Technology Effects on Motivation to Read: A Case Study Through Teacher Candidates

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Fall 2016

A capstone project submitted to the Department of Education and Human Development
of The College at Brockport, State University of New York in partial fulfillment of the
requirements for the degree of Master of Science in Education

Abstract

Technology is increasingly affecting literacy engagement of everyone. It is the job of the teacher to bring technology and literacy into the classroom, as this increases motivation and engagement. Using a series of interviews, a survey, and a daily-log, participants were examined in order to collect qualitative data on motivation to read through technology and technology usage in the classroom. It has been determined that 1.) Social networking is a daily involvement, 2.) Readers are motivated through choice, and 3.) Social networking in the classroom is dependent by many factors. More specifically, reading is motivated through social networks by the aspect of choice. However, each participant claimed to interact on social networks daily but also claimed to not use these types of interactions in the classroom.

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Chapter 1: Introduction

Technology and the internet is a growing aspect of daily lives. Overall, 84 percent of U.S. households own a computer (Rainie & Cohn, 2014). "Americans today have an enormous variety of content available to them at any time of day, and this material is available in a number of formats and through a range of digitally connected devices" (Perrin, 2016). The gap between the reading that occurs in and outside of the classroom needs to close in order for reading to be realistic and authentic.

Problem Statement

"Students must become effective readers to meet the demands of literacy learning for the 21st century" (Blanton, 2002). A lot of reading that is done in the classroom is not the same as the reading that is done in the real world. Technology is changing the reading that occurs on a regular basis and the classroom is not always modeling this format of reading.

Significance of the Problem

"Technology has transformed the way we produce, distribute, and receive information" (Considine, Horton, & Moorman, 2009, p. 471). Letters used to be well thought out and written in an elegant manner. Now emails and texting are our form of letters which can be very impersonal and distant. Technology is an increasing aspect of our daily lives. "Compared to examining a text in isolation, the affordances of multimodal scaffold can help students apply what they read and help them develop more sophisticated thinking" (Boche & Henning, 2015, p.580). Multimodal texts offer students a realm of thinking activities. They may have to read while avoiding distractions, or play a game while reading, or even participate in conversations while reading as well. This

allows for students to be efficient multi-taskers. The real world has become a pathway for technology, and those who are not up to date, are less inclined to have future opportunities. Very few occupations and activities are no longer done without the use of some form of technology. There needs to be "a bridge between the knowledge students already have and the content that they need to learn to be successful inside and outside of school" (Considine, Horton, & Moorman, 2009, p.471). Outside of the classroom, teacher candidates and their students are using many different technological devices such as: iPads, smartphones, tablets, and much more. When these devices are utilized in the classroom there is a higher level of motivation to learn. When there is familiarity the students are able to connect at a deeper level because of the engagement they are having. Technology has become this familiarity because of the regular use of technology in the home-life, outside the walls of the classroom. Technology is changing how teacher candidates and students interact with text. There are more opportunities to engage with text on-line and with electronic devices than ever before such as: reading articles, statuses, reviews, watching videos with subtitles, etc. through social media sites. Dwyer (2016) states that, "Reading online… requires deeper levels of higher order processing skills, strategies, practices, and dispositions" (p.384). She claims that reading online requires readers to avoid distractions such as advertisements. This is very different than what is expected inside of the classroom. A physical text that is used in the classroom does not have advertisements or other distractions that arise within online reading activities. Without a way of learning to divert the distractions students may be frustrated and have a harder time of understanding the content of the material in which they are engaging.

Purpose

      The overall purpose of this study is to qualitatively investigate teacher candidates' personal use of technology and its correlation to their motivation to read through a case study design. The investigation will examine how five teacher candidates use technology for personal reading and how candidates may use technology reading in their own classrooms. The research questions that guided this investigation are as follows:

Research Questions

1. How does technology such as the internet and social networking sites motivate one to read?

2. How are teacher candidates influenced by technology both personally and professionally?

Methodology

      The project is an investigation of teacher candidates and what technological experiences motivate them to read. Participating candidates will complete a survey on motivation to read (Appendix 1), participate in an interview on motivation to read(Appendix 2), complete a 30-day daily log (Appendix 3) on social networking interactions, and participate on a final interview (Appendix 4) discussing the daily log and their final thoughts on reading through social media. The purpose of this study is to qualitatively investigate teacher candidates' personal use of technology and its correlation to their motivation to read. The investigation will examine how teacher candidates use technology for personal reading and how candidates may use these findings in their own classrooms.

Rationale

Technology is becoming an increasing aspect of daily lives. Children are the ones who are being most affected by this. They are born into this world where technology is essential to everyday living. They are learning how to use handheld devices before they are learning to read or write. Most children can operate their parents cell phones, iPads, tablets, etc. better than their parents. Today, we are living in a world where it is essential to know how to use/operate current technology. Even our bank statements are becoming paper free. Most job applications have to be completed online, not to mention interviews where the first process may be done through skype. The world these students live in is becoming more virtual than we could have ever imagined. Technology has made living easier and harder at the same time. Our students view technology as a personal way to spend time without having the knowledge of using it professionally as well. We can help our students by showing them how to utilize technology in a professional manner in order to prepare them for societal needs.

Reading is not necessarily what it used to be. When reading is discussed, the first thing we think about are books. Even when you ask children about reading they automatically think that we are asking them about the books they have read. With the advent of technology, reading is a multimodal way of interacting. We now have a multiliteracy environment where most of our reading occurs through social media applications and the Internet. When you ask students about their interactions with technology and the Internet they will tell you about posts they have read or written, articles they read, videos they watch, and many other interactions. This is all a form of literacy. Even though a status (short message through social media sites) may only be one sentence, these children are reading multiple statuses, multiple times throughout the day.

They are also writing their own statuses which makes them literacy creators as well. This allows them to connect with literacy on social media sites at a deeper, more cognitive level. However, some students do not realize that once they post a status, picture, video, etc., they are sharing with the world. It is not something they can take back. This is where teaching children about the internet and what they post can be extremely beneficial. The repricautions that can happen through social media sites due to an inappropriate or informal post can damage relationships and prevent future job opportunities.

This study is an investigation of the multiliteracies invading peoples' lives and how this is impacting their motivation to read. If we redefine what reading is from the typical "book" reading, we can see there are many factors influencing reading choices. This study will pin point teacher candidates' reading choices and their motivation behind those choices.

Chapter 2: Literature Review

Introduction

Everyday there are increasing aspects of technology. We learn about new applications or new downloads in order to make our technology involvement the most efficient. We see students having the latest smartphones, iPods, or game systems. It is so hard for them to put down these technological advancements. A day without a cell phone is like a day being lost in the dessert. Without a phone, students are lost and feel disconnected. When it comes to technology, students are motivated in the school environment. However, when it comes to reading, students are less inclined to be motivated. In this section, I will discuss related literature on multimodal and media literacy, integration of technology in the classroom, collaboration, and theories to

represent a contextual framework in order to provide research behind the assumptions and data that consume the topics of motivation and multiliteracies.

