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SI 623: Final Research Proposal  
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## **Assessing Patrons' Needs and Access: Developing the eBook Collection in the Dexter High School Learning Commons**

Research Proposal:

### **1. Introduction**

#### **a. Problem Statement:**

The newly created Common Core State Standards (CCSS) for education require the integration of reading and writing into all content areas (National Governors Association Center for Best Practices, Council of Chief State School Officers, [corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)). The development of the eBook collection in the Dexter High School Learning Commons (DHSLC) in Dexter, Michigan could help facilitate this integration by providing a resource of on-demand and interactive texts (including classic literature, popular literature, poetry, plays, short stories, journal articles, reference materials, newspapers, magazines, and classroom textbooks) to teachers and students. By questioning teachers at Dexter High School (DHS) to determine their use of texts in their classroom content curricula and to determine students' access to appropriate eReader technology (including computers, smart phones, Kindles, Nooks, iPads, and iPods), this study will help assess the need for developing the eBook collection in the DHSLC.

#### **b. Significance of the Issue**

The CCSS set literacy requirements for English language arts, history/social studies, science, and all technical subjects and specify that all teachers in grades 6-12 present their content area expertise to students while integrating reading, writing, speaking, listening, and language components into their lessons (National Governors Association Center for Best Practices, Council of Chief State School Officers, [corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)). The State of Michigan adopted the CCSS on June 15, 2010, with full implementation of the CCSS occurring during the 2012-2013 school year (National Governors Association Center for Best Practices, Council of Chief State School Officers, [corestandards.org/in-the-states](http://corestandards.org/in-the-states)). Based on a review of the DHSLC's current print and digital resources, the DHS Media Specialist has outlined a 5-year plan for reimagining the DHSLC. This plan includes

the addition of digital materials or even a complete changeover to digital materials over time (Livingstone, email). Currently, the DHSLC has 152 permanent copies of nonfiction eBooks available to patrons through the DHSLC website, but the DHS Media Specialist would like to expand and improve the collection as a resource to address the demands of the CCSS. As the DHSLC already pays for a yearly subscription to fifteen electronic databases through Gale Resources, and the existing print collection (fiction and nonfiction) is limited in its scope and appropriateness of titles, the DHS Media Specialist has expressed a desire to determine DHS student's academic needs for texts and the in-school access students have to appropriate eReader technology to inform the development of the eBook collection (Livingstone, email).

### **c. Research Questions**

1. Would the development of the eBook collection in the DHSLC increase the ability for teachers to integrate (incorporate any part of a text into instruction) texts into their classroom content curricula?
2. What access do students at Dexter High School have to eReader technology?
3. Would the scope and size of the eBook collection at the Dexter High School Learning Commons be affected by teachers' incorporation of texts into classroom content curricula and the access students have to eReader technology?

## **2. Literature Review**

School Media Specialists must continually assess and develop their libraries' resources. eBooks can provide opportunities for libraries to increase usage of all library resources (Ashcroft 406). The prevalence and growing acceptance of eBooks plays an increasing role in collection development decisions (implementation, design, benefits and limitations) for libraries (Buckley and Tritt). The growing popularity of eReader technology in schools and the advantages of using such devices (privacy, reading encouragement, and comprehension improvement) is reinforced by how many "librarians and other educators believe the educational payoff could be huge" (Barack), strengthening the case for developing an eBook collection.

A counterargument to developing an eBook collection is a 2012 research study analyzing circulation records, interlibrary loan (ILL) requests, and in-house use as a measure of patron demand during a three-year period to identify patrons' needs. This study found that currently available eBook content was not uniformly distributed across disciplines and libraries could not yet depend on eBook content to replace all print sources (Link, et al 264). Though libraries should feel encouraged to embrace eBooks and eReader devices as part of an ever-developing collection, they should also consider their benefits and drawbacks (Duncan, 54). Advantages to eBooks/eReaders include remote access, the ability to perform text searches, and portability. Libraries also need to consider the advantages of existing print collections including wide-

availability, relatively inexpensive cost, portability, note taking ability, and no need for a battery (Richardson 171) when determining what is in the best interest of their patrons.

Patrons' access to eReader technology is important to consider when developing an eBook collection. A 2010 research study surveying college students' personal usage habits of eReaders determined that very few students owned eReaders at all, with price considered the largest barrier (Foasberg, 119). The common factors that determine the need for developing an eBook collection in many libraries include licensing agreements, patron requests for specific, and circulation of existing resources (Radnor and Shrauger 155), but do not always include patron access to appropriate eReader technology. In Foasberg's study those that did own eReaders primarily used them for leisure and not academic pursuits, while still continuing to use print material for much of their academic reading needs (Foasberg, 119). Patron preference for format should also be considered in the development of an eBook collection.

There have been very few research studies analyzing the use and integration of eBooks in the classroom for content needs, but the huge impact of eBooks and eReader technology on the market should encourage libraries to expand their eBook collections and consider making eReader devices available to patrons (Moyer). Published eBook surveys conducted by a major eBook publisher from 2007-2009 arrive at the conclusion that libraries, paying close attention to users' concerns about eBooks, need to raise awareness about available eBooks in their collections and to inform patrons on how to access them (Ashcroft 405). Teachers and principals in schools espouse the advantages of developing packaged eBook programs claiming student use of eBooks increases comprehension and interest in reading, as well as being an easier way to acquire information over print texts (Leskin). A benefit of eBooks is that they can be accessed remotely from any appropriate eReader device, making the library a resource that is available anywhere (Leskin). It is important to inform patrons on the availability and access requirements of an eBook collection.

