBBB split-level class met on Monday evenings from 6:00 pm to 8:50 pm., and Dr. Morrison agreed to allow between 25-30 minutes of class time be allotted to the researcher to review some basic concepts involving the use of eTextbooks and OERs in the secondary, ELA classroom. For the first five weeks of the study, the researcher provided a brief presentation (see Appendix H) to the participants regarding OERs and/or eTextbooks as they related to the ELA classroom, providing a graphic organizer designed to gain

insight into the specific concepts covered each week. Examples of these materials are included in Appendix I. Participants completed the graphic organizers as a group and responded to guiding questions and statements. Table 5 contains an outline of each week’s presentation, including the activities, the time allotted, and the type of participation for each activity.

Table 5

Procedures: Activities, Time Spent, and Type of Participation by Week

Week	Activity	Minutes (25-30)	Participation
<p>Week 1 October 17</p>	<p>Introduction of eTextbook and Open Educational Resources (OERs) in the ELA classroom.</p> <p>Background of the Study:</p> <ul style="list-style-type: none"> • My name is Lourdes Smith and I’m a Reading Education Ph.D Candidate. My research focus and interests include digital literacy, digital learning, with an emphasis of to use and eTextbooks and OERs in the K-12 classroom. • Last fall I did a pilot study examining how current ELA teachers are using eTextbooks in the classroom. My findings include that, for the most part, the teachers I observed were either not using eTextbooks or OERs or were using them at a novice/beginning level. <p>Presentation on OERs and eTextbooks (see PPT)</p> <ul style="list-style-type: none"> • Introduction • Connection to Course • Description of the process. • Timeline • What is an OER? • How are they used? • Why are they important? • Examples • What is an eTextbook? • How are they used? • Why are they important? • Examples • Review of the activity sheet. 	<p>Background: 3 minutes</p> <p>First box of organizer: 5 minutes</p> <p>Presentation on OERs and eTextbooks: 4 minutes</p> <p>Activity Sheet (small groups): 13 minutes</p>	<p><u>Group Discussion:</u> Ask students to work in groups to discuss their prior knowledge of eTextbooks and OERs.</p> <p><u>Guiding Questions/Probes:</u> Have you seen them used? If so, how have you seen them used? What are your experiences with OERs (personally and professionally)? What are your experiences with eTextbooks (personally and professionally)?</p> <p><u>Document Analysis:</u> Activity sheet completed by group.</p>

Week	Activity	Minutes (25-30)	Participation
	<p>Activity</p> <ul style="list-style-type: none"> Pass out activity sheet and with research assistant, observe and take field notes of the discussion taking places in the groups. <p>NOTE: Remind students to bring technology, if possible, for next week.</p>		
<p>Week 2 October 24</p>	<p>Review the 5R Framework for OERs and offer ideas on how they can be found and used in conjunction with eTextbooks and traditional textbooks for higher comprehension of student content knowledge.</p> <ul style="list-style-type: none"> Review purpose of the study on OER and eTextbooks for better comprehension. Where can I find OERs? 5R Framework How do I evaluate OERs? OER rubrics/checklists Provide examples of OERs <p>Activity</p> <ul style="list-style-type: none"> Pass out activity sheet and with research assistant, observe and take field notes of the discussion taking places in the groups. 	<p>Presentation: 10 minutes</p> <p>Activity Sheet (small groups): 15 minutes</p>	<p><u>Group Discussion:</u> Ask students to work in groups to discuss and describe how they would use OERs in their future instruction.</p> <p><u>Guiding Questions/Probes:</u> Brainstorm some ideas for using OERs with an ELA text, eTextbook, or content.</p> <p>How would you integrate and infuse an OER into your plans?</p> <p>How will you evaluate and choose OERs?</p> <p><u>Document Analysis:</u> Activity sheet completed by group.</p>
<p>Week 3 October 31</p>	<p>In class presentation to OERs and how they can be used for comprehension of content and text.</p> <ul style="list-style-type: none"> Review purpose of the study on OER and eTextbooks for better comprehension. Review of OERs Connecting OERs with comprehension of content Using OERs within instruction <p>Activity</p> <ul style="list-style-type: none"> Pass out activity sheet and with research assistant, observe and take field notes of the discussion taking places in the groups. 	<p>Presentation: 12 minutes</p> <p>Activity Sheet (small groups): 13 minutes</p>	<p><u>Group Discussion:</u> Ask students to work in groups to discuss their comprehension of content and text in connection with OERs.</p> <p><u>Guiding Questions/Probes:</u> How will you use OERs in your planning and/or instruction to enhance content knowledge? What role will comprehension play when using OERs in instruction?</p> <p><u>Document Analysis:</u> Activity sheet completed by group.</p>

Week	Activity	Minutes (25-30)	Participation
<p>Week 4 November 7</p>	<p>Unit Plan Due Week 1 access to eTextbook begins. Focus on eTextbook organization and eTextbook features and how they can help support and aid comprehension.</p> <ul style="list-style-type: none"> • What is an eTextbook? • Access to our the eTextbook for this study • eTextbook Structure • Review of the eTextbook and eTextbook features commonly found. • eTextbook features specific to our eTextbook • Comprehension and the eTextbook <p>Activity</p> <ul style="list-style-type: none"> • Pass out activity sheet and with research assistant, observe and take field notes of the discussion taking places in the groups. 	<p>Presentation: 12 minutes</p> <p>Activity Sheet (small groups): 13 minutes</p>	<p><u>Group Discussion:</u> Ask students to work in groups to discuss and describe how they would use the features and organizational structure to support reading comprehension and/or content knowledge.</p> <p><u>Guiding Questions/Probes:</u> What aspects of the eTextbook and features do you think you will use in your future or current classroom? Why? What challenges do you see with using eTextbooks? How will structure play a part in eTextbooks?</p> <p><u>Document Analysis:</u> Activity sheet completed by group.</p> <p><u>Individual Interviews:</u> focused on OERs. (Will be completed outside of class time during this week.)</p>
<p>Week 5 November 14</p>	<p>Week 2 access to eTextbook begins. Focus on eTextbook features of hyperlinks and how they relate to comprehension. Brief introduction of eTextbook feature, hyperlinks.</p> <ul style="list-style-type: none"> • Review of our eTextbook? • Review eTextbook for this study • Review eTextbook features specific to our eTextbook • Review role of hyperlinks • How to evaluate hyperlinks • Why hyperlinks are important • Integrating hyperlinks from the eTextbook • Comprehension and the eTextbook <p>Activity</p> <ul style="list-style-type: none"> • Pass out activity sheet and with research assistant, observe and take field notes of the discussion taking places in 	<p>Presentation: 12 minutes</p> <p>Activity Sheet (small groups): 13 minutes</p>	<p><u>Group Discussion:</u> Ask students to work in groups to discuss and describe how they would use the eTextbook features of hyperlinks to support reading comprehension and/or content knowledge.</p> <p><u>Guiding Questions/Probes:</u> How are OERs and eTextbook features of hyperlinks similar? How will you use hyperlinks to enhance comprehension of a topic or story? How will you teaching using hyperlinks?</p> <p><u>Document Analysis:</u> Activity sheet completed by group.</p> <p><u>Document Analysis:</u> Unit Plan</p>

Week	Activity	Minutes (25-30)	Participation
	the groups.		
Week 6 November 21	Week 3 access to eTextbook begins <ul style="list-style-type: none"> • Review purpose of the study. • Focus Group Interview • eTextbook Planning Activity 	(Time frame 2 hours and 50 minutes) Focus Group Interview eTextbook Planning	<u>Focus Group Interview</u> <u>Document Analysis:</u> Activity sheet completed by group.

Participants focused on OERs during the first three weeks during the allocated class time, and OERs were required to be included as part of the final unit plan assignment in the course. Weeks 4 and 5 focused on the eTextbook, and during Week 4 students gained access to the eTextbook. The eTextbook obtained for this study was EMC Publishing’s, ELA 6-12 eTextbooks, *Mirrors & Windows*®. This seven-level literature program is built on a collection of writings by renowned, award-winning authors along with support features for both teachers and students. Support features are built into the eTextbook itself and also as accompanying materials such as a full correlation to the CCSS, manual and materials for differentiating instructions, guides for program planning, assessing, and assessment practice. In addition, specific features found for use of the eTextbook include magnification, page size modifications, audio notetaking feature, written notetaking features, graphic organizer links within the text, audio readings for part of the text within the student edition, and highlighting features.

Data Analysis

Qualitative data collection and analysis were used in this case study. This decision was based on the purpose of this study to investigate the experiences of preservice (PSTs) and

inservice (ISTs) teachers in planning for instruction when using eTextbooks and OERs in their future or current classes. It was further supported by the previous research completed in the pilot study as a way to obtain more in-depth information on how PSTs and ISTs can develop students' comprehension and content knowledge when using these technological tools. A descriptive case study approach allows the researcher to document the procedures of particular events in detail (Yin, 1981). It is an appropriate way for the researcher to gain understanding from data that is rich in description. It also provides opportunity for the researcher to analyze the discourse through "the systematic and reflective documentation of experience" (Stenhouse, 1988, p. 50).

The text, *Using the Coding Manual for Qualitative Researchers* (Saldana, 2013), was used as a guide for pre-coding to find themes and consider what was and was not present in the data for each of the data sources. Although Saldana noted the use of Computer Assisted Qualitative Data Analysis (CAQDAS) as a useful program for coding, along with the NVivo software programs, an Excel file was created to manually find themes, ideas, phrases and important points made by the questions provided to the participants. Initially, the researcher created a list of tentative codes based on the research and theoretical frameworks that were considered important concepts or themes. Table 6 provides the initial code types and respective codes per data sources.

Table 6

Initial Data Analysis Codes

Initial Code Type	Initial Code
OER Resource Types	Digital assets – normally a single file (e.g. an image, video or audio clip); Information objects – a structured aggregation of digital assets, designed purely to present information; Learning objects – an aggregation of one or more digital assets which represents an educationally meaningful stand-alone unit; Learning activities – tasks involving interactions with information to attain a specific learning outcome; Learning design – structured sequences of information and activities to promote learning.
OERs Five R Framework	Retain – the right to make, own, and control copies of the content; Reuse – the right to reuse the content as verbatim or in its unaltered form Revise – the right to adapt, adjust, modify, or alter the content itself Remix – the right to combine the original or revised content with other content to create something new; Redistribute – the right to make and share copies of the original content, your revisions, or your remixes with others.
Five Areas of Online Reading Comprehension	Constructing useful questions Locating Evaluating Synthesizing Communicating
SAMR Model for Integration of Technology	Substitution Augmentation Modification Redefinition

Data Analysis: Interviews

Participant interviews were conducted over the research period to obtain a more detailed and personal understanding of the constructs of the study. Participants were audio recorded using an MP3 recorder or computer captured with Screencast-o-Matic software via Google Hangouts in order to explore their thoughts and ideas regarding using eTextbooks and OERs in their future or current classroom. Initial goals included having two separate interviews with each participant at the middle and end of the study. It was intended that each interview would focus on OERS during the initial interview and on eTextbooks, during the second interview. As participant availability became a factor for scheduling the interviews, one interview covering both topics was conducted for four of the six participants.

The interview questions and protocol were created to develop an understanding of the participants' thoughts on how they planned to use OERs and eTextbooks in the classroom, their considerations on how they planned for instruction within their unit plan for the course, and their overall ideas regarding how they would support comprehension of content for their future students using these technological tools. After creating transcriptions of the recordings, an Excel file listing each case study participant, the interview questions, and participants' specific answers to those questions was created. Initial columns for predetermined codes and additional columns were added to allow for the input codes found during the analysis.

After a preliminary reading of the data for each participant, looking across the Excel spreadsheet at each question and answer, coding was accomplished for common themes found regarding perceptions, intended use, instructional strategies, instructional goals, and comprehension of content when using eTextbooks and OERs in the participants' future or current classrooms. Data were also examined vertically to gain an understanding of the emergent themes across participants for each question. Participant answers were evaluated based

on common and unusual ideas, concepts, terms, phrases, and keywords used. Analysis using both initial and emergent codes were used to develop a full understanding of both individual participants' perceptions and those of the participants as a group.

Data Analysis: Focus Group Interview

The focus group interview was conducted during the final class period of the research study and was designed to gain a understandings about the challenges PSTs and ISTs had about the use of eTextbooks and OER in the ELA classroom. Focus group interviews enable interactions among participants and can stimulate group members to state feelings, perceptions, and beliefs that they may not express when interviewed individually (Gall et al., 2007). The focus group interview was audio recorded using an MP3 device and was transcribed into text for subsequent data analysis. After creating transcriptions of the recordings, an Excel file listing each case study participant, the focus group interview questions, and the specific answers to those questions was created. Initial columns were created for predetermined codes, and additional columns were added to allow for the input codes identified during the analysis.

Similar to the analysis of the interviews, data were entered into an Excel spreadsheet based on questions asked during the focus group interview. Answers were listed in the Excel sheet anonymously. Coding the focus group interview data was similar to the coding for interview data except the focus group interview data reflected a desire to derive beliefs and perceptions regarding using eTextbooks and OERs in the ELA classroom. In the same manner as the individual interview data, focus group interview files were examined to gain an understanding of the themes found for the group for each question. Participant answers were evaluated based on common and unusual ideas, concepts, terms, phrases, and keywords used.

Data Analysis: Documents

Document analysis was conducted on two primary products created by the participants. Participants, as part of their course assignments, were asked to create a unit plan and include at least one OER for each daily lesson plan within the unit. In addition, after the focus group interview, participants participated in an eTextbook activity in which they had to select a unit from the eTextbook, review the eTextbook features, and consider if they would or would not use the resources provided by the publisher of the eTextbook.

Each document was transcribed, and the data were added to an Excel spreadsheet categorized by specific elements. The unit plan was separated into objectives, unit summaries, grade level, and OERs and coded for both initial and found codes. The eTextbook activity was expanded on the Excel file to pinpoint each guiding question and the answer. It was also coded for initial codes and found codes related to the theoretical frameworks and research. Participants' data were analyzed based on common and unusual ideas, concepts, terms, phrases, and keywords used.

Establishing Trustworthiness

Triangulation of the Data

Methodological triangulation is a way to support the validity of data (Creswell, 2013). Researchers work through the process of corroborating evidence from different data sources to “shed light on a theme or perspective” (Creswell, 2013, p. 251). When common themes can be found in different sources the information is supported as being triangulated and adds to the legitimacy of findings. By using multiple data sources, researchers can overcome limitations often associated with a single form of data collection. A variety of data sources were used in this

study to build a rich, descriptive understanding of the case study participants and allowed for the researcher to triangulate the data.

Summary

In this chapter, the researcher presented the methodology and plan for the collection and analysis of the data for this research study. A qualitative, descriptive case study approach was used for this research study as a way to understand how PSTs and ISTs plan for comprehension instruction when using eTextbooks and OERs in the secondary ELA classroom. The researcher used multiple data collection procedures including participant interviews, document analysis, and a focus group interview in order to capture participant knowledge and ideas for planning when using eTextbooks and OERs in the ELA classroom.

CHAPTER 4 RESULTS

Introduction

A descriptive case study was conducted to investigate how preservice and inservice ELA teachers planned to use both eTextbooks and OERs in their future or current secondary classrooms. Specifically, the researcher investigated what knowledge preservice and inservice teachers have about eTextbooks and OERs, and how they plan to use them to develop current and/or future students' comprehension of text and content knowledge. Throughout the study, the researcher captured interactions with and among the participants as they investigated and worked with eTextbooks and OERs. This provided insights and understandings regarding their knowledge of the two digital tools along with information on how they planned to support students' comprehension of content when using them in the secondary, ELA classroom.

Through ongoing and repetitive review of the multiple sources of data, the researcher sought to establish patterns and emerging themes to answer the research questions that guided this research. Themes were explored primarily as they related to the case study and research questions. In this chapter, the findings are presented for the six individual students, whom comprised the case study, and for the group. The areas described in this chapter includes descriptive data and data for individual participants; document analysis (i.e., unit plan and eTextbook activity) and personal interview analysis. Also included is descriptive data for groups which includes focus group interview analysis and group organizer analysis

Overview of Study

This study took place during a course required for preservice and inservice secondary English Education Students. A total of six students participated in the study. Table 7 displays

the pseudonyms assigned to the case study participants and their status as preservice/in-service (undergraduate/graduate) students.

Table 7

Case Study Participants

Participants	Preservice/Inservice	Undergraduate/Graduate
Patrick	Preservice	Graduate
Alice	Preservice	Undergraduate
Debbie	Preservice	Undergraduate
Isabella	Inservice	Graduate
Misty	Preservice	Undergraduate
Rachel	Preservice	Undergraduate

Participants in the study received weekly presentations on the topics of eTextbooks and OERs. In response to the weekly the students engaged in small group activities where they reflected on their thoughts on the topics covered during the presentations. Participants also participated in the creation of a unit plan containing OERs and an eTextbook activity involving the exploration of the *Windows & Mirrors* eTextbook. In-person interviews and a focus group interview were conducted for select participants during the research study regarding both topics of eTextbooks and OERs.

Case Study Descriptive Data

The researcher developed a descriptive case study in which commonalities and differences among the six participants were analyzed per data source. The results of the analysis have been organized to respond to each of the following research questions:

1. What are preservice and inservice ELA teachers' knowledge of eTextbooks and how is it used to support students' comprehension of the text and content knowledge?
2. What are preservice and inservice ELA teachers' knowledge and usage of Open Educational Resources (OERs) to support their students' comprehension of text and content knowledge?
3. How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students' online reading comprehension skills (i.e., questioning, locating, evaluating, synthesizing, and communicating)?

Data was used to determine the emergent themes presented and are discussed in Chapter

5. Overall results are detailed in Table 8 and are further described in this chapter. Chapter 4 is organized in the following manner:

- Case Study Descriptive Data per Participant
- Analysis of Unit Plan
- Analysis of eTextbook Activity
- Analysis of Personal Interviews
- Analysis of Focus Group Interview
- Analysis of Group Organizer
- Summary of Themes Across Participants

Chapter 4 is arranged based on the format of the timeline for this study and provides a progression of data as it was collected.

Table 8

Case Study Descriptive Data Per Research Question

Research Question	Overall Results
<p>What is preservice and inservice ELA teachers' knowledge of eTextbook and how is it used to support students' comprehension of the text and content knowledge?</p>	<ul style="list-style-type: none"> • Participants discussed plans to use eTextbooks to connect content with curriculum • Concerns regarding digital distractions on student learning were expressed including eTextbook features and OERs. • Participants made connections to the eTextbook and how they would use the publisher selected OERs • Desire to use eTextbook features to support content knowledge and student learning needs (ELLs) was noted. • Uncertainty how to use eTextbook in the classroom was described. • Some had preference for using eTextbooks; thought to be more engaging and motivating for the ELA student. • Some prefer traditional texts in academic instruction; usually novels instead of textbooks. • Participants addressed some traditional comprehension strategies such as summarizing. • Brainstorming and activating prior knowledge was the primary use of publisher-selected OERs. • Majority felt the publisher chosen OERs would support content knowledge. • Participants often discussed their own experiences with eTextbooks and noted how their own knowledge would be used to support their students' use of eTextbooks. • Desire to spend more time with eTextbook to explore features and format.
<p>What is preservice and inservice ELA teachers' knowledge and usage of Open Educational Resources (OERs) to support their students' comprehension of text and content?</p>	<ul style="list-style-type: none"> • Participants were able to, overall, define OERs. • Participants noted how they would build background knowledge with OERs. • Concerns about the impact of digital distractions on student learning were noted. • Connecting content with curriculum via OERs was described • Developing knowledge of OERs and how to find and select them were noted. • Participants demonstrated how they developed their knowledge about how to use OERs in instruction. • Participants were in a variety of stages regarding their understanding of how to evaluate OERs. • Participants displayed all levels of the SAMR model, most on substitution and augmentation. • Participants addressed how they would make instructional decisions about OERs use in classroom. • Participants had questions about ethical use of OERs, technology/Internet access in the classroom to gain access to OERs, and the quality of OERs on database websites supplying OERs. • Struggles about locating/determining OERs were noted by participants for themselves and their students.

Research Question	Overall Results
How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students' online reading comprehension skills (i.e., questioning, locating, evaluating, synthesizing, and communicating)?	<ul style="list-style-type: none"> • Participants did not consistently use the provided rubric for determining if an OER is useful or effective. • Traditional comprehension strategies were used with summarizing, activating prior knowledge, and brainstorming being the most consistent. • Digital tools and features to support online comprehension were described (i.e., highlighting, annotating, notetaking, CTRL-F). • Using OERs to support online reading comprehension skill of evaluating, synthesizing, communicating, locating, questioning was noted with synthesizing being the most commonly chosen.

Case Study Descriptive Data for Participants

Summary of Unit Plan Analysis

The unit plan assignment focused on having participants create a 5-to-10-day unit plan centered on a particular ELA-related theme/and or subject matter. (See Appendix F for specific guidelines and directions.) As per the assignment directions, the unit plan must include an OER for each day of the lesson. Each participant chose a specific book or piece of text to focus on for this assignment and included a wide-array of young adult novels or more classical pieces of literature. Analysis of the unit plan provided answers for Research Question 2: How do preservice and inservice English Language Arts teachers plan to use OERs to support their students' comprehension of text and content knowledge? and Research Question 3: How will preservice and inservice teachers plan to use eTextbooks and OERs to develop their students' online reading comprehension skills? Table 9 presents a summary of the results of the Unit Plan.

Table 9

Summary: Results of Unit Plans

Data Source: Unit Plan

Purpose: The unit plan assignment focused on having participants create a 5-to-10 day unit plan centered on a particular ELA-related theme/and or subject matter. As per the assignment directions, the unit plan must include an OER for each day of the lesson. Each participant chose a specific book or piece of text to focus on for this assignment and included a wide-array of young adult novels or more classical pieces of literature.

Key: Table Codes

5R Framework (Wiley, n.d.) for Copyrightable Work

- Retain - the right to make, own, and control copies of the content
- Reuse - the right to use the content in a wide range of ways
- Revise - the right to adapt, adjust, modify, or alter the content itself
- Remix - the right to combine the original or revised content with other material to create something new
- Redistribute - the right to share copies of the original content, your revisions, or your remixes with others

OER Resource Types

- Digital assets – normally a single file (e.g. an image, video or audio clip)
- Information objects – a structured aggregation of digital assets, designed purely to present information;
- Learning objects – an aggregation of one or more digital assets which represents an educationally meaningful stand-alone unit;
- Learning activities – tasks involving interactions with information to attain a specific learning outcome;
- Learning design – structured sequences of information and activities to promote learning.

Five Areas of Online Reading Comprehension

- Constructing Useful Questions
- Locating
- Evaluating
- Synthesizing
- Communicating

SAMR Model for Integration of Technology

- Substitution
- Augmentation
- Modification
- Redefinition

Participant	Unit Plan Topic	Unit Plan Summary	Grade Level	OER Type(s)	5R Framework Accessibility	Five Areas of Online Reading Comprehension	Digital Text Type	SAMR Model
1. Patrick	<i>Who Am I?</i> Using a YA Novel to Better Understand Identity. (Using book <i>Paper Towns</i> by John Green)	This unit will explore the concept of identity. Young adults are at an age where they question who they are and where they stand in society.	12th Grade	Mostly Digital Assets; one instance of Information Object.	Mostly reuse One instance of revision.	Synthesizing Communication Questioning	Linear Non-linear	Substitution Augmentation One instance of Modification.
2. Alice	Themes associated with the book <i>Uglies</i> by Scott Westerfeld.	Using the novel <i>Uglies</i> by Scott Westerfeld, the teacher will address literary themes associated with young adults.	9th Grade	Mostly Digital Assets; one instance of Information Object.	Reuse Revision Redistribution	Questioning Locating Evaluating Synthesizing Communicating	Linear Non-linear	Substitution Augmentation Modification Redefinition
3. Debbie	Themes associated with the book <i>Noggin</i> by Corey Whaley.	This unit focuses on the themes found in the novel <i>Noggin</i> by John Corey Whaley.	9 th Grade	All Digital Assets	Reuse	Synthesizing	Linear Non-linear	Substitution
4. Isabella	Tone and theme development using stories by Edgar Allen Poe.	This unit is focused on helping students deepen their understanding of how diction impacts tone and reinforcing their understanding and clarifying any misconceptions of	8th	All Digital Assets	Reuse	Questioning Locating Communicating	Linear Non-linear	Substitution Augmentation

Participant	Unit Plan Topic	Unit Plan Summary	Grade Level	OER Type(s)	5R Framework Accessibility	Five Areas of Online Reading Comprehension	Digital Text Type	SAMR Model
		how theme is developed.						
5. Misty	Themes associated with the book <i>The Outsiders</i> by S.E. Hinton.	The focus of this unit is to support students understanding of how socio-economics can shape a persons' life. In addition, students will analyze the setting and characters to by synthesizing information and coming to conclusions based on text evidence.	8th	All Digital Assets	Reuse	Questioning Locating Synthesizing Communicating	Linear Non-linear	Substitution Augmentation
6. Rachel	The Ideas of Freedom -- Precursor lessons to <i>The Handmaid's Tale</i> .	This unit is a precursor to a unit that analyzes the theme of freedom in context with the novel <i>The Handmaid's Tale</i> .	9th	All Digital Assets	Reuse	Synthesizing	Linear Non-linear	Substitution Augmentation

When looking across all participants' choices of OERs (N=6), many themes came to the forefront regarding how OERs were chosen and the potential instruction that would be used to support content knowledge and comprehension development. When considering the purpose of the OER, a majority of case study participants used their chosen OERs to build background knowledge, to support their own instructional practices, or to build content knowledge. Only one participant used the OER in a more integrated manner such as with having their future ELA students communicate or create their knowledge about the book or topic. Overall, the technique chosen by the participants was found to be of a traditional instructional model.

The most used form of media chosen by participants for their OERs were videos and presentations found online. Static, not interactive, graphic organizers were also often noted as a type of OER to support students' learning. Occasionally some participants provided opportunities for more interactive media types such as using Padlet for their future student's creation or sharing of information, or Kahootz.com as a way to assess understanding and discuss findings. Considering the SAMR model, participants' OER choices, along with how they were integrated into instruction, stayed within the substitution and augmentation levels. Many used PowerPoints or Prezi presentations found online instead of traditional presentations or information they created themselves. This reflects a SAMR level of substitution. Kahootz.com and Padlet applications provided a level of augmentation for the SAMR model as the tools used are a direct substitute for in-class discussion but offers the ability for all students' opinions to be heard in an asynchronous fashion. This demonstrates a functional improvement from the usual in-class discussion. Few participants' use of OERs suggested modification and there were only one instance of redefinition found.

Almost unanimously, the most chosen type of resource was digital assets. Digital assets are normally viewed as a single file or single resource such as image, video, or audio clip. Rarely were other resource types used. The exception included some of the videos chosen that had a mix of digital assets, often photos in the form of a video, that would lend themselves to being identified as an information object. Also, on occasion, there were learning activities or tasks that involved interactions with information to attain a specific learning outcome. These included Kahootz and Padlet which were noted by two of the participants. No instances of learning objects or learning design were found.

Reuse of a resource, when considering the 5R Framework for Accessibility, was the most common way participants chose to use their OER. Participants found a website, image, or video and used it on its own to support content understanding. They did not modify, add to, or change the resource and used it as it was found on the Internet. Although there were two instances of revision and redistribution, most chose to simply relay the information intact as it initially was found. These specifically include the use of the applications Koohtz, Padlet, and Pinterest where students were guided to create and change the application. By adding their thoughts and ideas via these applications, the students participate in revision and redistribution of information. Because of the changing nature of these tools, they can read into the Modification and Augmentation levels of SAMR. It is uncertain if participants chose this with understanding of the 5R Framework and “open content” concepts that describe any copyrightable work. For the participant who used OERs that would need to be revised and/or redistributed, this was allowed by the nature of the applications, Padlet and Pinterest.

When considering the online reading comprehension strategies, the most common online reading comprehension strategy used was synthesis. In some cases, no online reading

comprehension strategies were used or referenced. Three participants, for at least one of their OERs had students involved with questioning, locating, and/or evaluating OERs or information. Others noted some traditional comprehension strategies such as discussion, summarizing, and inferencing. Overall, reading comprehension was not described in detail per the procedures and were noted in explicitly in the objectives.

Unit Plan Findings for Individual Participants

In the following section, the researcher presents an analysis of participants' unit plans. The unit plans were each analyzed using the SAMR Model, five areas of online reading comprehension, OER type, and the 5R Framework.

Unit Plan Descriptive Data for Patrick

Patrick is a graduate student with a background in psychology working on his master's degree in education. For his five-day unit plan, Patrick focused on the theme of identity and used *Paper Towns* by John Green to explore the challenges young adults have in understanding one's identity and how identity is formed. The unit plan allowed the opportunity for students to analyze how identity influences the decisions characters make while connecting with other types of literature like Walt Whitman's "Song of Myself." A copy of the Patrick's unit plan is contained in Appendix J.

Patrick's overall choices for OERs included content support for students understanding of material and also instructional support for the teacher. Using online resources in the form of Google docs,

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm91bmdsaXNoaG9tZXBhZ2V3aXRobWlzc2Jyb29rZXN8Z3g6YWUyODUwMWNIMzE1N2Qx>, provides

both content and instructional support on the topic of allusions used in *Paper Towns* and also

other literature that is connection given text. In addition to the Google doc, Patrick used a Prezi, (<https://prezi.com/n7a61cibpkg4/paper-towns-by-john-green/>) to support content knowledge and examples of figurative language. Although both of these provide opportunities to enhance understanding of concepts, they reflect a traditional instructional/learning procedure with SAMR levels of substitution and augmentation. These kind of OER choices could demonstrate a limited capacity to allow students more control of how they learn while also trying to support a basic level of understanding. Although students did not use any online reading comprehension skills for these OERs, they did use traditional reading skills in the form of summarizing as they were asked to glean information from the OERs they were presented with during class time.

Although a majority of OERs chosen by Patrick for his unit plan were in the substitution or augmentation level of the SAMR model, he did use an OER in a tool format, Padlet (<http://padlet.com>), to “give students an outlet to share their thoughts during the movie” (i.e., *Paper Towns* movie shown in class). By including the Padlet application, he instituted augmentation by moving from traditional sharing, summarizing, and discussion in the classroom to a more digital realm that required the students to use different digital literacies. The use of this OER was geared to support students in key online reading comprehension skills of synthesizing and communication. In addition, the use of the Padlet is at the level of modification in the SAMR model as the OER provides an opportunity for a significant lesson redesign with added features to support content knowledge of the subject.

Almost all of the OERs chosen by Patrick were considered a “reuse” on the 5R Framework. The exception was the use of the Padlet which can be part of the “revision” category and offers a step toward the interactive aspects of learning instead of a traditional teaching/learning model where the student is less part of the practice and more of a sponge

absorbing information. Patrick usually chose digital assets, typically presentations or videos that were linear in nature. His one instance of using the Padlet provides an insight that students being part of the learning and communicating can enhance learning.

Unit Plan Descriptive Data for Alice

Alice is an undergraduate, preservice teacher who created an eight-day plan using the novel *Uglies* by Scott Westerfeld to review literacy themes for her future 9th grade students. Alice focused her instruction on students' developing an understanding on the themes of freedom, friendship, and identity. Overall, Alice's use of OERs included higher levels of the SAMR model and accessibility related to the 5R framework, but minimal instances of online reading comprehension skills. A copy of the Alice's unit plan is contained in Appendix J.

Alice's choice of OERs included a variety of resource types that were of greater range than those of her fellow-participants. Alice's resource types included digital assets, learning activities, and information objects. Some of the OERs included Kahootz, Pinterest, Wordle, YouTube videos, Socrative, and Prezi. In the capacity these were used, more areas of online reading comprehension skills were used in the unit plan including evaluating, communicating, questioning, locating, and synthesizing. This is evident in the unit plan objectives of "classroom will participate in an <http://www.kahootz.com/> game where they answer questions about the previous day's discussion" and "students will be allowed to use Pinterest to look up pictures that depict what they call friendship." By allowing students to look for aspects of friendship using the OER tool, Pinterest, they will use strategies that will support their online reading comprehension (i.e., questioning, synthesizing, communicating, and evaluating).

Alice's choice of OERs mostly stayed in the range of instructional support and/or content support. Still, the OER choices, like the Kahoot! and Pinterest along with the activities

surrounding them, led to the higher levels of the SAMR model with most instances being substitution and augmentation but also some occurrences of modification. There is a clear implication between higher levels of the SAMR model and more levels of online reading comprehension skills. It appears that as the higher levels of the SAMR model is met, more online reading comprehension skills are also used. Interestingly enough, the digital text type coding yielded mostly linear text used for the chosen OERs with some instances of text with response options.

An emergent code for this participant developed for the concept of “digital activity for learning.” Although other participants used digital activities, Alice was the first who recognized using them with OER tools for Kahoot!, Socrative, and Pinterest, providing insight on application use as OERs. Use of the types of OERs provided enhanced levels of online reading comprehension and yielded higher levels of the SAMR model. This new code was seen as a way to differentiate between more basic, activities that involved a digital component but does not involve interactivity for content or knowledge development. An example of this is finding and using a Pinterest board but only for information retrieval. Instead of “pinning” to the Pinterest Boards, participants having students only find information without the communicative element.

Unit Plan Descriptive Data for Debbie

Debbie is an undergraduate, preservice teacher who created a five-day plan surrounding the young adult (YA) novel, *Noggin* by John Corey Whaley while being paired with the classic novel *Frankenstein* by Mary Shelley. This plan was aligned with 9th grade ELA standards and included students’ understanding the themes of death, reincarnation, social norms, love, identity, secrecy, regret, and coming of age. Students were provided opportunity and instruction on how

to use textual evidence in their writing regarding inferences. A copy of the Debbie's unit plan is contained in Appendix J.

Debbie took a very traditional instructional/learning standpoint when choosing the OERs for this unit plan. Included were mostly websites, videos, and paper-based graphic organizers that would need to be printed or duplicated in order to be used (i.e., not a digital, interactive version). These include <http://www.educationoasis.com/printables/graphic-organizers/character-traits-chart-2/> and Double Entry Journal organizer that provided more of traditional focus to instruction using traditional skills of reading comprehension like summarizing and inferencing. Although analysis of the main characters and support for using textual evidence was included, no elements of online reading comprehension skills was found except in the initial day of the unit plan with the students possibly synthesizing across digital assets to gain background knowledge about Kansas City, Missouri, the setting of the novel, *Noggin*.

Debbie's unit plan reflected consistent use of substitution per the SAMR model. Her use of websites to build background and content knowledge, and printed organizers led to no instances of augmentation, modification, or redefinition. They were all based on simply substituting something found online that was similar to a traditional resource, but was available digitally. All accessibility points from the 5R Framework for the chosen OERs focused on the "reuse" category and only single, digital assets were implemented. Although some OERs led to unrelated hyperlinks, a majority were linear in fashion.

One exception found in Debbie's unit plan, compared to those of other case study participants, included the use of an OER resource known as Creative Commons (<https://creativecommons.org/>). Creative Commons is a global, nonprofit organization that enables sharing and reuse of materials through the provision of free, legal tools. It is used as a

way to house open and free resources for students, teachers, and researchers. This resource was mentioned in class by the researcher and was also documented in the educational materials supplied to participants. Debbie used the Creative Commons search feature to find images for students to view and determine the theme for use during instruction. Debbie was one of only six participants to note use of this resource for their thematic unit.

Unit Plan Descriptive Data for Isabella

Isabella is a graduate, inservice teacher who created a five-day unit plan to support 8th-grade students in deepening their understanding of how diction impacts tone, how theme is developed, and how authors make allusions to themes, characters, and stories. Isabella's instructional goals focused on having students read challenging poetry and other texts that may seem intimidating at first glance, but with scaffolding, can be read with purpose and understanding. As Isabella is currently an ELA teacher of 8th-grade students, she was able to use this unit in her current classroom. A copy of the Isabella's unit plan is contained in Appendix J.

Isabella's use of OERs focused on traditional teaching/learning styles and, similar to participant Debbie, used mostly websites and videos that are deemed a singular digital asset. Isabella's unit plan reflected consistent use of substitution per the SAMR model with a few instances of augmentation. An example of this includes Isabella's plan to have students watch a YouTube video of a shared reading of Maya Angelou's "Caged Bird" (<https://www.youtube.com/watch?v=rZzOxWAxde0>). Although the video was in a "reuse" category according to Isabella, it does augment the instruction as it includes images of historic individuals and events including Dr. Martin Luther King Jr., Nelson Mandela, and the Tiananmen Square Protests of 1989. The goal here is to support the theme of social oppression

beyond just the scope of the poem and relate it to current events and historical aspects of freedom.

Similar to other participants in this study, Isabella's primary uses of resources were to provide examples, background knowledge, and instructional support. Few, if any, interactive elements were found to supply more independent learning of materials beyond the scope of reading, viewing, or listening. Still, although not a simulation or interactive model, Isabella did attempt to have students apply understanding of the "theme" concept when using some of the OERs found in the unit. An example of this was seen when she asked students to visit <http://thescriptlab.com/screenwriting/story/development/1005-top-10-central-themes-in-film?showall> and then create a list of movies/TV shows that share the same themes. Although this does not directly apply the specific online reading comprehension skills of evaluation, synthesis, communication, locating, or questioning, it does provide a deeper level of application than the often used building of background knowledge or as content support.

Unit Plan Descriptive Data for Misty

Misty is an undergraduate, preservice teacher that created a six-day plan using the novel *The Outsiders* by S.E. Hinton. The goals of the unit plan are for 8th-grade students to gain an understanding of how socio-economics can shape a person's life and how people who feel like outsiders deal with life and the world around them. In addition, Misty plans to have her future students synthesize information and be able to cite and use evidence from the text in their writing. A copy of the Misty's unit plan is contained in Appendix J.

Misty provided a limited number of OERs for her unit plan and did not always distinguish the specific OER hyperlink, keeping that information more general as in writing, "I would show them a PowerPoint as well as a YouTube Video about life in the 1960s" or "I will

then present to them a PowerPoint/Prezi of various headline, icons, and photos from the 1960s.” Due to this, it was difficult to determine specifically how the OER was being used, the 5R accessibility, the digital text type, and other possible themes. As for the SAMR model, Misty primarily used substitution or the level could not be determined due to absence of information.

From the information provided within Misty’s unit plan, it was determined that she used mostly single, digital assets and focused on video and presentations. Although not specific for each day of the unit plan regarding the OERs, she did include on her initial day of the unit a website, <http://www.history.com/topics/1960s>, and an article, “Time, Human Agency, and Social Change: Perspectives on the Life Course.” In addition to these resources, Misty also noted that “other journals from the database” would be implemented as part of the unit assignment for students to create an artistic collage based on life in the 1960s. Although Misty did not specifically describe a research process for her students to follow, she did include the guidelines of the group collage project including how “researchers,” “arrangers,” “recorders,” and “flippers” would work together to create a collage based off the time setting of the book *1960s* or a specific character from the text, *The Outsiders*. Although not directly implicated, it does allude to the use of online reading comprehension strategies of questioning, locating, synthesizing, and evaluating.

Unit Plan Descriptive Data for Rachel

Rachel is an undergraduate, preservice teacher who created a six-day plan using *The Handmaid’s Tale* by Margaret Atwood to analyze the theme of freedom in context. This unit was designed for 11th grade students in an Advanced Placement English Language Composition and will be taught as a precursor to the novel and focus on four subgenres including religious

freedom, political freedom, expressionary freedom and free will determinism. A copy of Rachel's unit plan is contained in Appendix J.

Similar to fellow case study participants, Rachel included mostly digital assets, traditional instruction/learning opportunities, and video or PDF types of OERs. Though Rachel met the substitution level on the SAMR model for a majority of her uses of OERs, there was one instance of augmentation when she planned to use a YouTube video of "slam poetry, titled 'Islamophobia' (<https://www.youtube.com/watch?v=dGLwNq0sVjM&t=2s>) to explore the values of freedom and the subdivisions that fall underneath it. This was a produced video and involved an increased understanding of functional improvement over simple substitution of images or traditional discussing slam poetry and Islamophobia. As this video represents real individuals detailing their feelings about Islamophobia, it gains increased level on the SAMR scale. In addition, Rachel had her students using limited aspects of online reading comprehension except for two instances of synthesis of multi-modal texts.

Two specific elements for the OERs were of particular interest regarding type and choice of primary and secondary documents. Though secondary resources were used over primary documents by all participants, Rachel chose full-text, PDF versions of *Metamorphosis* by Kafka and *The Handmaid's Tale* and viewed them as OERs within the unit plan. These kinds of resources do meet certain criteria associated with educational resources but may fail in the determination as to whether they are truly open. In addition, instead of using a primary source document to review aspects of the 15th Amendment and 19th Amendments, Rachel chose to use secondary sources for each from the Cornell School of Law (<https://www.law.cornell.edu/constitution/amendmentxv> and <https://www.law.cornell.edu/constitution/amendmentxix>). The query of using secondary and/or

primary documents as Rachel did brings forth an important question regarding how participants view the concept of “open” along with the roles of access and accessibility.

Analysis of eTextbook Activity

Summary of Analysis of eTextbook Activity

Participants completed the eTextbook activity which was used as a culminating activity for the research project at the conclusion of the focus group interview conducted on November 21, 2016 (N=6). The focus of the eTextbook activity was to involve the participants in the following: (a) explore and use an ELA eTextbook and reflect on the types of OERs included in the textbook; (b) consider how they would include comprehension strategies in their instruction while using the eTextbook; and, (c) offer their insights on the eTextbook features (all participants had access to an ELA eTextbook, *Mirrors & Windows*, for the Weeks 3-6 during the research study). The eTextbook activity helped answer each of the three research questions (i.e., What are preservice and inservice English Language Arts teachers’ knowledge of eTextbook and how to use it to support students’ comprehension of the text and content knowledge? How do preservice and inservice English Language Arts teachers plan to use OERs to support their students’ comprehension of text and content knowledge? How will preservice and inservice teachers plan to use eTextbooks and OERs to develop their students’ online reading comprehension skills?).

The eTextbook activity included five questions that participants answered while working with the *Mirrors & Window* ELA eTextbook, exploring topics of their choice for Grades 9-12.

The eTextbook activity included the following questions:

1. Would you use the OERs/Media selected by the publisher of the eTextbook as part of your chosen unit? Why or why not?

2. How would you plan to incorporate ERS/media in your instruction and for your students to use or view OERs? What context would you provide to students
3. What aspects of comprehension instruction would you need to include in order for students to get the most out of the content shared via the media?
4. Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?
5. What are your thoughts about the available eTextbook features? Which ones do you think were the most useful, and why?

These questions were provided to participants on traditional paper and collected as the participants completed the activity.

Although many participants were familiar with eBooks, few had experiences with eTextbooks in their K-12 education, and only one noted having used an eTextbook in college level coursework. Although the participants had access to the *Mirrors & Windows* ELA eTextbook for three weeks prior to the eTextbook, only one of the case study participants investigated it on their own time. Analysis of the eTextbook activity for case study participants provided that they had an overall positive experience with using the tool although some navigation issues did occur. Due to the participants' unfamiliarity with the eTextbook, they had to take the in-class opportunity to learn to navigate the eTextbook as they perused it for content and OERs per the eTextbook activity guiding questions.

Participants descriptions of their use of the eTextbook during the eTextbook activity offered a better understanding of how eTextbooks and OERs can be used together to support instructional and learning purposes, including online and traditional reading comprehension. Participants demonstrated their abilities to evaluation the OERs selected by the eTextbook

publisher and shared insights into why they would be useful and how the content would or would not support the story or text they selected. This is an interesting finding as it shows some growth with understanding what constitutes a quality OER and how they can be used to support comprehension since participants had to choose their own OERs for their unit plan. Not only did they discuss what they thought of the publisher chosen OERs, they reflected on how it could possibly be used, with building background knowledge the usually mentioned way to integrate into their instruction.

One reoccurring theme found in the data analysis of the eTextbook activity was the desire to have more time to explore the technology, features, and structure of the eTextbook. Although participants had opportunities to do so on their own, they did not partake in exploration of the eTextbook, writing later that they would need more time to learn how to support their students.

The eTextbook features selected by the participants to highlight or remark on when completing their eTextbook activities were varied. A few mentioned the usefulness of the highlighter, the ability to hear the poem or text being read to the student via the audio feature, and the search features. Although the search feature was noted as a positive in the eTextbook activity, some participants believed it made searching too easy and there was apprehension that students would not read the text and merely search for keywords to answers questions or prompts.

Although participants noted ways that some of the eTextbook features could be used to support comprehension of content from the text (i.e., using the annotation tool to make notes within the digital text, viewing video clips related to the text), none remarked on specific online reading comprehension skills that could be supported using the eTextbook. Misty remarked on the more traditional comprehension strategy of summarizing, and all participants referred to

building background knowledge with the publisher chosen OERs. None considered how they would be able to support their students in evaluating, synthesizing, questioning, communicating, or locating information when using the eTextbook. Table 10 contains a summary of the individual participant eTextbook activities.

Table 10

Summary of eTextbook Activity

Data Source: eTextbook Activity								
Purpose: The purpose of the eTextbook activity was to involve the participants with the following: (a) explore and use an ELA eTextbook and reflect on the types of OERs included in the textbook; consider how they would include comprehension strategies in their instruction while using the eTextbook; and, (c) offer their insights on the eTextbook features (all participants had access to an ELA eTextbook, Mirrors & Windows, for the duration of the research study).								
Participant	Q1: Would you use the OERs/Media selected by the publisher? Why or why not?	Q2: How would you plan for the use, viewing, or instruction of the OER?	Q3: What aspects of comprehension instruction would you need to include for the OER?	Q4: Were the OERs what you expected? Why or why not?	Q5: What are your thoughts about the available eTextbook features?	RQ1: How do PSTs and ISTs understand and plan to use an eTextbook to build comprehension?	RQ2: How do PSTs and ISTs use OERs to support the comprehension of content?	RQ3: How will preservice teachers plan to use eTextbooks and OERs to develop digital literacies?
Patrick	Yes, I would feel comfortable using them as they didn't have too many ads; one did seem dated.	To enhance instruction, to support different learning styles; to guide instruction.	Would want to explore the eTextbook more as it would depend on the lesson. Would want students to have time to explore the materials.	Yes, felt the OERs were a good match for the unit. Would want to think more about how they can be used.	The ability to annotate is useful. Also to pair what the students read with relevant OER's can help students, better understand reading and content.	Would need more time to explore eTextbook and eTextbook features. Annotating the text can support content understanding .	To aid with different learning styles. To enhance instruction and content.	Did not address.

Data Source: eTextbook Activity

Purpose: The purpose of the eTextbook activity was to involve the participants with the following: (a) explore and use an ELA eTextbook and reflect on the types of OERs included in the textbook; consider how they would include comprehension strategies in their instruction while using the eTextbook; and, (c) offer their insights on the eTextbook features (all participants had access to an ELA eTextbook, Mirrors & Windows, for the duration of the research study).

Participant	Q1: Would you use the OERs/Media selected by the publisher? Why or why not?	Q2: How would you plan for the use, viewing, or instruction of the OER?	Q3: What aspects of comprehension instruction would you need to include for the OER?	Q4: Were the OERs what you expected? Why or why not?	Q5: What are your thoughts about the available eTextbook features?	RQ1: How do PSTs and ISTs understand and plan to use an eTextbook to build comprehension?	RQ2: How do PSTs and ISTs use OERs to support the comprehension of content?	RQ3: How will preservice teachers plan to use eTextbooks and OERs to develop digital literacies?
Alice	Yes, would use them.	As part of discussion of the topic.	Support them with accessing and adjusting to the information without getting frustrated.	Yes, she expected a lot of information and felt the OERS would aid myself and Students with content understanding.	Felt the highlighter and search features could be useful, but also pointed out could be a hindrance if used without teacher support.	Would need to support future students with using the features and the OERs in order to support comprehension of content.	As a way to focus on and add to a classroom discussion on the content.	Using and understanding elements of assessing/evaluating information.
Debbie	Yes, the videos were colorful, engaging, and useful.	Supplement understanding and engage in historical context of story.	Would use to support background and context of lesson.	Yes, enjoyed the content and was surprised how it grabbed the user/reader.	Media library, Spanish translations, audio reading, differentiating and standard content.	Features supported aspects of content learning and the ability to learn more.	Building background knowledge. Engage students with historical context of a story.	Did not address.

Data Source: eTextbook Activity

Purpose: The purpose of the eTextbook activity was to involve the participants with the following: (a) explore and use an ELA eTextbook and reflect on the types of OERs included in the textbook; consider how they would include comprehension strategies in their instruction while using the eTextbook; and, (c) offer their insights on the eTextbook features (all participants had access to an ELA eTextbook, Mirrors & Windows, for the duration of the research study).

Participant	Q1: Would you use the OERs/Media selected by the publisher? Why or why not?	Q2: How would you plan for the use, viewing, or instruction of the OER?	Q3: What aspects of comprehension instruction would you need to include for the OER?	Q4: Were the OERs what you expected? Why or why not?	Q5: What are your thoughts about the available eTextbook features?	RQ1: How do PSTs and ISTs understand and plan to use an eTextbook to build comprehension?	RQ2: How do PSTs and ISTs use OERs to support the comprehension of content?	RQ3: How will preservice teachers plan to use eTextbooks and OERs to develop digital literacies?
Isabella	Yes, I chose this unit because of the OERs.	Would use with entire class for understanding of content.	Feels she would need more time to decide what would be needed.	Yes, really liked the choices the publisher made; felt supported and that this resources could be useful.	Liked the graphic organizer, media library, meeting the standards, and differentiated instruction materials.	Felt there were many features and supports for teacher and student. Would love to have access to this particular eTextbook in her school.	To support understanding of content.	Did not address.
Misty	No, I cannot trust the information; there are too many ads.	Would have chosen different OER but would use the History.com resource whole class for support.	Would allow them to use OERs but would want them to seek and find their own to support their knowledge.	No, would have expected the publisher to have better resources.	The search feature (i.e. search for a specific word in the text) was very useful.	Felt the features could be useful.	Addressed need for students to find/use their own OERs to support content knowledge. Did note that one OER could be useful content knowledge.	Noted the need for students to use evaluation skills to find and use quality OERs.

Data Source: eTextbook Activity

Purpose: The purpose of the eTextbook activity was to involve the participants with the following: (a) explore and use an ELA eTextbook and reflect on the types of OERs included in the textbook; consider how they would include comprehension strategies in their instruction while using the eTextbook; and, (c) offer their insights on the eTextbook features (all participants had access to an ELA eTextbook, Mirrors & Windows, for the duration of the research study).

Participant	Q1: Would you use the OERs/Media selected by the publisher? Why or why not?	Q2: How would you plan for the use, viewing, or instruction of the OER?	Q3: What aspects of comprehension instruction would you need to include for the OER?	Q4: Were the OERs what you expected? Why or why not?	Q5: What are your thoughts about the available eTextbook features?	RQ1: How do PSTs and ISTs understand and plan to use an eTextbook to build comprehension?	RQ2: How do PSTs and ISTs use OERs to support the comprehension of content?	RQ3: How will preservice teachers plan to use eTextbooks and OERs to develop digital literacies?
Rachel	Yes, I would use them.	Use to build background knowledge.	Would make connections with the video and the content of the story.	Yes, the videos and clips were anticipated.	Story summaries in Spanish was excellent. Like that it made being a teacher easier.	Helping students draw connections between publisher selected OERs and story/books. Use of summaries to support ELLs.	To build background knowledge.	Making connections, possible synthesis.

eTextbook Descriptive Data for Patrick

Patrick chose the 9th grade ELA eTextbook edition of *Mirrors & Windows* and focused on unit 5, Folk Literature, for his eTextbook activity. Figure 5 displays an image of the unit opening pages Patrick used of the eTextbook. He specifically looked at the texts regarding “Greek Mythology” and his answers to the questions provide considerations regarding his thoughts on publisher chosen OERs, potential aspects of instruction, and the eTextbook itself. Patrick noted that he felt that OERs should be used to “enhance instruction” and as a way to “teach to different learning styles.” He noted that he would explore using them for discussion and by students both independently and in groups. A copy of the Patrick’s eTextbook activity is contained in Appendix K.



Figure 5. Unit 5: Folk Literature

Patrick offered that he would “feel comfortable” using the first two OERs suggested by the publisher but that he would not use the third because there “were far too many ads” and the “video clip seemed too dated even on the subject of Greek mythology.” Patrick’s writing on the topic suggested that he understood the OERs would be an augmentation per the SAMR model and be used to support students’ understanding of content. He wrote, “The OERs for the unit are

appropriate” and “Teachers must ask how the OER/eTextbook will fit into the goals of the lesson/unit” as “Sometimes teachers will find perfect OER’s for their goals and other times they will have to adjust the lesson and/or OERs.” Although not specifically addressed by name, Patrick used aspects of evaluation when considering the usefulness of the OERs selected by the eTextbook publishing company. Table 11 displays the specific OERs the publisher chose for this unit. Patrick addressed aspects of the Achieve (2011) Open Education Resources Evaluation Rubric (see Appendix L) when considering if he would use these OERs and how would use them. Included were: including “Quality of Explanation of the Subject Matter,” “Utility of Materials Designed to Support Teaching,” “Quality of Instructional and Practice Exercises,” and “Opportunities for Deeper Learning.”

Table 11

Publisher Chosen OERs for Patrick's Folklore Unit

Open Educational Resources (OERs)
<i>Echo and Narcissus</i> , p. 669
<i>The White Snake</i> , p. 690
From <i>The Odyssey</i> (Part One), p. 712
VIDEO Mythology in Popular Culture
Brothers Grimm Photography Project
<u>FILM <i>The Odyssey</i> Clip</u>

With regard to comprehension instruction, Patrick believed his practices would vary based on the lesson, the OERs, and “especially eTextbooks.” He noted that there should be “time for students to practice using the technology” and “time after where they can address questions and concerns.” Patrick did not address any of the online comprehension reading strategies such as students evaluating, locating, questioning, synthesizing, or communicating, or

even traditional aspects of comprehension instruction like summarizing, metacognition, or the use of a graphic organizer.

Patrick noted that he “loved” the potential of eTextbooks” but believed there would be problems for both teachers and students in the transition from traditional to electronic texts. When viewing the support features found within the *Mirrors & Windows* ELA eTextbook that could be used to aid comprehension, he thought the ability to annotate was “nice” and noted it to be one feature he would like to use. Overall, he liked the idea that he could “pair what the students read with relevant OER’s can help students better understand reading and content.”

eTextbook Activity Descriptive Data for Alice

Alice’s choice in grade level and unit of the ELA eTextbook edition of *Mirrors & Windows* was not included for the eTextbook activity except for alluding to a “unit 9.” As participants had opportunity to explore grade level eTextbooks from Grades 9-12, the researcher was unable to determine the text that was used for the eTextbook activity. Many of the questions that Alice answered were general in nature but did provide data that could be analyzed broadly. A copy of the Alice’s eTextbook activity is contained in Appendix K.

Alice offered that she would use the OERs included by the publisher in the *Mirrors & Windows* ELA eTextbook as part of a discussion by the class in order to support students understanding of the OER. She did not believe that all students would understand the OER or the purpose for the OER and indicated she would need to supplement their experience via discussion. Regarding how she would use the publisher chosen OERs, she wrote, “I would use it as a method to aid my students in studying for an assessment.” She also believed the publisher’s choice of OERs was useful and wrote, “I expected a lot of information and it was all information that would aid myself and students.” Alice did not provide any demonstration of her

understanding how the OERs would modify instruction per SAMR model. Although limited, her answers within the eTextbook activity did address aspects of evaluating the OERs by considering the “Quality of Explanation of the Subject Matter,” and the “Quality of Instructional and Practice Exercises”

Regarding comprehension instruction that the participant would use in order for students to get the most out of the OER, Alice wrote that she would focus on “the ability to adapt and adjust to new materials without getting frustrated.” Alice did not address any of the online comprehension reading strategies such as students’ ability to question, locate, evaluate, synthesize, or communicate. She also did not address traditional aspects of comprehension instruction like summarizing, metacognition, or the use of a graphic organizer.

The eTextbook included a variety of features to support the comprehension of information. These included the ability to take notes, modify text and page size, search within the text, use audio recorder for notes, annotate within the text, and listen to and hear readings of the text. Figure 6 displays the eTextbook features available for the *Mirrors & Windows* eTextbook. Alice wrote that she felt the features she would use with her future classroom would be “the highlighter and search functions” even though they both “could help and hinder because of a student can easily over highlight something and use a search function as a crutch.” Still she recognized that the search function “can also save time and help you come back to useful information.”

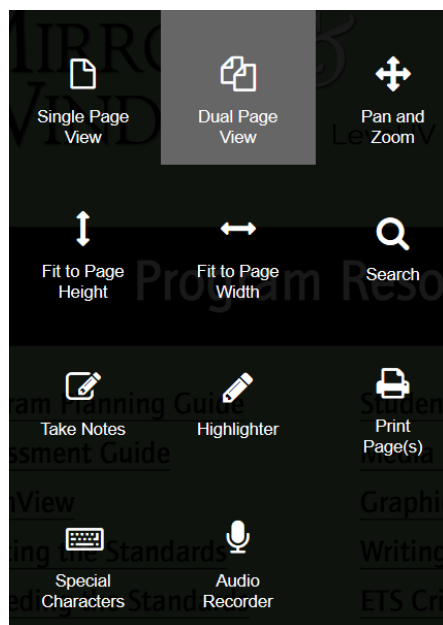


Figure 6. eTextbook Features

eTextbook Activity Descriptive Data for Debbie

Debbie chose the 9th grade ELA eTextbook edition of *Mirrors & Windows* and focused on unit 3, Poetry, for her eTextbook activity. A copy of the Debbie’s eTextbook activity is contained in Appendix K. She specifically looked at the texts for the “Ballad of Birmingham” and also a selection on American sonnets. Figure 7 displays the eTextbook layout for this section of the unit. Debbie explored two publisher-selected OERs (in this case, videos) that were connected to the poems including one from the History.com website on the Birmingham Church Bombings and one on Billy Collins regarding Animated Poetry (<http://www.history.com/topics/black-history/birmingham-church-bombing>).



Figure 7. "Ballad of Birmingham" eTextbook pages

Debbie enjoyed the OERs and stated that the “videos were very colorful and allowed the event to be given life.” Table 12 displays the specific OERs used for this poetry selection. For the *Birmingham Church Bombing* video she liked that “there were also accounts from real people that were there during the bombing and they told how they were affected by the violence.” Regarding instruction, Debbie noted that she would use them as “supplemental resource for viewing whole group then to discuss.” Through Debbie’s reflection we see her understanding the augmentation used per the OER via the SAMR model. She notes bringing the information “to life” this moves it beyond the substitution level but does not address the modification or redefinition part of the model.

Table 12

Publisher Selected OERs for Debbie's Poetry Selection

Open Educational Resources (OER)
Unit 3
Ballad of Birmingham, page 376
Sonnet/American Sonnet, page 426
VIDEO History.com Birmingham Church Bombing
VIDEO Forgetfulness-Billy Collins Animated Poetry

Although Debbie wrote that she loved the OERs, writing that she “was surprised by how enjoying it was (grabbed you in),” she offered limited information on how she would consider using the OERs to support comprehension except to say that she would use it before and during reading of the text and address it in a “historical context.” Coding for how Debbie may have evaluated the OERs using the Achieve (2011) Open Education Resources Evaluation Rubric, the researcher found aspects where she may have used “Quality of Explanation of the Subject Matter” and “Opportunities for Deeper Learning.” Debbie did not mention any online reading comprehension strategies and also did not directly describe any specific traditional reading strategies although she did mention using the OERs before and during reading. Surprisingly, she also did not address a link that was available to her as a feature, a graphic organizer to support the relationship understanding of cause-and-effect displayed in Figure 8. This link is available through the eTextbook as a PDF and was designed to be used specifically with the poem, “Ballad of Birmingham.”

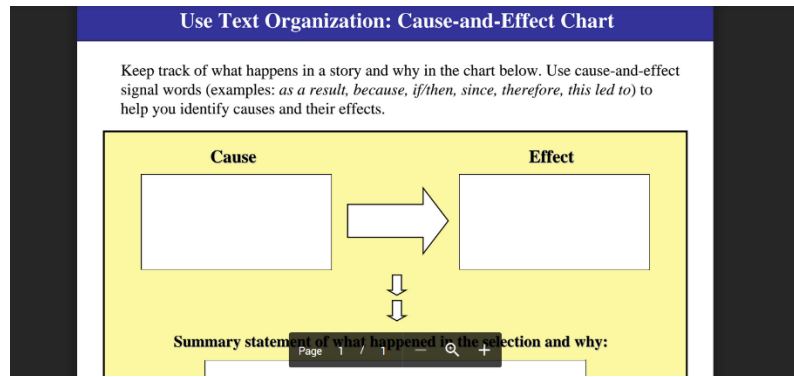


Figure 8. Cause-and-Effect Graphic Organizer

Debbie provided some insights on the eTextbook features she would use. She wrote, "great features!" and mentioned the media library (i.e., OERs chosen by publisher), Spanish translation option, audio reading of text, differentiating and standard content found within the eTextbook. Figure 9 displays some of the specific program resources, including the eTextbook features that are available for the eTextbook. Overall, through her writing, Debbie appeared comfortable and excited about using an eTextbook to support students' comprehension of content.



Figure 9. Program Resource Page

eTextbook Activity Descriptive Data for Isabella

Isabella chose the 10th ELA eTextbook edition of *Mirrors & Windows* and focused on unit 2, Nonfiction, for her eTextbook activity. A copy of the Isabella’s eTextbook activity is contained in Appendix K. Figure 10 displays the beginning pages of this unit related to Elie Wiesel. Instead of focusing on a unit selection of OERs, Isabella chose one specific nonfiction piece of text, the Nobel Peace Prize acceptance speech by Elie Wiesel for his Holocaust novel, *Night*. Isabella, a current ELA teacher, wrote that the reason she selected this unit was “because I wanted to know more about the OER video encountering Auschwitz US Holocaust Memorial Museum” and “because it made me think of the unit on *Night* by Elie Wiesel that I’ll be doing with my students.”



Figure 10. eTextbook Pages Related to Elie Wiesel.

When considering the OERs chosen by the publisher, Isabella felt “better” because she “immediately felt like ‘Oh, I already do/show stuff like this’ and ‘I can do this!’” She did not

relate any specific aspects of evaluating the OERs but seemed to have faith in the publisher making good OER choices and possibly reflecting her own abilities in choosing OERs. Her answer to the questions did not lead to understanding of the SAMR model. Reflecting on the OER and the story/unit, Isabella believed that she would need more time in order to help her students. She did not mention any online reading comprehension strategies and also did not directly describe any specific traditional reading strategies.

Isabella described in her answer to the eTextbook activity that she enjoyed the *Mirrors & Windows* ELA eTextbook and wrote that she “would be very happy if my school used an ebook like this!” She noted that her favorite eTextbook features were the media library, the meeting the standards resource guide, the differentiated instruction resource guide, and the graphic organizers. Isabella included both “Quality of Explanation of the Subject Matter” and “Opportunities for Deeper Learning” per the Achieve (2011) Open Education Resources Evaluation Rubric. This is demonstrated as her choices made for understand the Holocaust more by viewing information on the memorial to support the story of *Night*. Although not directly mentioned for the comprehension instruction question for the eTextbook activity, a specific graphic organizer (see Figure 11) was linked to Wiesel’s speech and included directions on how to support students finding the main idea of a text.

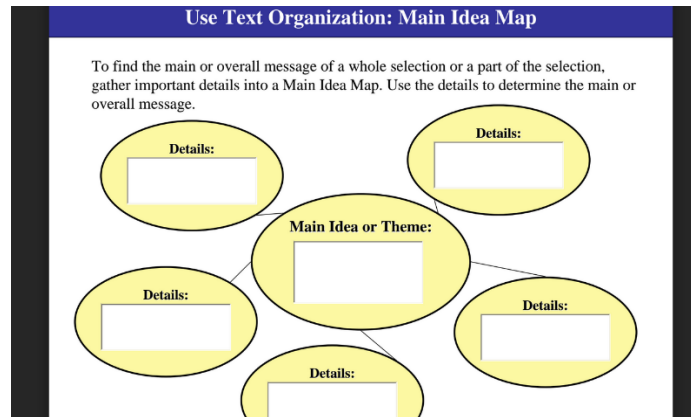


Figure 11. Main Idea Graphic Organizer

eTextbook Activity Descriptive Data for Misty

Misty chose the 11th ELA eTextbook edition of *Mirrors & Windows* and focused on unit 9, Contemporary Era, for her eTextbook activity. A copy of the Misty’s eTextbook activity is contained in Appendix K. Instead of focusing on a unit selection of OERs, Misty chose “Though We May Feel Alone” by Alice Walker as displayed in Figure 12. Although this a brief poem by Walker, it is the beginning of a series of stories by the author. The OER selected by the publisher is a video on the Bio.com website on the author Alice Walker (<http://www.biography.com/people/alice-walker-9521939>).

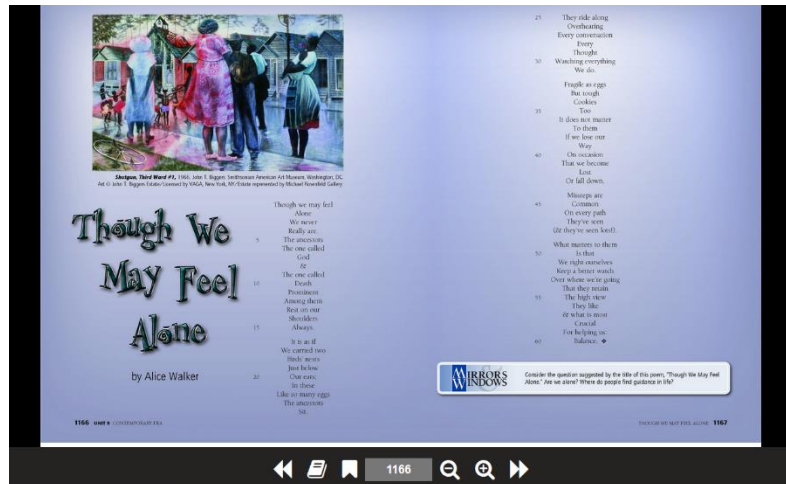


Figure 12. eTextbook Pages for "Though We May Feel Alone"

As Misty described her feelings regarding the chosen OERs by the publisher for the poem, she did not believe she would use it in her future classroom. She described why when she wrote, "...because, though I'm sure the info is accurate, how can I trust it?" She continued that the URL is a (.com) and there are ads for Audible and Modcloth." She reflected that a good resource or OER is one free of ads and wrote that she would choose an OER from PBS or the History Channel. She further elaborated that she may use the OER but would want her students to find another OER from a "scholarly source." This suggested that Misty was evaluating the OER with regard to "Quality of Explanation of the Subject Matter," "Utility of Materials Designed to Support Teaching," and "Opportunities for Deeper Learning" (Achieve, 2011).

In addition, although not specifically described using Leu et al.'s (2011) online reading comprehension description, the goal Misty had (i.e., to have students find their own OER) illustrates the possible use of questioning, locating, evaluating, possibly synthesizing, and communicating. In addition, Misty was considering using the current OERs in the eTextbook to change the goal of the assignment and possibly lead to modification and redefinition of the SAMR model. Misty did not address any traditional comprehension strategies. As a component

of the features of the eTextbook, Misty wrote that she liked them all but believed the search feature, to search within the eTextbook using keywords, would be the one she would like to use to support her students.

eTextbook Activity Descriptive Data for Rachel

Rachel chose the 11th ELA eTextbook edition of *Mirrors & Windows* and focused on unit 5, Early Twentieth Century, for her eTextbook activity. A copy of the Rachel’s eTextbook activity is contained in Appendix K. Figure 13 displays the beginning unit pages from the eTextbook. Although Misty did not address the stories within the unit that she used, the two OERs she did write about connect to excerpts from *The Great Gatsby*, and from the texts “My City,” “Go Down, Death” and excerpts from *Black Manhattan*. The publisher’s choice of OERs for these texts included two videos, one from the History Channel on The Harlem Renaissance and one from YouTube regarding the days of prohibition.



Figure 13. eTextbook Pages for Early Twentieth Century Unit

Rachel thought that the OERs chosen by the eTextbook publishers were good and that she would use the video clips as a way of providing “background information about the setting and culture that the novels (texts) takes place.” She believed they would provide good historical and cultural information for students. She felt especially good about the History.com video on the Harlem Renaissance. This suggested that she was using the videos as a way to augment instruction per the SAMR model and to add to the information in an engaging manner. Although brief, her details on why she would use the videos supported her use of “Quality of Explanation of the Subject Matter” for evaluating the OERs. In addition, she explained that as part of the comprehension instruction, she would discuss aspects of the video clips and connect them with the novel. The OERs would support, but not replace, the lesson. Although discussion was mentioned under considerations for comprehension of content, no online reading comprehension or other traditional comprehension strategies were mentioned. Related to comprehension support, Rachel did note that she found the unit summary, available in Spanish, along with audio of the text, to be a useful eTextbook feature for supporting ELLs. She believes these features could make “my life as a teacher easier.”

Personal Interview Analysis

Summary of Participant Interviews

One-on-one, personal interviews were conducted to obtain a detailed and personal understanding of the constructs of the study (N=6). Participants were audio recorded on an MP3 recorder or computer captured with Screencast-o-Matic software via Google Hangouts. These interviews were designed to explore the more personal thoughts and experiences the participants had as they used and planned with the *Mirror and Windows* ELA eTextbooks and OERs in for their future or current classroom. Initially planned to be conducted in two separate interviews at

the middle and end of the study, participant availability became a factor for scheduling and, therefore, one interview covering both topics of eTextbooks and OERs were conducted for four of the six participants. The personal interviews of the participants helped answer each of the three research questions: (a) What is preservice and inservice English Language Arts teachers' knowledge of eTextbook and how to use it to support students' comprehension of the text and content knowledge? (b) How do preservice and inservice English Language Arts teachers plan to use OERs to support their students' comprehension of text and content knowledge? and, (c) How will preservice and inservice teachers plan to use eTextbooks and OERs to develop their students' online reading comprehension skills?

Participants shared many commonalities in their responses to the interview questions that offered insights into their knowledge and understandings of how to use OERs and eTextbooks in their future or current classrooms. The participants shared many challenges they associated with using eTextbooks in the classroom including lack of understanding of features, desire for more familiar traditional textbooks, and apprehension for what to do when "the technology doesn't work." Themes emerged regarding how participants personally used digital materials, evaluated resources like OERs, and understood the needs of their students when supporting their comprehension development via the use of digital texts and digital tools. Although commonalities existed, some participants were more rigid in their views on eTextbooks and OERs. Some participants believed there was room for both in their instruction, but others held the view that there was limited need for these digital resources.

When considering the research questions for this study, the interviews shed light on what the participants understood and how they planned to use and instruct with eTextbooks and OERs. In addition, they provided some thoughts and considerations for how they would support online

reading comprehension of their students, although this area appeared less developed when articulated within the interviews. When considering the data found to respond to interview questions related to the research question on the use of the eTextbook, one finds both positive and negative explanations regarding personal and future professional experiences with the digital tool. Approximately 50% of the case study participants were excited about using eTextbooks in their future classrooms; however, the remaining 50% showing some apprehension and concern. Those noting apprehensions indicated they would be more secure using a traditional text, noting they were worried about students taking “shortcuts” on assignments and not reading. This was especially demonstrated when multiple participants mentioned the “Ctrl-f” function used on websites and eTextbooks to look for keywords.