Multimodal and Media Literacy

"Literacy is defined as a social act during which meaning is made from" (Jacobs, 2012, p. 271). A social act can be represented in many different ways. We consider social, emotional, and physical interactions to be social acts. These interactions now are also expressed through many different modes including technology and the internet. Multimodality is the idea of utilizing multiple modes in order to gain a better conceptual understanding and go beyond the use of language. "Literacy is no longer bound to print-based mediums but instead extends to digital multimodal experiences where the combination of sounds, images, and text all contribute to meaning making" (Boche & Henning, 2015, p.579). In the world we live in, it is very common to interact with multimodal texts regularly. Some examples, but not limited to, include: music we listen to, television we watch, social media sites we update regularly on, and advertisements we hear, see and read. "Multimodality tap into types of literacies that students use on a daily basis" (Boche & Henning, 2015, p.588). These are the types of interactions that the students are using through social media sites. Sites such as Facebook, Twitter, Instagram, and many others, offer a myriad of texts in one interaction alone. One interaction can allow for the student to view, read, and create all in one setting. This helps students interact in a literacy world that is limitless and has no boundaries.

Differentiation. Today we have students who are classified with many different abilities. It is the instructor's job to differentiate instruction in order to meet the needs of all learners. "Digital learning environments offer a myriad of possibilities and scaffolds

to support all students through customizable multimodal supports that are flexible and responsive to readers' and writers' needs" (Dwyer, 2016, p.284). Instruction delivered through technology is beneficial for students with disabilities and children who are at-risk (Musti-Rao, Cartledge, Bennett, & Council, 2015, p. 196). Many classrooms today are designed to be inclusive, including the needs of all types of learners. This can make it difficult for the classroom teacher to tend to each individual's needs with the ranging ability levels throughout the classroom. "Multimodality provides a pathway to that helps teachers support students in successfully accomplishing this goal and positions them to be multiliterate thinkers and consumers of information" (Boche & Henning, 2015, p.588). It is a way for the learning to be put in the hands of the student in order to make the learning environment suitable for his/her learning needs, accommodations, and pacing.

   Motivation and Engagement. Motivation occurs when there is a sense of belongingness with others through the environment (Patall, 2013, p. 523). Technology provides this environment through a social world of networking. Motivation increases when students concentrate on areas of interest (Autio, Hietanoro, & Ruismaki, 2011). Interests derives from likes and dislikes that are experienced in the world. It is a way of connecting to the world we live in, in order to fit in or gain a sense of belonging. "Technology can be used by students to take control of their own learning" (Boche & Henning, 2015, p.579). They can learn through motivation which comes from interest within technology. "Recognizing how multimodality can be used to motivate and engage students to work with these academic literacies, particularly complex texts, can help bridge what students do outside of school, to aid in what they learn in school" (Boche & Henning, 2015, p.588). Technology is a way to support students to make the transition

from home to school easier because they are using it so often outside of school (Fox, 2014).

What we tend to forget is that reading online texts can be more difficult. In school we are not typically taught to read online material. We are confined to the typical textbook. "Reading online…requires deeper levels of higher order processing skills, strategies, practices, and dispositions" (Dwyer, 2016, p.284). Dwyer (2016) discusses this idea that a book is bounded by its covers, and the internet is full of distractions like advertisements so it forces the reader to be an "assembler" (p.284). Because of this idea of distractions, students tend to focus more when reading online in order to fully engage with their reading of choice. "When the environment is experienced as controlling, chaotic, and/or uncaring, psychological needs and intrinsic motivation are thwarted" (Patall, 2013, p.523). Students like the idea of making decision for themselves. When they are not given a choice, the environment seems very restrictive and controlling. This is when motivation deteriorates. Technology can help bring motivation back into the classrooms, making for a more meaningful connection to learning within the lesson.

Throughout our schooling experiences, there are probably only a handful of times when we can recall learning or work options given to us. The idea of choice is encouraging and does not confine students to one specific learning outcome. When students have a choice, their ideas and engagement level increases. They have control of their own learning and how they engage in and/or share their learning. This is very motivating for students. Freedom of choice allows students to produce products and materials that demonstrate their understandings and this is highly effective (Autio, Hietanoro, & Ruismaki, 2011). When given a class project, there is a common goal

amongst students, but how each student decides to show the common goal or task is up to them. The ideas in doing so are endless and it gives the student the control of expressing his/her learning, which becomes more meaningful and memorable. "Understanding that motivation will occur when youths experience a sense of competence, are able to select what it is they wish to focus on, and can develop meaningful connections to a larger community frees us from the blinding glitter of technology and reestablishes literacy education" (Jacobs, 2012, p.273). Technology is often hurriedly implemented or not properly utilized in education. When we can utilize technology in a way to make literacy learning engaging and motivating, educators can overcome the negative obstacles that using technology may incur.

Fox, (2014) found that a student was less engaged with a traditional textbook and was more inclined to give up when the text was difficult (p. 27). When students interact so freely on the online world, they tend to be more motivated by and use social networking sites. "Information presented through an interactive medium with the use of sounds, video, and animation can be an effective means for engaging disengaged or reluctant learners" (Musti-Rao, Cartledge, Bennett, & Council, 2015, p. 197). Jacobs (2012) discussed the fact that her students would claim to hate writing but would spend hours online engaging in writing activities. A common goal for educators on a day to day basis is to inspire their students to be motivated. This new generation is seen as "digital natives." "Digital natives seem to have boundless interest and curiosity about emerging technologies" (Considine, Horton, & Moorman, 2009, p. 473). Engagement and motivation will occur when the students can work with technology because it is familiar to them; it suffices their individual needs; and it gives them an opportunity for choice.

Integrating into the classroom. "It is the responsibility of today's educators to build a bridge between the knowledge students already have and the content they need to learn to be successful inside and outside of school" (Considine, Horton, & Moorman, 2009, p. 471). Students are expected to familiarize themselves with new technology and use it effectively (Autio, Hietanoro, & Ruismaki, 2011). If we are not teaching them these strategies in school, then where are they learning it? "The challenge for teachers is to connect the literacy skills that students develop in their social environment with the literacy environment of the school" (Considine, Horton, & Moorman, 2009, p. 471). It is hard to do so when, "Social networking sites such as MySpace, Facebook, and YouTube are often blocked in libraries and computer labs. The result is a failure to build a bridge between the technological world millennials live in and the classrooms we expect them to learn in" (Considine, Horton, & Moorman, 2009, p. 473). This creates a disconnect between the two worlds in which students operate. In order for technology to be effective in the classroom, it needs to model that of the real world. Educators cannot teach students how to respectively express themselves socially if they are not taught an etiquette to uphold on social networking sites.