The literature review also reveals that there has not been much research into developing an eBook collection based on teachers' integration of texts into classroom content curricula and students' academic needs. This could be because the CCSS have only been recently adopted in most U.S. states. In these tight economic times libraries should fully understand how patrons' needs influence the development of an eBook collection (Duncan, 45) before making any purchases, while considering the availability of eBook titles through inter-library loan as licensing agreements allow (Radnor and Shrauger 160). The development of an eBook collection does not end with the addition of eBooks to a collection. After patron-driven acquired eBooks are added to a collection, libraries should analyze usage data. Patrons' views on eBooks based on prior experience, perspectives on desirable and undesirable eBook characteristics, and preferences for print versus eBooks continue to vary and provide a starting point for further analysis of a library's eBook collection across other disciplines (McClure 143).

In light of the CCSS requirements for text integration into all content areas it is important for the DHSLC to consider developing its eBook collection. My research will address the DHSLC's patron-driven need for developing the existing eBook collection with possible further research leading to identification of content need, as well as identification of specific titles and authors to add to such a collection.

### **3. Research Method**

#### **a. Methodological Approach: Survey (Appendix A)**

Using a deductive methodological approach, my survey questions will be designed to understand how many teachers are already using texts to enhance curricula in their classrooms, how many teachers allow the use of appropriate eReader technology in their classrooms, and how many students have access to appropriate eReader technology. My survey of teachers will provide broad, contemporary, and personal quantitative data that will answer my research questions and can be analyzed to assess the need for developing the DHSLC's eBook collection.

A survey link can be easily distributed to teachers via email (with an explanation of purpose of the survey) allowing for collection and analysis of a large amount of authoritative data from a large number of possible respondents. As an initial methodological approach, response to this survey can also inform the course of additional methodological approaches if further research is deemed necessary.

#### **b. Hypothesis**

The expansion and improvement of the DHSLC's current eBook collection could increase its value as a resource for the teachers and students at DHS. Because the CCSS requires integration of texts into all content areas it is important to understand if the expansion and improvement of the eBook collection in the DHSLC could assist teachers with this integration.

#### **c. Target Population**

My target population will be all the teachers at DHS. DHS teachers have an insight on the texts already incorporated into their classroom curricula. Many teachers, but not all teachers, use the DHS Learning Commons as a resource for student learning. It is possible that not all teachers understand that the DHS Learning Commons provides eBooks in its collection. It is also possible that not all teachers understand the requirements for access to the DHSLC's eBook collection. A survey can be used a method to inform my target population.

#### **d. Sampling Methodology**

The DHS Media Specialist will identify the names, departments, and email addresses of all of the teachers (64 total) at DHS (Appendix B). It would be possible to survey a smaller sample of teachers focusing on a specific content area (based on an assumption I have for those teachers I think might already use texts in the classroom), i.e. English, but by limiting my target population I would preclude other content area teachers from contributing relevant data to the study. Because the CCSS require all teachers to integrate texts into their content areas it is important to assess all teachers' use of texts in their classroom content curricula.

I would like to receive responses from the entire sample, but this is unreasonable to expect. Whatever results I receive will speak for the entire population as a whole, therefore it would be helpful to have 100% participation. It is important to have responses from those teachers who do not express a need for the eBook collection to influence the basis for developing (or not developing) the eBook collection. If teachers who do use texts in their curricula do not respond because of a lack of time or a desire to complete the survey, then my ability to determine the necessity to develop the eBook collection could be jeopardized. It will be important to analyze the content areas of responding participants. If there is a representative respondent sample across all content areas, then a lower percentage of respondents could provide acceptable data.

#### **f. Recruitment Strategy (Appendix C)**

Participants will be introduced to the purpose of the study during an attendance-required staff meeting and then recruited via an email request to complete the online survey. If the importance of the survey is underscored- highlighting the brevity (less than 5 minutes to complete) of the survey and the ease of taking it (mainly multiple choice questions), and the survey includes brief descriptive statements providing survey respondents the information they need to take the survey I believe response rate will be high.

Incentives will not be offered for teachers who participate, but the recruitment email will explain the Media Specialist's intent to expand and improve the DHSLC's resources and underscore that by completing the survey, participants will help in this endeavor. Within the survey participants will be informed that no identifying information will be gathered by the survey (this is a setting that the survey tool offers) and all answers will be kept confidential. Response rates can be monitored by the online survey service. A friendly reminder will be sent out via email a week before the close of the survey to encourage all of the target population to respond.