Although only half of the participants were excited about utilizing an eTextbook in their ELA classrooms, most did consider ways to include aspects of it in their instruction. Using the eTextbook features, besides the search features, was found to be useful, although few addressed specific ways to use them beyond annotation, audio support for ELLs, and the publisher-chosen OERs. Again, three of the six participants agreed they would consider using the eTextbook in their ELA classrooms, but the majority felt there would be a need for increased technology skills for themselves and their students, along with professional development to get the most out of the materials.

Using OERs in the ELA classroom was looked upon much more favorably by participants than eTextbooks. Still, a majority believed they did not have a good grasp on what constitutes a quality OER and were uncertain about using them in the classroom beyond building background knowledge. Almost all participants, excluding one, used Google search to find appropriate OERs for their unit plan instead of an OER database. When asked how they decided

how to locate the OERs and determine their quality, all participants said they, for the most part, used their own thought processes and did go beyond glancing at the OER rubric provided to them or to evaluate an OER.

The third research question regarding online reading comprehension skills and how preservice and inservice ELA teachers can develop them connected directly with specific questions during the interview. Though online reading comprehension skills were discussed during the in-class presentations, participants rarely addressed them and alluded most frequently to evaluation of OERs, and then only minimally, in the interview(s). The participants did express, when asked to think about their unit plan and eTextbook activities, the ways that the features and content of the digital tools could support comprehension by building background knowledge and allowing the opportunity for summarizing and discussion.

Personal Interview Descriptive Data for Patrick

Patrick's interview took place in UCF College of Education in the ED315R meeting room and was recorded via a MP3 recording device. Initially the interviews for participants were planned to be conducted on two separate dates/times, but many participants could only meet once so the interview protocol was condensed into one interview. A complete interview transcript for Patrick is contained in Appendix M. Patrick's interview sessions were planned to be separate to focus on OERs and then eTextbooks but he was unable to complete the second interview. Patrick is working on his M.A in ELA education but his background and degree is in psychology. Overall, he felt the creation of the unit plan for the course was a challenge as he did not have a background in lesson planning. Although he seemed to like and have interest in using OERs for instructional and content support, he had some struggles with writing the unit plan,

stating that “when you have more experience, I’m sure stuff just flows” but that “trying to incorporate OERs and everything it’s just confusing.”

When asked for a definition of OERs in his own words, Patrick said it was “complicated” and defined them as “a freely accessible resource that is online” and that they “help teachers or students with the learning process.” He noted, while discussing what OERs were, that he thought they had to be online but was uncertain and asked the researcher if they had to be online in order to be considered an OER. Patrick said he hoped to be able to use the OERs in his future classroom and could not understand how teachers would choose not to use them in their instruction. Patrick reflected on why teachers should use OERs and stated that since “someone already took the time and effort to kind-of do the work for you; it’s a time saver for one.”

Although Patrick believed he had some understanding of OERs, he did express he was not completely sure of what they were or if they were considered “no cost” or something one had to pay for in order to gain access and use them. He noted his uncertainty of the true meaning of OER by saying, “What an OER is at the end of the day is still confusing.” He related that he just “recently learned that it’s free” and that the ones he would deem good “are probably the ones you have to pay for.”

When choosing OERs for his unit plan, Patrick primarily chose videos and presentations (i.e., Prezis). He noted that he wanted to use the OERs as both the focal point of the lesson and also as a way to enhance the students’ understanding of the content being covered. He said he specifically chose YouTube videos as they “are the easiest OERs and the most enjoyable.” In addition to OERs for viewing, Patrick chose an application that could be used on a tablet and described how it could be used for “brainstorming.” He noted, “...that’s how I would use it; we [can] incorporate digital literacies into the classroom and also kids love that I feel like.” He

described how the tablet and brainstorming application could be used and how it related to the viewing of the movie on “Paper Towns.” Patrick wrote, “...we would have both the movie and the tablet open at the same time and they could just comment on different things...they would be guided with some guiding questions to gather their thoughts.” When considering themes, this supports both instructional support, content support, and organizational support for both student and teacher.

When asked about how the OERs he chose for the unit plan supported students’ comprehension of material or content, Patrick discussed his desire to reach all students on their level and make the material engaging. He described the choices he made on the videos and audios as a way to relate them to background information and also support ESL learners. He wrote, “The video was on the author’s, John Green’s biography I believe, was talking about something related to the theme of identity; I thought that was applicable.” He also observed, “I think if I used an audio, and I’m pretty sure I did, that’s good for ESL students if they can read along.” The choices Patrick made reflected his desire to support content knowledge and student abilities and enjoyment of that content. Ultimately, he did feel he “got lucky” finding some of the OERs as he did not use any of the suggested resources such as OER Commons. He wrote the following:

I went to what I knew, an OER, and I had specific ideas. I definitely knew I was using videos and then I kind of got creative with what I knew. The Prezi, I got lucky and I found it. And then my evaluation process, “is this an OER, it’s free, it’s on the internet and I didn’t make it” so yes, that was my evaluation.

This quotation suggests that Patrick had minimal understanding of why using resources outside of the Google search would be helpful to his inquiry for quality OERs. He admitted as much when he relayed he just wanted to find something quickly and Google was fast.

In regard to themes identified in Patrick's interview transcription, Patrick noted many examples of "substitution" per the SAMR model. His choice of including Prezi's and videos as his main type of OER reflected his singular understanding of how OERs can be a digital asset, but did not reflect his understanding how OERs could be used together to build upon each other for more integrated resources. Patrick described that OERs could be used to motivate and build background knowledge as a way to support students' understanding of content.

Patrick admitted to not referring to the rubric provided to him when reviewing and choosing OERs for his unit plan. He initially did not recall the rubric, but he did say that he remembered it after the interviewer shared it with him again during the interview. After reviewing the rubric again, he stated that he would definitely use it in the future and believed that it "gives you a sense of what you should look for in an OER." He also noted his feelings regarding the 5R framework and the use and reuse of materials, stating that "it's a burden" but reflected that "We have to get more educated on that, especially someone in my position." When looking for themes the primary 5R conveyed, reuse was reflected in the OER choices he discussed (primarily the Prezis and YouTube videos).

As a potential beginning teacher, Patrick acknowledged his confusion of what was legally accessible and questioned if he would get into trouble, and by whom, for using OERs in the classroom. He discussed an understanding he recently gained regarding what "constitutes stealing in a YouTube video" and stated that "I've seen different things that people do for different videos I watch for pleasure and it's confusing...they increase the tempo, or like the sound or the speed of the video and that makes it like not stolen or whatever?" His statements demonstrated his lack of understanding regarding what constitutes fair use and the protections students and teachers have and do not have under the fair use doctrine.

Although Patrick was specifically asked about students' comprehension of content when using OERs, he provided vague answers and did not directly propose using any of the online reading comprehension skills that were presented during class (i.e., creating good questions, locating resources, evaluating resources, synthesizing, or communicating). When specifically asked about the online reading comprehension skill of evaluating OERs he said that

I think that's something I'm going to have to teach them or cover; I don't know how much time I'm going to have to give it...I mean you don't have to spend too, too long just on evaluating OERs; I don't know maybe 20-30 minutes."

Patrick's thoughts on having to provide limited instructional time on teaching his future students how to evaluate OERs were informative, as they offer insights on his understanding and the importance of providing instruction that will support the reading/learning needs of his students related to OERs.

Tables 13 and 14 contain representative interview questions and Patrick's responses related to Research Questions 2 and 3. Patrick was unavailable for the second part of the interview so no interview data was collected regarding eTextbooks. The data in these tables demonstrate how Patrick's answers to the interview questions inform the overall study regarding participants' understanding and usage of OERs for instruction and the building students' content knowledge.

Table 13

Patrick's Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Patrick's Reply	Themes
Define Open Educational Resources (OERs) in your own words.	“OERs are still complicated to me but it’s an Open Educational Resource which means it’s a freely access resource that I believe is online, I don’t know if it necessarily has to be online, that helps teachers or students with the learning process. That’s kind of my take on it.”	Developing knowledge of OERs Questions about ethical uses of OERs
So, what are your thoughts on using OERs in your classroom?	“Well I’m definitely going to consider it. Hopefully I have the means to do so in my classroom but not all teachers are going to be that fortunate. Then we’ll have to adjust if I don’t have.... Does it necessarily have to be online? I don’t know if you can answer that.”	Developing knowledge of OERs Questions about technology/access
Why do you think they’re important or why would you use them?	“They’re already premeditated, like someone already took the time and effort to kind of do the work for you. It’s a time saver for one. It applies to the whole teachers are thieves type of thing. If it’s already been done why not save some time. We’re efficient people.”	Questions about ethical use of OERs
Briefly describe your thoughts on using Open Educational Resources (OERs) in your future or current classroom instruction?	“Well I’ve just heard what an OER is recently so for my knowledge videos, audio, just to, kind of add to the lesson. And sometimes they can even be the focal point of the lesson depending on how good the OER is.”	Developing knowledge about OERs and how to use them in instruction Questions about the quality of some OERs
When you were designing your unit plan you noted certain OERs. Describe how you incorporated OERs into your unit plan.	“Kind of what I just said, sometimes they were the focal point. I’m going to go ahead and assume that a “Prezi,” a presentation, I was able to make that like a large chunk of one of my lessons and then of course just as enhancers too. So I found a video on YouTube, I’m sure most people found YouTube videos, those are the easiest OERs and the most enjoyable in my opinion. And then, from what I’m remembering in my lesson plan, I think I also had an audio because those are the ones I really know at this point.”	Instructional decisions about OERs use in classroom Developing knowledge about OERs and how to use them in instruction
You mentioned the identity chart you retrieved from a website. What was the identity chart, do you recall?	“Yes, so they would write like their identity or the character’s identity and things that relate to their identity like just in little bubbles. I thought it would help, especially ESL students.”	Evidence of OERs use in instruction to support ELLs and ESLs

Interview Question	Patrick's Reply	Themes
So you had them use the tablet to not only to give out ideas but also to comment on other ideas.	“Actually this one, I’m remembering now, that was during we were going to watch a movie on “Paper Towns” was the movie for the book we were reading and I wanted them to engage during the movie so they would comment on tablet. We would have both the movie and the tablet open at the same time and they could just comment on different things, with a purpose. They would be guided with some guiding questions to gather their thoughts.”	Evidence of ways to use OERs to support students’ comprehension of content
Were there any issues or challenges you had identifying or selecting OERs?	“...even with your instruction understanding what an OER is at the end of the day is still confusing. I think I just recently learned that it’s free, I believe it’s free, not paid for, so I noticed that a lot of the better ones, in my opinion, like good ones I would evaluate are probably the ones you have to pay for. So, that is unfortunate.”	Developing knowledge about OERs and how to use them in instruction
Any other challenges you found in identifying them? You mentioned that you were still a little confused. You noticed they’re free but some of the better ones you have to pay for.	“Well you can add that in doing a lesson plan for the first time, yes, everything was challenging. When you have more experience I’m sure stuff just flows, but like trying to incorporate OERs and everything it’s just confusing.”	Instructional challenges involving OERs
How do you feel the OERs you chose for your unit plan supported your future students’ comprehension of material or content?	“If I were actually to use this in class, I already mentioned brainstorming, so it gave them a more enjoyable way to kind of gather their thoughts. The video was on the author’s, John Green’s biography I believe, or was talking about something related to my theme of identity. I thought that was applicable of course. I thought that they could use that to motivate like thoughts again.”	Developing knowledge about how to use OERs to develop students’ content knowledge OERs’ use for student brainstorming on a topic
What other aspects do you feel are important to focus on with OERs regarding areas like comprehension?	“More of a knowledge base of what constitutes an OER would be nice.”	Developing knowledge about OERs Questions about determining OERs
From your knowledge, do you feel that the students you know or work with have the ability to use, comprehend, and evaluate a quality resource?	“I think that’s something I’m going to have to teach them or cover. I don’t know how much time I’m going to have to give that. That’s something I learned through assessment myself and kind of like the students I’m dealing with but I would imagine, I mean you don’t have to spend too, too long just on evaluating OERs I don’t know maybe 20, 30 minutes.”	Questions about instructional decisions regarding OERs Transferring personal skills learned to future or current teaching.

Interview Question	Patrick's Reply	Themes
We also went over in class briefly the 5R framework regarding reusability and permissions of using OERs. What are your thoughts?	“Honestly, I hate that we have to do that. It’s a burden. We have to get more educated on that, especially someone in my position. I keep hearing, like it reminds me of plagiarism. I understand but at times it takes away from more significant things to me.”	Questions about ethical uses of OERs
Do you have anything else you’d like to share with your thoughts on OERs, Open Educational Resources, in terms of future instruction or anything else?	Just that you actually introduced it to me, just the concept. Like we were all using these, we were. But now I know there’s a whole lot of people studying this concept.	Developing knowledge about OERs

Table 14

Patrick's Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers Planned Use of eTextbooks and OERs to Develop Students' Online Reading Comprehension Skills

Interview Question	Patrick's Reply	Themes
How do you feel the Open Educational Resources (OERs) you chose for your unit plan supported your future students' comprehension of material or content?	"If I were actually to use this in class, I already mentioned brainstorming, so it gave them a more enjoyable way to kind of gather their thoughts. The video was on the author's, John Green's biography I believe, or was talking about something related to my theme of identity. I thought that was applicable of course. I thought that they could use that to motivate like thoughts again."	Developing knowledge about how to use OERs to develop students' content knowledge OERs' use for student brainstorming on a topic
What other aspects do you feel are important to focus on with OERs regarding areas like comprehension?	"More of a knowledge base of what constitutes an OER would be nice."	Developing knowledge about OERs Questions about determining OERs
From your knowledge, do you feel that the students you know or work with have the ability to use, comprehend, and evaluate a quality resource?	"I think that's something I'm going to have to teach them or cover. I don't know how much time I'm going to have to give that. That's something I learned through assessment myself and kind of like the students I'm dealing with but I would imagine, I mean you don't have to spend too, too long just on evaluating OERs I don't know maybe 20, 30 minutes."	Questions about instructional decisions regarding OERs Transferring personal skills learned to future or current teaching.
We also went over in class briefly the 5R framework regarding reusability and permissions of using OERs. What are your thoughts?	"Honestly, I hate that we have to do that. It's a burden. We have to get more educated on that, especially someone in my position. I keep hearing, like it reminds me of plagiarism. I understand but at times it takes away from more significant things to me."	Questions about ethical uses of OERs
Do you have anything else you'd like to share with your thoughts on OERs, Open Educational Resources, in terms of future instruction or anything else?	Just that you actually introduced it to me, just the concept. Like we were all using these, we were. But now I know there's a whole lot of people studying this concept.	Developing knowledge about OERs

When reviewing Patrick's interview data, specific answers provide insights for Research

Questions 2 and 3. For example, his answers for many of the interview questions reflected how

he plans to use OERs in his instruction and suggests a developing knowledge of how to choose and incorporate them into his instruction. Although Patrick has a basic knowledge of what constitutes OERs and how to use them to support students' comprehension of content, his answers reflect the desire to know more about them, including how to evaluate them, confirm ability to use them, and find the "best" ones for his students. Overall, Patrick held a positive sentiment for OERs and their use in supporting students' knowledge on specific content during instruction.

Personal Interview Descriptive Data for Alice

Alice's interview took place at the UCF College of Education in the ED315R meeting room and was recorded via a MP3 recording device. Initially the interviews for participants were planned to be conducted on two separate dates/times but many participants could only meet once so the interview protocol was condensed into one interview. A complete interview transcript for Patrick is contained in Appendix M. Alice's interview session was completed during one time slot as her schedule could not be accommodated for two separate dates/times. Alice was working on an elementary education Bachelor of Science degree but hopes to teach sixth grade ELA. During the preliminary part of the interview, I learned that Alice is in her sixth year of college, holds an associate's degree, and hopes to graduate by spring 2018. She has few experiences in the K-12 classroom besides her own as a student.

When asked for a definition of OERs in her own words, Alice said it was "a resource we could use that was online-based, or anything that wasn't directly assigned from the textbook for that class." She expressed concern when describing how she and others used OERs for the unit plan assignment, noting that "I'm not entirely sure we did it right because we had to include one with each [lesson plan] and we did but a couple of them were like ideas off Pinterest and

YouTube clips and, you know, different websites.” When asked if she would use OERs in her future classroom, she reflected on her unit plan and said, “I could see myself using them in class because you know YouTube helped a lot; Pinterest helped a lot.”

When choosing OERs for her unit plan, Alice shared that she chose them based on “just by thinking of things I’ve seen already.” When asked to elaborate, she said “I took a theme and if I used a video trying to think what have I seen where this theme has been portrayed in a different TV show, or music video, or anything like that.” Alice’s description of how she found her OERs appeared to be based more on prior experience than a particular criterion or framework; she said that for the most part she used Google for her searches. Alice focused on including YouTube videos and ideas from Pinterest and was concerned with if she was “overly using” them in her planning. When asked to describe any challenges she shared, “The biggest issue I had was feeling like I was doing the same thing over and over” and that it “was becoming kind of redundant and I wasn’t sure if that was going to penalize me.”

Although Alice’s answers reflect some uncertainty for effectively choosing OERs, she did put much consideration into how her OER choices would benefit her students’ comprehension of content for the book she chose for her unit plan, *The Uglies*. When asked about how the OERs she chose would support comprehension of the material for her future students, Alice provided insights into her thinking, noting that “...I always felt like being able to see the things I read, you know, seeing it somewhere else always made it a little bit easier.” Reflecting on *The Uglies*, her chosen book that she focused on in her unit plan, the themes of beauty, identify, and individuality were explored. Alice chose a specific YouTube video to help students explore these themes and shared why, explaining that

...when talking about creating the perfect society with that ‘Twilight Zone’ episode you would see how someone else took that because I looked at the clip from back in the 60’s

when that clip first came out. You think about how things are different in the 60's from how they are now and you think about what happened in the book where at the age of 16 you're allowed to go and create the perfect space within society and to see how it worked for them in different places. And you ask them, like do you think it did work after seeing how it didn't work here and it didn't work there?

Alice's thoughts regarding the connection between the Twilight Zone YouTube video and the novel demonstrated her understanding of how she will use OERs to support students' comprehension of content and her developing knowledge of how to incorporate them into instruction.

Although Alice was asked about online reading comprehension she did not address the skills directly. With regard to OERs, she did believe that students need to have an "understanding of how to use the OERs properly" and acknowledged that "for some students it will be a distraction." When asked to elaborate, Alice noted that OERs can contain so much information that it's hard to "distinguish what you're going to need and what is just the filler." Regarding her own use of OERs for instruction, Alice did not use any of the rubrics or frameworks presented during the class by the researcher. She noted that she chose the OERs based on the theme and what she considered would work to help her students connect with the literature.

At the end of the third week of this research study, students were sent logins and passwords to the *Mirror and Windows* ELA textbooks for high school students and encouraged to explore the materials. A brief presentation on the eTextbook features was provided during class time and the researcher demonstrated how to access them within the *Mirror and Windows* website. Alice's responses to navigating and exploring the provided eTextbook were mixed. She noted that the eTextbook "was very hard to navigate" but also noted that she "needed a couple of days to kind of play with it before I started looking through it for real." Overall,

throughout the interview, she appeared apprehensive about using the eTextbook in her future classroom.

Alice's experience with the *Mirror and Windows* eTextbook seemed limited, but she expressed many times that she would not choose to use it in her future classroom. She noted her concern for students using the eTextbook, stating that "I know how I tried to maneuver through that textbook and got stuck on one page the whole time so I can't imagine what my students would go through." Inability to successfully navigate the *Mirror and Windows* eTextbook represents a common theme found throughout Alice's interview and magnified her feelings of frustration with using the eTextbook. After further discussion, and the mention of the learning curve for learning new things, she did say, "I probably wouldn't incorporate it into my classroom until I could sit down and know I knew what I needed to do with it." When asked how she would feel if it was mandated that she use an eTextbook in her classroom, she stated, "I'd suck it up and I would use it... I would literally sit on the phone for a couple of days with my friend and say 'Come on, we have to figure this out.'"

When considering using an eTextbook, Alice expressed she would prefer to use more novels and not a specific textbook. She also noted that she would prefer using a traditional textbook rather than an eTextbook in her future classroom and that she would prefer the eTextbook be supplemental, not the primary text for instruction. When asked to explain why, she reflected on her own learning experiences and noted the following:

I feel I'm one of those people who would prefer to read through a physical textbook...I like to look through textbooks. I like to be able to look in the glossary and look in the index. That's why that last one [textbook] drove me crazy. And I guess it's because I've spent my whole educational career looking through physical textbooks. I feel I would just use the eTextbook as supplemental because I feel you have to do a little bit more work when you use a regular textbook and I feel the work ethic, the work that comes out of it is a little bit better because you're not just hitting 'control find', you're actually looking for a word.

This reflects how the background of teachers and their experiences transfer to their instruction. It also suggests the need for training both teachers and students on how to effectively use and instruct with this type of learning tool. Although this participant would be considered a digital native, growing up in the world of computers and technology readily used in her everyday life, there are still aspects of learning that remain traditional. The transition to using eTextbooks, as with many learning tools, represents a change not only in gaining access to the tool, but also practice using the tool in an effective manner for both teachers and their students.

As with many traditional textbooks, eTextbooks often offer a variety of features that can be used to support students in both accessing the text and understanding the content contained in the text. Alice believed that many of the features could be considered a digital distraction. When asked about the audio and highlighting features of the *Mirrors & Windows* eTextbook, Alice reflected on her own learning style and said, “I feel like if it reads the text to you that might not be as helpful because, like, I’m someone who can listen to music, watch TV and do homework at the same time, but I can guarantee you I will not hear what’s going on the TV” and “being able to annotate and take notes and stuff, that would probably be a lot better if you’re a good note taker;” my note taking is terrible...I’d have the whole thing highlighted.” Her concern about the features being a digital distraction provides insight as to why she is apprehensive of using an eTextbook in her future classroom. Alice did express that some of the features of the eTextbook, those specific to activity pages aligned with the stories, would be use useful in supporting student’s comprehension of content. As her time exploring the provided eTextbook was limited, an increased experience with the eTextbook, along with training on how to incorporate it in instruction, may allow for a better understanding of how the features can assist students’ comprehension of content and understanding of materials.

One feature found within the *Mirrors & Windows* eTextbook were links to publisher-chosen OERs. When asked if she would rather choose her own OERs or have them provided to her or her students directly from the publisher, Alice said that she would like them to be supplied to her. She elaborated by saying, “If they were already there, I think that it would be pretty easy because I feel like the company is not going to include an OER that’s not pertinent to what you’re doing if it’s mixed in with a specific chapter.” Although Alice was not keen on using an eTextbook as her primary instructional tool, she did appear to have confidence in quality OERs chosen by the publisher. When asked if she felt that her students could successfully find their own OERs to support their comprehension she stated, yes, “if they know what they are looking for.” Alice reflected on her own search for OERs for her unit plan and said,

If they’re looking for the theme of beauty standards and to understand what is beautiful, they would have to know, to be able to think of what a beauty standard is in today’s society, what they would consider to be a beauty standard...i they want to find some kind of example to use with their own project they would have to know what they were looking for.

Tables 15, 16, and 17 contain representative questions and answers related to each of the three research questions that guided the study. The data in the tables demonstrate how Alice’s answers to the interview questions inform the overall study regarding participants’ understanding and usage of eTextbooks and OERs for instruction and the building of her future students’ content knowledge.

Table 15

Alice's Interview Responses and Themes for Research Question 1: Preservice and Inservice ELA Teachers' Knowledge of eTextbook to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Alice's Reply	Themes
What were your thoughts, overall, on using the eTextbook?	<p>“It was very hard to navigate. I needed a couple of days to kind of play with it before I started looking through it for real.”</p> <p>“If I had more time to look through it I would definitely use something like that because my Mom use to buy me a lot of computer stuff for schoolwork and stuff when I was younger. Like I had something that went with every grade, a program, and I liked that. Like my Mom got me a thing to teach me how to type when I was in high school, like teaching myself how to type.”</p>	<p>Personal concerns with eTextbook navigation</p> <p>Unfamiliarity with eTextbook</p> <p>Expressed need for practice and experiences with using eTextbooks</p>
For your future classroom would you ever want to use any eTextbooks?	<p>“Probably not.”</p> <p>“No, because I know how I tried to maneuver through that textbook and got stuck on one page the whole time so can't imagine what my students would go through.”</p>	<p>Navigational concerns with eTextbook</p> <p>Unfamiliarity with eTextbook</p> <p>Transferring personal skills learned to future or current teaching</p>
Do you have fears or worries that your students would become overly reliant on certain tools, like control-find, if you had an eTextbook and you used it in the classroom?	<p>“Yes. Because it would be easier. I feel it would be easier to ‘control find’ and search through the book than actually have to sit down and read the actual content.”</p>	<p>Considerations for eTextbook instruction</p> <p>Concerns about the impact of digital distractions on student learning</p>
How does using eTextbooks support comprehension of content? You mentioned the activity pages.	<p>“I do think the activity pages they have on there because you would have to know what you are looking for to do it. And I think any kind of activity, any kind of assessment would be helpful.”</p>	<p>Instructional decisions about eTextbook use in the classroom</p>
Do you find that publisher's OER choices useful or would you rather go out and find your own OERs to support content knowledge?	<p>“If they were already there I think that would be pretty easy because I feel like the company is not going to include an OER that's not pertinent to what you're doing if it's mixed in with a specific chapter.”</p>	<p>eTextbook/OER connection of content</p> <p>eTextbook features capabilities to support students' comprehension of text</p>

Table 16

Alice's Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Alice's Reply	Themes
Define Open Educational Resources (OERs) in your own words.	"From what I gathered it was a resource we could use that was online based or anything that wasn't directly assigned from the textbook for that class."	Developing knowledge of OERs
Overall when you think about Open Educational Resources what are your thoughts on using them in your future classroom?	"Well we used them for the unit plan. I'm not entirely sure we did it right because we had to include one with each and we did but a couple of them were like ideas off Pinterest and YouTube clips and you know, different websites. And, if that's what it is I could see myself using them in class because you know YouTube helped a lot. Pinterest helped a lot. So I think I could use them and I think they would be good because you know it would break up the monotony of reading out of a book."	Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction
Describe how you used the OERs in your unit plan.	"One theme in the book is about beauty and appearance. so I used a clip from the 'Twilight Zone' and the episode of the odd parents, because the little boy wishes that everyone looks the same, and even if everyone looks the same there are still people who think they look better than everyone else, likes themes of beauty and creating the perfect society."	Instructional decisions about OERs use in classroom Developing knowledge about OERs and how to use them in instruction Developing students' comprehension of content
When you were working through the OERs did you find any challenge identifying what you wanted or what you needed?	"Not really. I think the biggest issue I had was feeling like I was doing the same thing over and over. Like I think I used two different clips from TV shows and I think I used Pinterest a couple different times and it felt like I was doing the same thing over and over. It was becoming kind of redundant and I wasn't sure if that was going to penalize me. Like you might think 'oh, I didn't want her to use the same thing over and over again'."	Developing knowledge of OERs Determining quality of OERs to support content
Regarding the OERs you selected for your unit plan how did you feel it supported the comprehension of the material for your future students?	"I was always a big reader when I was younger and I always felt like being able to see the things I read, you know, seeing it somewhere else always made it a little bit easier when talking about creating the perfect society with that 'Twilight Zone' episode you would see how someone else took that because I looked at the clip from back in the 60's when that clip first came out. You think about how things are different in the 60's from how they are now and you think about what happened in the book where at the	Evidence of ways to use OERs to support students' comprehension of content Developing knowledge about OERs and how to use them in instruction

Interview Question	Alice's Reply	Themes
	age of 16 you're allowed to go and create the perfect space within society and to see how it worked for them in different places and you ask them like do you think it did work after seeing how it didn't work here and it didn't work there."	

Table 17

Alice's Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers' Planned Usage of eTextbooks and OERs to Develop Students' Online Reading Comprehension Skills

Interview Question	Alice's Reply	Themes
Do you feel that they will have to deal with that information in any special way with regard to it being online?	"As long as they have an understanding of how to use the OERs properly it shouldn't be a problem but I do feel that for some students it will be a distraction because I know me and I get distracted very easily. I'll be doing homework and I'll be watching something on TV or talking on the phone or listening to music and that's how it ends up stretched across three days and I'm still trying to get it done on time."	Developing knowledge about OERs and how to use them in instruction
And, when you said "use them for Open Educational Resources (OERs) properly," what did you mean by that?	"Because there is so much information distinguish what you're going to need and what is just the filler. By being able to understand that yes, all of this can be useful but knowing not to highlight the entire page."	Technical challenges involving OERs Developing students' online reading comprehension skills
If you go on YouTube, which I know you're familiar with, you found video of TV shows. Who put that up? Is it copyrighted? But we're using it as teachers. What do you think of that?	"I can understand why it could be a problem, just because, I think it would more so depend more on what it was. Like a TV show I don't see that as being as much of an issue because everyone watches TV. So everyone sees them on TV. But if they had like a video somebody took the time to edit out themselves I think that would be a little bit more fine line because I wouldn't want to take someone else's work and put it online and use it as my own without permission because that could, because people work hard on their stuff. But I feel like a TV show, like I found a million different clips of that show on the 'Twilight Zone' on YouTube, but one person's video is the only video that's out there."	Developing knowledge about OERs Questions about determining OERs

Alice's interview data provides valuable information for each of the research questions within this study. Themes identified within her answers offer insights regarding how she views using OERs, eTextbooks, and online reading comprehension skills in her future classroom. For example, her answers for many of the eTextbook questions demonstrated her unfamiliarity with the eTextbook features and structure and provided good information regarding how she would prefer not to use the eTextbook but acknowledged the usefulness of some of the features. Her inability to consider ways to use the eTextbook, along with her thoughts on the need for more time to practice and explore the learning tool, was a significant finding representing the needs some preservice teachers have when using these types of tools. .

Alice's answer for how she would use OERs in the classroom was a bit more elaborate and descriptive. Her description of how and why she chose certain OERs for her unit plan provides insights on not only the criteria she used or did not use but also the processes of how she connected her OER choices to the novel and objectives of the unit. Within her choices for OERs, one also sees that she has limited knowledge of how to use or support the use of online reading comprehension skills of her future students, as she mentioned no direct understandings of the processes needed for instruction in that area.

Personal Interview Descriptive Data for Debbie

Debbie's interview took place online using Google Hangouts and was recorded using Screencast-O-Matic software. Initially, the interviews for all participants were intended to be conducted on two separate dates/times, but many participants, including Debbie, could only meet once; thus, the interview protocol was condensed. Appendix M contains Debbie's complete interview transcript. Debbie was working on her elementary education Bachelor of Science degree with a minor in English Education. Debbie was currently completing her second

internship in Orange County Public Schools located in central Florida and planned to graduate during the semester this research study was conducted, fall 2016. She hoped to start teaching in an elementary grade classroom but planned to switch to a middle school ELA classroom and someday teach Advanced Placement Literature.

During the OER portion of the interview, Debbie defined OERs as “a resource that would allow a teacher or student an understanding of the content in which they’re learning.” She acknowledged that she would use OERs as supplemental support of the content and emphasized their use to work best as “anticipatory sets and as a background knowledge base.” Debbie noted that she would use OERs in her future classroom but would prefer they be provided to her as pre-designed and/or collected lesson plans. Debbie said that she would consider adding in her own OERs to a lesson, but “only if I were creating my own lesson plans from scratch or 100% on my own....otherwise I think I would be more prone to use things that were already provided for me.”

When asked about her choices for OERs in designing her unit plan, Debbie noted that she focused on ways to support the material of her chosen novel, *Noggin* by John Corey Whaley, with OERs that would focus on the themes, characters, and setting of the book. She offered specific details explaining the process she went through for choosing OERs for the unit plan including the following:

I started to look for OERs and I was trying to find the ones that fit based on what I was doing at the time. So I wrote my unit plan and, I think, I wrote it for 5 or 6 days. And then I went back and read the lesson for what it was I was doing that day, what was going on in the chapter at the time, or whatever the point of the book or the theme that I was trying to convey. And then, what I did was, I went to look for OERs that would help get the point across. I did this more so later than looking as I went... I waited and kinda reflected on it.

When describing where she found the OERs for her unit plan, Debbie noted that she used the Creative Commons website to search for images to “introduce what the theme meant” along with

providing background information on the state of Missouri, the setting of the story. Overall, Debbie's OER choices were used to support in-depth understanding of the content covered in the unit plan.

During the interview, Debbie provided detailed reflection on her choices for some of the chosen OERs and shared the connections she made between the novel and the supplemental resources. She offered the following thought process regarding the OER videos she chose and how they relate to the unit plan:

...the novel is about a boy named Travis Coates who has a deadly cancer. And so what they agreed to do, they do a surgery...and it's going to be medically awesome. So they cut off his head and they preserve his head. Then another boy, named Jeremy Pratt, they cut off his head because he also has a brain tumor and they saved his body and then they attached his head to the other body. And so it was kind of like a, you know, what do you call them....speculative fiction. It was speculative fiction. I paired it with the classic text *Frankenstein*; I know I used like *Frankenstein* OERs. A couple of videos on YouTube like who *Frankenstein* was, the story of *Frankenstein*, so that students would be able to understand it if they couldn't understand the classroom text.

Debbie elaborated further and stated that her choices for the OERs were based on the need for her future students to understand the content at such a level that they would be able to have a deep discussion on the topic(s). Debbie's choices for using *Frankenstein* YouTube videos and classroom discussion provided insights into her instructional decision making processes. It reflected the connections she made, and wants her students to make, with the multimodal text as it related to the novel, *Noggin*, and also encompassed her use of comprehension strategies to support students' understanding of the content.

When considering her future students' development of online comprehension skills, Debbie suggests that evaluation of online information and resources is necessary. When reflecting on her students' needs she remarked that they will need to be able "to discern what information is not good." She explained that students need "to know the different kinds of

resources they can use and if they're reliable.” Although she mentioned evaluation, no other online reading comprehension skills were noted.

Although Debbie admitted to not using the rubric the researcher shared with study participants for selecting OERs for the unit plan, she did address the need for her future students to be able to “discern what information is not good” in looking for quality resources on their own. Although she believed in her own understanding of how to find and choose OERs, she said she would consider using a rubric in the future, and having her students use one too if it was simple enough and not too long or burdensome. Similar to the OER rubric, Debbie did not review the *5R Framework* regarding permissions related to resources found online, but was familiar with permissions in general as a result of knowledge she gained from completing an introduction to technology course in a previous semester. When asked if she would consider using or teaching students about the *5R Framework*, she noted that she would but that it would be dependent on the nature of the assignment. She said,

...if some students are making like a PowerPoint I would definitely give them sites like Creative Commons, but if it's just like them using a picture for something that's going to stay in that classroom, and it's just for like a presentation sake, I don't think I would push it too much.

Debbie also noted that though all students could benefit from understanding permissions of resources found online, how detailed she would be in their instruction on frameworks would be dependent on the grade level of the student. She said, “I feel like the higher up you go it definitely needs to be discussed.”

During the second part of the interview, the focus changed from OERs to using and planning for instruction with eTextbooks. Debbie’s outlook for teaching with an ELA eTextbook in her future classroom ranged from being excited to being conflicted as she had positive experiences with using eTextbooks, but she also had some concerns. When asked if she

would consider using an eTextbook in her future classroom, Debbie reflected on her personal experiences of using one in college for her general education requirements. During a college-level Biology course, Debbie used an eTextbook and stated that it “was very good for looking at side by side information and images” and when doing a “homework assignment you can do the whole “ctrl-f” thing.” Debbie reflected on the ability to have information in different formats inside the eTextbook. She added, “Having a table of contents and being able to just click it instead of just flipping through” was helpful and saved time. Although her experience with the Biology eTextbook was overall positive, she did note that she still believed she learned better when she could write in the text and said that “a pencil in hand while reading just allows me to retain more information.”

Debbie considered if she would like to teach using an eTextbook, and opted against it; she said,

I think I would opt in for an actual textbook only because I feel there's pros to having an actual textbook such as flipping through the pages and reading it and almost, like, having that muscle memory and not just being able to words with ‘ctrl-f’.

She elaborated on her reasoning for this by saying that “I feel that makes lazy readers and lazy students overall; I feel like you should offer that after-the-fact.” Here Debbie specified her apprehension for students to look for key words when reading to answer questions instead of reading the entirety of the text in order to gain a full understanding of the meaning, themes, and ideas/concepts.

Debbie’s experience with the *Mirror and Windows* ELA eTextbook was generally positive, and she noted her surprise at her own pleasure of using the digital tool, saying, “I actually enjoyed it more than I thought I would.” During the eTextbook activity, Debbie worked with a classmate and investigated two side-by-side poems related to the church bombings and

fires in Birmingham in the 1960s, along with related resources provided in the eTextbook.

Debbie noted that she liked the supplemental resources best. She said, “It wasn’t so much that the book wasn’t good but I enjoyed how they supplied you with the extra resources you would need in order to help teach it.” Debbie elaborated by explaining that the publisher-chosen OERs from the History Channel captured her attention more than the poems themselves. She remarked, “We ended up not even reading the poem because we wanted to keep watching several videos about life where the poem originated from; so I thought that was pretty cool about it.”

Debbie reflected that the OERs selected by publisher for this unit on the Birmingham church bombings were good choices. She discussed her instructional decision based on her own knowledge and personal evaluation and judgement of the OER, explaining, “I thought the video was very informative, and students that didn’t know about it would learn a lot about it...more so than just if they were reading an article, per se.” Her statement implied that though she viewed the video as useful for building student background knowledge, she would also prefer a more static OER, such as an article. Overall Debbie liked the publisher-chosen OERs and preferred them over finding them herself. She felt that “it was convenient.”

Debbie did not address any specific online reading comprehension strategies that she would use with the eTextbook besides using the OERs to build background knowledge. When directly asked if she would need any support for integrating comprehension instruction with the eTextbook, she stated,

I don't think so at first; I would have to try it out myself because in my head just thinking through it, I feel like, I would do it the same way if I had a book in front of me.

She also stated that, “if that was not the case I would...because like I said it’s about the student and if I wasn’t teaching them correctly I would definitely want someone to assist me.” She described her expectations for support, noting that she “would want professional development

but not too much though.” She remarked, “I know that there are certain programs set in place that require like teachers that have like eight hours of training; it's crazy.”

Based on her responses, ultimately, Debbie appeared to be open to using eTextbooks in her future classroom but would prefer to start her teaching using them instead of traditional textbooks and then having to switch later to eTextbooks. She stated,

I would be fine although I'm not the techiest person in the bunch; but if I was able to get used to it before just diving right in with my students, and I could just have practice teaching through it and work through any problems or bugs or glitches; I would be able to tell my students how to fix it.

While Debbie believed she could “dive right in,” her biggest concern appeared to be students who do not read the text. She explained, “I wouldn't want, like, my students to be lazy readers; that's like my biggest thing.” She add, “I really am a stickler for doing it the long way, I guess.”

Tables 18, 19, and 20 contain representative questions and answers posed in the interview with Debbie that relate to each of the three research questions. The data in these tables demonstrate how Debbie's answers to the interview questions inform the overall study regarding participants' understanding and usage of eTextbooks and OERs for instruction and the building of her future students' content knowledge.

Table 18

Debbie's Interview Responses and Themes for Research Question 1: Preservice and Inservice ELA Teachers' Knowledge of eTextbook to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Debbie's Reply	Themes
Can you describe your thoughts about using an eTextbook in your future classroom instruction?	<p>"I've used one eTextbook in my life. It was in a biology course during my general Ed time in college. I personally I liked it and I also did not like it. I'm a huge ebook fan I have a Kindle and I buy books all the time and those are actually fantastic. But for some reason when dealing with a textbook I feel as though, for my study habits, a pencil in hand while reading just allows me to retain more information or whatever you want to call it."</p>	<p>Preference for traditional texts in academics. Prior personal experience with eTextbooks. Understanding need for practice and experience</p>
	<p>"But the online text book, err... eTextbook was very good for looking at side by side information and images like the ocean or like if I was doing a homework assignment you can do the whole control f thing."</p>	<p>Developing knowledge of eTextbook features.</p>
When you were using that eTextbook in your biology class, did it have features that you liked besides like the table of contents or the Ctrl-F?	<p>"I know that they would have pictures like where you could click on an image for example and it would blow up for you. That was good. You can zoom in you could do man and that kind of stuff and that was cool for certain kinds of content that we were reading about. I enjoyed that we could highlight even though it was online. That made it easier for when you were reading and you have like a quiz at the end you could go to go back and look up what you highlighted and if it was like definitions or something it was pretty handy."</p>	<p>Developing knowledge of eTextbook features.</p>
Would you feel comfortable, in your future classroom, teaching with an eTextbook with those kind of features?	<p>"...I think I would opt in for an actual textbook only because I feel there's pros to having an actual textbook such as flipping through the pages and reading it and almost, like, having that muscle memory and not just being able to words with cntrl-f. I feel that makes lazy readers and lazy students overall."</p>	<p>Considerations for eTextbook instruction Concerns for learning Digital distractions</p>
When completing your eTextbook activity what were your thoughts on using and working with that eTextbook?	<p>"I actually enjoyed it more than I thought I would. I was working with one of my classmates and which is a look at the unit on I think it was a civil rights. It was like about a church fire and like Birmingham. They had like two poem side by side but the supplemental resources what I like the best. It wasn't so much that the book wasn't good but I enjoyed how they supplied you with the extra resources you would need in order to help teach it. Is like a whole History Channel video and we ended up not even</p>	<p>Considerations for eTextbook instruction Building background knowledge. OER evaluation OER instructional considerations eTextbook/OER connection of content</p>

Interview Question	Debbie's Reply	Themes
	reading the poem because we wanted to keep watching several videos about life where the poem originated from. So I thought that was pretty cool about it. ”	Developing knowledge of OERs
How did the eTextbook support comprehension of material? Do you feel the features and the layout would be conducive to learning and understanding?	“There were like options for there to be like ELL translated text. Modifications and adaptations for different levels of readers or supplemental materials. Videos and audio for emergent readers. I that was cool they had those options for like a like a book.”	Developing knowledge of eTextbook features.
Do you feel comfortable using e-textbooks in your future classroom?	“If I just start with that I feel like I would be more open to it than if I don't. I just feel like I would be, fine although I'm not the techiest person in the bunch. But if I was able to get used to it before just diving right in with my students and I could just have practice teaching through it and work through any problems or bugs or glitches I would be able to tell my students how to fix it. I'm sure I wouldn't have a problem with that as long as like I said I had the ability to not take it away but I wouldn't want like my students to be lazy readers. That's like my biggest thing. I really am a stickler for doing it the long way, I guess.”	Considerations for eTextbook instruction Concerns for learning Transferring personal skills learned to future or current teaching.

Table 19

Debbie's Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Debbie's Reply	Themes
Define Open Educational Resources (OERs) in your own words.	"I would just say like a resource that would allow a teacher or student an understanding of the content in which their learning."	Developing knowledge of OERs
How can OERs be used in a classroom?	"I would use them, if I were using them in my own classroom, more like for anticipatory sets and as a background knowledge base"	Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction Building student's background knowledge
Do you think you will use them in your future classroom? Why or why not?	"Umm, it depends on what I'm already given. I know that a lot of teachers now whose classrooms I've been in they have like a SharePoint or like a database where all the teachers use lesson plans from and kind of like recycling." "Only if I were creating my own lesson plans from scratch or 100% on my own, otherwise I think I would be more prone to use things that were already provided for me."	Instructional decisions about OERs use in classroom Developing knowledge about OERs and how to use them in instruction

Table 20

Debbie's Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers Planned Use of eTextbooks and OERs to Develop Students' Online Reading Comprehension Skills

Interview Question	Debbie's Reply	Themes
What OERs do you recall using in your unit plan?	<p>"I know I used, umm, I used from Creative Commons, I believe it was. I know I used a couple of pictures to introduce what theme meant. So, um, I would ask the student, you know, what kind of feeling was conveyed from this picture or what do you think this talking about and then I related it back to, I guess the same thing in the book kind of thing."</p> <p>"I know I used it, like Frankenstein OERs. A couple of videos on YouTube like what Frankenstein was, the story of Frankenstein so that students would be able to understand it if they couldn't understand the classroom text."</p>	<p>Developing knowledge about OERs and how to use them in instruction</p> <p>Connecting content with OERs</p> <p>Developing student background knowledge</p>
Describe a little bit more how the OERs you selected supported comprehension of material.	<p>"I feel like when students are able to discuss a text then they automatically understand it better because they are hearing it from several perspectives and the only ours that I chose I love the students they have a deeper understanding of what they were reading such as about Frankenstein or,... or where the book took place because there are a couple things in the book were you would just had to have known or have an idea of what Missouri was like."</p>	<p>Building student background knowledge.</p> <p>Traditional comprehension skills</p> <p>Developing students' online reading comprehension skills</p>
What aspects do you feel are important to focus on with regard to OERs and reading?	<p>"To discern what information is not good I know growing up we would be allowed to use like the computer or whatever to get resources for a project. Or be part of like a Socratic seminar and find information to get, like, different points of view. But, just still students need to know like the different kinds of resources they can use and if they're reliable, is a better word for it."</p>	<p>Supporting students with evaluating information.</p> <p>Transferring personal skills learned to future or current teaching.</p>

Personal Interview Descriptive Data for Rachel

Rachel's interview took place in the lobby of the UCF College of Education and was recorded via a MP3 recording device. The session was completed during in a single meeting as her schedule could not be accommodated for two separate dates/times. A complete interview

transcript for Rachel is contained in Appendix M. Rachel was an ELA Education major with no teaching experience who indicated she hopes to teach ELA to 10th-12th grade students. She anticipated graduating with her bachelor's degree in the spring semester of 2017.

Rachel was extremely detailed and enthusiastic during the interview. When asked to define OERs, she stated,

I think it's a wide variety of text, which sounds extremely vague I know, but it's a wide variety of text you can find on the Internet in range from PDFs, which I tend to lean on the most but it can also be a game, which I thought was very read, videos, audios, audio textbooks, as well.

She added, "I really do enjoy OERs and adding them to your classroom lessons." When asked to elaborate, Rachel said that "I think they're important to enhance lessons but they should not be the focus of the lesson" and "I think they're good to help specific learners, like if you have a visual learner who will not use, who won't read like words, you want to give them a video, or you have audio learners and you want to give them like an audio textbook." Rachel's statements reflected her understanding of the role she wants OERs to take in her future classroom.

When asked to describe how she used OERs within her unit plan, Rachel described using many different types of OERs to support her future students' understanding of the themes of freedom and force as a precursor to a unit on the novel, *The Handmaid's Tale*. She stated that for her OERs she primarily chose PDFs of stories and articles that would support students' comprehension of the themes. She also remarked that she found a video of poetry online which was "really rad." Surprisingly, at the end of her answer for this question, she stated, "I think at that point I did not really understand what OERs were, to be totally honest, so I didn't really delve deeper into finding more OERs." Although Rachel, at first seemed excited about OERs, her statement reflected her admitting she did not entirely understand what an OER was when doing her unit plan.

As the discussion turned to the types of OERs chosen for her unit plan, Rachel was asked if she thought she had focused on OERs that would provide content support or instructional support. She stated that “I think I supported myself honestly for my own lesson” and said she asked herself, “What can I add here to make this better, or what poem can I find to exhibit religious freedom better?” In some ways, these answers reflected a need for OERs to act as instructional supports for her as a teacher, but also were a support for students’ understanding of the content and themes, as she focused on OERs that supported students’ understanding of themes. Rachel continued by sharing her thoughts about why she chose certain OERs for her unit and explained that the concepts of religious freedom, freewill, and self-expression were “deeply abstract.” Along with describing the need for choosing OERs with different mediums/modalities, Rachel explained her thorough process for making thematic connections with the resource. She stated, “I want to give them short stories and poems, speeches that they can interact with and understand; so I gave them a short story about the Holocaust, and a YouTube slam poetry on Islamophobia.” Her statements suggested that her choices of these OERs connected well with her focus on the theme of freedom.

Rachel’s confidence regarding her OER choices for the unit plan seemed to be waning when asked about challenges she had when selecting them. She remarked, “I think my own issues at first were I didn’t really quite understand them; I understood textbooks a lot more than OERs.” Her disposition changed when she continued to describe her increased understanding of OERs, stating:

Now I understand OERs a lot better and prefer them to textbooks. I think in the beginning my general understanding of OERs was hindering me from picking them out. I could have easily found like, I don’t know, some clip or some game or something like that on line, something really cool. But, it wouldn’t have clicked to me, oh, that’s an OER.

This statement provides insights as to her still-developing understanding of what represents an OER.

Rachel described the process of finding OERs for her unit plan and noted that she did not use the Creative Commons or other OER databases. Instead, she used Google and stated that, “I just went with what I was comfortable with.” She elaborated on the OER databases, declaring that “I feel if I knew those search engines as well as I knew Google, I would have probably used those search engines, but I didn’t.” Rachel continued to reflect on her choices of OERs, stating, “Sometimes I just stumbled upon a something like, oh wait that is an OER.” Initially, Rachel said she chose many PDFs as she believed the content fit. She added that, if teaching, she would have printed-out and given them {students} a PDF version of every text.” Although her choice is considered to be a low-tech option, it also reflects that Rachel was considering the possible needs of her future students in her instructional decisions.

When asked about what skills or strategies for comprehension would be needed to support students with using OERs, Rachel did not answer the question directly but discussed what she felt was a larger issue, dealing and working with computers/technology in the classroom. She described her concerns by saying, “Well, I think the biggest issue is what will they have to learn to work with a computer first, and the big question is, do they know how to work with a computer?” She continued by reporting that she did not have enough time to deal with helping students with computers. Specifically, she said, “I don’t think it’s my job...I don’t think I’m certified to teach computers because I don’t know anything about computers, honestly.” Her responses convey both an apprehension toward teaching with computers and an uncertainty of what will be required of her in her future classroom regarding computer use.

Rachel stated that she did not use the OER rubric for evaluating and choosing quality OERs for her unit plan. When asked how she chose OERs, she said she just used her own thought processes to decide if they worked or not with her goals for the unit. When asked if she would have her future students use a rubric, she said that she would consider using a much simpler version. She also indicated that if she were to ask students to find their own OERs, she would want to scaffold the search and make it clearer and more to the point. In an impromptu example, she shared that she might ask students to “find an OER on this time period, 1850s to 1870s, and find it on a poem, which is very particular...but have it just beyond this website.”

Upon being told that the researcher was transitioning from the topic of OERs to eTextbooks in the interview, and before being asked the first question, Rachel declared, “I don’t like them; I really don’t.” When asked if this was her general feeling for textbooks in general or if it was specific to eTextbooks, Rachel stated that she liked traditional textbooks because “I feel like in a traditional textbook I can be free as I can just jump around and close it and put it away.” Rachel elaborated on her feelings for eTextbooks noting that “... I don’t think students will read or like them.” She also compared them with OERs stating that, “where OERs are enhancing a lesson, eTextbooks are the lesson and I don’t like that.”

Rachel reflected on her prior experiences with online classes she had taken herself and how the readings and activities were part of the online module. She explained by saying, “...just reading really quick, you skim it, maybe Ctrl F it, you do the assignment, and then you’re done.” Her concern involved students not reading the material and only skimming it or searching for specific points using the digital tool’s find, or search functions. When asked if she believed skimming and scanning were useful skills for a reader to have she admitted that she did, but said,

“...however, there are times when you need to skim and there are times when you need to do your work.”

When asked about the eTextbook activity and access to the *Mirrors & Windows* eTextbook, Rachel shared both positive and negative experiences she had when working with both. About some of the features, Rachel said, “I liked the modifications; that’s nice for users who need bigger text or smaller text.” Although she stated that she liked that eTextbook feature, she also expressed concerns regarding students’ knowledge of how to use the features and whether they would be used when needed. When asked about challenges when using the eTextbook, Rachel stated, “I thought the homepage was rather overwhelming because there was a bunch of stuff on it and just the layout of it is very overwhelming, and that visual sucks.” Overall, she discussed the need for the publisher to change the way the eTextbook was structured, formatted, and laid out.

When asked about how the eTextbook could support comprehension of content Rachel stated that this publisher should be offering hyperlinks, vocabulary support, and more ways to support comprehension than just a regular eTextbook. Rachel also shared her thoughts and feelings about teachers using instructional time to have students use Twitter, Facebook, or other types of social media, even in the pursuit to support comprehension. “A student knows Facebook and they’ll know what that similar Facebook thing is; I don’t think they should use Facebook though because they could (A) go on Facebook in class and go on to their own website or (B) they’ll combine or just adhere their Facebook to your class and you don’t want that to happen.” She reiterated that, “Facebook is leisure, entertainment, social media.”

Tables 21, 22, and 23 contain representative questions and answers that relate to each of the research questions. The data in these tables demonstrate how Rachel’s answers to the

interview questions inform the overall study regarding participants' understanding and usage of eTextbooks and OERs for instruction and the building of her future students' content knowledge.

Table 21

Rachel's Interview Responses and Themes for Research Question 1: Preservice and Inservice ELA Teachers' Knowledge of eTextbook to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Rachel's Reply	Themes
What are your concerns about eTextbooks?	<p>“Where OERs are enhancing a lesson, eTextbooks are the lesson and I don't like that.”</p> <p>“I feel like in a traditional textbook I can be free as I can just jump around and close it and put it away.”</p> <p>“I have more control with the traditional textbook. Or it might be the same. I don't know.”</p>	Preference for traditional texts in academics.
For skimming and scanning do you feel that's a skill all students should have in an ELA high school classroom?	<p>“And the things you read you don't really take in your just reading really quick, you skim it, maybe Control F it, you do the assignment and then you're done.”</p> <p>“Yes, I think skimming and scanning is important and they're not going to be able to, like if you have a document you're really have to read at your work or you have to do something really fast you're going to need to have that ability, so yes, that's important. However, there are times when you need to skim and there are times when you need to do your work. And, if I'm giving you an assignment where you have to do your work and I want you to read it, not all my kids are going to read their stuff and I get that, but I want my kids to read my things and I'm going to take away all the things that will make them cheat. I do it all the time. It's very useful but I don't want them to do it.”</p>	<p>Developing knowledge of eTextbook features.</p> <p>Concerns for learning</p> <p>Digital distractions</p>
Were there any issues or challenges when you were considering how to use the eTextbook content or features that you found difficult?	<p>“I thought the homepage was rather overwhelming because there was a bunch of stuff on it and just the layout of it is very overwhelming, and that visual sucks. That was terrible.”</p>	<p>Concerns for learning</p> <p>Digital distractions</p> <p>Challenges of eTextbooks</p>
When completing your eTextbook activity what were your thoughts on using and working with that eTextbook?	<p>“I actually enjoyed it more than I thought I would. I was working with one of my classmates and which is a look at the unit on I think it was a civil rights. It was like about a church fire and like Birmingham. They had like two poem side by side but the</p>	<p>Considerations for eTextbook instruction</p> <p>Building background knowledge.</p> <p>OER evaluation</p>

Interview Question	Rachel's Reply	Themes
<p>How did the eTextbook support comprehension of material? Do you feel the features and the layout would be conducive to learning and understanding?</p>	<p>supplemental resources what I like the best. It wasn't so much that the book wasn't good but I enjoyed how they supplied you with the extra resources you would need in order to help teach it. Is like a whole History Channel video and we ended up not even reading the poem because we wanted to keep watching several videos about life where the poem originated from. So I thought that was pretty cool about it.”</p> <p>“There were like options for there to be like ELL translated text. Modifications and adaptations for different levels of readers or supplemental materials. Videos and audio for emergent readers. I that was cool they had those options for like a like a book.”</p>	<p>OER instructional considerations eTextbook/OER connection of content Developing knowledge of OERs</p> <p>Developing knowledge of eTextbook features.</p>

Table 22

Rachel's Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Rachel's Reply	Themes
Define (OERs) in your own words.	"I think it's a wide variety of text, which sounds extremely vague, I know, but it's a wide variety of text you can find on the Internet in range from PDFs, which I tend to lean on the most but it can also be a game which I thought was very read, videos, audios, audio textbooks, as well"	Developing knowledge of OERs
What are your overall thoughts on using OERs in your future classroom?	"I think they're important to enhance lessons but they should not be the focus of the lesson. Like I said I think they're good to help specific learners, like if you have a visual learner who will not use, who won't read like words, you want to give them a video, or you have audio learners and you want to give them like an audio textbook or you just have real young learners that would rather use something cool like a game or something like that I think that would engage them more as opposed to traditional standard text."	Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction Building student's background knowledge
Were there any issues or challenges you found specifically for looking for, identifying and selecting OERs through your process?	"I think my own issues at first were I didn't really quite understand them. I understood textbooks a lot more than OERs. Now I understand OERs a lot better and prefer them to textbooks. I think in the beginning my general understanding of OERs was hindering me from picking them out. I could have easily found like, I don't know, some clip or some game or something like that on line, something really cool. But, it wouldn't have clicked to me, oh, that's an OER."	Developing knowledge about OERs Challenges of OERs

Table 23

Rachel's Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers Planned Use of eTextbooks and Open Educational Resources (OERs) to Develop Students' Online Reading Comprehension Skills

Interview Question	Rachel's Reply	Themes
Describe how the eTextbook can support online reading comprehension?	"I think that if the textbook maker would be offering hyperlinks or be offering a key for vocabulary list or like a dictionary, a thesaurus, or like a Word think box, or maybe type in and there's a dictionary and it just gives you that word, or something, that would offer more comprehension than a normal standard textbook. So you can't do that would a normal textbook or the internet, or an ordinary thesaurus, dictionary, translator book. I think hyperlinks are amazing in eTextbooks."	Developing knowledge of eTextbook features. Considerations for eTextbook instruction
How do you feel that you supported, or will support, the comprehension of students with the OERs you chose?	"Well it gives them different platforms to read text. So, strictly speaking on the OERs that I chose it gave them an audio and a PDF version online it could be portable, I don't like to read online, but some other students might. And I would not want to take that opportunity from them. Audio books, I don't like listening to books but other students might need to because they don't have time to read or they need to have that audio while they read. I liked the idea that I found different video clips that gave them actual visuals like they're faced with actual people they can see themselves. I think my lesson plan with the OERs and the variety of texts that I chose, all my texts I would have printed out and given them a PDF version of every text."	Building student's background knowledge Using varied modalities

Personal Interview Descriptive Data for Isabella

Isabella's interview took place in the seating area located on the second floor of the Teaching Academy, next to the UCF College of Education, and was recorded via a MP3 recording device. Isabella's interview session was completed during a single time slot as her schedule could not be accommodated for two separate dates/times. A complete interview transcript for Isabella is contained in Appendix M. Isabella was an ELA Education master's degree student. She was currently teaching ELA to eighth-grade students at a central Florida middle school.

During the OER portion of the interview, Isabella defined OERs as “tools, free and basically legal, that teachers can use to either enhance their instruction or students’ understanding of the concept.” When asked if she does, or if she would use them in her classroom instruction, she noted that she was open to using them but remarked, “I don’t know if I use them correctly.” She described that she uses lots of YouTube videos and shared PowerPoint presentations but still was uncertain if she was “using them correctly.”

When asked how she found OERs for her instruction or unit plan, Isabella noted she used Google and discussed her process. “So, like when I’m teaching ‘theme’ like I did in my unit plan, I literally just searched things to help teach theme and found some jewels I took from websites.” She then added, “I’m still unsure if they’re true educational resources.” She provided more details regarding her selection of OERs, including whether they were for content and/or instructional support, relaying the following:

So the one that I really used I think helped support, I would say, both content and instructional. It is an image that I had that I borrowed from a website about on how to teach writers to develop theme better and I borrowed that graphic organizer. It was like a diagram and I used it to help my students better visually see how an author might do that and then I turned it into a graphic organizer that they themselves analyzed a text using the same visual piece.

She continued to describe other OERs including videos but said she only used the graphic organizer and the diagram in her actual classroom instruction.

When questioned about challenges for selecting OERs, Isabella noted that she found them to be a challenge. At first she attempted to use the suggested online, OER database, OER Commons, but did not find useful results. She remarked, “I wasn’t seeing immediate results for things I could use so I just sort of tossed that research out the door; I started Googling.” Overall, she was pleased with the OERs she found and felt the graphic organizer framed the complex

understanding of theme development for her eighth-grade students. She stated that the graphic organizer supported her instruction for her students' comprehension regarding theme.

Isabella said she did not use the OER rubric directly as she chose OERs for her unit plan but she did try to keep what she learned from the discussion in class in the back of her mind. In addition, she did keep the *5R Framework* regarding permissions as she modified the graphic organizer for her classroom use. She shared the following regarding that process:

I took the one graphic organizer and it was basically just, was intended to be, a visual to help the writer understand how they could make a better theme for their potential readers were they to ever get published. So I took that and I didn't even, there was no way for me to manipulate it, and I took that and created just, in a Google.doc, a diagram that I labeled with some of the same labels that were used on the graphic organizer but left bubbles, left spaces in so the students could fill it in. So I was like well I'm at least modifying it or revising it and that was something I had thought about.

Isabella was the only participant during the study to modify or change any OER to aid her instruction and/or support her students' learning.

Isabella was extremely excited to have access to the eTextbook provided to her in this study. She mentioned many times how she explored the eTextbook on her own time and sought out the resources. When asked about her thoughts of using an eTextbook, she responded, "My school does not require us to use them but I think, that after seeing the example I had seen in this class, the ELA 5646 Class, I think they would be great." She further elaborated by saying

If my school next year decides to go with eTextbooks for ELA, or I move to a different school that uses eTextbooks for ELA, I think I will be excited to use them and I think I will have high expectations that they'll be like the *Mirrors & Windows*.

As the interview proceeded, Isabella continued to speak positively about her experiences with the eTextbook and the eTextbook activity. Isabella focused her interests on stories and literature, within *Mirrors & Windows*, surrounding the Holocaust. She discussed many attributes

within the eTextbook including her experience with getting to know the layout, features, and design.

I think that the media library comes to mind first. I think the reason I liked that the most is because it just provided materials that present information on the topic in a different format that appeals to visual learners. Like there were some videos there and I think that would help my students better understand a text like *Night*, have some visual images in there that they could consider. The graphic organizer would help students organize their thoughts.

Overall, Isabella was highly impressed with the eTextbook and considered not only the literature selections worthwhile, but also the connections within the eTextbook to support content and instruction. When discussing ways the eTextbook could support comprehension instruction better, Isabella liked the idea of having the publisher choose worthwhile OERs that match with the stories and themes. She stated that she needed more time to explore the eTextbook but overall she would have liked more specific information on how to use the publisher-selected OERs with the text.

Tables 24, 25, and 26 contain representative questions and answers that relate to each of the research questions. The data in these tables demonstrate how Isabella's answers to the interview questions inform the overall study regarding participants' understanding and usage of eTextbooks and OERs for instruction and the building of her students' content knowledge.

Table 24

Isabella's Interview Responses and Themes for Research Question 1: Preservice and Inservice ELA Teachers' Knowledge of eTextbook to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Isabella's Reply	Themes
Would you use eTextbooks in your classroom?	“So I think my answer to that more so has to do with what school I’ll be at and what the school’s expectations are for textbooks. For example if I am, if my school next year decides to go with eTextbooks for ELA or I move to a different school that uses eTextbooks for ELA I think I will be excited to use them and I think I will have high expectations that they’ll be like the <i>Mirrors & Windows</i> one that we got to see because that is exciting to me because I really enjoyed looking through that.”	Considerations for eTextbook instruction Preference for eTextbook
What do you think your students could benefit from the most when it comes to the content using eTextbook features?	“I think that the media library comes to mind first. I think the reason I liked that the most is because it just provided materials that present information on the topic in a different format that appeals to visual learners. Like there were some videos there and I think that would help my students better understand a text like <i>Night</i> , have some visual images in there that they could consider.”	Considerations for eTextbook instruction Building background knowledge. OER instructional considerations Developing knowledge of eTextbook features.
Do you feel the eTextbook features and the layout would be conducive to learning and understanding?	“There were like options for there to be like ELL translated text. Modifications and adaptations for different levels of readers or supplemental materials. Videos and audio for emergent readers. I that was cool they had those options for like a like a book.”	Developing knowledge of eTextbook features.

Table 25

Isabella's Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Isabella's Reply	Themes
Define (OERs) in your own words.	"Open Educational Resources are tools, free and basically legal tools, that teachers can use to either enhance their instruction or students' understanding of the concept."	Developing knowledge of OERs
Do you or will you use OERs in your classroom?	"I'm definitely open to using them. I don't know if I use them correctly but definitely interested, you know. I use a lot of YouTube videos. I use a lot of shared power point, but I'm not sure if I'm using them correctly. "	Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction
What are your personal feelings regarding using OERs and eTextbooks in the classroom?	"I think I was having suggestions. And so if we're reading "Caged Bird" and that's in the eTextbook and there's three different links to a video and two other things, maybe to an OER that could be more like I could give extra credit or I could give students who finish early like go to this website and navigate this OER. That would be awesome."	Instructional decisions about OERs use in classroom Developing knowledge about OERs and how to use them in instruction Considerations for eTextbook instruction
What were any challenges you found finding or selecting OERs?	"My biggest challenge, and honestly I didn't have much resilience, I looked at the OER Commons I think initially, searched for and felt I wasn't finding enough results and there were too many things to click for and I wasn't seeing immediate results for things I could use so I just sort of tossed that research out the door. I started Googling. So I think that was my biggest challenge."	Developing knowledge of OERs Challenges of OERs
Thinking about your unit plan how did you incorporate OERs into your instruction and do you think you based them more on content or instructional support?	"So the one that I really used I think helped support, I would say, both content and instructional. It is an image that I had that I borrowed from a website about on how to teach writers to develop theme better and I borrowed that graphic organizer. It was like a diagram and I used it to help my students better visually see how an author might do that and then I turned it into a graphic organizer that they themselves analyzed a text using the same visual piece."	Developing knowledge about OERs and how to use them in instruction Connecting content with OERs

Table 26

Isabella's Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers Planned Use of eTextbooks and Open Educational Resources (OERs) to Develop Students' Online Reading Comprehension Skills

Interview Question	Isabella's Reply	Themes
How do you think the OERs you chose support comprehension of material?	"For me it was I used the OER that I used because it was a graphic organizer that I had never considered or else I would have used it and it just kind of framed such a complex of theme development that I hadn't explained and I don't think the students had seen before."	Traditional comprehension skills
You viewed some of the hyperlinks in the media library when you were doing the eTextbook activity. What were your thoughts on the hyperlinks that were provided to you by the publisher and how would you rate them in supporting comprehension of content?	"I thought I had mentioned the OER video encountering Auschwitz. The thing I liked about that is I had shown my kids like power point with slides from Auschwitz but when I watched a few seconds of the video I watched, I loved that you could see it was like if you were pulling up to Auschwitz and what that would be like."	Supporting students with evaluating information. Building student's background knowledge

Personal Interview Descriptive Data for Misty

Misty's interview took place in the lobby of the UCF College of Education and was recorded via a MP3 recording device. Misty's interview session was completed during a single time slot as her schedule could not be accommodated for two separate dates/times. A complete interview transcript for Misty is contained in Appendix M. Misty is an English major with a minor in English Language Arts Education. She currently works in an after-school program, specifically helping pre-k through first-grade students, and occasionally substitute teaches at the elementary grade level. She anticipated graduating with her bachelor's degree in the spring semester of 2017.

Misty's thoughts on using OERs in the classroom were largely positive, and she seemed enthused when talking about using them in her instruction. When asked for a definition of OERs in her own words, Misty relayed that "OERs are any resource that utilizes technology...anything that doesn't have them [students] just looking at a textbook." Misty further described her thoughts on using OERs in her future classroom by saying, "I would definitely utilize OERs in my classroom" and further justified her thoughts by saying, "I would just want to give them other avenues than what maybe I grew up with learning in the classroom because I think they are so technology heavy right now" and that there are "other routes to allow them to learn on their level" and "keep them engaged."

When choosing OERs for her unit plan, Misty said that she believed there were limited challenges in picking useful resources to use with her topic. She said that "I felt fine with it" and "it wasn't hard." Misty said that she based most of her OER selections on their being "technology-based" and something that was "outside of an online textbook that can be used to help the students." Although Misty did not use the rubric discussed in class, nor the databases suggested for OERs, she did acknowledge that she evaluated the sites based on their type. She noted that she chose OERS that had "edu, .org, and things like that" and that she tried "to stay away from .COM's." This consideration for the type of resource suggests that Misty evaluated the resources for quality. Websites with .edu and .org endings are often deemed as more valid than commercial sites. This demonstrates a level of evaluation related to online reading comprehension.

Misty's thoughts and considerations for using eTextbooks in her future classroom were positive. She noted that she would use them, stating, "I personally like eTextbooks because you have them all in one place; you don't have to worry about a kid saying they left the book at home

and most kids are good about carrying their electronics with them everywhere.” She was open to almost all the text features of which she was aware but noted that digital annotating may be difficult, saying, “I know that like on tablet you can highlight and you can put notes and that...but I also like physical books that you can just write in the margins.” Here Misty was noting the literacy strategy of annotating and also relaying her preference for traditional books. Although she mentioned highlighting on a tablet, she may be unaware of the features used within eTextbooks to annotate both by inputting text (i.e. typing), with a stylus, and/or via audio.

Misty noted some areas of comprehension instruction needed to support her future students such as “pointing out for each of those things what they should be looking for” and determining the “main purpose of the video, picture, or just specific things with each media type.” She did not, however, acknowledge specific types of online reading comprehension skills that would be needed to support students with OERs. She did recognize that the eTextbook itself can “support comprehension because every student is different and it allows them to get the information in the way that they need.” Misty reflected on the features of the text and how one can enlarge it or listen to it and how it can support students’ needs. She did not reflect on exactly how this could be done.

Tables 27, 28, and 29 contain representative questions and answers that relate to each of the research questions. The data in these tables demonstrate how Misty’s answers to the interview questions inform the overall study regarding participants’ understanding and usage of OERs and eTextbooks for instruction and building of her future students’ content knowledge.

