IO6: Pilots and case studies

Transnational Implementation Report

Executive summary

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Project Title: LIFELONG READERS WEB 2.0

Project Acronym: LIRE 2.0

Introduction

This executive summary highlights the **main findings from the national implementation reports** compiled by the LiRe2.0 partnership. LiRe2.0 partners worked closely, during piloting and implementation with 63 educators and 1265 learners in each partner country, namely at-risk students in reading and academic learning, pre-teens and teenagers, and university students. Each partner piloted teaching units from the *LiRe2.0 Toolkit* (which were customized and adapted by educators to suit their learners' needs) in at least 2 different schools/ school levels and collected data through several means: a questionnaire on piloting, a questionnaire on implementation, a focus group with educators involved in the piloting, a focus group with learners conducted by the educators themselves; all these data were analyzed and compiled into a national implementation report that summarized all findings. Case studies were also presented by partners to highlight key findings from implementation. Findings are based on the input of **63 educators** and **1265 learners** across countries and learning levels (from 6 to 20 year-olds), as presented in the table on the next page.

This executive summary is organized into three parts:
- Main findings from the national implementation reports of LiRe2.0 partners
- Recommendations for using web2.0 tools in connection to reading derived from the implementation experiences and reports based on them; These are organized alphabetically and represent highlights of the National Implementation Reports
- A list of 9 reasons why educators should use Web 2.0 tools in association with reading, which is meant as a quick reference guide for educators who are still reluctant to engage in exploring Web 2.0 tools for reading and reading promotion.

Table 1. Piloting and Implementation in numbers

Partner	Web2.0 tools used in implementation	Number of educators	Context / School	Number of learners	ages
Piloting LMETB		5		34	15-19
Implementation LMETB	Kahoot Storyjumper Tablets	4	2 Youthreach centers	22 early school leavers	14-19 QQI Levels 2-4
Piloting IPCB		3		68	8-20
Implementation IPCB	Kahoot Lino Toondoo	3	1 primary 1 lower secondary 1 university	17 19 10	14-15 10 21
Piloting UPIT		9		238	11-17
Implementation UPIT	Lino Storyboard That Kahoot e-reader	3	1 primary 1 upper primary 1 lower secondary	22 24 29	10-11 12-13 15-16
Piloting DOUKAS		10		246	8-22
Implementation DOUKAS	iStopMotion	2	Primary (two grades)	10 Grade 3 5 Grade 6	8, 11
Piloting FERRARIS		12		250	16-18
Implementation FERRARIS	StoryStarter Storyjumper Prezi	2	Primary (grade 1) 1 Secondary	24 wide range of cultural backgrounds 19	6 15-17
Piloting CARDET		7		160	10-15
Implementation CARDET	Storyjumper Glogster Storyboard That	3	2 primary schools 1 lower secondary school	22 23 23	10-11 10-11 14-15

Main findings

Teachers and educators involved in the piloting and implementation of *LiRe2.0 Toolkit* teaching units used the latter as models for their own teaching materials that they customized according to their own needs. Their comments on piloting and implementation address several issues, namely: time; availability of equipment/ connectivity; use of Web 2.0 tools as a means to liven up classes and reading; potential of Web 2.0 tools in connection to reading practices; how Web 2.0 tools may be combined with traditional approaches to reading; preferred uses of Web 2.0 tools.

Time and availability of equipment/ connectivity: Educators seem generally willing to spend time exploring web tools to diversify their teaching practice, despite claiming to have little time to do so and shying away from more complex usages or complex web tools. Ready-to-use and simple tools, such as Kahoot or Lino, are preferred by educators for this reason[1]. However, theirs is not only an operational level issue (knowing how to use a specific web tool), but also a pedagogical issue on learning how to engage students in specific online practices (such as book trailers and recommendations for other readers) through these web tools. The LiRe2.0 training was valued as an eye-opener on the Web 2.0 tools and resources educators can incorporate into their lesson plans so as to make them more interesting and relevant for learners.[2] It also served as a medium for the educators to familiarize themselves with tools that some of their students might already know, thus helping them feel more connected to their students, and also overcome their own reluctance as to exploring new Web 2.0 tools.[3]

Availability of equipment/ connectivity: Educators showed concern for the existence of modern equipment in schools that might support the use of Web 2.0 tools. They were also worried about good Internet connections, safety issues on the Internet, as well as control over learner use of the Internet and social media pages (such as Facebook) to post comments on their readings. Another drawback recognized by educators is that the use of web tools can cause disruption and delay in class, especially when social media are used. Educators also called attention to charging tablet batteries before using tablets or other equipment, specific limitations of some apps, such as the timer in Kahoot that cannot be set for slower learners, or the lack of audio. A further limitation raised was connected to the potential costs and subscriptions for apps and Web 2.0 tools.