#### **g. Implementation of Research**

An online *Qualtrics* survey will be used to create the survey, distribute the survey to the target population, gather participants, and record and analyze responses. This service ensures data protection until I delete the survey results after they have been gathered, recorded, and analyzed. Teachers will first be introduced to the project through an announcement at a mandatory March staff meeting, explaining the goal and timeline for the study. Teachers will be informed that they should be looking for an email with a link to the study in early April. An initial recruitment email, describing the purpose of the survey (including the link to the online survey), will be distributed to the target population in early April with a notice that the survey will close two weeks hence. Participants should be asked to complete an electronic consent form at this time. The target population will then be sent a second recruitment email one week after the first recruitment email, giving them encouragement to complete the survey (if they have not already), notice of when the survey closes, and a link to the survey. Participants should be asked to complete an electronic consent form at this time (if they have not already). At the close of the survey the target population will be sent a thank you email with encouragement to avail themselves of the DHSLC's resources. Within the month following, the data from the survey will be analyzed and a brief report will be sent to the entire population with notification of decisions made based from survey results.

If for some reason my target population is not able to access the online survey, I will instead provide anonymous paper copies of the survey to all of my target population. These paper copies will be delivered to my target population's school mailboxes with a letter describing the purpose of the survey and instructions to return completed anonymous surveys to the DHSLC mailbox two weeks hence. A reminder letter will be placed in my target population's school mailboxes a week prior to the survey's due date.

A teacher's time is valuable. The best time to deploy the survey is in early April- a window of opportunity after the rush of the beginning of the semester and before the demand of final exams, which put a bind on teachers' available time. By conducting the survey during this window, the resultant data can be gathered, recorded, and analyzed before DHSLC purchasing decisions need to be made for the 2013-2014 academic year.

#### **h. Quantitative Data Analysis**

The questions in my survey will supply quantitative data, which is useful for my purposes of obtaining data that will allow predictions to be made concerning the development of the eBook collection. Because of time and resource constraints, for the purposes of analyzing survey data "Other" will be assessed as quantitative data and will be grouped into its own category, but re-evaluated if it is determined that additional methodological approaches (such as an interview) need to be implemented. Though my target population is rather

small, a short multiple-choice survey (collecting only quantitative data) will be the most appealing method of data collection because of the limited time my target population has available to them. The quantitative data returned by my survey will not be influenced by my presence. This survey is observational and is not trying to establish a correlational relationship between two variables; therefore the analysis of the resultant data will be descriptive, summarizing the data by presenting what is gathered by my survey graphically and numerically.

*Qualtrics* reports offer many ways of representing the data returned from my survey (Appendix D). Answers from each individual survey question can be tallied by count, percent, or mean and can be represented by multiple types of graphs. For questions that have returned more than two response choices (i.e. multiple choice questions), a vertical bar graph showing the number of responses returned per choice shown as a count will most clearly represent the data. For questions that have returned only two response choices (i.e. Yes/No questions), a pie graph with the choices returned shown as a percentage will most clearly represent the data.

I am concerned with the teachers at DHS (a sample of a larger population of teachers) and do not wish to generalize my findings to a larger population, therefore it would be appropriate to calculate the population standard deviation of my results as needed. I am interested in the central measure for questions in my survey that have more than two response choices. I can analyze the standard deviation of these questions to understand what the spread of the data is around the center of the data. If I have a wide spread of data, identifying the standard deviation is a way to account for and explain outliers in my data.

#### **i. Threats to Validity and Reliability**

In consideration of a threat to validity, the survey questions must be carefully devised to encourage survey respondents to provide an actual assessment of what is happening in their classroom. If respondents report what they think the researchers want to hear then the resultant data will not provide an accurate picture of the real situation. Another threat to validity is respondents not considering the same period of time when answering the survey questions. The survey should be designed so that respondents understand that the time period referred to is the 2012-2013 school year.

As far as a threat to reliability, the survey questions should be easily understood and answerable by all teachers questioned. The survey could be administered at any time and teachers should be able to provide reliable answers for all questions posed. For example, all teachers need to understand what eReader technology is and the options students have

for accessing appropriate eReader technology in school. This information could be explained within the survey. Another threat to reliability is if teachers start, but do not complete the entire survey. If this happens, then the surveys collected will not be consistent across all respondents. For this reason, incomplete surveys should not be included in the results. The drawbacks of an online survey include the lack of personal interaction with survey respondents to address questions or concerns, and not having the ability to encourage participants to respond to the entire survey once started.

**j. Limitations to the research**

The limitations of my research will be teachers' willingness to participate in the survey based on perceived value of the survey and the time teachers have available to complete the survey. My research will be situational (accounting for the specific needs at DHS) and will not be generalizable for a larger audience as the target population contains only teachers at DHS. My goal is only to address the situation at DHS for the benefit of informing collection development in the DHSLC. It will be important to make this statement in my findings.

**4. Conclusion**

This study will help the DHSLC understand if there is a need to develop the current eBook collection as a resource for the teachers and students at DHS. The hypothesis of this study claims that the development of the eBook collection could make it a more valuable resource for the teachers and students at DHS. It is important to validate this claim as a result of this study (if such a claim is warranted) before any purchases are made by analyzing teachers' responses to the survey to understand if an improved and expanded eBook collection in the DHSLC could assist teachers with the integration of texts into all content areas as required by the newly adopted CCSS.

If the hypothesis of this study is confirmed, the Media Specialist will make strides to expand and improve the DHSLC's eBook collection before the 2013-2014 school year. If the hypothesis of this study is not confirmed then it will be understood that the teachers at DHS would not consider an expanded eBook collection a valuable resource for the DHSLC and this will inform future development of the eBook collection. The Media Specialist will always continue to offer resource opportunities based on patrons' needs and demands.