Table 27

Misty's Interview Responses and Themes for Research Question 1: Preservice and Inservice ELA Teachers' Knowledge of eTextbook to Support Students' Comprehension of Text and Content Knowledge

Interview Question	Misty's Reply	Themes
What were your thoughts, overall, on using the eTextbook?	"I would use them because I personally, I like eTextbooks because you have them all in one place. You don't have to worry about a kid losing a tablet but losing a book or saying they left the book at home, and most kids are good about carrying their electronics with them everywhere. They don't leave it so the only down side is if they're like oh, it died, I forgot my charger at home or if it gets stolen or something."	Positive attitudes toward using eTextbooks Likes the students' accessibility of content via eTextbooks
Do you feel there's any issues with you using or your teaching with an eTextbook that you find a challenge?	"I think the only challenge would be probably when it comes to annotating and things like that." "Electronically. I know that like on tablet you can highlight and you can put notes and that. But I also like physical books that you can just write in the margins. You can get a book and it can just be full of sticky notes and you can just pull those out."	The challenge of annotating text in eTextbooks Familiarity with eTextbook
What are your feelings on features of the eTextbook? Do you feel that they support comprehension?	"Yes. I think they support comprehension because every student is different and it allows them to get the information in the way that they need. So if they can't see small print they can enlarge it. If they don't necessarily feel like reading it they can listen to it. So I definitely feel it supports each student individually, where before, in the past, it was kind of you get what you get."	Instructional decisions about eTextbook use in classroom eTextbook advantages related to providing differentiated learning supports to students eTextbook features capabilities to support students' comprehension of text
What was your overall perception of the eTextbook features and/or content?	"The specific one I chose, I think, was 11th grade and I liked the content within the book. It was like a lot of historical things and I feel like English and History go hand in hand a lot of times. So I was really disappointed when the one that I chose, the link didn't work, because I wanted to see what the OER was for it."	Instructional decisions about eTextbook use in classroom Concerns about inactivity of eTextbook embedded links

Interview Question	Misty's Reply	Themes
What kind of instruction do you think you would have to provide for your students when using the eTextbook?	“I would definitely go through the eTextbook first and make sure they know how to use all the functions with it and then, I think that’s the biggest thing with the eTextbook. As far as the reading and answering the questions I think they can do that. But as far as the technology part of it, just making sure they know how to use it because they’ll be at home doing it.”	Teacher knowledge of eTextbook as a prerequisite to using it in classroom instruction Instructional decisions about eTextbook use in the classroom

Table 28

Misty's Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content

Interview Question	Misty's Reply	Themes
Define (OERs) in your own words.	"I think the OERs are any resource that utilizes technology. Anything that doesn't have them just looking at a textbook. That's how I view it, anything other than the traditional route."	Developing knowledge of OERs
Describe using OERs in your future classroom.	"I think that because of the way society is moving that technology is the best route. I think that because kids are the way that they are you have to utilize other things that they're interested in. So I would definitely utilize OERs in my classroom. I would just want to give them other avenues than what maybe I grew up with learning in the classroom because I think they are so technology heavy right now. They need other routes to learn on their level almost and keep them engaged."	Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction
When you were designing your unit plan how did you incorporate your OERs into your instruction?	"I did mine on <i>The Outsiders</i> . I believe I used different websites. I know I used like Kahoot!, I think." "Yes, and that one especially they can work on teams. Something like that will make them want to do it."	Instructional decisions about OERs use in classroom Developing knowledge about OERs and how to use them in instruction Developing students' comprehension of content
When you were looking for your OERs did you have any challenges identifying and selecting them?	"I felt fine with it. It wasn't hard. It was just for me to think OER I said okay, technology based, something that is outside of an online textbook that can be used to help the students. So when I took all that it wasn't hard to find something."	Developing knowledge of OERs Determining quality of OERs to support content
How did you go about finding OERs? Describe the process you went through.	"When I was going through my lesson plans I would figure out specifically what the objective was, what I wanted them to learn by the end of that specific lesson and then I would try to figure out what activity they could use for this. And then from there I think I just went and pulled from other things I had done in past teaching experiences or service learnings or things like that. I pulled all of that and looked at the technology things I used."	Evidence of ways to use OERs to support students' comprehension of content Developing knowledge about OERs and how to use them in instruction

Table 29

Misty's Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers Planned Use of eTextbooks and Open Educational Resources (OERs) to Develop Students' Online Reading Comprehension Skills

Interview Question	Misty's Reply	Themes
Did you use any Rubrics when you were deciding your choices for the OERs?	"I just used the processes. I didn't come up with a lot of Rubric. I think the only thing I did was at the end of each lesson I put an assessment and what they had to, the point they had to get from it. But that was really it."	Developing knowledge about OERs and how to use them in instruction Determining quality of OERs to support content
Are there any specific comprehension issues that would come about when it comes to supporting students with comprehension of content when using OERs in an eTextbook?	"Probably pointing out for each of those things what they should be looking for. So a video, like what was the main purpose of the video. Or if it's a picture, just specific things with each media type. Like with a video you don't have to look at the whole video to get understanding of what you need to get."	Developing students' online reading comprehension skills
When you went to Google what were your key words that you used? Did you look specifically for anything specific?	"When I do things like on a research basis I tend to stick with things like EDU, ORG, things like that. I try to stay away from DOT.COM's."	Determining quality of OERs to support content

Case Study Descriptive Data

Focus Group Interview Analysis

The focus group was conducted by the researcher on November 21, 2016 in the Teaching Academy, room 222, during regular class time. The focus group started at around 6:15 pm to give time for all participants to arrive, have refreshments, and get ready to participate. Initially, 11 participants arrived by the start time of the focus group with three additional participants arriving later for a total of 14 participants for the focus group. The focus group lasted approximately 50 minutes and, upon completion, participants completed the eTextbook activity. The goal of the focus group interview was to explore participants' understanding of the use of

eTextbooks and OERs to support students' comprehension of content. The objective of the focus group was for participants to supply to additional thoughts and ideas on the topic of eTextbook, OERs, and online reading comprehension skills in the secondary, ELA classroom. A transcript of the focus group can be found in Appendix M.

After initial discussion on what a focus group interview was and a review of prior class discussions regarding OERs and eTextbooks, the researcher began asking questions of the group. The discussion started with participants sharing their likes and dislikes about OERs. Participants offered a variety of points of view including how they viewed OERs, what they were uncertain of, and how their understanding changed after our class discussions and choosing OERs for their unit plan. One participant described initial thoughts on OERs by saying,

I just thought like there's free books online and there's free text and everything and I wasn't really aware of how expansive it was....I think it's really nice that I feel like there's an OER for every situation; well, kind of, that you could need so that's a really great positive for them.

This statement reflects a change in perception and understanding by the participant regarding what an OER is and represents.

Others noted weaknesses and challenges they found with finding and using OERs in their future or current classrooms. One participant shared that she

used an OER for a homework assignment and I know my kids aren't able to access that OER at home so I think you have to make sure that the kids you're teaching have that service to access at home that you're sending.

Another stated,

I think in like terms of planning, teachers and all teachers have very limited time, the OERs I interacted with really frustrated me and I completely ditched them and then started searching specific things just like I wanted out in the open on the internet. An additional participant also shared her frustration with professional development designed for teachers to integrate and teach technology. She shared that

...they want eighth grade [teachers] to teach them technology to prepare for when they get to high school because last year and the beginning of this year, my grade, we're supposed to take them through a digital literacy course and we basically got our administration to not let us do that because we were like here are all the standard things we need to do so right now we don't have room for it.

All of these expressed challenges reflect participants' understanding of how having access to the Internet, having enough time to explore and investigate play, and having time for professional development are all important for teachers to develop their knowledge about how to use digital tools like OERs and eTextbooks in their respective classrooms.

Participants' responses also reflected their thoughts on the ways OERs can support students' comprehension of content. One participant said, "I found a really cool video game explaining history, and they love history and they love video games, but my fear is that it is really lame for people who love video games like the actual one I found." Another participant shared her experiences with using OERs in her current classroom stating that

...this week I'm using biography.com and I don't know if that's a true OER but we're pulling up videos on (omitted) and how her lived experiences connected to what she has to say in her speech as a woman and that something that seeing the video and hearing people talk about her is an experience.

These participant statements may serve as evidence for (a) why participants chose certain OERs to support their content and (b) their apprehension about not fully understanding what an OER is and if it is effective.

When questioned about their feelings towards teaching with and using eTextbooks in the classroom, the group's responses were mixed regarding the importance of eTextbooks and if they wanted to use them. One participant reflected on how traditional textbooks are quite heavy, stating that using eTextbooks was a smart choice and that for "kids that would use eTextbooks that would be a tremendous help." One participant reflected on the challenges she believed were important when thinking about utilizing eTextbooks in the classroom. She stated the following:

I can't tell you how many times we try to use something on the internet we always have problems. The internet's down or the device isn't working so you can't always plan for something every single day so you have to waste time or you have to improvise. It's frustrating for the teacher and the student. On top of that they have to be on a technological device so we have to minimize distractions and that's hard for an adult to do so for me I think that's the hardest thing. I don't know in the future if there's going to be some technology that's going to block everything else except what you're doing. If that was created that would be really helpful. So the Internet access and the distraction are really the hang up for me as a teacher.

This participant shared many concerns including thoughts on digital distractions, Internet access, and digital/technological issues.

Other participant concerns regarding eTextbooks focused on some basic eTextbook features like ctrl-f, to search for and find keywords. This was noted by more than one participant. A variety of views on the ctrl-f feature were debated in the group discussion:

Participant A: Because even if you ctrl-find what you are looking for they'll have to look for where each work is to figure out if that's an answer to the question so they're still reading and comprehending it. At the same time it's a little lazy because instead of flipping from one page to another you're just looking for words.

Participant B: But doesn't that take away some of the frustrations that students have because I know when I'm looking through my textbook for my literature classes and I can't find what I need for a question I start losing my mind and get really upset because I say 'where is it'. I know I read the same thing somewhere I just can't find it. So even though I agree that skimming, and you really read certain parts and it sticks in your head more so I think it's good for that but I also think that it takes away some of the frustration students have when they can't find that one thing they know they read earlier.

Participant C: I think that's a good thing for mixing the two but still having a classroom set of textbooks like maybe making them do summary games but before they go home they read it so there's not the frustration because they say 'I know I read that' so they've already done the pre-reading.

Participant B: And I think there's also some responsibility on the teacher's part like if you have a homework assignment with like ten questions to not just word it so the students can copy and paste part of the question in ctrl-f and it'll just pop up the correct answer. Now if you're going to be doing that and you're going to be using eTextbooks they can find it and it's now up to you as a teacher to make sure that you are not making it so they can just find that answer and write it in.

Participants' thoughts on the search function were often based on their personal understandings of how eTextbooks work and how the function could be used in their classrooms.

When asked about OERs and if their students would need to be taught how to evaluate them, participants shared various thoughts and ideas. One participant stated, "I think that we're providing them an eTextbook and they're at school or something and you just want them to stick to the textbook then there probably wouldn't be any push to evaluate it." Another participant shared,

I think there is going to have to be a lot of educating of teachers and students because sometimes teachers are going to assume that kids know technology or how to navigate but there are probably going to be classes in addition to these programs.

Although the researcher provided wait time, few others responded to this question.

The discussion about using OERs in the classroom also brought out some thoughts on teaching in general and the roles teachers take on in their classrooms. One participant detailed her feelings about how teaching with digital tools seemed to be the new focus. She said,

I feel there is this line between engaging them but we're not there to entertain them...that's not the point of school and I feel a lot of the voice that I hear there's a push to get them online and get them involved at any cost.

She continued on and reflected, "To me there's a huge cost to getting them involved and I haven't seen it done well." Another participant also reflected on technology and her feelings about what it means to be an ELA teacher. She thought that teachers are too often being asked to integrate more digital tools in the classroom. She stated the following:

You also have to analyze why do you teach? What do the schools teach? And to me, teaching technology, I mean you're teach people to be successful and technology is integral to success in my opinion. Now I see that but I also feel if you're idea is to expand their minds and allow them to speak more critically you kind of have to orient your ideas around like is school a practical step to get or are you firing new pathways in people's minds. I know that can be done with technology. But I just feel like something's being sacrificed.

Another participant discussed her desire to not be burdened with integrating technology into the ELA classroom and her fears that it will be lost on students who need more remediation. She stated the following:

...because for me to engage them in OERs I would have to take the steps to teach them technology and for some of them that would be a complete waste of time. Like I took the Integrated Technology 2 curriculum and they're teaching me how do you use Google Docs? How do you Google Docs for five pairs? So that was a waste of my time. So to take the time to do all of that would waste a lot of students' time and the other students still will not be caught up.

Understanding the participants' dilemmas and ideas surrounding the use of digital tools such as OERs and eTextbooks provided insights into how to prepare preservice teachers and support inservice teachers through professional development, to teach in 21st century classrooms.

When the researcher shared the statement, "I feel prepared to teach with an eTextbook and/or OERs in my future or current classroom," with the participants and asked them to agree or disagree with it, half of the participants either took the middle of the road or indicated they were not prepared. "I feel somewhat prepared, especially with how eTextbook readers are because I've had fantastic eTextbook readers," shared one participant. Another participant stated, "I do know I struggle with time with eTextbooks and PDFs." She continued by saying that

...last night I was doing an exam and I had to look up a quote from a book and I found a million different PDFs of the book and I had it on the Kindle app and I couldn't figure out how to search like the text to find what I was looking for.

One specific point she made focused on the transference of her personal skills/issues with technology and how she viewed supporting her future students. She said, "If I can't figure it out, I can't teach my students how to figure it out, and then we're all going to be sitting there."

When asked if they would prefer to use OERs and eTextbook separately or to use them together, one participant noted that "OERs give a little bit more of life to an eTextbook" and "If I was going to use an eTextbook, I think I would be more apt to use OERs because we have

devices, and I can use some things.” Others believed that trying to find an OER for each day of their unit plan was difficult but did feel they were helpful for enhancing lessons for lower-level students. Others agreed, stating they would prefer the eTextbook publisher find the resources for them and connect it to the literature with the eTextbook.

Tables 30 31, and 32 contain representative questions and answers from the focus group that relate to each of the research questions. The data in these tables demonstrate how focus group responses to questions inform the overall study regarding the understanding and usage of eTextbooks and OERs for instruction and the building of their current and future students’ content knowledge.

Table 30

Focus Group Interview Responses and Themes for Research Question 1: Preservice and Inservice ELA Teachers' Knowledge of eTextbook to Support Students' Comprehension of Text and Content Knowledge

Focus Group Interview Question	Participant Reply	Themes
What are some of the strengths or weakness of eTextbooks?	<p>“So when I was in high school I had a lot of back problems so I wasn’t able to carry around textbooks for every class so I had to make arrangements with each teacher to keep my books in their classroom. So kids that would use eTextbooks that would be a tremendous help.”</p> <p>“I also think it might be beneficial to the school because of some of the books students never return.”</p> <p>“I can’t tell you how many times we try to use something on the internet we always have problems. The internet’s down or the device isn’t working so you can’t always plan for something every single day so you have to waste time or you have to improvise. It’s frustrating for the teacher and the student. On top of that they have to be on a technological device so we have to minimize distractions and that’s hard for an adult to do so for me I think that’s the hardest thing.”</p>	<p>Preference for eTextbooks Considerations for eTextbook instruction Concerns for learning Digital distractions Internet/Digital Access</p>
Are you going to look at your OERs and eTextbook separately or are you planning to use them together?	<p>“I think that OERs give a little bit more of life to an eTextbook. Like if I was going to use an eTextbook I think I would be more apt to use OERs because we have devices and I can use some things.”</p> <p>“I found for some of them I was kind of like stretching that that was comparable to the lesson because we had to include OERs for every lesson. So I felt myself like stretching like ‘yes, this could probably work if I did this and changed that and moved that around’. So like I found a few good OERs for ESL students that I felt helped them a lot. I think it was easier for me to find OERs to enhance students at a lower level then to enhance students learning at a higher level.”</p> <p>“I think I had trouble finding them too because I made my lesson and looked for OERs for most of the lessons because we were forced to. If we have a choice then use it if it enhances the lesson and don’t if it does not.”</p> <p>“Yes, for me was unusual. You don’t need to create six lessons in a row to use an OER. I do use them but definitely not that much. So that was the part for me. I just showed a video yesterday for a plan so I don’t know if I should do another video. I wouldn’t do that unless I needed to for that class.”</p>	<p>Using OERs and eTextbooks together</p>

Table 31

Focus Group Interview Responses and Themes for Research Question 2: Preservice and Inservice ELA Teachers' Knowledge and Usage of OERs to Support Students' Comprehension of Text and Content Knowledge

Focus Group Interview	Participant Reply	Themes
<p>What are some of the things you like about OERs in planning for your future or current class?</p>	<p>“I know one. I found a really cool video game explaining history and they love history and they love video games but my fear is that it is really lame for people who love video games like the actual one I found. So it might be awesome because it’s a video but it might be lame to play off of a video game. So I don’t know how they’d respond to that.”</p> <p>“I just thought like there’s free books online and there’s free text and everything and I wasn’t really aware of how expansive it was. Like she said video games or virtual field trips and all that. So I think it’s really nice that I feel like there’s an OER for every situation, well kind of, that you could need so that’s a really great positive for them.”</p> <p>“I was just thinking about the OERs in my plan because I had some I think were false OERs in there, OERs I thought were OERs but they’re not really true ones, but I was thinking about something I’m trying to do with my students.”</p> <p>“Like this week I’m using biography.com and I don’t know if that’s a true OER but we’re pulling up videos on (omitted) and how her lived experiences connected to what she has to say in her speech as a woman and that something that seeing the video and hearing people talk about her is an experience”</p>	<p>Developing knowledge of OERs</p> <p>Building content knowledge</p>
<p>What are some weaknesses about OERs?</p>	<p>“I used an OER for a homework assignment and I know my kids aren’t able to access that OER at home so I think you have to make sure that the kids you’re teaching have that service to access at home that you’re sending.”</p> <p>“I think in like terms of planning, teachers and all teachers have very limited time, the OERs I interacted with really frustrated me and I completely ditched them and then started searching specific things just like I wanted out in the open on the internet.”</p> <p>“The text based OERs, like the PDF, like when reading a book, I think for leisure reading they’re okay. But if you’re trying to do an app and take notes and you’re trying to figure out themes or different important points in a novel it’s better for them to have a physical text from you, I think.”</p>	<p>Developing knowledge of OERs</p> <p>Developing knowledge about OERs and how to use them in instruction</p> <p>Time constraints</p> <p>Internet/Digital Access</p> <p>Technology use for comprehension (annotation)</p>

Focus Group Interview	Participant Reply	Themes
	<p>“And students at my school and most, I think all of the high schools in Orange County, I might be wrong, they have the Lenovo’s that can flip into a tablet and there are plenty of stylus’s online that can be used on any touchscreen so the kid really did want that feeling of writing on a piece of paper. I feel the stylus and the touchpad are pretty comparable when you compare the two.”</p>	

Table 32

Focus Group Interview Responses and Themes for Research Question 3: Preservice and Inservice ELA Teachers' Planned Use of eTextbooks and Open Educational Resources (OERs) to Develop Students' Online Reading Comprehension Skills

Focus Group Interview Question	Participant Reply	Themes
<p>When you think of an OER or eTextbook, what skills of comprehension do you think your future students or current students will need to understand their content? Will they be similar or different?</p>	<p>“The thing that I see as an issue is because they are just copying and pasting what they find do really have time to write it down physically like making that connection as you’re writing that down. So when they copy and paste are they concentrating on what they are writing down or are they just putting it there to fill in a blank spot?”</p> <p>“I mean you can say synthesize it or look for the topic or headers but you’re still trying to read the text and have a mental control find on a textbook and can literally find something your question is based on and your students can just find the answer to that question right there.”</p> <p>“...even if you control find what you are looking for they’ll have to look for where each work is to figure out if that’s an answer to the question so they’re still reading and comprehending it. At the same time it’s a little lazy because instead of flipping from one page to another you’re just looking for words.”</p> <p>“ But doesn’t that take away some of the frustrations that students have because I know when I’m looking through my textbook for my literature classes and I can’t find what I need for a question I start losing my mind and get really upset because I say “where is it.” I know I read the same thing somewhere I just can’t find it. So even though I agree that skimming, and you really read certain parts and it sticks in your head more so I think it’s good for that but I also think that it takes away some of the frustration students have when they can’t find that one thing they know they read earlier.”</p>	<p>Traditional comprehension skills Online and eTextbook features for comprehension Traditional versus digital needs</p>
<p>What is your opinion regarding students and their ability to evaluate OERs? Do they have the ability, do they need to be taught or trained to increase their comprehension?</p>	<p>“I think that we’re providing them an eTextbook and they’re at school or something and you just want them to stick to the textbook then there probably wouldn’t be any push to evaluate it. I think the thing that gets me excited about OERs is you have the textbook and then all the other things you can do with that technology and I think that and kind of what we’re talking about with ctrl-f and the frustration for me.”</p>	<p>Building student background knowledge. Traditional comprehension skills Developing students’ online reading comprehension skills Technology Skills</p>

Focus Group Interview Question	Participant Reply	Themes
	<p>“I think there is going to have to be a lot of educating of teachers and students because sometimes teachers are going to assume that kids know technology or how to navigate but there are probably going to be classes in addition to these programs.”</p> <p>“I feel there is this line between engage them but we’re not there to entertain them. That’s not the point of school and I feel a lot of the voice that I hear there’s a push to get them online and get them involved at any cost. To me there’s a huge cost to getting them involved and I haven’t seen it done well.”</p>	<p>Traditional comprehension skills. Engagement and motivation factors</p>
<p>Do OERs and the eTextbooks integrating with technology in the content make a difference to you? Do you see a difference in your role?</p>	<p>“No, because for them to engage in OER I would have to take the steps to teach them technology and for some of them that would be a complete waste of time. Like I took the Integrated Technology 2 curriculum and they’re teaching me how do you [use] Google Docs? How do you Google Docs for five pairs? So that was a waste of my time.”</p> <p>“I think OERs, to be honest, only have a place in distance learning...”</p> <p>“Everything is digital. I think what the administrators realized is that they assumed since they’re young they technology. They use technology just for what they use technology for, YouTube, Facebook, Instagram, whatever. They don’t know how to research and look up what Edgar Allan Poe wrote. They don’t know how to do that. So unless all of your OERs and all your information is on YouTube, or on Facebook, they won’t know how to use it. So you have to teach them.”</p>	<p>Supporting content and technology together Social Media for learning Using technology for technology sake Not my discipline</p>

Group Organizer Analysis

Weekly classroom meetings were conducted for a total of six weeks. During the allotted class time, ranging from 25-30 minutes per class period, the researcher discussed specific topics related to OERs and/or eTextbooks. The researcher provided a brief PowerPoint presentation and asked participants, in groups, to complete a graphic organizer that addressed their thoughts

and ideas regarding the information provided to them about using OERs and eTextbooks in their future or current classrooms. Participants responded to brainstorming statements and questions before the presentation and guiding questions after the presentation. Table 33 reflects the topics that were reviewed each week. A copy of the weekly graphic organizer, per group, is contained in Appendix O.

Table 33

Weekly Classroom Meetings

Week	Topic
Week 1	Introduction to OERs and eTextbooks
Week 2	Choosing and Evaluating OERs
Week 3	Supporting Comprehension of Content with OERs
Week 4	eTextbooks Features and Text Structures
Week 5	Supporting Students' Comprehension and Cognitive Flexibility with eTextbooks
Week 6	Focus Group Interview and eTextbook Activity

Groups consisted of four-to-six participants that were created by the participants themselves. Each week the participants sometimes changed groups based on where they sat and when they joined the class proceedings. Thus, the group participants varied from week-to-week. The only group that was specifically created was the group consisting of inservice teachers who were currently teaching in the classroom. Initially these participants were segregated into their own group as a way to gain insights on the differences between inservice and preservice teachers. Table 34 provides a detailed summary and connected themes of the data collected from the group graphic organizer collected each week.

Table 34

Summary of Weekly Graphic Organizer for All Participant Groups

Week/Focus	Brainstorming Discussion	Guiding Questions	Questions About Topic	Themes
Week 1: Introduction to OERs and eTextbooks	OERs Used OERs as a guiding tool for lesson plans Used CPALMS for resources	Utilizing interactive features such as coding Expand opportunities for students to engage with a text/ to expand the instructions	How do we accommodate students who do not have accessibility to technology? To what extent is it an aid vs. a way to facilitate instruction?	Supporting content and technology together Instructional decisions about OERs use in classroom
Brainstorm: Discuss any experiences with OERs and eTextbooks? Have you ever used OERs? If so, how have you seen them used?	Uncertain what constitutes an OER Used OERs more in college than high school Online libraries can house OERs	Use with resources Incorporate multiple forms of media to engage students better and relate to prior knowledge.	How can you tell if a source is reliable? Do all students need tablets/computers to access certain resources?	Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction
Guiding Question(s): How do you plan to integrate OERs or eTextbooks into your instruction?	OERs used mostly for research in classroom Noted knowing little about OERs eTextbooks Used in college only require a different approach compared to print text eBooks are cheaper, convenient, interactive Personally, do not like reading online or on tablet We prefer having the actual book in our hands Mixed reactions--some say "they don't mind" eBooks; others prefer traditional One group noted a dislike for eTextbooks because of "technical difficulties," "hard to navigate," and "hard to annotate."	Videos are great to show before and during instruction Review games Reputable websites to pull resources Media essentials As a research tool for finding background info and supplemental reading Interact with eTexts Text marking Leading questions	How do we categorizes an OER? How do I create my own OER? How are we supposed to implement the eTextbooks if students don't have access to technology?	Developing knowledge about OERs Creating own OERs Locating OERs Evaluating OERs Multimodality Minimal eTextbook experiences

Week/Focus	Brainstorming Discussion	Guiding Questions	Questions About Topic	Themes
<p>Week 2: Choosing and Evaluating OERs</p> <p>Brainstorm: Brainstorm some specific ideas for locating and choosing OERs.</p> <p>Guiding Question(s): How you will integrate an OER into your unit plans? Discuss as least one specific OER in the context of your unit plan. Describe how you will evaluate OERs.</p>	<p>Google search Making your own School database CPALMS Videos Pictures Music Read-a-louds Print articles Use a lot of visual aides Audio recordings Readwritethink.org CPALMS.org TED Talks, Internet Library Other teachers YouTube Twitter Vimeo History.com Wiki sources Spark Notes</p>	<p>Integrating/Using OERs Interactive website 3D tour of a museum Portfolio Online game to review for unit plan Jeopardy/Kahoot! Using e-books for exploration of the subject matter Visual aids/pictures/videos Remix a text for students to create alternate endings to a story (e.g. an alternate story to Romeo and Juliet) OER History of author Opportunities for deeper learning</p> <p>Evaluating OERs Go over rubric Some OER online didn't seem trustworthy Using the ACHIEVE rubric because it is simplified and easily distinguishes the layers of effectiveness</p>	<p>Can we create OERs? What are some recommendations for evaluating OERs?</p>	<p>Supporting content and technology together Instructional decisions about OERs use in classroom Developing knowledge of OERs Developing knowledge about OERs and how to use them in instruction Locating OERs Evaluating OERs Multimodality</p>

Week/Focus	Brainstorming Discussion	Guiding Questions	Questions About Topic	Themes
<p>Week 3: Supporting Comprehension of Content with OERs</p> <p>Brainstorm: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content.</p> <p>Guiding Question(s): After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs? Discuss at least one OER you're planning to use for your Unit Plan? What will you focus on regarding reading comprehension of that OER specific to your unit plan?</p>	<p>Research Multiple modalities of learning Scaffolding Online activities, quizzes Spark Notes Discussion boards Forums Blogs Practicing Make websites Use interactive websites to learn more about a time period to build background knowledge better assessing students' responses reinforcing instruction for home, easily accessible Supporting documents for lesson alternative learning strategies (ex. animation/video) Accommodating different learning styles review frontloading varied learning- engagement</p> <p>To reiterate content To add visual/textile component</p>	<p>New graphic organizers that relate to standards Video resources Using guides for students to sort through information found in OERs Interactive diagrams and I-charts YouTube or Spark Notes Summarizing to give a deeper understanding of the topic Being able to discern between information Seeing what's relevant and what's not Using clinical websites to have students do their own research about a topic Using official foundation websites YouTube Visuals to enhance Great books video- The Odyssey Encourage Quizlet throughout Reading comprehension aids Researching resources to incorporate off of supplied websites Pictures, diagrams, and other visual aids.</p>	<p>Would you recommend using these in class or for homework? How would we use these in a school that has privacy settings?</p>	<p>Understanding types of OERs Developing knowledge of OERs Interactive OERs for learning Traditional reading comprehension skills (i.e., summarizing) Creating own OERs</p>

Week/Focus	Brainstorming Discussion	Guiding Questions	Questions About Topic	Themes
<p>Week 4: eTextbooks Features and Text Structures</p> <p>Brainstorm: Brainstorm some ideas regarding what you currently believe about eTextbooks with regard to using eTextbooks in instruction, eTextbook features, and eTextbook structure.</p> <p>Guiding Question(s): After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why? How will text structure play a part in your eTextbook usage and instruction? What challenges do you foresee with using eTextbooks in your instruction?</p>	<p>Highlighting Offers opportunities to search definitions and terms Hyperlinks Search within the eTextbook Usually are similar in structure to normal textbook eTextbooks tend to be more interactive Screen reading is distracting Cost effective Environmentally friendly PDF versions More expensive Easily transportable ESE aids: color changing, audio, and size changing Vocabulary aids Lighter backpack Organizes annotations easy to find quotes Table of contents (links, quick reference) Zooming/easy read features Adjustable highlight and annotations Animation/media Ease of access (non-ease for some) External links and resources Multiple viewing formats Distractions (ads and multiple tabs) Don't like ebooks in general Hard to focus and after a while it hurts our eyes Can sync across all devices</p>	<p>eTextbook Features Highlighter and definition tools Notetaking Quizzes at the end Structure does not matter sticky notes Audio reader (ELL/ESE)</p> <p>Challenges Can click on another tab without teacher noticing Technology issues Lack of resources for students May cause distractions Overuse of "Ctrl-F" Students' reading abilities may be an issue Digital distractions (digitally) cleanliness Need access to technology Digital literacy needs</p>	<p>Are eTextbooks offline? Why are eTexts so important if only 6% of population use them? Should students be forced to use to eTextbooks?</p>	<p>eTextbook features capabilities to support students' comprehension of text eTextbook features as a challenge (CTRL-F) Digital distractions eTextbook structures vs. traditional text structures Affordability Technology Issues</p>

Week/Focus	Brainstorming Discussion	Guiding Questions	Questions About Topic	Themes
<p>Week 5: Supporting Students' Comprehension and Cognitive Flexibility with eTextbooks</p> <p>Brainstorm: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>Guiding Question(s): After the presentation, discuss the following: What will you do to support students' usage of an eTextbook with regard to comprehension instruction? How will you support students with their cognitive flexibility? What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction?</p>	<p>They just need to be familiar with electronic devices. Most kids in this generation are. Kids need digital literacy to understand eTextbooks, which means they need access Low socio-economic- can they afford? Achievement gap widens Educating teachers in digital literacy Digital literacy skills Hardware knowledge We would want databases that come with annotation features Stay focused on the textbook/assignment Be literate Be tech-savvy</p>	<p>Have a class session that's showing how to use the programs in class. Utilize progress monitoring systems Pencil in hand allows you to be more active in what you're doing Learning how to open new tabs, manage distractions Supporting students: just because it is there Cognitive flexibility: doesn't mean you click on it Affordability Using assessment guide or practice tests from eTextbook Annotations/Discussions online The teacher can leave notes Teach them how to use the features Give supplemental material Break steps down by bullet points Give students more than one way to do assignments Use audiobooks Students do not know how to use technology Access Computer malfunction Missing tech skills Educating teachers</p>	<p>What do you do if there is no Internet? How does this accommodate ELLs? What are some PD opportunities?</p>	<p>Using traditional comprehension strategies Digital distractions Understanding cognitive flexibility Annotations and building discussions for comprehension Digital literacy skills Technology skills Developing knowledge of eTextbook features. Affordability Access</p>

Weekly Graphic Organizer Data

Participants' group reflections found in the graphic organizers included many thoughts, ideas, and understandings regarding using both eTextbooks and OERs in the ELA, secondary classroom. Included within the organizers were ideas and suggestions for supporting students' content knowledge with the integration of both eTextbooks and OERs. As the data provided specific details related to the brainstorming questions, the weekly presentation, and the guiding questions found within the graphic organizer, analysis offered insights on how participants planned to integrate and consider the role of eTextbooks and OERs in their instruction. This includes how they would make instructional decisions, develop content knowledge, evaluate OERs, utilize eTextbooks and eTextbook features to support comprehension, and develop online reading comprehension abilities for their students.

Summary of Individual Participants per Data Source

Six individual case studies of five preservice teachers and one inservice teacher have been presented in this chapter resulting in six individual descriptive portraits revealing the knowledge and understanding about planning for comprehension of content when using eTextbooks and OERs in the secondary, ELA classroom. Data analysis generated information on participants' prior and developed knowledge of using and planning with (a) eTextbooks and eTextbook features, (b) OERs, and (c) online reading comprehension skills. Analyzing the individual participants within each data source represented the first stage of the data analysis and aided as the basis for the development of the case study.

The following list represents the key themes found across participants for this research study:

- Concerns with eTextbook navigation/understanding and how to use eTextbook and features to support content knowledge
- Concerns about the impact of digital distractions on student learning
- Developing knowledge of OERs to support content knowledge
- Developing knowledge about how to use OERs in instruction
- Preference for eTextbooks for engagement
- Preference for traditional texts in academic instruction
- Use of traditional comprehension strategies
- Using digital tools to support online comprehension (i.e., highlighting, annotating, notetaking, CTRL-F)
- Using OERs to support online reading comprehension skill of evaluating, synthesizing, communicating, locating, and questioning

Specific to eTextbooks, participants shared both a preference to use them, as they are engaging and offer some interactivity, but also discussed the desire to use traditional texts, like textbooks and paperback novels, in their instruction. This was often connected with the view that eTextbooks would contain too many digital distractions. Although participants noted the usefulness of digital tools to support online reading comprehension, they also felt the need to learn more and gain more experiences with eTextbooks in order to successfully use them in their ELA instruction. Using eTextbooks to support online reading comprehension skills was noted along with use of traditional reading comprehension strategies.

Using OERs to support online reading comprehension and content knowledge were important themes found across participants. Participants offered insights on how they would choose to use OERs to develop and support knowledge of ELA content along with how they would integrate them into their instruction. Also participants deemed OERs as having the potential to be or contain a digital distraction for students. Similar to eTextbooks, participants discussed how they would use OERs to support online reading comprehension skills along with use of traditional reading comprehension strategies. Often used by participants, when planning for instruction, was using OERs to build students' background knowledge of ELA content.

Summary

This chapter has detailed the analysis of data by the researcher for this case study. During the analysis, participant's data was analyzed to better recognize their individual and group understandings about utilizing eTextbooks and OERs in the secondary ELA classroom. In addition, participants' data were analyzed to understand how preservice and inservice teachers are able to support their future or current students with developing online reading comprehension skills when working with digital texts and tools. The themes gleaned from the data by the researcher provides many thoughts and considerations which are discussed in Chapter 5.

CHAPTER 5 SUMMARY, DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter contains a summary and discussion of the findings of this qualitative, descriptive case study. The chapter has been organized to revisit the purpose of the study, the research design and the research questions which guided the study. Themes that emerged from the study are summarized, discussed, and explored in relationship to prior research. Implications and recommendations are offered for four groups: (a) preservice teacher educators, (b) classroom teachers and professional developers, (c) researchers, and (d) publishers. The chapter concludes with a review of the limitations and challenges of the study.

Purpose of the Study

The purpose of this research study was to investigate the knowledge ELA, PSTs and ISTs have regarding eTextbooks and OERs, and gain an understanding of how they plan to use students' them to build comprehension and content knowledge for their future or current students. In addition, how PST and IST ELA teachers planned to support students' online reading comprehension skills when using eTextbooks and OERs, if at all, was also explored.

Research Design

This case study was conducting using descriptive, qualitative data analysis to explore the phenomenon occurring in an ELA undergraduate course/graduate course when PSTs and ISTs are asked to explore the use eTextbooks and OERs when planning for comprehension and digital literacies instruction in their future or current classroom. The descriptive case study was chosen for this study because of the nature of case study being considered a bound system. This is

reflected in the quote “the case as a phenomenon of some sort occurring in a bounded context” (Merriam, 1998, p.27). In this study, the phenomenon of using eTextbooks and OERs in the classroom is bounded by the individuals in the classroom and the materials they use. For the purpose of this study, the unit of analysis was the individuals’ experiences when using and planning to use the eTextbook and OERs in ELA classroom instruction. In addition, the use of the descriptive case study was an appropriate approach for this research as provided new insights regarding how ELA PSTs and ISTs understand and plan to use eTextbooks, OERs, and to support student comprehension of content.

Research Questions

This qualitative, descriptive case study was designed to investigate the following research questions:

1. What are preservice and inservice ELA teachers’ knowledge of eTextbooks and how is it used to support students’ comprehension of the text and content knowledge?
2. What are preservice and inservice ELA teachers’ knowledge and usage of Open Educational Resources (OERs) to support their students’ comprehension of text and content knowledge?
3. How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students’ online reading comprehension skills (i.e., questioning, locating, evaluating, synthesizing, and communicating)?

Emergent Themes

While seeking connections to initial codes during data analysis (see Table 6), insights into specific areas of interest connected to the research questions emerged in this qualitative, descriptive case study. These emergent themes were directly related to the close analysis of the data sources. “Emergent themes are a basic building block of inductive approaches to qualitative social science research and are derived from the life worlds of research participants through the process of coding” (Williams, 2008, p. 248). Emergent themes derived from the analysis of the data included connected strongly with research questions one and two, with the lack of data providing considerations for question three on online reading comprehension skills developed when working with digital texts and tools. Table 35 presents these emergent themes as they relate to the research questions.

Table 35

Emergent Themes in the Case Study

Research Question	Emergent Themes
<p>1. What is preservice and inservice ELA teachers' knowledge of eTextbook and how is it used to support students' comprehension of the text and content knowledge?</p>	<p>Concerns with eTextbook navigation/understanding how to use eTextbook and features Concerns about the impact of digital distractions on student learning Connecting content with curriculum Connecting eTextbook with OERs Developing knowledge of eTextbook features. Instructional decisions about eTextbook use in the classroom Preference for eTextbooks Preference for traditional texts in academic instruction Traditional comprehension strategies Transferring personal skills learned to future or current teaching</p>
<p>2. What is preservice and inservice ELA teachers' knowledge and usage of Open Educational Resources (OERs) to support their students' comprehension of text and content?</p>	<p>Ability identifying OERs Assessing Building background knowledge with OERs. Concerns about the impact of digital distractions on student learning Connecting content with curriculum Developing knowledge of OERs Developing knowledge about how to use OERs in instruction Effectively evaluating OERs Instructional decisions about OERs use in classroom Questions about ethical use of OERs Questions about technology/Internet access Questions about the quality of OERs Struggles about locating/determining OERs Traditional comprehension strategies</p>
<p>3. How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students' online reading</p>	<p>Using digital tools to support online comprehension (i.e., highlighting, annotating, notetaking, CTRL-F)</p>

Research Question	Emergent Themes
comprehension skills (i.e., questioning, locating, evaluating, synthesizing, and communicating)?	Using OERs to support online reading comprehension skill of evaluating, synthesizing, communicating, locating, questioning

Summary and Discussion of Findings

Research Question 1

What is preservice and inservice ELA teachers' knowledge of eTextbook and how is it used to support students' comprehension of the text and content knowledge?

Through the analysis of the personal interview data, focus group interview data, and class documents, participants provided insights into their thinking regarding what they knew about eTextbooks and how they would use them in their future classroom to develop students' comprehension of content. The following themes emerged from this data:

- Concerns with eTextbook navigation/understanding how to use eTextbook and features
- Concerns about the impact of digital distractions on student learning
- Connecting content with curriculum
- Connecting eTextbook with OERs
- Developing knowledge of eTextbook features.
- Instructional decisions about eTextbook use in the classroom
- Preference for eTextbooks
- Preference for traditional texts in academic instruction
- Overwhelmed with technology integration
- Traditional comprehension strategies
- Transferring personal skills learned to future or current teaching

Case study participants expressed both concerns and hopes regarding using eTextbooks in their future or current ELA classroom. Their descriptions of using the *Mirrors & Windows*

eTextbooks for the eTextbook activity held concerns regarding their lack of knowledge of the tool and their own apprehensions involving its use for themselves in teaching and their students in learning. Their overall concerns involved using the eTextbooks features to provide the best experience for their students and their admittance that they had limited knowledge of using an eTextbook for their own learning. Navigation and technology know-how were evident themes across the data sources, especially the personal interviews and the focus group interview. Participants reflected on their desire to know more about how to best use the eTextbook to support their students' comprehension, but they also were overwhelmed by the thought of integrating this type of technology into their instruction.

Themes related to traditional aspects of reading comprehension instruction were found within the data with "supporting students by building background knowledge" being the most addressed. Other skills and strategies were synthesis, summarizing, notetaking, and classroom discussions. Participants included few online reading comprehension skills or strategies with the exception of evaluation, and this was described or viewed as important by a majority of the participants. This may reflect the emphasis on evaluation per the activities surrounding the presentations and eTextbook activity on how to determine a quality resource. Participants described the need for being able to evaluate resources found within the eTextbooks in order to decide if they were advantageous and needed to support the text and content of the material.

Overall, participants' abilities to plan for instruction when using the eTextbooks appeared to be limited, and they often reflected the participants' desires to use more traditional textbooks in their ELA classrooms. Although the eTextbook activity provided them the opportunity to explore the eTextbook with scaffolded questions to guide them, most were uncertain when

discussing inclusion of the features, providing support in connecting the content with their curriculum and standards, and the integration of an eTextbook into their everyday instruction. Participants noted ideas about using the eTextbook features (i.e., annotation, highlighter, audio text recording, and notetaking tools) for comprehension development in supporting a variety of learners.

Participants' exploration and then planned use of the eTextbook features to support comprehension of the text, and content knowledge, were significant themes found within the data. OERs that were selected by the publisher to enhance background knowledge related to the poem or story within the eTextbook were viewed positively and negatively. Although a great way to support engagement and content, participants stated that students would be digitally distracted by the vastness of the Internet and the opportunity to use it could be problematic. In addition, the confusion with using the eTextbook features and digital tools was also viewed as a challenge. The idea of digital distractions had the participants uneasy and was an overarching theme that connected all three research questions as keeping ELA students on task when they had an open environment like the Internet or closed environment like an eTextbook. The fear of the over usage of ctrl-f, to search for keywords instead of the reading the text in its entirety, was brought up many times by participants across data sources and uncertainty as to its alternative uses was noted. Overall, although participants liked these features, they believed they were unprepared for using them in their future or current classrooms; thus, a major theme emerged regarding the need for additional time and preparation for the use of eTextbooks.

Although both indifference and enthusiasm for teaching with eTextbooks were noted across data sources, the idea of using one for academic learning was viewed as problematic by

many of the preservice teachers. Though some participants noted they read eBooks via their Kindle or Kindle application on their digital tablets, they did not view the eTextbook favorably when used in a classroom or academic setting. Much of this could be based on their lack of experience with eTextbooks. The only inservice teacher participant within the study held a slightly different view and was excited about using eTextbooks and was prepared to welcome them in her current classroom. Engagement opportunities, teacher support, and content support were three key factors she deemed impressive within the *Mirrors & Windows* eTextbook.

Research Question 2

What is preservice and inservice ELA teachers' knowledge and usage of Open Educational Resources (OERs) to support their students' comprehension of text and content knowledge?

OERs represent both unfamiliar and familiar to participants regarding educational resources. Although participants were familiar with a variety of resources found online to support instruction, the concept of OERs was new to them especially with the focus of their being “open.” Analysis of data sources led to emerging themes related in the following areas:

- Ability identifying OERs
- Building background knowledge with OERs.
- Concerns about the impact of digital distractions on student learning
- Connecting content with curriculum
- Developing knowledge of OERs
- Developing knowledge about how to use OERs in instruction
- Effectively evaluating OERs
- Instructional decisions about OERs use in classroom
- Questions about ethical use of OERs
- Questions about technology/Internet access
- Questions about the quality of OERs

- Struggles about locating/determining OERs
- Time for instruction
- Traditional comprehension strategies

Case study participants were positive, overall, in their attempt to understand and use OERs in their ELA classroom. Initially, the concept of a resource being “open” was lost on some of the participants, and their hesitancy to define an OER was noted in their interviews. Uncertainty for some remained through the entire research project, as the ability to locate, identify, and evaluate OERs was still in the developing stage for many of the participants. Though most participants were able to identify suitable OERs for their unit plans, they still questioned if it was truly an OER and if OERs were needed to aid students’ comprehension of the content.

For the most part, participants chose OERs to support background knowledge. These OERs were often used to explore themes, characters, settings, or situations from the participant-selected texts for their unit plan. Although a majority of OERs used supported students’ background knowledge, some OERs selected also supported the participant as a teacher in explaining or enhancing the instructional component of a lesson (i.e., Prezi/Slide Share). Another theme that emerged from the data focused on the participants’ struggles with using OER databases to support them in their search for good resources to use within their instruction. Though databases like Creative Commons (<https://creativecommons.org/>) and OER Commons (<https://www.oercommons.org/>) were noted as good resources to use when seeking OERs, many participants either had limited success or did not attempt to use an OER database at all. All of

the participants found their resources via Google and used their own judgement on the quality and accessibility of the resources.

Determining participants' understanding the usefulness and ability of evaluating of the OERs was an important theme found within the data. Participants were provided an OER rubric to determine many aspects of the OER, including quality, utility, and subject matter. The provided rubric was a synthesized version of eight separate rubrics developed by ACHIEVE under the Creative Commons Attribution 3.0 License. Although interaction with the rubric was brief, only one participant noted using the rubric when choosing the OERs for the unit plan. Most preferred using "their own thought processes" to determine the usefulness of the OERs.

As the OER rubric was designed to be used by teachers and students to support the evaluation of resources, many participants believed that the condensed version of the rubric was cumbersome and would impede on their instruction time if used in the ELA classroom. Concerns about having enough time to teach was an important theme found across data sources, as participants were fearful their time would be overly spent on technology instruction for their students instead of on the required content and curriculum. Fear of losing time to focus on the integration of digital tools and texts is a clear barrier to accepting technology at more advance levels. This was found within this research data, as the majority of the participants only reached levels of Substitution and Augmentation within the SAMR model.

Similar themes found within the data analyzed for eTextbooks also emerged for OERs. Participants had similar concerns regarding digital distractions that may lead students off task. Participants' motivation and ability to connect OERs to content and curriculum were noted and found to be positive, as the ideas of choosing their own OERs and meeting the needs of their

students were high on their priority lists within their instruction. Although some preferred the idea of selecting their own OERs, there were others who would prefer pre-selection by others to make their inclusion of resources easier. This connected with the view that the eTextbook publishers-selected OERs would work well to aid in planning time for instruction.

Research Question 3

How will preservice and inservice ELA teachers plan to use eTextbooks and Open Educational Resources (OERs) to develop their students' online reading comprehension skills?

Online reading comprehension skills include identifying important questions, locating information, analyzing the usefulness of that information, synthesizing information, and communicating with others (Zawilinski et al., 2007). Analysis of data from the unit plan yielded the highest number of emergent themes for this research question. Though not addressed by participants within interviews and the focus group interview, the researcher was able to address the need for online reading comprehension skills by analyzing what was absent from participant responses and documents. The following emergent themes were found:

- Using digital tools to support online reading comprehension (i.e., highlighting, annotating, notetaking, CTRL-F)
- Most reflected on online reading comprehension skill: evaluation
- Using OERs to support online reading comprehension skill of evaluating, synthesis, communicating, locating, and questioning

Online reading comprehension skills were presented and discussed during the researcher's allotted time during the fourth and fifth weeks of the research project. The researcher analyzed the participants' unit plans and determined how the OERs were used to

support online reading comprehension skills. Evaluating and synthesizing were the most common ways the participants incorporated online reading comprehension into their planned instruction. Although locating, questioning, and communicating were noted, evaluating was viewed as pivotal and was the only online reading comprehension skill reflected in participant interviews or the focus group interview. Participants' ability to reflect and integrate these types of skills into their instruction is fundamental to supporting their students with reading and comprehending digital texts. Though researchers are finding many areas of digital and new literacies important, understanding how to support students with online reading comprehension skills is still to be developed. This emergent theme of using these specific skills in participants' future or current ELA classrooms demonstrates an understanding of ways they can enhance reading comprehension and development for 21st century learners.

None of the participants described online reading comprehension skills specifically as they related to eTextbooks. Still, elements of synthesis, evaluation, questioning, and possibly communicating could be viewed when analyzing the eTextbook activity, the interviews, and focus group interview as participants described eTextbook features. Using eTextbook features like notetaking, annotating, resources, and ctrl-f can support students' abilities with online reading comprehension skills. As students learn to use the features, they may synthesize information across texts they use in conjunction with OERs and communicate with each other via shared features like annotating.

Relationship of Findings to Theoretical Framework

This research was supported by six theoretical frameworks, namely (a) New Literacies theory, (b) Connected Reading model, (c) TPACK framework, (d) Metacognition theory (e) transactional theory, (e) and (f) Sociocultural approach. The perspectives found within these frameworks helped guide the study and connected with many of the findings. The relationship findings to the theoretical frameworks are detailed in the following paragraphs.

Participants demonstrated aspects of the theoretical frameworks used as a foundation for this research. Specifically, the participants' abilities in their personal lives regarding using technology and that transference of how they plan to, or not, support ELA students with new literacies, was reflected in the interviews, unit plans, and eTextbook activity. By gaining insights of how these participants regard new literacies and the digital tools available to them, we can gain a better understanding of the literacy skills needed for effective online reading comprehension and the development of New Literacies. Although Leu et al. (2007) shared that, "A complete understanding of new literacies may be a Sisyphean task, never fully attainable" (p. 39), we must consider what it takes to develop new literacies skills. As part of this research, participants described using a combination of traditional literacy, information literacy, computer literacy, and critical literacy skills to support ELA students with content when using eTextbooks and OERs as a vehicle for making meaning. In turn, this helps us understand what elements participants viewed as important when working with digital texts and tools.

As researchers have noted, teachers need to adopt an expanded understanding of literacy that includes the new skills of literacy made possible by technological innovations (Leu et al., 2004). While time spent using digital tools for social and personal aspects of life is useful, there

is a need for preservice and inservice teachers to learn and in turn teach their students how to use them for academic learning purposes. Within this research, participants acknowledged how ELA students could enhance their comprehension development, both online and offline, with tools such as eTextbooks and OERs. Although the participants' plans for cultivating ELA students' comprehension of content were often in the early stages of integration, there were some demonstrations of moving the role of technology within instruction from simple substitution to higher levels of integration like modification and redefinition.

In addition, we see how having participants consider the different types of OERs, either participant or publisher chosen, can support the New Literacies theory. As participants came across multimodal texts and how to use them to support content understanding, they also had to consider elements of online reading comprehension specifically locating, evaluating, and synthesizing. This is key to supporting students in all college and career endeavors as we know that the finding good information, across areas and in different formats, will be required. Leu et al, shares this sentiment when they write the following:

Individuals, groups, and societies who can identify the most important problems, locate useful information the fastest, critically evaluate information most effectively, synthesize information most appropriately to develop the best solutions, and then communicate these solutions to other most clearly will succeed in the challenging times that await us. (p. 5)

This is exceptionally important not only for ELA teachers, but for all teachers involved with K-12 students in and beyond the 21st century.

Turner and Hicks' (2015) Connected Reading Model is also associated with the data, specifically when considering the data collected from the personal interviews and the focus group interview. Participants worked through the connected reading process of encounter, engaging, and evaluating texts while simultaneously reflecting on how they may support their

ELA students when doing the same thing. Many of the participants' encounters involved searching, surfing, or stumbling across information (e.g., need to include OERs in their unit plan, investigate the eTextbook per guiding questions). They went through the processes of curating, deciding, reading, and possibly sharing what they found in their searches and had to evaluate the text by determining value and communicating the information. Although this process was not directly addressed with participants, many reflected on aspects of it when they discussed how they would need to support their ELA students in finding, evaluating, and using OERs in the classroom.

Metacognitive theories of learning were supported specifically with the data results when considering the needs of the reader to adapt to the linear and non-linear aspect of working with hypermedia. OERs found within the eTextbook and by the participants on their own led to the need for metacognition, as they had to evaluate and analyze the hypermedia to determine if it fit their needs for the eTextbook activity or the OERs needed for their unit plan. Participants had to regulate their own mindful procedures when working through steps of the online reading comprehension process. In addition, the role of self-regulation was important as the participants worked through their own processes and also made decisions for their future or current students as when designing their unit plan and eTextbook activity. As they considered questioning, locating, evaluating, synthesizing, and communicating the information they encountered, they had to be constantly mindful of what each step would mean for the total outcome. Similar to the Connected Reading Model, participants had to be aware of how these processes would need to be expanded and used in their future or current ELA classrooms. Although not all participants

acknowledged this in their interviews or the focus group interview directly, it was noted in aspects of the unit plan eTextbook activity.

The TPACK framework identifies the knowledge teachers need to teach effectively with technology (Koehler & Mishra, 2009). It focuses on the knowledge of technology, pedagogy, and content and demonstrates the ideal 21st century teacher. Within this study, the participants' knowledge of pedagogy, content, and technology were, for the most part, was in the developmental stage. Participants understanding of how to use technology for supporting content knowledge was often limited to building background knowledge with OERs and using annotating tools within the eTextbook. While these are important understandings to have, there is still room for them to grow when considering pedagogy and technology use together for these participants. With respect to pedagogy and content, there were still some separation between instruction and the subject matter. As noted by Koehler & Mirsha (2009), subject matter needs to be transformed for teaching. Overall, even though the participants had experiences with technology and were familiar with aspects of content and pedagogy, their level of integration of the three still needed time to mature and grow.

Rosenblatt's (1978, 1988) transactional theory of literature focused on the idea that every reading act involves a transaction among the reader, the text, and the context. For the purpose of this study the "text" was transformed and included the multimodal texts found within an eTextbook and OERs. The transaction between the reader and the multimodal aspects of the texts changed the context in which the participants viewed reading, learning, and the texts themselves. Given the onset of ICTs like the Internet, which provide the opportunity to be both viewers and creators on a wider spectrum than ever before, the participants began to understand

aspects of using tools like OERs and eTextbooks to increase students' comprehension of content and also increase their engagement and involvement. Though many participants used the digital tools to build background knowledge, there were some who desired to use OERs in a more interactive way to support their ELA students as creators instead of just watching others' creations.

Literacy researchers considering how the sociocultural theory of learning influences new literacies often look at how digital tools can provide enhanced interaction for the learner. The zone of proximal development, part of Vygotsky's (1978) work, was found in the data analysis, as the participants described how they could support ELA students by using eTextbooks and OERs for increased comprehension of content. Participants addressed this in their unit plans and eTextbook activities when they made notes for the types of instruction they would provide to make sure their ELA students gained understanding of the content. They also made note of interactions required and some of the possible technology challenges that they would need to meet in order to use the digital tools and texts most effectively.

Relationship of Findings to Recent Research

Findings from this study revealed understandings that preservice and inservice ELA teachers had regarding using and planning with eTextbooks and OERs to develop comprehension of content along with their knowledge of how to develop students' online reading comprehension skills. As each of these constructs are related to each other, they also each represent recent research in the field. Most recently, RAND Education, a unit of the RAND Corporation, gained funding from the Bill & Melinda Gates Foundation to evaluate EngageNY (<https://www.engageny.org/>), a website housing standards-aligned OER curriculum materials.

This evaluation led to the report, “Use of Open Educational Resources in an Era of Common Standards: A Case Study on the Use of EngageNY” (RAND Corporation, 2017) geared to understanding how to open channels through which OERs could better support teachers and students. Although none of the participants in this study referenced using the EngageNY website when seeking OERs, both studies shared similar results in that participants noted that the online format of the materials may present unique challenges for instruction. During personal interviews conducted as part of the present study, participants noted it was hard to find useful materials via the OER databases, and many (at least 50%) participants shared that they preferred more traditional texts than eTextbooks. In the RAND study, only 35% of participants interviewed preferred to use hard copies of the instructional materials, including printed modules and lesson plans. Within the RAND study, 16% of those surveyed indicated that their districts had printed out the entire curriculum and made it available to all teachers in traditional, paper formats. Included in the RAND findings was that ELA teachers were more likely to indicate that the EngageNY website provided their students with opportunities to “read nonfiction texts of sufficient complexity and connect literacy instruction to other content, among other standards-aligned practices” (p. 37). The use of eTextbooks has been and continued to be in the spotlight at the time of the present study, although much emphasis still remains on higher education use in both undergraduate and graduate courses. In a recent empirical study of graduate, preservice teacher education students, Mills (2016) found that participants overwhelmingly preferred a free, customized open-access text, regardless of the format. Joo, Park, & Shin (2017), in another recent study of eTextbooks used in a middle school, found that the more expectations of digital textbooks are satisfied, the more likely students are to perceive enjoyment and usefulness of

digital textbooks. This relates to the current study as challenges and struggles, real or perceived, often were deciding factors in whether participants desired to use them in their ELA classrooms. Concerns and anxiety regarding having enough time and experience with an eTextbook was a key theme found across data results and has also been reflected in other current research studies (Chiu, 2017).

Related to both eTextbooks and OER research, participants incorporated many of the ISTE standards (2016) for students as they prepared their unit plans and eTextbook activity. Supporting students with becoming empowered learners, digital citizens, and knowledge constructors were key aspects that the participants noted in their planning or on their reflection. The participants themselves practiced their abilities in being knowledge constructors and designers as they explored how they would, themselves, critically find and present resources using digital tools in order to construct knowledge and make meaningful learning experiences. In many ways, their use of design and incorporating eTextbooks features and OERs to support content helped them view themselves as creators. More research on this area needs to be investigated on the transference between what teachers understand and do to support their students' skills, as well.

Online reading comprehension is also an important research construct and is being studied across grade levels and domains. Ulusoy and Dedeoğlu (2015) studied preservice teachers' online reading comprehension practices and beliefs about their future classrooms. Desiring to find the online reading comprehension practices of the preservice teachers, they also sought to understand the preservice teachers' perceptions about the use of online literacy and comprehension strategies in their future classrooms. Interestingly enough, all of the interviewed

participants (N=16) in Ulusoy and Dedeoğlu's (2015) study were willing to teach online reading comprehension strategies in their future classrooms. This was a quite different result from the present study where online reading comprehension skills were sparingly addressed.

Although this study focused on understanding how participants may plan for supporting online reading comprehension when using eTextbooks and OERs, there is a larger body of work encompassing online reading comprehension strategies, assessments, and specific traditional approaches for supporting online reading (Carioli & Peru, 2016; Castek & Coiro, 2015; Salyer, 2015). Carioli and Peru (2016) wrote about the importance of self-regulation which brings about an important aspect of online reading comprehension instruction that did not concern the participants of this study. Considerations of how OERs and eTextbook were used in the classroom to support online reading comprehension was of interest. The role of online reading comprehension can be viewed per many different lenses.

Research focusing on effectively using eTextbooks, OERs, and online reading comprehension skills is increasing on almost a daily basis, as the desire to include more digital tools and texts in the K-12 classroom is growing. Independent of whether or not eTextbooks are created by a publisher or curated by a teacher from OERs, the needs students to have for online reading comprehension skills remain and must be addressed by teacher educators, researchers, professional development offices, districts, and states.

Implications and Recommendations

Implications and Recommendations for Preservice Teacher Educators

Supporting preservice teachers in planning for instruction with eTextbooks and OERs is imperative in order to support them in becoming teachers of 21st century learners. Results from

this study provided support for the need of increased access, instruction, and experiences with eTextbooks and OERs for preservice, ELA teacher educators. Guided practice and time for exploration of eTextbooks and OERs is needed in order for preservice teachers to easily step-into their future classrooms with some basic understandings of how these digital tools work. Gaining experiences with eTextbook features during their college coursework can provide preservice teachers the time needed to understand how to enhance their instruction when using this type of tool. In addition, experiences like these can help preservice teachers understand the connection between instructional goals and online reading comprehension skills while working with eTextbooks and OERs. These experiences and types of modeling/scaffolding should be incorporated into ELA and foundational education courses for preservice teachers.

As ELA represents a specific discipline, it is absolutely necessary for all and especially for preservice teachers to learn how to use digital tools and texts in ELA-specific ways to support students' content and literacy knowledge and skills. English Language Arts courses still play a fundamental role in students' overall literacy skills. New educational standards call for all students to develop the ability of specialized reading/literacy demands in all disciplines such as mathematics, history, science, or technical subjects (NGA & CCSSO, 2010). With this in mind, ELA has its own specific literacy demands that connect well with new literacies and multimodal texts. As content area teachers have the ability to provide disciplinary knowledge and strategies, they must also understand how to support ELA students' use of discipline-based, multimodal texts (Draper, 2010). Still, although ELA teachers, and other disciplines as well, may have a deep knowledge of their discipline, specific guidance with using literacy and reading strategies is needed in order for them to (IRA, 2012). This holds true for both traditional and new literacies.

Online reading comprehension requires many of the same skills and strategies involved in traditional reading. Vocabulary, fluency, word identification, and comprehension are all involved and must be used simultaneously. As preservice teachers are considered the content knowledge experts, they must also consider ways to support their ELA students with reading digital texts online. These kinds of texts include a variety of types including images, videos, audio, and interactive games, to name a few. Specifically, based on the data analyzed, preservice ELA teachers need more support in integrating their reading of literature with both traditional and online reading comprehension skills. Supporting preservice teachers with activities that allow them opportunities to practice online reading comprehension skills like evaluation, locating, questioning, synthesizing, and communicating can increase the likelihood of their using digital tools in teaching their future students. By teaching them to include these strategies in their instruction, when using digital tools like eTextbooks and OERs, they can better prepare for the literacy needs of their future students.

Each of the study participants expressed their fear, apprehension, and lack of preparation for using eTextbooks and/or OERs in the ELA classroom. One common thread across participants was the concern that the ELA students would be distracted by the features of the eTextbook or access to outside links not pertinent to the content being covered. Dobler (2015) discussed possible digital distractions in her study on eTextbooks, noting that participants said they felt enticed to access Facebook when they were online even when they were reading a text. They also did not view eTextbooks the same as traditional textbooks remarking that the traditional text made them feel like studying. With this in mind, many preservice teachers unfamiliarity with eTextbooks and digital texts spurred on their fears regarding how to keep

students engaged with the text for content understanding and be able to visit OERs that could take them away from the main resources.

Though participants in this study could be deemed “digital natives,” having been immersed in technology since they were born, they still need to be appropriately trained in successfully integrating technology into their future classrooms and instruction. Most participants in this study described using and accessing eBooks, but few had experiences with using eTextbooks and OERs to develop broader comprehension skills of their future students. Some participants struggled with using technology. Even though they described using various applications and the Internet in their daily lives, they had desires to teach using more traditional texts and tools. Preservice teachers must focus on the needs of the next generation of adolescents and consider how to involve these digital natives with learning with and through technology. As adolescent students increasingly use technology for personal and entertainment purposes, the literacy skills they need will require educators to support them with building comprehension when reading online and understanding the dynamics of multimodal texts. Though adolescents may have experiences with technology, they need guidance and scaffolding to incorporate technology into their academic and future professional abilities in order to be ready for college and workforce.

Implications and Recommendations for Classroom Teachers and Professional Development

Similar to the needs of the preservice teachers, inservice ELA teachers also need support with using eTextbooks and OERs in their instruction. As initially found in the pilot study and confirmed by the results of this study, teachers need ongoing support in understanding the underlying processes of learning and teaching with technology. Specifically, the single inservice

teacher found in this study noted her desire to learn more about how to develop lessons using OERs, how to identify useful OERs and determine their quality, and how to support her students with identifying OERs and evaluate them. She also was enthralled by the eTextbook, using her own time to explore the *Mirrors & Windows* eTextbook provided to her.

Professional development for inservice teachers need to include specific modeling and inclusion of online reading comprehension skills of digital texts in discipline-specific ways. This includes eTextbooks and OERs among other kinds of multimodal texts found on the Internet. Although teachers in the classroom may have experiences with the online comprehension strategy of synthesizing, more time needs to be allotted on how to support their integration of guiding students with questioning, locating, evaluating, and communicating effectively using ICTs for an academic purpose.

Inservice teachers often face increased time constraints and, like preservice teachers, may struggle with identifying the purpose of using eTextbooks and OERs in their instruction. Many current ELA teachers are content to use their traditional textbook and/or paperback novels. Professional development focusing on supporting teachers with integrating these digital tools into their instruction would be advantageous. A thoughtful and purposeful guided tour of OERs, along with working with others and viewing how OERs can be used in their current instruction would be ideal. Allowing inservice teachers the opportunity to build lessons and instructions including OERs and to gain feedback from others would help ensure their inclusion. Providing classroom teachers the ability to explore the eTextbook and consider how it relates to the current curriculum goals and how the eTextbook features can enhance students' understanding of the material and would be a step toward productive use of the tool.

Implications and Recommendations for Publishers

Publishers of eTextbooks can learn a great deal from the results of this research.

Although some participants expressed the desire to use more traditional textbooks, most, if not all, acknowledged the trend and need for students to become accustomed to using digital tools and texts. Participants were quite pleased with eTextbook features along with the publisher-selected OERs. Participants noted that they would appreciate having more experiences with eTextbooks; thus, publishers may want to provide more opportunities for trial versions and samples to be distributed to both preservice and inservice teachers.

Participants noted they enjoyed most of the eTextbook features (e.g., annotation, notetaking, OERs, and audio tracks) of the text. Some participants described the desire to have more interactive features that would allow students to partake in activities and examples specifically related to stories and poems within the eTextbooks. OERs selected by the publisher had an overall good reception but, for this specific eTextbook, the OERs were limited and not included for each story. Publisher-selected OERs offer teachers a way for students to explore connections to the stories and enhance their understanding and background knowledge. Publishers should take notice of those resources available on the Internet and consider ways to ensure teachers and students take advantage of them in order to gain the content

Online reading comprehension is not only the responsibility of the teacher. Publishers can support these types of comprehension skills by including activities specific to supporting students with questioning, locating, evaluating, synthesizing, and communicating when working with different kinds of digital texts. Teachers would be appreciative to have these types of activities included in not only the eTextbook for the students but within the teachers' manual,

which is attached to eTextbook digital system, in order to support the integration of all resources, even those found outside of the published eTextbook.

Implications and Recommendations for Researchers

This study adds to a relatively new research focus on integrating New Literacies, OERs, online reading comprehension, and eTextbooks into the ELA classroom. This research was conducted to explore the use and planning for eTextbooks and OERs in the classroom, along with online reading comprehension skills that can be developed while using both. Results from this study add to the ongoing research specifically concerning preservice and inservice ELA teachers and their experiences with a specific eTextbook and OERs.

Specific to Research Question 3, limited understanding and focus on including online reading comprehension skills and strategies in instruction needs to be considered for both preservice, teacher education and for inservice teachers' professional development. From a research standpoint, investigating how ELA teachers, and other disciplines, currently incorporate both traditional and online reading comprehension strategies with digital texts would be incredibly useful. Currently Coiro (2011; 2015) is investigating ways to read and understand text found on the Internet, but pulling it back to what teachers can do to support online reading comprehension would be ideal. In addition to classroom use of online reading comprehension and digital literacies, students need experiences with digital texts for computerized testing like those used in the Florida Standards Assessments (FSA). During the 2016–2017 school year, students in grades 4-10 took the computerized FSA exams for reading, writing, and mathematics. The goal of these computerized tests is to support students with critical and analytical thinking and offer a more authentic assessment of the Florida Standards. Students will need to utilize

online reading comprehension skills and digital literacies so that they can “create graphs, interact with test content and write and respond in different ways than on traditional tests” (FL DOE, 2014, p. 1). As comprehension of content is an important aspect of reading, becoming distracted is a real concern for both inservice and preservice teachers. As noted within this study, participants noted both apprehension and unpreparedness for using eTextbooks and/or OERs in the ELA classroom due to the digital distractions found within digital texts via the Internet. Research regarding students’ preference for traditional or digital text supported the idea that many readers feel distracted when reading online (Podolsky & Soiferman, 2014). This understanding, along with the use of eTextbooks in the K-12 classroom, creates many opportunities to gain insights regarding how students read online, their loss of engagement when reading digital texts, the strategies they use and do not use to support their metacognition, and the role teachers need to play in supporting students in this realm.

Researchers should also continue to investigate the use and impact of using eTextbooks and OERs in the ELA classroom and how preservice teacher educators can support teacher candidates in gaining a level of comfort with digital tools. The use of eTextbooks and OERs is only at its beginning level, and more attention is being devoted to searching for funding at the federal, state, and district level to increase budget dollars while at the same time being considerate of 21st century learner needs. Though tools and technology are part of the equation being deliberated by educators, it is not the only consideration that need to be explored. Researchers should look at how OERs can be used to create Open Textbooks and the cost and necessities needed to support teachers in creating them based on the standards, needs of their students, and curriculum requirements.

Limitations of the Study

A case study of six participants was developed to understand preservice and inservice ELA teachers' knowledge of eTextbooks and OERs in the secondary classroom along with how they planned for instruction when using these digital tools to develop comprehension of content. In addition, how participants planned to develop their ELA students' online reading comprehension skills was analyzed. The following paragraphs address the limitations of this study. Sample size represents one of the limitations to this study. Participant selection was both purposeful and convenient as all participants within the ELA courses were able to be part of the study. The small sample size limited the generalizability of the study. By using only a small population of the participants, however, the researcher was able to focus on descriptive data that adds to the field of New Literacies research. As this study focused on ELA teachers, only one of the main disciplines in secondary education, future researchers would benefit from exploring other disciplines and a larger population.

The timeline, study duration, and participants' limited availability had some unexpected limitations. Initially participants' personal interviews were to be completed twice within the timeline. Interviews had limitations due to the self-perceptions of the participants and therefore may have been skewed. To avoid this, however, multiple sources of data including pre-interviews and post-interviews were used to gain consistent information. As planned for, each separate interview focused on OERs first followed by eTextbooks. As most participants were unable to meet at an additional time, the researcher decided to conduct only one interview for each participant. This limited the information and, somewhat, the focus of the interview. As participants' availability became more restricted, some interviews were conducted toward the

end of the research timeline, and thoughts and ideas regarding earlier information and processes may have been forgotten. In addition, exploring the beliefs, perceptions, and knowledge base of instructors teaching similar courses would be beneficial in understanding what is need to support future teachers with utilizing OERs and eTextbooks.

Participant characteristics could also be viewed as a limitation. The ideas, thoughts, and views participants had on using eTextbooks and OERs in their future or current classroom could be based on their individual experiences with learning with these types of digital tools. Often participants referred to their own experiences with technology and eTextbooks and those experiences, while varied, supported their views on if they desired to use them and how they would use them in instruction. In addition, both preservice and inservice teachers brought different perspectives on how they would use eTextbooks and OERs. Inservice teachers appeared to have a more realistic idea of how use of the eTextbook and OERs in instruction could support their students content and online reading comprehension skills.

The researcher also represented a limitation to the study when she assumed the roles of instructor of the mini-presentations, interviewer, and focus group interview facilitator. As the researcher brought in her own understandings and knowledge about eTextbooks, OERs, classroom instruction, and supporting online reading comprehension, she may have had her own biases and not been fully open to instances, although minor, of how the participants were developing aspects of including digital literacies into their own learning and instruction. Also, the researcher took on the role of the interviewer and facilitator for the focus group interview. This may have led to interviewer bias in which the interviewer or facilitator may have subconsciously given subtle clues in the form of tone of voice or body language, that influenced

the participant or the answers provided. In addition, the halo effect, the idea of viewing someone or someone's answers in certain light because of a single, positive answer or attribute, could also have been included by the researcher (Gall, Gall, & Borg, 2007). This could occur both positively and negatively based on the assumptions by the researcher.