Use of Web 2.0 tools as a means to liven up classes and reading: Educators are not reluctant to embrace an edutainment approach as part of a wider learning context. They are aware, and more so through the use of the *LiRe2.0 Toolkit* and the training done, of the operational dimension of digital literacy that can be developed in students, such as: reading and writing through diverse digital media; using audio (spoken language), images, film, and writing to develop multimodal literacy while reading, as well as using diverse web tools for different

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[1] IPCB National Implementation Report.
[2] LMETB National Implementation Report.
[3] CARDET National Implementation Report.

teaching and learning purposes, to update their practices and promote wider and deeper learner engagement through new possibilities to explore reading.

Potential of Web 2.0 tools in connection to reading practices: Educators generally believe that Web 2.0 tools as described in the *LiRe2.0 Toolkit* have a high potential to positively influence learners' attitudes towards reading, including those of reluctant readers: "technology offers the opportunity to use tools that are current and engaging to learners of all abilities".[4] Their other beliefs are that using digital tools in association with reading promotes creativity and helps learners with difficulties or special needs develop literacy skills. One educator claimed that, for instance, Kahoot "is motivating for young people with literacy issues as they can use the colors to identify the answers".[5] In addition, through the use of specific Web 2.0 tools that allow for students to build on a story or create a story based on a book used in the classroom, like for example Storyjumper, students become motivated in reading the specific book at home, or exploring similar books of the same author or of relevant topics.[6] Most educators also seem aware that school practices have to meet student practices half way, which might imply motivating students for academic and scientific learning through game-like activities and social media practices they use in private life and that involve connectivity and social media practices.

How Web 2.0 tools may be combined with traditional approaches to reading: Educators recognize that contemporary reading practices are quite different from traditional ones and that learners are often disengaged. However, while some recognized that it is important to match traditional approaches to reading with novel web-based ones by re-packaging canonical readings with online activities and Web 2.0 tools, others maintained that a balance is needed between traditional literary approaches and web-mediated ones. Some educators also realized that a move is needed to diversify text modes (such as moving images, comics, audio /spoken texts).

Preferred uses of Web 2.0 tools: Educators experimented with Web 2.0 tools for interaction, collaboration, and sharing available online information (through Lino, for example) and realized that learners feel empowered when they can express their own opinions online and get feedback from peers and educators, as well as when they can experiment with multimedia formats to create their own content based on what they read and their own imagination. In support of what educators think, a learner claimed, "I liked working with the tools as they helped me to develop a story with images and it helped me to write each page" and "I enjoyed working with other students in teams".[7]

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[4] LMETB National Implementation Report.
[5] LMETB National Implementation Report.
[6] Focus group with educators. CARDET National Implementation Report.
[7] Focus group with learners. LMETB National Implementation Report.

Learners highlighted the use of Web 2.0 tools in connection to reading as a transversal practice; they referred to academic uses they were not familiar with; and highlighted how interactivity, participation and linking education and entertainment (edutainment) is important for them.

Transversal practice: Learners recognized that by using particular tools in the reading context they could extend their use transversally to a set of other school subjects and to their own individual private practices: "This is how literary works are transformed into cinema".[8] This is an important aspect of building digital literacy, that individuals can make confident use of apps learned at school for several identity and cultural contexts, either at school or at home in a variety of settings and contexts. Younger learners, for example, saw in the uses of Web 2.0 tools in class an opportunity to extend their use to private practices at home.