Dwyer (2016) states, "We need to view technology as a tool for literacy and learning" (p.284). Bringing technology into the classroom changes the role of the teacher. The teacher becomes a "co-constructor" and "co-learner" with students. This method "promotes a mutual interdependence and respect between teacher and students (Dwyer, p. 288). This relationship creates a more welcoming environment where each student takes control of his/her learning and feels as an equal to the teacher. "Teaching using multimodality is not only a means to an end - as a way to scaffold and achieve increased

literacy - but is also an instructional necessity as students must leave our classrooms knowing how to analyze, use, and synthesize multiple modes" (Boche & Henning, 2015, p.579). Using technology in the classroom is beneficial for all learners, especially culturally and linguistically diverse learners that lag behind their peers. It provides a way for teachers to match each individual child's development level and provide a systematic instructional guide (Musti-Rao, Cartledge, Bennett, & Council, 2015). This helps integrated classrooms to stay diverse but to also continue achieving success at different rates.

        Collaboration. When we view students interactions on the internet, the majority of the time the students are interacting with other parties. "A classroom culture that encourages collaboration both shapes and influences how learners make sense of the world around them" (Dwyer, 2016, p. 288). The majority of standards and school observations look for student to student learning. It is expected that the students will work together and collaboratively assess each other's work. "Working collaboratively in groups on shared digital devices or platforms during Internet inquiry units permits exchanges of practices and aha moments and allows group members to expand their own individual understanding through discussing, examining, and contesting points of view" (Dwyer, p. 288). When we include digital literacies in this learning we are opening up collaboration to a whole new level of synthesis and conceptual understanding. The students are gaining more opportunities to assess one another, which provides a door, transitioning the learners from students to peer teachers.

Theories

Many theories and practices are identified as a child is developing. We look back on how these theories may have been developed in the first stages of life in order to conceptualize as to why students think or process information in the way that they do. How students interact in the real world comes from their surroundings, involving most of the home life. This section discusses the theories that make up a student's interactions with technology.

Behaviorism. Behaviorism theory is a theory of learning where the environment plays a key role in the development of the child. Now that technology has a major impact on our environment and everyday life, it influences our learning. "Literacy learning occurs within social and cultural contexts that feature socially constructed markers of difference such as race, class, and gender" (Compton-Lilly, 2006, p. 60). The majority of time this literacy learning is occurring through technology. Literacy is a shared responsibility (McLaughlin & Rasinski, 2015). As students are growing, parents affect their literacy learning. This also applies to technology involvement. From the 40 developmental assets (Search Institute, 2004), we can conclude that parental involvement plays a major role on the value and involvement of education in their child's learning.

Social experiences become part of children's literacy histories (Owocki & Goodman, 2002, p.4). Socially, students are interacting on social networking sites which means, "Technology and media are intricately interwoven into students lives. This generation lives in an environment where reading and writing, through digital media as well as traditional texts, are pervasive" (Considine, Horton, & Moorman, 2009, p. 479). Through this increase in technology use, technology has become a part of our

environment. In order to interact effectively in the social world we need to be connected through technology.

Emergent Literacy. Emergent literacy is the idea that all children are born ready to learn something (Clay, 2013). "Emergent literacy can be enhanced through a variety of environmental factors, interactions with adults, and explicit instruction" (McDonnell et al., 2014, p.496). Millennials are the generation that is being born into this enhanced technology world. They are learning the most basic interactions and concepts through technological devices. "Millennials are the first generation to be immersed in ICT (information and communication technologies) for their entire lives" (Considine, Horton, & Moorman, 2009, p. 473). They are born into a world where technology is essential and the most valued way of learning. This immersion makes them emergent literacy learners through technology.

   Funds of Knowledge. Funds of Knowledge theory helps teachers to develop instruction in order to draw upon knowledge and skills that come from the household life (Moll, Amanti, Neff, & Gonzales, 2005). Students are coming into the classroom with background knowledge on technology (Fox, 2014). Many technological devices are taking over the role of the parent when it comes to literacy involvement. It is no longer necessary for a parent to read a book when there is a device to do that. If a family is more immersed with technology, students come into the school setting with a high ability level to use technology. By bringing technology into the classroom and allowing for students to express their social networking experiences, we are providing them an opportunity to develop and share their funds of knowledge.

Identity. Owocki and Goodman (2002) said, "Identities guide children's behaviors, and therefore their development, by shaping their motivations, goals, purposes, attitudes, values, and ways of interacting with print" (p. 19). When teachers find a meaningful purpose in the media and within cultural resources and bring these ideas into the classroom, they can tailor instruction that is uniquely responsive to individual students (Compton-Lilly, 2006). Compton-Lilly stated that, "identities people construct and the relationship that they form shape their reading and writing practices" (p.60). Students are constructing their identities through social networking sites. Their most valuable literacy interactions happen on a day-to-day basis through digital media.

Conclusion

Much of the current research related to motivation and technology did not focus on the aspect of reading. With regard to the discrepancy in the reading that occurs on social media sites, and that is expected in the classroom setting, there needs to be further research on this topic. In order to fully understand the use of multi-modal text, we need to understand if this builds motivation, or if this interaction is hindering students' abilities in the classroom. Many researchers have geared investigations toward the effects of technology on motivation in general or the effects of utilizing technology into the classroom.

Chapter 3: Applications and Evaluation

Chapter three describes the context, goals, and objectives for this research study. Also in this section, you will find an explanation on the participants in this study, the positionality of the researcher, data collection methods, study procedures, instruments used for the study, and the criteria for trustworthiness of the researcher.

Participants:

There are a total of five participants in this study. The criteria for students in this study includes teacher candidates attending classes at The College at Brockport and are enrolled in the B-12 literacy graduate education program. These five participants range in age, from twenty to thirty years old. The participants are as followed:

- J-Money: J-Money is certified as an early childhood teacher. She is currently a substitute teacher.

- Bob: Bob is certified as an adolescent mathematics teacher. He is currently teaching mathematics at the middle school level.

- Purple Butterfly: Purple Butterfly is certified as an early childhood teacher. She is currently positioned in a long-term substitute position at the elementary level.

- Gary Brosmith: Gary Brosmith is certified as an adolescent history teacher. He is currently tutoring and substitute teaching.

- Susan. Susan is certified as an early childhood teacher. She is currently a one-to-one aid for a middle school student.

Context/Setting:

This study took place at a State University located in Western, New York. The area is a suburb of Rochester, New York. Some of the information was gathered independently by the teacher candidates themselves. Their settings differed depending on job location and residency location. All of the candidates are generally located in the Rochester area.

Positionality as the Researcher

I have completed my Bachelor's degree in mathematics at The College at Brockport, gaining teaching certifications in mathematics, grades 5-12 and special education, grades 7-12. I am currently enrolled in a B-12 literacy master's education program at The College at Brockport. The term literacy has gained a much broader definition than what it used to be. Literacy can now be defined as any involvement with text, and text is newly defined as anything from which one can make meaning. I wanted to gain more information and background knowledge regarding literacy, in order to gain a more versatile educational experience and be able to help my students with a wide range of expertise.

Methods of Data Collection:

This study utilized a variety of data collection methods. I collected data through a survey, interview, 30-day daily log, and a semi-structured interview.

