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|  Fresh perspectives on new literacies and technology integration.  | Literacy and technology integrationLinda D. LabboKaren PlaceLina SoaresLabbo is a professor at the University of Georgia in the Language and Literacy Education department and teaches graduate courses and conducts research on using computers in literacy education, new literacies, and theoretical models of the reading process.Place is enrolled at the University of Georgia in the graduate program. She works as an English/Reading instructor at Gainesville State College. | Does integrating technology into the classroom enhance students’ learning of content?  | The author references research of others which is mixed research. One was observational and another was discussion of various technologies. | Presentation of ideas and discussing conditions necessary for effective classroom technology integration. Physical data is described in the article. | Personal documents Physical data of sampling and remixing to explain children’s construction of of new music. | Qualitative data analysis approach is used as students are observed using the various technologies. | Labbo, L. D., Place, K., Soares, L. (2010). Fresh perspectives on new literacies and technology integration. *Voices From the Middle*, *17*(3), 9-10. Retrieved from http://ts.isil.westga.edu/login?url=http://proquest.umi.com.ts.isil.westga.edu/pqdlink?did=1968705661&sid=2&Fmt=3&clientld=30336&RQTD |
| Enhancing adolescent literacy achievement through integration of technology in the classroom. *Reading* | Adolescent literacy achievement by classroom technology integration.Betty J.SternbergKaren A. KaplanJennifer E. BorckSternberg is superintendent of Greenwich, Connecticut Schools and former commissioner of education for Connecticut.Kaplan is the executive director of Connecticut’s Commission for Educational Technology and consultan for educational technology at Connecticut’s Department of Education.Borck is the English/language arts consultant for grades 6-12 at Connecticut’s Department of Education. | Does integrating technology into the literacy classroom enhance achievement? | The author suggests areas for further research to enhance adolescent literacy achievement. A pilot program of online instruction is done to evaluate success with coursework which could be considered quantitative if scores were compared.Quantitative research is referenced in artificial intelligence where students respond to writing prompts at computers and submit work. Feedback is given immediately. This caused engagement freedom for teacher to work with students’ needs. Only if a comparison of scores or writing is done, can it be called quantitative. | There is a list of seven areas for research: state-offered virtual courses and delivery systems,Communication tools, artificial intelligence, word processors, new literacies practices, professional development, and technology for parentsLists of virtual schools that have had success in internet-based courses.  | Various results are given in form of statistics from areas discussed. | Mixed data analysis is done throughout the discussion of the authors. | Steinberg, B. J., Kaplan, K. A., Borck, J. E. (2007). Enhancing adolescent literacy achievement through integration of technology in the classroom. *Reading Research Quarterly*, 416-420. doi:10.1598/PRQ.42.3.6 |
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| Laptops and fourth-grade literacy: Assisting the jump over the fourth*-*grade slump  | Laptops in fourth-grade literacy classKurt A. SuhrDavid A. HernandezDouglas GrimesMark WarschauerSuhr has an Ed.D in Educational Administration and Instructional Leadership and is a principal of Newport Heights Elementary School in Newport –Mesa Unified School District. He is an adjunct faculty member at Pepperdine University and teaches Educational Administration and Leadership courses. Research interest is laptops in the classrooms. Hernandez has a Ph.D in Executive Management and is a kindergarten teacher and teacher support and assessment program support provider at Newport-Mesa Unified School District. He is an adjunct faculty member at Walder University. He supervises doctoral students in Richard W. Riley College of Education and Leadershop. He teachers at California SState University in the Schools of Education, Department of Educational Leadership, Master of Educational Administration and Leadership joint doctoral program at California State University. Research interests include student literacy, technology in education, support teachers, and impact on student achievement.Grimes has a Ph.D in Information and Computer Sciences and is a software consultant and independent researcher. Research interests are laptop programs and classroom use of writing software for evaluating in middle school literacy and science learning with video games.Warschauer is professor of education and informatics at the University of California. He is the director of the Digital learning lab. He is the director of the doctorate program in the Education program. | What are the effects of a technology intervention on academic achievement in the language arts classroom over a two-year period? | Quasi-experimental research design. | InterviewsObservationsSurveysDocumentsQuasi-Experimental data of demographic and ELA test scores | A breakdown of students by school and participation in GATE and laptop programs.Computer access by students in the control group.Participant Profile | Qualitative analysis of student workDiverse statistical analyses of baseline dataCalculation of correlation of coefficients among the subtests.Three time periods were used for statistical testing. | Suhr, K., Hernandez, D., Grimes, D., & Warschauer, M. (2010). Laptops and fourth-grade literacy: Assisting the jump over the fourth*-*grade slump*. Journal of Technology, Learning, and Assessment, 9*(5), Retrieved from ERIC database. |