Because this study is specific to DHS it is not generalizable to other populations, but it can help other Media Specialists (or those in charge of collection development in school libraries) better understand how to implement a similar survey at their own schools to understand the need for developing (or improving) an eBook collection. The CCSS have



been adopted by forty-five U.S. states, the District of Columbia, four territories, and the Department of Defense Education Activity (National Governors Association Center for Best Practices, Council of Chief State School Officers, [corestandards.org/in-the-states](http://corestandards.org/in-the-states)), therefore, in order to comply with the CCSS, the majority of school districts around the country (and those affiliated with the U.S.) are concerned with the integration of texts into all content areas. These school districts might wish to understand if an eBook collection could be a valuable resource to accomplish this integration.

If the results of this study show more actual integration (or interest in integration) of specific types of texts then another survey could be developed to further define the types of texts that could be added to the DHSLC's eBook collection (i.e. specific authors or titles). If specific cohorts of teachers (i.e. English, math, science, and/or social studies) actively integrate (or wish to actively integrate) texts into their classroom curricula then these teachers could be interviewed to better understand the specific amounts and types of content appropriate texts to be added to the DHSLC's eBook collection. Since the DHSLC's has a limited budget and eBook titles are available remotely, once specific eBook titles are identified, the DHSLC should also consider researching the availability of these titles through the local public library to avoid overlap between the two collections.

## Works Cited

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## Appendices

### Appendix A: Data collection instrument

#### Survey

The purpose of this survey is to understand the need to expand and improve the eBook collection in the Dexter High School Learning Commons in consideration of the new Common Core State Standards.

By questioning teachers we hope to:

- Determine students' academic reading needs
- Determine students' access to appropriate eReader technology

This multiple-choice survey should take less than 5 minutes to complete. All responses should be based on the 2012-2013 school year. Please complete the survey by Monday, April 22, 2013

Thank you very much for your time. No identifying information will be gathered from this survey and all answers will be kept confidential.

1. Please check all the departments that you teach classes in.

- English
- Math
- Science
- Social Studies
- Other (please type any other departments you teach classes in)

*The Dexter Community Schools Board of Education policy for students' use of wireless communication devices (WCDs) in the classroom is at the discretion of the teacher.*

#### "5136 - WIRELESS COMMUNICATION DEVICES

Students may use wireless communication devices (WCDs) before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g. extra curricular activities) and/or at school-related functions. Use of WCDs, including approved laptops and PDAs, at any other time, including class time, may be used at the discretion of the classroom teacher."

2. Do you allow student use of WCDs in your classroom for instructional purposes?

- Yes
- No

3. Which of the following WCDs do you allow your students to use in class for instructional purposes?

(This question only displays if #2= "Yes")

Please check all answers that apply.

- Computer (laptop or desktop)
- Smart phone
- Kindle, Nook, etc.
- iPad
- iPod
- Other (text entry)

4. To the best of your knowledge, how many of your students have personal access to WCDs in class?

(Sliding 0-100% scale)

*The library website is a portal to internal and external educational resources for students and teachers.*

5. Do your students have daily access to the library website in your classroom- either from computer(s) in the classroom or from allowable WCDs?

- Yes
- No

**6. If appropriate eBook reading devices were available to your students in class, would you allow your students to use them for enhancing content learning purposes?**

*Appropriate eBook reading devices include computers, smart phones, Kindles, Nooks, iPads, and iPods, etc.*

*"Enhance" is defined as: to increase the ability for your students to understand, enjoy, interact with, and share content material.*

- Yes
- No

**7. Do you use the interactive whiteboard in your classroom to display and interact with texts to enhance your curriculum?**

- Yes
- No

*The newly adopted Common Core State Standards require the integration of reading and writing into all content area classes.*

**8. Do you already use texts (fiction or nonfiction) other than your classroom textbook in any capacity to enhance your curriculum?**

*"Enhance" is defined as: to increase the ability for your students to understand, enjoy, interact with, and share content material.*

*This does not include classroom textbooks.*

- Yes
- No

**9. Please rate your sentiments on the following statements:**

I have knowledge of suitable texts to enhance my classroom curriculum.

- 1 = Completely Disagree
- 2 = Somewhat Disagree
- 3 = Somewhat Agree
- 4 = Completely Agree

I have the time available to integrate suitable texts to enhance my classroom curriculum.

- 1 = Completely Disagree
- 2 = Somewhat Disagree
- 3 = Somewhat Agree
- 4 = Completely Agree

*The Media Specialist is always available to help you integrate content appropriate texts into your classroom curriculum.*

**END of SURVEY (If #8= "No")**

**10. On average, how often do you use texts (fiction or nonfiction) other than your classroom textbook in any capacity to enhance your curriculum?**

*(This question only displays if #8= "Yes")*

**Please check only one answer.**

- Daily
- A few times a week
- Once a week
- A few times a month
- Once a month
- Less than once a month

**11. What types of texts (print and/or digital) do you use to enhance your curriculum?**

*(This question only displays if #8= "Yes")*

**Please check all answers that apply.**

- Classic literature

- Popular literature
  - Poetry
  - Plays
  - Short stories
  - Journal articles
  - Reference materials
  - Newspapers
  - Magazines
  - Classroom textbook
  - Other
- END of SURVEY (If #8= "Yes")

## Appendix B: Target Population

### DHS Teaching Staff Assignments

Main subject area; some teachers teach in more than one area.