Survey –Appendix 1. The survey was given to the participants in order to see what type of reading he/she does and how he/she values reading in a general sense. I developed this survey using ideas from Gambrell's Motivation to Read Survey. Gambrell's survey was made in 1996 and then modified in 2007 by Pitcher et al. The original survey was created for elementary students. Pitcher et al.'s modification of the survey was geared toward adolescents. My modifications made the survey even more suitable for teacher candidates and more up to date for today's needs. I collected data that investigated the different modes of reading and how the candidate felt about reading.

Interview – Appendix 2. The interview was a way to investigate the types of patterns preferred by participants. It asks questions specifically directed toward one's motivation to read. This survey was also a modification of Gambrell's motivation to read

interview. The questions on the interview did not suit the age group of teacher candidates

nor was it relative to today's needs. I chose questions that gave more of an insight into

the participants' reading selections. I also added questions relative to the teacher

candidate's classroom.

30-Day Daily Log – Appendix 3. The daily log is a way to capture what the

teacher candidates are reading on a daily basis through online sources. This gave me

background information on the type of reading that was being done while online. I was

able to see patterns and common trends from the candidates' daily reading. There were

many subjects of interest that caused the participants to read.

Semi-Structured Interview – Appendix 4. The semi-structured interview was

more of an overview of all of the data collection methods that took place. It was for the

candidates and myself to review all of the previous data collections taken. This interview

focused on realization of the amount of reading that is done online. It also correlates this

reading to how the teacher candidate is implementing social media into the classroom.

Procedures of Study

Through a case study design, the researcher gathered four kinds of qualitative data

with five teacher candidates involved with this research project. The first set of data that

was collected is from Pitcher et al. (2007) revision of Gambrell's Motivation to Read

survey (with the deletion of questions 1 and 16-Appendix 1). Then the researcher

conducted the revision of Gambrell's Motivation to Read Interview (Appendix 2).

Questions were added while conducting the interview depending on students' responses

and relevance to the study. The participating candidates completed a daily log (Appendix

3) for thirty days detailing their social media interactions. These teacher candidates

recorded the form of text they read while being on social media. After the log was completed, a semi-structured interview (Appendix 4) took place with each candidate individually between the researcher and the participating candidates. The interview was recorded by writing down the responses from the candidate. A list of questions for the semi-structured interview was provided. Once all data was collected, data analysis took place. Constant comparative analysis and open coding was used to analyze the data. The researcher first coded the data by separating the data in relevance to the research questions. A pink highlighter was used to answer the question: How does technology such as the internet and social networking sites motivate one to read? A blue highlighter was used to answer the question: How are teacher candidates influenced by technology both personally and professionally? The data was then separated into common themes that were occurring individually as well as a comparison among participants.

Instruments for Study

The participants were given the revision of Gambrell's motivation to read survey and interview with added questions relative to responses. This survey was made in 1996 and then modified in 2007 by Pitcher et al. The original survey was created for elementary students. Pitcher et al.'s modification of the survey was geared toward adolescents. The researcher modified the survey even more to make it more suitable for teacher candidates and make it more up to date for today's society. The survey and interview were conducted and extensive notes were taken. Then candidates were asked to complete the social media daily log over a 30-day time frame. After the participants completed the 30-day daily log, a semi-structured interview about the daily log took place (the anticipated questions for the semi-structured interview are attached in Appendix D).

Criteria for Trustworthiness

Prior to starting this research, IRB approval was granted. Over a period of several weeks, several tools (described above) were used in order to collect data on teacher candidates' reading patterns. The results were analyzed from the survey, interview, 30-day daily log, and semi-structured interview by using constant comparative analysis. During every meeting, the researcher took extensive notes while the participants answered questions. Anything else the candidate said that was relative or important to the study was written down in the notes as well.

Chapter 4: Analysis

After the data were collected, the researcher reviewed all of the data. The data were coded in order to find common patterns amongst the participants. Recurring themes were discovered due to the regularity of responses and daily actions of the participants. How the participants responded on classroom involvement and interactions with technology was also taken into consideration when coding the data. Another way to code the data was by the participants value of reading. Meaning, the way a participant valued reading (highly, poorly, positively, or negatively), helped to separate and code the data into common themes.

As a result of this research, there were many findings discovered. These findings included: 1.) Correlation between reading value and social networking experiences 2.) Social networking is a daily involvement, 3.) Readers are motivated through choice, and 4.) Social networking gives a realization of reading tasks.

Social Networking Literacy Experiences Correlate with Value of Reading

The first set of data that was collected was the motivation to read survey (Appendix 1). This survey gave insight on the teacher candidate as a reader. More specifically, the questions about opinions on people who read and the opinion on using time to read. Both of these questions tell the researcher how the candidate values reading. J-Money said that people who read are interesting, and she also said that reading was a great way to spend time. Bob said people who are read are boring. He also claimed that reading was a boring way to spend time. Purple Butterfly said that people who read are very interesting. She also said that reading was a great way to spend time. Gary Brosmith thinks reading is an interesting way to spend time, and that people who read a lot are very interesting. Susan said that people who read a lot are interesting, and that she thinks reading is an okay way to spend time. In order to score the survey, the participants were given 4 points for the most positive, three points for the next positive, two points for okay responses, and one point for the least positive answer. J-Money scored thirty-two out of forty, Bob scored twenty-three out of forty, Purple Butterfly scored thirty-seven out of forty, Gary Brosmith scored thirty-three out of forty, and Susan scored twenty-five out of forty. Ranking the candidates in order, Purple Butterfly is motivated to read the most, Gary Brosmithwas second, J-Money was third, Susan was forth, and Bob had the least score on the motivation to read survey. After viewing these results and noticing patterns from the candidates, it was determined that patterns were also correlated with the amount of time spent reading on social networking sites. From the 30-day daily log (Appendix 3), Figure 1 was constructed.
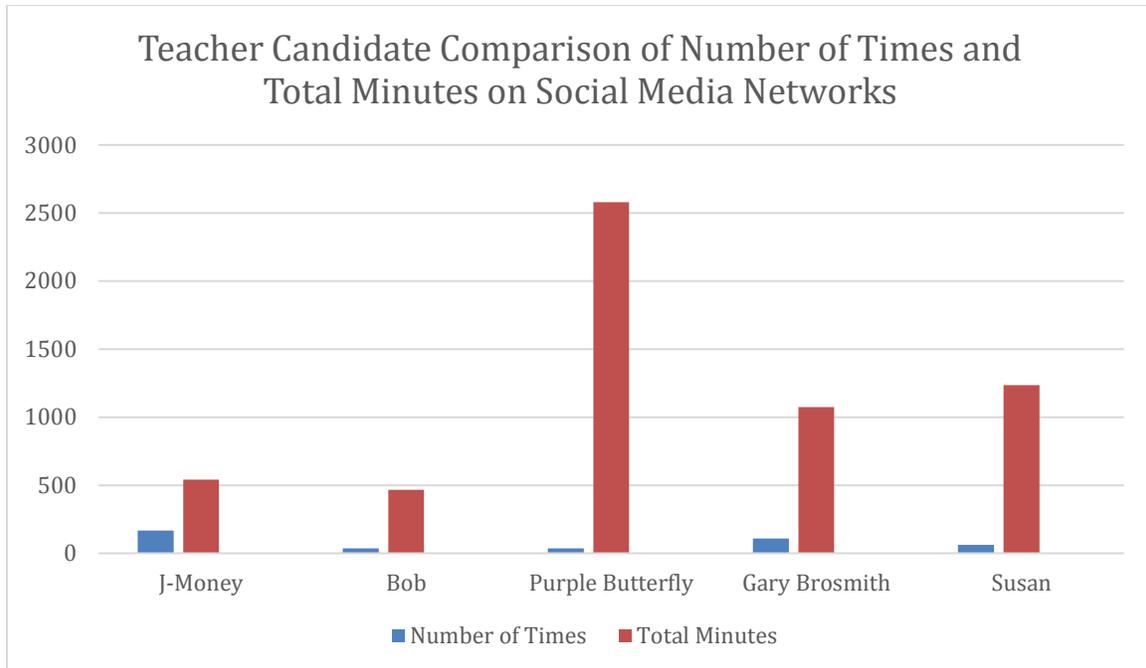
Figure 1. Data collected from all teacher candidate's 30-day log. The blue represents the total number of times all sites were visited within the 30-days and the red represents that number of minutes each candidate was on the sites throughout the 30-days.