| "Enhanced vocabulary podcasts implementation in fifth grade classrooms.” | Vocabulary Podcasts in fifth grade classroomsLaurel BorgiaBorgia has a PH.D and is associate professor of Curriculum and Instruction at Western Illinois University. | How do vocabulary podcasts reinforce knowledge in literacy classrooms? | Quasi-experimental Method | Pretests and posttest developed by pre-service teachers in a reading class.  | Data was gathered from both fifth grade classes during novel units.Observations were also used in the collection of information. | Quantitative data analysis approach was used in comparing the pretests and posttests scores. | Borgia, L.. (2009). "Enhanced vocabulary podcasts implementation in fifth grade classrooms.” *Reading Improvement, 46*(4), 263-272. Retrieved August 24, 2010, from ProQuest Education Journals. (Document ID: 1954671701). |
| Learning from teachers’ conceptionsof technology integration: what do blogs, instant messages, and 3d chat rooms have to do with it?  | Teacher conceptions of the integration of technologyErica BolingTeacher at Rutgers University in New Brunswick, New Jersey | What are teachers’ conceptions of new technologies in literacy education? What is the role of the teacher and purposes and goals of literacy and technology courses? | Qualitative method of research was done that follows a design-based research model. | Continuous data collection was completed. Digitally recorded classroom conversations,One-on-one teacher and student meetings, and online threaded discussion, written responses to readings, and journal entries. | Surveys from the beginning of the semester, student completed surveys about teaching experiences, uses of technology, and purposes for taking the course were observed. The researcher wrote weekly summaries about classroom occurrences. Student work was collected and analyzed.Journal entries were completed at the end of the months.  | Analysis of all written work and online threaded discussions by using a grounded theory approach. The researcher documented students’ understanding of literacy education and technology integration. | Boling, E. C. (2008). Learning from teachers’ conceptionsof technology integration: what do blogs, instant messages, and 3d chat rooms have to do with it? *Research in the Teaching of English,**43*, 74-99. |
| Collaborative literacy: blogs and internet projects | Blogs and Literacy ProjectsErica BolingJill CastekLia ZawilinskiKaren BartonTheresa NerlichBoling is a teacher at Rutgers University in New Brunswick, New JerseyCastek is a researcher at the University of California-Berkeley and researches with the Seeds of Science/Roots of Reading Project.Zawilinski is a doctoral student at the University of Connecticut, Storrs, USA.Barton is a teacher at Tootin Hills Elementary School in Simsbury, Connecticut.Nierlich is a teacher at Mission Elementary School in Antioch, California. | How do blogs and internet projects affect authentic writing, writing process, and collaborative writing? | Qualitative Method of Research | Interests in blogs in a third grade classroom; writings in class blog in fourth-grade classroom; sharing of photograph and commentary on site and the blogging with students in another country; sharing audio recordings, images, and written blog responses were studied. The authors created a wiki website where several classes would share resources, participate in collaborative writing, and dialogue about the experience. Instruction on teaching strategies was designed.  | Sharing information in the form of blogging was considered along with commentary on the blog with others. Observing engagement in wiki work. | Qualitative analysis was accomplished by the observation of student engagement in blogs and wikis. | Boling, E., Castek, J. Zawilinski, L. Barton, K., Nierlich,T. (2008). Collaborative literacy: blogs and internet projects. The *Reading Teacher, 61*(6), 504-506 |
| Stories about struggling readers and technology | Students with reading difficulties and the use of technologyRebecca AndersonErnest BalajthyAnderson teaches at The University of Memphis, Tennessee.Balajthy teaches at the State University of New York at Geneseo. | How does technology benefit struggling readers? | Grounded theory research | College course information on needs of special needs students;observation of lack of exposure to multiethnic trade books; blogs by preservice teachers to work with students; meetings with others for suggestions; | Taking information from experiences of others  | Qualitative data analysis approach that takes the information from others and creates a program that suits the needs of a group of students. | Anderson R. & Balajthy, E. (2009). Stories about struggling readers and technology*. The Reading Teacher, 62*(6), 540-542. |
| Hot blogging: a framework for blogging to promote higher order thinking | Blogging and higher level thinkingLisa ZawilinskiZawilinski is a doctoral student at the University of Connecticut, Storrs. | How can blogs support literacy programs when developing higher order thinking in reading and writing? | Qualitative Grounded Theory Method | Information about blogs; author’s experience with student comments; classroom blog for publishing work in the classroom; postings of questions to be answered. | Qualitative data collection of responses and work completed by students | Qualitative data analysis approach is used as teacher observes engagement of students in higher-order thinking through the use of blogs. | Zawilinski, L. (2009). Hot blogging: a framework for blogging to promote higher order thinking. *The Reading Teacher, 62*(8), 650-61. |