#### **English Department:**

1. Ellen Doss
2. Jill Fyke
3. John Heuser
4. Zach Lindke
5. Debora Marsh
6. Mary Mattner
7. Krista McDonnough
8. Barry Mergler
9. Jo Muszkiewicz
10. Stephanie Nolan
11. Andrew Parker
12. Rod Satterthwaite

#### **Math Department:**

13. Brian Baird
14. Lisa Bauer
15. Lisa Burgess
16. Ryan Fisher
17. Paige Lumpiesz
18. Kathryn Luxon
19. Jason Miller
20. Dewey Scott
21. Al Snider

#### **Science Department:**

22. Jessica Baese
23. David Callaghan
24. Richard Grannis
25. Annette Jones
26. Beau Kimmey
27. David Teddy
28. Lesley Tracy
29. Cheryl Wells
30. Dan Witte

#### **Media Specialist**

31. Linda Livingstone

#### **Social Studies Department:**

32. Ryan Baese

33. Cory Bergen
34. Angela Chea
35. Jaime Dudash
36. Ethan Konett
37. Jeff Oesch
38. Erin Palmer
39. Tracy Stahl

#### **World Languages Department:**

40. Agnes Krynski
41. Kim Lund
42. Melania Ferradas-Magda
43. Amy Olmstead
44. Katherine Schmid
45. Kristi Shaffer
46. Maria Vazquez-Brevia

#### **Art/Consumer & Family Science/ Graphic Arts/Music/Technology/PE**

47. Tom Barbieri
48. Julie Bassett
49. Autumn Campbell
50. Matt Deloria
51. Pam Hintalla
52. Michael McHugh
53. Ken Moore
54. Joe Romeo
55. Angie Scott
56. Dennis Stockwell

#### **Special Education**

57. Abby Holland
58. Megan LaBarre
59. Amy Raus
60. Laura Schultz
61. Julie Stilber
62. Lisa Travis
63. Karen Walls
64. Judy Woodard

## Appendix C: Recruitment emails

### Initial recruitment email:

Researcher's note: This email was created and sent by my placement teacher without my review.



Jennifer Colby <jenecolby@gmail.com>

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### eBooks Survey

1 message

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**Linda Livingstone** <livingsl@dexterschools.org>  
To: High School Staff <hs@dexterschools.org>  
Bcc: jenecolby@gmail.com

Mon, Apr 8, 2013 at 2:26 PM

Hello All!

Vacation is great, but teaching and learning is better - even if it's a rainy day! Since arriving in the DHS Learning Commons last year, I have been working on creating better access to resources for you. This semester my student teacher, Jennifer Colby, has been working with me to provide enhanced services.

Jennifer picked up on my desire to expand our eBook collection and has created a brief survey I'd like you to complete if you have a few minutes. The data from the survey will help me make better decisions about our eBook program and provide insight on how ebooks might be used at DHS.

Click on the link below to begin! The survey remains open until Monday, April 22.

[http://umichsi.qualtrics.com/SE/?SID=SV\\_6hDwFvgsz16jp5j](http://umichsi.qualtrics.com/SE/?SID=SV_6hDwFvgsz16jp5j)

Thanks in advance for participating,  
Linda

Linda Livingstone, PhD  
*Read. Research. Network.*

[dhslearningcommons.edublogs.org](http://dhslearningcommons.edublogs.org)

### Second recruitment email:

Researcher's note: This email was created and sent by my placement teacher without my review.



Jennifer Colby <jenecolby@gmail.com>

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### Fwd: eBooks Survey - take 2

From: **Linda Livingstone** <livingsl@dexterschools.org>  
Date: Mon, Apr 15, 2013 at 2:43 PM  
Subject: eBooks Survey - take 2  
To: Linda Livingstone <livingsl@dexterschools.org>

Hello HS Staff!

You still have time to participate in our eBooks Survey (original message was sent to you on April 8). Here's the link again if you're interested!

[http://umichsi.qualtrics.com/SE/?SID=SV\\_6hDwFvgsz16jp5j](http://umichsi.qualtrics.com/SE/?SID=SV_6hDwFvgsz16jp5j)

Thanks in advance for participating,  
Linda

Linda Livingstone, PhD  
*Read. Research. Network.*

[dhslearningcommons.edublogs.org](http://dhslearningcommons.edublogs.org)