Figure 1 shows a comparison between candidates. The chart shows that Purple Butterfly spent the most time out of the five candidates on social media throughout the 30 days, which correlates with her being the candidate with the highest score on the motivation to read survey. Even though she did not go on sites as many times as others, she clearly spent quite a bit of time on these sites. Through the log, she also documented her subject matter of reading material on the sites. Her subject matter went beyond statuses. She clearly was browsing the sites for things to read and expand her knowledge. She was also the one to express the most interest of reading through her motivation to read survey and interview. The researcher can also conclude that Bob spent the least amount of time on social media sites, and he was also the candidate that received the

lowest score on the motivation to read survey. Through his motivation to read survey and interview, he expressed a disliking to reading. The correlation of these findings makes it clear that those who view reading as valuable and enjoy reading, have a more meaningful experience on social media sites. They utilize social media sites in a way that gives them a very high literacy involvement and engagement.

Daily Social Networking Involvement

Through the daily log (Appendix 3), it was very evident that each participant was on social media networks every day. Each participant's involvement on social networking sites was different. Even the sites that the participants were on differed from person to person. There was a consistency that occurred between the participants themselves. The involvement they had on these sites was habitual; it was a behavior. There were times of the day that it became a habit to participate on social networks. Data collected from the motivation to read survey (Appendix 1) and interview (Appendix 2) also helped to explain some of the consistencies and give explanations regarding the daily log.

J-Money. J-Money expressed a liking to book reading more than liking to read on the internet. Even though she prefers book reading she still displayed interactions on multiple social networking sites a day. These sites included the following: Facebook, Instagram, and Pinterest. Figure 2 represents the number of times the participant went on the particular social networking site in a span of 30 days. It also represents the total time that was spent on those websites within the 30 days. J-money went on these websites every day and sometimes more than once a day. We can also see that the participant spent a decent amount of time on these websites throughout the 30-day time frame.
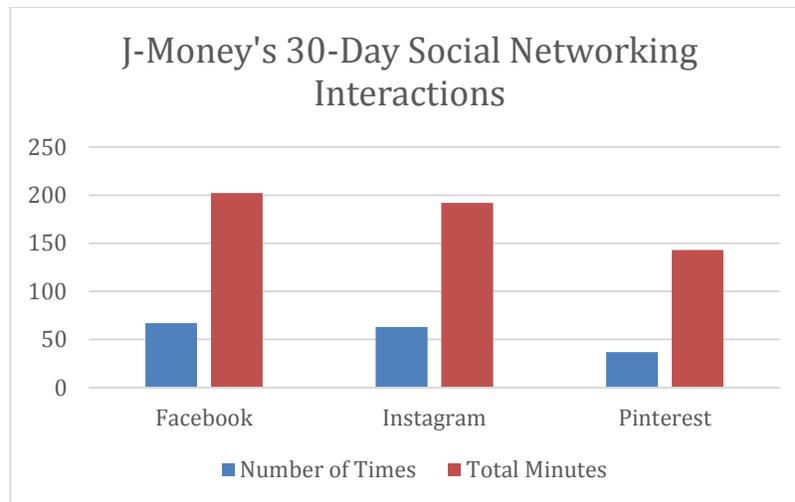
Figure 2. Data collected from J-Money's 30-day log. The blue represents the number of times the site was visited within the 30 days, and the red represents the number of minutes J-Money was on the site throughout the 30-days.

Bob. Bob only reads online and does not consider being on social media a reading activity. His interactions on social media sites were minimal compared to some of the other participants. He utilized two social media sites throughout the 30-day log. He went on Instagram every day and on twitter five out of the thirty days. Figure 3 shows that Bob spent a lot of time compared to the number of times visited the site. This means that the participant was interacting for quite a bit of time on the particular social media networks.
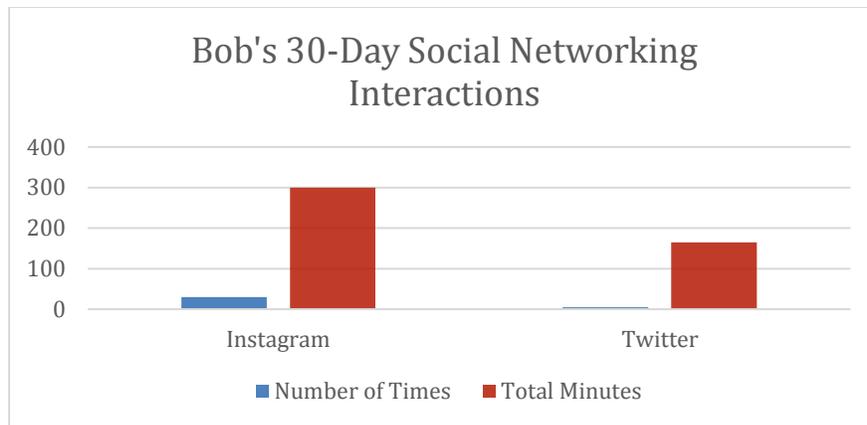
Figure 3. Data collected from Bob's 30-day log. The blue represents the number of times the site was visited within the 30 days, and the red represents the number of minutes Bob was on the site throughout the 30-days.