| *Applying the blog in an information literacy program in school library setting: a case study at nan-yang elementary school in taichung.*  | Use of blogs in the information literacy programsChia-Hui HuangEllen Hao-ying F. LiuHuang is a researcher at the Education Information Unit, Ministry of Education in Taiwan, ROC.Liu is a professor at the Graduate Institute of Library and Information Science at National Chung-Hsing University in Taiwan, ROC. | How do blogs affect students’ use of blogs in a literacy program affect students’ learning behavior, and opinions of student and the librarian toward the program? | Qualitative-Author used blogging in a teaching plan to three classes of sixth graders. | Survey and interviews | Organization of answers from survey and interviews | The researcher gathered all information from the survey and interviews to form conclusions. The approach could be called mixed data analysis in that surveys and interviews were used but numbers from the surveys and interviews were used to reach a conclusion. | Huang, D. & Liu. E. H. (2007). *Applying the blog in an information literacy program in school library setting: a case study at nan-yang elementary school in taichung.* Paper presented at the International Association of School Librarianship Conference. Retrieved from www.iasl-online.org/events/conf/2007/**program**-sessions.htm · |
| Literacy instruction with digital and media technologies | Digital and media technology in literacy instructionDiane BaroneTodd E. WrightBarone teaches at the University of Navada, Reno.Wright teaches at Fernley Elementary School, Fernley, Nevada. | What are effective approaches to teaching with technology? | The authors referred to research completed by others. Mixed Research Method-Qualitative due to observation of laptops and Internet connections.Qualitative in that CRT results are analyzed. | Student engagement; student learning; student work | Observations and scores were used in data collection. | Mixed data analysis approach to analyze the results of observations and scores on the CRT. | Barone, D. & Wright, T. E. (2008). Literacy instruction with digital and media technologies. *The Reading Teacher, 62*(4), 292-302. doi: 10.1598/RT.62.4.2. |
| Technological Pedagogical Content Knowledge in Action: A Case Study of a Middle School Digital Documentary Project  | Teacher content knowledge in middle school digital projectsMark HoferKathleen Owings SwanHofer is an assistant professor of educational technology in the School of Education at College of William & Mary. His research interest is in the integration of technology in the social studies classrooms. His work is published in scholarly journals and is presented at national and international conferences.Swan is an assistant professor of social studies education in the School of Education at the University of Kentucky. Her research interest is in strategies for preservice training for teachers. Her work is presented at national and state conferences. | What knowledge requirements are needed for teachers to effectively integrate technology in the classroom work? | Interpretive case study approach | Classroom observations,interviews,standardized test scores, student work products, lesson plans | Focused coding approach when coding observations, teacher interview comments, instructional materials, and research notes | Constant comparative method for data analysis | Hofer, M., & Swan, K.. (2008). Technological Pedagogical Content Knowledge in Action: A Case Study of a Middle School Digital Documentary Project. *Journal of Research on Technology in Education, 41*(2), 179-200. Retrieved September 21, 2010, from Research Library. (Document ID: 1609084861). |
| Becoming critical consumers and producers of text: Teaching literacy with web 1.0 and web 2.0.  | Teaching students how to become critical text consumers and producersLara J. HandsfieldTami R. DeanKristin M. CielochaHandsfield teaches at Illinois State University, Normal, USA.Dean teaches at Illinois State University.Cielocha teaches at Brigham Elementary, Bloomington, Illinois. | What are the differences between Web 1.0 and Web 2.0 tools in their use in the literacy classroom? | Qualitative-EthnographyTwo-year study exploring multilingualism,multiliteracies, and teacher development | Study groups, interviews, and observations of instruction, Comic Creator and Blogspot creations | Audio and video transcripts were made. | Constant comparative analysis to find patterns and themes | Handsfield, L., Dean, T., & Cielocha, K. (2009). Becoming critical consumers and producers of text: Teaching literacy with web 1.0 and web 2.0. *Reading Teacher, 63*(1), 40-50. Doi:10.1598/RT.63.1.4 Retrieved from Academic Search Complete database. |
| The Effects of Information and Communication Technology on At Risk Children of Low Economic Status: Make It-Take It After-School Case Study | The effect of technology when working with at-risk children.Shahram AmiriAmiri is affiliated with Stetson University, USA. | What effect does Digital inclusion have on academic achievement? | QuantitativeMethod | Test scores of the mandatory FCAT assessment. |  |  |  |
| Blogging in the Classroom: A Preliminary Exploration of Student Attitudes and Impact on Comprehension  | The effect of blogging in the reading classroom.Nicole B. EllisonYuehua wuBoth authors are affiliated with Michigan State University. | What effect does blogging have on academic achievement? | QuantitativeMethod |  |  |  |  |
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