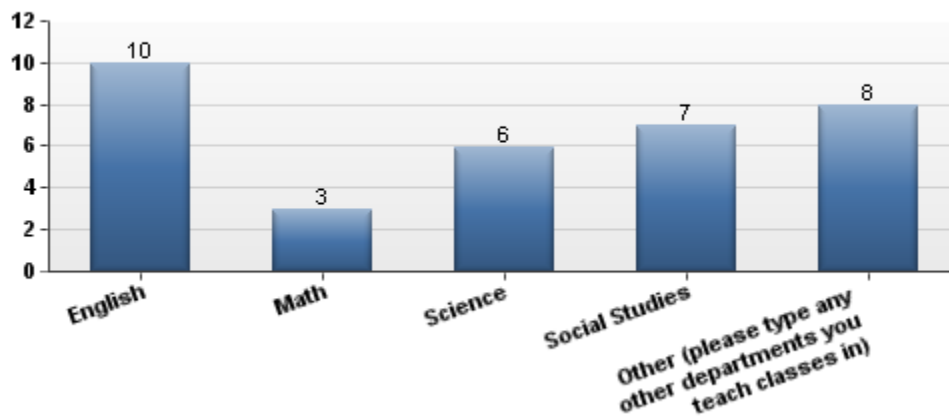
## Appendix D: Survey Results

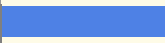



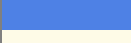
Researcher's note: I am currently a student teacher in the Learning Commons at Dexter High School and with the assistance and permission of my placement teacher, I have implemented my survey. Twenty-nine responses were recorded for the survey (a 45% response rate). The data from this survey has not been analyzed at this time. The survey implementation went exactly as described in my proposal. Most of the results returned are measurable and contribute to the purpose of my study- with the exception of one survey question. Unfortunately, for question #4 ("To the best of your knowledge, how many of your students have personal access to WCDs in class?") I am not truly able to determine the number of students in a teacher's classes that have personal access to WCDs in class. This is a result of the question type I selected. The sliding scale question type only returns a range of the answers and not specific answers therefore, I cannot determine the response of an individual participant. In retrospect I would have designed this question to be multiple choice and given participants the option to choose from 0-25%, 26-50%, 51-75%, and 76-100%. This situation could have been avoided if after testing my survey, I had created a report to see if all my questions would provide measurable responses.

### Initial Report

Last Modified: 04/22/2013

#### 1. Please check all the departments that you teach classes in.



#	Answer		Response	%
1	English		10	34%
2	Math		3	10%
3	Science		6	21%
4	Social Studies		7	24%
5	Other (please type any other departments you teach classes in)		8	28%

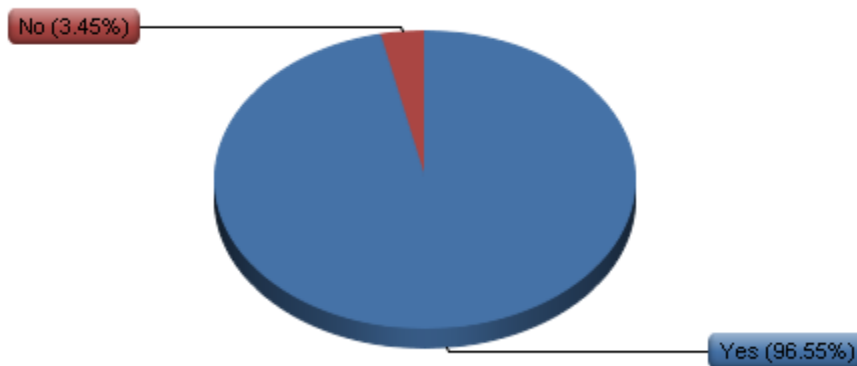
Other (please type any other departments you teach classes in)	
World Languages	
World Languages	
support in general education classes	
Special Education	
special education	
special education	
Spec Ed	
Don't teach	



2. The Dexter Community Schools Board of Education policy for students' use of wireless communication devices (WCDs) in the classroom is at the discretion of the teacher.

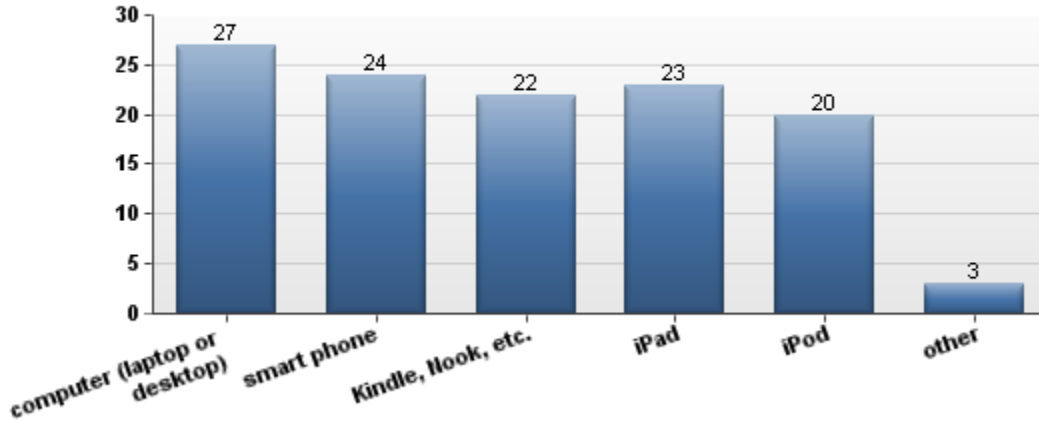
**5136 - WIRELESS COMMUNICATION DEVICES** Students may use wireless communication devices (WCDs) before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g. extra curricular activities) and/or at school-related functions. Use of WCDs, including approved laptops and PDAs, at any other time, including class time, may be used at the discretion of the classroom teacher.

Do you allow student use of WCDs in your classroom for instructional purposes?