Purple Butterfly. Purple Butterfly values reading tremendously. She often reads with both hard text (like a book) and other multimodalities. Reading to her is a great way to spend time, and she has loved reading since she was a child. She claims that between 50 and 70 percent of her reading is done online. The two social media sites that this participant interacted with for the past 30 days were Facebook (every day) and Youtube (five times). Figure 4 shows the amount of time Purple Butterfly spent on Facebook. This was significant. She claimed to go on Facebook for at least an hour a day. The interactions she was experiencing on Facebook were very literacy oriented.
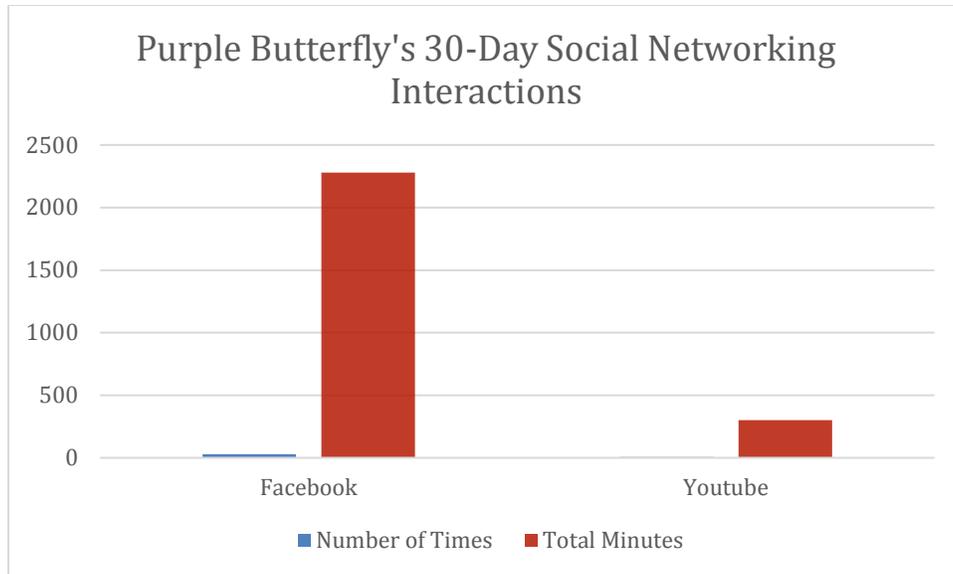
Figure 4. Data collected from Purple Butterfly's 30-day log. The blue represents the number of times the site was visited within the 30 days, and the red represents the number of minutes Purple Butterfly was on the site throughout the 30-days.

Gary Brosmith. Gary Brosmith likes to read and finds reading interesting, but also finds it kind of hard. He states that his reading is a "daily habit." He also talks about sharing his readings and taking recommendations from others. This participant uses reading as a way to learn more about the world. The two social media sites that the participant visited were Facebook and the NY times application. He went on Facebook more than once a day and dedicated a set amount of time to the NY times application at only once a day for updated historical and current events. From Figure 5, we can see that even though the participant went on Facebook more times, he spent more time on the NY times application. This could be due to the fact that strictly "reading" interactions were taking place on the NY times application.
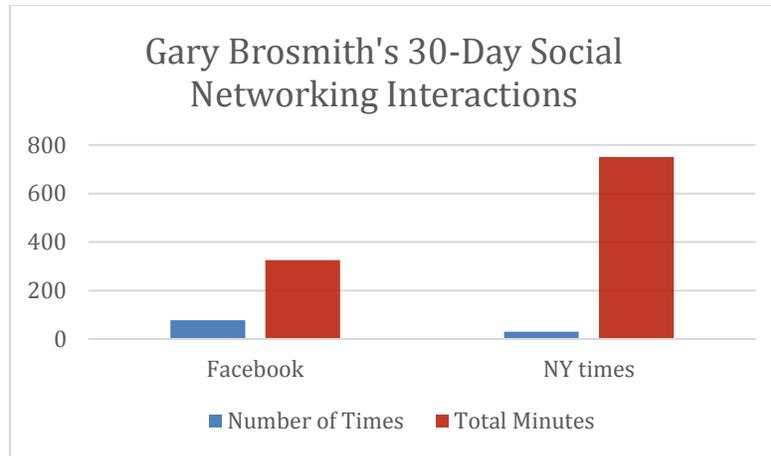
Figure 5. Data collected from Gary Brosmith's 30-day log. The blue represents the number of times the site was visited within the 30 days, and the red represents the number of minutes Gary Brosmith was on the site throughout the 30-days.

Susan. Susan finds reading an okay way to spend time and also thinks reading is kind of hard. While she admits that she prefers to read a physical book, most of her reading is done online. She claims that 80 percent of the reading she does is online reading. During the thirty-day log, the participant interacted on four social media sites: Facebook, Instagram, Twitter, and Myspace. Facebook was visited every day, Instagram twenty-nine days, Twitter two days, and Myspace one day. From Figure 6 it is clear to see that the participant spent most of her time on Facebook. She was on Facebook multiple minutes per time. She averaged about thirty minutes per day on Facebook alone.
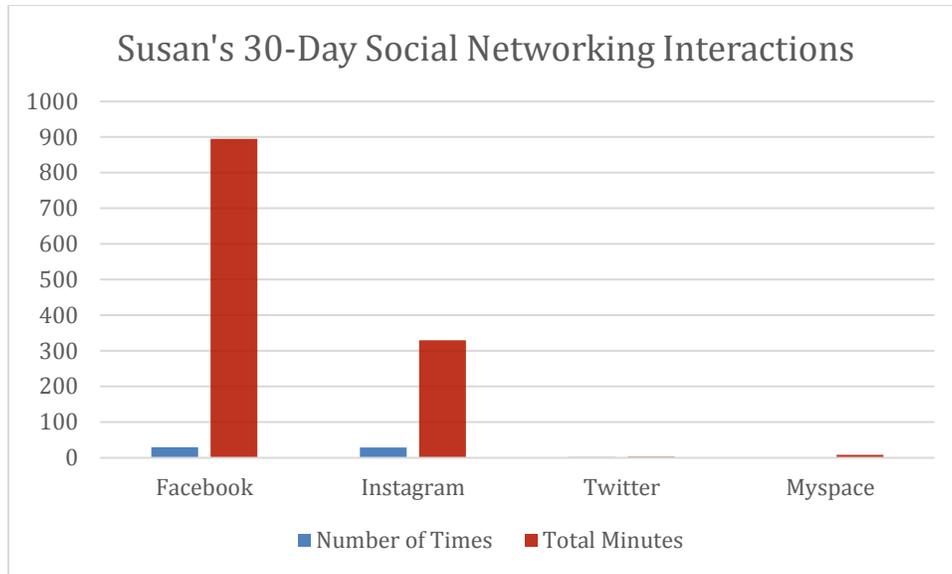
Figure 6. Data collected from Susan's 30-day log. The blue represents the number of times the site was visited within the 30 days, and the red represents the number of minutes Susan was on the site throughout the 30-days.

Every day, each participant interacted on at least one social media site. Even though some were on more than others, it was recognized through conversation that this procedure was a habit or a behavior (behaviorism). The participants claimed to go on social networking as follows: while on break, if they were waiting for something, if they were bored, to take their mind off of things, to see what others were up to, and to have something to do while eating.