An example of possible researcher bias occurred during the first round of analysis with the participant known as Patrick. Initially, it appeared that Patrick had limited understanding of how would support students with OERs. After consideration and reevaluating, dismissing the use of OERs to build background was a bias of the researcher as she deemed the use of this as limited and underdeveloped. By keeping this instance in mind, the researcher was able to reevaluate the data attempting to look at it through other lenses. Biases and researcher understanding is still viewed as a limitation. Another limitation of the study includes insufficient time to cover/review material consistently and effectively. Weekly presentations were provided for participants on selected information regarding eTextbooks, OERs, and online reading comprehension strategies. Although the presentations were detailed and provided examples, the time to share information with participants may not have been sufficient for them to glean what was needed to successfully understand the questions they were asked in interviews or the focus group interview. In addition, if they did not access the course website or provide an accurate email address, some participants may not have received all of the information in the presentations. The time participants spent exploring the eTextbook on their own was no documented except for when participants noted it in their interviews. In addition, the specific areas that participants explored were not documented beyond what participants noted on their eTextbook activity sheet.

OERs were a key construct for the study; and along with the information about them, the researcher provided a 5R Framework on accessibility. Although not directly discussed during the presentations, thoughts on the concept of “open,” along with what copyright and plagiarism means to educators and their students was perhaps not sufficiently addressed. This may have led to misunderstandings regarding what is accurately described as “open” and “free” with regard to OERs. In future research, specific details and information on the concept of “fair use” and copyright, along with the differences between copyright and plagiarism, should be addressed.

Challenges

Some challenges occurred throughout the course of this research. Challenges were related to: (a) accessibility, (b) logistics, and (c) technology. Accessibility challenges at the beginning including gaining access to an ELA eTextbook to be used by participants during the study. Initially the desire was to find an eTextbook that provided an abundance of OERs and activities, including eTextbook features that included interactivity. The researcher attempted to contact several eTextbook publishing companies to ask for permission and access to use a secondary, ELA eTextbook but received no response. Fortunately, the researcher was able to contact *Mirrors & Windows* and was given access for participants of the study.

Logistics provided some challenges to be overcome as a researcher when working with the participants. As time was limited and participants were part of an evening course, many participants either did not want to participate, or were unable to due to other commitments, in the voluntary personal interviews and/or the focus group interview. This narrowed the field of participants for the case study and eliminated many candidates.

In addition, the technology used during came with its own challenges. Although marginal, participants' trials with accessing the eTextbooks and finding useful OERs can be viewed as both technological and logistical challenges. Although the researcher only had one instance of technology being a challenge, when the Internet went out in the TA building, the individual challenges with technology were not directly addressed.

Role of the Researcher

Throughout this research study I learned a great deal both about my topic of interest and about myself as a researcher. As I have always been interested in curriculum, textbooks, and technology, the focus on how eTextbooks and OERs are being used in the ELA classroom to support comprehension of content sparked my interest as I noted gaps in the field and a specific need for teachers and students during the aforementioned pilot study. From this research study, I learned a great deal about the role of online reading comprehension, the preservice and inservice teachers' needs with regard to pedagogy, content knowledge, and technology, and also participants' views about using eTextbook and OERs in their current or future classrooms.

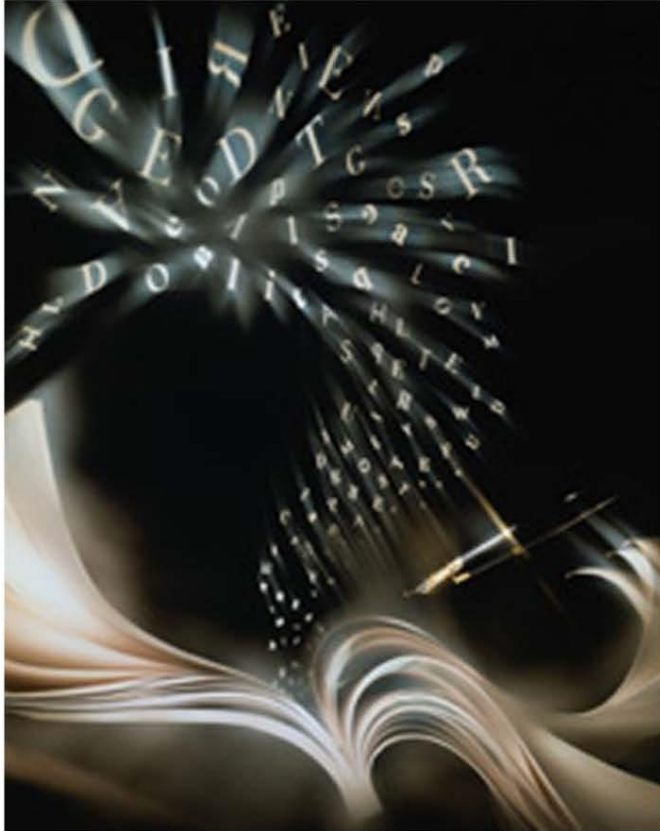
It intrigued me as both a teacher educator and researcher to find that while the preservice teachers had grasp of their content, they still struggled with providing ways to support comprehension and often reverted back to traditional activities that they had perhaps completed in their own schooling. It was also fascinating that the majority of case study participants used technology in their personal and social lives, but did not feel must of a desire to use it in the academic classroom. This provides support for other research that states how many K-20 students view ICTs and multimodal texts as to be used in their personal or social lives, but not used in their academic lives.

As a researcher, I came to understand the nature of my own biases and understandings of eTextbooks, OERs, literacy instruction, and online reading comprehension. I feel passionately about these topics and, when analyzing data, I may have overlooked or disregarded aspects of literacy development if I thought it less than significant or insignificant. I also noted how my very presence as the provider of the presentations, the facilitator of the focus group interviews and the personal interviews could skew data. I understand how both the halo effect and leading questions were present in my research study and could create validity issues (Gall et al., 2007).

Summary

This chapter provided a summary and discussion of the findings, emergent themes, and further exploration of the relationship of the findings to prior research. Implications and recommendations were offered, based on the results, for preservice teacher educators, classroom teachers and professional developers, researchers, and publishers. Included were limitations, challenges, and suggestions for future research.

APPENDIX A
PILOT STUDY



Exploring the Use of eTextbooks in Secondary Language Arts Classrooms in Three Florida School Districts: A Report

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INTRODUCTION

Background Information

eTextbooks and their use in the classroom is a key interest of mine as it relates to both curriculum and instruction. With the creation of digital texts in all aspects of society, we are at the commencement of understanding how to best utilize eTextbooks in K-12 classrooms to increase student content knowledge and experiences with technology. Because of my research interest in digital literacies and learning, my doctoral coordinator, Dr. Vicky Zygoris-Coe, supported my efforts by contacting Deputy Director of Just Read, Florida and Director of Instructional Support, Bureau of Standards and Instructional Support at the Florida Department of Education. With their assistance and guidance this internship was developed as a way to observe how several English Language Arts teachers and their students used eTextbooks in the classroom. The goal of this project was to explore how different teachers used eTextbooks in the classroom for teaching and student learning purposes.

The Greater Context and its Educational Significance

Current shifts in education represent a clear focus on the importance of digital textbooks, digital literacies, and technology use in the K-12 classroom. With the development and integration of the College and Career readiness skills per the new state standards, along with the emphasis on digital learning and critical thinking, students are being taught in new and different ways in order to meet and exceed the expectations required by the 21st century world we live in. Trends in digital learning and literacy are both considered to be essential for educational reform and represent an area of research deemed valuable per the Alliance for Excellent Education (2015a) research center as part of their College and Career readiness goals. Along with the U.S

Department of Education and the Leading Education by Advancing Digital (LEAD)

Commission, there is a key focus to support and develop action plans for school districts to measure the progress of how classrooms use digital tools to improve teaching and student learning outcomes (Alliance for Excellent Education, 2015b).

Emphasis on how digital learning can support students' understandings and abilities in the classroom by using the same technology they use for communication and entertainment outside of school, but in a way as to overcome the passive, one-size-fits all education practices of the past is needed across our nation (Digital Textbook Collaborative, 2012). The state of Florida has put into motion the model that all school districts must have and use digital textbooks by the 2015-2016 school year. Digital textbooks are often thought of as electronic or "E" versions of paper textbooks that can be read on a computer, cell phone, e-reader, or tablet. Digital textbooks often provide the ability for students to highlight passages and take notes on the digital platform. Many have integrated dictionaries and allow for bookmarking of pages. While some textbooks are static, with minimal interactivity, and are viewed as a simple digitized version of the text, others hold more interactivity and offer multimedia applications.

With this in mind, secondary schools in the state of Florida are incorporating more digital texts and devices for academic purposes across classrooms. While much has been considered by stakeholders regarding the types of devices to be used, the need for increased network speeds, and the types of textbooks to be purchased, there is still much to be learned concerning ways students are engaged with digital textbooks in the secondary classroom. Understanding specifically how teacher instruction in the classroom is changing in order to meet the learning

needs of secondary students is an area that warrants further study and analysis in order to best support students' needs in digital learning.

Purpose

The purpose of the classroom visits I conducted in Fall 2015 was to explore how teachers (and students) used eTextbooks in secondary English Language Arts (ELA) classrooms. My faculty mentor and I designed an observation protocol in order to capture instances of how eTextbooks were being used in the classroom. The observation protocol also allowed us to gauge what aspects of literacy and digital literacy instruction were being demonstrated in each classroom. Research questions included the following:

1. How are eTextbooks being utilized in three secondary English Language Arts (ELA) classrooms in the state of Florida?
2. What did literacy instruction look like in secondary ELA classrooms that used eTextbooks?
3. What professional development opportunities do secondary ELA teachers need in order to better integrate eTextbooks in their classrooms?

Sample Literature Review

The focus on digital learning is a hot topic in both our society and schools as the growth and ever-changing use and consumption of technology continues to expand. Project Tomorrow (2014), a global education nonprofit organization, facilitates an annual national research project that tracks the growing student, educator, and parent interest in digital learning, nation's schools and districts are addressing that the learning experiences in and out of the classroom. When

asked about aspects of digital learning, more than 9 out of 10 administrators say that the effective use of technology within instruction is important for achieving their school or district's core mission of education and preparation of students. In addition, over three-quarters of parents (78%) say that the best way for their child to develop the college, career, and citizen ready skills they will need for future success is to use technology on a regular basis. When students were questioned, two-thirds of middle school students (64%) agree that effective technology use increases their interest in what they are learning at school. This data presents an essential look at digital learning and how many stakeholders feel about learning in the 21st century.

eTextbooks and Digital Texts

One aspect of increasing digital learning abilities is through the use of electronic texts, eTexts and eTextbooks, along with function of digital texts. These types of texts are becoming more prevalent in our society both inside and outside of the secondary classroom. As the availability of eTextbooks continues to grow (Bossaller & Kammer, 2014), the choice is to save money and ensure students' abilities with 21st century learning skills are a driving force of their use in the classroom. When considering the kinds of digital texts available, an eTextbook often incorporates many features of a paper-based textbook offering the same text in a digital format that can be accessed with an application, an app, to be read on a variety of devices including e-readers, tablets, smartphones, or computers (Aharony, 2015). While the range of capabilities for an eTextbook can range from basic, with the printed format simply being transferred to a digital format, there is an ever increasing focus on enhanced books that include various use of media including podcasts, video, print, and active hyperlinks to websites and interactive games/activities (Dobler, 2015). In addition, many eTextbooks are offered within a Learning

Management System (LMS), which is a specifically designed software application for the administration, documentation, and delivery of electronic educational materials. Many school districts are choosing to offer the additional structure of a LMS to support the use of the eTextbook.

The use of eTextbooks has many advantages over traditional paper-based textbooks (Lee & Yau, 2015). The use of multimedia contents often provide a way to engage students and can keep them reading and interested in the content, which can continue even after the school day is over. Due to the fact that software and the Internet are part of the e-text function, updates for new and revised content can often be made quickly and easily. eTextbooks also provide easy ways to back-up lost or misplaced materials, typically more easily and cost-effectively than with paper-based books. On a practical level, students are no longer required to carry backpacks loaded with heavy textbooks to and from schools.

Digital Learning and Instruction

The International Reading Association Standards for Reading Professionals (2010) appeal to teachers to integrate traditional print, digital, and online resources into literacy instruction. The National Council of Teachers of English (NCTE) (2005) also addresses the need for the use of multimodal texts and suggest that use texts, in the form of print, speech, images, sounds, movement, music, and animation, will require increased cognitive demands by the student. Writers of the Common Core State Standards (CCSS) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) and the Language Arts Florida Standards (LAFS) (Florida Department of Education, 2014) each call for

students to read and comprehend digital texts and Along with the Internet, the use of eTextbooks are key areas of this multimodal, digital type of instruction. Still, it is unknown what types of types of instruction are being employed in the classroom to support learning with eTextbooks.

Types of instruction that are considered proven practices in regular classrooms, like the clarification of learning goals, providing feedback, modeling reading and writing strategies, scaffolding instruction, and providing collaborative learning opportunities can also be beneficial when working with digital textbooks and in a digital learning classroom. Project Tomorrows (2013) survey of administrators and teachers found that the Flipped Classroom model is an effective way to incorporate digital learning.” Amongst school administrators that year, 28% identified flipped learning as having a significant impact on teaching and learning in their districts, with middle (38%) and high schools (40%) implementing it with “positive results.” Still, more research is needed to understand which aspects of the flipped classroom work best, how to support teachers when using the flipped classroom, and how classrooms use eTextbooks during instruction and/or assignments. At this time, little research has been published regarding the specific topic of instruction in these areas.

Although the concept of using eTextbooks in the classroom is not new, additional studies into how eTexts are being utilized, and the specific types of instruction that accompanies their use, are required. The need to understand the types of digital literacy skills, instructional strategies, and classroom set-up/planning must be expanded on in the research in order to determine how best to support the ever-changing needs of students living in the 21st century.

Applying a specific theoretical model to understand how technology can be integrated

into the classroom is often beneficial. For this set of observations, the Substitution, Augmentation, Modification, and Redefinition (SAMR) model will be used. Designed by Dr. Ruben Puentedura (2014), this model focuses on analyzing the integration of technology by teachers and suggests four specific areas, specifically Substitution, Augmentation, Modification, and Redefinition (SAMR), as a model. The SAMR model, (see Figure 1), is often used by schools and school districts to evaluate the levels of integration teachers are performing in the classroom. From the lower levels of substitution and augmentation, deemed enhancement, to the upper levels of modification and redefinition, noted as transformation, the SAMR model addresses how increased technology activity can have greater educational benefit. As listed in (Figure 1), the “technology” to be used will be the eTextbook.

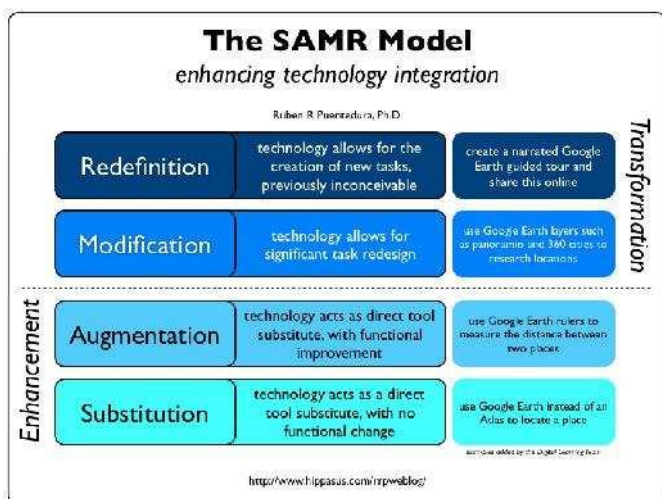


Figure 1

Methods

Observation of teachers and students in the classroom setting was the primary method of data collection for this project. Observation was an ideal way to view teacher and student engagement with eTextbooks in an authentic environment. Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting

chosen for study" (p.79). By conducting observations, the researcher can describe situations using the five senses and be able to describe accurate depictions of classroom activities, while also gaining an understanding of the nuances that occur in the form of interactions among students, teachers, and eTextbook.

Classrooms observations were held from October 22, 2015 to November 30, 2015. Three school districts in the state of Florida were identified by the Florida Department of Education as using eTextbooks in the classroom ELA classroom. After initial contact with the district offices and paperwork was completed, three schools were identified. Institutional Review Board (IRB) (see Appendix A) was obtained from the University of Central Florida (UCF) and permission followed from each participating district.

The following represent the participating districts and schools for this project:

(Small-size District) -- High School

(Medium-size District) -- High School

(Large-size District) -- Middle School

The following represents a timeline of the visits conducted at each school.

Ms. High School		protocol in Mrs. remedial reading
	10/29/15	General lesson and testing.
	11/11/15	General lesson on grammar.
	11/16/15	Testing on previous lessons. Understanding
Ms. High School	11/20/15	Vocabulary discussion and review.
	12/3/15	Discussion and reading of <i>To Kill a Mockingbird</i> .
Ms. Middle School	11/23/15	Initial book and prior knowledge activities for "A Raisin in the Sun."
	11/30/15	Activities surrounding vocabulary and writing related to "A Raisin in the Sun".

Participants

Participants for this study included one English Language Arts (ELA) secondary classroom teacher from each of the identified districts. This was a sample of convenience as it included voluntary participation by the teachers selected per each district. Criteria for the observation included that teachers were assigned use of an eTextbook for the course(s) they are teaching and taught middle or high school English Language Arts. The teacher and her students were observed in order to understand what type of interactions and instruction occurred within the classroom during a set period or periods during the school schedule. Also noted were the classroom environment and the use of eTextbook activities, assignments, and how often the textbook was referred to during the class time. The primary focus was on how the teacher and students utilized the eTextbooks in the classroom. The following are descriptions of the teachers

and classrooms I visited during the fall 2015 semester:

Mrs. High School, 9th-12th Grade English

Ms. High School, 9th Grade English

Ms. Middle School, 7th Grade English

After the teachers and I arrived at a consensus about the schedule, I observed each teacher and her students two to three times during the fall 2015 semester. Public School district leadership and school leaders were extremely helpful, welcoming, and accommodating with my request to observe high school ELA classrooms that used eTextbooks. Upon further discussion with my faculty mentor and one of the school principals, we decided to conduct observations in a particular middle school, Middle School, because of the specific pilot eTextbook ELA program they had been implementing. We believed that the observations would provide sufficient data for the topic/report.

Observation Protocol Tool

Initial investigation of observation tools and protocols were conducted, with none found to be specific to the use of eTextbooks in the classroom. A majority of classroom observational protocols found were basic and were focused on how administrators could evaluate and assess teachers. Our next step involved a series of meetings to develop an observation protocol that could be used to study how teachers and students use eTextbooks in the classroom for teaching and learning purposes. Before observations were conducted, Dr. Zygouris-Coe and I co-developed an eTextbook observation protocol for the aforementioned classroom observations (see Appendix B). This protocol is based on the needs of the researcher, in relation to this report, and it provided us with a way to conduct systematic classroom observations. When preparing

the observation protocol, particular elements of digital literacy (i.e., the *2015-2016 Instructional Material Universal Design Learning (UDL) Questionnaire*, and the *6-12 English Language Arts, Instructional Materials 2013-2014 Evaluation Form* as provided by the Florida Department of Education) were considered and added to the protocol to better address the needs of the student when using eTextbooks in the classroom.

The sections of the protocol were designed to provide us with a comparable data about how students and teachers used the eTextbook. Primary sections included:

- classroom demographics

- an area to sketch/draw a diagram of the learning space and classroom arrangement

- teacher's use of the eTextbook

- students' use of the eTextbook

- teacher challenges with using the eTextbook for instructional purposes

- student challenges with using the eTextbook for learning purposes

- other general observations/notes

These areas were chosen as a way to guide the observer with ways to detect authentic and meaningful aspects of eTextbook interactions in the classroom. By looking at the specific elements of one-to-one computer/tablet access, the types of common eTextbook or Learning Management Systems (LMS) features, and the use of writing, communicating, and collaborating researchers can gauge in what ways teachers integrate the eTextbook into the learning culture of the classroom.

In addition to the creation of the observation tool, an initial evaluation and pilot of the protocol was conducted in advance and elements of the protocol were modified as needed. We

continued to tweak the observation protocol throughout the series of observations. The final edition of the observation protocol is included in Appendix B of this report.

Results and Discussion

Each of the visits provided insight into how the teacher and students use, or did not use, the eTextbook in the ELA secondary classroom. It is important to consider that each visit represented just one instance and view of the instruction that was taking place within the given classroom. This means that the observations conducted represent a snapshot of what actually happened in each ELA classroom. Although the researcher and teacher worked toward meeting at convenient and appropriate times, oftentimes uncontrolled school functions, testing, and schedule changes prohibited classroom observation of eTextbook use in the classroom. The following results represent sample key issues and findings from the observations I conducted in the participating ELA classrooms.

Classroom Environment

One-to-one Technology Access

Teacher/School	One-to-One Access to Computers, Tablets, Phones	Notes
Mrs. High School	Yes	Cart of tablets was available throughout each class period. Students were allowed
Ms. High School	Yes	Cart of tablets available in back of classroom. Three desktop computers lined the wall. Students
Ms. Middle School	Yes	Assigned laptops, located easily in marked off and numbered spaces, were available. Students had access and automatically knew to retrieve a laptop at the beginning of class and login. This was done consistently during each visit.

Although the majority of all observed students had access to technology in the form of laptops, tablets, or iPads, systems were not in place on how to access them in a systematic way across observed classrooms. Most of the time the teacher was in charge and often had to give direct instruction regarding when students should obtain their tablet. Ms. from county had a more systematic way for students to access their laptops; her laptop accessibility

routines did not interfere with the flow of the instruction.

eTextbook Usage

Use of eTextbook During Class

15

Teacher/School	Use of ETextbook During	Notes
Mrs. High School	No	<p>On each occasion, the eTextbook was not used directly during class. Instruction consisted mostly of direct instruction. Some outside elements (e.g., a poem) were provided to students via the LMS and students accessed them via their email using an iPad. Students and the teacher referenced and used the actual artistic work and poem by Blake. Students could not fully access the eTextbook through the iPad--the iPad could not fully open certain capabilities of the eTextbook. Teacher noted that they would be moving to Thinkpads as soon as they were going to be purchased.</p>
Ms.High School	No	<p>During the initial visit, the teacher reviewed vocabulary and did not use any technology. The teacher demonstrated some aspects of the eTextbook as a way to show me what could happen with the given materials.</p> <p>During the next visit, I observed the reading and discussion of <i>To Kill a Mockingbird</i>. Students read from a print copy of the book.</p>

Ms. Middle School	Yes	Students used the product/LMS <i>Amplify</i> throughout the class visits. During each one of the visits, the students used quick-writes using <i>Amplify</i> and the teacher pinpointed aspects of the eTextbook within <i>Amplify</i> .
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ETextbook Features

Each school district chose its own eTextbook and each eTextbook came with its own set of features. During the observations, the only teacher who used eTextbook features in her instruction was Ms. (7th grade ELA classroom). Based on the observation protocol, Ms. Bazley had her students use digital features of the text/LMS (e.g., assignments, simulations, games, and writing/annotations). An example of these elements was seen when Ms. asked students, as they read the play, *A Raisin in the Sun*, to write via the LMS in a low-stakes writing activity where they had to use evidence from the text as they analyzed a character from the story. Ms. also had students use the games within the eTextbook/LMS in order to support their vocabulary knowledge and content understanding.

Digital Collaboration and Ongoing Conversations

While collaboration and interaction among students are viewed as highly useful for supporting their learning and understanding of text, only Ms. included interactions with the eTextbook during student-student collaborations and conversations. Conversations were also limited for in class and via technology except for those that were teacher-led. For example, Ms.

included student discussions on text in a whole-class format, such as on Blake's "Poison Tree", but student-student discussion were limited offline or online. Although discussion boards are readily available via products like Schoology©, which were used at Ms. school, there was no use of those types of boards in reference to the material or the eTextbooks. During observations, collaborations between students were also limited during classroom time and no use of the eTextbook was viewed.

Ms. did not have students access the eTextbooks or any technology during my classroom visit, except for the initial demonstration of the eTextbook. Direct instruction and whole-group discussion were the two primary ways that instruction took place in the classroom with little-to-no experiences with technology apart from the classroom projector and screen. The use of digital textbooks was encouraged, and Ms. showed a true interest in their use, but admitted to not having the time and/or opportunities as much as she would have liked to fully incorporate them into her instruction.

Areas of Need

Out of the three teachers observed, only one consistently provided literacy instruction by using technology and the eTextbook. Although the other classes had access to technology and the eTextbook, instruction differed per day and no use of the eTextbooks were observed. While the three teachers demonstrated use of technology in other areas such as whole-class instruction via an interactive whiteboard, only Ms. demonstrated strategic instruction and integration of technology with use of the provided for the eTextbook.

Overall, the students themselves interacted with digital literacy and technological skills in a more social fashion including taking notes using their tablets or iPads, sharing ideas, and taking photos of each other. Although these activities involved technology use, they were not directly related to the eTextbook; on the other hand, they demonstrate students' digital skills and abilities outside the realm of academics. While it is true of many students use elements of social media and digital literacy for their own personal relationships and actions and how these abilities have not yet completely transcended into the classroom or with the use of eTextbooks.

Recommendations

As noted at the 2015 Florida Association of District Instructional Materials Administrators (FADIMA) conference, eTextbooks and how they are created and purchased is a huge part of curriculum and instructional development in the state of Florida. Needs for schools and districts come from a variety of forms, including how materials are created, how they connect with state standards, how they are evaluated, and how they are paid for in the state of Florida. In addition, how teachers use and proliferate the eTextbooks and materials, along with elements of technology, is also a key focus by districts around the state.

Professional development and the ongoing training of teachers is foundational to the successful use of eTextbooks in the classroom. While many schools and districts are adopting materials based on the choices provided by the state, how to use those materials in a systematic way to enhance instruction is still undetermined. While educators and administrators note that "technology must be like oxygen: ubiquitous, necessary, and invisible" (Lehmann, 2010), many also question how to put this into practice and what the use of eTextbooks should look like in the college and career classroom.

The following represents specific recommendations based on the observations conducted in three secondary English Language Arts classrooms:

Supporting districts and schools with purchasing the correct product for the eTextbook/Textbook and/or LMS. When curriculum materials are bought to be used on tablets or laptops, districts and schools must be certain to select the best option that allows students access to all elements of literacy. If software can be better used on some devices than others it is best to incur the initial cost. An example of this is seen with County, where the eTextbooks could work on computer but certain features were unavailable on the provided iPads. The school decided to purchase Thinkpads in order to better suit the eTextbook and allow for more interactive practices with the text and content like word processing, which is often more difficult on iPads and other tablets.

Action Steps:

Discuss infrastructure needs of the school regarding bandwidth and network connections with district computer support teams in order to design and decide how best to accommodate the use of the eTextbook.

Review and practice using the eTextbook on a variety of computer platforms and tablets to ensure feature capabilities.

Teachers need ongoing support in understanding underlying processes of learning and teaching with technology. New software and applications for tablets and phones are created every day, and there is always new and innovative ideas on how and where to use them. Still, teachers and students can feel overly bombarded

with technology and focus solely on the product instead of the process of learning. Specific technologies can come and go but it is the process that will stay with us as we move toward the future. Helping teachers become familiar with frameworks that can support their goals and instruction surrounding eTextbooks and content is an important part of professional development. Frameworks like the Technological Pedagogical Content Knowledge (TPACK) helps teachers integrate areas of content, pedagogy, and technology together in their classrooms (Koehler & Mishra, 2008) . Another model useful to teachers and schools is the Substitution, Augmentation, Modification, and Redefinition (SAMR) model. As noted previously, this model allows teachers to rethink their instruction by infusing technology to higher levels than just mere substitution, such as a PDF of a book on a digital device versus a regular, textbook.

Action Steps:

Provide background information of the school's chosen model or framework for eTextbook integration into classroom. Demonstrate how the model should involve the text, the student, and the teacher. Have teachers work together to brainstorm how they will use the eTextbook in the classroom based on both the needs of their students and the curriculum standards.

ETextbooks are not the same as print textbooks. As technology continues to improve, eTextbooks offer more than the idea of moving text from a traditional paper

book to a digital PDF file. Currently, there are LMS systems and eTextbooks that offer interactive activities, games, and resources that go beyond its initial form of a stagnant book. It is important for schools to choose books that meets the needs of the content, the standards, and their students. In addition, professional development on how to access and use features of the eTextbook is vital, as each eTextbook or LMS has its own useful functions. These can include size of text, audio features, outside links, animations, discussion points, questioning, annotation abilities, quick-write activities, collaboration, summarizing support, and many others.

Action Steps:

Discuss with teachers their specific understanding of using an eTextbook in the classroom. Support their understanding of the differences and commonalities with using an eTextbook versus a traditional print textbook.

Have teachers look at their traditional print textbooks and create a blueprint of how the eTextbook differs. Provide opportunities for teachers to use the different features and share how they can be integrated in their instruction to meet students' needs and the curriculum standards.

Teachers need to understand their new roles. Technology offers the ability to differentiate instruction and adapt instruction for individual and groups of students. Teachers need to consider ways to support learners with using and learning from

eTextbooks. Guiding students, as you would in any traditional classroom, remains incredibly important. Still, teachers also will need to adapt to a more student-centered model where the standards still drive instruction along with student's needs. The teacher will need to take on the role of facilitator of student learning.

Action Steps:

Consider the Flipped Classroom model designed to make the learner the center of instruction rather than becoming overly reliant on the teacher as the only way to obtain information.

Find ways to support students in their digital literacies and learning capabilities in order to make them more self-sufficient and independent. Facilitate their interests and how to evaluate and find information related to both their content understandings and curriculum needs.

Teachers need support with using the eTextbook and going beyond the eTextbook. While eTextbooks often come with support and lesson plans, the teacher must still consider other potential areas of need. Learning how to integrate and use technology in the classroom beyond eTextbooks is ideal, especially when considering how engaging and motivating social media, discussion boards, and applications can be for students. The Internet offers a wide variety of additional materials and multimodal texts that allow for further investigation. Providing teachers with information on how to support their learners with digital literacy skills and strategies is key to their college and career readiness abilities.

- **Action Steps:**

Develop a needs assessment based on strengths and weaknesses of the teachers' use of digital literacies and learning.

Design differentiated professional development to meet specific teacher needs.

School administrators' vision, knowledge, and support of teachers is necessary for integrating eTextbooks in the classroom.

A knowledgeable, instructional school principal will shape and design the school and offer insights and guidance on how eTextbooks are best utilized and connected with in the classroom. Shaping a vision of academic success, creating a climate of hospital to education, cultivating leadership in teachers, managing people, data, and processes, and improving instruction to enable teachers to teach at their best and students to learn at their utmost ability are key considerations for administrators (Mendels, 2012).

Administrators must view eTextbooks as a necessary tool that is used in cooperation with other aspects of teaching in order to support students to be college and career ready. Supporting teachers with technological infrastructure (i.e., Internet and campus-wide network connection) and professional development on how to use eTextbooks is necessary for successful implementation and use of eTextbooks.

Action Steps:

- Administrators must consider the school vision in terms of the knowledge and experiences that students require when using the eTextbook and other digital

tools. Communicating that vision with stakeholders (i.e., teachers, parents, and staff) and viewing it as a vital part of the tools available to teachers is crucial.

- Make a plan on how to best support teachers with quality, ongoing professional development and learning opportunities on how to use the eTextbook.

This is vital for implementation success.

Conclusions

Technology, in its many formats, is here and readily available for students. Whether it be mobile phones, product creation apps, time organization software, or the many other abundant types of technology, it is being used in many aspects of life by all of us, including our students. As we move toward the future, technology should be included in the K-20+ academic classroom.

While it is true that secondary students already have many experiences with e-books and technology being available at their fingertips, they still have much to learn about content knowledge, evaluation, and creation. They cannot do these things by themselves but will need a teacher to guide them in their learning and use of these technologies in the classroom and beyond. Though eTextbooks are not a new concept, the effective and purposeful use of them in the classroom represents a new area that needs to be explored, studied, and supported by many stakeholders in order for them to be a viable tool. This is an exceptionally important area to focus on in order to support all of our learners in becoming college and career ready.

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University of Central Florida Institutional Review Board

Office of Research & Commercialization

12201 Research Parkway, Suite 501

Orlando, Florida 32826-3246

Telephone: 407-823-2901 or 407-882-2276

www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Lourdes Smith**

Date: **October 02, 2015**

Dear Researcher:

On 10/02/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination

Project Title: Observing and Understanding How Digital Textbooks are
Utilized in the Secondary Language Arts Classroom

Investigator: Lourdes Smith

IRB Number: SBE-15-11602

A handwritten signature in black ink that reads 'Joanne Muratori'.

N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed b

Signature applied by Joanne Muratori on 10/02/2015 08:27:46 AM EDT

IRB Manager

Appendix B

eTextbook Classroom Observation Protocol
(Developed by Lourdes H. Smith, M.Ed. and Dr. Vicky Zygouris-Coe, 2015)

Date:

District/School:

Teacher: Grade Level: Class Period/Time:

Digital Textbook Title/Publisher:

Number/Gender of Students: _____ Male _____ Female _____ Total

Topic(s):

Purpose of Lesson:

Number of Desktop Computers/Laptops/Tablets/E-readers and Other Mobile Learning Devices in the Classroom:

BYOD: _____ Yes _____ No

Sketch/Drawing of the Learning Space/Classroom's Physical Arrangement:

Draw or diagram the way the classroom is organized and arranged for teaching and learning purposes.

AREA of FOCUS	SPECIFICS	NOTES
<p>eTextbook and Technology</p> <ul style="list-style-type: none"> • Absent in the classroom • Present in the classroom 	<ul style="list-style-type: none"> ▪ Readers/Tablets/ Computers: One-to-one <ul style="list-style-type: none"> ○ Absent ○ Present ▪ Publisher/Platform of eTextbook <ul style="list-style-type: none"> ○ Name: ▪ Interactive Elements <ul style="list-style-type: none"> ○ Interactive Java <ul style="list-style-type: none"> ▪ Absent ▪ Present ▪ Common e-Textbook Features Used: <ul style="list-style-type: none"> ○ Annotations ○ Audio Reading of Text ○ Assignments ○ Dictionary ○ E-mail (other communication) ○ Embedded Videos ○ Embedded Links ○ Embedded Audios ○ Game ○ Note-taking ○ Printable Materials ○ Practice Activities 	

	<ul style="list-style-type: none"> ○ Questioning ○ Simulation ○ Vocabulary ○ Text Conversion (size, font) 	
<p>Teacher's Use of eTextbook</p> <ul style="list-style-type: none"> • Non-existent • Occasional • Ongoing 	<ul style="list-style-type: none"> • Uses the eTextbook <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • Demonstrates Features of eTextbook <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • Incorporates the eTextbook in Writing Activities (i.e., text coding, note-taking, summarizing) <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • Creates Opportunities for Students to Communicate and/or Share with Peers (i.e., discussion board specific to the LMS, or eTextbook) <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • References the eTextbook <ul style="list-style-type: none"> ○ Non-existent 	

	<ul style="list-style-type: none"> ○ Occasional ○ Ongoing <ul style="list-style-type: none"> ● Creates Opportunities for Student to Student Collaboration Using the eTextbook <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing ● References the Interactivity Elements of the eTextbook for Teaching Purposes <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing 	
<p>Students' Use of the eTextbook</p> <ul style="list-style-type: none"> ● non-existent ● occasional ● ongoing 	<ul style="list-style-type: none"> ● Practices Reading the eTextbook in the Classroom <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing ● Uses Features of the eTextbook for Reading Purposes (e.g., audio, dictionary, email, embedded links, note-taking, etc.) <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing 	

	<ul style="list-style-type: none"> • Uses Features of the eTextbook for Writing Purposes (i.e., text coding, note-taking, quick writes, summarizing) <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • Communicates with Peers about Learning from eTextbook (i.e., discussion board specific to the LMS, or eTextbook) <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • Collaborates with Peers Using the eTextbook <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • References the eTextbook <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing • Uses the Interactivity Elements of the eTextbook for Learning Purposes <ul style="list-style-type: none"> ○ Non-existent ○ Occasional ○ Ongoing 	
--	---	--

Teacher: Challenges with Using the eTextbook for Teaching Purposes		
Student(s): Challenges with Using the eTextbook for Learning Purposes		

Other General Notes and Considerations		
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APPENDIX B
OBSERVATION PROTOCOL FOR PILOT STUDY

E-textbook Classroom Observation Protocol
 (Created and Developed by Lourdes H. Smith and Dr. Vicky Zygouris-Coe, 2015)

Date:

District/School:

Teacher: Grade Level: Class Period/Time:

Digital Textbook Title/Publisher:

Topic(s):

Number/Gender of Students: _____ male _____ female _____ total

Purpose of lesson:

Number of Computers/Tablets/Phones in Classroom;
 BYOD?

Drawing of Classroom

Draw and diagram the classroom setting to demonstrate an understanding of the classroom set-up.

FOCUS	AREAS	NOTES
e-Textbook and technology <ul style="list-style-type: none"> • Absent • Present 	<ul style="list-style-type: none"> ▪ One-to-one <ul style="list-style-type: none"> ○ readers/tablets/computers ○ Absent ○ Present 	

	<ul style="list-style-type: none"> ▪ Publisher/Platform of eTextbook <ul style="list-style-type: none"> ○ ▪ Interactive Elements <ul style="list-style-type: none"> ○ Interactive Java ▪ Common E-text Features Used: <ul style="list-style-type: none"> ○ Annotations ○ Audio Reading of Text ○ Assignments ○ Dictionary ○ E-mail (other communication) ○ Embedded Videos ○ Embedded Links ○ Embedded Audios ○ Game ○ Note-taking ○ Printable Materials ○ Practice Activities ○ Questioning ○ Simulation ○ Vocabulary ○ Text Conversion (size, font) 	
<p>Teachers Use of e-Textbook</p> <ul style="list-style-type: none"> • non-existent 	<ul style="list-style-type: none"> • Teacher Use of eText <ul style="list-style-type: none"> ○ non-existent ○ occasional 	

<ul style="list-style-type: none"> • occasional • ongoing 	<ul style="list-style-type: none"> ○ ongoing • Demonstrate Features of eText <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • Incorporates Writing Activities (i.e. text coding, note-taking) <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • Offers Communication/Sharing Opportunities <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • References the eTextbook <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing 	
---	---	--

	<ul style="list-style-type: none"> • Collaboration for learning purposes <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • Referencing the interactivity <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing 	
<p>Students Use of e-Textbook</p> <ul style="list-style-type: none"> • non-existent • occasional • ongoing 	<ul style="list-style-type: none"> • Practices reading of eText <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • Can Describe/Use Features of eText <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • Writing <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing • Collaborates <ul style="list-style-type: none"> ○ non-existent ○ occasional 	

	<ul style="list-style-type: none"> ○ ongoing ● Communicates <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing ● Referencing the eText <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing ● Using/Referencing the interactivity <ul style="list-style-type: none"> ○ non-existent ○ occasional ○ ongoing 	
<p>Teacher: Challenges of Using e-Textbook</p> <p>Student: Challenges of Using e-Textbook</p> <p>Other Notes</p>		

APPENDIX C
INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL



University of Central Florida Institutional Review Board
 Office of Research & Commercialization
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 Orlando, Florida 32826-3246
 Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
 FWA00000351, IRB00001138**
 To: **Lourdes Smith**
 Date: **December 07, 2016**

Dear Researcher:

On 12/07/2016, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
 Project Title: Examining how eTextbook and Open Educational Resources (OER) are Understood and Used by English Language Arts Preservice Teachers to Support Future Students' Comprehension Development: A Case Study
 Investigator: Lourdes Smith
 IRB Number: SBE-16-12606
 Funding Agency:
 Grant Title:
 Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewska, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patria Davis on 12/07/2016 02:36:46 PM EST

IRB Coordinator

APPENDIX D
INTERVIEW PROTOCOL

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee (Title and Name): _____

Interviewer: _____

Focus of Interview/Topics Discussed: _____

Post Interview Comments or Leads: _____

Interview

Introductory Protocol

To facilitate our note-taking, we would like to audio recordings our conversations today. Please sign the release form. For your information, only researchers on the project will be privy to the audio recordings. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

We have planned this interview to last no longer than 45-minutes. During this time, we have several questions that we would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to speak with us today because you have been identified as being part of either a student in the fall semester course of LAE AAAA, or LAE BBBB,. As you know from our earlier interactions this semester, the purpose of this study is to examine how preservice teachers, specifically earning a degree in English Language Arts Education, understand and prepare to use eTextbooks and OERs in an English Language Arts (ELA) middle school or high

school classroom. Specifically, this research will investigate how the ELA preservice teacher plans to use both eTextbooks and OERs to develop students' digital literacies and comprehension of text and content knowledge.

A. Interviewee Background

What is your degree program? _____

Do you hold another degree? _____

What year are you in your coursework? _____

Are you currently teaching?

If so, how many years? _____ Area? _____

Would you tell me briefly about your educational and professional history?

Interview Questions

A. INTERVIEW QUESTIONS (Focus on OERs)

1. Define Open Education Resources in your own words.

2. Briefly describe your thoughts on using Open Educational Resources (OERs) in your future or current classroom instruction?

Probes: Would you use them? Why or why not? What purpose or role do you think they have in your future or current instruction?

3. When you were designing your unit lesson plan(s), how did you incorporate OERs into your instruction? What type of OERs did you use (content or instructional support)?

Probe: Were there any issues or challenges identifying or selecting OERs?

4. How does the OER(s) you selected for your unit plan support comprehension of material?

Probe: Developing new comprehension processes that builds on traditional skills while involving the abilities to search, locate, and draw connections between resources of diverse and multiple

perspectives is need for online reading comprehension. What aspects do you feel are important to focus on with regard to OERs and why?

5. Will you use the OER rubric discussed during the presentation, or another rubric/evaluation, to support choices of OERs? Why or why not? How?

6. Will you use the OER 5R framework that was discussed during the presentation, or another framework for defining OER purposes, when you choose OERs for classroom use? Why or why not? How

B. INTERVIEW QUESTIONS (Focus on eTextbooks)

1. Briefly describe your thoughts on using eTextbooks in your future or current classroom instruction?

Probe: What would be the best way for you to use them in your future or current classroom?

2. When designing your lesson plan with the eTextbook, what was your major idea regarding including aspects of the eTextbook (i.e. features, content)?

Probe: Were there any issues or challenges when you were considering how you would use the eTextbook content or features?

3. How does using eTextbooks support comprehension of material?

Probe: What elements of the eTextbook do you think provide students with support with their comprehension of content?

4. What were your thoughts of the hyperlinks provided to you by the eTextbook? How would you rate them for supporting comprehension of content?

5. Do you feel comfortable using eTextbooks in the classroom? Why or Why not?

6. What are your personal feelings regarding using OERs and eTextbooks in the classroom?

7. What skills or instruction do you feel you still need to be able to teach with eTextbooks or OERs effectively in your future or current classroom?

APPENDIX E
FOCUS GROUP INTERVIEW PROTOCOL

Focus Group Interview Discussion Guide (Protocol)

Fall 2016

Introduction:

1. Welcome

Introduce yourself and the note-taker, and send the Sign-In Sheet around to the group while you are introducing yourself.

Review the following:

- Who we are and what we're trying to do
- What will be done with this information
- Why we asked you to participate

2. Explanation of the process

Ask the group if anyone has participated in a focus group interview before. Explain that focus group interviews are being used more and more often in health and human services research along in education to provide insights regarding opinions of products and processes.

About focus group interviews

- We learn from you (positive and negative)
- Not trying to achieve consensus, we're gathering information, opinions, reasons, and ideas.
- No virtue in long lists: we're looking for priorities
- In this project, we are doing both interviews and focus group interview discussions in addition to the observations and document an analysis. The reason for using these tools is that we can get more in-depth information from a smaller group of people in focus group interviews. This allows us to understand the context and gain further insights by learning from the group about their concepts and ideas. This helps us explore topics in more detail than we can do in a written survey.

Logistics

- The focus group interview will last about one hour and fifteen minutes.
- The class will be split into two groups but will have the same questions.
- Help yourself to refreshments

3. Ground Rules

- Everyone should participate.
- Information provided in the focus group interview must be kept confidential.
- Stay with the group and please don't have side conversations.
- Turn off cell phones, laptops, tablets and put them away.
- Have fun!

4. Turn Recorders On (as participants speak, make sure they have a recorder near them)

5. Ask the group if there are any questions before we get started, and address those questions.

6. Introductions

- Go around table.

Discussion begins, make sure to give people time to think before answering the questions and don't move too quickly. Use the probes to make sure that all issues are addressed, but move on when you feel you are starting to hear repetitive information.

For this activity, ask student to visualize themselves in the near future, in their own middle-or-high school ELA classroom.

Questions:

1. What were some things you liked about OERs with regard to planning instruction for your future or current classroom?
2. What are the strengths and/or weaknesses of OERs, in your opinion?
3. What are the strengths and/or weaknesses of eTextbooks, in your opinion?
4. What were some things you liked about using eTextbooks in your future or current classrooms?
5. Describe what comprehension activities or strategies you will teach or have students use when working with OERs.
6. Describe what comprehension activities or strategies you will teach or have students use when working with eTextbooks.
7. What are the major challenges you see with working with OERs in your future or current classroom specific to students' comprehension of content knowledge?
8. What are the major challenges you see with working with eTextbooks in your future or current classroom specific to students' comprehension of content knowledge?
9. Respond to the statements:
 - a. OERs and eTextbooks are quite different from each other in terms how I will use them for planning. Explain your decision.
 - b. OERs and eTextbooks should not be used together for instruction or planning for instruction. Explain your decision.
 - c. Finding OERs is difficult to successfully accomplish. Explain your decision.
 - d. Evaluating OERs is difficult to successfully accomplish.
 - e. Explain your decision.
10. Describe an idea of how you would use OERs in your instruction that focuses on comprehension of content.
11. Describe an idea of how you would use eTextbook and/or eTextbook features in your instruction.
12. Over the semester you've learned about OERs and eTextbooks. As you know, the state is mandating that more eTextbooks be used. What are your feelings regarding this mandate for the ELA classroom?
13. Is there anything else you would like to say about OERs usage in the ELA classroom?
14. Is there anything else you would like to say about eTextbook usage in the ELA classroom?

That concludes our focus group interview. Thank you so much for coming and sharing your thoughts and opinions with us. We have a short evaluation form that we would like you to fill out if you time. If you have additional information that you did not get to say in the focus group interview, please feel free to write it on the further notes and ideas form provided to you.

Materials and supplies for focus group interview

- Sign-in sheet
- Focus Group Interview Discussion Guide for Facilitator
- recording devices
- Further notes and ideas form.
- Notebook for note-taking
- Refreshments

APPENDIX F
DIRECTIONS FOR UNIT PLAN

LAE Unit Plan Assignment (20%)

Description:

For this assignment, you will think about holistic approaches to teaching a novel (perhaps choose one from the LAE CCCC class that you chose for your text set assignment) or thematic unit and how to combine what we have learned about reading process, discussion, lesson planning, student motivation, essential questions, language study, etc. You will choose the content for a 2-4 week unit and create a series of 5 - 10 lesson plans that would be used in that unit.

Your final product will include the following parts:

Cover Page

- Unit Title
- Your Name
- Course Name
- Semester

Introductory Statement

Write a detailed paragraph to address the following:

- What is the unit about?
- Which grade level(s)?
- What do you hope students will learn?
- What assignments/projects will they complete?
- How will you assess their assignments/projects

Open Educational Resource

Include at least one Open Educational Resource for each day of the unit.

Daily Lessons (5-10 lessons)

- For each day of your unit, include a new daily lesson. Each day should be written in a singular lesson plan, which includes all components listed below.

Sample Daily Lesson Plan format:

Title of Lesson

Grade Level

Standards

- List Florida Sunshine State Standards that will be covered

Essential Questions

- Provide a description of the essential questions that will be covered

Objectives

- List the objectives that will be covered in this unit

Materials

- List all the items required to complete the unit's lessons
- Include handouts, artifacts, technology, software, etc.

Procedures

- List in chronological order the steps needed throughout the lesson:

Describe all activities and materials required to complete the lessons, including an anticipatory set.

Design activities to motivate student interest

Describe opportunities for students to think critically

Include a technology component to enhance lesson activities

ESOL Accommodations

List how your lesson can be adapted or modified for ESOL students.

Resources

Provide list of resources other than those listed in the lessons for extension.

Assessment

Describe how you will evaluate the activities performed in this lesson.

APPENDIX G
ETEXTBOOK ACTIVITY

Directions

Step 1)

Once you login into the eTextbook you'll be able to access 4 different levels of texts from the ELA teaching materials.

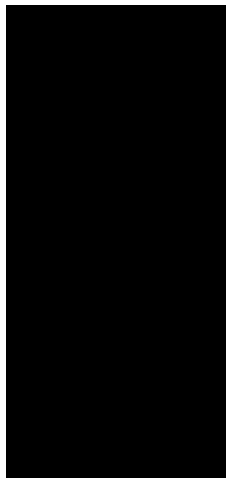
Mirrors & Windows Choice (choose one)

- 9th Grade (green covers)
- 10th Grade (orange covers)
- 11th Grade (blue covers)
- 12th Grade (yellow covers)

Choose a unit within one of the grade leveled texts. (An example may be if you chose 10th grade book (the one with the orange covers), went to the table of contents, and chose unit 5 on Folklore. You will only need to look at the selections you chose from that unit.)

Step 2)

Once you've chosen your unit, go to the Annotated Teacher's Edition, the first page, and select and review the page marked Media Library. There you will find selections of media related to your unit.



★ This page is located on the very first page of each of the Annotataed Teacher's Editions. Access the Media Library to find OERs selected, per unit, by the publisher.

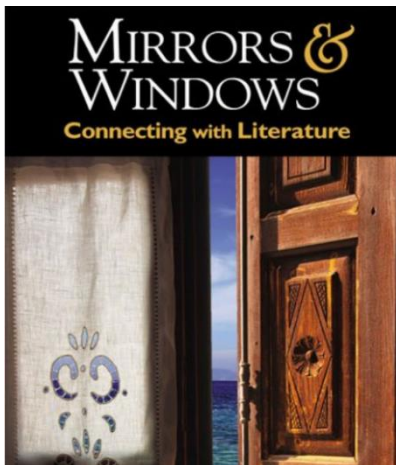


Step 3)

Answer the following the questions regarding your experience with the eTextbooks. Return the form to me before you leave this evening.

*Thank
you*

Thank you again for your participation with this study.



Mirrors & Windows, eTextbook Activity Inquiry

Your Name:

Date:

Chosen Text:

Chosen Unit:

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media? What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc.)

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

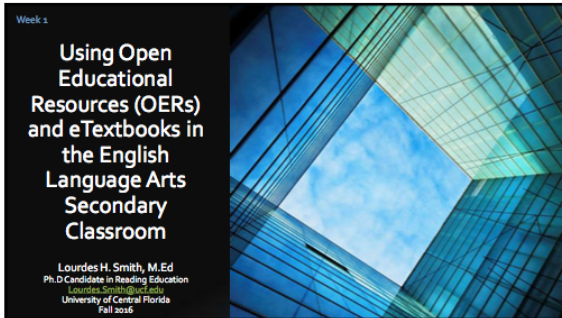
Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

Questions 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why? (You can view some of the features when clicking on the three lines at the bottom of the right side of the viewing screen.) See image below for how to access.



APPENDIX H
WEEKLY PRESENTATIONS

WEEK 1



Hello and Thank You

- Lourdes H. Smith, M.Ed
- Ph.D Candidate in Reading Education
- My Background in Teaching and Literacy
- Research Interests
- Focus of this Research
 - Why am I looking at OERs and eTextbooks in the ELA classroom?
- Pilot Study in Fall 2015

The Process for this Research

- Process
 - observations, interviews, focus groups, presentations and weekly classroom activities, document analysis
 - If possible, please bring technology in the shape of a laptop or tablet to class.
- Timeline
 - October 17 –OERs and eTextbook Introduction
 - October 24--OERs
 - October 31--OERs
 - November 7--eTextbooks
 - November 14--eTextbooks
 - November 21—eTextbooks, Focus Group

Today's Focus

- Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.
- Guiding Questions of the Week:
 - 1) Have you seen them, OERs and eTextbooks, used? If so, how have you seen them used?
 - 2) What are your experiences with OERs (personally and professionally)?
 - 3) What are your experiences with eTextbooks (personally and professionally)?

Discussion Activity—FIRST BOX

- As a group you will be completing a discussion with guiding questions for the first box.
- Pick one person in the group to take notes on the discussion as you work through the graphic organizer.

Open Educational Resources (OERs)

- OERs are freely accessible, openly licensed types of texts and media that are useful for teaching, learning, and assessing.
- OERs are sometimes used in a closed-environment (LMS, Blog, Wiki, Google Doc) at the K-12 and college levels and are designed by the teacher/instructor.

Open Educational Resources (OERs)

- Image resources
- Books in the public domain
- Video and audio lectures
- Interactive simulations
- Game-based learning programs
- Lesson plans
- Digital Textbooks
- Online course curricula
- Professional learning programs



Who is Using Open Educational Resources?

(Cadran, 2014.) Council of Chief State School Officers (CCSSO)

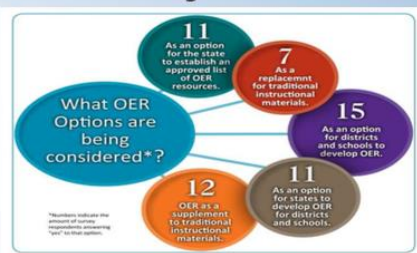
By the Numbers



*Numbers indicate the amount of survey respondents answering "yes" to that option.

How are States Using OERs?

(Cadran, 2014.)

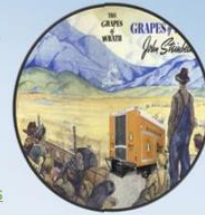


*Numbers indicate the amount of survey respondents answering "yes" to that option.

Example

- Let's say you were teaching *The Grapes of Wrath* in your current or future classroom.
- While you may have the novel to use, what else do you want to explore in the form of writing, thinking, reading, listening, speaking?

- Ideas:
<https://www.oercommons.org/courses/america-s-great-depression-and-roosevelt-s-new-deal>



eTextbooks in the Classroom

- Initially, an electronic textbook is a textbook publication made available in digital form, consisting of text, images, or both, readable the display of computers or other electronic devices.
- Currently, eTextbooks are more than just the original book in digital format and have taken on different features to make them more interactive.



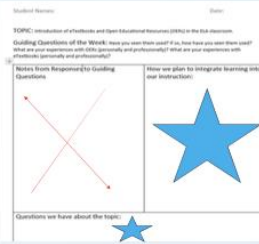
eTextbooks Usage

- In 2011, the State of Florida passed legislation noting that Florida public schools would be focusing on purchasing and utilizing **digital textbooks** by the 2015-16 school year (Florida Department of Education, 2015).
- During 2014, this task was modified by the legislature with a focus for each district to create a Digital Classroom Plan that would integrate technology and digital materials in the classroom.

eTextbook Example



Discussion Activity—2nd and 3rd Box on Sheet



- As a group you will be completing a discussion with guiding questions.
- Pick one person in the group to take notes on the discussion as you work through the graphic organizer.

Contact Info

- Lourdes H. Smith, M.Ed
- Lourdes.Smith@ucf.edu
- (407) 489-7012

- Please make sure to add your email address to my email list.

WEEK 2

Week 2

Using Open Educational Resources (OERs) and eTextbooks in the English Language Arts Secondary Classroom

Lourdes H. Smith, M.Ed.
Ph.D Candidate in Reading Education
University of Central Florida
Fall 2016



Hello Again

- Lourdes H. Smith, M.Ed
- Ph.D Candidate in Reading Education
- Focus of this Research
 - Why am I looking at OERs and eTextbooks in the ELA classroom?
 - Using OERs and eTextbooks for better comprehension.



Today's Focus

Choosing and Evaluating Open Educational Resources (OERs) in the ELA classroom.

Guiding Questions/Statements of the Week:

- ◆ Brainstorm some specific ideas for choosing OERs to use with the content you are considering for your unit plan.
- ◆ Consider how you will integrate an OER into your unit plans.
- ◆ Think about and discuss at least one specific OER in the context of your unit plan.
- ◆ Review the rubric for different evaluation criteria of OERs.
- ◆ Think about an OER and describe how you will evaluate it (i.e. Which rubric or rubrics will you use? Why?)

Open Educational Resources (OERs) Reminders

- OERs are freely accessible, openly licensed types of texts and media that are useful for teaching, learning, and assessing.
- OERs are powerful teaching tools that can specifically address your learning objectives and your students' background understanding.
- It is possible to create your own OERs with training and support.
- **Our focus is on finding quality OERs and integrating them into your instruction to support comprehension and understanding by students.**

Open Educational Resources (OERs)

- Image resources
- Video and audio lectures
- Books in the public domain
- Interactive simulations
- Game-based learning
- Lesson plans
- Digital Textbooks
- Online course curricula
- Professional learning programs



Why Use Open Educational Resources (OERs)?

- The Florida Department of Education, in 2008, was the first State Education Agency to adopt an OER policy with its approval of Free Reading for the supplemental reading programs list.
- OER provides building blocks and a sandbox to realize this goal. But proprietary textbooks, no matter whether they are print or digital, can not!



Recording Devices for your Group Discussions



1. Turn recorder from off to on with the side button.
2. When ready press "REC" button on front of MP3 Recorder.
3. State full name of one person in the group so I can identify your group members.
4. After saying one person's name, say "brainstorming"
5. When done press stop.

Discussion Activity—FIRST BOX



- As a group you will be completing a discussion with guiding questions for the first box.
- Pick one person in the group to take notes.
- **Focus:** Brainstorm some specific ideas for choosing OERs to use with the content you are considering for your unit plan.

Smashing Cameras - "Open Education Resource!" (Official Music Video)



Creative Commons Attribution license (reuse allowed)

How are OERs Used?

(adapted from Littlejohn, A., Falconer, I. and McGill, L. (2008) . Characterising effective eLearning resources' Computers & Education, 50 (3), 757-775.)

- Digital assets – normally a single file (e.g. an image, video or audio clip)
- Information objects – a structured aggregation of digital assets, designed purely to present information;
- Learning objects – an aggregation of one or more digital assets which represents an educationally meaningful stand-alone unit;
- Learning activities – tasks involving interactions with information to attain a specific learning outcome;
- Learning design – structured sequences of information and activities to promote learning.

Open Educational Resources (OERs)

- Open Educational Resources are broadly considered to meet the "**5Rs Framework**," meaning that users are free to:
 - Another way to think about OER is through the Five R Framework, developed by David Wiley. It supports a deeper understanding of what it means to consider an object (i.e., resource) an OER.
 1. **Retain** – the right to make, own, and control copies of the content
 2. **Reuse** – the right to reuse the content as verbatim or in its unaltered form
 3. **Revise** – the right to adapt, adjust, modify, or alter the content itself
 4. **Remix** – the right to combine the original or revised content with other content to create something new
 5. **Redistribute** – the right to make and share copies of the original content, your revisions, or your remixes with others
- from <http://www.sparc.arl.org/issues/open-education> for your unit

For Your Unit Plan ★

- Start with, "The purpose of this Open Educational Resources is to..."
- Include the following:
 - why you chose it
 - how you will use it
 - how you will support students knowledge, understanding, and comprehension of text or information
- Resources
 - Using OERs to Create or Refresh Lessons
<http://www.ccedtech.com/2013/08/using-oers-to-create-or-refresh-lessons.html#.WA4FUIQwDQ>

More Open Educational Resources (OERs) Resources

- Creative Commons
 - <https://creativecommons.org/>
- OER Commons
 - <https://www.oercommons.org/>
- PBS Learning Media
 - <http://florida.pbslearningmedia.org/>
- Next Vista for Learning
 - <http://www.nextvista.org/>
- Curriki
 - <http://www.curriki.org/>
- National Science Digital Library
 - <https://nsdl.oercommons.org>
- Library of Congress
 - <https://www.loc.gov/teachers/classroommaterials>
- PhET
 - <https://phet.colorado.edu/>
- Student Achievement Partners
 - <http://achievethecore.org>

Open Educational Resources (OERs) Resources

- Washington OER Project
 - <http://digitallearning.k12.wa.us/oer/>
- "Since most ELA high school classes use a dynamic set of units rather than textbooks with a fixed sequence of lessons, this review focused on unit level resources. Reviewers evaluated twenty English Language Arts (ELA) units for the 9th and/or 10th grades."



Evaluating Open Educational Resources

- Rubrics for Evaluating Open Education Resource (OER) Objects
 - <http://www.achieve.org/files/AchieveOERRubrics.pdf>
- The five point scoring system approximates the predicted levels of quality:
 - 3 = The object is superior in the specific measure.
 - 2 = The object is strong in the specific measure.
 - 1 = The object is limited in the specific measure.
 - 0 = The object is very weak in the specific measure.
 - N/A = Users can rate an object "N/A" when a particular rubric does not apply to the object being rated.

Recording Devices for your Group Discussions



1. Turn recorder from off to on with the side button.
2. When doing part II, press "REC" and say "Part 2".
3. Keep recording through conversation.
4. When done press stop.
5. Before turning recorder into myself or my assistant slide button from on to off position.

Discussion Activity—2nd and 3rd Box on Sheet

Student Names: _____	Date: _____
<p>TOPIC: Evaluation of Open Educational Resources (OERs) for the ELA classroom.</p> <p>Guiding Questions of the Week: How do you see them used? How do you see them used? How do you see them used? How do you see them used? How do you see them used? How do you see them used?</p>	
<p>Notes from Responses to Guiding Questions</p>	<p>How do you plan to integrate learning into your instruction?</p>
<p>Questions we have about the topic:</p>	

As a group you will be completing a discussion with guiding questions. Pick one person in the group to take notes.

Focus on:

- Consider how you will integrate an OER into your unit plans.
- Think about and discuss at least one specific OER in the context of your unit plan.
- Review the rubric for different evaluation criteria of OERs.
- Think about an OER and describe how you will evaluate it (i.e. Which rubric or rubrics will you use? Why?)

Contact Info


Lourdes H. Smith, M.Ed
 • Lourdes.Smith@ucf.edu

WEEK 3

Week 3

Using Open Educational Resources (OERs) and eTextbooks in the English Language Arts Secondary Classroom

Lourdes H. Smith, M.Ed
Ph.D Candidate in Reading Education
University of Central Florida
Fall 2016



Hello Again

- Lourdes H. Smith, M.Ed
- Focus of this Research
 - Why am I looking at OERs and eTextbooks in the ELA classroom?
 - Using OERs and eTextbooks for better comprehension.



Today's Focus

Supporting Comprehension of Content with OERs
Guiding Questions/Statements of the Week:



- ❖ Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?
- ❖ After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs?
- ❖ Discuss at least one OER you're planning to use for your Unit Plan?
- ❖ What will you focus on regarding reading comprehension of that OER specific to the unit plan?

Reminders: Open Educational Resources (OERs)

- OERs are freely accessible, openly licensed types of texts and media that are useful for teaching, learning, and assessing.
- 5R Framework
- Resources
- Evaluating OERs

Reminder: How are OERs Used?

(adapted from Litteghy, A., Falconer, L and McGil, L. (2008). Characterizing effective eLearning resources? Computers & Education, 51 (3), pp. 757-771.)

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Reminder: Open Educational Resources (OERs)

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 3. Revise – the right to adapt, adjust, modify, or alter the content itself
 4. Remix – the right to combine the original or revised content with other content to create something new
 5. Redistribute – the right to make and share copies of the original content, your revisions, or your remixes with others

from <http://www.sparc.arl.org/issues/open-education> for your unit

Reminder: Evaluating Open Educational Resources

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 - N/A = Users can rate an object "N/A" when a particular rubric does not apply to the object being rated.

For Your Unit Plan ★

- Start with, "The purpose of this Open Educational Resources is to..."
- Include the following:
 - why you chose it
 - how you will use it
 - how you will support students knowledge, understanding, and comprehension of text or information


Discussion Activity—FIRST BOX

The screenshot shows a form with a blue star icon and text: "Discussion Activity—FIRST BOX", "SPED Supporting Comprehension of Content with OERs", and "Questions we have about the topic:". There are also some small text boxes for "Learning Objectives" and "Guiding Questions".

- As a group you will be completing a discussion with guiding questions for the first box.
- Pick one person in the group to take notes.
- **Focus:** Brainstorm some specific ideas for how you will use OERs to support comprehension of content. What comprehension strategies will you use?

Connecting OERs with Comprehension of Content

- Setting purpose, externally suggested and internally generated




Connecting OERs with Comprehension of Content

- Students need to be supported with comprehension instructional techniques (e.g., questioning, comparing, critically evaluating) when visiting current online resources.
- Students need to adopt new roles (e.g., scientist, detective, reporter), follow certain paths with a particular purpose

Connecting OERs with Comprehension of Content

Developing new comprehension processes that builds on traditional skills while involving the abilities to search, locate, and draw connections between resources of diverse and multiple perspectives is need for online reading comprehension.



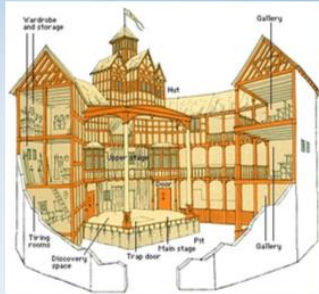
Connecting OERs with Comprehension of Content

- Students must be engaged in using a multilayered inferential reading process.
- Skilled readers know that most of the important information might be "hidden" beneath several layers of links on a website.
- Skilled readers know how to anticipate what might appear across multiple levels of information.
- Skilled readers ask questions before, during, and after reading.

"All the world's a stage,
And all the men and women merely players;"
-William Shakespeare



An Example of an OER



Considering the OER for Content Knowledge

Looking at the OER:

- Turn to a partner and come up with some questions for this image that focuses on content knowledge or content understanding.
 - Where were people seated?
 - What did the seating represent about people's social status?
 - How does this connect with Shakespeare's plays?



Five Areas of Online Reading Comprehension

- Constructing Useful Questions
- Locating Types of Information
- Evaluating Information Critically
- Synthesizing Information
- Reading and Writing to Communicate

(Leu et al., 2007)

Posing Questions – What Questions Are Worth Asking?

Strategies for Posing Interesting and Important Questions:

- Activate what you already know about the topic
- What do you wonder about this topic?
- Understand the difference between thin questions (to clarify vocabulary or key details) and thick questions (to expand your thinking)
- Actively pose questions before, during, and after reading – it's okay if you don't find the answers to all of your questions!

Website OERs

Shakespeare's Globe Theatre

<http://www.shakespeare-online.com/theatre/globe.html>

Life in Shakespeare's Time

<http://www.shakespearesglobe.com/playground/read/facts/life-in-shakespeares-time>

Shakespeare

<http://www.nosweatshakespeare.com/resources/shakespeares-theatres/globe-theatre/>

Evaluating Information Critically

Strategies for previewing a website: STOP and THINK!

Ask probing questions:

- What claims is the author making?
- What evidence do I find elsewhere to support these claims?
- What evidence do I find elsewhere to refute these claims?
- **Cross-check factual data** with at least three other reliable sources
- **Consider the context** of where find the evidence (primary/secondary source; variety of online genres) and how that context might influence the information
- **Try revising your keywords**, visiting <http://www.snopes.com>, or using link:URL to see who else is linking to that website

Synthesizing Information

- Synthesizing
 - Start with summarizing key ideas
 - Extend with personal connections, realizations, interpretations, and additional questions
 - Consider arguing for or against
 - **I-Chart**



Synthesizing Information

Composing an Original Synthesis Using Online Sources	
What is my question?	
Site 1: Copy and paste text or image source and provide URL	a. Summarize most salient point b. Personal connections/questions/realizations/judgments
Site 2: Copy and paste text or image source and provide URL	a. Summarize most salient point b. Personal connections/questions/realizations/judgments
Site 3: Copy and paste text or image source and provide URL	a. Summarize most salient point b. Personal connections/questions/realizations/judgments
Site 4: Copy and paste text or image source and provide URL	a. Summarize most salient point b. Personal connections/questions/realizations/judgments
Compose an original synthesis in which you interpret and elaborate on the significant points from your readings. Consider your initial question and provide supporting statements informed by at least two of your summaries and at least two of your personal connection statements.	

(Coiro, 2014)

Reading and Writing to Communicate

- Understand that messages have consequences and will influence how others respond
- Extend the discussion in person and online
- Incorporate reading & writing skills
- Create their own blog or vlog
- Respond to others online and offline



Recording Devices for your Group Discussions



1. Turn recorder from off to on with the side button.
2. When ready press "REC" button on front of MP3 Recorder.
3. State **full name of one person** in the group so I can identify your group members.
4. Keep recording through conversation.
5. When done press stop.
6. Before turning recorder into myself or my assistant slide button from on to off position.

Discussion Activity

TOPIC: Supporting Comprehension of Content with GDBs

Background: Learning Objectives: Students will be able to: • Analyze the structure, style, and content of a text to understand its purpose and audience. • Identify the main idea and supporting details of a text. • Compare and contrast different texts on the same topic. • Evaluate the credibility of sources and the bias of authors.	Guiding Questions: 1. What is the purpose of the text? 2. Who is the audience? 3. What evidence do you have to support your answer? 4. How does the author use language to persuade or inform? 5. What is the main idea of the text? 6. How does the author use structure to organize the text?
How Many Stars Assigned to Discussion?	Supporting Notes for Use During and After Discussion
	
Questions we have about the topic:	Additional questions to ask the author:


- As a group you will be completing a discussion with guiding questions.
- Pick one person in the group to take notes on the discussion as you work through the graphic organizer.

WEEK 4

Week 4

Using Open Educational Resources (OERs) and eTextbooks in the English Language Arts Secondary Classroom

Lourdes H. Smith, M.Ed
Ph.D Candidate in Reading Education
University of Central Florida
Fall 2016



Hello Again

- Lourdes H. Smith, M.Ed
- Focus of this Research
 - Why am I looking at OERs and eTextbooks in the ELA classroom?
 - Using OERs and eTextbooks for better comprehension.



Interviews

- In-person interviews will be conducted for my study.
- I'll be contacting some of you via email this week to discuss time/place for the interview.
- Interviews will be around 45 minutes.
- Compensation will be provided.
- There will be two interviews. One now after the OER part and another after we use and discuss the eTextbook.



Today's Focus

eTextbooks Features and eTextbook Text Structures

Guiding Questions/Statements of the Week:

- ❖ Brainstorm some specific ideas regarding what you **currently know or believe** about electronic textbooks (eTextbooks).
- ❖ What aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why?
- ❖ How will text structure play a part in your eTextbook usage and instruction?
- ❖ What challenges do you see with using eTextbooks in your instruction?