Academic uses of Web 2.0 tools: There are differences in use that deserve some foregrounding. University learners (who were student teachers) were keen to explore the technical features and the social uses of web tools they worked with, teenage learners were keen to use their own devices (mobile phones and iPads) in class, while younger students felt it was important to learn how to use the Web 2.0 app adequately prior to using it. Student teachers involved in piloting and implementation were aware of the need to exert some technical and social control on the web tool (Kahoot) they were asked to use and assess for learning and teaching of primary school children. Younger students, on the other hand, were just happy to simply participate competently in using a particular web tool, these students were reflexive and critical enough to want to explore the tool for their own educational purposes and to do so, creatively. The older the learner the more comfortable they seem to be with using ICT and web tools for reading and for developing learning skills such as problem solving, peer learning and cooperation. Entering competitions with their own artefacts (such as videos) on reading experiences featured as very engaging in one context[9]. One other important finding for learners was accessibility to reading materials online through virtual libraries in connection with entertaining/educational activities in class and at home. While some learners claim that they prefer to read on their own, they also say it is very appealing to talk (online) about what they read.[10]

Interactivity, participation and edutainment: Older learners put a lot of emphasis on interactivity and game-like activities like quizzes that are enjoyable and competitive; they felt that using tablets and e-readers was an encouragement to read; they felt that working in groups on creating their own stories helped them formulate their own etiquette of collaboration so that everyone could contribute to the digital stories created without some members being disadvantaged or not taken into consideration in terms of their preferences; and sharing their own reading interpretations through Facebook or Goodreads was valued as positive engagement. Learners recognized the wider accessibility of materials online (for example, through virtual libraries) and welcomed the possibility to use their own mobile devices for

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[8] Focus group with learners. Doukas National Implementation Report.
[9] Doukas National Implementation Report.
[10] Focus group with Learners. UPIT National Implementation Report.

reading in class or for school assignments. One other aspect that was facilitated through the use of Web 2.0 apps in connection to reading was the wider involvement of students with other classes in the same school (where they presented a book, for example), and the extension of their reading tasks to the surrounding extra-school community[11]. The use the Web 2.0 tools and the ideas presented through the LiRe2.0 Toolkit also allowed for the collaboration and exchange of ideas between two classes of two different schools, thus allowing the learners themselves to interact with students at other schools, exchange ideas and even visit the grounds of the other school, so as to experience digital literacy practices at both schools.[12]

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[11] Ferraris National Implementation Report.
[12] CARDET National Implementation Report.

Recommendations for promoting reading through Web 2.0 tools

This is a list of recommendations for educators, organized alphabetically, on reading promotion through Web 2.0 tools, compiled from all national implementation reports.

Accessibility: it is important to showcase easy access to free reading material online, as well as to the many web tools that can be explored to support successful participatory and engaged reading practices for both educators and learners. "Students found out they could also read books online in virtual libraries and not only in physical libraries".[13]

BYOD (Bring Your Own Device): young people use several digital devices such as smart phones and tablets; when these are allowed in school, they can understand how these devices can be used for reading (both for information and for pleasure). "The students were really interested and attracted to using e-readers and mobile phones during a classroom activity".[14] Furthermore, these devices seem to be less stressful than the traditional ones used in school, such as paper and pen or pencil for some learners.[15]

Collaborative activities: social media and Web 2.0 tools trigger reading activities that can be developed as group work, where group members are required to collaborate with one another, give and receive feedback from peers, and share opinions and resources.

Combining traditional and novel approaches to reading through Web 2.0 tools: exploring young people's engagement with ICT in connection to reading may reengage them with traditional practices, "I learnt that I can combine the old and the new while teaching literature and that reading, a so-called boring activity for kids nowadays, could be made attractive to them by using modern ICT".[16]

Critical use of information: Web 2.0 tools promote the engagement of learners with activities that require them to search and retrieve information about books, authors, styles, genres, etc. that they then share critically with others. This goes beyond the mere technical domain (skill) of a tool into the promotion of a digital literacy that enhances rich digital reading practices (multimodality, recommendations for others, creating own personalised libraries, etc.).

Educating with technology: educating with technology makes learners aware of the potential and pitfalls of technology in their own social contexts and thus turns them into (critical) agents that produce knowledge, innovate and participate in society.

Inclusion: The use Web 2.0 tools, tablets and e-readers facilitates reading for those students that may be disengaged readers or have reading problems, by using images, comics and multimodality around the same written text.

Interactivity: The use of Web-based 2.0 tools has a positive impact on the potential for creating innovative and interactive learning environments and for greater effectiveness in the organization of teaching.

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[13] Focus group with educators. UPIT National Implementation Report.
[14] Focus group with educators. UPIT National Implementation Report.
[15] LMEBT National Implementation Report.
[16] Focus group with educators. UPIT National Implementation Report.