Motivation Through Choice

Motivation can be a very challenging task for teachers. Results from the survey show the teacher candidates' regard for reading. This survey found in Appendix 1 determined that the teachers who participated were more motivated to read if they

expressed a personal interest in reading in the first place. Those that did not value reading and found reading to be a boring way to spend time were not motivated to read.

The motivation to read interview (Appendix 2) shed light on each candidate's view on or motivation for reading. Much of this data showed that the teacher candidates were reading items that were not necessarily highly valued choice materials. All of the teachers talked about reading materials that were made of a professional nature related to their academic responsibilities than of personal choice. No one had recently read a self-selected reading item based on personal choice. Also, none of the teachers discussed a reading material through social media. It was not until after the semi structured interview (Appendix 4) took place that the candidates took into consideration visiting social media sites as a reading task.

None of the participants were going on social media sites and interacting because it was mandated. They were going on these sites because they wanted to. They were reading articles and watching videos that they chose. These choices were made based on interests, current events, and job relativity. All of these factors motivated the participants to read and interact with reading on a daily basis.

Choosing assignments and activities based on choice allows for learning to occur. Even though a student may not like the area of study, if they have a choice with some aspects of the study, then they will be more inclined to pick something more appealing to their interests. "Embedding these interests through offering students options within the curriculum can motivate students who were previously having difficulty or not interested in school" (Servilio, 2009, p. 2). The participans showed more motivation to read when independent choice was involved. It was not

a requirement to read every day. However, each participant was reading everyday due to the selections they were making on social media.

Social Networking-A Realization of Reading Tasks

The semi structured interview (Appendix 4) allowed for the participants to reflect on the daily log (Appendix 3). Only one participant concluded that he did not consider going on social media a reading task. However, this same participant claimed to be on at least one social media site each day and claimed to read sports articles through these sites daily. His actions are not lining up with his opinions about reading. The other participants claimed to not have realized that social networking is a reading task and the amount of reading that was actually taking place while being on social media sites was greater than initially believed.

The way the participants use social networking in the classroom varied from participant to participant. Some participants did not have anything to add because they are substitute teachers and do not make their own lesson plans, so they do not have the opportunity to decide to add social networking to lesson plans. Also, a common finding was that the interactions were dependent on content area. Bob said that to use social networking in the classroom is unrealistic for mathematics. However, he could see himself possibly using it for the future in homework assignments. Gary Brosmith claimed to use twitter as an exit ticket. Not using the actually site, but allowing the students to answer a question with a certain amount of words (to represent a twitter post).

How the candidates utilize social media also impacts the way they value social media sites as a literacy tool. After this study, some of the candidates claimed to see social media sites as a way to involve their social networking in literacy tasks. These

participants noted that this study opened their eyes to how much social media interactions they have on a daily basis. They would really like to have more social media interactions in the classroom environment. Many of the responses from the teacher participants relative to students' view point about social media interactions actually being a reading task, confirmed that many believed students would not consider social media interactions as reading. The participants themselves admitted to not considering social media interactions as reading prior to the 30-day social networking log. They said that the study really gave them the realization of how much reading is actually occurring on social media sites. With this new realization, the participants aim to improve using multimodal reading tasks as an instructional tool.

Chapter 5: Conclusions and Recommendations

This research study sought to find the answers to two questions: (1) how does technology such as the internet and social networking sites motivate one to read; and (2) how are teacher candidates influenced by technology both personally and professionally? These research questions helped determine that social networking is a daily part of lives, and that it encourages motivation and literacy engagement. Also, the findings suggest that how one values reading reflects what they consider to be actual reading, influencing opportunities for social media interactions in the classroom. "The benefits of using technology include (a) active student response (ASR), (b) the ability to individualize and differentiate instruction, (c) consistent delivery of instruction, (d) increased motivation, and (e) resources for classroom management" (Musti-Rao, Cartledge, Bennett, & Council, 2015, p. 196). The findings show that the internet and social media positively influence both teachers and students.

Limitations

Due to the nature of this study, there were many limitations. The topic alone to this study was very diverse and could go in many different directions.

One of the limitations was due to the fact that there was not a specific universal definition to a "social network." Some people define a social network differently than others, and there was a discrepancy found among the participants. An example of this would be YouTube. One of the participants noted this as one of her social media interactions in the 30-day daily log. YouTube is mainly a video website. However, a lot of the videos can have interactions where reading needs to occur such as reading subtitles and the comments of others relative to the video. This allows for reading based on social interactions.

Another limitation was the teacher candidate's pedagogical backgrounds and social media's relevance within their domain. Many of the participants came from different content areas. The participants were teaching different subject areas, so using social networking in the classroom depends on relevance and content agreeance. For instance, it is much more difficult for social networking to be a part of a mathematical lesson than it would be for a History or English lesson.

The variance in each participant's experience level was also a limitation. Some participants' only experience was that of a substitute teacher, making it more difficult for them to share any relevant examples of how they are utilizing social networking and technology in their own classrooms. They do not yet have a classroom of their own, so they are unable to make these decisions. Therefore, only solicited teachers with their own classroom should be used as participants in this type of research study.

Throughout this research study, all data was collected through the participants' discussion and words. For future research, I suggest using anecdotal notes through observations to collect data for the research study. The anecdotal notes would be on observations inside the classroom, as well as observations of teacher candidates during leisure time. This will help to provide information that is unbiased because it is being observed. Also, by having the participants track their social media interactions, there is no guarantee that the interactions were true and concise. One of the participants even openly admitted to avoiding social media for the pure reason that she did not want to document it on the log. How many just did not document an interaction because they did not want to? How many forgot for days and just guessed afterward to have it done? There is no way of truly verifying that the responses were genuine and truthful. Prior to the log, a statement should be given to the participants up front that they agree to give their best efforts or they will understand they (or their data) may not be used in this study. This will help to keep participants honest and true to the log. Another way of making it easier to collect data from participants would be to make the log less time consuming, maybe for only a week or two. This may help the participants by lessening the time commitment overall.

Implications

During this study, several implications may benefit future teachers and students. These implications include: social networking is a daily habit, social networking provides a door for differentiation, and social networking sites provide an outlet for motivation to read.

Social Networking is a daily habit. This research study made it very evident that social networking is occurring daily. The data collected through the daily log (Appendix 3) supports this finding. Teacher candidates were on social media sites at least once a day. Some on multiple sites and even the same site multiple times a day. Anywhere you look, you can see someone standing with their phone, a device that makes social networking right at your finger-tips throughout the whole day. With this insight, teachers can utilize this information in order to gather a better understanding of their students and help find triggers to motivate and engage readers in the classroom. This can also help with assignments that are more relevant to students' home life. If homework assignments help relate to the students' lives, then they are more apt to complete the assignment and put in the effort. If teacher candidates are going on social media sites daily, then most likely, students are as well.