Brainstorm Activity—FIRST BOX



- As a group you will be completing a discussion with guiding questions for the first box.
- Pick one person in the group to take notes.
- **Focus:** Brainstorm some specific ideas regarding what you currently know or believe about electronic textbooks (eTextbooks) in the following areas:
 - Using eTextbooks in instruction
 - eTextbook features
 - eTextbook structure

eTextbooks in the News

- "According to a 2013 study from American University linguistics professor Naomi Baron for her book *Words Onscreen: The Fate of Reading in a Digital World*, if the cost was the same for print and e-books, 87 percent of undergraduate and graduate students surveyed said they would prefer to read paper books for school than e-books and 92 percent found paper books the easiest medium to concentrate in."
- "A recent study by Scholastic found that this preference is on the rise: In 2015, 65 percent of children ages 6-17 said they will always want to read print books, up from 60 percent in 2012."
- Baron identified two main reasons for this preference for print over digital.
 1. Young people say they get distracted, pulled away to other things she said in an interview with the New Republic.
 2. There are some issues with eye strain and headaches and other physical discomforts.

Students Prefer Print. Why Are Schools Pushing Digital Textbooks?

For the past few years, districts and the federal government have been pressuring textbook publishers to invest in open education resources and digital content rather than print textbooks that are often more costly and out of date. In 2013, President Obama's administration challenged states and digital learning providers to get a textbook on the hands of all students by 2017.

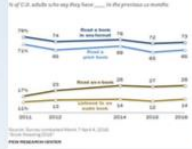
It's easy to see why states and districts are eager to adopt the new technology. Digital content is often cheaper, can be more easily updated to reflect the newest research, and is more environmentally friendly. But, surprisingly, students and children seem to overwhelmingly prefer print over digital books.

March 2016
http://blogs.edweek.org/edweek/bookmarks/2016/03/students_prefer_print_schools_pushing_digital_textbook.html

Book Reading in 2016

A growing number of Americans are reading e-books on tablets and smartphones rather than dedicated e-readers, but print books remain much more popular than books in digital formats.

Print books continue to be more popular than e-books or audio books



Just 6% of Americans are digital-only book consumers

% of U.S. adults who have _____ in the last 12 months



Note: "Digital books" includes e-books as well as audiobooks. Source: Survey conducted March 7-April 4, 2016. "Book Reading 2016" PEW RESEARCH CENTER

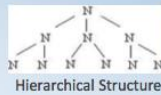
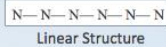
eTextbooks

- Initially, an electronic textbook is a textbook publication made available in digital form, consisting of text, images, or both, readable the display of computers or other electronic devices.
- Currently, eTextbooks are turning into more than just the original book in digital format and have taken on different features to make them more interactive.



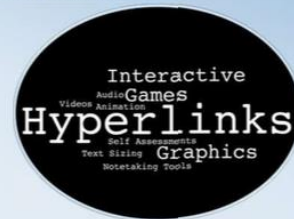
Structure	Definition	Visual	Cues
Description	the author provides several details of something to give the reader a mental picture		many adjectives, characteristics, or examples
Compare & Contrast	the author discusses similarities and differences between people, things, concepts, or ideas		increases and differences and discusses, also, both, in contrast, etc.
Order & Sequence	the author provides readers with chronological events or a list of steps in a procedure		events in order of occurrence, instructions given step-by-step, order words first, next, etc.
Problem & Solution	the author gives information about a problem and explains one or more solutions		a problem is solved or needs solving, problem, solution, solve
Cause & Effect	the author describes an event or several events (cause) and the events that follow (effect)		cause, because, effect, as a result of, due to, reason

Organizational Structures



Common eTextbook Features

- Animation
- Audio
- Games
- Hyperlinks
- Interactive Graphics or Visuals
- Note-taking Tool
- Self-Assessments
- Text Sizing Feature/Highlighting
- Videos



(Ahn, 2012; Dolron, 2011; Fletcher et al., 2012; Korat, 2010; Liu et al., 2013; Puente, 2012; Strout, 2010)

Many publishers and teachers are bridging eTextbooks and the Reader with OERs



The eTextbook: Mirrors and Windows

- I'll be sending you an access code and directions to our eTextbook.
- Please make sure I have your email on my email sheet.
- You'll have access to both the student eTextbook and the Teacher's Edition eTextbook.
 - In addition you'll also have access to some other materials like connecting standards, graphic organizers, and such.
- Before our meeting next week, please **login and gain access to the eTextbook**.
 - You can, if you desire, look through the materials ahead of time.
- If possible, please bring you laptops and/or tablets to access the eTextbooks for he next two classes, 11/14 and 11/21.

Recording Devices for your Group Discussions



1. Turn recorder from off to on with the side button.
2. When ready press "REC" button on front of MP3 Recorder.
3. State full name of one person in the group so I can identify your group members.
4. Keep recording through conversation.
5. When done press stop.
6. Before turning recorder into myself or my assistant slide button from on to off position.

Brainstorm Activity—Second and Third Boxes



- Pick one person in the group to take notes.
 - Turn on MP3 Recorder
 - Focus on organizer boxes with the blue stars.
- Focus:** After the presentation:
- What aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why?
 - How will text structure play a part in your eTextbook usage and instruction?
 - What challenges do you foresee with using eTextbooks in your instruction?

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WEEK 5

Week 5

Using Open Educational Resources (OERs) and eTextbooks in the English Language Arts Secondary Classroom

Lourdes H. Smith, M.Ed
Ph.D. Candidate in Reading Education
University of Central Florida
Fall 2016

Hello Again

Today's Focus

- eTextbooks Features and Comprehension of Content

Brainstorm Activity—FIRST BOX

- As a group you will be completing a discussion with guiding questions for the first box.
- Pick one person in the group to take notes.
- Focus:** Brainstorm some specific ideas regarding what skills and strategies you think do ELA students need to have in order to comprehend the material found within an eTextbook?

eTextbooks

- Initially, an electronic textbook is a textbook publication made available in digital form, consisting of text, images, or both, readable the display of computers or other electronic devices.
- Currently, eTextbooks are turning into more than just the original book in digital format and have taken on different features to make them more interactive.

Organizational Structures

N—N—N—N—N—N
Linear Structure

Hierarchical Structure

Web-like Structure

Common eTextbook Features

- Animation
- Audio
- Games
- Hyperlinks
- Interactive Graphics or Visuals
- Note-taking Tool
- Self-Assessments
- Text Sizing Feature/Highlighting
- Videos

(Ash, 2012; Dorian, 2011; Fletcher et al., 2012; Korat, 2010; Liu et al., 2015; Puente, 2012; Strout, 2010)

How We Use Digital Text

How We Use Digital Text

- <https://www.youtube.com/watch?v=PYyD24mYx4k>



The eTextbook: Mirrors and Windows

- I'll be sending you an access code and directions to our eTextbook.
- Please make sure I have your email on my email sheet.
- You'll have access to both the student eTextbook and the Teacher's Edition eTextbook.
 - In addition you'll also have access to some other materials like connecting standards, graphic organizers, and such.
- Before our meeting next week, please **login and gain access to the eTextbook**.
 - You can, if you desire, look through the materials ahead of time.
- If possible, please bring you laptops and/or tablets to access the eTextbooks for the next two classes, 11/14, and 11/21.

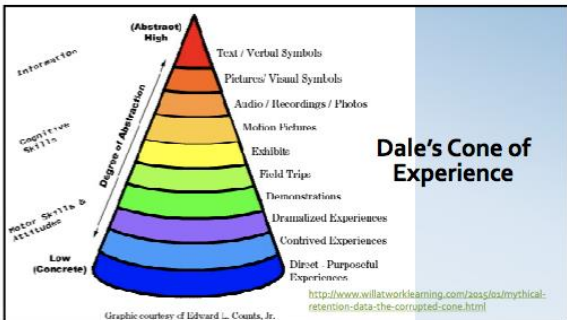
Our eTextbook Features



- http://emc_bookshelf.emcp.com/application
- http://emc_bookshelf.emcp.com/file/book/MW11_2016_ATE/#page1/03
- http://resources.emcp.com/mw/visualteachpackage_levelVII.html
- http://resources.emcp.com/mw/medialibrary_levelVII.html
- http://emc_bookshelf.emcp.com/file/book/MW7_2016_P/E/#page1/viii

Online Reading Comprehension

- Information sources, like websites, contain texts accompanied by various kinds of visual displays to support learning like diagrams, graphs, photographs, charts, maps, etc.
- The multimedia principle states that comprehension is better when learning from text and pictures, rather than from text alone (Mayer, 2009).



Online Reading Comprehension

- During process of reading online, both new and traditional reading comprehension skills are required.
- There is an overlap between online and offline reading that both enriches and complicates our understanding of reading comprehension in the 21st century.

Traditional Reading	Online Reading
Texts are mostly narrative (e.g., novels, short stories, plays, poems).	Texts are mostly informational.
Reading takes place mostly in whole-class or small group reading activities; readers can be grouped together by level.	Reading is more individualized, often with one student at one computer.
Written sources are typically deemed authoritative by virtue of being published.	Because it's easy for anyone to publish online, authority of information typically merits more evaluation.
Information typically consists only of text, sometimes with images.	Hyperlinks, images, audio, and video are usually part of the reading experience.
Information typically flows sequentially (from the first word of the book to the last).	Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading).
Reading is focused on one page at a time — choice of the reader is limited.	Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.).

Traditional versus Online Reading

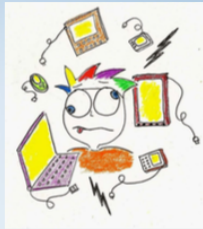
Being a Digital Text Strategic Reader

- Teachers can structure the digital environment when using eTextbooks.
- More sophisticated designs can allow for students to read computer-delivered text with the types of electronic literacy enhancements.
- Presenting advanced organizers, prompting students to stop and paraphrase information in writing while reading, providing the meanings of new words in the text, and posing comprehension questions after reading.

Digital Distraction

The multimedia elements and web links of an eTextbook may support comprehension, but they also may interrupt the reading flow, making it difficult for some readers to transition from reading, to viewing, to listening, and back to reading.

Because the e-textbook reading experience is new for many students, and some feelings of apprehension may exist, teachers play a key role in helping students move toward a seamless shift in comprehension from print to electronic texts.



Being a Digital Text Strategic Reader

Cognitive flexibility relates to the processes used when transitioning between types of texts available per the hyperlink and understanding when to apply specific reading comprehension strategies for the different types of multimodal text (Dobler 2015; Spiro, Feltovich, Jacobson, & Coulson, 1991).



Being a Digital Text Strategic Reader



Students' ability to access hyperlinks found within a text, gain information from those hyperlinks, and synthesize and integrate that information into their own schema is an important part of the process for increasing their comprehension of content material.

Online Reading Comprehension Strategies

- Plan or set up a purpose
- Scan Headings (e.g., title, headings, pictures, graphics)
- Preview hyperlinks/information
- Notice hypertext structure and main ideas
- Make decision about exploring or giving up for specific Websites
- Apply non-linear, non-sequential, and non-hierarchical strategies of thinking
- Use visual literacy skills to comprehend and evaluate multimedia components
- Organize information
- Summarize
- Reflect
- Synthesize
- Write
- Save Websites or Web pages as an Internet bookmark
- Search for related Websites for further research or interests
- Evaluate hypertext

Recording Devices for your Group Discussions



1. Turn recorder from off to on with the side button.
2. When ready press "REC" button on front of MP3 Recorder.
3. State full name of one person in the group so I can identify your group members.
4. Keep recording through conversation.
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6. Before turning recorder into myself or my assistant slide button from on to off position.

Brainstorm Activity—Second and Third Boxes

Topic: eTextbooks Features and Comprehension of Content

<p>Understanding: Students come quickly when making what you write, but it takes time to read and understand. How do you think you can help them understand what you write?</p>	<p>Leading Questions:</p> <ul style="list-style-type: none"> • How do you think you can help them understand what you write? • How do you think you can help them understand what you write? • How do you think you can help them understand what you write?
<p>Our Notes to Help Responses to Questions:</p>	<p>Helping with their own Planning and Instruction:</p>

Questions we have about the topic:

- Pick one person in the group to take notes.
 - Turn on MP3 Recorder
 - Focus on organizer boxes with the blue stars.
- Focus:** After the presentation:
- What will you do to support students' usage of an eTextbook with regard to comprehension instruction?
 - How will you support students with their cognitive flexibility?
 - What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction?

Contact Information

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APPENDIX I
GROUP WEEKLY GRAPHIC ORGANIZER

STUDENT NAMES

DATE

WEEK 1

TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used? 2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)?


<p>Notes from Responses to Guiding Questions</p>	<p>How we plan to integrate learning into our instruction:</p>
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STUDENT NAMES

DATE

WEEK 2

TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom


<p>Brainstorming:</p> <p>Brainstorm some specific ideas <u>for locating and choosing OERs</u> to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses  to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">• How you will integrate an OER into your unit plans.• Think about and discuss at least one specific OER in the context of your unit plan.• Review the rubric for different evaluation criteria of OERs.• Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? why?) <p>Integrating OERs into our Planning and Instruction:</p>
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STUDENT NAMES

DATE

WEEK 3

TOPIC: Supporting Comprehension of Content with OERs


<p>Brainstorming:</p> <p>Brainstorm some specific ideas <u>regarding how you will use OERs to support comprehension of content.</u></p> <p>What comprehension strategies will you use?</p> <p>Our Notes from Responses  to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">• After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs?• Discuss at least one OER you're planning to use for your Unit Plan?• What will you focus on regarding reading comprehension of that OER specific to the unit plan? <p>Integrating OERs into our Planning and Instruction:</p>
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STUDENT NAMES

DATE

WEEK 4

TOPIC: eTextbooks Features and eTextbook Text Structures


<p>Brainstorming: Brainstorm some specific ideas regarding what you <u>currently know or believe</u> about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none">• Using eTextbooks in instruction• eTextbook features• eTextbook structure <p>Our Notes from Responses  to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">• After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why?• How will text structure play a part in your eTextbook usage and instruction?• What challenges do you foresee with using eTextbooks in your instruction? <p>Integrating OERs into our Planning and Instruction:</p>
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STUDENT NAMES

DATE

WEEK 5

TOPIC: eTextbooks Features and Comprehension of Content

<p>Brainstorming: Brainstorm some specific ideas regarding what you skills and strategies do ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>Our Notes from Responses  to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">• After the presentation, discuss what you will do to support students' usage of an eTextbook with regard to comprehension instruction.• How will you support students with their cognitive flexibility? What are you concerns about using eTextbooks in your classroom instruction? <p>Integrating OERs into our Planning and Instruction:</p>
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APPENDIX J
UNIT PLAN TRANSCRIPTS

PATRICK'S UNIT PLAN TRANSCRIPT

Who Am I? Using a YA Novel to Better Understand Identity.

Semester: Fall 2016

Unit Plan Summary

This unit will explore the concept of identity. Young adults are at an age where they question who they are and where they stand in society. Specifically, this lesson is designed for senior level students but the unit could be adapted to meet the needs of students from ninth to twelfth grade. At this age, students should have formed opinions on themselves and their identities but the goal of this unit is intended to challenge students to dig deeper and practice taking a metacognitive stance in understanding one's identity and how identity is formed. Additionally, students will also analyze how identity influences the decisions they and others make. In this unit students will read a popular young adult novel, "Paper Towns" by John Green which explores themes of identity, adventure, and friendship. In addition to reading "Paper Towns" students will compare and contrast the movie adaptation of this book, create a poster about their own identity, and analyze poetry from Walt Whitman and music that are mentioned in the book. Additionally, due to the high usage of allusions in "Paper Towns" students will practice incorporating allusions into their own writing and analyze the use of allusions that John Green utilizes in this book. Alongside reading "Paper Towns" students will write daily responses to the reading which will be used to check if students are following along and

understanding what they are reading. A rubric will be used for poster project and will assess the growth of students understanding of concepts associated with identity. Group discussions, writing assignments, and class discussions will also be used to assess student learning for the goals of this unit.

Lesson #1

Title of Lesson

What's an allusion and how can it impact my writing?

Grade Level

12

Standards

LAFS.910.RL.1.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.1112.L.3.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Questions

- What are allusions?
- How can allusions enhance writing?
- What effect did the allusions in “Paper Towns” create?
- What influence did the allusions in “Paper Towns” have on Margo and Quinten’s identity?

Objectives

1. Students will be able to recognize allusions in writing and explain what effect allusions have on writing.
2. Students will be able to effectively incorporate allusions into their own writing.

Materials

- “Paper Towns” by John Green

Procedures

(At this point in the unit students would have read up to at least page 200 of “Paper Towns,” begun working on their Identity Posters, learned about the context of what a Paper Town is, covered biographical information on John Green, covered aspects to YA literature, and explored different areas of identity.) Students at this stage are beginning to explore the literary elements used to enhance “Paper Towns” and see how the components of this YA novel explore the concept of identity thus realizing commonalities of identity in this novel to their own identities.

1. Anticipatory set: Students will be greeted and prompted to reflect on the analysis on slide 3 of the chosen Google Slides. The analysis is on an allusion to Walk Whitman’s *Leaves of Grass* collection of poetry and the analysis in turn explains what the poetry set is about.

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmxbmmdsaXNoaG9tZXBhZ2V3aXRobWlzc2Jyb29rZXN8Z3g6YWUyODUwMWNIMzE1N2Qx>

- a. Ask students to write in their journal what their thoughts are on this analysis and to focus on how John Green using *Leaves of Grass* enhanced the themes of the novel and the questions on slide 4. **(5 Mins)**
2. After the five minutes are up ask some students to share their thoughts and guide students through the rest of the 17 slide presentation which covers what an allusion is and gives examples of allusions as used in “Paper Towns” also highlighting their effect. Ask students to share their thoughts on some of the questions throughout the presentation. **(15 mins)**
3. Then ask students to get into their table groups (groups of 4-5) and select one allusion from “Paper Towns” (preferably one not mentioned in the Google Slides). As a group they will use the internet to research their chosen allusion together. The group should take a few minutes to... 1. What is the allusion to? 2. How does this allusion enhance what John Green is trying to say in his writing? 3. How if at all does this illusion form Margo or Quinten’s identity? **(10 mins)**
4. Groups will present their findings. **(15 mins)**
5. Exit slip: After the presentations students will briefly practice using allusions in their own writing by adding another allusion that would fit the identity of one of the characters in “Paper Towns.” **(5 mins)**
6. Homework: Students will read 25 more pages of “Paper Towns” and continue to work on identity project.

ESOL Accommodations

1. If necessary ESOL students can work with a partner on writing tasks.
2. Depending on level of English proficiency ESOL student(s) can draw a picture to depict their answer or explain their answers and have native speakers copy their response down.
3. Visual cues are implemented next to some of the allusions in the Google Slides

Resources and materials

- Computer with internet (both for teacher and students). If possible students can use their cell phones for internet access.
- Projector
- OER: Google Slides Presentation on the allusions in “Paper Towns” received from <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmxbmmdsaXNoaG9tZXBhZ2V3aXRobWlzc2Jyb29rZXN8Z3g6YWUyODUwMWNIMzE1N2Qx>
This OER is a premade set of slides on Google Slides that contains some of the more

important allusions found in “Paper Towns.” In addition, the slides offer appropriate pre made analysis of the allusions and guiding questions that I think would be beneficial for

students to consider. Students will use this OER as a model for when they select which allusion they decide to research and present as a group.

Assessment

- Formative assessment through observation and the exit slip. Observation will be used to check if students are identifying allusions in “Paper Towns” correctly and the discussions will reveal if students understand how allusions enhance text and specifically how they were used in “Paper Towns” to show the identities of the characters.
- Students will be graded on the exit slip as well receiving up to 2.5 points. 1 point for adding an allusion appropriately, 1 point for adding an allusion that is appropriate to the chosen character’s identity, and 0.5 points for format/grammar.

Lesson #2

Title of Lesson

Understanding Identity Through Free Verse Poetry

Grade Level

12

Standards

LAFS.K12.R.3.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LAFS.K12.R.1.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Questions

- What is free verse poetry?
- Why would someone write poetry in free verse?
- What is “Song of Myself” saying?
- Why did John Green use “Song of Myself” in “Paper Towns?” How are the texts similar and how do they differ?
- What does “Song of Myself” suggest about identity?

Objectives

1. Students will be able to explain with evidence what a poem is attempting to say.
2. Students will be able to write a poem in free verse.
3. Students will be able to compare and contrast a poem to a novel both of which relate to similar themes.

Materials

- “Paper Towns” by John Green
- Paper
- Coloring utensils
- Copies of the first six sections of the poem “Song of Myself”

Procedures

1. Anticipatory set: Students will walk in and get started writing on the following prompts in their journals.
 - a. What is your favorite poem and explain why it is your favorite poem? What does this say about you? (If you do not have a favorite poem write about what you would like in a poem and explain what that says about you.) What do you remember from “Paper Towns” when the Quinten discovered Margo had a poem “Song of Myself” by Walt Whitman? What do you think this poem was about and using citations explain why you feel that way? **(10 mins)**
2. Ask some students to share their responses. **(5 mins)**
3. Then students will be given a blank sheet of paper and fold it into four sections. Students will be required to have coloring utensils and potentially highlighters. Inform students that they will be listening to Walt Whitman’s poem “Song of Myself” (found in the Resources and Materials section) which is one of the most essential allusions in “Paper Towns” on humanity and identity. Also inform the students that you will pause the poem after each section for the first six sections so that they can complete a quick task on their four quadrant sheets (Quadrants 5 and 6 can be on the back). Label the quadrants as follows.
 - a. Quadrant 1: Draw a picture about what you think this poem is going to be about.
 - b. Quadrant 2: Draw a picture about how this poem makes you feel.
 - c. Quadrant 3: Draw a picture about how so far this poem relates to “Paper Towns.”
 - d. Quadrant 4: Explain why you think John Green alluded to this poem.
 - e. Quadrant 5: Explain what free verse means to you and how it impacts this poem.
 - f. Quadrant 6: Using evidence from the poem explain what this poem is saying about humanity and identity. **(20 mins)**
4. Ask students to share their thoughts with a partner and ask the students to check if in quadrant 6 evidence is appropriately cited. As the teacher go around observing the conversations and whether or not students cited correctly in quadrant 6. **(10 mins)**

5. Exit slip: Ask students to write what they found valuable in this lesson and how it helped them shape their understanding of identity. (5 mins)
6. Homework: Students will read 25 more pages of “Paper Towns” and continue to work on identity project. Students will also create their own free verse poem to add to their identity project based on their views on identity.

ESOL Accommodations

1. This lesson allows students to draw visual representations of their thoughts but ESOL students can also draw for the quadrants that require students to explain if necessary.
2. Students can sit at a computer and listen to the same poem being read but at their own pace pausing and rewinding as necessary.
3. While on the computer students can have access to google translate and/or a dictionary if necessary.

Resources and materials

- OER: YouTube video of a reading of the poem “Song of Myself” by Walt Whitman retrieved from <https://www.youtube.com/watch?v=ZV75FXL4Mn8>. Also an OER of a copy of the poem “Song of Myself” found at http://www.english.illinois.edu/maps/poets/s_z/whitman/song.htm
 - Both of these OERs are intended to be used together as students will listen to the poem being read as they follow it on the printed version of the poem. Listening to the poem being read in addition to following along on a print version helps the lesson be taught with multimodalities in mind as there is an audio and visual element. These are especially effective for ESOL students in the classroom. Additionally, having their own copy allows students to refer back to the text when they are asked to cite evidence.

Assessment

- Students will be formatively assessed as the teacher walks around observing student conversations and will ensure students are citing information correctly from the poem.
- The exit slip will provide feedback for the teacher on what worked well in this lesson and what can be improved

Lesson #3

Title of Lesson

Grade Level

Standards

LAFS.1112.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LAFS.910.RL.1.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Essential Questions

- How if at all is my life similar to the characters in “Paper Towns” and how is it different?
- What factors influence identity?
- What shaped the lives of the characters in "Paper Towns?"
- Who was I in high school?
- How have I changed?
- What caused me to change?

Objectives

1. Students will be able to identify various factors that shape their identity.
2. Students will be able to compare and contrast characters to each other and with themselves.

Materials

- “Paper Towns” by John Green
- Printed Identity Chart (printed on both sides)
- 3 different color highlighters per student

Procedures

1. Anticipatory Set: As students come in ask them to take a sheet of paper out and start making a list of words, phrases, and ideas that relate to who they are. **(5 mins)**

2. Have students watch the YouTube video of John Green talking about who he was in high school. **(5 mins)**
3. Lead a brief discussion on how John Green has changed from a “C-Student” to a successful YA author and adult. In the discussion lead the class to talk about the characters in “Paper Towns.” Ask the students how the characters in “Paper Towns” formed their identities? Lead the conversation into asking the students whether they feel the characters changed so far in the novel and if so why/how? Ask them from what they have said what should we conclude about identity. **(10 mins)**
4. Then hand out copies of the double sided identity charts (ask them to cross out the word me and replace it with Quinten and Margo) and ask students to fill in words, phrases, and ideas that relate to both Quinten and Margo from “Paper Towns.” **(5 mins)**
5. When the students are finished ask them to get into their table groups (4-5 students) and come up with 5 categories that influence identity based on their answers. When the students have their five ask them to write them on the board and if they see an answer already on the board just put a check mark next to that word. **(10 mins)**
6. Students should see many similar words on the board such as gender, age, religion, hobbies, etc. now ask students to take out three different colored highlighters and refer back to their anticipatory set. Students should highlight words as follows...
 - a. Highlighter 1: Common words between self and Margo
 - b. Highlighter 2: Common words between self and Quinten
 - c. Highlighter 3: Common words between Margo and Quinten **(10 mins)**
7. Homework: Students will read 25 more pages of “Paper Towns” and continue to work on identity project. Students will also write a 1page response on how Margo and Quinten’s identity was formed and compare and contrast how forming their identity relates to their own identity formation.

ESOL Accommodations

1. ESOL students can work with a partner on all activities and use a dictionary if necessary to locate words, phrases, and ideas that relate to identity.
2. The teacher can take time to explain in detail the expectations for homework and discuss any potential obstacles the ESOL student(s) may encounter.

Resources and materials

- OER: This lesson uses a YouTube video https://www.youtube.com/watch?v=CWSZxZK6v_c on John Green who talks about his identity as a high school student. The lesson also utilizes an identity chart which is retrieved from <https://facinghistoryandourselvesmhs.wikispaces.com/Unit+1+--+Identity>. The video is beneficial to this lesson as it shows how the author’s identity/personality has changed from his time as a high school student. The OER that this lesson pulled the identity chart was useful because the identity chart should be a great graphic organizer for students to organize

their thoughts on identity traits of the characters in “Paper Towns.” Additionally, this website offered valuable insight for a pre made lesson on identity that helped influence this lesson.

Assessment

- Formative assessment taking into account how impactful the discussions went.
- Students papers will be collected in the next class and graded on a scale of 2.5.
 - 1 point for effectively comparing and contrasting how identity was formed between characters in book
 - 1 point for effectively comparing and contrasting how identity was formed with self and characters in book
 - .5 for grammar

Lesson #4

Title of Lesson

Refining Figurative Language Comprehension

Grade Level

12

Standards

LAFS.K12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.2.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Questions

- What purpose does using figurative language in writing serve?

Objectives

1. Students will be able to use figurative language effectively in their writing.
2. Students will be able to pull out figurative language examples in a text.

Materials

- “Paper Towns” by John Green

Procedures

(This lesson takes into account that students already were exposed to figurative language earlier in the unit and serves as a reinforcing lesson on figurative language.)

1. Anticipatory Set: Students will be prompted to jot down ideas to the following paragraph in their journal for discussion. Specifically ask students to think about the figurative language that they observed John Green using in “Paper Towns” and how it has impacted their reading. Remind students that today they will be writing on the figurative language used in “Paper Towns.” Retrieved from <http://literarydevices.net/figurative-language/>.
 - a. Function of Figurative Language: Its primary function is to force the readers to imagine what a writer wants to express. Though, figurative language is not meant to convey literal meanings, and often it compares one concept with another in order to make the first concept easier to understand, it, however, links the two ideas or concepts with the aim of influencing audience to understand the link even if it does not exist. Poets and prose writers use this technique to bring out emotions and help their readers form images in minds. Thus, figurative language is a useful way of conveying an idea that readers cannot understand otherwise, due to its complex and abstract nature. In addition, it helps in analyzing a literary text. **(5 mins)**
2. After students begin to think about figurative language in “Paper Towns” guide students through the Prezi slides found here <https://prezi.com/n7a61cibpkg4/paper-towns-by-john-green/>. **(10 mins)**
3. Students will then be asked to work independently and refer to their copies of “Paper Towns” as they find three different examples of figurative language being used in “Paper Towns,” reference a quote that uses figurative language for each example, and explain the impact writing using that specific style has on their writing. Remind students that this assignment will be collected for a grade and will be assessed on the ability to accurately cite 3 appropriate uses of figurative language and effectively explaining the impact that using the specific figurative language had on the writing. **(25 mins)**

4. Collect the writing activates as students should be finishing up or finished with the writing task. Ask the students to get into groups of 3 and discuss their writing and talk with their group about any last minute questions that they have on their identity projects. **(10 mins)**

ESOL Accommodations

1. If necessary ESOL students can refer to the following website that defines and gives examples of figurative language. <http://literarydevices.net/figurative-language/>
2. ESOL students can be given more time on the writing task if needed.

Resources and materials

- Computer with access to internet for teacher and ESOL student(s) if necessary
- OER: <https://prezi.com/n7a61cibpkg4/paper-towns-by-john-green/>. For this lesson the use of a pre-made Prezi was used in hopes that students would be given an example of what was expected of them on their writing task as the Prezi highlights specific examples of uses of figurative language and explains their purpose.

Assessment

- Students will be graded on their writing task as follows
 - 2 Points: Did students appropriately cite 3 examples of figurative language being used in “Paper Towns”
 - 2 Points: Did students effectively explain what impact the use of the selected figurative language have on the writing.
 - 1 Point: Aside from the grammar of the citation did the paper contain little to no grammar flaws mechanically.

Lesson #5

Title of Lesson

Media Literacy Compare and Contrast

Grade Level

12

Standards

LAFS.K12.R.3.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Questions

- What are the advantages to watching a story over reading a story and vice-versa?
- What elements of “Paper Towns” were left out of the film adaptation? Why were some elements included/excluded?
- Which outlet either media or text is better for audiences to grasp the identity of characters in a story?

Objectives

1. Students will be able to compare and contrast the film adaptation of “Paper Towns” with the book version.
2. Students will be able to explain the advantages and disadvantages of depicting a story through media and text.

Materials

- “Paper Towns” Movie
- Television and source for watching the movie
- Projector

Procedures

(This lesson could be divided into 2-3 parts if necessary depending on the school’s schedule but this specific lesson is suited for an extended day where a class is an hour and a half long as would be the case in schools which implement a block schedule.)

1. Students will come in and immediately after the bell rings the teacher will briefly explain that students will watch the film adaptation of “Paper Towns.” Inform the students that they will be required to post comments to the Padlet projected in the front of class related to the following topics which should either be posted in the Padlet or front of the classroom where students can see them during the movie. Inform students that they will be writing in their journals for homework on the same topics.
 - a. What are the advantages to watching a story over reading a story and vice-versa?
 - b. What elements of “Paper Towns” were left out of the film adaptation? Why were some elements included/excluded?

- c. Which outlet either media or text is better for audiences to grasp the identity of characters in a story? **(80 mins)**
2. Make sure to leave enough time even if the movie is not complete so that a discussion can be held. Ask students what they thought of the movie and how it relates to the questions they were responding to during the movie. Remind students to write in their writing journals for homework addressing the previous questions based on how far they got in the movie. **(10 mins)**

ESOL Accommodations

1. Teachers can have the subtitles on for the movie if necessary.
2. The ESOL student can sit next to the teacher and/or student and be encouraged to ask for clarification of words, ideas, etc. that may need clarification during the movie.

Resources and materials

- Computer with internet access
- OER: The OER used in this lesson is Padlet retrieved from <http://padlet.com>. This resource is intended to give students an outlet to share their thoughts during the movie. Seeing the comments of others may spark ideas for their writing task for homework.

Assessment

- Formative assessment will be conducted based on the student's responses they are posting on Padlet during the movie in addition to the course of the discussion at the end of class.
- Student writing will be informally assessed ensuring that student writing as a whole recognize similarities and differences between media adaptations of books with the books themselves.

ALICE'S UNIT PLAN TRANSCRIPT

Uglies

Fall 2016



Introductory Statement

Using the novel *Uglies* by Scott Westerfeld, I will be teaching literary themes to my students. This will be for 9th grade students. I will pick several themes from the book and spend 7 lessons explaining and describing them to my students. I will be holding verbal discussions, written discussions, and group interactions that will help the students make connections between their own lives and the book. Students will have had to have read the book before the unit is started. They should also be able to refer back to the text in order to support their discussions as well as be able to draw their own connections from the readings. They will also be able to use outside sources to help them support their findings on each theme. At the end of each lesson, I will collect any notes taken during class and assess those. For the end of the lesson, I will give a short quiz on the themes discussed in the book.

Introduction to Themes using the novel *Uglies*: Appearance

9th grade

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- How will this book help your students understand themselves and their peers?
- Does this book give students in your classroom an outlet to express themselves freely?

Objectives

- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.

Materials

- 1 subject spiral notebook
- #2 pencil
- *Uglies*, by Scott Westerfeld
- Computer, for YouTube video

Procedures

- Students are shown a clip from the Twilight Zone episode "Eye of the Beholder" (<https://www.youtube.com/watch?v=iVGKXa8YMtM>)
- After episode is over, there will be an open discussion about what they think the perfect human looks like.
- Students will give the teacher different examples of people they think are "perfect"
- Next write down a brief, physical, description of themselves, and the person next to them.
- After about five minutes of writing they will pair up with the person they described and compare their descriptions.

ESOL Accommodations

- English Learners will be given a copy of the novel in their native language.
- English Learners will also be paired up with an English speaker during certain parts of this assignment.

Resources and materials

- Prezi discussing the themes in the novel will be used as a guide to aid the teacher in identifying and understanding the themes in the book (<https://prezi.com/hbhegtxodvns/uglies-by-scott-westerfeld-themes/>)
- Schmoop list also will be used to aid the teacher and students in identifying the themes in the book. (<http://www.shmoop.com/uglies/themes.html>)

Assessment

Listening to the discussion had in class and grading students based on the parallels they can make between the book and their real lives.

Introduction to themes using the novel Uglies: Friendship

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students use their own personal experiences to identify the themes in a book?

Objectives

- Students will discuss and understand the different kinds of friendships seen in the book.
- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.

Materials

- #2 pencil.
- 1 Subject spiral notebook
- *Uglies* by Scott Westerfeld
- Classroom issued iPad.

Procedures

- Classroom will participate in a <http://www.kahootz.com/> game where they answer questions about the previous day's discussion.
- Students will break into groups of 4 or 5.
- Each group will have a discussion about friendship.
- They will talk about the friendships in the novel, and their own friendships, taking notes in their notebooks as they discuss the topic.
- 1 person in each group will have an iPad and will take notes on what each person thinks is important to their own friendships and the friendships shown in the book.
- After about 15 minutes of discussion, the class as a whole will share their idea with one another.

ESOL Accommodations

- One English Learner per group, so they can add to their perspective to the discussion.
- Each English Learner will have a copy of the novel in their native language.

Resources and materials

- Students will be allowed to use Pinterest to look up pictures that depict what they call friendship.

Assessment

- Students will turn in their written notes, made during the group discussions and the teacher will assess them based how well what they came up with followed the theme discussed in the class.

Introduction to themes using the novel *Uglies*: Society and Class

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- **LAFS.1112.RH.1.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students identify the flaws in their community and connect them to societal problems in the novel?

Objectives

- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.
- Students will prove that they have knowledge of events that go on outside of the classroom

Materials

- #2 pencil
- 1 subject notebook
- Uglies by Scott Westerfeld
- Classroom issued iPad
- Classroom smart board

Procedures

- Each student is given an iPad, and told to answer the class assessment question on <http://www.socrative.com/>.
- Open forum discussion on the pros and cons of society.
- Each student will be given the chance to get up and write their own pro and con on the smartboard.
- Once every student has their own turn to talk, they will talk about the list of pros and cons on the board.
- Then the class will move to another topic; What would you put in your perfect society?
- Have each student contribute a piece of the society, and have them explain in detail, why their idea works.

ESOL Accommodations

- English Learners will work independently during this discussion. They will be allowed to use their first language, only when absolutely necessary.
- Each English Learner will have a version of the novel in their native language.

Resources and materials

- Students will be allowed to look up video examples from YouTube, or pictures from Google to depict their version of a perfect society.

Assessment

- Will look at everyone's contribution at the end of the lesson and assess them based on the visual and verbal contributions.
-

Introduction to themes using the novel Uglies: Man and the Natural World Order

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students use their own personal experiences to identify the themes in a book?

Objectives

- Students will discuss and understand the different kinds of continue the previous day's discussion and start a discussion about a new kind of society.
- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.

Materials

- #2 pencil.
- 1 Subject spiral notebook
- Uglies by Scott Westerfeld
- Classroom issued iPad.
- Classroom smart board

Procedures

- Each student will email the teacher a three paragraph written response to what they have learned so far about themes in the book the night before.
- Students will watch Fairly OddParents episode "Same Game"
(<https://www.youtube.com/watch?v=yYrOevb1RJA>).

- Students will discuss whether society what they think would happen if everyone looked the same and was held to the same ranking in society.
- Discuss pros and cons of what would happen if life suddenly mimicked what happened in the TV show.
- Students will document what they think on the iPads and on the smartboard.

ESOL Accommodations

- English Learners will work side by side with an English Speaker to help them understand the TV show.
- English Learners will have a version of the novel in their native language.

Resources and materials

- Students will be given shown a word cloud compiled of keywords and phrases used in the previous day's discussion. (<http://www.wordle.net/>)

Assessment

- Teacher will jot down notes of the discussion and assess how well the students can tie what they talked about the day before to what they discussed that day,

Introduction to themes using the novel Uglies: Identity

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students use their own personal experiences to identify the themes in a book.

Objectives

- Students will discuss identity and how it is prominent in the book and in their own lives.

- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.

Materials

- #2 pencil.
- 1 Subject spiral notebook
- *Uglies* by Scott Westerfeld
- Classroom issued iPad.
- Classroom smart board

Procedures

- Students will engage in a verbal discussion about different ways they can identify themselves.
- They will break into groups of two and will discuss among one another how they as individuals identify.
- They will write it down in their notebooks, and find visual examples through pictures or songs, on the iPads they are issued.
- Each duo will tell the class what they learned from their partner, and show the class the picture or song that they chose.
- Students will turn in their notes at the end of the lesson.

ESOL Accommodations

- English Learners will work independently, and actively contribute to the verbal discussion.
- English Learners will also work in groups of two to talk about different identities in their cultures.
- English Learners will have a version of the novel in their native language.

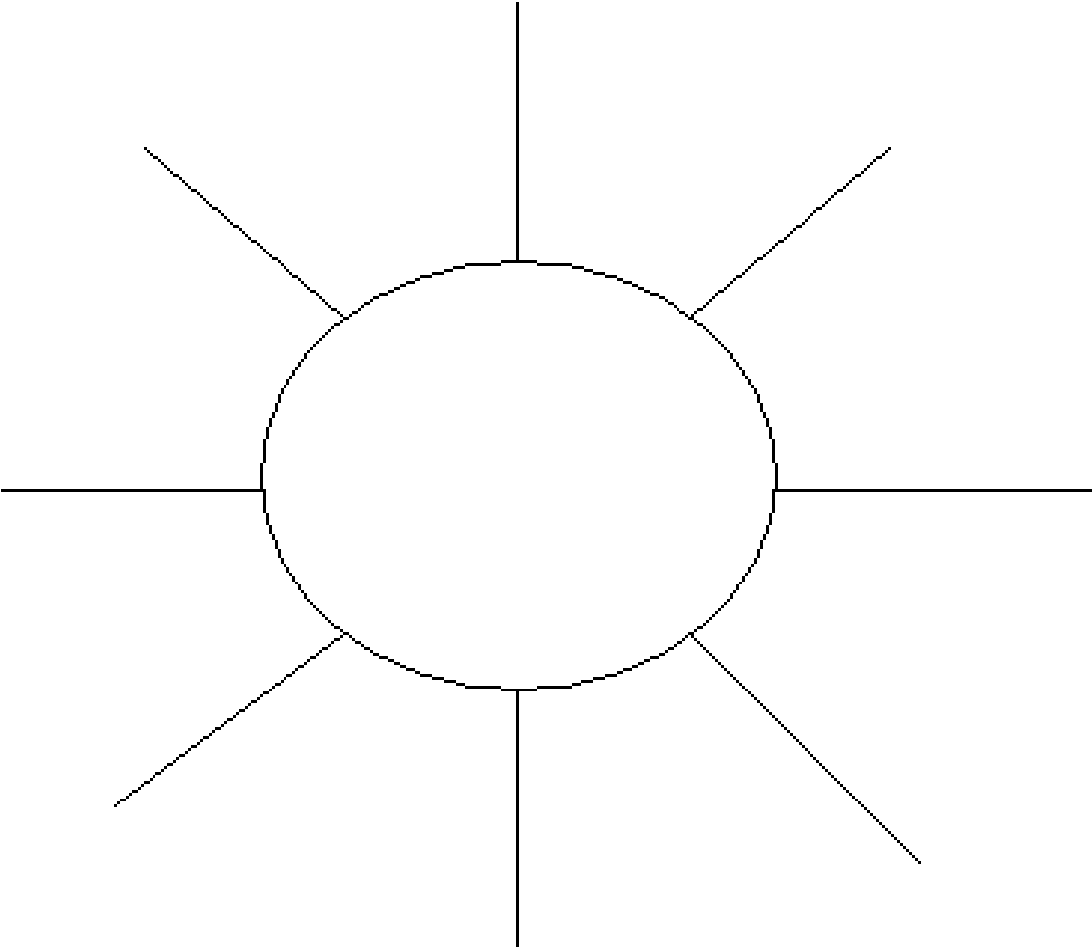
Resources and materials

- Students will all be given graphic organizers that will give them the chance to digitally log their work for the class.

Assessment

- Teacher will look at the class's graphic organizers and assess them based on how well they are done, and how much the students contributed to the class discussion.

Enumeration (Description) Graphic Organizer



Introduction to themes using the novel Uglies: Betrayal

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students use their own personal experiences to identify the themes in a book.

Objectives

- Students will discuss betrayal and how it is prominent in the book and in their own lives.
- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.

Materials

- #2 pencil.
- 1 Subject spiral notebook
- Uglies by Scott Westerfeld
- Classroom issued iPad.
- Classroom smart board

Procedures

- Class discusses what they believe to be betrayal with the teacher.
- Teach goes on to tell them an example of betrayal, using Julius Caesar.
- Shows Class YouTube clip from the movie Julius Caesar (<https://www.youtube.com/watch?v=MOfOc1OYfk4>).
- Have open discussion with class on whether they think that is a good or bad example of betrayal.
- Have students write down a brief description of a time where they felt betrayed, or a time where they betrayed someone.

- They will also compare their examples of betrayal, to Julius Caesar and the novel.
- Resume discussion about betrayal, and how what the class has talked about related to the book.

ESOL Accommodations

- English Learners will work independently, and actively contribute to the verbal discussion.
- English Learners will also work in groups of two to talk about different identities in their cultures.
- English Learners will have a version of the novel in their native language.

Resources and materials

- Students will each be given a printed copy of the scene from Julius Caesar to read over while they complete their written work.

Assessment

- Teacher will assess their written work to ensure that they understood the lesson.

Introduction to themes using the novel Uglies: Freedom

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students use their own personal experiences to identify the themes in a book.

Objectives

- Students will discuss freedom and how it is prominent in the book and in their own lives.
- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel

Materials

- #2 pencil.
- 1 Subject spiral notebook
- *Uglies* by Scott Westerfeld
- Classroom issued iPad.
- Classroom smart board

Procedures

- Students are going to break into groups of 4 and discuss among themselves what they think freedom is.
- They will each write 3 examples of what they think freedom is.
- The class will then have an open discussion of what they believe is freedom. They will also discuss whether the characters in the book were free or not.
- They will discuss if they think they would be able to call themselves free if they lived in the society the book described.
- Each group will gather again, and come up with one or two examples of freedom that they have seen in real life or on television.
- At the end of the lesson they will all turn in what they have written,

ESOL Accommodations

- English Learners will work independently, and actively contribute to the verbal discussion.
- English Learners will also work in groups of two to talk about different identities in their cultures.
- English Learners will have a version of the novel in their native language.

Resources and materials

- Teacher will have a clip of ‘Brand New Day’ clip from movie The Wiz.
(<https://www.youtube.com/watch?v=zy8dUJEOqos>) as example of finding freedom.

Assessment

- Teacher will collect the written work the students do at the end of the lesson, and assess them based on that and the verbal discussion they had.

Introduction to themes using the novel *Uglies*: Evaluating the themes in the book, did the work or didn't they?

9th

Standards

- **LAFS.6.RL.1.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **LAFS.1112.RH.1.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

- Can students use their own personal experiences to identify the themes in a book.

Objectives

- Students will discuss freedom and how it is prominent in the book and in their own lives.
- Students will be able to understand and identify the themes in this book.
- Students will use evidence from the book to discuss their views and opinions that parallel in the novel.

Materials

- #2 pencil.
- 1 Subject spiral notebook
- *Uglies* by Scott Westerfeld
- Classroom issued iPad.
- Classroom smart board

Procedures

- Students will discuss everything they have gone over in the book. Did the themes used in the book work or didn't they? Why?
- Students will then have a cumulative quiz to show that they were able to retain the information discussed in the previous lessons.

ESOL Accommodations

- English Learners will work independently, and actively contribute to the verbal discussion.
- English Learners will also work in groups of two to talk about different identities in their cultures.
- English Learners will have a version of the novel in their native language.

Resources and materials

- Student will be given a short list of key points from each lesson to go over sure the review discussion.

Assessment

- Students will be quizzed on all of the different themes they went over during the lesson, and will be assessed on how well they were able to retain what they learned about the book through the themes that were discussed.

Short Answer Quiz

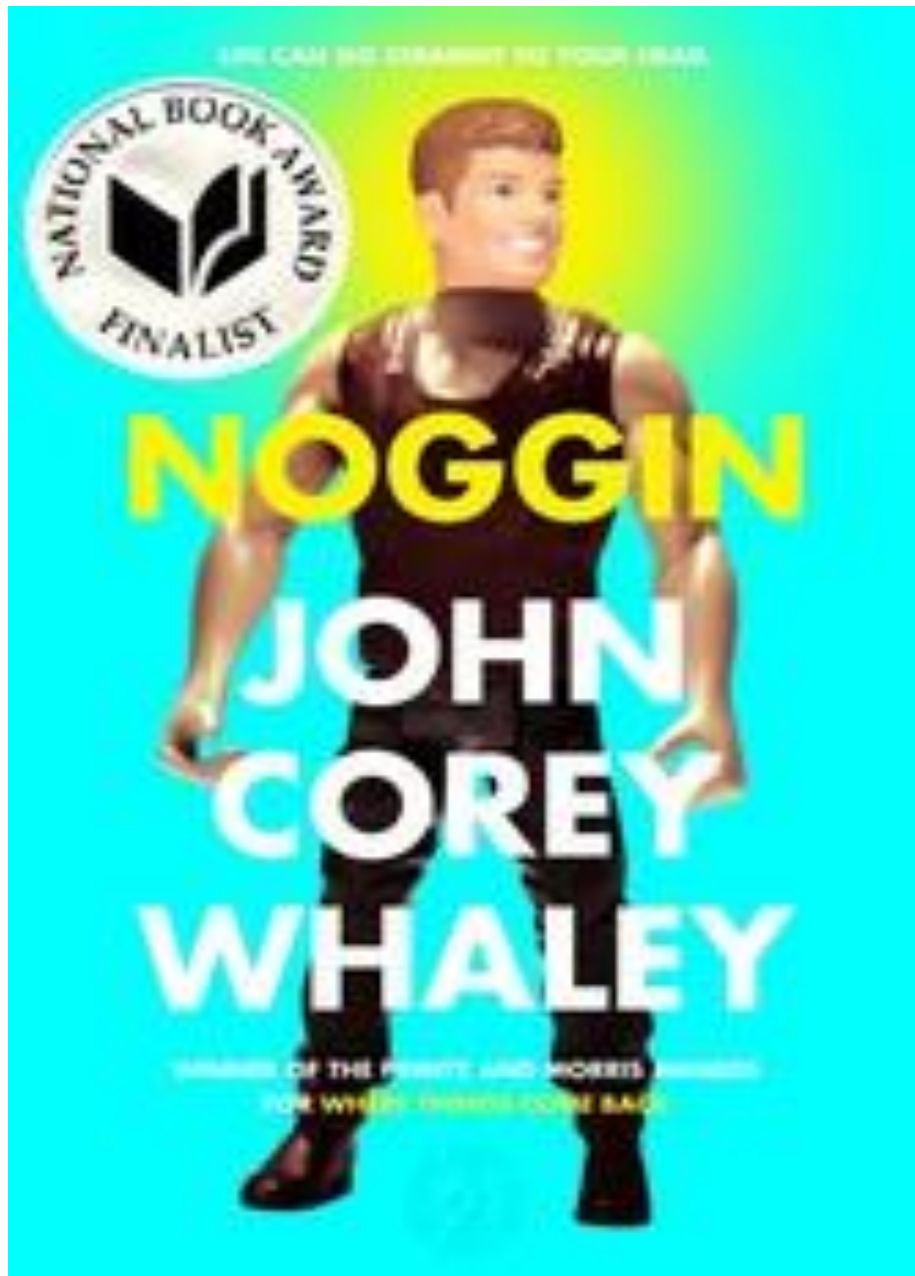
1. Make a connection between your own experience and how the book portrays the theme 'identity'. Give two examples of each.
2. If you were a citizen of Uglyville would you venture off to the Smoke like Shay or would you rather become a pretty?
3. The society in New Pretty Town was seen as perfect by most of the residents, but overtime their flaws were revealed. Do you think it is possible to build a perfect society? Why or why not?
4. Draw parallels between the themes discussed in the book, and themes that you read in another book you have read. Compare and contrast.
5. Tally and Shay were initially good friends, but they had very different personalities. What did you like about them? What didn't you like? Which character do you feel you identify most with?
6. The book touches on beauty standards and attraction, what do you think makes a person beautiful? Do you think unique facial characteristics are important? Why or why not?

DEBBIE'S UNIT PLAN TRANSCRIPT

1. Cover Page

Semester: Fall 2016

Unit title: *Noggin*: A tale of a futuristic Frankenstein



2. Introductory Statement

This unit is surrounding the young adult (YA) piece of literature titled *Noggin* by John Corey Whaley. In this YA novel, the main character, Travis Coates, is 16 when he takes the

chance of a lifetime. He is terminally ill and opts to be a participant in an experiment in which he will be killed by decapitation and preserved. The doctors will attempt to take a donor body and attach it to Travis's head years from now. However, the time is not so far away, and Travis is brought back to life five years later. He must re-assimilate in the society in which he recently left. This includes seeing and finding out how to be a "normal" 16 year old again despite everyone he once knew having moved on. This unit can be used and adapted for grades 8-11. This plan specifically will be aligned with 9th grade standards. The unit plan will be paired with the classic novel, *Frankenstein*, by Mary Shelley. Themes that students will learn include: death, reincarnation, social norms, love, identity, secrecy, regret, and coming of age. Students will complete a wide array of assignments that build on one another. Their assessment will be the portfolio created by the end of the novel using all of the assignments completed during each day. Day-to-day points will be given as participation. The portfolio will be graded through both rubrics and correctness (whenever applicable). There will also be a formal multiple choice assessment at the end. Standards to be addressed throughout the whole unit:

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

3. Daily Lessons

Day 1

Title of Lesson: A Game of Chance

Grade Level: 9

Standards (Added on standards are **bolded**)

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Questions

- How would you feel if you were Travis?
- What does it mean to “go big or go home”?
- Is death to be feared or accepted?
- Should more people believe in fate or chance?

Objectives

- Students will be able to (SWBAT) discuss the character of Travis Coates and his current circumstances as written in chapter 1.
- SWBAT answer the question of: “Why does he agree to a medical procedure to remove his head?”
- SWBAT analyze and create a butcher chart about how Travis’s support system respond to his decision in chapter 1. The questions to be answered include:
 - How do his parents respond to the decision?
 - His best friend?
 - His girlfriend?

Materials

- The novel, *Noggin* (ch. 1)
- Background information about Kansas City, Missouri
- Butcher paper (poster paper)
- Markers
- Journals to write the answers to their questions. Students will then transfer the information to the butcher paper.

Procedures

1. Students get into groups of 3-4 for the day.
2. The teacher will pull up information about Kansas City, Missouri. Students will have the opportunity to say what they know about the state and/or city.
3. After Brainstorming/activating any prior knowledge the students may have, show the video about Kansas City, Missouri.
4. Tell students that the setting of the book, *Noggin*, is in Kansas City, Missouri.
5. Have students predict what the story is about. Go over the essential questions.
6. Have students follow along as the teacher reads aloud chapter 1.
7. Have students answer the essential questions in their journals. Students must use text evidence to help guide their thinking.
8. After, allow students to discuss in their groups the essential questions. What did they think about the first chapter? What were their responses? Why? Use evidence from the chapter 1 to support thinking.
9. Groups will each receive one piece of butcher paper and markers. Together, they will write what was discussed in groups. They can have multiple responses down.
10. As an exit slip, have students write a prediction down on the poster.
11. Turn in posters for credit.

ESOL Accommodations

- I would utilize audio readers or immersion text. This would allow struggling readers to receive assistance with reading the text. For this day, however, I chose to read aloud chapter 1.
- Students will also be within groups with peers that are higher performing; this will allow them to collaborate and help each other during readings and assignments.

Resources and materials

- OER: Kansas City, Missouri website: <http://kcmo.gov/>
- <https://www.youtube.com/watch?v=s4hFPWY9GqU> allows students to see what Missouri looks like to scaffold background knowledge.

Assessment

- The students will turn in their group butcher paper completed in order to receive points. It will be hung up in the classroom in order to refer back to it later in the story.

Day 2

Title of Lesson: What's the big idea?

Grade Level: 9

Standards (Added on standards are **bolded**)

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Essential Questions

- What does it mean to regret something?
- Do you think that achieving something like Travis went through in real life would be a good or bad thing?

Objectives

- SWBAT discuss the events in the story and create inferences using textual evidence.
- SWBAT define theme.
- SWBAT find patterns in the text in order to discover the themes that appear in the book so far.

Materials

- *Noggin* (ch. 2-4)
- Journals
- theme chart
- projector

Procedures

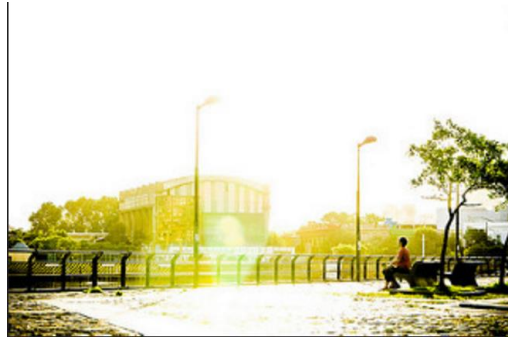
- Students will still be in their groups of 4.
- Teacher will introduce the novel by reviewing chapter 1 key details. Afterwards, the theme chart can be projected on the screen.
- The teacher asks for the meaning of theme.
- After a couple of responses or sufficient wait time, the teacher shows the definition.
- Have students view photographs and say the theme of the picture (4-5 pictures).
- The teacher discusses that while reading today, students are to be looking for possible themes within the book just as they did with the pictures.
- Students will read chapters paired in two's. So two groups per group. The reader's should be of varying levels to accommodate the student learners.
- When students finish, they can discuss themes and jot them down in their journals.
- If time permits, the themes will be shared whole group.
- Likewise, if time permits students will complete their exit slip. This includes answering these questions:
 - One theme in the novel is "secrets." How is this theme introduced and how does it develop throughout the story. How does the author incorporate secrets in the plot to surprise the reader?
 - What other major themes play a role in the book? How do these themes develop throughout the story?
 - Do you think the author had an intended message in this book? Did this book change the way you think about the world?

ESOL Accommodations

- "Reading buddies" for literacy support.
- Graphic organizers for comprehension and understanding character development.

Resources and materials

- OER: Pictures <https://creativecommons.org/> ; students are able to better understand the concept of theme through using these pictures/paintings. They will say the theme of the images for practice before moving to the text.





Assessment

- Journals and participation during whole group sharing.
- Character trait graphic organizer will be turned in.

Day 3

Title of Lesson: Getting to normal

Grade Level: 9

Standards (Added on standards are **bolded**)

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Essential Questions

- What makes a family, a family?
- Is friendship important, or is family enough?

Objectives

- SWBAT identify themes in *Noggin* and use textual evidence as their source of information.
- SWBAT analyze the main characters (Travis, mom, dad, Cate, and Kyle) and discuss their development throughout the novel thus far.
- SWBAT characterize Travis Coates. They will use text evidence for support.

Materials

- *Noggin* (5-8)
- Journals
- character chart

Procedures

- Students will jump right into novel reading; the chapters are a little longer this week.
- During reading, students will use their journals to jot down ideas and traits that Travis exhibits
- After reading, students will work in their group to complete a character trait chart.
- Students will also work together and discuss the following questions:

- Travis’s parents, best friend, and girlfriend must all adjust to having him back. Who has the most difficulty with his return and why?
 - How is Travis’s new friend, Hatton, alike or different from his old friend, Kyle? How do Kyle and/or Hatton change over the course of the novel?
- The ideas and answers to the questions can be written in their journals.

ESOL Accommodations

- Allowing students to read text together and discuss it using reflection questions and writing in their journals
- Use of graphic organizer (character chart).

Resources and materials

- Character chart: Allows students to have a visual. They can examine Travis’s thoughts, actions, words, and even how he looks (his appearance).

<http://www.educationoasis.com/printables/graphic-organizers/character-traits-chart-2/>



Assessment

- Character trait chart turned in.
- Journal reflection

Day 4

Title of Lesson:

Grade Level: 9

Standards (Added on standards are **bolded**)

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Essential Questions

- Travis longs to see Cate, his girlfriend; however, she delays their meeting. How does their relationship evolve, beginning with Travis's illness? How does Cate express her conflicting emotions about their relationship?
- Travis's doctor connects Travis with the only other living cryogenics survivor, Lawrence Ramsey, who appears occasionally in the story. How would the story be different without him? What would the story "lose" if he were removed?

Objectives

- SWBAT discuss the events in the story and create inferences using textual evidence.
- SWBAT define theme.
- SWBAT find patterns in the text in order to discover the themes that appear in the book so far.

Materials

- Essential questions (Students will complete these for exit slips independently)
- *Noggin* (ch. 9-11)
- Immersion reader
- Double entry journal

Procedures

- Students will start off the day by discussing what they read/listened to for homework.
- Afterwards, students will listen to the immersion reader (audio book; there are audio book options that highlight the words as the page is read which is where the immersion part comes in)
- While the text is being read, students can respond to the text in their double entry journals.
- Students can respond through writing or drawing pictures.

ESOL Accommodations

- Immersion reading allows students to listen and follow along with text.
- Double entry journals let students interact with text; they write down a quote, character, or part that made them react on the left side. They write their reactions on the right side.
- The use of pictures over writing.

Resources and materials

- OER: Double entry journal from <http://www.adlit.org/strategies/22091/>

Name _____

Topic _____

As you read the text, select a few phrases that you find meaningful or interesting. Write each phrase in the first column below, then write your reaction (a comment, question, connection made, or analysis) each quote in the second column.

Page in text	From the text	My thoughts



Assessment

- Students will respond to the essential questions which are related to the novel. They will be turned in.

Day 5

Title of Lesson: Travis and Frankenstein

Grade Level: 9

Standards (Added on standards are **bolded**)

LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two **different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).**

Objectives

- SWBAT identify themes in *Noggin* and use textual evidence as their source of information.
- SWBAT compare and contrast Travis Coates to Frankenstein. They will use text evidence and evidence from the video for support.

Materials

- *Noggin* (for ch.12 and reference)
- Frankenstein synopsis video
- Venn Diagrams
- Journals

Procedures

- Allow students to use their character trait charts from earlier. They will find them helpful today.
- Tell students that they'll be reading chapter 12 only today. They will have to read two chapters at home (13-14). The immersion reader information will be given to them if they want to listen to it instead.
- They will look at a classic novel that had similar themes to *Noggin*.
- Ask if anyone has read *Frankenstein*. Do you know what it's about? What happens? Who are the characters? How does it end?
- Pull up the video synopsis. Watch it.
- Ask students if they heard any similarities or differences between *Frankenstein* and *Noggin*.
- Think-pair-share with groups.
- Students will be able to research blogs and other sources of information to help discuss their findings.
- Students will work to fill out a Venn Diagram to compare and contrast the character of Travis Coates and Frankenstein.

ESOL Accommodations

- Video on Summarizing *Frankenstein*.
- Collaborative groups

Resources and materials

- OER: Youtube video summarizing Frankenstein. Allows students who may not have background knowledge about Frankenstein to receive information. They also are able to

do their own research to find supplemental information. The video is originated from Sparknote. https://www.youtube.com/watch?v=XRppXdKDY_c

Assessment

- The teacher would assess the knowledge of this lesson by collecting the Venn diagram in order to see how/in what ways the students compared and contrasted Travis to Frankenstein.

Projected finishing of the book: Total 35 chapters (2-3 week unit)

As the students come to a finish, in addition to their portfolios and multiple choice test, they will have a choice between two prompts. They include:

- At the end of the story, Travis says, “We have to tell people it’s okay even when we know it isn’t.” What is Travis’s thinking behind this statement? What does the statement say about Travis’s growth as a character/person? Do you agree or disagree with his comment? Why or why not?
- 20. Chapter 20 ends with Travis reflecting on the difficulty he is having adjusting to his new life. He says, “Truth is, I was the past and I had to find some way to exist in the future. It wasn’t going to be easy, that much I knew, but I had to try. That’s what people do in these situations, right? They try even when they know it’s impossible.” What is the meaning of this passage? Do you agree with Travis’s perspective? Why or why not?

4. Unit Plan Reflection

In addition to the unit plan components stated above, students will engage in a written reflection of their unit plan as an in-class writing and revising assignment. The reflection will be worth two points. Students will add their reflections to their Unit Plans before submitting the final document to LiveText.

ISABELLA'S UNIT PLAN TRANSCRIPT

Tone/Theme Development
Fall 2016

Introductory Statement

This unit is about primarily helping students deepen their understanding of how diction impacts tone (LAFS RL 8 2.4) and reinforcing their understanding and clarifying any misconceptions of how theme is developed (LAFS RL 8 1.2). Students will also have been recently introduced to how authors make allusions to themes, characters, and stories but make them new within their new text (LAFS RL 8 3.9). They can use this knowledge to enhance their analysis of tone/theme development. The lessons in this unit are created for 8th grade ELA students, both advanced and standard classes. These five lessons are from a larger 3 week unit with this being the third week of that unit. My hope throughout the unit has been that students will learn how the tone they use in their everyday speech is not that far off from the way authors use diction to create tone in their text. I also hope that they will learn how to read not only challenging poetry but a text that may seem intimidating to them at a first glance. If they take a moment to really dissect the word choice of an author, they will learn that it is a worthwhile investment of time when it comes to comprehension of a text. They have completed a few graphic organizers, extended responses (one paragraph responses using claim, evidence, and reasoning to prove their point), and a multi-paragraph response. I will assess their assignments by treating some as formative assessments (primarily the writings used to help me gauge their mastery of the standard) and then there will be a summative reading assessment on the final day of this unit where students will be introduced to a new text that they then have the opportunity to prove their ability to analyze the tone, theme, and impact of allusions. The Socratic Seminar the day before test will serve as a review/as an opportunity to deepen and practice these literacy skills before they face new texts on the assessment by themselves.

Daily Lessons (5 Days)

Day 1	Title of Lesson: Review/Practice theme development Grade Level: 8th grade Standards: <u>LAFS.8.RL.1.2</u> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship
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to the characters, setting, and plot; provide an objective summary of the text. LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

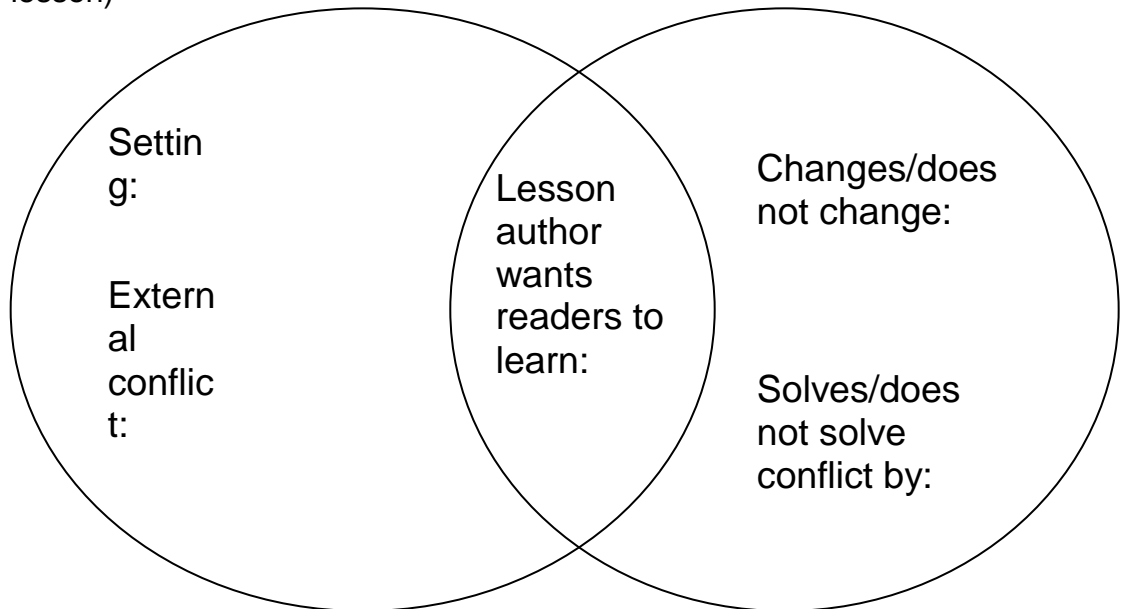
Essential Questions: How do we share life lessons with one another?

Objectives

The student will be able to determine the theme of multiple texts and will also be able to analyze how the author develops that theme in the text.

Materials: Copies of “The Tell-Tale Heart”, “The Raven”, and “The Bells” by Edgar Allan Poe and “Caged Bird” by Maya Angelou; graphic organizer on theme development

Graphic organizer: (inspired by the OER listed toward the end of today’s lesson)



Procedures -

Anticipatory set (bellwork) (5 minutes/2 of which students write/3 minutes to discuss and cast vision for the lesson): How do we share life lessons with one another?