Leisure and learning: For Education 3.0 it is important to explore the leisure practices of students and the apps they use to take them further into learning contexts. A good practice is to explore web tools in several contexts: for education and for leisure, as was done for the Reading Week implementation described[17].

Multimodality: Multimodality can be stimulated by presenting reading materials through several supports (book, online book, book trailer, animation, film adaptation, etc.); it might also be stimulated through engaging learners in making comments on reading through several Web 2.0 platforms (such as Lino). Combining diverse modes of communication may not only be relaxing for learners, it also suits more learning styles and thus helps learning and retention. It is also important to provide learners with a variety of Web 2.0 tools that they can use for creating their output, as some Web 2.0 tools might be more appealing to some learners than others. For example, in order to develop a book trailer, it is important to provide students with a variety of tools that can be used for that task. This was students can explore the tools and engage with one that they feel more attractive to them.[18]

Participatory engaged reading: Digital literacy developed in association with reading emphasises authoring and editing tools and highlights retrieving and managing information skills. This goes beyond merely using a tool as a consumer of content or as a gamer.

Portability: Some educators showcased the portability of virtual books that can be accessed through mobile devices young people always carry with them (such as mobile phones) as an advantage over physical books that learners often forget to bring to class.

Reading & Writing: The use of Web-based 2.0 tools to promote reading and the development of literacy skills fosters greater involvement in reading and writing activities.

Sharing communication: Engaging students in meaningful reading/writing tasks online where they are consumers, producers of content, critical users of technology and critical readers that advise others and recommend reading materials to others, are practices that emerge from the use of Web 2.0 tools. For example, through movie making[19], learners were highly motivated to fully engage in writing and revising text as part of their desire to communicate with the reader and their authorship pride.

Time: Learners require time to effectively integrate and explore web tools in connection to reading, so it makes sense to give time for exploring the medium (web tool) that will enable the practice.

Valued features of Web 2.0 tools: Some of the web tools used during implementation were praised in relation to their possibility to give immediate feedback, visual appeal, interest and entertainment for users, inclusiveness in the sense of being adapted to several learning styles, adaptability of content, no restriction around hardware, flexibility, and use and ease of use.

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[17] IPCB National Implementation Report.

[18] Focus group with educators. CARDET National Implementation Report.

[19] DOUKAS National Implementation Report.
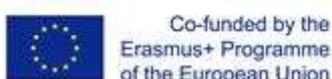
Nine reasons for using Web 2.0 tools in association with reading

This section offers a selection of arguments from the data collected above for convincing educators to use Web 2.0 tools in connection to reading.

1. Web 2.0 tools associated with reading motivate learners to **engage with reading in new ways**: to engage critically with reading materials; repackage text read through different modes that include audio, pictures, a variety of scripts; and to allow them to build knowledge in a meaningful way for themselves through their own creative outputs.

2. **Portable devices**, such as smartphones and tablets, are used by learners at home and for leisure. By bringing them into the class learners feel they are bridging the gap between their home practices and school activities. Using portable devices to comment on reading or interact with reading (through their own imagination) or with other readers is considered by learners to be both innovative and motivating.

3. Some apps, such as Kahoot, can approximate reading activities to **gaming practices**, which young people enjoy. Relating to students' and young people's interests and trying to integrate those through the selection of tools has the added benefit of motivating students and relating to them as to their every-day preferences.

4. Introducing Web 2.0 tools in class in association with reading helps **diversify teaching and learning activities** and thus raises students' attention, engagement, and motivation.

5. Through reading practices that use several web tools to share information, collaborate online, compose book trailers, author new versions, or issue reading recommendations for others, learners are **engaging with digital literacy**, besides **developing digital competence**.

6. Traditional canonical texts can be made **more attractive for students** when they are explored with Web 2.0 tools.

7. Story writing after reading becomes more engaging, **collaborative and interactive** when Web 2.0 tools are used.

8. **Learners with difficulties** may find it easier to engage in reading when they can use web tools that repackage the texts with other narrative modes through audio/spoken text, moving images, video or pictures; or by having access to online translation (in the case of immigrant students).

9. **Participatory enhanced practices around reading** through Web 2.0 tools engage learners in new modes of communicating ideas, views and their own identities. The practices of social media can be harnessed to make sense of interdisciplinary topics in school, values, and shared learned vocabularies and lexicons.