#	Answer	Response	%
1	Yes	28	97%
2	No	1	3%
	Total	29	100%

**3. Which of the following WCDs do you allow your students to use in class for instructional purposes? Please check all answers that apply.**



#	Answer	Response	%
1	computer (laptop or desktop)	27	96%
2	smart phone	24	86%
3	Kindle, Nook, etc.	22	79%
4	iPad	23	82%
5	iPod	20	71%
6	other	3	11%

other

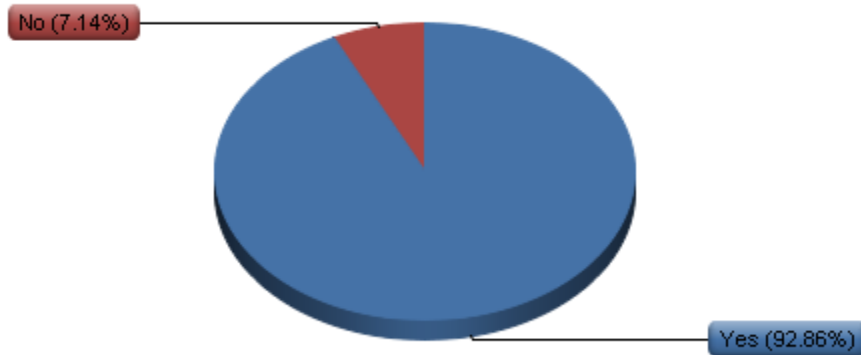
There was not a place for comments...I allow my students to use the above choices only under certain circumstances and for specific projects

what else is there?

**4. To the best of your knowledge, how many of your students have personal access to WCDs in class?**

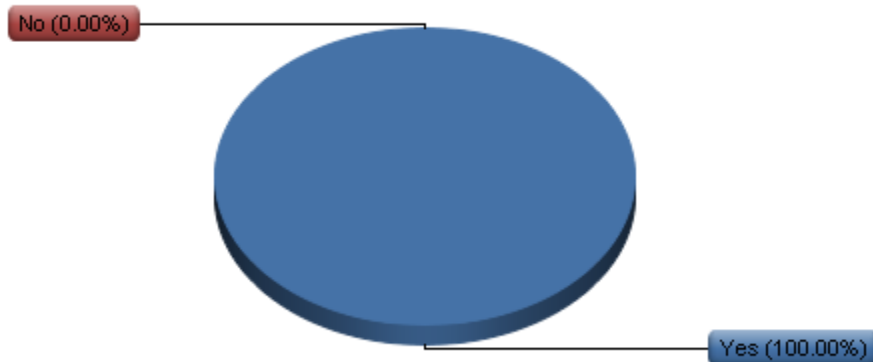
#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Percentage of students	8.00	92.00	68.34	23.95	29

5. The library website is a portal to internal and external educational resources for students and teachers. Do your students have access to the library website in your classroom- either from computer(s) in the classroom or from allowable WCDs?



#	Answer	Response	%
1	Yes	26	93%
2	No	2	7%
	Total	28	100%

6. If appropriate eBook reading devices were available to your students in class, would you allow your students to use them for enhancing content learning purposes? Appropriate eBook reading devices include computers, smart phones, Kindles, Nooks, iPads, and iPods, etc. “Enhance” is defined as: to increase the ability for your students to understand, enjoy, interact with, and share content material.



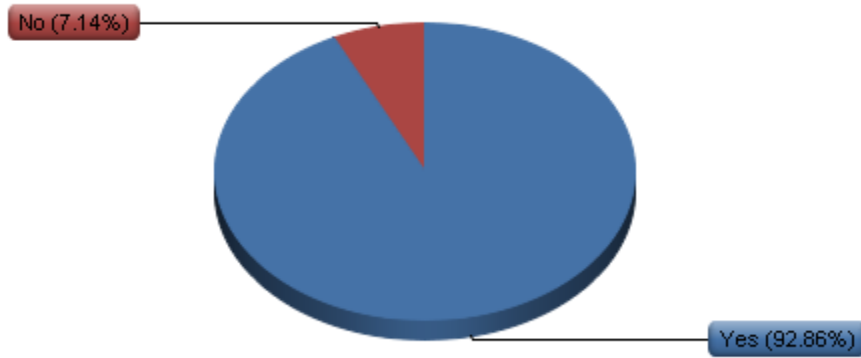
#	Answer	Response	%
1	Yes	28	100%
2	No	0	0%
	Total	28	100%

**7. Do you use the interactive whiteboard in your classroom to display and interact with texts to enhance your curriculum?**



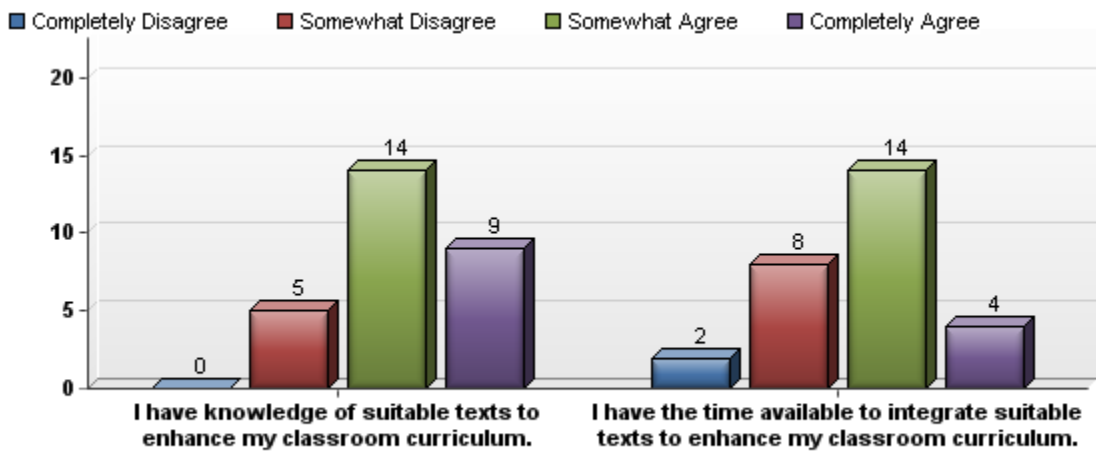
#	Answer	Response	%
1	Yes	8	29%
2	No	20	71%
	Total	28	100%