Agenda:

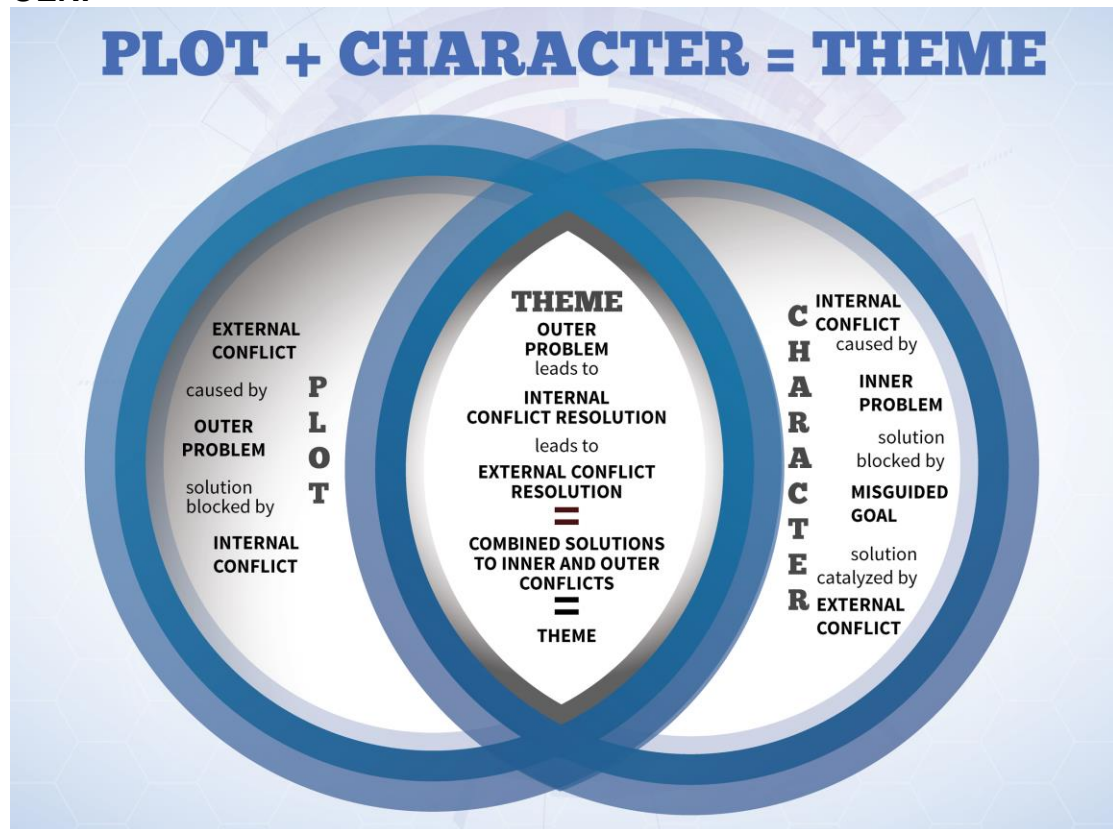
1. Graphic organizer and rationale for the activity explained (to not just determine the author’s theme (what lesson do they want readers to learn?) but also understand how each author develops that theme over the course of the text) **5 minutes**
2. Students work with shoulder buddy on first text for **8 minutes**; Students work with shoulder buddy on second text for **8 minutes**; students work

with shoulder buddy on third text for **8 minutes**; students work with shoulder buddy on fourth text for **8 minutes**. (Teacher circulating the room during this time offering assistance, correction, clarifying misconceptions)

3. Whole group share themes for text/how authors develop them. **3 minutes**

ESOL Accommodations: use of student developed summaries for each text from past two weeks (provided with summary if they do not have one); working in pairs; extra time if needed; modeling/approving accurate completion during the first 8 minute segment of working with their group; use of graphic organizer

OER:



<http://www.helpingwritersbecomeauthors.com/storys-theme/>

This website is intended for writers who want to improve their craft to become authors. I will show this image to students to help them see the connection between plot, character, and theme, and while I'm not crazy about the descriptions in the venn diagram, an excellent extension activity will be: For extra credit, visit the website of the image, read the article, and then choose the story/poem in which you feel the

	<p>author did the best job of developing the theme, and then write an extended response explaining (with evidence from the original text and this website’s article) how the author accomplished developing the theme well.</p> <p>Assessment - I will grade the graphic organizers and students should have completed them with 80% accuracy in order to demonstrate mastery of the skill of determine theme and analyzing its development.</p>
Day 2	<p>Title of Lesson: Revisiting “The Raven” and analyzing grief Grade Level: 8th grade Standards: <u>LAFS.8.RL.2.4</u> Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>LAFS.8.RL.1.1:</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Essential Questions: How do people react when they lose something they love? When was a time when you lost something that you loved? How did you react? Objectives The student will be able to identify the grieving tone in “The Raven” and analyze how Poe’s word/allusion choice contributes to the tone. Materials: Copies of “The Raven” and graphic organizer on stages of grief in “The Raven” Procedures - <u>Anticipatory set (bellwork) (5 minutes/2 of which students write/3 minutes to discuss and cast vision for the lesson):</u> How do people react when they lose something they love? When was a time when you lost something that you loved? How did you react? <u>Agenda:</u> 1. Explanation of the five stages of grief (5 minutes) 2. With shoulder buddies, students complete graphic organizer (10 minutes) 3. Individually, students complete extended responses (10 minutes) Students share their extended responses with their shoulder buddies (5 minutes) Students whole group share/wrap up discussion (10 minutes) ESOL Accommodations: use of student developed summaries for each text from past two weeks (provided with summary if they do not have one); working in pairs; extra time if needed; use of graphic organizer OER: Students can watch the following mini biography on biography.com and write one paragraph describing how his biography may contribute to the tone of “The Raven.” This website provides helpful information to give students a</p>

	<p>broader context of the work. http://www.biography.com/people/edgar-allan-poe-9443160/videos/edgar-allan-poe-mini-biography-569923805 http://www.biography.com/people/edgar-allan-poe-9443160/videos/edgar-allan-poe-nevermore-2080054356</p> <p>Assessment - I will grade the graphic organizers and students should have completed them fully using evidence and reasoning to support their claims.</p>
Day 3	<p>Title of Lesson: Preparing for Socratic Seminar Grade Level: 8th grade Standards: <u>LAFS.8.RL.2.4</u> Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>LAFS.8.RL.1.1:</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>LAFS.8.RL.1.2:</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Essential Questions: What types of texts/themes resonate with you the most? Objectives The student will be able to write their analysis of which author in which text developed the theme or tone the strongest. Materials: Copies of “The Tell-Tale Heart”, “The Raven”, and “The Bells” by Edgar Allan Poe and “Caged Bird” by Maya Angelou; students also have extended responses and graphic organizers from the entire unit in their interactive notebooks to rely on when crafting their written response. Procedures - <u>Anticipatory set (bellwork) (5 minutes/2 of which students write/3 minutes to discuss and cast vision for the lesson):</u> What types of texts/themes resonate with you the most? <u>Agenda:</u> 1. Cast vision for Socratic Seminar tomorrow (review b/c students are using and observing literacy skills in action) and explanation of the prompt (5 minutes): Which author in which text [TTH; CB; TR; TB] do you think develops the [pick theme or tone] best? Write an extended response using CER defending your claim. 2. Students write rough drafts of extended responses 15 minutes 3. Students answer reflection question: If you found out you had to present your extended response to the class right now, what would you need to change? (2 minute quick write--3 minute share with whole</p>

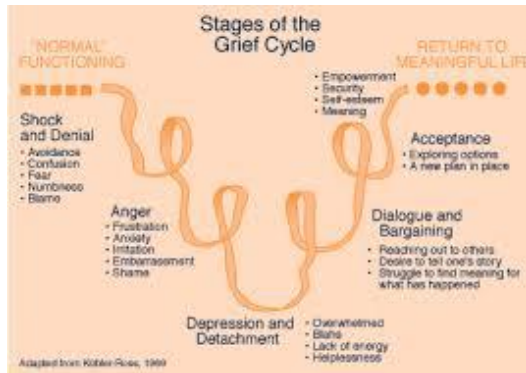
	<p>group of 4 students)</p> <p>4. Make any changes or additions to your extended response to prepare for tomorrow--develop two questions to ask your classmates tomorrow--create a visual to go along with your contribution to the Socratic Seminar tomorrow.</p> <p>ESOL Accommodations: use of student developed summaries for each text from past two weeks (provided with summary if they do not have one); extra time if needed; use of graphic organizers from the last three weeks</p> <p>OER: Students watch the video honoring Maya Angelou with a parent or guardian at home tonight. The video features a shared reading of “Caged Bird” by herself and notable activists. The video includes images of historic people and events like Dr. Martin Luther King Jr.; Nelson Mandela; Tiananmen Square Protests of 1989. While watching, they can ask their parents to explain as many of the the historical photos to them as they can, and the students can then explain why they think the photo would be included during a reading of “Caged Bird.” This will help students make the connection between Maya Angelou’s theme in the poem and other moments of historical importance in the face of social oppression. https://www.youtube.com/watch?v=rZzOxWAxde0</p> <p>Assessment - I will grade for completion of the extended response, but tomorrow’s Socratic Seminar will also be for a grade.</p>
Day 4	<p>Title of Lesson: Socratic Seminar</p> <p>Grade Level: 8th grade</p> <p>Standards: <u>LAFS.8. RL.2.4</u> Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>LAFS.8.RL.1.1:</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>LAFS.8.RL.1.2:</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Essential Questions: What types of texts/themes resonate with you the most? Objectives The student will be able to articulate their analysis of which author in which text developed the theme or tone the strongest. Materials: Copies of “The Tell-Tale Heart”, “The Raven”, and “The Bells” by</p>

	<p>Edgar Allan Poe and “Caged Bird” by Maya Angelou; students also have extended responses and graphic organizers from the entire unit in their interactive notebooks to rely on when crafting their written response; students also have their extended response prepared from yesterday and a graphic organizer to use for taking notes during the Socratic Seminar</p> <p>Procedures - <u>Anticipatory set (bellwork) (5 minutes/2 of which students write/3 minutes to discuss and cast vision for the lesson):</u> What are the verbal contributions you will need to make today during the Socratic Seminar? (review of Socratic Seminar rules) <u>Agenda:</u></p> <ol style="list-style-type: none"> 1. Review Socratic Seminar Rules (see BW above) 2. Explain note-taking page (3 minutes) 3. Assign coach/speaker pairs (2 minutes) 4. Socratic Seminar--20 minutes (10 and then switch!) 5. Socratic Seminar Reflection (7 minutes to write//4 minutes to discuss with group//4 minutes to discuss whole group) <p>ESOL Accommodations: use of student developed summaries for each text from past two weeks (provided with summary if they do not have one); extra time if needed; use of graphic organizers from the last three weeks; use of extended response from the day before; opportunity to work with partner to get support/encouragement during the Socratic Seminar; graphic organizer provided for note-taking during the Seminar</p> <p>OER: Students read the article at the following link and write one paragraph explaining how the Socratic Seminar today and the contents of this article taught them something about how/why authors choose to write. This is important because students should understand that author’s often have something in mind that they want their readers to consider when reading their texts but sometimes we have to really think about it and take notice of small details in order to pick up on their themes. http://www.huffingtonpost.com/omer-aziz/what-novels-teach-us-abou_b_7865004.html</p> <p>Assessment - I will grade for participation in Socratic Seminar.</p>
Day 5	<p>Title of Lesson: Unit Assessment (Q2 Midpoint Assessment) Grade Level: 8th grade Standards:</p>

	<p>LAFS.8. RL.2.4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>LAFS.8.RL.1.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>LAFS.8.RL.3.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>LAFS.8.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Essential Questions: How can we prove that we have learned something?</p> <p>Objectives</p> <p>The student will be able to demonstrate mastery of understanding the ways in which tone and theme are developed.</p> <p>Materials: Q2 Midpoint Assessment (attached at the bottom of the lesson plan)</p> <p>Procedures -</p> <p>6. <u>Students have the entire class period to take the assessment (45 minutes)</u></p> <p>ESOL Accommodations: extra time, use of native language and English dictionary</p> <p>OER:</p> <p>Students visit the following website in order to gain an understanding of how themes also show up in television. They can bring a list of movies/tv shows that they've seen these themes in on Monday for extra credit.</p> <p>http://thescriptlab.com/screenwriting/story/development/1005-top-10-central-themes-in-film?showall=</p> <p>Assessment -This assessment will count as a summative assessment. Students who receive a 70% score or higher will be viewed as having mastered the content of the three week unit on tone/theme development.</p>
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Actual Resources:

1. 5 Stages of Grief Graphic Organizer
2. Socratic Seminar Note Taking Graphic Organizer
3. Q2 Midpoint Assessment (a note for Dr. Olcese: the test is mostly finished, but since I created half of it and found two of the texts for it, another teacher on the team has offered to format it. So while it is not formatted it will be completed during this work week before we distribute the test on Friday 11/11)



Stage	C (Which Stanza[s] has this stage)	Evidence (What words or phrases show this)	Reasoning
Shock and Denial			
Anger			
Depression			
Dialogue and Bargaining			

Extended Response

It can be argued that the narrator of the poem will never reach the Acceptance stage. In CER, explain why the narrator will never reach the Acceptance stage.

Consider the allusions “Nepenthe”, “Balm in Gilead”, and “Pallas”. In CER, which allusion has the strongest impact on the hopeless tone of “The Raven”?

Socratic Seminar Note-Taking Page

	Theme	Tone
“The Tell-Tale Heart”		
“Caged Bird”		
“The Raven”		
“The Bells”		

Socratic Seminar Note-Taking Page

	Theme	Tone
“The Tell-Tale Heart”		
“Caged Bird”		

“The Raven”		
“The Bells”		

Q2 Midpoint Assessment

Read the two passages and then answer questions 1-5

Hercules

adapted from The Age of Fable: Stories of Gods and Heroes

by Thomas Bulfinch

- 1 Hercules was the son of Jupiter and Alcmena. As Juno was always hostile to the offspring of her husband by mortal mothers, she declared war against Hercules from his birth. She sent two serpents to destroy him as he lay in his cradle, but the infant strangled them with his own hands. Juno then made Hercules perform all the tasks that Eurystheus wanted, which are called the "Twelve Labors of Hercules."

- 2 The first labor was the fight with the lion who terrorized the valley of Nemea. Eurystheus ordered Hercules to bring him the skin of this monster. After using in vain his club and arrows against the lion, Hercules strangled the animal with his hands.

- 3 His next labor was the slaughter of the Hydra, a monster that lived in a swamp in Argos. The Hydra had nine heads, of which the middle one was immortal. Hercules struck off its heads with his club, but in the place of the head knocked off, two new ones grew forth each time. Eventually, he burned away the heads of the Hydra and buried the immortal one under a huge rock.

- 4 Another labor was the cleaning of the Augean stables. Augeas, king of Elis, had a herd of three thousand oxen, whose stalls had not been cleansed for thirty years. Hercules brought two rivers through them and cleansed them thoroughly in one day.

- 5 However, the most difficult labor of all was getting the golden apples of the Hesperides, for Hercules did not know where to find them. These were the apples which Juno had received at her wedding from the goddess of the earth. Hercules went to the father of the Hesperides, Atlas, who bore on his shoulders the weight of the heavens. Hercules thought if anybody could find the apples for him, it would be Atlas. Hercules took the heavens onto his own strong shoulders so Atlas could find the apples for him. Atlas did and reluctantly took back his role of holding up the entire world.

Samantha's Quest

by S. Rolph

1 Samantha's fascination with robots began when she was seven, when her parents gave her a Lego set for Christmas. She loved to draw weird creatures and then figure out how to make them come alive. Now that she was starting high school, Samantha was excited to join the school's robotics team. Each year, the team designed a robot to complete specific tasks in national competitions. This year, the robot had to grab a basketball and throw it into the opposing team's hoop. Many people wanted to join the robotics team, including two of Samantha's friends, so the team captains had organized tryouts. One Saturday morning, Samantha's mom drove her to the school.

2 "Are you nervous?" her mom asked.

3 "A little," Samantha replied. "I really want to make the team, but the other students are so smart and they have more experience than me."

4 "You're going to do a great job — you're more capable than you think you are," her mom said, giving Samantha an encouraging smile. The car pulled into the high school parking lot and Samantha hopped out. She waved to her friend May, who was also trying out for the robotics team, and they walked inside together.

5 Try-outs were held in the gym. Each applicant had to solve three robot design problems, with a time limit of twenty minutes per question. The five students with the strongest, most effective solutions would advance to the next question. The first problem asked the applicant to design a mechanism with which the robot could catch and carry a basketball. Samantha thought for a few minutes, and then she sketched a large metal clamp that could grasp the ball, lift it slightly off the ground, and carry it in front of the robot. Underneath the sketch, she wrote a short description of how the clamp would work.

6 After the team captains had read through the applicants' responses, Samantha was one of the top five students, so she continued on to the next question. The second challenge was harder: how would the robot move? Samantha considered using wheels, treads, or legs. Treads were fast, but harder to maneuver than wheels. Legs could easily overcome obstacles, but they moved relatively slowly and were extremely difficult to build. Wheels were a good balance of maneuverability and speed, so Samantha designed a system of six wheels with which the robot could turn, go forward, or reverse. The judges took longer to choose the winners this time, but Samantha advanced again. If she could successfully answer one more question, she would be on the robotics team.

7 For the last challenge, Samantha had to design a device that could toss the basketball into the net. This time, Samantha knew exactly what to write. Using a powerful spring and two moveable plastic arms, Samantha sketched a system with which the robot could aim and throw the basketball. She turned in her response and crossed her fingers, waiting for the final scores. When the judges returned, they had big

smiles and a schedule for the year's competitions. Samantha had made the team! She ran back to her mom, who was waiting in the lobby, and shouted, "I did it!"

Lafs.rl.8.3.9

1. How are Hercules' and Samantha's motivations for completing their challenges different?
 - a. Hercules completes his challenges to prove himself, but Samantha completes hers out of genuine interest.
 - b. Hercules completes his challenges to please his mom, but Samantha's mom is already pleased with her.
 - c. Hercules does not choose what challenges he will face, but Samantha does.
 - d. Hercules does not choose to face his challenges, but Samantha does.

Lafs.rl.8.3.9

2. Hercules is a classic hero. One of the elements of a hero is that they have to overcome obstacles. What obstacles does Samantha have to overcome?
 - a. She has to complete tasks that will help her gain a spot on the school robotics team.
 - b. She has to complete tasks in order to survive.
 - c. She has to clean the Augean stables.
 - d. She has to overcome an argument with her mother.

Lafs.rl.8.3.9

3. How are Hercules' and Samantha's stories similar?
 - a. They both want to overcome obstacles.
 - b. They both go to the same school.
 - c. They are interested in the same activities.
 - d. They both fail.

Lafs.rl.8.3.9

4. How are Hercules' and Samantha's stories different?
 - a. Hercules has to complete near impossible tasks that no one has had to before, while Samantha has to overcome challenges anyone may need to in order to make the team.
 - b. Samantha has to complete near impossible tasks that no one has had to before, while Hercules has to overcome challenges anyone may need to in order to make the team.
 - c. Samantha has to overcome her challenges in order to survive, while Hercules has to overcome challenges that are more relatable to a modern reader.
 - d. Hercules does not have to overcome any challenges, but Samantha does.

Lafs. rl. 8. 1.2

5. What is a common theme in Hercules and Samantha's stories?
 - a. You may have to overcome obstacles in order to achieve something you want or need.
 - b. Don't upset your mom or step-mom, because then you'll have obstacles to face.
 - c. If at first you don't succeed, try and try again.

d. Be careful what you wish for.

We Are Seven

By: William Wordsworth

—A simple child,
That lightly draws its breath,
And feels its life in every limb,
What should it know of death?

I met a little cottage girl:
She was eight years old, she said;
Her hair was thick with many a curl
That clustered round her head.

She had a rustic, woodland air,
And she was wildly clad:
Her eyes were fair, and very fair;
—Her beauty made me glad.

“Sisters and brothers, little maid,
How many may you be?”
“How many? Seven in all,” she said,
And wondering looked at me.

“And where are they? I pray you tell.”
She answered, “Seven are we;
And two of us at Conway dwell,
And two are gone to sea.

“Two of us in the churchyard lie,
My sister and my brother;
And, in the churchyard cottage, I
Dwell near them with my mother.”

“You say that two at Conway dwell,
And two are gone to sea,
Yet ye are seven! I pray you tell,

Sweet maid, how this may be.”

Then did the little maid reply,
“Seven boys and girls are we;
Two of us in the churchyard lie,
Beneath the churchyard tree.”

“You run about, my little maid,
Your limbs they are alive;
If two are in the churchyard laid,
Then ye are only five.”

“Their graves are green, they may be seen,”
The little maid replied,
“Twelve steps or more from my mother’s door,
And they are side by side.

“My stockings there I often knit,
My kerchief there I hem;
And there upon the ground I sit,
And sing a song to them.

“And often after sunset, sir,
When it is light and fair,
I take my little porringer,
And eat my supper there.

“The first that died was sister Jane;
In bed she moaning lay,
Till God released her of her pain;
And then she went away.

“So in the churchyard she was laid;
And, when the grass was dry,
Together round her grave we played,

My brother John and I.

“And when the ground was white with snow
And I could run and slide,
My brother John was forced to go,
And he lies by her side.”

“How many are you, then,” said I,
“If they two are in heaven?”
Quick was the little maid’s reply,
“O master! we are seven.”

“But they are dead; those two are dead!
Their spirits are in heaven!”
‘Twas throwing words away; for still
The little maid would have her will,
And said, “Nay, we are seven!”

Lafs.rl.8.1.2

6. What is the theme of the poem “We are Seven”?

- Different people may have different views of death.
- Do not talk to strangers.
- There is only one way to view death.
- Do not talk to people who view things differently than you do.

Lafs.rl.8.1.2

7. Read the following line from the beginning of the poem. What does it reveal about the theme? “A simple Child, // That lightly draws its breath, // And feels its life in every limb, // What should it know of death?”

- The speaker thinks that the child will not understand death.
- The speaker thinks that the child is not intelligent.
- The speaker thinks that the child’s opinion is important.
- The speaker thinks that the child is dead.

Lafs.rl.8.1.2

8. Which quote from the poem most strongly supports the theme?

- “The little Maid would have her will, // And said, ‘Nay, we are seven!’”
- “I take my little porringer, // And eat my supper there.”
- “Her eyes were fair, and very fair; — Her beauty made me glad.”
- “Till God released her of her pain; And then she went away.”

9. What is the best meaning of **porringer** as it is used in the poem?

- Stool
- Blanket
- Bowl
- Doll

10. What is meant when the little cottage girl says that her brother was “**forced to go**”?

- He went to school
- He went to dwell at Conway
- He went to sea
- He passed away

11. What is the meaning of **dwell**?

- Leave
- Reside
- Vacation
- Avoid

12. The little cottage girl insists that “seven are we”, what does this mean?

- a. Her brothers and sisters are all seven years old
- b. She has six siblings
- c. She has seven siblings
- d. She doesn't understand that two of her siblings are dead

13. What does the dialogue in the poem reveal about the little cottage girl's character?

- a. She does not understand the concept of death
- b. She believes that all her siblings are still alive
- c. She thinks that leaving is a part of life
- d. She still considers her dead brother and sister to be her siblings

14. What does the dialogue in the poem reveal about the speaker's character?

- a. The speaker wants to know how many brothers and sisters the little cottage girl has
- b. The speaker is intrigued to learn more about the little cottage girl
- c. The speaker thinks the little cottage girl is beautiful
- d. The speaker is not afraid to talk to new people

15. How does the little cottage girl's statement that “seven are we” propel the action?

- a. It prompts the speaker to question further
- b. It explains how many brothers and sisters she has

- c. She has seven brothers and seven sisters
- d. It answers the speaker's question

16. What do the following lines reveal about the speaker?

“But they are dead; those two are dead!
Their spirits are in heaven!”

- a. Frustration
- b. Satisfaction
- c. Disappointment
- d. Fulfillment

MISTY'S UNIT PLAN TRANSCRIPT

The Outsiders

Fall 2016

Introduction:

I've decided to write my lesson plan based on the book, *The Outsiders* by S.E. Hinton. I feel as though this would be most appropriate in an 8th grade classroom. My reasoning for doing this is because middle school is this odd beast where students are figuring out where they belong and sometimes feeling as though they're outsiders. So I feel this would be something they would relate to and in turn would spark their curiosity to read the book and complete the assignments. In the end I hope that the students gain an understanding of how socio-economics can shape a persons' life and the things that people (who feel like outsiders) deal with and go through. As well as the lengths they'll go to just to feel that they belong. I want them to progress in their understanding of synthesizing information and coming to conclusions based on evidence from the text.

The big project that the students will complete over the course of the unit plan will be a Collage about life in the 1960s and the things that the Greasers may have faced. There is no right

or wrong way to do this, the collage can look anyway as long as they put effort into it. They will be put in groups of 4-5 and will have assigned roles. These roles will determine their job as one of the following:

- Researcher
- Recorder
- Flippers 2x
- Arranger

They will work on the collage a little bit at the end of every class meeting and at the end of the unit they will present it. As well as turn in a 1 page double spaced paper as an artist statement describing their collage.

Lesson Plan #1: Identity Crisis

Grade: 8th

Standards:

Essential Questions:

- What is Identity?
- How does the way you view yourself affect your place in society?
- How can relating to a character help us understand and analysis the story better?

Objectives:

- Student will be able to analyze the characters and spot their important role within the writing.
- Students will utilize an OER to research the time period.

Materials Needed:

- Classroom set of tablets
- Magazines
- Construction paper
- Scissors
- Glue
- Markers
- The novel

Procedures:

- 1) Students will come in and answer the first essential question as their bell work “In at least 5-7 sentences please explain what is Identity?” There is no right or wrong answer.
- 2) Once class starts we will answer that question as a class and get their ideas out in the air. (They will have already read the first 3 chapters before coming to class, plus some back story on what The Outsiders is about.)
- 3) We will move into a discussion about the first three chapters. Discussing the tone, language, and emotion that’s being shown so far.
- 4) After this I will break them up into groups of no more than 5 for the collage project. I’ll assign jobs to each member. The project is to research and make a collage based off the time setting of the book 1960s or a specific character that they’ve learned about.
 - a. Researcher – They will utilize the tablet in order to find information on the time period to be as accurate as possible
 - b. Recorder – Will write one page double spaced description of their collage. Just telling of the angle they chose to use.

- c. Flippers x2 – They will flip through the magazines to find things that could be added to the collage based on what the researcher tells them. They will cut out words, images, etc and hand them over to the arranger.
- d. Arranger – Will work with the recorder to come up with a written description of the collage. Then on the construction paper provided to them and make sure that it is aesthetically pleasing. Then present on behalf of the group.

ESOL Accommodations:

- ESOL students will be placed in groups with native English speakers.

Resources and Materials:

- These are website that can be utilized
 - o <http://www.history.com/topics/1960s>
 - o Time, Human Agency, and Social Change: Perspectives on the Life Course
Elder, G. (1994). Time, Human Agency, and Social Change: Perspectives on the Life Course. *Social Psychology Quarterly*, 57(1), 4-15. Retrieved from <http://www.jstor.org/stable/2786971>
 - o Other journals from the database

Assessment:

- This will be a project that is worked on for the last 15-20 of each class period. They will present at the end of the unit and will be graded based on the rubric.

Lesson Plan #2: Issues and setting of the 1960s

Grade: 8th

Standards:

Essential Questions:

- What would be some other things that are going on simultaneously in society as *The Outsiders* is taking place?
- What is one of the biggest issues that's happening?
- What is the setting of the novel? Are they affected by these other issues?

Objectives:

- Students will be able to discuss the setting of the novel.
- Students will be able to discuss the issues going on in the 1960s with the characters in the novel as well as in society as a whole.
- Students will differences and similarities between now and then.

Materials:

- Magazines
- Magazine Worksheet
- Photos, headlines, icons, etc from the 1960s

Procedures:

- Students will have read three more chapters of the book and we will be discussing the setting and issues that are happening that they are aware of so far.
- When they arrive in class they will answer one of the three essential questions as bell work.
- When class actually starts we will go around the room and student will explain which essential question they chose and their response to it.

- I will then present to them a powerpoint/ Prezi of various headline, icons, and photos from the 1960s.
- After the presentation students will work individually on a Magazine workshop.
- Here they will have selected one of the magazines that I've provided and pull out ads that demonstrate things that are headlines now in 2016.
- They will then answer questions based on the ad they selected
- We will come together as a class and they will discuss the ad they chose. How it showcases society today in 2016 and then explain how it either does or doesn't relate to the ads of the 1960s.
- The remaining time will be used to work in groups on the collage.

ESOL Accommodations:

- ESOL students will work with a Native speaker on this project and will be given more time to complete the assignment. They would present at the beginning of the following days class meeting. So they would have the entirety of the class period (from the time we start the worksheet and while others are presenting) to work on it.

Resources and materials:

- I would show them a PowerPoint as well as a YouTube Video about Life in the 1960s

Assessment:

- Their assessment would be based on the mini presentation they give on their ad. 50% would be the presenting and the other 50% would come from the actual worksheet they filled out.

Lesson Plan #3: Characterization

Grade: 8th

Standards:

Essential Questions:

- What is Pony Boys main internal conflict?
- What are the names of all the Characters we've learned about so far?

Objectives:

- Student will be able to identify the characters we've learned about so far.
- Students will be able to analyze the characters identities
- The students will be able to give a detailed tripod chart telling of specific characteristics of a specific character.

Materials:

- Poster paper
- markers

Procedures:

- Student will break up into their collage groups but with this activity we will be working on the characterization of the people in the novel.
- Each group will be assigned a character
 - o Ponyboy, Soda, Darry, Steve, Two-Bit, Johnny, and Cherry.
- Each group will be given a piece of poster and the poster will have to include
 - o Characters Name

- Physical characteristics
 - Personality traits
 - Relationship to other characters
 - Anything else they deem relevant.
- When they are finished with the poster they will hang it up around the room and then go back to their seats.
 - We will have a total of 20 minutes to work on this. If they're done, they can work more on their collage.
 - Once everyone is done we will go poster by poster and discuss the characters.
 - What makes some of the characters different?
 - Are any of the identities the same?
 - I will then relate it back to my students and ask them if they relate to any of the characters and if so, how?

ESOL Accommodations:

- ESOL students will be placed with a native speaker for this project.

Resources and Materials:

- None

Assessment:

- Assessment for this will be the quality of the poster. How much detail did the group put? Were the characterizations correct? The highest they can score is a 10.

Lesson Plan #4: Cliques

Grade: 8th

Standards:

Essential Questions:

- Do you have a clique? Or a group of friends that very tight knit? If so, how did you become friends?
- Are you all particular about who you welcome into your circle of friends?
- What are the characteristics of a clique that you see the novel?

Objectives:

- Students will be able to spot the differences and similarities of the Greasers and Socs
- Students will be able to see how stereotypes cause rifts between various classes of people, different racial groups, etc.

Materials:

- ID cards
- Worksheet

Procedures: (At this point we are more than half way through the book)

- Upon arrival students will answer one of the essential questions as bell work.
- When class officially starts I will give them five more minutes to finish up their thoughts and walk about letting students pick a piece of paper out of a hat.
- On the paper they will find that they are either a Socs or a Greaser.
- I will then divide them into groups of 3-4 and they will discuss their new identity within the groups
 - o Where do they live?

- What is their life most likely like?
- Students will then fill out a worksheet that will ask them to give their new identity and what they (under new identity) goes through in life.
- Afterwards we will come back together as a class and discuss the differences between the two groups and the stereotypes that exist in the minds of one group about the other group.
- Afterwards we will have 15 minutes to work on the collage

ESOL Accommodations:

- ESOL students will work with native speakers.

Resources and Materials:

YouTube video about understanding Stereotypes

Assessment:

- The assessment will be based on how well they are working in their groups as well as the worksheet they turn in at the end of class.

Lesson Plan #5: Stay Gold, Ponyboy

Grade: 8th

Standards:

Essential Questions:

- In your own words, what does it mean to “Stay Golden”

Materials:

- None

Procedures:

- When students arrive they will answer the bell work question (the essential question)
- We will then engage in a classroom discussion about various aspects of this novels
 - o Why did Johnny kill Bob?
 - o If you were Ponyboy and Johnny who would you ask for help?
 - o Who is innocent?
- We will then read excerpts from the novel and discuss their relevance and importance. As well as discuss the Robert Frost poem that's mentioned within the novel.
- Main question: What is the meaning of the Robert Frost poem?
- Student will write one page on their own interpretation of the poem as homework.
- The remainder of class will be spent finishing the collages to be presented the next day.

ESOL Accommodations:

- ESOL students will write one paragraph on their interpretation and will be graded on a different rubric.

Resources and Materials:

- YouTube video of the scene from the movie "The Outsiders" where Johnny is telling Ponyboy to Stay Golden.

Assessment:

- Students will be assessed on their one-page paper.

Lesson Plan #6: Presentation Day

Grade: 8th

Standards:

Essential Questions:

- Who, within each group, did what?

Objectives

- Student will show that they can organize themselves into a cohesive group to give a presentation.

Materials

- None

Procedures:

- Each group will choose a popsicle stick with a number on it to determine which one will go first.
- They will state their names and their individual roles.
- The Arranger and Recorder will do most of the talking since they worked on the paper and the arrangement of the cut out on the poster.
- The researcher will tell of their method of research.
 - o Did they stick with one database? Etc.

ESOL Accommodations:

- ESOL students will give their name and role.

Resources and Materials:

- none

Assessment: Student will be graded on a rubric of their poster (50%) and their paper (50%). If they do the poster that's 50% there. But the paper will have to be graded for mechanics, grammar, spelling, etc.

RACHEL'S UNIT PLAN TRANSCRIPT

The Ideas of Freedom -- Precursor Lessons to 'The Handmaid's Tale'

Fall 2016

Introductory Statement

This unit is that start to a month long unit that analyzes the theme of freedom in context with the novel 'The Handmaid's Tale' by Margaret Atwood. The unit presented before you is a 6 day lesson plan that is taught as a precursor to the novel. I have broken up the theme of freedom into 4 subgenres; religious freedom, political freedom, expressionary freedom and free will vs determinism. With each subgenre lesson, different texts will be analyzed and discussed that depicts that type of freedom or the lack of the type of freedom. For example, for religious freedom I have provided a short story about the Holocaust and then a video of two Muslim girls reciting their slam poems on Islamophobia.

This unit plan will be taught to 11th grade students in AP English Language

Composition. I find that at this level my students will be mature enough to handle the sexual content found within the novel 'The Handmaid's Tale' and will be able to understand and participate in our abstract discussions.

I hope my students will formulate their own personal ideas of what freedom is. I hope they learn to become better people through these lessons. I hope my lessons make them better readers and writers. Also I hope this unit is engaging and interesting enough for them to actively participate. I want them to learn that even though a text may be written at separate times, it may not necessarily be dated. We as intellectual thinkers can learn a tremendous amount from our

past histories.

My students will have a quiz and an AP essay to complete during the first week of the precursor lessons on freedom subgenres. They have some homework assignments due and two chances at extra credit. Their participation during classroom discussion will be graded as pass or fail. I plan to create a large project that will be due after we finish the novel.

Title of Lesson: Introductory Lesson of Freedom **Date:** November 7, 2016

Grade Level: 11th Grade **Class Period:** 45 minutes

Standards

LAFS.1112.RL.1.2

LAFS.1112.RH.2.5

LAFS.1112.WHST.2.6

Essential Questions

- What is freedom?
- What makes a person truly free?
- Without freedom, can a person have a true identity?
-

Objectives

Students will be able to:

- Analyze historical documents and literary texts that discuss freedom
- Recognize the values of freedom and the subdivisions that fall underneath it
- Participate in classroom discussions pertaining to the texts

Materials

- Classroom Google Word Document
- Wordle
- 'Freedom' Powerpoint Lesson
- Note-taking materials

Procedures

Warm Up

1. Students will access their Google Classroom once the bell rings
2. They will find the blank Google Word Document titled 'Freedom Discussion'
3. In this word document, every student will contribute and write their own answer to the questions "What is Freedom?" This will take 5-7 minutes.
4. Students have all of the liberty in this bell work. The answer should vary from student to student.
5. After the bell work is over, I will copy all that was written and compose it into a classroom Wordle.
6. Based on what words are frequently used in the wordle, we will have a class discussion on what we as a class think freedom is. This should take about 10 minutes.
7. Each class will formulate their own class definition of 'Freedom'. As a class, We will write that definition on a piece of construction paper and I will post it on the wall.
8. After this discussion I will move onto my powerpoint lesson plan, where we will visit the four subgenres of freedom we will analyze in our texts.
9. Students will take notes here. We will also discuss the subgenres and what they mean.

Notes and discussion should take 10-15 minutes more. Depends on what kind of discussions occur based on the subgenre topics.

10. After our discussions conclude, we will move on to unpacking our first subgenre; religious freedom.

11. I will pass out the short story, 'This Way for The Gas, Ladies and Gentlemen' by Tadeusz Borowski and go over the directions they will need to follow for homework that evening.

ESOL Accommodations

- Change the text in my powerpoint so that it would be more simple
- Provide a translated version of 'This Way for the Gas, Ladies and Gentlemen'
- Provide a graphic organizer and a vocabulary word bank
- Provide links to a free audio book

Resources and materials

- PDF text of 'This Way for the Gas, Ladies and Gentlemen' by Tadeusz Borowski
<https://cc136.k12.sd.us/thiswayforgasstory.pdf>

Assessment

- Students will be given credit for participating in the class discussion
- 100 for participating, 0 for doing nothing

Homework

- Students will take home a printed copy of the short story, 'This Way for the Gas, Ladies and Gentlemen' by Tadeusz Borowski

- Students will read, analyze and write annotations on the short story
 - Students will prepare for a closed book quiz the following day on the short story
-

Title of Lesson: Religious Freedom **Date:** November 8, 2016

Grade Level: 11th Grade **Class Period:** 45 minutes

Standards

LAFS.1112.RL.1.2

LAFS.K12.R.3.9

Essential Questions

- What is freedom?
- What makes a person truly free?
- Without freedom, can a person have a true identity?

Objectives

Students will be able to:

- Analyze historical documents and literary texts that discuss freedom
- Recognize the values of freedom and the subdivisions that fall underneath it
- Participate in classroom discussions pertaining to the texts

Materials

- Freewrite notebooks
- Pen
- Laptops

- Note-taking materials
- Student annotated copy of ‘This Way for the Gas, Ladies and Gentlemen’
- Youtube clip of slam poetry ‘Islamophobia’ --

<https://www.youtube.com/watch?v=dGLwNq0sVjM&t=2s>

Procedures

Warm Up

1. Students will take out their freewrite composition notebooks, located in the back of the classroom
2. They will have 5 minutes to complete the free write: ‘What is faith?’
3. After the freewrite, students will put away all of their materials except their laptops. They will click over to the Google classroom and connect to the quiz.
4. The pop quiz has 10 MC questions and students will be given 13 minutes to complete it.
5. Afterwards, students will take out their short stories and we will go over the short story as a class.
6. We will discuss the short story and how each character has been affected by religious persecution. This will take a few minutes.
7. Afterwards. We will be watching this slam poetry called ‘Islamophobia’ by Mariyah Jahangiri and Rasha Biary. Students will take notes during the video.
8. We will discuss the extent of religious freedom of the two religious communities, Jewish and Islam, based on the texts.
9. I will always bring the conversation back to our class definition of freedom, and if religious freedom is an important human right.

ESOL Accommodations

- Speaking slowly during the lesson
- Describing the video and its contents explicitly
- Providing a color coded graphic organizer

Resources and materials

- Video of slam poetry 'Islamophobia' --

<https://www.youtube.com/watch?v=dGLwNq0sVjM&t=2s>

- PDF text of 'This Way for the Gas, Ladies and Gentlemen' by Tadeusz Borowski

<https://cc136.k12.sd.us/thiswayforgasstory.pdf>

Assessment

- Today's assessment was a 10 point pop quiz

Homework

- Look up the meaning of 'Political Freedom'

Title of Lesson: Political Freedom **Date:** November 9, 2016

Grade Level: 11th Grade **Class Period:** 45 minutes

Standards

LAFS.1112.RI.3.9

LAFS.1112.RI.2.6

LAFS.1112.RL.1.2

LAFS.1112.W.1.3

Essential Questions

- What is freedom?
- What makes a person truly free?
- Without freedom, can a person have a true identity?

Objectives

Students will be able to:

- Analyze historical documents and literary texts that discuss freedom
- Recognize the values of freedom and the subdivisions that fall underneath it
- Participate in classroom discussions pertaining to the texts

Materials

- Free write notebooks
- Pencils
- Laptops
- 15th & 19th Amendments
- ‘The Meaning of Fourth of July for the Negro’ by Frederick Douglass

Procedures

Warm Up

1. Students will take out their free write notebooks and write about the political cartoon that is projected on the board. (This cartoon is in the powerpoint presentation that will be linked with this lesson plan.) This should take 5 minutes.
2. Afterwards, the class will come together and discuss the political cartoon and its

meaning. Another 5 minutes.

3. Students will move into pairs. I will pass out a handout of the text, 'The Meaning of the Fourth of July for the Negro' by Frederick Douglass.

4. Students will take turns popcorn reading the speech. While the text is being read each student will annotate the text. One student will look for keywords that pertain to political freedom or political oppression. The other student will look for any words that pertain with logos, pathos or ethos. This should take about 15 minutes.

5. After reading we will come together as a class to discuss the meaning of the text and how Douglass describes true political freedom. This should take about 10-20 minutes, depending where the conversation and discussion goes.

6. I will always bring the conversation back to our class definition of freedom, and if political freedom is an important human right.

7. With 5-10 minutes of class left, I will pass out Susan B. Anthony's 'Stump Speech'. Students will need this for homework tonight.

ESOL Accommodations

- Translated version of both Frederick Douglass' and Susan B. Anthony's Speeches.
- Color coded powerpoint
- Color coded graphic organizer

Resources and materials

- PDF text of 'The Meaning of the Fourth of July for the Negro' by Frederick Douglass
<http://cchadley.free.fr/2ndYr/2ndYrCiv/TDTtexts2012-13/Douglass%20Speech.pdf>
- Students will have access to the 15th amendment

<https://www.law.cornell.edu/constitution/amendmentxv>

- Students will have access to the 19th amendment

<https://www.law.cornell.edu/constitution/amendmentxix>

- PDF text of ‘Stump Speech’ by Susan B. Anthony

<http://gos.sbc.edu/a/anthony.html>

Assessment

- 100 for participating, 0 for not participating

Homework

● Students will read and annotate the ‘Stump Speech’ by Susan B. Anthony. They will prepare themselves for an essay the following day on that very speech. They are allowed to use the annotations and notes they made the night before.

- *EXTRA CREDIT* Find another piece of text that discusses political freedom. Note: try to find something outside voting rights in America. 5 points extra credit.

Title of Lesson: Political Freedom Essay **Date:** November 10, 2016

Grade Level: 11th Grade **Class Period:** 45 minutes

Standards

LAFS.1112.W.2.4

LAFS.1112.W.2.5

Essential Questions

- What is freedom?

- What makes a person truly free?
- Without freedom, can a person have a true identity?

Objectives

Students will be able to:

- Analyze historical documents and literary texts that discuss freedom
- Recognize the values of freedom and the subdivisions that fall underneath it
- Participate in classroom discussions pertaining to the texts
- Analyze and write a coherent essay that discusses political freedom

Materials

- Essay Sheet
- Pen
- Lined Paper

Procedures

- Students will take the whole class period to write an AP Literature essay, “*Analyze the methods of Susan B. Anthony’s 1872 speech to persuade her fellow Americans to join the suffrage movement.*”
- Student are to use their annotated version of the speech.
- The annotated speech and the essay are to be turned in after class.
- I will collect any completed the extra credit at the end of the period.

ESOL Accommodations

- Offer a translated version of the text and essay topic
- Offer extra time on the essay exam
- Student is allowed to use a dictionary during the writing exam

Resources and materials

- PDF text of ‘Stump Speech’ by Susan B. Anthony

<http://gos.sbc.edu/a/anthony.html>

Assessment

- Students will be graded on the essay according to an AP English Language Composition scale
- The annotated speech that students were to complete for homework the night before will also be graded on a scale of 20 points.

Homework

- No homework tonight

Title of Lesson: Expressionary Freedom **Date:** November 11, 2016

Grade Level: 12th Grade **Class Period:** 45 minutes

Standards

LAFS.1112.RI.2.6

LAFS.1112.RL.1.2

LAFS.1112.W.1.3

Essential Questions

- What is freedom?
- What makes a person truly free?
- Without freedom, can a person have a true identity?

Objectives

Students will be able to:

- Analyze historical documents and literary texts that discuss freedom
- Recognize the values of freedom and the subdivisions that fall underneath it
- Participate in classroom discussions pertaining to the texts

Materials

- Free write journals
- Pens
- Laptops
- Forward from 'The Bluest Eye' by Toni Morrison
- Various poems from Rupi Kaur's 'Milk and Honey'

Procedures

Warm Up

1. In your freewrite journals, write about something you are very self conscious about. These free writes should take about 5 minutes.
2. After free writes we will come together to discuss what expressionary freedom means to us and to society. This discussion should take no more than 10 minutes.
3. We will then read the foreword by Toni Morrison in her novel 'The Bluest Eye'. This

forward is Morrison talking to the reader about her influences on writing the novel. ‘The Bluest Eye’ is about a black girl who wants to alter appearance to socially accepted as beautiful. This will take about 10 minutes.

4. With this read, we will discuss what it means to express yourself, and how social norms limit people from expressing themselves and feeling beautiful.

5. We will discuss the meaning of expression and how it is important to our definition of freedom. This should take about 10-15 minutes.

6. After this discussion I will have the class turn to their google classroom and access the document titled ‘Poems by Rupi Kaur’. Students will access these files in order to find out the work for extra credit.

7. The poems by Rupi Kaur are body positive poems that include scratch sketches. Many of these poems can be found online and in her book ‘Milk and Honey’.

8. The homework will be a short story by Franz Kafka title ‘Metamorphosis’ that highlights the themes of free will and determinism.

ESOL Accommodations

- Translated versions of the foreword by Toni Morrison
- Translated version of the poems by Rupi Kaur
- Graphic organizer for note taking

Resources and materials

- PDF text of the novel ‘The Bluest Eye’ by Toni Morrison

<http://memberfiles.freewebs.com/36/26/43092636/documents/Bluest%20Eye,%20The%20-%20Toni%20Morrison.pdf>

- Word Documents of Rupi Kaur’s poems and illustrations
- PDF text of the short story ‘Metamorphosis’ by Franz Kafka

<http://www.gcit.org/ourpages/auto/2014/12/17/63704557/the-metamorphosis-text.pdf>

Assessment

- 100 for participating in class discussion, 0 for not participating

Homework

- For homework, student will need to read the short story, ‘Metamorphosis’ by Franz Kafka. They will need to annotate their reading, highlighting the ideas of free will and determinism.
- Students will also need to read the poems by Rupi Kaur linked in their Google classroom.
- *EXTRA CREDIT* Students will create a free verse poem about something they are proud of good at. They will also add an illustration with their poems. This extra credit is due on Monday with the annotated ‘Metamorphosis’. The extra credit is worth 5 points.

Title of Lesson: Free Will vs Determinism **Date:** November 14, 2016

Grade Level: 11th Grade **Class Period:** 45 minutes

Standards

LAFS.1112.W.1.3

LAFS.1112.RH.2.5

LAFS.1112.RI.2.6

Essential Questions

- What is freedom?
- What makes a person truly free?
- Without freedom, can a person have a true identity?

Objectives

Students will be able to:

- Analyze historical documents and literary texts that discuss freedom
- Recognize the values of freedom and the subdivisions that fall underneath it
- Participate in classroom discussions pertaining to the texts

Materials

- Free write journals
- Pens
- Laptops
- PDF text of Franz Kafk's 'Metamorphosis'

<http://www.gcit.org/ourpages/auto/2014/12/17/63704557/the-metamorphosis-text.pdf>

Procedures

Warm Up

1. Students will write about determinism. They can write anything about it. This should take about 5 minutes.
2. I will go around and collect the extra credit assignments from last week.
3. We will discuss the short story, 'Metamorphosis' that was supposed to be read over the weekend. We will discuss how Gregor's life was essentially determined for him and he

had absolutely no free will and he ended up turning into a cockroach.

4. We will discuss the importance of free will and how it is an important to the idea of freedom and the human identity. This discussion about the short story and about free will vs determinism should take about 15- 20 minutes.

5. Students will take notes during the discussion.

6. After this discussion, I will pass out the novels 'The Handmaid's Tale' by Margaret Atwood. Each student will receive their very own novel to take home.

7. We will discuss for the remaining of the class period how the lesson precursors are important to remember when reading the novel.

8. Each student will need to annotate and take notes while reading the novel.

9. I will give a synopsis of what the novel pertains to and why we are now studying this novel.

ESOL Accommodations

- Translated version of the short story 'Metamorphosis' by Franz Kafka.
- Color coded graphic organizer
- Offer an audio version of 'The Handmaid's Tale' by Margaret Atwood

Resources and materials

- PDF text of Franz Kafk's 'Metamorphosis'

<http://www.gcit.org/ourpages/auto/2014/12/17/63704557/the-metamorphosis-text.pdf>

- *Translated* PDF text of 'The Handmaid's Tale' by Margaret Atwood

[http://www.novelas.rodriquezalvarez.com/pdfs/Atwood,%20M.%20The%20Handmaid's%20Tale"-Xx-En-Sp-Xx.pdf](http://www.novelas.rodriquezalvarez.com/pdfs/Atwood,%20M.%20The%20Handmaid's%20Tale) (Very happy I found this!!)

- PDF text of Margaret Atwood's 'The Handmaid's Tale'

http://www.freebest-books.com/Classics/the_handmaids_tale.html

Assessment

- 100 participation in class discussion, 0 for no participation in class discussion

Homework

- Students will read the first 2 chapters of the novel at home.
-

APPENDIX K
ETEXTBOOK ACTIVITY TRANSCRIPT

PATRICK'S eTEXTBOOK ACTIVITY TRANSCRIPT

Mirrors and Windows, eTextbook Activity Inquiry

Your Name: Patrick

Date: 11-21-16

Chosen Text: Mirrors & Windows level IV

Chosen Unit: 5

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

Briefly glancing at the OER's I would feel comfortable using the first two OER's. The third I would not because there were far too many ads and video clip seemed too dated even on the subject of Greek mythology.

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media?

What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc.)

I am planning on using OER's to enhance instructions and teach to different learning styles. I would explore using them in most contexts I can think of; discussion, independently, groups, etc... Overall formatively assessing student engagement with the OER's will guide further OER discussions.

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

It always depends. Lessons that use OER's and especially eTextbooks should include a period of time for students to practice using the technology and then a time after where they can address questions and concerns. Again formative assessment.

Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

I feel the OER's for the unit are appropriate. Always with OER's teachers must ask how the OER/eTextbook will fit into the goals of the lesson/unit. Sometimes teachers will find perfect OER's for their goals and other times they will have to adjust the lesson and/or OERs.

Questions 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why?

I love the potential of eTextbooks but understand there will be problems for both teachers and students in this transition to text through technology. The ability to annotate is nice and also to pair what the students read with relevant OER's can help students, better understand reading and content. Also, great when students can look up words as they are reading or interact with the reading.... guided questions/checks/again annotating potential.

ALICE'S eTEXTBOOK ACTIVITY TRANSCRIPT

Mirrors & Windows, eTextbook Activity Inquiry

Your Name: Alice

Date: 11-21-1016

Chosen Text: *Mirrors & Windows*

Chosen Unit: Unit 9

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

I would use it as a method to aid my students in studying for an assessment. I would need more time to navigate and figure out how to use the eTextbook.

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media?

What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc.)

I would give it to them and discuss it as a class because I know not everyone would understand it.

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

The ability to adapt and adjust to new materials without getting frustrated.

Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

Yes. I expected a lot of information and it was all information that would aid myself and students.

Questions 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why?

The highlighter and search functions could both help and hinder because of a student can easily over highlight something and use a search function as a crutch but it can also save time and help you come back to useful information

DEBBIE'S eTEXTBOOK ACTIVITY TRANSCRIPT

Mirrors & Windows, eTextbook Activity Inquiry

Name: Debbie

Date: 11-21-2016

Chosen Text: Mirrors & Windows Connecting w/Literature

Chosen Unit: Unit 3: Balled of Birmingham pg. 576 sonnet American Sonnet, pg. 426

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

Yes, the videos were very colorful and allowed the event to be given life. There were also accounts from real people that were there during the bombing and they told how they were affected by the violence.

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media? What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc.)

I would play as a supplemental resource for viewing whole group then to discuss. It would be in a greater historical context.

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

The historical context it is in. Before and during.

Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

Yes. It was expected content wise, but I was surprised by how enjoying it was (grabbed you in)

Question 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why?

Great features! Media library, Spanish translations, audio reading, differentiating and standard tied content.

ISABELLA'S eTEXTBOOK ACTIVITY TRANSCRIPT

Mirrors & Windows, eTextbook Activity Inquiry

Your Name: Isabella

Date: 11/21/2016

Chosen Text: Mirrors & Windows connecting literature (orange 10th)

Chosen Unit: Unit 2

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

Yes! The reason I picked this unit is because I wanted to know more about the OER video encountering Auschwitz US Holocaust Memorial Museum because it made me think of the unit on Night by Elie Wiesel I'll be doing with my students in the 4th quarter.

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media? What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc)

I would love to view the holocaust one together. I am not sure how I would use the clip from the film The Diving Bell & the Butterfly movie clip.

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

I think I would need more time to better understand the unit myself in order to help them get the most out of it.

Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

I think it made me feel better seeing these because I immediately felt like "Oh, I already do/show stuff like this and "I can do this!"

Questions 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why?

Favorites:

-graphic organizers

-media library

-meeting te standards

-differentiated instruction

Love these would be very happy if my school used an ebook like this!

MISTY'S eTEXTBOOK ACTIVITY TRANSCRIPT

Mirrors & Windows, eTextbook Activity Inquiry

Your Name: Misty

Date: 11-21-16

Chosen Text: Though we may feel alone (11th grade)

Chosen Unit: 9

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

No, because though I'm sure the info is accurate how can I trust it? The URL is (.com) and there are ads for audible and Modcloth.com. I feel a good resource or OER is one free of ads like that.

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media? What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc.)

I would chose a different OER most likely PBS or history channel it would be an in class activity.

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

I would tell them they can read it but they need to find other scholarly sources.

Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

Not at all. I would expect a publisher to have an OER that mirrored a good use of research. Not something easily found in a google search.

Questions 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why?

These are great tools to get the most out of various texts. I especially like the search option. To be able to search for a specific topic with one word is great.

RACHEL'S eTEXTBOOK ACTIVITY TRANSCRIPT

Mirrors & Windows, eTextbook Activity Inquiry

Your Name: Rachel

Date: 11-21-16

Chosen Text: 11th Grade

Chosen Unit: Unit 5

Question 1) Would you use the OERs/Media selected by the publisher of the text to go along with your chosen unit? Why or why not?

I would use the video clip giving some background information about the setting and culture that the novel takes place. I would 100% use history.com and its resources.

Question 2) How would you plan for the use, viewing, or instruction of the OER/ media? What context would you provide it to students (i.e. Would you give it to them and discuss as a class? Would they view it on their own, independently, and answer questions? Etc.)

These two OER's are video clips of the prohibition and the Harlem Renaissance. I would use these before we read the novel as a class to provide a historical and cultural background for our students.

Question 3) What aspects of comprehension instruction would you need to include in order for students to get the most out of the media?

They would need to discuss what they gave in the video clip and how they think it would connect to the novel. The OER's would be supporting my lesson not replacing it.

Question 4) Were the OERs/Media selected by the publisher for your chosen unit what you expected? Why or why not?

Yes. I anticipated videos and clips.

Questions 5) What are your thoughts of the features available of eTextbook? Which one would you think most useful and why?

I thought that this was really rad that each unit has a summary in Spanish for ELLS in audio and text. It makes my life as a teacher easier that I don't have to find those summaries.

APPENDIX L
OPEN EDUCATION RESOURCES EVALUATION RUBRIC

Open Education Resources Evaluation Rubric

Categories of Criteria	3 – Superior	2 - Limited	1 – Weak/NA
Alignment to Course Objectives <ul style="list-style-type: none"> • Alignment to individual course objectives 	Course objective fully aligned and addressed comprehensively.	Course objective partially aligned and addressed.	Course objective neither aligned nor addressed.
Explanation of the Subject Matter Is the <ul style="list-style-type: none"> • Content valid and appropriately current? • Content understandable by target audience? • Content authoritative and appropriate (age level, language, visuals, cultural sensitivity)? Does the <ul style="list-style-type: none"> • Content present main ideas clearly? • Content connect associated concepts? 	Content is valid, appropriately current, understandable by target audience, authoritative, and appropriate. Content presents main ideas clearly and connects to associated concepts.	Content is partially valid, less than appropriately current, garners less than complete understanding by target audience, is incomplete in elements of authority and appropriateness. Content presents most main ideas clearly and connects to some associated concepts.	Content is invalid, outdated, not understandable by target audience, deficient in authority and appropriateness. Content neither presents main ideas clearly nor connects associated concepts.
Utility for Instruction <ul style="list-style-type: none"> • Are instructions for use provided? • Do the components of the OER function as intended? • Does functionality require specific software or hardware? • Is the OER licensed for open use? (CC license for reuse, remix, revise, redistribution) • Is content adaptable or revisable? • Is metadata available? 	Comprehensive instructions are provided; components function as intended; functionality does not require additional software or hardware; OER is licensed for open use; content is adaptable and revisable; and, metadata is available.	Instructions are incomplete; some components do not function as intended; some functionality does require additional software or hardware; OER license is partially open; content is not easily adaptable and/or revisable; and, metadata is incomplete.	Instructions are not provided; components do not function as intended; functionality requires additional software or hardware; OER is not licensed for open use; content is not adaptable and/or revisable; and, metadata is not available.
Quality of Assessment <ul style="list-style-type: none"> • Is assessment aligned to the content? • Does the assessment measure and appropriately weight the major concepts of the content? • Does the structure of the assessment support an accurate measurement of proficiency? 	Assessment is aligned to the content; measures and appropriately weights the major concepts of the content; and, the assessment structure supports an accurate measurement of student proficiency.	Assessment is moderately aligned to the content; inconsistently measures and weights the major concepts of the content; and, the assessment structure compromises an accurate measurement of student proficiency.	Assessment is misaligned to the content; does not measure or appropriately weight the major concepts of the content; and, the assessment structure does not support an accurate measurement of student proficiency.

<p>Quality of Technological Interactivity</p> <ul style="list-style-type: none"> • Does the OER functionality allow individualized learning by being flexible or adapting to individual control? • Is the OER functionality well designed and functions as expected on the intended platform? • Does the OER functionality invite student use or encourage learning? 	<p>Functionality allows an individualized learning experience; is well-designed; and, encourages student use or learning.</p>	<p>Functionality moderately allows an individualized learning experience; the design is deficient in some areas; and, may not encourage student use or learning.</p>	<p>Functionality does not allow an individualized learning experience; has design flaws; and, discourages student use or learning.</p>
<p>Quality of Instructional and Practice Exercises</p> <ul style="list-style-type: none"> • Does the OER offer more exercises than needed for the average student to master elementary content? • Does the OER offer one to two rich practice exercises for complex content? • Are exercises clearly written? • Are exercises keyed and scored with appropriate documentation? • Is there a variety of exercise types and formats appropriate for the intended content? 	<p>OER offers appropriate number of exercises for mastery of elementary and complex content; offers clearly written, keyed, and scored exercises with documentation; and, provides a variety of types and formats of exercises.</p>	<p>OER offers an insufficient number of exercises for mastery of elementary and complex content; question clarity or documentation for keying or scoring is insufficient; and, provides little variety in types and formats of exercises.</p>	<p>OER lacks an appropriate number of exercises for mastery of elementary and complex content; does not offer clearly written, keyed, and scored exercises with documentation; and, provides no variety of types and formats of exercises.</p>

<p>Opportunities for Deeper Learning</p> <ul style="list-style-type: none"> • Does the OER offer opportunities for deeper learning by incorporating at least three of the following: <ol style="list-style-type: none"> 1. Thinking critically and solving complex problems 2. Working collaboratively 3. Reasoning abstractly 4. Constructing viable arguments and critiquing the reasoning of others 5. Communicating effectively 6. Applying discrete knowledge to real world situations 7. Constructing, using, or analyzing models? • Does the OER offer a range of cognitive demand that is appropriate and supportive of content? • Does the OER provide appropriate scaffolding and direction? 	<p>OER provides opportunity for deeper learning through at least three areas of higher level thinking skills; offers a range of cognitive demand commensurate with the content; and, provides appropriate direction and scaffolding.</p>	<p>OER provides opportunity for deeper learning through fewer than three areas of higher level thinking skills; offers a range of cognitive inconsistently matched with the content; and, provides incomplete direction or scaffolding.</p>	<p>OER does not provide opportunity for deeper learning through higher level thinking skills; does not offer a range of cognitive demand commensurate with the content; and, does not provide appropriate direction or scaffolding.</p>
<p>Accessibility</p> <ul style="list-style-type: none"> • Does the OER comply with current ADA accessibility standards? http://aim.cast.org/learn/e-resources/accessibility_resources 	<p>Components and functionality of OER comply with current ADA accessibility standards.</p>	<p>Parts of OER components or functionality comply with current ADA accessibility standards.</p>	<p>OER does not comply with current ADA accessibility standards.</p>

*Synthesized from Eight Rubrics developed by ACHIEVE, under the Creative Commons Attribution

APPENDIX M
PARTICIPANTS' INTERVIEW TRANSCRIPTS

PATRICK'S INTERVIEW TRANSCRIPT

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee: Patrick.

Interviewer: Lourdes Smith.

Interview

Introductory Protocol

Researcher: This interview is specifically to go over OERs and it is okay for me to record you?

Participant: Absolutely.

Researcher: Any data that I get from you will be used under a pseudonym for my study so you don't have to worry about someone coming after you, so just be honest. I want your opinion and ideas. This one is going to focus on OERs, what you know and what we've been over, what you believe and how you feel.

Introduction

Researcher: What is your current degree program?

Participant: Master of Arts in Teaching for Secondary English

Researcher: Do you have another degree?

Participant: Undergraduate Degree in Psychology

Researcher: Is that from UCF also?

Participant: USF

Interviewee Background

Researcher: What year are you in your course work?

Participant: Between second and third year.

Researcher: And, you're not currently teaching?

Participant: No.

Researcher: Have you ever taught?

Participant: Substitute

Researcher: Have you ever taught besides substitute?

Participant: No

Researcher: Anything else you want to share about your educational and professional history?

Participant: No

Researcher: So, in your own words define Open Educational Resource.

Participant: I knew we'd start with that. Okay, OERs are still complicated to me but it's an Open Educational Resource which means it's a freely access resource that I believe is online, I don't know if it necessarily has to be online, that helps teachers or students with the learning process. That's kind of my take on it.

Researcher: That's actually a really good definition. So what are your thoughts on using OERs in your classroom.

Participant: Well I'm definitely going to consider it. Hopefully I have the means to do so in my classroom but not all teachers are going to be that fortunate. Then we'll have to adjust if I don't have.... Does it necessarily have to be online? I don't know if you can answer that.

Researcher: Well it doesn't really have to be online but the majority are because of open access you're going to have to find it. But I guess open access could mean if your neighboring teacher had one and you wanted to copy something or an idea it could be an Open Access Resource, if they created it themselves. Most are going to be online.

Participant: Then, if online, if I have computer access, of course. I don't see how teachers can't use OERs.

Researcher: So you would use them. Why do you think they're important or why would you use them?

Participant: They're already premeditated, like someone already took the time and effort to kind of do the work for you. It's a time saver for one. It applies to the whole teachers are thieves type of thing. If it's already been done why not save some time. We're efficient people.

Researcher: Where do you see them fitting in your instruction? Like what would you use them for, we kind of talked about that in class but in your own words.

Participant: Well I've just heard what an OER is recently so for my knowledge videos, audio, just to kind of add to the lesson. And sometimes they can even be the focal point of the lesson depending on how good the OER is.

Researcher: When you were designing your unit plan, I have your unit plan here she gave me access for those pieces that included the OER, you noted certain OERs, describe how you incorporated OERs into your unit plan.

Participant: Kind of what I just said, sometimes they were the focal point. I'm going to go ahead and assume that a "Prezi", a presentation, I was able to make that like a large chunk of one of my lessons and then of course just as enhancers too. So I found a video on youtube, I'm sure most people found youtube videos, those are the easiest OERs and the most enjoyable in my opinion. And then, from what I'm remembering in my lesson plan, I think I also had an audio because those are the ones I really know at this point.

Researcher: You also mentioned a tablet.

Participant: A tablet, yes, so.

Researcher: How was that used because I can't pull that up for some reason?

Participant. I'm glad you mentioned it. A tablet, just like a brainstorming. I'm not sure I used it for brainstorming but I'm pretty sure I did. That's how I would use it. We incorporate digital literacies into the classroom and also kids love that I feel like.

Researcher: Were there any issues or challenges you had identifying or selecting OERs because I know I went over it briefly but we didn't have a lot of time so you were kind of left on your own.

Participant: But still even with your instruction understanding what an OER is at the end of the day is still confusing. I think I just recently learned that it's free, I believe it's free, not paid for, so I noticed that a lot of the better ones, in my opinion, like good ones I would evaluate are probably the ones you have to pay for. So, that is unfortunate. I don't know if that hit on the question.

Researcher: It did. Any other challenges you found in identifying them? You mentioned that you were still a little confused. You noticed they're free but some of the better ones you have to pay for.

Participant: Well you can add that in doing a lesson plan for the first time, yes, everything was challenging.

Researcher: It's a different world when you...

Participant: When you have more experience I'm sure stuff just flows, but like trying to incorporate OERs and everything it's just confusing.

Researcher: Everybody's unit plan I've seen so far was very different from each other, I mean she gave you an outline.

Participant: Very loose expectations with it, loose reins with it, and we all interpreted the directions a little differently of course.

Researcher: Well that's good in some ways so you don't have all cookie cutter things. But I'm curious, just for my own knowledge and I don't know this, did she provide examples or no?

Participant: Like models? I don't recall any. She may have, I don't want to say she didn't.

Researcher: Because sometimes we just overlook things. Okay, this is specific for comprehension. How do you feel the OERs you chose supported your future students' comprehension of material or content?

Participant: If I were actually to use this in class, I already mentioned brainstorming, so it gave them a more enjoyable way to kind of gather their thoughts. The video was on the author's, John Green's biography I believe, or was talking about something related to my theme of identity. I thought that was applicable of course. I thought that they could use that to motivate like thoughts again. And I think if I used an audio, and I'm pretty sure I did, that's good for ESL students of course if they can read along and that's good for non-ESL students because sometimes reading gets mundane and they just want to hear it, easier.

Researcher: Okay, so you did a Google slide presentation on "Paper Towns" and you also did a youtube of "The Song of Myself" by Whitman. How was that?

Participant: That might have been the audio actually.

Researcher: Oh, and that was to support their hearing of the poem and a lyric.

Participant: Yes, hopefully I picked one that's actually sounds decent, like how a poem should be. I don't know if there's a way it should be read but yes.

Researcher: I think that's good sometimes. I think having a good speaker gives you the flow. And you did the youtube video, "John Green".

Participant: Yes,

Researcher: You mentioned the identity chart you retrieved at a website. What was the identity chart, do you recall?

Participant: Can I see that by any chance? Where is that at? I think that is like a graphic organizer, so if you will click on it will definitely, hopefully, say what it is. I think it was a graphic organizer if you can't get it.

Researcher: Yes, it's loading slowly, the UCF.... So somewhere in there you found an organizer that helped you.

Participant: Something like that. I don't think that is exactly it but something in the middle.

Researcher: An organizer to help them identify the author's....

Participant: Yes, so they would write like their identity or the character's identity and things that relate to their identity like just in little bubbles. I thought it would help, especially **ESL** students.

Researcher: Every student benefits. I love organizers. I'm a reading person so I organize everything.

Participant: I was going to do the same thing, save paper. I would probably do that in real life but I wanted to use an OER in this case so I could just have them write that down.

Researcher: So you had them use the tablet to not only to give out ideas but also to comment on other ideas.

Participant: Actually this one, I'm remembering now, that was during we were going to watch a movie on "Paper Towns" was the movie for the book we were reading and I wanted them to engage during the movie so they would comment on tablet. We would have both the movie and the tablet open at the same time and they could just comment on different things, with a purpose. They would be guided with some guiding questions to gather their thoughts.

Researcher: That's good.

Participant: I think that would be nice.

Researcher: We talked a little bit in class about developing new comprehension processes builds on traditional skills. In addition you mentioned you're going to need digital literacy. What other aspects do you feel are important to focus on with OERs and why and comprehension like what do you hope to build with the OERs?

Participant: More of a knowledge base of what constitutes an OER would be nice.

Researcher: Do you feel that students, I don't know if you've worked with many in the age bracket you're going to be working in the future

Participant: A couple.

Researcher: Do you feel they have an understanding of, not Open Educational Resources so much but maybe resources that they find online.

Participant: I would say they probably would, yes. I give them credit for knowing technologies. With technology they already know a lot more. I've noticed with some of my peers, not even peers, I'm 24, just some of the undergraduate students who came from high school, they know a lot of the different social medias and all the different tools out there. And, I'm like, "oh, okay, makes me feel old and I'm 24".

Researcher: From your knowledge base do you feel that the students you know or work with have the ability to do some of the things we talked about like evaluate what a quality resource would be?

Participant: I think that's something I'm going to have to teach them or cover. I don't know how much time I'm going to have to give that. That's something I learned through assessment

myself and kind of like the students I'm dealing with but I would imagine, I mean you don't have to spend too, too long just on evaluating OERs I don't know maybe 20, 30 minutes.

Researcher: One time shot or do you think it's going to be more?

Participant: It probably makes more sense for everything to do it more than once because that's not how learning is done in my opinion.

Researcher: It takes time, for true learning.

Participant: Yes.

Researcher: We talked about the Rubric. Do you remember the Rubric, it was that long two page chaos looking thing?

Participant: I probably do remember that but it would be nice to see it.

Researcher: I got it. There it is. We went over it talking about the different kinds of....

Participant: I did like this, the little that we addressed it.

Researcher: Did you use it when you were choosing our own OERs or was it too cumbersome or were you just trying to get through.

Participant: I did not refer to this unfortunately but I didn't think I had it or, I don't know, it kind of escaped my mind.

Researcher: That's okay. Not this one per se, but one of the other ones, do you think it's useful to have? Do you think it's useful to use?

Participant: I would say definitely. This gives you a sense of what you should look for in an OER. Yes, as you get more experienced as, so someone in a more experienced position would definitely know how to use this better than someone just starting out I would feel like. Just a personal opinion there.

Researcher: When you were choosing your OERs for the unit plan or even for the future how did you go about it? Did you look for...did you go to a search? Did you go to OER Commons? Did you go to some of the websites I mentioned, did you go to Google?

Participant: I went to what I knew, an OER. I had specific ideas. I definitely knew I was using videos and then I kind of got creative with what I knew. The Prezi, I got lucky and I found it. And then my evaluation process, "is this an OER, it's free, it's on the internet and I didn't make it" so yes, that was my evaluation.

Researcher: We also went over in class briefly, and I know this was all very fast because I only had a certain amount of time, but we did go over 5R framework talking about reusability, if you can recreate with it, those guidelines are more permission. You have permission to use this. You have permission change this. You have permission to blow it up. You know we do things all the time without thinking. Like Garfield, we don't own Garfield, we take it. We put it in a mean app or we put words to it, so we're changing the image and the meaning by adding our text, so what you think of that with regard to OERs, honestly.

Participant: Honestly, I hate that we have to do that. It's a burden. We have to get more educated on that, especially someone in my position. I keep hearing, like it reminds me of plagiarism. I understand but at times it takes away from more significant things to me.

Researcher: Do you feel students have a respect for plagiarism or like a framework.

Participant: We all do because it's there and it seems accessible. It's accessible, why not, why can't I use it? What's holding me back? Who's actually going to check it? What's the checks and balances? How much trouble will I get in? Probably none, or just a slap on the wrist because that's about all you deserve in my opinion. Maybe that's shame on me for feeling that way but that's how I feel.

Researcher: No, that's your opinion and it's totally valid. You have a right to it.

Participant: Is that really my purpose? Yes, as an English teacher but I feel like I have more essential things.

Researcher: I think most teachers right now take what they need from the internet in a capacity. I think most teachers don't go in and start changing things like a video and the words. You don't have the time. I think the fear is if we don't teach students to respect copyright and different permissions is that they are going to start, because they already are, taking videos from youtube, taking them, ripping them and putting their own voice over, changing them and the meaning of someone else's work.

Participant: I've heard a lot of that too. I was recently exposed to what constitutes stealing in a youtube video for example and it's kind of confusing like I've seen different things that people do for different videos I watch for pleasure and that's confusing. They increase the tempo, or like the sound or the speed of the video and that makes it like not stolen or whatever.

Researcher: That's the other problem I feel. We have frameworks like the 5R. People **don't** know about them. I had to dig that one out myself. They're not readily available and I think that's where the states and the districts and the schools are going to have to come together and say this is how we're working it.

Participant: They need to make it as simple as possible, like with anything, but it's so confusing.

Researcher: I agree. I was at a conference the other day and this lady was saying "I can't send you this", everybody was asking her for her power point presentation, and she said, "I can't send this to you because there are images in here that are not mine" and the way that they were used were. So that's how you're going to deal with it.

Participant: So someone in an expert position, that's how they deal with it.

Researcher: I do think there needs to be a lot more work, if it's important to people.

Participant: This is one of those things too that like this is new and has to be resolved, and it will get resolved.

Researcher: And then they'll throw it away and start another.

Participant: We won't be going to school. We'll be doing it all online.

Researcher: Do you have anything else you'd like to share with your thoughts on OERs, Open Educational Resources, in terms of future instruction or anything else?

Participant: Just that you actually introduced it to me, just the concept. Like we were all using these, we were. But now I know there's a whole lot of people studying this concept.

Researcher: Yes, I'm a big fan of OERs and I think for teacher support I think they are useful. And I think, if we find a good framework and support the framework teachers can use it to support their students. We don't want students getting in trouble doing things they shouldn't. I don't know how many times I find a song I like on youtube, somebody's dubbed it into a nice video that they stole and I love it. And then I go back to it and they take it down.

Participant: So how reliable?

Researcher: Yes, like well, but you're not the only one like with regard to OERs. We went through it really fast and it's hard because they should be free, that is the goal. Like you said some of the better ones cost. Well thank you sir.

ALICE'S INTERVIEW TRANSCRIPTS

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee: Alice .

Interviewer: Lourdes Smith .

Interview

Introductory Protocol

Researcher: Any data I pull from you will be under a pseudonym so you will not be identified in any way. I just want your honest opinion. I love your honesty in class and especially in the focus group interview so bring it on. I want what's real.

Participant: Okay.

Introduction

Researcher: So as you know I went over OERs and eTextbooks in the class but before we start, what is your degree program?

Participant: Elementary Education.

Researcher: Okay, you're Elementary Ed. Do you hold another degree at this time?

Participant: Associates, does that count?

Researcher: It does. Is there a specialty in that or a straight AA?

Participant: Just AA.

Interviewee Background

Researcher: What year are you in your course work?

Participant: My Sixth.

Researcher: When do you think you will graduate?

Participant: By May 2018.

Researcher: Are you currently teaching?

Participant: No.

Researcher: Anything else you want to share about your educational background or professional experience?

Participant: No.

Begin--OERs

Researcher: So in your own words define Open Educational Resources.

Participant: From what I gathered it was a resource we could use that was online based or anything that wasn't directly assigned from the textbook for that class.