Social Networking provides a door for differentiation. Each participant went on social media sites and interacted in different ways. Some just went on to browse, some went on to learn new ideas, and some went on to publish their own statuses/posts. This provides a way to differentiate instruction. The participants were choosing how they wanted to interact. Whether it was creating, observing, or discussing, these are all common goals that teachers have for lesson plans. These are the actions educators wish their students portray in order to gain a deeper understanding from lessons the educators teach. Social media sites do this without even having to think about it. The people that interact on these sites engage in literacy activities in a way that is meaningful to them without even knowing it. Through this research study, all of the participants were engaged with social media in meaningful ways that required control of literacy skills.

When these objectives are being met on a regular basis without being requested to do so, this could also provide a way for students to interact that is genuine to their own learning needs.

       Social Networking Sites provide an outlet for motivation to read. One of the greatest challenges a teacher faces is to engage and motivate every student. The research showed that reading through social media is occurring very frequently. This research stipulated no requirements for social media website engagement or log-on time. Like teacher candidates, students are motivated and engaged in the learning process if it relates to them or interests them. Since these candidates are choosing to go on social networking sites, they are also choosing the materials they are reading and engaging with through these sites. Social networking provides materials that are appealing because there are so many topics that spike the interest of the reader and provide authentic experiences. Social media sites also make an experience individualized. There are some sites that even have algorithms to help display things that the user is interested in based on previous readings or viewings. Maybe this is why users are on social media sites so frequently. They are gaining experiences with interests and can always find something of interest when visiting the site.

       The Value of Reading reflects opinions on what constitutes as a reading task. Some do not view all reading as a literacy task. How a teacher candidate valued reading, helped to classify what they considered to be a reading task. If a candidate claimed to love reading, then he/she easily shared their opinions of the reading that was occurring through social media sites. They even gave further implications as to what they would consider a reading task in order to help their students find motivators to read. Other

candidates that did not value reading and found reading boring did not seem to believe that reading was occurring on social media sites. This potentially is the reason why they do not like reading and why reading is boring to them. Today, we do not need to carry around a dictionary. We have all the information we could possibly need right at our finger tips. Society has changed what reading is and those that do not like reading are stuck in the mindset that reading has to be with a hard text and something of a difficult nature. With social networking, reading can be encouraged to be composed of different modes and not be as complicated as some may think it should be.

Research Suggestions

For future research, it is suggested to hold three major ideas accountable. You should (1) select candidates who are full-time teachers with their own classrooms; (2) use observations and anecdotal notes to collect data; and (3) take note of all participants' reading materials. This will allow for the data to be more focused with each participant. Using observations and anecdotal notes will also help validate data, as this is data collected from a non-biased third party. Lastly, noting all reading materials will provide more insight on what subjects, levels, and types of text in which readers are engaged. This will provide more insight on motivation and engagement.

Overall Significance

In order for students to be fluent readers, they need to be flexible and adaptable to a variety of reading modalities. They need to be able to read hard-copy books as well as on-line text material. Reading online and through social media sites is very different than reading a "hard" text (book, magazine, etc.). The goal of schooling is to prepare students for the real world by closing the gap between school and reality. It is imperative that we

are preparing students to be successful with the vastly changing landscape of "reading

material" entering our classrooms via the internet. This will help students become

lifelong learners and take learning into their own hands.

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Appendix 1:

Pseudonym:_____

Motivation to Read Survey: Based on:

Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunarinesingh, K., Mogge, S., ... &
        Dunston, P. J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent & Adult*
        Literacy, *50*(5), 378-396.

1. Reading a book is something I like to do
      a.   **Never**   **b. Not very often**

      c.   **Sometimes**   **d. Often**

2. I read a book
      a.   **Never**   **b. Not very often**

      c.   **Sometimes**   **d. Often**

3. I read a magazine
      a.   **Never**   **b. Not very often**

      c.   **Sometimes**   **d. Often**

4. I read online
      a. **Never**   **b. Not very often**

      c.   **Sometimes**   **d. Often**

5. People who read a lot are
      a.   **Very interesting**   **b. Interesting**

      c.   **Not very interesting**   **d. Boring**

6. I am
      a.   **A poor reader**   **b. An okay reader**

      c.   **A good reader**   **d. A very good reader**

7. I think reading is
      a.   **A boring way to spend time**   **b. An okay way to spend time**

      c.   **An interesting way to spend time**   **d. A great way to spend time**

8. Reading is
      a.   **Very easy for me**   **b. Kind of easy for me**

      c.   **Kind of hard for me**   **d. Hard for me**

9. I would rather read online, than a physical book or reading material
      a.   **Never**   **b. Not very often**

      c.   **Sometimes**   **d. Often**

10. What is expected for me in class, is the kind of reading I do outside of class
      a.   **Never**   **b. Not very often**

      c.   **Sometimes**   **d. Often**

Appendix 2:

Pseudonym:_____
Interview: Based on
Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunarinesingh, K., Mogge, S., ... &
    Dunston, P. J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent &*
Adult
    Literacy, *50*(5), 378-396.

1.) **What is the most interesting thing you read lately?**
    a.) **What was it about?**
    b.) **What did you think about it? Did you like it?**
    c.) **How did you find out about this passage?**
2.) **Did you read anything at home yesterday?**
    a.) **What did you read?**
    b.) **What led you to this reading?**
3.) **Did you read anything today?**
    a.) **What did you read?**
    b.) **What led you to this reading?**
4.) **What is something you would like to read?**
    a.) **How did you hear about this?**
5.) **What is the topic you read about most?**
6.) **How much of your reading would you say is online? (percentage)**
7.) **Do you share your reading materials with anyone else?**
8.) **Did you like reading as a child?**
    a.) **What are some of the experiences you remember that involve reading?**
    b.) **How is this different than the experiences you have with reading now?**
    c.) **What do you think is the cause(s) of this change?**
9.) **What do you notice about the reading abilities of your students?**
10.) **What kind of modes of reading do you typically use in your classroom?**

Appendix 3:

Pseudonym:_____
30 Day Daily Log
Directions: For the next 30 days please document all of your social median experiences. You
may have several inputs per day. You may also have a specific social media experience
reappear each day (example: you may go on Facebook multiple times a day, you will need to
log each time you go on). You will also log your reading experiences with this social network
(example: I read statuses, I read an article, I read messages, etc.) with the subject of the
material read.

Day:	Date:	Social Media Network:	Time Spent:	Reading Material:	Subject Matter:

Appendix 4:

Pseudonym:_____
Conversation Questions

Were you surprised with your social media interactions?

Before conducting the log, would you have characterized your social media interactions as reading?

Now that you are aware of the social media reading you do, which do you prefer, to read a book, or go on social networking?

How do you think your students would respond if you asked them the same question?

Before taking part in this research study, would you have considered being on social media a reading and writing task?

Has your thinking changed? How?

Do you already use aspects of social media into your lessons?

If yes: How do you do this?

If no: Would you consider adding aspects of social media into your lessons? How would you do this?