8. The newly adopted Common Core State Standards require the integration of reading and writing into all content area classes. Do you already use texts (fiction or nonfiction) other than your classroom textbook in any capacity to enhance your curriculum?



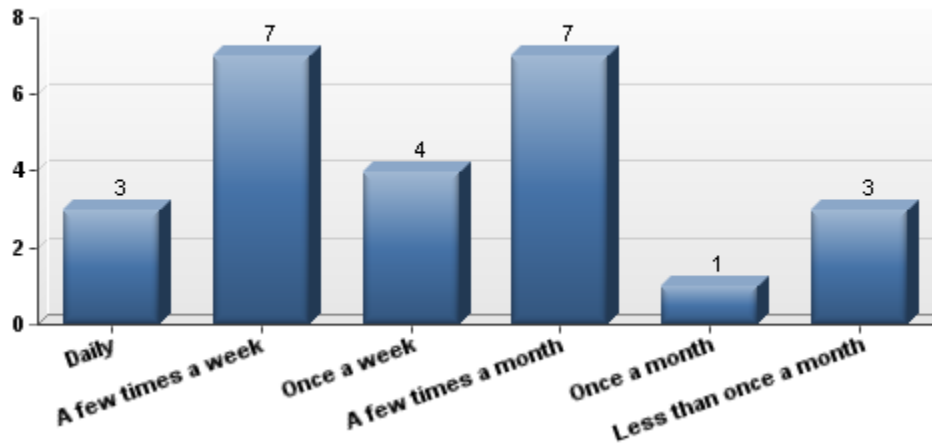
#	Answer	Response	%
1	Yes	26	93%
2	No	2	7%
	Total	28	100%

9. Please rate your sentiments on the following statements.



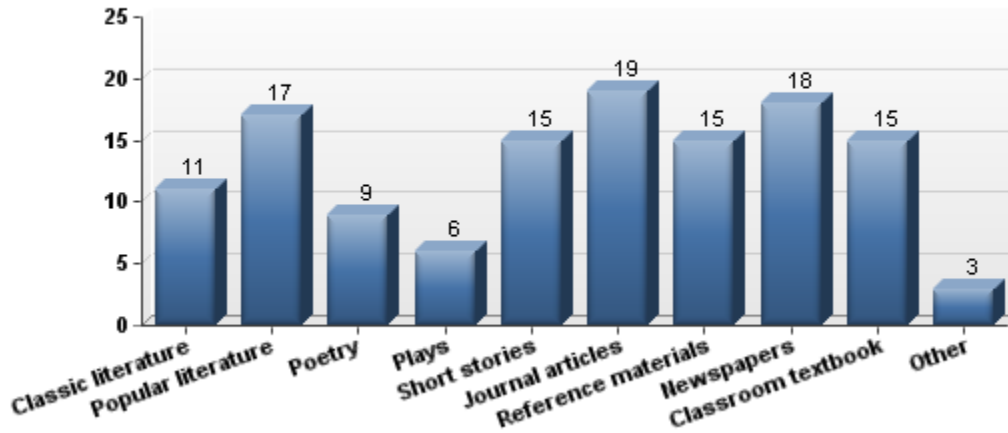
#	Question	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree	Total Responses	Mean
1	I have knowledge of suitable texts to enhance my classroom curriculum.	0	5	14	9	28	3.14
2	I have the time available to integrate suitable texts to enhance my classroom curriculum.	2	8	14	4	28	2.71






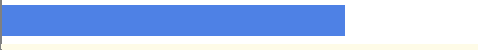
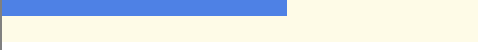



**10. On average, how often do you use texts (fiction or nonfiction) other than your classroom textbook in any capacity to enhance your curriculum? Please check only one answer.**



#	Answer	Response	%
1	Daily	3	12%
2	A few times a week	7	28%
3	Once a week	4	16%
4	A few times a month	7	28%
5	Once a month	1	4%
6	Less than once a month	3	12%
	Total	25	100%

**11. What types of texts (print and/or digital) do you use to enhance your curriculum? Please check all answers that apply.**



#	Answer		Response	%
1	Classic literature		11	44%
2	Popular literature		17	68%
3	Poetry		9	36%
4	Plays		6	24%
5	Short stories		15	60%
6	Journal articles		19	76%
7	Reference materials		15	60%
8	Newspapers		18	72%
9	Classroom textbook		15	60%
10	Other		3	12%

Other
websites
music / lyrics
information texts / realia