Researcher: Overall when you think about Open Educational Resources what are your thoughts on using them in your future classroom?

Participant: Well we used them for the unit plan. I'm not entirely sure we did it right because we had to include one with each and we did but a couple of them were like ideas off Pinterest and YouTube clips and you know, different websites. And, if that's what it is I could see myself using them in class because you know YouTube helped a lot. Pinterest helped a lot. So I think I could use them and I think they would be good because you know it would break up the monotony of reading out of a book.

Researcher: You kind of answered my next question already. So when you look at them, and you use Pinterest and YouTube for your unit plan, and I actually forgot your unit plan and brought this other one, what was your unit plan on?

Participant: My unit plan was on the book "Uglies" by Scott Westerfeld and it was identifying the different themes in the book and being able to identify as well as understand what they mean.

Researcher: What OERs did you use?

Participant: I used a couple clips off YouTube. I used a couple different ideas on Pinterest. .

Researcher: Were they based on the identifying theme or was it based on the "Uglies"?

Participant: Based on identifying the theme.

Researcher: And then you used that to...

Participant: One theme in the book is about beauty and appearance. so I used a clip from the "Twilight Zone" and the episode of the odd parents, because the little boy wishes that everyone looks the same, and even if everyone looks the same there are still people who think they look better than everyone else, likes themes of beauty and creating the perfect society.

Researcher: That's good. Do you feel, would you use those in a class?

Participant: Yes.

Researcher: Would you think that is supporting theme and also content or just theme? Like the book has its own themes and that was your whole idea and the book also has its own content. Would you say you went more on theme than content? I guess it's all intertwined.

Participant: Yes.

Researcher: Because it's all kind of integrated, I see. When you were designing your unit plan did you use any other OERs besides the ones based on theme? You used videos. And how did you find those?

Participant: Just by thinking of things I've seen already.

Researcher: So you kind of went back to what would be useful for this.

Participant: Yes. Trying to compare like thinking of like I took a theme and if I used a video trying to think what have I seen where this theme has been portrayed in a different TV show or music video or anything like that.

Researcher: Did you use a search engine or did you use OER Commons like we talked about in class or was it just...

Participant: I used Google for most of it.

Researcher: That's understandable. That's popular. You used Google and you said you used Pinterest. You have a Pinterest account?

Participant: I just made it.

Researcher: Then you looked on there, there's a lot of ideas and you looked like other teachers?

Participant: Yes

Researcher: When you were working through the OERs did you find any challenge identifying what you wanted or what you needed?

Participant: Not really. I think the biggest issue I had was feeling like I was doing the same thing over and over. Like I think I used two different clips from TV shows and I think I used Pinterest a couple different times and it felt like I was doing the same thing over and over. It was becoming kind of redundant and I wasn't sure if that was going to penalize me. Like you might think "oh, I didn't want her to use the same thing over and over again".

Researcher: Regarding the OERs you selected for your unit plan how, you talked about this a little before, but how did you feel it supported the comprehension of the material for your future students?

Participant: I was always a big reader when I was younger and I always felt like being able to see the things I read, you know, seeing it somewhere else always made it a little bit easier when talking about creating the perfect society with that "Twilight Zone" episode you would see how someone else took that because I looked at the clip from back in the 60's when that clip first came out. You think about how things are different in the 60's from how they are now and you think about what happened in the book where at the age of 16 you're

allowed to go and create the perfect space within society and to see how it worked for them in different places and you ask them like do you think it did work after seeing how it didn't work here and it didn't work there.

Researcher: I see. I like that connection because you're like almost taking the theme to a literal sense putting it so they can visualize it so they have it in their head and they also have it in a video or whatever you found on Pinterest. Did you find any other thing besides videos?

Participant: I found a graphic organizer I thought was really good, like the **SABLT**, or something like that, where the bread is the beginning and the inside...

Researcher: Right, like the picture of the sandwich.

Participant: I thought that was really good.

Researcher: Like for summarizing.

Participant: Yes.

Researcher: Yes, that's good. I'm going to have to go back and look at your plan because I have it on my computer but my computer is at home. So looking at new comprehension processes we think about, like I talked about, some of the traditional skills. They're going to have to know how to summarize. They're going to have to know how to synthesize because they have to go across like when you look at OERs. If you had the video and then you had another video they're using multimedia types to synthesize. What other areas of learning, comprehension do you feel are important to focus on for OERs for your future students? What do you think you will have to teach them?

Participant: To take their time because I know I struggle with rushing through things. I always start early but I always end up managing to stretch it out until right before it's due. I know. So

teaching them to take their time and do as much research as possible because I have always thought it is better to overdue your research then to not do enough because at least if you done too much there's always an abundance of information.

Researcher: Do you feel that they will have to deal with that information in any special way with regard to online stuff?

Participant: As long as they have an understanding of how to use the OERs properly it shouldn't be a problem but I do feel that for some students it will be a distraction because I know me and I get distracted very easily. I'll be doing homework and I'll be watching something on TV or talking on the phone or listening to music and that's how it ends up stretched across three days and I'm still trying to get it done on time.

Researcher: So using their time wisely because there is an abundance of information they are going to have to deal with. And, when you said "use them for OERs properly", what did you mean by that?

Participant: Because there is so much information distinguish what you're going to need and what is just the filler. By being able to understand that yes, all of this can be useful but knowing not to highlight the entire page. Another problem I have.

Researcher: Yes, skimming is important and it's harder now because there's just so many websites.

Participant: It's possible to read the same line a million times on different websites.

Researcher: We talked about it in class a little bit, I don't know if you were there, the OER Rubric. I went through and talked about it. It was a two sided page. Did you use that at all as you worked with your unit?

Participant: I did not because I forgot what I did with it.

Researcher: That's okay. When you went through and thought about, you already had some things in your head that you wanted to use. For the other things, maybe when you went to your pinterest account looking for things, how did you decide? What were some of your determining factors? This is good for this unit; this is not good for this unit, for OERs.

Participant: The theme we talked about in the unit. Whatever the thing we talked about I figured if I thought of something that I knew I'd be able to find, because you can find about everything on pinterest, but if I found something that was then I'd think "this can work".

Researcher: We also talked about that 5R Framework which was more that permissions thing. Like the reasons OERs are becoming more popular, I was telling, is because there's a lot of stuff on the internet and as teachers we take what we need but the 5R Framework and other frameworks support that people mark what it is so if it's this image or whatever I could say "I can use this in a power point and share it. I can also send it to people, I can also share with my students". I think about means a lot. Means is I take Garfield, I don't own Garfield, but I put it in a mean creator and I type different words that changes the response. What do you think of that as a teacher? Is that important to you? Is it valuable?

Participant: I think it could be because today everyone is going to know what a mean is. Most people will be amused by means so it could work. Like taking a picture and making it on the student's level because once a student is interested they're going to want to hear more of what you have to say.

Researcher: Do you fear or worry that students, do you see any value in frameworks like the 5R Framework saying you can reuse this but you can't, like you can look at images from our past, we can download the constitution and we don't own it though so we can't do as much with it officially, teachers do. Do you feel it is as important or not as important to

you as a teacher and to your future students, like this is something I can take? I think about videos. If you go on youtube, which I know you're familiar with, you found video of TV shows. Who put that up? Is it copyrighted? But we're using it as teachers. How do you see that? What do you think of that?

Participant: I can understand why it could be a problem, just because, I think it would more so depend more on what it was. Like a TV show I don't see that as being as much of an issue because everyone watches TV. So everyone sees them on TV. But if they had like a video somebody took the time to edit out themselves I think that would be a little bit more fine line because I wouldn't want to take someone else's work and put it online and use it as my own without permission because that could, because people work hard on their stuff. But I feel like a TV show, like I found a million different clips of that show on the "Twilight Zone" on YouTube, but one person's video is the only video that's out there.

Researcher: So it's almost like so here's something that was created by a company and it's been a million times on TV. Now we're finding somebody put it on YouTube. I get that. I get that. What if a fifth grader in your future class they look at the clip from the "Twilight Zone" episode and they redub it. What do you think of that? They redub with their own voice over?

Participant: I wouldn't be okay with that because that's a completely different territory. I mean basically if you take it as it is I wouldn't change it and like change it as my own because that is a form of stealing. But like if I take it as it is and use it, as it is, that's a different story.

Researcher: Was the framework I went over with permissions new to you?

Participant: Kind of. My high school doesn't allow like with films. We learned about copyright, I took a business administration class at school on working in the film industry so I learned about

copyright and that's why I was saying people who create their own content on youtube I wouldn't want to take that and use that as my own without getting permission because people work hard for that stuff. And, even if it's a big company like for a TV show I wouldn't take that and redub it as my own because that's also, like yes they see it on TV but it's still someone else's work.

eTextbook Focus

Researcher: Okay, we're going to move to eTextbooks. So you had access through *Mirrors & Windows* and you did an activity with it the last time we met on the 21st. what were your thoughts overall on using eTextbooks?

Participant: It was very hard to navigate. I needed a couple of days to kind of play with it before I started looking through it for real.

Researcher: Yes, we didn't have too much time. What else did you think about it overall?

Participant; It looks good. If I had more time to look through it I would definitely use something like that because my Mom use to buy me a lot of computer stuff for schoolwork and stuff when I was younger. Like I had something that went with every grade, a program, and I liked that. Like my Mom got me a thing to teach me how to type when I was in high school, like teaching myself how to type.

Researcher: For your future classroom would you ever want to use any eTextbooks?

Participant: Probably not.

Researcher: Okay. It's not your bag?

Participant: No, because I know how I tried to maneuver through that textbook and got stuck on one page the whole time so can't imagine what my students would go through.

Researcher: I think there's a big learning curve.

Participant: I probably wouldn't incorporate it into my classroom until I could sit down and know I knew what I needed to do with it.

Researcher: If you were going to use them, how would you use them in your future classroom, meaning do you think you would use it as your main textbook or would you use it more supplemental?

Participant: I would use it more supplemental.

Researcher: Why do you feel that way?

Participant: Because I feel I'm one of those people who would prefer to read through a physical textbook. Like I have a class where he gives us quizzes every week and you have to read the textbook to get the information. Although he got on my nerves at one point because he would literally takes lines out of the textbook and put them in there. And I'm like, "this does not help me". I like to look through textbooks. I like to be able to look in the glossary and look in the index. That's why that last one drove me crazy. And I guess it's because I've spent my whole educational career looking through physical textbooks. I feel I would just use the eTextbook as supplemental because I feel you have to do a little bit more work when you use a regular textbook and I feel the work ethic, the work that comes out of it is a little bit better because you're not just hitting "control find", you're actually looking for a word.

Researcher: Which is what many would do, including me. When designing your lesson plan, not your lesson plan but the activity you did here, you worked on, and I know this was fast, you said you would use this as a method to aid your students studying for an assessment. Do you remember what you looked at specifically, oh, you looked at Unit 9. Was there a story or anything specific you looked at?

Participant: If there was I didn't see it. It was kind of like activity pages I saw.

Researcher: So when you were looking at that you focused on activity. Were there any other features or content that you liked about the eTextbooks?

Participant: If there was I couldn't find them. I had a very hard time trying to navigate through all of that.

Researcher: Were there any other, well you just talked about your issues. Have you seen any in any other eTextbooks you might try to use? You mentioned "control find" and believe it or not is a skill. There are people wandering around eTextbooks that don't know that. So that is definitely a feature that we can't do in a traditional textbooks and believe me there are days when I'm looking at a traditional book and I think "I wish I could just hit the control." Is there anything? You were saying you couldn't find or navigate. Have you used any other books or materials like an eTextbook that you found a feature that you liked?

Participant: Yes, like when I'm doing research I'm like one who's always looking at the university PDFs that people upload and I'm always searching through things for those. "Control F" is my best friend when I'm doing stuff online.

Researcher: Do you have fears or issues that your students would become overly.... if you had an eTextbook and you used it in the classroom, do you feel your students would over use that and not read the material?

Participant: Yes.

Researcher: Why do you think that?

Participant: Because it would be easier. I feel it would be easier to “control find” and search through the book than actually have to sit down and read the actual content.

Researcher: Is that a good thing or a bad thing.

Participant: It can be a good thing because you get your work done quicker. But I feel it would still be a bad thing because it makes it easy.

Researcher: How does using eTextbooks support comprehension of material do you think in your own life and in this eTextbook? I know you didn't get off out of the activity pages but did you find it support content?

Participant: To an extent, yes because I do think the activity pages they have on there because you would have to know what you are looking for to do it. And I think any kind of activity, any kind of assessment would be helpful.

Researcher: Did you find, like one page I wanted you to look for was specific for, they call it media in this particular book, did you look at any of the media they selected. Like I know some people selected, if you could find it, the Shakespeare play they wanted to look it they might have two OERs. That kind of narrowed it. Would you find that more useful or would you rather go out and find your own OERs to support content knowledge?

Participant: If they were already there I think that would be pretty easy because I feel like the company is not going to include an OER that's not pertinent to what you're doing if it's mixed in with a specific chapter.

Researcher: If I, you kind of answered this but I just want to clarify, if you graduated next year and you were put in a classroom where they told you that you had to use an eTextbook how would you feel about that?

Participant: I'd suck it up and I would use it. I would literally sit on the phone for a couple of days with my friend and say come on we have to figure this out. I would literally figure it out.

Researcher: We went over a few of the features in the eTextbook I tried to demonstrate it, it was a little bit difficult because we missed that one window of time, but we went through some of the features, like you can audio record it. You can have them, you can press "play" and have an audio recording of the reading. You can annotate. You're reading through your text on your tablet or on the computer and you can click a button and annotate something to remember, like is where somebody did something. How do you feel about that with regard to supporting comprehension of content?

Participant: I feel like if it reads the text to you that might not be as helpful because like I'm someone who can listen to music, watch TV and do homework at the same time but I can guarantee you I will not hear what's going on the TV. It will just be on. So it would be very easy for someone to, even if you want to let the thing read to you while you're playing a game or you're trying to do your homework you're going to miss something so that might not be as helpful. But being able to annotate and take notes and stuff that would probably be a lot better if you're a good note taker. My note taking is terrible. I'd have the whole thing highlighted.

Researcher: So in a way some of the traditional skills will bleed through even though we have to have new skills. If you had to pick one, OERs or eTextbooks, they kind of go hand in hand, eTextbooks will have OERs like this one did would you, you kind of already answered this, you would prefer the OERs already be there.

Participant: Yes.

Researcher: Do you feel with regard to comprehension students can go out and find their own OERs?

Participant: Yes, if they know what they are looking for.

Researcher: What would be a need that they might have that you would teach them?

Participant: They'd need to be able to know and understand what they're looking for before they look for it because my unit plan for example, if they're looking through the theme of beauty standards and to understand what is beautiful, to find their own OER they would have to know, to be able to think of what a beauty standard is in today's society, what they would consider to be a beauty standard. If they want to find some kind of example to use with their own project they would have to know what they were looking for.

Researcher: Was there anything else you would like to share about OERs or eTextbooks, how you feel after everything. I think my only question I have left is really is do you see a connection between supporting students with OERs, possibly with an eTextbook or on their own and what you're going to have to instruct them with, comprehension skills?

Participant: Yes.

Researcher: What comes to mind on that?

Participant: I don't know if it's going to be difficult but I know it's going to require extra work because it's very easy to get distracted when you're doing things online. I feel you have to have a great amount of focus as you sit down and find an OER that is going to work with what you are doing, like being able to sit down and read an eTextbook without reading the same line over and over again because that was a big problem I had. I'm taking the survey at the end of E-Literature and we had to read a bunch of different books. They

have all been good books but I had to put two of them online and like this is not a good idea because I would sit down and read the book and it's like "I read this line already" and I would just sit there and read the same line over because I feel like if I read it I would go down and miss a bunch of stuff so I would go back up to figure out what I missed.

Researcher: Well thank you so much. You are done my dear. I really appreciate it.

DEBBIE'S INTERVIEW TRANSCRIPT

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee: Debbie.

Interviewer: Lourdes Smith.

Interview

Interviewee Background

Researcher: This is an interview regarding OERs and eTextbooks that we talked about in your LAE class. Can you tell me your degree?

Participant: Elementary education with a minor with a minor in English Education. I'm an undergraduate.

Researcher: Do you hold any other degrees right now question?

Participant: No

Researcher: Ok. What year are you or around where are you in your coursework?

Participant: I graduate next semester.

Researcher: So you're graduating spring 2017?

Participant: Yep

Researcher: Will you be doing your internship at that time?

Participant: I'm in my internship now.

Researcher: Are you currently teaching?

Participant: I'm in my internship classroom.

OERs

Researcher: In your own words can you define Open Educational Resources?

Participant: Umm, I would just say like a resource that would allow a teacher or student an understanding of the content in which their learning.

Researcher: In your own words describe how an OER can be used in a classroom?

Participant: I would use them, if I were using them in my own classroom, more like for anticipatory sets and as a background knowledge base. I know when our class we did, not a case study, but the unit plan. And we had to use them in our unit planned and I, a lot of times when I used them they were for you know activating that background and prior knowledge. Ummm...more than actually the teaching of content. So that's what I would say I would use them more so in the classroom like that then the actual teaching of content more like supplemental, I guess you could say.

Researcher: Thank you that's very good I appreciate you telling me how you would use it. Do you think you will use them in your future classroom? And why or why not?

Participant: Umm, it depends on what I'm already given. I know that a lot of teachers now whose classrooms I've been in they have like a SharePoint or like a database where all the teachers use lesson plans from and kind of like recycling. I would use the app since it's already there and it would already be there for me and kind of like....and include OERs as needed for where they probably weren't beforehand. Only if I were creating my own lesson plans from scratch or 100% on my own, otherwise I think I would be more prone to use things that were already provided for me

Researcher: You have your English Ed minor. What grade level do you hope to teach?

Participant: I would like to start Elementary only because that's my word my primary degrees but, but I hope to go into like a middle school classroom and then eventually into an AP Lit class.

Researcher: I can understand I love my AP Lit class. When you were designing your unit plan how did you incorporate OERs into the instruction that you were planning for?

Participant: I used a book that I had read in..umm...it was a book called *Noggin* and honestly I wrote my lessons plan first because when I started to look for OERs and I was trying to find the ones that fit based on what I was doing at the time. So I wrote my unit plan, and I think I wrote it for 5 or 6 days, and then I went back and read the lesson for what it was for what I was doing that day, what was going on in the chapter at the time or whatever the point of the book or the theme that I was trying to convey. And then what I did was I went to look for OERs that would help get the point across. I did this more so than looking as I went... I waited and kinda reflected on it.

Researcher: That's good. So you used the book, *Noggin*?

Participant: Yes, by John Corey, I don't know but I believe Whaley.

Researcher: W-A-L-E-Y?

Participant: W-H-A-L-E-Y

Researcher: What OERs do you recall using?

Participant: I know I used, umm, I used from Creative Commons, I believe it was. I know I used a couple of pictures to introduce what theme meant. So, um, I would ask the student, you know, what kind of feeling was conveyed from this picture or what do you think this talking about and then I related it back to, I guess the same thing in the book kind of thing. Umm, I paired it with the classic text *Frankenstein*. I know I used it, like *Frankenstein* OERs. A couple of videos on YouTube like what *Frankenstein* was, the story of *Frankenstein* so that students would be able to understand it if they couldn't understand the classroom text. There were a couple more but those were the two that really stand out to me I use a video of Kentucky oh I mean Missouri because the story was set in Missouri and for students that hadn't been to Missouri or wasn't for lawyer with Missouri they would have had some background knowledge based on the and what the video told them.

Researcher: That is really a good idea. I can see how those can make some really good connections. So you kind of went with a contemporary novel and connected it through *Frankenstein*, a classic novel, and then added in background?

Participant: Yeah because the novel is about a boy named Travis Coates who has a deadly cancer. And so what they agreed to do, they do a surgery and it's going to be medically awesome. So they cut off his head and they preserve his head. Then another boy named Jeremy Pratt, they cut off his head because he also has a brain tumor and they saved his body and then they attached his head to his body. And so it was kind of like a, you know, what do you call them.....speculative fiction. It was speculative fiction. But I paired it with

Frankenstein obviously because of the whole coming back to life aspect, the story was very similar in the sense of like...in the sense of like social norms and belonging in your place as an outcast and that kind of thing, so...

Researcher: That's really an amazing story. I've never heard of that I'm going to have to look that one up. That's crazy.

Participant: It's really good.

Researcher: So you are we OERs were more instructional or content based? It sounds like you may have went more content specific to support the content would you agree?

Participant: Yeah

Researcher: You mentioned Creative Commons, did you find any challenges identifying or selecting only OERs as you work through your unit plan?

Participant: I did in a sense of...I didn't feel that every lesson needed an OER. I would say that was my biggest challenge...that, and I understand for the assignment purposes we had to have one, but I felt as though sometimes it was a stretch like I would use an OER but you really didn't need one was my biggest thing but other than that they definitely have a purpose.

Researcher: Describe a little bit more how the OERs you selected supported comprehension of material. Such as you mentioned the Missouri video, for background knowledge, and Frankenstein. How else did you think the OERs supported comprehension?

Participant: Hmm... I would say more so because they caused the students if I was doing it on real students enhance the discussion part of it. I feel like when students are able to discuss a text then they automatically understand it better because they are hearing it from several

perspectives and the only ours that I chose I love the students they have a deeper understanding of what they were reading such as about Frankenstein or,... or where the book took place because there are a couple things in the book were you would just had to have known or have an idea of what Missouri was like. And why he, you know, went to the arcade what would have that looked like what in present day because it was a contemporary novel, a young adult novel. Just little things like that helps students to be able to discuss it, they had to know little things such as what was actually happening and what would that look like.

Researcher: We talked about in class developing comprehension processes and we talked about some of the differences between traditional and digital texts, like the internet or eTextbooks or regular electronic books. Some of the traditional skills still exist such as how to summarize and synthesize. What aspects do you feel are important to focus on with regard to OERs and reading? Such as if your students had to find them or use them?

Participant: To discern what information is not good I know growing up we would be allowed to use like the computer or whatever to get resources for a project. Or be part of like a Socratic seminar and find information to get, like, different points of view. But, just still students need to know like the different kinds of resources they can use and if they're reliable, is a better word for it. Like where am I getting this information from, who's saying it, is it true that kind of thing.

Researcher: We also talked about in class about an OER rubric a back and front page rubric provided to you I don't know if you remember it they talked about different types of we ours and how to judge them how to kind of gauge if they're good. Did you use that rubric or any other rubric?

Participant: I focused more on the processes of what I already knew.

Researcher: Did you feel that that you were choosing good quality resources based on your understanding of OERs?

Participant: I do, I chose like I would expect like my students. I chose a couple of different resources and then I chose the best from those resources that I figured we're the best.

Researcher: Never think you would use an OER type rubric or have your students use one in your future class?

Participant: I would definitely teaching it like at the beginning when you're growing over procedures formatting and things like that. I definitely think it has a place to be taught. Like I said I think student should know. But a rubric I'd really have to get I don't remember what the rubric look like I may not have been there for that piece if it was simplified if it was simple enough I would allow them to have it and run with it but it may need to be less wordy or if I felt that it was not really going to get used I wouldn't necessarily make copies of it and use it.

Researcher: We also talked about the 5R framework the other frameworks out there for open educational resources regarding permissions. Like considering if you have permission to copy it, to share it, to change it. Did you think about the framework with regard to the OERs ours that you were finding?

Participant: I'm aware of like permissions because I took a technology Educators course a couple summers ago and that was a big thing for him like to use the free ones. For the unit plan that I did I did go on some of the web sites that were provided that we're free there was like a list I didn't use some from there but I also use like YouTube and I know sometimes

they say if it's free within the description of the video but I don't recall if they had that on there or not.

Researcher: You mention that it was fairly important if something you were familiar with because you took that technology class. Would you ever consider using a framework like that?

Participant: I would but it would depend on what the capacity of how it was going to be used like I know if some students are making like a PowerPoint I would definitely give them sites like creative common but if it's just like them using a picture for something that's going to stay in that classroom and it's just for like a presentation sake I don't think I would push it too much especially dependent on the level because I'm like elementary so it would depend on what level I was teaching at the time. I feel like the higher up you go it definitely needs to be discussed

eTextbook Focus

Researcher: Okay. We're going to transition to some questions about the eTextbook. Can you describe to me your thoughts about using an eTextbook in your future classroom instruction?

Participant: I've used one eTextbook in my life. It was in a biology course during my general ed time in college. I personally I liked it and I also did not like it. I'm a huge ebook fan I have a candle and I buy books all the time and those are actually fantastic. But for some reason when dealing with a textbook I feel as though, for my study habits, a pencil in hand while reading just allows me to retain more information or whatever you want to call it. But the online text book, err.. e-textbook was very good for looking at side by side information and images like the ocean or like if I was doing a homework assignment you can do the

whole control f thing. Or just like having a table of contents being able to just click it instead of just flipping through. So, time-wise, that was very helpful. But I'm the type of person that can't stand to look at a computer screen for a long time and in biology you have to read a lot and really look at like the diagrams or the images for like illustrations or like whatever they give you. And I found myself all the time getting like weary when looking at the computer screen, trying when you went to to type something up at the same time. I prefer to look at liked pages that's just my personal opinion.

Researcher: When you were using that eTextbook in your biology class, did it have features that you liked besides like the table of contents or the Ctrl-F? Were there any other features like highlighting, annotating, anything like that or interactive links?

Participant: I know that they would have liked pictures like where you could click on an image for example and it would blow up for you. That was good. You can zoom in you could do man and that kind of stuff and that was cool for certain kinds of content that we were reading about. I enjoyed that we could highlight even though it was online. That made it easier for when you were reading and you have like a quiz at the end you could go to go back and look up what you highlighted and if it was like definitions or something it was pretty handy.

Researcher: Would you feel comfortable, in your future classroom, teaching with an eTextbook with those kind of features?

Participant: It would depend on what kind of class. I would like experience teaching like echo bS. Having an online class it would almost be like I would have to have one but in like a traditional classroom or School setting I don't think I would prefer it I would use it like if I had like a class that a textbooks and then like you would have liked like when I was growing up he would also have maybe like the textbook on a CD that you could take

home but I wouldn't mind I think I think I would opt in for an actual textbook only because I feel there's pros to having an actual textbook such as flipping through the pages and reading it and almost, like, having that muscle memory and not just being able to words with cntrl-f. I feel that makes lazy readers and lazy students overall. I feel like you should offer that after the fact.

Researcher: Were you there the night we had the focus group interview where I pulled you into a circle?

Participant: Yes

Researcher: All participants looked at the eTextbook that we use for class the Mirrors & Windows we had access to. When designing that little activity that I asked you to do during after the focus group interview, what were your thoughts on using and working with that eTextbook?

Participant: I actually enjoyed it more than I thought I would. I was working with one of my classmates and which is a look at the unit on I think it was a civil rights. It was like about a church fire and like Birmingham. They had like two poem side by side but the supplemental resources what I like the best. It wasn't so much that the book wasn't good but I enjoyed how they supplied you with the extra resources you would need in order to help teach it. Is like a whole History Channel video and we ended up not even reading the poem because we wanted to keep watching several videos about life where the poem originated from. So I thought that was pretty cool about it.

Researcher: So you feel that by watching that video it support of your understanding of the poems better than if you did not watch the video?

Participant: Yeah, I did. I had once wanted to minor in African American history so I knew about the event and I thought the video was very informative and students that they didn't know about it would learn a lot about it. More so than just if they were reading an article per se.

Researcher: How did the eTextbook support comprehension of material? Do you feel the features and the layout would be conducive to learning and understanding? Was there anything specific from the features that would be helpful? There were some features you mentioned before and your biology textbook like the highlighting and there was also the ability to play the audio reading of the poem would that be helpful? Would any of those features or other features that you found would be useful for helping your students develop their comprehension?

Participant: I remember there being like a page like when you click the textbook that you could click on and it would take you to like the section that you wanted to use. There were like options for there to be like ELL and like translated text. They're like a bunch of options I don't remember like what it was called the page I don't remember. But I remember writing on that paper you gave us how it was cool to see resources for common needs you often find when writing a lesson plan. Modifications and adaptations thanks for Esau students four different levels of readers or supplemental materials. Videos and audio for emergent readers. I that was cool they had those options for like a like a book.

Researcher: So the eTextbook provided you the hyperlinks so you didn't have to go and find your own way ours. They chose the video or the image linked specifically to the story and from what I gather you like that you liked the choices they made for the resources connected to the story?

Participant: It was convenient.

Researcher: Do you feel comfortable using e-textbooks in your future classroom?

Participant: I think it would work better if they did it that way as opposed to me teaching and then them trying to do it. If I just start with that I feel like I would be more open to it than if I don't. Hello I just feel like I would be, fine although I'm not the techiest person in the bunch. But if I was able to get used to it before just diving right in with my students and I could just have practice teaching through it and work through any problems or bugs or glitches I would be able to tell my students how to fix it. I'm sure I wouldn't have a problem with that as long as like I said I had the ability to not take it away but I wouldn't want like my students to be lazy readers. That's like my biggest thing. I really am a stickler for doing it the long way, I guess.

Researcher: Do you feel ready to teach with e-textbooks? What skills will you need?

Participant: I would want professional development but not too much though. Because I know that there are certain programs set in place that require like teachers that have like 8 hours of training. It's crazy. And I don't think that's necessary. Like I could see having a session or two and how to use it in your classroom. Like any textbook is like different it's like software. For free how to support how like I should just go about teaching this like is it on a computer is it on an iPad you know, how are we actually going to be using this. I think that would be appropriate but not like an 8 hours any textbook that's going to be used across the board I think that's a little over doing it.

Researcher: Do you feel like you would need any thoughts or ideas on how to integrate comprehension instruction with the e-textbook?

Participant: I don't think so at first. I would have to try it out myself because in my head just thinking through it I feel like I would do it the same way if I had a book in front of me. But if that was not the case I would definitely I definitely feel like I would be open to try to figure it

out how because like I said it's about the student and if I wasn't teaching them correctly I would definitely want someone to assist me.

ISABELLA'S INTERVIEW TRANSCRIPT

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee: Isabella.

Interviewer: Lourdes Smith.

Interview

Introductory Protocol

Researcher: As I said before, a pseudonym will be used if any data is collected. So in your own words define Open Educational Resources.

Participant: Open Educational Resources are tools, free and basically legal tools, that teachers can use to either enhance their instruction or students' understanding of the concept.

Researcher: In your own words describe Open Education Resources used in your current classroom, any that you're currently using that come to mind. Or, really, your thoughts on using them.

Participant: I'm definitely open to using them. I don't know if I use them correctly but definitely interested, you know. I use a lot of youtube videos. I use a lot of shared power point, but I'm not sure if I'm using them correctly.

Researcher: How do you find them?

Participant: Just by Googling certain things. So like when I'm teaching "theme" like I did in my unit plan, I literally just searched things to help teach theme and found some jewels I took from websites and gave the websites credit, but I'm still unsure if they're true educational resources.

Researcher: What role do you think they'll have in your instruction as you move forward?

Participant: I think they'll help me to better plan how to help my students understand something. OERs can add some life and some relevancy to what we talk about in Language Arts Class.

Researcher: Thinking about your unit plan how did you incorporate OERs into your instruction and do you think you based them more on content or instructional support?

Participant: So the one that I really used I think helped support, I would say, both content and instructional. It is an image that I had that I borrowed from a website about on how to teach writers to develop theme better and I borrowed that graphic organizer. It was like a diagram and I used it to help my students better visually see how an author might do that and then I turned it into a graphic organizer that they themselves analyzed a text using the same visual piece.

Researcher: Remind us again of what your focus was for your unit plan.

Participant: So my unit plan was all about how theme and tone develop over the course of a text. We looked at Maya Angelou, we looked at “Tell-Tale Heart”, “Raven”, “Keseberg”, “The Bells” by Edgar Allan Poe,

Researcher: So one of them was a graphic organizer. Do you remember any others?

Participant: I vaguely remember I had a couple videos that I linked to. I had a couple links to articles but I don't think those are really true OERs because I just Googled like, because my desire, once I started looking for OERs I started realizing that “oh, I can find other links and resources to help”. So I started straight Googling you know “how can you see theme in movies” and found an article that could maybe encourage students to think about theme not just in movies but in our books as well. And that I didn't get to. The only one I truly got to in my class was the theme graphic organizer, the diagram.

Researcher: You actually implemented what you did in class.

Participant: Yes.

Researcher: What were any challenges you found finding or selecting OERs?

Participant: My biggest challenge, and honestly I didn't have much resilience, I looked at the OER Commons I think initially, searched for and felt I wasn't finding enough results and there were too many things to click for and I wasn't seeing immediate results for things I could use so I just sort of tossed that research out the door. I started Googling. So I think that was my biggest challenge.

Researcher: How do you think the OERs you chose support comprehension of material?

Participant: For me it was I used the OER that I used because it was a graphic organizer that I had never considered or else I would have used it and it just kind of framed such a complex of

theme development that I hadn't explained and I don't think the students had seen before.

Researcher: And what grade level was this?

Participant: Eighth Grade.

Researcher: So they could understand it because you framed it?

Participant: Yes.

Researcher: Do you feel, never mind, I'm going to move on. Will you use, we talked about in class a little bit, the OER Rubric? Did you use that or any other Rubrics to help you to choose or evaluate the OER you selected?

Participant: I think I had kept some of those concepts in the back of my mind but I didn't have it out in front of me or even on a tablet. Considering things in the back of my mind since we had talked about that in class I was considering quality and trying to keep in mind "am I reusing something?" I couldn't remember the rule of thumb if you reuse it but I was trying to keep in mind quality. If it was truly going to be helpful, if it was from a legitimate resource and, even if it wasn't, could I turn it into something legitimate? I was trying to connect it with the standards since I just went straight to Google, I wasn't finding standards based sources I was finding sources I could fit to standards.

Researcher: We also talked in class about the 5R Framework, and there are other frameworks too, that talk about permissions. We talked about how things can be used, reused, recreated, modified. Did that come into your mind set when you chose your OERs or how you would use them?

Participant: Yes. I think at the time, because I took the one graphic organizer and it was basically just, was intended to be, a visual to help the writer understand how they could make a better theme for their potential readers were they to ever get published. So I took that and I didn't even, there was no way for me to manipulate it, and I took that and created just, in a Google.doc, a diagram that I labeled with some of the same labels that were used on the graphic organizer but left bubbles, left spaces in so the students could fill it in. So I was like well I'm at least modifying it or revising it and that was something I had thought about.

Researcher: What are your thoughts when you think about what you want your students to do regarding like a framework to help them decide can I use this? Can I change it? Can I modify it?

Participant: I definitely want them to be critical thinkers about that, especially if my school makes a move to use visual tools in the near future. I want them to be thinking about are these resources reliable? Am I plagiarizing? How can I use them well?

Researcher: That's good. We're actually going to talk about, we're going to move on to the eTextbook. The eTextbook that we talked about and used had some issues. It may not have been the best choice but it was a choice we worked with. And one night we didn't have access to the internet so I couldn't show you all the features at that time. But what are your overall thoughts on using eTextbooks in your current classroom?

Participant: So my school does not require us to use them but I think that after seeing the example I had seen in this class, the ELA 5646 Class, I think they would be great. I think the only exposure I had to eTextbooks, what I thought was an eTextbook that was just a PDF version of a book, I just wasn't really impressed with it but that we had access to it was a kind of a game changer for me in terms of how I feel about OERs.

Researcher: Well good. This is kind of a follow up question to that but how do you feel you would use them in your future instruction? Would you find them maybe more supplemental? Could it work for you as the textbook you go to?

Participant: So I think my answer to that more so has to do with what school I'll be at and what the school's expectations are for textbooks. For example if I am, if my school next year decides to go with eTextbooks for ELA or I move to a different school that uses eTextbooks for ELA I think I will be excited to use them and I think I will have high expectations that they'll be like the "Mirrors & Windows" one that we got to see because that is exciting to me because I really enjoyed looking through that. I think my only concern is that the current school that I am at we've been allowed to, with permission, modify the district's sequence of what we can do and we really just text as we role so I feel I would just be navigating that alone if our school was like, "here's an eTextbook. You can use it or you don't have to". I feel like my team, we wouldn't and if I wanted to use it, it would be on me to read through it. Now that I see the value in them if that was situation I was in, the second situation, I would definitely put in the work to look through the eTextbook, see if it was supplemental or see if it was something we could use on a regular basis, definitely supplemental for sure if it was of the quality the "Mirrors & Windows" one. However, I would definitely look into it if it wasn't a requirement but was provided for.

Researcher: When designing your lesson plan, not really lesson plan but the activity you chose, what was your major idea regarding, including aspects of the eTextbook like features. I know I was reading through this and you worked on the Holocaust Memorial Museum and connecting *Night* and you mentioned, we'll talk about that in a minute, but overall when you think about features and content what popped to you?

Participant: Features like how "Mirrors & Windows" was set up?

Researcher: Yes. And the eTextbook features we talked about, and it was kind of hard to see, annotating, being able to hit the button on top and it would read the page, different features like that, being able to highlight, being able to make it bigger.

Participant: Yes. I think that all of that is awesome. I think that would be awesome if we were one to one with schools next year because then I can be on it. I can set something up for them. On eTextbook, they can mark the text. That's something we don't have access to for them because we have to provide all the print copy for them because we don't have a textbook so I would like that if we were working with an eTextbook that had those features. I think it's time well spent for a teacher to peruse around an eTextbook to see what type of features like that work and I love the content too. I even found it applicable to a lesson I'm doing that has nothing to do with "Mirrors & Windows" but has to do with the Holocaust.

Researcher: You mentioned on the activity that you liked the graphic organizers, the media library, connecting the standards, different instruction opportunities. What do you think your students could benefit from the most when it comes to the content, using those three to relate back to content to the story, relate back to whatever.

Participant: I think that the media library comes to mind first. I think the reason I liked that the most is because it just provided materials that present information on the topic in a different format that appeals to visual learners. Like there were some videos there and I think that would help my students better understand a text like *Night*, have some visual images in there that they could consider. The graphic organizer would help students organize their thoughts. Like I would tell them "graphic organizers are there to organize your thoughts and your analysis on the text". And I love the graphic organizers that were there. And I can't remember the other, oh, different student instructions. I think that would help give me tools to help each student better engage with the text at the level that they are at. So

it would be a grade level task but I would have some tools ready to go for a unit that I could easily use to help all my kids, either like kids who were gifted do more, like there's opportunities for that and there's also scaffolding to help students achieve the grade level task too.

Researcher: Were there any issue or challenges when you were considering how you would use the eTextbook content or features, when you were looking through it? Did you say something like "oh, that would be difficult" or "that's something I'm not ready for" for you or your students?

Participant: No, not at all.

Researcher: So you liked the layout. You liked everything. It was classical.

Participant: Yes, it takes me a while to get use to anything. So I think any new digital tool might, like "I need a few minutes to wrap my head around this". But honestly, being on "Mirrors & Windows" a few more times I'm even going to use up as much access time as I can in the next few weeks. But I liked it. I think that it's more of a situation of just acclimating to the layout but I don't think there was anything difficult about the layout other than it was new to me.

Researcher: Wow. Were there any skills or strategies you feel your students would need to use the eTextbook for comprehension?

Participant: I think we could knock that out with a few basic like "here are some features you can use". They're so quick with that stuff and I think something like this would definitely peek their interest. At least what I looked at, none of it seemed like it required them to go out of the textbook and having to navigate the online world on their own. That would be a larger feat, but all of this seemed really contained. The only thing I would think about if we were

to go digital I would probably use Google Classroom and have a folder of graphic organizers or something set up where they would have to edit the graphic organizer in there. I didn't see how editable it was when I did click on graphic organizer it took me to a Google Drive form. I think that's the only thing I think my students might have trouble navigating. But again, walking through that with them two or three times like really focusing on that procedure for a week while we're doing activities, I think they would be fine.

Researcher: You viewed some of the hyperlinks in the media library when you were doing the eTextbook activity. What were your thoughts on the hyperlinks that were provided to you? How would you rate them in supporting comprehension of content?

Participant: So this one is really hard for me to remember because I did go through it pretty quickly. So I thought I had mentioned I really thought about the graphic organizer. I thought I had mentioned the OER video encountering Auschwitz. The thing I liked about that is I had shown my kids like power point with slides from Auschwitz but when I watched a few seconds of the video I watched, I loved that you could see it was like if you were pulling up to Auschwitz and what that would be like. I showed them the Oprah Winfrey and Elie Wiesel video. I thought that would be a great video to show them prior to reading anything about the Holocaust to really get a feel for where the setting of all of this took place. And I think that was the only...

Researcher: Yes, we did not have much time. You mentioned down here...

Participant: Oh, yes, "The Diving Bell and the Butterfly" clip. I can't remember if that's one full title or two separate videos, but I was just confused. Maybe that's because I didn't take the time to think through how this would connect. And there were also other things in this unit aside from the Holocaust and I just immediately navigated to that because it was

applicable to me and something I might teach in the future. I think I would just have to look more into “The Diving Bell and the Butterfly” movie clip to see how it connects. But again as you can see with how quickly I threw out OER Commons I don’t know if that is setting me up for success because I can with teaching quickly find resources and quickly toss them out if they’re kind of not working for me.

Researcher: Overall, do you feel comfortable using eTextbooks in the classroom right now and why or why not, if you walked in tomorrow and they had mandated it?

Participant: If I walked in tomorrow, I think eTextbooks, any textbooks, provide the leisure of “there’s the text”, right? That and of itself is a huge weight off of my plate but I do like having the freedom of being able to pick and choose certain text I feel will most engage my students. I think that the only hard thing would be at this point in the year would be that tonight I had to go through like let’s have an intro to eTextbook. That’s what I would want to do first. And maybe I could work that into the first story that we read or the first activity, but I would also want other things to round out that experience like creating that Google Classroom and having

Researcher: some other support mechanism.

Participant: Yes. That’s the only thing that would make me nervous about it.

Researcher: What are your personal feelings regarding using OERs and eTextbooks in the classroom, such as, I’m thinking of the eTextbooks supplied you with a few, not too many, that supplied you with a few OERs of their own? You know, we don’t know where the OERs came from, but would you prefer that they’re supplied, they’ve been looked at by somebody, or would you prefer to go out on your own or a mix? How do you feel about that?

Participant: I think I was having suggestions. And so if we're reading "Caged Bird" and that's in the eTextbook and there's three different links to a video and two other things, maybe to an OER that could be more like I could give extra credit or I could give students who finish early like go to this website and navigate this OER. That would be awesome. I think just me as a teacher I can also be a little stubborn and I've been very fortunate in my years as a teacher to be able to work at a school that's very supportive, like if you can defend it you can do it type of thing. And if its standards based so I've been really pushed hard for that so I would be very critical, like does it fit the standard? Does it compliment that well? Based on what I saw of "Mirrors & Windows" I have no real concern of that or my ability to quickly decipher "no I don't think I have time to look at that" or "that really doesn't connect". I'm forgetting the original question.

Researcher: No, no, you're right on target. Like, would you prefer using an eTextbook that gave you that information or are you more rogue and you kind of want to do your own thing or a combination?

Participant: I would prefer to use one that already has it. That doesn't mean I would always use everything they have but I would always be open to suggestions. I mean there were things I had seen I would use for the Holocaust.

Researcher: What skills or instruction do you feel you would need to teach in order to use eTextbooks effectively and their OERs in the classroom? Was there anything? You mentioned some things before but related to comprehension. We went over briefly some things like we need to synthesize, which is a traditional strategy, summarize traditional, but it still supports online or traditional textbooks. But then there's also the thing evaluating a website, locating good information, deciding. What do you feel about that regarding what you'd need to teach?

Participant: I think that could be loose with something we talked about determining author's point of view and all that good stuff. I don't think I would fully take time to teach about the effectiveness of a full OER because I don't think I would expose my students to a poor OER. I think I would just want them to be critical of any bias that's there and just critically thinking that just because it's online and it looks factual doesn't mean it's free of bias. And I think that's directly applicable to the Language Arts classroom because you need that type of skill for analyzing a text and writing.

Researcher: Do you feel overall you would use OERs? Would you let your students go out on their own, and if so, would you need to teach them any skills or strategies in order to go out on their own? If you were to say "hey, we're going to learn about Edgar Allan Poe. Go out and find something useful. Go out and find something about his life or why his writing is XYZ".

Participant: I think that I could help encourage them. I think that it's important to encourage them to find reliable sources but for me that might not be the same as an OER. So is it and then it comes down to the question is, is it more important for my students during my time to teach them how to find reliable sources versus reliable OERs? And, are those the same thing? Are they different? And I don't know because I warmed up to OERs through the eTextbook which isn't me navigating and trying to find and searching OER Commons, here's like me searching a holistic bundle of resources for you that correlate with these texts and that was great so....

Researcher: Okay, just to summarize for my thoughts, so you feel that in our initial interview and everything you mentioned that OERs were a little uncertain, you weren't familiar with exactly how to use them, and you used them and were confused on whether your use was correct, the time finding what you needed, or whatever meaning was appropriate.

But when you got to the eTextbook and they kind of gave you, you had context, and then you had their OERs you felt comfortable. Describe why because I'm just curious.

Participant: I think why is because there's a label on it, like you want OERs, here they are. I know they're all OERs in there but I was having trouble navigating it or finding anything applicable to what I was doing.

Researcher: Yes, they sure do. They need to work on that a little bit.

Participant: Yes, and so I think for me it just made sense when somebody said like "this is a concept you can teach" or "here's a text and here are OERs that go with it". So I was looking at something that I knew was labeled and was approved as an OER as opposed to "here's a bunch of OERs, find something that works". And I couldn't find anything that worked and I gave up very quickly. So I didn't really search around. I didn't see what types of graphic organizers or other resources OER Commons would lead me to. And I think that was a disservice to myself. Like I think if I had just kept searching through I would have at least found some examples of OERs which might have helped me clarify what I had been Google searching when I just decided to go rogue.

Researcher: When you look at either one, OERs you find on your own or OERs you found within an eTextbook that kind of gave you guidance, if it was a type of media like a visual, an image, a video, an audio, do you feel your future or current students need anything with regard to support and comprehension to truly get the meaning of that and connect it to the story that you're focused on or the theme, or the plot, or whatever?

Participant: Yes. Like I'm trying to think of OERs I've used. I've used like audio books that are available online count but that's pretty implicit what the purpose of it is that it's there to help you. Like you're reading along and listening. Any youtube videos I've shown they've

always made the connection and they've always been like "oh", or I don't think there's ever been any confusion. And I feel like I always make it pretty clear.

Researcher: So you sometimes have to scaffold that.

Participant: Yes.

Participant: Yes.

Researcher: Well thank you so much for the interview. I really appreciate it.

MISTY'S INTERVIEW TRANSCRIPT

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee: _____ Misty _____.

Interviewer: _____ Lourdes Smith _____.

Interview

Introductory Protocol

Researcher: You agree to be part of my recording of your interview. And just to let you know any data that I pull from the interview will be used under a pseudonym so you won't be identified and no data pulled will come back to you. So do you agree?

Participant: Yes.

Researcher: I was going to do two different interviews and separate them for the OER part and the eTextbook part but I'm just going to put it all together. So it is just going to be one interview.

Introduction

Researcher: What is your degree program currently?

Participant: I'm an English Major with a Minor in Education, English Language Arts Education

Researcher: So you are getting your degree out of Arts and

Participant: Arts and Humanities.

Researcher: So you're English with a Minor in English Ed. That's a little different. What do you think of our Education?

Participant: I started out as an English Education Major and I switched over to English and just kept the minor.

Interviewee Background

Researcher: Do you hold any other degrees?

Participant: No.

Researcher: Where are you about in your course work?

Participant: I'm a senior so I'm graduating spring 2017.

Researcher: Will you be doing your second Internship then?

Participant: No, I don't do internships.

Researcher: Do you have any teaching experience?

Participant: Just a little bit, when I started out as an Education major, so the service learning. And then I work in an Elementary School.

Researcher: What do you do there?

Participant: I work in the after school program, specifically pre-k through first grade and then I'm also a substitute there.

Researcher: And do you sub in the same area, lower grades?

Participant: Yes.

Researcher: Do you have any other educational or professional experience you'd like to share?

Participant: No, I don't have any.

Beginning

Researcher: So in your own words define Open Educational Resources.

Participant: I think the OERs are any resource that utilizes technology. Anything that doesn't have them just looking at a textbook. That's how I view it, anything other than the traditional route.

Researcher: Describe using OERs in your future classroom.

Participant: I think that because of the way society is moving that technology is the best route. I think that because kids are the way that they are you have to utilize other things that they're interested in. So I would definitely utilize OERs in my classroom. I would just want to give them other avenues than what maybe I grew up with learning in the classroom because I think they are so technology heavy right now. They need other routes to learn on their level almost and keep them engaged.

Researcher: I'm just curious, this is slightly off of my chart but, what do you hope to teach in the future? What's your goal?

Participant: If I do end up teaching it would be English Language Arts.

Researcher: Do you have a preference for middle school, high school?

Participant: No, I know it will secondary, obviously, but I don't have a preference for middle or high.

Researcher: So either. They might grab you and put you in elementary school. So, I may probe, so you're saying that you would use them in your future classroom. And how do you view them. You kind of talked about them, they would be engaging. Would you use them as supplemental or do you think they could have a focus on the content or do you see them as a tool? Or how do you view them?

Participant: I would like to say I would use them as a tool. But, in reality, I think the way things are moving I don't think I would want them to be a supplement. I think I would want them to be a focus within the classroom.

Researcher: I don't have your unit plan with me, I have access to them for specific parts on the OER. When you were designing your unit plan how did you incorporate your OERs into your instruction?

Participant: I did mine on "The Outsiders" so I utilized, I'm trying to recall what I did now. I believe I used different websites. I know I used like Kahoot, I think.

Researcher: That's fun.

Participant: Yes, and that one especially they can work on teams. Something like that will make them want to do it.

Researcher: Now did you find a Kahoot specific to “The Outsiders” or were you going to add your own?

Participant: Add my own. If I would use something I would probably make it up myself.

Researcher: Make it more personal.

Participant: Yes,

Researcher: Do you remember any other OERs you used?

Participant: I don't remember any other ones.

Researcher: When you looked at them, Kahoot is probably, well it's a mix. It's a tool that you can use and it's an OER that you can use to support their comprehension, but it's also an instructional support for you as an activity. How do you view OERs like that? Do you find them to be more useful in content support for students? Like if you had “The Outsiders” maybe you'd find a poem that reflected some of the themes or do feel it's more instructional support for you to support your students?

Participant: I think it's more to support me to support my students because it will help me, especially if it's a quiz it will help me gauge where they're at and what do I need to change to make sure they're getting the content I need them to get.

Researcher: When you were looking for your OERs did you have any challenges identifying and selecting OERs?

Participant: I felt fine with it. It wasn't hard. It was just for me to think OER I said okay, technology based, something that is outside of an online textbook that can be used to help the students. So when I took all that it wasn't hard to find something.

Researcher: How did you go about it, describe the process you went through.

Participant: When I was going through my lesson plans I would figure out specifically what the objective was, what I wanted them to learn by the end of that specific lesson and then I would try to figure out what activity they could use for this. And then from there I think I just went and pulled from other things I had done in past teaching experiences or service learnings or things like that. I pulled all of that and looked at the technology things I used.

Researcher: Did you go, we talked about briefly but there wasn't a lot of time, did you go to any of the websites I selected like OER Commons or the other OER data bases?

Participant: No I didn't.

Researcher: Did you use Google or any other...

Participant: Yes.

Researcher: Okay. When you went to Google what was your, I know it was a long time ago, but do you remember what your key words were? Did you look specifically?

Participant: When I do things like on a research basis I tend to stick with things like EDU, ORG, things like that. I try to stay away from DOT.COM's.

Researcher: Did you put in like say, and I don't know if this is what you put but like, "Outsiders", and then you would say "activity" and then did you add "OER" or did you kind of leave it open and you make the decision?

Participant: I left it open. I know I'd type in the "Outsider" lesson plan and I would try to find lesson plans other teachers had done and look through that and see if they used any OERs for this.

Researcher: That's good. You mentioned Kahoot and I know you're kind of reflecting back to your other OERs but how does the OER or Kahoot you selected support the content of the material? How do you think that supports them?

Participant: I think Kahoot is more of a tool to gauge to see if they are learning the material. I don't think it necessarily helps with their understanding of the material. It's just a gauge to see if they understood it at all.

Researcher: So you are using it, to paraphrase, as a support for you functionally but also as an assessment.

Participant: Yes.

Researcher: So when we talked about comprehension on class we talked about traditional comprehension skills and strategies and then those that might be needed in the realm of OERs. So traditional elements of comprehension would be like summarizing. You're going to use that in either one, traditional or online with OERs. And then, synthesizing and other things. Are there any other skills or strategies that you feel that you would need to teach for your future classroom to support students' comprehension using OERs?

Participant: You mean things like tone setting and things like that?

Researcher: Like if you set up an OER, like a game, activity, a poem, a story, and they would have to go there and report back, they might, would have to use synthesizing. Well synthesizing is a traditional strategy but is there anything else that they would have to use for understanding that OER?

Participant: I think so but I can't even think of anything right now, but I do think that there would be.

Researcher: In one of my presentations, toward the beginning, I talked about Rubric and it was a two page Rubric, it was actually a one page Rubric with two sides, and it talked about if you have a visual it should have certain criteria. If it had content related, it should have a certain criteria. Did you use any Rubrics when you were deciding or using the processes in your head or how were you making decisions?

Participant: I just used the processes. I didn't come up with a lot of Rubric. I think the only thing I did was at the end of each lesson I put an assessment and what they had to, the point they had to get from it. But that was really it.

Researcher: When you went through and you chose your OERs for the unit plan how did you decide this is appropriate. This is useful. This is important. It was just the processes you thought through?

Participant: Yes.

Researcher: Are you aware of any other Rubrics besides the one I gave you for OERs?

Participant: No.

Researcher: We also talked about in class, briefly, the 5R Framework, which is framework regarding permissions. You know, we think about permissions, you can use this. A lot of us as teachers feel that everything on the internet is possibly free and useful. So we take and we make and create and I think a lot like we take Garfield. We don't own Garfield and we take his image and we put it in a mean creator and we create our own little funny and we send it to a friend. Or, I think a lot of these kids nowadays, not me, a lot of these kids on youtube, they take images or movies, TV, and loop their own soundtrack over it, changing it. Permissions for the 5R Framework, which isn't the only one, there are many that discuss a permission base framework that says, okay you can use this in a power

point but you can't sell it, make it or modify it. And here's another permission, you can use this and you can redub it, you know put a voice over, but you can't sell it. There's a lot of different permissions. Do you think that's important for education?

Participant: Yes.

Researcher: Why do you think so?

Participant: I think it is important for credit. I mean just being an English Major, plagiarism and everything is very big in that department. They are very much about citing your sources and saying where you got them from. So, I don't think it should be that you can't use it, but you just need to adhere to the rules set down, or at least cite it. Where did you get it from.

Researcher: Well that comes along the lines of what you will be teaching, but do you feel they have an understanding of that now, when you look at society? When you look at how much is being done and redone?

Participant: Not really.

Researcher: What do you think would be important for them to know on that, like the first thing you would want them to know? They need to cite?

Participant: Yes.

Researcher: Where you there for the focus group interview the night of the 21st?

Participant: Was it the night of the potluck.

Researcher: No, it was the week before, Thanksgiving week. Dr. _____ wasn't there and I had a focus group interview and I pulled in and we all sat in a circle.

Participant: I don't think so.

Etextbook

Researcher: Okay. Now we're going to transition to eTextbooks. A lot of these reflect what we talked about in class if you can recall and also your own experience.

Participant: Okay.

Researcher: So describe your thoughts on using eTextbooks in your future classroom. What is your first instinct?

Participant: That I would use them.

Researcher: You would?

Participant: I would use them. Yes, I would.

Researcher: Why would you use them? You seem kind of positive on that.

Participant: I would use them because I personally, I like eTextbooks because you have them all in one place. You don't have to worry about a kid losing a tablet but losing a book or saying they left the book at home, and most kids are good about carrying their electronics with them everywhere. They don't leave it so the only down side is if they're like oh, it died, I forgot my charger at home or if it gets stolen or something. But other than that,

Researcher: Do you feel there's any issues with you using or your teaching with an eTextbook that you find a challenge?

Participant: I think the only challenge would be probably when it comes to annotating and things like that.

Researcher: Annotating electronically or on paper or both?

Participant: Electronically. I know that like on tablet you can highlight and you can put notes and that. But I also like physical books that you can just write in the margins. You can get a book and it can just be full of sticky notes and you can just pull those out.

Researcher: That's a very good point. Were you able to access the book at all?

Participant: Yes.

Researcher: Kind of what you're talking about like the eTextbook we used in class, not the best one, not the worst one, but the one I had access to, but it has the eTextbook, not a PDF but it had its own kind of format. And, it had features, it had features in the corner, like you said. You could annotate. You could make the text bigger or smaller. You could enlarge the picture if you needed to get closer. Highlighting was a common one and then on some of the stories you could go to the top of the page and select "play" and it would play, read the text to you, which is kind of a feature.

Researcher: What are your feelings on features in eTextbooks. Do you feel that they support comprehension and how?

Participant: Yes. I think they support comprehension because every student is different and it allows them to get the information in the way that they need. So if they can't see small print they can enlarge it. If they don't necessarily feel like reading it they can listen to it. So I definitely feel it supports each student individually, where before, in the past, it was kind of you get what you get.

Researcher: Do you feel you would be comfortable teaching those features or do you feel that's not really your job?

Participant: I would be comfortable teaching it.

Researcher: What do you feel it would take to get you there? Like you could just walk in and it would be natural to you because of who you are or do you feel there's going to have to be training or what do you feel?

Participant: Well the one we used in class it wasn't too in depth so it was very simple. So if it was something like that I think I could just walk in and teach the students how to use that.

Researcher: The eTextbook, the one we had in class was almost traditional like except for the features. It wasn't like, some textbooks out there now. The one in class was like a regular textbook except it was on screen, whatever screen, tablet or phone, and you could manipulate some features but also there were some hyperlinks. But they weren't engrained. The hyperlinks were given to the teacher only. I don't know if you got to see any of those.

Participant: Yes.

Researcher: The hyperlinks were chosen based on the story. So if you were reading Shakespeare, they might give you two hyperlinks. They could have been anything. They were chosen by the publisher. Could have been a video, could have been an audio, could have been an image, it could have been anything. Are there any differences using the eTextbook and the hyperlink that you would find on your own. Like eTextbook hyperlinks chosen for you by the publisher or OERs chosen by you for comprehension? How do you feel about those?

Participant: Like how are they different?

Researcher: Yes, like how are they different? How would you use them to support comprehension? I guess some folks preferred they go on their own and chose what they want. Others said I'm busy and I'd rather them do it for me.

Participant: I'd probably go and find them on my own.

Researcher: Why?

Participant: I wouldn't necessarily use the one it had. Like the original story I chose the link didn't even work. So if I had chosen to use the one they chose for my lesson plan, that one wouldn't work so I would have had to find my own regardless.

Researcher: What was your overall perception of the eTextbook features and/or content?

Participant: The specific one I chose I think was 11th grade and I liked the content within the book. It was like a lot of historical things and I feel like English and History go hand in hand a lot of times. So I was really disappointed when the one that I chose, the link didn't work, because I wanted to see what the OER was for it.

Researcher: Sure. That's very interesting. Did you get to access any hyperlinks that did work?

Participant: Yes.

Researcher: What did you think of that one regarding comprehension of content?

Participant: I think it was mediocre.

Researcher: Do you remember which one it was?

Participant: I don't remember which one it was. I remember because we had to fold the sheet in class, I do remember writing on there, I'm pretty confident that the information is there that would be needed and there were a lot of ads on the page. So we talked about that in class and the ads and it was like a DOT.COM website. So I was like the information, the facts, are probably there but everything else I don't really know.

Researcher: Do you feel you could send your students into an eTextbook and have them to succeed on their own or would you have to provide instruction?

Participant: I would have to provide instruction.

Researcher: What do you think you would have to provide? I know that's kind of hard because we don't know what we might run into but what do you think?

Participant: I would definitely go through the eTextbook first and make sure they know how to use all the functions with it and then, I think that's the biggest thing with the eTextbook. As far as the reading and answering the questions I think they can do that. But as far as the technology part of it, just making sure they know how to use it because they'll be at home doing it.

Researcher: In working with students, I'm going to reflect back to OERs that you find or the publisher, do you think you could send them out on their own to obtain information?

Participant: Yes and no. I think they could if I have taught them the right way to do it. But if I haven't taught them then I would want them to use the resources I have given them.

Researcher: Are there any specific comprehension issues that would come about, like the internet has a lot of ads, digital distractions, rabbit holes, getting lost. I think when it comes to comprehension sometimes students struggle with gaining information from multiple types

of media. Like how long do I have to watch this? What do I gain from this? What do you think you could do to support them from that type of thing, looking at images and audio and videos that are so different?

Participant: Probably pointing out for each of those things what they should be looking for. So a video, like what was the main purpose of the video. Or if it's a picture, just specific things with each media type. Like with a video you don't have to look at the whole video to get understanding of what you need to get.

Researcher: Do you feel overall, if they came to you tomorrow and said, you can either chose to have no textbooks and work with OERs or you have to have a textbook. Which would you chose?

Participant: I would chose the OERs and not the textbook.

Researcher: Why do you feel that way?

Participant: I think it's limiting. Just using the textbook teacher's guide and nothing else is too limiting when there are so many resources that can be used to further help a student.

Researcher: What are your personal feelings regarding using OERs and eTextbooks in the classroom together? What is your overall idea?

Participant: I think of like a super-classroom.

Researcher: That would be a perfect combination for you.

Participant: Yes.

Researcher: Are there any challenges that you think will come up when using eTextbooks in the classroom?

Participant: If anything I think it would be that the students may feel overloaded because they are so technology driven. So they may not want to look at a screen. They may not want to do that. Or they may be excited at the beginning of the year and by the middle of the year like “we don’t want to do this”.

Researcher: That’s a very good insight because I think it’s hard for us, you guys are young but like I’m older. It’s what we know and what we are used to. So many of us are so use to this and even though we’ve been through this typing we struggle with moving on just to hear. So it’s hard to know how it’s going to go. Thank you for your time. I really appreciate it. And I appreciate you working with me.

RACHEL'S INTERVIEW TRANSCRIPT

OER and eTextbooks in the ELA Classroom

Interview Protocol Form

Interview Protocol

Interviewee: Rachel .

Interviewer: Lourdes Smith .

Interview

Introductory Protocol

Researcher: You agree to be recorded.

Participant: Yes.

Researcher: Anything recorded on this won't be used with your name. I'll use a pseudonym in my data. I just want you to be honest, like it won't come back to you

Introduction

Researcher: Today we are going to talk about OERs. I was planning to do two different interviews but I'm running out of time and you volunteers need to move on too. So I'm doing just one big interview. So it's OERs and eTextbooks. Were you there the last night, the night that it was the 21st I think?

Participant: Yes, when Dr. Olcese wasn't there.

Researcher: And I did a focus group interview.

Participant: I was there.

Researcher: Good, it will help me with the questions.

Interviewee Background

Researcher: What is your degree program?

Participant: English Language Arts Education.

Researcher: And that's your bachelor's?

Participant: Yes.

Researcher: Do you have any other degrees?

Participant: No.

Researcher: Where are you in your course work toward graduation?

Participant: Yes, towards graduation, I'll be starting Intern 2 in the Spring and graduation right after that.

Researcher: Wow, so you're heading out the door. So graduation Spring 2017?

Participant: Yes.

Researcher: And are you currently teaching?

Participant: Like subbing?

Researcher: Or anything.

Participant: No, other than Internship, no.

Researcher: Anything else you want to tell me about your educational or professional background?

Participant: Other than coming into UCF and experiencing it through UCF, no. I never really tutored. I never did any Sunday School, no.

Researcher: What is your future goal? Do you want to teach middle school or high school ELA?

Participant: I would prefer to teach high school specifically, 10th, 11th and 12th grades. Anything but middle school.

Researcher: I agree, those middle school students...

Participant: It's not that, it's the curriculum.

Researcher: For me it is a little of both. But you get a higher level, of course makes sense when you get there, so that's your preference. Okay, so in your own words define Open Educational Resource.

Participant: I think it's a wide variety of text, which sounds extremely vague, I know, but it's a wide variety of text you can find on the Internet in range from PDFs, which I tend to lean on the most but it can also be a game which I thought was very read, videos, audios, audio

textbooks as well (I had that little question mark just to make sure I'm right) which is very interesting and cool because you can implement different things, different OERs for different learners in your classroom and I like that a lot. I really do enjoy OERs and adding them to your classroom lessons.

Researcher: So you answered that but I'm going to poke a little more so describe your thoughts on using Open Educational Resources in your future classroom, you mentioned they're cool and they're different and they can provide different kinds of instruction based on your students' needs. Anything else you can think of anything else on?

Participant: I think they're important to enhance lessons but they should not be the focus of the lesson. Like I said I think they're good to help specific learners, like if you have a visual learner who will not use, who won't read like words, you want to give them a video, or you have audio learners and you want to give them like an audio textbook or you just have real young learners that would rather use something cool like a game or something like that I think that would engage them more as opposed to traditional standard text. Like I said, don't stray away from your core traditional lesson plan only have it in hand.

Researcher: So you see more as a support tool.

Participant: Absolutely.

Researcher: And you feel that it's a good way to engage.

Participant: Absolutely.

Researcher: I'm just putting your words in...

Participant: I know, yes, totally, totally right. Like you're going to have ideals and you're going to need to figure them out in a year who they are or what they like and through OERs you

can develop that relationship and maybe give them something that they like because not every student likes to learn. Like I don't like to learn sometimes and I'm going to be a teacher you know.

Researcher: I totally understand and agree. Would you, well you've kind of answered that so we won't go to that one.

Participant: I'm sorry.

Researcher: No, it's a probe in case the person doesn't ask. So you've already answered, it's good. So you worked on your lesson plan, the unit plan and what was that on? I have them all but I have an internet issue so I couldn't pull it up.

Participant: It was six precursor lessons to the novel "The Handmaid's Tale" and the precursor lessons were on topics of freedom and force of jon of freedom so very abstract lessons. What I did with those I also offered textual texts like speeches and exploratories, columns and what not and how I tried to, I added PDFs as a type of OER so they can find them online. I also found audio textbooks for students. I also found a video clip like a youtube video clip like for land poetry online which I thought was really rad. I think at this point I did not really understand what OERs were to be totally honest so I didn't really delve deeper into finding more OERs.

Researcher: You spoke about poems, PDFs of other stories related, audio, video clips. Do you feel you focused on content support or instructional support for you? Like, did you find a lesson plan or a graphical organizer to support you or did you focus mostly on content to support them and their understanding?

Participant: I think I supported myself honestly for my own lesson. And what can I add here to make this better or what poem can I find to exhibit religious freedom better?

Researcher: So in a way a little bit of both because you're supporting your understanding but you're what you find will support theirs directly. I mean I'm just asking is that what happened.

Participant: Well my idea was I wanted not having many texts because my freedoms were religious freedom, political freedom, free will versus determinism and self-expression freedom. All really, deeply abstract so I have to find texts that would be very wide ranging. Also different mediums of text. I want to give them short stories and poems, speeches that they can interact with and understand. So I gave them a short story about the Holocaust and a youtube slam poetry on Islamophobia. Then I found two speeches on political freedom.

Researcher: So you had a real mix, but it sounds like it all connected.

Participant: It all connected to the general idea of freedom. Going in and finding these things was like I have nothing, what can I find and I really wanted to get the variety. I have no idea if I'm answering the question.

Researcher: Yes, totally. These sessions are more like probes to go into your thinking. That's exactly what you're giving me. You're right on target.

Participant: Okay, good.

Researcher: Was there anything else you wanted to add on.

Participant: No

Researcher: Were there any issues or challenges you found specifically for looking for, identifying and selecting OERs through your process?

Participant: I think my own issues at first were I didn't really quite understand them. I understood textbooks a lot more than OERs. Now I understand OERs a lot better and prefer them to textbooks. I think in the beginning my general understanding of OERs was hindering me from picking them out. I could have easily found like, I don't know, some clip or some game or something like that on line, something really cool. But, it wouldn't have clicked to me, oh, that's an OER.

Researcher: How did you go about selecting them? Did you go through any websites in the Common or did you search engine.

Participant: Honestly, I just used Google. I just went with what I was comfortable with. I didn't feel I had enough time to play with the search engines, not enough time based on the time Dr. _____ gave us.

Researcher: We all have only a finite amount of time.

Participant: I feel if I knew those search engines as well as I knew Google I would have probably used those search engines, but I didn't.

Researcher: That's okay. When you searched I'm just curious, I'm sure you put in the references to the freedoms you were looking for, and the story and related. Did you say "I want an OER" in any regard or did you just look for the resource you wanted?

Participant: Sometimes I did and sometimes I just stumbled upon a something like, oh wait that is an OER. And I'm fine, PDF. I figured PDFs are OERs because it's online, this works. Then, after a couple more classes with you, you kept explaining OERs more I realized I could have totally added more. Well the assignment was already due. Well good for the future.

Researcher: You did a lot actually. It seems like you did a very nice job with that with poems, and just a variety of mediums, connections. You had a lot to connect to. How do you feel that supported, or will support the comprehension of students, with the OERs you chose?

Participant: Well it gives them different platforms to read text. So, strictly speaking on the OERs that I chose it gave them an audio and a PDF version online it could be portable, I don't like to read online, but some other students might. And I would not want to take that opportunity from them. Audio books, I don't like listening to books but other students might need to because they don't have time to read or they need to have that audio while they read. I liked the idea that I found different video clips that gave them actual visuals like they're faced with actual people they can see themselves. I think my lesson plan with the OERs and the variety of texts that I chose, all my texts I would have printed out and given them a PDF version of every text. So I like that opportunity and I like that the text came in Spanish, which I know is just one language and I know if I had a child who speaks Chinese I would try to find that. That being the second chosen language in America I chose that one.

Researcher: Especially in Florida. There may be dialect issues but still. So we talked a little bit about developing new comprehension processes and skills. We have traditional skills in regular textbooks or regular reading where you have summarizing, synthesizing, you know reading across, like you are going to have them do. What aspects do you feel are important to focus on with regard to OERs, such as what skills or strategies for comprehension do you would have to teach them to work with an OER?

Participant: Well, I think the biggest issue is what will they have to learn to work with a computer first, and the big question is do they know how to work with a computer? Will I have to teach them to work with a computer? How much background in computer knowledge do they have? And then we would have to take it from there.

Researcher: Do you have an opinion on that?

Participant: I do. In our discussion in class, I forget her name, the teacher teaching at the virtual school, not Sara who taught us.

Researcher: I believe her name was (name), a different (name).

Participant: I'm really on board with what she was saying. I don't think it's the role of the other teacher, me, to teach computer class. I don't think it's my job. I don't think I'm certified to teach computers because I don't know anything about computers, honestly. I know computers generally, how to turn it on or anything, and the basic standards, basically as much as my kid does. So how am I teaching him or her anything? Secondly, am getting paid more to teach this random class I don't know how to teach? I personally think there should be a computers class that is being taught at middle school or even the elementary level since we are trying to push this technology initiative and have them use technology all the time. And just have them know about computers. My internship, my high school is all digital. And if you're trying to do all these transitional digitals all of a sudden in schools make sure your kids know how to use it.

Researcher: With specific to OERs with reading a story or a poem would you feel comfortable in your future classroom to say "Okay, we read this. Go out on the web and find an OER, a resource, to help a fellow classmate understand this story better." Would you feel comfortable with that and what do you think would happen?

Participant: I don't think I would because one, I don't know if my kids know how to use a computer, so I'd have to find that information out; two, what if they don't have internet access at home. I presuming it's a homework assignment.

Researcher: Well if it was in school and had access.

Participant: Okay, thinking about it in school, it would definitely have at least one or a handful of kids don't know how to use the computer or don't know how to at least research something. At UCF we have little workshops where they teach us how to research something. For a kid who just uses the computer for Facebook and, I don't know, Googling random pictures or the highlights for MBA they don't know how to research an OER or anything so you'd have to give them a workshop class like they teach at UCF Libraries, how to look something up. What is a good OER; what is a bad OER, what's a good research avenue and I don't think I would have time to do that unless my school would permit me that time. And that would mean that would take away from my lesson planning, my actual teaching of lesson that I want to teach or a standard they have to meet unless that is a standard I don't know.

Researcher: It's kind of ingrained in some of it, as you said everything is kind of moving forward into that but it may not be completely there verbatim. We talked about in class a little bit the rubric that you can, it was a two page rubric that you can use to determine if an OER is useful, does it have good content, it reflected on different ones. Did you use anything like that through or did you just use your own thought processes when you chose your OERs for your unit plan?

Participant: I used my own thought process. I totally forgot about the rubric. But I'm very happy to hear there is a rubric.

Researcher: Do you think it's useful and/or time sensitive to use a rubric when you're choosing or if you were teaching your students to choose an OER?

Participant: I think it would be better for me to choose an OER. I think if we're trying to do a class activity, fine, have the kids do it. But you don't have to give them like a website so maybe

like an OER geared search engine and it's like "hey, find an OER", so they're going to find an OER.

Researcher: So you have to scaffold it more?

Participant: Absolutely. "Find an OER on this time period, 1850s to 1870s and find it on a poem, which is very particular, but you get what I'm saying, but have it just beyond this website.

Researcher: And you think using a rubric at that time, for them or for yourself would be helpful or is it going to put too much of a hindrance.

Participant: I don't think you should give them a rubric I think you should just give them an easy rubric on the board. Like it should have this, and it should have this. It shouldn't have the exact date like the actual rubric you have. And at that point you should have that rubric memorized I think. Something of that importance if you're going to consider OERs in form which I think if we are going into a digital bay and everyone is moving into a technological school, yes, you can't just like, just because I don't like digital schools doesn't mean it's not happening. So I'm going to have to think it important, right? So this is going to be a piece of material I'm just going to have to remember inherently so I would just have to study it and I would know the rubric by heart and I would just look at an OER and say "that's not an OER, oh, it is an OER".

Researcher: We also talked in class the 5R Framework which talked about permissions. You have permission to use this in a power point? You have permission to use this....

Participant: For a teacher?

Researcher: For a teacher or for students. I think students are manipulating texts, the media in many forms. I think about a meme. We take a picture of Garfield which we don't own, we take

it and put it in a text or application on your phone or computer and you change the wording and make it your own but we don't truly own that. I think about videos I see people taking movie images, putting their own sound track to the images and making it their own, The framework that we talked about, and that's not the only framework there are many, talks about permissions. You have the permission to recreate, reproduce, change it all you want. How do you feel about that, do you feel that as a teacher is that important?

Participant: Yes, I feel that those permissions are important, like do I like to take text. Do I know any of these permissions? Absolutely not. Do I know any of the rules? I mean there's a rule of how much text you can use on the internet and use it, copy it. No, there's a rule about it. It's fair because it's not my work and someone worked really hard to produce that work and they should be compensated fairly for it or at least acknowledged for it. They will be acknowledged in my classroom, like hey, this is F. Scott Fitzgerald. This is his work, even though I copied a bunch of copies on a PDF. But would I ever create a meme or would I ever alter someone's work to that extent? No. Would I use a meme, someone else's work? I think that's legal. Would I use an altered work, like in a power point? I think that's legal.

Researcher: It depends on the framework, but that's possible. It depends on where they got the meme from. You took it from what source to put it in

Participant: No, no, if someone took an image and made a meme out of it and then I found that meme and I used it because it was funny could I use that image?

Researcher: It's a fine line. Really, it is so uncertain because they took a picture that they found online. That picture may have been considered open.

Participant: How do people even, I mean are they coming in my classroom looking for me? How do people know? Unless I have this huge presence on the internet, which I don't think I do.

Researcher: I think that's what we want to help them with is.

Participant: You're right. I think it's something we have to let them know because we have to give them the rules because they live in a world where there are rules and this is what's going to happen because if a student does get in trouble for it they're going to be like "well Ms. Bitere said it was okay" and like, no, no I didn't. And you're right, Ms. Bitere didn't say anything about it so it's all my fault and the student gets in trouble for it. So I think the student should get all the information. I think all the information is very important and should just be honest with their kids and give them everything. However, I don't think a student, they're procrastinating or something and they just really want to get it done, they're not going to create their own image. They're just going to find a picture of like Kermit drinking tea and just use that and stick it on there.

Researcher: A very popular one right now, right? For the OER the 5R Frame work we went over briefly in class did you consider anything regarding permission and abilities to recreate for the OERs you chose for your unit plan? Did you consider the frame work or any frame work?

Participant: I thought it was fine. I think it might have been a little spotty for the PDFs. I might have to go over that again. But I think everything else, the audio, the eBooks and the video clips I think they're, and the You Tube videos were fine. PDFs, maybe not.

Researcher: We're going to move on now and focus on eTextbooks. So briefly describe your thoughts on using eTextbooks in your future classroom overall. We kind of went over this a little in the classroom, but just your thoughts on this.

Participant: I don't like them; I really don't.

Researcher: Why don't you like them. What is your concern?

Participant: With OERs it can be a variety of things. My idea of an eTextbook is a huge textbook online with different modules. The one you provided us was kind of cool because then it took you to a different spot and you can see a video and an audio book and that was kind of nice but I don't think students will read or like them. Where OERs are enhancing a lesson, eTextbooks are the lesson and I don't like that.

Researcher: So you want to be more free in your instruction.

Participant: Absolutely.

Researcher: Do you feel the same way about traditional textbooks? Do you feel like they are overly....

Participant: I feel like in a traditional textbook I can be free as I can just jump around and close it and put it away.

Researcher: So you have more control.

Participant: I have more control with the traditional textbook. Or it might be the same. I don't know.

Researcher: It kind of depends on the textbook?

Participant: It depends on the textbook. I don't have to use the textbooks unless I'm told to I guess.

Researcher: Well the mandates come, the schools spend a lot of money, the districts, on textbooks so they're hoping to get the teachers to use them. Of course you also think of your students' needs so, textbooks or eTextbooks, you still have to think of your students' needs.

Participant: I'm just thinking as eTextbooks I'm comparing it to my online Spanish class. My online Spanish class is generally modules, with homework assignments where you read

something then you click a module, you do the homework and you do something else and then you're done. And the things you read you don't really take in your just reading really quick, you skim it, maybe Control F it, you do the assignment and then you're done. Now I don't like that because you're not taking anything away from whatever you're reading. I like the fact that it's portable, that's a plus. I like the fact that some students are visual learners on the internet and they would probably like a screen in front of them. That's a plus for them. For me, I don't like that. I like something that you can highlight, even with different apps. I don't know.

Researcher: For skimming and scanning do you feel that's a skill all students should have in an ELA high school classroom?

Participant: Yes, I think skimming and scanning is important and they're not going to be able to, like if you have a document you're really have to read at your work or you have to do something really fast you're going to need to have that ability, so yes, that's important. However, there are times when you need to skim and there are times when you need to do your work. And, if I'm giving you an assignment where you have to do your work and I want you to read it, not all my kids are going to read their stuff and I get that, but I want my kids to read my things and I'm going to take away all the things that will make them cheat. I do it all the time. It's very useful but I don't want them to do it.

Researcher: Because you want them to have that deep reading.

Participant: Yes, absolutely.

Researcher: When completing the eTextbook activity, the one we did in class, do you recall what book you chose, not unit plan but that little activity I told you after the focus group interview you went back to your seats.

Participant: Oh, the module on the eTextbooks. Yes,

Researcher: When you each chose that when you did your, I called it a lesson plan but it wasn't, it was a reflection, what was your major idea concerning aspects of the eTextbook? Did you focus more on the features of the eTextbook? We went over those briefly and this one did not have an immense amount of features but it did have highlighting, it did have annotating, it did have if you press the button at the top of the page it would read the page to you on some stories, not all stories. It also had that you could make the text bigger, you could make the videos larger so you could see them. And then it also had content based, like the OERs. How did you feel about those, just your overall impression?

Participant: I thought they were fine. They were fine. I liked the modification that's nice for users who need bigger text or smaller text. But that also raises the question of do the students know how to use those modifications? And if they don't will they even want to learn how to use the modifications? And if they don't, will they want to read the textbook if they don't know how to use the modifications and don't want to learn to use the modifications, because if you don't want to learn how to use the modifications or how to use the textbook, no way you're going to want to read it.

Researcher: Were there any issues or challenges when you were considering how to use the eTextbook content or features that you found difficult?

Participant: I thought the homepage was rather overwhelming because there was a bunch of stuff on it and just the layout of it is very overwhelming, and that visual sucks. That was terrible. I'm like this is a textbook. No this is bad. To a kid that knows they're doing a homework assignment who doesn't want to do a homework assignment. I mean I wasn't even doing a homework assignment. You weren't going to grade whatever I was doing. And I was

still feeling overwhelmed. They would have probably felt ten times more overwhelmed. I wasn't being pressured on anything and I still felt pressured.

Researcher: Do you feel, because we went really fast, the nature of the game, do you feel that, and this kind of goes back to what you were feeling before, if they had more time to explore would it be better for them, your future students, do you feel?

Participant: I think for them to feel better about that particular eTextbook, or any eTextbook, I'm assuming they all look the same or generally like that, I think they'll need years of time to play around with something like that to know how to use the computer and to do applications similar to that so they know how to use the zoom button, so they know how to use the highlighting button you know. Maybe they do. I think you, not you I mean the makers of the eTextbooks need to change the layout of that textbook. So many folds. it doesn't look good and it's not personable. Maybe you have one of those, you know how Word had a little dude, maybe have a little dude like telling you where stuff is. Make it very personal. It looked very boring and mundane.

Researcher: So much more interactive, because it really was just some aspect and every book is slightly different. There was more interactivity coming from other publishers, I've seen but they're very proprietary. They don't want to share. I know that some of them have, you know, you had the hyperlinks suggested, given to the teacher. In other books..

Participant: Oh, they were just means?

Researcher: They would get everything they would have on the feature side, like annotate, highlight. Those they could access, make the text bigger. But they wouldn't have a hyperlink. Those were only given to the teacher in this particular book. Now some interactive

textbooks, some interact, Science is doing this a lot, have the hyperlink in this text when they're reading they have to make choices. Do you think you would prefer that model?

Participant: I would prefer, see I thought they had the hyperlink to go outside the text, and I thought that was a plus for the textbook. That is very cool.

Researcher: It is but you would have to give it to them. I mean you would have to say "okay, well there's these five videos and..."

Participant: Fine, I'm not saying make me do more work but I think if you're having a text and wanting them to roll towards "to video", I think that would be very cool. I like that about digital things that you can give them more information at once. You have like 45 minutes to a lesson, period, right? And you may not cover all of the really cool things you want to teach them. Through digital things and digital space you can give them all the information and maybe some kids will go back through that information and look something up and find it very cool, maybe. But you can give them an outlet to share information. And I think information is very important. The more knowledge you share with them and the more knowledge they share with each other is very cool and I like that about a digital world. So that is an eTextbook brought that "hey, let's go to a website where we can see video about this. Or let's go to this website where we can show you this picture about this." That would be awesome.

Researcher: Do you feel those kinds of elements support comprehension of content better?

Participant: Absolutely.

Researcher: So talk about that a little bit more, the eTextbook supporting comprehension of content. Is there anything particular?

Participant: Well in general, just eTextbooks>

Researcher: Yes, just eTextbooks. I mean just eTextbooks and you can include the features like the annotating. I don't want to put words in your mouth but the features sometimes enhance comprehension. Obviously the hyperlinks given by you or given by the textbook can enhance comprehension. Talk about that a little bit.

Participant: I think that if the textbook maker would be offering hyperlinks or be offering a key for vocabulary list or like a dictionary, a thesaurus, or like a Word think box, or maybe type in and there's a dictionary and it just gives you that word, or something, that would offer more comprehension than a normal standard textbook. So you can't do that would a normal textbook or the internet, or an ordinary thesaurus, dictionary, translator book. I think hyperlinks are amazing in eTextbooks. I think like I'm really for that. Right. Maybe I just flipped a switch. Maybe it's just different things for it. Maybe I'm just turned off by the layout of it and the fact that....

Researcher: Well we talked briefly about structure. Now most of your work because it's ELA, it's going to be fiction based which is going to be narrative text structure. But then the textbook itself has its own structure, a textbook structure. What did you think about the textbook structure regarding the eTextbook we looked at?

Participant: Well it was like broken up into different time periods I think.

Researcher: It went from, well, depending on the year, it went from non-fiction to fiction with each and then some of them had poetry, some of them had folklore. Then each of those were broken up into smaller stories or pieces of novel excerpts.

Participant: That was fine. I thought that was what any standard textbook does. That's okay. How good a textbook is broken up is okay. However, it's also how you want to teach your

class so I mean if your unit plan goes and you just want to just teach poetry for one day, fine. But if you just want to teach women, like writings or something, and that includes poetry then you might have to go into that chapter and then you may have to go into another chapter. You may have to hop around, which is also okay. No one is telling you not to. I think the breaking apart the chapters was okay. It just looked like a normal textbook and I've never had problems with breaking apart a textbook.

Researcher: You just didn't see anything special about it.

Participant: No. It was fine. It was okay.

Researcher: What elements of the textbook, do you think, provide the students with support for their comprehension of content? Was there anything with that particular textbook or anything you know about eTextbooks would support comprehension.

Participant: It was those hyperlinks that I guess were just provided to the teachers, on this particular book. Hyperlinks were dope. It was, I think, did it have a key like where you can click and it would have a definition button? Was that a thing, no? No?

Researcher: I think it had like a way to ...

Participant: A bank?

Researcher: No, they had like word banks but they weren't interactive just like if you were reading a book, a regular textbook, and you would have a little box at the bottom.

Participant: No I think it was just the hyperlink that I thought very cool because I clicked it out and it was totally cool.

Researcher: Well this question you kind of already answered regarding the hyperlink. How would you rate them for that particular unit that you looked at. Did you find the useful. Did you say “well these OERs, which is what they are, they were hyperlinks chosen by the publisher, which are OERs, would you feel they were valuable.

Participant: I thought they were lame, honestly. I think I would have found better ones. I think I chose, my unit was on the prohibition and I think it was a video clip about the prohibition, which is fine, but it was like an older narrator and it was so long you could just really fall asleep. I didn’t really listen to it. I was like “okay..”

Researcher: You probably didn’t have time. So you’re saying maybe not the one you would have chosen.

Participant: This is not the one I would have chosen, no, maybe not. I think I would have chosen better ones. But the fact that is promising for like... Maybe in the future they will choose, or maybe it’s opinion based. What I think is lame someone else may think it’s amazing or a student will think it’s awesome.

Researcher: That’s the point, it’s very hard to know. That’s why we had the rubrics to kind of guide us but even with that it’s still going to be subjective. What skills do you think your future students would need or instruction you would need to provide specifically for eTextbooks? Like is there anything you had to, like if they come in tomorrow. They mandate you are going to use eTextbooks. Besides the computer skills focusing on comprehension of content, getting the most out of that eTextbook, what do you think you would have to teach them?

Participant: Outside of computer skills, they’ll need reading skills.

Researcher: Anything specific is going to be different than traditional reading skills for that eTextbook?

Participant: Probably not. I'm trying to think. Generally an eTextbook didn't use weirder words. It wasn't translated in a different language, you would need to learn another language to use it. The main part of that because it was digital and that's the biggest thing they would have to learn.

Researcher: Do you think the features, meaning the ability to annotate, because they have like, if you're reading through any text we teach comprehension through, and it's hard to do in public school, sometimes post it notes that would say post it notes through your textbook to write down thoughts. Have you ever heard that?

Participant: I've never seen that.

Researcher: Like if you had a textbook, a traditional textbook, and I was reading I'd say "this is important." Usually you could write this on the side of the book. In public school we often have them use post it notes. So, in the electronic textbook they had a notation feature. Would something like that help with comprehension you feel?

Participant: I don't think it's the same, it's personal though. I think any writing on a digital like an iPad, I think Nicole said, she felt the same. I don't think she's right. Any writing on a phone or a computer it doesn't feel the same. You know, don't trick yourself, you know when it feels like a book and when it feels like a sticky pad and it feels like your notes, you know.

Researcher: Do you think we need to start earlier, you mentioned that before, like maybe, because we are conditioned to write and even to type sometimes. But to take a device like this or even a device like this and write notes on the side it's a struggle for many of us.

Participant: It's because I'm so use to in class I use to write notes. In high school I wrote hand notes and I learned how to take cornell notes. I don't do it now but I still know how to do hand notes. In college I started doing to notes on the computer. But I had a computer in high school but I started doing the typing on the computer notes. Only that was more prevalent then. They have computers now but they're not taking, they're not writing notes at home. They're on Facebook. I don't think school districts understand that's what students have computers for. They have computers and they know how to do Excel documents and like research all of these things and go into Instagram and post a video online.

Researcher: So you're saying they're using it more for almost a social media type element, Instagram, and Twitter if they can get on it, Facebook, whatever's the latest and greatest, Snapchat, whatever. Do you feel then that teachers and schools need to incorporate those kinds of activities? Okay, so no, elaborate on that before I go on.

Participant: I think you shouldn't mix social media with a professional setting, no ifs, ands or buts because a student will take his social media persona of Facebook and blend it with their professional idea. If there is something similar to Facebook out there and a student, a school wants to use that, by all means. A student knows Facebook and they'll know what that similar Facebook thing is. I don't think they should use Facebook though because they could A) go on Facebook in class and go on to their own website or B) they'll combine or just adhere their Facebook to your class and you don't want that to happen. Facebook is leisure, entertainment, social media.

Researcher: So you see a clear separation.

Participant: Absolutely. Your class is professional, it's school work, you get down to business. You're here to learn. It's not entertainment. It can be. I can be an entertaining, I can be funny. But I am here to teach you.

Researcher: You don't always feel it's your job to teach computer skills. Do you think it's your job to support your students with those things they may not do at home? You say they do more social media at home. So should you incorporate using Word, or a lower version, maybe a blog, that students can respond to?

Participant: I think briefly we've been learning about blogging in my methods course. I'm happy you brought that up. I don't know because it's a big thing to teach, you know. They still need to learn how to use the computer at that point. Generally, I think they know how to use Word. I think I could teach them, if they don't I think I could teach them, so this is a crash course of Word. Let's show you how to use italics or let's show you how to indent. I think that would be easier. A blog I think I would have to develop maybe a two part lesson on teaching a blog because it's very, I don't want to say hard, it's very intricate. I started a blog this past semester and my God, there's so many pieces in figuring it out, so you have to take it home so you have to consider that if you're kids have internet or not. So if you want to create a blog and you know your kids have internet at home that would be a bigger lesson to teach. Word should be fine. I think Word should be fine. You're going to use Word in your classroom. I think you're going to need your kids to edit your papers anyway. Word is okay. Power Point is also kind of cool. That's an important thing to have. I wish there was a computer class to teach them but that's another rant for another day.

Research: So it kind of depends. It's going to depend on what you're going to have access to. It depends on what your students know and what they have access to.

Participant: It depends on what my students know and they need to know and where I want my class to go to.

Researcher: Well thank you so much. I don't want to take up any more of your time.

Participant: No, thank you. Absolutely. I hope this goes well for you.

Researcher: It was very interesting.

APPENDIX N
FOCUS GROUP INTERVIEW TRANSCRIPT

OER and eTextbooks in the ELA Classroom

Focus Group Interview conducted on Monday, 11/20/17

Researcher: Lourdes Smith .

Researcher: A focus group interview is a group of people assembled to participate in a guided discussion about a particular topic or product. Has anyone ever been part of a focus group interview before?

Participant A: The time I was in a focus group interview I was with my family at Universal Studios and they just had people walking around with clip boards and we're ""what is this about?" And they came to us and asked us to participant in a focus group interview on if we thought this TV show was going to be successful. They would pay us money to do it. We sat down for like an hour and a half. It was an hour long pilot episode and then a thirty minute questionnaire about like how different age groups or like different demographics would like that TV show or not. So it was pretty cool. I made some money and the TV show was pretty great.

Researcher: Yes, this is just like that except there's no TV show and you make no money. It's just like that. That's what I want. I want your opinion, not about TV shows but about the questions I am asking. So has someone else in this room seen one or been in a focus group interview before?

Participant B: I have, but it didn't seem official. Next part garbled..... It was a focus group interview on study abroad and a bunch of questions about why we would or wouldn't. My friend asked me to do it.

Researcher: Researchers like myself are trying to be focused on things we can learn, including negatives and positives you have regarding your ideas and opinions about my topics which are OERs and eTextbooks. So basically I'm going to ask a few questions. Get close to the microphone if you want say something. You don't have to speak about everything, but if you have strong feelings or ideas I'd really like to hear from you and I really do appreciate it. So first I'd like you to, for this activity, visualize yourself in the near future, or currently for a couple of you, in your classroom, your own middle school or high school classroom that you are going to have in the future if you're not already there. What are some of the things you like about OERs in planning for your future or current class?

Participant C: Only the things we like?

Researcher: Yes, what are some things you liked, we'll get to the negatives in a minute. This is all of us together, but if you have something to say go ahead and say it.

Participant: D I know one. I found a really cool video game explaining history and they love history and they love video games but my fear is that it is really lame for people who love video games like the actual one I found. So it might be awesome because it's a video but it might be lame to play off of a video game. So I don't know how they'd respond to that.

Researcher: can't hear what is said here

Participant E I love how diapers, I like how it's not just like coming into this like OERs I just thought like there's free books online and there's free text and everything and I wasn't really aware of

how expansive it was. Like she said video games or virtual field trips and all that. So I think it's really nice that I feel like there's an OER for every situation, well kind of, that you could need so that's a really great positive for them.

Participant F: I was just thinking about the OERs in my plan because I had some I think were false OERs in there, OERs I thought were OERs but they're not really true ones, but I was thinking about something I'm trying to do with my students. The OERs I've used that are true OERs they really help connect the classroom with what is going on outside or what has happened outside. Like this week I'm using biography.com and I don't know if that's a true OER but we're pulling up videos on _____ true (it's a woman) and how her lived experiences connected to what she has to say in her speech as a woman and that something that seeing the video and hearing people talk about her is an experience they wouldn't have gotten without that OER (mumbled for the next two statements)

Participant G: Technology, they're portable and concise. So like you can use a laptop or an iPad or even a phone which I think is pretty rad and we can get all that information all at once instead of one movie one period or one article or music audio sound. You want your students to have that extra information and I like that added information during that period.

Participant H: It also allows for distance learning. My school's kind of a strange model but it's a university model so we have a full day of school Tuesday, Thursday and Friday and Monday and Wednesday they're home schooled. When they're online learners I provide all their work. So like at my level, tenth grade, their parents are teaching them so they're online and they're trying to split the classroom and online and you're not actually in the classroom with them so that could be a really good way. I know your department does that a lot.

Researcher: I know they use to do a lot of distance learning but now I know they're trying to move into the regular classroom. Any other thoughts on positives? Okay, let's move on to the next. What are some weaknesses we'll say, in your opinion, about OERs?

Participant I: I'm an Elementary Ed Major and I did a lot of lesson plans and there aren't a lot of OERs for elementary school students. There's a ton for secondary so it was very, very difficult to find five. I did six lessons and it was very hard to find six OERs that weren't youtube clips.

Researcher: You say that specifically to content to connect with. What are some of the other challenges for OERs either looking for them or evaluating them, if they're useful?

Participant J: I used an OER for a homework assignment and I know my kids aren't able to access that OER at home so I think you have to make sure that the kids you're teaching have that service to access at home that you're sending.

Researcher: That's a big concern. There's a lot of bandwidth issues even with those who can access. Some work better than others. If you have something choppy doing a virtual field trip, so I see that point.

Participant K: With my lesson plan I think I had started with an OER and I had a tough time navigating it because I put in the lessons I needed to hit and I knew the standards I needed and I think I got two responses back and one of them was really big and I didn't find something that matched the video I used and the standards I needed. I didn't find anything I thought I could just go with. So I think in like terms of planning, teachers and all teachers have very limited time, the OERs I interacted with really frustrated me and I completely ditched them and then started searching specific things just like I wanted out in the open on the internet. Like I had been teaching theme and tone and I just started googling "theme" and "tone".

Researcher: Google's very popular. Anyone else with a challenge or weakness they feel trying to figure out OERs or use them. Something for your future plan.

Participant L: The text based OERs, like the PDF, like when reading a book, I think for leisure reading they're okay. But if you're trying to do an app and take notes and you're trying to figure out themes or different important points in a novel it's better for them to have a physical text from you, I think.

Researcher: Do you feel any of the apps that are available now for websites and some eTextbooks that you can do a sticky note or an annotation or a highlight is that comparable or do you think it's not the same?

Participant L: Honestly, I don't think I've used enough of them but I have used some of them and I have highlighted on my computer on the OER. It's fine but I always resort to leaving a physical card, printing it out and everything.

Participant M: I think there are comparable apps though because I used my ipad for all of my professional area exams and I, with the ibooks I have the Apple pen and you can take it and you can add everything and add sticky notes and write on them and everything. So I thought that was comparable because it's the feeling of the pen in your hand and going over the paper and all that. And students at my school and most, I think all of the high schools in Orange Co., I might be wrong, they have the Lenovo's that can flip into a tablet and there are plenty of stylus's online that can be used on any touchscreen so the kid really did want that feeling of writing on a piece of paper. I feel the stylus and the touchpad are pretty comparable when you compare the two.

Researcher: Any other thoughts on the negative? As you know we had some trouble this semester when I had the internet down and we didn't get you the pieces I wanted to on the

eTextbook, but what are some of the strengths or weakness of the eTextbooks that I was able to get to you on the eTextbooks online?

Participant N: So when I was in high school I had a lot of back problems so I wasn't able to carry around textbooks for every class so I had to make arrangements with each teacher to keep my books in their classroom. So kids that would use eTextbooks that would be a tremendous help. Like any problems they would have lugging around those heavy textbooks they're all put on a really light ipad or a lighter laptop that would be a thousand times better then like five textbooks in a backpack.

Participant O: That would have been great in middle school when I was carrying around like five textbooks every day.

Participant P: I also think it might be beneficial to the school because of some of the books students never return.

Researcher: So more cost effective. Any concerns you have regarding eTextbooks. I showed you some of the features and how some of the publishers have their own OERs. Are there any concerning you have about the use of it or challenges you may face?

Participant Q: I can't tell you how many times we try to use something on the internet we always have problems. The internet's down or the device isn't working so you can't always plan for something every single day so you have to waste time or you have to improvise. It's frustrating for the teacher and the student. On top of that they have to be on a technological device so we have to minimize distractions and that's hard for an adult to do so for me I think that's the hardest thing. I don't know in the future if there's going to be some technology that's going to block everything else except what you're doing. If that was created that would be really helpful. So the internet access and the distraction are really the hang up for me as a teacher.

Researcher: The concept of digital distraction is real and we've all lived through it when we go online for information and see how many rabbit holes we can go down, this link or that link. That kind of goes into my next question with regard to comprehension and we look at comprehension with online text a little differently. I mean with a traditional text we summarize and synthesize and those kinds of things. We still do those with an online text but when you think of an OER or eText what level of comprehension do you think your future students or current students will need to understand their content? Will they be similar or different?

Participant R: The thing that I see as an issue is because they are just copying and pasting what they find do really have time to write it down physically like making that connection as you're writing that down. So when they copy and paste are they concentrating on what they are writing down or are they just putting it there to fill in a blank spot?

Participant S: Or they're just control finding whatever they're finding to complete the text in the area they find. I mean you can say synthesize it or look for the topic or headers but you're still trying to read the text and have a mental control find on a textbook and can literally find something your question is based on and your students can just find the answer to that question right there.

Researcher: That's a very good point I think because I know I do it. I come across something I don't read the whole thing. If it's something about the globe I search for something about the globe. I'm not going to read it. Is that a good thing or a bad thing?

Participant S: Both.

Researcher: Why?

Participant S: Because even if you control find what you are looking for they'll have to look for where each work is to figure out if that's an answer to the question so they're still reading and comprehending it. At the same time it's a little lazy because instead of flipping from one page to another you're just looking for words.

Participant T: But doesn't that take away some of the frustrations that students have because I know when I'm looking through my textbook for my literature classes and I can't find what I need for a question I start losing my mind and get really upset because I say "where is it". I know I read the same thing somewhere I just can't find it. So even though I agree that skimming, and you really read certain parts and it sticks in your head more so I think it's good for that but I also think that it takes away some of the frustration students have when they can't find that one thing they know they read earlier.

Researcher: Like with traditional textbooks I use to hate when they didn't have a glossary so I could look for something.

Participant U: I think that's a good thing for mixing the two but still having a classroom set of textbooks like maybe making them do summary games but before they go home they read it so there's not the frustration because they say "I know I read that" so they've already done the pre-reading.

Participant T: And I think there's also some responsibility on the teacher's part like if you have a homework assignment with like ten questions to not just word it so the students can copy and paste part of the question in Control F and it'll just pop up the correct answer. Now if you're going to be doing that and you're going to be using eTextbooks they can find it and it's now up to you as a teacher to make sure that you are not making it so they can just find that answer and write it in.

Researcher: Do any of you have an opinion regarding, how you feel about, it's your opinion, about future or current students and their ability to evaluate OERs, the content. Do they have the ability, do they need to be taught or trained to increase their comprehension?

Participant V: I think that we're providing them an eTextbook and they're at school or something and you just want them to stick to the textbook then there probably wouldn't be any push to evaluate it. I think the thing that gets me excited about OERs is you have the textbook and then all the other things you can do with that technology and I think that and kind of what we're talking about with Control F and the frustration for me. I would be more concerned about maybe that Control F and how to use it to find stuff and effect their resiliency and be able to not only find an answer or find something online but to make sure it's accurate and I think that's critical. And I think as Language Art teachers we're only one of the subject areas where teachers say "here's a formula, memorize it" not apply it to things, like here's a pyramid memorize it. But we take on a lot and say "this is not going to happen in our classroom...."

Participant W: I think there is going to have to be a lot of educating of teachers and students because sometimes teachers are going to assume that kids know technology or how to navigate but there are probably going to be classes in addition to these programs. I remember like a college program and you took all these basic Microsoft Office skills and now you're an expert. Some kids don't have those classes or know the technology and this is the first time they are dealing with this. So what do you do as an English Language Arts teacher and your student doesn't know that. They're already far behind knowing the computer and we're going to presume they do.

Researcher: Well there's many levels that need to get taught.

Participant W: Yes, that could also be difficult because we have so much to teach on the subject so now this one. How important is that? That's something teachers are going to have to figure out and where do we put it in and what are we going to do now, take it out of the arts?

Researcher: Yes, probably take it out of the arts.

Participant X: There are kids who are going to know the ins and outs of cellphones and tablets that aren't going to have those problems, I think it will be easier for these kids to evaluate them because a lot of these kids are going to come into the classroom knowing how to use a cellphone or a tablet and already have those skills depending on where they're from and what their family allows them to do. But like me I wouldn't understand it because I wasn't allowed to use computers. So I think it would be easier to evaluate the kids with these tools. So you still can use this as an educational tool but there's a line you have to draw because is it going to be useful for everything you have to do or just let them play on something.

Researcher: What are your thoughts on this?

Participant X: It's going to be annoying. You don't have this download in any fashion, it's another thing you have to learn. You have to explain to them that yes you're used to playing on this to play a game but you can still use this as an educational tool.

Participant Y: I feel there is this line between engage them but we're not there to entertain them. That's not the point of school and I feel a lot of the voice that I hear there's a push to get them online and get them involved at any cost. To me there's a huge cost to getting them involved and I haven't seen it done well. So to me I would hold out until I did. I would need to be convinced that what I'm trying to teach is happening with technology first. They're using this, is this a method, a good method, of teaching you know? Because they're interested in a lot of things...

Researcher: So you need to see some real results.

Participant Y: Yes, I need to see that the critical thinking skills are there. And right now it's mindless what I see. It's just making the teaching process easier and I kind of reject that.

Participant Z: To go with what she said, I happened to be in a meeting today with the Principal and the Curriculum Co-Chairman for the Century Team and they're trying to implement this like stem kind of program. They're like all excited and started having iPad meetings and they started looking at the plans and what's going to happen. Like go in there like for like Christmas week. The teachers start looking at like "120 minutes here, 160 minutes here". And they're like "okay, so we're going to teach this, like you want us to scratch all the plans we have?" And the Principal looks and goes "Huh". That's all he said. So the teacher looked at him and said "so what do you want us to do" and he said "we have to look into that because we'll probably have to take time from math or something". So the teacher just looked at him because they're saying how they like how the students will be engaged on the iPad minis and how the critical thinking and the problems they'll figure out will be beneficial for students. However, it is taking away from like the things they already have to do and the things they have to prepare for within the year.

Participant AA: You also have to analyze why do you teach? What do the schools teach? And to me, teaching technology, I mean you're teach people to be successful and technology is integral to success in my opinion. Now I see that but I also feel if you're idea is to expand their minds and allow them to speak more critically you kind of have to orient your ideas around like is school a practical step to get or are you firing new pathways in people's minds. I know that can be done with technology. But I just feel like something's being sacrificed. So if you're teaching English, you have privileged students with _____ versus someone who doesn't, I want an even playing field and it just won't be. There's no

way it can be right now. And then to make it even I would have to teach technology with my subject area and I think they'll learn in high school, if they teach it.

Researcher: I'm curious, I guess you see technology and ELA as separates. With the OERs and the eTextbooks integrating the technology in the content make a difference to you? Do you see a difference in your role there?

Participant AA: No, because for them to engage in OER I would have to take the steps to teach them technology and for some of them that would be a complete waste of time. Like I took the Integrated Technology 2 curriculum and they're teaching me how do you google docs? How do you google docs for five pairs? So that was a waste of my time. So to take the time to do all of that would waste a lot of students' time and the other students still will not be caught up. Do you know what I mean?

Researcher: You want it to be more individualized.

Participant AA: I think OERs, to be honest, only have a place in distant learning on _____.

Researcher: I appreciate that, that's good. That's going in my report under a pseudonym

Participant BB: I also think English teachers should not be teaching Psychology, that's not our field. I don't think it's fair to have to learn another material that we don't want to learn but if you want to integrate technology in the classroom have a computer lab tech course. Ninth Graders or middle schoolers have to take it. Have them learn google docs and Microsoft Word. I have _____ high school, they are a Title One school and they just now became a digital school and all those kids have no textbooks. Everything is digital. I think what the administrators realized is that they assumed since they're young they technology. They use technology just for what they use technology for, youtube, Facebook, Instagram, whatever. They don't know how to research and look up what

Edgar Allan Poe wrote. They don't know how to do that. So unless all of your OERs and all your information is on youtube, or on Facebook, they won't know how to use it. So you have to teach them.

Researcher: So you're saying you don't want to but you may have to.

Participant BB: As a teacher, yes, or I won't have a job.

Participant CC: I keep hearing, "why do we, as Language Arts teachers have to teach technology?" Like the school I'm in right now, I know ELA isn't the only one that teaches technology, especially History. I know that the History classroom and the ELA classroom are pretty neck and neck with how much time they spend teaching technology. So I don't think it's just us getting time taken away from our classrooms to teach. On top of that we have con academy. The kids all hate con academy. And the teachers hate con academy because the schools are like we have this so you have to take a day out of your week to just do con academy. So every Wednesday for 40 minutes they have to sit down and do con academy, and they hate it. And I think it's only Language Arts that has to do con academy. I think Math might have to do it too but they stagger it throughout the week.

Researcher: People don't like choice to be taken away. Go ahead.

Participant DD: What makes this more effective? I don't remember me having to, I think the most we had was to F4 explore in technology and online work. But now, because it's kind of the in thing we kind of force it on students I wonder what makes that more effective than normal pen and pencil.

Participant EE: Not mentioning the county I work for it's like oh, this is where they want eighth grade to teach them technology to prepare for when they get to high school because last year and the beginning of this year, my grade, we're supposed to take them through a digital

literacy course and we basically got our administration to not let us do that because we were like here are all the standard things we need to do so right now we don't have room for it. And they were like "okay", and we've just never come back to it. And last year they had us do this thing called kink I think. It was to help students prepare, kind of like a certification they needed to have. I don't know if it was for them to qualify to use technology, but they kind of claimed that. And we got a power point sent to us that had been like passed down through the district I guess. And I don't think it was ever originally supposed to end up in our emails because there was a slide where somebody, a high up had added "we don't want to take away from math, let's have language art do it". So my thing is maybe in some classes they are truly having them teach technology but my impression so far is let them do it through language art and that make sense because nobody is capturing that reason for us for the importance of it in language arts that this is a worthwhile experience when we already have fears about the internet, that the internet is going to out when we try to do something and we just keep getting pushed like make your kids go through the course online but there's no real infinite.

Researcher: That's kind of, I want to go there next actually. I say the statement. I want to hear what your thoughts are. "I feel prepared to teach with an eTextbook and/or OERs in my future or current classroom".

Participant EE: I feel somewhat prepared, especially with how eTextbook readers are because I've had fantastic eTextbook readers. I'm like "great. I'm going to start buying all my textbooks as eTextbooks. I'm only going to use eTextbooks now." And I've had other eTextbook readers like you do, which was the worst thing. I did not use my eTextbook the entire semester because that eTextbook reader was so God awful. I literally could not use it. It was only like three sentences per page. I couldn't get it on my iPad. It was bad, just bad.

Researcher: You've had a few varied experiences. Do you think those will help you in the future if you have to use eTextbooks if the State comes down and says you're using eTextbooks?

Participant EE: If it's a decent eTextbook reader but I couldn't even, like I looked up stuff online on how to use youzoosks (sp?) for my eTextbook and I just could not get that to work for me. So I don't know if I get something like that where I just don't understand it and I don't get how to use it that I don't know how I'm going to get my students to use it and like maybe one of my students will just get it because kids just pick stuff up and they're like "yes, this is easy. I got this". But if that doesn't happen I don't know how I'm going to you know impart knowledge on my students that I, myself, don't have.

Researcher: Did you hear that my dear?

Participant DD: No. I do know I struggle with time with eTextbooks and PDFs. Like last night I was doing an exam and I had to look up a quote from a book and I found a million different PDFs of the book and I had it on the Kindle app and I couldn't figure out how to search like the text to find what I was looking for. I spent like an hour on that question alone. And I had to end up asking my friend to look it up for me because I couldn't figure it out. And I know if I can't figure it out I can't teach my students how to figure it out and then we're all going to be sitting there competing.

Participant FF: Being this digital phase that we're in it's really going to be a test of our dedication as teachers, our will power and our ability to adapt. I still think our ability to teach is going to be tested during this whole process. I'm still hopeful this stuff is not going to weigh me down and that I'm going to be able to adapt no matter how difficult or stressful it seems to be. I've got to do it. I know you question things while you do it, don't just do things blindly, but it's going to be doable if you think it's going to be doable and you're always going to serve as a filter for your kids. So I guess as a Language Arts teacher, I'm losing

the thought here, but somewhere along those lines. I'm done. There's some good in there.

Researcher: Who in here is currently teaching _____ one. You're current teaching. Have you had any training on using eTextbook professional development?

Participant GG: For eTextbooks? No.

Researcher: Okay. I'm just curious. I want you to look at this statement, "OERs and eTextbooks are quite different from each other in terms of how I will use them for planning". What is your opinion on that?

Participant HH: That's what I was thinking. I use OERs all the time. There's all these videos I play or something.

Researcher: You do, for personal use, or for your class?

Participant HH: For my class. And we're all digital natives, I think everybody in this room is. So I don't think the problem is being able to use it. That's not really my concern at all. I think I have it all figured out and I've never, although I'm anti-technology which I am, I know how to use it. I'm competent. I just don't like it. So, I'm not worried about that part of it. Like my school is into all that technology and like all these leaders in technology, like Bill Gates and all these leaders in technology, intentionally have their kids go to schools that deny corporate technology because of like how the President is all the time and they want to escape from all of that at their schools. I don't know maybe I was just brainwashed by my schools.

Researcher: I think that's true. I think it was out in the _____ too, all the tech head people decided their students would go to schools with zero computer, zero technology.

Participant HH: So they could really think well.

Researcher: Sure.

Participant HH: But I don't know if I should admit that to you all.

Researcher: I don't know if that's everybody in the U.S., but it's the truth. It is true. How do you all feel about this statement?

Participant II: Like how I will integrate them into my lesson plan or is the statement how will I use them to help my lesson plan?

Researcher: When you consider your plan are you going to look at your OERs and eTextbook differently or are you planning to use them together? I specifically ask this question because a lot of teachers feel in English Language Arts I'm going to teach novels. I'm going to teach short stories. I'm not using textbooks. I'm not using eTextbooks. I'm not using any textbooks but I am going to use OERs to support my students.

Participant JJ: I think that OERs give a little bit more of life to an eTextbook. Like if I was going to use an eTextbook I think I would be more apt to use OERs because we have devices and I can use some things.

Researcher: How about this one. This one is not too different. I mentioned this to some of you in your interviews. When related to your unit plan when you were planning your instructions how did you feel about finding useful OERs?

Participant KK: I found for some of them I was kind of like stretching that that was comparable to the lesson because we had to include OERs for every lesson. So I felt myself like stretching like "yes, this could probably work if I did this and changed that and moved that around". So like I found a few good OERs for ESL students that I felt helped them a lot. I think it

was easier for me to find OERs to enhance students at a lower level than to enhance students learning at a higher level.

Researcher: Perfect.

Participant LL: I think I had trouble finding them too because I made my lesson and looked for OERs for most of the lessons because we were forced to. If we have a choice then use it if it enhances the lesson and don't if it does not.

Researcher: That's a good point. I'm sorry if we're stupid.

Participant MM: See mine is kind of the opposite. Whenever I got stuck in the unit plan I would look up the OER. I know we had like the requirement but I didn't try to force it. I only used it when I didn't know where else the lesson was going to go and like "okay, how can I wrap this lesson up? Let's put in an OER". And this would really help me get away from like the writer's block of writing a lesson plan.

Participant NN: Yes, for me was unusual. You don't need to create six lessons in a row to use an OER. I do use them but definitely not that much. So that was the part for me. I just showed a video yesterday for a plan so I don't know if I should do another video. I wouldn't do that unless I needed to for that class.

Researcher: So it was kind of forced.

Participant NN: But not always. Like I didn't know how that assignment, like if that assignment was not to use an OER I probably wouldn't have used an OER. Like I did five lesson plans so I probably would have used two OERs because that's how I teach but I wouldn't have used five.

Researcher: Okay, we're getting to the end of our focus group interview but this is one question I'm curious about. Over the semester you learned about OERs and eTextbooks. As I mentioned the State of Florida, and other states, are mandating that eTextbooks be used. What are your feelings about this mandate for the ELA classroom?

Participant OO: I've pretty much come to the conclusion that I'm going to get in trouble with my district because I don't really agree with almost everything that they mandate. So I feel whenever you mandate huge groups to do things I feel there is disconnect between what is actually applicable in the classroom and what you're doing to fulfill a policy. So I have a big problem with this mandate. I don't feel it's to benefit the students. I feel like there's some kind of payout. Sorry.

Researcher: I asked. I appreciate it.

Participant PP: I think it strips you of your identity as a teacher because all of a sudden you have all of these things you have to do which means you don't even teach what you want to teach and you're not going to teach as well because that's not the way you would do it. So I think that's part of it to just have that and to feel trusted. Like you don't have to submit a lesson plan every day but they trust you to do what you need to do. I just like to go to private school.

Researcher: I understand. But the thing I'm excited about using the eTextbook but you're kind of shaking maybe, maybe not.

Participant PP: I think I feel a lot of potential in it. Like if you are to push eTextbooks and OERs how wonderful would this type of focus group interview be at our schools as opposed to what will probably happen is just the mandate. Like you have to do this with no support. And I think all of us are on the same pages in that we have a passion to help our students succeed and a lot of our students who are in low income areas. They're trying to give

their children a fighting chance. Like two more libraries in the more affluent area. I feel that technology can be a true equalizer in those schools that have that provided for them at school. That's a good thing about eTextbooks. But my concern is the teachers don't have things put in place to actually teach their kids how to use it well and teach their digital literacy that is meaningful to them. And looking out individually like you do a test of all your students to see where they're at and a group gets like a nine week course where they are supported as they grow in their digital literacy. That gets me excited but eTextbook isn't going to stick. I think there's a lot that needs to go along with that.

Researcher: Okay, we're closing in. It's important for the research and also for you guys. Describe how you would use OERs or eTextbooks to support comprehension of your students with regard to ... there's two kinds of OERs, There's structural that support you and then there's content that support your students. Which one do you feel most comfortable with?

Participant QQ: Content that supports my students.

Researcher: Why?

Participant QQ: I use what's called creative comments, or something like that. I looked at youtube videos and stuff like that although they really minimize the content, I used youtube videos I felt for every lesson plan. It taught my students something.

Participant RR: Is supporting you like looking online for a lesson plan, is that what you're talking about?

Researcher: Yes, maybe, or like graphic organizers or something that help you explain something. Or like if I was teaching something about Edgar Allan Poe I might look for specific content that might help them understand his work.

Participant SS: I don't know if I would like it the most but I think I would use it the most to support my instruction lessons. Like one of my favorite ones but I don't know if it was a true OER but trying to find OERs led me to finding like this awesome organizer that I kind of modified and changed that worked really well in my class. But I think the dream is to take on a lesson with an OER that they're learning something where they can feel more interactive. Going off from that I think any OER I would use for my students would have to be teacher lead. I didn't find any OERs I would give my students to use.

Researcher: Okay. That's another absolute run we did not go into as in how much scaffolding do we need? Some you could just hand off. The eTextbooks I gave you access to they use to have them more integrated into the text so if you're reading off the globe there'd be a link to the globe somewhere and we could talk about that. They modified it for 2016. They took them all out and they put them in one section of the text for the teacher to decide how to give them to the students. Is there anything else regarding OERs and EOS you'd like to share? Is there anything about eTextbooks you would like to share? Then thank you. I do appreciate your time on this.

APPENDIX O
GRAPHIC ORGANIZERS

Group 1, Week 1 → Date: 10/17/16 →




TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used? 2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)?

<p>Notes from Responses to Guiding Questions</p> <ul style="list-style-type: none">• → Have used OERs as a guiding tool for lesson plans• → Never used eTextbooks educationally in our past school experiences until we started college	<p>How we plan to integrate learning into our instruction:</p> <ul style="list-style-type: none">• → Utilizing interactive features such as coding which is difficult to do with a physical book without ruining it
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">• → How do we accommodate students who do not have accessibility to technology?	

TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom

<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses to Brainstorm</p> 	<p>Guiding Questions:</p> <ul style="list-style-type: none">•→ How you will integrate an OER into your unit plans.•→ Think about and discuss as least one specific OER in the context of your unit plan•→ Review the rubric for different evaluation criteria of OERs.•→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) <p>Integrate OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none">•→ Google search•→ Making something of our own	<ul style="list-style-type: none">•→ Interactive website•→ 3D tour of a museum•→ Flipped classroom<ul style="list-style-type: none">→ Accessibility•→ Portfolio style
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">•→ Can we create OERs?	

TOPIC: Supporting Comprehension of Content with OERs

<p>Brainstorming: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?</p> <p>Our Notes from Responses to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">•→ After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs?•→ Discuss at least one OER you're planning to use for your Unit Plan?•→ What will you focus on regarding reading comprehension of that OER specific to the unit plan? <p>Integrating OERs into our Planning and Instruction:</p>
<p>•→ Research</p> <p>•→ Multiple modalities of learning</p> <p>•→ Scaffolding</p>	<p>•→ New graphic organizers that relate to standards</p> <p>•→ Video resources</p> <p>•→ Using guides for students to sort through information found in OERs</p> <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures

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<p>Brainstorming: Brainstorm some specific ideas regarding what you currently know or believe about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none"> • → Using eTextbooks instruction • → eTextbook features • → eTextbook structure <p>↩</p> <p>Our Notes from Responses to Brainstorm ↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why? • → How will text structure play a part in your eTextbook usage and instruction? • → What challenges do you foresee with using eTextbooks in your instruction? <p>↩</p> <p>Integrating OERs into our Planning and Instruction:</p> <p>↩</p>
<ul style="list-style-type: none"> • → you can highlight • → get definitions for words • → hyperlinks • → search within the textbook • → usually are similar in structure to normal textbook 	<ul style="list-style-type: none"> • → highlight and definition tool • → notetaking • → quizzes at the end • → structure doesn't matter • → lack of resources for students • → may cause distractions • → can click on another tab without teacher noticing • → technology issues <p>↩</p> <p>↩</p> <p>↩</p> <p>↩</p> <p>↩</p> <p>↩</p> <p>↩</p> <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <ul style="list-style-type: none"> • → Are eTextbooks offline? • → Why are eTexts so important if only 6% of population use them? <p>↩</p> <p>↩</p> <p>↩</p> <p>↩</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures

<p>Brainstorming: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>Our Notes from Responses to Brainstorm ↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> •→ After the presentation, discuss the following: •→ What will you do to support students' usage of an eTextbook with regard to comprehension instruction? •→ How will you support students with their cognitive flexibility? •→ What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> •→ They just need to be familiar with electronic devices. Most kids in this generation are. 	<ul style="list-style-type: none"> •→ Have a class session that's showing how to use the programs in class. •→ Utilize progress monitoring systems •→ Only that many studies show that pencil and paper help students retain more. •→ Pencil in hand allows you to be more active in what you're doing <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p>	




TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom. ↗

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used? 2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)? ↗

<p>Notes from Responses to Guiding Questions ↗</p> <ul style="list-style-type: none"> • → I haven't used them (eTexts) - trouble reading on-screen ↗ • → I use CPALMS, teaching channel and other teacher educator websites ↗ • → eTextbooks require a different reading approach compared to reading print based text ↗ • → The only thing I've used (eTextbooks or OERs) I think is CPALMS especially my 1st years as I felt overwhelmed by standards and how to teach them ↗ 	<p>How we plan to integrate learning into our instruction: ↗</p> <ul style="list-style-type: none"> • → Expand opportunities for students to engage with a text/ to expand the instructions ↗ • → Use resources ↗ • → Incorporate multiple forms of media to engage students better and relate to prior knowledge ↗ <p>↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗ ↗</p>
<p>Questions we have about the topic: ↗</p> <p>↗ ↗ ↗ ↗</p>	



TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom

<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses to Brainstorm</p> 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> •→ How you will integrate an OER into your unit plans. •→ Think about and discuss as least one specific OER in the context of your unit plan •→ Review the rubric for different evaluation criteria of OERs. •→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) <p>Integrate OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> •→ How do we locate OER? •→ What exactly is an OER? •→ Is there a correct way to choose OER/get them legally? •→ How do we decide what can get used in the classroom? •→ Google? 	<ul style="list-style-type: none"> •→ Online game to review for unit plan •→ Jeopardy/Kahoot •→ Go over rubric/ Kahoot seems to be able to fulfill each "Superior" category •→ Kahoot can offer various types of questions/can be useful in several activities
<p>Questions we have about the topic:</p> <ul style="list-style-type: none"> •→ Can we create OERs? 	

TOPIC: Supporting Comprehension of Content with OERs

<p>Brainstorming: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?</p> <p>Our Notes from Responses to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs?Discuss at least one OER you're planning to use for your Unit Plan?What will you focus on regarding reading comprehension of that OER specific to the unit plan? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none">Online activities, quizzesSparknotes/ No FearDiscussion boardsForumBlogsPracticing	<ul style="list-style-type: none">Interactive diagrams and I-chartYoutube or Sparknotes<ul style="list-style-type: none">for visuals and summarizing to give a deeper understanding of the topic <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>Would you recommend using these in class or for homework? How would we use these in a school that has privacy settings?</p>	



TOPIC: eTextbooks Features and eTextbook Text Structures

<p>Brainstorming: Brainstorm some specific ideas regarding what you currently know or believe about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none"> → Using eTextbooks instruction → eTextbook features → eTextbook structure <p>Our Notes from Responses to Brainstorm ↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> → After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why? → How will text structure play a part in your eTextbook usage and instruction? → What challenges do you foresee with using eTextbooks in your instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> → eTextbooks tend to be more interactive → offers opportunities to search definitions and terms → reading on a screen is difficult, distracting → Cost efficiency? environmentally friendly 	<ul style="list-style-type: none"> → Will use: audio, hyperlinks → Compliments scaffolding and further learning → challenges: read ability and distractions (digitally) <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>☐</p> <p>☐</p> <p>☐</p> <p>☐</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures


<p>Brainstorming: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>Our Notes from Responses to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> → After the presentation, discuss the following: → What will you do to support students' usage of an eTextbook with regard to comprehension instruction? → How will you support students with their cognitive flexibility? → What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> → They just need to be familiar with electronic devices. Most kids in this generation are. 	<ul style="list-style-type: none"> → Have a class session that's showing how to use the programs in class. → Utilize progress monitoring systems → Only that many studies show that pencil and paper help students retain more. → Pencil in hand allows you to be more active in what you're doing <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p>	

TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used? 2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)?

<p>Notes from Responses to Guiding Questions</p> <ul style="list-style-type: none">• → Some have used the Ebooks, but most do not know what OERs are• → Like the markability• → Websites for OERs, but no one really knows what an OER is• → Used more in college vs. high school (OERs)• → Resources online (online libraries) can be OERs• → Don't see OERs used much in the classroom outside researching	<p>How we plan to integrate learning into our instruction:</p> <ul style="list-style-type: none">• → Multimedia pairing with texts to help students understand• → e-learning can help with different types of learning<ul style="list-style-type: none">○ → Audio-hearing music related○ → Visual-pics
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">• → More of a definition of OERs (seems abstract)• → To what extent is it an aid vs. a way to facilitate instruction?	

TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom ❏

<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan. ❏</p> <p>Our Notes from Responses to Brainstorm ❏</p> 	<p>Guiding Questions: ❏</p> <ul style="list-style-type: none"> •→ How you will integrate an OER into your unit plans. ❏ •→ Think about and discuss as least one specific OER in the context of your unit plan ❏ •→ Review the rubric for different evaluation criteria of OERs. ❏ •→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) ❏ <p>Integrate OERs into our Planning and Instruction: ❏</p>
<ul style="list-style-type: none"> •→ School database; library database ❏ •→ CPALMS ❏ •→ videos ❏ •→ Pictures ❏ •→ Music ❏ •→ Read-a-louds ❏ 	<ul style="list-style-type: none"> •→ Some OER online didn't seem trustworthy ❏ •→ Using e-books for exploration of the subject matter ❏ •→ Would evaluate based off reading level ❏ •→ Age appropriate content ❏ •→ Is the e-book related to standards and/or content we are covering in the unit? ❏
<p>Questions we have about the topic: ❏</p> <ul style="list-style-type: none"> •→ Recommendations for evaluating OER? ❏ 	

TOPIC: Supporting Comprehension of Content with OERs

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<p>Brainstorming: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?</p> <p>☐ ☐ ☐</p> <p>Our Notes from Responses to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs? • → Discuss at least one OER you're planning to use for your Unit Plan? • → What will you focus on regarding reading comprehension of that OER specific to the unit plan? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> • → Make websites to help them understand • → Use interactive websites to learn more about a time period to build background knowledge 	<ul style="list-style-type: none"> • → We use them a lot without realizing it • → Students can use OERs at home to help with studying <p style="text-align: right; font-size: small;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>Would you recommend using these in class or for homework? How would we use these in a school that has privacy settings?</p> <p>☐ ☐ ☐ ☐</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures



<p>Brainstorming: Brainstorm some specific ideas regarding what you <u>currently know or believe</u> about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none">→ Using eTextbooks instruction→ eTextbook features→ eTextbook structure	<p>Guiding Questions:</p> <ul style="list-style-type: none">→ After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why?→ How will text structure play a part in your eTextbook usage and instruction?→ What challenges do you foresee with using eTextbooks in your instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<p>Our Notes from Responses to Brainstorm</p> <ul style="list-style-type: none">→ online→ novels→ PDF versions→ more expensive→ easily transportable	<ul style="list-style-type: none">→ cleanliness→ sticky notes→ good for ESOL students→ you can't lose it→ Technology-glitchy→ No "Control-F"→ Distractions→ Access to technology <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">	

TOPIC: eTextbooks Features and eTextbook Text Structures

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<p>Brainstorming: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>↕</p> <p>↕</p> <p>Our Notes from Responses to Brainstorm ↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, discuss the following: • → What will you do to support students' usage of an eTextbook with regard to comprehension instruction? • → How will you support students with their cognitive flexibility? • → What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction? <p>↕</p> <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> • → Kids need digital literacy to understand eTextbooks, which means they need access • → Low socio-economic- can they afford? • → Achievement gap widens • → Educating teachers in digital literacy <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p>	<ul style="list-style-type: none"> • → Learning how to open new tabs, manage distractions • → Supporting students: just because it is there • → Cognitive flexibility: doesn't mean you click on it • → Concerns: <ul style="list-style-type: none"> ○ → Affordability ○ → Cheaper for schools ○ → Renting instead of buying sources ○ → danger of multiple tabs <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>↕</p> <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>↕</p> <p>↕</p> <p>↕</p>	

Group 4, Week 1 → → → Date: 10/17/16 → ↗

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TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom. ↗

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used?
2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)? ↗

<p>Notes from Responses to Guiding Questions ↗</p> <ul style="list-style-type: none">• → eBooks are cheaper, convenient, interactive ↗• → Sometimes find professor quiz online (OER?) ↗• → Use OERs for tutoring students ↗	<p>How we plan to integrate learning into our instruction: ↗</p> <ul style="list-style-type: none">• → Videos are great to show before and during instruction ↗• → Review games ↗• → Reputable websites to pull resources ↗
<p>Questions we have about the topic: ↗</p> <ul style="list-style-type: none">• → How can you tell if a source is reliable? ↗• → Do all students need tablets/computers to access certain resources? ↗	


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TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom

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<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses to Brainstorm</p> 	<p>Guiding Questions:</p> <ul style="list-style-type: none">•→ How you will integrate an OER into your unit plans.•→ Think about and discuss as least one specific OER in the context of your unit plan.•→ Review the rubric for different evaluation criteria of OERs.•→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) <p>Integrate OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none">•→ Look for articles/videos on google•→ Print articles•→ Use a lot of visual aides•→ Audio recordings•→ Share resources w/each other	<ul style="list-style-type: none">•→ Visual aids/pictures/videos helpful for kindergarten students•→ networking w/other teachers <p>Part II</p> <ul style="list-style-type: none">•→ Look for most efficient and effective•→ Has focus/more narrow•→ Scaffolding important-supplemental material•→ audio/visual support
<p>Questions we have about the topic:</p>	

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TOPIC: Supporting Comprehension of Content with OERs



<p>Brainstorming: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs? • → Discuss at least one OER you're planning to use for your Unit Plan? • → What will you focus on regarding reading comprehension of that OER specific to the unit plan?
<p>Our Notes from Responses to Brainstorm</p>	<p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> • → Minimize what students are taking home every day • → ease of access • → controlling the neatness of work • → better assessing students' responses • → Reinforcing instruction • → for home, easily accessible but still collaborative 	<ul style="list-style-type: none"> • → Being able to discern between information <ul style="list-style-type: none"> ○ → Seeing what's relevant and what's not • → Using clinical websites to have students do their own research about a topic • → Using official foundation websites <p style="text-align: right; font-size: small;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>Would you recommend using these in class or for homework? How would we use these in a school that has privacy settings?</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures

<p>Brainstorming: Brainstorm some specific ideas regarding what you <u>currently know or believe</u> about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none"> • → Using eTextbooks instruction • → eTextbook features • → eTextbook structure 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why? • → How will text structure play a part in your eTextbook usage and instruction? • → What challenges do you foresee with using eTextbooks in your instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<p>Our Notes from Responses to Brainstorm</p> <ul style="list-style-type: none"> • → ESE aids: color changing, audio, and size changing • → Vocab. aids • → Lighter backpack • → Organizes annotations • → easy to find quotes • → cheap or available 	<ul style="list-style-type: none"> • → Teaching eTextbooks as a medium • → Digital literacy <p style="text-align: right;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>Should students be forced to listen to eTextbooks?</p> <p></p> <p></p> <p></p>	



TOPIC: eTextbooks Features and eTextbook Text Structures


<p>Brainstorming: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>Our Notes from Responses to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">•→ After the presentation, discuss the following:•→ What will you do to support students' usage of an eTextbook with regard to comprehension instruction?•→ How will you support students with their cognitive flexibility?•→ What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none">•→ Digital literacy skills•→ Hardware knowledge•→ We would want databases that come with annotation features	<ul style="list-style-type: none">•→ Using assessment guide or practice tests from e-textbook•→ Annotations/Discussions online <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>What do you do if there is no internet?</p>	

TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used?
2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)?

<p>Notes from Responses to Guiding Questions</p> <ul style="list-style-type: none">• → We know nothing about OERs• → We know about eBooks and many of us don't like reading off a tablet• → When it comes to novels, we prefer having the actual book in our hands• → When it comes to textbooks we don't mind eTextbooks• → Orange County has given students a chance to utilize technology and education. They gave every child a laptop	<p>How we plan to integrate learning into our instruction:</p> <ul style="list-style-type: none">• → First, find some• → What resources do we have?• → Media essentials
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">• → What categorized an OER?	

TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom

<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses to Brainstorm</p> 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> •→ How you will integrate an OER into your unit plans. •→ Think about and discuss as least one specific OER in the context of your unit plan •→ Review the rubric for different evaluation criteria of OERs. •→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) <p>Integrate OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> •→ Google docs •→ Readwritethink.org •→ CPALMS.org- standards alignment with materials for planning •→ YouTube--TED Talks, fun educational video, video sharing 	<ul style="list-style-type: none"> •→ 5 R's <ul style="list-style-type: none"> ○→ Retain ○→ Reuse ○→ Remix ○→ Revise ○→ Redistribute •→ I would use it to remix a text for students to create alternate endings to a story (e.g. an alternate story to Romeo and Juliet) •→ Using the ACHIEVE rubric because it is simplified and easily distinguishes the layers of effectiveness
<p>Questions we have about the topic:</p>	

TOPIC: Supporting Comprehension of Content with OERs

<p>Brainstorming: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs? • → Discuss at least one OER you're planning to use for your Unit Plan? • → What will you focus on regarding reading comprehension of that OER specific to the unit plan?
<p>Our Notes from Responses to Brainstorm</p>	<p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> • → Supporting documents for lesson • → alternative learning strategies (ex. animation/video) • → Accommodating different learning styles • → review frontloading • → varied learning engagement 	<ul style="list-style-type: none"> • → YouTube • → Visuals to enhance • → Greatbooks video- The Odyssey
<p>(use back of paper if you need more room)</p>	
<p>Questions we have about the topic:</p> <p>Would you recommend using these in class or for homework? How would we use these in a school that has privacy settings?</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures

<p>Brainstorming: Brainstorm some specific ideas regarding what you currently know or believe about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none"> • → Using eTextbooks instruction • → eTextbook features • → eTextbook structure 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why? • → How will text structure play a part in your eTextbook usage and instruction? • → What challenges do you foresee with using eTextbooks in your instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<p>Our Notes from Responses to Brainstorm</p> <ul style="list-style-type: none"> • → Table of contents (links, quick reference) • → zooming/easy read features • → Adjustable highlight and annotations • → Animation/media • → Ease of access (non-ease for some) • → External links and resources • → Multiple viewing formats • → Distractions (ads and multiple tabs) 	<ul style="list-style-type: none"> • → Audio reader (ELL/ESE) <p>Challenges:</p> <ul style="list-style-type: none"> • → Distractions (multiple tabs/ads) <p style="text-align: right;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p> </p> <p> </p> <p> </p>	

TOPIC: eTextbooks Features and eTextbook Text Structures

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<p>Brainstorming: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>↱</p> <p>↱</p> <p>Our Notes from Responses to Brainstorm ↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, discuss the following: • → What will you do to support students' usage of an eTextbook with regard to comprehension instruction? • → How will you support students with their cognitive flexibility? • → What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction? <p>↱</p> <p>Integrating OERs into our Planning and Instruction:</p> <p>↱</p>
<ul style="list-style-type: none"> • → Stay focused on the textbook/assignment • → Be literate • → be tech-savvy <p>↱</p> <p>↱</p>	<ul style="list-style-type: none"> • → The teacher can leave notes • → teach them how to use the features • → give supplemental material • → break it down by bullet points • → give them more than one way to do assignments • → use audiobooks • → students do not know how to use technology <p>↱</p> <p>↱</p> <p>↱</p> <p>↱</p> <p>↱</p> <p>↱</p> <p>↱</p> <p>(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>↱</p> <p>↱</p>	

TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.


Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used? 2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)?

<p>Notes from Responses to Guiding Questions</p> <ul style="list-style-type: none">• → Yes, our group has seen both of them used as supplemental resources and in full implementation• → OK experiences. We do not really know what OERs are• → OK experiences. We prefer regular textbooks	<p>How we plan to integrate learning into our instruction:</p> <ul style="list-style-type: none">• → As a research tool for finding background info and supplemental reading
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">• → How are we supposed to implement the eTextbooks if students don't have access to technology?	



TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom



<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses to Brainstorm</p> 	<p>Guiding Questions:</p> <ul style="list-style-type: none">•→ How you will integrate an OER into your unit plans.•→ Think about and discuss as least one specific OER in the context of your unit plan•→ Review the rubric for different evaluation criteria of OERs.•→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) <p>Integrate OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none">•→ Internet•→ Library•→ Other teachers•→ Mentor teachers•→ CMC	<ul style="list-style-type: none">•→ Sparknotes No Fear•→ Cliff notes•→ YouTube•→ Virtual Real Time Cameras•→ Google images•→ Pinterest
<p>Questions we have about the topic:</p>	



TOPIC: Supporting Comprehension of Content with OERs

<p>Brainstorming: Brainstorm some specific ideas regarding how you will use OERs to support comprehension of content. What comprehension strategies will you use?</p> <p style="text-align: center;">→</p> <p>Our Notes from Responses to Brainstorm</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what new ideas will you use in your planning and/or instruction to support or enhance content knowledge when using OERs? • → Discuss at least one OER you're planning to use for your Unit Plan? • → What will you focus on regarding reading comprehension of that OER specific to the unit plan? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> • → To give background information (through video, text, etc.) • → To reiterate content • → To add visual/textile component 	<ul style="list-style-type: none"> • → Encourage <u>quizlets</u> throughout • → reading comprehension aids • → researching resources to incorporate off of supplied websites • → pictures, diagrams, and other visual aids. <p style="text-align: right; font-size: small;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>Would you recommend using these in class or for homework? How would we use these in a school that has privacy settings?</p>	

TOPIC: eTextbooks Features and eTextbook Text Structures

<p>Brainstorming: Brainstorm some specific ideas regarding what you currently know or believe about electronic textbooks (eTextbooks) in the following areas:</p> <ul style="list-style-type: none"> • → Using eTextbooks instruction • → eTextbook features • → eTextbook structure 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • → After the presentation, what aspects of the eTextbook and eTextbook features do you think you will use, or not use, in your instruction? Why? • → How will text structure play a part in your eTextbook usage and instruction? • → What challenges do you foresee with using eTextbooks in your instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<p>Our Notes from Responses to Brainstorm</p> <ul style="list-style-type: none"> • → Don't like ebooks in general • → Hard to focus and after a while it hurts our eyes • → Pros: carry all your textbooks with you; syncs across all devices, nice to be able to search 	<ul style="list-style-type: none"> • → Responsibility • → More supplies • → Find materials • → Notes/highlighting <p style="text-align: right;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p></p> <p></p> <p></p>	

TOPIC: eTextbooks Features and eTextbook Text Structures



<p>Brainstorming: Brainstorm some specific ideas regarding what skills and strategies ELA students need to have in order to comprehend the material found within an eTextbook?</p> <p>Our Notes from Responses to Brainstorm ↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> → After the presentation, discuss the following: → What will you do to support students' usage of an eTextbook with regard to comprehension instruction? → How will you support students with their cognitive flexibility? → What are your concerns about using eTextbooks in your classroom instruction regarding comprehension instruction? <p>Integrating OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none"> → Tech skills 	<ul style="list-style-type: none"> → An online passage- teacher can do progress monitoring → Reading 180 → Access → Clicking without paying attention → Computer malfunction → Missing tech skills → educating teachers <p style="text-align: right;">(use back of paper if you need more room)</p>
<p>Questions we have about the topic:</p> <p>How does this accommodate ELLs? What PD opportunities?</p>	



TOPIC: Introduction of eTextbooks and Open Educational Resources (OERs) in the ELA classroom.

Guiding Questions of the Week: 1) Have you seen them used? If so, how have you seen them used? 2) What are your experiences with OERs (personally and professionally)? 3) What are your experiences with eTextbooks (personally and professionally)?

<p>Notes from Responses to Guiding Questions</p> <ul style="list-style-type: none">• → OERs we have not seen them used in our classes. However, we have seen or used eTextbooks in our college classes. This was our first experience with online texts. We do not like eTextbooks because of technical difficulties and it is hard to navigate. Also, hard to annotate.	<p>How we plan to integrate learning into our instruction:</p> <ul style="list-style-type: none">• → Interact with eText• → Text marketing• → Leading questions
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">• → How do I create my own OER?	

TOPIC: Choosing and Evaluating Open Educational Resources (OERs) in the ELA Classroom

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<p>Brainstorming: Brainstorm some specific ideas for locating and choosing OERs to use with the content you are considering for your unit plan.</p> <p>Our Notes from Responses to Brainstorm</p> <p style="text-align: center;">↓</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none">•→ How you will integrate an OER into your unit plans.•→ Think about and discuss as least one specific OER in the context of your unit plan•→ Review the rubric for different evaluation criteria of OERs.•→ Think about an OER and describe how you will evaluate it (i.e. which rubric or rubrics will you use? Why?) <p>Integrate OERs into our Planning and Instruction:</p>
<ul style="list-style-type: none">•→ Google•→ YouTube•→ EC Ning•→ Twitter•→ Vimeo•→ History.com•→ wiki sources•→ sparknotes•→ Cliff notes•→ gradesaver	<ul style="list-style-type: none">•→ Make it a resources to use during independent work•→ Handout•→ Homework assign.•→ Project examples <p>Example: American gothic Lit.</p> <ul style="list-style-type: none">•→ OER History of author•→ Opportunities for deeper learning
<p>Questions we have about the topic:</p> <ul style="list-style-type: none">•→ Specific OER? Can you show examples of multiple or give us time to find them?	

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